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ABSTRACT

This document consists of all 25 issues of Volume 11 of "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue contains several feature articles, a policy update column called "Outlook on Washington," a description of an exemplary program, and a sample student success story. Among topics addressed by feature articles in each issue are: (1) college admissions and the diversity plan of the University of Wisconsin; (2) education and the new Hispanic heritage; (3) Latin American jurists and legal education; (4) bilingual education and academic achievement; (5) Hispanic American achievement, Internet programs, and racial tensions; (6) Hispanic Americans in sports, science, and sociology; (7) Hispanic Americans at the City University of New York; (8) student financial aid and paying for college; (9) international education and the Latino educational agenda; (10) achievement of Hispanic American women; (11) 100 years of community colleges; (12) the new Secretary of Education, Roderick Paige; (13) Hispanic Americans in graduate education; (14) grading the states with regard to higher education; (15) top 100 colleges for Hispanics; (16) Latino accomplishments and Latino history; (17) Hispanic representation in health care; (18) educational change and innovation; (19) caucus of leaders of the American Association for Higher Education and "Hispanic Outlook"; (20) careers, college attendance, and the status of women; (21) affirmative action and the Hispanic American student; (22) Hispanic Americans and the arts; (23) national profile of independent colleges and universities; (24) the internationalization of U.S. higher education; and (25) Volume 11 index. (SLD)

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Adalyn Hixson, Ed.

Volume 11, Numbers 1-25

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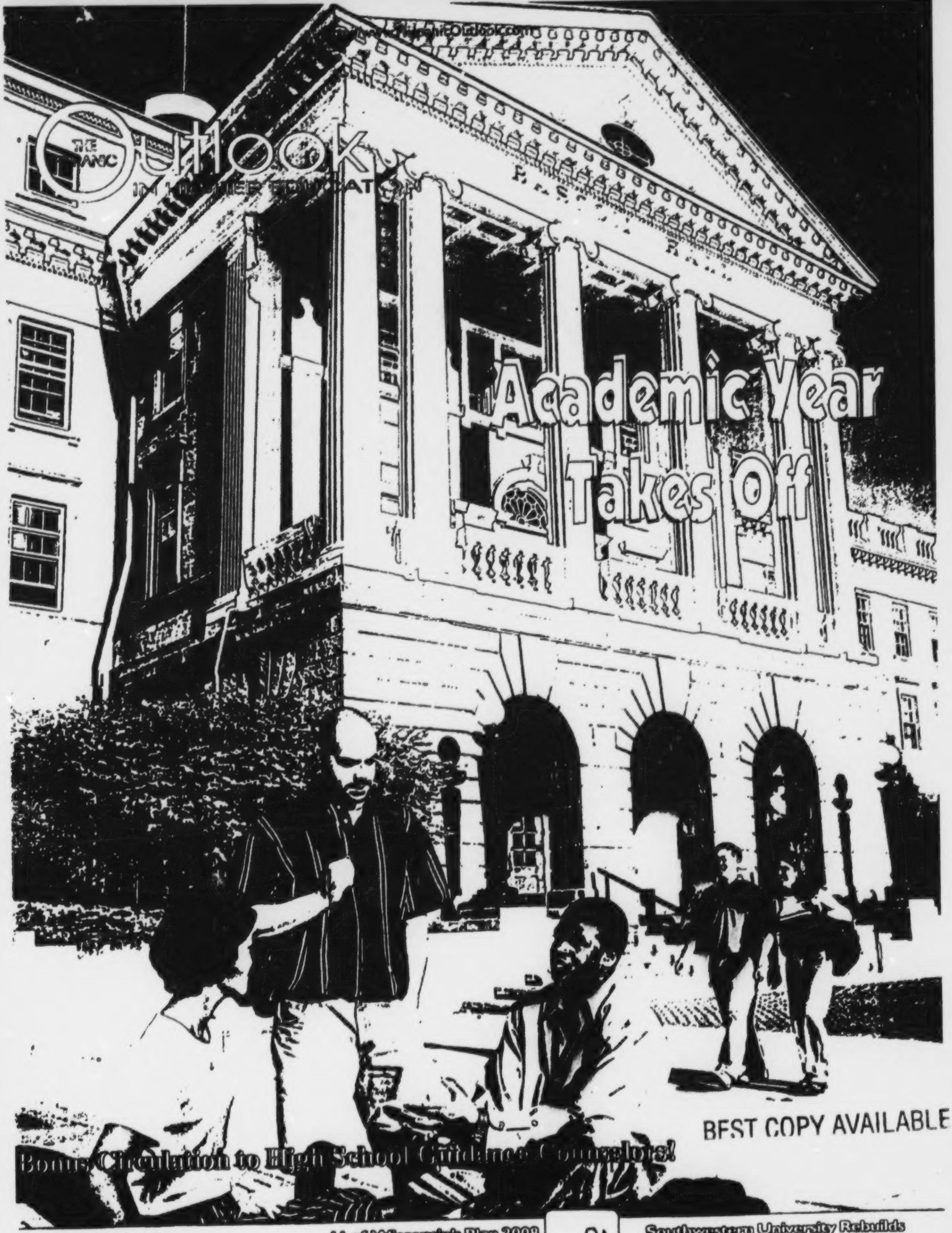

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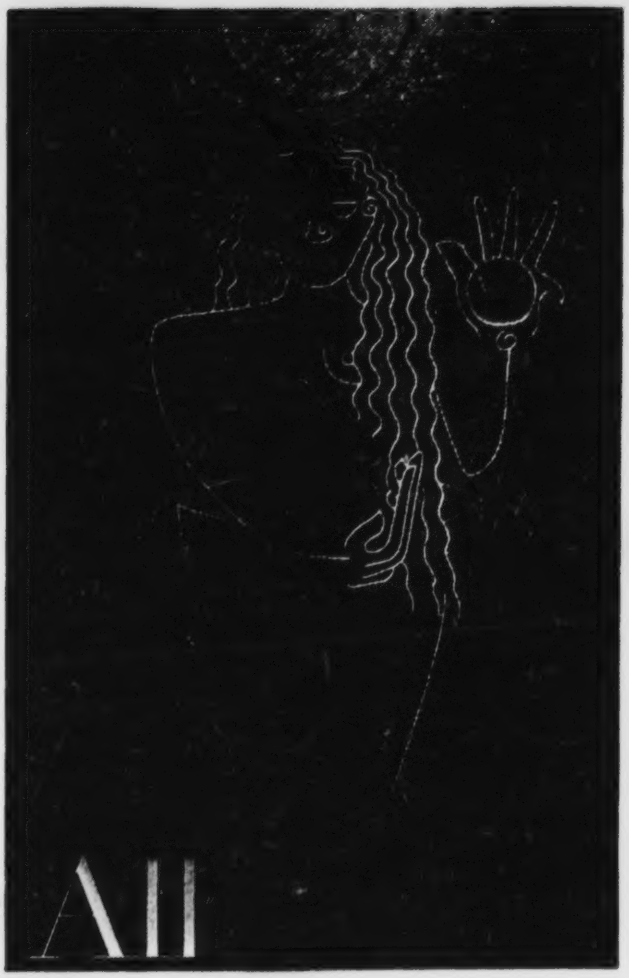

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The Opportunity to Graduate back cover

Cover Photo © Jeff Miller/UW-Madison

Esquina Editorial

¡Saludos!

Now that the new academic year is in full swing, we look forward to continuing to provide pithy, in-depth stories, eyebrow-raising accounts, and personal perspectives–all aimed at making you say *hmmmm* with every issue. This school year is of particular significance to *HO* as we celebrate a milestone–our 10th year anniversary–and taken on another. We also welcome our first editor's column, where it'll be my pleasure to regularly communicate, share, and respond.

In this back-to-school issue, we take a look at a potpourri of topics such as bilingualism how certain institutions are bridging the cultural gap, and the importance of a biliterate workforce.

Throughout the 2000-01 school year, *HO* is primed to follow up on affirmative action developments, a dearth of tenured Hispanic faculty, employment and education inequities, and how universities have become more culturally and gender-sensitive.

One of the hot topics abuzz is Census 2000, where Hispanics are taking center stage. Preliminary data shows that the Latino population has experienced an explosive growth, almost a 40 percent increase since the 1990 Census, compared to a four percent total population growth.

The numbers indicate that Latinos have branched outside of traditional metropolitan enclaves. States like Nevada, Georgia, Kansas, Colorado, and Arkansas, in addition to New York, Florida, California, and Texas, have burgeoning Latino communities.

Hispanics comprise more than 31 million out of a total 272 million residents counted. This is invaluable to the Latino community, which is eager to finally achieve adequate representation in government, employment, education, and, a contentiously divisive subject, funding.

Take note, *y basta el proximo número.*

M. Sarracent

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

20,000 U.S. Government Websites

BY GUSTAVO A. MELLANDER

Thomas Jefferson once said, "America's institutions must move forward hand in hand with the progress of the human mind." Clearly that progress is reflected in the development of the Internet over the past 20 years. Not to be left behind, the U.S. government has also moved into the Internet Age.

Washington is geared up to provide us and our students with a cornucopia of resource material only dreamed of in years past. And it is easily accessible from millions of computers throughout the nation.

There are now more than 20,000 government websites. Here are few of those most pertinent to students, educators, and Hispanics.

Teachers, parents, and students can access lessons and educational materials on any topic via the **Department of Education's new Gateway to Educational Materials (www.thegateway.org).** Which connects users to more than 140 websites.

Agencies from across the federal government joined forces to provide **Federal Resources for Academic Excellence (www.ed.gov/free),** which makes hundreds of education resources available on the Web for teachers, students, or parents. Subjects range from an architectural tour of the National Gallery of Art's East Building to a mutual fund cost calculator from the Securities and Exchange Commission.

Need a government statistic? **FedStats (www.fedstats.gov)** provides a single point of entry to 40 federal statistical programs. Since its inception in May 1997, FedStats has logged more than 35 million user sessions.

With **Access America for Students (www.students.gov),** students can gain information on how to obtain financial aid, pay their student loans, and get career information.

Learn how students can pay back student loans by volunteering in their communities through the **Corporation for National Service (www.cns.gov).**

Get information on choosing a health plan, a doctor, a course of treatment, or a long-term care facility. The **Department of Health and Human Service's Healthfinder service (www.healthfinder.gov)** provides information on the latest health research, different illnesses, and a host of medical resources. It served more than 4.5 million visitors in 1999.

Start your own business with help from the **Small Business Administration (www.sba.gov).** Offers information on loans and outreach initiatives for women and minority-owned businesses, e-mail counseling and mentoring, online educational courses, and a database of federal, state, and private contracts available to small firms.

Protect yourself and your children from environmental hazards. Secure data about drinking water quality, toxic air releases, hazardous waste in your neighborhood, water discharge permits, and Superfund sites at the **Environmental Protection Agency's (www.epa.gov)** Enviromapper site.

Begin planning for retirement by computing your estimated Social Security benefits online at the **Social Security Administration (www.ssa.gov).** Explains how to obtain a Social Security number and provides information for employers on reporting earnings.

Is it possible that you or someone you know might be owed pension benefits without knowing it? **The Pension Benefit Guaranty Corporation (www.pbgc.gov)** reunites people with missing pensions, and features an online Pension Search Directory that allows you to find benefits that might be owed to you.

Learn how to get health insurance for your children through the **Children's Health Insurance Program (www.insurekidsnow.gov).** CHIP's webpage offers state-specific information on who is eligible and how to enroll.

Buy your first home with help from the **Department of Housing and Urban Development (www.hud.gov).** HUD's webpage provides a comprehensive homebuyer's kit, complete with searchable databases of HUD homes for sale, condominiums, and developments approved for FHA financing, and HUD approved lenders.

Learn food safety and handling tips, proper cooking temperature for food, how to test whether your own kitchen is safe from foodborne illness. Provided by the **Department of Agriculture (www.foodsafety.gov).**

Find a fuel-efficient car with help from the **Department of Energy and the Environmental Protection Agency (www.fueleconomy.gov/feg).**

Kids, parents, and coaches can get tips from the U.S. Women's Soccer Team (and other experts) on good reasons not to smoke–for instance, not being able to run down the soccer field–on the **Smoke-Free Kids website (www.smokefree.gov).**

Curious about online trading? Learn how to invest wisely and avoid fraud on the Internet from the **Securities and Exchange Commission (www.sec.gov).**

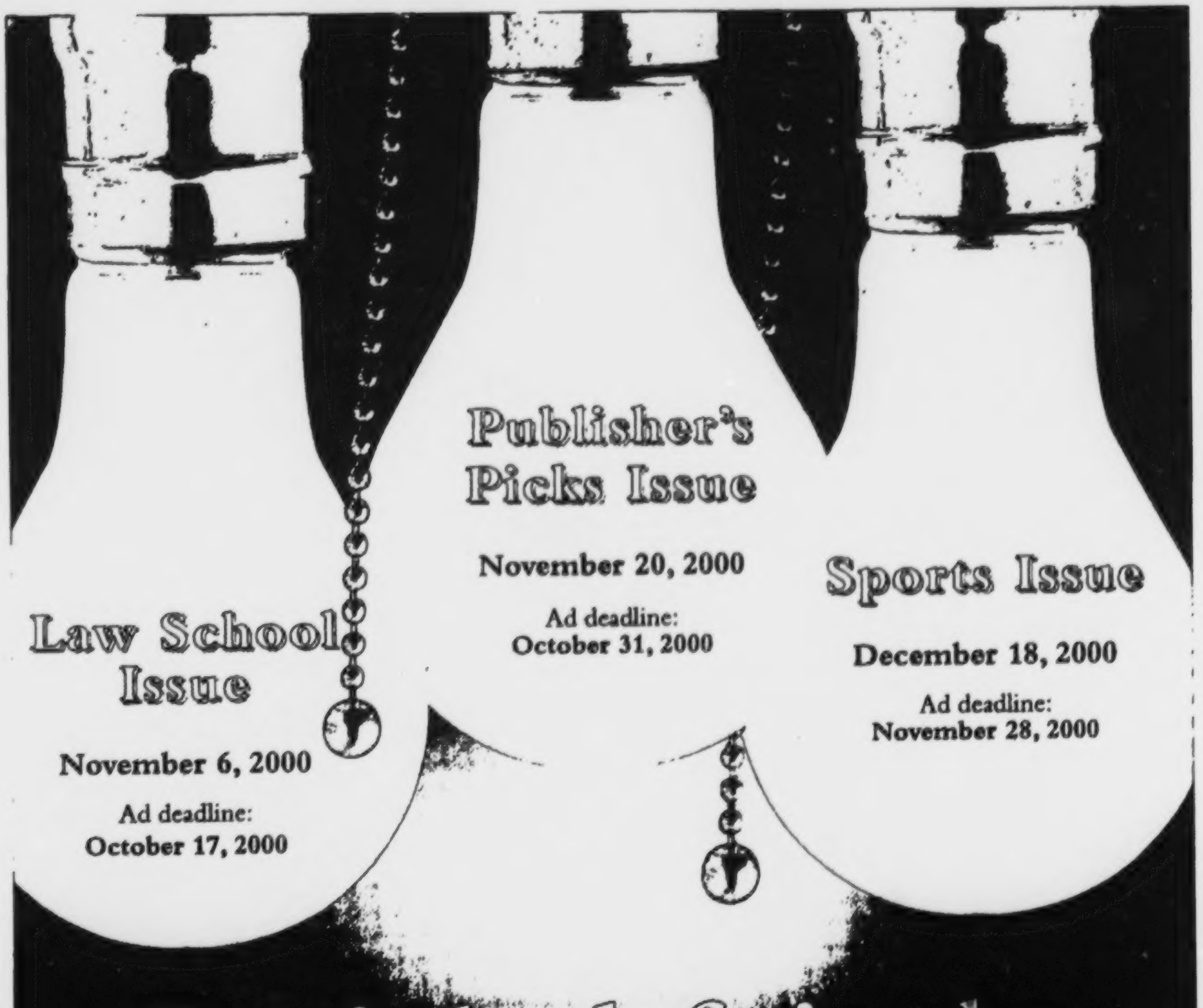
Travelers can check for weather-related delays using the **Federal Aviation Administration's website (www.fly.faa.gov),** which received nearly a million hits since its launch on April 2000, with the number of visitors doubling every week.

The Federal Emergency Management Agency (www.fema.gov) website provides information on where to find temporary shelters, crisis counseling, or legal counseling, and help in applying for help in rebuilding your home.

Find the Veterans' Medical Center nearest you. Verify benefits you might qualify for, with help from the **Department of Veterans' Affairs (www.va.gov).**

Learn about your Medicare benefits, get information about nursing homes in your area, or report suspected Medicare fraud. The **Health Care Financing Administration's (www.hcfa.gov)** webpage also provides an online version of the *Medicare & You 2000* handbook.

Dr. Mellander is a professor at George Mason University.



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University of Wisconsin's Plan 2008- Doing It Better the Second Time Around

New Diversity Plan at University of Wisconsin

UNIVERSITY OF WISCONSIN SYSTEM

UW

BY

INÉS PINTO ALICEA

Scholars at University of Wisconsin-Madison

University of Wisconsin officials say they are encouraged by the progress being made to diversify their 26 campuses. Critics were skeptical of their ability to succeed.

"I've seen movement where I didn't think I would see movement," said Andrea Teresa "Tess" Arenas, assistant vice president for academic affairs for the University of Wisconsin system and senior advisor to the president for multicultural affairs. Arenas is overseeing progress at the system's four-year and two-year campuses.

"I'm pleased, and I'm a hard person to please. There is this sense of momentum."

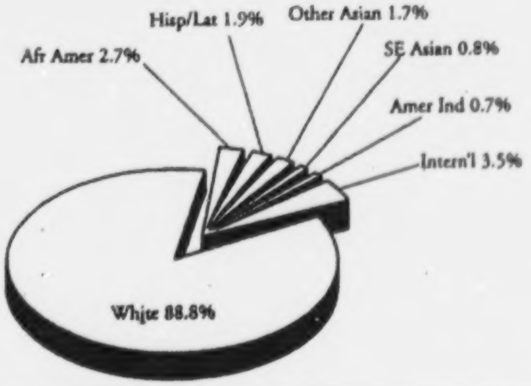
The UW system board of regents agreed in May 1998 to undergo a radical change in how it attempted to diversify its campuses. It abandoned numerical goals for minority enrollment and ended racial preferences in admissions. Instead, the board adopted PLAN 2008: Educational Quality Through Racial and Ethnic Diversity, which they said would diversify their campuses yet help them avoid affirmative action lawsuits. Each institution submitted its own 10-year plan, specifying initiatives to undertake to advance the goals of PLAN 2008 and identifying accountability measures it would use to demonstrate success.

The overall goal of PLAN 2008 is to bring participation and graduation rates for minorities in the UW system in line with the student body as a whole.

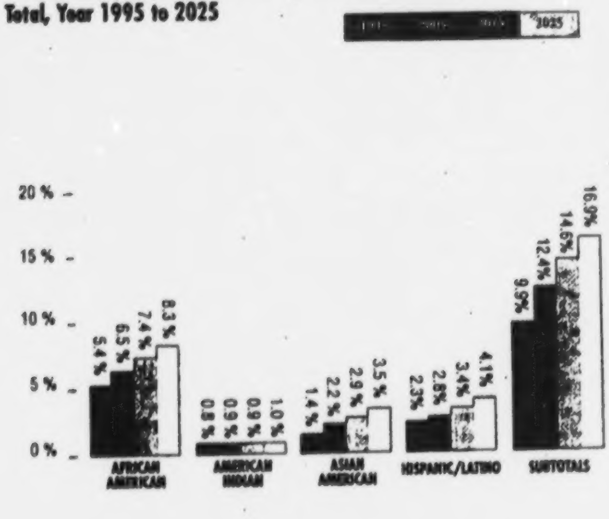
Critics, however, said that without specific, written numerical goals, it would be impossible to succeed. The system's annual accountability report does in fact offer a lot of numbers and gauges progress through numbers. For example, Latino enrollment jumped 8.6 percent from 1998 to 1999. Southeast Asian Americans accounted for the largest enrollment leap, with a 27.9 percent increase between those two years. But the numbers provide a mixed picture whose outcome won't be clear for a few more years. For example, while the percentage of Hispanic students who earned bachelor's degrees from 1989 to 1999 grew 99 percent, the percentage of Latino students earning all types of degrees slipped more than 11 percent between 1998 and 1999. Of the 25,000 degrees conferred in the 1997-98 school year, only about

Our Future... The UW System has come far since 1944 when the UW-Madison University Club refused to accommodate Arthur Blake, a black graduate student. Undeniably, the UW System has still farther to go to achieve its diversity goals.

Racial/Ethnic Enrollment as a Percent of Total UW System, Fall 1998 Enrollment



Wisconsin Population Projections by Race and Ethnicity: Total, Year 1995 to 2025



6.4 percent or 1,657 were conferred to students of color.

"Undeniably, the UW System has still further to go...," said PLAN 2008. "That does not mean we should not make the effort. It means there is no more time to lose."

In Wisconsin, by the year 2025, the percentage of people of color in the total population will increase from 9.9 percent to 16.9 percent. People of color of traditional college age, 18-24, will increase from 12.9 percent to 21.7 percent. By 2025, Hispanics will comprise 5.1 percent of that population in Wisconsin.

Hispanic enrollment grew the most between '89 and '99–systemwide, from 371 students to 761, an increase of 105 percent. Yet they still comprised just 1.9 percent of the total student population in 1999. In the fall of 1998, only eight percent, or 12,000 students, were minorities.

Major goals of the overall plan include increasing the number of Wisconsin high school graduates of color who enroll, encouraging partnerships that build the educational pipeline, closing the achievement gap, increasing financial aid for needy students, improving accountability, and increasing faculty and staff of color.

Of the 10,450 faculty and instructional staff members in 1998, some 950 or nine percent were people of color.

Under those goals are many action steps: sponsoring precollege programs, increasing undergraduate or graduate scholarships, creating faculty and staff recruitment packages, supporting race/ethnic studies research, funding multicultural educational experiences and a campus climate hospitable to all students, providing undergraduate and graduate internships, and helping to create administrative internships for faculty and endowed chairs at various campuses.

Some sites have added their own twists to the umbrella plan. The Stevens Point campus is offering precollege programs for the migrant population in the area, both adults and children. Parkside campus includes consideration of diversity issues in teaching evaluations–giving significant weight to successful infusion of diversity issues in the classroom and the curriculum.

La Crosse determined that merit increases for deans, division heads, department chairs, and directors will be tied to their diversity efforts in accomplishing the goals of the campus PLAN 2008.

River Falls is working on improving retention by pairing high school students of color with faculty members in a research program prior to the start of college.

The Stout campus is investigating the possibility of offering a minor in ethnic studies. Eau Claire is piloting a "Grow Your Own Program" to expand its pool of academic staff minority applicants in underutilized disciplines by hiring at the master's level and providing partial support for doctoral work.

One interesting aspect of the diversity plan is the call by several campuses to get their private foundations to finance their diversity efforts. They say that by using those foundations that raise private funds, they can offer race-based scholarships without encountering the legal and political questions that would arise if state funds were used. UW officials argue that they need such scholarships to diversify their campuses and to compete for students. A higher proportion of minority students–69 percent–graduate with debt as compared to all students, where the percentage is 58.

UW-Milwaukee

UW-Milwaukee listed among its goals a plan to raise $25 million for scholarships for minority and low-income students.

"The campus had to step up

Lisa Reavill, director of the Academic Success Center and make a commitment to these kids," said Gary L. Williams, UW-Milwaukee's assistant vice chancellor for academic and multicultural affairs.

"Private institutions have been offering much better financial aid packages than public institutions," said Lisa Reavill, director of the Academic Success Center, which provides support services at the River Falls campus in the areas of career, counseling, health, and multicultural issues.

Reavill said her campus has been tracking retention of minority students for a decade. In the first eight years, the retention of minority students always stood 10 to 15 percentage points lower than that of white students. But in the last two years, minority students are being retained at the same rate as white students. Also, the number of students of color who enrolled at River Falls in the fall of 1999 was 247 and the previous year, 221, she said. The campus has worked hard to keep its minority students and has taken some proactive steps to do so, including sponsoring four multicultural organizations, providing faculty development money to integrate multicultural content into its courses, and offering a multicultural activity series.

"We want people to stay," said Reavill. She said too that the campus' staff is spending more time recruiting students of color, including visiting Native American reservations across the state. The academic success center she runs now has a full-time person assigned to offering counseling to students of color on picking the right major, summer employment, and other issues.

Andrea-Teresa Arenas, Ph.D., assistant vice president for Academic Affairs

UW-Milwaukee's Williams led a group on campus to develop a document called "The Milwaukee Commitment" in response to the regents' decision to end racial preferences in admissions. The document calls for a campus student population and a faculty and staff cadre that reflects the diversity of Milwaukee.

"We've set some goals," said Williams. "We have not set quotas. We don't have two sets of admissions criteria. If you look at the different campus plans, you'll see some ambitious plans, very diversified plans tailored to the demographics of the area. As an urban campus, we decided we had to look like an urban area."

Milwaukee, a city of some 628,000 people, has a population that is nearly one-third African American and a population of Latinos that stands at more than 37,000. The campus of nearly 23,000 students has made some progress in boosting Latino enrollment. In 1990, there were 598 Latino students. By 1999, that number had grown to 862.

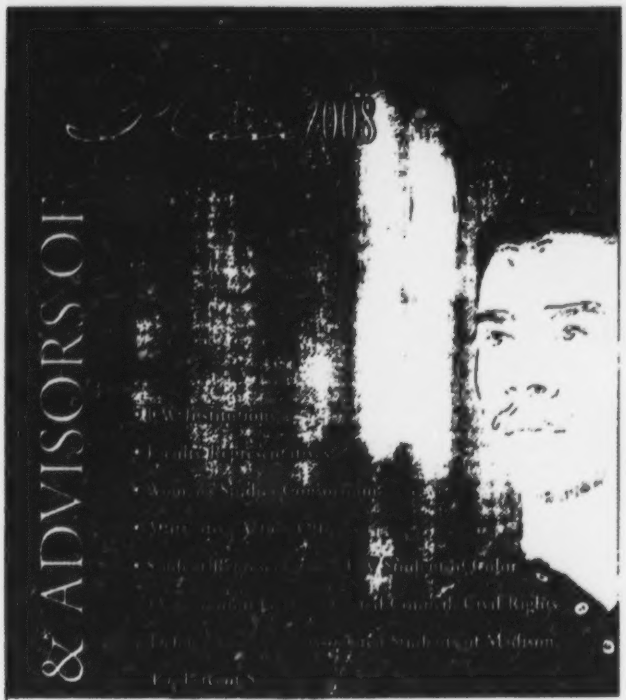
Critics say that since the state is 92 percent white, tying their diversity efforts to the local student population is not an effective way to increase minority student enrollment. Williams agrees.

"We have to recruit students much like we recruit athletes," said Williams. "You go after them. We're talking it up."

Williams said, however, that the school recognizes that some students might not fit the profile of the students they are seeking. They have established an alternative admissions program in which students who truly want to attend the University can submit additional information and meet with school officials.

A major thrust of the Wisconsin diversity plan is the effort to boost precollege programs throughout the state–tripling the number of students in the precollege program by 2008. Statistics show that 92 percent of participants graduate from high school and 65 percent go to college, but a lack of funding for the programs has limited the number of students who can participate. Of 6,640 precollege students served by UW institutions in 1998-99, some 35 percent were minorities.

W. Lee Hansen, a professor



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emeritus of economics at Madison who has studied admissions policies nationwide, argues that the board of regents should not focus so much on precollege programs, which he said serve just students who are already intending to go to college. The state should emphasize improving the academic quality of the state's public schools.

Williams disagrees, saying that the precollege programs are effective and they do attract minority students. More than 2,000 students participate in the Milwaukee program yearly, and the precollege programs have been altered to address the different needs of high school students.

"Because of the economy, the students have an opportunity to earn money in the summers," said Williams. "The students don't have that opportunity if they are participating in a precollege program. To address this situation, the programs started offering half days of classes so students who wanted to earn some money during the summer could do both.

PLAN 2008 is the successor to Design for Diversity, the University of Wisconsin's first long-range plan for racial and ethnic diversity, adopted in 1988. Design for Diversity was said to have fallen short in a number of its goals, including efforts to double the number of minority students within a decade. The University used numerical goals in 1988 to determine if their efforts to diversify were working, and it did have some successes. The plan called for increasing faculty and staff of color by 75 percent within five years, which it did. It established ethnic studies as a general education or graduation requirement at every campus. It provided for a minority/disadvantaged coordinator at each institution.

"Nationwide, the idea of affirmative action is being challenged by those who believe it is no longer necessary, no longer practical or no longer legal," said PLAN 2008, which is designed to achieve its goals "in accordance with, but without exclusive dependence on, existing affirmative action statutes."

Reavill, who has worked for the UW system for 10 years, said she feels that PLAN 2008 is better than the previous diversity plan because it has more specific, concrete goals and because the state is providing more money to make it succeed.

University of Wisconsin-Milwaukee campus grounds

"The state is providing the resources to get things done," said Reavill. "There is a desire to do it better the second time around. The plan had a lot of input from different levels. The president of the system said they would hold the chancellors responsible for getting results."

"Some people gave it to me right between the eyes," said Williams. "Some of them said that the last 10-year plan got shelved and nothing happened. I can assure them this won't get shelved. Everybody is on board. We have the commitment of the chancellor."

Williams said that the Milwaukee campus has already accomplished some of the goals it set out to achieve when it released its plan publicly in June last year. The University planned to double its enrollment in precollege programs within five years and has already done that. The University also sought to hire a multicultural librarian, and did so recently.

"We're moving along," said Williams. "We'll get there."

Reavill agreed, saying that her campus adopted 45 action steps to achieve in their plan.

"We will keep chipping away at these steps," Reavill said.

Students having lunch at University of Wisconsin-Madison

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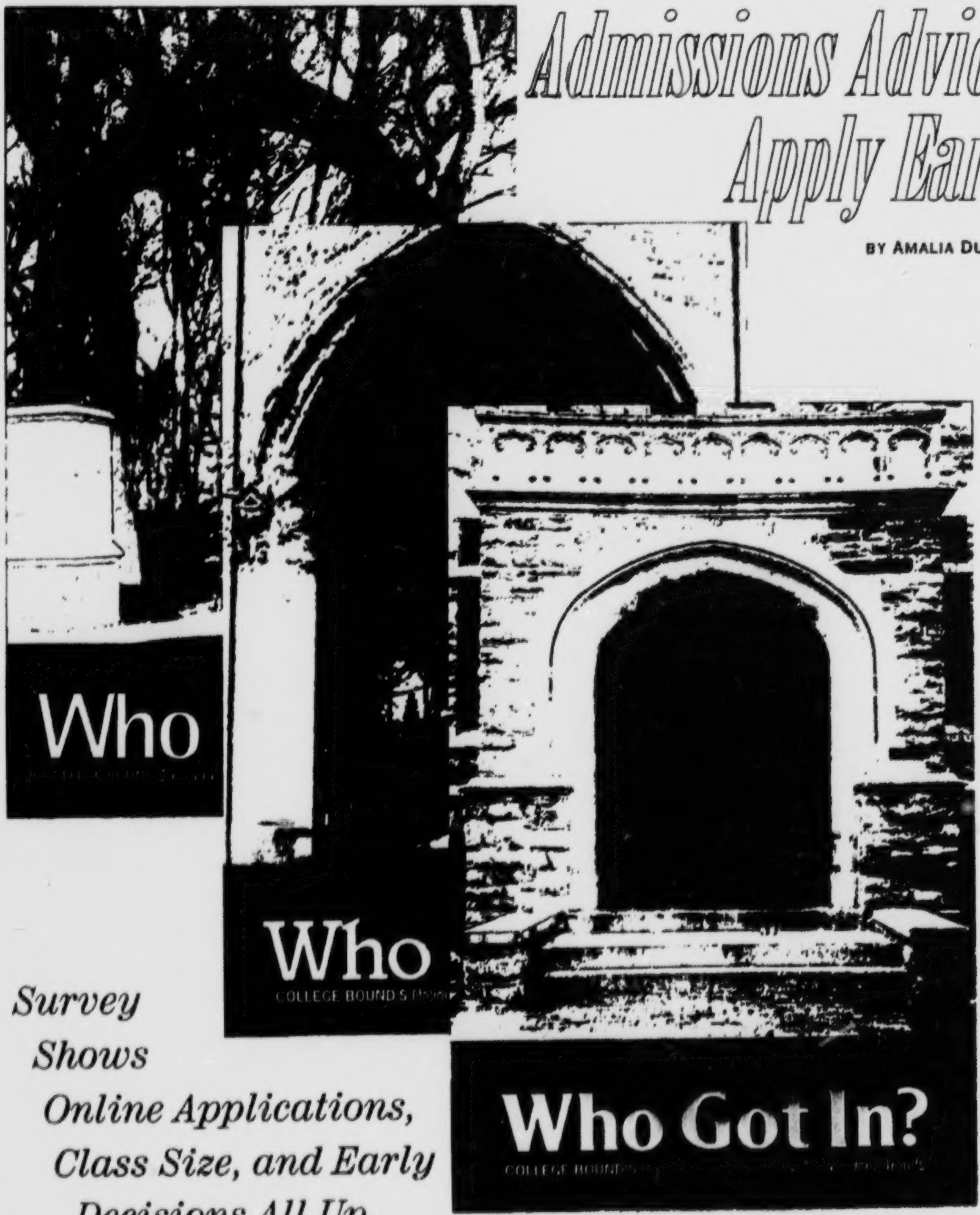
Admissions Advice: Apply Early

BY AMALIA DUARTE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Who Got In?
COLLEGE BOUND

Survey Shows Online Applications, Class Size, and Early Decisions All Up

From Dartmouth (N.H.) and Notre Dame (Ind.) to the DePaul School of Music (Ill.), more students than ever before used the Internet to apply to colleges and universities in 1999. At Kalamazoo College (Mich.), for instance, nearly half of the students who applied did so electronically. The college received 715 e-mail applications out of 1,410 sent in.

And this trend wasn't restricted to smaller schools. The University of Iowa got 24 percent of its 11,357 applications online; at the University of Arizona, 10 percent of its applications came over the Web, while the University of Colorado at Boulder got 14 percent of its application forms via e-mail.

This exploding trend is just one of the interesting discoveries culled from a report called "Who Got In?" that is published annually by *College Bound*, an award-winning monthly newsletter that reports on developments and trends in college admissions and financial aid.

CB's subscribers include high school and private counselors, college admissions officers, teachers, students, and families around the world.

Each fall, *CB* surveys a representative range of college and university admissions officers across the country to "gather the latest statistics and emerging trends" from the completed admissions year.

In this year's edition, 126 institutions of higher education responded. The survey includes a mix of large and small, public and private, well-known and less recognized schools.

While not a huge sampling, the report offers a pulse check on admissions around the country. Some of the more significant trends uncovered by the survey include a rise in the total number of applications, fewer overall acceptances, more students seeking early decision/action, longer waiting lists, bigger class sizes, and larger numbers of international students.

E-pplications

But the biggest trend in this year's report is that of students going online to apply for college. The impact of the Internet on education is not news. But the increase in online applications as reflected in this latest report is pretty dramatic. Just two years ago, more than half of the schools responding to the survey reported that they didn't even offer online applications. The following year, which looked at the 1998 admissions cycle, 55 percent reported using the Web. This year's survey found about seven in 10 institutions offering electronic applications.

> ***Trends uncovered by the survey include a rise in total applications, fewer overall acceptances, more students seeking early decision/action, longer waiting lists, bigger class sizes, and larger numbers of international students.***

It's not hard to figure out why schools are leveraging the Internet in this way. The schools that offer Web-based applications report that a growing number of students prefer to interact that way. This trend of students forgoing paper and pen for e-mail isn't surprising. After all, why would students bother with bulky envelopes and bad handwriting when they can do it all on the Internet, a place where today's high schoolers feel completely at home? Indeed, *CB* dubbed it the "Year of the (E)pplication."

Clearly, the Internet generation prefers clicking a mouse to licking a stamp.

Of the colleges and universities surveyed, 67 percent reported that they had received more online applications in 1999 than in 1998, a result of broader Internet access among students and a marked rise in the number of institutions offering online applications. For small schools, it's a chance to reach a wider audience. Alma College in Michigan, for example, with 1,400 full-time students, began providing electronic applications in 1999.

But it's not just applications that students are doing online during the admissions process. Today, a website, no matter how basic, is a must-have for colleges and universities seeking to recruit new students. Prospective students are trolling the Web to take "virtual tours" of campuses and check out course offerings and majors. "We have seen much more Web activity from inquiries to enrollment," reported American University's (D.C.) director of admissions, Joseph Blassberg, in the survey. "More e-mail!" was reported at Nova Southeastern University in Florida, by Director of Admissions Jean Lewis. "More students obtaining information from the Web. More students applying via the Web," according to Erika Heet, publications coordinator at the University of California at Santa Cruz.

And, of course, schools are bragging about their wired environments. "Every incoming student receives a laptop," reported Alyssa McCloud, acting director of admissions at Seton Hall University (N.J.). "We're the #1 wired Catholic university in the nation."

Visiting Campuses

Despite the popularity of the Web, nothing beats a campus visit. Admissions officers across the board still strongly recommended a live tour to get a real feel for campus life. "Tour the campuses in which you are interested," counseled Associate Dean of Undergraduate Admissions Joseph Marrone at the University of Bridgeport in Connecticut. "Talk to students and alumni, if possible." Reena Gold, director of admissions at List College, the Undergraduate School of Jewish Theological Seminary of America (N.Y.), gave this bit of advice: "Visit schools before you apply. You may see something that will change your mind positively or negatively about the schools you think you want to attend."

Minority Update

In terms of minority enrollment, *CB*'s survey didn't single out any noteworthy trends this year. But the numbers do show a positive upswing in Hispanic acceptances. Of the 126 schools surveyed, 40 percent reported an increase in their Hispanic admits, and another 27 percent stated that they'd admitted the same number of Hispanics as in the previous year. This is good news, but it marks a dip from the 1999 survey in which 64 percent of schools reported admitting higher numbers of Hispanic students.

At the same time, it's hard to draw any conclusions from this survey about minority enrollment for a number of reasons. First, the random survey doesn't track data for the same schools from one year to the next. And the survey also doesn't collect actual numbers of minorities. So, the percentage increases could reflect a mere handful of students or hundreds.

More Applicants

Other major trends in the survey include the continued rise in the total numbers of applications received by colleges and universities and in larger first-year classes. An overwhelming majority–77 percent of respondents–said they'd gotten more applications in 1999 than in 1998. This marks a jump over the past two surveys in which about two-thirds of institutions said they'd experienced an uptick in applications.

And big is definitely in. Some 57 percent of survey participants reported a larger first-year class than in the year prior. Again, this is an ongoing long-term trend. The 1998 survey found 74 percent of respondents reported larger class sizes; the year before, the figure was 67 percent.

The competition for admissions is, apparently, heating up as well. This year's survey of the 1999 admissions cycle reported that 35 percent of schools sent out fewer acceptance letters than they had the year before; 34 percent in the 1998 survey; 28 percent in the 1997 survey.

Fueling the competition is the fact that more students are banking on early decision as a strategy to get into their favorite school. Early decision continues to grow in popularity and has been climbing in *College Bound*'s survey over the past three years. This year, about half of the participating schools offered early decision, and of those, 32 percent received more applications under that option. For example, at Muhlenberg College (Pa.), Dean of Admission and Financial Aid Christopher Hooker-Haring told *College Bound*, "For the class that just entered, we filled 201 seats on a total class target of 500 via Early Decision. This left us looking at over 3,000 applications for the remaining 299…"

The new reality for potential college goers is that it's getting harder to get in. "Students are beginning their college search as early as sophomore year," reported Kenneth MacKenzie, associate director, Office of Enrollment Planning at Boston University. "Our applicant pool has grown in both volume as well as quality. This translated into the strongest matriculated pool in the University's history." To combat the competition, Hooker-Haring reported that students should make sure "there are at least one or two colleges in the application group that are virtual 'sure thing' accepts."

But underneath all these trends, one piece of advice remains the same. The refrain echoed by admissions officers all over the country is "Apply early."

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ABSTRACTS WITH HOME AND SCHOOL/ AGENCY ADDRESS MUST BE POSTMARKED BY: November 17, 2000

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Executive Director, NAHLS
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Latinos, Higher Education,

Both Parties Courting Hispanics and the

BY INÉS PINTO ALICEA

Like all other interest groups, advocates for Latinos and advocates for higher education are clamoring for attention from the Democratic and Republican parties as the presidential election nears, and hoping that their causes will progress in the next administration.

Governor George Bush

In many areas, the two groups share common goals.

Both parties are catering more than ever before to the Latino vote. Both assigned Latinos to leadership positions and prominent speaking roles for their presidential nominating conventions. In 1996, only three percent of the Republican convention delegates were Latinos, and about 11 percent of those attending the Democratic convention. The numbers at this year's convention remained about the same for the Democrats. The Republicans did not have data available, said GOP National Committee spokeswoman Leslie Sánchez.

The attention to the higher education community has been less visible, although several groups, including the American Council on Education (ACE), were invited to meet with party leaders to discuss their interests.

"Both parties are talking about education, but higher education is not showing up on the radar screen," said Terry Hartle, senior vice president for the Washington-based ACE. "Perhaps it's because the higher education mechanism is operating fairly well so they don't want to change much."

Still, higher education and Latino groups submitted wish lists to both parties of what they would like to see accomplished in the next administration, and all will submit copies to the transition team of the elected candidate. But most of the attention has focused on the Latino voting bloc.

The Latino vote is being taken more seriously in this campaign because of the sheer growth in the Latino population and also because large numbers of Latinos are located in states that are key to an electoral victory, states such as California, Illinois, and New York.

Estimates vary as to how many Latinos will vote, but Sánchez cast the number around eight million.

A Latina from El Paso, Texas, Lydia Camarillo, was named CEO of the Democratic National Convention Committee, becoming the first Hispanic woman to hold such a post for either major party. She has said her appointment signifies that Latinos are playing a growing role in politics. Camarillo previously headed the Southwest Voter Registration and Education Project, where she led a get-out-the-vote drive that boosted the numbers of Hispanic voters who showed up at the polls in 1996.

The Democratic presidential nominating convention was held Aug. 14-17 in Los Angeles.

Delia Pompa, executive director of the Washington-based National Association of Bilingual Education, praised Gore for his efforts as vice president on education issues and how they affected the Latino community. She said Gore was a major supporter of the Hispanic Education Plan, a federal initiative designed to improve Latino access to federal education programs. "He was a proponent and concerned about the education of Hispanics," Pompa said.

Republicans worked hard to present a more diverse image at their presidential nominating convention July 31-Aug. 3. Many speakers were minorities or women, and a Latino, African American, and a woman shared the role of co-chairs of the convention.

The GOP said that four Latinos served on its 107-member platform committee. The Democratic National Committee reported 15 Latinos among 186 members.

Both Democrat Albert Gore and Republican George W. Bush have

and the Race for President

Education Advocates Are in There Pitching

attempted to mold some of their proposals to better meet the needs of minority voters, including their proposals on education.

In April, Gore told *The New York Times* that he would hold back aid from states that did not reduce the gap in dropout rates between minority and non-minority students and between low-income and middle-income students.

Vice President Al Gore

The Bush campaign literature cites several statistics to highlight his concerns on minority issues and education. For example, he said that even though African American and Hispanic students make up about 30 percent of public school students, they comprise only nine percent of Advanced Placement Calculus test takers. A similar disparity exists for AP biology. And according to the most recent National Assessment of Education Progress in math, the average score for African American and Hispanic eighth graders was below the basic level, which means they could add two-digit numbers but had difficulty with subtraction, multiplication, and division problems beyond one-digit calculations.

Bush Proposals

Gov. Bush said his education proposals are necessary to address the gaps in education. His proposals include the following:

- Provide incentives to high school students who take advanced college preparation courses in math and science by offering them an enhanced Pell Grant of an additional $1,000 to pay for college.
- Encourage math, technology, engineering, and science majors and minors to teach in public schools with a high percentage of low-income students for five years by forgiving from $5,000 to $17,500 in college loans.
- Establish a math and science partnership fund of $1 billion over five years to join states and institutions of higher education to strengthen K-12 math and science education. Those states involved would agree to meet clear accountability measures in boosting student achievement in math and science.

Gore Proposals

Among Gore's proposals are the following:

- Offer a College Opportunity Tax Cut that would provide a choice between a tax deduction or a 28 percent tax credit on up to $10,000 in tuition in order to make college, graduate school, and courses taken for a job more affordable. The plan would offer individuals up to $2,800 annually in tax relief per family and would give individuals in lower tax brackets the same amount of relief as those in higher brackets.
- Provide a savings incentive for families sending someone to college. He has proposed new 401(j) accounts that allow individuals and their employers to put money away to save for job training, education, and lifelong learning for themselves or their families and let those savings grow tax-free.
- Institute a 21st Century National Teacher Corps to eventually help 75,000 qualified people each year become teachers in high-need urban and rural schools.
- Require that all new teachers be tested for subject matter knowledge and teaching skills before they enter the classroom.
- Help high-poverty urban and rural school districts attract and retain high-quality teachers and principals through better pay and higher standards.

K-12

Bush and Gore both also offer proposals for elementary and secondary education, but their proposals sound similar. Both call for more charter schools, and both call for giving parents a choice as to where to send their child if the child is in a low-performing school. Gore, however, opposes using

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federal funds to allow parents to send their children to a private school.

Both candidates call for punitive steps to be taken against low-performing schools.

"Both Gore and Bush are sensitive to the problems and issues associated with the lower than average college participation rate and high school graduation rate of Hispanics," said David Baine, director of governmental relations at the Washington-based American Association of Community Colleges.

Ramón Cortines, interim superintendent of the Los Angeles School District, told the *Los Angeles Times* that Gore's proposals to improve elementary and secondary education move "in the right direction" for improving teacher quality. "I don't see it as federal interference," Cortines said. "These are the kinds of things legislatures are talking about, boards of education, mayors as well as school people. I think he's been very smart: Instead of telling, I think he's listening."

Both Democrat Albert Gore and Republican George W. Bush have attempted to mold some of their proposals to better meet the needs of minority voters, including their proposals on education.

Pompa said her organization was pleased that both platforms call for more accountability in the education system. "Both platforms are also favorable on bilingual education," Pompa said.

Baine said Gore's proposal to offer tax credits to workers who save money for furthering their education and training is a positive move.

Baine said too that Bush's education proposals go farther than those of previous GOP platforms but that Gore's seem a bit more ambitious from the standpoint of the education community. Still, Baine said that neither candidate has made "huge pie in the sky" proposals on education. Baine said his organization would like to see more emphasis placed by both candidates on enhancing the Pell Grant program.

"Pell grants tend to be more important to our colleges because of the cost structure of our colleges," said Baine. "We feel pretty strongly that neither candidate has emphasized Pell Grants."

Peter Smith, director of public affairs for the Washington-based Association of American Universities, which represents the top 61 research universities in the country, said that the schools his organization represents were pleased with Senator Lieberman as Gore's choice for running mate.

"Lieberman is considered a champion of university research," Smith said. "That's pleasing for us."

Hartle said he was pleased with both Bush and Gore choices for running mates because he felt they chose "serious and substantial" candidates. "There is nothing there to trouble anyone in higher education," he added.

But Smith said that historically Democrats have not been as supportive of basic research as have Republicans, though the Clinton administration has had a more favorable outlook than that of previous Democratic administrations. His organization is seeking increased funds for university research.

Smith said, however, he did not feel a candidate's platform should be given so much significance. "It's kind of historically less than reliable as a predictor of presidential behavior once he gets into office," said Smith.

Hartle said he felt that a platform is a good indicator of the tone of the future presidency and that "Typically, a platform gives attention to issues of great concern."

Hartle said his organization was concerned about Bush's proposal to offer enhanced Pell Grants to students who take advanced math or science courses because those grants traditionally have been given just to low-income students. He said it would also be extremely difficult to keep track of which students take or didn't take the coursework. And that "for both philosophical and operational reasons, this will be a complex issue."

Hartle said that this year's GOP platform was overall a more positive document than that of 1996. "They laid out what they want to do in a non-hostile and less aggressive way."

Gumercindo Salas, vice president for governmental relations of HACU, the Hispanic Association of Colleges and Universities, helped prepare the education section of a document sent to both parties outlining what the National Hispanic Leadership Agenda, a coalition of the nation's largest groups, felt the Latino community would like to see accomplished by the next administration.

"We have identified what the Hispanic community needs in many areas," said Salas. "That's the road map for the next four years."

Sarah Flanagan, vice president for government relations and policy development for the Washington-based National Association of Colleges and Universities, said her organization's agenda is three-fold and that the organization will work closely with the next administration to achieve those goals.

"To maintain affordable and accessible higher education, full support of the need-based student aid programs must remain at the center of the federal government's higher education plan," said Flanagan of their first goal, adding that the organization feels that government support of these programs has increased significantly in recent years. Still, she said, more needs to be done.

"Fortunately, given the strong bipartisan support for these programs in Congress, we fully expect this to happen" she said. "We are also committed to working with the next administration to pass widely supported tax provisions that will help millions of students and their families to plan for, save for, and pay for college. In addition, we hope the next administration will help institutions enhance their affordability by supporting tax incentives for donors who generously contribute to higher education through philanthropic giving."

The Honor Roll

Barry University

Now Boasting a School of Law

BY ROGER DEITZ

It is written that back in 1997, Barry University faced an uphill battle against Florida's State Board of Education, which was solidly against the Catholic school's merger with South Florida's public television and radio station WXEL. A number of newspapers questioned the move, and public universities clamored for access to the right to broadcast to the area known as the Florida "Treasure Coast."

Barry president, Sister Jeanne O'Laughlin, OP, Ph.D., pressed on in her Tallahassee meeting with the cabinet and late Governor Lawton Chiles. She ardently reminded them, "We're the ones who stepped in to help, and we're the ones dedicated to preserving the people's access to free, local public TV." The board voted to defer, and less than two months later, the state approved Barry's merger.

Then, armed with a $2 million gift, Sr. Jeanne helped lead the beleaguered WXEL to a financial turnaround. Six months passed, and the station posted the nation's best ratings improvements among all public television stations. In many ways, this isolated vignette exemplifies both the impact of Sr. Jeanne O'Laughlin on her university, and of Barry University on the community. It is well known around South Florida that no challenge ever daunted this dynamic college president, and there is no surprise watching Barry blossom as a result. *CBS This Morning* focused a four-minute special report on the educator, broadcasting that she was "part-P.T. Barnum, part-Mother Teresa." This observation is apt, say the many fans who adore and support the dynamic university president.

Assuming the presidency in 1981, Sr. Jeanne encountered a struggling, mostly women's college of 2,000 students. Since then, she has raised more than $140 million and transformed Barry University into a thriving institution of 8,000+ students. Despite its growth, Barry maintains an admirable 13:1 student-to-faculty ratio. With more than 800 employees (up from 340 in 1981) Barry University contributed nearly $200 million to South Florida's economy last year. There are more remarkable facts. Under Sr. Jeanne's leadership, Barry's budget has grown from $8.3 million to more than $100 million. The budget has grown 1,200 percent in 18 consecutive years of surpluses. In the past 19 years, Barry has increased its endowment more than 2,000 percent to $18 million.

The University now offers seven doctoral degrees, including the only Doctorate of Podiatric Medicine in the Southeast, and one of seven in the entire nation. As for diversity, 72 countries are repre-

Cor Jesu Chapel at Barry University campus

Sr. Jeanne O'Laughlin, OP, Ph.D., Barry University president

Honor Roll Facts in Brief

INSTITUTION
Barry University

LOCATION
Office of Enrollment Services
11300 N.E. Second Avenue
Miami Shores, Florida 33161-6695
(800) 695-2279

ESTABLISHED
1940

ENROLLMENT
Approximately 8,000 (approximately 30 percent Hispanic)

DEGREE OFFERINGS
- Bachelor's
- Master's
- Doctorate

TUITION AND FEES
Tuition $7,765 per semester

FACULTY
267 full-time (22 Hispanic)

SEVERAL DEGREE PROGRAMS
- International Studies
- Marine Biology Specialization
- Marketing
- Pre-Law
- Theology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
- Latin Association of Students
- Hispanic Podiatric Medical Students Association
- Migrant Education Consortium for Higher Achievement

INTERNET ADDRESS
www.barry.edu

sented in the student body. For the second year in a row, Barry University is ranked No.1 in diversity among southern regional universities by *U.S. News and World Report*.

Last April, the school sponsored the Sixth Annual Festival of Nations to celebrate multiculturalism. The event included a parade of nations, twenty display booths, international foods and dancing, and other live entertainment. Held on the Weber Plaza area of the Barry campus in Miami Shores, a new intercultural workshop was established and aimed at 180 middle school students attending the Barry/Miami Shores Center School, and 35 low-income students from Miami-Dade middle schools. About 30 percent of Barry's enrollment is Hispanic, 17 percent Black, nine percent resident aliens, and six percent international. The latest figures available show that of the 398 new full-time, first-time first-year students in fall 1999, 34 percent were Hispanic. Of the 364 undergraduate students who graduated in May 2000, 40 percent were Hispanic. Of the 267 full-time faculty, 22 are Hispanic.

According to Barry University publicity, it is said to be the only institution of higher education founded and headed by women, the Adrian Dominican Sisters, who first built the college in 1940. Throughout all 60 years, Barry has continued to be led by women, the last 19 years by Sr. Jeanne. And there are more kudos to be bestowed. With Sr. Jeanne's vision and determination, Barry acquired the University of Orlando School of Law in March of 1999. This makes Barry the only women-founded university in the United States to have a school of law.

The idea for such an institution of higher learning originated with the Most Reverend Patrick Barry, Bishop of St. Augustine, and his sister, Reverend Mother M. Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan. Plans for Barry College received active support from their brother, Reverend William Barry, Pastor of St. Patrick's Church of Miami Beach, and John Thompson, Mayor of Miami Shores, Florida.

In June 1940, a forty-acre tract in Miami Shores, covered with tropical vegetation, was transformed into the campus of Barry College. By action of the board of trustees, the College became Barry University on November 13, 1981. Today, Barry's 10 schools provide bachelor's, master's, law, and seven doctoral degrees to more than 8,000 students. The campus community is served by more than 700 administrators, faculty members, and support staff, representing diverse religious, cultural, and ethnic backgrounds. Barry University has had five Adrian Dominican Sisters serve as president since its inception: Mother M. Gerald Barry, Mother M. Genevieve Weber, Sister M. Dorothy Browne, Sister M. Trinita Flood, and today, Sister Jeanne O'Laughlin.

Students at Barry University

BU is coeducational and fully accredited. Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population.

Today the physical plant includes 40 buildings, indoor and outdoor athletic facilities that utilize 40 of Barry's 122 acres. Monsignor William Barry Library holds the largest collection of Catholic Americana in the Southeast–50,000 items. Every office, classroom, and residence hall on campus is wired for complete computer networking. The tropical beauty of the campus, its excellent educational facilities, and the ideal South Florida climate combine to create an atmosphere conducive to learning and to continued personal development. All of Barry's Division II NCAA teams posted winning records, and many went on to the playoffs. In its 14-year NCAA history, Barry has won four national championships and earned 56 All-Americans and 36 Academic All-Americans. The school hosts off-campus instruction at 249 sites, and as an example of astonishing academic success, 90 percent of premed students are accepted to professional school on their first application attempt.

Last April, it was announced that Barry University would receive a $120,000 grant from the Microsoft Corporation. This provided new tools to bolster students' computer skills. The students can now anticipate a boost in accessible technology allowing for online conferencing, document sharing, task scheduling, and other such innovations. This all comes courtesy of a three-year award of $40,000 each year and an additional $748,000 worth of Microsoft software, allowing professors to establish the Microsoft Exchange environment to reach all of Barry's students on the main campus and 13 satellite campus sites throughout Florida. Barry is one of only five Hispanic Serving Institutions (HSIs) in the nation to win such a grant. Barry will use the grant to purchase a network server to provide enhanced email and messaging capabilities, provide training for information technology staff who will in turn train students and faculty in the advanced uses of the software, and allocate mini-grants to selected faculty members to initiate technology-in-training innovations. The Microsoft funds provide a central curriculum development component to a five-year faculty development initiative that Barry is undertaking this year, thanks to a $1.75 million federal Title III grant. The competition among HSIs for these Microsoft grants, which are administered by HACU, was keen.

Acquired in 1999, the Barry University Orlando School of Law enrolls more than 350 students and emphasizes training lawyers to be ethical, moral, and professional practitioners with a strong commitment to public service. With classes averaging 30 students, the nationally recognized faculty of 23 maintains a high level of informal faculty-student interaction. The school has developed an exceptionally good record in outside competitions that test legal skills, unprecedented for a program so young. In addition to the main campus in Orlando, instruction is offered at three off-campus sites.

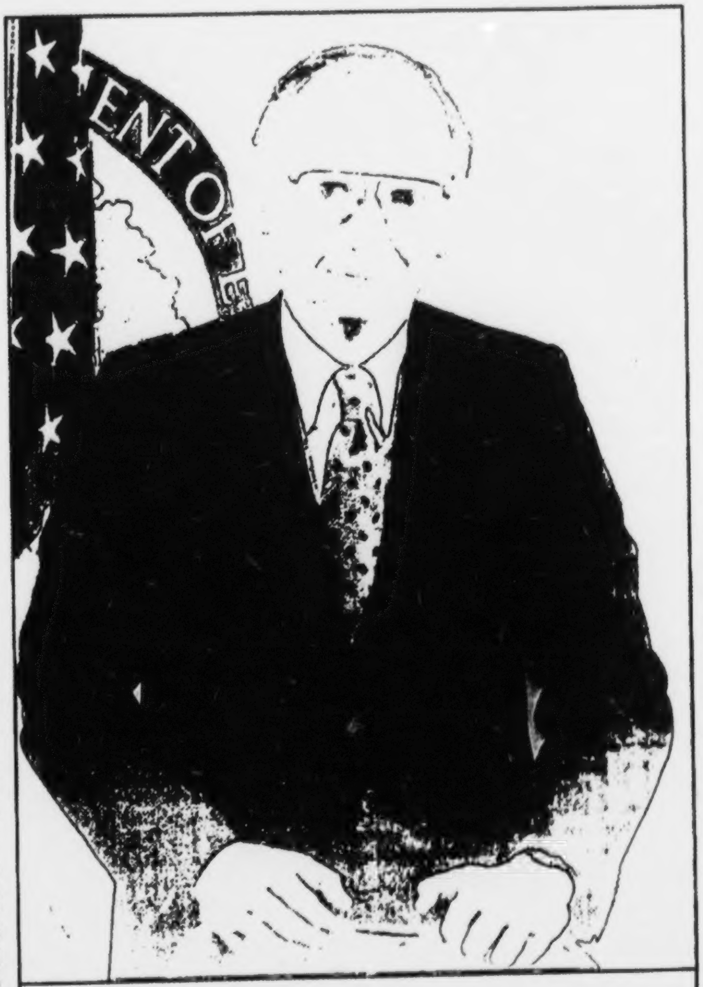
Barry's School of Graduate Medical Sciences was established in 1985 and anticipates the construction of an on-campus medical facility beginning this year. Class size averages around 55 for the nearly 350 students enrolled in the fully accredited Podiatric Medicine and Physician Assistant programs. In addition to their responsibility for classroom instruction, eighteen full-time and 85 part-time faculty members supervise medical students in 215 clinical sites and maintain a very active community service agenda. The school received two Humanitarian Awards for podiatric work in the Yucatan and has annually donated more than $650,000 in charitable care at Barry's Foot and Ankle Institutes.

Service to the community is essential at Barry. Last year, students logged 3,500 volunteer hours through 30 community service projects. The University is instrumental in helping migrant students access the classroom from farm fields with the MECHA or Migrant Education Consortium for Higher Achievement. The program is a collaboration between Barry University, Dade County Public Schools Migrant Education Program, public television, and others. Funded by a U.S. Department of Education grant, MECHA provides WebTV connections to some 100 Miami-based migrant school children, allowing them to stay connected to their teachers as they travel with their families along the migrant corridor through North Florida, Georgia, and beyond.

Making the Case for a Biliterate Workforce

Schools and Corporations Outline Programs and Strategies

BY MARILYN GILROY



> ***"That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state, and local support, we can have many more."***
>
> RICHARD W. RILEY, U.S. SECRETARY OF EDUCATION

Although the terms ***bilingual***, ***bicultural***, and ***biliterate*** are often tossed around interchangeably, the general meaning of these words usually includes the ability to function in two languages and cultures. But even when experts agree on the definition, there is often disagreement on how to deal with the myriad issues that are raised when the concepts are discussed.

For educators, the debate usually centers around different viewpoints on the following question: How can bilingual education help the U.S. ensure that all of its children receive the opportunity to achieve a quality education and the opportunities that it provides?

A second voice, that of business leaders, has been added to the dialogue as they increasingly ask: Where can we find the vast numbers of biliterate workers needed for the global economy?

And of course, politicians want to know: What policies and programs should be put into effect to create progress on both of these issues?

Many educational, corporate, and government leaders are trying to agree on common goals and strategies that might begin to answer all of these questions. There is increasing evidence that the educational system and the corporate sector are forming alliances to help achieve the goal of a biliterate workforce while providing equity in educational opportunities for students from elementary school to college. And these partnerships are getting a boost at the national level through various federal initiatives.

Last spring, the White House Initiative on Educational Excellence for Hispanic Americans held a policy seminar entitled "K-16 Strategies to Develop a

Biliterate Workforce." Panelists from the public and private sectors were chosen to speak about different approaches to the subject. Presenters included a representative from higher education, a corporate executive, a small-business leader, a researcher, and a public school administrator.

The seminar also featured U.S. Secretary of Education Richard W. Riley, who gave an overall perspective and offered the position that "language may be the center of future opportunities for the Hispanic community and the nation."

"Proficiency in English and one other language is something that we need to encourage among all young people," said Riley. "It is high time that we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive–and should be treated as such."

Although Riley and policymakers at the Department of Education say that their first concern is the education of citizens in the most diverse nation in the world, they also acknowledge that there are benefits for the entire community, including the corporate world.

Those benefits are being pursued aggressively by business leaders who are expressing their support for bilingual skills by speaking out in newspaper interviews, seminars, and surveys. The concerns come from large corporations and small business owners who are indicating a dire need for workers with bilingual abilities.

Seeking Bilingual Workers

A recent article from The Center for Applied Linguistics in Washington, D.C., "The Benefits of a Multilingual Workforce," summarized the need and views of top companies doing business in a diverse marketplace. Chase Manhattan is cited as an organization that conducts business in 52 countries and has 75,000 employees around the world, especially in key Asian and Hispanic markets. As one Chase executive says, "People with multilingual skills command a premium." Even at home, Chase's New York Chinatown branch bank serves local residents who speak Chinese, Korean, Spanish, or Vietnamese–and Chase must find employees who are proficient in at least one of those languages.

This same article quoted an AT&T official who reported that the company uses 1,200 interpreters in 140 languages, with 60 percent of its business volume being in Spanish. Other corporations, such as Amoco, noted that they are constantly looking for employees with diverse language and cultural backgrounds. Representatives of both companies said they offer bilingual employees higher wages because of the competition for their skills.

But it isn't just the big corporations that need bilingual workers. Healthcare agencies and medical industries are dealing with demographics that have led to a need for change. For example, Chicago hospitals estimate that approximately 68 percent of their patients are Hispanics. Even suburban areas, such as Princeton, New Jersey, now employ technicians and nurses who also double as translators when needed to serve central New Jersey's growing Hispanic population.

Anna Alicia Romero, education assistant, IDRA Institute for Policy and Leadership

Many other metropolitan areas now find that biliteracy allows hospitals, police, firefighters, schools, stores, restaurants, and border patrols to best do their jobs and communicate effectively with the people they serve.

The need is especially critical in Florida, where more and more jobs require bilingual proficiency. An important segment of Florida's economy is based on international commerce and thus depends on those with bilingual/bicultural skills. Additionally, studies show that language minorities benefit from the economy when they are fully bilingual. One survey reports that in Dade County, biliterate Hispanics make an average of $7,000 per year more than those who speak only one language.

With the growing need for workers who can communicate in both English and Spanish, it is no wonder that business is pressing the schools to produce fluent bilingual students. To this end, the Miami Chamber of Commerce and the district school board have become partners in finding ways to provide instruction in more than just one language in all grade levels of the public schools.

One way of achieving this goal in Florida as well as in other states is encouraging the dual language approach, which is sometimes referred to as two-way bilingual or dual immersion education.

In his policy address, Secretary Riley says he sees the development of dual-language bilingual programs across the country as the wave of the future. Specifically, Riley noted that about 260 schools have developed programs that help both Spanish- and English-speaking students develop language skills in the other language.

"Our nation needs to encourage more of these kinds of learning opportunities, in many different languages," said Riley. "That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state, and local support, we can have many more."

He called upon leaders at the biliteracy policy seminar to understand that we are dealing with a demographic change that requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process.

Riley was critical of those who view foreign language with suspicion and treat the idea of bilingual education as controversial and a barrier to success. "I can assure you that when they enter the workforce in several years, we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it," he said.

Instead, Riley sees good, solid dual-language bilingual programs as making a difference in helping students learn English and achieve academically.

There is plenty of support for his position. Anna Alicia Romero, education assistant at the

Intercultural Development Research Association (IDRA) Institute for Policy and Leadership, seconded the case for immersion programs in her article "Two-Way Bilingual Programs: The Demand for a Multilingual Workforce."

"Bilingual education is one of the many ways for schools to increase skill and competency levels among the new generation of the U.S. workforce to benefit everyone," said Romero.

Romero says that children speaking little or no English are often viewed as burdens to the education system because they require extra resources to educate them. Instead, she argues, they should been seen as assets because the global economy is forcing the U.S. public schools to produce the workforce necessary to remain competitive with other countries where multilingualism is accepted and expected.

Two-way bilingual programs, especially in the elementary years, are being used as a way to prepare our children for a different world, she says, "one that is not nationalistic or looks only to one language for trade." She points out that although there are many two-way programs being offered in Spanish, there are also those conducted in Cantonese, Korean, Navajo, Japanese, and Russian.

Dual-language programs will probably increase because employers in many parts of the nation, especially the South and Southwest, are reporting that they will not be able to sustain economic development without qualified bilingual employees, meaning people who can read, write, and conduct business in other languages.

Educators are quick to note that this is not just an appeal for the teaching of foreign languages. It is the notion of language proficiency that, in the eyes of many, holds much promise for helping students keep up with educational goals and standards. The long-term payoffs include higher salaries for professionals who often find that bonuses and movement to higher positions can be tied to linguistic abilities.

During the policy seminar, Secretary Riley offered broad ideas on why and how dual-language programs could work at the national level while several experts offered concrete suggestions on what teachers, school administrators and policymakers, and members of the business community can do to foster the learning of languages among children and adults.

Public school administrators can promote language proficiency by developing a case for second-language learning and using planning meetings, PTA meetings, and teacher conferences as a means to build support for the agenda. This means that the curricula in elementary, middle, and high school levels must be restructured to provide course sequencing and instructional time sufficient enough to develop proficiency.

In higher education, some colleges and universities have already responded to the needs and trends. Institutions in Florida and Texas have begun to recruit and train Hispanics for careers in the technologies and health care fields so that they can work in the increasingly bilingual, bicultural commerce environment in those states. One college in southwest Texas offers customized placement services to match pre-screened skilled graduates with specific employer needs.

A Working Program

The University of Texas-Brownsville has developed an ambitious bilingual program at the graduate level. According to Antonio Zavaleta, vice president for external affairs, the University serves primarily a monolingual Spanish, largely foreign population, which makes it crucial that the University implement biliteracy into the curriculum to prepare students to function in both worlds. UT-Brownsville has sought to do this by identifying faculty who are capable of teaching in both languages and by creating biliteracy councils. The key to these initiatives involves training and immersion. The University is teaching in Spanish at the MBA level for certification in workforce biliteracy so that new MBAs have the skills necessary for the workplace.

This strategy seems like sound business theory and practice for corporations and for the nation. According to the Center for Applied Linguistics, proficiency in more than one language expands thinking, improves attitudes and ability to understand the values and views of others, and generates creativity and productivity. The best workers are those who can see problems from many perspectives and communicate effectively with clients and colleagues.

Organizers of the policy seminar hosted by the White House Initiative for Educational Excellence for Hispanic Americans hope that these sessions will create awareness in all sectors that the need for biliterate employees is critical, just as important as technical training was in the '80s and '90s. And although the need for technical training continues, it is imperative that the bilingual skills of America's workers be developed also. HO

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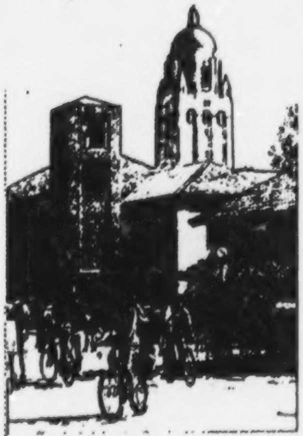
Few Latinos In Ivy League

Best Numbers: Hispanic Grads 9 percent, Faculty 3 Percent

BY
MARI CARMEN SARRACENT



With anti-affirmative action watchdogs and the threat of lawsuits looming all over the country, universities nationwide are doing what they can to continue to implement admissions practices that uphold diversity and the best interests of the institutions, the student body, and future applicants.

This effort is one thing that drew Alex Almazan to Stanford University. "Stanford admissions has always made a conscious effort to bring in people of color," he says. "There is also a good group of Latino faculty. The majority of them work very hard, and they are supportive of all students and the community of color." According to faculty data reported to the U.S. Department of Education, three percent of total faculty at Stanford is Hispanic.

Almazan, born and raised in El Paso, Texas, is a senior at Stanford U, majoring in public policy, and he is also president of Los Hermanos de Stanford, a student-run organization on campus. "I got accepted right out of high school to Stanford. Of the universities that I got admitted to, Stanford seemed to have a bigger Latino community. I could find a lot more support. Being at the U.S.-Mexico border, it is a big part of my life being Chicano. It's very important to me." **Stanford University** in California is No. 1 among the 11 Ivy League institutions for graduating the most Hispanics. These include Brown, Columbia, Cornell, Dartmouth College, Harvard, MIT, Yale, and the University of Pennsylvania along the East Coast, and the University of Chicago in the Midwest.

Latino students who earned bachelor's degrees in 1997 (the most current data made available to DOE) represented nine percent (159) out of 1,694 total bachelor's. Latinas accounted for 10 percent of all women on whom B.A.s were conferred. And Latina grads exceeded their male counterparts, at 55 percent. Hispanics represented five percent of all the master's degrees granted, three percent of total doctorates, and 13 percent of all professional degrees.

Stanford University in California is No. 1 among the 11 Ivy League institutions for graduating the most Hispanics.

Photo © Chris Hildreth/Cornell University

Minority students at Cornell campus

The class of 2004 is noted for its diversity. Doris Davis, associate provost for admissions and enrollment, stated, "They were chosen from a large and highly competitive applicant pool and bring a diverse range of interests, experiences, and talents." Hispanic Americans in the class of 2004 represent 5.2 percent, compared to five percent the previous year.

Photo © Charles Harrington/Cornell University

Early this year, Frank Ramírez, a Stanford alumnus, a trustee of the Stanford Business School Trust, and former member of the National Advisory Board of the Stanford Center for Chicano Research, received the 2000 Jerry I. Porras Award for Latino Leadership, which honors an alumnus for community involvement coupled with business achievement.

Almazan, who heads Los Hermanos de Stanford, recognizes the importance of mentoring and community involvement. About 25 to 30 Latinos are involved, he says. "They have a commitment to the Latino community at Stanford and in the area surrounding it where many low-income families reside, such as in East Palo Alto and Redwood City. Los Hermanos was formed hopefully to be a positive influence to those kids.

"For the past four years, we have put together an annual party, 'Club Caliente,' in an effort to raise funds to support two $500 scholarships to deserving graduating high school seniors. The party attracts about 600 students from around the San Francisco Bay Area. At the party, we do not allow any alcohol, nor at any Hermanos function. We prefer not to exacerbate the negative stereotype of Latino men, and thus refrain from providing and consuming alcohol. Thus, for the past four years, we have been able to give this small aid to underprivileged youth going on to higher education."

Los Hermanos de Stanford is currently involved in a mentorship program at Edison-McNair Elementary School in East Palo Alto, and also works in partnership with Women and Youth Supporting Each Other (WYSE), a fellow student group that works exclusively with middle school girls in the area.

Princeton University also rose to the occasion, Hispanics representing seven percent of total B.A.s conferred (1,131). There were also more Latina B.A.s (59 percent) than Hispanic men. Latinas embodied nine percent of all bachelor's granted to women. Hispanics represented three percent of master's (351), and two percent of doctoral degrees.

Marilyn Marks, of the office of communications at Princeton U., provided *HO* with an update: "Last year (new figures not yet available), 287 of our 4,556 undergraduates identified themselves as Hispanic. In addition, 47 of our 1,768 graduate students identified themselves as Hispanic. This does not include international students from Spanish-speaking countries."

Several of the University's programs reflect a growing interest in diversity issues and cultures. Princeton offers undergraduates a certificate program in Latin American Studies, which provides an opportunity for the interdisciplinary study of Latin America and the Caribbean. Courses in that program are offered through the Program in Latin American Studies and the departments of anthropology, art and archeology, history, politics, religion, romance languages and literatures, and sociology.

The Program in Latin American Studies does not award degrees at the graduate level, but graduate students are active participants in the program's many public lectures, conferences, and cultural activities. Each year, distinguished Latin Americanists from all fields are invited to speak to students, faculty, and the community at large. The program also supports an ongoing workshop on Latin American history that brings together faculty and graduate students from universities in the Philadelphia-New York corridor to discuss works in progress. Small grants are offered to qualified students for field research in Latin America related to their graduate studies.

There are other opportunities for both graduate students and undergraduates to research issues relating to Latin America. For example, 17 undergraduates traveled to Cuba last semester for a program of lectures and research. Last year, Princeton held a Saturday "Latina Roundtable" relating to Hispanics in education. Like other universities, Princeton celebrated Latino Heritage Month with speakers and other presentations.

Organizations at Princeton that have an ethnic focus are: The Third World Center, a cultural and social center used primarily by minority students, including Hispanic students; the Chicano Caucus; Organización Latino America; Acción Puertorriquena y Amigos; and the Minority Business Association (includes other ethnic groups).

Princeton faculty numbered 885, of which Hispanics represent two percent. According to Marks, the University has an ongoing commitment to diversifying the faculty, including procedures and initiatives aimed at making it easier to recruit Latinos and Latinas at both the junior and senior levels, as soon as these people are available.

"We have had some success in recent years. Alejandro Portes, a well-known sociological researcher and author of *City on the Edge: The Transformation of Miami* (among other achievements), was hired in 1996. Other leading faculty members hired within the last few years include sociologist Marta Tienda, who is directing a major study of diversity in higher education with a special focus on Latinos, and Patricia Fernández-Kelly, a social anthropologist with an interest in international development. Fernández-Kelly's book *For We Are Sold, I and My People: Women and Industry in Mexico's Frontier* was featured by *Contemporary Sociology* as one of twenty-five favorite books of the last 25 years."

THE NUMBERS

Harvard University Latino graduates represented seven percent (123) of total bachelor's degrees conferred. Almost as many Hispanics received master's degrees (120), accounting for four percent out of 2,770 total master's, and three percent of total doctorates. More Latinas received doctoral degrees than did their male counterparts (13 to 10). Out of 808 professional degrees granted, Latinos accounted for four percent (34).

An umbrella organization at Harvard that encompasses campus-wide Latino/a organizations and individuals is Concilio Latino. It was founded in the early 1990s to facilitate interaction and communication between different student groups. Welcome Day, a university-wide event that welcomes and introduces incoming undergrad and graduate students to myriad campus resources, and Café Viernes, which involves Latino/a student performances, are events run by Concilio Latino.

One of the group's ongoing efforts is to attract more Hispanic students and faculty. According to DOE, out of 2,196 faculty members, Hispanics represent two percent.

Last spring, Concilio Latino hosted a discussion entitled "Agreeing to Disagree: Accepting and Celebrating Different Points of View among Harvard Latinos and the Communities They Left Behind."

Russell Calleros, Harvard '97, was very involved in Concilio Latino and is presently working with other Harvard graduates to create a Harvard Latino Alumni Association. "We wanted to connect all the Latinos at all the Harvard Schools. It's a vehicle for communication. It's a nice way for graduate and undergraduate students to meet and share ideas. It was very rewarding to be a part of that. I got to meet students from other parts of Harvard that I would not have had a chance to meet."

Other Latino groups on campus include Alianza, Communidad Latina (from the Graduate School of Education), Latino Caucus (from Kennedy School of Government), MeSLA/National Chicano Health (Medical School), Phi Iota Alpha Fraternity, Inc., and Sin Fronteras, Du Bois Society (from the Graduate School of Arts and Sciences).

Brown University granted bachelor's degrees to 1,458 students in 1997-98; five percent went to Hispanics. More Hispanic women than men received degrees.

Photo © S. Hockstein/Harvard Studio Inc.

College Hall, Harvard University

Photo © John Abromowski/Brown University

A summer class on the Main Green at Brown University

Master's degrees totaled 241, of which two percent were awarded to Latinos; two percent of total doctorates went to Hispanics as well.

In this same year, Brown reported nine full-time Hispanic faculty members out of 624; this figure does not include research assistants and other staff members.

Of 1,476 bachelor degrees conferred, five percent went to Hispanics at **Columbia University**. Out of 750 male undergraduates, four percent (27) were Hispanic.

Hispanic women constituted six percent of all women graduates (726). Altogether, Hispanics represented three present of all master's and two percent of doctoral degrees. Hispanics totaled three percent of total faculty.

At **Cornell University**, after white and Asian Pacific Islander students, Hispanics received more bachelor's degrees than did other ethnic groups. Of 1,912 B.A.s, five percent were awarded to Hispanics. Latinas represented seven percent of all women bachelor's.

Regarding master's degrees, Hispanics represented three percent (28) of the 1,024 awarded, two percent of doctorates, and seven percent of total professional degrees. Of 1,149 faculty members, Hispanics numbered 24 (two percent).

The class of 2004 is noted for its diversity. Doris Davis, associate provost for admissions and enrollment, stated, "They were chosen from a large and highly competitive applicant pool and bring a diverse range of interests, experiences, and talents." Hispanic Americans in the class of 2004 represent 5.2 percent, compared to five percent the previous year.

An innovative diversity effort on campus is taking place at Cornell's School of Industrial & Labor Relations. The Dean's Initiative is a diversity project with the purpose of educating undergraduates about the importance and value of learning to interact constructively with people of diverse backgrounds in the workplace.

The Minority ILR Student Organization (MILRSO), which is open to ILR students, fosters cross-cultural friendships and dialogue. It provides social, academic, and pre-professional support to members.

Cornell also has a Latino Studies Program, which this year welcomes a new director, María Cristina García, associate professor in the department of history.

Dartmouth College Hispanic B.A. recipients represented five percent of total bachelor's conferred (1,086). Latinos/as represented three percent of master's and three percent of professional degrees. Three percent of its faculty is Hispanic.

The **Massachusetts Institute of Technology** (MIT) graduated the second highest percentage of Hispanic baccalaureates in the 1997-98 academic year–eight percent (93) out of 1,225. Latinos/as represented three percent of master's (50 out of 1,509) and one percent of total doctoral degrees conferred. Hispanic faculty accounted for two percent of all full- and part-time faculty at MIT.

At the **University of Pennsylvania**, 114 Latinos/as received bachelor's degrees out of 2,709, two percent of total master's, one percent of doctorates, and six percent of total professional degrees. Hispanic males accounted for eight percent of all professional degrees granted to all men. Latinas, on the other hand, represented 57 percent of the B.A.s awarded to Latinos as a whole.

Twenty-seven Latino/a full-time faculty members and 17 part-timers (one percent) were reported out of 5,430.

The University of Chicago reported 18 full-time Hispanic faculty members and six part-timers in 1997-98; total faculty numbered 2,632. Out of 877 bachelor's degrees granted in 1997-98, Hispanics accounted for 38 (four percent); two percent of Latino students received master's; three percent doctorates. Hispanics accounted for four percent of total first professional degrees.

Yale University conferred B.A.s to 85 Hispanic students (seven percent) out of 1,282 graduates, three percent of total master's (more of them to Latinas), two percent of total doctorates, and four percent of total professional degrees (again more Latinas than Hispanic men). Hispanic faculty representation at Yale totaled one percent, or 40 out of 2,979.

Cultural Identity and Bilingualism of Latino/as

In an Anglo-American Context

BY ROBERTO CLEMENTE, PH.D.

Dr. Roberto Clemente, assistant professor at University of Northern Iowa

A job advertisement reads: "BILINGUAL PREFERRED, ENGLISH-SPANISH. PREFERABLY EXPERIENCED WORKING IN AN ETHNICALLY DIVERSE ENVIRONMENT." Historically, the job market and the educational field have influenced and altered societal trends. It is not a secret that professionals capable of mastering two or three languages, with international-multiethnic experience, have an edge in the job market. Paradoxically, our public educational system has been sending mixed messages since the foundation of the United States of America. On one hand, multilingualism is seen as an asset for educators and business people. On the other hand, foreigner/second-language education has been systematically suppressed in favor of monolingual English education.

Traditionally, students are exposed to a second language at the middle or high school level. By that time, individuals have developed a rigid approach to languages and an unconscious resistance to linguistic diversity. Most polyglots concur that they were exposed to more than one language early in their lives, which allowed them to expand their linguistic framework.

Typical European citizens master two to five languages with a relative degree of fluency that enables them to cross territorial and cultural boundaries with minimal difficulty. No one has dared question the ability of European students to cope with multilingual education or how being exposed to multiple languages has affected their cognitive abilities. Nor have North American scholars attempted to correlate multilingualism and the erosion of intellectual development among European citizens.

We have found ourselves behind in a scholastic race in which a typical student from the USA scores below the European norm on standardized tests. In the United States of America (I say *USA* rather than *America* in view of the fact that America is a continent and not a country), three factors support the case for monolingualism:

1. The idea that a common language keeps the republic united and consolidates the citizens into a unilateral way of thinking. This theory is cemented in the fear of territorial secession.

2. The absence of multilingual-geographic boundaries that propitiate or press individuals to intermingle with their foreigner neighbors who speak different languages. Since all our neighbor countries/states (with the exception of Mexico and Quebec) use English as a vehicle of communication, there is not a need to learn other languages.

3. Monocentrism and arrogance dictate that there is no need to learn other languages because others should accommodate to the language of the powerful. The world should revolve around the powerful; therefore the powerful set the standards. This theory is grounded in power, control, and domination. If a group of individuals has the economic power, the rest of the world should change its languages and cultures to a "more practical one." This theory is supported by the conventionalized idea of the "ugly American traveler," incapable of communicating with others, rude, and intolerant of different customs and cultures.

Typically, individuals in the U.S. who master two or three languages belong either to an underrepresented ethnic group (I decline to use the term *minority* for the inferiority implications attached to it) or to the elite social strata. Therefore, pockets of multilingualism cannot be attributed to a conscious collective educational plan supported by the government, but to those who have financial means and international vision. Also, some multilinguals can attribute their abilities to a natural immersion in a multilingual/multiethnic environment in which it was the norm to communicate by means of various languages.

These issues are consistent with the admissions policies of higher education institutions, which "theoretically" recommend a second language that would place applicants in an advantageous position over those who do not speak a second language. However, a second language as a prerequisite is rarely enforced as a requirement for admission. With the exception of language departments, the same applies to graduate programs.

Language cannot be viewed as an isolated construct but must be analyzed as an extension of culture. Therefore, cultural/ethnic identity is centered on language. A large number of emotions and ideas have no appropriate translations that convey the intensity of the individual. According to García and Zea (1997), Latino/as who live in the U.S., especially children and adolescents, struggle to define who they are in an environment that negates and depreciates their language and culture. Amalgamated messages driven by members of the family of origin and their socioeducational environment entice young Latino/as into a dissociative pattern of behavior. When at home, they behave and speak like Latino/as, and when at school or in other settings, they must deny that identity and embrace the "North American" personality.

Although it is not always true, many Latino/as go through multiple stages of ethnic identity, the rejection of the culture of origin being the most prominent and difficult. "Ethnic identity may be defined as a psychological construct, an abstract set of ideas that we have about our own ethnic group membership and about who we are" (Bernal, Knight, Garza, Ocampo, & Costa, 1990).

A period of denial of the culture of origin is manifested by frustration and confusion against a "microworld" (i.e., nuclear and extended family) that is inconsistent with the "macroworld" (i.e., school, media, friends, etc.). The level of frustration is increased even more when young Latino/as realize that, at some point, they are viewed by the rest of their peers as hyphenated-Americans and labeled as minorities. At that point in their lives and in their quest to recapture their lost ethnic heritage, including language, they find themselves not fitting in either world. Their inability to have strong Spanish communication skills places them in the category of "newyoricans," "chicanos," "cholos," etc., implying a hybrid Latino/a who is heavily influenced by the Anglo culture.

Some Latino/as opt to live in an "ethnic/cultural limbo," and others, prompted by an intrinsic drive, find themselves reclaiming a lost linguistic identity. Many Latino/as are satisfied with having a Spanish surname, enjoying the cultural festivities and wearing cultural symbols (i.e., flags, patriotic names, etc.) that represent their country of origin. Others, however, engage themselves in an ongoing search of their linguocultural past that would bring not only a new cultural dimension but a professional practicality.

In order to promote and encourage a true multicultural-diverse education, the public education system must advocate: an authentic multilingual curriculum with competent instructors and administrators committed to the agenda; an ethnic self-identification process that goes beyond the use of appropriate ethnic labels, but one that explores intrinsic idiosyncrasies of Latino/as; and a genuine multicultural education that promotes ethnic constancy, role behaviors, knowledge, preferences (including feelings associated with it), and acceptance.

A healthy development of a multiethnic population under a multilingual environment is not a myth but a necessity for a nation that is in its chronological infancy compared to ancient civilizations that have managed to survive and strive. In a world in which geographical barriers are more blurred and undefinable, the idea supporting the total suppression of "foreigner" languages and cultures is inconsistent and detrimental to individuals who do not conform to an amorphous norm that has been haunting them for decades.

> ***The level of frustration is increased even more when young Latino/as realize that, at some point, they are viewed by the rest of their peers as hyphenated-Americans and labeled as minorities.***

Author Roberto Clemente is an assistant professor in the School and Mental Health Program, University of Northern Iowa, teaching courses such as Basic and Advanced Group Process, Introduction to the Counseling Profession, Multiculturalism in Counseling, and Facilitating Career Development. He is actively involved with the diversity agenda at the university and community levels.

Dr. Clemente holds a Ph.D. in counselor education from Oregon State University; has published in the Professional School Counseling Journal *of the American Counseling Association; and serves on several professional committees, at the national level, of the American Counseling Association.*

He has led workshops in schools and agencies on multiculturalism, diversity, bilingualism, and Latino cultural identity, and is a presenter at conferences of the American Counseling Association, and North Central Association of Counselor Education and Supervision.

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HO

Southwestern University

AT GEORGETOWN, TEXAS

Rebuilding after *Hopwood*

High Standards No Barrier to Hispanic Enrollment

BY

ADALYN HIXSON

Of the 493 Hispanic students who entered between 1984 and spring 2000, 349 have either graduated from Southwestern or are still enrolled, a graduation and persistence rate of 71 percent.

“Judging from visits to other universities, I think it is the most beautiful campus I have ever seen.”

HO is talking with Santiago Guerra, aka "Chago," son of migrant farmworkers, as he is about to leave his hometown of Garcíasville, Texas, population around 100, to enter Southwestern University, a private school in Georgetown, outside of Austin.

HO is told that that many of the 100 people in Garcíasville are Chago's relatives, and that Chago just might be the first in the town to go to college. He is definitely first in his family to do so.

But if you are envisioning a simple country lad, guess again, for Chago Guerra happens to be a talented scholar with a penchant for science who's had his eye on higher education for much of his life.

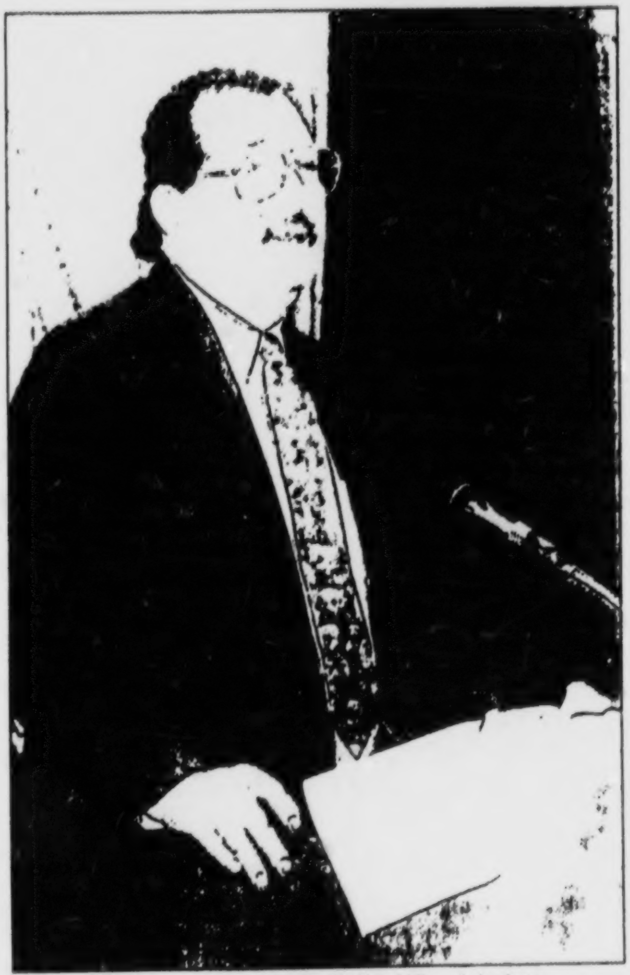
"My interest in science has always been evident," he told *HO*, "but the greatest experience–that finally made me realize that science was my "niche"–was when I conducted genetics research in entomology at Texas A&M University."

Who does he credit as role models and spurs? "My family, especially my mother, my great science instructors over the years–Mrs. Penny Molina from Rio Grande City H.S., Larry Ross, Andrea Jensen, and Dr. J. Spencer Johnston, and many of the great scientists of our time, Mendel, Watson and Crick, Salk...and my friends, who challenge me intellectually."

Guerra is entering Southwestern

"We were able to attract a critical mass of very bright young Hispanics through our NHI association that helped to attract other Hispanic students to Southwestern."

JOHN LIND, VICE PRESIDENT
OF ENROLLMENT MANAGEMENT



Alum Ernesto Nieto, founder, National Hispanic Institute

tuition free, having been granted a Bishop Ernest T. Dixon, Jr., scholarship, named for the first Black bishop in United Methodist's south central district.

Bishop Ernest T. Dixon, Jr.

Dixon, it is said, often spoke of his gratitude to members of Jacob's Chapel United Methodist Church in San Antonio for helping him earn his degrees. And according to his widow, Dr. Ernestine Clark Dixon, he rarely, if ever, turned down a young person requesting financial assistance for education.

"Scholarships were very important to him," she said. "I think he's up in heaven smiling all over the place."

Dixon, a magna cum laude graduate of Austin's Samuel Huston College, later Huston-Tillotson, was president of Philander Smith College in Little Rock, Ark., and later president of United Methodist's General Board of Higher Education.

From 1980 until he retired in '92, he was Bishop of the Rio Grande Annual Conference, made up of Spanish-speaking United Methodist Churches, and of the Southwest Texas Annual Conference.

Enrollment Planning

"When I came to Southwestern University in 1982, the University had a Master Planning process that was just being established," said John Lind, Southwestern's VP for enrollment management. "And diversity of the student body was a part of the plan."

"The University stated a goal of having 12 percent minority students by 1990," Lind told *HO*. Minorities were just six percent at the time.

During his first year there, Lind asked about targeting specific minorities, and the decision was to aim for Hispanic and African American students–high achieving ones.

"We decided right from the outset during my tenure at Southwestern that we would not achieve the diversity in an entering class at the expense of lowering our standards. We steadfastly have held to that very important principle."

It was clear, he said, that Hispanic students represented Southwestern's "best possibility" for major growth in the student body, "due to our primary recruiting area being in Texas."

Their objective was a student body of at least five percent African American and 15 percent Hispanic "as soon as possible."

This, he said, "was the cornerstone of our beginning to attract and retain some very bright Hispanic students." And if that cornerstone had a name, its name would be Ernesto Nieto.

National Hispanic Institute

"During my first or second year here, I was introduced to Ernesto Nieto and Gloria de Leon." Nieto is a graduate of Southwestern, class of '64.

"Ernie was the founder of the National Hispanic Institute and with his wife, Gloria, actually gave the leadership and direction to the entire organization."

"When we first began our friendship," said Lind, "I was quickly able to determine that the two of them were truly visionary and enlightened leaders who were going to make a real difference in the lives of young people.

"We began a partnership with the National Hispanic Institute in 1985 that centered the summer leadership program, the Texas LDZ, here on the Southwestern University campus. We have remained the host for this important activity every summer since."

"When we partnered with NHI, it was because it truly was the right thing for us to do. I did not know at the time exactly what would happen to our relationship. What I knew was that we needed to believe in Ernie and Gloria and do all we could to assist them in their worthy mission."

The trust was well-placed. As John Lind noted, and as many readers of *HO* are aware, "the National Hispanic Institute has grown into a thriving organization that has many programs that touch the lives of hundreds of young Hispanic persons each and every year. It is truly an impressive story in and of itself."

"I have said for many years that working with the NHI high-achieving students has been the most pleasant professional experience I have had in working with any students," Lind added. "These young people have had a thirst for learning what differentiates one college from another and for finding the environment that will propel them to the brightest future possible."

Eyes on the Goal

In '85, with the Southwestern/NHI collaboration in place, the school's 15 Hispanics represented five percent of the total school population. The next year, there were 30 students, then 28, 19, 36, 39. And these were not marginal students, provisionally placed, but top-ranking scholars well equipped to succeed in college.

Not all of the Hispanic students came through the NHI program, said Lind. "What I think happened, however, was that we were able to attract a critical mass of very bright young Hispanic through our NHI association that helped to attract other Hispanic students to Southwestern," he said. "It has been my belief that our enrollment of Hispanic students was impacted most significantly by our NHI relationship."

Then along came the *Hopwood* decision, in '96. And the *Hopwood* "effect" two years later. Hispanic students dropped back to six percent after rising to 11, 12, up to 14 percent.

Dixon vs. Hopwood

"When the *Hopwood* decision hit us here in Texas," said Lind, "we had already begun to see more difficulty in attracting bright Hispanic students. We were finding that many of the students we were admitting were being heavily recruited by very prestigious and selective colleges across the country. Certainly, we had much more competition for these high-achieving Hispanic students, many of whom were residing here in Texas.

"The *Hopwood* decision had a very negative impact on many of the programs we offered." he said. "Our 1998 entering class had 23 Hispanic students–the lowest number in any class since 1988."

Southwestern introduced The Dixon Scholar program in May '99 to help it compete for the best and brightest Hispanic, African American, and Native American applicants, and to raise the number of applicants. And it worked. Later that same year, Southwestern enrolled 43 Hispanic first-year students, the highest number since 1993.

"We believe that the Dixon Scholar program was the major reason for us to jump 20 students in one year," said Lind.

The news gets even better, with 66 Hispanic students planning to enroll this fall–18 percent of the entering class, the highest in Southwestern's history.

Texas Methodist Foundation

The Texas Methodist Foundation created the Dixon program at Southwestern, said its president, Tom Locke, specifically to "further enhance its learning environment through diversity." Bishop Dixon had been a trustee of both Southwestern and the Foundation.

Georgianne Hewett, director of foundation relations, told *HO* the Foundation's commitment to the program "intensifies with each scholarship awarded."

"These exceptional scholarship recipients benefit from Southwestern's rigorous academic environment," she said, "and conversely, their presence and contributions enrich the University community." Hewett also noted that scholarship applicants need not be affiliated with The United Methodist Church.

Professor Vicente D. Villa

Eric Van Danen, Southwestern's director of public relations and marketing, referred to incoming Dixon Scholar Chago Guerra as "a Vicente Villa in the making."

Dr. Villa, a biologist described as "part parent, part teacher, part pit bull, with a tenacious appetite for science education," was named 1993 U. S. Professor of the Year by CASE, the Council for Advancement and Support of Education, chosen from 390 nominees from public and private colleges of all sizes across the country, including the Ivies and major research institutions. Students revere him. At least one enrolled at Southwestern after hearing just one of his lectures. He himself admits to a "God-given passion for teaching."

A recent survey indicates that Hispanic parents value education even more highly than do white parents. *HO* asked Villa what he thinks causes the gap between desire and accomplishment. He said, "A lack of awareness of the process is at the heart of the problem."

He mentioned "Passport to the Future," a Southwestern outreach program targeting minorities and based on a declaration by Malcolm X that "education is our passport to the future."

"In a very real sense," said Villa, "the gap between desire for an education and its accomplishment

"I am forever grateful to the teachers who taught me how to dream of a brighter and more challenging future."

PROFESSOR VICENTE D. VILLA

Santiago "Chago" Guerra, a Dixon Scholar

involves entering a foreign land....and there is a lack of awareness of the process, a process that starts at home, before the students ever set foot in a formal classroom.

"The first member of a Hispanic family who completes her or his secondary education and goes on to successfully attend college is a pioneer in that this is potentially the beginning of what will become a family tradition."

.Asked how and when low-income Hispanic parents might intervene to get or keep their children on a college track, Villa said "it is never too early...."

"Home schooling during the pre-school years sets the pace and pattern for the events to come. Public libraries are a wonderful resource that can be used to convey the importance of reading. Many actually have scheduled time for selected readings for young children. Reading to young children is an extremely important activity. The sooner children grasp the meaning of the written word, the better."

Dixon Scholar Guerra told *HO* he loved to read as a child, "including comic books (like X-Men, Spider Man, and Fantastic Four), the encyclopedia, *National Geographic for Kids*, and all the great children's books."

"The intervention process continues during the primary and secondary school years," said Villa. "The parents' expressed interest and proactive role in education is a powerful tool that delineates the direction the children will take. Parents should not hesitate to stress the high expectations they have for their children. High expectations are essential in the formulation of their educational dream or vision for their children."

Villa cites communication between parents and teachers as extremely important, saying that the learning process must continue at home, "and it should be very clear to the children that the parents support the teachers."

"It is my impression," he adds, "that the schools with the best programs are the schools with the highest level of parental involvement."

"My mother had a sixth grade education," said Villa, "and my father, who was born and raised on a south Texas ranch, never attended school, but my parents strongly emphasized education. I remember vividly my mother asking me about the homework assignments. She would encourage me to read aloud and to practice my spelling assignments. She stressed mathematics as being very important–and fun at the same time.

"My father served his country during WW II without the benefit of knowing English, and it was clearly a hardship for him" and came back, said Villa, as a very strong proponent of education.

"My family also stressed working during the summertime. Learning to work at an early age was an asset to me, for I developed the stamina and self-discipline to do my very best. Work also taught me lessons in what I did not want to do for a lifetime. I also had scores of teachers along the way who gave me a word of encouragement.

"I am forever grateful to the teachers who taught me how to dream of a brighter and more challenging future." Villa himself started at what was then Laredo Junior College, earned a B.S. in biology at UT-Austin, and a Ph.D. in microbiology at Rice.

Southwestern Students

John Lind tells *HO* that most of Southwestern's students, including its Hispanics, are Texas residents, come directly from high school, and live on campus all four years. Just one or two percent are not "traditional" age. The NHI relationship does draw some Hispanics from out of state. Family income of Hispanic students is lower on average, but some are from families deemed prosperous.

Of the 493 Hispanic students who entered between 1984 and spring 2000, 349 have either graduated from Southwestern or are still enrolled, a commendable graduation and persistence rate of 71 percent. During the same time, the rate for "Anglo" students has been 73 percent and for African Americans, 70 percent.

"It is one thing to enroll any student into your community," said Lind, "but it is much more important to graduate that student and have someone who has clearly been positively impacted by the experience of your education."

Asked if he finds high-achieving Hispanic students different in any significant way from their peers, Lind said, "I believe I do."

"Coming from what often are perceived as weaker schools and not having as much access to the AP classes or always the best prepared teachers has certainly required these students to rise above the challenges that some other students have not had to overcome. Maybe it is why our Hispanic students in general have been so willing to work so hard to improve themselves."

The Embracing Community

Asked what makes Southwestern a good place for Latinos, Villa cites its prevailing educational philosophy. "The faculty and administration believe in and provide a well-rounded education, the education of the whole person. This is a small liberal arts institution where students and faculty know each other well. Faculty members are available to interact in an intense manner with students. Mentoring of students is an integral part of our teaching activities. In addition, there are support groups in place by way of student organizations that enable the students to adjust to the Southwestern University environment."

It is, he says, "an embracing community."

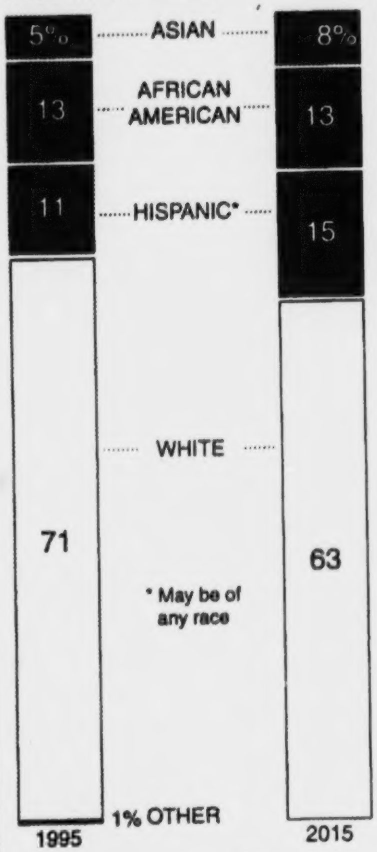
The Changing Face of the Student Body

The Challenges before Us

BY ANGELA PROVITERA MCGLYNN

Different Look To Student Body By 2015

The college student population is expected to change in the future: the percentage of white students will fall and that of minorities will rise.



Percentages do not equal 100 because of rounding.

Source: Educational Testing Service

Like most faculty, I have returned to the classroom this fall to find an increasing number of nontraditional, international, and ethnically diverse students in my classes. It is an enrollment trend that is occurring at most campuses across the country as the changing face of the student body works its way through our higher education system.

I was reminded of the impact of this demographic phenomenon as I sat in the front row with my colleagues at Mercer County Community College's (N. J.) graduation ceremony last spring when I had the privilege of watching several hundred of our 760 or so graduates receive a degree and get photographed. I already knew that MCCC, along with most of our nation's colleges, particularly urban and community colleges, has an incredibly diverse student body, with students representing more than 50 countries. I knew that fact but was still impressed to see the culturally diverse faces before me. Diversity of age is another factor that was striking, as young adults paraded before me in juxtaposition with middle-aged adults and senior citizens. This ceremony also saw two parent-child sets of graduates: a father and his son, and a mother and her daughter.

Angela Provitera McGlynn

My commencement experience was complemented by a *New York Times* article, "Swell of Minority Students Is Predicted at Colleges,'" about an Educational Testing Service report showing that college enrollment will expand by two million students in the next decade and a half. That is not surprising since our nation has seen a steady climb in overall college enrollment during the last 50 years. This swell in enrollment can be attributed to the rise in U.S. births, increased immigration, and an increasing belief that a college degree is an absolute necessity for a good job with a decent salary.

The ETS study suggests that 80 percent of the projected growth will be accounted for by the expanded enrollment of minority students. The study analyzes the 20-year span, from 1995 to the projections for the year 2015. In that time, the presence of white students on campus will decrease from 71 percent to 63 percent. By the year 2015, African Americans' presence on campus will remain stable at 13 percent. Higher education will see increases among Asian Americans from five percent in 1995 to eight percent in 2015, and among Hispanic Americans, from 11 percent in 1995 to 15 percent in the year 2015.

Although minority college student enrollment is mushrooming, the statistics are deceiving. The numbers of African Americans and Hispanic Americans in college will not reflect the 18- to 24-year-old African American and Hispanic American overall populations. In fact, the ETS study says that there will actually be a decrease of these two groups in proportion to their college-age populations. Moreover, more than half of the overall increase in undergraduates over the next 15 years will be concentrated in only five states, those with large Hispanic populations: Arizona, California, Florida, New York, and Texas.

If we look back at increases in postsecondary education during the years 1973 to 1994, the overall number of high school graduates who enrolled in four-year institutions nearly doubled, from 16 percent to 31 percent. Within that same time span, the percentage of both whites and Blacks also doubled. Black college students increased from 13 percent to 25 percent, and white college students increased from 16 percent to 33 percent. However, Hispanic American college students increased only from 13 percent to 20 percent. Clearly, Hispanic American college enrollment rates were not, and still are not, keeping pace either with the Hispanic American population numbers or with the numbers of Latino/a high school graduates.

As the President's Advisory Commission on Educational Excellence for Hispanic-Americans states (September 1996), at every level of education from pre-school through graduate school, this fastest growing U.S. minority group is at dramatic educational risk. In a *HO* article, "Improving the Future for Hispanic Americans: The Role of Community Colleges,"[2] I discussed some strategies with which our educational system might address the myriad inequities that contribute to the dual enrollment and achievement gaps often noted between white and Asian Americans and their African American and Hispanic American cohorts.

There are higher education institutions currently and proactively addressing the diversity issues arising from the changing demographics of our nation and of our college campuses. The *New York Times* article mentioned above quotes Stanley O. Ikenberry, president of the American Council on Education, who said that his 3,500-member campuses have "been working for a decade to diversify their student bodies and faculties." Ikenberry says they are working towards making college campuses "more comfortable places for students who have been underrepresented."

At Stanford University, Professor of Education Anthony Lising Antonio predicts that colleges will risk repeating the college-campus racial unrest this country witnessed in the late 1980s and early 1990s if they do not transform their curricula and programs to reflect the surge of new minority students. Professor Antonio also suggests that if college campuses do nothing about addressing their changing demographics, they will not "garner the benefits a diverse student body provides...." Here, I am certain that among the benefits of a diverse student body, colleges have the opportunity–no, they have the obligation and mandate–to help all students understand, appreciate, and celebrate the diversity of our multicultural society. If such an appreciation does not develop by the end of a college program, how will harmonious interpersonal relations develop in a global world?

A Host of Challenges

The changing U.S. demographic picture provides us with a host of challenges:

- As a society, how can our educational system provide equal educational opportunities from pre-school through secondary education so that the numbers of minorities admitted to college will reflect the numbers of minorities in the population at large?
- How can we increase minority participation in pre-school educational programs, particularly in the Hispanic American community, where their numbers lag behind those of other groups?
- How can we improve the quality of education and the conditions of our urban schools?
- How can we address the expected teacher shortages, at all levels of education, predicted for the next several decades?
- Particularly in light of teacher shortages, how can we improve the quality of teacher preparation in terms of academics and especially in terms of multilingualism and multiculturalism?
- How can we improve retention and graduation rates of minorities at secondary and post-secondary levels?
- How can we insure that colleges and universities will be hospitable, welcoming, and encouraging to minority students?
- Throughout the educational system, how can we promote the development of critical thinking skills, the development of written and oral communication skills, and the development of an appreciation of diversity?

These questions might seem daunting, but there are certainly ways to address these and other challenges that we face as a diverse culture. The multifaceted solutions require the coming together of the federal government, state and local governments, the private sector, and the school systems. For the solutions to work, The President's Commission on Educational Excellence for Hispanic Americans says that school systems "need to form viable partnerships with students, families, communities, other educational institutions and government bodies, as well as business and corporate leaders."[3]

The changing demographics of our culture should be a cry for change in our educational system. At the 50th Anniversary Commemorative Services remembering Franklin D. Roosevelt, on April 12, 1995, President Clinton underscored this when he said, "...let's not forget that we also have an educational deficit. Education is the fault line in America today: those who have it are doing well in the global economy; those who don't are not doing well. We cannot walk away from this fundamental fact. The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America."[4]

So many of us believe that education is the great societal equalizer.

The National Center for Public Policy and Higher Education released a study this year showing that a majority of parents now believe that a college education is critical to opportunity in today's work world and society at large. They recognize that education has the potential to bring previously excluded people into the fold of the good and comfortable life in America, as well as raise their intellects and their spirits. Additionally, education has the potential to make society safer and more humane; education can bridge the ever-widening gap between the haves and the have-nots. Not only is educating minorities in America the right thing to do ethically in order for the society to be just, but America's productivity is at stake as well. As a society, if we don't equalize educational opportunities so that there truly is a level playing field, not only do the people who are left behind suffer, but the nation suffers. America simply cannot afford to leave people behind.

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[1] Wilgoren, J. "Swell of Minority Students Is Predicted at Colleges," *The New York Times*, 24 May 2000.

[2] McGlynn, Angela Provitera, "Improving the Future for Hispanic Americans: The Role of Community Colleges," *The Hispanic Outlook in Higher Education*, 26 March 1999: 23-25.

[3] President's Advisory Commission on Educational Excellence for Hispanic Americans, *Our Nation on the Fault Line: Hispanic-American Education*, September, 1996, p. 20.

[4] President's Advisory Commission on Educational Excellence for Hispanic Americans, *Our Nation on the Fault Line: Hispanic-American Education*, September, 1996, p. 22.

Latino Students a Powerful Presence at ALBERTSON COLLEGE

BY ERIC CÁRDENAS

FOUNDED 1891

Arnold Hernández, director of minority counseling at Albertson College of Idaho

Juan Morales was a bit surprised and embarrassed when, in a calculus class, mathematics Professor Ralph Applebee, Albertson College of Idaho, called on him to begin solving a math problem. But this wasn't first-year-student jitters: Morales is actually a high school junior participating in a new mentoring program for Hispanic students.

He was able to answer the question, with some help, but he recalls it as a funny experience and one of the things he'll remember about Albertson College.

"I really liked the class and the way the students actually know the professor; to me, that's pretty important," Morales said.

Morales is one of a handful of participants in the mentoring program that was launched last year by A.L.A.S.–Albertson Latino Americano Students. The program pairs up Hispanic high schoolers from nearby rural areas with Albertson College students to help encourage the youngsters not only to stay in school but to learn what it will take to succeed in college as well.

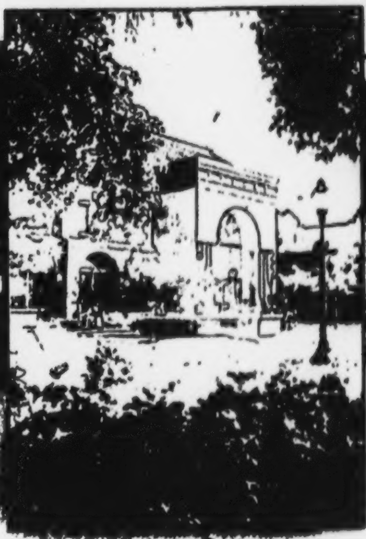
A small, private liberal arts college, Albertson has been innovative in its efforts to reach out to the local Hispanic community, and A.L.A.S. has become one of the biggest and most visible organizations on the tree-lined campus. A.L.A.S. members are predominantly Hispanic, but the organization welcomes non-Hispanics who are interested in Hispanic culture and issues.

Located in Caldwell, a 30-minute drive from the state capital of Boise, Albertson College is in the heart of Idaho's Hispanic community. Of the state's nearly 96,000 Hispanics, who are seven percent of the state's total population, 22,000 live in Canyon County, where Albertson College is based. But the College's Hispanic population, currently at five percent, is lower than the state's. It's a number that the A.L.A.S. group is working hard to increase, in part through the mentoring program. A former head of the Idaho Migrant Council recently listed the mentoring program as one of the state's positive developments in multicultural relations.

The high schoolers and college students in the program tour the Albertson College campus, attend College athletic events, sit in on classes, and receive some tutoring. There are fun events too. A.L.A.S. recently reserved the McCain Center movie theatre on campus to show *Dumb and Dumber*, a movie that has become Morales's favorite.

"I don't see any way to get a good-paying job without a college degree. I don't want to work in a restaurant; I want a good job so I can support my family," Morales said. "And by visiting colleges, you get to know what's

McCain Student Center



Langroise Center
for the Performing and Fine Arts

Covell Hall

going on," easing the transition, he notes.

An A.L.A.S. member since her first year at Albertson College, Aracely Barajas, a senior international business major from Greenleaf, Idaho, enjoys seeking publicity for the A.L.A.S. events, but even more enjoys her role as Morales's mentor. She regularly accompanies him to the campus library and next year hopes to travel with other program participants to Seattle, for a Seattle Mariners baseball game. She also volunteers time to work with the Snake River Elementary Boy Scout Troop in Nampa–another A.L.A.S. program.

"I think Juan has a lot of potential," Barajas said. "I think they all have a lot of potential."

Barajas, who was born in California but lived in Michoacan, Mexico, until she was 12, remembers the difficult transition from high school to Albertson. She says that her background, along with her experience at college, is invaluable in helping younger Hispanic kids succeed.

"I can give these kids advice about college that they might not get from college recruiters," Barajas said. "I have to be honest. I don't want them to go to college and then fail."

Morales is typical of many young Hispanics in Idaho. He has lived in Wilder, a small agricultural town in southwest Idaho, since he was four years old, when his parents moved from Oaxaca, Mexico, to become fieldworkers. He grew up with four brothers and two sisters in a three-bedroom house. Not far from his home, between the dusty downtown and the endless fields of mint and onions lies Wilder High School, a red brick, two-story, square building. It's a building that could as easily serve as a bomb shelter or a warehouse as a school.

Lining the walls of the small high school are the graduating class composite portraits from the school's founding, early in the 20th century, to the present. Gazing at the portraits through the '70s, '80s and '90s provides a quick illustration of the changing demographic face of rural Idaho. While perhaps 15 percent of graduating classes were Hispanic in 1971, in 2001, the graduating class will be closer to 85 percent. And experts agree that the Hispanic population might double by 2025.

> ***The dropout rate of Hispanics in Idaho has steadily decreased from 60 percent 12 years ago but is still disproportionately higher than the dropout rates of non-Hispanics.***

Increasing Presence

Like many northern states, Idaho has seen an influx of Hispanic fieldworkers, many of whom are seasonal and many of whom have made Idaho their home. The workers come from Mexico, California, and Texas.

Currently, nearly 25,000 farmworkers, nearly all Hispanic, work in fields in Idaho. The percentage that are migrant or seasonal workers ranges from 34 to 70 percent, depending on the time of year.

In the past decade, Hispanic issues have come to the forefront of Idaho politics, especially in agriculture and education. Four years ago, the Idaho Legislature passed legislation to guarantee workers' compensation insurance for farmworkers. However, in each successive legislative session, the Legislature has grappled unsuccessfully with another existing exemption–a minimum wage for farmworkers. It's a topic that becomes more heated every year.

Similarly, Idaho legislators and school officials have had to struggle with bilingual education issues, specialized curriculum for Hispanic students, and occasional flare-ups in schools between Hispanics and non-Hispanics.

Now, with nearly 85 percent of the students in Morales's rural high school being Hispanic, statistics show that approximately 30 percent of them likely will drop out. The dropout rate of Hispanics in Idaho has steadily decreased from 60 percent 12 years ago but is still disproportionately higher than the dropout rates of non-Hispanics.

The number of Hispanics who attend college in Idaho is also disproportionate. In 1998, according to the State Board of Education, only 2.9 percent of Idaho's college population was Hispanic.

It is these two statistics–the dropout rate and the number of Hispanics in higher education–that A.L.A.S. is hoping to influence. But A.L.A.S. targets high schoolers for the program who are both at high risk and low risk of dropping out.

Morales, for example, is a motivated student and plans to attend college. He played on Wilder's junior varsity championship basketball team; he runs a four-minute, 48-second mile for the track team; and he enjoys his geometry and biology classes. While his native language is Spanish, he speaks flawless English. He mentions that his mother "won't let me work," and that his older brother, Leo, is already a student at nearby Boise State University.

But, according to Arnold Hernández, director of minority counseling at Albertson College, many migrant students who seem to be on the right track as sophomores still don't make it to college. That's why the program was expanded to target highly motivated kids along with high-risk kids.

"There's always something that might happen between then and now. Even the kids who want to go to college can fall through the cracks," Hernández said. "I think all students–regardless of gender, race, age, or color–would highly benefit from a mentor program."

Hernández knows firsthand the challenges faced by Hispanic children in rural Idaho. He dropped out of high school–the same school Morales attends–after his first year to work in the fields to help support the family. His family of 14 children had migrated from Monterrey, Mexico, only a few years earlier. Hernández eventually made it to college, but not until he was 27.

WILDER HIGH SCHOOL
210

A.L.A.S.–Albertson Latino Americano Students–has become one of the biggest and most visible organizations on the tree-lined campus.

He helped found the A.L.A.S. program at Albertson College back in 1996, with little more than an office, a handful of excited students, and a motto–"Volar Mas Alto." The program raised its own funds, hosting dinners with food often made by Hernández's and the students' mothers. Since its inception, A.L.A.S. has sponsored a combined Cinco de Mayo and Mother's Day celebration on campus for the college and the entire community. It attracts corporate sponsors and hundreds of festival-goers with its guest speakers, food, dance demonstrations, and car show, and has become one of Idaho's three biggest Cinco de Mayo festivals. And while the group works to preserve other traditions and celebrations–they celebrate Mexican Independence Day with a "Fiesta Aztlán" and co-host a Day of the Dead exhibit with a local community organization– the group is heavily invested in educational and service programs.

In response to the controversial minimum wage issue, A.L.A.S. invited a panel of speakers to Caldwell to discuss it. Representatives from the Idaho Department of Agriculture, the Walk for Wages political group, and the Idaho Farm Bureau were invited to participate in the panel discussion. The group also co-sponsored a speaker for Martin Luther King, Jr., Day last winter.

When a local elementary school held a read-a-thon, A.L.A.S. spent a morning reading to the students, both in English and Spanish. And they recruited the college president and the men's basketball team to help out.

On Oct. 10, A.L.A.S. is bringing actor/activist Edward James Olmos to visit the college in conjunction with the second annual Idaho Inclusiveness Symposium. Olmos, a personal friend of Hernández, will speak with students informally, in classes, and in a public lecture.

Seeing beyond the campus, A.L.A.S. is an affiliate member of such community groups as the Hispanic Business Association, the Idaho Migrant Council, the Idaho Human Rights Task Force, and the Council on Hispanic Education. It also regularly pays for members to attend the annual Idaho Hispanic Youth Symposium, the Oregon Leadership Institute, and the Hispanic Issues Training Conference.

The 40-member A.L.A.S. group continues to raise funds for projects, but now receives substantial funding through the College's student activity fee. Hernández credits the community, the local school districts, and the College administration for supporting A.L.A.S. and its efforts. The new College president, Kevin Learned, who is bilingual and was a guest lecturer at the University of Guadalajara, frequently attends A.L.A.S. events and has steered the College toward greater diversity.

Learned and the College community spent much of the 1999-2000 school year developing a strategic plan for the College, one that would help focus the College for the next five years. Two of the plan's points directly impact A.L.A.S.: increasing the diversity on campus and preparing students for increased globalization by pushing study abroad programs. The next five years will undoubtedly see increased recruiting of minority students, and an increase of sensitivity to other cultures.

Minority Counselor Hernández regularly joins admission counselors on recruiting trips, travels to youth symposia around the state, and is a frequent guest in the offices of area high school counselors. Although the College offers a number of minority scholarships, he has personally initiated scholarships funds to help support Hispanic students.

While Hernández is obviously biased toward Albertson College, he is most concerned that the high schoolers in the mentoring program make it to college–any college.

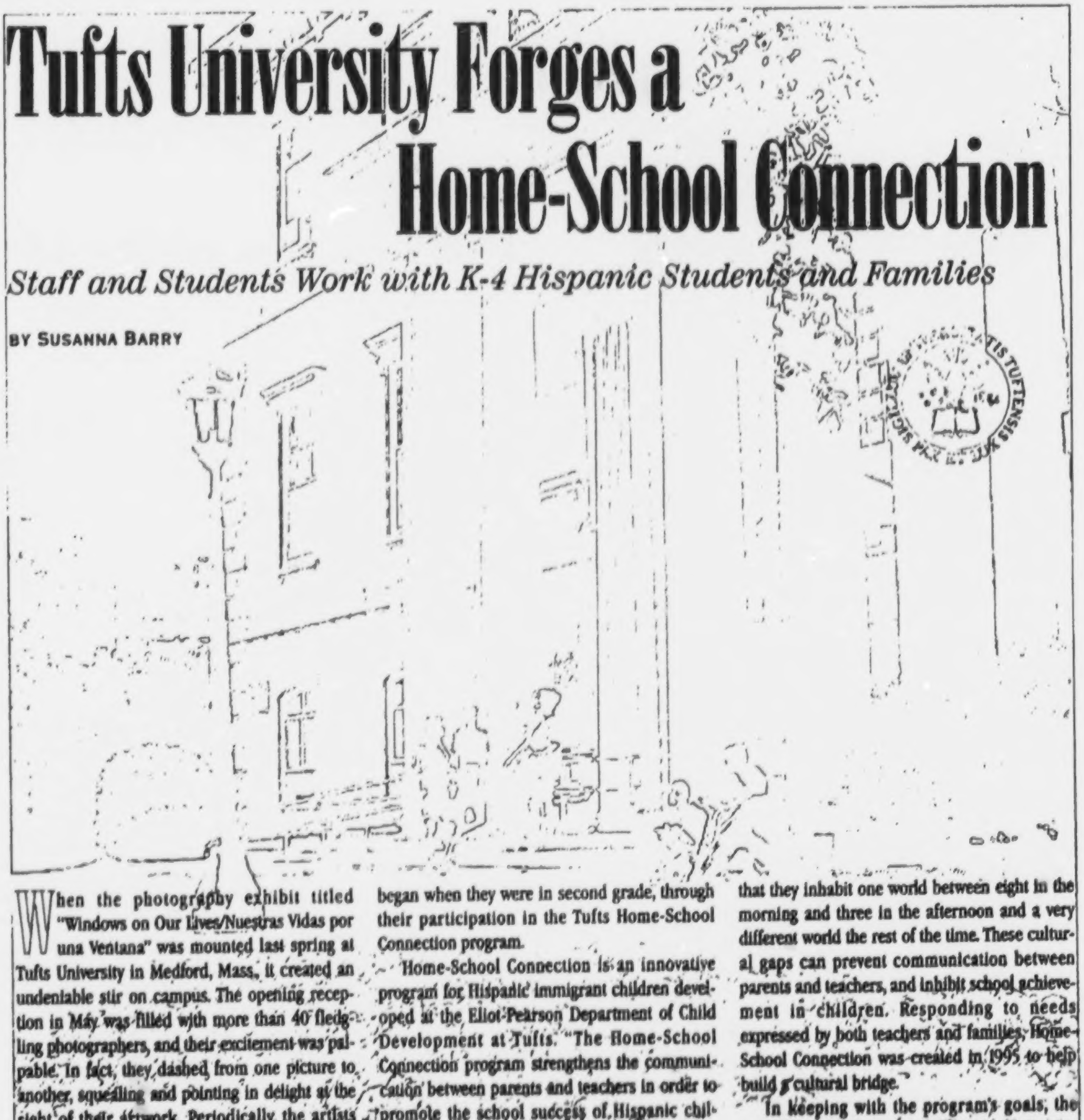
"Our ultimate goal is to see them get into higher education, period," Hernandez said.

Eric Cárdenas is a communication specialist at Albertson College of Idaho.

Tufts University Forges a Home-School Connection

Staff and Students Work with K-4 Hispanic Students and Families

BY SUSANNA BARRY



When the photography exhibit titled "Windows on Our Lives/Nuestras Vidas por una Ventana" was mounted last spring at Tufts University in Medford, Mass., it created an undeniable stir on campus. The opening reception in May was filled with more than 40 fledgling photographers, and their excitement was palpable. In fact, they dashed from one picture to another, squealing and pointing in delight at the sight of their artwork. Periodically, the artists stopped to restore themselves with cups of apple juice and handfuls of goldfish crackers, instead of the traditional wine and Brie.

The photographers were third-graders from the Spanish Transitional Bilingual Program in the Somerville, Mass., Public Schools, and the exhibit showcased photographs of their favorite people and things from home and school. It was the culmination of a photography project they began when they were in second grade, through their participation in the Tufts Home-School Connection program.

Home-School Connection is an innovative program for Hispanic immigrant children developed at the Eliot-Pearson Department of Child Development at Tufts. "The Home-School Connection program strengthens the communication between parents and teachers in order to promote the school success of Hispanic children," said director and child development professor Martha Julia García-Sellers.

Without the program's mediating influence, the distance between home culture and school culture can be broad, with immigrant children bearing most of the burden for crossing it. Language differences between home and school, and a lack of communication about values and expectations, can make immigrant children feel that they inhabit one world between eight in the morning and three in the afternoon and a very different world the rest of the time. These cultural gaps can prevent communication between parents and teachers, and inhibit school achievement in children. Responding to needs expressed by both teachers and families, Home-School Connection was created in 1995 to help build a cultural bridge.

In keeping with the program's goals, the "Windows" exhibition used photography to reinforce communication among teachers, parents, and children. "These photographs give adults an opportunity to 'look through the windows' into the inner-world of the children in the program," said the exhibit's coordinator, Mindy Shapiro, a graduate student in child development.

With few exceptions, the children in the "Windows" project had never had cameras of their

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own. But when García-Sellers received dozens of donated disposable cameras, the photography project naturally emerged from the idea that children would benefit from a visual means of capturing and expressing images they value. The photographs created by the children served as tools to open the lines of communication between school and family. "Photography is a very powerful and concrete medium for building bridges between the two cultures, and what the photographs communicate is unique for each child," she said.

Children participating in Home-School Connection proved that a picture really is worth more than a thousand words–in any language. They took pictures at home and school, and later discussed the significance of the photographs and wrote stories about them. "The photographs allow children to communicate the affection they feel for two important cultures in their lives, home and school," said García-Sellers, "to identify differences and to share what they value about each one with the others. Their photos express strong personal associations and a variety of emotions such as friendship, fear of personal loss, humor, family affection, satisfaction, embarrassment, and an overall wish to relate what they know of their home and school," she said.

One student photographer chose a photo of her younger brother to share at school. "My friends would like to see it," she explained, because "he is my best little brother." Her affection for her family provided an opportunity for her schoolmates and teachers to glimpse her home life. Another child shared a picture of a classmate with his family because, he said, "I always tell my brother that she is a good drawer and I think my brother would like to see her." With this choice, he conveyed to his family the kinds of skills that are emphasized during the school day. A third child brought together the worlds of home and school by choosing to share a photo of a flag and a map of the Americas. "I want to share this at home," he said, "because my mom wants to go to the Dominican Republic, so maybe I can show her where it is."

These photos are just one tool used by the Somerville Public Schools and the Home-School Connection project as they work to bridge the communication gap between Spanish-speaking parents and teachers who are not always bilingual. "With these pictures, the teachers have a new way to engage the kids and learn what their students value at home, and vice versa with the parents," said García-Sellers. "To understand how immigrant children adapt to American culture, you have to realize that the process is a triangle made up of the child, the teacher, and the parent. There has to be harmony and balance among all three."

Child Development Professor Martha Julia García-Sellers

"Growing up bicultural should be a wonderful process through which a child can learn to integrate traditions, languages, and expectations of different cultures," said Garcia-Sellers, "and with support, children can learn to value all aspects of their cultural identity." She said too that if children are given help managing the daily balancing act of being bicultural, they can better resolve pressures to conform to American culture and maintain pride in their family culture.

The major goal of the project has been to ease the immigrant children's adaptation to school and improve their success in the classroom. Immigrant children tend to be less successful in school than do U.S.-born children, and among them, Spanish-speaking children have especially high rates of school dropout and academic failure. In 1990, studies showed that 70 percent of all non-native English speakers enrolled in schools spoke Spanish as a first language. In Somerville alone, between 1980 and 1990, the Spanish-speaking population tripled, making it the largest single minority group.

Home-School Connection represents a new model for supporting the success of Hispanic immigrant children–not by drilling vocabulary words or grammar, but by mediating their adaptation to school.

"Schools have sometimes gotten too caught up in the issue of language, to the exclusion of other influential factors. Supported adaptation is crucial to the process of helping children succeed in school and stay in school," said the program director. Adaptation, as she defines it, is the process by which the "triangle" of the child, the parent, and the school is in balance and each is able to understand and negotiate the expectations of the others. Rather than pressuring immigrant children to play the role of mediator between home and school, García-Sellers's program provides an adult bilingual mediator to support the child in the adaptation process; thus the child is considered "adapted with support."

"At Home-School Connection, we adopt an ecological perspective toward the understanding of school adaptation," she said. "The adaptation process is an active phenomenon, a learning process that every child experiences. The optimal situation is adaptation with support, so that the communication between home and school is promoted, and there is some continuity between the two subcultures. If school and family build up overlapping values and goals, the child's transition can be facilitated. Parents and teachers need to be mutually respectful but fully aware of the differences between their environments and develop ways to compensate for these differences."

Since its inception, Home-School Connection has also been a model of successful university-community collaboration. The main components of the program are assessment of children and mediation to strengthen the communication between teachers and parents. These are carried out through partnerships among Tufts and the participating schools and families.

Many of the children in the program have adaptation problems due to the cultural differences in expectations between their home and school. In response to these issues, the project builds a web of social support for Hispanic immigrant families. By visiting children and parents in their homes, program mediators are able to inform parents about school activities, educational expectations, and ways in which they can support their children. Mediators also help teachers understand children's behavior in the context of their families' values.

García-Sellers has found that parents view the home visits as opportunities to learn about their children's development and to reflect on educational goals. Both teachers and parents agree that the mediation process empowers them to collaborate with one another more effectively. As a result, children from families receiving home-school mediation perform better academically and evidence fewer behavior problems.

The program has created another link as well. Staffed in part by Hispanic Tufts students, Home-School Connection has provided college-age mentors to help families plan for their own children's college years. "Parents and family members have a great deal of interest in learning how our staff got to college, because they are thinking about their children's future," García-Sellers said. "This encourages their children's school success on yet another level."

When it began, the project worked with a handful of first graders, their teachers, and families. García-Sellers and her staff now work with 16 transitional bilingual classrooms, from kindergarten through fourth grade, at the Edgerly Educational Center and the East Somerville School, both part of the Somerville Public Schools. A multi-year grant from the W.K. Kellogg Foundation has helped support the growth of the program. Currently, 320 families participate.

The project has also been rewarding for those Tufts students who staff the program each year, helping them learn to integrate valuable research skills with effective mediation skills. Their participation has produced several publications, theses, independent studies, and presentations at national and international professional conferences.

"Findings from this study have contributed, and will continue to contribute, to our understanding of the school adaptation process and school success of immigrant children," said García-Sellers. She has been invited to present the program model internationally, and García-Sellers's project has attracted the attention of educators from around the world, including representatives from Finland, Hong Kong, and Kuwait.

For more information about the Home-School Connection Program, please contact the Eliot-Pearson Department of Child Development at (617) 627-3355 or e-mail Susanna Barry (sbarry@emerald.tufts.edu) or Dr. Martha Julia García-Sellers (msellers@emerald.tufts.edu).

Susanna Barry is the coordinator of communications and public relations at the Eliot-Pearson Department of Child Development, Tufts University.

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BRAIN-BEHAVIOR RELATIONS AND DEVELOPMENT

The Department of Human Development is extending its representation of brain-behavior relations in order to develop a research training program in the area. We seek applicants for a tenure-track assistant professor position to begin August 2001. Applicants should have a substantive research focus within developmental psychology but with an expertise in neurobehavioral processes and methods (e.g., neuroimaging, genotyping, and/or pharmacological techniques). We seek applicants with one of two major foci: a) developmental cognitive neuroscience, including elemental cognitive abilities and language; or b) developmental social neuroscience, including social cognition, social displays, long-term effects of normal or extreme social experience on the brain, theory of mind, and/or normal and abnormal developmental processes that illuminate these areas. Complementary strengths in brain-behavior relations at Cornell exist in affective neuroscience, developmental psychobiology, the Cognitive Studies Program, the Departments of Psychology and of Neurobiology and Behavior, and in the Sackler Institute of Developmental Psychobiology in the medical school. Responsibilities include teaching three courses per year (typically two undergraduate and one graduate), supervising student research, and maintaining a productive and externally-funded research program. Send vita, statement of research and teaching interests, and three letters of reference to:

Brain-Behavior Search
Prof Richard A. Depue
Laboratory for Neurobiology of Temperament and Personality
Department of Human Development
MVR Hall
Cornell University
Ithaca, NY 14853

Cornell University is an Equal Opportunity/Affirmative Action Employer.
Applications will be reviewed beginning November 27, 2000,
although later applications will be considered until the position is filled

Minnesota
State Colleges and Universities

Finance and Accounting Faculty
Metropolitan State University

Metropolitan State University invites applications for tenure-track faculty positions effective Fall 2001. Metro State serves approximately 8,500 students in the seven-county Twin Cities Metropolitan area, and offers flexible programs leading to baccalaureate and master's degrees. The faculty positions require an appropriate terminal degree, successful teaching experience at the college or university level, scholarship, and a commitment to serving culturally diverse students. Experience advising students is preferred for all positions.

Financial Accounting: ABD in accounting with completion of doctorate required at the time of appointment, a CPA; a minimum of two years full-time equivalent teaching experience in accounting.

Management Accounting: ABD in accounting with completion of doctorate at the time of appointment, a minimum of two years full-time equivalent teaching experience in accounting. CMA preferred.

Financial Management: Teach courses in financial management, modeling, and reporting. ABD in finance with completion of doctorate required at the time of appointment, minimum of two years full-time equivalent teaching experience in finance or accounting. CPA prefered.

Financial Management and Investments Teach courses in financial management modeling, investments and portfolio analysis. ABD in finance with completion of doctorate at time of appointment, a minimum of two years full-time equivalent teaching experience in finance or accounting.

For more information about the university and the positions, go to http//www.metrostate.edu, or send e-mail to tim.dolden@metrostate.edu or call (612) 341-7460, TTY users (651) 772-7687.

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People·Places·Publications·Conferences

PEOPLE & PLACES

Hispanic Heritage Month 2000 Events

Hispanic Heritage Month, now in its 32nd year, is being celebrated nationwide.

Washington, D.C., was recently the scene of the Hispanic Heritage Awards Foundation's 14th annual event, the 2000 Issues Conference of the Congressional Hispanic Caucus Institute (CHCI), the CHCI's 23rd Annual Gala, and the Las Primeras awards luncheon of the Mexican American Women's National Association.

Among the past, ongoing, and upcoming events are:

- Kennedy Center, Washington, D.C.–open House arts festival featuring Latin American music, song, dance, and woodcarving–Sept. 10
- Washington, D.C., National Museum of Women in the Arts –showcase of Latin American films–Sept. 10-21
- Dallas–LULAC's annual Youth National Role Model Recognition Awards Gala–Sept. 12
- Santa Fe, N.M.–Mestiza Leadership International sponsors the 3rd annual Circle of Latina Leadership–Sept. 14-17
- Newport Beach, Calif.–Association of Hispanic Advertising Agencies' annual conference–Sept. 14-17
- Washington, D.C., Smithsonian Institution –programs, lectures, musical events–Sept. 15-Oct. 15
- University of New Mexico, Albuquerque–"Hispanic Culture Festival: Celebrating 508 Years of Hispanic Heritage"–Sept. 15-Oct. 15
- Washington, D.C.–Latin American cuisine, performances of Latin folklore and music–Sept. 16-24
- University of Miami–Festival Miami 2000–Sept. 16-Oct. 29
- Washington, D.C.–The National Hispanic Foundation for the Arts' recognition of Hispanics in the Arts at its annual gala dinner–Sept. 19
- Washington, D.C.–The Congressional Hispanic Caucus Institute's 23rd annual awards celebration–Sept. 20
- Ballet Folklorico de Mexico de Amalia Hernández 48th anniversary U.S. tour–Sept. 21-Oct. 22
- San Antonio, Texas–MALDEF hosts its San Antonio awards dinner–Sept. 22
- Washington, D.C.–The National Puerto Rican Coalition's annual policy conference–Sept. 22, 23
- Washington, D.C.–Latino Festival 2000's event, including Latin American cuisine, music, dancing, and more–Sept. 23, 24
- Chicago, Ill.–U.S. Hispanic Leadership Institute's 18th annual leadership conference–Sept. 28-Oct. 1
- Detroit, Mich.–Wayne State University's "Achieving Student Success: Resolving the Educational Crisis for Latino Students"–Sept. 30
- Chicago, Ill.–The (HNBA) Hispanic National Bar Association's 25th anniversary convention–Oct. 4-8
- Miami, Fla.–Miami's Hispanic Heritage Council's Legacy of Excellence Awards celebration honoring Latino families–Oct. 11
- Washington, D.C.–The National Association of Hispanic Publications' 3rd annual media summit–Oct. 11
- Washington, D.C.–National Association of Hispanic Publications' 3rd annual Hispanic Media Leadership Summit –Oct. 11-12
- Washington, D.C.–United States Hispanic Chamber of Commerce's 21st annual National Convention and Business Expo –Oct. 11-14
- New York City–National Puerto Rican Forum's "Si, Se Puede" annual award luncheon –Oct. 12
- Salinas, Calif.–4th annual Salinas Valley International Mariachi Folklorico Dance Conference–Oct. 12-15
- Atlanta, Ga.–Society for the Advancement of Chicanos and Native Americans in Science 27th annual national conference –Oct. 12-15

News from the White House

President Clinton is launching an online National Teacher Recruitment Clearinghouse to help states and school districts across the nation address teacher shortages.

Developed by Recruiting New Teachers, Inc., with a grant from the U.S. Dept. of Education, it is a unique portal that will help connect teachers to job banks and job listings; help them identify possible opportunities in their field anywhere in the country; and make it easier for school districts to recruit new teachers through online résumé posting. It will also provide in-depth and up-to-date information on issues important to teachers and districts, such as recruitment, retention, certification, incentives, and pay.

Laredo Art Scholarships Assist Students

Gerardo René Castillo (l.), René Montiel (r.), Mario Isaac Maldonado, and Dalia Alvarado are all one step closer to art careers thanks to a $750 scholarship that each received from the Laredo Art League, a fine arts partner with Laredo Community College (LCC) in Texas.

Castillo, 36, who also received a $200 scholarship from LCC, resumes his studies there. Montiel, a transfer student, is continuing his education at the University of Texas-Austin. Both Maldonado and Alvarado are recent high school graduates who are starting their art education at LCC.

Miami-Dade Grad Earns Full Scholarship to Yale

Noemi Rigol, Cuban by birth and a Russian citizen most of her life, was awarded a full scholarship to study at Yale University (Conn.). Valued at more than $36,000, it will enable Rigol, a graduate of Miami-Dade Community College (M-DCC) in Fla., to study biology and physics and pursue a career as a doctor or scientist.

Hailed by professors as "a modern Marie Curie," Rigol was an honors student at M-DCC, excelling in both biology and mathematics, especially calculus. She will enter Yale's innovative ecology and evolutionary biology program to study modern genetics and the mathematical formulas that govern evolutionary processes.

Ramapo Professor Receives Rockefeller Grant

Demetria Royals, associate professor of media arts at Ramapo College of New Jersey and documentary filmmaker, is receiving a $25,000 multi-arts production fund grant from the Rockefeller Foundation. The grant will support the creation of a multimedia theater production based on Bertolt Brecht's *Mother Courage and Her Children*, from the perspective of African American females. Royals will collaborate with choreographer Anita González, assistant professor at Florida State University and Fulbright scholar, and Robbie McCauley, a performance artist who won an OBIE award for best new American play for *Sallie's Rape*.

González and McCauley were featured in Royals' 1996 film *Conjure Women*, a performance-based feature film documentary nationally screened on PBS.

Colorado-Boulder Partners with NACME

Hector Moreno, enrolled in the University of Colorado (CU)-Boulder's College of Engineering and Applied Science, is the first in his family to go to college. Moreno thanked both NACME (the National Action Council for Minorities in Engineering) and CU-Boulder for enabling him to pursue a career that can impact his community.

Moreno is one of seven students from Denver's public schools selected to attend CU-Boulder's College of Engineering through an alternative, performance-based assessment developed by NACME. The students were on campus in July for the Summer Bridge program, an "academic boot-camp" that helped prepare them to start college.

Public School Leader Praises George Fox

Merced Flores, 49, chief of staff of Portland's public schools since 1999, credits George Fox University (Ore.) with helping him grow as a leader and giving him a solid foundation of skills. The son of migrant farmworkers in California, Flores grew up moving from town to town. After attending 18 high schools, Flores enrolled at the small liberal arts college on a partial scholarship, becoming the only Hispanic of its 1,000 or so students.

Feeling like a stranger in a strange land, Flores and several others led a cultural awareness program that helped change campus relationships. With encouragement and support from several faculty members, the charismatic student worked three jobs, played baseball, and tutored in migrant camps before becoming the first in his extended family of more than 100 to earn a bachelor's degree. He later earned a master's at Linfield College.

Texas A&M-Kingsville Leaders Attend D.C. Conference

Dr. Mauro Castro, chair of the department of chemistry, and Dr. Garry Ross, dean of College I, represented Texas A&M University-Kingsville in Washington, D.C., at the second Regional Leaders Issues Conference, "A Day on Capitol Hill," organized and hosted by Texas Rep. Rubén Hinojosa.

South Texas leaders met with President Clinton and more than 100 national officials to discuss economic development, trade, affordable housing, and education. Included were representatives from counties, cities, economic development organizations, and colleges, and superintendents, school board members, and business leaders from throughout Texas' 15th district.

U.S. Rep. Patrick Kennedy, Minority Leader Richard Gephardt, and Mexican Ambassador to the U.S. Jesús Reyes-Heroles were among the speakers.

Bristol Women's Program Receives National Award

The Women in Technology Work-Based Experience program, one of several programs sponsored by the Bristol Tech Prep Consortium in Massachusetts, received a second place Exemplary Worksite Learning Award from the National Tech Prep Network/Caterpillar Inc. The program introduced young women to high tech careers through academic programs held throughout the year.

The National Tech Prep Network award, which Caterpillar Inc. sponsors, was established in 1994 to recognize tech prep consortium programs that have successfully integrated worksite learning experiences. Programs are judged on criteria that include professional development experiences, business involvement, and results.

Yale University Co-Finances *Amistad* Operation

A replica of the schooner *La Amistad* dropped anchor in New Haven, Conn. With the help of $25,000 donated by Yale University and Yale Divinity School, the ship is an ambassador for human rights and floating classroom, teaching the lessons of the *Amistad* incident.

More than a 150 years ago, 53 people from the Mende tribe of Sierra Leone, seized in Africa as slaves, were being taken from Havana to Puerto Principe, Cuba, aboard *La Amistad*, when they mutinied, killing the captain and the cook. The slaves ordered the remaining Cubans to pilot the ship to Africa, but instead were taken to Long Island, where they were arrested and held in a nearby New Haven jail, charged with piracy and murder. Yale students, faculty, and alumni joined with local abolitionists and others around the country to help the Mende, who were freed in 1841.

A statue commemorating the *Amistad* stands in the north courtyard in front of New Haven's city hall.

Houston-Downtown Addresses Bilingual Teacher Shortage

In Texas, the University of Houston-Downtown's (UHD's) department of urban education received a $1.1 million federal grant for student scholarships in bilingual teacher education and professional development–an initiative called the Bilingual Teacher Career Induction Project.

Noting UHD's aggressive pursuit of the funding, UHD President Dr. Max Castillo said that "UHD can now afford good students the opportunity to become excellent teachers."

The University projects that over the next five years the grant will help 136 bilingual education majors complete their degrees and become certified teachers.

Southwestern Bell Honors Dovalina at LULAC Convention

Pictured (l. to r.): Radio talk show hostess Blanquita Cullum, U.S. Sen. John McCain, and Enrique Dovalina, national president of the League of United Latin American Citizens (LULAC), visit at the LULAC National Convention in Washington, D.C. Southwestern Bell Telephone, a major sponsor of the convention, hosted a reception in honor of Dovalina.

Houston Community Officials Visit Brazilian Educators

Houston Community College (HCC) Chancellor Dr. Ruth Burgos-Sasscer and Juan Pérez, executive director of international initiatives, visited with university and community college educators in the southern Brazilian cities of Curitiba, Porto Alegre, and Lajeado. Invited by the U.S. Department of State and the Brazilian State Secretariat of Science, Technology, and Higher Education, the HCC System representatives made presentations to Brazilian educators on HCC's technology and workforce development programs.

They were invited, said Pérez, "because we are a large urban community college with a strong emphasis on international relations and international students."

"We also are pioneers," he said, "in the use of distance education and technology in workforce education."

Elmhurst Selects Ponce for Merit Award

Analy Ponce was selected for the 1999-2000 Senior Merit Award at Elmhurst College (Ill.), given annually to a student who is an outstanding leader on campus and in the community and one who demonstrates excellence in academics and in written and oral communication. It is sponsored by the National Alumni Association, which began selecting a Senior of the Year in 1992.

Ponce, a member of the Dean's List, who earned a bachelor's degree in May, has a long list of honors, including a Motorola minority scholarship, a Hispanic Fund scholarship, and a Dr. Juan Andrade scholarship for young Hispanic leaders. She also was an Amoco Scholarship Foundation scholar and a United States Hispanic Leadership Institute intern scholar.

$1.4 Million Available for Low-Income Marquette Students

Marquette University in Wisconsin received two national grants totaling approximately $1.4 million, most of it targeted for low-income, academically talented, minority students.

A $1.2 million grant from the U.S. Department of Education will support 16 graduate fellowships over the next three years. The program GAANN (Graduate Assistance in Areas of National Need) places special emphasis on minority students. The departments of chemistry, biomedical engineering, and electrical and computer engineering will benefit.

A $220,000 grant from the National Science Foundation will be awarded in scholarship increments of $2,500 to 80 students over a two-year period. The money is specifically geared toward low-income, undergraduate or graduate students in the College of Engineering.

Coballes-Vega New Dean at Wisconsin-Oshkosh

Carmen Coballes-Vega, a leader in technology issues in education and literacy and former president of the Wisconsin State Reading Association, is new dean of the University of Wisconsin (UW)-Oshkosh College of Education and Human Services.

A professor of reading education, Coballes-Vega has more than 21 years of experience, including 12 with the UW System and seven with the State University of New York (SUNY), and is a frequent speaker on multicultural issues in education and literacy and on leadership.

Coballes-Vega, a Puerto Rican native who grew up in New York City, has a master's degree from New York University and a doctorate from the University of Illinois-Urbana/Champaign.

Our Lady of the Lake Honors Rigual

Dr. Antonio Rigual, professor of Spanish at Our Lady of the Lake University (OLLU) in Texas, received the Francine and George Fleming Award for exemplary faculty service. The award honors OLLU faculty who represent the highest standards of instructional and professional behavior.

Rigual was instrumental in developing OLLU's weekend college program for nontraditional adult learners in San Antonio and Houston more than 20 years ago. The program expanded in 1994 to include a campus in Dallas.

He also originated the concept of the Hispanic Association of Colleges and Universities (HACU), the national organization of Hispanic-serving institutions of higher education.

Smithsonian Features Online Exhibition

The Latino Virtual Gallery of the Smithsonian Center for Latino Initiatives in Washington, D.C., is featuring the online exhibition "Revealing Personal Identity: The Indigenous Vision of Manuel Carrillo." An exhibition about photography presented from a literary and artistic perspective, it brings Carrillo's own identity quest to life through interpreting his photographs.

Every year, the Latino Virtual Gallery will feature three exhibitions. "The goal of the gallery is to provide Latino interpretations to collections related to U.S. history and culture," says Center Director Refugio Rochín. "It will approach Latino contributions to America's history, arts, and culture from a Latino perspective."

Solley in New Post at Maricopa District

Arizona's Maricopa Community College District named Dr. Anna Solley vice chancellor of academic affairs and student development.

Since 1997, Solley has been a North Central Association consultant evaluator. Having served in the district for 24 years, most recently at Estrella Mountain Community College, Solley becomes its first permanent woman vice chancellor. She has a bachelor's degree, a master's, and a doctorate, all from Arizona State University.

Solley's professional memberships include the American Association of Higher Education, American Association of Women in Community Colleges, Arizona Association for Chicanos in Higher Education, and others.

Barry Receives $2 Million for Migrant Education

The U.S. Department of Education's Office of Migrant Education awarded a grant of more than $2 million to Barry University's (Fla.) Adrian Dominican School of Education. The HEP (High School Equivalency Program) grant will help adult migrant workers earn their GEDs.

"Then they will receive placement assistance in either career, college, or the military," explained Janie Greenleaf, Barry's director of Project MECHA. "This is a dynamic program that extends Barry's outreach effectively to this specific population."

The University's program will receive nearly $422,000 per year, over five years.

St. Joseph's Professor Studies Spanish Writers

While earning a doctorate from the Graduate Center of the City University of New York, St. Joseph's College (N.Y.) Assistant Professor of Spanish María Montoya examined the influence of silent film in narrative works and essays. For her dissertation, "Spanish Vanguard Writers of the 1920s and American Silent Film," Montoya looked at and studied the film essays and fiction of three prominent writers: Francisco Ayala, Antonio Espina, and Benjamín Jarnés.

"I plan to continue my research on this topic and hope to publish," said Montoya, who received her diploma in elementary education from the University of Santiago de Compostela in Galicia, Spain, and her bachelor's and master's in Spanish from Hunter College.

Castillon Leads Young Professionals at Lamar

Lamar University in Texas held its 13th Institute for Young Professionals, guided by a new director, Spanish instructor Catalina Castillon.

The nationally recognized program combines academic enhancement with programs to help students choose career fields and succeed in college. According to Castillon, the institute has proved an excellent recruitment tool. At least 20 percent of the program participants return to Lamar as students.

Born in Cleveland, Ohio, to Spanish parents, Castillon grew up in Madrid and Seville, Spain. She is founder and director of the Lamar University-Region 5 High School Foreign Language Competition and advisor to the Spanish Circle. She earned an international studies certificate at Mount Holyoke College, a master's from the University of Massachusetts-Amherst, and a law degree from the University of Seville, Spain.

In the News at SUNY-Buffalo

Janine Santiago (l.), graduate student in American studies at the State University of New York (SUNY)-Buffalo, was elected president of the Graduate Student Association (GSA). Santiago will chair GSA senate meetings and be the primary student delegate to the University's administration.

Santiago, who has a bachelor's degree from the University of Puerto Rico-Rio Piedras and a master's from SUNY-Buffalo, is writing a dissertation on the relationship between orality and writing in some of the works of Rosario Ferre and Ana Lydia Vega.

University of New Mexico School of Law Professor Margaret Montoya (r.) organized the Law and Society Association's Eighth Summer Institute on Race and the Law, hosted by the Baldy Center for Law and Social Policy and the School of Law at SUNY-Buffalo. Montoya participated on a panel presentation, "Colonialisms and Modern Constructions of Race."

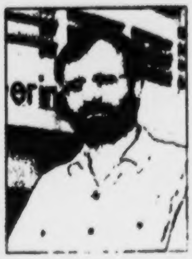
Díaz Heads National Dermatology Society

Dr. Luis Díaz, chair of the department of dermatology at the University of North Carolina-Chapel Hill, is new president of the Society for Investigative Dermatology. Established in 1938 to foster research and education in cutaneous biology, the society now has more than 2,000 members worldwide. Díaz has served on its board of directors and several committees.

Díaz received his medical degree from Universidad Nacional de Trujillo in Peru, and completed his residency at the State University of New York-Buffalo in 1974. Author of more than 100 scientific and clinic publications, his research centers on autoimmune blistering diseases

UTSA Engineering Professor Receives Award

A member of the civil engineering faculty at the University of Texas-San Antonio (UTSA) was nationally recognized for his contributions to engineering education.



Assistant Professor José Weissmann and seven colleagues from around the U.S. were given the Dow Outstanding New Faculty Award, presented by Dow Chemical USA to engineers who have recently entered the engineering education arena and have made significant contributions.

A native of Brazil, Weissmann joined UTSA in 1996. He completed his doctorate in engineering at the University of Texas (UT)-Austin, where he was principal investigator for its Center for Transportation Research.

Rochester Institute VP Receives Top Honor

Dr. Robert R. Davila, chief executive officer of the National Technical Institute for the Deaf and vice president of the Rochester Institute of Technology (RIT) in New York, was honored for his service in the field of deaf education at the 10th Annual TRIPOD Friends' Awards luncheon in California. TRIPOD is a private, nonprofit educational research organization that provides programs and services for hearing-impaired students and their families.

Davila is RIT's first and only deaf vice president. His 47-year career includes past service as assistant secretary for special education and rehabilitation services of the U.S. Department of Education, the highest-ranking federal government position ever held by a deaf person. He has a bachelor's degree from Gallaudet University, a master's from Hunter College, a doctorate from Syracuse University, and honorary doctorates from RIT, Stonehill, Hunter, and Gallaudet.

Goizueta Grant to Benefit Hispanics at Florida Atlantic

The Georgia-based Goizueta Foundation gave $200,000 to the Honors College at Florida Atlantic University to establish a scholarship fund for Hispanic students. The gift will be matched with $100,000 from the state of Florida.

The Goizueta Foundation Scholars Fund will provide annually one full need-based scholarship to a Hispanic student from Florida enrolled in the Honors College. When matching money is received, the Fund additionally will offer a partial scholarship based on the same criteria.

The Goizueta Foundation was established in 1992 to provide financial assistance to educational, cultural, religious, and charitable institutions. It is named for Roberto C. Goizueta, chair and CEO of the Coca-Cola Company until his death in 1997.

$150,000 to North Texas from AT&T

The University of North Texas System Center at Dallas was awarded $150,000 in cash and services from the AT&T Foundation. A portion will help maintain computer classrooms, computer labs, and a virtual library and will help initiate outreach efforts to area schoolchildren and their parents and teachers. The remainder will support broadband cable service, television recruitment advertisements, and airtime on cable channels.

Rep. Helen Giddings, who along with Sen. Royce West helped secure a $4.2 million appropriation for the Center, said, "Ultimately, gifts such as theirs will ensure a high-quality learning environment and increase the college-going rate among groups traditionally underrepresented in Texas universities."

Carreon Elected to National Community College Board

Rio Hondo College (RHC) in California has a national voice with the election of its president, Dr. Jesus "Jess" Carreon, to the American Association of Community College's (AACC's) board of directors. Carreon is the first RHC president ever to be on the association's 32-member board.

Carreon's nomination was forwarded to the AACC's 1,100 members by the National Council for Occupational Education. Elected with more affirmative votes than any other board candidate this year, Carreon will serve a three-year term as an affiliated council representative with complete voting rights for setting the community college's national agenda.

Rodríguez New General Counsel at Texas Southern

Lynn Rodríguez is the new general counsel for Texas Southern University (TSU). Earlier, she was general counsel and director of access and equity for the Texas Higher Education Coordinating Board, where she advised on pending legal matters and on issues related to access to higher education by minorities and other underrepresented groups.

"I believe in what TSU is doing–providing educational opportunities for many students who would not otherwise attend a university," said Rodríguez.

Rodríguez has a bachelor's degree from Harvard University and a juris doctor from the University of Texas Law School.

Laredo Promotes Access to Education

Educational access for economically disadvantaged students is a high priority for Laredo Community College (LCC) in Texas. Through a program launched this year by the state, LCC has helped a record number of the region's high school graduates finance their first year of college.

The new program has already awarded more than $260,000 to 319 LCC freshmen–an initial allocation of $161,000 and $99,500 after demonstrating additional need. Rick Moreno, LCC financial aid director, said LCC worked closely with area high schools to identify eligible students and invite them to apply.

Rep. Henry Cuellar (pictured l. with Moreno) co-authored the program with Sen. Rodney Ellis.

New Partnership Provides Online Tutoring

SMARTHINKING, a Washington, D.C.-based online tutoring company, together with the Houghton Mifflin Company, a leading educational publisher, are providing college mathematics students with extra help they need to succeed in their studies, through free online tutoring services for students.

Students and professors using selected Houghton Mifflin college-level mathematics titles have access to three hours per day of textbook-specific online support from trained and qualified SMARTHINKING e-structors™. These e-structors–experts in their respective fields with experience in tutoring–have participated in a rigorous online training session and practicum. In addition, students have round-the-clock access to SMARTHINKING online study resources, such as reference materials, diagnostic tests, and research tools.

New Mexico Journalism Student Awarded $10,000

University of New Mexico (UNM) student Iliana René Limon is one of 10 college journalism students nationwide to participate in the Scripps Howard Foundation Top Ten Scholarship program. This fall, each will receive a $10,000 scholarship, covering a full academic year. The program was created to identify and reward the brightest college journalism students in the U.S.

President of the Journalism Students Association, Limon interned with the *Albuquerque Journal* during the summer. She has been a reporter, photographer, and editor with the *New Mexico Daily Lobo*, UNM's student newspaper.

A special scholarship committee selected the 10 winners, from 44 nominees, based on academic achievement and demonstrated interest in a journalism career.

Study Supports Diversity in College and Workplace

Americans continue to believe by wide margins that it is important for colleges to have students of different races, cultures, and backgrounds, and that colleges should be allowed to act to ensure a diverse student body, says a major new public opinion study released by the Business-Higher Education Forum. The survey was conducted to gauge Americans' views on these issues as public discussion continues on such matters as college admissions policies and corporate diversity initiatives.

The Business-Higher Education Forum, a partnership of the American Council on Education and the National Alliance of Business, is a membership organization of chief executives from American businesses, colleges and universities, and museums. The Forum recently launched the Diversity Initiative, which will help inform the public of the benefits of diversity in classrooms, on campuses, and in the workforce.

Golden Key Society Initiates Environmental Pledge

During an international convention in Los Angeles, Calif., of the Golden Key National Honor Society, more than 1,300 outstanding students from around the world pledged to unite in a global effort to protect the environment.

Arizona State University student Joyce Medina (pictured) was one of many to place a handprint on a 64-by-8-foot canvas in a symbolic oath of student commitment. The project "Global Minds. United Hands" was initiated by an international delegation of Golden Key members who had selected environmental protection as the foremost global challenge.

The Honor Society, based in Atlanta, Ga., is a nonprofit organization honoring academic achievement in the top 15 percent of junior and senior students at colleges and universities worldwide. The highly diverse group includes individuals of 168 nationalities, as well as part-time and nontraditional students.

Latino Outreach Organization Holds Benefit

Education-Based Latino Outreach (EBLO), a nonprofit community-based organization in Maryland, recently sponsored "La Plaza Hispana" in celebration of National Hispanic Heritage Month.

The two-day gathering in Baltimore, part of the 34th Annual Fell's Point Fun Festival, featured salsa, merengue, and Latin jazz groups and dance performances; Hispanic cuisine from the Americas and the Caribbean; arts and crafts; and an offering of information on Latino outreach resources.

EBLO is dedicated to improving the lives of Hispanic children, youth, and families living in Maryland by providing educational opportunities through cultural and educational programs and projects.

Texas-Pan American Aids Disadvantaged

Each summer at the University of Texas-Pan American, high school graduates interested in health care and medicine prepare for postsecondary education through the Health Careers Opportunity Program (HCOP).

Sponsored by a grant from the Division of Disadvantaged Assistance, U.S. Department of Health and Human Services, HCOP is designed to increase the number of individuals from disadvantaged backgrounds who enter and graduate from health and allied health professional schools.

"The goal of the summer enrichment program is to prepare these students academically, socially, and emotionally for their upcoming college career," said Carlos Cavazos, HCOP academic advisor.

Latino USA Series Wins Award

María Emilia Martin, executive producer and correspondent for the University of Texas-Austin program *Latino USA*, won the Unda-USA Gabriel Award for her story "Who Were the Torturers? The Betrayal of Sister Dianna Ortiz," a two-part series originally aired on National Public Radio in November 1999.

Martin revealed new information, obtained from a former federal agent, about the abduction of a U.S. nun in Guatemala, 10 years after she was kidnapped, tortured, and sexually assaulted by individuals she believes were members of the Guatemalan military. The program reported revelations about the U.S. government's involvement with this incident and with repressive Latin American military regimes. Sister Ortiz had accused the U.S. government of suppressing information on her torturers.

Latino USA provides diverse audiences with multiple perspectives on issues affecting Latinos, fostering cross-cultural understanding, enhancing relationships among Latino communities, and illuminating the richness of Latino cultural and artistic expression.

Valenzuela Steps in as Allan Hancock Trustee

Louie H. Valenzuela (pictured r., with AHC Superintendent/President Ann Foxworthy)

was appointed to the Allan Hancock College Joint Community College District (Calif.) board of trustees to complete the term of trustee Walt Rosebrock, who stepped down after eight years of service.

The chief financial officer for Valenzuela Engineering, Inc., a construction and engineering company, Valenzuela chairs the board of the Santa María Valley Chamber of Commerce. He is past chair of the Chamber's Hispanic Business Committee and currently is on the board of the Marian Foundation and California Coastal Rural Development Corporation, and the Ernest Righetti High School agriculture program advisory committee.

Valenzuela has a bachelor's degree from California Polytechnic State University-San Luis Obispo and a master's from the University of California-Davis.

Alva New Director at Cal State-Fullerton

Dr. Sylvia A. Alva, professor and former head of the child and adolescent studies department at California State University-Fullerton, is the new director of academic advisement.

A faculty member since 1989, Alva has extensive experience teaching, developing, and evaluating undergraduate courses and programs. She will oversee the operation and programs of Fullerton's academic advisement center, and readmission appeals of students who have been academically disqualified.

Alva has a doctorate from UCLA.

Continental Airlines Honors Lucent Executive

Continental Airlines named Fernando Figueredo, Lucent Technologies vice president of corporate communications, Caribbean and Latin America region, to receive *HISPANIC* magazine's U.S.-Latin America Friendship Award, during the 10th annual Hispanic Achievement Awards.

Figueredo is a strong supporter of initiatives to increase cultural awareness and improve trade opportunities between the U.S. and Latin America. He leads Lucent's Partnership in Global Learning, which advances K-16 distance learning education throughout Latin America.

This was the third year Continental sponsored the Friendship Award and the *HISPANIC* Achievement Awards, which honor Hispanic Americans "who have made significant contributions in their chosen fields of endeavors as well as in the Latino community."

El Paso Community Receives $32,000 Grant

The U.S. Department of Education awarded a $32,270 grant to El Paso Community College (EPCC) in Texas that will eventually expand into a new $2.5 million program, according to EPCC President Ramón Domínguez.

The funds are awarded to Hispanic-serving institutions to expand their capacity to serve Hispanic and low-income students. EPCC will be looking at student recruitment, student retention, distribution of resources, community collaboration, and external resources.

Secretary of Education Richard Riley said, "Hispanics continue to be the most underrepresented ethnic group in terms of college enrollment, a trend that will threaten U.S. vitality if left unresolved. As more jobs demand workers, the nation can simply not afford to pass up a quarter of the future workforce."

PUBLICATIONS

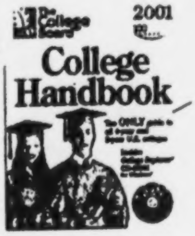
College Board Offers Three New Books

The *Chronicle of Higher Education* has disclosed that several well-known college guides receive compensation from colleges for publishing their profiles, which are edited primarily for style. While these publishers have agreed to make this practice more apparent to consumers, their books nonetheless remain a mix of comparable and non-comparable information about colleges.

While there is nothing wrong with students gathering information from a variety of sources, including such books, The College Board would like it to be known that it has never accepted payment from colleges to publish unverified profiles. The College Board also believes that what students need most of all is objective, easily compared information that has been subject to intense review for accuracy and completeness.

The following new books reflect The College Board's commitment to providing factual, comparable information to students and their families:

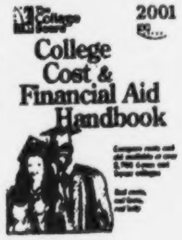
The College Board College Handbook 2001



This annually updated book includes a College Explorer® CD-ROM, and is a one-volume guide to all four-year and two-year colleges and universities. Data is updated with current information from an annual survey.

2000. 2071 pgs. ISBN 0-87447-644-5. $25.95 paper. College Board. (800) 323-7155.

The College Board College Cost & Financial Aid Handbook 2001



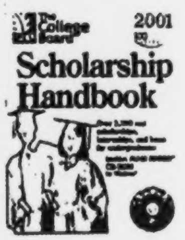
This edition provides up-to-date facts needed to figure out the true cost of approximately 2,700 four- and two-year colleges.

2000. 744 pgs. ISBN 0-87447-646-1. $21.95 paper. College Board. (800) 323-7155.

The College Board Scholarship Handbook 2001

More than $64 million in total aid from federal, state, and institutional sources was available to students and their families in academic year 1999-2000. This updated handbook, with its FUND FINDER™ CD-

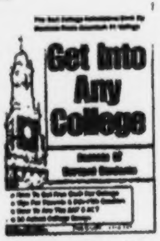
ROM, provides comprehensive information on more than 2,300 programs and more than two million individual awards.



2000. 598 pgs. ISBN 0-87447-648-8. $24.95 paper. College Board. (800) 323-7155.

Get Into Any College: Secrets of Harvard Students

By Jim Good and Lisa Lee

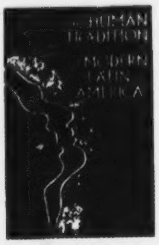


This book, written by Harvard graduates, is a how-to guide that helps students through every step of the admissions process.

1998. 255 pgs. ISBN 0-9657556-3-0. $16.95 paper. 101 Publishing. (888) 264-7108.

The Human Tradition in Modern Latin America

William H. Beezley and Judith Ewell, eds.



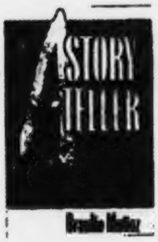
This collection offers powerful, fascinating biographies of ordinary people caught in sometimes devastating historical changes. It personalizes the impact that revolution, economic upheaval, urbanization, the destruction of community life, and the disruption of both traditional family and gender roles have had on Latin Americans.

1997. 277 pgs. ISBN 0-8420-2613-4. $18.95 paper. SR Books. (800) 772-8937.

A Storyteller: Mario Vargas Llosa Between Civilization and Barbarism

By Braulio Muñoz

Braulio Muñoz offers a critical appraisal of Mario Vargas Llosa's literary and political production from a socio-theoretical perspective. He engages the debate concerning the role of the writer in Latin America, the merits and shortcomings of modernist and postmodernist thought, and the differences between neoliberalism and alternative democratic positions.



2000. 135 pgs. ISBN 0-8476-9751-7. $17.95 paper. Rowman & Littlefield. (800) 462-6420.

In Defense of Honor: Sexual Morality, Modernity, and Nation in Early-Twentieth-Century Brazil

By Sueann Caulfield

With a close examination of legal theory on sexual offenses and case law in Rio de Janeiro from the end of World War I to the early years of the Estado Novo dictatorship, the author reveals how everyday interpretations of honor influenced official attitudes and even the law itself as Brazil attempted to modernize.

2000. 311 pgs. ISBN 0-8223-2398-2. $19.95 paper. Duke University Press. (888) 651-0122.

Indigenous Mestizos: The Politics of Race and Culture in Cuzco, Peru, 1919-1991

By Marisol de la Cadena

Indigenous Mestizos

In the early 20th century, Peruvian intellectuals rejected biological categories of race as a basis for discrimination. But this did not eliminate social hierarchies; instead, it redefined racial categories as cultural differences, such as differences in education or manners. This book traces the history of the notion of race from this turn-of-the-century definition to a hegemony of racism in Peru.

2000. 408 pgs. ISBN 0-8223-2420-2. $21.95 paper. Duke University Press. (888) 651-0122.

Hidden Histories of Gender and the State in Latin America

Elizabeth Dore and Maxine Molyneux, eds.

Elizabeth Dore opens by arguing against the prevailing view that the 19th century was marked by a gradual emancipation of women, while Maxine Molyneux considers how various Latin American state forms have more recently sought to incorporate women into their projects of social reform and modernization. These essays are followed by 12 case studies that examine how states have contributed to the normalization of male and female roles and relations.

2000. 381 pgs. ISBN 0-8223-2469-5. $21.95 paper. Duke University Press. (888) 651-0122.

Feminism on the Border: Chicana Gender Politics and Literature

By Sonia Saldívar-Hull

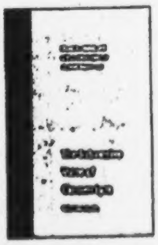
Feminism on the Border

Grounding her work in an analysis of the novels and short stories of three Chicana writers—Gloria Anzaldúa, Sandra Cisneros, and Helen María Viramontes—the author examines a range of Chicana feminist writing from several disciplines. She presents the voices of these and other Chicana writers in order to show their connection to feminist literature and to women of color in the United States.

2000. 226 pgs. ISBN 0-520-20733-5. $16.95 paper. University of California Press. (800) 822-6657.

The Subversive Voice of Carmen Lyra: Selected Works

Elizabeth Rosa Horan, ed.

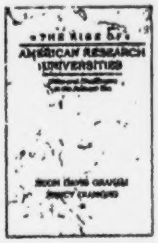


These Central American trickster tales and satirical realistic stories by Carmen Lyra (the pseudonym of María Isabel Carvajal, 1888-1949) are the first translation into English of the writings of a leading revolutionary who was also an early 20th-century folklorist and children's writer. Translated and with an introduction by Horan.

2000. 225 pgs. ISBN 0-8130-1767-X. $49.95 cloth. University Press of Florida. (800) 226-3822.

The Rise of American Research Universities: Elites and Challengers in the Postwar Era

By Hugh Davis Graham and Nancy Diamond

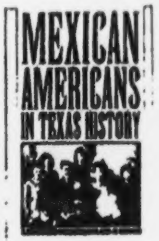


After 1945, America's elite universities achieved global research leadership. Recently, successful challengers have emerged, often surpassing the established elites. This book provides a fresh historical interpretation of these large developments, one that emphasizes the distinctive features of American higher education.

1997. 319 pgs. ISBN 0-8018-5425-3. $39.95 cloth. Johns Hopkins University Press. (800) 537-5487.

Mexican Americans in Texas History: Selected Essays

Emilio Zamora, Cynthia Orozco, and Rodolfo Rocha, eds.



Only in recent decades have historians told the story of the many and significant contributions and influences of Mexican Americans in Texas history. This volume contains 11 essays from the 1991 conference "Mexican Americans in Texas History," which was co-sponsored by the Texas State Historical Association. The gathering brought together some 600 participants, including nearly 100 leading scholars in the field of Mexican American studies.

2000. 226 pgs. ISBN 0-87611-174-6. $15.95 paper. Texas State Historical Association. (800) 687-8132.

Barrios Norteños: St. Paul and Midwestern Mexican Communities in the Twentieth Century

By Dionicio Nodín Valdés

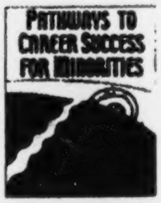
Barrios NORTEÑOS

Mexican communities in the Midwestern United States have a history that extends back to the turn of the 20th century, when a demand for workers in several mass industries brought Mexican agricultural laborers to jobs and homes in the cities. This book offers a comprehensive social, labor, and cultural history of these workers and their descendants.

2000. 380 pgs. ISBN 0-292-78744-8. $22.95 paper. University of Texas Press. (800) 252-3206.

Pathways to Career Success for Minorities: A Resource Guide to Colleges, Financial Aid, and Work

Tim Schaffert, ed.

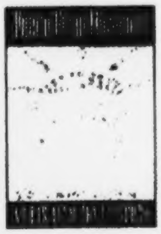


An increasingly diverse workforce faces both challenges and opportunities. Nearly two million businesses in the United States are minority-owned; minority-owned businesses take in more than $200 billion a year; minorities are members of 60 percent of U.S. corporate boards. This book includes essays on legal rights, affirmative action, mentoring, and other topics important to everyone concerned with diversity in today's workplace and world.

2000. 378 pgs. ISBN 0-89434-303-3. $29.95 paper. Ferguson. (800) 306-9941.

The Puerto Rican Movement: Voices from the Diaspora

Andrés Torres and José E. Velázquez, eds.



The Puerto Rican movement was a response to U.S. colonialism on the island and to poverty and discrimination faced by most Puerto Ricans on the mainland. Interviews with such key figures as Elizam Escobar, Piri Thomas, and Luis Fuentes, as well as accounts by people active in the gay/lesbian, African American, and white Left movements, create a vivid picture of why and how people became radicalized and how their ideals intersected with their group's own dynamics.

1998. 432 pgs. ISBN 1-56639-618-2. $24.95 paper. Temple University Press. (800) 447-1656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

"The Assessment Institute"

November 9-11 – Philadelphia, Pa.

Sponsored by the National Center on Postsecondary Teaching Learning, and Assessment, and by ACT.

Contact: (814) 865-5917; e-mail, nctla@psu.edu; website, www.ed.psu.edu/cshe/nctla.htm.

Management Institute for Women in Higher Education Administration

October 12-14

November 17-18

Sponsored by the Higher Education Resource Services at Wellesley College. In Wellesley, Mass.

Contact: Susan Knowles, (781) 283-2529; e-mail, sknowles@wellesley.edu.

New Jersey Project Fall 2000 Conference

October 13

The New Jersey Project for Inclusive Scholarship, Curriculum, and Teaching has as its Fall 2000 conference theme "Now You See It, Now You Don't: Class in America." Speakers include Barbara Ehrenreich, Manning Marable, Holly Sklar, Mark Ellis, Lise Vogel, and Leonard Vogt. At Essex County College in Newark, New Jersey.

Contact: (973) 720-2296; e-mail, njp@wpunj.edu.

Telelearning 2000 Conference

October 15-18

"For distance learning administrators, Web-course designers, continuing education and distance learning faculty, instructional designers, and media specialists." At Bally's Park Place in Atlantic City, N.J.

Contact: Paul Aries, (925) 371-4520; e-mail, Paul_a2assoc@hotmail.com; website, www.itcnetwork.org.

Afro-Latino Symposium

October 21

"Latinos and the Issue of Race in the New Millennium," a one-day symposium sponsored by the Organization of Africans in the Americas and the Brooklyn College Puerto Rican and Latino Studies Department. At Brooklyn College, Brooklyn, N.Y.

Contact: Hector Carrasquillo, (718) 951-5562.

New Mexico Counseling Association Annual Conference

October 23-25

"Counseling 2000: Honoring Diversity, Working Together." At Old Town Sheraton Inn, Albuquerque, N.M.

Contact: Diane Wilhoite, (505) 771-5384.

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AAC&U's 3rd Biannual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Research Centers in Minority Institutions International Symposium

November 12-15

International symposium on health disparities. In San Juan, Puerto Rico.

Contact: Beatrice Raiford or Walter Sullivan, (404) 752-1634; e-mail, raiforb@msm.edu; website, www.rcmi2000.upr.edu.

TACHE 2000

November 29-December 1

The conference theme, "Latinos in Higher Education: Beyond the Demographics," reflects the Texas Association of Chicanos in Higher Education's interest in moving the dialogue beyond the numbers to a discussion of concrete strategic plans for addressing the challenges presented by the ethnic shifts in population.

Contact: Rudy Rodríguez, (940) 898-2214, or Gloria B. Bahamon, (940) 565-2456; website, www.tache.org.

6th Conference of the Recovering the U.S. Hispanic Literary Heritage Project

December 1-2

"Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity" is this year's theme. At the University of Houston.

Contact: Alejandra Balestra, (713) 743-3128; e-mail, artrec@jetson.uh.edu.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

SPECIAL EVENT

"Tito Puente–The King of Latin Music" Tribute

October–check local listings

National Television will broadcast a one-hour tribute to the late Tito Puente during October. Featured are Puente's last live performance and on-camera interview in Puerto Rico earlier this year, testimonials from celebrity friends, musical tributes from other great musicians, and personal insights from his family.

George Rivera Productions, Inc. (GRP), a New York City-based television and film production company now in its tenth year of operation, produced the program.

Book Review

By Eduardo Mendieta

The Possessive Investment in Whiteness: How White People Profit from Identity Politics, **by George Lipsitz.** 274 pages including index. Philadelphia: Temple UP, 1998. ISBN: 1-56639-635-2. $ 19.95 paper.

Even as Hispanics refuse to line up before the sacrificial pyramid of pigmentocracy, despite efforts by the culture and institutions of race privilege in the U.S. to racialize us, race remains that Rubicon we must cross over to establish a new "America." But this crossing over the "color line" can not mean solely a leaving behind. It must also mean dealing with, inheriting, dismantling, and reconstructing. For us Hispanics–who are black, yellow, bronze, *mestizo*, hybrid, *negrito*, *mulato*, and every other hue of color in the rainbow of human complexion–race is a wildly disquieting thing, sort of like Borges' Chinese encyclopedia.

But there is one thing that we as Hispanics are not so well prepared to deal with, and that is the materiality, institutionality, structurality, viscosity, and permeability of race. Race suffuses every aspect of U.S. society, if only because its history has been so marked by the process of racial formation and the hierarchization of its social body according to a racial algorithm: black, negative and negating; white, positive and creative.

THE
POSSESSIVE
INVESTMENT IN
WHITENESS
GEORGE LIPSITZ

Race, like all social institutions, lives on because people invest their social wealth in its preservation and enhancement. People buy into this institution and derive great benefit from its regimenting, gerrymandering, and parceling. Race pays–to some, misfortune; to others, wealth. For this reason, our greatest challenge is going to be: how to be New Americans without investing in whiteness while at the same time not disinvesting ourselves from institutions that have racialized so many "Americans," especially the black and indigenous. Lipsitz's book should be an indispensable resource as we navigate these extremes.

All Hispanics, all U.S. citizens, need to read this book–ten chapters of incredible, but all too real, revelations, statistics, facts, and disclosures of covert and not-so-covert operations by the racist modus operandi of white-run government institutions. Lipsitz has culled material from history books, newspapers, government and private reports, historical reconstructions, memoirs, novels, movies, songs, magazines, etc. to weave a narrative that is all too bleak but uncircumventable. This is the biggest, clearest, most persuasive, and most up-to-date exposé of American racism we can read.

Read how whites have in essence been the beneficiaries of every major civil rights legislation enacted since the '50s. Read too about the fabrication of mythologies of heroism and sacrifice that too blatantly capitalized on sexual privilege.

Read about the convergence of wealth, corporate sponsorship, canon construction, and media access in the infamous case of historian Arthur M. Schlesinger, Jr, author of the widely acclaimed *The Disuniting of America*, a trenchant critique of identity politics, a book commissioned by the Whittle Corporation, which started Channel One, an allegedly educational enterprise that donates equipment in exchange for exclusive rights to television time in schools. Time-Warner held assets in this enterprise, and *Time* magazine gave a front page to Schlesinger's book. All, of course, in the interest of a unified "America."

Read about the mobilization of racial envy and animus in order to conceal the real sources of downward social mobility, about how whites are trained to see social inequity as a function not of political and economic policies and institutions, but as a consequence of cultural proclivities inscribed in the genetic code of colored people; about how whites are blind to their privilege and how they disavow their participation in maintaining our racial political economy. (My students, for instance, have never met a racist. Nor have they seen the performance of racism. Racism happens somewhere else, in black people's imaginations.)

Read about the *Bakke* case against affirmative action in university admissions, and the willingness of courts to acknowledge the so-called wrong done to Bakke and yet look athwart at the structural exclusion of minorities from most Ivy League universities. The fact is that whites have not just benefited from a de jure affirmative action of their privilege; they have also benefited from a de facto affirmative action that is best represented in the policies of most Ivy League schools to grant admission to relatives of alumni and donors. Privilege engenders privilege. Investment in whiteness spawns more investment in its value.

Lipsitz provides powerful endorsements of the work of many Chicano scholars, and the book concludes with some of the most illuminating analysis of California politics I have come across. And one of the best exposés of Ward Connerly, that inveterate critic but also long-time beneficiary of affirmative action. Race has exacted a price and produced surplus value: whites have reaped the benefits of a racial political economy, while Blacks, and other peoples of color, have paid for the "wages of whiteness," to use that felicitous phrase by W.E.B. DuBois.

Are we going to invest in whiteness, and thus perpetuate a privilege that has kept so many Americans from their dreams, and America itself from its truest dream: political and economic justice (as the great Pedro Henriquez Ureña used to put it)? This book will help us to provide a clear and unequivocal answer.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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10/25—Florida Atlantic University
10/26—Florida International University (at U. of Miami)
10/26—University of Miami
10/26—Michigan State University
10/30—University of South Florida
11/1—University of Central Florida
11/1—Texas A&M
11/3—Florida State University
11/3—University of Texas at Austin
11/9—University of California, San Diego
11/14—University of California, Davis
11/15—University of California, Berkeley
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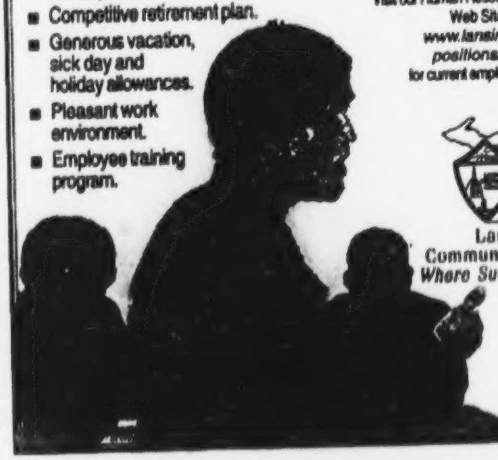

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Chancellor's Postdoctoral Fellowship Program for Academic Diversity

The Program: The Chancellor's Postdoctoral Fellowship Program for Academic Diversity was established to increase the number of ethnic minority faculty members at the University of California at Berkeley. The program provides postdoctoral fellowships, research opportunities, mentoring and guidance in preparation for academic career advancement. The program currently solicits applications from individuals who are members of ethnic minority groups that are underrepresented in American universities, but all qualified applicants will be considered without regard to race, gender, color, or national origin. Special consideration will be given to applicants committed to careers in university research and teaching, and whose life experience, research or employment background will contribute significantly to academic diversity and excellence at the Berkeley campus.

Awards and Tenure: Awards will be made to applicants who show promise for tenure-track appointments on the Berkeley campus. The Fellowship will be for two academic years, in residence in the Bay Area.

Stipend: $31,000 for the 2001-2002 academic year (11 months plus one month vacation). Costs associated with one-way transportation to Berkeley for the Fellow and immediate family members and removal expenses are reimbursable up to $2,000. Funds are available each year for supplies and expenses ($500), research-related expenses ($1,000), and health insurance ($1,000).

Eligibility: Applicants must be U.S. citizens or permanent residents and must have received a doctorate within FOUR years of the start of the appointment on September 1, 2001.

Application: An application form is not required. Send **two copies** of the following: curriculum vitae, a statement of proposed research (one to five pages–indicate the area or discipline of the proposed research), sample publications, and one dissertation chapter. In addition, three letters of reference are required; one letter **must** be from the dissertation advisor. A mentor need not be selected prior to applying. Application material must be postmarked by December 1, 2000. Awards will be announced in March. Inquiries regarding the program may be directed to (510) 642-1935 or email: **bridget3@uclink4.berkeley.edu.**

Send application materials to:

Chancellor's Postdoctoral Fellowship Program for Academic Diversity
Office of the Chancellor
200 California Hall
University of California, Berkeley
Berkeley, California 94720-1500

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Minority Scholar-in-Residence Program

With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at liberal-arts colleges, the Consortium for a Strong Minority Presence at Liberal Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Program. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have been awarded the degree no more than five years before application.

The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors (dissertation fellows) or assistant professors (post-doctoral fellows) at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2001-02 academic year: Bowdoin College, Bryn Mawr College, Carleton College, Colorado College, Connecticut College, DePauw University, Grinnell College, Hamilton College, Haverford College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Southwestern University, Swarthmore College, Union College - NY, University of the South, Vassar College, Wellesley College, Wheaton College - MA.

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APPLICATION DEADLINE: NOVEMBER 15, 2000

Dean, College of Law

Florida International University invites applications and nominations for the position of Dean of the College of Law. The Dean will provide academic and administrative leadership of a new College of Law and will report to the Provost/Executive Vice President of Academic Affairs.

ABOUT THE UNIVERSITY: FIU is one of the fastest growing members of the State University System of Florida. Since its opening in 1972, FIU has become a large, modern, fast-growing, research university offering nearly 250 bachelors', masters' and doctoral degrees to students from all 50 states and more than 110 countries. Enrollment currently exceeds 31,000. FIU has a strong history of diversity and minority representation among its students, faculty, staff and administrators and ranks in the top one percent of all U.S. universities in campus diversity. In just 28 years, the University has achieved a national reputation for excellence and has become an international center of learning and research with state-of-the-art facilities. FIU has two major campuses in Miami-Dade County, a teaching site in Broward County and several off-Campus locations. For further information visit www.fiu.edu.

ABOUT THE COLLEGE: On June 14, 2000, Governor Bush signed legislation creating a College of Law at FIU. The College will serve the needs of the state's legal, business and governmental communities by preparing attorneys to practice in fields that are in demand and underserved in South Florida. Our goal is to create a program that provides traditional preparation for practice with a curriculum infused with transnational theory and practice as well as a strong public service ethic.

POSITION: The founding Dean of the College of Law will have the unique opportunity to establish the first public law school in South Florida. Candidates should have experience as a law school Dean or senior law school administrator, a record of scholarly production, evidence of entrepreneurial leadership and a demonstrated record of fundraising. Knowledge and experience of transnational law will complement the College's emphasis. The Dean should have the professional standing in the legal community to quickly identify and recruit senior and junior faculty and professional staff and create enduring partnerships between the College and the legal community.

We project the first class of approximately 120 part-time and full-time students to enter in September of 2002. Our goal is to have a highly qualified Dean as soon as possible.

COMPENSATION: The salary for this position is competitive, commensurate with experience and qualifications. Letter of inquiry or application accompanied by a current vitae and the name of three professional references should be sent to:

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Dean Ronald Berkman, Chair, College of Law, Dean Search Committee
Florida International University, University Park Campus, ECS 450
11200 SW 8th Street, Miami, Florida 33199, Fax (305) 348-5253
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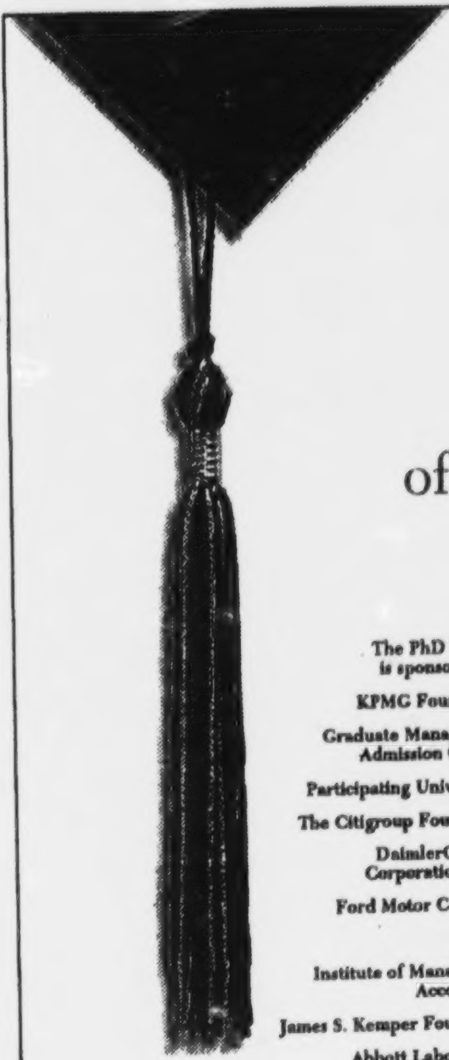

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Montclair State University • Openings • Fall 2001

Founded in 1908, Montclair State University was awarded university status by the state of New Jersey in 1994. As the second largest university in New Jersey — with approximately 13,500 students, undergraduate and graduate — Montclair State is a comprehensive institution characterized by a cadre of teacher-scholars committed to teaching excellence, program diversity and student access.

Montclair State University is organized into the following colleges and schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business and the Graduate School. Montclair State awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education and applied Doctoral degrees.

All positions Assistant Professor, tenure track, unless otherwise noted and are subject to available funding.

*Selected appointments negotiable to higher rank depending on qualifications.

COLLEGE OF EDUCATION AND HUMAN SERVICES

The following positions require computer literacy and evidence of commitment to education for social justice, democratic practice, critical thinking and a diverse society.

Counseling, Human Development and Educational Leadership. ***(V-1)** Teach graduate courses in administration and supervision. Requires doctorate in Educational Administration or related field; five years experience in progressively responsible public school administrative or supervisory position. Evidence of recent professional development in current legislation and trends in school administration.

Curriculum and Teaching – Two positions. (V-2) Specialist in Teacher Education. Teach graduate and undergraduate courses, including field-based courses, and advise/supervise students. Requires doctorate in Curriculum and Teaching or related discipline and successful public school teaching. **(V-3)** Teach graduate courses in special education such as management of behavior in the classroom, special education technology, diagnosis of learning disorders, inclusive education. Position requires specialization in research methodology in special education. Familiarity with educational research, research methods, and the medical and physical bases of learning disorders. Doctorate in special education; eligible for NJ certificate in Learning Disabilities Teacher-Consultant.

Educational Foundations. ***(V-4)** Teach masters and doctoral courses in research methods with emphasis on quantitative research, testing and measurement. Requires doctorate with focus on empirical research methodology and quantitative design. Teaching experience a must. Mentor quantitative aspects of doctoral dissertations. Knowledge of Philosophy for Children and Critical Thinking preferred.

Health Professions, Physical Education, Recreation and Leisure Studies – Three positions. (V-5) Physical Education/Elementary Focus. Teach graduate and undergraduate courses in department's teacher education program. Teach one or more areas of team or individual sports. Doctorate in physical education pedagogy and curriculum; experience with elementary students in structured physical education program; college teaching experience in physical education. **(V-6)** Physical Education/Secondary Focus. Teach graduate and undergraduate courses in department's teacher education program. Assume leadership role in department teacher education program. Requires doctorate in physical education pedagogy or adaptive physical education; expertise in secondary programs in physical education for students in grades 8-12. ***(V-7)** Hospitality. Specialist in hospitality, hotel management, and commercial recreation to teach in core areas of recreation and leisure studies management, budget and finance, marketing and research. Requires doctorate in recreation, tourism, hospitality, or related field. Demonstrated record of teaching, research, and industry involvement.

Human Ecology – Two positions. (V-8) Teach graduate and undergraduate courses in Foodservice Management, Dietetics, Food Technology and Nutrition, with emphasis in quantity foods purchasing/production, organization and management of foodservice systems, foodservice equipment, facility design, specialized food production and meal design and management. Earned doctorate in foodservice/institution/hotel management or related area. Registered Dietician or experience working with dietetic programs desired. **(V-9)** Teach undergraduates and graduates in Early Childhood/Elementary Education in Family Child Studies. College/University teaching and evidence or research and publications preferred. Doctorate required.

Reading and Educational Media. (V-10) Teach undergraduate courses in literacy development, study skills and media literacy. Requires doctorate with specialization in literacy/media literacy; ability to interact effectively with colleagues, students and culturally diverse communities.

For a complete job description on these positions, please contact Leslie E. Jenkins, Assistant Dean, College of Education and Human Services.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Include C.V., letter of recommendation, names, phone numbers and e-mail addresses of four references.

Demonstrated success in research, teaching, and scholarship in general is required for all tenure track positions.

Communication Sciences and Disorders – Two positions. (V-11) Speech-Language Pathology. Teach courses and supervise practica in ASHA accredited graduate program, including but not limited to speech and language acquisition and language disorders in pre-school and school-aged children. Doctorate in speech-language pathology. ASHA CCC-SLP. **(V-12)** Clinical Supervision (Professional Staff position). Supervise speech-language pathology graduate students in our on-campus Communications Disorders Center. Supervision of evaluations and treatment. Work with the Clinic Coordinator. Master's degree in speech-pathology, ASHA CCC-SLP, NJ license in SLP (or eligible), minimum 5 years of clinical experience, minimum 2 years of supervisory experience.

English – Further details available at **http://www.montclair.edu**

History. (V-18) Specialist in African history with related areas of expertise in Caribbean and Post-Colonial Studies. Ability to teach general introductory courses in non-western history as part of the general education requirement, introductory courses in African and Caribbean history, and specific upper level major specific courses in African and Post Colonial history is expected. Doctorate in History or African/African American Studies, or comparable field preferred. ABDs will be considered.

Psychology – Three positions. (V-19) Ph.D. or Psy.D. in School Psychology. Minimum two years experience as a school psychologist in schools and NJ certification or eligibility. Responsibilities: teaching undergraduate and graduate courses in psychology as well as supervision of students in Graduate School Psychology Certification Program. **(V-20)** Experimental Psychology. Teach undergraduate and graduate courses in experimental psychology, research methods, statistics, and content courses in specialty areas. Desirable areas of expertise and publication including learning, perception, quantitative methods, psychophysiology, or cognitive areas such as attention, memory or problem solving. Modeling experience within the applicant's content courses in specialty area. **(V-21)** Doctorate in Psychology (experimental, social/organizational, or clinical/applied). Teach undergraduate and graduate courses. Mentor, advise, and supervise students. Demonstrated ability to engage students in productive research projects (basic/applied).

Sociology – Two positions. (V-22) Sociology and Criminal Justice. Teach courses in Sociology and in a multi-disciplinary Justice Studies major, with broader emphasis on questions of justice and society. Specialization: sociology of law; the relation of justice to class, race, and gender; white collar crime; research methods in justice systems; juvenile justice and juvenile delinquency. **(V-23)** Sociology and Criminal Justice. Teach courses such as Research Methods in Criminal Justice; Criminal Justice System (graduate level); and two sections of the Sociology of Conflict and Violence (sophomore level). One semester temporary appointment for Spring 2001.

Spanish/Italian – Two positions. (V-24) Peninsular Literature (V-25) Latin American Literature

The College of Humanities and Social Sciences is offering the following 3-year non-tenure track terminal appointment: Spanish/Italian. (V-26) Generalist

For a complete job description on these positions, please contact Richard Gigliotti, Dean, College of Humanities and Social Sciences.

COLLEGE OF SCIENCE AND MATHEMATICS

Biology and Molecular Biology. (V-27) Biology science education/Biology. Ph.D. or Ed.D. with graduate level courses in biology; research in science teacher education and teaching experience required. Teach MS courses in biology science education, and introductory biology courses. Contribute to development of doctoral program in Science/Biology Education for K-12 teachers. Pursue successful research/scholarship/grant activities in science pedagogy. Desire experience in supervising science education research.

Chemistry and Biochemistry. (V-28) Science Education. Ph.D. or Ed.D in Chemical Education or Chemistry with a strong background and expertise in science education. Duties involve teaching general/specialty undergraduate courses and graduate level science education courses, contribution to the development of a doctoral program in science education for K-12 teachers, and establishment of successful research and grant activity in science pedagogy. Experience in directing science education research preferred.

Computer Science – Two positions. (V-29) Specialization in Informatics, or Human-Computer Interaction. Experience with Object Oriented technology environments including C++ or Java and modern architecture (RISC). Ph.D. in Computer Science or closely related field. Expected to have ongoing research plan, committed to quality teaching, and be involved in professional activities and the pursuit of grants.

Mathematical Sciences – Three positions. (V-30) and *(V-31) Mathematics Education. Teach undergraduate mathematics and mathematics education courses, and graduate mathematics education courses at the master's and Ed.D. level. Candidates should be capable of directing doctoral students and contributing leadership to the Department's active graduate program in Mathematics Education. Experience in supervising mathematics education research preferred. Required to be professionally active, committed to quality teaching and the pursuit of grants. Ph.D. or Ed.D. with some teaching experience and related research interests in grades 6-12 and a strong background in mathematics at least through the master's level required. (V-32) Pure and Applied Mathematics. Research interests in the following areas: combinatorics, game theory, graph theory, industrial mathematics, mathematical biology, mathematical economics, operations research or optimization. Must have a strong commitment to quality teaching in a broad range of courses at the undergraduate level and to a more specialized set of graduate courses. Ph.D. in Mathematics or Applied Mathematics required.

For a complete job description on these positions, please contact Ted Williamson, Acting Assistant Dean, College of Science and Mathematics.

SCHOOL OF THE ARTS

Fine Arts – Two positions. (V-33) Illustrator. Creative professional illustrator and educator to coordinate growing illustration area and teach beginning through advanced undergraduate courses. Responsibilities include coordination and development of illustration area and studio, advising students, hiring adjuncts in illustration, and service on departmental, school and university committees. MFA in Illustration, record of published work, exhibitions and college level teaching required. Knowledge of the Macintosh computer and applicable illustration software required. (V-34) Video/Multimedia Specialist. Knowledgeable in all aspects of Video/Multimedia, coordinate area and teach in a visual arts environment. Teach beginning through advanced levels of undergraduate courses in Video/Multimedia and film. Professional experience in video and 16mm film, including all applicable software programs and computer applications required. Development of Video/Multimedia area and lab, advising students, hiring adjuncts, and service on departmental, school and university committees.

Music – Two positions. (V-35) Music Therapy. Teach undergraduate and graduate music therapy courses, supervise clinical training, administrative responsibilities, other duties as determined by departmental needs. Ph.D. in an appropriate area or equivalent. Music therapy certification required. Five years clinical experience, preferably in adult psychology or gerontology. College teaching and publication record preferred. (V-36) Orchestra Director. Direct the University Orchestra. Teach applied music lessons, instrumental music education, orchestral conducting, string methods, chamber ensembles. Doctorate in Music Education or Performance. Professional Master's with extensive experience considered. Strong conducting and rehearsal skills, including knowledge of orchestral repertoire.

For a complete job description on these positions, please contact Ronald Sharps, Assistant Dean, School of the Arts.

SCHOOL OF BUSINESS

Accounting – Three positions. *(V-37) Teach all levels of accounting at both the undergraduate and graduate level. CPA and Ph.D. in accounting preferred or enrollment in a Ph.D. Program. The School of Business offers a Bachelor of Science and a Master of Business Administration degree with a concentration in Accounting.

Economics and Finance. *(V-38) Finance. Teaching specializations, at the undergraduate and graduate levels, include Fundamentals of Finance, Corporate Finance, and International Finance. Ph.D. and at least one year of teaching experience required. Demonstrated commitment to excellence in teaching and a strong record of research publications.

Information and Decision Sciences – Two positions. *(V-39) Management Information Systems. Teach all levels of Management Information Systems in both undergraduate and graduate degree programs. Applicants should have a record of publications and have a demonstrated commitment to excellence in teaching. A Ph.D. in Business Administration is required, with a major in Management Information Systems or a related field.

Management. *(V-40) Teach Entrepreneurship/Small Business Management and/or Behavioral courses at both the undergraduate and graduate level. A Ph.D. or D.B.A. required or an M.B.A. with a record of remarkable entrepreneurial accomplishments. The School of Business offers a Bachelor of Science and a Master of Business Administration degrees with a concentration in Management.

Marketing. *(V-41) Teach a wide range of marketing courses including e-commerce, sales/sales management, and business-to-business marketing at the undergraduate and MBA levels. Advise students, serve on department committees and participate in curiculum development. Ph.D. in Marketing preferred. ABDs will be considered. Demonstrated record of teaching, research and industry involvement required.

For a complete job description on these positions, please contact Karen Dennis, Assistant Dean, School of Business.

ADJUNCTS

(AV-001) Montclair State University is seeking an applicant pool of adjunct faculty for University departments for Fall 2001, Spring 2002.

Montclair State University has a long history of commitment to cultural diversity in its programs, faculty and students. To foster this multicultural environment, the University encourages applications from minority group members for its faculty openings.

Complete job descriptions will be mailed upon receipt of application.

Screening of applications begins immediately and continues until position is filled. Send separate letter and resume for each position. Include c/o name, job title and the position's V- or AV- number.

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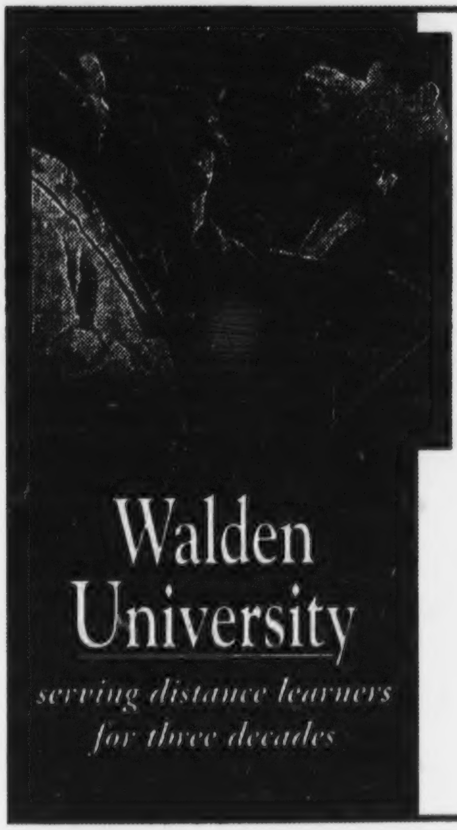

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For further details, e-mail **info@waldenu.edu** or call **1-800-444-6795** and speak with an enrollment counselor.

Walden University is accredited by the North Central Association of Colleges & Schools

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MILLSAP PROFESSORSHIP OF FAMILY DIVERSITY AND MULTICULTURAL STUDIES

The Department of Human Development and Family Studies at the University of Missouri-Columbia is recruiting for the endowed Millsap Professorship of Family Diversity and Multicultural Studies. The department has identified multiculturalism and family diversity as its foci and seeks an individual with expertise in racial and ethnic issues in human development and/or family studies. The starting date for the 9-month position is Aug., 2001. Preferred rank is advanced Associate or Full Professor. Duties include teaching undergraduate and graduate courses; advising undergraduate, masters and doctoral students; conducting an active program of research; participating in the department's new Center for Family Policy and Research; and engaging in university and community service. Women and minorities are especially encouraged to apply. The Department of Human Development and Family Studies at the University of Missouri-Columbia does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, status as disabled veteran or veteran of the Vietnam era, or sexual orientation. Review of applications will begin immediately and will continue until the position is filled. Send a cover letter addressing qualifications and interests, vitae, reprints, and 3 letters of reference to: Mark Fine, Ph.D., Search Committee Chair; Dept. of Human Development and Family Studies; 314 Gentry Hall; University of Missouri-Columbia; Columbia, MO 65211. Email or phone questions to: finem@missouri.edu; 573-884-6301

1868

PRESIDENT'S POSTDOCTORAL FELLOWSHIP PROGRAM

The University of California President's Postdoctoral Fellowship Program was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. The current President's Postdoctoral Fellowship Program offers postdoctoral research fellowships and faculty mentoring to qualified scholars committed to university careers in research, teaching, and service that will enhance the diversity of the academic community at the University of California. For fellowships in the Humanities, Arts, Social Sciences and Professions, the program will prefer candidates whose research emphasizes issues such as diversity, multi-culturalism and communities underserved by traditional academic research. For fellowships in Math, Engineering, Life Science and Physical Science, the program will prefer candidates who have participated in teaching, mentoring or outreach programs that promote educational opportunities for underrepresented students in higher education.

Fellows are awarded through competitions open to citizens and permanent residents of the United States. Applications from qualified persons are accepted and reviewed without regard to race, gender, or ethnicity.

Information and application forms are available on the web at http://www.ucop.edu/acadadv/fgsaa/f-conts.html. Application materials must be postmarked by November 15, 2000.

Washington
WASHINGTON·UNIVERSITY·IN·ST·LOUIS

Washington University Offers Annika Rodriguez Scholarship for Hispanic Students

Washington University in St. Louis is proud to offer up to five full-tuition scholarships for four years of undergraduate study to outstanding Hispanic students. This scholarship honors Annika Rodriguez, a young alumna who was tragically killed in an accident while working for the Peace Corps in Honduras. The scholarship is in addition to the $45 million in scholarships awarded annually to Washington University Undergraduate Students.

For Information and Application Contact:
Rodriguez Scholarship Committee
Washington University
Campus Box 1089
One Brookings Drive
St. Louis, MO 63130-4899
(314) 935-6000 or (800) 638-0700
admissions@wustl.edu • admissions.wustl.edu

ITHACA

DEPARTMENT OF POLITICS

The Department of Politics at Ithaca College is seeking a tenure eligible Assistant Professor to teach introductory and intermediate level courses in international relations and comparative politics. At the intermediate and advanced levels, we invite applicants prepared to teach courses in international relations with a secondary concentration in area studies; specialization in the New Europe, including Bosnia, Russia, and another area preferred. We are interested in candidates who take a critical perspective on issues of global migrations, ethnic/national conflicts, diffusion of liberalism, and social movements. Ph.D. and an established record of teaching required.

Send vita, three letters of recommendation, writing sample, and other supporting materials to:

Asma Barlas, Chair
Department of Politics
Ithaca College, 370 Muller Center
Ithaca, NY 14850-7289

Screening of applications begins on December 11, 2000, and will continue until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply

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USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

Some of *USF "Points of Pride"*
- The School of Accountancy is one of the best programs in the country. Its students routinely score among the nation's top five advanced-degree schools in the country.
- Produces more MBA graduates than any other school in the state.
- The student body is diverse. Nearly six out of ten students are women and one out every five is a racial or ethnic minority.
- It has been named one of the year "2000" Best Florida employers for "Working Women" by the Florida Commission on the Status of Women.
- It has students from every state and more than 100 countries.
- It has the only College of Public Health in Florida.
- It is #1 for its number of transfer students from community colleges and other institutions.

The university is currently recruiting for the following positions:

Position #0247-Asst/Assoc Professor-Electrical Engineering-deadline: OPEN
Position #4200-Asst Professor/Instructor-Computer Science & Engineering-deadline: OPEN
Position #5719-Assistant Professor-Computer Science & Engineering-deadline: OPEN
Position #9168-Asst/Assoc Professor-Nursing-deadline: 10/27/00
Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #1358-Asst/Assoc Professor-Internal Medicine-deadline: 04/30/01
Position #0695-Asst/Assoc Professor-Internal Medicine-deadline: 01/31/01
Position #2772-Assistant Professor-Family Medicine-deadline: 10/31/00
Tracking #2000-1231-001-Assistant Professor-Government & Intl Affairs-deadline: 10/15/00
Position #3629-Assistant Professor-Anthropology-deadline: 12/01/00
Position #3730-Assistant Professor-Environmental Science & Policy-deadline: 11/09/00
Position #4914-Assistant Professor-Geology-deadline: 12/15/00
Position #5287-Assistant Professor-Philosophy-deadline: 11/30/00
Position #3238-Assistant Professor-Social Work-deadline: 12/15/00
Position #9582-Assistant Professor-Social Sciences-deadline: 12/15/00
Position #3484-Assistant Professor-Women's Studies-deadline: 12/01/00
Tracking #2000-1263-001-Assoc/Full Professor/Chairperson-Sociology-deadline: 10/30/00
Position #0476-Research Assoc (Clinical Veterinarian)-Comparative Medicine-deadline: 11/15/00
Position #10026-Research Assoc (Clinical Veterinarian)-Comparative Medicine-deadline: 11/15/00

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **https//usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. Tampa, FL 33620

Texas A&M University
College Station, Texas

Assistant or Associate Professor of Finance. Finance specialties desired are Business Finance, Investments, and Financial Institutions. The Department of Finance will have two tenure track positions available at the beginning of 2001-2002 academic year. Ph.D. in Finance or equivalent is required. We are seeking individuals who can excel in the classroom and who will produce significant research and publications. Faculty are supported with excellent computer facilities, summer research funding, research assistants, and secretarial support.

TAMU is an Affirmative Action/Equal Opportunity Employer.

POSITION AVAILABLE: Fall 2001 **SALARY:** Competitive
CONTACT: Donald R. Fraser, Department Head, Finance Department, Texas A&M University, College Station, TX 77843-4218, (979)845-2020. FMA-Yes (Don Fraser) SFA -No; ASSA-Yes (Don Fraser)

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

FACULTY POSITIONS

Agnes Scott College is a highly selective, independent, liberal arts college for women in the Atlanta area with a current enrollment of 900 students and a student-faculty ratio of 10:1. The teaching load in all departments is five courses per year . You are invited to browse our Web site at http://www.agnesscott.edu for further information on the department, the position and the College.

ECONOMICS (MICRO)

Tenure-track faculty position at either the assistant or associate professor level. The qualifications and experience of the successful candidate will determine rank. The teaching assignment in the four-person department will include introductory economics, microeconomics, labor economics and environmental economics. We will interview selected candidates at the ASSA meetings. Application deadline: **November 15, 2000.** Search chair: **Dr. Rosemary T. Cunningham, Department of Economics.**

ENGLISH (POSTCOLONIAL LITERATURE)

Assistant Professor of English, tenure-track, with specialization in Postcolonial Literature. Secondary specialization in Nineteenth-Century British Literature (poetry, fiction or prose) desirable. Position includes regular teaching of first-year introduction to literature and composition. Send letter of application , CV and dossier only. Application deadline: **November 15, 2000.** Search chair: **Dr. Christopher Ames, Department of English.**

FRENCH (MEDIEVAL AND/OR RENAISSANCE LITERATURE)

Tenure-track faculty position in French, rank open. Appointment at full professor level would be to an endowed chair. The qualifications and experience of the successful candidate will determine rank. Candidate will teach upper division courses with particular emphasis in Medieval and/or Renaissance Literature and will participate in language instruction at all levels. Native or near native fluency in French is required. We will interview selected candidates at the MLA meeting in December. Application deadline: **November 15, 2000.** Search chair: **Dean Edmund J. Sheehey, French Professor Search Committee.**

HISTORY (PRE-20TH CENTURY AMERICAN)

Tenure-track assistant professor who specializes in a period of American history prior to the twentieth century and who can teach a wide range of courses, including women's history and African American history. Application deadline: **November 15, 2000.** Search chair: **Dr. Katharine D. Kennedy, Department of History.**

RELIGIOUS STUDIES (WORLD RELIGIONS)

Tenure-track faculty position in World Religions at either the assistant or associate professor level. The qualifications and experience of the successful candidate will determine rank. We seek someone with competencies in at least two major religious traditions or regions (Middle East, Africa, East Asia, South Asia, the Americas, etc.). Appointee will teach a two-semester sequence in world religions and upper level courses in one's areas of specialization. We will interview selected candidates at the Annual Meeting of the American Academy of Religion in Nashville in November. Application deadline: **November 1, 2000.** Search chair: **Dr. Tina Pippin, Department of Religious Studies.**

APPLICATION PROCESS

Unless otherwise noted in a specific listing:

- **Positions begin August 2001.**
- Candidates are expected to have completed the appropriate Ph.D. by July 1, 2001.
- Candidates for all positions are expected to have an ongoing program of scholarly work and publications appropriate to one's areas of concentration, to demonstrate evidence of excellent teaching and to be willing to serve the department and the College during a period of growth.
- To ensure full consideration, applications should be received by the stated deadline.
- Send letter of application, CV and either a dossier or names and telephone numbers of three professional references to search chair listed at **Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, GA 30030-3797.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer

NCTEACH

North Carolina Teachers of Excellence for All CHildren

We Invite Professionals With a College Degree,
Desiring To Teach in Secondary
and Middle Schools in North Carolina,
To Participate in a Rigorous, High Quality
Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach: secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 second language (Spanish, French or ESL).

For Applications and More Information, Access our Web Site http://ncteach.ga.unc.edu, call 919-962-4562, or Write to: NC TEACH, University of North Carolina General Administration, Post Office Box 2718, Chapel Hill, NC 27515-2718

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant pool

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COLBY COLLEGE

DEPARTMENT OF FRENCH AND ITALIAN

Italian. Tenure-track, open rank, as the first Paul and Marilyn Paganucci Professor in Italian Language and Literature, beginning September 2001.

In addition to being an excellent teacher of language, literature, and cultural studies, and a published scholar, the ideal candidate will be ready to participate in the development of an Italian minor, including a study abroad element. Send complete dossier including statements of teaching and research interests to: **Professor Suellen Diaconoff, Department of French and Italian, Colby College, Waterville, ME 04901. Review of applications will begin December 1 and will continue until the position is filled. Interviews will take place at MLA.**

Colby College is an Equal Opportunity/ Affirmative Action employer and strongly encourages applications from women and minorities. For more information about the College, please see the Colby Web page at: **www.colby.edu.**

FULL TIME POSITION

This position will remain open until filled, however, the interview process will commence on the respective closing date. For details about this and other positions at the college, please see our Website: www.bmcc.cuny.edu

TITLE III TECHNICAL ASSISTANT/COMPUTER LAB COORDINATOR

Reporting to the Director of Instructional Technology, the Title III Technical Assistant assists the college community in using instructional software and maintaining related facilities. Ensuring computer lab readiness. Assisting in the daily maintenance of instructional material. Evaluating software. Bachelor's degree and/or its equivalent required. Two years' related experience required. Required knowledge includes: HTML, graphics, MS Office Suite, MS FrontPage 2000. Must possess the ability and the willingness to work effectively with non-technical users. Salary: $30,000/A - $36,400/A. Vac.#G357. Closing Date: 10/6/00.

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan
Community College/CUNY
199 Chambers Street, New
York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

Director of Student Records and Registration

Community College of Philadelphia is seeking applicants for the position of Director of Student Records and Registration. The Director of Student Records and Registration, under the direction of the Dean of Student Systems Division, has overall supervision, planning, budgeting and administrative responsibilities for the Office of Student Records and Registration. The Director oversees the following: registration, records maintenance, transfer credit, graduation, and related services; student information technologies and Web development; adherence to state and federal laws governing confidentiality and retention of education records, and enrollment statistics reporting; and, staff management and professional development. Additionally, the Director works closely with all Enrollment Management offices toward meeting College recruitment and retention efforts. The successful candidate for the position will have a minimum of a Bachelor's degree (Master's degree preferred); at least 3 years of progressively responsible experience as Registrar, Associate/Assistant Registrar or equivalent background in higher education; broad management and supervisory experience; strong working knowledge of information technologies used in academia as well as Internet applications and PC-based software; and excellent face-to-face verbal and written communicative skills, problem-solving ability, and experience working with people from diverse backgrounds. Experience in, and appreciation for, a collective bargaining environment is preferred. Salary, low $60s. Please send letter of interest, resume, and the names, addresses and telephone numbers of 3 professional references by October 22, 2000 to Human Resources ([illegible]), Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

Community College of Philadelphia

EAST CAROLINA UNIVERSITY

CHANCELLOR
EAST CAROLINA UNIVERSITY

East Carolina University (ECU) invites inquiries, applications, and nominations for the position of Chancellor. East Carolina University, North Carolina's third largest institution of higher learning and one of 16 universities in the University of North Carolina (UNC) system, is classified as Doctoral/Research University-Intensive. The Chancellor of East Carolina University is the chief executive officer and administrative head of the university, exercising overall authority subject to the direction of the President of the University of North Carolina system. The university was reaccredited by the Southern Association of Colleges and Schools in 1992 and will be revisited in 2002.

The 2000-2005 goals of the Chancellor and East Carolina University are to:

- expand the educational opportunities provided on and off campus by 20 percent;
- enrich the learning environment of students;
- increase the productivity of faculty, staff, and students in research and creative activity;
- extend external leadership and partnership roles in eastern North Carolina;
- become a leader in the application and development of information technology in higher education; and
- continue improving the quality and efficiency of services and operations.

East Carolina University was founded in 1907 as a state-supported teacher training school. In 1941 it became a liberal arts college, in 1967 a state university, and in 1972 a constituent campus of the University of North Carolina system. ECU serves as a focal point and leader for higher education in many fields in eastern North Carolina. The east campus is adjacent to downtown Greenville, the business, medical, cultural, and educational hub of eastern North Carolina. The health sciences campus is adjacent to Pitt County Memorial Hospital in west Greenville. Greenville is located 90 miles east of Raleigh, has a population of approximately 57,000, and is within easy driving distance of beach resorts.

Located on 484 acres, the campuses of ECU have 160 buildings with an estimated value of more than $422 million. The university's current fund revenues totaled $372,963,613 for the fiscal year 1998-99, with unrestricted funds of $341,808,104 and restricted funds of $31,155,509. Also, there were 421 grants, contracts, and cooperative agreements totaling $27,088,865.

East Carolina University serves approximately 18,000 students and employs 1,274 instructional faculty, of which 950 hold graduate degrees, and 2,690 staff. The university offers bachelor's degrees in 102 program tracks. The Graduate School has 67 master's degree program tracks; three certificate of advanced study programs; one educational specialist degree program; one EdD program in the School of Education; PhD programs in biomedical physics, coastal resources management, bioenergetics, and communication sciences and disorders; and six PhD programs in the basic medical sciences. The MD degree is offered through the Brody School of Medicine. A PhD in nursing is in the planning phase. As a member of NCAA Division 1-A, ECU offers 20 sports programs for both women and men athletes.

As a leader in the application and development of information technology in higher education, ECU is in the forefront of national networking initiatives, telemedicine, high performance computing, virtual reality, and distance education. In addition to installing a state-of-the-art campus network infrastructure, ECU has received major federal grants to support teaching/learning initiatives and membership in national partnerships and alliances.

East Carolina University seeks a Chancellor with the capacity to work with a wide range of internal and external constituents to support and sustain the university's mission. The Chancellor provides the overall leadership and direction for the university. The personal and professional leadership of the Chancellor will foster and build upon existing traditions and strengths of the university. The Chancellor, in concert with the faculty, will take an active leadership role in developing the academic programs and priorities of the university. The Chancellor also will be expected to oversee the implementation of the annual financial plan of the university, lead the university communities in the development of shared values, and possess a clear sense of shared mission. The Chancellor is the principal public spokesperson for East Carolina University and takes an active leadership role in developing alliances and raising funds to expand the university's resource base.

The successful candidate will have an advanced degree with a doctorate preferred; a proven record of 10 years of successful executive leadership experience and management of a diverse, complex organization; and evidence of strong academic credentials in teaching, research, and service.

For best consideration, materials should be submitted prior to October 6, 2000. Review of applications will begin October 10, 2000, and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vita, and the name, title, e-mail, business address, and business and home telephone numbers of at least five references that include faculty, administrators, students, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged.

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Inquiries, written nominations, and applications should be directed to:

Mr. Philip R. Dixon
Chair, ECU Chancellor's Search Committee
P.O. Box 2457
East Carolina University
Greenville, NC 27836-0457
e-mail chancellorsearch@mail.ecu.edu

OR

Jan Greenwood, Ph.D.
Vice President.
A.T. Kearney, Inc
ECU Chancellor Search
333 John Carlyle Street
Alexandria, VA 22314
e-mail _greenwoodteam@atkearney.com
Phone 703-739-4619
Fax 703-519-0391

http://www.ecu.edu

East Carolina University is an equal opportunity/affirmative action university, which accommodates the needs of individuals with disabilities.

BEST COPY AVAILABLE

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FACULTY VACANCIES

FALL 2001

California State University, Sacramento (CSUS) invites applications from individuals interested in joining our dynamic and growing faculty. With a current student population in excess of 25,000, CSUS, the capital University, is one of the larger campuses in the 23 campus California State University system, the largest system of higher education in the nation. The University is organized around seven colleges. There are approximately 1,300 faculty who provide programs of instruction leading towards bachelors degrees in 60 disciplines and masters degrees in 40 disciplines, and one joint doctoral program.

Sacramento is California's capital city and is a high growth metropolitan area with a population of approximately 1.7 million. Outstanding cultural, recreational and entertainment opportunities are available both on campus and in the northern California region.

The departments listed below are recruiting for full-time tenure-track positions (unless otherwise noted), most at the rank of Assistant Professor, to begin Fall 2001. As departments make the information available, detailed announcements including the position description, qualifications, and application procedures will be posted on the California State University, Sacramento website: **http://www.csus.edu** and also on the California State University Electronic Bulletin Board (CSUEB) **http://csueb.sfsu.edu**

College of Arts and Letters

Art (Technology Oriented Computer Artist)
Communication Studies (Multimedia)
English (Restoration & 18th Century British Literature)
Foreign Languages (Spanish/French) (Lab Spanish/French) [Lecturers]
History (Public History)
Humanities & Religious Studies (American Studies)
Learning Skills (Math Program Coordinator) (Asst. Math Program Coordinator) (Assistant ESL Coordinator) [Lecturers]
Music (Jazz Studies) (Violin)
Philosophy (Legal and Moral Reasoning)
Theater Arts (Acting Voice Movement) (Musical Theatre)

College of Business Administration

Accountancy (Accounting Information Systems)
Management (Marketing) (Strategic Management) & (International Business)
Management Information Science (Systems, Analysis & Design) (Programming)
Organizational Behavior & Environment (Human Resource Management) (Business Communications)

College of Education

Bilingual/Multicultural Education (Language Acquisition) (Bilingual Education) (Generalist)
Counselor Education (MFCC) (Career Counseling)
Special Education, Rehabilitation, & School Psychology (School Psychologist) (Generalist, Special Ed)
Teacher Education (Language & Literacy) (Child Development)

College of Engineering and Computer Science

Computer Science (Computer Networks & Distributed Systems) (Computer Architecture & Systems Software)

College of Health and Human Services

Criminal Justice (Police Leadership Administration) (Investigations) (Criminology, Psychology & Related Disciplines)
Kinesiology & Health Sciences (Pedagogy)(Combined Area)
Nursing (Maternal Child Health Care) (Community Health School Nursing) (Leadership & Management Area) (Pediatric/Community Health) (Mental Health)
Recreation & Leisure Studies (Management & Commercial Recreation)
Social Work (Policy/Research & Human Behavior)

College of Natural Sciences and Mathematics

Biological Sciences
Chemistry (Organic Chemistry) (Biochemistry)
Geography (GIS)

College of Social Sciences and Interdisciplinary Studies

Anthropology (Museum/Cultural)
Economics (Microeconomics) (Macroeconomics) (Regional Economics)
Environmental Studies (Department Chair)
Ethnic Studies (Department Chair) (Asian American Studies) (Native American Studies)
Family and Consumer Science (Department Chair) (Family Studies) (Nutrition & Food Dietetics)
Government (International Relations) (Minority in CA Politics)
Psychology (Biological Processes) (Cognitive Psychology) (Clinical Psychologist) (Social Psychologist)
Sociology (Survey/Quality of Life)

A successful California State University, Sacramento (CSUS) faculty member will promote the values of CSUS as a public, regional, comprehensive, metropolitan university. The CSUS Strategic Plan notes that "teaching and learning infuse and motivate all that we do." In addition to positive contributions to teaching and learning, faculty are expected to engage in scholarship and to provide service to the university and to the greater community. At CSUS the quality of the education we provide is our top priority. Our campus community represents the broad diversity of our state and we believe that all are enriched and unified by this diversity.

California State University, Sacramento is an Affirmative Action/Equal Opportunity Employer, and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people who would assist the University in meeting its Strategic Plan goal of pluralism: "To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect." CSUS hires only those individuals who are lawfully authorized to accept employment in the United States.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, California State University, Sacramento has made crime reporting statistics available on-line at **www.csus.edu/police/SRTKRPT.html.** Print copies are available in the library, and by request from the Office of Public Safety and the Office of the Vice President for Student Affairs.

University of Connecticut
University Libraries

University of Connecticut Libraries has the following openings:

Head, Collections Services
(Search #01A120)

The University of Connecticut Libraries seeks a knowledgeable, creative and dynamic manager to provide vision and direction for new and continuing initiatives in our Collections Services Area. This position is responsible for the Libraries' Acquisitions, Cataloging, Preservation, and Stacks Management Teams, comprising 30 FTE staff and a collections budget of approximately $4.5 million. This is a senior management position reporting to the Director of Library Services and serving on the Libraries' Leadership Council. Leadership Council has system-wide responsibility for strategic planning, personnel and resource allocation, organizational visioning, and the formulation of library priorities, goals, and policies. The complete job description is available at: **http://www.lib.uconn.edu**

Qualifications Include: An ALA accredited MLS degree in library and information science; a minimum of 3 years of supervisory experience of professional staff including formal evaluation in a research or academic library; a broad knowledge of library acquisitions, cataloging, collection development, and preservation with demonstrated expertise in one of these areas; experience in budget management and planning; and a commitment to facilitative management.

Compensation and Benefits: Anticipated hiring salary, mid-$70,000s. University benefits include 22 paid vacation days/year, 12 paid State holidays, excellent health and retirement plans, and tuition waivers.

Network Services Librarian
(Search #01A86)

The University of Connecticut Libraries seek a forward-thinking, energetic individual to help lead the Libraries into an increasingly electronic future. Under the general direction of the Area Head of Information Technology Services, the Network Services Librarian (NSL) participates in (or is responsible for) the selection, implementation, administration, marketing, and assessment of networked electronic resources and services for users of the University of Connecticut Libraries. The NSL has a lead role on the teams responsible for selecting networked resources and for presenting databases and other Library information to the public using technology ranging from shared workstations to web-based avenues through the Library Information Server. The NSL initiates growth and change in library services for the public, constantly examining and pursuing new solutions for new problems, particularly as related to the Internet. The NSL works with library and campus-wide groups, and collaborates with faculty, students and computing colleagues. The complete job description is available at: **http://www.lib.uconn/edu/jobopps/**

Qualifications Include: An ALA accredited MLS degree and 2 years of post-MLS experience in public services or systems position in an academic or special library with significant experience with technology support; demonstrated creativity in the application of emerging information technologies; solid understanding of networking LAN and WAN topologies, infrastructure and hardware; technical support knowledge of TCP/IP protocol, HTML, Internet accessible database development, Web browsers, other Internet clients, gateway/interface toolkits for access to bibliographic and other data through database interface mechanisms, and user-interface design; evidence of server-client web application or database application development; and, evidence of effective collaboration with faculty, students, and outside constituencies.

Compensation and Benefits: Minimum salary is $39,020. University benefits include 22 paid vacation days/year, 12 paid State holidays, excellent health and retirement plans, and tuition waivers.

University Setting: The University of Connecticut, established in 1881, is a Carnegie Research I University. It was recently cited as one of the top 20 public national universities and is engaged in UConn 2000, an ambitious ten year $1 billion campus building project. The main campus, situated in Storrs on 3100 acres of woodlands and rolling hills, is located approximately 30 miles from Hartford, the state capital, and midway between Boston and New York City. There are approximately 21,750 students system-wide.

University Libraries: A member of the Association of Research Libraries, the Libraries are technologically advanced and recognized as an exciting center of intellectual life on campus. The Libraries are organized in team-based structures and are engaged in ongoing strategic programs. A dynamic organization, the Libraries offer creative, service-oriented individuals an exceptional opportunity for personal growth and learning.

Application Procedures: Submit a letter of application addressing how previous experience and personal qualities meet the requirements for the position; a resume; and the names, addresses, and telephone numbers of three professional references to:

Deborah Stansbury Sunday
Administrative Librarian
University of Connecticut Libraries
Box U-1005A
369 Fairfield Road
Storrs, CT 06269-1005

Screening will begin immediately and continue until the position is filled.

The University of Connecticut has a strong commitment to diversity. We actively encourage minorities and people with disabilities to apply.

UIS
UNIVERSITY
of ILLINOIS
SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield is the third campus of the University of Illinois. The UIS campus serves approximately 4,000 students in 18 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors (except where noted below) in the following disciplines, beginning August 16, 2001. All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

Positions in Finance and Marketing
Endowed Professorship in Banking & Finance - Associate or Full Professor
Management - 2 Positions
Management Information Systems - 2 Positions

For further information about these positions contact: Deans Office - College of Business & Management - L-7 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6533.

College of Education & Human Services

Educational Leadership - 2 Positions
Social Work
Teacher Education

For further information about these positions contact: Deans Office - College of Education & Human Services - BRK 363 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6784.

College of Liberal Arts & Sciences

Biology - 2 Positions (B.S., M.S.)
  Eukaryotic Cell Biologist
  Physiological/Systematic Botanist
Clinical Laboratory Science (B.S.)
Communication - 2 Positions (One in Speech) (B.A., M.A.)
Computer Science - 2 Positions (B.S., M.S.)
English - Positions in American Literature (Novel) and Composition/Rhetoric (B.A., M.A.)

For further information about these positions contact: Deans Office - College of Liberal Arts & Sciences - BRK 472 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6512.

College of Public Affairs & Administration

Doctor of Public Administration - Director - Associate or Full Professor (M.P.A., D.P.A.)
Doctor of Public Administration - Assistant or Associate Professor (M.P.A., D.P.A.)
Public Health - Environmental/Occupational Health (M.P.H.)

For further information about these positions contact: Deans Office - College of Public Affairs & Administration - PAC 440 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6523.

For more information about the University of Illinois at Springfield, visit our web site at: www.uis.edu.

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

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CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
3801 West Temple Avenue
Pomona, California 91768

TENURE TRACK FACULTY POSITIONS

THE UNIVERSITY: Cal Poly Pomona is a public university and one of 23 campuses in the California State University system. The campus is located approximately 25 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country. The university is noted for its scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W. K. Kellogg, located within an hour's drive of beaches, mountains and the desert. Within a 20-mile radius of the university is a multi-ethnic population of nearly 3.8 million people. Cal Poly Pomona has a rapidly growing student population currently at 17,600 (approximately 68% ethnic minorities). Students are enrolled in 62 baccalaureate and 18 master's degree programs with approximately 980 full-time and part-time faculty.

College of Education and Integrative Studies:

Position:	First consideration begins:
Education: Secondary Education	
Education: Department Chair	
Education: Educational Leadership	
Education: I Poly	October 15, 2000
Liberal Studies	January 15, 2001

College of Engineering

Electrical and Computer Engineering
Aerospace Engineering
Engineering Technology

College of Letters, Arts, and Social Sciences

Theatre: Voice and Acting	January 12, 2001
Theatre: Director/ Theatre Generalist	December 4, 2000
Philosophy: Philosophy of Science	November 17,2000
Music: Commercial Music	January 6, 2001
Kinesiology and Health Promotion: Department Chair	January 15, 2001
Kinesiology and Health Promotion: Kinesiology-Pedagogy	January 15,2001
Kinesiology and Health Promotion: Health Promotion	January 19,2001
History: California History	November 1,2000
English and Foreign Language: Department Chair	
Economics	December 1,2000
Behavioral Sciences: Sociology	November 21,2000
Behavioral Science: Psychology	November 5,2000
Communications: Journalism (2)	February 1, 2000

College of Business Administration

Position	First consideration begins
Computer Information Systems(3)	October 16, 2000
Accounting; Department Chair	October 1, 2000
Management and Human Resources	October 16,2000
International Business and Marketing	November 1, 2000

College of Agriculture

Food, Nutrition and Consumer Sciences	December 4, 2000
Food, Nutrition and Consumer Sciences: Department Chair	October 16,2000

College of Science

Mathematics (4)	January 2,2001
Geology	September 29,2000
Chemistry	
Biology (3)	

To receive position announcements, please contact

Office of Diversity and Compliance Programs
California State Polytechnic University, Pomona, CA. 91768
Building 1, Room 202
Telephone: (909) 869-4646
E-mail: diversity@csupomona.edu
Internet: http://www.csupomona.edu/~diversity

The University is committed to diversifying its faculty and staff, and has made educational equity one of its highest priorities. California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion, or veteran status. The University hires only individuals lawfully authorized to work in the United States.

Chaffey College

President Search

The Governing Board of Chaffey College invites applications and nominations for the position of Superintendent/President. The Superintendent/President is the chief administrative officer of the district who reports to a five person governing board. The candidate should be dynamic, energetic, innovative, and possess a passion for community college education.

Application Process: The job announcement which contains details on the presidential search, the college, district and the community should be requested by contacting: **Sandra Sheen, Executive Assistant, President's Office, Chaffey College, 5885 Haven Avenue, Rancho Cucamonga, CA 91737; telephone: 909-941-2110, fax: 909-941-2461.**

Web site: www.chaffey.cc.ca.us

For confidential telephone inquiries about the position, contact Joe Conte, **ACCT Search Consultant, at telephone: 954-646-5078 or email jconte@ix.netcom.com.**

Chaffey College is an equal opportunity employer and encourages women and minority applications.

- An ACCT Search -

DIRECTOR OF STUDENT SERVICES
LAKESHORE CAMPUS

Responsibilities for coordinating educational support services for the Lakeshore Campus and the day-to-day operations of its student services center.

QUALIFICATIONS: Include a Bachelor's degree, a minimum of 3 years experience in the delivery of services or program management, supervisory skills and computer competencies.

SUBMIT: Completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin November 3, 2000 and continue until position is filled. For application contact:

Human Resources

OLLEGE OF
KE COUNTY

Carnegie Mellon

DIRECTOR, CENTER FOR THE ARTS IN SOCIETY

Carnegie Mellon University is searching for a Full-time Director of the Center for the Arts in Society. The Director is expected to help build and shape the Center, facilitate creative projects that bridge disciplinary approaches to the arts and humanities, and to encourage research and curricular initiatives across disciplines. The candidate must teach undergraduate and graduate courses (1 per semester) relevant to the College of Fine Arts and the College of Humanities and Social Sciences. CFA includes the Schools of Art, Architecture, Design, Drama, and Music. H&SS includes the Departments of History (with Anthropology), English (Literary and Cultural Theory, Creative Writing, Rhetoric), Philosophy, and Modern Languages (and Cultures). Carnegie Mellon has a tradition of interdisciplinary research and teaching which the Center will continue. Candidates for this senior position must have an advanced degree in Arts and/or Humanities. Candidate's research, publications, and/or artistic work should demonstrate an ongoing engagement with contemporary debates about the arts in a multicultural society.

Send c.v, recent publication with inter-disciplinary focus, and course proposal to:

Judith Modell, Carnegie Mellon University
Department of History, 5000 Forbes Avenue, Pittsburgh PA, 15213
(e-mail: Jmle+@andrew.cmu.edu).
Deadline for applications: November 15, 2000

DE ANZA COLLEGE

Faculty

Employment Opportunities

De Anza College, located in Cupertino, California, is currently seeking qualified applicants for the following full-time, faculty positions:

- **World History Instructor**
  Review Date: 10/20/00
- **Mathematics Instructor**
  (3 Positions)
  Review Date: 11/9/00

For more information visit our web site:
http://wwwfh.fhda.edu/district/hr/employment.html
or contact: Foothill-De Anza Community College District
Employment Services
12345 El Monte Road
Los Altos Hills, CA 94022
(650)949-6217
employment@fhda.edu

AA/EOE

"Building on it's tradition of Excellence"

THE UNIVERSITY OF NORTH CAROLINA

GREENSBORO

Bryan School of Business and Economics

Head, Department of Business Administration

The Bryan School of Business and Economics at The University of North Carolina at Greensboro seeks to fill the position of Head of the Department of Business Administration. The starting date is August 2001.

Applicants should have a doctorate in management, marketing, or a related area; an outstanding record of research and teaching; strong interpersonal skills; and appropriate administrative experience. The successful candidate will possess a leadership style that invites dialogue and builds consensus.

The Department of Business Administration consists of 32 full-time faculty. Enrollment in the Bryan School of Business and Economics numbers about 2,600 and UNCG enrollment is more that 12,900. The Bryan School's programs are fully accredited by AACSB.

Interested persons should submit a letter of application, resume, and the names, addresses and telephone numbers of at least three references. Review of applications will begin immediately and will continue until the position is filled.

Address correspondence to Dr. Donald Jud, Chair, Search Committee, Bryan School of Business and Economics, The University of North Carolina at Greensboro, P. O. Box 26165, Greensboro, NC 27402-6165.

The University is committed to equality of employment opportunity and does not discriminate against applicants or employees based on race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status. Moreover, the University is committed to recruiting and advancing women and minorities at all faculty/staff levels.

SAN MATEO COUNTY
COMMUNITY COLLEGE DISTRICT
(three California community colleges, located on the beautiful San Francisco Bay Peninsula!)

cordially invites readers and colleagues of Hispanic Outlook in Higher Education to consider us for your next career move! A wide variety of academic, administrative and classified positions are open each year.

Currently open:

DEAN, SCIENCE & TECHNOLOGY DIVISION
DRAMA INSTRUCTOR
SPANISH INSTRUCTOR
MULTIMEDIA ART & TECHNOLOGIES INSTRUCTOR
COSMETOLOGY INSTRUCTOR
REFERENCE / INFORMATION RESOURCES LIBRARIAN
PRODUCER-DIRECTOR, Station KCSM TV/FM
BROADCAST ENGINEER I, Station KCSM TV/FM

And many, many more!

For full job announcements and required application materials, please become a regular visitor to our WEB PAGE at:
smccd.net/smccd/jobs/jobs.html
OR, call Human Resources directly at: (650) 574-6555.

EOE/ADA

San Francisco Community College District

City College of San Francisco seeks applications for the following administrative, full-time (tenure-track, long-term substitute, and/or categorically-funded), and part-time positions:

ADMINISTRATIVE	**Closing Date**
Associate Dean of Financial Aid	10/11/00
Dean of Extended Opportunity Programs and Financial Aid Services	10/11/00
Dean, School of Science & Mathematics	TBA
Dean, Instruction - Scheduling and Faculty Support	TBA
Associate Dean of Student Activities	TBA

FACULTY	**Closing Date**
FULL-TIME & PART-TIME:	
Accounting Instructor (Business Dept.)	TBA
Career Counselor (Career Development and Placement Center)	09/29/00
Computer and Information Science Instructor (Long-Term Sub.)	09/29/00
Computer and Information Science Instructor (Tenure-Track)	09/29/00
Coordinator/Instructor or Counselor - Disabled Students Program Programs and Services	10/04/00
Food Service Operations and Management Instructor (Hotel and Restaurant Operation Dept)	10/04/00
Graphic Design Instructor	10/13/00
Graphic Software/Production Art Instructor	10/13/00
Hotel Project Coordinator (Contract Education)	TBA
Mathematics Instructor	02/02/01
Music Instructor	09/23/00
Theatre Arts Instructor	10/12/00
PART-TIME POOL	
American Sign Language Instructor (Disabled Students Programs and Services Department)	06/03/02
Anthropology Instructor (Behavioral Sciences Department)	07/01/02
Apprenticeship Instructor (Marble Masonry, Marble Finisher, Plasterer, Plumbing, Stationary Engineer)	08/01/02
Architecture Instructor	12/01/00
Asian American Studies Instructor	08/01/01
Astronomy Instructor	06/03/02
Automotive/Body Repair/Refinishing Instructor	04/08/02
Automotive Mechanics Instructor	04/01/02
Biological Sciences Instructor	11/01/00
Broadcast Electronic Media Arts Instructor	04/05/02
Business Instructor - Credit Program (Accounting, Banking & Finance, Business Administration, Business English, Business Office Information Processing, Fashion Merchandising, Insurance, International Business, Legal Assisting, Marketing, Microcomputer Business Applications, Real Estate, Supervision and Management, Travel and Tourism)	01/04/01
Business Instructor - Noncredit Program (Business English/ Business Communication, Microcomputer Business Applications, Job Preparation, Keyboarding, Office Technology, Accounting/Bookkeeping)	01/04/01
Chemistry Instructor	11/01/01
Child Development and Family Studies Instructor (Noncredit Program)	05/01/01
Child Development and Family Studies Instructor (Credit Program)	04/01/01
College Success Instructor (Learning Assistance Department and Interdisciplinary Studies Department)	05/01/01
Computer and Information Science Instructor	12/03/01
Consumer Arts and Sciences Instructor (Credit Program)	04/01/02
Consumer Arts and Sciences Instructor (Noncredit Program)	04/01/02
Consumer Education Instructor	05/01/01
Counselor - Mental Health (Student Health Services Department)	05/01/01
Counselor - One-Stop Career Center	11/01/01
Dental Assisting Instructor	01/02/02
Dental Laboratory Technology Instructor	03/01/02
Diagnostic Radiologic Technology Instructor	02/01/02
Echocardiography Instructor (Health Care Technology Department)	02/01/02
Emergency Medical Technician Instructor (Health Care Tech. Dept.)	02/01/02
Engineering & Technology Instructor (Electronics, Computer Aided Drafting, Welding and Manufacturing, and Total Quality Management)	11/01/00
English as a Second Language Instructor (noncredit)	05/01/02
Faculty Monitor (Instructional Computing Labs)	02/01/02
Faculty Monitor (Learning Assistance Center)	05/01/01
Foreign Language Instructors (Chinese-Cantonese, Chinese-Mandarin, and Pilipino)	04/01/02
Foreign Language Instructor (French, German, Italian, Japanese, Russian, and Spanish)	06/01/01
Graphic Communications Instructor (noncredit)	08/01/01
Health Information Technology Instructor (Health Care Tech. Dept.)	02/01/02
Health Science Instructor	04/01/02
IDST 38 Shakespeare "For All Time" Instructor	02/01/01
Interdisciplinary Studies Instructor (United Nations IDST 7, Human Sexuality IDST 17, Asian Humanities IDST 27A and 27B, Architecture and Diversity IDST 70)	05/01/02
Logic and Philosophy Instructor (Social Sciences Department)	07/01/02
Mathematics Instructor	07/01/02
Multimedia Studies Instructor (Interdisciplinary Studies Department)	05/01/02
Nurse - Student Health (Student Health Services Department)	03/01/01
Nursing Instructor - Licensed Vocational Nursing	02/01/02
Older Adults Instructor (Aging and Society, Art, Computer Science, Exercise and Health, Language Arts, Music, Textile Arts)	05/01/01
Pharmacy Technology Instructor (Health Care Technology Dept.)	02/01/02
Photography Instructor	11/01/01
Photography Lab Monitor	11/01/01
Physical Education and Dance Instructor	02/01/02
Psychology Instructor (Behavioral Sciences Department)	07/01/02
Radiation Oncology Technology Instructor	02/01/02
Sociology Instructor (Behavioral Sciences Department)	07/01/02
Trade Skills Instructor [Boiler Repair and Operation of Heating and Cooling Systems, Building Code, Carpentry Framing - Rough, Cement Masons, Construction/Woodworking, Custodial, Drafting/CAD, Electrical Code, Electricity, Exterior and Interior Finishes, Floor Coverings, Hardwood Floor Layers, Heat and Frost Insulations, Plumbing, Plumbing Code (N.P.C.), Refrigeration/Airconditioning, Tile Setting]	04/01/02
Traditional Chinese Medicine/Herbology Instructor (Health Care Technology Department)	02/01/02
Transitional Studies Instructor	05/01/01
Transitional Studies Instructor (Mission Campus Bilingual Program - English/Spanish)	05/01/01
Vascular Technology Instructor (Health Care Technology Dept.)	02/01/02

To inquire about job announcement(s) availability, contact the CCSF, Human Resources Dept. at (415) 241-2246, or FAX (415) 241-2335. Visit CCSF HR Dept. web site at http://www.ccsf.org/hr for a current job list. AA/EEO.

PORTLAND STATE UNIVERSITY

Portland State University, Portland, OR, announces a tenure-track position for an Assistant Professor of Spanish, effective date 9/16/01. Requires: Ph.D.; strong commitment to teaching and scholarship; expertise in foreign language methodology, proficiency-oriented instruction and testing; evidence of scholarship; native or near-native fluency. Duties: generalist; teach language and literature courses from beginning to graduate levels; coordination of language instruction; training and supervision of GTA's. Letter, resume, 3 letters of recommendation to: **Spanish Search Committee, Dept. of FLL, Portland State University, PO Box 751, Portland, OR 97207-0751.** Review of files will begin January 1, 2001, and will continue until position is filled. *Portland State University is an Affirmative Action/Equal Opportunity Institution.*

MIAMI

MIAMI UNIVERSITY OXFORD OHIO

Miami University invites applications for the three positions of Chair in the Department of Comparative Religion, Department of Physics, and Department of Spanish and Portuguese. Candidates should have credentials that would warrant appointment at the rank of Associate or Full Professor in that department. Please send a vita, vision statement about the field, and the names of three individuals whom we may contact as references to **Miami University, College of Arts and Science, Oxford, Ohio 45056** in care of the appropriate search committee. Screening will commence on October 1st for the Chair of Comparative Religion, December 1st for Physics, and December 1st for Spanish and Portuguese and continue until the position is filled.

EOE

Washington State

COMMUNITY COLLEGE

COORDINATOR FOR DISABILITY SERVICES serves as the college's chief administrator in the application and compliance of Sect. 504/ADA requirement.

QUALIFICATIONS: Master's in higher education, disabilities studies, psychology, counseling, or related field; experience working with students with disabilities in a post-secondary environment, documentation review and determining reasonable accommodations required. Applications accepted until filled. To apply, call or email for a complete job description or send letter of interest and resume to: **Washington State Community College, ATTN: Kathie Gibb, Director of Human Resources, 710 Colegate Drive, Marietta, OH 45750, 740.374.8716; FAX: 740.374.9562; email: kgibb@wscc.edu.**

EOE

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AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Manager of Institutional Research

Agnes Scott College, a highly selective, independent national liberal arts college for women located in metropolitan Atlanta, is seeking a Manager of Institutional Research. The manager will be responsible for collecting, analyzing and reporting accurate and consistent information regarding Agnes Scott College to external audiences and to internal audiences in support of institutional planning and decision-making. This individual will also monitor trends and issues in higher education and will assist the president with policy analysis and in preparing speeches.

Qualifications: A bachelor's degree required, master's degree preferred, a minimum of three years experience in higher education or social science research, an understanding of the purpose and methods of institutional research, knowledge of current issues in higher education and experience with research/writing about some of these issues, familiarity with basic research and statistical methods, survey design, and report writing, proficiency in Windows-based computer applications including word processing, spreadsheets, and resentation software, experience with query language information retrieval (Datatel Colleague a plus), and familiarity with statistical software packages a plus.

Applicants should send letter of interest, resume and the names of three professional references to **Office of Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, GA 30030-3797.**

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation, or disability in its employment. An Equal Opportunity Employer.

www.agnesscott.edu

UNIVERSITY OF DENVER

DEPARTMENT OF PSYCHOLOGY

The University of Denver Department of Psychology is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

COLBY COLLEGE

ASSISTANT PROFESSOR JAPANESE

Colby College invites applications for a tenure-track position as **Assistant Professor Japanese;** duties to begin in September 2001. Desired qualifications: Ph.D. in Japanese language, literature or related area, native or near native fluency in Japanese and English, and prior teaching experience. Teaching responsibilities: Japanese language at all levels, and courses in the applicant's specialty.

Please send letter of application, curriculum vitae, statement of teaching interests and philosophy, statement of research interests, transcripts, and three letters of recommendation to: **Chair, Japanese Search Committee, Colby College, Dept. of East Asian Studies, 4400 Mayflower Hill, Waterville, ME 04901. Review of applications will begin November 1; preliminary interviews may be conducted at the ACTFL meeting.**

Colby is an Equal Opportunity/Affirmative Action employer and encourages applications from women and minority candidates. For more information on Colby, see the college Web page:
http://www.colby.edu.

AMERICAN UNIVERSITY

WASHINGTON, DC

"Department of Performing Arts in the College of Arts and Sciences at American University, invites applications for a tenure track, assistant professor of Dance beginning in Fall 2001. ,

Responsibilities include teaching undergraduate and graduate level courses in dance, teaching general education courses, engaging in scholarly activities, production of department dance concerts, and supervision of graduate theses as well as advising, curriculum development and service.

Qualified candidates will have demonstrated interest in and ability to conduct teaching and research in all levels of modern dance, body knowledge, and composition. MA or MFA required with experience as a choreographer.

Applicants should submit a resume and three letters of reference to: **Dr. Naima Prevots, Chair, Department of Performing Arts, American University, 4400 Massachusetts Avenue, NW, Washington, DC 20016.** The department's search committee will begin reviewing applications on October 25, 2000 and will continue until the position is filled.

American University is an EEO/AA employer, committed to a diverse faculty, staff, and student body. Women and minorities are strongly encouraged to apply."

SENIOR HISTORIAN

19th and 20th Century American History. New School for Social Research, Graduate Faculty/Eugene Lang College. The Graduate Faculty is seeking a Senior Historian to join a new Department of History. The successful candidate is committed to furthering the intellectual and programmatic connections between history and social science and has research interests that interface with the existing departments and programs of the Graduate Faculty (Anthropology, Economics, Philosophy, Political Science, Psychology, and Sociology) and Lang College. Preference will be given to innovative and inter-disciplinary historians whose work complements or further develops the areas of social, cultural, or political history (broadly defined) and who specialize in science, medicine, and the professions, gender, race, and/or ethnicity. Please send letter of intent, CV, and writing sample to: History Department Search, Graduate Faculty Dean's Office, New School for Social Research, 65 Fifth Avenue, Rm. 240, New York, NY 10003. Review of applications will begin in October and continue until position is filled. New School University is an AA/EOE.

New School University

Washtenaw Community College

PSYCHOLOGY INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking a qualified individual to work as a Psychology Instructor. This individual is responsible for teaching first and second year college-level courses in Psychology; primarily assignment would be to teach Introduction to Psychology and other assignments would include Psychology of Adjustment and Abnormal Psychology.

The successful candidate must possess a Masters degree in Psychology and have a record of teaching excellence at the college level.

Deadline for receipt of resumes and accompanying materials is December 15, 2000.

Anticipated date of appointment is for the 2001 Fall semester. The initial annual salary range is $39,750-$51,860 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should submit letter of interest, resume, all college transcripts (student copies acceptable), two letters of recommendation, copies of first day course hand outs, and copies of student evaluations (*completed application will be required if selected for interview*) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building, Room 120
4800 E. Huron River Dr.
PO Box D-1, Ann Arbor, MI 48106
(734)973-3497. Job Hotline (734)973-3510

For job postings see our web site at: http://www.wccnet.org/jobs

AA/EEO/ADA employer.

LOYOLA MARYMOUNT UNIVERSITY

The Department of Political Science invites applications for a tenure track position at the rank of assistant professor. We seek a specialist in comparative politics who can develop and teach courses focused on the political, economic and social dynamics of development in the Third World. A secondary emphasis in Latin America is highly desirable. Applicants should have a Ph.D. in political science in hand by August 17, 2001. The successful applicant will present evidence of excellent teaching and of the potential for outstanding scholarship. Salary is dependent upon qualifications. The application deadline is October 16, 2000. Applicants should send curriculum vitae (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research potential to:

Evan Gerstmann
Chair of Comparative Politics Search Committee
Department of Political Science
Loyola Marymount University
7900 Loyola Blvd.
Los Angeles, CA 90045-8410
(Egerstma@lmu.edu)

Loyola Marymount University, a Catholic university in the Jesuit and Marymount traditions, is a comprehensive university emphasizing excellent undergraduate education for a diverse student body, located on the western edge of Los Angeles, near the Pacific Ocean.

The University is an equal opportunity affirmative action employer and does not discriminate on the basis of race, gender, religion, ethnicity, sexual orientationor disability.

LOYOLA MARYMOUNT
UNIVERSITY

MONTGOMERY COUNTY
COMMUNITY COLLEGE

President

Montgomery County Community College invites applications for the position of College President. The President is the Chief Executive Officer of the College and is directly responsible to the Montgomery County Community College (MCCC) Board of Trustees. The Board of Trustees seeks a visionary leader, commited to learning, who will foster an inclusive climate for both the Central and West college campuses. As a strong academic institution, MCCC requires an individual who possesses the highest professional standards, integrity and open management style. Montgomery County Community College was founded in 1964 and ranks in the top four among student enrollment for comunity colleges in Pennsylvania. Over 9,000 full and part-time students were enrolled in the Fall, 1999 in 70 career and transfer degree programs and 23 one-year certificate programs. In addition, thousands more participated in non-credit programs that are offered each year. The College, located in suburban Philadelphia, offers an excellent salary and benefits package.

For a detailed Job Announcement visit our website at *www.mc3edu*. **Application documents must be received no later than October 20, 2000, for full consideration.**

All correspondence should be addressed to:
Montgomery County Community College
Presidential Search
Dr. Leticia M. Rodriguez
Chief Human Resource Officer
240 DeKalb Pike, PO Box 400
Blue Bell, PA 19422-0758
Montgomery County Community College is an Affirmative Action/Equal Employment Opportunity/ADA Employer.

BEST COPY AVAILABLE

TEXAS A&M UNIVERSITY
EDUCATIONAL ADMINISTRATION AND HUMAN RESOURCE DEVELOPMENT

Assistant Professor (tenure-track) - 2 Positions
Continuing Search

The Department of Educational Administration and Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development or Adult Education. This position is a tenure-track position at the Assistant Professor level with teaching, research, and service responsibilities in training and development and human resource development. An earned Doctorate is required or a Doctorate is to be conferred by August 2001. Preferred qualifications to include three years of relevant experience in the human resource development field.

Send letter of application, vita and three references (with names, addresses, e-mail and fax number), to:

Dr. Paulette Beatty
Search Committee Chair
Department of Educational Administration
and Human Resource Development
College of Education
Texas A&M University
4226 TAMU
College Station, TX 77843-4226

Screening for applicants will begin October 1st and will continue until the position is filled

For further information visit the Educational Administration and Human Resource Development web site:

www.coe.tamu.edu/eahr

Texas A&M University is an EO/AA employer which encourages applications from minority group members and women.

COLBY COLLEGE

ASSISTANT PROFESSOR OF MATHEMATICS
(Statistics)

Assistant Professor of Mathematics (Statistics), tenure-track, starting September 2001. Ph.D. in statistics required. Familiarity with data analysis desirable. 5-course teaching load. High value placed on both teaching and research. Salary and benefits competitive.

For full consideration, send CV, statements on teaching and research, publications and preprints, and 3 letters of reference, all in hard copy, to: H.T. Hayslett, Jr., Chair, Mathematics, Colby College, Waterville, ME 04901. Review of applications will begin December 1 and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. Visit www.colby.edu *for College information.*

Education

Assistant Professor - Tenure Track Position
College of Liberal Arts and Sciences
Public Services Graduate Program

DePaul University's Public Services Graduate Program seeks applicants for an Assistant Professor tenure-track position for Fall 2001. The Public Services Management program offers the Master of Science degree with eight concentrations including public administration, nonprofit management, health care, and philanthropy. A completed doctorate by Fall, 2001, in policy analysis, economics, political science, sociology, law, or public administration is preferred. Applicants should be committed to excellence in teaching, have an active research agenda and a commitment to scholarship that focuses on applied analysis. Recent experience working with culturally diverse populations is also desirable.

DePaul University is a comprehensive Catholic university enrolling over 19,000 students on seven campuses. The Public Services Program, the largest graduate program in the College of Liberal Arts and Sciences, enrolls over 400 students in four degree programs. Most students are working professionals who take classes either at the Loop campus during the evenings, or at a suburban campus on Saturdays. Faculty also teach undergraduate courses in the Public Policy Studies program or in the interdisciplinary general education program.

Please send a letter of interest, C.V., and a summary statement of teaching experience and research to: J. Patrick Murphy, Ph.D., Director, Public Services Graduate Program, 1 E. Jackson Blvd., Suite 1250, Chicago, IL 60604-2302. Inquiries by email may be directed to: jpmurphy@wppost.depaul.edu. Applications will be reviewed as received until December 1, 2000. DePaul University, an equal opportunity employer, especially encourages applications from women and minority candidates, and is committed to recruiting a diverse faculty to complement the diversity of its student body.

DEPAUL
UNIVERSITY

www.depaul.edu

NC State University: The Department of Electrical and Computer Engineering invites applications for tenure track and research faculty positions at all ranks. Entry level and/or senior candidates are needed in the areas of: (1) analog, mixed signal, and low power circuit design; (2) computer engineering including embedded systems, microarchitecture and microsystems design; (3) solid state electronics and optoelectronics with emphasis on nanotechnology and fabrication/characterization of novel devices and sensors using new materials technologies; (4) computer networking including optical networks, wireless networks, physical layer interfaces, and hardware implementation, and; (5) mechatronic systems including biomedical engineering and computational fabrics.

Qualifications include an outstanding academic or industrial record, a doctorate or equivalent in electrical or computer engineering or a closely related discipline, and a strong commitment to excellence in teaching and research. Successful candidates will have the opportunity to work with highly qualified faculty and outstanding students in well equipped laboratories associated with existing multidisciplinary technical centers such as the Center for Advanced Computing and Communication, the Center for Advanced Electronic Materials Processing, and the Center for Embedded Systems Research. (For more information see the web site at http://www.ece.ncsu.edu).

Applicants should send a resume including a publication list and the names, addresses and telephone numbers of at least four references. In addition each applicant must send a one page professional statement describing his or her goals and aspirations at NC State University. Please send applications to **ECE Department Head, Department of Electrical and Computer Engineering, 232 Daniels Hall, NC State University, Raleigh, NC 27695-7911.**

NC State University is an Equal Opportunity/Affirmative Action Employer. Individuals with disabilities desiring reasonable accommodations in the application process should make contact through the above address, by e-mail at pbanks@eos.ncsu.edu or you may call 919/515-2336.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE

Agnes Scott College invites applications and nominations for the position of vice president for academic affairs and dean of the College.

Founded in 1889, Agnes Scott is a highly selective, independent, national liberal arts college for women located in metropolitan Atlanta. It offers the B.A. degree in 28 majors and an MAT in secondary English. Its endowment per student ranks among the highest of all colleges and universities and first among women's colleges. The College currently has a full-time faculty equivalent of 90 and a diverse student population of more than 900. A dynamic program of institutional growth is on target to hire additional tenure-track faculty to meet the needs of increasing enrollment and curricular innovation. A strategic plan emphasizing international education, science, experiential learning and interdisciplinary study is being implemented, and a $120 million building program of expansion and renovation is well underway.

As chief academic officer, the vice president for academic affairs and dean of the College reports directly to the president. The vice president provides leadership in academic matters, oversees academic policy, budget and personnel, and works closely with the faculty to maintain the quality and vitality of the academic program and its support services, including the library and information technology. The expectations for the position include a distinguished record of achievement in teaching and scholarship, a firm conviction of the value of a liberal education, a strong commitment to women's education, a recognition of the importance of diversity in all the constituencies of the College, an appreciation of the College's Presbyterian heritage, and relevant experience and demonstrated skills in leadership, communication and administration.

The search committee will begin to review applications in late October 2000. Applicants may be assured that their candidacy will be held in strictest confidence. The anticipated starting date for the position is July 1, 2001. Please submit nominations or applications with letter of interest and curriculum vitae to:

Katharine Kennedy,
Chair of the Search Committee,
c/o Ms. Shelly Weiss Storbeck,
Vice President and Managing Director,
A.T. Kearney, Inc.,
333 John Carlyle Street,
Alexandria, VA 22314.
Phone: 703-739-4613; fax: 703-518-1782;
e-mail: shelly.storbeck@atkearney.com.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age or disability in its employment.
Agnes Scott College has a strong commitment to diversity and urges Members of underrepresented groups to apply.
An Equal Opportunity Employer
Visit our website at ***www.agnesscott.edu.***

The University of Georgia

Spanish: Assistant Professor Level. Tenure-track position effective Fall 2001. Specialist in Spanish/Spanish-American Poetry. Must be willing to teach at graduate and undergraduate levels within a curriculum that integrates technology (e.g. teaching via the Internet), language, literature and culture. Ph.D./ABD (must have Ph.D. in hand at time of appointment), native/near-native proficiency in Spanish and English. Evidence of quality teaching and commitment to research. Minorities and women are especially encouraged to apply. In order to ensure full consideration, applications with complete academic dossiers must be received by November 20, 2000. Send letter of application, CV, transcripts, and 3 letters of recommendation to:

Prof. Noel Fallows
Department of Romance Languages
University of Georgia
Athens, GA 30602-1815

The University of Georgia is an AA/EOE Institution.

FACULTY SEARCH

Religion & Philosophy

Hood College, Department of Religion and Philosophy, invites applications for a tenure-track position in philosophy for the 2001-2002 academic year. While there is flexibility regarding the candidate's area of specialization, the following areas would be viewed favorably: Ethics, History of Philosophy, Philosophy of Religion. Areas of competence should include logic, professional ethics, ancient and medieval philosophy, twentieth-century philosophy, biomedical ethics. Ongoing research and publications appropriate to one's areas of concentration are expected, and teaching experience is strongly preferred. Ph.D. required by time of appointment. Review of applications will begin December 1, 2000. Hood is a college of 900 undergraduates within an hour's drive of Baltimore and Washington, D.C.

To Apply......
Send a letter of application, curriculum vitae, and the names and telephone numbers (only) of at least three references to

Academic Affairs,
Hood College,
401 Rosemont Ave.,
Frederick, MD
21701-8575

Further materials should be sent only upon request

Visit our web site at www.hood.edu

HOOD COLLEGE
Frederick, Maryland
Founded 1893

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. Women and minorities are encouraged to apply. EOE.

University of Southern Maine

The Department of Political Science at the University of Southern Maine invites applications for two tenure track positions at the rank of Assistant Professor beginning September 2001. For both positions, evidence must be submitted that all Doctoral degree requirements will be completed by August 1, 2001. Review of application materials will begin November 1, 2000 and continue until positions are filled.

American Politics: The successful candidate will specialize in American Politics, be prepared to teach undergraduate courses on the U.S. Congress and some combination of Women & Politics, Media & Politics, or Intergovernmental Relations. Ability and willingness to teach introductory courses in American Government and either political science research methods or political behavior is also required. She/he must show promise of excellence in teaching and research, and an interest in public service. Send letter of application, vitae, copies of one publication or other written work, and no more than three letters of recommendation to: **Dr. William Coogan, Search Chair, Department of Political Science, RE: 104, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300.**

International Relations or Comparative Politics: The successful candidate will specialize in International Relations or Comparative Politics, be prepared to teach undergraduate courses on European Politics broadly construed, and some combination of courses on International Political Economy, Democratization, and Women & Politics. Ability and willingness to teach an introductory course in either political science research methods or political behavior is also required. She/he must show promise of excellence in teaching and research, and an interest in public service. Send letter of application, vitae, copies of one publication or other written work, and no more than three letters of recommendation to: **Dr. Richard Maiman, Search Chair, Department of Political Science, RE: 104, University of Southern Maine, P.O. Box 9300, Portland, ME 04104-9300.**

The University of Southern Maine is strongly committed to diversity and to work/classroom environments that foster safety and respect. We strongly encourage applications from diverse ethnic and racial groups, women, gays/lesbians, and people with disabilities. We are an open and tolerant community interested in the whole of our faculty and staff. EEO/AA.

WILLIAMS COLLEGE

FACULTY POSITIONS

Williams College has openings in several fields. Unless otherwise noted, the positions are at the assistant professor level for three year terms, beginning academic year 2001-2002, with possibility of reappointment and consideration for tenure, although advanced candidates with exceptionally strong records of teaching and research are also invited to apply. Candidates should have the Ph.D. in hand or completed by **September 1, 2001** (other terminal degrees so noted). Name of department chair or contact and application deadline follow name of field. Hard copy application required.

- **ART** (Renaissance Search Committee; Dec. 1) One tenure-track position in Italian Renaissance art. See CAA Careers.
- **ASIAN STUDIES** (See Economics and Japanese.)
- **ECONOMICS** (Ralph Bradburd; Dec. 4) One tenure-track position, fields open. One tenure-track position in economics of East Asia. One senior-level position in economic development. See JOE, **http://www.eco.utexas.e du/joe.**
- **ENGLISH** (Stephen Fix; Nov. 7) One tenure-track position in 16thc. and 17thc. British literature with emphasis on Milton. One one-semester or full year senior-level visiting position in fiction writing. Two one-year visiting positions in 20thc. British literature. See **http://www.williams.edu/English.**
- **GERMAN/RUSSIAN** (Gail Newman; Dec. 5) One tenure-track position in Russian language and literature.
  See MLA Job Information List, **http://www.mla.org.**
- **HISTORY** (William Wagner; Dec. 1) One tenure-track position in 20thc. U.S. political/international history, subfields open, ability to teach courses on U.S. political history and international role of the U.S. in the 20thc. One tenure-track position in Latino/a Studies, subfields open, ability to teach courses encompassing the diversity of the U.S. Latino population and its historical experiences. One three-year visiting position in modern European history, subfields open, rank open, ability to teach survey and more specialized courses on the history of Europe in the 19thc. and 20thc. See AHA Perspectives, **http://www.theaha.org/** and History H-Net Job Guide, **http://www.matri x.msu.ed u/jobs/.**
- **JAPANESE** (George Crane; Jan. 15) One one-year visiting position in Japanese language with language teaching experience essential. See AAS Newsletter.
- **LATINO/A STUDIES** (See History and Theatre.)
- **MUSIC** (David Kechley) One tenure-track position in mid-18thc. through 19thc. European music history and literature **(Dec. 1).** One one-year visiting position in theory and composition (Nov. 1). One anticipated one-year visiting position in jazz theory and performance (Nov. 1). See CMS Job Listings, **http://www.music.org,** and **http://www.Williams.edu/Music/.**
- **PHILOSOPHY** (Alan White; Dec. 1) One tenure-track position, AOS in ancient Greek philosophy, competence and genuine interest in history of western philosophy and competence and willingness to teach historical introductory courses, Plato through Kant, required. See Jobs for Philosophers, **http://www.udel.edu/apa.**
- **PHYSICS** (Kevin Jones; Dec. 8) One tenure-track position in experimental physics. See **http://www.williams.edu/Physics/.**
- **POLITICAL SCIENCE** (Michael MacDonald) One tenure-track position in international relations with specialty in global and transnational issues or post-Soviet issues (Nov. 1). One one-year visiting position in political theory (TBA). One one-year visiting position in American race and ethnic politics (TBA). See APSA Newsletter, **http://www.apsanet.org.**
- **RELIGION** (William Darrow; Oct. 15) One tenure-track position in East Asian religions. See Openings **http://www.aarweb.org/membersonly/openings.asp** and the Association for Asian Studies **http://www.aasianst.org/Employment/main.htm.**
- **ROMANCE LANGUAGES** (Leyla Rouhi; Dec. 1) One tenure-track position in Spanish language and modern peninsular literature. One one-year visiting position in Spanish language and modern Latin American literature. See MLA Job Information List, **http://www.mla.org.**
- **THEATRE** (David Eppel; Feb. 28) One one-year visiting position with special interest in the African-American and/or Hispanic-American repertory and ability to teach courses in introductory theatre for majors, history, criticism, performance studies, and dramaturgy. Ph.D. in hand or ABD at time of appointment.

Further inquiries concerning any of these positions should be directed to the appropriate department; general inquiries regarding hiring at **Williams College, to the Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, MA 01267.**

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center, the Oakley Center for the Humanities and Social Sciences, and the Center for Environmental Studies as well as extensive library and museum collections, a center for information technology, and well-equipped laboratories. See also Williams College website (**http://www.williams.edu**).

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

Grand Rapids
Community
College

COUNSELOR POSITIONS

Founded in 1914, Grand Rapids Community College is the oldest community college in Michigan. The campus is located on six city blocks in the center of downtown Grand Rapids, the second largest city in Michigan. Grand Rapids is a metropolitan area in the economic, business, cultural, and educational hub in West Michigan with a population of nearly one million. GRCC offers credit and non-credit courses, associate degree, and certificate programs, and workforce training at both on- and off-campus locations.

Grand Rapids Community College is seeking candidates for two faculty positions that will become available in January 2001. These positions are 42-week calendar assignments with a hiring salary range of MA $47,544-$51,172.

GRCC is especially interested in candidates who have the right combination of professional expertise, attitude, and abilities to help achieve the college's mission of providing the community with learning opportunities that enable people to achieve their goals. GRCC will achieve its mission by accomplishing the following ends: Lifelong & Flexible Learning, Workforce Development, Developmental Education, Community Outreach & Planning, Transfer Program & Articulation, and Support for Diversity.

COUNSELOR (position #HO-01)
The Counselor responsibilities include, but are not limited to the following: Provide academic advising, assessment and assistance to students in selecting and scheduling classes. Provide career and confidential counseling to current and prospective students. Assist students, manage, resolve, and/or cope with educational, career, and personal-social conflicts. Serve as liaison to other divisions in the College, transfer institutions, community agencies, and services. Maintain documentation and data collection for all student contacts. Requirements: Licensed Professional Counselor or Limited Licensed Professional Counselor (State of Michigan licensed or eligibility to be licensed). MA Degree required. Proven experience in counseling diverse populations with individuals and groups. Knowledge and experience in administration and interpretation of a variety of tests and assessment materials. Possess basic computer skills and willingness to learn new programs. Participation in team-based committee work, departmental/program planning and other related activities. Must be willing to work flexible hours/calendar.

OCCUPATIONAL SUPPORT PROGRAM COUNSELOR (position #HO-02)
The Occupational Support Program Counselor in Special Populations responsibilities include, but are not limited to the following: Responsible for counseling and advising to participants with emphasis on English as a Second Language students and students with disabilities, monitoring and documenting academic and personal progress of participants, provide supportive services to participants, maintain liaison relationship with the Business and Computer Applications Departments of the College. Requirements: Possess a Limited or Professional Counseling License and a Master's Degree; training or experience working with ESL individuals and persons with disabilities; proficiency in another language, preferably Spanish; familiar with Section 504 of the 1973 Rehabilitation Act and the American with Disabilities Act (ADA) of 1990; be familiar with community-based agencies and their services; possess knowledge of higher education programs and services for students; possess strong written and verbal skills.

Interested candidates are requested to submit a cover letter (including the position number), resume, copies of their unofficial transcripts, and three letters of recommendation by November 1, 2000 to:

Director of Human Resources
Grand Rapids Community College
143 Bostwick, NE
Grand Rapids, MI 49503-3295
www.grcc.cc.mi.us

Grand Rapids Community College is an equal opportunity institution.

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Tenure Track Positions Fall 2001

Salem State College is seeking to fill several tenure track positions for Fall of 2001. For all positions we prefer candidates with experience in and commitment to teaching in a multiracial, multiethnic environment with students with diverse backgrounds and learning styles, and candidates who enjoy serving as role models and mentors for a diverse student body. Salaries are competitive and commensurate with education and experience.

SCHOOL OF ARTS & SCIENCES

Art – Art Education

Doctorate in Art Education is preferred, but will consider M.F.A. with ABD in Art Education; 2 years of public school teaching is required. Responsibilities include teaching undergraduate and graduate courses in Art Education; supervising student teachers in Art Pre-K to 12; developing curriculum for new Master's level degree in Art Education; maintaining liaison with Education Department and area art teachers. The candidate must be able to teach foundation studio or introductory art appreciation courses, conduct and show evidence of research or studio work, and be familiar with state regulations for certification. Include statement of teaching philosophy, samples of research or slides of studio work and slides of student work with other materials. **Refer to: 01-AA-F-ART-ARTED1.**

Biology – Science Education

Ph.D. in Biology with course work in Education or Ed.D. and Master's degree in Biology or a related field; appropriate college level teaching of Biology, lectures and labs, and high school level science teaching; and other appropriate experience in secondary education. ABD candidates considered. We prefer candidates with 2+ years of teaching experience and experience supervising student teachers and advising Biology majors. **Refer to: 01-AA-F-BIO-BIOED1.**

Computer Science

Required qualifications include a terminal degree (Ph.D. or equivalent, ABD considered) in Computer Science or a closely related area with substantial graduate level coursework in Computer Science; knowledge of current software design methodology; Ada, Java, and Windows; expertise in at least one of the following areas: web programming, artificial intelligence, parallel/distributed computing, human-computer interfaces, and data communications; demonstrated excellence in college level teaching and experience or potential for teaching formal Computer Science courses beyond the CS1 level. Preferred qualifications include expertise in at least two of the above areas, research and/or industrial/commercial experience in the areas of object-oriented methodology, computer organization and architecture, UNIX, C++ and Internet/Web applications, and network design, implementation and maintenance. **Refer to: 01-AA-F-CSC-CMSCI1.**

English – Composition and Literature

Ph.D. in English preferred, Ph.D. (or ABD with scheduled defense) in English or a closely related field considered; 2 years' accumulated experience teaching literature and composition and experience directing a college writing center required. We prefer a writing specialist with ability and interest in teaching literature sections, with literature fields in British or Non-U.S. English language literature. Experience in computer-assisted writing courses and/or on-line teaching a plus. **Refer to: 01-AA-F-ENG-WRITC1.**

Foreign Languages –
Spanish and Language Pedagogy

Required qualifications include an earned Doctorate (ABD considered) and demonstrated teaching experience at the college level. We are seeking a specialist in language pedagogy/methodology and applied linguistics to develop and supervise teacher preparation for certification in foreign languages (levels 5-12), including course development, school placements and student teaching supervision. Familiarity with the National Standards for Foreign Language as recommended by the American Council on the Teaching of Foreign Languages a must. Preferred are the ability to teach a second language, an active research and publication agenda and the ability to teach courses outside the area of specialization, e.g. Translation, Business Spanish, etc. Teaching load is normally four courses per semester, including language and culture courses from beginning through advanced levels. **Refer to: 01-AA-F-FRL-SPNPED1.**

Geography – Travel and Tourism

Ph.D. in Geography or a related field (ABD considered) and appropriate teaching experience are required. We prefer a candidate with specialization in travel and tourism and the ability to complement departmental offerings. The ability to assume a leadership role in Travel and Tourism, with a corporate travel emphasis, to advise a substantial number of majors, and to develop other programmatic interests that may include ecotourism, sustainable tourism and/or cultural tourism are also desired. **Refer to: 01-AA-F-GEO-TRT1.**

Geography – Geographic Education and GIS

Required qualifications include a Master's degree in Geography or a related field with college level teaching experience. Preferred are an earned Doctorate in Geography or a related field with specialization in Geographic Education and GIS and the ability to complement departmental offerings. The successful candidate will be expected to play an active role in social studies and geographic education as well as participating in a variety of related activities such as the Massachusetts Geographic Alliance and NCG. Part of the position will encompass the use and development of GIS and related computer-based technologies. **Refer to: 01-AA-F-GEO-GEDGIS1.**

History – Ancient History

Required qualifications include a Ph.D. in History (ABD considered) with specialization in Ancient History and college teaching experience.Preferred are a Ph.D. in History (by 9/1/01), and expertise in Late Antiquity/Mediterranean, Early Medieval Europe, and/or Islamic History. **Refer to: 01-AA-F-HIS-HISANT1.**

Mathematics

Required qualifications include an earned Doctorate in Applied Mathematics, Statistics, or Pure Mathematics (ABD considered) and appropriate teaching experience. We prefer a person with demonstrated excellence in teaching at the undergraduate level, with a variety of teaching methods and styles, and involvement in research, and an interest in involving undergraduate students in research or other capstone experiences. Strong commitment to innovation in teaching and a desire to teach in the M.S., and M.A.T. programs are also desired. **Refer to: 01-AA-F-MAT-MAT1.**

Physics

Required qualifications include a Ph.D. in Physics, Physical Chemistry or a related field (Doctorate in hand by 8/1/00). We prefer a person with at least 2 years of college teaching experience, and the interest and ability to teach introductory Physics courses in an innovative environment, a commitment to undergraduate research, and experience in astronomy, radiation physics, and/or physics education research. The successful applicant will teach introductory physics courses in support of major programs in Biology, Chemistry and Geological Sciences, and a minor in Physics, and courses in physical science and radiation physics. **Refer to: 01-AA-F-CAP-PHYS1.**

Psychology –
Comparative Psychology

Required is an earned Doctorate in Psychology from an accredited institution (ABD considered), and experience teaching a diverse student body at the undergraduate and graduate level. The successful candidate will have expertise in one or more of the following specializations: biopsychology, contemporary learning theory, pharmacology, and evolutionary psychology. We are particularly interested in candidates who can include undergraduates in their research and who would be interested in developing new courses in comparative psychology. Send statement of research and teaching interests with other materials. **Refer to: 01-AA-F-PSY-COMPSY1.**

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Sport, Fitness & Leisure Studies – Sport Management

Required are a terminal degree in Sport Management or a related field (ABD considered); a strong background in sport marketing, public relations, budget and finance and organizational theory; and some expertise in teaching individual team sport and/or fitness activities. We prefer a candidate with knowledge of and experience with NAASM/NASPE Sport Management Review Protocol, college level teaching experience, grant writing ability and undergraduate advising experience. **Refer to: 01-AA-F-SFL-SPMAN1.**

Sport, Fitness & Leisure Studies – Athletic Training

Required qualifications include an earned Doctorate (ABD considered); NATABOC eligibility for Massachusetts Licensure; college teaching experience in Athletic Training and/or health related science field; knowledge of CAAHEP requirements or experience in CAAHEP accredited program; clinical experience; and some expertise in teaching individual team sport and/or fitness activities. We prefer a candidate with clinical instruction experience; supervision of student athletic trainers; grant writing ability; and undergraduate advising experience. **Refer to: 01-AA-F-SFL-ATHTR1.**

SCHOOL OF BUSINESS

Accounting

Required is a Ph.D. or DBA in Accounting or a related field. We prefer a Ph.D. in Accounting, with college level teaching experience and research and scholarly publications in Accounting or a related field. **Refer to: 01-AA-F-AFN-ACC1.**

Finance

Required is a Ph.D. or DBA in Finance or a related field. We prefer a Ph.D. in Finance, with college level teaching experience and research and scholarly publications in Finance or a related field. **Refer to: 01-AA-F-AFN-FIN1.**

Management – Business Law

Required qualifications include a J.D. We prefer an L.L.M. or M.B.A. with college teaching experience, practical experience in Business Law, and published scholarly research. **Refer to: 01-AA-F-MGT-LAW1.**

Management – General and Entrepreneurship

To teach courses in Management including Management Theory, Introduction to Business, Small Business Management/ Entrepreneurship. Required qualifications include a Ph.D. or DBA in Business or a related discipline (ABD considered). We prefer a person with college teaching experience, and scholarly publications in refereed journals. **Refer to: 01-AA-F-MGT-MAN1.**

Marketing

Required qualifications include a Ph.D. or DBA (ABD with scheduled defense considered). We prefer a Ph.D. or DBA in Marketing, college level teaching experience, research and scholarly publications in a related field, and business experience. **Refer to: 01-AA-F-MKT-MKT1.**

OM/MIS

Required qualifications include a Ph.D. or DBA in MIS. We prefer a Ph.D. in MIS with college teaching experience and research and scholarly publications in MIS or a related field. **Refer to: 01-AA-F-OMS-OMIS1.**

SCHOOLS OF HUMAN SERVICES

Criminal Justice

Required qualifications include a Ph.D. in Criminal Justice (ABD considered). We prefer a person with college teaching experience and expertise in Criminal Justice and Court Administration. **Refer to: 01-AA-F-CRJ-CRJ1.**

Education – Reading/Literacy

Required qualifications include an earned Doctorate in Education (doctoral candidacy considered); at least 3 years' K-12 experience; and expertise in Reading/Literacy Education. We prefer experience in teacher preparation and a program of research. **Refer to: 01-AA-F-EDU-RDLIT1.**

Education – Quantitative Research and Assessment

Required qualifications include an earned Doctorate in Education or a related field; expertise in quantitative research and assessment; and at least 3 years' experience working with public schools, with emphasis on urban populations. Preferred is expertise in the education of multicultural populations, experience in conducting program evaluations, familiarity with national (NCATE) and state standards for teacher preparation and a background in educational leadership. **Refer to: 01-AA-F-EDU-QRA1.**

Education – Elementary Education

Required qualifications include an earned Doctorate in Education or a related field; expertise in Elementary Education Curriculum and Instruction; and at least 3 years' experience in elementary schools. Preferred is experience in higher education and teacher preparation, familiarity with NCATE standards, leadership ability and program management experience, and urban education experience. **Refer to: 01-AA-F-EDU-ELEM1.**

Education – School Counseling/Psychology

Required qualifications include an earned Doctorate in Education or a related field; expertise in School Counseling/Psychology, Educational Psychology, Testing and Assessment; and at least 3 years' experience in K-12 education. Preferred are experience in higher education and program evaluation, and expertise in Assessment of Student Learning. **Refer to: 01-AA-F-EDU-SCPSY1.**

Social Work

Required qualifications include an MSW, 2 years of post MSW practice experience and ABD status in a doctoral program. Preferred are generalist direct practice experience with particular emphasis in community organizing or child welfare; ability to teach research; a DSW or Ph.D. in Social Work; commitment to public sector practice and social justice perspectives and ability to contribute to the development of generalist and advanced generalist practice models. A completed Doctorate is necessary for tenure. Responsibilities will include teaching and related academic responsibilities including a field liaison assignment primarily in the School's BSW program. **Refer to: 01-AA-F-SWK-SWKGEN1.**

Application review will begin in late October/early November and continue until a satisfactory pool is developed. Please send applications immediately.

To apply, send letter of application specifying reference number of the position for which you are applying, resume, appropriate transcripts and three letters of reference to: Office of Equal Opportunity and Human Rights, Salem State College, 352 Lafayette St., Salem, MA 01970; Fax: (978) 542-6163; E-mail: eo-hr@salem.mass.edu (Word or Word Perfect Attachments only). If applying for more than one position, send seperate package for each.

SALEM STATE COLLEGE IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER. PERSONS OF COLOR, WOMEN AND PERSONS WITH DISABILITIES ARE STRONGLY URGED TO APPLY.

Salem
STATE COLLEGE

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TEXAS TECH UNIVERSITY

DEAN

COLLEGE OF BUSINESS ADMINISTRATION (COBA)

TTU invites applications and nominations for the position of Dean of COBA. The Dean is expected to provide dynamic, visionary leadership to enhance the prominence of the undergraduate, graduate, and outreach programs of the college. TTU is committed to providing substantial investments toward developing the strengths and reputation of the faculty and the college infrastructure.

The COBA is accredited by the AACSB, has approximately 110 full-time equivalent faculty and 60 graduate faculty members. The COBA has an annual budget of approximately $12 million, yearly research and sponsored project expenditures of approximately $1 million, and an endowment of $40 million. Bachelor's, Master's, and Doctoral degrees in accounting, finance, information systems, management, marketing, and quantitative sciences are offered, and joint degree programs with other TTU colleges and reciprocal international programs have been established. The COBA and the TTU Health Sciences Center jointly direct the MBA/MD program, the only one of its kind in the country. Fall 1999 undergraduate enrollment includes 2,400 upper division undergraduates, 420 masters, and about 60 doctoral students. The COBA houses the Center for Professional Development and the Texas Center for Productivity and Quality Work Life.

Qualifications and Characteristics

- An earned doctorate in business or a related discipline. Academic experience is desirable, but not required.
- Significant and successful administrative experience and successful interface with business through direct experience, consulting, or field-based research.
- A capacity for administrative as well as intellectual leadership. The successful applicant should be able to formulate, articulate, and implement a strategic vision for the future of business education at Texas Tech University.
- Dedication to student achievement, faculty development, and creation of an environment that promotes collegiality, pride, cultural diversity, and a commitment to excellence.
- An ability to develop and sustain partnerships with a supportive business (corporate and local) and alumni community, and to successfully accomplish fund-raising efforts.
- Be responsive to the various constituencies that comprise the College and the skills to work cooperatively with other academic units within the University.
- Ability to communicate with students, faculty, university administrators, business, government, foundations, and alumni.

Review of applicants will begin immediately; serious candidates should apply by October 15, 2000. Applications will continue to be reviewed until the position is filled. Candidates should submit a letter of application, curriculum vitae, and the names, telephone numbers, and addresses of three references. Nominations, applications, and confidential inquires should be sent to:

Dr. John Burns, Provost
Texas Tech University
Box 42019
Lubbock, Texas 79409-2019
Phone: (806) 742-2184
Fax: (806) 742-1331
e-mail: john.burns@ttu.edu

Desired beginning date is January 2001, but is negotiable. Texas Tech University is located in Lubbock, a city of approximately 200,000, situated on the High Plains of West Texas and is the only university campus in Texas with a School of Medicine, a School of Law, and a comprehensive university on the same campus. The University holds the Carnegie Foundation Doctoral, Extensive Research classification with expenditures in excess of $40 million in sponsored projects annually. Enrollment of approximately 25,000 includes almost 3,500 graduate students, and degrees are offered in more than 150 undergraduate, 100 masters, and 60 doctoral fields of study.

Texas Tech University is an Equal Opportunity Employer and encourages nominations and applications from underrepresented groups and female applicants.

1785

The University of Georgia

Spanish: Academic Professional. Non-tenure track, full-time, yearly renewable position, effective Fall 2001. Twelve-month contract. Specialist in Spanish Language Supervision. The position will consist of the following responsibilities: teach 2 classes per semester and 1 or 2 in the summer; coordinate lower-division Spanish language courses; train and supervise graduate students or instructors to assist in teaching Spanish language classes; develop and implement a Practicum in Service Learning Course. Salary: $40,000 (twelve months). Preferred qualifications: Ph.D./Ed.D./ABD (must have degree in hand at time of appointment) in Spanish with a specialization in Pedagogy/Second Language Acquisition, or in Foreign Language Ed. With a specialization in Spanish; formal education and/or experience in language supervision; evidence of successful teaching; native or near-native ability in Spanish. Minorities and women are especially encouraged to apply. Applications received before November 20, 2000 will receive full consideration. Send letter of application, CV, placement file (or transcripts and 3 letters of recommendation) to:

Noel Fallows
Acting Head, Department of Romance Languages
The University of Georgia
403 Gilbert Hall
Athens, GA 30602-1815
nfallows@arches.uga.edu

Visit our web site at http://www.rom.uga.edu/

The University of Georgia is an AA/EOE Institution.

THE UNIVERSITY OF ARIZONA.

TUCSON ARIZONA

DEPARTMENT HEAD/PROFESSOR

Educational Leadership Program

Lead a strong faculty & supportive community in developing new programs for the **University of Arizona's** Educational Leadership Program in the College of Education.

Founded in 1995, the Educational Leadership Doctoral Program focuses on the development of skills & qualities that will enhance the ability of educational leaders to empower, inspire, & guide the performance of others in achieving desired goals of the school, school district, or community. Educational policy will be the focus of new initiatives. The five-year plan for growth includes adding a Master's/Certification Program in Educational Leadership & a Ph.D. in Educational Leadership & Policy Analysis.

A Ph.D. in Education, a strong record of teaching & scholarship, & administrative experience are required. Experience in diverse & multicultural communities is preferred. To apply, submit cover letter highlighting relevant experience & accomplishments, CV, & 3 professional letters of reference to: **Dr. Patricia Fairchild, Interim Head, Educational Leadership Program, College of Education, University of Arizona, P.O. Box 210069, Tucson, AZ 85721-0069. Inquiries: (520) 621-6658, pcf@u.arizona.edu**. Review begins 11/20/00 & continues until filled. The University of Arizona is an EEO/AA employer-M/W/D/V.

BEST COPY AVAILABLE

Emerson College seeks candidates for tenure track faculty positions in the Department of Visual and Media Arts starting September 2001. The Department has over 1200 undergraduate and graduate students, 183 with an Audio/Radio concentration and 608 with a Film concentration.

ASSISTANT PROFESSOR, COMPUTER ANIMATION, 3-D MODELING

Candidates must be able to teach three-dimensional modeling, rendering, animation and compositing using SGI platform software. The ability to teach basic perspective, illustration and rendering for animation, as well as two-dimensional animation using Flash and After Effects is preferred. The successful candidate should have professional experience and a strong body of creative work in the film, video or new media fields designing animation and/or modeled user interfaces and/or extensive composited video and film post-production projects. Experience in 3-D character animation and game development, design & programming is preferred. M.F.A., or equivalent terminal degree required. College level teaching experience preferred.

ASSISTANT PROFESSOR, SCREENWRITING

Candidates must be able to teach courses in: Feature length narrative screenplay writing on the basic and advanced levels (three act structure, five act structure, and alternative structure); Writing for the short film (narrative, documentary, experimental); Story concept and development. Individual will also be expected to supervise directed study projects in screenwriting. A terminal degree (Master of Fine Arts or Ph.D.), a record of professional accomplishment in writing for the screen, and a demonstrated ability to teach at the college level are required.

ASSISTANT PROFESSOR, FILM PRODUCTION/DIRECTING

Candidates must be able to teach 16mm synchronous sound film production from the beginning to advanced levels and have expertise in one or more of the following: cinematography and lighting, film sound, animation, video production, digital post production, directing, multi-media production or new technologies. Candidates must demonstrate an ability to articulate creative work in the context of media studies and contribute to the overall interdisciplinary focus of the department. Ability to teach a cross-media introductory production course required. Rank is Assistant or Associate Professor. Applicants must have college-level teaching experience and an established record of creative work. M.F.A., Ph.D. or equivalent professional experience required.

Send resume, teaching philosophy and contact information for references to: Chair, Search Committee, Department of Visual and Media Arts, Emerson College, 120 Boylston Street, Boston, MA 02116. Review of applications begins November 1, 2000. Emerson College is an equal opportunity/affirmative action employer and is strongly committed to increasing the diversity of its faculty. Women and minorities are encouraged to apply. Visit our website at: www.emerson.edu.

EMERSON College

ILLINOIS

1867

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean, College of Engineering

The University of Illinois at Urbana-Champaign invites nominations and applications for Dean of the College of Engineering. Qualifications sought include experience in a university, business, or government setting, with a distinguished record of leadership; a commitment to maintaining and enhancing the College's education, research, and public service missions; a demonstrated commitment to diversity; and ability to represent the College effectively to a broad range of constituencies within and outside the University. Full-time, 12-month position; salary and starting date are negotiable.

To ensure full consideration, nominations and applications should be postmarked by October 20, 2000, and sent to:

Dean Jesse G. Delia, Search Committee Chair
University of Illinois at Urbana-Champaign
601 East John Street
Champaign, IL 61820
Attention: Dr. Karen M. Carney
(Phone: 217 / 265-0451; Fax: 217 / 244-5639)

The University of Illinois at Urbana-Champaign
Affirmative Action/Equal Opportunity Employer

AMERICAN UNIVERSITY
WASHINGTON, DC

"Department of Performing Arts in the College of Arts and Sciences at American University, invites applications for a tenure track, assistant professor as Music Director/Conductor of AU Orchestra beginning in Fall 2001.

Responsibilities include teaching undergraduate and graduate level courses in music, teaching general education courses, conducting and coordinating all orchestral and chamber music activities, engaging in scholarship, and participation in departmental, college and university service.

Qualified candidates will have demonstrated interest in and ability to conduct teaching and research with proven success as a conductor at professional, college, and youth orchestra levels. Completed DMA or PhD degree required.

Applicants should submit a resume and three letters of reference to: **Dr. Naima Prevots, Chair, Department of Performing Arts, American University, 4400 Massachusetts Avenue, NW; Washington, DC 20016.** The department's search committee will begin reviewing applications on October 25, 2000 and will continue until the position is filled.

American University is an EEO/AA employer, committed to a diverse faculty, staff, and student body. Women and minorities are strongly encouraged to apply."

COLBY COLLEGE

ASSISTANT PROFESSOR

Economic History

The Department of Economics invites applications for a tenure track position at the assistant professor level in Economic History (American and/or European) beginning in September 2001. The successful applicant will teach a senior-level seminar in addition to other economic history courses, and will share in the teaching of introductory macroeconomics. Colby College expects both excellent teaching and published research and provides substantial support for career development in both areas. Candidates should have a Ph.D. in economics completed by August 2001. To be considered for an interview at the 2001 ASSA meetings, send curriculum vitae, graduate transcript, three letters of recommendation, reprints of published work or a writing sample of current research, and any available official summaries of teaching evaluations by November 30, 2000. Other applications will be reviewed until the position is filled. Candidates are also encouraged to provide a brief statement of teaching philosophy.

To apply, contact: David W. Findlay, Chair, Department of Economics, Colby College, Waterville, ME 04901.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby Web site: www.colby.edu.

MICHIGAN STATE
UNIVERSITY

ASSISTANT PROFESSOR

Qualifications: Ph.D. with content in retailing and apparel design or related field; evidence of successful research and/or creative scholarship; experience with business or industry technologies and computer applications; evidence of successful teaching in higher education; and evidence of ability to work effectively with students, faculty and administrators. Major responsibilities: Teach undergraduate and graduate courses such as entrepreneurship, introduction to retailing, apparel studios and design technology. Direct graduate student research and advise undergraduate students. Serve as liaison between faculty programs and industry. MSU is committed to diversity and pluralism as part of its mission and thus is an affirmative action/equal opportunity institution. Applicants send vitae and names, addresses and phone numbers of three references to: **Linda K. Good, Chairperson, Search & Selection Committee, Department of Human Environment & Design, Michigan State University, East Lansing, MI 48824-1030.** Visit the website at http://www.msu.edu/~hed/ or telephone (517) 355-1282.

Deadline: December 1, 2000.

SDSU

HEAD OF SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES

San Diego State University Library and Information Access is seeking an experienced librarian with strong leadership abilities and excellent interpersonal skills to serve as the Head of Special Collections and University Archives. Special Collections, which is a highly valued partner in teaching and research at the University, houses approximately 32,000 volumes of rare books and collections of manuscripts, archives, photographs, art prints, postcards, memorabilia, etchings, and oral histories. The printed collection includes incunabula and sixteenth and seventeenth century imprints which include material on heraldry, rare herbals, performing arts, and astronomy. Special Collections holds The Ernst Zinner Collection, one of the world's premier collections of rare astronomy books, as well as the extensive Norland Collection on natural history. University Archives is the repository for materials which document the 100-year history of San Diego State University since its founding in 1897 as a normal school. Complete details can be found on the department's web page: **libweb.sdsu.edu/spcoll/index.html.**

Duties and Responsibilities:
The Head of Special Collections and University Archives reports to the Dean, Library and Information Access. The Head of Special Collections and University Archives provides leadership that maintains and strengthens the distinguished collecting, preservation, and instructional programs; ensures timely and high quality access to the collections; and guides substantial programs involving scholarly meetings, exhibits, and publications. The successful candidate will advance scholarship via digitization of unique holdings while promoting the continued relevance of the artifact and of special collections to research and teaching. Donor relations are a critical responsibility of this position, which is a principal point of contact for library benefactors and is responsible for extensive external activities in collaboration with the Friends of the Library and the Office of Library Development. The Head of Special Collections and University Archives is also responsible for collection development; active participation in instruction through contact with faculty and students; supervision of Special Collections and University Archives volunteers, staff and student assistants; facilitation of increased awareness and use of Special Collections for teaching and research; implementation of programs to bring the collections to the attention of faculty and students both at SDSU and in the larger research community; oversight of collection processing, preservation, and digitization; reference service; research instruction to classes on the use of Special Collections; and participation on library, university, and system-wide committees.

Qualifications:
Required:

- ALA-accredited degree or equivalent foreign degree and a minimum two years post-degree experience working with special collections in an academic or research library;
- Demonstrated knowledge of current trends in the creation of digital records for special collections and archival materials;
- Excellent oral and written communication skills;
- Thorough knowledge of and experience with the administration of rare book, manuscript collections and/or archives;
- Evidence of a commitment to maintain knowledge of rare books, manuscripts, and archives and ability to apply this knowledge in the planning, evaluation and implementation of new services;
- Demonstrated leadership and supervisory experience;
- Ability to work successfully with students, colleagues and teaching faculty and the research community;
- Strong customer service orientation;
- Initiative and flexibility to successfully work in a dynamic environment;
- Ability to work effectively in a culturally diverse environment; and
- Demonstrated potential for meeting the requirements for tenure and promotion under the Library's criteria for library service effectiveness, professional growth, and service for the University and the community;
- Experience with development/fund raising.

Preferred:

- Reading knowledge of one or more foreign languages;
- Grant writing experience;
- A second masters degree.

This is a full-time, twelve month, tenure track faculty position. Award of tenure is dependent upon evidence of continuing library service effectiveness, professional growth, and service to the University and the community. Rank of Senior Assistant Librarian, starting salary range: $46,488-$58,740 or Associate Librarian, starting salary range: $53,460-$74,352. Excellent benefits package, including 24 days annual vacation.

San Diego State University is the second largest academic institution in California and the oldest in the region. Detailed information about the campus is available at <http://www.sdsu.edu/>.

Send letter of application, resume, and at least five names of reference to:

Helen Henry
Director, Administrative Operations
Library and Information Access
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-8050

A duplicate may be submitted by e-mail. Send to hhenry@mail.sdsu.edu. Please indicate the position for which you are applying.

To ensure full consideration, applications should be received by November 13, 2000, when the Appointment Committee will begin screening.

SDSU is an Equal Opportunity, Title IX employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability. Women, ethnic minorities and persons with disabilities are encouraged to apply.

FULL TIME POSITIONS

These positions will remain open until filled, however, the interview process will commence on the respective closing date. For details about these and other positions at the college, please see our Website: www.bmcc.cuny.edu

ADMINISTRATOR FOR THE COLLEGE DISCOVERY PROGRAM

(Higher Education Associate)

Determine College Discovery (CD) eligibility for incoming CD freshmen, continuing students, transfer and re-admit students. Conduct program assessments and evaluations in keeping with Special Programs guidelines. Collect data and prepare Special Programs and college wide reports as required. Administer the College Discovery budget. Support the operational and programmatic activities of the advisement & counseling staff. Work closely with the Learning Resource Center to provide comprehensive tutorial services to CD students. Establish program linkages with selected administrative and academic departments. Perform other administrative duties as required. A Bachelor's degree and six years of progressively responsible experience in administration is required. Master's degree in appropriate relevant field preferred. Knowledge of the Special Programs guidelines of the CUNY is helpful. The candidate should have experience with program and budget administration and a working knowledge of basic computer programs in the MS Office Suite including Excel and Lotus Notes. Salary: $42,816/A - $68,174/A. The range will commensurate with experience. Vac.#812. Closing Date: 10/5/00.

TUTORIAL COORDINATOR

(Assistant to Higher Education Officer)

The Tutorial Coordinator is responsible for coordinating and administrating all aspects of the College Discovery Tutorial Program. He/she will report to the Administrator for the College Discovery Program, and maintain a collaborative relationship with the Learning Resource Center, the Math Tutor Lab, and the respective academic departments. Is responsible for training, and scheduling tutors with assigned students. Developing the appropriate forms for monitoring the student's academic progress and attendance. Coordinate all facts of the Supplemental Instruction Component. Perform additional administrative duties as required. Bachelor's degree required (Master's preferred). Two years full-time related work and supervisory experience, good organizational, communication and interpersonal skills. Prior supervisory experience required, specifically in the tutorial area; knowledge of remedial education preferred. Must have experience with MS-Office software. Salary: $26,312/A - $48,284/A. Vac.#809-2. Closing Date: 10/5/00.

FINANCIAL AID COUNSELOR

(Assistant to HEO)

The Financial Aid Counselor will report to the Director of Financial Aid and have the following responsibilities: Responsible for Federal and State financial aid application intake and evaluation. Conduct Financial Aid application workshops. Assist in the production of Financial Aid online and print material. Conduct one-on-one financial aid counseling. Assist in the supervision of the Financial Aid Online Application Web Lab. Assist the Director and Associate Director with special projects. Responsible for office coverage on evening and weekend rotations and other duties as assigned. Bachelor's degree and two years related experience required. A working knowledge of New York State financial aid programs is preferred. Additionally, candidates should possess excellent written and verbal skills, as well as knowledge of automated financial aid systems. A demonstrated commitment to providing quality student service in a diverse, urban college environment is expected. Salary: $26,312/A - $48,284/A. Vac.#813-2. Closing Date: 10/6/00.

INFORMATION SYSTEMS ASSISTANT, LI or II

Reporting to the Director of Publications, the Information Systems Assistant, LI or II helps to design and update the college's web site; assists in the day-to-day maintenance of the college's web site; creates intra/internet pages and graphics for the college's web site; and maintains the web site's HTML, Dreamweaver, and other files, as needed. Bachelor's degree and/or its equivalent required. Two years' related experience required. Demonstrated proficiency in web page creation and maintenance necessary. Knowledge of CGI protocols, JavaScript, VBScript a plus. Must possess the ability and the willingness to work effectively with non-technical users. Vac.#839. Closing Date: 10/9/00.
Salary: Level I -$35,537/A - $42,432/A Level II-$40,310/A - $48,797/A

REFER TO THE ABOVE BMCC VACANCY # AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Mr. G. Scott Anderson
Director of Human Resources
Borough of Manhattan
Community College/CUNY
199 Chambers Street,
New York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/
AMERICAN DISABILITY ACT EMPLOYER
IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE.

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LEHIGH
University

Lehigh University is seeking applications from qualified candidates in the following areas:

Biological Sciences:
Assistant or Associate Professor in Molecular Neurobiology Assistant Professor in Integrative Systems Physiology Deadline: **November 1, 2000**

English:
Assistant Professor with a commitment to cross-disciplinary work, specializing in British romanticism, twentieth-century British literature, or post-colonial Anglophone literature Deadline: **November 6, 2000**

History:
Assistant Professor specializing in European history since 1500, with the ability to teach medieval history Deadline: **November 15, 2000**

Modern Languages and Literature:
Assistant Professor in Spanish Deadline: **November 30, 2000**

Political Science:
Assistant Professor, a comparativist specializing in European politics and with an interest in Policy Deadline: **October 25, 2000**

Psychology:
Assistant Professor specializing in social cognition Deadline: **December 1, 2000**

Sociology and Anthropology:
Assistant Professor specializing in the study of inequality, particularly race, class, and ethnicity Deadline: **November 1, 2000**

For further information please contact the College of Arts and Sciences Dean's Office 610-758-3300 or e-mail srt4@lehigh.edu

Lehigh University is an Equal Opportunity/Affirmative Action employer. Lehigh is committed to recruiting and retaining women and minorities.

RICE
ENDOWED CHAIR
EVOLUTION OR ECOLOGY

The Department of Ecology and Evolutionary Biology at Rice University (http://dacnet.rice.edu/depts/eeb/) solicits nominations and applications for an endowed chair in any area of evolution or ecology. The person filling this position will also serve as department chair. We are seeking an intellectual leader with an innovative and outstanding research program who will benefit from being in a first-rate, very collegial, growing department dedicated to creative research and teaching.

Rice is a private research university with a strong commitment to the highest standards of education at the graduate and undergraduate levels. Applicants should submit curriculum vitae, statement of research interests, selected reprints and the names of three references to **Joan Strassmann, Endowed Chair Search Committee Chair, Department of Ecology and Evolutionary Biology, MS 170, Rice University, P. O. Box 1892, Houston TX 77251-1892 (strassm@rice.edu).** Review of applications will begin 25 October 2000 and continue until the position is filled.

Rice University is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are particularly encouraged to apply.

COLBY COLLEGE
ASSISTANT PROFESSOR
Computer Science
TENURE-TRACK

Full-time position starting September 2001. Ph.D. in computer science required. Colby places a high value on both teaching and research. 5-course annual teaching load. The College offers good research support for junior faculty, including a pre-tenure sabbatical. Competitive salary. Women candidates will also be considered for a Clare Boothe Luce Assistant Professor endowed position.

For full consideration, please send in hard copy by January 5, 2001: (1) CV, (2) separate statements on teaching and research, and (3) three letters of reference on teaching and research. Mail materials to: **Dale Skrien, Chair, Computer Science Search Committee, Department of Computer Science, Colby College, Waterville, ME 04901 (djskrien@colby.edu). Please include your e-mail address.**

Colby is an Equal Opportunity/Affirmative Action employer. For more information about our department, see **http://www.cs.colby.edu/.**

MESSIAH COLLEGE
Grantham PA 17027

Messiah College, located in south-central Pennsylvania, is recruiting for the following full-time, term-tenure- track positions available for 2001-2002. Ph.D. and teaching experience preferred. Evidence of strong commitment to teaching and to scholarly research is expected. Women and minority candidates are encouraged to apply. All candidates must be strongly committed to the educational mission and Christian orientation of the College.

- **Biblical Studies:** Old Testament Studies
  Contact: Terry Brensinger, Chair
- **Communication:** Media emphasis
  Contact: Linda K. Parkyn, Chair
- **Computer Science:** Assembly Language/ Operating Systems
  Contact: Barry DeRoos, Chair
- **Education:** Special Education. Public school experience required
  Contact: Kevin Zook , Chair
- **Engineering:** Mechanical/Computer
  Contact: Donald Pratt, Search Committee, Chair
- **English:** Poetry/Rhetoric/Composition
  Contact: Linda K. Parkyn, Chair
- **English:** Postcolonial Literature
  Contact: Linda K. Parkyn, Chair
- **Family Studies:** Family Studies/Human Development
  Contact: Raeann Hamon, Chair
- **History:** Non-Western
  Contact: Joseph Huffman, Chair
- **Management and Business:** Finance
  Contact: Terry Earhart, Chair
- **Music:** Applied Flute/Music Theory
  Contact: Richard Roberson, Chair
- **Social Work:** Accredited SOW program professor/director
  Contact: Raeann Hamon, Chair
- **Theatre:** Teaching/directing/coordinating student productions
  Contact: Theodore Prescott, Chair

Submit a letter of interest, vita, and three professional references to the respective Chair. Review of applications will continue until positions are filled. Messiah College is a Christian college of the liberal and applied arts and sciences. The College is committed to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian Church. For additional information, contact:

Linda K. Parkyn
Interim Assistant Dean
Messiah College
Grantham PA 17027
717-766-2511
www:messiah.edu

EOE

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ASSISTANT PROFESSORS

Tenure Track Positions to begin Fall 2001

KEENE STATE COLLEGE

COMPARATIVE LITERATURE

European literatures, specializing in 18th and 19th century, with ability to teach modern and contemporary. Responsibilities: Teach four courses per semester. Demonstrated ability to teach composition, general education literature courses, and upper-division courses in area of specialization. **Qualifications:** Ph.D. in appropriate area, commitment to teaching excellence, evidence of scholarship required.

Please send letter of application, curriculum vitae, and three letters of recommendation by November 3, 2000 to: Attention - Professor Nona Fienberg, Chair, English Department

SPANISH

Anticipated opening. **Responsibilities:** teach all levels of undergraduate Spanish language, literature and culture; second language Methodology (teacher training). **Qualifications:** *Required:* Ph.D. in related field, teaching experience at the college level, native or near-native fluency, study abroad experience in Spanish-speaking area outside the U.S. *Desired:* extensive residence in a Spanish-speaking area outside of the U.S., strength in Peninsular Spanish, training in oral proficiency testing, teaching at the 9-12 level and K-8 experience a plus, evidence of scholarship and professional activities.

Send letter of application, curriculum vitae, and three letters of reference by Nov 17, 2000 to: Attn - Spanish Search

Keene State College is a public liberal arts college of the University System of New Hampshire with an enrollment of 5000 students. The College has been recognized as a leader in American higher education for its commitment to its mission, broad-based strategic planning initiatives, and cohesive sense of community. Located in the southwestern corner of New Hampshire, Keene provides traditional New England charm, and easy access (2hrs) to Boston, Hartford, and Albany. To learn more about Keene State College, the University System of NH, and the Keene Community visit these websites: http://www.keene.edu/; http://www.keenesentinel.com/toplist.shtml

Minimum salary for Assistant Professor $39,510

Send all application materials to the appropriate individual/search c/o Office of Human Resource Management, Dept H109, Keene State College, 229 Main Street, Keene NH 03435-1604.

KEENE STATE COLLEGE

Keene State College is a member of the Council of Public Liberal Arts Colleges, a national alliance of leading liberal arts colleges in the public sector. As an AA/EEO employer, we actively seek women and minority candidates.

CARLETON COLLEGE

English

Poetry. We seek an Assistant Professor and published poet to teach poetry and creative writing. This tenure-track position begins fall 2001. M.F.A. or Ph.D. The standard teaching load is six courses a year in three terms: poetry, rhetoric, literature surveys, and upper-level courses in area of specialty, although first-year faculty teach five. Preliminary interviews will be held at the MLA. Send letter of application and c.v. to Constance Walker, Chair, Department of English, by November 30, 2000.

Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. Carleton College is an affirmative action/equal opportunity employer. Women and minorities strongly encouraged to apply.

Carleton College, One North College Street,
Northfield, MN 55057

For additional information,
visit Carleton's website at
http://www.carleton.edu/

Instructional Designer

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. NJCU is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 10,000 students.

New Jersey City University's Title V Hispanic Service Institution Grant announces an opening for an Instructional Designer.

The Instructional Designer is responsible for working with faculty and students to assist in incorporating technology in the teaching, learning, and research environment; provides guidance to faculty for the selection and use of multimedia technologies in the development courseware and curriculum design; and maintains facilities for the use of electronic media and applications such as the World Wide Web, mailing lists, and listservs. Reports to the Title V Coordinator.

Applicants should possess a Master's Degree in a related field with experience in multimedia development and production tools such as Blackboard's CourseInfo, WebCt, Dreamweaver 3.0, Firework 3.0, Adobe 5.5, Flash and related applications; Internet applications such as the WWW, mailing lists, and digital media required. Excellent written and oral communication skills are required. Full-time faculty experience in a four-year comprehensive or university; administrative experience including supervision of a media center; experience in making presentations within the college/university context and at professional meetings is preferred.

***Salary will be commensurate with experience.* Cut off date for resumes: October 10, 2000.**

Forward resume and cover letter to:

David F. Trujillo
Director of Grants and Sponsored Programs
New Jersey City University, 2039 Kennedy Boulevard
Room S330 Jersey City, NJ 07305
Or e-mail to Dtrujillo@njcu.edu.

All e-mailed resumes must be received as an attachment. Information about the University may be obtained electronically at www.njcu.edu.

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

COLBY COLLEGE

ASSISTANT PROFESSOR

Personality and Abnormal Psychology

The Department of Psychology at Colby College invites applications for a full-time, tenure-track position in Personality and Abnormal Psychology beginning in Fall 2001. Must have completed Ph.D. by time of appointment; teaching experience desirable. Teaching responsibilities include courses in personality and abnormal psychology and advanced courses in the candidate's specialty area; participation in our team-taught introductory psychology course; and supervision of advanced students who are conducting research in the candidate's areas of expertise. A strong background in quantitative methods and research design is required. The teaching load is five courses per year. The successful candidate will be expected to mount a generative research program on questions related to personality or abnormal behavior; a record of excellence in conducting rigorous empirical research is more important than any specific area of scholarship.

Colby is a highly selective liberal arts college (with approximately 1750 students enrolled) recognized for excellence in undergraduate education and for close student-faculty interaction. The college offers a generous sabbatical policy and funds for research and professional travel.

Applicants should send a curriculum vitae, transcripts, and statements of teaching and research interests along with three letters of recommendation to: Professor William Klein, Chair, Department of Psychology, Colby College, Waterville, ME 04901. Review of applications will begin in late December and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from women and minorities. Information about Colby College may be obtained on the Internet at http://www.colby.edu.

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ROWAN UNIVERSITY

Fall 2001 Faculty Positions

Rowan University is accepting applications for full-time tenure-track positions beginning September 1, 2001. All positions are at the *Assistant Professor rank, and are subject to available funding.* Selected appointments (noted with as *) are negotiable to a higher rank depending on qualifications. All positions require an earned doctorate, unless otherwise noted, from an accredited institution (ABD with evidence of imminent completion will be considered). Inquiries should be directed to the contact person named below at Rowan University, 201 Mullica Hill Road, Glassboro, NJ 08028. Applicants should provide a vita, supportive materials and names, addresses and telephone numbers of three references. Evidence of excellent teaching and a strong commitment to teaching is required. Salaries are competitive. **Review of applications will begin November 15 and continue until the positions are filled unless a deadline is stated.** Rowan University is an Equal Opportunity, Affirmative Action Employer. A complete job announcement for each position can be found at **www.rowan.edu/jobs.**

Rowan University (formerly known as Glassboro State College) is a selective medium-sized university located in southern New Jersey, between Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University enrolls over 9,500 students in degree programs ranging from bachelor's through doctorate. The University is divided into six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, Liberal Arts and Sciences— and The Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Russian Premier Kosygin in 1967.

COLLEGE OF BUSINESS

***Management Information Systems** - Teach management information systems and networking.. Ph.D. or D.B.A. in MIS required. Applicants at the associate rank must also have at least five years of successful teaching experience and a record of appropriate scholarship. Contact: Diane Hamilton, Chair, MIS Faculty Search Committee. (hamilton@rowan.edu).

***Management - Entrepreneurial Studies - (Endowed Chair)** - Teach entrepreneurial studies, business policy, and/or small business/entrepreneurism, mentor undergraduate Rohrer scholarship students, provide leadership in development of entrepreneurship curriculum. Ph.D. or D.B.A. in Management/Entrepreneurial Studies required. Contact: Jooh Lee, Chair, Management/MIS. (lee@rowan.edu)

COLLEGE OF COMMUNICATION

College Writing - Composition/Rhetoric Specialist - Teach a variety of composition courses in a freshman writing program, an undergraduate writing specialization, and possibly in a graduate writing program. Ph.D. in Composition/Rhetoric or related field and minimum of 3-5 years experience in college-level teaching required. Specialization in computer-assisted writing, assessment, twentieth-century rhetoric desirable. Contact: Janice Rowan, Chair, College Writing. (rowan@rowan.edu)

Communication Studies - Teach courses in Communication Law, Communication Theory and Public Speaking. Expertise in Communication Ethics desirable. Must demonstrate potential to conduct and publish scholarly research . Ph.D. in Communication or closely related field required. Contact: Cynthia Corison, Chair, Communication Studies. (corison@rowan.edu)

Journalism and Creative Writing - Teach journalism courses in both traditional and new media, including computer-assisted reporting, basic newspaper reporting, and feature writing. Courses in history of journalism, photojournalism, copy editing, page design (print and web), broadcast journalism also possible. Ph.D. in Journalism or Mass Communication, or M.A. plus significant professional experience required. Contact: Carl Hausman, Chair, Journalism & Creative Writing. (hausman@rowan.edu)

Public Relations/Advertising - Teach in both the undergraduate and graduate programs. Courses include Introduction to Public Relations, Basic and Advanced Public Relations Writing, Case Studies and PR Planning. Graduate courses include mentoring seminar students in writing theses. Ph.D. in Communication or M.A. and extensive professional experience required, as well as evidence of successful college teaching. Contact: Suzanne Sparks FitzgeralM, Chair, Public Relations/Advertising. (sparks@rowan.edu)

COLLEGE OF EDUCATION

A commitment to working with K-12 schools; a teaching/learning philosophy consistent with the Rowan University and College of Education missions; advanced computer literacy with demonstrated abilities to infuse into instruction; supervisory experience; recent study of the standards movement; evidence of scholarly potential demonstrated; membership and participation in appropriate professional organizations; familiarity with NCATE folio development; and leadership potential.

Elementary/Early Childhood Education - Teach undergraduate and/or graduate courses in the elementary teacher preparation program. Doctorate required in appropriate area such as curriculum and instruction, teacher education, reading/literacy, bilingual/multicultural education. Supervise student teachers and teaching interns. Provide leadership in modeling technology use in instructional settings. Teaching certifications as well as full time classroom teaching experience (3 years minimum within past 5 years) in elementary school setting required Contact: Carl Calliari, Chair, Elementary/Early Childhood Education. (calliari@rowan.edu)

***Educational Leadership**- Teach graduate courses in master's degree programs in school administration and supervision and curriculum development. Courses may include, but are not limited to The Principalship, Educational Supervision, Educational Organizations & Leadership and Observation Skills. The ability to teach computer technology in educational administration is desirable. Doctorate in educational administration, educational leadership or closely related field required. Contact: Thomas Monahan, Chair, Educational Leadership. (monahan@rowan.edu)

Health and Exercise Science - (2 positions):

1 Health Education - Supervise student teachers and teach courses in the pre-service training area for school-based Health Education. These include Health and Wellness, Health Program Planning and Teaching Health in Elementary School. Doctorate in Health and Physical Education, experience in teaching Health Education on the college level required.

2 Athletic Training - Teach courses in athletic training; assist in coordinating clinical supervision with the athletic training staff; help integrate efforts to achieve and maintain accreditation. Doctorate in Athletic Training or an appropriate related field required. Contact: Mr. James Burd, Chair, Health and Exercise Science. (burd@rowan.edu)

Reading - (2 positions): Teach undergraduate and graduate courses in reading education for prospective K-12 classroom teachers or reading teachers. Some courses emphasize meeting the literacy needs of children with reading or learning disabilities, with special emphasis on meeting the needs of students with reading and learning difficulties. Supervise clinical experiences of college students in a university-based reading clinic, which largely serves elementary school children. Collaborate with colleagues and constituents in the development of student learning experiences. Doctorate in Reading required and at least three years experience at the K-12 level. Candidates should have experience working with children with reading difficulties and some experience working with teachers to promote literacy education. Contact: Nicholas DiObilda, Chair, Reading. (diobilda@rowan.edu).

Secondary Education/Foundations of Education - (2 positions):

1 Foundations of Education - Teach undergraduate and graduate courses in the foundations of education emphasizing the areas of educational policy, historical/philosophical foundations, multicultural education, or other educational areas based on qualifications. Doctorate in Educational Foundations or closely related field with significant preparation in educational policy and educational policy development. Three years of successful secondary public school teaching experience required.

2 Mathematics Education - Teach methods courses in the area of secondary mathematics and supervise student teachers. May be assigned to teach general teacher education courses in secondary education and graduate courses in curriculum development, and MST professional courses. Doctorate in mathematics education or a closely related field required.

Contact: John Gallagher, Chair, Secondary Education/Foundations of Education. (gallagher@rowan.edu) .

Special Education (School Psychology/Counseling) - Teach graduate courses, supervise students in field placements, advise students in a master's degree program in School Psychology and Counseling (Student Personnel Services). Scholarly productivity, including professional presentation and publications is expected. Doctorate in school psychology, school counseling, or a closely related field; experience with diverse student populations as a school psychologist or counselor or in related school services. Preference for candidates who can meet the eligibility requirements for New Jersey school psychology certification and experience teaching courses in tests and measurements and individual/group methods in guidance. Contact: S. J. Kuder, Chair, Special Educational Services/Instruction. (kuder@rowan.edu)

COLLEGE OF ENGINEERING

***Electrical and Computer Engineering - (3 positions)** Start date 1/1/01 or 9/1/01. Areas of interest include computer or software engineering, VLSI/MEMS, communication and product design. Ph.D. in EE, ECE or related field. Contact: Steven Chin, Electrical and Computer Engineering Search Committee. (chin@rowan.edu)

COLLEGE OF FINE AND PERFORMING ARTS

Art Education - Teach undergraduate and graduate courses; supervising student teachers. Ed.D. or Ph.D. required. At least 3 years teaching experience in public schools and one year in higher education preferred. Application deadline: 2/1/01. Contact: Dr. Graziano, Chair, Art Education Search Committee. (graziano @ rowan.edu)

Music - (2 positions)

1 Brass Instrument Specialist (trumpet, trombone or french horn). Responsibilities include studio instruction, chamber music coaching, master class instruction, direction of brass ensemble, brass pedagogy classes and brass literature course. Master of Music required.

2 Jazz Studies Specialist - Teach jazz improvisation (both in private lessons and combos), coaching/directing of jazz combos and big bands, performing as a member of faculty jazz ensemble, teaching jazz history, jazz theory and computer music notation courses. Master of Music required; preferred expertise in trombone or bass.

Minimum of 5 years college teaching experience a must. Application deadline: 1/15/01. Contact: Dean Witten, Chair, Music. (witten@rowan.edu)

COLLEGE OF LIBERAL ARTS AND SCIENCES

Biological Sciences (2 positions)

Candidates are expected to establish independent research with undergraduate students.

1\ Invertebrate Zoology - Teach undergraduate courses such as invertebrate zoology, marine biology, general biology for non-majors and biology I and II for majors. Ph.D. in some field of Invertebrate Zoology required.

2\ Eukaryotic Genetics and/or Cytogenetics - Expertise in molecular genetics and molecular biology. Teach the introductory genetics courses, human genetics and upper division molecular genetics courses. Ph.D. in the field of eukaryotic genetics required.

Contact: Andrew Prieto, Chair, Biological Sciences. (prieto@rowan.edu)

Chemistry (2 positions)

Candidates are expected to establish independent research with undergraduate students.

1 Physical Chemistry - Teaching assignments will include courses in physical and biophysical chemistry and may include freshman chemistry and chemistry for non-science majors. Ph.D. in Physical or Biophysical Chemistry required. Contact: Lee Dimmers, Physical Chemistry Search Chair. (dimmers@rowan.edu).

2 Inorganic Chemistry - Teaching assignments include courses in freshman chemistry, chemistry for non-science majors and advanced inorganic chemistry. Ph.D. in Inorganic Chemistry required. Preference will be given to persons having research interests in materials science. Contact: K. D. Ramanujachary, Inorganic Search Chair. (chary@rowan.edu).

English - U.S. Literature - Generalist in U.S. literature, able to teach surveys from colonial to contemporary authors, as well as upper-level courses and seminars in specialty area. Primary interest in realist/modernist fiction or poetry. Ph.D. required. Application deadline: 12/1/2000. Contact: Nathan Carb, Chair, English. (carb@rowan.edu)

Foreign Languages and Literatures - Latin America - Expertise in Spanish-American Literature, Culture and Civilization. Teach undergraduate courses at both Rowan University campuses (Glassboro and Camden). Ph.D. in Spanish required. Application deadline: 2/1/2001. Contact: Sonia Spencer, Chair Foreign Languages and Literatures. (spencers@rowan.edu).

Geography - GIS - Specializing in GIS, with competence to teach planning courses. Area of regional specialization open. Ph.D. required. Contact: David Kasserman, Chair Geography and Anthropology. (kasserman@rowan.edu)

Criminal Justice - Courts and Law - Areas of specialization are primarily Courts and Law, and expertise in one or more of the following is also desirable: Corrections, Forensics, and Research Methods. Ph.D. in Criminal Justice or closely allied field preferred. Review of applications will begin 11/15/00 and continue until position is filled. Contact: Michael Vigorita, Chair, Criminal Justice Search Committee. (vigorita@rowan.edu)

Mathematics - Numerical Analysis - Teach lower and upper division undergraduate math courses focused on analysis. Doctorate in Mathematics required with a strong background in numerical analysis and partial differential equations. Review of applications will begin 1/24/2001. Contact: Ronald Czochor, Chair, Mathematics. (czochor@rowan.edu).

Philosophy - Ethics - Teach undergraduate courses in Ethics, Social and Political Philosophy and Philosophy and Gender. Ability to cover sections of Logic and Introduction to Philosophy a plus. Ph.D. in Philosophy required with specialization in Ethics, Social or Political Philosophy and strong competence in feminist philosophy and the history of western philosophy. Contact: David Clowney, Chair, Philosophy and Religion. (clowney@rowan.edu)

Political Science - American Politics - Teach the introductory courses in American Government as well as several upper level courses in American Politics. Ph.D. in Political Science required. Application deadline: 12/30/2000. Contact: Bruce Caswell, Chair Political Science. (caswell@rowan.edu)

Psychology - 2 positions:

1) Clinical Counseling - Expertise in intervention and treatment. Individuals with experience in substance abuse counseling and/or treatment of adults are strongly encouraged to apply. Teach undergraduate and graduate levels. Course may include intervention approaches, abnormal psychology, practicum in counseling, counseling and psychotherapy and combating substance abuse. Ph.D. in Clinical or Counseling Psychology required. Review of applications will begin November 15 and continue until position is filled.

2) Clinical Neuropsychology - Expertise in clinical neuropsychology. Teach graduate and undergraduate courses. May include tests and measurements, abnormal psychology, psychopharmacology and physiological psychology.

Ph.D. in Clinical or Counseling Psychology or Ph.D. in School Psychology required. Application deadline: 12/15/00.

Contact: Monica Greco, Chair, Psychology. (greco@rowan.edu)

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A SPECIAL OPPORTUNITY

The Maricopa Community College District

Director, Business & Workforce Development

The Maricopa Community College District is one of the largest educational systems in the country, located in one of the fastest growing counties with three million residents. The ten Maricopa Community Colleges and Centers offer 2,600 academic courses and 5,100 occupational courses in partnership with 1,000 corporations, government agencies and non-profit organizations

The Maricopa Community Colleges serve nearly a quarter million culturally diverse students annually. MCCD is dedicated to serving the needs of a diverse, growing population which, within a decade, will comprise more than 50% Hispanic and non-Anglo residents.

The Director, Business & Workforce Development reports to the Vice Chancellor, Academic Affairs and Student Development and is responsible for planning and coordinating business and workforce development programs to meet student and employer needs.

The Director heads a major department coordinating districtwide development of occupational programs and provides technical assistance to College Presidents, Deans, faculty and staff. The Director works with national and local agencies in developing occupational education and analyzes economic development, demographic and labor market characteristics to develop programs.

MARICOPA
COMMUNITY
COLLEGES

The Director must have knowledge and experience in economic development issues, industry training needs and current practices in occupational education in community colleges.

Training and experience required may include any combination of education or experience that enables a person to perform the duties required. This may include a college degree in Human Resources Training, Instructional Design or related field and/or professional experience in occupational education.

For complete information and an employment application visit www.dist.maricopa.edu/jobs.

This position will close October 27, 2000. Direct inquiries to Lisanne Norman, Maricopa Community Colleges, 2411 West 14th St., Tempe, AZ 85281

An EEO/AA employer

MICHIGAN STATE
UNIVERSITY

Coordinator of Greek Life (New Position)

Position Announcement

Michigan State University invites applications for the newly established position of Coordinator of Greek Life in the Department of Student Life. In collaboration with the Assistant Director of Student Life/Greek Life, the Coordinator of Greek Life will provide administrative and educational support to the 56 constituent groups of the 4 Greek governing boards (Interfraternity Council, National Pan-Hellenic Council, 4th Greek Independent Council, and the women's Panhellenic Council). This is the second newly established position to support the MSU Greek community in the last three years.

The Coordinator of Greek Life will assist in the revitalization of the Greek community, through direct advising of Greek letter organizations; implementing programs in support of the Greek founding values of leadership, service, scholarship and lifelong friends; providing administrative support for the Greek community; and assisting in cultural change initiatives to ensure each Greek letter organization provides a healthy living-learning environment for their members.

The Coordinator will work in a rapidly changing multicultural Greek community, one in which refining established procedures and programs, creating new and exciting initiatives and collaborating across the University and City are the daily norm. This fast-paced, team oriented environment has a direct impact on 3,100 students involved in MSU Greek letter organizations.

For more information about the Department of Student Life, MSU Greek community or this position, please contact **Billy Molasso, Assistant Director of Student Life, billym@msu.edu or call (517) 353-3860.**

To make application, contact **Michigan State University's Employment Office at (517) 432-1662. Refer to Posting # P00850.** Initial screening of applications will begin November 1 and continue until the position is filled.

UNIVERSITY OF NEBRASKA AT OMAHA

Dean

College of Public Affairs and Community Service

The University of Nebraska at Omaha (UNOmaha) invites applications and nominations for the position of Dean, College of Public Affairs and Community Service. The university has a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of under-represented groups and strongly encourage women and persons of color to apply for this position.

The dean is the chief academic and administrative officer of the college and is responsible for providing leadership and direction to the college's teaching, research, and service efforts. The college, which has 70 full-time faculty and 30 staff members, is organized into six major units: the School of Social Work, the Departments of Criminal Justice, Gerontology, and Public Administration; the Center for Public Affairs Research; the Brennan Labor Institute; and the Goodrich Scholarship Program. All units are nationally accredited, where applicable. The college has 1,700 students. Doctoral degrees are offered in criminal justice and public administration.

Qualifications for the position include an earned doctorate; experience as a full-time faculty member; five years of academic administrative experience at the department level or higher, preferably in a metropolitan environment; a distinguished record of teaching, scholarship, and service to qualify for professorial rank and tenure in one of the college's units; demonstrated ability to provide dynamic leadership through a participatory management style in strategic planning, program and personnel management, budget management, and external grant development and funding; active involvement with professional organizations; community involvement; and effective interpersonal and communication skills.

Nominations and applications should be sent to: **Dean Karen White, Chair Search Committee, 6001 Dodge Street, University of Nebraska at Omaha, Omaha, Nebraska 68182, FAX 402.554.3436.** Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, addresses and telephone numbers of three references. Review of applications will begin November 15, 2000 and will continue until filled. See our website for further information: **www.unomaha.edu/aa/faculty.html.**

Nineteenth Century American West/ Spanish Borderlands Tenure-Track Assistant Professorship

DePaul University is accepting applications for a tenure-track Assistant Professorship in Nineteenth Century American History, with a specialty in the history of the West/Spanish Borderlands, to begin in autumn 2001.

The successful applicant should also be able to teach Native American history. Willingness to participate in and develop courses for the general education program is required. Involvement in interdisciplinary programs and initiatives, such as American Studies, Latin American and Latino Studies, and the Center for Latino Research, is encouraged.

Application deadline is November 15, 2000. Applicants should send letter of application outlining teaching experience and research interests, c.v., and three letters of recommendation to: **Chair of the Search Committee, Department of History, DePaul University, 2320 N. Kenmore, Chicago, Illinois 60614. For more information see http://diversity.depaul.edu/fjobs_las.html** DePaul University is committed to diversity and equality in education and employment. Women and minorities are encouraged to apply.

DEPAUL
UNIVERSITY

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Multimedia Technician

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. NJCU is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 10,000 students.

New Jersey City University's Title V Hispanic Service Institution Grant announces an opening for a Multimedia Technician.

The Multimedia Technician will provide technical support for installation, testing, configuration, deployment, management, monitoring and troubleshooting for small computer facility/lab. Research and test new software. Aid in the development and refinement of web and classroom based multimedia instructional material; and assist faculty in effective use of software applications.

Required experience should include working knowledge of and experience with computer operating systems, hardware, and software for PCs. Understanding of network infrastructure (LAN/WAN) concepts and TCP/IP networking. Strong verbal and written communication skills. Preferred experience should include familiarity with Blackboard's CourseInfo and WebCT and web based application design (HTML, Javascript, VBScript, Java). Bachelor's Degree in Computer Science or related field preferred.

***Salary will be commensurate with experience.* Cut off date for resumes: October 10, 2000.**

Forward resume and cover letter to:

David F. Trujillo
Director of Grants and Sponsored Programs
New Jersey City University, 2039 Kennedy Boulevard
Room S330 Jersey City, NJ 07305
Or e-mail to Dtrujillo@njcu.edu.

All e-mailed resumes must be received as an attachment. Information about the University may be obtained electronically at www.njcu.edu.

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

SPANISH

Adjunct position in Spanish for Spring, 2001, to teach one course in beginning Spanish language. MA required. Letter, dossier, and 3 letters of recommendation to **John P. Gabriele, Chair, Department of Spanish, The College of Wooster, Wooster, OH 44691 by October 20, 2000.**

The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation.

The College of Wooster is an Equal Opportunity, Affirmative Action Employer.

PRESIDENT
FULTON-MONTGOMERY COMMUNITY COLLEGE

A comprehensive community college with approximately 1900 students enrolled in credit courses and another 3,000 in non-credit programs, FMCC is a unit of the State University of New York with an annual budget of approximately $12.5 million. FMCC is located 40 miles northwest of the state capitol, Albany. The College enjoys a high profile in the region with a growing reputation for its academic programs and increased technological capabilities. Additional information about the College can be found at http://www.fmcc.suny.edu.

The Board of Trustees seeks an experienced leader committed to educational excellence and a collaborative management style who also has outstanding skills in working with external communities. The successful candidate must be a person of high energy and integrity, with an understanding of the impact of technology on all aspects of educational operations, experience in fiscal management, a commitment to student success, a record of resource development, and an appreciation for the college's role in community and economic development. The successful candidate will also be expected to work cooperatively with the State University of New York system.

For more information on the College, a full Presidential Profile and details on application procedures contact:

Dr. Anna Weitz, Chair of the Search Committee
Vice President of Student and Community Services
Fulton-Montgomery Community College
2805 State Highway 67
Johnstown, New York 12095
Telephone: (518) 762-4651 ext. 8101
E-mail: aweitz@fmcc.suny.edu

Review of applications cannot be guaranteed after October 20, 2000. The College is an Equal Opportunity Employer and encourages applications from women, minorities, the disabled and members of protected classes.

A Gold Hill Associates Search

PRESIDENT
MT. HOOD COMMUNITY COLLEGE

[illegible] of Education of
[illegible] Community College
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WICHITA STATE UNIVERSITY

ASSOCIATE DEAN FOR ADMINISTRATION

The Wichita State University Libraries seeks applications and nominations for the position of Associate Dean for Administration. The successful candidate will become a member of the Libraries' senior planning and management team and shares in leadership responsibilities of the Libraries with the Dean and the Associate Dean for Information Services. The incumbent in the position must be a flexible, innovative, and experienced individual who will strengthen key fiscal, fund-raising, human resources, and assessment programs of the Libraries and who can work collaboratively with senior library administration, library divisions, units, and departments, the library faculty, and external clientele.

Responsibilities: Reporting to the Dean of University Libraries, the Associate Dean for Administration assumes responsibility for budget administration and assisting the dean with budget management and general library operations. Designs and directs operational activities related to budget preparation, analysis, accounting/monitoring, and purchasing; human resources administration and development, including training, compliance with Federal, State and WSU requirements, appropriate classification for non-faculty personnel; facilities administration to ensure a safe and pleasant environment that supports work and study; assessment activities/ statistical reporting; grants writing and contracts. Establishes and maintains effective relationships as appropriate with the institution's administrative offices, with external vendors, and contractors. Participates in strategic planning, top-level decision making processes, and works collaboratively with senior library administration, library divisions, departments, and units to accomplish their goals. May represent the Libraries and the Dean on major institutional task forces and committees in key areas of responsibility. Major new initiatives in which incumbent will play a key role include redesign of the Libraries' budget structure, developing human resources programs and initiatives, and leading the Libraries' grants writing team.

Qualifications: Master's degree from an ALA accredited program; additional graduate degree in a relevant area of expertise, significant experience may be substituted for a second graduate degree; at least five year's of increasingly responsible and successful experience in the following 3 major areas of responsibility (budget management, personnel management, assessment), preferably in a medium size or large academic library or large public library. Broad understanding of standard practices and evolving trends and issues in human resources, facilities planning, financial planning, and assessment. Substantial managerial and supervisory experience. Familiarity with current issues and trends affecting academic libraries and their institutions. Commitment to diversity/successful experience working with diverse populations. Some knowledge of grant writing. Evidence of highly effective analytical, written and oral communication, interpersonal, and problem solving skills. Evidence of scholarship and service credentials commensurate for appointment with faculty rank.

Salary and Benefits: Minimum salary $61,000. Salary and faculty rank negotiable, depending upon qualifications and experience. A tenure-earning faculty position. Excellent fringe benefits including TIAA/CREF, Blue/Cross/Blue Shield, Long-term care insurance, SRAs, and HMO. 22 days annual leave.

The Environment: Wichita State University is one of three research institutions in the state university system of Kansas. Supporting 104 undergraduate and master's degree programs, 10 doctoral programs, and the National Institute for Aviation Research (NIAR), WSU functions as the urban research university with a strong emphasis in engineering, business, public health, liberal arts and sciences, and the fine arts. The library system is currently comprised of the main library and 2 branches, containing a collection of 1.2 million volumes, 15,000 serial subscriptions, more than 70 electronic databases, extensive archives, and 1,000,000 microformats. The Libraries are heavily engaged in collaborative electronic initiatives with the Kansas Regents Libraries and with the Kansas Digital Library Initiative.

Application: Deadline for receipt of applications: October 31, 2000. Send letter of application, resume, and the names, addresses and telephone number of three references to:

Kathy A. Downes
Chair, Search Committee for Associate Dean
University Libraries
Wichita State University
Wichita, KS 67260-0068

WICHITA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER.

ILLINOIS
1867
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean, College of Veterinary Medicine

The University of Illinois at Urbana-Champaign invites nominations and applications for Dean of the College of Veterinary Medicine. Position requirements include a DVM or equivalent veterinary degree and demonstrated accomplishments that qualify the individual for tenure in a department within the College. Preferred qualifications include academic and research experience; excellence in administrative leadership; a commitment to equal opportunity; ability to lead the College in its academic responsibility as part of a nationally and internationally recognized land-grant university; and ability to relate to livestock, equine, companion animal and biotech industries. The Dean works closely with Campus and University administration; interacts with students, professional organizations, and leaders at local, state, and national levels; and plays a critical role in development of well-funded campus biotechnology initiatives. Full-time, 12-month appointment; salary and starting date are negotiable.

To insure full consideration, nominations and letters of interest (including vita) should be postmarked by November 15, 2000, and sent to:

Professor Robert Easter, Search Committee Chair
University of Illinois at Urbana-Champaign
601 East John Street
Champaign, IL 61820
Attention: Shirley Apperson
(Phone: 217 / 244-9483; Fax: 217 / 244-5639)

Affirmative Action/Equal Opportunity Employer

DEAN

BUSINESS DIVISION

(Search Reopened)

Reporting to the Vice President for Educational Affairs, the Dean is responsible for the organization and administration of an academic division that includes business administration and transfer and career programs in accounting, administrative office systems, business management, computer information systems and food service management.

QUALIFICATIONS: Requires a Master's degree in any of the disciplines included in the division (accounting, business, business education, computer information systems, etc.) as well as post-secondary teaching experience. Administrative experience and knowledge of the role of computers in the business curriculum are preferred. SUBMIT: Completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin October 24, 2000 and continue until the position is filled.

COLLEGE OF
LAKE COUNTY
[illegible] W. Washington St
[illegible] 60030

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THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

GRADUATE SCHOOL OF EDUCATION

The Rutgers University Graduate School of Education anticipates faculty vacancies in the following specializations (tenure-track) to commence September 1, 2001.

EDUCATIONAL MEASUREMENT AND EVALUATION: Educational measurement and evaluation with interests in large scale testing; expertise in and commitment to issues in PK-12 measurement. Research interests: Item response theory; equating; standard setting; program evaluation; or alternative forms of assessment. Open Rank. Contact: **J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.**

LANGUAGE EDUCATION: Language learning, pedagogy, and instruction; language teaching experience; research and program development in schools (PK-12). Research interests: English as a second language; teaching foreign languages; sociolinguistics; language and culture; or educational anthropology. Open Rank. Contact: **D. Strickland strickla@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.**

LITERACY/ENGLISH EDUCATION: Written composition, literacy curricula, and/or adolescent literature. Middle school and/or secondary English education background, commitment to teacher preparation and professional development. Research interests: Classroom learning; teaching; or pedagogy. Assistant Professor. Contact: **D. Strickland strickla@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.**

MATHEMATICS EDUCATION: Mathematics and education specialization; experienced mathematics educator (PK-12) with secondary mathematics background. Research interests: Students' cognition and learning; applications of technology for teaching and learning. Open Rank. Contact: **C. Maher cmaher@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.**

SCIENCE EDUCATION: Biological sciences and PK-12 science education; collaboration with researchers in scientific disciplines; technology applications for teaching and learning. Research interests: Instruction; learning; pedagogy; or curricular issues in biological sciences. Open Rank. Contact: **G. Pallrand pallrand@waksman.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.**

SOCIAL STUDIES EDUCATION: Social studies education (PK-12); strong background in American or world history and expertise in one of the social studies subjects. Research interests: Instruction; pedagogy; learning; or curricular issues in teaching history or social studies. Assistant Professor. Contact: **J. Giarelli giarelli@rci.rutgers.edu or W. Firestone wilfires@rci.rutgers.edu.**

TEACHER EDUCATION: Teacher preparation and continuing professional development for early and elementary education. Research interests: Learning to teach; pedagogy and instruction; educational applications of technology; student diversity and instruction; or multicultural education. PK-12 teaching experience preferred. Two Assistant Professors: Early Education, Elementary Education. Contact: **C. Weinstein csw@rci.rutgers.edu or L. Morrow lmorro@rci.rutgers.edu.**

SPECIAL EDUCATION: Instructional strategies for students with moderate/mild learning and behavioral disorders (PK-12). Research interests: Inclusion; collaboration; or instructional technologies for students with disabilities. Assistant Professor. Contact: **J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.**

COUNSELING PSYCHOLOGY: Counseling in multicultural schools (PK-12) and communities. Specialization in counseling psychology, counseling, counselor education or associated field. Licensed eligibility preferred. Research interests: School counseling; multicultural counseling; or assessment. Assistant Professor. Contact: **J. Smith jefsmith@rci.rutgers.edu or R. De Lisi delisi@rci.rutgers.edu.**

REQUIREMENTS: Doctoral degree from major research university. Evidence of research and scholarly achievement, commitment to a strong, productive, and externally funded research program; appropriate experience and commitment to excellence in teaching. Responsibilities include: Pursuing an active program of research supported by scholarly publications, excellent teaching at both undergraduate and graduate levels, and academic program development to include curricular integration of technology. Salary and rank commensurate with candidate's background and experience. Send cover letter, current vita, and three letters of reference no later than November 30, 2000 to:

GSE Search Committee
Rutgers University
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08901-1183

Rutgers University is an Affirmative Action/Equal Opportunity Employer

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TOWSON
UNIVERSITY

PRESIDENT

The Chancellor and Regents of the University System of Maryland invite nominations and applications for the position of President of Towson University. The new President will succeed Hoke Smith, who will retire on June 30, 2001, after 22 years of extraordinary leadership as Towson University's tenth President.

The President of Towson University is the chief executive officer of the institution responsible for all aspects of campus administration. The ideal candidate will be a distinguished leader who can articulate a compelling vision of academic excellence; effectively fundraise; strongly advocate for institutional resources; develop a strong sense of community with an appreciation of shared governance; demonstrate an unfaltering commitment to diversity; and actively foster an environment of intellectual pursuit and personal growth for students, faculty and staff. The President is responsible to the Regents and Chancellor of the University System of Maryland (USM) and operates in accordance with policies and procedures established by the USM Board of Regents.

Founded in 1866, Towson University is situated on a 328-acre setting in the beautiful suburban community of Towson, Maryland, just north of Baltimore and 45 miles from Washington D.C. Towson University is ranked seventh among the 65 regional public institutions in the north considered by U.S. News & World Report for its year 2000 America's Best Colleges issue. Based on academic reputation alone, it ranks second.

As the Baltimore area's largest university and Maryland's largest comprehensive university, Towson plays a vital role in the educational, economic, and cultural life of Balitmore, the State of Maryland, and the Middle Atlantic Region. Towson University enjoys a strong regional and national reputation for quality undergraduate education in the liberal arts and sciences, fine and performing arts, and in professional programs in business, education, and the health professions. Its student body of 16,000 works closely with a distinguished full-time faculty. Towson University continues to expand its degree programs at the undergraduate and graduate levels, and will soon accept candidates for its first-ever applied doctoral degrees.

A complete application should include a letter of interest, curriculum vitae or resume, and a brief statement of philosophy of leadership in education. For best consideration, please send materials no later than October 13, 2000. Applications, nominations, inquiries, and expressions of interest should be forwarded, in confidence, to:

Gerard J. Gaeng, Esquire
Chair
Presidential Search Committee
Towson University
8000 York Road
Towson, MD 21252

or to:

Allan W. Ostar, Senior Consultant or
Ronald S. Stead, Senior Consultant
Academic Search
1717 K. Street, N.W., Suite 210
Washington, D.C. 20036
(202) 332-4049
Fax: (202) 234-7640

Towson University is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commiment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply.

For more information about Towson University, please visit our website, www.towson.edu or e-mail us at presidentialsearch@towson.edu.

ASSISTANT COMMISSIONER FOR PARTICIPATION & SUCCESS

The Texas Higher Education Coordinating Board seeks to fill a senior position to help carry out a new plan to close the gaps in participation and success in higher education across the state and between Texas and other states, and build an educated work force through effective collaboration among P-16 education, business, and other organizations. This position requires creativity, leadership, knowledge, and the translation of the Board's participation and success goals into results.

The Coordinating Board is Texas' higher education agency, responsible for state-level coordination and planning of public higher education; working with the Governor, Legislature, and institutions for its improvement; establishing policies for the efficient use of the state's higher education resources; and administering many of the state's higher education programs, including those for student financial aid.

The Assistant Commissioner for Participation & Success is responsible to the Commissioner of Higher Education and the Deputy Commissioner for matters related to participation and success across all levels of higher education. Minimum qualifications for the position are: Master's, doctoral, or professional degree from an accredited senior college or university. Significant and successful administrative and supervisory experience, including strategic planning, management of human resources, and fiscal oversight; and excellence in written, oral, and interpersonal communication; demonstrated expertise in educator preparation and improvement, and in building participation and success of underrepresented groups in education.

Salary - $31,140 - $98,004 annually

APPLICATIONS ACCEPTED UNTIL FILLED

PROPOSED STARTING DATE - As soon as possible, no later than January, 2001

Submit required State of Texas Application form to:

Texas Higher Education Coordinating Board
P. O. Box 12788
Austin, TX 78711

Please visit our website at **www.thecb.state.tx.us** or phone **512-427-6190** to request a full job description or a State of Texas Application Form.

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

St. Cloud State University invites nominations and applications for the position of Associate Vice President for Academic Affairs. Anticipated starting date: July 1, 2001.

Responsibilities and Qualifications are available online at
Http://condor.stcloudstate.edu/~affact/NOVTODAY.html

Nominations and applications should be addressed to: **Dr. Suzanne Williams, Vice President for Academic Affairs, St. Cloud State University, 720 4th Avenue South, St. Cloud, MN 56301-4498. Fax No. (320) 654-5292.** A complete application consists of a letter of application specifically addressing the responsibilities and qualifications; a resume; and names, addresses and phone numbers of 3-5 current references who can specifically comment on the candidate's abilities, experience and professional preparation. Candidates may be asked to submit additional application materials. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s) if available. To ensure full consideration, complete application must be received by November 3, 2000. Postmarks will not be accepted.

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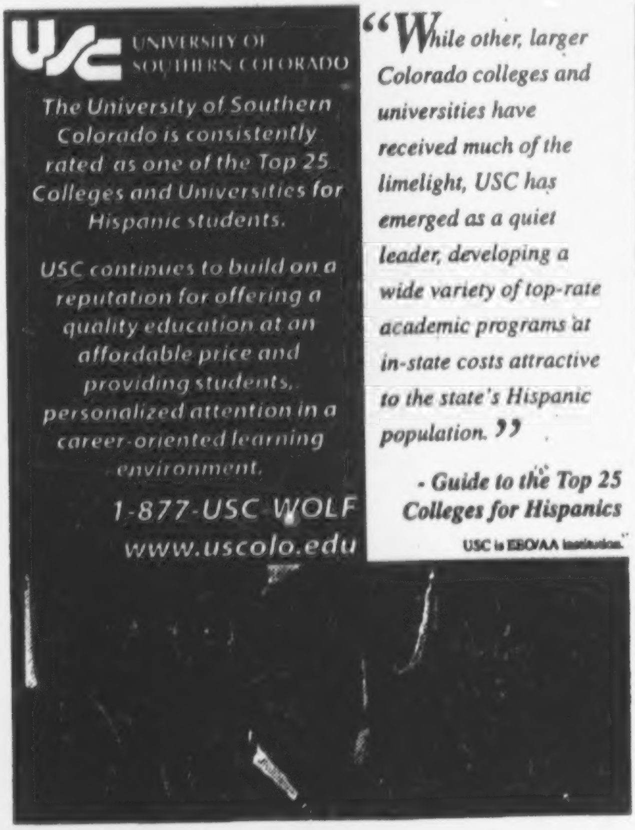
SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, GLBT, women and persons with disabilities.



USC UNIVERSITY OF SOUTHERN COLORADO

The University of Southern Colorado is consistently rated as one of the Top 25 Colleges and Universities for Hispanic students.

USC continues to build on a reputation for offering a quality education at an affordable price and providing students, personalized attention in a career-oriented learning environment.

1-877-USC WOLF
www.uscolo.edu

"While other, larger Colorado colleges and universities have received much of the limelight, USC has emerged as a quiet leader, developing a wide variety of top-rate academic programs at in-state costs attractive to the state's Hispanic population."

- Guide to the Top 25 Colleges for Hispanics

USC is EEO/AA institution.

MINNESOTA STATE UNIVERSITY
MANKATO

Assistant Registrar

Responsibilities: This position is responsible for areas of the Registrar's Office which monitor and support degree completion; specifically graduation evaluation, academic standards, and academic advising.

Qualifications: Master's degree is required with three years of progressive experience in a Registrar's Office, Admissions Office, academic advising office or related experience. Demonstrated ability to understand, interpret and implement academic policies, NCAA policies, and Federal/Sate laws. For a complete job description, see www.mnsu.edu (Academic & Administrative Job Postings).

Salary: Commensurate with qualifications; excellent benefit package ($33,839 minimum). Application Deadline: November 1, 2000. Date of Appointment: February 1, 2001, or negotiable.

Application: Submit a letter of application, resume and the names, addresses and phone numbers of three professional references to:

Assistant Registrar Search Committee Chair
Minnesota State University, Mankato
132 Wigley Administration Center
Mankato, MN 56001

AA/EEO

Bowling Green State University

Dean of Firelands College

Fall 2000

Bowling Green State University seeks applications and nominations for the position of Dean of Firelands College, one of the seven academic colleges of the University. Located in Huron, Ohio, 62 miles east of Bowling Green, the mission of Firelands College is to offer high quality associate level programs, as well as select baccalaureate and master's programs, while being responsive to the needs of the region. With an enrollment of approximately 1300 students, the College also offers a full spectrum of continuing and professional education courses and is expanding customized training and distance learning components. For more information, visit our web site at: **www.firelands.bgsu.edu.**

Major responsibilities: The competitive candidate will possess the vision, skill, and motivation to lead this dynamic college in its academic growth and expansion. The Dean of Firelands College is the chief academic and fiscal officer and is responsible for all academic and support programs. All faculty, administrative staff, and classified staff of the Firelands Campus (including the offices of admissions, financial aid, registration and records, student services, technology support services, teaching and learning center, budget and operations, development, and college relations) report to the Dean. As one of the academic Deans, this individual is administratively responsible to the Provost and Vice President for Academic Affairs at Bowling Green State University. The Dean will be expected to: 1) provide leadership in maintaining and expanding its own academic programs as well as those in cooperation with the other colleges at BGSU; 2) effectively manage the comprehensive operations of the Firelands Campus; and 3) maintain and enhance existing community relationships.

Minimum qualifications: The curriculum vitae must clearly evidence: 1) an earned doctorate or equivalent terminal degree; 2) tenured status; 3) eminent qualifications for rank of full professor; and 4) a minimum of three years in leadership roles in higher education.

Preferred qualifications: The successful candidate will also demonstrate: 1) knowledge of or experience in a multi-campus administration; 2) ability to address the needs of diverse constituencies; and 3) development experience.

Application process: Applications, including: 1) cover letter; 2) current curriculum vitae; and 3) the names, addresses and telephone numbers of five references, should be postmarked by October 23, 2000. Screening of applicants will begin immediately. References will be treated in a confidential manner and will not be contacted until advanced stages of screening. Applications should be sent to:

Dr. Ernest Savage
Chairman of the Search Committee
c/o Dr. Carol Engler
Executive Assistant to the Provost
Office of the Provost and Vice President for Academic Affairs
230 McFall Center
Bowling Green State University
Bowling Green, OH 43403
Phone: (419) 372-2915

BGSU is an Affirmative Action/Equal Opportunity Employer and encourages applications from women, minorities, veterans, and persons with disabilities.

ST. LAWRENCE UNIVERSITY

The oldest continuously coeducational institution of higher learning in New York State, educating students of the region, the nation, and the world.

St. Lawrence University, chartered in 1856, is an independent, private, non-denominational university whose mission is to provide an inspiring and demanding undergraduate education in the liberal arts to students selected for their seriousness of purpose and intellectual promise. The University's 2100 students come from 35 U.S. states and 21 countries. Located halfway between the high peaks of the Adirondack Mountains and the national capital of Canada, Ottawa, the University provides unparalleled access to outdoor recreation and international social and cultural opportunities.

St. Lawrence University offers a unique learning environment providing 35 majors, 32 minors, 3 graduate programs in Education, and 12 interdepartmental programs, including a nationally recognized First Year Program, taught by 163 full-time faculty. St. Lawrence is in the midst of an educational renaissance, with ambitious academic initiatives, designed to maximize learning, and with major facilities improvements, supported by a $130 million capital campaign, that provide expanded resources for undergraduate learning.

ST. LAWRENCE UNIVERSITY INVITES APPLICATIONS AND NOMINATIONS FOR THE FOLLOWING POSITIONS. ALL FACULTY POSITIONS ARE FOR APPOINTMENT FOR THE FALL 2001 SEMESTER, or as noted.

Complete position descriptions can be found on the St. Lawrence University website
www.stlawu.edu/equity:http/job.html.

FACULTY POSITIONS:

Computer Science	Specialization open -tenure track
Education (primarily graduate level teaching position)	
	Educational Administration-tenure track
English	18th Century Literature-tenure track
Environmental Studies	Sustainable agriculture or energy - one year
Fine Arts	Asian Art Historian-tenure track
Gender Studies	American government and Gender Studies- position available January 2001, but will consider candidates available as of Fall 2001
Geology	One tenure track position in any two of the following: Geomorphology, hydrogeology, oceanography, paleoclimatology, climate/global change
Global Studies	Arts and Culture-tenure track
Government	American government and Gender Studies-position available January 2001, but will consider candidates available as of Fall 2001
Graduate Fellows	Jeffrey Campbell Graduate Fellows – renewable one year appointments/discipline open
History	Early modern European History - specialization in Iberia and Latin America-one year
Mathematics	Computer Science-tenure track Statistician-tenure track Specialization open-one year
Modern Languages	Spanish-one year Japanese-one year
Music	Music/sound technology-one year
Physics	Physics and biophysics and to direct senior research projects in biophysics-one year, renewable to three years
Psychology	Clinical/counseling psychologist-tenure track Social psychologist-one year, renewable to three years
Religious Studies	South Asian religions and/or Islam-one year, renewable
Sociology	Development, political economy, comparative historical methods-tenure track

ADMINISTRATIVE STAFF POSITIONS
The searches for these staff positions are in process.

Vice President for Information Technology

Alumni & Parent Programs—Assistant Director
Chaplain
Major Gifts- Director of Donor Relations
Sport & Leisure Studies—Assistant Athletic Trainer (Club/Intramural Sports)
Upward Bound—Director

Complete position descriptions can be found on the St. Lawrence University website
www.stlawu.edu/equity:http/job.html.

St. Lawrence University is an Affirmative Action/Equal Employment Opportunity employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

This advertisement provides information accurate as of 9/18/00.
Consult the St. Lawrence University website for updated information.

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THE COLLEGE OF

WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

ASSISTANT REGISTRAR

The College of Wooster invites applications for the position of Assistant Registrar. This is a new position, reporting to the Registrar, with primary responsibility for providing technical support to the Registrar's Office. The Assistant Registrar will develop, maintain, and use the registration modules of an integrated student information system and play a key role in the development of a new campus web-based Intranet information system. The position will assist the Registrar with institutional research and reporting and supervise the Office in the absence of the Registrar.

Qualifications: A bachelor's degree with at least one year of experience working within a higher education setting are required. Database management expertise, experience with p.c. software, and knowledge of higher education technology applications are important. Good communications and research skills are essential. Experience with the SRN software system, knowledge of higher education issues, and experience in a Registrar's Office are preferred.

Submit a letter of application, resume and contact information for three professional references to **Glenn Davis, Registrar, The College of Wooster, 1189 Beall Avenue, Wooster, OH 44691-2363.** Review of applications will begin on **October 20, 2000.**

The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation.

The College of Wooster is an Equal Opportunity, Affirmative Action Employer.

VICE PRESIDENT FOR BUSINESS AND FINANCE

OAKTON
Community College

Des Plaines and Skokie, Illinois

OAKTON COMMUNITY COLLEGE is a dynamic, comprehensive community college with two campuses serving the North Shore suburbs of Chicago. The College is known for its academic innovations, commitment to serving students and solid financial position. With an annual budget of $60 million and an enrollment of 20,000 headcount/7,000 FTE students, Oakton is seeking candidates to fill the position of Vice President for Business and Finance. After nearly 30 years of distinguished service, the retirement of the current vice president provides an excellent opportunity for someone who is an innovative leader and who will continue a strong tradition of excellence.

The Vice President for Business and Finance plans, organizes, directs and oversees the functions of the business and finance areas of the College, including Accounting Services, Business Services, Facilities Operation and Construction, and Public Safety. The vice president prepares, directs, and manages the annual college budget; conducts periodic review of long-range capital and strategic plans; prepares special financial and statistical reports; and promotes the College within local, regional, state, and national organizations. The vice president will act as a principal advisor to the president in the policy, planning and operation of the College and serve as college treasurer.

The successful candidate will have a bachelor's degree in a business-related discipline and six years of experience in higher education or a closely related employment setting. A master's degree or CPA certificate and previous business management experience in Illinois community colleges are desirable.

To apply, submit your résumé and cover letter to:
Oakton Community College, Human Resources
1600 E. Golf Road, Des Plaines, IL 60016-1268
(847) 635-1675, fax: (847) 635-1764, e-mail: *admsearch@oakton.edu*

Nominations may be submitted to President Margaret Lee at the above address or via e-mail to *plee@oakton.edu.*

Additional information about Oakton can be found at www.oakton.edu.

Confidential screening of applicants will begin Oct. 23, 2000 and will continue until the position is filled. Preferred starting date is April 2, 2001. -EOE-

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How Easy Can It Get?
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

PRESIDENT

Southern Oregon University
Ashland, Oregon

SOUTHERN
OREGON
UNIVERSITY

The Oregon State Board of Higher Education invites nominations and applications for the position of President of Southern Oregon University (SOU). As chief executive officer of the University, the President reports to the Chancellor of the Oregon University System (OUS) according to policy set by the Board. The appointment will be effective July 1, 2001.

Preferred Qualifications

- An earned doctorate, appropriate terminal degree, or extraordinary accomplishment in one of the major academic areas offered at SOU.
- Excellent record of leadership relevant to managing a university.
- Commitment to higher education as an open exchange of ideas promoting the growth of the University community for the advancement of society.
- Dedication to an open and participatory style of institutional decision making, shared governance, and communication.
- Significant capacity for and achievement in legislative and philanthropic advocacy.
- Demonstrated commitment to multiculturalism and diversity in the curriculum and all aspects relevant to the University teaching, administration, and culture, as well as achievement in affirmative action and equal educational and employment opportunities.
- Experience with the development and nurturing of alliances and partnerships that link a university's academic resources to its region.
- Ability to maintain positive relationships for the University by effectively interacting with students, faculty, staff, alumni, business leaders, legislators, and the broader community.
- The necessary vision and presence to continue the University's pursuit of excellence and innovation.

Applications

To assure full consideration, nominations and applications should be received no later than November 13, 2000. All nominations, inquiries, and applications will be held in the strictest confidence. Applicants should submit a detailed cover letter explaining how their experience relates to the criteria for the position. In addition, applicants should enclose a complete curriculum vitae and the names of three current references. Address all materials to:

Mr. William H. Williams, Chair
Presidential Search Committee
Southern Oregon University
1250 Siskiyou Boulevard
Mail Services Box 26
Ashland, Oregon 97520
Phone: 541-552-6324
Fax: 541-552-6337

For more information, visit www.sou.edu/pres/search.

Southern Oregon University is an affirmative action/equal opportunity employer committed to the development of an inclusive, multicultural community

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AMHERST COLLEGE

DIRECTOR OF THE QUANTITATIVE SKILLS CENTER

Amherst College seeks candidates for the position of Director of the Quantitative Skills Center. This new full-time, full-year position reports jointly to the Dean of Students and the Dean of the Faculty. Working closely with faculty members in several academic departments, the Center provides academic support to students having difficulty in courses with significant quantitative content. The Director has overall responsibility for coordinating the activities of the Center, for developing new programs and monitoring their efficiency, and for training and supervising the staff of the Center, including the Quantitative Fellow and a group of student tutors, appointed upon recommendation by faculty members. This is a renewable three-year appointment.

Specific responsibilities will include: hire, train and supervise a corps of student tutors; create and administer diagnostic exams to identify students at risk; conduct presentations, at the request of faculty in individual courses, on specific issues such as logarithms, probability, balancing chemical reactions, how to read graphs and the like; develop short non-credit courses on quantitative issues and study skills; and help to administer the Summer Science Program for entering first-year students. Additional responsibilities: maintain a close and continuing relationship with students at risk and monitor their progress; maintain close relationships with and support the work of student groups such as the Charles Drew Premedical Society and Amherst Women in Science; work with the Orientation Committee to develop presentations during Orientation on relevant issues; work to develop new programs to assist students in need; and assist in the periodic assessment of the effectiveness of the programs of the Center.

Qualifications: advanced degree in a mathematical or scientific discipline; substantial experience teaching in a mathematical or scientific discipline; and significant experience working with students at risk of having difficulty with quantitative subject matter. Formal training in the pedagogical issues involved in providing such academic support is highly desirable, as is the sensitivity required to work with diverse constituencies such as faculty, deans and students at risk.

Applicants should submit a current resume and a letter describing their experience relevant to this position and tentative plans for working with Amherst faculty to develop a program for enhancing quantitative skills for all students, but particularly for those at risk. Candidates should also provide the names and contact information for three references. Please send all application materials to: **Director of the Quantitative Skills Center Search, Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on October 16, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

CAL STATE FULLERTON

Division Head

Division of Child, Family and Community Service
College of Human Development
and Community Service

CALIFORNIA STATE UNIVERSITY, FULLERTON

The College of Human Development and Community Service is accepting applications for the position of Division Head for the Division of Child, Family and Community Service. The College seeks a dynamic individual with outstanding leadership qualities who can work effectively with the departments in the division: Child & Adolescent Studies, Counseling, Human Services, and Nursing. The Division Head is responsible for working with the Department Chairs to assure continuous quality enhancement of the programs of the division.

POSITION DESCRIPTION

The Division Head is a tenure track faculty position reporting directly to the Dean of the College of Human Development and Community Service. Tenure will be associated with one of the departments in the division. Working in consultation with the department chairs, this individual will coordinate the budget, course scheduling, faculty contracts, student admissions, and other division operations. The individual oversees the Center for Professional Preparation which includes academic advisement and fieldwork coordination, supervises the clerical and other staff support in the division, and represents the division to accreditation agencies. The Division Head maintains and promotes necessary campus and community liaisons that pertain to the departments in the division and assumes additional duties as assigned.

QUALIFICATIONS

The successful candidate will have a demonstrated record of excellence, a record of working collaboratively; an earned doctorate in one of the areas/departments in the division from an accredited institution; appropriate evidence of quality scholarship, research and publications; successful university-level teaching experience in related area; experience in academic administration; and some familiarity with instructional technology. Evidence of strong interpersonal skills and experience in working with diverse populations is essential.

SALARY

Commensurate with experience and qualifications.

Application Procedure

Applicants should provide a letter of application listing qualifications and expertise for the position, a current vita, a brief statement of administrative philosophy and vision, at least three and not more than five recent letters of reference that directly address this position, and other support materials as appropriate. Review of applicants will be begin on October 16, 2000, but applications will be accepted until the position is filled. Materials should be submitted to:

Chair, Division Head Search Committee
Division of Child, Family & Community Service
College of Human Development
and Community Service
P.O. Box 6868
Fullerton, CA 92834-6868

For further information, visit our web site at
hdcs.fullerton.edu

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success Through Diversity and Equity.

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CENTRAL MICHIGAN
UNIVERSITY

College of Education and Human Services
Mt. Pleasant, MI 48859

General Information: Central Michigan University is a comprehensive state university with 800 faculty and an ongoing campus enrollment in excess of 18,000 students. Offering undergraduate, master, specialist, and doctoral programs, CMU's 854 acre main campus is located in Mt. Pleasant, Michigan, a town of about 25,000 in the heart of Michigan's Lower Peninsula, 66 miles north of Lansing.

The College of Education and Human Services consists of five academic departments (Counseling and Special Education; Educational Administration and Community Leadership; Human Environmental Studies; Recreation, Parks, and Leisure Services Administration; and Teacher Education and Professional Development); numerous centers and special programs (e.g., Charter Schools, Michigan Schools in the Middle, Center for Leisure Services); 160+ faculty/staff; and about 4000 students.

The College of Education and Human Services welcomes and requires applications from individuals holding appropriate doctoral degrees from accredited institutions. ABD may be considered in specified situations. The college strives to enhance its diversity, reputation for teaching, scholarship, and service and enjoys the development of a strong sense of community. Salary and benefits are competitive.

All positions are Assistant Professor and tenure track unless otherwise noted. Tenure-track faculty are expected to teach between 9 and 12 credit hours; complete scholarly work, research, and pursue grant funding; advise undergraduate and graduate students; perform service and continue professional development. All faculty in Education and Human Services are expected to be engaged actively in their professional fields and, when appropriate, PK-12 schools. Positions in education departments require at least three years successful PK-12 classroom teaching experience or equivalent. Send inquiries or letter of application, including current vitae and list of at least three references, including their e-mail addresses, as listed below. Review of credentials begins November 1, 2000 and all positions start August 2001 unless otherwise specified. Additional information about the university, the college, and academic departments can be found at www.cmich.edu and www.ehs.cmich.edu

COUNSELING AND SPECIAL EDUCATION

Assistant Professor or Instructor, Special Education- Two-year appointment, contingent upon annual review. Primary responsibilities include: undergraduate and graduate teaching and field supervision. Additional Qualifications: degree in special education or related discipline (ABD or Master's considered); expertise in the field of mild/moderate disabilities; commitment to field-based supervision; special education teaching endorsement. Background in multicultural education preferred. Rank commensurate with education and experience.

Assistant Professor, Special Education- Primary responsibilities include: undergraduate and graduate teaching, advising, supervising research, active scholarship, and university service. Additional Qualifications: earned doctorate in special education (ABD considered); expertise in the field of mild/moderate or severe disabilities; commitment to field-based supervision; special education teaching endorsement. Prefer expertise in assessment.

Assistant or Associate Professor, Special Education- Primary responsibilities include: undergraduate and graduate teaching; advising, supervising research; active scholarship; university service. Rank commensurate with education and experience. Additional Qualifications: earned doctorate in special education or related discipline; expertise in the field of mild/moderate or severe disabilities; commitment to field-based supervision; previous experience working with educational issues related to individuals with disabilities. Evidence of successful teaching; scholarship and service. Prefer expertise in one or more of the following: multicultural education, assessment, and assistive technology. **Apply to Ms. Susie J. Harper, Administrative Assistant, Central Michigan University, Counseling and Special Education, 208 Rowe Hall, Mt. Pleasant, MI 48859. Phone: (517) 774-3205. E-mail: Susan.Carol.Harper@cmich.edu.**

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Early Childhood- Primary responsibilities include: teach undergraduate and graduate early childhood education courses or related courses, advise students, maintain scholarly productivity in research, publications and presentations at professional meetings, maintain an active schedule of personal professional development, and provide service to the university and K-12 schools and districts. Additional Qualifications: at least 3 years teaching experience in grades PK-3, teaching experience at the college or university level, ability to enhance teaching using appropriate technologies, ability to conduct research relevant to early childhood education, and evidence of scholarly contributions to the field of education.

Middle Level Educator- Primary responsibilities include: teach undergraduate and graduate middle level education courses, advise students, maintain scholarly productivity in research, publications and presentations at professional meeting, maintain an active schedule of personal professional development, and provide service to the university and K-12 schools and districts. Additional Qualifications: at least 3 years teaching experience in grades 5-8 in a middle level school, teaching experience at the college or university level, ability to enhance teaching using appropriate technologies, ability to conduct research relevant to middle level education, and evidence of scholarly contributions to the field of education.

Reading- Primary responsibilities include: teach undergraduate and graduate reading courses in elementary and secondary education, advise students, maintain scholarly productivity in research, publications and presentations at professional meeting, maintain an active schedule of personal professional development, and provide service to the university and K-12 schools and districts. Additional Qualifications: teaching experience at the college or university level, ability to enhance teaching using appropriate technologies, ability to conduct research relevant to reading, and evidence of scholarly contributions to the field of education.

Student Teaching- (Three positions.) Primary responsibilities include: supervise undergraduate and graduate students in one of the following areas: Grand Rapids, Bay City/Midland/Saginaw, or Wayne County, advise students, maintain scholarly productivity in research, publications and presentations at professional meeting, maintain an active schedule of personal professional development, and provide service to the university and K-12 schools and districts. Additional Qualifications: student teaching supervision experience at the college or university level, ability to enhance teaching using appropriate technologies, ability to conduct research relevant to clinical and field experiences, and evidence of scholarly contributions to the field of education.

Apply to: Search Committee, Central Michigan University, Teacher Education and Professional Development, 208 Ronan Hall, Mt. Pleasant, MI 48859

HUMAN ENVIRONMENTAL STUDIES

Department Chair- Anticipated start date is July 1, 2001. The successful candidate is expected to be a strong advocate for the department, able to represent its individual and collective strengths, thus serving as an effective conduit between the department and university administration. Department areas are: human development and family studies, design and merchandising, and foods and nutrition. The chairperson will provide leadership for faculty to conduct applied research consistent with a doctoral intensive institution. Responsibilities for teaching and scholarly activities depend upon the unique strengths, interests, and goals of the successful

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candidate. Rank and salary are negotiable dependent upon experience and qualifications. Additional Qualifications: terminal degree (with at least one degree in a related area), experience and qualifications appropriate for rank as Associate or Full Professor, experience in academic innovation and leadership, successful interpersonal and organizational skills. Preferred qualifications: commitment to diversity and global perspectives, recent teaching competence and professional productivity in areas relevant to department, success in securing funding for scholarship, teaching and service activities, active participation in professional organizations, and experience in one or more of the following: multidisciplinary unit, budget management, program development, technological systems, and higher education learning methods. Review of applications will begin December 1, 2000. Send a letter of application and vitae, along with: 1) the applicant's administrative philosophy, 2) a brief vision for this multidisciplinary department, 3) leadership abilities, and 4) teaching, research, and service experience. Three letters of reference should be sent under separate cover directly to the search committee. **Apply to Janis M. Voege, PhD., Chair, HEV Chair Search Committee, Department of Human Environmental Studies, 215 Wightman Hall, Central Michigan University, Mt. Pleasant, MI 48859. Phone: (517) 774-3458 Fax: (517) 774-2435. E-Mail: Janis.M.Voege@cmich.edu**

Nutrition/Dietetics- Primary responsibilities include: teaching undergraduate and graduate courses in human nutrition, advising, conducting research, and participating in departmental, university, and professional activities. Additional Qualifications: earned doctorate in human nutrition or a related field, evidence of teaching effectiveness at the university level, evidence of scholarly/creative competence. Desired qualifications include: registered dietitian status; experience in community nutrition, and/or food service, and/or food science, and/or clinical nutrition is desired, computer mediated instruction and/or distance learning experiences. Apply to **Jack Logomarsino, Ph.D., R.D., Chair, Nutrition/Dietetics Search Committee, Department of Human Environmental Studies, 205 Wightman Hall, Central Michigan University, Mt. Pleasant, MI 48859. Phone: (517) 774-2004 Fax: (517) 774-2435. E-Mail: Jack.Logomarsino@cmich.edu** Internet: www.nutrition.cmich.edu.

For more information about these positions, applicants are encouraged to visit the department's web page at http://www.ehs.cmich.edu/hev.

RECREATION, PARKS, AND LEISURE SERVICES ADMINISTRATION

Assistant or Associate Professor-Position is in the area of management and administration of outdoor recreation and adventure education. Teaching undergraduate and graduate courses, advising, research, university service, and professional involvement are primary duties. Additional Qualifications: Doctorate required, with at least one degree in the field, teaching experience, research competency, and professional experience in outdoor recreation and adventure education.

Associate or Full Professor-Position will focus on teaching in the areas of management, design, planning, and philosophy of recreation, parks, and leisure services. Teaching undergraduate and graduate courses, advising in commercial recreation, research, university service, and professional involvement are primary duties. Additional Qualifications: Doctorate required, with at least one degree in the field, teaching excellence, demonstrated research competency, and professional involvement.

Apply to: Dr. Dean Pybus, RPL Department, Central Michigan University, Mt. Pleasant, MI 48859. Phone: (517) 774-7310. E-Mail: Dean.Pybus@cmich.edu.

Recently classified by the Carnegie Foundation as a doctoral/research-intensive university, CMU is a growing student-focused university with opportunities for leadership and involvement for its entire team.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community see
http://www.cmich.edu/aaeo.html

DEAN
COLLEGE OF NATURAL SCIENCES

California State University, San Bernardino invites nominations and applications for the position of Dean of the College of Natural Sciences. The preferred starting date is September 1, 2001. Reporting to the Provost, the Dean is responsible for the academic and administrative leadership of nine departments within the College. These departments are Biology, Chemistry, Computer Science, Geological Sciences, Health Science and Human Ecology, Mathematics, Nursing, Kinesiology, and Physics. In addition, the Dean is responsible for representing the College to the University and its external constituencies. Candidates should have an earned doctorate in one of the disciplines in the College of Natural Sciences and be eligible for a faculty appointment at the rank of Professor with tenure. Some variation from these requirements may be made for individuals with an outstanding record of academic or administrative leadership. Candidates should possess:

- Successful administrative experience related to organizations and/or educational programs in university settings; including personnel and financial management;
- Commitment to excellence in teaching, research, and service;
- Excellent communication skills;
- Commitment to student achievement and faculty development;
- Understanding of and commitment to principles of shared governance;
- Understanding and appreciation of the disciplines within the College;
- A record of intellectual contributions to their discipline;
- Evidence of effective community involvement and leadership;
- Commitment to advancement of women and minorities;
- A commitment to successful development and fund-raising activities.

California State University, San Bernardino, a comprehensive regional university, is one of the fastest growing of the 23 State University campuses with approximately 15,000 students, 490 full-time faculty, and 52 undergraduate and graduate degree programs. The University consists of Colleges of Business and Public Administration, Education, Arts and Letters, Natural Sciences, and Social and Behavioral Sciences. Off-campus programs are offered at the Coachella Valley Center in Palm Desert. The University is situated 70 miles east of Los Angeles, offering easy access to beaches, mountain, and desert resorts. The rapidly expanding metropolitan area offers a wide variety of cultural and recreational opportunities. Housing costs average 30% below those of Los Angeles and Orange Counties.

The College of Natural Sciences has 110 faculty members and 2250 students and it offers 10 under-graduate degrees and four graduate degrees. The Dean oversees the College as a whole and each department, which consists of its own Chair, faculty, clerical and technical staff. Though distinct and in some cases physically separate, all departments interact closely in support of students, collaborative research, shared activities and common interests.

Compensation is competitive. Review of applicants will begin October 31, 2000 and continue until the position is filled. The applicant should submit a resume accompanied by the names, telephone and fax numbers, and e-mail addresses of three references to:

Office of the Provost
Chair, College of Natural Sciences Dean Search Committee
California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407

For more information about California State University, San Bernardino and the College of Natural Sciences see: **http://www.csusb.edu**

California State University, San Bernardino is an Equal Opportunity Employer, and has a strong institutional commitment to the principle of diversity in all areas. In that spirit, we are particularly interested in receiving applications from a broad spectrum of qualified people who are representative of the diversity in California, including individuals from culturally diverse backgrounds, women, individuals with disabilities, and Vietnam-era veterans. California State University, San Bernardino hires only those individuals who are lawfully authorized to accept employment in the United States.

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Dean
College of Science and Mathematics

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers 10 undergraduate degrees in more than 70 major areas of study and seven degrees at the master's and doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

With a faculty of 78 scholar/teachers and more than 1,500 students, the College of Science and Mathematics provides a rich variety of programs leading to the bachelor of science, master of science and doctor of education degrees. The College is organized into five departments. These are: Biology and Molecular Biology, Chemistry and Biochemistry, Computer Science, Earth and Environmental Studies, and Mathematical Sciences. The College is home to a number of other programs including the New Jersey School of Conservation, the Health Careers Program, the Center for Equity and Teaching Enhancement in the Reform of Mathematics and Science, and the Math/Science Consultation Service. Programs within the College provide a sound foundation for careers in industry, government, the health professions and teaching, as well as for post-baccalaureate studies in graduate or professional schools, including several unique articulation programs with the University of Medicine and Dentistry of New Jersey.

The dean, who is appointed by the president and reports to the provost/vice president for Academic Affairs, serves as the chief academic and administrative officer of the College. The dean will be regarded as an intellectual leader not only within the College, but across the campus and within the community as well. She/he will have the vision to identify and pursue new opportunities for the College and the intellectual strength to direct its growth and development within the framework of shared academic governance. The dean will be responsible for the administrative and fiscal management of the College, with special attention to the recruiting and development of faculty. She/he will be responsible for effectively representing the College to the campus, alumni and external communities, and provide leadership in the pursuit of the external resources required to augment State appropriations. The dean will be a key member of the University's senior leadership and will be imaginative in finding ways to advance the goals and objectives of both the College and the University, and fostering collaborations across the campus.

Qualifications: Each candidate should possess an earned doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of full professor in a department of the College. In addition, she/he should possess:

- a thorough understanding of current issues and future directions in the sciences and mathematics
- a commitment to excellence in teaching/learning, scholarship and research, and the application of knowledge
- a record of successful administration in higher education and a broad understanding of the trends in higher education
- a demonstrated record in the acquisition of external resources from government agencies, foundations, the corporate sector and/or private donors
- experience with instruction utilizing information technology and electronic access to information
- the ability to foster a collegial, collaborative work environment
- a commitment to maintaining and extending student and faculty diversity
- familiarity with a collective bargaining environment
- strong interpersonal communication and listening skills

Salary Range: Salary dependent upon qualifications

Starting Date: Open

Apply By: Review of applications for the dean of Science and Mathematics will begin immediately and continue until the position is filled.

Send Letter and Resume (include V-#) **to:** Dr. Dorothy Deremer, Chair, Search Committee, Montclair State University, Box C316—V-#085/HO, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

UWM
UNIVERSITY of WISCONSIN
MILWAUKEE

DEAN OF THE SCHOOL OF THE ARTS

The University of Wisconsin-Milwaukee (UWM) seeks nominations and applications for the position of Dean of the School of the Arts.

UWM, Wisconsin's premier urban research university, offers baccalaureate, masters, and doctoral degrees across 12 schools and colleges serving 23,000 students. The campus is located in an attractive setting near Lake Michigan, minutes from downtown Milwaukee.

The School of the Arts is an international center for professional training in dance, film, music, theatre, and visual arts, with an award-winning faculty of over seventy members. Recognition of the School's achievement is widespread, and it is presently in the midst of an important expansion on all fronts. The School of the Arts is not only a player on the international and national scenes but maintains a high profile in the local arena as well. Its commitment to promoting diversity in the arts includes teacher preparation and outreach.

The Dean will provide leadership for the School of the Arts and exercise responsibility for its academic and administrative operations, including its physical facilities, personnel, budget, and programs. The Deans areas of responsibility include programmatic development at undergraduate and graduate levels, outreach activities, performances and exhibits.

The position of Dean requires an appropriate advanced degree and a level of professional and scholarly experience that will make the candidate eligible for a position as a tenured full professor. The committee will consider candidates who demonstrate strengths in the following areas: a distinguished and continuing record as an artist/scholar in the visual, performing and/or media arts; a grasp of the cultural, aesthetic, educational, and technological issues in contemporary art, music, theatre, dance, and film; intellectual leadership and organizational skills that demonstrate the ability to administer a multifaceted arts program in a large urban university environment; a passionate advocacy of research and creative activities in the arts; a comprehension of and strong commitment to interdisciplinary activity in the arts and between the arts and the humanities; a strong commitment to advancing diversity; an ability to identify, stimulate, and support excellence in creative activity and teaching; an ability to meet the fundraising goals of a dynamic and expanding program; an ability to establish and deepen community and alumni relations; an understanding of the role of the School of the Arts and the University in the urban community; an understanding of and commitment to the University's system of shared governance; and an ability to develop and maintain rapport with the faculty, staff, and students of the School as well as with other administrators at UWM.

Applications must include a letter of interest, curriculum vita, and the names, addresses, and telephone numbers of five references. Initial screening of candidates will begin November 15, 2000 and will continue until a qualified candidate is selected. Submit nominations/applications to **Professor Merry Wiesner-Hanks, Chair, Search and Screen Committee for the Dean of the School of the Arts, Department of History, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, (414) 229-4529; Fax (414) 229-2435 or E-mail merrywh@uwm.edu**

UWM is an AA/EO employer.

A complete position description can be found at
http://www.uwm.edu/SOA

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Setting Precedence Everyday.

Provost

Purdue University invites nominations and applications for the position of Provost. As chief academic officer of the University, the Provost has key responsibilities for helping Purdue achieve its aspirations for continued excellence. The Provost reports to the President of the University.

One of the leading public universities in the nation, Purdue University is a comprehensive educational and research institution with its main campus in West Lafayette, Indiana – a community of 100,000 people known for its exceptional quality of life – and three regional campuses in Fort Wayne, Hammond, and Westville. Purdue has 67,000 students; 15,000 employees statewide, including 2,200 faculty; and a budget in excess of $1.1 billion. The University offers undergraduate, graduate, and professional degrees through its ten schools. Further information about Purdue is available at our Web site: www.purdue.edu.

The Provost works closely with the President in providing overall leadership for the University. The Provost directs the University's academic programs in teaching, research, and service and oversees the University Libraries, the University Computing Center, Student Services, and International Programs. Recruitment, hiring, and review of deans and heads are also among the Provost's responsibilities.

The successful applicant must have a distinguished record of academic accomplishments commensurate with that of a tenured professor in one of the University's departments; must have an understanding of the broad spectrum of academic programs in a research university like Purdue; must have a strong commitment to academic excellence and high quality programs of teaching, research, and service; and must have a commitment to the land-grant philosophy and the principles of diversity. Administrative experience in a complex academic organization and experience in strategic planning, program development, and fund-raising are preferred.

Purdue University is an equal opportunity/equal access/affirmative action employer and encourages the nomination and application of women and minority candidates.

To receive full consideration, nominations and applications should be received by October 10, 2000. Applications should include a letter addressing the applicant's relevant experience and qualifications and current curriculum vitae. Send nominations or applications to: Dr. Richard F. Borch, Chair, Provost Search Committee, Office of the President, Purdue University, 1031 Hovde Hall, Room 200, West Lafayette, Indiana, 47907-1031.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

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UNIVERSITY OF MISSOURI-COLUMBIA SINCLAIR SCHOOL OF NURSING FACULTY POSITION

Applications, inquiries, and nominations are invited for a tenure track position in adult health nursing. Senior faculty with established research programs and junior faculty with good research potential are strongly encouraged to apply. Applications from minority candidates are particularly invited. Position available: Fall 2001.

The faculty member appointed will be expected to perform a balanced profile of teaching in graduate and/or undergraduate programs, research and scholarly activities, and service. The successful candidate will provide leadership and contribute to the developing nursing research focus of the School of Nursing. Opportunities for interdisciplinary research and nursing practice. The successful candidate will also pursue funded research.

The University of Missouri-Columbia is a beautiful residential campus where the School of Nursing is an integral component of a major health sciences research university. The School offers Baccalaureate, RN-Baccalaureate, Master's, Post-Master's and PhD programs, with over 700 students.

Qualifications for the position include an earned doctorate in nursing or a related field with a graduate degree in nursing; experienced graduate educator; distinguished record of scholarship and grantsmanship suitable for senior faculty position; and demonstrated ability to work with interdisciplinary teams and mentor other nurse scientists. Professorial rank and salary are commensurate with qualifications.

Applications should include a curriculum vitae and the names and phone numbers of at least three references. Send letters of nomination and/or application to:

Marilyn Rantz, PhD, RN, FAAN
Search Committee Chair
S422 Sinclair School of Nursing
University of Missouri-Columbia
Columbia, MO 65211
573-882-0258 • 573-884-4544
rantzm@health.missouri.edu
School site:
www.muhealth.org/~nursing
Research site:
www.muhealth.org/~nursing/research/research.htm

An Equal Opportunity/ADA Employer

To request ADA accommodations, please contact our ADA Coordinator at (573) 884-7278, or adawww@showme.missouri.edu.

SPECIAL ASSISTANT TO THE PRESIDENT FOR INTERCULTURAL AFFAIRS

Loyola Marymount University, a Catholic comprehensive university in the Jesuit and Marymount traditions located in coastal Southern California, invites applications and nominations for the position of Special Assistant to the President for Intercultural Affairs. The University seeks a person who can help faculty, staff and students further develop our vision of LMU as an intercultural campus community, achieve the goals of our current programs, and create new initiatives, especially those that will link our multicultural and intercultural programs to the outside community. The University seeks a person with vision to define who we are relative to our multicultural and intercultural identity and to communicate to faculty, staff and students a plan for the further development of our multicultural and intercultural programs. The successful candidate will report to the President through the Academic Vice-President and will work closely with all the Vice Presidents and the Deans.

Responsibilities:
The successful candidate will be expected to:
- serve as an advocate for multicultural and intercultural initiatives to the university administration and general campus community;
- coordinate and promote multicultural and intercultural activities on campus;
- work with faculty, staff and students on multicultural and intercultural goals and programs;
- interface with the outside community to develop joint programs;
- develop a model community for other universities to emulate and to prepare students to work and serve in the outside world after graduation; and
- serve on the President's Committee on Diversity.

Qualifications:
The successful candidate should possess at least a master's degree with a Ph.D. preferred. The candidate's education and experience should prepare her/him to lead our continuing efforts to create an intercultural community. A faculty appointment is possible depending upon qualifications.

Preferred Characteristics are:
- an ability to work with the religious and social justice mission of the University,
- excellent interpersonal and communication skills,
- an ability to work with understanding and fairness with all constituencies on campus, and
- demonstrated experience with grant writing and funding agencies.

The University's goal is to fill the position in fall 2000. The review of applications will begin October 30, 2000, and will continue until the position is filled. Applicants should send: A letter of application which includes a description of the applicant's vision and experience on matters dealing with multiculturalism and interculturalism; A curriculum vitae; and Names, addresses and telephone numbers of five references.

Applications materials should be sent to:

Dr. Gerald S. Jakubowski
Dean, College of Science and Engineering
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8135

Women and Minorities are strongly encouraged to apply. LMU offers housing assistance. Salary is competitive and will commensurate with background and experience. Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

GOVERNORS STATE UNIVERSITY

DIRECTOR OF BOARD OF GOVERNORS BA DEGREE PROGRAM

Governors State University seeks applications and nominations for the position of Director of the Board of Governors BA (BOG/BA) Program. The BOG/BA Program is a degree completion program targeted at adults that have significant credit from multiple institutions and who need to complete a baccalaureate degree. The program has approximately 1600 active students and is currently experiencing 10+% growth. As the leader of a non-traditional degree program, the successful candidate will possess significant experience in the field of adult education and student services, experience with distance learning technology and in streamlining and re-engineering processes to benefit students and academic programs. We are looking for a strong record of success in building and maintaining student enrollment through to graduation, as well as a strong ability to collaborate and work in a team environment in all levels of the University community. The Director of the BOG/BA program reports directly to the Dean of the Center for Extended Learning and Communications Services. ***Minimum Qualifications:*** A master's degree required, doctoral degree preferred; significant experience, at a professional level, in the development, administration, and delivery of adult and/or non-traditional degree programs; knowledge and experience in the analysis and redesign of academic programs, student retention and services, and academic program assessment; experience in utilizing technology to streamline and re-engineer administrative processes; experience in using distance learning technologies to deliver educational opportunities to students; experience in working collaboratively with a variety of internal and external constituent groups; experience in the administration of adult experiential degree programs; experience in marketing traditional and non-traditional academic programs; demonstrated success in promoting diversity and serving the needs of a diverse audience; advanced oral and written communication skills. The review of applications will begin immediately with a start date of no later than Monday, January 1, 2001. The position is available immediately. To apply, interested candidates should send a letter of application addressing qualifications; a current vita/resumé; and the names, addresses and appropriate contact information for three professional references to: **Jeanne Costa, Chairperson, BOG/BA Director Search Committee, Governors State University, University Park, IL 60466.**

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

EEO

Mark Your Calendar

National Multicultural Institute
16th Annual National Conference

Date: May 31 - June 3, 2001

Location: Hyatt Regency Washington on Capitol Hill

3000 Connecticut Avenue, NW • Suite 438 • Washington, DC 20008
TEL: 202-483-0700 • FAX: 202-483-5233
E-mail: nmci@nmci.org • Web: http://www.nmci.org

NATIONAL
MULTICULTURAL
INSTITUTE

BRYN MAWR COLLEGE

101 N. Merion Avenue
Bryn Mawr, PA 19010-2899

Bryn Mawr is an exceptional liberal arts college for women with coeducational graduate programs in sciences, some humanities, and social work. The College supports faculty excellence in both teaching and research, and provides a rigorous education in the context of a diverse and pluralistic scholarly community. Located 11 miles west of Philadelphia, Bryn Mawr participates in consortial programs with the University of Pennsylvania, Haverford and Swarthmore Colleges. Bryn Mawr College is an equal opportunity, affirmative action employer.

FACULTY POSITIONS BEGINNING IN SEMESTER I, 2001-2002

ARCHAEOLOGY: tenure track, open rank, specializing in regions bordering and/or interacting with Mesopotamia and the Eastern Mediterranean, Anatolia, Syria, and Iran, with a chronological range extending from the late second millennium B.C. through the Roman period. Applications from experienced field archaeologists are especially welcome. Teaching responsibilities include undergraduate and graduate courses. Send letter of application, CV, writing sample, and a description of research and teaching interests. Applicants at rank of assistant professor should also submit three current letters of reference; others should submit the names and addresses of at least three referees. **Deadline for applications is December 1. Stella Miller-Collett, Search Committee Chair, Department of Classical and Near Eastern Archaeology.**

ASIAN AMERICAN STUDIES: tenure track, assistant professor, joint appointment in anthropology and sociology, specializing in Asian American and Comparative Ethnic Studies. Subfields should include one or more of the following areas: qualitative research methods, urban social issues, gender studies. Applicants must have teaching experience and a Ph.D. in anthropology, sociology or ethnic studies at the time of appointment. Send letter of application, CV, statement of teaching and research interests, writing sample, syllabus for a course in Asian American Studies, and three current letters of recommendation. **Deadline for applications is December 1. Philip Kilbride, Search Committee Chair, Department of Anthropology. Preliminary interviews will be conducted at the ASA meetings in Washington, D.C. and at the AAA meetings in San Francisco.**

COMPUTER SCIENCE: tenure track, assistant professor, specializing in artificial intelligence and cognitive science. Candidates from other areas of Computer Science will be considered. Prior teaching experience is desirable. Applicants should be able to teach a wide range of courses; preference will be shown to applicants who can involve undergraduates in their research. The Computer Science program offers both minors and independent majors at the undergraduate level. Candidates should include a letter of application, a resumé, a statement of teaching philosophy, a description of research, a writing sample or reprints, and at least three current letters of reference concerning the candidate's qualifications for the position. **Review of applications will continue until the position is filled. Deepak Kumar, Search Committee Chair, Department of Mathematics.**

ENGLISH: tenure track, assistant professor, specializing in American Literature and Cultures before 1900. The department invites candidates interested in scholarly and curricular dialog and innovation. Teaching includes courses at all levels of the undergraduate curriculum, including the core course in our major ("methods of Literary Study"), as well as multi-disciplinary College Seminars for first and second-year students. Send letter of application, CV, writing sample, and at least three current letters of reference. **The committee will read all applications received by November 1. Information received after that time may be considered. Michael Tratner, Search Committee Chair, Department of English.**

GEOLOGY: tenure track, assistant professor. Areas of preferred expertise are structural geology and/or tectonics. Candidates could also be interested in fields such as neotectonics, geophysics, fluid flow, remote sensing, GIS, and/or modeling, to complement our existing programs in paleontology, petrology/mineralogy, sedimentology and Quaternary geology. The individual is expected to contribute to our Interdisciplinary Environmental Sciences Concentration, add depth to the joint graduate program with the University of Pennsylvania, direct undergraduate and graduate research projects and conduct an active research program. Teaching responsibilities include structural geology and an introductory physical geology course, and undergraduate and graduate courses in the candidate's field(s) of expertise. Demonstrated teaching ability and a Ph.D. at the time of appointment are required. Send letter of application, CV, statement of research and teaching interests, and at least 3 letters of recommendation. **Review of applications will begin December 10. M. L. Crawford, Search Committee Chair, Department of Geology. Preliminary interviews will be conducted at the GSA annual meeting in Reno.**

GEOLOGY: full-time (9-month) beginning January 2001, continuing non-tenure track, coordinator of introductory laboratories. Initial appointment will be for three years. Primary responsibilities include: design and supervision of laboratories for introductory courses in physical, historical, and environmental geology (in cooperation with other faculty); training and supervision of graduate and undergraduate teaching assistants; oversight of laboratory specimens and demonstration equipment; field trip planning and logistics; and oversight of department rock preparation, field, and/or computer equipment. The coordinator will also teach one course each year and may supervise student research. We seek a dynamic individual with a high level of intellectual curiosity and a demonstrated interest and ability in undergraduate education. While the field of specialization is open, we encourage applications from individuals whose expertise complements existing departmental strengths in metamorphic petrology and tectonics, paleontology, sedimentology and structural geology. A Ph.D. is required at the time of appointment. Applications should include CV, a description of teaching philosophy and experience, and current letters from at least three professional references. **Review of applications will begin September 1 and the position will remain open until filled. Lab Coordinator Search, M. L. Crawford, Department of Geology.**

GREEK: tenure track, assistant/associate professor (pending final administrative approval), specializing in Greek prose, teaching at all undergraduate and graduate levels with responsibility for some courses in Latin and translation in connection with the Classical Studies Program. Applications from candidates with an interest in material culture are especially welcome. Send CV, writing sample and three current letters of reference. **Deadline for applications is December 1. R. T. Scott, Search Committee Chair, Department of Greek, Latin and Ancient History.**

LATIN AMERICAN URBANIST: tenure track, assistant professor in the Growth and Structure of Cities Program, an interdisciplinary undergraduate major combining work in the history of architecture, urban design, and the built environment with socio-cultural and policy studies. We seek a versatile specialist in the study of Latin American cities, with Ph.D. or the equivalent in urban studies, Latin American Studies, geography, planning, political science, economics, sociology or other social science. Publications and teaching experience required. Candidates should be able to teach both quantitative and qualitative analyses of urban social change in the 19th and 20th centuries and to participate fully in a program that focuses equally on the urban built environment and social and cultural processes. Teaching (five courses annually) is at all undergraduate levels, and includes the senior research seminar and participation in the College-wide concentration in Hispanic and Hispanic-American Studies. Send CV, three current letters of recommendation, sample publications and sample syllabus. **Deadline for applications is December 1. Gary McDonogh, Search Committee Chair, Growth and Structure of Cities Program. E-mail gmcdonog@brynmawr.edu**

MATHEMATICS: tenure track, in applied mathematics, assistant professor (pending final administrative approval). Candidates must have completed a doctorate in mathematics or an allied field by the starting date and must show promise in research and a serious commitment to undergraduate and graduate teaching. Preference will be given to applicants with interests in interdisciplinary collaboration and in engaging undergraduates in their research. Applications should include CV, a description of research, a statement of teaching philosophy, and three or more current letters of reference, at least one of which discusses the applicant's teaching. **The review of applications will begin January 1 and continue until the position is filled. Victor Donnay, Search Committee Chair, Department of Mathematics. For additional information, please consult http://www.brynmawr.edu/mathsearch**

SPANISH: tenure track, assistant professor, specializing in Mexican literature with a strong research interest in Latino/a Literature and Culture. We seek a scholar with an excellent publication record and/or potential, plus a firm commitment to teaching a variety of courses ranging from advanced literature and culture to all levels of language instruction. Candidates must have native or near-native fluency in Spanish and a Ph.D. in hand. Send letter of application, CV, and five current letters of reference. **Deadline for applications is November 15. María Cristina Quintero, Search Committee Chair, Department of Spanish.**

SPANISH: tenure track, associate/full professor, specializing in 19th and/or 20th century Peninsular Literature. We seek a scholar with an excellent publication record and a firm commitment to teaching a variety of courses ranging from advanced literature and culture to all levels of language instruction. Candidates must have native or near-native fluency in Spanish. Send letter of application, CV, and names of five references. **Deadline for applications is November 15. María Cristina Quintero, Search Committee Chair, Department of Spanish.**

For additional information, please consult our website at: **http://www.brynmawr.edu/Admins/Provost/02searches.html**

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK SCHOOL OF EDUCATION

Anticipated Vacancy

Assistant Professor

Early Childhood Education

Tenure-track position available effective January 2001. Specialty in Early Childhood Education (Birth through 3rd Grade). The successful candidate must have teaching experience in early childhood and early elementary education settings, and be committed to working in multicultural and urban educational settings. Scholarly involvement in research and a record of publications required. Salary commensurate with experience and qualifications

Assistant Professor: $32,703 to $57,049

Qualifications: Earned Ph. D. or Ed.D. in Early Childhood Education: expertise in all early childhood education content areas including technology; teaching experience in Head Start, public or private pre-school and elementary schools (urban experience preferred); experience in supervision of teachers in diverse settings; University teaching and research skills.

Responsibilities: Teach graduate and undergraduate courses in early childhood education; Supervise students in the field; engage in research and scholarly writing; serve on department, school, college and university committees.

Send letter of application, curriculum vitae, and three (3) letters of reference to Dr. Alene L. Smith, Chairperson, **Department of Curriculum and Teaching as soon as possible. Review will continue until a candidate has been selected.**

HUNTER
CITY UNIVERSITY OF NEW YORK
695 PARK AVE, NEW YORK, NY 10021

Equal opportunity/affirmative action employer. Women, minorities, disabled persons, and veterans are encouraged to apply

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AMERICAN UNIVERSITY
WASHINGTON, DC

The History Department at American University seeks to fill three full-time positions to begin in the Fall semester - 2001.

A historian of nineteenth-century America, at any rank. We are interested in demonstrated excellence in scholarship and teaching, appropriate to rank, with potential for future significant contributions.

A tenure-track Assistant Professor in Early Modern Europe, excluding Britain, with a preference for the Atlantic World.

A tenure-track Assistant professor of 19th Century European History, excluding Britain, Germany, and Russia, with a preference for France. For this position, the candidate should ideally have trans-national thematic interests.

Applicants should submit a dossier including a c.v., three letters of recommendation and a letter of interest to: **Allan Lichtman, Chair, Department of History, American University, Washington, DC, 20016-8038.** Consideration of files will begin immediately but all files should be complete by December 1.

American University is an Affirmative Action/ Equal Opportunity Employer committed to diverse faculty, staff, and student body. Women and minority candidates are strongly encouraged to apply.

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CAL STATE FULLERTON

College of Human Development and Community Service

The College of Human Development and Community Service is pleased to announce the opening of the following searches for the 2001-2002 academic year. For all positions, review begins **10/16/00**, however applications will be accepted until the positions are filled.

DEPARTMENT OF CHILD AND ADOLESCENT STUDIES

Child and Adolescent Studies offers an interdisciplinary undergraduate program to more than 1,200 majors. The Bachelor of Science degree in Child and Adolescent Development takes an interdisciplinary approach to the study of development from conception through adolescence and is designed to enhance the personal and professional preparation of majors to interact with culturally diverse children and families in a variety of child and youth-related professions. These include work in early childhood and elementary education, special education, child guidance, parent education, and a variety of youth-related social services.

2 positions-Open Rank

Family/Parenting Position

Possess the appropriate background and expertise to prepare students for work with diverse families in a variety of child and youth related professions and to work with colleagues on the development of courses related to parenting and healthy families.

Developmental Assessment Position

Possess strong methodological preparation and appropriate experience to implement curriculum for majors on the assessment of physical, cognitive, and social development in infants, children, adolescents and family relationships using a variety of methods.

Interested applicants must submit a letter of intent, including the position for which you wish to be considered, a summary of relevant experience and personal qualifications, a philosophy of teaching, a summary of research agenda, a curriculum vita, and graduate transcripts. Applicants should arrange for 3 current letters of reference to be submitted, and should indicate who will be sending the reference letters. Please enclose a stamped, self-addressed envelope so that the department can notify you of the completeness of your application. Send all materials to:

Search Committee
Department of Child and Adolescent Studies, EC105
California State University, Fullerton
PO Box 6868
Fullerton, CA 92834-6868

Questions about these positions may be addressed to Search Committee Chairperson, **[illegible]@fullerton.edu** or you may call 714-278-2255.

DEPARTMENT OF COUNSELING

The Department of Counseling offers a Master of Science in Counseling which prepares students for state licensure as a Marriage and Family Therapist. The Department is committed to a training model that is Humanistic, student and community centered, and emphasizes a systems approach to the understanding of human growth and development. Multicultural competency and the integration of theory and practice are emphasized and infused throughout the program. Graduates are prepared to work as professional counselors in a variety of community agencies and schools, and are oriented to serve as effective change agents for diverse populations through the delivery of a range of mental health services.

Three Positions:

Department Head-Associate/Full Professor

Provide vision and direction consistent with nationally connected leadership, strong research agenda resulting in productive scholarship, teach a variety of courses in the Masters program, coordinate student advisement, support and enhance community based linkages and training opportunities for students. Perspective candidate must be a Licensed Psychologist or Licensed Eligible.

Two Open Rank Positions-Tenure Track

Effective teaching that integrates theory/practice in the classroom, strong research agenda resulting in productive scholarship, student advisement and service to the university and community. Perspective candidates must be a Licensed Psychologist, or Licensed Eligible, or licensed as a Marriage and Family Therapist.

Interested persons should send a letter of intent, vita, and 3 letters of reference and a stamped self-addressed envelope to the following address:

Chair, Search Committee
Department of Counseling, EC105
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868

Questions about this position may be E-mailed to
scoley@fullerton.edu or you may call (714) 278-3311.

DEPARTMENT OF NURSING

The Department of Nursing offers an upper division RN-BSN completion program and two Master's of Science in Nursing concentrations in nursing administration and nurse anesthesiology. The RN-BSN completion program focuses on expending registered nurses capabilities to function in community-based roles, management positions, and educator roles. The MSN program prepares nurses to expand career options with an emphasis on refining the discipline base, and fostering interdisciplinary, collaborative, and independent functioning within a focused specialty area. The entire RN-BSN program and some MSN classes are taught using CODEC two-way audio-visual videoconferencing and web-based course work to off-campus sites.

Positions-Assistant/Associate

Teach undergraduate and graduate courses with content and clinical expertise in one or more of the following areas: advanced practice nursing, nursing leadership/management/ administration, and nursing theory. Participation in distance education is required. Advisement, research/scholarly activities, and service are required components of the position, as well as community liaison activities.

Interested persons should submit a letter of application, transcripts of graduate work, current vitae, 3 letters of recommendation to:

Arlene Blix, Dr.Ph, RN,Chair, Search Committee
Department of Nursing
California State University, Fullerton
PO Box 6868
Fullerton, CA 92834-6868

Questions about the positions may be sent to Chris Latham Department Chair at
clatham@fullerton.edu or you may call 714-278-2291.

DIVISION OF KINESIOLOGY AND HEALTH PROMOTION

With emphasis on a "life span" approach, the Division of Kinesiology and Health Promotion offers 3 degree programs, which focus on a broad understanding of human movement and health. The B.S. and M.S. degrees in Kinesiology serve over 500 majors who are preparing for advanced study and/or for careers in areas such as teaching/coaching, fitness, sports medicine/athletic training, therapeutic exercise and sports studies/sport psychology.

The competency-based B.S. degree in Health Science prepares students for certification as a health education specialist. Through elective coursework students may focus their studies in areas such as community health and worksite health promotion.

2 positions-Open Rank

Applied/Clinical Exercise Physiology

Teach undergraduate and graduate courses in exercise physiology and related areas such as sports medicine, exercise testing, clinical exercise physiology, principles of conditioning, scientific basis of training, and/or nutrition. Assist with developing a new advisement track in clinical exercise physiology/therapeutic exercise.

Community/Youth Sports

Teach undergraduate courses in sociology of sport, human movement in cultural perspective and in at least one of the following areas: community/youth sports, teacher education, history/philosophy, and/or foundations of human movement. Assist with developing a new advisement track in community/youth sports.

Interested persons should submit a letter of application including a brief narrative regarding the candidate's views of the future direction of applied/clinical exercise physiology (for position #1), and of community/youth sports (for position #2). Also send transcripts of graduate work, current vitae, 3 letters of recommendation and a stamped self-addressed envelope to:

Chair, Applied/Clinical Exercise Physiology Search Committee or
Chair, Community/Youth Sports Search Committee
Division of Kinesiology and Health Promotion
California State University, Fullerton
PO Box 6870
Fullerton, CA 98234-6870

Questions about the Applied/Clinical Exercise Physiology position may be E-mailed to
bbeam@fullerton.edu.

Questions about the Community/Youth Sports position may be E-mailed to
swalk@fullerton.edu.
Or you may call 714-278-3316 for a more complete position description.

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success Through Diversity and Equity.

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T·H·E
OHIO
STATE
UNIVERSITY

ASSISTANT PROFESSOR IN PSYCHOLOGY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in Psychology, with a specialization in SOCIAL Psychology, to begin in the Autumn of 2001. The Newark Campus is an extended campus in The Ohio State University system and is located about 30 miles east of the central Columbus campus.

DUTIES: Psychology faculty at the Newark Campus are members of the psychology department at The Ohio State University, and are evaluated accordingly. Hence, the successful candidate must maintain a productive and high-quality research program, which should: (a) be theoretically-driven, (b) be compatible with the resources of the campus, (c) seek to involve the resident undergraduate psychology majors at the Newark Campus. The student population of the Newark Campus is almost entirely undergraduate (autumn quarter enrollment is typically around 1800). Hence, the successful applicant is expected to regularly teach introductory psychology, as well as undergraduate psychology courses in the candidate's domain of expertise. Furthermore, we have a special need for someone who can teach introductory courses in psychobiology and/or statistics, so candidates with these competencies will be preferred. The ability and willingness to occasionally teach other psychology courses that meet undergraduate curriculum requirements and departmental needs is also desirable. Finally, the successful candidate is expected to actively participate in service activities at the Newark Campus, in the Psychology Department, and in the University.

QUALIFICATIONS: The candidate should have strong research credentials, which should include evidence of theoretically-driven research. The candidate should also have strong teaching credentials and be committed to and competent in undergraduate education. A record of service to department and/or discipline is beneficial.

SALARY: $40,000-$43,000, depending on qualifications and experience. A comprehensive benefits package is included.

APPLICATION PROCEDURE: To assure consideration send a curriculum vitae, three letters of reference, representative reprints and a personal statement describing teaching, research, and service credentials to:

The Ohio State University at Newark
Human Resources
Search#00-24
1179 University Drive
Newark, Ohio 43055
by November 15, 2000

OSU-N is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

Working to be *Your* Employer of Choice.

Director of Strategic Planning and Assessment

Purdue University invites nominations and applications for the position of Director of Strategic Planning and Assessment. The Director of Strategic Planning and Assessment will provide leadership for a strategic planning effort that supports university-wide academic and financial operations and budgeting and includes all major university constituencies. The Director reports to the President and serves as a member of the President's Cabinet.

One of the leading public universities in the nation, Purdue University is a comprehensive educational and research institution with its main campus in West Lafayette, Indiana – a community of 100,000 people known for is exceptional quality of life – and three regional campuses in Fort Wayne, Hammond, and Westville. Purdue has 67,000 students; 15,000 employees statewide, including 2,200 faculty; and a budget in excess of $1.1 billion. The University offers undergraduate, graduate, and professional degrees through its ten schools. Further information about Purdue is available at our website: www.purdue.edu.

The Director will:

- Provide leadership in shaping a strategic planning process that guides the University and results in a strategic plan for Purdue.
- Serve as Chair of a new University Planning Council and participate as a key member of a number of campus planning committees.
- Assist the President, Provost, Vice Presidents, Chancellors and Academic Deans with campus resource management and planning that crosses all schools and functions and encompasses the entire University.
- Participate actively in the assessment efforts of the University.
- Craft strategic assessment instruments that inform the University's future planning.

The successful candidate must have significant administrative experience with or in a research university or its equivalent; understand complex financial and budget planning matters; ability to conceptualize broad institutional goals and analyze complex issues and data; superb strategic skills, understanding of organizational dynamics; demonstrated written, oral, and interpersonal skills; ability to work effectively with colleagues at all levels as part of an administrative team; and the ability to work successfully in a fast-paced dynamic environment. A Ph.D. is preferred, an advanced degree is required. The position offers a competitive salary and excellent fringe benefits.

Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.

[illegible] should be [illegible]. Applications should include a letter [illegible] applicant's interest [illegible] experience and qualifications and a current curriculum vitae. Send nominations or applications to Dr. Martin C. Jischke, Office of the President, Purdue University, 1031 Hovde Hall, Room 200, West Lafayette, IN 47907

Southern Connecticut State University
SCSU

TECHNICAL THEATER DIRECTOR ASSISTANT PROFESSOR

The Theater Department of Southern Connecticut State University seeks a dynamic professional to join the faculty as Technical Theater Director. This is a tenure track position, beginning in August 2001. Required qualifications include an MFA in technical theater production/design and three years teaching in higher education or professional theater. Job responsibilities include three yearly major productions, plus student directed productions, some design responsibilities and supervision of students and work with other faculty designers. Twelve semester-hours teaching load: stage craft, principles of design. The department has two performance spaces: a 1600 seat thrust stage and a 50x50 black box.

Deadline for applying is November 20,2000. Please send letter indicating qualifications and experience for the position, vita, and names of at least 3 current references, portfolio upon request, to: William R. Elwood, Chair, Theater Department, Southern Connecticut State University, 501 Crescent Street, New Haven CT 06515.

SCSU is an Affirmative Action/Equal Opportunity employer. We strongly encourage minorities and women to apply.

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CAL STATE FULLERTON

College of Human Development and Community Service
Division of Education

Teacher Education in the state of California is undergoing unprecedented growth and change. At CSU, Fullerton, we are committed to providing the faculty, staff, and resources necessary to match these opportunities. CSUF is located 35 miles from Los Angeles. The expanding Southern California economy is diversified and vibrant with ample opportunities for dual career couples.

The School of Education is pleased to announce the opening of the following searches for the 2001-2002 academic year.

Elementary, Bilingual and Reading Education-4 positions-Rank Open
Teach elementary credential courses and advanced courses at the master's level. Responsible for teaching in at least one of the areas of science, math, reading/language arts, or social studies education. Field supervision in multicultural urban environments is a standard component of the assignments, and individuals should have a strong commitment to field-based involvement. Student advisement and scholarly and service activities are also components of the assignment
Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the address listed below. Questions about this position may be E-mailed to **jcarterwells@fullerton.edu** or you may call 714-278-3357.

Reading-3 positions - Rank Open
Assessment and Remediation (1 position) - Teach graduate classes in diagnosis and remediation in the Master of Science in Education, Reading degree. Responsibilities include directing reading clinic and teaching courses related to testing and evaluation. Advising students and scholarly and service activities related to the position are also components of the assignment.

Generalist (2 positions)-Teach graduate courses leading to the Master of Science in Education, Reading degree. Responsibilities include advising students. Scholarly and service activities related to the position are also components of the assignment.
Applicants should submit a letter of application, curriculum vita, transcripts of graduate work, 3 current letters of professional reference, and a stamped self-addressed envelope to the address listed below. Questions about this position may be E-mailed to **jcarterwells@fullerton.edu** or you may call 714-278-3357.

Secondary Education-2 positions-Rank Open
Position One is to teach graduate courses in survey of research methods and/or credential courses in reading across the curriculum. Position Two is to coordinate a Professional Development Center in a multicultural urban environment. For both positions, individuals should have a strong commitment to field-based training. Advising students and scholarly and service activities related to the position are also components of both assignments. Additional teaching activities may include adolescence, educational technology, foundations of secondary education, curriculum theory, instructional strategies, and NBPTS Portfolio development.
Applicants should submit a letter of application, curriculum vita, transcripts of graduate work; 3 current letters of professional references, writing sample, and a stamped self-addressed envelope to the address listed below. Questions about these positions may be E-mailed to **vcosta@fullerton.edu** or you may call 714-278-7037.

Special Education-2 positions-Rank Open
Mild/Moderate/Severe Disabilities and Early Childhood Special Education
Teach courses in the above areas as well as share in a variety of tasks with colleagues in a small department. These encompass teaching, advising, supervision of graduate level research projects, grant writing, program development, creative and scholarly activities, university service activities, and collaboration with various community schools and agencies.
Interested persons should submit a letter of application stating their beliefs regarding special education, areas of expertise, complete vita, credentials, 3 examples of scholarly and creative work, 3 letters of recommendation, 5 telephone contacts for references, and a stamped self-addressed envelope to the address listed below. Questions about these positions may be E-mailed to **salola@fullerton.edu** or you may call 714-278-3777.

Nominations and applications for all of the above positions are invited. Review of applications will begin October 16, 2000. Positions are open until filled.

Mailing Address:

Search Committee (appropriate department)
School of Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868

Cal State Fullerton is Strongly Committed to Achieving a Climate of Success Through Diversity and Equity.

California State University Monterey Bay
African American Studies
Assistant or Associate Professor -Tenure Track
(Job #MBAAS-0002)

California State University, Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low-income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective and of sufficient breadth and depth to meet local, regional, and statewide needs specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The Institute for Human Communication, an integrated Humanities major invites applications for a tenure-track Assistant or Associate Professor of African American Studies, effective August 2001. The position includes: teaching innovative courses and facilitating programmatic development in African American Studies; advising students; furthering community relations; and sustaining scholarly work. Salary commensurate with rank and experience.

Minimum Qualifications: Earned doctorate or equivalent in appropriate discipline or interdisciplinary field.

Priority Filing Date: December 1, 2000 for priority review. Position open until filled.

For full job description and application procedures, visit:

www.csumb.edu/general/fac-recruit

Equal Employment Opportunity

California State University Chico

Department of Education
August 2001

The Department of Education invites applications for six (6) tenure track positions:

- Educational Administration
- Elementary Curriculum & Instructional Methods
- Elementary Reading/Language Arts Education
- Secondary Literacy Development
- Secondary Adolescent Learning & Instruction
- Secondary Curriculum & Instructional Methodology

The Department of Education prepares professional educators and collaborates with all to improve the quality of life through education. All programs support student centered learning and include partnerships with K-12 schools and other units of the university.

Review of applications will begin November 1, 2000. A complete description of qualifications and application instructions may be found at: www.csuchico.edu/educ or contact us at Department of Education, CSU, Chico, CA 95929-0222, phone; 530-898-6421, TDD 530-898-4666.

CSU, Chico only employs individuals lawfully authorized to work in the U.S. EOE/AA/ADA employer.

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William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs, which enrolls over 20,000 students of all ages. The College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles, and excellence in teaching.

FACULTY POSITIONS

Full-time tenure track faculty positions are available in the following areas with a preferred hiring date of the SPRING 2001 SEMESTER.

ANTHROPOLOGY: We seek a broadly trained anthropologist with archaeological field experience, interdisciplinary in work and interest and demonstrated excellence in teaching. Expected: Minimum of a Masters Degree in Anthropology and one year teaching experience. The successful candidate must be able to teach introductory Anthropology (demonstrated competency in four major subfields). Cultural Anthropology, Archeology (including some involvement in the college's summer archaeological field school), and have a willingness to contribute significantly to Harper College's integrative curriculum and programs.

ECONOMICS: Primary responsibility includes teaching introductory courses in Economics. The teaching load is 30 contact hours per academic year. Candidates must possess an MA or MS in Economics, with two years teaching experience preferred. Experience in Web-based instruction desirable.

MEDICAL OFFICE ADMINISTRATION PROGRAMS: Program Faculty/Coordinator Position. Applicant must possess a minimum of a bachelor's degree, be certified as a Medical Assistant (CMA) with three years of clinical experience in out-patient health care, have three years of teaching experience, preferably in a community college and possess working knowledge of medical transcription. Familiarity with accreditation process and the Medical Office Assistant, Health Care Office Manager, Health Care Secretary, Medical Transcriptionist, or Health Insurance Billing Specialist programs is desirable.

PARK and GOLF MAINTENANCE and PLANT SCIENCE TECHNOLOGY PROGRAMS: Program Faculty Position. Applicant must possess a bachelor's degree in related field with three years experience in Floriculture, Landscape Design, and Landscape or Turf Maintenance and Management as well as two years of teaching experience, preferably in a community college. Experience in floral design is essential.

Full-time tenure track faculty positions are available in the following areas with a preferred hiring date of the FALL 2001 SEMESTER.

ADULT EDUCATION/ENGLISH AS A SECOND LANGUAGE: Master's degree in an adult educational development content area: linguistics/TESOL, English, and/or reading; minimum two years experience teaching ESL literacy, Adult Basic Education, or Adult Secondary Education; two years minimum experience at a community college preferred; ability to relate to disadvantaged adults; experience with teaching students transitioning from ESL literacy a plus.

ART/FINE ARTS: MA in Art History with a primary competency in Twentieth Century Art History and a secondary competency in 2-D Studio Art; or M.F.A. in a 2-D Studio area with a secondary competency in Twentieth Century Art History. College teaching experience preferred.

COMPUTER INFORMATION SYSTEMS: Requirements include a Master's degree in CIS/MIS/Computer Science or closely related degree, three to five years experience on mainframes and microcomputers, plus systems analysis and design experience. Programming experience is required in C++, C, COBOL, Assembler or Visual BASIC. At least three years hands-on networking experience is essential, preferably as a Network Manager, and NACSE Senior Network Specialist Certification or MCSE/CNE certification. Hands-on knowledge of Windows NT, Novell Netware, and/or Unix (Linux) is necessary. Teaching experience is preferred. Spring 2001 hiring preferred.

ENGLISH: Areas of specialization and interest in research are less important than interest in teaching both composition and literature at all levels. Special competency in professional writing is welcome. Minimum qualifications: M.A. in English.

ENGLISH AS A SECOND LANGUAGE and LINGUISTICS: Master's degree in Teaching English to Speakers of Other Languages (TESOL) or in applied linguistics with TESOL specialization. Three years experience in postsecondary ESL instruction in the U.S. Ability to teach all academic ESL skills and proficiency levels. Native or near-native proficiency in English.

MATHEMATICS: Master's degree in mathematics or equivalent with at least 30 semester hours (45 quarter hours) in graduate level mathematics and mathematics teaching experience at the secondary or collegiate level.

MATHEMATICS LAB: Master's degree in mathematics or equivalent with at least 30 semester hours (45 quarter hours) in graduate level mathematics and experience at the secondary or collegiate level. Applicants should have significant and recent experience working with students at the developmental level in a mathematics laboratory environment.

We offer a competitive salary with full benefits, including tuition waivers. To be considered for any of the above positions, applicants must submit a resume, copies of credentials (including graduate transcripts), a statement of educational/teaching philosophy, and three (3) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist -FP
1200 W. Algonquin Rd., Palatine, IL 60067

Applications will be reviewed beginning in **October 2000** and will continue to be accepted until the position is filled. The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism. Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

Visit our web site at: www.harper.cc.il.us

INSTRUCTIONAL TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, liberal arts and sciences college with a student body of 6,000 and a recognized record of academic excellence. Stockton is one of nine senior public Colleges which provide a vast array of baccalaureate and master level degrees. The College is located on a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2 1/2 hours from New York City. The College has a mission to meet needs for master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, nursing, business studies, and instructional technology. Stockton is home to the Atlantic County Educational Technology Training Center. Plans call for the establishment of additional programs in the near future.

The Master of Arts in Instructional Technology (MAIT) program is designed for those interested in integrating technology to improve learning in both educational and corporate settings using electronic classrooms, computer labs and multimedia production facilities. The program has basic core courses in learning theories and instructional technologies followed by three tracks: one for K-12 teachers, one for school/district technology coordinators, and the other for preparing corporate training professionals. The Academic Computing facilities contain 26 computer laboratories and electronic classrooms with an ongoing technology improvement plan and a 10:1 student/computer ratio.

INSTRUCTIONAL TECHNOLOGY: tenure track, Assistant Professor starting January 2001 or September 2001. Stockton seeks a full-time faculty member for the graduate program in Instructional Technology. Candidates must have (1) an earned doctorate in instructional technology or related field, and (2) significant experience in design and training in corporate or non-profit environment emphasizing instructional design and the use of technology. Demonstrated ability to seek support from and work with local businesses, and an understanding of corporate training are highly desired. Possible courses are Instructional Design, Project Management, Adult Learning and Performance Technologies. Teaching load is six courses per year. Responsibilities will involve providing program development including the demonstrated ability to integrate corporate technology into the graduate instructional curricula, to communicate effectively and to achieve strong interpersonal working relationships with students, administrators, faculty, and computer services.

Salary will depend on qualifications, experience and increases in the appropriately established compensation plan. Screening will continue until the position is filled. Send letter of application, resume, and three letters of recommendation to **Dr. Dee Henderson, Professional Studies, AAS1, The Richard Stockton College of New Jersey, PO Box 195, Pomona, NJ 08240-0195. For information on the program, see http://www.stockton.edu.**

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.
R011407

MIT

The Massachusetts Institute of Technology's Office of Minority Education (OME) seeks to fill the positions of Assistant Dean/Assistant Director and Assistant Dean for Academic Programs and Advising to support the Institute's efforts to develop an effective academic support structure for under represented minority undergraduate students (African American, Native American, Mexican American and Puerto Rican).

ASSISTANT DEAN/ASSISTANT DIRECTOR

To initiate the development of a broader understanding of minority students by faculty and staff through the collaborative creation of academic programs and through joint projects between the OME, academic departments and other Institute resources. Will be responsible for the planning and overall coordination of academic support programs in OME, including Project Interphase, Seminars on Academic/ Administration Resources, the Tutorial Services Program, and Secret Strategies for Academic Success Program; coordinating the Freshman Seminar XL Program and working with the Dean for Freshmen in the Office of Academic Services' Freshmen's Warning Program; advising students on an array of academic and administrative concerns and contributing to the development of policies and procedures and assisting the Associate Dean for Undergraduate Education/Director of OME on new academic projects.

Requirements: a master's degree and a minimum of three years' related experience along with a demonstrated commitment to minority student education and knowledge of the factors and influences that impact the lives of minorities in higher education. Must have considerable administrative experience in an academic setting. Excellent interpersonal, organizational, communication, and supervisory skills needed. Job No.00-1029

ASSISTANT DEAN FOR ACADEMIC PROGRAMS AND ADVISING

To support Institute efforts in developing a more effective academic support structure for MIT undergraduates with primary focus on minority students (African American, Native American, Mexican American and Puerto Rican) who are underrepresented at the Institute. Will initiate the development of a broader understanding of minority students by faculty and staff through the creation of collaborative academic programs and joint projects between OME and other academic departments and offices; plan and coordinate academic programs in the Office of Minority Education that are focused on providing support to upper-class underrepresented minority students in the schools of Architecture and Planning, Engineering, Humanities and Social Science, Sloan School of Management, and Science; work—in conjunction with the Assistant Dean/Assistant Director-on coordinating all freshmen academic programs and with the Associate Dean for Freshmen Advising in the Office of the Dean for Undergraduate Education; advise minority students on an array of academic and administrative concerns; and contribute to the development of policies and assist the Associate Dean for Undergraduate Education/Director of the Office of Minority Education in effectively carrying out the mission and goals of the Office of Undergraduate Education and the OME.

Requirements: a master's degree and a minimum of three years' related experience along with a demonstrated commitment to minority student education and knowledge of the factors and influences that impact the lives of minorities in higher education. Excellent interpersonal, organizational, communication, and supervisory skills needed. Job No.00-1030

Interested candidates should submit a resume and cover letter referencing appropriate Job No. to: Jennifer Walsh, MIT Human Resources, PO Box 391229, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/www/resume.htm.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

TRINITY COLLEGE

Hartford, Connecticut

The English Department offers an entry-level, tenure-track position in twentieth-century English literature and theory. We seek a scholar-teacher with special interest in English as an international literature; one whose teaching and scholarship deal with the recognition of English language and literature as global phenomena in the context of theories of post-colonialism, modernism, and postmodernism. Ph.D. is required, teaching experience preferred.

Application deadline is November 6 postmark date. Send letter, CV, dossier, three letters of reference, copies of graduate transcripts, and samples of writing to Professor Barbara M. Benedict, Chair, Department of English, Trinity College, 300 Summit Street, Hartford, CT 06106-3100.

Trinity College is an equal opportunity, affirmative-action employer and encourages applications from women and minorities.

WICHITA STATE UNIVERSITY

SEDIMENTOLOGY/ MICROBIAL GEOLOGY

Tenure eligible, assistant professor position in the Department of Geology starting August, 2001. Required Qualifications: Ph.D in geosciences at time of appointment; emphasis in sedimentology with a focus on microbial processes and/or other biogenic interactions in the genesis of sediments or rocks as indicated by applicant's teaching and research record; proficiency in the integration of these studies with the interpretation of the global sedimentologic record and/or sedimentologic processes as indicated by applicant's publication record; must be strongly field oriented; must have demonstrated successful teaching experience; excellent communication skills; successful experience with diverse populations.

Submit letter of application addressing qualifications and experience, curriculum vita, and the names of 3 professional references (postal and E-mail) to: **Dr. Collette Burke, Chair, Department of Geology, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0027.** To ensure full consideration, complete application package must be received by **December 1, 2000**; position remains open until filled.

Wichita State University is committed to diversity as an AA/EOE. Women and minorities are encouraged to apply.

Broward Community College

Opening doors to a brighter future

Collection Development Librarian, #983

Master's degree in Library Science from an ALA accredited institution; four years professional experience, some of which has been in collection development and reference. Evidence of strong interpersonal, written and oral communication skills; a demonstrated commitment to service; and an interest in working with faculty and staff to develop the collection. Experience with serials and knowledge of electronic and on-line databases. Able to work in a team environment with an emphasis on shared-decision making. Duties include but are not limited to: selection, maintenance, and coordination of the library's collection development program; coordinate all formats of materials selection; revising and applying the collection development policy; providing information access and delivery; and providing high quality reference assistance, including evening and weekend hours. Central campus. Salary: Based on credentials. Closing date: 10/19/00.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

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Fairmont State College

Full-Time, Tenure Track Faculty Positions for 2001-2002 Academic Year

FAIRMONT
STATE COLLEGE

ABOUT THE COLLEGE

Fairmont State College is an undergraduate, state-supported institution with an enrollment of approximately 6,650 students. The 90-acre campus is located in Fairmont, WV, 90 miles south of Pittsburgh, in a region known for its natural scenic beauty, its rich history, and its numerous recreational opportunities. Founded in 1865, the College offers 126 degree programs, including courses of study leading to baccalaureate degrees in business, fine arts, humanities, engineering technology, aviation technology, social and natural sciences, health careers and teacher education. The College also offers programs for career-technical education, granting a one-year certificate as well as the associate degree after two years of study. Preprofessional study is available in medicine, dentistry, law, pharmacy, architecture, engineering, and physical therapy. Two additional campuses are the Gaston Caperton Center, located in Clarksburg, and the Robert C. Byrd National Aerospace Education Center, a state-of-the-art facility dedicated to aviation technology. Along with its traditional academic foundation, Fairmont State College includes a comprehensive community and technical college component. For additional information, consult "The FSC HomePage" (http://www.fscwv.edu).

APPLICATION PROCEDURE

A letter of application and résumé with the name, address, and telephone number of three references should be sent to the contact listed for each academic school, Fairmont State College, 1201 Locust Ave., Fairmont, WV 26554-2470. Except as otherwise noted, it is normally expected that candidates for tenure-track positions will complete all requirements for their doctorates by the beginning of the 2001-2002 academic year. All positions are entry level with appointments made at the rank of assistant professor. Review of applications will begin on October 30, 2000, and continue until the positions are filled. Salaries are commensurate with credentials and experience. Faculty may be assigned to teach courses at the Gaston Caperton Center and at other off-campus sites. All faculty are expected to serve on committees, advise students, and participate in the academic community.

POSITIONS:

School of Business and Economics: (Applications to Dr. Rebecca Schaupp, Chair, School of Business and Economics)

Human Resource Management/Law: Teach courses in human resource management, employment law, compensation and benefits, employee relations, and human resources selection and evaluation. Appropriate terminal degree or other qualifying degree/experience required. Business experiences desirable.

Entrepreneurial Studies: Teach courses in entrepreneurship and other business-related fields. Appropriate terminal degree or other qualifying degree/experience required. Business experiences desirable.

School of Fine Arts: (Applications to Dr. Suzanne Snyder, Chair, School of Fine Arts)

Speech Communication: Teach introductory and upper level speech communication courses and coach debate and individual speaking events; doctoral degree preferred; experience teaching speech communication theory and practicum courses at the college level required; experience coaching intercollegiate forensics activities (Debate and I.E.) highly desirable.

School of Health Careers (Applications to Dr. Deborah Kisner, Chair, School of Health Careers)

Veterinary Technology: Teaching position in a nationally accredited two year Veterinary Technician program. Applicants with community college teaching experience are encouraged to apply. Candidates must be eligible for West Virginia veterinary licensure. Responsibilities include classroom and laboratory teaching and evaluation, course and curriculum development and evaluation, advising, practicum supervision, recruitment and selection of students, participation in departmental, school, and college committee activities.

School of Language and Literature (Applications to Dr. Martin L. Bond, Chair, School of Language and Literature. Initial interviews may be scheduled at the MLA Convention.)

English: Two assistant professors, both Americanists-#1, 18th/19th C.; #2, 19thC/Romantics. Desired subsidiary interests are minority literature and /or creative writing -PROSE. Both teach four (4) courses per semester, including a regular assignment at the Caperton Center.

School of Technology (Applications to Dr. Anthony L. Brizendine, P.E., Chair, School of Technology)

Architectural Engineering Technology: Requires a masters degree in Architecture with ability to teach design studio and related courses, and expertise in one of the following areas: architectural history and urban design or computer-aided design and presentation software. Professional experience, professional registration and/or a doctorate are desirable.

Civil Engineering Technology: Teaching position in TAC of ABET accredited AS and BS programs. Requires expertise in at least two or more of the following areas: civil engineering CADD software, computer-aided design, site planning and development, highway design/transportation, materials, structures, hydraulics/hydrology, and surveying/GPS. A masters degree in Civil Engineering or Civil Engineering Technology or a closely-related area and a minimum of 3 years of professional experience is required. Professional registration and/or a doctorate is desirable.

Electronics Engineering Technology: Teaching position in TAC of ABET accredited AS and BS programs. Requires expertise in at least two or more of the following areas: circuit analysis, shop practices, digital/microcomputer electronics, linear electronics, communications, industrial machinery/electronics/control systems, and networking/computer integration. Additional expertise in drafting, mechanical and/or manufacturing engineering technology would be beneficial. A masters degree in Electrical or Electronics Engineering or Engineering Technology or a closely-related area and a minimum of 3 years of professional experience is required. Professional registration and/or a doctorate is desirable.

FAIRMONT STATE COLLEGE IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION INSTITUTION. WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

UNIVERSITY OF HOUSTON
Learning. Leading.

Chief of Police

The University of Houston is opening a search for qualified candidates to serve as its Chief of Police. Reporting directly to the Associate Vice President for Administration, the Chief provides leadership of comprehensive 24-hour law enforcement services to a community of 33,000 students and 4,600 faculty and staff. The University Police Department currently consists of 40 commissioned peace officers and 15 civilian employees. The university is currently seeking an energetic and experienced professional with proven strategic and operational planning skills; proven ability to manage limited resources effectively; knowledge of current police procedures, practices, and philosophies; strong oral and written communication skills; sensitivity to and ability to work cooperatively with diverse ethnic and cultural groups; impeccable moral character and ethical standards; commitment to service excellence; and a demonstrated commitment to affirmative action.

Required Qualifications: A Master's degree in an appropriate area of specialization and six (6) years' progressively responsible law enforcement experience or Baccalaureate degree in an appropriate area of specialization and eight (8) years' progressively responsible law enforcement experience; and current Texas Law Enforcement Certification through the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) or acquisition of such certification within one year of date of hire.

Preference will be given to candidates with a minimum of five years' law enforcement managerial and supervisory experience (lieutenant equivalent or above) at an institution of higher education.

The university offers a competitive salary and fringe benefits package. Appointment date is negotiable. Applicants should submit a letter of interest, a current resume, salary history detail for the past three years, and three professional references. Please send all materials to:

Mr. John U. Martin
Associate Vice Chancellor/Associate Vice President for Administration
University of Houston
Ezekiel Cullen Building, Room 226
Houston, Texas 77204-2162

For further information, please visit the University of Houston Human Resources Department website at
www.uh.edu/admin/hr

Application reviews will begin immediately and continue until the position is filled. This is a security sensitive position. Candidates selected as finalists will be required to undergo a detailed review of their personal, financial, and professional backgrounds.

The University of Houston System is an Equal Opportunity/Affirmative Action Institution. Minorities, women, veterans and persons with disabilities are encouraged to apply.

Position Announcement

FOUNDING DEAN

School of Natural Sciences, Mathematics and Engineering

California State University, Bakersfield

Description: As part of an academic reorganization, California State University, Bakersfield (CSUB) is initiating a search for the Founding Dean of the School of Natural Sciences, Mathematics and Engineering. We seek an academic leader with vision and energy who will work collaboratively with this Liberal Arts faculty who, over the past 30 years, have compiled a distinguished record in teaching, research, and service. Natural Sciences, Mathematics and Engineering offers baccalaureate and masters degrees in disciplines of biological and physical sciences and mathematics and in computer science and nursing. Our new Bachelor of Science in Engineering program will be housed in this school and will begin in Fall, 2001. This school also participates in a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, Natural Sciences, Mathematics and Engineering has established baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. In the Fall of 1999, CSUB enrolled 6,000 students (or 5,250 full-time equivalent students (FTES)). Of these students (1,000) were majors in the departments that now form the School of Natural Sciences, Mathematics and Engineering, with 165 full-time faculty members. The University's diverse student body is reflected in the Fall 2000 admissions which included students of the following groups: African American 127, Asian 172, Latino 568, Native American 34, and White 826, including undergraduate and graduate students. For additional information, please refer to the CSUB Home Page at http://www.csubak.edu/.

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region and among the fastest growing in the state, has a population of 231,000; the service region exceeds 700,000. Bakersfield offers the amenities of modern city life and a relaxed life style for families. Los Angeles and the Pacific Ocean beaches are only two hours away. New housing is the best in the State for value and availability. Light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Founding Dean of the School of Humanities and Social Science (NSME) is expected to provide leadership within the context of the CSU system and CSUB's service region. The Dean is responsible for ensuring excellence in teaching, in research and scholarship, and in community service; recruiting, hiring, and evaluating NSME faculty; academic planning, budgeting, and personnel management. The Dean is expected to work collaboratively with faculty and other academic administrators. The Dean will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean represents the School within the University and to external constituencies.

Qualifications:

1. An earned doctorate and a record of teaching excellence, scholarly achievement, and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Natural Sciences, Mathematics and Engineering;
2. Appropriate academic administrative experience preparing the candidate to perform the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. A record of effective engagement with faculty, students, staff, university administrators, and members of the greater community; and
5. A demonstrated commitment to serving the University's ethnically and culturally diverse population.

Applications and Nominations: Review of applications will begin on October 15, 2000, and will be accepted until this position is filled with a view toward holding on-campus interviews early in 2001. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita that includes the names, addresses, telephone numbers, and e-mail addresses of at least four references.
3. At least four letters of reference addressing the candidate's qualifications for this position.

Nominations and applications should be sent to:

Dr. Thomas Meyer
Chair, Search Committee, NSME Dean
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin on July 1, 2001.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA

ANNENBERG SCHOOL FOR COMMUNICATION

The Annenberg School for Communication at the University of Southern California seeks applications from scholars who have demonstrated exceptional teaching, research, and/or industry experience and leadership to help build our new program in Entertainment, Communication, and Culture, which includes perspectives in culture, politics, industry practice and structure, law, policy, globalization, technology, and audience analysis.

We aim to fill one senior and one junior position. For the senior position, we are seeking a scholar who can take the lead in building our curriculum across undergraduate, masters, and Ph.D programs, provide a research agenda for the program, and develop relationships with industry. For the tenure-track, assistant professor position, all aspects of entertainment, both qualitative and quantitative, are of interest. A commitment to advising graduate students in communication theory and research, and an interest in engaging in multidisciplinary inquiry is expected. These appointments are scheduled to begin in August 2001.

Applications and inquiries may be directed to:

Professor Sandra Ball-Rokeach
Chair, Faculty Search Committee
School of Communication
Annenberg School for Communication
University of Southern California
Los Angeles 90089-0281
ballrok@usc.edu
Tel (213) 740-1260, Fax (213) 740-3913

Applications should include curriculum vita, three letters of support, and relevant examples of work. Applications will be reviewed beginning November 15 until the positions are filled.

USC is an AA/EO employer.

UNIVERSITY OF MINNESOTA

FACULTY AND ADMINISTRATIVE POSITIONS
UNIVERSITY OF MINNESOTA, TWIN CITIES
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions all have starting dates of August 27, 2001 and are tenured or tenure-track. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but review of application materials will begin as noted for each position.

Adult Education (Assistant Professor) Application review begins in October 2000.

Director of Interdisciplinary Training, Institute on Community Integration (the person in this position will also be given an appointment as tenure-track or tenured faculty member in Special Education). Application review begins in November 2000.

Educational Administration: Educational Leadership and Management (Assistant, Associate or Full Professor) Application review begins in September 2000.

Educational Program Evaluation (Assistant or Associate Professor) Application review begins in November 2000.

Learning and Cognition (Assistant or Associate Professor) Application review begins on 12/1/00.

Literacy Education (Assistant or Associate Professor) Application review begins on 12/1/00.

Special Education-Mental Retardation/Developmental Disabilities (Assistant Professor) Application review begins in December 2000.

An administrative position is also available in the college.

Department Chair with faculty rank, Department of Curriculum and Instruction. Nominations and applications are invited for this 12-month, full-time position. Candidates must currently hold, or be eligible for, a tenured position at the rank of full professor and must provide evidence of expertise in one of the department's academic areas. Application review will begin on 11/1/00.

Complete position descriptions containing specific qualifications and application processes are available on the Internet: http:/www.education.umn.edu, or from the College Dean's Office (612-626-9252; email: nancore@tc.umn.edu).

The University is an equal opportunity educator and employer

BEST COPY AVAILABLE

UNIVERSITY
of ARKANSAS

POSITION ANNOUNCEMENTS

Director of Financial Aid

Serve as the chief financial aid officer for the University, managing a budget of over 76.5 million dollars in state, federal, and institutional funds. The director will support the management of aid packaging, develop packaging strategies which support institutional goals, and establish outreach initiatives to best assist students in their ability to access the resources necessary to successfully matriculate at the University of Arkansas.

A Bachelor's Degree (masters degree preferred) with a minimum of 8 years experience in financial aid and/or enrollment management positions. A mastery of federal regulations as they pertain to the awarding and management of aid programs. Strong oral and written communications skills as well as organizational and personnel management.

Project Leader for Integrated Student Information System Implementation

The ISIS Project Leader will oversee the creation of specifications and design of a new campus-based integrated students information system for the University of Arkansas. The successful candidate will coordinate the implementation of the various modules of the new system through the effective utilization of core teams, user groups, and key support personnel as assigned to and effected by the project. This individual will represent the university with the external project consultants, developers, agencies, hardware and software vendors.

A Bachelor's Degree (masters degree preferred) with a minimum of 7-10 years of progressively responsible experience in administrative operations and support within a large university. Experience in project management, including those involving cross-departmental computer based systems and with software development, maintenance and operation as applied to large-scale administrative systems. An ability to work with modern computer-based office tools will be very important, as well as demonstrated ability to motivate, positively implement and effect change, and communicate orally and in writing, with a diverse community of individuals at different technical and professional levels.

Salaries are competitive based on qualifications.

Send Resumé and list of three references to: Ms Teresa Clark, University of Arkansas, Division of Enrollment Services, 228 Silas H. Hunt Hall, Fayetteville, Arkansas 72701. Or contact by e-mail at clark@uark.edu

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California State University, Fullerton is a large, comprehensive, urban university with approximately 1,600 full and part-time faculty and a diverse student body of more than 28,000.. The university offers a broad spectrum of programs, with 53 baccalaureate and 44 master's degrees in liberal arts and sciences and in applied and professional fields. Learning is preeminent at Cal State Fullerton. We combine the best qualities of teaching and research universities, where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Research and other creative activities are enhanced by the proximity of the campus to nationally recognized business, cultural and educational institutions. The university has a long-standing tradition of collegial governance. Cal State Fullerton is strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color and members of other underrepresented groups, including those with disabilities.

CAL STATE
FULLERTON

Vice President for University Advancement

California State University, Fullerton seeks an experienced and dynamic individual to provide executive leadership and vision to the university's advancement program. The ideal candidate will be able to build upon the university's current fund raising accomplishments and lead University Advancement to new plateaus.

The Vice President for University Advancement manages a professional staff of 42 and a comprehensive fund raising program including individual and corporate gifts, planned giving, major events and capital campaigns. This position serves on the President's administrative team and works closely with the advancement foundation, alumni association, key volunteer groups, deans, faculty and staff.

The successful candidate will have at least 10 years of progressively responsible development experience including proven success in conducting capital campaigns and securing major gifts. Higher education fundraising experience is highly desired. Bachelor's degree required and advanced degree preferred.

Located in the heart of Orange County in Southern California, Cal State Fullerton with an enrollment of approximately 28,000 students is part of the California State University system. To learn more about Cal State Fullerton, go to **http://www.fullerton.edu.**

To apply for this position, please send a letter of intent, vita and names, addresses, and phone numbers of five references to **Dr. Robert Palmer, Chair, Search Committee for Vice President for University Advancement, Office of the President, P. O. Box 6810, Fullerton, CA 92834-6810.** Application materials must be received or postmarked by November 10, 2000.

CSUF is an Affirmative Action/Equal Opportunity/Title IX/ADA Employer.

Dean of the Graduate College

UNIVERSITY OF ILLINOIS AT CHICAGO

The University of Illinois at Chicago (UIC) invites applications and nominations for the position of Dean of the Graduate College. The appointment will become effective fall 2001.

The University is one of the largest and most comprehensive institutions of higher learning in Illinois and is comprised of 15 colleges and schools with approximately 25,000 students, 8000 of whom are graduate and professional students. Nationally recognized as a Carnegie Doctoral/Research-Extensive university, UIC takes great pride in the ethnic and economic diversity of its student body. Located just west of Chicago's world-renowned Loop, UIC is a vital part of the educational, technological and cultural fabric of the entire metropolitan region.

The Dean of the Graduate College is the chief academic and administrative officer responsible for overseeing graduate programs in the arts and sciences, the professional colleges and interdisciplinary program areas. The Dean reports to the Provost and serves as a member of the Deans' Council. The Dean oversees the College's operating and fellowship budget and is responsible for identifying new sources of private and federal funding to increase support of graduate education. The Dean will also provide leadership in the recruitment and retention of graduate students.

The successful candidate will be an accomplished scholar with a record of demonstrated achievement in creating and sustaining distinguished and distinctive academic programs in collaboration with colleagues both within disciplines and across disciplinary lines. The individual chosen will act as an advocate for graduate programs at the campus level and to external constituencies and for graduate students at the departmental and campus levels. The candidate must possess an earned doctoral degree and qualify for appointment as a tenured full professor in an academic department.

A letter of interest and a current curriculum vita should accompany applications along with the names, addresses and phone numbers of five references. Review of applications and nominations will begin immediately and will continue until the position is filled. Applications and nominations should be sent to:

Dr. Creasie Finney Hairston, Chair
Search Committee for the Dean of the Graduate College
The University of Illinois at Chicago
Office of Academic Affairs (M/C 105)
601 South Morgan Street
Chicago, Illinois 60607-7128

The University of Illinois at Chicago is an Affirmative Action/Equal Opportunity Employer.

SUMMER 2001

Center For International Studies

MADRID
-
SPAIN

Scholarship Program
for Teachers, Counselors
&
School Administrators

Three or six weeks of intensive Spanish language study from **July 5 to July 26, 2001**, or **July 5 to August 16, 2001**, at the Center for International Studies in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $1,999.

For information, Write or Fax your request to:

**Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451**

Tel.: (201) 845-9744
FAX: (201) 368-0433

Dean

School of Natural Resources and Environment

1817

The University of Michigan–Ann Arbor

The University of Michigan invites applications and nominations for the position of Dean of the School of Natural Resources and Environment. The School's over-arching objective is to contribute to the protection of the earth's resources and the achievement of a sustainable society. Through research and teaching, faculty and students of the School are devoted to generating knowledge and developing policies, techniques, and skills to manage and conserve environmental resources to meet the full range of human needs on a sustainable basis. We believe this is best accomplished through the joining of multiple disciplines and approaches in a creative research and teaching atmosphere.

Faculty and students are drawn from an unusually wide range of disciplinary backgrounds and professional experiences, representing the natural and social sciences, and numerous professional fields. Research activities take place in varied settings, from wilderness to urban, regionally and internationally, and involve diverse partners, from private sector to governmental and nonprofit. The School provides instruction through undergraduate, masters, and doctoral programs.

The Dean is the chief academic and administrative officer of the School and reports directly to the Provost and Executive Vice President for Academic Affairs. The Dean provides leadership for the highest quality of scholarly achievements and academic program planning and implementation. Candidates should have a demonstrated commitment to positive action that supports those educational goals associated with a diverse student body and faculty. The Dean is expected to represent the School effectively to internal and external constituencies and to seek and secure funds from a variety of sources. Qualifications should be appropriate to assume a tenured faculty position at the University of Michigan. We seek highly qualified candidates from professional as well as academic backgrounds.

Nominations and applications will be reviewed continuously beginning **October 1, 2000**, and will be accepted until the position is filled. The University's dedication to excellence is complemented by its commitment to building a culturally diverse academic community. Individuals from under-represented groups are encouraged to apply.

Correspondence should be addressed to:

**J. David Allan
Chair, School of Natural Resources and Environment Search
Advisory Committee
The University of Michigan
3074 Fleming Building
Ann Arbor, MI 48109-1340**

E-mail may be addressed to **snredeansearch.chair@umich.edu.** The University has retained the services of Judith Auerbach of Auerbach Associates to assist the Search Advisory Committee in this process. Telephone: (617) 451-0095; Fax: (617) 451-5199. E-mail may be addressed to **jaa@auerbach-assc.com.**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

A Non-Discriminatory, Affirmative Action Employer

BRYN MAWR

Major Gifts Professionals

Located on an attractive suburban campus approximately 11 miles west of Philadelphia, Bryn Mawr College is a small, highly selective, liberal arts institution serving approximately 1,800 students at both the undergraduate and graduate levels. We seek experienced and energetic fundraising professionals to join our growing Major Gifts staff as we prepare for a comprehensive capital campaign.

Senior Major Gifts Officer

Reporting to the Director of Development, the Senior Major Gifts Officer will identify, cultivate, solicit and steward a portfolio of c. 150 prospects and donors in assigned areas of the country. S/he will work closely with alumnae campaign volunteers and will collaborate with fundraising colleagues on prospect management and strategies. S/he will travel extensively to identify and cultivate top-level prospects, with solicitation of gifts an expected outcome, and to educate donors and prospects about the College's Plan for a New Century and the attendant campaign.

The position requires a bachelor's degree (advanced degree desirable) and a minimum of 5 years of fundraising experience demonstrating success in face-to-face solicitations and in the utilization of volunteers, preferably in higher education. Familiarity with the mission of liberal arts colleges, strong verbal and written communication skills, ability to manage multiple tasks and to act both collaboratively and independently, and willingness and ability to travel extensively in pursuit of established performance goals are essential.

Major Gifts Officer

Reporting to the Director of Development, the Major Gifts Officer will have primary responsibility for organizing, staffing and soliciting, in conjunction with volunteers, the reunion fundraising efforts for all classes that will celebrate the 25th reunion during the College's upcoming campaign. We anticipate that each of these will be a multi-year effort as we move toward a major gifts model of reunion fundraising. In addition, the Major Gifts Officer will assist with other milestone reunion efforts as needed and will share responsibility for identifying, cultivating, and soliciting a portfolio of 125-150 major gift prospects in one or more areas of the country.

The position requires a bachelor's degree and 3-5 years of experience in major gifts or leadership annual gifts fundraising, preferably in higher education. Familiarity with the mission of liberal arts colleges, strong verbal and written communication skills, ability to function collegially, and willingness and ability to travel extensively are essential.

We offer excellent benefits and competitive salaries. Send letter of introduction and resume plus the names, addresses, and telephone numbers of at least 3 references to: **Assistant Director of Human Resources, Human Resources, 101 N. Merion Ave., Bryn Mawr College, Bryn Mawr, PA 19010-2899. EOE, M/F/D/V**

THE UNIVERSITY OF MICHIGAN

College of Literature, Science, and the Arts

CONSTANCE F. AND ARNOLD C. POHS PROFESSORSHIP IN TELECOMMUNICATIONS

The College of Literature, Science, and the Arts at the University of Michigan seeks nominations and applications for the Constance F. and Arnold C. Pohs Professorship in Telecommunications. This faculty chair, made possible by the Constance F. and Arnold C. Pohs Endowed Professorship in Telecommunications Fund, is intended for an eminent scholar and teacher who examines the social ramifications, global applications and comparative policies for telecommunication technologies. Candidates who study wireless telecommunication are especially encouraged to apply.

Applicants should be qualified for a senior faculty appointment in the College, which maintains strong programs in the social sciences (including departments of communication studies, political science, psychology, sociology, history, economics, and anthropology). Joint appointment with another school or college of the University (public policy, information, business, or law) is also possible. The University maintains outstanding teaching and research facilities, including the Institute for Social Research and the recently completed Media Union.

The chair is expected to play a leadership role in helping to design, assemble and coordinate an interdisciplinary research program, and to organize an annual seminar with participants drawn from within and outside the University. The seminar and research program will provide a unique opportunity to work with leading experts in the field and to help in developing and sustaining a program in new communications technology at the University.

The University of Michigan is an equal opportunity employer. Women and minorities are encouraged to apply. Completed applications should include a vita, three letters of recommendation, and evidence of teaching effectiveness.

APPLICATIONS AND NOMINATIONS SHOULD BE DIRECTED TO:

Constance F. and Arnold C. Pohs Chair
Department of Communication Studies
The University of Michigan
2020 Frieze Building
105 South State Street
Ann Arbor, MI 48109-1285

DEADLINE: Review of nominations and applications will begin immediately and continue until the position is filled.

Vice President for Information Systems and Telecommunications

Community College of Philadelphia invites applications and nominations for the position of Vice President for Information Systems and Telecommunications. The College seeks an experienced, dynamic, outcome-oriented, creative individual who can provide leadership and vision for a division that supports academic and administrative computing through excellence in service, education and training, and implementation of a College-wide information technology strategic plan.

Responsibilities: The Vice President reports directly to the President of the College and has broad-based responsibility for the College's computer infrastructure, networking functions, Web management and support, and telecommunications at the College's multiple locations. The Vice President will have a unique opportunity to lead in the implementation of a new long-range technology plan which outlines expected changes in student and administrative systems, expanded distance education opportunities and increased staff and student access to technology.

Qualifications: An undergraduate degree is required; an advanced degree in an appropriate discipline is preferred. Candidates should have at least five years of relevant experience, preferably as a senior manager in higher education. The successful candidate will demonstrate: an understanding of academic, administrative and student systems technologies and processes; experience in strategic IT planning; experience in the management of technical personnel; effective communication and interpersonal skills; a proven record of building collaborative approaches to issues; a commitment to staff development; significant fiscal/budgetary experience; and the ability to bring creativity and resourcefulness to the implementation of a vision.

The College: Founded in 1965, the College enrolls more than 18,000 FTEs, with an annual budget of $79 million. The College is the only public institution of higher education in Philadelphia and the sixth largest college or university in the Commonwealth of Pennsylvania.

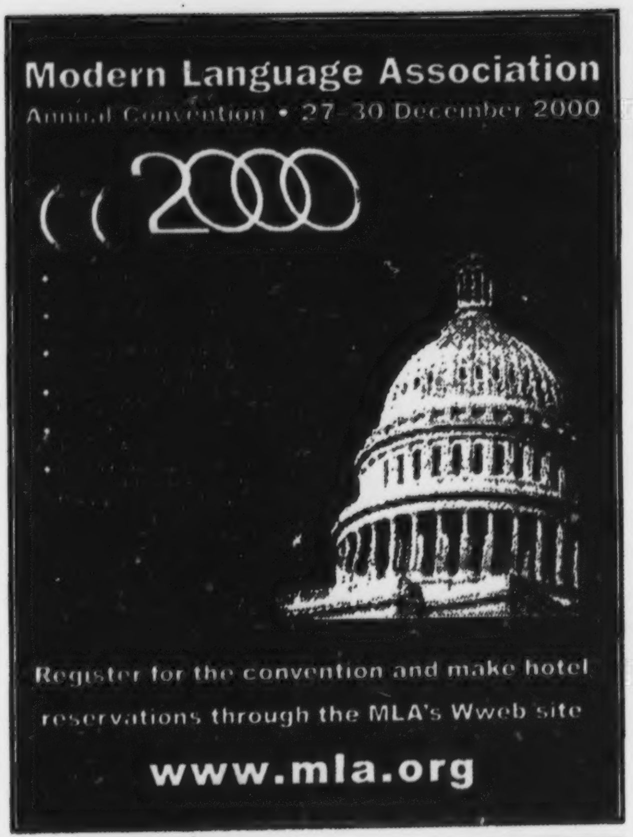
Start Date/Salary: The position is available on or after January 1, 2001. A highly competitive salary and a complete comprehensive benefits package are offered.

Applications: In making application, candidates must be responsive to the experience and requirements listed above. Interested candidates should forward their resume, three letters of recommendation and a letter of application (including salary history), postmarked by Sunday, November 12, 2000 to

Community College of Philadelphia

Human Resources (ST)
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE



Modern Language Association
Annual Convention • 27-30 December 2000
2000

Register for the convention and make hotel
reservations through the MLA's Wweb site
www.mla.org

A CALL FOR PAPERS FOR THE SIXTH CONFERENCE OF
RECOVERING THE U. S. HISPANIC LITERARY HERITAGE

Recovering the U.S. Hispanic Literary Heritage

DECEMBER 1-2, 2000

University of Houston (Main Campus)
University Center Underground
Houston, Texas

Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity

MARKING the tenth anniversary of the Recovering the U. S. Hispanic Literary Heritage Project, this year's conference will focus specifically on the future of the Recovery Project. A sense of the future is not complete without an earnest reflection on the gains and obstacles of the last decade. While the conference will continue to foreground the results of recent, Recovery-related research, it will also provide ample space for measuring the effect of the Recovery Project on history and criticism in graduate education. Of particular interest in this year's conference are questions of pedagogy, classroom methodology, and how to translate the past into terms and concepts that students can understand today. Please join us in embarking upon the next ten years of the Recovery Project.

PAPERS OR PANELS ARE INVITED on any of the following themes:

- Analytical Studies of Recovered Authors and/or Texts
- Critical and Theoretical Approaches to Recovered Texts
- Preparation of Critical Editions
- Curriculum Development
- Folklore/Oral Histories
- Historiography
- Language and Linguistics
- Preservation and Access
- Library and Information Science

Presenters will be asked to provide a publication-ready paper in hard copy and word processor diskette prior to the conference. Selected papers will be published in the fifth volume of conference proceedings.

Submit a 150-word abstract and curriculum vitae by AUGUST 15, 2000 to:

Recovering the U.S. Hispanic Literary Heritage
University of Houston, 4800 Calhoun
E. Cullen Performance Hall, Room 254
Houston, TX 77204-2172

Phone: (713)743-3128
Fax: (713)743-3142
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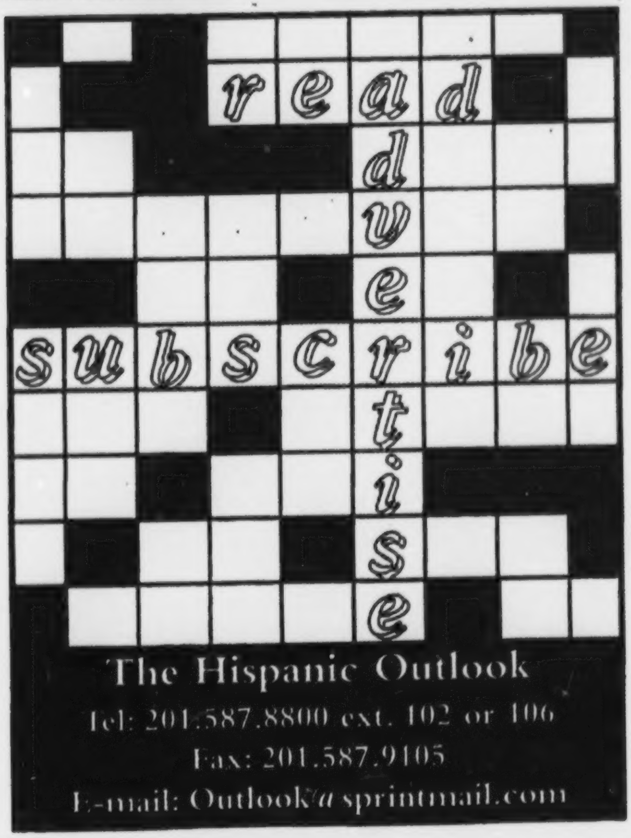

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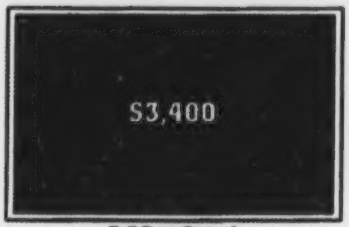

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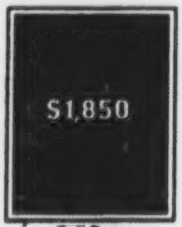

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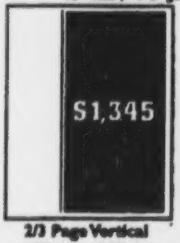

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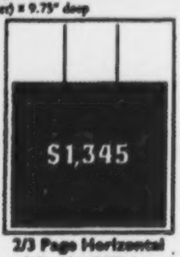

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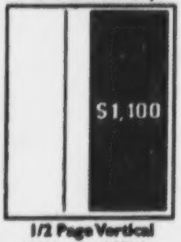

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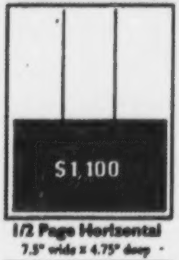

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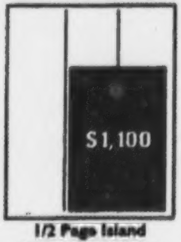

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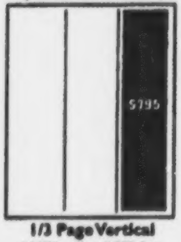

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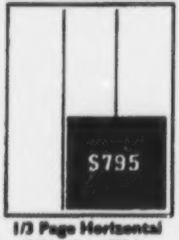

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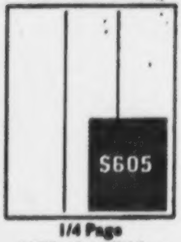

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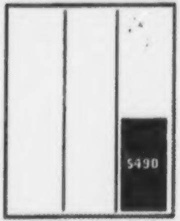

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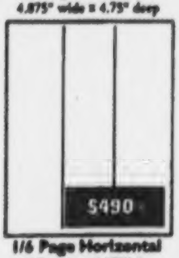

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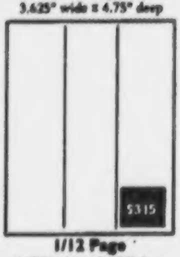

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¡PUNTO FINAL!

THE OPPORTUNITY TO GRADUATE

Ann Cranston-Gingras, Ph.D. is an associate professor of special education and director of the Center for Migrant Education at the University of South Florida. Her research interests include issues related to the educational needs of children at risk, especially children from migrant families and those with disabilities.

One afternoon last semester, I looked up to see a young man in my office doorway holding an envelope. "I'm glad you're still here. I rushed from my internship so I could give this to you myself," he said. "It's an invitation to my graduation." He looked happy as he rushed off to work.

David would be the first in his family and one of the very few from his community to graduate from college. He was well on his way to becoming an elementary school teacher. He chose a profession where he could help children, especially children from his community, who faced hardships he knew all too well.

Reflecting on David's success, I thought about how intelligent, diligent, and motivated he was and how he still struggled with what many students would consider routine university procedures. It seemed that to David, the university was at times overwhelmingly large and impersonal. I'd sensed his intimidation and tried to help him navigate the system. I thought about him often working two jobs to help his family, while carrying a full course load. I'd often seen him rushing in and out of the computer lab between classes to work on his papers, and knew he didn't have a computer at home.

I thought about María, a student also studying to be a teacher, who'd introduced me to David, a member of her community. She hoped I might help him through my affiliation with a private endowment for education majors. At the time, María was ahead of David in school, but because of many hardships she faces, her graduation remains a distant dream, her teaching career limited to tutoring young children in a mission program. María and David are members of the migrant farmworker community.

Migrant farmworkers move with their families across the country following the growing seasons and attempting to obtain temporary work in agriculture, fishing, or food processing. Between three to five million currently travel throughout the U.S., planting, harvesting, and processing crops. Most are minorities. The majority are Hispanic. Migrant youth face harsh life circumstances–poverty, frequent moves, linguistic and cultural barriers. About 200,000 migrant children work the fields. Farmworkers have median incomes of $2,500 to $5,000. Three-fourths have annual family incomes of less than $10,000.

Migrant students often miss school, enroll late, and leave early. David's family moved between Florida and several mid-western states, leaving Florida in early April and not returning until October. The educational status of migrant children in general lags dramatically behind that of others. For many overage and frustrated migrant students, the lure of employment in the face of escalating family crises outweighs the desire and ability to stay in school. A recent survey reveals that only 15 percent of farmworkers in the U.S. complete 12 years of school or more. Largely due to economic necessity.

For the Marías and Davids who do eventually graduate from high school and aspire to college, the struggle intensifies. Due to gaps and inconsistent coursework across states, the high school GPAs of many migrant students do not accurately reflect their ability. Often, they've been penalized for excessive absences, lost credits due to transfers, and been ill advised about courses necessary to enter college. Special consideration in admissions and a commitment to ongoing academic and personal support are critical. They might not qualify for certain financial aid and tuition reductions because of residency requirements and often know little about private scholarships. Most are relied on to continue contributing to family income.

The federal government sponsors the highly successful College Assistance Migrant Program (CAMP), designed to help them gain admission and complete the first year of college. But these programs are few, and often geographically inaccessible and inadequately funded.

David's success is a testimony to the consistent commitment to hard work that characterizes the lives of migrant farmworkers. And to the efforts of individuals and agencies dedicated to helping them succeed. David was eager and able to grasp the opportunities provided him. For every David, however, there are many Marías who need our help and support to fulfill their dreams.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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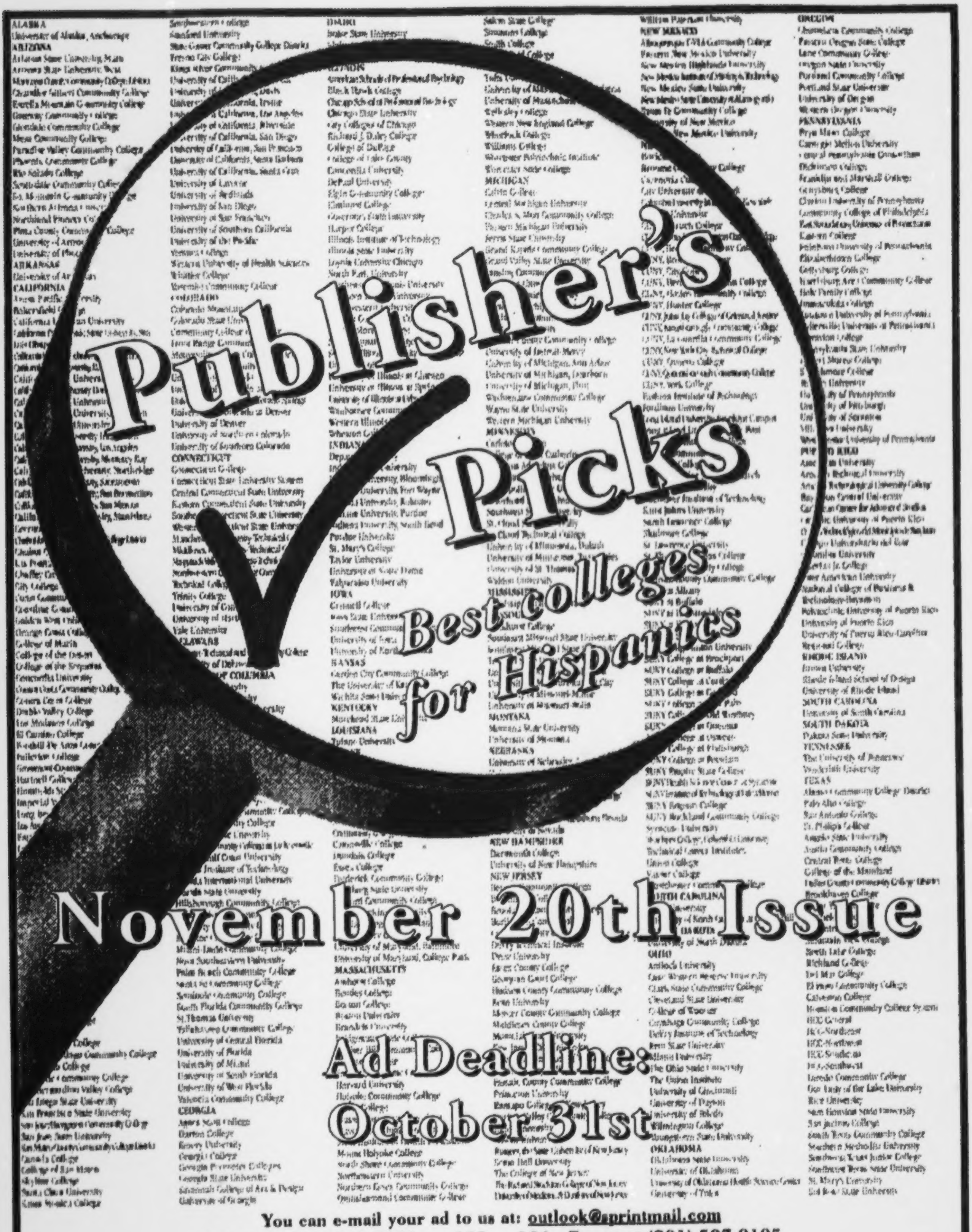

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Best colleges for Hispanics

November 20th Issue

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¡PUNTO FINAL!

Expanding Opportunities for Hispanic Students back cover

Cover Photo Courtesy of: Hispanic Heritage Month poster, available through HMS Co. at www.hmsdc.com

Esquina Editorial

¡Buenas!

Drawing nearer to the November 2000 presidential elections, citizens wonder who, after the last ballot is cast, will win. Still, many of the voting-able population are indifferent and aren't following the candidates as well as they could.

This apathy is detrimental. Why? Perhaps, because people don't feel a connection with any one candidate, they doubt the sincerity of the political platforms presented, and, finally, they believe that their votes are inconsequential.

According to Vanishing Voter Project (The Joan Shorenstein Center on the Press, Politics and Public Policy, Harvard's John F. Kennedy School of Government), which conducted national polls during the campaigns, Hispanics have been less attentive to the presidential race than have non-Hispanics, and nearly half of the Hispanic respondents said the outcome would make little or no difference in the lives of people like themselves, compared with 41 percent of non-Hispanics. Is there a silver lining? Despite our involvement, the polls indicated that compared to other Americans, Latinos are less cynical about the process.

Grassroots organizations, Hispanic and women's groups, and websites have been diligently working to reverse this unresponsiveness.

Before people head to their local polling place, they need to understand the voting process and have access to information that will enable them to make informed decisions. We all have the right to vote; the key is to learn how beneficial it can be if we do.

In this issue *HO* celebrates Hispanic Heritage. An article by Eduardo Padrón, president of Miami-Dade Community College discusses the important role community college's play in the advancement of Latinos. We've also taken a look at accreditation standards and other initiatives. Our next issue will focus on Law Schools and law-related topics. *And* don't forget to visit our booth (#307) at HACU's 14th Annual Conference, Albuquerque, N.M., Nov. 4-7.

Take note y *basta proximo número,*

M. Sarracent

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

New and Extended Government Programs for Hispanics

BY GUSTAVO A. MELLANDER

Several Washington, D.C.-based government agencies have this year extended or launched ambitious new programs to reach out to Hispanics. I list a few.

Department of Education (Dept. of ED)

- The Department will soon release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," a guide for federal, state, and local educators, policy-makers, and community leaders to improve educational access and quality for Hispanic students. The Dept. of ED will also develop and provide progress indicators in the following areas: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.
- The "Idea Book"–The Dept. of ED's "Helping Hispanic Students Reach High Academic Standards: An Idea Book," designed to highlight promising strategies used by schools and communities to help Hispanic students succeed in learning, gain productive employment, and become responsible citizens, will be sent by the Dept. of ED to the 100 school districts with the fastest-growing Hispanic student populations. Colleges may request copies as well.
- Assisting School Districts with Rapidly Growing Hispanic Populations.

The Dept. of ED and the National Association of Bilingual Education will launch workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using communitywide resources to meet the needs of new students and their families.

The Dept. of ED will provide technical assistance for superintendents and principals in communities experiencing a large increase in Hispanic students. They will provide successful strategies to build partnerships to improve academic performance and increase Hispanic high school completion rates.

- New Grants to Support HSIs–Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for many other disadvantaged students. The Dept. of ED's HSIs program will provide $25.8 million for 76 new development grants to enable eligible HSIs of higher education to expand their capacity to serve Hispanic students. Funds may be used for faculty development, administrative management, and improvement of academic programs, facilities, and student services.
- Title I Outreach Campaign–The Dept. of ED will launch an expansive outreach effort to provide more and higher-quality services to very young Hispanic children through Title I pre-school programs. All local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services.
- Outreach Campaign with the National PTA–The Dept. of ED and the National PTA will distribute "Vamos juntos a la escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them.

The tape, which will go to PTAs nationwide of schools with significant Hispanic populations, will provide basic suggestions for helping children succeed in school, covering subjects such as parent involvement, early childhood development, reading and mathematics, and preparing young people for college.

Other Government Programs

There are many sponsors of education programs geared for Hispanics. Some seem rather unusual, but they made their case to Congress and succeeded in being funded.

- Department of Energy (DOE)

For FY 2001, the DOE's Community College Institute (CCI) has committed to quadrupling the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The effort will provide additional incentives for interns who agree to mentor other students when they return to their community college after their internships.

- Department of Health and Human Services (HHS)–The Substance Abuse and Mental Health Services Administration is in partnership with the Hispanic community to develop and implement ¡¡SOY UNICA!! ¡¡SOY LATINA!! (I'M UNIQUE!! I'M LATINA!!), a national, comprehensive, multimedia bilingual campaign geared to Hispanics/Latinas 9 to 14. The initiative will help young girls to build positive self-esteem in order to prevent drug use and avoid the harmful consequences of emotional and behavioral problems.
- Department of Defense (DOD)

The Department of Defense will expand its student teaching internship program to increase the number of Hispanic educators in overseas schools that serve family members of military personnel.

It has also entered into five new partnerships with HSIs to provide round-trip travel expenses to entice exceptional students majoring in education at HSIs to complete their student teaching internships in DOD schools overseas.

- HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans

The Department of Housing and Urban Development (HUD), Department of Health and Human Services(HHS), and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English- and Spanish-language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs.

The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credit information. Data on how to choose a child care center, what Head Start has to offer, and other family support systems will be included as well.

All in all, it is going to be a stellar year of opportunity for Hispanics and education.

Dr. Mellander is a professor at George Mason University.

Education and the New Hispanic Heritage

A Miami-Dade Perspective

BY EDUARDO J. PADRÓN

"What we have proven beyond dispute is that underprepared does not mean incapable or powerless."

Associating an "ivory tower" with higher education has always been an anomaly to me. The image suggests a pristine, far-away place protected from the rigors of everyday life, an academic Oz reachable only by a chosen few. The rest of us were free to attend the school of hard knocks.

Until recently, Hispanics have been all too familiar with the latter "institution." Higher education enrollment statistics and a host of demographic indicators spoke to the disconnection between Hispanics and higher education opportunity. While the battle is hardly won, the doors of "democracy's colleges" have swung wide for Hispanics over the past decade. Community colleges–offering a bonafide entry pass to the new global economy–have offered Hispanics a new view of themselves, one that is colored in possibility and high expectations.

In South Florida, we are all too familiar with stories of dashed expectations and opportunities lost. Immigrants have arrived full of promise only to languish in low-end jobs for years, high hopes leveled by language and basic skills deficits. But community colleges, as they change the face of American higher education, are changing the lives of Hispanics and other minorities throughout the country.

Today, there are 1,100 community colleges across America, home to more than 5.2 million credit students–40 percent of the country's collegiate population.

An additional five million students enroll in non-credit courses–including a host of short-term occupational courses aimed at an evolving global economy. Over the past decade, community college enrollment has grown by 24 percent, double the growth of four-year schools. Fully half of high school graduates who go off to college stay at home, at their local community college.

For Hispanics, community colleges have offered a breakthrough. Of the more than 1.2 million Hispanics in higher education, 56 percent attend community colleges. Victims of inner-city poverty, over-crowded urban high schools, and poor English-language skills, many of these students would not otherwise have crossed the threshold of higher education, let alone set foot in a high-tech economy.

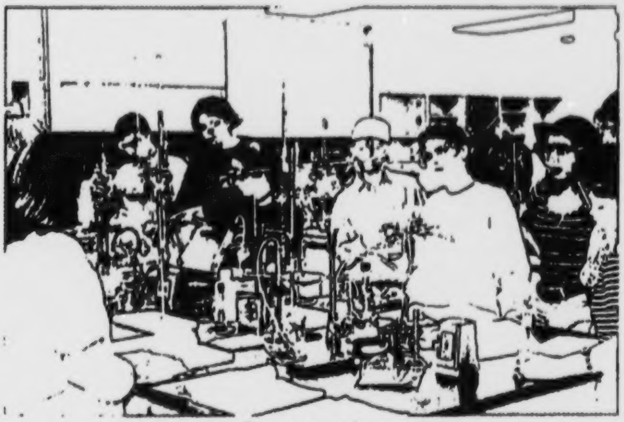
Sixty-three percent of Miami-Dade's students are Hispanic, and the overwhelming majority are first-generation college students. Combined with African Americans, more than 80 percent of our students are minorities with over half first-generation in college. Many need developmental support, and the national prominence achieved by Miami-Dade is, in part, due to our work with these students. What we have proven beyond dispute is that underprepared does not mean incapable or powerless. Opportunity changes everything; community colleges "are doing what other educational institutions in America aren't doing: preparing people, often those with mediocre basic schooling, to get well-paying, middle-class jobs."[1] Miami-Dade has a vault full of stories of people in their 20s, 30s, 40s, and older who went from dead-end $7/hour jobs to salaries of $30-50,000 and future growth.

The newness of the economy, offering services, products, and jobs never imagined, has leveled the playing field to a degree. Community colleges, with their open door, developmental support, and quick response to the marketplace, have offered a real chance to step onto that playing field. But the impact goes far beyond the new job and increased income. Education is always, at its core, about self-knowledge and understanding. For many Hispanics, community college has been their moment of recognition–of their talents, unique worth, and ability to contribute to the community. Not only do doors open and incomes surge, but more importantly, attitudes and expectations shift and extend into the community.

Recently, Miami-Dade undertook a marketing campaign that included billboards featuring prominent South Floridians who had attended the College. Many–bank presidents, the state's attorney, a neurosurgeon, and more–were Hispanic. The comments we received were extraordinary, both in respect for the College's work and in gratitude for demonstrating possibility to the entire Hispanic population. Such are the beginnings of a new Hispanic heritage, one filled with high expectations and practical results.

By nature, community colleges invite collaborative arrangements with key elements of the community. What ensues is a unique sense of involvement and ownership in the College and related community growth. The necessary connection between higher education and the local and regional economy has never been more apparent. South Florida's example, though unique in its particulars, is typical of the community economy playing catch-up with the tide of a new marketplace. Industries driven by high-tech factors–bio-medical and health care, entertainment, information technology, and others–desperately need skilled personnel to sustain themselves. Like so many community colleges across the country, Miami-Dade has revamped its occupational curriculum in response to a countywide initiative fostering specific industry development.

In *The Coming 20-Year Boom and What It Means to You*, the authors, two Wall Street insiders, refer to "an exquisite sensitivity" in describing community colleges' responsiveness to local labor markets. Training partnerships in which faculty and industry professionals collaborate on curriculum are landing students immediate employment and a tailor-made middle-class income. The likes of Ford, DuPont, and NYNEX suggest the range and potential of these alliances. At Miami-Dade, a Computer Certification Center–featuring program collaborations with Nortell/Bay Networks, Cisco Systems,



Chemistry students

Oracle, IBM, Microsoft, Novell, and Sun Systems, all world leaders in software and networking fields and all available under the community's college umbrella– speaks to the vast possibilities of these partnerships.

There is no question that technology has opened up dynamic, lucrative fields that can be entered with a short-term certificate or associate's degree. Since the early '70s, the percentage of occupational degrees versus liberal arts degrees has risen from 43 percent to 70 percent. While direct entry into the workforce is more viable than ever, the transfer option to a four-year institution remains the cornerstone of the community college mission. Again, it is partnership that is allowing for smooth transitions for students. In Florida, some 55 percent of students in the State University System (SUS) began at community colleges. At Florida International University in Miami, 55 percent of the student population transferred from Miami-Dade.

The simple yet telling fact is that transfer students from community colleges perform on a par with native students in the SUS. What is amazing is that 80 percent of entering Miami-Dade students require developmental course work. Yet these students, many of them Hispanic and African American, move on to honors courses, graduation, and transfer to not only the SUS but the renowned of American Universities–Yale, Harvard, MIT, Stanford, and many others. M-DCC has articulation agreements with 52 colleges and universities, including Smith College and Georgia Tech.

M-DCC math team shows off its trophies from Math Olympics 2000.

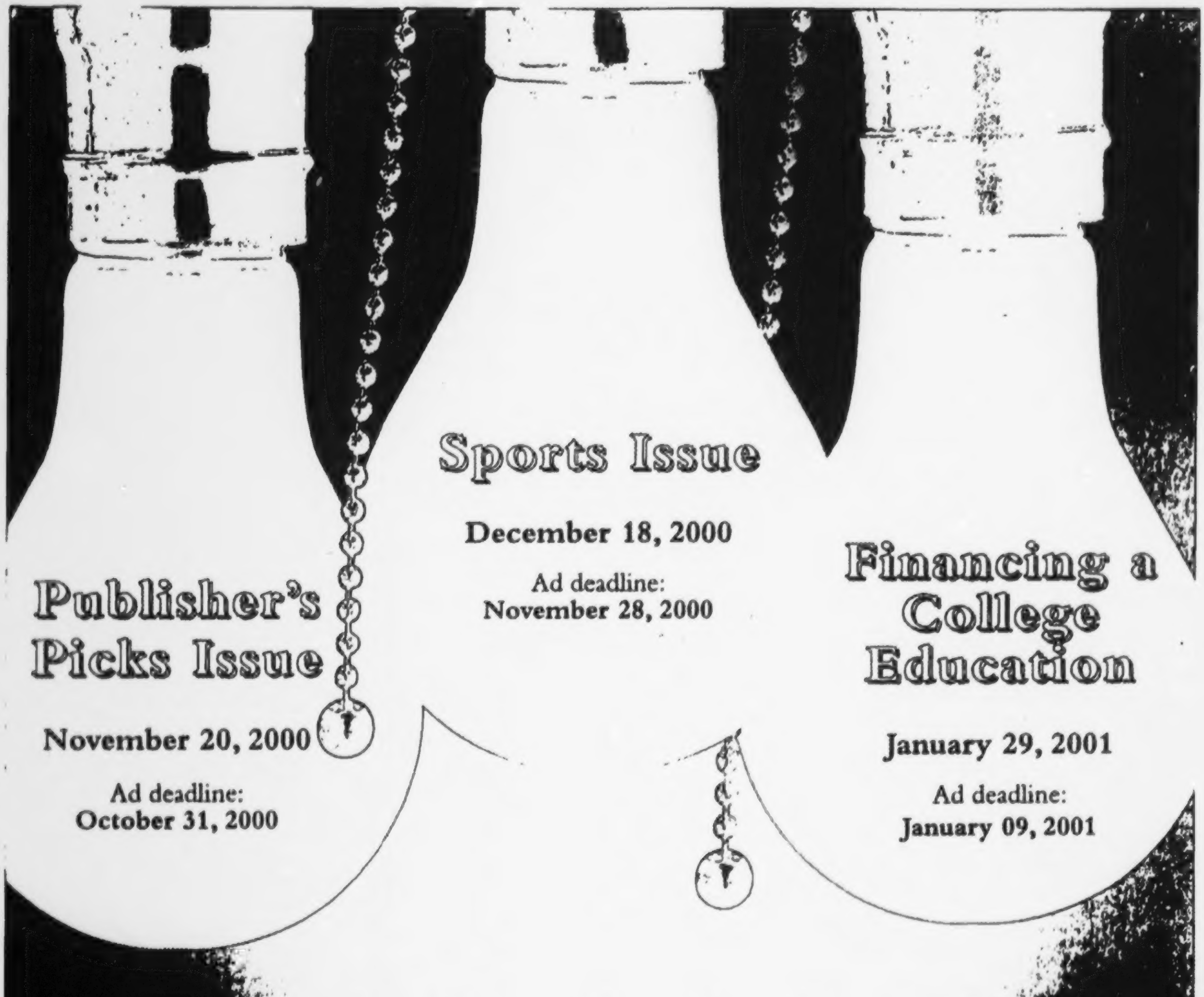
It bears repeating that underprepared does not imply incapable. Community colleges are rightfully called the colleges of second chance and, in many cases, the only chance. Rest assured, these are the students who have allowed Miami-Dade to confer more degrees on Hispanics and African Americans than has any other institution in America.

Partnership and ownership extend beyond the classroom. Service learning projects such as America Reads take college students into the public schools to teach reading, reaching for the students whose hopes fade with lost time. For those who have found no entry into the mainstream economy, the College's One Stop and WAGES (Work and Gain Economic Self-sufficiency) centers provide counseling, job skills, and training opportunities for clients leaving the welfare roles.

For all of our progress, common sense and a few undeniable statistical references suggest that we ought not rest on our laurels in the Hispanic community. One of every four people living in poverty in the United States is Hispanic. With that in mind, it is ominous that by the year 2005, Hispanics are projected as the major minority in the country, and that by 2025, they will account for nearly 18 percent of the U.S. population. More sobering data indicates that Hispanics achieve high school competency, graduate, attend college, and achieve degrees at an alarmingly lower rate than do other students.

Students in a computer lab

As clearly as these statistics state the problem, just as clearly the door has been pushed open to a new day. The Presidential Advisory Commission on Educational Excellence for Hispanic Americans, on which I have been privileged to serve, has recommended sweeping steps toward that new reality. Calling on government, private industry, and community organizations, the recommendations have the potential to stimulate growth from pre-school through graduate school. The Commission report is entitled, "Creating the Will: Hispanics Achieving Educational Excellence." Beneath and beyond all the program support, it is true that each person must find the will. Community colleges across America have demonstrated that the will to learn combined with the opportunity to excel is a sure-fire equation for success.



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Latino Youth Conference—Step by Step

Citrus College

Event Now in 11th Year

BY
ADRIANA MEUCCI

“'*Mi vida loca*' is very emotional, with the presenters sharing their experiences of being involved in gangs. They go on to share how they have broken away from the gang life and how education has changed their lives. I sat in on the workshop a little while and was brought to tears several times as the presenters shared about their lives.”

HO is talking with Maxwell Sucee, college promotions specialist, Citrus College, Glendora, Calif., in charge of overall planning of this year's Latino Youth Conference, now in its eleventh year. This is his first.

“Word of '*Mi vida loca*' has spread among the students and teachers,” he continued. “This year, each session was at its capacity. I believe the students really relate to the former gang members, who aren't too far removed from their previous lives. The presenters talk to the students rather than at them.

“Students, including the self-professed 'tough ones,' listen up in this workshop….Of note, on the evening before this year's conference, two of the participating schools were involved in a shooting; one of the students was killed. The workshop presenters were aware of this and addressed it in the workshop.”

Citrus College, which serves an Hispanic population of more than 35 percent, enjoyed one of its best-ever annual Latino Youth Conferences this year. More than 250 Latino high school students visited the campus for a morning event about the value of a college education and personal empowerment.

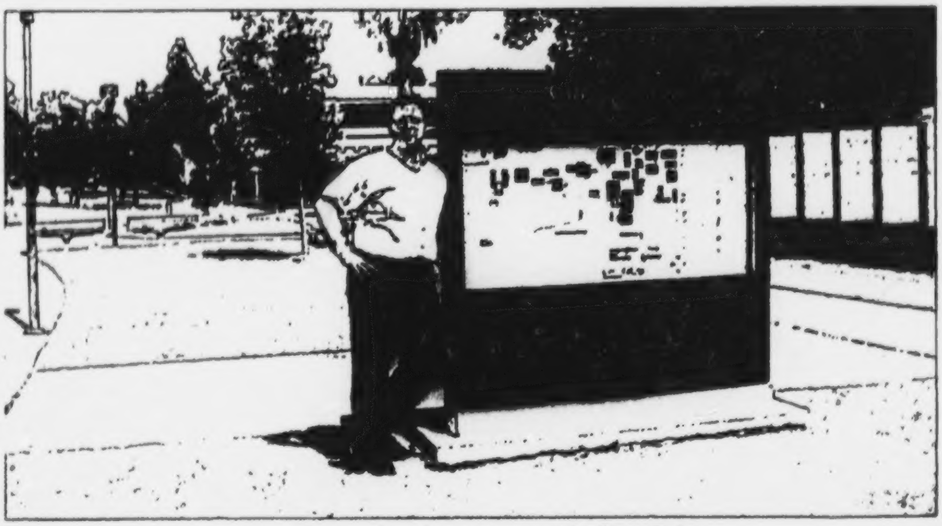
After a continental breakfast, students were able to enjoy engaging speakers–many of them distinguished members of the community. They also attended workshops, were given door prizes, lunch, and entertainment.

“This conference has made the dream of college a reality for Latinos over the last 10 years. It breaks down the barriers that Latinos face when considering their future,” said Michael Carrillo, a Citrus College instructor.

“Schools call us to see if we can accommodate additional students. As the popularity of the conference continues to grow among the students, teachers, and sponsors, we will have to move it to a 1,500-seat auditorium.”

Carillo, who is also the director of EOPS/CARE, helps to provide at-risk students with a smooth matriculation transition into the community college, and he also presents a

> ***“Students, including the self-professed ‘tough ones,’ listen up in this workshop.”***
>
> MAXWELL SUCEE,
> COLLEGE PROMOTIONS
> SPECIALIST,
> CITRUS COLLEGE



Maxwell Sucee, college promotions specialist, Citrus College conference workshop called "Celebrating Our Latino Heritage."

He believes the conference has been successful because of the intense planning and commitment by everyone involved, as well as the communication with local area high schools.

The conference, Carillo says, improves each year, but still needs to be fine-tuned. This is especially true of getting students to think about higher education, and providing them with the information they need to achieve it.

And the conference is heading toward that fine-tuning through implementation of a rating system introduced this year. Students, teachers, and counselors in attendance were asked to evaluate the speakers and workshops using a four-point system. The conference received an excellent overall rating of 3.6 out of 4. Eight out of the 9 workshops also received high scores, as did the opening program.

Citrus College's Latino Recruitment Committee established the annual Latino Youth Conference. The US Department of Education has designated Citrus an HSI, Hispanic Serving Institution, and most of Citrus' Hispanic students are the first in their family to attend college.

Citrus College Welcomes Young Latinos–Citrus College's 11th Annual Latino Youth Conference welcomed approximately 200 students from its district and surrounding communities for a day focusing on enlightening and motivating, and on eliminating the barriers facing young Latinos and encouraging their pursuit of a postsecondary education.

Asked who is invited to the conference, Sucee told *HO* that priority is given to seniors from high schools in the Citrus College district. "Several schools from immediately outside of our district are also invited. In total, 12 high schools from Azusa, Pasadena, Monrovia, Covina, Duarte, and Claremont, totaling 220 students, attended the conference. Due to the popularity, I had to cut back on the number of students invited from outside of our district."

New Goals This Year

"Based on the solid foundation established from previous conferences," said Sucee, "and the philosophy that you can always improve, I looked to establish some new goals for this year's conference.

"With my PR experience in the nonprofit sector in Toronto, Canada, I couldn't help but see this conference as a wonderful marketing opportunity for the college and local businesses. Many businesses are looking for an opportunity to affiliate themselves with such a worthwhile cause. The other reality was that the conference had a minimal budget and was in need of a corporate sponsor.

"In addition to the marketing side of things, I also reviewed the existing workshops being offered and realized that there was nothing that addressed the stress that students face today. A *Los Angeles Times* article regarding a study conducted by UCLA, which stated that college freshmen are more stressed than ever, substantiated my feelings.

"Also, in addition to being a day focusing on education and empowerment, I wanted the day to be more of a celebration of Latino heritage."

The Conference was newsworthy, he felt, and he planned to generate several press releases about it. And he hoped that through sponsorship dollars and donations, there might be enough money left over to establish a scholarship program.

Raising Money

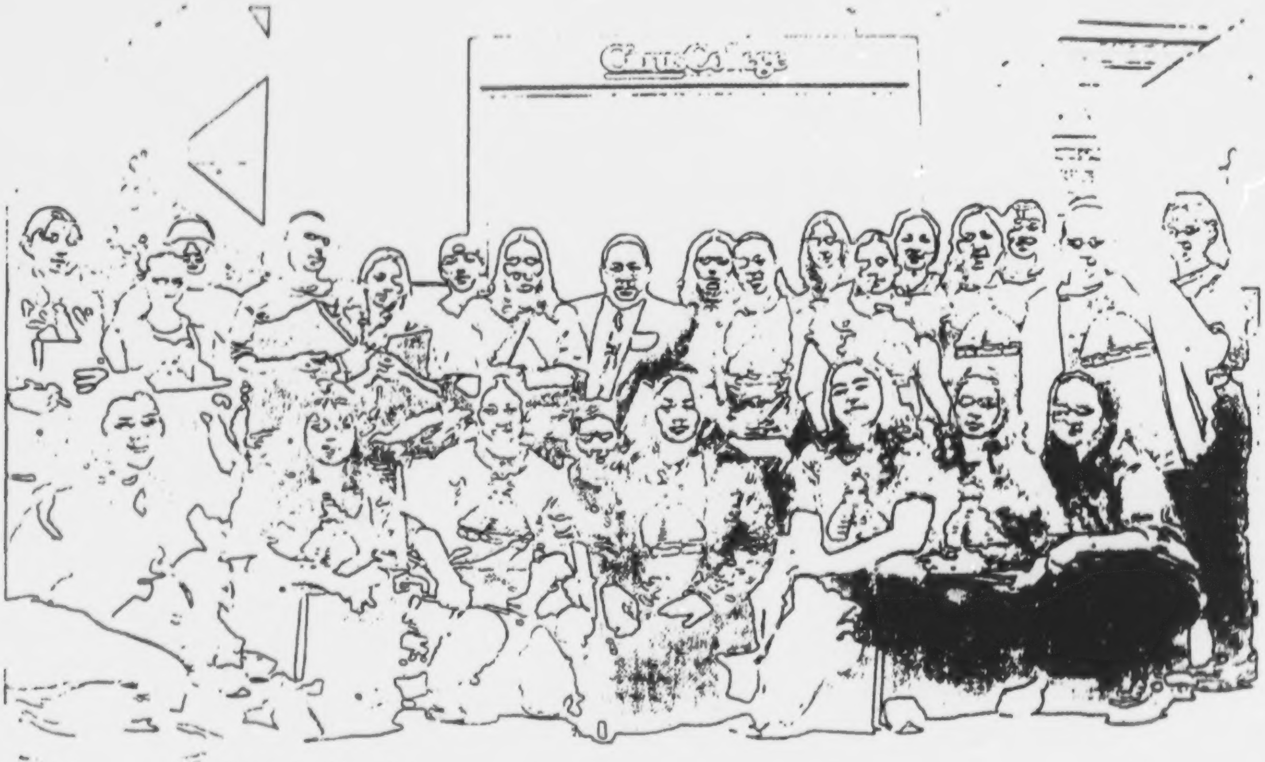
"I approached the Latino-owned Pueblo Corporation, which I came across as a result of an article in the *LA Times* that highlighted their commitment to education and the community. After meeting with their public relations manager, they agreed to sponsor the Conference with a $2,000 donation. In return, they received a full-page ad in our event's program and the opportunity to display their company logo on the T-shirts distributed to event participants. They also recognized two recipients of scholarships from their La Beca de Pueblo program, one of whom was a student at Citrus College. This served as an excellent example to the students in attendance.

"I then set out to have breakfast and lunch donated for our 250 guests. I approached Souplantation, whom I met at another community event, and offered free advertising in our event's program and the opportunity to distribute a coupon to the employees at our college. They jumped at the opportunity and donated both breakfast and lunch for the day. This also held the same for Pepsi, who donated all the soda for the event, and Trader Joe's, who donated coffee, tea, and juice for the event."

Local businesses and professional sports teams were approached to donate door prizes and purchase advertising in the event program, the main generator of event revenue, said Sucee.

Through the College's music department, Sucee contacted a student who played in a 12-member *banda*. "He agreed to provide the entertainment at lunchtime, and in exchange, we gave him a free ad in the event's program. The *banda* was such a hit that students got up to dance."

For the workshop on combating stress, Sucee approached Linda Wright, "a wonderful woman who owns a local gym and teaches yoga at Citrus." After several meetings,



"The Conference breaks down the barriers that Latinos face when considering their future," said Michael Carrillo, a Citrus College instructor.

they came up with Chill Out, Man!

"The workshop ended up being one of our most popular. It offers alternative methods of dealing with anxiety, restlessness, anger, and uncertainty. In return for her help, we designed and placed an ad in the event program, and I mentioned her involvement in all the materials we sent the press."

The media was sent several press releases prior to and after the event, and several favorable articles resulted, said Sucee.

Essential Help

"Having only been employed at the college for several months, and this being my first time planning the Conference, I faced several challenges in executing the logistics," said Sucee.

"My colleagues and director helped a great deal by pointing me in the right direction, but ultimately the Conference was my responsibility. I utilized the recruitment committee as my sounding board for the various ideas I was implementing. I was also left with an excellent paper trail from my predecessor.

"I really enjoy soliciting sponsorship. When you are working for a cause you believe in, it makes the job easy.

"Other than the week prior to the Conference, I had minimal assistance. I devoted about 70 percent of my time to the Conference in the two months leading up to the date. We have a graphic designer in our department who I worked closely with in designing the numerous print materials and the Conference T-shirts. I also relied heavily on several other departments at the College. Our transportation coordinator was a great help in providing transportation to all the schools–any of whom couldn't afford their own. Several counselors presented workshops, and our Career and Transfer Center provided me with the names of representatives from local four-year schools to participate in the On Route to University workshop. The day of the Conference, I had the assistance of my office–a director, three fellow promotion specialists, and three part-time workers."

Sucee said that volunteers are essential in pulling off a conference of this magnitude. "Most importantly, from the very beginning of the planning, I developed a critical path for the Conference that served as my 'bible' for the entire Conference. Another critical path and script was developed for the day of the Conference."

Students and Speakers

"I came across a very large (and I'm 6'5", 275 pounds) and angry young man who I related to because of our sizes and some of struggles I went through as a youth," said Sucee.

"He was a late registrant and very reluctant to be attending the Conference. His chaperone asked if I could suggest some workshops for him. We sat down and chose two workshops, and off he went, very hesitantly. I came across him again later in the day as he was coming out of the Chill Out, Man! workshop. He was grinning ear to ear, the expression on his face had changed dramatically, and he said he couldn't remember having ever felt so relaxed."

It was also very rewarding, said Sucee, to see students, teachers, and workshop presenters dancing after lunch!

Keynoter Acquisition

"We wanted a speaker of Hispanic heritage who could address the value of a college education and personal empowerment," said Sucee. "As a way to screen potential speakers, we asked for an audiotape of previous speaking engagements.

"My experience with securing a keynote speaker for the event is a story within itself. I negotiated with a Latino speaker's bureau that, after much negotiating back and forth, couldn't meet our fee, nor could they provide any samples of previous speaking engagements. I then contacted and negotiated with a Latino author and lawyer who was interested, only to tell me a few days later that he had a previous engagement. I then called a local professional sports team to see if they could provide a Hispanic athlete. They were also unable to provide anyone. Two local and prominent Latino politicians were then contacted, and neither of them was able to help us. One in fact accepted and then cancelled a month prior to the Conference due to an another engagement. Through word of mouth, I contacted a famous Latino actor, who I never heard back from.

"I finally contacted Christina Cruz-Madrid, mayor of Azusa, a practicing attorney, published author, and native of Azusa. She demanded no fee and met and exceeded our expectations. She talked about growing up locally with her parents, who were orange pickers. She struggled with a mother who wanted her to stay home and attend beauty school. She knew who her audience was and used humor to keep them entertained.

"Victor Villalba, vice president of public relations for Pueblo Corporation, also addressed the students. What was supposed to be a scholarship presentation turned out to be a motivational talk about empowerment and education. The two scholarship recipients were also wonderful examples for our guests."

Michael Carrillo advising student in his capacity as director of EOPS/CARE at Citrus College

Heritage, Goals, Higher Ed, and Job Hunting

Michael Carrillo has led the workshop Celebrating Latino Heritage for the past several years and teaches a course of the same name at Citrus. He discusses some of the major contributions Latinos have made in society and those who have paved the way for the future success of fellow Latinos.

Comments from students about his workshop were very positive: "It inspired me to find things out about my background." "He really cared about finding out who we are." "…makes us feel proud to be Latinos."

Lupe Casillas and Laura Villegas, Latina counselors at Citrus, led a conference for Latinas called Hermana Sí Se Puede. In it, they discuss the challenges Latinas face in pursuing an education. They help the students discover ways to tap their inner strengths, both personal and cultural, to help realize their goals.

Students commented that it "Helped me learn how to talk to other people and how to stop putting myself down, to keep my self-esteem high, and to work for my goals," and "showed us how to think positive and how to believe in women," and "helped me to figure out some personal problems."

"In our Impress for Success workshop," said Sucee, "we have local business leaders come to the Conference to discuss how the combination of a college education and the right attitude is essential in landing a job in today's market. They also cover résumé writing, cover letters, and interview preparation. For the past several years, Jerry Silva, region manager, public affairs at Southern California Edison, has led the workshop. This year, he invited Raina del Harra, area director of public affairs, Baldwin Park Medical Center, to assist him.

"For our On Route to University workshop, we invite representatives from local four-year schools and our Career and Transfer Center to discuss how students can transfer from community college to a four-year university."

Taking It to the Next Level

"At 250 guests, the event is very manageable," said Sucee. "However, the popularity of the Conference is enormous and, if we allow it, could triple in size. I would like to make the Conference a day-long event rather then just a morning event. All this will have to be decided in the next few months, when we begin planning for next year. In the next few weeks, we will also look at our finances and begin defining the parameters of a Latino Youth Conference scholarship.

"Finally, I will be looking to develop a new sponsorship package for businesses. Currently we offer them a great deal on advertising, and we can begin to charge a little for the opportunity to advertise to such a target market."

Sucee would like to continue to expand on the Latino theme. Having the *banda* perform went over extremely well, he thought, and perhaps, in addition, some Latino artists could display their work next year. He'd also like to arrange more giveaways for the students next year, "without taking away from the focus on education and empowerment."

"We were able to get Wherehouse Music to donate CDs from Latino artists for everyone; I think there are a number of other businesses that can do the same."

Carillo says, "As the popularity of the Conference continues to grow among the students, teachers, and sponsors, we will have to move it to a 1,500-seat auditorium."

LASPAU: Education Advancing Latin American Development

Harvard Affiliate Eyes Human and Technical Resources

BY MARILYN GILROY

In the beginning, which was 1964, there was the Latin American Scholarship Program of American Universities, a cooperative venture to enable talented Colombian high school students to obtain bachelor's degrees in the United States. Today, there is LASPAU, an umbrella for a host of academic and professional services designed to meet the complex social, political, and economic challenges facing the Americas.

Its original purpose had a narrow focus, but LASPAU'S current mission includes a comprehensive array of programs to help strengthen institutions throughout the Americas. And while the annual report lists dozens of individual programs, affiliations, partnerships, and initiatives, they all play a collective part in the overall goal, using education to advance the development of Latin America.

LASPAU is a nonprofit organization affiliated with Harvard University and governed by an independent, inter-American board of trustees. The affiliation with Harvard is a mutually beneficial relationship that is really more of an alliance, says Elizabeth Langosy, editor of LASPAU's newsletter *Informativo*.

"Harvard has about 20 organizations, such as its art museum, which are independently governed but share an affiliation with the University," said Langosy. "These organizations are accountable to the University and consult with the University in establishing goals and programs, but they enjoy a certain amount of independence."

One of the advantages of this relationship, explains Langosy, is that LASPAU can tap the resources of Harvard. Many of its workshops are led by Harvard faculty members.

LASPAU uses various means to help the regions of Central and South America strengthen higher education institutions, enhance scientific and technological capabilities, and use information technology more effectively. After all, says executive director Ned Strong, "strong academic institutions are critical to national development, and they often need significant resources to meet the challenges of research and training."

Energy for the 21st Century grantees gather with President Clinton in Caracas.

LASPAU has achieved its goals by forming partnerships with institutions such as the Fulbright Academic Exchange Program and the World Bank. As its role as a consulting organization and facilitator of academic exchanges expanded over the years, it adopted the current acronym LASPAU, which now "stands for nothing," say staff members, but serves as an identifier for all ongoing programs and activities.

Most surprisingly, LASPAU does not award scholarships or grants of its own. Rather, says LASPAU program officer Craig Hastings, "We administer scholarship and educational loan programs for a variety of U.S. government as well as international funders."

Just what are some of the specific activities of LASPAU?

A major component is the Fulbright Faculty Development Program, one of LASPAU's collaborations with the U.S. Department of State's Bureau of Educational and Cultural Affairs. The program supports the development of institutional capacity in a broad variety of disciplines through advanced training of university faculty. According to LASPAU's latest annual report, more than 2,400 educators from 29 countries in Latin America and the Caribbean have received training through the program. The majority study at the master's level, although doctoral and nondegree study is also supported.

The success of the faculty development program led the Fulbright Program and LASPAU to create the Amazon Basin Scholarship Program in 1991 to provide opportunities for professionals from the Amazon region to examine environmental issues. Grantees in the natural sciences, social sciences, and public policy study multidisciplinary approaches to sustainable development of the region.

"There are six scholarships given each year to candidates from the Amazon basin countries of Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela," says Hastings.

Competition for the awards is rigorous, and priority is given to individuals with extensive experience in the region. The program's ultimate goal is to develop a well-prepared cadre of professionals from the Amazon Basin who, upon completion of their studies, will return to their respective institutions to share expertise with colleagues while maintaining contact with each other.

LASPAU also coordinates the Caribbean and

Central American Ecology Program, which awards another six grants to individuals from the region.

LASPAU staff particpate in recruitment of candidates from Latin America and in the analysis of each candidate's academic credentials and professional qualifications.

"Only citizens of the sending countries are eligible to apply for grants in their home countries," says Hastings. "We do not administer any scholarships for U.S. citizens."

Adds Langosy, "Our applicants must be citizens of Latin America, not immigrants from Latin America in the U.S. After all, our goal is to advance development in that region, so we want to make sure our grantees reflect that purpose."

Sorting through the inventory of LASPAU's vast array of programs is no easy task, but some of the acronyms arouse curiosity and have interesting explanations. For example, there is FUNDAYACUCHO, which stands for Fundación Gran Mariscal de Ayacucho, a public institution created in 1975 to support the development of human resources necessary for the advancement of Venezuela. According to the description, one of its current goals is to reduce the students' level of indebtedness in order to make educational loans available to middle-income families. Program officials meet this goal by identifying educational institutions that are able to consider cost-sharing arrangements. Its partnership with LASPAU began in 1989 when LASPAU began administering FUNDAYACUCHO's programs in North America. Approximately 225 new grantees began their studies in the 1999-2000 academic year.

Part of LASPAU's function is to place applicants in North American universities that are matched to their particular needs and goals. The list of participating colleges and universities is quite impressive, but so is the support from other organizations, such as law firms; food corporations, including Kraft Foods; pharmaceutical companies, such as Upjohn; media outlets; and healthcare institutions.

"These organizations provide practical training for our participants," said Langosy. "They usually work for about six months in a discipline-specific area."

Alumni of all of these programs have begun to fullfill their promise. The notes on alumni of LASPAU read like a *Who's Who in Latin America.* Dominican José Raúl Fernández, who studied urban planning technology at the University of Arizona under the Fullbright/LASPAU alliance, was recently named executive director of the Dominican City of Santiago's strategic development plan. The plan seeks to coordinate public and private sector efforts to make the city and municipality of Santiago an environmentally stable, economically competitive community.

Venezuelan Elisabeth Eljuri, who studied law in 1992 at Harvard under FUNDAYACUCHO, is a partner at Macleod Dixon, a Canadian law firm specializing in energy-related issues. She is based at the firm's Caracas office, where she focuses on legal issues of oil and gas corporations. Eljuri has given presentations at several international conferences and written on various aspects of oil and gas laws, including production-sharing agreements.

Perhaps one of LASPAU's most important efforts has been its recent seminars on the strategic use of information technology (IT). Last year, LASPAU conducted seminars online over a one- to two-month period and at Harvard University for the final three days. The 33 participants learned the basics of telecommunications, followed by an in-depth study of the managerial and academic aspects of integrating technology into their organizations or universities.

"Our participants are higher-level administrators (deans, presidents, department heads), and most are at a critical juncture in their decision-making process vis-à-vis allocation of resources for technology," says Winthrop Carty, senior development officer for new programs and technology initiatives. "We help them focus on the issues impacting their choices."

In the online segment, participants studied the fundamentals of technology, research databases, and distance education while the on-site component at Harvard focused on the strategic elements. They used the traditional Harvard case study method to examine problems and discuss theory on how to use technology. Sessions were made as practical as possible so that participants could develop proposals to implement when they returned to their home universities to help upgrade the use of information technology.

"We find that our case-based approach encourages the melding of current theory with peoples' here-and-now problems," said Carty.

"In one case," recalls Carty, "a woman from a Brazilian university drafted the justification for the cost structure of her new distance education program, which, she informed us later, was approved by her university's rector (president) the week after she returned."

The IT seminars come at a time when the stakes for implementing technology in LASPAU's Latin American universities are very high and the challenges daunting. In the latest issue of *Informativo*, Carty points out that "Latin American public higher education is vulnerable from both within and without." He says that only the most advanced institutions in Latin America have invested in the training and infrastructure necessary to provide their faculty, librarians, and administrators with the tools to become information literate.

Part of the battle also transcends resources. Put simply, Carty says, "Latin America's universities need to accept very new ways of doing things."

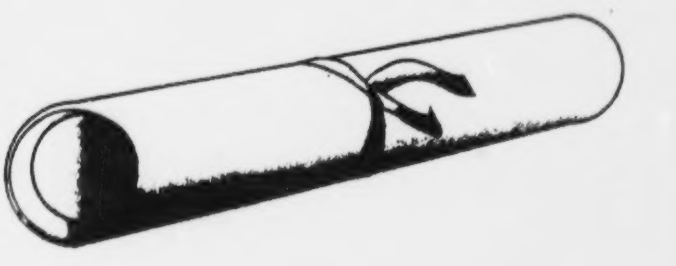
But the situation is more complicated because the higher education system in the region is much more politicized than that of the United States. University leaders are often forced to be politicians first and administrators second, which impedes development of technology. In many cases, the public institutions have become what Carty terms "strike-ridden, overcrowded, and poorly run." This leaves students to migrate to new private universities as confidence in the public system is further eroded.

Carty sees the role of LASPAU and its partners as critical to helping Latin American institutions of higher education succeed internally and at the national level. His commitment to technology initiatives also includes involvement in the Aragón-LASPAU Distance Learning Project, which delivers courses and seminars from U.S. universities to Buenos Aires via state-of-the art communications technologies. Aragón, S.A., is Argentina's largest infrastructure construction company. In 1962, it established Fundación Aragón to promote access to higher education for Argentineans by distributing information on overseas graduate study and scholarship opportunities. LASPAU's role in the distance learning project is to identify the most appropriate courses and seminars from U.S. universities, negotiate costs and delivery schedules, and help students secure academic credits.

It will take all of these efforts and much more to effect needed changes in Latin America. As Carty says, "The clock is ticking as the local demand for more and better education grows. Latin American universities must depoliticize their governing structures, embrace bottom-up innovation, and build institutional links at the national, regional, and global levels."

And LASPAU will be there to help. Kenneth Keller, chair of the board of trustees, recently spoke of LASPAU's abiding mission. "We seek to provide access to learning opportunities for all people, cutting through conventional barriers with innovative programs and mounting outreach...to help the region reach its highest potential through education."

The Honor Roll



California State University-Northridge

Many Components on the Cutting Edge

BY ROGER DEITZ

President Bill Clinton called the diverse student population at CSU-Northridge "the symbol of California's future," when he spoke on campus in 1995, "because of the educational opportunities open to all kinds of people from all walks of life and all different backgrounds here."

This is a very special community of learning, set in a resilient and battle-tested region. President Jolene Koester reports that since her appointment in July, she has learned much about the "strength and commitment of this institution to its students and community."

Business building at California State University-Northridge

One of her primary goals as president will be to align the University more closely with the needs of the surrounding community, she says, and to forge closer bonds with the alumni of Cal State-Northridge. "We are proud of the increasing success and prominence of Cal State-Northridge alumni in the community and will make a stronger effort to involve them more fully in the life of the University. As many higher education institutions have discovered in recent years, alumni are an essential resource who are as important to the vitality of a university as its students and faculty, its facilities and classrooms."

Located in the San Fernando Valley of suburban Los Angeles, the institution was founded in 1958 and is situated on a 353-acre campus. The total student headcount is 27,948, with 20,474 full-time equivalents–21,560 undergrads and 6,387 graduate students. The average undergraduate age is 24.3; for graduate students, 34.4. Women are 60.2 percent of the student population. Approximately 25.8 percent of the student body is Hispanic.

Cal State-Northridge ranks 14th in the nation in the number of bachelor's degrees awarded to Hispanic students and 78th in the number of master's degrees conferred on them. The student population is also 13.1 percent Asian American, and 7.4 percent African American. The institution offers 48 bachelor's and 39 master's degrees.

Prominent among the alumni, of whom President Koester speaks so proudly, is comedian and actor Cheech Marin, Metropolitan Opera singer Carol Vaness, Hilton Hotel Corporation President and CEO Stephen Bollenbach, and Pulitzer Prize-winning journalist Frank del Olmo. Astronaut Scott Horowitz and Olympic athletes Bob Samualson and the late Florence Griffith-Joyner. *Star Trek: Voyager* producer Jeri Taylor and actress Debra Winger are also on the roll,

Jolene Koester, California State University president

Honor Roll Facts in Brief

INSTITUTION
California State University-Northridge

LOCATION
18111 Nordhoff Street
Northridge, California 91330
(818) 677-1200

ESTABLISHED
1958

CALIFORNIA STATE UNIVERSITY NORTHRIDGE

ENROLLMENT
27,948 total

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$1,892 resident undergraduate

FACULTY
Approximately 1,700 total

SEVERAL DEGREE PROGRAMS
Chicano/a Studies
Communication Disorders and Sciences
Geography
Journalism
Music

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Chicano Latino Graduation Committee
Latino Business Association

INTERNET ADDRESS
www.csun.edu

as is MGM Chair Alex Yemenidjian.

Faculty members number over 1,700, and the staff adds nearly 2,000 employees. Eight faculty members in the University's short history have been awarded the prestigious Guggenheim Fellowship for research and creative activity. From 1982 through 1998, 20 CSUN faculty from 13 departments received Fulbright awards to conduct research and teach abroad. A survey of a random sample of students taken in fall 1998 showed that 86 percent of students were satisfied with their overall experience at CSUN and 87 percent were satisfied with the quality of instruction overall. During 1998-1999, CSUN awarded 3,975 bachelor's degrees in 51 disciplines and 834 master's degrees in 44 disciplines.

Part of the 23-campus California State University system, Cal State-Northridge is the only public university located in Los Angeles' San Fernando Valley. (If incorporated, the area, with its 1.6 million residents, would be the fifth largest city in the United States.) CSUN celebrated its 40th anniversary in 1998-99, having educated more than 130,000 students. The University mascot is the Matador, which pays tribute to the region's Spanish heritage.

The main Northridge campus covers 353 acres and has about two million square feet of facilities, including two dozen major buildings and more than 100 buildings in all. Campus physical assets are valued at more than $613 million. The Delmar T. Oviatt Library is the heart of the campus, with more than one million volumes. It is the first library to retrieve books from storage using a computer-automated system. Any stored book is available within minutes of the request. CSUN also operates a satellite campus in adjoining Ventura County.

During fiscal '97-'98, the University and its auxiliaries had total spending of $321.6 million. CSUN is one of the largest higher education institutions in California and the third-largest public university in Los Angeles County, after UCLA and Cal State-Long Beach.

In fall 1956, the San Fernando Valley campus of the Los Angeles

State College of Applied Arts and Sciences (later Cal State-Los Angeles) was established on the present Northridge site. Soon after, the state legislature passed a bill providing for the campus to separate from its college. On July 1, 1958, the founding date of the present university, the institution became San Fernando Valley State College, with about 3,300 students and 104 faculty. On June 1, 1972, the college was renamed California State University-Northridge by action of the state legislature and the board of trustees of the California State University.

Although the school sustained $390 million in damage in the 6.8 Northridge earthquake of January 17th, 1994, it reopened for spring classes only four weeks late–a mere two weeks after the scheduled start date. CSUN had sustained the most damage ever inflicted on a university by a natural disaster. The quick reopening was possible, in part because dedicated administration members, staff, and faculty worked in open fields and tents to prepare temporary buildings and make countless major adjustments.

Student in lab

"The University has shown remarkable agility throughout its history in embracing change and meeting challenges head on," President Koester says.

Post-earthquake construction is resulting in one of the most modern university campuses in the U.S. There are new and renovated buildings featuring state-of-the-art facilities wired to capitalize on today's electronic communication technology, and to comply with revised building and safety codes and the Americans with Disabilities Act. Recently, Harry F. "Bud" Rizer, nationally known expert in the field of assistive technology for people with disabilities, was named director of the Center on Disabilities at Cal State-Northridge. The Center, said Rizer, "has contributed greatly to the mission of focusing international attention towards the issues of disability and technology, and this effort must continue."

Cal State-Northridge enrolls one of the largest numbers of deaf and hearing-impaired students of any American university, averaging 230-250 a semester. This is thanks to its extensive support services, which include note-takers, tutors, and interpreters. These students are "mainstreamed": they take full part in the University's daily life. So are other disabled students, who also receive services tailored to their needs.

According to a National Science Foundation study, Cal Northridge ranked first among 529 similar universities in the number of graduates who went on to receive Ph.D.s in the social sciences and psychology. The institution ranked second in mathematics, and among the top 12 in biology, computer science, engineering, and physical sciences. The University's Music Department is recognized as the flagship among state university Music Departments in California and is among the best-regarded in the country. Other highly rated departments include Communication Disorders and Sciences, Chicano/a Studies, Accounting, Geography, and Health Sciences' physical therapy program.

CSUN's chapter of Phi Beta Delta, the Honor Society for International Scholars, was recognized as the outstanding chapter in the Western Region and overall best chapter in the U.S., at the most recent national conference. In the area of diversity, the journalism department ranks ninth nationally in the number of minority students it graduates. Student journalists on campus radio station KCSN-FM have won more than 325 awards, including 39 prestigious Golden Mike Awards from the Radio & Television News Association of Southern California, and honors from the Associated Press and the Corporation for Public Broadcasting.

The student newspaper, the *Daily Sundial*, wins between 10 and 20 awards annually from the California Intercollegiate Press Association. *New Times* magazine has named CSUN as "the place to find L.A.'s best Chicano theater - ¡Teatro si!" Because movie, television, and music studios are close by, the University established an entertainment industry institute and interdisciplinary programs to prepare students for industry careers. The Radio-Television-Film Department gets 600 calls a year from entertainment industry companies requesting Northridge students for internships.

The first Central American Studies Program (CAS) in the United States has been developed for California State University-Northridge "to meet the needs of a dynamic and growing community of Central Americans, who are projected to number more than 2.5 million by the year 2010."

CSUN ranks 10th in the nation in the number of bachelor's degrees awarded by four-year colleges and universities to Hispanic students, according to a survey conducted by *The Hispanic Outlook*. The results, published last May, indicate that 714 of the 3,783 bachelor's degrees awarded by CSUN went to Hispanic students–438 to females and 276 to males.

"We have made a great deal of progress over the last few years," said Gerald Reséndez, chair of the Chicano/a Studies Department at CSUN. "We have a ways to go, but the number of Latino faculty, the number of administrators, and especially the number of students, have increased dramatically. The administration has supported and encouraged our efforts to increase the outreach and recruitment of Latino students and has encouraged the development of solid academic programs. And, our students have been encouraged to go into any major that they wish, knowing that nothing is off-limits to them.

"We feel very optimistic about the future."

HO

USF Hispanic Grads Up, Up, and Away

Off to Grad School: Two Engineers, One law Student

BY JEFF SIMMMONS

¡Sí, se puede!
Think College
Discover USF
USF University of South Florida

The billboards were posted around Tampa last year. They weren't flashy. Instead, they displayed two young faces, one with a backpack strung over his left shoulder. And emblazoned beside them was the catchy slogan: "Sí, se puede!"

That's exactly the sentiment that Elsi and Julio Rodríguez wanted to convey when they agreed to be part of the campaign by the University of South Florida. The siblings overcame significant obstacles to attend college and want other Hispanic students to realize that they can follow in those footsteps.

"It means so much to me when people come up and say that I probably worked hard and that it motivates them," Elsi Rodríguez says. "When people tell me I somehow motivate and inspire them to continue with higher education, that's the best present and satisfaction I could get."

Elsi and Julio, and classmate Miguel Collazo, were graduated at the top of their class this spring. The trio says that what provided the extra lift they needed to seek postsecondary studies was the University's Latino Scholarship Program.

By December, the program, which will celebrate its 10th anniversary next year, will have 61 alumni. More than $525,000 in scholarships have been distributed, and that amount will grow to $650,000 by the year's end. Support has come from endowments established through pledges, will bequests, and insurance policies.

The program awards not just financial but moral support to needy students. This spring's graduating class included 16 recipients, 10 of whom graduated with honors. All were of the first generation of their families to complete college.

"The scholarships let them know that their community is behind them," says Donna Parrino, director of the Office of Latin Community Advancement. "It wants to see them succeed."

Recipients have to meet certain criteria. For example, they must be bilingual–because the program's mission is to increase the number of bilingual professionals in the region, state, and nation. They must maintain a 3.0 GPA or better, and live within the seven surrounding counties.

"Beyond that, we look for students who, despite socioeconomic factors, have some stability in their lives. Because that's a factor if they are going to succeed. We provide all of the support we can during the down times."

The University has watched its Hispanic student population steadily climb in recent years. Last fall, the University enrolled 805 Hispanic students, a jump of 180–or 20 percent–from 625 the previous year. It's that climate of inclusion that has made their experiences all the more valuable, they say.

Elsi Rodríguez

Elsi Rodríguez was the first in her family to apply to college. Like her brother, she was born in Tampa, but the family moved to Mexico City for five years while the two were in elementary school.

Shortly after the family returned to Florida, her father, Julio Rodríguez Gallegos, died, leaving behind his wife, Esther, and their three kids.

On weekends, Elsi and her brother toiled in their father's large carnation fields, planting seeds, irrigating the fields, and eventually selling the flowers. They later picked oranges, tomatoes, and strawberries and, during summertime, piled sod in pallets. She didn't have many opportunities. Elsi viewed the work as a way to make ends meet and to support her family. She dreamed of providing her mother with a more spacious home some day.

"The toughest obstacle in my entire life was my father's death," she says. "I was 12 and Julio was 11 and our little sister was two years old. That was very hard for us. For some time, we couldn't understand it, and I couldn't understand why it had to be that way."

Her father's death and her mother's insistence that the children remain in school were constant influences. Her father had taught her that hard work reaps rewards, and Elsi was a stellar student in school, despite spending the hours afterwards working.

"My mother is very motivational, very inspiring. She always wants us to do our best, and she always tries to provide the best for us," she says.

"Every time I feel a bit down, like I can't do it anymore and think I can't succeed, I think of my mother. I will do this for her and my brother and my sister. I know they will be proud of me. My family is my main inspiration," she says.

Occasionally, Elsi modeled and acted in high school, hoping to be a theater major at the nearby university. Word of the scholarship award signaled her ticket to higher education.

"We were very, very happy," she says. "We really didn't know anything about scholarships. Counselors at the high schools really need to work on that. No one at high school gave me advice on how to really look into scholarships and grants."

"I feel we were really fortunate to have Donna call us. We were in tears. That meant we could both go to college. We didn't have to make a tough decision about who was going to go. It was a turning point that allowed us to go to college and pursue our dreams."

Elsi and Julio Rodríguez with Richard Gonzmart, owner of the Columbia Restaurant in Tampa, sponsor of Elsi & Julio's Latino Scholarships

But she came to realize that acting might not be lucrative. "I didn't feel it would be as financially prosperous," she says, "and I wanted to provide for my family and get us out of our current situation. I said, 'Well, what's another thing I like? Well, I like math,' so I went on to become a math major."

But that track didn't give her a thrill; she wanted something more hands-on. "I wanted to use math, but more than theory, something that was applied. That was when I decided on engineering."

Elsi, who is now 24, narrowed that down even further and became interested in industrial engineering: automation robotics and human factors, an ergonomic track that she felt was much more "people-oriented."

Associate Professor Anita Callahan, acting associate chair of the Industrial and Management Systems Engineering Department, calls Elsi one of the hardest working and most committed students she's ever encountered.

"I think when Elsi discovered industrial engineering, she found out it was something that fit her personality and it was a place where she could make a difference," Callahan says.

"We're lucky if we get one student like her a year. Certainly in the 11 years I have been here, no other student has been like Elsi, who has come from a disadvantaged background, the first in their family to go to college, and who is absolutely committed to helping others make that transition."

One way she instantly gave back was by helping to tutor other students. Amid her own studies, she would travel to Tampa Bay Technical High School to tutor students there. She would help others at USF in math, calculus, statistics, and Spanish.

She also worked with younger students on Saturdays, often taking part in arts and crafts and occasionally offering advice about college.

The Rodríguez siblings became active in Hispanic groups on campus, most prominently the Society of Hispanic Professional Engineers, of which Julio was president and Elsi vice president.

"I always wanted to be a leader," she says, admitting that her own good-natured sibling rivalry forced her to be a better student. "We were close to the point that at times when we'd think about how we'd eventually have to go our own ways, tears started coming down."

At home, the two older siblings would encourage their younger sister, Elizabeth, to start thinking about college, even though she was only in the 8th grade. But graduation nevertheless meant that they would be leaving her behind.

Over the summer, Elsi traveled to Albuquerque, New Mexico, to work in an industrial engineering position for Sandia National Laboratories; the firm will pay her tuition in exchange for one year of employment.

This fall, she is attending Purdue University in West Lafayette, Indiana, in hopes of earning a master's degree concentrating on human factors ergonomics.

"It was very hard to leave my house," she says. "I was sad, but I also was happy to know that I was going to a place to gain more knowledge and prepare myself professionally to be able to start earning money. I want to get my mom a big house—that's my brother's and my dream."

"I think we will be able to do that in a year," she says, brimming with optimism.

Julio Rodríguez

Like his sister, Julio Rodríguez names his mother as a key inspiration that influences his actions–and that's why he's settled on buying her the house.

"She struggled a lot to pull through since my father passed away," he says. "She was a single mom, and I just want to repay her for all of the work she has done to raise us."

Their mother, Esther, adores her home and doesn't want to leave. But Julio says that with his college degree, he should soon command a good enough salary to provide his mother with more spacious surroundings.

"We can decorate the house her way, very cultural. She really likes to have Mexican decorations," he says. "We don't want her to have to worry about anything."

Julio, who is 23 now, admits he didn't think he'd have to worry about bringing home a paycheck. After high school, he was ready to join the workforce and didn't figure on college playing a role in his future.

But then, somehow, he got accepted into college. Even though he didn't apply.

His big sister did that for him.

"I look back on it now, and it's pretty funny," Julio says. "I came home and my sister was like, 'You've been accepted.' I was like, 'What are you talking about?' And she said, 'I applied for you, you've been accepted, and you are going to college.'

"I really thank my sister. She's been a major turning point in my life. I didn't know about the opportunities that were available, the help that was given to minorities and Latino students. In high school, it was like you had to finish school and get a job."

Elsi is a year older than her brother, but the two wound up in the same grade. When they were in elementary school in Mexico, Julio was bumped up to third grade because of his high intelligence. Still he wasn't sure whether college was for him.

He landed at USF unsure about what he wanted to pursue. He said he consulted friends, his sister, and some professors to get a better sense of direction. His curiosity was piqued by criminology, but eventually, required science courses led him down a different path.

"I said, 'Why don't I try a couple of engineering courses. I liked engineering.'"

Summa Cum Laude graduates, Gil Brito (l.) and Miguel Collazo (r.), are congratulated by the Dean of Arts and Sciences, Dr. David Stamps.

Of course, finances played a decision-making role as well. Classmates about to graduate said that their degrees in criminology earned them moderate-paying jobs. That tipped the scales enough that Julio began to take more courses in mechanical engineering.

He is a proponent of involvement beyond the classroom. Besides the Hispanic Engineering Society, he became involved in the American Society of Mechanical Engineers, the Latin American Student Association, and the international Latino fraternity, Sigma Lambda Beta. There he honed his leadership skills.

Still, Julio says success couldn't have come without much-needed respites. He would take weekend trips with friends, and carouse at clubs. "I made sure to take some time off so I didn't stress myself too much," he says, adding, "The most valuable things I gained were lifetime relationships."

He wishes that Hispanic students understood how college should be a priority, but one in which they don't sacrifice other aspects of their life. "A lot of them are going to think that if they go to a university, they will not have time for fun. I tell them you meet so many other people, in the end it's very rewarding," he says.

Like his sister, Julio will pursue a master's, and for him, the sky's the limit: his concentration will be in aerospace engineering. He wants to work on a space shuttle for NASA and this summer worked on aircraft engines for the General Electric Company in Cincinnati. G.E. will pay for his degree while he works there.

"There are so many opportunities, it would be a waste not to take advantage of them," he says.

Like his sister, he views the "Sí, se puede" billboards with pride.

"We wanted to show the Hispanic community, especially around Tampa and the University, that it is possible," he says. "The community saw two Latino faces up there and said, 'Wow, look at these guys. They've done it.' I hope it's inspirational to them to continue their education."

Miguel Collazo

Miguel Collazo achieved a stellar academic record: he graduated with a cumulative 4.0 GPA.

His Cuban-born parents were poorly educated, and moved to Florida in 1967. He was born six years later, the son of a homemaker and a sod installation supervisor.

In high school, he wasn't in the top 10 percent of his graduating class. In fact, he failed several English classes, actions that caused his motivation to dwindle. He vowed to work harder if he went to college.

His parents strenuously urged him to attend college, saying they always wished for similar opportunities while growing up. "They had been struggling with language, and they didn't have enough money back then to attend college," he says.

One of his closest options, the University of South Florida, became his best option for financial reasons. It was six miles from home, and a public school where tuition was cheaper. He also said it had a good reputation in the community, and that he could live at home to save money.

"It wasn't like I was settling for anything," says Miguel, who also wanted to play his instrument, the French horn, for the school's new marching band, the Herd of Thunder.

The scholarship program provided him with financial help, but also a moral lift. His sponsor was a local doctor, Adrienne García, who worked with the H. Lee Moffitt Cancer Research Center. Miguel says she was a mentor who encouraged him to thrive.

"She was a very motivating person. I would call her at home, and we would talk about my future plans," he says. "She was very helpful in generating certain leads and meeting different people."

During his stay there, he played with the band at school football games and recorded a CD with the band during an outdoor concert. He also helped to revive the school's Senior Honor Society and served as its president.

Unlike Julio, he admits to sacrifice. "I had to give up evenings of fun," he says. He also worked at a local Pizza Hut to make ends meet.

Miguel, who graduated with a degree in English, says that graduation day will forever be etched in his memory. Graduates lined up at the University's sun dome during a sparkling day. His parents and sister were there to watch him receive his diploma.

Yet, he admits to an odd sensation.

"It was very anticlimactic. After four years of hard work, blood, sweat, and tears, then you graduate one day and it's over and they send you home," he says.

Like the Rodríguez siblings, once is not enough for him. He is now pursuing a law degree at the University of Florida. He received Florida's Minority Participation in Legal Education Law Scholarship to attend. He doesn't plan to stop there, harboring dreams of delving into city planning to "give back to the community."

Miguel spent the summer traveling and working. He earned extra cash as a telemarketing supervisor for a life insurance company. He also traveled to Barcelona and Madrid for vacation.

"I think a lot of people go to college nowadays for a piece of paper they get at the end which will help them get lots of money. The goal these days is to get a job," he says. "I highly recommend college not just for Latinos but for all students. But they should go for personal growth.

"There would be a missing gap if you went straight from high school into what people call the 'real world' with a career and family. You need to spend some time finding out who you are. If you go to college, you can learn some pretty valuable things along the way."

SUCCEEDING IN COLLEGE

"No one at high school gave me advice on how to really look into scholarships and grants."

ENGINEERING STUDENT

ELSI RODRÍGUEZ

ADVICE FROM ELSI

- *Continue to enhance your education.*
- *Get involved in different organizations. That is one of the key ways you can really get involved and help your community, have a lot of fun, meet a lot of people, and network.*
- *Take on leadership roles and become a leader. It helps you in the professional arena, gives a person much more confidence, helps inspire other students, and motivates them to get involved.*

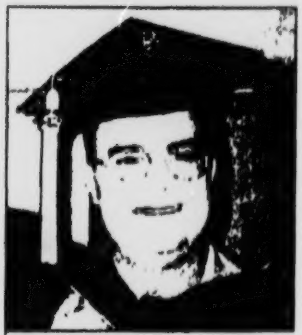
"And she said, 'I applied for you, you've been accepted, and you are going to college.'"

ENGINEERING STUDENT

JULIO RODRÍGUEZ

ADVICE FROM JULIO

- *Set goals that you want to achieve. You need to see what you really want. Priorities are important.*
- *Stay focused on those goals and don't lose track of them. There are going to be hard times, ups, and downs during your college years, so stay focused.*
- *Never forget your background... because you are not going anywhere if you forget where you came from.*



Miguel Collazo attained a stellar academic record: he graduated from USF with a cumulative 4.0 GPA and is heading for Law School.

ENGLISH MAJOR

MIGUEL COLLAZO

ADVICE FROM MIGUEL

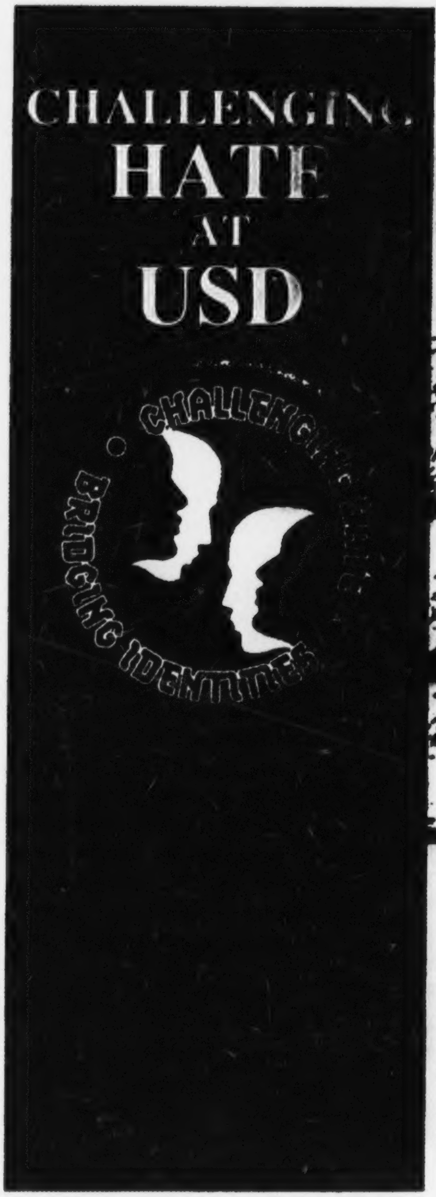
- *Prepare financially, even if you must take out loans. In the long run, it's worth it.*
- *Prepare emotionally because you are going to have a lot of long-held beliefs challenged.*
- *Prepare spiritually because you need to have motivation to get you through.*

HD

A LOOK at Cross Cultural Centers in Michigan and California

Energy, Support, Connections, and Safe Harbor

BY INÉS PINTO ALICEA



Laura Barraclough was having a tough time concentrating or even going to her classes at the University of California (UC) at San Diego. She was struggling with a personal problem that weighed heavily on her mind. She eventually found solace and support at the Cross Cultural Center on her campus in La Jolla, Calif.

"The support the staff and my coworkers gave me helped me get through that," said Barraclough, who became a special and educational events intern at the Center. "In so many ways, we were like a family. They were the people I went to when I had personal or family problems. It was more than a workplace. The Center itself was a place for emotional support."

Barraclough, who graduated in June and now works as an office assistant at SONY Playstation in San Diego, is a good example of how a college cultural center can increase the retention and academic success of students, particularly underrepresented ones at predominantly white campuses. Cultural spaces such as the Cross Cultural Center at UC provide a place in which students from these groups, as well as the greater campus community, can find support and enrichment that leads to student retention and success, say center proponents. Still, while more and more schools across the country are opening up these centers, many of the centers remain understaffed and underfunded.

Barraclough, who is white, said that the Center offered her and any student who was willing to walk in and participate wonderful opportunities.

In addition to networking at the Center, Barraclough said she gained a lot of programming experience. "The programs I put on helped me learn a lot about other cultures."

Robert Lennox, facilities management intern, also from UC-San Diego's Cross Cultural Center in La Jolla, Calif., said it is difficult to quantify with any degree of certainty how many students stay on a campus or improve their grades significantly because of the programs that a multicultural center offers, but he said the centers tend to raise the students' comfort level, which is key in improving retention and academic success.

"You can't annotate that this many students stayed because they went to this Center or that their GPAs went up," Lennox said. "The Center does help them, and the reason we know this is because the people tell us. The students tell us that the Center made them feel accepted on the campus. We hear that a lot. More people of color leave a campus not because they are on academic probation but because they don't feel comfortable on campus."

Laura Barraclough, a special and educational events intern at the Cross Cultural Center

People interviewed for this story said there is growing interest on campuses nationwide in developing cross cultural or multicultural centers, particularly since the minority student population is growing. According to the Educational Testing Service, Hispanic students, for example, will become the largest group of minority students on college campuses in 2015, increasing 73 percent, from 1.4 million to 2.5 million.

Eduardo Sánchez, assistant director of the Office of Minority Affairs and the Multicultural Center at Grand Valley State University in Allendale, Mich., said that his university has 18,000 students and about two percent of the population is Latino at the school even though the Latino population in the surrounding communities stands at about 26 percent. He said the Center was created more than a decade ago to diversify the university. One of the major projects that the Center undertakes is to offer 25 full scholarships each year to incoming first-year minorities pursuing teaching, science, or business degrees. The Center also provides orientations, guest speakers, bridge courses, and tutoring, and helps the students arrange student groups.

"It's easy to get them here," said Sánchez. "The challenge is keeping them here." He said that some 240 minority students participate in Center activities and that the retention rate of those students is 92.7 percent. Also, he said that the students pursuing teaching degrees and participating in programs in the Center garner job contracts long before they graduate, as do many of the students pursuing business degrees. He credits much of the success of the Center to the university's president, Arend D. Lubbers, who he said has been very supportive of the Center's mission.

Sánchez said he believes it is important that multicultural centers be inclusive, that they not isolate minority students from other students on campus but rather try to bring all students together so they all learn about one another.

"We have to teach the [minority] students how to deal in the Anglo world, and the only way to do that is by not isolating them," Sánchez said. "As one of my students put it, 'We all have to kill fleas. We just each have our own way of doing it.'"

Eduardo Sánchez, GVSU in Michigan, said some 240 minority students participate in Center activities and that the retention rate of those students is 92.7 percent.

Sánchez said he believes the Multicultural Center has to be very responsive to students' needs but not so much so that the student does not become self-reliant. For example, Sánchez said he is more inclined to teach a student how to talk to or negotiate with a professor rather than intervene himself with a professor on behalf of a student.

"If a student has a problem, it's now and not a week later," Sánchez said. "They don't have to make an appointment with me. We can sit down and talk about things. We don't solve their problems. I tell them, 'I will walk with you if you walk, but if you don't, I won't. I have to see you walking.'"

Sánchez said multicultural centers struggle sometimes with finding that balance between being a place that is fun for the students and being a facility that offers academic support and other activities that broaden their academic experience.

Also, centers face the challenge of making sure all groups represented are treated fairly. Sánchez said that his office sometimes must contend with certain student groups who are unhappy with activities planned by the Center or less favorable dates for their own activities, such as at the beginning of the school year when it is difficult to plan a major activity quickly.

Guadalupe Corona, assistant director of student activities and staff member at the United Front Multicultural Center at the University of San Diego in California, agrees with Sánchez that multicultural centers should be open to all who are interested in entering.

"The goal is to get everyone to learn about other cultures and learn more about their own," Corona said.

Corona said her school's Center was created four years ago because of student demands for such a center.

Its creation " validated the University's effort and commitment to diversity by providing resources, staff support, and programming," Corona said. The facility has a library, conference room, and cubicles for students and staff to do their work. Corona describes the Center as student activities-focused but said it also is a place where students can have their school papers reviewed, learn study techniques, and hone their writing skills. The Center is a place where students can "hang, study, eat, sleep, and study."

She sees her role at the Center as that of a mentor. "Anything that has to do with their success, I'm there for them," Corona said.

Her center offers a variety of programs, including sponsoring regular discussions among students on diversity issues.

"This is a safe place to have those discussions," Corona said. "We've had a very positive outcome with those conversations. It's very eye-opening for all the groups involved. It's important to have those conversations because the students may experience the institution very differently."

The Center also provides training to student leaders throughout the campus through its human relations program. Students address issues including classism and gender.

"The program gives them more skills to create change in their own organization and address the difficult issues within their organizations," Corona said. The Center also sponsors training on hate crime prevention for students, faculty, and staff.

Her university has 4,000 undergraduates and 2,000 graduate students and is a small, private Catholic university. About 15 percent of the students are Latino. Her office is dealing with a great deal of success and interest in their program offerings. All of the work is carried out by one administrator (Corona), two graduate assistants, and an undergraduate work-study student. Eight faculty advisors also assist on different projects, as do special projects coordinators, but the work continues to grow, as do the needs for the Center. Corona said that in the future, she would like to see an ongoing video, book, and lecture fund, a fax line just for the Center, a lecture hall, a kitchen, a multimedia computer lab, and more competitive pay to offer graduate students helping carry out the work.

"We're outgrowing ourselves very fast," Corona said. "We need more staff to support our students."

The Center also offers peer counseling, speakers, parties, community activities and outreach, and a variety of other programs.

Lennox of the UC Cross Cultural Center in La Jolla, Calif., said his center was created in 1995 because of student activism and was instrumental in keeping him focused on his academic goals.

Lennox, who is African American and Native American, said the philosophy at the Center is that it sometimes must also reach out to the campus community rather than just open its doors.

"We try to go out to the campus rather than just say, 'Oh, you can come here,'" Lennox said. "We realize it's important for the campus climate."

"More people of color leave a campus not because they are on academic probation but because they don't feel comfortable on campus."

ROBERT LENNOX, INTERN,
UC-SAN DIEGO'S CROSS CULTURAL CENTER, LA JOLLA

Barraclough said that outreach was vital since some students who had graduated indicated in surveys they did not even know the Center existed. Outreach has helped quell opposition some students expressed about the work of the Center. Some students had even thrown rocks at the facility, she said.

"A lot of white students don't feel welcome there, but if they just went into the Center, they would be welcomed," Barraclough said. "There are great energies at the Center. It is a very supportive place. The Center is not about segregating groups. It's about bridging cultures and helping people cross those boundaries. That is why we call it a cross cultural center rather than a multicultural center."

Moreover, Lennox said, the Center is unique because it is open to all students, faculty, and staff members, not just to students, for a variety of functions, including classes, workshops, speakers, lectures, and meetings. Also, the Center caters to all students on the campus whereas other campuses sometimes divide students by offering an African American center and a Latino center. While the UC Center offers its own programs, it's open to programs generated by the students, faculty, and staff, he said.

"We try to make it a safe place for people to hold events without getting persecuted," Lennox said. "We tell people that it's okay to ask questions, that if you don't learn it here and can't ask it here, then you may go out into society and ask the same questions and people may not be as nice."

Barraclough said, however, that the Center, which is often understaffed and underfunded, tends to take on more than its fair share of diversity and multicultural activities. The Center gets the responsibility of carrying out all of the university's diversity-related activities even though other departments at the university should take on the job as well.

"All of the cultural activities get shifted to the Cultural Center," she said.

Lennox, who graduated in June in ethnic studies, said he debated early in his college career whether to stay at the campus and finish his degree there or go elsewhere. The Center was instrumental in keeping him there because it made him realize that he could carve out an interesting career pursuing some of the same activities the Center pursues.

Creating a Generation of Public Intellectuals

Pew Trust Helping Fund Hispanic Theology Ph.D.s

BY GARY STERN

Though Hispanics are the fastest-growing minority in the United States, and though many Hispanics are religious, the number of Latinos who have gained doctorates in religion and theology is surprisingly low. Some experts consider that Hispanics face a crisis in religious leadership unless more programs such as the Hispanic Theological Initiative, a well-respected scholarship program, are instituted to increase Hispanic doctorates in religion or theology. Fewer than 100 Latinos nationwide have earned doctorates in religious studies, according to Dr. Zaida Maldonado Pérez, director of the Hispanic Theological Initiative, based in Princeton, New Jersey.

Why, if so many Hispanics are religious, are there so few who earn higher degrees? Finances are at the root of the dearth, replied Dr. Pérez.

"How can an Hispanic gain a doctoral degree and support a family?" she asked. Without gaining a grant or scholarship, most Latinos are unable to afford the cost of a doctoral education while not earning a full-time salary. Studying for a Ph.D. in religion can cost $30,000 a year and can take three years for a master's degree and four to five years for a doctorate. Since most people who advance to doctorates in religious areas are middle-aged with families, it is problematic. But finances are only one impediment along a difficult route for Hispanics interested in earning doctorates.

"Another major issue is the welcoming factor," Dr. Pérez explained. "Many Hispanics feel alienated or isolated in a doctoral program. Often Latinos will be the only minority in the theology department. Very often, there are no Hispanic faculty on staff," she said. Without role models, Latinos often might not feel empowered to earn a doctorate or have any mentor to show them the way to earn an advanced degree.

In addition to finances and alienation, the politics of the church have played a role in preventing Latinos from assuming leadership roles, noted Dr. Justo L. González, author of *For the Healing of the Nations: the Book of Revelations in an Age of Cultural Conflict* (Orbis Press, 1999) and retired professor of theology at Emory University.

"Many denominations have been controlled by immigrants who are not Hispanic. And so, there was little room for leadership for Hispanics," he said, choosing his words carefully, not wanting to offend any particular ethnic group. Faced with the fact that Hispanics are the fastest-rising ethnic population, church leaders sense "that they have a mission to attract a growing population," said Dr. González. Now most denominations have devised plans to increase the number of Hispanic ministries, translate religious material into Spanish, and reach out to Hispanics in new ways.

Having so few Hispanic religious leaders undercuts the Latino community, suggested Dr. González. "If you look at the barrios in New York or East Los Angeles, the only permanent institutions are schools, churches, and bars. Bars won't help communities. Schools very often are not controlled locally. And most churches have not been led by Latinos."

The result of having so few Hispanics earning degrees in theology weakens the Latino religious community of both Catholics and Protestants. "Religion is a central part of who we Hispanics are. We are deeply spiritual. The ministers and priests become key figures to help us understand our reality and world view. Because of the lack of Latino Ph.D.s, we don't have people to help us understand that reality from our own perspective and experience," opines Dr. Pérez.

Having so few Hispanic religious leaders undermines Hispanic youth as well. Along with Hispanics being the fastest-growing minority, it is also one of the youngest ethnic groups. "We have such a high dropout rate in high school that not having role models aggravates the situation. Who's going to be leading our people in religion? Religion touches upon ethics," noted Pérez. "We have a great number of young people who have no one in the system to look up to and say, 'You've made it,'" she added.

Noting the lack, the Pew Charitable Trust investigated creating a scholarship program to address the situation. In 1994, Dr. Edwin Hernández, program officer in religion programs at the Philadelphia-based Trust, inaugurated the National Survey of Hispanic/Latino Theological Education. The project surveyed the needs of Hispanic religious students and conducted focus groups to discover what was on students' minds. The result, said Hernández, revealed that "financial assistance was primary and that we needed to create a community of support, including mentoring relationships. The environment was not supportive." Pew Charitable Trust provided a $3.3 million grant to create the Hispanic Theological Initiative (HTI), covering five years and up for renewal at the end of this year.

Integral to the HTI scholarship was the "partnership" established with religious institutions, noted Hernández. The scholarship aims to provide additional funding for a student, but the university or religious institution must agree to finance tuition. All participating institutions have agreed to this funding. "We wanted institutions to become more accountable to these scholars by matching resources," he said. "The award must be used as the student sees fit–but not for tuition," Pérez emphasized.

Dr. Zaida Maldonado Pérez,
Hispanic Theological Initiative

Students majoring in religion or theology and with a 3.5 undergraduate index can apply for a scholarship, which is based on their academic standing, commitment to the community, academic potential, and a written essay. Scholarships are granted for either master's level, doctoral, or postdoctoral study, offering $6,000 total for the master's, $12,000 a year for two years for doctoral students, $14,000 for one-year for dissertation awardees, and $8,000 to $15,000 for postdoctoral awardees. The scholarship actually pays for expenses while the university grants tuition. Scholarship winners at the master's level must show an interest in advancing and earning a doctorate and not stopping at a master's.

Justo L. González, author and retired
professor of theology

Without her HTI scholarship, Carla Roland Guzmán says that she would have been unable to finance her graduate education, studying for a combined Master of Divinity and Master of Arts degree at the Church Divinity School of the Pacific in Berkeley, Calif. Her advanced degree is fulfilling her ministry requirements in the Episcopal Church.

Dr. Edwin Hernández, program officer in religion
programs at the Pew Charitable Trust

"The HTI scholarship," Guzmán said, "has not only been a blessing financially but has provided many opportunities to interact with Latinos who are pursuing careers in areas of religion/theology. The networking opportunities have been invaluable and have helped give perspective on the isolation of being only one of two Hispanics in a program of nearly 130 students."

Having more Hispanics gain doctorates in religion and theology will strengthen the church and bolster the role of Latinos within it, Guzmán suggested. Hispanics, she said, "have a broad perspective and can be bridge builders. Also, the Hispanic population is growing in the U.S., and our voice needs to be heard in academic circles and in the leadership of the church." Upon gaining her doctorate, Guzmán expects to continue the ordination process in the Episcopal Church of Puerto Rico. The HTI program offers "a holistic approach" to helping Hispanics earn advanced degrees in religion without offering "a quick fix," Guzmán said. "It's not a financial band-aid. It takes into account the multidimensional aspects of ministry and academics and does not isolate them from each other," said Guzmán.

Pivotal to helping any scholarship winner succeed at school is a summer workshop run by HTI that every scholarship winner attends. A student is assigned a mentor who will help the student navigate the classes. Attending the workshop are editors from academic presses who offer advice on how to write a doctoral thesis and what kind of writing can turn a thesis into a book. Students also learn teaching skills, how to prepare a syllabus, and how to organize a class. Doctoral students can help guide master's students, and networking is encouraged.

Since HTI's inception, 159 Hispanic students have earned scholarships and advanced to higher degrees. Dr. Pérez sees the Hispanic Theological Initiative scholarship as a "wake-up" call to higher educational units offering degrees in religion and theology. "We're trying to change the face of academia through diversity. If Latinos are going to be the largest minority community, then academics have to be able to prepare student ministers to teach in a diverse community. The scholarship is about teaching everyone, helping to prepare very intelligent and committed Latino scholars to go out and make a difference in academia," Dr. Pérez said.

Though Pew Charitable Trust is undergoing a formal evaluation of HTI, Dr. Hernández considers the "program a phenomenal success." He called it a "model program" because it provides funding and mentoring, and creates a community that overcomes feelings of alienation and marginalization, the predominant feelings that often hinder Latino students in doctoral programs. By having more Latino students earn advanced degrees in religion, a "pipeline" is established, he said. "The person through scholarship and writing will have impact on the larger church in which they're involved, and their presence will help shift the curriculum. A greater number of students will then be attracted" and follow in their footsteps, he said. "The church has been the glue for sustaining the identity, attending to the needs of the community," he added.

The HTI program has had a ripple effect on increasing the number of Hispanic theologians, noted Dr. González. "In the next few years, the program will have doubled the number of Hispanics gaining doctorates in religion. It also plays a role as a clearinghouse, finding positions for people who finish," he said. He added that every Ph.D. who graduates and becomes a professor will affect approximately 50 future doctorates a year, of which a certain number of students will be Hispanics. Having more Hispanics as role models in doctoral programs will lead to extending the welcome that previously wasn't there.

Most HTI graduates become scholars and teachers more than ministers and pastors. "Ultimately this program creates a whole generation of public intellectuals," noted Dr. Hernández. "HTI is not only trying to produce more scholars but a different kind of scholar, a scholar who is more collaborative and more connected to the community. One thing that HTI requires is people who show commitment in the form of service to the Latino community," concluded Dr. González.

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CHE Middle States about to Revamp Its Standards

Draft Expected before Year's End

BY
JEFF SIMMONS

It's a change prompted by the times, and it's taken months so far for 100 educators from across the country to study what needs to be done. The Middle States Commission on Higher Education is about to revamp its standards for accreditation.

"This is a major revision," says Jean Avnet Morse, executive director of the Commission. "We hope to be publishing a draft by the end of this year."

"Once we have the draft, there will be meetings all around the region, including Puerto Rico, to obtain members' comments." And the discussion will reach a feverish pace in December, when representatives from 500 or so institutions gather for the Middle States' annual meeting. They eventually must cast the deciding votes on whether to enact the changes.

Why such a focus on the changes? Because, according to Avnet Morse, the accreditation process assures quality in higher education, and focusing on high standards yields high results.

"We promote improvement by trying to involve the institution in deciding what improvements it wants to make," she explains.

Accreditation is essentially self-regulation and peer review, based on standards set by the educational community. Schools are evaluated as a whole: on everything from their mission to ethnic diversity to curricula, resources, administration, and facilities.

Colleges and universities voluntarily seek such endorsements, first applying for accredited status from Middle States or another agency. If they pass through accreditation, then they must consent to follow Middle States' standards while additionally following their own detailed agenda for improvement.

It's a process that has existed in the region since 1921, and in its current form since the 1950s. Middle States accredits about 500 institutions in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

The process allows a school to examine its strengths and weaknesses and involves an entire educational community in addressing goals. The process is multitiered and brings not only administrators, but faculty, staff, and students into the fold.

The benefits are a promising draw: accreditation boosts the public's confidence in a school and helps students transfer credits between institutions. It also helps some students survive financially because the U.S. government mandates that only those in accredited institutions are eligible to partake of the federal tuition assistance programs.

Jean Avnet Morse, executive director

The discussion will reach a feverish pace in December, when representatives from 500 or so institutions gather for the Middle States' annual meeting.

"We are a gatekeeper for the federal government so that an institution's students are eligible for federal loans only if it is accredited by us or another gatekeeping institution," Avnet Morse says.

Founded in 1919, the Middle States Commission on Higher Education is one of eight regional accrediting commissions that work with postsecondary institutions. It has made a concerted effort to maneuver inroads into the Hispanic community. Currently, it has 43 member schools in Puerto Rico, the most ever in that region since the first was accredited there in 1944. Four others are seeking accreditation, and five more are testing the waters and seeking information on the process. As of this date, the accredited schools on the island enroll 146,000 students and employ 11,000 faculty.

"Accreditation sets the bar on standards that institutions in Puerto Rico want to reach," says George Santiago, Jr., one of the Commission's four executive associate directors. Santiago works with schools in Puerto Rico. "They look at our standards and strive to attain those."

Diversity goals that many institutions strive for on the mainland aren't normally among the chief goals among the schools in Puerto Rico. Almost all of their enrollees are Hispanic or speak Spanish. It's not something they end up striving for whereas with American institutions, diversity is a part of their mission and they try to bring in more Latino students and staff, Santiago says.

"For me, it's a privilege, being Puerto Rican myself and having a love for higher education, to be able to work with institutions in Puerto Rico," says Santiago, who often travels to Puerto Rico to assist schools in the process. "Being Spanish-speaking and Puerto Rican, the folks in Puerto Rico have embraced me, because they know that one of their own is in this position, and to be able to assist them–I am very proud of that. We work together to see what needs to be done."

The process to earn accreditation is not simple, and it is not swift. The standards have been developed and refined over the years by higher education institutions, and 24 members now sit on the Commission. All volunteers, they decide the status of an applicant.

George Santiago, Jr., Ph.D., executive associate director

"It's not an easy thing; it takes a long time," Santiago says. "It takes close to two years to reach the candidacy stage, and then after that, it takes five years to begin the cycle for initial accreditation. It's a difficult task."

And officials at many schools realize they aren't ready yet. Avnet Morse admits many don't seek the approval because "they know they wouldn't meet the standards and they have made inquiries about accreditation and have been discouraged."

Openers

The toughest barrier is that first process. Schools must first determine if they are eligible. They must have a charter or formal authority from a governmental agency within the Middle States region to award academic degrees. There must be a "clearly stated mission," a diverse governing board, and functioning organizational structure.

Applicants also must provide appropriate student services and adequate physical facilities and have clearly defined objectives for students to be able to receive degrees. They also must administer nondiscriminatory employment policies and be able to provide "complete" information on all aspects of the school.

The process requires schools to submit a plethora of documents to even pre-apply for review. For one, the schools must first take a close look at themselves, using a self-assessment blueprint that sets five-year projections and maps out a school's goals and objectives.

After that, Commission staffers visit the campus and decide whether the school is ready even to be a candidate for accreditation. If they receive that nod of approval, they must then go through a much more thorough probe. And they could remain candidates from one to five years.

Achieving the Standards

The Commission appoints consultants to work with institutions as they try to achieve the standards for accreditation. Largely, the standards depend on the type of school, but there are common themes that affect them all.

Among the standards that an institution should meet is a "responsiveness to the need for institutional change and renewal appropriate to institutional mission, goals, and resources." What it comes down to, simply, is a school's knowing its mission, backing it up with resources and a clear focus, and succeeding.

Of late, Puerto Rican schools have been paying more attention to development. Santiago notes that schools in Puerto Rico traditionally did not perform fundraising activities as frequently as did those in the states, but that the times have now changed all of that.

"Puerto Rico is not a very wealthy country, whereas you have a lot more money in the United States, so there are more corporations that institutions can go to seek external funding," he says.

There were legal obstacles as well to obtaining donations to shore up facilities and improve a campus. "There has been a law in Puerto Rico that in the past didn't allow

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any incentives for people to contribute money," Santiago says. "It didn't allow for any tax deductions."

However, a recently enacted law allows a third of the donation to a college to be written off, leading Santiago to speculate that more institutions will focus on fundraising in their subsequent self-reviews. "That is definitely going to change the culture of development on the island," he says.

The Process

Avnet Morse says colleges traditionally have focused on analyzing new enrollees, but more recently, she has noticed there is a greater emphasis on outputs, what students are learning once they are in school.

"That is a very important factor in which the public and students and institutions are interested," she says. "Middle States looks at the mission an institution sets for itself. So if it's important to that institution to be multicultural, then the visiting team will look to see whether it's achieving that goal."

That visiting team–about a tenth of the schools get visited each year for the 10-year review–is comprised of evaluators from similar colleges. They visit the campus and pore over reports about the institution. If schools are not truthful in their documentation, they could put their accreditation at risk.

The consultants complete periodic reports and notify school administrators of progress, achievement, and weaknesses. It's these reports that depict whether a school is nearing its goals or falling behind. That helps a school with the next step: a self-study normally done 18 months before the final evaluation.

Students are a big part of that evaluation. Institutions must show that their admissions programs encourage diversity in the student population and that student programs meet the needs of a diverse and often international enrollment.

"One of our standards deals exactly with students and student life. We expect students to be part of the self-study process; we expect they will be polled to find out if they are satisfied with the programs and services they are receiving. Students are a critical part of this whole picture."

In what for many is the final leg of the process, educators from other schools–in a peer review–pore through a school's self-study and other background materials, and interview other faculty, staff, students, and administrators. A team chair summarizes the findings and makes a recommendation to the full Commission. Often, some follow-up reporting is required.

"Once they go through that process in the first place, they generally continue to be accredited, though there might be specific problem areas where we would issue warnings," says Avnet Morse.

"Sometimes there are institutions that have had to really turn around, and sometimes there are institutions that use the process very well to set their goals, and it's very satisfying to see them fulfill them."

Earning accreditation isn't the final step. There's much work to do after that. Members must be reaccredited in a self-study process every decade and, in the fifth year after that, must undergo another periodic review requiring approval.

Santiago often travels to Puerto Rico to assist schools with the process.

"What I like most about the job is knowing that I am making an impact on the landscape of higher education in general and hopefully making positive contributions," he says.

"It's all about accountability and being true to what you say you are doing, and what you are all about."

CURRENTLY ACCREDITED

According to the MSCHE, the following institutions in Puerto Rico are currently accredited. The Inter American University of Puerto Rico, Sistema Universitario Ana G. Méndez, and University of Puerto Rico include multiple campuses.

- American University of Puerto Rico, Bayamon Campus - Main
- Bayamon Central University
- Caribbean Center for Advanced Studies, Miami Campus
- Caribbean Center for Advanced Studies, San Juan Campus
- Caribbean University, Bayamon Campus
- Centro de Estudios Avanzados de Puerto Rico y El Caribe
- Conservatory of Music of Puerto Rico
- Escuela de Artes Plásticas de Puerto Rico
- Evangelical Seminary of Puerto Rico
- ICPR Junior College Hato Rey, Main Campus
- Inter American University of Puerto Rico
- Sistema Universitario Ana G. Méndez
- University of Puerto Rico

Fernando Ferrer: A Visionary Leader

With an Eye on Education, Ethics, and Access

BY JOSEPH BECK

The year was 1987. the Bronx Borough of Manhattan was on the mat, and the ten count had begun. A widely recognizable symbol of urban neglect in the '70s, the battered Borough staggered to its feet and reached for the helping hand of its newly elected president, Fernando Ferrer.

The year is 2000. the Bronx now has a multitude of new or rehabilitated housing units where bombed-out skeletons that housed the homeless, addicted, and desperate once stood. Fernando Ferrer is credited with transforming what was once a symbol of urban decay into an international model of urban revival. His proudest accomplishment, however, remains the passage of the Window Guards Law in 1986. "It really struck me how valuable the window guard law was during a recent college commencement where I spoke to the graduating students. As I looked out at the faces in the crowd, I realized that many of the kids graduating from college were toddlers and young children when the law went into effect," Ferrer said.

"By having those guards on windows, I helped improve the lives and life chances of many of those kids who are now making valuable contributions to their communities."

Improving lives and human faces are common threads that pepper Ferrer's speech. "A very important time was when we were forging the consensus for rebuilding troubled areas of the Bronx," Ferrer notes. "It's not brain surgery. We found that for the most part, people of all races and ethnicities want the same things–like safe neighborhoods, good schools, job opportunities, and safe parks for people to relax in and enjoy. Everyone involved had something to gain. This is why a consensus was formed rather quickly."

One of the first visible signs of change appeared in the windows of the dilapidated skeleton buildings that lined the Cross Bronx Expressway and other highways that snake through and around the Borough. Decals on the windows of empty buildings depicted shutters, plants, and curtains, as if to disguise the vacant buildings for travelers speeding by in their cars. The facade didn't last long, according to Ferrer.

"The decals project was a well-intentioned holding action that was meant to appear a little better than a vacant building," he noted. "Now, after the test of time, we have real windows with real flower pots in them and real people living the American dream."

Ferrer's vision for the Bronx and its citizens didn't materialize overnight. It was forged carefully and with consistent hard work. Ferrer, a native of the Bronx, attended St. Anselm's School and Cardinal Spellman High School, both in the Bronx. He earned his bachelor's degree at the Bronx campus of New York University and studied Public Administration at Baruch and NYU. He has received honorary degrees from Manhattan and Mercy Colleges and, in 1999, from Audrey Cohen College.

One has only to look at Ferrer's track record to see that he is no stranger to hard work.

During his 13-year tenure as Borough president, Ferrer designed and implemented the single largest rebuilding effort in the country.

"When historians tell the story, it will not be about the devastation but its revival," Ferrer said recently, as he accepted the prestigious National Civic League's All-American City Award. "We are no longer the borough where New York City's problems are on display," he added. "We are the borough where New York City's **solutions** are on display."

When elected Borough president, Ferrer pledged to forge effective partnerships that empower communities while shaping a better future for the Borough's 1.2 million residents. While doing so, he restored confidence in government by demonstrating how entrepreneurial and inclusive reforms can create responsive, accountable, and effective public service.

His belief in the highest common denominators of people, his integrity, and honesty helped shape one of his first official acts. He introduced a strict code of ethics for all staff members–one that now serves as a model for other municipalities.

"All my staff members get asked an initial question," he says. "That is, why do you want to work for me? I prefer to work with intelligent people who are willing to work with government in a progressive way." Ferrer pauses and rubs his chin. "If a person is smart, and willing to do terrific things out of the box, that's the person for my staff," he added. "The hours are long, and it's a tough job sometimes...but you can accomplish a lot with the right attitude," he concluded.

Ferrer has accomplished a lot. Since his election, he forged the support of local to national leaders for such large-scale planning projects as New Directions for the Bronx and the Bronx Center initiative, for which he received the Regional Plan Association's STAR Award.

Over the last decade, he has initiated and overseen the largest housing revival in the nation. Again, the human face appears in Ferrer's comments about what is clearly a proud accomplishment for the people of the Bronx.

"Just think about that," he stated. "We now have 64,000 new and/or rehabilitated housing units where some people for the first time in their lives have reliable heat and hot water and can call the place their own. I can't tell you how great that makes me feel that I've been able to help empower people to navigate their own lives like that," he concluded.

Ferrer's commitment to reliable housing and good jobs is evident in the work he has completed. He believes that more than the citizens benefited from the work he and his staff tackle. The Borough itself benefited. Overall, the Borough witnessed an estimated $25 billion in new construction since 1990, helped by Ferrer's commitment of more than $75.2 million in capital funding for residential, industrial, and institutional development, which helped to leverage additional government and private funding.

To spur business expansion, Ferrer lobbied Washington and won a $50 million lending authority program by the Small Business Administration, the only one of its kind in New York City, to make low-cost, fixed-rate loans available to enable small businesses to create jobs. Not only has new housing construction stopped people from leaving the Bronx, but coupled with incentives for hard-working people to start businesses and find good-paying jobs, it has helped people achieve a lifestyle they are proud of.

Residents of the new Bronx are not only staying but they are starting families. More kids mean better education. Again, Ferrer stepped up to the plate.

For more than a decade, Ferrer has championed the cause of systemic reform of New York City education. In 1994, he established the Commission on Integrity of School Officials to expose school board corruption. It led to Albany's massive school reform legislation in 1996.

In order for kids to succeed in the 21st century, computer literacy and access to the technology is vital, according to Ferrer. He has made it a priority. "We talked with the schools chancellor and agreed to work hand in hand in equipping every school library in the Borough with computers and Internet access."

Ferrer formed a group of people, organizations, and companies, dubbed the Digital Divide Task Force, to work on providing Internet access across the Bronx to schools, businesses, and homes. His initiative will place high-speed Internet access in every school library in the Bronx.

Incidentally, the Bronx is the only borough to complete such an ambitious project. "This provides tremendous opportunities for the kids of our borough, and provides access to the information age," he said. In addition, Ferrer concentrated on education reform from the teachers' perspectives.

> ***"Under Tier 5, students in a university teachers program will participate in a fifth-year residency, following graduation, to hone their teaching skills."***
>
> FERNANDO FERRER,
> BRONX BOROUGH PRESIDENT

During his recent State of the Borough address, he announced he is endorsing better pay for teachers and higher standards for teachers and students, and increasing funding to match the amounts provided to counties outside New York City. He also announced a major educational initiative, TIER 5–Teachers in Education Residency 5 Years, modeled on postgraduate residencies for doctors, which would pair education school graduates with master teachers.

Ferrer said, "Under Tier 5, students in a university teachers program will participate in a fifth-year residency, following graduation, to hone their teaching skills.

"It is unfair to our kids and their teachers to put keys to a classroom–as we do today–in the hands of a person who may or may not be prepared as a professional," Ferrer stated.

In addition to housing, educational reform, and business development, there is another, equally important Ferrer achievement. It involves a little more fun, but has come at the expense of equally hard work, dedication, and drive. He led the fight to keep the Yankees in the Bronx.

In September 1998, Ferrer issued a report confirming most New Yorkers' feelings about the future of Yankee Stadium. The only site on solid economic ground that serves the public interest is the legendary House That Ruth Built.

"Under the Yankee Village Plan in the Bronx, government investment in the Yankees would serve the public economic interest by providing an economic stimulus for the Bronx and, by drawing consumers to a regional shopping center, generating new sales tax by virtually creating a new marketing venue," said Ferrer. His personal feelings about the park and The Yankees hasn't wavered either.

"Who can say that sitting in Yankee Stadium with a hot dog on a sunny day isn't a great thing?" he said with a smile.

Medical care is also a concern of Ferrer's, and he tackles problems concerning it with tenacity. Ferrer led Health Committee hearings that uncovered serious problems in the Emergency Medical Service. It worked to improve the quality of health care to residents of the Bronx.

During his State of the Bronx address, Ferrer reported that The Crown Community Award honored the Bronx Health Link–a network of Our Lady of Mercy Medical Center, Bronx-Lebanon Hospital, St. Barnabas Hospital, Montefiore Medical Center, and 140 community-based organizations–that identifies and addresses the specific health needs of Bronx communities.

Ferrer said of the Bronx Health Link, "Today, more people, regardless of language or ethnic background, are getting quality health care in their communities, from people they know and trust, because of these efforts."

As the highest-ranking Hispanic person elected in New York State, Ferrer has more plans for the future. "In Fernando Ferrer's perfect world, there would be a fresh coat of paint on all the houses in the Bronx, there would be spotless parks for kids to enjoy, everyone would show up for jury duty, we would all enjoy high-achieving schools, and nobody has a malevolent thought," he said.

"Until that day comes for citizens of the Bronx, I have a lot of work to do," he added with a smile.

"After all," he said, "the real reason people come here hasn't changed. People want freedom, the freedom to govern their own lives. The reason is clear. They want high-achieving schools, good jobs, and safe neighborhoods."

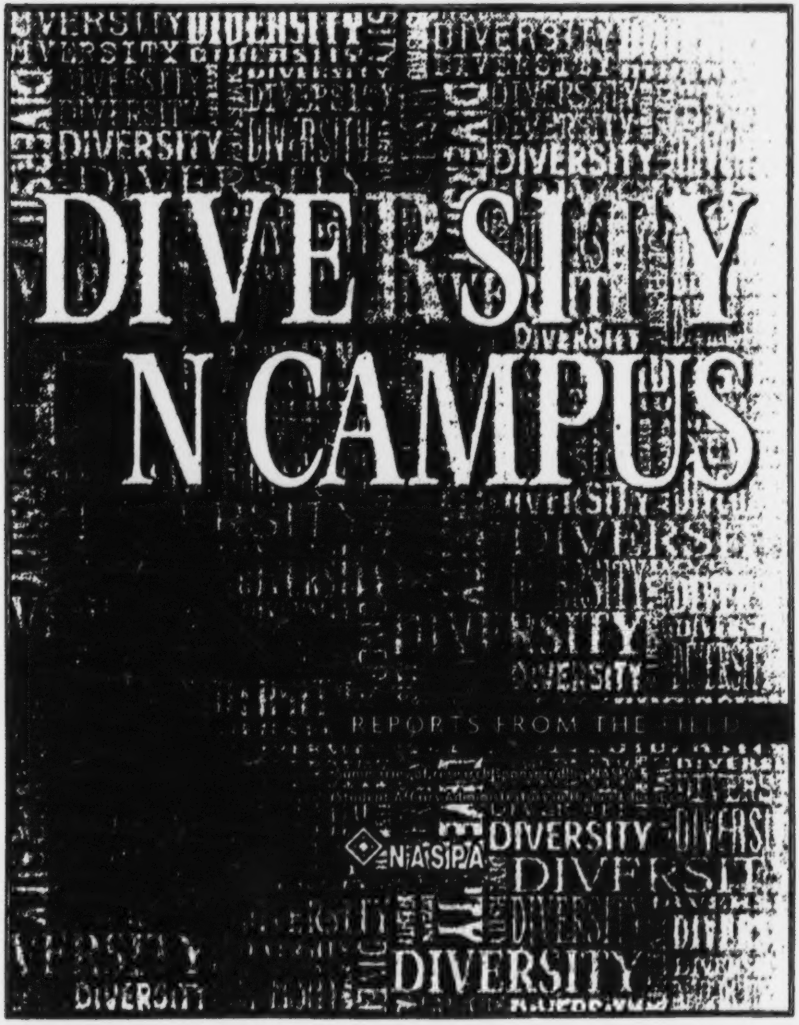
NASPA
Student Affairs Administrators
In Higher Education

Looking for Latinos

8,000 Members and Going Strong

BY ADALYN HIXSON

When Saundra Taylor entered the field of higher education 32 years ago, social activists of all colors were starting to challenge the status quo across the country. Within a few years, there was considerable momentum on campus for affirmative action and women's rights. "All those things were very, very prevalent," said Dr. Taylor, and she felt a great need to network with other women and to ask, "How do you do this professional thing?"



Three decades later, she still sees discrimination on campus "every day." But many more resources are out there for underrepresented people who need to know "how to do this professional thing."

One such resource is NASPA, the National Association of Student Personnel Administrators, serving the broad field of student affairs professionals and, through them, the nation's students. Taylor, vice president of campus life at the University of Arizona, has been a member for 20 years.

NASPA boasts more than 8,000 members, seven active regions, each with its own activities, and many highly regarded publications, including a journal that breaks with scholarly tradition by publishing in user-friendly language that engages rather than excludes.

Membership is up about 2,000 since Dr. Gwendolyn Jordan Dungy became executive director in 1995, coming to the job from the AAC&U, where she'd worked on a Ford Foundation diversity project, American Commitments.

Members include student affairs professionals, institutions, nonprofits, faculty, and students, each group with its own dues, which for colleges and universities are scaled to their budgets and enrollment.

Asked how membership benefits institutions, Taylor starts by citing the wide array of "very helpful" educational materials available to members through listserves and monographs and through the journal. And networking across the membership.

"NASPA supports and reinforces," she says, "and the central office of NASPA puts out information on legal issues, on federal issues, and other updates. And I find those terrific because I just don't have time to read *The Chronicle* very often."

"NASPA pulls out things that are salient for student affairs professionals, so I can get the information in a good format."

BEST COPY AVAILABLE

In the realm of professional development, NASPA "stimulates and promotes," says Taylor.

It is the institutional membership, she says, that allows the national office to conduct activities across the country. NASPA's latest annual report reflects 1,179 institutional members, a record 580 of them community colleges.

"Lastly," says Taylor, "the membership gets the advocacy that we need at a national level for the professionals, but more importantly, for the students–issues around financial aid and the huge debt that students are incurring, and how we can work to promote better ways to monitor that debt, better ways to increase the grants and scholarship aid.

"These kinds of things are advocated by the national office and the executive director, and I think we have been in the business long enough to be at the various tables in Washington. That means our voice is being represented, and the voice of students is being represented."

NASPA Agenda

Asked what's hot or heating up at NASPA, Dr. Dungy first notes a "repackaging" of its information and development role, launched at its March convention, which drew 2,800 participants to Indianapolis.

NASPA will now have "Centers for Innovation"–not physical sites but data and service sites–a center for technology and for research, a center for public policy, and an academy for leadership and executive effectiveness. This restructuring is intended to make it easier for members to get the precise help they need.

Associate Executive Director Kevin Kruger will oversee technology and research; board member Cheryl Lovell, University of Denver, public policy, with assistance from Carol Hollander of the national office staff; and Laurence Smith, who recently retired as vice president of Eastern Michigan, the leadership academy. "All our programs for senior student affairs officer and executives will come through that academy," says Dungy.

"We want our members to come to us with anything they need information on." NASPA, she says, is responding to needs surveys within the field and in higher education in general, and staging research projects accordingly.

Net Results, NASPA's online magazine, currently down, is being relaunched with "increased vision," and will include feature articles as well as "news snippets," and should debut in November.

> ***"We want our members to come to us with anything they need information on."***
>
> ***Gwendolyn Jordan Dungy, Ph.D., NASPA executive director***

And NASPA is part of a newly formed consortium on public policy–too new to even have a name–with the American College Personnel Association, Association of College Unions International, Association for Student Judicial Affairs, and the American College Health Association.

NASPA Origins and Mileposts

HO asked Kristine Metter, director of membership, marketing, and human resources, how NASPA got started.

"In 1918, Robert Rienow, the dean of men at the University of Iowa, wrote a letter to Thomas Arkle Clark, dean of men at the University of Illinois, suggesting a meeting that is now recognized as the founding of NASPA." The meeting was held at the University of Wisconsin in 1919. Attending were three deans of men and three male professors. The resulting organization was NADAM, an association of deans of men. The name changed to NASPA in 1951.

Attendees at a post-WWII conference held more than 30 titles, "suggesting a broader role for NADAM." It broadened in other ways, too.

In the '40s, Armour Blackburn, Howard University–first Black administrator to participate and the only one to serve on a NADAM executive committee.

In 1958, Mary Ethel Ball, acting dean of students, University of Colorado–first female "institutional representative."

In 1966, Pat Cross, then of Cornell University–first woman appointed to the NASPA executive committee.

Lenore Cole, American University–first woman and the first minority elected a regional vice president.

In 1976, Alice Manicur–first woman president of NASPA.

In 1979, George Young, Broward Community College–first community college person elected president.

In 1985, Bob E. Leach, Florida State University–first minority president.

In 2000, Doris Ching, University of Hawaii–Manoa, first Asian American president.

Metter says that over the last five years, NASPA has specifically focused efforts on broadening its base.

NASPA and Latinos

"As we meet Latinos in the field of student affairs, we are asking them to come into NASPA in leadership positions to help us make sure that we are finding people."

"I see it as a real weakness," Dungy continues, "that we have not reached out to all Latinos for leadership in NASPA. We have had a couple of African American presidents, and now have an Asian American president."

Going through NASPA's website and its publications, *HO* has noted an Hispanic presence: Mike López, Minnesota State, associate editor, *NASPA Journal*; Adele Lozano Rodríguez, University of Iowa, and Vasti Torres, George Washington University, two of four authors of a Spring 2000 journal article about Latina college students; Magdalena de la Teja, Austin Community College, NASPA advisory board for diversity research; David F. López, Indiana University of Pa., co-author of a research study featured in NASPA's *Diversity on Campus, Reports from the Field*; Ephraim (Fred) Vega, senior accountant, NASPA national staff.

"Sometimes," says Dungy, "the only way you can let people know that the organization is for them is to show them in the leadership. That is an area of growth for us, and something we want to put energy into."

NASPA and NAWE

HO learns through Dungy's thoughtful column, "Goodbye to a Cherished Friend," in the September/October newsletter *NASPA Forum*, that NAWE, the National Association for Women in Education, originally for women deans, administrators, and counselors, is about to dissolve due to "loss of traditional membership base, increased competition for members, a societal shift from single-sex organizations, and reduced attendance at national meetings." Dungy was a lifelong member of NAWE.

"Until I came to NASPA," she wrote, "NAWE was my professional home where I formed lasting friendships, learned how to follow and lead, and observed some of the most gifted role models one could hope to find in any profession. NAWE helped create the parts of me of which I am most proud." Her words ring very true with this writer, who found a NAWE-sponsored conference in early 1999 especially well endowed with kindred spirits and savvy speakers.

Saundra Taylor, who joined NAWE in the '70s, told *HO*, "The women who attended in that decade," she said, "were just outstanding people who went on to do outstanding things–many becoming presidents and vice presidents in higher education."

Dungy tells *HO*, "I hope NASPA will take the dissolution of NAWE as a mandate to pull out what we do for women and make it a priority in such a way that women know that NASPA is a place where women in higher education can come for scholarships, for professional development, for networking–and that we are talking about women from graduate students through the highest levels of administration."

"Right now we have the Alice Manicur symposium, for women who want to be senior student affairs officers, and we have a women's network, but it is not nearly enough."

Mentoring Minorities

Taylor, the national coordinator of MUFP, NASPA's Minority Undergraduate Fellows Program, tells *HO* that it is now 12 years old. The program involves one-on-one year-round mentoring, a summer institute, and the option of a summer internship.

Gwendolyn Jordan Dungy, NASPA executive director

"It was started as a kind of fledgling of Constance Rockingham, an African American woman who worked in the profession for a long time.

"I think she started the idea of being a resource for underrepresented students and mentoring them in the profession when she was vice president at one of Illinois' regional campuses. Constance did a lot to get NASPA's attention that we were, as a profession and as an association, in serious need of some action in this area, that a number of positions were now being filled with minority applicants, so there was access within the profession, but there wasn't much to promote that access on an ongoing basis on our various campuses in terms of minority students.

"She made that connection–that we need to invest resources to guide these students–mentoring them and bringing them together for a summer institute that would reinforce the mentoring process and direct them toward graduate programs in higher education, and help them look at those options."

Taylor had high praise too for Rockingham's successor at the head of MUFP–Melvin Terrell.

"Melvin did a lot to formalize and publicize the program, and he also got the NASPA office to centralize the responsibilities. It had really been Constance–her office and her personal time invested–that kept the thing afloat.

"Melvin made a very good case that what was needed to centralize it and help professionalize it was to take it out of the hands of just volunteers. So the NASPA office stepped up, and they've been doing that at least for four or five years now."

Dungy's office manages the mailings to mentors and mentees on the summer program, the internships, and more. The national office sends completed fellowship applications to Taylor, who works with a small team.

"There's an advisory board now for the program," says Taylor, "minority professionals across the Association who help me look at the direction of the program.

"The budget of $35,000 pays for the summer institute, but not for any staff, so we still have a lot of volunteers. I am not paid; the advisory board, the faculty in the summer institute are not paid. We provide expenses for those who participate in the summer institute, but it is all done out of commitment, and, I think, the belief among professionals and NASPA is that this is worth doing." The $35,000 comes from membership dues.

MUFP Fellow applications for 2001-2002 became available Oct. 1. Information about applying can be sought via Dr. Taylor or a visit to www.naspa.org or a call to NASPA at (202) 165-7500.

Asked from what fields student affairs professionals are drawn, Taylor says that the majors are "all over the map–psychology, anthropology, history, political science–a lot from the social and behaviorial sciences. The next most frequent would be humanities–English, history. Sometimes they're looking at whether they want to move toward business or education."

MUFP Summer Institute

This fall, there are 85 fellows, 45 of them first-timers. Typically, between 20 and 23 attend a summer institute. Each year it moves to a different site. This summer, Dr. Eliseo Torres, vice president of student affairs at the University of New Mexico in Albuquerque, coordinated and hosted the event, held on his campus.

Most of the students had never been to New Mexico, and they came from all over–LA, Nevada, Connecticut, Pennsylvania, and Virginia, and some people from the Midwest. Emphasis over the five days of the institute is on leadership skills, presentation skills, what the requirements are for going on in the profession, what graduate schools are looking for in students.

Taylor calls it a "capstone experience for the mentoring process."

MUFP Internships

At this juncture, about 30 universities have established a MUFP summer internship. They range from HBIs to community colleges to universities and regional universities, the largest group being the mid-sized to large, says Taylor, because they usually have more resources and more experience with internships.

Typically, the host pays for air travel, room and board, and a small stipend. "We had three Historically Black Institutions last year," says Taylor, "and they indicated that it was difficult for them to put together room and board. They could do one, but they couldn't do both. We looked at our funding sources and said, 'We can do it this one time.'"

Internships might involve working in residence life, getting a program ready for the fall, actively engaging in an orientation program, or perhaps working in campus health on a research project.

An eligible applicant is a MUFP fellow from a campus other than the host campus, and one who has been mentored for a year or more. Students are given chances to work in a new area, or a new population, or pursue a keen interest–in each case expanding the exposure.

Many opt to intern at those universities they want to consider for graduate study. The internship, says Taylor, "gives them a real close-up look at the way that university operates."

"We have many more sites than interns. This year we had twelve interns; the year before, six; before that, four." NASPA is offering more flexible sequencing of MUFP activities, to maximize experiences for the fellows and put them in the best possible position for entering graduate school.

> ***The revision of college accreditation standards, says Dungy, is "a very important area for me and for this association."***

Coming Up

Dungy says something is very much on her mind of late–the revision of standards for college and university accreditation, some of which date back to the '50s. *HO* asks whether something is driving the current push for change. From what Dungy hears, it is concern about distance education. She has other concerns.

Gwendolyn Dungy wants NASPA and its constituents to review the standards to see if their authors "have understood enough about student affairs, especially the work now being done by many NASPA members in assessing student learning, looking at how everything they do contributes to student learning.

"I am very much interested in what the standards are going to look like, and how they are including student affairs. What I plan as an advocate is to make sure that we have something to say about them."

Dungy has several perspectives from which to view the standards. She holds a doctorate from Washington University, in St. Louis, in education policy-making and administration, a master's in counseling from Eastern Illinois, one in English literature from Drew, and she was academic dean of the County College of Morris (N.J.), so she is acquainted with academia on many levels.

The standards revision, she concludes, is "a very important area for me, and for this association."

Meanwhile, more than 450 program proposals for NASPA's convention in Seattle, March 17-21, have reached the national office, and Gwendolyn Dungy expects another 50 or so.

How many will they schedule? "As many as the space will allow," the space in question being the Westin, the Sheraton, its Towers, the Hilton, the Wyndham, and the Washington State Convention & Trade Center. NASPA workers of the world–Seattle awaits you.

NASPA MEMBERSHIP DEMOGRAPHICS

- Asian American: 1990-1%, 1995-2%, 2000-2.6%
- African American: 1990-7%, 1995-11%, 2000-11.3%
- Hispanic/Latino: 1990-2%, 1995-4%, 2000-4%
- American Indian: 1990-0%, 1995 1%, 2000-0.4%
- Caucasian: 1990-64%, 1995-76%, 2000-73.4%
- Multiracial: 1990-N/A, 1995-N/A, 2000-1.1%
- Other: 1990-0%, 1995-1%, 2000-0.6%
- No Response: 1990-26%, 1995-6%, 2000-5.7%

Gender over time

- 1990: 44% female, 53% male, 3% no response
- 1995: 52% female, 47% male, 1% no response
- 2000: 55.8% female, 43.7% male, 0.5% no response

Starting with this year's forms, the category "transgendered" has been added.

HO

People·Places·Publications·Conferences

PEOPLE & PLACES

College Board Announces SAT I Registration Dates

Parents and high school students returning to classes this fall should mark their calendars with the 2000-2001 registration deadlines and testing dates for the SAT I. Students can register for the SAT on The College Board's website, www.collegeboard.org or collegeboard.com. Sample test preparation materials are available.

First date is registration deadline; second is late registration; third is test date.

Oct. 27, Nov. 8, Dec. 2.

Dec. 22, Jan. 3, Jan. 27.

Feb. 23, March 7, March 31.

March 29, April 13, May 5.

April 27, May 9, June 2.

Barraza Exhibit at Texas A&M-Kingsville

Santa Barraza, art department chair, recently exhibited her latest show, "Santa Barraza: A Mexica-Tejana Artist from Nepantla (Borderlands)," at Texas A&M-Kingsville's Ben Bailey Art Gallery.

Barraza received her bachelor's degree in studio painting and drawing from the University of Texas in 1975 and her master's in 1982. Her paintings hang in many private collections, including the University of California-Davis, the Mexican Museum in San Francisco, the Latino/Hispanic Design Archive at the Cooper Hewitt National Design Museum, the Tomás Ybarra Frausto Collection at the Smithsonian, and the Fondo del Sol Visual Arts Center in Washington, D.C.

After Kingsville, Barraza's exhibit will travel to the Robeson Cultural Center at Penn State University, Yale University, San Francisco's Yerba Buena Cultural Center, and Mexico City's Diego Rivera and Frida Kahlo Studio Museum.

New Mexico Receives Title V Grant

The U.S. Department of Education awarded a Title V Planning Grant of $31,000 to The University of New Mexico's (UNM's) division of academic affairs. The money will be used to address the needs of Hispanic students at UNM, one of only two Carnegie I Research Institutions in the country ranked as Hispanic-serving.

"We will work to design and write a comprehensive development plan for the full $2 million federal grant to improve the undergraduate educational experience for Hispanic students," stated Dr. Peter White, associate provost for academic affairs.

White said he will work with all appropriate groups in UNM's academic and student affairs; consult such national experts as Robert Ibarra, author of a noted book on the structure of higher education, and Hunter Boylan, director of the Center for Developmental Studies; and visit other institutions to study their successful organizations.

Yale Exhibits Books by Latin American Artists

Visually dazzling and intellectually challenging books by 16 contemporary Latin American artists are on exhibit at Yale University's (Conn.) Sterling Memorial Library through Nov. 27.

Photo © Michael Chesko

The exhibition "Poetics, Politics, and Song: Contemporary Latin American/Latino(a) Artists' Books" features about 30 limited-edition works dating from the early 1970s through the 1990s. The artists, some of whom now live in the United States, originate from Argentina, Brazil, Chile, Cuba, the Dominican Republic, Mexico, and Puerto Rico.

New York-based Argentinean artist and William Paterson University of New Jersey Professor Leandro Katz (pictured) lectured at the show's September opening. Chicano artist Enrique Chagoya spoke about his work at a Saybrook College Master's Tea earlier this month.

Texas A&M-Corpus Christi Showcases López

Gerald López (pictured), Michael Stephens, and Cordel Haws, all Texas A&M University-Corpus Christi graduates, exhibited their works in painting, printmaking, sculpture, and drawings during the "Summer Blowout Showcase" at the University's Weil Gallery.

López turns the ordinary into the extraordinary through the use of oil sticks and other paints. Stephens uses printmaking to portray a narrative story with the use of the woodcut process. Haws features both sculpture and rough, charcoal drawings to convey emotional struggle and pain.

New Mexico State Photographer Wins National Award

Hugo Pérez (pictured), media specialist at New Mexico State University's KRWG-TV, won first place for television photography in the National Association of Hispanic Journalists competition. Pérez won the award for two stories he videotaped near Casas Grandes in Chihuahua, Mexico.

Pérez's series "Ancient Ruins" was shot in the spring of 1999. The first story focused on the Paquime Indian ruins located near Casas Grande and inhabited by the Paquime Indians around 1230 A.D. Pérez said the ruins are a "hidden treasure" that many in the U.S. do not know about.

The second story featured artist Juan Quezada, known for his pottery that resembles the ancient pottery of the Paquime Indians. Quezada is from the small village of Juan Mata Ortiz, located about 50 miles southwest of Casas Grandes.

Texas A&M-Kingsville Holds Group Study in Guatemala

Texas A&M University-Kingsville's office of international programs and department of bilingual education organized a five-week Fulbright-Hays Group Projects Abroad program in Guatemala.

The purpose of "Guatemala: The Gateway for Understanding Central America" was to expose Texas participants to the history, politics, economy, culture, music, anthropology, art, languages, and historical sites of Guatemala to create a better understanding between Guatemalan and U.S. citizens and friendlier relations between the governments.

Dr. Ward Albro (pictured), history professor emeritus and director of the "transculturation" program at Texas A&M-Kingsville, directed the project. Dr. Mark Walsh, director of international programs, was project administrator.

Laredo Unveils Career Power Program

Leaders from Laredo Community College (LCC) in Texas, HACU, and other entities got together to unveil the Work to Succeed program, a new and innovative computer system designed to increase job retention and job performance.

The pilot program offers participants the opportunity to develop and advance their work skills utilizing the computer software program PLATO, which integrates literacy, math, and interpersonal skills training with technical skills development, and introduces participants to higher education through pre-college courses.

Among those present at the Mall del Norte, located in the Laredo Children's Museum Fun House, were Dr. Juan Maldonado, LCC vice president for instruction and student development; Alma Hernández, LCC dean for adult and continuing education; and Anthony Andrade, senior account executive for Career Power, HACU's Welfare to Work program.

Loislaw.com Adopted by Leading Law Schools

More than 90 percent of the law schools accredited by the American Bar Association are taking advantage of Loislaw.com Inc.

Loislaw.com Inc. provides lawyers, judges, law students, corporate legal departments, and consumers with legal research materials via a Web browser.

"The participating schools represent more than 110,000 potential student users and future prospective subscribers," said Michael Romanies, of Loislaw.com, noting that there are about 140,000 enrolled law school students and an estimated 40,000 graduating every year.

Mirta Penelas Foundation Ups M-DCC Endowment

In Florida, Luis Penelas Jr., representing the family, presented a check to Miami-Dade Community College (M-DCC) for the Mirta Penelas Foundation scholarship program, created in 1999. The $15,000 gift, to be matched by the M-DCC Foundation, Inc., will increase the endowment to $130,000.

The Foundation was established by husband Luis Penelas Sr., and sons Alex, Miami-Dade County mayor, and Luis Jr., in honor of Mirta Penelas, who passed away from cancer. The funds will offer hope and help in the form of need-based scholarships to M-DCC students with cancer and students with family members who have the disease.

"As a former teacher, my mother loved young people and valued the importance of an education," said Penelas.

Pictured (l. to r.) are M-DCC President Eduardo J. Padrón, M-DCC Board of Trustees Chair Roberto Martínez, and Penelas.

Special Ed Grant to South Florida

The University of South Florida's (USF's) special education department, sparked by Professor Brenda Townsend, hopes to improve public schooling for urban children who have or are suspected of having disabilities.

The U.S. Department of Education's Office of Special Education Programs gave USF a $5 million grant for LASER (Linking Academic Scholars to Educational Resources), a program to develop and implement a definitive research agenda in urban special education. "This program will provide technical assistance and professional development for minority doctoral students and faculty," said Townsend.

USF's special education department will be recruiting cohorts of minority doctoral students who will conduct urban research studies. The doctoral students will spend their first two years at USF and their third at a minority institution, such as an HSI.

North Carolina-Chapel Hill Studies Teen Diets

Between 1965 and 1996, a considerable shift occurred in the diets of U.S. teen-agers that could compromise the future health of the nation's people, a major new University of North Carolina-Chapel Hill (UNC-CH) study shows. On the horizon, researchers say, are more strokes, heart disease, high blood pressure, and osteoporosis.

Total milk consumption dropped by close to 50 percent among adolescents over the three decades studied–a decrease accompanied by a heavy increase in consumption of sugar-laden soft drinks and fruit-flavored beverages. Teens also began eating more of their vegetables in the form of fatty fried potatoes.

A report on the findings appeared in *Archives of Disease in Childhood*, a professional journal. Authors are Dr. Barry Popkin, professor of nutrition at the UNC-CH schools of public health and medicine, Dr. Claude Cavadini, scientist at Nestle Research Center in Switzerland, and Dr. Anna María Siega-Riz (pictured), assistant professor of nutrition and of maternal and child health.

Minority Grads Up in New Mexico

The number of science, math, engineering, and technology degrees awarded to minorities in New Mexico has increased 87 percent since 1993, thanks in part to the New Mexico

Alliance for Minority Participation (AMP), based at New Mexico State University.

Sponsored by the National Science Foundation, New Mexico AMP is designed to help historically underrepresented minorities excel. This includes undergraduates in a wide range of majors, such as chemistry, engineering, microbiology, and wildlife sciences. It is a statewide partnership of 21 two-year colleges and six four-year universities, and one of 27 AMP programs in the nation.

"The focus of AMP as a whole is to recruit, retain, and graduate students with the expertise the country needs to contribute to the technical workforce, and to groom future faculty," said Ricardo Jacquez, AMP director.

Valencia a Top Producer of Degreed Minorities

A report in *Community College Week* ranks Valencia Community College (Fla.) third in the nation in the number of associate's degrees awarded and reports that it has one of the country's highest graduation rates for minorities. It also ranks Valencia in the top ten in the number of degrees awarded to Hispanics.

Valencia offers three associate's degrees. Associate of Arts parallels the first two years of a four-year bachelor's degree. In Florida, graduates with an AA are guaranteed acceptance as juniors into the state university system. Valencia offers more than 50 Associate of Science, Associate of Applied Science, and certificate programs, which lead to immediate entry into the workforce.

Columbia Honors Journalists for Reporting on Latin America

Columbia University's (N.Y.) Graduate School of Journalism awarded the 2000 María Moors Cabot Prizes for outstanding reporting on Latin America to four journalists reporting for The Associated Press; *El Comercio*, Lima, Peru's leading daily newspaper; *The Globe and Mail* in Toronto, Canada; and the Jamaican *Gleaner* newspaper group. A special citation was awarded to Francisco Santos, a columnist living in exile who writes for Colombia's leading daily newspaper, *El Tiempo*.

Eloy O. Aguilar has been chief of The AP's Mexico Bureau since 1979, coordinating news and photo coverage throughout Mexico and Central America. Ricardo Uceda has been chief of the investigative unit at *El Comercio*, the leading daily in Lima, Peru, since 1994. Paul Knox has been a writer and editor at *The Globe and Mail* in Toronto since 1978, and a regular commentator in Spanish for Radio Canada International, Canada's short-wave radio service. Lloyd Williams, senior associate editor of The Gleaner Publications Group in Kingston, Jamaica, is the premier investigative reporter in Jamaican journalism.

Calvin Program Targets Minorities

Calvin College (Mich.) held the Entrada immersion program for ethnic minority high school juniors and seniors during the summer. Twenty-six students from around the country, including many from West Michigan, spent a month at Calvin, taking a summer school class, living in the dorms, eating in the residence halls, and more. The Entrada program is intended to show kids what it takes to make it in college.

Cal State-L.A. Students Awarded NASA Scholarships

The NASA/NACME Space Station Engineering Scholars Program awarded scholarships to four CSU-Los Angeles MESA engineering program students: Jorge Arreola, Daniel Castellanos, Stephen Sherwyn, and César Robert Velasco. All four won the awards based on their academic achievements, and are involved in student chapters of national engineering societies and have been on the Dean's List.

Along with covering college tuition and expenses, the $12,000 per year, renewable scholarships give these four students an opportunity to learn and participate in leadership seminars and internships and research related to NASA space projects.

Laredo Music Chair Performs in Colorado

Dr. Gilberto D. Soto, music and dance department chair at Laredo Community College (LCC) in Texas, gave a classical guitar concert at the Hazlerig Music House in Colorado, at the invitation of retired LCC music educator Sylvia Hazlerig, a colleague at LCC.

The concert included baroque, flamenco, bossa nova, and modern jazz. Hazlerig accompanied Soto on the harpsichord for Vivaldi's concerto in D Major.

Soto has performed throughout the U.S. and Mexico, including the White House in 1988. He is on the subcommittee on higher education of the Texas Association of Music Schools and is a board member of the State-Level Field of Study Committee for Music of the Texas Higher Education Coordinating Board.

Colorado Mountain ESL Student Develops Rapidly

Rafael Duarte, a former struggling cab driver from Mexico City, received more than just his GED when he finished high school through Colorado Mountain College's (CMC's) learning labs. He received a present that changed his life–three free hours in any subject at CMC. It is a gift CMC's Vail/Eagle Valley Campus gives to everyone who graduates from its GED program.

Duarte took a PC applications course, his first computer course, then completed one full year in CMC's Cisco Academy. After two more semesters, he could command $50,000 a year building and programming computer networks.

"Rafael is an amazing student," said ESL instructor Jan Attoma. "It takes seven to 10 years to develop cognitive skills, the ability to think abstractly in a second language. Rafael did it in two."

Lyon Directs DePaul Center for Justice

Since 1977, when capital punishment was reinstated in Illinois, 13 death row inmates have been exonerated, which impelled the governor to declare a moratorium on the death penalty last January. Nationally, the statistics are even more staggering. Since 1973, according to the Death Penalty Information Center, 87 prisoners– many of them minorities—have had their state-imposed death sentences revoked.

In the face of such startling numbers, the DePaul University College of Law has established the Center for Justice in Capital Cases with the aid of the Illinois State Appellate Defender's Office.

Directed by Andrea Lyon (pictured), former chief of the Homicide Task Force for the Office of the Cook County Public Defender, the Center is a training ground for students interested in working on capital cases. As an expert in death penalty defense, Lyon has much experience providing adequate legal representation for the underserved.

Cortina New Assistant VP at Houston

In Texas, Dr. Rodolfo J. Cortina is the new assistant vice president for undergraduate studies at the University of Houston (UH), and will coordinate advising, course development, program reviews, international studies, and the scholars' community.

A Spanish professor in the UH department of modern and classical languages, Cortina is an authority on the written traditions of Caribbean and Hispanic peoples. Among the dozen-plus books to his credit are *Hispanic American Literature: An Anthology* and *Cultural Factors Affecting Healthcare: AIDS, Domestic Violence and Family Planning in Houston and in Mexico*. He holds a bachelor's degree from Texas A&M-Kingsville and a master's and doctorate from Case Western Reserve.

Almaguer Strengthens Ethnic Studies at SF State

San Francisco State University's (Calif.) College of Ethnic Studies—one of the few in the nation—has landed a new dean, Tomás Almaguer (pictured), former associate professor of sociology and director of the Center for Research on Social Organization at the University of Michigan-Ann Arbor.

Also hired is AIDS researcher Rafael Díaz, an expert on Latino sexuality, who has accepted a joint appointment in the colleges of ethnic studies and behavioral science. His work, it has been noted, shares elements in common with Almaguer's, among whose projects is a book on gender and sexuality among Chicano gay men.

Almaguer says the College, which emerged from the civil rights movement of the 1960s and 1970s, has to connect more directly with contemporary scholarly concerns.

Higher Education Center Launches New Website

The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention launched a website (www.edc.org/hec/socialnorms) devoted to social norms marketing, an approach developed to address high-risk alcohol use among college and university students. The site contains background theory and research and offers advice on implementing social norms marketing campaigns. It provides examples of messages and describes what campuses are doing, gives a list of practical "do's and don'ts," and provides research and evaluation guidance. It includes an extensive list of references and resources, including relevant publications and website links.

The Higher Education Center for Alcohol and Other Drug Prevention, based in Massachusetts, offers training, technical assistance, publications, and information about changing the environment in which students make decisions about alcohol and other drug use.

News from HACU

Seventy-six Hispanic-serving institutions (HSIs) from 11 states, including Puerto Rico, were selected to receive a total of $25,770,568 from the 1999 Title V of the Higher Education Act. The grants are a result of the work the Hispanic Association of Colleges and Universities (HACU) and its supporters have done to promote continued funding for HSIs, whose enrollment is at least 25 percent Hispanic.

"With this money, HSIs can continue to provide Hispanic students with the quality education they need to succeed in the workforce," said Antonio Flores, HACU president and CEO.

The Senate Hispanic-Serving Institutions Coalition, led by Texas Sen. Kay Bailey Hutchison and New Mexico Sen. Jeff Bingaman, has been a critical supporter of Hispanic education and HACU.

New Mexico Tech Launches Advisement Center

Administrators at the New Mexico Institute of Mining and Technology (NM Tech) reallocated some resources—human and fiscal—to establish the on-campus Advising Resource Center for students. New Mexico Tech President Daniel H. López (pictured) made the decision to go ahead with the project under the stipulation that current resources are used, and in a cost-effective manner.

"We first looked at models of advising centers which already had been established at other universities," said Herbert M. Fernández, vp for institutional development, "then took what was best about these other programs and custom fit it to New Mexico Tech and the particular needs of Tech students."

Trinity Opens Cultural Houses

Trinity College (Conn.) recently celebrated the opening of new cultural houses designed to provide a place for networking and support for students, and also as places where members of the Trinity community can develop a heightened awareness of the culture, politics, and social issues of the host groups.

"The opening of the cultural houses is both an opportunity to learn about, appreciate, and benefit from our differences as well as an occasion to celebrate our essential oneness as members of the human family," said Karla Spurlock-Evans, dean of multicultural affairs and affirmative action officer at Trinity.

The houses, one for the Latino students' group La Voz Latina and another for the Asian American Students Association, are joined by Umoja House, which belongs to Imani, the Black student union, and the new Hillel House for students of the Jewish faith.

Rio Hondo Welcomes Back Poncho Sánchez

Eminent conga player and percussionist Poncho Sánchez recently played a return engagement at Rio Hondo College (RHC) in California, having performed at its 1999 commencement.

Sánchez, who first recorded an album in 1982, played the rumbas, mambos, charangas,

boleros, and Latin jazz for which his band is well known. The former Grammy nominee is an annual highlight at the Monterrey Jazz Festival in Northern California and the Playboy Jazz Festival at the Hollywood Bowl in Los Angeles.

Colorado-Boulder Professor Receives Medal of Galicia

The Council of Ministers of Galicia, Spain, awarded University of Colorado (CU)-Boulder Professor Luis González-del-Valle the Silver Medal of Galicia.

The professor was recognized for his efforts in the field of Hispanic studies in the U.S. and for his extensive research on the Galician writer Ramón del-Valle-Inclán. Galicia's prime minister presented the medal during the festivities of St. James, patron saint of Spain.

González-del-Valle, who joined CU-Boulder in 1986, has written and edited 22 scholarly books and many articles. He is the executive secretary of the Twentieth Century Spanish Association of America, director of the Society of Spanish and Spanish-American Studies, and general editor of *Annals of Contemporary Spanish Literature*.

Northeastern Illinois Gets Faculty Development Grant

Northeastern Illinois University was awarded a $1,674,844 grant by the U.S. Department of Education to fund faculty development activities designed to improve student learning.

The grant will implement general education courses that incorporate student-centered teaching methods, including the use of the latest technology and classroom assessment techniques to measure student learning and course evaluation.

It qualified for the grant as a federally designated Hispanic-serving institution, a status awarded colleges and universities whose undergraduate population is at least 25 percent Hispanic. It is the only four-year institution in Illinois to be so designated.

Miami-Dade Re-Elects Martínez

The Miami-Dade Community College (M-DCC) board of trustees re-elected Roberto Martínez (pictured) as board chair. Appointed to the board in 1999 by Florida Gov. Jeb Bush, Martínez will be serving his second term.

Martínez is an attorney and partner in the law firm of Colson, Hicks, Eidson, Colson, Matthews, Martínez, and Mendoza. His career includes of civil and criminal trial practice. He is a member of Gov. Bush's Public Corruption Study Commission and of the boards of the International Rescue Committee and Ransom Everglades School. He holds a juris doctor from the Georgetown University Law Center and a bachelor's and master's from the University of Pennsylvania, Wharton School of Business.

The M-DCC board also re-elected Hank Klein as vice chair for a second term.

Santa Monica Names Martínez to New Post

Marvin Martínez, a Santa Monica College (SMC) dean who was instrumental in creating an economic development program and modernizing SMC's vocational and professional programs, was named acting associate vice president of planning and development.

Martínez is now responsible for government relations and affairs; institutional research; institutional effectiveness; accreditation; Partnership for Excellence programs; and grants. He also will head up a "think tank" that will guide the college toward developing a vision and new programs in both academic and student affairs.

A doctoral candidate in higher education at the Claremont Graduate School, Martínez holds a bachelor's degree and a master's from UCLA.

Rice Grad School Wins Brillante

The National Society of Hispanic MBAs (NSHMBA) honored Rice University's (Texas) Jesse H. Jones Graduate School of Management with the Brillante Award for exceptional contribution to the Hispanic community.

The Brillante Award is the most prestigious honor that NSHMBA grants to recognize those who "foster Hispanic leadership through graduate management education and professional development in order to improve society." It is presented annually to a corporation, a nonprofit organization, an educational institution, an individual, and a NSHMBA member.

"Successful business people must be comfortable with diversity," said Gilbert R. Whitaker, Jr., dean of the Jones School. "They must understand that the best business decisions come from multiple perspectives."

Prairie Foundation Helps Strengthen Enrollment at Laredo

The late philanthropists David and Barbara Fasken established a rich tradition in caring with the Prairie Foundation, dedicated to improving the quality of life. Last summer, their legacy helped enrich the lives of 49 gifted students from Texas high schools who got a head start on their education at Laredo Community College (LCC).

One of four nonprofits in Laredo to receive a $12,500 gift from the Prairie Foundation, LCC utilized its award to strengthen its early enrollment program, which benefits high school juniors and seniors who are enthusiastic about starting a college education. Participants earn college credit ahead of their high school graduation.

Pictured (l. to r.): Carolina Alfaro, Luis Peña, and Cynthia Ruiz are a few of LCC's early-enrolled students.

New Soccer Field at Santiago Canyon

Santiago Canyon College (SCC) in California recently celebrated the opening of its first athletic facility, a regulation-size soccer field and accompanying practice field.

Led by Dr. Mark Rocha, SCC president, the ceremonies featured student athletes, local youth soccer clubs, business leaders, and elected officials, and recognized the many volunteers and donors who contributed to the project, including The Southern California Surveyors Joint Apprenticeship Committee, The International Union of Operating Engineers Job Corps Survey Program, and the Operating Engineers Training Trust. The Orange Junior Soccer Club and the Lancer's Soccer Club also made donations.

The college's exercise science program, intercollegiate athletic teams, and community organizations will use the soccer facility.

Sánchez Joins Our Lady of the Lake

Dr. Howard Sánchez is the new vice provost of information services at Our Lady of the Lake University (OLLU) in Texas.

Prior to joining OLLU, Sánchez was vice president for information technology at Mohave Community College in Arizona and director of the technology and education management division of Anderson Consulting Group in California. He has an undergraduate degree from the University of New Mexico, a master's from New Mexico Highlands University, and a doctorate from Harvard.

Minority Enrollment Up at UT-Austin Law School

Minority enrollment at the University of Texas (UT)-Austin School of Law increased for the fall 2000 entering class, according to assistant dean for admissions Shelli Soto.

"The student recruitment and orientation committee works with great dedication each year, but what took us over the top was the assistance we received from our alumni," said Soto.

Texas Sen. Rodney Ellis visited frequently with groups of minority students and convinced several national air carriers to provide complimentary airline tickets to prospective students, allowing them to visit the UT-Austin campus. Larry Temple, while serving as president of the Ex Students' Association, and Joe Jamail, a benefactor of the School of Law, were instrumental in creating the Texas Leaders Scholarships for the Ex Students' Association. These scholarships assist 59 UT-Austin law school students.

Queensborough Student Wins Coca-Cola Scholarship

Queensborough Community College (N.Y.) student Blanca Bedoya received a $1,000 scholarship from the Coca-Cola Two-Year Colleges Scholarship Foundation.

Bedoya, who wants to become a dance therapist, works as a dance therapy assistant with the Association for the Help of Retarded Children and at a local public elementary school on a volunteer basis. Bedoya and her husband founded a community-based project, the Association for Integration, Realization, and Devotional Service.

Bedoya is a member of Phi Theta Kappa, the international honor society for two-year colleges. She plans to eventually pursue a doctorate.

U.S. Dept. of ED Announces Grants for Adult Learners

The U.S. Department of Education announced $10.6 million for 10 new grants that will enable adults to learn virtually around the clock from wherever they are through innovative use of technology.

The grants are awarded through Learning Anytime Anywhere Partnerships (LAAP), under which colleges work with one another and with public and private businesses and organizations to develop programs that expand access to high-quality learning opportunities, which students can access "anytime, anywhere"–through the Internet, for example. LAAP can be particularly important to those with limited access to a traditional campus because of their geographic location, a physical disability, or scheduling constraints of work and family.

LaGuardia Student Earns Scholarship, Studies Abroad

For Marisol Santos, summer 2000 will forever be memorable. She spent July in Florence, Italy, in the Study Travel Opportunities Study program for City University of New York students. When she returned, she learned that she was the recipient of a Coca-Cola two-year-college scholarship for her academic and community service record at Fiorello H. LaGuardia Community College.

During her one-month journey, the Phi Theta Kappa International Honors Society student–who was born in Ecuador–lived with the Americans, Bolivians, and Peruvians while she studied Italian and art history at the Scuola Lorenzo de Medici. "The most important thing I learned is that learning never ends," said Santos.

A vice president of the Ecuadorian Club at LaGuardia, Santos was one of only two LaGuardia students to receive the Coca-Cola scholarship.

Sacramento City Students Awarded MESA-NSF Scholarships

Sacramento City College (Calif.) students Michael Castillo, Rogelio Lepe, and Veronica Mickelson were selected as 2000-2002 MESA-NSF (Mathematics, Engineering, Science Achievement-National Science Foundation) scholarship recipients. Each will receive $4,800 over the next two years to assist in successfully transferring in the fields of math, engineering, or computer science. The scholarships were awarded to 80 students in California recognized as leaders in the classroom as well as the community.

PUBLICATIONS

Identity and Power: Puerto Rican Politics and the Challenge of Ethnicity

By José E. Cruz

IDENTITY & POWER

On the surface, identity politics appears to promote polarization. The author argues that, to the contrary, fragmentation and instability are more likely to occur only when the differences are ignored and non-ethnic strategies are employed. He illustrates his claim by focusing on one group of Puerto Ricans and how they mobilized to demand accountability from political leaders in Hartford, Conn.

1998. 376 pgs. ISBN 1-56639-605-0. $22.95 paper. Temple University Press. (800) 447-1656.

Borderless Borders: U.S. Latinos, Latin Americans, and the Paradox of Interdependence

Frank Bonilla, Edwin Meléndez, Rebecca Morales, and María de los Angeles Torres, eds.

BORDERLESS BORDERS
US Latinos, Latin Americans, and the Paradox of Interdependence

The "Latinization" of the United States is reflected in forces that reach well beyond our borders. It asserts itself demographically, politically, in the workplace, and in daily life. Now, with Latinos positioned to help bring about change in the Americas from within the U.S., Latin Americans and their emigrant communities are developing new relationships.

1998. 304 pgs. ISBN 1-56639-620-4. $22.95 paper. Temple University Press. (800) 447-1656.

Mexican American Women Activists: Identity and Resistance in Two Los Angeles Communities

By Mary S. Pardo

MEXICAN AMERICAN
WOMEN
Activists

When we see children playing in a supervised playground or hear about a school being renovated, we seldom wonder about who mobilized the community resources to rebuild the school or staff the park. This book tells the stories of Mexican American women from two Los Angeles neighborhoods and how they transformed the everyday problems they confronted into political concerns.

1998. 256 pgs. ISBN 1-56639-573-9. $19.95 paper. Temple University Press. (800) 447-1656.

Free Trade?: Informal Economies at the U.S.-Mexico Border

By Kathleen Staudt

FREE TRADE?
KATHLEEN STAUDT

In the aspiring global cities of Ciudad Juárez and El Paso, people generate income and develop their housing informally on both sides of the U.S.-Mexico border. Kathleen Staudt analyzes women and men in low- and middle-income neighborhoods in the core and in the old and new peripheries of two cities that straddle an international border.

1998. 223 pgs. ISBN 1-56639-568-2. $19.95 paper. Temple University Press. (800) 447-1656.

Sponsored Identities: Cultural Politics in Puerto Rico

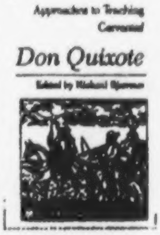
By Arlene M. Dávila

"Now everybody loves Puerto Rican culture," says a Puerto Rican schoolteacher and festival organizer, "but that's exactly the problem." Thus begins this major examination of cultural nationalism as a political construct involving party ideologies, corporate economic goals, and grassroots cultural groups.

1997. 288 pgs. ISBN 1-56639-549-6. $19.95 paper. Temple University Press. (800) 447-1656.

Approaches to Teaching Cervantes' *Don Quixote*

Richard Bjornson, ed.



How can instructors of *Don Qixote* stimulate an intelligent appreciation for the breadth of Cervantes' 17th-century genius among students whose tastes, frames of reference, and attitudes toward literature have been formed in the late 20th century? This volume brings together an overview of available materials, a survey of classroom techniques, and a series of essays in which experienced teachers explain how they have taught the novel.

1993. 188 pgs. ISBN 0-87352-480-2. $18.00 paper. MLA. (212) 614-6382.

Approaches to Teaching García Márquez's *One Hundred Years of Solitude*

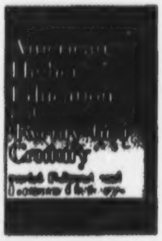
María Elena de Valdés and Mario J. Valdés, eds.

The novel *One Hundred Years of Solitude* is taught widely and in a variety of curricular contexts. When treating the novel in North American classrooms, nearly all teachers must address similar issues–for example, Latin American history and magic realism. This volume suggests different methods for presenting these issues to undergraduates.

1998. 156 pgs. ISBN 0-87352-536-1. $18.00 paper. MLA. (212) 614-6382.

American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges

Philip G. Altbach, Robert O. Berdahl, and Patricia J. Gumport

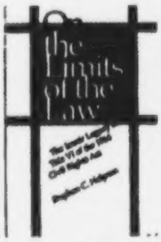


America's colleges and universities are social institutions–embedded in the wider society and subject in various ways to its constraining forces. In this book, researchers who share this understanding explore the new realities of higher education and consider its greatest challenges for the next century.

1999. 484 pgs. ISBN 0-8018-5889-5. $24.95 paper. Johns Hopkins. (800) 537-5487.

On the Limits of the Law: The Ironic Legacy of Title VI of the 1964 Civil Rights Act

By Stephen C. Halpern



Stephen Halpern examines the legal struggle to control the enforcement of Title VI of the 1964 Civil Rights Act–the historic provision prohibiting racial discrimination in programs receiving federal financial assistance. Although the provision appeared to have immense power to fight racial inequality in education, Halpern argues, attacking the problem through legal rights and litigation distorted our understanding of educational inequality based on race and limited the remedies used to address it.

1995. 391 pgs. ISBN 0-8018-4897-0. $18.95 paper. Johns Hopkins. (800) 537-5487.

The Development of Modern Spain: An Economic History of the Nineteenth and Twentieth Centuries

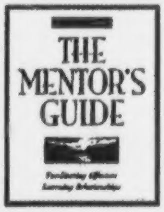
By Gabriel Tortella

This reinterpretation of the history of modern Spain from the Enlightenment to the threshold of the 21st century explains the surprising changes that took Spain from a backward and impoverished nation, with decades of stagnation, civil disorder, and military rule, to one of the ten most developed economies in the world. Translated by Valerie J. Herr.

2000. 528 pgs. ISBN 0-674-00094-3. $49.95 cloth. Harvard University Press. (800) 448-2242.

The Mentor's Guide: Facilitating Effective Learning Relationships

By Lois J. Zachary



This book explores the critical process of mentoring and presents practical tools for facilitating the experience from beginning to end. It is based on Laurent A. Daloz's popular and widely used concept that mentoring is a learning journey in which the mentor and mentee serve as companions along the way.

2000. 195 pgs. ISBN 0-7879-4742-3. $25.95 paper. Jossey-Bass. (888) 378-2537.

The Jossey-Bass Reader on Technology and Learning

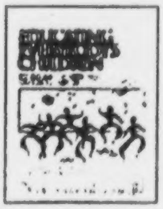
(The Jossey-Bass education series)

In this extensive collection of select articles, reports, and essays, leading experts and distinguished authors explore educational technology and its impact on learning. Drawing on the most current research and best practices, this book is meant to inspire teachers, administrators, superintendents, school technology directors, and policymakers to become thoughtful leaders in innovation and change.

2000. 341 pgs. ISBN 0-7879-5282-6. $24.95 paper. Jossey-Bass. (888) 378-2537.

Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners

Robert W. Cole, ed.



This book–the culmination of the work of the Association for Supervision and Curriculum Development's (ASCD's) Urban Middle Grades Network, Advisory Panel on Improving Student Achievement, and Improving Student Achievement Research Panel–offers a wide-ranging assortment of instructional strategies whose effectiveness has been gleaned from extensive review of both basic and applied research.

1995. 184 pgs. ISBN 0-87120-237-9. $25.95 paper. ASCD. (800) 933-ASCD.

The Differentiated Classroom: Responding to the Needs of All Learners

By Carol Ann Tomlinson

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It's an age-old challenge: How can teachers divide their time, resources, and efforts to effectively instruct so many students of diverse backgrounds, readiness and skill levels, and interests? The author looks to the latest research on learning, education, and change for the theoretical basis of differentiated instruction and why it's so important to today's children.

1999. 132 pgs. ISBN 0-87120-342-1. $21.95 paper. ASCD. (800) 933-ASCD.

The Oxford History of Mexico

Michael C. Meyer and William H. Beezley

The work of 23 of today's leading authorities on Mexico, this narrative chronicle leads readers from Mexico's pre-colonial grandeur to its contemporary state. Politics, religion, technology, modernization, ethnicity, colonialism, ecology, the arts, mass media, and popular culture are examined in the light of the latest research.

2000. 709 pgs. ISBN 0-19-511228-8. $45.00 cloth. Oxford University Press. (800) 451-7556.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Forum 2000 & NACME Career Fair

October 25-28

"Affirming Diversity: Real Commitment, Real Results." Among the confirmed speakers are Dr. Ana Margarita "Cha" Guzmán, White House Commission on Educational Excellence for Hispanic Americans, and Dr. Elsa Macias, senior research associate, Tomás Rivera Policy Institute. At the Westin Hotel, Long Beach, Calif.

Contact: NACME, (212) 279-2626; website, www.nacme.org/events.

AAC&U's 3rd Biannual Diversity and Learning Conference

October 26-29

"Diversity and Learning: Identity, Community, and Intellectual Development" is designed both for working teams of faculty and administrators and for individuals interested in improving classroom teaching, changing their curriculum, fostering systemic change in their institutions, and investing more in local and global communities. At the Westin William Penn Hotel in Pittsburgh, Pa.

Contact: (202) 387-3760; e-mail, meetings@aacu.nw.dc.us; website, www.aacu-edu.org/Meetings/divlearn00.html.

The College Board Centennial Forum

October 28-November 1

Networking and professional development opportunities; sessions on cutting-edge field-specific research and development; keynote addresses by world-renowned speakers. At the Marriott Marquis Hotel, New York City.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 14th Annual Conference

November 4-7

This year's theme: "Championing Hispanic Success in Higher Education." At the Albuquerque Convention Center, Albuquerque, N.M.

Contact: website, www.hacu.org.

Research Centers in Minority Institutions International Symposium

November 12-15

International symposium on health disparities. In San Juan, Puerto Rico.

Contact: Beatrice Raiford or Walter Sullivan, (404) 752-1634; e-mail, raiforb@msm.edu; website, www.rcmi2000.upr.edu.

TACHE 2000

November 29-December 1

The conference theme, "Latinos in Higher Education: Beyond the Demographics," reflects the Texas Association of Chicanos in Higher Education's interest to move the dialogue beyond the numbers to a discussion of concrete strategic plans for addressing the challenges presented by the ethnic shifts in population.

Contact: Rudy Rodríguez, (940) 898-2214, or Gloria B. Bahamon, (940) 565-2456; website, www.tache.org.

Texas Association of Chicanos in Higher Education Annual Conference

November 29-December 1

"Latinos in Higher Education: Beyond the Demographics." In Dallas.

Contact: Rudy Rodríguez, (940) 898-2243; e-mail, rrodriguez@twu.edu; or Gloria Bahamón, (940) 565-2456; e-mail, gbahamon@unt.edu.

6th Conference of the Recovering the U.S. Hispanic Literary Heritage Project

December 1-2

"Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity" is this year's theme. At the University of Houston.

Contact: Alejandra Balestra, (713) 743-3128; e-mail, artrec@jetson.uh.edu.

National Association of Student Personnel Administrators Institute

January 10-12

"Taking Courageous Stands: Leadership for Diversity," for upper-level administrators. At Columbia University, New York City.

Contact: (202) 265-7500; e-mail, office@naspa.org.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

ACE 83rd Annual Meeting

February 17-20, 2001

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

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Book Review

By Mark Saad Saka

***Chicano Culture, Ecology, Politics: Subversive Kin,* edited by Devon G. Peña.** 295 pgs. Albuquerque: The University of Arizona Press, 1998. ISBN# 0-8165-1873-4. $19.95.

In this groundbreaking collection of original essays, scholars and activists alike are challenged to reexamine their views on mainstream American environmentalism, an ethos largely portrayed as a white, middle-class, and liberal innovation. *Chicano Culture, Ecology, Politics* decenters environmentalism from that base and recenters it within a Chicano framework rooted in rural working-class consciousness, political struggle, community activism, and ethnic identity. In so doing, this book forces Chicano scholars to integrate ecological degradation as a social problem for communities of color and accentuates the intersection of class and ethnicity as a cutting-edge field for future inquiry.

Chicano Culture, Ecology, Politics
Subversive Kin

Devon Peña, editor of this provocative collection, has written many books, including *The Terror of the Machine*, an important treatment of the environmental destruction and oppressive, gender-based labor structures of the *maquiladora* factory regimes along the border.

The book's geographic focus is the Rio Arriba, the upper Rio Grande region of northern New Mexico and southern Colorado. My students in Current Issues in Chicano Politics found Laura Pulido's "Ecological Legitimacy and Cultural Essentialism" a point for extensive discussion. Pulido asserts that culturalism, an over-romanticizing of the cultural heritage of non-European peoples, denigrates and endangers them by viewing them as "exotic" and "quaint." The resultant cultural essentialism downplays power relationships and instead tends to view variation in environmental practices as originating in "natural," "ethnic," or "cultural differences."

Culturalism, says Pulido, affirms a historically denigrated ethnic or national group, helps consolidate the moral authority of the group in question, and provides an important and readily available resource for political mobilization and resistance. Pulido rejects the notion that indigenous Chicanos of the Rio Arriba region are a "romantic" relic of a disappearing past. She also stresses that the *Hispano* grazers were never a "static" culture but had always modified and altered their natural environment as careful resource managers. Ecological degradation accompanied the post-1848 incorporation into the United States as a systematic capitalist exploitation, and intensified resource extraction altered the environmental balance of power in a sensitive bio-region. A successful political defense, based upon a culturalist argument, allowed the *Hispano* grazers to access state grazing lands and to therefore stake out a claim of ecological legitimacy by repudiating mainstream white environmentalists and state agencies that viewed Chicanos as historically poor resource managers. By centering overgrazing and recent environmental destruction within a structural and historical paradigm, culturalism provided Chicanos a tool for emancipatory political activism.

Gwyn Kirk's "Ecofeminism and Chicano Environmental Struggles" seeks common ground between the two. Kirk articulates a materialist ecological feminism that focuses on the social and material reasons for women's environmental concerns and activism that integrates gender, race, and class in its analysis. She examines many grassroots Chicano movements of New Mexico, including the Southwest Organizing Project, the Southwest Network for Environment and Economic Justice, the Taos Valley Acequia Association, and the Concerned Citizens of Questa. Kirk emphasizes the need for Chicano and women activists to conceptualize how the domination of nature, of peoples of color, and of women are intricately interlinked and that these mechanisms of oppression cannot be destroyed until ethnicity and gender are integrated with a struggle for environmental sanity. Kirk specifically advocates greater cooperation and linkage between Chicano and women's studies programs as an important first step in this process.

In "Philosophy Meets Practice," Malia Davis provides in-depth interviews with three Chicana environmental activists from Colorado and places women of color at the forefront of environmental thought and praxis. These interviews reveal a deep-rooted sense of spiritual and ecological consciousness that challenges western patriarchal economic, political, and religious systems. Davis provides a grassroots Chicana perspective of environmentalism and articulates a subaltern defense of nature, gender, peoples of color, and spiritual politics for the 21st century. Her essay further decenters environmentalism from its white, middle-class mainstream to one grounded in the common struggles of all the world's peoples.

The strength of this book is its integration of a wide range of genres, including poetry, autobiography, theoretical essays, and personal interviews that results in an interdisciplinary synthesis of ecology, cultural geography, environmental history, political economy, gender analysis, and Chicanismo. By examining dimensions of class, race, and gender, this collection roots the Mexicano peoples of the upper Rio Grande in a geographic homeland and ecological consciousness that serves as a basis for collective survival.

Peña shatters the stranglehold that white, middle-class Americans have on the environmental movement and successfully decolonizes both nature and the Chicano peoples in their ancestral homeland of Aztlán. In a broader sense, Peña also provides a warning for humanity of its potential demise from bio-cultural and bio-regional annihilation.

Dr. Saka , a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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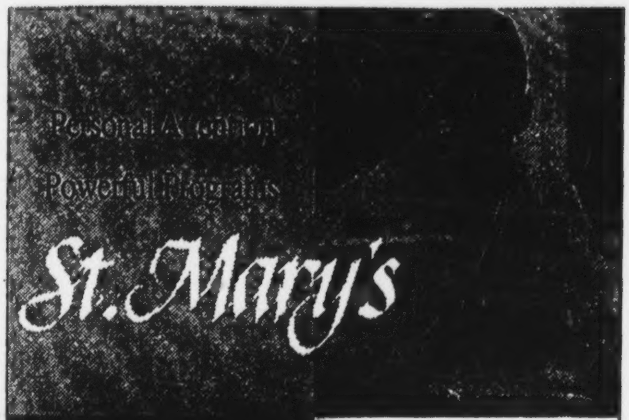

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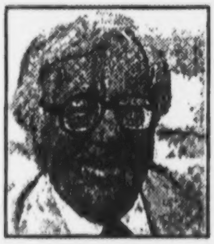

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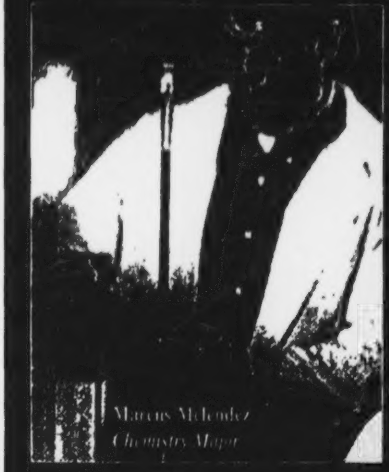

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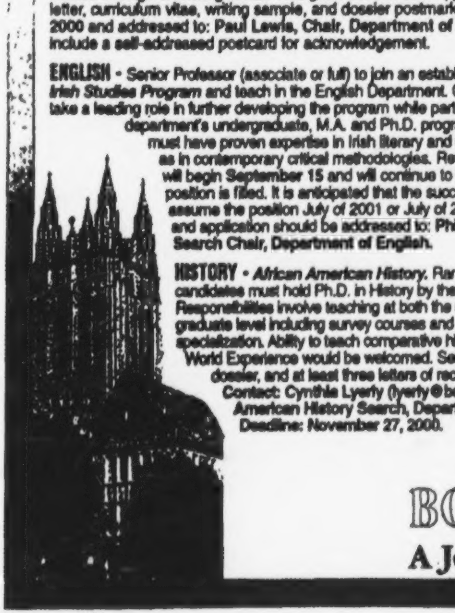

HISTORY - *African American History.* Rank open, but candidates must hold Ph.D. in History by the time of appointment. Responsibilities involve teaching at both the undergraduate and graduate level including survey courses and courses on areas of specialization. Ability to teach comparative history of the Black New World Experience would be welcomed. Send letter of application, dossier, and at least three letters of recommendation. Contact: Cynthia Lyerly (lyerly@bc.edu), Chair, African American History Search, Department of History. Deadline: November 27, 2000.

HISTORY - *United States Foreign Relations.* Assistant professorship in American foreign relations. Candidates should hold Ph.D. by time of appointment. Responsibilities involve teaching at both the undergraduate and graduate level including survey courses and courses on areas of specialization. Interest in comparative history or the Pacific Rim would be welcome. Send letter of application, dossier, and at least three letters of recommendation. Contact: **Marilynn Johnson (johnsohl@bc.edu), Chair, U.S. Foreign Relations Search, Department of History. Deadline: November 27, 2000.**

POLITICAL SCIENCE - *International Relations.* Assistant Professor or Instructor level, depending upon degree status. Will teach graduate and undergraduate courses in International Politics. The search is open with respect to the candidate's sub-field, but candidates should possess a strong interest and broad training in international politics theory. Candidates should have the Ph.D. in hand or be very close to completion. Interested candidates should send a letter of introduction, curriculum vitae, letters of recommendation/graduate transcript, evidence of teaching effectiveness (if available) and a writing sample. **Deadline: Completed applications must be received by October 16, 2000. Contact: Send application materials to International Politics Search Committee, Department of Political Science.**

POLITICAL SCIENCE - *American Politics.* Full Professor. Application for a full-time, senior-level position. Sub-field within American Politics is open. Entry level candidates are not appropriate. Interested candidates should send a letter of introduction and curriculum vitae. **Deadline: Completed applications must be received by November 13, 2000. Contact: Send materials to Professor R. Shep Melnick, American Politics Search Committee, Department of Political Science.**

PSYCHOLOGY - Assistant Professor in *Behavioral Neuroscience.* Responsibilities will include research and undergraduate/graduate teaching. Applicants must have a Ph.D., postdoctoral experience, and an active research program. Those studying central mechanisms of learning and memory in adult or developing animals using anatomical, electrophysiological, molecular or functional genetic methods are especially encouraged to apply. Under exceptional circumstances, we would consider hiring at a higher level. Submit a letter of application, curriculum vitae, statements of research and teaching interests, and three letters of reference by **December 31, 2000. Contact: Behavioral Neuroscience Search Committee Psychology Department.** For more information, see: <www.bc.edu/bc_org/avp/cas/psych.html>

SOCIOLOGY - Two tenure-track positions. One position in *Race/African American Society,* rank open. Another position in advanced *Quantitative Methods,* Assistant Professor level. Candidates for both positions are expected to contribute to the theme of our graduate program - "Social Economy and Social Justice: Gender, Race, and Class in a Global Context." Preference will be given to candidates who can also teach in one or more of the following areas - Urban, Cultural Anthropology, Mass Media, Social Movements. Send vita and three letters of recommendation to: *Sociology Recruitment Committee, Department of Sociology.* Review of applications will begin October 15, 2000.

THEOLOGY - Position in *Old Testament/Hebrew Bible* at the tenure-track level. Candidates must have a Ph.D. in Old Testament/Hebrew Bible and preferably some teaching experience. Candidates must be competent to teach the Bible within the context of Christian theology. Teaching responsibilities include a two-semester introductory undergraduate core course in the Old and New Testaments, undergraduate electives and graduate courses for M.A. and Ph.D. students in Bible and in Theology. Review of applications will begin on **November 1, 2000** and continue until the position is filled. Candidates should send a letter of application, a curriculum vitae, and three letters of recommendation to: **Professor Stephen Pope, Chairperson, Department of Theology.**

BOSTON COLLEGE SCHOOL OF LAW

The Law School expects to hire in the following areas: **Business** (including corporate finance and securities regulation); **International Law** (primarily international economic law, including international trade and foreign investment); **Property** (including advanced property such as land use or real estate transactions); and **Intellectual Property.** It is anticipated that openings will be available at both the tenure track and tenured level. In addition, there will be one opening in the **Clinical** area with both supervisory and academic responsibilities. Applicants must possess a J.D. degree, and significant experience such as practice at an advanced level, challenging government service, or a judicial clerkship. Scholarly promise, evidenced by publications, is also important. In the case of any appointees with tenure, a distinguished record of teaching and scholarship would be essential. **Contact: Chair, Appointments Committee, Boston College Law School, 885 Centre Street, Newton, MA 02459. Deadline: October 31, 2000. Email: (browngd@bc.edu)**

BOSTON COLLEGE

A Jesuit, Catholic University

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BOSTON COLLEGE SCHOOL OF NURSING

NURSING - Areas of Specialization include: Adult Health, Maternal Child Health, Community Health and Psychiatric Mental Health. Application deadline: December 15, 2000.

For all positions, candidates must have doctoral degree in nursing or a related field; a Master's degree in Nursing; and an established record of achievement in practice, teaching, and research. Send letter of interest, curriculum vitae, supporting materials, and 3 letters of reference to: Dr. Anne Norris, Chair of Search Committee, URL: <http://www.bc.edu/nursing>

WALLACE E. CARROLL SCHOOL OF MANAGEMENT

ACCOUNTING - An appointment at the Assistant Professor level is anticipated, but more senior appointments may also be considered. The qualified candidate must demonstrate interest in and capacity to conduct high quality scholarly research as well as a high level of teaching competence and innovation. Qualifications include a Ph.D. in Accounting or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Accounting will be considered. Deadline: Please direct inquiries before December 31, 2000. Contact: Professor Gregory Trompeter, Chair (gregory.trompeter@bc.edu)

COMPUTER SCIENCE - An appointment at the Assistant Professor level is anticipated but more senior appointments may also be considered. Qualifications include a Ph.D. in Computer Science or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Computer Science will be considered. Deadline: Direct inquiries before December 31, 2000. Contact: Professor Robert Signorile, Chair, Computer Science Department (robert.signorile@bc.edu)

FINANCE - An appointment at the Assistant Professor level is anticipated, but more senior appointments may also be considered. Qualifications include a Ph.D. in Finance or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Finance will be considered. Deadline: Please direct inquiries before December 31, 2000. Contact: Professor George Aragon, Chair, Finance (george.aragon.1@bc.edu)

FINANCE - *John L. Collins, S.J. Chair in Finance.* Qualifications include a Ph.D. in Finance or related field and a distinguished record of research, publication and teaching in the field of Finance. All areas of specialization within Finance will be considered. Deadline: Please direct inquiries before December 31, 2000. Contact: Professor George Aragon, Chair, Finance Department (george.aragon.1@bc.edu)

MARKETING - An appointment at the Assistant Professor level is anticipated, but more senior appointments may also be considered. Qualifications include a Ph.D. in Marketing or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Marketing will be considered. Deadline: Please direct inquiries before October 31, 2000. Contact: Professor Victoria Crittenden, Chair, Marketing Department (victoria.crittenden@bc.edu)

OPERATIONS AND STRATEGIC MANAGEMENT - An appointment at the Assistant Professor level is anticipated in Information Technology Management but more senior appointments may be considered. Qualifications include a Ph.D. in Information Technology or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Information Technology Management will be considered. Deadline: Please direct inquiries before October 31, 2000. Contact: Professor Mary Cronin, Operations and Strategic Management Department (ITGroup@bc.edu)

ORGANIZATION STUDIES - An appointment at the Assistant Professor level is anticipated, but more senior appointments may also be considered. Qualifications include a Ph.D. in Organization Studies or related field and demonstrated excellence in teaching and research skills. All areas of specialization within Organization Studies will be considered. Deadline: Direct inquiries before October 31, 2000. Contact: Professor William Stevenson, Chair, Organization Studies (william.stevenson.1@bc.edu)

PETER S. AND CAROLYN A. LYNCH SCHOOL OF EDUCATION

ASSOCIATE DEAN AND CHAIR OF TEACHER EDUCATION - Experienced and committed individual to provide academic and administrative leadership for teacher education across the university and in collaboration with urban and suburban schools and communities sought. The applicant must be committed to Boston College and the Lynch School of Education's mission, particularly its focus on social justice, ethical issues in teaching and learning, the value of diversity, and the responsibility of the university to respond to the needs of the community. We seek applicants from scholar/academics with experience in the development of field-based teacher education programs, school/university partnerships, accreditation and licensure, and issues related to policy. The successful candidate will be able to nurture the intellectual life of the department, be an effective mentor to untenured colleagues, and be a strong advocate for teacher education on campus and in the world at large. Send letter of interest and curriculum vitae to: Dean Mary Brabeck (brabeck@bc.edu)

ENDOWED CHAIR - Eminent scholar for the Anita L. Brennan Chair in Education sought. Boston College is committed to developing innovative models to prepare professionals for K-12 education in collaboration with schools and communities. The appointee to the generously endowed chair is expected to provide leadership in efforts to collaborate within the Lynch School, across the University and with schools and communities. We seek a senior scholar whose work in curriculum, professional preparation, research or pedagogy focuses on the improvement of practice, with special attention to the needs of students who are poorly served by current school practices.

The Anita L. Brennan Professorship furthers the University's Jesuit ideals in pursuing social justice through a focus on the educational needs of all children and youth in schools. The Brennan Chair recipient should have made significant scholarly contributions to the theoretical foundations of education, teaching and learning, and be an expert in linking theory to the problems of professional practice. Two qualities would commend a person as a prospective Brennan professor: eminent scholarship in the field of education and a distinguished record of work with and within preK-12 schools. In addition to formal teaching obligations at an appropriate level, the Anita L. Brennan Professor will continue to pursue significant research and writing while providing intellectual leadership within the Lynch School of Education. Appointment to the chair will be made by the president of the University upon the recommendations of the academic vice president, after receiving the recommendations of a distinguished panel of faculty and the dean of the Lynch School of Education. Applications will be accepted immediately and reviewed until the position is filled. Contact: Send letters of interest and a curriculum vitae to: Dean Mary Brabeck, Peter S. and Carolyn A. Lynch School of Education, Campion Hall (brabeck@bc.edu)

TEACHER EDUCATION, SPECIAL EDUCATION & CURRICULUM & INSTRUCTION - A social studies/history educator with experience working in K - 12 schools sought. The successful candidate will be able to teach introductory courses in secondary curriculum, history methods for secondary education candidates and build strong relationships with arts and sciences faculty in history and the social sciences. In addition the candidate should be able to provide students in elementary education an introduction to curriculum and instruction in social studies in grades K - 6. Candidates with a working knowledge of standards-based reforms, educational technology, and a track record of collaboration with schools are preferred. Inquiries may be addressed to: Dr. Jean Mooney (mooney@bc.edu).

TEACHER EDUCATION, SPECIAL EDUCATION & CURRICULUM & INSTRUCTION - A teacher educator in the area of literacy with experience working in K-12 schools sought. The successful candidate will have an interest in preparing future teachers to promote optimal literacy development for the full range of diversity and disability in elementary and secondary classroom. In addition, candidates should be qualified to prepare educational specialists to identify reading difficulties and design appropriate interventions. Other areas of interest may include: scholarship on curriculum development, school/university partnerships, and qualitative methodology. Inquiries may be addressed to: Dr. Jean Mooney (mooney@bc.edu)

TEACHER EDUCATION, SPECIAL EDUCATION & CURRICULUM & INSTRUCTION - A teacher educator with expertise in mental retardation, developmental delay, and particularly, assessment for service eligibility and the design of educational interventions/accommodations sought. The candidate will conduct research and teach courses relating to mild/moderate and severe disabilities. Opportunities exist for collaboration with researchers and staff of an on-campus facility for children and youth with multiple disabilities, and to provide leadership for a teacher preparation program in intensive special needs. Other areas of interest could include special emphasis in transition from school to work, early intervention, assistive technology, bilingual special education, and family/community/university partnerships. Inquiries maybe addressed to: Dr. Jean Mooney (mooney@bc.edu)

COUNSELING, DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY - A Psychologist/Educator with expertise in comprehensive health as it pertains to enhancing human development, learning and psychological well-being of children and youth in urban contexts sought. Candidates may have special interests in resiliency research, comprehensive childcare and education reform efforts, and experience establishing school-linked services and resources for urban communities and families. Applicants should send a letter of interest, curriculum vitae, 3 letters of recommendation, and 2 samples of their scholarship to the search committee chair, Dr. Mary Walsh (walshhur@bc.edu)

EDUCATIONAL RESEARCH, MEASUREMENT, AND EVALUATION - Applicants for a tenured or tenure-track professorship in Educational Research and Assessment with emphasis on their relation to educational policy sought. The successful candidate will teach in the Educational Research, Measurement, and Evaluation (ERME) Department and be associated with the internationally acclaimed Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP). Candidates for this professorship in educational research and assessment should be nationally recognized scholars with distinguished publication records, strong records of professional service in educational policy analysis, and proven track records of raising external financial support for research. Candidates should have broad knowledge of statistical methodology and psychometrics as they apply to problems in educational research and assessment. Teaching ability as well as research expertise will be highly valued. Applications will be reviewed immediately until the position is filled. Please send a current curriculum vitae, letter of interest, and samples of scholarly writing to: Dr. Albert Beaton, (beatonal@bc.edu)

Send letters of interest, curriculum vitae, supporting materials and three letters of reference to the person and department/School indicated at BOSTON COLLEGE, Chestnut Hill, MA 02467. Boston College is an affirmative action/equal opportunity employer.

BOSTON COLLEGE
A Jesuit, Catholic University

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UNIVERSITY OF CALIFORNIA
RIVERSIDE

The Univ. of Calif., Riverside Library welcomes applications for the position of Head of Special Collections Department, who serves as University Archivist, provides leadership, manages, and, with other staff, carries out the department's public and technical service objectives, including collection development. Supervises 1 librarian, 1 Senior Museum Scientist, 2 library assistants, and student assistants. (The Cataloging Department performs special collections cataloging.) Must be adept at fostering good relations with faculty, donors, booksellers, and the local community. The position is under the general direction and review of the Associate University Librarian for Collection Development.

Qualifications: Grad. Library degree; broad acad. background; progressively responsible experience in special collections; wide familiarity with the antiquarian and foreign booktrade.

Preferred: Second grad. degree in subject area; excellent reading knowledge of Spanish, French, German, or Latin. The successful candidate will be appointed to the Librarian series at a salary level approp. to the candidate's qualifications & exper.

Appt. range: $47,556-$61,980. Librns. are acad. appointees & accrue vacation at the rate to two days/month and sick leave at the rate of one day/month. The Univ. offers a broad range of benefits and an excellent retirement program. Applicants should send a letter of application, a complete resume, and the names and addresses of three references by November 15, 2000 to:

John W. Tanno
Associate University Librarian
University of California
University Library
P.O. Box 5900
Riverside, CA 92517

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Queensborough Community College seeks a proven academic leader for the position of Vice President for Academic Affairs. The College, a unit of The City University of New York situated on a 34-acre campus in Bayside, Queens, serves a diverse student population of 10,800 students. As a comprehensive community college, QCC offers 28 programs of study leading to Associate degrees & certificates.

The Vice President for Academic Affairs serves as the institution's chief academic officer, reports to the President, and is responsible for: providing leadership in the formulation of policies for all the College's academic departments, the integration of new modalities of instruction in the existing curricula & working collaboratively with Student Affairs to provide academic support programs for student success. The Vice President reviews the recommendation of the academic department chairs & recommends to the President all faculty appointments.

An earned doctorate & demonstrated experience in progressively more responsible positions in academic administration are required. Excellent leadership, communication & computer literacy skills are needed. A proven record of scholarly activity is strongly desired. A successful candidate must possess a demonstrated commitment to the collective bargaining process, cultural diversity & shared governance.

This is an Executive Compensation Plan position; salary & benefits are competitive.

Applications will be accepted until the position is filled. Interviews will begin on or about October 30, 2000. Send letter of application & curriculum vita to: Ms. Liza Larios, Director of Faculty and Staff Relations, Room A-505, 222-05 56th Avenue, Bayside, NY 11364.

For a complete job description:
www.cuny.edu/abtcuny/cunyjobs/

Queensborough CommunityCollege
THE CITY UNIVERSITY OF NEW YORK
AA-EEO-IRCA-ADA

INTEGRATED MARKETING COMMUNICATION

The Department of Communication in the School of Communication, Management and Public Policy at Emerson College invites applications for **three full-time, tenure-track** faculty positions starting Fall 2001. It is anticipated that two of the positions will be filled as **Assistant Professors** and the third as an **Associate/Full Professor**. Candidates must have completed a doctorate (or equivalent professional experience) and be able to teach and do research in at least two of the following areas: media planning, media buying, integrated marketing communication, interactive marketing and e-communication, marketing management, brand management, public relations, and research methods. We seek individuals who are interested in teaching under-graduate and graduate courses. Our teaching orientation is global, applied and multidisciplinary. We prefer applicants to have demonstrated excellence in teaching, a record of research or the immediate promise of publication, and some industry experience. We actively seek diversity in our faculty ranks.

The Department of Communication serves 300-plus graduate students and 350-plus under-graduate students in Global Marketing Communication and Advertising, Health Communication, Integrated Marketing Communication, Management and Organizational Communication, and Political Communication. We added eight new faculty members to our department as of September 1999, bringing the total to 24 full-time faculty. Emerson College is the only college in the US solely devoted to the study of communication and the performing arts.

To apply, please send a vita and three reference letters to: Dr. Mary Joyce, Chair of the Department of Communication, School of Communication, Management, and Public Policy, Emerson College, 120 Boylston Street, Boston, MA 02116-1596; or email: mary_joyce@emerson.edu; tel: (617) 824-8737; fax: (617) 824-8749. The deadline for application materials is October 15, 2000 to ensure full consideration, but applications will be accepted until all positions are filled. Emerson College is an equal opportunity/affirmative action employer and is strongly committed to increasing the diversity of its faculty. Women and minorities are encouraged to apply. Visit our website at: www.emerson.edu.

EMERSON college

ILLINOIS
1867
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

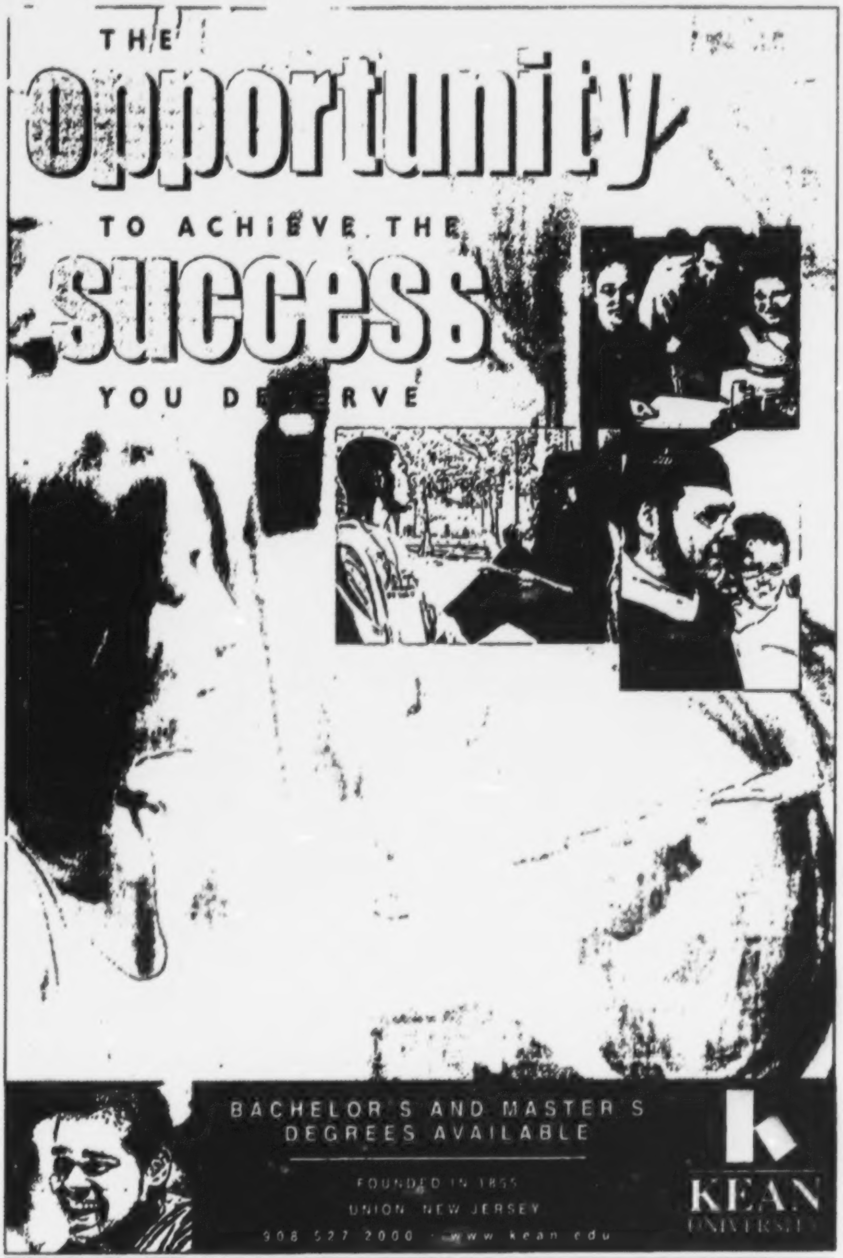
Dean, College of Veterinary Medicine

The University of Illinois at Urbana-Champaign invites nominations and applications for Dean of the College of Veterinary Medicine. Position requirements include a DVM or equivalent veterinary degree and demonstrated accomplishments that qualify the individual for tenure in a department within the College. Preferred qualifications include academic and research experience; excellence in administrative leadership; a commitment to equal opportunity; ability to lead the College in its academic responsibility as part of a nationally and internationally recognized land-grant university; and ability to relate to livestock, equine, companion animal and biotech industries. The Dean works closely with Campus and University administration; interacts with students, professional organizations, and leaders at local, state, and national levels; and plays a critical role in development of well-funded campus biotechnology initiatives. Full-time, 12-month appointment; salary and starting date are negotiable.

To insure full consideration, nominations and letters of interest (including vita) should be postmarked by November 15, 2000, and sent to:

Professor Robert Easter, Search Committee Chair
University of Illinois at Urbana-Champaign
601 East John Street
Champaign, IL 61820
Attention: Shirley Apperson
(Phone: 217 / 244-9483; Fax: 217 / 244-5639)

Affirmative Action/Equal Opportunity Employer



MIAMI
MIAMI UNIVERSITY OXFORD OHIO

Miami University invites applications for tenure track faculty positions in various departments in the College of Arts and Science, as listed below. Please refer to the websites indicated or contact the appropriate individuals for a detailed job description. *EOE*

Botany: (1) Plant Developmental Biologist, (2) Plant Ecologist
[http://www.muohio.edu/~botcwis/bot/ad.html]
Classics: Ancient Art and Civilization
[http://MiaVXLMUOhio.Edu/~CLSCWIS/miamiclassics.pdf]
French: (1 and 2) specialization in early modern, 18th century or 20th century
[http://www.muohio.edu/frenchitalian]
Geology: Geomorphology and Surficial Geology
[http://miavx1.acs.muohio.edu/~glgcwis/pages/job2000.html]
Mathematics and Statistics: (1) Mathematics, (2) Statistics, (3) Mathematics Education
[http://www.muohio.edu/mathstat]
Spanish: Spanish Linguistics
[http://miavx1.muohio.edu/~spocwis/index.html]
Zoology: (1) Geneticist [Contact Douglas Meikle, 513/529-3103 or fax 513/529-6900],
(2) Biologist (Hamilton Campus-Contact Ann Rypstra, 513/785-3238)

NC State University: The Department of Electrical and Computer Engineering invites applications for tenure track and research faculty positions at all ranks. Entry level and/or senior candidates are needed in the areas of: (1) analog, mixed signal, and low power circuit design; (2) computer engineering including embedded systems, microarchitecture and microsystems design; (3) solid state electronics and optoelectronics with emphasis on nanotechnology and fabrication/characterization of novel devices and sensors using new materials technologies; (4) computer networking including optical networks, wireless networks, physical layer interfaces, and hardware implementation, and; (5) mechatronic systems including biomedical engineering and computational fabrics.

Qualifications include an outstanding academic or industrial record, a doctorate or equivalent in electrical or computer engineering or a closely related discipline, and a strong commitment to excellence in teaching and research. Successful candidates will have the opportunity to work with highly qualified faculty and outstanding students in well equipped laboratories associated with existing multidisciplinary technical centers such as the Center for Advanced Computing and Communication, the Center for Advanced Electronic Materials Processing, and the Center for Embedded Systems Research. (For more information see the web site at **http://www.ece.ncsu.edu**).

Applicants should send a resume including a publication list and the names, addresses and telephone numbers of at least four references. In addition each applicant must send a one page professional statement describing his or her goals and aspirations at NC State University. Please send applications to **ECE Department Head, Department of Electrical and Computer Engineering, 232 Daniels Hall, NC State University, Raleigh, NC 27695-7911.**

NC State University is an Equal Opportunity/Affirmative Action Employer. Individuals with disabilities desiring reasonable accommodations in the application process should make contact through the above address, by e-mail at **pbanks@eos.ncsu.edu** or you may call **919/515-2336.**

What Special Olympics athletes are really winning is acceptance.

*F*or people with mental retardation or a closely related developmental disability, Special Olympics is training for life. It's an important step toward becoming part of the community. And you can play a part in their success. For the phone number of your local Special Olympics Program, call 1-800-700-8585.

Special Olympics
Training for Life

www.specialolympics.org

Dean

School of Business Administration

1817

The University of Michigan–Ann Arbor

The University of Michigan invites both nominations and applications for the position of Dean of the University of Michigan Business School. The candidate should be committed to scholarship and have the desire, ability, and vision to lead a business school in one of the nation's premier research universities.

The Dean is expected to provide intellectual leadership for the Business School community, oversee the educational programs, supervise the budget and personnel administration and assume a major role in fundraising. As the chief academic, administrative and financial officer of the Business School, the Dean reports directly to the Provost and Executive Vice President for Academic Affairs.

Nominations and applications will be reviewed on an ongoing basis beginning immediately and will be accepted until the position is filled. The University's dedication to excellence is complemented by its commitment to building a culturally diverse academic community. Individuals from under-represented groups are encouraged to apply. Correspondence should be addressed to:

Joel B. Slemrod
Chair, University of Michigan Business School
Search Advisory Committee
Paul W. McCracken Professor of Economics, and
Professor of Business Economics and Public Policy
3074 Fleming Administration Building
University of Michigan
Ann Arbor, MI 48109

E-mail may be addressed to **deansearch@bus.umich.edu.** The University has retained the services of Martha Schlager of AT Kearney, Inc. to assist the Search Advisory Committee in this process. **Telephone: 703-739-4617; Fax: 703-518-1762.** E-mail may be addressed to **martha_schlager@atkearney.com.**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner. Applicants should confirm in their letters that they wish their applications to be kept confidential.

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The University of Texas
Pan American

LINGUISTICS

Assistant Professor

tenure-track position

Ph.D. in Applied Linguistics or closely related field, demonstrated evidence of and potential for continuing scholarship in an applied area of linguistics and interest in program development.

Required: Graduate educational background in Theoretical Linguistics.

Preferred: graduate educational background in Composition Theory; experience teaching introductory and applied linguistics; experience working with minority students, teaching ESL, developmental writing and/or reading; interest in distance learning, web-based and computer-assisted instruction. Women and minorities are encouraged to apply.

Successful candidate must have a Ph.D. in hand by September 1, 2001.

Review of applications begins Jan. 15, 2001; position open until filled. Send application letter, CV, official transcripts and three letters of recommendation to:

Dr. Michael Weaver
Interim Chair
Department of English
The University of Texas-Pan American
Edinburg TX 78539
http://www.panam.edu/dept/english
(FOO/01-03)

UTPA is an EEO/AA employer.

SALT LAKE COMMUNITY COLLEGE

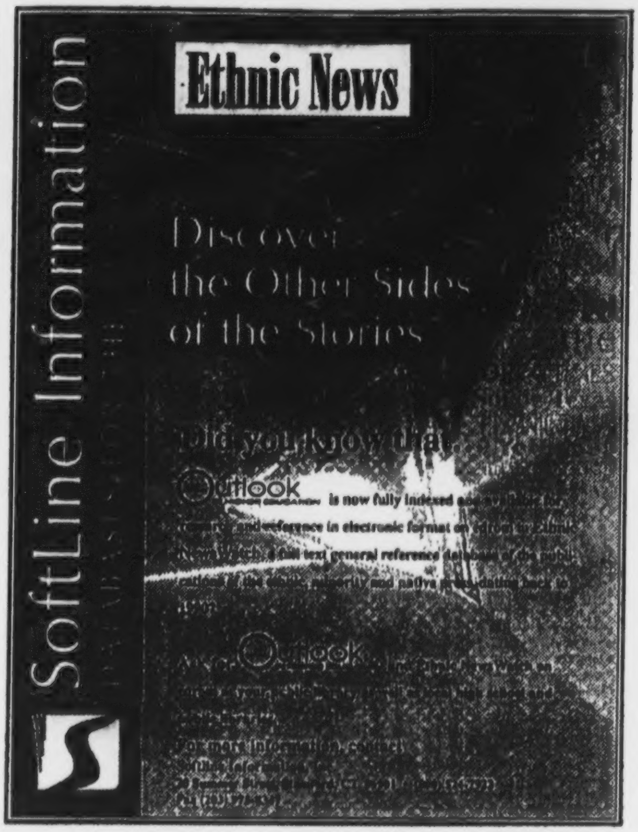
Director, Learning Resources

(#00040)

Salt Lake Community College, a multi-campus, comprehensive community college, seeks applicants for the Director of Learning Resources position. The Director is responsible for organizational leadership and management of Learning Resources, which includes the SLCC Library System, Media Distribution Services and Media Production Services. Requirements: M.L.S. from ALA-accredited institution or M.Ed in media required. Five years' academic library or learning resources experience, including at least two years of progressively more responsible administrative experience. Teaching experience at an accredited college or university preferred. Salary based on qualifications with excellent benefits. Position open until filled. Application review begins October 25, 2000. For complete requirements see position announcement (hard copy, Web site or jobline: 801-957-4133). Application Process: Please submit an official SLCC employment application, cover letter, resume and photocopy of transcripts to: **Salt Lake Community College, Human Resources, 4600 South Redwood Rd., P.O. Box 30808, Salt Lake City, Utah 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/hr/hr.htm.**

EO/AA EMPLOYER

"LATINOS IN HIGHER EDUCATION: Beyond the Demographics"
A Summit on Higher Education
TACHE 2000 CONFERENCE


SoftLine Information

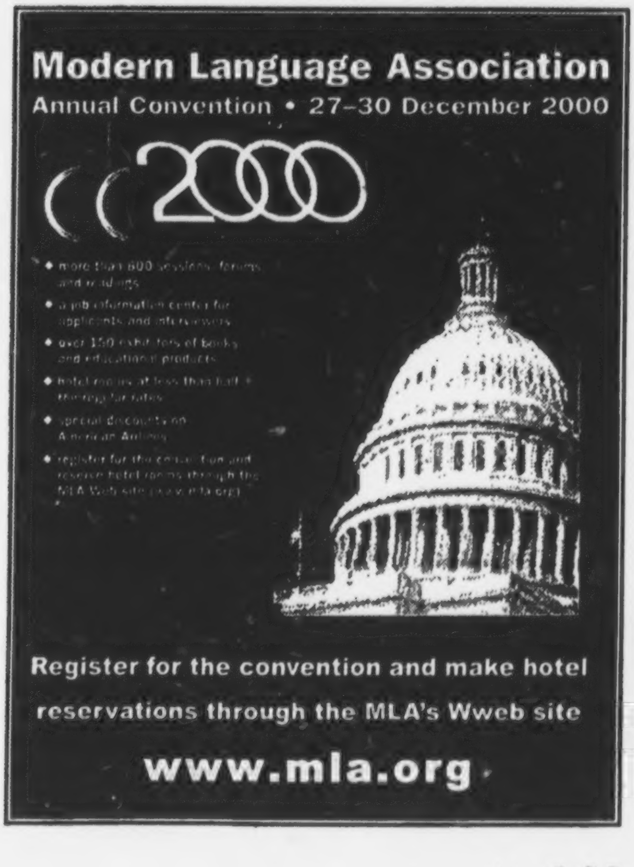
Ethnic News

Discover the Other Sides of the Stories

Did you know that Outlook is now fully indexed and available for research and reference in electronic format on CD-ROM in Ethnic NewsWatch, a full text general reference database of the publications of the ethnic, minority and native press dating back to 1990?

[illegible]

For more information, contact:
SoftLine Information, Inc.
[illegible]

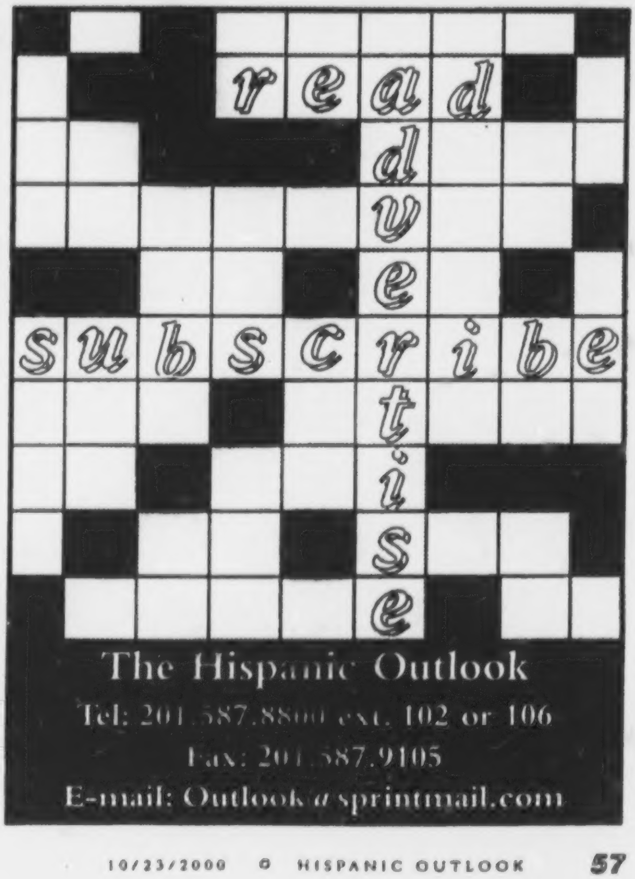

Modern Language Association
Annual Convention • 27–30 December 2000

2000

- more than 800 sessions, forums, and readings
- a job information center for applicants and interviewers
- over 150 exhibitors of books and educational products
- hotel rooms at less than half the regular rates
- special discounts on American Airlines
- register for the convention and reserve hotel rooms through the MLA Web site (www.mla.org)

Register for the convention and make hotel reservations through the MLA's Wweb site

www.mla.org



The Hispanic Outlook
Tel: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

THE METROPOLITAN COMMUNITY COLLEGES

Kansas City, Missouri

The Metropolitan Community Colleges consists of BLUE RIVER, LONGVIEW, MAPLE WOODS, and PENN VALLEY COMMUNITY COLLEGES. The colleges enroll in excess of 41,000 students annually. In addition to these students, MCC also has an aggressive program of service to business and industry, making it a major force in the dynamic and growing Kansas City, Missouri community.

COUNSELOR

CO #00-184. MA/MS in guidance or counseling. 2 yrs full time related work exp req. Secondary or post secondary education experience preferred. Compensation is commensurate w/education & experience. Position is open until filled. For consideration in initial screening, application must be submitted by November 7, 2000 and be accompanied by the following: 1) A cover letter addressing each of the requirements listed above; 2) A resume to include three professional references with name, address, and phone number; and 3) Official or student copies of your transcripts.

THE METROPOLITAN COMMUNITY COLLEGES
EOE/AA
For an application please visit us @
http://www.personnel.kcmetrro.cc.mo.us/
Career Hotline: **816-759-1200**

The Columbia University School of Social Work invites nominations and applications for

ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR and PROFESSOR

Tenure and Tenure Track

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK
SCHOOL OF SOCIAL WORK

Applicants must be able to teach in one or more of the following areas and must have at least two years of post master's practice experience:

- **ADVANCED GENERALIST PRACTICE & PROGRAMMING**
- **FOUNDATION PRACTICE**

Preference will be given to candidates who also have expertise in one or more of the following: Services at the Workplace; International Social Welfare and Services for Refugees and Immigrants; and, Human Behavior and the Social Environment.

A master's degree in social work is required for all of the above-noted appointments. A doctorate or ABD in social work, social welfare, or related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street,
New York, NY 10025

Although nominations and applications will be accepted until the positions are filled, those submitted early are best assured of receiving full consideration.
Columbia University is an affirmative action/equal opportunity employer.
Minority and women candidates are especially urged to apply.

TOWSON
UNIVERSITY

The Department of Physics, Astronomy & Geosciences at Towson University has several positions available. Searches are in progress for: A **departmental chair**, which is a tenured position at the Professor level and requires a doctorate in an area supported by the department, including science education (**Search closes 15 November 2000.**); an **elementary or early childhood science educator**, which is an entry-level tenure-track position requiring a doctorate (**Search closes 15 January 2001.**); and two entry-level tenure-track **experimental physics** positions, which also require the doctorate (**Review begins 18 September 2000 and continues until both are filled.**). Interested persons may find complete information on the Web at **http://www.towson.edu/physics.** Towson University is a comprehensive university in the University System of Maryland and is located immediately north of Baltimore.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity. Women, minorities, persons with disabilities and veterans are encouraged to apply.

ASSISTANT VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Texas Tech University invites applications and nominations for the position of Assistant Vice President for Enrollment Management. The Assistant Vice President for Enrollment Management reports to the Vice President for Enrollment Management and supports the division's efforts to achieve the University's enrollment management goals.

RESPONSIBILITIES: As the senior member of the Vice President's staff, the Assistant Vice President's duties include: serving on the Enrollment Management Council; helping to develop and monitor the University's enrollment management plan; developing a campus-wide recruitment plan; implementing administrative, technological and service initiatives; providing leadership within the division, especially as it relates to strategic planning and assessment; assisting the Vice President in personnel management and budget oversight; and interacting with important internal and external constituent groups.

QUALIFICATIONS: Candidates should possess the following:
- Seven years of progressively responsible experience in enrollment management or one of its components.
- Master's degree in a relevant discipline. An earned doctorate or equivalent terminal degree preferred.
- Sound knowledge of enrollment management principles and practices.
- Demonstrated success in marketing, student recruitment and retention.
- Demonstrated research and project management skills.
- Effective interpersonal, organizational and communication skills, including the writing of proposals, reports, and memorandums of agreement for key projects.
- Personnel and budget experience, preferably within a large administrative unit.

APPLICATION PROCESS:
Interested candidates should submit a letter of application, resume, and the names and addresses of four references. Review of applications will begin October 1 and continue until the position is filled.

Send application materials or nominations to Michael R. Heintze, Vice President for Enrollment Management, Texas Tech University, Lubbock, Texas 79409-42010; email: Michael.Heintze@ttu.edu.

SALARY: Competitive and commensurate with experience and qualifications. Excellent benefits.

Texas Tech University is an EEO/ADA employer.

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ASSOCIATE VICE CHANCELLOR FOR PUBLIC RELATIONS AND MARKETING COMMUNICATIONS

The State University of New York System Administration, located in Albany, New York, invites applications for the position of Associate Vice Chancellor for Public Relations and Marketing Communications. Reporting to the Vice Chancellor and Chief Operating Officer, the Associate Vice Chancellor oversees media relations, marketing communications, and all external and internal communications for the management organizations that support the Chancellor and the central leadership of the University. Overseeing a staff of 11, the incumbent coordinates closely with the leadership of the State University's Construction Fund, Research Foundation and other administrative offices; serves as principal consultant for communications-related matters, working directly with the Chancellor and the Associate Vice Chancellor for Enrollment Management; and advises on research-based marketing communications strategies supporting the mission of the State University, both generally and in student recruiting. The Associate Vice Chancellor is expected to pay careful attention to the climate for higher education within the state and should establish relationships as necessary outside the University to fulfill this role. The incumbent will coordinate closely with and encourage communication among the public relations and marketing leadership of the 64 campuses within the University.

Qualifications: Bachelor's degree in communications-related field required; Master's degree preferred. Minimum 10 years of experience in leadership and management oversight of communications programs in a complex institution.

Salary: Commensurate with experience and qualifications.

Send letter of application and resume to: **Office of Human Resources, State University of New York System Administration, State University Plaza, Room S125, Albany, New York 12246.**

The State of New York is an EEO/AA employer. Applications from women, minority persons, disabled workers and/or Vietnam Era Veterans are especially welcome.

San Francisco Community College District

Associate Director of Human Resources

(Office of the Vice Chancellor of Finance and Administration)

Responsible for assisting in the planning, development, organization and implementation of comprehensive human resource program including policy and procedures development; regulatory compliance, human resource information system, and personnel record maintenance, position classification, oversight of employee performance evaluations, contract compliance, fringe benefits and other employment matters. Salary range open and competitive.

Application Deadline: Thursday, 4 p.m., November 30, 2000.

For detailed job announcement and administrative application form, visit Web page at http://www.ccsf.org/hr or contact the HR Dept., CCSF, 33 Gough St., SF, CA 94103. Tel: 415/241-2246. FAX: 415/241-2335. *AA/EEO.*

COLBY COLLEGE

ART AND AMERICAN STUDIES

Colby College announces a joint tenure track appointment in Art and American Studies to begin September 2001. We are particularly interested in candidates with primary specializations in Early American Decorative Arts and Material Culture, and secondary interests in Cinema and/or Photography. Five course teaching load will include the Intro. to American Studies, a junior-level methods seminar, and courses developed by the candidate in his or her chosen fields. Ph.D. expected and demonstrable excellence in teaching will be emphasized.

Send cover letter and c.v. to: **Cedric Bryant, Director, American Studies, Colby College, Waterville, ME 04901. Applications must be post-marked by February 1, 2001.**

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby Web site: **www.colby.edu**

Long Beach Community College District, Long Beach, CA has the following administrative opening

Job Hotline: (562) 938-4050
Phone: (562) 938-4391
Web info: www.lbcc.cc.ca.us
Email: jobs@lbcc.cc.ca.us

Director of TRIO Student Support Services

Long Beach Community College District is currently seeking a full-time Director of TRIO Student Support Services. Under the direction of the Dean of Counseling and Student Support Services, the Director will be responsible for the planning, coordination and implementation of the Student Support Services Project. The incumbent will have direct responsibility for the academic direction of Student Support Services and coordination of support services that affect project participants.

Annual Salary: $52,248 -$63,504
Closing Date: November 3, 2000

Long Beach Community College District
Human Resources Department
4901 E. Carson Street
Long Beach, CA 90808

Write, call or visit our web site for position announcement & application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

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Vice Chancellor for Research

University of Colorado Health Sciences Center

Denver, Colorado

The Position: This is a newly-created role for a senior member of the Chancellor's staff for the centralized direction, leadership, and advocacy for research conducted at the UCHSC.

As the chief science advocate for the UCHSC campus, schools, and its affiliates, the successful candidate shall be responsible for technology initiatives, animal facilitated biomedical research and teaching, facilitating integrity in science and regulatory requirements, clinical trials, core program support, and collaboration among professional schools and across research units. See the web site for further information and qualifications for the position. **http://www.uchsc.edu/vcresearch**

The Campus: The University of Colorado's Health Sciences Center and its affiliated University of Colorado Hospital are ranked as one of the top 20 research and clinical campuses in the US. It has research funding of $200 million annually, with an extensive program of clinical trials and basic science research. The UCHSC is in the midst of an exciting, multi-year building program for a new campus and adjoining biomedical research complex on Denver's east side.

To Apply: Screening of applicants will begin December 1, and the position will remain open until filled. The University of Colorado Health Sciences Center is committed to equal opportunity and affirmative action. Interested parties should forward a letter of interest addressing their background related to selected areas of the qualifications and duties to:

UCHSC Vice Chancellor for Research Search Committee
Mail Stop A-095
4200 East Ninth Avenue
Denver, CO 80262

Hartford Seminary

DEAN

Hartford Seminary seeks a Dean of the Seminary. The Dean should be a person of theological and academic distinction, with an active faith commitment. The Dean is a member of the core faculty with an earned doctorate in a field related to Hartford Seminary educational programs. The Dean works with the President and faculty to exercise academic leadership in this interfaith graduate institution. We seek a creative scholar engaged in his/her own research, challenged by the Seminary's mission. The successful candidate should have significant and relevant leadership and administrative experience and effective skills at communications and consensus-building.

Founded in 1834, Hartford Seminary's mission is to support faithful living in a multi-faith environment. It offers the M.A. degree, the Doctor of Ministry degree and certificates in Black and Hispanic Ministry and Women's Leadership. It has an internationally recognized center for Islamic studies and Christian-Muslim relations and is the home to the nationally and internationally prominent Hartford Institute for Religion Research. The Seminary is a financially strong institution located in Hartford, Connecticut, which is easily accessible to New York and Boston.

Candidates should send a letter expressing their interest and a c.v. to **Carl Dudley, co-chair, Dean Search Committee, Hartford Seminary, 77 Sherman Street, Hartford, CT, O6105, Fax (860) 509-9509, or deansearch@hartsem.edu.** The committee will begin reviewing applications November 10, 2000, but applications will remain open until a new Dean is selected. Nominations and expressions of interest will be treated in confidence.

The search committee is being assisted by Dr. Patricia T. van der Vorm of Academic Search, who can be reached at (202) 263-7473 or ptv@academic-search.org.

An Affirmative Action, Equal Opportunity Employer, the Seminary encourages applications from women and minority candidates.

DIRECTOR OF STUDENT FINANCIAL AID

Student Financial Aid
Bowling Green State University

The Director provides overall management and leadership necessary for the effective administration of Bowling Green's student financial aid programs. The Director is responsible for directing the human resources and budget of the Office of Student Financial Aid; for ensuring effective service to students, families, and other constituencies on financial aid matters; for taking a leadership role in collaboration with other BGSU offices, committees, and individuals in formulating up-to-date policies and practices with respect to financial aid; for ensuring that BGSU is in compliance with all federal, state, and third party requirements, regulations, and expectations relating to student financial aid; and for ensuring that the BGSU community is well-informed about important financial aid issues as they arise. Minimum Qualifications: Bachelor's degree required, Master's preferred; 6 to 8 years of professional experience in a financial aid office; 3 to 5 years of increasing responsibility as a manager in a student financial aid office or in another enrollment management area of a college of university; 2 years of direct customer service contact. Full-time administrative staff position. Administrative grade level 19; minimum salary $50,849. Salary is commensurate with education and experience. Full benefit package including tuition fee waiver provided. Submit letter of application, resume, and names/addresses/telephone numbers of 3 professional references postmarked by November 20, 2000 to:

Office of Human Resources (Search M-115)
100 College Park Office. Bldg.
BGSU
Bowling Green, OH 43403

BGSU is an AA/EO educator/employer.

Indiana University invites applications for a faculty position in the Department of Communication and Culture and the Latino Studies Program. The candidate will be jointly appointed by Communication and Culture (the tenure home department) and Latino Studies. We seek a specialist in media in relation to Latino populations in the U.S. Media study in the Department of Communication and Culture focuses on the meanings generated and circulated through technologies of image and sound reproduction, including radio, film, television, and interactive digital media. Emphasis is placed on interpretive approaches to examining the aesthetics of media, investigating the discursive strategies, genres and modes of address that organize cultural production and reception within and across media, and exploring the linkages among media, ideology, and politics that influence public cultures. Individuals with secondary research and teaching interests in performance, rhetoric, or the comparative study of media cultures are especially encouraged to apply. Appropriate language skill desirable.

The position is authorized at the level of tenure-track assistant professor, tenured associate professor, or tenured full professor. Teaching responsibilities include undergraduate and graduate courses in Latino media, communication and culture in Latino communities, and other relevant areas of Latino Studies.

Latino Studies is a new program at IU. The individual filling this position will be expected to participate actively in developing Latino Studies, which will become the tenure home for this position should Latino Studies achieve department status. In the ideal case, the incumbent will teach the same courses and maintain a strong collegial relationship with both Communication and Culture and Latino Studies before and after such a change.

Applications should arrive by **27 October 2000** to insure full consideration but will be accepted until the position is filled for academic year 2001-2002. Letters of application should be accompanied by a curriculum vitae, samples of scholarship, evidence of effective teaching experience, and a list of three or more references. Mail applications to:

Richard Bauman
Search Committee Chair
Department of Communication and Culture
Indiana University
Bloomington IN, 47405

Additional information about Communication and Culture is available at **<http://www.indiana.edu/~speech>** and about Latino Studies at **<http://www.indiana.edu/~latino>.**

Indiana University is an equal opportunity and affirmative action employer.
We especially encourage applications from women and minority candidates.

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American Council on Education

ACE

DIRECTOR
Central Services

The American Council on Education (ACE) seeks a Director for its Central Services Dept., which serves ACE and 75 other associations. Director is responsible for buying supplies, printing, composition, bindery, mailing services; operation of copying equipment; running Ace's centralized mailroom; planning and running a $1.7 million/year operation; and managing a small staff. The ideal candidate should have a post-secondary degree or equivalent plus 7-10 years successful experience in similar or related work, preferably in both profit and nonprofit environments. Have the ability to identify and assess the potential of technology to improve job performance. Have a strong customer service focus and ability to work as a member of a team. Excellent interpersonal and communication skills (oral and written). The American Council on Education is conveniently located near the Dupont Circle Metro in downtown DC. We offer an excellent employer-paid benefits package. Please send your resume and salary requirement to:

Director, Central Services Search
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036

EEO/AA/Disabled/V

RICE

ENDOWED CHAIR
EVOLUTION OR ECOLOGY

The Department of Ecology and Evolutionary Biology at Rice University (http://dacnet.rice.edu/depts/eeb/) solicits nominations and applications for an endowed chair in any area of evolution or ecology. The person filling this position will also serve as department chair. We are seeking an intellectual leader with an innovative and outstanding research program who will benefit from being in a first-rate, very collegial, growing department dedicated to creative research and teaching.

Rice is a private research university with a strong commitment to the highest standards of education at the graduate and undergraduate levels. Applicants should submit curriculum vitae, statement of research interests, selected reprints and the names of three references to **Joan Strassmann, Endowed Chair Search Committee Chair, Department of Ecology and Evolutionary Biology, MS 170, Rice University, P. O. Box 1892, Houston TX 77251-1892** (strassm@rice.edu). Review of applications will begin 25 October 2000 and continue until the position is filled.

Rice University is an Equal Opportunity/Affirmative Action Employer. Women and minority candidates are particularly encouraged to apply.

William Rainey Harper College

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs, which enrolls over 20,000 students of all ages. The college supports and encourages excellence in teaching, the recognition of different learning styles, the development of multicultural perspectives and the celebration of diversity.

Due to recent and anticipated retirements and organizational changes, the College seeks visionary academic leaders to join our dynamic, innovative educational environment. The College offers a very competitive salary and fringe benefit program.

DEAN,
Applied Technology, Mathematics and Physical Sciences

Provides leadership for career and transfer programs in Architectural Technology, Astronomy, Automation Technology, Building Codes Enforcement, Chemistry, Computer Science, Electronics Technology, Engineering, Fire Science Technology, Geology, Manufacturing Technology, Mathematics, Mechanical Engineering Technology, Physical Science, Physics, Quality Assurance Technology, and HVAC Technology.

Requirements: An advanced degree in one of the above disciplines and demonstrated success in teaching and supervisory responsibilities effecting change; and understanding and appreciation of programs focusing on practical trades and applied technology along with significant experience with adult learners; an entrepreneurial approach with a results-oriented focus; ability to work collaboratively with business and industry leaders; and previous work experience in an applied technical area preferred, which should include administrative experience.

DEAN,
Resources For Learning

Provides leadership for the areas of the College Library and Library Services, The Department of Instructional Technology, and Distance Learning Initiatives.

Requirements: A Master's degree in Library Science from an ALA accredited institution; an understanding and appreciation of the role of resources for learning in a community college setting; ability to work collaboratively with faculty and staff to support innovative educational programs such as learning communities, international studies and the honors program; a minimum of three years with multiple administrative duties including library administration, on-line instruction, instructional technologies or related systems; and practical experience with automated library systems.

DIRECTOR,
Department of Instructional Technology

This is a new position that will administer and develop our new Department of Instructional Technology, and implement the College's Instructional Technology plan. Responsibilities include encouraging the development and implementation of on-line instruction and the use of instructional technology in the classroom; collaboration with Information Technology to support the technical infrastructure to support instruction; assisting faculty with obtaining needed instructional and technical support, hardware and software for developing and delivering curriculum in the classroom and at a distance; and planning, budgeting and staffing for the department.

Requirements: A Master's Degree in Instructional Design/Technology or related area with experience in managing a department of instruction design/technology, training or project development; hands-on experience producing educational and/or training materials; an understanding of instructional design principals; and familiarity with computer networks and network management a plus.

Application review will begin **November 1, 2000** and will continue to be accepted until the positions are filled. To be considered for any of the above positions, submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the college, and three (3) letters of recommendation to: **William Rainey Harper College, Attn: Employment Specialist-adm, 1200 W. Algonquin Rd., Palatine, IL 60067.** Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

Visit us at http://www.harpercollege.com

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Openings for 2001-02

Loyola Marymount University is currently seeking applicants for the following faculty positions, which will be available in the Fall 2001. All positions listed are tenure track and at the Assistant Professor level. Salaries are competitive and commensurate with background and experience.

COLLEGE OF BUSINESS ADMINISTRATION

FINANCE AND COMPUTER INFORMATION SYSTEMS. Applicants must be able to teach corporate finance and other finance courses at both the graduate and undergraduate levels. Prior teaching experience and/or an interest in international and/or financial markets and institutions are a plus. Opportunities exist for summer research grants, additional teaching (e.g. executive education programs, summer school, and an international MBA), underwritten conferences, and other international travel. Applicants should expect to receive, or already have Ph.D. or D.B.A. in Finance by Fall 2001 and be able to demonstrate a strong potential for quality teaching and research. Candidates should send a letter of application, curriculum vitae, three letters of recommendation, and sample of recent research to: **Dr. Charles J. Higgins, Hilton 271, Department of Finance and Computer Information Systems, MC-8385,** prior to December 15, 2000 or e-mail **chiggins@lmu.edu.**

MARKETING. TWO POSITIONS AVAILABLE. Applicants must have a Ph.D. in Marketing, either in hand or near completion, and should be able to provide evidence of success and potential in teaching and research. Candidates with demonstrated ability to teach both undergraduate and MBA course in marketing research and advertising, and those with strong mathematical modeling skills will be given priority. LMU is commited to developing and maintaining an intercultural and diverse campus, and welcomes applications from any that would enhance that objective. Send curriculum vitae and reference letter to: **Dr. Renee Florsheim, Department of Marketing and Business Law, MC-8385** or e-mail: **rflorshe@lmumail.lmu.edu.** Positions will remain open until filled.

COLLEGE OF COMMUNICATION AND FINE ARTS

ART AND ART HISTORY. Department seeks excellent artist/teacher in the area of Multimedia. Teach undergraduate level courses, advise students, assist with University committee and departmental work. Professional research and creative work required. The successful candidate must have M.F.A. or equivalent experience, three years college level teaching beyond Graduate Assistantship, ability to teach 2-D (Raster and Vector) Computer Graphics on Macintosh with an emphasis in Motion Graphics and/or 3-D, multidisciplinary orientation, secondary emphasis in Graphic Design, performance or installation. By December 31, 2000, send application letter, curriculum vitae, teaching philosophy, technical strengths, appropriate evidence of professional activity, i.e. slides, CD-ROM, or Sample Reel, include slides and/or examples of student work, three letters of recommendation and SASE to: **Fr. Michael Tang, Chair, Department of Art and Art History, MC-8346.**

COMMUNICATION STUDIES. Organizational Communication with secondary competence in one or more of the following: qualitative and/or quantitative research methods, or communication theory. Additional responsibilities may include teaching basic courses. The Department offers an undergraduate major and minor and provides service course to the University core curriculum. All undergraduate majors are expected to complete a senior thesis after completing a three-semester theory sequence and a research methods course. Applicants should have a Ph.D. in relevant area/s at the time of appointment. Evidence of scholarship and publication is highly desirable. Please send letter of intent, curriculum vitae and dossier (including three letters of recommendation and relevant transcripts) to: **Dr. Dean Scheibel, Acting Chair, Department of Communication Studies, MC-8231.** Applications will be accepted until January 1, 2001.

MUSIC. Position in Instrumental Music/Music History. Early music specialist/classical guitarist and lutenist to teach undergraduate course in Music History, Instrumental Pedagogy, specialty courses in early church music and chant as well as classical guitar history and literature. Candidate should be able to direct an instrumental ensemble (Guitar Ensemble or Chamber Orchestra). Additional duties may include teaching Enjoyment of Music. Doctorate in Musicology and college/university teaching experience required. Application deadline is February 1, 2001. Please send curriculum vitae and three current letters of recommendation to: **Dr. Paul Humphreys, Chair, Search Committee, Department of Music, MC-8347.**

THEATRE ARTS AND DANCE. Teach studio dance technique (two of following: modern dance I-IV, ballet I-IV or jazz dance I-IV; and teach two of the following: musical theatre dance, stage combat, stage movement, tap IV, world dance, yoga, Aikido and body centering techniques). Teach dance composition; and two of the following: dance history, dance pedagogy, dance science; laban movement analysis; stagecraft; dance technology; music for dance. Teach choreography for dance concerts and festivals; supervision of internships and senior thesis; responsible for academic and career advising. The dance program serves dance majors and minors, liberal studies majors (elementary education) and the general student. LMU grants the BA degree in Dance. Faculty will be expected to play an active role in recruitment and retention of students, coordination and director of student concerts and festivals, and development of school to career paths for dance majors as well as other curricular and co-curricular projects. M.F.A. or Ph.D. required. Three years prior teaching experience (full-time preferred) is required. Professional experience (creative or scholarly) on the national or international level is preferred. Send letter of application, curriculum vitae, three letter of recommendation and sample of scholarly and creative work to: **Judith M. Scalin, Chair, Department of Theatre Arts and Dance, MC-8210.** Priority will be given to applications received by December 15, 2000.

SCHOOL OF FILM AND TELEVISION: Three positions available, each require teaching three classes per semester (on the graduate and undergraduate levels), committee work and advising students. (1) Film Studies and Criticism: Ph.D. is required or completion by May 2001, and expertise in the following areas: World Cinema, including European, Asian, Third World, Documentary; Classical and Contemporary Film Theory. Candidate should have strong publication record, as well as extensive teaching experience at the university level (undergraduate and graduate). (2) Screenwriting for Television: M.F.A. or its professional equivalency is required. The successful candidate should have professional credits in television writing, evidence of teaching experience at the university level and a strong knowledge of the network and cable development process. Teach classes within the screenwriting emphasis on the graduate and undergraduate level in at least two of the following areas: Writing for TV (one hour episodic), Sitcom (comedy writing), Writing the Documentary, Reality TV Writing, Adaptation from One Medium to the Other, and/or Beginning TV Writing. (3) Screenwriting for Film: M.F.A. or its professional equivalency is required. Successful candidate should have professional credits in film writing with particular emphasis in independent feature film, and/or alternative cinema, evidence of teaching experience at the university level and a strong knowledge of the film development process. Teach within the screenwriting emphasis in at least two of the following areas: Beginning, Intermediate and Advanced Screenwriting, Adaptation from One Medium to the Other. By December 1, 2000, (or until position is filled), send letter of application indicating which position you are interested in, current curriculum vitae, undergraduate and graduate transcripts, and the names and telephone numbers of at least three references to: **Howard Lavick, Director, School of Film and Television, MC-8230.** For additional department information visit **www.lmu.edu/colleges/cfa/comm/.**

BELLARMINE COLLEGE OF LIBERAL ARTS

ENGLISH. ASSISTANT PROFESSOR OF ENGLISH AND ASSISTANT DIRECTOR OF LIBERAL STUDIES. Literary area open, but must include Children's Literature. American Ethnic Literature and/or expertise in Composition and Rhetoric a plus. Course responsibilities also include Advanced Composition for Credential Candidates and Freshman English. Ph.D. is required. Excellent teaching record and evidence of research required. Course load is three per semester with likely remissions for administrative work as Assistant Director of Liberal Studies, LMU's interdisciplinary program for future elementary school teachers. Please send letter of interest, curriculum vitae and two letters of recommendation to Dr. Linda Bannister, Chair, Liberal Studies Search Committee, Department of English, MC-8215. Applications must be received by November 1, 2000. Full dossiers and writing samples will be requested of selected candidates. Interviews are planned for MLA 2000 in Washington, D.C. Chicana/o Studies. Position is at the Assistant or Associate Professor level; open field. Candidates at the Assistant Professor level must show promise in research and excellence in teaching. Ph.D. must be completed by August 2001. The regular teaching load is three courses per semester. Candidate at the Associate Professor level must show a strong record of research, excellence in teaching and some administrative experience. The Associate Professor may serve as Chair of the Department and be responsible for a reduced teaching load; thus strong interpersonal and mentoring skills are required. Application deadline is December 15, 2000. Applicants should send curriculum vitae, statement of teaching and research interests, three letters of reference to: **Dr. Fernando J. Guerra, Department of Chicana/o Studies, MC-8365.**

POLITICAL SCIENCE. Department seeks a specialist in comparative politics who can develop and teach courses focused on the political, economic and social dynamics of development in the Third World. A secondary emphasis in Latin America is highly desirable. Applicants should have a Ph.D. in political science in hand by August, 2001. The successful applicant will present evidence of excellent teaching and of the potential for outstanding scholarship. Application deadline is October 16, 2000. Applicants should send curriculum vitae (including e-mail address), academic transcripts, three letters of recommendation and evidence of teaching ability and research potential to: **Dr. Evan Gerstmann, Chair of Comparative Politics Search Committee, Department of Political Science, MC-8410 or egerstma@lmu.edu.**

COLLEGE OF SCIENCE AND ENGINEERING

CHEMISTRY AND BIOCHEMISTRY. DEPARTMENT seeks a biological chemist with a Ph.D. in chemistry or biochemistry. In addition to biochemistry, teaching responsibilities will include general chemistry, as well as, university general education science requirements. We are an undergraduate department offering both biochemistry and ACS-approved chemistry major curricula. We place a high priority on quality teaching. The candidate will be expected to establish an active undergraduate research program and must demonstrate potential for retention and promotion within a department whose focus is undergraduate education, but which expects research activity with refereed publications. Send letter of application, resume, proposal for undergraduate projects, candidate's own assessment of potential to contribute to undergraduate education at LMU, three letters of reference by October 20, 2000, to: **Professor Rebecca Crawford, Department of Chemistry and Biochemistry, MC-8225.**

Application, curriculum vitae, evidence of scholarly and/or professional activity or teaching effectiveness, letters of recommendation, or requests for more information should be sent to:

(Person and Department indicated)
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, California 90045-8316
MC-0000 (as indicated)

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty-housing assistance. Women and Minorities are strongly encouraged to apply.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education. Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

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CAL STATE FULLERTON

THREE ACADEMIC LIBRARIAN POSITIONS

The Pollak Library is seeking dynamic librarians to provide services to students, faculty, staff and the community. Three or more tenure track appointments are offered. MLS degree required. The **Reference/Instruction position** requires current experience in use of computerized general reference resources with preference given to subject expertise in business, education, government publications, health sciences, law and science/engineering. Primary assignments include teaching library instruction sessions in an electronic environment and provision of assistance at the reference desk and in an electronic resources area. Intend to hire multiple candidates. The **Access Services position** requires three years of professional experience in access or public services, knowledge of current trends in document delivery and electronic access to information, and current experience in use of computerized general reference resources. Preference given to candidates with experience in document delivery, interlibrary loan, periodicals services and/or circulation. Preference also given for instruction experience. Primary assignments include serving as head of the Access Services Unit, managing operations with support from staff directly responsible for Interlibrary loan, Periodicals Services, Audiovisual and Curriculum Materials Center and Special Collections; participating in the Library's instruction program and serving on one or more instruction teams. The **Cataloging/Web position** requires knowledge of cataloging formats and standards, knowledge of HTML and a Web authoring application. Preference given to candidates with recent experience cataloging serials, electronic or other non-book resources in an academic library. Preference also given to applicants with skills and experience in Web design, including mastery of HTML, Web scripting, and graphics preparations. Primary assignments include serving as co-coordinator of cataloging section, responsible for authority control activities, maintaining OPAC parameters, original cataloging and complex copy cataloging. Also assists with web content development and responsible for the maintenance of the e-journals section of the Library Web site. **REFERENCE/INSTRUCTION POSITION:** Appointments at the Senior Assistant Librarian rank, salary from $46,488 to $51,036 commensurate with experience. **ACCESS SERVICES POSITION:** Appointment at the Senior Assistant Librarian or Associate Librarian rank, salary from $46,488 to $58,740 commensurate with experience. **CATALOGING/WEB POSITION:** Appointment at the Senior Assistant Librarian rank, salary from $46,488 to $51,036 commensurate with experience. For complete position descriptions and application instructions check http://www.library.fullerton.edu/Recruitment/default.htm or send a request to:

Richard Pollard, University Librarian
Pollak Library
California State University, Fullerton
P.O. Box 4150
Fullerton, CA 92834-4150
(714) 278-2714

FOR FULL CONSIDERATION, ALL APPLICATION MATERIALS MUST BE RECEIVED BY NOVEMBER 3, 2000.

Swarthmore College, a small, highly selective liberal arts college, seeks an experienced professional for the position of:

COMPENSATION AND BENEFITS MANAGER

Under the direction of the Associate Vice President, manages all compensation and benefits programs and plans of the College. Analyzes changing practices and internal environments; recommends new and/or revised plans, insurance rates or price structures, salary ranges or rates, and engagement of vendors. Serves as technical resource to managers and employees; answers questions and counsels employees about compensation and benefits plans; resolves problems. Analyzes organizations and jobs, assists in the preparation of job descriptions, and evaluates grade levels and wage & hour classifications. Conducts and/or participates in periodic surveys; acts as Plan Administrator of benefits plans; and prepares required disclosure documents and government filings.

Requires a Bachelor's degree in a related area, (Master's preferred) and at least 8 years of professional experience in compensation and benefits management with general knowledge of the other discipline. Successful candidate will possess computer and database knowledge, analytical ability, strong written and verbal communication skills, and flexibility. Experience in higher education a plus.

Swarthmore College offers challenging professional opportunities, a beautiful suburban campus environment located just minutes from Philadelphia, and an excellent compensation package. For immediate consideration, please send letter of interest, resume, and list of references to:

Associate Director, Office of
Human Resources,
Swarthmore College,
500 College Avenue,
Swarthmore, PA
19081.

SWARTHMORE

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

visit us at: www.swarthmore.edu

Brown University

EXECUTIVE DIRECTOR, MAJOR GIFTS

Development - Major Gifts: The Brown University Development Office seeks qualified applicants for the position of Executive Director, Major Gifts. The incumbent manages a 13-member staff of fundraisers and administrators to identify, cultivate, solicit, and steward national donors and prospects for six-figure-plus gifts and, in consultation with Executive Council staff, will establish a volunteer-driven major gifts fundraising organization, developing a dynamic model for comprehensive solicitation strategies tied to the University's academic priorities. Requirements: Bachelor's degree (advanced degree desirable) and a minimum of 10 years of fundraising experience, preferably in a university or academic setting; proven ability to identify, cultivate, solicit and steward potential donors of large gifts; ability to identify, train and support volunteers; excellent communication skills, written and oral; and strong computer and information management skills.

For the above position, please send your resume to Brown University, Human Resources, Box 1879, Job# D00363, Providence, RI 02912.

Brown University offers competitive pay and an excellent benefits package including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

HISPANIC SCHOLARSHIP FUND

VICE PRESIDENT OF DEVELOPMENT

The Hispanic Scholarship Fund located San Francisco, California, seeks a mature, highly successful development professional for the position of Vice President of Development. Founded in 1975 to strengthen America by advancing the college education and resulting economic improvement for Hispanic Americans, HSF recently created a bold new mandate to double the rate of Hispanics earning college degrees by the year 2006 (from 9% to 18%). The Fund has awarded more than 40,000 scholarships totaling nearly $48 million; in the last year alone it awarded $9.3 million to 4,200 students. In 1999 HSF received a landmark grant from Lilly Endowment Inc. of $50 million and was selected as one of three partnering organizations to administer the 20-year, $1 billion Gates Millennium Scholars Program funded by the Bill & Melinda Gates Foundation.

Reporting to the President and CEO of HSF and serving as a member of her leadership team, the Vice President of Development is responsible for designing and implementing all fundraising initiatives including oversight of the final months of an endowment campaign. Primary responsibility is to build and direct the entire development operation, including: major and planned gifts, corporate and foundation gifts, annual and alumni gifts, special events, and the establishment of six new regional offices.

The successful candidate must demonstrate an outstanding record of accomplishment in a comprehensive development program. A proven record of success in the identification, cultivation, solicitation and stewardship of six and seven figure gifts is imperative, as is experience working directly with boards of directors. This individual must be a highly energetic, creative, team builder with excellent leadership, organizational, and communications skills. Successful management of a staff of at least 8 is mandatory, and work experience in a diverse urban setting is highly desirable. A Bachelor's degree is required, and an advanced degree is preferred.

The Hispanic Scholarship Fund offers a compensation package designed to attract an outstanding individual. Submit a cover letter, resume, and three references by November 1, 2000 to:

Belvedere Partners
PO Box 1275
Belvedere, CA 94920

The Hispanic Scholarship Fund is an equal opportunity employer.

California State University, Long Beach

Tenure-Track Faculty Positions, 2001-2002

- **College of the Arts**
  - Art
  - Dance
  - Design
  - Film and Electronic Arts
  - Music
  - Theatre Arts
- **College of Business Administration**
  - Accountancy
  - Finance, Real Estate, & Law
  - Information Systems
  - Marketing
- **College of Education**
  - Educational Psychology, Admin., & Counseling
  - Teacher Education
  - Liberal Studies (all joint)
- **College of Engineering**
  - Computer Engineering & Computer Science
  - Construction Engineering Management
- **College of Health & Human Services**
  - Communicative Disorders
  - Criminal Justice • Law Enforcement
  - Family & Consumer Sciences
  - Health Science
  - Kinesiology & P.E.
  - Nursing
  - Occupational Studies
  - Physical Therapy
  - Public Policy and Administration
  - Social Work
- **College of Liberal Arts**
  - Anthropology
  - Asian & Asian-American Studies
  - Black Studies
  - Chicano/Latino Studies
  - Communication Studies
  - Comparative Literature & Classics
  - Economics
  - English
  - History
  - Journalism
  - Linguistics
  - Philosophy
  - Political Science
  - Psychology
  - Religious Studies
  - Romance, German, & Russian Languages and Literatures
  - Women's Studies
- **College of Natural Sciences & Math**
  - Biological Sciences
  - Chemistry & Biochemistry
  - Mathematics
  - Physics & Astronomy
- **University Library**
  - Outreach and Social Sciences Librarian

All positions are open until filled. Contact the Department for detailed information at: CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD, or visit our Web site at www.csulb.edu/~acadaffs.

In addition to meeting fully its obligations of nondiscrimination under federal and state law, CSULB is committed to creating a community in which a diverse population can live, learn, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.

AA / EEO Employer

PURDUE UNIVERSITY

Developmental Studies: The Department of Child Development and Family Studies at Purdue University is searching for a senior-level scholar and two assistant professors who study cognitive or social development to join a productive, 18-member faculty. We seek individuals whose research pertains to one or more of the following areas. early childhood education and early intervention programs; development in the context of family, school, or peer groups; the influences of culture and ethnicity on development. Individuals with strong qualifications will be considered regardless of area of specialization. We strongly encourage applications from minority scholars.

The senior-level appointment will be made at the rank of full professor or advanced associate professor. Appointment as a Distinguished Professor also may be considered. We seek scholars who have a national reputation, a strong publication record, and an established record of significant external grant support. Primary responsibilities include continuing research and grant writing; and teaching undergraduate and graduate courses. Contributions to outreach and service activities are also expected. Nominations or applications, including a vita, statement of research interests and reprints may be sent to: Dr. Lynn Okagaki, Department of Child Development and Family Studies, Purdue University, W. Lafayette, IN 47907-1267.

For the assistant professor positions, the successful candidates will have a record that includes scholarly publications in refereed journals. Primary responsibilities include conducting and publishing research; seeking grant funding; and teaching undergraduate and graduate courses. Contributions to outreach and service activities also are expected. Interested candidates should send a vita, statement of research interests, preprints/reprints and 3 letters of reference to: **Dr. Karen Diamond, Department of Child Development and Family Studies, Purdue University, W. Lafayette, IN 47907-1267.**

Screening of applications will begin **January 08, 2001** and continue until positions are filled. More information on the Department can be found at **http://www.cfs.purdue.edu/cdfs.**

Purdue University is an equal opportunity/affirmative action employer.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The College of Applied Life Studies at the University of Illinois at Urbana-Champaign invites nominations and applications for the position of Professor and Head, Department of Leisure Studies. Faculty research and teaching are centered around leisure from multiple social science perspectives. The new Head of the Department will provide leadership in guiding these research agendas for the department as well as for the discipline and professions. An earned doctorate or equivalent is required. The position carries the rank of tenured full professor in the department; salary is negotiable. Preferred starting date 21 August 2001.

A letter of application, curriculum vita, and the names and telephone numbers of at least five references may be sent to:

Norman K. Denzin, Chair
Leisure Studies Head Search Committee
Attention: Joyce Wolverton
College of Applied Life Studies
University of Illinois at Urbana-Champaign
1206 S. Fourth Street
Champaign, Illinois 61820, USA
Telephone 217/333-4410 FAX 217/333-0404

To assure full consideration, applications must be received by December 1, 2000.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer and, upon request, provides reasonable accommodations to individuals with disabilities. Minorities, women, and other designated class members are encouraged to apply.

Carleton College

Mathematics and Computer Science

Statistics. The Department of Mathematics and Computer Science has a tenure-track position, with emphasis on teaching of statistics, to begin September, 2001. This is an entry-level position, although in special circumstances appointment at a higher level will be considered. A Ph.D. in statistics, mathematics, or a related field is required, and evidence of teaching excellence is essential.

Ordinarily, Carleton faculty teach two courses per term, three terms per nine-month year. We expect that the successful candidate would teach four or more statistics courses a year; if desired, the balance of the teaching load can be elsewhere in the department. Research and other scholarly activities are encouraged and supported. Carleton is engaged in efforts to attract, retain, and nurture underrepresented groups in mathematics and the sciences; we welcome candidates with an interest in these efforts.

A letter of application, graduate transcript, c.v., a concise statement about working in an undergraduate liberal arts environment, and three letters of recommendation should be sent to **Tenure-Track Search Committee, Department of Mathematics and Computer Science, One North College Street, Northfield, MN 55057-4025** (paper copies preferred; e-mail: **ttsearch01@mathcs.carleton.edu**; fax: **(507)646-4312**). At least one letter should specifically address teaching experience, and (for applicants whose research background is outside statistics) at least one letter should address statistical experience. Carleton is an AA/EO employer; women and members of other underrepresented groups are especially encouraged to apply. Review of applications will begin by January 1 and continue until the position is filled.

Carleton is a highly selective liberal arts college 35 miles south of Minneapolis/St. Paul. The department has 12 full-time members and a full-time computer technician; it is located in a modern building with excellent facilities for learning and teaching. Departmental computing resources include four teaching laboratories equipped with Pentium II and III PC's and SGI graphics workstations; operating systems include Linux, Windows, and Irix, and statistical packages used in undergraduate courses include SPSS and S-PLUS. For more information on the department, visit our website at:

http://www.mathcs.carleton.edu.

University of South Florida

USF

The Department of English at the University of South Florida [www.usf.edu] invites applications for three tenure-earning assistant professorships: (1) Creative Writing (terminal degree required; deadline, November 9, 2000), (2) Medieval British Literature (Ph.D. required; deadline, November 3, 2000), and (3) Professional and Technical Writing (Ph.D. required at time of appointment; deadline, November 3, 2000). Salary, benefits, and teaching load competitive. Positions contingent upon funding. Send letter of application, c. v., and dossier (with three letters of recommendation) to:

Steven J. Rubin, Chair
Department of English, CPR 107
University of South Florida
Tampa, FL 33620-5550

USF is an affirmative action, equal opportunity, equal access employer.

For disabilities accommodations call (813) 974-2421. According to Florida law, applications and meetings regarding them are open to the public.

COLBY COLLEGE

ASSISTANT PROFESSOR

Education and Human Development Program

The Education and Human Development Program at Colby College invites applications for a tenure-track position, at the assistant professor level, to begin September 1, 2001. We seek a teacher-scholar (Ph.D. or Ed.D. required) to teach courses in multicultural/anti-racist education, critical pedagogy, the social/cultural/historical foundations of education, and curriculum and methods for both certification (secondary) and non-certification students. The successful candidate will be familiar with the liberal arts context, possess college-level teaching experience, and have knowledge of, and interest in, public schools. Colby faculty are also expected to pursue an ongoing program of research and publication.

Colby is a small (1750 students), private, highly selective liberal arts college located in a Central Maine community of about 20,000. The Maine seacoast and mountains are both approximately one hour away.

The Education and Human Development Program consists of four faculty members; is committed to promoting social justice in schools and society at large; and offers Maine State Certification at the secondary level as well as academic programs in both Education and Human Development. More information about the program can be found at www.colby.edu/education

Review of applications will begin January 1, 2001 and continue until the position is filled.

To apply, please send letter of application, curriculum vitae, statements of teaching and research interests, three letters of reference, and other relevant materials (e.g., evidence of teaching effectiveness, course syllabi, samples of research/scholarship) to: **Mark Tappan, Chair, Department of Education and Human Development Program, Colby College, 4426 Mayflower Hill, Waterville, ME 04901-8844.**
Phone: 207-872-3680. Email: mbtappan@colby.edu

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: www.colby.edu

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ROWAN UNIVERSITY

CLINICAL PSYCHOLOGY: The Psychology Department at Rowan University invites applications for a tenure track position in **intervention and treatment.** Individuals with expertise in **substance abuse and/or the treatment of adults** are strongly encouraged to apply. Candidates should have a Ph.D. in Clinical or Counseling Psychology from an APA-accredited program. Responsibilities include teaching at the undergraduate and graduate levels, maintaining an active program of research, and assuming a major role in our masters program in Applied Psychology (e.g., supervising graduate practicum and masters theses). Send letter of interest, vitae, evidence of teaching effectiveness, selected reprints, and have three letters of reference forwarded to: **Dr. Monica Greco, Chairperson, Department of Psychology, Rowan University, 201 Mullica Hill Rd., Glassboro, NJ 08028**

Complete applications must be received prior to November 30, 2000.

CLINICAL PSYCHOLOGY: The Psychology Department at Rowan University invites applications for a tenure track position in **clinical neuropsychology.** Candidates should have a Ph.D. in Clinical or Counseling Psychology from an APA-accredited program or a Ph.D. in School Psychology. Responsibilities include teaching at the undergraduate and graduate levels, maintaining an active program of research, and assuming a major role in our masters programs in Applied Psychology and School Psychology (e.g., supervising graduate practicum and masters theses). Send letter of interest, vitae, evidence of teaching effectiveness, selected reprints, and have three letters of reference forwarded to: **Dr. Monica Greco, Chairperson, Department of Psychology, Rowan University, 201 Mullica Hill Rd., Glassboro, NJ 08028.**

Complete applications must be received prior to December 31, 2000.

PENNSTATE

College of Medicine

CHAIR, DEPARTMENT OF PEDIATRICS

The Pennsylvania State University College of Medicine at the Milton S. Hershey Medical Center invites applications and nominations for the position of Chair of the Department of Pediatrics. The Chair reports to the Senior Vice President for Health Affairs and Dean of the College of Medicine of Penn State University and serves as the leader of the discipline and principal administrative and academic officer for the Department. This position is responsible for the coordination of teaching, research, and clinical services as well as for academic and clinical planning, development, and management of resources. The Chair also serves as the Medical Director of the Children's Hospital.

The Department currently has 107 faculty in 12 subspecialty sections and a residency program. There are three endowed chairs, three endowed professorships, and almost $3 million in annual research expenditures. The Children's Hospital at the Milton S. Hershey Medical Center is a 117-bed quaternary children's care facility and includes a Rehabilitation Institute. With approximately 5,000 admissions per year and over 65,000 outpatient visits annually, it is the leading children's care facility in the Central Pennsylvania region.

We seek a candidate with outstanding clinical and scholarly achievements, a deep commitment to academic excellence, a track record of superb leadership skills, and a vision for the further development of the discipline of pediatrics in an academic and community setting.

Letters of nomination and application should be forwarded to: **Peter W. Dillon, M.D., Chair, Search Committee for Chair of Pediatrics, The Pennsylvania State University, College of Medicine at The Milton S. Hershey Medical Center, Pos #: H-9035, MC: H162, P.O. Box 850, 500 University Drive, Hershey, PA 17033-0850.** Resumes accepted until position is filled.

Penn State is committed to affirmative action, equal opportunity and the diversity of its workforce.

Pratt Institute invites applications for the following positions available Spring semester 2001.

CHAIRPERSONS

The School of Art and Design seeks three active artist/designer/educators and consensus-style leaders to guide the continued growth of the following departments:

- **FINE ARTS** (Ceramics, Drawing, Jewelry, Printmaking, Painting & Sculpture)
- **FASHION DESIGN**
- **MEDIA ARTS** (Film, Animation, Video & Photography)

The Chairperson will recruit students and faculty, develop curriculum, advise students, teach, develop and monitor departmental budgets, serve on committees and represent his/her department within the Institute and the field. These administrative appointments carry full-time faculty rank and status.

We require a terminal degree or its equivalent in the applicant's discipline, administrative experience, college-level teaching experience and recognized standing in the field. Salary and faculty rank are commensurate with experience and qualifications.

Please submit your resume, cover letter (indicating position of interest), and the names and addresses of three references by November 6, 2000 to: Chairperson Search Committee, Dean of the School of Art and Design, Main 420.

FULL-TIME FACULTY

Appointment to these tenure-track positions will be at the Assistant/Associate Professor rank. Responsibilities include teaching, student advisement, curriculum development and committee work. Salary and faculty rank are commensurate with experience and qualifications.

• ILLUSTRATION

The selected candidate will teach advanced conceptual illustration in all styles and mediums, both traditional and electronic, to junior and senior level students in our School of Art and Design's undergraduate Communications Design department. A Bachelor's degree or equivalent is required; a Master's is preferred. Applicants must have at least five years' experience teaching advanced illustration and five years as a published illustrator. Please submit your resume, cover letter, and support materials (eg. slides of your work and student work, letters of recommendation, etc.) with a SASE by November 6, 2000 to: Illustration Faculty Search Committee, Communications Design Department, Steuben Hall 404.

• INFORMATION AND LIBRARY SCIENCE

The School of Information and Library Science seeks an individual to teach and do research in organization of information and/or school media. The successful candidate will also integrate print and digital information environments. We require an earned doctorate (ABD will be considered); demonstrated superior teaching and research skills; and a student-centered focus. Please forward your resume, cover letter, and the names of three references by November 6, 2000 to: SILS Faculty Search Committee, ISC 4th Floor.

Pratt Institute is an equal opportunity employer.

Pratt
Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205-3899

UNIVERSITY OF HOUSTON
Learning. Leading.

Associate Vice Chancellor for Plant Operations
University of Houston System
Associate Vice President for Plant Operations
University of Houston

The University of Houston System and the University of Houston are seeking qualified candidates to fill the position of Associate Vice Chancellor for Plant Operations, University of Houston System and Associate Vice President for Plant Operations, University of Houston. While both components of this position are important, the major part of time and effort will be providing leadership to the University of Houston, with additional responsibility for coordinating plant operation activities among the four UH System universities (i.e., the University of Houston, UH-Clear Lake, UH-Downtown, and UH-Victoria).

The University of Houston is a Carnegie Doctoral/Research University I institution with approximately 33,000 students and an annual operating budget of over $500 million. The University of Houston System is an urban, public university system comprised of four universities with a total enrollment of over 50,000 students and an annual budget in excess of $665 million. The main campus incorporates 550 acres of parks, fountains, plazas, sculptures, and recreational fields surrounding modern classroom, laboratory, and study facilities in the heart of the nation's fourth largest city.

Position description

The position reports directly to the Vice Chancellor of Administration and Finance, University of Houston System and the Vice President of Administration and Finance, University of Houston. Principal responsibilities include the following:
Serves in an advisory, management, and policy making role in the Division of Administration and Finance on matters of facility development, construction, renovation, and the acquisition/sale of real properties. Provides leadership and direction in the management of long-range capital plans, campus development plans, multi campus management and expenditures; provides direction in the planning, coordination, administration, and control of remedial and preventative maintenance services, generation and distribution of steam and chilled water, contracted utilities, custodial services, building maintenance, landscaping, grounds maintenance, and solid waste removal, etc.

Qualifications

Bachelor's degree required, with a graduate degree preferred. A minimum of seven years comprehensive experience in a senior management/administrative position, with five years experience in higher education preferred, as well as a broad understanding of the complexities of higher education administration in the plant operations area. Outstanding communication skills, planning and budgeting skills, the ability to create and foster a cooperative environment, and the ability to direct technical staff required.

Nomination and Application

Nominations and applications, including resume' and three references, should be submitted to:

Mr. Randy J. Harris
Vice Chancellor for Administration and Finance,
University of Houston System
Vice President for Administration and Finance,
University of Houston
Ezekial Cullen Building, Suite 226
Houston, Texas 77204-2162

The application period begins immediately and will end when qualified candidate is selected. For further information, please visit the University of Houston Human Resources Department website at **www.uh.edu/admin/hr.**

The University of Houston is an Equal Opportunity/Affirmative Action institution. Minorities, women, veterans,and persons with disabilities are encouraged to apply.

LOYOLA COLLEGE IN MARYLAND

DEAN
COLLEGE OF ARTS AND SCIENCES

Loyola College in Maryland invites applications and nominations for the position of Dean of the College of Arts and Sciences. The previous dean has become the chief academic officer at Fordham University; the position is available July 1, 2001, and is being held by an interim appointee during the current academic year. Loyola College is a dynamic, highly selective Jesuit institution, steeped in the liberal arts tradition and recognized as a leading independent, comprehensive university in the mid-Atlantic region. Located on 65 acres in a beautiful residential section of Baltimore, Loyola enrolls over 3,100 students in its undergraduate programs and 3,000 students in its graduate programs. Loyola College operates with a budget of approximately $112 million and holds an endowment of $150 million.

The College of Arts and Sciences is composed of 20 academic departments with 171 full-time faculty. The College offers undergraduate degree programs in the traditional liberal arts and sciences, engineering, speech pathology, and education. It also offers master's programs in psychology, education, pastoral counseling, speech pathology, engineering, and modern studies. There is a Ph.D. program in pastoral counseling and a Psy.D. program in clinical psychology. Loyola has study abroad programs in Leuven, Belgium; Newcastle upon Tyne, England; Alcala, Spain; Melbourne, Australia; and Bangkok, Thailand.

The dean is the principal executive officer of the College of Arts and Sciences; he or she reports to the vice president for academic affairs and serves on the president's management team. Reporting to the dean are 20 department chairs, the director of the College Honors Program, the director of the Center for the Humanities, and an associate dean. The dean's responsibilities include providing vision and leadership in fulfilling the College's Jesuit, Catholic mission; administering the College; supporting faculty excellence and professional growth; and promoting efforts to increase diversity. The dean will lead the strategic planning process for the College of Arts and Sciences and play an active role in shaping the plan for Loyola College as a whole.

Applicants must have academic leadership experience, preferably at an institution of high quality that values both teaching and scholarship; academic credentials and qualifications sufficient to earn the respect of the academic community and appointment to an academic department at a senior rank; a clear vision of the purpose and goals of liberal education at a Jesuit, Catholic institution and a commitment to Jesuit, Catholic ideals; and a demonstrated commitment to diversity. The dean's salary is highly competitive and commensurate with qualifications and experience. Additional information about the institution and the position is available on the College's website at www.loyola.edu/cas_dean.

Nominations and applications are invited. Review of candidates begins on November 10 and will continue until the position is filled. Confidentiality will be maintained until finalists have been named, and references will not be contacted until candidates have been notified. Candidate materials, including a letter describing interest in and qualifications for the position and the names and phone numbers of five references, should be sent to:

Dr. Jean Dowdall
College's search consultant
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314

Communication and submission of materials by email as MS Word attachments is encouraged; send materials to: **elizabeth.moseley@atkearney.com**.

For more information, our consultants can also be contacted by phone at (757) 437-3006, or by fax at (520) 395-1510.

Loyola College in Maryland is an Equal Employment Opportunity Employer.

THE OHIO STATE UNIVERSITY

FACULTY & TA DEVELOPMENT

The Ohio State University is seeking applications for two positions in The Office of Faculty and TA Development (FTAD), a university-wide service office that provides teaching support to departments, faculty, and teaching associates through orientations, conferences, workshops, and seminars, personal consultation, project assistance, program planning and coordination, and national services and involvement.

ASSISTANT DIRECTOR

Collaborates with director and staff to plan, coordinate, and implement a variety of programs and activities to support teaching of faculty and teaching associates; consults with faculty and academic units about instructional design and teaching and learning; aides in preparation of budgets, plans, and reports; represents unit in absence of director. Seeking candidates with Ph.D. or other terminal degree; experience in university teaching, research, program planning, implementation, and evaluation related to teaching in higher education.

INSTRUCTIONAL DEVELOPMENT SPECIALIST
COMMITMENT TO SUCCESS COORDINATOR

Coordinates programs and projects to improve teaching and learning climate for diversity, including the Commitment to Success Program (CSP), a diversity climate assessment initiative; participates in planning, implementing, and evaluating a full range of activities to promote understanding of teaching issues and generate creative approaches for fostering a successful teaching and learning climate for all students; works with academic units to develop long-term multicultural teaching and/or curricular action plans for change; designs, develops grant proposals to fund multicultural teaching activities; conducts research and contributes to national dialogue; conducts, and evaluates workshops, seminars, print, and Web-based materials and conferences; consults with faculty and academic units about all issues in teaching and learning; teaches occasional courses and contributes to program planning for unit. Seeking candidates with doctoral degree in an appropriate field or equivalent; background in multicultural teaching in higher education and knowledge of faculty and TA development; experience with program planning, implementation, and evaluation related to multicultural teaching in higher education. Knowledge of disability issues a plus.

Review will begin on November 2, 2000, but applications will be considered until position is filled. Send cover letter indicating #15113-HOHE for Assistant Director and #15114-HOHE for Instructional Development Specialist, and two (2) copies of curriculum vita to: **Employment Services, The Ohio State University, 2231 N. High Street, Columbus, Ohio 43201-4401.**

The Ohio State University is an Equal Opportunity, Affirmative Action Employer
Women, minorities, veterans and [illegible] encouraged to apply

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EDUCATION

INSTRUCTORS
MAKE A DIFFERENCE!

Mott Community College, a leading educational institution located in Southeastern Michigan, is currently seeking candidates for full-time Instructor positions. The positions are scheduled to start January 2001. Responsibilities will include teaching courses, maintaining office hours and serving on College committees. Other activities may include curriculum planning and program evaluation/revision. All positions require a strong commitment to community college teaching and an individual teaching philosophy that places an emphasis upon student success.

ENGLISH: Requires a minimum of a Master's Degree in English, including graduate coursework in composition, recent post-secondary teaching experience in college level composition and evidence of continuing professional development. Must be experienced in teaching writing in a community college and teaching adult learners, multicultural and at-risk students. **Preferred qualifications** include familiarity with and/or receptive to the use of distance learning and a background and/or interest in computer-based instruction.

GEOGRAPHY/GIS: Requires a minimum of a Master's degree in Geography or equivalent with emphasis on regional geography. Training in or knowledge of GIS with ability to teach the same. **Preferred requirements** include teaching experience in a community college or four-year academic institution, practical work experience in GIS.

PHILOSOPHY: Requires a minimum of a Master's Degree in Philosophy, including at least one graduate-level course in each of the following: logic, a historical period in philosophy or a major historical figure in philosophy, epistemology/metaphysics, and ethics. **Preferred qualifications** include teaching experience at the community college level, a specialization in Ethics, familiarity with and/or receptive to the use of distance learning and a background and/or interest in computer-based instruction.

To apply, please submit letter of interest (indicating desired position),
resume, college transcripts and 3 letters of recommendation to:
Mott Community College, Human Resources - CM 1024,
1401 East Court Street, Flint, MI 48503.
Fax (810) 762-0595

Mott Community College

The successful candidate must pass drug testing and a criminal background check.
Mott Community College is an AA/EEO Employer.

BEST COPY AVAILABLE

Southern Connecticut State University

SC
SU

ENGLISH EDUCATION: RANK OPEN

The English Department invites applications for a tenure-track position beginning Fall 2001 to teach courses in English Education and English, to supervise student teachers; to prepare accreditation portfolios; to advise undergraduate and graduate students; and to coordinate the English teacher preparation program. The English Department is seeking a forward thinking person who is eager and willing to apply new thinking to teaching initiatives, in keeping with developments current in Connecticut education.

Qualifications: PhD or EdD in English Education preferred. Minimum of three years successful experience teaching English in grades 7-12. Knowledge of current theory and practice of Secondary Education and Language Arts. Documented expertise in one or more of the following: instructional technology, curriculum and instruction, young adult literature, multimedia. Teaching/administrative experience in a university English department is desirable. Experience comparable to the above also will be considered.

Please submit a letter of interest, curriculum vita, 3 letters of recommendation, and a sample course syllabus.

ASSISTANT PROFESSOR OF COMPOSITION

The English Department of SCSU invites applications for a tenure-track position to teach first-year composition. A terminal degree in Composition/Rhetoric is preferred. Excellence in teaching and demonstrated research interests in composition are required. The teaching load is four first-year composition courses per semester. The appointee will become a member of a vibrant and enthusiastic contingent of full and part-time composition instructors (seven full time appointments were made last year) who, with the department as a whole, are dedicated to transforming the composition program. Innovative approaches to composition are encouraged and welcome.

Please submit a letter of interest, curriculum vita, 3 letters of recommendation (two of which attest to the candidate's teaching skills), a sample course syllabus, and samples of evaluated student papers.

ASSISTANT/ASSOCIATE PROFESSOR OF ENGLISH

The English Department invites applications for an assistant professor specializing in one or more of the following areas of literary study: African diaspora (particularly African-American or Afro-Caribbean), Asian/Asian-American, Latino. The successful candidate will be expected to teach existing courses and develop new courses serving a diverse university community, one that reflects the diversity of the region. PhD or ABD required.

Please submit a letter of interest, curriculum vita, 3 letters of recommendation, and a sample course syllabus to:

Professor Jim Rhodes, Chair
Personnel Committee
English Department
SCSU
501 Crescent St.
New Haven, CT 06515

All material must be received by **November 17, 2000.**

SCSU is an EO/AA employer.
Minorities and women are strongly encouraged to apply.

KENYON COLLEGE

Dissertation/Teaching Fellowship for Minority Scholars

One of the most significant challenges confronting small liberal arts colleges in the United States today is how to increase the relatively small number of minority faculty teaching at such institutions. Creating a diverse and representative group of teachers benefits students, faculty, and administrators alike, by enriching the nature of the education experience for all. We recognize, though, that young scholars who are members of underrepresented groups frequently choose to pursue their careers as teachers and scholars at research universities rather than at small liberal arts colleges. In order to encourage such scholars to consider college rather than university teaching, Kenyon College offers the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars. The program aims at minority scholars in the final stages of their doctoral work who need only to finish the dissertation to complete requirements for the Ph.D. We hope the experience of living and working for a year at Kenyon will encourage these fellows to consider a liberal arts college as a place to begin their careers as teachers and scholars.

Kenyon will provide a stipend of $30,000, plus health benefits, housing, and a small moving allowance. The College will also provide an allowance to cover travel to conferences or for consultation with the dissertation director. Kenyon will assist the Fellow in finding college housing. The Fellow will be provided an office, a networked computer, and secretarial support services. Faculty colleagues at Kenyon recognize and embrace the opportunity to welcome and mentor new faculty members.

The Kenyon Fellow is expected to write the dissertation and to teach one course each semester, usually in the Fellow's general research area. Fellows are also expected to offer a College lecture or Departmental seminar on the dissertation topic at some point during the academic year in residence. Kenyon College assumes that the Fellow will participate in the intellectual life of his/her home department, as well as in the broader cultural life of the College. Our primary expectation, however, and the main focus of this fellowship, is the completion of the dissertation.

Eligibility to apply for the Kenyon College Dissertation/Teaching Fellowship for Minority Scholars is limited to:

- Citizens or nationals of the United States at the time of application.
- Members of the following minority groups:
    - Alaskan Natives (Eskimo or Aleut)
    - Native American Indians
    - Black/African Americans
    - Mexican Americans/Chicano
    - Native Pacific Islanders (Polynesian or Micronesian)
    - Puerto Ricans
- Individuals who are enrolled in a research-based PhD program in one of the following fields: African and African American, American Studies, Anthropology, Art History, Asian Studies, Biology, Classics, Dance, Drama, Economics, English, History, Humanities, International Studies, Math, Modern Languages and Literature, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Women's and Gender Studies.
- Individuals who aspire to a teaching and research career.
- Persons who have not yet earned a doctoral degree at any time and in any field.

Please send a letter of application, vita, and three letters of references (including the dissertation advisor) to the **Office of the Associate Provost, Kenyon College, Gambier, OH 43022.** The Search Committee will begin consideration of the dossiers on **December 1, 2000.**

Kenyon College is an Equal Opportunity Employer and, in particular, encourages the applications of women and minority candidates.

files\forms\kdf.00

Associate Director Budget and Planning

(Search Re-Opened – Prior Applicants Need Not Apply)

Reporting to the vice president for Budget, Planning and Information Technology, works collaboratively with various con-stituent groups to link budgeting and strategic planning. Assists in all aspects of operational and capital budget planning, as well as strategic planning. Responsible for assigning and supervising projects of full and part-time budget analysts. Other duties include conducting research, interpreting data, and creating routine and unique reports that are useful for strategic planning, as well as financial management and decision-making.

Qualifications: MBA, master's in accounting or finance, or equivalent, and 5 years of professional experience, preferably in higher education. Superior analytical and quantitative skills are required. Experience with strategic planning and its relationship to budgeting is preferred. Knowledge and experience in information technology and management information reporting is desirable. Experience in use of database applications. Ability to clearly and effectively communicate, both orally and in writing, with all University constituents in a collegial manner is a must. Ability to effectively present quantitative and graphical information is critical. Salary is commensurate with experience.

Apply by: Review of applications will commence immediately and will continue until position is filled.

Send letter & resume (include V-number) to:

Montclair State University
Box 316-V#05/HOHE
Upper Montclair, NJ 07043

An Equal Opportunity/
Affirmative Action Institution

www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

USF *University of South Florida*

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following positions:

Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #0695-Asst/Assoc Professor-Internal Medicine-deadline: 01/31/01
Position #3629-Assistant Professor-Anthropology-deadline: 12/01/00
Position #3730-Assistant Professor-Environmental Science & Policy-deadline: 11/09/00
Position #4914-Assistant Professor-Geology-deadline: 12/15/00
Position #5287-Assistant Professor-Philosophy-deadline: 11/30/00
Position #3238-Assistant Professor-Social Work-deadline: 12/15/00
Position #9582-Assistant Professor-Social Sciences-deadline: 12/15/00
Position #3484-Assistant Professor-Women's Studies-deadline: 12/01/00
Position #0476-Research Assoc (Clinical Veterinarian)-Comparative Medicine-deadline: 11/15/00
Position #10026-Research Assoc (Clinical Veterinarian)-Comparative Medicine-deadline: 11/15/00
Position #8878-Assistant Professor-Criminology-deadline: 01/04/01
Position #5531-Assistant Professor-Government & Int'l Affairs-deadline: 11/30/00
Position #2972-Assistant Professor-Humanities & American Studies-deadline: 01/10/01
Position #6100-Assistant Professor-Library & Information Science-deadline: 01/19/01
Position #2994-Assistant Professor-Mass Communications-deadline: 12/11/00
Position #4340-Assistant Professor-Mass Communications-deadline: 12/11/00
Position #4723-Assistant Professor-Physics-deadline: 01/08/01
Position #8832-Assistant Professor-Physics-deadline: 01/08/01
Position #9828-Assistant Professor-Physics-deadline: 01/08/01
Position #9813-Assistant Professor (Creative Writing)-English-deadline: 11/09/00
Position #9814-Assistant Professor (Medieval Literature)-English-deadline: 11/03/00
Position #9938-Assistant Professor-IS/DS-deadline: 12/01/00
Position #9827-Associate Professor-Biology-deadline: 11/24/00
Position #5553-Assoc/Full Prof/Chairperson-World Language Education-deadline:12/15/00
Position #8392-Instr/Asst/Assoc Prof/Professor-School of Physical Therapy-deadline: 12/11/00
Position #5852-Professor/Chair-Psychology-deadline: 01/15/01
Position #9830-Professor/Chair-Geology-deadline: 01/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave. Tampa, FL 33620

How Easy Can It Get?

E-Mail us your ads at:

Outlook@sprintmail.com

and visit our Website at http://www.HispanicOutlook.com

MIT

The Campus Activities Complex has two openings:

SYSTEM MANAGER

The Office of Campus Dining has an immediate opening for an individual to manage its debit account and point-of-sale system operations. Supervising a staff of two, will have primary responsibility for all technical components of the campus-wide debit plan system to ensure uninterrupted service for customers and to support the administrative systems of the Campus Activities Complex. Will also manage the daily transaction data generated by the debit system and the financial reconciliation of debit plans with individual account activity; facilitate the growth and development of the debit account system on the MIT campus; and manage the department s web site and associated processes including e-commerce solutions for debit account growth. Will report to the Director of Campus Dining.

Requirements: a bachelor's degree in business administration or computer science or equivalent experience in debit card system management or related field. Must be self-motivated, resourceful, and have a proven track record of success in system development and improvement. Should possess strong computer and communications skills with knowledge of computer system management. Excellent problem-solving abilities and customer service orientation a must. Job No. 00-1011H

ASSISTANT MANAGER FOR EVENT PLANNING

An immediate opening is available for an individual who will manage the scheduling, event planning and information center functions with the Campus Activities Complex. The department functions in the Division of Student Life and operates five facilities around the clock, programming and managing events on campus venues with over fourteen thousand scheduled events annually. This position functions in both a supervisory and collaborative capacity. Primary responsibilities include coordinating all aspects of program reservations and site scheduling for all venues; overseeing the Event Management System database (EMS); providing training and leadership of front desk and event planning support staff; contributing to long-range area planning, policy, and web site development; supervising the Source, an information booth and box office; serving as liaison to appropriate departments regarding alcohol and entertainment licenses and policies; and assisting operations managers in coordinating areas such as security, catering, technical and ticketing operations prior to the event.

Requirements: a bachelor's degree (master's preferred) and three to five years' related experience. Preference will be given to those with background in event planning, student/campus service organizations, customer service, supervision, and management. Must be an excellent communicator with working knowledge of computer applications and software. Experience with facility reservation systems highly desirable. Job No. 00-1036H

Interested candidates should submit a resume and cover letter referencing appropriate Job No. to: Jennifer Walsh, MIT Human Resources Dept., PO Box 391229, Cambridge, MA 02139-0013. To apply on-line: web.mit.edu/personnel/www/resume.htm.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
An Equal Opportunity/Affirmative Action Employer
Non-Smoking Environment
web.mit.edu/personnel/www

Broward
Community
College

Opening doors to a brighter future

Director Instructional Programs, #336

Master's degree in computer science, business or related field and five years experience in supervision and/or teaching required. Some community college teaching critical. Responsible for coordination and operation of multiple academic areas and program development. Some evening/Saturday hours necessary. Downtown center. Salary. Based on credentials. Close: 11/10/00.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

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ester University
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SOCIAL WORK
(Two Tenure Track Positions)

West Chester University of Pennsylvania's Undergraduate Department of Social Work invites applicants for two tenure track faculty positions available Fall 2001. Each position will chair a curriculum sequence and teach primarily in two of the following areas: (1) policy, (2) research, (3) practice, and (4) human behavior in the social environment. Other responsibilities include student advising, committee assignments, scholarly activities, research, and community service. Appointees must be able to contribute to maintaining the BSW Program's accreditation with the Council on Social Work Education.

Requirements for appointment at the Associate Professor Level positions are (a) three years post MSW social work practice; (b) eligibility for PA licensure as a social worker; (c) Ph.D. or DSW; (d) at least five years of teaching experience in an accredited social work department preferably at the undergraduate level; (e) demonstrated leadership in undergraduate baccalaureate Social Work Education is preferred.

Requirements for the Assistant Level Position are (a) three years post MSW social work practice experience; (b) eligibility for PA licensure as a social worker; (c) Ph.D. or DSW preferred, ABD considered; (d) commitment to undergraduate education; (e) teaching experience in an accredited social work department.

The BSW Program has been accredited since 1974. This is a thriving department with approximately 200 students and is well respected in the practice community. It offers innovative programs that strive to meet community needs. Strategically located in the center of the Mid-Atlantic corridor, West Chester is convenient to major cultural, historical, commercial institutions, and recreational activities. Its proximity to unspoiled countryside affords a unique atmosphere, combining elements of urban, suburban, and rural living. West Chester is located just 25 miles west of Philadelphia and 17 miles west of Wilmington (DE).

Rank and salary are commensurate with qualifications and experience. Minority applicants are especially encouraged to apply. Finalists must successfully complete interview and a teaching demonstration. Submit letter of interest, curriculum vitae, graduate transcript, and three letters of recommendation to: Richard W. Voss, Undergraduate Department of Social Work, West Chester University, West Chester, PA 19383.

For more information please call 610-436-2527. Review of applications will begin immediately and continue until the positions are filled. West Chester University is an equal opportunity/affirmative action employer.

BEST COPY AVAILABLE

Texas A&M University-Corpus Christi

English. Five tenure-track assistant professor positions beginning August 2001. Primary areas: Developmental Writing (Position 1); Community literacy and service learning (Position 2); Literatures of the Southwest (Position 3); Technical and Professional Writing (Position 4); American literatures and cultures to 1865 (Position 5). Desired secondary areas are English Education, cultural rhetorics, languages and literatures of the Borderlands, film as literature, and literary theory. No particular combination of primary and secondary areas is specified, although English Education is especial need. Ph.D. preferred, ABD considered. Among positions 1, 2, & 3, an appointment as associate professor may be possible depending on current rank.

Send application letter (please refer to position by the above name and number, vita, graduate transcripts, and three letters of reference to **Dr. Javier Villarreal, Chair, College of Arts and Humanities, Texas A&M University-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas 78412.** To ensure full consideration, completed application must be received by **November 10, 2000.** The A&M-CC English faculty (16 tenure lines) emphasizes teaching (3/4 standard load), equal respect for literature and writing and linguistics, and service to the diverse communities of South Texas. Our M.A. in English degree emphasizes composition and rhetoric. Teaching loads are half lower-division courses and half upper-division/graduate.

A rapidly growing institution, Texas A&M University-Corpus Christi is an Equal Opportunity Employer with a commitment to diversity and specifically encourages women and minorities to apply.

INDIANA UNIVERSITY KOKOMO

Indiana University Kokomo announces the following openings:

LECTURER IN SPANISH: Renewable position for a Lecturer in Spanish. Successful candidate will have a Masters degree in Spanish language, culture, or literature, or equivalent experience in Spanish with a minimum of one year teaching experience. Applicants must be devoted to undergraduate teaching and prepared to offer introductory, intermediate, and upper-level grammar/composition courses in Spanish culture and literature and for specific professional purposes. We seek a person with native or near native fluency and proficiency with computer-assisted foreign language instruction. The ability to teach French and/or German, while not required, will be considered positively. Other responsibilities include undergraduate advising and service on campus-wide and departmental committees. Send cover letter, curriculum vitae, and three letters of recommendation to **Dr. Victor Krebs, Chair, Spanish Search & Screen Committee, Indiana University Kokomo, P.O. Box 9003, Kokomo, IN 46904-9003.** Review of applications will begin on November 6, 2000, and continue until the position is filled. Position begins August 2001. Applicants should understand that the position is subject to budget availability.

One of eight campuses of Indiana University, Indiana University Kokomo is a comprehensive non-residential campus located 50 miles north of Indianapolis in Kokomo, Indiana, a city with a population of about 47,000. Committed to student success, the campus serves approximately 2,800 students from an 11-county area in north central Indiana. An additional 350 students pursue degrees in technology in cooperation with Purdue University. IUK has approximately 210 faculty and staff and 100 part-time employees. Associate, baccalaureate, and master's degrees are offered. Additional information about Indiana University Kokomo can be accessed at **http://www.iuk.edu.**

Indiana University Kokomo maintains a vigorous affirmative action program and encourages applications from members of minority groups. Salary and benefits are competitive. IUK is an Equal Opportunity/Affirmative Action employer.

DIRECTOR

Puerto Rican and Latino Studies Institute
University of Connecticut

The University of Connecticut in Storrs is searching for a permanent director to assume a leadership role in the administration and continued growth of the Puerto Rican and Latino Studies Institute. Applicants for this position must be qualified for appointment as an associate or full professor, hold a doctorate in the social sciences, humanities or related field, and have a demonstrated commitment to and a strong record of scholarship and teaching experience in Latino Studies. The successful candidate will be one whose research, publication, and teaching records focus primarily on Puerto Ricans, Mexican Americans, and/or other Latinos in the continental United States, and who is culturally grounded in the U.S. Latino community. Administrative experience is also preferred.

The director will be responsible for the management and development of all phases of the Institute's research, teaching, fund-raising, publications, and outreach programs. The director will serve for a minimum of five years and hold one of the Institute's several joint academic appointments. The tenure home of the candidate will be the academic department to which his or her doctorate corresponds. The appointment is for ten months per year, salary is negotiable depending on the applicant's qualifications, and the teaching load will be one course per semester. The effective hiring date is September 1, 2001.

Interested candidates should send a letter of application, a curriculum vitae, a statement of background and interest, and three letters of recommendation to:

Dr. Blanca G. Silvestrini, Interim Director
Puerto Rican and Latino Studies Institute
354 Mansfield Road, Beach Hall, Unit 2137
Storrs, CT 06269-2137

For best consideration, applications should arrive by January 15, 2001, but applications will continue to be considered until the position is filled.

The University of Connecticut is an equal opportunity employer and actively encourages applications from under-represented groups including minorities, women and people with disabilities.

AMERICAN UNIVERSITY

WASHINGTON, DC

SCHOOL OF PUBLIC AFFAIRS

ASSISTANT PROFESSOR
PUBLIC POLICY AND ADMINISTRATION

The Department of Public Administration at American University's School of Public Affairs in Washington, DC invites applicants for a tenure track position at the rank of Assistant Professor beginning Fall, 2001. A PhD is required by August , 2001. The Department is seeking a faculty member understanding of public administration and expertise in application of information technology management in the public sector. This person will be expected to teach the MPA core course in information technology management and coordinate the information systems management concentration with the Department of Computer Science and Information Systems. The successful candidate must have scholarly and teaching interests in public policy and administration as well as a commitment to service in keeping with university standards. Review of all applicants will begin November 15, 2000 and continue until the position is filled.

American University is an equal opportunity employer committed to a diverse faculty, staff, and student body. Women and minority applicants are strongly encouraged to apply. Nominations and applications should include a current vita, sample of recent publications, list of three references, including addresses to phone numbers, plus a short statement describing the candidate's contribution to public policy/ administration and near-term intellectual agenda. Teaching evaluations should also be submitted. Please send materials to:

DPA Search; Info Technology
School of Public Affairs/ American University
4400 Massachusetts Ave, NW
Washington, DC 20016

The University of Memphis

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY AND RESEARCH

The Department of Counseling, Educational Psychology and Research, The University of Memphis is seeking qualified applicants for two tenure-track vacancies:

EDUCATIONAL RESEARCH: Assistant Professor, Tenure track position. Seeking individual with faculty experience to teach, direct dissertations, and advise students. Requirements: doctorate from accredited university, with a major in Educational Research or equivalent and a demonstrated potential for research productivity. The department is especially interested in persons with undergraduate and or graduate experienced teaching basic statistics, quantitative methods, and introduction to educational research.

Initial screening will begin **10/30/2000** and may continue until the position is filled. Send letter of application with vita, three letters of recommendation, official transcript, and three recent publications to **Dr. Coriana Ethington, (email address: cethngtn@memphis.edu), Search Committee Chairperson, Department of Counseling, Educational Psychology and Research, The University of Memphis, Memphis, TN 38152-6010. Phone: (901) 678-2841.**

Worldwide Web: **http://www.people.memphis.edu/~cepr/**

COUNSELING PSYCHOLOGY: Assistant Professor, Tenure track position. Seeking individual with faculty experience to teach, direct dissertations, and supervise practica in APA accredited doctoral program and CACREP accredited masters and doctoral program. Requirements: doctorate from APA accredited program, licensable in Tennessee, potential for scholarly publication. The department is especially interested inn persons experienced with CACREP community counseling programs and APA accredited programs and teaching interests in counseling core areas (clinical techniques, advanced theories, counseling foundations) supervision, health psychology, and or family systems.

Initial screening will begin **10/30/2000** and may continue until the position is filled. Send letter of application with vita, three letters of recommendation, official transcript, and three recent publications to **Dr. Tom Sayger (email address: tvsayger@memphis.edu), Search Committee Chairperson, Department of Counseling, Educational Psychology and Research, The University of Memphis, Memphis, TN 38152-6010. Phone: (901) 678-2841.**

Worldwide Web: **http://www.people.memphis.edu/~cepr/**

The department contains graduate programs in Counseling Psychology, Counseling and Personnel Services, Rehabilitation Counseling, and Educational Psychology and Research. The Department and College are committed to the preparation of professionals for diverse, urban populations.

The University of Memphis is an equal opportunity employer; diversity is highly valued and encouraged.

DEPAUL UNIVERSITY

ASSISTANT OR ASSOCIATE PROFESSOR OF VOICE AND SPEECH

The Theatre School, DePaul University (founded in 1925 as the Goodman School of Drama) invites applications for a tenure track position for the fall of 2001. Responsibilities for this position include teaching in both the BFA and MFA programs as well as one production assignment (directing or coaching) each season. Teaching experience is required and experience with a culturally diverse student body is desirable; the School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. Minorities and women are strongly encouraged to apply. A strong background in kinesthetic and somatic approaches to voice and speech (e.g. Linklater, Lessac, Roy Hart Theatre, Fitzmaurice, Berry, Rodenburg and Feldenkrais® combined) is desired. The candidate must have a working knowledge of several of these approaches or an expertise in one or more of them. **Qualifications:** MFA or professional equivalent. Deadline for applications is **January 15, 2001.**

Send application letter, vitae, personal statement, three letters of recommendation and other references to:

John Culbert, Acting Dean
Attn: Voice and Speech Search
The Theatre School
DEPAUL UNIVERSITY
2135 North Kenmore Avenue
Chicago, IL, 60614-4111

Rank depending on qualifications; salary and benefits competitive. *EOE*

ASSISTANT VICE PRESIDENT FOR HUMAN RESOURCES SERVICES

Millersville University invites applications and nominations for the position of Assistant Vice President for Human Resources Services, a leadership position interfacing with executive officers, management, faculty and support staff and reporting to the Vice President for Finance and Administration.

The University, founded in 1855, is part of the State System of Higher Education within the Commonwealth of Pennsylvania. The campus is located in historic Lancaster County within convenient traveling distance to major East Coast hubs: 90 minutes to Baltimore; two hours to Philadelphia; three hours to New York and the Atlantic Ocean beaches. A student-centered institution, Millersville enrolls approximately 7,400 undergraduate and graduate students and has over 900 full-time employees. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among Kiplinger's 100 "best value universities" in the nation. Millersville is highly regarded for offering quality instructional programs at a reasonable cost to its students, consistent with its strong commitment to diversity and teaching excellence.

We are seeking a dynamic human resources leader who will be responsible for the management and operation of a comprehensive human resources program consistent with University goals, sound management practices, and contractual and legal requirements and serve as a change agent for Human Resources Services. Primary responsibility is labor relations and contract administration. Other areas of responsibility are personnel services including coordination of faculty and staff recruitment, classification and compensation, benefit administration, training and professional development; safety and environmental health; and payroll services. This position takes the lead in supporting the University's social equity, continuous improvement, and customer service endeavors.

Required: Master's degree; six years professional work experience in human resources with at least three years at the supervisory level; substantial labor relations/contract administration experience; excellent communication and problem-solving skills; and a successful interview. Applications/resumes must address all requirements and demonstrate evidence of experience with and a deep commitment to equal opportunity and social equity, continuous improvement, and customer service.

Preferred: A degree in human resources, business management, or related field; demonstrated knowledge of and value for academic collegiality and shared governance; public sector experience; and demonstrated evidence of ability to interface with a variety of constituents and work in a collaborative environment.

Competitive salary and excellent benefit package.

To Apply: Screening of applications will begin on 11/13/2000 and continue until the position is filled. Send letter of application/nomination, resume, and the names, addresses, and telephone numbers of five professional references to:

Assistant Vice President for Human Resources
Search/HI1023
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302

Representatives of the University will be available at the CUPA-HR Conference in Nashville.

An EO/AA Institution

www.millersville.edu

MILLERSVILLE
UNIVERSITY

UTEP

PEDAGOGY

Assistant/Associate professor, tenure track. Earned doctorate in Kinesiology or related field (ABD considered). Responsibilities: Teach undergraduate and graduate courses in pedagogy and related areas, advise students, and supervise student teachers in a multi-cultural and multi-ethnic setting.

Applicants need to demonstrate the ability to conduct research and pursue grant opportunities, and provide service to the university and community. Nine month appointment with possibility of summer employment. Salary is commensurate with experience. The appointment starts on January 1, 2001. Screening of applicants will begin November 1, 2000 and continue until the position is filled.

Send letter of application, vita, three letters of recommendation, and list of three references to:

Harry Meeuwsen
Chair Search Committee
Kinesiology Program
The University of Texas at El Paso
1101 N. Campbell Street
El Paso, TX 79902
(915)-747-7290; FAX: (915)-747-7207
Meeuwsen@utep.edu

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, sexual orientation, or disability in employment or the provision of services.

The University of Texas
Pan American

RHETORIC & COMPOSITION/ DEVELOPMENTAL (2)

Assistant Professor

tenure-track positions

Ph.D. in Rhetoric and Composition with a specialization in developmental writing and reading; an established record of scholarship in rhetoric and composition; demonstrated awareness of and sensitivity to non-traditional student populations commitment to fostering collaboration among university and secondary level educators; ability to develop and implement graduate programs in writing theory and pedagogy, K-16.

Preferred: Experience in supervising writing programs; experience in incorporating technology into the teaching of developmental composition and/or reading. Successful candidate will supervise writing and/or developmental programs, teach all levels of composition and assist in development of master's program in composition theory and pedagogy. Women and minorities are encouraged to apply.

Successful candidates must have a Ph.D. in hand by September 1, 2001.

Deadline for applications Dec. 8, 2000; interviewing at MLA. Send application letter, CV, official transcripts and three letters of recommendation to: **Dr. Michael Weaver, Interim Chair, Department of English, the University of Texas-Pan American, Edinburg TX 78539. (FOO/01-09) (http://www.panam.edu/dept/english).**

UTPA is an EEO/AA employer

COMMUNITY
COLLEGES
OF SPOKANE

COORDINATOR OF INTERNATIONAL STUDENT SERVICES, SPOKANE COMMUNITY COLLEGE AND SPOKANE FALLS COMMUNITY COLLEGE

This position will recruit and train international students and assist them in achieving academic and social success, while interacting with college and community organizations to foster understanding of other cultures. Will provide information regarding instructional programs and requirements, academic opportunities, special admission and registration procedures, student orientation, and academic advising services to international students. Master's degree in Counseling, Communications, teaching English as a Second Language, International Education, or related field. At least two years' experience in immigration procedures and a background working with international students at college/university level. Applicant will be considered for both campuses (SCC and SFCC). $44,000. Closes October 27, 2000.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 435-5040, TTY (509) 434-5059 or access our Website at http//ccs.spokane.cc.wa.us.

AA/EOE

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT

invites applications and nominations for the following position:

• VICE PRESIDENT OF ACADEMIC AFFAIRS

Los Angeles Mission College

LAST DATE TO FILE : NOVEMBER 10, 2000.
WOMEN, MINORITIES AND THE DISABLED ARE ENCOURAGED TO APPLY

The Los Angeles Community College District is seeking a Vice President of Academic Affairs to serve at Los Angeles Mission College. Interested individuals who possess the required training and experience are invited to submit applications.

The Vice President of Academic Affairs is the chief instructional officer, reporting directly to the College President. The Vice President will be an experienced and visionary academician who has the expertise to provide strong leadership in the initiation and development of curricular programs, in budgetary and personnel matters, in the understanding and support of K-12 and higher education reform issues, in the role of technology in education, and in the promotion of community connections and partnerships.

REQUIREMENTS: Applicants must have an earned master's degree or an advanced degree of at least equivalent standard from an accredited college or university. Also required are three years of successful full-time experience as an administrator (dean or higher), and three years of successful full-time experience as a faculty member, both in accredited institutions of higher education. Teaching experience and excellent communication skills are desirable, as is experience in working with a population (faculty, staff and students) of diverse ethnic, linguistic, and socioeconomic backgrounds.

COMPENSATION: The current salary range is $89,999 to $115,531 annually. New employees to the District will be allocated within the salary range according to previous salary. Employee benefits include 15.5 paid holidays annually, 24 days paid vacation annually, medical/hospital, dental and vision care plans and a $40,000 group life insurance policy.

FILING AN APPLICATION: All applicants must file a letter of intent which relates to the responsibilities and desirable qualifications detailed in the position announcement. That announcement is available from the District. Candidates in the District pool will be notified by letter; their applications need not be reviewed if they fail to respond with a letter of intent which addresses the issues covered in the flyer. For those not in the pool, the letter of intent, resume, and the names, addresses and phone numbers of at least three references must be sent. Materials should be received not later than 4:30 p.m. on Friday, November 10, 2000, but late applications may be accepted until the position is filled. Cleared candidates will be sent additional application materials, and will be placed in a continuing pool for up to two years. If selected, additional documentation, such as official transcripts, will be required. Send to: **Human Resources, Los Angeles Community College District, 770 Wilshire Blvd., Los Angeles, CA 90017, or FAX (213) 891-2411. For information on the District please access http://www.laccd.edu on Internet. For additional information, contact the Human Resources Division at (213) 891-2252.**

THE LACCD IS AN EQUAL OPPORTUNITY EMPLOYER.

ASSISTANT DIRECTOR PUBLIC RELATIONS

for fast-paced office. Creative pro to help w/all aspects of media relations & public info, including research and interviewing, developing story ideas, writing & pitching. Act as editor for PR Web pages (no programming). Required: 4 years journalism/pr/media relations experience; top communication/people skills; WWW user; BA. Salary: $40,614-$52,291; excellent benefits. Send resume & writing samples to: **Maria Terrone, Director of Public Relations, Hunter College, 695 Park Avenue, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an affirmative action equal opportunity employer. Women and members of under represented minorities are especially encouraged to apply.

The University of Texas
Pan American

Composition/Professional Writing: Assistant Professor, tenure-track position. Ph.D. in Composition and Rhetoric with a specialization in professional/technical writing; an established record of scholarship; demonstrated awareness of and sensitivity to non-traditional student populations; ability to develop undergraduate and graduate writing programs. Preferred: Experience in using distance learning and the application of classroom technologies, and/or Writing Across the Curriculum. Women and minorities are encouraged to apply. Deadline for applications, Dec. 8, 2000; interviewing at MLA. Send application letter, CV, official transcripts and three letters of recommendation to **Dr. Michael Weaver, Interim Chair, Department of English, the University of Texas-Pan American, Edinburg TX 78539. (http://www.panam.edu/dept/english). (FOO/01-04)**

UTPA is an EEO/AA employer.

KENYON COLLEGE

FACULTY POSITIONS

KENYON COLLEGE announces tenure-track positions at the Assistant Professor level for the 2001-2002 academic year.

KENYON COLLEGE is a highly selective private liberal arts college of 1500 students located in the beautiful village of Gambier in central Ohio. For faculty positions the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to teaching undergraduates in a liberal arts context and a well-articulated research plan.

ART HISTORIAN, ITALIAN RENAISSANCE AND BAROQUE ART. Assistant Professor. Teach western survey and develop intermediate and advanced courses in area of specialty; expectation of contributing to interdisciplinary mission of the college. Ph.D. required; teaching excellence and promise of scholarly research and publication expected. Send a letter of application, CV, three letters of recommendation and a writing sample (chapter of dissertation or published article) to: **Chair, Renaissance/Baroque Search Committee, Art History, Bailey House, Kenyon College, Gambier, Ohio 43022. AC-INT by prior appointment only. A/D January 15, 2001.**

BIOORGANIC CHEMISTRY. Assistant Professor. Involves active participation in undergraduate research as well as teaching Organic Chemistry and an advanced topics course in Biochemistry. Preference will be given to those with postdoctoral experience and whose research interests interface with nucleic acid chemistry or biomacromolecular NMR. To apply, submit a CV, undergraduate and graduate transcripts, statements of teaching philosophy and research interests and three letters of recommendation to: **Professor Anthony T. Watson, Department of Chemistry, Kenyon College, Gambier, Ohio 43022. Review of applications will begin on November 17, 2000.**

DANCE. TEACHER/CHOREOGRAPHER. Assistant Professor. Teach equivalent of three courses per semester, guide student creative work, advise, fulfill administrative responsibilities. Graduate degree in dance, MFA or equivalent required. Experience teaching dance at the college or university level highly desirable with ability to teach in additional areas: e.g., world dance forms, improvisation, kinesiology, labanotation. Strong commitment to teaching essential, including novice as well as experienced dancers. Send letter of application, CV, three letters of recommendation with phone numbers to: **Harlene Marley, Chair, Department of Dance and Drama, Kenyon College, Gambier, Ohio 43022. A/D January 10, 2001.**

ENGLISH. Kenyon has a newly endowed chair in creative writing and literature. The Robert Hubbard Chair in Poetry will have a 2/2 teaching load, will teach both poetry-writing workshops and literature courses. The Hubbard Chair will also have a special fund to support programs to foster the appreciation of poetry and to bring visiting writers to campus. We seek an accomplished poet, who can provide evidence of teaching excellence and who is committed to the study of poetry. MFA or Ph.D. preferred. Most appointments at Kenyon are made at the rank of Assistant Professor. However, exceptional applications at a senior level will be considered. Applications will be accepted until the position has been filled, but to ensure that your application will be reviewed in time for MLA interviews, send a letter of application and CV by November 15 to: **James P. Carson, Chair, Department of English, Kenyon College, Gambier, Ohio 43022.**

HISTORY. African American. Assistant Professor. The History Department is especially interested in a dynamic teacher and scholar whose work focuses on a period prior to the twentieth century. Teaching obligations will include occasional direction of the United States survey as well as introductory and upper-level courses in African American history. Ph.D. required by August, 2001. Selected interviews will be conducted at the AHA annual meeting. Send a letter of application, CV and three letters of recommendation to: **Bruce Kinzer, Department of History, Kenyon College, Gambier, Ohio 43022.** Please indicate if you will be attending the AHA. **Review of applications will begin in mid- November.**

MATH. Assistant Professor. A Ph.D. in Statistics or Mathematics is required. The teaching load will consist primarily, but not exclusively, of statistics courses. Send a letter of application, CV, transcripts a statement of teaching philosophy, and three letters of reference (at least one regarding teaching) to: **Chair of the Search Committee, Department of Mathematics, Kenyon College, Gambier, Ohio 43022. A/D December 31, 2000. For more information see http://math.kenyon.edu.**

PHILOSOPHY. Assistant Professor or Instructor. AOS: Ethics. AOC: Open, but the department has needs in Asian Philosophy, Feminist Theory, Kant, Social-Political Philosophy and Wittgenstein. A Ph.D. and experience with a small liberal arts college are highly desirable. In addition to offering courses in area of expertise, the successful candidate is expected to regularly offer introductory courses in Applied Ethics. Send a CV, three letters of recommendation, graduate school transcript and one brief sample of written work to: **Prof. Juan De Pascuale, Chair, Department of Philosophy, Kenyon College, Gambier, Ohio 43022. Faxed materials will not be accepted. Completed applications received before December 1, 2000 will be considered for interview at Eastern Division meetings in New York City.**

PHYSICS. Assistant Professor **(http://topaz.kenyon.edu/depts/physics).** Duties include teaching introductory and advanced physics courses and laboratories. Candidates must have a Ph.D. in Physics and a commitment to teaching in a liberal arts context. The field of specialization is open, but must allow for the development of an active research program involving students. Competitive start-up funds are available. Send a CV, a statement describing how your professional goals and interests fit our liberal arts environment, and three letters of reference to: **Dr. John Idoine, Chair, Department of Physics, Kenyon College, Gambier, Ohio 43022. (idoine@kenyon.edu). Applications received by January 1, 2000, will receive full consideration.**

SPANISH. Assistant Professor or Instructor. Ph.D. preferred, evidence of teaching excellence and scholarly potential required. Must have native or near-native command of Spanish. The Department is seeking a specialist in any aspect of Latin American literature and culture, with a strong commitment to language teaching using communicative approaches. Teaching load is 3:3, 3:2 divided among language, literature and culture courses. Please send a letter of application, CV, dossier, and three letters of reference to: **Charles A. Piano, Chair, Spanish Search Committee, Department of Modern Languages and Literatures, Kenyon College, Gambier, Ohio by November 15.**

For further information regarding Kenyon College visit: **http://www.kenyon.edu**

An equal opportunity employer, Kenyon encourages applications from women and minority candidates

DIRECTOR OF FINANCIAL AID

(Search Extended)

Responsible for day-to-day operations of Financial Aid Office including processing and distribution of student aid, compliance with state and federal guidelines, departmental technology implementation and related.

QUALIFICATIONS: Master's Degree in Student Personnel Administration or related; Financial Aid experience in community college or higher education; Progressive supervisory experience in Financial Aid or related (Director level desired); Prior work with diverse students.

SUBMIT application form, resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin immediately and continue until position is filled.

COLLEGE OF
LAKE COUNTY
19351 W. Washington Street
Grayslake, IL 60030-1198

eoe/aa/m/f/d/v

Call 847-543-2065 for application or information;
TDD# 847-223-5615; FAX 847-223-0824

Rutgers, The State University of New Jersey
Campus at Camden
Faculty of Arts and Sciences and the Graduate School

FACULTY SEARCHES

Rutgers-Camden, located in the heart of the Philadelphia Metropolitan area, is the southern campus of Rutgers, the State University of New Jersey. The campus includes undergraduate and graduate Arts and Sciences Programs, a Law School, and a Business School offering the M.B.A. and B.S. The Faculty of Arts and Sciences is seeking candidates for the following positions:

Biology – *Assistant Professor*

Computer Science – *Assistant Professor* (2)

Foreign Languages – *Chair/Full or Associate Professor*, Spanish

History – *Assistant Professor*, Colonial America/Early Republic

Psychology – *Assistant Professor (2)*,
Health Psychology and Clinical Psychology

Public Policy and Administration – *Assistant Professor*, Information Technology and Policy Evaluation

For specific information about any of these positions, including qualifications and deadlines, see our web site at http://camden-www.rutgers.edu/RUCAM/artsci.html.

Rutgers University is an Equal Opportunity and Affirmative Action Employer, and strongly encourages applications from women and members of minority groups.

SAINT FRANCIS COLLEGE

TENURE-TRACK APPOINTMENT IN PHILOSOPHY

Saint Francis College seeks candidates for a tenure-track faculty appointment in philosophy at the assistant professor rank. Primary teaching responsibilities include Discovering Philosophy, Ancient and Medieval Philosophy, Philosophy of Human Nature, Logic, and Business Ethics; ability to teach Health Care Ethics a plus.

Saint Francis College, founded in 1847, is a private, comprehensive institution, Catholic in character and tradition and sponsored by the Franciscan Friars. Saint Francis College's scenic 600-acre campus is located about seventy miles east of Pittsburgh in the Allegheny Mountains of west-central Pennsylvania and provides an excellent learning environment for about 2000 undergraduate and graduate students.

Qualifications include the Ph.D. degree; demonstrated commitment to teaching excellence and student advising; willingness to participate in the College's General Education Program, including teaching a freshman colloquium on a regular basis. Scholarship and service involvement will be expected, as will involvement with the College's Ethics Institute.

Send letter of application, c.v., a statement of teaching philosophy, and name/address/phone number of three references to:

Philosophy Search Committee
c/o Director of Human Resources
P.O. Box 600
Saint Francis College
Loretto, PA 15940

STARTING DATE: August 20, 2001

Women and minorities are especially encouraged to apply. Review of applications will begin late in the Fall 2000 semester and continue until the position is filled.

AA/EOE

UNION

DEAN OF ARTS AND SCIENCES

Union College invites applications and nominations. Reporting to the Vice President for Academic Affairs/Dean of the Faculty, the Dean of Arts and Sciences has operational responsibility for all academic programs in Humanities, Social Sciences, and Natural Sciences. Primary responsibilities include faculty recruiting, faculty development and evaluation, attraction of external funding to strengthen individual and academic programs, and oversight of curriculum and budget.

The Dean of Arts and Sciences must be committed to research and teaching as mutually supportive enterprises and must demonstrate a sustained record of distinguished achievement in both areas. Union seeks someone with proven leadership in consensus building and collaborative problem solving who understands the goals of liberal education and will vigorously work to support and enhance the diversity of the faculty and student body.

Union College is firmly committed to Affirmative Action and strongly encourages women and those who are members of minority groups to apply. Union offers employment benefits to domestic partners of employees and prohibits discrimination on the basis of sexual orientation.

Candidates should include a letter of application, a current resume, and names, addresses and phone numbers of at least five references. All nominations and applications will be held in confidence. Review of applications will begin immediately. Please send applications or nominations by December 1, 2000 to:

Professor Ruth Stevenson, Chair
Search Committee for the Dean of Arts and Sciences
Feigenbaum Hall
807 Union Street
Schenectady, NY 12308-2311

Union College, founded in 1795, the nation's oldest liberal arts college with engineering is private and highly selective. For further information see www.union.edu.

DEPAUL UNIVERSITY

ASSISTANT OR ASSOCIATE PROFESSOR OF ACTING

The Theatre School, DePaul University (founded in 1925 as the Goodman School of Drama) invites applications for a tenure track position for the fall of 2001. Responsibilities for this position include teaching in both the BFA and MFA programs as well as one directing assignment each season. Primary strengths in Spolin-based improvisation and scene study are necessary; secondary strengths might include Viewpoints or Meisner. The Theatre School, a professional conservatory program in a vital theatre city, seeks an individual committed to the training of young artists for the theatre profession. Teaching experience is required and experience with a culturally diverse student body is desirable; the School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. **Qualifications:** MFA or professional equivalent. Deadline for applications is **January 15, 2001.**

Send application letter, vitae, personal statement, three letters of recommendation and other references to:

John Culbert, Acting Dean
Attn: Acting Search
The Theatre School
DEPAUL UNIVERSITY
2135 North Kenmore Avenue
Chicago, IL, 60614-411

Rank depending on qualifications; salary and benefits competitive. *Minorities and women are strongly encouraged to apply. EOE*

THE COLLEGE OF WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

ART
Tenure-Track

BIOLOGY
1-yr Visiting

COMMUNICATION
Visiting Spring 2002

COMMUNICATION
3-yr Visiting

ENGLISH
1-yr Visiting–time

HISTORY
East Asian - Visiting

RUSSIAN STUDIES
1-yr Visiting

For complete descriptions, go to **www.wooster.edu.** Scroll down and select the Jump to **Employment Opportunities.** The positions are posted jointly with the **Five Colleges of Ohio Consortium.** Or call or e-mail Linda Farmer 330-263-2133 or lfarmer@ wooster.edu

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Case Western Reserve University
Director of University Budget

Case Western Reserve University, one of the nation's leading research institutions and a member of the Association of American Universities, invites nominations and applications for the position of Director of University Budget. The Director develops, manages, and evaluates the $500 million operating budget and the capital budget planning process of the University.

The Director reports to the Provost and works with Officers of the University and with the Deans of CWRU's nine academic units to formulate budget guidelines and develop short and long term financial planning processes as a key component of the University's strategic plan. The Director coordinates with the Vice President for Finance and Administration and the Vice President for Institutional Planning on appropriate major projects. The Director also serves as CWRU's financial control officer, supervising monthly and quarterly forecasts of budget operations.

The Director convenes the President's Financial Planning and Strategy Group (chaired by the President) and works with the Provost and other Group members to develop the agenda for these meetings. The Budget Director also directs the development of budget assumptions and goals and the budget preparation process for all units, providing coordination for budget officers across the University.

Qualifications: Minimum requirements for this position include a B.A. or B.S. with 10 years' experience in budget and financial planning in higher education or a related setting. Advanced degree strongly preferred. The successful candidate should have experience working with academic policy issues as well as budget analysis and resource planning. Familiarity with financial systems and related computer programs is essential, as are strong communications skills. The person must also possess the ability to work collaboratively with diverse constituencies in a complex, decentralized environment.

Application Procedure: Review of applications and nominations will begin immediately; please include cover letter, including salary history, along with resume and three references in confidence to:

Auerbach Associates/CWRU
65 Franklin Street, Suite 400
Boston, MA 02110
Fax: (617) 451-5199
Email: alyssa@auerbach-assc.com

In employment as in education, CWRU is committed to equal opportunity and affirmative action.

CASE WESTERN RESERVE UNIVERSITY
www.cwru.edu

WILLAMETTE UNIVERSITY

Assistant Professor of English: Multicultural American

The Willamette University English Department invites applications for a tenure-track position in multicultural literatures of the US, with focus in one of the following fields: African-American, Asian-American, Native-American, Chicana/o or Latina/o American literature. The department seeks a Ph.D. with publications in field and a strong commitment to teaching both literature and writing. Teaching load - six courses per year, including general education and writing-centered courses. Applications should include a short essay (1000 words maximum) on your approaches to teaching and your expected contribution to a department both generalist and interdisciplinary. Please send essay, letter of application, CV, and contact information for three references by December 15, 2000 to **Frann Michel, Chair, Department of English, Willamette University, 900 State Street, Salem, Oregon 97301.**

Applications received before November 15, 2000 will be considered for interviews at the MLA Convention.

Willamette University has made a strong institutional commitment to diversifying its faculty, student body, and undergraduate curriculum.

RICE

Rice University invites applications and nominations for the position of Dean of the School of Humanities. The dean should display outstanding qualities of collegiality, leadership, and interpersonal skills. The dean must also have a strong grasp of the challenges and opportunities confronting the humanities, represent the School of Humanities to a variety of constituencies, and participate in University fund-raising initiatives. The dean will report to the provost.

Rice University is an independent, coeducational, nonsectarian, private university dedicated to undergraduate and graduate education, research, and professional training in selected disciplines. Located in Houston, Texas, Rice has an undergraduate student population of 2750, a graduate and professional student population of 1400, and a full-time faculty of 476. Established in 1891, the University has an operating budget of approximately $305 million and an endowment of $2.9 billion. The School of Humanities currently consists of 11 departments with 111 full-time faculty members. There will be substantial opportunity to recruit faculty for humanities positions.

Applicants must have a distinguished record of scholarship commensurate with a tenured appointment at Rice University. Prior experience in academic administration is preferred. Salary is commensurate with experience and qualifications. To ensure full consideration, applications should be submitted by November 15. Rice University is an affirmative action/equal opportunity employer; women and minorities are encouraged to apply.

If you are interested in this position, please send a letter discussing your qualifications and current *curriculum vitae* to:

Shelly Weiss Storbeck
Managing Director and Vice President
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703-739-4627 Fax: 703-518-1782
e-mail: shelly.storbeck@atkearney.com

All inquiries will be maintained confidentially.

To nominate another person, please send a letter discussing hi/her qualifications and providing contact information for the nominee.

UMASS.
UMASS ONLINE
CHIEF EXECUTIVE OFFICER

The University of Massachusetts, an experienced provider of distance learning, announces the creation of 'UMass Online' - a new entrepreneurial arm of the University created to advance the institution's presence in Internet mediated education. The President and Board of Trustees are launching a nationwide search to recruit a Chief Executive Officer to oversee its burgeoning activities in this area.

UMass Online is charged with developing revenue generating online degrees and programs and overseeing the expansion of the University in technology-enhanced education. This new entity will be the preeminent online education provider in New England.

Reporting directly to the President of the University, the selected Chief Executive Officer will be responsible for developing and implementing a strategic plan for this new enterprise. The Chief Executive Officer will build and lead the organization to achieve appropriate enrollment and revenue targets.

The best candidates will have a demonstrated track record of success in the field of distance learning. The ability to work well with faculty, staff, and administrators; a ready knowledge of cutting-edge education technologies; exemplary organizational and business management skills, including marketing; superior communication and interpersonal skills; a desire to share in the financial success of the new venture; and, unquestioned personal integrity - are all important attributes of the CEO.

Review of candidate materials will begin immediately and will continue until a Chief Executive Officer is named. Applications and nominations should be sent to:

William (Bill) Funk
National Managing Director
Korn/Ferry International Education Practice
2100 McKinney Avenue
Suite 1800
Dallas, Texas 75201
Email: ashley.garvin@kornferry.com

~The University of Massachusetts is an equal opportunity/affirmative action employer~

THE UNIVERSITY OF OKLAHOMA
DEPARTMENT CHAIR POSITION
INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

The faculty of the Department of Instructional Leadership and Academic Curriculum (ILAC) in the College of Education at the University of Oklahoma is seeking a dynamic scholar and leader to serve as chair. The Department offers an innovative extended teacher preparation program that is NCATE approved. The Department includes 17 full-time faculty positions and offers programs in Bilingual, Early Childhood, Elementary, English, Mathematics, Reading, Science, Secondary, and Social Studies Education. Degrees are offered at the bachelors, masters, and doctoral levels.

Position: Department Chair, Associate/Full Professor, and twelve month appointment

Required Qualifications:

- Earned doctorate with specialization related to one of the program areas offered in the department, teacher education or curriculum and instruction
- Experience in working collaboratively with faculty, students, practitioners, and external constituents
- A distinguished and active record of scholarship, teaching and service
- Experience in advising graduate students
- Experience in teaching at any level from pre-school through grade 12 for a minimum of three years

Desirable Qualifications:

- Collaborative and democratic leadership style Administrative and budgetary experience in higher education
- Experience with academic program development, implementation, and evaluation
- Experience with accreditation and program review
- Experience in supervising doctoral dissertations
- Ability to communicate effectively with administration, faculty, students, and external constituents
- Success in obtaining external funding
- Eligible for rank of full professor

Responsibilities:

- Conduct the administrative responsibilities of the department
- Promote the research mission of the Department, College, and University
- Work with faculty to implement model graduate and undergraduate programs
- Support professional service
- Work with faculty to review personnel and to administer departmental matters
- Lead efforts to stimulate professional growth in a collegial environment
- Teach one course each semester, advise graduate students, and chair doctoral committees

Anticipated Beginning Date: July 1, 2001

Application Deadline: Initial screen will begin December 8, 2000

Applications must include a letter of application, curriculum vita, three scholarly publications, and three letters of reference. Please send applications to:

Jayne Fleener, Chair
Department Chair Search Committee (ILAC)
College of Education
The University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019-0260

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. OU is responsive to the needs of dual career couples. Under represented groups are encouraged to apply. The Department is committed to cultural pluralism in our programs, profession and society.

Salisbury
STATE UNIVERSITY

Provost and Vice President for Academic Affairs

Salisbury State University seeks a proven, enthusiastic and energetic leader for the position of Provost and Vice President for Academic Affairs. The successful candidate must be an academic leader and a team player that is skillful in building consensus, fostering a collegial environment, and promoting a shared vision for the University. The appointment will be effective on or before **July 1, 2001.**

About the University: Founded in 1925, Salisbury State University is one of the 13 institutions that comprise the University System of Maryland. SSU is located on Maryland's scenic Lower Eastern Shore, close to ocean beaches and the Chesapeake Bay, and 2-3 hours from the metropolitan areas of Washington, Baltimore, Philadelphia and Norfolk. SSU offers 30 undergraduate majors and master's programs including English, history, psychology, education, nursing, applied health physiology and business. SSU's four schools are endowed: the Perdue School of Business, the Henson School of Science and Technology, the Fulton School of Liberal Arts, and the Seidel School of Education and Professional Studies. SSU has been cited nationally as one of the top ten public regional universities in the North according to U.S. News and World Report, and also has been recognized by the Princeton Review and Kiplinger's magazine. With a student population of approximately 6,400, SSU has a full-time faculty of 271, an annual operating budget of approximately $74 million, and annual contract and grants revenues of approximately $3 million.

Primary responsibilities of the Provost and Vice President for Academic Affairs: The Provost is the chief academic administrator of the University, responsible for the areas of academic policy, planning, curriculum, faculty development, faculty personnel administration, library, instructional technology, and academic budgeting. The Provost is the second-ranking officer at SSU, reporting directly to the president, and serving in her absence as the chief administrative officer. The Provost works collaboratively with the four academic deans, dean of the library, dean of enrollment management and the chief information officer, and other campus constituents in an environment where shared governance is highly valued. This position has responsibility for registrar, academic advising, admissions, financial aid, research and grants, and outcomes assessment. The successful candidate also must be able to build partnerships with institutions, businesses, and individuals that will strengthen SSU's reputation and academic ties with the community.

Qualifications: Earned doctorate and a minimum of five years' experience in higher education administration; record of teaching and scholarship sufficient to qualify the candidate for rank of associate or full professor; impeccable character and personal integrity, healthy sense of humor; understanding of the needs of a variety of programs in the liberal arts and sciences and professional disciplines; participatory leadership style and commitment to shared governance; desire to work with faculty, students, alumni and donors to promote excellence in the academic programs of the institution; interest in integrating information and instructional technology for academic programs and outreach; strong commitment to promoting equal employment opportunity, affirmative action, cultural diversity, and global awareness; understanding of the importance of K-16 collaboration; knowledge of, and experience with, trends, policies and issues in higher education; demonstrated experience in fiscal matters; excellent problem-solving, interpersonal, and oral and written communication skills; ability and interest in working closely with the president in fundraising efforts.

Appointment Information: Salary range begins at $120,000. Applicants should submit a letter of interest that details experience and accomplishments relevant to the position, a current vita and list of five references. Review of applications will begin **October 24, 2000,** and continue until the position is filled. Send nominations/application materials to: Provost Search Committee, attn: **Dr. Peggy Bibbo, Associate Vice President of Human Resources; 140 Holloway Hall, Salisbury State University, Salisbury, Maryland 21801.**

Salisbury State University is committed to employment equity and diversity in the workplace. We especially welcome and encourage applications from women, minorities, and persons with disabilities. Our employment goals are to create a workforce from a variety of backgrounds and experience that will strengthen the values of a diverse university community. Salisbury State University is an Affirmative Action/Equal Opportunity employer.

CSUCI

CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

FACULTY POSITIONS

California State University Channel Islands (CSUCI) is pleased to announce a nationwide search for its first cadre of full-time faculty. The university, which will open in the fall of 2002, became the twenty-third campus of the California State University system in October 1998. Faculty appointments will be made on a variety of bases, including tenure/tenure track, lecturer positions, and full or part time visiting appointments at the Assistant, Associate, or Full Professor level.

The exact mix among the approximately 23 full-time faculty who will be appointed during this initial cycle will, in part, depend upon the strengths of the various pools of candidates and upon the pattern of qualifications that the finalists possess. Please refer to our website for more complete details and position descriptions:

www.csuci.edu

Applicants shall apply via the Internet to the Chair of the Recruitment Committee on our web site at www.csuci.edu. Those who have difficulty applying via the Internet should call (805) 437-8455 or e-mail facultyhelp@csuci.edu. Applicants will need to have their resume, a full curriculum vitae, and a brief, single page letter of application ready in electronic form for submittal. All CSUCI faculty and staff are appointed on the basis of merit, and qualified minorities, women, and persons with disabilities are encouraged to apply.

AN EQUAL OPPORTUNITY / TITLE IX EMPLOYER

Upon request, reasonable accommodation will be provided to individuals with protected disabilities to (a) complete the employment process and (b) perform essential job functions when this does not cause an undue hardship.

AMERICAN INSTITUTES FOR RESEARCH

RESEARCH ANALYSTS

The American Institutes for Research is a highly regarded research and development organization specializing in education, human development, human performance, employment equity and other social policy issues. Our research, evaluations, and technical assistance enable public and private sector clients to unravel complex issues and make creative, informed policy and program decisions. Positions are available for candidates with strong qualitative and/or quantitative skills.

Knowledge and experience required with American education and/or social policy issues including, though not limited to, early childhood, child welfare, special education, school reform, teacher education, test development, mathematics, reading, psychometrics or statistics. Successful candidates will have a Ph.D. in education, public policy, or another discipline that includes a specialization in education, together with strong research, writing, and interpersonal skills. Experience in a consulting environment desirable. Excellent compensation package. Forward resume with cover letter, writing samples, and availability to:

Human Resources-Analyst
American Institutes for Research
1000 Thomas Jefferson Street, N.W.
Washington, DC 20007
Fax: 202 944-5454
Website: www.air.org

EOE

The University of Texas
Pan American

(Tenure-Track)
Chair, English Department

Required: The candidate must have a Ph.D. in an area within the English Department; a demonstrated record of effective administrative experience; an established record of scholarship, teaching and service; and a demonstrated record of commitment to cultural and ethnic diversity as well as to expanding opportunities for historically underrepresented groups.

Scope of Job: This will be a senior-level appointment. The English Department has over twenty professors and fifteen lecturers. The Department supports the Bachelor of Arts and the Master of Arts degrees in English, English as a Second Language, and in interdisciplinary Studies with a Concentration in English. Teacher Certification in Secondary English and ESL endorsement plans are also offered. Women and minorities are encouraged to apply. Position available **July 1, 2001.**

Salary: Consistent with experience.

To Apply: Submit a letter of interest, curriculum vitae, official transcripts, and three names of references to: **Dr. Rodolfo Rocha, Dean, College of Arts and Humanities, The University of Texas-Pan American, Edinburg TX 78539. E-mail rochar@panam.edu. http://www.panam.edu/departments/english.** Position open until filled. **(FOO/01-05)**

UTPA is an EEO/AA employer.

Review of applications to begin December 11, 2000.

WABASH COLLEGE

Wabash College invites expressions of interest in the Owen Duston Visiting Minority Assistant Professorship. The appointment is directed at encouraging ethnic minorities to consider teaching and research careers at small liberal arts colleges. The visiting appointments, typically beginning in the fall semester, are made for one or multiple years depending on the candidate's area of expertise and the current and future needs of the College. The appointments carry a reduced teaching load of two courses per semester, while allowing the visiting professor to engage in all aspects of the College community. The visiting professors are invited to participate in the work of The Center of Inquiry in the Liberal Arts, which is located on the Wabash campus. The positions are designed to accommodate scholars both early in their careers (including ABD candidates) as well as those at more senior levels. The position is open to all ethnic minorities, who are U.S. citizens, having Ph.D., ABD or terminal degree in one of the following areas: African American Studies, Art (studio or history), Computer Science, English, Ethnic Studies, History (also anthropology or non-classical archeology), Latino Studies, Mathematics, Music, Philosophy, Psychology, Religion, Speech (rhetorical studies), Teacher Secondary Education, and Theater. Candidates who have areas of expertise that span more than one are encouraged to apply. Wabash College, a small liberal arts college for men, has a fall 2000 entering class with a 19% minority population. There is an established campus organization for African American students, the Malcolm X Institute, which has been active on campus for the last thirty years. The College will begin construction on a new home for the MXI in the near future. Wabash also has a growing Hispanic student population, a new area of study in Latin American issues and a strong Asian Religion program. Students are able to pursue areas of concentration in both Multicultural American Studies and Latin American Studies. The College is located within an hour of Indianapolis and three hours of Chicago. It is within an easy driving distance to Purdue University, Indiana University, and the University of Illinois. Crawfordsville is a mid-western town with fine schools and a strong sense of community. See www.wabash.edu for more information. Send a letter of interest, CV, transcripts, and three recent letters of recommendation to **Mauri A. Ditzler, Dean of the College, Wabash College, PO Box 352, Crawfordsville IN 47933-0352.**

AIM

Southeast
Missouri State University

Located in Cape Girardeau, Missouri, Southeast Missouri State University is a moderately selective, comprehensive regional state university. Southeast is an "engaged" university supporting a wide array of academic research & public service programs that enrich & extend the learning environment. Cape Girardeau is located on the Mississippi River less than 2 hours south of St. Louis & 3 hours north of Memphis, & serves as the major retail, wholesale, financial, medical, cultural, & educational center for southeast Missouri & southern Illinois.

Southeast Missouri State University has available faculty positions in the following areas:

Accounting,Finance,andBusiness Law
- Asst. or Assoc. Prof., Accounting (two positions)

Administrative Services
- Asst. or Assoc. Prof., Business Educ./OSM

Art
- Chair & Assoc. or Professor, Graphic Design
- Asst. Prof., Art Historian/Museum Educator
- Asst. Professor, Sculpture/3D Digital Design

Chemistry
- Assistant Professor, Separation Science

Computer Science
- Rank open (two positions)

Criminal Justice
- Assistant Professor

Educational Administration and Counseling
- Asst. or Assoc. Prof., Ed. Admin. & Leadership
- Asst. or Assoc. Professor, Counselor Education

Elementary, Early, and Special Education
- Assistant Professor, Early Childhood Education
- Assistant Professor, Elementary Education
- Assistant Professor, Special Education

English
- Assistant Professor, American Lit./Faulkner
- Assistant Professor, Secondary Education
- Assistant Professor, English Education
- Instructor, English Composition (two positions)

Health & Leisure
- Assistant Professor, Athletic Training
- Assistant Professor, Recreation

History
- Chair & Assoc. or Prof., Ancient/Medieval
- Asst. Prof., Historic Preservation/Public History
- Assistant Professor, U.S. History before 1850

Human Environmental Studies
- Assistant Professor, Interior Design
- Instructor, Interior Design

Industrial and Engineering Technology
- Asst. Prof. or Inst., Manufacturing Engr. Tech.
- Asst. Prof. or Inst., CAD/Drafting
- Asst. Prof., Technical Communication & STS

Kent Library
- Asst. Prof., Bibliographic Instruction/Reference

Management
- Asst. or Assoc. Prof., Business Strategy

Mass Communication
- Assistant Professor, Journalism

Mathematics
- Assistant Professor, Mathematics Education

Middle and Secondary Education
- Assistant Professor, Educational Foundations
- Asst. Professor, Middle School/Educ. Technology
- Assistant Professor, Reading & Literacy

Music
- Assistant Professor, Clarinet/Saxophone/Jazz
- Instructor, Flute/University Studies

Physics
- Assistant Professor, Physics/Engineering Physics

Political Science
- Assistant Professor, Comparative Politics

Psychology
- Assistant Professor, Clinical Psychology

Social Work
- Assistant Professor

Speech Communication and Theatre
- Chair & Assoc./Prof., Tech. or Musical Theatre
- Assistant Professor, Technical or Musical Theatre
- Assistant Professor, Theatre Costume Design

All candidates should be committed to the teacher/scholar model, public and University service, and a culturally diverse learning environment. For complete job descriptions and application information, visit the University's web site at:

http://www2.semo.edu/provost/faculty/positions

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

CENTRAL MICHIGAN
UNIVERSITY

General Information: Central Michigan University (CMU) is a comprehensive state university with 800+ faculty and an enrollment in excess of 25,000 students. CMU, recently classified, by the Carnegie Foundation as a doctoral/research-intensive university, is a growing student-focused university with opportunities for leadership and involvement for its entire team. Undergraduate, master's, doctoral programs are offered on CMU's 854-acre main campus located in Mt. Pleasant and via distributed learning at 65 sites across North and Central America through CMU's College of Extended Learning. CMU's web site is http://www.cmich.edu.

The College of Health Professions consists of three academic departments, i.e., Communication Disorders, Health Promotion and Rehabilitation, and Physical Education and Sport. It offers undergraduate and/or graduate degree programs in audiology, communication disorders, public health education and health promotion, health administration, school health education, physical therapy, physician assistant, health fitness, exercise science, substance abuse prevention, speech-language pathology, physical education, sport studies, athletic training, athletic coaching and sport administration delivered by 100+ faculty/staff. For more information on the college, including complete position descriptions, visit our web site at http://www.chp.cmich.edu.

The College of Health Professions invites applications from individuals holding appropriate doctoral degrees from regionally-accredited institutions. ABD or master's degrees may be considered in specified situations, as noted. Salary and benefits are competitive. Position vacancies are at the rank of Assistant Professor, unless otherwise specified, with a preferred starting date of August 2001. All faculty in the College of Health Professions are expected to direct graduate student research, develop and maintain a program of scholarly and creative activity that leads to sustained scholarly achievement and the pursuit of grant funding, perform service to the university and continue professional development and active engagement in their professional fields.

Send inquires or letter of application, current curriculum vitae and a list containing the names, addresses, and phone numbers of at least three references (unless otherwise noted) including addresses, telephone numbers and e-mail addresses (if available) to the search chair listed below. The review of qualifications will begin on October 15, 2000, unless specified otherwise, and will continue until the positions are filled.

PHYSICAL EDUCATION & SPORT

Sport Administration/Sport Studies Program: Full-time (10-month), tenure-track position. Required qualifications: doctoral degree in sport management/administration with an educational and employment emphasis in sports marketing or facility design; two years professional experience in management within the sport industry; evidence of progressive teaching experience in sport management; excellent oral and written communication skills and demonstrated research and scholarship. Preferred: demonstrated leadership skills, vision and collaborative skills to assist with administration and organization of a quality sport management program. Apply to **Marcia Mackey, Ph.D., Sport Management Search Committee, 175 SAC, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. Email:** Marcia.J.Mackey@cmich.edu.

Pedagogy/Sport Studies: One full-time (10-month), tenure-track position. Teach undergraduate and graduate courses related to sport skill development and analysis, sport psychology, sociology and history and physical education program planning and evaluation. Required: doctoral degree; one year teaching at the elementary/secondary school levels, university teaching experience; excellent oral and written communication skills and demonstrated research and scholarship. **Apply to Thomas L. Pennewell, Ph.D., Pedagogy/Sport Studies Search Committee, SAC 197, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. Email:** Thomas.L.Pennewell@cmich.edu.

Physical Education-Pedagogy: One full-time (10-month) tenure-track position. Teach undergraduate and graduate courses in an NCATE-approved program in instructional methods, curriculum, assessment/evaluation, motor skills teaching and research methods. Assist with academic advising, program development, student teacher supervision and collaborative work with schools. Doctoral degree required. At least three years teaching at the elementary/secondary school level, university teaching experience, excellent oral and written communication and demonstrated research and scholarship are required. Apply to **Gary W. Arbogast, Ph.D., Pedagogy Search Committee, SAC 177, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859. Email:** Gary.W.Arbogast@cmich.edu.

HEALTH PROMOTION AND REHABILITATION

Health Education. Three full-time (10-month) tenure-track Assistant/Associate Professor positions. Doctorate in Public Health, Health Promotion or Health Education preferred, ABD will be considered. Must have doctorate for tenure. A doctorate in a related field will be considered if the Master's degree is in Public Health. Current CHES certification or CHES certification required within two years. Other qualifications include demonstrated successful college teaching experience, experience in community health, and evidence of scholarly work (preferably in the area of community health process and methods). Responsibilities include teaching freshman through graduate courses, including process and methodology and/or content areas specific to community health, coordination of courses and labs in health education.

Position 1: Quantitative Applications, i.e., biostatistics, epidemiology

Position 2: Health Sciences, i.e., anatomy & physiology, pathophysiology, medical terminology

Position 3: Health Behavior, i.e., mental health, group and individual behavior change, addictive behaviors

Other considerations include evidence of obtaining grants, demonstrated leadership skills and proficiency in use of technology. Submit application, including current vita, statement of teaching philosophy and list containing the names, addresses and phone numbers of at least three references with e-mail addresses (if available) to **Jodi Brookins-Fisher, Ph.D., CHES, Health Education Search Chair, Health Promotion and Rehabilitation, 113 Pearce Hall, Central Michigan University, Mt. Pleasant, MI 48859, (517) 774-3392. E-mail:** Jodi.Brookins.Fisher@cmich.edu.

Health Administration Doctoral Program: Four full-time (12-month) tenure-track Assistant/Associate Professor positions. Compensation and initial appointment rank will be commensurate with academic credentials and record of professional accomplishment. The five primary instructional areas (undergraduate and graduate) include:

- **Quantitative/Statistics/Qualitative/Research Methods and Practice**
- **Organizational Development/Behavioral Leadership**
- **Epidemiological/Community Health/Population Health**
- **Health Economics/Finance/Reimbursement**
- **Informatics/Knowledge Management/Clinical Information Systems**

Required qualifications include a doctoral degree in a relevant discipline, e.g., Health Administration, Public Health, Health Policy and Management, etc.; ABD candidates considered, provided that the candidate's dissertation can reasonably be completed before the employment start date. Additional required qualifications include a record of demonstrated achievement in research and teaching; academic experience with graduate degree programs in health administration (doctoral level preferred), including program/curriculum development and/or revision, health administration course instruction and working with student thesis/dissertations. Desired qualifications include work experience in a healthcare setting (executive level preferred); networking, creativity, resourcefulness, organizational, collaboration and team-building experience; quality improvement skills, excellent written and oral communication skills; dedication in creating a progressive and relevant curriculum at the doctoral level for healthcare industry leaders; willingness to accept new challenges; prior experience in distance delivery (internet-based preferred) programs; demonstrated philosophical orientation toward quality, non-traditional approaches to education, and experience with specialized accrediting agencies. Review of applications will begin October 31, 2000, and continue until the positions are filled. The employment start dates for individual positions are negotiable. Submit application, including current vita, a statement of educational and administrative philosophy and a list containing the names, addresses and phone numbers of at least four references with e-mail addresses (if available) to **Mark Cwiek, J.D., Health Administration Search Committee, Health Promotion & Rehabilitation, 119 Pearce Hall, Central Michigan University, Mt. Pleasant, MI 48859, 517-774-1338. Email:** Mark.A.Cwiek@cmich.edu.

CMU, AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).

DEAN'S POSITION

Gaylord College of Journalism and Mass Communication

Edward L. & Thelma Gaylord Chair in Journalism and Mass Communication. The new Gaylord College of Journalism and Mass Communication at the University of Oklahoma is seeking a Dean. The Dean is responsible for effective, innovative leadership, administration and management of a dynamic academic unit with more than 700 majors, 22 faculty, and a professional staff of eight. Applicants with an established record of achievement are sought from both professional and academic fields of journalism and mass communication. Professional applicants should have significant executive level experience, a record of leadership, and demonstrated interest in education. Applicants from the academic community should have a distinguished publication record, impressive teaching credentials, and experience in administration. Nominations are encouraged. Applications should include a letter of interest, a resume and three letters of recommendation to :

Dean Steven M. Gillon, co-chair
Gaylord College Search Committee
1300 Asp Avenue
Norman, OK 73019

Applications will be reviewed beginning October 1, and the search process will continue until the position is filled.

The University of Oklahoma is an equal opportunity/affirmative action employer. Women and minorities are encouraged to apply. The University has a policy of being responsive to the needs of dual career couples.

MICHIGAN STATE UNIVERSITY

The College of Education and the Department of Intercollegiate Athletics announce a tenure system position to begin fall 2001.

Assistant Professor, Athletic Training

Contact Dr. Martha Ewing, (517)353-4652
mewing@msu.edu

A complete description is available at:
http://ed-web3.educ.msu.edu/college/jobs/default.htm.
Review of applications will begin November 1, 2000.

Minimum qualifications include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
MSU is an affirmative action/equal opportunity institution.

RICE

Assistant Professor of English, Cultural Studies

Assistant Professor with expertise in any aspect of contemporary visual culture, including performance studies, film and/or televisual studies. The position includes the opportunity to develop courses in all facets of popular culture at the graduate and undergraduate levels. Please send letter of interest, C.V., and abstract by **November 10, 2000, to Professor Helena Michie, Search Committee Chair, Department of English, MS-30, Rice University, 6100 Main Street, Houston, TX, 77005.** Please include e-mail address.

Rice University is an AA/EO employer.

www.rice.edu

Virginia State University is recruiting for qualified applicants for position of Assistant/Associate Professor of Spanish, position number FO154. This is a tenure-track position in the Department of Languages and Literature in the School of Liberal Arts and Education. Salary is negotiable and commensurate with education and experience.

DUTIES AND RESPONSIBILITIES: Teach twelve credit hours per semester with primary teaching load in elementary and intermediate level Spanish courses. Recruit and advise students. Additional responsibilities include research and service activities on departmental, school and university committees. Other duties as assigned by the Department Chairperson.

QUALIFICATIONS: To qualify, applicants must demonstrate a strong commitment to undergraduate instruction in Spanish language and literature at the elementary and intermediate levels. Applicants must have an earned Ph.D. and experience in undergraduate teaching. Experience in coordinating elementary and intermediate language courses would be helpful. A strong and appropriate record of advisement, research, scholarship, and service/outreach is required.

Interested persons should submit a letter of interest, resume/vita, official transcripts and three (3) letters of reference to Virginia State University, Office of Human Resources, Box 9412, Room 104, Virginia Hall, Petersburg, VA 23806. Review of applications will begin immediately. Applications will be accepted until position is filled. A Commonwealth of Virginia Application for Employment will be required prior to employment and can be downloaded at www.dpt.state.va.us/forms.htm. **Faxed and emailed applications will not be accepted. The successful applicant must pass a criminal background check.** Please visit our web page at www.vsu.edu.

VIRGINIA STATE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER

THE FLORIDA STATE UNIVERSITY SCHOOL OF SOCIAL WORK

The School of Social Work is seeking applicants for two tenure-track faculty positions for Fall, 2001. Possible substantive areas include: mental health, substance abuse, social work in health settings, and juvenile justice/corrections.

ASSISTANT PROFESSOR IN DIRECT PRACTICE: At least two years post-MSW practice experience and an earned doctorate in social work or a related field is required. Additionally, a demonstrated record of scholarship and research activity is required. Teaching experience at the undergraduate and graduate levels and skills in securing external funding are preferred. Candidates should be committed to excellence in teaching.

PROFESSOR: An MSW and an earned doctorate in social work or a related field is required. An exceptional record of scholarship, excellence in teaching, and securing external funding is required. Candidates should possess national and international recognition in their substantive field. A record of successful teaching is necessary.

Florida State University is a Carnegie Research I University that is committed to diversity, technology, and providing faculty with a supportive research infrastructure. The School of Social Work offers a doctoral program and CSWE-accredited undergraduate and master programs. Florida State University is located in Tallahassee, Florida's award winning capital city. Florida State University and the School of Social Work offer a competitive salary and benefits package commensurate with experience. The School of Social Work also offers a highly collegial atmosphere that is dedicated to maintaining a diverse faculty. Members of minority groups, women, and individuals with disabilities are strongly encouraged to apply. The application deadline is February 15, 2001. Qualified applicants should send a letter of application, curriculum vita, and names of three references to:

Chair, Faculty Affairs Committee
School of Social Work
The Florida State University
Tallahassee, FL 32306-2570
(850) 644-9599
(850) 644-9750 — FAX
E-mail: tsmith@mailer.fsu.edu
Website: http://ssw.fsu.edu

ASU
ARIZONA STATE UNIVERSITY

DEAN, COLLEGE OF EDUCATION
ARIZONA STATE UNIVERSITY
MAIN CAMPUS

Arizona State University invites applications and nominations for the position of dean of the College of Education (COE), Main Campus.

The dean reports directly to the senior vice president and provost, provides academic and administrative leadership and represents the college internally, across the state and nationally. The dean is expected to coordinate the college's efforts with school districts, other colleges, state and federal agencies, and local communities; encourage excellence in professional education and original scholarship, and demonstrate a commitment to successful collaboration with public schools. The dean is responsible for planning, organizing, directing, and coordinating all activities of the college in the normal administrative areas, including personnel, budget, program development, student academic affairs, scheduling, advisement, research, service, outreach, and space management and utilization.

Arizona State University is a multicampus comprehensive research institution with its main campus located in the city of Tempe in metropolitan Phoenix, a cosmopolitan, culturally-rich area of approximately three million people. It enjoys considerable community support. Over 10,000 of the university's more than 50,000 students are engaged in graduate studies.

The COE has a number of nationally respected programs and is engaged in an energetic effort to improve its already strong teacher education program and to connect more effectively to the schools. It is organized into three divisions (Curriculum and Instruction, Educational Leadership and Policy Studies, and Psychology in Education) and houses related centers and two clinics. Its more than 100 faculty offer B.A.E., M.A., M.C., M.Ed., Ed.S., Ed.D., and Ph.D. programs. Enrollment exceeds 2,600 FTE students with more than 2,300 undergraduate and 2,000 graduate majors. The total state budget is approximately $15 million; externally sponsored grants and contracts in the last fiscal year were near $7 million.

The successful candidate will possess an academic record that merits appointment as a professor with tenure. The candidate's record will demonstrate a commitment to excellence in scholarship, quality undergraduate and graduate instruction and an enhancement of faculty, student, and staff diversity. The individual will have relevant administrative experience, preferably in a major research university, and will have demonstrated understanding of research, instructional, and service needs of public education.

Desired qualifications: demonstrated leadership, organizational and management skills; effectiveness in written communication; and proficiency in budgeting and resource management; strong interpersonal relationship skills and an ability to work effectively in shared governance with faculty, staff, students, and administrators; and a commitment to team administration, including an ability to support group objectives and to take institutional perspectives on academic programs.

This position is a full-time, 12-month academic administrative appointment with a preferred starting date of July 1, 2001. The date is negotiable. The salary is competitive.

The review of applications will begin **January 15, 2001**. Applications and nominations received after this initial deadline will be reviewed on a biweekly cycle as necessary until the position is filled.

Candidates are asked to supply their curriculum vitae, a letter of interest, and names, addresses, and telephone numbers of three references who are qualified to comment on scholarship, teaching, and administrative ability. References will only be contacted after consultation with the candidate. Nominations and applications must be addressed to:

Patricia White, Chair
College of Education Dean Search Committee
Office of the Senior Vice President and Provost
Arizona State University
P.O. Box 872803
Tempe, AZ 85287-2803

• Arizona State University is an Equal Opportunity, Affirmative Action Employer •

ASSISTANT/ASSOCIATE PROFESSOR PHARMACOLOGY & TOXICOLOGY

THE UNIVERSITY OF KANSAS

Applications are invited for a tenure-track position as an Assistant/Associate Professor of Pharmacology & Toxicology in the School of Pharmacy. The Pharmacy School at the University of Kansas ranks fourth nationally in NIH research funding among all such schools. The Department is recruiting a faculty member possessing a Ph.D., M.D., or equivalent degree and experience in transgenics, pharmacogenomics or proteomics. All applicants should have expertise in developing transgenic animal models, experience in establishing/operating a transgenic animal facility or some aspect of functional genomics, i.e., microarray analysis, proteomics, genome scanning. Applicants for an Associate Professor should have an externally funded research program. All faculty are expected to participate in collaborative research projects and teach at the graduate and undergraduate levels. Excellent core facilities exist including those for DNA sequencing, protein analysis, peptide synthesis, fermentation cell culture, hybridoma production, confocal and electron microscopy, molecular modeling, NMR, mass spectroscopy, X-ray crystallography and an excellent, spacious, low-cost animal care facility conveniently located in the basement floors of Malott Hall. Under-represented minorities and women are encouraged to apply. Send curriculum vitae, a description of research plans, and the names of 3 references to: **Dr. Rick T. Dobrowsky, Dept. of Pharmacology & Toxicology, Univ. of Kansas, 5064 Malott Hall, Lawrence, Ks. 66045-2505; e-mail: dobrowsky@ukans.edu.** Review of applications begins Nov. 15, 2000 and will continue until the position is filled.

The University of Kansas
is an Equal Opportunity Employer.

Howard Community College

DIRECTOR OF FINANCIAL AID & VETERANS' AFFAIRS

Recruitment #1043-440

The director is responsible for all aspects of Financial Aid and Veterans' Affairs. Must be fully knowledgeable of all federal and state regulations, and informed on all Title IV regulations, updates, and trends as they pertain to institutional, program and student eligibility.

Represents the college in annual audits and program reviews. Bachelor's degree required (Master's preferred); a minimum of 5 years experience in the administration of financial aid; demonstrated managerial, organizational, interpersonal and communication skills and excellent problem-solving and writing skills. Please submit cover letter addressing criteria above. Review of resumes will commence November 13, 2000.

HOWARD COMMUNITY COLLEGE
Office of Human Resources
10901 Little Patuxent Parkway
Columbia, MD 21044
Jobs Hotline: 410-772-4010
TDD: 410-772-4906
FAX: 410-772-4447
E-mail: jobbank@howardcc.edu

HCC is an Equal Employment Opportunity & Affirmative Action employer & values diversity within its faculty, staff & student population.

West
Chester
University

Position Announcements

I. Associate Vice President for Sponsored Research and Faculty Development

II. Dean of Undergraduate Studies and Student Support Services

West Chester University of Pennsylvania invites applications and nominations for the position of Associate Vice President for Sponsored Research and Faculty Development and for the position of Dean of Undergraduate Studies and Student Support Services.

Position I- Associate Vice President for Sponsored Research and Faculty Development

Qualifications: Doctorate in a suitable discipline required, at least 8 years' experience as a university faculty member and/or in academic administration. Experience with grant applications and externally funded research is required. Preference given for experience with faculty development, strong interpersonal skills and the ability to work cooperatively with diverse segments of the academic community. Commitment to the Teacher-Scholar Model is required.

Responsibilities: This is a management position and reports directly to the Vice President for Academic Affairs/Provost with supervision of 1.5 FTE support staff. Primary responsibilities include:

Provide leadership for expanding the university's sponsored research programs,
Provide leadership and advocate for a broad-based program of faculty development,
Increase contact with funding agencies to improve university visibility and credibility with those agencies,
Develop programs to assist faculty and professional staff in securing external funding opportunities,
Stay current with existing and new guidelines and regulations and ensuring compliance for funding,
Exercise fiscal responsibility/oversight of grants, contracts, and indirect costs funds,
Enhance the diversity of faculty through oversight of the Frederick Douglass Teaching Scholars program and the Curriculum Integration Seminar,
Collaborate with deans and other university offices to enhance faculty development,
Coordinate the new faculty orientation programs and the University Festival,
Actively participate in internal governance by serving as a member of Deans' and President's Councils and provides oversight to the Institutional Research Risk Committee and work closely with various campus committees,
Promote activities to expand student-faculty research programs

Applications will be handled confidentially. Review of applications will begin on November 30, 2000 and will continue until the position is filled. No faxes or electronic mail applications accepted. The entrance salary is in the range of $75,000 and is dependent on qualifications and experience, and includes an excellent fringe benefits package. To be considered as a finalist, candidates must successfully complete the interview process.

Position II- Dean of Undergraduate Studies and Student Support Services

Qualifications: Doctorate in a suitable discipline required, at least 8 years' experience as a university faculty member and/or academic affairs administrator. Preference given for experience with: developmental education, management of direct services provided to students, and collaborative efforts with Student Affairs.

Responsibilities: This is a management position and reports directly to the Associate Provost and includes the supervision and leadership for the Division of Academic Programs and Services comprised of the Academic Development Program, Learning Assistance and Resource Center, PreMajor Advising Center, and the Office of Services for Students with Disabilities. Primary responsibilities include:

Provide leadership for the Division of Academic Programs and Services and exercise fiscal responsibility-including oversight of grants,
Provide leadership and advocate for a model of student success in collaboration with the Division of Student Affairs consistent with university's strategic plan,
Develop programs and work with other university departments to enhance undergraduate Advising and facilitate the work of the Undergraduate Advising Council,
Promote activities to expand the Learning Communities program,
Assist the Division of Academic Affairs in meeting the university's Performance Outcomes and Plan,
Serve as Dean to the faculty in Educational Services department,
Actively participate in internal governance by serving as a member of Deans' and President's Council, the ADA Compliance Committee, Retention Committee and the Developmental Education Council.

Applications will be handled confidentially. Review of applications will begin on November 30, 2000 and will continue until the position is filled. No faxes or electronic mail applications accepted. The entrance salary is in the range of $80,000 and is dependent on qualifications and experience, and includes an excellent fringe benefits package. To be considered as a finalist, candidates must successfully complete the interview process.

To Apply: Applicants must submit a letter of interest (indicate which position) and a description of relevant professional accomplishments, a current resume, and names, addresses, e-mail addresses and telephone numbers of at least five professional references to:

Employment Manager
c/o Search Position Title
201 Carter Drive
West Chester University
West Chester PA 19383
610-436-2800

About the University: West Chester University is a public, regional, comprehensive university and one of fourteen campuses of the Pennsylvania State System of Higher Education. WCU has an enrollment of 12,000 students and is supported by 1400 faculty and staff operating under collective bargaining agreements. The university is located 25 miles west of Philadelphia, 17 miles north of Wilmington, and strategically located in the center of the mid-Atlantic corridor between New York City and Washington, DC, and its major cultural and commercial institutions and recreational activities.

West Chester University is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply. For more information about the University, see our web site at. **http://www.wcupa.edu**

The Institute for Community Inclusion at UMass Boston is currently seeking applicants for two vacancies:

EDUCATIONAL SPECIALIST

The incumbent works on a grant designed to prepare pre-service educators for dual general and special education teacher certification in order to improve access to and progress in the general curriculum for students with high incidence disabilities in urban high schools. S/he will: recruit graduate students, manage student affairs (stipends, internships, etc.); act as liaison with faculty and technical staff in developing web-based learning environments and student forums; supervise pre-service educators in pre-practicum and practicum placements; help program graduates find employment. **QUALIFICATIONS:** MA in education and/or special education and at least 5 years of full-time professional teaching in urban secondary schools in a general curriculum (including those with disabilities). Current knowledge of issues in urban education, school reform and inclusive education. Knowledge of federal special education law and state regulations. Familiarity with educational pre-service training practices. Ability to travel statewide. Strong writing and oral communication/ presentation skills. **Hiring Salary Range: $34,967-$41,086. Normal Starting Salary Range: $34,967-$38,026.** Search 505-140.

EMPLOYMENT TRANSITION SPECIALIST

Works with 5 urban high schools to build their capacity to assist students with disabilities develop career aspirations and secure competitive employment. S/he: coordinates all operations of student support team in one or more urban school districts; provides guidance of case management services provided by adult service agencies and high school instructors for individual, transition-aged students with cognitive disabilities; assists school personnel in developing individual placements and ongoing supports to maintain students in their jobs. **QUALIFICATIONS:** MA in secondary education, special education and/or rehabilitation counseling. Experience working in high schools with transition-aged youth with moderate and severe cognitive disabilities. Experience using natural supports in competitive employment settings and in developing job accommodations for employees with significant disabilities. Knowledge of School-to-Career, Career Majors, Schools That Work initiatives. Proven interpersonal and teamwork skills. Ability to travel statewide. **Hiring Salary Range: $34,967-$41,086. Normal Starting Salary Range: $34,967-$38,026.** Search 510-140.

Send resume, cover letter and names, addresses and telephone numbers of three references to: UMass Boston, Human Resources, Search #, 100 Morrissey Blvd., Boston, MA 02125. An Affirmative Action, Equal Opportunity, Title IX employer.

UMass Boston

ILLINOIS

The Department of Classics, University of Illinois at Urbana-Champaign, has been authorized to appoint a full-time, tenure-track assistant professor effective 8/21/01. Ph.D. in Classics or related field is required by that date. Candidate will combine a strong scholarly emphasis on Latin and Greek with a willingness to help build bridges between Classics and related disciplines. Emphasis on teaching abilities with substantial teaching experience preferred. Duties include teaching each semester one large undergraduate lecture course in Classical Civilization and a second course, which may be either at the graduate or the undergraduate level. Candidate is expected to pursue an active program of research and publication. Complete dossier must be received by 11/10/00 for full consideration. Contact: **Prof. Gary Forsythe, Chair of Classics Search Committee, College of Liberal Arts and Sciences, UIUC, 294 Lincoln Hall, 702 S. Wright St., Urbana, IL 61801. Tel: 217/333-1350. Fax: 217/333-9142. Email: t-davis@staff.uiuc.edu.**

AA/EOE

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

The Dept. of English at Southern Illinois University in Edwardsville, a medium-size state university in an attractive eastern suburb of St. Louis, is conducting five searches for full-time faculty: Chair, fiction writer, specialist in composition research methodology, and two linguists (TESL methodology and SLA).

Visit us at

www.siue.edu/ENGLISH

AA/EEO

Texas A&M University-Corpus Christi

Job#1-012

BURSAR

Texas A&M University-Corpus Christi is accepting applications for the position of Bursar within the Fiscal Affairs Department, reporting to the Assistant VP for Finance & Administration and Comptroller. The Texas A&M University-Corpus Christi campus is located on a 240-acre island surrounded by the warm waters of Cayo del Oso and Corpus Christi Bay just 10 miles from downtown Corpus Christi. A&M-Corpus Christi is one of the fastest growing campuses in the Texas A&M University System, with an enrollment of approximately 7,000 students. The University's modern facilities include over $120 million in new construction within the last five years.

Salary: Flexible based on qualifications.

Required: Bachelor's degree in Business Administration or a related field. Five (5) years of experience requiring working knowledge of accounting principles and practices utilizing a broad knowledge and understanding of various software applications. Any equivalent combination of education and experience may be considered. Demonstrated applied knowledge of sound principles of organization and management. Working knowledge of fund accounting, data processing, collections and cash management operations. Proven ability to prioritize and organize a complex workgroup. Demonstrated supervisory experience. Ability to establish and maintain effective working relationships with students, faculty, staff and the general public.

Preferred: Experience in a public university with IA Plus student billing system.

Duties: Assesses and collects tuition, fees and other revenues. Supervises Business Office operations. Implements and maintains compliance with applicable state, federal and local regulations. Performs related duties as assigned.

To apply: Submit a Texas A&M University Application for Employment a letter of interest, resume and names, addresses and telephone numbers of three professional references to **Human Resources, Texas A&M University-Corpus Christi, 6300 Ocean Drive, Corpus Christi, Texas 78412. (361) 825-2630 Fax: (361) 825-5871 hrweb@falcon.tamucc.edu http://www.tamucc.edu/** To ensure full consideration, application materials should be submitted prior to November 1, 2000 Applications will be accepted until the position has been filled.

THIS IS A SECURITY SENSITIVE POSITION. CONTINUED EMPLOYMENT IS CONTINGENT UPON A SUCCESSFUL BACKGROUND INVESTIGATION.

COLLEGE OF LIBERAL ARTS

Iowa City, Iowa

A LEADER IN

Equality * Diversity * Excellence

TENURE-TRACK FACULTY POSITIONS

The University of Iowa values diversity among students, faculty, and staff. The University believes that a rich diversity of people and their many points of view enhance the quality of the educational experience and work environment.

During 2000-01, 21 departments in the College of Liberal Arts are searching to fill 42 faculty positions at both senior and junior ranks, with appointments to begin 2001-02. Information on each faculty position is available at the College's web site, **www.uiowa.edu/~libarts.**

The UI is an Affirmative Action/ Equal Opportunity Employer. Women and minorities are encouraged to apply.

DEPAUW
UNIVERSITY

We are a nationally distinguished liberal arts college with a School of Music.
We invite you to join our multicultural campus with a student enrollment of about 2100 and a student-faculty ratio of 10:1.
Dedication to undergraduate teaching and liberal arts education is essential.

Positions to begin in the Fall of 2001

TENURE TRACK POSITIONS

Department Name	Position	Selection of Finalists to begin
Biology	Developmental	December 1, 2000
Biology	Physiology	December 1, 2000
Chemistry	Inorganic	November 1, 2000
Computer Science	1 or 2 positions	November 1, 200
Education	Elementary (2 positions)	November 1, 2000
Geology and Geography	Environmental Geology	November 1, 2000
Modern Languages	French	November 15, 2000

THREE-YEAR TERM POSITION

Modern Languages	Spanish	November 15, 2000
Chemistry	Biochemistry	January 15, 2001

Selection of finalists will begin on the date listed and review of completed applications will continue until the position is filled. Candidates should have a Ph.D. for Assistant Professor or ABD for Instructor. In exceptional cases, more senior candidates will be considered for appropriately more senior appointments. For further information about these positions and other positions that will become available visit our web site at http://www.depauw.edu/admin/acadaffairs/facemploy.htm.

OTHER POSITIONS

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135.** nabraham@depauw.edu

DePauw University is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and under represented groups

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UNIVERSITY OF
WYOMING

DEAN - COLLEGE OF BUSINESS

The University of Wyoming invites nominations and applications for the position of Dean of the College of Business. Preferred qualifications include an earned doctorate, expertise in at least one of the disciplines represented in the College, a distinguished record of teaching and scholarship consistent with a tenured appointment as Professor, and evidence of strong administrative ability.

The College of Business, centered in Laramie, is AACSB accredited at both the undergraduate and graduate levels. It includes Departments of Accounting, Economics and Finance, and Management and Marketing. It is home to 45 faculty and 1100 students. In addition to baccalaureate degrees in disciplines represented by the academic departments, the College offers the M.B.A., M.S. degrees in Accounting, Economics, and Finance, and a Ph.D. in Economics. The College recently initiated an M.S. in e-Business, and it delivers a growing array of off-campus and on-line instruction, including undergraduate and graduate courses in business administration and real-estate certification. Also of increasing importance are the international dimensions of business education. More information is available at the College's Web site, **http://business.uwyo.edu.**

Complete applications include a cover letter, curriculum vitae, names and contact data for at least three professional references, and a brief narrative summarizing the candidate's administrative experience and interest in the University of Wyoming. The search committee will begin screening on November 10, 2000; however, applications will be accepted until the position is filled. We expect to make an appointment effective August 1, 2001. Please send all nominations and applications to **Dr. Myron B. Allen, Associate Vice President for Academic Affairs, University of Wyoming, Laramie, WY 82071-3302.** More information about the University and its regional setting is available on the University's Web site, **http://www.uwyo.edu.**

The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

NORTH PARK UNIVERSITY

The Communication Arts Department at North Park University in Chicago invites applications for a tenure-track assistant professor position in Media Studies. The position is contingent upon funding. Candidates should hold a Ph.D. in communication studies, radio-tv-film or a closely related field; have experience in both video production and teaching; and have an interest in community-based media. Candidates should be prepared to teach courses in media production, writing for mass media, media history, media theory and analysis, and the documentary tradition.

North Park University is an urban, private, Christian university with 1350 undergraduates and 900 students in graduate and professional programs. The university, sponsored by the Evangelical Covenant Church, is a Christian intellectual community dedicated to serving the city. Candidates should be able to articulate their understanding of how Christian faith and learning interface in academic disciplines and teaching.

North Park University maintains a diverse faculty and student body and encourages applications from women and candidates from ethnically diverse backgrounds.

Applicants should send a letter of interest, a vita, a statement of faith and learning, and the names of three references by December 15, 2000, to:

Dr. Robert Hostetter
Chair, Communication Arts Dept.
North Park University
3225 W. Foster Avenue
Chicago, IL 60625

For further information, contact **rhostetter@northpark.edu** or **www.northpark.edu**

Plattsburgh State University of New York invites applications for Fall 2001 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: Chair, Search Committee (PJ#___), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

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CHEMISTRY

Analytical Chemistry (PJ# 2480-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. in an appropriate field; broad background in that field (environmental chemistry preferred); a strong desire to teach undergraduates and to develop a research program involving undergraduates. Review of applications begins January 5, 2001. Additional application materials: a research proposal and a statement of teaching philosophy.

Biochemistry (PJ# 2483-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. in an appropriate field; broad background in that field; a strong desire to teach undergraduates and to develop a research program involving undergraduates. Review of applications begins January 5, 2001. Additional application materials: a research proposal and a statement of teaching philosophy.

Organic Chemistry (PJ# 2479-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. in an appropriate field; broad background in that field; a strong desire to teach undergraduates and to develop a research program involving undergraduates. Review of applications begins January 5, 2001. Additional application materials: a research proposal and a statement of teaching philosophy.

COMMUNICATION DISORDERS & SCIENCE

Speech-Language Pathology (PJ# 2429-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. or Master's and ABD/Ph.D. within two years required; CCC-SLP; eligible NY License. Experience with ESL, teaching technology desired. Responsibilities: Teach undergraduate and graduate courses in language development and language disorders; research; supervision; advising; and university/community service.

ENGLISH

19th Century American Literature (PJ# 2472-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. awarded by August 2001; publication or promise of sustained scholarly productivity; evidence of successful college teaching; commitment to university service. Responsibilities: Composition/writing courses; general education courses; core courses; upper-division literature courses. Secondary teaching interests will be considered and should be indicated in the cover letter. Review of applications begins November 1, 2000. Additional application materials: writing sample.

FOREIGN LANGUAGE & LITERATURE

Spanish (PJ# 2471-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D. in literature and cultural studies of Spain; Golden Age and 20th Century periods; foreign language pedagogy a plus; native or near-native proficiency in Spanish and English. Preference will be given to candidates who demonstrate achievement in both teaching and research. Responsibilities: Teach 3 language and literature classes at all levels per semester; student advising; and committee work. Review of applications begins November 15, 2000.

NURSING, FOOD & NUTRITION

Nursing (PJ# 2438-808)

ASSISTANT PROFESSOR-Qualifications: Master's degree in nursing with specialization and/or teaching experience in medical-surgical nursing and eligibility for New York RN licensure are required. Responsibilities: Teaching in the classroom and clinical instruction, involving supervision of students in direct care experiences in health care agencies as well as the design and implementation of alternative clinical learning experiences such as computer simulation. Participation in the Department's distance learning program is an expectation. This position will also be responsible for student advisement, scholarship, and service activities.

PSYCHOLOGY

School Psychology (PJ# 2478-808)

ASSISTANT PROFESSOR-Qualifications: An earned doctorate (Ph.D., PsyD or Ed.D.) in school psychology and the requisite training and experience for certification as a School Psychologist in New York State are required. Expertise in problem solving consultation and applied behavior analysis is desirable; however, applicants with expertise in any area of School Psychology will be given full consideration. Responsibilities: teaching graduate courses in the School Psychology program and undergraduate courses in the successful candidate's area of expertise; developing and maintaining an active research program that engages undergraduate and graduate students in meaningful roles in the research process; and supervising School Psychology Interns and Practicum students, and engaging in community outreach appropriate to practicum and/or intern supervision of School Psychology graduate students. Additional application materials: reprints, a statement of teaching philosophy, and evidence of teaching ability.

SCHOOL OF BUSINESS & ECONOMICS

Accounting (PJ# 2464-808)

ASSISTANT/ASSOCIATE PROFESSOR-Qualifications: Applicants at the Assistant level must have doctoral degree (or near completion) in Accounting. Applicants at the Associate level must have an earned doctorate in Accounting, a record of recently published research, and minimum of three years teaching experience. CPA and other certifications are desired. Responsibilities: Teaching responsibility open to all areas of accounting, auditing, information systems and taxation; scholarly activity is required.

SOCIAL WORK

Field Instruction (PJ# 2442-808)

LECTURER (DIRECTOR OF FIELD INSTRUCTION)-Qualifications: MSW from accredited program; 5 years post-master's practice experience; experience in field instruction in a CSWE accredited (or candidacy status) BSW program; experience in and knowledge of the service system of the North Country, NY region; college-level teaching experience; administrative experience. Preferred qualifications include experience as a director of field instruction in a BSW program and demonstrated commitment to scholarship. Responsibilities: the Field Instruction component of an undergraduate social work program; BSW level teaching, student advisement, college and community service, and scholarship.

THEATRE

Theatre/Performance (PJ# 2481-808)

ASSISTANT PROFESSOR-Qualifications: Ph.D., DFA, or MFA with demonstrated commitment to teaching; demonstrated experience in genres of dance and the directing of plays; ability to teach directing and acting is desirable. Responsibilities: Teach primary courses within the dance/performance program, as well as courses in theatre history and theory; direct a main-stage dramatic production and choreograph within the dance program each year. Review of applications begins November 15, 2000.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

Tenure Track Positions
Starting Date: August 27, 2001

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. To achieve this goal, we aggressively seek to recruit minority faculty members who will be given serious consideration for filling 31 tenure track positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The University is an equal opportunity, affirmative action employer encouraging diversity.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching must be demonstrated by presenting a seminar or lecture during an on-campus interview. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Rank and salary are commensurate with experience.
For further information, including complete job descriptions, visit our Web Page at:
http://www.wcupa.edu/vacancies

Departments With Positions Available:

Department	Contact Person	Phone Number
Accounting	Carol Smith, CPA	610-436-2812
Anthropology/Sociology	Paul Stoller	610-436-2840
Art	Peggy Schiff-Hill	610-436-2755
Chemistry	John Mangravite	610-436-2982
Communication Studies	Anita Foeman	610-436-2114
Communicative Disorders	Mariele Koenig	610-436-3218
Computer Science	James Fabrey	610-436-2595
Early Childhood and Spec. Ed.	Catherine Prudhoe (Early Child)	610-436-3071
Early Childhood and Spec. Ed.	Donna Wandry (Spec. Ed.)	610-436-3431
Economics and Finance	Dan Mohan	610-436-3468
Elementary Education	George Maxim	610-436-2944
English-Composition/Rhetoric	Alan W. France	610-436-2467
English-18th Century	Cheryl Wanko	610-436-2389
English-TESL/TEFL and Ling.	Cheri Micheau	610-436-2916
Foreign Languages	Jerome Williams	610-436-2700
Geography/Planning	James P. Lewandowski	610-436-2343
Geology/Astronomy	Richard Busch	610-436-2716
History	Robert J. Young	610-436-2654
Kinesiology	Emlyn Jones	610-436-2260
Literacy	Susan Caroff	610-436-2877
Management	Evan Leach	610-436-2305
Mathematics	Frank Grosshans	610-436-1078
Nursing	Betty Petit de Mange	610-436-3473
Physics	Robert Hawkes	610-436-2273
Political Science/MSA	R. L. Bernotsky	610-436-2286
Psychology	Stefani Yorges	610-436-3154
Professional and Sec. Ed.	John Kinslow	610-436-3108
Social Work –Grad	Gwenelle O'Neal	610-738-0342
Social Work – UG	Richard W. Voss	610-436-2785
Sports Medicine	Neil Curtis	610-436-2119

ASSISTANT/ASSOCIATE DIRECTOR
COORDINATOR INTERNATIONAL ADMISSION

We seek an experienced admission professional to work with university constituents to enhance and increase international enrollment. Responsibilities include developing and implementing a strategic marketing plan and budget, coordinating processing of applications for international admission, collaborating with other university departments serving international students and evaluating applicant credentials.

The successful candidate should possess a bachelor's degree, extensive experience in selective college admission, preferably international admission, evidence of excellent written and verbal communication skills, prior experience with admission databases and market research, and understanding of required international documents and visa issues.

Butler offers a full range of benefits including a tuition benefit for employees and eligible dependents. For additional information regarding the university see our website at **www.butler.edu**

Send resume, cover letter, references, and salary expectations to **Organizational Development #569h, 4600 Sunset Avenue, Indianapolis, IN 46208.**

Butler is an equal opportunity educator and employer.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

NORTH IDAHO COLLEGE

DIRECTOR OF ADMISSIONS

Located on the spectacular shores of Lake Coeur d'Alene in Coeur d'Alene, Idaho, and surrounded by mountains, the campus is one of the most stunning community college settings in the country. You will lead a team of six professionals, continuing the tradition of attracting excellent students. Salary range: $40,815-$56,278. For application materials, call (208)769-3304, or email humanresources@nic.edu. Open until filled.

NIC is an affirmative action/equal opportunity employer.

CORNELL UNIVERSITY
ASSISTANT PROFESSOR

The College of Human Ecology, Cornell University seeks applicants for a tenure track assistant professor in the area of life course studies. One area of emphasis is in the Department of Human Development. The successful candidate will actively participate in the activities of the Bronfenbrenner Life Course Center and will develop links with other departments in the College of Human Ecology and Cornell University. The successful candidate will focus on the social and/or psychological antecedents and consequences of life course transitions. The ability to determine the nature and consequences of a variety of types of transitions, including but not limited to transitions involving school, work, family, and community during later life, midlife, or adolescence will be required.

Qualifications: Responsibilities include teaching three courses per year, supervising student research, and maintaining a rigorous, highly productive, and externally funded program of empirical research that will contribute to the department and college reputation in the life course area.

Salary: Negotiable depending on experience and qualifications, with competitive benefit package.

Contact: Send curriculum vita, samples of research, and three letters of recommendation to:

April Kampney, Dir. Human Resources
College Human Ecology, Cornell University
Ithaca, New York 14853

For first consideration send materials by December 10, 2000.

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu

BRYANT COLLEGE

FACULTY POSITIONS

Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting.

Bryant College in Smithfield, RI, located 15 minutes from Providence and one hour from Boston, seeks the following Assistant Professor level, tenure-track positions.

Accounting Information Systems
Ph.D. in Accounting (preferably with concentration in information systems or computer sciences). Teaching experience and ability to publish in refereed journals required. Professional certifications and interest in teaching one International Accounting course/year as a support area are desirable.

English **Communication.** Ph.D. in communication. Specialization should include Organizational and Small Group communication.

Early American Literature. Ph.D. in appropriate field. Specialization should encompass emergent pre-Civil 'War American Literature of the nineteenth century and other literature of early America including materials from Native Americans and continental European colonials.

Literary Theory and Comparative Literature (European). Ph.D. in appropriate field. Specific area of expertise open, with preference for Continental European and Cultural Studies.

Humanities and Performance Theory. Ph.D. in appropriate field. Specific field of expertise open, with preference in comparative performance studies.

Finance Ph.D. required. Teaching and research interests in banking and/or financial services preferred, but applicants in all areas of specialty are urged to apply. The Finance Department is responsible for the finance component of the business core as well as servicing the needs of students concentrating in Finance and Financial Services.

Management Ph.D. required in Policy/Strategy area. Teaching undergraduate and graduate capstone course.

Mathematics Ph.D. required in related field. Preference to candidates with demonstrated interest in the actuarial field. Interest in business- related fields such as statistics, finance, or operations research also a strong consideration.

Psychology Ph.D. in Psychology with specialization in appropriate areas. Teaching responsibilities for both positions include: general psychology and research methods.

Cognitive Psychology - Cognitive Psychology and a course in a cognitive specialty area with an applied emphasis required.

Health Psychology - Health psychology and a course that emphasizes biopsychology required.

Active screening begins on December 15, 2000 and will continue until the positions are filled. Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to

Human Resources Office-H
Bryant College
1150 Douglas Pike
Smithfield, RI 02917-1284

Applicants should have a strong commitment to excellence in teaching, research and service, and to intellectual contributions, as defined by AACSB Standards. Teaching experience and a demonstrated record of continuing publications in refereed journals required.

Excellent benefits, and AACSB-competitive salaries. Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty, and women and minority are strongly encouraged to apply.

Bowling Green State University

Dean

College of Education and Human Development

Bowling Green State University invites applications and nominations for the position of Dean of the College of Education and Human Development. The four schools comprising the College are: 1) Education and Intervention Services, 2) Family and Consumer Sciences, 3) Human Movement, Sport and Leisure Studies, and 4) Leadership and Policy Studies. Accredited by NCATE and NCA, the College provides one of the largest and most comprehensive teacher-education programs in the country, has nationally ranked graduate education programs, and an excellent record in funded research. The College has two highly successful university research centers in evaluation research and transformative education and enjoys a prominent reputation for preparing students for a full range of professional careers. (For more information, visit our web site at: www.bgsu.edu.)

Incorporated into the vision of the College is a commitment to developing a dynamic community of lifelong learners and leaders who celebrate the interconnections among individuals and disciplines in pursuit of improving society and the human condition. Central to this ideal is dedication to inquiry, reflection, risk-taking, collaboration and partnership, and equity.

Major responsibilities: BGSU is looking for outstanding candidates with the vision, skill, and motivation to lead the College in these endeavors. As one of eight Deans administratively responsible to the Provost and Vice President for Academic Affairs, the successful candidate will be expected to:

- demonstrate leadership in supporting competitive undergraduate and graduate programs;
- provide direction to current and future initiatives in teaching and learning;
- sustain the College's vitality, growth and rigor of established and new research, scholarship, and creative activities;
- initiate and foster enhanced opportunities for interdisciplinary and intercollegiate pursuits;
- implement and administer comprehensive recruitment and retention plans for faculty, staff, and students commensurate with the College and University missions;
- oversee the effective management of day-to-day operations;
- establish meaningful articulation across all levels of education through partnerships with schools, other colleges and universities, community organizations, industry, and government; and
- assume a leadership role in development from public and private sources.

Minimum qualifications: The candidate's curriculum vitae must clearly evidence:

- an earned doctorate;
- distinguished credentials in teaching, scholarly research/creative activity, and service meriting appointment with tenure at the rank of professor;
- a minimum of three to five years in academic leadership roles in a University setting; and
- a record of successful development activity involving public and private sources.

Preferred qualifications: The successful candidate should also demonstrate:

- comprehensive understanding of national and state trends and issues in education and human development;
- knowledge of and experience with technological innovations in education;
- success in fostering interdisciplinary and intercollegiate collaborations in research and teaching; and
- commitment to promoting diversity.

Application process: Applications and nominations will be accepted until the position is filled; screening of candidate credentials will begin November 6, 2000. References will be treated in a confidential manner and will not be contacted until advanced stages of screening. Interested individuals should send: 1) a cover letter addressing the stated responsibilities and qualifications; 2) a current curriculum vitae; and 3) the names, addresses, telephone numbers, and e-mail addresses of five references to:

Dr. Steven Ballard, Search Committee Chair
c/o Dr. Carol Engler, Executive Assistant to the Provost
Office of the Provost and Vice President for Academic Affairs
230 McFall Center
Bowling Green State University
Bowling Green, OH 43403
Phone: (419) 372-2917

Bowling Green State University aspires to be the premier learning community in Ohio and one of the best in the nation. Located within convenient distance of Toledo, Ann Arbor, Detroit, and Cleveland, the University affords unique cultural and employment opportunities. BGSU is an affirmative action/equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

University of Northern Colorado

College of Arts and Sciences

We are hiring for full-time faculty positions starting August 20, 2001 in the following departments and programs:

Biological Sciences
English
Geography
Hispanic Studies (includes Spanish and
  Mexican American Studies)
History
Journalism and Mass Communications
Mathematical Sciences
Philosophy
Political Science
Psychology
Social Science
Sociology
Speech Communication
Women's Studies

For a complete vacancy announcement giving position and application details, please see Vacancies on the College's web site: **http://asweb.unco.edu.** All positions are contingent upon adequate funding from the state legislature and final approval by the Board of Trustees. All positions may include teaching assignments in off-campus state wide programs and/or partnership school activities. For more information about the University of Northern Colorado please visit our home page at: **http://www.unco.edu**

UNC is an AAEO employer and is committed to fostering diversity in its student body, faculty and staff. The Employee Relations Office is located in Carter Hall 2011.

Monroe Community College

ASSESSMENT COUNSELOR (Bilingual, English/Spanish)

The Monroe Community College Work and Learn Center seeks applications for the position of Assessment Counselor, bilingual, English/Spanish (to assist with the administration and interpretation of assessment tests and the development of recommendations for participants' employability development plan - EDP). For complete list of job responsibilities, qualifications, and application information, see our website at http://www.monroecc.edu (A-Z Index ,E for Employment Opportunities).

Screening to commence November 6, 2000.

AA/EOE/SUNY

UtahState UNIVERSITY

EARLY CHILDHOOD EDUCATION

Utah State University seeks an individual for a tenured, full professor as the Emma Eccles Jones Center for Early Childhood Education Endowed Chair.

See **http://personnel.usu.edu** (2-159) for description.

AA/EOE

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student: faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Associate Vice President for Enrollment Management

Reporting to the Provost and Executive Vice President, the Associate Vice President for Enrollment Management provides University-wide leadership for undergraduate and graduate enrollment planning and management. The Associate Vice President has primary responsibility for developing and implementing, in collaboration with academic and administrative units, a comprehensive strategic marketing and enrollment management plan; developing recruitment, admissions, and retention initiatives to ensure student access to and success at the University; analyzing current geodemographic data and other enrollment research in order to implement innovative processes for the admissions, financial aid, registration, and retention functions. The Associate Vice President supervises the Enrollment Management areas, including the activities of the Associate Dean for Enrollment Management, and the Offices of Admissions, Financial Aid, Academic Support, Academic Advising, Freshman Life, Scholarships, Career Development, and Community College Articulation. The candidate serves as a member of the Provost's Council and Academic Affairs Council, and works closely with administrators, faculty, staff, and students to design, develop, and implement creative and aggressive enrollment management strategies for the University.

Requirements for the position include at least seven years of senior-level administrative experience in the area of enrollment management, with demonstrated success in developing and implementing strategies for the recruitment and retention of a diverse student body; thorough knowledge of enrollment management theory and practice, particularly in a regional comprehensive university setting; and a demonstrated record of providing leadership for achieving University enrollment initiatives. The successful candidate must have significant breadth and depth of knowledge of technology advancements in student information systems; demonstrated ability to work collaboratively with faculty, students, and staff; and excellent written and oral communication skills. An advanced degree is required; doctorate preferred.

*This is a twelve month administrative appointment. Salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: **Dr. Robert Seal, Executive Assistant to the Provost, 100 Raubinger Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** Additional information about the University can be found at **http://www.wpunj.edu.** The review of applications will begin immediately upon receipt and continue until the position is filled. William Paterson University is an equal opportunity institution committed to diversity.*

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

University of Houston Clear Lake

The University of Houston-Clear Lake is an upper-level educational institution with a distinct identity, whose primary role is to provide fair and equitable learning opportunities to graduate and undergraduate students. Conveniently located at the heart of Clear Lake's high-technology community, UHCL is adjacent to NASA's Johnson Space Center and minutes from downtown Houston and Galveston.

For employment opportunities, check out our website at www.cl.uh.edu or call our Job Line at 281-283-2167

The University of Houston-Clear Lake is an affirmative action/equal opportunity employer supporting workplace diversity

**The University of Houston-Clear Lake
2700 Bay Area Blvd.
Houston, TX 77058
281-283-2160**

California State University
Monterey Bay

California State University Monterey Bay (CSUMB), is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Economics/Business Administration
Assistant Professor (#MBEBAAP-0003)

The Institute for Management and International Entrepreneurship seeks energetic and innovative applications for a tenure-track Assistant Professor, effective August 2001. Teaching responsibilities to include: undergraduate teaching and assessment and future graduate-level teaching. The successful candidate will also be expected to maintain research, university service and other forms of scholarship. Because our program is in a growth cycle, the successful candidate will also have an opportunity to develop new courses.

Minimum Qualifications: Ph.D.or DBA required in Economics, Business Administration, or related field. **Salary Range:** $40,488 - $58,740.

Human Development with Special Emphasis in Child Development
Assistant Professor (#MBHCD1-0004)

The Center for Collaborative Education and Professional Studies seeks energetic and innovative applicants for a tenure-track Assistant Professor, effective August 2001. Responsibilities to include: teaching and designing undergraduate Liberal Studies curriculum in human growth and development across cognitive, linguistic, physical, affective, and social dimensions; participating in the development of interdisciplinary and outcomes-based human and growth development program across the lifespan; teaching ProSeminar and Capstone learning experiences in Liberal Studies major; advising students; writing and contributing to scholarly work; building school, university and community partnerships, and serving on university committees.

Minimum Qualifications: Ph.D. or Ed.D in Human Development, Child Development or a related field. **Salary Range:** $40,488 - $49,884

Human Development with Special Emphasis in Child Development
Associate to Full Professor (#MBHCD2-0005)

The Center for Collaborative Education and Professional Studies seeks energetic and innovative applicants for a tenure-track Associate to Full Professor, effective August 2001. Responsibilities to include: teaching and designing undergraduate Liberal Studies curriculum in human growth and development across cognitive, linguistic, physical, affective, and social dimensions; assuming a leadership role in the development of an integrative human development program across the lifespan; teaching ProSeminar and Capstone learning experiences in Liberal Studies major; advising students; writing and contributing to scholarly work; seeking grants or other sources of funding to support innovative university projects; building school, university and community partnerships, and serving on university committees.

Minimum Qualifications: Ph.D. or Ed.D in Human Development, Child Development or a related field. **Salary Range:** $46,488-$54,768

Social Foundations of Education with an Emphasis in Multicultural/Multilingual Education
Assistant to Associate Professor (#MBSFME-0006)

The Center for Collaborative Education and Professional Studies seeks energetic and innovative applicants for a tenure-track Assistant to Associate Professor of Social Foundations of Education with an Emphasis in Multicultural/Multilingual Education, effective August 2001. Responsibilities to include: teaching, learning, and designing undergraduate Liberal Studies and Teacher Education coursework in Social Foundations of education with a multicultural and multilingual emphasis; teaching Major ProSeminar and Senior Capstone; advising undergraduate students and guiding the development of their academic learning plans; participating in the development of an outcomes-based approach to curriculum design; writing and contributing to scholarly work; seeking grants or other sources of funding to support innovative university projects, and serving on university committees.

Minimum Qualifications: Earned Doctorate in Social Foundations of Education or a related field. **Salary Range:** $40,488 - $51,036

Mathematics
Assistant or Associate Professor (#MBMAP-0007)

The Institute for Mathematical Sciences and Applications (IMSA) seeks energetic and innovative applicants for a tenure-track Assistant or Associate Professor, effective Fall 2001. Responsibilities include: teaching a variety of courses in mathematics and mathematics education, implementing outcomes-based interdisciplinary curriculum in a collaborative setting, assisting in the integration of modern teaching technologies into the curriculum and contributing to the "culture of innovation" at the Institute.

Minimum Qualifications: Earned Doctorate in Mathematics or Mathematics Education. **Salary Range:** $40,488 - $48,720

Priority Filing Date: December 1, 2000 at 5:00 p.m. Positions Open Until Filled.
For full job description and application procedures, visit:

www.csumb.edu/general/fac-recruit

Equal Employment Opportunity

CHANCELLOR

University of Nebraska-Lincoln

The University of Nebraska invites applications and nominations for the position of Chancellor of the University of Nebraska-Lincoln (UNL).

The Chancellor is the chief executive officer of one of the nation's leading comprehensive AAU and land-grant institutions of higher learning and reports to the President of the University of Nebraska system and the State of Nebraska Board of Regents. The Chancellor is responsible for providing leadership to all instructional, research and service programs at UNL and for working with all appropriate external university constituencies.

UNL is the oldest and largest component of the four campuses comprising the University of Nebraska system. UNL enrolls over 22,000 students and has more than 7,000 employees. The UNL faculty offers degrees in more than 130 undergraduate programs, over 100 doctoral and masters' graduate programs, and a variety of professions. UNL's annual operating budget is approximately $635 million. UNL is the primary public research institution in Nebraska and has designated statewide teaching, research and outreach missions.

The University seeks an individual with demonstrated leadership ability, a record of excellence in intellectual and academic performance, and significant administrative experience in higher education. An earned doctorate or equivalent experience is required. A commitment to building a diverse university community is essential. Experience in a multicampus university system is desirable.

Screening of candidates by the search committee will begin on or about November 1, 2000, and will continue until the position is filled. Applications and nominations should be submitted to:

Professor James L. Van Etten
Chair
Chancellor Search Committee
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

The University of Nebraska is an affirmative action, equal opportunity employer which actively seeks and encourages nominations and expressions of interest from minorities and women, and provides reasonable accommodations to the known disabilities of applicants and employees.

WWW.UNEB.EDU

J. Sargeant Reynolds
Community College

DIVISION CHAIR FOR ARTS, HUMANITIES, AND SOCIAL SCIENCES

POSITION FA034 -

(Re-advertisement - Cut-off Date Extended)

J. Sargeant Reynolds Community College is Virginia's third largest community college, serving more than 15,000 credit and 22,000 non-credit students annually. The College provides education and training at three campuses, at 35 satellite locations, and through distance learning programs. J. Sargeant Reynolds plays a pivotal role in economic development in the metro Richmond area, training, and retraining the workforce. Additional information is available at the College's Web site: http://www.jsr.cc.va.us The College is seeking applicants for the position of Division Chair for Arts, Humanities, and Social Sciences. **TYPE OF APPOINTMENT**: Full-time twelve-month faculty ranked appointment. Salary commensurate with the education and experience of the applicant. **QUALIFICATIONS REQUIRED**: Advanced degree in the arts, humanities, and/or social sciences, or related areas. Considerable knowledge of higher education or community college administration practices and principles; curriculum design and instructional methods and technology; course development, scheduling, and monitoring; budget and resource management; and personnel administration. Demonstrated ability to develop academic programs; conduct course assessments and evaluations; and make faculty assignments and teaching loads. Demonstrated ability to supervise and manage large numbers of full-time and adjunct faculty, staff and college employees; conduct employee evaluations; determine and recommend appointments; and make classification and hiring decisions. Demonstrated ability to perform administrative functions of the division office including strategic planning, student enrollment reporting, student advising, managing equipment usage and replacement, monitoring instructional technology, and assessing needs. Demonstrated ability to develop and manage division budget and to develop community relations to promote the academic offerings of the college. Demonstrated ability to communicate effectively, orally and in writing. **QUALIFICATIONS PREFERRED**: Previous teaching experience strongly preferred. Doctorate degree and progressive experience in college administration at the community college level also desired. **POSITION RESPONSIBILITIES**: The academic division chair provides college-wide strategic planning, leadership, supervision and management for the division and its faculty, staff and students to ensure consistency in the delivery of academic services. The Chair is responsible to the Provost for the academic, administrative and fiscal operations of the division, and acts as the spokesperson for the division and its programs and coordinates with other academic and administrative units of the college to plan, implement and assess quality educational courses and programs. **APPLICATION PROCESS**: Application inquiries must be received, if hand-delivered, or postmarked by **JANUARY 31, 2001**. A completed application folder contains a completed State application and/or resume, three current letters of recommendation relevant to this position and all official academic transcripts. All correspondence should be sent to the **Human Resources Department, J. Sargeant Reynolds Community College, P. O. Box 85622, Richmond, VA 23285-5622. Phone: (804) 371-3249.**

WOMEN, MINORITIES AND PERSONS WITH DISABILITIES ARE ENCOURAGED TO APPLY
(ACCOMMODATIONS UPON REQUEST) AA/EOE/ADA

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ident of Student Services
stitutional Advancement
ADMINISTRATOR IV)

NH Community Technical College at Manchester/Stratham, a comprehensive educational institution offering quality technical, academic, and professional education in support of workforce development and life-long learning, has an immediate opening for a Regional Vice President of Student Services and Institutional Advancement. The successful candidate will provide overall leadership in enrollment management including recruitment, registration, financial aid, and co-coordination of student retention. Leadership will also be provided in the area of institutional advancement, including marketing and publications, foundation liaison and grants development.

Qualified candidates shall possess a Master's degree in education, guidance, student services, student development, higher education administration, educational psychology, business management, law, education or public administration, human resources management or related field and 8 years' experience in education including such areas as student services, student affairs, admissions, counseling, marketing, foundation management, grants management, alumni affairs, and career placement, 5 years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, program planning and evaluation, business management or related management experience.

Salary range for this position is $50,407.50-$60,703.50 including a full benefit package. Please forward a resume, college transcripts and a NH State Application to

President O'Donnell
NHCTC-Manchester
1066 Front Street
Manchester, NH, 03102
(603) 668-6706

Applications will be accepted until the position is filled. Review of applications will begin on November 1, 2000. State applications may also be obtained by visiting our web site at

www.state.nh.us/das/personnel

EOE/AA

NH Community Technical College
Manchester/Stratham
1066 Front Street
Manchester, NH 03102
TDD Access Relay 1-800-735-2964

WESTERN CONNECTICUT STATE UNIVERSITY
Fall 2001 Faculty Openings
www.wcsu.edu

WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

WCSU invites applications for the faculty positions listed below.

Rank: Positions will be filled at the rank of Assistant Professor unless otherwise stated in the position listing. The appointment salary will be dependent on the final candidate's qualifications.

Application Material: Interested candidates should submit a cover letter specifying the position you are applying for, a current vita, undergraduate and graduate transcripts, three current letters of recommendation with phone numbers and any other information specified in the position listing.

Send Application Material: to the individual identified in the position listing to the following address:

Western Connecticut State University, 181 White St., Danbury, CT 06810

COMPUTER SCIENCE – Candidate to teach course in networks as well as other CS courses such as C++ programming, Operating Systems, etc. Other duties include: maintaining and developing the CS curriculum; academic advisement; university and department committee work; and continued research. Some night teaching is expected of all faculty members in the department. Appointed academic rank dependent on candidate's background and experience. Ph.D. in CS is preferred; but candidates with a doctorate in a related field and a Master's degree CS will be considered. Preference will be given to candidates who can demonstrate strong teaching ability. Send application material along with a statement of teaching philosophy, evidence of research productivity to: CS Search Committee, Department of Mathematics & Computer Science. E-mail submissions (in either Microsoft or plain ASCII format) may be sent to: cssearch@rosetta.wcsu.ctstateu.edu. Application review will begin on January 22, 2001, and be continued until the position has been filled. All application materials must be received by the January 22 deadline for the application to receive consideration in the first round of screening.

ENGLISH - Generalist to teach a variety of literature and freshman writing courses, at least 9 credit hours per semester will be in introductory, general education courses. Doctorate or MFA and experience teaching composition required. Other writing, woman's studies, or ethnic literature experience a plus. Send application material to: Dr. James Scrimgeour, English Dept. Deadline for applications is *November 10, 2000.*

GEOGRAPHY - Appointment in geography (areas: geography education for teachers & urban planning). Normal teaching load is four classes per semester (up to three preparations), mainly introductory sections. Teaching experience at secondary schools and college level is required. Ph.D. preferred and required at time of tenure decision. Send application material and evidence of effective teaching to: Professor Jerry Bannister, Chair, Social Sciences Department. Deadline for applications is *November 30, 2000.*

POLITICAL SCIENCE - Generalist preferred with an emphasis on American government and politics; should possess ability to incorporate information technology in the classroom. Normal teaching load will consist of four classes per semester (three preps), mainly introductory sections. Teaching experience and an earned Doctorate in Political Science at the time of appointment is required. Please send application material and evidence of effective teaching, including evaluations and syllabi, to: Dr. Averell Manes, Chair of Political Science Search Committee, Department of Social Sciences. Deadline for applications is *November 30, 2000.*

PSYCHOLOGY - Specializing in Health Psychology or Substance Abuse Counseling. A Ph.D. in Psychology by August 2001 is required. The successful applicant should demonstrate excellence in teaching Introductory Psychology. The teaching load is 12 credits per semester, and initially, the candidate will teach primarily Introductory Psychology. Supervision of student research, student advisement, and coverage of evening courses are also expected. WCSU is primarily a teaching institution but research is also a criterion for hiring, tenure and promotion. Send application material along with a statement of teaching philosophy, evidence of research productivity, and evidence of teaching excellence to: Professor Philip Lom, Chair, Psychology Department. Deadline for applications is *January 2, 2001.*

SOCIOLOGY - Preferred areas of concentration include ethnicity, family, community sociology and /or migration studies, although related areas will also be considered. Normal teaching load will consist of four classes per semester (three preps), at least two of which will be introductory sections. Teaching experience and a PhD in sociology are required. Send application material and evidence of effective teaching to: Steven Ward, Chair, Sociology Search Committee. Deadline for applications is *November 10, 2000.*

TELEVISION PRODUCTION AND MEDIA ARTS - (12 semester hour load) Duties: teach television production, in particular post-production (non-linear editing), lighting, and audio production; share department teaching responsibilities in general education; develop courses and expand program; advise students; assist in facilities and equipment management; continue creative and professional work; participate in University activities and governance. Qualifications: Ph.D., MFA preferred or BFA plus minimum of 7 years professional experience. Send application material to: Professor Karen G.S. Raftery, Search Committee Chair, Communication and Theater Arts Department. Deadline for applications is *November 30, 2000.*

US HISTORY - The successful applicant should demonstrate excellence in teaching introductory survey courses in American history and advanced undergraduate and graduate courses especially U.S. Colonial and Early National Period. Preference will be given to applicants capable of teaching African American, Latin American, or Caribbean history as well. The teaching load is 12 credits per semester, and initially the person appointed will teach primarily courses at the introductory level, counting toward general education. Ph.D. required. Secondary Education Certificate desirable. Publications desirable. Send application material and evidence of effective teaching, including evaluations and syllabi to: Dr. Abubaker Saad, Chairperson of the History & Non-Western Cultures Department. Deadline for applications is *December 15, 2000.*

Western is an Affirmative Action/Equal Opportunity Educator/Employer.
Women and minorities are encouraged to apply.

The
UNIVERSITY
of VERMONT

UNIVERSITY OF VERMONT, EXTENSION REGIONAL CHAIR

Primary responsibility is regional leadership of outreach educational programs of University of Vermont Extension.

MINIMUM QUALIFICATIONS: **Master's required, Ph.D. preferred. Direct experience with Extension programming, minimum three years direct educational program delivery, areas of expertise preferred are Agriculture, Community Development or Natural Resources. Excellent communication skills; experience with program development and evaluation, personnel issues and budget management including grants and contracts. Review of applications will begin November 1, 2000. To request a detailed position description e-mail: susan.bushey@uvm.edu . Submit cover letter, curriculum vitae and three letters of reference to:**

Barry Stryker
Chair, Northwest Regional Chair Search
UVM Extension
278 South Main Street, Suite 2, St. Albans, VT 05478

THE UNIVERSITY OF KANSAS

DIRECTOR
SCHIEFELBUSCH INSTITUTE FOR LIFE SPAN STUDIES

Full-time unclassified position beginning January 2, 2001. Duties include: Sustaining and enhancing the environment for creative research and service at the Life Span Institute; provide administrative and scientific leadership. **Required qualifications:** Ph.D./MD; Substantial professional experience; 5 years of administrative experience; record of refereed publications, professional service, and university setting experiences; demonstrated ability to obtain external financial support; demonstrated commitment to excellence and scientific leadership. **Preferred qualifications:** Ability to facilitate creative funded research, interdisciplinary training, and service by others; more than 5 years of administrative experience; evidence of effective management and leadership styles; demonstrated successful experiences interacting with federal funding agencies; demonstrated understanding of the operation of academic institutions and research administration; service on state, national, and international committees and in professional societies; demonstrated knowledge and understanding of the role of modern technology and the application of qualitative and quantitative methods to behavioral or biomedical research. **Salary Range:** Annual salary of $130,000 to $170,000. Review of applications begins November 3, 2000 and will continue until position is filled. Application materials include a letter of application, curriculum vita, and five letters of reference (include addresses, phone numbers, and e-mail addresses). For a complete position announcement contact:

Sharon Anthony, Schiefelbusch Institute for Life Span Studies Director's Search, Univ. of Kansas Center for Research, E-mail santhony@ukans.edu, (785) 864-7250. Additional information at http://www.lsi.ukans.edu

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The University of Texas
Pan American

Linguistics. Assistant Professor, tenure-track position. Ph.D. in Applied Linguistics or closely related field, demonstrated evidence of and potential for continuing scholarship in an applied area of linguistics and interest in program development. Required: Graduate coursework in theoretical and applied areas of linguistics. Preferred: Theoretical emphasis in phonology and applied emphasis in second language qualitative and quantitative measurement/ ESL testing. Women and minorities are encouraged to apply. Review of applications begins Jan. 15, 2001; position open until filled. Send application letter, CV, official transcripts and three letters of recommendation to Dr. Michael Weaver, Interim Chair, Department of English, the University of Texas-Pan American, Edinburg TX 78539. (http://www.panam.edu/dept/english). (FOO/01-02)

UTPA is an EEO/AA employer.

MIAMI UNIVERSITY
OXFORD, OHIO

CHAIR

The Department of Spanish and Portuguese is seeking applications for Department Chair at the rank of associate or full professor with tenure, effective July 1, 2001.

For information visit: http://www.muohio.edu/~spnport/

APPLICATION: Submit letter of application, curriculum vitae and three recommendation letters addressing qualifications for this type of appointment. Screening begins December 1, 2000 until appointment is made. Send to:

Robert DiDonato, Chair, Spanish and Portuguese Search Committee, College of Arts and Science, 143 Upham Hall, Miami University, Oxford, OH 45056

ITHACA

POSITION IN NON-NARRATIVE FILM PRODUCTION

The Cinema and Photography Department at Ithaca College invites applications for a position in non narrative film production. Assistant/Associate Professor level, tenure-eligible position starting August 15, 2001.

The Department of Cinema and Photography at Ithaca College confers both B.S. and B.F.A. degrees. Our degree programs have a strong commitment to integrating production and critical studies. We offer courses in 16mm production and post production, film sound post-production, directing, screenwriting, and computerized animation. Other specialized areas of study include narrative, documentary, experimental, and hybrid form. Our program has significant resources, including contemporary digital technology and support staff for both traditional 16mm production (including an on-site 16mm black-and-white processing lab) and post-production (e.g., Avids and telecine).

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. Other degree candidates may be considered in the case of filmmakers with significant teaching experience and outstanding records of exhibition and creative accomplishment. An ideal candidate should demonstrate evidence of: (1) teaching effectiveness appropriate for an undergraduate film program; (2) skills in traditional and digital filmmaking technology and techniques; (3) a strong commitment to encouraging filmmaking as a creative practice; and (4) a commitment to teaching cinema production within the context of cinema as an academic discipline. The candidate should exhibit experience and interest in non-narrative production with an ability to teach and develop courses within the context of the history and practice of cinema in one or more of the following areas: documentary production; interactive multimedia/digital video/cinematic interfaces with the web; traditional and/or computer animation; and hybrid forms.

It is required that the candidate demonstrate qualifications to teach at all skill levels and have a strong creative and pedagogical commitment to teaching introductory level courses. The candidate appointed to this position will also act as an academic advisor to students and serve on department, school, and college committees. Tenure-eligible position; Assistant/Associate Professor rank; salary open, depending upon experience and qualifications.

Applicants should forward a resume/vita, statement of interest including areas of teaching and professional experience, names and phone numbers of at least three references, and sample of creative works on film or video to:

Chair
Non-Narrative Film Production Search Committee
Cinema and Photography Department
Roy H. Park School of Communications
Ithaca College
Ithaca, New York 14850-7251

Additional samples of creative works and other supporting material may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin on November 13, 2000, and will continue until position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. in Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totalling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER.
MEMBERS OF UNDER-REPRESENTED GROUPS
(INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES,
VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

Position: VISITING ASSISTANT PROFESSOR IN LANGUAGE EDUCATION DEPARTMENT SCHOOL OF EDUCATION, INDIANA UNIVERSITY

The Language Education Department, seeks qualified applicants for a one-year visiting assistant professor position starting January, 2001. The position is available in the Foreign and Second Language Education program component of the department. The program includes ESL and Bilingual Education strands for undergraduate/graduate students, international students and practicing teachers. There is a possibility the visiting position will be converted to a tenure- track line.

Qualifications

Applicants should have an earned doctorate or ABD in Foreign Language Education, Applied Linguistics, or related areas with a specialization in ESL and bilingual education. Candidates should demonstrate excellence in research and teaching in foreign and second language education, including ESL and bilingual education. Candidates should have a strong interest in working with undergraduate, graduate students, international students, and practicing classroom teachers. In addition, candidates should be knowledgeable and have experience in the conceptualization, development, and teaching of distance education courses, including fully online education. See http://education.indiana.edu/~langed/ and also http://education.indiana.edu/~langed/resourc.html

Responsibilities

Assignments will include: teaching foreign and second language methodology courses, onsite or online, to graduate and undergraduate students, including international students and practicing teachers. The candidate will coordinate and supervise graduate students that are assigned to teach foreign and second language distance education topical courses. In addition, the candidate will have the opportunity to be involved in current interdisciplinary research.

Salary

The salary will be nationally competitive.

Applicants are encouraged to submit an application letter, curriculum vitae, a minimum of two current publications, and three letters of reference by November 6, 2000. Review of applications will continue until the position is filled.

Please send correspondence to:

Dr. Carmen Simich-Dudgeon
Language Education Department - 3044
School of Education
201 N. Rose Street
Indiana University
Bloomington, IN 47405-1006
Email: csimichd@indiana.edu

Indiana University is an equal opportunity/affirmative action employer

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Illinois State University
Normal, Illinois

DIRECTOR OF FINANCIAL AID

Responsibilities: Manages all aspect of student financial aid, including federal, state and university program administration. Responsible for: fiscal management of aid and scholarship programs, federal and state program compliance and reporting, customer services and information, systems development. Work with Admissions Office to facilitate effective student recruitment strategies and implementation of University's enrollment management plan. Campus spokesperson on higher education financial aid issues. Leader in advising University community on impact of legislative and regulatory changes and reviewing and revising University policies with respect to financial assistance policies and programs. Maintains cooperative and supportive relationships between Financial Aid Office and other campus units; Admissions, Registrar's Office, Administrative Computing Services, Comptroller's Office, and appropriate student groups.

Qualifications: Master's degree, preferably in student personnel, business or education administration; minimum 5 years experience in higher education financial aid at increasing levels of responsibility; working knowledge of complex on-line management information systems and advanced computer technologies; experience and demonstrated skill in effective human resource management; proven ability to work effectively with diverse staff and student body; comprehensive knowledge of financial aid administration, national financial aid issues, current issues in higher education, excellent oral and written communication skills.

Appointment: Full-time, 12-month, administrative-professional appointment; desired begin date of 07/01/01. Salary commensurate with qualifications and experience and will be competitive.

Application: Submit letter of application and resume/vitae, including names, addresses, phone numbers of at least three references by December 15, 2000. Nominations invited. Send completed applications to: **Dr. Carolyn Bartlett, Chair, Financial Aid Director Search Committee, Illinois State University, 4900 Undergraduate Studies, Normal, IL 61790-4900**

Faculty Opening in Latino History
Texas A&M University, College Station

The Department of History Texas A&M University seeks a scholar in Latino history to play a leading role in its new Graduate Program in Comparative Border Studies. The Comparative Border Studies Program at Texas A&M focuses on contact and conflict across racial, ethnic, and geographic boundaries within the Western Hemisphere. Scholars of diplomatic and military history, of ethnic and gender studies, of immigration, and of the environment currently staff the program. The History of the Americas Research Program (HARP), coordinated by H. W. Brands, supports scholarly conferences and research on relevant topics. Recently completed faculty research includes studies of border issues in Texas, the United States, the Caribbean, Canada, and Latin America. Texas A&M University is a Research I institution that offers both the M.A. and Ph.D. in history.

The individual selected for the position will offer undergraduate and graduate classes in Latino history. Rank and salary are negotiable. Review of applications begins November 1, 2000. The search will continue until the position is filled. Send nomination or letter of application, c. v., and three letters of recommendation to **Walter Buenger, Department of History, Texas A&M University, 4236 TAMU, College Station, Texas 77843-4236.**

Texas A&M is an AA/EOE.

WESLEYAN
UNIVERSITY

Wesleyan University Library
Middletown, CT

HEAD OF ACCESS SERVICES

Wesleyan University seeks a librarian with a users services background to manage the Access Services Department which includes circulation, reserves, interlibrary loan, electronic document delivery services, and a group engaged in a special initiative to enhance the online catalog in ways that will improve access. The Head of Access Services reports to the Associate University Librarian.

The Access Services Department at Wesleyan University is committed to exploring and implementing new technologies to increase access to our holdings. A popular and successful electronic reserve program was launched last year using ERes, and the Interlibrary Loan office has implemented ILLiad, a electronic ILL package which enables an almost paper-less ILL office to run smoothly and efficiently. Candidates should be extremely comfortable working in a wired environment, and should have a keen interest in pursuing new avenues that will strengthen services to users.

Minimum qualifications: ALA-accredited MLS; experience supervising a staff engaged in customer services; strong customer service skills; knowledge of circulation and reserve operations in an on-line environment; understanding of interlibrary loan systems and multi-vendor document delivery services; an understanding of MARC formats and how collections are represented in online catalogs; ability to interact positively in a rapidly changing collaborative environment. Desirable: experience with Sirsi's Unicorn; demonstrated experience with WWW authoring.

Starting salary range: $40,000+ depending upon experience

To apply submit a resume and a letter of application that specifically addresses each of the qualifications to **J. Robert Adams, University Librarian, Wesleyan University, Middletown, CT 06459.** Wesleyan is committed to diversity through affirmative action and equal opportunity. Applications will be accepted until the position is filled, but to insure consideration applications must be received by **October 31, 2000.** *AA, EOE*

CORNELL UNIVERSITY
DEPARTMENT OF COMPUTER SCIENCE

Tenure-Track Positions, All Levels (Ref: AP#1) Applications are invited for tenure-track positions. These positions are at the assistant, associate, or full professor level depending on experience. Applicants should have a Ph.D. in computer science or in a closely related field. The department requires demonstrated research accomplishment at the highest level as well as outstanding teaching ability and leadership qualities. Candidates should be enthusiastic about the central role that computer science can play on the campus of a large research university. We are an expanding department with seven new faculty hires during the past two years and are part of a new administrative structure on campus that promotes interdisciplinary research and teaching in the computing and information sciences.

The Department of Computer Science at Cornell University encompasses a wide range of research areas, including artificial intelligence, concurrency and distributed computing, databases, algorithms, information organization and retrieval, multimedia systems, applied logic and semantics, numerical analysis and scientific computing, theory of computation, programming languages and methodology, computer vision, computational biology, graphics, theory, networks, operating systems, and natural language processing.

Although we are especially interested in networks, databases, digital libraries, graphics, systems, and computational biology and bioinformatics, applicants in all areas of computer science will be thoroughly considered.

Tenure Track Position in Computational Biology and Bioinformatics (Ref: CB#2) We are seeking applicants at all ranks for an interdisciplinary tenure track position in computational biology. The applicant should have a very strong background in computer science, and should also have a strong background and research interest in computational aspects of biology.

Research may include such topics as development of genomic databases, bioinformatics, and structural biology. We are looking for candidates with outstanding research accomplishments and who are committed to excellence in teaching computer science.

Non-Tenure Track Positions (Ref: NT#5) We are seeking applicants for non-tenure track professorial positions at all levels as well as lecturers and instructors. The primary focus of these positions is teaching with a commitment to bringing computer science research ideas into the undergraduate classroom. Applicants should have a PhD in computer science or closely related field, a research program with demonstrated accomplishments, and a devotion to excellence in teaching. With our expanding role on campus there are many opportunities for creative curriculum development.

Research (Ref: RES#3) Also available: research associate positions in scientific computing, databases, and software systems.

Further information about the department is available on the World Wide Web at URL: http://www.cs.cornell.edu/ Applicants should submit a vita and the names of at least three references to: **Chair, Faculty Recruiting Committee, Department of Computer Science, 4130 Upson Hall, Cornell University, Ithaca, NY 14853-7501. Please include reference number with application.**

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator and welcomes applications from women and ethnic minorities.

http://www.cornell.edu

Department Head
Department of Modern Languages

KANSAS STATE UNIVERSITY

The Department of Modern Languages at Kansas State University invites applications for the position of Department Head (Associate or Full Professor). Twelve-month, tenured administrative appointment beginning July 1, 2001. Qualifications include doctorate earned in French, German, Spanish or related field, strong interpersonal skills, substantial record of successful teaching and research (area of research open). Some administrative experience (including budget management) preferred. Review of applications begins November 1, 2000. Applications received by November 15 assured of consideration; all applications accepted until position is filled.

www.ksu.edu/mlangs

UtahState
UNIVERSITY

CENTER FOR PERSONS WITH DISABILITIES

Utah State University seeks a Director for the Division of Exemplary Services. Exemplary services includes an early intervention program, an outpatient clinic, and consultation with local service providers. Expected to secure external funding, supervise personnel; serve as liaison with relevant University departments and national, state, and local agencies, etc. See **http://personnel.usu.edu** (2-151) for full description.

Review begins November 1, 2000

AA/EOE

SUMMER 2001

Center For International Studies

MADRID
-
SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from **July 5** to **July 26, 2001**, or **July 5** to **August 16, 2001**, at the Center for International Studies in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $1,999.

For information, **Write or Fax** your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student: faculty ratio (12:1) and small class size (21.3) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Director, Counseling and Health (Wellness) Services

Reporting to the Assistant Provost and Dean of Student Development, the Director will provide leadership for the integration of the University's psychological counseling and health services into one administrative unit. The Director supervises counseling and health service personnel with particular emphasis on a highly pro-active and comprehensive approach to the delivery of health education, counseling, and health care for the University community. The Director will develop, in cooperation with academic and administrative units, innovative programming and services for resident and commuter students in order to help enhance their educational experiences at the University.

Requirements for the position include an earned doctorate in clinical or counseling psychology from an accredited institution; a New Jersey counseling license or license eligibility; at least five years of successful counseling and programming experience at a college or university setting, preferably as a director or associate director; successful experience working with diverse students, faculty and staff; successful grant writing experience; strong commitment to diversity and demonstrated ability to interact and communicate effectively with students, faculty and staff.

Director, Women's Center

Reporting to the Assistant Provost and Dean of Student Development, the Director manages the operation of the University's Women's Center and provides effective leadership to the campus community in developing and implementing innovative educational programs and strategies that address women's issues on campus as part of their academic experience. Working closely with academic and student development departments, especially Diversity and Minority Affairs, Women's Studies, and Counseling and Wellness Services, the Director promotes women's leadership roles, provides counseling to women in the University community, particularly students, and helps generally to enhance the campus climate for women.

Requirements for the position include an earned doctorate (ABD considered) in a relevant field from an accredited institution; demonstrated successful experience in creating and managing a campus resource center and programs to serve the needs of women in the University community; strong commitment to promoting diversity, women's issues and achievements in an academic setting; commitment to and experience in developing students as leaders; successful experience with grant writing; and ability to work with a cross-section of the University including students, faculty, and staff, as well as excellent oral and written communication skills.

Director, Student Activities

Reporting to the Assistant Provost and Dean of Student Development, the Director of Student Activities provides campus-wide leadership in developing and implementing a diverse and comprehensive program of activities on campus for both resident and commuter students, including workshops, seminars, social events and leadership development activities for student government and other student organizations. The University seeks a highly creative, innovative, energetic and student-oriented individual with demonstrated ability to work with all sectors of the campus community to enhance student life.

Qualifications include a successful record of leadership in student life programming and professional experience in Student Activities or Residence Life work in a college or university; successful experience working with diverse students, faculty and staff; a Master's degree in a related field; excellent organizational and fiscal management skills; and demonstrated effectiveness in promoting student learning. Working knowledge of student retention issues is preferred.

All of these positions are twelve month administrative appointments. Salary is negotiable and commensurate with expertise and experience. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: Dr. Robert Ariosto, Assistant Provost and Dean of Student Development, Morrison Hall, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately upon receipt and continue until each position is filled.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

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WASHINGTON & JEFFERSON

Washington & Jefferson College is pleased to announce searches for the following tenure-track positions available Fall 2001

BIOLOGY
Assistant Professor. Area of specialization: Botany/Plant Ecology.
Assistant Professor. Area of specialization: Neuroscience.

CHEMISTRY
Assistant Professor. Area of specialization: Biochemistry.

MATHEMATICS
Assistant Professor. Area of specialization: Open.

MODERN LANGUAGE
Assistant Professor. Area of specialization: Spanish.
Assistant Professor. Area of specialization: French.
Language Lab Coordinator. (Staff position).

MUSIC
Assistant Professor. Area of specialization: World Music including Micromusics of America.

PSYCHOLOGY
Assistant Professor. Area of specialization: Open.

For complete descriptions of these positions and information on applying, please visit W&J at **www.washjeff.edu/campus_services_jobs.asp.**

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.

Visit us at www.washjeff.edu.

DIRECTOR OF HUMAN RESOURCES

State University of New York College of Technology at Alfred is seeking a qualified candidate as Director of Human Resources. The College's rural campus is located in the foothills of the Allegheny mountains in Alfred, New York, a vibrant community with a permanent population of approximately 2,000 residents and nearly 6,000 students enrolled in three colleges. It is 15 miles north of the Pennsylvania border, 75 miles south of Rochester, and 90 miles southeast of Buffalo. For additional information, see the College's home page at http://www.alfredstate.edu

The Director, who reports to the VP for Administration, is responsible for local administration of seven union contracts, which cover employment of its entire professional and classified staff. The Director is also responsible for human resource management of the Management/Confidential personnel at the College. Responsibilities will also include administration of fringe benefits, compensation and the Human Resource Management System. Identification, recruitment, and retention of new employees are essential responsibilities as is ADA, Ethics, and Affirmative Action compliance. There is also a strong component of training and development for existing employees.

Qualifications required: A Bachelor's Degree, preferably in Human Resource Management or related field, and a minimum of 5 years applicable experience. An appropriate Master's Degree and Human Resource Management experience within State University of New York or another institution of higher education is preferred.

Salary will be commensurate with experience.

Please submit a letter of interest, resume and the names of at least three references to:

Vice President for Administrative Affairs
Pioneer Center, Alfred State College, Alfred, NY 14802

Review will commence immediately and continue until the position is filled.

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of application.

Systems Librarian, Electronic Services

Gwinnett Center Library

Reporting to the Director of the library, the Systems Librarian will be responsible for the management of the Gwinnett University Center Library's electronic services and operation of systems including ILS coordination, web site management, library systems management, and integration of external campus services into the library's electronic environment.

Requirements include an ALA-accredited Master's degree in Library or Information Science, a working knowledge of Windows-compatible hardware, software, operating systems, MS Access, and HTML. A working knowledge of delivery and instructional applications and experience in designing and maintaining an institutional web site are required. Salary: $32,564+ (commensurate with education and experience). We offer excellent benefits. Starting date: ASAP. Application deadline: 11/30/00.

Applicants should reference position number #01-154 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to:

Attn: Judy Chastonay, Georgia Perimeter College Human Resources, 3251 Panthersville Rd, Decatur, GA 30034. Fax: 404-244-5774.

An AA/EOE Employer

VICE PRESIDENT FOR STUDENT DEVELOPMENT at NORTHWEST NAZARENE UNIVERSITY

Northwest Nazarene University is seeking candidates for the position of Vice President for Student Development, with the beginning date for the position to be no later than August 15, 2001. The Vice President administers the student life program of the university, and reports to the president.

Northwest Nazarene University is a comprehensive, evangelical Christian university of the arts, sciences, and professions located in Nampa, of the Boise, Idaho metropolitan area.

For more information and additional requirements about the position please consult the NNU web site at:

www.nnu.edu
or contact Dr. Samuel L. Dunn
Vice President for Academic Affairs
at sldunn@nnu.edu

Northwest Nazarene University is an Equal Opportunity/Affirmative Action Employer. As an educational institution operating under the auspices of the Church of the Nazarene, NNU is permitted, and reserves the right, to prefer employees on the basis of religion (Title VII, Sections 702-703, United States Civil Rights Act of 1964 as amended).

BEST COPY AVAILABLE

Metropolitan State University

Director of Annual Giving Programs
Director of Donor Relations

Metropolitan State University, St. Paul, MN, seeks applications for positions in University Advancement. Application deadline: October 30, 2000. For complete descriptions and qualifications, visit our web site:

www.metrostate.edu

Director of Annual Giving Programs.

Qualifications: Bachelor's degree and 1-3 years of relevant experience including successful experience in fund raising and working with volunteers. Contact Debra Vos (651) 772-7680, TTY users, (651) 772-7687.

Director of Donor Relations.

Qualifications: Bachelor's degree, five or more years of experience in advancement, and three or more years of experience in prospect research. Contact Nancy Moritz (651) 772-7803, TTY users (651) 772-7687.

AA/EEO

THE UNIVERSITY OF KANSAS

DIRECTOR
CONTRACT NEGOTIATIONS AND RESEARCH COMPLIANCE

Full-time unclassified position beginning asap. **Duties include:** Monitoring national developments in research administration; Providing advice and expertise to the univ. on the administration of contracts and grants; Responsible for organizing research education programs; Manages all research policy compliance for the univ. **Required qualifications:** Strong verbal, written, and computer skills; Substantial experience in contract development and negotiation of sponsored research with governmental and private sponsors; Demonstrated knowledge of federal regulations related to research administration (OMB Circulars A-21, A-110, and A-133); Cost Accounting Standards; Code of Federal Regulations; and Federal Acquisition Regulations; Ability to solve complex problems and make independent judgments; Bachelor's degree; Familiarity with the policies and procedures of a research university; Strong leadership and teambuilding skills. **Preferred qualifications:** 10 years experience in sponsored projects administration; Substantial supervisory or managerial experience over a professional staff; Advanced degree; Current active involvement in professional organizations such as NCURA, FDP, COGR, etc.; Experience in sponsored projects administration in a university affiliated research foundation. Review of applications will begin November 3, 2000 and will continue until position is filled. Application materials must include a letter of interest that includes specific information relating to required qualifications, a resume, names and contact information for 3 references. For a complete position announcement contact: **Sharon Anthony, University of Kansas Center for Research, santhony@ukans.edu, 785-864-7250.** For additional information see www.ukans.edu and/or www.research.ukans.edu

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USF University of South Florida

The College of Arts and Sciences invites applications for the following positions during recruitment year 2000/2001 for appointment effective August 2001. For specifics about each position, including position qualifications and application requirements, application deadlines and salary information, contact the person identified with the position or see the USF Faculty Vacancy Listing at http://usfweb.usf.edu/usfpers/vacancy.html. All positions are contingent upon final funding.

The College of Arts and Sciences is a community of scholars dedicated to the idea that educated people are the basis of a just and free society. The College consists of 28 departments, 26 institutes/centers, offering 43 bachelor programs, 38 master programs, and 12 doctoral programs.

ANTHROPOLOGY
Assist. Prof., Physical/Biological Anthropology. Lorena Madrigal, **madrigal@luna.cas.usf.edu**

BIOLOGY
Assist. Prof., Biological Sciences or related fields. Stephen Karl, **karl@chuma.cas.usf.edu**
Assoc. Prof., Developmental Biology. Richard Pollenz, **pollenz@chuma1.cas.usf.edu**

COMMUNICATION
Assist. Prof., Communication or Performance Studies. Elizabeth Bell, **ebell@chuma.cas.usf.edu**
Assist. Prof., Pedagogy. Carolyn Ellis, **cellis@chuma1.cas.usf.edu**

COMMUNICATION SCIENCES & DISORDERS
Assist. Prof., (2 positions), Speech-Language Pathology. Jane Scheuerle, **jscheuer@chuma1.cas.usf.edu**

CRIMINOLOGY
Assist. Prof., Science and Crime. Tom Mieczkowski, **mieczkow@bayflash.stpt.usf.edu**
Assist. Prof., Quantitative Statistics. John Cochran, **cochran@chuma1.cas.usf.edu**

ENGLISH
Assist. Prof. (3 positions), Medieval Literature, Creative Writing, Technical & Professional Writing. Steve Rubin, **rubin@chuma1.cas.usf.edu**

ENVIRONMENTAL SCIENCE & POLICY
Assist. Prof.. Dean Martin, **dmartin@chuma1.cas.usf.edu**

GEOLOGY
Professor and Chair. Jeff Ryan, **ryan@chuma.cas.usf.edu**
Assist. Prof., Sedimentology. Mark Stewart, **mark@chuma1.cas.usf.edu**

GOVERNMENT & INTERNATIONAL AFFAIRS
Assist. Prof., American Politics. Mohsen Milani, **milani@chuma1.cas.usf.edu**
Assist. Prof., Environmental Policy. Michael Gibbons, **mgibbons@chuma1.cas.usf.edu**

HISTORY
Assist. Prof. (2 positions), Latino/U.S. History and Colonial/Revolutionary Era. John Belohlavek, **belohalv@chuma1.cas.usf.edu**

HUMANITIES & AMERICAN STUDIES
Assist. Prof., Modern Latin American Culture. Ruth Banes, **banes@luna.cas.usf.edu**

LIBRARY & INFORMATION SCIENCE
Assist. Prof.. Kay Bishop, **kbishop@chuma1.cas.usf.edu**

MASS COMMUNICATIONS
Assist. Prof., Telecommunications. Larry Leslie, **Lleslie@chuma.cas.usf.edu**
Assist. Prof., Public Relations. Edward Jay Friedlander, **Efriedla@luna.cas.usf.edu**

MATHEMATICS
Assist. Prof. (3 positions), Algebra, Partial Differential Equations, Applied Statistics. Search Committee, **mathsearch@math.usf.edu**

PHILOSOPHY
Assoc./Full Prof., History of Philosophy. Bruce Silver, **Bsilver@chuma.cas.usf.edu**
Assist. Prof., History and Philosophy of Science. Willis Truitt, **truitt@chuma.cas.usf.edu**

PHYSICS
Assist. Prof. (3 positions), Biomedical, Material or Environmental. Robert Chang, **chang@chuma.cas.usf.edu**

PSYCHOLOGY
Professor and Chair. Louis Penner, **penner@chuma1.cas.usf.edu.**

RELIGIOUS STUDIES
Assist. Prof., Religions of China & Japan; Specialty in Buddhism. Darrell Fasching, **fasching@chuma1.cas.usf.edu**
Instructor, Life After Death, World Religions. Contact Dell DeChant, **Ddechant@luna.cas.usf.edu**

SOCIAL WORK
Assist. Prof.. Gregory Paveza, **paveza@chuma1.cas.usf.edu**

SOCIOLOGY
Assoc./Full Prof. and Chair. Donileen Loseke, **dloseke@chuma1.cas.usf.edu**

WORLD LANGUAGE EDUCATION
Professor and Chair. Maria Esformes, **esformes@chuma1.cas.usf.edu;**
Assist. Prof.. Roger Cole, **Rogrcole@chuma1.cas.usf.edu**

WOMEN'S STUDIES
Assist. Prof., Global Feminism. Kim Vaz, **vaz@chuma1.cas.usf.edu**

USF is a Carnegie Foundation Doctoral/Research Extensive University, the second largest recipient of extramural funding in the state university system, and one of Florida's three designated Research 1 universities. Founded in 1956, USF is now the largest metropolitan university in the Southeastern United States, serving 36,000 students in ten colleges on four campuses. USF offers degree programs in 79 undergraduate disciplines, 89 master's and specialists programs, and 26 doctoral programs, including the M.D. The faculty numbers more than 2,000 members.

The University of South Florida is an equal opportunity, affirmative action, equal access institution.

For disability accommodations, please contact the individual departments at least five working days in advance. According to Florida law, applications and meetings regarding them are open to the public.

Director of Public Relations

Search Reopened

Reporting to the Executive Assistant to the President for Advancement, the Director of Public Relations is responsible for facilitating public information, education and marketing outreach efforts.

Master's degree required in communications, journalism, public relations or a related field from an accredited college or university. Must have a working knowledge of layout, design, typography, printing operations, and photography as well as excellent verbal, written and interpersonal skills with a background and expertise in marketing.

Individual must have ten years of relevant experience in public relations and marketing at a senior-level capacity with extensive management experience. Work experience within a higher education public relations office is preferred. Salary is commensurate with education and experience with excellent benefits. Position will start ASAP. Application deadline: 11/10/00.

For consideration, please reference position number (#01-162) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, e-mail addresses, telephone numbers) to:

Human Resources
Attn: Judy Chastoney
Georgia Perimeter College
3251 Panthersville Rd
Decatur, GA 30034
Fax: 404-244-5774

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Georgia
Perimeter
College.

www.gpc.peachnet.edu

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

School of Arts and Performance
School of Letters and Sciences
School of Professions

SUNY Brockport invites applications for faculty positions in its Schools of Arts and Performance, Letters and Sciences, and Professions. Unless otherwise noted, these faculty positions begin in the 2001-2002 academic year, are tenure track positions and are at the Assistant Professor rank. Please contact the School dean listed below for additional information about each position.

SCHOOL OF ARTS AND PERFORMANCE
Art (4 positions): Art History; Visual Resource Center Director/ Aesthetics; Artist/ Educator for 2-and 3-D Design; Gallery Manager/ Art for Non-Art Majors. Art (2- year renewable contract) Associate Professor, Director of MFA in Visual Studies. **Communication:** Oral Communications/ Mass Communication. **Physical Education and Sport** (3positions): Sports Philosophy; Exercise Physiology; Motor Learning/ Sports Psychology. **Theatre** (2 positions): Artists/ Educator for Acting and Voice/ Diction; Intro to the Theatre/ Improvisation/ Theatre Studies. For additional information about the School of Arts and Performance or its programs, please contact Dean Sharon Vasquez at **svasquez@brockport.edu.**

SCHOOL OF LETTERS AND SCIENCES
Anthropology: Professor/Department Chair, Cultural Anthropology. **Biological Sciences** (2 positions): Professor/Department Chair, Physiology, Assistant Professor, Geneticist/ Biotechnologist. **Chemistry:** Organic chemistry/Biochemistry. **Computer Science** (2 positions): Assistant/Associate professor, Software Engineering,Assistant/Associate Professor, Computer Hardware. **English** (2 positions): Creative Writing (poetry); 20-Century British Literature. **Environmental Science:** Institute Director/Professor in Biological Science, Chemistry, Earth Science or related disciplines. **History** (2 positions): American History/ Colonial North American; American History/Trans Atlantic/International. **Mathematics:** (2 positions) Applied Mathematics (numerical analysis, math modeling); Analysis/Differential Equations. **Political Science:** International Relations/Comparative Politics: emerging democracies, non-European. **Psychology** (2 positions): Professor/Department Chair, Specialty open; Assistant Professor, Biopsychology, Clinical or Developmental. **Physics:** Professor/Department Chair, Experimental and Theoretical Optics/Quantum Mechanics. **Sociology:** Professor/Department Chair, specialization open. For additional information about the School of Letters and Sciences or its programs, please contact Dean Michael Maggiotto at **mmaggiot@brockport.edu.**

SCHOOL OF PROFESSIONS
Educational Administration (2 positions): specialization open. **Criminal Justice:** Associate/Full Professor and Chair: specialization open. **Health Science:** Community and School health education, promotion and assessment. **Public Administration:** specialization open. For additional information about the School of Professions or its programs, please contact Dean Joseph Mason at **jmason@brockport.edu.**

SUNY Brockport is a comprehensive public college of arts and sciences, committed to serving the Rochester region and New York. Brockport offers 39 undergraduate majors, and master's degrees in 17 disciplines. For a complete overview, visit Brockport at www.brockport.edu. Review of applications will begin immediately and will continue until the positions are filled. **Applications and nominations which should include a letter of interest/ qualification, a curriculum vitae, and three letters of reference, should be sent to: Richard D. Meade, Director, Faculty/ Staff Recruitment Office, SUNY College at Brockport, 409 Allen Administration Building, 350 New Campus Drive, Brockport, NY 14420-2929.** SUNY Brockport is an affirmative action/ equal opportunity employer.

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong moral courage whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley. For more information on the Military Academy visit our website at www.usma.edu.

LIBRARY DIRECTOR, USMA LIBRARY: The Military Academy is the Army's premier education institution and has much in common with the best undergraduate institutions in the nation, graduating four Rhodes Scholars last year alone. The student body consists of 4000 men and women representing every state and several foreign countries. The Military Academy faculty is an integrated group of military and civilian educators. In addition to a core curriculum of academic and professional courses, majors are offered in over 20 fields. The USMA Library has a collection of over 500,000 volumes, significant web-based resources, and a staff of 45 full-time employees. The Library maintains an Innovative Interfaces integrated library system that supports the online catalog and circulation system, serials, and acquisition functions. The Library system is accessible to faculty and students through the Academy network. The Military Academy is planning a major expansion and modernization of the Library in the next 10 years. The Librarian, USMA, reports through the Vice Dean for Education to the Dean of the Academic Board and is directly responsible for administration of all Library operations. The Librarian will hold an academic rank commensurate with his/her credentials and experience and also will serve on academic and administrative committees. Candidates for this position will be evaluated against the following factors: (i) An advanced degree (MLS degree) from an ALA accredited institution in Library Sciences, a doctorate or equivalent degree is highly desirable. (ii) A minimum of 10 years of professional library experience in an academic library including 5 years of proven administrative and managerial experience in long-range planning, resource allocation, and personnel development is required. (iii) Experience in college-level teaching and facilities design and management is highly desirable. The successful candidate will support an active, student-centered library program that includes a strong emphasis on information literacy and other initiatives to encourage effective use of information resources. (iv) Thorough understanding of the role of technology in undergraduate education. Dynamic leadership, superior communication skills and a demonstrated dedication to student and faculty service are essential. The successful candidate will assume his/her duties on or about April 2000. Salary is commensurate with experience. To be considered for the position please send, curriculum vitae, resume, letter of application, 3 letters of recommendation, and a DD214 (if claiming veterans preference) to the Office of the Dean, United States Military Academy, Bldg 600, ATTN: **Mrs. Katie Hauserman, West Point, New York 10996-5000. For additional questions contact (845) 938-6316 (DSN: 688-6316), FAX: (845) 938-5438, email: zk7069@usma.edu.** All applications must be received by January 31, 2001. These positions are not restricted to U.S. citizens, but non-citizens cannot be hired if qualified U.S. citizens are available.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer. Women and Minorities are encouraged to apply.

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will recruit for positions in Biology; Communication; Psychology; English; Philosophy; Foreign Languages-Spanish; Economics; Management; Computer Science; Information Systems and Quantitative Analysis; Telecommunication; Library; Criminal Justice; and others.Please see our web-site for more information:

http://www.unomaha.edu/aa/faculty.html

NEW YORK CITY TECHNICAL COLLEGE

The City University of New York

EXECUTIVE ASSISTANT to the PROVOST/VICE PRESIDENT for ACADEMIC AFFAIRS

New York City Technical College/CUNY seeks an administrator to manage the daily operations of the Office of the Provost/Vice President for Academic Affairs. The executive assistant provides support to the provost in preparing reports, speeches, correspondence, meeting agenda and coordinating the special events for the Office of the Provost. The executive assistant serves as a liaison between the provost and academic departments and executive offices.

Qualifications: Minimum of a master's degree plus eight years of related experience in a college or university setting. Position requires good communication skills, excellent writing skills and organizational and administrative skills. Salary: $48,414 - 61,824/A.

Visit our web site at: www.nyctc.cuny.edu.

Resumes to: Michelle Schlein, Human Resources, New York City Technical College, Namm 321, Brooklyn, NY 11201. AA/EOE/ADA/IRCA

The United States Sports Academy

"America's Graduate School of Sport"

We are seeking applicants for the following positions:

- Chair of Sports Medicine
- Chair of Sport Coaching
- Faculty, Sport Journalism

Visit our website at www.ussa.edu
for complete information.
E-mail Personnel@ussa.edu
The United States Sports Academy
One Academy Drive, Daphne, AL 36526

USSA is an EOE.
Women and minorities encouraged to apply.

EDUCATION

FACULTY POSITIONS

The following are full-time tenure-track positions, to begin Fall 2001. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women with coeducational graduate programs. Women, persons of color, and those committed to working in a multicultural environment are especially encouraged to apply. See http://www.mills.edu for more information on the College. AA/EOE

ASSISTANT PROFESSOR OF POST COLONIAL LITERATURE

Tenure-track position in Post-Colonial Literature, to begin Fall 2001, to teach undergraduate and graduate courses in literature and theory. In addition the successful candidate will be qualified to teach composition courses and will participate in advising and faculty governance. Required: Ph.D., evidence of excellence in teaching and scholarly potential, commitment to the education of women. Send letter, c.v., three letters of reference postmarked by November 10, 2000, to: Dr. Tom Strychacz, English Department Search Chair, Mills College, 5000 MacArthur Boulevard, Oakland CA 94613.

ASSISTANT PROFESSOR OF NEW MEDIA

The Department of Dramatic Arts and Media Studies in the Fine Arts Division at Mills College seeks applicants for a tenure-track position as Assistant Professor in New Media, to begin in August 2001. Candidates should have an established record of achievement primarily in applications, theory, and social implications of computer-based new media (including familiarity with contemporary software imaging programs, not just digitally-based film/video editing). The successful candidate must also be prepared to teach our unique "Introduction to Communication and Expression" class which forges the link between theatre, traditional media, and emerging electronic media; in addition, the successful candidate should have experience in scriptwriting, directing, and cultural theory. The successful candidate must be prepared to play a leadership role in the ongoing evolution of the department and its curriculum, which educates students with diverse needs and interests.

College teaching experience is preferred, and an MFA or Ph.D. is required. An application should include a cover letter discussing teaching experience and areas of expertise, a CV, 3 academic/professional recommendations, and web site addresses with examples of professional work (or submission on Macintosh-based CD-ROM, with SASE for return). Screening begins Jan. 1, 2001 and continues until the position is filled. Address applications to: Sandra Wright, Secretary to the New Media Search Committee, Dept. of Dramatic Arts and Media Studies, Mills College, 5000 MacArthur Blvd., Oakland CA 94613.

MILLS COLLEGE
Oakland, CA

UNIVERSITY OF CALIFORNIA, BERKELEY

Mathematics, Engineering, Science Achievement Program (MESA)

Director of the MESA Program and Associate Director of the Center for Underrepresented Engineering Students (CUES): The MESA Director is responsible for overall leadership of the MESA Program, including cohesion and integration of all program components and integration with other CUES and campus outreach programs. The Director oversees development and implementation of academic enrichment plans throughout the year; develops and implements training programs for Berkeley undergraduate and graduate students participating in MESA programs; is responsible for training office, professional and tutorial staff; maintains communications with school district personnel, participating MESA instructors/advisors, community and professional organizations, business and industry, parents and students; and prepares funding proposals, fiscal year and projected budgets, interim and final program reports, and annual evaluations of professional staff.

Candidates must have a MS Degree (Ph.D. degree preferred) in mathematics, engineering, science, or education, five years experience with the K-12 school system, including effective interactions with school district personnel, principals and teachers; experience in a supervisory position with mathematics/science/engineering outreach programs, including staff training and quantitative evaluation of program and student performance; experience in training and supervising undergraduate and graduate students in mathematics, science and engineering who engage in outreach programs; proficiency in fundraising and budgetary matters; proficiency in verbal and written communication.

Salary commensurate with qualifications and experience.

Applicants should submit a complete curriculum vitae and a list of at least three individuals who can serve as references to:

MESA Search Committee
Director, Human Resources
College of Engineering
412 O'Brien Hall
University of California
Berkeley, CA 94720-1766

Applications will be accepted for review until November 30, 2000
Anticipated start date: January 1, 2001

For more information on MESA visit the CUES website at

http://www.coe.berkeley.edu/cues/index.html

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Grand Rapids Community College

Founded in 1914, Grand Rapids Community College is the oldest community college in Michigan. The urban campus is located on six city blocks in the center of downtown Grand Rapids, the second largest city in Michigan. Grand Rapids is a metropolitan area in the economic, business, cultural and educational hub in West Michigan with a population of nearly one million. GRCC offers credit and non-credit courses, associate degree and certificate programs and workforce training at both on- and off-campus locations.

Grand Rapids Community College is seeking candidates for faculty positions that are available Fall 2001. These positions are 32-week calendar assignments with a hiring salary range of $40,804 - $43,863 for MA degrees and a hiring salary range of $37,382-$40,130 for BA degrees.

GRCC is especially interested in candidates who have the right combination of professional expertise, attitude, and abilities and candidates who embrace technology and a variety of effective teaching methods. The GRCC mission is to provide the community with learning opportunities that enable people to achieve their goals. GRCC will achieve its mission by accomplishing the following ends: Lifelong & Flexible Learning, Workforce Development, Developmental Education, Community Outreach & Planning, Transfer Program & Articulation, and Support for Diversity.

NURSING INSTRUCTOR (position #HO-03): Teach Practical & Associate Degree Nursing courses, both clinical and didactic. Master's Degree in Nursing required. Candidates currently enrolled in a Master's program will be considered but must submit proof of degree within one year of hire. Requires current Michigan Nursing License or eligibility and a minimum of two years direct clinical experience. Community College experience in nursing education preferred.

BUSINESS INSTRUCTOR (position #HO-04): Teach Accounting and other general business courses. Bachelor's Degree with CPA, CMA, or equivalent certification; MBA preferred. Undergraduate and/or graduate degree must include a minimum of 25 credit hours of accounting subjects. Must have two years of work experience in accounting field with post-secondary teaching/training experience. Preference will be to those with broad-based business experiences.

COMPUTER APPLICATION INSTRUCTOR (position #HO-05): Teach computer programming and a variety of Internet-based courses. Requires Bachelor's Degree in Computer Information Systems or closely related field; Master's Degree preferred. Two years of related work experience in the computer applications field (with programming in a variety of languages) and post-secondary teaching/training experience, preferably in a community college.

VISUAL ARTS INSTRUCTOR (position #HO-06): Teach classes and laboratories in beginning and advanced photography, including commercial studio application and digital photography. Ability to support digital and traditional studio-based approaches. Demonstrated skills in using Photoshop and other related computer applications in the classroom. Master's in Art or Fine Art with major emphasis on still photography required and two years college teaching experience. In addition to items noted at the end of this ad, please send 20 examples of own work and 20 examples of student work in traditional and digital photography (slides, zip or CD) and self addressed stamped envelope. (Note: Application deadline for this position only is January 19, 2001.)

ENGLISH INSTRUCTOR (2 openings) (position #HO-07): Teach composition classes within the discipline of English. Develop composition and literature courses appropriate for freshman and sophomore community college students. Minimum of Master's Degree in English composition and rhetoric, language and literature, teaching of English, or equivalent. Minimum of six graduate hours of course work in teaching composition and six graduate hours of course work in literature. Experience in teaching composition and literature.

HUMANITIES INSTRUCTOR (position #HO-08): Teach general Humanities course covering contemporary arts and ideas: painting, sculpture, film, television, dance, music, and literature from artistic and historical contexts. Minimum of Master's in Humanities or a Master's in a related field plus concentrations or minors in two of the following: music, literature, dance, film, and visual media. Recent experience in teaching Humanities courses, preferably in a community college environment.

CHEMISTRY INSTRUCTOR (position #HO-09): Teach lectures and laboratories at introductory levels of general chemistry, including general education chemistry, as well as an ability to teach introductory analytical and organic chemistry. Requires Master's Degree or Ph.D. in Chemistry OR Master's Degree or Ph.D. in related science field with a minimum of 18 graduate chemistry coursework hours. Requires experience using multi-media, computers, and demonstrations in lecture/laboratory classroom settings.

BIOLOGY INSTRUCTOR (position #HO-10): Teach introductory level lectures and labs for general biology (non-majors). Teach majors-level lectures and labs for introductory cellular and molecular biology and/or microbiology. Requires Master's Degree or Ph.D. in the biological sciences OR Master's Degree or Ph.D. in a related biological science field with a minimum of 18 graduate credit hours in the biological sciences. Requires teaching experience at the college level for a minimum of one year (full-time teaching equivalent), and experience using multi-media, computers, and demonstrations in lecture/laboratory classroom settings.

As a college community working to support learners, we value:

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- A working environment characterized by collaboration and shared responsibility for the whole
- Innovation and creativity
- Diversity and respect for all people
- Strong community connections

Interested candidates are requested to submit a cover letter (including the position number), resume, copies of their unofficial transcripts, and three letters of recommendation by December 1, 2000 to:

Director of Human Resources
Grand Rapids Community College
143 Bostwick NE
Grand Rapidr, MI 49503-3295

Note: If items are sent separately, items should reference your name and the position/position number for which you are applying.

Visit www.grcc.cc.mi.us for more detailed job posting information.

Grand Rapids Community College is an equal opportunity institution.

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FOR FURTHER INFORMATION CONTACT:

John Roueche
Professor and Director, CCLP

Suanne Roueche
Director, NISOD

Department of Educational Administration
College of Education
The University of Texas at Austin
Phone: (512) 471-7545
Fax: (512) 471-9426

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UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong moral courage whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley. For more information on the Military Academy visit our website at www.usma.edu.

ASSISTANT PROFESSOR (ENGLISH): 2 positions available. Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D) in English. (ii) Ability to teach undergraduates in a demanding academic environment. (iii) Ability to teach the core curriculum English courses in basic and advanced composition and in literature. (iv) Willingness to support cadet extracurricular activities. Applicant need not have any military experience but must have a genuine concern for the development of competent, committed military officers. To receive full consideration, applicants must submit a curriculum vitae, dissertation abstract, the names of three references who can assess their performance as a classroom teacher, and a DD214 (if claiming veterans preference) to the United States Military Academy, Department of English, ATTN: **Mrs. Barbara Kane, West Point, New York 10996, phone, (845) 938-2501, or email: cb7229@exmail.usma.edu.** All applications must arrive by mail by December 1, 2000. These are three-and-one-half-year non-renewable appointments beginning in January 2001.

ASSISTANT PROFESSOR (PHILOSOPHY): Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D) in philosophy. (ii) Ability to teach the core curriculum philosophy course in ethics of warfare and an elective course in introductory logic. (iii) Ability to design and present elective courses. (iv) Willingness to support cadet extracurricular activities. Applicant need not have any military experience but must have a genuine concern for the development of competent, committed military officers. This position is a 3-year non-renewable appointment beginning in July 2001. To receive full consideration, applicants must submit a curriculum vitae, dissertation abstract, the names of three references who can assess their performance as a classroom teacher, and a DD214 (if claiming veterans preference) to the United States Military Academy, Department of English, ATTN: **Mrs. Barbara Kane, West Point, New York 10996, phone, (845) 938-2501, or email: cb7229@exmail.usma.edu.** All applications must arrive by mail by December 1, 2000.

ASSISTANT PROFESSOR (MATHEMATICS): 2 positions available. Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D) in mathematics, applied mathematics, operations research, statistics or mathematics education (must be complete by time of appointment). (ii) Must possess the ability to teach mathematics courses in the USMA core program (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics). (iii) Ability and desire to participate in the Center for Faculty Development, a three-year teaching-research program. (iv) Must have the desire to contribute to the United States Military Academy and the cadet environment as a role model for future leaders of the Nation. To receive full consideration, applicants must submit a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, three letters of recommendation and a DD214 (if claiming veterans preference) to the United States Military Academy, Department of Mathematical Sciences, ATTN: **Captain Tina Hartley, West Point, New York 10996, phone: (845) 938-4502, or email: at0983@usma.edu.** Applications should be received by January 15, 2001

The above positions are three-year non-renewable positions expected to begin in July 2001. These positions are not restricted to U.S. Citizen, but non-citizens cannot be hired if qualified U.S. citizens are available. Salary is commensurate with qualifications and experience.

ASSISTANT/ASSOCIATE/PROFESSOR (MECHANICAL ENGINEERING): 2 positions available. Candidates for these positions will be evaluated according to the following factors: (i) Advanced Degree (Ph.D) in mechanical, aeronautical, or aerospace engineering. Professional registration and practical experience in engineering design are desirable. (ii) Ability to teach undergraduate courses in mechanical and aeronautical engineering in the Academy's ABET-accredited mechanical engineering program. (iii) Willingness and ability for scholarship, and participation in professional development activities with students outside the classroom, junior faculty development, and service. Applicant must have superior communication skills and a dedication to excellence in teaching. To receive full consideration applicants should send a curriculum vitae, three letters of recommendation and a DD214 (if claiming Veterans Preference) to the United States Military Academy, Department of Civil and Mechanical Engineering ATTN: **Colonel (Dr.) Wayne Whiteman, Mechanical Engineering Search Committee, Building 752, West Point, New York 10996.** Applications will be accepted through February 15, 2001.

The above appointments are three-year renewable appointments expected to begin in the June/July 2001 time-frame. These positions are not restricted to U.S. citizens, but non-citizens will not be hired if qualified U.S. citizens are interested and available. Salary is commensurate with qualifications and experience.

ASSISTANT PROFESSOR (Arabic): Candidates for this position will be evaluated according to the following qualifications: (i) Advanced degree (Ph.D) in Arabic (generalist) preferred. (ii) Native or near-native fluency in Modern Standard Arabic (MSA) and in English. (iii) Background in foreign language pedagogy. (iv) Record of successful teaching and evidence of scholarship or scholarly potential. (v) Ability to teach undergraduate Arabic language, literature, and culture courses. (vi) Experience with instructional technology and oral proficiency testing. (vii) A firm commitment to high quality undergraduate education and the ability to work harmoniously with both civilian and military colleagues. (viii) Capacity to serve as pedagogical and linguistic advisor. (ix) Ability to teach another foreign language (Chinese, French, German, Portuguese, Russian, Spanish) and a background in linguistics are desirable.

ASSISTANT PROFESSOR (Spanish): Candidates for this position will be evaluated according to the following qualifications: (i) Advanced degree (Ph.D) in Spanish (generalist) preferred; native or near-native fluency in Spanish and in English. (ii) Background in foreign language pedagogy. (iii) Record of successful teaching and evidence of scholarship or scholarly potential. (iv) Ability to teach undergraduate Spanish language, literature, and culture courses. (v) Ability to teach Portuguese language courses. (vi) Experience with instructional technology and oral proficiency testing. (vii) A firm commitment to high quality undergraduate education and the ability to work harmoniously with both civilian and military colleagues. (viii) Capacity to serve as pedagogical and linguistic advisor. (ix) Background in linguistics is highly desirable.

The individuals selected for the above two positions will be required to demonstrate a commitment to maintaining an environment conducive to learning and professional growth, and to the ethical and professional principles of the United States Military Academy. Appointees will participate in curriculum review and development and will assist in maintaining academic standards in the Department. The successful candidates will be involved in cocurricular activities and will be available to cadets as needed for individual instruction. Membership in institutional committees is expected, as well as the willingness to carry out additional duties as needed in the Department. To receive full consideration, individuals should submit a letter of application; a curriculum vitae; a one-page essay articulating the applicant's approaches to teaching beginning, intermediate, and advanced undergraduate language, literature, and culture courses; official university transcripts; three letters of recommendation; and a DD Form 214 (if claiming veteran's preference). Submit packets to the United States Military Academy, Department of Foreign Languages, ATTN: **Colonel Patricia Genung (Arabic), (845) 938-2400, email: gp5892@usma.edu, or Dr. Johannes Vazulik (Spanish), (845) 938-5281, email: gj6130@usma.edu,** West Point, New York 10996. Closing date is December 1, 2000.

ASSISTANT/ASSOCIATE PROFESSOR (Computer Science): Candidates for this position will be evaluated according to the following factors: (i) An advanced degree (Ph.D) in Computer Science or closely related field. (ii) Teaching experience in mainstream computer science is desired; relevant industry experience is beneficial. (iii) Willingness and ability to design, teach, and oversee a variety of courses and programs, conduct research in mainstream computer science, serve as mentors to junior faculty members, support students in and outside the classroom, and contribute to department and academy governance.. To receive consideration, individuals should submit a letter of application, a curriculum vitae, three letters of recommendation and a DD Form 214 (if claiming veteran's preference). Applications and questions may be directed to **LTC Barry L. Shoop, US Military Academy, Department of Electrical Engineering and Computer Science, West Point, NY 10996-1787, (914) 938-5567, Barry-Shoop@usma.edu.** Applications will be accepted until the position is filled.

The above positions are three-year renewable appointments expected to begin not later than 30 July 2001. These positions are not restricted to U.S. citizens, but non-citizens cannot be hired if qualified U.S. citizens are available. Salary is commensurate with qualifications and experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer.
Women and Minorities are encouraged to apply.

POSITION NOTICE

Latin American Studies Program

The Latin American Studies Program at the University of Illinois at Chicago seeks applications for a full-time, tenure-track assistant professor in Mexican Studies, beginning fall 2001. Appointments at higher levels will also be considered. We seek a dynamic and outstanding Mexicanist in history or other social sciences, with interdisciplinary interests and a desire to teach general courses about Latin America in an interdisciplinary program that combines Latin American and Latino Studies. A joint appointment with an appropriate department is also possible. The appointee will be expected to participate in an increasingly active program and in cultural events in the Chicago area in addition to the research and teaching requirements. Candidates must have Ph.D. in hand by August 2001 to be considered. Women and minorities are encouraged to apply. Please send cover letter, a CV, and three letters of recommendation by NOVEMBER 15, 2000 to:

Frances R. Aparicio, Director
Latin American Studies Program (MC219)
1527 University Hall
University of Illinois at Chicago
601 S. Morgan Street
Chicago, IL 60607-7115

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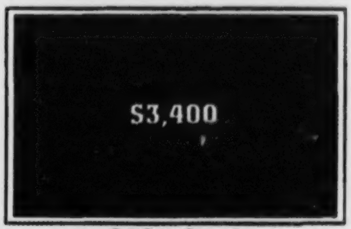

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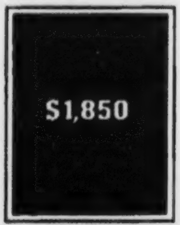

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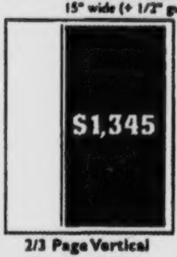

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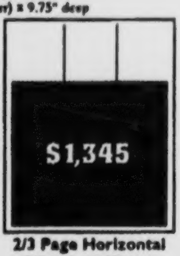

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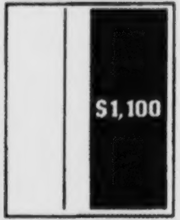

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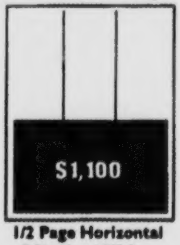

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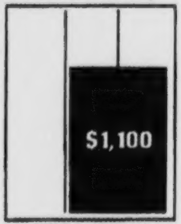

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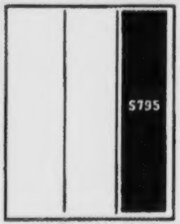

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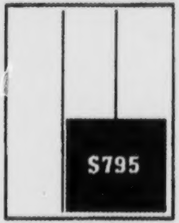

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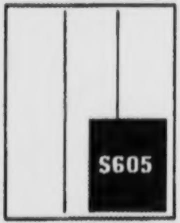

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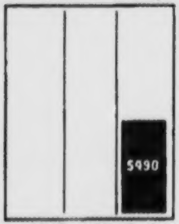

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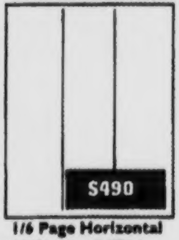

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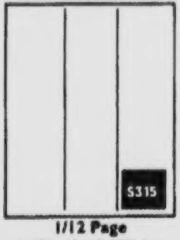

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

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Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

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October 9	Sept. 19	*Back to School Issue
October 23	Oct. 3	*Hispanic Heritage Month
November 6	Oct. 17	*Law School Issue
November 20	Oct. 31	*Publisher's Picks Issue
December 4	Nov. 14	
December 18	Nov. 28	Sports Issue
January 8	Dec. 19	
January 29	Jan. 9	*Financing a College Education
February 12	Jan. 23	
February 26	Feb. 6	*Women in Higher Education
March 12	Feb. 20	*Community College Issue
March 26	March 6	
April 9	March 20	Graduate School Issue
April 23	April 3	
May 7	April 17	* Top 100 Colleges for Hispanics
May 21	May 1	
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EQUITY SPECIALIST—Position #16, Equity Center. Collect and analyze information for use in training and technical assistance; assist with obtaining and developing training materials for the center. Assist with preparation for training activities; gather and review research related to race, gender, and national origin equity issues. Develop resource lists; assist with the preparation of program newsletters. Master's degree preferred. Starting salary $29,206-$33,399.

PROGRAM INFORMATION SYSTEMS SPECIALIST—Position #20, Evaluation Program. Collect and analyze evaluation and assessment data for projects, develop and manage complex databases and data files. Develop and administer network interfaces to program databases, including LAN and World Wide Web interfaces. Develop and administer web sites, translate data and perform quality control procedures. Requires experience with Visual Basic, C++, Java, PERL & other programming languages. Master's degree preferred. Starting salary $32,386-$37,035.

DIRECTOR

These Director positions require a Doctorate in a related field, unless otherwise noted; experience working with non-profit organizations and/or volunteer agencies; strong communication and leadership skill; experience working with a diverse work and client environment; PC proficiency; proven ability to prioritize tasks and organize workload.

PROGRAM DIRECTOR—Position #24, National Mentoring Center. Provide leadership in conceptualizing and developing long-range plans for research, development, training and technical assistance related to mentoring programs, including OJJDP funded JUMP programs. Oversee staff, manage human and fiscal resources, and establish leadership in the area of mentoring. Maintain a productive, equitable work environment that fosters teamwork and positive relationships. Requires 10 years' experience in Program Management; 5 years' experience managing large-scale training/technical assistance programs, experience in designing and conducting conferences. Starting salary range $67,080-$69,504.

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EXPANDING OPPORTUNITIES FOR HISPANIC STUDENTS

Dr. Ana Margarita "Cha" Guzmán is a member and past chair of President Clinton's White House Commission on Educational Excellence for Hispanic Americans, and a member of the Texas Association for Chicanos in Higher Education, and is currently senior advisor to U.S. Secretary of Education Richard Riley.

Funding of education in America needs to change. The educational playing field is not level for the underrepresented, particularly Hispanics. Funding inequities persist K-12 and in higher education. The result is a gap in access and quality.

At research universities, where state funding is highest, Hispanics are hardly a presence. At regional universities, Hispanic representation increases somewhat, and state funding drops substantively. The only regional universities with large Hispanic populations are HSIs, where 25 percent or more are Hispanic.

In 1990, MALDEF found that the lowest-funded regional universities in Texas were in South Texas and were all HSIs. Since then, the Texas legislature has made a good faith effort to increase their programs and capacity.

Ten years ago, when I was at the National Science Foundation (NSF), we examined the 25 universities receiving most of its awards. No HSIs were in this group. The Presidential Commission which I serve on and have chaired works with federal agencies to make them more aware of the potential at HSIs and community colleges. Federal programs have improved in the past seven years. The NSF has brought in community college personnel and expanded its grants program. The Department of Commerce has worked with HACU in an internship program. HUD has special grants programs. And the Department of Education has established a priority with the Hispanic Education Action Plan (HEAP) to ensure that funds are targeted to the needs of Hispanics.

Much remains to be done. When MALDEF began its fight for equitable funding for Texas public schools, wealthy school districts denied that money was a factor in educational quality. After a new Texas law equalized state funding to public schools, these same districts raised concerns that they couldn't educate their students with the reduced allocation.

For decades, Hispanics have endured the reality that inadequate school funding dilutes K-12 educational quality. Evidence is clear that higher education funding impacts quality too and that the majority of Hispanics are not attending the institutions receiving the lion's share of funds.

The impact is manifested in many ways. The cream of the crop of Ph.D.s seek jobs at research universities, where they are paid more. They have monies to help students apply for financial aid and endowment funds to provide scholarships. They can provide students with faculty mentors who, on average, teach only three or four courses each year. Undergraduates at these universities are exposed to more scholarly research, which encourages them to pursue graduate programs.

At regional universities, all these positive variables are diminished due to lower funding. Students receive less individual attention, scholarship funds, and research opportunities, professors are not as well connected and their teaching load is greater.

I have taught at a research institution, a regional university, and a community college, and have worked with faculty as an administrator. I am convinced that the quality of instruction at a community college is as high as that of other institutions. Lacking are the support services that would allow students to take full advantage of the quality instruction. Shortfalls in infrastructure and support mean that community colleges have difficulty retaining students.

The quality of instruction at a community college remains high, yet they suffer from a misperception that they are second-tier institutions. In a focus group with students at Austin Community College, I asked how their high school counselors helped them evaluate colleges. They said community colleges were seen as a last alternative.

Despite this perception, more than half of all Hispanic students attending college have chosen to attend a community college. We need to endorse their choice by extolling the value of community colleges. We also need to accept that students attend them for many reasons. Some only want certificates, others an associate's degree. Many are taking courses in preparation for transfer to a four-year institution. All are valid goals that can be achieved at a community college.

We need to stop considering community colleges a less than excellent choice when they can be the gateway to success for many. We must convince our state legislatures to give priority to increased funding for regional universities and community colleges. Additional funding would allow more access to faculty mentors, research opportunities, and other avenues of success.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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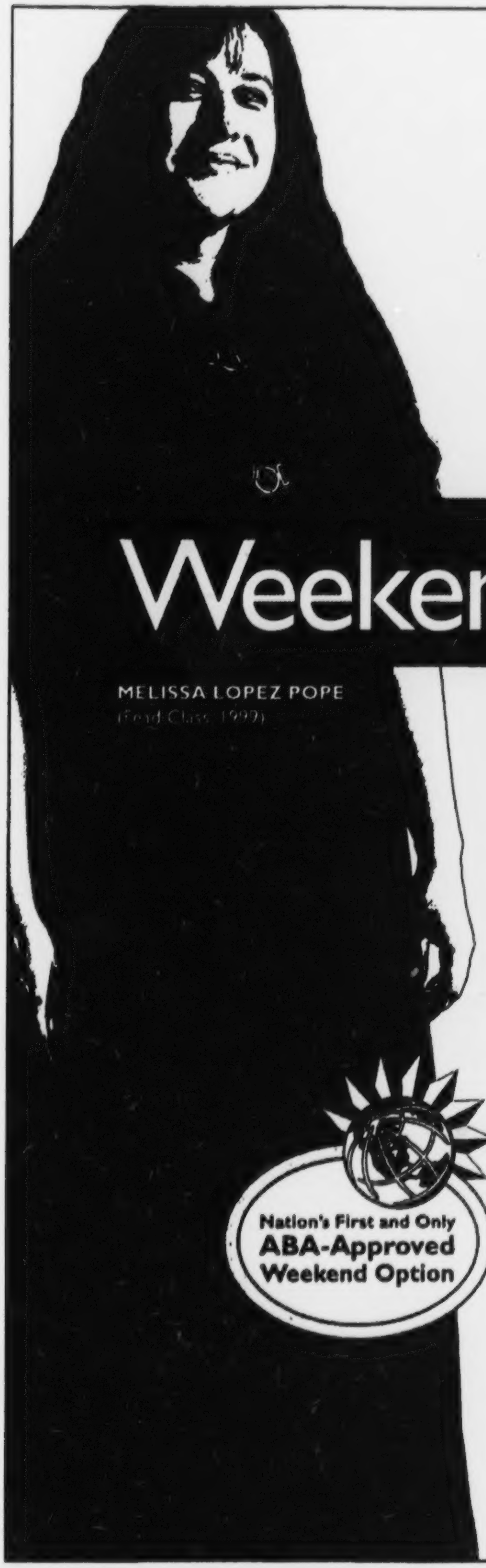

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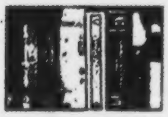

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Schools and the Failure of the American Dream back cover

Cover Photos Courtesy of: California Western School of Law

Esquina Editorial

!Hola!

As the end of 2000 approaches, we can begin to reflect on a century of accomplishments during which Hispanics have played a fundamental role.

While it hasn't been easy, Latinos have long been active in the evolution of the United States. The first Latino to serve the U.S. Congress was Joseph Marion Hernandez of Florida in 1822. Dennis Chavez, who was considered ahead of his time for championing equality for Hispanics, became the first Latino to serve a full term in the U.S. Senate. Other Hispanics have followed in their footsteps.

Latinos are heartily involved in all realms of our society–medicine, law, science, engineering, technology, politics, government. While our enthusiasm is great throughout, adequate representation is lacking in many areas. In the judicial branch, for instance, Latinos serve more in the lower courts, not the Circuit Court of Appeals. Circuit court decisions can only be overturned by the Supreme Court, on which we do not yet have a standing member.

Representation manifested by more Latino educators, professionals, entrepreneurs, elected officials, justices, and, yes, maybe even, a Hispanic presidential candidate, is an achievable goal in the new millennium.

In this issue, we examine the law track–dedicated Latino attorneys, activism, the legal system, diversity and the law and more. In our Publisher's Pick issue, look for more on diversity, mentoring, and gender issues in higher education.

Take note, *y basta el próximo número.*

M. Sarracent

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A CAPITOL VIEW

The Law and the New Reality

BY GUSTAVO A. MELLANDER

Throughout our history, when Congress and the executive branches were either hostile or impotent to act, large, nation-wrenching issues have been resolved in the courts. The "rule of law," "due process," and the rights of "the common people" are all enshrined in our legal folklore and in the very fabric of our development as a nation.

The Magna Carta

How did this happen? American jurisprudence is a direct outgrowth of the British system, which traces its beginnings to angry barons who in 1215 forced their King John to sign and pledge to abide by the document dubbed the Magna Carta. It all transpired on a damp meadow near the Thames, in Runnymede, just outside of London.

It was a monumental leap forward for the rule of law and the rights of individuals. A key passage, "No freeman shall be imprisoned or dispossessed except by the lawful judgment of his peers (and) by the law of the land," is frequently quoted.

From that revolutionary concept came American liberties. The Magna Carta formalized the rule of law–the concept that no individual, not even the sovereign, is above the law. It had powerful ramifications in Britain, though some of the sovereigns' enemies did rot in the Tower of London and/or lose their heads, without due process.

Nevertheless, it stated a goal that both the U.S. and Britain have tried to institutionalize. Its egalitarian concepts and some of its precise wording can be found in the U.S. Constitution.

The Public Good

The question before us now is–can we extend these enshrined "rights of the people" so that all our nation's peoples are protected?

There is a need to make our laws empower, not exclude. Proper legal support must be provided for victims of prejudice and indifference. Good legal representation must not be the exclusive patrimony of the wealthy.

We have lived through horrendous civil rights trials. Many in which justice was the least of the participants were aborted early on. Social policy issues continue to seize headlines. And whether they are about Waco or Microsoft or tobacco, we are all affected. The manner in which trials proceed and judgments are reached affects us more than many realize.

So old problems continue. Further, as issues are raised and adjudicated, matters in the public domain do not shrink but expand exponentially.

Cyberspace

With the explosion of the Internet, new laws, new modi operandi, are necessary to protect "the common good." Issues once thought solved bubble up again, for instance, intellectual property and the copyright. That right has suffered in the Internet age. As any college professor can tell you, plagiarism via the Internet is rampant. And thousands copy music from the Internet with impunity every day.

Big Brother

What about privacy rights versus freedom to explore? Are new protocols necessary?

The Fourth Amendment protects Americans from unreasonable search and seizure. But in our cyberspace age, "unreasonable search and seizure" might have new interpretations.

Recently, a top civil liberties group asked the FBI to reveal the computer source code and other information about an automated system it uses to wiretap e-mails of criminal suspects.

Using the Freedom of Information Act, the American Civil Liberties Union is trying to force the FBI to disclose details of the inner workings of its Carnivore system that can retrieve personal e-mail messages.

Carnivore, a computer-like box, can be hooked up to the network at an Internet provider. Using special software, it scans all incoming and outgoing e-mails, capturing those of specific individuals under investigation. But its software also scans the header information of all incoming and outgoing e-mails at the provider, Netscape, etc.–regardless of whether someone is under investigation. Does that constitute unreasonable search?

Carnivore can also capture and monitor a person's visits to Web sites and Internet chat sessions.

The FBI admits to using the tool to obtain e-mails of subjects under investigation–but stated it does so only after securing a search warrant. The FBI says the device gives the agency "a surgical ability to intercept and collect the communications which are the subject of a court order" and that the FBI ignores everything else. But the whole matter has raised concerns among privacy advocates.

Oversight

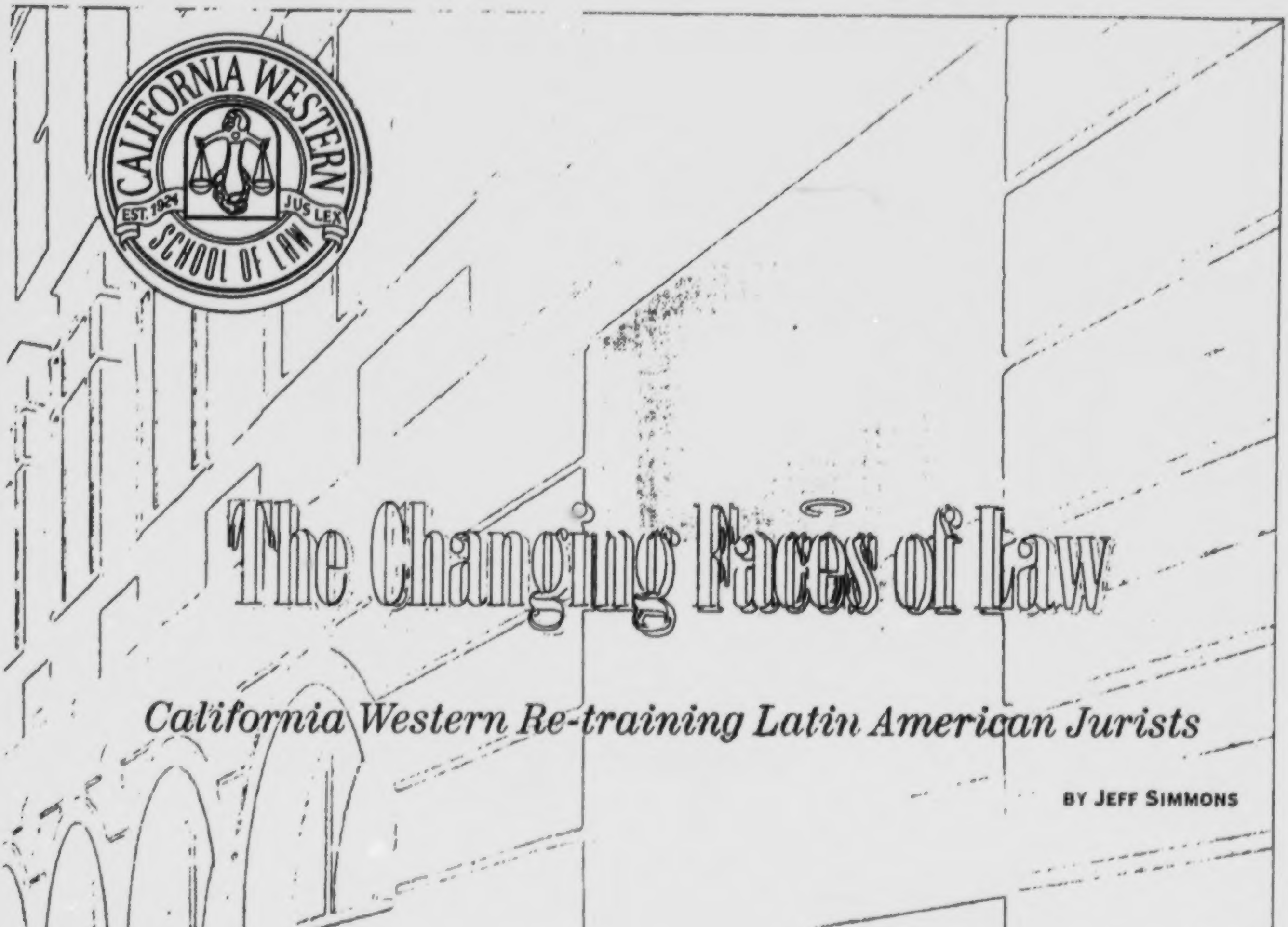
Attorney General Janet Reno, who is ultimately responsible for the FBI, has promised to review the computer system to determine whether it infringes on privacy rights.

The issue has also attracted congressional interest. At a hearing by the House Judiciary Committee's Constitution subcommittee, Rep. Charles Canady, a Florida Republican who heads the panel, said, "In this high-tech age, we must continually check to ensure that Fourth Amendment rights are protected, particularly as Internet advances provide greater tools for law enforcement."

In the months ahead, lawyers on both sides will address the balance between law enforcement needs and privacy rights, and whether current laws provide the federal government with the authority it needs to use such surveillance systems as Carnivore.

They might be well advised to re-read the Magna Carta before making those decisions.

Dr. Mellander is a professor at George Mason University.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The Changing Faces of Law

California Western Re-training Latin American Jurists

BY JEFF SIMMONS

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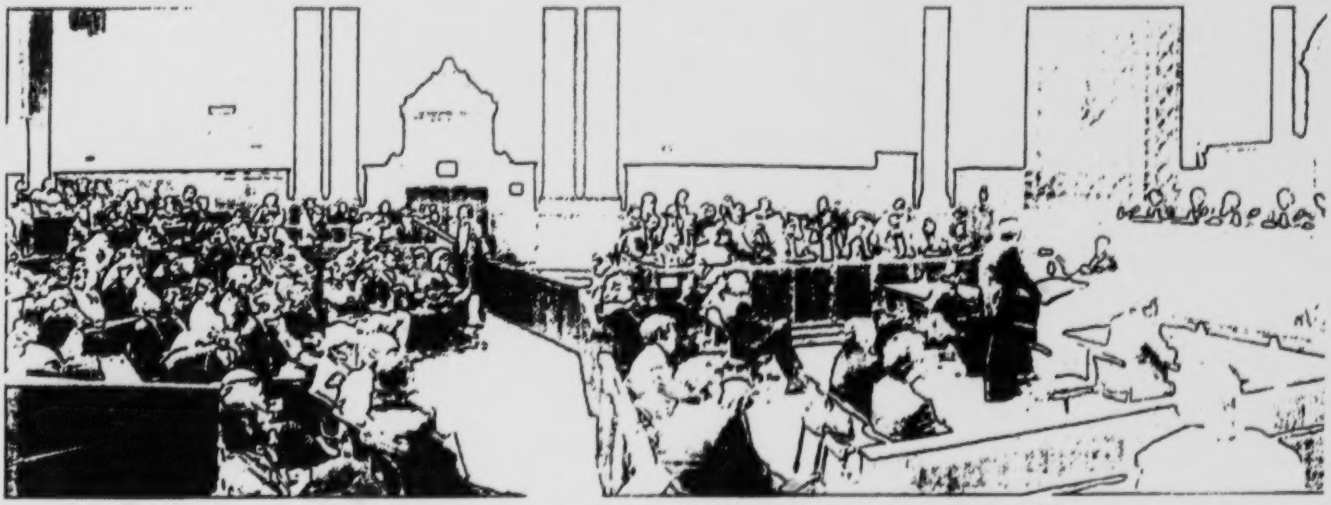
New York Supreme Court Judge Laura Safer Espinoza recently packed her bags and headed south to Costa Rica for a week. It was somewhat of a respite from the frenetic pace of the Bronx Criminal Courthouse where she sits each day, but nevertheless the trip was not a vacation getaway.

Safer Espinoza headed from the courtroom to the classroom–to teach lawyers how to be better in the courtroom.

"I would hope it was a good experience for them," she says from her chambers, a few weeks after arriving home. "I would hope I shared with them the vision of a judge who is concerned with guaranteeing the rights of people who are processed through the criminal justice system, and an image of a fair and impartial fact-finder."



The California Supreme Court during a special session at California Western in spring of 1999

That was crucial to her, and to those who gathered with her at the Collegio de Abogados, or College of Lawyers, in Costa Rica. For six days this August, with the help of the Costa Rica National Bar Association, the group met with close to 40 participants from a group of Latin American countries. There were lawyers, defense attorneys, and prosecutors, even judges.

> ***The Project teaches "cultural negotiation," the non-legal parts of judicial reform needed to deal with different cultures, says Cooper.***

The goal was to effect change, because in this ever-changing world, lawyering isn't the same as it used to be. And in Latin America, legislative reforms have caused the judicial process to evolve from an inquisitorial one toward an adversarial one, more closely reflecting the process in the U.S. However, the practice still adheres to a trial-by-judge instead of a trial-by-jury.

"I found people to be very anxious to know more about the trials that are done under an adversarial system with an independent prosecutor and a strong defense presence, which is different from my understanding of how the trials are currently done," says Safer Espinoza.

Behind the unique project, called Proyecto Accesso, were a number of forces and financial backers, but it was fueled largely by the efforts of the McGill Center for Creative Problem Solving at the California Western School of Law in San Diego.

"It means Project Access because it's all about access to justice," says Dr. James Cooper, the Center's executive director. "We are giving them as many skills as they can carry with them to make change happen."

The McGill Center, a think tank devoted to practical training in problem-solving, dispute resolution, and preventive law, partnered with the Universidad Católica de Temuco in Chile to create the Project. The Project was fueled by a grant from the William and Flora Hewlett Foundation.

Together, they have been fashioning a Latin American Center to train jurists from all walks of life, from magistrates to corporate lawyers.

"What's happened is, too often in training, you do it once or twice and everyone forgets about it. We're trying to get them to understand there is a broad panoply of skills that jurists must possess," Cooper says.

"In the globalized world, where legal enlightenment is fast becoming more commonplace, there is an understanding that the older systems, while they have many strengths, were not transparent, and were open to corruption and patently unfair."

California Western is a small school–it has a little over 700 students–that focuses on creative problem-solving in law. The school has watched diversity skyrocket–from 9 to 33 percent in just a few years–and has reached out to judges in the area to mentor students.

Dr. James Cooper, the McGill Center executive director

Its McGill Center has worked to open lines of communication between Mexican and U.S. legal professionals by coming up with mechanisms to address cross-border disputes. It also has created a legal curriculum for training the next generation of lawyers.

Noticing the swift pace of legal and judicial reforms across the globe, Cooper and California Western colleague Janeen Kerper, the Center's academic director, came up with the idea of an outreach program to Latin American countries.

They observed that legislation altering the legal process had been enacted years ago, but it never was implemented. In Argentina, for instance, there is the right to a jury trial, but it isn't widely accepted.

"It's often a lack of funding, or cultural barriers," Cooper says. "The real struggle in all of this is thorough legal education in these countries."

The result is enhanced advocacy on behalf of underrepresented populations in Latin America, and streamlined judicial systems, which are overburdened.

The Project started in 1997 in Aragonite, and then headed to Nicaragua and Chile. Last year, groups of Chilean legal professionals watched as Richard Page, a member of the McGill Center's advisory board, conducted training sessions in Temuco and Santiago. He focused on problem-solving, mediation, arbitration, and conflict resolution.

"It started off in Chile because they are going through a transition from the inquisitorial to the adversarial. We are sort of judicial change-managers; that's how we see ourselves, because we are dealing with a culture of change," Cooper says.

Often, agencies have trained one group of professionals. But the Project strives, as Cooper puts it, to "mix up the jam" and bring together different professionals–by country and vocation–to "cross pollinate" and build bridges.

Organizers say that breaks down barriers because many of the Latin American professionals had been working in isolation.

In Costa Rica, four sectors of the justice system were drawn together. There were judges, prosecutors, public defenders, and officials from the Ministry of Justice sitting side by side, taking part in role-playing activities, and each wearing a different hat than in their day-to-day lives.

Besides Costa Rica, the 48 participants came from Bolivia, the Dominican Republic, El Salvador, Panama, Nicaragua, and Honduras. Ten trainers–from Canada, Mexico, Argentina, Chile and the United States–were on hand to manage six days of lessons and workshops.

Organizers say that each participant might have a different legal role but the jobs are connected.

"It was a holistic approach," Cooper says. "By switching the roles, they learn about each other's roles. Since they went to law school, they didn't have to think about it. They would make mistakes now in front of each other, and build trust and relationships."

As the judicial procedures have shifted, lawyers have required greater skills. In the past, much was submitted in writing, and magistrates served as prosecutors and sentencers. Now, defense attorneys and prosecutors more often confront oral presentations and witness cross-examinations.

"It's a complete change of the process," Cooper says. "Suddenly, they have oral trials, and so they have to know how to cross-examine experts, how to ask a good follow-up question, how to talk out loud....We have to teach them how to talk. At the same time, we have to train judges how not to talk, because they no longer are the investigators."

Sara Castillo, a legal officer with the Washington, D.C.-based

Judge Laura Safer Espinoza, Bronx Criminal Court, New York, NY

Students at California Western School of Law

Organization of American States, said that performance is critical to succeeding in an advancing legal culture. In the United States, oral training is par for the course in law school.

In Latin America, there are no classes assigned on learning oral presentation, and when cultures change from written to oral, this means a great deal of difficulty and effort and money to retrain people," says Castillo.

"It's as if somebody told a journalist–you cannot write the way you have been writing for years, and the whole way you do news has changed. It's like going from print to television journalism. It takes a lot of new training," she says.

The result is not just a better lawyer but also a better-represented client. Castillo, who helped to organize the Costa Rica trip, said eloquent attorneys more likely will succeed. "If you are not eloquent, your client could be at a great disadvantage," she says. "It's the same for public defenders, prosecutors, and judges."

Trainers remark about the changes that participants go through by the end of the week of workshops. Some might be timid at first, more adept at penning a legal diatribe than publicly reciting an argument. In the program, they find their voice.

"That is the most incredible feeling," Cooper says. "You see someone for the first time doing oral arguments, see the fire in their bellies and passion in their voices. They've never had an opportunity to exercise their voices."

The Project teaches "cultural negotiation," the non-legal parts of judicial reform needed to deal with different cultures, says Cooper. He pauses, then jokes about his observations that American influences even extended into the Latin American legal world.

"Everyone thinks they are Ally McBeal," he says.

Participants also receive training in media advocacy, how to handle journalists and reach out through the media. They are taught how to draft press releases and are videotaped performing public service announcements. Journalists critique them, as well.

Rafael Raffaeli, a Queens, N.Y., attorney who is Argentinean, instructed the media portion in Costa Rica. The judges and veteran attorneys sitting before him seemed more like first-year law students because of the new issues to address.

"It was like they were sort of cutting their teeth on the legal process," Raffaeli says. "You could see them sort of having birth pains. They would struggle. They would make mistakes. It was all because it was so alien to them."

Sessions were steeped with feedback, constructive criticism, and analysis. Videotaped performances were replayed. There were mock trials, as well. In the end, he observed, "they seemed ready to use the techniques we had taught them."

As it has grown, the Project has received more aid. It now receives funding from the United Nations Development Programme and from the Organization of American States. The State Department paid travel expenses for several participants and trainers.

Organizers caution that their work shouldn't be perceived as a lobbying effort. They say they aren't campaigning for an adversarial system but campaigning for jurists to employ what's at their disposal to their fullest potential. Still, Project leaders are creating modules on how to design grants and draft legislation.

They have been asked for an encore in Costa Rica and are planning a trip to Paraguay as well. They are working on incorporating Navajo principles on healing, reconciliation, and mediation into the program. And Cooper and Kerper also are working on a global legal curriculum that reflects worldwide changes in the law.

"We live in a globalized world, so there has to be a global curriculum," Cooper says. "San Diego is the perfect location for this. We often joke that from San Diego to Santiago, access to justice is a contact sport. You have to have contact with as many people as possible to make this a reality."

Lawyer/Activist Kiko Martínez Honored at UNM

Donates Papers to Grassroots Activism Project

BY MARILYN GILROY

¡VIVA LA ORGANIZACION INDEPENDIENTE DE LOS TRABAJADORES!
SU VOTO ES SU VOZ
TO TUCSON
KIKO MARTINEZ FEDERAL TRIAL
SAY NO TO URANIUM
U.S. GOVERNMENT VS THE CHICANO PEOPLE
¡SIGUE EL MOVIMIENTO
U.S. GOVERNM VS THE CHICANO PEOP
DEMONSTRATE!

Twenty-seven years ago, he was a fugitive the FBI had ordered its agents "to shoot on sight." This year, Francisco "Kiko" Martínez was guest of honor and featured speaker at a celebration to commemorate his donation of archival materials to the University of New Mexico's Zimmerman Library Center for Southwest Research. His papers will enhance the Grassroots Activism Project (GAP).

For Francisco Kiko Martínez, a graduate of the University of Minnesota Law School, rebelling against the system began in 1970 when he took offense at a question on the Colorado bar exam. He refused to answer the question, but passed the bar anyway. At the swearing in ceremony, Martínez and several members of the American Indian Movement (AIM) protested the inclusion of the question, and it was later removed.

"This protest would serve as the symbolic harbinger of Kiko's willingness to struggle for groups and individuals oppressed and dismissed by the system," said Arturo Nieto, 1998-99 Dennis Chávez Fellow at the Center. Nieto, a third-year law student at UNM, was one of the students who processed the Martínez archival collection.

"I was deeply affected by my work on the Kiko Martínez papers. The magnitude of Kiko's fight was amazing to me. This was a case of a railroad job to silence an activist. This time, however, the activist won," said Nieto.

Nieto says that Martínez saw his role as an attorney as an intermediary between the oppressive nature of the system of U.S. laws and the negative effects that system wrought on his Chicano-Mexican nations. Once charged with mailing explosives, he decided to flee the country because he knew justice would not be served in his case, even though none of the bombs allegedly linked to him was ever detonated. He was caught trying to

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re-enter the United States from Mexico under an alias in 1980.

Many believe that Martínez and his activist colleagues were manhandled by law enforcement and the courts, as evidenced by judicial and prosecutorial misconduct manifested during his first federal criminal trial. According to an article in the *Denver Post*, the trial "set Colorado's judicial system on its head." All of the Denver district court judges declared themselves incapable of guaranteeing Martínez a fair trial, so a judge was brought in from Oklahoma. Trials were further complicated by noisy protesters outside the courthouse.

After working his way through the justice system–a system that included surveillance at the funerals of his mother and brother–Martínez picked up where he left off. He joined a fight to reclaim La Sierra, a mountain tract in southern Colorado owned by a North Carolina timber interest but claimed by several generations of land grantees. He helped draft constitutional language for the post-Apartheid South African government and traveled to El Salvador to aid inmates.

"His life," said Nieto, "became a monument to victory, not just for himself as a criminal defendant but for all silenced, oppressed, people."

Martínez, who still practices law in Alamosa, said he was pleased to donate his collection to the UNM library and will always remember the day librarian Ann Massmann and an assistant visited his home to pick up the 50 vegetable boxes that held this piece of history.

In his remarks at UNM, Martínez expressed the hope that his papers will help the continuing fight of disenfranchised Americans and that they might inspire the next generation of dissidents.

The collection is scheduled to be available to the public this year. Adriana Nieto, Arturo's sister and a graduate student in Latin American studies at UNM, is now at work on the materials.

"My brother started this work, and I am honored to finish processing this collection," said Adriana Nieto.

Nieto says that the collection contains numerous legal papers regarding the indictment on the bomb charges. Many of the papers are Martínez's own handwritten notes from the trial, where he served as his own legal counsel. Parts of the collection have not been readily available until now.

Photo by Carolyn Gonzales, UNM Public Affairs

Francisco "Kiko" Martínez talks with Ann Massmann, a UNM Center for Southwest Research librarian who arranged for Martínez to donate his archive to UNM.

"Some of the papers are government documents obtained under the Freedom of Information Act," explained Nieto. Other contents include newspapers clippings, especially about Martínez's brother, who was killed by a car bomb in Colorado when Martínez was out of the country.

Working on this collection has provided an academic continuum for Adriana Nieto, who has already conducted a great deal of research on Martínez's life. Nieto became interested in Kiko Martínez as an undergraduate at Adams State College, where she learned about him from one of her professors who was close to Martínez.

It was during this period that Nieto became aware of how Martínez's life as an activist evolved. As she recalls, Martínez grew up in Alamosa, Colorado, about 40 miles north of the New Mexico border. He earned a bachelor's degree from Adams State and, during his college days, was involved in volunteer work on behalf of migrant workers in Minnesota.

"Martínez learned that society and the law could be very racist," said Nieto.

As she reflected on his commitment to and passion for the Chicano movement, Nieto said that she thinks his struggles provide a great role model for her generation.

"Kiko Martínez believes in the battle for social justice, and he carries out his belief through the practice of law," said Nieto. "He encourages others to be involved in whatever way they feel comfortable." She also praises his outlook on life.

"Despite all that he has been through, Martínez has a great attitude," said Nieto. "He's not wounded, nor does he feel like he's a victim. He's a great role model and very approachable."

Grassroots Project Branches Out

The Kiko Martínez papers are just part of the recent archival acquisitions of the UNM General Library's Grassroots Activism Project. The project is growing roots and branching out as word gets around that there's a place where the history of grassroots political activism is being documented and preserved. In addition to the Martínez collection, the Project has received the papers of Frank I. Sánchez and Reies López Tijerina.

"We collect political papers of leaders who have been in the forefront of Chicano community activism," said Massmann. "There were no archives or historical records of what some of these people had done. It's not like the legacies of elected political leaders, whose histories are written down."

For example, Reies López Tijerina was involved in disputes over land distribution in northern New Mexico which had been going on for years. Hispanics believed that tens of thousands of acres of land that should have been theirs had been taken by the federal government and set aside for national forests. It took López Tijerina, a former evangelical minister, to bring the issue onto the national agenda on June 5, 1967. López Tijerina and a group of New Mexicans left the village of Canjilón that day and drove to Tierra Amarilla, the Río Arriba county seat, to arrest the district attorney, who they thought should enforce the 1848 Treaty of Guadalupe Hildago and restore property rights to the heirs of those living on Mexican territory at the end of the Mexican-American war. The raid on the courthouse ended with a jailer and a state policeman shot and wounded, a reporter and a deputy sheriff taken hostage, National Guardsmen swarming over northern New Mexico, and the biggest manhunt the state had ever known.

López Tijerina was captured and went to prison for his part in the raid. He lived for a while in the village of Coyote before moving to Mexico early in the 1990s. His papers are now part of the Grassroots collection.

"What we are doing with this collection fits into the social history movement," said Massmann. "The idea is to document society's events from the bottom up...by the people who were part of them, instead of having history written for them, usually by white males or authority figures."

The Grassroots Project has been funded for three years by UNM's Center for Regional Studies. Massmann solicited the support through a grant application.

"I made a proposal because I was interested in Chicano community activism," said Massmann. "Now we have students who work with us in organizing and processing the records, and they, too, become experts on the subjects."

The records are especially valuable for students and faculty who use them as primary resources in academic research. Massmann said that the library also receives requests from scholars around the world who are writing books and articles. Local community people are especially interested in the papers. Some of them were personally involved in these events, and the records contain references to FBI activities that affected them.

Massman and the staff have plans to expand the collection. "In addition to those personal archival collections, we have several others we are working on," she said.

Other materials being acquired for GAP include the records of the League of United Latin American Citizens (LULAC), dating back to 1929 in New Mexico, and the Tonantzin Land Institute materials.

"Tonantzin is a community-based organization that deals with land, water, and sovereignty issues," explained Massman. "There are crossover issues with Native Americans. Their files document their work with land and water disputes since the 1980s."

Additional collections include some from Albuquerque's Los Duranes neighborhood, from an activist who worked with López Tijerina, the New Mexico Brown Beret papers, and a collection of materials chronicling UNM's Chicano student groups.

Massman believes that the Grassroots collection preserves important historical moments. "We need to make sure that this recent history is passed on and that here is a source for understanding how the region developed," she said.

The UNM Public Affairs Department contributed to this article.

Photo by Carolyn Gonzales, UNM Public Affairs

Frank I. Sánchez describes his experiences to an audience at Zimmerman Library at an event celebrating the opening of his archival collection.

Photo by Carolyn Gonzales, UNM Public Affairs

Reies López Tijerina signs documents with Center for Southwest Research Director Marilyn Fletcher.

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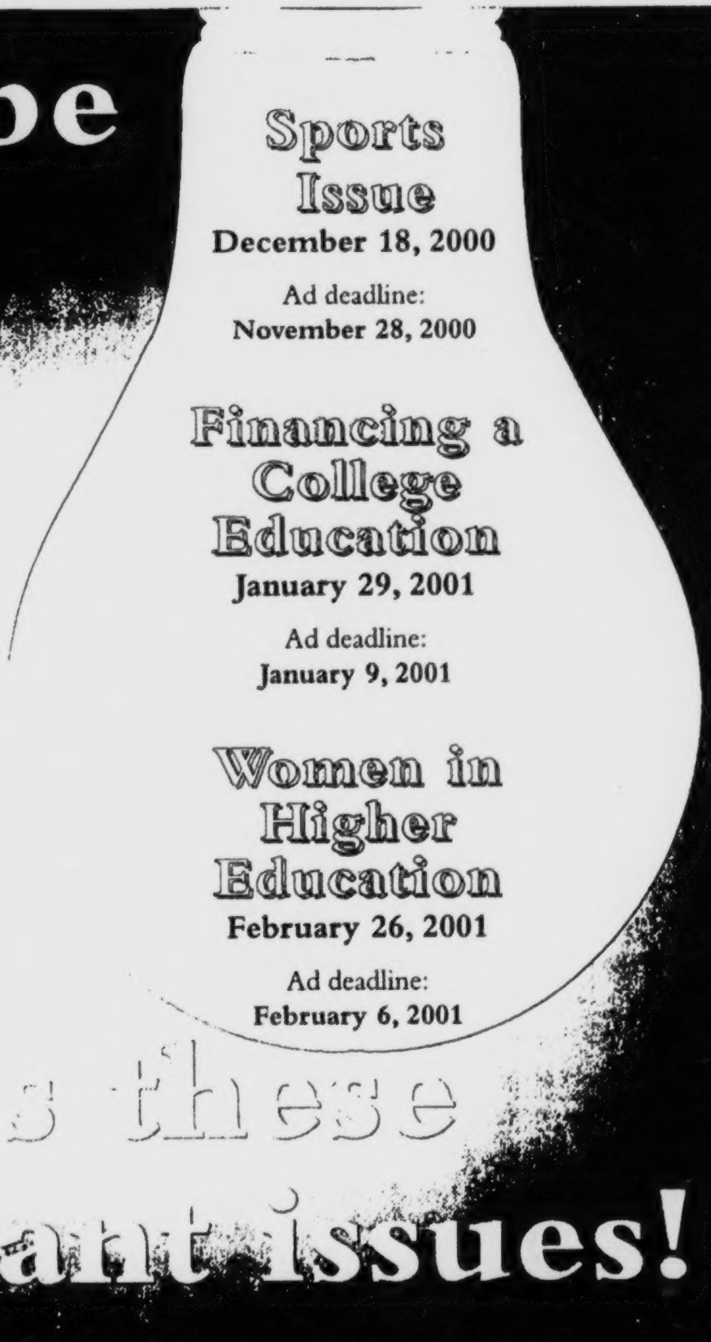

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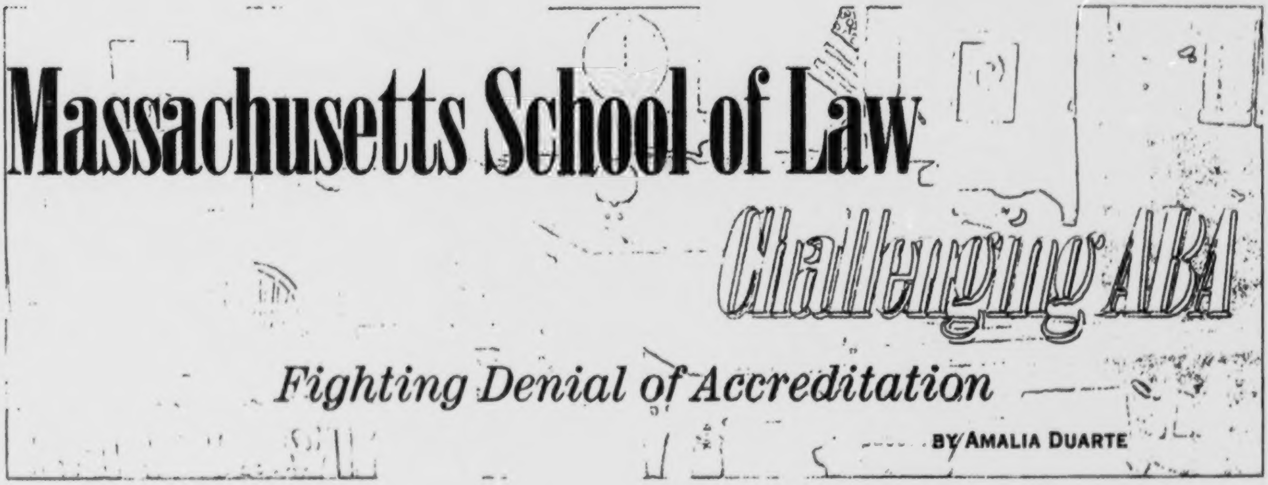


Massachusetts School of Law Challenging ABA

Fighting Denial of Accreditation

BY AMALIA DUARTE

> ***MSL argues in its recent civil rights complaint that the ABA's rules have "no educational justification whatever."***

By a number of objective measures, the Massachusetts School of Law (MSL) at Andover would seem to be a successful institution. A majority of its students pass the bar examination on their first attempt, and 90 percent of its graduates go on to use their law degree in some way, whether they clerk for a judge or open a law office of their own.

And it does better than most law schools in one important area. While a good number of law schools have minority enrollments in the single digits, MSL can boast that some 20 to 25 percent of its students are Hispanic, African American, or Asian American. And this is in a region that is not home to a large minority population.

The law school does so well at enrolling minorities because that is a major part of the school's core mission.

"When we started this school in 1988," recalled Dean Lawrence R. Velvel in a recent interview, "it was to provide a legal education–and the opportunity that comes with a law degree–to people who had been frozen out of the legal field for decades. We wanted to educate Hispanics, Black Americans, immigrants, working-class people of all races, and older students who were making mid-career changes. The legal profession is a fount of power–it is a major route to the top. And all kinds of people were being kept out of that pipeline."

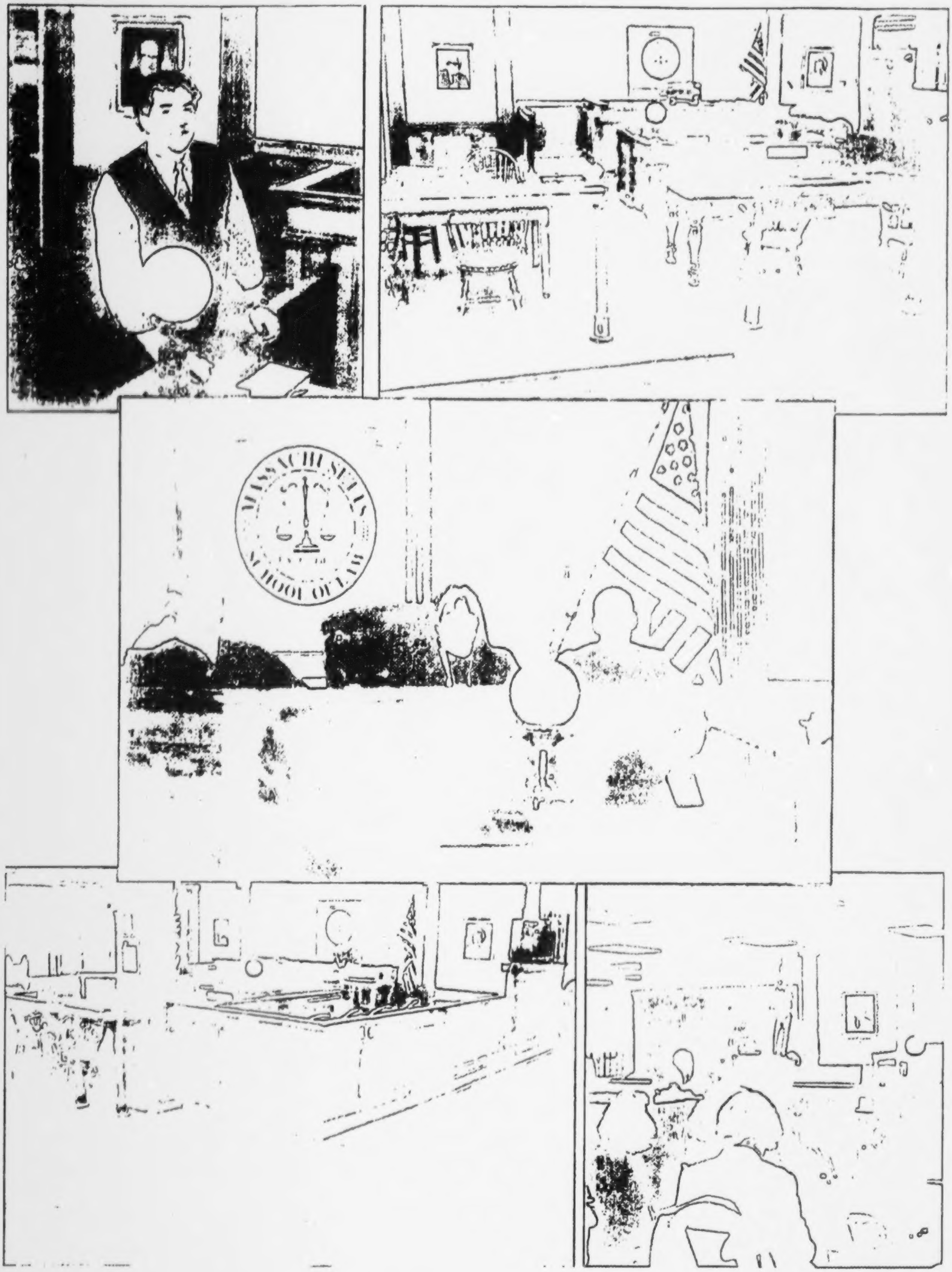
You might think that MSL would be hailed as a model of how to reach out and educate minorities and others whose ranks are thin at the average law school. Well, think again. MSL has a big problem. While the school is accredited by the state of Massachusetts, it has been unable to gain accreditation by the American Bar Association (ABA). As a result, MSL students cannot take the bar exam immediately upon graduation in 45 states. Instead, they are required to wait for several years until they become eligible for the bar.

For nontraditional students, this can prove an insurmountable hurdle; for others, it's just wasted time. Second-year law student Abrán D. Gabaldón, for example, will have to wait three years to take the bar when he returns to his home state of New Mexico. It means he will be close to 50 by the time he can start practicing as a lawyer. Yet, he turned down 13 ABA-accredited law schools to enroll at the more diverse MSL. "I sat down in the classrooms at some of these other schools, and I felt like a grandfather," said Gabaldón. "That's not a comfortable feeling. Here, I feel at ease. This campus is a true reflection of what America looks like."

Yet, the school faces a Catch-22: in order to win accreditation, MSL must change the very policies and practices that attract students like Gabaldón. "We would have to change the nature of our school in ways that would cause us to have to raise tuition by 50 to 100 percent," said Velvel, "making it economically unavailable to the very people whom we wished to serve and making it unavailable academically as well."

Rather than change, the school has taken on the ABA. Several years ago, it accused the ABA of being a monopoly that operates counter to the public interest, sparking an investigation by the U.S. Department of Justice. Then it complained to the Department of Education that the ABA has violated provisions of the Higher Education Act.

The latest salvo in this battle is a civil rights complaint filed by MSL against the ABA's accrediting arm in early September. The complaint charges that the accrediting arm forces law schools to follow "discriminatory policies" against African Americans, Hispanic Americans, and immigrants in violation of Title VI of the Civil Rights Act of 1964. It compels schools to follow policies that exclude these groups "academically" and "economically" from law school. When reached, a spokeswoman for the


MASSACHUSETTS SCHOOL OF LAW

ABA said the organization declined to comment for this article.

While MSL challenges the ABA, it continues to attract eager students. From its inception, the school has blatantly flaunted ABA's accrediting rules. But administrators believed that by offering an excellent education, it could gain approval. The ABA's response initially surprised the founders of MSL.

"When we started, we thought it would not be difficult to get ABA accreditation," said Velvel. "According to the guidelines, a quality law school could obtain a waiver for these standards. But we couldn't get one."

MSL won't comply with standards that it says make most law schools expensive and elitist. MSL isn't your typical law school. In order to attract these underserved groups, MSL's founders created a different kind of institution. You won't find numerous massive, ivy-covered buildings on its modest campus. There's no cavernous law school library, but in this Internet age, that is perhaps irrelevant. The MSL library offers the most often used core legal information available in book form and provides access to millions of other volumes through databases, interlibrary loans, and information ordered from other document delivery services. And the professors are mainly working lawyers and judges–not law professors who might never have argued an actual case in court.

This reduced overhead translates into cheaper tuition, which is a big plus for nontraditional law school students. This academic year, for example, tuition at MSL is $12,300. The tuition is $26,000 at Harvard, $24,700 at Boston University, $23,000 at the University of Connecticut, and $17,340 at the University of Maine.

And MSL allows its students to work full time if necessary. And the school does not take the standardized LSAT test into consideration. "We don't think the LSAT is a good measure of how someone will perform in law school," explained Velvel. "It doesn't take into account creativity or writing skills. And minorities and others don't score particularly well on it. For a mid-career person, the test is simply baffling." But recognizing the importance of passing the bar, MSL does offer bar preparation courses for credit.

Photo by Steven F. Hyde

Abrán Gabaldón, law student at MSL

All of these steps–from using practicing attorneys as professors to discounting LSAT scores to letting students work full time–are in violation of ABA accrediting standards. MSL argues in its recent civil rights complaint that the ABA's rules have "no educational justification whatever."

And MSL is gaining its supporters in the law community. In its civil rights filing, MSL names a number of high-profile academicians who back its position. Dr. David Adamany, president of Temple University, has called the ABA's standards the product of an "old boy's network." And others, including Dr. Norma Rees, president of California State University at Hayward, say the LSAT does not relate to learning outcomes.

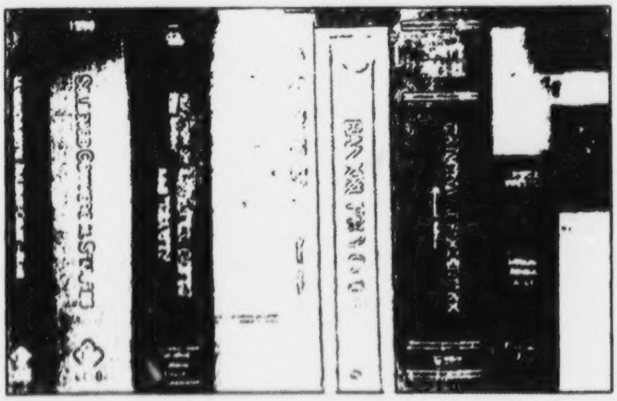
Some of MSL's enrollees are seeking a more diverse campus experience. And once they graduate, these students are also taking a less worn path. "Many go back to their community and work for city or state attorneys' offices or work at shelters," said Velvel. "They are not going to work at big, downtown law firms. They are doing the vital jobs in the community that wouldn't get done otherwise."

Indeed, the 1,000 graduates of MSL have gone on to enrich communities across the country. Rosario Terrazas of El Paso, Texas, is clerking for a federal magistrate but plans to work in the legal aid or public defender's office in her hometown someday. Terrazas is the pride of her family. Her Mexican immigrant mother has only a sixth-grade education, while her truck driver father, who is of Mexican descent, got as far as high school. Giving back to her community is high on the agenda. "I want to show people that, 'Yes, it can be done.' I am an average student, and I did it," she said. "I may not change a lot of things, but maybe I can help other people find their way."

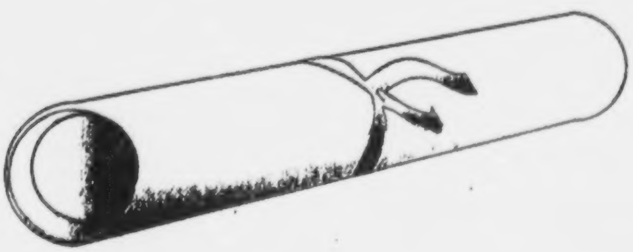
If it weren't for MSL, Terrazas would likely not be on her way to becoming a lawyer. She had been turned down, or placed on a waiting list, by every other law school to which she had applied. She blames a low LSAT score. But MSL, she discovered, wasn't interested in her test number. The school judged her holistically.

"If I hadn't gotten accepted at MSL, I probably would have given up on law school," said Terrazas, who passed the Massachusetts bar and is now accumulating credit so that she can sit for the Texas bar. "They really gave me a chance; what I do now is up to me."

Amalia Duarte is an editor in public relations for Avaya Inc.



The Honor Roll



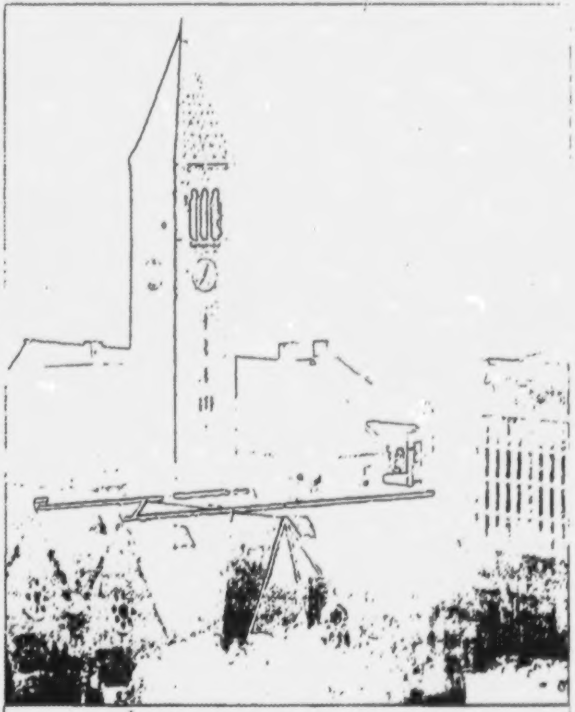
Cornell University

Federal Research $$$ Near a Quarter Billion

BY ROGER DEITZ

Over a century ago, as the University prepared to open a law school, Cornell President Andrew Dickson White made clear his thoughts on what a law school should and should not become. Many of those views are consistent with more modern views realized by educators toward the close of the 20th century.

"Our aim," observed Dickson, "should be to keep instruction strong, its standards high, and so to send out not swarms of hastily prepared pettifoggers, but a fair number of well-trained, large-minded, morally based lawyers in the best sense, who as they gain experience may be classed as jurists and become a blessing to the country, at the bar, on the bench, and in various public bodies."



McGraw Tower at Cornell University

More than a hundred years later, that ideal still describes Cornell Law School, as well as the University with which it is affiliated.

Cornell Law is set in a natural environment that draws upon the resources of a great university. Cornell Law draws students from diverse backgrounds and produces well-rounded lawyers and accomplished practitioners. Known the world over as one of the truly great universities, Cornell is recognized for research, teaching, and scholarship alike.

Today, Cornell consists of thirteen colleges and schools–seven undergraduate units and four graduate and professional units in Ithaca, and two medical graduate and professional units in New York City. Its dual heritage as a private and public university combines the resources and prestige of the Ivy League with the vitality, humanity, and commitment to public service fostered by the nation's great state universities. And at Cornell, the makeup of the student body continues to be important, as indicated by a new initiative to help improve student diversity.

Last term, President Hunter R. Rawlings III approved an assertive, $100,000 initiative aimed at enhancing the diversity of the student community by improving the recruitment of underrepresented minority students. He announced, "One of the university's top priorities is to improve the undergraduate experience. To ensure that we are successful in that endeavor and in our overall goal of becoming the best research university for undergraduate education in this country, we must and will build a more diverse, more inclusive community on this campus."

Donald Saleh, dean of admissions and financial aid, agrees, saying, "The recruitment of underrepresented minority students is a very high priority for the University. The investment the president has approved and the steps we are taking will help us make that priority a reality." The past

Hunter R. Rawling III, Cornell University president

Honor Roll Facts in Brief

INSTITUTION
Cornell University

LOCATION
Undergraduate Admissions Office
410 Thurston Avenue
Ithaca, New York 14850-2488
(607) 255-7233

ESTABLISHED
1865

ENROLLMENT
13,669 Undergraduate
3,916 graduate

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$10,418 per year (state assisted, resident)

FACULTY
1,539 (total - non-medical divisions)
(35 of 180 minority faculty are Hispanic)

SEVERAL DEGREE PROGRAMS
Agricultural and Biological Engineering
Hospitality Management
Industrial and Labor Relations
Latin American Studies
Policy Analysis and Management

NOTABLE HISPANIC-SERVING ORGANIZATIONS
La Asociación Latina
Science Organization of Latinos
Society of Hispanic Professional Engineers

INTERNET ADDRESS
www.cornell.edu

several years have brought little growth, and in some cases a decline, in its underrepresented minority applicant pool, Saleh reported. He added that while the University continued to be successful in identifying underrepresented minority prospects, through travel and national test score searches, the conversion rate from prospect to applicant had fallen short. Saleh stressed that the yield of those who do apply and are admitted also must be improved, to insure a more diverse student community.

Jacuie Powers of the *Cornell Chronicle* reported that between fall 1995 and fall 1998, the applicant pool of African American students declined 4.9 percent, from 950 to 903, and that of Native Americans declined 2.8 percent, from 71 to 69. For Hispanics, the Puerto Rican pool of prospective students went from 228 to 218, a decline of 4.4 percent, and Mexican American students declined 13.4 percent, from 292 to 275. There was a rise in other Hispanic applicants, an increase from 583 to 588, or up 0.9 percent.

In 1995, 3,668 underrepresented students were enrolled, which was 27.4 percent of the 13,372 undergraduates. That included 63 Native Americans, 564 African Americans, 797 Hispanics, and 2,244 Asians or Pacific Islanders. Figures for the 1999 fall term show 811 Hispanics, 609 African Americans, 2,245 Asian or Pacific Islanders and 74 Native Americans among the 13,669 undergraduate students. Graduate students numbered 3,916 in 1999. Among them were 123 Hispanics, 100 African Americans, 225 Asian or Pacific Islanders, and 20 Native Americans.

At this time, there are 35 Hispanic faculty, 43 African Americans, four Native Americans, and 98 Asians among a full-time faculty of 1,539.

The new initiative includes early expenses-paid visits to campus by outstanding students identified by regional admissions coordinators. Itineraries will be tailored to individual students. A fall Native American hosting program will support a group visit to campus by Native American prospects before the application stage. There will be increased funding for Minority Hosting Weekend and Cornell Days visits, to pay for travel by students unable to attend Minority Hosting Weekend and also increased will be funding for faculty travel and presentations to high schools with high minority populations, in conjunction with admissions recruitment travel. Also on tap is a program to bring high school guidance counselors from minority-based high schools and agencies in the New York City area. In addition, Cornell alumni committee members will increase the number of telephone contacts to prospects and applicants in markets identified with strong prospect pools.

"These funds will help us take some very important steps to improve our recruitment of minority students," Saleh observed. "We are excited about the opportunities ahead. While there is still much to accomplish in order to achieve our goal, we believe this initiative will help significantly in moving us toward that end."

Students at Cornell

Since the 1860s, when Ezra Cornell launched his "institution where any person can find instruction in any study," Cornell University has been committed to the "vitality of a multicultural community." With a community containing nearly 900 Hispanic students overall "from almost every place imaginable"–the U.S. Latino community at Cornell is one of the important contributors to the University's population. The Latin American Studies Program (LASP) presents films, lectures, exhibits, and other cultural events throughout the academic year. Faculty members affiliated with the Program come from disciplines across all seven undergraduate colleges. The Latino Studies Program (LSP) emphasizes the historical, linguistic, literary, social, economic, and political experiences of the Hispanic community in the United States. With more than fifteen undergraduate courses from which to choose, students may select a few electives or complete a concentration in Latino studies.

Founded in 1865 by Ezra Cornell and Andrew Dickson White, Cornell opened on October 7, 1868. Morill Hall was the first building constructed on the main Ithaca campus, which today includes 260 major buildings on 745 acres. Cornell is a privately endowed university and a federal land-grant institution of New York State. It is a member of the Ivy League and a partner of the State University of New York (SUNY).

Cornell awarded the nation's first university degree in veterinary medicine and the first doctorates in electrical engineering and mechanical engineering. The institution established the first four-year schools of hotel administration and of industrial and labor relations. Cornell endowed the nation's first university chairs in American literature, musicology, and American history. Cornell University Press was the first university publishing enterprise in the U.S. and is one of the country's largest college presses.

Twenty-seven Nobel laureates have been affiliated with Cornell as faculty members or students. The 1999-2000 Cornell faculty includes four Nobel laureates, one Crafoord Prize winner, five National Medal of Science winners, one Wolf Prize winner, four Presidential Early Career Award winners, six National Science Foundation CAREER grant winners, three Packard Foundation Grant winners, two MacArthur fellows, and three Pulitzer Prize winners. Cornell is among the top dozen universities in the nation in terms of total federally financed research and development expenditures. It ranked first in funds allocated by the National Science Foundation for programs in academic science and engineering in 1996-97 (the most recent data available). In 1998-99, Cornell received $241.3 million in federal research grants.

Among the points of interest is the Jennie McGraw Tower and Cornell Chimes. Constructed in 1891 atop Uris Library, the tower is a campus landmark. 173 feet high and 161 steps from the ground, it houses the Cornell clock, chimes, and chimes museum. The reconfigured, newly tuned, and expanded set of 21 bells was reinstalled in the tower in fall 1999. The chimes are played daily by student and alumni chimes masters, whose repertoire includes more than 2,000 songs. The Willard Straight Hall, or "The Straight," opened in 1925 as one of the nation's first student unions. A stately Gothic structure with cathedral ceilings, marble staircases, and oak paneling, it houses dining facilities, a browsing library, a music room, a ceramics studio, an art gallery, Cornell Cinema, meeting and activity rooms, and offices for more than forty student organizations.

The Hubert F. Johnson Museum of Art is housed in a building designed by I. M. Pei. Built in 1973 on the site where Ezra Cornell is said to have announced his intention to found a university, it offers spectacular views of the campus, Ithaca, and Cayuga Lake. The museum's Asian, American, and graphic arts collections are especially notable. Cornell Plantation's holdings include 3,600 acres in and around Ithaca, all open to the public. On or near the campus are the arboretum and botanical garden (200 acres) and 500 acres of natural areas encompassing woodlands, trails, streams, and gorges. The world-renowned Laboratory of Ornithology is situated not far from the main campus. The laboratory's facilities include the Lyman K. Stuart Observatory, which overlooks a 10-acre pond and a bird-feeding garden, and the 200-acre Sapsucker Woods, a wildlife sanctuary with more than four miles of trails. The laboratory's Library of Natural Sounds has the world's largest collection of bird-song recordings. The laboratory also is active in bioacoustics and bird population studies.

Cornell's physical education program, one of the largest in the nation, offers 120 different courses. The intramural athletics program, the largest in the Ivy League, involves 9,800 participants on 1,800 teams in 35 sports. There are 18 men's and 18 women's varsity teams. Varsity facilities include the Niemand-Robison Softball field; Schoellkopf Field for football, lacrosse, and field hockey; Lynah Rink for ice hockey; Newman Arena for basketball, volleyball, and wrestling; and the Kane Sports Complex for track and field, and soccer.

"Dirty Dozen" Professor Sees Substantial Opportunity

Law Schools' Latinos Assess Progress

BY MICHELLE ADAM

Frank Valdez, professor of law, University of Miami, has launched a national cyber classroom (http://www.nerdc.ufl.edu/~malavet) in order to break the barriers of social isolation for Latinos in law schools.

About twenty years ago, Michael A. Olivas witnessed his first public shaming ritual in China. He thought it had "cross-cultural implications for what I consider to be the shameless underachievement on the part of law schools."

Olivas, now a law professor at the University of Houston, is the originator of the "Dirty Dozen" that annually makes public the 12 schools "most shameless" in terms of low numbers of Latino faculty and large numbers of Latino students. When he started the list in 1988, there were only 22 Latino law professors teaching at only 15 universities throughout the country, he said.

"When I started teaching, there wasn't a single Latino in the state of Florida teaching law. There was not a single Latino teaching in the state of New York. Some of these schools had well over 100 faculty and had never had Latinos!" he said.

The University of Texas and the University of Southern California were once on the list but have since been taken off due to the hiring of Latino faculty. Harvard, Yale, and New York University, said Olivas, were originally on the list and remain there. He told *HO* that there is a "hard core," or schools that "have not looked thoroughly enough." But overall, he thinks the Dirty Dozen list "has been a tremendous success."

Although the fight is far from over, Olivas can now look proudly upon the 140-plus Latino law professors who serve more than 85 universities throughout the country.

Michael A. Olivas, professor of law and director, IHELG

"There has never been a better time to be a law faculty member. The opportunities have been opened up so substantially," said Olivas.

With the number of Latino professors more than tripled since Olivas became one in 1981, professors have sought to expand areas of legal study and research that impact the Latino community. The effort has been crucial, especially since Latino faculty remains an extremely small segment of the 5,586 full-time law professors recorded by the American Bar Association. For many, he says, being a Latino law professor is an isolating experience.

Frank Valdes, professor of law at the University of Miami, was one of several professors to establish LatCrit in 1994–an effort to advance legal issues of interest to Latinos–including immigration, bilingual education, voting rights, and racial profiling. From its initial meeting with 50 attendees, LatCrit has become an annual conference, held on Cinco de Mayo, at which 150 or so Latinos and others discuss the Latino condition and compile a body of literature that then expands into the classroom.

"Community building has been essential through what we are doing at LatCrit," said Valdes. For him, the effects of the discussion and publication of relevant legal issues has been paramount to the Latino community. "I have seen that people in law no longer continue to replicate certain assumptions. Like when talking about race, it is no longer about white and Black," said Valdes. "And we've pierced through the tendency to talk about race, equality, and civil rights as a separate issue inside this country than from outside. The division of the domestic and the international is something that LatCrit has tried to transcend."

In an effort to further assure the inclusion of Latino topics of interest in law school, Valdes conducts surveys of law schools to determine the status of law school curricula. He has also launched a national cyber classroom (http://www.nerdc.ufl.edu/~malavet) in order to break the barriers of social isolation for Latinos in law schools. A growing number of faculty and students use this venue to voice their concerns regarding their school's curriculum.

In 1995, Antoinette Cedillo López, professor of law at the University of New Mexico, became one of the first–if not the first–to publish a large volume of works on Latinos in law. When Garland Publishing asked her to edit a compilation of articles on issues facing Latinos, "they were worried if they'd have enough for two volumes," said López. She edited six volumes in all, titled *Latinos in the United States: History, Law, and Perspective*. The volume on Latinas, which Garland was concerned would not sell well, sold out the fastest. Included within these works were themes of history and identity, Latina issues, criminal justice, Latino employment, and labor, education, and political power. "There are many issues facing Latinos," said López, who has since been asked to edit another series, *Latino Communities: Emerging Voices–Political, Social, Cultural, and Legal Issues*.

López thinks back to when she was up for tenure in 1993 and people warned her, "write about safe issues." Some issues that were marginalized at the time, such as immigration and racial profiling, are now mainstream, she noted. And while she was one of the first to edit a book on Latinos in law, now there are Latino scholars not only editing books of this subject matter but writing them. "It's important that we have Latino scholars writing about these issues," said López. "I think it is really important, not only for the intellectual discourse, but also so people won't feel so isolated."

Professor Rachel Moran, University of California, Berkeley, School of Law

Rachel Moran, law professor at the University of California at Berkeley, has also witnessed change since she was appointed to her school in 1982. One of the first to make bilingual education her area of expertise, by 1988, when she sought tenure, bilingual education had become a "hot" topic, and she found herself giving speeches everywhere. "With the increase of Latino faculty, the breadth of work has expanded," said Moran. "It's exciting to go to these conferences and realize how we can make a difference."

Moran, who received an endowed chair in 1998, has also seen the number of Latino law students increase over the years, and especially at Berkeley, which boasts the second largest number of Latino students to become law professors. But she has also witnessed a decline in numbers since California rescinded affirmative action policies. According to a study conducted by Berkeley law student William Kidder, since the ban on affirmative action in 1994, Latino enrollment at Berkeley, Davis, and UCLA law schools has decreased from approximately 12 percent to six percent. "The changes in affirmative action will have a drastic affect on Latinos," said Moran.

California is not alone in banning affirmative action and thus impacting Latino student enrollment. In 1996, the result of the *Hopwood v. Texas* case barred the University of Texas from considering race and ethnicity in its admissions process. Since the *Hopwood* decision, University of Texas schools have seen a 20 percent decrease in Latino first-year students, according to *Stanford Law and Policy Review*.

"Even with affirmative action in place for 40 years, the State Bar is 90 percent white in a state that is 40 percent non-white," said Raynaldo Anaya Valencia, law professor at Saint Mary's University School of Law in San Antonio, Texas. "Where are we going to be now that it is gone?" Although Valencia's university is private, and an exception to the Texas trend–41 percent of the student body is minority–Anaya has seen the number of Latinos in Texas law schools drop. "I have talked to many Latinos who said they would not attend Texas schools because they are inhospitable," he said.

Margaret Montoya, professor of law at the University of New Mexico, has been particularly concerned with the effects of affirmative action on Latinos and their enrollment in law. For 20 years, she has been involved with different aspects of affirmative action, teaching classes on the subject and for a time working administratively with affirmative action programs for schools. "If you

Margaret E. Montoya, professor of law at University of New Mexico

look at those states that banned affirmative action, you can see the number of minority professionals has already diminished," she said.

"Law schools have always drawn students interested in going into politics," says Montoya. The law field "draws the students who see themselves as leaders in communities. To close the doors to Latinos is a crisis for us."

Montoya argues that discrimination is "a present-day fact for our community" and that "many Latinos receive a substandard education." But she points out that under affirmative action programs that promote diversity, most law students excel despite their differences coming into school. "You can look at Bar passage rates after the second or third taking, and you will find that upwards of 80 percent of all students end up passing the Bar and being able to practice," she said. "We end up creating a whole cadre of leadership."

With intervention programs such as that at the University of New Mexico, the percentage of students passing the Bar is up to 90 percent, added Montoya. "Our graduates are the leadership in the legislature and have become law professors," she said.

Despite overall increases in law faculty and students during the past decades, those interviewed agreed that we have a far way to go. As Valencia pointed out, "the dearth of Latino faculty remains abysmal." The American Bar Association figures for last year revealed exactly that: only 183 full-time Latino law professors of a 5,586 total. And as for students, bans on affirmative action in minority-heavy states only add to the concern. It remains up to this small but significant group of Latinos to continue bringing legal issues of Latino concern to the forefront and building leaders for the future.

UNIVERSITY OF CALIFORNIA AT BERKELEY
COLLEGE OF NATURAL RESOURCES
Department of Environmental Science, Policy and Management

Assistant Cooperative Extension Specialist in Natural Resource-Dependent Workers and Communities

Applications are invited for an 11-month career track position starting July 1, 2001, as an Assistant Cooperative Extension Specialist in natural-resource dependent workers and communities. The position will link natural resource-dependent people, activities, enterprises, and organizations in rural California with teaching and research programs at the University of California, Berkeley. The appointee will join a Berkeley faculty strongly committed to livelihood improvements in rural communities. S/he will (1) develop a program of workshops, courses, newsletters, and other extension work appropriate to the exchange of knowledge; (2) conduct applied research related to natural resource-dependent workers and communities; and (3) link local endeavors to other sources of support and information. Candidates must have a Ph.D. in a relevant social science, experience working with rural communities, and a demonstrated ability to conduct independent research. Fluency in languages (other than English) spoken by workers in rural California is desirable. Some knowledge of agroforestry, forestry, range management, natural resources enterprises, or agriculture is desirable. Applicants are requested to submit a letter of interest, curriculum vitae, a recent publication or other writing sample, and the names and addresses of three references to:

Professor Louise Fortmann
Chair, Division of Resource Institutions
Policy and Management
135 Giannini Hall
University of California
Berkeley, CA 94720-3310

Closing date for applications is December 15, 2000. The University of California at Berkeley is an Equal Opportunity, Affirmative Action Employer.

ASSISTANT PROFESSOR OF ACCOUNTING
INDIANA UNIVERSITY KOKOMO

Tenure-track faculty position in Accounting, August 2001. Rank: Assistant Professor. **Requirements:** Ph.D or DBA in Accounting; ABD considered if completed by August, 2001. CPA or CMA certification, active research agenda and evidence of effective teaching required. Must be able to teach both financial and managerial accounting at graduate and undergraduate levels. Professional experience desirable. Salary is competitive. Excellent benefits. One of eight Indiana University campuses, Indiana University Kokomo is a comprehensive non-residential campus located 50 miles north of Indianapolis in Kokomo, Indiana, a city with a population of about 47,000. Committed to student success, the campus serves approximately 2,800 students from an 11-county area in north central Indiana. An additional 350 students pursue degrees in technology in cooperation with Purdue University. IUK has approximately 210 faculty and staff and 100 part-time employees. Associate, baccalaureate, and master's degrees are offered. Additional information about Indiana University Kokomo can be accessed at **http://www.iuk.edu/**. Send a letter of application, resume and list of three references to:

Dr. Thomas J. von der Embse
Dean, Business and Economics
Indiana University Kokomo
P.O. Box 9003, Kokomo, IN 46904-9003
(765-455-9275. Email: tvondere@iuk.edu)

IUK is an equal opportunity, affirmative action, ADA compliant employer. Application review will begin October 1, 2000 and continue until the position is filled.

AALS
ASSOCIATION OF AMERICAN LAW SCHOOLS

Learned Society/ Activist Agenda

Minority Students and Faculty a High Priority

BY ADALYN HIXSON

"The delivery of competent legal services to many segments of our population is reaching crisis proportions," says Dean Hill Rivkin, professor at University of Tennessee College of Law and director of the Equal Justice project of AALS, the Association of American Law Schools.

"Poor people lack proper representation in our civil and criminal systems, our juvenile courts, and in the pervasive administrative tribunals that determine important issues for people with disabilities, those out of work, or those facing discrimination," says Rivkin.

In response to what it calls a "critical national need" to provide competent lawyers for poor people and for poor communities, AALS is sponsoring 19 Equal Justice Colloquia at law schools across the country, an initiative of its new president, Elliot Milstein.

Carl C. Monk, AALS executive director

Milstein is a professor at American University's Washington College of Law, which co-hosted, with Howard University School of Law, the inaugural colloquium, held September 21-22. Howard is the alma mater of AALS executive director Carl C. Monk.

Colloquia have since been hosted by law schools at UCLA and Pepperdine, Capital, Washington in St. Louis, DePaul, Pace, University of Chicago, and of Tennessee.

Next up are the University of Minnesota, Minneapolis, November 10th; Tulane, New Orleans, November 11th; University of Arkansas, Fayetteville, and University of New Mexico, Albuquerque, both November 17. And eight more, from Seattle to Syracuse and points in between, are slated for the first three months of 2001.

Milstein said the project "seeks to inspire law faculty to participate–through their teaching, scholarship, and service–in the tremendous challenges of providing effective representation to the large numbers of people and communities left out of today's legal system."

Funded by the Open Society Institute, the Colloquia Series aims to bring together law school faculty, students, and staff with legal services lawyers, public defenders, nonprofit and private public interest lawyers and firms, and pro bono lawyers in an effort to forge greater cooperative efforts around issues of equal representation. While there is no fee to participate, advance registration is required, with each host law school handling its own.

The colloquium structure includes plenaries and workshops. At each site, the law school hosts programs relevant to their communities, state, or region.

The inaugural in D.C. included working groups on race, women's rights, immigration and domestic application of human rights law, and more. The conference at University of Tennessee offered a workshop, "Building a Justice Network for Tennessee's New Immigrant Population," led by MacArthur Prize Fellow Jennifer Gordon, Johnson City Attorney Bill Francisco, and Jeannine Ugarte of the Hispanic Ministry of Knoxville Diocese. Participating law schools were UT, Vanderbilt, CUNY, and University of Memphis.

Diversity

Carl Monk tells *HO* that AALS' commitment to diversity issues "goes way back."

"Even before *Brown v Board of Education* was decided [in 1954], we prohibited our member schools from discriminating in admissions to law school. And we have since then and for many years been in the forefront. As with the history of any institution, we could have done better and done more.

"We have filed a number of *amicus* briefs, including most recently the *Hopwood* case and the *Michigan* case. Another recent accomplishment is the diversity study. I know that some schools have already been able to use that study to their benefit in litigation and politically, and we have an ongoing commitment.

"In 1990, we prohibited schools from discriminating based on sexual orientation. And before the Supreme Court ever prohibited discrimination against women, we did.

"I think there is a lot there that we can be proud of, and I feel very lucky to have the position I do with an association that has a conscience and works to achieve its objectives."

Law Faculty Views on Diversity

Last year, AALS surveyed the attitudes of law professors toward issues of diversity. A preliminary report on the findings, by Richard A. White, was released in May 2000.

The research questions asked: Does your law school/university value diversity? What are its costs and benefits? Who benefits? Do your beliefs about it affect your teaching?

A thousand names were randomly chosen from the 6,424 professors, associate professors, and assistant professors listed in the *1998-99 AALS Directory of Law Teachers*. Fifty-seven percent of those eligible responded. This represented 558 returned questionnaires, 72 percent of them from full professors. Respondents' years of teaching ranged from one to 53.

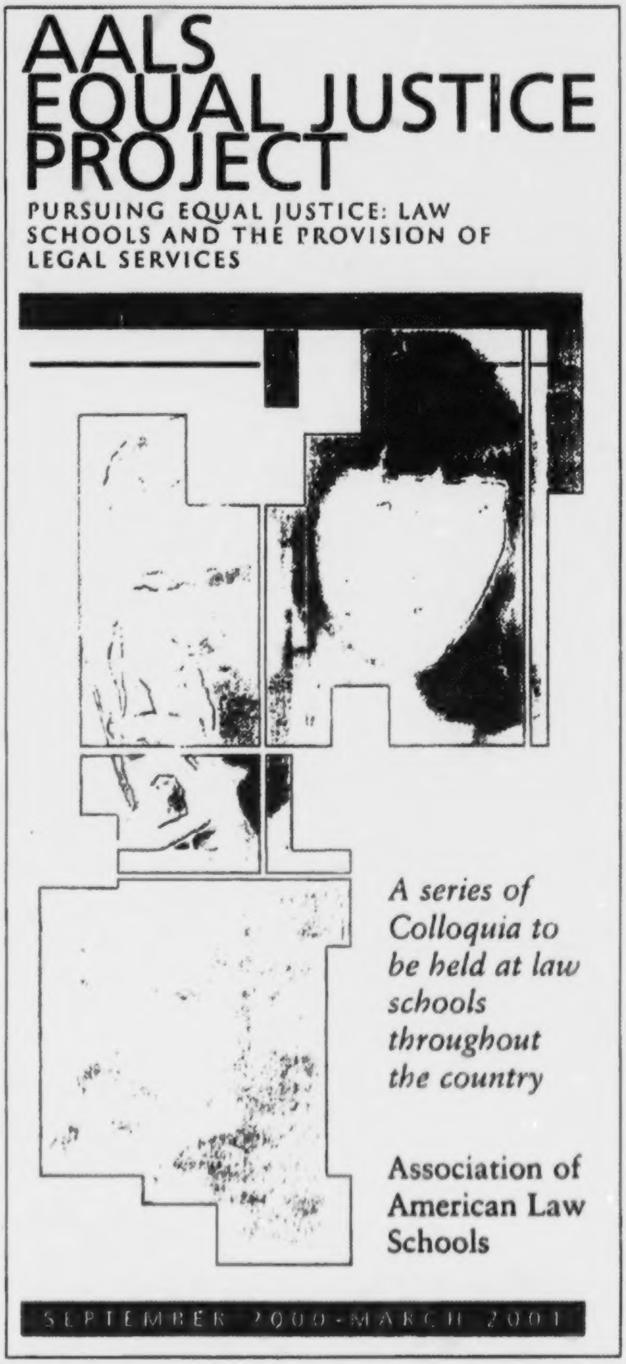
An AALS release says the results provide "strong empirical evidence of the importance that law faculty attach to racial diversity in the classroom," with nearly three out of four deeming it important to their school's mission and fewer than one in ten deeming it unimportant. Unsurprisingly, women and minorities hold the most positive views of diversity; senior faculty and those with the most years of teaching behind them hold the least positive views.

Task Force on Diversity Issues

"We have a task force on diversity issues," says Monk, "that is spending a lot of time on pipeline issues, and how to get more people of color into law–how to do it, and how to do it within the constraints of something like *Hopwood*."

The Task Force co-chairs are Elizabeth Patterson at Georgetown and David Chambers at Michigan.

"Kent Lollis at the Law School Admission Council is the LSAC liaison to our Task Force and we work very closely with him, as well as the Chair of the Board, Rennard Strickland, and the President/Executive Director Phil Shelton," says Monk. The LSAC website, www.LSAC.org, is a very helpful one for law school candidates.



AALS EQUAL JUSTICE PROJECT

PURSUING EQUAL JUSTICE: LAW SCHOOLS AND THE PROVISION OF LEGAL SERVICES

A series of Colloquia to be held at law schools throughout the country

Association of American Law Schools

SEPTEMBER 2000–MARCH 2001

Four years ago, the *AALS Newsletter* published three reports by its Committee on Recruitment and Retention of Minority Law Teachers. The first was about racial integration in legal education. The second recommended techniques for successfully recruiting a diverse faculty. The third was "Retaining Faculty of Color."

That third report described a common pattern–the revolving door. In '95-'96, 62 members of racial minorities became law professors; 31 left the field. In '94-'95, 46 entered the field; 22 left it. Earlier years told similar stories.

The Committee suggests ways to break that cycle, some of them familiar–mentoring on the "three p's"–policy, procedures, and politics, achieving a "critical mass" of minorities. And it makes a strong case for "Clearly Stated Standards and Procedures," noting that yes indeed, minority law professors are sometimes judged differently, and that both hostile evaluation and lenient evaluation, or the perception of special privileges, are damaging.

All three reports, as well as that on the diversity study, information on the Equal Justice project, and more, can be found at www.aals.org.

Latino Recruitment

"We are very active," says Monk, "in trying to interest more lawyers of color to become law professors because if we do, that will both help get more law students of color and probably improve their experience while in law school.

"The numbers keep going up. I believe about 20 percent in law school now are minorities, and about 12 percent are people of color in law teaching. We want to move that up even further."

Every year at the Hispanic National Bar Association Meeting, says Monk, either he or the deputy director of AALS offers a program featuring Latino law professors who speak with attendees, typically 30 or 40, to try to interest them in teaching.

"Michael Olivas kind of got this started some years ago, and we've done programs of that type at meetings of some other national associations. But every year at the Hispanic association."

Monk refers to Olivas, a professor at the University of Houston, as "one of the leading law education scholars in the country." A former general counsel to the American Association of University Professors (AAUP), Olivas has been "very, very influential in getting more Latinos into legal education."

"And indeed, he is chairing the planning committee for a workshop we're doing in just two weeks in Denver," says Monk. The workshop, a joint offering with the LSAC, first offered in 1988, is designed to help law schools attract more students of color and will offer programs on all aspects of financial aid, admissions, placement, law school environment.

Asked if any foundations come to mind that are especially drawn to funding scholarships for law students of color, Monk mentions William Paul of Oklahoma, immediate past president of the ABA, a man who has among his major objectives the raising of a million dollars for a scholarship fund for people of color.

"We have worked actively with ABA and William Paul to promote that objective," says Monk, adding that the first of those scholarships were given this year. "There are certainly others."

AALS Origins

Asked why AALS came to be, Monk says it was founded in 1900 out of concern over the quality of legal education. Part of that concern, he said, was about the quality of the apprenticeships that were once a common route to the bar, a path not taken these days but possibly existing on paper as an option in a state or two.

There was a belief, he says, that legal education in a law school would be of higher quality and thus serve clients better. The AALS mission, as stated in its first bylaw, is the improvement of the legal profession through legal education. Others noted at its website are "to serve as a learned society for law teachers" and as legal education's "principal representative to the federal government and to other national higher education organizations and learned societies."

Today, many of its activities are generated through its 78 "sections," focused on 78 topics. Under A, for example, the options are: Academic Support, Administrative Law, Africa, Aging and the Law, Agricultural Law, Alternative Dispute Resolution, Antitrust and Economic Regulation, Art Law. Each section conducts programs at the annual meeting and produces newsletters throughout the year.

AALS has 32 charter members. Its first president was Professor James Bradley Thayer, Harvard Law School; its first executive director, 63 years later, Professor Michael H. Cardozo of Cornell University Law School.

Elliot Milstein, professor at American University's Washington College of Law and AALS president

HO asked Carl Monk about his own path to AALS, starting with how he happened to go to Howard Law School, from which he graduated in '71. "I went to undergraduate school at Oklahoma State University and was reasonably active in the civil rights movement there. I worked in the U.S. Senate campaign of Fred Harris. [He left the Senate–didn't run for reelection after serving two terms, and now teaches political science at the University of New Mexico.] Fred was elected, and he offered me a job in Washington.

"I went to Howard for two reasons: I had been active in the civil rights movement, and I thought it would be very interesting for me as a white person to attend a predominantly minority law school. The other reason had nothing to do with civil rights–Howard was cheaper.

"I got a very good education there from a really fine faculty, and established some very close relationships with my fellow students, many of whom are in law teaching now. We still get together every now and then.

"I practiced law for three years after that in New York City and then entered law teaching–at Washburn University in Topeka, Arkansas. At Washburn, I was dean for 10 years. You probably don't know much about Washburn, but it is one of the jobs about which I was quite pleased. Washburn Law School has among the very highest percentages of faculty of color of any law school in the country–unusual for a law school in the middle of Kansas. Topeka was not only the headquarters for but also had the principal rail yards of the Atchison, Topeka, and the Santa Fe Railroad. I don't know the percentages, but there's a pretty good-sized Latino population in Topeka."

Also part of Monk's past was a year teaching at the University of Hawaii, and two as deputy director of AALS, to which he returned when the post of executive director opened up in '92.

International Moves

Something new at AALS, something Carl Monk is very happy about, is its conference in May of international legal educators, which he hopes and expects to be the first of many. About 50 people, 30 from as many countries, 20 or so from the U.S., participated.

This was a very diverse group in terms of Latino connections," says Monk. "We had the president of the Mexican association of law schools, the president of the Ecuadorian association of law schools, a man from Argentina, a woman from Brazil....

"It really was a moving conference. The intellectual content as well was very moving, because people really came together and really did understand more about each other's cultures and legal education systems. And there is an ongoing commitment to continuing this work, so that is something I think our association can be very proud of.

"We put it together, and we are not stopping. We will go forward from there. And that is the most recent thing of which I am very proud."

This being the month in which we elect a new president, *HO* asks Monk if any past U.S. president was considered "the law president" or "the legal education president."

He can't think of any, but reminds me that many of our presidents were lawyers.

Four Latino Lawyers: Four Paths

BY INÉS PINTO ALICEA

Four accomplished Latino lawyers in mid-career talked candidly with an HO journalist about how they got where they are–a combination, it seems, of preparation, passion, hard work, connections, and serendipity. No two stories are the same. Indeed, their career paths illustrate the many doors that can be opened with a degree from a well-regarded school of law, including doors to the White House and to the U.S. Supreme Court.

JUAN MILANÉS

Juan Milanés knew in high school that he wanted to be a lawyer, and he set his sights on international law early on. But riots in a predominantly Latino neighborhood in Washington in 1991 sent him on a different path, that of public service.

Milanés, attorney advisor to the assistant secretary for Fair Housing and Equal Opportunity at the U.S. Department of Housing and Urban Development, Eva Plaza, said it is a path he has not regretted taking even though at times it has meant personal sacrifice.

"I've always had a bent for public service," said Milanés, 35. "I know that somebody walking out of law school and going to work for a big firm makes more than me, but, what I do helps somebody. I highly recommend public service."

"It sent a message that 'We will fight you on these things, and we will fight you in the public eye.'"

JUAN MILANÉS

In his last semester at American University's Washington College of Law, Milanés decided to step into the world of civil rights law, a side interest. He went to work as an intern at AYUDA Legal Services, an organization that provides legal services to immigrants. He had made some strong contacts in the Washington Latino community, and when riots erupted in Mount Pleasant, a largely Latino section of the nation's capital, Milanés asked his law professors if he could delay his law exams so he could assist in community negotiations with the city police.

"I felt close to the issues and the community, so I went out to help as best I could," he said.

After he graduated, he put his plans to pursue an international law career on hold and accepted a position with a civil rights organization in the city, the Washington Lawyers Committee for Civil Rights and Urban Affairs.

"I had not taken one civil rights law course," Milanés said. "My intention was to go into international law. I could see myself at the OAS [Organization for American States] or the World Bank. I still intend to do international law. I'm just not sure when I'll get to it."

For now, Milanés is very busy working on a number of projects on behalf of the Latino community, both at his job and in his personal life. He lives with his wife and two young children in northern Virginia and has been active in mobilizing Latinos in Virginia.

When he was with the Washington Lawyers Committee, he and the organization were instrumental in defeating legislation that would have led to widespread discrimination against Virginia Latinos. The legislation was in the final stages of passage, and Virginia lawmakers figured that since there was no opposition, Virginians were fine with the proposal. But Milanés showed them that they were wrong.

"That bill did wonders for Latinos in Virginia," said Milanés. "It mobilized the Latino community to go to Richmond and to fight anti-Latino bills. It woke us up as a community. It sent a message that 'We will fight you on these things, and we will fight you in the public eye.'"

The fight over the legislation in Virginia also led to the creation of two important Latino organizations in the state, two organizations that Milanés was instrumental in creating–the Virginia Hispanic Bar Association and the Hispanic Chamber of Commerce. He was the second president of the Bar Association.

His work on fair housing issues is equally impressive. He helped develop and disseminate a program called "Reconozcalo" or "Recognize It," a set of teaching materials to be used in ESL classrooms to help people learn the language but also how to recognize discrimination in housing.

One of his most recent cases occurred in the city of Elgin, Illinois. City officials there moved to enforce a law limiting the number of residents in homes, but they were disproportionately targeting Latinos. Milanés said that 68 percent of the fines went to Latinos even though Latinos comprised only about eight percent of the population. So his office stepped in to resolve the matter.

"There is a lot of discrimination against Latinos in the housing market," said Milanés, adding that studies by his office indicate that Latinos are twice as likely to be discriminated against as whites. Still, few Latinos are willing to complain about housing discrimination. Only a small portion of the 10,000 housing discrimination complaints that his office receives yearly are filed for issues of national origin.

"They don't trust the government, and they fear for their immigration status," said Milanés.

But Milanés said there are only about 400 fair housing investigators nationwide and that Congress has not made a priority of increasing funding to curtail discrimination. Milanés said that he is concerned that matters for immigrants could take a turn for the worse again in the future.

"We'll see more bashing again during the next economic downturn," said Milanés.

So his work for now is not done.

RAY MARTÍNEZ

In his letter of resignation to President Clinton, Ray Martínez thanked the nation's leader for being a mentor to him, a young Hispanic man from the Texas border town of Alice, and for giving him an opportunity to excel.

"I'm proud to be associated with his administration's accomplishments," said Martínez, who in June finished his second round of working in the White House during the Clinton presidency. Now he's back in Texas in private practice and awaiting the birth of his first child.

One of Martínez's biggest projects at the White House was the Southwest Border Task Force, created by Clinton to spur economic development, lower poverty, decrease unemployment, and increase educational attainment.

Martínez for eight months had been deputy assistant to the president for intergovernmental affairs.

"I'm a product of his vision of diversity and his commitment to give people like myself a chance to get experience."

Martínez first ventured into politics in 1987, working as an unpaid volunteer for then Senator Albert Gore's campaign for president.

"I tell people that you may have to start with humble beginnings, but if you work hard, it will pay off," said Martínez. "It has for me. All of the people I met [in that campaign] gave me jobs later."

After the Gore campaign, Martínez went to work as deputy director for Dan Morales' 1990 campaign for attorney general of Texas. A friend he met in that campaign called him in 1992, when he was in his first year of law school, and asked him to take on a role in the campaign for the presidency of then Arkansas Gov. Bill Clinton. Martínez put his studies on hold and went to New Mexico to open a campaign office and create a steering committee for Clinton in the state, which had voted strictly for Republican presidential candidates since 1964. Martínez became the campaign's state director, at age 27, and was instrumental in delivering New Mexico to Clinton.

"I was only going to take six months off from law school, but it turned into a four-year leave of absence," said Martínez. "It was a fun time. We won the state by nine percentage points."

Martínez said the job was challenging. At the time, the race was considered close nationwide, and both incumbent President George Bush and challenger Clinton were working hard to get New Mexico's five electoral votes.

His hard work was rewarded by an appointment in 1992 to Clinton's transition team to prepare for the presidency and later by a nomination to the U.S. Department of Health and Human Services (HHS) as a White House liaison, where he helped about 150 political appointees, recruited employees to the department, and took on special projects.

One of the projects he undertook at HHS was the development of a teen advisory council for HHS Secretary Donna Shalala. Shalala said she wanted to learn more about the pressures and concerns that teens were facing, so Martínez gathered a group of teens from the nation's capital to meet with the secretary regularly to discuss their issues. They also provided feedback on the HHS anti-smoking public service announcements and other projects.

His work with the Clinton administration, said Martínez, fulfilled a lifelong dream. It truly has been a remarkable experience."

"Every day is a learning experience. Every day I learn about myself as a professional, about how I work with others, how to be a part of the decision-making process, and how policy develops."

Alers said the Latin Americans will ask "What was the understanding we had?" rather than "What was documented by the business parties?"

Another HHS project that Martínez is proud of is the development of an HHS Hispanic Advisory Council, made up of Latino employees, that advises the secretary on how to bring more Hispanics into the federal government, particularly at the managerial level, where they are severely underrepresented, and how to better serve Latinos through federal HHS programs.

"It's so important to have minorities in public service," said Martínez, who spoke of his high regard for those in public service and the demanding nature of the work.

"Many people make huge sacrifices to their finances and their family's finances. The biggest challenge is balancing professional responsibilities with personal responsibilities. But it's such a privilege to serve, I would never say no if asked again. It is a satisfying way to make a living. It is a worthy profession."

In 1995, during Clinton's first term as president, Martínez was asked to serve as special assistant to the president in political affairs, covering the Western region. For a year and a half, he traveled extensively with the president, keeping him informed of important political issues in the western states and how policies were impacting those states. After that, he became Western political director for the president's reelection campaign in 1996.

Once the president was re-elected, Martínez said it was time to finish his law degree.

But just as he was finishing his law degree, he was tapped once again by the administration. This time he was appointed regional director of HHS in Dallas, Texas. He focused on three major issues during that stint–increasing funding for border health, preventive medicine, and community health centers. Less than a year later, he was asked back to the White House, the job he just finished in June. One of his biggest projects at the White House was the Southwest Border Task Force, created in 1999 by the president to spur economic development, lower poverty, decrease unemployment, and increase educational attainment along the U.S.-Mexico border.

"There is a very sincere effort on the part of the president and the vice president to help areas that have not experienced as much growth as others," said Martínez.

Martínez is now launching a new career back in his home state of Texas, with the Austin law firm Cantey and Hanger, where he will be handling cases involving county and local governments.

"The job builds on what I do here," said Martínez. "I know I will use the experience I've gotten here."

JORGE ALERS

When Jorge Alers tries to send a fax or mail a package to business clients in Latin America and it doesn't arrive, he is frustrated.

The infrastructure for communications and transportation is not as developed as in the United States. But when Alers travels to one of the countries where a project he helped carry out is completed, it all seems worth the effort.

"The biggest satisfaction I have is to bring about a lot of projects that otherwise would not have been implemented, particularly in Latin America," said Alers, a law partner in Wilmer, Cutler & Pickering, specializing in international financial investment. "It is the greatest sense of professional accomplishment."

Alers said he developed an interest in economic development at an early age from his father, a sociology professor who focused his work and study on world economic development issues.

Alers was born in San José, Costa Rica, but is a U.S. citizen. He moved to the United States with his family at age three, later earning an undergraduate degree at Colorado State University and a law degree from Harvard Law School. Upon graduation, Alers moved to Miami, joining the Latin America Practice Group, a law firm at which he helps Latin Americans interested in investing in the United States.

Alers has been at that job for nearly four years. Alers said he has discovered that in doing business with Latin Americans, they are more inclined to focus on personal relations rather than legal documents in carrying out an effort. Alers said the Latin Americans will ask "What was the understanding we had?" rather than "What was documented by the business parties?"

"That is how the matter will be handled," said Alers. "Having spent a lot of my life in Latin America has helped allow me to interact with businesspeople and learn how business is done."

Alers said Chile, Brazil, Costa Rica, and Mexico are dynamic markets for investment and trade now and that Latin America is experiencing increased trade because of a new phenomenon throughout the area–regionalization. More and more countries are banding together as regional partners to increase trade and investment amongst themselves.

"There are tensions throughout the region, but the growth prospects are high," said Alers. "There are always ups and downs in Latin America. By nature, I'm optimistic about the region."

Alers said he enjoys his work but admits that the long hours, stress, and time away from his wife and four young sons is tough. But he said he highly recommends earning a degree in law.

"A legal career is not for everybody," he said. "It doesn't mean that you have to pursue a legal career when you graduate. Just get the legal training. A legal degree is attractive because it's a springboard for other things."

R. TED CRUZ

R. Ted Cruz was successfully practicing law in Washington when he got a call that made him sell his house and move to Texas in June 1999. That call was from the presidential campaign of Texas Gov. George Bush, asking him to serve as domestic policy advisor to the Republican candidate. Cruz decided to make the move despite his limited campaign experience.

"When I came down, I was not sure what I was getting into," said Cruz, a native of Texas, who had not known the governor personally before joining the campaign but had followed his career because of his close ties to his home state. "It was a huge change in life and lifestyle, but I'm happy I made the decision. I believe deeply in the governor. He is genuinely a good man with a vision for this country that would make this a better country."

Cruz graduated from Harvard Law School and was a law clerk for U.S. Supreme Court Justice William Rehnquist before joining, in 1997, the Washington law firm of Cooper, Carvin and Rosenthal, where he practiced constitutional law. Cruz said the law firm was a great experience because its small size afforded him opportunities early in his career that he would not have had in a large firm.

"I wanted to practice law with lawyers I respected and could learn from," he said.

Cruz graduated from Harvard Law School and was a law clerk for U.S. Supreme Court Justice William Rehnquist.

Cruz said he got the campaign call because he was in the "right place at the right time" and because he has always enjoyed politics and law. But Cruz said his latest job is by far the most challenging "because the stakes are the highest."

"It's a lot of fun," Cruz said. "I've been fortunate at every stage of my legal career to have many challenging opportunities. I've enjoyed each immensely."

As domestic policy advisor, Cruz advises the governor and his campaign on a wide variety of legal issues, including civil rights, tort reform, judicial appointments, criminal justice, campaign finance reform, immigration, and government reform. Cruz said all those areas impact Latinos in different ways but that Bush has not confined him to handling only Latino issues.

"He runs an inclusive administration and campaign," said Cruz. "He reaches out to people of all walks of life. He does not pigeonhole people or categorize people. He seeks people out who are qualified and share his vision."

Cruz said he feels the governor has made "real effort to reach out to the Hispanic community." Cruz said 49 percent of Latino voters voted for Bush in his 1998 gubernatorial campaign, which, he said, indicates that Bush has built ties within the Latino community.

The Bush message, he said, "resonates in the Latino community because his message is focused on education and he believes in respecting people of all cultures."

Cruz said he is impressed because Bush rarely looks at opinion poll results to decide on a policy stance he should take.

"What he asks is what is the right answer and what is the best solution," said Cruz. "He has a genuine desire to do everything he can to make sure everyone has the opportunity to achieve the American dream."

"The next few months are going to be long, difficult months," Cruz said. "People are going to focus on the campaign more and more as it gets closer."

Cruz said Bush has made several higher education proposals. He wants to expand the Pell Grant program by providing $1 billion over five years for one million recipients who pass advanced placement math or science tests. Cruz said he also has called for $1 billion over five years to develop more partnerships between colleges and universities and K-12 schools to strengthen math and science education.

Professor Jennifer L. Rosato

Brooklyn Law School Professor a Leader and Teacher "for All Students"

BY PATRICIA WEISS

As if she had the full force of the sun's energy packed into her body, Brooklyn Law Professor Jennifer Rosato bounds from the classroom's podium, down the steps to the floor of the amphitheater. She paces and repaces every inch and the full length of the wide aisle, continuing to lecture, and leans toward the students, who are attending to each word she utters. Helping her Legal Profession class clarify material in the prior night's reading, she begins to thread the information into a broader discussion. She focuses on each of her 60 students, all of whom she knows by name, although it's only the second week of the term, and then asks them to consider the hypothetical at hand.

The subject matter is lawyer-client confidentiality. She cautions the students to engage in an evenhanded dialogue. She begins to call on the students; those with their hands up and those who have not willingly volunteered.

"Good point," she says to one. "What do you think, Ms. Arthur? Do you agree? Do you disagree with Mr. Joseph's statement?" She slips easily between the lecture mode and the Socratic method of inquiry. Then she alters the parameters of the case and asks that the students rethink and refine their positions.

"Don't be so judgmental of people's points of view," she reminds her students as the debate grows in intensity and complexity. "There is no right answer," she says, "and no easy answer."

The first hour of the two-hour class is winding down. Rosato unexpectedly shifts out of both the lecture and Socratic modes and moves into role-playing. She sets a paper bag on the desk of an unsuspecting student, assumes the role of client, and places the student in the role of attorney.

"There's the gun," she says, and points to the bag. The class is startled and rapt. (Later, they discover that the bag holds a hairdryer.)

"What do you do when your client comes to you, confesses to a crime, and produces a piece of

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evidence?" she asks. "How does this admission affect client-attorney confidentiality? Or does it? How does an attorney square her personal ethics with her professional ethics and obligations?"

For the rest of this class, and in every other course she teaches at Brooklyn Law School, including Civil Procedure, Children and the Law, and Family Law, Rosato works tirelessly at challenging the students' thinking, honing their analytical skills, helping them to more precisely articulate their arguments, and preparing them to enter the legal arena.

"No matter what area of the law you are involved in," she says, "you are always in the business of advocacy and persuasion and fashioning a good argument for solving problems."

She is determined that her students succeed, and to ensure this positive end, she draws on the full breadth of her legal, social work, and education backgrounds and the use of traditional and innovative education techniques. Her students are always her top priority.

If you ask Rosato what she loves best about being a teacher, she states unequivocally, "It is the expression on my students' faces when they've accomplished something, when they've learned something. That's worth everything to me."

Multiracial Beginnings

Professor Rosato is a dedicated advocate for children and a defender of their rights, but it is in teaching that she has found her calling. She has been on the faculty at Brooklyn Law School since 1992 and before that at Villanova University School of Law. She has written extensively on ethical and legal issues related to health care decisions made on behalf of children. These articles and her others on gender and the law have appeared in leading law reviews.

Most recently, two of her editorials on the Elian González case and another on notification rights, teens, and abortion were published in major newspapers. She appeared on *Fox News Live* as a legal expert on the González case. She has worked to improve child abuse and neglect laws, and last year was appointed to the P.E.A.C.E. Advisory Board, which organizes parental education programs in the family court.

Trained as an educator and social worker at Cornell University, Rosato earned her J.D. degree from the University of Pennsylvania Law School. After clerking for a federal judge and serving as an associate in a Philadelphia law firm, she turned to educating law students.

"My heart has always been in teaching," she says, "and what informs all of my teaching is that I grew up in a multicultural world."

Her first teaching influence, she says, was her *abuelita*, her maternal grandmother, who did not speak one word of English, and her parents. Her mother is Nicaraguan, and her father, an American of Italian and Hungarian descent.

"I grew up," she says, "belonging everywhere and nowhere." She learned the value of community and the disadvantage of the lack of one.

Living among multiple cultures throughout her life also forced Rosato to be sensitive to and understand the struggles of integration and assimilation vs. separatism. As a child, she considered this a liability that made her feel different. But as a professional, she has been able to draw on her multidisciplined academic experience and her multiethnic background to develop a particular teaching style uniquely her own. It is a style that encourages and facilitates the learning of students from diverse backgrounds.

A Style of Her Own

Rosata uses her prior experience of teaching ESL to fourth and fifth graders and junior high school students in public school, and translates it into teaching the language of the law to her

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Brooklyn Law School students. Law students, like the ESL students, are being challenged to learn a new syntax, style, and language.

"Active learning techniques are critical in the learning process," she says, "and I continue to change things around." To accommodate visual and aural learners, Rosato incorporates visual materials and popular culture with her lecturing. She has said that she will use anything to help her students learn, even games and video clips of *The Practice*.

Role-playing is a daily staple of her classes. "I try to place the students into the role of attorneys facing dilemmas," she says, "and simulate the type of environment in which they may find themselves."

"Some may say this is pandering," she continues, "but I don't consider it that; it is moving to a place that is accessible. I look to what students will find interesting, and from there we can move to whatever it is that I am trying to accomplish in legal analysis and problem-solving."

Creating an Environment

"What I try to do in the classroom as an ideal," she says, "is create an environment of mutual respect and responsibility." She understands that this runs counter to the traditional Socratic-method pedagogy, where there is more of a hierarchy. In the Socratic approach, the teacher knows all and is in some way manipulating the students to try and get them to answer questions in a specific way that the professor desires.

Her research into the use of the Socratic method in law school teaching, documented in the paper "The Socratic Method and Women Law Students: Humanize, Don't Feminize," recognized the value of the method but also the importance of "humanizing" it in a way that would benefit all types of students. She has adapted this approach to make it more facilitative of learning.

"I give the students a sense that I respect all of them and all of their ideas. I'm not going to humiliate them. Yes, I will challenge them; my classes are rigorous, but I am always affirming," Rosato says. "We are all going to be able to learn together."

Rosato is adamant that there be a comparable sense of responsibility for both teacher and student. "I come in prepared, and I expect my students to do the same. I expect that we will respect our colleagues. My classroom is a safe place where all students, men and women, Latinos, all minorities, the diverse population will be heard."

Providing a Safe Place

Professor Rosato is keenly aware of the particular difficulties that Latinos and other minority students experience in law school, and understands the isolation they might feel. Their numbers are few, and there are not many role models (professors, judges, law partners) to look to. Overall, it can be difficult for Latino students and other students of color to have equal access to the system. Not having comparable access, Rosato knows, impacts ability to succeed in such a traditional profession.

"Many minority students may be the first in their families to be lawyering and have nobody to talk to when they want advice about jobs," says Rosato. "That was the hardest part for me. I saw other people going through the law school experience more easily than I could because they already had access, through their families, or knew what to do."

Even worse than the lack of access, says Rosato, Latino students also face questions about their rightful place in law school.

"Do you belong here?" is a constant query. "Did you get here by affirmative action or were you chosen on merit?" is another. If the students avail themselves of the academic support programs in law school, as do many other students, it may be seen as evidence of their unequal footing.

"There is a sense of always having to prove yourself," Rosato says, "of saying 'Yes, I am as good as you are.' Knowing that I share a similar experience, minority students ask me questions that they might not ask other professors like, 'Don't you get tired of always proving yourself?'" Most days, Rosato's answer is an emphatic "No."

What the students need, Rosato believes, "is an environment that is a safe place, and a sense of support where those of similar experiences will come together and share." Because of the way she has structured her classroom, because of the inclusionary strategies she uses, it **is** this safe place. Students understand that this is an environment where academic integrity is never compromised, where everyone's ideas are given equal consideration.

Students who have taken Rosato's Legal Profession course talk about how demanding it is, but fair. "We are all expected to participate, we are treated just like everyone else," one student says, "and Professor Rosato is very tough on all of us, but when we take our turn, teach the class, or make a presentation, and we do a great job–as great or better than anyone else–that's an important lesson. Professor Rosato gives us that opportunity."

Leadership in and out of Law School

Outside her classroom as well as inside, Professor Rosato supports Latino students and causes. Although she feels that the most important contribution she can make is the "less public work" of teaching and counseling students, she has worked hard for institutional change to benefit Latinos. While teaching at Villanova, she worked with students to organize a LALSA (Latin American Law Students Association). She also directed the Farmworkers Legal Education Project, where she and students went out to mushroom farms and taught Mexican farmworkers about their legal rights.

At Brooklyn Law School, Rosato sits on the Minority Summer Fellowship panel, which recommends highly qualified first-year minority students to work in prestigious law firms over the summer. She is on the Faculty's Diversity Committee and an advisor to the School's LALSA, where she provides academic and career counseling. She has also taught in the School's Academic Support Program.

Nationally, Rosato is active in the AALS (Association of American Law Schools), where she has participated in training new law school teachers. At this year's meeting of the Hispanic National Bar Association, she directed sessions on how to become a law professor and how to become a law clerk. Both workshops are important, she feels, "because they are consistent with my view that more Latinos need to get into the pipeline for these highly prestigious jobs. I feel it is my obligation to pass this information along to the next generation and to involve more Latinos in the process."

Although Rosato knows that she can be viewed as a role model, she prefers being known as a mentor.

"My role in the classroom," she says, "is not to proselytize as a Latino woman or professor, not to wear my ideals on my sleeve. In this way I can be the most effective and accessible for all of my students. I live out the ideal that we have a responsibility–all of us–to a community in which we respect one another's ideas. I create a sound learning environment for students from all backgrounds. I am a teacher for all students."

Patricia Weiss is the associate editor of publications at Brooklyn Law School. She is finishing her MFA in fiction at Sarah Lawrence College and is currently at work on a collection of short stories and Saving Vivian, *a novel about loss and survival.*

Latinos Thrive in Law & Diversity Program

Praise for Support Systems at Western Washington University

BY TANYA ROWE

Perceiving the hand of the law as heavy and unjust in her community, Jovita Hernández says she never envisioned law as a possible career.

"I thought that the police contact was not the correct one, but I couldn't do anything about that since I did not have any knowledge of the law," says Hernández, who moved with her family from Mexico to California at age 15.

The oldest of eight children and the daughter of migrant farmworkers, Hernández traveled extensively throughout California, Oregon, and Washington. Although she balanced attending school with caring for younger siblings and working, she managed to graduate from high school, where she learned English. This feat marked the first of many challenges conquered by Hernández.

Wanting to attend college but heading into uncharted territory as the first in her family to do so, Hernández stumbled upon a brochure for Western Washington University's Law and Diversity Program. Hernández enrolled in Western's program, designed to prepare students from underrepresented groups for admission to and success in law school or law-related professions. She is now well on her way to becoming a lawyer.

Programs of this nature have helped increase minority enrollment in law school and the legal profession, but law and diversity advocates say that there is still much to accomplish.

In fall 1999, total minority enrollment of first-year students in law schools across the country was 25,253, compared to overall first-year student enrollment of 125,184, according to the American Bar Association. Of those 25,253, there were 646 Puerto Ricans, 2,483 Mexican Americans, and 3,991 who identified themselves as Other Hispanic students. Native Americans were the most underrepresented group, with 978 first-year law school students that year. This year, however, for the first time, more than 50 percent of first-year law school students are women.

LDP

WWU's Law and Diversity Program, known as LDP, has helped many Hispanics launch legal careers over the years. Next year, the program celebrates its 10th anniversary.

In 1990, WWU professor and environmental attorney Rand Jack heard Justice Charles Smith of the Washington Supreme Court deliver a speech about the lack of diversity in the legal profession. Smith challenged the bar to take action on this front.

Jack took Smith up on his challenge by creating LDP. The first cohort of students began in 1991, and LDP welcomed students, like Hernández, who have a strong interest in issues of law, diversity, and social justice. The program was

"Washington's I-200 has been extremely devastating," Madrid says regarding the state's anti-affirmative action initiative that passed last November.

designed for students whose ethnic, social, or economic community is underrepresented in the legal profession and who have the potential to act as leaders and role models in their community.

Today, LDP is a rigorous two-year interdisciplinary course of study for upper-level undergraduate students aimed at developing skills and knowledge necessary for law school success. Emphasis is placed on the development of skills essential to legal thinking: critical reading, writing, research, oral communication, and analytical ability. The program leads to a Bachelor of Arts degree from Western.

Located in Bellingham, WWU is 87 miles north of Seattle and 55 miles south of Vancouver, British Columbia. It is home to about 12,000 undergraduate and graduate students who come for a highly regarded liberal arts education offered by attentive faculty and through innovative programs, such as LDP.

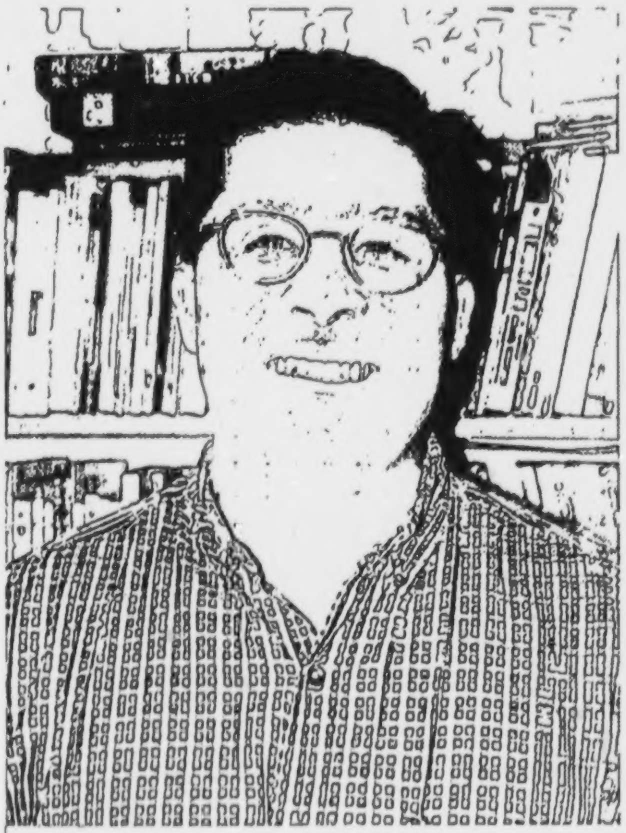
LDP students take courses from WWU's Fairhaven College and other University departments. Students in Fairhaven College classes, including LDP classes, do not receive letter grades. Instead, students write self-evaluations for each course and receive faculty written narrative evaluations.

Each week, LDP students attend an integrated seminar designed to link the themes and issues studied in the content courses. Guest speakers, attorney mentors, and a quarter-long legal internship reveal the many relationships between law, diversity, and social justice.

Sandra Madrid, assistant dean at the University of Washington Law School, is one of those mentors. She has served on Western's LDP advisory board, along with Justice Smith, since its inception. Madrid is nationally known for her recruitment of students of color in law school and her efforts toward their retention.

Welcoming students of color into law schools and the legal profession and encouraging their success through programs such as LDP influences the education of all law students–regardless of their ethnicity–and is critical to the balance of the justice system, Madrid says.

"Diversity of thought adds so much to the classroom and makes such an impact in law school," she says. "The professors always say the diversity of students enhances discussion."



"Studying law has been a life-changing experience," says Peña, who admits his definition of diversity was once much narrower.

A 1999 survey conducted by The Civil Rights Project at Harvard University supports this theory. It found that learning alongside students of different racial and ethnic backgrounds significantly enhanced the educational experiences of law students.

The survey reviewed the impact of diversity on the educational experiences of 1,820 law students enrolled at Harvard and the University of Michigan and found that white students, in particular, are enriched through interactions with other races and ethnic groups. In addition, interaction between law students of diverse backgrounds causes many students to alter their values and views about civil rights, the criminal justice system, and affirmative action policies. About 80 percent of students at both Harvard and Michigan favored strengthening or maintaining the existing admissions policy aimed at increasing enrollment of students of color.

Madrid says law schools must be very proactive in creating a welcoming atmosphere for students of color. The Law School Admission Council has designated February as National Minority Law School Recruitment Month and developed a grant program to encourage law schools to host recruitment events for prospective students in high school and early college.

"Washington's I-200 has been extremely devastating," Madrid says regarding the state's anti-affirmative action initiative that passed last November. As a result, many students–not wanting to come to a state that passed such an initiative–have pulled applications from law schools, she says. "That's why programs like LDP are so important. They are preparing wonderfully diverse students who will hopefully gain admission to law school."

Raúl Martínez, a 28-year-old Mexican American, not only gained admission to law school but will earn his juris doctorate from Seattle University this May, and has already accepted a job at a corporate law firm in Seattle. Martínez graduated from LDP in 1995. Like Hernández, he too is the child of migrant farmworkers and spent much of his childhood living out of tents on riverbanks and in the back of the family's station wagon.

"I think a lot of people who come to law school maybe come from more stable families," Martínez says. "Academically it can be pretty rigorous. You need a pretty stable background to make it this far. Many law students tend to think of earning their degree in terms of accumulating things–an avenue to having a stable career and living comfortably. Having come from the background that I've come from, I see it as more than that. It can also be an instrument for change of unfair conditions–especially relating to migrant farmworkers."

Close one-on-one mentoring from LDP faculty and the support of the cohort have allowed many students who did not think they could go to law school to gain the skills and confidence necessary to pursue a legal career. Martínez says LDP gave him the stable background he needed to prepare him for law school.

"It taught me to look at the law, not as an intimidating field but a field that average people in society can enter and make a huge difference in," Martínez says. "I look at LDP as a training field. It gave me confidence that I can succeed, and confidence knowing that I was doing it for the right reasons. It will be a rare instance in my life to have that kind of specialized attention from people who genuinely want me to succeed."

Expanding Diversity in Law

Expanding the face of diversity in the legal profession is a priority of new LDP Director Julie Helling. This past summer, Helling took over for WWU faculty member Marian Rodríguez, who had led the Program since 1995. Rodríguez left Western to create her own consulting business, *Sin Fronteras* (Without Borders).

Helling is a former domestic violence prosecutor and discrimination investigator. She received her juris doctorate *cum laude* from the University of Michigan Law School. However, she says her greatest education came from working with a diverse range of people, from attending high school in France, to teaching English two years as a Peace Corps volunteer in Niger, West Africa.

"As an attorney, I know that the legal profession desperately needs a multiplicity of voices and viewpoints," Helling says. "LDP students have always included people of different ethnic backgrounds, gay and lesbian students, older and disabled students, and students of different economic status who are the first generation in their families to attend college. I am excited to build on this tradition and to continue to expand the perception of diversity."

Julie Helling, new director of Western Washington University's Law and Diversity Program

Since 1995, 58 students have graduated from Western's LDP. Of those, 12 are known to have graduated from law school, and 10 are currently enrolled. This year, an LDP graduate is serving as a law clerk on the Washington State Supreme Court. Other LDP students have gone on to pursue master's and Ph.D. degrees or work in law-related careers in juvenile justice, city government, and domestic violence legal advocacy.

Prior to enrolling in LDP, K. Mauricio Peña worked in various law enforcement roles as a deputy, court interpreter, and private investigator. He graduated from LDP in 1999 and is currently a graduate student at Western. Peña, a 39-year-old Colombian, hopes to work at a community college, providing student services with a focus on minority retention. For now, his focus is on learning and educating his own children, ages two, five, and seven.

"I'm teaching my children how to think critically. My education has created a whole new Latino generation in my family," Peña says. "They are definitely going to reap the benefits of the things I've learned."

"Studying law has been a life-changing experience," says Peña, who admits his definition of diversity was once much narrower. "It opened my eyes to bigotry–to who unjustly wields the power in America. It changed my views on every aspect of life, and it's very hard to change a person, especially a person like me."

Jovita Hernández, 26, is also slowly adjusting to the changes in her life, presently sleep deprivation. She graduated from WWU's LDP in December 1999 and began her studies on a full-ride scholarship at the University of Akron Law School earlier this fall.

"I am the first one in any generation in my family to go to school and to graduate from all the education levels I have gone through," Hernández says. "Still, I am really proud of my parents for all the support they have given me to keep going."

Support in all its various forms, Hernández says, is key to one's success in law school.

"My professors at Western helped me 100 percent in everything that I needed to prepare. I also learned a lot from my classmates. They made sure that I will succeed in my education. They kept on encouraging me every single day from the first day until I graduated from Western and even now that I am in law school," she says. "I hope to succeed here and be able to go back to my community and help mostly Latinos that are like myself when I first started LDP, in that because we don't know our legal rights, people take advantage of our ignorance."

Madrid sees a legal education in its broadest sense as an "entrée into a higher leadership position." Programs like LDP help assure that this entrée is obtainable by more students of color, she says.

For more information about LDP:

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Here Comes the Judge? Don't Hold Your Breath

Latino Nominees to U.S Courts Few and Always Kept Waiting

BY
MARI CARMEN SARRACENT

> ***"The slow pace of the process overall, and the unfair treatment of women and the minority nominees in particular, has resulted in unprecedented backlogs and judicial emergencies across the federal judiciary."***
>
> ALLIANCE FOR JUSTICE REPORT

A quick sweep of courtrooms nationwide would find judges of color, but their numbers are few, especially in the federal judiciary. There are none in the Supreme Court.

At the conclusion of 1999, the federal judiciary exhibited the following demographics (calculated as a percentage of the entire federal bench minus the vacancies): 83.1 percent white, 10.3 percent African American, 5.1 percent Latino, 0.9 percent Asian American, 0.3 percent Native American, and .1 percent Arab American. The gender breakdown is 80 percent men and 20 percent women.

Duard Bradshaw, an attorney at Buckley, King & Bluso, and chair of the Hispanic National Bar Association's Judiciary Appointments Committee, says, "No president has nominated a Hispanic to the Supreme Court. This is something our association is concerned about. What I have found to be the biggest detriment or resistance is getting Latino judges confirmed by the Senate. This is not the case with the district court judges. In the last year and a half, every district court judge was approved. It's a different story with the circuit courts. Circuit courts of appeals have a wider jurisdiction. After an extensive, long, and unjustified delay in confirmation, we were successful in getting Judge Paez in California."

Enrique Moreno, Bradshaw adds, was nominated by the President, but "the nomination still needs to get a 'blue slip' approval from the senators of that state. He'll never get the opportunity. He made it to the door, but it hasn't been opened."

Triana R. D'Orazio, public affairs coordinator, Mexican American Legal Defense and Educational Fund, Washington, D.C., says, "Both senators in Texas are saying Enrique Moreno is not qualified. But he has gotten the highest consideration from the ABA. And has worked for years in El Paso. And Judge Richard Paez of San Francisco, Calif.–it took four years for him to be confirmed. We have to wonder why.

"Is it a matter of connections? Do we not have the proper connections? We all know how the political process can be. The same goes for appointed positions in government. It certainly is not about education or lack of ability."

Alliance for Justice (AFJ), Washington, D.C., reported that there has been no vacancy on the U.S. Supreme Court for six years and suggests the odds are high that vacancies will occur during the next presidential term, perhaps as many as three.

New justices could significantly shift the Supreme Court's stance on many fundamental issues as the Court has become "increasingly divided over the past few sessions; 21 of the 74 cases heard this past term were decided on a 5-4 margin....And because justices are appointed for life, voters should think carefully about how the candidates' positions on nominees could affect them," noted an AFJ report.

Statistics

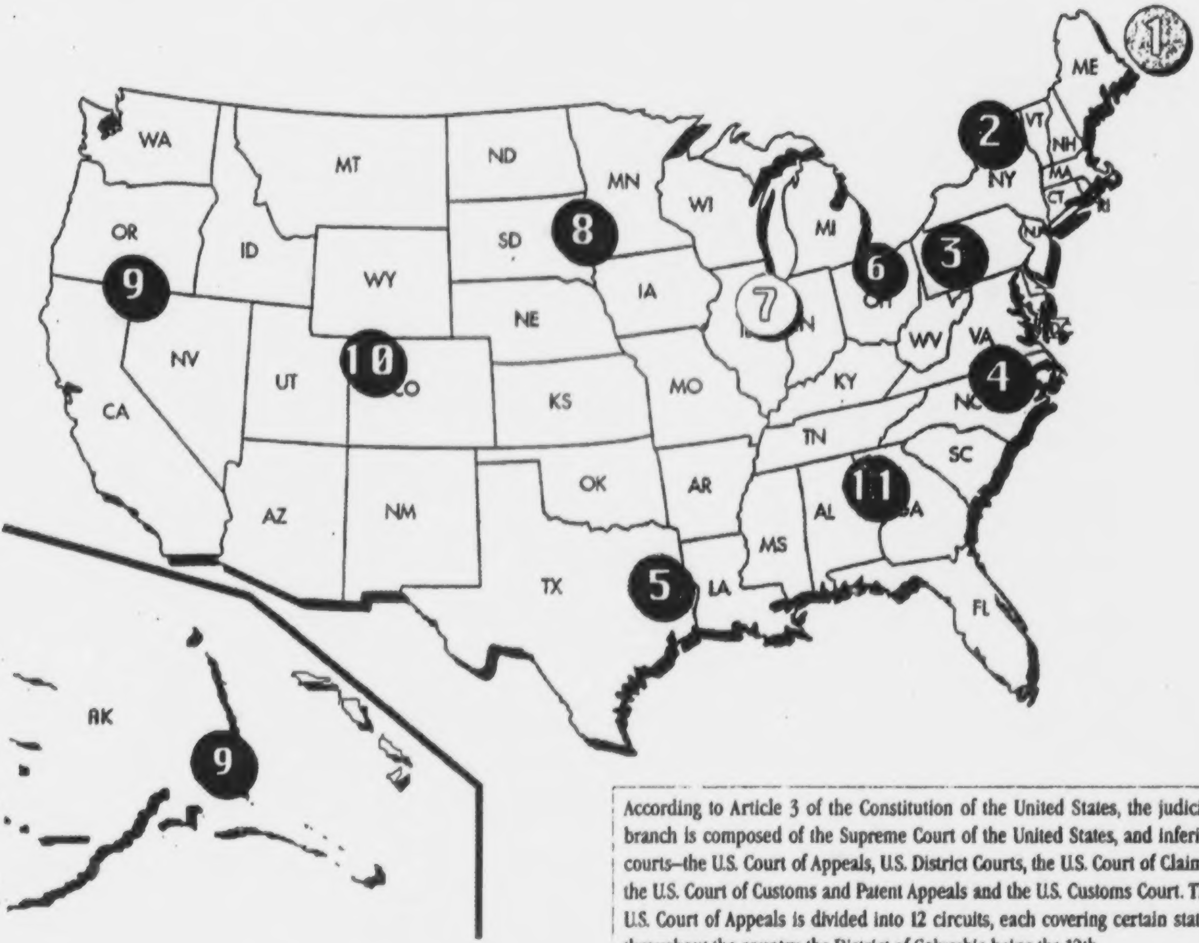
The Alliance's "Judicial Selection Project Annual Report 1999," which analyzes the federal judiciary, calls it "shamefully unrepresentative of the public it serves...."

"The Senate majority," states the report, "has displayed an unprecedented level of intransigence, refusing to vote on Clinton nominees, especially those who are minorities and/or women....The slow pace of the process overall, and the unfair treatment of women and the minority nominees in particular, has resulted in unprecedented backlogs and judicial emergencies across the federal judiciary."

"In 1999, there were 64 judicial vacancies, of which 26 were judicial emergencies, and 21 nominations left pending from the previous year. Of the 21, seven were not resubmitted because of conservative opposition. Minority nominees who were not re-nominated in 1999 included Clarence J. Sundram and Annabelle Rodríguez, New York and Puerto Rico district court candidates."

The Judicial Conference of the United States determines judicial emergencies after considering the number and type of cases filed as well as how long a vacancy has been open.

Five of the eight nominees who waited more than a year for a Senate vote were women or minori-



According to Article 3 of the Constitution of the United States, the judicial branch is composed of the Supreme Court of the United States, and inferior courts–the U.S. Court of Appeals, U.S. District Courts, the U.S. Court of Claims, the U.S. Court of Customs and Patent Appeals and the U.S. Customs Court. The U.S. Court of Appeals is divided into 12 circuits, each covering certain states throughout the country, the District of Columbia being the 12th.

ties. After his four-year wait, Richard Paez, was finally confirmed this spring to the Ninth Circuit Court of Appeals. Paez has 18 years of judicial experience. He is a native of Utah, and a Brigham Young University graduate.

"Miles to Go," a report published this summer by the ABA's Commission on Racial and Ethnic Diversity in the Profession, determined that progress has been especially slow for minority women in the profession. "There is only one minority female general counsel in the Fortune 500, only six minority female federal appellate judges, and two minority female law school deans."

Task Forces for Equity

The Mexican American Legal Defense and Educational Fund, Washington, D.C., which recently stated in a paper on policy issues in the 2000 presidential campaign the importance of getting more Hispanics to the bench, and addressed the dragging out of the confirmation process.

"As of July 1, 2000, there are 60 judicial vacancies in the federal judiciary. Thirty-six of these have nominees pending," reported MALDEF. "Both the Citizens for Independent Courts and the Miller Center Commission suggest that the President should strive to meet the goal of nominating candidates within 180 days of the vacancies, and the Senate should meet the goal of confirming...within 60 days of the nomination."

In 1989, the National Consortium of Task Forces and Commissions on Racial and Ethnic Bias in the Courts was established. Its membership includes the District of Columbia, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New Mexico, New York, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, and Washington. Annual meetings are held in member states to discuss emergent issues relating to racial and ethnic bias concerns and to update members on individual states' progress on its recommendations.

Grassroots organizations, associations, and committees believe that a diverse judiciary will help generate trust in the judicial system. The American Bar Associaton's Forum on Justice Improvements, held October 1999, devoted a session to Bias in the Courts in which speaker Paulette Brown, special advisor, Council on Racial and Ethnic Justice, stated that "a diverse judiciary is essential to eliminating bias in the court. Perception is the key....So if you have a diverse judiciary, people can have a sense that

LATINO NOMINEES AWAITING CONFIRMATION

Nominee	Federal Court	Nominated	Status
Enrique Moreno	5th Circuit	9/16/99	In committee
Ricardo Morado	S.D. TX	5/11/00	In committee
Mary Murguia	D. AZ	7/21/00	Voted out of committee
Christine Arguello	10th Circuit	7/21/00	In committee

LATINO NOMINEES CONFIRMED THIS SESSION

Nominee	Federal Court	Nominated	Status
Adalberto José Jordan	S.D. Florida	3/16/99	9/8/99
Carlos Murguia	D. Kansas	3/24/99	9/8/99
Victor Marrero	S.D New York	5/27/99	10/1/99
Ronald Guzmán	N.D. Illinois	8/5/99	11/10/99
Julio Fuentes	3rd Circuit	3/8/99	3/7/00
Richard Paez	9th Circuit	1/25/96	3/9/0
Jay García-Gregory	D.PR	4/5/00	6/16/00

Source: MALDEF

they may be treated more fairly."

Brown also discussed the judicial selection process, which varies by state. "How we pick judges in our local jurisdiction is important. There's the merit selection system, which is, in my opinion, the most ideal; there are partisan elections, non-partisan elections, gubernatorial appointments, which happen in New Jersey and which may be worst of all, and legislative appointments. We must be active, active, active in ensuring that whoever is the president, nominations of people to the federal judiciary include people who are of color."

Cherly Niro, president of the State Bar of Illinois, noted at the same ABA forum that two years earlier, it formed the Alliance of Bar Associations in Illinois, "specifically inviting all of the minority and ethnic bar associations to participate in judicial evaluations for selection and retention." The result, said Niro, was "improved ability to evaluate judicial candidates fairly."

From N.J., where judges are appointed by the governor and approved by the Senate, Yolande Marlow, judiciary executive assistant with the N.J. Courts Minority Concerns Unit, offered some statistics. "Ninety percent of our judges in N.J. are white, three percent are Hispanic, and 6.7 percent are Black. There are 41 minority judges on the bench for the State," including N.J.'s supreme court, appellate division, and trial division, and no minority judges with its tax court.

Circuit Court Appointments

Appointment to the Circuit Court of Appeals is important as the decisions made from this bench set a precedent that can only be overruled by the Supreme Court. Adds Bradshaw, "The next step is the Supreme Court, after the circuit court decision is appealed."

Bradshaw explains that an appointment to circuit court "has traditionally been the president's choice. He nominates that individual. The Senate confirms the appointment, and then when they are ready to have a hearing, they will vote. There are a lot of personalities involved. A lot of politics, a lot of horse trading takes place."

Every Senator, says Bradshaw, claims to be acting on behalf of the Constitution, "but some may have their own personal bias when it comes to circuit court appointment, and the process slows down."

Judicial elections take place every six-year period. In some states, judges are appointed or elected, and then must be re-elected at the completion of the term. Federal judges (circuit court and the Supreme Court) are appointed for life, unless they are impeached, notes Bradshaw.

What Can Be Done?

"We have to make our people aware of how the system operates." says Bradshaw. "We have to educate our people. We have to educate our communities. They have to work in their individual states. Start at the state level to put pressure on local senators, writing campaigns, telling the media. There is some strength behind our name. You have to get involved at the grassroots. Get on community boards. Our voices must be heard."

D'Orazio of MALDEF says, "It is a fact that Latinos have had to wait longer. Most of the judges that have been nominated are male. Latinos seem to receive a higher degree of scrutiny, particular if they have worked in the community and... they are considered activists.

"We try to get people confirmed in the circuit courts where they can be more influential, and appeals courts as well." They are precedent-setting, she says. "We need the people to represent our community in those courts. We have good representation in the district courts. But in the scope of the judicial system, these positions are less influential."

"We have sent out a policy paper," 46 pages in length, adds D'orazio itemizing issues that are most important to the Latino community to both presidential candidates. We are talking hot-button issues, education, racial profiling. Again, it's back to those phone calls behind closed doors and who's had more of the connections and the politics."

People-Places-Publications-Conferences

PEOPLE & PLACES

Maidique Joins *Hispanic Outlook* Editorial Board

Dr. Modesto A. Maidique, president of Florida International University, has joined the editorial board of *The Hispanic Outlook in Higher Education*.

"As the only Hispanic president of a university ranked in the Carnegie Foundation for the Advancement of Teaching's top 'Extensive' category, I am proud to be part of *The Hispanic Outlook's* editorial board," said Maidique, who heads the only majority Hispanic institution in that category. "I look forward to working with the great *HO* team to promote and highlight an issue dear to my heart, the education of Hispanics."

News from Barry University

The U.S. Department of Education awarded Barry University (Fla.) a Title III Strengthening Institutions Program grant worth $1.75 million over the next five years. Barry used the money to create a state-of-the-art Center for Excellence in Teaching and Learning.

In a competition administered by HACU, Microsoft awarded Barry a three-year $120,000 grant and is making available more than $748,000 worth of software.

Sister Candace Introcaso, vice president of administrative affairs, will for the next three years lead Barry through a successful self-study and reaffirmation of its accreditation by the Southern Association of Colleges and Schools. Dr. Introcaso came to Barry in January from Heritage College in Washington.

The Goizueta Foundation awarded a $500,000 grant to Barry's Adrian Dominican School of Education.

$1 Million to UNM's Harwood Museum

The University of New Mexico's Harwood Museum of Art in Taos, N.M., received an anonymous cash gift of $1 million, the single largest cash gift ever made to the museum.

The Harwood preserves a unique record of both northern New Mexico's multicultural heritage and Taos' role in the development of early American art. It is home to paintings by the early Taos Society of Artists and paintings by contemporary artists. The Harwood also holds a significant collection of early Hispanic tinwork, retablos and bultos (three-dimensional carvings of saints), many of them given by Mabel Dodge Luján, the New York arts patron who moved to Taos and introduced Ansel Adams, D.H. Lawrence, Edward Weston, Georgia O'Keefe, and many others to the New Mexico landscape.

Texas A&M-Kingsville Director Earns Doctorate

Dr. María Consuelo Martínez, director of special programs, received her doctorate in bilingual education at Texas A&M University-Kingsville this summer. Martínez works with high school and college students who are migrants and/or first-generation college students.

Martínez said that as a young girl, she helped her family with the crops. Intensely driven, she received a four-year scholarship to North Texas but was not allowed to attend. Instead, she married, worked full time, raised her nine children, and eventually attended college with her oldest daughter.

Texas-Austin Observatory Receives $100,000

UT-Austin's McDonald Observatory received $100,000 from Joe R. Long and Dr. Teresa Lozano Long of Austin through the Long Foundations. The gift will support the innovative *Universo* radio program, sister program to *StarDate* radio, which has 5.7 million listeners in the United States.

Begun in 1995 with a National Science Foundation grant, *Universo* is a daily, two-minute Spanish-language radio program devoted to astronomy. It is broadcast on 175 radio stations in the U.S., Central America, and South America, with 3.5 million listeners each week.

Produced in the studios of KXCR-FM in El Paso, *Universo* is the most widely syndicated daily Spanish-language program on any subject in the U.S., airing in markets that are home to 90 percent of the Spanish-speaking population in the nation. The *Universo* website is http://universo.utexas.edu/.

Former Mt. San Antonio ESL Student Shares Experience

Former Mt. San Antonio College (Mt. SAC) ESL student Gustavo García, returning to his California-based alma mater to speak to ESL classes, emphasized the importance of learning and getting an education.

"I learned about diversity and to understand different cultures," said García, a native of Costa Rica.

The Mt. SAC ESL program serves students from all over the world, including Asia, Central and South America, Africa, the Middle East, and Europe. Approximately 40 percent of the students are Asian and 40 percent are Hispanic.

García came to the U.S. in 1991 but soon found that without English skills, he could make little use of the opportunities that his new home offered. He has since earned a flight attendant certificate from Mt. SAC, a certificate in hotel and food management from Chaffey College, and a bachelor's degree from California State Polytechnic University-Pomona.

EWU Stresses Health and Safety to Farmworkers

Spanish-language plays, developed through a grant to Eastern Washington University (EWU), were shown recently to workers of that region's largest hop grower, John I. Haas Inc.

The plays were developed by Eastern's Center for Farm Health and Safety under a grant from the National Institute for Occupational Safety and Health. Seattle playwrights Leticia López and Lupita Patterson wrote the one-act plays, containing messages of health and safety, for a target audience of farmworkers in nearby counties.

"We believe the most meaningful way to get needed health and safety information to non-English-speaking agricultural workers is in settings where they work or at other community events," said Kathy Pitts, Hispanic theater project coordinator of the EWU Center for Farm Health and Safety.

Justice Kennedy Visits California Western School of Law

U.S. Supreme Court Justice Anthony Kennedy delivered the keynote address at the dedication of the new Law Library at California Western School of Law.

"The law deals in abstractions, concepts, and ideas, and when we have the opportunity to see the elements of law and its purpose and its mission rendered into visible, tangible, physical form, it is always cause for celebration," said Kennedy.

The four-story, 50,000-square-foot state-of-the-art facility was built at a cost of $9 million. More than 600 alumni, faculty, students, donors, community and state representatives, and leaders in legal practice and education attended the dedication.

Tomatis Receives Honorary Doctorate from Grand Valley State

Grand Valley State University (GVSU) in Michigan gave an honorary doctorate to Luis Tomatis of the Van Andel Institute.

Tomatis became the founding president of the Van Andel Institute in 1995 after 30 years as a cardiac surgeon at Butterworth Hospital in Grand Rapids. He headed the hospital's thoracic and cardiovascular department and was a clinical professor of surgery at Michigan State University. He has published many scientific papers, lectured widely to professional audiences, and conducted research on surgical cost containment.

In 1981, Tomatis became president of the Michigan Society of Thoracic Surgeons; in 1993, he was made "Ciudadano ilustre de la ciudad de Rosario" in his native Argentina; and in 1995, he was given an honorary doctorate from the University of Rosario, Argentina.

The Van Andel Institute's George Vande Woude also received an honorary doctorate from GVSU.

Cal State-Northridge Graduate Named Miss Deaf America

California State University-Northridge (CSUN) graduate Lauren Teruel–who blossomed from a shy deaf child into an ambitious young adult who skydives, dances, acts, and aspires to be a writer–was chosen to represent the nation's estimated 28 million deaf and hard-of-hearing residents as Miss Deaf America for 2000-2002. The 22-year-old already had been named Miss Deaf Illinois.

Teruel, who is part Mexican American, was a very shy child who buried herself in books and shied away from conversation. In high school, she won awards in a Latin competition and as a cheerleader. Teruel currently is a full-time associate project coordinator with CSUN's National Center on Deafness. She is part of a federally funded project, Preparing Postsecondary Professionals, that creates materials to aid administrators and faculty members with the education of deaf college students.

CSUN's National Center on Deafness provides sign language interpreting and other specialized services to nearly 300 deaf students, serving the largest university population of deaf students in the western United States.

Saint Mary's Notes Contributions of Mexican Americans

SAINT MARY'S COLLEGE

The fall lecture series of the Center for Spirituality at Saint Mary's College (Ind.) reflected the school's 2000-2001 curricular theme, "Chicana 2000: Emerging Identities."

The lectures– "Guadalupe: Prophet of a New Humanity," "Day of the Dead: El día de los muertos," "Las posadas: A Pilgrimage to the Inn," and "Quinceaneras and the Hispanic Woman in the U.S.A."–drew attention to Mexican Americans and their contributions.

Father Arturo Pérez Rodríguez, a well-known authority on Mexican American liturgy, discussed the religious significance of the Mexican American feast, held annually on Nov. 2. A priest in the Chicago Diocese, he lectures on Hispanic liturgy and spirituality at the Catholic Theological Union in Chicago and also directs the Hispanic Liturgical Studies Program at Tepeyac Institute in El Paso, Texas.

Rancho Santiago Graduates Most Minorities in State

Community College Week ranked the Rancho Santiago Community College District (RSCCD) as California's highest producer of minority graduates. The independent newspaper also ranked RSCCD ninth nationally in the same category. RSCCD placed 29th nationally among the top 100 schools in awarding associate degrees. The figures are based on data compiled by the U.S. Department of Education pertaining to the 1997-98 academic year.

"Our district is committed to providing quality education and access to all who wish to benefit from attending our colleges," said Dr. Eddie Hernández (pictured), district chancellor. "While our state and national rankings are impressive, we can still do more to enroll and retain students so they can reach their educational and career goals."

The district consists of two community colleges, Santa Ana College and Santiago Canyon College. Nearly half of the 1997-98 graduates were identified as ethnic minorities.

NALAC Will Meet at Texas A&M-Corpus Christi

Texas A&M University-Corpus Christi will help host a conference of the National Association of Latino Arts and Culture (NALAC), dedicated to defining the role of Hispanic art in the community. NALAC, formed in 1989, is an advocate for recognition, preservation, and development of Latino arts and culture in the United States. The conference, scheduled for Jan. 17-21, 2001, at the Ramada Inn Bayfront in Corpus Christi, is jointly sponsored by the South Texas Institute for the Arts, Texas A&M-Corpus Christi, and the Corpus Christi Hispanic Chamber of Commerce.

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Workshops are scheduled on leadership and youth, the impact of immigration, assimilation and hybridization, and digital technology. There will be performances, readings, and exhibits throughout the conference, along with workshops in dance, music, theater, visual arts, literature, performance art, and media arts.

UNM Students among First-Ever Gates Scholars

Four University of New Mexico (UNM) students were selected as Gates Millennium Scholars–a program in its inaugural year, funded by the Bill and Melinda Gates Foundation. The program provides financial assistance to high-achieving minority students to support their pursuit of higher education opportunities.

Robert Estes, Esther Cadman, Karen Max, and Ranelle Sterling were among close to 1,000 scholars selected from more than 62,000 nominees. Additional scholars are being named on an ongoing basis.

The scholars' initiative is administered by the United Negro College Fund, with the support and participation of the Hispanic Scholarship Fund, American Indian College Fund, and Asian Pacific American Advisory Committee.

UTSA Names New Alumni Board Officers

R. René Escobedo is the new president of the board of directors of the UT-San Antonio (UTSA) Alumni Association for 2000-2001. An attorney and CPA in private practice, Escobedo received a bachelor's degree in accounting from UTSA in 1984 and completed his law degree at St. Mary's University in 1992. James Mickey is Association VP, and Clay Killinger is treasurer.

Mexican Teachers Attend Texas A&M-Kingsville Workshop

Texas A&M University-Kingsville's bilingual education department, chaired by Dr. Gustavo González, hosted its second Intensive English Professional Development Institute for Teachers. Instructors from Monterrey and Saltillo, Mexico, attended the workshop "Teaching for Excellence"; attended courses on classroom management, teaching of reading and writing, cooperative learning, whole language, and assessment and evaluation; and practiced English at the computer language lab.

Professors participating were Dr. Alma Pérez, Dr. Emma Garza, Dr. María Ayala-Schueneman, and Dr. Sergio Garza, all alumni of the doctoral program in bilingual education. Also collaborating in the program were Dr. Lupita Thompson, Helen Mebane, Joyce Mosley, Guillermo Miranda, and Rosie García-Belina.

Rio Hondo Scholars Move Forward

To help with a new year, more than 100 monetary awards were given to Rio Hondo College's (Calif.) highest achievers, and 40 students were recognized for outstanding accomplishments in their respective fields.

The list of outstanding students includes 1999-2000 Valedictorian José Antonio Alcaraz, who received the Marie Pellissier scholarship valedictorian award. Alcaraz has a 4.0 GPA with the most units earned at Rio Hondo. Martha Sánchez was selected for the statewide all-California academic team for 1999-2000, the only Rio Hondo student to be so honored. Sánchez (pictured with Yoshio C. Nakamura) received the Yoshio C. Nakamura art scholarship, American Association of University Women, ASB scholarship, and Interclub Council scholarship.

Ramapo Part of National Student Exchange

Students at Ramapo College of New Jersey now are able to spend either a semester or a full year studying at one of 161 colleges and universities in the U.S. and its territories. In return, students from those 161 institutions have the option of coming to Ramapo.

This program, the National Student Exchange, makes it possible to expand the boundaries of each institution, and allows students to experience a diversity of people, culture, courses, and geography. According to Rhoda Leshowitz, assistant director of admissions and Ramapo's Exchange coordinator, eligible students are those with a 2.5 or better GPA and between 30 and 85 completed credit hours. Participants qualify for in-state tuition at the schools in the Exchange.

Father and Daughter Graduate Together at Texas A&M-Corpus Christi

Sixty-year-old Gregorio Gallegos and his 25-year-old daughter, Gail Gallegos Bedell, simultaneously obtained master's degrees at Texas A&M University-Corpus Christi.

"I am so proud of my father," said Gail. "I think it's wonderful. I hope this inspires other older people to go back to school."

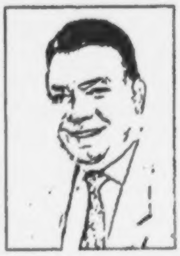
A bilingual teacher at M.B. Larmar Middle School in Laredo, Texas, Greg had been commuting to Texas A&M-Corpus Christi since 1997, when he became a graduate student. Gail, his youngest daughter, began working on a master's degree in 1998. Neither imagined they would graduate together.

"We are both excited and ecstatic," said Greg.

Mercy Offers Spanish Bilingual Courses

The Spanish bilingual program at Mercy College in New York is offering degree programs for Spanish-speaking students. Classes, offered at the Dobbs Ferry and Bronx campuses, include Introduction to Latin American History, Abnormal Psychology, Introduction to Financial Accounting, and International Business.

ACCD's Martínez Honored for Leadership



Dr. Ernest A. Martínez, executive vice chancellor of the Alamo Community College District (ACCD) in Texas, was recognized for outstanding community leadership in education by the West San Antonio Chamber of Commerce at a special luncheon. As the featured speaker, Martínez outlined the ACCD's new educational strategies for San Antonio's west side. Dr. Jude Valdez, VP of extended services at the UT-San Antonio, was the master of ceremonies.

In his post, Martínez supports the chancellor and the ACCD board in strategic planning, institutional effectiveness, capital improvements, developing policy, improving delivery of services, and initiatives enhancing academic programs and quality of life. He also supervises many key district areas, including human resources, information systems, procurement, student financial services, facilities, fiscal affairs, public safety, and student program development.

Mexican Architect Directs Trinity Mega-Cities Project

Cecilia Martínez de la Macorra, a professor of planning and urban design from Mexico, is the project director for the Mega-Cities Project at Trinity College (Conn.).

The project is a transnational nonprofit network of community, academic, government, business, and media leaders dedicated to sharing innovative solutions to urban problems. It seeks to make cities more socially just, ecologically sustainable, politically participatory, and economically vital.

A licensed architect in Mexico since 1975, Martínez has been with Mega-Cities since 1987. Earlier she was on the faculty of architecture at the Universidad Nacional Autónoma de Mexico. She has a master's degree from Edinburgh University in Scotland and doctorate from Oxford Brookes University in England.

Minorities Not Reaping Benefits of California's Strong Labor Market

UCSF While California's labor market continues to be strong, Latinos and African Americans, who are 31 percent of the state's working population, are being left behind by the state's technology-driven economic boom, according to the third California Work and Health Survey, led by University of California-San Francisco (UCSF) researchers.

Latinos are much less likely than are whites to benefit from the growth in jobs in the high-technology sector because they are less likely to have completed high school or college and much less likely to report using a computer in the workplace. Among employed Californians, Latinos are 11 times more likely than are whites to live in poverty. They are also more likely than are whites to lack pension plans and health insurance coverage and to report poor perceived health status.

Researchers at UCSF are funded by a grant from The California Wellness Foundation.

UTSA Offers New Concentration in Mexican American Studies

University of Texas-San Antonio (UTSA) students have a new choice in pursuing a bachelor's degree in Mexican American studies–literary and cultural studies. The new concentration offers courses in the literature of Texas and the Southwest, minority voices in American literature, Mexican American literature, pre-Columbian art, and the architecture of Mesoamerica. The studies complement those already offered: Spanish, political science, sociology, and history.

UTSA's Mexican American studies program differs from others around the country in that it is grounded in an academic discipline. Ellen Riojas Clark (pictured) recently succeeded Joséphine Méndez-Negrete as program director.

Cornell Hosts Urban Community Students

CORNELL UNIVERSITY Urban planning students and professors from Cornell University in New York hosted Black and Hispanic high school students from Washington, D.C., showing them that a university education is within their reach. In turn, the high schoolers shared with their hosts a very real perspective on what it is like to live in a rough-and-tumble urban neighborhood.

The students came from César Chávez Charter High School for Public Policy in the nation's capital, an inner-city school that encourages young people to excel academically, attend college, and go on to play a role in shaping public policy to improve their communities. Their visit was the second in what the college hopes will be an ongoing, mutually beneficial friendship.

Miami Offers Another First

UNIVERSITY OF Miami The University of Miami (UM) in Florida and The College Board are co-sponsoring the groundbreaking Executive Certificate Program in Enrollment Management through Distance Learning.

UM successfully introduced the nation's first master's degree and certificate programs in enrollment management in 1998 in its School of Education.

The new distance learning component, a joint product of the schools of education and business and the division of enrollments at UM, and The College Board, makes the program unique. It is designed for upper-level administrators and key decision-makers on college campuses who have a master's or doctoral degree and at least five years of professional experience.

Mt. Hood Offers Nursing Classes to Spanish-Speakers

A new program at Mt. Hood Community College in Oregon offers individuals who speak Spanish as their first language a unique opportunity to enter the medical field.

The Certified Nursing Assistant (CNA) program provides 12 weeks of instruction combining supervised clinical experience with vocational ESL coursework. The objective of the program, awarded a $28,504 grant by the Northwest Health Foundation, is to prepare Spanish-speaking students to take the Oregon State Board of Nursing exam in order to become licensed CNAs.

In the News at the University of South Florida

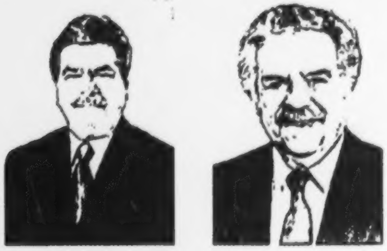
USF Dr. Judith Genshaft became the sixth president of the University of South Florida (USF). Genshaft had been provost and VP for academic affairs at the State University of New York-Albany, an institution with a strong biology, biotechnology, public health, public administration, and teacher's education background. She has a bachelor's degree from the University of Wisconsin-Madison and a master's and doctorate from Kent State University.

The W.K. Kellogg Foundation awarded USF a $100,000 planning grant, part of a six-year $28.7 million ENLACE (Engaging Latino Communities for Education) initiative. USF would like to see more Hispanics remain in school and become teachers, to benefit the surrounding communities.

Texas-San Antonio Fills New Positions

Veteran educator Jesse T. Zapata (l.) was named the first vice provost for the University of Texas-San Antonio (UTSA) Downtown

Campus. For six years, he was associate provost for UTSA-Downtown, where he played a key role in guiding the campus through several developmental stages. Zapata also will be dean of the College of Urban and Professional Programs, one of six colleges formed during UTSA's recent academic restructuring effort. He has a bachelor's degree from UT-Austin, a graduate degree from Texas Tech University, and a doctorate from Arizona State University.



James A. Almazán (r.) was appointed to the new position of vice provost for research and international initiatives. The former interim associate VP for research will promote UTSA's research capabilities and interests on a broader scale, seeking more public and private collaborations statewide, nationally, and internationally. He also will provide leadership in integrating more research opportunities into undergraduate education and in strengthening UTSA's graduate education programs. Almazán holds many degrees, including a doctorate from UT-Austin.

Minnesota Program Hosts Puerto Rican Students

Laura Lynnette Avulse, Ixzumary Álvarez Gutiérrez, and Mayra Rivera Hernández (pictured l. to r.) of Puerto Rico were three of about 90 students from around the country to participate in this year's University of Minnesota-Twin Cities Life Science Summer Research.

The 10-week program served honors students interested in graduate studies in the life sciences. Students conducted intensive research, attended weekly seminars, and made poster presentations on their research. The goal was to demonstrate what university research is like and encourage students to pursue graduate work.

Aviles and Rivera Hernández are seniors at the University of Puerto Rico-Cayey. Álvarez Gutiérrez is a senior at the Colegio Universitario del Este.

Miramontes Oversees Diversity and Equity at Colorado-Boulder

Ofelia Miramontes became the permanent associate vice chancellor for diversity and equity at the University of Colorado-Boulder. She had held the position on an interim basis since the office of diversity and equity was formed in 1998.

Photo © CU-Boulder

Miramontes was a leader in coordinating diversity programs and services and increased scholarship funding for students–important components of the campus diversity plan. She is also an associate professor in the School of Education, and chaired the school's equity, educational, and cultural diversity program group. She remains active in the development of programs for language minority students in public schools.

Miramontes has a bachelor's degree from San Diego State University, a master's from United States International University, and a doctorate from Claremont Graduate School.

California-Santa Barbara Conducts Border Project

UCSB The University of California-Santa Barbara's Center for Chicano Studies was awarded a four-year $288,475 Rockefeller Foundation grant to study Chicano and Mexican cultures where they meet along the U.S.-Mexico border.

The funds, augmented by other university moneys, will bring seven border culture academics and artists to the campus for yearlong residencies, provide them with graduate and undergraduate student assistants, and fund a border-studies conference at the project's conclusion in 2004. Results of the project, "The Dynamics of Chicana/o Literacy," will be published after the conference.

Carl Gutiérrez-Jones is the acting director at the Center.

Mosquera Appointed at Alma

Alma College in Michigan appointed Juan Vianney Mosquera associate director of multicultural and international admissions.

Photo by Skip Traynor

Originally from Colombia, Mosquera came to the U.S. as a Fulbright exchange lecturer. Most recently, he was dean of the School of Simultaneous Translations at Corporación Universitaria de Colombia IDEAS. He also just translated *INSIGHT: A Cognitive Approach for Women*, a textbook and facilitator's manual by Dr. Verona Gordon, emeritus professor, University of Minnesota.

A linguist, Mosquera was once an interpreter for Muhammad Ali, former heavyweight boxing champion of the world. He has a bachelor's degree from the Universidad Libre de Colombia, master's from Instituto Caro y Cuervo, Bogota, and doctorate from Southern University.

New Mexico Awards EMBA Scholarships

Four University of New Mexico staff members received Executive Master's in Business Administration (EMBA) scholarship awards.

Photo by Carolyn Gonzales

Two who were admitted to the 2000-2002 EMBA class received full scholarships–Clara de la Cruz Watral (l.), senior program manager in the general library, and Chris Vallejos (r.), accounting manager, FRS Control.

Two students from the 1999-2001 EMBA class, Stacy Heimer, and Don Butterfield, received $1,000 book scholarships.

Instituted in 1971, the EMBA program allows working professionals, whose average age is 37, to earn a master's degree quickly and without interrupting their careers. Classes are held on campus on Friday afternoons and Saturday mornings for approximately 26 months.

Rio Hondo Project Addresses Teacher Shortage

To recruit more students into the teaching field, the California learning institutions Rio Hondo College (RHC) and Mt. San Antonio College partnered to implement a new teacher preparation program funded by the California Community College Chancellor's Office and the federally funded AmeriCorps program. Up to 40 RHC students have been part of the program, which trains them to work as paid tutors in local kindergarten through third-grade classrooms.

Early childhood education is a very popular and strong program at RHC. "The incentives for students interested in pursuing a teaching career have never been greater," said Robbie Bos, who coordinates the new teacher preparation program at RHC.

The Chancellor's Office has asked community colleges to partner with California State universities to create smoother pathways through the lower-division college preparation courses and the transfer process needed to complete a teaching credential.

UT-Austin Celebrates Diez y Seis de Septiembre

The University of Texas (UT)-Austin celebrated Diez y Seis de Septiembre with free concerts and guest speakers who discussed the celebration's origin–a priest's heroic call in 1810 for Mexico's independence.

Father Miguel Hidalgo y Costilla's "Grito de Dolores," on Sept. 16, 1810, at the village of Dolores, near Guanajuato, called for the end of Spanish rule in Mexico. On Sept. 16, 1825, the Republic of Mexico officially declared Diez y Seis de Septiembre its national Independence Day. Immigrants from Mexico brought the celebrations to the United States, and their descendants have continued the tradition, along with others who enjoy Mexican culture and music.

UT-Austin's Center for Mexican American Studies and Mexican American Culture Committee co-sponsored much of the festivities.

Sigma Lambda Upsilon Commits to Literacy

ΣΛΥ Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc., has identified literacy as its national philanthropy, advocating it as a means of ensuring the empowerment and success of the nation and of the people of its diverse communities.

Sigma Lambda Upsilon strives to encourage literacy as an asset that affords limitless possibilities, and promotes the acts of reading and writing as enjoyable, exciting, and empowering.

A national organization, Sigma Lambda Upsilon will promote literacy throughout the U.S. via its chapters' involvement in nationwide initiatives. Each year, a particular population will be targeted–a population defined by age, need, or location, around which all philanthropy efforts will focus.

News from Florida International University

The Florida Consortium in Latin American Studies, a partnership between the Latin American and Caribbean Center (LACC) at Florida International University (FIU) and the Center for Latin American Studies at the University of Florida, was awarded national resource center and graduate student fellowships totaling $735,000 by the U.S. Department of Education. The LACC will increase the scope and quality of area studies and language training and will improve public knowledge about Latin America and the Caribbean.

Global Crossing, Ltd. and FIU will jointly establish Americas Path, a high-speed backbone network to interconnect research and education networks. Global Crossing's undersea and terrestrial fiber optic network will link participating countries to the Abilene Internet2 and Next Generation Internet networks in the U.S. and throughout the world. "This puts FIU and our Florida educational institutions at the forefront of research and education initiatives in Latin America," said Florida Gov. Jeb Bush.

FIU's Cuban Research Institute has edited *Cuban Studies*, the 30th volume of what some consider the leading academic journal in the field. It is the first of five annual issues of the hardback publication to be produced by the university.

Jacksonville Expands International Studies

During a visit to Jacksonville University (JU) in Florida, Gustavo Artaza (pictured), director of International Studies Abroad (ISA), signed an agreement for ISA to provide international programs to JU students.

ISA was established in 1987 to facilitate study abroad programs for American college and university students. ISA partners include institutions such as UCLA and the Virginia Military Institute.

Dr. J. Calvitt Clarke III, professor of history and director of international education at JU, predicted that the agreement would dramatically increase the ability of JU students to study abroad at controlled prices.

Vallejo on Education Committee in West Palm Beach

Dr. María M. Vallejo, campus provost at Palm Beach Community College in Florida, was appointed to the city of West Palm Beach's Education Advisory Committee. West Palm Beach Mayor Joel T. Daves personally thanked Vallejo for her willingness to volunteer her time "to make the city a better place to live, work, and play."

Vallejo has a bachelor's degree from Hampshire College, two master's degrees from Columbia University, and a doctorate from NYU.

Brown Student Researches Women and Math Tests

Women perform as much as 12 percent better on math problems when tested in a setting without men, according to a study of Brown University (R.I.) undergraduates led by a graduate student of psychology.

Specifically, women tested in single-sex groups scored a 70-percent accuracy rate on math exams; women tested in groups in which they were outnumbered by men scored a 58-percent accuracy rate, said lead author Michael Inzlicht, whose study appeared in the September issue of the American Psychological Society's journal, *Psychological Science*.

Simply being in a classroom with men did not affect women's overall intellectual performance, Inzlicht said. The performance differences were limited to situations in which women were tested on math, a subject that is traditionally stereotyped–bringing to light a possible negative ramification of stereotypes.

Texas A&M-Corpus Christi Hosts Fuentes and Calicanto

Laura Fuentes (pictured) and the group Calicanto performed at Texas A&M University-Corpus Christi, showcasing musical styles from Chile, Mexico, Peru, Puerto Rico, and Venezuela. Part of A & M's Hispanic Heritage Month celebration, the performance was designed to promote a better understanding of Hispanic culture. Lucy Torres, multicultural programs director, was a key facilitator of the festivities.

Domingo Outlines Plans for L.A. Opera

In California, Plácido Domingo, artistic director of the Los Angeles Opera, announced several new artistic ventures and plans for the company.

The 2001-2002 season will bring a new production of Peter Illych Tchaikovsky's *Pikovaya dama (The Queen of Spades)*, co-produced with the Teatro Real, Madrid, and The Washington Opera and directed by Hugo de Ana; a revival of the company's beloved 1999 production of Giuseppe Fortunio Francesco Verdi's *La traviata*, conducted by Plácido Domingo himself and directed by Marta Domingo; three performances of Franz Lehár's *La viuda alegre (The Merry Widow)*, performed in Spanish; and much more.

Domingo announced an all-new staging of Richard Wagner's epic *Ring Cycle*. To realize Wagner's vision of a comprehensive, fantastical theatrical experience, this first-ever presentation of the *Ring* in Los Angeles will feature stage effects designed by Industrial Light and Magic (ILM). Founded in 1975 by George Lucas, ILM is the leading effects facility in the world.

Domingo's Angels, a new underwriting program comprised of donors who have each pledged $1 million over 4 years, was created to support the opera's artistic initiatives.

Rodríguez Headlines "Jazz at Drew" Music Series

Bobby Rodríguez and His 23-Piece Orchestra were among the headliners at the prestigious "Jazz at Drew" music series at the Charles R. Drew University of Medicine and Science in California. A gifted jazz trumpet player born in East Los Angeles, Rodríguez is a charismatic performer and dynamic composer and arranger. He and his salsa orchestra combine traditional big band music and a Latin rhythm section featuring timbales, congas, bongo, and hand percussion to produce a unique and highly infectious California salsa/jazz sound.

A popular music event in Southern California, Jazz at Drew celebrated its 10th anniversary. Over the years, Jazz at Drew–with the theme "Building Cultural Bridges Through Music"–has highlighted a broad multicultural mix of musical styles.

Cooley Law School Announces *National Deans' List*

The second annual *National Deans' List*, featuring top law students from around the country, has been published by the National Jurist, Inc.

Thomas E. Brennan, former Chief Justice of the Michigan Supreme Court, and president of the Thomas M. Cooley Law School (Mich.), launched the publication as a resource for the legal community, and judging from its success last year, it has found its mark.

"The book found immediate acceptance among judges and lawyers interested in recruiting top-notch talent," said Brennan, who describes it as "a ready and useful resource for appellate court justices and judges who seek to recruit law clerks with diverse backgrounds and credentials," Brennan said.

PUBLICATIONS

The Novels and Plays of Eduardo Manet: An Adventure in Multiculturalism

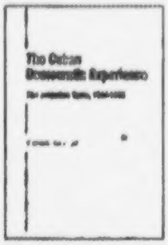
By Phyllis Zatlin

Playwright and novelist, theater and film director–Eduardo Manet has been a major participant in the cultural worlds of both Cuba and France. But his work often has been overlooked by both French and Spanish American critics because of his unique position as a Latin American writing in French. Phyllis Zatlin sets out to correct this oversight by offering a detailed analysis of Manet's many genres and themes.

2000. 243 pgs. ISBN 0-271-01949-2. $42.50 cloth. Penn State Press. (800) 326-9180.

The Cuban Democratic Experience: The Auténtico Years, 1944-1952

By Charles D. Ameringer



The author looks at eight unique years in Cuban history that generally have been ignored by most commentators and examines the cultural, economic, political, and social features of the era. Without attempting to restore the Auténticos to good repute entirely, Ameringer probes the Cuban consciousness in order to understand the strengths and weaknesses of Cuban democracy during this special period.

2000. 229 pgs. ISBN 0-8130-1755-6. $49.95 cloth. University Press of Florida. (800) 226-3822.

Visible Nations: Latin American Cinema and Video

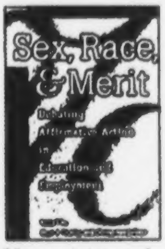
Chon A. Noriega, ed.

In the current global moment, the study of Latin American cinema has become insistently national–a phenomenon fully explored in this collection of essays. The contributors to this book examine different national film and video histories in Latin America since the silent period.

2000. 324 pgs. ISBN 0-8166-3348-7. $19.95 paper. University of Minnesota Press. (800) 621-2736.

Sex, Race, and Merit: Debating Affirmative Action in Education and Employment

Faye J. Crosby and Cheryl VanDeVeer, eds.



When people argue about affirmative action, they often speak past one another, meaning different things with the same words. This book traces the history of this divisive issue as it has been reflected in the writings of key opinion-makers and in public documents.

2000. 338 pgs. ISBN 0-472-06734-6. $22.95 paper. University of Michigan Press. (734) 764-4392.

Exploring Mesoamerica: Places in Time

By John M.D. Pohl

Long before the arrival of Columbus, the civilizations of Mesoamerica were among the most sophisticated and spectacular of the ancient world. This book provides a guided tour of the most amazing archaeological sites of Mesoamerica, bringing to life the civilizations that once flourished there.

2000. 231 pgs. ISBN 0-19-510887-6. $39.95 cloth. Oxford University Press. (800) 451-7556.

From Moon Goddesses to Virgins: The Colonization of Yucatecan Maya Sexual Desire

By Pete Sigal

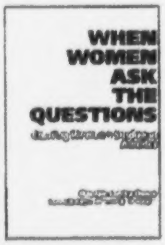
From Moon Goddesses to Virgins

This book decodes the process through which the colonization of Yucatecan Maya sexual desire occurred. Pete Sigal frames the discussion around a series of texts, including the *Books of Chilam Balam* and the *Ritual of the Bacabs*, that were written by 17th- and 18th-century Maya nobles to elucidate the history, religion, and philosophy of the Yucatecan Maya communities.

2000. 340 pgs. ISBN 0-292-77753-1. $19.95 paper. University of Texas Press. (800) 252-3206.

When Women Ask the Questions: Creating Women's Studies in America

By Marilyn Jacoby Boxer



Boxer traces the successes and failures of women's studies, examines the field's enduring impact on the world of higher education, and concludes that the rise of women's studies has challenged the university in the same way that feminism has challenged society at large. Boxer is executive director of the Northern California Center for Interinstitutional Collaboration and professor of history at San Francisco State University.

1998. 360 pgs. ISBN 0-8018-5834-8. $32.50 cloth. Johns Hopkins University Press. (800) 537-5487.

The Evolution of Retirement: An American Economic History, 1880-1990

By Dora L. Costa

With life expectancies steadily increasing, the retirement rate of men over age 64 has risen drastically. Dora L. Costa looks at factors underlying this increase and shows the dramatic implications of her findings for both the general public and the U.S. government.

2000. 234 pgs. ISBN 0-226-11609-3. $19.00 paper. University of Chicago Press. (800) 621-2736.

Gabriel's Fire: A Memoir

By Luis Gabriel Aguilera

This book grew out of the journals of Luis Gabriel Aguilera, an adolescent Mexican immigrant who came of age in a Polish neighborhood on the South Side of Chicago. It counters mainstream and mass-mediated images of the inner city, Hispanic culture, and troubled youth. In its honesty and energy, it is a poignant and compelling story of one man's formative years.

2000. 291 pgs. ISBN 0-226-01067-8. $22.00 cloth. University of Chicago Press. (800) 621-2736.

Fray Angélico Chávez: Poet, Priest, and Artist

Ellen McCracken, ed.

New Mexico's first native Franciscan priest, Fray Angélico Chávez (1910-1996), is known as a prolific historian, a literary and artistic figure, and an intellectual. The original essays collected here explore his wide-ranging cultural production: fiction, poetry, architectural restoration, journalism, genealogy, translation, and painting and drawing.

2000. 156 pgs. ISBN 0-8263-2007-4. $24.95 cloth. University of New Mexico Press. (800) 249-7737.

Crafts, Capitalism, and Women: The Potters of La Chamba, Colombia

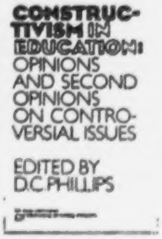
By Ronald J. Duncan

Focusing on people of indigenous and mestizo descent in Colombia, Ronald Duncan documents how the global economy extends the labor exploitation that began with their defeat by the Spanish. He argues that the treatment of home-based craft workers that occurs today among women and children in La Chamba and other areas of Latin America is structurally similar to the slavery and indentured servitude that followed the Conquest.

2000. 252 pgs. ISBN 0-8130-1774-2. $59.95 cloth. University Press of Florida. (800) 226-3822.

Constructivism in Education: Opinions and Second Opinions on Controversial Issues

D.C. Phillips, ed.


CONSTRUCTIVISM IN EDUCATION:
OPINIONS AND SECOND OPINIONS ON CONTROVERSIAL ISSUES
EDITED BY D.C PHILLIPS

Thirteen educators from the United States, Australia, and the United Kingdom engage one another and their readers in a wide-ranging discussion of several modes of constructivism and examine its real and potential influences on classroom teaching, especially in the pre-college grades. This is Part I of the 99th Yearbook of the National Society for the Study of Education (NSSE).

2000. 340 pgs. ISBN 0-226-60170-6. $30.00 cloth. NSSE. (800) 621-2736.

My Own True Name: New and Selected Poems for Young Adults, 1984-1999

By Pat Mora

Pat Mora
My Own True Name

Pat Mora's poems and prose works alike, written for both adults and younger readers, have received awards and critical acclaim for their grace, luminosity, and craft. In this anthology, she has gathered the best of her poems with young-adult readers in mind, and has added to them several new poems published here for the first time.

2000. 81 pgs. ISBN 1-55885-292-1. $11.95 paper. Piñata Books. (800) 633-ARTE.

Chicano Chicanery: Short Stories

By Daniel Chacón

CHICANO CHICANERY
CHACON

This publication presents a baker's dozen of short stories featuring switched identities (in both Mexico and the United States); an involuntary gang initiation; men's betrayals of their friends and of themselves; and some slippery exploits at the law office and in a chicken-packing factory.

2000. 152 pgs. ISBN 1-55885-280-8. $11.95 paper. Arte Público Press. (800) 633-ARTE.

The Adventures of Don Chipote, or, When Parrots Breast-Feed

By Daniel Venegas

With bawdy humor and razor-sharp insight, this story relates the hapless journey of the poor farmer Don Chipote de Jesús María Domínguez, who naively leaves his wife and children behind in Mexico to seek riches in the United States–where, he is assured, one can sweep up gold dust off the streets and "suck the nectar from the tree of life."

2000. 160 pgs. ISBN 1-55885-297-2. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

CONFERENCES

"The Assessment Institute"

November 9-11

Sponsored by the National Center on Postsecondary Teaching Learning, and Assessment and by ACT. Philadelphia, Pa.

Contact: (814) 865-5917; e-mail, nctla@psu.edu; website, www.ed.psu.edu/cshe/nctla.htm.

Research Centers in Minority Institutions International Symposium

November 12-15

International symposium on health disparities. In San Juan, Puerto Rico.

Contact: Beatrice Raiford or Walter Sullivan, (404) 752-1634; e-mail, raiforb@msm.edu; website, www.rcmi2000.upr.edu.

Management Institute for Women in Higher Education Administration

November 17-18

Sponsored by the Higher Education Resource Services at Wellesley College. In Wellesley, Mass.

Contact: Susan Knowles, (781) 283-2529; e-mail, sknowles@wellesley.edu.

TACHE 2000

November 29-December 1

The conference theme, "Latinos in Higher Education: Beyond the Demographics," reflects the Texas Association of Chicanos in Higher Education's interest to move the dialogue beyond the numbers to a discussion of concrete strategic plans for addressing the challenges presented by the ethnic shifts in population.

Contact: Rudy Rodríguez, (940) 898-2214, or Gloria B. Bahamon, (940) 565-2456; website, www.tache.org.

6th Conference of the Recovering the U.S. Hispanic Literary Heritage Project

December 1-2

"Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity" is this year's theme. At the University of Houston.

Contact: Alejandra Balestra, (713) 743-3128; e-mail, artrec@jetson.uh.edu.

National Association of Student Personnel Administrators Institute

January 10-12

"Taking Courageous Stands: Leadership for Diversity," for upper-level administrators. At Columbia University, New York City.

Contact: (202) 265-7500; e-mail, office@naspa.org.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

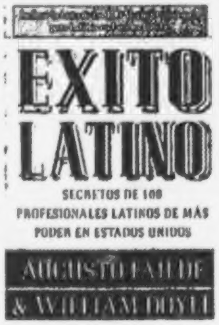
Book Review

By Martha García

***Exito Latino: Secretos de 100 profesionales Latinos de más poder en Estados Unidos*, by Augusto Failde and William Doyle.** 248 pgs. New York: Simon & Schuster, 1996. ISBN 0-684-83343-3. $12.00 paper.

Exito Latino is a compilation of the life stories of one hundred influential Hispanics residing in the United States. It investigates the multiple nationalities that encompass the enormous Latino attainments in marketing, industry, and educational systems within this country.

The book was created to counter the image of Hispanics as stereotyped by the media. According to co-author Augusto Faild, president of Tropix Media, Inc., in New York and graduate of Stanford University and of Harvard Business School, many negative Latino stereotypes were adopted by Hollywood movies and television, such as the Latina who does not speak English, a "mujer fácil," an illegal immigrant, and Latino extortionists. Co-author William Doyle, a writer and former manager of HBO and Walter Thompson, agrees that the media presents only one side of the coin and does not illustrate the successes and accomplishments of the Hispanic population in the U.S. This book, also published in English as *Latino Success*, presents interviews conducted with professionals in high-profile positions and demonstrates the positive contributions of people of Hispanic heritage.



In the first section, "Los consejos," those interviewed agree that in the end, individuals should decide for themselves, without regard to external influences. This section promotes independent thinking within any profession in which Latinos operate.

The next chapter, "Allanar el camino de juego," is an exhortation for education, verbal fluency in English and Spanish, and commitment to high-quality work, as these empower Hispanics to obtain positions of responsibility and authority. In short, wise decision-making and academic preparation are the vehicles that propel the Hispanic community to exhibit excellence within the professional environment.

Latinos' capacity to adapt to the U.S. is explored in the "Tremenda ventaja." Hispanics have proven their ability to interact with different environments away from their homeland. Also, their mastery of multiple languages provides Hispanics with the necessary tools to function and succeed where diversity has become an advantage.

In "Imagen," the interviewees share their experiences with physical appearance and verbal expression. This section maintains that first impressions and the manner in which ideas are presented at work are vital keys to reaching and maintaining success. According to José Ofman, vice president and CEO of EDS, presentation is more important than content.

In "Nunca temas fracasar," the reader senses the enthusiasm of these successful Latinos. They encourage others to attempt new challenges in order to achieve their goals in a foreign country. They caution that one must not underestimate responsibility and integrity in performing appropriately in the business world. In short, first impression, accurate presentation of ideas, and personal values are identified as important tools in accomplishing difficult tasks and complex assignments.

"Orgullo" is, without a doubt, the section that asserts the importance of maintaining and appreciating Hispanic roots in the U.S. According to the interviewees, the balance between culture and language produces personal satisfaction. This section calls on Latinos to find a balance in dealing with the pressures of a bicultural life. The interviewees state the need for remaining conscious of Latin roots as intrinsic and unique. Also, the multicultural society in the U.S. gives them the advantage and joy of diversity.

The last section, "Sigue tu camino," is an invitation to explore the spiritual side of the individual in order to reach physical and mental stability. One of those interviewed, Phil Ramos, executive president of Philatron International Inc., explains the secret of his success. His reading of the Bible every day helps him to interact with others. Jesus, according to Ramos, sets a solid example of management because he had to deal with numerous demands and much opposition. Jesus always found the appropriate way to comport himself among all kinds of people. In addition, this chapter reflects comments and suggestions of successful Latinos for maintaining a physical, mental, and spiritual equilibrium. This allows Hispanics to develop adequate courage and strength to cope with the obstacles and challenges of American society.

Exito Latino is an informative and a well-documented book. It manifests the successes realized by Hispanics who have crossed the cultural and linguistic frontiers by achieving and maintaining their success. This book would be useful for courses about Hispanics in the U.S.A. because it provides a guide for living. Furthermore, this work offers a new perspective for classroom instruction in which students would reevaluate the significant impact of Hispanic society in the United States through positive and authentic examples.

Martha García teaches Spanish courses at Vanderbilt University, where she is a Ph.D. candidate. She taught at the University of Central Florida-Orlando, and was coordinator's assistant with its Spanish master's program.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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CALL FOR PAPERS

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Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino American experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/ 45 minutes).

ABSTRACTS WITH HOME AND SCHOOL/ AGENCY ADDRESS MUST BE POSTMARKED BY: November 17, 2000

SEND ABSTRACTS TO:
Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Telephone: (606) 783-2650
Fax: (606) 783-5046
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Minority Scholar-in-Residence Program

With a view toward encouraging African-American, Asian-American, Hispanic-American, and Native American scholars to consider teaching and research careers at liberal-arts colleges, the Consortium for a Strong Minority Presence at Liberal Arts Colleges, an association of selective undergraduate institutions, has established the Minority Scholar-in-Residence Program. Applications are invited for the dissertation fellowship program or the post-doctoral fellowship program in all disciplines of the liberal arts and engineering. Applicants should be working toward the Ph.D. or the M.F.A. degree, or should have been awarded the degree no more than five years before application.

The Minority Scholar-in-Residence will receive a stipend equal to the typical salary for beginning instructors (dissertation fellows) or assistant professors (post-doctoral fellows) at the host institutions. Scholars will be expected to do some teaching and research, and to participate in other activities under the supervision of a mentor. It is hoped that the scholars will, upon completion of their residency, be strong candidates for tenure-track positions at member institutions of the consortium or at similar institutions.

Scholars must be citizens of the United States and have had no more than five years of teaching or relevant work experience before receiving the award. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year.

Among the member institutions of the Consortium, the following offer to sponsor minority scholars during the 2001-02 academic year: Bowdoin College, Bryn Mawr College, Carleton College, Colorado College, Connecticut College, DePauw University, Grinnell College, Hamilton College, Haverford College, Macalester College, Mount Holyoke College, Oberlin College, Occidental College, Pomona College, Rhodes College, Southwestern University, Swarthmore College, Union College - NY, University of the South, Vassar College, Wellesley College, Wheaton College - MA.

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For a brochure and application contact:

Jean Cousins
CSMP - Administrative Assistant
Grinnell College
1121 Park Street
Grinnell, IA 50112-1690
641-269-3000
cousins@grinnell.edu

APPLICATION DEADLINE: NOVEMBER 15, 2000

NOVA SOUTHEASTERN UNIVERSITY

Fischler Graduate School of Education and Human Services

Programs for Higher Education announces

Graduate Administrative Fellowships

The Programs for Higher Education (PHE) at Nova Southeastern University announces two graduate administrative fellowships for the 2001–2002 academic year. PHE offers a field-based Ed.D. degree with specializations in adult education; computing and information technology; health care education; higher education; and career and technical education. To be eligible, applicants must hold a master's degree from an accredited institution and enroll, or be enrolled, in one of the five specializations.

RECIPIENTS WILL RECEIVE THE FOLLOWING:

- annual stipend of $20,000 (and appropriate employee benefits)
- tuition waiver
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- all expenses paid for the 2001 Summer Institute
- office space for the academic year in the Fischler Graduate School of Education and Human Services building, Nova Southeastern University, North Miami Beach, Florida

THE FELLOWSHIPS HAVE THE FOLLOWING PURPOSES:

- to provide the recipients the opportunity for full-time doctoral study in education in Nova Southeastern University's innovative field-based program
- to provide the PHE office with staff and research support through studies and projects of benefit to the program, and to earn academic credit through graduate education

Applicants for the 2001–2002 positions should send a letter of intent and a resume no later than November 30, 2000. Send materials to:

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Delores M. Smiley, Ed.D.
Associate Dean for Cluster Development and Marketing
Fischler Graduate School of Education and Human Services
Programs for Higher Education
1750 NE 167th Street
North Miami Beach, Florida 33162-3017

For more information, call toll free, 800-986-3223, ext. 8527 or visit our Web site: *www.nova.edu/phe*

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THE UNIVERSITY OF OKLAHOMA

DEPARTMENT CHAIR POSITION INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

The faculty of the Department of Instructional Leadership and Academic Curriculum (ILAC) in the College of Education at the University of Oklahoma is seeking a dynamic scholar and leader to serve as chair. The Department offers an innovative extended teacher preparation program that is NCATE approved. The Department includes 17 full-time faculty positions and offers programs in Bilingual, Early Childhood, Elementary, English, Mathematics, Reading, Science, Secondary, and Social Studies Education. Degrees are offered at the bachelors, masters, and doctoral levels.

Position: Department Chair, Associate/Full Professor, and twelve month appointment

Required Qualifications:

- Earned doctorate with specialization related to one of the program areas offered in the department, teacher education or curriculum and instruction
- Experience in working collaboratively with faculty, students, practitioners, and external constituents
- A distinguished and active record of scholarship, teaching and service
- Experience in advising graduate students
- Experience in teaching at any level from pre-school through grade 12 for a minimum of three years

Desirable Qualifications:

- Collaborative and democratic leadership style Administrative and budgetary experience in higher education
- Experience with academic program development, implementation, and evaluation
- Experience with accreditation and program review
- Experience in supervising doctoral dissertations
- Ability to communicate effectively with administration, faculty, students, and external constituents
- Success in obtaining external funding
- Eligible for rank of full professor

Responsibilities:

- Conduct the administrative responsibilities of the department
- Promote the research mission of the Department, College, and University
- Work with faculty to implement model graduate and undergraduate programs
- Support professional service
- Work with faculty to review personnel and to administer departmental matters
- Lead efforts to stimulate professional growth in a collegial environment
- Teach one course each semester, advise graduate students, and chair doctoral committees

Anticipated Beginning Date: July 1, 2001

Application Deadline: Initial screen will begin December 8, 2000

Applications must include a letter of application, curriculum vita, three scholarly publications, and three letters of reference. Please send applications to:

Jayne Fleener, Chair
Department Chair Search Committee (ILAC)
College of Education
The University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019-0260

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. OU is responsive to the needs of dual career couples. Under represented groups are encouraged to apply. The Department is committed to cultural pluralism in our programs, profession and society.

DEVELOPMENT COORDINATOR

School of the Arts

Coordinate all aspects of external grants, gifts, contracts, related special events, sponsorships and other fund-raising strategies for the School of the Arts (SART) through foundations, corporations, government and private individual sources. Primarily responsible for developing and coordinating capital campaigns and endowments for new and renovated facilities (including construction of a $14 million theater, equipment and musical instruments to accommodate SART's five academic programs and nine non-academic divisions, as well as other programs). Leadership in the identification, pursuit, planning, preparation, submission, monitoring and reporting of funded projects and programs is required. Service as liaison with relevant University and external administrative and development offices, as well as faculty and program staff, is also required. This position reports to the dean.

Qualifications: Bachelor's degree required; master's preferred. At least three years experience and demonstrated achievement in fund-raising, with capital campaign experience, is required. Effective skills in management and planning, organizational and project budgeting, oral and written communication, and computer applications are necessary. Experience in fund-raising for a college or university is preferred. Arts experience is not necessary but considered a plus.

Salary Range: Dependent upon qualifications

Starting Date: As soon as possible

Apply by: Screening begins immediately and continues until the position is filled.

Send letter and resume (include V-#) to:

Dr. Ronald L. Sharps, Assistant Dean
School of the Arts
Montclair State University
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ANDREW W. MELLON FOUNDATION/VERA INSTITUTE OF JUSTICE POSTDOCTORAL FELLOWSHIP ON RACE, CRIME AND JUSTICE

Applications are available for the Andrew W. Mellon Foundation/Vera Institute of Justice Postdoctoral Fellowship on Race, Crime and Justice. The fellowship encourages new scholars of diverse backgrounds to work and publish in this important field. One fellowship will be awarded each year for the next two years. Fellows will receive a $45,000 salary + benefits and a modest research allowance to pursue a scholarly project of their own design. Fellows will be in residence at the Vera Institute in New York City for two years. Applicants must have completed a Ph.D. within seven years of applying for the fellowship. Applications are due **January 2, 2001.** Download information and application at **www.vera.org** or contact:

Suzanne Mueller, Administrative Director, Research
Vera Institute of Justice, 233 Broadway, 12th Floor, New York, NY 10279
e-mail: smueller@vera.org; fax: 212/941-9407.

Georgia State University

The Department of Economics seeks to fill four tenure track positions, at any rank, in the fields of Urban/Regional, Environmental/Natural Resources, Non-Profit Organizations, and Poverty/Welfare. Please send a letter of inquiry to:

Caroline Griffin
Georgia State University
Dept. of Economics
Andrew Young School of Policy Studies
University Plaza
Atlanta, Georgia 30303

These positions are subject to budgetary approval.

AA/EEO

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SDSU

Department of Chemistry & Biochemistry

South Dakota State University invites applications for a tenure track faculty position in **CHEMICAL EDUCATION** at the Assistant Professor level to begin August 15, 2001. The position requires a terminal degree in chemistry, biochemistry, chemical education or closely related field. The successful candidate must possess a strong interest in undergraduate education and demonstrate excellence in teaching. Responsibilities will include: coordinating the general chemistry program, teaching, and curriculum development in general chemistry. Also, strong scholarly activity related to the responsibilities will be expected. For complete job description, contact search committee or see website below. Application review will begin November 1, 2000 and will continue until the position is filled. Send letter of application, complete resume, a statement of teaching philosophy, three (3) letters of recommendation, and a summary of proposed scholarly activities to:

Chemical Education Search Committee
South Dakota State University
Dept. of Chemistry & Biochemistry
121 Shepard Hall
Box #2202
Brookings, SD 57007

Departmental web page: **http:/www.sdstate.edu/~wchm/http/index.html.**

South Dakota State University is committed to affirmative action, equal opportunity and the diversity of its faculty, staff and students. Women and minorities are encouraged to apply.

Arrangements for accommodations required by disabilities can be made at (605) 688-4493/TTY (605) 688-4394.

WILLIAMS COLLEGE

GAIUS CHARLES BOLIN FELLOWSHIPS FOR MINORITY GRADUATE STUDENTS

2001-2002 ACADEMIC YEAR

In 1985 Williams College established the Gaius Charles Bolin Fellowships to underline the importance of encouraging able minority students to pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1885, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 2001-2002 is $26,500. The College will also provide housing assistance, academic support including office space and computer and library privileges, and an allowance of up to $4,000 for research-related expenses.

During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisers in the appropriate departments, and will be expected to teach one one-semester course.

APPLICATION: Candidates should submit two full sets in hard copy form (electronic applications will not be accepted) of each of the following materials, postmarked by January 1, 2001, to be received by January 10, 2001:

- a full *curriculum vitae*
- a graduate school transcript and three confidential letters of recommendation
- a copy of the dissertation prospectus, preferably limited to 10-15 pp.
- a description of teaching interests

RESPOND TO:
Thomas A. Kohut
Dean of the Faculty
Hopkins Hall
Williams College
Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by early March, 2001.

Williams College, a coeducational liberal arts institution, offers an outstanding undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Oakley Center for the Humanities and Social Sciences, the Multicultural Center, extensive library and museum collections, computer center and well-equipped laboratories.

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UNIVERSITY OF WISCONSIN-LA CROSSE

CHANCELLOR

The University of Wisconsin System (UWS) invites applications and nominations for the position of the Chancellor of the University of Wisconsin - La Crosse. UW-La Crosse is one of eleven comprehensive universities in a public higher education system that also includes two doctoral institutions, a system of freshman-sophomore transfer colleges, and a statewide Extension. The Chancellor of each UWS institution reports to the President of the UW System and provides institutional leadership within Wisconsin's tradition of shared governance with faculty, academic staff, and students.

The University of Wisconsin - La Crosse was founded in 1909. UW-L is located in the City of La Crosse with a metropolitan area population of 102,000. The La Crosse area, frequently referred to as the "Coulee Region," is famous for its exceptional natural beauty, with bluffs towering above the Mississippi river banks, abundant water, woodlands, and varying terrain. Located on a 118-acre campus, the university has 34 buildings, including 12 used for instruction, 11 residence halls, and 3 student centers.

The enrollment of 9300 students includes 700 graduate students. The university offers 70 undergraduate majors in 30 disciplines within four colleges and 22 master's degrees in 14 disciplines. The university is accredited by the North Central Association of Schools and Colleges, and all academic programs are fully accredited by appropriate agencies. UW-L is a member of the NCAA Division III and offers 19 programs in women's and men's sports.

As a result of its commitment to quality, UW-L has been ranked fourth among Midwest regional universities by the U.S. News and World Reports's 2000 college guide. Since 1994, UW-L freshmen have held the highest ACT and average percentile high school rank among UW System's comprehensive institutions.

The university's academic community includes approximately 1,050 employees, with 363 faculty, 353 academic staff, and 334 classified personnel. With an operating budget of $102.7 million, the university is also supported by the UW-La Crosse Foundation with $14 million in reserved and endowed funds.

UW - La Crosse seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system. Applicants or nominees should have the following professional and personal characteristics, among others:

- A record of academic accomplishment and relevant background at the university level, with experience in both teaching and administration. Others with comparable accomplishments in the public or private sectors relevant to university administration are also encouraged to apply;
- Academic credentials and accomplishments of a quality which will command the respect of the academic community; faculty tenure may be granted upon the recommendation of the appropriate department;
- Personal integrity, intellectual curiosity, compassion, resilience, and energy;
- Desire and ability to advance the university's mission of undergraduate education and selected graduate programs; to provide leadership to the faculty in teaching, scholarship, public service, and to link the curriculum tothe needs of the people of Wisconsin;
- A demonstrated commitment to support and enhance cultural awareness and diversity of the student, faculty, and staff population on campus and in the community;
- A demonstrated commitment to equal employment opportunity, affirmative action, and non-discriminatory practices.

Please see the UW-L Website for the complete set of characteristics.

The position is available April 1, 2001. Application materials should include a letter of application addressing the attributes noted above, a curriculum vitae, and the names, addresses, email, and telephone numbers of at least five references with include faculty, student, and community leaders. Submission of materials as a Microsoft Word attachment is strongly encouraged.

Evaluation of applications will begin on December 15 and will continue until the final candidate pool is established in late January. In accordance with Wisconsin's Open Records Law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information and written nominations and applications should be directed to:

Professor James Gallagher
Chair; Chancellor Search and Screen Committee
c/o Diane Jorstad
144 Graf Main Hall
University of Wisconsin-La Crosse
La Crosse WI, 54601-3788
e-mail: gallaghe.jame@uwlax.edu
fax: 608-785-8456
voice: 608-785-6470

The Committee is being assisted by Dr. Charles I. Bunting, A.T.Kearney Executive Search. Questions may be directed to him at: 703-739-4630; or email: charles.bunting@atkearney.com; 333 John Carlyle Street, Alexandria, Virginia 22314.

Further information about the search and UW-La Crosse is also available on the World Wide Web at ***http://www.uwlax.edu/hr/chancellor_search_home.htm***

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

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Direct and manage student services operation for the College of Engineering. Supervise staff; offer academic advising; oversee administration of Part-Time Evening and First-Year programs; prepare and disseminate academic policy and procedure information; teach freshman seminar; act as College liaison to offices campus-wide. Master's degree in Higher Ed Administration or related field and 5-7 years' management experience in academic setting related to student affairs required. Strong interpersonal, communication, organizational, and analytical skills needed. Teaching experience preferred. Send resume to: Richard J. Scranton, 230 Snell, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.

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THE COLLEGE OF NEW JERSEY

ENGLISH DEPARTMENT ASSISTANT PROFESSOR

The College of New Jersey is currently seeking applicants for a tenure-track position beginning September 2001. **Responsibilities:** teaching a required course on the history, development, and current state of the English language, with attention to dialects and English as a world language. Opportunities are available to develop additional upper-level and graduate courses on language. **Requirements:** earned doctorate in an appropriate area of specialization at the time of employment; dedication to teaching is essential; scholarly activity is expected and supported. Women and members of minority groups are encouraged to apply. Applications will be accepted until the position is filled. Early applicants will be considered for interviews at the MLA Convention. Please send application, including vita, research plan, and three letters of reference (at least one must comment on teaching potential and experience) to: Dr. Jean Graham, Search Committee Chair, Department of English, The College of New Jersey, P.O. Box 7718, Ewing, New Jersey 08628-0718. To enrich education through diversity, The College of New Jersey is an Affirmative Action/ Equal Opportunity Employer.

THE COLLEGE OF NEW JERSEY

Neag School of Education

The Neag School of Education at the University of Connecticut has established a goal of becoming one of the premier schools of education in the country. Guided by a faculty-developed strategic plan, the Neag School is focusing on building selective interdisciplinary centers of excellence. Two years ago, the Neag School received the largest gift ever given to a School of Education in the nation. Raymond Neag's donation of $21 million was matched with $4 million of state funds. The Neag School now seeks outstanding individuals to help us achieve our goals. Those hired will be joining the Neag School at an exciting time, as the University has identified the Neag School as one of its Centers of Excellence and has provided funds to renovate facilities and support selective strategic initiatives.

The University of Connecticut is a comprehensive land-grant university located 25 miles east of Hartford and 80 miles southwest of Boston. The Neag School of Education is an upper-division undergraduate and graduate school within the University. Neag School of Education programs are certified by the State of Connecticut and NCATE and are associated with the principles of the Holmes Group and the National Network for Educational Renewal. The faculty of the Neag School has a strong history of research and scholerly productivity, interdisciplinary programs and activities across the University and public schools in Connecticut, and across the nation. Additional information on the University and the Neag School of Education can be found at our website: **http://www.education.uconn.edu**

Director of Grants and Research
Search Number: 01A169HI

The Neag School of Education is seeking a Director of Grants and Research to provide collaborative leadership to conduct, oversee, and communicate research in public education. Doctoral degree in educational research or a related discipline is required. The successful applicant must have a teaching and scholarly record which would warrant an appointment as an associate or full professor at a Research I university. Qualifications include experience in research methodology, social science data collection and processing, and a high level of competency in managing human and financial resources in research or similar kinds of projects and demonstrated competency in providing leadership to large and small projects. The candidate should have successful experience in a research position in a university setting, a knowledge of and experience in planning at departmental and school wide levels, and experience in providing effective staff support. Candidates should have a record of successful teaching and scholarship, and be qualified to hold a senior faculty position in a relevant department. Candidates must have exceptional oral and written communication, organization and management skills, function effectively in a collaborative environment, and be able to provide leadership for the Neag School of Education as we seek to enhance our national reputation.

Applicants for the position of Director of Grants and Research in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, a research/ writing sample, and three letters of reference to:

Dr. Joseph Renzulli, Chair
Director of Grants and Research Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064

Director of Educational Technology
Search Number: 01A168HI

The Neag School of Education is seeking a Director of Educational Technology to manage the School's academic and administrative information technology resources through the University of Connecticut Educational Microcomputer Laboratory (UCEML). UCEML manages an infrastructure of four Windows NT servers, over 200 client machines (faculty and staff), and four educational computer labs. Major renovations to the Neag School which are now being planned will call for dramatic modifications to the technology infrastructure, including the possible adoption of a plug-and-play environment that will require all students to have laptop computers. The Director will play a key role in planning for and implementing these modifications. Candidates must have at least a master's degree in educational technology or a related field (doctorate preferred), teaching and administrative experience in an educational technology environment, significant experience in managing technology resources, web-based and groupware applications, significant experience with distance learning including synchronous learning through videoconferencing and asynchronous learning through web-based instruction, and experience supervising educational technology staff.

Applicants for the position of Director of Educational Technology in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Donald Leu, Chair
Director of Educational Technology Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2033
Storrs, CT 06269-2033

Department Head: Educational Psychology
Search Number: 01A162HI

The Department of Educational Psychology is seeking a Department Head to provide collaborative leadership for a department of approximately 30 faculty members. The Department offers undergraduate, Master's, Sixth Year and Doctoral degrees, and has programs and concentrations in Counseling Psychology, School Psychology, Cognition and Instruction, Gifted and Talented Education, Special Education, and Educational Technology. Each of these programs has a program coordinator who works actively with the Department Head. Members of this department are extremely active in research and grant writing. Responsibilities include: maintaining and expanding outstanding academic programs, enhancing and promoting faculty in their research agendas and in service and teaching, general management of the department including budget; participating as an active member of the Dean's Administrative Council. Candidates must have an earned doctoral degree in an appropriate field and a record of successful teaching and research, and be qualified to hold a senior faculty position in the Department of Educational Psychology.

Applicants for the position of Department Head of Educational Psychology in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Sally Reis, Chair
Educational Psychology Department Head Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064

Assistant Professor – Special Education Program
Search Number: 01A163HI

The Department of Educational Psychology is seeking applicants for a tenure track position at the Assistant Professor level in Special Education to begin August 2001. This position involves primary responsibility for teaching, supervising and advising undergraduate and graduate special education majors. Other responsibilities include developing a systematic line of research and publication, advising doctoral students, and seeking outside funding for research and personnel preparation. Candidates must have an earned doctoral degree in special education with an emphasis on mild/moderate disabilities; successful experience as a certified teacher of students with special needs; a demonstrated interest in teacher education with experience in one or more of the following areas of special education: instruction, curriculum, or behavior disorders; and experience in college teaching, and/or research and publication.

Applicants for the position of Assistant Professor in Special Education in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Stan F. Shaw, Chair
Special Education Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064

University of
Connecticut

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The University of Connecticut

Assistant Professor – Gifted and Talented Education

Search Number: 01A164HI

The Department of Educational Psychology is seeking applicants for a tenure track position at the Assistant Professor level in Gifted and Talented Education to begin August 2001. The primary responsibilities of this position include teaching and advising graduate students, developing a systematic program of research and publication, and coordinating public-school programs in gifted and talented education. Other responsibilities include seeking outside funding for research and personnel preparation and coordinating summer programs for teachers and school-aged students. Candidates must have an earned doctorate in gifted education or a closely related field, demonstrate successful teaching experience at the college or university level, evidence of productivity in research and writing for referred journals, and demonstrate effectiveness in working cooperatively with others and participating in a team-oriented environment. Experience with instructional technology and teaching distance learning courses is highly desirable.

Applicants for the position of Assistant Professor in Gifted and Talented Education in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Jonna Kulikowich, Chair
Gifted and Talented Education Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064

Assistant Professor – Counseling Psychology

Search Number: 01A161HI

The Department of Educational Psychology is seeking applicants for a tenure track position at the Assistant Professor level in Counseling Psychology to begin August 2001. The Department of Educational Psychology offers a program in Counseling Psychology that leads to the Master of Arts Degree in School Counseling, a Certificate in Education (Sixth Year) and a Ph.D. The program in Counseling Psychology is designed to prepare professionals to meet the needs of diverse population at all developmental levels. The mission of the program is to prepare highly qualified professionals who can function independently and collaboratively in the human services field as caring and competent individuals, who are knowledgeable about the research foundations of the field of Counseling Psychology, who have developed their own counseling style, who respect diversity, who recognize and practice the ethical guidelines of the field, and who serve as models for those they serve. Minimum qualifications for this position include (a) an earned doctorate in counseling psychology from a CACREP or an APA accredited Counseling Psychology Program; (b) eligible for licensure as a psychologist in the State of Connecticut; (c) at least two years professional experience in K-12; (d) evidence or promise of exceptional college teaching ability; (e) a defined area of research pertaining to counseling psychology as demonstrated by scholarly publications and presentations; and (f) involvement in state and national associations of professional counselors. Primary responsibilities will include graduate course instruction in at least two of the following areas: human growth and potential; social and cultural foundations; helping relationships; groups; life style and career development; appraisal; professional orientation, and supervision of practica. In addition, the new faculty will be responsible for supervising graduate students' research.

Applicants for the position of Assistant Professor in Counseling Psychology in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Orv Karan, Chair
Counseling Psychology Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064

Assistant/Associate Professor – Bilingual Education

Search Number: 01A159HI

The Department of Curriculum and Instruction is seeking applicants for a tenure track position at the Assistant or Associate level in Bilingual Education to begin August 2001. The successful candidate must have an earned doctorate in bilingual/bicultural education or a related area, be fluent in both Spanish and English, and demonstrate preparation in the following areas: first and second language acquisition, bilingual pedagogy, critical literacy, cultural foundations of education, and/or methods and materials in bilingual math/science/social studies. The successful applicant must demonstrate evidence of scholarly productivity and grant writing promise, program development at the undergraduate and graduate levels, and directing graduate student research. Candidates who are committed to and have experience in teaching and research in bilingual K-12 settings, reflective practice, multicultural studies, and urban education are encouraged to apply.

Applicants for the position of Assistant/Associate Professor in Bilingual Education in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Xaé Alicia Reyes, Chair
Bilingual Education Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2033
Storrs, CT 06269-2033

Assistant Professor – Secondary English Education

Search Number: 01A160HI

The Department of Curriculum and Instruction is seeking applicants for a tenure track position at the Assistant Professor level in Secondary English Education to begin August 2001. The successful candidate must have an earned doctorate in English Education, or a related area with an emphasis in English Education, three years of teaching experience in secondary schools, evidence of scholarly productivity, and experience working in diverse settings. Also desired is competence in the following: adolescent literature, interdisciplinary planning and instruction, college/university teaching, and grant writing. Responsibilities include teaching courses in methods of secondary English instruction and related topics at all degree levels, advising students through the doctoral level, working in partnerships with local schools, and maintaining an active research agenda.

Applicants for the position of Assistant Professor in English Education in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Robert Lonning, Chair
Secondary English Education Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2033
Storrs, CT 06269-2033

Assistant Professor – Educational Linguistics/Second Language Education

Search Number: 01A158HI

The Department of Curriculum and Instruction is seeking applicants for a tenure track position at the Assistant Professor level in Educational Linguistics/Second Language Education to begin August 2001. The successful candidate must have an earned doctorate with expertise in language learning and teaching in school settings, be bilingual, and demonstrate preparation in two of the following areas: first and second language acquisition, bilingual pedagogy, critical studies in language, culture and identity, and/or methods of teaching across disciplines in bilingual/multilingual settings. The successful applicant must also demonstrate evidence of scholarly productivity and commitment to teacher education.

Applicants for the position of Assistant Professor in Educational Linguistics/Second Language Education in the Neag School of Education should send a cover letter expressing their interest in the position with the Search Number noted, a CV, and three letters of reference to:

Dr. Xaé Alicia Reyes, Chair
Educational Linguistics/Second Language Education Search Committee
University of Connecticut
Neag School of Education
249 Glenbrook Road, Unit 2033
Storrs, CT 06269-2033

For all positions, applications received by December 1, 2000, will be given first consideration, but all applications will be considered until the position is filled. ***We encourage applicants from underrepresented groups, including minorities, women, and people with disabilities.*** **All searches are contingent on available funding.**

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DESERT COMMUNITY COLLEGE DISTRICT

College of the Desert

SUPERINTENDENT-PRESIDENT

The Board of Trustees of the Desert Community College District seeks a strong and sensitive chief executive officer to build on its established tradition of excellence. The single-college District operates College of the Desert in Palm Desert, California. The Superintendent-President is directly responsible to the Board of Trustees. Annual salary is negotiable and competitive, with a generous benefits package.

Qualifications:

Candidates should have at least one year (five preferred) of experience in a senior administrative position, preferably at the community college level, and must possess an earned Master's Degree (Doctorate preferred) from an accredited institution. Community College faculty experience is desirable.

Application procedure:

The deadline for completed applications is 5:00 p.m., Friday, Dec. 8, 2000. The vacancy notice and application form are available at our Website: www.desert.cc.ca.us.

Applications and inquiries may be sent to:

Personnel Office
Desert Community College District
43500 Monterey Ave.
Palm Desert, CA 92260

Tel. #(760)773-2529
Fax #(760)773-5877
TDD#(760)776-0120
E-mail: PERSONNEL@dccd.cc.ca.us

The successful applicant will be expected to assume the position on or before July 1, 2001.
Affirmative Action/Equal Opportunity Employer

ASSISTANT VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Texas Tech University invites applications and nominations for the position of Assistant Vice President for Enrollment Management. The Assistant Vice President for Enrollment Management reports to the Vice President for Enrollment Management and supports the division's efforts to achieve the University's enrollment management goals.

RESPONSIBILITIES: As the senior member of the Vice President's staff, the Assistant Vice President's duties include: serving on the Enrollment Management Council; helping to develop and monitor the University's enrollment management plan; developing a campus-wide recruitment plan; implementing administrative, technological and service initiatives; providing leadership within the division, especially as it relates to strategic planning and assessment; assisting the Vice President in personnel management and budget oversight; and interacting with important internal and external constituent groups.

QUALIFICATIONS: Candidates should possess the following:

- Seven years of progressively responsible experience in enrollment management or one of its components.
- Master's degree in a relevant discipline. An earned doctorate or equivalent terminal degree preferred.
- Sound knowledge of enrollment management principles and practices.
- Demonstrated success in marketing, student recruitment and retention.
- Demonstrated research and project management skills.
- Effective interpersonal, organizational and communication skills, including the writing of proposals, reports, and memorandums of agreement for key projects.
- Personnel and budget experience, preferably within a large administrative unit.

APPLICATION PROCESS:
Interested candidates should submit a letter of application, resume, and the names and addresses of four references. Review of applications will begin October 1 and continue until the position is filled.

Send application materials or nominations to Michael R. Heintze, Vice President for Enrollment Management, Texas Tech University, Lubbock, Texas 79409-42010; email: Michael.Heintze@ttu.edu.

SALARY: Competitive and commensurate with experience and qualifications. Excellent benefits.

Texas Tech University is an EEO/ADA employer.

OHIO UNIVERSITY

College of Arts and Sciences

Dissertation Scholar-in-Residence Program for Minority Graduate Students in the Humanities and Social Sciences

The College of Arts and Sciences at Ohio University invites applications for participation in its Dissertation Scholar-in-Residence Program for the academic year 2001-02. Appointments will be available in one of the following departments: African-American Studies, Classics, Economics, English, Geography, History, Linguistics, Modern Languages, Philosophy, Political Science, Psychology, Social Work, and Sociology-Anthropology.

Program: Ohio University faculty in the scholar's discipline serve as mentors and advisors while the scholar completes the doctoral dissertation. The scholar will teach one one-quarter course during the year. The scholar will also make presentations of his/her research in department, college, and university colloquia. The scholar will participate in forums with undergraduates about succeeding in graduate study and other appropriate topics and will interact with students in other suitable settings. As desired, the college, the Office of Multicultural Programs, and community groups will offer networking opportunities for the scholar.

Compensation: The scholar will receive, at minimum, a stipend of $25,000 (plus benefits). The scholar will also receive office space, library privileges, and travel funds of up to $1,000 for attendance at a professional meeting in his/her field.

Qualifications: This program is open to U.S. citizens are who members of the following ethnic minority groups: Native American Indian, Alaskan Native (Eskimo or Aleut), Black/African American, Mexican American/Chicana/Chicano, Native Pacific Islander (Polynesian or Micronesian), Puerto Rican. The successful candidate must be committed to a career of college or university teaching after receiving the doctorate and must be able to complete the doctoral dissertation during the 2001-2002 year.

Applicants should submit: a full curriculum vitae; a copy of the dissertation prospectus; an autobiographical sketch; a statement of purpose, including a statement of goals for teaching and scholarship; a graduate school transcript; and three letters of recommendation (one of which must be from the dissertation advisor at the home campus, who should indicate progress on the dissertation and prospects for completion). Applications should be addressed to:

Leslie A. Flemming, Dean
College of Arts and Sciences
204 Wilson Hall, College Green
Ohio University
Athens, OH 45701-2979

Review of applications will begin January 15, 2001.

Ohio University is a Research II institution, enrolling over 19,000 students on the Athens campus and over 8,000 students on five regional campuses. The College of Arts and Sciences includes 323 tenured and tenure-track faculty and contains 19 departments, 7 of which offer the doctoral degree. The Ohio University Library is a member of the Association of Research Libraries. Further information about Ohio University may be found at the university's web site:

http://www.ohiou.edu/

Associate Director Budget and Planning

(Search Re-Opened – Prior Applicants Need Not Apply)

Reporting to the vice president for Budget, Planning and Information Technology, works collaboratively with various con-stituent groups to link budgeting and strategic planning. Assists in all aspects of operational and capital budget planning, as well as strategic planning. Responsible for assigning and supervising projects of full and part-time budget analysts. Other duties include conducting research, interpreting data, and creating routine and unique reports that are useful for strategic planning, as well as financial management and decision-making.

Qualifications: MBA, master's in accounting or finance, or equivalent, and 5 years of professional experience, preferably in higher education. Superior analytical and quantitative skills are required. Experience with strategic planning and its relationship to budgeting is preferred. Knowledge and experience in information technology and management information reporting is desirable. Experience in use of database applications. Ability to clearly and effectively communicate, both orally and in writing, with all University constituents in a collegial manner is a must. Ability to effectively present quantitative and graphical information is critical. Salary is commensurate with experience.

Apply by: Review of applications will commence immediately and will continue until position is filled.

Send letter & resume (include V-number) **to:**

Montclair State University
Box 316-V#05/HOHE
Upper Montclair, NJ 07043

An Equal Opportunity/
Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following positions:

Position #6067-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6339-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #6386-Asst/Assoc/Full Professor-Aging & Mental Health-deadline: 12/01/00
Position #0695-Asst/Assoc Professor-Internal Medicine-deadline: 01/31/01
Position #3629-Assistant Professor-Anthropology-deadline: 12/01/00
Position #5305-Asst/Assoc Professor-Engineering-deadline: 12/15/00
Position #4914-Assistant Professor-Geology-deadline: 12/15/00
Position #5287-Assistant Professor-Philosophy-deadline: 11/30/00
Position #3238-Assistant Professor-Social Work-deadline: 12/15/00
Position #9582-Assistant Professor-Social Sciences-deadline: 12/15/00
Position #3484-Assistant Professor-Women's Studies-deadline: 12/01/00
Position #5307-Asst/Assoc/Professor-Engineering-deadline: 12/15/00
Position #8878-Assistant Professor-Criminology-deadline: 01/04/01
Position #5531-Assistant Professor-Government & Int'l Affairs-deadline: 11/30/00
Position #2972-Assistant Professor-Humanities & American Studies-deadline: 01/10/01
Position #6100-Assistant Professor-Library & Information Science-deadline: 01/19/01
Position #2994-Assistant Professor-Mass Communications-deadline: 12/11/00
Position #4340-Assistant Professor-Mass Communications-deadline: 12/11/00
Position #4723-Assistant Professor-Physics-deadline: 01/08/01
Position #8832-Assistant Professor-Physics-deadline: 01/08/01
Position #9828-Assistant Professor-Physics-deadline: 01/08/01
Position #4257-Assistant Professor-Natural Sciences-deadline: 01/30/01
Position #9938-Assistant Professor-IS/DS-deadline: 12/01/00
Position #9827-Associate Professor-Biology-deadline: 11/24/00
Position #5553-Assoc/Full Prof/Chairperson-World Language Education-deadline:12/15/00
Position #8392-Instr/Asst/Assoc Prof/Professor-School of Physical Therapy-deadline: 12/11/00
Position #5852-Professor/Chair-Psychology-deadline: 01/15/01
Position #9830-Professor/Chair-Geology-deadline: 01/31/01
Position #9820-Assistant Professor-Mathematics- deadline: 01/30/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

POSITION NOTICE

Latin American Studies Program

The Latin American Studies Program at the University of Illinois at Chicago seeks applications for a full-time, tenure-track assistant professor in Mexican Studies, beginning fall 2001. Appointments at higher levels will also be considered. We seek a dynamic and outstanding Mexicanist in history or other social sciences, with interdisciplinary interests and a desire to teach general courses about Latin America in an interdisciplinary program that combines Latin American and Latino Studies. A joint appointment with an appropriate department is also possible. The appointee will be expected to participate in an increasingly active program and in cultural events in the Chicago area in addition to the research and teaching requirements. Candidates must have Ph.D. in hand by August 2001 to be considered. Women and minorities are encouraged to apply. Please send cover letter, a CV, and three letters of recommendation by NOVEMBER 15, 2000 to:**Frances R. Aparicio, Director; Latin American Studies Program (MC219); 1527 University Hall; University of Illinois at Chicago; 601 S. Morgan Street; Chicago, IL 60607-7115.**

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Georgia State University

1. Department of Anthropology & Geography

Assistant Professor to teach introductory physical geography courses in landforms and/or weather and climate. Will have the opportunity to develop field courses in area of specialization. Strong evidence of research potential desired. Research specialty open. PhD required. **Deadline:** December 1, 2000.

Assistant Professor with interests in Human Ecology, Human Growth and Development, Demography, Nutritional Anthropology, or Human Variation and Adaptation to teach introductory and upper division courses and to develop courses in his/her specialty. Geographic area is open. Must demonstrate strong research potential. PhD by the time of appointment. **Deadline:** December 1, 2000

Lecturer to teach introductory laboratory sections in Physical Geography. Will also supervise GLAs. Need strong evidence of teaching effectiveness. Research specialty open. PhD required. **Deadline:** January 2, 2001

Application Instructions: Submit letter of application, 3 letters of recommendation, CV and any supporting documents to: **Chair, Search Committee, Department of Anthropology and Geography, Georgia State University, Atlanta, Georgia 30302-3082**

2. Department of Applied Linguistics/ESL

Assistant Professor to teach graduate level courses in Applied Linguistics. Prefer candidates specializing in discourse analysis (oral or written), research specialization in either quantitative or qualitative research methodology, experience teaching ESL/EFL, a record of relevant publications and a demonstrated interest in the pursuit of external funding. **Deadline:** December 1, 2000.

Application Instructions: Send letter of application, CV, copies of research publications and 3 letters of professional recommendation to **Patricia L. Carrell, Chair of Graduate Search Committee, Department of Applied Linguistics/ESL, Georgia State University, P.O. Box 4099, Atlanta, GA 30302-4099**

3. School of Art and Design

Drawing/Painting/Printmaking - Assistant Professors to teach foundations and upper division/graduate level courses. Work must either address the history and traditions of drawing and painting in a contemporary context or must be primarily two-dimensional with a combination of media or cross disciplines. MFA and teaching experience at college level beyond GTA required. Strong professional record expected. **Deadline:** December 15, 2000

Graphic Design Program - Assistant/Associate Professor to teach undergraduate/ graduate design courses and to help develop an interdisciplinary graduate program in multimedia design. Will collaborate with the University's Department of Communications and Center for Digital Imaging. Ideal candidate has some combination of the following proficiencies: typography, illustration, corporate identity design; interactive and motion graphics; 3D modeling and animation; VR interface and experimental media. MFA in Graphic Design, Visual Communications or Communication Arts; teaching at university level required; research/professional work (at national level). **Deadline:** January 15, 2001

Application Instructions: For either position, send letter of application addressing teaching philosophy, CV, 20 slides of own work and 20 slides of student work with slide lists for each set; relevant support materials and a list of three references including name, title, address and phone number to the **Search Committee for either the Graphic Design or Drawing/Painting/Printmaking Program at the address below this section.**

Art History - Assistant Professors specializing in Islamic or Middle-Eastern art, Asian Art and art of the Native North Americas and the Ancient Mediterranean Basin to teach undergraduate and graduate level courses, including surveys and secondary areas. Strong commitment to undergraduate and graduate teaching and demonstrated promising scholarly profile required. PhD by start date. Teaching experience beyond GTA essential. Publications desirable. **Deadline:** December 15, 2000

Art Education - Assistant/Associate Professors with 3 years teaching experience in K-12 and a demonstrated ability to develop and maintain a research agenda. Strong commitment to undergraduate/graduate teaching and promising scholarly profile are expected. PhD or Ed.D in art education. College teaching, experience in an urban setting and/or with diverse populations preferred. **Deadline:** February 1, 2001

Application Instructions: For either position, send letter of application with teaching philosophy and scholarly plans, CV, 3 letters of recommendation, off-prints/writing samples and course syllabi to the **Search Committee for either Art History or Art Education at the School of Art & Design, Georgia State University, P.O. Box 4107, Atlanta, Georgia 30302-4107.**

4. Department of English

Assistant Professor specializing in technical and professional communication to teach upper/lower divisions, composition, survey and graduate courses in Rhetoric and Composition, professional and technical writing and to assist in curriculum/program development. Industry experience and workplace research desirable. PhD required. **Deadline:** November 30, 2000

Assistant Professor specializing in Middle English Language and Literature, especially Chaucer, to teach upper and lower-division. Normal teaching load will also include composition and survey and graduate courses in History of the English Language and Advanced Grammar. **Deadline:** November 30, 2000

Assistant Professor specializing in African-American Literature of the 18th and/or 19th centuries. Normal teaching load will include composition, survey, upper-division, and graduate courses. **Deadline:** November 30, 2000

Application Instructions: Send letter and CV only to **Paul Schmidt, Chair, New Appointments Committee, Department of English, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083**

5. Department of Geology

Assistant Professor specializing in sedimentology or stratigraphy to teach upper division undergraduate and introductory and research specialty courses. Post-doctoral experience, prior college level instruction and a record of success in extramural funding are desired. Area of research is open. **Deadline:** December 15, 2000.

To apply, send CV, statement of teaching and research interests and the names and contact information of 4 references to **Prof. W. Crawford Elliott, Chair, Search Committee, Department of Geology, Georgia State University, Atlanta 30303.**

6. Department of Modern & Classical Languages

3 Assistant Professors of Spanish - (A) Caribbean Region/Afro Hispanic, (B) Latin American Colonial Period and (C) the Golden Age. Positions (A) and (B) will be expected to participate in the University's Center for Latin American and Latino Studies. PhD by August 2001. To apply, send letter of application and dossier, including 3 recent letters of reference and evidence of teaching excellence to: **Chair, Search Committee A, B or C, Modern & Classical Languages, Georgia State University, University Plaza, Atlanta, GA 30303. Deadline:** Postmarked by November 27, 2000

7. School of Music

Director of Bands - Brass or woodwind pedagogy, conducting, wind ensemble literature, applied teaching. Will conduct Wind Ensemble and chamber ensembles in brass or woodwinds. Doctorate or equivalent preferred, Masters required. **Deadline:** November 15, 2000

Assistant/Associate Professor of Voice to teach undergraduate/graduate level studio voice, vocal literature and/or assisting with opera productions and classes in diction. Soprano or Mezzo Soprano preferred. Master's required, doctorate preferred. **Deadline:** December 1, 2000

Assistant/Associate Professor of Music Education to teach undergraduate and graduate general music courses and additional graduate courses in areas of interest. Record of successful teaching experience and activity of leadership and professional development required. **Deadline:** December 1, 2000

Application Instructions: Submit letter of interest, CV, letters of recommendation, representative examples of research to **Ms. Julinda Norton, Coordinator Music Education Search, Music Education, School of Music, PO Box 4097, Atlanta, GA 30302-4097.**

8. Department of Philosophy

Open rank with open specialization in Philosophy.

Consideration begins: November 2000.

Application Instructions: Submit letter of application and CV to **David Blumenfeld, Office of the Dean, College of Arts & Sciences, Georgia State University, P.O. Box 4348, Atlanta, GA 30302-4038.**

Assistant Professor of Philosophy with open specialization. PhD required prior to appointment. **Consideration begins:** November 2000.

Application Instructions: Submit letter of application, CV, writing sample, letters of recommendation, and evidence of teaching excellence to **David Blumenfeld, Office of the Dean, College of Arts & Sciences, Georgia State University, P.O. Box 4348, Atlanta, GA 30302-4038.**

Assistant Professor of Religious Studies specializing in Islam. PhD required prior to appointment. **Deadline:** November 30, 2000.

Application Instructions: Submit letter of application, CV, writing sample and any other evidence of scholarship, evidence of teaching excellence and at least 3 letters of recommendation to **Timothy Renick, Chair, Search Committee in Religious Studies, Department of Philosophy, Georgia State University, P.O. Box 4089, Atlanta, GA 30302-4089.**

For additional information on these positions, see www.gsu.edu/philosophy

9. Department of Psychology

Assistant/Associate Professor of Clinical Psychology with an interest in developmental, life span or adult psychopathology or clinical geropsychology. PhD plus at least 1 year of supervised postdoctoral clinical experience. Must be license eligible in the state of GA. **Deadline:** January 2, 2001

Mailing Address: Chair, Clinical Psychology Search Committee, P.O. Box 5010, Atlanta, GA 30302-5010

Assistant/Associate Professor of Psychology with an interest in middle childhood and a focus on typical, atypical and/or ethnically diverse populations from a developmental perspective or with an interest in emotion, language, reading, memory, decision making, social cognition, or higher-order cognition from a cognitive perspective. PhD in Psychology or a doctorate in a related area required. **Deadline:** January 2, 2001

Mailing Address: Chair, Psychology Search Committee, P.O. Box 5010, Atlanta, GA 30302-5010

Application Instructions: For either position, submit a letter of application describing academic and research/scholarship interests, teaching philosophy and teaching effectiveness and outlining professional accomplishments and future goals to the **Search Committee Chair.**

ASSOCIATE DEAN FOR UNDERGRADUATE PROGRAMS

The New School, the founding division of New School University, seeks an experienced academic administrator who will provide leadership, planning, and development of undergraduate programs for adult students. Launched in 1944 as one of the first liberal arts degree programs designed specifically for adults, the current B.A. Program enrolls 500 students and is expected to grow. The Associate Dean will be responsible for developing new degree options and concentrations, fostering academic excellence, and engaging in fund-raising initiatives. The Associate Dean supervises the core faculty who teach, provide academic advising, and participate in program planning and development. He/she reports to the Dean of The New School and works closely with the Associate Dean for Academic Affairs, the Office of Admissions and Student Services, and the Department Chairs who develop the curriculum. Candidates should have a strong academic background in the liberal arts with a Ph.D. preferred; administrative and teaching experience, preferably in a non-traditional university setting with adult students; flexibility, creativity, eclectic interests, excellent communication skills, and a collaborative management style.

Review of applications will begin November 17, 2000 for a July 2001 appointment. Letters of application or nominations along with a current curriculum vitae and names of three references should be sent to Linda Dunne, Associate Dean for Academic Affairs, New School University, 66 West 12th Street, room 301, New York, NY 10011.

The New School is strongly committed to an educational environment in which curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live. Affirmative action/equal opportunity employer.

The New School

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Our Lady of the Lake University
San Antonio, Texas

Our Lady of the Lake University invites nominations and applications for the position of Vice President for Institutional Advancement. A successful and experienced professional is sought to lead this growing advancement program. The Vice President for Institutional Advancement oversees marketing and communications, development, alumni and government relations programs. He or she reports directly to the President and is a member of the President's executive staff.

Our Lady of the Lake University was founded in 1895 by the Congregation of Divine Providence, has an independent board, and enjoys the continuing sponsorship of the Congregation. The University is a Catholic institution that welcomes people of all faith traditions. Our Lady of the Lake is a vibrant, Hispanic-serving institution with an enrollment of 3,500 undergraduate and graduate students in regular weekday and Weekend College programs at the main campus in San Antonio and two additional sites in Houston and Dallas.

The successful applicant will have significant experience in development or a related field, marketing and communications, alumni, and other constituent programs. This individual will have demonstrated leadership and the ability to work effectively with professional staff, donors, business leaders, trustees, and institutional colleagues.

Candidates must possess a bachelor's degree; an advanced degree is preferred. Salary and benefits are competitive. The review of applications will begin November 27, 2000 and continue until the position is filled. Nominations, a letter of inquiry, resume, and the names of three or more references should be submitted to:

Susan Denton
c/o Office of the President
Our Lady of the Lake University
411 SW 24th Street
San Antonio, TX 78207

OLLU is committed to the values of Catholic higher education and is an Equal Opportunity Employer. The University is committed to diversity and strongly encourages applications from women and minorities.

ST·OLAF
COLLEGE

St. Olaf College
Tenure Track Faculty Positions

St. Olaf College invites applications for eight tenure track positions, starting September 2001

All positions require commitment to undergraduate liberal arts education and to the College's mission, a strong interest in undergraduate teaching, and promise of continuing high quality scholarly or creative activity. In addition, the College seeks candidates with interest in interdisciplinary teaching, interest in global issues and international study, and commitment to achieving the College's EO/AA goals. The positions are in the following departments:

Biology
Chemistry
Education
Music
Norwegian
Political Science
Romance Languages - Spanish
Mathematics - Statistics

St. Olaf College is a residential, co-educational liberal arts college of the Lutheran Church (ELCA), with about 3000 students. It is located in Northfield, Minnesota, approximately 35 miles south of Minneapolis/St. Paul.

St. Olaf is an equal opportunity/affirmative action employer and actively seeks diversity in its faculty, staff, and student population.

For additional information about the institution, the positions, and application materials required please refer to our web site at www.stolaf.edu/offices/dean-of-college/.

CSU Cleveland State University

Vice President for University Relations and Development and Executive Director of the CSU Foundation

Cleveland State University invites nominations and applications for the position of Vice President of University Relations and Development and Executive Director of the CSU Foundation. This officer, reporting directly to the President and serving on the President's Senior Staff, is primarily responsible for institutional advancement and for implementing policies and guidelines for fund-raising and university relations matters. Responsibilities include the cultivation, solicitation and stewardship of major donors and the design, coordination, and fiscal oversight of fund-raising and public relations initiatives. Development, Publications, Graphics, Public Relations and Alumni Relations report to the Vice President. The University seeks a seasoned individual who understands the culture of the community, its institutions and traditions; the core mission, financial needs and priorities of the University; and who can function effectively as part of a management team.

Requires a Bachelor's degree and minimum of eight years of progressively responsible experience with an established record of success and accomplishment in directing annual and planned giving programs, comprehensive campaigns and major gift solicitations; building and maintaining relationships with foundation board members; and supporting activities related to marketing plans. Strong organizational, communication, supervisory and interpersonal skills are required along with a team-based approach to work. Graduate degree and higher education experience preferred.

Cleveland State University is a public, comprehensive university serving Cleveland and the Northeast Ohio region, enrolling some 16,000 students and employing 800 faculty and more than 1,200 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community and outstanding cultural, recreational and intellectual activities in a pleasant environment with a wide choice of attractive communities in which to live.

Applications should include a letter of interest, curriculum vitae and the names, addresses (including e-mail) and phone numbers of three references. Send nominations and applications to: **Dr. Donna Phillips, Chair, Vice President Search Committee c/o Office of the President, RT 1201, Cleveland State University, Cleveland, OH 44115.** Deadline for applications is November 15, 2000. Salary is commensurate with experience. The position will be available January 1, 2001. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

BEST COPY AVAILABLE

State University of New York
COLLEGE OF TECHNOLOGY AT ALFRED
DEAN SCHOOL OF ARTS AND SCIENCES

Alfred State College is a baccalaureate and associate degree granting college of technology and a unit of the State University of New York with a commitment to quality undergraduate teaching. The college is one of five Colleges of Technology in the System which has formed the University College of Technology (UCT) Alliance to better address the human resource needs of business and industry in the State with respect to technological education. Alfred State offers associate degrees in forty fields with growing number of baccalaureate programs in engineering technology and related areas. The campus is located in a historic academic village containing three colleges, approximately 75 miles south of Rochester, New York. The Alfred State School of Vocational Technology campus is located 15 miles from Alfred in Wellsville, New York. The region is one of great natural beauty and outdoor recreational attractions.

Alfred State has an enrollment of about 3,000 students, a majority of whom live on campus. Close personal ties between students and faculty characterize the Alfred State experience. Programs emphasize science and technology applications. The college has three academic schools: Arts and Sciences, Management and Engineering Technology and Vocational Technology. For more information see www.alfredstate.edu

Responsibilities: The Dean, School of Arts and Sciences, is responsible for leading approximately 75 faculty and staff and managing an annual budget of about $3 million. The Dean reports directly to the Vice President for Academic Affairs. The Dean provides leadership for academic programs in agriculture, horticulture, English and humanities, mathematics and physics, social and behavioral sciences, physical and life sciences, and nursing. A major initiative for the School is the development of four-year programs. The Dean is responsible for organizing academic programs commensurate with the needs of business and industry in Western New York; is the leader in keeping educational facilities up to current technological standards; represents the School in the University Colleges of Technology Alliance, and with regional and national accrediting agencies. This position interacts with state and federal funding agencies soliciting grant support. The Dean provides leadership in maintaining positive relationships with stakeholders of the School and the College. The position also promotes the development of the College's general education curriculum consistent with evolution to the baccalaureate level and in concert with SUNY Guidelines.

The Dean of the School of Arts and Sciences has an earned doctorate as well as an undergraduate degree in a field offered in the School of Arts and Sciences. Successful teaching experience and curriculum development at the collegiate level are required. The successful candidate will have the ability to communicate effectively with all constituencies and a demonstrated commitment to social equity and cultural diversity. The Dean will have administrative and leadership skills including a proven record of success in budget management, grant development, student recruitment, and student retention. The leading candidates will have the skills for developing and maintaining a cooperative relationship with all members of the college community and provide a role model for leadership, academic integrity, and teaching excellence.

Candidates should submit curriculum vitae (ten-page maximum) along with a letter of interest, and names, addresses and telephone numbers of at least three references to: **Director of Human Resources, Alfred State College, Alfred, New York 14802-1196.** Review will commence on January 2, 2001 and continue until the position is filled with an anticipated start date of June 1, 2001.

Alfred State
SUNY College of Technology

Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in letter of interest.

MIAMI
MIAMI UNIVERSITY OXFORD OHIO

MIS Assistant/ Associate Positions

MIS-Tenure-track positions at Assistant and Associate Professor levels in Management Information Systems in the Richard T. Farmer School of Business Administration. Doctorate expected, but those with ABD or equivalent experience may apply. Expectations for the position include teaching of undergraduate and MBA courses in MIS, quality research, and professional service. Applicants should submit a vita, three letters of recommendation, a copy of the last degree transcript, recent teaching evaluations (if any) to:

Dr. Sooun Lee
Department of Decision Sciences
and Management Information Systems
Miami University
Oxford, OH 45056

University of Massachusetts Amherst

Controller

The University of Massachusetts Amherst, the flagship campus of the Massachusetts public higher education system, is a leading center for public higher education in the Northeast. UMass Amherst was established in 1863 under the original Land Grant Act and is currently classified as a Research I institution serving 250,000 students. Located in vibrant Western Massachusetts, the University is part of the Five Colleges, Inc., a consortium of local colleges, together which provide a rich cultural and economic environment. The University prides itself on the diversity of its student body and is committed to the principles of affirmative action, civility, equal opportunity, and the free exchange of ideas.

The Position: Reporting to the Associate Vice Chancellor for Finance and Budget, the Controller oversees Accounts Payable, Accounts Receivable, General Accounting, Grants and Contracts (post award functions), Student Collections, Travel Reimbursement -- an operation that encompasses a staff of 48. The University of Massachusetts Amherst currently has an operating budget exceeding $560 million. The Controller is responsible for maintaining the general ledger, the year end audit (serves as audit liaison), the preparation of timely and accurate financial statements, campus compliance with Federal and State regulations, including tax compliance, general campus accounting policies and processes, and internal control of financial transactions. The successful candidate will possess a strong vision for fiscal management and will provide leadership in the conversion of the financial operations onto the institution's new administrative computing system.

Qualifications: The successful candidate will possess seven years in accounting or finance with progressive management experience and either an MBA, CPA, or master's degree in accounting or ten years' experience in a comparable position and a bachelor's degree in finance, accounting, or a related area. A demonstrated ability to successfully manage and develop staff, to work collaboratively with multiple constituents, and significant fiscal experience in a large and complex institution are important qualifications for the Controller. Experience with computerized financial systems, expertise in fund accounting and financial reporting standards for colleges and universities, and a proven ability to motivate and lead a staff of significant size are also important considerations in the selection of the Controller.

Application and Nomination: Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. A resume, with an accompanying cover letter, may be submitted by email attachment to mail@spelmanandjohnson.com or on-line at www.spelmanandjohnson.com. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
UMass Controller (H), Ellen Heffernan, Managing Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053, Phone: 413-584-7089
Visit UMass Amherst's website at: www.umass.edu

The University of Massachusetts Amherst is an equal opportunity/affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

THE SPELMAN & JOHNSON GROUP

Social Work

DEAN
SCHOOL OF SOCIAL WORK

The School of Social Work at Florida State University, offers the MSW and PhD degrees. There are 280 undergraduate and 325 graduate students enrolled in the School's on- and off-campus programs taught by 35 faculty members. Qualifications include an earned MSW and the PhD in social work, social welfare or related field and a background of teaching, scholarship leadership and administration (A longer description is found at the FSU web site:

www.fsu.edu/departments/#ssw).

This is a twelve-month position with competitive salary and benefits. Send nominations by November 20, 2000. Applications should include a letter of application, a curriculum vita and five references. Screening of applications will begin on November 30, 2000 and continue until the position is filled. Submit to:

Marie E. Cowart, DrPH,
Chair, Social Work Dean Search Committee
College of Social Sciences, Mail Code 2160
Florida State University
Tallahassee, FL 32306
(850) 644-5488 FAX (850) 645-4923

The Florida State University is a Public Records Agency pursuant to Chapter 119, Florida Statutes, and an Affirmative Action/ Equal Opportunity Employer.

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NCTEACH

North Carolina Teachers of Excellence for All CHildren

We Invite Professionals With a College Degree, Desiring To Teach in Secondary and Middle Schools in North Carolina, To Participate in a Rigorous, High Quality Lateral Entry Teacher Licensure Program

We are looking for applicants who wish to teach: secondary math or science; middle grades math, science, language arts, or social studies; K-12 special education; or K-12 second language (Spanish, French or ESL).

For Applications and More Information, Access our Web Site **http://ncteach.ga.unc.edu**, call **919-962-4562**, or Write to: **NC TEACH, University of North Carolina General Administration, Post Office Box 2718, Chapel Hill, NC 27515-2718**

NC TEACH is committed to equality of educational opportunity and encourages diversity in its applicant poo!

CENTRAL
OHIO
COTC
TECHNICAL
COLLEGE

DEAN OF FACULTY

THE POSITION

As the chief academic officer for the college, the Dean of Faculty will:

- Provide leadership in the development and evaluation of excellence in teaching, scholarly productivity and service
- Provide leadership in strategic planning
- Encourage the continuous improvement of two year programs
- Provide leadership for fiscal planing
- Serve as a primary spokesperson to the business community
- Provide leadership for business, economic development and management education on local, state and region

THE PERSON

Minimum Qualifications

- Advanced degree in an appropriate field from an accredited institution of higher education
- Five years academic administrative experience at department level or higher
- Excellent administrative and supervisory skills
- Distinguished record of teaching, scholarship and service
- Demonstrated ability to provide dynamic leadership through a participatory management style
- Ability to communicate effectively

Central Ohio Technical College a two- year, state assisted college located in Newark, OH, providing associate degrees in the areas of Allied Health and Public Service, Business, Engineering and Nursing, is accepting nominations for the position of Dean of Faculty.

Nominations and applications should be sent to:

Dean of Faculty Search Committee
Attn: Tyrome Alexander
Central Ohio Technical College
1179 University Drive
Newark, OH 43055
Fax: 740/364-9566

Applications should include a letter discussing experiences and accomplishments relevant to this position, a resume, and the names, addresses and telephone numbers of three references. Review of applications **will begin December 1, 2000** and will continue until the position is filled.

Central Ohio Technical College is an equal opportunity/affirmative action employer.
Women, Minorities and Vietnam era Veterans are strong encouraged to apply.

WAYNE STATE COLLEGE

NEBRASKA

SPANISH. Tenure-track, assistant professor, beginning August 2001. REQUIREMENTS: Ph.D., native or near-native fluency and successful teaching experience required. Additional fields/abilities may include: second foreign language, ESL, linguistics, business Spanish, and distance education delivery.

RESPONSIBILITIES: Generalist to teach undergraduate Spanish language, literature, and culture, including teacher training. Future responsibilities may include international exchange, recruitment, and working with the college's Multicultural Center. Other responsibilities include research, serving on campus committees, and advising the Spanish club. LOCATION: Wayne State College is located in Wayne, a city of approximately 5,100 in northeast Nebraska. For additional information visit **http://www.wsc.edu/academic/**

APPLICATION: Send letter of application, vita, copies of transcripts, and names of five individuals who can be used as references to:

Spanish Search
c/o Vice President for Academic Affairs
Wayne State College
1111 Main, Wayne, NE 68787

DEADLINE: Review of applications will begin immediately upon receipt and continue until position is filled.

Wayne State College is an equal employment opportunity employer.

Faculty Positions in the College of Education and Human Services

The University of Wisconsin Oshkosh

The College of Education and Human Services is pleased to announce the following tenure-track, academic year positions beginning no later than September 4, 2001. Positions require completion of an earned doctorate. Successful candidates will show evidence of a commitment to teaching, research, publication and service.

Position 111a - Multicultural Education/Educational Foundations

Major responsibilities include the teaching of graduate and upper level survey of multicultural education. The individual will also be teaching in the area of social, philosophical and historical foundations of education. An earned doctorate in education with a major emphasis in educational foundations, or educational policy studies is required. The person needs to show evidence of academic preparation in the area of multicultural education and the social foundations of education. Preference will be given to candidates whose experience includes a successful record of teaching at the P-12 level. Senior level appointment assumes qualification commensurate with senior rank. Applications will not be accepted after **December 8, 2000.**

Position 111b - Elementary Reading Education

Major responsibilities include teaching undergraduate and graduate courses in a self-contained department of Reading Education. Assignments may also include supervision and administration of field experiences. At least three years of teaching experience at the elementary level is required. Experience in university teaching is preferred. A record of scholarship and service are expected. An earned doctorate with an emphasis in literacy education (focus on elementary classroom practices and intervention programs) is required. Related education or experience in early literacy and ability to work collaboratively within an integrated learning community are desirable. Also desirable are education and experience in administration and/or supervision of school reading programs. Applications will not be accepted after **January 20, 2001.**

Applicants should submit a letter of application specifying position number, resume, statement of teaching philosophy, transcripts, and three current letters of recommendation to: **Dr. Michael Ford, Associate Dean, College of Education and Human Services, University of Wisconsin Oshkosh, Oshkosh, WI 54901-8662.** Additional information is available at **www.uwosh.edu.** Nominees and applicants may request in writing that their identity not be revealed. The names of those not making such a request and the names of all finalists must be revealed upon request under state law.

The University of Wisconsin Oshkosh is an Affirmative Action/Equal Opportunity Institution.

SDSU

San Diego State University is committed to high quality baccalaureate and graduate education to be attained through excellence in teaching, support for and dissemination of research by students and faculty, and community service. The University seeks to take advantage of the opportunities inherent in an urban setting with a diverse population that borders Mexico and the Pacific Rim. The University has a vision that extends beyond our immediate boundaries and touches the lives of people we aspire to serve. The University seeks faculty who possess the passion generated by the knowledge of the disciplines and who believe that the University is a part of the community in which it resides. The SDSU website can be reached at **http://www.sdsu.edu/**

ARTS & LETTERS
(619) 594-5456

ANTHROPOLOGY
Applied Cultural Anthropology
Historical Archaeology

ECONOMICS
Econometrics

GEOGRAPHY
Open Urban Geography

HISTORY (3)
Ca, Borderlands, US Western History
Pre-Contact/Colonial Latin America
Race & Ethnicity in American History

LATIN AMERICAN STUDIES
Director

LINGUISTICS & ORIENTAL LANGUAGES
Computational Linguistics

PHILOSOPHY (2)
Ethics
Ethics

POLITICAL SCIENCE (2)
Urban/Border
Public Law/Feminist

RHETORIC & WRITING
Advanced Composition

SOCIOLOGY
Gender/Minorities/Social Psychology

SPANISH & PORTUGUESE LANGUAGES & LITERATURE (2)
Linguistics/Teacher Training
Linguistics/Translation

WOMEN'S STUDIES (1)
Multi-focus position in the areas of:
Social Construction of Identity and Body
Policy/Law
Postcolonial Theory and History
Science and Technology

BUSINESS ADMINISTRATION
(619) 594-5259

ACCOUNTANCY
Managerial/Systems

FINANCE
Investments

INFORMATION & DECISION SYSTEMS (2)
Technical Foundation
System Development

MANAGEMENT
Corp. Governance & Social Issues

MARKETING (2 positions from the following areas)
Hospitality and tourism marketing
Integrated marketing communications
Sales management
Marketing of technology

COLLEGE OF EDUCATION
(619) 594-6091

COUNSELING AND SCHOOL PSYCHOLOGY (2)
Department Chair
School Psychology and/or School/Community Counseling

EDUCATIONAL TECHNOLOGY (1)

POLICY STUDIES IN LANGUAGE & CROSS-CULTURAL EDUCATION
Bilingual Education

TEACHER EDUCATION (4)
Director, School of Teacher Education
Literacy, Reading Language Arts
K-12 Professional Development School Coordinator (2 Positions)

COLLEGE OF ENGINEERING
(619) 594-5718

ELECTRICAL & COMPUTER ENGINEERING (3)
Computer Engineering
Department Chair
Endowed Pine Professorship in Computer Engineering

HEALTH & HUMAN SERVICES
(619) 594-6151

DEPARTMENT OF COMMUNICATIVE DISORDERS
Department Chair

GERONTOLOGY
Masters Program

GRADUATE SCHOOL OF PUBLIC HEALTH (3)
Genetic/Molecular Epidemiology
Chronic Disease Epidemiology
Biostatistician

SCHOOL OF NURSING
Researcher/Statistics

SCHOOL OF SOCIAL WORK
Health & Aging

IMPERIAL VALLEY CAMPUS
(760) 768-5540 (5)

Marketing
Management
Agricultural Economics
Library Director
Reference Librarian

PROFESSIONAL STUDIES AND FINE ARTS
(619) 594-5124

SCHOOL OF ART, DESIGN AND ART HISTORY
Digital Media

SCHOOL OF COMMUNICATION
Director

DEPARTMENT OF EXERCISE & NUTRITIONAL SCIENCE (2)
Measurement Evaluation
Nutrition

SCHOOL OF MUSIC AND DANCE (3)
Music Technology
Modern Dance/Choreograph
Jazz Theory/ Arranging/Combos

DEPARTMENT OF PUBLIC ADMINISTRATION & URBAN STUDIES (2)
Community Policing
Urban Management

DEPARTMENT OF RECREATION, PARKS AND TOURISM (2)
Tour & Hosp. Management
Tour & Hosp. Management

DEPARTMENT OF THEATRE (3)
Movement/Voice Faculty
Costume Designer
Department Chair

COLLEGE OF SCIENCES
(619) 594-5142

DEPARTMENT OF BIOLOGY (4)
Marine Animal Ecologist (Assistant Prof)
Marine Plant/Algal Ecology (Associate Prof)
Computational/Bioinformatics (Assistant Prof)
Evolutionary Development (Assistant Prof)

DEPARTMENT OF CHEMISTRY
Inorganic Chemist (Assistant Prof)

DEPARTMENT OF GEOLOGICAL SCIENCES (2)
Paleontology (Assistant Prof)
Petrologist (Assistant Prof)

DEPARTMENT OF MATHEMATICAL & COMPUTER SCIENCES (7)
Computer Science (Associate Prof)
Computer Science (Assistant Prof)
Computer Science (Assistant Prof)
Biostatistics/Computational Statistics (Assistant Prof)
Numerical Specialist (Assistant Prof)
Financial Mathematics (Assistant Prof)
Math of Communication/Coding & Cryptography (Assistant Prof)

DEPARTMENT OF PHYSICS
Computational Physics (Assistant Prof)

DEPARTMENT OF PSYCHOLOGY (4)
Cognitive Biopsychology (Assistant Prof)
Social/Quantitative (Assistant Prof)
Clinical Psychology (Associate/Professor)
Industrial & Organizational (Asst or Assoc Prof)

Sociology

San José State
UNIVERSITY

GLOBAL SOCIOLOGY

The San Jose State University Sociology Department invites applications for a tenure-track Assistant Professor position to begin August 2001, at which time a PhD is required. We seek a macro sociologist whose expertise is in the political economy of the world system, global social change, development/underdevelopment large scale migration/immigration patterns, social movements, global race, ethnic, gender or religious trends, or related topics. Prefer focus on Latin America or Pacific Rim. The second requirement is to demonstrate readiness to teach social theory at the undergraduate and MA levels. Applicants also must show commitment to the needs of highly diverse students. Duties include teaching 12 units a semester, active research and publication, advising, and MA thesis and other committee service. Very competitive salary and benefits. Send letter of interest, Curriculum Vitae, best writing sample or publication (one only), evidence of potential for teaching effectiveness and three (only) current reference letters to: **Chair, Search Committee (PVIN 5501-028), Sociology Department, One Washington Square, San Jose State University, San Jose, CA 95192-0122, postmarked by December 1, 2000.**

SJSU is an Affirmative Action/Equal Opportunity Employer. Women and other minorities are enthusiastically encouraged to apply.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

DIRECTOR
CONTINUING PROFESSIONAL EDUCATION

Richard Stockton College is seeking an enterprising, entrepreneurial person with a proven record in working with professional communities and corporate clients, and in administering a wide range of credit and non-credit professional development programs, including professional certification programs. The Director will assist the Dean in efforts to expand and develop continuing professional education programs in areas including interactive distributed learning, intensive short courses, certificate programs, and executive seminars, video and teleconferencing.

Responsibilities will include implementation of all matters and activities related to professional education, including support in meeting current standards of practice and maintaining certification, as well as coordinating the provision of educational resources. Additional responsibilities will include management of recruitment, marketing and promotion strategies, and cooperating with student and academic services in overseeing admission, advising and support service components. Working with faculty, staff, external constituencies, the Dean of Graduate and Continuing Professional Education and all divisional Deans, the Director will provide quality, innovative continuous learning opportunities to a diverse student and adult population by extending the educational resources of the College.

Qualifications: master's degree required, and **the successful applicant is likely to have had the following types of experiences:** a minimum of five years successful experience in event and professional meeting planning and management; conference and corporate training; demonstrated understanding of adult education and learning models, and ability to assess the educational/professional needs of the region; proven skill in developing and marketing successful programs and in the innovative use of advanced technologies to enhance teaching and learning; and commitment to balancing the demands for professional training with a clear appreciation for a liberal arts education.

Richard Stockton College of NJ is a senior college of arts, sciences, and professional studies that provides distinctive undergraduate and graduate programs, including traditional and alternative approaches to education. The College's 1,600-acre campus is located in Pomona, NJ.

Salary is based on qualifications and experience. Send letter of application, resume, portfolio or other materials related to the qualifications outlined above, and the names, addresses, telephone and email addresses of at least three references to:

Dr. Debra M. Israel, Dean
Graduate Studies and Continuing Professional Education
Richard Stockton College of NJ
PO Box 195, AA51
Pomona, NJ, 08240-0195
Screening begins **December 1, 2000,** and will continue until the position is filled.

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

COMPOSER & DIRECTOR OF COMPUTER MUSIC LAB MUSIC AND THEATER ARTS

Position: Assistant Professor(tenure track)

Qualifications: Ph.D. or equivalent in musical composition.

Duties: Direct midi-based music lab. Play a leading role in developing the capabilities of the lab and integrating it into the section's artistic and educational programs with special emphasis upon the role of the lab as a composition studio and musicianship-training facility. Teach undergraduate subjects in one or more of the following areas: basic theory, harmony and counterpoint, music literature.

Starting Date: September 2001

Deadline: Applications must be postmarked on or before January 15, 2001

Applications: Send only a resume together with three letters of reference to:

Professor Peter Child
Chair, Composer Search Committee
Music and Theater Arts, 14N-207
MIT
77 Massachusetts Avenue
Cambridge, MA 02139-4307

MIT is an Affirmative Action and Equal Opportunity Employer

Geneseo

FACULTY POSITIONS FALL 2001

SUNY Geneseo is a highly selective, primarily undergraduate institution located in an historic village in the Finger Lakes region of Western New York just south of Rochester. The College is consistently ranked among the best public undergraduate institutions in the country by publications such as US News & World Report and Kiplinger's. SUNY Geneseo is an affirmative action/equal opportunity employer committed to recruiting, supporting, and fostering a diverse community of outstanding faculty, staff, and students. Geneseo is a member of the Council of Public Liberal Arts Colleges. To learn more about the College visit: http://www.geneseo.cdu. For fullest consideration apply to the relevant department by the date listed at: 1 College Circle, Geneseo, NY 14454.

Anthropology - Physical Anthropology. Nov. 10, 2000.

Art – Contemporary Art History. Jan. 12, 2001.

Biology: 1) Conservation Biologist. Nov. 8, 2000. 2) Animal Physiologist/Cell Biologist. Dec. 1, 2000.

Business – Marketing. Review continues until position filled.

Chemistry - 1) Bioorganic Chemistry. 2) Physical Chemistry. Nov. 27, 2000.

Communication - 1) Print & Electronic Media. 2) Applied & Public Communication. Dec. 1, 2000.

Computer Science - 2 Positions. Review continues until positions filled.

Dance – Jazz. Jan. 15, 2001.

Education - Special Education. Two positions. Review continues until positions filled.

Education - Early Childhood. Review continues until position filled.

English - American Literature & Culture. Nov. 13, 2000.

Foreign Languages – Spanish. Nov. 15, 2000.

History - Early Modern Europe. Dec. 8, 2000.

Mathematics - Two Positions. Review continues until positions filled.

Physics - Jan. 5, 2001.

Sociology - 1) Research methods and statistics. 2) Race & Ethnic, Urban, Third World/Social Change/Development, or Inequality. Nov. 15, 2000.

For complete descriptions see: http://www.geneseo.edu/~provost/ or contact D. Gordon, Associate Provost, 1 College Circle, SUNY Geneseo, Geneseo, NY 14454 (716-245-5531)

DIRECTOR OF ATHLETICS

OAKTON
Community College

Des Plaines and Skokie, Illinois

Oakton is a dynamic community college with two campuses serving the North Shore suburbs of Chicago. A member of the Skyway Community College Conference, Region IV of the NJCAA, Oakton offers intercollegiate athletic programs in men's and women's basketball; baseball and softball; wrestling; soccer; volleyball; cross-country, marathon and track; golf; and tennis. After nearly 30 years of distinguished service, the retirement of the current director provides an excellent opportunity for an innovative leader to continue a strong tradition of excellence.

The Director of Athletics plans, arranges and schedules all athletic contests; recruits and interviews candidates for coaching positions; supervises, directs and evaluates all coaches; and certifies the eligibility of athletes. The director develops, directs and supervises the intramural program, including facilities, employment of officials, selection and purchase of equipment and compilation of records; directs the use of the physical education/athletic facilities; and represents the College in the Skyway Conference.

Candidates must have a master's degree and four years of administrative-level experience managing programs and supervising a complex department, preferably in higher education. Previous experience in intercollegiate athletics is desired.

To apply, submit your résumé and cover letter to:
Oakton Community College, Human Resources, 1600 E. Golf Road, Des Plaines, IL 60016
(847) 635-1675, fax: (847) 635-1764, e-mail: admsearch@oakton.edu

Additional information can be found at www.oakton.edu.

Full consideration will be given to applications received by December 1, 2000. Screening will continue until the position is filled. Preferred starting date is June 1, 2001. -EOE-

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IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Minority Engineering Program Coordinator

Leadership through Engineering Academic Diversity (LEAD) is the minority engineering program at Iowa State University. With an undergraduate enrollment of 4600 students, the College of Engineering at Iowa State University is one of the largest in the nation. The LEAD Coordinator provides leadership in the development, implementation, and assessment of programs aimed at increasing the recruitment, retention, and graduation of underrepresented minority students. Position supervises a staff of graduate and undergraduate students and manages program budget. Possibility of teaching engineering courses exists for candidates with M.S. or Ph.D. in engineering. Details about the program are available at www.eng.iastate.edu/lead. **Required Qualifications:** Bachelor's degree in engineering, math, science, counseling, higher education, or related field with 3 years related experience; excellent communication skills; and experience managing/coordinating programs. **Preferred:** Masters degree in related field. Salary commensurate with experience and education. To guarantee consideration, application must be received by **December 8, 2000.**

Submit letter of application, resume, and three letters of reference to: **LEAD Coordinator Search Committee, 110 Marston, ISU, Ames, IA 50011.** Questions can be directed to Karen Zunkel, **kzunkel@iastate.edu, (515) 294-1684.**

Iowa State University is an Affirmative Action/Equal Opportunity employer.

The University of Texas
Pan American

UTPA MUSIC DEPARTMENT
LECTURER POSITION IN MUSIC

University of Texas Pan American Music Department seeks applicants for a Lecturer position in music that requires teaching Undergraduate and Graduate music courses as needed, including Music Theory, Music Literature, Music Appreciation, and Applied music. Solo performance ability in applied instrument required. Pianist preferred. Position requires a demonstrated interest in scholarship and a successful teaching record. Appointment effective Fall 2001, pending budget approval. Completed doctorate by September 1, 2001 required. Screening begins immediately, applications accepted until filled. Include letter of application, resume, transcripts (copies acceptable at this time), and three current letters of reference addressing applicant's performance and teaching ability. Finalists will be asked to send tapes and official transcripts. Minorities and women strongly encouraged to apply. Send materials to:

Dr. Dahlia Guerra
Accompanist/Vocal Coach Search
Department of Music
University of Texas Pan American
1201 West University Drive
Edinburg, TX 78539
Tel: 956-381-3471
FAX: 956-381-3472
e-mail: guerrad@panam.edu

Web site: http://www.panam.edu/~music
(F900/01-12)

Assistant Director

The Office of International Student Services and Programs at Plattsburgh State University of New York invites applications from friendly, diligent & experienced applicants for the position of Assistant Director. This is a full-time, twelve-month position.

Responsibilities: With a strong focus on "extra customer service mentality," perform a variety of projects and assignments in support of the Office of International Student Services and Programs. Evaluate foreign credentials for admission decisions, transfer credit purposes & registration services. Organization and processing of inquiries, applications and admission files; organizing orientation programs and workshops; office procedures and budget, supervising staff, coordinating host and friendship family programs, student social and communication plan; coordinating with various student service providers. This position may require some evening and weekend commitments.

Qualifications: Bachelor's degree with minimum 5 yrs directly related experience is required, Master's degree with minimum 3 yrs experience strongly preferred. Applicable disciplines: Law, MBA, International Education, or a related field. Strong written, verbal and computer skills; minimum three years experience in F-1 & J-1 immigration law; and demonstrated ability to manage high volume of work in a fast-paced environment and meet quality standards and deadlines are required. Ability to perform outstanding work in a results-oriented office; the ability to communicate fluently in a foreign language(s) especially Japanese and overseas living experience will be highly regarded. Advanced experience with technology, including proficiency in Microsoft Office, web page and Access database design and management, is very desirable. Must be able to perform well in a diverse environment, be cross-culturally sensitive, can handle multiple tasks simultaneously and work under pressure independently, possess strong problem solving and crisis management skills. The position requires an energetic & dynamic individual with excellent organizational skills and attention to detail.

Applications from women and minority candidates are especially welcomed.
Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $37,000-$45,000 dependent upon qualifications and experience; excellent benefits package. Review of applications begins immediately and continues until position is filled. Please submit letter of interest; resume; and the names, addresses, and phone numbers of three references to: **Chair, Search Committee (PJ# 2486-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

UNIVERSITY OF HOUSTON

Learning. Leading.

The Department of Electrical and Computer Engineering at the University of Houston invites applications for a tenure track faculty position in advanced micro/nano-fabrication at the level of Assistant Professor beginning Aug. 15, 2001. The successful candidate is expected to contribute to on-going research programs in VLSI manufacturing, the fabrication of spherical imaging arrays and studies of infrared frequency selective surfaces. Areas of expertise should include proximity and projection ion beam lithography, thin film deposition, and reactive ion etching. The position requires a Ph.D. in Electrical Engineering, or a closely related field. Responsibilities include developing an externally funded research program, supervising MS and Ph.D. students, and graduate and undergraduate teaching.

Successful candidates can expect a highly competitive start-up package and numerous opportunities for collaboration. The latter include working with the department's strong opto-electronics group and various on-campus institutes including the Space Vacuum Epitaxy Center (SVEC), the Texas Center for Superconductivity at the University of Houston (TCSUH) and the NSF Materials Science and Engineering Center (MRSEC). TCSUH and MRSEC provide access to outstanding analytical tools and services for materials and surface science research. The micro/nanoelectronics group enjoys close relationships with many industrial research laboratories.

The University of Houston is a public university with 23,000 undergraduates and 9000 graduate students located in a park-like campus a few minutes from downtown. The ECE department has 32 tenure track faculty, 700 undergraduates and 225 graduate students.

Candidates should send a c.v., cover letter that includes research and teaching preferences, and the names of at least three references to:

Fritz Claydon, Professor and Chair
Department of Electrical and Computer Engineering
University of Houston
Houston, Texas 77204-4793

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

To ensure full consideration, applicants should respond by **Jan. 15, 2001,** though review will begin immediately and continue until the positions are filled.

NORTHEASTERN ILLINOIS UNIVERSITY

Northeastern Illinois University invites applications and nominations for the position of the Dean of the College of Education. Nationally recognized as having the most ethnically diverse student body in the Midwest, Northeastern is a comprehensive state university of 10,700 commuter students located on a 67-acre campus in a residential neighborhood on the northwest side of Chicago. The College of Education is a national leader in teacher training. The college received over 9 million dollars in external funding in the last fiscal year to work with elementary and secondary schools in Chicago and the suburbs.

DEAN OF THE COLLEGE OF EDUCATION

The College of Education houses 5 departments (9 undergraduate programs/11 graduate programs) as well as the Chicago Teachers' Center, an innovative outreach and drop-in center offering programs to improve urban education through collaborative partnerships. All programs are fully accredited by the National Council for Accreditation for Teacher Education and the Illinois State Board of Education. Seventy-six full-time tenure-track faculty serve 1,479 enrolled undergraduate major and 1,057 enrolled graduate majors.

The Dean reports to the Provost; is responsible for all College curricular, budgetary, and personnel matters; and provides leadership/vision in fulfilling the College and University missions and goals.

An earned doctorate in a discipline within the College of Education is required. Candidates must demonstrate an excellent record of achievement in teaching, research and service appropriate to appointment to senior faculty rank; excellent fiscal management and communication skills; ability to collaborate with multiple internal and external constituencies; a minimum of 3 years academic administrative experience at or above the level of department chair with knowledge in the areas of pedagogy, assessment, technology, grant procurement, and evaluation of faculty for promotion and tenure; and a commitment to faculty and student diversity.

Review of applications begins November 27, 2000. Send nominations/applications, resume, name/address/telephone number of 5 references to:

Terri Rothstein, Assistant Provost
NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. St. Louis Ave.
Chicago, IL 60625-4699

Northeastern Illinois University

AA/EOE

Northeastern Illinois University is an equal opportunity/affirmative action employer and invites applications from women and minorities as well as other qualified individuals.

MCC

THERE'S MORE TO YOU. THERE'S MORE TO MCC.

Rochester, New York
Announces a vacancy for the position of

VICE PRESIDENT OF EDUCATIONAL TECHNOLOGY SERVICES

Monroe Community College (MCC), a multi-campus comprehensive community college located in urban and suburban Rochester, New York, invites applications and nominations for the position of Vice President of Educational Technology Services. This position presents an exceptional opportunity for an experienced administrator with vision to lead and manage a high profile institution in better meeting its student success goals.

MCC is an important educational institution in a city with an international reputation for excellence in products and services. Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several institutions of higher education and Fortune 500 companies. Monroe Community College, a member of the League of Innovation in Community Colleges, has an enrollment of nearly 15,000 full and part-time credit students offering more than 60 degree and certificate programs. Fully focused on the success of its students, MCC ranked among the top ten community colleges in the number of degrees awarded. Graduates transfer successfully to dozens of excellent senior colleges including seventeen with which we have developed dual admissions programs. Career program graduates readily find relevant jobs in the Rochester economy.

Minimum Qualifications:
Master's degree minimum, Ph.D. preferred in education or technology. A minimum of five years administrative experience in a higher education setting with teaching experience desirable. Demonstrated strong interpersonal communication and organizational leadership skills. Demonstrated ability to work with internal constituents and external/community leaders. Knowledge of emerging technologies required. Leadership in regional, state and national efforts to promote community colleges, technology, library and related issues preferred.

Application Process:
Screening to commence on November 17, 2000. For full consideration, all materials must be postmarked by this date. Initial materials should be limited to: resume; name, address and phone number of three references; letter of interest identifying proven achievements that address the challenges and preferred qualifications identified for this position (limit to 4 pages). Additional materials will be requested as needed. Send information to: **Dr. Sherry D. Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623-5780.**

Expected Date of Employment:
February 1, 2001

Compensation:
Salary and benefits competitive and commensurate with experience and qualifications.

Confidentiality:
The College will make every effort to maintain the confidentiality of the applicant pool until the finalists have been selected at which time the names and background materials will be public. Finalists will be notified in advance.

Website: http://www.monroecc.edu

Monroe Community College is a unit of the State University of New York. It is the policy of the University and of this College not to discriminate on the basis of sex, race, color, religion, national origin, disability, age, or marital status in admissions, employment, and treatment of students and employees in any educational program or activity.

The University of Kansas
Lawrence, KS
Announces Tenured and Tenure-Track Faculty Positions

The University of Kansas is a major comprehensive research and training university and is the only Kansas Regents university to hold membership in the prestigious Association of American Universities. The University of Kansas offers the highest quality undergraduate, graduate, and professional programs, as well as outstanding libraries, museums, and technology. The university fosters a multicultural environment in which the dignity and rights of individuals are respected. A city of approximately 80,000, Lawrence is located in the rolling hills of eastern Kansas 35 miles west of the Kansas City metropolitan area and 20 miles east of Topeka, the state capital. Home to Haskell Indian Nations University as well as KU, Lawrence offers the many cultural opportunities of a university town.

College of Liberal Arts and Sciences

(All positions are contingent on budgetary approval)

African & African-American St./History – Asst. Prof. African History.
American Studies – Asst./Assoc. Prof. American Studies Theory & Method.
Anthropology – Asst. Prof. Old World Archaeology; Asst. Prof. Linguistic Anthropology w/ Contemporary China focus.
Biological Sciences – Molecular Biosciences – Asst./Assoc. Prof. Molecular, Cellular & Developmental Biology; Asst./Assoc. Prof. Microbiology; Asst./Assoc. Prof. Structural Biology. **Ecology and Evolutionary Biology** – (Open Rank) Ecology; Asst. Prof. Developmental/Evolutionary Biology; (Open Rank) Plant Systematics (w/ **Museum of Natural History**).
Chemistry – Asst. Prof. Inorganic Chemistry; Asst. Prof. Analytical Chemistry (Mass Spectrometry).
Classics - Asst. Prof. Archaeology/Art History (Greece and/or Rome).
Communication Studies – Asst. Prof. Communication and New Technology.
Economics – Oswald Distinguished Prof.; Asst./Assoc. Prof. Empirical Economics; Asst. Prof. Microeconomics; Asst. Prof. Macroeconomics.
English – Hall Distinguished Prof. American Lit. & Culture. (Start: 8/18/02).
Environmental Studies – Asst. Prof. American Politics/ Environmental Policy (w/ **Political Science**). Asst. Prof. Latin American Environmental Geography (w/ **Geography**).
French & Italian – Asst./Assoc. Prof. French Renaissance (16th Century).
Geography –Asst. Prof. Latin American Environmental Geography (w/ **Environmental Studies**).
Geology - Asst. Prof. Paleontology.
German - Asst. Prof. 19th Century Literature.
History/African & African-American St. - Asst. Prof. African History.
Human Development & Family Life – Asst. Prof. and Asst./Assoc. Prof. Early Childhood/Early Interventions.
Indigenous Nations Studies– (Open Rank): One joint w/ any discipline of CLAS; One joint appointment w/ any KU professional school.
Math – Asst. Prof. (term appointment) Topology/Set Theory; Asst. Prof. Analysis or Numerical Analysis; Asst./Assoc. Prof. Stochastic Analysis/Control.
Philosophy - Asst. Prof. Ethics.
Physics - Asst. Prof. Experimental Particle Physics.
Political Science – Asst. Prof. Eastern European Politics; Asst. Prof. International Organizations; Asst. Prof. American Politics/ Environmental Policy (w/ **Environmental Studies**).
Psychology – Asst. Prof. Social/Organizational Psychology; Prof. Quantitative Methods (**w/ Life Span Institute**).
Religious Studies - (Open Rank): American Religion (Native American).
Slavic Languages - Asst. Prof. West-Slavic (Polish) Lang. & Lit.
Sociology – Asst. Prof. Social Control & Deviance.
Spanish and Portuguese – Asst./Assoc. Prof. Brazilian Literary & Cultural Studies; Asst. Prof. Early Modern Spanish Studies.
Speech/Language/Hearing - Asst. Prof. Phonology.
Theatre and Film/University Theatre – Asst./Assoc. Prof. Theatre History w/ emphasis in pre-1900's.

For the above positions: Start date is August 18, 2001 or January 1, 2002. Candidates must have the Ph.D., other appropriate degree, or equivalent in hand at the time of appointment. In searches for Asst. Profs., exceptional candidates at higher ranks may in some cases be considered. Candidates must present evidence of scholarly or creative productivity and effective teaching. For a complete position announcement, please visit the CLAS website at www.clas.ukans.edu. Contact the department of interest through KU Directory Assistance (785) 864-2700, or email Brendan Cope, bjcope@ukans.edu, CLAS, 200 Strong Hall, The University of Kansas, Lawrence, KS 66045. FAX: (785) 864-5331.

School of Social Welfare

Three tenure-track positions at Asst or Assoc Professor-level beginning August 18, 2001 to teach in core curriculum areas, particularly human behavior, foundation or clinical practice, with research and teaching interests in mental health, aging, health, substance abuse or community development. Required: Ph.D. completed by October 31, 2001, at least one earned degree in social work from accredited school of social work, evidence of ability to teach in core curriculum area consistent w/School's vision. To teach practice, must also have MSW degree and 2 years post-masters practice experience. Contact: Dr. Alice Lieberman, School of Social Welfare, University of Kansas, Lawrence, KS 66045-2510. Visit our web site, http://www.socwel.ukans.edu for more information. Review of applications begins October 16, 2000.

School of Education

Visit the School of Education web site <www.soe.ukans.edu/deansearch> or <www.soe.ukans.edu/> to learn more about the School and to read complete descriptions of our vacancies.

Dean, School of Education. Preferred start date is July 1, 2001. Required: Doctorate in a discipline represented in the School, and credentials appropriate for appointment as full professor in the School, evidence of leadership and prior administrative experience, knowledge of relevant policy issues, knowledge of the role of and potential for the use of technology in education and schools of education. Review of applications begins December 1, 2000. Contact: Dr. Susan Twombly, Chair, Dean of Education Search Committee, Office of the Provost, 250 Strong Hall, University of Kansas, Lawrence, KS 66045 785-864-4904 www.soe.ukans.edu/deansearch

School of Fine Arts

Department of Music and Dance: six faculty positions beginning August 2001. Composition (assistant professor), Theory (assistant professor), Ethnomusicology (assistant or associate professor), Music History (assistant professor), and two positions in Voice (assistant or associate) for a soprano or mezzo-soprano and a tenor. Contact: Univ of Kansas, Donna Garcia, Department of Music & Dance, 452 Murphy Hall, Lawrence, KS 66045 785-864-3436. See also http//www.music.ukans.edu/. The Department also seeks applications for **Department Chair** beginning August, 2001. Contact: Univ. of Kansas, Lynn Heiserman, School of Fine Arts, 446 Murphy Hall, Lawrence, KS 66045. 785-864-4322 lheiserm@ukans.edu

Department of Design: three assistant professor positions beginning August, 2001. Visual Communications, Interaction Design and Digital Media. Contact: Univ of Kansas, Lois Greene, Chair, 300 Art & Design, Lawrence, KS 66045, (785) 864-4401, greene@ukans.edu.

Department of Art: assistant professor, Printmaking beginning August, 2001. Contact: Univ of Kansas, Judith McCrea, Chair, 300 Art & Design, Lawrence, KS 66045, (785) 864-4401, jmccrea@ukans.edu.

School of Fine Arts seeks an ***Executive Director of the Lied Center*** of Kansas beginning Spring, 2001 (not a tenure position). Contact: Univ of Kansas, Lynn Heiserman, School of Fine Arts, 446 Murphy Hall, Lawrence, KS 66045. 785-864-3422 or lheiserm@ukans.edu

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status. Visit the University of Kansas Website: www.ukans.edu. Visit the Equal Opportunity Office Website: www.ukans.edu/~equalop. See also www.kccareerpath.com/lawrence for all faculty and unclassified staff openings at KU.

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Montclair State University invites applications and nominations for the position of Associate Vice President for Academic Affairs (AVPAA).

Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate students and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education & Human Services, College of Humanities & Social Sciences, College of Science & Mathematics, School of the Arts, School of Business, and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers 10 undergraduate degrees in more than 70 major areas of study and seven degrees at the master's and doctorate level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.

The AVPAA reports to the Provost and Vice President for Academic Affairs and provides leadership in the areas of academic planning, program implementation, the curriculum and the application of new technologies to the teaching/learning process. The AVPAA coordinates all accreditation and academic program review activities and provides administrative oversight for the Center for Community Based Learning, the Honors Program and the Office of Summer Sessions and Special Programs. The AVPAA will represent the Office of the Provost on key University planning, technology and curriculum committees as well as the campus Teaching, Learning and Technology initiative, will participate in the resolution of student academic appeals and complaints, and will work closely with the academic deans, the Associate Vice President for Information Technology and the Director of Institutional Research.

Qualifications: Applicants should possess an earned doctorate or equivalent degree, experience as a tenured faculty member and teaching and scholarly qualifications consistent with a tenured appointment in one of the University's five schools. Candidates must also demonstrate a record of successful administration in higher education, a broad understanding of current issues and future directions in higher education, especially at the interface of technology and the learning process, and the ability to raise external resources. The successful candidate will have excellent written and oral communication skills, a collaborative, facilitative leadership style, and a commitment to diversity.

Salary Range: Salary dependent on qualifications.

Starting Date: Open

Apply by: Review of applications will begin immediately and continue until the position is filled.

Send letter and resume (include V-number) **to:** Mr. Jesse James Young, Executive Assistant to the Provost and Vice President for Academic Affairs, Montclair State University, Box C316-V#031/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

CENTRAL MICHIGAN UNIVERSITY

DEPARTMENT OF JOURNALISM

3 TENURE-TRACK ASSISTANT PROFESSORS IN ADVERTISING, PUBLIC RELATIONS AND MASS MEDIA STUDIES

The Department of Journalism invites applications for 3 tenure-track positions in our undergraduate program with primary interest and expertise in: **Advertising**—teach principles, design, copywriting and layout, campaign management, media planning, database and interactive advertising, and portfolio preparation. Experience in the creative aspects of advertising and proficiency in Illustrator, Photoshop, Quark, PowerPoint and Internet applications is required. **Public Relations**—teach principles, writing and audio/visual/web presentation, program and campaign management, case studies, and portfolio preparation, as well as develop special topics seminars. The applicant may represent the department on an Integrated Public Relations Council supervising that interdisciplinary major. **Qualifications:** The department has two possible tenure tracks for these two positions: (1) for an earned doctorate or ABD in journalism, mass communication or related field required; or, (2) for a nationally distinguished professional with a bachelor's degree required, master's degree preferred. **Mass Media Studies**—teach courses such as mass communications in contemporary society, international and cross cultural mass communications, and mass media's role in racial diversity. Ability to teach in a secondary area of mass media law, magazine journalism, and/or web news production is preferred. The successful candidate will provide leadership for the department's three General Education courses by coordinating sections, monitoring quality and planning and conducting student outcomes assessment. **Qualifications:** An earned doctorate or ABD in journalism, mass communication or related field is required for this position. **Additional qualifications for all three positions:** Ability to integrate new communication technology in the classroom is required. College teaching is preferred. Faculty are expected to conduct research relevant to the mission of the department; teach three courses per semester; advise students; and engage in professional development and service activities. In addition, applicants should be prepared to seek and create opportunities for curricular collaboration, including online projects.

Send letter of interest, vita, evidence of teaching effectiveness, if available, and names, phone and fax numbers, and e-mail address of 3 references to: **Guy T. Meiss, Chair, Journalism Department, CMU, Mt. Pleasant, MI 48859. E-mail: jmdept@mail.cmich.edu Fax: 517-774-7114.** Review of applications will begin **November 1, 2000** and continue until the position is filled.

Journalism is a growing department with 12 tenure-track and 3 full-time temporary faculty, 150 undergraduate majors, 100 minors, and is accredited by AEJMC.

CMU, an AA/EO institution, is strongly and actively committed to increasing diversity within its community
(see www.cmich.edu/aaeo.html).

UNIVERSITY OF HOUSTON
Learning. Leading.

The Department of Electrical and Computer Engineering at the University of Houston invites applications for tenure track faculty positions in areas of computer engineering such as VLSI, EDA, system design, networks, and telecommunications at the level of Assistant Professor beginning Aug. 15, 2001. Outstanding candidates in other areas of electrical engineering will also be considered. The positions require a Ph.D. in Electrical or Computer Engineering, or Computer Science. Responsibilities include developing an externally funded research program, supervising MS and Ph.D. students, and graduate and undergraduate teaching.

Successful candidates can expect a highly competitive start-up package and numerous opportunities for collaboration. The latter include working with various Houston institutions such as Compaq, NASA, and the Texas Medical Center, as well as the on-campus High Performance Computing Center (with a 64 node IBM SP), Texas Learning and Computation Center and Virtual Environments Research Institute (with a 3D cave). Other facilities include a regional OC-12 network connected to the vBNS which UH operates together with Rice, Baylor College of Medicine and Texas A&M.

The University of Houston is a public university with 23,000 undergraduates and 9000 graduate students located in a park-like campus a few minutes from downtown. The ECE department has 32 tenure track faculty, 700 undergraduates and 225 graduate students.

Candidates should send a c.v., cover letter that includes research and teaching preferences, and the names of at least three references to:

Fritz Claydon, Professor and Chair
Department of Electrical and Computer Engineering
University of Houston
Houston, Texas 77204-4793

The University of Houston is an equal opportunity/affirmative action employer. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

To ensure full consideration, applicants should respond by **Jan. 15, 2001,** though review will begin immediately and continue until the positions are filled.

WAYNE STATE
UNIVERSITY

DIRECTOR OF ADMISSIONS

WAYNE STATE UNIVERSITY invites applications for a Director of Admissions.

Wayne State University is a Carnegie Research University I with a comprehensive urban mission. Its 31,000 students study in 14 schools and colleges, including Law and Medicine. With cutting-edge research in such areas as cancer, diabetes, vision and bioengineering, many university programs are nationally ranked. With nearly 200,000 alumni living in a five-county area, WSU graduates represent a significant presence in the state.

The Office of University Admissions has the primary functions of recruiting, admitting and enrolling new students to WSU. The office also helps to coordinate the recruitment activities of individual departments, alumni groups and students; and it organizes visits to local high schools and community colleges. University Admissions includes two areas: undergraduate and graduate admissions. The Office collects applications, application fees, official transcripts, and standardized test scores for domestic and international students. Extensive use is made of the Student Information System and the Contact Management System to input data, as well as to communicate with students. The Office is also responsible for evaluating and awarding transfer credit to those undergraduate students who present transcripts of work earned at other colleges.

The Director is responsible for directing staff, planning and administering the recruiting programs, determining department staffing needs and recruiting qualified personnel, overseeing the financial management of program budgets, and efforts designed to enhance service to students and the university community. The University regards Admissions as one of its most important outreach programs, and the Director is expected to support our pursuit of academic excellence.

Qualified candidates will have earned a Master's degree in a related field (or possess an equivalent combination of education and experience). Preference will be given to candidates who have a demonstrated ability to effectively and efficiently manage a complex organization with multiple programs. A strong record of achievement in higher education is required. Candidates are expected to have superior ability in interpersonal, oral and written communications skills, and to be fully committed to sustaining and advancing the goal of institutional diversity of students and staff. In addition, candidates must have an unswerving commitment to academic integrity, rules compliance, and gender equity.

Candidates should submit a letter of application highlighting qualifications as outlined above and a current resume. Review of applications will begin immediately and will continue until a suitable candidate is selected. Submit applications and nominations to:

William E. Hill, chair, Admissions Search Committee
4107 Faculty Administration Building
Wayne State University, Detroit, MI 48202
E-mail: ad2107@wayne.edu

Wayne State University is an equal opportunity/ affirmative action institution.

UTEP

THE UNIVERSITY OF TEXAS AT EL PASO

Department of Communication

Advanced Assistant/Associate Professor of Communication, with a research and teaching emphasis in advertising. The individual would teach courses in advertising principles, campaigns and international advertising, and have the opportunity to be associated with a new Center for Communication Studies, which includes research initiatives and professional programs.

Applicants should have a PhD in Communication or Advertising. Teaching experience is required, and candidates also should have a record of publication and/or significant professional experience in the field of advertising. To apply, submit a letter of interest, curriculum vitae, and three letters of recommendation to: **Patricia D. Witherspoon, Chair, Department of Communication, Cotton Memorial Bldg., Rm 202, UT El Paso, El Paso, TX 79912.** For more information, contact Dr. Witherspoon at withersp@utep.edu or call (915)747-6287. Review of applications will begin on **January 8, 2001** and continue until the position is filled.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

UB

University at Buffalo
State University of New York

FACULTY POSITIONS IN SINGLE-MOLECULE BIOPHYSICS

Thre- (3) tenure-track positions are available immediately in the newly formed, interdepartmental Center for Single-Molecule Biophysics, State University of New York at Buffalo. This is an exciting opportunity to be part of a research group with a specific focus at the level of single-molecules (or macromolecular assemblies). Techniques may include fluorescence, AFM/SPM, optical trap, and patch clamp. Potential areas of study include macromolecule folding, motion and binding. We anticipate the appointments to be at the assistant professor level, but more advanced ranks will be considered. Generous space and startup packages are available. Applications will be accepted until all positions are filled. Send CV, a brief research statement, and names of three references to: auerbach@buffalo.edu or

Anthony Auerbach
Center for Single-Molecule Biophysics
School of Medicine and Biomedical Sciences
University at Buffalo
124 Sherman Hall
Buffalo, NY 14214

University at Buffalo is an
Equal Opportunity Employer/Recruiter.

UNIVERSITY OF NEW HAVEN

Physics Assistant/Associate Professor

Ph.D. in Physics, 3 years minimum experience teaching physics at the college level on a full-time status, well-versed in computer software for physics teaching. Candidates with experience in training science teachers in grades K-12 will be given preference. Successful candidate will aid in the development of a departmental web page, collaborate on "in-service" workshops, and assist in the development of grant proposals in physics and education.

Send cover letter, current vitae, and at least three letters of reference to:

Search Committee Chair
Search #Y2K-62
UNIVERSITY OF NEW HAVEN
300 Orange Avenue
West Haven, CT 06516

At least one reference must address the candidate's teaching ability. An application will not be considered until all letters of reference are received. The search will begin immediately and continue until a qualified candidate is selected. The position will begin on September 1, 2001.

UNH is an Equal Opportunity Employer. Individuals of color and members of other under-represented groups are strongly urged to apply. The University seeks to diversify its faculty.

The University of Northern Iowa

TENURE TRACK POSITION
MANUFACTURING TECHNOLOGY/AUTOMATION
ASSISTANT/ASSOCIATE PROFESSOR

*** Expected starting date is August 2001**

RESPONSIBILITIES: Teaching advanced lecture/lab courses in automated manufacturing systems areas such as CAD/CAM, CIM, machine and tooling design, FEA, and quality. Additional teaching responsibilities include graduate courses at the masters and doctoral level. The position includes research and scholarly activities, responsibility for curriculum development, laboratory development, undergraduate and graduate advising, and other duties as assigned by the department head.

QUALIFICATIONS: An earned doctorate in a manufacturing technology/engineering field is required. Applicants must hold at least one degree relevant to manufacturing systems, demonstrated evidence of teaching excellence, strong communication skills and demonstrated ability to produce research and publications. Relevant industrial experience is desired.

SALARY AND RANK: Commensurate with qualifications and experience. For more information on the Department and the University, visit our website: **www.uni.edu/indtech/**

APPLICATION SUBMISSION: Applications must be received by **January 25, 2001** to be given full consideration. Please send a letter of application to include resume, original undergraduate and graduate transcripts, and the names and contact information for at least three (3) references to:

Dr. Y.S. Lerner, Search Committee Chair
Department of Industrial Technology, ITC 35
University of Northern Iowa
Cedar Falls, IA 50614-0178
Phone: (319) 273-2590
Applications by e-mail will not be accepted.

UNI is an equal opportunity employer with a comprehensive plan for affirmative action.

SPEECH SCIENCE POSITION

Assistant Professor, Speech Language Pathology. The Department of Communication Sciences and Disorders at Emerson College seeks applications for a tenure-track faculty member to teach speech science and phonetics as well as to teach courses in disorder areas of expertise. Responsibilities include teaching 5-6 undergraduate and graduate courses per year, advising students, providing service to the department, school and college, and establishing a research program in area of expertise. CCC-SLP is preferred. Start date is September 2001. In addition to a small undergraduate program, the Master's degree program has approximately 120 students, seven tenure-track faculty positions and six clinical faculty. The Department is housed in new facilities located in downtown Boston with its superb academic, medical and other clinical resources. Salary and benefits package is competitive. Preliminary inquiries should be addressed to: **Cynthia Bartlett, Interim Chair of Communication Sciences and Disorders: (617) 824-8320 (phone); or Cynthia_Bartlett@emerson.edu (email).** Dr. Bartlett will be available at the ASHA Convention in Washington, DC to talk with interested candidates. To apply, send letter of application, curriculum vitae and three letters of recommendation to: **Kelly Robinson-Boone, Ph. D., Chair, Search Committee, Department of Communication Sciences and Disorders, Emerson College, 120 Boylston Street, Boston, MA 02116-4624.**

EMERSON college

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www.rwu.edu

Roger Williams University

Roger Williams University, an independent, co-educational institute located in the historic seacoast town of Bristol, Rhode Island, invites experienced qualified applicants for the position of Assistant Director, Career Center.

ASSISTANT DIRECTOR, CAREER CENTER

Roger Williams University seeks an experienced professional to fill the full-time position of Assistant Director of the Career Center. The Assistant Director shares responsibility for all Career Center functions to meet the career counseling, life planning, and employment assistance needs of students and alumni. The qualified candidate will possess skills in career counseling, office technology, employer and constituent relations, job search strategies, and the use of career assessment instruments. Presentation skills, familiarity with Internet and World Wide Web resources, and a knowledge of employment sectors and trends are essential to the job.

This position requires a Master's degree in a relevant field (Student Personnel, Counseling, Higher Education, etc.) or an equivalent combination of education and experience. A minimum of three years of professional experience in career services or related fields is preferred.

Salary commensurate with qualifications and experience, with a superior benefit package.

Send cover letter, resume and a list of three professional references to: ***Office of Human Resources, Ref #HHE076. Assistant Director for Career Center, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.***

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

CHAIR: DEPARTMENT OF COMMUNICATION

Bryant College is expanding its Communication concentration and seeks a qualified person to chair the new Department of Communication and help develop the new Bachelor of Arts in Communication. In addition to heading the program, the successful candidate will also be expected to carry on an active research program and teach courses within the new department.

Ph.D. in Communication is required. The successful candidate should have a well-established publication record and evidence of other scholarly and professional activities; be active in the discipline and in professional organizations; and have significant teaching experience. Though the successful candidate's area of specialization is open, we seek someone with a broad, comprehensive view of the field of Communication who wishes to lead a department that incorporates a diverse range of topics and interests and that values linkages with other disciplines and areas of the College curriculum. Candidates with previous administrative and leadership experience are especially encouraged to apply. There are currently five full-time faculty members who focus on a variety of areas, and the College plans to add faculty positions as the program develops.

Please submit a letter of application, vitae, and names and phone numbers of three references to:

Human Resources Office
Bryant College-H
1150 Douglas Pike
Smithfield, RI 02917
The search will remain open until the position is filled.
Inquires should be made to Kevin Pearce at **kpearce@bryant.edu.**

Bryant College in Smithfield, RI, located 15 minutes from Providence and 1 hour from downtown Boston, is AACSB-accredited and enrolls approximately 3000 undergraduate and graduate students.

Bryant College is an equal opportunity employer and committed to diversifying its faculty.

FULL TIME TENURE TRACK POSITIONS

SPRING 2001

We are accepting applications for full-time tenure track and part-time faculty positions in the areas listed below. Rank and salary for each position will be commensurate with credentials and experience. The full-time tenure track appointments will begin Spring semester 2001. We seek energetic, successful, highly motivated individuals who excel in teaching. The ideal candidates must have demonstrated teaching effectiveness, publications, and professional activities, and must have the ability to incorporate technology into existing and developing curriculum, and demonstrate a history of innovation, global and multicultural perspective, and an interest in interdisciplinary projects. We offer a supportive academic environment, competitive salary and excellent benefits.

SCHOOL OF ART & DESIGN

INTERIOR DESIGN DEPARTMENT. Seeks an instructor with a professional and/or academic background to teach Design Studio and be literate in computer graphics, with expertise in at least three of the following areas: Lighting; Presentation Techniques; 2D/3D Drafting; Post-WWII History, Building Technology (Codes, Const., Systems); Historic Preservation. Bachelor's degree in Interior Design or Architecture and NCIDQ certification desirable.

DISPLAY AND EXHIBITION DEPARTMENT seeks an instructor with a professional and/or academic background to teach Display and Exhibition Design. Knowledge of visual merchandising, studio and mechanical skills; two dimensional drafting and graphic abilities with computer application. Bachelor's degree required at time of tenure.

TEXTILE SURFACE DESIGN DEPARTMENT seeks a candidate with a Bachelor's degree and a minimum of six years of extensive professional experience in textile/surface design in the area of either woven or print design. Excellent computer skills and expertise in emerging technologies required. College-level teaching experience preferred. The interview process will include a professional presentation of the candidate's portfolio.

FASHION DESIGN DEPARTMENT, Apparel area. A minimum of 6 years experience as a professional designer in the domestic and global industry in the following areas: Tailoring, Evening Wear, Sportswear, Children's Wear, Activewear, Computer and Knitwear. Technical skills in draping, patternmaking and sewing required. Knowledge of CAD preferred. Bachelor's degree required at time of tenure.

PHOTOGRAPHY DEPARTMENT seeks a commercial photographer with a minimum of six years published work experience in advertising, product stills, fashion or editorial photography, including extensive studio and location lighting design skills. Knowledge of color and B&W processes as well as digital tools required. College-level photography teaching experience preferred. Bachelor's degree required at time of tenure. Submit non-returnable printed examples, slides, client list or CD of professional work with application.

ILLUSTRATION DEPARTMENT seeks an instructor with a minimum of ten years industry experience required in either fashion illustration or general illustration. Understanding of how technology (Photoshop, Illustrator and Fractal painter programs) dovetails with traditional drawing and painting courses. Must have earned a bachelor's degree at time of tenure. Teaching experience preferred. Submit samples of current work or non-returnable slides (20 max.) with application.

SCHOOL OF LIBERAL ARTS

FOREIGN LANGUAGE DEPARTMENT seeks a specialist in Italian. In addition to teaching language and conversation courses, responsibilities include leading the department in the use of multimedia technologies in language instruction. Ph.D. preferred in Italian or in Comparative Literature with an Italian concentration, with native or near-native fluency. Demonstrated effectiveness in college-level language teaching and good command of English required.

SOCIAL SCIENCE DEPARTMENT seeks a Sociology instructor with expertise in cross-cultural studies, sociology of work with a global perspective, and demonstrated ability to integrate critical thinking and an analytical perspective into classroom instruction. Ph.D. required.

HISTORY OF ART DEPARTMENT seeks an art historian with a non-Western specialization and pre-Renaissance concentration. Demonstrated effectiveness teaching general surveys and expertise in the latest instructional technologies required. Ph.D. preferred; minimum requirement is Master's plus 30 graduate credits and ABD.

SCIENCE AND MATH DEPARTMENT seeks an instructor in the Physical Sciences with innovative curriculum ideas in such topics as earth science, environmental science, chemistry, color and light, biology, etc. Ph.D. preferred; minimum requirement is 60 appropriate graduate credits and ABD status in a relevant discipline.

ADJUNCT OPPORTUNITIES in the following areas: American History; English and Speech: Business Writing; Foreign Languages: French, Italian, Spanish, Japanese; Health and Physical Ed: Fencing, Dance, Gymnastics, Slimnastics/Weight Training; History of Art: Ancient to Renaissance and Renaissance to Modern Surveys; Social Sciences: Sociology, Psychology, Economics, Philosophy, Anthropology, and Political Sciences; Science and Math: Statistics, Geometry in Art/Design, Biology, Earth Science. Ph.D. and college level teaching experience preferred; minimum requirement is 60 appropriate graduate credits including Master's degree or ABD status.

SCHOOL OF BUSINESS & TECHNOLOGY

HOME PRODUCTS DEVELOPMENT AND MARKETING DEPARTMENT seeks a professional with a minimum of eight years executive experience in the home furnishings industry with a background in hard lines, and a knowledge of consumer based marketing. Bachelor's degree required. Master's degree for Associate Prof. level and above.

TO APPLY...

Completed applications will include a letter of interest, curricular ideas, vitae and contact information for three references (including names, titles, addresses, phone numbers and E-mail addresses). Submit to Personnel Administration, Fashion Institute of Technology, Seventh Avenue at 27th Street, New York City 10001-5992. Fax 212-217-5616. You may also submit your application via E-mail to: turnhaz@fitsuny.edu. Please be sure to include the discipline you are applying for. **Application deadline November 17, 2000.** For more information about FIT, visit our web site at http://www.fitnyc.edu.

Fashion Institute of Technology
STATE UNIVERSITY OF NEW YORK

Seventh Avenue at 27th Street, New York City 10001-5992 • Fax: 212-217-5616

The Fashion Institute of Technology is an Equal Opportunity/Affirmative Action Employer and is strongly and actively committed to diversity within the community.

SEARCH EXTENDED

ASSISTANT DIRECTOR, FACILITIES MAINTENANCE

DEPARTMENT OF RESIDENTIAL FACILITIES
UNIVERSITY OF MARYLAND/COLLEGE PARK

The Department of Residential Facilities provides the principal facilities management services for the 1.9 million square feet of undergraduate residence halls in 50+ buildings, 14 fraternity and sorority buildings, and 313,000 square feet of recreation facilities in three buildings on the flagship campus of the University of Maryland System. The FY 2001 budget exceeds $18 million ($8.8 million in salary and wages, $9.4 million operating budget) and represents 218 full time employees and between 80 and 150 student staff during the academic and summer months, respectively.

DUTIES - establishes and reviews service standards, performance criteria, and workmanship expectations for a staff of approximately 48 trades workers and supervisors. Aggressively reviews existing programs to improve and assure the effective delivery of services to the residents and our buildings. Analyzes and projects repair and replacement costs, including the development of multi-year facilities renewal and deferred maintenance budgets. Assures compliance with applicable building, fire and life safety, and occupational health codes and regulations. Reviews with staff major unresolved and ongoing maintenance deficiencies and reprioritizes work or funding as needed to respond to critical or unforeseen problems. Acts as the department liaison and director's representative with major campus and off-campus service agencies.

QUALIFICATIONS: Required - A Bachelors degree, preferably in management or engineering fields. Minimum of seven years of full time management of the full range of maintenance services. Minimum four years supervising a maintenance/trade operation for buildings, with at least two years supervising a staff of 20 or more employees. Preferred - Minimum of two years direct supervisory responsibility for a facility in excess of 1 million gross square feet of interior space, with previous experience on a college or university campus. Experience with customer service and employee safety programs, automated facilities management systems (work control, scheduling, inventory) and financial reporting systems.

BENEFITS - Salary commensurate with experience, ranging in mid $60,000s. Additional benefits include 22 working days annual leave; 14 paid holidays; 15 days sick leave a year, tuition remission up to 7 credits per semester; choice of two retirement programs; and eligibility for a variety of group health insurance plans.

TO APPLY: Position is being reposted; applications will be accepted until position is filled. Please include a chronological resume, letter of application, and an organizational chart of pertinent positions showing candidate's supervisory responsibilities. Resume and/or letter of application should have the following information for current and/or past positions/organizations: (1) number and types of buildings maintained, with overall square footage; (2) types of service/trades employees supervised/managed (e.g., carpentry, plumbing, HVAC, etc.) with numbers in each category; (3) labor, operating and renewal budgets; and (4) specific examples of significant responsibilities, such as facilities renewal activities, employee safety programs, automated facilities management and/or financial reporting systems.

Send all application materials to Mr. Sean Ballantine, Department of Residential Facilities, Leonardtown Office Building, College Park, Md. 20742.

The University of Maryland is an Affirmative Action/Equal Opportunity Employer

UNIVERSITY OF MARYLAND

WAYNE STATE UNIVERSITY

DIRECTOR OF SCHOLARSHIPS AND FINANCIAL AID

WAYNE STATE UNIVERSITY invites applications for the position of Director of Scholarships and Financial Aid.

Wayne State University is a Carnegie Research University I with a comprehensive urban mission. Its 31,000 students study in 14 schools and colleges, including Law and Medicine. With cutting-edge research in such areas as cancer, diabetes, vision and bioengineering, many university programs are nationally ranked. With nearly 200,000 alumni living in a five-county area, WSU graduates represent a significant presence in the state.

The Office of Scholarships and Financial Aid (OSFA) is committed to providing individuals with the means to access higher education without regard to financial status. Through the successful management of heavily regulated, federal and state financial aid, as well as institutional and private financial aid resources, OSFA assists Wayne State University in meeting enrollment objectives.

The Director of OSFA is responsible for offering a broad range of student financial aid services on the main campus, the Law School, the School of Medicine and at the university's comprehensive extension centers. The financial aid services include the effective and timely delivery of financial aid awards in excess of $100 million. The Director also provides leadership to a large diverse professional full-time staff and part-time/student assistants.

Qualified candidates will have earned a Master's degree with considerable progressive responsibility within financial aid (or possess an equivalent combination of education and experience). Demonstrated in-depth experience is required with developing and managing comprehensive student aid systems and with federal, state and internal audit regulations and processes. Preference will be given to candidates who have a demonstrated ability to effectively and efficiently manage a complex organization with multiple programs. Candidates are expected to have superior ability in interpersonal, oral and written communications skills, and to be fully committed to sustaining and advancing the goal of institutional diversity of students and staff. In addition, candidates must have an unswerving commitment to academic integrity, rules compliance, and gender equity.

Candidates should submit a letter of application highlighting qualifications as outlined above and a current resume. Review of applications will begin immediately and will continue until a suitable candidate is selected. Submit applications and nominations to:

Julie Miller, chair, Scholarships & Financial Aid Search Committee
4200 Faculty Administration Building
Wayne State University
Detroit, MI 48202
E-mail: aa6560@wayne.edu

Wayne State University is an equal opportunity/ affirmative action institution.

Tenure Track/ Joint Appointment

Cornell University invites applications for an open rank tenure-track joint appointment in **Sociology and Latino/ Studies.**

We seek outstanding junior candidates, or senior candidates who have demonstrated excellence in scholarship, teaching, and collegial service. Review of applications will begin on November 30 and will continue until the position is filled. The position is to begin July 1, 2001. Send cover letter, curriculum vitae, writing sample, and at least three letters of recommendation to: **Douglas Heckathorn, Search Committee Chair, Department of Sociology, 323 Uris Hall, Cornell University, Ithaca, NY 14853-7601.**

CORNELL
UNIVERSITY

Cornell University is an Equal Opportunity, Affirmative Action Employer & Educator.

http://www.cornell.edu

OSHKOSH

UNIVERSITY OF WISCONSIN OSHKOSH

Director of Sponsored Programs

UW Oshkosh seeks full-time Director of Sponsored Programs. For a copy of the position description (including requirements, responsibilities, and application procedures), please visit our web site at:

www.uwosh.edu/hr/

or e-mail to **splittgl@uwosh.edu.** Application deadline November 27, 2000. **Start date: February 1, 2001,** or negotiable.

AA/EO/ADA.

ITHACA

POSITION IN NARRATIVE FILM PRODUCTION

The Cinema and Photography Department at Ithaca College invites applications for a position in narrative film production. Assistant Professor level, tenure-eligible position starting August 15, 2001.

The Department of Cinema and Photography at Ithaca College confers both B.S. and B.F.A. degrees. Our degree programs have a strong commitment to integrating production and critical studies. We offer courses in 16mm production and post production, film sound post-production, directing, screenwriting, and computerized animation. Other specialized areas of study include narrative, documentary, experimental, and hybrid form. Our program has significant resources, including contemporary digital technology and support staff for both traditional 16mm production (including an on-site 16mm black-and-white processing lab) and post-production (e.g., Avids and telecine).

MFA in filmmaking or related discipline and a strong record as a practicing filmmaker are required. Other degree candidates may be considered in the case of filmmakers with significant teaching experience and outstanding records of exhibition and creative accomplishment. An ideal candidate should demonstrate evidence of: (1) teaching effectiveness appropriate for an undergraduate film program; (2) skills in traditional and digital filmmaking technology and techniques; (3) a strong commitment to encouraging filmmaking as a creative practice; and (4) a commitment to teaching cinema production within the context of cinema as an academic discipline. The candidate should exhibit experience and interest in narrative filmmaking with an ability to teach and develop courses in the following areas:

introduction to film production, directing, digital non-linear editing,and other specialty courses in the craft and studio areas of filmmaking.

It is required that the candidate demonstrate qualifications to teach at all skill levels and have a strong creative and pedagogical commitment to teaching introductory level film production courses. The candidate appointed to this position will also act as an academic advisor to students and serve on department, school, and college committees. Tenure-eligible position; Assistant Professor rank; salary open, depending upon experience and qualifications.

Applicants should forward a resume/vita, statement of interest including areas of teaching and professional experience, names and phone numbers of at least three references, and sample of creative works on film or video to:

Chair
Narrative Film Production Search Committee
Cinema and Photography Department
Roy H. Park School of Communications
Ithaca College
Ithaca, New York 14850-7251

Additional samples of creative works and other supporting material may be requested at a later date. No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin on November 13, 2000, and will continue until position is filled.

Ithaca College is an independent, residential, comprehensive college with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes Region of central New York.

The Roy H. Park School of Communications is one of four professional schools within the College, and enrolls approximately 1,200 students in the majors of three undergraduate departments (Cinema and Photography, Television-Radio, and Organizational Communications, Learning, and Design); a B.A. in Journalism, a B.S. in Telecommunications Management, a B.F.A. in Film, Photography, and the Visual Arts, and a B.A. in Media Studies are also offered. The Ithaca College Los Angeles Communications Program offers an internship-based full-semester program to junior and senior communication students. The Graduate Studies program offers an M.S. In Communications. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton, totaling over $27 million, have positioned the Park School as one of the strongest undergraduate communication programs in the nation and created state-of-the art support facilities in audio, video, film, photography, multi-media and telecommunications.

ITHACA COLLEGE IS AN EQUAL OPPORTUNITY/
AFFIRMATIVE ACTION EMPLOYER.
MEMBERS OF UNDER-REPRESENTED GROUPS (INCLUDING PEOPLE OF COLOR, PERSONS WITH DISABILITIES, VIETNAM VETERANS AND WOMEN) ARE ENCOURAGED TO APPLY.

SMITH COLLEGE

Department of Education and Child Study

Assistant Professor

The Department of Education and Child Study invites applications for a full-time, tenure-track assistant professor position to begin in the fall of 2001. The department seeks candidates to expand its course offerings in the area of education of diverse student populations. Courses to be taught are in foundations of education, particularly regarding cultural, racial and ethnic difference. Preference will be given to individuals with an earned doctorate who have research and/or K-12 teaching experience in culturally, linguistically and ethnically diverse settings, and who have experience in working with student teachers.

Submit curriculum vitae; statement describing teaching philosophy, research interests and experience; and three letters of recommendation to **Alan L. Marvelli, Department of Education and Child Study, Morgan Hall, Smith College, Northampton, MA 01063.** Review of applications will begin on December 1, 2000.

SMITH COLLEGE IS AN EQUAL OPPORTUNITY [illegible]
ENCOURAGING EXCELLENCE THROUGH DIVERSITY

DePaul University, the Latin American/Latino Studies Program, invites applications for an Assistant Professor, tenure track position beginning September, 2001. Candidates should have Ph.D. at time of appointment. Cultural Studies emphasis. Areas of interest may include (but are not limited to) some of the following: visual culture, art, film, media studies, theater and performance studies. We seek a scholar with a firm commitment to teaching a variety of courses in Latin American/Latino Studies and the university's interdisciplinary Liberal Studies Program, demonstrated superior teaching skills, and evidence of a strong publication record and/or potential.

Applications are invited from candidates in any field of the Humanities and Social Sciences; the appointment will be made in the Latin American/Latino Studies Program. The Program explores the histories, cultures, and politics of Latin America and Latinos in the United States. Eighteen faculty members from a wide range of disciplines contribute to the program. Send letter of interest, CV, a writing sample, 3 letters of recommendation, and a stamped, self-addressed postcard to acknowledge receipt of your application to **Lourdes Torres, Chair of Search Committee, Latin American/Latino Studies, 561 Schmitt Academic Center, 2320 N. Kenmore, DePaul University, Chicago, IL 60614.** *Deadline for applications is Dec. 1.*

DePaul is committed to recruiting a diverse faculty to complement the diversity of its student body and of the Chicago area. Therefore, we especially encourage women, minority candidates, and persons with disabilities to apply. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

www.depaul.edu

BEST COPY AVAILABLE

Salisbury State University, located on the Eastern Shore of Maryland in close proximity to the Chesapeake Bay and Atlantic Ocean beaches, is a comprehensive regional university emphasizing undergraduate liberal arts, sciences, pre-professional programs, with several select, mostly applied, graduate programs. Particular emphasis is given to active learning, internships and undergraduate research, leadership, service, and civic engagement. Salisbury State University has achieved national recognition for the quality of its faculty, students, and academic programs. The University expects its faculty members to be excellent teachers and advisors, involved in scholarly activity including supervising undergraduate research, appropriately integrating technology in the teaching/learning process, mentoring student organizations, actively involved as collegial participants in program, departmental, and university matters, and contributing in service to the department, school, university, and community.

Our employment goals are to create a workforce from a variety of backgrounds and experiences that will strengthen the values of a diverse university community. The institution is committed to employment equity and diversity in the workplace. We especially welcome and encourage applications from qualified minorities, women, and persons with disabilities for the following positions. All positions are tenure track and, unless otherwise indicated, at the level of assistant professor:

ART (2-D and 3-D): One position to teach computer-based graphic design, 2-D foundation courses, or print making; M.F.A. in graphic design or 2-D discipline. Second position to teach 3-D sculpture; expertise in web-design and web publishing, glass, metal, and other media is a plus; M.F.A. required. For each position, professional experience desirable.

BIOLOGY: Expertise in microbiology with responsibilities for teaching introductory and advanced courses in microbiology. Ph.D. in microbiology or closely related field required.

COMMUNICATION ARTS: Teach a variety of media related courses, including Writing for Broadcasting, Journalism, Introduction to Mass media and other courses based on specialization. Ph.D. and evidence of effective teaching and practical experience required.

COMPUTER SCIENCE: To help develop a Computer Science Major and teach a variety of courses in the major. M.S. in Computer Science required, Ph.D. in Computer Science or related field preferred.

EDUCATION (SCHOOL ADMINISTRATION): Evidence of successful administrative experience in a P-12 setting and knowledge of current administrative practice in public schools. Teach, advise, supervise administrative interns, and engage in relevant scholarship. Ph.D. or Ed.D. in school administration or related field required.

EDUCATION (EDUCATIONAL TECHNOLOGY): Demonstrated effective teaching using technology within the P-12 levels, provide expertise in distance learning, integrate technology into the curriculum, participate in a PT3 implementation grant, and provide leadership in program development. Ph.D. or Ed.D. in educational technology or related field required.

EDUCATION (ELEMENTARY/MIDDLE SCHOOL): Demonstrated excellence in teaching in P-12 schools, knowledge of contemporary elementary/middle school curriculum and teaching methods, to teach courses in elementary/middle school education, education foundations, and classroom management. Ability to teach reading/language arts, address multiple subject areas and expertise in the areas of diversity, educational technology, and assessment desirable. Ph.D. or Ed.D. required.

EDUCATION (CHAIR): Tenure track Associate/Full Professor. Possess strong administrative, interpersonal, and leadership skills. Teach in one or more of our graduate or undergraduate programs and serve as chair of the department. Provide leadership that supports faculty teaching, scholarship, and service. Supervise and evaluate 26 full-time faculty, manage budget, plan strategically, oversee grants, and participate in ongoing program development emphasizing diversity, technology, and assessment. Requirements include Ph.D. or Ed.D., and demonstrated excellence teaching in P-12 and higher education, scholarship, and professional achievement.

EDUCATION (READING): Background that demonstrates excellence in teaching reading/language arts in P-12 schools and knowledge of contemporary reading instruction and assessment. Teach courses in reading and language arts at the undergraduate and graduate levels and supervise student teachers. Ph.D. or Ed.D. in reading required; university teaching experience and ability to direct a reading intervention program desirable.

ENGLISH (TESOL/APPLIED LINGUISTICS): Visiting Instructor/Assistant Professor. Expertise in structure of English/pedagogical grammar, to teach introductory linguistics courses at the undergraduate and graduate level. Teaching experience in ESL methodology, materials development, CALL/instructional technology, and in college level intensive English programs desirable. Ph.D. in TESOL/Applied Linguistics preferred; doctorate required for Assistant Professor rank.

ENGLISH (WOMEN WRITERS OF COLOR): Appointment as Assistant or possibly Associate Professor. Specialization in the area of women writers of color. Expertise in postcolonial and emerging literatures desirable. Appropriate doctorate required.

ENVIRONMENTAL HEALTH: Expertise in water quality and the ability to teach other environmental health courses such as toxicology, environmental health administration, and introduction to environmental health. Ph.D. in environmental health related field required.

GEOGRAPHY/GEOSCIENCES: Teach introductory courses in physical geography and earth/space science and upper level courses in geomorphology or related specialty. Expertise in costal environments/processes preferred. Ph.D. in geography required.

HISTORY (BRITISH): Teach both undergraduate and graduate courses in British history (Tudor/Stuart to present), as well as undergraduate survey courses in world civilizations. Expertise in Irish history and Arthurian Era desirable. Ph.D. required.

INFORMATION SYSTEMS: Teach introduction to information systems, business application development, and systems analysis and design. Research areas open and may concern technical or behavioral areas. Ph.D., D.B.A., or ABD candidacy from an AACSB accredited institution required

MARKETING: (1 or 2 positions) Teach principles of marketing as well as marketing concentration courses. Applications representing a variety of areas of interest invited; one of the positions requires expertise in sales/sales management area. Ph.D. or D.B.A from an AACSB accredited institution required.

MATHEMATICS: (1 or 2 positions) Candidates from all areas of mathematics invited to apply, especially those with backgrounds in either geometry or teacher preparation. Demonstrated commitment to undergraduate education and willingness to teach a broad range of introductory mathematics courses (e.g. statistics, mathematics for elementary school teachers) as well as an ability to teach mid- and upper-level courses for majors. Ph.D. in mathematics required for one position; and Ph.D. in mathematics or Ed.D. in mathematics education with a master's in mathematics required for second position.

NURSING: (1 or 2 positions) For each position, provide classroom instruction and supervision of clinical practice in undergraduate and graduate programs. Ability to teach pediatrics, maternal, and newborn nursing preferred for one position. Coordination of University's collaborative nursing programs is required for second position. Ph.D. in Nursing required for each position.

PHYSICAL EDUCATION: Teach courses in the physical education core curriculum with primary emphasis in exercise science. Possess computer proficiency, and be active in appropriate professional organizations. Ph.D. or Ed.D. in physical education or a related field required.

SOCIAL WORK: (2 positions) Teach in a new combined M.S.W./B.A.S.W. program. Preference given to applicants with graduate teaching experience and backgrounds in the areas of human behavior in the social environment and applied practice. Possess two years of post-M.S.W. direct practice experience. M.S.W. and earned doctorate in social work or related field required. ABD's considered.

SPANISH: Teach Spanish language courses at all levels. Provide expertise in one or more of the following: Spanish for native speakers, foreign language education methodology, Latino literature and culture in the U.S. An appropriate doctorate in hand is preferred.

More detailed descriptions of the above positions, including expectations and qualifications, are available at our Web site (http://www.ssu.edu/hr/welcome.html). Candidates should submit 1) a letter of interest establishing the candidate's qualifications for the position, 2) a curriculum vitae, 3) a reference list. Starting salary for entry-level assistant professors is $40,500. With the exception of chair positions, the starting date for academic year positions is August 15, 2001. Review of applications will begin November 1, 2000 and continue until positions are filled. Mail application materials to: **Sharon Goszczynski, Employment Specialist, Office of Human Resources, Salisbury State University, Salisbury, MD 21801-5026.**

SALISBURY STATE UNIVERSITY, A UNIT OF THE UNIVERSITY SYSTEM OF MARYLAND, IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

THE UNIVERSITY OF TEXAS AT EL PASO

The Department of Communication at The University of Texas at El Paso is seeking to fill the following two faculty positions, effective September 1, 2001:

Assistant Professor of Communication. The individual would teach undergraduate and master's level courses in **interpersonal and small group communication,** and would have the opportunity to be associated with a new Center for Communication Studies, which includes research initiatives and professional programs.

Applicants should have a PhD in Communication or should have completed the doctorate by August 1, 2001. One to two years of teaching experience is required. To apply, submit a letter of interest, curriculum vitae, and three letters of recommendation to: **Patricia D. Witherspoon, Chair, Department of Communication, Cotton Memorial Bldg., Rm 202, UT El Paso, El Paso, TX 79912.** For more information, contact Dr. Witherspoon at witherspo@utep.edu or call (915)747-6287. Review of applications will begin on January 8, 2001 and continue until the position is filled.

The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services.

Basque Scholar Position Available

Tenure track position at Asst. or recently promoted Assoc. Professor level in the Center for Basque Studies, University of Nevada, Reno. Qualifications: Ph.D. in relevant discipline within humanities in social science; demonstrated record of scholarship, including formulating, conducting and publishing original research regarding Basque society and culture.

Available July 1, 2001; application deadline Jan. 2, 2001. For information and complete position requirements, contact

Center for Basque Studies/322
University of Nevada, Reno
Reno NV 89557
(775) 784-4854 x254

Or refer to our website at http:// basque.unr.edu

EEO/AA

DEAN, Business, Computer Sciences and Engineering Technologies

DEAN, Social Sciences and Humanities

MIDDLESEX COUNTY COLLEGE is a comprehensive community college in central New Jersey located on a 200-acre campus in Edison with outreach centers in New Brunswick and Perth Amboy. In addition to a credit enrollment of 11,000 students, the College maintains an aggressive program of corporate and community education. Its total operating budget is approximately $50 million.

The College is committed to high quality academic programs, both career- and transfer-oriented. Joint degree and/or dual degree programs are offered in partnership with Rutgers University, the University of Medicine and Dentistry of New Jersey and the New Jersey Institute of Technology. The College is also committed to contributing to the economic growth and development of its service area through the offering of an extensive range of training and retraining programs.

Qualified candidates will possess a Master's degree in the appropriate academic discipline (an earned doctorate is preferred); a minimum of five years of academic administration experience; and at least five years of teaching experience at the collegiate level.

The successful candidates must be able to demonstrate evidence of the following: institutional leadership in fostering innovation and excellence in teaching and learning; knowledgeable in the application of technology to teaching and learning; experience in curriculum design, development and evaluations; ability to work effectively with culturally and ethnically diverse students, faculty and staff; excellent interpersonal and supervisory skills; and a strong a commitment to the philosophy of a comprehensive community college positioning itself for the future.

The position of DEAN, SOCIAL SCIENCES and HUMANITIES also requires experience with developmental/remedial educational programs.

Salaries for both positions are dependent upon qualifications and experience.

Application deadline date: November 29, 2000. Your resume, a copy of your college transcripts and a letter of candidacy which addresses how you meet the qualifications listed above, should be submitted to Human Resources Dept. (indicate Position Number 17-M for the DEAN, BUSINESS, COMPUTER SCIENCES and ENGINEERING TECHNOLOGIES, or Number 18-M for the DEAN, SOCIAL SCIENCES & HUMANITIES. Mail to:

MIDDLESEX
COUNTY COLLEGE

2600 Woodbridge Avenue • P.O. Box 3050
Edison, NJ 08810

An Equal Opportunity/Affirmative Action Employer M/F/D/V

Non-tenure
LECTURER, CREATIVE WRITING

Ph.D. or MFA in Creating Writing. Ability to teach Creative Writing in English and preferably also in Spanish to a student body that is 87% Mexican American. A record of creative publication in English and Spanish. Instructor will also teach classes in one or more of the following areas: Composition, Sophomore literature, upper-division literature, graduate courses (if Ph.D.). A one-year appointment with the possibility of renewal. Women and minorities are encouraged to apply. Successful candidates must have a MFA or Ph.D. in hand by September 1, 2001. Review of applications begins Jan. 15, 2001. Send application letter, CV, official transcripts and three letters of recommendation to **Dr. Michael Weaver, Interim Chair, Department of English, the University of Texas-Pan American, Edinburgh TX 78539.**

(http://www.panam.edu/dept/english).
(FOO/01-28)

Bates|College

Lecturer in Spanish

One-year position but renewable based on performance and Department needs. Four-course load of language courses. M.A. minimum; ABD or Ph.D. preferred. Demonstrated ability in language teaching at all levels. Native or near-native proficiency in Spanish and English. The search begins November 25, 2000, and will remain open until filled. Please send letter of application, current c.v. and three letters of recommendation (one of which addresses teaching abilities) to:

Lecturer in Spanish Search Committee Chair (#R2205)
c/o Secretarial Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to ensure equal opportunity through a continuing and effective Affirmative Action Program.

TEXAS A&M UNIVERSITY CORPUS CHRISTI

Texas A&M University-Corpus Christi

Job#1-019 DIRECTOR OF UNIVERSITY BOOKSTORE
Texas A&M University-Corpus Christi is accepting applications for Director of the University Bookstore, reporting to the Assistant VP for University Services. The University was named as the top public regional university in Texas in the 2000 *U.S. News and World Report America's Best Colleges.* The Texas A&M University-Corpus Christi campus is located on a 240-acre island surrounded by the warm waters of Cayo del Oso and Corpus Christi Bay just 10 miles from downtown Corpus Christi. A&M-Corpus Christi is one of the fastest growing Universities in the State of Texas, with an enrollment of approximately 7,000 students. **Salary:** Flexible based on qualifications. **Required:** Bachelor's degree in Business or a related field. Five (5) years of experience in a management role in a retail environment, including successful management of budgets, inventories, marketing and accounting. Any equivalent combination of education and experience may be considered. Strong working knowledge of automated point of sale systems, including design and implementation. Ability to provide exceptional leadership and training in a customer service-driven environment. Demonstrated applied knowledge of sound principles of organization and management. Proven ability to prioritize and organize a complex workgroup. Demonstrated supervisory experience. Ability to establish and maintain effective working relationships with students, faculty, staff and the general public. **Preferred:** Master's Degree in Business or related field. Experience in a leadership role in a retail bookstore, preferably in a higher education environment. NACS "CSP" certification. **Duties:** Provides leadership and management of a new University Bookstore with $3.4 million in annual revenues, including budgeting, marketing, inventory control, personnel development and supervision, and fiscal oversight. Implements and maintains compliance with applicable state, federal and local regulations. Performs related duties as assigned. **To apply:** Submit a Texas A&M University Application for Employment, a letter of interest, resume and names, addresses and telephone numbers of three professional references to:

Human Resources
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412
(361) 825-2630
Fax (361) 825-5871
http://www.tamucc.edu/

To ensure full consideration, application materials should be submitted prior to **November 17, 2000.** Applications will be accepted until the position has been filled.

THIS IS A SECURITY SENSITIVE POSITION. CONTINUED EMPLOYMENT IS CONTINGENT UPON A SUCCESSFUL BACKGROUND INVESTIGATION.

UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

DEPARTMENT OF CHICANO STUDIES ASSISTANT PROFESSOR POSITION

The Department of Chicano Studies at the University of California, Santa Barbara invites applications for a tenure-track, Assistant Professor position in the area of contemporary Chicano/Latino educational issues. Specializations may include, but are not limited to, bilingualism, learning and teaching strategies, social and psychological issues, testing and assessment, history of education, critical theory of education and/or legal issues. An ability to apply diverse methodologies and a manifest interest in interdisciplinary studies are recommended. Completion of the Ph.D. by time of appointment is required. Appointment is full-time in Chicano Studies and is effective 7/1/01. Applicants should send dossiers, including a writing sample and teaching evaluations, and request three letters of recommendation to be sent directly to the department. Send materials to: **Prof. Francisco A. Lomelí, Chair, Department of Chicano Studies, University of California, Santa Barbara, CA 93106.** Deadline for applications is **January 8, 2000**, however, position will remain open until filled. For additional information call **Pat Morrison, Business Manager, at (805) 893-5269.**
An Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF NEW HAVEN

Dean – College of Arts and Sciences

The University of New Haven, a private, independent, comprehensive university based in southern New England, seeks an enthusiastic, creative leader to serve as Dean of Arts and Sciences. A starting date no later than September 1, 2001 is desired.

The dean provides academic leadership and assists faculty in obtaining support for teaching and scholarly activities. The dean will be expected to cultivate contacts with industry, alumni and other institutions, to lead recruiting efforts for students and to play a leadership role in revising and updating the general education (core) curriculum and implementing program assessment. Requirements for the position include a Ph.D. or equivalent terminal degree in an Arts and Sciences discipline; a record of teaching and scholarship commensurate with appointment to the rank of Professor; substantial administrative, supervisory, and budgetary experience in an academic setting, at least at the level of Chair; superior communication, team-building and interpersonal skills; and demonstrated ability to advocate for the benefits of a broad, liberal education and to facilitate industrial collaboration and secure external funding.

Candidates should submit a curriculum vita, three letters of recommendation, and an application letter stating their qualifications for the position and outlining a personal vision for arts and sciences education to:

A&S Dean Search Committee Chair
Search Number Y2K-23A
UNIVERSITY OF NEW HAVEN
300 Orange Avenue, West Haven, CT 06516

Screening will begin immediately and applications will be accepted until the position is filled.

The University of New Haven is an equal opportunity/affirmative action employer. Additional information about the university is available from the website at www.newhaven.edu

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LOYOLA COLLEGE IN MARYLAND

DEAN OF THE SELLINGER SCHOOL OF BUSINESS AND MANAGEMENT

Loyola College in Maryland invites applications and nominations for the position of Dean of the Sellinger School of Business and Management. Loyola College is a dynamic, highly selective Jesuit school steeped in the liberal arts tradition and recognized as a leading independent, comprehensive university in the mid-Atlantic region. Located on 65 acres in a beautiful residential section of Baltimore, Loyola enrolls over 3,100 students in its undergraduate programs and 3,000 students in its graduate programs. Loyola College operates with a budget of approximately $112 million and holds an endowment of $150 million.

The Sellinger School is accredited by AACSB and consists of 55 full-time faculty and 16 staff. It offers baccalaureate programs in Accounting, Economics, Finance, General Business, International Business, Management, Management Information Systems, and Marketing to approximately 700 undergraduate students. It serves the Baltimore region with part time graduate MBA programs serving 1,100 students, including an executive MBA serving 70 experienced managers, a second executive MBA program for 100 middle managers, and a MS in Finance serving 60 students. It is organized into four departments: Accounting & Information Systems, Economics (including operations), Finance, Strategic and Organizational Studies (encompassing management, marketing, international business, and business law). The Sellinger School delivers programs at campuses in Baltimore City, Timonium, MD and Columbia, MD. It offers its MBA program in Santiago, Chile, in cooperation with Universidad Alberto Hurtado. Offices and most of the School's classes are located in two new buildings equipped with the latest learning technologies. It is one of a number of Jesuit universities collaborating to offer an MBA in Bejing, China.

The Dean is the chief executive officer of the Sellinger School and reports to the Vice President for Academic Affairs. The Dean provides vision and leadership required to fulfill the mission of the school; supports the faculty in achieving standards of excellence in teaching, curriculum development, scholarly growth and intellectual contributions, and service to the community; leads in developing and implementing the School's strategic plan; promotes efforts to increase diversity in the student body, staff, and faculty; and supports the Jesuit, Catholic mission of the College. The Dean also works with the Baltimore area business leaders to understand and meet the educational needs of the region's businesses, especially through the School's graduate programs. The Dean serves on the President's management team.

The Dean must be a strong leader who has an appreciation of the academic community, a clear vision of and commitment to the purpose of liberal education in the context of a Jesuit, Catholic institution, and have a demonstrated commitment to diversity. Applicants must demonstrate strong interpersonal skills, foster teamwork and promote data-based decision making. Applicants should be prepared to accept appointment on July 1, 2001. Salary is competitive and commensurate with qualifications.

Applications and nominations should be directed, in total confidence, to:

Shelly Weiss Storbeck, Managing Director and Vice President
And Elizabeth Moseley, Consultant
A.T. Kearney Education Practice
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703/518-1782
Email: Elizabeth.Moseley@atkearney.com

Loyola College in Maryland is an equal employment opportunity employer.

Education

UNIVERSITY OF MARYLAND
MARYLAND COOPERATIVE EXTENSION
EXTENSION EDUCATOR

Maryland Cooperative Extension is seeking to fill several full time Extension Educator positions throughout the state of Maryland. These are tenure/tenure track or non-tenure track faculty positions dependent on qualifications.

4-H

The 4-H Youth Development Educator will provide leadership for the development, implementation, and evaluation of a comprehensive and innovative youth development and adult development educational program designed to meet the needs of a diverse audience of adult volunteers and youth ages 5 - 18.

AGRICULTURE SCIENCES

Position available in Carroll County. Primary Responsibility is to provide leadership for developing, implementing and evaluating a comprehensive Agriculture and Resources Extension Program.

FAMILY AND CONSUMER SCIENCES

Position available in St. Mary's County. The Family and Consumer Sciences Educator will provide leadership for the development, implementation, and evaluation of a comprehensive and innovative educational program designed to meet the needs of diverse audiences.

Master's degree required for agent position. Bachelor's degree required for associate agent appointment with attainment of a Master's degree in job-related area required within six years from date of employment. Associate agent candidates must be enrolled or accepted in a suitable Master's degree program at time of employment. Preference given to individuals with related experience. Salary commensurate with education and experience.

To apply: visit our web site at **www.agnr.umd.edu/jobs/agnrjobs/home.html** or call 301.405.1177/1174 for application procedures, a complete position announcement and/or position description. For best consideration, submit a resume or curriculum vitae, transcripts and three references including name, mailing address, telephone number, and e-mail address to: **Maryland Cooperative Extension, Director Human Resources Management, 1122 Symons Hall, College Park, Maryland 20742.** Positions open until filled.

The University of Maryland is an EEO/AA employer.

UNIVERSITY OF
MARYLAND

San José State
UNIVERSITY

The San José State University College of Social Work invites applications and nominations for two tenure-track ten-month faculty positions. Candidates for these positions must have an MSW degree, three years post Master's practice experience, and a doctorate in social work or a related field. The positions are graduate level:

GRADUATE GENERALIST PRACTICE INSTRUCTOR

With the primary responsibility of teaching transcultural generalist practice courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus and courses in child welfare. Asst/Associate Professor.

GRADUATE GENERALIST PRACTICE INSTRUCTOR WITH EXPERTISE IN GERONTOLOGY

To teach transcultural generalist practices courses in the foundation year and/or advanced generalist practice courses with a family and/or community focus on issues of the elderly population, their families and support groups. Asst/Associate Professor.

APPLICATION PROCEDURE: Send: a letter of application for the specific position listed above; a curriculum vitae; three letters of recommendation and, in addition; the names, addresses, and telephone numbers of three references to:

Recruitment Committee, College of Social Work
San José State University, One Washington Sq., San José, CA 95122-0124

For additional information visit our Home Page at:
http://www.sjsu.edu/depts/SocialWork.
Application Deadline is January 15, 2001

San José State university is an EEO/AA/Title IX/Section 504/ADEA Employer

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CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO
TENURE-TRACK POSITIONS FOR 2001-2002 ACADEMIC YEAR

California State University, San Bernardino, a comprehensive regional university, is one of the fastest growing of the 23 State University campuses with approximately 15,000 students, 450 full-time faculty, and 52 undergraduate and graduate degree programs. The University consists of Colleges of Business and Public Administration, Education, Arts and Letters, Natural Sciences, and Social and Behavioral Sciences. Off-campus programs are offered at the Coachella Valley Center in Palm Desert. The University is situated 70 miles east of Los Angeles, offering easy access to beaches, mountain, and desert resorts. The rapidly expanding metropolitan area offers a wide variety of cultural and recreational opportunities. Housing costs average 30% below those of Los Angeles and Orange Counties.

We are seeking to recruit faculty members who will contribute to the goals and objectives of the University's strategic plan. Accordingly, preferred candidates will be expected to meet the traditional requirements of excellence in teaching, active scholarly and professional work, and service to the University and community, as well as to demonstrate interest or experience in at least one of the following strategic plan areas: a) alternative modes of instructional delivery to include off-campus and distance learning; b) the learning process, i.e., innovative teaching strategies and/or research on how students learn and apply knowledge over an extended period of time; and c) partnership with the community to enhance social, economic, and cultural conditions.

The following departments are recruiting tenure-track faculty. Salaries are competitive and dependent on qualifications and experience. For more information including closing dates please visit our Web site at http://www.csusb.edu.

COLLEGE OF ARTS AND LETTERS
(rank of assistant professor unless otherwise noted)

Art (two positions): Painting and Drawing; Art Education
Communication Studies (four positions): Rhetoric (assistant or associate rank); remaining three positions are from the areas of Media Studies, New Media, Public Relations, Marketing Communication, Organizational Communication, Dispute Resolution, or International Communication
English (five positions): Early American Literature; Composition; English Education; Multi-ethnic American Literature; Latina/Latino Literature
Foreign Languages: Twentieth Century Spanish Peninsular Literature
Philosophy: Philosophy of Religion

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
(rank open with assistant preferred)

Information & Decision Sciences (three positions): Networking and Web Development; Programming and Hardware Support
Marketing (two positions): Consumer Behavior and Marketing Research ; Advertising and Retailing

COLLEGE OF EDUCATION
(all positions are at the assistant or associate rank)

Languages, Literacy and Culture (two positions): Teaching of reading
Educational Psychology and Counseling (two positions): School Counseling, Pupil Personnel Services and/or School Psychology; Educational Psychology, Development, Teacher Education
Science, Mathematics and Technology Education: Mathematics Education
Special Education: Mild/Moderate Disability

COLLEGE OF NATURAL SCIENCES
(rank of assistant professor unless otherwise noted)

Biology: Plant Biology
Computer Science: Open (assistant or associate rank)
Health Science and Human Ecology (two positions): Community Health Education; Health Services Administration (assistant or associate rank);
Kinesiology (two positions): Exercise Physiology; Biomechanics
Nursing (three positions, assistant or associate rank): Community Health, Case Management, Home Health; Pediatrics Nursing; Medical-Surgical Nursing

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
(rank of assistant professor unless otherwise noted)

Anthropology: Biological/Physical Anthropologist
Criminal Justice: Criminology (assistant or associate rank)
History (three positions): American History; African History; American, Public/Oral History
Psychology (five positions): Clinical Psychology/Counseling Psychology (assistant or associate rank); Health Psychology/Behavioral Medicine; Child/Human Development; Child Development with emphasis on Language and/or Cognitive Development; Forensic Psychologist
Social Work (three positions): Direct Practice, Mental Health, Psychopathology (rank open); Group Work, Family Practice; Policy, Community Practice
Sociology (two positions): Welfare Policy, Community Organization; Research Methods, Socialization/Childhood/Adolescence Studies

California State University, San Bernardino is an Equal Opportunity Employer committed to a diversified workforce.

LOYOLA COLLEGE IN MARYLAND FACULTY OPENINGS

LOYOLA COLLEGE IN MARYLAND

Loyola College in Maryland is pleased to announce the opening of the following searches for the 2001-2002 academic year. All positions are tenure-track unless otherwise noted.

ASSISTANT PROFESSOR, COMPUTER SCIENCE

We seek an enthusiastic individual, committed to excellent teaching and continued scholarship. A Ph.D. in Computer Science, Computer Engineering, or a closely related field is required. We especially welcome applicants with expertise in networking, computer engineering, or operating systems.

Submit current CV with names, addresses, and three references to Dr. Roberta E. Sabin, Chair, Computer Science Dept.

ASSISTANT PROFESSOR, COUNSELING PSYCHOLOGY

Must possess an earned doctorate (Ph.D. or Psy.D.) in Counseling Psychology; be licensed or license-eligible in Maryland; have expertise and the ability to teach courses in Counseling Psychology; and have demonstrated potential for establishing a track record in scholarship. Desired qualification includes area of specialization in family and/or marital therapy.

ASSISTANT PROFESSOR, DEVELOPMENTAL PSYCHOLOGY

Must possess an earned doctorate (Ph.D.) in Developmental Psychology; have expertise and ability to teach courses in developmental and life-span psychology; have expertise and ability to teach research methods courses; have demonstrated potential for establishing a track record in scholarship. Desired qualifications include secondary concentration in social psychology and experience in doctoral education.

DIRECTOR OF CLINICAL TRAINING

This appointment, at the associate or full professor level, requires an earned doctorate (Ph.D. or Psy.D.) in Clinical or Counseling from an APA-accredited program; be licensed or license-eligible in Maryland; and have demonstrated effective clinical and administrative leadership. Desired qualifications include familiarity with current trends in training in clinical psychology; previous contact with organizations that play a role in training and/or licensing of clinical psychologists, and the ability to teach psychological assessment courses.

Submit cover letter specifying position of interest, CV, and three letters of recommendation to Search Committee, Dept. of Psychology

ENGINEERING CHAIR

This position is at a senior level with emphasis on providing leadership in education and research and in developing new recruitment initiatives. Expertise in RF circuit design and applied electromagnetics is preferred. Ph.D. in EE or related field and a strong commitment to teaching excellence and continuing research. The department jointly offers with the Computer Science Dept., a Master of Engineering Science with concentrations in electrical engineering, computer engineering, and computer science.

Send resume with three references to Dr. Brian K. Jennison, Search Committee Chair, Dept. Of Electrical Engineering and Engineering Science

ASSISTANT PROFESSOR IN PHILOSOPHY

Entry level position specializing in Ancient Greek Philosophy. Should have broad background in the history of philosophy. Competence in philosophical ethics desirable.

Send letter of application with complete dossier to Dr. Dale Snow, Philosophy Department.

ASSISTANT PROFESSOR IN WRITING

Primary teaching responsibility will be in literary non-fiction. Other areas of specialization are open. The department has a strong orientation towards writing and administers the first year writing program. Ph.D. or M.F.A. required. Should demonstrate effective teaching and professional experience, including significant publications.

Send CV, three letters of recommendation, and transcripts to Ron Tanner, Chair, Department of Communication.

DIRECTOR OF COMPOSITION

Primary responsibilities include directing and teaching in the first year writing program. Other areas of specialization are open. Ph.D. required. Rank open.

Send vita, three letters of recommendation, and transcripts to Ron Tanner, Chair, Department of Communication.

Loyola College is a Jesuit Catholic university offering undergraduate and graduate degree programs in two academic divisions: the College of Arts and Sciences and the Sellinger School of Business and Management. Enrolling 6000 students, Loyola has been ranked among the top 10 comprehensive universities in the North by US News and World Report for the past seven years.

Loyola College welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

LOYOLA COLLEGE IN MARYLAND
4501 N. Charles Street
Baltimore, Maryland 21210-2699

Visit our website at www.loyola.edu

DEPARTMENT OF COMMUNICATION
DEPAUL UNIVERSITY

The Department of Communication invites applications for two tenure track positions at the rank of assistant or associate professor beginning September 2001, Ph.D. preferred. Interest in teaching and developing courses for an interdisciplinary general education program is a requirement.

Advertising Specialist

The ideal candidate will have graduate coursework and teaching experience in Advertising and teach undergraduate courses including: Introduction to Advertising, Editing, Advertising Copywriting and Special Topics. In addition, the candidate will develop and teach courses in a new M.A. in Public Relations and Advertising. Administrative coursework in public relations and graphic design also a plus. Candidates with professional advertising work experience are particularly encouraged to apply; however, applicant must have academic training and knowledge of field research in addition to professional experience.

Communication Generalist

The ideal candidate will have graduate coursework and teaching experience in introductory and advanced courses in interpersonal communication, small group communication and quantitative research methods. The candidate should be able to teach graduate courses in business and professional communication and be interested in developing courses in team building and leadership development. In addition, the candidate should be able to teach one or more undergraduate courses including: Public Speaking, Communication Theory, and Research Methods.

The Department of Communication currently serves approximately 500 undergraduate majors and 100 graduate students with an integrated curriculum for undergraduates that include: 1) media: history, theory, criticism and production; 2) speech communication; and 3) language and culture offerings. The graduate offerings are in the areas of multicultural communication and corporate communication. The department has 20 full time faculty members. The Department of Communication is strongly committed to recruiting candidates from under-represented groups. We specifically solicit applications from women and people of color.

DePaul University is a private, Catholic institution with a total enrollment of approximately 20,000 students. DePaul has seven campuses in both urban and suburban locations. The university has a strong commitment to providing comprehensive liberal arts education and emphasizes both teaching and scholarship. The university's main campus in the heart of Chicago offers a stimulating and diversified range of cultural and educational opportunities.

Send a letter of application, CV, three letters of recommendation, copies of teaching evaluations (including student comments), sample syllabi, official undergraduate and graduate transcripts and writing samples to **Dr. Bruce Evensen (Advertising Specialist Position) or to Dr. Tim Cole (Communication Generalist Position), Search Committee, Communication Department, DePaul University 2320 N. Kenmore Ave., Chicago, IL 60614-3298.** *Deadline for applications: December 15th or until position is filled.* DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

www.depaul.edu

HISTORY FACULTY
Metropolitan State University

Metropolitan State University invites applications for a full-time tenure-track position in Modern European History, with a secondary field (Latin American, Caribbean, colonial North American, Southeast Asia, and comparative history). Required qualifications include substantial experience in self-directed teaching, evidence of scholarship and Ph.D. by the time of appointment. Application review begins December 12, 2000. For more information about the position qualifications and the application process, go to **www.metrostate.edu** or contact **Lisa McMahon, (612) 349-2528, TTY users (651) 772-7687.**

AA/EEO.

LATIN AMERICAN HISTORY

The History and Philosophy Department of the University of Texas-Pan American invites applications for a tenure-track position at the assistant professor level beginning in the Fall 2001. The Department is seeking a generalist in Latin American History. The successful applicant must be able to teach undergraduate and graduate classes in South American history, and be interested in graduate program development. Interest in borderlands and/or women's history is preferred. Ph.D. required; teaching experience and publications required. Women and minorities are encouraged to apply. Letter of application, official transcripts, curriculum vitae, and three confidential letters of recommendation should be sent to: **Dr. Michael Weaver, Chair, Department of History and Philosophy, University of Texas-Pan American, Edinburg TX 78539.** Deadline for application is February 5, 2001. Candidates are invited to visit our website at *www.panam.edu/dept/hist-phil/*
(FOO/01-31)

FULL TIME FACULTY POSITIONS

ELECTRONIC RESOURCES LIBRARIAN

Reporting to the Chief Librarian, coordinate the Library's electronic resources, including library's Website, e-subscriptions, CUNY+ and Internet stations. Assist in development of virtual library, including planning and implementation. Liaison with campus information technology departments and CUNY Computer Center. Participate in teaching the use of electronic resources and reference. Knowledge of web design, networks, databases, servers and supervisory skills highly desirable. MLS required for Instructor and 2nd Master's or Ph.D. for professorial rank. Minimum 2 years of relevant library experience. Evening/Saturday schedule may be required. Vac.#804-3.

BUSINESS MANAGEMENT

Teach courses in Business Organization and Administration, Marketing, Finance and Business Methods. Experience in teaching and business required. Interest in grantsmanship and program development a plus. Ph.D. required for Assistant Professor; MA required for Instructor. Evening/ Saturday schedule may be required. Vac.#821-2.

SPEECH, COMMUNICATION & THEATRE
(2 POSITIONS)

Teach Fundamentals of Speech, and Fundamentals of Speech for non-native speakers. Student-centered, multicultural orientation; at least two years' teaching experience in a diverse urban university environment preferred; Ph.D. in Speech, Communication or Linguistics required for Assistant Professor; Master's degree in Speech, Communication and TESOL for Instructor. Evening/Saturday teaching may be required. Vac.#8182.

Teach Fundamentals of Speech, and speech electives such as Interpersonal Communication, Voice and Diction, and Introduction to Mass Media. Student-centered, multicultural orientation; at least two years' teaching experience in a diverse urban university environment preferred; Ph.D. in Speech, Communication or Theatre required for Assistant Professor; Master's degree in Speech, Communication or Theatre for Instructor. Evening/Saturday teaching may be required. Vac.#819-2.

COMPUTER SCIENTIST

Teach a range of computer science courses including object-oriented programming, machine architecture. Research industry trends and needs and modify or create new curriculum accordingly; establish additional industry connections, develop partnerships where possible; participate in grant writing and software development activities. Ph.D. or Equivalency (Master's degree in computer science plus thirty (30) graduate credits in computer science plus contributions to the field)required. Prior teaching experience required. For Assistant Professor, the candidate must have an interest in productive scholarship and/or creative achievements in the field. For Associate Professor the candidate must have a record of significant achievement in the field. Vac.#837-2.

COLLEGE LABORATORY TECHNICIAN POSITIONS
Nursing (Techniques/Media Laboratory)

Responsible for complete functioning of laboratory; prepares the lab for classroom instruction/independent student practice; maintains records of student independent practice; assists nursing faculty in demonstrations of basic nursing skills; conducts tutorials; orders and makes available equipment, media, other instructional materials; supervises College-Work Study students; maintains records for payroll. High School Diploma and four (4) years related nursing experience or Associates degree and two years clinical experience or bachelors degree in nursing required. Bachelor's degree, RN, and clinical experience preferred. Experience in instructional technology or willingness to learn essential. Evening/Saturday schedule may be required. Vac.#823-2.

COMPUTER INFORMATION SYSTEMS

Maintain and supervise multiple networked (NT, Novell) student PC labs; supervise and train college assistants and work study students; assist faculty, staff and students as needed. High School diploma and four years related experience or A.A.S. degree in information technology and two (2) years related experience required. Bachelor's degree in computer science or related field preferred. MCSE or Novell certification a plus. Evening and weekend hours may be required. Vac.#827-2.

SALARY:

Instructor:	$29,997/A - $46,284/A
Assistant Professor:	$32,703/A - $57,049/A
Associate Professor:	$42,616/A - $68,174/A (804-3 & 837-2 ONLY)
College Lab Technician:	$25,346/A - $39,829/A

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY 12/8/00 TO:

BMCC

Dean Michael Haynes
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

DIRECTOR

Academic Support Services
Actors Studio Drama School

ASDA seeks versatile person to work with faculty, staff, students and administration to manage all aspects of academic advising and program-based student services for MFA candidates in Dramatic Arts. Qualifications: exceptional leadership ability, mediation and team-building skills. Expertise in policy research, planning and development. Advanced degree in education, theater or related fields preferred. Excellent benefits. E-mail resume attention Search #20195 to: NSUjobs@newschool.edu or mail to: NSU, H.R. Dept. Attn: Search #20195, 66 West 12th Street, New York, NY 10011. AA/EOE.

New School University

DIRECTOR, ACADEMIC ADVISING CENTER
UNIVERSITY OF IOWA

The University of Iowa is a major national research university with a solid liberal arts foundation and membership in the select Association of American Universities. Established in 1847 as Iowa's first public institution of higher education, it has won international recognition for its achievements in the arts, sciences, and humanities. Located in Iowa City, the university has 28,000 students, including 19,000 undergraduates. Of these, 15,000 are enrolled in liberal arts and the remainder are enrolled in business, education, engineering, and nursing.

Reporting to the Associate Provost for Undergraduate Education, the Director is responsible to plan, develop, direct and evaluate advising services for the approximately 8000 students served by the Academic Advising Center; to enhance the academic experience of undergraduate students and increase their persistence; to direct all activities of the Center and its staff of over 35; to coordinate advising services with academic departments and programs, the undergraduate colleges, the Honors Program, campus learning communities and student services; to monitor information about new undergraduates in order to identify advising needs; to develop and maintain records and provide data on undergraduates to the Associate Provost and other appropriate officers; to motivate change and advocate for students in the formulation of policy; and to motivate and lead diverse professional colleagues to fulfill their various roles in a coherent structure of shared responsibility and constant collaboration.

The successful candidate will have a graduate degree in a liberal arts discipline or in another relevant area of study, at least two years of experience in undergraduate advising, at least two years of experience in program planning and budgeting, and at least two years of experience in staff supervision. Also desirable are a doctorate in a liberal arts or related discipline, post-secondary teaching at the undergraduate level, a demonstrated commitment to exploring new technologies for advising and learning, and publication or other evidence of research on student development.

Screening of candidates will begin November 27 and continue until the position is filled. Send a letter detailing how you meet the required and desired qualifications for this position, a brief statement of your philosophy of advising, your curriculum vitae and the names, addresses and phone numbers of three references to: **Fred Antczak, Search Chair, Office of the Provost, 111 Jessup Hall, University of Iowa, Iowa City IA 52242.**

Salary is competitive, and commensurate with experience and qualifications.
The University of Iowa is an Affirmative Action and Equal Opportunity Employer.
Women and minorities are encouraged to apply.

Washington State University
SPORT MANAGEMENT

The Department of Educational Leadership & Counseling Psychology, Washington State University, seeks an Assistant Professor for a permanent tenure track position effective Jan. 1, 2001 or Aug. 16, 2001. Responsibilities include teaching courses in two or more of the following areas: marketing/finance, sport governance/policy development, and sociology. Teach graduate courses in area of expertise. Advise undergraduate major, minor and graduate students. Conduct a program of research and scholarly activity. Develop and maintain partnerships with regional sport organizations. Provide service at the local, state, and national levels. Assist in maintaining alumni relations. Qualifications. Earned doctorate in Sport Management or in related field, or ABD with established defense date; ability or potential to teach at the university and establish a program of research; experience in and/or ability to advise students. Application: Send a letter of application that addresses qualification criteria; a current vita; three letters of recommendation; and, the names, addresses (including email), and phone numbers of references to:

Dr. Sue Durrant
Search Committee Chair
Department of Educational Leadership
& Counseling Psychology
P.O. Box 642136
Washington State University
Pullman, WA 99164-2136

Screening of applications will begin on November 1, 2000 and continue until the position is filled. Salary will be commensurate with education and experience.

UNIVERSITY OF NEW MEXICO
Anderson Schools of Management

ASSISTANT PROFESSOR - MARKETING

The Robert O. Anderson Schools of Management is seeking to fill two tenure-track positions in marketing at the Assistant Professor level to begin August 2001. Minimum qualifications preferred are a Ph.D. in marketing or closely related discipline. Will consider candidates who are close to completion of their doctorate. Candidates must show promise or a demonstrated ability to conduct scholarly research and a potential for, or demonstration of, excellent teaching. Candidates should also possess excellent communications skills. Teaching responsibilities will be in undergraduate and graduate courses. Preference will be given to candidates with teaching interests in marketing research, direct marketing/E-commerce/internet marketing, international marketing, promotion, sales management and marketing of services.

The marketing group is a small, cohesive group consisting of five people that is seeking to expand its course offerings to students of the Robert O. Anderson Schools of Management.

Please send a letter of application, curriculum vita, and the names of three references to:

Dr. Gerald Albaum
The Robert O. Anderson Schools of Management
University of New Mexico
Albuquerque, NM 87131

Applicants should indicate their preferred areas of teaching and research in the letter of application. For best consideration, applications must be received by January 5, 2001. The positions will remain open until filled.

For additional information contact Dr. Gerald Albaum, Visiting Scholar at 505-277-2437 or FAX 505-277-7124 or e-mail albaum@anderson.unm.edu. For information about the Schools see our web page at asm.unm.edu.

"UNM is an Equal Opportunity/Affirmative Action Employer and Educator."

A Public Liberal Arts College with a Teaching Tradition

FACULTY OPENINGS FOR 2001-2002

The State University of New York College at Potsdam, the oldest higher education institution in the State University of New York, invites applications for tenure track and other positions in the 2001-2002 year. Long recognized as one of the leading public colleges in the United States, SUNY Potsdam preserves a tradition of excellence in the liberal arts, music and teacher education. The College fosters a student-centered environment through efforts in program development that encourage faculty/student research and innovative pedagogy.

The College is distinguished not only by its commitments to teacher education and the liberal arts, but also by its unique natural, cultural and recreational environment. With the internationally recognized Crane School of Music, the college is a center of excellence for music and the arts. With three other higher education institutions within a 10-mile radius, the College provides for cross registration among four unique colleges and enjoys the benefits of a culturally active college town. The college is committed to a mission of public service to the State of New York and the North Country and has taken a leadership role among state colleges and universities in working with the Native peoples of Akwesasne/St. Regis Mohawk heritage.

SUNY Potsdam is primarily an undergraduate teaching institution. Faculty are expected to teach lower division as well as upper division courses, contribute to the General Education program, serve as advisors for both undeclared and major students and engage in scholarly activity. Candidates for all positions must demonstrate potential for excellence in teaching and commitment to students.

SCHOOL OF ARTS AND SCIENCES

Art: Sculpture. MFA in sculpture required; teaching experience and significant exhibition record beyond grad school preferred. Responsibilities: direct sculpture program; teach sculpture and studio foundations; maintain well-equipped studio; student advising; college service. Demonstrated experience with metal casting, welding, wood, plaster, plastics, and mixed media. Teach three courses per semester. Send letter, CV; statements of artistic intent and teaching philosophy; course syllabi; slides of own work and up to 20 slides of student work demonstrating variety of sculptural approaches; list of five references. Review of applications begins January 15.

Biology: Genetics. Qualifications include: 1) a Ph.D. in biological sciences with an emphasis in genetics, 2) demonstrable record of excellence in teaching, and 3) the ability to conduct research which involves undergraduates. Interest in using molecular techniques preferred. The successful candidate will teach undergraduate biology majors in courses such as genetics, introductory biology and upper level electives in an area of specialty. Additionally, the successful candidate will be expected to offer a course for non-majors. Please include a statement of philosophy of teaching and learning, a statement of research interests, and a copy (unofficial) of transcripts. Applications must be postmarked by December 15, 2000.

Chemistry: Organic Chemistry. A Ph.D. in chemistry with evidence of excellent teaching, a proven record of potential for scholarly research and a commitment to liberal arts instruction are required and a demonstrated experience in bioorganic chemistry is preferred. The primary responsibilities include teaching either general chemistry or organic chemistry, both lecture and laboratory, and contributing to other department courses, major and non-major, as needed. The successful applicant will be expected to establish a research program involving undergraduates and to seek external funding. For full consideration completed applications should be received by October 27, 2000. Applicants should submit a vita, a statement on teaching philosophy, a summary of proposed research, copies of graduate transcripts and at least three reference letters.

Computer and Information Sciences: Two Positions. Specialization open; needs are in classic computer science, comprehensive information systems and software engineering. New program concentrations are designed using IS 97 and draft CC2001 guidelines. The CIS Department has over 3500 alumni and a Board of Advisors with representatives from numerous key IT businesses. Opportunities for ongoing professional development for faculty are being designed in consultation with the Board. Salary is competitive. Application materials (see below) should include evidence of teaching experience, copies of graduate transcripts, and the names, addresses and phone numbers of five references. For full consideration, applications should be received by January 1, 2001.

Economics: Management. Visiting or term (tenure-track) teaching position at the rank of instructor or assistant professor. Some scholarly activity and excellence in teaching are vital for the tenure track position. Applicants are expected to teach introductory and advanced management courses. Applicants for tenure track must have a D.B.A. or Ph.D. in business or in a related field. ABD candidates near completion are welcome to apply for the tenure track position. Salary competitive. For full consideration, please send a cover letter describing your teaching philosophy and approach, c.v., copy of transcript, teaching evaluations, and three reference letters by December 29, 2000.

Economics: Finance. Visiting or term (tenure-track) teaching positions at the rank of instructor or assistant professor. Some scholarly activity and excellence in teaching are vital for the tenure track position. Applicants are expected to teach two or more of the following areas: financial economics, financial markets, and corporation or public finance. Applicants for tenure track must have Ph.D. in economics or in a related field. ABD candidates near completion are welcome to apply for the tenure track position. Salary competitive. For full consideration, please send a cover letter describing your teaching philosophy and approach, c.v., copy of transcript, teaching evaluations, and three reference letters. Review of applications will begin at once, and applications will be accepted until the position is filled.

English: Writing. Compositionist with expertise in technical and professional writing to teach such courses as information design and desktop publishing, technical writing, and composition theory. Teaching responsibilities also include introductory composition as well as literature and linguistics courses as appropriate.

Geology: Mineralogy. Responsibilities include teaching undergraduate mineralogy, low or high temperature geochemistry or hydrogeology, and participation in a developing interdisciplinary science program for elementary teachers. Knowledge of GIS is an asset. Scholarly research, with student participation is expected. Courses taught will complement existing courses in igneous and metamorphic petrology, structural geology, geophysics, sedimentology, paleontology and stratigraphy. Applications should include evidence of teaching ability. To ensure full consideration, applications should be received by February 2, 2001.

History Department Chair: We are seeking a strong and experienced historian capable of leading the department through a time of dynamic growth and change. The department has just hired two out of its current complement of six faculty and is expected to expand in 2001 to seven faculty and in 2002 to eight. Not only is it time for the department to reconsider its own major requirements, but the new chair will also have the opportunity to oversee the development of history curricula for new SUNY-wide general education requirements and new state-mandated elementary and secondary degree programs in Education. While fit with overall department needs will be considered, we welcome all candidates regardless of fields of U.S. specialization. Base salary $50,000+. In order to assure full consideration, applications should be received by November 10, 2000.

History —Three Assistant Professors: We are seeking three assistant professors, all of whom are qualified to teach survey courses in early (to 1877) as well as recent (since 1877) U.S. Among these three, we are seeking:

- One who is qualified to meet department needs at the upper division level in early U.S.; preference will be given to applicants who also qualify to offer courses meeting departmental requirement for upper division third world courses in Latin America, East Asia, and/or Africa;
- One with any upper division U.S. specialization but who also qualifies to offer courses meeting departmental requirement for upper division third world courses in Latin America, East Asia, and/or Africa;
- One with upper division U.S. specialization in public history and New York State history.

In order to assure full consideration, applications should be received by November 10, 2000.

Modern Languages: Spanish. Candidates should be well prepared to teach in Peninsular Spanish literature and culture; expertise in an emerging field most desirable. Familiarity with instructional technology as currently applied in second language learning and a readiness to contribute toward activities of a teacher certification program are strongly solicited qualifications. The successful applicant will be expected to teach four courses per semester in Spanish language, literature and culture. We are seeking candidates who have the intellectual breadth of interests and flexibility to complement existing strengths of the department as well as to explore new directions and take part in new initiatives. Demonstrable commitment to both teaching and scholarship, and native or near-native fluency in English and Spanish. Completed applications must be received by December 6, 2000 for candidates who wish to be considered for a possible interview at the MLA convention. Applications received after the deadline may be considered until the position is filled.

Psychology: Psychopathology (Exceptionality).: Primary responsibilities include teaching undergraduate sections of Child Psychopathology (Exceptionality). Evidence of successful teaching is a primary qualification. An active research program that enlists undergraduate students and a publication and presentation record commensurate with experience are expected. Interested candidates should submit a letter of application, a detailed C.V., evidence of skill as a teacher, graduate transcripts, and at least three letters of recommendation. Review of applications will begin as received and continue until the position is filled.

Sociology: Criminal Justice. Nine-person department serves over 200 majors and offers minors in Criminal Justice, Society and Human Services, Africana Studies, and Women s Studies. We also coordinate a new interdisciplinary Criminal Justice major. We are seeking a faculty member committed to quality undergraduate teaching and advising, professional growth and development, and service. Supervision of students engaged in field research and internships and teaching Introduction to Sociology and Social Problems is also expected. Secondary areas of specialization will be considered to the degree they complement and extend the current strengths of the department. Normal teaching load is 12 credits per semester. Send vita, cover letter highlighting how you meet the position description, three references, and other supporting materials (such as evidence of teaching ability, course syllabi, and writing samples).

CRANE SCHOOL OF MUSIC

Musicology: Responsibilities include teaching undergraduate music history and literature courses, with the possibility of additional courses for non-majors depending on the candidate s strengths, such as World Music. College-level teaching experience and an area of expertise within the common practice period preferred.

Class Piano: Lecturer (non-tenure track, renewable). Responsibilities include teaching 5-6 sections per semester of keyboard classes for music and non-music majors. Opportunities for additional income include teaching continuing education classes, freelance accompanying, or teaching private lessons to community students. masters degree in piano pedagogy, performance or a related field required. Salary: mid $20s.

Vocal Coach: Lecturer (non-tenure track, renewable) Responsibilities include diction/style coaching sessions with voice performance graduate and undergraduate majors and their pianists, as well as coaching sessions for the Opera Department. Recital accompanying will also be expected for performance majors presenting hour recitals. The Vocal Coach will coordinate and oversee an accompanying program for voice students and pianists. Qualifications include familiarity with advanced vocal repertoire, operatic and song literature, as well as Italian, French, German and English diction. Salary: mid/upper $20s, depending on qualifications.

Off-campus Student Teaching Supervisor: Lecturer (non-tenure track, renewable). Responsibilities include coordinating field experiences for all Music Education students; collaborating with the Music Education faculty to develop activities for field observations and practica that encourage perspective music teachers to develop reflective teaching practices; maintaining records related to field experiences; supervising practicum experiences in local elementary schools; and identifying sites for experiences in local schools. Master s degree and significant public school teaching experience required. College-level teaching experience preferred.

Music Business: Teach music business courses, coordinate internships. Master s degree and significant experience in music business/music industry required. Previous college-level teaching desirable.

SCHOOL OF EDUCATION

Early Childhood Education. Assistant/Associate Professor to coordinate the newly developed field-based early childhood education program and teach undergraduate and graduate courses in that program. Candidates with early childhood professional experience, 3-5 years of college teaching and familiarity with NYS Learning Standards and NAEYC standards preferred. Salary mid $40s.

Elementary School Studies. Teach undergraduate and graduate courses in social studies education and in general curriculum development and classroom management in a field-based program. Candidates with elementary classroom experience prepared to model the INTASC and NCSS standards preferred. Salary low/mid $40s.

Elementary Education. Teach undergraduate and graduate courses in classroom management and foundations. Candidates with elementary classroom experience familiar with INTASC and NYS Learning Standards preferred. Salary low/mid $40s.

Except as otherwise noted, candidates for tenure track positions will complete all requirements for their doctorates by the beginning of the 2001-2002 year. All of the above faculty positions are entry level with a salary range of the mid/upper $30s, depending upon qualifications and experience, and unless otherwise noted. For full consideration, applications should be received by December 1, 2000, unless otherwise stated. Qualified candidates should send a letter of application highlighting qualifications, curriculum vitae, other supporting material and the names and phone numbers of three current references to:

Chair, Search Committee (Discipline)
SUNY Potsdam, Potsdam, NY 13676

Additional information about the college is available at www.potsdam.edu. Questions can be e-mailed to perryka.potsdam.edu.

SUNY Potsdam is an equal opportunity, affirmative action employer committed to excellence through diversity.

BEST COPY AVAILABLE

Assistant President for External Relations

University of Maryland College Park

The University of Maryland, College Park invites applications and nominations for the position of Assistant President for External Relations.

The University is a major research institution and the flagship of a statewide system of higher education in Maryland, offering a comprehensive undergraduate and graduate program organized in 13 colleges and schools. The University is a Research I institution enrolling approximately 25,000 undergraduates and 8,000 graduate students annually. The campus is located inside the Washington, D.C. beltway, and 30 miles from Baltimore, Maryland, on 1,500 rolling acres in a suburban environment. For more information about the University of Maryland, please consult the Website at **www.maryland.edu.**

The Assistant President for External Relations (AP) reports to the President and is a member of the President's Cabinet. This person is responsible for developing and leading strategies for maximizing the University of Maryland's effectiveness with federal and state authorities and the private sector. The AP will assume leadership for developing private/public collaborative efforts that will maximize the effectiveness of the university. Candidates for the Assistant President position should have strong leadership experience, a visionary view of the power of creative partnerships and experience in visualizing, conceptualizing, implementing and leading large scale projects. The AP will supervise and develop a small staff that will assist in accomplishing the objectives of this position.

Candidates for this position should have significant employment experience in the federal government and must have relevant and extensive experience with the government of the State of Maryland. Applicants must have established credibility by their performance at a senior level in their field. The interpersonal skills needed to work effectively with the university community, government and corporate officials at the highest levels are also necessary. Direct experience in large-scale project management, capital programs and the construction and development of research parks is highly desirable.

Candidates must have a Bachelor's degree. A Master's or Ph.D. or other professional degree in a relevant field is preferred. Salary is commensurate with experience. Women and minority applicants are specially encouraged to apply. Review of applications and nominations will begin on November 1, 2000 and will continue until the position is filled.

Applicants should submit a cover letter, resume, and the names, addresses and telephone numbers of three references to:

Dr. William W. Destler
Vice President for Research
and Chair, Search Committee
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

The University of Maryland
is an Equal Opportunity Employer.

UNIVERSITY OF
MARYLAND

George Mason
University

GEORGE MASON UNIVERSITY LIBRARIES

Instruction Coordinator

This newly created position will assist in forging a new vision of Information Literacy Instruction by working with library colleagues, faculty, and academic administrators to transform traditional library instruction. The Coordinator will be responsible for leading a systematic planning process focused on understanding the needs of users in the contemporary information environment, and developing, implementing, and evaluating an instruction program emphasizing information literacy abilities. Responsibilities encompass planning and implementing instruction within the University's revised general education program, as well as the technology-across-the-curriculum initiative. Incumbent will have exciting opportunities to develop a program by collaborating with other campus units, including the University's computing services, the Division of Instructional Improvement and Instructional Technologies and the planned Teaching and Learning Center. The position reports to the Associate University Librarian for Public Services. **QUALIFICATIONS: Required:** ALA-accredited MLS or foreign equivalent; at least two years' professional experience in an academic library; demonstrated teaching ability; knowledge of pedagogical theory; knowledge of information literacy concepts and applications, effective oral and written communication skills; and demonstrated leadership ability. Experience with several of the following is preferred: Instructional design, assessment of learning, and program development and evaluation; skill in designing effective multi-media instructional materials and developing web-based instruction; effective collaborative abilities; and a second Master's degree in Education or a liberal arts field. Salary: $38,000 minimum; higher depending on qualifications and experience.

Multi-Media and Liaison Librarian for Interdisciplinary Programs

The Multi-Media and Liaison Librarian works collaboratively with other librarians within University Libraries, and is responsible for providing reference, instruction and collection development services for the Johnson Center Library (JCL). Serves as the liaison librarian to a cluster of interdisciplinary programs including Film Studies, Cultural Studies, and others. Takes leadership role within University Libraries regarding multi-media issues, and provides professional guidance to JCL staff person responsible for overseeing media collections, equipment, services, and media course reserves. Works collaboratively with Library Systems Office and other University information technology units in the implementation of new multi-media technologies. Serves on Library and University committees. Reports to the Coordinator of Reference and Instruction Services, Johnson Center Library. **QUALIFICATIONS: Required:** ALA accredited MLS or foreign equivalent; academic library reference/instruction experience; experience with electronic and web-based resources; and knowledge of multi-media technologies. Preferred: Experience developing collections; facility using HTML and development of web pages; and second Master's Degree in relevant subject field. Salary: $35,000 minimum, higher depending upon qualifications and experience.

INFORMATION 12-month administrative/professional faculty appointment, renewable. Excellent benefits: health plan options and paid life insurance; several retirement plan options, including TIAA/CREF; 24 vacation days, 11 paid holidays, and 12 sick leave days; and tuition waiver for self.

For more information about George Mason University and its libraries, visit http://www.gmu.edu.

TO APPLY: Send letter of application, resumes and names, addresses (including e-mail), and telephone numbers of three professional references to:

Chair, Search Committee [specify position]
Library Administration
George Mason University
MSN 2FL
Fairfax, VA 22030-4444

Review of applications will begin on November 15, 2000. Will continue until filled.

George Mason University is an EEO/AA employer, minorities are encouraged to apply.

MARY BALDWIN COLLEGE

DEAN OF THE COLLEGE

Mary Baldwin College invites nominations and applications for the position of Dean of the College. The Dean of the College is the chief academic officer, reporting to the President and serving on the Executive Staff. The current Dean is retiring after 15 years of distinguished service.

Perennially ranked among the top ten colleges in the southern region by U.S. News & World Report, Mary Baldwin College enrolls approximately 850 young women on campus and another 1200 men and women across the Commonwealth of Virginia through its Adult Degree Program and Master of Arts in Teaching, on the home campus and at regional sites. The College combines a strong liberal arts tradition with commitment to career preparation in a unique combination of innovative programs. Since 1842 the primary focus of the College has underscored the traditional residential program for women. More recently the College has expanded its offerings to include the nationally renowned Program for the Exceptionally Gifted, which enrolls 62 students as young as 13. The Virginia Women's Institute for Leadership stresses academics, physical training, practical leadership experience, and participation in ROTC and a Corps of Cadets. The Adult Degree Program blends a tutorial system with modern web-based instruction. The Master of Arts in Teaching program has an innovative inquiry-based curriculum.

Mary Baldwin actively seeks a diverse campus. In ten years, we have moved from a nearly homogenous campus to one with 26% students of color and 3% international students. We have established an Office of Multi-Cultural Understanding which has helped lead students of color to assume a variety of leadership positions, including president of the student government and of the senior class. The campus has been enriched by new traditions such as Las Posadas, the International Culture Fest, and the Harlem Renaissance Ball, which join our other historical traditions.

We seek an individual who is able to bring academic leadership and vision to this community. The ideal candidate will have an earned doctorate in a field appropriate to the College with achievement in teaching, advising, and scholarship. He/she should be knowledgeable concerning applications of computer technology to collegiate education. We will look for a candidate with a track record of innovation, vigor, and successful academic program development.

Mary Baldwin College is located in Staunton, Virginia, a city of 24,000 in the Shenandoah Valley. It is within 40 miles of eight other institutions of higher education and is 150 miles southwest of Washington, D.C. In addition to a rich historical heritage, the area offers a wide variety of cultural, recreational, and educational opportunities. The College website may be visited at http://www.mbc.edu.

Nominations and applications, with current resume and contact information for at least three references, should be sent, in confidence (with a postmarked deadline of December 15), to:

Dr. John L. Kibler, III, Chair
Dean of the College Search Committee
c/o Mrs. Carolyn P. Meeks
Administrative Assistant to the President
Mary Baldwin College
Staunton, VA 24401
FAX: 540-887-7291
e-mail: cmeeks@mbc.edu

EOE
MBC is committed to diversity of faculty, staff, and students.

TRINITY
COLLEGE

FACULTY POSITION IN GEOPHYSICS / DEPARTMENT OF PHYSICS / TRINITY COLLEGE

The Department of Physics at Trinity College in Hartford, Connecticut is seeking applicants for a tenure track faculty position at the level of Assistant Professor with instructional duties jointly in physics and geophysics beginning in the Fall term, 2001. We seek applicants with a strong commitment to undergraduate teaching who will maintain an active program of research providing the opportunity for undergraduate involvement. A doctorate in geophysics is required. The successful candidate will be a major contributor to the creation of the College's new interdisciplinary Environmental Science Program, will develop and teach general and advanced courses in geology and geophysics, and will teach courses in elementary physics.

Qualified applicants should submit a curriculum vita, a description of research and teaching interests, a list of publications, and have three letters of recommendation sent to: **Prof. Barbara Walden, Search Committee Chair, Department of Physics, Trinity College, 300 Summit St., Hartford CT, 06106.** Telephone: (860) 297-5324; FAX: (860) 987-6239; e-mail: **barbara.walden@mail.trincoll.edu.** To facilitate communication, please include your e-mail address. Consideration of applications will begin on Dec. 1, 2000 and the search will remain open until the position is filled.

Women and members of minority groups are particularly encouraged to apply. Trinity College is an Equal Opportunity / Affirmative Action Employer.

CHAIR, DEPARTMENT OF WRITING, LITERATURE AND PUBLISHING

Emerson College seeks a teacher, writer, administrator to serve as Chair of the Department of Writing, Literature and Publishing. The Department consists of a nationally ranked MFA program in creative writing, an MA program in publishing and writing, and BA and BFA undergraduate programs that also provide language, literature and writing courses for Emerson College's general education curriculum. Appointment will be made at the Associate Professor or Professor level, depending on experience. College-level teaching and administrative experience, established publications record, and MFA or Ph.D. are required.

Send letter of application, vita, and three letters of recommendation to: **Chair Search Committee, Department of Writing, Literature and Publishing, Emerson College, 120 Boylston Street, Boston, MA 02116.** Application review will begin February , 2001. Applications cannot be accepted after March 1, 2001. Emerson College is an Affirmative Action/Equal Opportunity employer focused on workforce diversity. Visit our website at: **www.emerson.edu.**

EMERSON
college

THE
CATHOLIC UNIVERSITY
of AMERICA
Columbus School of Law

Washington, DC

A thriving center of scholarship and academic life, the Catholic University of America is unique as the national university of the Catholic Church and the only higher education institution founded by the U.S. bishops. The Columbus School of Law at the Catholic University of America was founded in 1895 and is a recognized leader in the fields of communications, law, clinical legal education, law and religion, law and public policy, and comparative and international law. Its academic program emphasizes rigorous academics, strong communication skills, and the centrality of ethics, morals, and manners in every aspect of a lawyer's personal and professional life.

The Director of Advancement is responsible for the oversight of all areas of development and alumni relations within the Columbus School of Law, including major gifts, annual giving, research and records, as well as local and regional alumni events. The Director will plan and implement the development strategy for the law school and supervise staff in the areas of alumni relations, major gifts, research, gift recording, and annual fund. The Director of Advancement reports to the Dean of the Columbus School of Law and the Vice President for Institutional Advancement for the Catholic University of America.

The ideal candidate will possess significant, progressively responsible management, fund-raising, public relations, and alumni relations experience at a senior level in higher education or for a large, complex not-for-profit organization. Demonstrable personal success with the research, cultivation, solicitation, and stewardship of major gifts from individuals is required, as is a successful track record of having participated in conceiving, planning and implementing a comprehensive capital campaign effort. He or she will possess the ability to motivate, manage, and supervise a staff of diverse talents and responsibilities and have excellent interpersonal skills. An appreciation for and commitment to the mission of the Catholic University, the Hierarchy, and Church teachings and positions are essential. A bachelor's degree is required and an advanced degree is advantageous.

Please submit nominations and/or expressions of interest to: Sally-Ann Hard & Howard Jessamy, EMN/Witt/Kieffer, 4550 Montgomery Avenue, Suite 615N, Bethesda, MD 20814. 301-654-5070. 301-654-1318 FAX

[illegible]

UNIVERSITY OF COLORADO AT BOULDER

POSITION ANNOUNCEMENT

The University of Colorado, Institute of Behavioral Science, in collaboration with either the Department of Economics or Geography, invites applications for the position of Director of the Research Program on Environment and Behavior in the Institute of Behavioral Science. Recruiting is targeted at the advanced Associate Professor level; however, individuals at a higher rank may be considered. The Director is expected to lead the Environment and Behavior Program in conducting research into socially-relevant, human-environmental problems, in securing external funding; in fostering interdisciplinary research; and in establishing links with the larger academic community engaged in environmentally-related research on the Boulder campus.

The position is fully rostered in the Institute of Behavioral Science. The successful candidate will also have teaching and service responsibilities and tenure in his or her cognate department. Candidates must demonstrate a track record of external support, a commitment to collaborative, multi-disciplinary research, and experience in program development. More information concerning the Environment and Behavior Program can be found in the Institute of Behavioral Science's brochure, available online at **www.colorado.edu/IBS/brochure/**

Applications should include a statement of research and teaching interests and experience, a perspective on how he/she would advance the program, a curriculum vitae, and key publications, along with the names and addresses of three references. The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Applications must be received by January 1, 2001. Send to: **Dr. J. Terrence McCabe, Search Chair, Environment and Behavior Program, Institute of Behavioral Science, Campus Box 468, University of Colorado at Boulder, Boulder, CO 80309-0468. E-mail: tmccabe@spot.Colorado.edu**

FRESNO STATE

California State University, Fresno

College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2001. Please refer to our Web site: **www.csufresno.edu/SchoolofHealth/school.html.**

Communicative Disorders and Deaf Studies

Asst/Assoc Professor: Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu

Gerontology

Assistant or Associate Professor: Position will involve teaching and directing the Interdisciplinary Gerontology program and program development. Contact: L.J. Fine (559) 278-2838; lawrence_fine@csufresno.edu

Health Science

Assistant/Associate Professor: Teaching and advising responsibilities in the environmental health option both at the undergraduate and graduate level. Responsibilities will include advising for the State of California's Registered Environmental Health Specialist, coordinating the Environmental Health option,
and maintaining accreditations. Contact Dr. Sherman Sowby (559) 278-4014; sherms@csufresno.edu

Kinesiology

Assistant Professor: Will teach in all curricular areas of exercise physiology, fitness and wellness at the undergraduate level. At the graduate level, teaching will include exercise physiology with specific applications such as cardiorespiratory physiology or exercise testing. Contact: Dr. Catherine Jackson (559) 278-5165; cgrjack@csufresno.edu

Nursing

Professor/Associate Professor: Department needs expertise in critical care and advanced medical-surgical nursing.
2 Assistant/Associate Professors: Expertise is needed in any of the following areas: geriatric nursing, medical-surgical nursing, pediatric nursing, and maternal child/health nursing.
Assistant Professor: Department needs expertise in the general medical-surgical nursing and public health nursing & leadership.
Contact Dr. Mariamma Mathai (559) 278-2041; mariamma@csufresno.edu

Physical Therapy

Associate Professor: Teaching in an integrated Master of Physical Therapy degree program. Main responsibility will be leadership in developing program in Interdisciplinary Health and Rehabilitation Sciences. Contact: Joanne Laslovich (559) 278-2896; joannel@csufresno.edu

Social Work

Assistant Professor: Primary teaching area will be social work and micro/clinical practice and HBSE.
Asst/Assoc Professor: Primary teaching areas will be social work practice with experience in children and families and secondarily, research.
Contact Dr. Jane Middleton (559) 278-3992; jane_middleton@csufresno.edu.

TEXAS TECH
UNIVERSITY

Texas Tech University has two tenure-track positions at the level of Assistant Professor available to begin September, 2001: one in **Modern Dance,** the other in **Acting.** Each requires a terminal degree, along with maturity, good judgment, integrity, energy, collegiality, and high artistic and academic standards. By 11/30, submit letter of interest, 3 current reference letters, current vita, and statement of approach to teaching plus (Dance only) video of teaching/choreography to **Department of Theatre and Dance, Texas Tech University, Box 42061, Lubbock, TX 79409-2061, attn. Prof. Peggy Willis-Aarnio, Dance Search Chair or Dr. Jonathan Marks, Acting Search Chair.**

AA/EOE.

Full descriptions of positions available upon request.

HISTORY/SOCIAL STUDIES

The History and Philosophy Department of the University of Texas-Pan American invites applications for a tenure-track position at the assistant professor level beginning in the Fall 2001. Successful applicant will play a major role in working with social studies teacher preparation. Required: Ph.D in Social Studies or History, or EdD with strong Social Studies or History background. Field of specialization open. Preferred: experience with public school teaching. Women and minorities are encouraged to apply. Letter of application, official transcripts, and curriculum vitae, and three confidential letters of recommendation should be sent to: **Dr. Michael Weaver, Chair, Department of History and Philosophy, University of Texas-Pan American, Edinburg TX 78539.** Deadline for application is February 5, 2001. Candidates are invited to visit our website at *www.panam.edu/dept/hist-phil/* (FOO/01-32)

THE UNIVERSITY OF TEXAS
HOUSTON
HEALTH SCIENCE CENTER

ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

School of Public Health
The University of Texas-Houston

The University of Texas-Houston invites applications from and nominations of outstanding scholars for the position of Associate Dean for Academic Affairs at the School of Public Health. The Associate Dean provides leadership for the academic program of the School and, with the faculty, guides the educational program fostering an environment that encourages intellectual development and a commitment to public health.

We are seeking a senior person who possesses both a distinguished academic record in public health and demonstrated excellence in academic administration. Requirements include a doctoral degree in a discipline related to public health and eligibility for appointment as full professor. Candidates should have the experience and ability to foster productive relationships with faculty, students, staff, university administrators, and other constituencies of the school.

The School of Public Health has a diverse student body of over 900 students and 150 faculty members. Its location in the Texas Medical Center provides excellent opportunities for collaboration with other scientists and health practitioners. Houston, the 4th largest city in the U.S., has a multi-ethnic population and offers a wide variety of cultural and recreational activities. For more information about the School, go to the website at

www.sph.uth.tmc.edu.

Letters of application should include a statement of interest, curriculum vitae, and contact information for three references. Nominations for the position are welcomed and encouraged. Review of applications will begin immediately and continue until the position is filled. Nominations, suggestions, requests for information, and applications should be directed to:

Ms. Evalyn Krinsky, Executive Assistant
Associate Dean Search Committee

UT-Houston School of Public Health
P.O Box 20186
Houston, TX 77225
ekrinsky@sph.uth.tmc.edu

The University of Texas is an Equal Opportunity, Affirmative Action Employer. Women and minorities are strongly encouraged to apply.

WAYNE STATE UNIVERSITY

Tenure-Track Faculty Positions
2001-2002 Academic Year
Assistant/Associate/Full Professor

Instructional Technology
(Administrative & Organizational Studies)
(Assistant/Assoc. Professor/Professor)

Qualifications: Earned doctorate in Instructional Technology or related field; previous attainment of tenured full professorship at a major research institution; primary academic emphasis in organization and human resource development, performance improvement and training. Demonstrated success in university-level teaching, research and corporate professional development on a global level. Experience in business and industry training settings; extensive record of external funding, scholarly publication and high disciplinary visibility required.

Responsibilities: Serve in a leadership role as senior research fellow in the proposed Institute for Learning and Performance Improvement with significant responsibilities for attracting external support of research and professional development projects. Teach graduate level courses in the Instructional Technology program in the performance improvement and training track; advise graduate students and serve on doctoral committees; act in a leadership capacity in service to the discipline and participate in program area/division/college and university academic activities.

Educational Leadership and Policy Studies
(Administrative & Organizational Studies)
(Assistant/Associate Professor)

Qualifications: An earned doctorate in educational leadership. A strong record of scholarship (publications, research and possibly outside funding). Experience advising graduate students (masters, specialists, doctoral). Experience in directing doctoral dissertation research. Preference will be given to candidates with public school (or related) administrative experience. Experience in teaching graduate level students preferably with problem based approaches.

Responsibilities: Continue a strong research agenda in educational leadership. Procure grants, teach graduate level courses. Advise

graduate students (masters, specialists, doctoral). Chair doctoral committees and direct doctoral dissertation research. Curriculum development in the educational leadership unit is also expected. Participate in program area division/college and university academic and collaborative activities.

Rehabilitation Counseling
(Theoretical & Behavioral Foundation)
(Assistant/Associate Professor)

Qualifications: Doctoral degree in Rehabilitation Counseling. Experience in working in urban settings preferred. Teaching experience preferred. Masters degree in Rehabilitation Counseling. Knowledge of local agencies and organizations.

Responsibilities: Teach graduate courses in Rehabilitation Counseling. Advise and recruit graduate level students. Represent program on university committees. Continue program development with Counseling faculty. Serve as faculty advisor for student organization.

School Counseling
(Theoretical & Behavioral Foundation)
(Assistant/Associate Professor)

Qualifications: Applicants should have a Ph.D or Ed.D in Counselor Education or related field. Applicants should be able to acquire LPC licensure in the state of Michigan. Previous university teaching, established record of research and/or grant activity are preferred. Specialist in Career Counseling and Career Development.

Responsibilities: Applicants will be expected to teach courses in K-12 school counseling, school counseling administration, counseling special populations, career development, advanced career development and special workshops. Applicants will be expected to pursue research and publications, advise masters and doctoral degree students and take part in divisional governance and program development.

Educational Psychology
(Theoretical & Behavioral Foundation)
(Assistant/Associate Professor)

Qualifications: Ph.D. in Educational Psychology. Successful college/university teaching experience. An ongoing research program.

Responsibilities: Teaching and advising in Educational Psychology (undergraduate and graduate levels). Develop and maintenance of a program of research in the area. Conduct ongoing line of research with national conference presentations. Publications in refereed journals.

Reading, Language and Literature Education
(Teacher Education)
(Assistant/Assoc. Professor)

Qualifications: An earned doctorate with a major in reading/literacy or related field; ability to conduct research in RLL, publish and pursue grant funding opportunities. Urban teaching experience, K-12, (elementary preferred); university teaching experience preferred. Other specialization's such as Children's Literature, Special Education, Early Childhood Education, English as a Second Language is an asset.

Responsibilities: Pursue an active research program in the area of Reading, Language and Literature Education. Procure grants; teach courses in Reading, Language and Literature at the undergraduate and graduate levels; supervise and direct graduate essays, projects, thesis and dissertations; advise undergraduate and graduate students in Reading, Language and Literature Education; supervise on-site and school based literacy practicums.

Science Education
(Teacher Education)
(Assistant/Associate Professor)

Qualifications: An earned doctorate with a major in Science Education or related field. Major in science. Emphasis in physical science preferred. Ability to conduct research in Science Education, publish and pursue grant funding opportunities. Urban science teaching experience, K-12. University teaching experience preferred.

Responsibilities: Pursue an active research profram in the area of Science Education. Procure grants. Teach undergraduate and graduate Science Education courses including in-service initiatives for practicing teachers. Supervise and direct graduate essays projects, theses and dissertations. Advise undergraduate and graduate students in Science Education. Assume leadership for collaborative efforts with colleagues in the College, University and professional community. Participate in Division, College and University academic and collaborative activities.

Art Therapy
(Teacher Education)
(Assistant/Associate Professor)

Qualifications: An earned doctorate with a major in Art Therapy or related field. Ability to conduct research in Art Therapy, publish and pursue grant funding opportunities. University teaching experience.

Responsibilities: Pursue an active research program in the area of Art Therapy. Procure grants. Teach undergraduate and graduate Art Therapy courses including in-service initiatives for practicing teachers. Supervise and direct graduate essay projects, theses and dissertations. Advise graduate students in Art Therapy. Assume leadership for collaborative efforts with colleagues in the College, University and professional community. Participate in Division, College and University academic and collaborative activities.

Social Studies
(Teacher Education)
(Assistant/Associate Professor)

Qualifications: An earned doctorate with a major in Social Studies Education or related field. Ability to conduct research in Social Studies Education, publish and pursue grant funding opportunities. Urban Social Studies teaching experience, K-12. University teaching experience preferred.

Responsibilities: Pursue an active research program in the area of Social Studies Education. Procure grants. Teach undergraduate and graduate Social Studies Education courses including in-service initiatives for practicing teachers. Supervise and direct grant essay projects, theses and dissertations. Advise undergraduate and graduate students in Social Studies Education. Assume leadership for collaborative efforts with colleagues in the College, University, and professional community. Participate in Division, College and University academic and collaborative activities.

Kinesiology
(Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: Doctorate required in Kinesiology or related field (ABD will be considered). Previous teaching experience at the school/university level. Strong evidence of ability to pursue a scholarly agenda and seek external funding.

Responsibilities: Teach undergraduate and graduate courses in Physical Education-Pedagogy. Seek external funding. Advise undergraduate/graduate students. Supervise student teachers. Participate in (service activities and special) projects of high priority to the Division/College.

Health
(Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: Ph.D in Health Promotion or Health Education or equivalent required. Evidence of ability to secure external funding required. Evidence of scholarly productivity required. Evidence of successful teaching experience required. Desire to teach and perform research in an urban setting required.

Responsibilities: Teach undergraduate and graduate courses in Health Education and Health Promotion. Advise graduate students in Health Promotion and Wellness. Lead research efforts in Health Promotion, Health Education or Wellness with special attention to urban and minority issues. Secure external funding for research efforts in Health Promotion Health Education or Wellness. Participate in collaborative projects.

Sports Administration
(Health, Physical Education & Recreation)
(Assistant/Associate Professor)

Qualifications: Earned doctorate in Sports Administration or related field required. Previous experience in several of the following: athletic administration, sports marketing and legal issues. Previous university teaching experience and/or professional administrative experience.

Responsibilities: Pursue an active research agenda in sports studies or related specialty. Teach graduate courses and advise graduate students. Supervise internships. Collaborate with internal and external groups to meet University goals.

Salary and Rank for above: Commensurate with qualifications and experience.

Application Procedures: Applicants are asked to send a letter of application, a current vita, and a one or two-page summary of their research agenda; make arrangement for three original, recent letters of recommendation and official transcripts to be sent; and provide a list of additional references including addresses and phone numbers.

Submit applications and nominations to Search Committee Chairs c/o:

Office of the Dean
441 Education Building
College of Education
Wayne State University
Detroit, MI 48202-3489
Phone: (313) 577-8283 Fax: (313) 577-3606

Application Deadline: Review of applications will begin immediately and continue until the position is filled. Starting date: August 2001.

The College of Education's theme is The Urban Educator as a Reflective, Innovative Professional, which guides and develops it programs. The College is characterized by its diversity and commitment to an urban mission and reflects the dynamic characteristics of urban life. One of 14 schools and colleges at Wayne State University, the College of Education currently enrolls about 1,000 undergraduates and more than 2,500 graduate (master's/education specialist/doctoral) students in approximately 34 different programs.

Wayne State University is a premier institution of higher education offering more than 350 academic programs through 14 schools and colleges to more than 31,000 students in metropolitan Detroit.

WSU is an equal opportunity/affirmative action employer.

STOUT
UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, UW-Stout has 7,700 students enrolled in 17 graduate and 26 undergraduate programs. The University is located in Menomonie, Wisconsin, 60 minutes east of Minneapolis-St. Paul on Interstate 94. Beautiful lakes, streams and woods surround Menomonie, a city of 14,600. The university invites applications for the following positions.

ADMINISTRATIVE/STAFF

International Programs: Study Abroad Coordinator. Stephen Snyder, director, 715/232-1896, fax 232-2500, snyders@uwstout.edu

Memorial Student Center: Community Development Coordinator. Mary McManus, assistant director, Memorial Student Center, 715/232-2503, fax 715/232-1432, mcmanusm@uwstout.edu

Recreation Complex: Manager. Dennis Shaw, interim assistant to Executive Director of Student Life Services, 715/232-2214, fax 715/232-1421, shawd@uwstout.edu

Residence Life: a) Residence Hall Director; b) Associate Residence Hall Director. Scott Griesbach, director of Housing and Residence Life, 715/232-1121, fax 715/232-1421, griesbachs@uwstout.edu

University Counseling Center: a) Director; b) Counselor. Mary Jackelen-Sterner, counselor, 715/232-2468, fax 715/232-2111, jackelenm@uwstout.edu

FACULTY/ACADEMIC STAFF

COLLEGE OF ARTS AND SCIENCES

Art and Design: a) Sculpture, faculty; b) Industrial Design, faculty; c) Multimedia Design, faculty; d) Ceramics, faculty; e) Painting/Drawing, two positions, faculty; f) Gallery Director/Studio Art, faculty; g) Graphic Design, faculty; h) Studio Art/Art History, faculty; i) Studio Art/Multimedia, academic staff. Ron Verdon, department chair, 715/232-1141, fax 715/232-1669, verdonr@uwstout.edu

English and Philosophy: a) Composition, faculty; b) Literature, faculty; c) Technical Communication, faculty; d) Journalism, faculty. Susan Thurin, department Chair 715/232-1103 fax 715/232-2093, thurins@uwstout.edu

Mathematics, Statistics and Computer Science: a) Computer Science, faculty; b) Mathematics, faculty. Eileen Zito, department chair, 715/232-2682, fax 715/232-2573, zitoe@uwstout.edu

Social Science: a) Political Science, faculty; b) Sociology, two positions, faculty. Robert Evans, department chair, 715/232-2287, fax 715/232-2587, evansr@uwstout.edu

Speech Communication, Foreign Languages, Theatre and Music: a) Technical Director of Theatre, faculty; b) Speech Generalist, faculty; c) Director of Forensics, academic staff; d) Assistant Director of Forensics, academic staff. Raymond Hayes, department chair, 715/232-1238, fax 715/232-1468, hayesr@uwstout.edu

COLLEGE OF HUMAN DEVELOPMENT

Education, School Counseling, School Psychology: a) Education Foundations, faculty; b) Special Education, faculty; c) School Counseling, faculty. Jackie Hasse, department secretary, 715/232-2678, fax 715/232-1400, hassej@uwstout.edu

Food and Nutrition: a) Food Science, faculty; b) Nutrition, faculty. Janice Coker, department chair, 715/232-2183, fax 715/232-2317, cokerj@uwstout.edu

Human Development, Family Living and Community Educational Services: a) Early Childhood Curriculum, faculty; b) Head Teacher/Infant Toddler, academic staff; Mary Thompson, department chair, 715/232-1463, fax 715/232-2524 thompsonm@uwstout.edu c) Preschool Teacher, academic staff. Amanda Branscombe, center director, 715/232-1478, fax 715/232-2524, branscombea@uwstout.edu

Physical Education and Athletics: Assistant Football Coach/Instructor, academic staff. Steven Terry, department chair, 715/232-2161, fax 232-2893, terrys@uwstout.edu

Psychology: Industrial/Organizational Psychology, faculty. Tom Franklin, department chair, 715/232-2242, fax 715/232-5303, franklint@uwstout.edu

Rehabilitation and Counseling: Rehabilitation, faculty. Shirley Stewart, department chair, 715/232-2499, fax 715/232-2356, stewarts@uwstout.edu

COLLEGE OF TECHNOLOGY, ENGINEERING AND MANAGEMENT

Business: a) Law, faculty; b) Management, faculty. Stan Johnson, department chair, 715/232-2417 or 1155, fax 715/232-5004, johnsons@uwstout.edu or kanng@uwstout.edu

Communication, Education and Training: a)Graphic Communication Management, faculty; b) Media Technology, faculty; c) Technology Education, faculty. Suzanne Rowan, office manager, 715/232-1311, fax 715/232-5614, rowans@uwstout.edu

Industrial Management: a) Enterprise Education/Operations Management, faculty. Ned Weckmueller, professor, 715/232-5034 or 1624, fax 715/232-5004 weckmuellern@uwstout.edu b) Enterprise Resource Planning/Supply Chain Management, faculty. Karl Kolb, professor, 715/232-1195 or 1624, fax 715/232-5004, kolbk@uwstout.edu c) Quality Engineer, faculty, Tom Lacksonen, professor, 715/232-1144 or 1624, fax 715/232-5004, lacksonent@uwstout.edu

Stout Technology Transfer Institute/Northwest Wisconsin Outreach Manufacturing Center: Marketing/Public Relations Manager. Lloyd Peterson, director of NWMOC, 715/232-2310, fax 715/232-1105, Petersonll@uwstout.edu

Technology: Apparel Product Development, faculty. Jean Price, program assistant, 715/232-1686, fax 715/232-1330, pricej@uwstout.edu

Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. Instruction is student centered and requires the use of instructional technologies in teaching and may require the delivery of course work via alternative delivery methods, times and locations. UW-Stout values faculty and staff who excel in working with diverse populations of students and staff.

University of Wisconsin-Stout, as an equal employment opportunity/affirmative action employer values a diverse university community and seeks to ensure equal opportunity in its educational programs, activities and employment policies.

The positions are expected to be filled, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry as soon as possible. For information about University of Wisconsin-Stout, go to:

http://www.uwstout.edu/

For a complete list of available positions, go to:

http://www.nationjob.com/uwstout

AMERICAN LITERATURE

Assistant Professor, tenure-track position. Ph.D. in American Literature with a specialization in Mexican-American Literature; an established record of scholarship; demonstrated awareness of and sensitivity to non-traditional student populations; interest in helping develop a borderlands studies program. Women and minorities are encouraged to apply. Successful candidates must have a Ph.D. in hand by September 1, 2001. Deadline for applications Dec. 8, 2000; interviewing at MLA. Send application letter, CV, official transcripts and three letters of recommendation to Dr. Michael Weaver, Interim Chair, Department of English, the University of Texas-Pan American, Edinburgh TX 78539.

(http://www.panam.edu/dept/english).
(FOO/01-29)

Meteorology

Tenure Track - Fall 2001

WESTERN CONNECTICUT STATE UNIVERSITY

The Department of Physics, and Astronomy is seeking applications from qualified individuals to fill a F/T faculty position in meteorology. The appointment is a tenure-track position and is expected to be made at the Assistant Professor level. Ph.D. in either meteorology, atmospheric science or a closely related field preferred. Candidates with less than the terminal degree who exhibit strong undergraduate teaching experience/credentials and/or operational forecasting experience will also be considered. The succesful candidate will be expected to teach undergraduate courses in introductory meteorology, undergraduate weather analysis and forecasting, advise students, and help supervise undergraduate research in meteorology. The department, which includes the Center for Galactic Astronomy (CIGA) and the University Weather Center, currently consists of a physicist, an astrophysicist and an atmospheric/geophysical fluid dynamicist (all full-time) and two adjunct faculty.

Application materials must include: (1) a cover letter, (2) current curriculum vitae (CV), (3) a statement of teaching goals and philosophy, (4) a statement of research interests, and (5) the names of three professional references. Application review will begin on January 15, 2001 and be continued until the position is filled. All application materials must be received by the 15 January 2001 deadline for the application to receive consideration in the first round of screening. All application materials should be addressed to: **Prof. Dennis W. Dawson, Chairperson, Department of Physics, Astronomy and Meteorology, Western Connecticut Sete University, 181 White Street, Danbury, CT 06810.**

WCSU is an AA/EEO Educator/Employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

Washington College of Law
Tenure Track and Visiting Faculty Positions

American University, Washington College of Law seeks applications for five tenure-track faculty positions. In addition, it seeks applications for visiting positions in wide range of subject areas, and applications or nominations for a distinguished visiting professorship in Administrative Law. Details on requirements follow:

(1) For the tenure-track positions, we will consider candidates at all career levels. Minimum qualifications include a J.D. degree and a demonstration of scholarly interest in the one or more fields of law. Applicants' academic records and practice experience also will be considered. Areas of specialization in which we may be hiring include ADR, Banking, Clinical Legal Education, Constitutional Law, Criminal Law and Procedure, Evidence, Family Law, Intellectual Property, Jurisprudence, Labor Law, Legal Theory, Property, Tax, Telecommunications, and Torts.

(2) Minimum qualifications for regular visiting positions include a J.D. degree and significant teaching experience. We will be considering visitors with various specialties for both classroom and clinical teaching.

(3) For the visitor's position in Administrative Law, we seek an individual who has achieved a national reputation as an academic, practitioner, or government official. He or she would fill our new Bronfman Chair of Administrative Law. Details of visits (duties, structure, timing) are open to discussion. We would welcome nominations of potential candidates for this position, as well as applications from such candidates themselves.

The American University and Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. The American University is an EEO/AA employer. Review of applications will begin in September and appointments will be for the 2001-2002 academic year.

All inquiries should be by mail. Although there is no formal deadline, we will begin interviewing candidates for tenure-track positions in September 2000, so interested persons are encouraged to apply as soon as possible. All applicants should submit a cover letter and resume to:

American University
Washington College of Law
Office or the Dean, Suite 366
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

or send e-mail with cover letter, resume, and other supporting material as attachments to kswanso@wcl.american.edu

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CHEMISTRY INSTRUCTOR

Brookdale Community College is a growing institution recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. Located on a 220-acres in central coastal New Jersey, the sprawling campus provides a pastoral setting and is approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for an INSTRUCTOR, CHEMISTRY, to begin January 2001. Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technology literacy. This is a full time, tenure track position to be staffed at the entry-level.

Position requires a Master's degree in Chemistry. Teaching responsibilities include both daytime and evening classes in Introductory Chemistry, General Chemistry, Allied Health Chemistry, Non-majors Chemistry, and potentially, Organic Chemistry and Biochemistry. Candidates should have familiarity with current technological advances related to the discipline, and experience with innovative approaches to teaching such as student-centered learning would be of special interest to us. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Salary range for Instructor level is $33,906-$38,060. Position is entry-level and salary is commensurate with qualifications/experience within the identified range. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

Applicants should submit letter of application, curriculum vitae, unofficial copy of graduate transcripts and three letters of recommendation via Fax: (732) 224-2970, or mail to the address listed below, attn: Human Resources Office.

Visit our website or call our Opportunity Line at (732) 224-2281. Materials must be received postmarked no later than November 24, 2000.

Brookdale Community College

765 Newman Springs Road ◦ Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

Housing and Residential Services
Assistant Director of Custodial and Landscaping Services
Management Services Officer III

The Department of Housing and Residential Services at the University of California, Santa Barbara (UCSB) invites applications for the position of Assistant Director of Custodial and Landscaping Services. UCSB has a strong commitment to diversity and encourages applications from women and members of minority groups.

The Assistant Director is one of two management staff reporting to the Associate Director of Residential Operations. Residential Operations Unit is one of five units within the Housing. The Assistant Director is responsible for the leadership and direction for the custodial and landscaping programs for Housing and Residential Services. Responsibilities include providing custodial services for 1.2 million square feet of Housing facilities (4500 students) that include 6 residence halls, 3 dining commons, 3 university owned dwellings and 952 apartments and landscaping services for more than 60 acres with an operations budget of approximately $3 million.

Provides the direction, supervision, training and evaluation of 3 residence hall managers, 3 custodial supervisors, and a landscape architect. Indirectly supervises 22 custodians, 7 senior building maintenance workers, 11 groundskeepers, 5 Leads, 1 grounds mechanic, 80 students and up to 10 casual staff.

Required: Several years of progressive managerial and supervisory experience coupled with a background in residential custodial facilities and landscaping services. College housing facilities experience preferred. BS or BA required or equivalent combination of education and work experience. Demonstrated knowledge and experience with budget development, performance management, project management, staffing models, employee training programs, national benchmarked cleaning standards, and fundamentals of landscape design complete with basic plant knowledge. Ability to utilize computer programs such as Word and Excel.

Salary is commensurate with experience and qualifications with an annual range of $47,900 to $86,300 and a hiring range of $47,900 to $67,100. Application deadline is November 17, 2000. List Job #2000-10-002.

Apply to: Human Resources/Employment Unit, University of California, Santa Barbara, 3101 Student Affairs/Administration Services Building, Santa Barbara, CA, 93106

http://hr.ucsb.edu

Faculty Positions
(full-time, tenure track)

Harford Community College is seeking applicants for the following full-time, tenure track positions. These positions are 10-month positions scheduled to begin August 15, 2001, except for the fine art position which is scheduled to begin January 2, 2001. **Starting salary will be commensurate with education and experience ($28,000 - $35,000).** An excellent fringe benefits package is available.

Fine Art Instructor
master of fine arts degree

Developmental English & Writing Instructor
master's degree, preferably in English, writing, or reading;
master's degree in a closely related field will be considered.

Developmental Math Instructor
master's degree, preferably in mathematics; master's degree
in mathematics education or closely related field with graduate
courses in math will be considered.

Speech Instructor
master's degree in communications or a closely related field,
such as journalism, liberal arts, speech, teaching, or theater.

Request the **required** application and **detailed** vacancy announcement by calling the Human Resources Office at (410) 836-4415 or via e-mail request to **Vstaley@harford.cc.md.us. RESUMES ARE ENCOURAGED BUT WILL NOT BE ACCEPTED IN LIEU OF AN EMPLOYMENT APPLICATION.** For best consideration, the completed application materials (incomplete applications will not be considered), should be returned by **December 6, 2000.** Only candidates receiving further consideration will be contacted.

HCC is an EEO / ADA Employer Committed
to Diversity in the College Community
http://www.harford.cc.md.us

Sociologist - Assistant Professor Tenure Track

The Department of Sociology at Drew University seeks a full-time, tenure track sociologist to begin September 2001. Rank is Assistant Professor. Applicants should have a PH.D. in sociology. The successful applicant will teach the following courses: Sociology of Youth, Sociology of Welfare, Sociology of Education, Introductory Sociology and Sociology of Deviance. Candidates should expect to integrate material on gender and race into their courses, and be willing to use experiential and comparative approaches. Demonstration of effective teaching and substantial research ability required. Class load is 3:2, salary is competitive. Drew University is situated on a 186 acre wooded campus in Madison, New Jersey, 30 miles west of New York City. Please send: (1) vita, (2) three letters of recommendation and (3) brief statement of teaching and research interests to **Professor Roxanne Friedenfels, Department of Sociology, Drew University, Madison, New Jersey 07940.** Application deadline is January 10, 2001. Hiring is subject to budgetary approval. Drew University is an Affirmative Action Employer.

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Director of Capital Gifts and Gift Planning

The Director of Capital Gifts and Gift Planning manages, plans, oversees and directs planning, organization and implementation of Planned Giving and Capital Gifts program at Agnes Scott College. Reporting to the Assistant Vice President for Development the successful candidate will work with alumnae, donors, foundations, corporations and volunteers to identify, cultivate solicit, and obtain capital and planned gifts as part of the current capital campaign. The director manages assigned caseload of donor prospects, solicits assigned national and international prospects and monitors fund-raising progression toward campaign goals. The director also markets planned giving program as partner with capital gifts efforts, educates donors and serves as institutional resource for planned giving vehicles. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries.

Requirements: BA/BS in related occupational field of study. Minimum of 5 years work experience with considerable knowledge of gift planning, capital campaign and major gift fund raising, a proven history of obtaining significant planned and major gifts, proficiency in grant and proposal writing, ability to generate relationships with prospective donors and estate planning advisors, proven managerial success in development program, excellent communication skills, and strong organizational skills.

Application Process: Send a resume, cover letter, professional references and salary requirements to Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Review begins immediately and continues until position is filled. EOE

www.agnesscott.edu

MONOGRAPHS CATALOGER

WICHITA STATE UNIVERSITY LIBRARIES

General Description: WSU Libraries invites applications for the position of Monographic Cataloger. We are seeking a creative and knowledgeable individual to be part of a Technical Services team. The position will be one of three professional catalogers in a department with 12 support staff. The Library system maintains a collection of 1.2 million volumes, extensive archives, and two branch libraries. Wichita State University, with an enrollment of over 14,000, is one of three research institutions in the state university system of Kansas. The University is located in the largest metropolitan area of Kansas, which serves a diverse population of over 500,000.

Duties and Responsibilities: Reporting to the Head of Technical Services, the major responsibilities of the position include original and complex copy cataloging of monographic resources in a variety of print, non-print, and digital formats following AACR2, MARC, and appropriate authority-control standards. Other responsibilities include sharing database maintenance workloads, serving as a resource person for monographic cataloging, and keeping abreast of national standards for bibliographic control of library materials. Contributes to departmental policy, planning, and procedures development. Participates in library-wide strategic planning. Engages in professional service and scholarship.

Required Qualifications: ALA-accredited graduate degree (must have the degree at the hiring date). Demonstrated knowledge of cataloging principles and procedures, including AACR2, LC subject headings, LC classification, and MARC. Excellent interpersonal skills, and must show evidence of being self-motivated and able to work independently and successfully in a collegial environment. Must demonstrate potential for meeting the Library's tenure and promotion requirements. Successful experience with diverse populations. Must be eligible to work in the United States.

Preferred Qualifications: Recent experience in one or more of the following areas: cataloging, cataloging course work, or paraprofessional cataloging of monographic materials equal to one or more years experience in an academic library or technical services department. Familiarity with government documents and SuDoc Classification, knowledge of CORC and other metadata principles, experience with authority control, supervisory experience, reading knowledge of one or more foreign languages, and an additional graduate degree in an academic discipline.

Salary and Benefits: This position is a 12-month contract, tenure-eligible faculty appointment, with a minimum starting salary of $32,000. Academic rank and salary are negotiable depending on experience and qualifications. The position is available immediately and the starting date is negotiable. Excellent fringe benefits, including TIAA-CREF, Blue Cross-Blue Shield, and HMOs. Twenty-two days of annual leave.

Application: For full consideration letter of application, resume, and names, addresses, telephone numbers, and e-mail addresses (if available) of three professional references must be received by November 27, 2000, to:

Sha Li Zhang
Chair, Search Committee
Wichita State University Libraries
1845 Fairmount
Wichita, KS 67260-0068

WICHITA STATE UNIVERSITY IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

UNIVERSITY
of ILLINOIS at
SPRINGFIELD

PROVOST & VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Illinois at Springfield invites nominations and applications for the position of Provost and Vice Chancellor for Academic Affairs.

Located in the state capital of Springfield, Illinois, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues. The campus offers small classes, substantial student-faculty interaction, and a rapidly evolving technology-enhanced, learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society, operating in accordance with the Boyer model of scholarship and accountability.

Reporting to the Chancellor, the primary functions of the Provost and Vice Chancellor for Academic Affairs are to coordinate campus operations and direct activities surrounding the implementation and achievement of the academic mission of the University of Illinois at Springfield; to coordinate campus operations and initiatives across the divisions; and to coordinate campus planning and budgeting activities.

Candidates for Provost and Vice Chancellor for Academic Affairs must have: 1) an earned doctorate at an accredited institution of higher education; 2) a substantive record of distinguished scholarly achievement; 3) an established record of successful university-level teaching, including a strong commitment to undergraduate and graduate-level teaching and professional education; 4) successful experiences in senior-level leadership at the level of Dean or higher at an accredited institution of higher education; 5) a demonstrated record of developing, implementing, and sustaining innovative policies and programs that foster excellence in teaching, research, and service in higher education; 6) demonstrated capabilities in strategic planning, academic policy-making, budgeting, and management in higher education; and 7) an established record of personal and professional ethics, character, and integrity.

Applications and nominations should be submitted to:

Lee Frost-Kumpf, Ph.D., Associate Professor and Chair
UIS Provost Search Committee, PAC 566
University of Illinois at Springfield
P.O. Box 19243
Springfield, Illinois 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of at least five references. Consideration of applications will begin on January 8, 2001, and continue until an appointment is made. The appointment will commence no later than July 1, 2001.

For more information about UIS, visit our web site at: **www.uis.edu.**

The University of Illinois at Springfield is an affirmative action, equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

AMHERST COLLEGE

ASSOCIATE/ASSISTANT REGISTRAR

Amherst College, a private undergraduate liberal arts college for men and women, with 1,650 students and 170 faculty, seeks an experienced professional who will be responsible for the day to day operations of the Registrar's Office including preregistration and registration activities. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

The successful candidate will be responsible for coordinating communications with students and faculty, scheduling final exams, generating enrollment reports, monitoring student tracking, determining completion of degree requirements for seniors, maintaining the office's Web pages, serving as liaison to the information technology department, supervising two staff members, and answering inquiries regarding academic regulations and practices from all constituencies.

Qualifications: Bachelor's degree required, advanced degree preferred; 4 or more years' experience as professional in a registrar's office or closely related area; experience with computerized information systems, previous experience with Datatel's Colleague especially helpful. Strongly detail oriented with excellent oral and written communication skills and superior interpersonal skills required. Candidate must have a strong commitment to team building and customer service.

Interested candidates should submit a letter of application, resume, and the names of three references to: **Office of Human Resources, 201 Converse Hall, Amherst College, Amherst, MA 01002-5001.** A review of application will begin on November 15, 2000 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Study Abroad Coordinator

The Center for International Programs and Exchanges at Plattsburgh State University of New York invites applications for a full-time, twelve-month Study Abroad Coordinator position. This position is expected to begin on December 6, 2000.

Responsibilities include: Administering Study Abroad and Exchanges programs at PSUNY; providing advice and guidance to students about study abroad opportunities, conducting orientation meetings; making arrangements for incoming exchange students; preparing promotional materials and visiting program sites abroad.

Qualifications: Bachelor's degree required, Master's degree preferred. A minimum of three to five years of administrative experience in study abroad and/or other international program activities at an institution of higher education; excellent written and oral communication skills; outstanding interpersonal, organizational and computer skills and ease in working with students are required. Advanced knowledge of a foreign language and experience living or studying abroad will be highly regarded.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $33,000 to $38,000 dependent upon qualifications and experience, with excellent benefits. Review of applications begins immediately and continues until the position is filled. Please submit letter of application; resume; and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2489-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681.
Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

The Center for the Study of Religion (CSR), Princeton University, announces availability of 6 one-year (9/1/01-6/30/02) postdoctoral fellowships for pre-tenured scholars. Each is geared to a specific theme. To apply, submit CV, 3 letters of recommendation, a 5 page proposal, and published or unpublished paper demonstrating scholarly command of topic of one of the 4 themes. Applicant's doctorate may be in any relevant field. Princeton University PhDs not eligible. **Applications due postmarked 1/16/01. Contact CSR, 5 Ivy Lane, Princeton University, Princeton, NJ 08544-1013; 609/258-5545; askline@princeton.edu; www.princeton.edu/~csrelig.**

Princeton University is an equal opportunity and affirmative action employer.

- **Death and Dying in Buddhist Cultures:** special emphasis on death-related topics-preparation for dying, funerary and mortuary ritual, propitiation of spirits, etc.-from a multidisciplinary perspective in order to gain insight into Buddhism as a lived religion, especially in premodern societies. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and assist Professor Jacqueline Stone in arranging a course and conference on Buddhist death-related practices in the context of specific cultures.
- **Poverty/Charity and Jewish Studies/Middle East Studies/Religion/History:** special emphasis on the history of poverty and charity, especially their religious and social aspects, in Jewish communities. Preference for applicants working in medieval Islamic world, but other regions and periods considered. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and work with Professor Mark R. Cohen in a graduate seminar and conference on the comparative study of poverty and charity in Judaism, Christianity, and Islam.
- **Christian Thought and Practice (2):** special emphasis on the religious life of American Christians, congregations, or clergy. Fellows should be engaged in projects of value to the ways in which American Christians live, preach, and teach, or to congregations and pastoral leadership. Fellows will conduct own research on historical or contemporary aspects of Christian thought and practice, attend a weekly interdisciplinary workshop, and participate in an annual symposium for scholars, clergy, and community leaders.
- **Public Theology (2):** special emphasis on historical and contemporary manifestations of public theology in Christian faith communities. Fellows should be engaged in projects concerning the implications of theology for the religious life of American Christian communities, faith traditions, congregations, and/or clergy. Fellows will conduct own research, attend a weekly interdisciplinary workshop, hold regular meetings with a member of the Princeton faculty who serves as a host and mentor for the year, and participate in an annual symposium for scholars, clergy, and community leaders. Eligibility requires an M.A., M.Div., or equivalent degree from an accredited seminary.

Princeton University

WILLAMETTE UNIVERSITY

Willamette University seeks candidates for an Assistant Professor (rank negotiable with appropriate experience) with expertise in American ethnic studies to teach undergraduate courses in American ethnic issues and the College of Liberal Arts general education program. The successful candidate will affiliate with one of the College's existing departments and will work closely with other interested faculty in developing an interdisciplinary, inclusive, and comparative American ethnic studies program that may in the future grow into a major. The position requires a doctorate in one of the traditional liberal arts disciplines or an interdisciplinary area that contributes to these disciplines.

Expertise in African American, U.S. Latino/Chicano, Asian/Pacific American, or Alaska Native/American Indian studies and experience in living and working with communities of color strengthen applications for this position. Inevitably, the person holding the position will be looked to for leadership by the student community of color.

Willamette University has made a strong institutional commitment to diversifying its faculty, student body, and undergraduate curriculum. The University strives to attract qualified candidates from minority communities and encourages individuals belonging to these groups to apply. The addition to the curriculum of courses in American ethnic relations and the creation of an American ethnic studies program are major priorities in Willamette University's commitment to diversity.

Please send a letter of application, vita, and three current references to: **Professor Charlie Wallace, Ethnic Studies Search Committee Chair, Office of the Chaplain, Willamette University, 900 State Street, Salem, OR 97301.** For additional information see: **www.willamette.edu/dept/hr.** If you will be attending your national conference, please let us know and we will try to arrange an interview. Application review will begin on December 15, 2000. However, applications will be accepted until the position is filled.

Department Chairs

BUSINESS/COMPUTER SCIENCE
(Position #01-157) Accounting, Economics, Computer Info Systems, Computer Science, Legal Environment

MATHEMATICS
(Position #01-156) Mathematics or related field (Engineering)

SOCIAL SCIENCES
(Position #01-158) History, Psychology, Sociology, Political Science, Geography, Education, or Anthropology

Individuals will be responsible for providing leadership to the appropriate faculty and staff under the supervision of the campus Dean of Academic Services. Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conducive to teaching and learning. This is a twelve-month, tenure track position with faculty rank and will require some teaching.

Master's degree required with a minimum of 18 semester (30 quarter) hours of graduate credit in the discipline (see above). Doctorate preferred. A minimum of three years of college-level teaching experience and at least three years administrative or comparable experience in higher education is required. Experience with academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, development and management of budget.

Salary is $54,614 (commensurate with education and experience) with excellent benefits. Initial appointment will be for a term of up to four years with reappointment at the discretion of the President. Position will start July 1, 2001. Application deadline: 12/1/00.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Judy Chastenay
3251 Panthersville Rd, Decatur, GA 30034.
Fax: 404-244-6774.

Georgia Perimeter College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

www.gpc.peachnet.edu

STATE UNIVERSITY OF NEW YORK

NEW PALTZ

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of the undergraduate and graduate teaching, an ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

The State University of New York at New Paltz is recruiting for the following faculty positions. Unless otherwise indicated, all positions are tenure-track and begin in Fall 2001. A terminal degree in hand is preferred for Assistant/Associate Professor, tenure-track positions but a M.F.A. or Ph.D. in progress and near completion is required.

Business	**Search Number**
International Business	F00-07
Finance	F00-06
Management	F00-08
Decision Support, Operations Research	F00-09
Education	
Educational Studies, Psychological Foundations	F00-41
Educational Studies, Social Foundations	F00-42
Educational Studies, Special Education	F00-04
Elementary, BS/MS Program Generalist	F00-26
Elementary, Early Childhood Specialist	F00-30
Elementary, Reading/Literacy	F00-17
Elementary, Social Studies	F00-16
Elementary, Inclusion Practices	F00-22
Elementary, Student Teacher Supervision- Lecturer	F00-29
Secondary Education, Social Studies	F00-28
Engineering	
Chair	F00-24
Electrical & Computer Engineering	F00-25
Fine Arts	
Art-Graphic Design/Multimedia	F00-11
Art-Graphic Design/Digital Media	F00-14
Art Education	F00-12
Art History-African or Latin American	F00-10
Theatre-Theatre Management	F00-13
Liberal Arts & Science	
History, 19th Century U.S.	F00-38
Biology, Physiology	F00-39
Black Studies	F00-45
Communication Disorders, Speech Pathology	F00-44
Computer Science	F00-20
Communication & Media, Journalism	F00-15
Economics	F00-23
Geography	F00-01
Geography, Planning Specialist/Environmental	F00-02
Geology	F00-21
Math Education	F00-19
Mathematics	F00-32
Philosophy, Religion	F00-40
Political Science	F00-05
Psychology	F00-33
Sociology	F00-31
Editor/Deputy Publisher, Legislative Gazette	F00-34

The State University of New York at New Paltz is recruiting for the following professional positions.

Assistant Dean for Freshmen Programs	P00-13
Associate Director of Residence Life	P00-11
Director of Alumni Affairs	P00-04
(2) Psychologists, Counseling or Clinical	P00-06

All searches begin immediately and continue until positions are filled. All positions are subject to budgetary approval or pending retirements. For fuller detail on application procedures, position descriptions and additional faculty and professional vacancies visit our HR Jobline at: http://hawk.newpaltz.edu/hr.

Send Application materials to appropriate search reference number at: **SUNY New Paltz, 75 S. Manheim Blvd., New Paltz, NY 12561.**

AA/EOE/ADA employer

KENT STATE
UNIVERSITY

ANTHROPOLOGY Assistant Professor, Archaeologist. Tenure-track position to begin Fall 2001. Current prehistory focus of the department is eastern North America; other geographic areas considered. Qualifications: Ph.D. and an established record of research and publication. Application Deadline: February 1, 2001. To apply, send vita and supporting data to:

Search Committee Chair
Department of Anthropology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

ANTHROPOLOGY
SOCIOLOGY

1-yr Visiting Appointments

For complete job descriptions
go to **www.wooster.edu.**
Scroll down and select the Jump to
Employment Opportunities.
The positions are posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

GRAND VALLEY
STATE UNIVERSITY

PRESIDENT

The Board of Control of Grand Valley State University invites nominations and applications for the position of President of the University.

Founded in 1960, Grand Valley State University is a four-year state, Master's I institution. The main campus is located seven miles west of Grand Rapids, Michigan, near the town of Allendale. The University operates campuses in Allendale, Grand Rapids, and Holland; and, continuing education centers in Muskegon and Traverse City.

Four hundred and eighty six full time faculty members serve a student population of 18,500. Grand Valley prides itself on being a teaching institution dedicated to providing the highest level of quality instruction possible. The faculty was judged "impressive" by the evaluation team of the North Central Association of Colleges and Schools.

Over one hundred academic and career preparation programs leading to degrees in more than seventy-five major areas are available through the Division of Arts and Humanities, the Seidman School of Business, the Division of Science and Mathematics, the Division of Social Sciences, the Kirkhof School of Nursing, the School of Social Work and the School of Education.

The President is the Chief Executive Officer of the System and reports to an eight member Board of Control, which is appointed by the Governor of Michigan.

The University seeks an individual with the following leadership strengths:

- A Visionary with the ability to provide a vision for the future that is compatible with the University's mission
- An Academic Leader with a commitment to high-quality undergraduate and graduate education
- An Effective Administrator who believes in participatory governance and the delegation of responsibility and authority as evidenced by collaborative leadership
- A Community Developer with an ability to balance internal and external responsibilities and provide leadership for the many facets of the University
- A Resource Acquirer who has exhibited proven ability and commitment to provide leadership for acquiring resources
- An Ethical Person with a strong commitment to integrity and the highest moral and ethical values
- An Administrator who has managed a large complex organization at the senior level with a preference given to administrators with an earned doctorate and higher education experience.

The Presidential Search Committee will begin the review of applications immediately and will continue to the time of selection. Applications should include a current curriculum vitae, references and a thoughtful letter discussing the candidate's qualifications. Please visit us on our web site and submit applications to our retained consultant: **William J. Bowen, Vice Chairman, Heidrick & Struggles, Inc., Sears Tower - Suite 7000, 233 South Wacker Drive, Chicago, IL 60606-6402. Phone: (312) 496-1794 FAX: (312) 496-1046 e-mail: wjb@h-s.com**

Grand Valley State University web site: **www.gvsu.edu**

Grand Valley State University is an Equal Opportunity/Affirmative Action Institution.

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

DIRECTOR OF HUMAN RESOURCES

The College at Brockport invites applications for the position of Director of Human Resources to begin on or about January 15, 2001. Brockport is a public comprehensive college within SUNY, with 6,500 FTE students and over 1,200 employees in 7 bargaining units. It is located in a scenic village on the Erie Canal, 23 miles west of Rochester, NY. For additional information see our home page at **http://www.brockport.edu.**

Responsibilities: Reporting to the Vice President for Administrative Services, the Director of Human Resources directs the planning, development, organization and implementation of a comprehensive human resources program. The successful applicant will lead a department tasked with policy and procedures development; administration of employee/ labor relations for seven unions; position classification and compensation; benefits administration; payroll; human resources information system; regulatory compliance; administration of evaluation and awards systems; recruitment, selection, and placement activities; and orientation, training and professional staff development.

Required Qualifications: Master's degree in Human Resources, Public Administration, Personnel Administration, Business or related discipline, plus at least seven years of relevant professional human resource experience, including three years of supervisory and management experience. Excellent problem-solving and communication skills. Experience in a culturally diverse, unionized environment.

Preferred Qualifications: Experience in higher education. Demonstrated ability to work with the various constituencies of the College community. Experience with Human Resource/Payroll database systems.

Applications: Send letter of application, curriculum vitae, and names, addresses and telephone numbers of three professional references to: **Edward J. Kumar, VP for Administrative Services, SUNY College at Brockport, 350 New Campus Drive; Brockport, NY 14420-2917.** SUNY Brockport is an *EEO/AA employer.* Women, minorities, veterans, and persons with disabilities are encouraged to apply. Finalists will be required to submit three letters of reference and a transcript showing highest degree earned. **Review of applications will begin on November 15** and continue until the position is filled. Applicants are encouraged to apply by the above date for full consideration.

VICE CHAIR
Center for Latin American Studies, University of California at Berkeley

Salary range: $41,736-$57,948
Closing date: December 6, 2000
Starting date: January 15, 2001 (negotiable)

Working with the Chair, faculty, and staff, the Vice Chair coordinates all programmatic aspects of the Center: conferences and events, visiting scholars, faculty, funding, tri-annual newsletter, Website *(http://www.clas.berkeley.edu/clas)*, working papers, and outreach. Responsibilities also include writing grant proposals and reports to university, government, and foundation funding sources; hiring of Center staff; and communication with the faculty executive committee.

Desired qualifications: excellent writing skills; evidence of success at fundraising; administrative skill and experience; advanced degree in a field relevant to the Center's program in Latin American Studies (PhD preferred), and advance competence in Spanish or Portuguese.

Applicants should submit a letter of application, CV, professional writing samples, and names and addresses of three references to **Harley Shaiken, Chair, Center for Latin American Studies, University of California, Berkeley, 2334 Bowditch Street, Berkeley, CA 94720-2312.**

The University of California is an equal opportunity/affirmative action employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

Government Department Advertisement Language

American University's School of Public Affairs, Department of Government, invites applications to **two tenure positions** at the Assistant Professor level to begin in the fall semester, 2001.

The first position is in American Politics; teaching interests and research fields are open. Candidates will be expected to teach Politics in the United States, an introductory course in the university's general education program, and should be prepared to offer some upper level courses in the department's undergraduate, M.A. and/or Ph.D. programs.

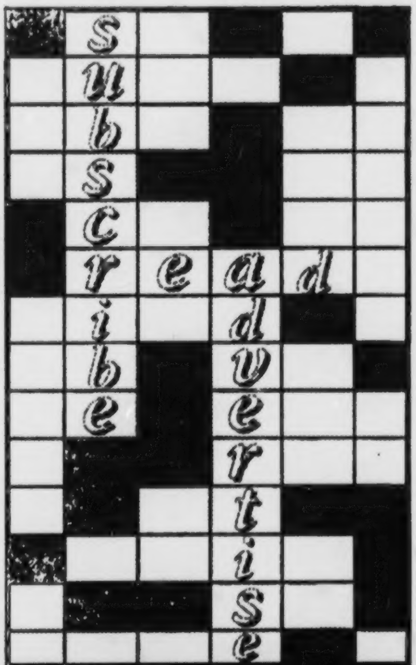
The second position is in political theory; candidates will be expected to teach Individual Freedom vs. Authority, an introductory political theory course in the university's general education program. Preference will be given to candidates who can also teach Feminist Political Theory and related courses.

American University's School of Public Affairs is located in our nation's capitol with convenient access to national, state, and local governments, organizations, and associations and is an ideal place to teach and conduct research in all areas of political science. For more information about our programs and our distinguished faculty, please visit our web site at http://www.american.edu/academic.depts/spa/gov/. American University is an Equal Opportunity Employer committed to a diverse faculty, staff, and student body. Women and minority applicants are strongly encouraged to apply.

Interested parties should submit a detailed letter of application, identifying the specific position of interest, curriculum vitae, and the names, addresses, emails, and three letters of recommendations to:

Department of Government Search
Office of the Dean/SPA
American University
4400 Massachusetts Ave NW
Washington, DC 20016

Please prominently identify the position as "American Politics" or "Political Theory".



The Hispanic Outlook
Tel: 201.587.8800 ext. 102 or 106
Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

BEST COPY AVAILABLE

MICHIGAN TECHNOLOGICAL UNIVERSITY

Senior Vice President for Advancement and Marketing

Located in Michigan's Upper Peninsula, Michigan Technological University is recognized as one of the nation's leading technological universities. Through its College of Engineering, College of Sciences and Arts, School of Business and Economics, School of Forestry and Wood Products, and School of Technology, Michigan Tech provides more than 125 academic program options to over 6,300 students in a residential campus setting.

The Senior Vice President will provide leadership, support, and closure for the existing $140 million capital campaign and will lead all other advancement efforts at the University. He/She will provide leadership in identifying, cultivating and soliciting donations to the institution and will be a hands-on development professional as well as an experienced administrator. Although a minimum of ten years of development experience, at least five as an effective manager, is strongly preferred, candidates with strong leadership and organizational skills, tax law experience, planned giving and estate planning experience, marketing orientation and demonstrated volunteer fund raising experience will also be considered. A baccalaureate degree is required; a graduate degree is strongly preferred. DOE. EOE. For a full position description, see www.morrisberger.com. ***Send resume and cover letter to: Morris & Berger, 201 S. Lake Ave., Ste. 700, Pasadena, CA 91101. Fax or E-mail: (626) 795-6330, mb@morrisberger.com***

Florida Gulf Coast University

Biology Faculty

COLLEGE OF ARTS & SCIENCES

The Biology Program at FGCU invites applications for a full-time, 9-month position at the Assistant/Associate Professor level within our Division of Mathematics and Sciences. A major task of this person will be the development of a program in biotechnology. Teaching responsibilities will include an undergraduate course in Genetics and additional courses to be determined by the interests of the applicant and needs of the Division. ***Min. Req'd:*** Ph.D. in the biological sciences (completed before August 2001). Evidence of excellence in teaching and continuing scholarship. Candidates with prior experience supervising undergraduate research are particularly encouraged to apply. ***Prefer:*** The applicant's area of phylogenetic expertise is open, however, the successful applicant will be expected to develop a program in biotechnology, teach genetics (and other courses), and to involve undergraduate students in research. For more information about our program, see our web site (http://itech.fgcu.edu/arts/biology/). Informal inquiries may be made to Dr. Jerome Jackson (jjackson@fgcu.edu).

SPECIAL POSITION NOTES: Appointment will be made at a faculty rank commensurate with the candidate's exp. on a 9-mo. multi-year contract basis. The anticipated start date for this position is Fall 2001.

APPLICATION PROCESS: Applicants should submit two packages (one original and one photocopy); each package must include a letter of interest, curriculum vitae, statement of teaching philosophy, a statement of research interests articulating how he/she will involve undergraduates, and contact information for five references. These packets must be postmarked by November 27, 2000 and should be sent to: **FLORIDA GULF COAST UNIVERSITY, Position #13619, Director, Human Resources, 10501 FGCU Blvd. South, Ft. Myers, FL 33965-6565.** Obtain additional information by visiting our website at www.fgcu.edu or call the 24-hr jobline at 941-590-1111.

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

CALIFORNIA LUTHERAN UNIVERSITY

SCHOOL OF EDUCATION

3 FACULTY POSITIONS

www.clunet.edu

POSITION 1: TEACHER EDUCATION: MATH METHODS

Position:
Teacher Education faculty, School of Education, at Assistant or Associate Professor level. Position to begin in January or August, 2001

Responsibilities:
Teach elementary math methods and other courses and supervise students in the Teacher Education and M.Ed. Program. Assist with student advisement and assessment. Represent the Teacher Education programs in K-12, university and professional communities. Assist with program development, evaluation and improvement. Develop and maintain an active program of research.

Qualifications:
Possession (or near completion) of an earned doctorate in education. Knowledge of contemporary curriculum and instruction with a special focus on math education. Should also be able to teach in one or more of the following areas: science education; multicultural education; child development, action research, educational technology. At least three years elementary classroom teaching experience and demonstrated potential for scholarly work.

Search Committee Chairperson: Dr. James Mahler

POSITION 2: EDUCATION LEADERSHIP

Position:
Faculty position in Educational Leadership, tenure track position, rank open. Teach credential and masters degree courses. Opportunity to assist in the planning and development of a new doctoral program. Position to be filled by August, 2001.

Responsibilities:
Teach, recruit and advise students, chair and serve on thesis and dissertation committees. Assist leadership for program development, evaluation and ongoing improvement. Develop and maintain an active program of research in a newly established Educational Research and Leadership Institute.

Qualifications:
Possession of an earned doctorate in education. Experience with program planning and development. Experience in thesis or dissertation advising. Evidence of scholarly productivity. Expertise in one of the following: research methods; organizational theory; leadership; curriculum design and development; educational technology. Knowledge/experience in leadership of contemporary schools.

Search Committee Chairperson: Dr. Mildred Murray Ward

POSITION 3: COUNSELING AND GUIDANCE

Position:
Assistant or Associate Professor, School of Education, beginning August 2001.

Responsibilities:
Teach courses and supervise students in the Pupil Personnel Services, School Counseling credential program. May also teach in other Counseling and Guidance graduate programs. Assist with student admission, advisement and assessment. Represent the Counseling and Guidance programs in the K-12 and university and professional communities. Assist with program development, evaluation and improvement. Develop and maintain an active program of research. Opportunity to teach in newly-developed doctoral program in Educational Leadership.

Qualifications:
Possession of an earned doctorate in counseling, educational psychology or related field. Record of successful teaching in higher education and experience in K-12 school counseling preferred. Evidence of potential for scholarly or creative productivity. Knowledge of contemporary school counseling, pupil personnel services.

Search Committee Chairperson: Dr. Gail Uellendahl

APPLICATION PROCEDURE:
Applicants should send a letter of interest with a copy of graduate transcripts, publication reprint (or article in progress) and the name of three references to: **the appropriate search committee chairperson, School of Education, California Lutheran University, 60 W. Olsen Road, Thousand Oaks, CA 91360.** Review of applications will begin on November 15, 2000.

California Lutheran University is an Equal Opportunity Employer. The university encourages candidates who will contribute to the cultural diversity of CLU to apply.

DEAN
COLLEGE OF ENGINEERING
FLORIDA INTERNATIONAL UNIVERSITY

Position
Florida International University, seeks applications and nominations for the position of Dean of the College of Engineering. The new Dean will be a proven leader with a commitment to innovative, interdisciplinary approaches to engineering and science education. The successful candidate will demonstrate a commitment to build upon current sponsored research programs and a successful administrative track record. The Dean will join a community of dedicated scholars in a high quality and growing engineering program. Qualifications Candidates must have credentials commensurate with appointment as a tenured full professor and a doctorate in engineering or a master's in engineering and doctorate in a related discipline such as computer or information science, and experience in federally funded research. Candidates must also demonstrate proven academic administrative, fiscal and management experience. Professional engineering experience is highly desirable. Candidates must have successfully managed a large, complex unit with a nationally competitive research program. Candidates are expected to have a national reputation with well-developed federal agency, industry, and professional society networks. The salary for this position is commensurate with experience and qualifications.

About the College and University
The College of Engineering is South Florida's premier engineering education resource. It offers baccalaureate, master and doctoral degrees in biomedical, civil, chemical, computer, electrical, environmental, construction management, industrial, mechanical and systems engineering. The College has eighty-eight faculty members and enrolls 1460 students. Research is an integral part of the College's curriculum, supported by centers of excellence, where faculty and students work with cutting edge technology. All major federal agencies and a large number of local, national and international corporations support this research. In FY2000 external funding obtained by the departments reached $6,000,000; center funding passed $12,000,000. The university has recognized the College's distinguished faculty for excellence in teaching, research and service. The members of the Engineering faculty have received numerous national awards. The University serves Southeast Florida, the state, the nation, and the international community by imparting knowledge through excellent instruction, creating new knowledge through research, and by providing public service on a local, national, and international scale. In just 28 years, the University has achieved a national reputation for excellence and has become an international center of learning and research with state-of-the-art facilities. The university has recently received Carnegie classification as a doctoral, research extensive university—one of only 149 universities in this category nationwide. The university offers more than 175 baccalaureate, masters and doctoral degree programs in 280 majors through its 16 colleges and schools to students nationwide and from more than 130 foreign countries. Enrollment currently exceeds 31,000, with 1,200 faculty members, and 83,000 alumni, making it the largest university in South Florida. FIU has a strong history of diversity and minority representation among its students, faculty and administrators, and ranks in the top one percent of all U. S. universities in campus diversity. **For further information visit www.fiu.edu. Deadline and Contact Information E-mail inquiries and applications are preferred. Send letter of inquiry or application accompanied by current curriculum vitae along with the names 5 current references and their telephone numbers to:**

Dr. Thomas A. Breslin
Vice-President for Research
Division of Sponsored Research and Training, PC 539
Florida International University
University Park Campus
Miami, Florida 33199
[e-address: www.eng.fiu.edu/deansearch]

Paper applications must be postmarked by January 1, 2001; electronic applications must be received by January 1, 2001. Florida International University is a member of the State University System and an Equal Opportunity/Equal Access/Affirmative Action Employer.

CLARION
UNIVERSITY
DEAN OF ENROLLMENT MANAGEMENT
Clarion University of Pennsylvania
Search Re-Opened

Clarion University invites nominations and applications for the newly created position of Dean of Enrollment Management.

Responsibilities:

The Dean of Enrollment Management reports to the Provost and Academic Vice President and is responsible for the development, coordination, and direction of the university's enrollment management program. Responsibilities include developing strategic and operational enrollment management plans, establishing enrollment management strategies and priorities, participating in university promotional activities, monitoring program success, and providing for continuous improvement of all enrollment management activities. The dean oversees admissions, financial aid, scholarship administration, student retention and advising functions, and is responsible for working with faculty and staff to create a positive enrollment management environment throughout the university.

Qualifications:

A doctoral degree in an appropriate field is preferred. A master's degree with three years experience in an enrollment management environment is the minimum qualification. A thorough knowledge of strategic enrollment management principles and the ability to apply them effectively in a highly competitive market are required. A positive attitude, creativity in promotion of institutional image, an understanding of technology applications in enrollment management, a commitment to diversity, and the ability to work well with people are necessary characteristics. Competitive candidates will have significant marketing and research experience and will have previously supervised staff in at least one of the functional areas of responsibility for the position. Completion of a successful on-campus interview is required.

Applicants and Appointment:

Candidates for Dean of Enrollment Management must submit the following materials: a letter of application addressing qualifications for the position, resume, and names and addresses of three references. Application materials and requests for additional information concerning the position should be addressed to Ms. Bobbi Heeter, Search Committee Coordinator, 115 Carrier Administration Building, Clarion University, Clarion, PA 16214. Applications received by November 20, 2000, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive.

The University:

Committed to a strong teaching mission complemented by research and service, Clarion University of Pennsylvania takes pride in the accomplishments of its students, who graduate from programs recognized for quality and that have earned the most prestigious accreditations including, AACSB, ALA, AOTA, ASHA, NASM, NCATE, and NLN. Founded in 1867 and located in scenic western Pennsylvania, the university enrolls approximately 6,000 students who attend classes at campuses in Clarion and Oil City, the Pittsburgh site, and at various distance education locations throughout the state. Clarion University, as one of fourteen comprehensive public universities in the Pennsylvania State System of Higher Education, offers a substantial general education core and makes the latest in technology available to its students who pursue associate, undergraduate, and graduate degrees. Academic programs are conducted through the Colleges of Arts and Sciences, Business Administration, and Education and Human Services, and through the School of Nursing.

More information on Clarion University of Pennsylvania is available at:
http://www.clarion.edu.

Information on this search can be found at:
http://www.clarion.edu/admin/humanresources/employment/emp_exec.htm

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
FACULTY POSITIONS

The Department of Computer Information Systems is seeking applicants for two tenure-track positions at the assistant/associate professor level, starting date August 1, 2001, or earlier.

Candidates should have a doctorate in CIS/MIS or Computer Science and teaching experience. In depth knowledge is required in two of the following areas: Visual Basic, C++, Java, Internet/intranets, telecommunications, networking, databases, and microcomputer software/applications. Preference will be given to candidates with a demonstrated record of continuing publication in refereed journals.

Faculty members in the CIS Department are expected to teach undergraduate courses to students who have a major concentration or minor concentration in computer information systems, students who are pursuing a Bachelor of Science in Information Technology, students who have CIS as a concentration in their MBA program, and students who are pursuing a Master of Science in Information Systems. In addition to teaching, faculty members are expected to provide community service and to publish in accordance with current AACSB standards.

Bryant College, a student-centered College, is AACSB accredited at both the graduate and undergraduate level and enrolls approximately 3000 undergraduate and graduate students. The College offers a Bachelor of Science in Business Administration, a Bachelor of Arts in Liberal Studies, a Master of Business Administration, a Master of Science in Taxation, and a Master of Science in Accounting. New programs include a Bachelor of Science in Information Technology and Master of Science in Information Systems. Bryant College is in Smithfield, RI, located 15 minutes from Providence and one hour from Boston.

Letters of interest indicating position applied for, a curriculum vitae, and two references should be sent to the **Human Resources-H, RI 02917-1284** by December 31. Inquiries should be made to **Hal Records, CIS Department Chair Resources Office-C, Bryant College, 1150 Douglas Pike, Smithfield at hrecords@bryant.edu.**

Salary and benefits are AACSB competitive.

Bryant College is an Equal Employment Opportunity/Affirmative Action Employer, and an institution committed to diversifying its faculty; and women and minority are strongly encouraged to apply.

Director of Counseling Center
Search Reopened
WESTERN CONNECTICUT STATE UNIVERSITY

WCSU is seeking a dynamic individual to provide leadership for counseling and mental health services on campus. General duties include individual and group counseling, psychological and educational testing including career counseling and assessment. The Director also coordinates related testing services (CLEP, MAT, GRE) and provides screening for anxiety, depression, eating disorder and drug and alcohol related problems. Campus outreach and involvement also includes work with orientation, research assessment, Crisis Response Team, Safe Zone Project, Housing & Residential Life and graduate counseling program. Consultation services are also available to faculty and staff. The Counseling Center currently consists of two full-time and one part-time counselor, a consulting psychiatrist and clerical support.

Requirements: Doctorate in Clinical or Counseling Psychology, Connecticut Licensure or eligibility in Connecticut Licensure. Five Years of University/College counseling experience. Certification in interpretation of Myers Briggs Type Indicator and Strong Interest Inventory is preferred.

Application Process: Submit cover letter, resume, and the names and phone numbers of three professional references to: **Ms. Constance Wilds, Dean of Student Affairs, WCSU, 181 White St., Danbury, CT 06810.** Prior applicants need not reapply. **Deadline for applications is November 27th, 2000.**

WCSU is an AA/EEO Educator/Employer.

ROANOKE COLLEGE

The Department of Sociology invites applications for the position of Chair of the Department at the Associate or Full Professor level to begin August 2001. Candidates should have a strong commitment to and experience with liberal arts education in a small college setting, to excellence in teaching, to a program of scholarship, and have demonstrated administrative ability. The position involves teaching two courses per semester and a course in the May Term every third year; teaching areas are open. In addition to the Chair, the Department consists of five full-time faculty, several part-time faculty, and a teaching associate. Roanoke College (www.roanoke.edu) is a coeducational, liberal arts college, affiliated with the Lutheran Church, with approximately 1700 students. The College is located in a community of 250,000 surrounded by the Blue Ridge Mountains in Southwestern Virginia. Applicants should submit a letter of interest, curriculum vitae, statements of teaching and research interests, and three letters of recommendation to: **Dr. Ronda Carpenter; Chair of Search Committee; Sociology Department; Roanoke College; 221 College Lane; Salem, VA 24153; or FAX 540-375-2053.** The deadline for applications is **December 31, 2000.**

Roanoke College is an Equal Opportunity Employer with a strong commitment to diversity.

DIRECTOR OF INSTITUTIONAL RESEARCH

California State University, Sacramento is seeking a Director of Institutional Research, effective March 2001. The director, under the supervision of the Associate Vice President for Academic Affairs (Budget and Planning) provides effective management and visionary leadership in the Office of Institutional Research. To this end, the primary responsibilities of the Director of Institutional Research are to develop and maintain information systems that provide accurate and reliable information to fulfill external mandates and internal needs; administer and analyze comprehensive surveys; collect and communicate key performance indicators; provide critical support for strategic planning by preparing reports based on survey and other performance data; maintain an institutional web-based portfolio; provide and encourage access to information and analysis that promotes effective institutional decision making; and perform and supervise special research studies.

Candidates must possess the ability to communicate complex information clearly to administrators, faculty, staff and students; experience in working with large data bases and complex information systems; excellent analytical skills; demonstrated ability to manage staff in a complex, multi-task environment; expert knowledge of basic desktop word processing, spreadsheet, data base and presentation software; understanding of the role of the web in managing and communicating information; knowledge of trends and issues in assessment and planning in higher education; and demonstrated ability to work with faculty, students, and staff in a shared governance model with a culturally diverse population. Candidates must also possess an advanced degree (doctorate preferred) in a field requiring expertise in social science and/or educational research and the application of advanced statistics; progressively responsible experience in institutional research in a complex university environment; recent management experience at a university; a record of completed research projects; and documented success as an innovator and creative problem solver.

This is a full-time position defined in the Management Personnel Plan of the California State University. **Candidates must submit to the Office of Academic Affairs, Box IRDSC, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6016,** the following: a letter of application, current resume, and the names, addresses, and telephone numbers of at least three references (not all from the same institution). The letter of application should address the applicant's qualifications with specific reference to the required skills, knowledge, and abilities listed above.

Priority review of applications will begin November 27, 2000.

CSUS is an Affirmative Action/Equal Opportunity Employer.

CAL STATE
FULLERTON

2001 – 2002 Tenure Track Faculty & Full-Time Lecturers

CAL STATE FULLERTON is seeking dynamic faculty who are committed to providing students an exceptional educational experience through a variety of teaching/learning modalities which include classroom, experiential and technology-assisted strategies.

CAL STATE FULLERTON faculty enjoy a number of advantages associated with working at an excellent comprehensive regional university including a collegial work environment; extensive faculty development programs; state-of-the-art technology; generous benefits package; educational fee waiver program for spouses and dependents; diverse student body and community; attractive Southern California coastal location and campus facilities; and access to numerous educational, cultural, athletics programs and activities.

Tenure track appointments are usually made at the rank of Assistant or Associate Professor, certain disciplines may appoint at a higher rank, and the doctorate is required by August 2001, unless otherwise noted. Contact the Department c/o California State University, Fullerton, CA 92834, (714) 278-2011 or visit our career website

http://www.fullerton.edu/diversity/feo.asp

COLLEGE OF THE ARTS

Art	Art History Graphic Design
Music	Music Education (Elementary) Music History Guitar (L)
Theatre & Dance	Directing /Acting Directing (L) Acting (L) Musical Theatre Choreographer (L) Musical Theatre Director & Vocal Coach (L)

COLLEGE OF BUSINESS & ECONOMICS

Accounting	Audit and Financial Accounting (O)
Business Writing	Business Communication
Economics	Applied Microeconomics Information/Financial Economics
Finance	Corporate Finance and Banking or Insurance
Management	Strategic Management w/ International Management or Operations Management Operations Management (L)
Management Science/MIS	Management Science/Information Systems
Marketing	Entertainment/Sports Marketing, Business Marketing Management, Marketing. Information & Internet Technology (O) Marketing Analysis (L)

COLLEGE OF COMMUNICATIONS

Communications	Advertising Public Relations TV/Film Production TV/Film Writing
Speech Communications	Interpersonal Communications

COLLEGE OF ENGINEERING & COMPUTER SCIENCE

Computer Science	Computer Networks, Data Security,Compilers, Software Engineering, Graphics and E-commerce Core Computer Science (L)

COLLEGE OF HUMAN DEVELOPMENT & COMMUNITY SERVICE (LC)

Elementary/Bilingual Education	Generalists (O)
Reading	Reading Clinic/Diagnosis & Remediation (O) Generalist/Reading & Language Arts (O)
Secondary Education	Research Methods and/or Reading Across the Curriculum (O) Coordinator Professional Development Ctr (O) Credential Program Admissions (L)

COLLEGE OF HUMAN DEVELOPMENT & COMMUNITY SERVICE (continued) (LC)

Special Education	Mild/Moderate Disabilities (O) Moderate/Severe Disabilities (O) Early Childhood Special Education (O)
Kinesiology & Health Promotion	Applied/Clinical Exercise Physiology (O) Community/Youth Sports (O)
Child, Family & Community Svs	Division Head (O)
Child & Adolescent Studies	Family/Parenting (O) Developmental Assessment (O)
Counseling	Department Chair (O) Marriage and Family Therapy (O) Training Director/MFT Program (O) Marriage And Family Therapy (L)
Nursing	Advanced Practice, Nursing Theory Leadership/Management/Administration Psycho/Social or Health Assessment (O)

COLLEGE OF HUMANITIES & SOCIAL SCIENCE

Afro-Ethnic Studies	African-American Music (L)
Comparative Religion	History & Development of Christian Thought
Criminal Justice	Enforcement
English	Medieval Literature Modern American Literature English Education (L)
Foreign Language	Peninsular Spanish Literature & Culture
Geography	Urban Economic Geography & Urban Planning
History	Post 1945 Central Europe Medieval Central Europe
Liberal Studies	History of the Arts & Humanities
Political Science	American Government/Public Law Public Administration
Psychology	Perception

COLLEGE OF NATURAL SCIENCES & MATHEMATICS

Biological Sciences	Molecular Biology Molecular Biology/Bioinformatics
Geological Science	General Education Coordinator
Math	Applied Math Math Education Geometry/Differential Geometry
Science Education	Science Education

UNIVERSITY LIBRARY

UNIVERSITY LIBRARY	Access Services Librarian Cataloging/Web Librarian Reference/Instruction Librarian

(O) Open Rank (L) Lecturer position, non-tenure track (LC) Lecturer positions, non tenure-track available Collegewide

Achieving a Climate of Success Through Diversity & Equity
An Affirmative Action/Equal Employment Opportunity/Title IX/ADA Employer

California State University, Fullerton is a large, comprehensive, urban university with approximately 1,600 full and part-time faculty and a diverse student body of approximately 27,381. The university offers a broad spectrum of programs, with 53 baccalaureate and 44 master s degrees in liberal arts and sciences and in applied and professional fields. Learning is preeminent at Cal State Fullerton. We combine the best qualities of teaching and research universities, where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Research and other creative activities are enhanced by the proximity of the campus to nationally recognized business, cultural and educational institutions. The university has a long-standing tradition of collegial governance. Cal State Fullerton is strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color and members of other underrepresented groups, including those with disabilities.

Daytona Beach
COMMUNITY COLLEGE

EXECUTIVE DIRECTOR
Advanced Technology Center (ATC)
Position #962

The Advanced Technology Center is an innovative educational partnership among Volusia/Flagler County Schools, Daytona Beach Community College and local businesses. At the ATC, high school students complete graduation requirements and adult students pursue Assoc. Degrees in technology-based fields. Classes will commence August 2001. The Executive Director will be resp. for day-to-day operational mgmt. of the Center. Must be able to work effectively w/people; promote team/customer-oriented environment; coordinate/manage Center programs/initiatives; collect/organize/analyze/present information. Responsibilities incl. strategic planning, financial strategies, staffing, recruitment, organizational effectiveness, achievement of Center goals/objectives. 5+ yrs. progressively resp. supervisory/mgmt. exp. in training, occupational education, education admin. or business mgmt. (pref. in business/industry education/training or at secondary/post-secondary level) req'd. Bachelor's in business, tech., educ. or related field req'd, Master's or higher pref. Teaching/training exp. in technical/occupational program pref. Position is open until filled; application review to begin 11/16/00.

Salary Range: $60,000-$80,000/year

COMPUTER SCIENCE FACULTY - 3 Positions #643, #771, #746
COMPUTER NETWORKING FACULTY - Position #961

Full-time, 9 mo., tenure track faculty positions. Bachelor's in Computer Science, Engineering or related field and Master's degree with 18 grad hrs. in Computer Science or Information Systems req'd. Positions are open until filled, application review begins immediately.

Computer Science: Industry exp. in analysis/design/implementation of computer programs pref. Teaching exp. desired. MCSD/MOUS certified. Teach Windows 2000, Office 2000, Front Page, HTML. VB6.0, C++, J++, JDK, SQL and Oracle cert. classes. Unix O.S. desired.

Computer Networking: Industry exp. in design/installation/administration of computer networks pref. Teaching exp. desired. CNE/CNI, MCSE/MCT, CCNA/CCNP req'd. Teach NOVELL, Windows NT/2000 or CISCO cert. classes. Internet, WAN, other related networking technology exp. desired.

Minimum Salary: $30,600/year

Pre-employment criminal background check required. Interested candidates should forward a letter of intent, current vitae, completed DBCC application, transcripts and at least three (3) professional references to:

HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL
SPEEDWAY BOULEVARD
DAYTONA BEACH, FL 32114
FAX: 904-254-4482
E-MAIL: jobs@dbcc.cc.fl.us
WEB: http://www.dbcc.cc.fl.us

EQUAL ACCESS / EQUAL OPPORTUNITY EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

Meteorology/Physics
Tenure Track - Fall 2001
WESTERN CONNECTICUT STATE UNIVERSITY

The Department of Physics, Astronomy and Meteorology is seeking applications from qualified individuals to fill a F/T faculty position in meteorology or physics. The appointment is a tenure-track position and is expected to be made at the Assistant Professor level. Candidates should have a Ph.D. (ABD candidates will also be considered) in either meteorology, atmospheric science, physics, or a closely related field. The successful candidate will be expected to teach undergraduate and graduate courses in meteorology/atmospheric science and physics, develop a strong research program, and advise students. The department, which includes the Center for Galactic Astronomy (CIGA) and the University Weather Center, currently consists of a physicist, an astrophysicist and an atmospheric/geophysical fluid dynamicist (all full time), and two adjunct faculty. Special consideration will be given to candidates with a demonstrated ability to help foster the development of the physics curriculum and laboratories, as well as teach undergraduate courses in physical oceanography, earth science, meteorological instrumentation, and electronics.

Application materials must include: (1) a cover letter, (2) current curriculum vitae (CV), (3) a statement of teaching goals and philosophy, (4) a statement of research interests, (5) samples of recent research work, and (6) the names of three professional references. Application review will begin on 15 January, 2001 and be continued until the position is filled. All application materials must be received by the 15 January, 2001 deadline for the application to receive consideration in the first round of screening. All application materials should be addressed to: **Prof. Dennis W. Dawson, Chairperson, Department of Physics, Astronomy and Meteorology, Western Connecticut Sate University, 181 White Street, Danbury, CT 06810.**

WCSU is an AA/EEO Educator/Employer.

AMERICAN UNIVERSITY
WASHINGTON DC

AMERICAN UNIVERSITY TENURE-TRACK POSITION ANNOUNCEMENTS

American University is an independent, coeducational university with approximately 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. The university attracts students from many different backgrounds, from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Located in the nation's capital, the campus is in a beautiful residential neighborhood, a short distance from the city's centers of government, business, science, research, and the arts. The university recently adopted a strategic plan, "Building a Global University: American University in the Next Century."

All inquiries and applications should be sent directly to the academic unit listed below. Applications should include a current curriculum vita and references. All applicants must possess the ability to balance teaching and scholarship, prepare students to live and work in a diverse world, utilize information technology in the classroom, and promote interdisciplinary inquiry and experiential learning. All positions are at the Assistant Professor level unless indicated otherwise.

Applications are invited for tenure-track faculty positions beginning AY 2001-02:

COLLEGE OF ARTS AND SCIENCES
Art: Graphic Design
Biology (2 *positions*): Molecular Genetics; Cell Biology
Chemistry: Organic Chemistry
Computer Science and Information Systems (2 *positions*): Database
Economics: Econometrics
Education: Teacher Education and Ph.D. Program
Health and Fitness: Exercise Physiology
History (3 *positions*): 19th Century American History, at any rank; Early Modern Europe, excluding Britain, with a preference for the Atlantic world; 19th Century European History, excluding Britain, Germany, and Russia, with a preference for France
Mathematics and Statistics (2 *positions*): Statistics or Biostatistics; Mathematics
Performing Arts (2 *positions*): Dance; Music Director/Conductor of AU's orchestra
Philosophy and Religion: History of Western Philosophy in the 17th and 18th Centuries

SCHOOL OF COMMUNICATION
Public Communication
Visual Media

SCHOOL OF INTERNATIONAL SERVICE
Cross-Cultural Communication
International Development

SCHOOL OF PUBLIC AFFAIRS
Government (2 *positions*): American Politics; Political Theory
Public Administration (2 *positions*): Public Policy (*senior position*); Public Policy and Information Technology Management

American University is an AA/EEO University committed to a diverse student body, faculty and staff. Minority and women candidates are encouraged to apply.

The private university with the public responsibility.

BEST COPY AVAILABLE

DIRECTOR
Cornell United Religious Work (CURW)

Cornell University invites applications and nominations for the position of Director of Cornell United Religious Work (CURW). The first interfaith program on a major American campus, CURW is currently comprised of twenty-two affiliated religious communities. CURW offers programs of worship, study, and social events, as well as opportunities for students to engage in interfaith dialogue.

Responsibilities: Oversight and coordination of the religious ministries, supervision of 4 core staff members, development of campus religious programs and lecture series, liturgical and preaching responsibilities in Sage Chapel and elsewhere, pastoral counseling and liaison with academic units, boards, and committees. May also officiate at funerals and weddings.

Qualifications: Candidates must have outstanding communication skills, a commitment to promoting inter-faith communication, cooperation, and collaboration, and a nonjudgmental acceptance of the existence of a wide spectrum of religious beliefs in CURW. A master's or doctoral degree in theology, divinity or an equivalent field and at least five years experience of demonstrated leadership in a faith and/or religious community is required. Scholarly interests and administrative experience in an institution of higher education are preferred. This position is open to qualified candidates of any faith background.

Applications: Review of applications begins immediately and will continue until the position is filled. Please send a cover letter, resume, and the names of four references to:

Ms. Sherry Karaim, Cornell University
401 Willard Straight Hall, Ithaca, NY 14853
(or sak6@cornell.edu)

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator strongly committed to diversity. We value qualified candidates who can bring to our community a variety of backgrounds and experiences.

http://www.cornell.edu

ROWAN UNIVERSITY

ASSOCIATE DEAN
ROWAN UNIVERSITY
CAMDEN CAMPUS

Responsibilities include supervising academic and student support services at the Camden Campus, including the E.O.F. program. Oversight of campus school, auxiliary support services such as computer center, admissions, registrar/bursar; liaison with Camden County College regarding building management and Rutgers University regarding cooperative agreements. The Associate Dean will work extensively with Rowan University offices and departments to improve services to Camden students and serve on behalf of the Dean in his absence. MA degree required, doctorate preferred. At least four years of relevant experience. Prior administrative and supervisory experience in higher education required. Start: January 2001 or later. Salary: Competitive. Send resume and credentials by November 30 to:

Eric Clark, Dean
Rowan University, Camden Campus
200 N. Broadway
Camden, NJ 08102

EOE

Assistant Professors
SPANISH

Two tenure track positions in Spanish. Evidence of excellence in teaching language and literature, undergraduate and graduate levels. Specialization in Latin American Literature. Ph.D. and college teaching experience. Strong commitment to scholarship and teaching, expected duties include advising, curriculum development, departmental and institutional service. **Salary range:** $32,703 - $57,049, commensurate with experience.

FRENCH

Tenure track position in French. Language, literature and civilization, pre-modern or early modern (Middle Ages-Eighteenth Century) specialization required. Strong commitment to scholarship, research and teaching expected. Other duties include advising, curriculum development, departmental and institutional service. **Salary range:** $32,703 - $57,049, commensurate with experience.

ITALIAN

The Department of Romance Languages invites applications for an Assistant Professor-tenure track position in Italian beginning Fall 2001. Required qualifications: strong commitment to teaching and scholarship. Areas of expertise include Italian-American Studies, technology assisted instruction and distance learning, curricular development and grant proposals. Ph.D. and college teaching experience required. **Salary range:** $32,703 - $57,049, commensurate with experience.

For consideration on any of the above positions please send full dossier - including letter of candidacy, CV, official graduate transcript, teaching philosophy, three letters of reference, evidence or teaching excellence and research interest, by December 1, 2000 to **Prof. G. Di Scipio, Chair Department of Romance Languages, Hunter College, 695 Park Avenue, New York, NY 10021.**

HUNTER
CITY UNIVERSITY OF NEW YORK

Equal opportunity/affirmative action employer. Women, minorities, disabled persons, and veterans are encouraged to apply

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VANDERBILT UNIVERSITY

SOCIAL STUDIES
IN EARLY CHILDHOOD/ELEMENTARY EDUCATION

The Department of Teaching and Learning at Peabody College of Vanderbilt University is currently seeking candidates for the position of Assistant Professor of the Practice of Social Studies in Early Childhood/Elementary Education. The position will be a three-year, renewable appointment, beginning September 1, 2001. Candidates must have an earned doctorate in Social Studies Education, Early Childhood Education, Elementary Education, or a related field with experience in applying pedagogical knowledge in Pre-K-Grade 8 settings. The successful applicant will be expected to 1) be a lead scholar in the education of future teachers of social studies at the early childhood and elementary levels; 2) teach courses in social studies education; 3) organize and coordinate field experiences that focus on schools, families, and communities; 4) advise students; 5) serve on committees; and 6) engage in community outreach.

Candidates must demonstrate excellence in scholarship and teaching. Salary and fringe benefits are competitive. Review of applications begins December 15, 2000, and will continue until the position is filled. Applicants should send a letter of interest and curriculum vita, and request three letters of reference be sent to: **Professor Ann M. Neely, Search Committee Chair; Department of Teaching and Learning, Box 316, Peabody College; Vanderbilt University; Nashville, TN 37203. E-Mail: ann.m.neely@vanderbilt.edu**

Prospective applicants are encouraged to visit the Peabody College of Vanderbilt University website at **http://www.peabody.vanderbilt.edu/peabody/.**

Affirmative Action/Equal Opportunity Employer:
Minorities and women are encouraged to apply.

METROPOLITAN
COMMUNITY COLLEGE

PRESIDENT
Metropolitan Community College
Omaha, Nebraska

The Board of Governors at Metropolitan Community College invites nominations and applications for the position of President.

The President is the chief executive officer and reports to an elected 11-member Board of Governors.

Candidates should have a proven record of executive leadership experience, preferably at a community college, and must have a master's degree, preferably an earned doctorate or terminal degree from an accredited institution.

Applicants should submit a letter of application (maximum 5 pages) that includes how their background has prepared them to succeed as the new president; a resume; and the names, addresses and telephone numbers of eight references (two supervisors, two subordinates, two faculty members and two community members).

Applications are requested by Nov. 30, 2000, and will be reviewed immediately upon receipt. Position remains open until filled. Candidates should be available for employment in early 2001.

Send applications to: **Joe Conte, Search Consultant, 683 Lily Street, Palm Springs, CA 92262, Tel: 760/864/9939, Fax: 760/864/9979, Cell: 954/646/5078, E-mail: jconte@ix.netcom.com**

For more information, call 1-402-457-2603, or check these Web sites:

www.mccneb.edu and www.acct.org.

This is an Association of Community College Trustees/
Chief Executive Officer Search.

Metropolitan Community College is an affirmative action/equal opportunity employer which actively seeks to diversify its workforce.

An ACCT Search

NORTHWEST VISTA COLLEGE
PALO ALTO COLLEGE
ST. PHILIP'S COLLEGE
SAN ANTONIO COLLEGE

ALAMO
COMMUNITY
COLLEGE DISTRICT

VICE CHANCELLOR OF FISCAL AFFAIRS
(01095OHE)

Applicants are invited apply for the position of Vice Chancellor of Fiscal Affairs for the Alamo Community College District (ACCD) located in San Antonio, Texas. The District is comprised of 4 colleges (Palo Alto College, Northwest Vista College, San Antonio College and St Philips College) along with a number of off campus locations throughout the San Antonio metropolitan area. The colleges are located in a unique River city in south Texas serving a multi-cultural and diverse population.

The Vice Chancellor reports to the Chancellor with specific line responsibility to the Executive Vice Chancellor in a college district that has a student population of almost 40,000 students along with an employee population of over 4000 full time and temporary employees.

The Vice Chancellor of Fiscal Affairs is a senior level key administrator in the District. The position is responsible for managing an annual multi-million dollar operating budget along with the day-day financial and accounting administration of the district business. The position works closely with the Chancellor, Executive Vice Chancellor, Presidents and the Board of Trustees in developing long-range financial plans and budgets.

In seeking to fill this challenging position we are looking for a dynamic leader with the following required experiences in the financial administration of strategic goals and sound fiscal practices:

- Comprehensive experience and knowledge in developing and administering financial principles and practices to a large complex organization
- Proven financial project management and computer-based financial analysis/reporting in a multi-college program
- Considerable knowledge of all community college federal, state and local financial accounting reporting requirements

The successful candidate will also possess the following:

Communication skills that exhibit professionalism and an ability to communicate with all levels and people within organizations
Master's degree in Finance, Business Administration, Accounting or Economics with CPA license
Eight (8) years financial management experience to include 6 years at administrative/supervisory level
Preferred candidates will have administrative experience in higher education, governmental fiscal affairs or business management functions

We invite to you to view our Website for further information about ACCD and this employment opportunity. Our Website is: www.accd.edu.

Applications must be submitted by November 30, 2000. Please include in your application information a cover letter articulating your organizational role in Fiscal Affairs and your management style., comprehensive resume to include education, professional training, chronology of job assignments and significant achievements, three letters of recommendation and copies of educational transcripts. Incomplete applications or applications received after the closing date will not receive consideration. Please forward applications to:

Kathyren Pawly
Alamo Community College District
201 W Sheridan, Suite A60
San Antonio, Texas 78204
(210) 208-8051 FAX: 208-8052
EMAIL: emresume@accd.edu

EEO Employer

The UNIVERSITY Of

TOLEDO

Position Announcement:

The University of Toledo President

The Board of Trustees of The University of Toledo invites nominations and applications for the position of President.

Founded in 1872, The University of Toledo is one of 13 state universities in Ohio. It enrolls over 19,000 students and offers more than 200 programs of study in eight colleges: Arts and Sciences, Business, Education, Engineering, Health and Human Services, Law, Pharmacy and University College. The University provides an inclusive range of degrees from associate to doctoral with a focus on service to its urban community.

The University serves its students on six campus locations: the 255-acre main campus; the Center for the Visual Arts, which was designed by Frank Gehry and is adjacent to the nationally renowned Toledo Museum of Art; the downtown Seagate campus; the extensive outreach and teaching center for University College on the historic, original campus at Scott Park; the R.A. Stranahan Arboretum and The Lake Erie Research Center located in Maumee Bay State Park. All facilities are outstanding. The main campus is particularly attractive, with lannon and limestone buildings in Collegiate Gothic style and grounds that have been rated among the most beautifully-landscaped in the nation.

With a commitment to growth in research, increased quality in the academic experience of undergraduates and greater service to its non-traditional students, The University of Toledo seeks an experienced, optimistic leader who can empower others to realize the full potential of the University. More specifically, the University seeks a person of integrity, demonstrated ability in strategic planning, student recruitment and retention, institutional management and resource building, and proven ability as an effective advocate. The University wishes its new President to forge strong relationships both on campus and off, to encourage diversity, to have the ability to work with all campus constituencies, including faculty and staff unions, and with city leaders and to build support for The University of Toledo with the State of Ohio.

With a highly competitive compensation package, the position is available in June 2001. Dr. Elaine H. Hairston and Dr. Allan W. Ostar of Academic Search Consultation Service are assisting the University with this search. Inquiries may be directed to: Elaine H. Hairston, Phone: 740-964-0905; Fax: 740-964-0936; E-mail: **ehh@academic-search.org** or Allan W. Ostar, Phone: 202-263-7475; Fax: 202-234-7640; E-mail: **awo@academic-search.org.**

Nominations and applications may be directed to:

Joan Uhl Browne, Chair
Presidential Search Committee
Academic Search Consultation Service
1717 K Street, NW, Suite 210
Washington, DC 20008

Additional information about the search and the University is available at **www.utoledo.edu.** For most complete consideration, materials should be received by December 8, 2000, and should include a letter describing how the candidate's experience relates to the characteristics desired by the University. In addition, the names and contact information for five references should be included.

Although every effort will be made to treat all candidates confidentially, Ohio is an open records state, so full confidentiality cannot be guaranteed. Informal preliminary inquiries are invited.

The University of Toledo is an Equal Access, Equal Opportunity Affirmative Action Employer and Educator

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student: faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Director, Office of Minority Education

The University is seeking an energetic and innovative individual who can provide effective leadership in the development and implementation of campus-wide programs and initiatives to enhance the recruitment, retention and academic achievement of minority students. The Director reports directly to the Associate Vice President for Diversity and Minority Affairs, and works closely with the University community, particularly academic departments and other administrative units, to help promote the academic success of minority students and also advance minority and diversity causes on campus. He/she supervises the staff in the Office of Minority Education.

Requirements for the position include an advanced degree from an accredited institution and a minimum of five years of successful administrative experience working with undergraduate populations and diverse constituencies in higher education; demonstrated grant writing and academic support programming experience related to minority student recruitment and retention; successful personnel guidance and counseling experience; and evidence of excellent interpersonal communication and organizational skills. Successful teaching experience in a college/university, and leadership in faculty-based and community-based initiatives are preferred.

*This position is a twelve month administrative appointment. Salary is negotiable and commensurate with expertise and experience. The position includes a comprehensive benefits package including free tuition for dependent children after one year of full-time employment. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: **Ms. Sydney Howe Barksdale, Associate Vice President for Diversity and Minority Affairs, Morrison Hall, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** Additional information about the University can be found at* ***http://www.wpunj.edu.*** *The review of applications will begin immediately upon receipt and continue until the position is filled.. William Paterson University is an equal opportunity institution committed to diversity.*

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

MANAGEMENT INFORMATION SYSTEMS
Fall 2001, Tenure Track
WESTERN CONNECTICUT STATE UNIVERSITY

The MIS Department seeks candidates who have teaching and research interests in at least one of the following: Database Management, Information Security, Networks, Web design, Systems Analysis and Design, Business computing platforms, Simulations or Business applications of microcomputers. The successful candidate will be an outstanding teacher and willing to share new ideas in applied research in MIS. Candidates holding a Ph.D. or DBA in the appropriate field will be given preference. IS industrial and/or consulting experience is desirable. Evidence of excellence in teaching and scholarly activity is highly desirable and required for advanced ranks. Candidates with a Masters in the appropriate field and at least 5 years of full time teaching at a four-year university or equivalent and 10 years of top level management experience in IS will be considered.

Salary and academic rank dependent upon qualifications. Send cover letter, a current vitae, undergraduate and graduate transcripts, and three letters of recommendation to: **Richard Montague, Chairperson MIS Department, Western Connecticut State University, 181 White St., Danbury, CT 06810.**

WCSU is an AA/EEO Educator/Employer

LOYOLA COLLEGE IN MARYLAND

AUGUST A. BUSCH, JR. CHAIR IN MANAGEMENT

The Strategic and Organizational Studies Department of the Sellinger School of Business and Management at Loyola College in Maryland invites applications and nominations for the August A. Busch, Jr., Chair in Management beginning Fall 2001. The criteria are as follows: (1) Clearly demonstrated national reputation for expertise in management theory and practice; (2) leadership and collaborative skills in teaching, curriculum design, and research in management; (3) demonstrated skill in educating adult business and management professionals; (4) an interest in teaching undergraduate students; (5) reputation in the management community for integrity and ethics; and (6) collegiality with business faculty. Preferred characteristics are as follows: (1) A record of scholarship consistent with a senior faculty appointment; (2) a record of excellence in teaching in a university setting, especially with executive students; (3) significant interest and/or experience in issues of ethics; and (4) a masters or doctorate in management or related field of business.

The successful candidate will teach annually three to four courses or seminars in the undergraduate, graduate, or the executive programs, organize conferences and a series of lectures. It is also expected that the individual will work effectively with the department's various constituencies including faculty, students, administrators, alumni, and executives and others in the business community.

The Sellinger School, an AACSB-accredited business school, has a diverse, high quality, internationally experienced and creative faculty. The school also has two Centers of Excellence - the Lattanze Center for Information Systems and the Center for Closely Held Businesses dedicated to small and mid-size companies. The Sellinger School's Board of Sponsors includes representatives from several national companies. The school's undergraduate and graduate students are sought after by national and regional firms alike. The Sellinger School has state-of-the-art facilities with high-technology class and conference rooms and office space. The school has also one of the earliest Executive MBA programs in the country and aims to educate and develop future leaders for the public and private sector.

Founded in 1852 by the Jesuit Fathers, Loyola College in Maryland places a strong emphasis on undergraduate liberal arts education and a long tradition of academic excellence. Loyola is rated as one of the most-wired universities in the U.S. and ranked as one of the top comprehensive universities in the Northeast. Conveniently located in the Washington-New York corridor, Loyola offers easy access to a number of university research libraries, state and federal agencies, high technology firms, and many for-profit and not-for-profit organizations, including healthcare and financial institutions. See http://www.loyola.edu for our profile.

Please send a letter and curriculum vitae by November 30, 2000, with four letters of reference to:

Rev. Harold Ridley, S.J., President
c/o Search Committee for
August A. Busch, Jr., Chair in Management
Loyola College in Maryland
4501 North Charles Street
Baltimore, Maryland 21210

Loyola College in Maryland is an equal opportunity employer, which seeks applications from women and members of minority groups.

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California State University Monterey Bay

California State University Monterey Bay (CSUMB), is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Associate Vice President for Academic Planning and Budget
(Administrator IV, Job #MB00-APB)

The Associate VP for Academic Planning and Budget reports to the Provost/Vice President for Academic Affairs. The incumbent is responsible primarily for providing leadership, coordination, and management for academic and strategic planning for the academic program and infrastructure in a university that is highly diverse, rapidly growing, committed to working with students from underserved populations, and dedicated to innovation and collaboration. Integrated with strategic planning, this position is responsible for coordinating both annual and long-term budget planning for the Academic Affairs Division. The person in this role also manages and assists the on-going review of degree and support programs within the division.

Minimum Qualifications: Earned Doctorate, or other appropriate terminal degree or equivalent from an accredited institution **Salary Range:** $95,000 - $100,000.

Institute for Teledramatic Arts and Technology
Assistant or Associate Professor, Tenure-Track Position
(#MBTATP-0008)

The Institute for Teledramatic Arts and Technology (TAT), one of the academic institutes within the Center for Science, Technology, and Information Resources, seeks an Associate Professor, effective August 2001. Responsibilities to include: organizing, designing, and teaching undergraduate and developing graduate level curriculum in new media production (multimedia, CD-ROM, DVD, web streaming media, broad-band applications), animation, and/or digital storytelling; participating in development of an interdisciplinary teledramatic program; participating in development of an outcomes-based approach to curriculum design and student capstone learning experiences; advising students, and serving on university committees.

Minimum Qualifications: Earned Doctorate, or other appropriate terminal degree or equivalent work experience. **Salary Range:** $40,488 to $56,040

Institute for Communications Science and Technology
Assistant or Associate Professor, Tenure-Track Position
(#MBCSTP-0009)

The Institute for Communications Science and Technology (CST), one of the academic institutes within the Center for Science, Technology, and Information Resources, invites applications for a tenure-track Assistant or Associate Professor of Digital Interactive Multimedia Design, effective August 2001. Responsibilities to include: designing, developing, and delivering of undergraduate curricula including interactive multimedia design and production; advising students; serving on institute and university committees; participating in the development of this interdisciplinary program, and in the development of an outcomes-based approach to curriculum design and student capstone learning experiences; exploring innovative pedagogical approaches; participating in service based learning; participating in the development of entrepreneurial activities and grants; and implementing the unique vision of the University.

Minimum Qualifications: Earned Doctorate, or other appropriate terminal degree or equivalent work experience. **Salary Range:** $40,488 to $64,512

Institute for Communications Science and Technology
Multi-Year Lecturer Position
(#MBCSTL-0010)

The Institute for Communications Science and Technology (CST), one of the academic institutes within the Center for Science, Technology, and Information Resources, seeks a multi-year lecturer, specialized in the field of Web design and/or programming, effective August 2001. Responsibilities to include: design, development and delivery of undergraduate curricula including Web development and Internet programming; advising students, and serving on institute and university committees; participating in the development of this interdisciplinary program, and in the development of an outcomes-based approach to curriculum design and student capstone learning experiences, exploring innovative pedagogical approaches, participating in service based learning, participating in the development of entrepreneurial activities and grants, and implementing the unique vision of the University.

Minimum Qualifications: Advanced degree or equivalent work experience. **Salary Range:** $35,000 to $42,000

Priority Filing Date: December 15, 2000 at 5:00 p.m.
Positions Open Until Filled.

For full job description and application procedures, visit:
www.csumb.edu/general/fac-recruit
CSU Monterey Bay is an Equal Opportunity Employer

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GOUCHER COLLEGE
Baltimore, Maryland

PRESIDENT

Goucher College invites nominations and applications in a presidential search. President Judy Jolley Mohraz has assumed the leadership of the Virginia Piper Charitable Trust following an extremely successful term as president of Goucher. The appointment of the College's 10th president will begin July 1, 2001.

Founded in 1885, Goucher College is a highly selective private, coeducational college of liberal arts and sciences, enrolling about 1200 undergraduates and 500 students in graduate and continuing studies programs. The college is financially secure with an endowment of approximately $150 million. Set on a beautiful and well-maintained campus in suburban Baltimore, about an hour from Washington D.C., the College offers undergraduate majors that are disciplinary, interdisciplinary, or student-designed, coupled with internships, study abroad and service learning programs. Students are recruited nationally and internationally to Goucher's challenging academic programs, which are especially strong in creative writing, the sciences and dance. Goucher offers a post-Baccalaureate pre-medical program and masters programs in education, arts administration, creative non-fiction and historic preservation, as well as professional certificate programs. The College is part of the Baltimore Collegetown Network - a active consortium of 12 private and public institutions in the Baltimore area.

The new president should have proven accomplishments that earn the respect of the academic community, significant leadership experience, a deep commitment to liberal arts education, and the ability to articulate a compelling vision for the College.

Nominations and applications are invited. Review of candidates will begin immediately; for fullest consideration, materials should be received by December 1. Confidentiality will be maintained until finalists have been named, and references will not be contacted until candidates have been notified. Candidate materials, including a letter describing interest in and qualifications for the position, and the names and phone numbers of five references, should be sent to the College's search consultants,

Dr. Jean Dowdall and Dr. Jan Greenwood
A.T.Kearney Executive Search
333 John Carlyle Street
Alexandria VA 22314

Communication and submission of materials by email as MS Word attachments is encouraged; send materials to elizabeth.moseley@atkearney.com. For more information, our consultants can also be contacted by phone at (757) 437-3006, or by fax at (520) 395-1510. Additional information about the institution and the position is available on the web at:

www.goucher.edu/PresSearch.

Goucher College is an Equal Opportunity Employer

Dean of Graduate Studies

SUNY Empire State College invites applications and nominations for the position of Dean of Graduate Studies. Founded in 1971, ESC is a recognized leader in designing and delivering innovative programs that meet the needs of more than 10,000 students each year. These students, mostly working adults, enroll in associate, baccalaureate and master's programs through instructional locations across New York State and at several international sites, as well as at a distance.

ESC offers five master's degrees: the MA in social policy, business and policy studies, labor and policy studies and liberal studies, and a unique, competency-based MBA. The College is in the early stage of developing additional graduate programs. Working with faculty mentors, students earn graduate degrees through weekend residencies, distance learning, and individual and group studies that integrate various educational technologies. Graduate Studies serves over 300 students, has eight full-time faculty and three professional staff and also draws on faculty from across the College. The graduate program is a focal point for program development and growth within the College.

Graduate students in the MBA program participate in on-line courses, supported by residencies. Faculty and students involved in the more individualized MA programs also have groupware and other electronic forms of support available on ESC's internal network. There is significant potential for further development of on-line learner supports to complement those already available to our students on the WWW. ESC's software platform for program development and delivery on the WWW is LotusNotes/Domino, and the College's professional staff offer technical and instructional design support.

The Dean reports to the Vice President for Academic Affairs, and is responsible for the high quality of the academic program; new program initiatives; academic policies and procedures; faculty development and evaluation; student services; enrollment and budget management; and effective leadership within an academic community that values shared governance. The Dean participates in the planning and administration of the College as a member of the President's Council.

Candidates should have a background of significant college-level teaching, administrative and program development experience, and appropriate credentials, including an earned doctorate. Preference will be given to candidates who demonstrate familiarity with graduate education, education of adult learners, interdisciplinary programs, learning technologies, distance education and innovative program delivery. Salary and benefits are competitive.

For additional information, please visit the College's web site
(www.esc.edu).

The Search committee will begin review of applications on **December 8, 2000.** The anticipated appointment date is **April 1, 2001** or after. Please send letter of application and resume to:

Graduate Dean Search Committee
Office of the Vice President for Academic Affairs
SUNY/Empire State College
One Union Avenue
Saratoga Springs, NY 12866

Empire State College is an equal opportunity employer and encourages the nomination and candidacy of women and persons of color.

Empire State College
State University of New York

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Section
The Hispanic Outlook in Higher Education
FIND IT ONLINE
WWW.HISPANICOUTLOOK.COM

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WILLIAM PATERSON UNIVERSITY

The William Paterson University of New Jersey is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student: faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Director of Instruction and Research Technology

The Director of Instruction and Research Technology provides vision, leadership and management in support of the use of information technology in teaching and research for more than 300 full-time faculty in the five Colleges of the University (Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health). Reporting to the Associate Vice President for Library Services and Information Technology, the Director works with the academic community to enhance curricular and research activities through the use of information technology. Responsibilities include management of public access computing facilities; training programs for faculty; oversight and administration of the unit budget; and preparation of related grant proposals and other documents. The four functionally defined departments in the unit are: Student Technology Consultant program (STC), Instructional Design, Media Services, and Video Communications (satellite up/downlinks, and broadcast, cable, and interactive facilities to support video and teleconferencing). The Director advises administrative leaders of developments and trends in the application of information technology teaching and learning, as well as serving as a member of the IT Management Team.

Requirements include at least five years related professional experience in higher education with experience working directly with faculty in adopting information technology in the learning process. Experience as a teaching faculty member is preferred, and a doctorate in an academic discipline is required. Evidence of a strong user-service orientation, excellent written, oral, and interpersonal skills is required. Experience with use of Web applications (such as Blackboard or WebCT) is preferred.

Salary is negotiable and commensurate with expertise and experience. The position includes a comprehensive benefits package including free tuition for dependent children after one year of full-time employment. Letters of application accompanied by a recent curriculum vitae and the names and addresses of three references should be sent to: Dr. John D. Gaboury, Associate Vice President for Library Services and Information Technology, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Additional information about the University can be found at http://www.wpunj.edu. The review of applications will begin immediately upon receipt and continue until the position is filled. William Paterson University is an Affirmative Action/Equal Opportunity Institution.

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

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ILLINOIS

SPORT MANAGEMENT / LEISURE STUDIES

Department of Leisure Studies, University of Illinois, Urbana-Champaign. **Position:** Assistant/Associate Professor in Sport Management. This is a nine-month tenure track position beginning August 2001. Candidates should have an earned doctorate and demonstrate research and teaching expertise in sport from a social science perspective related to the administration/management of sport programs and facilities. To ensure full consideration, letter of application, vitae, and names of three references should be submitted by January 15, 2001 to: **William Stewart, Search Committee Chair, Department of Leisure Studies, University of Illinois, 104 Huff Hall, 1206 South Fourth Street, Champaign, Illinois 61820.** *The University of Illinois is an Affirmative Action, Equal Opportunity Employer.*

New York University

FACULTY POSITIONS

Gallatin School of Individualized Study

The Gallatin School of Individualized Study at New York University invites applications from outstanding teacher/scholars for two appointments beginning September 1, 2001, pending administrative and budgetary approval. Gallatin offers the BA and MA in individualized study: student-created concentrations, intensive advisement and mentoring, experiential learning and student-centered teaching. Our courses bridge debates from the great books tradition with current scholarship, contemporary issues and alternative canons.

COMMUNITY LEARNING

Gallatin seeks an experienced teacher/scholar with a record of excellence in learning formats that link the classroom and the community: experiential education, internships, action research, service-learning, field study. This new faculty member will: create and teach courses that connect theoretical inquiry with first-hand activity in community settings; consult with other faculty members who want to integrate experiential components into their courses; develop effective partnerships between Gallatin and various community-based organizations; help to administer and raise funds for community learning initiatives. The successful candidate may have (inter)disciplinary or professional training in: sociology, anthropology, psychology, history, urban studies, urban planning, community studies, community organizing, etc.; s/he must also have significant experience in community-based learning programs, preferably based in colleges or universities, as well in college-level teaching. Rank is open.

CLASSICS

Gallatin seeks an experienced teacher/scholar whose interest in classical Greek culture includes a comparative background in the ancient Mediterranean world. Other related areas could include Mesopotamian, Hebrew, or Egyptian civilizations, Hellenistic or Roman cultures, or early Christian movements. We seek someone who teaches texts and artifacts in a cultural and historical context, and also comparatively, through multiple cultural influences. The candidate needs to guide students in reading texts in a complex and critical way, against the grain of canonization, in relation to current arguments about culture, gender, and politics. An ideal candidate loves teaching, takes interdisciplinary approaches to teaching and research, and is willing to engage in intensive individual mentoring of students. Rank is open.

Qualifications: Ph.D. or equivalent; commitment to non-traditional education, especially advising and mentoring; excellent teaching skills; ability to develop innovative courses and projects; high- quality scholarship.

Send letter of application and c.v. only to: **Chair, Faculty Search Committee, Gallatin School of Individualized Study, New York University, 715 Broadway, New York NY 10003.** Review of applications began on November 1. The Gallatin School is strongly committed to building a diverse community among our faculty, staff and students. Gallatin's website can be found at:

www.nyu.edu/gallatin.

NYU is an Equal Opportunity/ Affirmative Action Employer.

LOYOLA COLLEGE IN MARYLAND

FACULTY OPENINGS

Loyola College in Maryland is pleased to announce the opening of the following searches for the 2001-2002 academic year. All positions are tenure-track unless otherwise noted.

ASSISTANT PROFESSOR IN AMERICAN LITERATURE

Position specializes in American Literature before World War One. Candidates should have teaching experience, dissertation, and publication interest in the field. Secondary interests in women's literature and minority literature are desired. Faculty responsibilities include teaching three classes each semester, with no composition. Salary is competitive.

Send letter of application and vita to **Dr. Paul Lukacs, Department of English.**

ASSISTANT PROFESSOR OF SPANISH

Specialist in Latino Literature in the U.S. Required to teach Spanish language and literature courses at all levels. Ph.D. in hand. Must be able to teach either Italian of French at the elementary and intermediate levels. Strong research potential and dedication to service. Ability to teach Spanish for Business.

Send c.v. and complete dossier by November 30, 2000 to **Chair, Search Committee, Department of Modern Languages and Literatures.**

ASSISTANT PROFESSOR OF MATH

Two positions available. Candidates should be recent Ph.D.'s in theoretical or applied mathematics. For one position, preferential areas are discrete mathematics, algebra, or allied areas, especially coding theory and cryptography. For the other position we seek expertise in numerical analysis, differential equations, dynamical systems, mathematical finance, or related areas. Experience with innovative teaching techniques, including technology, is a plus. Our homepage, **www.loyola.edu/mathsci** provides more information.

Submit resume, statement of research objectives, outline of teaching philosophy, and three letters of reference (at least one of which addresses the applicant's teaching ability) to **Dr. Christopher Morrell, Chair, Department of Mathematical Sciences.**

ASSISTANT PROFESSOR OF DRAMA

Qualified applicants should have a Ph.D. or D.M.A., although exceptional M.F.A. candidates with professional experience will be considered. Teaching experience, a strong background in acting, and an interest in directing are required. Candidates must also demonstrate potential as scholars and/or performers. Position will mentor students, develop drama program within the Fine Arts Department, and directing one mainstage production per year.

Send resume, cover letter, official transcript(s), dossiers, and supporting materials to **Dr. Janet Headley, Chair, Fine Arts Department.**

Loyola College is a Jesuit Catholic university offering undergraduate and graduate degree programs in two academic divisions: the College of Arts and Sciences and the Sellinger School of Business and Management. Enrolling 6000 students, Loyola has been ranked among the top 10 comprehensive universities in the North by US News and World Report for the past seven years.

Loyola College welcomes applicants from all backgrounds who can contribute to our unique educational mission. Loyola is an equal opportunity employer which seeks applications from a broad spectrum of candidates including women, members of minority groups, and people with disabilities.

LOYOLA COLLEGE IN MARYLAND
4501 N. Charles Street
Baltimore, Maryland 21210-2699

CITY COLLEGE OF SAN FRANCISCO

San Francisco Community College District seeks applications for the following Administrative, Academic Full-time positions:

Position	**Deadline**
ADMINISTRATIVE	
Associate Director of Human Resources	11/30/00
Dean, Instruction - Scheduling and Faculty Support	12/21/00
Dean, School of Science and Mathematics	12/21/00
FACULTY (FULL-TIME)	
Accounting/Microcomputer Application Instructors (Business Dept.)	TBA
Astronomy Instructor	TBA
Behavioral Science (Sociology) Instructor	TBA
Biological Sciences (Biotechnology) Instructor	TBA
Broadcast Electronic Media Arts Instructor	TBA
Business (Noncredit) Instructor	11/30/00
Child Development Instructor	TBA
Computer and Information Science Instructor	02/28/01
Computer and Information Science (Programming) Instructor	02/28/01
Counselors (General Counseling)	TBA
Disabled Student Programs & Services Counselor	TBA
Disabled Student Programs & Services Instructor	11/30/00
English Instructors	TBA
English (Reading) Instructor	TBA
English (Speech) Instructor	TBA
ESL Instructors	TBA
Film (History & Film Studies) Instructor	TBA
Film Production Instructor	TBA
Food & Dining Service Instructor (Hospitality Dept.)	TBA
Foreign Language Instructor (Chinese - Mandarin)	TBA
Foreign Language Instructor (Spanish)	TBA
Graphic Communications Instructors	TBA
Health Science Instructor	TBA
Hotel & Restaurant (Chef) Instructor	TBA
Librarian (Cataloging/Automation)	01/10/01
Mathematics Instructors	02/02/01
Music (Theory & Strings) Instructor	TBA
P. E. Instructor / Head Men's Baseball Coach	TBA
P. E. Instructor / Assistant Women's Baseball Coach	TBA
Photography Instructor	TBA
Radiation Oncology Technology Instructor	01/10/01
Student Health (Mental Health) Counselor	TBA
Trade Skills (Drafting & CAD) Instructor	TBA
Transitional Studies Instructor	TBA

Part-time positions on-going, please contact:
City College of San Francisco, Human Resources Department at
(415) 241-2246 or visit our web site: **http://www.ccsf.org/hr**
AA/EEO. Excellent benefits and compensation.

DIRECTOR

CENTER FOR WORKFORCE ADVANCEMENT

SUNY Empire State College, a national leader in individualized and online education for mid-career adults, seeks an experienced and highly organized professional to direct its noncredit, contract training/workforce development services. This position is located in the nationally famous, but affordable, upstate resort community of Saratoga Springs, NY.

This position requires an individual with both a sense of vision and the ability to oversee the operations of a core staff of eight, and the activities of up to 150 occasional training associates. The Director will oversee an expanding program of 250 online training courses and lead in positioning the College as the premier provider of online training in the State University of New York. The Director will be a strategic planner, a marketer with an eye for new audience identification and development, an entrepreneur to spot new opportunities, and a leader who can confidently represent ESC and all its programs to corporate, governmental and educational clients.

Master's degree is required with five or more years of experience in designing and delivering educational outreach/workforce development programs. Experience in the design, delivery and marketing of online courses is a strong plus. Superior writing and applied computer skills are essential. Exemplary interpersonal skills are needed to work collaboratively with staff, clients and with the deans of the College's regional centers throughout New York State. Salary and benefits are competitive.

The search committee begins review on **November 27, 2000** and accepts applications until position is filled. Candidates are welcome to write or e-mail for a full job description. Letter and resume to: **Dr. Hugh B. Hammett, Vice President for External Affairs, SUNY Empire State College, One Union Avenue, Saratoga Springs NY 12866. E-mail: hugh.hammett@esc.edu.** AA/EOE

Empire State College

State University of New York

WILLIAMS COLLEGE

U.S. LATINO/A HISTORY

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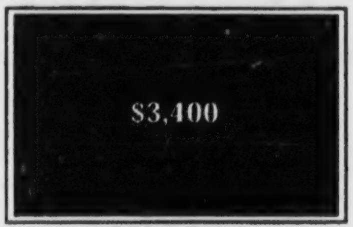

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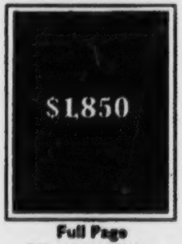

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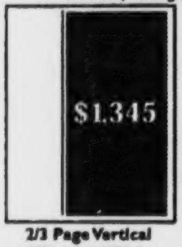

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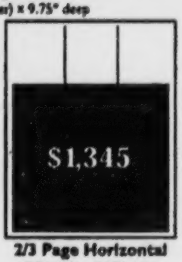

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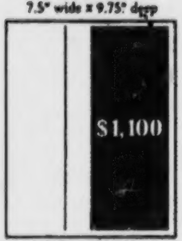

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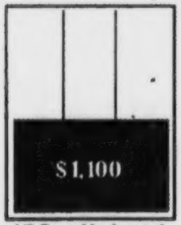

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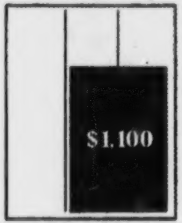

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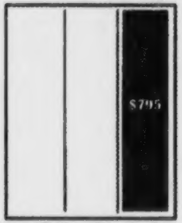

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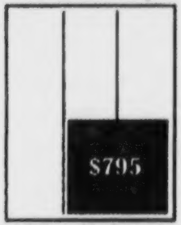

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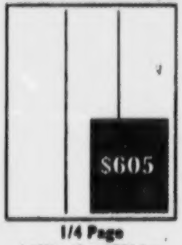

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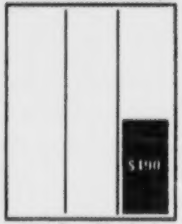

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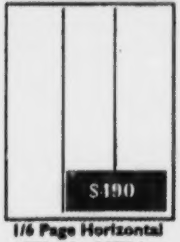

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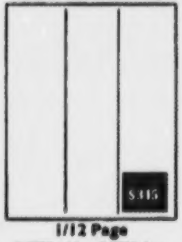

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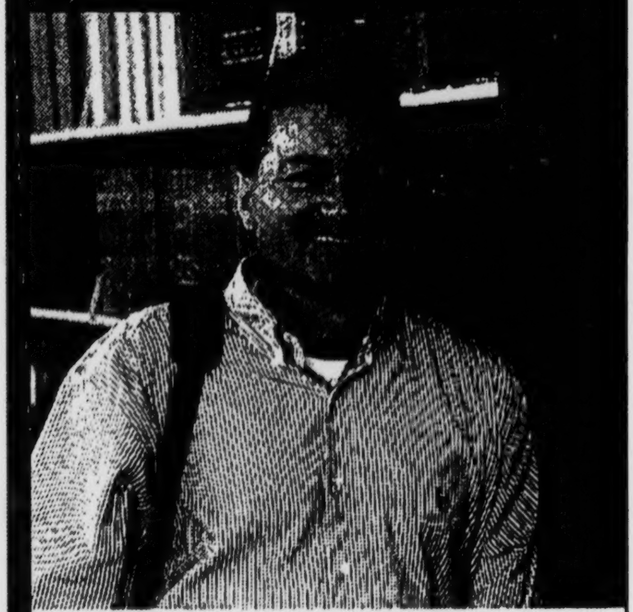

BALTAZAR MENDOZA: SUCCESS STORY

Baltazar Mendoza, born into poverty in rural Mexico, today is a student at The John Marshall Law School in Chicago building a successful career as an attorney. Baltazar's determination, strong work ethic and family support are helping him succeed. John Marshall's valued faculty and staff have helped nurture his love for learning. The law school's student organizations and an Hispanic support network have enabled Baltazar to become a leader.

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¡PUNTO FINAL!

SCHOOLS AND THE FAILURE OF THE AMERICAN DREAM

Ella Schmidt is a visiting instructor in University of South Florida's Learning Communities and Interdisciplinary Social Sciences Department. She researches issues of culture among farmworkers in Florida.

Please take a few seconds and think of the food you've eaten today. Then take a few more to think about the farmworkers whose hard labor made it possible for all of us to have plates full of fruits and vegetables. Farmworkers struggle to produce the food we eat, and they struggle for a better life for themselves and their children.

We are told that hard work and discipline will bring us the margin of stability and prosperity we call the American Dream. Can we honestly say this is true for most farmworkers? If you answer yes, I ask you, where are they? Are they sitting with you and the rest of us enjoying a piece of the American pie?

For five years now, working with farmworkers, mostly Mexican and Mexican American, around Tampa Bay, I have seen how they strive. Unfortunately, these workers not only encounter hardship in the field, they struggle constantly against institutional obstacles in the schools their children attend, the agencies they must deal with, and the consequences of just being perceived as foreigners.

People of Mexican ancestry, who are 64 percent of all Hispanics in the U.S., show the lowest educational attainment and are least likely to be in professional/managerial positions. Many are clustered in agricultural occupations: last year, 46 percent of farmworkers and 68.2 percent of graders and sorters of agricultural products were Hispanic, reports the Bureau of Labor Statistics.

What has happened? Why are large segments of the Hispanic population left out of the Dream? Why are schools, those "engines of class mobility," not living up to their mandate of equal education for all? As a rule, schools are not friendly institutions for these students, nor for their parents, who are often called only when their children are in trouble. Mexican farmworkers go to schools–when they can get time off from the fields–to try to defend their children and, more painfully, themselves. If their children are having problems at school, problems at home are often assumed–drinking, lack of parental supervision, and lack of academic encouragement are often cited by schools. But to pretend that parents and/or extended family are the only ones responsible for the failure is not only wrong, it is institutional abuse–even though it might be based on a misreading of reality rather than intent.

Immigrant students not only tend to be placed in remedial classes and or/special programs, they struggle on other fronts. In a literate society like the U.S., where every direction, rule, or announcement is written, students not proficient in English are severely handicapped. In school, they are often treated as non-existent, unless they become violent disrupters. The low levels of literacy, moreover, have another impact: these students are systematically silenced because they are not given the tools to express themselves in a culturally appropriate way. Just like their parents, they are forced to rely on "counselors," "advocates," and "cultural brokers" not only to be heard, but to resist the imposition of identities that limit and repress them until they explode or drop out emotionally and sometimes literally.

Parents, students, and school officials rarely talk to each other, and what is said often falls on deaf ears. Parents are accused of apathy, of not encouraging achievement and independence, and of deferring responsibility for their children's education to school officials. Many parents I have met with were not schooled themselves; others could attend only the first years of elementary school. It is in recognition of their own reality that they hope their children get schooled and enabled to find less strenuous jobs that pay better. Having to defer responsibility for their children's education to school officials should, in fact, be read as a painful sacrifice of those who have not been invited into society and who lack the language skills and knowledge of institutions to force themselves in.

School failure certainly cannot be understood by focusing on the school context alone. But the broader picture is not any brighter for the people who produced our food. They are chased at the borders, chased in the fields, chased from schools, and chased from attaining or sharing in the American Dream they thought was within their reach.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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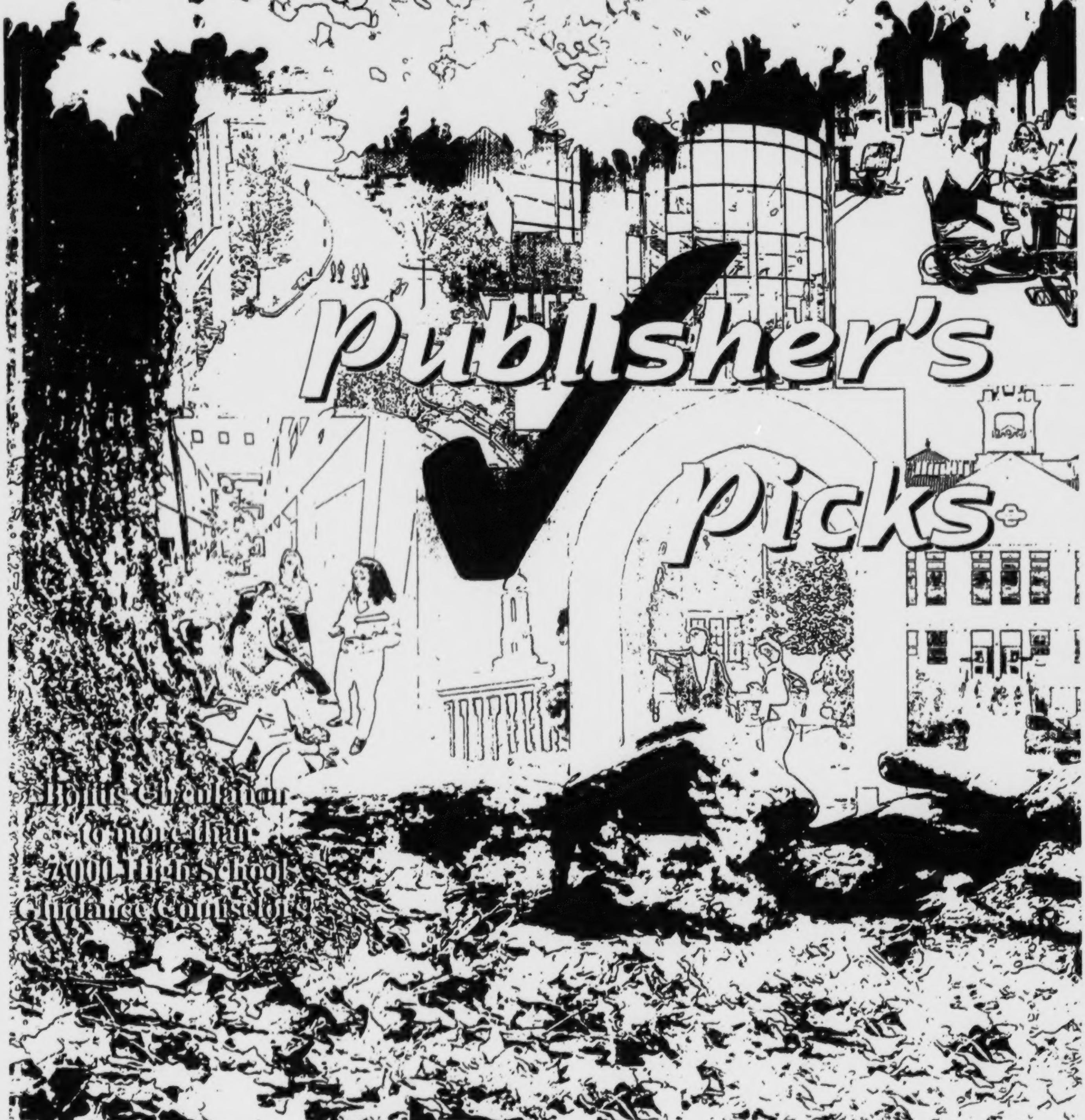

Publisher's Picks

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Prop 227 Debate

Math & Science SAT scores

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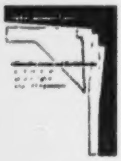

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¡PUNTO FINAL!

Clamoring for College–The Racial Divide **back cover**

Cover Photos Courtesy of: Cornell University, CSU-Northridge, CSU-Los Angeles, Montclair State University, New Mexico State University, Northeastern University, and Penn State University

Esquina Editorial

¡Hola!

For students of any color who may not be beneficiaries of privileged, college-educated family lineage, best known as the gentleman's C (a practice that is not openly esteemed but has existed for generations), the weight of one's academic record, teacher recommendations, extracurricular activities, community involvement, outreach programs and, yes, affirmative action, cannot be underestimated. Recently, the Tomás Rivera Policy Institute (TRPI), a leading Latino research institute, completed the fourth of a series of studies that examine the impact of the elimination of affirmative action in the University of California medical schools, law schools, business schools, and general graduate programs. The results proffer an ominous future for minority enrollment.

TRPI found that Latinos and African Americans have been disproportionately subjected to declining acceptance rates in law schools, MBA programs, and general education programs. Latino enrollment in UC law schools, for example, dropped 46 percent since 1996. Concomitantly, the Latino representation rate fell from 12.5 percent in 1996 to 6.7 percent in 1999. The increase in the acceptance rate at UC medical schools has compensated for the drop in applications. Latino applications declined from 2,270 in 1996 to 1,782 in 1999. Evidently, the gradual erosion of affirmative action will have long-term effects on the color of college campuses, educators, professionals, and folks in leadership positions in the future.

In our 2000 Publisher's Picks issue, we present institutions that continue to offer solid educational opportunities for Hispanic students. Also inside, *HO* honors two recent high school graduates whose talents, hard work, dedication, and exemplary academic track records earned them the respect and accolades of their families, teachers and peers, *HO* scholarships and entrance to the college of their choice.

Next, stay tuned for a detailed look at a study on the Maya World and diversity in the workplace.

Take note, *y hasta el próximo número.*

M. Sarracent

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A CAPITOL VIEW

Tomorrow's Students

BY GUSTAVO A. MELLANDER

College students do not burst forth like Venus from Zeus' brow, fully formed. They come to earth as infants and struggle through childhood. Their environment and their reactions mold those who finally come to our campuses. Thus anyone interested in higher education has to be cognizant of what affects youngsters along the way.

America's children are, on average, doing better in several respects than they have in recent years, according to the annual Federal report, "America's Children: Key National Indicators of Well-Being."

The Federal Interagency Forum on Child and Family Statistics' report is a comprehensive study of such critical aspects of child well-being as family structure, economic security, health status, access to health care, behavior, social environment, and education.

Results

Infant, childhood, and adolescent death rates are down, as are teen smoking, teen crime, and teen birth rates. But the diets of children and youths are poor, and education is a mixed bag.

The decline of infant, child, and adolescent mortality is a true success story. Fewer children die during infancy, and the mortality rate for all children has continued to fall. The infant mortality rate has dropped since 1983, from 10.9 deaths to 7.2 deaths per 1,000 live births.

The drop was greatest for Black children ages one to four.

From 1996 to 1997, the death rate for Black children fell from 67.6 to 59.2 per 100,000. This rate, however, remained nearly twice that of white children, which was 31.6.

In 1996, the death rate for adolescents ages 15 to 19 was 78.6 deaths per 100,000. It had peaked in 1991 at 89. Among Black males 15 to 19, the death rate from firearms dropped, from 120.3 per 100,000 in 1995 to 108.7 in 1996. Firearm deaths for white males 15 to 19 were much lower and also declined during the same period, from 27.9 to 23.1 per 100,000.

The birth rate for teenagers 15 to 17 dropped from 38.7 live births per 1,000 females in 1991 to 32.1 in 1997. More recently, promiscuity and early sexual experiences have dropped as well.

Although still high, smoking rates also declined among teenagers. The percentage of 10th and 12th graders who smoked daily dropped in 1998, after having gradually increased since 1992. For 10th graders, the percentage dropped from 18 percent in 1997 to 16 percent in 1998. Among 12th graders, it dropped from its recent high of 25 percent in 1997 to 22 percent in 1998. A large drop was noted in teen smoking in California where high tobacco taxes and an aggressive public health campaign seem to be working.

Diets

From 1994 through 1996, most children and adolescents had a diet that was poor or needed improvement. Older children had even poorer diets. For example, in 1996, 24 percent of children ages two to five had a good diet, and eight percent had a poor diet. The remainder had a diet that needed improvement.

For those 13 to 18, only six percent had a good diet, while 20 percent had a poor diet. The study suggests that the lower-quality diets of older children are linked to declines in their fruit and milk consumption.

Education

The report shows 12.3 percent of America's children ages five to 17 have difficulty performing everyday activities, such as understanding schoolwork, communicating, eating, or dressing.

A higher percentage of children ages three to four was enrolled in preschool in 1997 than in 1996–48 percent, up from 45. Preschool enrollment increased most among Black, non-Hispanic children, from 45 to 55 percent.

High school completion and college completion rates have not improved. Disparities continue between Whites, Blacks, and Hispanics. High school completion rate for Blacks was 82 percent in 1997, and for Whites, 91 percent. The rate for Hispanics in 1997 was much lower–67 percent.

The percentage of those 25 to 29 who earned a bachelor's degree or higher–31 percent–has remained relatively stable since 1996. Whites were highest, at 35 percent, while Blacks and Hispanics came in at 18 and 17 percent.

Economic Impacts

In some areas of children's lives, economic disparities have decreased. The percentage of poverty-level children who have received the combined series of vaccines increased from 69 in 1996 to 71 in 1997. And the percentage of children living with their parents who had at least one parent working full time all year increased five percentage points to 76 from 1993 to 1997, largely from increased employment of single mothers. Moreover, preschool enrollment increased among children living in poverty, from 34 percent to 40 percent.

But significant disparities in child well-being still exist, principally along economic lines. About 19 percent of children still live in poverty, roughly the same percentage as 20 years ago.

Compared to children above the poverty level, children in poverty are more likely to have a significant disability, to live in substandard housing, to receive inadequate nutrition, and to have difficulties in school. 'Bottom line–there are reasons to be both optimistic and wary.'

Dr. Mellander is a professor at George Mason University.

Letter from the Publisher

November 20, 2000

Dear Colleagues:

In late September, a blue ribbon panel headed by John Glenn declared that the education of all our children in math and science must be vastly improved. And that our status as a world power is at stake if that change does not come swiftly and surely.

The preparation of Hispanic children in the U.S. to gain a college education is equally imperative – for their own well-being and for the well-being of the country.

There is no safety in numbers and no lasting might in them if those numbers are unenlightened and uneducated.

It is thus a great pleasure to bring you, for the fifth year, our "Publisher's Picks," those colleges and universities that, in our view, attract, inspire, and empower Hispanic students, including those who by entering set a new family standard and launch a new set of dreams.

We are pleased as well to announce this year's winners of *The Hispanic Outlook* Scholarship, now in its third year, and to encourage a new round of candidates. Our scholarship information for the coming year is available in this issue.

Their accomplishments, and those of other Hispanic students, scholars, faculty, schools, and activists, can be followed in our magazine and on our website, at www.hispanicoutlook.com, where we post the "People, Places, Publications & Conferences."

We look forward to your continued readership and support as we report on the trials and triumphs of Hispanics in higher education.

Sincerely,

José López-Isa
Publisher

The Publisher's Picks 2000

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Bakersfield College (C)

Citrus College

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California State Polytechnic University, Pomona (T)
California State University, Bakersfield (T)
California State University, Chico (T)
California State University, Dominguez Hills (T)
California State University, Fresno (T)
California State University, Fullerton (T)
California State University, Hayward (T)
California State University, Long Beach (T)
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California State University, Sacramento (T)
California State University, San Bernardino (T)
California State University, San Marcos
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- Mt. San Jacinto College
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- Occidental College
- Oxnard College (C)
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- Palo Verde College
- Palomar College
- Pasadena City College (C)
- Rancho Santiago Community College (C)
- Rio Hondo College (C)
- Riverside Community College (C)
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Ventura College (C)
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Colorado State University (T)
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University of Colorado at Colorado Springs
University of Colorado at Denver
University of Denver
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Florida Community College at Jacksonville
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Northern Illinois University (T)
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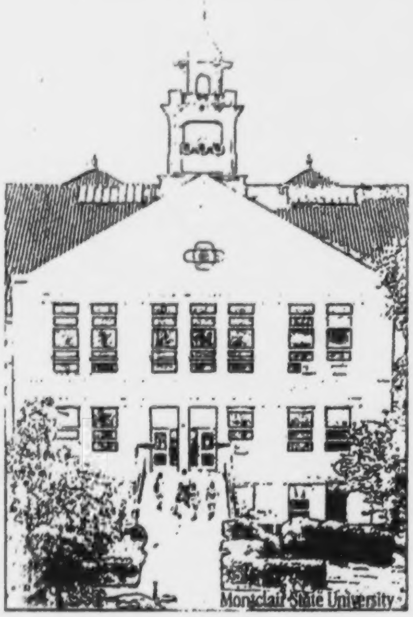

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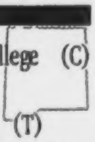

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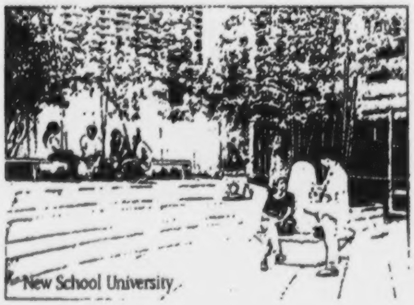

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Brooklyn College

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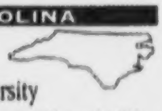

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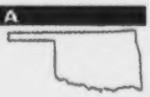

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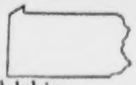

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Swarthmore College
Temple University
University of Pennsylvania
University of Pittsburgh
University of Scranton
West Chester University of Pennsylvania

RHODE ISLAND

Brown University
Rhode Island School of Design
University of Rhode Island

SOUTH CAROLINA

University of South Carolina

SOUTH DAKOTA

Dakota State University

TENNESSEE

The University of Tennessee
Vanderbilt University

TEXAS

Alamo Community College District
  Palo Alto College
  San Antonio College (C)
  St. Philip's College

University of Houston, Downtown

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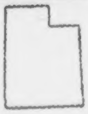
- Angelo State University
- Austin Community College
- Baylor University (T)
- Central Texas College (C)
- Dallas County Community College District
  - Brookhaven College
  - Cedar Valley College
  - Eastfield College
  - El Centro College
  - Mountain View College
  - North Lake College
  - Richland College
- Del Mar College (C)
- El Paso Community College (C)
- Galveston College
- Houston Community College System (C)
  - HCC-Central
  - HCC-Northeast
  - HCC-Northwest
  - HCC-Southeast
  - HCC-Southwest
- Laredo Community College (C)
- McLennan Community College
- Our Lady of the Lake University (T)
- Rice University
- Richland College
- Sam Houston State University (T)
- South Texas Community College
- Southern Methodist University
- Southwest Texas Junior College (C)
- Southwest Texas State University (T)
- St. Edward's University
- St. Mary's University (T)
- Sul Ross State University (T)
- Tarrant County Junior College
- Texas A&M International University (T)
- Texas A&M University (T)
- Texas A&M University, Corpus Christi (T)
- Texas A&M University, Kingsville (T)
- Texas Christian University
- Texas Lutheran University
- Texas Southmost College (C)
- Texas State Technical College, Harlingen (C)
- Texas Tech University (T)
- Texas Tech University Health Science
- Texas Wesleyan University
- Texas Woman's University
- University of Houston
- University of Houston, Clear Lake
- University of Houston, Downtown (T)
- University of Houston, University Park (T)
- University of North Texas (T)
- University of St. Thomas
- University of Texas at Arlington (T)
- University of Texas at Austin (T)
- University of Texas at Brownsville
- University of Texas at Dallas
- University of Texas at El Paso (T)
- University of Texas at San Antonio (T)
- University of Texas Health Science Center at San Antonio
- University of Texas, Pan American (T)
- University of The Incarnate Word (T)

UTAH



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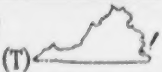
- University of Utah
- Utah State University

VERMONT

- University of Vermont

VIRGINIA



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- George Mason University (T)
- Northern Virginia Community College
- Randolph-Macon Woman's College
- University of Virginia
- Virginia Polytechnic Institute

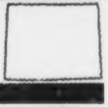
WASHINGTON

- Cascadia Community College
- Columbia Basin College
- Eastern Washington University
- Green River Community College
- Highline Community College
- Skagit Valley College
- Tacoma Community College
- The Evergreen State College
- University of Washington (T)
- Washington State University
- Western Washington University
- Yakima Valley Community College

WISCONSIN

- Blackhawk Technical College
- Lawrence University
- Marquette University
- University of Wisconsin, Green Bay
- University of Wisconsin, La Crosse
- University of Wisconsin, Madison
- University of Wisconsin, Milwaukee
- University of Wisconsin, Parkside
- University of Wisconsin, Platteville
- University of Wisconsin, River Falls
- University of Wisconsin, Stevens Point
- University of Wisconsin, Stout
- University of Wisconsin, Superior
- University of Wisconsin, Whitewater

WYOMING



- University of Wyoming

PUERTO RICO

- American University
- Arecibo Technical University
- Arecibo Technological University-College
- Bayamon Central University
- Caribbean Center for Advanced Studies
- Catholic University of Puerto Rico
- Colegio Technológico del Municipio de San Juan
- Colegio Universitario del Este
- Columbia University
- Huertas Jr. College
- Inter American University
- National College of Business & Technology-Bayamon
- Polytechnic University of Puerto Rico
- University of Puerto Rico
- University of Puerto Rico, Carolina Regional College

(T)- Top 100 Schools Graduating Hispanics

(C)- Top 50 Community Colleges Graduating Hispanics

Hispanic Outlook 2000 Scholarship Fund

The ***Hispanic Outlook*** Scholarship Fund is open to high school seniors of Hispanic descent, with at least one parent from a Spanish-speaking Latin American country or Spain. Applicants must be legal residents or citizens of the United States.

Applicants must be entering as a full-time student, in a 2- or 4 year accredited U.S. college recommended in the **PUBLISHERS PICK LIST** as printed in the **November 20, 2000** issue of ***The Hispanic Outlook in Higher Education Magazine.***

Scholarship is renewable annually by students maintaining a 3.5 GPA.

Scholarship amount $1,000.

Application deadline is **May 1, 2001.** Scholarship recipients will be notified by **August 1, 2001.**

***To request an application, send a self-addressed stamped envelope to:**

The Hispanic Outlook
Scholarship Fund
P.O.Box 68
Paramus, NJ 07652

And HO Award Goes to....

Deanna Fierro of Canutillo, Texas, and Wenceslao Juan Peña, III, of Chula Vista, California

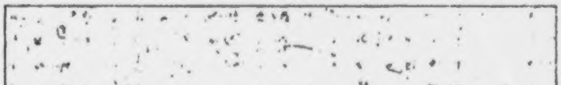
BY MARI CARMEN SARRACENT

The Hispanic Outlook is proud and pleased to report that the pool of well-qualified applicants for its $1,000 scholarship continues to deepen.

This year's winners are Deanna Fierro of Canutillo, Texas, and Wenceslao Juan Peña, III, of Chula Vista, California.

Deanna Fierro

Deanna Fierro, who ranked number three in a graduating class of 267 at Canutillo High School, is now enrolled at the University of Texas at El Paso, just a 30-minute commute from her home.



Deanna Fierro

Fierro, who turned 17 this summer, told *HO*, "I doubled up on classes in high school one year, so I was able to skip a year." She'd been in UTEP's Upward Bound program, so the UTEP campus is not new to her.

"I don't feel intimidated. Besides, everyone is here to learn, and no one cares about age."

An honor roll student throughout high school, Fierro took a number of honors courses, such as Algebra, Calculus AP, English, World History, and Biology, and received many awards–an Algebra II award in 1997, English Award in 1997, Optimist Youth Appreciation Week Award in 1999, a University of North Texas Upward Bound Math Award, and more.

Her academic excellence also won Fierro other scholarships.

"I was lucky enough to be one of the first-year Gates Millennium Scholars," she said. "Both the *Outlook* Scholarship and the Gates Millennium will help me greatly in my first year of college."

HO talked with Fierro, a computer engineering major, about what she expects of her first-year experience and of the classes she is now taking.

"In my first year of college I want to settle into the new type of school setting. I know that now I have to take complete responsibility of my studies and my success in school. I want to build a strong foundation this academic year.

"At the moment, many of my classes are very challenging. The material that is covered is much harder and taught at a much quicker pace. I really enjoy the new challenges and am able to really use all my skills, such as my study skills, in order to do my best in all my classes.

"Despite the fact that I am only 17 years old and most of the students that I am taking classes with are sometimes two to five years and more older, I have still been able to make new friends with other students of all ages. I enjoy the university attitude that both students and teachers have. Both are there for the same reasons–to learn from others and to teach others. I have been able to hear new ideas that I had never been exposed to before from many professors."

While in high school, Fierro was a manager of the JV boys basketball team, engaged in competitions with the Future Business Professionals, and was active in the community. She plans to stay just as active at UTEP.

"At the moment," she says, "I have only joined the University Honors Program where I have more one-to-one contact with my professors. I plan to become part of the Mexican American Engineering and Scientist Club (MAES) and the Society of Women Engineers (SWE)."

Wenceslao Juan Peña, III

Wenceslao Juan Peña, III, called Wences by family and friends, was accepted at Stanford University, thanks to his high intellect and his scholarly and community pursuits, achievements, and recognition. Peña ranked first of 349 seniors at Castle Park High School in Chula Vista, Calif.

Debora A. Allison, IB, AP, GATE Coordinator-Teacher, and senior class advisor and mentor, offered Peña her highest endorsement. She wrote, "Wences is an indomitable, popular, and academically curious young man who has exhibited clear evidence of his intellectual promise, initiative, and commitment to excellence. In his 'free time' he pursues hobbies in vocal/instru-

mental music, computers, jogging, and is a coin collector. He is a serious member of our community who believes in giving back that which he has received...."

Peña, she wrote, "will shine at the highest academic and leadership levels any esteemed institution offers...."

Peña's mother, Josephine Peña, couldn't agree more. "He has always been a very hard worker, a self-motivated person. He knew what he wanted. He always wanted to go to Stanford. It's nice to see him fulfill his dream."

Now a freshman at Stanford, Wences Peña says, "The competition is relatively high–although I feel confident that I can remain competitive and achieve personal success during my years of undergraduate study. During my freshman year, I hope to attain the skills necessary for continued success. Moving to a community of affluence and poor representation of minorities can be somewhat intimidating, considering that I was raised in a neighborhood of diversity with many Latinos who were mostly from a low socioeconomic background. Nearly all students entering undergraduate programs from my high school were first-generation college students, myself included. In turn, I hope to enrich other students and serve as a role model for other Latinos aspiring to enter the university."

Asked how his year was going, Peña said, "I have had limited interaction with professors and teaching assistants, although I have conversed with individuals from the Undergraduate Advising Program and have discovered that many diversity programs are available at Stanford. In addition, I plan to contact a professor in the engineering department who facilitates diversity in the fields of engineering and the sciences.

"I am planning to participate in Partners for Academic Excellence (PAE), sponsored by El Centro Chicano. This organization serves as a support group for freshmen of Hispanic background, and includes study groups and workshops. I have also attended Stanford's MEChA meetings and an organization called The Stanford Society of Chicano/Latino Engineers and Scientists (SSCLES). I would like to tutor minority students in East Palo Alto and possibly join an a cappella singing group at some time."

His current academic interests include biomedical or chemical engineering, human biology, and/or psychology (all with the pre-med option). "I have considered a double major since I entered with sophomore-level credits due to my scores on International Baccalaureate (IB) and Advanced Placement examinations." He describes IB as "a rigorous program with courses at the freshman/sophomore university level."

Peña agrees that the academically challenging preparation he underwent in high school will help him compete at Stanford. Of high school, he says, "My days generally began at 6:00 am and ended between 11 p.m. and 12 a.m., on average."

"I earned the IB Diploma, setting a new school record with my exam total of 42 points. To receive a diploma, one must earn 24 points over 6 exams (graded on a scale of [low] 1-[high] 7). I earned 7s in History of the Americas, Information and Technology in a Global Society, and Spanish. I earned 6s in English, Math Methods, and Chemistry. Furthermore, every diploma candidate must complete 150 hours of community service, write a 4,300-word paper, and take a course entitled The Theory of Knowledge. I earned As for my research paper in History and [for my] essays in the Theory of Knowledge course, setting another school record and earning the maximum bonus points awarded. Professors, in their respective areas of expertise, do assessment for the IB worldwide. For example, I had work and exams sent to England, Kenya, and China."

Peña made time, too, for extracurricular activities. He was co-editor of the school literary and art magazine, *IMAGES*, which won third place at the Del Mar Fair, and co-captain of the school's academic decathlon team. "We ranked 10th in the county, our school's best finish, and finished 2nd in Mathematics and 4th in Essay as a team in San Diego County. I earned a silver medal for my score in the Essay portion of the competition."

Peña says he frequently tutored other students, was a mentor for first-year students for two years, and a member of two service organizations–Trojan Knights Concession Service and the Octagon Community Service Club.

Wenceslao Juan Peña, III

At Castle Park High School, Peña's awards included California Scholarship Federation Lifetime Seal Holder Membership, all four years; Academic Achievers (3.75 GPA or higher) all four years; *Who's Who Among American High School Students*, all four years; National Macy Scholar (Minorities in Medicine); and National Honor Roll.

Upon graduation, Peña received scholarships totaling $19,500 from Executive Women International, HNC Software High-Tech Academic Achievement, William S. Davila Scholarship, Elks CA, Robert C. Byrd Scholarship, San Diego Mc Donalds HACER Scholarship, So. CA United Food and Commercial Workers, and *The Hispanic Outlook*.

Both award recipients demonstrate acumen, responsibility, and wisdom far beyond their years. Fierro and Peña already have shown the stamina, determination, and wherewithal necessary for success, and are clearly on the path to leadership.

REPORTS

2000

College-Bound Seniors

A Profile of SAT® Program Test Takers

Math and Science Scores Rising on SATs

[illegible]p but Gap Persists, Says College Board

BY ADALYN HIXSON

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The College Board

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www.collegeboard.org

In late September, the National Commission on Mathematics and Science Teaching for the 21st Century, aka the Glenn Commission, issued "Before It's Too Late," a report that reconfirms the math and science status of U.S. 12th graders as being among the worst on the planet, a "dismal message of lackluster performance, now three decades old," then proceeds to suggest solutions. An early speaker before the commission, Dr. James W. Stigler, discussing education in Japan, noted too that Japanese schools don't have janitors and cafeteria workers and don't need them because the students serve lunch and clean up the schools.

Lee Stiff, president, National Council of Teachers of Mathematics

Despite our students' academic and behavioral shortfalls, there is improvement in some sectors. In late August, The College Board reported that this year's SAT-takers have more high school math and science courses to their credit, better grades, and higher academic aspirations than had their predecessors of 20 years ago.

"Improved math and science preparation seems to be reflected in the average SAT score," says a College Board press release, "which continued its upward trend with this year's 3-point gain, bringing the score to 514, its highest level in 30 years."

The College Board also reported that the SAT verbal score had remained stable, at 505, for the fifth consecutive year.

"The rise in math scores is cause for cautious optimism, as is the stability of verbal scores," said College Board president Gaston Caperton. "Verbal scores are holding steady even though more of today's college-bound high school students than ever before have English as their second language or have parents who aren't native English speakers."

Asked how the U.S. SATs would compare with tests given in other countries, a College Board spokesperson told *HO*, "The SAT is invalid for comparing countries because the numbers are too small."

But some might draw conclusions from TIMSS, The Third International Mathematics and Science Study of student performance, in which not one of 20 nations assessed in advanced mathematics scored significantly lower than the U.S. and only one scored lower in physics. And then there's the report by the Department of Education that, for 1995-96, nonresident aliens received 34.6 percent of all bachelor's and 44 percent of all master's degrees in engineering, mathematics, and information science.

According to Oxford University's website information for international students, a Yank at Oxford–England, not Mississippi–would need to have scored "in excess of 675" on SAT I and SAT 2.

A message posted at an Internet education chat room claimed that taking the test over raises the total almost 42 points. Its author, a self-described former prep tutor, says the mean improvement of his several hundred students was 110 for the math and 60 for the verbal. Many of the test prep companies claim or promise a hefty score increase, some with a "money back guarantee."

More than 83 percent of four-year colleges used SAT scores as a factor in recent admissions. And a record 1.26 million SAT-takers entered college this fall, roughly the same number of students as those entering year one at a four-year college.

Data on the Takers

According to Caperton, a look at this year's SAT-takers indicates that:

- 69 percent of both men and women reported taking four or more years of mathematics, up from 68 percent of men and 62 percent of women 10 years ago; 26 percent of men and 22 percent of women took calculus, up four to six percentage points since 1990.
- A record 88 percent of students reported at least three years of natural science study in high school, up from 78 percent 10 years ago. 45 percent of women and 53 percent of men reported taking physics, the science subject with the highest average SAT math score.
- In the 1990s, Mexican American, African American, and Native American students experienced the greatest increase in college-preparatory coursework.
- The GPA is 3.26 on a 4.00 point scale, well above the average of 3.09 a decade earlier. This year, 40 percent of students reported grade averages of A+, A, or A-, up from 28 percent 10 years ago, indicating some grade inflation.
- The gap in average male and female verbal scores, as well as in math scores, is closing. Since 1990, women have added 8 points to their verbal scores, while men have added 2 points, reducing the verbal score gap to 3 points. Since the 1980s, the gap in math scores has dropped 5 points.

"The gender gap", says Caperton, "may be attributable to a wide range of factors. More women than men take the SAT, and a higher percentage of test-takers usually results in lower average scores. In addition, women test-takers are more ethnically diverse, and a higher proportion of them come from families where neither parent attended college. We also know that there's a difference in course-taking patterns for women and men in high school. The narrowing of the gender gap certainly could be linked to the way women are increasingly choosing tougher high school courses."

SAT Math Scores Rising for All Groups

Since 1947, when The College Board began tracking such data, the number of foreign-born and first-generation American test-takers has increased by 47 percent–nearly three times the growth rate of the entire SAT test-taking population. And this year's SAT-takers are a more diverse group than ever before. More than a third are first-generation college-bound students, more than half are women, and 34 percent are non-white.

Average SAT scores of entering college classes, 1967-2000*

	Male		Female		All	
Year	Verbal	Math	Verbal	Math	Verbal	Math
1967	540	535	545	495	543	516
1968	541	533	543	497	543	516
1969	536	534	543	498	540	517
1970	536	531	538	493	537	512
1971	531	529	534	494	532	513
1972	531	527	529	489	530	509
1973	523	525	521	489	523	506
1974	524	524	520	488	521	505
1975	515	518	509	479	512	498
1976	511	520	508	475	509	497
1977	509	520	505	474	507	496
1978	511	517	503	474	507	494
1979	509	516	501	473	505	493
1980	506	515	498	473	502	492
1981	508	516	496	473	502	492
1982	509	516	499	473	504	493
1983	508	516	498	474	503	494
1984	511	518	498	478	504	497
1985	514	522	503	480	509	500
1986	515	523	504	479	509	500
1987	512	523	502	481	507	501
1988	512	521	499	483	505	501
1989	510	523	498	482	504	502
1990	505	521	496	483	500	501
1991	503	520	495	482	499	500
1992	504	521	496	484	500	501
1993	504	524	497	484	500	503
1994	501	523	497	487	499	504
1995	505	525	502	490	504	506
1996	507	527	503	492	505	508
1997	507	530	503	494	505	511
1998	509	531	502	496	505	512
1999	509	531	502	495	505	511
2000	507	533	504	498	505	514

*When the SAT was renormed in April 1995, mean scores were set at or near the midpoint of 500 of the 200-800 score scale, a process called recentering. All scores in this table reflect that process. Means after 1996 are recentered, and those for 1996 are based on recentered scores plus scores converted from the original to the new scale. Means for 1987-1995 were recomputed after individual scores were converted from the original to the new scale; means for 1972-1986 were converted to the new scale after a formula was applied to the original mean and standard deviation; and means before 1972 are based on estimates.

How have college-bound students changed in 10 years?

Based on high school students who took the SAT® I: Reasoning Test prior to graduation in 1990 and 2000.

More honors courses	1990	2000
English	30%	36%
Mathematics	23	28
Social science/history	21	29
Natural science	21	28
Foreign/classical languages	13	18
Art and music	6	8

Academic goals are rising	1990	2000
Certificate program	2%	1%
Associate degree	2	2
Bachelor's degree	28	25
Master's degree	28	31
Doctoral/related degree	19	22
Other	1	1
Undecided	20	19

More students are getting A's	1990	2000
A+, A, A- grade averages	28%	40%
B grade averages	53	47
C grade averages	18	12

More students are interested in financial aid	1990	2000
	68%	74%

Ethnic diversity is increasing	1990	2000
American Indian/Alaskan Native	1%	1%
Asian/Asian American/Pacific Islander	8	9
African American or Black	10	11
Mexican American	3	4
Puerto Rican	1	1
Hispanic or Latino	2	4
White	73	66
Other	2	4

Health careers are most popular	1990	2000
Health-related	12%	16%
Business	21	14
Social science/history	13	11
Education	7	9
Engineering	10	8
Arts: Visual and performing	6	8
Computer/information sciences	3	6
Biological sciences	4	5

SAT Verbal up 5 points, Math up 13	1990	2000
Verbal	500	505
Male	505	507
Female	496	504
Math	501	514
Male	521	533
Female	483	498

Parental education is rising	1990	2000
No high school diploma	5%	4%
High school diploma	38	33
Associate degree	7	9
Bachelor's degree	27	29
Graduate degree	24	25

Grades are rising in all subject areas*	1990	2000
Art and music	3.61	3.72
English	3.08	3.24
Foreign/classical languages	3.06	3.20
Mathematics	2.91	3.05
Natural sciences	3.00	3.18
Social sciences/history	3.15	3.32
Grade average for all academic subjects	3.09	3.26

*Based on 4-point system, where A = 4.00.

Language diversity is increasing	1990	2000
English	84%	81%
English and another	9	10
Another language	7	9

U.S. citizenship is declining	1990	2000
U.S. citizenship	93%	92%
Permanent resident	4	4
Citizen of another country	3	4

More students from public schools	1990	2000
Public	82%	83%
Nonpublic	18	17

Women are a growing majority	1990	2000
Percentage of women	52%	54%

(Women became the majority in the early 1970s.)

Latino/Hispanic and National SAT I College-Bound Seniors

		1993*	2000	1993*	2000
	Latinos/Hispanics		National		
Number of SAT I CBS		73,420	97,872	1,044,465	1,260,278
Mean SAT I V		453	457	500	505
Mean SAT I M		457	461	503	514
% Males		44	42	47%	46%
% Females		55	57	52%	53%
% of CBS with 4 or more years of study					
English		81.28	83.94	81.90	82.30
Mathematics		59.91	65.51	64.61	68.70
Natural Sciences		32.87	40.33	42.62	48.60
% CBS in lower income (under $35-40,000**)		71.55	61.16	47.88	35.27

SAT I College-Bound Seniors Latino/Hispanics Groups

	Mexican-American 1993*	2000	Puerto Rican 1993*	2000	Other Latino/Hispanic 1993*	2000
Number of SAT I CBS	32,355	44,921	12,645	14,147	28,420	38,804
Mean SAT I V	451	453	443	456	460	461
Mean SAT I M	459	460	440	451	463	467
% Males	44	42	43	42	44	41
% Females	55	57	56	57	55	58
% of CBS with 4 or more Years of Study						
English	82.44	84.49	81.64	84.46	79.74	83.10
Mathematics	58.02	63.26	58.85	66.37	62.55	66.85
Natural Sciences	26.74	35.48	37.12	45.70	38.03	44.02
% in lower income (under $35-40,000**)	72.16	61.91	73.27	58.61	70.05	61.19

*All 1993 scores are on the recentered scale.

**1993 incomes have not been adjusted to 2000 dollars

Since 1990, overall math scores have risen 13 points, with gains apparent across virtually all racial/ethnic groups and among male and female students. This year's score averages rose to 533 for men and to 498 for women, but the male score advantage seems to be declining. The 41-point advantage men had in the 1980s was reduced to 36 points during the '90s.

"The significant increase in this year's math score and the overall upward trend of the last 10 years must be due, at least in part, to changes in the courses students take in high school," Caperton said. "Over the last decade, male and female students from all ethnic backgrounds have been taking more pre-calculus, calculus, and physics. These are some of the most rigorous courses available, and they help students develop excellent math skills. The SAT math scores of students who take these courses are well above the national average."

"To sustain this momentum, we must increase the availability of rigorous courses, including Advanced Placement (AP) courses, especially in inner cities and remote rural areas," he added. "Today 1.2 million students, mostly juniors and seniors, take AP courses, and The College Board intends to double that number by the year 2010. All educators should focus on encouraging schools and students to introduce and take advantage of the most challenging curriculum."

Advanced Placement

The College Board website notes that there are now exams for 33 Advanced Placement courses, including calculus, U.S. history, several foreign languages, and more.

According to The College Board figures for 2000, 59.8 percent of public schools in the U.S. offer Advanced Placement courses. That's 9,665 schools out of 16,171. Delaware leads with 100 percent, Connecticut is second at 97.3, New Jersey third at 96.8. North Dakota is lowest, at 7.6 percent; Arkansas, second lowest, at 11.5.

Of states with large Hispanic populations, California is at 83 percent; New Mexico, 46.7 percent; Arizona, 51 percent; Texas, 65.8; and Florida, 81.7. Florida Governor Jeb Bush stated in a *New York Times* op-ed piece Sept. 15, "Better Than Affirmative," that Florida will make the PSAT available free of charge to its 10th graders and will provide free SAT prep courses to the lowest-performing schools. And it will guarantee students at those schools access to Advanced Placement coursework, addressing at least one criticism of his One Florida plan.

The percentage of AP exams passed in 2000 with a grade of 3 or above ranges from a low of 40.3 in Mississippi–the only percentage in the 40s–to a high of 74.1, in Massachusetts.

For 2000, the District of Columbia had the highest number of students per thousand taking AP exams–423–with 77.1 percent of exams scored at 3 and up. Next highest was Virginia, at 316 per thousand, with 63.3 percent scoring 3 and up.

National Council of Teachers of Mathematics

Few would disagree with Gaston Caperton that more U.S. schools need to offer more rigorous courses in math and science to more students. The Glenn Commission concluded: "The most direct route to improving mathematics and science achievement for all children is better mathematics and science teaching."

HO asked Dr. Lee V. Stiff, president of NCTM, the National Council of Teachers of Mathematics, what teaching strategies seem to be working. Dr. Stiff, a professor of math education at North Carolina State University, from which he received his doctorate, talked first about standards.

NCTM, which has more than 100,000 members and more than 250 affiliate groups in North America, developed a set of standards in 1989, and unveiled an updated version in April of this year, *Principles and Standards for School Mathematics*, available at www. nctm.org.

"In Los Angeles, this approach–standards-based mathematics–has resulted in improvements among high school students. There have been a number of indications that this standards approach is working for Latino Students–how much math they take, how well they are doing in those math classes, and increased admissions of those students into the California university system." The LA Unified School District, he says, should be able to share statistics and other details about student successes that result from the standards approach.

He mentions recent findings from Puerto Rico that students taught using standards-based math did better on ETS testing than did their counterparts taught by other methods in both public and private schools.

In general, he says, U.S. students need to improve their "problem-solving and other higher-order skills."

"I just recently came from Japan, and what I observed was the attention that teachers in the system give to the improvement of instruction. The Glenn Commission talks about having the U.S. give that same kind of attention to instruction so that teachers can study their practice, and work together on the lesson plans, and refine them, and implement them, and see how it went, and then try them again.

"When you look at the lessons and instructions in the Japanese schools, you see more than number crunching. They imbed that into problem-solving and looking at relationships and understanding how math fits together, and that is what the Glenn Commission would hope for teachers here–to be able to be users of knowledge in ways that support math teaching. So the Glenn Commission has been on point with what it is we have to do. And NCTM is most supportive. We believe we are already headed in the right direction."

NCTM has a number of new initiatives, including its Academy for Professional Development. Two-day and five-day Academy institutes scheduled this fall and winter at sites throughout the country, some limited to a maximum 100 participants and "sold out," will explore the standards and how they can impact curricula to improve teaching and learning.

NCTM will be converting some of its existing professional development materials for use online and creating others for online use to encourage and enable the sharing of professional information and the collaborative development of new strategies. These will include materials for students and information for their parents.

"Teachers need more time to enhance and upgrade their skills–in content and in how to teach that content," said Dr. Stiff. "As an organization, we would welcome opportunities to extend what we currently do to help match the kinds of initiatives the Glenn Commission would like to undertake."

HISPANIC CBS AND THE SAT

The following information on Hispanic CBS (College-Bound Seniors) taking the SAT was prepared for HO *by Mérida Escandón, assistant director, SAT Program.*

Over the last seven years, there has been an increase in the number of Hispanic SAT I College-Bound Seniors (CBS) and their average SAT I verbal and math scores, but their means remain below the national averages.

There has also been an increase in their years of study in English, mathematics, and the natural sciences, although Hispanics tend to have fewer than SAT-takers overall.

In 2000, the percent of Hispanics in lower income brackets was higher than the national percentage, with 61.16 percent indicating incomes at or lower than $35-40,000, while the national figure was 35.27 percent.

The largest number of Latino SAT I CBS are Mexican Americans. In 1993, they represented 44 percent of the Latino/Hispanic population taking it. In 2000, they represented close to 46 percent.

Geographic Distribution

California, Florida, New York, New Jersey, and Texas have continued to be the states with the highest populations of Latino/Hispanic SAT I College-Bound Seniors.

Parental Education

Of overall respondents in 2000, about 45.53 percent of CBS indicated that fathers held a bachelor's degree or higher, while that percent was 26.04 percent among Latino CBS, about the same as in 1993.

Nationally, about 39.16 percent of the Year 2000 CBS indicated that their mothers held a bachelor's degree or higher. Latinos who responded to the question indicated that 21.37 percent of their mothers held a bachelor's degree or higher, up from 18.61 percent in 1993.

Degree Goals

Degree goals among Latinos were consistent with the national norm, with about 24.98 percent of national CBS aspiring to achieve a bachelor's degree and 22.39 among the Latino groups. However, the number of Latinos who aimed to continue their studies beyond a bachelor's degree was higher (57.08 percent) than the national percent (52.79).

Intended Majors

Latino major interests were similar to those of CBS overall. Business and commerce, health professions, and social sciences remained the most popular majors. Examining the seven-year trend, however, showed a decrease in the percentage of Hispanics indicating interest in engineering and engineering technology majors (from 10 percent in 1993 to eight percent in 2000), a decrease that was also reflected in the national percents. Slight increases (up about 2 percent) in interest have been seen in visual and performing arts and computer and information services. The percent of CBS with undecided majors grew slightly as well, from 3 percent in 1993 to 5 in 2000.

Internet Activity

Internet activity data were first collected in 1998. This year 625,970 of the national SAT I cohort responded that they had some level of Internet activity. This number was 48,912 among Latinos. Nationally, the number of CBS indicating that they had no computer experience was 983,297, while that number was 7,595 among Latinos.

Extracurricular Activity

Over 95 percent of national CBS and Latino CBS indicated that they participated in extracurricular activities that ranged from academic honor societies to community service to part-time employment. The number of CBS indicating that they did not participate in any extracurricular activities was 160,820 nationally. Among Latinos, that number was 3,796.

UNIVERSITY LIBRARIAN & DEAN OF LIBRARY INSTRUCTIONAL SERVICES

UIS
UNIVERSITY
ILLINOIS
SPRINGFIELD

The University of Illinois at Springfield invites nominations and applications for the position of University Librarian and Dean of Library Instructional Services.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves over 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction and an increasingly technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. It faculty are committed teachers, active scholars, and professionals in service to society.

Reporting to the Provost/Vice Chancellor for Academic Affairs, the librarian/dean is responsible for directing the planning, development and management of the UIS Library, including Media Services, Academic Computing, and the Campus Archives. The UIS Library houses collections exceeding one-half million volumes, with additional holdings of videotapes and microforms. The librarian/dean also provides liaison with the external community and relevant professional associations.

Duties and responsibilities include: exercising responsibility for administering library services in support of the educational research, and service activities of the campus and for the acquisition, organization and preservation of library collections; exercising administrative leadership in the development and maintenance of academic computing services and facilities for the campus under the direction of the Provost; formulating internal Library policies and procedures in consultation with the Library Cabinet; analyzing the staffing needs and assuming responsibility for personnel recruitment, training, development, and evaluation in the Library and Academic Computing; developing and administering the Library budget; advising Library faculty in regard to reappointment, tenure and promotion; representing the Library Instructional Services Program in Academic Cabinet and other appropriate venues; continuing the development of a library which facilitates user access to library resources and incorporates advancing technologies for both operational and instructional use; and ensuring the Library's representation at state and national levels, in consortia and other cooperative venues.

Candidates must have a MLS from an ALA-accredited school; advance study beyond the MLS is desirable. Also required are: five years of administrative experience in a library setting; demonstrated ability and experience in library administration, collection development, personnel management, and budget preparation and management; knowledge of and experience with automated library systems, library instructional services; interlibrary cooperation and delivery of library services; general familiarity with academic computing services, facilities, and applications; and some involvement with grants and fundraising.

Applications and nominations should be sent to:

Chair, University Librarian Search Committee
Office of the Provost
University of Illinois at Springfield
PAC 529
PO Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on January 16, 2001 and continue until an appointment is made. The anticipated start date for the appointment is June 1, 2001. For more information about UIS, visit our Web site at **www.uis.edu.**

The University of Illinois is an affirmative action, equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

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February 6, 2001

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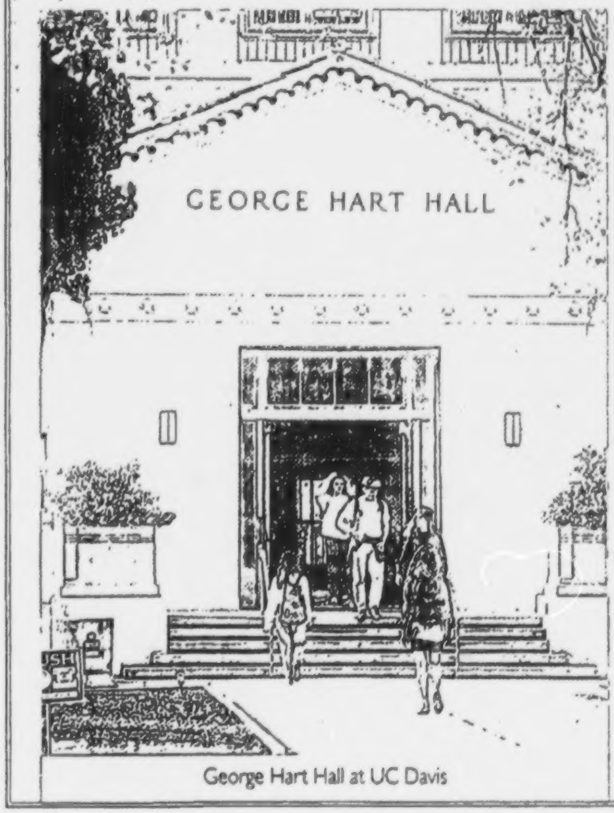
The Honor Roll

University of California, Davis

Expanding Help for High Schools

BY ROGER DEITZ

Chancellor Larry N. Vanderhoef says that UC Davis' character has been built through decades of commitment to a "unique core of values and principles." He reports, "We are using our talents and ingenuity to continue working toward a community that honors our diversity as individuals and reflects our belief in a shared set of values." Of this quest, the chancellor notes, "The pursuit of a diverse community is an integral part of the pursuit of excellence. As we make decisions in this university, we are making them in a world that is rapidly shrinking and in a population that is rapidly growing in its diversity. We will make better decisions and our children will be better educated if, in fact, we have a truly diverse community on campus."



George Hart Hall at UC Davis

Chancellor Vanderhoef points out that in higher education, students make lifelong friends and have experiences that determine their direction and growth as human beings and members of a larger community. "For that to happen, there must be a partnership among many individuals working together to ensure the most intellectually stimulating, technologically sophisticated, and culturally rich environment." Vanderhoef says, "We are very proud of UC Davis. Long renowned for its agricultural and veterinary science programs, in recent years we have attained international stature for our programs in engineering, biological sciences, the humanities, and the social sciences. Members of our faculty have won MacArthur genius grants, Pulitzer prizes, Fulbright scholarships, and election to the nation's top academies of the arts and sciences.

"UC Davis is a member of the prestigious Association of American Universities, a select group of 62 institutions of higher learning whose membership is by invitation only. Our alumni have made significant and lasting contributions to society as leaders in government, business, technology, media, and the arts. And our students–the cream of California's crop–consistently persist and graduate at among the highest rates of University of California campuses."

UC Davis was founded as the "University Farm" amid the fertile fields of California's Central Valley. UC Davis owes much of its strength to its deep traditional roots in agriculture, the impressive diversity of academic programs that emerged from this foundation, a distinguished faculty of scholars and scientists, and a treasured sense of community.

Larry N. Vanderhoef, UC Davis Chancellor

Honor Roll Facts in Brief

INSTITUTION
University of California, Davis

LOCATION
Undergraduate Admissions and Outreach Services
178 Mark Hall
One Shields Avenue
Davis, CA 95616-8507
(530) 752-2971

ESTABLISHED
1905

ENROLLMENT
More than 25,000 total

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$4,034 annually, California residents

FACULTY
1,597 on campus

SEVERAL DEGREE PROGRAMS
Art History
Chicana/Chicano (Mexican American) Studies
Community and Regional Development
Engineering
Environmental and Resource Biology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
The Cross Cultural Center
The Office for Campus Diversity

INTERNET ADDRESS
www.ucdavis.edu

It also has a dedication to the land-grant values of creative, responsive, and innovative teaching, research, and public service.

One of every 300 Californians is a UC Davis graduate. UC Davis is one of nine campuses of the University of California, which was chartered as a land-grant college in 1868 and now constitutes one of the most eminent systems of public higher education in the country. In 1905, legislation approved the establishment of a state agricultural school. A year later, a 778-acre site, once known as the Jerome C. Davis Farm, was purchased, and the University Farm School opened in 1908-1909. The College of Agriculture was established in 1922, a School of Veterinary Medicine welcomed its first students in 1948, and the College of Letters and Sciences was founded in 1951. In 1959, UC Davis was designated a "comprehensive campus." The College of Engineering was given full status in 1962, the School of Law held its first classes in 1966, and in 1967, the noted College of Agriculture was renamed the College of Agriculture and Environmental Sciences. Continuing its distinguished and rapid growth, the School of Medicine admitted its first students in 1968, and in 1981, the Graduate School of Management opened its doors.

UC Davis, situated on 5,200 acres, is the northernmost and physically largest of the nine UC campuses, second in budget, and third in enrollment. The General Library is ranked among the top research libraries in North America. It contains more than 2.6 million volumes, and comprises five units, including the Peter J. Shields Library, the Carlson Health Services Library, and the Physical Sciences and Engineering Library. In addition, the Law Library contains more than 255,000 volumes. The UC Davis Arboretum, located on 95 acres along the old north fork of Putah Creek, provides an outdoor classroom and laboratory for teaching and research. Students and faculty also take advantage of six outdoor reserves in Northern California managed by the campus for the UC Natural Reserve System. The UC Davis Washington Center, based in the nation's capital, offers government-related internships and makes possible satellite-assisted communication between classrooms and the Center.

U.S. News and World Report ranks UC Davis among the top 12 public universities nationally. A study reported in 1995 by the National Research Council placed four of UC Davis' graduate programs in the top 20 nationwide in terms of faculty quality, and graduate programs in ecology, evolution, and behavior ranked fifth in the nation. The same study ranked UC Davis faculty 16th in quality among the top 20 comprehensive universities nationwide. UC Davis stands 24th in research funding among universities in the United States, according to the most recent statistics from the National Science Foundation. The UC Davis Medical Center ranks among the nation's best hospitals, according to *U.S. News and World Report*, in the areas of respiratory disease, cancer, digestive tract, geriatrics, and rheumatology.

Fall 1999, the institution enrolled 19,580 undergraduate students, with 5,512 pursuing graduate studies and enrolled in the various professional schools. The campus total for overall enrollment is 25,092. By gender, 54.5 percent of students are women. About 94 percent of students hail from California, three percent from out of state, and another three percent are of international origin. Chicano/Mexican Americans account for about 6.8 percent (1,493), Latino/other Spanish Americans, 3.1 percent (724), with an overall total minority representation of 51.5 percent. UC Davis places the number of alumni with degrees at 145,445. More than a half-dozen college presidents nationwide have emerged from the ranks of UC Davis alumni and faculty. There are 2,277 Hispanic personnel, 351 classified as "academic." There are 1,597 faculty on campus and an additional 498 faculty at the UC Davis Health System, a total of 2,095. Other academic personnel include 2,416 on campus and 893 at the Health System for a total of 3,309. Annual tuition for resident undergraduates is $4,034.

> ***Chicano/Mexican Americans account for about 6.8 percent (1,493), Latino/other Spanish Americans, 3.1 percent (724), and minorities overall are 51.5 percent.***

The number of prospective first-time domestic first-year students accepting offers from UC Davis for fall 2000 climbed 13.3 percent this year. The big news is that the number of students from underrepresented groups intending to enroll increased by 18 percent. A UC Davis News Service spokesperson notes that students from historically underrepresented groups–African American, American Indian, Chicano and Latino–held "relatively steady" in this year's admit pool (13 percent compared to last year's 12.5 percent). And 90 more than last year indicate they will enroll this fall (as of June 19, 2000). Underrepresented students comprise 13.1 percent of those intending to register, compared to 12.6 percent in 1999.

"The involvement of UC Davis students from all ethnic groups was an enormous asset to our success this year," says Gary Tudor, director of undergraduate admissions and outreach services at UC Davis. He adds that current students telephoned admitted students, visited hometown high schools and community colleges, spoke at recruitment events, and hosted visitors to campus. Students accepting admission offers who identified themselves as members of historically underrepresented groups numbered 588, compared to 498 in 1999. Increases were registered for African Americans, from 92 (in 1999) to 112 (in 2000) or 21.7 percent; for American Indians, from 28 to 31 or 10.7 percent; for Chicanos, from 277 to 336 or 21.3 percent; and for Latinos, from 101 to 109 or 7.9 percent.

Tudor says the record numbers of prospective students and their families learned more about UC Davis by visiting campus, attending seven statewide recruitment programs, and participating in a college fair held on campus. This year, 24,473 domestic applications, a record number, were reviewed. Of the 15,598 applicants offered admission, 4,485 indicated by the May 1 deadline that they intended to register.

As the new academic year got under way this year, the first-year class settled in at approximately 4,300, with overall enrollment anticipated to increase by four percent, from 25,092 to 26,103. "We are planning increases in undergraduate enrollments that will allow us to provide access for more students," concludes Tudor.

In the last academic year, UC Davis dramatically expanded its programs in Northern California public schools to help thousands of students prepare for admission. The campus is also providing professional support for hundreds more teachers, counselors, and administrators. More than 10,000 additional students received help from UC Davis, largely in urban schools with a history of low college attendance. The programs are supported by an annual $2.4 million from the state legislature, targeted to boost enrollment of underrepresented and economically disadvantaged students.

"I am amazed by how much we have been able to accomplish in a year in more fully developing our school partnerships and in the expansion of our Early Academic Outreach program. But I am also humbled by how much there is still to do," says Yvonne Marsh, assistant vice chancellor for student affairs, who has responsibility for several campus outreach efforts. "Our school partners are enthusiastic about our presence in their schools, and campus faculty have come forward with exciting programs for children and teachers. UC Davis will be a vital player in helping to support schools and contribute to well-prepared students from many of our most underserved communities."

Bilingual Education: The Debate Continues on Prop 227

BY PATRICIA HANSON

Patricia Gándara, associate professor of education at UC Davis, lead author of the report, said that "the ultimate victims of such disorder are the students."

The 2000 census confirmed it: Caucasians in California are in the minority.

White non-Hispanics are 499 percent of the state's population; the majority is 30 percent Hispanic, 22 percent Asian/Pacific Islanders, and eight percent African American. While Spanish is the native language at the forefront of the nationwide bilingual education controversy (three-quarters of the nation's bilingual education students speak Spanish), the diversity in some regions of the state gives new meaning to the term "English learners." Seventy native languages are spoken by children in Anaheim schools, among them, Vietnamese, Cambodian, Chinese, and Portuguese.

In what for some could be an alarming trend, new policies in California's schools are adding fuel to the fiery nationwide debate on bilingual education. Two years ago, the state in which voters repealed affirmative action and restricted immigration brought into law Proposition 227, a measure some have called the death knell for bilingual education. Partly because it usurped educators' authority but also because its basic premises had not yet been established by scientific research, all the major education organizations in the state, including the California Teachers Association, opposed the bill, believing that it robbed teachers of professional autonomy and set a dangerous precedent.

In June of 1998, when Silicon Valley software entrepreneur Senator Ron K. Unz first financed and initiated the ballot measure, proponents said its goals were to teach English to language-minority students as quickly as possible, to reduce dropout rates among immigrant children, and to increase literacy and economic advancement. The arguments were so compelling that the measure passed 61 percent to 39 percent. Who wouldn't want their youngster to be "immersed" in learning English as quickly as possible? Even a small but significant portion of Hispanic voters was behind it.

Now, two years later, controversy surrounds Prop. 227's impact and its effects on school children. And its implications are starting to extend to other states considering similar ballot measures. Arizona will vote this month, Colorado narrowly missed getting one on the ballot this fall, and anti-bilingual forces are rallying in New York and Massachusetts.

Many know that statistics can be used to generate more heat than light, and tables turned to substantiate any argument; therefore, arguments of both camps on bilingual education deserve an eagle-eyed look. The loudest voices can be heard in television news reports, seen in magazines and newspapers. *The New York Times*, indeed, ran an editorial and a front-page feature, "Test Scores Rise, Surprising Critics of Bilingual Ban."

A second and perhaps less media-savvy camp is a well-respected group of academic scientists, researchers, and educators. Their August 2000 headlines, which received less national coverage, focused on a comparison study of ten schools with and without strong bilingual education components, and read as follows: "Parents Given the Choice for Bilingual Education Have Reason to Celebrate: Test Scores Show Students in Bilingual Education Programs Meeting or Exceeding the Performance of Students in English Immersion Classrooms."

What do the proponents of bilingual education say to this? Who is one to believe?

Salinas Chapter of California, Bilingual Educators meeting

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Patti Costello, a 30-year veteran bilingual educator in the Salinas Union High School District

Simultaneous Changes

When Prop. 227 was implemented, several other major changes also went into effect in California. Class size was reduced from well over 30 to 20 students per room. Prior to 1996, California had the largest class sizes in the nation; now, in the early grades, it has among the lowest. This created an enormous demand for new teachers that the state has been unable to meet.

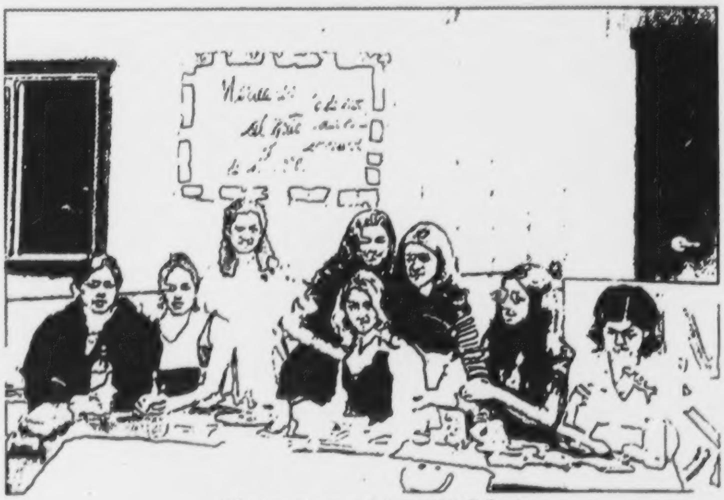
Dr. Russell Rumberger, director of UCSB's Language Minority Research Institute, spoke of the problems with implementation being compounded by the imposition of class-size reduction and new, standardized testing regulations at the same time.

"Salaries and working conditions became worse at the places that needed good teachers the most. Inner city schools, such as Los Angeles Unified School District, operated with 25 percent of its teachers 'emergency-credentialed' in the 1998-99 school year. The good got better and the bad got worse."

Educational reforms enacted in 1998 included new curricular standards and new restrictions against "social promotion" that could result in the retention of large numbers of students who do not meet grade-level standards. But most importantly, a high-stakes statewide testing program was implemented. Elementary teachers found themselves teaching youngsters how to respond to questions and how to mark bubbles on standardized test forms rather than on how to understand the subject matter they were also addressing.

What do test results really tell us?

In national press releases, Unz highlighted second grade reading scores in three districts near Oceanside, Calif., where the average reading score of a student classified as limited in English increased nine percentage points over the last two years, from the 19th to the 28th percentile. In mathematics, the increase in the average score for the same students was 14 points, from the 27th to the 41st percentile. Only in the tenth and eleventh grade were increases in test scores below four percentage points.



MEChA students at Salinas High School

Stanford University's Kenji Hakuta, whose research and publications helped mount a comprehensive counterattack to *The New York Times* editorial, writes about the post-Unz initiative studies about Oceanside and is quick to remind people who tout slight increases in test scores (some as low as six tenths of a percent, at the elementary levels only) that several other competing educational reforms have directly influenced those scores, not just Prop 227. Moreover, while test scores did indeed increase for LEP students, they increased for students in bilingual classrooms as well as those in English-only classrooms. Moreover, they also increased for English-only speakers. An increase in test scores was predictable, since simple familiarity with the standardized test normally confers small year-to-year gains.

"Tests never show the entire picture. Theories on language learning state that the proficiency with which one learns a second language depends on how literate you are in the first," retorted Patti Costello, a 30-year veteran bilingual educator in the Salinas Union High School District, responding to *The New York Times* article. Many of the children of migrant farm laborers do not have what she calls "print-rich environments" in their own homes. "If their parents and siblings can't reinforce the English they are learning, how can they succeed?"

Ms. Costello said of certain Oceanside statistics often touted by anti-bilingual critics: "First of all, those scores went from very, very bad to very bad. Next, they're only reported at second grade levels. What about the upper grade levels? Sure...if they could immerse every immigrant child at kindergarten or first grade, it might work, but they don't all enter school at that age. Many of our middle and high school youngsters come directly from Mexico. That's where kids really get lost and are in danger of acting out, even joining gangs, when school makes them feel like failures."

Ms. Costello said that "the effective filter," i.e., the level of fear that keeps a child from saying a word or giving an answer in class because s/he thinks it will be wrong, gets stronger the older children get. "How can we possibly immerse adolescent youngsters for only one year, and then move them to mainstream classes...? It's ridiculous."

Theorists and Practitioners

Learning theorists say they have solid evidence that structured immersion programs for one year only, as the California measure decreed, do more to harm and confuse immigrant children,

Pictured (top) Estella Vásquez, (left) Dora Salazar, (right) Trine Rodríguez, officers at Salinas Chapter California Association of Bilingual Educators

restricting their abilities to learn, rather than helping them grow and prosper in the system. One group of researchers visited 16 school districts and 25 schools throughout California to assess the implementation of the new law and its effects on learning. What they reported in "The Initial Impact of Proposition 227 on the Instruction of English Learners," produced by the Education Policy Center at the University of California at Davis (UC Davis) and the Linguistic Minority Research Institute based at University of California at Santa Barbara (UCSB), was that the initiative has contributed little to California classrooms but confusion, frustration, and inconsistency in its implementation.

Patricia Gándara, associate professor of education at UC Davis, lead author of the report, said that "the ultimate victims of such disorder are the students."

Inconsistent Implementation

Most districts in the state implemented Prop. 227 using their own interpretation of its wording, and based on their resources. Policy was developed and administered at different levels in different districts, sometimes varying from school to school even within the same district.

The LMRI report documented a variety of methods that districts and schools used to implement Prop. 227. Those districts with historically strong bilingual components disseminated their waivers to parents in such a way that they got them to check the box to keep their kids in bilingual education.

Gandara said that some schools created their own definition of terms such as "overwhelmingly in English." Thus students in structured English-immersion classes might have been provided with 52 percent of their instruction in English, meeting the definition. Another strategy was to provide "pre-instructional activities" and "review sessions" in the primary language, reserving the actual instructional time for English only.

Trine Rodríguez, principal of Gabilan Elementary School in Soledad, a population large with immigrant agricultural workers, immediately notified all parents in her district of the waiver, in language they could understand, and 60 percent of them chose to keep their youngsters in bilingual education. "These students have a right to education they can understand," she stated.

Analda Colón-Muñiz, president of the California Association for Bilingual Education, said that "the implications for teacher training are immense." Beyond the economic reasons for training less-credentialed bilingual educators, she stated, "We need better knowledge of the basic dimensions of how English and non-English learners succeed. We need to prepare teachers with more command of what makes kids succeed, based on better research."

Carol Alonzo and Patti Costello

Teacher Estella Vásquez, of the Lincoln School in Salinas, spoke of educators in the elementary grades being overwhelmed. "It's all politics," she said. "There's so much pressure on teachers right now, and who loses in the end? The children."

What does (and should) the future hold?

The jury is still out on bilingual education. Carefully conducted research on the effectiveness of specific educational programs is needed. California authorized a statewide evaluation of Prop. 227, to be conducted over the next five years. It should provide useful information on a representative sample of schools.

Stanford's Hakukta said, "It is expected that the study will control for important alternative explanations for gains in student performance, such as class-size reduction, investments in teacher training and coaching, major changes in instructional methodology for all students, socioeconomic status, and other variables."

A federally funded 10-year longitudinal study is also in the works to more definitively ascertain what truly affects the learning of young children whose primary language is other than English. States with large immigrant populations will have to find their own answers to preparing the young for a marketplace that demands them.

BILINGUAL EDUCATION

PROPONENTS

1. http://lmrinet.ucsb.edu/

The University of California Linguistic Minority Research Institute (UC LMRI), is a multi-campus research unit of the University of California, established in 1984, that supports, stimulates, and coordinates research, dissemination, and professional development activities that promote the understanding and improvement of language-minority students in schools.

Through LMRINet, information is made accessible through the Internet to researchers, students, and practitioners interested in issues of language, education, and public policy, especially as they relate to linguistic minorities. The April 2000 study by Gándara, et al., "The Initial Impact of Proposition 227 on the Instruction of English Learners," can be downloaded from this site.

2. http://www.stanford.edu/~hakuta/

The website for Dr. Kenji Hakuta of Stanford University contains "What We Can Learn about the Impact of Proposition 227 from SAT-9 Test Scores: An Analysis of Results from 2000." Bulleted key points for press. Links to many research reports and other sites on bilingual education.

3. http://www.bilingualeducation.org

Site of the California Association of Bilingual Educators–contains information on legislative updates, upcoming conferences, and the most recent comparative study of ten California elementary schools with large enrollments of bilingual learners.

4. http://californiatomorrow.org/

California Tomorrow is a nonprofit organization dedicated to contributing to the building of a strong and fair multiracial, multicultural, multilingual society that is equitable for everyone. "We believe such a society involves promoting equal opportunity and participation–social, economic and educational–and embracing diversity as our greatest strength." Also contains the Middleton Foundation August 2000 report, "Parents Given the Choice for Bilingual Education Have Reason to Celebrate: Test Scores Show Students in Bilingual Education Programs Meeting or Exceeding the Performance of Students in English Immersion Classrooms," sponsored by Californians Together and the Diane Middleton Foundation.

5. http://www.nabe.org/

Promoting educational excellence and equity through bilingual education, the National Association for Bilingual Education (NABE) is the only national organization exclusively concerned with the education of language-minority students in American schools.

6. http://www.nap.edu/books/0309054974/html/index.html

Free site to read: *Improving Schooling for Language-Minority Children: A Research Agenda* (1997), Commission on Behavioral and Social Sciences and Education; National Research Council (NRC) reports on bilingual education research; Long version with research recommendations.

OPPONENTS

1. http://onenation.org/ and http://yeson227.org/

Senator Ron Unz' anti-bilingual education website, "English for the Children," that helped pass Prop. 227 and continues to rally forces in other states. "Let's teach English to all of California's children and end bilingual education by June 1998."

2. http://onenationindivisible.org/

Colorado English for the Children Initiative, "Give our Children an Equal Chance." The official website for the initiative, a November 2000 referendum, that would require the state's public schools to teach non-English-speaking students English.

3. http://www.angelfire.com/az/english4thechildren/

Websites for the Arizona Unz initiative, with links to other anti-bilingual forces.

4. http://yeson227.org/azcampaign.html

News inside Unz' One Nation national website relative to the Arizona campaign.

5. One Nation Indivisible (national anti-bilingual organization), 815 15th Street, NW, Suite 928, Washington, DC 20005; (202) 639-0803.

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Gains Small via Affirmative Action

Hispanic Faculty Up One Tenth of One Percent

BY JEFF SIMMONS

Kul B. Rai and John W. Critzer

Affirmative Action and the University
Race, Ethnicity, and
Gender in Higher
Education Employment

Throughout his career, Professor Kul Rai has written about what has interested him. Among his published books are examinations of foreign and domestic policies and their impact on America. He looked at challenges to and opponents of those policies.

His latest topic is a review of a decades-old effort fashioned to shape the academic and economic landscape in the country for years to come. But when he delved into his research on the political hot-potato of affirmative action, he was stunned by the revelations.

"I wanted to know, as this country was becoming more diverse and opposition to affirmative action has steadily grown, what advances have really been made for minorities and women," he said in a recent interview with *The Hispanic Outlook*.

"What you find is that as a country, we have become much more diverse, but as that has happened, the opposition to affirmative action has steadily built up," he says, pausing to note the political landscape. "Even though the Democrats have been generally more sympathetic to this program, the public has been increasingly opposed to it."

What he and a fellow political science professor at Southern Connecticut State University unearthed is that despite 20 years of affirmative action measures, white

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Hispanics in "Other" Occupations in Public and Private Institutions

Occupational category	1983 Male	1983 Female	1983 All	1991 Male	1991 Female	1991 All
Participation rates						
Public institutions						
Prof. Non-Faculty	1.1	1.0	2.1	1.4	1.9	3.3
Secr./Clerical	0.5	3.4	3.9	0.7	5.2	5.9
Tech./Para-Prof.	2.1	1.9	4.0	2.4	2.9	5.3
Skilled Craft	3.6	0.2	3.8	5.5	0.3	5.8
Serv./Maint.	4.1	2.2	6.3	6.2	3.2	9.4
Private institutions						
Prof. Non-Faculty	0.8	1.0	1.8	1.0	1.5	2.5
Secr./Clerical	0.6	3.3	3.9	0.8	3.8	4.6
Tech./Para-Prof.	1.7	1.9	3.6	3.0	2.5	5.5
Skilled Craft	4.6	0.1	4.7	4.7	0.2	4.9
Serv./Maint.	5.6	2.1	7.7	5.8	2.3	8.1
Representation ratios						
Public institutions						
Prof. Non-Faculty	0.34	0.31	0.33	0.30	0.43	0.37
Secr./Clerical	0.16	1.06	0.61	0.15	1.18	0.66
Tech./Para-Prof.	0.66	0.60	0.63	0.52	0.66	0.59
Skilled Craft	1.13	0.06	0.59	1.20	0.07	0.65
Serv./Maint.	1.28	0.69	0.98	1.35	0.73	1.04
Private institutions						
Prof. Non-Faculty	0.25	0.31	0.28	0.22	0.34	0.28
Secr./Clerical	0.19	1.03	0.61	0.17	0.86	0.51
Tech./Para-Prof.	0.53	0.59	0.56	0.65	0.57	0.61
Skilled Craft	1.44	0.03	0.73	1.02	0.05	0.54
Serv./Maint.	1.75	0.86	1.20	1.26	0.52	0.90

Source: Equal Employment Opportunity Commission.

men still dominate academic roles and that advancement has mainly–and only moderately–been achieved by white women.

"You keep hearing the misperception of a system of preferences that has been created for minorities and women at the cost of white males," Rai says. "Mainly, people think that minorities and women have had it really good on campuses, that they get hired and white males don't have a chance to get jobs."

"I have demonstrated that that has not happened and if anything, the program of affirmative action that was devised to help minorities and women gain jobs at the universities has not produced the results that were expected."

His findings can be found in ***Affirmative Action and the University: Race, Ethnicity and Gender in Higher Education Employment***, co-authored with colleague John W. Critzer. The book, published earlier this year by the University of Nebraska Press, is the only full-length study exploring the impact of affirmative action on the ranks of faculty, staff, and administrators on college and university campuses.

The authors use data supplied by the Equal Employment Opportunity Commission from 1979 to 1991, as well as information from the National Center for Education Statistics as recent as 1995. It exposes state-by-state findings, and gauges the demographic changes in employment of Hispanics and African Americans.

White men no longer hold all faculty jobs, but they nevertheless retain the largest chunk of them. In 1970, white men accounted for 68 percent of the faculties at all public and private higher education institutions. And 21 years later, that number had dropped to 59 percent.

Meanwhile, the number of white women has continued to climb, from 23 percent in 1970 to 28.5 percent in 1991. The research found that by 1991, whites still comprised 88 percent of all faculty. That, the authors note, represented only a three percent drop from 1970.

When it comes to Hispanic hires, the numbers of faculty and staff were low 20 years ago and, the professors note, have remained relatively stagnant, inching up only slightly. They blame this on the opposition to affirmative action.

They note, for instance: "In all institutions, the Hispanic share of faculty positions increased by only one-tenth of one percent since 1991. Surprisingly, some gains for both Hispanic men and Hispanic women occurred at private institutions. At public institutions, a minuscule increase for Hispanic female faculty was canceled by a similar decrease for Hispanic males."

Significant gains for minority faculty were achieved in the junior ranks, where the percentage of Hispanic junior professors rose between 1983 and 1991 from 1.8 to 3.7 percent, while the percentage of Black junior professors rose from 4.8 percent to seven percent. Asians climbed from 5.2 to 6.8 percent.

James Wyche, executive director of the Leadership Alliance, a consortium of 3,800 colleges and universities, agrees that progress has been modest at best.

"The higher-level positions are still mainly held by whites," Wyche says. "Very few minorities have been able to crack into the upper levels of administrative circles within colleges and universities. What's in place are legal mechanisms to ensure that there's no bias, that there are fair work practices with regard to hiring.

"In reality, it's a situation where people have to make decisions, and if those decision-makers are of only one group, you begin to ask the question of how comfortable they are in making decisions about incorporating people who are different from them or at least whom they perceive are different."

The research stretches beyond state-by-state comparisons to various faculty levels, administrative jobs, and gender barriers. The most progress, the authors note, occurred in the administrative ranks. For instance, the percentage of Hispanic administrators rose from 1.4 to 2.6 from 1979 to 1991. Still, that was much lower than whites, let alone African Americans, whose numbers jumped from 4.4 to 8.7 percent.

The professors point out that a key reason why Hispanics might lag academically is because they did not found their own colleges in America.

"The lack of political power and of any colleges of their own, combined.

> ***"The lack of political power***
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> ***own, combined with the***
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> ***race, kept Hispanics out of***
>
> ***19th century and a good part of***

with the prevailing attitudes toward race, kept Hispanics out of higher education during the 19th century and a good part of the 20th century," they write.

The authors devote a chapter to Hispanics in higher education, finding that there have been some gains and observing a disturbing trend in which Hispanics were more likely to be hired for service-oriented jobs than for faculty and administrative ones. Among the findings:

- Hispanics made little progress between 1979 and 1983 in assuming faculty roles. But by 1991, there were greater numbers on campuses, and the increase for women surpassed the rise for men. Still, Hispanic females represented less than 1 percent of the faculty ranks in all higher education institutions.

- States with small Hispanic populations actually had better representation ratios for Hispanic faculty than did states with large Hispanic populations. New Mexico, for example, had a 38 percent Hispanic population in 1990–the largest of any state–and yet a 0.41 representation rate for Hispanic males and a 0.19 for Hispanic females.

- There were more Hispanics in faculty positions in public and private schools in 1991 than in 1983. In 1991, Hispanics represented 2.5 percent of faculty at public higher education institutions, and 1.6 percent at private ones–this despite a 40 percent surge in the country's Hispanic population over the previous decade.

The number of states with fewer than one percent of Hispanic faculty members declined to fewer than 20. Only in three states–Arizona, Texas, and California–did Hispanics represent more than five percent of the faculty in public schools in 1991.

But in private institutions, only in Arizona did Hispanics account for more than five percent of faculty. In Colorado, they represented five percent, and in Florida and Texas, 4.8 and 4.7 percent, respectively. Only in one other state–California, with 3.4 percent–did Hispanics represent more than three percent of the faculty.

John Critzer, a political science professor at Southern Connecticut since 1989, noted the disparity when pitting public institutions against private ones.

Speaking of public institutions, Critzer says, "There is more bureaucracy involved in how one goes about hiring, and once you have this institutionalization put into effect, affirmative action continues on."

Hispanic Full-Time Faculty in Public, Private, and All Institutions

	*1979**	*1983*			*1991*		
	All	*Pu.*	*Pr.*	*All*	*Pu.*	*Pr.*	*All*
Participation rates							
Male	1.0	1.2	0.9	1.1	1.6	1.0	1.4
Female	0.5	0.5	0.4	0.5	0.9	0.6	0.8
Total	1.5	1.7	1.3	1.6	2.5	1.6	2.2
Representation ratios**							
Male	0.31	0.38	0.28	0.34	0.35	0.22	0.30
Female	0.16	0.16	0.13	0.16	0.20	0.14	0.18
Total	0.23	0.27	0.20	0.25	0.28	0.18	0.24

Hispanic Participation Rates of Newly Hired Tenure-Track Faculty

	1983			*1991*		
	Pu.	*Pr.*	*All*	*Pu.*	*Pr.*	*All*
Male	1.2	1.3	1.3	2.3	1.8	2.1
Female	0.5	0.6	0.5	1.8	1.2	1.6
Total	1.7	1.9	1.8	4.1	3.0	3.7

Hispanic Participation Rates of Full Professors

Male	0.9	0.8	0.9	1.5	1.1	1.4
Female	0.2	0.2	0.2	0.8	0.5	0.7
Total	1.1	1.0	1.1	2.3	1.6	2.1

Source: Equal Employment Opportunity Commission.

*Separate 1979 data for public and private institutions were not available.

**Representation ratios were calculated by dividing a group's participation rate by its percentage of the country's total population. For 1979 and 1983, 1980 U.S. Bureau of the Census population figures were used; for 1991, 1990 census data were used.

> ***and of any colleges of their prevailing attitudes toward higher education during the the 20th century,*** **”** ***they write.***

In four states–Delaware, Montana, North Dakota, and West Virginia–Hispanic faculty were almost invisible in private institutions. Their participation rates were less than 0.05 for both men and women. In public institutions, only Maine and South Dakota had such poor representation for males and females.

One study quoted by the authors noted that Mexican Americans accounted for the largest proportion of Hispanic faculty at all institutions. But their greater numbers could be found at two-year colleges, where about 70 percent were employed.

That study also noted that Hispanic faculty were largely concentrated in the social sciences, humanities, and education and often conducted research on "Hispanic-related topics."

- The number of Hispanics who became administrators climbed from 1979 to 1991, a sign of the country's swelling Hispanic population and a growing pool of Hispanic applicants for the jobs. Still, one administrator cited in the book lamented that Hispanics were often stereotyped as foreigners without leadership skills responsible enough to hold such jobs.

In most states, Hispanics represented less than one percent of administrators in 1983. Only in California, Colorado, Washington, Connecticut, Texas, Utah, New Jersey, and Texas did their numbers exceed one percent.

The numbers remained "relatively small" nearly a decade later. Hispanics did make progress in several states, in both public and private institutions, but still remained underrepresented in most states. The authors note that a few states still had participation rates above one percent. Colorado had a 4.9 percent participation rate, second only to Arizona, at 5.2 percent.

In California, there was one glaring drop: the participation rate for Hispanic males in public institutions actually dropped from 5.6 to 4.5 percent. New Mexico also saw its number of Hispanic male administrators drop.

Wyche, of Brown University in Providence, Rhode Island, said the findings are disheartening though visibly true and speak to a "glass and steel ceiling."

"You see very few people of color as CEOs and presidents as you look across the colleges and universities you visit," he says.

"It's not to say that there are not people who are qualified. But the people who make those selections are generally trustee boards, and they are looking for people who can carry out the traditional spirit and mission of the college or university they serve as they've always seen it."

He adds, "They are now looking at people who are bringing something new to the plate.... It's a clash of concepts, of what one saw in the past and what some people see in the future. The question is how to reconcile that to improve the conditions at a college or university. In the future, I am hopeful there will be more progress than has happened to date."

Hispanic Administrators in Public, Private, and All Institutions

	*1979**	*1983*			*1991*		
	All	*Pu.*	*Pr.*	*All*	*Pu.*	*Pr.*	*All*
Participation rates							
Male	1.0	1.4	0.9	1.2	1.6	1.2	1.5
Female	0.4	0.5	0.6	0.6	1.1	1.0	1.1
Total	1.4	1.9	1.5	1.8	2.7	2.2	2.6
Representation ratios							
Male	0.31	0.44	0.28	0.38	0.35	0.26	0.33
Female	0.13	0.16	0.19	0.19	0.25	0.23	0.25
Total	0.22	0.30	0.23	0.28	0.30	0.24	0.29

Hispanics in "Other" Occupations in All Institutions

Occupational	*1979*			*1983*			*1991*		
category	*Male*	*Female*	*All*	*Male*	*Female*	*All*	*Male*	*Female*	*All*
Participation rates									
Prof. Non-Faculty	1.0	0.8	1.8	1.0	1.0	2.0	1.3	1.7	3.0
Secr./Clerical	0.5	3.0	3.5	0.5	3.4	3.9	0.7	4.8	5.5
Tech./Para-Prof.	1.9	1.5	3.4	1.9	1.9	3.8	2.6	2.8	5.4
Skilled Craft	3.5	0.2	3.7	3.9	0.2	4.1	5.3	0.3	5.6
Serv./Maint.	4.1	1.8	5.9	4.6	2.2	6.8	6.1	2.9	9.0
Representation ratios									
Prof. Non-Faculty	0.31	0.25	0.28	0.31	0.31	0.31	0.28	0.39	0.33
Secr./Clerical	0.16	0.94	0.55	0.16	1.06	0.61	0.15	1.09	0.61
Tech./Para-Prof.	0.59	0.47	0.53	0.59	0.59	0.59	0.56	0.64	0.60
Skilled Craft	1.09	0.06	0.58	1.22	0.06	0.64	1.15	0.07	0.62
Serv./Maint.	1.28	0.56	0.92	1.44	0.69	1.06	1.33	0.66	1.00

Source: Equal Employment Opportunity Commission.

*Separate 1979 data for public and private institutions were not available.

- Hispanics were more likely courted for service-oriented, secretarial, and clerical jobs than for faculty positions. The authors studied five other occupational categories on campuses and discovered that public institutions were more willing than private ones to hire Hispanic workers.

The authors note that despite occupational progress by Hispanics in the 1980s, their preponderance in service-oriented jobs projects "an image of a minority that is in demand for employment in positions with lower status and pay but that is not educated and trained sufficiently for employment in the higher education echelons of academia."

"Historically there has been discrimination against Hispanics, and they have not had the same opportunities as other groups at obtaining education and moving ahead in life," Rai says.

Sherryl Browne Graves, professor at New York City's Hunter College, credits the research with dismantling a public misperception that affirmative action has stymied advancement for whites.

"People tend to focus on one or two people getting a job and assume that that is preventing someone they knew who might be eligible for that job from getting it," says Graves, who is with Hunter's School of Education's Department of Educational Foundations and Counseling Programs.

She lays part of the fault on minority applicants themselves, saying they can be reluctant to move to places where it would be difficult to do research.

"If you do research on the minority population, and you're in College Park, Pa.," she reasons, "then you have to travel to Pittsburgh or Harrisburg or Philadelphia, whereas the white colleagues next to you can do research on the population that surrounds them."

The authors were somewhat optimistic that the clamor over recent years for a more diverse faculty and staff pool has been fueled by a more diverse student population.

"It goes back to the idea that you have students who are very aware of what goes on on campuses, and you want them to see that kind of diversity," Critzer says. "It reflects on the university to show this kind of openness to minorities and women."

Rai hopes the findings will prompt institutions to take a good, hard look at themselves and "realize that affirmative action has really not done very much for minorities or women and it's about time to remedy that," says Rai, "to remedy past injustices by considering race and gender when hiring in the university."

"It's a matter of people realizing that reverse discrimination has not been created, that white males continue to dominate academia and that white males still have the highest paid and most powerful positions in faculty and administration.

"I would like to leave them with the impression that it's about time to hire more minorities and women in higher education."

Become a Better Version of Yourself

Valparaiso's Warmth Appeals to Minorities

BY LORI SOARD

Valparaiso, a small private university in northern Indiana, also known as Valpo, is considered by many to be a model school for minority programs. Other schools contact Valpo staff for advice on instituting programs for Latinos and other minorities.

Valpo's literature describes it as a campus "where talented students of all ethnic and racial groups can be themselves while growing in knowledge, skill, character, and creativity."

"Valparaiso University," it continues, "is a place where you can comfortably become an even better version of yourself."

What are some of the programs that make Valparaiso effective? For one thing, its Mentor/Mentee program–M&M–is solidly in place and offers personal and academic support for students that helps them meet the challenges of college.

New students are paired with a peer to help ease the transition to university life. Valpo has found it is extremely important that new students become involved in what is going on around them. Without that involvement, they might feel alienated and face a higher risk of dropping out.

Often the mentoring program offers a triad, with both a faculty member and a peer for the new student to fall back on. As in most programs of this kind, the mentor serves as positive role model, advisor, and friend. Mentors also play a host role, contacting new students to invite them to social activities and campus events.

A popular meeting place for mentors and fellow students is the Martin Luther King, Jr., Cultural Center (MLKCC) located next to Valpo's law school. The Cultural Center welcomes students of all races and cultures. Its stated mission is "to promote equality, peace, and intercultural understanding among all people," which includes a commitment to "creating and supporting a community of learners that value cultural, racial, and ethnic diversity."

Many of Valpo's planned cultural events take place at the Cultural Center, which offers a kitchen, a multicultural resource library, recreation room with TV, VCR, and stereo, a computer room, a bulletin board of events, and a patio area for backyard activities.

Staff members mentor students by offering moral and academic support. Often those who transferred from larger universities, where appointments with advisors and other faculty were scheduled in advance, are amazed when an advisor walks them around campus on their first day or welcomes them into an office for a long chat. Valpo's friendliness they find refreshing.

Students appreciate the personal attention. Eighty-seven percent of Valparaiso's first-year students return for a second year. The average time from enrollment to graduation is 4.3 years. And *U.S. News and World Report* consistently rates Valparaiso one of the top Midwest colleges.

"What I like about Valpo is its family atmosphere. I appreciate the fact that my advisor takes the time to help me, so I don't feel like I'm part of the pile," said Carolyn Brunson, a physical education/sports management major. "As a transfer student from a huge university, I value one-on-one attention and care. Students at Valpo can gain a wealth of knowledge and experience by being involved in the many organizations and activities and in community service."

Because Valparaiso is small, only 3,600 students, the minority retention rate is 10 percent higher than the national average. Jane Bello-Brunson, director of multicultural programming at Valparaiso, says, "Our minority population is at 12 percent. For a small university, we are doing a good job of getting the word out there about our programs."

Usually more than half the minority students receive diversity awards. Valpo's Diversity Awards and Christ College Diversity Scholarships are based on academics and not need alone.

Why is their retention rate higher than the national average? What is it about Valparaiso that allows minorities to find more success than at other colleges? Valparaiso staff credit its faculty and academic advising methods. Classes have an average of 22 students. Because of the high faculty-to-student ratio, professors can monitor how individual students are doing and look at personal issues that affect their performance.

There are several issues a counselor might look at if a student is failing or struggling. For first-year students, it is often an issue of leaving the warmth and familiarity of a close-knit home life. Involving the students in campus programs and helping them connect to the family atmosphere of the campus can help. Sometimes students unaccustomed to total freedom need to cut back on socialization a bit. A skilled advisor can help the student see this. For others, the classes need to be balanced so that the workload isn't too intense. Perhaps a student is the first generation in the family to attend college and doesn't know where to seek help when struggling. For those students, introducing them to support services can be critical.

Jane Bello-Brunson, director of multicultural programming at Valpo

Jane Bello-Brunson works closely with many of these students. One success story involves a young Puerto Rican man who found it hard to be separated from his family support system.

"He was bright and exceptional, but he was really struggling. Small student numbers made a difference because I was able to help him get involved in Latinos for Excellence and other campus programs. He blossomed and eventually became a peer mentor. He graduated last year and is now working for an engineering firm in Chicago."

That student still stays in touch with Bello-Brunson and with the two students he mentored, who both speak highly of him. This personal contact with other students helps to replace the family contact that so many students desperately miss. It's an adjustment for many upon graduation because Valpo has become a second family.

Campus Groups and Events

LIVE, Latinos In Valparaiso for Excellence, is one of the most active groups on campus. It often co-sponsors events with the University to help students become involved with University life. One such event would be the Identity Culture Series, a program that encourages dialogue and discussion about issues such as race, religion, and ethnicity. The campus and Latino group also sponsor a Hispanic Heritage Month celebration each year. Colorful posters announce the event, followed by minority speakers, dinners, films, and a kickoff gathering. At the kickoff, there is a discussion of the Hispanic Leadership Program at Valpo. Afterwards, students can sample dishes from Mexico, Puerto Rico, Colombia, Cuba, and Spain and listen to Hispanic music.

This year, the Office of Multicultural Programs (OMP) began the semester with the annual Hispanic Heritage Dinner on September 9. Eduardo Garza, director of the Hispanic Leadership Program at the U.S. Hispanic Leadership Institute, was a featured speaker. A performance by Ballet Folklorico, a student art display, and poetry readings were also part of the event.

OMP and LIVE also have planned a multicultural film series on U.S. immigration policy, a panel discussion and film on California residents' reaction to Mexican immigrants, facing racism, and a "mockumentary" on the mysterious disappearance of Mexicans. Students will also enjoy cultural dinners, dance, and movie nights. Many will attend the Hispanic Leadership Conference in Chicago, which is about one hour west of Valparaiso.

The Office of Multicultural Programs is particularly skilled at garnering talented and impressive speakers, including Chicana writer and civil rights activist Elizabeth Martínez. The office sponsors a spring cultural festival and concert, a Cinco de Mayo celebration, and a cultural program during parents' weekend.

Valparaiso is unique in its Student Senate involvement. The Senate reserves specific positions that address Hispanic and ethnic issues. Patty Pantoja is a student senator whose constituency is described broadly as ethnic minorities. Pantoja is also president of LIVE, co-chair of the Social Justice Committee, a member of the Diversity Concerns Committee, a member of Alpha Kappa Delta Honor Society, Hispanic Heritage Month coordinator for the Office of Multicultural Programs, and a mentor to new and transfer minority students.

Pantoja has been working hard to launch a chapter of Gamma Phi Omega, a Latina Sorority, at Valparaiso, and is finding it an uphill battle. "Getting the sorority founded has been a very difficult task," she says, "as I have found that there is not much support for a Latin sorority on our campus. It's really difficult to get people involved."

But LIVE's board is working hard to involve Latino students by promoting cultural awareness, and the organization has more to work with now than in the past. "We were mainlined by Student Senate this past academic school year, which means that we will be given money by the Senate, whereas before we never had a budget to work from. LIVE in the past has had to do a lot of fundraising in order to pay for the cost of the events. Thankfully, all the hard work has paid off, and now we have a fairly reasonable budget." LIVE hosts student events during the year, such as dinners and film festivals.

Valparaiso's arts and sciences program actively promotes minority role models through displaying ethnic artwork and inviting dancers and musicians who reflect a variety of cultural heritages.

With many more programs in the works, and with hardworking student senators like Patty Pantoja, Valparaiso seems to be on the right track for remaining one of the most successful schools for minorities in the nation. Bello-Brunson believes that as word-of-mouth increases, Valpo's Latino population will increase.

"There is a misperception that a private institution is not affordable; however, we have a good package with a quality education. And there is always financial assistance."

For further information, visit Valparaiso's website at http://www.valpo.edu or call the Office of Admissions at 1-888-GO-VALPO, toll-free.

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Creating a Diversity Research Initiative

A Model to Emulate from UMB

BY ANGELA PROVITERA MCGLYNN

A Diversity Research Initiative
How Diverse Undergraduate Students Become Researchers, Change Agents, and Members of a Research Community

University of Massachusetts Boston
Center for the Improvement of Teaching

As a professor of psychology interested in transforming the teaching/learning process, and as a teacher committed to creating a campus climate that celebrates diversity, I was fascinated to learn about a Diversity Research Initiative undertaken at The University of Massachusetts, Boston. The project director was Esther Kingston-Mann, American Studies/History Department, and director of the Center for the Improvement of Teaching.

This initiative started in 1997, when a cohort of faculty and students from three of UMB's five colleges created a research community that would explore issues of diversity, using the University as the site of the inquiry. The project lasted two years.

UMB sees as part of its urban mission the goal of creating a welcoming and inclusive campus. With that in mind, and aided by a Ford Foundation Grant, the research initiative had as its aim to educate and empower college students as researchers of campus diversity. UMB wanted to add a missing dimension to the national discourse–the perspectives of the urban commuter college.

The project was designed to give students a chance to acquire research skills and to explore the larger forces, values, and assumptions about diversity that tend to shape both researchers and their subjects.

This past decade, U.S. higher education has experienced dramatic demographic changes, with greater cultural diversity than ever in history. The decade has also witnessed the development of many projects for multicultural curriculum and teaching transformation. Many urban institutions, commuter institutions, state colleges, and community colleges have been in the forefront of diversity initiatives. Some institutions, such as Memphis State, Bloomfield College (N.J.), North Seattle Community College, and UMASS-Boston, stand out in their roles in diversity initiatives.

Institutions like these are attended by the most diverse student populations in the nation, and challenge their faculties to transform the nature of higher education. Yet the national discourse on diversity has often focused on institutions whose commitment to multicultural teaching and curriculum transformation is comparatively recent and fragile. The scholarly literature and the media often highlight Harvard, Stanford, and Berkeley and ignore the diversity initiatives of community colleges and urban commuter institutions. It is therefore quite significant that the Diversity Research Initiative emerged at a diverse, commuter institution, UMB, with a long-standing commitment to inclusive teaching, learning, and curriculum change.

All research runs the risk of encountering biased sources, biases that shape theoretical models, that influence what questions are asked and what hypotheses are posed, that dictate the choice of subjects, that affect the interpretation of results, and that even affect what results get published. Some theoretical models have inherent biases in their perspective, as, for example, the gender biases we find in Freudian psychoanalytic

"Faculty participants had to shed their traditional "authority" role in the classroom, and assume the roles of coach, collaborator, and learner."

ANGELA PROVITERA MCGLYNN

thinking. The questions that are asked in a research study often reflect the biases of the researcher. And often, even the phrasing of questions can influence the nature of the results. For example, if a researcher asks college students, "Do you use drugs?" on a questionnaire, the response might be very different than if asking, "What drugs have you used in the past month?"

In an experimental research project, we know that the gender and race, and even the attire, of the experimenter, and other variables, can affect the results of the experiment. Interpretations of results can also harbor inherent biases. For example, in a study that asked male and female college students to estimate their scores on an Introduction to Psychology test, males estimated that their scores were much higher than did the females. This was automatically interpreted to mean that females have lower self-esteem and less self-confidence. When other researchers compared actual scores on the test with students' estimates, it was found that males tended to inflate how well they had done while females gave a realistic appraisal of their performance. What tends to get published in psychology, and probably in other social sciences as well, is often results that are in some way sensational. For example, gender differences are published much more readily than are gender similarities.

With an understanding of the potential biases inherent in research, the UMB Initiative invited students of diverse backgrounds to engage in diversity research, for college credit, that would deepen their understanding of their own academic environment. Over a two-year period, student-faculty teams conducted research projects in which more than half of the participants, both students and faculty, were people of color. As one of the faculty participants pointed out, a major challenge of the project was to help students to develop research skills through investigation of an institutional environment by "insiders" who were part of the same community they were investigating. Both students and faculty believed they were undertaking research that really could make a difference in terms of institutional climate.

Examples of some of the many questions that were explored included: 1) what is the impact of Black Studies courses on white students? 2) What is the experience of gay, lesbian, bisexual, and transgendered students within UMB classrooms? 3) What is the degree and quality of faculty understanding of, and sensitivity to, students with disabilities?

Student and faculty researchers were aware that they were being changed by what they were learning and by their interactions within and between their research teams. Students developed new conceptions of their relationship to the institution.

According to a student in the fall 1998 cohort, "The DRI was the best thing that I got out of UMB, especially being a senior and not feeling connected to the school. The project made me feel different. I felt a connection from working closely with the professors, playing a part in change, and making the school better. That's very satisfying to me."[1]

Another student from the spring 1998 cohort had this to say, "One unexpected benefit was that we, the African American interviewers, learned about our own assumptions about White people in the process. This is something I had not expected, but one of the most valuable things that I've gotten out of the DRI experience. When you look outside for knowledge, you have to remember to look inside as well."[2]

The diverse backgrounds of the DRI participants were a source of insight and empathy for the research. In one group, a faculty participant told of her team's rage and sadness at the discovery of racist attitudes held by faculty about students of Hispanic background. From The College of Nursing, Lin Zhan discussed the experience of her students, who shared not only their research findings with their seminar colleagues, but also their sadness over the pain that prejudiced remarks inflicted on their fellow students.

One by-product of the DRI was teacher transformation. Although designed as a significant learning opportunity for undergraduate college students, the project became an opportunity for teachers to challenge some of their assumptions about their own roles at the institution. Faculty participants had to shed their traditional "authority" role in the classroom, and assume the roles of coach, collaborator, and learner. In fact, there was wonderful collaboration not only between faculty within cohorts but also across cohorts as well. Faculty participants from one semester often attended seminars and presentations from the next semester and provided advice about interviewing techniques, coding of evidence, research readings, and strategies of inquiry. So the sense of community that was fostered among the student participants was also evidenced among the faculty, who became more faithful colleagues with a greater sense of institutional community.

The Diversity Research Initiative was certainly an ambitious project. The two-year initiative, through the creation of research learning teams and seminars, linked the teaching of research methodology with the creation of a collaborative, student-faculty community. The process of research, along with the findings they discovered, empowered students as researchers. It seems to me that the project at UMB moved the process of creating an inclusive institutional climate forward–while teaching students to become critical thinkers and analytical researchers, and helping them to develop a greater appreciation of diversity and empathy for others. Isn't this what higher education should be about?

References:

[1] Student in Fall 1998 cohort, in Kingston-Mann, E. Building a Diversity Research Initiative: An Introduction, from *A Diversity Research Initiative: How Diverse Undergraduate students Become Researchers, Change Agents, and Members of a Research Community*. UMB, Center for the Improvement of Teaching, 1999: 11.

[2] Redmond, L.C. Student in Spring 1998 cohort, in Kingston-Mann: 12.

A Grain of Sand

In the Deep Hole of Misunderstanding

BY DICK KEY

Memories of my years as an American diplomat were dredged up by this letter from a friend's granddaughter:

Dear Mr. Key:

I'm working on a South America project for my fifth grade class. Would you mind answering a few questions?

1. What was your job title there?

2. What are the differences between South Americans and us? I am interested in education, religion, jobs, dress, food, cities, governments, etc.

Your friend, Jennifer

An inquiring young mind couldn't be ignored!

Dear Jennifer:

Quick answers. Understanding the complex, diverse area called South America takes years of study of the languages, customs, and aspirations of the millions of people arranged by history into different, and therefore competing, nations.

They all want what every human being wants–peace, happiness, adequate food, clothing, shelter, and education. Think of all these needs and wants as one big pie. Everyone should be able to get a piece of it. But it never seems to get big enough to satisfy everybody. Even in our country.

People and countries argue over markets, oil, fishing rights, land, access to food and minerals, and basic guarantees of human rights and freedoms. Diplomacy is what we practice to lend our hand to the efforts of many at smoothing out the arguments between countries that crop up because of this competition. One serious problem between us, a problem that is only growing worse, is the large amount of illegal drugs produced in various countries there and smuggled into our country. In our own country, we struggle with the demand for these illegal drugs; in South America, the struggle is with the poverty that motivates farmers to produce the crops and the greed of dealers wanting to capitalize on them.

I was Cultural Affairs Officer in several U.S. embassies, arranging cultural and educational exchanges, "people to people" visits, exhibits, and book distribution, trying to get the United States and our host country to understand each other better.

I was also a public affairs officer, working with local journalists from TV, newspapers, magazines, and radio to get an accurate picture of our country put before the citizens of theirs.

I wouldn't have wanted any other job. Sincere personal friendships, with great people in each country, were mainly responsible for whatever successes I had. But, even when you've done your very best, you sometimes wonder if you've only dropped a few tiny grains of sand into a deep hole of misunderstanding. Then you think that if lots of grains of sand are dropped in over enough time, that hole will finally be filled up. To everyone's benefit.

Language is surely the key to the mysteries of another culture. So, study languages, Jennifer! Spanish, spoken in most South American countries, is already a second language in several parts of our country. Portuguese is indispensable for Brazil.

Religion? In South America, the predominant religion is Roman Catholic because of the priests who came with the explorers and the soldiers. In our country, it's the various Protestant denominations. Both priests and ministers do much good work in both parts of our hemisphere.

Education flourishes or wanes, according to the various governments' ability to support it. It's the pie again. Never big enough. Poor children in rural areas get the short end of the stick. That's why many families crowd into the cities. The city is the candy store where the goodies of civilization, especially jobs and better schooling, are to be had.

Their big cities are just as modern as any in the United States. Brasilia, a totally planned city, has architecture rivaling any in the world for beauty, form, and function. Most people dress like you and me. You'll find some native costumes on the streets only in countries like Guatemala, Peru, Bolivia, and Ecuador.

Food is as varied as the countries and climates that produce it. Rice, beans, corn, potatoes, and tropical fruits are staples. Fresh-water and ocean fish and local game and farm animals supplement them. But, of course, not everybody in an underdeveloped country gets enough food. There's that pie again!

We, in the United States, enjoy a stable democracy. It does a pretty good, though definitely not perfect, job of seeing to its citizens' needs. Its greatest strength–although some would argue that the playing field is not as equal as it should be–has been in offering opportunity to everyone to work toward fulfilling his or her personal dreams and aspirations in a free and open society.

There are some democratically elected governments in South America that more or less try to follow our model. But, unfortunately, some governments have become military dictatorships, which offer their citizens oppression rather than opportunity. And, through corruption, meaning that some of the people in power take more of the pie than they leave for the rest of the citizens, South America makes little progress toward a humane, fair standard of living for the great mass of its people. Change is needed. A bigger pie, fairly divided, is needed. A democratic form of government is a big first step in this direction, although as we know full well in this country, it's only one step toward assuring fair distribution of power and assets to all citizens.

Jennifer, when you and your class study and explore further, your understanding will grow. And you will surely drop your own grains of sand into that hole I couldn't hope to fill up by myself in several lifetimes.

Good luck in your studies!

Dick Key

Now, many years later, my little friend, Jennifer, is a fine young woman enrolled at an eastern university. Guess what she's studying. Spanish. Getting ready to throw her own grains of sand down that big hole. To really understand. Way to go, Jen!

Dick Key, who earned his Ph.D. in romance languages and literatures from University of Kansas, was a U.S. cultural attaché to Argentina, Brazil, Mexico, Panama, and Venezuela 1960-71, 1976-79. He has taught Spanish at the University of Kansas and at Rutgers (N.J.) and Purdue (Ind.) Universities. HO

TRINITY
COLLEGE

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The Department of Physics at Trinity College in Hartford, Connecticut is seeking applicants for a tenure track faculty position at the level of Assistant Professor with instructional duties jointly in physics and geophysics beginning in the Fall term, 2001. We seek applicants with a strong commitment to undergraduate teaching who will maintain an active program of research providing the opportunity for undergraduate involvement. A doctorate in geophysics is required. The successful candidate will be a major contributor to the creation of the College's new interdisciplinary Environmental Science Program, will develop and teach general and advanced courses in geology and geophysics, and will teach courses in elementary physics.

Qualified applicants should submit a curriculum vita, a description of research and teaching interests, a list of publications, and have three letters of recommendation sent to: **Prof. Barbara Walden, Search Committee Chair, Department of Physics, Trinity College, 300 Summit St., Hartford CT, 06106.** Telephone: (860) 297-5324; FAX: (860) 987-6239; e-mail: **barbara.walden@mail.trincoll.edu.** To facilitate communication, please include your e-mail address. Consideration of applications will begin on Dec. 1, 2000 and the search will remain open until the position is filled.

Women and members of minority groups are particularly encouraged to apply. Trinity College is an Equal Opportunity / Affirmative Action Employer.

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EOE

"A Great Source of Talent" for Arts and Entertainment

Strong Latino Presence at Columbia College Chicago

BY
MARILYN GILROY

It is the largest arts and communications college in the United States and one of the most diverse. Of its 9,000 undergraduate enrollment, 36 percent are minorities (20 percent African American and 11 percent Hispanic). And while the name of Columbia College Chicago might not enjoy widespread instant recognition, it has an enviable track record of success, and its talented alumni have found their place in the world of visual arts, broadcasting, and entertainment.

"What makes Columbia unique," says Mark Kelly, associate vice president of planning, "is that we have a commitment to diversity that is combined with our urban mission and our arts mission."

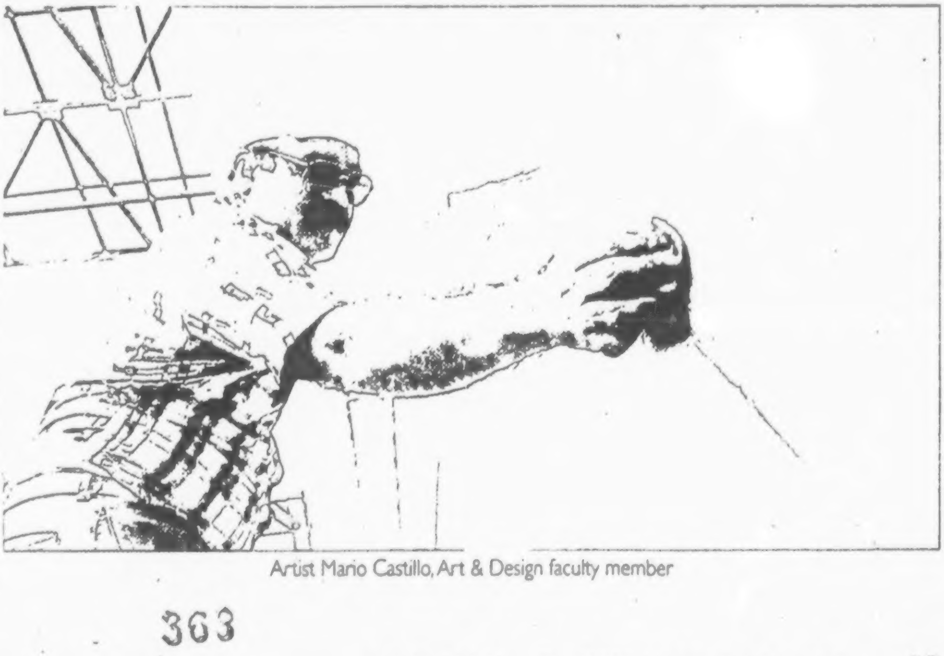
Kelly is referring to the strong ties that Columbia has to its surrounding neighborhoods and the cultural life of Chicago. It reaches out to community-based organizations and forms partnerships in creating original works of theater, art exhibits, and dance performances. The College also works with local middle and high schools to help prepare students for college by in-school and after-school tutoring, mentoring, and advising.

Columbia College Chicago upholds its commitment to serve urban students by maintaining a low tuition rate, especially compared to other colleges with visual and performing arts enrollments throughout the country. Its $10,500 tuition is less than half that of similar schools, such as Oberlin, Rhode Island College of Design, and Carnegie Mellon, and thousands of dollars less than other urban institutions such as the School of Visual Arts in New York and Minneapolis College of Art & Design.

"Our comparatively low tuition is a conscientious effort to provide opportunity for those who are passionate about the arts," said Kelly. "Our challenge is to provide the same student experience as those of students who are going to more expensive schools."

To do that, Columbia taps working professionals who teach classes and provide a rich combination of expertise and practical knowledge. Those

It reaches out to community-based organizations and forms partnerships in creating original works of theater, art exhibits, and dance performances.



Artist Mario Castillo, Art & Design faculty member

Columbia College graduates

faculty include people like Henry Godinez, a performer and director in local Chicago theater, and Gustavo Leone, who received an award from the American Academy of Arts and Letters for publishing new music. These faculty often open doors for students trying to break in to difficult fields, such as broadcasting.

Anita Padilla, a 1991 broadcast journalism graduate of Columbia College Chicago and a reporter for NBC-TV's Channel 5 in Chicago, recalled that her college newswriting teacher helped her land her first job at a television station in Iowa. In a recent interview, Padilla praised Columbia College Chicago and said that it prepared her well for her career.

"I loved Columbia," she said. "I learned from real pros, not from a textbook. We went out and reported stories and had to meet deadlines." She is so enthusiastic about the College that she now serves on the Alumni Association Board.

"So many people went out of their way to help and encourage me. I want to be able to help others do what I have been able to do," said Padilla.

Another notable alumnus is George Tillman, '91, who wrote and directed the 1997 popular film *Soul Food* starring Vivica Fox, Vanessa Williams, and Nia Long as three very different sisters trying to cope with the death of their mother. His latest film, *Men of Honor*, starring Cuba Gooding, Jr., and Robert DeNiro, was released this month.

As a student, Tillman worked for Spike Lee when the director was filming in Chicago, and he hooked up with local commercial companies to get experience and meet people in the industry. He says he sees Columbia as a "great source of talent" not only for the film industry but also for theater, music, and other creative fields.

Columbia offers a comprehensive array of programs. Undergraduates can choose from art and design programs in fine arts, interior design, fashion design, advertising design, graphic design, and product design. The communication arts programs include fiction writing and film/video programs with concentrations in cinematography, editing, sound, producing, directing, animation, screenwriting, and documentary. There are also programs in interactive multimedia, journalism, marketing, music, dance, photography, radio/sound, television, and an array of theater programs. Graduate studies include architecture and interior design.

This strong and impressive list of majors belies the college's history of struggling for survival.

Recasting Columbia's Image

How did Columbia College Chicago, which started as a women's speech college, become a premier college for education in the arts and communication? According to background from various publications, its history ascends in an irregular line from its founding in 1890 as the Columbia School of Oratory, an early pioneer in speech art education, to its position today as one of the country's leading arts and communication colleges. Along the way, it was known as the Columbia College of Expression and the Pestalozzi-Froebel Teachers College. In 1944, the name was changed to Columbia College Chicago as the curriculum began emphasizing radio broadcasting and the growing field of television, as well as other areas of communication.

Although it broadened its educational base in the 1950s and enjoyed a brief period of prosperity, Columbia was a dying institution by 1962. The College had fewer than 200 students, a part-time faculty of 25, and no endowments or visibility.

It was revived in 1963 when Mike Alexandroff became president and fashioned a new approach to liberal arts education. He repositioned the College as an affordable and imaginative place with an exceptional faculty drawn from the area's working professionals. Bit by bit, the College added programs and began to attract students who had become disenchanted with traditional universities.

As the College grew, so did its need for space. There were several periods when Columbia relied on rented facilities, but eventually, it purchased buildings in surrounding neighborhoods, thus enabling the College to set up film, photography, and sound studios, as well as theater and dance labs and academic offices, science laboratories, and general classrooms.

Alexandroff retired in September of 1992 after a 30-year tenure as president, having been the leading force behind its growth and development.

He was succeeded by John Duff, who led the institution to its current size of 9,000 students, 1,100 full- and part-time faculty, and a staff of 350. Within these numbers, the College's high minority enrollment is a source of pride, especially when compared to universities that enjoy more prestige and recognition. In a national survey of 32 private colleges with undergraduate visual and performing arts enrollments of 500 or more, Columbia had the highest Hispanic enrollment and exceeded the average Hispanic enrollment by more than five percent. Every effort is made to hire instructors who will be role models and provide inspiration for diverse students. Currently 20.7 percent of the College's full-time faculty is minority, with 4.5 percent Hispanic.

Fashion Design class at Columbia College

The curriculum reflects this diversity with classes such as Latin American and Caribbean History; Latinas in United States History; Latino Theater; Latin American Art, Literature and Music; and Hispanics in the United States, which examines historical and contemporary Hispanic issues. The College offers a minor in Latino/Hispanic Studies.

Supporting the academic offerings is the Latino Cultural Affairs Office, which was established in 1994 and participates in the U.S. Hispanic Leadership Institute Collegiate Leadership Development Program. Columbia also hosts the International Latino Cultural Center of Chicago, which organizes a yearly international Latino film/video festival as well as retrospectives, special screenings, lectures, workshops, and special events with directors and cinema artists to celebrate and increase awareness of Latino culture.

These partnerships and activities to promote awareness of minorities' contributions to the arts are a part of the college's larger context of playing a central role in providing enlightenment for students and the public. "After all," said Mark Kelly, "the Black and Latino cultures have dynamic undercurrents that feed American culture and the arts."

Because of its increasingly active role in Chicago's cultural life, Columbia has solidified its relationship with the community by establishing the Office of Community Arts Partnerships (OCAP). Created in 1998, OCAP was founded to enable the College to more fully realize its commitment to make itself a vital part of the community and to better prepare students to "author the culture of our time." It is the arm of the College that works with faculty and students in developing meaningful relationships with community residents.

Its community-based audience-development initiative aims to attract audiences for all the arts, especially among underserved populations who formerly had little or no access to the arts and communication fields.

Julie Simpson, who has directed the OCAP for two and a half years, said, "We focus on relationship-building. Until the OCAP was created, there was no centralized hub for what united the College and community. This provides a real, true reciprocal resource-sharing partnership." For example, one of the programs under the umbrella of OCAP is the Urban Missions Project, which involves representatives from five College departments and four community organizations. Two of the projects include the pairing of Columbia College's theater department with young people from the Association House of Chicago to create an original theater work and collaboration between the College's photography department and Free Street Programs for a photo exhibit.

Fashion Design student at Columbia College

Journalism class at Columbia College

OCAP is funded by several endowments that support partnerships between higher education institutions and their surrounding communities.

"The Lila Wallace *Reader's Digest* Foundation has provided us with support for six years," said Simpson. "And the Council of Independent Colleges has also provided funding."

One of OCAP's most exciting partnerships is Urban Credo, which hosts master artists from Chicago who conduct teaching "residencies" throughout the city for students interested in rhythm and dance traditions of Africa, Puerto Rico, and Brazil.

Columbia College Chicago's mission of diversity is also carried out though unique programs offered by Columbia 2–the Division of Continuing Education. Participants can earn a certificate in Mexican Studies offered in collaboration with the Mexican Consulate of Chicago and the Mexican Institute for Education and Culture in Chicago. The program consists of eight courses covering aspects of Mexican history, culture, literature, art, and politics as well as specific topics such as immigration, the Mexican experience in the United States, and relations between Mexico and the United States. Instructors are distinguished Mexican scholars from the Chicago area and visiting scholars from Mexico.

A New Era

Columbia has its eye on the future and has begun to fashion plans that will give it an international presence in the arts. Leadership in this endeavor will come from a new president, Warrick L. Carter, who assumed office on September 1. His knowledge of opportunities in the global community is the result of his previous position as the director of entertainment arts for Walt Disney Entertainment. Prior to that, he served for 12 years as dean of faculty and provost of academic affairs at Berklee College of Music. Carter is also a composer, jazz percussionist, and director of two Internet start-up companies. In accepting the presidency, Carter identified several challenges that he has begun to tackle.

"First of all, I hope we can increase Columbia's visibility on the national and world stage. We have a great product, and we need to celebrate that. In addition, we need to increase our endowment so that we have the funds to do the things we want to do. In addition, we have to aggressively reach out to the arts and communications industries both locally and globally so that we develop partnerships and exchange programs that serve our students and faculty."

Straight Talk and Tough Stands

Ana María Salazar, U.S. Department of Defense

BY INÉS PINTO ALICEA

Foreign dignitaries often think that Ana María Salazar is an interpreter or someone's administrative assistant. But as the highest-ranking Latina in the U.S. Department of Defense, she is quick to clear up any confusion with her straight talk, tough stands, and overall presence.

"They are surprised to see me heading delegations," said Salazar, a 38-year-old Mexican American. "You have to take this with grace."

It's easy to see why people might get confused. Salazar, who was born in Tucson, Ariz., but as a youngster was raised in Hermosillo, Mexico, looks much younger than her years, is a civilian, and is a woman, a combination not often encountered in military circles around the world.

An expert in the field of law enforcement, judicial reform, and mediation, she was appointed in July 1998 to her current position as deputy assistant secretary of defense for Drug Enforcement Policy and Support. In this role, she oversees an annual budget of $1 billion, which supports the Defense Department's anti-drug program in the U.S. and more than 20 other countries. Louis Caldera, the secretary of the Army, is the highest-ranking Latino at the Defense Department.

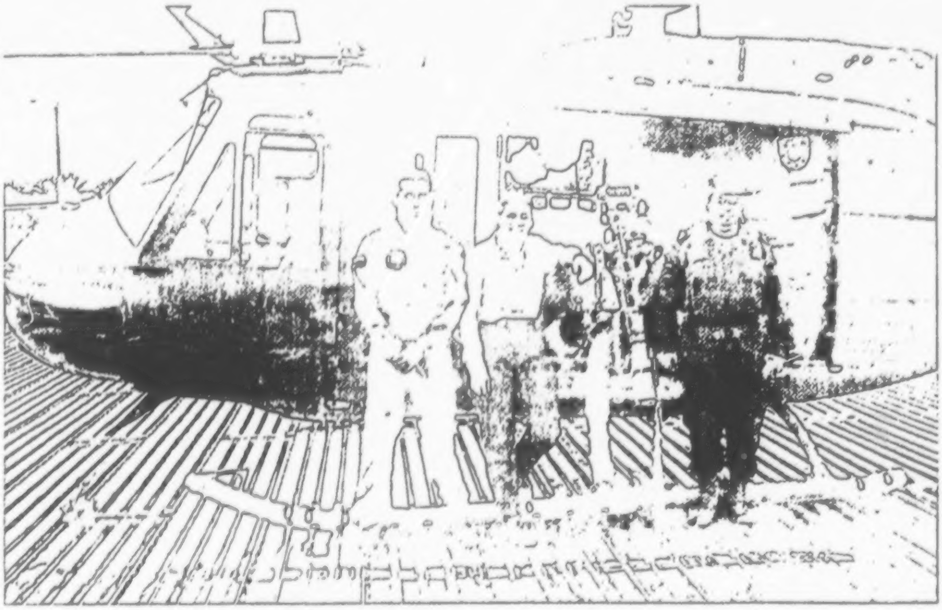
While her job is demanding and high-powered, Salazar said that she values the important role education has played in her life. She takes every opportunity she can, publicly and privately, to extol the virtues of education and to encourage other Latinos to follow suit.

"If there is a moment in our history when we most need Latino role models, the moment is now," she wrote in a column for the September issue of *Hispanic* magazine. "We all recognize that education is the single most important factor in determining whether one Latino or a whole community can move up and out of a cycle of poverty and violence."

Salazar said the Latino community has made significant progress in a number of areas and should be proud of that, but she said one of the most crucial areas the Latino community still needs to work on is education.

"We must take on the responsibility ourselves of making sure young Latinos have good role models," Salazar said. "We need to say to them, 'Your life will be different

> ***"When I saw the Latino Grammys, I was so excited, but it was a wasted opportunity because the word* education *never came up."***
>
> ANA MARÍA SALAZAR



RACE/NATIONAL ORIGIN DISTRIBUTION OF FEDERAL CIVILIAN EMPLOYMENT
EXECUTIVE BRANCH AGENCIES, WORLDWIDE, SEPTEMBER 30, 1998

MEN AND WOMEN COMBINED

AGENCY	TOTAL NUMBER	TOTAL MINORITIES		BLACKS		HISPANICS		ASIAN OR PACIFIC ISLANDER		AMERICAN INDIAN OR ALASKAN NATIVE		WHITES	
		NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TOTAL EXECUTIVE BRANCH	1,804,591	534,801	29.6	300,661	16.7	115,545	6.4	81,028	4.5	37,567	2.1	1,269,790	70.4
EXECUTIVE OFFICE OF THE PRESIDENT	1,171	363	31.0	283	24.2	28	2.4	49	4.2	3	0.3	808	69.0
EXECUTIVE RESIDENCE AT THE WHITE HOUSE	84	30	35.7	22	26.2	4	4.8	3	3.6	1	1.2	54	64.3
COUNCIL OF ECONOMIC ADVISORS	29	8	27.6	6	20.7	1	3.4	1	3.4	—	—	21	72.4
COUNCIL ON ENVIRONMENTAL QUALITY/ OFFICE OF ENVIRONMENTAL QUALITY	18	1	5.6	1	5.6	—	—	—	—	—	—	17	94.4
NATIONAL SECURITY COUNCIL	41	11	26.8	10	24.4	—	—	1	2.4	—	—	30	73.2
OFFICE OF ADMINISTRATION	170	76	44.7	64	37.6	4	2.4	8	4.7	—	—	94	55.3
OFFICE OF MANAGEMENT AND BUDGET	507	137	27.0	102	20.1	8	1.6	26	5.1	1	0.2	370	73.0
OFFICE OF NATIONAL DRUG CONTROL POLICY	123	42	34.1	30	24.4	6	4.9	6	4.9	—	—	81	65.9
OFFICE OF SCIENCE AND TECHNOLOGY POLICY	32	7	21.9	2	6.3	3	9.4	1	3.1	1	3.1	25	78.1
OFFICE OF THE U.S. TRADE REPRESENTATTIVE	167	51	30.5	46	27.5	2	1.2	3	1.8	—	—	116	69.5

if you graduate from high school and go to college.' It makes me so sad to see the low high school graduation rate among Latinos. In a room of 100 high school Latino students, only 60 will walk out of that room with a high school diploma."

Salazar said that not only were her parents excellent role models who encouraged their children to further their educations but other Latinos played pivotal roles throughout Salazar's educational career in helping her advance. In 1986, prior to Harvard, she received a B.A. from the University of California at Berkeley.

"At each stage, there was a Latino or Latina who spent time with me, encouraging me to move on," she said. "People encouraged me to seek these different opportunities."

Salazar said that the Latinos who played these pivotal roles in her formation were not necessarily people who taught her anything specific. Instead, they cheered her on.

"What was important was that someone cared about me and said, 'You can do it,'" she said. "That encouraged me to move ahead."

Salazar said that while it is important to have role models such as singers and actors, the Latino community must urge those role models to glamorize education as well. She cited the recent airing of the Latino Grammy Awards as a wonderful opportunity to encourage education among Latinos.

"When I saw the Latino Grammys, I was so excited, but it was a wasted opportunity because the word *education* never came up," she said. "That was an important forum. Don't get me wrong. I have nothing against athletes, actors, or singers. My concern is that these individuals do not necessarily promote, encourage, and glamorize what our community most needs: education. Education. Education."

Salazar said many professional Latinos don't see the value of their work and the important role they play in the Latino community. In her column, she said the Latino community must accept that it is the "most undereducated community in our nation" and not claim that this lack of education among Latinos is simply other people's stereotypes of Hispanics. She said that for addressing this "reality," Latino role models who encourage education are essential.

"We have opportunities to be heroes in our communities," she said in her interview with *The Hispanic Outlook*. "We Latinos don't see ourselves as heroes. We see ourselves as regular, everyday professional Latinos and Latinas. But it's easy to be a hero. We just need to spend time talking to young people. We need to take on the responsibility of talking about education. We need role models who encourage and glamorize education."

And they don't need to be entertainers or people in the public eye, says Salazar. "We are looking for your regular, hard-working Latino, proud of his or her heritage and language, supported by families and communities, who was encouraged to flourish and graduate. Those are the kinds of heroes we should hail. Those role models are you and I."

She also wrote that the Latinos who have already made it in their professional lives "must give back to their communities by publicly advocating education."

"We cannot and should not expect anything less," she said. "Those of us who were fortunate to receive our education and diplomas owe our success to people who cared for us, served as our role models, and helped shape our lives and dreams. Now it is our turn to ensure that today's youth get a fair chance to pursue their dreams and to succeed. It doesn't take very much. You can make a difference in a young Latino's life. I encourage people to become role models in the Latino community."

At the Defense Department, Salazar regularly meets with students to discuss issues, and she also is a strong supporter of bringing student interns into her offices.

More information on internships within the Office of the Secretary of Defense is available at www.defenselink.mil or by calling Diana Hall at (703) 617-7178. Interested students will be asked to send a résumé, cover letter, and transcripts for the internships, some of which are paid. Also, the Hispanic Association of Colleges and Universities, based in San Antonio, Texas, sponsors paid internships for Latino students to work in federal government offices.

While the Clinton Administration winds down, Salazar, who is a political appointee and will be out of her job in the new year, is not sitting quietly waiting for her next opportunity. Salazar said she is currently trying to create a senior advisory Hispanic working group within the Department of Defense to better address Latino concerns within the agency. She said she is having discussions with Defense Department leaders about the development of such a group.

"If we don't speak up as Latinos, who will speak up?" she said about her efforts to organize a group of Latinos in the agency. As for the future, Salazar said she has been blessed with jobs that she has enjoyed and she does not worry about what is in store for her after President Clinton leaves office.

"I have faith I will find something I like," she said.

Her absence at the Defense Department will be felt. Latinos are severely underrepresented in the federal government, particularly in high-ranking positions. For example, in the Defense Department, 14 Latinos comprise 1.2 percent of the 1,211 employees in the highest government grade–the senior executive service, according to Defense Department statistics. Moreover, Latinos represent only 2.9 percent or 2,114 of the 72,023 employees in the next highest-ranking grades in the federal government–GS 13-15, those statistics indicated.

Latinos do not fare better in other areas of the federal government. They make up 6.4 percent of the more than 1.8 million federal government employees, according to 1998 government statistics from the Office of Personnel Management. Those same records show that Latinos comprised about 6.2 percent of the nearly 710,000 Department of Defense employees. In the overall U.S. workforce, Latinos, however, represent 10.3 percent of all workers, which highlights the underrepresentation of Latinos in the federal government, according to the Bureau of Labor Statistics.

Still, while Salazar's days as an assistant secretary in the Defense Department might be coming to an end, her presence will be felt for a while because of the growing interest of the U.S. government in anti-drug efforts in Colombia, which she has overseen. The U.S. government recently gave the Colombian government $1.3 billion to help it reestablish government control and wipe out drug-producing plantations. The aid was designed to help Colombian President Andres Pastrana carry out his so-called Plan Colombia, which his government has portrayed as a strategy for peace that will include social and economic programs for small farmers so they can turn away from growing coca.

Colombia, which produces 80 percent of the world's cocaine, is the third largest recipient of U.S. aid, after Israel and Egypt. The aid package to Colombia has been highly controversial both in Colombia and in the U.S. Congress. In Colombia, citizens fear the U.S. military build-up. The U.S. Congress expressed a similar fear. But Salazar reassured House subcommittee members in her testimony that there are numerous "restrictions, constraints, and reviews that are involved in the approval of the deployment of U.S. military personnel on counter-drug missions in Colombia and elsewhere."

"Drug abuse is an undeniable threat to our national security that is measured in thousands of lives lost and costing our country billions of dollars annually," she told the U.S. House Committee on Government Reform's Subcommittee on Criminal Justice, Drug Policy and Human Resources on Feb. 15, 2000. "Reducing the supply of drugs on our streets is an integral component of our National Drug Control Strategy, and the Department of Defense plays a key supporting role in creating the opportunity for law enforcement agencies, both our own and those of foreign nations, to interdict the flow of drugs into our country."

In her testimony, she said that the United States is the nation with the greatest cocaine demand, consuming more than 200 metric tons annually from the Andean region. The Defense Department's primary role has been to provide training and equipment to facilitate drug interdiction, primarily in Colombia, Bolivia, and Peru. While a large portion of the programs she oversees are domestic, she also supervises a number of programs around the world where the office supports law enforcement in its counter-drug strategy.

In 1986, prior to Harvard, Ana received a B.A. from the University of California at Berkeley.

But her job description in the records of the National Archives and Records Administration shows that Salazar's job encompasses so much more. She is considered the primary advisor to the Secretary of Defense for drug control policy and programs, which includes developing policies, conducting analysis, making recommendations, developing plans for carrying out programs, and managing other activities pertaining to the Department's drug control program. She must promote coordination, cooperation, and mutual understanding within the Department and Congress and between the Department and other federal agencies, state and local governments, and the civilian community. She also oversees programming and budgeting for the Department's counter-drug mission and coordinates and monitors National Guard support to the state drug law enforcement operations, intelligence, and communications support.

Salazar is the point of contact for the Office of the Director of National Drug Control Policy, and serves on boards, committees, and other groups pertaining to drug control matters.

Prior to joining the Defense Department, she was policy advisor at the White House for the president's special envoy for the Americas. From 1995 to 1997, she was at the U.S. State Department's Bureau of International Narcotics and Law Enforcement Affairs. Within a year of graduating from law school, Salazar was named judicial attaché at the United States Embassy in Bogota, Colombia, where she assisted in the prosecution of drug-trafficking kingpins until 1995. Also in Colombia, she acted as the project coordinator for the $36-million project designed to improve the administration of justice in that country, and helped Colombians in their efforts to draft a new constitution. Other international experience includes her work in Guatemala as the director of the judicial training program sponsored by Harvard Law School's Center for Criminal Justice.

"The Colombian people were wonderful," she said. "It was a matter of being in the right place at the right time. I had the opportunity to work with heroes, people who were willing to give up their lives for their country. It's not every day that you get to work with heroes."

People-Places-Publications-Conferences

PEOPLE & PLACES

Historic Cuban Club Donates Archives to USF

The Circulo Cubano, Tampa, Florida's historic Cuban Club in Ybor City, donated its archives to the University of South Florida (USF) Library, which will now house the records of all five of Tampa's major immigrant mutual-aid societies from the "golden age" of Ybor City and West Tampa.

"This acquisition is significant for research because the Circulo Cubano Club was the main representative in Tampa for more than 50 years, with over 5,000 members," said Paul Dosal, USF history professor. "Anyone wanting to learn about the early Cubans in Tampa would have to have access to these important documents."

In the late 1800s and early 1900s, when Ybor City and West Tampa were lively, multi-ethnic "cigar cities" cranking out millions of the world's finest cigars, these societies were the vibrant hearts of their communities–the centers of cultural and social life for the Cuban, Spanish, and Italian immigrants who joined them.

Colorado Mountain Grows Bilingual Teachers

Colorado Mountain College (CMC) and The Metropolitan State College in Denver are part of a special cooperative program that is preparing students to be bilingual elementary school teachers, an occupation in increasing demand in the surrounding area.

The demographics of resort communities are changing so quickly that Crystal River Elementary School in nearby Carbondale went from just two percent of its students speaking only a foreign language 10 years ago to more than half last year. And in five years, 75 percent of the students entering elementary schools from the El Jebel area are expected to be from families that don't speak English.

Beginning teacher salaries and the cost of living in the mountains are keeping new bilingual teachers from moving into the area as quickly as people need their skills.

"We can't recruit bilingual teachers to work here in our resort communities," said Professor Laura Marasco, who teaches part of the program and directs it for CMC. "So we have to grow our own." CMC does it by finding people who have already found ways to live in the mountains, and teaching them to be bilingual teachers.

George Washington Honors Costa Rican President

The George Washington University in Washington, D.C., presented Costa Rican President Miguel Angel Rodríguez with an honorary doctorate of laws, "the continuation of a close relationship between Costa Rica and The George Washington University," said Stephen Joel Trachtenberg, Univ-ersity president. "Every year for more than a decade, students from George Washington have gone to Costa Rica to study abroad."

Rodríguez was sworn in as president of Costa Rica in May 1998 after serving in its legislative assembly for several years and writing many books and articles on economics, politics, and social philosophy. He was educated in law and economics in Costa Rica and at the University of California-Berkeley, and taught economics at universities in Costa Rica and the U.S.

Southern Colorado Controller Named "Rising Star"

The National Association of College and University Business Officers (NACUBO) gave Donald M. Ortega, University of Southern Colorado (USC) controller, the Rising Star Award, which recognizes outstanding individuals with high potential to succeed as executives in higher education.

Ortega was credited with leading several successful initiatives at USC, including creation of a one-stop shop for student financial services, recognized by the Sallie Mae Foundation as one of the 10 most important such initiatives of the year. Ortega has a bachelor's degree from the College of Santa Fe.

Also at USC, Dr. Russell J. Meyer was named dean of the College of Humanities and Social Sciences, and Rex D. Fuller became dean of the Hasan School of Business.

Texas A&M-Corpus Christi Newsmakers

Gerardo Moreno, director of the Tutoring and Learning Center at Texas A&M University-Corpus Christi, was certified as a developmental education specialist by the Kellogg Institute for the Training and Certification of Development Educators, one of about 30 educators nationwide to participate in the institute during the 1999-2000 academic year, and one of fewer than 700 in the field to be so certified. The Institute, now in its 22nd year, offers a month-long living and learning experience for education professionals who work with academically underprepared students on college campuses.

Dr. Joe M. Fox, physical and life science professor, and Dr. George Tintera, mathematics professor, received grants of $161,313 and $149,974, respectively, from the U.S. Department of Agriculture. Both hope to use these grants from the Cooperative State Research, Education and Extension Service to encourage students to pursue careers related to the agricultural sciences.

Delaware's First Celebration of Hispanic Heritage Month

The University of Delaware celebrated the first-ever campus observance of National Hispanic Heritage Month with a series of events, including many films, recognizing the richness and diversity of Hispanic culture.

Guest speaker Carmen Whalen of the Puerto Rican and Caribbean studies department at Rutgers University presented research on Puerto Rican migration to the Philadelphia area; the film *The Heroes de otra patria* told the story of the 48,000 Puerto Rican soldiers who engaged in the Vietnam War; the authentic voices of rural Colombians and Boston youth were heard through the films of Daniel de Leon and Patricia Valladares; and the film,

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Building a Common Ground, created under the guidance of Roberto Arevalo, Colombian media educator, videographer, and founder/director of the Mirror Project, represented work by residents from the greater Wilmington area who aim to serve as a bridge between diverse families in marginalized and mainstream communities.

Northeastern Illinois Honors Latino Alumni and Friends

Northeastern Illinois University (NEIU) held a Hispanic heritage celebration honoring NEIU Latino alumni and friends from the business, government, education, and fine arts arenas who have made major contributions to the community.

Awards were presented to Henry Cárdenas, NEIU alum and president, Cárdenas and Fernández Associates; Juan Méndez, NEIU alum, trustee, and entrepreneur; Angelena Pedroso, NEIU associate professor, foreign languages and literatures; Miguel del Valle, NEIU alum, Illinois state senator; and NEIU alum Billy Ocasio.

Mott Showcases Artwork of Fernández

Artist Armando Fernández recently displayed 20 of his works at Mott Community College (MCC) in Michigan.

Born in Chicago, Ill., Fernández went to school in Pennsylvania before being sent to Mexico at age 12. His art reflects his interest in the aging process and the honor of the wrinkled face, which, he claims, merits a "better place." Currently working for General Motors, Fernández has been an elementary school art instructor.

Cal State Northridge Professor Receives Presidential Award

The White House recognized Dr. María Elena Zavala, CSU-Northridge biology professor, for her outstanding work as a mentor to young people in science.

A 2000 Presidential Award winner for Excellence in Science, Mathematics, and Engineering Mentoring, Zavala was honored by the National Science Foundation. The award includes a $10,000 grant to CSU-Northridge to further enhance her work.

Twenty-two years ago, Zavala became the second Chicano in the country to receive a doctorate in botany. "That was grim, and the statistics aren't much better today," she said. "There aren't that many of us out there who love to be researchers, teachers, and professors. We have a responsibility to show our students that it is possible and to help them along the way."

Saint Mary's Explores Chicana Identity

"Chicana 2000: Emerging Identities" is the campus-wide theme this semester at Saint Mary's College in Indiana. The goal is to educate the college community about a growing segment of the student body and society at large–Mexican American women.

The theme has permeated most areas of teaching and learning at Saint Mary's.

Dating back to the 1960s, the term *Chicana* has been said to signify a different kind of Mexican American woman: a politicized, proactive, progressive one. Mexican culture has dictated that women assume mainly traditional female roles. Chicanas are said to break the mold by pursuing leadership roles and careers outside the home. And they are more likely to attend college.

"To me, the term *Chicana* signifies a Latina with a voice who is not afraid to speak her mind and make her own way," said Saint Mary's senior Nikki González.

Santa Monica Students Selected for Gates Scholarships

Five Santa Monica College (Calif.) students are inaugural Gates Millennium Scholars recipients and will receive substantial scholarships throughout their college careers. Microsoft founder Bill Gates announced a year ago the creation of the 20-year, $1-billion initiative for high-achieving students from low-income minority families.

Awardees are anthropology major Debbie Gutiérrez, Quan Chau, Annette Ford, Dawn Graham, and Jayme Wilson. Gutiérrez is a member of Alpha Gamma Sigma, the College's honor society, and the anthropology and astronomy clubs.

Dr. Piedad F. Robertson, Santa Monica College president, is on the Gates Millennium Scholars Program Advisory Council.

Anaya Wins Award at Southwest Texas State

Angels, devils, spirits, and bogeymen inhabit children's Hispanic literature as a means of teaching culture, respect, and values. Rudolfo Anaya has captured some of the most beloved children's cuentos along with his own original tales in *My Land Sings: Stories from the Río Grande*.

For its originality in presenting these stories and its broad appeal to children, the book won the 1999 Tomás Rivera Mexican American Children's Book Award, sponsored by Southwest Texas State University's College of Education and Department of English and endowed by Anheuser-Busch Companies, Inc.

Anaya, often referred to as the padrino of Chicano literature, is the fifth winner of the Tomás Rivera award. A retired University of New Mexico professor, Anaya works as author, activist, and mentor to budding Chicano and Southwestern writers.

Lamadrid Portrays Historical Figure at New Mexico

The University of New Mexico (UNM) General Library brought history to life during Welcome Back Days, a campus tradition designed to raise awareness of UNM programs, services, and opportunities.

Enrique Lamadrid, associate professor in Spanish and Portuguese, dressed as and assumed the role of Rafael Chacón, a 19th-century military man who later served several terms in the Territorial Legislature. Lamadrid says that Chacón was witness to and participant in some of the most significant events in the formation of modern New Mexico, spanning the entire Territorial period in New Mexico–including the turbulent and decisive times between U.S. military invasion in 1846 and statehood in 1912. According to Lamadrid, Chacón committed his history to paper.

"His voice is clear and strong on all the issues of his day," said Lamadrid, "issues important for us today as Nuevo Mexicanos."

Young Gates Millennium Scholar Attends Mary Baldwin

At 16, Giannina Garces is possibly the youngest Gates Millennium Scholar. A junior biochemistry major at Mary Baldwin College in Virginia, Garces is a student in the program for the exceptionally gifted (PEG).

Photo © Woods Pierce

Garces received a PEG academic achievement award scholarship, given to PEG students with a cumulative GPA of 3.5 or higher, her first year in the program, and recently was given a PEG merit and leadership award. Garces also received the Hispanic Scholarship Fund award for spring 2000, and is an honors scholar, having earned a GPA of 3.75 GPA or higher.

Garces has volunteered at her local library and at a nursing home, and has been a teaching assistant and tutor for the biology, mathematics, and chemistry departments at Mary Baldwin.

Eastern New Mexico Program and Student Earn Recognition

The National Institute for Automotive Service Excellence (ASE) honored the Eastern New Mexico University-Roswell automotive technology program, including instructors Ray Torrez (l.) and Bob Scribner (r.). Based on an extensive evaluation, the program earned the highest level of achievement. All eight areas reviewed met the strict industry standards required for ASE master certification of the program.

RESPIRATORY

Respiratory therapy student Jeff Molina received the Cory Suffrin scholarship from the New Mexico Society for Respiratory Care. Instructor and program director Gina Buldra (r.) handed Molina (l.) a $100 check and certificate. The selection was based on leadership skills, grades, cooperation, need, and an essay.

Western Illinois Hosts Global Ed Conference in Washington, D.C.

The inaugural Partnerships for the Education of Future Global Business Leaders conference, co-sponsored by Western Illinois University (WIU), convened in Washington, D.C. Participants worked collaboratively to create strategies for building networks, enhancing professional development, and promoting curricular enrichment. WIU's cross-cultural educational programs (CCEP), College of Business and Technology, and the School of Extended and Continuing Education hosted the conference in conjunction with the Gordon Ford School of Business at Western Kentucky University and the University of Ottawa's faculty of administration.

More than 50 faculty and professionals from U.S. educational institutions attended, as well as partners from Canada, Mexico, and Europe. For a few years, WIU has been part of an international exchange program with universities in Canada and Mexico. "Western is bringing global perspectives, experiences, and awareness into the traditional educational curriculum," said CCEP director and conference co-coordinator Carol Fimmen.

Howard Co-hosts Diversity Venture Capital Conference

Howard University's (Washington, D.C.) Small Business Development Center, the District of Columbia Office of Banking and Finance, and Axia Partners, LLC, a private investment banking firm, formed an alliance that sponsored the inaugural Diversity Venture Capital Conference in Washington, D.C.

The conference featured a series of workshops designed to address the critical issue of access to capital among small, women-owned and minority businesses. Workshop topics included "The Art of the Deal" and "The Investor's Tools." Another workshop, "The Deal Room," provided aspiring entrepreneurs an opportunity to pitch their companies to an audience of qualified investors.

The Congressional Black Caucus Foundation co-sponsored the conference.

News from the White House

President Clinton, in partnership with the Department of Education, announced America Goes Back to School, 2000, a nationwide initiative to encourage and support family and community involvement in improving children's learning.

"The initiative's theme, 'Challenge Our Students and They Will Soar,' reflects the importance of setting high expectations for America's young people and reminds us that we each have a role to play in providing our nation's students with the schools, teachers, and standards they need to achieve their dreams and succeed in this new century," he said.

He said too that while his administration's proposed education budget for fiscal 2001 addresses the need for adequate classroom space and more qualified teachers, it is the cooperative efforts of local school boards, families, and communities that will make the crucial difference in preparing children for the future.

Pomona Promotes Teixido

Mercedes Teixido, a member of the Pomona College (Calif.) faculty since 1995, was promoted to associate professor of art and granted tenure. Teixido teaches Introductory Drawing, Advanced Drawing, Issues in Contemporary Drawing, and Installation: Art and Context.

Teixido's art has been shown throughout the world, including two recent solo exhibitions, "Instalación," at La Manzán de la Rivera in Asunción, Paraguay, in 1999, and "Love Letters," at the Joyce Goldstein Gallery in New York in 1998.

She has a bachelor's degree from Wake Forest University and a master's from the University of Arizona.

Cabranes Joins Columbia Trustees

Columbia College alumni José Cabranes, a U.S. Court of Appeals judge since 1994, was elected to the Columbia University (N.Y.) board of trustees.

A member of the Council on Foreign Relations, Cabranes was counsel to the International League for Human Rights from

1971 to 1977 and its vice president from 1977 to 1980. He was a founding member of the Puerto Rico Legal Defense and Educational Fund in 1972, chaired its board from 1977 to 1980, and also chaired ASPIRA, a national organization that develops leadership skills among Puerto Ricans.

Cabranes was general counsel of Yale University (1975-1979) and, from 1973 to 1975, special counsel to the government of Puerto Rico. He headed the Office of the Commonwealth of Puerto Rico in Washington, D.C.

Along with Cabranes, Richard Witten was named a trustee.

Texas A&M-Corpus Christi Professor Receives NEH Grant

Dr. R. Anthony Quiroz, assistant professor of history at Texas A&M University-Corpus Christi, received a competitive National Endowment for the Humanities "Extending the Reach: Faculty Research Award" of $24,000. The award will allow Quiroz time off from University duties to turn his 1998 dissertation on the formation and expression of Mexican American identity into a book.

In "Claiming Citizenship: Class and Consensus in a Mexican American Community," Quiroz studied the Mexican American experience in Victoria, Texas. Rather than finding open militancy and resistance, Quiroz saw a quiet but significant struggle taking place for equal access to the rights and responsibilities of citizenship that, when fully experienced, could lead to material and personal success.

UCSB Conference Weighs Religion's Role in Latino Activism

At the core of the Civil Rights Movement of the 1960s, '70s, and beyond was the leadership of the African American clergy: Dr. Martin Luther King, Jr., the Rev. Ralph Abernathy, the Rev. Jesse Jackson, and many others.

Has religion played a similar role in the struggle of Hispanic Americans for equality and fair treatment in American society?

The Hispanic Churches in American Public Life project addressed the topic at a national conference at the University of California-Santa Barbara. Panel discussions included "Religion and Political Activism in the American Southwest," "Church and Faith-based Civic Empowerment," "Church-State Conflicts in the U.S. and Puerto Rico," and "César Chávez and the Politics of Civic Engagement."

Among many others, Dr. Lara Medina, Cal State-Northridge, presented "The Challenges and Consequences of Being Latina, Catholic, and Feminist."

Cooley Releases Program Achievement Rating

The Thomas M. Cooley Law School (Mich.) released the third annual Program Achievement Rating (PAR) study, which ranks U.S. law schools using data published annually in the American Bar Association's *Official Guide to Approved Law Schools*.

The PAR comparison ranking system uses only objective criteria–the selectivity of the schools and their bar passage rates. Schools that are less selective in admissions but produce positive bar results demonstrate that their academic programs have intellectual rigor, according to Don LeDuc, Cooley dean. Schools with challenging academic programs and rigorous standards are proving that they can produce bar results equal or superior to those of schools that are more exclusive in their admissions programs.

LeDuc said that schools with relatively open admissions provide access to the legal profession to groups that were historically denied that access.

(Ed. note: see the 11/05/00 issue of *HO* for feature story on Cooley and PAR.)

Luciano Headlines Central Michigan's Hispanic Awareness Month

Felipe Luciano, journalist, entertainer, and activist, gave the keynote address during Central Michigan University's Hispanic Awareness Month.

Luciano is founder and chair of the Young Lords Party, a grassroots organization with a commitment to community empowerment, ethnic pride, and civil rights. He is a former network news anchor for WNBC and co-host of *Good Day Street Talk* on the FOX Network. He was a feature journalist for New York publications such as the *New York Daily News* and *The New York Times*.

"The success of my career comes from reaching new and emerging markets by being goal-oriented and process-driven," said Luciano. "Clearly identify what you want to achieve and navigate the road to its achievement by learning from history's lessons."

Two Pasadena City Faculty Visit Havana

Pasadena City College (Calif.) professors Coleman Griffith and Dr. Brock Klein spent a week in Havana, Cuba, the undisputed political, cultural, and economic center of Cuban life. Klein, associate professor of ESL, wanted to spend his time visiting language schools and studying the art of Havana. Griffith, assistant professor of architecture, is passionate about the people and the architecture.

Klein observed that racially the society sees itself either black or white and that while the society is not entirely polarized, there clearly is some discrimination against Afro-Cubans. Griffith said that while the architecture shows the wealth of previous periods in history, including Spanish colonial and American neocolonial, many buildings need restoring.

Both said that the Cuban people are open: "they love Americans, they are excited about Americans and want news about America."

Fulbright Scholar Lectures at City College of San Francisco

Luis-Martín Lozano, renowned curator and critic, lectured on Diego Rivera and Mexican modern art at City College of San Francisco (Calif.). Lozano received a Fulbright scholarship to lecture on the subject as well as to research the Pan American Unity mural at the college.

Lozano has spoken extensively at private and public museums in Mexico, Spain, Germany, Japan, and the U.S., and is known for his writings and lectures on Mexican modern masters of the 19th and 20th centuries, such as Diego Rivera, Rufino Tamayo, María Izquierdo, and Frida Kahlo.

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Rivera's mural, "Pan American Unity: Marriage of the Artistic Expression of the North and South of this Continent," is owned by City College and housed at its Diego Rivera Theatre.

News from Multicultural Marketing Resources, Inc.

The Chase Manhattan Corporation has launched a corporate branding campaign targeting Hispanics in New York and Texas. "At Chase we recognize how important Hispanics are for our business, and we are committed to providing our Hispanic customer our broad portfolio of products and services in an in-language, culturally friendly setting," said Rika Levin, vice president of marketing.

Tuzona.com, a new company providing Hispanics in the U.S. and Latin America with easy access to the world of technology, joined the Women's Technology Cluster. Aiming to become the preeminent English/Spanish bilingual e-commerce site, Tuzona will offer the U.S. Hispanic and Latin American markets business-to-consumer and business-to-business technology products, information, and services.

HTVN, based in Fort Worth, Texas, has been serving the Hispanic population with more than 40 affiliates and 17 owned television stations, broadcasting to more than 20 million U.S. homes through cable and broadcast feeds, and through its affiliate Internet portal, Cubico.com.

Villarreal Attains New Post at Palo Alto

Velda Villarreal was named dean of student services at Palo Alto College, a community college in the southern sector of Texas' Bexar County.

As its director of academic support services since 1994, she supervised the assessment office, student learning assistance center, and some special programs. As dean, she oversees admissions, counseling, testing, tutoring, recruitment, and student activities.

Villarreal has a bachelor's degree and a master's, both from St. Mary's University.

Barloco Becomes UTSA VP for Administration

A senior executive with nearly 30 years of management experience in complex organizations became the new vice president for administration at the University of Texas-San Antonio.

Gerald H. Barloco, a retired colonel in the U.S. Army Reserves, recently was senior VP for information technology at the United Services Automobile Association in San Antonio, responsible for a division of more than 1,800 professionals.

Barloco has a bachelor's degree and a master's, both from St. Mary's University.

Cal Poly Pomona Filmmakers Discuss New Documentary

California State Polytechnic University-Pomona's College of Letters, Arts and Social Sciences screened *Maquila: A Tale of Two Mexicos*, a new documentary by Saul Landau and Sonia Angulo, Cal Poly Pomona filmmakers, who were on hand to discuss the film.

The documentary explores the corporate globalization process on the U.S.-Mexico border and contrasts it to the Chiapas jungles, where mobilized army convoys invade Mayan villages and take women who pick coffee to assemble telephone jacks at Juárez factories. *Maquila* profiles the newly arrived factory workers and has candid interviews with maquila owners. It examines "progress" in the midst of chilling sequences about the rape and murder of more than 200 women in Juárez.

Maestas Assumes New Post at New Mexico

Dr. Ricardo Maestas became executive affairs officer at the University of New Mexico (UNM), where he now serves as the chief aide to UNM President William C. Gordon and the UNM board of regents.

Maestas left his position as its associate dean of undergraduate studies but continues to lecture in the College of Education. He is now a member of the executive cabinet, which addresses institution-wide policy and planning.

Recently, he successfully defended his doctoral dissertation at the Center for the Study of Higher and Post-Secondary Education, University of Michigan-Ann Arbor. His bachelor's degree and master's are both from UNM. He has a certificate from the management development program, Graduate School of Education, Harvard University.

Florida Sends Journalism Students to Costa Rica

Fifteen University of Florida students in a newly developed program nicknamed the Florida Fly-Ins flew to Santa Cruz, Cost Rica, to gain field experience in international journalism.

Photographers and writers at the graduate and undergraduate levels teamed up during the 10-day trip to document the Santa Cruz culture and community. Course members were to publish an online magazine and produce an exhibition upon their return. Students spent the first part of the semester researching Costa Rica in the University's Latin American studies special library collection and listening to expert guest lecturers, in preparation for writing and shooting their stories.

Pulitzer Prize winner John Kaplan and Dr. Kurt Kent, faculty members in the College of Journalism and Communications, conceived and developed the course.

Bowling Green State Students Elect Leaders, Celebrate La Union

Marcos Popovich and Rebecca Nieto respectively were elected president and vice president of the undergraduate student government for the academic year at Bowling Green State University in Ohio. The election marked the first time a Latino was elected president of the student organization and the first time both officers are Latino.

Well over one hundred students attended the opening session of Bowling Green State's La Union de Estudiantes Latinos, celebrating the organization's 30th anniversary. La Union is one of the most active student organizations on the campus. Dr. A. Rolando Andrade, associate professor in the department of ethnic studies, said the high student turnout is something he has never seen in his more than 20 years at the university.

McDonald's Licenses Future Networks Software

Fusion Networks announced that McDonald's, the world's largest global food-service retailer, is licensing Fusion Network's Internet software to create a Hispanic-oriented portal, located at http://www.lomcximo.com. Designed to serve the U.S. Hispanic market, the portal will be featuring multimedia and multilingual content with interactive product-branded games designed specifically for McDonald's by Fusion Networks.

Fusion is a leading provider of One-to-One Internet marketing software, portal technology, applications, and content designed to enable corporate customers to develop effective Spanish, English, and Portuguese-related Internet strategies.

Abraham Baldwin Names Martínez CAMP Recruiter

Samuel Martínez is the new recruiter for CAMP, the College Assistance Migrant Program at Abraham Baldwin Agricultural College in Georgia.

As CAMP recruiter, Martínez's primary responsibility is to recruit students into the college's CAMP program by contacting schools, migrant outreach programs, and anyone else who works with migrant students. He also attends community events where he can come in contact with students and their parents.

Martínez has worked directly with migrants before, conducting office intake, providing transportation to those who needed it, and helping with food, shelter, and translation services related to medical attention. He has also worked with a mentoring program that encouraged migrant students to finish high school and possibly go on to college.

Martínez has a bachelor's degree from Bowling Green State University.

Dr. Giraffe Dean of Southwestern's New Multicultural Studies School

Dr. Viara Giraffe is leading the new School of Social Sciences and Multicultural Studies at Southwestern College in California.

"The disciplines available in this new school reflect every single class a student would need to respond to culture, politics, and economics in our local area and community," says the new dean.

Photo by Art Brackley

Giraffe has a bachelor's degree from Colorado State University, a master's from Sonoma State University, and a doctorate from the Saybrook Institute.

LIU-Brooklyn Pays Tribute to Puente

A tribute to the late great "King of Latin Jazz," Tito Puente, took place at Long Island University (LIU)-Brooklyn in New York as part of the music department's Jazz Clinic and Concert Series. Three members of Puente's band–percussionists Johnny Rodríguez and Joe Madera, who is also band director, and saxophonist Mario Rivera–played the music of the Latin bandleader with LIU's Big Band.

Ernesto Antonio "Tito" Puente Jr., who often played at the Brooklyn campus with LIU's Big Band, and received an honorary doctorate from the University, died June 1. The Puerto Rican percussion legend grew up in New York City's El Barrio, starting his professional career as a drummer. After 117 albums and 400 original songs, the bandleader and composer continued to play salsa with an edge, remaining true to his Afro-Cuban and New York urban roots. His many honors included induction into the International Jazz Hall of Fame and the National Congressional Record, a Smithsonian Medal and a Medal of the Arts, a star on the Hollywood Walk of Fame, and five Grammy awards.

Palo Alto Holds Tejeda Scholarship Fundraiser

Palo Alto College in Texas and Sam's Club held the fourth annual fundraiser to benefit the Frank M. Tejeda/Palo Alto College Scholarship Fund.

The scholarship fund was established in honor of the U. S. congressman in April 1996. He died of brain cancer in January 1997.

La India Debuts at N.J. Performing Arts Center

Having burst upon the scene with cool, innovative music bearing the combined signature motifs of salsa, jazz, hip-hop, blues, funk, Afro-Cuban, and gospel, La India debuted at the New Jersey Performing Arts Center, in Newark.

Born in Puerto Rico and raised in the Bronx, N.Y., Linda Caballero (her given name) began voice training at age 8. As a child, she sang in an African American church choir as its only Puerto Rican member, an association that clearly influenced her current style.

La India has enjoyed glowing reviews from *The New York Times*, *El Diario*, *Rhythm Music Magazine*, and *Billboard*.

PUBLICATIONS

Aztlán: A Journal of Chicano Studies, Vol. 25, No. 1

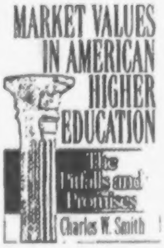
Chon A. Noriega, ed.

The 30th anniversary issue of this interdisciplinary, refereed journal–dedicated to scholarly research relevant to or informed by the Chicano experience–looks to provide a new image as it enters the 21st century. At the same time, it still holds itself "under the gaze of a self-critical eye," as it serves the Chicano community.

Spring 2000. 214 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

Market Values in American Higher Education: The Pitfalls and Promises

By Charles W. Smith

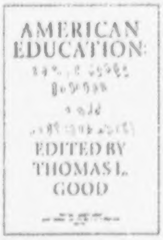

MARKET VALUES IN AMERICAN HIGHER EDUCATION
The Pitfalls and Promises
Charles W. Smith

This book argues that current financial problems in higher education are not tied to such things as tenure, sabbaticals, overemphasis on research, and curriculum changes. Rather, they are due to counterproductive and expensive efforts to impose hierarchical corporate managerial structures, slash-and-burn cost-reduction schemes, and costly pursuits of phantom revenue sources, be they high visibility new programs, grants, or even gifts that actually need to be subsidized by the institution.

2000. 168 pgs. ISBN 0-8476-9564-6. $22.95 paper. Rowman & Littlefield. (800) 462-6420.

American Education: Yesterday, Today, and Tomorrow

Thomas L. Good, ed.



Geared towards teachers, administrators, educational researchers, and scholars, this volume reviews the evolution of educational beliefs, curriculum content, and teaching practices in American elementary schools over the full span of the 20th century.

2000. 346 pgs. ISBN 0-226-60171-4. $31.00 cloth. University of Chicago Press. (800) 621-2736

Hispanics in the Mormon Zion, 1912-1999

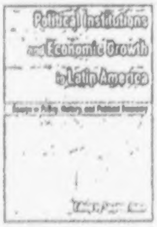
By Jorge Iber

As immigrants came to the United States from Mexico, the term *Greater Mexico* was coined to specify the area of their greatest concentration. America's southwest border was soon heavily populated with Mexico's people, culture, and language. This book shows that Greater Mexico extends even farther than presumed as it explores the Hispanic population in one of the "whitest" states in the Union–Utah.

2000. 196 pgs. ISBN 0-89096-933-7. $34.95 cloth. Texas A&M University Press. (800) 826-8911.

Political Institutions and Economic Growth in Latin America: Essays in Policy, History, and Political Economy

Stephen Haber, ed.



This book offers a new contribution to the literature on institutions and growth through the analysis of historical cases of institutional change and economic growth in Latin America in the 19th and 20th centuries.

2000. 294 pgs. ISBN 0-8179-9662-1. $18.95 paper. Hoover Institution Press. (800) 935-2882.

The United States and Human Rights: Looking Inward and Outward

David P. Forsythe, ed.

The United States and Human Rights

This publication addresses the place of human rights in U.S. policy, both domestic and foreign. The contributors are leading analysts of international human rights, some having considerable experience working with human rights organizations and others providing expertise from such fields as law, developmental anthropology, political science, and public diplomacy.

2000. 406 pgs. ISBN 0-8032-2008-1. $55.00 cloth. University of Nebraska Press. (800) 755-1105.

Between the Lines: The Mystery of the Giant Ground Drawings of Ancient Nasca, Peru

By Anthony F. Aveni

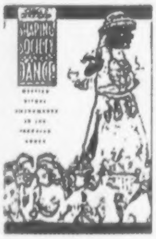
BETWEEN THE LINES

The Nasca Lines are among the world's great enigmas. Who etched the more than 1,000 animal, human, and geometric figures that cover 400 square miles of barren pampa in southern Peru? The author explores who might have made the lines and images, when, and for what purpose.

2000. 271 pgs. ISBN 0-292-70496-8. $39.95 cloth. University of Texas Press. (800) 252-3206.

Shaping Society through Dance: Mestizo Ritual Performance in the Peruvian Andes

By Zoila S. Mendoza

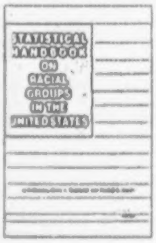


During the patron saint fiesta in the Andean town of San Jerónimo, Peru, crowds gather at sunset in the town square, eagerly awaiting the entrance of the colorful dance troupes, or comparsas. With their masks, music, and surprising interpretations of contemporary events, the comparsas of the Cusco region are the focus of this multifaceted book. A CD accompanies the book.

2000. 285 pgs. ISBN 0-226-52009-9. $29.00 paper. University of Chicago Press. (800) 621-2736.

Statistical Handbook on Racial Groups in the United States

By Tim B. Heaton, Bruce A. Chadwick, and Cardell K. Jacobson



Racial and ethnic diversity has been a salient feature of American society through most of its history. Today, we are a racially conscious society, and racial or ethnic membership is a significant part of identity. This volume documents important differences and major similarities among the races–the array of which negates facile conclusions regarding the characterization of any particular group.

2000. 355 pgs. ISBN 1-57356-266-1. $65.00 cloth. Oryx Press. (800) 279-6799.

Writing Paris: Urban Topographies of Desire in Contemporary Latin American Fiction

By Marcy E. Schwartz

Exploring Paris as a desired and imagined place in Latin American post-colonial identity, Marcy Schwartz examines fiction by Julio Cortázar, Manuel Scorza, Alfredo Bryce Echenique, and Luisa Futoransky as she uncovers the city's class, gender, political, and aesthetic resonances for Latin America.

1999. 182 pgs. ISBN 0-7914-4152-0. $18.95 paper. SUNY Press. (800) 666-2211.

Sun Inventions and Perfumes of Carthage: Two Novellas

By Teresa Porzecanski

Exotic characters from Europe, Africa, and the New World bring together and struggle with the mixture of Sephardic, Ashkenazic, and Latin American cultures. *Sun Inventions* is a story of an immigrant family, from the multifaceted perspective of a woman who is an academic, a mother, a writer searching for meaning in the universe. *Perfumes of Carthage* tells the stories of Lunita Mualdeb and her Sephardic family and Angela Tejera (Weaver), whose name was given to her African grandfather by a Brazilian slave owner.

2000. 204 pgs. ISBN 0-8263-2181-X. $17.95 paper. University of New Mexico Press. (800) 249-7737.

The Source Book of Multicultural Experts, 2000-2001

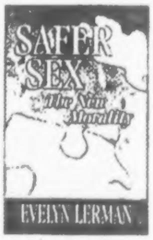
Lisa Skriloff, ed.

Marketing executives will find ad agencies, research firms, and other experts in multicultural marketing to help them reach growing populations. Human resource and purchasing executives will find contacts for vendors and suppliers that are minority- or women-owned businesses.

2000. 94 pgs. ISBN 0-9666315-2-8. $59.95 paper. Multicultural Marketing Resources. (212) 242-3351.

Safer Sex: The New Morality

By Evelyn Lerman



This thought-provoking call to action aims to help prevent teen pregnancy and sexually transmitted infections and reduce the need for abortion. Evelyn Lerman, a certified mediator and former teacher, discusses successful prevention strategies from other developed countries.

2000. 240 pgs. ISBN 1-885356-66-8. $14.95 paper. Morning Glory Press. (800) 888-4741.

Loves Me, Loves Me Not

By Anilú Bernardo

As this story follows teenager Maggie Castillo's quest to find an answer to "The Question," readers will discover not only the answer but also whether her question was the right one. This publication was named to two recommended reading lists for young people–the American Library Association's 2000 YALSA Popular Paperbacks for Young Adults list and The New York Public Library's 2000 Books for the Teen Age.

1998. 169 pgs. ISBN 1-558-85259-X. $9.95 paper. Piñata Books. (800) 633-ARTE.

Double Double

By José Yglesias

Spinning a tale of double trouble, José Yglesias takes on the iconic images and clichés of the 1960s–Black Panthers, third-world guerrilla movements, student riots, "consciousness-raising" through drugs and sex, hippie communes, and Flower Power–and puts them all into overdrive. The result is a near-surrealistic perspective on an era that, torn between adolescent naïveté and "by-any-means-necessary" absolutism, went haywire.

2000. 200 pgs. ISBN 1-55885-272-7. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

CONFERENCES

TACHE 2000

November 29-December 1

The conference theme, "Latinos in Higher Education: Beyond the Demographics," reflects the Texas Association of Chicanos in Higher Education's interest in moving the dialogue beyond the numbers to a discussion of concrete strategic plans for addressing the challenges presented by the ethnic shifts in population.

Contact: Rudy Rodríguez, (940) 898-2214, or Gloria B. Bahamon, (940) 565-2456; website, www.tache.org.

6th Conference of the Recovering the U.S. Hispanic Literary Heritage Project

December 1-2

"Recovering the Past, Charting the Future: Archives, Canons, and Questions of Identity" is this year's theme. At the University of Houston.

Contact: Alejandra Balestra, (713) 743-3128; e-mail, artrec@jetson.uh.edu.

National Association of Student Personnel Administrators Institute

January 10-12

"Taking Courageous Stands: Leadership for Diversity," for upper-level administrators. At Columbia University, New York City.

Contact: (202) 265-7500; e-mail, office@naspa.org.

NALAC Conference

January 17-21

Texas A&M University-Corpus Christi will help host a conference of the National Association of Latino Arts and Culture (NALAC), dedicated to defining the role of Hispanic art in the community. At the Ramada Inn Bayfront in Corpus Christi.

Workshops are scheduled on leadership and youth, the impact of immigration, assimilation and hybridization, and digital technology. There will be performances, readings, and exhibits throughout the conference, along with workshops in dance, music, theater, visual arts, literature, performance art, and media arts.

Contact: Lilly Flores Janacek, (361) 825-2427.

AAHE Conference on Faculty Roles & Rewards

February 1-4, 2001

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change--new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

USC Continuing Education 2001 National Conference

February 11-14

University of South Carolina's department of continuing education presents "Stop Surfing, Start Teaching: Teaching and Learning through the Internet." In Myrtle Beach, S.C.

Contact: (803-777-9444; e-mail, confs@gwm.sc.edu; website, www.rcce.sc.edu/ssst.

ACE 83rd Annual Meeting

February 17-20, 2001

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will "anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities." At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

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Book Review

By Eduardo Mendieta

Dangerous Border Crosser: The Artist Talks Back, by **Guillermo Gómez-Peña.** 304 pages. London and New York: Routledge, 2000. ISBN: 0-415-18237-9. $24.95.

One might argue that there are two magnetic poles orienting the conditions under which art is produced in the age of the digitization of everything and proliferation of simulacra. Due to the Baudrillardian effect of the liquidation of the real, art has ceased to be the attempt to create "perceptual equivalences," as Arthur C. Danto put it so felicitously.

Just as epistemology entered into crisis when both subject and object were consumed by mass culture and technological innovation, art also lost its object, the object it yearned after and so assiduously hunted with brush and chisel.

GUILLERMO
GÓMEZ-PEÑA
DANGEROUS BORDER CROSSERS
THE ARTIST TALKS BACK

At best, art became a reflection on the act of perception, and this is how we should understand 20th century art–as a shift from the quest for the real to the analysis of the subjective conditions of the synthesis of perceptual representations (Impressionism, Expressionism, Cubism, even Futurism and Constructivism). At worst, art became a descent through the recently discovered underworld of the sub- and un-conscious (Surrealism, Dadaism, and so on), in search of the lost self or a search for something primal. Art lost its object, became introspective and self-reflexive.

The other magnetic pole involves an equally momentous liquidation, the evisceration of the public domain by the forces of mass culture–mass production, mass consumption, and mass advertisement. In this bacchanal, everything is swept into the whirl of hedonistic cannibalization and banalization. Ergo: in the night in which all are drunk and todos los gatos son pardos, it is impossible to position oneself critically against a system that, like Neptune, devours its critical children.

Art without an object, without a social space or public sphere from and in which to perform its function–these are the conditions of today's aesthetic production. And it is precisely at the ecuador between these two poles that Guillermo Gómez-Peña's work positions itself.

This book is a feast of poems, performance transcripts, interviews with critics and scholars, and the traces and ruins of reflections on reflections and on today's social scene. There is admonition, confession, theorizing, and wonderful, griping narrative. The tone is irreverent, playful, blithe, celebrating, at times nostalgic, resigned, and laconic, but never indulgent or obnoxiously haughty and professorial. A most appealing aspect, at a prima facie level, is the way in which Gómez-Peña and his colleagues exhibited the virtues of linguistic carnivalization. Spanglish has certainly found a Cervantes in Gómez-Peña. Some images, turns of phrase, some conceptual considerations might offend, but no reader will be untouched by the profound care, tenderness, humility, and sense of engagement communicated by every page. And like all who cross borders, especially those without papers, this book is ready to serve all kinds of purposes. It is a frontal look at our contemporary socio-politico-cultural condition from the perspective of those most affected by the disaster trailing behind that which is celebrated as the end of history and the inevitability of globalization. This book dares to look back, straight in the eye, and to talk back, eloquently, loudly, and without shame.

Three themes make the book particularly important, and one we should recommend to each other and to those "white" friends we all have in the closet. First: high culture is no less kitschy than low culture, and conversely, the latter is no less smart than the former. What happens when we view expensive objects of art enshrined in temples called museums on the same level as art produced by the people on the streets of Puebla, Tunja, and Sao Paolo and peddled in airport curiosity shops, or authenticity tiendas on Valencia street? This de-sacralization and de-fetishization might cause vertigo to some, but for others, it will present a liberating truth: no effort at beauty and critique is exempt from commodification. Second: the myth of art as mastering technique seeks to conceal the truth that art is a crystallization of ideas. Behind the mask of the art object stands an idea. What happens when you dispense with the husk and gaze directly at the idea? The ruling art of any age has been the art produced by the controllers of the ideas that orient that age. What happens when you take control of the ideas? Your art becomes conceptual, because you are contesting not the images but what gives them life. Third: the subaltern subalternizes itself and its other by gazing through the eye of an absentee "master." We submit to control by introjecting the violence and thus coercion emanating from images created for us by others. What happens when you sequester those images and turn them against those who live by them and suffer under them?

It is nearly impossible to approach Guillermo Gómez-Peña's work in a pedestrian way. I rarely come across anything that so incites and invites deep, caring reflection as does this neobaroque composite. This Mexterminator, Border Brujo, Naftazteca, Web-back, Existentialist Mojado is also a Thought Guerrilla in times of the liquidation of thought.

Eduardo Mendieta teaches philosophy at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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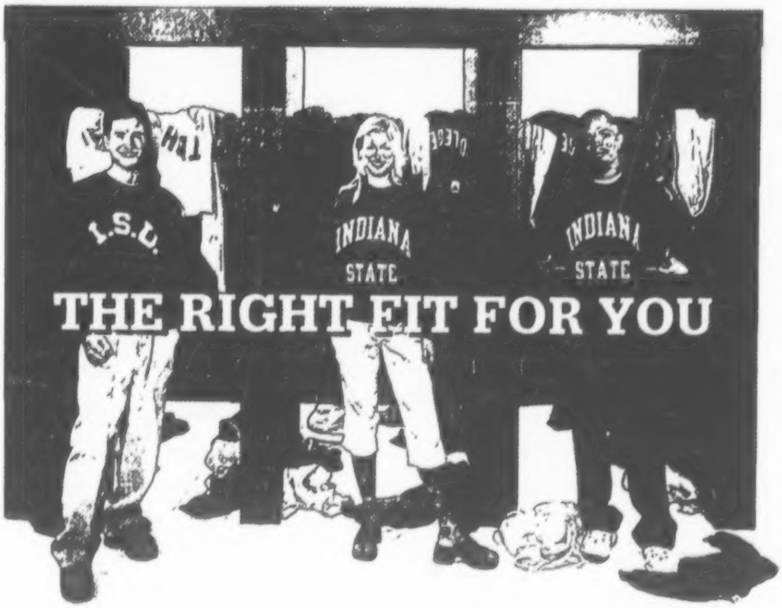

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Applicants should send a resume including a publication list and the names, addresses and telephone numbers of at least four references. In addition each applicant must send a one page professional statement describing his or her goals and aspirations at NC State University. Please send applications to **ECE Department Head, Department of Electrical and Computer Engineering, 232 Daniels Hall, NC State University, Raleigh, NC 27695-7911.**

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Yes! CityCollege
THE CITY UNIVERSITY OF NEW YORK
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212 • 650 • 6981 www.ccny.cuny.edu

Le Moyne College

PRE-DOCTORATE TEACHING FELLOWSHIP
2001-2002 ACADEMIC YEAR

Le Moyne College seeks to underline the importance of encouraging graduate students of color to pursue teaching careers in higher education. The year-long Pre-Doctorate Teaching Fellowship will draw graduate students of color at the ABD stage who have advanced to candidacy and are nearing completion of their doctoral dissertation. All disciplines may apply but candidates in Accounting, Biology, Business, Education, French, History, Philosophy, Religious Studies, Sociology and Spanish will receive special consideration. At the successful completion of the Fellowship, the Teaching Fellow will receive consideration in the event a tenure track faculty position is authorized.

TERMS
- Salary and benefits
- Library privileges, office space, and computer
- Mentored by senior faculty
- Valuable classroom teaching experience
- Program dates: Aug. 15, 2001 -Aug. 14, 2002

APPLICATIONS
The following material must be received by January 15, 2001:
- Full curriculum vitae
- Graduate school transcripts and three letters of recommendation, including that of the dissertation advisor
- Copy of the dissertation proposal
- Description of teaching interests

RESPOND TO:

Lynn McMartin
Office of Human Resources
1419 Salt Springs Road
Syracuse, NY 13214

NOTIFICATION: Notification of Selection Committee's decision by April 2001.

Le Moyne College is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply for employment.

Visit our Web Page www.lemoyne.edu

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

We're accepting applications for management positions at Chabot College, Hayward, California. For the following positions, applications are being accepted until positions are filled. However, since the Selection Committee will begin reviewing applicants' materials on January 16, 2001, submissions are especially encouraged prior to that time.

VICE PRESIDENT BUSINESS SERVICES

VICE PRESIDENT ACADEMIC SERVICES

VICE PRESIDENT STUDENT SERVICES

DEAN OF INFORMATION & TECHNOLOGY SERVICES

For application materials please contact:
CHABOT-LAS POSITAS
COMMUNITY COLLEGE DISTRICT
Office of Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
(925) 485-5236
Please call (925) 485-5200
for an official application
or Email: hr@clpccd.cc.ca.us

AA/EOE

Qualified undergraduates can train and be mentored at the cutting edge of biomedical research while receiving scholarship support.

NIH is dedicated to building a diverse community in its training and employment programs.

SCIENCE FACULTY!

Opportunities for Outstanding Students

NATIONAL INSTITUTES OF HEALTH

Undergraduate Scholarship Program

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's premier biomedical research and research training agency. NIH offers scholarships to qualified students who are committed to a career in biomedical research.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

For each award year, scholars work 10 weeks with salary/benefits in our research laboratories in Bethesda, Maryland. They are assigned mentors, participate in developmental and science enrichment seminars, and are provided with housing and transportation. After graduation, they work 1 year of full-time employment at NIH for each year of scholarship award.

THIS IS A SPECIAL OPPORTUNITY FOR SPECIAL STUDENTS!

Advise students to apply if they:
- Are committed to a career in biomedical research;
- Are from a disadvantaged background;
- Have a GPA of at least 3.5 or are in the top 5% of their class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

For more information, contact the UGSP at:
http://ugsp.info.nih.gov ■ E-mail: ugsp@nih.gov
Phone: 1-800-528-7689 ■ TTY: 1-888-352-3001

AMERICAN UNIVERSITY
WASHINGTON, DC

Washington College of Law
Clinical Program Faculty Positions
Practitioners-in-Residence

American University's Washington College of Law is seeking applications for Practitioners-in-Residence in its Clinical Program for the 2001-2002 Academic Year. These are short-term (normally two year) appointments. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. These faculty members teach one additional course each year outside of the clinical curriculum. The Clinical Program will provide an orientation and training for incoming Practitioners, as well as mentoring while the Practitioner is in residence. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); international human rights clinic; tax clinic; and women and the law clinic. The applicant's teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years experience as a lawyer and membership in a bar. Desired qualifications include experience or training as a clinical teacher, published legal scholarship and participation in clinical teachers' conferences and workshops. American University is an EEO\AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent to **Professor Peter Jaszi, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016,** with a copy to Professor Richard Wilson, Director, Clinical Program, at the same address.

BEST COPY AVAILABLE

The University of Iowa welcomes you!

We'd like to discuss **Latino opportunities** at The University of Iowa and your plans for the future.

Opportunity at Iowa
THE UNIVERSITY OF IOWA
224 Jessup Hall
Iowa City, Iowa 52242-1316
(319) 335-3555 or 1-800-553-IOWA
World Wide Web:
http://www.uiowa.edu/~provost/oi/index.html

UNIVERSITY OF
DENVER

DEPARTMENT OF PSYCHOLOGY

The University of Denver Department of Psychology is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

UNIVERSITY OF MAINE AT FARMINGTON

The College of Education, Health and Rehabilitation seeks individuals to fill 7 faculty vacancies:

Early Childhood Education; Elementary Education (3 positions); Special Education; Middle/Secondary Education; and Science/Science Education (7-12). U.S. News and World Report ranked UMF the Top Public Liberal Arts College in the North for three years in a row! The region offers unequaled natural beauty and four seasons recreation. AA/EEO employer. For further information, see our website (www.umf.maine.edu), or contact the Dean's Office, 252 Main St., Farmington, ME., (207)778-7153, pmorris@maine.edu

CALL FOR PROPOSALS

12th INTERNATIONAL CONFERENCE ON COLLEGE TEACHING AND LEARNING

April 17-21, 2001

Radisson Riverwalk Hotel — Jacksonville, Florida

Teaching, Learning and Technology: Humanizing the Learning Technologies

Keynote Presentations By:

***Ray Bradbury**
Futurist and Author

***Rosalind Picard**
Media Center,
Massachussetts Institute
of Technology

***Oliver Sacks**
Author and Neurologist

The premier international conference on higher education learning encourages 25 or 45 minute proposals on ...

1. Innovative college teaching/learning strategies
2. Technology — especially the use of the Web, multimedia and virtual reality in learning

SPECIAL EVENTS FOR 2001

- **Twenty featured speakers**
- **Hands-on, interactive workshops**
- **Live, international videoconference in cooperation with PBS**
- **Presenation of Awards for Excellence in Teaching, Learning and Technology**
- **Presentation of Ernest L. Boyer International Award for Excellence in Teaching, Learning and Technology —$5,000 cash award contributed by Blackboard, Inc.**
- **Sofware Fair and Poster Session**
- **Over 250 faculty presentations**

Selected, juried papers will be published and distributed to all participants.

For conference announcement and general information, consult http://www.teachlearn.org or contact:

Jack Chambers E-mail: jchamber@fccj.org
Phone: 904-632-3231 Fax: 904-632-3289

Jeana Davis E-mail: jmdavis@fccj.org
Phone: 904-632-3088 Fax: 904-632-3289

SUBMISSION DEADLINE FOR PROPOSALS, JURIED PAPERS AND NOMINATIONS FOR AWARDS: December 1, 2000

The Center for the Advancement of Teaching and Learning

FLORIDA COMMUNITY COLLEGE

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Community College Week

VICE CHAIR

**Center for Latin American Studies,
University of California at Berkeley**

Salary range: $41,736-$57,948
Closing date: December 6, 2000
Starting date: January 15, 2001 (negotiable)

Working with the Chair, faculty, and staff, the Vice Chair coordinates all programmatic aspects of the Center: conferences and events, visiting scholars, faculty, funding, tri-annual newsletter, Website *(http://www.clas.berkeley.edu/clas)*, working papers, and outreach. Responsibilities also include writing grant proposals and reports to university, government, and foundation funding sources; hiring of Center staff; and communication with the faculty executive committee.

Desired qualifications: excellent writing skills; evidence of success at fundraising; administrative skill and experience; advanced degree in a field relevant to the Center's program in Latin American Studies (PhD preferred), and advance competence in Spanish or Portuguese.

Applicants should submit a letter of application, CV, professional writing samples, and names and addresses of three references to **Harley Shaiken, Chair, Center for Latin American Studies, University of California, Berkeley, 2334 Bowditch Street, Berkeley, CA 94720-2312.**

The University of California is an equal opportunity/affirmative action employer.

COLBY COLLEGE

IMMUNOLOGIST

Assistant Professor of Biology

Colby College is seeking an Immunologist to fill a tenure-track position as Assistant Professor of Biology to begin September 2001. Candidates should have a Ph.D. and a strong commitment to undergraduate education. Teaching normally involves three courses with laboratory per year. Teaching will include immunology, team-teaching in the introductory course in some years, and courses in the candidate's areas of specialization. Expertise in molecular genetics is desirable. An active research program, including supervision of undergraduate research, will be expected. An attractive start-up package is available. Familiarity with liberal arts colleges, teaching experience or post-doctoral experience is desirable.

Women candidates will be considered for a Clare Boothe Luce Assistant Professorship which provides dedicated annual research funds.

Please submit a letter of application, statement of teaching interests and philosophy, statement of research interests, curriculum vitae, reprints of no more than three selected publications, undergraduate and graduate transcripts, and three letters of recommendation to: **Professor W. Herbert Wilson, Jr., Chair, Department of Biology, Colby College, 5739 Mayflower Hill Drive, Waterville, ME 04901, Tel: 207-872-3432, e-mail: whwilson@colby.edu. Application review will begin December 31, 2000 and will continue until the position is filled.** *Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby Web site:* **www.colby.edu**

FACULTY VACANCIES

Full-Time, Tenure Track

From its inception, College of DuPage has been a first rate institution of higher learning, providing DuPage County residents with 88 diverse areas of study. As America's largest single-campus community college, our "life-long learning" curriculum is committed to achieving excellence through innovative instructional programs and services. Featuring 90 neighborhood learning sites, College of DuPage enjoys a long history of nationally known educational programs. We invite you to become part of our future.

Due to an excellent retirement compensation plan, we have the following tenure track positions available for the coming academic year:

- ADVERTISING DESIGN & ILLUSTRATION
- ALLIED HEALTH
- AUTOMOTIVE TECHNOLOGY
- BUSINESS/MANAGEMENT/MARKETING
- COMPUTER INFORMATION SYSTEMS
- DENTAL HYGIENE
- DIAGNOSTIC MEDICAL SONOGRAPHY
- DIGITAL MICROPROCESSOR TECHNOLOGY
- ECONOMICS
- ENGLISH
- ENGLISH AS A SECOND LANGUAGE
- FIRE SCIENCE
- GRAPHIC ARTS
- MATHEMATICS
- MUSIC/HUMANITIES
- NURSING
- PHILOSOPHY/RELIGIOUS STUDIES
- PHOTOGRAPHY
- PHYSICS
- READING
- REFERENCE LIBRARIAN

For more details about each position and College of DuPage, visit our website at: www.cod.edu.

To apply, call, write or e-mail for an application packet. Positions remain open until filled. To maximize your opportunity to be chosen, please return your application packet as soon as possible.

Office of Human Resources
COLLEGE OF DuPAGE
Attn: Faculty Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
equal opportunity employer

College of DuPage

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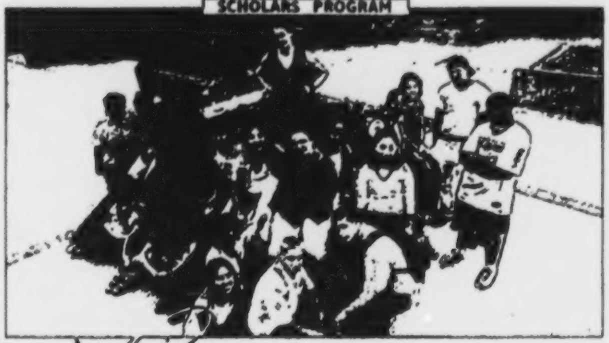
SCHOLARS PROGRAM



Calvin College congratulates the graduates of the
2000 Entrada Scholars Program!

Calvin's Entrada Scholars Program offers ethnic minority high school juniors and seniors the opportunity to experience college learning and living firsthand. Entrada scholars take a regular 3-week summer course while living on campus, and gain valuable experience in what it takes to succeed in college.

For information about the Entrada Scholars Program or general information about Calvin, please contact us at 800-688-0122, email admissions@calvin.edu, or visit Calvin's website at www.calvin.edu

CALVIN

3201 Burton St. SE, Grand Rapids, Michigan 49546-4388

Tufts University
Faculty Positions for 2001-2002

Tufts University, located in the Boston area, is seeking candidates for the following full-time positions to begin September 2001. Tufts is committed to excellence in teaching and scholarship, and to building a faculty that reflects the diversity of both its students and the world for which it is preparing them. Tufts is an Affirmative Action/Equal Opportunity employer. Members of underrepresented groups are strongly encouraged to apply.

DEPARTMENT	FIELD	RANK
ENGINEERING		
Mechanical Engineering	Thermal-Fluid Sciences	Assistant Professor
School of Engineering	Engineering Psychology	Assistant Professor
HUMANITIES & ARTS		
Art History	Modern & Contemporary Latin American Art	Asst/Asso Professor
Comparative Religion	Judeo-Christian Tradition	Assistant Professor
Drama and Dance	Pre-modern Theatre (Medieval and/or Renaissance)	Asst/Asso Professor
Museum School	Non-European Art History	Lecturer (NTT)
Romance Languages	Mexican Literature & Culture	Assistant Professor
Romance Languages	Spanish Language	Lect/Course Admin (NTT)
NATURAL & SOCIAL SCIENCES		
Biology	Cell Physiology	Assistant Professor
Chemistry	Open	Asst Prof, possibly higher
Child Development	Math, Science & Tech/ Engineering Education	Asst/Asso Professor
Community Health/ Political Science	Health Policy/Public Policy	Assistant Professor
Economics	Open Economy Macroeconomics	Asst/Asso Professor
Economics	General Economics	Non tenure-track (NTT)
Mathematics	Numerical Linear Algebra	Asst Professor (NTT)
Mathematics	Geometric Group Theory	Asst Professor (NTT)
GRADUATE		
Education	Math, Science & Tech/Engineering Education	Asst/Asso Professor

NOTE: All positions are tenure-track unless noted otherwise. For more information about these positions, consult our website at: http://ase.tufts.edu/facultypositions/.

Teachers College, Columbia University

continues to build for the new century

DEPARTMENT OF ARTS AND HUMANITIES

ART AND ART EDUCATION

Position: Experienced artist/scholar with research interests in the relationship between studio practice and student learning in the visual arts as this impacts the education of teachers in schools, colleges, and universities. Candidates must be: strong in critical theory in the arts; concerned with teaching and learning in the arts as these are shaped by socio-cultural, technological, and diversity issues; and, able to work across department disciplines with colleagues.
Responsibilities: Teach graduate courses in three-dimensional studio, experiments in content, and art for the general practitioner; participate in the ongoing work of New York City schools, Professional Development Schools, and/or collaborate with teachers in the field; advise masters and doctoral students; supervise student teachers in observation and practicum sites; conduct research into cultural conditions shaping teaching and learning in the visual arts with special interest in urban and minority concerns; and, provide leadership in the development of outreach programs.
Qualifications: Earned doctorate; evidence of superior scholarly and artistic accomplishment; and, record of successful K-12 and higher education teaching experience.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of application indicating how you would anticipate fulfilling the responsibilities above, copies of relevant publications, a slide portfolio of personal/student work, and three letters of reference to Professor Judith M. Burton, Search Committee Chair, Box 78.

DEPARTMENT OF ARTS AND HUMANITIES

ARTS ADMINISTRATION

Position - PROFESSOR OF PRACTICE: Scholar/practitioner with demonstrated research interests and practical experience in this field to teach courses and to serve as Associate Director. The Program is interdisciplinary, collaborating with Columbia Business and Law Schools, the Programs in Music, Art, and Dance Education at Teachers College, and Columbia's graduate departments and schools of art history, journalism, theatre, and film. The Program houses the Research Center for Arts and Culture, researching in arts management and arts law and is the only auspice collecting systematic information on living artists. The Professor of Practice appointment provides an opportunity for people who have focused their work on practice/practitioners.
Responsibilities: Develop and teach courses for majors and non-majors in arts administration; continue to develop the area of arts and cultural policy and analysis; add to existing offerings in museum education; develop similar collaborations in the performing arts; and, participate in the administration of the program.
Qualifications: Earned doctorate. Grounding in an artistic discipline. Practical experience in the field as an artist and/or a manager. Three to five years teaching experience; and scholarly research. Candidates without the doctorate may be considered as distinguished practitioners.
Rank: Professor of Practice, Term Appointment; renewable up to five years, at the rank of Assistant/Associate/Full Professor depending upon level of experience.
Send CV, sample publications, and three letters of reference to Joan Jeffri, Director, Program in Arts Administration, Box 78.

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

BILINGUAL/BICULTURAL EDUCATION

Position: Senior scholar to join the faculty in preparing students for teaching, administration, and related roles in bilingual instructional settings.
Responsibilities: Teach basic courses and work with MA students in a teacher-education program; teach research seminars and develop a program of funded research that supports doctoral students who are specializing in bilingual/bicultural education; help develop innovative approaches to teacher education; and, collaborate with other teacher educators in re-examining and refining teacher education programs and in the College's Professional Development School projects.
Qualifications: Doctorate and substantial scholarly publications in a relevant field. Relevant experience in teacher education, especially in programs that integrate schools, communities, and the workplace. Experience in obtaining funding for innovative research in bilingual/bicultural education. Preference will be given to candidates with teaching and research experience in both the U.S. and other countries.
Rank: Associate/Full Professor, Tenured.
Send CV, a letter of application that indicates ways in which the above responsibilities would be carried out, copies of two relevant publications, and three letters of reference to Professor Clifford Hill, Search Committee Chair, Box 211.

DEPARTMENT OF CURRICULUM AND TEACHING

ELEMENTARY/CHILDHOOD EDUCATION, PRESERVICE

Position: This MA level program prepares elementary and middle school teachers for a variety of contexts, particularly public schools in urban, culturally diverse, inclusive settings, and emphasizes social justice, cultural competence, teacher leadership and curriculum decision-making. The faculty work with colleagues, doctoral students, classroom practitioners, and school administrators at the College and in Professional Development Schools. All are engaged in school-based research. As members of the Department of Curriculum and Teaching, they contribute a particular area of expertise and work with advanced masters and doctoral students. The position is for a teacher educator whose scholarship and research on the education of teachers is framed and informed by curriculum history and theory, curriculum development and enactment, and/or curriculum policy.
Responsibilities: Teach graduate courses in elementary/middle school methods and issues, curriculum design and inquiry, curriculum theory, urban education, multicultural education, and teacher education research; participate in the Professional Development Schools and work in the field with school practitioners; collaborate with colleagues on departmental projects such as the redesign of preservice teacher education, the re-registration of teacher education programs with New York State, and NCATE accreditation; supervise student teachers; advise graduate students; guide doctoral research; participate in departmental and College-wide committees; and, engage actively in scholarly research.
Qualifications: Earned doctorate. Established record or strong potential for research and scholarship; and experience teaching in elementary and/or middle public schools (either in special education or general classrooms). Demonstrated excellence in teaching, especially at the university level. Strong history of successful collaboration with classroom-based educators and university colleagues.
Rank: Assistant/Associate Professor, Tenure Track.
Send CV, a letter of application, and three letters of reference to Professor Marjorie Siegel, Search Committee Chair, Box 31.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

BEHAVIORAL SCIENCES IN EDUCATION

Position: Behavioral scientist to support research program initiatives within a multidisciplinary team involving faculty and students across applied educational psychology, health studies, and special education.
Responsibilities: Teach graduate courses; advise students; and, supervise doctoral research. Maintain active, externally funded research program.
Qualifications: Earned doctorate in psychology or behavioral sciences. Experience in school or community-based research and development with established record or strong potential for extramural funding. Substantial record of publication in peer-reviewed periodicals. School-based prevention/intervention research program preferred (e.g., violence, substance abuse, or drop-out prevention). Demonstrated commitment to underserved populations and interest in working collaboratively in a multidisciplinary team.
Rank: Assistant/Associate Professor, Tenure Track. Senior appointment considered if a record of significant scholarship and external funding is demonstrated.
Send CV, a cover letter stating research and teaching interests and applied experiences, and sample publications to Professor Lawrence Kushi, Search Committee Chair, Box 137.

DEPARTMENT OF ARTS AND HUMANITIES

HISTORY AND EDUCATION

Position: Scholar of history with broad interests in education, whose scholarly and research interests might also support program areas such as international educational development, comparative/international education, gender studies, or the history of ideas. Students in the Program examine the large issues and questions of education through the discipline of history. In addition, the Program provides a foundation for programs throughout the College. Thus faculty members must both be generalists and specialists in the field.
Responsibilities: Teach graduate courses at the introductory, intermediate, and advanced level; advise students; supervise doctoral research; and, participate in College-wide history planning and service. Candidates should be actively engaged in scholarly research and have experience and interest in working with educational practitioners.
Qualifications: Earned doctorate; established record or strong potential for research and publications; and, demonstrated excellence in teaching. Disciplinary major should be the historical study of education, broadly conceived, with a specialization in international and comparative education, gender studies, or intellectual ideas.
Rank: Open rank, Tenured or Tenure Track.
Send CV, a letter of application, a list of courses taught, and three letters of reference to Professor Cally Waite, Search Committee Chair, Box 204.

DEPARTMENT OF INTERNATIONAL AND TRANSCULTURAL STUDIES

INTERNATIONAL EDUCATIONAL DEVELOPMENT; COMPARATIVE & INTERNATIONAL EDUCATION

Position: Scholar with substantial experience in developing countries and evidence of scholarly promise to join the faculty in the Programs of International Educational Development and Comparative & International Education. Applications from candidates whose primary work has focused on the education of migrant populations, language policy in multilingual countries, international development of literacy programs, or peace education are particularly welcome.
Responsibilities: Conduct research, teach graduate courses, advise graduate students, and supervise doctoral research.
Qualifications: Earned doctorate, international experience, and potential for research productivity and success in securing external funding. Commitment to excellence in teaching and advising.
Rank: Assistant Professor, Tenure Track.
Send CV, a letter of application stating research and teaching interests, 1-3 examples of scholarly work, a course outline, and the names of three references to Professor JoAnne Kleifgen, Search Committee Chair, Box 94S.

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

MATHEMATICS EDUCATION (2)

Position: The Program emphasizes the preparation of educational leaders who are both well-grounded in the discipline of mathematics as well as theoretically and practically based educators. Two positions are available. Position 1: A senior scholar with a distinguished record of research and established leadership in mathematics education appropriate for appointment to tenure. Position 2: A scholar educator with an active school-based program of research and publication record appropriate for appointment to tenure-track position.
Responsibilities: Faculty in the program share responsibility for teaching graduate courses in mathematics and mathematics education; advising masters and doctoral students; participating in the ongoing work of New York City schools, Professional Development Schools, and/or collaborating with teachers in the field; directing doctoral dissertations; and, collaborating with colleagues within the Department and across the College on projects such as the redesign of teacher preparation programs. Faculty will be expected to maintain an active research agenda and record of scholarly publication. While shared among program colleagues, the second position will have lead responsibility for supervising masters and doctoral student teachers and interns.
Qualifications: For both positions, an earned doctorate in mathematics education or mathematics is required, with mathematics preparation beyond the masters level preferred. Commitment to excellence in teaching and advising students, with teaching experience at either the elementary or secondary school level, as well as experience teaching and advising teacher education.
Rank: Position 1, Associate/Full Professor, Tenured. Position 2, Assistant/Associate Professor, Tenure Track.
Send CV, application credentials, a personal statement, publication samples, and three letters of reference to Professor O. Roger Anderson, Search Committee Chair, Box 210.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

NURSING EDUCATION

Position: Continuing the legacy of excellence that has characterized nursing education at Teachers College since 1899, the Department seeks a faculty member to collaborate in the redesign and implementation of nursing education masters and doctoral programs focused on nursing and health behavior. The successful candidate will join a multidisciplinary department that includes graduate programs in health studies, psychology, and special education. The position offers opportunities for collaboration with, and mentorship from, faculty in health education and health behavior.
Responsibilities: Teach graduate courses; advise graduate students; supervise doctoral research; participate in program development; initiate and maintain an active program of research and external funding; and, provide service to the Department, the College, and the nursing profession.
Qualifications: Earned doctorate and licensure as a professional registered nurse. Graduate degree in nursing preferred. Potential for a strong record of data-based publications in peer-reviewed journals. Successful record or strong potential for obtaining extramural funding. Commitment to excellence in teaching and advising required.
Rank: Assistant Professor, Tenure Track.
Send CV, a cover letter stating how you meet qualifications, a brief statement of professional interests including teaching agenda, and representative publications to Professor Kathleen O'Connell, Search Committee Chair, Box 35.

Teachers College as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society. Candidates whose qualifications and experience are directly relevant to College priorities (e.g., urban and minority concerns) may be considered for higher rank than advertised.

BEST COPY AVAILABLE

DEPARTMENT OF ORGANIZATION AND LEADERSHIP

EDUCATIONAL POLICY AND LEADERSHIP (3)

Position: The Department of Organization and Leadership seeks to develop leaders and potential leaders, to educate those who will assist these leaders (consultants and researchers), and to create new knowledge based on sound theory and research. Our faculty are committed to developing education leaders in new ways for new times and conditions for both public and private sectors. We seek three colleagues who share this vision, who understand the demands of organizations in a global economy, who are at home with contemporary information technology, who are accomplished in the theory and practice of effective leadership, and who have the breadth of talent to develop leaders with the capacity to transform our schools and other organizations. There are three openings with the following responsibilities and qualifications:
Responsibilities: Teach graduate courses; advise graduate students; supervise doctoral research; develop and maintain an active research agenda; and, collaborate with faculty colleagues to provide leadership for the overall program.
Qualifications: Earned doctorate in educational administration or in a social science discipline that is relevant to organization and leadership. Deep and extensive knowledge and research accomplishment in educational policy and politics; and record of publications. Willing to assume a leadership role among his/her professional colleagues. Appointment to tenure requires record of demonstrated excellence in teaching, scholarship, and service. Appointment to Professor of Practice requires a doctorate.

(1) EDUCATION POLICY AND POLITICS – Political scientist with deep and extensive knowledge and research accomplishment in education policy and politics. The candidate should be committed both to developing that research agenda and to educating sophisticated students capable of exercising effective leadership in education policy analysis, formation, and implementation in many kinds of organizational settings.
Rank: Open Rank, Tenured or Tenure Track.
Send CV, a statement of professional plan and interest, and three letters of reference to Professor Henry M. Levin, Search Committee Chair, Box 181.
(2) PUBLIC SCHOOL AND DISTRICT LEADERSHIP – Scholar with a record of demonstrated accomplishment in research and teaching in the field of educational administration. The candidate should be able to provide intellectual leadership, rethinking the nature of that field, and be committed to developing a new breed of leaders capable of transforming public schools and school systems for the benefit of all children. The candidate should also be willing to assume a leadership role among his/her professional colleagues.
Rank: Open Rank, Tenured or Tenure Track.
Send CV, a statement of professional plan and interest, and three letters of reference to Professor Craig Richards, Search Committee Chair, Box 16.
(3) PUBLIC SCHOOL AND DISTRICT LEADERSHIP – Public school administration practitioner, preferably superintendent of schools and/or chief state school officer, with a record of improving learning opportunities and results for students of all kinds. The candidate should be able to blend his/her skills as a scholarly practitioner with the skills of colleagues who are practical scholars. He/she should also be committed to developing a new breed of leaders capable of transforming public schools and school systems for the benefit of all children.
Rank: PROFESSOR OF PRACTICE, Non-Tenure Track Term Appointment.
Send CV, a statement of professional plan and interest, and three letters of reference to Professor Craig Richards, Search Committee Chair, Box 16.

DEPARTMENT OF ARTS AND HUMANITIES

PHILOSOPHY AND EDUCATION

Position: Senior scholar, with demonstrated excellence in teaching and research, to lead the historic Program in Philosophy and Education. Outstanding junior candidates who show promise of becoming leaders in the field will also be considered. The Program offers both masters and doctoral degrees and serves the College as a whole by inviting current and future practitioners to broaden their conceptions of the aims and processes of education.
Responsibilities: Teach a range of graduate courses from introductory service courses to advanced doctoral seminars; advise students; supervise doctoral research; and, assist in the development of interdisciplinary foundations courses and programs.
Qualifications: Earned doctorate, with a specialization in the philosophical study of education, broadly conceived. Successful record of research and publication. Experience working with doctoral students and educational practitioners.
Rank: Open rank, Tenured or Tenure Track.
Send CV, a letter of application describing your current teaching and research interests and your vision of the field, three letters of reference, two course syllabi, and no more than three refereed articles or chapters to Professor Christopher Higgins, Search Committee Chair, Box 204.

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

COUNSELING PSYCHOLOGY

Position: Scientist/practitioner who shares our vision for training culturally competent counselors and counseling psychologists. Our masters program in Psychological Counseling prepares students for counseling and/or administrative careers in diverse settings. The doctoral program, accredited by the American Psychological Association (APA), prepares graduates for academic, research, clinical, and/or administrative careers in the field of counseling psychology.
Responsibilities: Maintain active research agenda; teach graduate courses; supervise students in practicum and field settings; assume some leadership responsibilities in the program; participate in departmental and college committee work; advise masters and doctoral students; and, supervise doctoral research.
Qualifications: Earned doctorate in counseling psychology. Strong record of publication and research, with facility in advanced data analysis techniques. Successful record or promise of obtaining external funding. Interest and/or experience with educational issues. Academic and professional interest in two or more of these areas: research design and methodology, psychological assessment, consultation and program development, group development, group counseling, school counseling, counseling theories, couples and family counseling, and/or substance abuse counseling. Psychologist licensure or license eligibility preferred.
Rank: Assistant/Associate Professor, Tenure Track or Tenurable.
Send CV, a letter of intent outlining potential fit with program, sample publications or preprints, evidence of teaching success, and three letters of reference to Professor Judith Berman Brandenburg, Search Committee Chair, Box 102.

DEPARTMENT OF HEALTH & BEHAVIOR STUDIES

READING SPECIALIST

Position - PROFESSOR OF PRACTICE: Experienced reading specialist/practitioner to serve as a faculty member in a program that provides students with concentrated preparation in the assessment and remediation of reading and writing difficulties. This term position as a Professor of Practice provides an opportunity for people who have focused on field-based practice. In a professional school, such positions give us more freedom in selecting the most outstanding staff to meet the needs of the Program and to inform theory with practice.
Responsibilities: Teach graduate courses; supervise students; and, participate in the life of the Department and College.
Qualifications: Earned doctorate. Experience in assessment and instruction in reading. Candidates without the doctorate may be considered as distinguished practitioners.
Rank: Professor of Practice, Term Appointment; renewable up to five years, at the rank of Assistant/Associate/Full Professor depending upon level of experience.
Send CV, a cover letter that indicates field of practice and its relevance to teaching in a graduate program, and three letters of reference to Professor Dolores Perin, Search Committee Chair, Box 70.

DEPARTMENT OF HEALTH AND BEHAVIOR STUDIES

SCHOOL PSYCHOLOGY

Position: Scholar with demonstrated record of excellence in teaching, research, and publication. Expertise in the application of cognition to education (e.g., cognitive assessment; neuropsychological assessment; the prevention/intervention of deficits in academic skills areas, especially reading); or to mental health (e.g. etiologic or intervention studies related to social/emotional functioning in schools).
Responsibilities: Teach core graduate courses; advise students; supervise doctoral students; conduct research; and, perform College-wide and community service.
Qualifications: Earned doctorate in school psychology. Eligibility for certification in school psychology and licensure in psychology in New York State. Strong record of research, publication, and successful record or promise of obtaining external funding. Demonstrated excellence in teaching. Although preference will be given to individuals with expertise in the application of cognition to education or to mental health, all individuals with strong records of publication are encouraged to apply.
Rank: Open rank, Tenured or Tenure Track, with preference for an Assistant/Associate Professor.
Send CV, a letter of application indicating specific research interests, reprints or preprints of completed research, and two letters of reference to Professor Stephen T. Peverly, Search Committee Chair, Box 120.

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

COMMUNICATION, COMPUTING, AND TECHNOLOGY IN EDUCATION (3)

Position: The Department of Mathematics, Science, and Technology, through Communication, Computing, and Technology (CCTE) in Education, provides a cluster of degree programs for students who seek to develop leadership capacities in the uses of information and communication technologies in education. The programs prepare candidates both for leadership roles in integrating digital technologies into education at all its levels and for entry into creative work in the educational uses of new media. CCTE doctoral programs develop scholars who use the social and human sciences to study how applications of advanced technologies in education act as powerful social and historical forces, empowering educators to seek new solutions to established problems. Graduate study in CCTE is tightly integrated with design and implementation projects situated in several externally funded centers and institutes at Teachers College and Columbia University. Successful candidates for CCTE's faculty positions will be able to provide leadership in all dimensions of its academic enterprise, including making contributions to departmental efforts to clarify the relations between science, technology, and society, and to elucidate the educational implications of these relations.

The Department seeks three faculty members for its programs in Communication, Computing, and Technology in Education, and seeks in particular to strengthen capacity in three key areas:
(1) MEDIA AND EDUCATION – Scholar who clarifies the pedagogical character of interactive media, compares and contrasts them with mass media and print, and improves the design and implementation of effective interactive educational experiences.
(2) INSTRUCTIONAL DESIGN – Scholar who shows how digital technologies can improve the quality of education, particularly in urban schools.
(3) PROFESSIONAL DEVELOPMENT – Scholar who uses advanced technologies in teacher education, particularly distributed and distance learning, to alter the constraints on teaching and on teacher preparation.
Responsibilities: Teach graduate courses; advise masters students; and, supervise doctoral research. Provide leadership to College-wide efforts to integrate the use of advanced technologies into research and educational work. Engage a range of student interests within Communication, Computing, and Technology in Education; and maintain active program of externally funded research.
Qualifications: Earned doctorate. Consideration will be given to candidates who combine three essential qualities: (1) Creative capacity to employ new media, using them purposefully as historical forces to shape a more worthy social and cultural order; (2) an insightful, critical understanding of a broad domain of inquiry and a comprehension of the ways information and communications technologies contribute to the advancement of knowledge; and, (3) an eagerness to work sympathetically with children and teachers in schools as they are, helping them transform real educational conditions into the schools that can and should be.
Rank: Open rank, Tenured or Tenure Track (2); Assistant/Associate Professor, Tenure Track (1).
Send CV, a letter of application indicating how you meet the responsibilities; sample publications, and three letters of reference to Professor Robert McClintock, Search Committee Chair, Box 136.

DEPARTMENT OF ARTS AND HUMANITIES

TESOL (2)

Position 1: Scholar with demonstrated teaching and research interests in TESOL, particularly as this relates to the education of ESL/EFL students in K-12, adult, and international contexts.
Responsibilities: Teach graduate courses in some of the following areas: classroom-based research on language teaching and learning; ESL/EFL methodologies; second language literacy; second language classroom observation and supervision; TESOL curriculum design and materials development; and, ESL in the content areas. Also desirable is the ability to teach courses in any of the following: pedagogical grammar; phonetics and phonology; SLA; and, discourse analysis. Maintain an active research and publication profile. Supervise K-12 and adult ESL student teachers; advise masters and doctoral students; participate in the ongoing work of New York City schools, Professional Development Schools, and/or collaborate with teachers in the field; and, play a major role in program's administrative and development activities.
Qualifications: Earned doctorate in TESOL or Applied Linguistics or a closely related field such as Second Language Acquisition. Evidence of scholarly accomplishment in the field of TESOL with a focus on K-12 or adult ESL/EFL issues. A record of successful ESL/EFL teaching experience with K-12 or adult populations. Successful teacher-education experience with K-12 ESL teachers; and service to the field of TESOL.
Rank: Open rank, Tenured or Tenure Track.
Send CV, a cover letter, a two-page statement of your research agenda over the next few years, a copy of relevant publications, and three letters of reference to Professor James E. Purpura, Search Committee Chair, Box 66.

Position 2 - PROFESSOR OF PRACTICE: Practitioner with experience in teaching English as a second language or foreign language in the U.S. or abroad, or in research of the teaching, learning, or assessment of English as a second or foreign language. This term position as a Professor of Practice provides an opportunity for people who have focused on work as a practitioner, and may not have focused on scholarship. In a professional school, such positions give us more freedom in selecting the most outstanding staff to meet the needs of the Program and to inform theory with practice.
Responsibilities: Teach graduate courses; supervise students; and, participate in the life of the Department and College.
Qualifications: Earned doctorate. Experience in school and/or community-based TESOL programs.
Rank: Professor of Practice, Term Appointment; renewable up to five years, at the rank of Assistant/Associate/Full Professor depending upon level of experience.
Send CV, a cover letter that indicates field of practice and its relevance to teaching in a graduate program, and three letters of reference to Professor James E. Purpura, Search Committee Chair, Box 66.

Review of applications for all positions will begin November 22, 2000 and continue until the search is completed. Appointments begin September 2001.

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
525 West 120th Street, New York, NY 10027 http://www.tc.columbia.edu/

WAYNE STATE UNIVERSITY

DIRECTOR OF SCHOLARSHIPS AND FINANCIAL AID

WAYNE STATE UNIVERSITY invites applications for the position of Director of Scholarships and Financial Aid.

Wayne State University is a Carnegie Research University I with a comprehensive urban mission. Its 31,000 students study in 14 schools and colleges, including Law and Medicine. With cutting-edge research in such areas as cancer, diabetes, vision and bioengineering, many university programs are nationally ranked. With nearly 200,000 alumni living in a five-county area, WSU graduates represent a significant presence in the state.

The Office of Scholarships and Financial Aid (OSFA) is committed to providing individuals with the means to access higher education without regard to financial status. Through the successful management of heavily regulated, federal and state financial aid, as well as institutional and private financial aid resources, OSFA assists Wayne State University in meeting enrollment objectives.

The Director of OSFA is responsible for offering a broad range of student financial aid services on the main campus, the Law School, the School of Medicine and at the university's comprehensive extension centers. The financial aid services include the effective and timely delivery of financial aid awards in excess of $100 million. The Director also provides leadership to a large diverse professional full-time staff and part-time/student assistants.

Qualified candidates will have earned a Master's degree with considerable progressive responsibility within financial aid (or possess an equivalent combination of education and experience). Demonstrated in-depth experience is required with developing and managing comprehensive student aid systems and with federal, state and internal audit regulations and processes. Preference will be given to candidates who have a demonstrated ability to effectively and efficiently manage a complex organization with multiple programs. Candidates are expected to have superior ability in interpersonal, oral and written communications skills, and to be fully committed to sustaining and advancing the goal of institutional diversity of students and staff. In addition, candidates must have an unswerving commitment to academic integrity, rules compliance, and gender equity.

Candidates should submit a letter of application highlighting qualifications as outlined above and a current resume. Review of applications will begin immediately and will continue until a suitable candidate is selected. Submit applications and nominations to:

Julie Miller, chair, Scholarships & Financial Aid Search Committee
4200 Faculty Administration Building
Wayne State University
Detroit, MI 48202
E-mail: aa6560@wayne.edu

Wayne State University is an equal opportunity/ affirmative action institution.

FINANCE

Fall 2001, Tenure Track

WESTERN CONNECTICUT STATE UNIVERSITY

The Finance program at WCSU emphasizes financial markets and corporate finance and collaborates with firms in the surrounding community. Teaching assignments include undergraduate and graduate finance courses, and courses in international finance. WCSU is a technology-oriented university providing its faculty and students with the latest technology for teaching, academic use and research. Teaching is the cornerstone of our program; research and service to the University are expected. A Ph.D. in Finance is preferred; an equivalent graduate degree or expectation of a Ph.D. in the near future will be considered. Salary and academic rank dependent upon qualifications.

Send a cover letter, current vitae, undergraduate and graduate transcripts, and three letters of recommendation to: **Dr. Sara DeLoughy, Chairperson, Finance Department, Western Connecticut State University, 181 White St., Danbury, CT 06810. Deadline for applications is December 1, 2000.**

WCSU is an AA/EEO Educator/Employer

Northern Virginia Community College

DIVISION CHAIR ENVIRONMENTAL AND NATURAL SCIENCES

#FA501-HO

Salary $54,983-$75,601 + benefits. Effective 8/1/01. Administer the instructional programs for the division and teach one course per year. Manage 17 FT, five staff and approximately 35 adjunct faculty and PT staff in a large, complex division. Oversee off-campus academic and technical adult training programs, as well as Summer Technology Programs for middle school students. Division disciplines include: air conditioning and refrigeration, biology, chemistry, computer science, geology, health, mathematics, natural sciences, physical education and physics. **Requires:** Specialist's degree in one of the above disciplines and two years of teaching or closely related occupational experience. Strong organizational, communication, interpersonal and intellectual skills, as well as familiarity with routine computer use. Ability to occupy a high-profile, heavily interactive position. **Desired:** Doctorate degree. Six years of community college and/or university teaching experience. Significant administrative and academic management experience at the same level. For details, visit our web site, www.nv.cc.va.us/hr. Send resume to **NVCC-HR, 4001 Wakefield Chapel Rd, Annandale, VA 22003 by 5pm on 12/1/00.**

EEO/AA

KENYON COLLEGE

Cultural Anthropology

Kenyon College, a small, selective liberal arts college (enrollment 1500 women and men) seeks applicants for a one year appointment in cultural anthropology at the rank of Visiting Assistant Professor, beginning July 1, 2001. Ph.D. by the time of appointment and some teaching experience are expected, along with a demonstrated commitment to liberal arts education and anthropological research. We are looking for a candidate with a specialization in any area of sub-Saharan Africa. Typical areas of specialization are open, but preference will be given to those whose research and teaching focus on medical anthropology or ethnomedicine. Teaching responsibilities include cultural anthropology and other courses each semester, typically in small classes or seminars. Applicants should send a letter addressing the criteria above, a CV, and the names of three references.

Send application materials by December 01, 2000, to:

David N. Suggs
Chair of the Search Committee
Department of Anthropology
Kenyon College
Gambier, Ohio 43022

Salary is competitive. We will be available for discussion and interviews at the American Anthropological Association meetings.

An EOE, Kenyon encourages applications from women and minority candidates.

OREGON STATE UNVERSITY

Department of Philosophy
seeks assistant or associate professor in
Political & Social Philosophy
Hispanic Studies

Tenure-track Assistant or Associate Professor beginning fall 2001. 6 courses/year (2/term), undergraduate and graduate. Customary non-teaching duties. Area of Specialty: political and social philosophy. Area of Competence: Hispanic studies. Successful applicant will have opportunity to teach philosophy of law and participate in new M.A. program in applied ethics. Ph.D. required by time of appointment, as well as excellence in classroom teaching, and record or promise of significant scholarship. The Philosophy Department is particularly interested in candidates who have experience mentoring Chicana/o and Latina/o students. Salary negotiable, depending on rank and experience.

Send letter of application, CV, evidence of excellence in teaching, one example of scholarly writing, and letters of recommendation from three persons in a position to evaluate your teaching and scholarship to: **Kathleen Dean Moore, Chair, Search Committee, Department of Philosophy, Oregon State University, 208 Hovland Hall, Corvallis, OR 97331. Deadline for applications is December 30, 2000, but early application is encouraged. Prearranged interviews will be held at the Eastern Division meetings of the American Philosophical Association in New York City on Dec. 28-29, 2000.**

Oregon State University is an Affirmative Action/Equal Employment Opportunity employer with a policy of being responsive to dual-career needs.

EDUCATION

FACULTY POSITIONS

The following are full-time tenure-track positions, to begin Fall 2001. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. See www.mills.edu for more information on the College. Persons of color and those committed to working in a multicultural environment are encouraged to apply. AA/EOE

ASSISTANT PROFESSOR, ELECTRONIC ARTS

The Intermedia Arts Program in the Fine Arts Division at Mills College seeks applicants for a tenure-track position as Assistant Professor in Electronic Arts, to begin in August 2001. Candidates should be accomplished artists with an established record of achievement in electronic and interdisciplinary media who possess a broad understanding of both contemporary visual arts and computer technologies. They must be prepared to play a leadership role in developing existing digital media facilities (Macintosh-based), and in developing the Intermedia Arts Program and its curriculum. Both undergraduate and graduate courses are involved.

Candidates should be fluent with: 1) basic photography, image-making, sculpture and installation concepts; 2) elements of performance; 3) elements of interactivity; 4) the history of electronic art and contemporary media theory. Three years of college teaching experience is preferred, and an MFA or equivalent experience is required. An application should include a cover letter discussing teaching experience and areas of expertise, a CV, representative selection of art work (such as slides, VHS videos, Macintosh-compatible CD-ROMs, web-addresses), SASE, and contact information for 5 academic/professional references.

Application deadline extended to December 30, 2000. Please send application materials directly to: Prof. Anna Murch, Chair, Electronic Arts Search Committee, Art Department, Mills College, Oakland, CA 94613.

ASSISTANT PROFESSOR, VIDEO

The Intermedia Arts Program in the Fine Arts Division at Mills College seeks applicants for a tenure-track position as Assistant Professor in Video, to begin in August 2001. Candidates should be accomplished artists with an established record of achievement in video art who also possess a broad understanding of contemporary intermedia art. They must be able both to teach basic skills and to mentor advanced undergraduate and graduate students from a fine arts perspective. They must be prepared to play a leadership role in the development of the Intermedia Arts Program and its curriculum, which educates students with diverse needs and interests, including electronic cinema, installation, performance, sound, dance and theater. Both undergraduate and graduate courses are involved.

Familiarity is required with digital cameras, nonlinear video editing, and with emerging technological developments that will impact the future of the video medium. Three years of college teaching experience is preferred, and an MFA or equivalent experience is required. An application should include a cover letter discussing teaching experience and areas of expertise, a CV, a representative selection of video art work (on VHS), SASE, and contact information for 5 academic/professional references.

Application deadline extended to December 30, 2000. Please send application materials directly to: Prof. Chris Brown, Chair, Video Search Committee, Music Department, Mills College, Oakland, CA 94613.

MILLS COLLEGE
Oakland, CA

WASHBURN UNIVERSITY

POSITION ANNOUNCEMENTS

Washburn University invites applications for the following tenure-track positions.

SCHOOL OF BUSINESS: (beginning Spring or Fall 2001): Management, Marketing, and Management Information Systems.

COLLEGE OF ARTS & SCIENCES: (beginning August 2001): Computer Information Sciences, Communication, Music (Voice), Physics/Astronomy, Experimental Psychologist, and Theatre.

For complete job description and qualifications, contact:

Vice President for Academic Affairs Office
Washburn University
Topeka, KS 66621
(785) 231-1010, ext. 1649

Washburn University is an Equal Opportunity Employer. Candidates from under-represented groups are encouraged to apply.

STATE UNIVERSITY OF NEW YORK

NEW PALTZ

State University of New York at New Paltz is a small, selective public university whose essential character is shaped by its location in the Mid-Hudson Valley region. SUNY New Paltz maintains a strong commitment to the primacy of undergraduate and graduate teaching, an ethnically and culturally diverse campus population, and international studies. It serves about 6,000 undergraduate and 1,300 graduate students, both traditional and non-traditional.

SUNY New Paltz has created a fund to enhance the diversity of its faculty. We are striving to better reflect the ethnic distribution of our student body. Currently, four tenure-track positions can be created for Fall 2001 for excellent teachers/scholars who meet the departmental teaching needs and assist the university in meeting this goal. The departments with faculty position authorizations are as follows:

Department	Search Number	Faculty Contact	Telephone Number
Pre-Modern Asian History	F00-27	K. Harris	845-257-3545
Biology	F00-35	C. Rietsma	845-257-3782
Communication Studies	F00-36	L. Cahn	845-257-3457
Educational Administration	F00-37	E. Sullivan	845-257-2813

The successful candidate must hold a Ph.D. or Ed.D. in the designated discipline to be appointed in a title holding academic rank. ABD candidates may be considered for lectureships. The University emphasizes a balance between teaching and research. Although primary responsibility is on teaching, an ongoing research/publication record is essential for tenure. Teaching duties will be assigned in both upper and lower division courses.

Searches begin immediately and continue until position authorizations are filled. Please note the search number listed above and department on all materials submitted with respect to your candidacy.

Send a letter of application, current vita and three letters of reference to: **Chair, Search F00-XX, (department name), SUNY New Paltz, 75 South Manheim Blvd., New Paltz, NY 12561.**

For further information about faculty vacancies at New Paltz including application requirements, search on the HR Jobline at http://hawk.newpaltz.edu/hr.

SUNY New Paltz is an AA/EEO/ADA employer

DARDEN COLLEGE OF EDUCATION
OLD DOMINION UNIVERSITY
NORFOLK, VIRGINIA

The Darden College of Education invites applications for the following ten-month tenure track faculty positions beginning July 25, 2001. The college is the second largest college at Old Dominion University, a dynamic institution of approximately 18,500 students located in Norfolk, Virginia. The college, with 90 full-time faculty and approximately 3,500 students, has five academic and one non-academic departments as well as a Military Career Transition Program and programs at the Undergraduate, Masters, and Doctoral levels. Programs are offered on campus, at four satellite campuses, 11 military bases and 60 distance learning sites. The college holds membership in the Holmes Partnership and the Council of Great Cities Colleges of Education and coordinates the Virginia Center for Urban Education, and the Principals' Center of Hampton Roads. The College is NCATE accredited and programs within the college are accredited by NRPA, NATA, ASHA, and CACREP. Visit the University's web site - **http//:web.odu.edu/** for more information.

ASSISTANT PROFESSOR OF EDUCATIONAL ADMINISTRATION

Responsibilities: The successful candidate will teach undergraduate and graduate courses in classroom action educational research; work with students who are enrolled in the educational leadership program and guide students as they carry out independent research at the masters and doctoral level; teach courses in program evaluation and curriculum and instructional assessment with special focus on data-driven decision making; participate in current College initiatives to expend and apply technology-based statistical software packages; and work with faculty in research and other scholarly pursuits. Additional responsibilities include grant development, research and publication, and service to the University, College, and community. **Qualifications:** The candidate must hold an earned doctorate in Educational Research and/or Administration with an emphasis on quantitative and qualitative research design, to include curriculum and classroom-based research and field experience as an educational researcher and administrator is preferred. Desired areas of expertise include statistical and qualitative software applications and a record of research and scholarship, as well as success as a grant writer. **Search Committee Chair: Dr. C. Fred Bateman, e-mail: cbateman@odu.edu**

ASSISTANT PROFESSOR OF INSTRUCTIONAL TECHNOLOGY

Responsibilities: The successful candidate will teach undergraduate and graduate courses including introductory computer courses, telecommunications/distance learning, and multimedia development on PC and Macintosh platforms both on and off campus, including telecourses; provide leadership in developing and directing computing facilities: help expand instructional technology facilities: and establish a successful scholarship, grantsmanship and service record. **Qualifications:** Candidate must have an earned doctorate in Instructional Technology, or related major by June 2001 from an accredited Institution: must possess effective communication skills: and must have a record of research and scholarship, including publications and presentations. Preference will be given to candidates with K-12 teaching experience, and have an appreciation for diversity. Salary: highly competitive. **Search Committee Chair: Dr. Richard C. Overbaugh, Tel: 757/683-4733; fax: 757/683-5862; e-mail: roverbau@odu.edu**

ASSISTANT PROFESSOR OF LITERACY/ENGLISH EDUCATION

Responsibilities: The successful candidate will teach undergraduate and graduate courses in the theory, research, and practice of language arts education, as well as courses in language for learning across the curriculum for elementary, middle, and secondary teaching levels. Teaching will include on-and-off campus courses, distance learning, and work in Professional Development Schools through the College's partnership with local school districts. The successful candidate will assume a leadership role in the Tidewater Virginia Writing Project, a site of the National Writing Project. **Qualifications:** Applicants must hold an earned doctorate in English, Literacy, or Reading Education by June 2001 and have teaching experience in a K-12 setting. He/She must demonstrate the ability to integrate instructional technology into the language arts curriculum and have appreciation for diversity. Research, presentation, and publication record expected. Candidate must possess effective communication skills, and preference will be given to persons with experience in a National Writing Project site. Salary: highly competitive. **Search Committee Chair: Dr. Bob Lucking, Tel.: 757/683-5545; FAX: 757/683-5862, e-mail: rlucking@odu.edu**

ASSISTANT PROFESSOR OF MARKETING EDUCATION/ FASHION MERCHANDISING

Responsibilities: The successful candidate will teach undergraduate courses in the fashion industry, buying, fashion design, and other fashion merchandising related. Graduate instruction will consist of courses in adult education/training delivered using televised distance education methods. Additional responsibilities include supervising internships, advising students, conducting and publishing research and providing service to the department, university, community and profession. **Qualifications:** Applicants must have an earned doctorate in marketing education, fashion merchandising, consumer economics or related area. Teaching and professional experience preferred. A successful candidate must demonstrate a commitment to scholarly research and publications and participation in professional organizations and activities. **Search Committee Chair: Dr. Allen H. Kaufman, Tel.: 757-683-4305, FAX: 757/683-5227, e-mail akaufman@odu.edu**

ASSISTANT PROFESSOR OF MATHEMATICS EDUCATION

Responsibilities: The successful candidate will be expected to teach undergraduate and graduate courses in mathematics education for elementary, middle, and secondary levels that may include on-and-off campus courses, distance learning, and professional development schools. The candidate must be able to integrate instructional technology into the mathematics education curriculum. **Qualifications:** Applicants must hold an earned doctorate in mathematics or mathematics education or be receiving the degree by June 2001. Preference will be given to applicants who have mathematics teaching experience in public schools and have an appreciation of diversity. The candidate will be expected to demonstrate a record of research and scholarship, including publications and presentations. Candidates must possess effective communication skills. Salary: highly competitive. **Dr. E. Murray Rudisill, Search Committee Chair, Tel: 757//683-3300; FAX: 757/683-5862; e-mail: erudisil@odu.edu**

ASSISTANT PROFESSOR OF SCHOOL COUNSELING EDUCATION

Responsibilities: The successful candidate will teach a wide range of counseling courses in a CACREP-approved counselor education program, with particular emphasis on those in K-12 school counseling; supervising interns; advising students; and actively participating in program development. **Qualifications:** The candidate must hold an earned doctorate in counseling, have both experience and expertise in school counseling, show potential for leadership in school counseling, and be able to contribute to developing model school counseling programs. The candidate should be able to teach a wide range of counseling courses, and be an effective supervisor and advisor. A strong commitment to research, service, and building community linkages with local school systems is expected. The candidate must be able to effectively collaborate on the local, regional, and national levels in the area of school counseling, and demonstrate a strong interest in scholarly pursuits and service to the community and profession. Potential applicants are encouraged to visit our departmental web site at **http://web.odu.edu/elc. Search Committee Chair: Dr. Radha Horton-Parker, e-mail rparker@odu.edu**

ASSISTANT PROFESSOR OF SCHOOL LIBRARIANSHIP

Responsibilities: The successful candidate will assume leadership for the school library program which is housed in the Department of Curriculum and Instruction and will also develop off-campus and distance learning programs. In addition to teaching graduate courses in school librarianship, especially administration, reference, collection development, and the utilization of nonbook resources, the individual will advise students, conduct research and other scholarly activities, and provide service to the University and to the neighboring school divisions to form partnerships and collaborative relationships. **Qualifications:** Applicants must possess effective oral, written, and interpersonal communication skills, demonstrated teaching ability in either K-12 or higher education, research potential or a history of scholarly activities, and experience in K-12 school libraries. Preference will be given to candidates who possess a doctorate in library/information science or education by June 2001. Salary: highly competitive. **Search Committee Chair: Dr. Katherine Bucher. Tel: 757/683-3254; FAX: 757/683-5862; e-mail: kbucher@odu.edu**

ASSISTANT PROFESSOR OF SCIENCE EDUCATION

Responsibilities: The faculty member will teach undergraduate and graduate courses for elementary, middle, and secondary education levels that may include on - and - off campus, distance learning, and Professional Development Schools. **Qualifications:** Applicants must hold an earned doctorate in science or science education. The candidate must be able to integrate instructional technology into the science education curriculum. The candidate must possess effective communication skills. Preference will be given to applicants who have science teaching experience in public schools and have an appreciation of diversity. The candidate will be expected to demonstrate a record of research and scholarship, including publications and presentations. Salary: highly competitive. **Search Committee Chair: Dr. M. Lee Manning, Tel: 757/683-5714; FAX: 757/683-5862; e-mail: mmanning@odu.edu**

ASSISTANT PROFESSOR OF SPECIAL EDUCATION

Responsibilities: The successful candidate will teach undergraduate and graduate courses in special education, advise students, conduct research and other scholarly activities, provide community service, and assist with the coordination of the special education program and the department. Candidates will be expected to teach on/off campus and in field-based or distance learning programs. **Qualifications:** Applicant must hold an earned doctorate in Special Education with emphasis on mild to moderate disabilities including mental retardation, certification in one or more areas of special education, teaching experience in K-12 settings with diverse cultural and ethnic groups and in settings serving students with and without disabilities. A successful candidate must demonstrate a strong commitment to scholarly research and publications, participation in professional organizations and activities, grant proposal writing and provide evidence of potential excellence in teaching. The successful candidate will be expected to teach on TELETECHNET, our distance learning program, as well as integrate instructional technology into the curriculum. **Search Committee Chair: Dr. Cheryl Baker, Phone: 757-683-4117, FAX 757-683-5593, e-mail cbaker@odu.edu**

Application/Nomination Procedure: Applicants should submit a letter of interest specifying position applied for and addressing position qualifications, a curriculum vita and the names, addresses and telephone numbers of five references to the appropriate Search Committee Chair at the: **Office of the Dean, Darden College of Education, Old Dominion University, Norfolk, Virginia 23529-0156**. Screening of applicants will begin December 1, 2000 and continue until the positions are filled.

Old Dominion University is an affirmative action/equal opportunity institution and requires compliance with the Immigration Reform and Control Act of 1986.

BEST COPY AVAILABLE

UNIVERSITY OF FLORIDA

Educational Psychology

Faculty Positions

The University of Florida invites applicants for three faculty positions in the Department of Educational Psychology. The effective date of appointment to each position is August 2001.

QUALITATIVE RESEARCH METHODS

Assistant Professor, tenure-track position. Primary responsibilities include 1) teaching graduate courses in qualitative methods in educational research; 2) developing a program of research and scholarly publication in qualitative research methods or a program that uses qualitative methods in evaluation or educational psychology; and 3) supervising graduate student research. Minimum educational requirement is an earned doctorate. The ability and willingness to teach graduate courses in evaluation or undergraduate courses in educational psychology is desirable. Applicants should send a letter of introduction stating both research and teaching interests, a vita, a transcript of doctoral work, and 3 samples of professional writing postmarked no later than December 29, 2000, to **Dr. Anne Seraphine, Box 117047, University of Florida, Gainesville, FL 32611-7047.** Applicants should also arrange to have three letters of recommendation sent to Dr. Seraphine.

CLASSROOM ASSESSMENT

Assistant Professor, tenure-track position. Primary responsibilities include teaching undergraduate and graduate courses in classroom assessment; developing a program of research and scholarly publication in classroom assessment; providing assessment consultation to faculty and students; and supervising graduate research and teaching. Minimum educational qualification is an earned doctorate in educational measurement or educational psychology with a specialization in classroom assessment. Experience teaching elementary school is desirable. Applicants should send an introduction letter stating research and teaching interests, a vita, a transcript of doctoral work, and samples of professional writing postmarked no later than December 29, 2000, to **Dr. James Algina, Box 117047, University of Florida, Gainesville, FL 32611-7047. [Introduction letters sent by email (algina@ufl.edu) will be accepted through December 29, 2000.** Other materials must be postmarked no later than December 29]. Three letters of recommendation should also be sent to Dr. Algina.

EDUCATIONAL PSYCHOLOGY

Assistant or Associate Professor, tenure-track position. Primary responsibilities include teaching graduate and undergraduate courses in human development, developing a program of scholarly research, and supervising graduate student research and teaching. Minimum educational qualification is an earned doctorate with specialization in human development applied to education, broadly defined. Applicants should send a letter of introduction describing qualifications and interests, a curriculum vitae, a transcript of doctoral work, and samples of professional writing postmarked no later than December 28, 2000, to **Dr. Patricia Ashton, Box 117047, University of Florida, Gainesville, FL 32611-7047.** Three letters of recommendation should also be sent to Dr. Ashton.

The University of Florida is an equal opportunity, equal access, affirmative action employer. The government in the sunshine laws of Florida require that all documents relating to the search process, including letters of application/nomination and reference, be available for public inspection. Women and Minorities are encouraged to apply.

FRESNO STATE

California State University, Fresno

College of Health and Human Services

Tenure Track Positions

The primary mission of the College of Health and Human Services is to provide professionally oriented education at the baccalaureate level and to provide graduate programs in specialized disciplines related to health and human services. As a major academic unit in a comprehensive, regional university, the college is unique and important in educating health and human services professionals for the San Joaquin Valley. The academic disciplines within the college seek to foster interdisciplinary-holistic education for future health and human services providers. The following Tenure-Track faculty positions are available beginning Fall 2001. Please refer to our Web site: **www.csufresno.edu/SchoolofHealth/school.html.**

Communicative Disorders and Deaf Studies

Asst/Assoc Professor: Teaching coursework and supervising clinical practicum in a deaf education curriculum with a comprehensive philosophy. The successful candidate may be called upon to teach in a distance education mode. Contact: Dr. Paul Ogden, (559) 278-2423; paulo@csufresno.edu

Gerontology

Assistant or Associate Professor: Position will involve teaching and directing the Interdisciplinary Gerontology program and program development. Contact: L.J. Fine (559) 278-2838; lawrence_fine@csufresno.edu

Health Science

Assistant/Associate Professor: Teaching and advising responsibilities in the environmental health option both at the undergraduate and graduate level. Responsibilities will include advising for the State of California's Registered Environmental Health Specialist, coordinating the Environmental Health option,
and maintaining accreditations. Contact Dr. Sherman Sowby (559) 278-4014; sherms@csufresno.edu

Kinesiology

Assistant Professor: Will teach in all curricular areas of exercise physiology, fitness and wellness at the undergraduate level. At the graduate level, teaching will include exercise physiology with specific applications such as cardiorespiratory physiology or exercise testing. Contact: Dr. Catherine Jackson (559) 278-5165; cgrjack@csufresno.edu

Nursing

Professor/Associate Professor: Department needs expertise in critical care and advanced medical-surgical nursing.
2 Assistant/Associate Professors: Expertise is needed in any of the following areas: geriatric nursing, medical-surgical nursing, pediatric nursing, and maternal child/health nursing.
Assistant Professor: Department needs expertise in the general medical-surgical nursing and public health nursing & leadership.
Contact Dr. Mariamma Mathai (559) 278-2041; mariamma@csufresno.edu

Physical Therapy

Associate Professor: Teaching in an integrated Master of Physical Therapy degree program. Main responsibility will be leadership in developing program in Interdisciplinary Health and Rehabilitation Sciences. Contact: Joanne Laslovich (559) 278-2[illegible]96; joannel@csufresno.edu

Social Work

Assistant Professor: Primary teaching area will be social work and micro/clinical practice and HBSE.
Asst/Assoc Professor: Primary teaching areas will be social work practice with experience in children and families and secondarily, research.
Contact Dr. Jane Middleton (559) 278-3992; jane_middleton@csufresno.edu.

LEWIS UNIVERSITY

Tenure-track positions in Elementary Education and Reading & Literacy (Program Chair). Earned doctorate required. ABD considered for Reading & Literacy. Higher ed teaching experience required. Please visit www.lewisu.edu or call 815-836-5980 for details. EOE

Hood College

PRESIDENT

The Board of Hood College announces the search for a President to assume office in 2001. Nominations and expressions of interest should be forwarded to:

Ed DelGiorno
Chair, Search Committee
Hood College
401 Rosemont Avenue
Frederick, MD 21701

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. *Women and minorities are encouraged to apply. EOE.*

UNIVERSITY OF CALIFORNIA, DAVIS

Water Resources Faculty Position Available

The Department of Civil and Environmental Engineering at the University of California, Davis, invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental hydrodynamics. The position is open at all levels. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid dynamics and will also have a background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. He/she will join departmental colleagues in teaching undergraduate courses in water resources engineering and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by January 31, 2001. Applicants should submit a complete resumé, including a statement of teaching and research interests, a list of relevant professional experience and publications, and the names and addresses of three references to

Professor Melvin R. Ramey
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to either mrramey@ucdavis.edu or belarock@ucdavis.edu. Information about the department can be found at http://cee.engr.ucdavis.edu/

The University of California, Davis, and the Department of Civil and Environmental Engineering are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity.
The University of California is an affirmative action/equal opportunity employer.

DIRECTOR OF SECURITY

Carnegie Mellon University currently seeks an individual with exceptional interpersonal and leadership skills to provide responsive law-enforcement, safety and security services for all persons and property on campus. Developing and maintaining cooperation among Security, university administrative officers, department heads, faculty, staff and students will be among critical responsibilities. You'll also coordinate University security measures with federal, state and local law-enforcement agencies.

Qualifications include a BS in criminal justice or related field, or equivalent training and experience. You must have 10+ years' progressively responsible law-enforcement background to include 5+ years in a significant supervisory position, as well as experience in planning, personnel management and budgeting. Ability to obtain a permit to carry and use firearms; PA Act 120 and 235 clearance; and 501 commission.

We offer a competitive salary and benefits package. To reply in confidence, please send your resume and cover letter referencing Job #20315, to: **CARNEGIE MELLON, Employment, 143 N. Craig Street, Whitfield Hall, Pittsburgh, PA 15213. AA/EEO**

Carnegie Mellon

ASSISTANT PROFESSOR OF PUBLISHING

Emerson College seeks an Assistant Professor of Publishing, with expertise in book and magazine design and production. Extensive professional experience in production and design, as well as a thorough knowledge of publishing arts history, is required. Additional experience in electronic publishing, marketing and business, and/or editorial work is strongly preferred. Master's degree required. Review of applications will begin on February 1, 2001, and will continue until the position is filled.

Send letter of application, vita, and three letters of reference to: **Douglas Clayton, Chair, Publishing Search Committee, Department of Writing, Literature and Publishing, Emerson College, 120 Boylston Street, Boston, MA 02116.** Emerson College is an equal opportunity/affirmative action employer focused on workforce diversity. Visit our website at: **www.emerson.edu.**

EMERSON College

DRAKE UNIVERSITY

Dean, College of Arts and Sciences

Drake University invites nominations and applications for the position of Dean, College of Arts and Sciences, to be filled by summer, 2001

Drake University is a private, comprehensive university of approximately 5,000 students located in Des Moines, the capital of Iowa. Drake University is committed to the continued development of a diverse and dynamic learning community integrating liberal arts and five professional schools through a broad range of educational programs and experiences. The College of Arts and Sciences, the largest college at the university, enrolls approximately 1,200 full-time students. The goals of the college are the provision of a vigorous liberal arts education to all students at the university, curricular innovation, a commitment to excellent undergraduate teaching, and an active program of scholarship by faculty and students, both individually and collaboratively. The ideal candidate will aid in the realization of these goals and be a leader in the further integration of various programs within both the college and the university. The Dean provides leadership and intellectual vitality for 16 departments in the humanities, natural sciences, and social sciences, and serves as Director of the School of Fine Arts.

Qualified applicants should send a letter of application that addresses their qualifications, a current curriculum vitae, and names, addresses, and telephone numbers of five professional references to:

William Dougherty
Chair, A&S Dean Search Committee
Drake University
2507 University Avenue
Des Moines, IA 50311

Review of applications will begin December 1, 2000 and continue until the position is filled.

Please visit Drake's website **(www.drake.edu)** for more detailed information.

Drake University is an equal opportunity employer

The Columbia University School of Social Work invites nominations and applications for

ENDOWED PROFESSORSHIPS

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

The John Smart Centennial Professorship.

The first appointee to the Smart Centennial Professorship must have a distinguished record of teaching, research and practice about programs that promote independent and autonomous functioning. Preference will be accorded to candidates with a master's and/or a doctoral degree in social work.

The Sylvia D. and Mose J. Firestone Centennial Professorship in Clinical Social Work.

The appointee to the Firestone Professorship must have a distinguished record of teaching, research and practice in clinical social work. Candidates must have a master's and/or a doctoral degree in social work.

The Marion Kenworthy Professorship of Psychiatry in Social Work.

The appointee to the Kenworthy Professorship must have a distinguished record of teaching, research and practice in psychiatry and must be able to relate this expertise to social work education, particularly regarding human behavior and the social environment. Candidates must have an M.D. degree and advanced training in psychiatry.

Successful candidates must have nationally or internationally recognized research and publications in the above areas as well as a continuing record of exceptional teaching and innovation in the classroom. The candidate should be able to mentor students and junior faculty in ways that enhance the profession. Endowed Professors will exercise a leadership role in the School, particularly in procurement of major grants, collaborative research, and curriculum development in the cited areas.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY
SCHOOL OF SOCIAL WORK
622 West 113th Street,
New York, NY 10025

Columbia University is an affirmative action/equal opportunity employer. Minority and women candidates are especially urged to apply.

COORDINATOR

Cesar E. Chavez Center for Higher Education

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
$3,290 - $3,690 per mo.

FT. Under general direction, is responsible for implementing student support programs for the Chicano/Latino community and overseeing the day to day operations of the center, including implementing outreach and retention programs; coordinating campuswide educational programs; assisting in leadership programs; selection and training of student assistants and volunteers. Requires BA/BS, including or supplemented by upper division or graduate course work in counseling techniques, interviewing and conflict resolution AND three years (with one year in program area preferred) of progressively responsible professional student services work. Open until filled. Call (909) 869-3733 to request application package for the Job #00-SA-180.

http://www.csupomona.edu/~hrs.

AA/EOE/ADA

Faculty Opening – Computer Science

California State University, Bakersfield invites applications for two tenure-track positions. Applicants must have a Ph.D. in Computer Science, or in a closely related discipline with extensive background in Computer Science (or to be completed within one year from date of employment). Salary and Rank will be commensurate with background and experience. Review of applications begins January 2, 2001 and will continue until the positions are filled. Send letter of application, vita, copy of graduate transcripts, and three letters of recommendation to:

Dr. Thomas Meyer, Chair, Department of Computer Science, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099. For more information telephone (661) 664-3082, FAX (661) 665-6960, or E-mail plampkins@csubak.edu.

Florida State
UNIVERSITY

EPIDEMIOLOGY

Florida State University College of Social Sciences seeks three tenure-track faculty with experience and preparation in epidemiology, one at the rank of full professor and two assistant professors. This is a unique opportunity to conduct collaborative work with social/behavioral scientists, in particular demographers, economists, and sociologists, as well as biostatisticians and faculty in the newly formed College of Medicine. Qualifications include doctoral preparation (PhD/MD) in epidemiology or in a related field with post-doctoral training in epidemiology. Areas of concentration may include women's reproductive and child health, mental health and co-morbidities, substance/drug epidemiology, chronic disease, infectious disease, rural and underserved populations, aging and other related subject matter. Responsibilities include maintaining an active research program and contributing to the undergraduate and graduate social science and medical teaching programs. Preference will be given to individuals with a promising scholarly record of top tier refereed publications and the ability to develop a productive research program supported by external funding. These positions are part of a new Interdisciplinary Program in Epidemiology and are tenure earning in one of the six departments of the College of Social Sciences (Economics, Geography, Political Science, Public Administration, Sociology, and Urban and Regional Planning). We seek scholars excited by the challenge of establishing a new program and committed to the pursuit of national visibility.

Florida State University is a comprehensive research university with strong undergraduate and graduate programs in the social sciences. Information on the university, the College of Social Sciences, and the College of Medicine is available through the FSU home page: http://www.fsu.edu. Florida State University subscribes to equal opportunity and pluralism and complies with the Americans with Disabilities Act. These are nine-month tenure track positions at nationally competitive salaries.

Applications should include a cover letter, curriculum vitae, one research paper, and the names, addresses and fax numbers of three references. Screening of applications will begin December 15 and continue until the positions are filled. Submit application materials to:

Ms. Danita Vause
Office of the Dean
College of Social Sciences
Florida State University
Tallahassee, Fl 32306-2160
(850) 644-5488

BEST COPY AVAILABLE

SOUTHEAST MISSOURI STATE UNIVERSITY

Dean

College of Health and Human Services

Southeast
Missouri State University

The Dean is the chief administrative officer and academic leader of the College of Health and Human Services and reports directly to the Provost. The college consists of seven departments:

Aerospace Studies, Communication Disorders, Criminal Justice, Health and Leisure, Human Environmental Studies, Nursing, and Social Work. The 65 full-time faculty members in the college teach and supervise approximately 1360 undergraduate majors and approximately 125 graduate students. Graduate programs include communication disorders, home economics education, health and leisure, criminal justice, and nursing. The college offers programs which integrate classroom study and field experience. Accreditations are held with the American Speech-Language-Hearing Association, American Dietetic Association, National League for Nursing, Council on Social Work Education, National Athletic Trainers' Association, American Physical Therapy Association, National Academy of Early Childhood Programs, and National Recreation and Park Association.

Southeast Missouri State University is a comprehensive regional state university, consisting of nine colleges and schools: Health and Human Services, Donald L. Harrison College of Business, Education, Graduate Studies, Extended Learning, Liberal Arts, Science and Mathematics, University Studies, and Polytechnic Studies. The university currently enrolls approximately 9,000 students and is the only four-year and Master's granting institution located in the 25 counties of southeast Missouri. Admissions are moderately selective. Southeast competes on the NCAA Division I level as a member of the Ohio Valley Conference in athletics.

Cape Girardeau, located on the Mississippi River less than two hours south of St. Louis and three hours north of Memphis, serves as the major medical, retail, wholesale, financial, transportation, and educational center for southeast Missouri and southern Illinois. The Cape Girardeau metropolitan area has a population of approximately 60,000.

Qualifications: The successful candidate must have the following: an earned doctorate from an accredited university and qualify for appointment as a full professor in a department in the college; a record of scholarly achievement; distinguished teaching experience; demonstrated administrative or leadership ability in an academic setting; a demonstrated commitment to collegiality in governance; evidence of the ability to maintain and strengthen ties with educational, social service, and health-related communities; a demonstrated ability to acquire external resources through fund raising, grants, and contracts; evidence of a commitment to the recruitment, advancement, and retention of a diverse community of faculty, staff, and students; and strong interpersonal and communication skills.

Applications and nominations are invited for the position, which will be available July 1, 2001. To apply, send a letter of application, resume, and the names, addresses, and telephone numbers of five references familiar with the candidate's qualifications to **College of Health and Human Services Dean Search Committee, Human Resources Office, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701, FAX 573.651.2108.** Review of applications by the Search Commitee will begin on January 15 and continue until the position is filled.

AN EQUAL OPPORTUNITY, M/F, AFFIRMATIVE ACTION EMPLOYER

UIC

The University of Illinois at Chicago

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Nominations and applications are invited for the position of provost and vice chancellor for academic affairs at the University of Illinois at Chicago (UIC).

UIC is the largest university in Chicago, with 25,000 students, 12,000 faculty and staff, 15 colleges and the state's major public medical center. The university, part of the three-campus University of Illinois system, has a $1 billion budget and $175 million in annual research expenditures. The university's 100-building, 200-acre campus is located just west of downtown Chicago. UIC is in the midst of a major expansion that will add new academic buildings, research facilities and student housing, along with market-rate residential units and other improvements to the campus environment.

The provost and vice chancellor for academic affairs is the chief academic officer and chief operating officer of UIC, working closely with the chancellor. All academic deans report to the provost, who bears responsibility for day-to-day campus operations, including the allocation and management of the campus budget. The successful candidate will have demonstrated scholarly distinction as well as proven leadership in a major academic administrative position. He or she should be prepared to provide educational leadership to the campus, promote excellence, foster the role of faculty in collaborative decision-making and address the special demands of public education in a multicultural urban environment.

UIC encourages applications from and nominations of women, minorities and persons with disabilities.

Candidates are asked to supply a letter of interest and curriculum vitae. Review of applications and nominations will begin December 30, 2000 and continue until the position is filled. Send applications and nominations to:

Korn/Ferry International Education Practice
Attention: UIC
2100 McKinney Avenue
Suite 1800
Dallas, Texas 75201
(214) 954-1849 fax
(email: krisha.creal@kornferry.com)

The University of Illinois at Chicago is an affirmative action/equal opportunity employer.

UNIVERSITY OF REDLANDS

WHITEHEAD COLLEGE

Department of Management and Business Statistics (Assistant/AssociateProfessor)

The Department of Management and Business at Whitehead College of the University of Redlands invites applications for a tenure-track **faculty position in Business Statistics.** Candidates must have an earned doctorate in business statistics or related field with a minor in statistics and research methods. The position is eleven months and provides one month of leave per annum. The position will be at Associate Professor or Assistant Professor rank, commensurate with qualifications.

The University of Redlands, located in southern California midway between Los Angeles and Palm Springs, is a private non-denominational, liberal arts university that offers programs for both residential and non-traditional students. The University's Whitehead College provides innovative degree programs to approximately 2,200 adult learners throughout Southern California. About 1,500 students are enrolled in the residential College of Arts and Sciences.

Candidates must have teaching experience and interest in adult students. Work experience in business and/or managerial statistics and in interdisciplinary, collaborative settings is strongly preferred. Candidates should submit evidence of effective teaching and have interest in curricular and program development. Experience in mentoring part-time faculty is desirable. Successful candidates for the position will demonstrate active scholarship and willingness to serve the academic community through committee work and governance. Candidates must be able to travel to visit and teach at university sites in southern California.

The University of Redlands is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, age, nondisqualifying disability, gender, sexual orientation, veteran status, marital status, national origin or ethnic origin. We actively encourage applications from women and members of under-represented populations. You may want to visit our website: **www.redlands.edu**

The search committee will commence reviewing applications on **November 27, 2000.** The position will remain open until filled, and the position may start as early as **July, 2001.** Please send a letter of application with curriculum vitae and teaching evaluations, and request three references to send their letters of recommendation to:

Statistics Search, Dean's Office
Whitehead College
University of Redlands
1200 East Colton Avenue
P.O. Box 3080, Redlands, CA 92373-0999

AUBURN UNIVERSITY

HEAD

DEPARTMENT OF ENGLISH

Auburn University invites applications for the position of Head of the Department of English, with the appointment starting August 16, 2001. Applicants can be from any field within English Studies and should be qualified for appointment at the rank of full professor with tenure. In addition to proven administrative experience, applicants must have a distinguished research and publication record and strong teaching credentials. **Applications are encouraged from ethnic minorities and women.**

The largest comprehensive research university in Alabama, Auburn University is located in a small, attractive college town in the east central part of the state, conveniently near Montgomery, Birmingham, and Atlanta. The Department of English is the largest in the College of Liberal Arts, with 44 tenured and tenure-track and 42 temporary faculty members. The department's programs include teaching and research in composition, creative writing, linguistics, literature, rhetoric, and professional and technical communication; it offers bachelor's, master's, and Ph.D. degrees to growing numbers of majors and graduate students. Endowed chairs include an Alumni Writer-in-Residence, an Eminent Scholar, and three named professorships. The department is also home to the *Southern Humanities Review*, a nationally recognized interdisciplinary journal. In the last four years, the department has filled 14 tenure-track positions in Applied Linguistics, Rhetoric and Composition, African-American Literature, Critical Theory, Technical and Professional Communication, Poetry Writing, British Literature, and American Literature.

The successful candidate must demonstrate organizational and communication skills, must show the ability to work with a large and diverse faculty and develop contacts and communication with undergraduate and graduate students, and must understand the need to balance academic research and other scholarly activities with responsibilities for instruction in the university's Core Curriculum. The successful candidate must also display energy, enthusiasm, and vision, and share the department's commitment to multiculturalism and diversity in course offerings, methodology, and hiring. Among the head's duties are planning and budgeting, curriculum development and review, faculty recruiting, development, and evaluation, and assessment of student learning for program improvement. Salary will be commensurate with experience and qualifications. Additional information on the position and the Department of English can be found on the department's Web site at **www.auburn.edu/english.**

A formal letter of application, including a statement of administrative philosophy, a c.v., and the names, addresses, phone numbers, and e-mail addresses of at least four references should be sent to **Prof. William F. Trimble, Chair, Department of English Search Committee, Department of History, 310 Thach Hall, Auburn University, Auburn, AL 36849. Telephone: 334-844-6636; fax: 334-844-6673. E-mail: trimbwf@auburn.edu.** Screening of applicants will begin on Dec. 15, 2000, and will continue until the position is filled.

Auburn University is an AA/EOE.

WAYNE STATE UNIVERSITY

DIRECTOR OF ADMISSIONS

WAYNE STATE UNIVERSITY invites applications for a Director of Admissions.

Wayne State University is a Carnegie Research University I with a comprehensive urban mission. Its 31,000 students study in 14 schools and colleges, including Law and Medicine. With cutting-edge research in such areas as cancer, diabetes, vision and bioengineering, many university programs are nationally ranked. With nearly 200,000 alumni living in a five-county area, WSU graduates represent a significant presence in the state.

The Office of University Admissions has the primary functions of recruiting, admitting and enrolling new students to WSU. The office also helps to coordinate the recruitment activities of individual departments, alumni groups and students; and it organizes visits to local high schools and community colleges. University Admissions includes two areas: undergraduate and graduate admissions. The Office collects applications, application fees, official transcripts, and standardized test scores for domestic and international students. Extensive use is made of the Student Information System and the Contact Management System to input data, as well as to communicate with students. The Office is also responsible for evaluating and awarding transfer credit to those undergraduate students who present transcripts of work earned at other colleges.

The Director is responsible for directing staff, planning and administering the recruiting programs, determining department staffing needs and recruiting qualified personnel, overseeing the financial management of program budgets, and efforts designed to enhance service to students and the university community. The University regards Admissions as one of its most important outreach programs, and the Director is expected to support our pursuit of academic excellence.

Qualified candidates will have earned a Master's degree in a related field (or possess an equivalent combination of education and experience). Preference will be given to candidates who have a demonstrated ability to effectively and efficiently manage a complex organization with multiple programs. A strong record of achievement in higher education is required. Candidates are expected to have superior ability in interpersonal, oral and written communications skills, and to be fully committed to sustaining and advancing the goal of institutional diversity of students and staff. In addition, candidates must have an unswerving commitment to academic integrity, rules compliance, and gender equity.

Candidates should submit a letter of application highlighting qualifications as outlined above and a current resume. Review of applications will begin immediately and will continue until a suitable candidate is selected. Submit applications and nominations to:

William E. Hill, chair, Admissions Search Committee
4107 Faculty Administration Building
Wayne State University, Detroit, MI 48202
E-mail: ad2107@wayne.edu

Wayne State University is an equal opportunity/ affirmative action institution.

ASSISTANT DIRECTOR OF PUBLIC RELATIONS

WESTERN CONNECTICUT STATE UNIVERSITY

WCSU is seeking an individual to assist the director in managing and controlling an external and internal public relations/public information program to reflect a positive image of the university. Duties include assisting with releases, coordinating photographic shoots, assisting with internal and external publications, and assisting with the university's cable TV programming. The starting salary for the successful candidate will be between $39,611 and $45,000.

Qualifications: The successful candidate will have a Bachelor's degree in Public Relations, Marketing, Communications or a related field and at least three years experience in public relations, marketing, promotion, newspaper writing, editing or publication production.

Application Process: Send a letter of application, resume, and addresses and phone numbers of three professional references by Friday, December 1, 2000 to: **Dr. Koryoe Anim-Wright, Director of Public Relations, WCSU, 181 White Street, Danbury, CT 06810.**

WCSU is an Affirmative Action/Equal Opportunity Educator/Employer.

HOBART
AND
WILLIAM SMITH
COLLEGES

ANNOUNCES THE FOLLOWING OPENINGS FOR THE 2001-02 ACADEMIC YEAR

HOBART
AND
WILLIAM SMITH
COLLEGES

Hobart and William Smith are residential liberal arts colleges, located in a small diverse city in the Finger Lakes Region. The Colleges, which have a combined enrollment of 1,843, offer a remarkably broad array of majors and minors, with a cross-disciplinary flavor intended to better inform both professional and intellectual pursuits. The Colleges are noted also for an ambitious emphasis on international study, and for their programs in community service. Hobart College for men and William Smith College for women share faculty, facilities, and curriculum, but maintain separate dean's offices, athletic programs, student governments, and traditions. Applications should be submitted directly to the designated search committee chair at **Hobart and William Smith Colleges, Geneva, NY 14456.**

We actively seek applications from under-represented groups and do not discriminate on the grounds of race, color, religion, sex, marital status, national origin, age, disability, veteran's status, or sexual orientation. To learn more about Hobart and William Smith Colleges, visit our **Web site at: www.hws.edu**

Art History, East Asian, A tenure-track position for the Henry Luce Junior Professorship in East Asian Art History beginning **July 2001.** A Ph.D is required. The teaching load is 5 courses per year that will include two introductory courses in East Asian and/or Asian Art History, two advanced courses in East Asian Art History, and one course in which the Luce Professor would contribute his/her knowledge of Asian art, history, and culture to the Colleges' general curriculum program. This last course could be either a First-Year Seminar or an interdisciplinary course that would be team-taught with a colleague or colleagues from different academic disciplines. All courses taught by the Luce Professor will be cross-listed in Asian Studies and will become key components of the Asian Studies as well as the Art and Art History curricula. Candidates should send a CV and a cover letter detailing their background and interest in the position, and request three letters of recommendation to be sent to: **Joanna Isaak, Chair, Henry Luce Professor of East Asian Art Search, Department of Art.** The review of applications will begin **December 1, 2000** and will continue until the position is filled. For more information on the Department of Art, see our web site at: **www.hws.edu/aca/depts/art.**

Organic Chemistry, a tenure-track position beginning **July 2001.** A Ph.D in chemistry is required, along with a commitment to excellence in undergraduate teaching and research. The Chemistry department is ACS-certified and very well equipped. Further information and a more detailed description of the position opening may be found at: **www.hws.edu/~chem.** Applicants should submit a CV, a description of teaching philosophy and research plans, and three letters of recommendation to: **Organic Chemistry Search Committee - Science Office, Department of Chemistry.** Review of applications will begin **October 2, 2000** and will continue until the position is filled.

Economics: Public, Labor, Mathematical and Quantitative Methods. One tenure-track position at the Assistant Professor (Ph.D.) or Instructor (ABD) level. Primary fields in public sector and labor economics. Strong preparation in statistics and econometrics is required, as well as an interest in teaching in these areas using quantitative methods in research. Teaching load is five courses per year on a nine month, semester calendar. The position includes responsibility for two or three quantitative courses each year, a course in public sector economics and another in labor economics, and other departmental offerings as needed. Applicants should submit an application letter, curriculum vitae, and evidence of teaching experience, and arrange for three letters of recommendation to be sent to: **Professor Geoffrey Gilbert, Department of Economics.** For further information on the Colleges Economics Department, see our web site at: **www.hws.edu/aca/depts/eco.** Review of applications will begin after **November 1, 2000,** and interviews will be conducted at the American Economic Association meetings in New Orleans.

Education: Tenure track. An educator with a strong background in science education is sought to join a congenial and productive department that operates a field-based teacher education program anchored in a liberal arts curriculum. The department currently offers teacher preparation for undergraduate students, and is developing plans for an MAT program. **Responsibilities** will include (1) providing seminars and workshops on science and mathematics methods for students pursuing New York State certification as elementary or elementary/special education teachers, and as secondary teachers of earth science, biology, chemistry, and physics; (2) supervising students in field experiences and collaborating with school personnel to enhance those experiences; and (3) teaching liberal arts education courses open to all students both in topics in the candidate's areas of expertise as well as in the Colleges' interdisciplinary General Curriculum. Successful candidates will hold a Ph.D or EdD (ABD considered), have significant experience in public schools, and be able both to offer practical instruction in teaching methods and to guide students' inquiry into topics of education as intellectually formative pursuits. Expertise in one or more of the following areas would be most welcome: mathematics education, urban education, minority issues, gender, instructional technology, or philosophy of science. Experience or the ability to mentor minority students is desirable. Please submit a letter of interest, a vita, a recent article or other writing sample, and three letters of reference to:**Charles Temple, Chair, Education Search Committee.** *Women and members of traditionally under-represented groups are strongly encouraged to apply.* Review of complete applications will begin on **November 20, 2000,** and will continue until the position is filled. For more information about the Colleges' Education Department see our web site **www.hws.edu/aca/depts/edu.**

English: Assistant Professor, tenure-track, in fiction writing. **Preferred requirements:** M.F.A. and significant publications. Successful candidate will be qualified to teach fiction and poetry at the introductory level in both literature and creative writing classes, an advanced fiction workshop, literature courses in area of expertise, and be able to contribute to the Colleges' interdisciplinary general curriculum. Course load: 5 courses over 2 semesters. For further information on the Colleges' and the Department of English and Comparative Literature, see **www.hws.edu/aca/depts/eng.** Please send C.V. and a writing sample to: **Deborah Tall, Department of English.**

Geoscience: Physical Geology, Sedimentary Geology, Paleontology. Assistant Professor, tenure-track position to teach introductory physical/environmental geology as well as courses in the field of sedimentary geology, historical geology and/or paleontology, depending upon the candidate's expertise and the department's needs. In addition to departmental teaching responsibilities, faculty are expected to teach in the institution's general curriculum. Departmental faculty members also assume leadership roles in the Colleges' Environmental Studies Program. Faculty are research-active and strongly encourage undergraduate research. The teaching load is five course-units (labs count * unit) over a two semester academic year. Research by faculty and students on Seneca Lake, Ontario and other Finger Lakes accessible via the New York State Barge Canal System is possible with the Colleges' well-equipped, 65-foot research vessel, the HWS EXPLORER. For further information see our web site: **www.hws.edu/aca/depts/geo.** Applicants should send a letter of application and a curriculum vitae and arrange for three letters of recommendation to be sent to: **William F. Ahrnsbrak, Geoscience Department.** Review of applications will begin **January 1, 2001.**

Modern Languages - Spanish: Assistant Professor of Spanish HWS announces a tenure-track position to start in **fall 2000,** for a specialist in contemporary Hispanic American women writers with a strong background in feminist literary theory. Knowledge of the work of Latina writers in the USA highly desirable. Native fluency required. Ph.D a decided advantage. Candidates must demonstrate evidence of a strong potential for scholarship as well as an excellent teaching record. Must be able to teach a range of language and literature courses (5 per year) and to participate in a program of cultural activities. Experience in the use of multimedia technology desirable. For further information see out web site: **www.hws.edu/aca/depts/mdln.** Send letter of application, curriculum vitae, and full dossier to: **Prof. Edgar Paiewonsky-Conde, Search Committee Chair,** postmarked by **December 6.**

Political Science: American Politics/Ethnic and Racial Politics, Assistant Professor, tenure-track position. We seek a broadly trained Americanist who, in addition to teaching introductory level American politics might offer courses in African-American politics, public policy, Latino/a politics, identify construction, and/or social movements. As a liberal arts colleges offering diverse and imaginative courses, we invite you to design and offer courses within your particular subfield of interest. A Ph.D is preferred, we will consider ABD's. The normal teaching load is 3/2. *Women and minority candidates are encouraged to apply and welcome to identify themselves.* Candidates should send a cover letter expressing their research and theoretical interests, a CV, graduate school transcript, sample of written work, and three letters of recommendation to: Professor Jodi Dean, Chair, American/Ethnic and Racial Politics Search Committee, Department of Political Science, jdean@hws.edu. For more information about the department, visit our website at: **www.hws.edu/aca/depts/polisci/.** Application deadline is **November 1, 2000.**

Political Science: International Relations. The Department of Political Science is looking for a candidate for a three-year, renewable position in International Relations. We are looking for a broadly trained person able to teach courses in some of the following: international organizations, international security, IR theory, international political economy, and globalization. Specific regional interests (eg, Africa, Asia) are a plus. As a liberal arts college offering diverse and imaginative courses, we invite you to design and offer courses with your particular subfield of interest. A Ph.D is preferred, we will consider ABDs. The normal teaching load is 3/2. *Women and minority candidates are encouraged to apply and welcome to identify themselves.* Candidates should send a cover letter expressing their research and theoretical interests, a CV, graduate school transcript, sample of written work, and three letters of recommendation to: **Professor David Ost, Chair, Department of Political Science ost@hws.edu.** For more information about the department, visit our web site at: **www.hws.edu/aca/depts/polisci/.** Application deadline is **November 1, 2000.**

Physics: The Department of Physics invites applications for a tenure track position at the Assistant Professor level, commencing **Fall 2001.** We seek candidates with an advanced degree in experimental physics (Ph.D strongly preferred), a genuine interest in teaching and liberal arts education, and the ability to involve our undergraduate students in experimental research. We are open to all research interests, so long as the experiments can be carried out on our campus. Applicants should send their curriculum vitae to, and arrange to have three or more letters of reference sent to: **Search Committee, 3879 Scandling Center, Department of Physics.** E-mail applications will not be accepted. Ideally at least two of the letters of reference should speak to the applicant's teaching ability. We welcome the inclusion of statements with the vitae describing the research interests of the candidate, including projects that could engage undergraduate students, as well as the candidate's approach to teaching. Review of applications will begin on **January 15,** and will continue until the position is filled. For more information about the department, visit our web site at: **www.hws.edu/aca/depts/physics.**

PSYCHOLOGY: two tenure-track positions. Applications are solicited in the following three areas: 1) Clinical, 2) Sensation and Perception, and 3) Personality. Areas of specialization are open but we are especially interested in candidates who have research and academic interests that are interdisciplinary and/or address the needs and concerns of racial and cultural minorities and/or women. All applicants must have or be near the completion of the Ph.D, be committed to teaching in a small, residential, liberal arts institution, have interest in establishing an active research program and continuation of personal scholarship complementary to a liberal arts curriculum. The Department of Psychology has excellent laboratory, office, and classroom facilities. Applicants in clinical psychology must be license-eligible in New York State. A normal teaching load consists of five courses per year, including core and advanced courses, a laboratory-based class in one's specialty area and contributions to the Colleges' general curriculum. Candidates should be willing to participate in community and departmental service, including serving as a faculty advisor to majors. Review of application materials will begin **January 1, 2001** and continue until the two positions are filled. Submit cover letter, CV, statement of teaching interests and philosophy, relevant reprints, and three letters of recommendation (at least one of which comments on teaching) to: **the Chair of Search Committee, Department of Psychology.** For more information about the department, see our web site **www.hws.edu/aca/depts/psychology.** Candidates are requested to specify to which position they are applying on the outside envelope to expedite the review process.

BEST COPY AVAILABLE

HOLLINS UNIVERSITY

Hollins is a distinguished national liberal arts university for women, with coed graduate programs. Founded in 1842, Hollins is located in one of the most beautiful areas of Virginia, has a lovely historic campus, and enjoys the amenities of the Roanoke Valley metropolitan region. Hollins offers exceptional opportunities through its arts and sciences curriculum and extensive study abroad. The 4 - 1 - 4 academic calendar, which includes a January term, gives students the opportunity to participate in internships and other innovative educational experiences that complement traditional classroom instruction.

Hollins seeks applications from outstanding teachers and scholars for the following tenure-track positions to begin in August of 2001:

ASSISTANT PROFESSOR, COMPUTER SCIENCE

The Department of Computer Science seeks applications from individuals with broad computer science background including computer architecture, operating systems, systems analysis, theory of computation and programming languages (especially Java). The department offers majors and minors in computer science and a major in computational sciences. Computing facilities include Alpha-AXP systems running Compaqs Tru64 Unix and Intel-based machines running Red Hat Linux. Our campus has several microcomputer labs on a Windows 2000 campus-wide fiber-optic network. Faculty and administrative offices and all residence halls have full network and Internet access. Ph.D. in Computer Science required. Send applications, including a curriculum vitae and the names and addresses of three references by December 15, 2000 to: **Nancy R. Healy, Chair, Department of Computer Science, Hollins University, Roanoke, VA 24020.**

ASSISTANT PROFESSOR, MATHEMATICS

The Department of Mathematics and Statistics seeks a Ph.D. in mathematics or statistics with a strong commitment to excellence in undergraduate teaching in both mathematics and statistics in a liberal arts environment. Knowledge of statistics, applications of mathematics and technology required. Responsibilities include teaching at all levels, directing undergraduate research, curriculum development and continued scholarly activity. All levels of the mathematics and statistics curriculum are supported by state-of-the-art, multimedia computer labs. Mathematics majors must complete a senior research thesis. A new quantitative Reasoning Across the Curriculum program is currently being developed under the direction of the Department of Mathematics and Statistics with support from NSF. Send application, including curriculum vitae and three letters of recommendation by January 5, 2001 to: **Dr. Caren L. Diefenderfer, Chair, Department of Mathematics and Statistics, P.O. Box 9562 Hollins University, Roanoke, VA 24020.** (Screening will continue until the position is filled.)

ASSISTANT PROFESSOR, PSYCHOLOGY

The Department of Psychology seeks an experimental psychologist with a specialization in child development or behavioral medicine. Candidates should have earned the Ph.D. by August 2001. The position involves teaching in our undergraduate program, research and university service. Applicants should be able to each Introduction to Psychology, Research Design, Tests and Measurements, and Human Development as well as courses in their area of specialization. Applicants with a research program that can involve undergraduates are preferred. Send applications, including curriculum vitae, representative research reprints, graduate transcripts and three letters of recommendation by December 15, 2000 to: **Dr. Bonnie B. Bowers, Chair, Department of Psychology, P.O. Box 9687 Hollins University, Roanoke, VA 24020.**

Hollins University is an Equal Opportunity Employer committed to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply for these positions.

BENEFITS MANAGER

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students. The University is currently seeking a Benefits Manager for a busy Human Resources Department.

The Benefits Manager's responsibilities include:

- Pre-retirement counseling
- Coordinate new faculty orientation
- Oversees the coordination of campus wide benefits awareness programs
- Ensure monthly reports are completed timely and accurately

Required Qualifications:

- Must possess a Bachelor's Degree and a minimum of three years experience in professional benefits administration including: health benefits laws and regulations (COBRA, FMLA); pension administration (401(k) or 403(b)); workers' compensation.
- Excellent writing, organizational and communication skills
- Knowledge of Human Resources Management Systems and basic Microsoft Office skills
- Higher education or state government experience preferred

Cut off date for applications: November 30, 2000.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to:

NEW JERSEY CITY UNIVERSITY

Adele Douglas
Associate Director
New Jersey City University
Hepburn Hall, Room 105
2039 Kennedy Boulevard
Jersey City, NJ 07305
E-mail: adouglas@njcu.edu

New Jersey City University is an Equal Opportunity Employer

IDAHO STATE UNIVERSITY DEPARTMENT OF NURSING

Invites Applicants for Associate Chair of Graduate Studies
Starting Fall, 2001

The Department of Nursing is part of the Kasiska College of Health Professions, the largest College at Idaho State University. The University, located in Pocatello, Idaho has an enrollment of over 13,000 students. The Department of Nursing is committed to excellence in teaching, research, and practice to provide quality nursing education for beginning professional practitioners and for advanced practice nurses statewide.

Qualifications: Eligible for licensure as a professional nurse in Idaho; Masters in Nursing from an accredited program; Doctorate in Nursing or related field; a minimum of five years teaching, with at least two at the graduate level; administrative experience and demonstrated success in research and scholarly activity.

Responsibilities: Primarily responsible for graduate programs; participates in strategic planning with the Department Chair and faculty for development and enhancement of graduate programs. Assists Department Chair in program assessment; assumes administrative duties as assigned and coordinates grant writing activities. Is the Departmental liaison to the Office of Graduate Studies and is responsible for managing distant support staff and agencies for graduate programs across the state.

Materials Submitted Should Include: A letter of interest, curriculum vitae, names, addresses, and telephone numbers of three references, and college transcripts. Information should be sent no later than **February 9, 2001** to:

Dr. Ronald Mitchell, Associate Chair
Search Committe Chair
Idaho State University Department of Nursing
Campus Box 8101
Pocatello, ID 83209

Idaho State University is an
Equal Opportunity/Affirmative Action Employer

ISU

Tenure Track Positions
Starting Date: August 27, 2001

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty capable of fostering an inclusive environment which we feel is necessary to help prepare our students for the 21st Century. To achieve this goal, we aggressively seek to recruit minority faculty members who will be given serious consideration for filling 31 tenure track positions. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural & commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The University is an equal opportunity, affirmative action employer encouraging diversity.

Unless indicated in the job description, a terminal degree in the field or related field is required. For all positions, excellence in teaching and the potential to develop an active program of research or scholarly activity in the discipline are essential. Effective communication and teaching must be demonstrated by presenting a seminar or lecture during an on-campus interview. Successful candidates will also have the opportunity to participate in teaching and research within interdisciplinary programs. Rank and salary are commensurate with experience.
For further information, including complete job descriptions, visit our Web Page at:
http://www.wcupa.edu/vacancies

Departments With Positions Available:

Department	Contact Person	Phone Number
Accounting	Carol Smith, CPA	610-436-2812
Anthropology/Sociology	Paul Stoller	610-436-2840
Art	Peggy Schiff-Hill	610-436-2755
Chemistry	John Mangravite	610-436-2982
Communication Studies	Anita Foeman	610-436-2114
Communicative Disorders	Mariele Koenig	610-436-3218
Computer Science	James Fabrey	610-436-2595
Early Childhood and Spec. Ed.	Catherine Prudhoe (Early Child)	610-436-3071
Early Childhood and Spec. Ed.	Donna Wandry (Spec. Ed.)	610-436-3431
Economics and Finance	Dan Mohan	610-436-3468
Elementary Education	George Maxim	610-436-2944
English-Composition/Rhetoric	Alan W. France	610-436-2467
English-18th Century	Cheryl Wanko	610-436-2389
English-TESL/TEFL and Ling.	Cheri Micheau	610-436-2916
Foreign Languages	Jerome Williams	610-436-2700
Geography/Planning	James P. Lewandowski	610-436-2343
Geology/Astronomy	Richard Busch	610-436-2716
History	Robert J. Young	610-436-2654
Kinesiology	Emlyn Jones	610-436-2260
Literacy	Susan Caroff	610-436-2877
Management	Evan Leach	610-436-2305
Mathematics	Frank Grosshans	610-436-1078
Nursing	Betty Petit de Mange	610-436-3473
Physics	Robert Hawkes	610-436-2273
Political Science/MSA	R. L. Bernotsky	610-436-2286
Psychology	Stefani Yorges	610-436-3154
Professional and Sec. Ed.	John Kinslow	610-436-3108
Social Work –Grad	Gwenelle O'Neal	610-738-0342
Social Work – UG	Richard W. Voss	610-436-2785
Sports Medicine	Neil Curtis	610-436-2119

UTD

THE UNIVERSITY OF TEXAS AT DALLAS
FACULTY POSITIONS IN ACCOUNTING

The School of Management is recruiting to fill two open positions in the Accounting Program effective **September, 2001.** Appointment at Assistant, Associate or Full Professor level will be considered, depending upon the qualifications of the candidates. Appointees must have a Ph.D. degree or equivalent and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing Research training and ability and interest for interacting with faculty colleagues on research projects in related disciplines are desirable. Candidates must present evidence of excellence in teaching and a record of scholarly publication in refereed journals commensurate with their level of appointment. Applicants should send a complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications, current research papers and presentations), and names, addresses and telephone numbers of three references to: **Academic Search #4082, The University of Texas at Dallas, P.O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for affirmative action statistical purposes is requested as part of the application but not required. Review of applicant materials will commence in November, 2000 and will continue until the position is filled or the search is closed on **May 31, 2001.**

The University of Texas at Dallas is an Affirmative Action/Equal Opportunity Employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty.

Carleton College

HEAD COACH OF FOOTBALL
PHYSICAL EDUCATION, ATHLETICS AND RECREATION

Carleton College invites applications for a full-time faculty/coaching position at the assistant professor level in an NCAA Division III Institution, beginning March of 2001. Exceptional candidates with more experience will be considered at the Associate Professor level. Non-tenure track, faculty position combines Head Coaching responsibility in Football with teaching in an activity-based physical education program and assisting in a second sport. Responsible for organizing and administering all phases of the football program, as well as recruitment of student-athletes to a highly selective liberal arts institution. Other responsibilities include teaching in a variety of activity courses throughout the year, and/or teaching content courses such as CPR/First Aid, Principles and Methods of Coaching as well as assisting in a second sport. Other appropriate responsibilities will be assigned by the Department Chair/Athletic Director.

Masters degree in Physical Education or an appropriate field required or near completion. At least three years of successful teaching and coaching experience. Demonstrated ability to coach and teach successfully at the college or high school level, an understanding of and commitment to academic and athletic excellence in a highly selective liberal arts institution, and a commitment to the NCAA Division III philosophy.

Send statement of interest, resume and three current letters of reference to:

Leon Lunder
Chair/Athletic Director
P.E.A.R. Department
Carleton College
One North College Street
Northfield, MN 55057

Review of applications will begin November 27, 2000.

Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms. Carleton College is an affirmative action/equal opportunity employer. Minorities strongly encouraged to apply.

For additional information, visit Carleton's website at http://www.carleton.edu/

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS

Two full-time, tenure-eligible assistant professor positions, one in advertising and one in public relations, starting August 15, 2001 offers the successful applicants the opportunity to teach and research in a lively, creative, and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country.

The Department of Television-Radio at Ithaca College is committed to providing students a liberal arts education within a professional program. The department currently confers the B.S. degree in Television-Radio (with concentrations in video production, audio production, international communication, advertising/public relations, media management, and directed studies); the B.A. degree in Journalism; the B.A. degree in Media Studies; and the B.S. degree in Telecommunications Management.

Position Descriptions

Ph.D. in Advertising or Public Relations, or a related field preferred; Master's Degree required. Significant professional and teaching experience preferred.

The ideal candidates should demonstrate evidence of: 1) teaching effectiveness appropriate for an undergraduate communication program; and 2) an ongoing and dynamic scholarship/professional profile, as well as potential for such, and/or a record of successful experience in the advertising or public relations field. We are especially interested in candidates who can provide leadership in curriculum development and help build strong professional relationships.

ADVERTISING POSITION

Teaching responsibilities will primarily consist of courses in Advertising at all levels of the curriculum, particularly those dealing with design, copywriting and layout, and portfolio preperation. Experience in the creative aspects of advertising and proficiency in Pagemaker, Illustrator, Photoshop, and Quark is required. Additional teaching responsibilities may include Television-Radio Department core courses such as Introduction to Mass Media. Maintenance of a scholarly/professional profile is required. Moreover, the successful candidate will assist the department in working toward a proposed major in integrated marketing communication. There is also the opportunity to work with our award-winning AAF NSAC team.

PUBLIC RELATIONS POSITION

Teaching responsibilities will primarily consist of courses in public relations at all levels of the curriculum, particularly those dealing with writing and audio/visual presentations, program and campaign management, and portfolio preparation. Additional teaching responsibilities may include research methods, media writing, and other core courses depending on the expertise of the candidate. Maintenance of a scholarly/professional profile is required. Moreover, the successful candidate will assist the department in working toward a proposed major in integrated marketing communication. There is also the opportunity to work with our award-winning PRSSA team.

The successful candidates will also act as academic advisors to students and serve on department, school, and college committees.

Applicants should send a current vita, statement of interest in either the advertising or public relations position, including areas of teaching and professional specialization, and three current reference letters to:

Chair, Ad/PR Search Committee
c/o Karen Armstrong, Department of Television-Radio
Roy H. Park School of Communications
Ithaca College
328 Roy H. Park Hall
Ithaca, NY, 14850-7253
Phone: 607-274-3260
Email: karmstrong@ithaca.edu.

No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin November 13, 2000. Applications will be accepted until the positions are filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Suffolk
COUNTY COMMUNITY COLLEGE

DEAN OF FACULTY
Ammerman Campus
And
DEAN OF STUDENT SERVICES
Western Campus

Suffolk County Community College located on Long Island is New York State's largest multi-campus community college, invites applications for the Dean of Faculty at its Ammerman Campus, Selden, N.Y. and Dean of Student Services at the Western Campus, Brentwood, N.Y. The Ammerman Campus has 11,100 students and 300 full time faculty. The Western Campus has 6500 students and 130 full time faculty.

Both Deans report to the respective campus Executive Dean. Candidates should possess a substantial record of incremental administrative experience in higher education, preferably at the community college level. They should have expertise in program development; familiarity with emerging technologies and their applications; a record of encouraging faculty and staff development and be well versed in program review and the accreditation process. The successful candidate must be proactive, a visionary and possess outstanding interpersonal skills.

Please refer to the college website for position description and qualifications:

http://www.sunysuffolk.edu
Review of applications will continue until position is filled.
Send a letter of application and a resume to:
HUMAN RESOURCES
Suffolk County Community College
533 College Road, Selden, NY 11784-2899

AA/EEO Employer

Education

ADMINISTRATIVE OPENINGS

Due to an excellent retirement compensation plan, College of DuPage invites applicants for the following administrative vacancies:

- DEAN, BUSINESS & SERVICES
- DEAN, CONTINUING EDUCATION
- DEAN, NATURAL SCIENCES
- ASSOCIATE DEAN, BUSINESS & SERVICES

These 12-month appointments begin July, 2001. For more details about each position and College of DuPage, visit our website at: www.cod.edu.

To apply, call, write or e-mail for an application packet. Positions remain open until filled. To maximize your opportunity to be chosen, please return your application packet as soon as possible.

Office of Human Resources
COLLEGE OF DuPAGE
Attn: Administrative Recruiting
425 22nd Street
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
equal opportunity employer

College of DuPage

SULLIVAN
S U N Y

SULLIVAN COUNTY COMMUNITY COLLEGE is seeking to fill the following positions:

Admissions Counselor

Primary responsibilities: Recruitment, outreach, advisement, application review and follow up activities for all potential students. Extensive travel outside the Sullivan County area and also nights and weekends are required. **Qualifications:** Bachelor's degree, strong computer and customer service skill, the ability to work with diverse populations. Some admissions or related experience preferred. **Salary range:** $ 29,500-$35,000.00.

Counselor

The College is seeking to fill this position mid-January 2001. Duties include: personal counseling and crisis intervention; career counseling and assessment, and workshop presentations relating to issues of personal growth, transition to college, career development and other topics. The successful candidate must demonstrate experience with students from diverse backgrounds including urban and rural students, minorities, and students at academic risk. He/she must be knowledgeable in areas such as alcohol and other drug use and prevention, sexual assault and other mental health issues and have excellent computer skills. **Requirements Include:** a Master's Degree in Counseling or a related field and three years counseling experience, preferably at a community college. Occasionally, evening hours may be required. **Salary range:** $30,000.00 - $39,500.00.

Benefits include annual leave time of 41 days, health insurance, and retirement package. Send cover letter, resume and names, addresses and phone numbers of 5 references To: **Office of Human Resources, Sullivan County Community College, 112 College Road, Loch Sheldrake, NY 12759** or Email to **cpierce@sullivan.suny.edu.** Resumes will be accepted until positions are filled.

Minorities, handicapped and veterans are encouraged to apply.
Affirmative Action/Equal Opportunity College.

UNIVERSITY OF WISCONSIN-PARKSIDE

Kenosha, Wisconsin

DIRECTOR OF SCHOLARSHIPS & FINANCIAL AID

We invite applications and nominations for the position of Director of Scholarships and Financial Aid. The Director is responsible for offering a broad range of student financial aid services including the management and delivery of awards and scholarships in excess of $11 million. For a complete position description see our website at: **http://www.uwp.edu/admin/academic.affairs/fadirect.html**

Qualifications include a Bachelor's Degree and 7 years relevant experience or a Master's Degree and 5 years relevant experience, and a proven record of accomplishment in college scholarship and financial aid administration. The candidate should possess leadership, supervisory, interpersonal and communication skills. The candidate should have extensive knowledge of financial aid programs including statutory and regulatory requirements and experience with a diverse student body.

Review of applications begins November 30, 2000. Send cover letter including financial aid philosophy and resume with names, addresses and phone numbers of 3 references to:

Scholarship and Financial Aid Search and Screen Committee
UW-Parkside
900 Wood Road
Kenosha, WI 53141

UW-Parkside is an AA/EEO Employer D/M/V/W.

NATIONAL SCIENCE FOUNDATION
DIVISION OF EARTH SCIENCES
PROGRAM DIRECTOR FOR INSTRUMENTATION & FACILITIES

The National Science Foundation's Division of Earth Sciences is seeking qualified candidates for the position of Program Director of the Instrumentation & Facilities Program. This position is excepted from the competitive civil service and may be filled on a permanent basis, a 1 to 2-year visiting scientist/temporary basis, or under the provisions of the Intergovernmental Personnel Act (IPA). IPA applicants must be permanent, career employees of eligible organizations for at least 90 days prior to entering into a mobility assignment agreement with NSF and the individual's institution. Current annual salary for the program director position ranges from $71,954 - $112,141.

Applicants must have a Ph.D. or equivalent experience in an Earth sciences field plus 6 years of successful research, research administration, and/or management experience beyond the Ph.D. in an area supported by the program. A broad general knowledge of Earth sciences research, familiarity with the U.S. scientific community and experience in an academic setting are desirable.

The Instrumentation & Facilities Program provides support for the acquisition of new research equipment or the modernization of existing equipment; the development of new instrumentation or techniques that extend current research capabilities in the earth sciences; the support of shared facilities that make complex and expensive instrument systems available on a national or regional basis; and the support of research technicians.

Interested applicants should submit a letter of recommendation and curriculum vitae to the National Science Foundation, Division of Human Resources, Attn: **Myra Loyd, Room 315, 4201 Wilson Blvd., Arlington, VA 22230; and reference the following vacancy announcements:**

Instrumentation & Facilities Program: Permanent Position E20010027
Temporary Position E20010028

For technical information call, **Dr. Herman Zimmerman, Division Director, Earth Sciences, (703) 292- 8550. Hearing-impaired individuals should call TDD: 703-292-8044**

NSF is an equal opportunity employer.

OTTERBEIN COLLEGE

EDUCATION DEPARTMENT
ASSISTANT/ASSOCIATE PROFESSOR
TENURE TRACK APPOINTMENT

Beginning **September 1, 2001.** Earned Ph.D. or Ed.D in education or a related field. Minimum 3 years teaching in elementary or middle school settings. Experience/expertise in the field of middle level education with special interest in at least one of the following content areas: social studies, math, science, or reading/language arts. Training and experience in supervision, desirable. Commitment in teaching excellence and solid scholarship is essential. *Finalists for the position will be asked to submit official transcripts for all previous academic work.* Send application letter, resume, and three (3) current letters of recommendation to:

Dr. Patricia A. Frick
VP Academic Affairs
Otterbein College
Westerville, OH 43081
Deadline:February 1, 2001
(Web page: http://www.otterbein.edu)

AA/EOE
Women and minorities are encouraged to apply.

The University of Texas
Pan American

Art Educator/Humanities

THE UNIVERSITY OF TEXAS-PAN AMERICAN is seeking an Art Educator at the rank of Assistant Professor. This is a tenure track, full time position beginning September 1, 2001. Salary and benefits competitive. Ph.D or Ed.D required. Prior teaching experience evidence of professional activity preferred. Duties include a 12 hour teaching load per semester, teaching undergraduate classes in all levels of art education. AC-INT. A/D: February 1, 2001. WMA. EOE. Send letter of application, CV, statement of teaching philosophy, official transcripts, three letters of recommendation, and SASE to:

Wil Martin
Chair, Search Committee
Art Department, UT-PA
1201 W. University Drive
Edinburg TX 78539 (FOO/01-51)

Ceramist

THE UNIVERSITY OF TEXAS-PAN AMERICAN is seeking a ceramist at the rank of Assistant Professor. This is a tenure track, full time position beginning September 1, 2001. Salary and benefits competitive. M.F.A. required; teaching experience and exhibition record required. Teach graduate and undergraduate studio classes (12 hr workload). Ac-INT. A/D: February 1, 2001. WMA. EOE. Send letter of application, CV, 20 slides of your work, slides of your students' work, official transcripts, three letters of recommendation, and SASE to:

Richard Hyslin
Chair, Search Committee
Art Department, UT-PA
1201 W. University Drive
Edinburg TX 78539 (FOO/01-52)

Graphic Designer

THE UNIVERSITY OF TEXAS-PAN AMERICAN is seeking a graphic designer at the rank of Assistant Professor. This is a tenure track, full time position beginning September 1, 2001. Salary and benefits competitive. M.F.A. in Graphic Design or Visual Communications required. Professional/teaching experience preferred. Must be proficient with Macintosh platform. Duties include teaching undergraduate studio courses (12 hr workload). AC-INT. A/D: February 1, 2001. WMA. EOE. Send CV, official transcripts, 20 slides of personal work, three letters of reference, and SASE to:

Edwin Cuenco
Chair, Search Committee
Art Department, UT-PA
1201 W. University Drive
Edinburg TX 78539 (FOO/01-53)

MILLERSVILLE UNIVERSITY

Dean of Humanities and Social Sciences

Millersville University of Pennsylvania invites applications and nominations for the position of the Dean of the School of Humanities and Social Sciences.

Millersville University, founded in 1855, is one of 14 institutions of the PA State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by U.S. News and World Report, Millersville is also listed among Kiplinger's 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty. The School of Humanities and Social Sciences enrolls 41% of Millersville's undergraduate students and 12 % of its graduate students. The School of Humanities and Social Sciences, the largest of Millersville University's three schools, is the home of 13 academic departments with 2,550 undergraduate and 130 graduate students. Every one of Millersville's 6,400 undergraduates take most of their general education courses in the School. The School is firmly committed to its mission to provide "an intellectual setting for the study of the liberal arts that values initiative, scholarship, creativity and integrity."

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University's Web page at www.millersville.edu.

RESPONSIBILITIES: The Dean is the senior academic officer of the School and reports directly to the Provost and Vice President for Academic Affairs. The Dean provides academic and administrative leadership, direction, and support for instructional, research, and professional activities to the faculty in the departments of:

Art
Business Administration
Communication & Theatre
Economics
English
Foreign Languages
Geography
Government & Political Affairs
History
Music
Philosophy
Social Work
Sociology/Anthropology

The Dean must be able to assume a university-wide perspective, work, and communicate effectively with students, faculty, administrators, external organizations and institutions in a diverse community. This position is responsible for the continued renovation and expansion of the largest campus teaching and learning facility. In addition, the Dean is expected to partner with regional leaders to develop and enhance global, business, and economic connections. The Dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the School's faculty, staff, students, and curricula, and must be committed to increasing diversity within the School, as well as on campus. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential.

QUALIFICATIONS: Candidates must demonstrate the capacity to be an innovative, visionary leader committed to excellence in teaching and learning and partnership with community. Applicants must possess an earned doctorate in one of the disciplines in the School of Humanities and Social Sciences. Also, essential is a record of quality scholarship; teaching and service in higher education; a commitment to faculty development, the liberal arts, and academic freedom; and evidence of success in building an inclusive community. Candidates need to present a record of progressive academic administrative experience which demonstrates likely success in activities such as: planning, program development, fund raising, grant writing, advocacy for all the School's disciplines, evaluation of teaching effectiveness, assessment of programmatic outcomes, and personnel and budget management in a public university setting. Candidates must demonstrate an appreciation of the role of technology in an educational institution and the ability to function effectively in a team-oriented collective-bargaining environment. A successful interview is crucial.

NOMINATIONS AND APPLICATIONS: Applicants should include a letter detailing their experiences relating to the qualifications for the position; a vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by **January 10, 2001.** Anticipated starting date is July 1, 2001. Electronics submissions will not be accepted. Nominations and applications should be sent to:

Search Chair
Dean of Humanities and Social Sciences
Search/HO1120
MILLERSVILLE UNIVERSITY
P.O. Box 1002, Millersville, PA 17551-0302
An Equal Opportunity/Affirmative Action Institution

MILLERSVILLE
UNIVERSITY

Western
Illinois
University

POSITION: ASSISTANT PROFESSOR OF SPANISH

Tenure track position, all levels of undergraduate Spanish; beginning 8/01. **Requirements:** Ph.D. (ABD considered); native or near-native fluency in Spanish; specialization in Latin American culture and literature; demonstrated excellence in undergraduate teaching; interest in curriculum development. **Desirable:** expertise in computer-assisted foreign language instruction; availability to direct summer immersion program in Mexico or Latin America. Preference given to applications received by Dec. 1, 2000, but applications accepted until position filled. Send application letter, vita, at least three letters of recommendation (sent directly by referees or confidential placement file), and evidence of teaching excellence (e.g., video, student evaluations) to **Richard L. Thomas, Chair, Foreign Languages and Literatures, Western Illinois University, 1 University Circle, Macomb, IL 61455.** This position is contingent on final funding approval.

WIU is an AA/EO institution and is committed to diversity.

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FACULTY OPENINGS

SCHOOL OF ARTS AND SCIENCE

Iona College

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic Higher Education, and an equal opportunity employer, is seeking applicants for the following full-time positions:

FULL TIME POSITIONS

DEPARTMENT OF EDUCATION *(one position)*

- Earned doctorate in language/literacy.
- Experience and certification in Early Childhood/Childhood/Reading.
- Experience in teaching at the undergraduate and graduate levels.
- A record of publications and a research agenda.

PSYCHOLOGY DEPARTMENT *(one position)*

- Earned doctorate in psychology.
- Expertise in quantitative/experimental methods and social/organizational/ industrial psychology.
- Record of research and publications highly desirable.

DEPARTMENT OF HEALTH CARE PROGRAMS *(one position)*

- Earned doctorate in health policy and management.
- Teaching experience in the health care management field.
- A record of scholarly publications with teaching and research interest in one of the following: Long Term or Sub-Acute Care, Healthcare Management Information Systems.

HISTORY/POLITICAL SCIENCE *(one position)*

- Earned doctorate in political science with a specialization in international relations.
- Ability to teach core history courses in either Western or non-Western civilization.

Responsibilities for all positions include teaching at the graduate and undergraduate levels in day, weekend, and evening schedules, student academic advisement, and program development. ***All appointments begin September 1, 2001.***

ADJUNCT POSITIONS For inclusion in a pool for possible future teaching assignment, applications for adjunct positions in all areas are welcome.

Interested applicants should send a CV, a letter of application, including a personal statement of one's teaching philosophy, and three letters of reference. Applications will be accepted until December 10, 2000. Please forward to:

IONA

Dr. Michael Jordan, Associate Dean
School of Arts and Sciences
715 North Avenue
New Rochelle, NY 10801-1890

UTD

THE UNIVERSITY OF TEXAS AT DALLAS TENURE-TRACK/TENURED POSITIONS IN MANAGEMENT INFORMATION SYSTEMS

The School of Management is recruiting to fill two tenure-track/tenured positions at open rank in Management Information Systems in the Management Science and Information Systems area effective **September, 2001.** Applicants must have a Ph.D. degree or be near the completion of this degree and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and desire to interact on research projects with faculty colleagues in related disciplines are desirable. The search is open with respect to research interests of applicants. Candidates applying for senior positions must have an established research record that is nationally recognized. Applicants should send a complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications and presentations), and three letters of reference to: **Academic Search #4085, The University of Texas at Dallas, P.O. Box 830688, M/S 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for affirmative action statistical purposes is requested but not required. Review of applicant materials will commence immediately and will continue until the position is filled.

The University of Texas at Dallas is an Affirmative Action/Equal Opportunity Employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty.

Macomb Community College

INSTRUCTOR OF SPANISH

(revised)

plus one of the following languages: Italian (preferred), French, or German

Primary responsibility will be to teach Spanish, develop and modify curriculum, refine and modify course syllabi, and identify required teaching materials. A master's degree in Spanish and at least 20 semester hours (15 of which are graduate hours) in Italian (preferred), French, or German; or, alternatively, a master's degree in Spanish and native speaker proficiency in Italian (preferred), French , or German. Relevant college teaching experience required. 2000-2001 base salary range is $35,087 - $52,631, placement commensurate with experience plus benefits. Starting date **August , 2001.**

To receive application materials call **(810) 445-7885**, or you may print an application form directly from our website at **www.macomb.cc.mi.us.**

To ensure consideration, the following required application materials must be received by **Friday, January 5, 2001,** at 4:00 p.m. Application for employment, letter addressing how you meet the stated qualifications for the position, a short statement about pedagogy, transcripts (unofficial acceptable for screening) and resume. A screening committee will review applicant materials as soon as possible after the published deadline. The search will continue until the position is filled.

AA/EEO Employer.
MI Relay Center 1.800.649.3777 (Voice and TDD).

ASSISTANT, ASSOCIATE OR FULL PROFESSOR

DEPARTMENTS OF CHEMISTRY, PHYSICS & BIOLOGY

As part of a major CUNY Photonics Initiative involving 20 new faculty lines at various levels, a similar number of support lines and extensive new facilities, Hunter College is currently seeking applications for both junior and established faculty. Multiple appointments will be made - at least one in each of the chemistry, physics and biology departments. All areas of photonics will be considered, but self-organizing materials and biological applications of new instruments are areas of special interest.

Send CV including publications list, and a brief outline of research to: Prof. C.M Drain, Department of Chemistry, Hunter College of CUNY, 695 Park Ave., New York, NY 10021.

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an affirmative action equal opportunity employer.
Women and members of under represented minorities
are especially encouraged to apply.

Carnegie Mellon

Pittsburgh, Pennsylvania
Program Associate, Job No. 20320

Description: The position plans, implements and participates in activities to retain African American, Hispanic and Native American students including personal counseling, academic advising and career guidance. Requires knowledge of US Hispanic cultural groups and serves as an internal resource, identifies needs and recommends programs and services to address them.

Requirements: Minimum qualifications include a bachelor's degree in guidance and counseling, educational psychology, student personnel or education; master's degree preferred. Familiarity with the educational, social and cultural issues of ethnic minority students is essential. Fluency in Spanish is a plus.

Review position description @ http://hr.web.cmu.edu

BEST COPY AVAILABLE

CHAIR, DEPARTMENT OF COMMUNICATION

The School of Communication, Management and Public Policy at Emerson College seeks a Chair of the Department of Communication, a tenured/tenure-track position with faculty rank at the Associate or Full Professor level, beginning September 2001. The Department of Communication is one of two departments housed in the School, and offers undergraduate and/or graduate programs in health communication, marketing communication (advertising and public relations), management/organizational communication, political communication, and speech communication; and general education courses in related humanities and social science disciplines. Please visit our website **www.emerson.edu** for more information about the organization, degree programs and faculty of the School and Department.

The Chair reports directly to the Dean of the School of Communication, Management and Public Policy, and exercises academic leadership in the teaching, scholarship, planning and related activities of the Department. We seek candidates who are senior scholars, with a doctorate and research/ teaching interests in one or more programmatic areas of the Department (see above), and who are excited by the challenge of leading professionally oriented communication programs. Previous administrative experience is preferred, but not required.

The individual appointed to this position will possess organizational skills appropriate to the administration of a complex academic unit; a scholarly background lending itself to a leadership role especially with regard to curriculum and faculty development; and an entrepreneurial spirit suitable to collaboration with the Dean and other administrative offices in responding to such external challenges/opportunities as student recruitment, fund raising, etc.

The Department of Communication enrolls 300-plus graduate and 350-plus undergraduate students, taught by 28 full-time tenured/tenure-track faculty and approximately 10 FTE adjuncts per semester. The Department's mission and curricula are consistent with the Emerson tradition at the undergraduate level of integrating liberal arts education with communication preparation that combines theory and practice, and at the graduate level of offering professional education to recent college graduates and individuals at the early stages of their careers. The campus is located adjacent to the Boston Common and in the nearby Back Bay region of Boston. A private college, with an urban feel, Emerson College enrolls approximately 4,000 students across three Schools, 20% of which are international.

Review of documents by the faculty search committee will begin on January 15, 2001, but applications will be accepted until the position is filled. Please send a resume, cover letter, contact information for three references, and a sample of no more than two publications to: **Stuart J. Sigman, Dean, School of Communication, Management and Public Policy, Emerson College, 120 Boylston Street, Boston, MA 02116. For more information, contact Stuart_Sigman@emerson.edu or call: 617-824-8354.** Preliminary interviews may be conducted at the November 2000 NCA conference in Seattle.

EMERSON college

The UNIVERSITY of VERMONT

REGISTRAR

Founded in 1791, the University of Vermont is a comprehensive public research university of approximately 10,000 students and 3000 faculty and staff. The University enrolls students in eight undergraduate colleges, a graduate college, a medical college, and a division of continuing education. The University is located in Burlington, Vermont's largest city with a population of 40,000. Burlington is consistently ranked as one of the nation's most livable cities.

The University of Vermont invites applications and nominations for the position of Registrar. The Registrar reports to the Vice Provost for Undergraduate Education and is responsible for the following key functions: student academic records; all registration services, including course registration and course scheduling; monitoring developments in technology and maintenance of technological systems to support registration, record keeping and student information systems; and supervision of Transfer Affairs. The Registrar will be a member of the UVM Enrollment Management Team focusing on student recruitment, retention and satisfaction. The Registrar is expected to lead an office that provides excellent service to students, faculty, staff, and community members. Working with other members of the campus, the Registrar will develop strategies to serve UVM's increasingly diverse students both on campus and in other sites. We seek a Registrar who will be a visible, active leader in the UVM community.

Qualifications: Master's degree, or equivalent combination of education and experience, is required as are a minimum of six years of experience directly related to registration and records and which includes experience with budgets and development and implementation of student information systems and applications. The successful candidate also will have significantly increasing experience managing employees, and a proven record of excellent communication, leadership, organizational, and team management skills. Candidates should be familiar with current trends in academic records, enrollment management, and have extensive experience in analyzing and using data.

Review of applications and nominations will begin December 1 and continue until the position is filled. Expected start date: July 1, 2001. The University of Vermont welcomes applications from all qualified individuals, especially women and individuals of diverse racial, ethnic, and cultural backgrounds and people with disabilities.

Applications should include a cover letter describing how the applicant's background corresponds to the position requirements and a vita/resume. Send application and nominations to: Rosalind E. Andreas, Ph.D., Chair, Registrar Search Committee, c/o Office of Financial Aid, The University of Vermont, 330 Waterman Building, 85 S. Prospect, Burlington, VT 05405. For further information, call or email the chair at rosalind.andreas@uvm.edu or 802-656-3282.

SEATTLE UNIVERSITY 1891

SEATTLE UNIVERSITY

DEAN SEARCH

SCHOOL OF THEOLOGY AND MINISTRY

FOR MORE INFORMATION:

FR. MICHAEL RASCHKO, CHAIR
SEATTLE UNIVERSITY
OFFICE OF THE PROVOST
900 BROADWAY
SEATTLE WA 98122

WEB SITE:
HTTP//WWW.SEATTLEU.EDU/THEOMIN

ART
Tenure-track Appointment

For complete job description
go to **www.wooster.edu.**
Scroll down and select the Jump to
Employment Opportunities.
The position is posted jointly with the **Five Colleges of Ohio Consortium.**
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

KENYON COLLEGE
Mathematics Department

Kenyon College invites applications for a two-year visiting position at the assistant professor level. Ph.D. in Mathematics required. Analysis or topology preferred, not required. A typical load consists of five or six courses per year.

A letter of application, vitae, transcripts, a statement of teaching philosophy, and three letters of reference (at least one regarding teaching) should be sent to: **Chair, Visiting Search Committee, Department of Mathematics, Kenyon College, Gambier, Ohio 43022.**

Deadline: December 31, 2000. For more information see: http://math.kenyon.edu.

An equal opportunity employer, Kenyon encourages the applications of women and minority candidates.

QUINNIPIAC UNIVERSITY

Quinnipiac University is a private, coeducational, nonsectarian institution located in Hamden, Connecticut, 90 minutes north of New York City and two hours from Boston. Quinnipiac has 250 full-time faculty and enrolls 4500 full-time undergraduates and 2000 graduate students in 50 undergraduate and 15 graduate programs of study in Business, Health Sciences, Law, Liberal Arts, and Communications. Quinnipiac consistently ranks among the top northern regional universities in *U.S. News and World Report's America's Best Colleges.*

FACULTY POSITIONS

All applicants should consult the University's web site at www.quinnipiac.edu/services/jobs/default.asp to obtain more detailed job descriptions and important information such as required application material and application review dates.

College of Liberal Arts

PROGRAM IN COMPUTER SCIENCE - Tenure-track position in COMPUTER SCIENCE, all ranks and areas of specialization will be considered. A Ph.D. in Computer Science or a related field is required, though ABD candidates at the time of application are encouraged to apply. This new position will include teaching, undergraduate curriculum design and development, shepherding the new Computer Science/Internet Studies major as it grows into a department, and eventually the design and implementation of a Masters degree.

DEPARTMENT OF SOCIOLOGY - Tenure-track Assistant or Associate position in CRIMINAL JUSTICE. The Department of Sociology invites applications from candidates who have a Ph.D. in Sociology or Criminal Justice and the ability to teach courses in criminal justice/criminology as well as in general sociology. Those candidates with expertise in the area of minority relations in the criminal justice system are encouraged to apply. The appointee will be instrumental in the development of the new Criminal Justice program, including fostering relationships with agencies involved in criminal justice and collaborating with the University's program in Legal Studies and its School of Law.

DEPARTMENT OF ENGLISH - is reopening the search for a FRESHMAN COMPOSITION DIRECTOR at the advanced Assistant or Associate Professor level. With administrative reductions the teaching load is 2-3, and the appointee will work closely with the newly appointed campus Writing Director and the Chair of English. Responsibilities include hiring, scheduling, mentoring, and evaluating a large adjunct staff. Applicants must have the Ph.D. in Rhetoric and Composition or a related field, and a demonstrable commitment to assessment and pedagogical innovation.

DEPARTMENT OF ENGLISH - is also looking for two tenure-track Assistant Professors of English to teach COMPOSITION under the new Freshman Composition Director and the Chair of English. A Ph.D. is preferred, but outstanding ABDs in Composition or a related field will be considered if they have a demonstrable commitment to teaching, testing, innovation, and scholarship.

DEPARTMENT OF HISTORY AND GEOGRAPHY - is seeking candidates for a tenure-track Assistant Professorship in MODERN EUROPEAN HISTORY, 1815-the Present, with an area of regional or country specialization. The department invites applications from candidates who have a completed Ph.D. and are able to teach survey sections of Western civilization and American history. Some teaching experience and publications are desirable.

DEPARTMENT OF MATHEMATICS - invites applications for a tenure-track opening in MATHEMATICS at the Assistant or Associate Professor level, to teach both undergraduate mathematics courses and graduate courses in the Master of Arts in Teaching Program. Candidates should possess a Ph.D. in Mathematics or Mathematics Education, and have a demonstrable record of achievement and research and collegiate mathematics instruction.

DEPARTMENT OF PSYCHOLOGY - is looking for a Developmental/General Psychologist at the Assistant Professor level. Applications are invited from candidates who will have a completed Ph.D. by Fall 2001, with a record of teaching excellence and a well-articulated, successful research agenda. In addition to Child and Adolescent Development and Introductory Psychology, the teaching responsibilities will include some of the following: Introductory Psychology, Statistics, Abnormal Psychology, and his/her own area of specialization; candidates with interest in/or experience with Child Clinical are especially encouraged to apply.

DEPARTMENT OF MODERN LANGUAGES - is looking for a tenure-track Assistant or Associate Professor of SPANISH who has a native or near-native command of the Spanish language and a strong commitment to teaching language and literature and to scholarship. Area of specialization is open but preference will be given to candidates with an interest in teaching 20th-century peninsular literature or pre-20th-century Spanish American literature.

School of Business

DEPARTMENT OF ACCOUNTING - has an opening for a tenure-track position open to all ranks, depending upon qualifications, in Accounting. Candidates must have a Ph.D. from an AACSB accredited institution in the field of accounting. We are looking for a faculty member who can provide a blend of teaching, scholarship and service. Faculty with interest in the areas of financial accounting and auditing are encouraged to apply.

DEPARTMENT OF FINANCE - has an opening for a tenure-track position in Finance for Fall 2001. A Ph.D. or D.B.A. from an AACSB accredited institution is required. Preference will be given to candidates with interest in Corporate Finance, Risk Management and Investments. Industry experience is helpful.

DEPARTMENT OF COMPUTER INFORMATION SYSTEMS - is seeking candidates for a tenure-track position open to all ranks depending upon qualifications, starting in the Fall of 2001. ABD candidates will be considered for Assistant Professor positions. Teaching experience, industrial and/or consulting experience and publications in refereed journals are required for advanced rank. Specific industry experience or research in the areas of distributed processing, data communications, networks, client-server technology, object-oriented methodologies and languages such as Visual Basic, C++, JAVA and/or advanced multi-user operating system environments such as UNIX are highly desirable. A doctorate or ABD in Information Systems or related area is preferred. A person with outstanding credentials in the areas of scholarship and teaching, and who has established relationships with information technology organizations may qualify for the Ferrucci Endowed Professorship which is available to support the Department's acquisition of an outstanding faculty member.

School of Communications

ASSISTANT/ASSOCIATE PROFESSOR, TELEVISION AND MEDIA PRODUCTION - The successful candidate will have a demonstrated ability to write, produce and direct imaginative, challenging and engaging programs, and have a firm grasp of all phases of studio and remote television production and editing in both analog and digital environments. Experience with film production, web site development, and the fundamentals of desktop publishing would be helpful. Candidates should value the creative and artistic uses of production media and be comfortable with the integration of theory and practice. Teaching experience and a Master's degree are desirable.

ASSISTANT PROFESSOR, PUBLIC RELATIONS – is looking for an Assistant Professor of Public Relations to join a new, growing program that emphasizes teaching, within a curriculum modeled after PRSA recommendations. We need faculty interested in offering Public Relations courses such as Principles, Research, Writing, Management, Campaigns, and Special Topics. Research and service are also important. A doctorate or Master's degree with significant professional experience will be considered.

School of Health Sciences

DEPARTMENT OF BIOLOGY - Full-time, 12 month, tenure-track position is available July 1, 2001 at the assistant or associate professor rank, depending on experience and qualifications. The successful candidate will have expertise in Comparative Anatomy and Developmental Biology, and will be expected to teach an introductory course in each, as well as to participate as a member of a team of faculty teaching a multi-section undergraduate course (General Biology or Anatomy and Physiology.) A strong commitment to teaching, significant teaching experience and a willingness to involve undergraduate students in research are all highly desirable. The position requires a doctoral degree, and will be effective with the fall semester of 2001.

Visit our web site at: http://www.quinnipiac.edu

Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

BEST COPY AVAILABLE

UNIVERSITY OF WISCONSIN-PARKSIDE

Kenosha, Wisconsin

DIRECTOR OF ADMISSIONS

We invite applications and nominations for the position of Director of Admissions. The Director is responsible for the development of marketing strategies for student recruitment, management of enrollment targets and supervision of University scholarship programs for new students. For a complete position description see our website at: **http://www.uwp.edu/admin/academic.affairs/admissdir.html**

Qualifications include a proven record of accomplishment in college admissions and a Bachelor's Degree and 7 years experience or a Master's Degree and 5 years experience. The candidate should possess leadership, supervisory, interpersonal and communication skills. The candidate should have experience with marketing, minority student recruitment and international admissions.

Review of applications begins **November 30, 2000.** Send cover letter including admission philosophy and resume with names, addresses and phone numbers of 3 references to:

Admissions Search and Screen Committee
UW-Parkside
900 Wood Road
Kenosha, WI 53141

UW-Parkside is an AA/EEO Employer D/M/V/W.

The Council for Opportunity in Education

a nonprofit organization,
announces the following employment opportunities:

Community Affairs Director - Coordinates outreach efforts to Historically Black and Hispanic Serving Colleges and Universities and to Washington DC area colleges and agencies to develop proposals, and manage grant programs. Master's degree preferred. Must have strong leadership skills and be able to handle multiple responsibilities. Should have knowledge of MS Office applications. Salary $50K-$60K

Publications Manager - Supports Communications Director with special projects, develops and produces publications for Council. Ability to track and schedule print media, proofread, edit, write, meet deadlines, and correspond with vendors. Applicants must submit writing samples. Requirements: bachelor's degree and solid computer experience with knowledge of MS Office applications are a must. Salary $23K-$28K.

Program Assistants and Meeting Planner (three positions) - Supports Directors of Community Affairs and Public Policy, Clearinghouse Director and Educational Services. Responsibilities include drafting correspondence, office reception, report generation, and meeting planning. Clearinghouse Program assistant is responsible for cataloging, publishing, and dissemination of clearinghouse resources. All positions require a bachelor's degree or equivalent experience and a proficiency in MS Office applications. Salary $22K-$25K.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political, or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with email address to:

Council for Opportunity in Education, 1025 Vermont Avenue N.W., Suite 900, Washington, D.C. 20005, Attn: Human Resources, or fax to 202-347-0786. Send email inquiries to: mailbox@hqcoe.org, Subject Line: Resume for HR.

No phone calls accepted.

DEAN *of the* Misher College of Arts and Sciences

www.usip.edu

Founded in 1821 as the Philadelphia College of Pharmacy, the first college of pharmacy in the United States, University of Sciences in Philadelphia has grown to become an institution of 2,200 students with 17 undergraduate majors, 9 of which are in The Misher College of Arts & Sciences. USP is situated on 32 acres in historic Philadelphia, in close proximity to several other major academic institutions.

The Dean is the chief academic officer of the Misher College, leading the departments of Biological Sciences; Chemistry and Biochemistry; Humanities; Information Sciences; Mathematics, Physics and Computer Sciences; Physical Education; and Social Sciences.

The Dean is a member of the Deans' Council of the Vice President for Academic Affairs, the University's Senior Administrative Group, and the Academic and Planning Committee of the Board of Trustees. Both undergraduate and graduate degree programs are offered by the faculty of Misher College. MCAS is also the home of the University Core Curriculum.

The successful applicant will have an earned doctorate in one of disciplines of the College, and be able to demonstrate:

- Eligibility for appointment at the rank of Professor, based on teaching and scholarly qualifications
- A strong administrative track record
- Eagerness to promote high academic standards and to support the programs necessary to achieve them
- A commitment to Scholarship
- Leadership in teaching and learning
- A strong interest in emerging teaching and learning technologies
- A commitment to collaborative and collegial decision-making
- Ability to understand, articulate, and champion both College and University visions and needs

In addition to Misher College of Arts and Sciences, the three other Colleges which comprise the University include:

- Philadelphia College of Pharmacy
- College of Health Sciences
- College of Graduate Studies

A leader in health sciences and natural sciences education for 179 years, University of the Sciences in Philadelphia is the premier co-educational academic institution, providing undergraduate, professional and graduate education in the health professions and natural sciences. Our College's mission is to provide an academic environment where the value of a broad education is nurtured-where the physical and natural sciences may be learned in concert with the humanities and social sciences.

The successful candidate will be a leader who can build upon our strengths and be a catalyst for productive change and growth.Salary is competitive and commensurate with experience, knowledge, and skill level.

Review of applications will begin January 1, 2001. This position will begin on July 1, 2001.

Send curriculum vitae, statement of leadership style, and names/contact information for three references to:

George E. Downs,Pharm. D.,Chair, MCAS Dean Search Committee
University of the Sciences in Philadelphia, 600 South 43rd Street
Philadelphia, PA 19104-4495

USP UNIVERSITY OF THE SCIENCES IN PHILADELPHIA

An Equal Opportunity/Affirmative Action Employer

THE UNIVERSITY OF UTAH

2 Assistant Professor Positions

Tenure track faculty positions, rank of assistant professor. **SCULPTURE** - Qualifications: MFA in sculpture required. Teaching experience preferred. Strong fabrication skills required, i.e. metal, wood, plastic. Foundry and metalsmithing experience desirable. Must demonstrate skill in communication and be conversant in contemporary issues in sculpture. **PAINTING** - Qualifications: MFA in painting required. Teaching experience preferred. Competency in a broad range of 2D approaches expected. Must show evidence of strong drawing abilities and commitment to teaching foundation drawing. Must demonstrate skill in communication and be conversant in contemporary issues in painting. We are considering all ranges of personal styles in applicants.

Responsibilities For Positions Include: teaching foundation level through graduate; active involvement in professional activities; strong commitment to teaching and participation in department and university committee work. Start 08/01. Salary commensurate w/ qualifications. Excellent benefits. Visit **www.art.utah.edu/**

Send letter of application including statement of teaching philosophy, artist's statement, resume, 20 slides of your work, additional slides of student work, 3 letters of reference, and SASE. Send materials to: **Chair of Sculpture S.C. (or) Chair of Painting S.C., Department of Art and Art History, 375 S. 1530 E., Salt Lake City, UT, 84112.**

Deadline: Priority consideration given to those who apply by 01/08/01. Applicants should indicate their attendance at the 2001 CAA Conference, where prearranged interviews will occur. University of Utah is a Research One institution. The University is an AA/OE employer and encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees. Our department is committed to increasing the diversity of the faculty.

MATHEMATICS

Assistant Professor of Mathematics

Mills College invites applications for a tenure-track position as Assistant Professor of Mathematics starting Fall 2001. Required: Ph.D in mathematics or statistics, and a broad background in mathematics. Applicants must submit evidence of superior teaching and research abilities. Teaching load: five courses per year. Duties: teach a variety of upper and lower division courses in mathematics; contribute to an environment that excites women about mathematics and prepares them for careers that use mathematics; help build a strong program in mathematics that is attractive to students with diverse backgrounds and interests.

Mills College is a small, well-known, liberal arts college for women located in the San Francisco Bay Area. It offers 34 majors and 18 graduate programs, including a master's program in interdisciplinary computer science within the Department of Mathematics and Computer Science. The faculty/student ratio is 1:11.

Please send a completed AMS Standard Cover Sheet, a vita, at least three letters of recommendation, a list of the mathematics courses taken, and statements of teaching philosophy and research agenda to: Chair of the Mathematics Search Committee, Department of Mathematics and Computer Science, Mills College, 5000 MacArthur Blvd., Oakland, CA 94613 (e-mail address: mathsearch@mills.edu). Indicate whether you plan to attend the New Orleans Meeting in January. To ensure full consideration, all materials, including letters of reference, should be received by December 1, 2000. Late applications will be reviewed until the search is closed. Women, people of color, and those committed to working in a multicultural environment are encouraged to apply. AA/EOE.

MILLS COLLEGE

Oakland, CA

THE COLLEGE OF

WOOSTER

DEAN OF STUDENTS

The College of Wooster invites nominations and expressions of interest for the position of Dean of Students. The appointee will succeed Kenneth Plusquellec, who retires in 2001 following a distinguished 33-year career at Wooster, 26 as Dean of Students.

As a member of the Faculty and the College administration, the Dean of Students at The College of Wooster has primary responsibility for the general welfare of the student body and for promoting and maintaining an environment conducive to and supportive of intellectual and personal development. The Dean seeks to develop and maintain an accurate understanding of the attitudes and concerns of students and to communicate these concerns to others in the College community.

The Dean of Students attempts to achieve equitable solutions to problems facing students through effective administrative action, policy formation and implementation, and individual and group discussions and negotiations. He or she works to coordinate the student personnel functions with the academic program of the College.

The Dean of Students has broad responsibility for planning and coordinating the total program of student services, including residential life and housing, student activities, student personnel records, student discipline, career services, campus safety and security, black and international student affairs, student health and counseling services, new student orientation, campus ministries, and maintaining liaison with the Treasurer, Financial Aid, Hospitality Services, and plant maintenance in the area of residence halls.

The Dean of Students also has responsibility for the preparation of recommendations to the Committee on Academic Standards and for follow-up counseling and record-keeping.

The Dean of Students reports to the Vice President for Academic Affairs and is a voting member of the Faculty.

Qualifications.

Required: Bachelors degree, preferably in a liberal arts field; Master's degree, either in student personnel administration or a liberal arts field.
Preferred: Ph.D. or Ed.D. degree. At least ten years experience in student personnel administration or the equivalent.

Review of nominations and expressions of interest will begin December 1, 2000, and those received by December 10 will receive full consideration.

Send nominations or letters of application addressing position criteria, with curriculum vitae, to:

Karolyn King
Office of the Vice President for Academic Affairs, Galpin Hall
The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

Position begins: August 1, 2001.

The College of Wooster is an independent college of the liberal arts and sciences with a commitment to excellence in undergraduate education. The College values diversity, strives to attract qualified women and minority candidates, and encourages individuals belonging to these groups to apply. Wooster seeks to ensure diversity by its policy of making appointments without regard to age, sex, race, creed, national origin, disability, handicap, sexual orientation, or political affiliation.
The College of Wooster is an Equal Opportunity, Affirmative Action Employer.

HEAD OF BFA PROGRAM IN MUSICAL THEATRE

Head of nationally recognized BFA Musical Theatre program sought by Emerson College. Full-time, tenure-track. Rank and salary commensurate with credentials, training and experience. The candidate should have an appropriate terminal degree and/or significant professional experience in acting and directing for the Musical Theatre, with proven success in college level instruction. The candidate should bring vision and pragmatism to leading a Musical Theatre program that is based in a liberal arts curriculum.

Responsibilities: to teach undergraduate and graduate courses in the performance and production of Musical Theatre; to direct and administer the Musical Theatre program within the Department of Performing Arts; to direct Musical Theatre productions for Emerson Stage, the production wing of the Department; to advise and mentor BFA Musical Theatre majors; to serve on departmental and college committees and perform other services as appropriate to the position; to share in the collegial development of the curriculum; to share in recruiting responsibilities for the Musical Theatre area; and to advance the academic and professional reputation of the institution.

The Emerson College Department of Performing Arts, located in the downtown area of Boston, Massachusetts, has a large undergraduate program (450 students) offering a BA in Theatre Studies and Theatre Education, BFA in Acting, Musical Theatre, Dance/Theatre, Design/Technology and Production/Stage Management and an MA (50 students) in Theatre Education. The Department offers productions mounted in four different venues, including the 900-seat Emerson Majestic Theatre.

Interested candidates should forward a cover letter describing their point of view on the philosophy and structure of a pre-professional Musical Theatre Program in a liberal arts setting, along with a curriculum vitae and contact information for three references, to: **Scott Wheeler, Chair Musical Theatre Search Committee, Emerson College, Department of Performing Arts, 120 Boylston St., Boston, MA 02116-4624. Application deadline: February 1, 2001.** Emerson College is an Equal Opportunity/Affirmative Action Employer focused on workforce diversity. Visit our web site: **www.emerson.edu.**

EMERSON
college

The
UNIVERSITY
of VERMONT

The School of Natural Resources
Robert and Genevieve Patrick
Chair in Watershed Science and Planning

Position: Associate/Full Professor in watershed science and planning for Fall, 2001. Salary: Competitive. Qualifications: PhD, record of scholarly accomplishment and collaborative leadership in watershed science and/or planning. Responsibilities: Develop strong, multidisciplinary research program with water emphasis. Teach courses in watershed science and planning and in specialty area. Application: Submit letter of intent, vita, and names, addresses, email addresses and phone numbers for three references to:

Patrick Chair Search Committee
c/o Murphy MacLean
320 Aiken Center
The University of Vermont
Burlington, VT 05405

visit our web site at:
www.snr.uvm.edu/Patrick_Chair_Search

Review of applications begins January 8, 2001 and continues until position is filled.

UVM is an EO/AA employer.

For over 100 years, **DePaul University** has fostered an environment dedicated to providing superior academic and professional advantages. The Department of Management in the College of Commerce announces three tenure track Assistant Professor positions and three non-tenure track Lecturer positions.

OPERATIONS MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Operations Management strongly preferred; ABD considered. Demonstrated empirical research interest in quality service or technology management is a plus.

LEADERSHIP/CHANGE MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in management-related discipline strongly preferred; ABD considered. Research interest in creativity and creative problem solving strategies desired.

ENTREPRENEURSHIP/STRATEGIC MANAGEMENT
(1 Tenure Track, 1 Non-Tenure Track)

Ph.D. in Entrepreneurship or Strategic Management strongly preferred; ABD considered. Candidates with hands-on management experience are encouraged to apply. Teaching responsibilities include growth strategies, new venture management, corporate venturing, and field studies.

Desired qualifications for all positions include strong commitment to excellent teaching and, for tenure track positions, demonstrated research potential, and the capability to collaborate with faculty in several disciplines.

Salary is competitive and commensurate with qualifications. Positions to be filled effective the fall of 2001; subject to funding availability. The Personnel Committee will begin reviewing applications no later than December 15, 2000. The positions will remain open until filled. Vitae should be sent to **Dr. Gerhard Plaschka, Chairman, Department of Management, One E. Jackson Blvd., Chicago, IL 60604-2287** or via E-mail to **gplaschk@condor.depaul.edu** Please no phone calls. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

www.depaul.edu

BALL STATE UNIVERSITY

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at **www.bsu.edu** where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

Sarah Lawrence College seeks applicants for a new tenure-track position in East Asian cultural/human geography beginning Fall 2001. Strong preference for a candidate with a special interest in China and a reading/speaking knowledge of Chinese, but applicants with special interests in other East Asian countries will be considered as well. The Sarah Lawrence College approach to education is described in our Web site, **www.slc.edu** . Send application materials, including three letters of recommendation and two undergraduate course descriptions to **Naudia Forbes, Faculty Secretary, Geography Search, Sarah Lawrence College, Bronxville, NY 10708. Deadline is December 31, 2000.** Please indicate if you will be attending the annual meeting of the American Association of Geographers in NYC in February. Applicants not attending will receive equal consideration.

SLC is an AA/EO employer.

Dean—College of Engineering

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean—College of Engineering. The Dean reports to the Chancellor and is the chief academic and administrative officer of the College.

The Dean is responsible for leadership of the College in the areas of teaching, research, and outreach; academic planning; development and management of resources; articulation of the goals and programs of the College with alumni, the profession, industry, and government; and campus-wide policy development through membership on the Council of Deans and Vice Chancellors.

We seek candidates with a deep commitment to academic excellence who have the vision to lead the College in its continuing development. Qualifications include a distinguished record of teaching, research, and professional service appropriate for an appointment as Full Professor in one of the departments in the College; an understanding of the challenges facing engineering education at both the undergraduate and graduate levels; an appreciation of the importance of fostering and strengthening interactions with industry; and creative leadership ability. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Established in 1962, the College is composed of over 160 faculty in seven departments: Applied Science, Biological and Agricultural Engineering; Chemical Engineering and Materials Science, Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical and Aeronautical Engineering; and a Division of Biomedical Engineering. It has approximately 2800 undergraduate majors and 750 graduate students in masters and doctoral programs. Extramural funding for research totaled about $33 million for academic year 1999-00.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2001, or as negotiated.

Nominations and applications are being accepted immediately and should be received by December 15 to ensure full consideration. The position will remain open until filled. Materials should be submitted to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

School of Education
Indiana University
Bloomington, Indiana

http://education.indiana.edu/

The School of Education of Indiana University Bloomington is seeking outstanding applicants for three positions. The School of Education is located at the flagship campus of the Indiana University system. We have 102 tenure track faculty members and offer undergraduate teacher certification and graduate programs in five academic departments: Counseling and Educational Psychology, Curriculum and Instruction, Educational Leadership and Policy Studies, Instructional Systems Technology, and Language Education. The W. W. Wright Building, which houses the School of Education, was completed in 1992. The building has an advanced networked environment with state of the art facilities for interactive distance education. Capitalizing on these resources, the School of Education is a national demonstration site for research on the use of technology in education.

The Department of Curriculum and Instruction seeks applicants for a tenure track assistant professor. Applicants should have a doctoral degree and teacher education expertise in one or more of the following areas: social studies education (elementary level preferred), science education, and/or special education. Pre-college teaching experience and ability to work with graduate, undergraduate, and international students in a variety of specialities is expected. The primary consideration in the selection process will be the potential for developing a strong program of research and scholarship in one of the above areas. Interested persons should submit a vita and letter of application, undergraduate and graduate transcripts, and three letters of reference to: **Susan M. Klein, Chair, Curriculum and Instruction Search Committee, 3258 Wright Education Building, Indiana University, Bloomington, IN 47405-1006.** Screening of applications will begin **January 8, 2001** and continue until a suitable candidate is selected. For additional information, contact: **Susan Klein** (812-856-8167, *smklein@indiana.edu*).

The **Inquiry Faculty** of the School of Education invite applications for a tenure track assistant/associate professor with expertise in qualitative research methodology. Qualifications for the position include an earned doctorate in education or a discipline relevant to the study of education, and a commitment to scholarly study and teaching of interpretive inquiry methodology, including the empirical implications of particular theoretical stances as well the theoretical and epistemological underpinnings of inquiry. We seek a person who will complement the current strengths of the School of Education and take a leadership role in maintaining a dialogue about inquiry methodology among the faculty in the School and the University Community. Responsibilities include maintaining an active research program, teaching beginning and advanced inquiry methodology courses (and other courses depending on area of specialization), advising and mentoring graduate students, and directing dissertations. Persons with a substantive interest in the following areas are encouraged to apply: program evaluation, policy analysis, study of learning and teaching, philosophy of education, and social sciences. Interested individuals should send a brief statement of research and teaching interest, a vita, the names and contact information for three referees, and representative publications to: **Ginette Delandshere, Inquiry Search Committee, Department of Counseling and Educational Psychology, Indiana University, 201 North Rose Avenue, Bloomington, IN 47405, (812) 856-8347** *gdelands@indiana.edu*. Applications received prior to **January 1, 2001** will receive fullest consideration, although applications will be accepted until the position is filled.

The **Department of Language Education** at Indiana University seeks a tenure track assistant professor who will contribute to the advancement of education through research and development, innovative instruction, program development, and service to the professional community. The teacher education program at Indiana University provides multiple, differing opportunities and structures for faculty to work in the preparation of new teachers. Faculty and graduate student inquiry addresses a broad range of research. Candidates will be expected to teach reading and language arts methods at the undergraduate level as well as exert leadership in reading and language arts teacher education, with immediate responsibilities to include the supervision of associate instructors in their teaching of courses in literacy assessment. In addition, candidates will be expected to offer instruction at the graduate level and have an active program of research. Qualifications include an earned doctorate with preference given to candidates with a broad based preparation in literacy education. Candidates should show evidence of an active research agenda and their experience in working with teachers in public school settings and working with diverse or special needs populations. Work in fields of curriculum and assessment and in technology and literacy education should be clearly delineated. Submit vita, three original letters of recommendation, and samples of course syllabi and publications to: **Jerome C. Harste, Chair, Reading/Language Arts Search Committee, 3036 Education Building, Indiana University, Bloomington, IN 47405,** *harste@indiana.edu*. Review of credentials will begin **January 15, 2001.**

All positions start in August of 2001. Faculty in the School of Education are expected to teach two courses per semester, to have high levels of research and publication productivity, and to provide service to P-12 public schools, and their respective disciplines. Collaborative work with colleagues within and across departments, is especially valued. Salary and benefits are nationally competitive. Potential candidates are encouraged to contact the search committee chair at the email address or phone number indicated for additional information.

INDIANA UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WE ARE COMMITTED TO INCREASING REPRESENTATION OF WOMEN AND MINORITY GROUPS AND STRONGLY ENCOURAGE APPLICANTS FROM THESE GROUPS.

THE UNIVERSITY OF

ARIZONA®

TUCSON ARIZONA

VICE PRESIDENT FOR UNDERGRADUATE EDUCATION

The University of Arizona invites applications for the position of Vice President for Undergraduate Education. The University seeks a respected scholar with the vision and judgment to provide dynamic leadership in advancing the institution's very strong commitment to undergraduate education in general and to its recently implemented general education program in particular. In addition to an earned doctorate or its equivalent and academic credentials appropriate for a full professor appointment, the successful applicant must have had administrative experience at a high level within a university setting and have demonstrated the capacity to communicate effectively with faculty, students, and staff members, as well as external constituents. Sensitivity to the concerns of women and minorities is critical. The successful candidate must have a record of exemplary teaching.

The University is a public land-grant institution with a three-fold mission of teaching, research, and service. Today, the University is one of the top 20 research universities in the nation with over 34,000 students and over 12,500 faculty and staff members. It is a member of the American Association of Universities. During the 1990s, the University began an ambitious undertaking to enhance instruction (particularly undergraduate education) and more fully integrate teaching, research, and service, implicit in the land-grant philosophy. The University is proud in defining itself as a student-centered research university in which education is centered on discovery and the processes of discovery and the development of life-long learners capable of improving society.

Some of the special leadership opportunities and challenges that await the successful applicant are: the recruitment and retention of students from diverse backgrounds, enrollment growth and management; the newly constructed Integrated Learning Center (the academic home of the University's freshmen), improving the ways in which undergraduate advising is accomplished, and the further development of first-year colloquium and senior capstone experiences. The successful applicant will be expected to actively participate in the University's recently announced one billion dollar fund-raising campaign and to play a major role in defining the new directions in undergraduate education that funding will make possible.

The Vice President for Undergraduate Education reports directly to the Senior Vice President for Academic Affairs (Provost) and is a member of the President's cabinet. Units reporting to the Vice President for Undergraduate Education include: Honors College, University College and the Humanities Program, Extended University, International Affairs, Office of Curriculum and Registration, Office of Financial Aid, Office of Admissions and New Student Enrollment, University Teaching Center, Office of Assessment and Enrollment Research, University Learning Center, and the Office of Academic Services. The Vice President for Undergraduate Education has oversight responsibility for the University General Education Committee and the Undergraduate Council and represents the University to The University of Arizona Alumni Association, The University of Arizona Foundation, the Arizona Board of Regents, and the State Legislature.

The University's 352-acre main campus is situated in urban Tucson, a city of over 800,000 inhabitants. Only a 90-minute drive from the U.S./Mexico border, Tucson has a rich mixture of ethnic and non-ethnic cultures. The city, which is located in the scenic Sonoran Desert, is surrounded by accessible mountain ranges. More information about the University is available upon request as well as through The University of Arizona's home page at http://www.arizona.edu

The University is an equal opportunity, affirmative action employer and strongly encourages the candidacies of women and minorities. The position is available as soon as it can be filled. The University plans to begin the review of nominations and applications on November 30, 2000. The successful applicant should plan to begin no later than July 1, 2001.

Please submit a detailed letter of application and c.v. or nominations to: **Dr. Charles Tatum, Dean, College of Humanities and Chair of the Vice President for Undergraduate Education Search Committee, Administration Building, Room 712, P.O. Box 210066, The University of Arizona, Tucson, AZ 85721-0066.**

The University of Arizona is an Equal Employment Opportunity/Affirmative Action Employer. Minorities/Women/Disabled/Veterans.

THE UNIVERSITY OF WEST FLORIDA

Faculty Position in Bioorganic Chemistry

The Department of Chemistry at the University of West Florida seeks applications for a tenure track faculty position at the Assistant Professor level, beginning in August 2001. Candidates must have a Ph.D. in Organic Chemistry (or Biochemistry with a strong organic background in chemistry) and postdoctoral research experience. Teaching experience is desirable. Duties include teaching organic chemistry and biochemistry at the undergraduate level and establishing an active research program. Women and minorities are encouraged to apply. Applicants should send a complete resume', documentation supporting their teaching experience, and a description of plans for research and scholarly activity, and arrange for three letters of recommendation to be sent to: **Ms. Rosalind Fisher, Assistant Vice President for Equal Opportunity and Diversity, The University of West Florida, 11000 University Parkway, Pensacola, Florida 32514.** Salary is competitive. Consideration of applications will begin on **December 1, 2000** and will continue until the position is filled. Additional information about the university and department can be found at our website: **http://uwf.edu/chem.**

The University of West Florida is an Equal Opportunity/Access Affirmative Action employer.

Oakland
UNIVERSITY

INSTRUCTIONAL TECHNOLOGY AND HUMAN RESOURCE DEVELOPMENT

The Department of Human Resource Development at Oakland University invites applications for two faculty positions at the level of Assistant or Associate Professor. The positions are available August 15, 2001.

Instructional Technology: Qualified candidates must possess a doctorate in Instructional Technology or related field. The successful applicant will primarily teach courses in instructional technology and information management systems at the undergraduate and graduate levels.

Human Resource Development: Qualified candidates must possess a doctorate in Human Resource Development, Human Resource Management, Industrial Psychology or a related field. The successful applicant will teach courses in two of the following areas: performance assessment, career development, recruitment and selection, employment relations, and professional ethics.

For both positions, candidates must exhibit an enthusiasm for teaching at the undergraduate and graduate levels, have a commitment to conduct scholarly research leading to publication in academic journals, and show a willingness to become involved in university and community service activities.

Spring and summer teaching is available. Salary is competitive and depends on rank and experience. The university provides thirteen percent contribution to TIAA/CREF and full medical and dental insurance.

The Department of Human Resource Development offers a Bachelor of Science degree in Human Resource Development and a Master of Training and Development degree. Further information about the department and the university can be obtained at **http://www.oakland.edu.**

Review of applications will begin January 8, 2001 and continue until the position is filled. Applications for the position should include a curriculum vita, copies of up to three publications, and three letters of recommendation. Applications should be sent to:

James Quinn, PhD
Chair, Faculty Search Committee
Department of Human Resource Development
Oakland University
Rochester, MI 48309-4494

Informal inquiries about the position can also be directed to **Dr. Quinn at quinn@oakland.edu or at (248) 370 3041.**

Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

PACE UNIVERSITY
DYSON COLLEGE OF ARTS & SCIENCES

Tenure Track Positions for 2001-2002

The Dyson College of Arts & Sciences at Pace University invites applications for several full-time, tenure-track positions to begin Fall 2001. Pace University is a private, nonsectarian institution with nearly 14,000 students and campuses in New York City and Westchester County. The University is ranked among the best national universities in *U.S. News & World Report*. All successful candidates will reflect Dyson College's commitment to excellence in teaching and scholarly research leading to publication. Candidates should be able to implement a variety of educational technologies. A doctorate is required for all positions. Salary and benefits package is competitive.

■ Professor of Psychology, Department Chairperson

Applications are invited for a distinguished scholar and teacher who can provide skillful academic leadership for the Psychology Department on the New York City campus. The department has two undergraduate majors and four graduate programs, including an APA-accredited program in combined school-clinical psychology. The field of specialization is open. Applicants must possess administrative and leadership skills, an active research program and involvement in national and regional professional organizations.

■ Professor of Political Science, Department Chairperson

The University seeks a noted political scientist with experience in public administration to lead a new combined department of political science and public administration as well as assume the directorship of the Michaelian Institute for Public Policy and Management, a renowned center that conducts research and training for the public and nonprofit sectors. This department consists of an undergraduate program in political science and a graduate program in public administration. The field of specialization is open. The successful candidate will be a seasoned educator with leadership/administrative experience and an active member in national and regional professional organizations.

■ Assistant Professor, Anthropology

Seeking a broadly trained anthropologist who can teach both cultural and physical anthropology in an undergraduate sociology/anthropology program. The successful candidate will have a focus in one or more of the following areas: global development, urban ethnography and forensic research.

■ Assistant Professor, Chemistry and Physical Sciences

The department requires an organic chemist who is highly committed to teaching organic chemistry, biochemistry, and related advanced courses at the undergraduate level as part of an American Chemical Society-approved chemistry program.

■ Assistant Professor, Philosophy/ Environmental Studies

The Department of Philosophy and Religious Studies seeks an excellent educator with an AOS: History of philosophy and an AOC: Environmental philosophy to teach courses in two recently developed undergraduate majors, philosophy and religious studies and environmental studies, an interdisciplinary program.

■ Assistant Professor, History

The Department of History on the New York City campus seeks a specialist in Chinese history who would teach Asian surveys and electives in Chinese history and supervise the East Asian studies minor. An additional field in Asian history (other than Japan) is desirable. Include peer evaluations of teaching in application.

■ Assistant Professor, Mathematics

This teaching position is based at the Pleasantville (Westchester County), NY campus in a department that offers two undergraduate majors and a new graduate certificate program in financial mathematics. Field of specialization is open.

Application Procedure

Send a letter of application, CV, three references and statement of teaching philosophy and research interests to: **Pace University, Dyson College of Arts & Sciences, Office of the Dean, 1 Pace Plaza, New York, NY 10038**. Review of applications began in November.

Pace University is an Affirmative Action/Equal Opportunity employer. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

CALIFORNIA STATE UNIVERSITY, LONG BEACH

TENURE TRACK POSITION

**CHICANA/O & LATINA/O
STUDIES DEPARTMENT**

The Chicano & Latino Studies Department at California State University, Long Beach seeks applicants for a tenure-track assistant professor or associate professor in Chicana/o or Latina/o literary or cultural studies, effective **August 23, 2001**. Applicants must have a Ph.D. (by time of appointment) in a humanities or related discipline. *Minimum Qualifications* include ability to communicate effectively in an ethnically and culturally diverse campus community. *Desired/Preferred Qualifications* include specialized graduate training and/or professional development in Chicano or U.S. Latino Studies; demonstrated success teaching courses comparing cultural production among U.S. Latinos, particularly examining adaptation to U.S. contexts of cultural traditions drawn from Central America, the Caribbean, or Latin America generally; evidence of research comparing cultural transformations among U.S. Latinos; demonstrated success applying literary and/or cultural studies theories and methods to studies of Chicana/o or Latina/o cultural production, especially in film, theater, or music. The successful candidate will have a flexible teaching assignment and be expected to engage in scholarly and creative activity as well as participating in department, university, and community service. Salary commensurate with training and experience; probable range $46,000 to $50,000 for assistant professor and $50,000 to $55,000 for associate professor. Please send letter of application addressing qualifications and stating teaching and research interests, curriculum vitae, three letters of recommendation, a teaching portfolio, sample of scholarship and official transcript from institution awarding highest degree by January 5, 2001 to:

**Dr. José M. López, Chair, Search Committee
Chicano and Latino Studies Department, FO3, 300
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-1004**
An EEO/AA Employer

UtahState UNIVERSITY

ELEMENTARY EDUCATION

Utah State University has nine-month, tenure-track Assistant Professor positions available in bilingual education, reading education, or instructional supervision/leadership. Requires earned terminal degree by August 2001 with emphasis in related area; current or prior elementary teaching certification; successful teaching experience at K-8 level; ability to conduct and disseminate research and write grants to support scholarly activities; effective interpersonal communication skills; and experience teaching at college/university level. See **http://personnel.usu.edu** (2-166) for full description. Send letter of application; three letters of reference; names and numbers of three additional references; complete transcripts; and curriculum vitae to:

**Chair, Search Committee
Department of Elementary Education
Utah State University
2805 Old Main Hill
Logan, UT 84322-2805**

Review begins January 15, 2001 and continues until the positions are filled.

AA/EOE

UNIVERSITY OF FLORIDA

SPECIAL EDUCATION FACULTY POSITION

Assistant Professor. Tenure-track position starting August, 2001. This position involves teaching undergraduate and graduate courses related to Emotional and Behavioral Disorders (EBD) and high incidence disabilities, advisement, supervision, research, and service. Eligibility requirements: Earned doctorate in an appropriate discipline (EBD preferred), professional experience with school-age children or youth with disabilities, and evidence of scholarly accomplishment. Preference will be given to candidates with experience in university teaching and supervision, proposal writing, and school based research and practice. Applicants must be committed to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery. *Apply to:*

Dr. Stephen W. Smith
G315 Norman Hall
Box 117050
University of Florida
Gainesville, FL 32611

Deadline: A letter of application, curriculum vitae, and reprints of two recent papers must be postmarked by **January 12, 2001.** Three letters of recommendation should be sent to the same address.

The University of Florida is an EEO/AA employer.
Applications from women and minorities are especially welcome.

DEAN & DIRECTOR

University of Minnesota Extension Service

St. Paul, Minnesota

The University of Minnesota is seeking an experienced leader for the position of Dean and Director of the University of Minnesota Extension Service (Extension). This position will have responsibility for statewide programs of Extension including: fiscal management, personnel management, academic oversight, coordination of administrative service and support units, coordination of strategic planning efforts, and the development of academic and institutional policy related to connecting the research and education services of the University to Minnesota's statewide and community needs. The successful candidate will be expected to exercise substantial influence in working with communities and provide leadership for extensive outreach programs of Extension.

The Extension mission is to connect community needs and University resources. The University of Minnesota Extension Service has a direct collaborative partnership with 14 University of Minnesota colleges and campuses, with a potential of drawing on resources from the entire system to fulfill its mission. Through Extension, the University is represented in each of Minnesota's 87 counties.

Qualifications Include: Earned doctorate and experience in broad interdisciplinary professional education programs. Experience in creating an environment that sustains change, growth and risk taking. Effectiveness in planning and management of personnel, budgets, and programs, as well as effectiveness in supervision and team management; experience in academic administration, fiscal management, and senior administrative leadership. Accomplishments in strategic framing, in forming successful partnerships with external organizations, and in developing fiscal and human resources. Anticipated start date is July 1, 2001.

Review of applications begins January 5, 2001 and will continue until position is filled. To apply, submit: 1) letter indicating interest in and qualifications for the position; 2) curriculum vita; 3) description of commitment to diversity; 4) names, addresses, and telephone numbers of three references. Apply to: **Extension Dean & Director Search, c/o Jill Lietz, Office of the Associate Vice President for Outreach, 233 Peters Hall, 1404 Gortner Ave., St. Paul, MN 55108.** Full position description available at **www.umn.edu/ohr/jobs.**

The University of Minnesota is an equal opportunity educator and employer.

AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

Manager of News Services

Agnes Scott College seeks a manager of news services to work with a creative and enthusiastic communications team to implement a national visibility initiative. Responsibilities include managing all proactive and reactive media; serving as primary liaison and coordinating publicity initiatives with national media relations firm; providing public relations counsel to College departments; research and writing for news media, College publications and Web site as well as some speech writing. Requires five years experience and a proven record of national and local media placements. Must possess excellent writing and speaking skills as well as the ability to work effectively with multiple constituencies. Requires bachelor's degree in an appropriate discipline. Experience in higher education is preferred. Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college or university in the United States. Agnes Scott College offers competitive salaries and a comprehensive benefits package. Send a letter of application designating position of interest, resume and professional references to the Office of Human Resources, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030. Work samples will be requested at the time of a scheduled interview.

www.agnesscott.edu

MICHIGAN STATE UNIVERSITY

The College of Education announces 13 tenure system positions in the following areas to begin fall 2001.

Assistant Professor:
Human Development, K-12 School Leadership, Literacy and Language Education, and Mathematics Education

Assistant or Associate Professor:
Student Affairs Administration, and Teacher Education

Associate or Full Professor:
Educational Psychology, Higher Education, and Mathematics Education

Complete descriptions are available at College website http://ed-web3.educ.msu.edu/college/jobs/default.htm or by calling 517-355-1735. Review of applications will begin **December 15, 2000.**

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
MSU is an affirmative action/
equal opportunity institution.

BEST COPY AVAILABLE

The George Washington University
WASHINGTON DC

Literacy with Specialization in Reading, Assistant Professor, Tenure Track

The successful applicant will have an earned doctorate in the field of literacy or a related field of study, teaching experience in multi-grade public school environments, preferably pre-k through middle school, knowledge of both traditional and alternative reading approaches and assessments, expertise in emerging and/or developmental reading and familiarity with multicultural and critical literacy issues. Preferred credentials include experiences in urban education with diverse populations, knowledge of standards-based reform, familiarity with clinical preparation of teachers, and interest in school-system collaborations. The position offers an opportunity for a faculty member to collaborate with faculty and research colleagues in developing and implementing a literacy track for pre-service teacher preparation pre-k through middle school, general and special education. The chosen applicant will assume graduate level teaching responsibilities with pre-service and in-service teachers in the areas of pre-k through middle school literacy and reading, and engage in school system collaborations. Review of applicant credentials will commence on December 1, 2000 and will continue until the position is filled.

Special Education/Emotional Disturbance, Associate Professor, Tenure Track

Requirements include an earned Doctorate in Special Education or related discipline, a record of or potential for scholarly activity commensurate with a tenure track appointment, teaching experience with children/adolescents with emotional disturbance, and evidence of proposal writing skills or successful grant development. Experience in professional development schools, teacher education, and clinical supervision related to children/adolescents with emotional disturbance is preferred. Responsibilities include: course instruction in master's and doctoral programs, the development of a relevant program of research, collaborative work in professional development school settings, clinical supervision of degree candidates, and curriculum development at the program level. Review of applicant credentials will commence on December 1, 2000 and will continue until the position is filled.

Curriculum & Instruction/ Educational Technology, Assistant Professor (3 Year Contract)

Requirements include an earned Doctorate in Curriculum & Instruction, Educational Technology or related discipline, with completion of all requirements for the degree by August 21, 2001, a record of or potential for scholarly activity, K-12 school based experience of leadership in technology and distance education. Experience in schools, teacher training, and supervision related to technology are expected. Teaching experience is preferred. Responsibilities include: course instruction in Master's and Doctoral Programs, advising degree candidates, curriculum development at the program level, and the development of a relevant program of research. Review of applicant credentials will commence on December 1, 2000 and will continue until the position is filled.

Interested candidates should send a letter of application, a curriculum vitae, official academic transcripts, an example of scholarly productivity, and three letters of recommendation to:

Emily Finn, Executive Aide to Chair
Department of Teacher Preparation and Special Education
Graduate School of Education and Human Development
The George Washington University
2134 G Street, NW
Washington, DC 20052

For additional information call 202-994-1541 or visit
www.gwu.edu/~gsehd/faculty/jobindex.htm

The George Washington University is an Equal Opportunity, Affirmative Action Employer.

ASSISTANT PROFESSOR

New York State College of Human Ecology
A Statutory College of the State University
at Cornell University, Ithaca, New York 14853

POSITION DESCRIPTION

Level: Assistant Professor, tenure track

Description: Research responsibilities (50%) include empirical applied analyses of public finance issues in one or more of the Department's focal areas: Consumer Policy, Family and Social Welfare Policy and Health Policy. Undergraduate and graduate teaching responsibilities (50%) will be drawn from public finance, policy analysis, statistics, econometrics, and intermediate microeconomics. Teaching and advising responsibilities support an undergraduate major in Policy Analysis and Management, the Sloan Master of Health Administration Program, and Ph.D. programs in PAM.

Qualifications: A Ph.D. in economics or related area with an expertise in public finance is required.

Salary: Negotiable, depending on qualifications and expertise.

Location: Position is in an applied, multidisciplinary department containing the Sloan Graduate Program in Health Administration and with faculty members drawn from economics, evaluation, psychology, public health, social work, sociology, and urban planning. There is ample opportunity for faculty cooperation and interactions, not only with in the department but across the university.

Contact: We will begin reviewing applications December 1, 2000, but continue to accept applications until the positions are filled. Send resume, samples of research, and three letters of recommendation to: **Richard V. Burkhauser, Chair, Department of Policy Analysis & Management, 120A MVR Hall, Cornell University, Ithaca, NY, 14853-4401. Telephone: 607-255-2097. Fax: 607-255-0799.**

If you will be attending any of the following meetings and are interested in inquiring or interviewing for the position, contact the representative listed below:

American Evaluation Association Conference, November 1-5: Contact Bill Trochim wmt1@cornell.edu
Association for Public Policy Analysis & Management, November 2-4: Contact Charles McClintock ccm1@cornell.edu
National Council on Family Relations, November 10-13: Contact Charles McClintock ccm1@cornell.edu
American Public Health Association Meeting, November 12-16: Contact Eunice Rodriguez er23@cornell.edu

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu

UCLA

FACULTY POSITION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

The University of California, Los Angeles (UCLA) seeks an outstanding scholar who can make a strong contribution to the teaching and research program in African American Studies. The appointment will be split between a disciplinary department and the African American Studies program. Areas of interest include, but are not limited to, policy studies, health policy studies, modern African American history (the Civil Rights movement to the present), religious studies, behavioral sciences/studies, communications studies, gender studies, Diaspora studies and urban studies. The effective date of appointment is **July 1, 2001.**

Candidates should have a Ph.D. or equivalent degree with evidence of strength or great potential in teaching, research, and professional service. Scholars at all levels are encouraged to apply. Salary will be commensurate with experience and level of appointment.

Applications and nominations should be sent with current curriculum vitae, samples of published or unpublished works (samples will not be returned). In addition, three letters of reference should be sent to:

Faculty Search Committee
c/o Rene Dennis, Coordinator
Executive Searches
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407

To be ensured full consideration, nominations and applications should be sent by **January 5, 2001,** however, the search will remain open until the position is filled.

UCLA is an Equal Opportunity Employer

Instructional Technology Assistant

The Division of Library and Information Services at Plattsburgh State University of New York seeks a motivated, service-oriented professional for the position of Instructional Technology Assistant. This twelve-month, renewable appointment position reports to the Instructional Technology Coordinator.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities,abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87. PSUNY has an active commitment to teaching and learning with technology. The campus's technology infrastructure includes numerous PC-based computer and multimedia classrooms, a newly opened high-tech Instructional Technology Resource Center, and fully wired offices and dormitories.

Responsibilities include: working with faculty and staff in the design and production of presentations and web materials to support instruction; serving as a consultant to faculty and staff in the Instructional Technology Resource Center; offering workshops on the creation and effective use of technology-assisted presentations and web sites; assisting the Instructional Technology Coordinator in the production of help sheets and online documentation; reporting to the campus's ongoing technology projects; and working with divisional programmatic groups in the planning and implementation of initiatives.

Qualifications: Master's degree; at least one year of relevant experience in the création or support of technology-enhanced learning resources and materials; teaching experience; familiarity with a broad range of PC-based software; demonstrated proficiency in oral and written communications; exceptional interpersonal skills and the ability to work in a team-oriented environment that serves a diverse population required. A background which includes Journalism or Education; knowledge of JavaScript, DHTML, and SGML; and university or college-level teaching experience will be highly regarded.

Salary: $34,000 minimum, dependent upon qualifications; excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit cover letter; resume; and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2469-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

Assistant Professor

New York State College of Human Ecology
A Statutory College of the State University
at Cornell University, Ithaca, New York 14853
POSITION DESCRIPTION

Level: Assistant Professor, tenure track

Description: Research responsibilities (50%) include applied policy analysis/evaluation in one or more of the Department's focal areas: Consumer Policy, Family and Social Welfare Policy, and Health Policy. Extension/Outreach responsibilities (50%) include leadership in an outreach education program that addresses critical issues affecting the citizens of municipalities, the state, and the nation. Expectations include the development and implementation of highly visible extension/outreach education program. Evidence of this includes the development of program-related education materials, audience-appropriate analysis of key issues and the implementation or delivery of outreach education programs.

Qualifications: A Ph.D. in an applied Social Science or a related discipline is required. Teaching and curriculum development experience is highly desirable. The position requires the ability to creatively develop an outreach education program, based on innovative peer reviewed research, that includes the dissemination of research findings, the practical application of research (both the individual's and that of others), the use of appropriate delivery methods and development of appropriate materials.

Salary: Negotiable, depending on qualifications and expertise.

Location: Position is in an applied, multidisciplinary department containing the Sloan Graduate Program in Health Administration and with faculty members drawn from economics, evaluation, psychology, public health, social work, sociology, and urban planning. There is ample opportunity for faculty cooperation and interactions, not only within the department but across the university and the extension system.

Contact: For further information contact: Professor Rosemary Avery at rja@cornell.edu. Send resume, samples of research and extension/outreach materials, and three letters of recommendation to: **Richard V. Burkhauser, Chair, Policy Analysis and Management,120B MVR Hall, Cornell University, Ithaca, NY 14853-4401**

If you will be attending any of the following meetings and are interested in inquiring or interviewing for the position, contact the representative listed below:

American Evaluation Association Conference, November 1-5: Contact Bill Trochim wmt1@cornell.edu
Association for Public Policy Analysis & Management, November 2-4: Contact Charles McClintock ccm1@cornell.edu
National Council on Family Relations, November 10-13: Contact Charles McClintock ccm1@cornell.edu
American Public Health Association Meeting, November 12-16: Contact Eunice Rodriguez er23@cornell.edu

CORNELL
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Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu

MICHIGAN STATE
UNIVERSITY

#HE-92 Assistant Professor

Qualifications/Experience: MFA or Ph.D. with at least one degree in Interior Design; NCIDQ certified or willingness to become certified; active involvement in the practice of Interior Design; college level teaching experience; ability to teach undergraduate level interior design lecture and studio courses; effective communication skills and the ability to establish and maintain good working relationships with students, faculty, staff, administrators and the public; experience with technology and computer hardware/software including Windows platform, AutoCAD, and database spreadsheets. **Major Responsibilities:** Teach in areas such as: design specifications, workroom practice, presentation techniques, lighting and environmental systems, and ergonomics; initiate and conduct a research, creative and scholarly activity program; participate in professional design organizations; network within the professional design community; assist in maintaining program FIDER accreditation; lead and serve on graduate committees; participate in department, college, university and professional activities; undergraduate and graduate student advising. Applicants send vitae and names, addresses and phone numbers of three references to:

Roberta Kilty
Human Environment and Design
309 Human Ecology Building
Michigan State University
East Lansing MI 48824-1030
Telephone:517-353-3054
Email: kiltyrob@msu.edu
FAX: 517-432-1058

#HEC-132 Associate or Assistant Professor

Qualifications/Experience: Ph.D. preferred; at least one degree in Interior Design; ability to teach undergraduate and graduate level interior design lecture and studio courses; computer and hand execution is required; effective communication skills and the ability to work with students, faculty, staff, administrators, and professionals in the field; college-level teaching experience and professional experience in the commercial interior design field is preferred; working knowledge of software used in interior design offices; NCIDQ certified or willingness to become certified. **Major responsibilities:** Teach undergraduate design process content (e.g., drafting, graphic detailing, specifications, programming, and design issues); participate in scholarly activity in Interior Design (research, publication, and/or exhibits); assist in maintaining FIDER accreditation; provide leadership in developing Interior Design graduate courses; direct graduate student research; participate in department, college, university and professional activities; undergraduate and graduate student advising. Applicants send vitae and names, addresses and phone numbers of three references to:

Jon Vredevoogd
Human Environment and Design
309 Human Ecology Building
Michigan State University
East Lansing MI 48824-1030
Telephone:517-353-3054
Email:vredevoo@msu.edu
FAX:517-432-1058
Deadline:January 1, 2001

EXECUTIVE

PROVOST AND DEAN OF THE FACULTY

Mills College, the oldest women's college established west of the Rockies, invites nominations and expressions of interest in its search for a Provost/Dean of Faculty.

Founded in 1852, Mills College is an independent, liberal arts college committed to women-centered education, offering baccalaureate degrees to women and graduate degrees to women and men. With approximately 700 undergraduate women and 400 graduate women and men, the faculty numbers approximately 90 full-time and 65 part-time.

The Provost/Dean of Faculty is the ranking educational officer of the college, reporting to the President. In this role, the Provost/Dean of Faculty shares in the college-wide leadership and in institutional policy formulation, planning, and administration. The Academic Deans, Director of Library and Academic Computing Services, College Chaplain, Director of the Art Museum, Director of Technical Services, and directors of special programs report to the Provost/Dean of Faculty.

QUALIFICATIONS

- Passion for the mission of the college as a women-centered liberal arts institution in a global multicultural society
- Creativity and curricular innovation in the context of Mills' mission
- A strong commitment to racial, ethnic, and cultural diversity
- A record of success in the fundamental elements of leadership, including academic planning, program implementation, allocation of resources, and evaluation
- Ability to develop, lead, and empower a capable administration, faculty, and staff team
- Effective communication and group process skills to assure collaborative working relationships among administration, faculty, and other constituencies with the ability to build consensus
- Understanding of the dual roles of faculty advocate and administrator
- A strong record of commitment to shared governance
- Interest and effectiveness in being a spokesperson for academic programs, faculty achievements, student successes, and alumnae accomplishments to external audiences
- An earned doctorate or terminal degree from an accredited institution of higher education, and a distinguished record of teaching, scholarship and service; administrative experience in higher education preferred.

Review of resumes will begin immediately and continue until the position is filled. Each candidate should submit a letter of interest that reflects upon the qualifications required, a resume, and five references (with names, addresses, and telephone numbers). Dr. Shirley S. Chater of the Academic Search Consultation Service of Washington, DC is providing assistance with this search. Confidential inquiries may be made to her at 415-389-5451. Expressions of interest and nominations should be sent to:

Mills College Search
c/o Dr. Shirley S. Chater
Academic Search Consultation Service
1717 K Street, NW Suite 210
Washington, DC 20036

For more information see www.mills.edu and www.academic-search.org

Mills College is an Affirmative Action, Equal Opportunity Employer

MILLS COLLEGE
Oakland, CA

SHORELINE COMMUNITY COLLEGE

Seattle, Washington

PRESIDENT

Shoreline Community College seeks applicants who have a passion for developing student potential and a commitment to fostering lifelong learning in a dynamic, collaborative community college environment.

More information about the college and a complete listing of required and preferred qualifications can be found in the vacancy announcement (part of the official application packet) or by visiting the college's web site.

To request an official application: 24-hr job line (206-546-5894, ext. 3306), web site (www.shoreline.ctc.edu), e-mail (scchr@ctc.edu) or mail Human Resources, Shoreline Community College, 16101 Greenwood Ave. N., Seattle, WA 98133

APPLICATIONS DUE: JANUARY 10, 2001

AA/EOE/ADA Employer

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

COMPUTER SCIENCES AND INFORMATION SYSTEMS - Inst./Asst./Assoc. Professor, Tenure Track, beginning September 1, 2001. The Richard Stockton College of NJ, a progressive college located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combines a spirit of innovation with a sense of tradition for academic excellence. The Computer Science and Information Systems program at Stockton consists of about 375 majors and 8 full-time faculty. Teaching includes a broad range of undergraduate courses in Computer Science and Information Systems. The successful candidate is expected to be an excellent teacher and to be engaged in scholarly activity. All faculty are expected to teach general studies courses. Candidates for Associate Professor must hold a terminal degree and have considerable experience. Candidates for Assistant Professor must hold a terminal degree. Candidates for Instructor must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Rank and salary are commensurate with credentials and experience. Screening begins December 15, 2000 and will continue until position is filled. Send letter of application, resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.**

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.

ASSISTANT PROFESSOR (2 POSITIONS) SOCIAL & BEHAVIORAL SCIENCES

State University of New York College of Technology at Alfred is accepting letters of interest for two Assistant Professor positions in the Social and Behavioral Sciences department.

Qualifications required: Earned doctorate in discipline at time of appointment plus teaching experience in the college classroom. Responsible for teaching undergraduate courses in two of the following three areas: American History, Western Civilization, and Political Science (including Other World Civilizations.) Other duties include curriculum and course development, student recruitment and advisement, committee work and on-going professional development.

Send letter of interest to:

Director of Human Resources
Pioneer Center
SUNY Alfred, Alfred, NY 14802

Salary commensurate with qualifications and experience with an anticipated starting date of Fall 2001.

Review of letters of interest begins January 12, 2001.

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of application.

Florida State
UNIVERSITY

The Florida State University is classified as a Research 1 University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following position.

ASSISTANT PROFESSOR

Math Education
(Tenure-earning)

The Department of Curriculum & Instruction is searching for a faculty member in the Mathematics Education program who will have a commitment to teacher education and scholarly activities with excellence in teaching to include the following responsibilities. Teach courses for preservice and inservice mathematics teachers at undergraduate and graduate levels. Advise master's and doctoral students in mathematics education and supervises interns. Conduct research of nationally recognized quality in mathematics education. Disseminate results of such research in scholarly writing for publication and in presentation at professional conferences. Develop courses, including the infusion of technology. Candidate will have potential or proven track record in attracting external funding, in collaboration with colleagues and graduate students. Participate in faculty governance and other service activity. Provide service to the field of mathematics education through professional organizations or school partnerships.

Minimum qualifications include: An earned doctorate in Mathematics Education with a strong graduate mathematics component. An active record of scholarly and productivity commensurate with experience. Documented evidence of accomplishment in teaching, research, and service. At least three years of experience teaching mathematics at the middle grades or high school level and experience with educational technology and diverse populations are highly desirable.

Completed packages will include a letter of application documenting interest and qualifications; a current vita; sample publications; copies of graduate transcripts; three letters of recommendations and names, addresses and telephone numbers of five references who may be contacted. Send application package to **Dr. Leslie Aspinwall, Chair, Mathematics Education Search Committee, Department of Curriculum & Instruction, 209 Milton Carothers Hall, College of Education, Florida State University, Tallahassee, FL 32306-4490.** For further information, you may contact him at 850-644-8427, fax 850-644-1880, or email at **aspinwal@coe.fsu.edu.**

Applications for all positions will close on January 12, 2001. Positions will begin no later than August, 2001.
The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

LAFAYETTE COLLEGE

ASSISTANT PROFESSOR OF PSYCHOLOGY IN AGING

The Department of Psychology at Lafayette College invites applications for a tenure-track Assistant Professor position in Aging beginning August 2001. Applicants must have a Ph.D. in Psychology. We seek applicants with teaching experience in adult development and aging and the ability to contribute to departmental core courses such as introductory psychology, statistics, and research methods. Applicants should have an active research program in any aspect of aging. Our department is part of Lafayette's Natural Science Division and it is expected that all faculty embrace thedivision's tradition of involving undergraduates in faculty research and mentoring them in independent scholarship. We can offer competitive start-up funds for research and space for teaching and research in a new state-of-the art psychology and neuroscience facility. Lafayette College is a "most competitive" private undergraduate college with academic programs and opportunities characteristic of larger institutions. Situated on a hill overlooking the Delaware River, the college is approximately 70 miles from both NYC and Philadelphia. Send cover letter, vita, and arrange for 3 letters of recommendation to be sent to:

Dr. Ann McGillicuddy-De Lisi, Psychology Department, Easton, PA 18042-1781 by January 15.
E-mail applications are welcome at mail to:
vitkol@lafayette.edu.
More information about our department is available at
www.lafayette.edu/~psych and at
www.lafayette.edu/info/admissions/majors/neuroscience/index.html.
Women and minorities are encouraged to apply.
Lafayette College is an Equal Opportunity Employer.

DIVERSITY DATABASE

The Northern Illinois Community College Consortium in the greater Chicago area is an association of several community colleges actively seeking minorities for their faculty and administrative staff. The Consortium members are all progressive community colleges serving their respective communities in the Northern Illinois Region. They include: College of DuPage, College of Lake County, Illinois Valley Community College, McHenry County College, Morraine Valley Community College, Oakton Community College, South Suburban College, Triton College, Waubonsee Community College and William Rainey Harper College. The Diversity Database is designed to maintain an extensive file of minority candidates who are seeking academic employment. This is not a guarantee of an offer of employment or a placement service.

To be included in this referral system, please submit a cover letter and resume to:

NICCC
c/o Office of Human Resources

COLLEGE OF DuPAGE
425 22nd St., Glen Ellyn, IL 60137
cdhumres@cdnet.cod.edu
Fax: 630-942-4027
equal opportunity employer

WILLAMETTE UNIVERSITY

Willamette University seeks candidates for an Assistant Professor (rank negotiable with appropriate experience) with expertise in American ethnic studies to teach undergraduate courses in American ethnic issues and the College of Liberal Arts general education program. The successful candidate will affiliate with one of the College's existing departments and will work closely with other interested faculty in developing an interdisciplinary, inclusive, and comparative American ethnic studies program that may in the future grow into a major. The position requires a doctorate in one of the traditional liberal arts disciplines or an interdisciplinary area that contributes to these disciplines.

Expertise in African American, U.S. Latino/Chicano, Asian/Pacific American, or Alaska Native/American Indian studies and experience in living and working with communities of color strengthen applications for this position. Inevitably, the person holding the position will be looked to for leadership by the student community of color.

Willamette University has made a strong institutional commitment to diversifying its faculty, student body, and undergraduate curriculum. The University strives to attract qualified candidates from minority communities and encourages individuals belonging to these groups to apply. The addition to the curriculum of courses in American ethnic relations and the creation of an American ethnic studies program are major priorities in Willamette University's commitment to diversity.

Please send a letter of application, vita, and three current references to: **Professor Charlie Wallace, Ethnic Studies Search Committee Chair, Office of the Chaplain, Willamette University, 900 State Street, Salem, OR 97301.** For additional information see: **www.willamette.edu/dept/hr.** If you will be attending your national conference, please let us know and we will try to arrange an interview. Application review will begin on December 15, 2000. However, applications will be accepted until the position is filled.

EVERGREEN

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON
www.evergreen.edu

Academic Vice-President/Provost

The Evergreen State College invites
nominations and applications for the position of
Academic Vice President/Provost.

Evergreen is a progressive public college of liberal arts and sciences that has established a national reputation for leadership in developing innovative, interdisciplinary, collaborative and team-taught academic programs. Evergreen places teaching and learning first and is committed to creating an environment in which theory and practice are linked through internships, community-based projects and other activities. It strives to be a community in which diverse students, faculty and staff develop policy and make decisions collaboratively. The academic division has 268 faculty, 117 staff and a budget of nearly $24 million. The college's current annual enrollment is just above 3,700 full-time students with plans to grow to just under 5,000 by 2010.

The main campus is in Olympia, the state capital, between Seattle and Portland at the southern tip of Puget Sound. In addition to the full-time undergraduate liberal arts programs at the Olympia campus, Evergreen offers three graduate programs, an expanding part-time studies program, upper-division programs at the Evergreen-Tacoma campus, and tribal community-based programs throughout the Olympic Peninsula. The main campus also houses six public service centers.

The college is dedicated to collaborative, consultative policy development and decision-making. The Academic Vice President/Provost must want to work in a continuously changing setting within a diverse community of intensely engaged colleagues and students.

We encourage applications from individuals who have demonstrated the following qualities: commitment to innovation in public higher education; distinguished record of scholarly or artistic achievement; demonstrated ability to provide academic administrative leadership in a consistent, creative and accountable manner; success fostering a multicultural environment and administering programs with diverse constituencies; experience building collaborative leadership and administrative processes including budgeting; skills in articulating academic issues to internal and external audiences; demonstrated success in fundraising.

Earned doctorate or equivalent required. For further information and application packet, contact Provost Search Committee, LIB 3103, The Evergreen State College, Olympia, WA 98505; (360) 867-6113; husseman@evergreen.edu.

Review of applications begins December 11, 2000 and will continue until finalists are selected.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Florida International University

PRESIDENTIAL ASSISTANTSHIPS FOR DOCTORAL STUDIES

Florida International University is an urban, multiple campus, doctoral-granting institution located in Miami, Florida. The Division of Graduate Studies is pleased to announce the availability of the Presidential Enhanced Graduate Assistantships for doctoral study beginning in the Fall 2001. These assistantships are available for full-time doctoral study and are awarded on a competitive basis. Recipients of these assistantships will receive tuition waivers plus a $20,000 annual stipend renewable for a maximum of four years. Recipients will be given a research or teaching assignment in their respective departments.

Students must submit an application for admission to any of the doctoral programs at Florida International University by February 1, 2001. Individual Departments will nominate qualified applicants to the Division of Graduate Studies which in turn will coordinate the final selection. Recipients will be notified in March 2001.

For more information, or to receive application materials please contact:

Florida International University
Division of Graduate Studies
University Park, PC236
Miami, Fl 33199
Tel: 305-348-2455
www.fiu.edu/~gradstud
email: gradstud@fiu.edu

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Social Work Education

**Assistant/Associate Professor (Tenure Track) or
Lecturer (Temporary) with Possibility of Conversion to Tenure Track**

http://www.csufresno.edu/SchoolofHealth/school.html

Assistant/Associate Professor position is available for the 2001-2002 academic year to teach undergraduate and graduate courses, 12-semester unit. Primary teaching responsibilities will be in micro practice courses (individuals, families, and groups) and research. The successful candidate will have experience and expertise in direct social work practice, research and program development with children and families. Additional responsibilities include curriculum development, student advising, field liaison, and supervision of graduate research projects and theses and independent studies. The successful candidate may be called upon to teach in a distance education mode and will be expected to work cooperatively with faculty, staff and students from a diverse ethnic, cultural and socioeconomic backgrounds; demonstrate ability for effective teaching at the university level with demonstrated ability for scholarly productivity; utilize and plan for the use of technology in instruction; possess experience in practice with children and families and program development, including knowledge about policies that effect children and families; capable of working with small and complex community-based organizations that provide services to children and families; and possess a track record in writing grant proposals and attracting external funding. Degree requirements are a MSW degree and an earned doctorate in social work (ABD) or other related field. Candidates nearing the completion of a doctorate (ABD) may be appointed to a lectureship with the possibility of conversion to tenure track. Salary is dependent upon academic preparation and professional experience. To receive full consideration, send correspondence, application, and confidential papers by February 1, 2001 to: E. Jane Middleton, Chair, CSU, Fresno, Department of Social Work Education, 5310 N. Campus Drive PH 102, Fresno, CA 93740-8019. PH: (559) 278-3992 FAX: (559) 278-7191. E-mail: jane_middleton@csufresno.edu. ***EOE***

POSITION ANNOUNCEMENT
Assistant Dean of Students/ Director of Residence Life

The College of the Holy Cross invites nominations/applications for the position of Assistant Dean of Students/Director of Residence Life.

THE COLLEGE OF THE HOLY CROSS
Holy Cross is, by both tradition and choice, a highly selective residential liberal arts college rooted in the Jesuit tradition. Founded in 1843, Holy Cross is the oldest Catholic college in New England and the only religiously affiliated institution consistently ranked among the top thirty liberal arts colleges in the country. Fewer than fifty percent of the students applying to the College are accepted, with more than six applicants for each opening in the first year class. The 2700 members of the student body hail from 32 states, have a median class rank in the top six percent of their high school class, and have combined SAT scores averaging 1,260.

THE POSITION
The residential nature of the College is a foundation of the Holy Cross education. We seek an experienced, innovative educator who has a clear vision of the ideal residence life program in a private liberal arts setting, and who can demonstrate the ability to clearly articulate and realize this vision. The Assistant Dean/Director of Residence Life will be expected to have a thorough knowledge of best practices in residential programs at the national level complemented by the creative capacity to lead a residential program well beyond the traditional models. The candidate selected will direct an extensive program of facilities construction and renovation tailored to meet these objectives.

QUALIFICATIONS
The successful applicant will possess a master's degree, with preference for candidates with an earned doctorate. In addition, the candidate will demonstrate no fewer than eight years of experience with residential programs in a liberal arts setting, at least five of which are at the director level. The candidate's ability to successfully supervise new and experienced professionals must be demonstrated through personal philosophy and professional references. It is essential that the candidate demonstrate superior communication skills, the ability to work collaboratively with multiple departments, a commitment to supporting and enhancing the academic program of the College, and a commitment to the values of cultural and ethnic diversity.

COMPENSATION
Salary is commensurate with education, experience and the ability to contribute to the stated mission and needs of the College. Total compensation also includes a comprehensive benefits program.

APPLICATION PROCESS
Review of applications will commence on November 13, 2000. To apply, forward a letter of application, vita/resume, graduate and undergraduate transcripts, and a list of at least three professional references to:

Recruiter
PO Box PER
College of the Holy Cross
One College Street
Worcester, MA 01610

Holy Cross is an affirmative action/ equal opportunity employer.

USF University of South Florida

University of South Florida's College Reachout Program (CROP) is part of a statewide effort to go into public schools to motivate and prepare educationally disadvantaged, low-income students in grades 6 through 12 to pursue and successfully complete a postsecondary education. The Tampa Bay consortium of *USF*, Hillsborough Community College, St. Petersburg Junior and Manatee Community College serves 250 students in nine high schools, three middle schools and two alternative schools.

The university is currently recruiting for the following positions:

Associate Professor-	Biology-	deadline: 11/24/00
Assistant Professor	Philosophy-	deadline: 11/30/00
Assistant Professor-	Gov't & Intl Affairs-	deadline: 11/30/00
Assistant Professor-	Government & Int'l Affairs-	deadline: 11/30/00
Asst/Assoc/Full Professor (3 positions)-	Aging & Mental Health-	deadline: 12/01/00
Assistant Professor-	Anthropology-	deadline: 12/01/00
Assistant Professor-	Women's Studies-	deadline: 12/01/00
Assistant Professor-	IS/DS-	deadline: 12/01/00
Assistant Professor-	Pediatrics -	deadline: 12/07/00
Assistant Professor (2 positions) -	Mass Communications -	deadline: 12/11/00
Instructor/Asst/Assoc Prof/Professor-	School of Physical Therapy-	deadline: 12/11/00
Assistant Professor (4 positions)-	Environmental Sci & Policy-	deadline: 12/15/00
Associate/Full Professor/Chairperson-	World Language Education-	deadline: 12/15/00
Assistant/Associate Professor (2 positions)-	Engineering-	deadline: 12/15/00
Assistant Professor-	Geology-	deadline: 12/15/00
Assistant Professor-	Social Work-	deadline: 12/15/00
Assistant Professor-	Social Sciences-	deadline: 12/15/00
Assistant Professor-	Criminology-	deadline: 01/04/01
Assistant Professor (3 positions) -	Physics -	deadline: 01/08/01
Assistant Professor-	Humanities & Am Studies-	deadline: 01/10/01
Professor/Chair-	Psychology-	deadline: 01/15/01
Assistant Professor-	Comm & Sci Disorders-	deadline: 01/15/01
Assistant Professor-	Library & Info Science-	deadline: 01/19/01
Assistant Professor-	Mathematics-	deadline: 01/30/01
Assistant Professor-	Natural Sciences-	deadline: 01/30/01
Assistant/Associate Professor-	Internal Medicine-	deadline: 01/31/01
Professor/Chair-	Geology-	deadline: 01/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http//usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

ROANOKE COLLEGE

The Department of Sociology invites applications for the position of Chair of the Department at the Associate or Full Professor level to begin August 2001. Candidates should have a strong commitment to and experience with liberal arts education in a small college setting, to excellence in teaching, to a program of scholarship, and have demonstrated administrative ability. The position involves teaching two courses per semester and a course in the May Term every third year; teaching areas are open. In addition to the Chair, the Department consists of five full-time faculty, several part-time faculty, and a teaching associate. Roanoke College (www.roanoke.edu) is a coeducational, liberal arts college, affiliated with the Lutheran Church, with approximately 1700 students. The College is located in a community of 250,000 surrounded by the Blue Ridge Mountains in Southwestern Virginia. Applicants should submit a letter of interest, curriculum vitae, statements of teaching and research interests, and three letters of recommendation to: **Dr. Ronda Carpenter; Chair of Search Committee; Sociology Department; Roanoke College; 221 College Lane; Salem, VA 24153; or FAX 540-375-2053.** The deadline for applications is December 31, 2000.

Roanoke College is an Equal Opportunity Employer with a strong commitment to diversity.

California State Polytechnic University, Pomona

VICE PRESIDENT FOR STUDENT AFFAIRS

California State Polytechnic University, Pomona invites applications and nominations for the position of Vice President for Student Affairs.

The University: California State Polytechnic University, Pomona is a comprehensive public university with a polytechnic emphasis in the application of science, technology, and the arts to the needs of the professions and society. Cal Poly Pomona was founded in 1938 and is noted for its scenic and historic 1,400-acre campus, once the winter ranch of cereal magnate W.K. Kellogg. The campus is located 25 miles east of downtown Los Angeles in the Inland Valley, one of the fastest growing regions in the country. Cal Poly Pomona's 18,400 students (14,800 FTES and 59% ethnic minorities) are enrolled in 55 baccalaureate and 16 master's degree programs with approximately 1,000 full-time and part-time faculty. The University is one of the 23 campuses of the California State University (CSU), the largest system of higher education in the country. Additional information is available at the University's web site: http://www.csupomona.edu.

Duties and Responsibilities: The Vice President for Student Affairs provides vision, leadership, and strategic direction to the Division of Student Affairs. The Vice President articulates and models the University's student-centered philosophy, and provides leadership in creating programs that promote student development, achievement, and empowerment. As the institution's chief student affairs officer, the Vice President leads a division that encompasses the following units: Admissions and Outreach, Orientation Services, Registrar, Financial Aid, Educational Equity Services, University Advising Center, Disabled Student Services, Student Life, Cultural Centers, Center for Re-Entry Services and Women's Resources, Judicial Affairs, Student Health Services, Counseling and Psychological Services, Career Center, University Housing Services, Athletics, Police and Parking Services, and the University Union. The Vice President is expected to develop a strong student affairs team, serve as an effective advocate for students, exercise a visible presence in the resolution of conflict, and maintain connections to the University's many constituents. The Vice President serves as an adviser to Associated Students, Inc. (ASI) and collaborates with colleagues in the other divisions: Academic Affairs, Administrative Affairs, University Advancement, and Instructional and Information Technology. The Vice President is responsible for a staff of 450 employees and a $22 million budget. One of five senior executive officers, the Vice President reports to the President and, as a member of the President's Cabinet, is directly involved in the overall planning, management, and advancement of the University.

Qualifications: The successful candidate will be an innovative, accomplished, student-oriented executive who possesses the following qualifications:

- An earned doctorate from an accredited institution;
- At least five years of successful and progressively responsible experience as a student affairs administrator in higher education;
- Excellent interpersonal and communication skills, including demonstrated ability to work effectively with people of diverse backgrounds;
- A collaborative style of leadership conducive to working effectively with various internal and external constituencies within the context of a strong shared governance system;
- Strong commitment to the University's student-centered philosophy and evidence of successful leadership in creating programs that promote student development, achievement, and empowerment;
- Evidence of personal involvement in student activities and ability to develop excellent rapport with students;
- Demonstrated ability to partner effectively with faculty and academic administrators to create programs that sustain positive learning experiences for students;
- Knowledge and proven ability to oversee the wide array of units and functions of the Student Affairs Division, including enrollment management, student retention, and the use of technology in student affairs;
- Significant experience in resource planning, allocation, and management;
- Evidence of commitment and ability to uphold the educational equity goals of the University and its increasingly diverse ethnic, cultural, and international character.

Appointment and Salary: The University seeks to fill this position by June 1, 2001. The successful candidate may also qualify for an academic appointment. Salary is competitive and includes a comprehensive benefits package.

Application and Nomination: Review of complete applications will begin on February 1, 2001 and will continue until the position is filled. A complete application will include: (1) a letter of interest, which explains in detail and, where possible, provides examples of how the candidate meets each of the qualifications specified in this announcement; (2) a current curriculum vitae or *résumé*; and (3) the names, titles, addresses, telephone numbers, and e-mail addresses of five colleagues who can provide current assessments of the candidate's qualifications for the position. All applications and expressions of interest will be handled confidentially; the short list of individuals to be invited for on-campus interviews will be publicized. Finalists for the position should be prepared to provide three letters of reference upon request. Nominations are welcome and will be most helpful when they address the position qualifications and include the nominee's full name, title, address, telephone number, and e-mail address. Qualified nominees will be invited to apply.

Direct inquiries, nominations, and applications to:

Mr. James M. Norfleet, Chair
Vice President for Student Affairs Search Committee
c/o Office of the President
California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768-4020
Telephone: (909) 869-3365; Fax: (909) 869-2240
E-mail: vpsasearch@csupomona.edu

California State Polytechnic University, Pomona is an Equal Opportunity, Affirmative Action Employer. Cal Poly Pomona subscribes to all state and federal regulations and prohibits discrimination based on gender, race, sexual orientation, national origin, disability, marital status, age, religion, or veteran status. The University hires only individuals lawfully authorized to work in the United States.

MARICOPA COMMUNITY COLLEGES

MESA COMMUNITY COLLEGE

Mesa, Arizona

SENIOR ASSOCIATE DEAN (ENROLLMENT MANAGEMENT)

Posting #00010333

Starting Salary Range: $61,527-$73,064. Comprehensive benefits package.

The Maricopa Community College District serves the greater Phoenix metropolitan area. Mesa Community College, with a diverse student population of 24,000 per semester, is the largest of the Maricopa Community Colleges.

The Senior Associate Dean for Enrollment Management recommends and administers departmental budgets, manages a comprehensive enrollment management program in a one college/two campus, multiple site model, supervises and evaluates staff in areas of admissions and records, high school outreach, financial aid, testing, and specific admissions orientation and retention; Also coordinates tracking systems, data collection and analysis and follow-up surveys, and activities related to on-line systems and services for the asynchronous learner.

A Master's degree and experience in the areas of student services and student development is required.

All applications must be received by the District Employment Office and clocked in by 5 p.m. on December 15, 2000. To receive the required application form and complete job description, contact the **Maricopa County Community College District Employee Services Department, 2411 W. 14th St., Tempe, AZ 85281,** (602) 731-8465, Monday-Friday, 8:00 am-5:00 pm, or download an application at:

www.dist.maricopa.edu/hrweb

AA/EOE

AMERICAN UNIVERSITY
WASHINGTON, DC

Washington College of Law
Clinical Program Faculty Positions
Tenure-Track and Visitors

American University's Washington College of Law is seeking applications for a tenure-track professor and visiting professors in its Clinical Program for the 2001-2002 Academic Year. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. In addition, these faculty members teach one course each year outside of the clinical curriculum and participate fully in all aspects of the life of the law school. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); international human rights clinic; tax clinic; and women and the law clinic. The applicant's teaching responsibilities will depend on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J.D. degree, outstanding academic record, three years experience as a lawyer, equivalent experience or training as a clinical teacher and membership in a bar. Desired qualifications include published legal scholarship and participation in clinical teachers' conferences and workshops. American University is an EEO/AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent to **Professor Peter Jaszi, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016-8084,** with a copy to Professor Richard Wilson, Director, Clinical Program, at the same address.

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Social Work Education

Assistant Professor (Tenure Track)/
Lecturer (Temporary) with Possibility of Conversion to Tenure Track

http://www.csufresno.edu/SchoolofHealth/school.html

Assistant/Lecturer position is available for the 2001-2002 academic year to teach undergraduate and graduate courses, 12-semester unit, primarily in social work micro/clinical practice and Human Behavior and the Social Environment. Additional responsibilities include curriculum development, student advising, field liaison, and supervision of graduate research projects and theses and independent studies. The successful candidate may be called upon to teach in a distance education mode and be expected to work cooperatively with faculty, staff and students from a diverse ethnic, cultural and socioeconomic backgrounds; demonstrate commitment for effective teaching at the university level with potential for scholarly productivity; utilize and plan for the use of technology in instruction; experienced in social work education with recent micro/clinical experience with diverse cultural populations; possess the ability to function in a rural-urban environment with small and complex service organizations; and capable of writing grant proposals and attracting external funding. Degree requirement are a MSW degree and an earned doctorate in social work or other related field. Candidates nearing the completion of a doctorate (ABD) may be appointed to a lectureship with the possibility of conversion to tenure track. Salary dependent upon academic preparation and professional experience. To receive full consideration, send correspondence, application, and confidential papers by **February 1, 2001** to: **E. Jane Middleton, Chair, CSU, Fresno, Department of Social Work Education, 5310 N. Campus Drive PH 102, Fresno, CA 93740-8019. PH: (559) 278-3992 FAX: (559) 278-7191. E-mail: jane_middleton@csufresno.edu.** *EOE*

Assistant Director - Institutional Effectiveness

SEARCH REOPENED

Responsible for institutional effectiveness, assessment and planning. Under the direction of the Director, Assistant Director will plan, develop, coordinate, and monitor a systematic program of institutional effectiveness, evaluation and assessment that addresses the educational goals of the College.

Master's degree in Educational Administration or Higher Education required; doctorate preferred. Knowledge and experience in statistical analysis and empirical research design; working knowledge and experience with a major accreditation agency (i.e., SACS) strongly desired; knowledge of policies and procedures of the University System of Georgia desired. Minimum of three years experience in educational evaluation and assessment in higher education environment required; administrative experience preferred.

Salary is $44,500+ (commensurate with education and experience) with excellent benefits. Position will start ASAP. Application deadline: 12/15/00.

Applicants should reference position number (#01-177) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Judy Chastonay
3251 Panthersville Rd, Decatur, GA 30034.
Fax: 404-244-5774.

Georgia Perimeter College.
An AA/EOE/ADA Employer
Georgia is an Open Records State.

www.gpc.peachnet.edu

UNIVERSITY OF NEBRASKA AT OMAHA

DEAN, COLLEGE OF ARTS AND SCIENCES

The University of Nebraska at Omaha, a comprehensive metropolitan university, invites applications and nominations for the position of Dean of the College of Arts and Sciences. The Dean reports to the Vice Chancellor for Academic Affairs and serves on the Chancellor's Council and the Dean's Forum. The College of Arts and Sciences has more than 190 full-time faculty, 90 part-time faculty, 3900 undergraduate students, and 300 graduate students in fourteen departments. The University has a strong commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of under-represented groups and strongly encourage women and persons of color to apply for this position.

Preferred qualifications include an earned doctorate in one of the disciplines within the College; a record of academic achievement in the discipline warranting the rank of full professor; a commitment to excellence in teaching and scholarly activities; a commitment to the promotion of liberal arts and sciences, global education, and preprofessional programs within the College and the community; a record of administrative effectiveness in such positions as college dean, associate/assistant dean, and/or department chairperson; and the ability to interact and work effectively with faculty, administration, staff, and students in a collegial and multicultural environment.

Applications should include a letter discussing relevant experiences and accomplishments, a resume, and the names, addresses, and telephone numbers of three references. Review of applications will begin **January 8, 2001** and will continue until the position is filled. Direct nominations, applications and inquiries to: **Dean Tom Gouttierre, Search Committee Chair, ASH 238, University of Nebraska at Omaha. Omaha, NE 68182-0227, FAX (402) 554-3681.** Additional information can be found at **http://www.unomaha.edu/aa/faculty.html/.**

Assistant Professor

New York State College of Human Ecology
A Statutory College of the State University
at Cornell University, Ithaca, New York, 14853
DEPARTMENT OF POLICY ANALYSIS AND MANAGEMENT
SOCIAL WELFARE EVALUATION

Level: Assistant Professor, tenure track

Starting Date: July 2001

Description: The Department of Policy Analysis and Management seeks to fill a tenure-track position in social welfare evaluation with 50% research and 50% teaching responsibilities. The candidate will undertake a program of evaluation and field-based research on social welfare policies and programs. Relevant research would include topics like: evaluation of health and human service organizations; management and evaluation of the implementation of welfare reform; community-based, participatory approaches to evaluation of social welfare services.

Teaching and advising responsibilities support an undergraduate major and graduate field in Policy Analysis and Management, which includes the Sloan Program in Health Services Administration. The candidate will be expected to teach, among other things, a core graduate course in qualitative and mixed methods approaches to policy analysis and management.

Qualifications: A Ph.D. in a discipline or field such as sociology, social work, ethnography, health or related policy sciences, with strong expertise in field-based research is required. Candidates need a strong background in program evaluation methodology, and must demonstrate expertise in collection and analysis of qualitative and quantitative data including mixed method empirical strategies.

Salary: Negotiable depending on experience and qualifications. Competitive benefit package.

Location: Position is in an applied, multidisciplinary department with faculty members drawn from economics, sociology, social work, evaluation, psychology, public health and urban planning. There is ample opportunity for faculty cooperation and interaction, not only within the department but across the university.

Contact: We will begin reviewing applications immediately and will continue to accept applications until the position is filled. Send resume, samples of research, and three letters of recommendation to: **Richard V. Burkhauser, Chair, Department of Policy Analysis & Management, 120A MVR Hall, Cornell University, Ithaca, NY, 14853-4401. Telephone: 607-255-2097. Fax: 607-255-0799.**

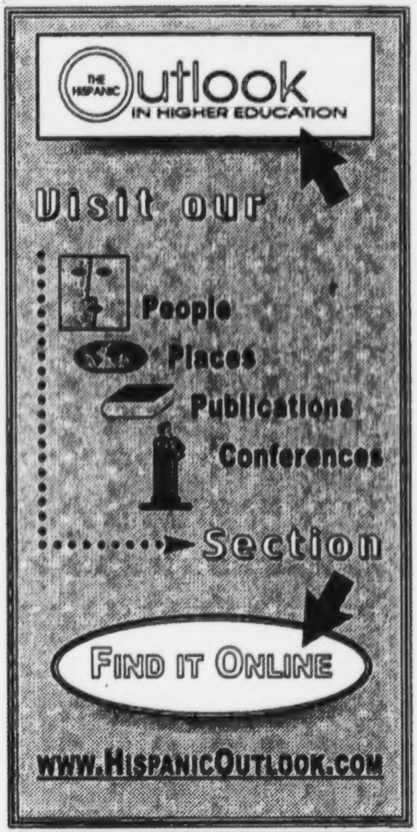
If you will be attending any of the following meetings and are interested in inquiring or interviewing for the position, contact the representative listed below:

American Evaluation Association Conference, November 1-5: Contact Bill Trochim wmt1@cornell.edu
Association for Public Policy Analysis & Management, November 2-4: Contact Charles McClintock ccm1@cornell.edu
National Council on Family Relations, November 10-13: Contact Charles McClintock ccm1@cornell.edu
American Public Health Association Meeting, November 12-16: Contact Eunice Rodriguez er23@cornell.edu

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu



AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Director of Development Services

Agnes Scott College, a highly selective, independent national liberal arts college for women, seeks an experienced, full-time development professional as Director of Development Services. This position directs and supervises the gift processing, acknowledgement, donor research, database maintenance and stewardship functions for the development office. Reporting to the Assistant Vice President for Development the director maintains positive donor relations through accurate gift accounting and confidential donor records; supervises and evaluates the staff involved with processing gifts, the acknowledgement process, donor research, and records maintenance; produces all lists, labels, financial reports and analyses, VSE and all other reporting tools used in the development operation; responds to donor inquiries and complaints and writes personalized letters for targeted donor groups; manages staff responsible for the planning and coordination of donor recognition events; and coordinates scholarship reporting. **Requirements:** B.A./B.S. in related field. Minimum of 4 years of related work experience with considerable knowledge of professional fundraising techniques and comprehensive campaign experience; familiarity with research techniques and processes; proficiency in Windows, Word, Excel, electronic mail and database administration with specific knowledge of the Benefactor system preferred; excellent communication skills, both verbal and written. **Application Process:** Send a resume, cover letter, professional references and salary requirements to **Office of Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, Georgia 30030.** Review of resume materials begins immediately and continues until filled.

www.agnesscott.edu

PHOENIX COLLEGE

Sr. Associate Dean of Instruction

Posting #	00010324
Salary Range:	$61,527 - $73,064
Closing Date:	January 5, 2001

Provides assistance to the Dean Of Instruction in all areas related to the administration and management of the overall instructional program. Provides direct assistance to the occupational programs and instructional support areas. Master's degree required.

For complete job posting and requirements please see our employment website at:

www.dist.maricopa.edu/hrweb
or call our job hotline at (480) 731-8444.

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OCEAN COUNTY COLLEGE

Vice President of Academic Affairs. Chief academic officer responsible to the Pres. for the planning, development, administration, supervision, and evaluation of the total college instructional program. The VP shall provide leadership and supervision for all instructional programs and serve as chief advisor to the Pres. in the formulation of policies affecting the instructional programs. An earned doctorate in an academic discipline from an accredited institution of Higher Ed and a combination of 8 yrs of teaching and academic admin exp, w/min of 3 yrs in a 2-yr college reqd. Demonstrated leadership abilities in instructional administration and supervision reqd. 3 yrs exp as academic dept administrator pref. Compensation negotiable. 12-mo position, attendance at eve and/or weekend meetings is a normal expectation. Starting date ASAP, but not later than 7/1/01. Send appl/resume, official transcripts & 3 prof letters of reference to **Ocean County College, HR Dept., PO Box 2001, Toms River, NJ 08754-2001** by 1/5/01. Fax: (732) 255-0444. E-mail: **Lmorrocco@ocean.cc.nj.us.**

AA/EOE.

WASHINGTON & JEFFERSON COLLEGE

Washington & Jefferson College is pleased to announce searches for the department chair positions listed below.

Chemistry
Associate or Full Professor. Chair of Department. Area of specialization: Biochemistry

Mathematics
Associate or Full Professor. Chair of Department. Area of specialization: Open

Physics
Associate or Full Professor . Chair of Department. Area of specialization: Open

Modern Language
Associate or Full Professor. Chair of Department. Area of specialization: Spanish

In addition to bringing demonstrated expertise as teachers and scholars, the successful candidates will be expected to use their leadership skills to assist their respective departments as they plan for and move into new facilities.

The College, under the dynamic leadership of President Brian Mitchell, has recently announced a $93 million comprehensive campaign intended in part, to support an ambitious capital building program.

For complete descriptions of these positions and information on applying, please visit W&J at **www.washjeff.edu/campus_services_jobs.asp.**

Washington & Jefferson College is a private, co-educational, national liberal arts college which takes pride in its teaching and learning environment. Washington, PA is a medium-sized city 30 miles south of Pittsburgh.

The College is an Affirmative Action/Equal Opportunity Employer.
Visit us at **www.washjeff.edu.**

HISPANIC OUTLOOK 2000-2001 RATE CARD

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
December 4	Nov. 14	
December 18	Nov. 28	Sports Issue
January 8	Dec. 19	
January 29	Jan. 9	*Financing a College Education
February 12	Jan. 23	
February 26	Feb. 6	*Women in Higher Education
March 12	Feb. 20	*Community College Issue
March 26	March 6	
April 9	March 20	Graduate School Issue
April 23	April 3	
May 7	April 17	*Top 100 Colleges for Hispanics
May 21	May 1	
June 4	May 15	*Health Professions Issue
June 18	May 29	
July 2	June 12	
July 16	June 26	
July 30	July 10	
August 13	July 24	The Arts Issue
August 27	Aug. 7	
September 10	Aug. 21	
September 24	Sept. 4	Volume 11 Editorial Index

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

HOW TO PLACE ADVERTISEMENTS

By Mail—All materials should be sent to:
Hispanic Outlook in Higher Education; Display Advertising; 210 Route 4 East; Paramus, NJ 07652

By E-Mail—**outlook@sprintmail.com**

By Fax—Transmit to (201) 587-9105 seven days a week.

To Confirm—Call (201) 587-8800 (x102 or x106) Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

Carleton College

EDUCATIONAL STUDIES
URBAN EDUCATION GENERALIST

Carleton College invites application for one full-time, tenure-track appointment beginning September 1, 2001, at the rank of assistant professor. We are seeking PhDs with a commitment to teach in a liberal arts setting. Candidates should have a solid disciplinary and interdisciplinary background in the psychological, sociological, historical, or philosophical foundations of education. Strong research interests in urban education and/or multicultural education is desirable. Responsibilities include teaching courses in multicultural education, special methods courses, and supervision of student teaching. The successful candidate would also be expected to create his or her own courses to strengthen a teacher licensure program that focuses on urban education. Secondary school teaching experience and prior supervision of student teachers desirable.

Candidates should speak to their experience and desire to work in an educational studies program within the context of a highly selective liberal arts college. Send resume, letters and transcript by January 31, 2001, to:

Deborah Appleman
Chair, Educational Studies
Carleton College
Northfield, MN 55057

Carleton College is located 35 miles south of Minneapolis/St. Paul and is on a three-term per year, two-course per term schedule.

Carleton College is an affirmative action/equal opportunity employer.
Women and minorities strongly encouraged to apply.

For additional information, visit Carleton's website at **http://www.carleton.edu/**

HARVARD UNIVERSITY

HARVARD GRADUATE SCHOOL OF EDUCATION

Director of Student Affairs

Committed to excellence and serving a diverse student body of about 1300, oversees a fast-paced, three-person office handling disability issues, student committees/organizations, disciplinary issues, general program events, and other issues relating to the quality of student life. Counsels students and acts as an advocate as appropriate. Performs crisis management/intervention and conflict management. Oversees execution of the GSE's Orientation and Commencement.

Requires: Graduate degree in counseling or related field; 5+ years' student services and counseling experience with graduate student population preferred; demonstrated knowledge of ADA; excellent conflict management/negotiation skills; demonstrated ability to manage projects to deadlines; proven ability to work well with students who are ethnically and culturally diverse, as well as faculty and administrators; excellent oral/written communication skills; ability to lead and motivate.

To view full description and/or to apply, visit www.hr.harvard.edu/employment, indicating Req. # 7655 or send/fax your resume and cover letter to: Harvard University, Resume Processing Center, 11 Holyoke Street, Cambridge, MA 02138. Fax: (617) 495-4748. ***At Harvard University, diversity is an essential source of vitality and strength.***

Dean, University Center
Idaho Falls, Idaho

The University of Idaho seeks qualified applicants and nominees for the position of Dean, University of Idaho Center, Idaho Falls. The university is seeking an individual with administrative and teaching/ research experience to provide leadership for academic, research and services provided through the center. The University Center at Idaho Falls is one of three extended campus centers supported by the University of Idaho. The Idaho Falls center focuses on graduate education, selected undergraduate programs, and research initiatives in the sciences, engineering, and education. The position is a full-time, twelve month appointment and is responsible for managing and allocating financial resources, coordination of academic and research programs, market assessment and development, personnel management and support services. Compensation will be competitive and commensurate with qualifications.

Qualifications:
This position is the principal administrative officer for the University of Idaho Center in Idaho Falls. Minimum qualifications include an earned doctorate, preferably in engineering or science disciplines; demonstrated ability to develop interdisciplinary research and education programs; experience in comprehensive educational fiscal planning and management; strong communications skills; development of strategic partnerships with private and public sector organizations; demonstrated ability to assess market needs and implement responsive programs; demonstrated personnel and business management skills. Emphasis is placed on the development of interdisciplinary academic and research programs and the administration of an educational contract with the Idaho National Engineering and Environmental Laboratory (INEEL) to meet the educational needs of the laboratory. The Dean will work with academic partners at the University Place Centers for Higher Education and will support university advancement through cooperative agreements developed with the INEEL, public schools, state and local government, private sector businesses, and the Inland Northwest Research Alliance (INRA), a consortium of seven research universities. The dean is expected to foster strong cohesion between the academic programs and faculty located at the university center and the colleges and departments at the UI Moscow campus.

Application Procedures:
Candidates submit a letter of interest, a statement of their view of outreach and research in a Carnegie doctoral/research and land-grant university, current curriculum vitae, and the names, titles/positions, addresses and telephone numbers and e-mail addresses of five professional references. Nominations are welcome. The review process will begin **1 December 2000** and will continue until a qualified applicant has been selected. Send application package to: **David Thompson, Search Committee** ***Chair,*** **University of Idaho, P.O. Box 441011,** ***Moscow,*** **ID 83844-1011. (Phone: 208.885.6479; FAX 208.885.6645; e-mail ULLFSearch@uidaho.edu.)**

For a more comprehensive and detailed position announcement, please refer to the following web sites:
http://www.uidaho.edu/hrs OR **http://www.if.uidaho.edu.**

To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.

University of Idaho

EDUCATION

Tenure-Track Faculty Positions

Community College of Philadelphia, a multi-campus urban institution, anticipates full-time tenure track openings for fall 2001 in the following disciplines:

Communications (2)
Design Technology (1)
Education (1)
Electronics Engineering Tech (1)
English (5 generalists)
Learning Lab Specialist (1)
Geography (1)
History (1)
Interpreter Education/ASL (1)
Marketing & Management (2)
Mathematics (1)
Nursing (2)
Paralegal Studies (1)
Psychology (1)
Spanish (1)
Theater (1)

Detailed information about each position, including required qualifications and response deadlines, may be found on the College's Web site: http://www.ccp.cc.pa.us (Click on "About the College," then on "Employment.") Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE

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Suanne Roueche
Director, NISOD

Department of Educational Administration
College of Education
The University of Texas at Austin
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Director of Campus Unions

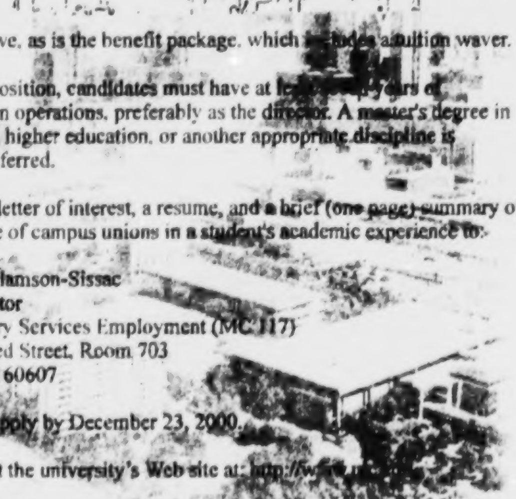
A dynamic and creative leader will be chosen as the new director of campus unions at the University of Illinois at Chicago. The director maintains the highest quality of customer service, employee development, and facility improvement.

Supporting the university's academic mission and the enrichment of campus life, Campus Unions provides diverse programs and activities, services, and facilities that strongly support student learning and place the interests of UIC's diverse and multicultural population at highest priority.

The campus unions director oversees Campus Programs, Campus Recreation, and Union Building Operations. More importantly, the position is responsible for maintaining an environment that is focused on students and empowers them to lead.

The UIC campus is served by two campus union buildings—the Chicago Circle Center and the Chicago Illini Union—comprising approximately 560,000 square feet of space, making it one of the largest campus union operations in the country.

The selected candidate will have demonstrated credentials in leadership, innovation, budget management, employee development, and student learning within a campus union environment.



Remuneration is competitive, as is the benefit package, which includes a tuition waver.

To be considered for this position, candidates must have at least [illegible] years of experience in campus union operations, preferably as the director. A master's degree in student personnel services, higher education, or another appropriate discipline is required; a doctorate is preferred.

Candidates must submit a letter of interest, a resume, and a brief (one page) summary of their philosophy of the role of campus unions in a student's academic experience to:

Ms. Shaune Williamson-Sissac
Search Coordinator
Campus Auxiliary Services Employment (MC 117)
750 South Halsted Street, Room 703
Chicago, Illinois 60607

For fullest consideration, apply by December 23, 2000.

For more information, visit the university's Web site at: http://[illegible]

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VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and who are actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and asked to provide online instruction.

Faculty positions will be filled at the level of assistant professor or instructor level if ABD. Selected appointments may be made at the associate level for outstanding candidates.

■ COLLEGE OF PROFESSIONAL STUDIES ■

Business Administration/Management- Position requires a successful teaching record in Management Information Systems and/or Production/Operations Management as well as introductory management courses. Preference will be given to candidates with related industry background. A proven ability to develop applications using state of the art online and distance learning technologies will be considered a plus. Commitment to major advisement, student retention and department development is essential. Ph.D. or D.B.A. in Management is required; A.B.D. will be considered for exceptional candidates.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to: Sandra Bloomberg, Ph.D., Dean, College of Professional Studies, sbloomberg@njcu.edu. (Indicate Code: HO when responding)

■ COLLEGE OF EDUCATION ■

Early Childhood Education- Requirements: Earned Doctorate in Early Childhood Education or an appropriate discipline. Overall understanding of child development, early childhood curriculum development and assessment a must. Classroom teaching experience in early childhood essential. Experiences in public school teaching in urban settings and NJ Teaching Certification a plus.

Educational Administration- Requirements: Earned Doctorate in Educational Administration or an appropriate discipline, with a strong theoretical, research and/or publication background. Experience at building, district, regional or state level school administration desirable. Help to provide program leadership and faculty development.

Literacy Education- Requirements: Earned Doctorate in Reading or an appropriate discipline, with early childhood, elementary or secondary teaching experience. Effective teaching experience at graduate level preferred. Active involvement with professional organizations and commitment to diversity and multicultural education desirable.

Special Education (3 positions)- Requirements: Earned Doctorate in Special Education or an appropriate discipline, professional experience with school age children or youth with disabilities, and evidence of potential for significant scholarly accomplishment. Teaching experience at the University level is desirable. Commitment to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery.

Applicants should send a letter of application, resume and the names, addresses and telephone numbers of three (3) references to: Yiping Wan, Ph.D., Dean, College of Education, ywan@njcu.edu. (Indicate Code: HO when responding)

■ COLLEGE OF ARTS AND SCIENCES ■

Computer Science-Department Chair/Professor- Duties include teaching a range of courses, curriculum development, faculty recruitment/ supervision/development, supervision of advisement, budgeting, enrollment management, and other duties as necessary. Candidate should have appropriate Doctorate, successful teaching experience, and a record of accomplishment appropriate for senior rank. Interest in and innovative approaches to the education of a diverse student body highly desirable. Prior administrative experience is a must.

Computer Science (2 positions)- Faculty to teach a range of undergraduate Computer Science courses, including programming languages, Internet applications, database management, data structures, operating systems, computer organization, discrete structures, networking, software engineering, computer graphics, artificial intelligence and expert systems. Applicants should have interest in developing new curricula; pursuing research; working with diverse student population; and working collaboratively with other faculty.

English- Faculty position for an expert in the teaching of writing to college students. Candidates should be very familiar with the theory of teaching writing, including writing center practices, the use of computer technology and writing across the curriculum programs. The position requires the ability and willingness to teach courses in Freshman Composition and Developmental Writing. Ph.D. and two years of full-time teaching experience or the equivalent.

English- Position teaching history, structure and usage of the English language, and the relationship of language to culture. We seek a generalist in literature, preferably with expertise in world literature. The position requires the teaching of Freshman Composition and Developmental Writing as part of a four course per semester load. Ph.D. and two years of teaching experience or the equivalent.

Mathematics- Individual must hold earned Doctorate or be A.B.D. in Mathematics or Mathematics Education and be able to finish within three years. Evidence of successful College or University teaching is necessary. Assigned courses may include remedial courses as well as graduate-level courses. Experience with computers and graphing calculators is also a requirement. Individual must have a sincere desire to help students.

Modern Languages- Faculty position for Spanish instructor with a specialty in second language acquisition, experience with the communicative approach and a demonstrated commitment to teaching excellence. Preference given to candidates who have experience with: 1) teaching Spanish at the University level; 2) elementary school world languages curriculum and pedagogy; and 3) computer-assisted language learning.

Music, Dance and Theatre- Technical Director/Theatre Technician- Responsible for the construction of all sets and scenery for the Department of Music, Dance and Theatre. It is his/her duty to ensure the set designs function as intended by the designer. Other duties include the supervision of the Williams Theatre scene shop and the handling of all shop and running crews for all department and collaborative productions. Has responsibility for overseeing technical rehearsals, the ordering of all tools and materials and tracking budget expenditures. Should be qualified to teach production classes.

Music, Dance and Theatre- Production Manager- Serves as assistant to the Chair and all concert and production directors in dealing with production and concert schedules, budget expenditures, publicity, programs, mailings, box office and campus security personnel. Bachelor's Degree with background in music and/or theatre, and experience with all aspects of stage productions required.

Music, Dance and Theatre- Music Theory- Faculty with a strong music theory background to teach freshman and sophomore level harmony and ear-training. Candidate should be able to teach other areas such as Music History and/or Applied Music. Doctorate and teaching experience at the college level required

Music, Dance and Theatre- Technical Director/Lighting Designer (half-time)- Will be responsible for all technical aspects of running a 150-seat experimental theatre, including, but not limited to, lighting designs and their implementation, plus sound reinforcement and/or recording for all events. The supervision of student crews in the areas of lighting and sound is also required. Minimum BFA with essential experience at the academic or professional level required. MFA is preferred.

Music, Dance and Theatre- Production Manager (half-time)- Will be responsible for the coordination and use of a 150-seat experimental theatre. Duties include, but are not limited to, public relations, house management, box office, fiscal planning, personnel and space administration, with direct application to the performing arts. Candidate should have a degree in Theatre Management. A business degree with some theatrical background will also be considered. An adjunct teaching assignment in the theatre program is a possibility.

Opportunity Scholarship Program- EOF Counselor to advise non-declared majors; provide academic, personal and career counseling; assist students in making progress toward degree requirements; assist students in completing the financial aid process; prepare reports and maintain accurate student records. Responsibilities include teaching orientation to college courses, creating retention programs and mentoring peer counselors. Applicants should have excellent organizational, interpersonal and writing skills and should have a minimum of one year experience counseling college/university students. Previous experience working with EOF/EOP students is preferred. Bachelor's Degree is required.

Opportunity Scholarship Program- Program Assistant- Maintain the OSP database, process the EOF Supplement, monitor and process the OSP summer reimbursement and academic year bookstore voucher program. Coordinate academic mid-term warning system and assist in the recruitment process. Should possess a Bachelor's Degree in Business or related major and demonstrated organizational and computer skills. Experience working with EOF/EOP programs and the EOF supplement a plus.

Philosophy/Religion- Assistant Professor- Department has teaching needs in the following areas: History of Philosophy, Metaphysics, Ethics, Epistemology and Civilization courses in the General Studies Program. Applicants must be A.B.D. by the time of appointment. Candidates must possess strong commitment to teaching and mentoring.

Psychology- Faculty member to provide Undergraduate and Graduate level instruction in Development Psychology as well as a host of related course work in the discipline (i.e., research, statistics, etc.). In addition, the successful candidate will serve as a mentor, assisting students in guided research projects, Psi Chi, Psychology Club, etc.

Women's and Gender Studies- Requirements are a Ph.D. in Women's Studies or a related field with a Master's Degree, Graduate Certificate or concentration in Women's Studies, and substantial teaching experience in interdisciplinary women's studies core courses (including introductory courses). Prefer candidates who present a demonstrated commitment to feminist theory, methodologies, and pedagogy as well as to mentoring students at all levels. Academic fields of interest include, but are not limited to, the natural sciences, public policy, economics, global and transnational feminisms, post colonial and diasporic studies, and women of color studies. Candidates with other areas of expertise in the Social Sciences will also be considered.

Applicants should send a letter of application, resume and the names, address and telephone numbers of three (3) references to: Ansley W. LaMar, Ph.D., Dean, College of Arts and Sciences, alamar@njcu.edu. (Indicate Code: HO when responding)

Adjunct positions available in all areas. The search committees will begin reviewing application materials on December 15, 2000. All positions will remain open until the successful candidate has accepted the position.

New Jersey City University
2039 Kennedy Boulevard, Jersey City, NJ 07305

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An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

For more information about the University, please consult our website at www.njcu.edu.

Director of Campus Retail Operations

A dynamic, creative, and enterprising individual with superior managerial skills will be chosen as the new director of campus retail operations at the University of Illinois at Chicago. The director maintains the highest quality of customer service, employee development, financial success, and facility improvement.

Supporting the university's academic mission, the enrichment of campus life, and UIC's commitment to multiculturalism, Retail Operations provides merchandise, services, and amenities to UIC's 25,000 students, 12,000 faculty and staff, and the general public. The director is responsible for:

- a 73,000 square foot traditional college bookstore (annual sales of $18+ million)
- medical, dental, and trade bookstores
- central store (for departmental supplies)
- two computer stores
- four convenience stores
- five copy shops and numerous self service and sales areas

These facilities are self-operated and self-supporting. In addition, the director is responsible for leased retail operations, including travel agencies and barbershops.

The successful candidate will possess these qualifications:

- a minimum of 10 years of experience as a retail professional, five of them as a director of a college or university bookstore
- experience in running a complex retail operation and creating new markets
- familiarity with the challenges facing retail in the college market
- a bachelor's degree (master's preferred)
- strong interpersonal and communication skills

Remuneration is competitive, as is the benefit package, which includes a tuition waiver.

Candidates must submit a letter of interest, a resume, and a brief (one page) summary of their philosophy for directing retail operations to:

Ms. Shaune Williamson-Sissac,
Search Coordinator
Campus Auxiliary Services Employment (MC 117)
750 South Halsted Street, Room 703
Chicago, Illinois 60607

For fullest consideration, apply by December 23, 2000.

For more information, visit the university's Web site at: http://www.uic.edu/

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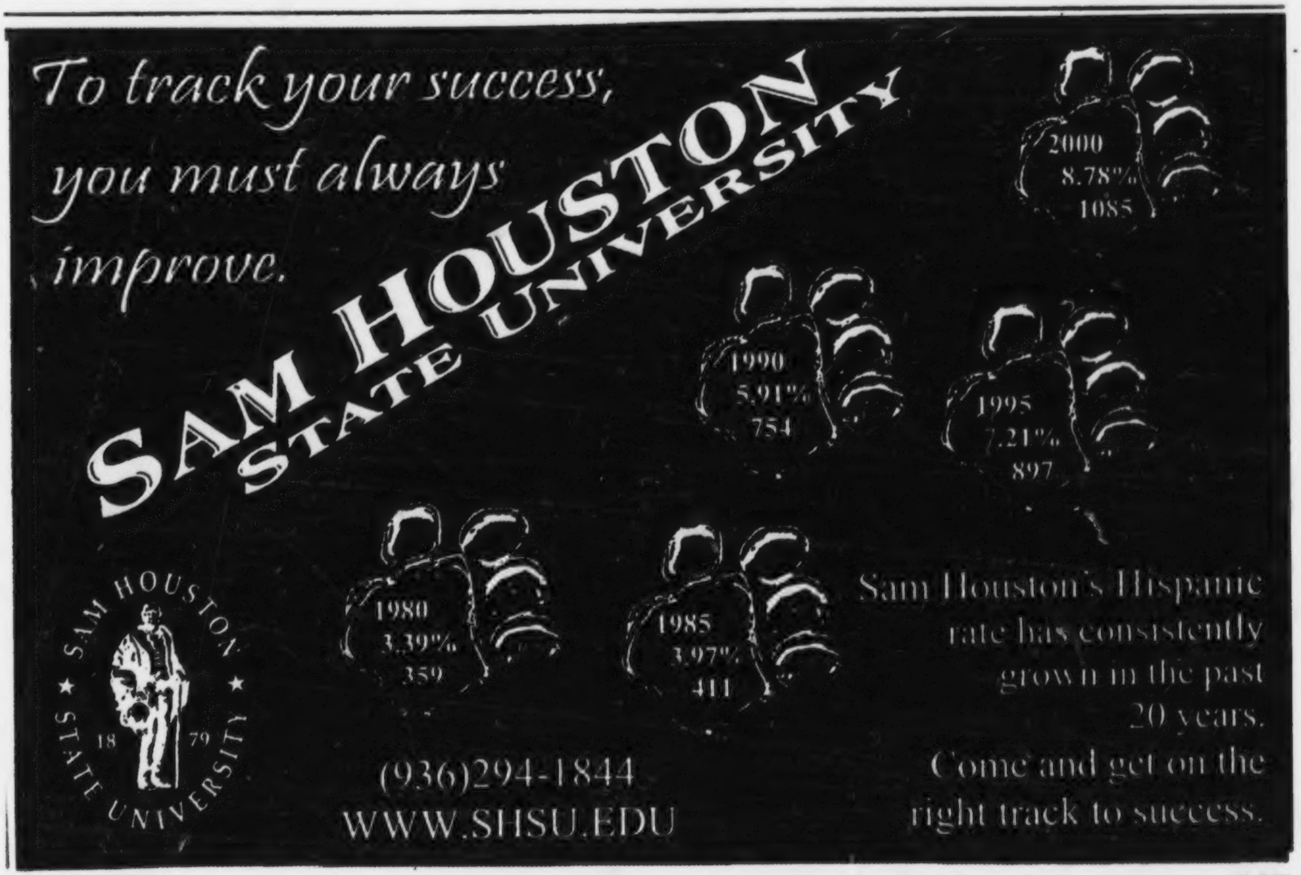
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CLAMORING FOR COLLEGE– THE RACIAL DIVIDE

By Alfredo G. de los Santos Jr., Vice Chancellor for student and educational development. Research Professor, Arizona State University Main. Recipient of the 1998 Harold W. McGraw, Jr. prize in education. Distinguished Leadership in Higher Education award from the Hispanic Caucus of the AAHE.

A recent national survey finds that Americans now see the college degree–not the high school diploma–as the key route out of poverty and into the middle class. And finds that Hispanic parents of high school students not only value higher education, but value it even more than do African American parents, non-Hispanic white parents, and the population as a whole.

Great Expectations: How the Public and Parents–White, African American and Hispanic–View Higher Education, shows that Hispanic parents value higher education about twice as highly as do white, non-Hispanic parents. Sixty-five percent of Hispanic and 47 percent of African American parents–but only 33 percent of non-Hispanic white parents–selected "a college education" as the one thing that can most help a young person succeed in the world today. College was selected over "a good work ethic," "knowing how to get along with people," and "work skills learned on the job."

Asked whether it is possible to succeed in the workplace without a college education, two out of three non-Hispanic white parents said there are many ways to succeed without it. Hispanic parents took the opposite view. **Sixty-five percent said that a college education is necessary to succeed today.**

The findings should shatter a persistent stereotype in America: that Hispanic enrollment lags because Hispanic families do not value higher education.

Hispanics have the lowest college enrollment rates in spite of parental values. Only 22 percent of our youth 18 to 24 enroll. African American enrollment is 30 percent. Non-Hispanic white enrollment is 41 percent.

And while enrollment rates have increased for all three groups over the past 20 years, so have the gaps between the rates for whites and minorities. Degree attainment rates are likewise skewed. Of those 25 and older, only 11 percent of Hispanics and 15 percent of African Americans hold bachelor's degrees, compared to one in four non-Hispanic whites.

The implications of this mismatch–between aspirations for college on the one hand and actual enrollment and completion on the other–are dramatic.

First, Hispanic voters have never been courted as aggressively by electoral candidates as they are today, for we are now the fastest growing ethnic population in absolute numbers…and the fastest growing block of voters. Hispanic growth is fastest in nine states, led by California, New York, and Texas, that make up 75 percent of the electoral votes needed to win the White House.

If it is true, as the American public now firmly believes, that access to the American dream lies through the doors of higher education, then the political stakes are extremely high if such a large segment of the voting public finds that its opportunities for college are not in line with its aspirations.

Secondly, colleges and universities in many states will face a large influx of high school graduates over the next 15 years–an increase in the expected demand for higher education that has not been seen since the baby boomers in the 1960s. And that influx is expected to be most pronounced in the very states where Hispanic enrollment projections are the highest.

A recent report by Educational Testing Service, *Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?*, indicates that Hispanics will increase to 2.5 million by 2015, compared to 1.4 million in 1995, thus becoming the country's largest minority in college–one of every six undergraduates.

The huge projected increases in demand for college assume that the college-going rates of racial/ethnic groups will remain constant. But *Great Expectations* suggests that more Hispanics are *aspiring* to college. And current efforts at school reform–offering more AP classes and the like–might help more Hispanics to be *better prepared* for college.

The question important to the Hispanic communities is: Where will they enroll?

Public opinion surveys from the past decade show one unwavering constant: Americans of all backgrounds overwhelmingly believe that college opportunity should not be denied *anyone* who is motivated and prepared.

In the current economic boom, the United States faces an enormous opportunity, and the Hispanic community, an immense challenge. Will we fight to ensure educational opportunity for more Americans, as we did with the GI Bill after World War II and the creation of community colleges and campus building of the 1960s? Or will we allow this nation to turn a cold shoulder to those youth who are now preparing for college?

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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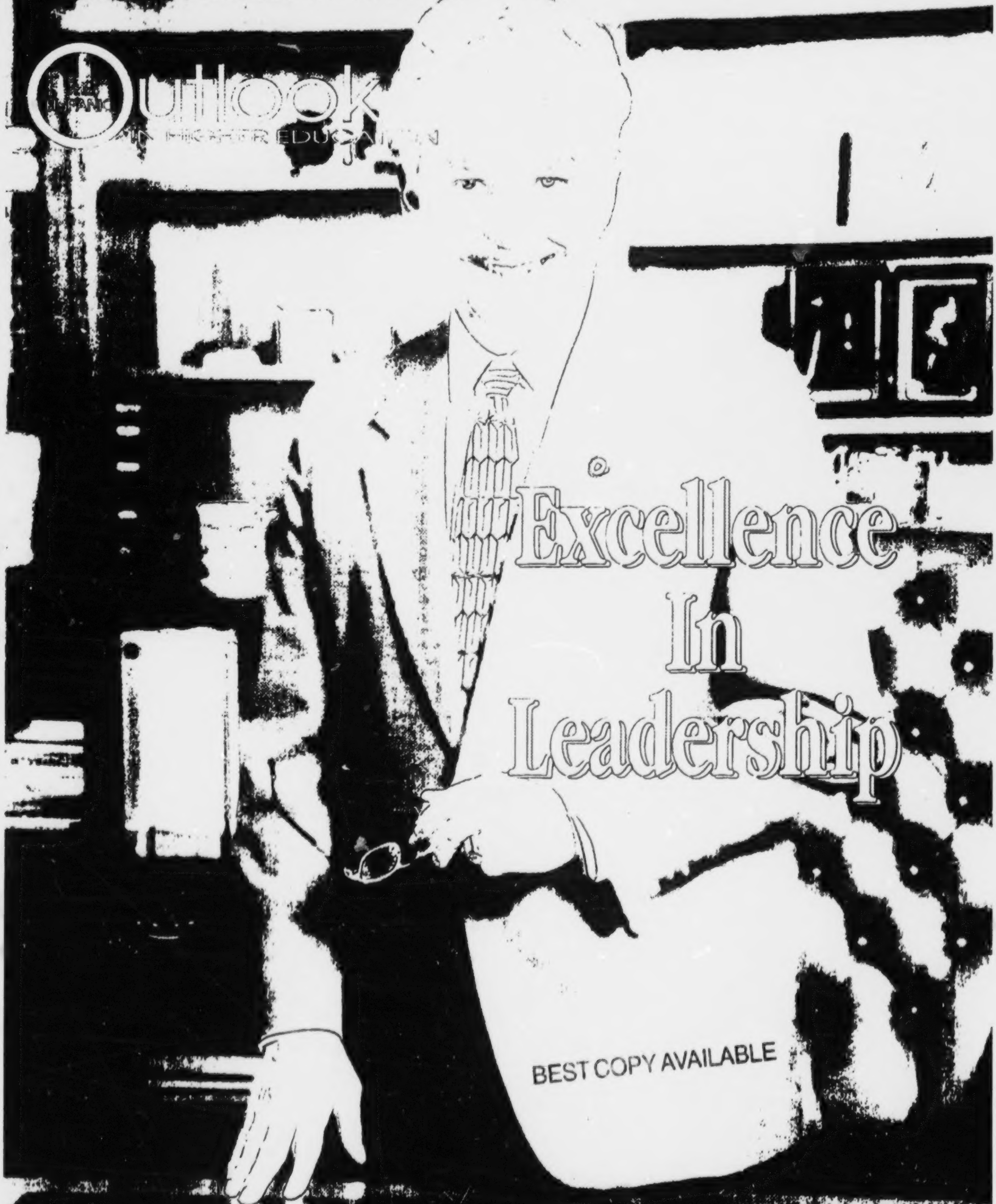

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BILINGUAL EDUCATION

The Literacy, Language, and Cultural Studies Specialization in the Department of Developmental Studies and Counseling is searching for a faculty member in Bilingual Education. This tenure-track position will be filled at the rank of assistant or associate professor, effective September 2002.

Candidates must have an earned doctoral degree with an emphasis on the education of bilingual learners, in particular literacy and language development, assessment and instruction, and curriculum development. Candidates must have a record of successful teaching at the elementary and/or secondary level. Responsibilities include teaching courses, advising and supervising students, conducting research, and supervising the research of graduate students.

COUNSELING

The Department of Developmental Studies and Counseling is searching for a faculty member in school counseling. Candidates must have an earned doctoral degree in counseling or a related area, hold current certification in school guidance counseling, school psychology, and/or school adjustment counseling, and have recent experience as a counseling professional, preferably in a school setting. It is expected that candidates will be prepared to advise students, supervise student field work, and teach graduate-level courses in school and career counseling in at least two of the following areas: group counseling, family counseling, cross-cultural counseling, assessment, and research methods. The candidate should also be prepared to assist with, and assume increasing responsibility for recruitment and for arranging clinical placements. A record of research and publication is desirable. This tenure-track position will be filled at the rank of assistant or associate professor.

ELEMENTARY READING AND LANGUAGE ARTS EDUCATION

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track faculty member to join the Reading and Language Arts component of the Elementary Education program. The position involves graduate and undergraduate teaching, advising, and conducting research in elementary education, particularly in the teaching of reading and writing. An earned doctorate is required. Experience as an elementary classroom teacher is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

ENGLISH EDUCATION

The Department of Curriculum and Teaching is seeking an assistant or associate, tenure-track faculty member for its English Education program. The position involves teaching, supervising field work, and conducting research in English Education for middle and senior high school students. Teaching experience as a middle or senior high school English teacher is preferred. An earned doctorate in either English or English Education is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level.

SCIENCE EDUCATION

The Department of Curriculum and Teaching is seeking a tenure-track assistant or associate professor for its Science Education program. Candidates with strong backgrounds in elementary science, cognition and science learning by children, or the integration of technology into elementary classrooms are especially encouraged to apply. Responsibilities include methods courses in elementary science; graduate courses in science education methods and research instruction for EdM and EdD students; and a commitment to seek external funding. Minimum qualifications are a doctorate in science education or the physical or natural sciences, and elementary/college teaching experience.

SPECIAL EDUCATION

The Department of Special Education is seeking an assistant or associate, tenure-track faculty member, as part of its strategic plan to build a comprehensive program. The position involves teaching about and conducting research in the education of students with learning disabilities, mental retardation, and behavior disorders, and in the integration of such students in regular education settings. An earned doctorate is required. A record of scholarship/research beyond the dissertation is expected for appointment at the associate level. Of particular interest are candidates who are knowledgeable about advances in the study of the causes of learning disabilities, and about research and theory pertaining to the instruction of students with learning difficulties.

Review of applications will begin December 20, 2000, and continue until the positions are filled. Salary will be competitive and appropriate to rank and experience.

A letter of application, a current curriculum vitae, sample publications, and the names, postal and e-mail addresses, and telephone numbers of three references should be sent to:

Ms. Elizabeth Austin
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Boston, MA 02215

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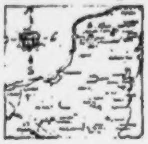

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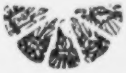

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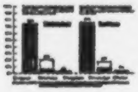

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Youthful Hopes and Adult Obligations back cover

Cover Photo: Miguel Nevárez, courtesy of University of Texas-Pan American

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Esquina Editorial

¡Hola!

Hispanic-Serving Institutions (HSIs) number more than 200 in the U.S. and are categorized as such because they enroll at least 25 percent Hispanic students. In order to continue strengthening their institutional capacity, additional financial resources are necessary, particularly with the swelling Hispanic population, which has become the "majority minority" in some states.

While there is legislation in place that appropriates monies for these institutions, and funding has increased from $12 million a few years ago to $685 million for FY 2001 under Title V of the Higher Education Act, HACU has made an important observation that needs to be addressed. In the organization's policy paper to this year's presidential candidates, HACU notes that "more than 50 other federal legislative acts provide support for higher education institutions but fail to target HSIs." Why? Because HSIs are not explicitly mentioned. Implied or assumed inclusion of one group under an umbrella category might not necessarily gain the desired results of one particular group or the whole. What did this omission cost HSIs? Opportunity for specific authorized levels of funding for higher education program development, research, technology, faculty initiatives, workshops, and the like. Congress recognizes HSIs, but now the new Office of the President should ensure that the language in all future legislative action recognizes it too.

In the next several pages, we bring you the results of a national survey on diversity in higher education; a showcase of the Hispanic Heritage Award 2000; a report card that takes a look at the widening race gap; a unique multilingual journalism program; and an online MBA program.

Our next issue is devoted to sports–what Latinos are playing, how they fared in the Olympics, sports careers, gender equity in sports y mucho mas.

Nos vemos...hasta el próximo número.

M. Sarracent

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A CAPITOL VIEW

Report Card: Race Gap Widening

BY GUSTAVO A. MELLANDER

Every four years, the U.S. Department of Education issues a "Report Card." The latest version was presented to the public at a recent press conference.

The Report Card portrays a mixed picture. There are improvements–but also failing test scores. Learning gaps are both narrowing and widening. U.S. students might be performing better overall than a decade ago, but a large gap still exists between the majority Anglo population and Blacks and Hispanics.

The Report Card stirred up a controversy immediately. The Clinton administration was quick to point out that there has been "consistent and steady gain." Bush for his part said the Report documents that student achievement stagnated during President Clinton's term in office. "I will be committed to making sure that we do not repeat the mediocrity of the 1990s," Bush said. "The achievement gap between minority and White students is still too wide."

Patterns

In 1999, scores on math, science, and reading tests were still higher for White students than for Blacks and Hispanics in three groups examined–nine-year-olds, 13-year-olds, and 17-year-olds.

Hispanics at age 17 scored about the same in math and reading as White 13-year-olds.

"While these differences are not as large as they were three decades ago, the pattern is disturbing and demands careful attention," Michael Nettles, vice chair of the Education Department's National Assessment Governing Board, told *The Hispanic Outlook*.

Nettles, a professor of education and public policy at the University of Michigan, said that virtually all of the narrowing of gaps between Whites and minorities was before 1986 or 1988. Since then, the gaps had either widened somewhat or stayed the same. Average scores of Black students remained well below those of Whites, according to the Report. A Black 17-year-old, for example, scored 264 on a reading test versus 295 for a White student the same age, and less than the 267 points achieved by a White 13-year-old.

In math, 17-year-old minority students scored 283 points, exactly the same score as for White 13-year-olds. "This is a depressing reversal of the gains made in the previous two decades," Nettles concluded.

The 1999 test score gap between Whites and Blacks in reading among 13-year-olds, for example, was 29 points against a 20-point gap reported in 1990. In math, the test score gap had widened to 32 points from 21 points among 17-year-olds over the past decade.

Nettles said gains made in the 1970s and 1980s probably reflected the successes of the civil rights movement and efforts to improve education of low-income children that started with the Head Start and Title I programs of the 1960s.

"The stagnation and even reversal in some areas since then indicate that we have not built adequately upon these gains," Nettles concluded.

Commenting on the Report Card, Education Secretary Richard Riley said that the race gap was a concern but that students were doing better overall. He noted that the Report covered a larger group of students and a higher percentage of test-takers with disabilities or whose native language was not English.

"But I want to caution against complacency. We must constantly work to do better," he said. "A simple factor that would 'revolutionize' education would be if parents read to their children for just 30 minutes every day," Riley said.

"The Report Card finds that reading in the home is down and that there is a correlation between reading in the home and achievement on these tests," he said.

Riley said gaps could be closed with better-quality teaching. He urged Congress to live up to its commitment to hire 100,000 well-trained teachers to reduce the number of students in individual classes in the early grades.

By age 17, nearly all students could add, subtract, multiply, divide, and solve one-step problems. About 99 percent of Whites reached this level–250 on the Report Card's math scale–compared to 89 percent of minorities.

In 1978, when these anchor points were first used, about 96 percent of Whites reached the 250 level compared to 71 percent of Blacks. This meant that the gap of 25 percentage points had shrunk to 10 percentage points.

At level 300, however, which required students to solve moderately complex problems, the Black-White gap was 43 percentage points, Nettles noted.

Summary

The 1999 survey studied the results of about 16,000 students in math and science tests and about 17,000 students for reading. The disparities reflect differences in income, family and social factors, as well as schooling. However, the gaps were just as wide or even slightly wider among Black and White students with college-educated parents as for those whose parents had less education.

Outlining gender differences, girls had higher reading scores than boys in each of the three age groups, while in science boys outperformed girls at ages 13 and 17, with little difference for nine-year-olds.

Math scores rose overall for all the age groups from 1990, while in reading, scores dipped marginally for 17-year-olds and rose slightly for the other two groups.

In science, there was a slight improvement in age 17 and age 13 groups while nine-year-olds scored the same as in 1990.

Both those pleased with what has been accomplished and those not satisfied can find data here to support their position.

Dr. Mellander is a professor at George Mason University.

Two Decades of Energy and Vision

Pan Am President Miguel Nevárez

BY
MICHELLE ADAM

The University of Texas
Pan American

When Miguel Nevárez walks through communities and cities of the Río Grande Valley in South Texas, he passes many familiar faces–those of Latinos who make up a growing middle class composed of lawyers, doctors, politicians, and local professionals. It's his old neighborhood of McAllen, located in the Valley, that especially drew the interest of *The Wall Street Journal* in 1997. The newspaper cited the growing trend of decreasing numbers of Anglo lawyers in contrast to a growing population of Latino lawyers. Also mentioned was the election of the first Hispanic mayor, and the fact that the biggest banks in the region are headed by Mexican Americans, and that 15 out of 18 court judges are actually Latino. This paints quite a different picture from the neighborhood Nevárez grew up in, where few Latinos went to college, many of them remaining in the fields.

In 1981, Nevárez became the first Hispanic to be elected president of the University.

The Wall Street Journal credits much of this growth in Latino professionals in the Valley to what some call

"Taco Tech," properly known as The University of Texas-Pan American in Edinburg. Nevárez agrees.

Nevárez says that Pan American has helped establish a Latino middle class that has gained political and economic clout. He recalls a different picture growing up than the one he has helped create as president of Pan American for the past two decades.

Although he went to school with many other Latinos, few of his peers went on to college. Nevárez was an exception. His father, Miguel Sr., a Mexican immigrant, was a local doctor, and expected nothing less than for his son to go on to college.

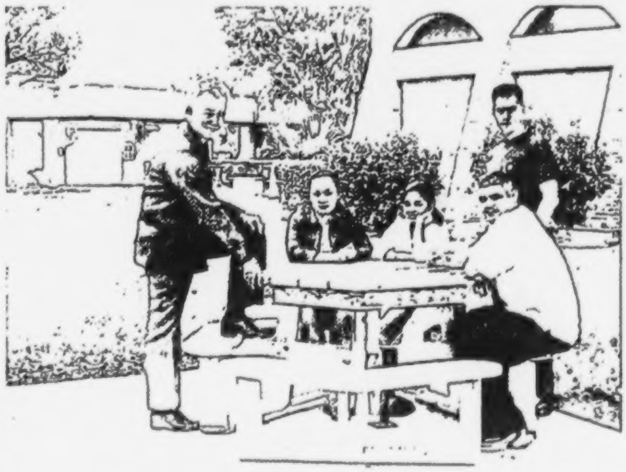
"I had my dad as a role model, but that wasn't the case for many others," he says. With a father determined to make a doctor out of his son, Nevárez attended college as a pre-med student at Texas A&M University-Kingsville. But, of his earlier years in college, he says, "After opening up a few frogs, I discovered that I couldn't see blood and give pain."

He changed majors and ran a family farm after graduating, but eventually fell into the profession that best suited him. A friend asked him to fill in as an emergency teacher for sixth grade at Navarro Elementary School in McAllen. Nevárez's love of teaching brought him to Pan American for his teaching certificate, followed by a master's degree in elementary education at Michigan State University and a Ph.D. in science education from New York University.

By the time he obtained his Ph.D., in 1972, he had already worked as assistant principal of Navarro Elementary and had been hired by Pan American as an assistant professor and an associate dean of men. His job was to help train teachers, and although he missed the direct contact with students, he says, "In the classroom you can help 20 to 30 people, but as a teacher trainer you can help more."

By 1973, Nevárez had become vice president for student affairs and, in 1981, became the first Hispanic to be elected president of the University.

"I had started expressing a vision of what I wanted to do if elected president." That vision was, in part, to have as many of the Valley residents as possible attend a four-year university.



In 1994, only one school district worked with Texas Scholars, but with help from Nevárez, 26 out of 28 have become involved in the program.

Two decades later, as the longest-running Latino president of any four-year university in the mainland United States, Nevárez has expanded both the quantity and quality of education at Pan American. As planned, the University's student body grew from 8,393 in 1980 to 12,248 students in 1990. Since 1989, the institution has grown to include 19 new master's programs, two doctoral programs, and eight new bachelor's programs, as well as new health programs. Its student population is 85 percent Latino, predominantly students from South Texas neighborhoods.

In the early 1980s, Nevárez and many others from South Texas universities went to the state legislature and argued the case that schools such as Pan American (then called Pan American University) were not able to properly serve the people of South Texas. Although Pan American was eager to serve, it was lacking certain resources and had been denied approval of some of the programs it had proposed. The majority of the state's resources were being concentrated in the area that includes Dallas, San Antonio, and Laredo.

MALDEF, the Mexican American Legal Defense Fund, filed a lawsuit against the schools (a strange twist of fate that made Nevárez both a defender of his school and a supporter of change) on behalf of LULAC, the League of Latin American Citizens. As a result, the Texas Legislature awarded $350 million in new funds for South Texas schools and later incorporated many of them either into the University of Texas or Texas A&M systems.

Helped by the new funds, Pan American drastically increased its programs and, in 1989, merged with the University of Texas system in order to bring even more programs and options to the students.

During the merger negotiations, it was Nevárez' role to convince the existing board to give up its appointments, and it fell to him to explain the benefits of a merger to teachers, students, and the community. A potential merger with UT had been on the plate back in the 1970s but had failed because the decision-makers were not convinced of its merit.

As Pan American drew in more students and graduate and professional programs, it became increasingly difficult for the school to play the role of community college as well. In the early 1990s, Nevárez pushed for the establishment of a local community college, which would service those workforce needs that his university could no longer shoulder.

In 1994, South Texas Community College was opened, six miles from campus, and, to everyone's astonishment, it grew from zero students to 11,000 in four years. "The figures showed the tremendous need for a community college," says Nevárez. Although Pan American's population dropped from 13,800 in the early 1990s to 12,200 in the next five years due to the opening of the two-year college, more students were being served by both establishments, and eventually Pan Am would receive students from the community college.

The 1990s were also the years in which Nevárez focused attention on helping better prepare students in his community for college. Pan American began working closely with the Texas Scholar's Program, which helps motivate students to take college preparatory courses. In 1994, only one school district worked with Texas Scholars, but with help from Nevárez, 26 out of 28 have become involved in the program. "We went out and talked to those business community leaders who talk to the students, and we also provided training for them," says Nevárez. And he proudly adds, "We have tripled the number of students who are college prepared, from 24 percent to 75 percent today."

From 1995 to 1999, graduation rates increased 35 percent despite decreases in enrollment at the community college, and an increasing number of these students are what make up the growing Latino middle class in the Texas Valley. Says Nevárez, "What motivates me most is that many of these students are becoming professionals in the community. I see them becoming role models, and I see them pushing other Mexican Americans. The people we have educated in the Valley will be leaders in other parts of the state as well. The fact that our students will triple the income and double the years of formal education of their parents, simply by graduating, is something that this institution can be extremely proud of."

Last summer alone, 600 new teachers were trained to teach AP–up from 23 AP teachers four years ago.

Over the past four years, Pan American has also been pushing for increased Advanced Placement (AP) training for teachers in the school districts. Last summer alone, 600 new teachers were trained to teach AP–up from 23 AP teachers four years ago. This past year, Nevárez also made a commitment to grant four-year tuition and fee scholarships to all high school students who earn 12 hours of college credit at UTPA, with a B average, via Advanced Placement or Concurrent courses. In the year 2000, 150 students became eligible for this scholarship. This program has been so popular, says Nevárez, that other UT schools have emulated it.

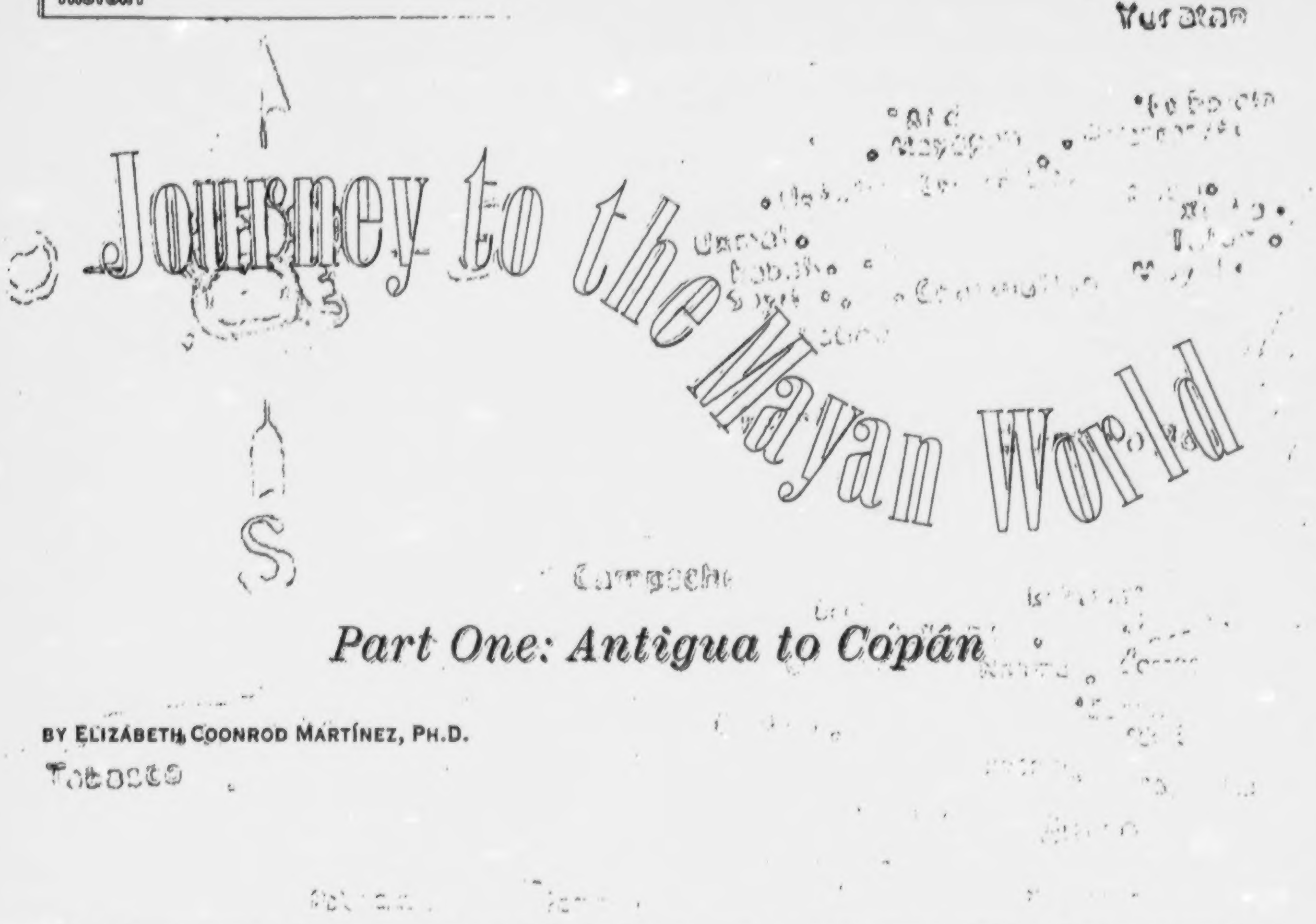
While Nevárez continues to focus on making Pan American accessible to more students, he is nostalgic. "You have immediate gratification dealing directly with students. I miss that," he says. "But on the other hand, you hope you can focus on goals and help other students, and what better way than training qualified teachers."

At 63, some in the post would be considering retirement. But not Nevárez.

"I still have a lot of energy and a lot of vision."

One goal that the McAllen native has yet to achieve is to build Pan American into a regional doctoral and research center for South Texas, a prospect that could take another decade to achieve. "As long as I can continue to contribute to these goals, I'll still be here."

Nevárez says he's declined many offers to serve outside of South Texas. "The commitment to make things better here is what is driving me," says Nevárez. "It's because I remember my roots." HO



Journey to the Mayan World

Part One: Antigua to Copán

BY ELIZABETH COONROD MARTÍNEZ, PH.D.

HO is privileged to present, in two parts, excerpts from Dr. Martinez' first-hand account of a unique scholarly tour. Part Two will repeat in our next issue, and the full text is to be published by the Modern Library Association.

Back when nations were called Palenque, Tikal, Copán, and Caracol, rather than Mexico, Guatemala, Honduras, and Belize, the Mayan ruled–for hundreds of years. By the first millennium, in our counting scheme, they'd abandoned some of their greatest cities in the Mayan heartland and spread out to several locations, with an especially strong concentration on the Yucatán peninsula. In later years, those Mayan fought against Spanish encroachment for two decades before losing the battle. Other Mayan, like the stubborn Itzáes, held out for nearly 200 years, retreating further and further into the Petén jungle until they too were subdued.

But the Mayan did not vanish. They are still here. And during the 20th century, in Guatemala and Mexico, Mayan populations grew faster than did the general population. The Spaniards succeeded in invading only Mayan land–Mayan have not been "conquered," as more than one Mayan said to me on a recent trip I took with others eager to learn about contemporary and ancient Mayan.

In 1989, *National Geographic* put out its first issue highlighting Mayan culture, and called it "La ruta Mayan"–the Mayan route. Little did anyone foresee the impact on commerce and tourism that would follow in the last decade of the century.

National Geographic issues in the 1990s featured new discoveries and new information about the Mayan. Advertising of this region swelled, inviting tourists to the historic land of Mayan culture and people.

Highways on the Yucatan peninsula now include one dedicated to the Mayan route. Large tour buses are a common sight in Campeche and Yucatán, and in Quintana Roo, in neighboring Tabasco state, which is where the original Olmec colossal heads were found, and in Chiapas, in the area of now-well-known Palenque and other Mayan ruins.

Guatemala has become a safer place and a renewed lure for tourists since the signing of the 1996 peace accord. In both countries, "Mayan" has evolved into a buzzword certain to attract tourists. Even the indigenous of various Mayan derivatives now self-identify with this word, probably for the first time since the days of Spanish conquest when it was erroneously applied.

"Mayan" basically means "people"; therefore, a clearer designation is Yucatec-Mayan (or Yucatec people), Quiché-Mayan, Lancandon Mayan (in Chiapas), Jacaltec-Mayan (Guatemalan highlands near the Mexican border), etc.

Knowledge about the Mayan has improved in the last two decades, which encourages students and college professors to become better informed. On that premise, one of the National Endowment for the Humanities (NEH) summer institutes this year was titled "The Mayan World" and invited community and four-year-college professors to improve their understanding of contemporary as well as ancient Mayan during a six-week travel and study tour through this region. It would include seminars by experts on the Mayan.

I was one of the 25 participants nationwide selected for this unique opportunity, and here I provide some of my observations during my experience.

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The Journey Begins

This NEH grant project was scheduled from mid-June to the end of July, a good time period. The torrential season is mid-Spring through June. Part or all of this route could easily be followed by independent travelers.

We began our journey in Guatemala, in the city of Antigua–a city favored by American expatriates and booming in Spanish-language study programs.

Antigua is a fairly inexpensive one-hour taxi ride from Guatemala City. It does not offer the architectural splendor of Puebla or Mexico City, as the region suffers earthquakes every 30 to 50 years and many colonial-era buildings and churches have been left in their decayed state, often with huge chunks of their tops resting in cordoned-off courtyards. But Antigua has cobblestone streets, an inviting downtown, and friendly people–each of which adds an element of beauty. A plaque in a main plaza offers thanks from the state of California for the region's excellent avocados.

I was one of the 25 participants nationwide selected for this unique opportunity.

ELIZABETH COONROD MARTÍNEZ

Bookstores display numerous texts on the Mayan, mostly by U.S. scholars. Mayann crafts and textiles are readily available in shops and markets, and from street peddlers. The municipal museum, originally a university founded by the Spaniards when Antigua was the capital, is currently having its 17th- and 18th-century colonial paintings restored and cleaned. But contemporary crafts and textiles are among the best ways to learn Mayann history. These, as well as their legends, calendars, and various dialects, have endured the Spanish invasion and efforts by successive Guatemalan governments to eradicate them. Many travel agencies in Antigua advertise short trips to most areas we visited.

Our study group's first week consisted of seminars with Canadian George Lovell, whose books are excellent preparation for a trip, on the history and geography of Guatemala; Stanford Professor Mary Louise Pratt on Rigoberta Menchú; and presentations by Guatemala Mayann authors Gaspar Pedro González and Victor Montejo (currently a professor at UC-Davis), whose works have been translated to English.

González is credited with publishing, in 1993, the first Mayann novel, titled *A Mayann Life*, with an English translation in 1995. His second book, *Return of the Mayan* (1998), is a moving account of his escape from his village at age seven and several weeks' journey, with other villagers, to Mexico. He has also published his poetry and a history of Mayan literature.

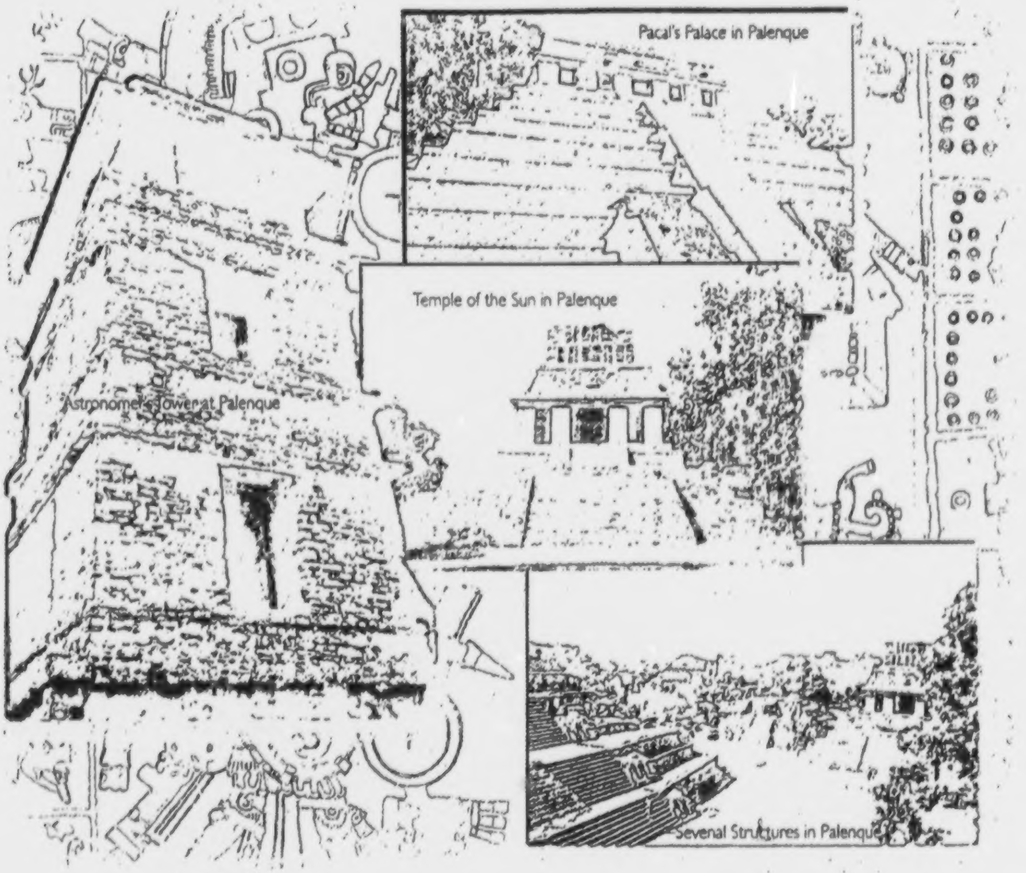
A soft-spoken, eloquent presenter, González is a Mayan from the northwestern region of Huehuetenango, currently living and teaching in Guatemala City, at his alma mater, the Universidad Mariano Gálvez. In 1998, he organized the first international symposium on indigenous literature and culture. The third was held last July. González strives to create links between the more than 20 known dialects of Mayan, and a sense of the Mayan as human beings. He said that between 1980 and 1985, the period in which Rigoberta Menchú fled the country, 200,000 people were killed, 80 percent of them indigenous or Maya Indians, and that more than 200 villages on record have completely disappeared or were burned to the ground. The United Nations Truth Commission Report of 1999, he said, showed that 93 percent of deaths were at the hands of the army, four percent by guerrillas, and three percent unaccounted for. As George Lovell noted, Mayan Indian existence is truly "a miracle of survival."

Montejo is a U.S.-trained anthropologist who fled in the 1980s for Mexican refuge camps after the village where he was the only public schoolteacher was targeted by the army for protecting guerrillas, a false charge. Many innocent villagers were killed. This account is told in his book, *Testimony: Death of a Guatemalan Village* (1987). Before the 1980s, Montejo said, his people were only called "indios." At the refuge camps, by his account, they discovered there were other types of Mayan, both Guatemalan and Mexican, who spoke somewhat related languages, had some of the same legends, and used the same calendar. To unite and protect one another, they adopted this term.

"We now say 'Mayan priests.' This has helped validate a history, a culture, and moved us into a different position. We are naming ourselves, rather than being named.

"Sometimes in a village they ask me, what does this 'Mayan' mean?" As educated and/or traveled Mayans like himself explain, those who do not leave the village "now see it too. This is the idea of the Pan-Mayan movement."

"We may practice ceremonies differently, and have a different dress, but other things unify us within our diversity. We are contemporary Mayans using the ideas our ancestors have left us. It is difficult because we have many languages, but we have the same ideas, and a lingua franca, Spanish." Our people, he says, "are not just sellers of blankets, but also producers of knowledge." Mayan tradition "is not myth and folklore; it is education and science. You plant crops when the moon is a certain way, and cut the wood when it is a full moon. The elders know it is going to rain at 3 p.m. when it is still morning, because of


Pacal's Palace in Palenque
Temple of the Sun in Palenque
Astronomer's Tower at Palenque
Several Structures in Palenque

fish actions. It would not harm Western society to learn this science of ours."

Montejo noted that after Western society first photographed native ceremonies in his village in the region of Jacaltenango in the 1920s, the governmental authorities then came and arrested the people who had performed and told them not to do that because it would show [the world] that the natives are still primitive. People were jailed, and eventually the traditional ceremonies were lost. Now they are being recovered. Montejo has created a children's book recounting the story of "El Kanil," a Jacaltec hero who gave his life for his community. Kanil buried himself in the mountain, but he is still alive, just as Mayan history is still alive. The book is published in Jacaltec-Mayan and Spanish, as well as English and Mayan.

To understand Mayan culture, Western society needs to understand its relation to nature, Montejo says. He told an anecdote of instruction by his mother. When he was a boy, she ordered him not to "pee" in the river, because if he did so, when he left this life, he would be required to return and clean up the river for contaminating it. It scared him because he knew the Blue River coursed all the way through Mexico to the gulf and the ocean. He knew it would be an arduous task. He also noted that this river had remained pristine until recent decades.

Great Predecessors

Next, we headed toward the Atlantic Coast, accompanied by legendary Mayan anthropologist Michael Coe, to study the great predecessors, beginning with the ruins of Quiriguá and, by crossing the border into Honduras, massive Copán (a five-hour drive). Coe lectured on these sites:

Quiriguá, in the lowlands, near the Montagua River, and accessed by boat from the Atlantic, is along an important ancient trade route for jade. Copán is high in the mountains above the river, and was for two centuries the headquarters of Mayann civilization in the region, allied with Tikal to the north and Palenque to the northwest. The Copán ruins have been a favorite site of anthropologists for many years. They even have their own bar in the small town of Copán. A small museum in the downtown area has several exquisite pieces taken from the site. This remote mountain village is a lively and tranquil site for several days' stay. The main hotel is comfortable, its pool enchanting.

Coe, a Yale emeritus professor, has published many books on the Mayan, spent some 50 years researching Mayan and Olmec civilizations, and is responsible for the principal decoding of Mayan glyphs. He came to the region in 1948, visiting the island of Cozumel and then the Yucatan peninsula. His favorite sites were the numerous well-preserved, tall stelae at Quiriguá and Copán, at which he recounted stories of conquests and dynasties during the first millennium of Christian or Gregorian calendar time. He also connected this Mayan history with that of Tikal, Palenque, and other sites in Belize and Mexico.

Coe noted that some pottery found in this region and believed to be pre-classic Mayan, dating from 300 years B.C., is, in his view, actually much older, even dating back to 1,500 B.C., and similar to Olmec pieces that he has studied extensively. His idea, shared by a few other anthropologists, is that there is not one "mother civilization," as the Olmec has been called, but various, and most likely some before the Olmec.

Copán had a small settlement for hundreds of years earlier, but foreigners arrived in the fifth century (of the Christian era), from Teotihuacán (100-750 A.D.) in the Mexican valley. The original people in the Copán area spoke Cholan or Chortí (Mayan), but some Náhuatl, the language of the Mexican central valley, then became mixed with their language.

A Teotihuacán figure (chemical analysis of his bones indicates he is not Mayan) who becomes king marries a Mayann woman and begins his rule in 426 A.D. This founding rulership lasts several dynasties. Sixteen of those rulers are reflected on an outstanding altar in front of a later temple. There are many temples built by the successive rulers, of whom the last documented (in heiroglyphs on temples and stelae) was in the late 800s. At Copán there are more than 100 stelae, and most are 25 feet tall.

Some temples built in later centuries are built over earlier temples, which are well preserved and in a way served as foundation strength for the new, probably favoring their ability to withstand earthquakes, in my opinion. It is interesting that we can still visit ancient Mayann structures, while many Spanish colonial buildings have not survived the earthquakes.

Sometimes an earlier temple was a burial site of a ruler, and the temple was closed to other use. An early temple where one ruler was buried has been recreated in the center of the Copán museum, with the two-story museum built around it. The four façades are decorated with huge masks and imagery of god and war. This reconstruction is painted cinnabar red, with blue, green, and yellow touches, as the original is thought to have looked. The museum also houses several large and beautiful pieces from the Copán site.

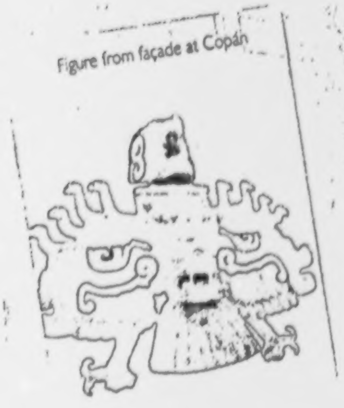


Figure from façade at Copán

Reconstruction in museum of Temple under temple at Copán

Mayan figures at Tabasco museum

Copán is not on a main route or near a major city, but well worth the effort to reach, and perhaps best pursued with a tourist group, as there is a Honduran border to cross at which guards check passports and someone has to explain the purpose of the trip. The highway, a narrow mountain road with steep cliff drop-offs, is treacherous in places. As we passed through, the road was damaged in two places from the rains of May, and was being repaired. A group and bus endeavor might be safest, too, from the occasional robbery said to occur along the route. But we encountered no problems.

Copán is worth the trip because it is a treasure of ancient Mayan high civilization, much as Tikal in the upper Petén of Guatemala. The museum offers a good indication of what visitors will find on the site, and numerous guides, who seem highly educated (most had worked with important anthropologists) were available for hire.

I would recommend reading the excellent texts on Copán by William Fash, and Coe's *The Mayan*, before making such a trip, to become grounded in what one will see. My favorite structures were Temple 22, dedicated to the maize god, or life sustenance, and the community council house, Popol Na, which flanks it. "I think Copán is the best Mayan site we have," Coe said, noting that only Palenque was comparable.

Did the Mayans have a predecessor? Coe thinks the answer will be discovered soon; more glyphs can be interpreted now, and new excavations are occurring. "Someday we are going to find another Codex [an ancient manuscript] in a cave, perhaps in Belize." Coe thinks the origins of the Olmec will someday be found in the region between Chiapas and the Pacific Coast.

Coe also guided us through "Las Sepulturas," a nearby collection of residences of lords and scribes, a "suburb" of the temples for the higher class of that society. Here is the magnificent House of Bakabs, ruling-class scribes, often pictured in texts on the Mayan.

While the Mayan had no true measure or population census, agricultural documentation suggests that more than 20,000 people lived in the Copán valley in its heyday.

It was a huge civilization, and we explored much more of it in the weeks ahead.

Elizabeth Coonrod Martínez is chair of the Department of Modern Languages & Literatures at Sonoma State University in northern California, and associate professor of Latin American literature and Spanish. She completed her doctorate at the University of New Mexico, Albuquerque.

Welcome to the Land of Opportunity

CAL STATE
FULLERTON

BY
BRUCE H. WEBER

MIRT Called Awesome, Energizing, Unforgettable

Dr. Bruce H. Weber
Cal State Fullerton
director, MIRT program

There are now 28 MIRT programs across the country that are helping to generate more minority research scientists.

The year was 1993. I was having lunch at the Hard Rock Café in Atlanta, Ga., with colleagues attending the National Institute for General Medical Sciences Minority Research Conference. We, as directors of various programs to promote minority involvement in research on our campuses in the Los Angeles basin, were discussing ways to increase the number of students, particularly minorities, to pursue biomedical research.

We already had funded programs for this purpose, but we wanted to do something special that would involve a research experience to stretch a student's horizon both as a person and as a potential scientist and develop in a student the international perspective of contemporary science. Professor Roger Bauer of California State University-Long Beach mentioned that there was possible funding through the Fogarty International Center of the National Institutes of Health.

I applied for a grant, which led to the creation of the Minority Research Training (MIRT) program for a consortium of CSU campuses in the LA Basin.

That lunchtime conversation led to a program for students that turned out to be the most satisfying experience of my 30 years of teaching at Cal State Fullerton. The program involves minority students, including many Hispanics, conducting biomedical research during the summer for 10 weeks at leading international university laboratories in England, Mexico, and Thailand.

Starting with four students from Cal State Fullerton in 1995, our MIRT Program has grown to 14 students this past summer. Of those 14, seven are of Hispanic heritage. Since 1995, 53 students have been in the program.

Students have called it "awesome," "an experience I'll never forget," "one that has re-energized me," and "enriching." I like to think of MIRT as a win-win-win program.

First, it gives the professors involved the chance to reach out and offer an exceptional research and life experience to outstanding minority students who might not otherwise have this opportunity. MIRT's key purpose is to increase the number of underrepresented minorities in biomedical research and to provide them with an international perspective and opportunity to form professional networks with foreign scientists.

Second, student participants

Jennifer Padilla, 1998 MIRT participant

benefit by being able to conduct research at some of the world's outstanding university laboratories, staffed by world-class scientists, including a Nobel Laureate. Plus, students benefit through the travel and cultural experiences inherent in the program. They gain a lot of confidence in themselves, and they spend time with others who share a passion for their research interests. And finally, we all benefit because society will eventually gain additional biomedical researchers who will join other researchers in unraveling the mysteries of human diseases.

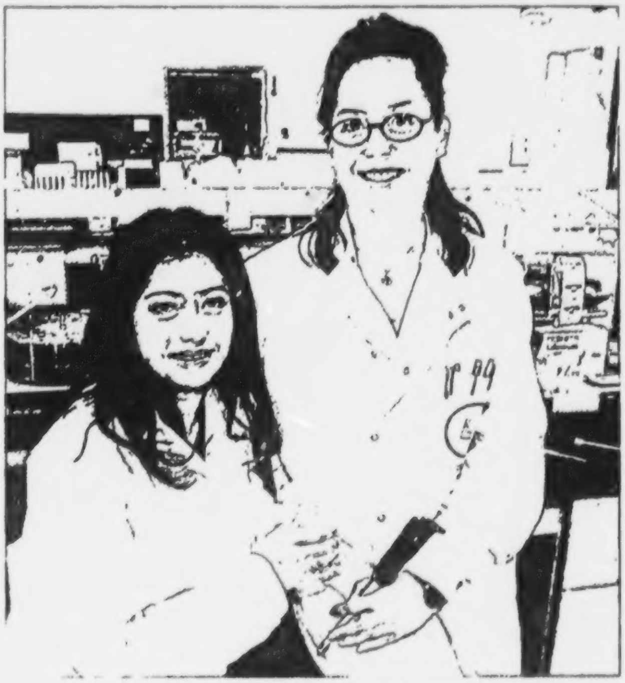
The MIRT program has been particularly successful in this regard, as 80 percent of our MIRT participants are in Ph.D. programs. Former Cal State Fullerton MIRT students are studying in Ph.D., Ph.D./M.D., and M.D. programs at places such as the Albert Einstein School of Medicine, Yale University School of Medicine, University of California-San Diego, and other top medical and research institutions. Another benefit is that our colleagues overseas have told us how much they enjoy the talented students selected to study in these labs.

Program Components

The program has several components. Students receive a grant that covers room and board, university fees, and travel expenses, and a stipend of $2,500. Current funding for Cal State Fullerton's program extends through 2004. The grant covers approximately $10,000 per student.

To ensure that students get the maximum benefit from their MIRT research experience, faculty mentors visit the laboratory to check on the arrangements and deal with any problems that might arise. In consultation with the foreign research director and the MIRT student, the CSU faculty mentor identifies and provides any extra instruction that might be needed with regard to safety, experimental design, interpretation of data, and use of various computer packages for the analysis of data.

As program director, I run a web-based virtual workshop for the students during the summer on the responsible and ethical conduct of research as well as on minority and third-world health issues. Reports on these topics are included in the students' final reports, in addition to their formal report on their scientific activities. The students also write a report on the cultural aspect of their summer experience.


Bellanira Herrera (l.) and Leona Flores (r.)

Research destinations this past summer included Chiang Mai University in Thailand, Instituto de Biotecnología in Cuernavaca, Mexico, and several locations in England at the Universities of Cambridge and Oxford, as well as King's College London.

Students selected for the program are honor students, maintaining a minimum G.P.A. of 3.0 in science. They can build on the experience and training they have in our labs supported by our other minority research support programs (Bridges, Minority Biomedical Research Support, Minority Access to Research Careers, Initiative for Minority Student Development) funded by the NIH.

They learn new techniques while abroad, and they learn how research is done in a different place and institutional setting.

An advisory board helps select students and advises them on choosing a research project and destination. Members of the Los Angeles Basin MIRT advisory board are Dr. Jeff Cohlberg, Cal State Long Beach; Dr. Carlos Gutiérrez, Cal State Los Angeles; Dr. Laura Robles, Cal State Dominguez Hills; Dr. María Zavala, Cal State Northridge; and Dr. Donald Hoyt, Cal Poly Pomona.

This past summer's CSU participants and destinations included Reginald McNulty (Thailand), Huong Pham (Oxford), Shelly D. Sanetti (Cambridge), Leona Flores (King's College London), Bellanira Herrera (Mexico), Ron Marchelletta (King's College, England), Lisa Louise Alexander (Thailand), Clarence Gillett (Cambridge), José Peña (Cambridge), Claribelle Cendaña, (Cambridge), Tanya Porras, (Cambridge), Leana S. Wen (Oxford), and Justina Gonzales (King's College London).

Herrera, a Cal State Fullerton graduate student majoring in biology, conducted research on the symbiotic interaction between nitrogen-fixing bacteria, with Dr. Frederico Sánchez in a laboratory at the Instituto de Biotecnología, located in Cuernavaca, Mexico, the country's leading research facility.

Being from Mexico, Bellanira had a unique perspective on her travel experience. She came to the United States when she was 11. Her return to Mexico prompted her to reminisce about such things as the little toys made of aluminum cans and rattles of several kinds. She appreciated the cultural experience, but she also felt the division.

"I saw a big difference in the social classes, especially among the middle, lower-middle, and upper-middle classes. The middle-class family usually has a maid and a chance for education, but the lower class has to focus on work." She said she tried to speak Spanish all the time, but didn't correctly translate all the words. She thought her first language would be easy, but she felt everyone was correcting her.

Bellanira told us that the MIRT experience was enriching overall and expanded her cultural knowledge and views on biomedical research. She enjoyed her stay in Cuernavaca, which, she learned, was once the home of the Spanish conqueror Cortes. Her goal is to become a medical researcher.

Another Fullerton participant was Leona Flores, a student with an unusual background. Leona originally graduated a few years back with a degree in architectural engineering from Cal Poly San Luis Obispo, a Cal State campus noted for its engineering programs.

After working for a firm and as a consultant for eight years, she decided to return to the field of science, in which she always had a strong interest. A biological science major, Flores, now 37, chose to study at King's College London, one of the oldest and largest colleges of the University of London. Her goal is to earn a Ph.D. in biomedical research.

She conducted research in the School of Life, Basic Medical and Health Sciences, in the laboratory of Dr. Robert G. Price, whose specialty is kidney biochemistry. The school is located at a new campus in Central London near the Thames River.

Along with the research opportunity, the London location proved to be an ideal choice for Flores, who visited museums, galleries, and theaters during her stay. She even met actor Ralph Fiennes, who was appearing in a production of Shakespeare's *Coriolanus*.

Flores called MIRT an "awesome program with a lot of great mentors." She made these comments about her MIRT experience: "My experience in the laboratory of Professor Robert Price at King's College London was quite enjoyable both socially and educationally. The laboratory students at the campus were interested in my experience and knowledge as both a research student and a California native. And, of course, they were willing to share their information, techniques, and equipment.

"My mentor was very interested in my acquiring laboratory skills under his supervision, so the technician who trained me in protein analysis basically took me under his wing and made available whatever technique I was interested in learning. So I took advantage of that and learned FPLC, electrophoresis, ELISA, dialysis, immunoblotting as well as immuncytochemistry. I came home with a very positive experience from King's College London with many useful and pertinent techniques under my belt.

"The MIRT program gave me an opportunity of a lifetime, and what impressed me was the efficiency of the program. Through the constant communications with Dr. Weber, I always felt I had a foot in California while being in another country. There's also a nice rapport between the MIRT faculty and King's College London that assuaged any concerns or questions I might have had. It was very reassuring to have support on both sides of the globe. I would do this again in a heartbeat."

Flores' goal is to become a medical researcher.

Diana Bojorquez

José Peña, a student at Cal State Long Beach, conducted research in the Cambridge laboratory of Sir Tom Blundell, head of the department, and Sir William Dunn, professor of biochemistry.

Eight Nobel Laureates have worked in this department over the years. The world's first biochemistry department was founded here in 1898. The University itself was founded in 1209. Peña had this to say about his MIRT stay:

"My experience at the University of Cambridge is one that will propel me to continue achieving the goals I have set for myself. Having been given the opportunity through the MIRT program to work in the Blundell group, whose love for science is contagious, has re-energized me in keeping up with my pursuit of a Ph.D. in virology. I will cherish this experience and will look back upon it whenever I lack the personal motivation to continue on. For I learned that no matter how prestigious the institution is, it is the people within that make it prestigious through hard work, dedication, and the love for science. Please note my bias towards science!"

Clarence Gillett, a student at Cal State Northridge, conducted research in the Cambridge laboratory of Dr. Sheila Bingham, whose focus is on diet, cancer, and public health research.

Gillett gave us these comments:

"During my summer research enrichment experience at the University of Cambridge, it was striking to see a similar disparity with their 'minorities' involved in primary research. The world is becoming more of a global community, aided by rapid advancement in communication and transportation. Fortunately, the problems of those less-developed nations have now rather than later impressed their vital roles as we seek answers to many of our ailments.

"Therefore, it is imperative that not just the political aspects of communities should be represented by its constituents but also their scientific interests. Scientists coming from a particular socioeconomic background can perhaps contribute additional new insights into the intricate understanding of nutritional, infectious, and other issues affecting their unique communities.

"MIRT has given me the opportunities to see that there should not be any barriers among the scientific community as they battle similar concerns, and how collaborative efforts can hasten our progress. I would like to thank the National Institutes of Health, my foreign host, and all concerned for the experience, which has inspired me even more to become as conscientious a scientist as possible."

Claribelle Cendaña, a student at Cal State Long Beach, studied in the biochemistry laboratory of Dr. R. W. Farndale at Cambridge. His work centers on the investigation of signaling pathways activated in human platelets by collagens.

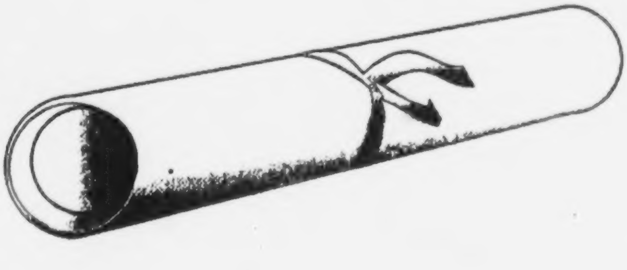
Cedaña commented: "Having done research overseas is an experience I'll never forget. It has helped me grow scientifically, personally, and culturally. My mentor is very supportive, and he challenged my intellect. This MIRT program is definitely two thumbs up!"

As you can see from these comments, MIRT has made a major impact on the lives of our student participants. Cal State Fullerton is also fortunate to be among the MIRT programs funded in the nation. There are now 28 MIRT programs across the country that are helping to generate more minority research scientists.

For more information about the program, please contact me at bhweber@fullerton.edu.

Dr. Weber is professor of chemistry and biochemistry, California State University-Fullerton, and director, Los Angeles Basin MIRT Program.

The Honor Roll



Lehman College, City University of New York

Deeply Involved with the Surrounding Community

BY ROGER DEITZ

Lehman College of the City University of New York earned its place in world history when, in 1946, the Bronx campus was made available for the United Nations at the urging of City officials. From March to August of that year, the campus was the UN's interim headquarters. The first meetings on American soil of the U.N. Security Council were held in the Old Gymnasium building.

In 1996, to recall that historic period, the College participated in the United Nations' 50th anniversary commemoration with campus activities and events, including a CUNY Student Forum with U.N. Secretary General Boutros Boutros Ghali. This international distinction led to a genuine diverse-world awareness that was imprinted on the College long before other institutions warmed to a "global philosophy." The spirit and impact of the United Nations period has remained a hallmark of the institution, and a progressive "world view" has been imparted to Lehman students. There has been a positive impact on the College too from the diverse enrollment of students from all backgrounds and neighborhoods around New York City and beyond.

Music Building at Lehman College

President Ricardo R. Fernández, the second president of Lehman, is also a professor in the department of languages and literatures. He observes, "At Lehman and at many other colleges and universities around the country, we are collaborating with school districts in building a pipeline that will help more and more Latino and African American students obtain the skills they will need to compete in the new economy of the twenty-first century."

As early as his formal inauguration on October 25, 1991, Fernández affirmed Lehman's commitment to access and excellence. That commitment is apparent in the makeup of the College community and in its academic programs. There are many illustrations of Lehman's reaching out to the community and helping prepare students for the changing nature of the population and workplace. The Multilingual Journalism Program, for example, is the only program of its kind in the nation. The program is designed to prepare students to work in print and electronic media such as newspapers, magazines, radio and television broadcast, and the Internet...in English and in other languages. The uniqueness of this 42-credit interdisciplinary BA degree program is its focus on heritage speakers of languages other

Ricardo R. Fernández, Lehman College president

Honor Roll Facts in Brief

INSTITUTION
Lehman College

LOCATION
Admissions Office
Shuster Hall
The City University of New York
250 Bedford Park Boulevard West
Bronx, NY 10468
(877) LEHMAN-1

ESTABLISHED
1931

ENROLLMENT
9,074 total (43.9 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's

TUITION AND FEES
$3,200 undergraduate tuition, New York State residents

FACULTY
308 full-time (38 Hispanic)

SEVERAL DEGREE PROGRAMS
Astronomy
Bilingual/Bicultural Education
Latin American and Caribbean Studies
Health Services Administration
Multilingual Journalism

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Asociación de Mujeres Latinas
La Gran Cultura–The Progressive Club
Unidad Hispana

INTERNET ADDRESS
www.lehman.cuny.edu

than English, allowing them to develop professional-level command of their native language as well as English. The Program seeks to enhance cultural sensitivity of native speakers of English while promoting their acquisition of linguistic skills in a foreign language. Internships with local, national, and international media and communications-related institutions are an integral component. The Program received a three-year grant from the Pew Center for Civic Journalism to launch Eyes on the Bronx, a project in conjunction with Bronxnet, the public access television station of the Borough.

Lehman College was founded in 1931 as the Bronx campus of Hunter College, known back then as Hunter-in-the-Bronx. Lehman College was formally established as an independent unit of The City University of New York on July 1, 1968, following a decision by the University's board of trustees to create "a comprehensive senior college in the Bronx with its own faculty, curriculum, and administration." The institution was named for Herbert H. Lehman, the distinguished four-term New York governor, U.S. senator, philanthropist, and humanitarian, and, following World War II, the first director-general of UNRRA, the United Nations Relief and Rehabilitation Administration, the largest relief effort to that point in history.

During World War II, the Lehman Campus was the main training site for women in the military. The first four buildings on campus–Gillet and Davis Halls, the Music Building, and the Gymnasium–were completed in 1931 by the New York State WPA. The original campus plan called for nine buildings, but the Great Depression delayed construction. The ambitious building plan later was abandoned and cancelled by Mayor Fiorello H. LaGuardia. For a decade before the entry of the United States in World War II, only women students attended, taking the first two years of study at the Bronx campus and then transferring to Hunter's Manhattan campus to complete their undergraduate work. Shortly after U.S. entry into the war, the students and faculty vacated the campus and turned the facilities over to the U.S. Navy, which used the college campus as a training station for more than 86,000 women in the newly organized WAVES (Women Accepted for Volunteer Emergency Service). To commemorate this period, the Navy later installed a ship's bell from the *U.S.S. Columbia* on the campus. A large group of former WAVES returned to campus in 1996 for the installation of a commemorative stained-glass window in the College's Music Building.

Normal peacetime collegiate activity resumed at the campus in 1947, but in addition to women, the Bronx school now accepted former servicemen, who studied in separate classes. In 1951, the campus became fully coeducational, and a four-year curriculum was introduced.

The process of separating the Bronx campus from Hunter College began in 1967. Dr. Leonard Lief, chair of the English department, was named provost and oversaw the transition. On July 1,1968, Lehman College began its independent existence with Dr. Lief as president.

At present, Lehman College offers 90 undergraduate majors in the liberal arts and sciences, as well as graduate programs in education, nursing, accounting, and many other areas of the arts and sciences. The College also houses the plant sciences specialization of CUNY's doctoral program in biology, offered in collaboration with the New York Botanical Garden. As pointed out by President Fernández, professional programs in teacher education, health services, and social work are strengthened by Lehman's close collaboration with Bronx schools, hospitals, and community agencies. Innovative programs and specializations in art and technology, as well as multilingual journalism, provide students with internship opportunities in the growing fields of computer imaging and global media.

Ruben Blades and Yesenia Flores, graduates of Lehman College

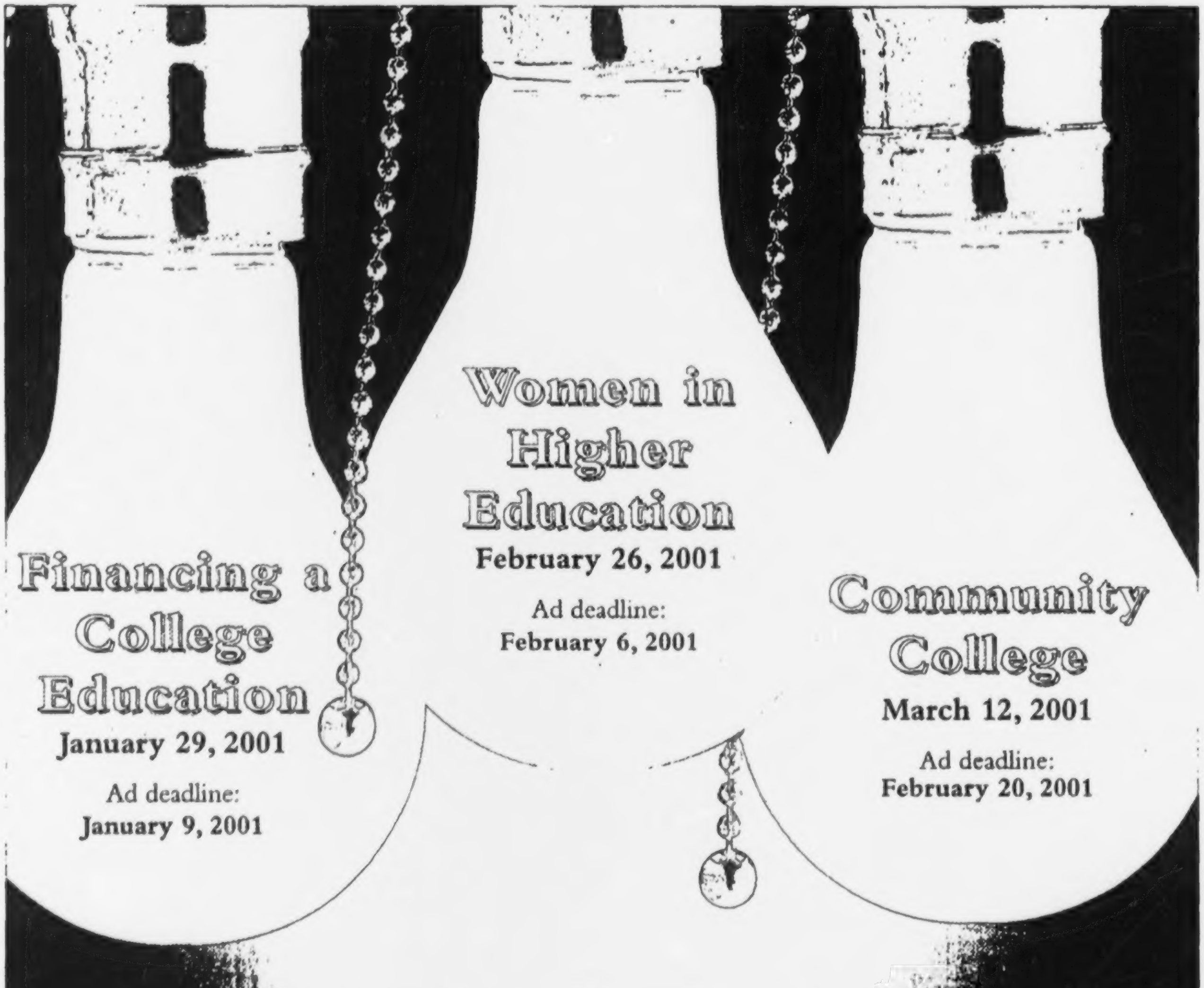
The 37-acre tree-lined campus is noted for its distinctive blend of Collegiate Gothic and modern architecture. The campus's fifteen buildings include a Center for the Performing Arts, Art Gallery, a 552,000-volume library, and APEX, a new facility for sports and recreation. The APEX sports center was designed by internationally acclaimed architect Rafael Vinoly. Opened in 1994, it features sophisticated facilities for swimming, basketball, track and field, and dance. The Information Technology Center, a $13.5 million facility opened in 1999, features eight microcomputer classrooms, each with 20 state-of-the-art microcomputer workstations, and an open lab area housing more than 100 additional microcomputers, along with facilities for printing.

There are 9,074 full-time and part-time students attending. That includes 7,228 undergraduate students and 1,846 graduate students. Approximately 73 percent overall are female, 43.9 percent are Hispanic, 33.5 percent are African American, and four percent are Asian. Students come from 91 countries. The average class size at Lehman is 23, and the student-faculty ratio is 18-1. The overwhelming number of undergraduates–5,049–hail from the Bronx, with the astonishing number of 1,581 undergraduates reporting foreign citizenship. There are 308 full-time faculty members, of whom 85 percent hold Ph.D. degrees. Included are four Distinguished Professors. Part-time faculty number 359. There are 38 full-time and 37 part-time faculty reported as Hispanic. This past year, John Corigliano, Lehman's Distinguished Professor of Music, won an Academy Award for Best Original Score for *The Red Violin*, a Canadian film. Corigliano, who has taught at Lehman since 1972 and is a leading composer of his generation, has received multiple Grammy Awards, and the music world's major prizes for his compositions. "The world knows John Corigliano through his brilliant work as a composer," notes President Fernández. "Our students know him as Professor Corigliano, a gifted teacher who inspires and encourages their creative efforts."

Lehman is deeply involved with the surrounding community. The opening of the Lehman Center for the Performing Arts in 1980, the Lehman College Art Gallery in 1984, and the 500-seat Lovinger Theater has made the College a cultural center for the region. Lehman is active in more than 90 school/community/college collaborations, which serve more than 178,000 students, teachers, administrators, workers, and community members. These include outreach programs that give Bronx schoolchildren a free introduction to the world of music, dance, drama, and the fine arts, as well as dozens of concerts, plays, dance performances, and exhibitions that are free or nominally priced and open to the public. The Bronx Information Network (BIN) project electronically links many of the borough's K-12 schools, colleges, economic development, arts, and other institutions to provide distance-learning opportunities and a variety of other computerized teaching resources.

Lehman College is home to several CUNY research institutes and community resources that support the quality of life, work, and learning in the Borough. These include the Bronx Data Center, the Bronx Educational Alliance, the Bronx Institute, the Bronx Small Business Development Center, the Center for School/College Collaboratives, the CUNY Institute for Irish-American Studies, and the Institute for Literacy Studies. The Bronx Educational Alliance is a consortium of 21 educational, health, human service, business, and governmental organizations located in the Bronx.

It is currently administering a $7.8 million federal GEAR-UP grant to develop six new "corridors of success," extending from middle school into college, in each of the six Bronx community school districts–part of Dr. Fernández' pipeline.



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Highlighting Talent and Commitment at the Kennedy Center

BY NELLY MELLANDER

Once a year, an evening is set aside at the Kennedy Center to reflect on a small but shining sample of the myriad successes and talents that characterize the Hispanic contribution to the United States.

Sponsored by the Hispanic Heritage Awards Foundation, the evening is festive, upbeat, and inspiring. Every year, a handful of Hispanics are honored for their lifelong contributions. Younger Hispanics, such as high school and college students, are honored as well. They are selected after an extensive national multi-meeting search, a process that encourages and inspires thousands throughout the country.

The Hispanic Heritage Awards Foundation is a nonprofit organization established in 1987 to promote Hispanic excellence, provide a greater understanding of the contributions of Hispanic Americans to the U.S., and recognize role models to inspire our youth.

Credited with spearheading a growing recognition of Hispanic achievement in the U.S., the Foundation is best known for its Hispanic Heritage Awards, a televised event considered the most prestigious honor in the Hispanic community and a highlight of Hispanic Heritage Month. The awards were a prime-time special broadcast throughout the NBC network September 9, offering the general public a chance to learn about Hispanic leaders in a variety of fields.

Bobby Carnavale, television and stage actor from Union City, N.J.

Thirty-three national Hispanic co-host organizations serve as the Nominating Committee for the Awards, working closely with the Foundation to identify Hispanic leaders and achievers in their communities and bring them to the attention of the National Selection Committee.

Youth Awards

The Hispanic Heritage Youth Awards program began in 1998 and honored Hispanic youth in five U.S. cities. This year, 60 students were honored across the U.S. in 10 cities: Chicago, Dallas, Denver, Los Angeles, Miami, New York City, Philadelphia, Phoenix, San Antonio, and San Diego. The Foundation awarded the students nearly $400,000 in prizes.

The five National Winners of the Hispanic Heritage Youth Awards 2000 traveled to the 2000 Gala in Washington and were honored on the network television special.

The 2000 Gala

Raquel Welch, of Bolivian ancestry, and Bobby Cannavale, of Cuban ancestry, emceed the gala.

Miss Welch is an actress of considerable renown, having appeared in 35 films, including ***Fantastic Voyage***, ***Myra Breckinridge***, ***One Million Years***, and ***The Three Musketeers***, for which she won the

Golden Globe for Best Actress.

Bobby Carnavale is a successful television and stage actor from Union City, N.J., who got his start as a child, performing in a church theater company within his "bad neighborhood."

Guests at the event saw far more of their energy and creativity than did those watching the TV special, which aired an abbreviated version of the Gala. Other luminaries present that evening included Antonio Banderas, Giselle Fernández, and Elvis Crespo.

The five honorees for the year 2000 are Cruz Reynoso for Education, Oscar Hijuelos for Literature, Dolores Huerta for Leadership, Anthony Quinn for the Arts, and Sammy Sosa for Sports.

Cruz Reynoso: Education

"The strength of our country will be measured by our ability not only to get along, but to appreciate our fellow citizens who are of different ethnic, racial, and religious groups."

As a lawyer, teacher, scholar, mentor, and activist, Cruz Reynoso has been a zealous advocate for the poor and disenfranchised, working to improve the lives of the less privileged. After receiving his law degree from UC-Berkley, Reynoso co-founded the Hispanic National Bar Association, which advocates for the rights of Hispanic communities, and was director of California Rural Legal Assistance.

Much of his work resulted in groundbreaking rulings that provided basic rights to a great number of rural poor.

Reynoso has held many public service positions that enabled him to work on issues that directly impact the lives of Latinos in the U.S., in areas such as education, law, civil rights, and immigration. In 1993, he was appointed to the U.S. Commission on Civil Rights, and since 1994 has been its vice chair.

Widely regarded as one of the leading Latino legal figures in the nation, Reynoso is the first Latino to serve on the California Supreme Court and one of six recommended by the Hispanic National Bar Association to serve as a U.S. Supreme Court Justice.

This was a long way to come for a young boy who grew up as one of 11 children born to Mexican immigrants in Brea, California, and who spent summers with his family working in the fields of the San Joaquin Valley. Many of his classmates thought his plan for a higher education was unrealistic. A common belief at the time was that Mexican Americans would not be allowed into colleges.

Reynoso is currently encouraging a new generation of social champions as a professor at the UCLA School of Law.

Oscar Hijuelos: Literature

"The story is so utterly American, it's a wonder we haven't heard this particular version of it before."

The New Yorker *on* The Mambo Kings Play Songs of Love

In 1990, novelist Oscar Hijuelos became the first American-born Hispanic to win the Pulitzer Prize for fiction, with his second book, *The Mambo Kings Play Songs of Love*. There was overwhelming acclaim for the novel, which was made into a motion picture and translated into more than 20 languages.

From the start, Hijuelos has used his writing to explore the complex experience of Hispanic immigrants in America, thereby documenting their struggles and dreams. *The Mambo Kings*'s story about two Cuban brothers who strive for success in New York during the dance hall epoch echoes in the author's other works, from his critically praised first novel in 1983, the autobiographical *Our House in the Last World*, to 1999's *Empress of the Splendid Season*, the story of a Cuban American housekeeper trying to reconcile her new life of toil with her past life of privilege in Cuba.

Born in New York City to Cuban immigrants, Hijuelos grew up listening to stories of the old country in a Spanish-speaking household. After a trip to Cuba at the age of three, he contracted a kidney disease and was sent away to a hospital for terminally ill children. But he survived. Isolated for two years from his family and the culture into which he was born, English became the language of his education and the one in which he now writes.

Actress Raquel Welch

Dolores Huerta: Leadership

"Our votes count, but only if we are willing to make them count."

For half a century, Dolores Huerta has been a pivotal figure in the movements for Latino, farmworker, and women's rights. Huerta was born in the coal-mining town of Dawson, New Mexico, and was raised in Stockton, California, by her mother. She was a founder of the Stockton Community Service Organization. As the political director for CSO and the United Farm Workers, which she co-founded with her brother, César E. Chávez, Huerta secured legislation giving non-citizens public assistance, driver's licenses in the applicant's native language, aid to needy children, the right to vote in Spanish, disability and unemployment insurance for farmworkers, and amnesty for seasonal agricultural workers, giving them immigration status in the U.S.

After directing the successful Grape Boycott, which resulted in the historic first collective bargaining agreements for farmworkers in the United States, she negotiated contracts with medical plan, pension plan, job security, and protections from pesticides and harassment. Dolores Huerta was arrested more than 20 times for her non-

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Dolores Huerta was arrested more than 20 times for her non-violent activism, and was nearly killed by police in a peaceful demonstration in San Francisco.

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As a board member of the Feminist Majority, headed by Eleanor Smeal and Peg Yorkin, her activism includes the struggle for gender balance and women's equality. Huerta was the first Latina in the National Women's Hall of Fame, and in 1999 was given the Eleanor D. Roosevelt Human Rights award. Huerta has raised eleven children who are today lawyers, artists, doctors, and other medical professionals.

Anthony Quinn: The Arts

Two-time Academy Award-winner Anthony Quinn was one of the first Hispanic actors to become an international superstar. In a career spanning 60 years and more than 300 films, Quinn helped open up lead roles for ethnic actors in Hollywood.

Born in Chihuahua, Mexico, Quinn grew up in Los Angeles, where he started to speak English at age twelve. While working as a janitor in a drama school, Quinn was persuaded to try acting. In 1936, Quinn made his professional stage debut as an aging, drunken actor in the play *Clean Beds*. Soon after, Cecil B. De Mille cast him as a Cheyenne warrior in *The Plainsman* and offered him a contract.

In the 1940s, as a studio actor, Quinn found himself playing the ignoble savage or villain in countless action-packed melodramas. Occasionally, he got a role in one of the studio's higher profile films, such as *The Road to Singapore*, but usually, he found himself pigeonholed as "ethnic." In 1947, after 46 films, Quinn secured his first starring role, in *Black Gold*, a film about a Native American couple who discovered oil and made millions. But the good roles were still few and far between. Even an Academy Award for Best Supporting Actor in Elia Kazan's *Viva Zapata* in 1952 did not bring him starring roles.

Frustrated, Quinn went to Europe, where he starred in the brilliant *La Strada*, Fellini's 1954 film that became an Oscar-winning smash hit. This allowed Quinn to finally receive star billing in Hollywood. In 1956, Quinn won his second Oscar for his role as Paul Gauguin in *Lust for Life*. Two more Academy Award nominations followed, for Best Actor in 1957's *Wild Is the Wind* and 1964's *Zorba the Greek*, the film that established him as a superstar.

In the 1980s, Quinn revealed himself to be a talented sculptor and painter. Today, he continues his select performances. His recent films have included *Last Action Hero* and Spike Lee's *Jungle Fever*.

Sammy Sosa: Sports

"For me, raising money for my people at home is like a gift. The people in America have responded, and I really, really appreciate that."

Sammy Sosa, star outfielder for the Chicago Cubs, first received recognition when he became the only Cubs player to record a 30-homer/30-steal season twice–in 1993 and 1995. Then, in 1998, he made baseball history when he, along with Mark McGwire, broke Roger Maris' 37-year-old record of 61 home runs in a single season. Sosa ended the 1998 season with 66 home runs, was elected to the All-Star Team, and was named the National League's Most Valuable Player.

Sosa was also named Sportsman of the Year by both *Sports Illustrated* and *The Sporting News*, and chosen as the 1998 Roberto Clemente Man of the Year, an award given to the player who best balances outstanding baseball skills with civic responsibility.

Sammy Sosa is the only player ever in Major League Baseball to hit 20 home runs in one month (July 1998).

Born in the Dominican Republic, Sosa lost his father at seven and began helping his mother by shining shoes, washing cars, and selling oranges, eventually finding a job as a janitor in a shoe factory. He honed his skills playing baseball with his siblings, using a milk carton as a glove. At 16, Sosa was spotted by a scout, and in 1989, he made his Major League debut with the Texas Rangers.

Although a world away from his poverty-stricken childhood, Sosa has not forgotten his roots. He supports several programs and organizations in the Dominican Republic to help update medical facilities and schools and provide economic resources. He established a free medical clinic in his hometown of San Pedro de Macoris. Sammy Sosa is working in the Dominican Republic to build the Sammy Sosa Children's Home, a complimentary weekend home for people in need. It will offer education, food, and medicine. He also plans to inaugurate the Sammy Sosa Little League in Santo Domingo.

Two-time Academy Award-winner Anthony Quinn was one of the first Hispanic actors to become an international superstar.

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Looking Ahead

Work has already begun on next year's program, September 2001. For more information, visit www.HispanicAwards.org or www.nbcmv.com.

Nelly Mellander teaches Spanish at George Mason University.

Faculty Position Available

STRUCTURAL ENGINEERING - The Department of Civil and Environmental Engineering of the University of California, Davis, invites applications and nominations for a tenure-track position in the area of structural engineering. Requirements include a Ph.D. degree in engineering, a degree in Civil Engineering, excellent potential for quality teaching, and a demonstrated record of success in or evidence of outstanding potential for building a vigorous independent research program in structural dynamics/earthquake engineering. We encourage applications and nominations of candidates that support our goal to increase faculty diversity. The position will be filled at the Assistant or Associate Professor level. The successful candidate will join the Structural Engineering/Structural Mechanics (SESM) group and share responsibilities with her/his colleagues for teaching both graduate and undergraduate courses in structural analysis and design.

To be assured of consideration, applications should be submitted by January 15, 2001. Applicants should submit a complete Curriculum Vita, a statement of teaching and research interests, a list of relevant professional experience and publications, and the names of at least three references to:

Structural Engineering Search Committee, Attn. Bruce L. Kutter
Department of Civil and Environmental Engineering
University of California
One Shields Ave
Davis, CA 95616-5294

E-mail inquiries with subject line "Structural Engineering Search" may be addressed to: blkutter@ucdavis.edu. Information about the department and the SESM group can be found at: http://cee.engr.ucdavis.edu/.

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The College of Applied Life Studies at the University of Illinois at Urbana-Champaign invites nominations and applications for the position of Head of the Department of Community Health. The interdisciplinary faculty and programs of this Department have placed an emphasis on the community context for improving health and health care services. Areas of research and study represented in the department include: epidemiology, health policy, planning, and administration, health behavior/education, and rehabilitation and disability studies. An earned doctorate is required. The candidate must be qualified for an appointment as a full professor; salary is negotiable. The starting date is August 21, 2001.

A letter of application, curriculum vita, and the names and telephone numbers of at least three references should be sent to:

Robert F. Rich, Chair
Community Health Head Search Committee
Attention: Joyce Wolverton
College of Applied Life Studies
University of Illinois at Urbana-Champaign
1206 South Fourth Street
Champaign, IL 61820, USA
Phone: (217) 333-4410
FAX: (21)-333-0404

To assure full consideration, applications or nominations must be received by January 20, 2001.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer and, upon request, provides reasonable accommodations to individuals with disabilities. Minorities, women, and other designated class members are encouraged to apply.

MBA Programs Go Global via the Internet

University of Dallas Graduate School of Management Has No Borders

BY MARILYN GILROY

Paula Ann Hughes, dean of graduate School of Management, University of Dallas

The MBA, Master's of Business Administration, until recently one of the most traditional graduate school programs, is being transformed by the global economy and the worldwide reach of the Internet. Colleges and universities throughout the United States, including the venerable University of Chicago as well as upstarts such as Jones International University, are offering all or part of the MBA degree online to students who study around the clock thousands of miles away from campus.

Experts say that the change is inevitable as business schools search for new sources of revenue. According to a recent article in *The New York Times*, enrollments in MBA programs at most top schools have dropped due to the strong economy and to demographic shifts that have produced a smaller number of people in their 20s. Without new students from abroad, many programs will experience steeper declines in enrollments.

Some business schools have actually set up overseas operations in Asia and Europe. Others have chosen the Internet. One of the most innovative in offering a full degree online is the University of Dallas Graduate School of Management (GSM). It currently offers four online MBA degrees–Telecommunications Management, Information Technology, Sport Management, and E-Commerce, the last launched in the fall of 1999 and the largest of its kind in the U.S.

This year, the UD Graduate School of Management was awarded a $322,500 grant from eCollege.com to develop more courses and to market the programs currently offered through the University's Internet Master of Business Administration (IMBA).

eCollege.com is a leading provider of technology and services that enable colleges and universities to offer an online environment for distance and on-campus learning.

"This is what the power of the Internet has brought to higher education–the ability to offer high quality education to those who would otherwise not have access to it," said Charles Schneider, chief operating officer of eCollege.com.

"The Internet is making courses and degree programs available to anyone, from anywhere at anytime. The technology provides the interaction between the students and the teacher and between the students and their classmates, an experience very similar to the traditional classroom."

However, the students enrolled in the IMBA program are anything but traditional. The University recruits worldwide and has marketed the program to a customer base that includes the military, corporate travelers, and working mothers.

"We have students who spend half their work life flying from one country to another. We accommodate them by providing courses that can be studied on a laptop, on the Internet, through video and e-mail and satellite transmission," says Dr. Paula Ann Hughes, dean of the Graduate School of Management.

Recruiting those students is the job of Roxanne del Rio, GSM director of admissions. Her responsibilities are split between managing the admissions department and creating new markets for the University. It is a job that requires a lot of travel, especially to the Middle East, Latin America, and Mexico. "We rely on the economy of the world to direct us to different markets of the world, including Asia, Europe, Latin America, Mexico, and the Middle East. Within each country, there are pockets that we consider a viable source of potential students," she said.

During recruiting trips, Roxane del Rio says she works a 12- to 14-hour day. "You have to be motivated and have stamina to be a recruiter. You must be able to make an impact and sell your university in the time allotted. You are 'on' 24 hours a day," she noted. "There is really no time to rest or relax on these trips."

On the road, Del Rio's typical schedule involves meetings with various constituencies that are sources of potential students. Sometimes she meets with human resource directors of major corporations who might want to send employees to the United States for an MBA degree. She also discusses the possibility of UD's executive training program for employees, which are short-term certificate programs that can be delivered via the Internet or at the corporate site by one of the GSM professors.

Del Rio checks in with University officials who might be interested in starting a semester exchange program for students or faculty who want U.S. experience or have a particular field of interest.

But the bulk of her efforts is aimed at organized student fairs in each country, with the public invited free of charge to access information about the MBA program.

"At these fairs, we handle 400-700 inquiries during the course of the day," she said. "It's a good way for us to talk personally to students and distribute brochures. Most importantly, we build a data base on these students so that we can follow up on them."

The Graduate School of Management has been particularly successful in recruiting minorities and women, enrollment segments that have increased dramatically during her tenure. Currently, the University of Dallas has more than 2,100 students in the MBA program. Of that total, 25 percent are minority, and 41 percent are female. International students representing 61 countries comprise 25 percent of the program.

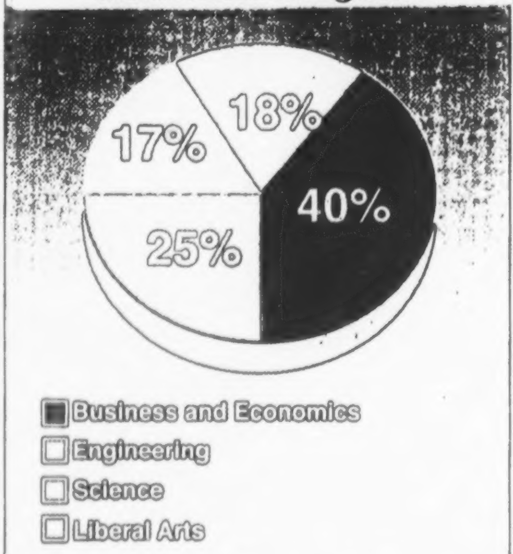
Part of the success in attracting these populations is attributed to alliances created with minority not-for-profits and community organizations.

"We have partnered with the National Society of Hispanic MBAs, National Black MBA Association, Hispanic Women's Network, and Hispanic Bankers Association, just to name a few," she said.

Del Rio's background makes her especially effective in recruiting a diverse student body. Born and raised in Corpus Christi, Texas, she is a descendant of Mexican heritage. She became interested in this line of work 20 years ago when she was a student

The curriculum for each MBA program includes a set of program courses designed to provide a strong business foundation for all students, plus a set of specialized courses. These courses allow students the flexibility to choose a specific area of study. The MBA consists of 16 courses and can be completed in 1 to 1½ years of full time study.

GSM Student Background



International Student Profile

34% female students

Average **Three** Years of prior work experience

26% International Students from **61** countries

26 median age

assistant in the Health Service Department and the Counseling and Testing Department at Del Mar College. "I found my passion for working with students grew from this experience as an undergraduate," she said.

Del Rio eventually received a Bachelor of Arts degree from Texas A&M and a master's in public administration from the University of North Texas.

She has worked as a consultant to the Economic Development Center at the University of Texas at Arlington and taught in a "special needs" program in South Texas, at an elementary school.

Seated: Paula Ann Hughes

Del Rio maintains an active presence in professional organizations. She is a co-founder of the Dallas/Fort Worth chapter of the National Society of Hispanic MBAs (NHSMBA) and has been a chapter vice president of education and director-at-large. She is currently an educational consultant for the NSHMBA National Scholarship.

A contributor to *Tortilla Soup for the Soul*, a collection of inspirational stories for Latinas, Del Rio is also a teacher for the Literacy Volunteers of America.

Her "plate is full," as the saying goes, and there are times when she feels that she is stretched too thin. "It's a challenge for me to find enough time to complete projects, talk with students, recruit, volunteer for organizations, and network with colleagues," she said.

But she adds that she loves having a job that allows her to use her talents creatively to help the University grow and to help students reach their educational goals.

The Application Process

Students who express interest in obtaining a degree through the IMBA program must complete the application process. Admissions requirements for the IMBA are consistent with those of the graduate school's traditional programs. Prospective students must have a bachelor's degree from an accredited institution and meet two of the following requirements: an overall undergraduate GPA of at least 3.0 on a scale of 4.0, a satisfactory score on the GMAT, five years or more of effective managerial or professional work experience.

International students and permanent residents must provide proof of proficiency in English by submitting TOEFL scores and must take the Focal Skills Test to determine English proficiency.

Although the coursework delivery method has changed, Internet classes are based on the same trimester calendar as other University programs. Courses follow a weekly schedule, with assignments due about seven days after being posted. All coursework, including projects and exams, takes place online, and all communication (student-to-student/student-to-professor) occurs via e-mail.

Enrollment is limited to 20-25. Prospective online students are cautioned that "Internet classes are generally more difficult than on-campus classes because of the level of weekly participation and regularity of assignments, which are the basis of grades." They advise students to be prepared to spend at least six to ten hours per week on coursework.

Colleges and universities that have adopted programs like UD's IMBA discover that the dot-EDU University can offer many benefits. It can reach more students by creating educational opportunities that cut across geographical boundaries. A virtual campus can free faculty from certain administrative details and allow them to focus more directly on teaching, providing insight and inspiring students. They might also have more time to spend on their personal research agendas and on consulting that expands their knowledge base and ultimately serves and benefits students.

In addition, student enrollment grows as the dot-EDU University attracts the nontraditional student, one with limited access to higher education due to professional and family commitments but one who is savvy about Internet technology and its possibilities. When these students are surveyed about their online experiences, they often report that they learn more, like it better, and even feel greater ties to one another than they did in a traditional setting.

But most of all, the online MBA serves as a very practical way of integrating business education into today's global market.

As Dean Paula Hughes says, "The world is the laboratory where our students are making daily business decisions that impact the future of firms. We must give them on-the-job tools, and we must make them accessible outside the traditional classroom."

About UD: The University of Dallas was founded in 1956 as an independent Catholic university. The Graduate School of Management was founded in 1966 to create a professionally sound MBA program accessible to individuals already employed in business. More than 75 percent of GSM students work full time. The UD main campus is located in Irving, Texas, with satellite campuses in Plano, Richardson, and Fort Worth.

National Survey Finds 88% Favor Diversity in Higher Ed

65% of Hispanics Intensely Endorse Diversity

BY JEFF SIMMONS

Dr. James H. Wyche

James Wyche has traveled across the world to colleges and universities, and often remarked about a lack of diversity among their workers.

Decades after affirmative action became the spark that ignited a movement to change the face of the American workforce, he believes the strides made were not all that extensive.

"I would say that if you were to look at the rank and file and individual groups across America, you would say that most were not enthusiastic about affirmative action," says Wyche, executive director of the Leadership Alliance, based in Rhode Island. "There were very few people in the rank and file who had proposed it, and very few people supported it."

But in recent years, Wyche has noticed a continental shift in public perception, a clamor for change to yield widespread economic returns. His view is borne out in a recent report that stresses the need for a multicultural workforce and a diverse higher education system.

The survey was conducted by the Business Higher Education Forum's Diversity Initiative, a collaborative effort by the American Council on Education and the National Alliance of Business. The group comprises leaders of the nation's businesses, museums, colleges, and universities.

The poll determined that the American public seeks diversity for a simple reason: it'll help the future of the nation's economy.

The survey found that a majority of the American public–88 percent of those surveyed–endorses diversity in higher education and that three quarters believe colleges and universities should be able to act to ensure a multicultural student body. Eighty-one percent of survey respondents felt that a "culturally and racially diverse" workforce is important.

"This gives universities more ammunition to say that this is what the American public wants, that most of them want some kind of practice in place," says Wyche, a professor of medical science at Brown University in Providence, Rhode Island. "When you looked around, there weren't any studies to support it one way or another. This study gauges how the American public feels."

The results strongly supported putting muscle behind the rhetoric. A majority of those surveyed felt that there should be some sort of action to ensure that student populations and the economic workforces are diverse.

"The success of America depends on a well-educated, well-trained, diverse workforce," says ACE President Stanley O. Ikenberry. "The survey findings show that the American people have come to the same conclusion as business and higher education leaders, and view diversity as vitally important to America's future."

The Washington, D.C.-based public opinion firm Lake Snell Perry & Associates conducted the random telephone survey of nearly 1,000 adults, ages 18 and older, in May. But earlier, it tested the waters and conducted a similar survey of 1,000 others, and released comparable results.

> ***Nearly two-thirds–65 percent–of the public supports a partnership between business and higher education to promote diversity.***

According to Stephen Butler, co-chair of the Forum's Diversity Initiative, the findings "reinforce that diversity is our greatest strength as a nation."

The most recent poll, released in August, has a margin of error of plus or minus 3.5 percent. It found that:

- Three-quarters of those polled "strongly" or "somewhat agreed" that universities and colleges and business should be allowed to take some action to ensure a diverse study body or workforce. A third strongly disagreed. (See Chart No.1.)

Seventy-five percent of those polled agreed that actions should be taken by colleges or universities. That included 35 percent who strongly agreed, and 40 percent who somewhat agreed. Meanwhile, 21 percent disagreed or strongly disagreed, and four percent didn't offer an opinion.

When it came to the workforce, 77 percent of those polled strongly agreed or somewhat agreed to actions taking place; that included 36 percent who strongly agreed, and 41 percent who somewhat agreed. Another 18 percent disagreed or somewhat disagreed, and five percent didn't know.

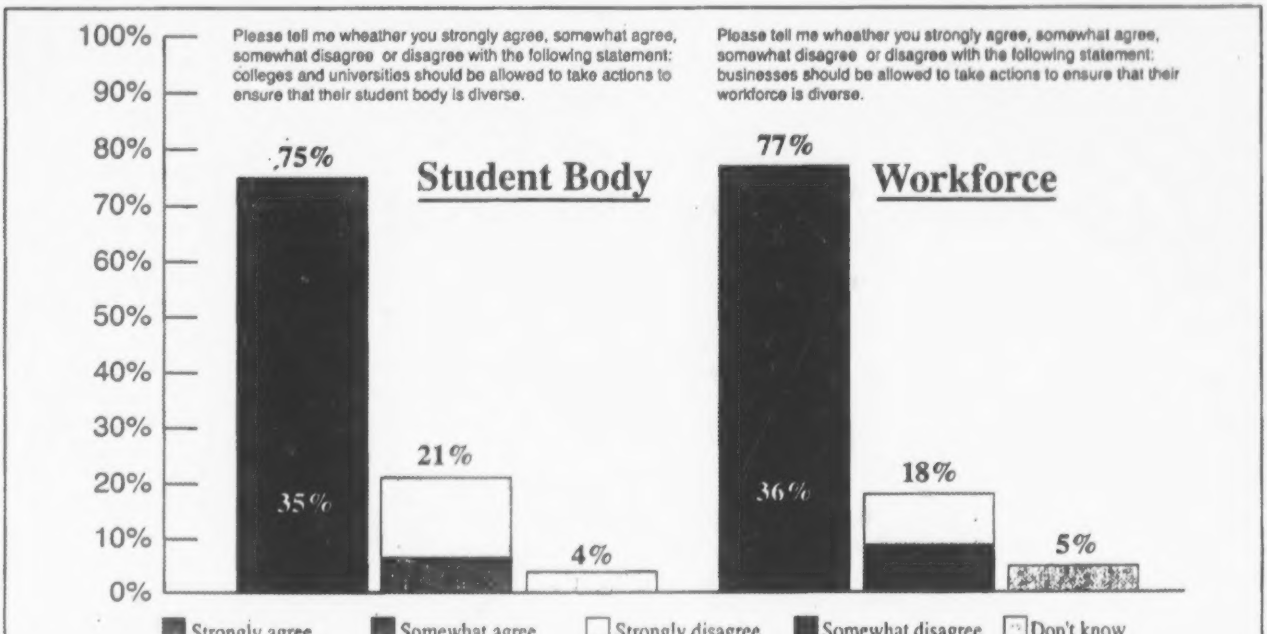
- When affirmative action was mentioned, support for such actions significantly dropped. Fifty-four percent of those polled somewhat or strongly favored it, 31 percent somewhat or strongly opposed it, and 16 percent didn't offer an opinion.

Support waned when it came to the workplace. Fewer than half–or 48 percent of those polled–strongly or somewhat endorsed actions in the workplace, whereas a third, 33 percent, somewhat or strongly opposed them, and 19 percent didn't know.

- Poll respondents were almost equally supportive of diversity in elementary and secondary schools and in the higher education system. (See Chart No. 2.)

Eighty-eight percent felt it was important: 29 percent felt it was somewhat important, and 59 percent maintained it was very important. Eleven percent contended it was not at all important or not very important.

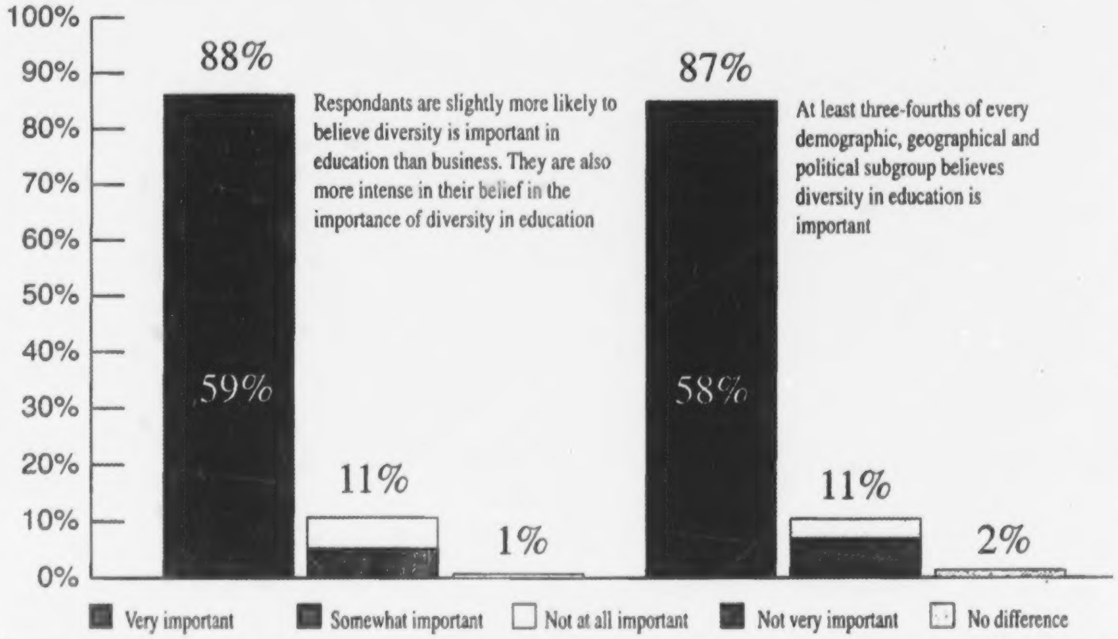
When it came to the lower grades, 87 percent of those polled stressed



At least six out of ten voters across all demographic subgroups agree that colleges and businesses should be allowed to take actions to ensure diversity

Chart No. 1

How important do you personally believe it is to have students of different races, cultures and backgrounds in higher education/elementary and secondary school education—very important, somewhat important, not very important, or not at all important?



Respondants are slightly more likely to believe diversity is important in education than business. They are also more intense in their belief in the importance of diversity in education

At least three-fourths of every demographic, geographical and political subgroup believes diversity in education is important

Chart No. 2

the importance of diversity; 29 percent felt it was somewhat important, and 58 percent, that it was very important. A similar 11 percent noted it wasn't all that or very important, and two percent said it made no difference.

- A slightly smaller number endorsed diversity in the workplace and business. (See Chart No. 3.)

Eighty-one percent of those surveyed felt it was important, a majority of whom–51 percent–felt strongly about this. Seventeen percent felt it wasn't very or all that important, and two percent didn't know.

Women were the most likely to back diversity in the workplace. Surveyors noted that working, retired women without a college education, mothers, respondents in the service industry, Democrats, African Americans, and Hispanic respondents felt it was very important.

- A majority–53 percent–of those polled noted that diversity has had a positive effect on the country. A plurality claims that diversity has had a positive effect on them–44 percent–and their families, and four out of 10–40 percent–said it hasn't made a difference in their lives.

- Most of those asked which factors would help increase diversity in higher education cited financial aid and workshops to help younger students maneuver the postsecondary school application process.

Ninety-four percent endorsed financial aid programs, and a similar percentage cited workshops run by colleges and universities for middle and high school students and their parents to teach them the basics about applying.

Other programs ranked high–above 90 percent–as well: programs for low-income families to expose them to computers and educational software; projects run by colleges, businesses, and community groups to aid schools with low test scores; and measures to allow college students to mentor minority children.

The poll closely reflected the one taken earlier this year, though that one highlighted a disparity between White and minority parents, and along gender lines. That poll was administered in January and had a margin of error of plus or minus 3.1 percent.

It found that Hispanics, African Americans and women–mainly college-educated, younger women, homemakers, and young mothers–and people in lower-income households were the most likely to believe in diversity in the workplace. Men, on the other hand, were the least likely to cite diversity as important.

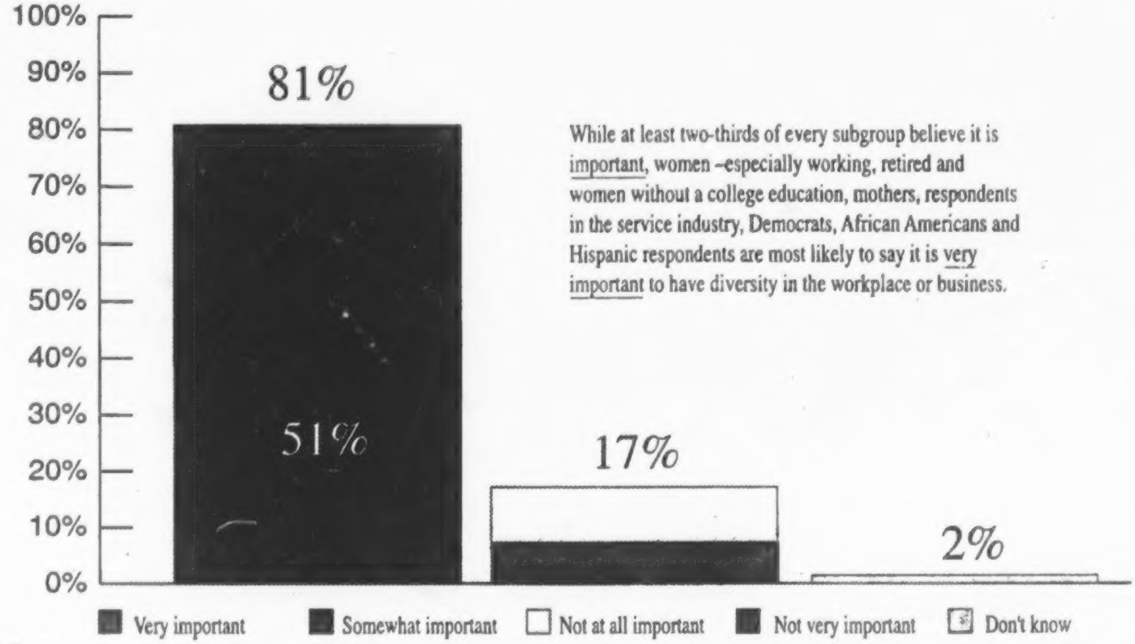
Ninety percent of minorities and 78 percent of Whites surveyed said such diversity in business was important, and 100 percent of minorities and 82 percent of Whites said it was vital to the country's future economy.

Additionally, a majority of both women–88 percent–and men–73 percent–saw diversity as important in the workplace. Similar results were found when it came to the economy: 86 percent of women and 84 percent of men saw diversity as important.

The most likely to intensely embrace diversity in the workplace were African Americans: 80 percent did so. Then came college women, at 68 percent; younger women, at 67 percent; homemakers, at 66 percent; and mothers under 18 and Hispanics, at 65 percent.

The surveyors note that men and those living in the West, North, Central, and Mountain regions were the least likely to believe such diversity wasn't important. Those regions comprise Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas, Montana, Idaho, Colorado, New Mexico, Arizona, Utah, and Nevada.

How important do you personally believe it is to have employees of different races, cultures and backgrounds in the workplace or business–very important, somewhat important, not very important, or not at all important?



While at least two-thirds of every subgroup believe it is important, women –especially working, retired and women without a college education, mothers, respondents in the service industry, Democrats, African Americans and Hispanic respondents are most likely to say it is very important to have diversity in the workplace or business.

Chart No. 3

- The influence of diversity on higher education yielded the same results. Ninety-five percent of minorities and 85 percent of Whites believed it was important. But again, the percent of women who endorsed diversity drew steeper percentages: 93 percent of women felt so, whereas 81 percent of men backed diversity.

Ninety percent of women and 89 percent of men felt diversity was important to higher education, and 96 percent of minorities and 88 percent of Whites did so.

The disparity between men and women didn't alarm Wyche, whose alliance of 28 colleges and universities lobbies, on behalf of both the public and private sectors, for underrepresented groups of students to advance to graduate schools and into academe. "If you look at the groups that have traditionally tried to integrate, be it into the classroom or business, it's been a man's world, and minorities and women have tried to integrate into those traditional strongholds of male supremacy," Wyche says. "So I'm not surprised that males have been slow to come around. I see tremendous progress with men in their interest in and their support for diversity."

The survey also highlighted the effort to bring business into the backyard of higher education. Nearly two-thirds–65 percent–of the public supports a partnership between business and higher education to promote diversity. Forty-three percent agreed, while 22 percent strongly agreed, 18 percent remained neutral, 12 percent had some opposition, and four percent didn't have an opinion.

"Our country needs a variety of different backgrounds and skills to compete in today's global market," says Robert Jones, president of the National Alliance of Business. "Developing the full potential of our labor force requires that everyone be given fair access to the best possible education."

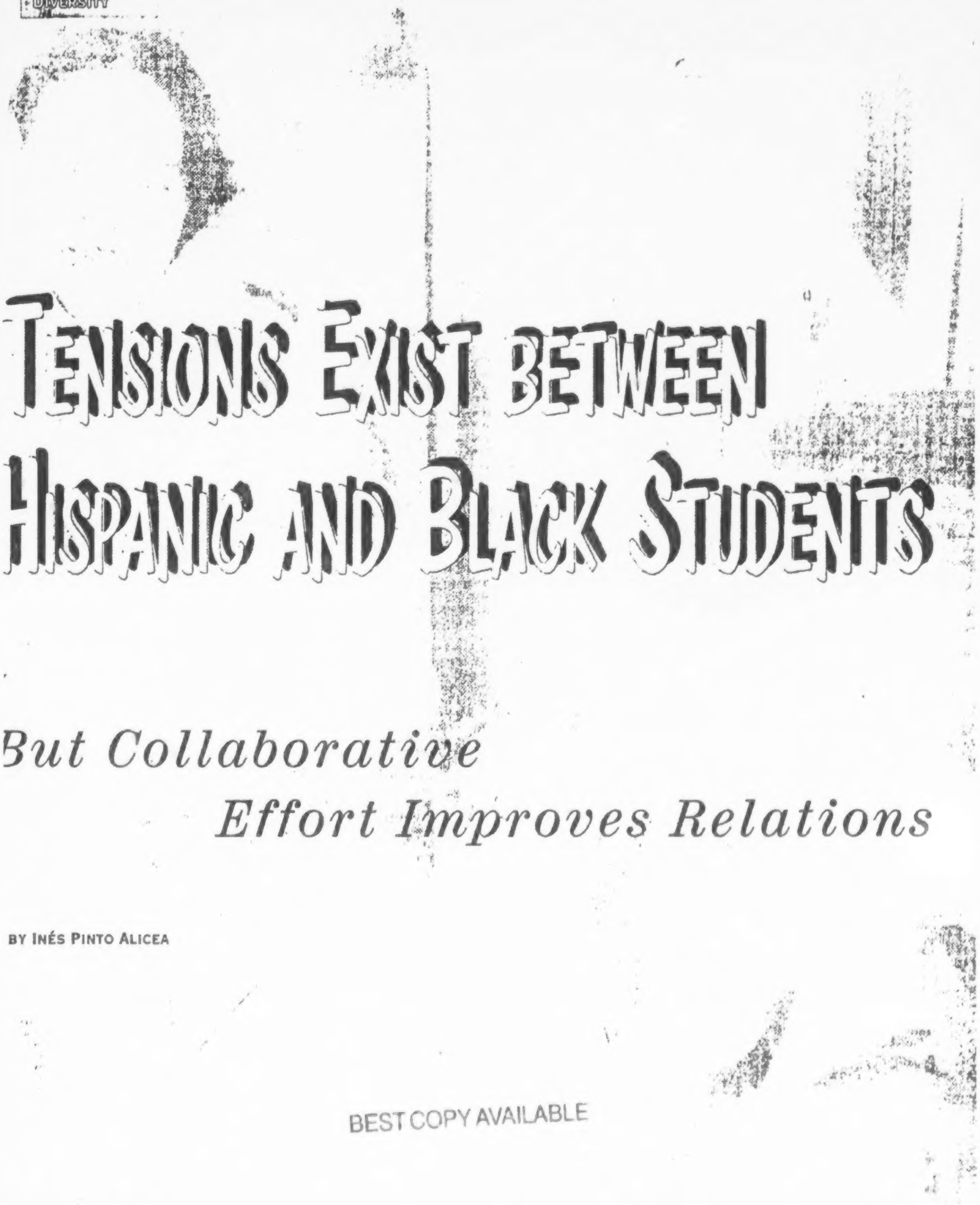
Wyche says that business has been more supportive of diversity for pragmatic reasons: its leaders want a more educated public to be able to better sell their products. "It's certainly tied to their corporate bottom line–and that is productivity," Wyche says. "As we have a more diverse United States, it only makes sense that this become an educated public to which they can market their products appropriately."

Yet, he lamented the paucity of Hispanics and African Americans in higher education, noting that most college enrollees are White and under 10 percent are Hispanic. Those numbers fall dramatically in the upper echelons of higher education, where under five percent of those receiving doctoral degrees are Hispanic.

The Alliance, in a recent newsletter, points to that disturbing trend, noting: "This loss of potential talent poses a real threat to achieving diversity in higher education and the professional workforce."

Most recently, Wyche has come to the belief that diversity is "now a generalized concept that is more accepted in the United States, irrespective of where you go by region."

"It's something we've accepted much more. We live in, and our children are growing up in, a much more diverse environment," Wyche says, pausing to ponder: "The question is now how do we make it work for us, and not work against us?"



TENSIONS EXIST BETWEEN HISPANIC AND BLACK STUDENTS

But Collaborative Effort Improves Relations

BY INÉS PINTO ALICEA

BEST COPY AVAILABLE

A group of Latino college students pelts an African American student and his Latina date with rocks. Another group of Hispanic students wreaks havoc at an African American party on a predominantly Latino campus. A Latina woman dating an African American is branded a "whore and slut."

These incidents were reported by students in a study that looked at how Hispanic and African American college students in a minority-rule situation get along. Dr. Lois Mendez-Catlin, assistant dean of the undergraduate dean's office at Bryn Mawr College in Bryn Mawr, Pa., did the study as part of the requirements for her doctorate from Columbia University. She presented her findings in June 2000 at the National Conference on Race and Ethnicity in Higher Education.

Tension between Hispanics and African Americans is often discussed in whispers or behind closed doors, as if talking openly about the friction that sometimes arises between the two groups would set back any progress that minorities as a group have made in their fight for equal and civil rights. Mendez-Catlin chose to bring the dialogue about the relationship between the two cultures to the forefront.

"I think it is time for both groups to talk to each other, dispel any untruths, compromise on other issues, and work together as people of color for a common cause: equity in the greater society," she said.

She conducted the study in the 1994-95 school year at New Mexico Highlands University (NMHU) in Las Vegas, New Mexico, a town with a population at the time of about 15,000, primarily Latino. The University was ranked 53rd in universities that award bachelor's degrees to Hispanics. The student population during her study was 65 percent Hispanic, and most of the students were from northern New Mexico. African American students comprised just one percent of the student population, and the majority were not from northern New Mexico but had been recruited from other states for sports. The faculty was then 31 percent Hispanic, 66 percent Anglo, and less than one percent African American. The faculty for 1999-2000 was 27 percent Hispanic, according to University officials.

"New Mexico Highlands University officials realized at the time that they had to take steps to improve the environment on the campus. We had to do a better job"

SELIMO RAEL, NMHU PRESIDENT

Mendez-Catlin said she hoped to foster collaboration between Latino and African American student organizations on campuses nationwide with her study. Such an effort is especially important given the prediction by the Educational Testing Service that Hispanic students will become the largest minority group on college campuses in 2015, increasing by 73 percent.

"We need to have a unifying voice as a group of color," she said. "Otherwise we will suffer from the divide-and-conquer mentality. We will always be fighting amongst ourselves. We won't reach our goal of getting equality as a group of people."

The purpose of the study was to identify and describe the student cultures at an Hispanic-Serving Institution. HSIs are colleges or universities that have student populations more than 25 percent Latino. A secondary purpose was to provide a greater understanding of the characteristics of college student peer group formation and its effect on academic, personal, and social development.

The relationship dynamics between the African American and Hispanic students and the Hispanic town were examined as an important component of the study. Through a series of student focus groups, faculty interviews, observations, and questionnaires, a picture of the campus climate was generated.

"The statistics were devastating: 49 percent of the Hispanic students had witnessed overt racist acts on campus, and approximately 12 percent had knowingly engaged in racist acts," said Mendez-Catlin. "Ninety-two percent of these acts were hostilities against African Americans."

She said 28 percent of the more than 300 respondents in her study said they experienced racism, and 79 percent felt uncomfortable attending functions of other ethnic groups. The respondents were all Hispanic students. She also conducted focus groups.

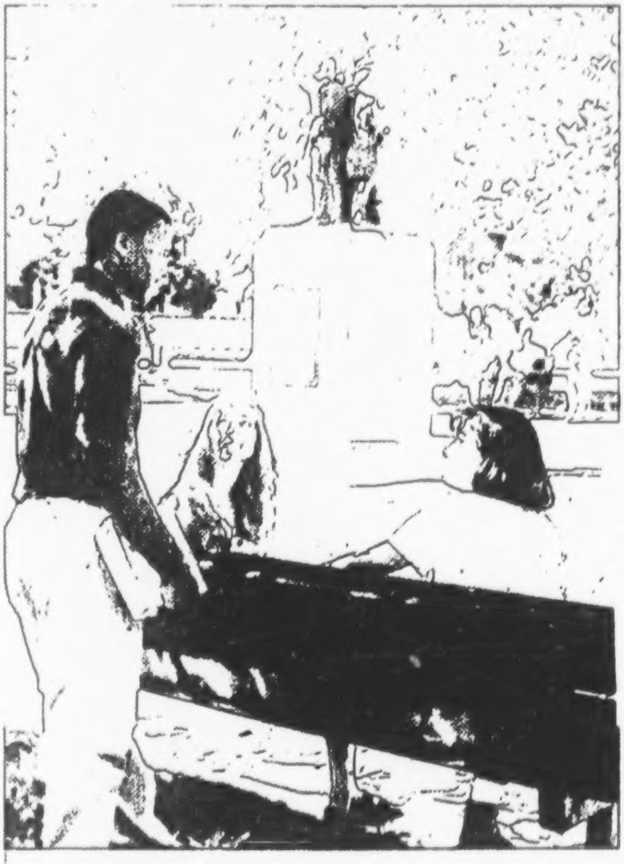
"The Hispanic students were insulated, and the high numbers of Hispanics made it difficult for them not to have close Hispanic friends and surround themselves with all things Hispanic and exude strong cultural pride," Mendez-Catlin said. "In many instances, NMHU was their first exposure to other cultures, races, religions, and ethnicities. The African American students went there thinking they would be 100 percent accepted. They thought, 'We're all minorities. We're all going to get along.'"

Mendez-Catlin said faculty, administrators, and students mentioned that race relations between Latinos and African Americans were a problem or " cause for concern." "All involved parties viewed the problem from very different vantage points," she said. "Several administrators saw the situation as isolated incidents that were no longer a focus. This promotes isolation and not the wanted prevention of a crisis. Students from all groups saw it as a current and recurring issue."

Diane Brimmer, vice president and dean of students at NMHU since 1997, said she was surprised to hear the results of the study because she felt the campus has been tranquil since the years of the study.

"Overall, everyone gets along pretty well," she said. "I see more mixing than I thought I would see. That's the way it has been. The incidents I've dealt with are more conflicts between people rather than something racial or ethnic. It makes me wonder about the report."

But, Mendez-Catlin said the tension at the time arose largely because of the history of the town itself. She said the townspeople were highly suspicious of outsiders because Anglos had come in and bought a lot of the town property and then later migrant workers who were African American arrived in the town and tension arose with them, particularly when the Latina women would date the African American men. One such incident years earlier continued to sour the relationship between the town's Latinos and African American migrants.



28 percent of the more than 300 respondents said they experienced racism, and 79 percent felt uncomfortable attending functions of other ethnic groups.

Mendez-Catlin said that people talked about that incident as though it were far more recent and that "over the years, there were so many incidents between the groups that it pulled them farther apart." The same was true of the campus relationship between the Latino and African American students. Several African American men who throughout the years dated Latinas were beaten up.

"The hostilities of the racists were driven by perceived racial injustices of the past and years of conditioning and insulation," Mendez-Catlin said. Some of the women dating the African Americans, she said, "experienced overt discrimination on campus. It took a lot of courage to go against their peers."

Students told Mendez-Catlin they were frustrated that the beatings were treated as isolated incidents rather than as a recurring pattern that should be investigated. "The students wanted someone to listen to them," she said. "The students also needed diversity training." Many Hispanic students were upset by the treatment of Blacks on the campus but didn't feel they could communicate with the other group. The students needed a "safe zone," she said, a place "where they could gather and ask questions and discuss issues with one another."

According to Brimmer, the situation has changed since Mendez-Catlin visited. She said she feels very tuned in to what the students are experiencing on campus. Brimmer receives all reports from residence halls and campus police of incidents and feels she has a strong working relationship with the student senate. "I don't make any major decisions without consulting the student senate," said Brimmer. "If the student senate comes to me, I make sure their problems are handled. We make sure the students are listened to."

Brimmer said that when she joined the University, she found through her own research and through talks with the student senate that there was a need to strengthen the school's academic support programs for students and to strengthen the judicial program on campus. New students undergo different orientations, including computer, study, and library skills. All students get mid-term grade reports and are contacted after midterm grades to discuss any concerns, she said. Students also have access to tutoring, personal counseling, and academic advising, she added. Brimmer said she felt the code of conduct needed strengthening and improvement.

"I was concerned that the procedures were not written as well as they should be," Brimmer said. "I feel you need to be clear about what you expect and follow up on that so there is no confusion." Brimmer said that the strengthening of the student academic support offerings and student judicial process "really made the difference" in improving the campus environment.

NMHU President Selimo Rael said that University officials realized at the time that they had to take steps to improve the environment on the campus. "We knew we had to do a better job," said Rael, who became president after the study was conducted.

"We knew we had to work together to relate to each other better." In Rael's view, the environment has improved significantly at the campus since those turbulent years, which he said he felt were due more to tension between athletes and non-athletes than to racial and ethnic hostilities. The University also was in a period of transition to a new president, which he said contributed to some of the unrest on campus.

Brimmer said that her own position as dean of students had experienced a great deal of turnover prior to her joining the campus. "That is not the case now," said Rael. "I don't see any evidence of difficulty of communication or understanding along any lines." The Black student population on the campus has grown to about five percent, and Native Americans represent about 10 percent, which University officials say points to the welcoming environment of the campus.

Retention of all student groups on campus also is on the rise, said Rael. "We have a much more tranquil environment today," Rael said. "Through the work of the students, faculty, and staff, the environment has changed."

> ***"I think it is time for both groups to talk to each other, dispel any untruths, compromise on other issues, and work together as people of color for a common cause: equity in the greater society."***
>
> LOIS MENDEZ-CATLIN,
>
> ASSISTANT DEAN, BRYN MAWR

Rael noted that the University now has Brimmer, who is experienced in handling diversity issues and who has been instrumental in bringing the different groups on campus together for activities, student functions, and studying. Rael said too that both students and faculty undergo diversity training.

"We also have reinforced the student code of conduct so behavior is more closely monitored," he said. And university officials have also tried to tone down some of the "visibility" given to student athletes, which he said at the time of the study was too much and was not "healthy."

All of the University's efforts have paid off, said Rael, adding that reports to campus security have decreased significantly since the 1994-95 school year. Karen Moreno, a law student at Rutgers University (N.J.) who graduated with a bachelor's degree from Bryn Mawr, said she too has felt the backlash of being a dark-skinned Latina. She said that while she was at Bryn Mawr, where Mendez-Catlin served as her student advisor, she joined both a Latina women's group and an African American women's group and at times was criticized for the duality of her lifestyle.

"At Bryn Mawr, we were supportive of each other, but at times there was a divide," Moreno said. "There was a lot of unity in my senior year between all of the multicultural groups. Before that, we'd plan our events on the same day so there was this pitting of the minorities."

Geographics and demographics played big roles in the climate at NMHU for the African Americans, said Mendez-Catlin. The town's history of strained relations between the two groups and the small numbers of Blacks in the area exacerbated the situation at the University.

Mendez-Catlin said that the tensions she discovered at NMHU between Latinos and African Americans were not a true dynamic of all HSIs. She cited another HSI, Hostos Community College in New York, as a good example of how the diversity of the population in the surrounding community can made a difference. Hostos is in a mixed neighborhood where there is not nearly as much tension as in NMHU because there is a larger African American population and the community has a history of living side by side.

"In, for example, New York, it would be unlikely to have such a high level of hostility and antagonism. The HSIs in New York are in very mixed neighborhoods. That is not to say that there are not little hostilities because there have always been hostilities between the two cultures."

Rael said, however, that he has lived in other larger, more diverse cities, like San Francisco. He finds the racial tensions in Las Vegas are no higher there than in other cities he has experienced. Problems on campus could be combated through a variety of steps, including open communication, exposure to other cultures, development of leaders who can resist peer pressure, and helping students move from following group norms to forming independent views.

HACU Changes the Landscape

BY
MARI CARMEN SARRACENT

and Secures More Federal Funding Support

In 1986, a small group of education leaders in San Antonio, Texas, began an historic endeavor. Primed to formally address the needs of a burgeoning Latino community, which had been experiencing prohibitive high school graduation rates and low college attendance, the Hispanic Association of Colleges and Universities (HACU) was established.

Today, this nonprofit organization, with offices in our nation's capital, represents 237 HSIs that account for substantial Hispanic enrollment rates. Since the 1992 Reauthorization of the Higher Education Act, HACU-member schools were recognized as Hispanic-Serving Institutions (HSIs), which are defined as institutions having 25 percent or more Hispanic enrollment. HACU also has Associate Member Institutions (AIMs), which enroll at least 1,000 Hispanic students or have a student body that is at least 10 percent Hispanic.

Why are these so important? These institutions comprise two-year and four-year public and private colleges and universities that offer a more affordable and accessible college education.

According to HACU, "given the projected demographic changes, Hispanic enrollment at these schools will continue to grow. For many Hispanics, HSIs are the only realistic postsecondary opportunity because of their proximity to home and reasonable costs."

The HSI breakdown is as follows: Arizona 3, California 37, Colorado 5, Florida 12, Illinois 6, New Jersey 3, New Mexico 13, New York 9, Puerto Rico 16, Texas 27, and Washington 1. HACU-member institutions in the United States collectively enroll two-thirds of all Hispanics in higher education.

From its inception, its mission has been "to promote the development of member colleges and universities, improve access to and the quality of postsecondary educational opportunities for Hispanic students, and meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise."

Since 1999, there are 21 HACU international member institutions located in eight countries–one in each of the following: Argentina, Brazil, Costa Rica, El Salvador, Nicaragua, Spain, and Venezuela; and 14 in Mexico. HACU's growing international membership will be pleased to attend the organization's first international conference to be held outside the U.S.–HACU's Fourth International Conference, San José, Costa Rica. It will take place March 4-6, 2001.

About Latinos

Dr. Antonio Flores, president of HACU, notes that the focus on educating Hispanic Americans is urgent and that the organization has analyzed a variety of quantitative and qualitative data regarding the Hispanic population to determine how best to serve this group. The following are some alarming figures. According to the U.S. Bureau of the Census, between 1990 and 2000 the Hispanic population in the U.S. grew 44 percent, while the total population in the U.S. increased by only 10 percent. Age is also a relevant factor. The median age of Hispanics is 26.6 years compared to a median age of 35.8 years for the total population. With respect to high school completion rates, the rate for Hispanics was lower in 1998 (62.8 percent) than in 1986 (63.5 percent). And lastly, according to the National Center for Educational Statistics (NCES), in 1992, 10 percent of the nation's eighth graders were Hispanic, of which more than one-third reported two or more at-risk characteristics–"single-parent family, low levels of parental education, limited English proficiency, low family income, sibling dropout, and spending more than three hours a day home alone." However, despite these obstacles, Latino students still seem to muster the determination and wherewithal to succeed. And organizations like HACU have developed strategies and partnerships and have garnered much support necessary to help HSIs continue to move these students in the right direction.

Securing increased congressional funding as well as support from other resources is one of HACU's major undertakings on behalf of HSIs. Flores says, "Under Title V, we recommend that $75 million be appropriated to HSIs in fiscal 2001. So far we have a $68.5 million commitment, which is an improvement from $42.3 million the previous year. Prior to fiscal 2000, it was $28 million. And $12 million was allocated for many years for 200 HSI institutions [at that time], and we couldn't do much of anything until 1999, when they pumped it up."

Designating HSIs as land-grant institutions is another potential avenue for funding. Currently, three HSIs are considered Land Grant Institutions. HACU believes that 68 HSIs might qualify for this status because of agriculture-based programs they provide.

More HACU Efforts

Some of HACU's activities center around increasing HSIs' participation in the formulation of national education policies, and keeping federal legislators, government agencies, foundations, and the press abreast of HSIs' accomplishments and their critical role in higher education. HACU also facilitates access to grants and support for HSIs, as well as actively pursuing support from governmental, philanthropic, and corporate sectors.

In addition to being an advocate for Hispanic issues, HACU also notes the power of joining under one banner with other groups of color to voice common concerns and pursuits. This recognition led to the founding of the Alliance for Equity in Higher Education, which is a partnership of HACU, the National Association for Equal Opportunity in Higher Education, and the American Indian Higher Education Consortium to advocate for minority higher education needs.

Piedad F. Robertson, superintendent/president, Santa Monica College in California, and chair of HACU's governing board, highlighted some of HACU's achievements and the importance of its presence in the education arena. In Robertson's recent letter from the chair, she noted. "Congress recognized HSIs as serving a national purpose and a national interest....Our bottom line is simple: to improve the access and success of Hispanic students in higher education."

Dr. Flores also is proud of the organization's accomplishments and particularly of the relationships that HACU has established in the process, such as with members of Congress. Senators Jeff Bingaman, D-New Mexico, and Kay Bailey Hutchinson, R-Texas, are co-founders of the Senate Hispanic-Serving Institution Coalition. According to Gumecindo Salas, vice president of governmental relations, in HACU's October issue of *The Voice*, "the bipartisan coalition has grown to 28 members, and our staff is promoting formation of a House Hispanic-Serving Institution Coalition."

Dr. Antonio Flores

Adds Flores, "We have been working very hard with members of Congress to ensure that they get the right information and incorporate it into the decision-making, and the results are beginning to show. Advocacy with the support of friends, members of Senate coalition, and different members of Congress have made it possible. The White House has been supportive as well. We will continue to do this work."

HACU is also working to secure funding for graduate education programs, implement a National Security Fellows program at HSIs through the Department of Defense, and establish faculty development initiatives and research grants in the area of health care and in human services fields through appropriations from the National Institutes of Health of the Department of Health and Human Services.

In many of Dr. Flores' messages to HACU members and the public at large, the words "changing the landscape of education" appear. HACU's mission is to change the landscape of access and opportunity. Also noteworthy is HACU's National Internship Program, which provides paid internships during the spring, summer, and fall at federal agencies and private corporations in Washington, D.C., and throughout the country. Upon completion of this 10- to 15-week internship, many students have secured jobs.

MOUs or Memorandum of Understanding agreements with federal agencies are part of HACU's building-relationships effort, which has translated into millions of dollars of program support and funding. One such MOU was signed with the U.S. Department of Education and is designed to increase student internships, faculty research, campus technology, and other forms of assistance for HSIs. HACU's partnership with the Department of the Army facilitated a $200,000 grant for HSIs for faculty and student research. Another example is an agreement with the Commerce Department through which HSIs received 33 fully-equipped computer laboratories. Additionally, HACU has requested $28 million in new funds from the Department of Commerce for FY 2001 for science and technology research and curriculum advancement initiatives specifically earmarked for HSIs.

As a result of nurturing relationships and lobbying efforts, Flores says, he believes other minority groups have benefited. "Funding has been increasing too for other minority-serving institutions, maybe as a result of our pressure and efforts. It has really helped them too. After the last four years of experience in looking at the numbers, these other groups will conclude that it benefits them too.

"As Latinos, we are not making a case that we want more or deserve more–our institutions need more because they are educating more people... We need more highly educated people. And to do that, we need to strengthen our education. We are becoming the backbone of the economy. It's in everyone's best interest to have a better-educated workforce, which in turn will pay more taxes and depend less on any kind of public assistance. Increasing congressional appropriations to HSIs is not an expenditure. It's an investment in the prosperity of the nation."

For more information on HACU, call (202) 833-8361 in Washington, D.C., or (210) 692-3805, or check out the website www.hacu.net.

People-Places-Publications-Conferences

PEOPLE & PLACES

Presidential Award Goes to Diversity Compact

The Western Interstate Commission for Higher Education (WICHE) has announced that The Compact for Faculty Diversity received the 2000 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from the National Science Foundation. A national partnership composed of the doctoral scholars programs of three regional organizations–WICHE, the New England Board of Higher Education, and the Southern Regional Education Board–the group works to promote minority participation in doctoral programs and academics careers.

To date, the compact, founded in 1994, has supported no fewer than 450 scholars studying in areas ranging from biomedical engineering to comparative literature. WICHE and its 15-member states work collaboratively to expand educational access and excellence for all citizens of the West.

Princeton Holds Latin American Studies Seminars

José Antonio Lucero, a graduate student at Princeton University, will speak Dec. 12 on "Political Representation and Indigenous Movements in the Andes" as part of Princeton's Program in Latin American Studies (PLAS) Tuesday Seminar Series.

Recently, Inés Palma Fernandes discussed "The Construction of Brasília and the Creation of a New Brazil: Modern Architecture as the Maker and Marker of a New National Culture"; Junia Furtado, "Men of Trade: Power and Business Networks in Portuguese America"; Silvia María Hirsch, "Crossing Borders and Constructing Transnational Identities among the Guaraní Indians of Bolivia and Argentina"; Lucía Melgar, "Writing Dark Times: Elena Garro, Writing and Politics"; and Miguel Angel Centeno, "Blood and Debt: War and Statemaking in Latin America." Most of the speakers are faculty, and all are affiliated with Princeton.

UCSB Professors Contribute to Film

University of California-Santa Barbara Chicano studies professors Dr. María Herrera-Sobek and Dr. Luis Leal (Ed. note: See related item on p. 44.) contributed to a new film, *Indigenous Always: The Legend of La Malinche and the Conquest of Mexico*, by Dan Banda. The story has been known to evoke controversy and strong emotions.

Born an Aztec, Malinche was sold to a Maya tribe. When Hernán Cortés arrived in Mexico from Spain in 1519, Malinche's captors gave the teenager to him as a gift. Malinche learned Spanish and became a translator for Cortés in his dealings with the Aztecs, near what is now Mexico City. Their relationship resulted in a son, but at the conclusion of the conquest, Cortés gave her to one of his soldiers, while he reunited with his wife in Mexico.

To many Mexicans, Malinche is seen as Mexico's greatest traitor, having helped to put her people under Spanish rule, or they judge her harshly for converting from her indigenous religion to Catholicism. But some applaud her strength in taking her life into her own hands. And still others see her as the mother figure of the mixed-blood mestizo people, who are dominant in the Mexican population.

New Mexico Highlands Hosts Forum on Education of Hispanics

New Mexico Highlands University hosted a national symposium on the "Education of Hispanic Students in the United States." Speakers included Patricia Gándara, Eugene García, and Francisco García. A roundtable discussion on "The Hispanic Student: A National Perspective" included teachers and students.

Gándara is director of the Linguistic Minority Research Institute at the University of California (UC)-Santa Barbara and a professor at UC-Davis. Eugene García is dean of the Graduate School of Education at UC-Berkeley and former director of the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs. Francisco García is director of the U.S. DOE's Migrant Education Division.

Notable Performances at New World Theater

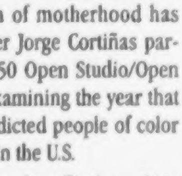
The 2000-2001 season of the New World Theater, in residence at the University of Massachusetts-Amherst, is under way. Begun as a modest experiment in 1979, the Theater is now a regional arts leader with a national reputation as a visionary cultural institution. Its central focus is theater work traditionally at the periphery; its primary mission, the production and presentation of works by playwrights of color.

Some notable performances recently took place. *Antigona*, an adaptation of Sophocles' *Antigone*, was an artistic collaboration between three members of the Peruvian-based group Yuyachkani. In Federico García's *Yerma*, the title character tries to understand why her lifelong dream of motherhood has not been fulfilled. Writer Jorge Cortiñas participated in "Project 2050 Open Studio/Open Dialogue," a program examining the year that demographers have predicted people of color will become a majority in the U.S.

Coming in April is *Nuyorican Stories*, written and performed by Latino satirists Culture Clash.

Tampa Hispanic Heritage Honors Parrino

Tampa Hispanic Heritage, Inc., has named Donna Parrino the Hispanic Woman of the Year.



Parrino, the University of South Florida's (USF's) director of Latin community advancement, was chosen for her excellent commitment to improving the quality of life in the Hispanic community, said María Steijlen, Heritage president.

Since 1992, Parrino has helped USF award more than $640,000 in scholarship money to more than 70 talented, low-income Hispanic students. In 1998, she founded USF's Latin community advisory committee, to help with efforts that impact the University and the Hispanic community.

Also honored were Barbara Cruz, USF professor of special education; Lisa Costas, psychologist in the USF counseling center; and USF alumnae María Eugenia Herrera and Diane Almeida.

NJPAC Hosts Bocca and Ballet Argentino

Julio Bocca and Ballet Argentino were part of the Aetna-US Healthcare Dance Series performed at the New Jersey Performing Arts Center. The program featured works by some of South America's most acclaimed choreographers, including a new tango set to the music of Astor Piazzolla and the Gran Pas de Deux from *Don Quixote*, Bocca's most famous role.

Argentina owes much of its current reputation as a leading center of dance to the extraordinary talent of national hero and international superstar Bocca, who leapt onto the dance scene in 1986 as a principal dancer of American Ballet Theatre. He also is the artistic director of Ballet Argentino, which he founded in 1990.

González Fernández Speaks at NYU

New York University's Robert F. Wagner Graduate School of Public Service hosted Mexican Secretary of Health José Antonio González Fernández, who spoke about health care reform in Mexico.

A civil servant since 1978, González Fernández was appointed the Mexican secretary of health in December 1999. Former posts include secretary of labor and social prevision (secretaría del trabajo y previsión social), vice president of the Interamerican Commission for Drug Control at the OAS, general director for North America at the Secretariat of Foreign Affairs, and director for special affairs at the Secretariat of Foreign Affairs. He also has held offices in the Secretariat of Health and the Secretariat of Public Education.

Latinos Still Need to Catch Up, Says NCLR

"Now that income is on the rise and poverty is down, we should turn our attention to closing the gaps between Latinos and other Americans," said Raul Yzaguirre, president of the National Council of La Raza.

The U.S. Census Bureau released data that shows that for the fourth consecutive year, median income of Hispanic households rose while poverty for Latino families dropped. Between 1998 and 1999, real median income for Latino households increased by 6.1 percent; the poverty rate for Hispanic families declined; and poverty declined for Hispanic families with children under 18. Data also show that in 1999, the poverty rate for Hispanic children dropped to its lowest level since 1979; and between 1989 and 1999, real median income for Hispanic households rose by five percent.

However, the poverty rate for Hispanic married-couple families remained almost four times that of similar White non-Hispanic families, and the real median income for Hispanic female-headed households remains significantly lower than that of their White counterparts.

"There is still a fair share of catching up that needs to occur," said Yzaguirre.

Saint Mary's Lauds Contributions of Mexican Americans

The colorful hospitality rites based on the gospel story of Mary and Joseph seeking hospitality at the inn were the focus of a talk at Saint Mary's College in Indiana. Jesusa Rodríguez, a first-generation Mexican American and a resident of South Bend, was the featured speaker for "Las Posadas–A Pilgrimage to the Inn." Rodríguez is on the board of directors for Madison Center and La Casa de Amistad.

The Moreau Galleries recently hosted "Mi alma, mi tierra, mi gente: Contemporary Chicana Art," an exhibit of work by five Chicana artists whose creations offer personal, political, and spiritual perspectives on Chicana identity and the richness and range of Chicana traditions.

Both events reflected the College's 2000-2001 curricular theme, "Chicana 2000: Emerging Identities," which draws attention to Mexican Americans and their contributions.

Márquez Promotes Chicana/o Literature

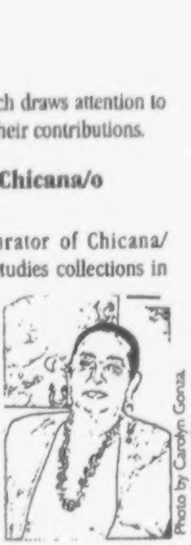


Photo by Carolyn Gonza
UNM Public Affairs

Teresa Márquez, curator of Chicana/Chicano and southwest studies collections in the Zimmerman Library's Center for Southwest Research at the University of New Mexico (UNM), successfully promotes the scholarship of Chicana/Chicano literature and culture.

A faculty member in the UNM General Library for 20 years, Márquez is an organizer, director, and fundraiser for Crítica Nueva, which awards scholars for their work in literary criticism in the Chicana/o genre. She also directs the Premio Aztlán, which annually awards an emerging writer in Chicano literature. Márquez recently received a $10,000 grant from the McCune Foundation to create "100 Years of Literature in New Mexico," a long-term project to video record authors and scholars.

Chicano literature scholars from Mexico, Spain, France, Germany, India, and Siberia have fostered relationships with Márquez, due largely to her expertise in the works of Rudolfo Anaya, widely recognized as the godfather of Chicano literature.

Martínez Celaya Granted Tenure at Pomona

Enrique Martínez Celaya, a Pomona College (Calif.) faculty member since 1994, was promoted to associate professor of art and granted tenure.

Martínez Celaya teaches Introductory Painting, Advanced Painting, Topics in Twentieth-Century Painting, and Life Drawing. His art has been exhibited in solo and group shows around the world and is part of the collections of the Los Angeles County Museum of Art, the Neues Stadtmuseum der Stadt Landsberg (Germany), Sammlung und Privatmuseum Martín Scxheurer (Germany), the Museum of Fine Arts (Texas), and the Contemporary Museum (Hawaii). He has a bachelor's degree from Cornell, a master's from UC-Berkeley, and another master's from UC-Santa Barbara. He also studied at the Skowhegan School of Painting and Sculpture and at the Liga de Arte de San Juan.

Martínez-Padilla Simmons Joins Florida International

Florida International University (FIU) leaders named a new director of marketing and media relations with nearly two decades of experience as a communications professional.

Todd Martínez-Padilla Simmons, former director of media relations at the University of South Florida, now manages FIU's external communications efforts and plays a leading role in developing its marketing strategy.

"As we create an innovative new law school and launch a football program over the next two years, the public profile of this institution will grow as never before," said Martínez-Padilla Simmons. "I look forward not only to the spotlight that those programs will shine on FIU, but in helping to draw attention to the ever-growing number of notable scholarly efforts under way."

His work has been recognized with awards from the Tampa Bay chapter of the Society for Professional Journalists, the Florida Society of Newspaper Editors, and others. He has a bachelor's degree from the University of Florida.

Vargas Delivers Chávez Guestship Lecture at Elmhurst

José A. "Pepe" Vargas highlighted the fifth annual César E. Chávez Guestship at Elmhurst College (Ill.) with a lecture on "Latino Empowerment Through Art and Culture." The Colombian-born Vargas is executive director of the International Latino Cultural Center of Chicago (formerly Chicago Latino Cinema), which he founded in 1987. The not-for-profit Center offers a wide spectrum of cultural and arts events, highlighted by its annual International Latino Film Festival.

Vargas is also spearheading the establishment of the nation's first pan-Latino, multi-arts facility, which will feature year-round arts and literature exhibits from more than 20 countries. Its goal is to explore and present the lives of the world's 600 million Latino people. Vargas has a degree in law and social science from the National University of Buenos Aires, Argentina, and a bachelor's from Columbia College in Illinois.

Alamo District Sets Fall Enrollment Record

The Alamo Community College District (ACCD) in Texas recorded its highest fall enrollment ever for fall 2000, when 39,878 students enrolled, up six percent from the 37,623 of fall 1999.

Northwest Vista College, Palo Alto College, St. Philip's College, and San Antonio College enrolled more than 41,000 students for spring 2000, more than half of the college population in San Antonio. The district's enrollment growth is well ahead of projected increases for Texas colleges and universities. The ACCD's increase is particularly noteworthy in relation to the health of the economy, which might encourage people to pursue jobs instead of a college education.

Ramapo Exhibit Explores People's Conformity with Groups

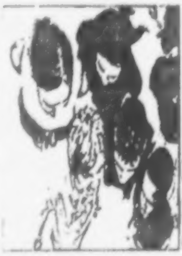


Photo by Sofia

Ramapo College of New Jersey hosted "Distinctions," an exhibition of works exploring perspectives that artists use to capture the ways groups of people identify with or struggle to conform to a group.

Sofia Hernández Chong Cuy, winner of the 2000 Ramapo Curatorial Prize, awarded annually to a second-year graduate student at the Center for Curatorial Studies at Bard College, curated the exhibition. Jennifer Allora and Guillermo Calzadilla, who works with photographs and drawings, put together a charcoal drawing on birchwood installation (*Untitled*, 2000) depicting a group of people in a queue, the site and motive left undetermined. The drawing will be placed on the gallery floor and composed of un-fixed charcoal, permitting the composition to be gradually erased by viewers. (See photo.)

Miguel Calderón, who uses concepts and images from history or the entertainment field, twisting and altering them to create a satirical commentary, produced for the exhibit a video in which he staged and taped a fistfight between two schoolgirls.

Allora and Calzadilla are based in Puerto Rico. Calderón works in his native Mexico City.

Princeton Review's New Website

The Princeton Review relaunched its college and graduate school admissions website Review.com, with new features and expanded content.

A leading provider of test preparation and college admissions services, *The Princeton Review* wants to attract more students, parents, and admissions counselors to its online assistance.

Describing the admissions process as confusing and costly, Evan R. Schnittman, executive VP, said, "The improved capabilities of our re-launched site strengthen our ability to provide, free of cost, a centralized online source for college and graduate school admissions, information, and tools."

Notre Dame Grant to Serve Latino Communities

The University of Notre Dame's (Ind.) Institute for Latino Studies (ILS) received a $5 million grant from the MacNeal Health Foundation for a unique initiative both to study and serve the Latino communities of the Chicago area.

"The Berwyn-Cicero Hispanic Community Initiative in Education, Health, and Family" will include demographic research on Latino families and neighborhoods of Chicago, the development of a data base of statistical information on Latino communities, and a variety of programs to train and support Chicago-area community leaders working to improve neighborhoods where the poorest Latino families live.

Notre Dame's ILS advances teaching and research on the Latino population, using interdisciplinary and comparative approaches. Its primary aim is to further the understanding of the history, culture, literature, and sociopolitical position of Latinos in the U.S.

Sena New Registrar at New Mexico

Kathleen Sena is the new University of New Mexico (UNM) registrar.

University College Dean Peter White said that Sena has evaluated and helped to implement different technological systems at UNM and carefully safeguarded the academic records of UNM's students and the integrity of athletic admissions and eligibility. She has contributed to campus-wide discussions and policy development in curriculum development and enrollment management, grading, the quality and availability of instructional space, learning communities, and student retention.

Sena has a bachelor's degree from UNM.

Cortines Discusses Kaiser Foundation Sex Education Report

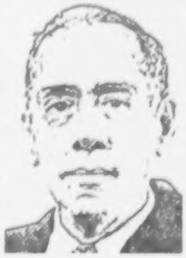
Ramón Cortines helped present a report by The Henry J. Kaiser Family Foundation, "Sex Education in America: A View from Inside the Nation's Classrooms," a series of national surveys with students, parents, teachers, and principals.

Cortines, former schools chief in New York City, Los Angeles, and San Francisco, discussed the report's findings, which examined: What is and what is not covered in sex education today? Who determines the curriculum? Are schools teaching what parents want taught? What do students say they need to know, and are they learning it in school?

ABC *Nightline* correspondent Michel McQueen Martin moderated a panel discussion of real-life experiences with sex education.

St. Francis Holds Hispanic Festival 2000

Fleet Bank and St. Francis College (N.Y.) sponsored a month-long series of events during Hispanic Festival 2000. Events included a lecture, writing contests for Hispanic high school students and senior citizens, a Hispanic food festival, a film festival, a salsa concert, and a photography exhibit.



Dr. Enildo García, professor of Spanish, foreign languages, fine arts, and international cultural studies at St. Francis, gave a lecture, "Cultures in Contact: Irish, Italian, and American Visitors in Cuba." Musicians from some of America's renowned Latin bands traced the history of salsa music from its Afro-Cuban origins to its tremendous impact on contemporary American pop. "My Puerto Rican Roots" featured photography by Felipe Arroyo and the music of Puerto Rico.

"Mexico: From Empire to Revolution" at the Getty

The Getty Research Institute at the Getty Center in Los Angeles, California, is staging a two-part exhibition featuring rare photographs of Mexican history.

"Mexico: From Empire to Revolution" includes more than 250 photographs and albums produced between the 1850s and the 1920s depicting Mexican history and culture. With images ranging from ancient Mayan ruins and the remote countryside to scenes of Maximilian's execution and the violent 1910 revolution, the exhibition explores how early photographers captured not only momentous political struggles but also the intimate details of everyday life. It explores Mexico's legacy of empires, intervention, and revolution. It also looks at the importance of photographs as both historical documents and instruments used to shape public perception of the events of the day and encourage tourism and economic investment.

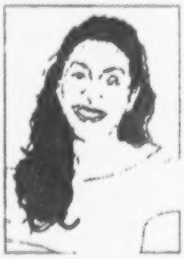
Part I currently runs through Jan. 21, 2001. Part II will run from Feb. 24-May 20.

Guillermoprieto to Lecture at New Jersey City

On April 9, Mexican-born journalist and MacArthur Fellow Alma Guillermoprieto will take part in the New Jersey City University (NJCU) 2000-2001 University Lecture Series, an annual program sponsored by the NJCU division of university advancement. A resident of the U.S., Brazil, and Colombia, Guillermoprieto is known for her coverage of Latin America. Her recent work includes the book *The Heart That Bleeds* and a four-part series on the Colombian drug wars in *The New York Review of Books*. Dr. Julio Guillen, professor of mathematics and chair of the university senate at NJCU, will be Guillermoprieto's presenter.

John Updike, one of America's most prolific and celebrated writers, will give a lecture Feb. 12. Author Steven Pinker and cultural historian Tom L. Freudenheim were featured earlier.

Colorado-Boulder Explores Chicano History



UMAS, the United Mexican American Students organization at the University of Colorado (CU)-Boulder, hosted a series of panel presentations in recognition of Chicano History Week. The annual event addresses issues important to the Chicano community while revisiting the history of the Chicano activist movement. The panels promote cultural education, appreciation, and respect.

The program "Sweet Victory: The Defeat of Tom Tancredo/Linda Chávez' *Movida* to Eradicate Bilingual Support Efforts" focused on the defeat of a statewide initiative to eliminate bilingual education in schools. Ramón del Castillo gave a poetry reading, "Vato Loco Presents: King Crack," examining the use of crack, its effects, and the devastation it causes within the Latino community. The personal experiences of seven Chicano alumni from the turbulent 1970s were related during the program "1970s Chicano Students Speak Out!" The panel discussion "Raza Logia: Empowerment Model for Immigrant Families in a New Society" featured a bilingual dialogue delving into the issue of "bilingualism" and its importance in society.

Teresa Estrada (pictured) is the UMAS council chair at CU-Boulder.

CCNY Students Intern in Nation's Capital

Each summer, City College of New York's Marvin Rosenberg/Hubert H. Humphrey program in public affairs sends its top students to Washington, D.C., for practical experience in prestigious government offices, political and professional organizations, and public interest groups. Students test and hone their skills in the applied world, under supervision.

This past summer, Gabriel Hernández and Adriana Espinosa (pictured) were two of 10 interns who began to explore the public policy world. Hernández interned at the Mexican American Legal Defense and Educational Fund. Espinosa, an economics major, interned for the chief economist at the General Accounting

Office (GAO). A report of a presentation she made to the staff economics team on the challenges of e-government and refining the GAO's web presence was sent to the GAO comptroller-general, who thought highly of it.

Nassau Community Celebrates Hispanic Culture

Photo © Nassau Community College

Photo © Nassau Community College

Nassau Community College (NCC) in New York celebrated Hispanic Heritage Month with enlightening programs sponsored by the NCC Faculty Student Association and the Student Organization of Latinos.

NCC Professor Miguel Alonso (pictured l.), history instructor, moderated a discussion exploring the complex and contrasting emotions that Columbus Day generates in the Latino, Native American, and Italian American communities. Dr. Lorena Terando (pictured r.), coordinator of the Translation Project at New York University, spoke about human rights in Colombia. She is the founder of Paz Para Colombia, an organization that educates people on human rights violations in that country.

Other guests included Monica Saenz, assistant editor of *Latina Style* magazine; Virgilio Bravo, editor of *Stress*, a hip-hop magazine; Jordan Rivera, dancer and dance studio owner who has performed with Celia Cruz, Johnny Pacheco, Victor Manuel, Tito Nieves, and the Fania All-Stars; and Aurelia Flores, an educator and Internet discussant.

Ortega Joins Texas-San Antonio

Richard P. Ortega joined the University of Texas-San Antonio (UTSA) as associate director of development for the College of Sciences and the College of Engineering, two of six colleges created in a recent academic restructuring effort. He came to UTSA from the New Mexico Institute of Mining and Technology, where he worked in advancement, development, marketing, and alumni affairs for more than 12 years. Before that, he spent five years at CSU-Sacramento, where he developed and directed the minority engineering program.

At UTSA, he oversees fundraising for science and engineering, and will help formulate UTSA's campaign for funds to construct and equip a bioengineering/biotechnology building.

Ortega has a master's degree and doctorate from the University of New Mexico.

California-Santa Barbara Faculty Named to Editorial Board

Three University of California-Santa Barbara (UCSB) department chairs were named to the editorial board of the University of California Press.

Joining the board are Jacqueline Bobo, women's studies department; Francisco Lomelí (pictured), Chicano studies; and Wade Clark Roof, religious studies. The three were appointed to five-year terms on the board and join department of history chair Jack Talbott, giving UCSB four positions on the 20-member board.

New Jersey City Staffer Exhibits Paintings

"Silent Screams: Paintings," an exhibit of works in progress by Hugo Morales, assistant director of publications at New Jersey City University (NJCU), was shown at the Consulate of Ecuador in Jersey City.

Born in Ecuador, Morales has exhibited his paintings and graphics in galleries throughout the New York/New Jersey metropolitan area. His work has appeared in many education journals and commercial publications.

Since 1990, Morales has chaired NJCU's council on Hispanic affairs, coordinated many cultural events, and curated art exhibits ranging from pre-Columbian to contemporary, for the NJCU council.

Morales holds a bachelor's degree in fine arts and master's in art education, both from NJCU, and is now pursuing a master's in fine arts.

Nazareth Hosts Spanish American Poet

Spanish American poet Don Emiliano Martín gave a bilingual reading of his original poetry at Nazareth College's (N.Y.) Casa Hispana.

Photo by Michael O'Mara

Born and raised in Madrid, Martín was a professional soccer player and a corporal in Francisco Franco's army before relocating to the U.S. and beginning his career as a poet. He founded the Northeast Philadelphia Poetry Forum, and was its director until 1991. Currently, he is president of the Latin American Guild for the Arts and a member of the Manayunk Art Center in Philadelphia, where he resides.

Martín has written 12 books of verse in Spanish and English. His poems have appeared in many local and international journals, magazines, and newspapers.

News from the White House

President Clinton commended the U.S. Department of Education for awarding $42.3 million in grants to help school districts create Smaller Learning Communities in large high schools. Nearly three-quarters of American high schools have more than 1,000 students enrolled. Clinton said the grants will help states and local communities create environments to enhance student safety and academic achievement.

"We know that smaller schools provide more personal attention and greater academic support than large schools, and outperform large schools on most measures of school success, including grades, test scores, attendance, and graduation rates," said Clinton, "and this impact is even greater for minority and low-income students."

Temple Holds Latino Cultural Events and Lectures

Temple University (Pa.) hosted its 10th annual Latino Heritage Month celebration, starting with a concert of many forms of traditional Spanish- and Latino-influenced classical music

and ending with the symposium, "Latinos in Public Policy in Philadelphia."

María del Pico Taylor of the Boyer College of Music led an interactive lecture and recital, "What Creates the Spanish Sound: Arab, Gypsy, Native American, and African Influences," examining the roots of Latino music. The Asociación de Estudiantes Latinos and the Council of Latin American Students sponsored the student forum "Racism Within and Beyond the Latino Community." University of Texas-Austin Professor America Rodríguez gave a lecture, "Making Latino News: Race, Language, Class." Dr. Julio Morales, professor of Puerto Rican studies at the University of Connecticut, spoke on "Los Niños de los Barrios II." Noted author and Amherst College Professor Ilan Stavans discussed his new book *The Sounds of Spanglish: An Illustrated Lexicon*.

Clark Gives Award to del Prete

Clark University in Massachusetts presented Thomas del Prete, director of its Jacob Hiatt Center for Urban Education, with the John W. Lund Community Service Award.

The award, which includes a $5,000 cash prize, recognizes the contributions made to the Worcester, Mass., community by Clark faculty, students, and staff.

Del Prete has been with Clark University since 1994. He became director of the Jacob Hiatt Center after serving as associate director from 1994-1997. In June, he was instrumental in earning a $250,000 grant in the Carnegie Corporation's Schools for a New Society Competition.

Menchu Tum Lectures at San Francisco

Rigoberta Menchu Tum, Nobel Peace Prize-winner and fierce advocate for the rights of the indigenous people of Guatemala, visited and lectured at the University of San Francisco (Calif.). The fourth of five living female Peace Prize-winners to visit the campus, she lectured on "Human Rights and Social Justice."

In January 1980, government soldiers killed her father and 38 others, burning them to death as they sought refuge at the Spanish embassy. Guatemalan security forces had already kidnapped, tortured, and killed her mother and younger brother. Her experiences are recounted in the 1983 book *I Rigoberta Mencbu: An Indian Woman in Guatemala*.

Today, she continues her work for human rights and international justice through the Rigoberta Menchu Tum Foundation, based in Guatemala City.

Ballet Folklorico Performs at Northern Virginia

Ballet Folklorico de la Tierra del Encanto performed at Northern Virginia Community College's Annandale Campus. The dance troupe, from Las Cruces, N.M., specializes in performing once-traditional dances of the Colorado, New Mexico, and Chihuahua regions.

Ballet Folklorico performed dances from Nayarit and Jalisco, as well as Nuevo Mexico. The troupe invited student participation for El Cutilio, the musical-chair-style dance, and thrilled the audience with a machete dance.

Led by José Tena, Ballet Folklorico has performed for more than 20 years. It uses authentic dance steps with traditional music, and also tells the history of the region from which the dances come.

Cal State Northridge Honors Phenomenal Women

Health reporter and columnist Dr. Aliza A. Lifshitz (pictured) and singer-songwriter Rosa Martha Zárate-Macías were two of five women recognized at the biennial Phenomenal Women Awards reception and silent auction, sponsored by CSU-Northridge's women's studies department.

Born in Mexico City, Lifshitz was four-time president of the California Hispanic American Medical Association and is a champion of Latino and woman doctors. She has been the health reporter for the Univisión Television Network since 1988 and is medical editor of *Primer Impacto*, a Spanish-language news magazine.

Zárate-Macías' work as a songwriter and community organizer is inspired by her experiences as a Mexican-born immigrant to the U.S. and her knowledge of her culture's history.

Jean Bruce Poole, Wakako Yamauchi, and Bettina Aptheker also won the award, which gets its name from Maya Angelou's poem "Phenomenal Woman," recognizing the strengths, abilities, and integrity of women.

Viva Quetzal! Performs at Sullivan County

International folk-fusion group Viva Quetzal! performed at Sullivan County Community College in New York, providing an evening of jazz and rock with a South American flair.

Viva Quetzal! is composed of three traditional and folkloric musicians from Chile and Peru and four New England rock and jazz musicians. Together, they play original folk, pop, jazz, and rock amalgams based on Inca, Andean, Quechua, and Afro-South American themes.

Viva Quetzal! accents the contributions of four major cultural influences that have shaped modern Latin American music–the indigenous South American, the West African, the Euro-Iberian, and the contemporary North American. The group's musical purpose is to make its audiences aware that America is larger than just the United States. Its members feel that the diverse cultures of America–tied by history and geography, but separated by politics and language–can be effectively reconciled by the sharing of their many musical expressions.

Escalante Addresses St. Edward's

Acclaimed educator Jaime Escalante, whose life and motivational teaching tactics were depicted in the 1988 film *Stand and Deliver*, spoke at St. Edward's University in Texas.

Stand and Deliver documents how Escalante, a high school teacher, motivated his classes of underprivileged, Hispanic students to set standards in mathematics all but unequaled in American education. An immigrant from Bolivia, Escalante has become a folk hero. In the book *Escalante: The Best Teacher in America*, he is described as vital, genuine, and challenging. He says, "I do not believe in the gifted. If they have the *ganas*, I can make them do it." In 1999, he was inducted into the Teachers Hall of Fame.

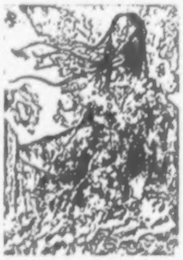
KXAN-TV anchorwoman Erica Olivares emceed Escalante's visit.

North Texas Holds Hispanic Dance and Art Exhibition

The University of North Texas System Center at Dallas hosted a dancing and art exhibition in celebration of Hispanic Heritage Month.

Local, self-taught artists–including Cynthia V. Anzaldúa, Sal Barron, Juan Hernández, J. Salvador López, Jess Rodríguez, Sarhady, and Albert Shaw–exhibited abstract, realistic, and traditional paintings at the event. The Anita N. Martínez Ballet Folklorico junior ensemble performed.

Mujer 2000 Honors Hernández and Mason



The National Hispana Leadership Institute recently held its annual awards gala and leadership training in Orlando, Fla. Named "The 2000 Mujer National Awardee" was Antonia Hernández, president and general counsel of MALDEF, the Mexican American Legal Defense and Educational Fund. Marylou Olivarez Mason, executive director of the Michigan Commission of Spanish Speaking Affairs, in Lansing, Mich., was named "The 2000 Mujer Regional Awardee."

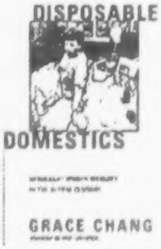
The Mujer awards recognize the sustained lifetime achievement of Hispanic women who have served the Hispanic community and exemplify the philosophy and values of justice, integrity, inner peace, commitment, vision, and deep pride in their culture and community.

At the reception and dinner, artwork by Sina Sutter (shown here is her "Regreso a la Esperanza"), Angie Maloney, and Aurora Rincón was exhibited.

PUBLICATIONS

Disposable Domestics: Immigrant Women Workers in the Global Economy

By Grace Chang



Illegal. Un-American. Disposable. In a nation with an unprecedented history of immigration, the prevailing image of those who cross our borders in search of equal opportunity–in particular women of color of childbearing age–is that of a drain on society. This vital account of immigrant women's experiences proves just the opposite: that the women who perform our least desirable jobs are the most crucial to our economy and society.

2000. 235 pgs. ISBN 0-89608-617-8. $18.00 paper. South End Press. (800) 533-8478.

The Brazilian People: The Formation and Meaning of Brazil

By Darcy Ribeiro

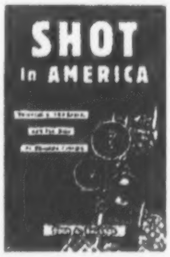
Brazilian People
Darcy Ribeiro

This is the first English-language translation–translation by Gregory Rabassa–of the book that is the culmination of the life work of Darcy Ribeiro, one of Brazil's leading 20th-century intellectuals, known internationally for his work in Indian affairs and his political activism. First published as *O Povo Brasileiro* in 1995, two years before Ribeiro's death, it quickly became a controversial best-seller, in part because of its portrayal of the complex and volatile reality of Brazil's national identity as a product of its ethnic roots.

2000. 332 pgs. ISBN 0-8130-1777-7. $34.95 cloth. University Press of Florida. (800) 226-3822.

Shot in America: Television, the State, and the Rise of Chicano Cinema

By Chon A. Noriega

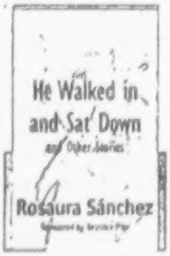


Chon Noriega, an associate professor of critical studies in the department of film and television at the University of California-Los Angeles, takes direct aim at the representation of Chicano filmmaking in U.S. media history. This comprehensive study has broad implications for our understanding of cultural politics and the entertainment industries.

2000. 305 pgs. ISBN 0-8166-2931-5. $19.95 paper. University of Minnesota Press. (800) 621-2736.

He Walked in and Sat Down and Other Stories

By Rosaura Sánchez



The stories in this bilingual collection portray a cross-section of Chicano men and women in the contemporary United States. Here are workers living in the chaparral around the San Diego border with Mexico, battered wives, farmworkers, divorced women rebuilding their lives, a traveling salesman, and conflicted academics. Translated by Beatrice Pita.

2000. 246 pgs. ISBN 0-8263-2214-X. $16.95 paper. University of New Mexico Press. (800) 249-7737.

El Puente/The Bridge

By Ito Romo

El Puente
THE BRIDGE

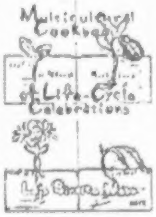
Thirteen women of all ages and backgrounds react in unexpected, funny, and mysterious ways when one day the Río Grande river suddenly turns a crimson red. The bridge, which the women cross and re-cross in the course of this cycle of stories, becomes a site where they acquire knowledge about their lives and their landscape, as the mystery of the color of the river unravels.

2000. 149 pgs. ISBN 0-8263-2252-2. $18.95 cloth. University of New Mexico Press. (800) 249-7737.

Multicultural Cookbook of Life-Cycle Celebrations

By Lois Sinaiko Webb

Restaurant consultant and caterer Lois Sinaiko Webb combines information about life-cycle events, or rites of passage, with recipes for the foods that are used to celebrate these events. Covering regions and cultures from all over the world, each country profiled contains a short description of its ethnic and religious make-up, and how its rites of passage are celebrated.



2000. 544 pgs. ISBN 1-57356-290-4. $35.00 paper. Oryx Press. (800) 279-6799.

Encyclopedia of the Mexican American Civil Rights Movement

By Matt S. Meier and Margo Gutiérrez

Bringing together a wealth of data on the Mexican American struggle for civil rights, this authoritative publication provides factual, up-to-date information on the concepts, issues, plans, legislation, court decisions, events, organizations, and people involved in that long fight.

Encyclopedia of the
Mexican American Civil Rights Movement

2000. 312 pgs. ISBN 0-313-30425-4. $69.95 cloth. Greenwood Press. (800) 225-5800.

Luis Leal: An Auto/Biography

An outstanding scholar of Mexican and Latin American literature, Luis Leal was one of the first to recognize the viability and importance of Chicano literature, and, through his perceptive literary criticism, helped to legitimize it as a worthy field of study. In this testimonio, or oral history, Leal reflects upon his early life in Mexico, his intellectual formation, and his work and publications as a scholar.

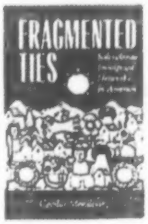
Luis Leal
An Auto/Biography

2000. 210 pgs. ISBN 0-292-72829-8. $19.95 paper. University of Texas Press. (800) 252-3206.

Fragmented Ties: Salvadoran Immigrant Networks in America

By Cecilia Menjívar

In a comprehensive treatment of Salvadoran immigration, Cecilia Menjívar gives a vivid and detailed account of the inner workings of the networks by which immigrants leave their homes in Central America to start new lives in the Mission District of San Francisco.



2000. 319 pgs. ISBN 0-520-22211-3. $19.95 paper. University of California Press. (800) 822-6657.

Honorable Lives: Lawyers, Family, and Politics in Colombia, 1780-1850

By Victor M. Uribe-Uran

This book examines the social origins, education, and careers of those qualified to practice law before the highest colonial courts–Audiencias–and the republican courts after the 1820s in Colombia.

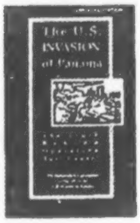
Honorable Lives

2000. 276 pgs. ISBN 0-8229-4125-2. $50.00 cloth. University of Pittsburgh Press. (800) 666-2211.

The U.S. Invasion of Panama: The Truth Behind Operation "Just Cause"

Prepared by the Independent Commission of Inquiry on the U.S. Invasion of Panama

The Independent Commission of Inquiry on the U.S. Invasion of Panama, was established by a politically diverse group of Panamanians, others from the Caribbean, and U.S. human rights activists, including attorneys, journalists, and clergy.



This book counters the media blitz that portrayed the invasion of Panama as a restoration of democracy and a war against drugs. It includes the Commission's report on the widespread civilian deaths, political repression, and property destruction caused by the U.S. invasion and occupation of Panama.

1991. 151 pgs. ISBN 0-89608-407-8. $10.00 paper. South End Press. (800) 533-8478.

Mask of Democracy: Labor Suppression in Mexico Today

By Dan La Botz

Incorporating scores of interviews with Mexican rank-and-file workers, labor union officials, women's organizations, lawyers, and human rights activists, Dan La Botz illustrates the history of Mexican workers and offers insights into their post-NAFTA prospects.

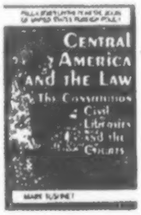
Mask of Democracy
Labor Suppression in Mexico Today
Dan La Botz

1992. 223 pgs. ISBN 0-89608-437-X. $14.00 paper. South End Press. (800) 533-8478.

Central America and the Law: The Constitution, Civil Liberties, and the Courts

By Mark Tushnet

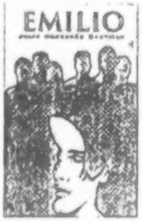
This is an important and useful legal primer for Central America activists. It shatters the myths about the neutrality of U.S. law and situates legal questions where they really are–in the arena of political struggle.


Central America and the Law
The Constitution Civil Liberties and the Courts
Mark Tushnet

1988. 63 pgs. ISBN 0-89608-340-3. $5.00 paper. South End Press. (800) 533-8478.

Emilio

By Julia Mercedes Castilla



With her engaging and timely new novel for young adults, Julia Mercedes Castilla spins a compelling tale of the obstacles facing not only young immigrants, but also all teens facing life's choices in the new millennium.

1999. 160 pgs. ISBN 1-55885-271-9. $9.95 paper. Piñata Books. (800) 633-ARTE.

Anything But Love

By Gustavo Pérez Firmat

Anything But Love
GUSTAVO PÉREZ FIRMAT

This is the first novel from Gustavo Pérez Firmat, author of the acclaimed *Next Year in Cuba*. Pérez Firmat has imbued this story about Frank Guerra, a perfectionist who overturns his whole life on a quest for love, with a Cuban American flavor uniquely his own.

2000. 208 pgs. ISBN 1-55885-295-6. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Trino's Choice

By Diane Gonzales Bertrand

TRINO'S CHOICE

Seventh-grader Trino Olivares, a jaded 13-year-old who doesn't have much use for most "school types," is confronted with the many challenges of everyday life–such as trying to decide what kind of choices he needs to make, those that will impress his friends or those that are best for him. Named "Best Book of the Year" in the young adult literature category by *ForeWord Magazine*.

1999. 128 pgs. ISBN 1-55885-268-9. $9.95 paper. Piñata Books. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

CONFERENCES

National Association of Student Personnel Administrators Institute

January 10-12

"Taking Courageous Stands: Leadership for Diversity," for upper-level administrators. At Columbia University, New York City.

Contact: (202) 265-7500; e-mail, office@naspa.org.

NALAC Conference

January 17-21

Texas A&M University-Corpus Christi will help host a conference of the National Association of Latino Arts and Culture (NALAC), dedicated to defining the role of Hispanic art in the community. At the Ramada Inn Bayfront in Corpus Christi.

Workshops are scheduled on leadership and youth; the impact of immigration, assimilation and hybridization; and digital technology. There will be performances, readings, and exhibits throughout the conference, along with workshops in dance, music, theater, visual arts, literature, performance art, and media arts.

Contact: Lilly Flores Janacek, (361) 825-2427.

AAHE Conference on Faculty Roles & Rewards

February 1-4

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

USC Continuing Education 2001 National Conference

February 11-14

University of South Carolina's department of continuing education presents "Stop Surfing, Start Teaching: Teaching and Learning through the Internet." In Myrtle Beach, S.C.

Contact: (803-777-9444; e-mail, confs@gwm.sc.edu; website, www.rcce.sc.edu/ssst.

ACE 83rd Annual Meeting

February 17-20

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will "anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present their 23rd annual international conference, "Making a World of Difference…," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

We Stand Corrected…

Two thoughtful readers from Van Nuys, California and Newark, New Jersey wrote to HO to express their "dismay," "agitation," and "nervousness" over our erroneous inclusion of MIT, Stanford and the University of Chicago among the Ivy League Schools in our October 9 issue. Our reactions were much the same.

There are only eight institutions that comprise the Ivy League, which, in fact, started out as a football consortium with only four schools–Harvard, Yale, Princeton, and Cornell. Columbia, Brown, Princeton, and the University of Pennsylvania are the other four.

In doing research for this article (and the backup material gathered is substantial and from reliable sources), all of the schools mentioned in the article were listed, and none of the sources refuted their Ivy League designation. Some of the characteristics of Ivy League schools are relatively small undergraduate populations, large endowments, prestigious academic reputations, and consistent ranking among the top 15 universities. There are many schools that can be considered in the same "class" as Ivy League schools–Stanford and the University of North Carolina, for example, among them. In fact, The Square, a network of the Ivy League members, includes alumni from an array of "peer institutions." We concur with what one of our readers noted regarding the danger of "assuming something is true" –is that there is no such thing as enough fact-checking, even with the certainty that one's sources are indeed reliable.

Our apologies to our readers and the three institutions, whose sterling reputations need no enhancement.

……

In the **Book Review** section of the October 23, 2000, issue, the city of publication provided was incorrect. The University of Arizona is in Tucson, not Albuquerque. We regret the error.

SUMMER 2001

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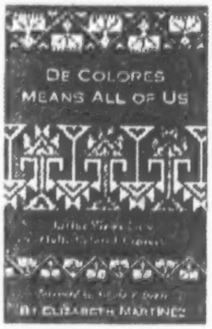
Book Review

By Mark Saad Saka, Ph.D.

***De Colores Means All Of Us: Latina Views for a Multi-Colored Century*, by Elizabeth Martínez** with a foreword by Angela Y. Davis. 265 pages. Cambridge, MA: South End Press, 1998. ISBN 0-89608-583-x. $18.00 paper.

This is an up-to-date and important collection of essays on the intersection of racism in the United States and Latina/o people and politics. Elizabeth Martínez illuminates key issues concerning race, class, ethnic identity, gender representation, and the hopes for a multicultural democracy, providing a "living history" of the achievements and continuing struggles of "el movimiento."



The author of six books, Martínez synthesizes past and present and provides a vision of a humane future based upon universal human family values. Martínez moves beyond the black-white ethnic paradigm familiar to most Americans and broadens the notions of inclusivity to incorporate Latinos and women of color into our historical and current perspectives. This is imperative when one considers that Latinos will soon represent America's largest minority and that Latino poverty rates continue to rank higher than those of any other ethnic group. As America's ethnic and demographic structure has evolved, so too has its racism. Martínez eloquently articulates the need for our conceptual models of race, class, and gender to likewise evolve in order that progressive forces successfully confront a resurgent white supremacy and continuing structural discrimination. But rather than attempting to displace African Americans by aggressive Latino posturing, the book calls for greater cooperation and unity between the two, based on a common historical experience of oppression and resistance.

The numerous essays specifically address critical topics. Modern advertising culture, which objectifies Latinos, particularly Mexicans, to a comical and nonsensical role is one such issue. The infamous Taco Bell advertisement that tells its viewers to "make a run for the border," so reminiscent of the Frito Bandito of yesteryear, reinforces negative stereotypes of Mexicans as foreign and alien. Another important essay places the current immigrant backlash within a global context by examining such racist sentiment in France, which has witnessed tremendous xenophobia against Algerian immigrants, and Germany, which has experienced violence and racism against its Turkish population. By placing American nativist reaction against Mexican immigrants within a worldwide perspective, Martínez transcends boundaries in an essay titled "No hay fronteras." A third area of current topics examined is the reactionary assault on multiculturalism, which she considers a tactic used by reactionary forces to sustain economic, political, and cultural hegemony.

Much of the book concerns the prevalence of campus racism and examples of violence and bigotry directed against Latino and other students of color. Martínez specifies a series of proposals to reduce campus racism, including a strong administrative commitment to equality and diversity, the availability of physical space, with adequate staff, for those whose job it is to increase diversification, greater efforts at hiring and recruiting minority faculty (even more urgent in recent years as the first generation of Latino scholars, hired in the early 1970s, reaches retirement age), more aggressive recruitment of students of color, and a greater diversification of course offerings.

Martínez provides a personal Latina perspective on the Chicano movement and recounts Chicana debates and struggles to demand greater political and cultural inclusion from a largely male-dominated social movement. She addresses the phenomenon of Chicanas being charged with "selling out" their people because of their focus on women's issues. She counters the idea that the largely upper-middle-class white women's movements of the 1960s bypassed Chicana issues. She emphasizes that all women of color benefited from the women's movement because it encouraged dialogue, helped launch women's studies programs, and created the space necessary for Latina advancements in the 1980s and 1990s.

A favorite essay of mine and of an education major in my survey course dealt with the Euro-centric bias prevalent in grade school textbooks. This essay illuminates the structural imbalances in childhood education that instill a form of self-hatred among Latino youth. Martínez pulls no punches as she names the Houghton-Mifflin text as particulary offensive for its portrayal of Chicano resistance hero Joaquín Murrieta as a "bandit." The text's complete omission of the gross violations that followed the Treaty of Guadalupe Hidalgo and the reference to Manifest Destiny as having brought "freedom" and "enlightenment" to the "less fortunate Mexican and Indians" further illustrates institutional racism deeply entrenched in our educational culture. With books like these, is it any wonder that so many Latino youth drop out of high school and never reach institutions of higher education?

This book is well suited to undergraduate courses in American history and women's studies, and is a must read for any multicultural course. I assigned it to my introductory U.S. history course, and it had a great impact on the Anglo students, who had never been exposed to such crucial issues as environmental racism and non-Euro-centric interpretations of American history. *De Colores* presents a good assessment of the triumphs and setbacks of more than three decades of social struggle and establishes a blueprint for a more inclusive future for all of America's children.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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http://ugsp.info.nih.gov ▪ E-mail: ugsp@nih.gov

Phone: 1-800-528-7689 ▪ TTY: 1-888-352-3001

The Center for the Study of Religion (CSR), Princeton University, announces availability of 6 one-year (9/1/01-6/30/02) postdoctoral fellowships for pre-tenured scholars. Each is geared to a specific theme. To apply, submit CV, 3 letters of recommendation, a 5 page proposal, and published or unpublished paper demonstrating scholarly command of topic of one of the 4 themes. Applicant's doctorate may be in any relevant field. Princeton University PhDs not eligible. **Applications due postmarked 1/16/01. Contact CSR, 5 Ivy Lane, Princeton University, Princeton, NJ 08544-1013; 609/258-5545; eskline@princeton.edu; www.princeton.edu/~csrelig.**

Princeton University is an equal opportunity and affirmative action employer.

- **Death and Dying in Buddhist Cultures:** special emphasis on death-related topics-preparation for dying, funerary and mortuary ritual, propitiation of spirits, etc.-from a multidisciplinary perspective in order to gain insight into Buddhism as a lived religion, especially in premodern societies. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and assist Professor Jacqueline Stone in arranging a course and conference on Buddhist death-related practices in the context of specific cultures.
- **Poverty/Charity and Jewish Studies/Middle East Studies/Religion/History:** special emphasis on the history of poverty and charity, especially their religious and social aspects, in Jewish communities. Preference for applicants working in medieval Islamic world, but other regions and periods considered. Fellow will conduct own research on a related topic, attend a weekly interdisciplinary workshop, and work with Professor Mark R. Cohen in a graduate seminar and conference on the comparative study of poverty and charity in Judaism, Christianity, and Islam.
- **Christian Thought and Practice (2):** special emphasis on the religious life of American Christians, congregations, or clergy. Fellows should be engaged in projects of value to the ways in which American Christians live, preach, and teach, or to congregations and pastoral leadership. Fellows will conduct own research on historical or contemporary aspects of Christian thought and practice, attend a weekly interdisciplinary workshop, and participate in an annual symposium for scholars, clergy, and community leaders.
- **Public Theology (2):** special emphasis on historical and contemporary manifestations of public theology in Christian faith communities. Fellows should be engaged in projects concerning the implications of theology for the religious life of American Christian communities, faith traditions, congregations, and/or clergy. Fellows will conduct own research, attend a weekly interdisciplinary workshop, hold regular meetings with a member of the Princeton faculty who serves as a host and mentor for the year, and participate in an annual symposium for scholars, clergy, and community leaders. Eligibility requires an M.A., M.Div., or equivalent degree from an accredited seminary.

Princeton University

MINORITY POSTDOCTORAL FELLOWSHIP PROGRAM

Teachers College, Columbia University is the largest and most comprehensive graduate and professional school of education in the United States. The College has a diverse culture, with minority students comprising 29 percent of the student body, international students comprising 11 percent.

The Minority Postdoctoral Fellowship Program aims to increase the number of minority faculty members at graduate schools of education. It provides recent doctorate recipients the opportunity to develop a program of research, teach one course, and participate in the life at a graduate research university.

Qualifications: Earned doctorate in any area related to education within the past three years. Commitment to research and teaching in an education related field.

Responsibilities: Conduct research as outlined in the application proposal; provide written report of research program; participate in an academic department; and, teach a course.

Duration: One year.

Stipend: $30,000, plus $3,000 for research. Free campus housing, if desired, and limited relocation costs.

Information about the application process will be available at www.tc.columbia.edu or contact Susie Klein in the Dean's Office, by phone (212) 678-4155 or by email klein@exchange.tc.columbia.edu. Application deadline: February 1, 2001.

TEACHERS COLLEGE *as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society.*

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Carleton is a selective liberal arts college with 1800 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to:

Robert Bonner
Director of American Studies
Carleton College
One North College Street
Northfield, MN 55057
fax : To the attention of Robert Bonner
(507) 646-7594
e-mail: rbonner@carleton.edu

Deadline: **January 31, 2001**

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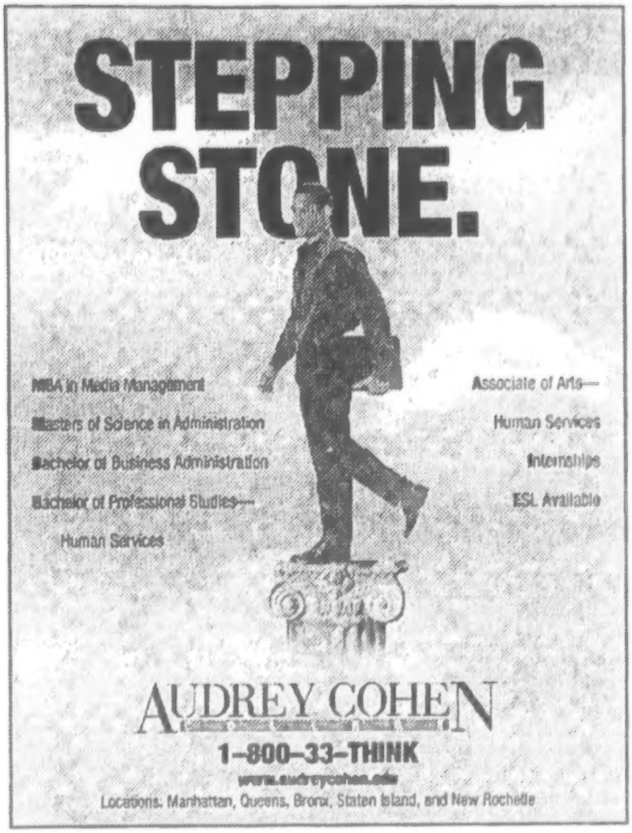

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Director

George Mason University invites applications and nominations for the position of Director of Student Financial Aid. The Director of Student Financial Aid reports to the Provost.

Responsibilities include providing overall leadership and management for the Office of Student Financial Aid, directing the establishment of local policies and procedures and ensuring compliance, and serving as spokesperson to all internal and external constituencies. Qualifications include earned doctorate (preferred), record of progressively responsible experience in financial aid, proven leadership and track record of success in a complex university environment, proven managerial skills for supervision of professional staff, creative use of technology, and outstanding interpersonal, oral and written communication skills, creativity, high energy, flexibility and a sense of humor.

First consideration will be given to applications received by December 15, 2000, and the search will continue until the position is filled. Interested candidates should submit a letter of application, curriculum vitae, and names of at least three professional references to:

Chair Search Committee
Director of Student Financial Aid
Office of the Provost, MSN 3A2
George Mason University
Fairfax, Virginia 22030

George Mason University is a dynamic public teaching and research university in the Virginia suburbs of Washington, D.C. Half of its 24,000 students are full time, forty percent are graduate students, quarter minority students, and ten percent live on campus. The growing reputation of George Mason University as an exciting institution derives from its innovative undergraduate programs in both traditional disciplines and in integrative studies, as well as its increasing number of post-boccalaureate certificate and degree programs. Further information about the university can be found on the web at **www.gmu.edu.**

AA/EEO

RANDOLPH-MACON WOMAN'S COLLEGE

Jessie Ball duPont Visiting Scholar of American Culture: Randolph-Macon Woman's College, a selective liberal arts college for women, invites applications for the position of visiting minority scholar of American Culture funded by the Jessie Ball duPont Foundation.

The scholar will contribute to the diversification of perspectives within the curriculum and within the College's innovative semester-long American Culture Program. This interdisciplinary program is led by faculty who collaborate to offer four spring-semester courses that explore in depth what it means to be an American. Students and faculty probe broad themes in American culture, including liberty, democracy, capitalism, race and religion. The program includes visits to historic sites, workplaces, government agencies, churches, and museums both in Virginia and in other parts of the United States.

We seek a visiting scholar who will contribute to the American Culture Program. The appointment is for two years at the assistant professor level. **Qualifications:** Ph.D. or equivalent, a record of scholarly achievement, and undergraduate teaching experience. Duties include teaching two courses in the fall and, in the spring semester, joining the interdisciplinary faculty team to teach the American Culture Seminar, and travel with students in the program (including some weekend excursions and one 11-day trip). Salary commensurate with experience. Review of applications will begin on **January 1**, but applications will be accepted until the position is filled. Send letter of interest, curriculum vitae, and three letters of reference to:

Dr. Daniel M. Raessler
Professor of Music
Randolph-Macon Woman's College
Lynchburg, VA 24503

In addition, Randolph-Macon Woman's College, a selective 4-year liberal arts college for women in the foothills of the Blue Ridge Mountains of Virginia, invites applications for the following full-time tenure-track faculty positions beginning Fall 2001.

• Art	Asst. Professor, Studio Art/Painting. Anita Solow (asolow@rmwc.edu)
• Biology	Asst. Professor, Plant Biologist. Ron Gettinger (rgettinger@rmwc.edu)
• Classics	Asst. Professor. Susan Stevens (sstevens@rmwc.edu)
• Economics	Asst. Professor, International Economics. John Abell (jabell@rmwc.edu)
• Education	Asst. Professor, Reading Specialist. Peggy Schimmoeller (pschimmoeller@rmwc.edu)
• English	Asst. Professor, Renaissance literature/Women's writing or Post-Colonial literature. Willam Coulter (wcoulter@rmwc.edu)
• Theatre	Asst. Professor, Design. Tom Stephens (tstephens@rmwc.edu)

For more information about the positions, please contact the chair of each search committee. Randolph-Macon Woman's College is the first southern women's college to receive a Phi Beta Kappa chapter. With a student population of 750 undergraduates from 45 states and 37 countries, R-MWC boasts a low student/faculty ratio and membership in the International 50, a group of selective liberal arts colleges noted for internationally-oriented programs.

Visit our web site www.rmwc.edu for more information about the College.

EOE/Women and minorities are strongly encouraged to apply.

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BSC

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Bridgewater State College is a comprehensive public college serving approximately 9000 students. Its 270 full-time faculty offer over one hundred Baccalaureate and Master's level programs. The J. Joseph Moakley Center for Technological Applications provides advanced computing and telecommunications technologies to support academic programs. The campus is located in southeastern Massachusetts, in an attractive New England town, easily accessible to Boston, Cape Cod and Providence. For additional information, visit our web site: http://www.bridgew.edu/.

Bridgewater State College seeks applicants for the **following full-time, tenure-track faculty positions,** which include opportunities for teaching and advising undergraduate/graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

All positions require an earned doctorate, unless otherwise noted. Applicants should be strongly committed to excellence in teaching and advising and to working in a multicultural environment that fosters diversity. Applicants should also have an ability to use technology effectively in teaching and learning, the ability to work collaboratively, evidence of scholarly activity, and a commitment to public higher education.

SCHOOL OF ARTS AND SCIENCES

Assistant Professor, Non-Western Art History, Department of Art. Teach courses in at least one area of non-western art and architecture, as well as art appreciation and survey courses. Additional responsibilities include advising students, contributing to curriculum and program development, and assisting in enhancing and maintaining the visual resources needed in teaching art history and appreciation. Requires Ph.D. in Art History earned by June 2001, with specialization in at least one of the following areas: Far Eastern, Islamic, African, Pre-Columbian or Native American. Experience in applications of computer technology to the teaching of art history is preferred.

Assistant Professor, Department of Biological Sciences. Specialty in Microbiology. Duties include teaching upper level microbiology, introductory biology, and upper level courses appropriate for the department's biomedical/molecular concentration, as well as participating in procuring equipment. The successful candidate must have excellent communication skills, and a strong commitment to teaching and research in an undergraduate setting, as well as to advising undergraduate students and supervising original undergraduate research. Knowledge of molecular biology is required. Teaching experience is preferred.

Assistant Professor, Department of Communication Studies & Theatre Arts. Specialty in Mass Communication. Duties will include teaching introductory and advanced television production, general mass communication and media studies courses, and supervising student production crews. Responsibilities may also include acting as liaison with campus telecommunications center, participating in departmental program review and advising students. Requires earned Ph.D. in Mass Communication.

Assistant Professor, Applied Geophysics, Department of Earth Sciences and Geography. Duties include teaching applied geophysics, physical oceanography, introductory physical geology (with lab), introductory environmental geology; directing undergraduate research projects in applied geophysics; advising undergraduate students; and mentoring prospective elementary and secondary school science teachers within our earth science education programs. Requires earned Ph.D. in geology/geophysics. A background in marine science is desirable.

Assistant Professor, Mineralogy/Petrology, Department of Earth Sciences and Geography. Duties include teaching mineralogy, petrology, introductory physical geology (with lab), and introductory environmental geolcgy; directing undergraduate research projects in mineralogy/petrology; advising undergraduate students; and mentoring prospective elementary and secondary school science teachers within our earth science education programs. Requires earned Ph.D. in geology with a strong background in mineralogy/petrology.

Assistant Professor, Department of English. Position in World Anglophone literatures. Desired specialization in emergent American literatures including but not limited to Asian-American literature, Latino/a literature, Native American literature and Caribbean literature. Preparation in composition will be an advantage. Since all faculty in the department teach freshman writing, preparation in composition will be an advantage. Responsibilities also include advising undergraduate and graduate students, participating in departmental and college decision-making processes and activities. Requires earned Ph.D.

Chairperson, Department of English. Chair 23 full-time and 28 part-time faculty; facilitate curricular development and change; administer the department's budget; supervise student advising; establish teaching schedules; conduct faculty evaluations; oversee work of departmental committees; encourage high standards in undergraduate and graduate programs; and serve as liaison between the department and the administrative branch of the college. Requires Ph.D. in English, specialization open; and proven experience in academic administration sufficient for running a large department with complex responsibilities in literature, writing, English education and general education. Review of applications will begin 11/1/00 and continue until position is filled.

Assistant Professor, Department of Foreign Languages. Specialty in Spanish Linguistics preferred. Duties include teaching all levels of language, including but not limited to composition, conversation, advanced grammar and phonetics. May also include teaching a second language and/or pedagogy, advising Spanish majors and serving on department committees. Requires earned Ph.D. in Spanish and evidence of scholarly promise and/or achievement. Ability to teach pedagogy and/or an ability to teach a second language a plus.

Chairperson, Department of Foreign Languages. Chair 9 full-time and approximately 10 part-time faculty; facilitate curricular development and change; administer the department's budget; supervise student advising; establish teaching schedules; conduct faculty evaluations; and serve as liaison between the department and the college's administration. Requires Ph.D. in Spanish, Peninsular Generalist, with a specialty in Spanish Medieval and/or Golden Age Literature a plus; proven experience in academic administration; proven leadership in curriculum development and technological innovation in teaching, and record of successful teaching and scholarly accomplishment commensurate with appointment as Associate or Full Professor. Review of applications will begin 11/1/00 and continue until position is filled.

Assistant Professor, Middle East/Islamic World, Department of History. Duties include teaching upper-division and graduate courses in the area of specialty, upper-division survey courses in the Middle East and/or Islamic World, lower-division courses in World History and/or Western Civilization; advising undergraduate and graduate students; and participating in departmental and college decision-making processes and activities. Requires earned Ph.D. in history or related field. Teaching experience desired, preferably at the college level. The ideal candidate will have a strong, broad background in the Middle East and Islamic World since the seventh century. Candidates with expertise in South Asia, Southwest Asia or North Africa, or candidates whose approach includes economic and social history or cross-cultural or comparative studies preferred.

Rank negotiable (tenure track) in Computer Science, Department of Mathematics and Computer Science. Responsibilities include teaching undergraduate and Master's level courses, advising undergraduates and supervising graduate students, participating in departmental curriculum development, as well as engaging in ongoing scholarship and professional activity. A Ph.D. is preferred, but applicants holding a Master's degree in computer science (or closely related field) and enrolled in an accredited doctoral program in computer science (or closely related field) will be considered. A specialty in Operating Systems and/or Architecture is preferred.

www.bridgew.edu

Assistant Professor, Department of Music. Specialties in piano pedagogy, accompanying, and piano performance. Duties include teaching class piano and studio piano at all levels, collaborating with performance faculty in recitals, acting as mentor to student accompanists, and teaching service courses for non-majors. Requires earned doctorate in music, with emphasis on piano performance and/or pedagogy; experience in teaching class piano and studio piano; experience in accompanying soloists and ensembles. Prefer experience in teaching a variety of courses for majors and non-majors, experience in community outreach and other expertise that complements current faculty strengths.

Assistant Professor, Department of Philosophy. Competence in critical thinking, history of philosophy, and applied ethics (such as environmental ethics; values and technology). The successful candidate will be a participant in a philosophically pluralistic and collegial 5-member department. Duties include teaching one upper-level course per semester and three introductory level courses that combine a critical thinking component with a focus on a major area of philosophy, such as political philosophy, ethics, philosophy of science or philosophy of religion. Additional responsibilities include participating in departmental and college decision-making processes and activities, curriculum development and advising of majors. Requires earned Ph.D. in Philosophy, evidence of sustained scholarly research and writing, and college-level teaching experience.

Assistant Professor, Judicial Law/Public Law, Department of Political Science. Duties include teaching courses in constitutional law, judicial politics and introduction to American government. May also include teaching courses such as administrative law and regulation and legal aspects of public administration in the department's MPA program. Pre-law advising and participating in departmental decision-making are also included. Requires earned Ph.D., a commitment to teaching excellence, and evidence of scholarly activity. Candidates with strong methodological skills preferred.

Assistant Professor, Public Administration, Department of Political Science. Primary responsibility will be to teach and work closely with students in the department's growing MPA program. In addition, undergraduate teaching in related areas is expected. Requires an earned Ph.D. with teaching and research specialization in one or more of the following areas: nonprofit organizations and management, social service delivery systems or healthcare policy and management. Candidates with some practitioner experience and strong methodological skills preferred. Review of applications will begin 12/1/00 and continue until position is filled.

Assistant Professor, Department of Psychology. Specialty in clinical psychology with an emphasis in child development. Duties include teaching undergraduate and graduate courses in clinical psychology, child psychology and related fields; supervision of internships; and possible coordination of the graduate program. Requires earned doctorate in clinical psychology, Massachusetts state licensure or license eligibility as a health care provider, and evidence of quality teaching.

Assistant Professor, Public Relations, Department of Communication Studies & Theatre Arts. Duties include teaching introductory and advanced courses in public relations, helping to expand a growing program, participating in departmental program development and advising students. Must have theoretical and practical expertise and experience in new technologies in the field. Requires earned Ph.D. in Public Relations or relevant degree with appropriate professional service by June 2001.

Assistant Professor, Department of Social Work (CSWE-accredited bachelor level program). Teaching areas include social welfare policy and two or more of the following: macro practice, gerontology, research, child welfare, and diversity; advising and participating in the functions of the department and of the college. Other opportunities include assisting with the design and implementation of a proposed MSW program, and upon program approval, teaching graduate level courses. Requires Master's degree in social work, a minimum of three years' post-Master's practice and a doctorate in social work or a closely related field. Prior teaching experience is valued. Candidate must demonstrate commitment to social justice issues and ethics, interest in scholarly activities, and the ability to work effectively with diverse groups, clients, communities, students and colleagues.

Assistant Professor, Department of Sociology and Anthropology. Duties include teaching undergraduate courses in sociology, teaching undergraduate and graduate courses in social data analysis, advising students, and participating in departmental activities such as program review and curriculum development. Requires earned Ph.D. in Sociology, with a specialty in quantitative data analysis, and at least one of the following: Technology and Society Comparative Development, Sociology of Education, Mass Communications, Political Sociology, or Sociology of Work. Prefer a candidate able to teach Social Theory or Research Methods.

SCHOOL OF EDUCATION AND ALLIED STUDIES

Assistant Professor, Early Childhood Education, Department of Elementary & Early Childhood Education. Teach undergraduate and graduate professional courses in early childhood education; assist in program development; supervise student teachers; write and support the development of grants; and advise students. Requires earned doctorate in Education or related field, with strong background in early childhood education, and demonstrated teaching competence at preK-3 level. Prefer college-level teaching in early childhood education and/or child development and experience with NAEYC guidelines, special needs students and current models of early childhood curriculum.

Assistant Professor, Counseling, Department of Secondary Education & Professional Programs. Teach and advise graduate students in Mental Health Counseling (MH), School Guidance Counseling (SG) and Higher Education Counseling (HE). Teach courses in career counseling, student development theory, and other core counseling courses. Requires doctorate in counseling or counseling-related field, independent license to practice as a clinician and supervise interns in Massachusetts (or license eligible), graduate teaching experience and active scholarship. Applicants with higher education counseling and instructional technology experience preferred.

Instructor/Assistant/Associate Professor, Audiology, Department of Special Education and Communication Disorders. Teach undergraduate courses in audiology and other courses as need and expertise allow, supervise undergraduate students in audiology clinical practicum, participate in student advising, program development and service to the college and community. Requires earned doctorate in audiology from an institution accredited in the discipline, CCC/A, Massachusetts licensure (or eligibility for licensure), and minimum of three years of clinical expertise. For position of instructor, Master's degree with ABD would be acceptable.

SCHOOL OF MANAGEMENT AND AVIATION SCIENCE

Assistant/Associate Professor, Department of Aviation Science. Develop and teach courses in aviation science and management, including FAA Part 141 ground schools, and advise undergraduate students. Requires an appropriate Master's degree. Prefer Airline Transportation Pilot certificate with certified flight or ground school instructor rating. Prefer doctorate with aviation applications in a management, systems or human factors area, and experience in aviation and college-level teaching.

Assistant/Associate Professor, with an emphasis in Systems and Technology Management, Department of Management. Teach courses in business data processing, management information systems, and/or general management, and graduate courses in systems, technology management and global electronic commerce; advise students; participate in developing graduate curriculum, including software application/exercises for class instruction, presentations and course design. The Associate Professor position requires college-level teaching and an earned doctorate in systems or technology management, or related field. The Assistant Professor position requires college-level teaching and either an earned doctorate or enrollment in an accredited doctoral program in an information systems related field, or in a management related field with a Master's degree in computer information systems or related field. Prefer candidates with experience in database and information resources management, and in one or more of the following: project management, management of technological innovation, electronic commerce, systems analysis/design. Also prefer professional experience in developing management systems.

To apply, submit letter of application, resume and the names, addresses and telephone numbers of three professional references to: Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. Review of files will begin 12/14/00 and continue until positions are filled, unless otherwise noted in the position description. Please identify for which position you are applying in your letter of application. *Bridgewater State College is an equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.*

www.bridgew.edu

UNIVERSITY REGISTRAR
THE UNIVERSITY OF MICHIGAN
ANN ARBOR

The University of Michigan invites both nominations and applications for the position of University Registrar. Candidates should have extensive experience in the administration of a large and complex registrar's office or a similar organization. They should have comprehensive knowledge of contemporary information systems, organizational management, process design, and research design as well as experience in shaping policy, data analysis, and budgeting. They must know the Michigan and national regulations governing the activities and services of a registrar's office. A master's degree or equivalent is necessary, as are highly developed communication skills. The successful candidate will have a vision for the future evolution of the registrar's function and an understanding of the roles and activities involved in successfully managing the University of Michigan's Office of the Registrar.

The University Registrar is responsible for developing and ensuring consistent application of the policies and procedures that control course and class maintenance, registration, classification, record maintenance, certification, residency determination, tuition assessment, data management, reporting, and information services. The Office of the Registrar Web site can be found at http://www.umich.edu/~regoff/.

The University Registrar reports to the Associate Provost for Academic Affairs. Compensation is commensurate with the level of responsibility.

Review of applications will begin on December 11, 2000 and will continue until the position is filled. The University's dedication to excellence is complemented by its commitment to building a culturally diverse community. Individuals from under-represented groups are encouraged to apply. All inquiries and submissions may be directed to **Dr. Ann Hower, Chair, Registrar Search Advisory Committee, 3511 Student Activities Building, 515 E. Jefferson Street, Ann Arbor, Michigan 48109-1316.** E-mail may be addressed to **Registrarsearch@umich.edu.**

The University of Michigan treats inquiries, nominations, and applications for this position and others in a confidential manner.

A Non-Discriminatory, Affirmative Action Employer

UMKC
UNIVERSITY OF MISSOURI
KANSAS CITY

Provost and Vice Chancellor for Academic Affairs

The University of Missouri - Kansas City intends to define the new standards for higher education by focusing on academic excellence in select areas, by demonstrating the characteristics of a community of learners, by being a campus without borders, and by unleashing human potential. The University is seeking, for the position of Provost, a distinguished, innovative and nationally recognized scholar/leader who is interested in that intention. The position of Provost is available as early as January 1, 2001 but will remain available until the right candidate is identified.

Responsibilities: The Provost and Vice Chancellor for Academic Affairs serves as the Chief Academic Officer and senior member of the Chancellor's leadership team responsible for implementing the vision while ensuring academic excellence, maintaining growth in external funding for research, and supporting synergy among academic departments, centers, institutes, and professional programs. The Provost will be designated as the person in charge of the University in the absence of the Chancellor, Dr. Martha W. Gilliland. The Provost will work closely with the Chancellor, Vice Chancellors, Vice Provosts, Deans, Directors, and Chairs in all responsibilities.

Qualifications: Candidates should possess:

- A record of significant academic, leadership, and management achievement;
- A collaborative leadership style that accesses the collective wisdom of constituents while staying focused on results;
- A demonstrated ability to communicate clearly, effectively and collegially with the many constituencies whose contributions are required for the success of the University;
- A clear understanding of the mission of a comprehensive, research, public university;
- An interest in responding to the changing context for research universities, locally, nationally, and globally;
- An earned doctorate or equivalent degree and a record of teaching and scholarly or professional attainment that merits appointment as a professor with tenure, within one of the University's departments;
- A commitment to shared governance, affirmative action, and diversity.

The University: The University of Missouri - Kansas City is a comprehensive, research, public university with an enrollment of 10,400 students (an additional 2,340 are high school students also enrolled in some UMKC classes). Of the 10,400 students, 55.5% are undergraduates, 31.5% are graduate students, and 13% are professional students. UMKC is located in the center of Kansas City's "cultural zone," a part of the City encompassing several museums, a renowned technical and research library, and the shopping and entertainment districts. UMKC's 1,000 faculty and 1,000 staff are presently focused on implementing an ambitious Blueprint for the Future, a strategic plan that will define the new standards for higher education by 2006.

Submit nominations, inquiries, or application material including a letter of application, curriculum vitae, and the names, addresses and email addresses of five or more references, in confidence to:

David A. Haley, Vice President and Director, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116-3803; Telephone: (617) 262-6500, x171; Fax: (617) 262-6509; Email: dhaley@imsearch.com

The Search Committee will begin reviewing applications in December 2000 and will continue to do so until the position is filled. Excellence requires all points of view. The University of Missouri - Kansas City is an equal opportunity, affirmative action employer/educational institution and proudly values diversity. Candidates of all backgrounds are encouraged to apply.

West Chester University

Position Announcement
Dean of Graduate Studies and Extended Education

West Chester University of Pennsylvania invites applications and nominations for the position of Dean, Graduate Studies and Extended Education

Qualifications: Doctorate in a suitable discipline required, at least 8 years' experience as an university faculty member, and a minimum of 5 years' experience as an academic affairs administrator. Preference given for experience with graduate student recruitment and retention, familiarity with multiple formats in graduate education offerings, and experience in distance education.

Responsibilities: This is a management position that reports directly to the Associate Provost. It includes the supervision of 7 support staff and leadership for the Center of International Programs.
Primary responsibilities include:

- Provide leadership for graduate education related to strategic planning, enrollment management, graduate assistantships and student service issues,
- Provide leadership and advocate for faculty in delivering graduate education offerings in innovative formats including certificate programs and distance education,
- Work with Graduate Coordinators, Chairs, Deans and other university offices to enhance graduate programs,
- Assist the Division of Academic Affairs in meeting the university's Performance Outcomes and Plan,
- Advocate and provide leadership for high quality graduate education programs and assist in the administration of curricular issues,
- Collaborate with faculty and other university offices to enhance the use of technology and distance education offerings and programs where appropriate,
- Exercise fiscal responsibility within an environment of distributed leadership,
- Actively participate in internal governance by serving as a member of Deans' and President's Councils, the Council of Graduate Coordinators, graduate curricular committees, and the Distance Education Committee.

To Apply: Applicants must submit a letter of interest (indicate which position) and a description of relevant professional accomplishments, a current resume, and names, addresses, e-mail addresses and telephone numbers of at least five professional references to:

Employment Manager
c/o Dean of Graduate Studies and Extended Education
201 Carter Drive
West Chester University
West Chester PA 19383
610-436-2800

Applications will be handled confidentially. Review of applications will begin on January 8, 2001 and will continue until the position is filled. No faxes or electronic mail applications accepted. The entrance salary is in the range of $85,000 and is dependent on qualifications and experience, and includes an excellent fringe benefits package. To be considered as a finalist, candidates must successfully complete the interview process.

About the University: West Chester University is a public, regional, comprehensive university and one of fourteen campuses of the Pennsylvania State System of Higher Education. WCU has an enrollment of 12,000 students and is supported by 1400 faculty and staff operating under collective bargaining agreements. The university is located 25 miles west of Philadelphia, 17 miles north of Wilmington, and strategically located in the center of the mid-Atlantic corridor between New York City and Washington, DC, and its major cultural and commercial institutions and recreational activities.

West Chester University is actively building a culturally diverse academic community that fosters an inclusive environment and encourages a broad spectrum of candidates, including women, people of color and people with disabilities to apply.

For more information about the University, see our web site at:
http://www.wcupa.edu.

THE OHIO STATE UNIVERSITY

VICE PRESIDENT, STUDENT AFFAIRS

The Ohio State University is accepting applications and nominations for the position of Vice President for Student Affairs who will provide vision, leadership, and strategic direction to the Office of Student Affairs, which includes a wide array of units responsible for services that promote the well-being and development of students. A large and complex land-grant institution, Ohio State enrolls approximately 35,000 undergraduates and an additional 10,000 graduate and professional students and is located in Columbus, with a metropolitan population of 1.5 million.

The Office of Student Affairs is a comprehensive unit dedicated to complementing and supporting the educational mission of the university, promoting the best possible overall experience for the diverse student body. The Office's particular goal is to provide for all students the highest quality services, programs, and opportunities that transform the university from being exclusively a place of learning to a laboratory for life.

PRIMARY RESPONSIBILITIES:

- Management of a number of student support units, including counseling and career advising, student health services, disability services, ethnic student services, gender and sexuality services, student advocacy office, parent association, and office of international education.
- Administration of all housing and food services, operation of a full-service hotel and multi-purpose entertainment and athletic arena, and of student union facilities and programming.
- Coordination of residence life, student activities, and recreational sports.
- Management of student affairs assessment.
- Promulgation of rules governing student conduct both on and off campus, including oversight of non-academic student discipline.
- The Vice President for Student Affairs shall report to the President and shall broadly collaborate with the Executive Vice President and Provost and will consult regularly on all matters affecting the academic experience of students.

QUALIFICATIONS:

- Ph.D. or equivalent terminal degree in higher education, student personnel administration, or a related field and an extensive record of progressively responsible administrative achievement in student affairs desired. Extraordinary experience may be given consideration in lieu of an earned doctorate.
- Leadership ability and professional achievements, coupled with the personal qualities necessary to effectively meet the unique challenges and opportunities presented by the Office of Student Affairs.
- Ability to be a persuasive and articulate advocate for students and for the Office of Student Affairs, functioning as an effective member of the senior leadership team of a large research university.
- Demonstrated commitment to the education, development, and empowerment of all students toward fostering a campus climate that is welcoming and supportive of multiculturalism and globalism, with respect and appreciation for diversity of all kinds.
- Strong evidence of personal and professional integrity.
- A record of fostering academic excellence and student intellectual growth, and the ability to work collaboratively and effectively with the Office of Academic Affairs.
- Excellent general and financial skills, with ability to be an effective manager of both human and material resources.
- Knowledge of student development theory and applications and an understanding of current student concerns, including family and social frameworks and legal issues; membership in, and contributions to, appropriate professional associations in the field of student affairs desired.

SALARY:

Salary will be commensurate with qualifications and experience.

For further information about this position and The Ohio State University please visit our web site at www.osu.edu/vpsearch.

APPLICATION PROCESS:

Application and nomination process will begin on January 2, 2001 and will continue until the position is filled.

Send a letter of interest (indicating HHE) and detailed resume to:

Search Committee for the
Vice President for Student Affairs
c/o Dr. Bobby D. Moser, Chair
Office of the President
205 Bricker Hall
190 North Oval Mall
Columbus, OH 43210.1357

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following positions:

Position Title	*Discipline*	*Deadline:*
Assistant Professor (2 positions) -	Mass Communications -	12/11/00
Instructor/Asst/Assoc Prof/Professor-	School of Physical Therapy-	12/11/00
Assistant Professor (4 positions)-	Environmental Sci & Policy--	12/15/00
Associate/Full Professor/Chairperson-	World Language Education-	12/15/00
Assistant/Associate Professor (2 positions)-	Engineering-	12/15/00
Assistant Professor-	Geology-	12/15/00
Assistant Professor-	Social Work-	12/15/00
Assistant Professor-	Social Sciences-	12/15/00
Assistant Professor-	Interdisciplinary Social Science-	12/15/00
Assistant Professor-	Special Education-St. Pete Campus-	12/15/00
Assistant Professor-	World Language Education-	12/15/00
Assistant Professor-	Social Sciences- Sarasota Campus-	12/15/00
Associate/Full Professor/Chairperson-	World Language Education-	12/15/00
Dean-	Marine Science	12/20/00
Assistant/Associate Professor-	Education-	12/22/00
Instructor-	Religious Studies-	12/29/00
Instructor/Assistant Professor-	Obstetrics & Gynecology	12/31/00
Assistant/Associate Professor-	Dean's Office	01/01/01
Assistant Professor-	Communication-	01/03/01
Assistant Professor-	Criminology-	01/04/01
Assistant/Associate Professor-	Finance-	01/05/01
Assistant Professor-	Early Childhood/Language Arts & Reading	01/05/01
Assistant Professor-	Measurement & Research-	01/05/01
Assistant Professor (2) positions)-	Psychological & Social Foundations-	01/05/01
Assistant Professor-	Secondary Education-	01/05/01
Assistant Professor-	Leadership Development-	01/05/01
Assistant Professor (3 positions) -	Physics -	01/08/01
Assistant Professor-	Religious Studies-	01/08/01
Assistant Professor-	Humanities & American Studies-	01/10/01
Assistant/Associate Professor-	Nursing-	01/12/01
Assistant/Associate Professor-	Finance-Sarasota Campus	01/12/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

INSTRUCTOR/COORDINATOR
ENGLISH AS A SECOND LANGUAGE PROGRAM
DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES

SOUTHEASTERN LOUISIANA UNIVERSITY

Southeastern Louisiana University is seeking applicants for the position of Instructor/Coordinator of the English as a Second Language Program in the Department of Foreign Languages and Literatures available immediately. This is a 12-month position. **Qualifications:** Masters in Spanish or French with ESL experience. Position requires teaching and administrative experience; preferably at the United States university level. Excellent organizational and communication, as well as marketing and promotional, skills required. Must be proficient in all aspects of ESL; including CALL; testing, TOEFL, EAP, and Business English. Applicants must be committed to working with diversity. Cross-cultural sensitivity necessary. Salary is commensurate with experience and qualifications. The position will remain open until a qualified candidate is identified. Send letter of application, resume, three current letters of reference, and a copy of ALL transcripts (originals required upon employment) to:

Dr. Margaret Marshall, SLU 10719, Hammond, LA 70402.

SLU is an AA/ADA/EEO employer.

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Modern Language Association

Annual Convention • 27–30 December 2000

2000

- more than 800 sessions, forums, and readings
- a job information center for applicants and interviewers
- over 150 exhibitors of books and educational products
- hotel rooms at less than half the regular rates
- special discounts on American Airlines
- register for the convention and reserve hotel rooms through the MLA Web site (www.mla.org)

Register for the convention and make hotel reservations through the MLA's Wweb site

www.mla.org

SUL ROSS STATE UNIVERSITY invites applications for the following Faculty and Staff positions:

*****

Assistant or Associate Professor of Computer Science/Mathematics
Assistant Professor of Counselor Education
Assistant or Associate Professor of Criminal Justice
Assistant or Associate Professor of Industrial Technology
Assistant Professor of Veterinary Technology
Assistant Professor of Communications
Natural Resource Management (Temporary Faculty)
Part-time Music Instructors

Institutional Research and Effectiveness Director
Programmer I
Public Safety Lieutenant

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant or Associate Professor of Business
Assistant Professor of Education/Early Childhood
Assistant Professor of Education/Reading
Assistant Professor of English

*****

Business Development Specialist
ExCET Coordinator/Title 5
Student Intervention Specialist/Title 5
Vice President/Rio Grande College

To request an application or announcement contact Sul Ross State University, Human Resources, Box C-13, Alpine, TX [illegible]832. (915) 837-8058. To view complete announcements and information regarding Sul Ross State University visit our website at www.sulross.edu. Sul Ross is a member of the Texas State University System.

EEO/AAE

TENURE-TRACK FACULTY POSITIONS

Metropolitan State University invites applications for faculty positions effective August, 2001.

Metro State, a growing institution with a reputation for teaching excellence and innovation, serves more than 8,000 students in the seven-county Twin Cities metropolitan area. The university offers flexible programs leading to baccalaureate and master's degrees. All faculty engage in advising, research and service, and are committed to providing quality instruction to diverse urban learners, including working adults. Positions are available in the following areas:

Financial Accounting	**MIS**
Management Accounting	**Nursing**
Financial Management	**Psychology-Child Development**
Financial Management and Investments	**Mathematics**
Mathematics/Mathematics Education	**Sociology or Anthropology**
Genetics and Molecular Biology	**Studio Arts**
Computer Information Systems	**Early Childhood/K-3 Education**
Criminal Justice/Law Enforcement	**Natural Science/Education**

For more information about the positions and application procedures, go to **http://www.metrostate.edu/hr/HRindex.htm.**

An Equal Opportunity Employer and Educator

USDA

United States Department of Agriculture
COOPERATIVE STATE RESEARCH, EDUCATION, AND EXTENSION SERVICE (CSREES)

ASSOCIATE ADMINISTRATOR, CSREES

The Department of Agriculture (USDA) is seeking to fill the position of the agency Associate Administrator for the Cooperative State Research, Education, and Extension Service. As Associate Administrator, the incumbent participates fully with the Administrator in all aspects of CSREES programs and policies. Shares responsibilities in working with customers and stakeholders to advance research, extension, and higher education in the food and agricultural sciences and related environmental and human sciences to benefit people, communities, and the Nation. Programs under the direction of the Administrator and Associate Administrator are financed by approximately $1 billion in Federal funds and accomplished through the efforts of approximately 400 CSREES employees. The incumbent has frequent contacts with top officials of USDA, other government agencies, cooperative extension services, state agricultural experiment stations, colleges and universities, private organizations and corporations, national and international institutions, Departments of Ministries of Agriculture in other nations, and members of Congress and their staff. For more information about CSREES, go to the CSREES homepage at **www.reeusda.gov.**

This is a Senior Executive Service position. Salary ranges from $116K to $130K (including locality pay), commensurate with experience. A Ph.D. in a discipline related to the position is highly desirable. For information on the position, call **Betty Lou Gilliland at 202-720-7441;** for vacancy announcement/application procedures, call **Stacy Aldrich at 301-504-1448.** A copy of the vacancy announcement may be located on the Office of Personnel Management web page at **http://www.usajobs.opm.gov/.** Applications must be received by January 12, 2001.

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ANTICIPATED VACANCIES: Nassau Community College, the largest of 30 community colleges in SUNY (State University of New York) system is a comprehensive community college that serves an increasingly diverse population of 22,000 credit students. It is located in Nassau County, Long Island, approximately 25 miles from New York City. Faculty members and professional employees with a commitment to diversity, multiculturalism, and pluralism are sought for 2001-2002.

ALLIED HEALTH SCIENCE

TECHNICAL ASSISTANT. Requirements: Graduate of a JRCRTE accredited (AMA/CAHEA approved) two-year therapist training program; Registration by the National Board for Respiratory Care; two (2) years full time experience in hospital based respiratory care including critical care responsibilities. Primary Function: provides general technical assistance to faculty and students; ensures proper maintenance of all Respiratory Care laboratory areas at all times; is responsible for procurement, maintenance, quality control, repair and deployment of all equipment & supplies necessary for implementation of laboratory portion of Respiratory Care curriculum; maintains student files and department records, forms, library, literature & software; assists with coordination of the Respiratory Care Club. (REPLY BOX 1)

ART

INSTRUCTOR - PAINTING AND DRAWING. Requirements: MA or MFA degree in an art-related field; recent college teaching experience and current exhibition record in painting and/or drawing. Must be able to teach painting, drawing and 2-D design classes. Printmaking skills preferred. Portfolio required for presentation. Include letter of application, curriculum vitae, slides or printed samples of own work, slides of student work where available, SASE, and names of three references. (REPLY BOX 2)

INSTRUCTOR - Photography with strong Digital Skills. Requirements: MA or MFA degree in Photography; recent college teaching experience; current work in digital imaging, and current exhibition record in photography. Must be able to teach digital photography classes, including Photoshop I & Photoshop II, as well as traditional photography classes, including color & studio. Knowledge of digital cameras essential. Portfolio required for presentation. Include letter of application, curriculum vitae, slides or printed samples of own work, student slides where available, SASE, & names of 3 references. (REPLY BOX 3)

TECHNICAL ASSISTANT- Ceramics/Sculpture/3D. Requirements: Associate's degree and portfolio. Skills and working knowledge of all ceramic processes including glazes; repair and operation of all types of kilns; processes related to sculpture; operation of metal foundry. Budget processing for program important. Successful candidate will be organized, energetic with strong work ethic. Include letter of application, curriculum vitae, slides of own work, SASE, and names of three references. (REPLY BOX 4)

P/T TECHNICAL ASSISTANT in Computer Graphics Lab. Requirements: Associate's degree. Knowledge of Mac OS, hardware and troubleshooting. Experience with graphics programs preferred. (REPLY BOX 5)

P/T TECHNICAL ASSISTANT, Firehouse Gallery. Requirements: Associate's degree with some background in art history. Knowledge of QuarkXPress, Photoshop and word processing programs. (REPLY BOX 6)

ADJUNCT INSTRUCTOR-Macintosh Computer Graphics Lab. Requirements: BA, BFA, or MA in computer graphics and recent college level teaching; advanced knowledge of QuarkXPress, Illustrator and Photoshop software. Painting, 3D modeling and multimedia ability a plus. Professional graphic design experience preferred. (REPLY BOX 7)

ADJUNCT INSTRUCTOR- Art History. Requirements: MA or MFA in art-related field and recent college level teaching experience. Must be able to teach Ancient, Baroque and Renaissance art history as well as art survey. (REPLY BOX 8)

ADJUNCT INSTRUCTOR- Crafts. Requirements: MA or MFA in art-related field. Professional craft experience; recent college level teaching; knowledge of at least four craft specialities. (REPLY BOX 9)

COMMUNICATIONS

INSTRUCTORS. Requirements: Master's degree, (Ph.D. preferred). Two years college level teaching experience. The ideal candidate will have a degree in Communication Studies (including interpersonal communication, rhetoric, and argumentation) or Media. Interest and experience in debate, inter-cultural communication, and/or oral interpretation desirable. In addition to teaching, full time faculty duties include student advisement, an active role in curriculum development and assessment, and significant participation in Department and college-wide initiatives. (REPLY BOX 10)

ADJUNCT INSTRUCTORS. Requirements: Master's degree in following areas: Communication Studies, Media, or ASL (MA must be in ASL or deaf related studies). College level teaching experience is preferred. (REPLY BOX 11)

CRIMINAL JUSTICE

INSTRUCTOR. Requirements: Master's degree in Criminal Justice or related field (doctorate preferred); college teaching; practical experience in research methodology, Diversion Programs, Corrections, Probation, Parole and/or Counseling offenders. Priority given to applicants with strong interpersonal, written and verbal communication skills. (REPLY BOX 12)

ECONOMICS

ADJUNCT INSTRUCTORS. Requirements: Master's degree in Economics/ Finance, plus 30 graduate credits (30 graduate credits may be replaced by extensive business experience to teach Finance). Teach day and evening introductory economics and finance courses. (REPLY BOX 13)

ENGINEERING/PHYSICS/TECHNOLOGY

INSTRUCTORS. Requirements: Master's degree in physics, engineering, or related field to teach service courses in general science studies, physics, engineering science, and electrical engineering technology. Previous teaching experience preferred. Professional registration (PE) Industrial experience preferred for engineer. (REPLY BOX 14)

TECHNICAL ASSISTANT. Requirements: Associate's degree in a field related to engineering, physics, general science studies, and technology. Industrial experience preferred. (REPLY BOX 15)

ENGLISH

INSTRUCTORS. Tenure Track & Temporary One-Year Positions Requirements: (Ph.D. preferred) MA or MFA in English, Creative Writing, Drama, Rhetoric, TESOL, Journalism, Composition Studies, or related multidisciplinary degrees; experience & academic preparation in teaching composition and literature; two years of recent college teaching experience; earned Ph.D substitutes for one year of college teaching experience. (REPLY BOX 16)

NON-CLASSROOM FACULTY POSITION. Requirements: Commitment to writing center work and theory. MA in Composition, Rhetoric, English or directly related discipline. Ph.D preferred, two years of teaching college composition (Ph.D. will substitute for one year) in college writing center with a wide range of students. Experience with online tutoring and computers required. Twelve month position for an innovative Writing Center serving 250 students per week. Duties include: individual/group tutoring, administrative duties, faculty development and one evening per week supervision. (REPLY BOX 17)

ADJUNCT INSTRUCTORS. Requirements: (Ph.D. preferred) MA or MFA in English, Creative Writing, Drama, Rhetoric, TESOL, Journalism, Composition Studies, or related multidisciplinary degrees; experience & academic preparation in teaching composition and literature; two years recent college teaching experience; earned Ph.D. substitutes for one year of college teaching experience. (REPLY BOX 18)

P/T TECHNICAL ASSISTANT IN WRITING CENTER. Requirements: BA, MA preferred; tutoring experience, on-line tutoring and CAI experience highly preferred. Four to twenty hours per week possible; flexible schedule might include day and/or evening hours, Monday through Friday. Tutor students at all levels of proficiency in writing, rhetoric, and grammar in large Writing Center that serves students in all disciplines, both native speakers and ESL. (REPLY BOX 19)

FOREIGN LANGUAGES

INSTRUCTOR, SPANISH. TENURE TRACK. Requirements: Ph.D. in Spanish with recent college level teaching experience; native or near-native language skills. Ability to teach French or Italian desirable. (REPLY BOX 20)

ADJUNCT INSTRUCTORS for Arabic, French, German, Hebrew, Italian, Japanese, Latin, Portuguese, Russian and Spanish. Requirements: Master's degree in the language. College level teaching experience preferred. (REPLY BOX 21)

HEALTH/PHYSICAL EDUCATION/RECREATION

INSTRUCTOR-PHYSICAL EDUCATION. Requirements: demonstrated teaching competence in Physical Education; Bachelor's and Master's degree in Physical Education; expertise in non-traditional activities, i.e. Dance, Martial Arts, Adventure Activities will be viewed favorably. Coaching background preferred. (REPLY BOX 22)

LIBRARY

INSTRUCTOR- Technical Services/ Serials & Online Resources Librarian. Tenure Track. Requirements: ALA accredited MLS. Strong interpersonal and communication skills; hands on experience with an automated serials system, electronic resources, the Internet, and public service; two years of post-MLS professional library experience with serials experience is preferred. The Library seeks a creative professional to supervise, develop and organize its periodical acquisitions and collections in both print and electronic formats. Duties include coordination of selection, purchasing, and processing serials in all formats, budgetary planning and accounting, and working in an automated serials system environment. Candidate will work cooperatively with Acquisitions Librarian and supervise professional, clerical, and student personnel. Teaching in credit and non-credit bibliographic instruction programs may be required. Other professional and college-wide responsibilities will be required. (REPLY BOX 23)

ADJUNCT INSTRUCTOR - Public Service Librarian (day/evening/weekend). Requirements: ALA accredited MLS, public service experience, and knowledge of automated systems, microcomputers, electronic resources and the Internet. Experience in an academic setting preferred. Duties will involve public service responsibilities and bibliographic instruction as assigned. (REPLY BOX 24)

MARKETING/RETAILING/FASHION

TECHNICAL ASSISTANT for Interior Design & Fashion buying Merchandising Programs. Requirements: Associate's degree; Bachelor's degree preferred, in related area. Responsibilities: work with teaching faculty in Interior Design and Visual Merchandising classrooms; maintain labs; assist students; coordinate field trips; maintain industry contacts; order materials and supplies; and set up and maintain reference materials for the Interior Design and Visual Merchandising area. (REPLY BOX 25)

MATHEMATICS/STATISTICS/COMPUTER PROCESSING

INSTRUCTOR - MATHEMATICS. TENURE TRACK. Requirements: Master's degree (Ph.D. preferred) in Mathematics or related field with emphasis in mathematics, knowledge of and experience with the reform calculus and graphing calculators; excellent communications skills. College level & remedial teaching experience pref. (REPLY BOX 26)

INSTRUCTOR - COMPUTER SCIENCE. TENURE TRACK. Requirements: Master's degree (Ph.D. preferred) in Computer Science or related field. Mathematics course work through Linear Algebra and Differential Equations; Current experience with C/C++, PC Assembly language, Data Structures, Algorithms, Operating Systems, and CS1/CS2 curricula experience; excellent communication skills. College level teaching experience preferred. (REPLY BOX 27)

INSTRUCTOR-COMPUTER INFORMATION SYSTEMS. TENURE TRACK. Requirements: Master's degree (Ph.D. preferred) in Computer Science or related field; current experience with Windows, UNIX, Novell Netware, COBOL, Java, C/C++, HTML, Systems, and current applications software, excellent communication skills. College level teaching experience and Novell CNI certification pref. (REPLY BOX 28)

TECHNICAL ASSISTANT-COMPUTER LEARNING CENTER. TENURE TRACK. Requirements: Bachelor's degree in Computer Science or related field, or Associates degree in Computer Science and Network Certification. Knowledge and proficiency in DOS, Windows, UNIX, Novell 4.x/5.x, C/C++, COBOL, HTML, Javascript, Java, PC Assembly, BASIC, Visual BASIC, Microsoft Office, and multimedia applications; excellent communications skills; teaching or tutoring experience desirable. Responsibilities: assist students with computer science and computer information systems courses and conduct help sessions. **Day, evening and/or weekend hours may be required.** (REPLY BOX 29)

ADJUNCT INSTRUCTOR- MATHEMATICS. Requirements: Master's degree (Ph.D. preferred) in Mathematics or related field with emphasis in mathematics; knowledge of and experience with the reform calculus; excellent communications skills. College level and remedial teaching experience with solid foundation in using graphing calculators pref. (REPLY BOX 30)

ADJUNCT INSTRUCTOR- COMPUTER SCIENCE. Requirements: Master's degree (Ph.D. preferred) in Computer Science or related field. Current experience with one or more of the following: Windows, Novell Netware, COBOL, C/C++, Data Structures, Java, Systems, HTML, UNIX, PC Assembly language, Internet communications, and current applications software; excellent communications skills. College level teaching experience and Novell CNI certification preferred. (REPLY BOX 31)

ADJUNCT TECHNICAL ASSISTANT- MATH CENTER. Requirements: Bachelor's degree. Knowledge of logic, statistics, calculus through multivariable, linear algebra, differential equations, Harvard Calculus/pre-calculus methods, mathematics software and graphing calculators. Teaching or tutoring experience desirable. Responsibilities: assist students with mathematics courses, conduct help sessions, and perform administrative duties as required. **Day/evening and/or weekend hours may be available.** (REPLY BOX 32)

ADJUNCT TECHNICAL ASSISTANT COMPUTER LEARNING CENTER. Requirements: Associate's degree in Computer Science or related field. Knowledge of and proficiency in most of the following: DOS, Windows, Novell 4.x/5.x, C/C++, COBOL, HTML, Javascript, JAVA, PC Assembly, BASIC, Visual BASIC, Microsoft Office, and Multimedia applications; excellent communications skills. Teaching or tutoring experience desirable. Responsibilities: assist students with computer science & computer information systems courses and conduct help sessions. **Day/evening and/or weekend hours may be available.** (REPLY BOX 33)

INSTRUCTOR-DEVELOPMENTAL MATH (Dept. of RDG/BE). Requirements: Master's degree (Doctorate preferred) in Mathematics or closely related field; teaching experience at college or secondary level. Teach non-credit, developmental courses. (REPLY BOX 34)

NON-TEACHING INSTRUCTIONAL STAFF-DEVELOPMENTAL MATH LAB (Dept. OF RDG/BE). Requirements: Master's degree in Math or closely related field; teaching experience at college or secondary level. Work in Basic Education Math lab and tutor developmental and learning disabled students. May include teaching one course per semester. (REPLY BOX 35)

NURSING

Instructors: for an NLNAC accredited program with an integrated curriculum. Requirements: Master's degree in Nursing, a minimum of three years clinical experience; NYS RN license; strong medical surgical nursing background. Second discipline in parent/child or psychiatric nursing and AD teaching experience preferred. (REPLY BOX 36)

OFFICE TECHNOLOGY

INSTRUCTORS. Requirements: Master's degree and college level experience in teaching and in developing office support curricula for classroom and Internet courses. Proficiency in Windows 98, Microsoft Office 2000, Medical Manager7, Aldus PageMaker 6.5, and other graphics software. Office-support curricula includes keyboarding, speedwriting, word processing, and executive, legal, and medical office procedures. (REPLY BOX 37)

ADJUNCT INSTRUCTOR. Requirements: Master's degree and recognized expertise in office support subjects such as keyboarding, speedwriting, business writing, office management, office procedures, and technology; proficiency in Windows 98, Micro-soft Office 2000, Aldus PageMaker 6.5, and other graphics software. Proficiency in Medical Manager7 and medical coding a plus. (REPLY BOX 38)

PHYSICAL SCIENCE

ADJUNCT INSTRUCTOR. Requirements: Master's degree in one of the physical sciences with at least 12 credits in the specified area; prior college teaching experience preferred. Qualified candidates sought to teach part time day or evening in the fields of Physical Science, Environmental Science, Geology, Meteorology & Astronomy. (REPLY BOX 39)

ADJUNCT TECHNICAL ASSISTANT Requirements: Associate's degree. Prior experience with computers. Qualified candidates sought for part time day or evening non-teaching laboratory positions. (REPLY BOX 40)

PSYCHOLOGY

INSTRUCTOR. Requirements: Master's degree in Psychology (Ph.D. in Psychology preferred); college teaching experience; specialization in General Psychology and Child Development. (REPLY BOX 41)

ADJUNCT INSTRUCTORS. Requirements: Master's degree in Psychology (Ph.D. and previous college teaching experience preferred). Teach introductory courses in General Psychology; Educational Psychology; Organizational Psychology; Psychology; Adolescent Psychology; Child Development; Adulthood and Aging; Abnormal Psychology; Brain and Behavior; and Social Psychology. (REPLY BOX 42)

READING/BASIC EDUCATION

INSTRUCTOR-DEVELOPMENTAL READING. Requirements: Master's degree (Doctorate preferred) in Reading or closely related field; teaching experience at college or secondary level. Teach non-credit, developmental courses. (REPLY BOX 43)

INSTRUCTOR-DEVELOPMENTAL MATH. Requirements: Master's degree (Doctorate preferred) in Mathematics or closely related field; teaching experience at college or secondary level. Teach non-credit, developmental courses. (REPLY BOX 44)

INSTRUCTOR-DEVELOPMENTAL ENGLISH. Requirements: Master's degree (Doctorate preferred) in English or closely related field; teaching experience at college or secondary level. Teach non-credit, developmental courses. (REPLY BOX 45)

NON-TEACHING INSTRUCTIONAL STAFF-MATH LAB. Requirements: Master's degree in Math or closely related field; experience at college or secondary level. Work in Math lab and tutor developmental and learning disabled students. May include teaching one course per semester. (REPLY BOX 46)

NON-TEACHING INSTRUCTIONAL STAFF-READING LAB. Requirements: Master's degree in Reading, TESOL or closely related field; experience at college or secondary level. Work in Reading lab and tutor developmental and ESL students. May include teaching one course per semester. (REPLY BOX 47)

ADJUNCT INSTRUCTORS To teach developmental Reading, English, and Math. Requirements: see above for each subject. (REPLY BOX 48)

PART-TIME TECHNICAL ASSISTANTS. To work in Reading, ESL and Math labs. Requirements: Associate's degree in appropriate field. (REPLY BOX 49)

THEATRE AND DANCE

P/T TECHNICAL ASSISTANTS. To work from September 2000 through June 2001. Requirements: Bachelor's or higher in Technical Theatre or related field. Exact terms of employment to be determined by the production schedule. Positions report to Production Manager and Associate Technical Director, with duties related to the execution of scenic construction and painting, procurement or building of properties, and other scenic crafts. In addition, positions may be utilized to purchase, rent or build costumes for one or more productions. Candidates must have valid driver's license and car. Applicants should send resume with three recommendations. Portfolios will be requested for interviews only. (REPLY BOX 50)

ACADEMIC ADVISEMENT CENTER

ACADEMIC ADVISORS. Requirements: Bachelor's degree and minimum of two years work experience in academic advisement or related field. Provide academic advisement to students in a high volume Advisement Center and other locations as assigned. Assist in staff development, coordination of Center activities. Hours: 10:00 a.m. - 5:45 p.m. (REPLY BOX 51)

ASSISTANT DIRECTOR. Requirements: Four years experience in academic advisement, preferably at a community college. Background in a high volume advisement facility highly desirable. Bachelor's degree (Masters preferred or in progress with expected completion in three years). Assist Director of Advisement in; managing the Advisement Center, conducting training, supervising related activities such as freshman seminar and learning communities, developing improved advisement technologies and publications, and coordinating articulation between Academic Advisement and other student services; provide academic advisement during assigned period. Hours: 10:00 a.m.-5:45 p.m., Monday - Thursday with availability to switch to later schedule during peak periods, 9:00-4:45, Friday. (REPLY BOX 52)

ACADEMIC COMPUTER SERVICES

PART-TIME TECHNICAL ASSISTANT. Requirements: Associate's degree in computer related area; working knowledge of generic software applications, including Wordperfect, MS Office and Internet software tools; coursework and/or experience in Accounting preferred for assignments in the Academic Computing Center for Business. Responsibilities: assist students in working lab environment using various PC software; coordinate facility scheduling activities; provide technical support in configuring hardware and software in a networked lab environment; conduct demonstration lectures to faculty and students on lab procedures, software, Internet, etc. (REPLY BOX 53)

ASSISTANT DEAN OF INSTRUCTION

TESTING & PLACEMENT PROGRAM. Requirements: Master's degree (Doctorate preferred); Two years experience in academic administration preferred. Responsibilities: Coordinate and evaluate College Testing and Placement Program; provide statistical analyses of testing/placement program and instruction to ensure quality and relevance; forge collaborative relationships with the community and other educational institutions; expand outreach and marketing to high school students and adults seeking educational opportunities; reach minority students and others with limited access to higher education and provide support services; additional duties assigned by the Dean (REPLY BOX 54)

INTERNATIONAL EDUCATION. Requirements: Master's degree with related experience in the field of international studies/education at the college level; excellent written and verbal communication skills as well as experience in grant and proposal writing. Responsibilities: work with faculty to organize, plan and implement overseas instructional excursions; coordinate with external vendors; prepare promotional materials; meet with academic departments; attend professional organizations involved in international studies; secure grant monies; and expand college course offerings as related to international study. Other duties as assigned by the Dean. (REPLY BOX 55)

All applicants can visit Nassau Community College Website (www.sunynassau.edu/administration/employ/).

Send cover letter, INDICATE REPLY BOX NUMBER, resume or curriculum vitae postmarked and mailed no later than December 29, 2000 to:

MR. HAROLD BELLINGER,
Assistant to the President for Affirmative Action and Diversity
NASSAU COMMUNITY COLLEGE
ONE EDUCATION DRIVE
GARDEN CITY, NEW YORK 11530-6793

Women/Minorities/Veterans/Physically Challenged/Persons with Disabilities strongly encouraged to apply. Affirmative Action/ Equal Opportunity Employer.

ALL POSITIONS SUBJECT TO BUDGET APPROVAL

Salaries:

• Instructor Positions:	$ 44,015.00;
• F/T Technical Assistants	$ 40,448.00;
• Adjunct Instructors:	$647.73/Contract Hour;
• Technical Assistants:	$17.82/Hour;
• Administrative Positions:	Salaries commensurate with experience.

BEST COPY AVAILABLE

Assistant/ Associate Professor of Composition and Rhetoric

Tenure-track position, beginning September 2001.
Assistant or Associate Professor to teach expository writing at all levels, and to take a leading role in the college's expository writing and communication-across-the-curriculum programs. The person hired will be expected to serve on and bring innovative thinking to the expository writing committee, to help with testing and placement, and to contribute to faculty development.

Candidates must have Ph.D. in hand by June 2001, publications or evidence of scholarly potential, a record of excellent college teaching, experience in writing program administration, and a background in communication across the curriculum. Facility in information technology and a commitment to using it in teaching and research are essential. Secondary interest in such related areas as communication theory, business and technical communication, literature, film, or cultural studies is very desirable.

Bentley College offers a collegial environment on an attractive campus six miles from Boston. Bentley is an equal opportunity employer committed to strength through diversity and welcomes applications from members of under-represented groups. Send letters and vitas (please, no dossiers at this time)
to Evelyn Shakir,
Chair, Personnel Committee,
English Department,
Bentley College, 175 Forest Street,
Waltham, MA 02452-4705.
Application deadline:
30 November 2000.

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

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Department of Building Science/Auburn University

Position Advertisement Notice

The Department of Building Science at Auburn University seeks applications for a full-time, tenure track position in an ACCE accredited Construction program. The construction program is housed within the College of Architecture, Design and Construction.

Required Qualifications: Evidence of strong communication skills; Masters degree in Construction Management or a related field; a minimum of three years appropriate construction experience.

The Department of Building Science is comprised of 14 full-time faculty, 495 undergraduate students, and 20 graduate students.

Minorities and women are encouraged to apply. To apply, send a letter of application, resume, and three professional references to:

Steve Williams, Chair of Search Committee
Department of Building Science
119 Dudley Hall
Auburn University, AL 36849

For more a detailed job advertisement outlining responsibilities and desirable qualifications, refer to http://www.bsci.auburn.edu
or call **Ms. Carolyn Smith at: (334) 844-4518** to request a hard copy.

Auburn University is an equal opportunity/affirmative action employer

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Miami University
OXFORD, OHIO

ORGANIZATIONAL BEHAVIOR (ASSISTANT PROFESSOR)

The Management Department at Miami University (www.sba.muohio.edu/home/) is seeking candidates for a tenure-track Assistant Professor position in Organizational Behavior. The department currently has undergraduate majors in Organizational Behavior (six full-time faculty), Operations Management, Human Resources, and Purchasing. Other specialty areas include Strategic Management and Introduction to Business.

One of the oldest public universities in the nation, Miami University, a state-assisted university, was established in 1809. It is located in Oxford, Ohio, 35 miles north of Cincinnati. Miami is ranked 22nd in the nation among public universities by U.S. News & World Report. The Richard T. Farmer School of Business Administration was also cited and continues to be one of the premier business schools with a focus on undergraduate education.

The successful candidate must have a Ph.D. or ABD (expected completion date by August 2001) in Organizational Behavior, a strong commitment to excellence in teaching, and potential to develop a strong research program. Anticipated responsibilities include teaching undergraduate and graduate courses in Organizational Behavior (e.g., Introduction to Organizational Behavior, Employee Motivation, Organizational Leadership and Learning, Change Management, Organizational Theory, and Management Development), maintaining a strong research program, advising students, and contributing to the service needs of the department, college, university, and profession.

A complete applicant file contains the following information: a) letter of application, b) curriculum vitae, c) graduate transcript(s), d) teaching evaluations, e) samples of scholarly activities, and f) three letters of reference. Send all correspondence to:

Dr. Mark A. Wesolowski
Department of Management
Richard T. Farmer School of Business Administration
Miami University
Oxford, Ohio 45056
E-mail: wesoloma@muohio.edu.

Miami University is an affirmative action, equal opportunity employer.
Women and minorities are encouraged to apply.

Associate Director
Program in Latin American Studies

Princeton University's Program in Latin American Studies seeks an Associate Director to assist with the development and the management of the Program. Primary responsibilities include organizing and coordinating scholarly conferences and lectures; preparing reports; editing newsletter and other publications; assisting with fundraising activities including writing research grants; designing and maintaining Internet-based communication technologies; developing summer internship program; and promoting LAS programs in the U.S. and Latin American universities. Position requires a Master's degree in related field or comparable professional experience; proficiency in Spanish; an understanding of the operations of U.S. and Latin American universities; good working relations with Latin American cultural and educational institutions; excellent interpersonal, writing and editing, and administrative skills; and computer literacy. Must be able to organize and integrate complex tasks with little or no supervision. Proficiency in Portuguese is preferred. Active consideration is underway.

Princeton provides an exceptional benefits package. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: **Human Resources, Clio Hall/HIS-1220, Princeton University, Princeton, NJ 08544-5264.** NO FAXES, PLEASE. An equal opportunity employer.

Princeton University

ILLINOIS

Dean
School of Social Work

The University of Illinois at Urbana-Champaign invites nominations and applications for Dean of the School of Social Work. Position requires an MSW (preferred) and an earned doctorate in social work or related discipline. Preferred qualifications include a strong record of scholarly achievement; demonstrated leadership in social work education and research, curriculum development, and resource acquisition (including external funding and grant support); and a demonstrated commitment to affirmative action. As executive officer, the Dean has overall responsibility for developing an effective collegial environment, facilitating the teaching and research activities of the faculty, monitoring student admission and services, evaluating faculty and staff, developing and allocating the budget, overseeing the School's working relationships both within the University and with alumni and external groups, and representing the School's interests in the national arena. Full-time, 12-month appointment; salary and starting date are negotiable.

To insure full consideration, nominations and applications (including vita and names and addresses of three references) should be postmarked by December 31, 2000, and sent to:

Dean Thomas M. Mengler, Search Committee Chair
Dean of the School of Social Work
University of Illinois at Urbana-Champaign
302 East John Street, Suite 202
Champaign, IL 61820
Attention: David Schejbal
(Phone: 217 / 333-1462; Fax: 217 / 333-9561)

The University of Illinois at Urbana-Champaign
Affirmative Action/Equal Opportunity Employer

ASSISTANT PROFESSOR POSITION IN NAUTICAL ARCHAEOLOGY

The Nautical Archaeology Program of the Department of Anthropology, Texas A&M University, seeks an archaeologist for a tenure-track position at the level of Assistant Professor to begin in September 2001. The principal area of specialization sought is in Medieval and post-Medieval seafaring and nautical archaeology. A secondary area of specialization is the development of shipbuilding and seafaring technology. Candidates should be able to conduct undergraduate lecture courses and graduate seminars, supervise graduate research projects, and should be prepared to conduct field work involving Texas A&M University graduate students. Candidates with developed research programs are especially encouraged to apply. Ph.D. is required. Please send an introductory letter, curriculum vitae, and the names and addresses of at least three and no more than five references to:

Prof. Kevin J. Crisman
Chairman of Faculty Search Committee
Nautical Archaeology Program
Texas A&M University
College Station, Texas 77843-4352
FAX: (409)845-6399
telephone: (409)845-6696
e-mail: kcrisman@tamu.edu

Applications will not be considered until all materials are received. Closing date for applications is February 1, 2001.

Texas A&M University is an equal opportunity employer. Women and minorities are encouraged to apply.

WESTERN MICHIGAN UNIVERSITY

The Western Michigan University School of Social Work is recruiting for the following faculty vacancies:

Assistant/Associate Professor of Social Work: This tenure-track position involves teaching courses in the Policy, Planning, & Administration Concentration, including a seminar in Program Planning and another in Advanced Planning and Administration. Other responsibilities include guiding and evaluating students in the preparation of grant applications and program proposals and teaching macro courses in the Foundation and BSW curricula.

Assistant Professor of Social Work: This tenure-track position involves teaching in the Interpersonal Practice Concentration. The person selected for this position will teach and do research primarily in the graduate level, clinically-oriented Interpersonal Practice Concentration as well as in the Foundation and BSW curricula.

Baccalaureate Program Coordinator: This tenure-track position involves coordinating the BSW program which admits 60 junior level students each year. The Coordinator will be responsible for serving on the admissions committee, advising, curriculum review and other BSW program administrative functions.

Each of the above-named positions are academic year appointments consisting of fall and winter semesters which run from approximately late August to late April. Additional assignments of teaching and/or advising in the eight week spring session are possible. Scholarly productivity in the incumbents' areas of specialization is required for continuation and tenure. Requirements for each position include the MSW, two years of post-MSW practice experience and a Ph.D. (or evidence of imminent award with specific date for completion agreed upon prior to appointment). Some of the assignments may involve occasional teaching in the Grand Rapids program which is located approximately one hour away from the main campus.

The School has eighteen full-time faculty with an enrollment of approximately 120 undergraduates, 100 full-time MSW students, and 140 extended-study MSW students (these are evenly divided between the on-campus and Grand Rapids programs). The School is home to the Journal of Sociology & Social Welfare. Western Michigan University is a Doctoral/Research University-Extensive institution, enrolling approximately 28,000 students (with 25% at the graduate level).

Qualified women and minorities are especially encouraged to apply. Review of all applications will begin immediately and will continue until the position is filled. Please send credentials to: **Chair, Personnel Committee, School of Social Work, Western Michigan University, 1903 West Michigan Avenue, Kalamazoo, MI. 49008-5354.**

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

LAW

CSU Cleveland State University

Assistant Professor of Law

Cleveland State University, Cleveland-Marshall College of Law seeks to fill a full-time permanent teaching position starting in the 2001-2002 academic year. We have particular needs in Civil Procedure, Torts and Business Associations courses. The position is for an entry-level tenure-track faculty member at the rank of Assistant Professor of Law. Qualifications include a J.D. or equivalent degree with a good academic record from an accredited university, teaching or practice experience and evidence of teaching ability or potential and scholarly potential. Preferred qualifications include a J.D. or equivalent degree with an outstanding academic record and law review experience at a leading law school and an excellent record of scholarly research and publication. The duties for this position include teaching, scholarly research and writing, student counseling, law college and university committee service and professional and community service. Salary is negotiable and competitive. Deadline is until the position is filled. Starting date is August, 2001. Please send resume to: **Professor David F. Forte, Cleveland-Marshall College of Law, Cleveland State University, 1801 Euclid Ave., Cleveland, OH 44115-2223.** Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
ANNOUNCEMENT OF OPENINGS

California State University, Bakersfield is one of 23 campuses of the California State University system. Located two hours north of Los Angeles, Bakersfield is a city of over 225,000 people within a diverse population of more than 700,000 in the southern San Joaquin Valley. CSUB serves over 5,000 students with a faculty of over 400 in four schools: Business and Public Administration, Education, Humanities and Social Sciences, and Natural Sciences, Mathematics, and Engineering.

Tenure-Track Faculty Positions, 2001/2002

School of Business and Public Administration (661) 664-2157

Public Policy and Administration Department:	• Assistant Professor Generalist • Assistant Professor Generalist

School of Education (661) 664-2219

Advanced Education Department:	• Assistant/Associate Professor Bilingual/Multicultural Education - Spanish/English
Teacher Education Department:	• Assistant/Associate Professor Elementary Education - Generalist • Assistant/Associate Professor Special Education - Mild/Moderate or Moderate/Severe • Assistant/Associate Professor Reading/Literacy - Elementary/Secondary • Assistant/Associate/Professor For one of the following areas: Curriculum and Instruction, Bilingual/Multicultural, Reading, Special Education, or Counseling (position includes half-time Director of Education Graduate Studies)

School of Humanities & Social Sciences (661) 664-2221

Anthropology Department:	• Assistant Professor Biological Anthropology
Criminal Justice Department:	• Assistant/Associate Professor Law Enforcement • Assistant/Associate Professor Generalist in Criminology or Criminal Justice
English Department:	• Assistant Professor Linguistics/ESL • Assistant Professor American Literature (at Antelope Valley campus)
Modern Languages Department:	• Assistant Professor Spanish
Psychology Department:	• Assistant Professor Experimental/Animal Learning/Biological Psychology • Assistant Professor Social Psychology
Social Work Department:	• Assistant Professor Social Work • Assistant/Associate Professor Social Work
Sociology Department:	• Assistant Professor Sociology of Deviance/Crime/Delinquency/Gender

School of Natural Sciences, Mathematics, and Engineering (661) 664-3450

Biology Department:	• Assistant Professor General Biology/Science Education • Assistant Professor General Biology/Science Education (at Antelope Valley campus)
Computer Science Department:	• Assistant/Associate Professor All Areas Considered • Assistant/Associate Professor All Areas Considered
Mathematics Department:	• Assistant/Associate Professor Applied Mathematics • Assistant/Associate Professor Mathematics Education • Assistant/Associate Professor Mathematics Education (at Antelope Valley campus)
Nursing Department:	• Assistant/Associate Professor Medical-Surgical • Assistant/Associate Professor Family Nurse Practitioner

In addition, CSUB continues to seek applicants for part-time and full-time temporary faculty appointments in various areas. Applications should be submitted to the appropriate department.

A doctorate is normally required at the time of appointment for all tenure-track positions. The University offers an exceptional benefits package.

Closing dates will be no sooner than **January 31, 2001**, for tenure-track positions. Applicants should send a letter of interest, current vita, placement file or graduate coursework transcripts, and three references to:

California State University, Bakersfield
Chair, Department of ____________
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Internet Address: http://www.csubak.edu

CSUB fosters and appreciates ethnic and cultural diversity among its faculty and students and is committed to increasing the diversity of its faculty to reflect the diversity of the campus community. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

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UNIVERSITY *of* WISCONSIN

GREEN BAY

Assistant Chancellor for University Advancement

The University of Wisconsin - Green Bay is a public institution with 5,500 students and 18,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area. The Assistant Chancellor reports to the Chancellor and is responsible for a comprehensive Advancement program integrating the Development/Alumni Relations with Marketing/University Communication offices.

Learn more about UW-Green Bay at the University's website — www.uwgb.edu

Review the full job description at our online site — www.uwgb.edu/personnl/academic.htm

Applications will be reviwed as received.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

Wheaton College

Norton, Massachusetts

Wheaton College anticipates tenure-track positions in the following areas:

- Art - Art History, Renaissance
- English -Film Studies and Literature
- Philosophy -Ancient Philosophy
- Political Science - Comparative Politics.

Visiting positions in:

- German - Language and Literature
- Hispanic Studies-two positions, Latin America

Wheaton College, founded in 1835 and located between Boston and Providence, is a non-sectarian coeducational liberal arts College with 1400 students and 110 faculty. Wheaton College is an equal opportunity/affirmative action employer, and women and minorities are encouraged to apply.

For further information, contact the Office of the Provost at (508) 286-8212 or e-mail lmarcocc@wheatonma.edu.
Wheaton College
Norton, Massachusetts

Excellence With Caring

Florida A&M University's School of Journalism, Media and Graphic Arts, located in Florida's hilly and woodsy state capital, Tallahassee, seeks three excellent faculty members beginning in August 2001.

Position #17700 - Public relations educator. Rank and salary negotiable depending on qualifications. Ideal tenure track candidates will have the Ph.D. in mass communication or related field, strong PR professional experience, interest and record in research and publication, and zest for teaching. Professional practice track candidates considered with masters degrees in appropriate field, substantial outstanding PR professional experience, corporate or non-profit, record of good teaching and interest in continuing professional involvement from an academic setting.

Position #17664 - Newspaper or Broadcast Journalism educator. Rank and salary negotiable depending on qualifications. Ideal tenure-track candidate will have a Ph.D. in journalism or mass communications or related field, successful experience in computer-assisted reporting and/or web publication design, publication record, zest for teaching and research. Professional practice track candidates considered with masters degrees in appropriate field, substantial outstanding professional newspaper or broadcast journalism experience including computer-assisted reporting and/or web publication design, zest for teaching and for continuing professional pursuits from an academic setting.

Position #18175 - Broadcast Journalism educator. Rank and salary negotiable depending on qualifications. Ideal tenure-track candidates will have the Ph.D. in journalism, mass communication, or RTV or closely related area; good professional experience as a reporter, anchor, or producer; record and interest in research and teaching; ability to teach theory and hands-on courses in undergraduate and graduate broadcast journalism program; knowledge of the industry, and love of teaching.

Florida A&M University (FAMU), founded in 1887, counts 13,000 students and offers programs from the bachelor's degree level through the Ph.D. The School of Journalism, Media and Graphic Arts has 450 majors in two divisions.

FAMU is an equal opportunity employer.

Positions will be open until filled. Apply immediately to:

Robert M. Ruggles, Dean
School of Journalism, Media
and Graphic Arts
108 Tucker Hall
Florida A&M University
Tallahassee, FL 32307-4800

Auburn University
Department of Building Science

Construction Information Technology
Faculty Position

The Department of Building Science at Auburn University seeks applications for a full-time, tenure track faculty position, with emphasis on Information Technology in Construction, in an ACCE accredited Construction program. The construction program is housed within the College of Architecture, Design, and Construction. The Department of Building Science is comprised of 14 full-time faculty, 495 undergraduate and 20 graduate majors. For more information, refer to **httP://www.bsci.auburn.edu** or call Carolyn Smith at (334) 844-4518.

Ethnic Minorities and women are encouraged to apply

Review of resumes will begin **January 15, 2001** and will continue until a qualified candidate is selected and recommended for appointment.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

CORNELL
UNIVERSITY

Johnson Graduate School of Management

Sage Hall
Ithaca, NY 14853

POSITION OPENING - FINANCE

Assistant, Associate or Full Professor of Finance

The Johnson School is looking for qualified individuals for positions in our Finance Group. Applications from all areas of finance are encouraged. Responsibilities of the position include teaching basic and advanced courses in finance at the Master's and Doctoral level; research in area(s) of expertise and interest; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Applicants must have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, copies of research papers, and any other supporting material. Direct inquiries to: **Professor Roni Michaely, Johnson Graduate School of Management, 431 Sage Hall, Cornell University, Ithaca, NY 14853-6201.**

Cornell University is an Affirmative Action/ Equal Opportunity Employer

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PHILLIPS ACADEMY

$(MS)^2$ SUMMER TEACHING POSITIONS

JUNE 23 - AUGUST 3

The Math and Science for Minority Students - $(MS)^2$ - program brings to Phillips Academy for three consecutive summers following their ninth-grade year 105 African-American, Hispanic/Latino, and Native-American students who have shown strong interest in and/or aptitude for mathematics and science. A full-scholarship program for public high school students, $(MS)^2$ enriches students' background by exposing them to challenging material that, for a variety of reasons, they may not have encountered in their home schools. The 2001 session will be our 25th summer.

We seek teachers for the summer of 2001 for possible openings in Mathematics (Algebra II, Precalculus, Probability and Statistics, and Calculus), Biology, Chemistry, Physics, English, and College Counseling. Teachers are expected to take an active role in out-of-classroom activities in a boarding school environment and to provide strong role models for student. On-campus housing and meals are provided.

We encourage applications from African-American, Hispanic/Latino, and Native-American teachers. EOE

For further information, see our web site: **www.andover.edu/ms2/home.htm**

To apply, please submit a letter of interest, resume, and names and contact information for three references by February 1, 2001 to:

Temba Maqubela, Director
$(MS)^2$, Phillips Academy
180 Main Street
Andover, MA 01810-4161

Southern Connecticut
State University

SC
SU

DEPARTMENT OF PUBLIC HEALTH

TWO TENURE TRACK
FACULTY POSITIONS

The Department of Public Health of Southern Connecticut State University invites applications for two tenure-track faculty positions at the rank of Assistant Professor. One position is firm; the other anticipates a vacancy. Send letter of application and professional vita to:

Dr. William Stohler, Chair
Department Personnel Committee
Department of Public Health
Southern Connecticut State University
New Haven, CT 06515-1355

Closing date for applications is January 31, 2000 for Fall 2001 appointment.

Responsibilities: Assume broad range of teaching assignments in CEPH-accredited MPH program and BS public-health program; secure external funds for research and service projects; assume other duties as required.

Qualifications: Doctorate or ABD in public health or related discipline required; versatility to teach wide range of public health courses, possibly including health policy, health administration and health in society; evidence of successful teaching, publications and contract/grant procurement highly desirable.

SCSU is a comprehensive metropolitan public university of some 12,000 students, located in historic New Haven. The University is an equal opportunity, affirmative action employer, seeking to enhance the diversity of instructional staff. SCSU encourages women and minorities to apply.

FITCHBURG STATE COLLEGE

Fitchburg State College seeks applicants for the following administrative positions. Candidates must have an earned doctorate (or appropriate terminal degree), a record of teaching and scholarship appropriate for appointment at the senior level, and familiarity with collective bargaining. Preference is given to candidates with at least three years of academic administrative experience at or above the department chair level.

Established in 1894, Fitchburg State College is a four-year public college offering 50 liberal arts and professional undergraduate programs of study within 23 majors and 20 graduate degrees, five Certificates of Advanced Study, and seven Graduate Certificates and offers programs via distributed learning. The college serves approximately 7,000 undergraduate, graduate, and continuing education students. Fitchburg, Massachusetts, a city of 41,000 is located in the north central part of the state, about one hour's drive from Boston. For additional information about the college, visit our website at: www.fsc.edu.

Dean of Undergraduate Studies

The Undergraduate Dean works collaboratively with department chairs and other administrators to facilitate the development, implementation, and evaluation of undergraduate academic programs, accreditation, and outcomes assessment, coordinates class scheduling, hires part-time undergraduate faculty, and implements college academic policies for undergraduates (dismissals, appeals, readmission, etc.). Additional qualifications include experience in curriculum development and accreditation, knowledge of outcomes assessment, and experience promoting and administering programs for residential and commuting students.

Dean of Graduate Studies

The Graduate Dean is responsible for planning, directing, supervising and administering the various graduate programs offered by the College. The Dean also works with department chairs, faculty and other administrators to recruit, admit and advise students; hire and evaluate graduate faculty; manage, develop, promote and evaluate graduate programs and provide services that will aid the students and faculty in their academic work. Additional qualifications include experience with graduate education (particularly in a part-time commuter setting) and knowledge of adult education and distance learning.

The Undergraduate Dean and Graduate Dean report to the Vice President of Academic Affairs and are essential members of the Academic Affairs team. The team includes the VPAA, the Associate Vice President for Academic Affairs, the Undergraduate Dean, the Graduate Dean, the Dean of Enrollment Services, and the Associate Dean of Education. The team is responsible for consulting and collaborating to facilitate the development, promotion and evaluation of Fitchburg State College's academic programs and policies.

The priority application review date is December 22, 2000, yet review continues until positions are filled. Positions available July 1, 2001. To apply send letter of application, resume, and the names, addresses, and telephone numbers of three professional references to: ***Human Resources Department, Fitchburg State College, 160 Pearl Street, Fitchburg, MA 01420. AA/EOE***

Wheaton College

Norton, Massachusetts

Assistant Professor

The Department of Political Science invites applications for a full-time, tenure track assistant professor position in comparative politics. We are looking for candidates who have broad expertise in comparative politics with some combination of the following special interests: the political economy of development; comparative social movements/ethnic politics; comparative policy making; and regime change and state formation. A regional specialty in Latin America is preferred, with the ability to teach an introductory course in either Middle East or African politics. Ph.D. or immanent completion is required. Wheaton College, located between Boston, MA and Providence, RI, is a selective liberal arts college of 1500 students with an emphasis on excellence in teaching and scholarship. Normal teaching load is five courses per year. Send cover letter describing teaching and research interests and experience, curriculum vita, writing sample and reference letters to: **Darlene Boroviak, Chair, Department of Political Science, Wheaton College, Norton, MA 02766,** by December 15. Wheaton College seeks educational excellence through diversity and we strongly encourage applications from men and women from minority groups.

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PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Bucknell
UNIVERSITY

Bucknell University invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs is the chief academic officer of the University, reporting directly to the President and serving in his absence as the chief administrative officer.

Candidates should possess the following qualifications:

- an earned doctorate, earned tenure, and an exceptional record of accomplishment in teaching and scholarship;
- demonstrated academic leadership and significant administrative experience;
- a strong commitment to excellence in undergraduate education;
- appreciation for the curricular opportunities afforded by the University's distinctive commitment to excellence in the liberal arts and in professional programs in engineering, management, education, and music;
- the capacity and desire to play a leading role in curricular innovation and other strategic initiatives of the University;
- the ability to build consensus and engage in collegial and constructive problem-solving with multiple constituencies of the University.

Bucknell University is a highly selective, primarily undergraduate (3350 undergraduates, 160 master's students) institution, combining a strong liberal arts tradition with characteristics of a comprehensive university. Bucknell awards bachelor of arts and bachelor of science degrees in nearly 50 fields, including six interdisciplinary programs. The University provides comprehensive residential and student activities programs to support the educational mission and to promote personal growth and responsibility. The campus is bordered by the Susquehanna River in scenic central Pennsylvania and is located in historic Lewisburg, which is ranked among the nation's "most livable" small towns. Most of the mid-Atlantic region's major cities are within a three to four hour drive, including New York, Philadelphia, Baltimore, Washington, and Pittsburgh.

Nominations and applications, including a letter of interest, current curriculum vitae, and the names of three references, should be submitted to:

Dr. M. Lois Huffines
Provost/VPAA Search Committee
Bucknell University
Lewisburg, PA 17837

Review of applications will begin January 5, 2001. Bucknell University encourages applications from women and members of minority groups (EEO/AA).

Additional information is available at **www.bucknell.edu.** Bucknell University is being assisted in this search by R. William (Bill) Funk, the National Managing Director of Korn/Ferry International's Education Practice.

HILLSBOROUGH
Community College

Hillsborough Community College (HCC) is a dynamic multi-campus, state-supported Community College accredited by the Southern Association of Colleges and Schools. Located in the Tampa Bay Area on Florida's west coast, HCC assists individuals in developing academic excellence by providing university parallel, technical and continuing education programs complemented by comprehensive student support services. The College supports community growth and development through participation in programs dedicated to environmental conservation, promotion of fine arts, development of a productive and contributing citizenry, joint economic development initiatives with business and industry partners and cooperative arrangements with other educational and health care institutions. For more information about the College and Tampa Bay and information on employment opportunities, access the HCC Web Site at **www.hcc.cc.fl.us** or call the HCC JOBLINE at (813) 253-7185.

Fall Faculty 2001 Recruiting

Business and Marketing
Computer Science
Customer Service
Dance
English
ESL/EAP
Graphic Arts
Humanities
International Business
Mathematics
Nursing
Speech

HCC seeks candidates with a strong commitment to teaching, the use of technology and innovation. HCC offers competitive pay and benefits in a multicultural environment dedicated to serving our students and our community. Applicants must have a minimum of 18 graduate hours in the discipline taught. Recruitment is contingent upon funding and Board of Trustees approval. Responses to this advertisement must be postmarked or received by **January 31, 2001.**
Wage ranges for full-time faculty positions are:

Master's degree with a minimum of 18 graduate semester hours in discipline: $33,300-$56,576
Master's degree plus 30 graduate semester hours in discipline: $35,500-$60,315
Earned Doctorate in discipline advertised: $37,700-$64,052

To apply, visit our website for information on instructions and procedures or write.

HILLSBOROUGH COMMUNITY COLLEGE
EMPLOYMENT OFFICE
P. O. Box 31127
Tampa, Florida 33631-3127
(813) 253-7030

HCC is an equal access/equal opportunity institution committed to affirmative action and advocates a drug-free environment. HCC seeks qualified and diverse candidates including members of protected class groups. Dial (813) 253-7552 to access the TDD for hearing/speech impaired.

EOE/ADA/AA

Interior Design Instructor

Brookdale Community College is a growing institution recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capability to anticipate the current and future needs of the students, citizens and community it serves. Located on 220-acres in central coastal New Jersey, the sprawling campus provides a pastoral setting and is approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for an INSTRUCTOR, INTERIOR DESIGN, to begin January 2001. Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technology literacy. This is a full time, tenure track position to be staffed at the entry-level.

Bachelor's degree in subject area required; Master's degree in Interior Design or Architecture, or NCIDQ certification preferred. Professional experience in Interior Design and ability to teach studio & lecture courses in Interior Design required; knowledge of AutoCAD desirable. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Salary range for Instructor level is $33,906-$38,060. Position is entry-level and salary is commensurate with qualifications/experience within the identified range. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

Applicants should submit letter of application, curriculum vitae, unofficial copy of graduate transcripts and three letters of recommendation via email at hrdept@brookdale.cc.nj.us, or via fax: (732) 224-2970, or mail to the address listed below, attn: Human Resources Office.

Visit our website or call our Opportunity Line at (732) 224-2281. Materials must be received postmarked no later than December 8, 2000.

Brookdale Community College

765 Newman Springs Road• Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY POSITIONS 2001-2002

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence & access and to developing, maintaining & strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2001. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement, and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Women and minorities are strongly encouraged to apply.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Accounting/Accounting. (Assistant/Associate Professor). To Teach graduate and undergraduate courses in Accounting, Auditing and Taxes. Ph.D. in Accounting or Management (with a concentration in Accounting) preferred; ABD in Accounting considered. Chair: Prof. Gary Schader.

Department of Management Science. (Assistant/Associate Professor). To teach undergraduate courses in Strategic Management and graduate courses in Business Policy. Ph.D. and five years of teaching experience or professional experience required. Chair: Dr. Marcel Fulop.

Department of Management Science. (Assistant/Associate Professor). To teach undergraduate courses in Management Information Systems and graduate courses in Decision Support Systems and E Business. Ph.D. and five years of teaching and professional experience required. Chair: Dr. Marcel Fulop.

Department of Political Science/Comparative Politics. To teach graduate and undergraduate courses in Comparative Politics. The candidate should have strong training in theories of and approaches to comparative politics, with empirical research grounded in cross national/regional studies of Latin American politics. Ph.D. required. Chair: Dr. Charles P. Kelly.

Department of Public Administration/Health Services Administration Graduate Program. Specialization in Health Care Finance, Information Systems or Health Economics desirable. Graduate teaching experience a plus. Ph.D. or ABD in Public Health, Health Administration, Public Administration or related field required. Chair: Dr. Dawood Farahi.

Department of Technology/Telecommunication & Information Technology. To teach graduate and/or undergraduate courses, offered day and evening, including: Telecommunication, Communication Electronics, Web Publication Technology, Data Communication, Network Systems Administration & Installation, Windows NT Administration, Networking Technology, Digital Circuit & System, Microprocessor Theory & Application. Ph.D. or Masters degree in Engineering, Technology or a closely related technology field and five years industrial and/or prior teaching experience required. Chair: Dr. Kamal Shahrabi.

Department of Technology/Computer Integrated Design and Manufacturing. To teach graduate and/or undergraduate courses, offered day and evening, including: CAD/CAM/CNN, Rapid Prototyping, Robotics/Machine Design, Multimedia & Animation, Computer Automated Systems, Production Measurement Improvement, Computer Integrated Production & Inventory Control Management, Unix Administration. Ph.D. or Masters degree in Engineering, Technology, or a closely related technology field and five years industrial and/or prior teaching experience required. Chair: Dr. Kamal Shahrabi.

SCHOOL OF EDUCATION

Department of Early Childhood and Family Studies/Early Childhood. To teach graduate and undergraduate courses in child development and Early Childhood curriculum, supervise students in pre-professional and professional field experiences, and evaluate field placement sites. Doctorate in Early Childhood preferred; ABD considered; eligibility for New Jersey P-3 certification and experience working in Pre-school and Primary settings required. Experience working with families in ethnically and linguistically diverse communities preferred. Chair: Dr. Cynthia Garnett.

SCHOOL OF EDUCATION cont...

Department of Instruction, Curriculum and Administration/English Education. To teach undergraduate and graduate classes in methods of teaching English and related courses in the Secondary School and supervise fieldwork in the secondary English classroom. Requirements: Degrees and expertise in the teaching of English in the secondary school. Experience in teaching in New Jersey public secondary schools. Assignment also includes advisement of students and field supervision of students teaching English in middle and secondary schools. Doctorate preferred; ABD considered. Chair: Dr. Myra Weiger.

Department of Instruction, Curriculum and Administration/Instructional Technology. To teach undergraduate and graduate courses in instructional technology to elementary and secondary education majors. Assignment also includes advisement of students and field supervision. Education and expertise in the integration of technology into the curriculum at the elementary and secondary levels. Experience teaching in New Jersey public schools. Doctorate preferred; ABD considered. Chair: Dr. Myra Weiger

Department of Physical Education, Recreation and Health/Health Education. To teach basic health courses especially Critical Issues and Values in Contemporary Health. Doctorate or ABD in health education or related field preferred. Masters in health or health-related area required. Chair: Dr. Richard S. Bakker.

Department of Special Education and Individualized Services/Special Education. To teach graduate and undergraduate special education offerings. College teaching experience, ability to teach computer courses and background in inclusive and collaborative teaching practices is desirable. Teaching experience with exceptional children required. Doctorate in Special Education preferred; ABD considered. Chair: Dr. Elaine Fisher.

Department of Special Education and Individualized Services/Education of Hearing-Impaired Program. To teach undergraduate courses in sign language and education of hearing impaired children. Additional responsibilities include student advisement and student teaching supervision. Doctorate or ABD in Education of Deaf/Hard of Hearing Students or related area. NJ Certification in Teacher of Deaf/Hard of Hearing or Council on Education of the Deaf (CED) certification; skilled communication ability in American Sign Language required. Chair: Dr. Elaine Fisher.

Department of Special Education and Individualized Services/Counselor Education Graduate Program. (MA and Certificate programs). Experience and ability to teach courses in school counseling, community counseling, drug and alcohol counseling, career counseling, appraisal and assessment, and supervision of practicum and student research. College teaching, counseling and supervision experience desired. Doctorate or ABD in Counselor Education and appropriate counseling and teaching experience required. LPC and/or eligibility for New Jersey Licensure also required. Chair: Dr. Elaine Fisher.

APPLICATION, SALARY & BENEFITS INFORMATION ON ALL POSITIONS:

Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before January 30, 2001. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair or Director as identified. KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN
UNIVERSITY

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY AND LIBRARY POSITIONS 2001-2002

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence & access and to developing, maintaining & strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2001. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement, and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Women and minorities are strongly encouraged to apply.

SCHOOL OF LIBERAL ARTS

Department of Communication and Theatre/Communication Studies. To teach undergraduate and graduate courses in organizational communication, including intercultural and cultural communication, communication ethics and technology or public relations. Ph.D. desired, ABD considered. Chair: Prof. Holly Logue.

Department of Communication and Theatre/Broadcast Communication. To teach undergraduate media production and theory courses; possible teaching of graduate courses; support department's undergraduate curriculum. Active participation in program activities, supervision of student/faculty produced media production and labs (which may include radio station operation, webcasts, video cablecasts, multimedia production). Ph.D. in Mass Communication, Broadcasting, New Media Technologies, or related area preferred. ABD considered. Chair: Prof. Holly Logue.

Department of English/Writing. To teach and help develop innovative curriculum in freshman writing that incorporates the goals and curriculum of the General Education program; help develop and implement placement instrument and methods for the curriculum. Responsibilities include assisting with placement and program coordination during summer session. Doctorate in writing, rhetoric, or related field required; experience in demonstrably effective teaching of writing. Chair: Dr. Robert Cirasa.

Department of Fine Arts/Art History. To teach undergraduate courses in two of the following areas: ancient, medieval, Baroque-18th century, history of architecture, theory and criticism, or museum studies. Also teach global art survey courses and advanced courses in area of specialization. Teaching experience required. Ph.D. required. Chair: Prof. John Cornish.

Department of Fine Arts. To teach undergraduate and graduate studio courses and help to develop the fibers studio area within the department's B.A./B.F.A. programs. Candidates with additional craft and studio art skills are encouraged to apply. MFA required. Chair: Prof. John Cornish.

Department of History/African American History. To teach undergraduate African American History and develop new courses in the area, support general education service courses within the Department. Ph.D. in African American History preferred. Chair: Dr. Lawrence Zimmer.

Department of History/Asian History. To teach undergraduate Asian History and develop new courses in the area with particular emphasis on China, Japan, Korea and/or Southeast Asia; support general education services courses within the Department. Ph.D. in Asian History preferred. Chair: Dr. Lawrence Zimmer.

Department of Music/Music Education. To teach courses in primary and secondary music education, supervise student teachers, and coordinate NASM/NCATE-accredited music education program. Candidates should have a strong background in elementary/vocal classroom music and methodologies, as well as decent keyboard skills and a knowledge of multicultural materials appropriate to metropolitan school districts. Expertise in a performance area and knowledge of technological applications are also desirable. A minimum of three years of successful teaching experience required. Doctorate preferred; ABD considered. Chair: Dr. Mark Terenzi.

Department of Psychology/Psychology. To teach undergraduate and graduate courses in learning theory and applications. Additional specialization in developmental or clinical preferred. Ph.D. required. Chair: Dr. Martin Harris.

Department of Sociology and Anthropology. Skilled in creative methods of teaching statistics, social movements, and political sociology. For applied emphasis, familiarity with advanced procedures, statistical packages, and databases is necessary. Ph.D. preferred. Chair: Dr. Frank Naughton.

SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS

Department of Biological Sciences/Biology. To teach histology, introductory biology (lecture and laboratory), and may include other courses in specialty. Research is encouraged, and modest facilities and support are available. Ph.D. in Biology required. Chair: Dr. Denise Mancarella.

Department of Geology and Meteorology/Hydrogeology. To teach courses in groundwater and hydrology and introductory earth science. Ph.D. or ABD in Geology or Physical Geography with experience in Hydrology required. Chair: Dr. Charles Murphy

Department of Mathematics and Computer Science/Mathematics. (2 positions). Three quarters of assignment will involve teaching and developing innovative curriculum in the Mathematics core of the University-wide General Education program. Responsibilities will include assisting with student placement, curriculum development and program coordination. Ability to effectively teach Mathematics at a variety of levels and experience in the use of educational technology required. Doctorate in Mathematical Sciences or Doctorate in Mathematics Education with the equivalent of a Master's Degree in Mathematics required. Chair: Prof. Carlon Krantz.

Department of Mathematics and Computer Science/Mathematics. (2 positions). Three quarters of assignment will involve teaching and developing innovative curriculum in the Mathematics core of the University-wide General Education program. Responsibilities will include assisting with student placement, curriculum development and program coordination. A Master's Degree in mathematics and the ability to effectively teach Mathematics at a variety of levels and experience in the use of educational technology required. Doctorate in Mathematical Sciences or Doctorate in Mathematics Education preferred. Chair: Prof. Carlon Krantz.

NANCY THOMPSON LIBRARY
THREE LIBRARIAN POSITIONS (12 MONTHS)

Librarian positions are full-time tenure track assignments. Duties include electronic services, public services and technical services. Characteristics sought are commitment to and motivation for library excellence, energetic and creative team approach, responsiveness to new directions for library/information centers, ease at working in a multicultural environment and flexibility to adapt to library staffing needs via responsibilities and assigned hours (including evenings and weekends).

Librarian III (Instructor). Masters degree in Library Science from an ALA accredited library school. Previous professional library experience is desirable, but not required.

Librarian II (Assistant Professor). Masters degree in Library Science from an ALA accredited library school and three years' professional library experience or equivalent. A second masters degree in another subject area, preferably computer science is desirable, but not required.

Librarian I (Assistant Professor). Masters degree in Library Science from an ALA accredited library school and five years' professional library experience or equivalent. A second masters degree in another subject area, preferably computer science is desirable. Director: Barbara Darden Simpson.

APPLICATION, SALARY & BENEFITS INFORMATION ON ALL POSITIONS:

Candidacy review begins immediately and continues until appointment is made. Priority consideration given to applications received before January 30, 2001. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair or Director as identified. KEAN UNIVERSITY, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN UNIVERSITY

BEST COPY AVAILABLE

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Public Policy Institute of California

The Public Policy Institute of California is a private, nonprofit organization dedicated to independent, nonpartisan research on economic, social, and political issues that affect the lives of Californians. PPIC is an equal opportunity employer.

The Institute is seeking regular full-time Research Fellows to join its multi-disciplinary team on July 1, 2001.

RESEARCH FELLOW — GOVERNANCE/PUBLIC FINANCE

For this position, we seek a scholar pursuing rigorous and policy-relevant empirical research in such areas as public management and administration, taxation, budgeting, intergovernmental relations, or public service delivery. Candidates should be interested in interacting closely with public officials and drawing lessons from their research for effective public policymaking or administration, while also maintaining high standards of scholarly objectivity and productivity. Candidates must have a Ph.D. in a relevant academic discipline or be very close to completing their degree and must have solid training in theory and research methodology in their discipline.

RESEARCH FELLOWS — ECONOMY

Regional Economics: Applications are invited from Ph.D.s specializing in regional economics to work on a range of policy issues related to the regional economies of California. A Ph.D. in agricultural economics, economics, regional planning, or public policy is desirable; other related fields may be appropriate if there is clear evidence of strength in economics and empirical research skills.

Regulation: Applications are invited from Ph.D.s specializing in regulation to work on issues related to California policy and its economy. Ph.D.s in economics, agricultural economics, political science, and public policy are encouraged to apply.

To Apply

Candidates must have very strong academic records. Experience in research related to state and/or local policy issues is desirable. Please submit vita, letter describing research interests, three letters of reference, and samples of written work by December 1, 2000 to:

Research Fellow Search Committee
c/o T. Chamberlain, Research Administrator
Public Policy Institute of California
500 Washington Street, #800
San Francisco, CA 94111

Please note on the envelope which position you are applying for. Electronic submissions can be sent to chamberlain@ppic.org. If you are interested in interviewing at the AEA/ASSA conference in New Orleans, January 5-7, 2001, please indicate that in your cover letter.

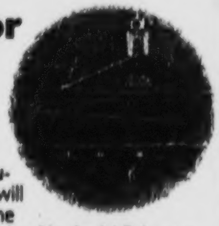
ASSISTANT/ASSOCIATE PROFESSOR OF REPRODUCTIVE BIOLOGY
(TENURE TRACK)

COLLEGE OF AGRICULTURAL SCIENCES, PENN STATE, UNIVERSITY PARK, PA

The Department of Dairy and Animal Science invites applications for an assistant/associate professor (75% research, 25% teaching). Starting date is negotiable. RESEARCH responsibilities involve conducting fundamental research in reproductive biology with application to agricultural animals, especially the bovine. The successful applicant will be expected to develop an externally-funded research program that will gain national and international recognition and to develop collaborations with colleagues with compatible interests in reproduction, transgenic biology, genomics, lactation, growth, and nutrition. The TEACHING component will involve developing and teaching a graduate-level course in the candidate's area of expertise, contributing to an undergraduate course in reproduction and/or a graduate course in physiology, and advising undergraduate students. Qualifications include a Ph.D. in animal science, reproductive biology, or a related field; postdoctoral experience in the appropriate field; ability to utilize current biochemical and molecular biological techniques in research; and evidence of the ability to attract external funding. The ability to communicate effectively, provide leadership, and work cooperatively with students, faculty, and industry groups is required. Salary is competitive, commensurate with background and experience. An attractive benefits package is available. Applicants should submit a letter of application, resume, academic transcripts, a statement of research and teaching interests, and the names and addresses of at least three professional references to: **Daniel Hagen, Chair, Search Committee, Department of Dairy and Animal Science, 324 Henning Building, Pos #: H-9471, The Pennsylvania State University, University Park, PA 16802.** Applications will be received until January 15, 2001, or until a qualified candidate is identified. For information about the Department, see **www.das.psu.edu/.**

AA/EOE

Assistant Professor of Speech and Communication



Tenure-track position, beginning September 2001. Assistant Professor to teach public speaking and other communication courses. Primary responsibility will be for public speaking courses both at the undergraduate level and at the graduate level in the M.B.A. program. Other teaching will include undergraduate courses in one or more of the following areas: mass communication, intercultural communication, persuasion, rhetorical theory, and cultural studies. An interest in working with the debate team or other student media groups would be very welcome.

Candidates must have Ph.D. in hand by June 2001, publications or evidence of scholarly potential, a record of excellent college teaching, and experience in cross-disciplinary communication. Facility in information technology, and a commitment to using it in teaching and research are essential.

Bentley College offers a collegial environment on an attractive campus six miles from Boston. Bentley is an equal opportunity employer committed to strength through diversity and welcomes applications from members of under-represented groups.

Send letters and vitas
(please, no dossiers at this time) to
Evelyn Shakir, Chair,
Personnel Committee,
English Department,
Bentley College,
175 Forest Street,
Waltham, MA 02452-4705.

BENTLEY COLLEGE

Bentley College is an equal opportunity employer building strength through diversity

DIRECTOR, DIVISION OF OCEAN SCIENCES NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

NSF's Directorate for Geosciences seeks candidates for the position of Director, Division of Ocean Sciences. The incumbent provides leadership and direction for NSF's funding of research and education in the ocean sciences, including biological, chemical and physical oceanography; marine geology and geophysics; scientific ocean drilling; and oceanographic research facilities and vessels.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2 - to 3- year limited term basis, with a current salary range of $115,811 to $130,200. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Announcement S20010018 is posted on the NSF Home Page at:

http://www.nsf.gov/home/chart/work.htm#hrm

The announcement includes position requirements and application procedures. Applicants may also obtain the announcements by contacting the:

Executive Personnel and Development Branch on 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by January 16, 2001.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Kean University is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

DEAN

School of Business, Government and Technology

Kean University , a publicly-supported comprehensive, metropolitan institution, seeks applications and nominations for the position of Dean of the School of Business, Government and Technology (to be restructured soon to a College with focus on Business and Public Administration). The School is composed of six departments offering 12 degree programs at the Baccalaureate level and 4 degree programs at the graduate level. The departments include: Accounting, Economics and Finance, Management Science, Political Science, Public Administration and Technology. The School has a combined total of approximately 57 faculty members. An abiding value of the School is a commitment to an educational environment of cultural and linguistic diversity and gender equity.

Responsibilities: The Dean is expected to provide leadership for the School of Business, Government and Technology in the areas of teaching, research and university and community service. The Dean is also expected to work closely with faculty in curricular matters, including the development of strong and innovative academic programs. The Dean, who reports to the Provost/VPAA, will lead the effort to attain AACSB professional accreditation of the Business programs.

Qualifications: The successful candidate will possess an earned Doctorate and a record of distinguished academic achievement appropriate for appointment at the rank of Professor in a department in the School. Other qualifications include: demonstrated ability to lead through collaborative and shared decision making; the ability to sustain a strong and collegial relationship with faculty, staff, students and administrators; successful record in budget development and strategic planning; ability to balance advocacy for the School with the needs of the wider university community; an understanding of the role of information technology in business and education; demonstrated ability to interact with the business community and experience and knowledge of the accreditation process preferred.

Salary & Benefits: Salary is competitive and commensurate with qualifications and experience. A comprehensive benefits program is included.

Application: Review of applications will begin on January 22, 2001. Completed applications must include the following: Letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to: Chair, Dean of Business, Government and Technology Search Committee, Office of the Provost/VPAA, Kean University, 1000 Morris Avenue, Union, NJ 07083.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution

KEAN UNIVERSITY

ALABAMA, AUBURN 36849. The Department of Geology and Geography at Auburn University invites applications for a tenure-track Assistant Professor position with initial appointment Fall Semester 2001. A Ph.D. in Geography is required at the time of appointment. The successful candidate is expected to engage in research and publication in their field(s) of expertise, should have strong undergraduate teaching skills, and should anticipate teaching large undergraduate classes.

Women and minorities are encouraged to apply. Candidates with broad interests and training are encouraged to apply, but a specialty in Geographic Information Systems/Sciences is required with secondary expertise in remote sensing, physical geography/geomorphology, water resources, environmental science and/or global change. Candidates should submit a short letter of application describing their teaching and research interests, a curriculum vitae, and names and addresses of three references. Applicants must be currently authorized for permanent employment in the U.S.

Review of applications will begin in January 2001 and continue until a candidate is recommended for appointment. Apply to **Tom L. Martinson, Geography Search Committee Chair, Department of Geology and Geography, 108 Tichenor Hall, Auburn University, AL 36849** (Telephone number 334-844-3414). Applications may be e-mailed to martitl@auburn.edu, or faxed to 334-844-3409.

Information about the university and the department may be found at Auburn's website http://www.auburn.edu.

Auburn University is an AA/EO employer.

SOCIAL POLICY POSITION

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

SCHOOL OF SOCIAL WORK

The Columbia University School of Social Work invites nominations and applications for a tenure or tenure-track position in Social Policy. This appointment can be at the rank of Assistant Professor, Associate Professor or Professor.

A master's degree in social work is preferred but not required for this appointment. A **doctorate** or **ABD** in social work, social welfare, or a related field is required for all ranks. An established record of scholarship and practice experience, which is appropriate to the rank of appointment, is required.

Nominations and applications should be forwarded to:

Ronald A. Feldman, Dean
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
622 West 113th Street
New York, NY 10025

Although nominations and applications will be accepted until the position is filled, those submitted early are best assured of receiving full consideration.

Columbia University is an affirmative action/equal opportunity employer.
Minority and women candidates are especially urged to apply.

CORNELL UNIVERSITY
Assistant Dean of Admissions and Advising

The College of Arts and Sciences at Cornell University is searching for an **Assistant Dean of Admissions and Advising**. The Dean is one of ten reporting to the college's Associate Dean of Undergraduate Admissions and Advising.

Duties: The Assistant Dean along with the other Assistant Deans is responsible for admitting and recruiting new students from particular regions and collaborates with colleagues in structuring and advising cohorts of undergraduates in the liberal arts and sciences. In addition, all deans assume various administrative responsibilities as necessary and assigned.

Responsibilities: Include co-advising the freshman and sophomore class, working on the minority advising team, coordinating faculty advising, and advising students preparing to enter as mid-year freshmen.

Requirements: Candidates for the position need strong background in and love for the liberal arts and sciences, appreciation and understanding of a research university, and desire to work with students. A Ph.D. in one of the disciplines of liberal arts and sciences and teaching experience or a Master's degree in student development and counseling experience are evidence of the necessary background and commitment. One or the other is much preferred; neither is absolutely necessary.

Send letter of interest and resume postmarked by December 15, 2000 to Brenda Lind, Director of Operations, 172 Goldwin Smith Hall, Cornell University, Ithaca, NY 14853.

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator strongly committed to diversity. Women and minorities are strongly encouraged to apply.

http://www.cornell.edu

PROFESSIONAL

ASSISTANT PROFESSOR
Geography & Regional Studies

Beginning August 15, 2001. PhD Required. We seek a scholar committed to high quality publication, external research funding, and excellence in teaching at the graduate and undergraduate levels. Specialization in human geography at the international scale, with a strong thematic focus and regional expertise. The Department of Geography and Regional Studies is expanding and is part of the School of International Studies at the University of Miami, which creates unusual and exciting opportunities for interdisciplinary research and teaching. The successful candidate will be expected to contribute to the research and teaching missions of the Department and the School. Competitive salary, commensurate with qualifications and experience.

Applicants should submit: (1) a letter detailing interests and potential contribution to our teaching program; (2) a curriculum vitae; (3) teaching evaluations and course outlines, if available; (4) a set of up to three sample reprints, if available; and (5) the names and addresses (including fax and email) of three referees. Applications must be received by 15 December 2000 to ensure consideration, but will be accepted until the position is filled.

To apply please forward resume to: **Stuart Corbridge, Chair, Department of Geography and Regional Studies, P.O. Box 8067, Coral Gables FL 33124-2060; Voice 305 284 6679; Fax 305 284 5430; or E-mail: corbridge@miami.edu**

The University of Miami is an equal opportunity/affirmative action employer. Visit our Web Site at www.miami.edu/jobs

UNIVERSITY OF
Miami

COLORADO
SCHOOL OF MINES

President

The Colorado School of Mines is seeking a new President.

Colorado School of Mines is a public university recognized globally for its unique mission in engineering, applied science and related disciplines, with a special emphasis on the energy and minerals industries.

Small and select by design, CSM enrolls 2,500 undergraduate and 800 graduate students. Our admissions standards are among the highest in the country for a public university.

Our alumni hold positions of leadership in their fields worldwide, and enjoy an exceptionally high placement rate, as well as starting salaries well above the national average.

CSM has a high per-student endowment for a public institution, and the School is nearing completion of a $100-million program of renovation and new construction on campus.

Our next President shall have extraordinary vision, building on our strong foundation in the extractive and energy fields, while leading us through an era of change in engineering and applied science education.

With demonstrated expertise in management - and exceptional skills in interpersonal relations and communications - the President will interact effectively with all constituencies and develop a plan to enhance an academically and fiscally sound teaching and research institution.

Nominations and applications will be accepted until a new president is selected. However, interested parties are encouraged to respond by January 1, 2001 to:

Presidential Advisory Search Committee
Colorado School of Mines
c/o Korn/Ferry International
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
ashley.garvin@kornferry.com

For more information, please refer to our Web site at:
http://www.mines.edu/president.

Please note that Colorado Public Records Act allows confidentiality of application materials only when a written request is made by the candidate.

The Colorado School of Mines is an Affirmative Action/
Equal Employment Opportunity employer.
Women and minorities are encouraged to apply.

UNIVERISTY OF MARYLAND

School of Social Work

Applications are now being accepted for four (4) 10-month tenure-track faculty positions at the University or Maryland School of Social Work for the 2001-2002 academic year. We are a large, nationally ranked School with an enrollment of nearly 900 MSW students and a mid-sized research and teaching focused Ph.D. program. Our BSW program is on a nearby campus. Candidates for these positions should have a MSW, and Ph.D. or DSW in social work or a closely related field (ABD will be considred), practice experience, scholarly achievement, eligibility for a Maryland license, an ability to teach foundation and advanced courses, and an ability to teach about diverse cultures and populations.

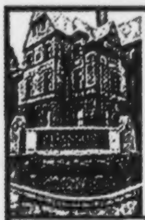
Faculty Openings

- **Macro Theory and Diversity** - Two positions in the foundation area with knowledge of macro theory, applied macro theory, and diversity.
- **Social Policy** - One position in the area of social policy with an expertise in mental health policy (EAP policy would also be considered).
- **Clinical Practice** - One position in the clinical area with ability to teach practice with individuals on both the foundation and advanced levels and ability to teach human behavior.

Rank is open and junior faculty are especially encouraged to apply. Salary is competitive and commensurate with qualifications and experience. For best consideration, submit application by **January 22, 2001**; search will continue until positions are filled. To apply, submit letters of interest, curriculum vitae, and names and contact information of three references to:

Dr. David Hardcastle, Chair
Search Committee
University of Maryland, Baltimore
School of Social Work
525 W. Redwood Street
Baltimore, MD 21201-1777

Minorities are encouraged to apply.
The University of Maryland, Baltimore
is an AA/EEO/ADA employer.



GANNON UNIVERSITY

PRESIDENT

Erie, Pennsylvania

The Presidential Search Committee of Gannon University invites nominations and applications for the position of President. Gannon University is a Catholic, diocesan, student-centered institution, whose Board is chaired by the Diocesan Bishop, with a downtown campus in close proximity to Lake Erie and to a multiplicity of urban amenities and cultural opportunities. An extensive campus building program has been largely completed which provides an optimum campus environment. Gannon is a comprehensive University of approximately 3,500 students, which offers a broad range of bachelor's and master's degree programs as well as a doctorate in counseling psychology. Gannon's student faculty ratio is 14:1 and has an operating budget of $41.5 million and an endowment of $35 million. Additional information about the University can be found on our website at www.gannon.edu.

The Presidential Search Committee seeks a practicing Catholic in good standing who is fully committed to the Catholic moral and intellectual tradition as it comes to us through the magisterium and who can effectively articulate that teaching with pride and enthusiasm in order to enhance the University's Catholic mission.

The successful candidate will possess a doctoral degree; have a demonstrated record of strong leadership capability with excellent communication and interpersonal skills; have significant experience in higher education; have the ability to establish successful relationships also with Gannon's external community constituencies; be able to articulate a vision of academic excellence and growth for the University distinguished by a plan for implementation; possess proven experience in successful fundraising with a sophisticated sense of integrated planning, budgeting, and financial management; have an open and collaborative management style which respects the principle of subsidiarity and is open to innovation.

A complete application, held in confidence, will include a letter of response to an institutional Needs Statement, approved by the Board of Trustees, and sent to the applicants by the Search Committee. For best consideration, completed applications should be sent to the Chair of the Search Committee at the address below and received no later than January 31, 2001.

The Rev. Msgr. Lawrence E. Brandt, JCD, Ph.D.
Chairperson
Presidential Search Committee
Gannon University
109 University Square
Erie, PA 16541-0001

Gannon University is an Equal Opportunity Employer

Sarah Lawrence College announces a tenure-track position in Japanese Studies. Candidates should be prepared to teach a variety of courses in English on the literature and culture of Japan, and to coordinate and teach courses in a fledgling Japanese language program. We seek candidates with multidisciplinary and comparative approaches in their research and teaching. Native or near-native fluency in both Japanese and English is required. Interested applicants should have Ph.D. in hand by **August, 2001** and should send a dossier including three letters of recommendation and two undergraduate course descriptions to: **Naudia Forbes, Faculty Secretary, Attn HOHE, Japanese Studies Search, Sarah Lawrence College, Bronxville, NY 10708.** Application deadline is **January 1, 2001.** Please indicate if you will be attending the MLA meeting in December 2000. Applicants not attending will receive equal consideration. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our website at: **http://www.slc.edu.**

SLC is an EO employer.

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

Department of Criminal Justice

Full-time, tenure-track position beginning January 15, 2001. Responsibilities include teaching criminal justice courses, academic advising, recruitment, scholarly activities and participation in departmental, school and campus committees, continuing education and professional organizations. Master's degree in Criminal Justice required, doctorate degree required to be considered for continuing appointment. College teaching experience and student advising skills as well as web-based computer experience is preferred.

Submit CV and names and addresses of three references by December 11, 2000, to Professor Karen Escolas, Acting Dean, School of Human Services and Health Sciences, SUNY Farmingdale, Route 110, Farmingdale, NY 11735, **FAX (631) 420-2269.** AA/EOE

SYRACUSE UNIVERSITY
Assistant Professor in Exercise Physiology

Syracuse University invites applications for tenure track appointment beginning August 21, 2001. Screening begins February 20, 2001 and will continue until the position is filled. Consideration will be given to candidates with a specialization in one or more of the following areas: Exercise biochemistry/nutrition; exercise metabolism (including bone); exercise immunology/hematology; exercise neurobiology or an area of specialization compatible with departmental research efforts. A Ph.D. is required and post-doctoral experience is desirable. Responsibilities will include teaching undergraduate and graduate students, developing and maintaining an active research program, seeking and securing external funding, and contributing to the departmental service mission. A letter of application, curriculum vita, and three letters of reference should be sent to: **Dr. Bo Fernhall, Search Committee Chair, Department of Exercise Science, Room 201, 820 Comstock Avenue, Syracuse University, Syracuse, NY 13244-5040. Phone: 315-443-2114; Fax: 315-443-9375; email: bfernhal@syr.edu.**

Syracuse University is an Equal Opportunity Employer

EDUCATION

ROOSEVELT UNIVERSITY
College of Education

Faculty Position/ Early Childhood Education

The College of Education at Roosevelt University seeks faculty full-time, tenure track or tenure position beginning August, 2001.

Responsibilities of this faculty position will include teaching graduate and undergraduate foundation, general education and method courses, supervise field experiences, and advise early childhood graduate and undergraduate students, Expertise in speech and/or language development and assessment of infants and young children with some background in special education preferred. Completed doctorate in early childhood required along with a minimum of three years experience at the preschool/primary grade levels.

To apply, send a letter of application, curriculum vita, official transcript and three letters of recommendation to:

Dr. Linda Pincham
Assistant Professor/Chair of Search Committee
College of Education
Roosevelt University
430 South Michigan
Chicago, Il 60605
www.roosevelt.edu/coejobs

Roosevelt University is an equal opportunity, affirmative action institution. Qualified minority candidates are especially encouraged to apply. AA/EOE

SMITH COLLEGE

WWW.SMITH.EDU

SMITH COLLEGE DEAN OF RELIGIOUS LIFE SEARCH RE-OPENED

Smith College seeks an experienced professional for the new position of Dean of Religious Life. Smith College, located in Northampton, Massachusetts, is a highly selective women's college serving 2,500 students. Founded in 1871, this private, liberal arts institution offers outstanding programs in the arts and sciences.

The Position. The dean will lead the college in a multi-faith vision of religious life, which reflects the increasing diversity of practice among students, faculty and staff. The dean will also ensure that discussions of moral, ethical and spiritual issues are central to campus life. Supporting the dean in this effort are three chaplains to the college, the director of volunteer services, and adjunct religious advisers. With this new position, Smith College reaffirms the conviction that religious development is an integral part of a liberal arts education. The mandate of the new dean will include integrating religious and spiritual leadership with the whole of student services, creating close links between the chaplaincy and student affairs, the counseling service and residential life at Smith.

Qualifications: Grounding in a recognized religious tradition, relevant academic training at an advanced level, exceptional speaking and writing skills and a demonstrated record of leadership are required. Administrative experience and familiarity with a liberal arts college are preferred. The salary for this position will be at a nationally competitive level and includes a comprehensive benefits package.

Application and Nomination. Review of applications will begin **January 15, 2001** and continue until the position is filled, with an anticipated start date of **July 1, 2001**. Forward nominations and letters of application, curriculum vitae, and a list of at least three references to: **Dean of Religious Life Search Committee, Box 595, 21 College Hall, Smith College, Northampton MA 01063.**

Smith College is an equal opportunity employer encouraging excellence through diversity.

For more information about Smith, visit us on the web at **www.Smith.edu.**

South west State University
Marshall, Minnesota 56258

Southwest State University is one of seven universities in a state system of university, technical and community colleges. The University has been ranked number one among Midwestern public liberal arts colleges by U.S. News & World Report for the past four years. Its mission and commitment, dating back to 1967, provide access to university- level programs in business, education and the liberal arts. The University has a special commitment to the educational needs of the people in its service region reflected through its curricula, cultural programs, diversity of staff and students, cooperative relationships with the public and private sectors, and regional institutions. SSU gives highest priority to excellence in teaching and preparing students to be lifelong learners through quality undergraduate teaching/advising and close student/faculty relationships. The 216-acre campus encompasses 24 modern, interconnected and accessible buildings. Marshall (pop. 12,000) is the hub of a rich agricultural area and offers a variety of cultural, recreational and educational opportunities.

Tenure track faculty positions available for August 2001 in the following areas:

Biology
Business Administration
Chemistry
Computer Science
Marketing
Mathematics
Social Work
Sociology
Theatre

For more information regarding the vacancies, call 507-537-6208 or E-mail **okrinab@southwest.msus.edu.**

Submit letter of application, vita, official transcripts and name, address, and phone numbers of three references to **Office of Human Resources, Southwest State University, 1501 State Street, Marshall, MN 56258.**

Visit our home page at **www.southwest.msus.edu**

Southwest State University is an equal opportunity educator and employer. The University is committed to affirmative recruitment and encourages applications from women and persons of color. Applicants must be able to lawfully accept employment in the United States.

FARMINGDALE

STATE UNIVERSITY OF NEW YORK

PRESIDENT

State University of New York College of Technology at Farmingdale

(SUNY Farmingdale)

The Board of Trustees of the State University of New York and the College Council of SUNY Farmingdale invite nominations and applications for the position of President.

SUNY Farmingdale seeks a leader who will bring freshness of thought, innovation and solid academic leadership experience to the realization of its mission as a first rate college of applied sciences and technologies within the State University of New York system. A doctoral degree is preferred, though those with a proven and successful record of leadership and high achievement of within an academic environment will be considered.

More specifically, the campus seeks an articulate advocate who can work effectively and successfully within complex political, social and educational environments. SUNY Farmingdale wishes it president to relate well to students, staff and faculty and empower their engagement in the fulfillment of the campus mission. It will expect the successful candidate to possess essential presidential skills, including enrollment management, academic program expertise and financial and administrative abilities. It seeks a president who can work vigorously and effectively with business and industry leaders in economic development.

Founded in 1912, SUNY Farmingdale is one of 64 campuses of the State University of New York and is located on 380 acres in the heart of the Long Island business and technology corridor. With the equivalent of 3,600 full time students, Farmingdale's mission is to serve at the highest levels the regional economy of Long Island and particularly its technological development. It is SUNY Farmingdale's goal to become the preeminent college of applied sciences and technologies in the New York metropolitan area, graduating well-educated problem solvers in the application and integration of new knowledge.

Additional information about the campus is available at **www.farmingdale.edu**

Inquiries may be directed to Dr. Elaine H. Hairston of Academic Search Consultation Service: Phone: 740-964-0905; Fax: 740-964-0936; E-mail: **ehh@academic-search.org**

Applications and credentials should be sent to:

Mrs. Mary Fallon, Chair
SUNY Farmingdale Search Committee
Attn: Marianna O'Dwyer, Assistant Vice Chancellor
Office of the Secretary of the University
State University Plaza, T11
Albany, New York 12246
Odwyerma@sysadm.suny.edu

Candidates should provide a cover letter describing their qualifications, their curriculum vitae and the names and phone numbers of five references. For most complete consideration, materials should be received by **December 20, 2000**, although the position will remain open until it is filled. Every effort will be made to treat candidates confidentially.

SUNY Farmingdale is an Equal Opportunity Employer

R·I·T

THREE FACULTY POSITIONS
BIOLOGICAL SCIENCES
ROCHESTER INSTITUTE OF TECHNOLOGY

The RIT Department of Biological Sciences anticipates TWO TENURE-TRACK faculty positions and ONE VISITING faculty position to begin on September 1, 2001. Ph.D. is required; demonstrated teaching and post-doctoral experiences are highly desirable. Research in specialty area is expected. We are a growing department of 14 faculty and 400 majors in two undergraduate degree programs (biology and biotechnology). Further information about the programs is available on the Department's website (**http://www.biology.rit.edu**).

Invertebrate Biologist. The successful candidate will be expected to teach invertebrate zoology, to participate in introductory courses, and to develop courses and research projects in area of specialty, with special preference given to physiological ecology, aquatic biology, entomology, parasitology, developmental biology or endocrinology.

Virologist. The successful candidate will be expected to teach courses in virology and microbiology and to develop courses and research projects in animal or plant viral systems.

Developmental Biologist (visiting, one-year only). The successful applicant will teach courses in introductory developmental biology, molecular biology and human genetics..

Closing date for applications is January 15, 2001. Submit statement of academic and research interests, teaching philosophy, curriculum vitae and arrange to have three letters of reference sent to: **Chair Search Committee, Department of Biological Sciences, Rochester Institute of Technology, 85 Lomb Memorial Drive, Rochester, NY 14623-5603.**

RIT is an equal opportunity/affirmative action employer, and especially encourages applications from persons able to contribute in a meaningful way to the Institute's commitment to diversity and pluralism.

Brown University

IBERO-AMERICAN STUDIES LIBRARIAN

University Library: Responsible for developing and managing the Library's information resources in support of study, teaching and research in the University's programs in Hispanic Studies, Portuguese & Brazilian Studies and Latin American Studies. Works with faculty and students to determine needs and establish goals for the collections. May assume responsibility for other subjects depending on background and expertise. Provide reference services and specialized instruction and consultation. Participates in the Library's Humanities Group and History & Area Studies Group to coordinate resources and services for the Library as a whole. Works with Latin American Studies specialists at other institutions to coordinate collection development. Requirements: Academic subject expertise (with post-graduate degree desired) in some aspect of Latin American, Hispanic or Lusophone studies. Reading knowledge of Spanish and Portuguese and good speaking ability in one or both. Familiarity and skill with current library technology, including WWW. User service orientation and the ability to communicate effectively in both oral and written English. Familiarity with Latin American and Lusophone book market. MLS degree from an accredited library school preferred.

For the above position, please send your resume to Brown University, Human Resources, Box 1879, Job #B00450, Providence, RI 02912. Brown University offers competitive pay and an excellent benefits package including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.

An Equal Opportunity/
Affirmative Action Employer.

Visit our website at: **www.brown.edu**

MERCY COLLEGE

FACULTY POSITIONS 2001-2002

ACCOUNTING (1 position)
To teach undergraduate Accounting courses and help develop MS program, Ph.D. required.

CHEMISTRY (1)
To teach organic Chemistry, primarily to undergraduates. Ph.D. and teaching experience required.

COMPUTER ARTS AND TECHNOLOGY (1)
Director, Computer Arts and Technology Program. A minimum of five years of academic or industry experience. Master's degree, doctorate preferred.

JOURNALISM (1)
Ph.D. required, experience in print Journalism.

FOREIGN LANGUAGE (1)
Ph.D., expertise in Spanish, to teach introductory and business Spanish.

MATHEMATICS (1)
Ph.D., to teach undergraduate Mathematics.

PHILOSOPHY (1)
Ph.D. to teach undergraduate general education Philosophy and critical thinking courses.

EDUCATION (3)
Doctorally prepared, experienced in higher education teacher preparation programs. To teach in and help develop graduate programs. Specializations in early childhood education, secondary education, special education.

BUSINESS (1)
Doctorally prepared, some experience in business with IT background. To teach in undergraduate and graduate programs, and help develop new programs.

PSYCHOLOGY (3)
Ph.D. in clinical psychology required. To teach in graduate and undergraduate programs, and help develop graduate programs.

ACUPUNCTURE (1)
Doctorally prepared. Licensed; ten years' clinical experience. To teach in the MPA program in Acupuncture.

PHYSICAL THERAPY (1)
Doctorally prepared, licensed. To teach in MS program, a weekend program.

PHYSICAL THERAPIST ASSISTANT (1)
Academic Coordinator of Clinical Program. License, master's degree, doctorate preferred, significant clinical experience.

ASSOCIATE FACULTY POSITIONS 2001-2002

Part-time faculty, to teach both graduate and undergraduate courses on Mercy's online virtual campus (MerLIN):

Undergraduate Courses
Psychology - Major-level undergraduate courses
Business - Major-level undergraduate courses • **English Composition**
History - General Education Courses • **Political Science** • **Mathematics**
Computer Science - Major-level undergraduate courses **Philosophy/Religion**

Graduate Courses
Internet Business Systems
Business - For MBA and HRM programs, courses needed include Banking, Leadership
Health Care - Courses for MPA in Health Care Management • **Education**

Ph.D. preferred, master's required. Experience with Internet delivery of higher education coursework preferred. Training available.

Send resumes indicating position of interest to
Mercy College, Human Resources, Faculty Search, 555 Broadway, Dobbs Ferry, NY 10522. Fax# 914-674-7578.

Equal Opportunity Employer.

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bsu

NURSING: Growing Department of Nursing at Boise State University invites applications for a full-time, tenure-track faculty position in an NLN accredited Baccalaureate nursing program beginning August, 2001. First year Medical/Surgical position. Master's degree in nursing required, doctorate preferred. Teaching experience in nursing and clinical experience within the last five years preferred. Clinical assignments vary. Salary and rank commensurate with experience and qualifications. Deadline March 5, 2001 or until filled. **http://nursing.boisestate.edu. Send letter of interest and curriculum vitae to:**

Dr. Anne Payne, Chair
Department of Nursing
Boise State University
1910 University Drive
Boise, Idaho 83725-1840
or call (208) 426-3900 or e-mail apayne@boisestate.edu.
EO/AA institution.

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

Executive Editor, *Change* Magazine

The American Association for Higher Education seeks a dynamic, visionary leader to serve as Executive Editor of *Change*, higher education's most widely read magazine, and as a senior staff person at AAHE, one of higher education's most important professional organizations. The successful candidate will be an excellent writer/editor with extensive experience in higher education as a faculty member, administrator, journalist, or policy maker. AAHE welcomes a candidate who is a loyal critic of the academy, someone able to raise difficult questions and search for viable answers. The candidate will have the skills that ensure insightful, provocative, and authoritative perspectives on issues shaping higher education.

The *Change* editor will scan the higher education landscape for cutting-edge issues; anticipate challenges and opportunities; celebrate innovation, creativity, and fresh perspective; identify and disseminate best practices; and seek to influence thought and practice. Specific editorial responsibilities include setting editorial direction and tone; soliciting and screening manuscripts; developmental/substantive editing; collaborating with authors, consulting editors, an editorial board, and production staff; and writing editorials.

Leadership opportunities within the organization include shaping themes for AAHE conferences, representing AAHE at conferences and on campuses, engaging with the AAHE Board, and collaborating with other senior staff on setting organizational agendas for the future. The candidate's experience and interests will influence assignments.

The *Change* editorship is a full-time, senior staff position in AAHE's Washington, DC office. AAHE will consider alternative work arrangements that ensure full participation in the life of the organization.

Deadline for applications: Preference will be given to applications and nominations received by **January 15, 2001.** Applications will be accepted until the position is filled.

Start date: **March 1, 2001,** subject to negotiation.

Please send letter, resume, writing sample, and a list of five references to:

Chair, Search Committee for *Change* Editor
American Association for Higher Education
One Dupont Circle, Suite 360
Washington, DC 20036-1110
http://www.aahe.org

SEATTLE UNIVERSITY - SCHOOL OF EDUCATION

Positions in School Counseling, Special Education and Education Leadership/Doctoral Program

1 POSITION: Assistant/Associate Professor in School Counseling (Tenure-Track) Contact **Yvonne Owen, Chair** - Phone: (206) 296-5752; email: **yowen@seattleu.edu**

1 POSITION: Assistant/Associate Professor in Special Education (Tenure-Track) Contact **Katherine L. Schlick Noe,** - Phone: (206) 296-5768; email: **kschlnoe@seattleu.edu**

1 POSITION: Associate or Full Professor in Educational Leadership (Tenure-Track,) Contact **Dr. Daisy Arredondo,** - Phone: (206) 296-2105; e-mail: **darredo@seattleu.edu**

For position description, please check our website at www.seattleu.edu/soe

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CAREER AND EMPLOYMENT SERVICES

Kansas State University

Career & Employment Services, Kansas State University, Associate Director, Employer Relations. Visit www.ksu.edu/ces for complete position description. Application materials should include a letter of interest, resume and the names, addresses and telephone numbers of three professional references. Screening will begin November 27, 2000. *KSU is an Affirmative Action/Equal Opportunity Employer. KSU actively seeks diversity among its employees.*

CCBC
The Community College of Baltimore County

Director of Admissions and Financial Aid

Location: Essex, Req. Master's degree; Higher Education Administration, Student Personnel, Counseling or Business Administration. 5 yrs. of increased level of responsibility in Admissions/Financial Aid in higher education, strategic planning for enrollment management and working with integrated management information systems. Knowledge of recruitment and financial aid databases, needs analysis procedures, and state/federal regulations. Evening/weekend work and local travel req. Salary: Category V, $53,474 - $79,383. Submit cover letter and resume to:

The Community College of Baltimore County
Human Resources Office
800 South Rolling Road
Baltimore, MD 21228
Fax: 410 869-7149
TTY 410 869-7151

Or visit our web site at www.ccbc.cc.md.us.

EEO/AA Employer. Women and Minorities are encouraged to apply.
CCBC Learning first to succeed.

Galveston College

PRESIDENT

The Board of Regents of the Galveston Community College District invites applications and nominations for the position of President. The President is the chief executive officer of the College reporting to a nine-member, publicly-elected Board of Regents.

Galveston College provides the citizens of Galveston Island and surrounding region with academic, technical, continuing education and workforce development programs. With a full-time staff and faculty of over 150 and 90 reserve faculty members, Galveston College is a progressive, dynamic institution known for its partnerships with businesses and organizations and its commitment to providing a quality, student focused learning environment. Its programs have consistently gained local, state and national acclaim in areas such as health occupations, addiction counseling training, hospitality/culinary arts, workforce development initiatives, intercollegiate athletics, innovative fund-raising, and special student services. The College is entering its 34th year fiscally sound and strongly supported by local citizens who have come to recognize Galveston College as an integral part of the growth and prosperity of the community.

Galveston is a city of 60,000 people with a growing tourism industry, world-class healthcare, historical homes, a revitalized downtown, a strong financial services industry and a thriving port complete with cruise lines. Galveston is home not only to Galveston College, but also to the University of Texas Medical Branch and Texas A&M University at Galveston. Galveston Island is a community of rich traditions and strong cultural and community resources in a tropical setting 50 miles south of Houston, Texas.

REQUIREMENTS:

- An earned doctorate from a regionally accredited institution
- Five years of upper level college administrative experience, with community college experience preferred
- Experience working directly with students through teaching and/or support services

DESIRED CHARACTERISTICS:

1. Successful candidates will possess these demonstrated skills:
   - A vision of and dedication to the philosophy and mission of the comprehensive community college
   - Commitment to developing and maintaining the highest academic and student service standards
   - An understanding of and commitment to the pursuit of greater faculty, staff, and student diversity
   - Integrity, the highest ethical standards, and respect for the dignity and worth of individuals and groups
   - A participatory style of management with experience in organizational assessment, strategic planning and evaluation, and documentation of institutional effectiveness
   - Significant and successful responsibility with all financial matters
   - Ability to develop and expand partnerships with businesses, school districts, governmental entities, community organizations, and the general public to meet the educational and workforce needs of the community and in establishing a positive institutional presence within the College's service area
   - Knowledge and skills required to provide state-of-the-art technological support systems for students, faculty, and staff
   - Personal attributes which help to create and maintain an environment of teamwork in planning and decision making and the ability to work effectively with diverse populations from all segments of the College and outside community
   - Encouragement of accountability in others and, in turn, acceptance of accountability to the governing board, students, faculty, staff, and community
   - Demonstrated abilities in resource development and private fund-raising
   - Knowledge of the legislative appropriation process and familiarity with higher education governance and oversight
2. Applications should include a letter addressing how the applicant's ability and experience meet the requirements and desired characteristics, together with a resume and the names, addresses and telephone numbers of at least three references. Applications should be postmarked no later than February 12, 2001.

Review of applications begins immediately. Please submit application package to:

Galveston College
Personnel Office
4015 Ave. Q
Galveston, TX 77550
Phone: (409)763-6551 ext. 280
E-mail address: prmail@gc.edu

Galveston College is an equal opportunity/affirmative action college in education and employment. It is the policy of Galveston College to provide equal opportunities without regard to age, race, color, religion, national origin, sex, disability or veteran status.

Southern Connecticut
State University
SC
SU

Two Tenure-track positions Assistant Professor level

The Psychology faculty of Southern Connecticut State University seek two additional full-time members to join a lively, growing department. (1) A developmental psychologist who is able to teach undergraduate and graduate courses and assist in the creation of an undergraduate major specialization in developmental psychology. (2) For the second position, in addition to courses within his or her own area of expertise, a successful applicant would have the training to teach undergraduate and graduate research methods and advanced statistics.

Preferred candidates will have a Ph.D. or will complete the degree by Fall, 2001, have an active research program and potential for effective teaching. General responsibilities: 12 hour teaching load per semester, student advising, supervision of undergraduate and graduate research projects. Southern offers excellent health and retirement benefits, released time for research, sabbatic leave, and support for grant applications.

Applications: send statement of teaching and research qualifications and interests, curriculum vitae, three letters of recommendation with phone numbers, and representative reprints to **Development Search Committee or Research Methods Search Committee, Psychology Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.** Review of applications will begin immediately; applications will be accepted until the positions are filled. For more information concerning the department see **http://SCSU.ctstateu.edu/~psychology.**

The University seeks to enhance the diversity of its instructional staff. SCSU is an affirmative action, equal opportunity employer and we strongly encourage minorities and women to apply.

The University of Chicago
SCHOOL OF SOCIAL SERVICE ADMINISTRATION

FACULTY POSITIONS

The School of Social Service Administration is a graduate school of social work and social welfare that offers degrees at the Master's and Ph.D. levels. The school invites nominations and applications for tenure-track faculty positions at all ranks across the full range of the curriculum, but especially in the areas of clinical practice, human development, and community work. Within these practice areas we particularly seek scholars whose substantive focus is in health, mental health, or aging. Applicants must possess a doctorate, preferably in social work or in a related social science. Candidates for senior-level positions must additionally have distinguished scholarly records and a desire to assume a position of leadership in our scholarly community. Rank and salary will be commensurate with expertise and experience. Minority candidates are encouraged to apply.

To apply, send letter of application outlining research and teaching interests, curriculum vitae, sample of current writings, and the names of three references to: *William Pollak, Ph.D., Deputy Dean for Faculty, The School of Social Service Administration, The University of Chicago, 969 East 60th Street, Chicago, Illinois 60637.*

For more information about our school, please visit our Internet web site at: http://www.ssa.uchicago.edu

The University of Chicago is an Affirmative Action/Equal Opportunity Employer.

THE UNIVERSITY OF WISCONSIN
OSHKOSH

Position Opening Announcement
PROVOST AND VICE CHANCELLOR
University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh and new Chancellor Richard H. Wells invites applications and nominations for the position of Provost and Vice Chancellor. We are seeking an energetic and dynamic scholar and experienced administrator who, in concert with a talented and dedicated faculty, will successfully address the opportunities and challenges presenting themselves to the University. We are looking for an individual who can articulate vision and goals, and can energize the academic community to achieve those goals. We seek an individual who believes in the value of an educational experience that incorporates all aspects of a comprehensive regional university. This is an opportunity to become a critical part of a community with a tradition of shared governance in a time of renewed energy and optimism.

The University of Wisconsin Oshkosh is one of eleven comprehensive universities in a public higher education system that also includes two doctoral institutions, a system of two-year colleges, and a statewide Extension. The University was founded in 1871 and provides educational programs and services to the scenic Fox River Valley region of central northeast Wisconsin. The 163 acre campus of the University of Wisconsin Oshkosh is strategically located in a thriving economic and cultural corridor with a combined population in excess of 750,000. This urban corridor consists of a cluster of dynamic, growing, mid-sized communities that stretches from Milwaukee to Green Bay.

The enrollment of 10,700 includes 1,600 graduate students, the largest graduate program among the 11 comprehensive universities in the University of Wisconsin System. The University offers 51 undergraduate and 15 masters degree programs in four colleges: Business Administration, Education and Human Services, Letters and Science, and Nursing. The University has well-established programs to provide educational opportunities for younger and older adults pursuing full- or part-time study.

The University has extensive capital projects currently underway. With an operational budget of $120 million, the University's academic community includes approximately 1,200 employees, half of whom have instructional responsibilities. The University is proud of its exceptionally strong and innovative faculty development program.

Description of Duties: The Provost and Vice Chancellor serves as the University's chief academic officer, reports to the Chancellor and serves as the Chancellor's deputy. The Provost and Vice Chancellor provides leadership for all aspects of the University's educational vision, values, mission and goals. Primary responsibilities include: (1) overseeing all academic programs and curricular issues; (2) recommending appointment, reappointment, tenure, promotion, and salary; (3) recommending allocation of personnel, funds, and other resources of programs and instructional support units; (4) providing direction for budget development; (5) developing and coordinating programs and services involving all University divisions - academic affairs, students affairs, administrative services, and development; (6) providing direction and overseeing the implementation of the University's diversity plan (refer to http://www.uwosh.edu/2008/2008report.html); and (7) representing and advancing the University's interests to the University of Wisconsin System.

Qualifications: Candidates should present evidence of: (1) an earned terminal degree; (2) excellence in teaching, service and scholarly research or creative work which would qualify for tenure at the rank of professor in an academic unit of the University; (3) progressively responsible academic leadership experience; (4) an ability to work constructively and communicate effectively with students, faculty, administrators and other constituents; (5) commitment to increasing diversity in the curriculum and throughout the University community; (6) an awareness of current curricular issues; (7) commitment to the challenge of internationalization; (8) successful experience with integrating teaching/learning with high quality scholarship, creative activity, and public service; and (9) commitment to shared governance.

Compensation: Compensation is competitive and based upon qualifications and experience.
The position is available July 1, 2001.

Application materials should include a letter of application addressing the attributes noted above, a curriculum vitae, and the names, phone numbers, and e-mail addresses of at least five faculty, student leader, and administrative references. To receive full consideration, all materials should be received by January 19, 2001. Formal letters of reference may be requested by the Committee later in the screening process. In accordance with Wisconsin's open records law, requests for confidentiality by nominees and applicants will be honored, except that names and titles of the finalists must be disclosed, if so requested.

Requests for information and written nominations and applications should be directed to:

Search and Screen Committee
Dr. Robert Moore, Chair, Dempsey Box 65
University of Wisconsin Oshkosh
800 Algoma Blvd., Oshkosh, WI 54901
e-mail: search@uwosh.edu
http://www.uwosh.edu/searchandscreen/provost.html

The University of Wisconsin is an Affirmative Action, Equal Opportunity Employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

MICHIGAN STATE UNIVERSITY

The College of Education's Department of Kinesiology announces a tenure system position to begin fall 2001.

Assistant Professor, Exercise Physiology: The successful candidate must show evidence of scholarly expertise in exercise physiology, with particular emphasis in neuromuscular, endocrinologic, energy metabolism, or imaging aspects. Graduate and undergraduate teaching, web/technology skills, and postdoctoral experience are highly desirable.

Complete descriptions is available at College website http://ed-web3.educ.msu.edu/college/jobs/default.htm or by calling 517-355-1824. Review of applications will begin December 15, 2000.

Minimum qualifications for all positions include an earned doctorate in an appropriate field and evidence of high quality scholarship commensurate with the position level.

Women and minorities are encouraged to apply.
MSU is an affirmative action/
equal opportunity institution.

Buffalo State

State University of New York

MUSIC FACULTY POSITION

Band Director/Music Education

Full-time, tenure-track appointment beginning August 2001. The Performing Arts Department seeks a faculty member whose primary responsibilities will be conducting the college wind ensemble, teaching methods for secondary school music education, materials and methodology for music instruction in a multicultural environment, and supervising student teachers. Additional duties may include conducting the college jazz ensemble, teaching courses in conducting, arranging, and instrumental techniques, and teaching and performing in an applied area (percussion or brass preferred).

Required Qualifications: Doctorate in music (required for tenure-track) or ABD. Demonstrated success as a band director, demonstrated successful experience as a secondary school music teacher. Demonstrated ability to work in a collaborative environment with a commitment to collegiality and the campus mission required.

Preferred Qualifications: Teaching experience in a culturally diverse/urban setting; experience and interest in jazz and popular music; applied area of percussion or brass; knowledge of multicultural repertoire and/or a specialty in African American or Hispanic music; demonstrated ability to represent musical interests of diverse populations; demonstrated ability to create a nurturing environment for a diverse community.

Salary is competitive. Screening begins December 1, 2000, and will continue until position is filled. Send letter of application, vita/résumé, transcripts, and 3 recent letters of reference to: Dr. Crystal Reinoso, Search Committee Chair, Performing Arts Department, RH 203, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222-1095.

Buffalo State is an equal opportunity/
affirmative action employer.

CORNELL UNIVERSITY

Johnson Graduate School of Management

Sage Hall
Ithaca, NY 14853

POSITION OPENING - MARKETING

Assistant, Associate or
Full Professor of Marketing

Responsible for teaching basic and advanced courses in marketing at the graduate level; research in analytical/quantitative or behavioral area(s) of expertise and interests; supervision of doctoral students. Minimum qualification is a doctoral degree at or near completion in marketing or related field. Send applications with a curriculum vitae, a dissertation proposal or abstract (if thesis stage), copies of research papers, and available evidence of teaching quality to: **Professor Vithala R. Rao, S.C. Johnson Graduate School of Management, 351 Sage Hall, Cornell University, Ithaca, NY 14853-6201.**

Cornell is an affirmative action/
equal opportunity employer.

THE METROPOLITAN COMMUNITY COLLEGES

Kansas City, Missouri

The Metropolitan Community Colleges consists of BLUE RIVER, LONGVIEW, MAPLE WOODS, and PENN VALLEY COMMUNITY COLLEGES and The BUSINESS and TECHNOLOGY CENTER. The colleges enroll in excess of 41,000 students annually. In addition to these students, MCC also has an aggressive program of service to business and industry, making it a major force in the dynamic and growing Kansas City, Missouri community.

ANTICIPATED FALL FACULTY POSITIONS

Employment in the following faculty positions to commence in August 2001.

Biology
Computer Science Information Systems
Criminal Justice
English
Foreign Language (Spanish)
History
Mathematics
Psychology
Reference Librarian

The Metropolitan Community Colleges are seeking faculty highly competent in their field and committed to facilitating the learning of our students. The faculty would welcome colleagues who appreciate the diversity of our student body, and bring new strengths to one or more of the initiatives related to MCC's strategic priorities. These strengths might include:

- coursework or experience with multicultural perspectives or global issues, or
- experience in a variety of delivery systems, such as instructional technology, web sites for classes, distance learning, and learning communities, or
- familiarity with the diversity of learning styles, or
- experience and ability in identifying and assessing student learning outcomes.

The Metropolitan Community Colleges (MCC) is an equal opportunity, affirmative action employer offering a wide range of benefits including paid medical, dental, vision, and life insurance; a retirement program; an employee assistance program; and tuition-free education at any MCC location for full time employees and their dependents.

Please visit us @ **http://personnel.kcmetro.cc.mo.us/** for additional information.

For consideration in the initial screening process, all materials must be postmarked no later than December 29, 2000. Interviews are arranged by committees after all initial applications have been screened by the human resources office.

METROPOLITAN
COMMUNITY
COLLEGES

Blue River • Longview • Maple Woods • Penn Valley

Equal Opportunity, Affirmative Action Employer
Career Hotline: 816-759-1200

CLARION
UNIVERSITY
OF PENNSYLVANIA

Tenure Track Positions for Fall 2001

Located in scenic Northwestern Pennsylvania, Clarion University is one of fourteen public institutions in the Pennsylvania State System of Higher Education. The university has 340 faculty and enrolls about 6,000 students on two campus: the main campus in Clarion and the Venango Campus in Oil City.

We are interested in candidates who can demonstrate outstanding potential for excellence in teaching through a successful interview and/or classroom demonstration and who are committed to innovative teaching approaches and the creative use of instructional technology. Individuals may be assigned work at off campus sites and/or be assigned to provide instruction by way of distance technology. Information may be obtained from www.clarion.edu/admin/human resources/.

Art Printmaking/Drawing: Assistant professor, tenure-track, beginning August 2001. Teach all levels of printmaking and drawing; occasional foundations or art appreciation courses. Supervise printmaking and drawing concentrations in growing BFA and BA programs. Maintain studios, other departmental duties. Required: MFA in printmaking; strong drawing background; ability to teach art appreciation; successful completion of campus interview. Preferred: teaching competency in additional studio area(s) or art history; record of professional accomplishment; university teaching experience. Send letter, CV, list of three references, 20 slides each of own/student work, SASE: **Printmaking Search Committee, Art Department, Clarion University of Pennsylvania, Clarion, PA 16214**. AC-INT. Priority given to applications received by February 16, 2001.

Biology: Dynamic individual sought for tenure-track position in biology, specialization open. Primary responsibility will be teaching of lecture and laboratory sections, and coordination of laboratories for non-majors introductory biology. Opportunity to contribute to graduate program and teach a course in area of expertise. Must have a strong commitment to general education and teaching excellence. Ph.D. in Biology required by August 31, 2001. Must complete a successful interview. Appointment will be made at the Assistant Professor level. Screening of candidates will begin on January 5, 2001. For full consideration send letter of application, three letters of recommendation, a statement of teaching and research philosophy, vitae, and unofficial transcripts to: **Douglas M. Smith, Ph.D., Department of Biology, Clarion University of Pennsylvania, Clarion, PA 16214, dsmith@mail.clarion.edu.**

Communication: Assistant Professor, tenure-track, to begin late August, 2001. PhD in Mass Communication or related area preferred (JD or ABD considered), with expertise in content areas such as mass media law, broadcast management/journalism, and new and emerging communication technologies. Preference will be given to candidates with strength in one or more additional content areas of the Bachelor's and Master's degree programs (cf. Website: http://comdept.clarion.edu). Completion of successful interview required. Excellence in college-level teaching and advising, active scholarship, service, and demonstrated commitment to establishing diversity are expected. Professional experience in a communication field, and ability to participate in community-university collaboration are desirable. Send letter of application; curriculum vitae; transcripts; names, addresses, and telephone numbers of three persons knowledgeable about the applicant's background and qualifications to **Prof. Patricia Marini, Chair, Search Committee, Dept. of Communication, Clarion University, Clarion PA 16214 (email marini@clarion.edu).** Official transcripts and three current and original letters of recommendation will be required of all finalists. Position will remain open until filled, with priority given to applications received by January 12, 2001.

Computer Information Science: Tenure-track faculty position at the assistant or associate professor level starting in August 2001. Level and salary will be commensurate with the qualifications of the individual hired. The department offers majors and minors in Computer Science and in Information Systems and offers service courses. It is seeking an individual who is willing to support all of these missions. To be considered, an applicant must be qualified to teach multiple programming languages, such as COBOL, Visual Basic, Java, C and C++. In addition, the applicant must be qualified to teach upper division major courses. More information on the department and courses we offer may be found at **http://www.artsci.clarion.edu/cis. To be selected for the position, a candidate must demonstrate good communication and interpersonal skills in a campus interview with the faculty of the department. He/she will also be asked to teach a class and must demonstrate good teaching skills. The position requires a doctorate (or ABD) in a computer-related field or a master's degree in a computer-related field with significant experience in computing, with a doctorate required for tenure. Send a letter of application and resume to **Ms. Susan Traynor, Chair, Search Committee, CIS Department, Clarion University, Clarion, PA 16214.** The Search Committee will begin reviewing applications on January 5, 2001 and continue until the position is filled. Candidates who appear qualified based on their resumes and letters of application will be contacted and required to submit three current letters of reference and transcripts.

English: Two tenure-track positions at Assistant level for 2001-2002 academic year in Composition and Rhetoric. Responsibilities include composition courses and other, upper division writing courses. Doctorate preferred, ABD considered; doctorate required for continuation of appointment beyond first year. Experience and training in rhetoric and composition required for all positions. Experience with assessment desirable. Demonstrated potential for high quality teaching and professional activity required. Send letter, CV, transcripts (copies acceptable) and three current reference letters to: **Prof. Christopher Ferry, Search Committee Chair, English Department, Clarion University, 840 Wood Street, Clarion, PA 16214-1232.** Applications must be postmarked by January 5, 2001 for full consideration. Completion of a successful interview required.

French: Tenure-track Assistant Professor, beginning August 2001, with Ph.D. preferred/ABD considered. Ph.D. required for continued appointment and tenure. Specialization in 19th- and 20th-century French literature and culture. Additional ability to teach courses in French Phonetics and Business French preferred. Experience with interactive language learning technology and the ability to supervise student teachers are also desirable. Completion of a successful on-campus interview, which includes the teaching of a demonstration class, is required. Applications postmarked by January 5, 2001 will receive priority consideration. Send cover letter, cv, graduate transcripts and three letters of recommendation to: **Dr. Eleanor E. ter Horst, Chair of Search Committee, Department of Modern Languages and Cultures, Clarion University of Pennsylvania, Clarion, PA 16214. E-mail: eterhorst@clarion.edu.**

Geographic Information Systems: Assistant Professor position beginning August 2001. The Department of Anthropology, Geography and Earth Science at Clarion University seeks an individual with teaching and research specialization in the field of Geographic Information Systems. Expertise in the use of ARC-INFO software running on Windows NT system is essential; experience with UNIX operating systems is highly desirable. Responsibilities include administering the department's GIS/Remote Sensing laboratory, securing additional funding through grant proposals, and developing a cooperative relationship with various government agencies and local industry. The selected candidate is expected to teach introductory and advanced courses in GIS, and may teach additional courses in Anthropology, Geography or Geoscience, depending on background. PhD is expected at time of appointment, and ABD candidates are encouraged to apply. Successful completion of an on-campus interview is required. Salary and benefits are competitive. Send letter of application, vitae, transcripts (copies acceptable), and three letters of recommendation to: **Dr. Paul Ryberg, Chair, GIS Search Committee, AGES Department, Clarion University, Clarion, PA 16214.** Review of complete applications will begin January 31, 2001, and will continue until the position is filled.

History: British Empire in Asia or French Empire in Asia. Assistant Professor, tenure track, beginning August 2001. Must be qualified to teach survey courses in Western/World Civilization and upper division courses in areas of specialization including courses in Asian History. Teaching load is twelve hours. Minimum qualifications: Ph.D. by time of appointment, evidence of teaching excellence and scholarly promise, and completion of a successful interview. Send letter of application, c.v., three current letters of recommendation, and graduate transcripts (copies acceptable) to **Professor Steven L. Piott, Chair, Britain/France/Empire Search Committee, Department of History, Clarion University, Clarion, PA 16214** by January 21, 2001. Representatives from the History Department will be at the AHA meeting in Boston.

Mathematics: Two full time, tenure-track positions in the Mathematics Department beginning Fall of 2001 at the rank of assistant professor. Faculty teach an average of twelve semester hours of undergraduate courses per semester, advise students, and participate in departmental and university initiatives. Requirements: The positions require a doctorate in mathematics or a related field, evidence of exemplary teaching experience in mathematics, and completion of a successful interview. Preference will be given to candidates who can fill our areas of special need: Geometry, Discrete Structures, or our undergraduate industrial mathematics program. Qualified applicants in other areas will be considered. The successful applicant must be capable of teaching a broad range of mathematics courses. Experience working with undergraduates in research, use of technology, internships, or similar activities is a plus. Teaching duties will include mathematics courses for majors in mathematics and the sciences, as well as general education courses in mathematics and/or statistics. Department: The Mathematics Department consists of 15 members with diverse specializations and interests. Department members currently support the students' Mathematics Club, involve students in mathematical research, advance the use of technology, solidify a quantitative reasoning approach to statistics education and make connections between mathematics and other disciplines. The department is developing an undergraduate industrial mathematics program and a master's degree in mathematics education. Faculty members have taken leadership roles in professional organizations that link the university to secondary school mathematics teachers and mathematics faculty in all of the 14 state system universities. The university offers the B.A. and B.S. in Mathematics, the B.S. Ed. in Secondary Education with certification in mathematics and minors in Mathematics and Mathematics with concentration in Statistics. The B.S. is also offered through the Cooperative Engineering Programs with the School of Engineering at the University of Pittsburgh and with the Case Institute of Technology of Case-Western Reserve University. The department currently has 100 mathematics/secondary education majors. Further information about the department is available at our web site, **www.artsci.clarion.edu/math/math.htm.** A complete application will consist of a letter of application, vita, copies of undergraduate and graduate transcripts, and three current letters of recommendations from people who can be contacted by telephone. The letter of application should outline your professional goals, summarize your teaching experience and describe the unique background, skills and experiences you can bring to us. At least one letter of recommendation should address teaching effectiveness and the probability of your success in teaching a broad range of mathematics courses. Send application documents to: **Search Committee, Mathematics Department, Peirce Science Center, Clarion University of Pennsylvania, Clarion, Pennsylvania 16214.** Applications completed by January 16, 2001 will be given full consideration, although further applications may be considered until the position is filled. Members of the department will attend the Joint Meetings in New Orleans in January and participate in the Employment Center. Applications completed by December 8, 2000 will be considered for interviews at the Joint Meetings.

Music (Applied Clarinet/Saxophone): Clarion University of Pennsylvania invites application for a full time, tenure track position in applied clarinet/saxophone beginning August 2001. Terminal degree or ABD (Master's degree with significant experience considered at instructor level). Evidence of successful applied studio and classroom teaching at the university level desirable. Teach/recruit undergraduate applied clarinet/saxophone studio. Additional assignments include single reed techniques class, woodwind ensemble, and aural skills. Other assignments depending on needs of the department and strengths and interests of the candidate. Must be active in student recruitment for the department. Expected to participate in department and university committees and projects. Applications received by January 16, 2001, will receive priority consideration. Complete applications will include: a letter of application, vita, transcripts (copies acceptable), three current letters of recommendation (no earlier than 1998), phone numbers of additional references, representative programs of appropriate performances, audio/video tape(s) of a current performance, and any supporting materials. Successful completion of a campus audition/interview and teaching demonstration before the search committee and/or department faculty is required. Apply to **Dr. Casey C. Teske, Chair, Applied Clarinet/Saxophone Search, Department of Music, Clarion University of Pennsylvania, Clarion, PA 16214-1232.** Phone 814-393-2263. Fax 814-393-2723. **http://wwwartsci.clarion.edu/music** Clarion University is a fully accredited institutional member of NASM.

Clarion University invites applications for tenure track positions (Assistant/Associate rank) in the Education Department beginning Fall 2001. Minimum requirements include a Ph.D. or Ed.D.; at least three years of successful full-time early childcare/education, elementary, or secondary teaching experience; and prior or current teaching certification. Responsibilities will include teaching undergraduate and/or graduate courses, engaging in research/scholarly activity, advising students, and providing service to the department, university, and community. A faculty member may be assigned to perform work at off-campus sites and/or provide instruction through distance learning

Review of the applications will begin on January 16, 2001, and will continue until the positions are filled. Successful completion of an interview which may include a classroom demonstration is required. Nominations or letters of application, a curriculum vita, copies of undergraduate and graduate transcripts, and three current letters of reference should be addressed to:

Dr. Vickie Harry
Chair, Search Committee
112 Stevens Hall
Clarion University
Clarion, PA 16214

The College of Education and Human Services at Clarion University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers the institution's initial teacher preparation and advanced educator preparation programs.

Positions are available in each of the following specialization areas:

Curriculum and Instruction and Supervision of Student Teachers: The successful candidate will have an emphasis in curriculum and instruction or a related field, a background in teaching strategies and methodologies, and a working knowledge of national and state academic standards, the clinical supervision model, and performance-based assessment of student teachers. Demonstrated knowledge of current theories, interdisciplinary practices, classroom management, and integration of technology in the classroom is required.

Early Childhood: The successful candidate must have a doctorate in early childhood care and education with three years basic education experience in any of the following combinations: licensed child care teacher or director, teacher or director in basic education (K - 3), child development program, Head Start. Letter of application should include statement of personal early care and education philosophy as well as the items listed in the general description.

Educational Foundations and Supervision of Student Teachers: The successful candidate will have expertise in educational foundations and performance assessment outcomes for teacher education majors. A working knowledge of the clinical supervision model and performance-based assessment of student teachers is required.

Educational Technology: The successful candidate must document teaching excellence and scholarly activities as an Educational Technology Teacher, Technology Coordinator, or Technology Specialist in a N-12 educational setting. The candidate should have a working knowledge of and/or experience with the following; basic computer applications, internet applications, hardware, networking, multimedia tools, distance education, integration of technology into the curriculum, and technology standards for students and/or teachers.

Language Arts: The successful candidate will have an emphasis in Language Arts and Literacy and a working knowledge of the writing process. The candidate must demonstrate effective elements of instruction, integrated curriculum design, and integration of technology in the classroom.

Reading in the Content Areas: The successful candidate should be prepared to teach graduate and undergraduate courses in middle school/secondary/content reading. Supporting areas of specialization, certification, or experience may include adolescent literature, writing process, integration of technology, literacy instruction, and assessment.

Reading Pedagogy: The successful candidate will teach graduate and undergraduate courses in reading methods. Supporting areas of specialization, certification, or experience may include emergent literacy, elementary reading instruction, writing process, language and literacy, literacy assessment, and integration of technology and instruction.

Science Education: Clarion University seeks to fill two tenure-track positions in Science Education beginning August, 2001. Combined with current staff, these appointments seek to cover areas of undergraduate and graduate courses in Science Education for elementary and secondary teacher preparation programs. Science Education is multidisciplinary and brings together faculty from Biology, Chemistry, Earth Science, Education, Mathematics and Physics. Clarion University is NCATE accredited and prides itself in Science Education in its teacher preparation, general education and graduate education. Position 1: Science educator, elementary focus. Qualifications: an Ed.D. or Ph.D. in Science Education or equivalent; a minimum of three years experience in basic (K-12) teaching, preferably at the K-6 level; a record of teaching excellence and scholarly activity; familiarity with Science Education standards and with accrediting bodies; experience providing professional development experiences for classroom teachers; willingness and enthusiasm to work with appropriate departments of the Colleges of Education and Human Services and Arts and Sciences; and the completion of a successful interview. Duties: teaching in either or both the undergraduate and graduate programs and collaborating with faculty in Science and Education in developing courses and curricula in Science Education. The position is permanent, tenure track, and is offered at the Assistant/Associate Professor level. Position 2: Science educator, secondary focus. Qualifications: an Ed.D. or Ph.D. in Science Education or equivalent; a minimum of three years experience in basic (K-12) teaching, preferably at the 7-12 level; a record of teaching excellence and scholarly activity; familiarity with Science Education standards and with accrediting bodies; experience providing professional development experiences for classroom teachers; willingness and enthusiasm to work with appropriate departments of the Colleges of Education and Human Services and Arts and Sciences; and the completion of a successful interview. Duties: teaching in either or both the undergraduate and graduate programs, collaborating with faculty in Science and Education in developing courses and curricula in Science Education, and supervision of secondary science student teachers. The position is permanent, tenure track, and is offered at the Assistant/Associate Professor level. Send application letter, statement of philosophy of teaching science, current vita, three current references, official graduate and undergraduate transcripts to **Dr. Kathleen Smith, 127 Stevens Hall, Clarion University of Pennsylvania, Clarion, PA 16214.** Review of applications will begin February 1, 2001 and continue until positions are filled.

Special Education and Rehabilitative Sciences: The position is permanent, tenure track and is offered at the Assistant/Associate Professor level. Doctorate required for tenure. Requirements include: teacher certification in special education; minimum of three years of teaching experience with students with special needs; willingness to teach graduate and introductory level undergraduate courses, supervise field experiences, advise students, participate in research and service activities, and completion of a successful interview. In addition to these common requirements, the primary responsibility for this position is the ability to effectively teach mathematics and reading methods courses with particular skills and knowledge of Direct Instruction procedures. To apply, submit a current vita, three recent letters of reference, graduate and undergraduate transcripts, and a letter of application to: **Erin Hider, Department of Special Education and Rehabilitative Sciences, Clarion University, Clarion, PA 16214.** Review of applications will begin on January 16, 2001 and will continue until the position is filled.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

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CCBC
The Community College
of Baltimore County

ASSISTANT VICE CHANCELLOR FOR STRATEGIC ENROLLMENT MANAGEMENT

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY (CCBC) is a premiere, learning-centered, single college, multi-campus institution consisting of three comprehensive campuses and five extension centers in metropolitan Baltimore County, MD. As the largest community college in the State of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the region. CCBC serves approximately 30,000 credit and 32,000 non-credit students annually. An award-winning institution, CCBC received the 2000 Bellwether Award in the category of Planning, Finance and Governance: the college was named one of 12 Vanguard Colleges in the US and Canada by the League for innovation in the Community College: and the Community College, and the Government Finance Officers Association of the US and Canada recognized CCBC with the Certificate of Achievement for Excellence in Financial Reporting for 1999 and 2000.

RESPONSIBILITIES: Reporting to the Vice Chancellor for Learning and Student Development, the Assistant Vice Chancellor for Strategic Enrollment Management provides College-wide leadership for enrollment planning and management. The Assistant Vice Chancellor has primary responsibility for developing and implementing, in collaboration with Campus and System Office academic and administrative unites, a comprehensive strategic enrollment management (SEM) model, developing and implementing recruitment, admissions, and retention initiatives to ensure student access to and success at the College; working closely with Institutional Research to develop enrollment models and related summary reports and management decision-making tools; providing management support for the Enrollment Management areas; monitoring procedures that link enrollment processing with finance and budget areas; providing leadership in the review, analysis, interpretation of policy and its operational impact at the instructional, state and federal levels; and performing other duties as needed.

QUALIFICATIONS: Requirement for the position include at least seven years of senior-level administrative experience in the area of strategic enrollment management, with demonstrated success in developing and implementing strategies for the recruitment and retention of a diverse student body; thorough knowledge of strategic enrollment management theory and practice; demonstrated record of providing leadership for achieving College enrollment goals ; excellent technical and computer skills, including thorough knowledge of technology advancements in student information systems; excellent verbal and written communication skills; leadership and supervisory skills that foster collaboration and effective teamwork; a strong work ethic; a positive attitude; tenacity; and the ability to handle ambiguity. An advance degree is required; doctorate preferred.

APPOINTMENT INFORMATION: This is a twelve-month administrative appointment. Salary is commensurate with experience. Position is available **January 1, 2001.** Letters of application that detail experience and accomplishments relevant to the position, a current curriculum vitae, and the names, titles, addresses, and telephone numbers of five references should be sent to:

Lydia M. Martinez
Esq. Executive Director of Human Resources
Institutional Equity, and Labor Relations
The Community College of Baltimore County
800 South Rolling Road
Baltimore, MD 21228-5317

Additional information about CCBC can be found at www.cccbc.cc.md.us. The review of applications will begin immediately upon receipt and continue until the position is filled.

CCBC is an Equal Opportunity institution committed to Embracing Diversity

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Washtenaw Community College

SPANISH INSTRUCTOR

A comprehensive two-year college dedicated to student, community and staff success, is presently seeking a qualified individual to work as a Spanish Instructor. This individual is responsible for teaching first and second year college-level courses in Spanish.

The successful candidate must possess a Masters degree in Spanish and have a record of teaching excellence at the college level.

Deadline for receipt of resumes and accompanying materials is **January 12, 2001.**

Anticipated date of appointment for this position is for the 2001 Fall semester. The initial annual salary is $39,750-$51,860 dependent upon education and work experience; base load of 32 weeks/160 days/450 contact hours per academic year with numerous fringe benefits.

Interested persons should submit letter of interest, resume, all college transcripts (student copies acceptable), two letters of recommendation, copies of first day course hand outs, and copies of student evaluations (completed application will be required if selected for interview) to:

Washtenaw Community College
Office of Human Resource Management
First Floor Business Education Building
Room 120
4800 E. Huron River Dr
PO Box D-1
Ann Arbor, MI 48106
(734)973-3497
Job Hotline (734)973-3510
For job postings see our web site at: http://www.wccnet.org/jobs.

AA/EEO/ADA employer.

Queens College

FACULTY DIVERSITY PROGRAM

A liberal arts, co-educational college on a 78-acre campus, Queens College, one of the senior colleges of the City University of New York, offers an outstanding educational opportunity to approximately 15,000 undergraduate day, evening, and graduate students who represent a rich mosaic of ethnic/cultural, economic, and social backgrounds.

The Faculty Diversity Program has as its aim the development of a pool of candidates which will allow Queens College to progress toward greater faculty diversity. Candidates must have a doctorate (or, in the fields of music and art, a record of exceptional achievement) and potential in teaching and research which will make a significant contribution to Queens College.

Tenure-track professorial positions may be available in some of the following departments: Accounting & Information Systems; Anthropology; Art; Biology; Chemistry & Biochemistry; Classical, Middle Eastern & Asian Languages & Cultures; Comparative Literature; Computer Science; Drama, Theatre & Dance; Earth & Environmental Sciences; Economics; Educational & Community Programs; Elementary & Early Childhood Education; English; European Languages & Literatures; Family, Nutrition & Exercise Sciences; Graduate School of Library & Information Studies; Hispanic Languages & Literatures; History; Library; Linguistics & Communication Disorders; Mathematics; Media Studies; Aaron Copland School of Music; Philosophy; Physics; Political Science; Psychology; Secondary Education & Youth Services; Sociology, Urban Studies.

Appointment rank/salary depend on qualifications and experience. Current salary schedules are: Full Professor, $52,898–$81,924; Associate Professor, $42,616–$68,174; Assistant Professor, $32,703–$57,049. Excellent benefits.

Review of resumes will continue as vacancies become available. Closing date for this search is March 15, 2001. Send vita and references directly to appropriate department chair at Queens College, CUNY, Box HO, 65-30 Kissena Blvd., Flushing, NY 11367-1597. *AA/EOE/IRCA/ADA*

St. Thomas University

The Archdiocesan Catholic University of Florida

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A growing, private, comprehensive Catholic University, St. Thomas has a racially, ethnically and internationally diverse student population of 2,200. The University has a strong commitment to developing a competent and diverse faculty. Over 91 faculty members teach in 24 undergraduate programs, 8 graduate programs and the Law School. The main campus is situated on 140 wooded acres and is just north of Miami. Outreach centers serve the people of southwest Miami and Broward County.

Faculty Positions

Education

Position 1 (Temporary 2-year position): Candidates should have teaching experience at the elementary level. Instructional responsibilities include teaching Introduction to Education, Inclusion, Curriculum, Educational Psychology, Math, Science and other core undergraduate courses. Position entails supervision of student interns.

Position 2: Candidates should have teaching experience at the elementary level. Responsibilities include teaching undergraduate and graduate professional preparation and education methods courses and program coordination. Position entails supervision of student interns.

Psychology

Candidates for this position will be required to teach a variety of undergraduate courses including: Research Methods, Industrial Psychology, Psychophysiology and Cognitive Psychology. Additional responsibilities include curriculum and program development, advising and participation in professional activities. Other opportunities may exist to teach in one of the department's three master's programs in counseling.

International Business

Candidates must be able to coordinate an MBA program. Areas of teaching competence should include International Business and Management, Operations Management and Import/Export Logistics. Candidates should possess a doctorate in International Business or a closely related field. Prior graduate teaching and experience in an international business environment desired.

Marketing

Candidate should have taught courses in U.S. and International Marketing with a capability in E-business. A PhD or DBA in Business Administration with a concentration in marketing is required.

Management

Candidates need to have a doctoral degree in Management (or related field) with teaching experience in Organizational Behavior, Organizational Design, Applied Research and Management Ethics.

Theology/Pastoral Ministry

Candidates need to have a PhD in Theology (or related discipline), grounded in Practical Theology (religious ethics, religious education, pastoral practice, etc.). Attention to the Latino/a and African American realities of our international community is desirable.

Candidates required to have doctorate in-field and should provide evidence of effective College/University teaching, service and research at the undergraduate and graduate level. We offer competitive salaries commensurate with experience plus an attractive benefits program. Deadline for application is January 12, 2001. Review of applications for respective position will begin January 16, 2001.

To apply, submit two copies of the following: letter of interest (stating specific position sought) including a description of teaching philosophy and practices, with particular attention to the integration of technology into the classroom, resume, name, address and telephone number of three professional references, and copies of all post-secondary transcripts to: **St. Thomas University, Office of Human Resources (HOHE), 16400 NW 32 Ave, Miami, FL 33054. Fax: (305) 628-6510. E-mail: facsearch@stu.edu.**

St. Thomas University is an equal opportunity employer
committed to hiring a diverse work team.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION,
REHABILITATION, AND SCHOOL PSYCHOLOGY

Tenure-track Asst. Prof. in School Psychology at California State University, Sacramento (eff. Fall semester, 2001). Earned doctorate in Education, Psychology of Counseling with a background in research methods and statistics required. Eligibility for California School Psychology Credential and two years' experience as a School Psychologist required. Position No.64. Salary: $40,488-$51,036. Screening of applications begins December 15, 2000; open until filled. For application procedures, call (916) 278-5558.

AA/EO

NASSAU COMMUNITY COLLEGE

ART DEPARTMENT
(F/T Positions, Fall 2001-2002)

MIXED MEDIA INSTRUCTOR

Minimum M.A. or M.F.A. in art-related field. Must have recent college level teaching experience and current exhibition record. Must be an artist with 2-dimensional skills, with an emphasis on traditional and non-traditional printmaking. Energetic person needed to rebuild printmaking area. (REPLY BOX 56)

PROFESSIONAL GRAPHIC DESIGNER/MULTIMEDIA INSTRUCTOR

Minimum B.A. or B.F.A. (Master's Degree preferred) and recent college level teaching. Knowledge of the following preferred: QuarkXpress, Photoshop, Illustrator, Painter, Premiere, After Effects, Director, HTML, Flash, Dreamweaver and 3D Modeling. (REPLY BOX 57)

POSITIONS SUBJECT TO BUDGET APPROVAL

Send cover letter, INDICATE REPLY BOX NUMBER, resume or curriculum vitae, postmarked and mailed no later than December 29, 2000 to: MR. HAROLD BELLINGER,
Assistant to the President for Affirmative Action and Diversity

NASSAU COMMUNITY COLLEGE
ONE EDUCATION DRIVE
GARDEN CITY, NY 11530-6793 • AA/EEO

CORNELL
UNIVERSITY

Johnson Graduate School of Management

Sage Hall
Ithaca, NY 14853

POSITION OPENING

Assistant, Associate or Full Professor of Information Technology

Responsibilities include an active research agenda, dedication to high quality teaching, and a leadership position that permits the candidate to develop and coordinate the School's programs related to an internet-based economy and it's strategic implications, including e-commerce. The position requires a champion who can garner support for the program within the School and the University, including Cornell's world-class Computer Science group. A tenured senior faculty position at the Associate or Full Professor level. Successful candidates are expected to have an established research record and leadership position in the field. No particular specialization is emphasized, but interdisciplinary credentials are encouraged. Send applications with a curriculum vitae, and copies of research papers to: **Dean Robert J. Swieringa, S.C. Johnson Graduate School of Management, 207 Sage Hall, Cornell University, Ithaca, NY 14853.**

Cornell is an affirmative action/equal opportunity employer

SARAH LAWRENCE COLLEGE

Sarah Lawrence College announces a new full-time, tenure-track opening in Asian-American and Postcolonial Literature beginning Fall 2001. The position is located in Global Studies, an interdisciplinary group of faculty in the disciplines of history, literature, and cultural studies. Teaching is conducted primarily in small seminars and includes guiding the independent research projects of each student.

Requirements include demonstrated teaching ability and active engagement with current intellectual developments in Asian-American literature, rhetoric and related areas of postcolonial studies such as migration. A Ph.D. in literature must be in hand prior to appointment. Special fields of research interest may center on transnational literature stemming from any one of the East Asian or South Asian cultures that form part of the American literary landscape. The candidate chosen will be expected to teach a broad, inclusive curriculum within postcolonial literature and theory.

Candidates should forward a letter of interest together with a curriculum vitae, two prospective syllabi, and a writing sample based on recent research, to **Naudia Forbes, Faculty Secretary, Att: HOHE, Postcolonial Literature Search, Sarah Lawrence College, 1 Mead Way, Bronxville, New York 10708.** Three letters 7of reference are required, and should be send directly to Ms. Forbes. The deadline for applications is January 15, 2001.

For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our website at http://www.slc.edu.

Sarah Lawrence College is an EO Employer.

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DIRECTOR OF UNIVERSITY COUNSELING SERVICES

Virginia Commonwealth University

The Division of Student Affairs at Virginia Commonwealth University invites applications and nominations for the Director of University Counseling Services.

The mission of University Counseling Services at Virginia Commonwealth University is to provide psychological services to VCU students and the University community in such a way that students can meet their academic needs while having the opportunity to develop personally, socially, and emotionally. Service delivery includes individual counseling, group psychotherapy, crisis intervention, couples counseling, multicultural programming and outreach, academic success workshops, and other outreach and consultation services to students, faculty, and staff. University Counseling Services is an American Psychological Association approved intern training agency while serving also as a training site for students in social work, rehabilitation counseling, pastoral counseling, psychiatry, and clinical and counseling psychology. In addition to the Director, the staff is comprised of an Assistant Director, Coordinator of Training, four staff psychologists, one staff social worker, a consulting psychiatrist, and support staff in offices on two campuses. The Director reports to the Vice Provost for Student Affairs.

Responsibilities

Leadership: The Director must articulate a vision for the department; set annual objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop other staff in the department; manage resources and budget; communicate effectively with all constituencies; collaborate with other departments; and, continuously monitor and improve program offerings in response to changing needs of the students and the institution.

Administration: The Director is responsible for the overall administration and coordination of the activities of the University Counseling Services through their offices on both campuses of Virginia Commonwealth University. The Director is responsible, in consultation with the staff, for the development of annual goals for the department; for the administration of the departmental budget; for the selection of staff and interns; for the provision and maintenance of facilities and technology consistent with its mission; for the preparation of an annual report of the activities and accomplishments of the department; and for providing service on university-wide and divisional committees.

Supervision: The Director is responsible for recruiting, selecting, training, and supervision of all staff within the department. Staffing should reflect the diversity within the student community and all staff should be fully qualified within their respective level of training. The Director should provide for professional development opportunities and provide for the education of staff regarding legal issues governing the delivery of counseling and psychological services.

Campus and Community Relations: The Director is responsible for assuring that the counseling service develops close cooperation with campus referral sources and with members of the faculty and staff who seek consultations. The counseling service should establish close cooperation with such areas as career planning and placement services, special academic support units, specialized student services (e.g. services for students with disabilities or international and minority services), student health services, VCU police, residence life program, and other academic or administrative units as appropriate. The counseling service should offer programming that focuses on diverse populations.

Qualifications

The successful applicant will possess the following required qualifications: an earned doctorate preferably from an APA accredited program, or equivalent credentials, a minimum of five years of clinical experience or leadership experience in a clinical setting, preferably in a college or university counseling center, be licensed or eligible to be licensed in the Commonwealth of Virginia, experience and competency in providing individual and group psychotherapy, and, experience in providing training and supervision. In addition, the following preferred qualifications will be considered: professional involvement; the existence of personal attributes that enable effective interaction with administrators, faculty, and students; experience in working with a multicultural student population, provision of consultation/leadership in policy formation and program development; qualifications for teaching of courses in academic departments; knowledge of legal issues and responsibilities for the profession; and evidence of an understanding of and adherence to the highest principles of ethical behavior.

Salary

The salary for the Director of University Counseling Services is competitive and will reflect the experience of the successful candidate.

Application Process

Application review will begin on February 1, 2001 and the position will remain open until filled. Applications must include a letter of intent, resume, and names, addresses, and telephone numbers of three references. Submit to:

Ms. Carmen H. Bell
Division of Student Affairs
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at **www.vcu.edu.**

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

FULL-TIME POSITIONS

EXECUTIVE SECRETARY

(Assistant to Higher Education Officer)

Office of the Senior Vice President - Academic Affairs

Candidate will perform work assignments under the supervision of the Executive Associate to the Senior Vice President. Responsibilities will include: assisting with daily functions of the Office of the Senior Vice President; coordinating and scheduling of the Senior Vice President's appointments and maintaining calendar; coordinating special college-wide events sponsored by the Office of the Senior Vice President; composing replies to routine correspondence as assigned; screening telephone calls to the Senior Vice President and the Executive Associate; conducting data collection and preparing reports for small projects; supervising and coordinating workload for clerical support staff; overseeing Senior Vice President's outgoing and incoming mail; monitoring and maintaining office file system; answering routine inquiries received in the office; and performing other related functions as requested by the Senior Vice President and the Executive Associate. Baccalaureate degree and at least two years experience in higher education or related field required. At least four years experience working in a senior executive environment in higher education or private sector preferred. Requires excellent interpersonal, organizational and communication skills, accuracy, and ability to work under pressure; must display capability to organize and manage multiple assignments. Knowledge of PC, and associated applications: Microsoft Windows, Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Lotus Notes E-mail, Microsoft Schedule+ or related applications. Excellent typing skills required. Salary: $32,444/A - $42,569/A, salary will commensurate with qualifications and experience; excellent fringe benefits. Vac.#848. Closing Date: 12/8/00

ASSOCIATE DIRECTOR OF FINANCIAL AID

(Higher Education Associate)

Serves as the Associate Director, assuming responsibility for the program in the Director's absence; manages the day-to-day administrative operations of the program for optimal efficiency and student service; in concert with the Director, plans, designs and implements office operations policies, procedures and compliance activities; responsible for the coordination of office services with College and University offices and programs; supervise, train, mentor and motivate staff; manages computer operations, including the design and implementation of mainframe and PC support systems; coordinate systems activities with College and University data centers. BA/BS degree required, Master's degree preferred; a minimum of six (6) years financial aid experience in progressively responsible position. Demonstrated commitment to student-centered services. Extensive knowledge of, and experience with, electronic processing and the application of technology to financial aid administration particularly in the design and implementation of mainframe and PC systems. Familiarity with federal and state financial assistance programs. Excellent written and oral communication skills. Must possess strong administrative and leadership skills. Ability to respond to competing priorities and deadlines in a dynamic environment. Salary: $47,615/A - $58,174/A. Vac.#849. Closing Date: 12/15/00

ACADEMIC ADVISORS (2)

(Assistant to Higher Education Officer)

As a member of the Department of Advisement and Counseling, the successful candidate will report to the Director and will work with faculty, student affairs and other campus offices to deliver coordinated academic planning and advising services to a diverse urban community college student population. The chosen applicant will see large numbers of students on an individual basis and will conduct developmental preventative workshops and programs. In addition the successful applicant will have responsibility for the following: Monitor and review academic programs of new and continuing students; Provide advising services to students who are undecided about a major; Develop advising, program planning and registration materials; Assist with the planning and scheduling of advising activities; Assist with recruitment, enrollment and training in new student orientation activities; Other duties as assigned. The position requires occasional evening hours and may also include some weekend programs for new and continuing students. Bachelor's degree and two years experience in higher education counseling/advising required. Master's degree in Counseling or Student Personnel preferred. Experience with registration/orientation programs, knowledge and experience in word processing technology, study skills and excellent written, oral and interpersonal skills. Salary: $26,312/A - $48,284/A. Vac.#850. Closing Date: 12/15/00

ASSISTANT TO DIRECTOR OF TESTING/TESTING COORDINATOR

(Assistant to Higher Education Officer)

Coordinates administration of the CUNY Skills Assessment Program; maintains test results; processes and enters data; places students. Assists Director with the following: Supervision of office staff; Coordination of centralized CUNY Testing Programs with the University Application Processing Center; including scanning and scoring exams, transmission of data; pick-ups and deliveries; testing schedules; Coordination of activities with administrative and academic departments; Student Evaluation of Faculty process. Represents Director at meetings as requested. Other duties as assigned. Evening and weekend work required. Bachelor's degree required. Master's preferred. Two years full-time related work experience and supervisory experience, good organizational, communication and interpersonal skills. Knowledge of test procedures; proven writing ability; and knowledge of budget process. An understanding of computers; word processing; spreadsheets; and mainframe. Salary: $26,312/A - $48,284/A Vac.#846. Closing Date: 12/15/00

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

Dean Michael Haynes
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street S718, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

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DIRECTOR, CENTER FOR INTERNATIONAL EDUCATION

Provides management and leadership for international student education, exchange programs, grant development, faculty project collaboration, and the Intensive English Language Program. Candidates should have a record of effective management in a complex organization, commitment to international education, distinguished scholarship and teaching, and success in international student education, student exchange or study abroad programs. The successful candidate will be expected to travel internationally.

Earned doctorate and 3-5 years of full-time experience combining supervision of and experience in International Affairs required. Strong written and verbal communication skills and proven administrative leadership in a major position of higher education preferred. Credentials and experience substantially comparable to the above will also be considered.

Please send letter of application, resume, and list of three references to:

H.A. Salahu-Din
Associate Vice President for Academic Affairs
Central Connecticut State University
New Britain, CT 06050

Review of applications begin on **February 2, 2001** and will continue until the position is filled.

CCSU aggressively pursues a program of equal employment and affirmative action. Members of all under represented groups, women, veterans and persons with disabilities are invited and encouraged to apply.

BEAVER COLLEGE

Glenside, PA 19038
(Suburban Philadelphia)

MODERN LANGUAGES DEPARTMENT CHAIR

Ranked among the top 20 colleges and universities in the Northern Region of the United States, Beaver College is a coeducational, comprehensive college offering undergraduate and graduate study to more than 2,700 students annually. It has recently applied to the Commonwealth of Pennsylvania for university status. Descriptive information regarding the College is available through our Web site: **www.beaver.edu**

The Chair of Modern Languages/Associate Professor of Spanish position will be filled no later than Fall 2001 with a Ph.D. in Spanish language/literature without preference for specialty. The Department offers an undergraduate major in Spanish; minors in Spanish, French, German, and Italian; and courses in Japanese. The current Chair is leaving the College to assume the Executive Directorship of a national modern languages professional association. The Department faculty are active participants in the international thrust of the College and work in close cooperation with the well-known Beaver College Center for Education Abroad. The Chair will be authorized to make two replacement hires within the first year. Applicants should provide evidence of successful administrative and teaching experience. Please send letter of application, vita, and names and addresses of three references to **Dr. Hugh H. Grady, Modern Languages Search Committee Chair,** at the address above by **December 18, 2000** for initial interviews at the MLA convention in Washington, D.C.

Beaver College is an Affirmative Action/Equal Opportunity employer.

Division of Biology and Medicine
Brown University
Genomics/Proteomics/Computational Biology
Assistant Professor

The Department of Molecular Biology, Cell Biology and Biochemistry at Brown University announces the opening of a tenure track assistant professor faculty position in Genomics/Proteomics/Computational Biology to begin **July 1, 2001.**

Qualifications include a Ph.D., M.D. or equivalent degree and a demonstrated track record of excellence in research. The applicant will pursue an independent, externally-funded research program emphasizing genomic/proteomic approaches to the study of contemporary biological problems. The successful applicant must be qualified to be an active participant in a new strategic initiative in genetics and genomics with ties to computer science and applied mathematics; in the NIH-funded predoctoral training program in Molecular Biology, Cell Biology and Biochemistry; and in graduate and undergraduate teaching, including the degree program in computational biology.

The Search Committee will give full consideration to applications received by **January 15, 2001** that include a curriculum vitae, description of research interests, and at least three letters of reference (sent under separate cover). Application materials should be sent to: **Dr. David Rand, Genomics/Computational Biology Search Committee Chair, c/o Ms. Elaine Butler, Department of Molecular Biology, Cell Biology and Biochemistry, Brown University Box G-J364B, Providence, RI 02912.**

Molecular Geneticist Faculty Position
Assistant, Associate or Full Professor
Brown University
Division of Biology and Medicine

The Department of Molecular Biology, Cell Biology and Biochemistry at Brown University announces the opening of a tenure track/tenured faculty position in Molecular Genetics to be appointed **July 1, 2001.** The appointment may be made at the level of Assistant, Associate or Full Professor depending on the qualifications of the candidate selected.

Qualifications include a Ph.D., M.D., or equivalent degree and a demonstrated track record of excellence in research, including significant external funding for applicants at a senior level. The applicant will be expected to pursue an independent externally funded research program emphasizing molecular genetic approaches to the study of contemporary biological problems. We especially welcome applications from individuals using transgenic mice. The successful applicant must be qualified to be an active participant in the NIH-funded predoctoral training program in Molecular Biology, Cell Biology and Biochemistry; in the teaching of departmental graduate and undergraduate courses; and in a well funded strategic initiative in genetics and genomics.

The Search Committee will give full consideration to applications received by **January 1, 2001** that include a curriculum vitae, description of research interests, and at least three letters of reference (five for a senior level appointment). Reference letters should be mailed under separate cover. Application materials should be sent to: **Professor Arthur Landy, Molecular Geneticist Search Committee Chair, c/o Ms. Joan Boyles, Department of Molecular Biology, Cell Biology and Biochemistry, Brown University, Box G-J360, Providence, RI 02912.**

Brown University is an EEO/AA Employer
and invites applications from women and minorities.

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Southern Connecticut State University

SC
SU

Coordinator of Urban Studies
Tenure Track

The Position: Southern Connecticut State University seeks a creative and experienced faculty member for the position of Coordinator of Urban Studies. This is a tenure track appointment to be made at the Associate or Assistant Professor level in the Department of Social Work. The Coordinator is expected to develop additional multidisciplinary programmatic components for the current Master's degree program in Urban Studies. He or she will take leadership in creating a new multidisciplinary undergraduate degree program in Urban Studies. The Coordinator will teach in one or more of the programs. Currently, there are three concentrations: (1) urban planning and development (2) urban management and (3) urban education.

SCSU interprets urban studies in its widest scope. While continuing to concentrate on contemporary urban planning, urban management, and health related institutions, the program would also welcome new course clusters in areas that contribute to a comprehensive appreciation of cities in American life.

QUALIFICATIONS: A doctorate is required. ABD candidates will be considered if the degree is near completion. Ability to communicate effectively with a diverse faculty, students, administrative staff, community leaders, and alumni is critical. A record of successful teaching experience is preferred with some experience as a program administrator.

THE PROCESS: Closing date for applications is **January 15, 2001** for an appointment beginning in **August, 2001.** Applications from the following or related fields are welcome: social work, political science, sociology, public administration, history, urban planning, and health-oriented specializations. Please send a letter stating qualifications and interest in the position, a curriculum vita, and three letters of reference with current phone numbers to:

Dr. Barbara Worden, Chair
Search Committee
for Urban Studies Coordinator
Department of Social Work
Southern Connecticut State University
101 Farnham Ave.
New Haven, Connecticut 06515
Phone: 203.392.6563
Fax: 203.392.6580

THE UNIVERSITY: *Southern Connecticut State University is a comprehensive metropolitan public university located in historic New Haven. Enrolling 12,000 students, SCSU offers 46 undergraduate and 40 graduate programs at the master's and sixth year professional level. The University is an affirmative action/equal opportunity employer, seeking to enhance the diversity of instructional staff. Women and members of minority groups are encouraged to apply.*

UNIVERSITY of WISCONSIN
GREEN BAY

Dean of Liberal Arts and Sciences

The University of Wisconsin-Green Bay is a public institution with 5,500 students and 18,000 alumni. Founded in 1965, it is located in Wisconsin's third largest metropolitan area.

The Dean of Liberal Arts and Sciences reports to the Provost and is the academic and administrative leader for the Liberal Arts and Sciences.

Learn more about UW-Green Bay at the University's website — www.uwgb.edu

Review the full job description at our online site — www.uwgb.edu/personnl/facult.htm

Initial sceen date is January 5, 2001; position open until filled.

UW-Green Bay is an Affirmative Action/Equal Opportunity employer. Names of applicants may be disclosed unless requested otherwise. Names of finalists will be released.

SARAH LAWRENCE COLLEGE

Sarah Lawrence College seeks applicants for a tenure-track position to teach environmental policy and environmental advocacy, beginning Fall 2001. The faculty member will serve as a catalyst to raise environmental awareness in the college community. Areas of expertise and teaching interests include environmental policy, environmental advocacy, and/or environmental ethics. The candidate's background should include teaching in environmental studies or related fields, practical experience in environmental advocacy, and a Ph.D. or J.D. or analogous advanced degree. A science undergraduate concentration is desirable.

Applicants should send a concise statement of their experience in environmental advocacy, a curriculum vita, two relevant course syllabi or course proposals, and three confidential letters of reference by **January 10, 2001** to:

Dr. Charlotte Price
Chair of Search
Sarah Lawrence College
1 Mead Way
Bronxville, NY 10708-5999

Sarah Lawrence College is an EOE; applications from minority candidates are especially welcome.

Web site for college: **www.slc.edu**

The University of Texas
Pan American

The University of Texas-Pan American invites applications and nominations for the position of Dean of The College of Social and Behavioral Sciences. The College of Social and Behavioral Sciences consists of five departments: Criminal Justice, Military Science, Political Science, Psychology-Anthropology, and Sociology. The College offers five bachelor's and four masters degree programs. The Dean, who must have an earned doctorate in one of the disciplines represented by the College departments, is the chief academic leader for the College and is responsible for the daily operation of all College functions. Candidates should be tenurable at the professor rank in one of the disciplines represented by the College departments.

Candidates must have at least five years of academic administrative experience, excellence in teaching, leadership ability, a record of scholarly activity, and experience in budget management. Candidates must have experience in faculty development and evaluation, curriculum development, fundraising, and new degree implementation. The College is especially interested in candidates who have demonstrated competence in grantsmanship, research, and graduate degree development. Experience in distance education/web-based learning, student recruitment and retention, student improvement and academic achievement, and teacher preparation desirable.

The University of Texas-Pan American is located in South Texas, 10 miles from the U.S./Mexico border. The University has an enrollment of 12,500 students of which 87 percent are of Hispanic origin. Candidates should have a demonstrated interest in multicultural issues and experience with consensus-building among various groups in an academic setting.

Applications and nominations for this position are open until filled. Review of applications will begin January 22, 2001 with an expected appointment date of July 2001. Please send applications and nominations to:

The University of Texas-Pan American
c/o Personnel Office
1201 W. University Dr.
Edinburg, Texas, 78539

Your application should include a letter of interest, current vitae, and a list of five references. Letters of reference will be requested at a later date.

University of Texas-Pan American is an EEO-AA employer; women, minorities, and persons with disabilities are encouraged to apply.
(F00/01-56)

EDUCATION

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs, which enrolls over 20,000 students of all ages. The college supports and encourages excellence in teaching, the recognition of different learning styles, the development of multicultural perspectives and the celebration of diversity.

Due to an anticipated retirement, the College seeks a visionary academic leader to join our dynamic, innovative educational environment. The College offers a very competitive salary and fringe benefit program. **The effective date for this position is July 1, 2001.**

DEAN ACADEMIC ENRICHMENT and LANGUAGE STUDIES

In this administrative position you will be responsible for providing leadership for a complex division that currently includes the Learning Achievement Program, English as Second Language and Linguistics, Adult Educational Development, Sign Language Studies and the Sign Language Interpreting Program, Success Services, International Student Office, Tutoring Center and Writing Center.

The successful candidate should be able to demonstrate that they meet the following:

- An understanding of the role of developmental instruction and academic support programs in the community college as well as transfer and career curricula.
- Strong human relations skills with an emphasis on collaboration and support of the division's leadership team.
- Strong organizational skills and the ability to provide leadership for many diverse departments.
- Demonstrated ability to work with colleagues in the college at large as well as with external community or funding agencies.
- A working understanding of instructional technology and the many aspects of its influence on pedagogy.
- An understanding and appreciation for developmental students and appropriate curricula and services.
- Ability to work collaboratively with faculty and staff to support innovative educational programs such as learning communities and others.
- A demonstrated appreciation of and support for diversity.
- An understanding of and experience with state and federal grant processes.
- A minimum of three to five years of progressively more responsible experience in a supervisory capacity in a community college or similar educational setting.
- Master's degree in one of the disciplines in the division with coursework and experience in administration.

Application review will begin mid-December 2000, and will continue until the position is filled. To be considered for the above position, submit a resume, copies of credentials (including graduate transcripts), a statement outlining the contributions you can make to the College, and three (3) letters of recommendation to:

William Rainey Harper College
Attn: Employment Specialist - D
1200 W. Algonquin Rd., Palatine, IL 60067

Harper college is an equal Opportunity, affirmative Action employer that encourages applications from women, minority group members, and persons with disabilities.

Visit us at http://www.harpercollege.com

ROWAN UNIVERSITY

Director of Disability Resources, Office of Specialized Services

The Director of Disability Resources has leadership responsibility for the design, development, implementation and management of comprehensive and integrated resources addressing the needs of students with disabilities. Responsible for supervision of professional, clerical and student staff. Supervises and provides support services to additional specialized population on the campus. Master's Degree required in Counseling, Student Personnel, Learning Disabilities, Special Education or related field. A minimum of three years experience working with adults with disabilities or post-secondary students is necessary. Supervisory and administrative experience must be demonstrated. The candidate must demonstrate a thorough knowledge of disabled student services. Candidate must have knowledge of technology, which will assist students with disabilities.

Starting Date: as soon as possible. **Salary:** Competitive. Interested applicants should send a cover letter highlighting related education and experience, a resume, transcripts of college level work and the names of at least three references by December 20, 2000 to:

Dr. Z. Benjamin Blanding, Chair
Search Committee
Counseling Center/Savitz Hall
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028-1701

Rowan University is a comprehensive institution with an enrollment of 9,000 full and part-time undergraduate and graduate students in six colleges. It is located in Southern New Jersey, 17 miles southeast of Philadelphia.

Dean, College of Science & Liberal Arts

Responsibilities: The Dean serves as chief executive officer of NJIT's College of Science & Liberal Arts. The College incl. depts. of Biological Sciences (joint w/Rutgers-Newark), History (joint w/Rutgers-Newark), Humanities & Social Sciences, Mathematical Sciences & Physics. The Dean is a senior academic officer who reports to the Provost & works closely w/the Provost & President + other senior officers to advance the university. Specific responsibilities incl. strategic planning, program evaluation & development, corporate outreach, fundraising, recruitment & selection of new faculty, enrollment & market planning, building & fostering interdisciplinary initiatives in education & research + managing the College's finances & budget. The successful candidate will be a dynamic individual w/clear & compelling vision for science & liberal arts education & research. We seek an individual who can offer innovative solutions to the challenges facing higher education today.

Qualifications: Must possess earned doctorate & record of teaching, research & service that merits appointment as a senior faculty member w/tenure in one of the College's depts. The university reserves the right to substitute equiv. education and/or experience at its discretion.

Applications: Consideration of applications will begin immediately. Applications should incl. a letter; current curriculum vitae; the names, addresses & telephone numbers of at least 5 current references. **Materials should be addressed to Personnel Box P-DCSLA.**

Founded in 1881, NJIT is a public research university w/8,800 students & awards approx. 1,400 degrees annually from baccalaureate through PhD in engineering, technology, computing, science, mathematics, architecture, management & the liberal arts. NJIT expends approx. $45 million annually for research & performs a spectrum of public service functions; economic development is a key component of its mission. NJIT is ranked among the most computing-intensive campuses in the nation. Yahoo! Internet Life magazine ranked NJIT among "America's most wired universities" 1998-2000. NJIT is an equal opportunity, affirmative action, equal access employer & especially encourages applications from minorities, women & persons w/disabilities.

NJIT
New Jersey Institute of Technology

A Public Research University

University Heights
Newark, NJ 07102-1982

Southeast
Missouri State University

Applications are being accepted for an assistant professor, probationary tenure-track position beginning **August 2001**. The candidate will teach undergraduate and graduate courses in criminal justice, conduct research in area(s) of expertise, direct master's theses, supervise committee work, public service and professional organizations. Candidates are required to possess a Ph.D. in criminal justice or related field (a JD only does not qualify). Demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment required. Preference will be given to candidates with a record of quality teaching, research, and publication. Salary is commensurate with professional experience and qualifications. Southeast Missouri State University is An Equal Opportunity/M-F/Affirmative Action Employer. Send a letter of application, current vita, transcripts and three letters of reference to:

Dr. Milo Miller
Department of Criminal Justice
MS 8200
Southeast Missouri State University
Cape Girardeau, MO 63701

Review of applications will begin **January 20, 2001.**

CORNELL UNIVERSITY

Johnson Graduate School of Management

Sage Hall
Ithaca, NY 14853

POSITION OPENING-ECONOMICS

Assistant, Associate or Full Professor of Economics

Responsible for teaching basic and advanced courses in economics at the Master's level; research in area(s) of expertise and interests; supervision of doctoral candidates; and interdisciplinary contribution to the research and teaching of other faculty members. Direct inquiries to: Professor Michael Waldman, Cornell University, S.C. Johnson Graduate School of Management, 323 Sage Hall, Ithaca, NY 14853-6201. Applicants should have completed a doctorate or be at the dissertation stage of a doctoral program. Applications should include a vita, together with a dissertation proposal or abstract, three letters of recommendation and copies of research papers.

Cornell University is an Affirmative Action/ Equal Opportunity Employer.

DOMINICAN UNIVERSITY

DEAN

ROSARY COLLEGE OF ARTS & SCIENCES

Dominican University invites nominations and applications for the position of Dean of the Rosary College of Arts & Sciences; the appointment is effective in the summer of 2001.

The Rosary College of Arts & Sciences is composed of twelve academic departments with sixty full-time and forty-seven part-time faculty offering forty-nine undergraduate majors. The college is noted for its dedication to the liberal arts, its interdisciplinary core curriculum, and its several strong study abroad programs.

Dominican University aspires to be among the most vital, intellectually engaged, value-centered communities in the Midwest. The University is located ten miles west of downtown Chicago in a beautiful residential community. The 1040 undergraduates are a part of a university of approximately 2300 students organized into the College of Arts and Sciences, the Graduate School of Library and Information Science, the School of Business, the School of Education, the Institute for Adult Learning, and a new Graduate School of Social Work.

The Dean of the Rosary College of Arts & Sciences is the chief executive officer of the College. The Dean reports to the Vice President for Academic Affairs and serves on major committees of the University.

The University seeks a candidate with the following qualifications:

- A deep commitment to the liberal arts and a record of participation in liberal arts education
- An acquaintance with the national dialogue about the liberal arts
- A vision for the liberal arts in the twenty-first century at a Dominican institution that values excellent teaching, service, and scholarship
- A vision of the role of Catholic faith in contemporary university education and scholarship
- Academic and scholarly credentials that merit the respect of the academic community and are sufficient to earn appointment to an academic department at a senior rank
- A distinguished record in higher education with significant administrative experience
- A deep commitment to support and enhance the diversity of the faculty and student body
- An appreciation of the importance of interdisciplinary study
- A commitment to implementing learning technologies in a liberal arts environment

The Dean's salary is competitive and commensurate with qualifications and experience.

Qualified candidates should send an application, a current curriculum vitae, and the names and telephone numbers of three professional references to

Norman Carroll
Vice President for Academic Affairs
Dominican University
7900 West Division Street
River Forest, IL 60305
www.dom.edu

Review of applications will begin **January 1, 2001**, and will continue until the position is filled. Minority candidates are especially encouraged to apply.

Dominican University is an Equal Employment and Affirmative Action employer.

KEAN UNIVERSITY

Union, New Jersey
Founded in 1855

Kean University is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

INSTRUCTIONAL DESIGN SPECIALIST

FALL 2000

Responsibilities: The Instructional Design Specialist (IDS) will work one-on-one with faculty from across the University in the development and implementation of technology-dependent educational activities. In addition, will conduct workshops that focus these activities on pedagogically sound principles and practices, particularly in the use of multimedia & the technologies of distance education. Candidate will also work collaboratively with faculty in the identification & use of content development/delivery tools.

Requirements: Master's Degree in instructional design or a closely related field and a minimum of 4 years of experience in the development of contemporary instruction in a higher education setting. A working knowledge of WebCT or Blackboard and multimedia development software is a plus. Significant post secondary teaching experience is highly desirable and excellent communication skills are required.

Salary & Benefits: Salary is competitive and commensurate with experience. A comprehensive benefits program is included.

Application: Review of applications will begin immediately and continue until position is filled. Qualified applicants should forward their resumes and cover letters to: Dr. Eleanor V. Laudicina, Associate Vice President for Academic Affairs, Kean University, 1000 Morris Avenue, Union, NJ 07083-0411. Minorities and women are strongly encouraged to apply.

Where Tradition and Technology Meet

KEAN UNIVERSITY

Kean University is an EEO/AA Institution

UNIVERSITY OF NEW HAVEN

Assistant Professor of Education Tenure-Track

Assistant Professor of Education, tenure-track opening in the Graduate Education Department, beginning September 2001. Requires terminal degree in Education or Psychology with emphasis on human development, educational psychology or psychometrics. School psychologist will also be considered. The Education Department is located in an urban area in CT. The ideal candidate will have experience with the at-risk child in a school setting. The search committee will consider a candidate who is completing a dissertation. Minority and underrepresented groups are strongly urged to apply. The search will remain open until the position is filled.
Send resume and cover letter to:

Human Resources
Search #01-13
UNIVERSITY OF NEW HAVEN
300 Orange Avenue
West Haven, CT 06516
AA/EOE

DON'T MISS IT!

FINANCING A COLLEGE EDUCATION

January 29th issue

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UNIVERSITY of ARKANSAS

University of Arkansas
Director of Multicultural Student Services

The University of Arkansas, Fayetteville, is the flagship campus of the University of Arkansas System and is the primary land-grant campus in the state. Serving 15,000 students, the University offers a wide range of academic programs in six colleges and the schools of law and architecture. The Fayetteville area (population 55,000) is located in the northwest corner of the state and is situated in a thriving regional area of approximately 250,000.

The vision of the Division of Student Affairs is to enhance the University of Arkansas experience by helping students to become intellectually engaged, more self-aware, and strongly bonded to the University. Working in a team environment, the Director of Multicultural Student Services is one of a group of administrators/educators dedicated to developing and providing programs and services to promote academic success and student development.

The University of Arkansas' Division of Student Affairs invites applications for the Director of Multicultural Student Services position with responsibilities for developing and using existing programs to provide for the social, cultural, and academic presence of a diverse student body.

Specific responsibilities include, but are not limited to: personal, serving as a resource and advisor to Multicultural student organizations, coordinating a peer counselor program, supervising graduate students, interns and support staff.

Requirements: Master's degree required with a minimum of two years relevant experience, preferably in higher education, strong written and oral communication skills, outgoing personality, and a willingness to work hours which include evenings and some weekends.

Salary: Commensurate with experience and qualifications. Applications received by December 15 will receive full consideration. Applications received afterwards will be reviewed as necessary to fill the position.

To apply, please send a letter of application, current vita, and the names, addresses, and phone numbers of three references to **Lonnie R. Williams, Arkansas Union A687, University of Arkansas, Fayetteville, AR 72701.** For more information on the University of Arkansas, please see our web site at **http://www.uark.edu**

The University of Arkansas is an Affirmative Action, Equal Opportunity Employer.

TAFT COLLEGE

West Kern Community College District

Superintendent/President

The Board of Trustees of the West Kern Community College District/Taft College invites applications and nominations for the position of Superintendent/President. The college is under the guidance of an elected Board of Trustees. The chief administrative officer is the Superintendent/President of the district.

Application Process: The Profile brochure which contains details on the presidential search, basic requirements and the Challenges and Opportunities should be requested by contacting: **Shelley Klein, Search Committee Liaison/President's Office, Taft College, 29 Emmons Park Drive, Taft, CA 93268, Tel: 661-763-7711, E-mail: (sklein@taft.org)**

For confidential inquiries about the position, contact: Joe Conte, ACCT Search Consultant, 683 Lily Street, Palm Springs, CA 92262, Tel: 760-864-9939, E-mail: (jconte@ix.netcom.com)

It is the policy of the West Kern Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, gender, age, disability, medical condition, marital status or other similar factors as defined by law.

-An ACCT Search-

WESTERN CONNECTICUT STATE UNIVERSITY
MANAGEMENT DEPARTMENT
ANTICIPATED FACULTY POSITIONS

Two tenure-track positions anticipated beginning August 2001. A twelve-hour per semester teaching load will be carried in the Bachelors of Business Administration program. Faculty will teach primarily in the Management program in Waterbury but also may be required to teach at the Danbury campus. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. Service to the University will be performed at Waterbury and Danbury. The Management Department includes 8 full-time faculty, plus adjunct instructors, provides a BBA Management major, an MHA degree, and supports an MBA program. Positions will be filled at the rank of Assistant Professor.

Operations Management: Qualifications include an appropriate terminal degree in Operations Management or a related filed; ABDs near completion will be considered. Other graduate degrees coupled with professional experience in Operations Management that is relevant, significant in duration and level of responsibility, and current at time of hire, will be considered. Demonstrated teaching, business or Operations Management experience desirable. Teaching assignments may include Operations Management, Total Quality Management, and Supply Chain Management. Ongoing research and publication capability expected.

Human Resource Management or General Management: Qualifications include an appropriate terminal degree in Human Resource Management or General Management or a related field; ABDs near completion will be considered. Other graduate degrees coupled with professional experience in Human Resources or General Management that is relevant, significant in duration and level of responsibility, and current at time of hire will be considered. Demonstrated teaching, business or Human Resource or General Management experience desirable. Teaching assignments may include Human Resource Management, Managing People, and Management Negotiations as well as Strategic Management and Current Issues in Management. Ongoing research and publication capability expected.

Application Process: Interested applicants (specify which position you are applying for) should Email, send, or fax a letter of application, a current vita , three letters of reference, unofficial transcripts to: **Dr. Stanley Bazan, Chair, Search Committee, Bazans@wcsu.ctstateu.edu, Management Department. Western Connecticut State University. 181 White Street Danbury, CT 06810 (203) 837-8527 (Fax).**

Western is an Affirmative Action/Equal Opportunity Educator/Employer.

The
UNIVERSITY
of VERMONT

CHAIR
BOTANY AND AGRICULTURAL BIOCHEMISTRY
UNIVERSITY OF VERMONT

The University of Vermont invites applications for the Chair of the Department of Botany and Agricultural Biochemistry. We seek candidates whose personal and professional qualities and experience assure superior leadership in all areas of academic endeavor. The successful candidate will have demonstrated ability to promote the success of others, to facilitate groups spanning diverse areas of investigation, some administrative experience, strong communication skills, and a commitment to academic excellence, affirmative action, and cultural diversity. Candidates must have a nationally recognized research program and an understanding of the role of basic research within the mission of a comprehensive, land-grant university. In addition, candidates must present a record of both teaching and scholarly achievement meriting a tenured professorship within an academic University. The department offers a supportive and collegial atmosphere with extensive interdepartmental interactions within the University. Details about the University and departmental research interests may be viewed on the web at **http://www.uvm.edu/~plantbio.** Burlington is located on the shore of Lake Champlain, nestled between the Green Mountains and the Adirondacks. It is a small, lively city that serves as the cultural, educational and economic hub of a wide area. Applicants should submit a letter of interest describing his/her qualifications as indicated above accompanied by a curriculum vitae, and names, addresses, and telephone numbers of three to five referees sent to: **Dr. Paula Fives-Taylor, Professor and Search Committee Chair, Dept. of Microbiology and Molecular Genetics, Stafford Hall, University of Vermont, Burlington, VT 05405.** Review of applications will begin January 2, 2001 and continue until the position is filled.

The University of Vermont is an equal opportunity, affirmative action employer. Women and people of color are encouraged to apply.

BEST COPY AVAILABLE

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 29 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

FACULTY POSITIONS ACADEMIC YEAR 2001-2002

The University is pleased to solicit applications and nominations for faculty positions for the academic year 2001-2002. Unless otherwise indicated, faculty appointments are tenure-track at the rank of Assistant Professor and require an earned doctorate or appropriate terminal degree in the field (ABD's considered for appointment at the rank of instructor, pending projected completion of degree requirements by June 2003). Candidates should send letters of application, current curriculum vitae, and dossier to the Chair of the respective Department, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470. Documentation of a high level of teaching effectiveness and commitment to scholarship and/or creative expression is highly desirable. Applications for any position will be considered on a rolling basis until the position is filled. The academic year commences September 1, 2001.

College of the Arts and Communication
Ofelia Garcia, Dean

Department of Art, Professor David Horton, Interim Chair

Assistant or Associate Professor. Digital Media/Computer Animation. Terminal degree, a record of professional animation achievement and successful college-level teaching required. Broad philosophical and historical understanding of animation and digital media as art form; extensive experience in 3-D computer programs, 3d studio MAX, Alias/Maya and scripting, basic systems administration in Mac/UNIX/Windows/NT platform preferred. Experience with Interactive Multimedia, Flash, Javascript and Lingo preferred.

Assistant or Associate Professor. 19th/20th Century Art History. Ph.D. in Art History, teaching experience and record of scholarly research and publication required. Additional expertise in contemporary art history, the history of photography, or the history of modern design required.

Department of Communication, Professor John Omachonu, Chair

Assistant Professor. Generalist in Theater. Ph.D. in Theater with ability to teach introduction to theatre, acting and directing, possibly children's theatre, as well as performance courses in the Communication area (public speaking, oral interpretation, radio/TV, or voice speech) required.

Assistant Professor. Television Production. Terminal degree preferred, although evidence of equivalent level of professional accomplishment will be considered. Familiarity with contemporary television production studio facilities, ENG/EFP techniques, and non-linear video editing systems required. Evidence of multi-media production skills preferred.

Assistant Professor. Interpersonal Communication. Ph.D. and evidence of ability to teach courses in research, theory, public speaking, and foundations of language required. Evidence of ability to teach core media writing course and topics in contemporary media/society and telecommunications issues preferred.

Assistant Professor. Radio Production and FM General Manager. Doctorate required, ABD considered. Experience in radio station management and college teaching, and familiarity with FCC policies and guidelines related to non-commercial radio required.

Department of Music, Professor Stephen Marcone, Chair

Assistant Professor. Musicology or Music Theory/Composition. Doctorate required, ABD considered. Ability and experience to teach undergraduate and graduate courses in music history, undergraduate theory, ear-training, and possible applied area, in NASM accredited program required. Working knowledge of current computer-assisted instruction and a record of scholarly activity required.

College of Business
Cho Kin Leung, Interim Dean

Department of Accounting and Law, Professor Muroki Mwaura, Chair

Assistant Professor. Accounting. Earned doctorate and be able to teach a broad range of accounting subjects, excluding taxation, and prior evidence of prior successful teaching experience required. Business experience preferred.

Department of Marketing and Management, Professor E. J. Knaus, Chair

Assistant Professor. Management. Earned doctorate and ability to teach a broad range of management courses, particularly Human Resource and Organizational Behavior courses, and evidence of prior successful teaching experience is required.

Department of Economics, Finance and Global Business,
Professor C.K. Leung, Chair

Assistant Professor. Economics. Earned doctorate, ability to teach in the areas of international economics and economic development and demonstrated experience in global environment required.

College of Education
Leslie Agard-Jones, Dean

Department of Elementary and Early Childhood Education,
Professor Ronald Verdiccio, Chair

Associate Professor and Department Chair. Elementary and Early Childhood Education. Doctorate with demonstrated teaching and leadership experience in P-12 and higher education.

Assistant Professor. Early Childhood Education. Doctorate or ABD required. Teach graduate and undergraduate courses, advisement, supervision and collaboration with urban and suburban school districts. Teacher certification required.

Department of Special Education and Counseling, Professor Susan Kuveke, Chair

Assistant Professor. Special Education. Doctorate or ABD with eligibility for NJ Teacher of the Handicapped certification required. K-12 experience with Special Education students as well as college teaching required. Experience teaching in urban/multicultural settings preferred, with experience in educational technology required.

Assistant Professor. Counseling. Doctorate or ABD in Counselor Education or a closely related field required. Licensure or eligibility for licensure as an LPC in New Jersey required. Experience as a counselor educator and a background in school and community counseling and experience with urban/diverse settings preferred.

Department of Secondary and Middle School Education,
Professor Darlene Russell, Chair

Assistant Professor. Science Education. Doctorate or ABD in the content area required. Teaching science methods to undergraduate and post-baccalaureate students seeking certification. Ability to promote interdisciplinary understanding of science preferred. Successful experience in Middle or secondary school setting and college/university required. Teacher certification required.

Assistant Professor. Technology Education. Doctorate or ABD in educational technology required. Strong knowledge of a variety of instructional technology programs, demonstrated experience with multimedia authoring tools, the New Jersey Core Curriculum Standards and successful experience in a middle or high school setting is preferred.

Assistant or Associate Professor. Master of Arts in Teaching Coordinator. Doctorate required. Strong knowledge of teacher preparation, K-12 curriculum and successful teaching experience K-12 and/or on the college level preferred. Teacher certification required.

College of the Humanities and Social Sciences
Isabel Tirado, Dean

Department of African, African-American and Caribbean Studies,
Professor Vernon McClean, Chair

Assistant or Associate Professor. Urban Studies. Ph.D. in Urban Studies or related field required. Demonstrated ability to teach and develop courses in urban studies and community development, and strengthen outreach and mechanisms of cooperation with the surrounding communities.

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Assistant or Associate Professor in Expressive Culture. Ph.D. required. Demonstrated background in academic/theoretical and performance components of African, African-American and Caribbean musical traditions (including sacred music and jazz) and demonstrated teaching, research and performance experience in those areas.

Department of English, Professor Donna Perry, Chair

Assistant Professor. Composition and Rhetoric. Ph.D. and teaching experience in the field required. Writing program administration experience desirable. Publications, experience with instructional technology and/or writing across the curriculum preferred.

Assistant Professor. 18th Century British Literature. Ph.D., publications, and teaching experience in the field required. Interest in gender, interdisciplinary, cultural, non-western, colonial and/or post-colonial studies preferred.

Assistant Professor. 19th Century British Literature. Ph.D., publications, and teaching experience in the field required. Interest in gender, interdisciplinary, cultural, non-western, colonial and/or post-colonial studies preferred.

Assistant Professor. Creative Writing. Ph.D. or M.F.A. required. Teaching experience in the field and publications required. Professional writing experience preferred.

Department of History, Professor Terence Finnegan, Chair

Assistant Professor. Russian History. Period open. Ph.D., ability to teach courses in Western Civilization, and demonstrated skills in information technology required. Additional ability to teach in a field of specialization not currently offered by the Department preferred.

Assistant Professor. Classical history and Civilization. Ph.D., ability to teach courses in Western Civilization, and demonstrated skills in information technology required. Additional ability to teach courses in medieval history preferred.

Department of Languages and Cultures, Professor Bruce Williams, Chair

Assistant Professor. Contemporary Latin American Literature. Ph.D., demonstrated ability to teach Spanish at all levels, and scholarly publications required. Knowledge of instructional technology preferred.

Assistant Professor. Applied Linguistics. Ph.D. in applied linguistics or strongly related area, teaching experience in ESL/Bilingual Education, and a foreign language (preferably Spanish or French), and scholarly publication required. Proficiency in use of instructional technology preferred.

Department of Philosophy, Professor Daniel Kolak, Chair

Assistant Professor. Logic and Feminist Philosophy. Ph.D., publications, and demonstrated dedication to philosophical engagement with students required. Expertise in computer-related technologies preferred.

Department of Political Science, Professor Sheila Collins, Chair

Assistant Professor. American Politics and Public Policy. Ph.D. or ABD required. Demonstrated ability to teach and solid research agenda required. Sub-specialization in any of the following preferred: American labor politics, education policy, health policy, science and technology, urban policy, or domestic Latino Politics.

Department of Psychology, Professor Judith Green, Chair

Assistant Professor. Cognitive Psychology. Research interests applicable to ADHA preferred, ability to teach experimental psychology, cognition and perception. Ph.D., publications, and evidence of ongoing research required.

Department of Women's Studies, Professor Arlene Scala, Chair

Assistant or Associate Professor. Ph.D. required, ABD considered. Expertise and training in Latin American/Latina Studies required. Expertise in feminist research methods and theory, as well as information technology proficiency required.

College of Science and Health
Eswar Phadia, Dean

Department of Biology, Professor Jane Voos, Chair

Assistant Professor. Plant Biology. Ph.D. with broad training in plant biology and expertise in plant biotechnology or plant ecology. Demonstrated commitment to research involving the participation of graduate and undergraduate students required. Postdoctoral and teaching experience preferred.

Department of Chemistry and Physics, Professor Gary Gerardi, Chair

Assistant Professor of Physics. Ph.D. required. Experimental physicist with demonstrated research ability and dedication to teaching and research involving undergraduate students. Postdoctoral and teaching experience preferred.

Department of Communication Disorders, Professor Carole Gelfer, Chair

Assistant Professor. For appointment in CAA and PSB-accredited program. Ph.D. preferred, ABD considered. Expertise in the areas of acquired neurological disorders, speech and language disorders associated with aging, and augmentative/alternative communication required. University teaching and supervisory experience preferred. CCC-SLP required.

Department of Community Health, Professor Michelle Grodner, Chair

Assistant Professor. Community Health Education. Doctorate preferred, ABD considered in community/public health education. CHES or CHES eligible and college teaching experience including substance abuse education, and demonstrated commitment to research, grant seeking, and technological innovation required.

Department of Computer Science, Professor Ronald Curtis, Chair

Assistant/Associate Professor. Specialization in software engineering, programming languages, or computer networks preferred. Ph.D. preferred, ABD considered in Computer Science or strongly related fields and evidence of commitment to teaching and research are required.

Department of Environmental Science and Geography,
Professor Philip Thiuri, Chair

Assistant Professor. Physical Geography/GIS. Ph.D. required. Demonstrated ability and excellence in teaching and research in Physical Geography, GIS/Remote Sensing, Cartography and Environmental Science, with a specialty in one or more of the following areas: Europe, Middle East, Russia (CIS) or East Asia required.

Department of Exercise and Movement Sciences, Professor Thomas Jable, Chair

Assistant Professor. Physical Education, with specialization in Pedagogy. Doctorate or ABD considered. Teacher certification and teaching experience, and commitment to research and grant seeking required. Ability to teach kinesiology/biomechanics or special physical education required.

Assistant Professor. Coordinator of Clinical Education. Doctorate in athletic training, physical education, health, or related field required. ABD or Master's degree considered at instructor rank. NATABOC certification and NJ state registered required. Knowledge of CAAHEP accredited undergraduate athletic training programs; experience in teaching at the collegiate level, and clinical instruction and supervision of athletic training undergraduate students required.

Department of Mathematics, Professor Mahendra Jani, Chair

Assistant/Associate Professor. Ph.D. in mathematics, strong evidence of successful teaching, and an ongoing research program required. For at least one of two possible positions, interest in combinatorics preferred.

Department of Nursing, Professor Janet Tracy, Chair

Assistant/Associate Professor. Medical-Surgical Nursing. Doctorate (ABD considered) and Master's in Nursing and NJ licensure required. Adult Nurse Practitioner preferred. College level teaching, ability to teach fundamentals of nursing, and evidence of scholarship with ability to mentor students in research preferred.

Instructor, Half-time. Adult Health. Demonstrated ability to teach beginning and intermediate psychomotor skills, communication, and critical thinking. Clinical laboratory teaching in the hospital setting. Master's degree in Nursing and NJ licensure required.

William Paterson University is an Affirmative Action/EEO employer; the University community values and supports diversity among faculty, staff and students. Minority and women candidates are encouraged to apply. Further information about the University and the departmental programs can be obtained electronically through access to its website at

http://www.wpunj.edu.

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

Nazareth College of Rochester
FACULTY POSITIONS

Nazareth College of Rochester is a comprehensive institution offering a wide range of baccalaureate and master's degree programs. The college is a thriving, independent, co-educational institution with 1900 undergraduate and 1000 graduate students. The college is located minutes from downtown Rochester, New York, the third largest city in the state. Rochester is noted for its internationally recognized industries and museums, and for its cultural diversity. In keeping with its mission and ideals as a liberal arts institution, Nazareth College of Rochester seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and a demonstrated commitment to the promotion of such diversity.

Nazareth College of Rochester anticipates the following tenure-track positions for Fall 2001:

- **Art Education**: To teach beginning methods course, supervise student teachers, and be liaison with community schools. K-12 experience and college level art education teaching preferred and record of professional, scholarly, and/or studio activity.
- **Chemistry - Inorganic**: To coordinate and teach General Chemistry (Lecture and Lab) and to teach in the College Core Curriculum. Interest in conducting research with undergraduates.
- **Economics**: To teach undergraduate principles courses and in two of the following fields: international economics, development economics, finance economics; and to teach in the MS Management program.
- **Education - Literacy**: To teach undergraduate and graduate courses on literacy theory and methods. Teaching experience K-12 required. Knowledge and/or experience with professional site-based models; strong background in special education, secondary education and/or teaching English language learners desired.
- **Education - Middle School/Inclusive Education**: To work collaboratively in a team teaching, site based model in the undergraduate program leading to certifications in middle school, elementary and special education; content specialty is desirable; opportunities to teach at the graduate level.
- **Education - Special Education/Inclusive Education**: To teach graduate and undergraduate special education courses, supervise fieldwork, and apply technology to instruction. Interest in inclusion and ability to collaborate to establish professional site schools are required.
- **English/English Education**: To coordinate English Education Program; mentor student teachers; teach writing, literature, theories of grammar and composition, and secondary English methods courses. Minimum five years teaching experience at grades 7-12; expertise in current theory/practice of teaching literature, writing, and language (including literacy); curricular/administrative experience preferred.
- **English (with Creative Writing Concentration)**: Creative Writing concentration in fiction, poetry, or creative non-fiction. Significant study in an area of literature. Experience teaching these areas and record of publication preferred. Teaching duties: creative writing (excluding playwriting), literature, and composition courses.
- **Physical Therapy**: To teach pre-professional and/or professional physical therapy and related courses and to contribute to curriculum development. Appropriate clinical experience is required; area of specialization is open; preference will be given to those with experience in Gerontology and Neurology. Master's degree and willingness to pursue doctoral studies required. Rank commensurate with experience.
- **Psychology**: To teach courses in areas of interest and core courses in the major program. Specialty in Developmental Psychology with emphases in the areas of cognitive and language development. Commitment to involvement of students in research programs.
- **Social Work**: To assist in the development of an innovative, collaborative MSW program offered with SUNY Brockport. Responsibilities include involvement in curriculum development and the CSWE Self-Study and accreditation process. Ability to teach research, HBSE, practice, and/or policy, specialization related to family and community practice or interdisciplinary health practice.
- **Sociology**: To teach a range of undergraduate sociology courses, which might include introduction to sociology, social classes, racial and cultural minorities, marriages and families, as well as courses in specialty areas.
- **Speech-Language Pathology**: To teach undergraduate and graduate courses in expanding CAA accredited program. Opportunity for research in area of interest and clinical activity available. CCC-SLP required and eligibility for NYS license preferred.

Unless otherwise noted, appointments for the above positions will be at the Assistant Professor rank and a doctoral degree is required or near completion. Salaries are competitive.

In addition, we seek to fill the following positions:

- **Director of International Education**: 12 month position. To recruit international students and work with faculty and administration to develop, implement, and promote new programs abroad for students and faculty. Some teaching is expected. Requirements: appropriate terminal degree, a minimum of 5 years academic or administrative experience in higher education, experience in recruiting international students, and experience living abroad.
- **Director, Center for Teaching Excellence**: To work with faculty to design and develop Center for Teaching Excellence. Provide support to faculty in their instructional practices and assessment of student learning outcomes, coordinate and initiate faculty development activities, conduct workshops on teaching and learning, and be a clearinghouse for information on workshops, conferences, and other events. Doctorate or appropriate terminal degree; administrative appointment with faculty status and teaching responsibilities as approved by the appropriate academic department.
- **William H. Shannon Chair in Catholic Studies**: Appointment as a visiting professor for one semester in Spring 2002 or Fall 2002. Recognized scholarship and teaching expertise in an area of the Catholic intellectual tradition such as theology, biblical studies, spirituality, ethics, philosophy, history, literature, sciences, or the fine arts. Responsibilities include teaching one course and one seminar for undergraduates and delivering a lecture open to the general public.
- **Visiting Minority Scholar**: To teach for a specific, limited period of time, either one semester or one academic year. Terminal degree in specific area or an outstanding record of professional experience, artistic achievement, or community service. Preference given to candidates who can teach in one or more of the college's interdisciplinary programs (Freshman Seminar, Honors Program, Multicultural Studies, or Women's Studies).

Candidates for the positions above should send letter of application, curriculum vitae, and names of three references to:

Dr. Dennis Silva, Vice President for Academic Affairs, Nazareth College of Rochester, 4245 East Avenue, Rochester, NY 14618-3790. Applications will be considered until positions are filled. **www.naz.edu**

EOE/AA

Nazareth College

CORNELL
UNIVERSITY

Johnson Graduate School
of Management

Sage Hall
Ithaca, NY 14853

TENURE-TRACK POSITION - ORGANIZATIONAL BEHAVIOR

Applications from candidates with research and teaching interests in micro- or meso-organizational behavior are invited. We are particularly seeking candidates with research and teaching strengths in leadership, organizational change, innovation, and the management technology. Candidates at all levels will be considered. Direct inquiries to: **Professor Elizabeth A. Mannix, S. C. Johnson Graduate School of Management, 452 Sage Hall, Cornell University, Ithaca, NY 14853-6201.** Applications must be received by **December 20, 2000**, and should include a vita, copies of recent research papers, course syllabi and teaching evaluations (if applicable), and three letters of recommendation.

An Affirmative Action/Equal Opportunity Employer.

Southern Connecticut
State University
SCSU

Faculty position in Speech-Language Pathology, Southern Connecticut State University. The Department of Communication Disorders invites applications for a tenure track position. Applicants should have an earned doctorate and CCC/SLP. Responsibilities include graduate and undergraduate teaching, clinical supervision, and enhancement of interdisciplinary education and practice. Development of external funding, research collaborations with faculty within and outside the University encouraged. Areas of interest may include one or more of the following: Child/adult speech disorders, voice/voice disorders, speech science, dysphasia, multicultural/minority issues. Send letter of application, three recent letters of recommendation, all official undergraduate and graduate transcripts to:

Rhea Paul, Ph.D.,
Southern Connecticut State University,
Department of Communication Disorders,
501 Crescent Street,
New Haven, CT 06515
Email: paul@southernct.edu

SCSU is an Affirmative Action/
Equal Opportunity Employer and
encourages minorities and women to apply.

DEAN

MCGEORGE SCHOOL OF LAW
UNIVERSITY OF THE PACIFIC

McGeorge School of Law, University of the Pacific invites applications and nominations for the position of Dean. We seek an outstanding candidate whose vision, intellect, and energy will help advance McGeorge to a new level of national prominence.

University of the Pacific is California's first chartered institution of higher learning, founded in 1851. McGeorge School of Law, founded in 1924, is a private law school with approximately 1,050 students and 36 full-time faculty members. The school has a highly collegial faculty committed to excellent teaching and scholarship, a large body of supportive alumni, and a growing national reputation, with special strengths in advocacy, criminal justice, governmental affairs, intellectual property and international law.

In addition to its J.D. program, McGeorge attracts law school graduates from around the world to its LL.M program in international business law. The Honorable Anthony M. Kennedy, Associate Justice of the United States Supreme Court, taught at McGeorge before his appointment to the Court, and continues to teach in the summer program in Salzburg, Austria. McGeorge alumni practice law in all 50 states and in 45 foreign countries.

The law school is located on its own attractive 22-acre campus in Sacramento, California's capital city. Its modern facilities are housed in 18 buildings, which include computer-equipped classrooms, a state-of-the-art moot courtroom, on-campus dormitories, and one of the largest private law libraries in the western United States. Sacramento is within a two hour drive of San Francisco, Lake Tahoe, and the Napa Valley. The main campus of the University of the Pacific is located in Stockton, approximately a one hour drive away.

The Dean is the academic and administrative leader of the law school, and reports to the Provost of the University. The new Dean will be expected to: (1) work with the faculty in promoting excellence in teaching and scholarship and in developing a distinctive academic program; (2) administer the law school; (3) be the law school's primary ambassador to the national legal community; (4) lead the law school's fund-raising campaign and resource development; and (5) represent the law school in the university community.

The Dean Search Committee began reviewing candidates in October, 2000 for an appointment beginning summer 2001. All applications and nominations will be treated in confidence. Please send nomination, inquiries, or a letter of interest, a resume, and the names of references. **Contact:** Paul Richardson, Chair, Julie Davies, Vice Chair, Dean Search Committee, McGeorge School of Law, 3200 Fifth Avenue, Sacramento, CA 95817. **Telephone:** For Paul Richardson: (916) 739-7169. For Julie Davies: (916) 739-7194 or email her at jdavies@uop.edu. **E-mail:** Roderick Hamilton of Isaacson, Miller search firm at: hamiltor@linkline.com.

University of the Pacific is an AA/EOE. Candidates from all backgrounds are encouraged to apply.

ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

Department of Special Education

SCSU seeks applications for four positions in the Department of Special Education. One Associate Professor/Department Chair and three Assistant/ Associate Professors, tenure track, to begin August 2001. Salaries are competitive and commensurate with experience. Chair position requires earned doctorate and previous leadership experience. All teaching positions require an earned doctorate or ABD in special education or related field (terminal degree must be in hand at the start of contractual appointment date).

For complete job responsibilities, qualifications and application information go to:
http://condor.stcloudstate.edu/~affact/NOVTODAY.HTML

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT and veterans.

TDD/TYY: (612) 297-5353 or 1-800-627-3529.

Wellness and Sports Sciences Assistant Professor

Full-time, tenure-track beginning Fall, 2001. The Department of Wellness and Sport Sciences in the School of Education is comprised of 15 faculty members and one secretary and offers General Education courses, an Athletic Coaching minor, and an M.Ed. In Sport Management. The position includes teaching the three credit general education course, Wellness: Concepts for Health and Fitness with activities. The opportunity may exist to teach courses in the Athletic Coaching Minor such as Standard First Aid and CPR, Psycho-Social Foundations of Sport; and Kinesiological and Physiological Foundations of Coaching. Also, the opportunity may exist to teach summer graduate courses in Sport Management such as Moral and Ethical Issues in Sport, Drugs and Alcohol, Analyzing Performance in Sport, Sport Conditioning, and supervising Internships. **Required:** ABD in Health, Physical Education, Sport Sciences, or related fields, completed doctorate by November 1, 2002; experience in, or academic preparation for teaching Wellness; evidence of ability to work cooperatively with colleagues and to conduct scholarly activities; a successful interview and teaching demonstration. **Preferred:** Completed doctorate; experience in advising and teaching Wellness at the college or university level; experience in or academic preparation for teaching in the exercise or sport science fields; experience in multicultural settings; and evidence of ability to use instructional technology. Full consideration given to applications received by February 1, 2001. Send letter of application summarizing qualifications, vita, copies of all transcripts, and the names, addresses and telephone numbers of three current references to: **Mrs. Adele Ruszak, Search Committee Chairperson, Dept. of Wellness and Sport Sciences/HO1204, Brooks Hall, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

MILLERSVILLE
UNIVERSITY

Sarah Lawrence College

Sarah Lawrence College announces a tenure-track position in Queer Studies beginning Fall 2001. We are looking for someone with an interdisciplinary approach to issues of gender and sexuality. Candidates could have strengths and interests in literature, history, and/or cross-cultural perspectives. Please send cover letter, CV, three letters of recommendation, one or two possible course syllabi, and a short writing sample to **Naudia Forbes, Faculty Secretary, Att: HOHE, Queer Studies Search, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708.** The deadline for applications is **January 30, 2001.** For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at http://www.slc.edu.

SLC is an EO employer.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION,
REHABILITATION, AND SCHOOL PSYCHOLOGY

Tenure-track Asst. Prof. (earned doctorate) of Temporary Lecturer (Master's Degree) at California State University, Sacramento (**eff. Fall semester, 2001**). Competency in ASL and ASL teaching experience at the College level required. Evidence of ability to coordinate an ASL Program required. Earned doctorate (Asst. Prof.) or Master's Degree (Lecturer) in Linguistics, Sign Language Studies, Rehabilitation Counseling, Special Education or related field required. Position No. 63. Salary: $33,792-$51,036. Screening of applications begins December 15, 2000; open until filled. For application procedures, call (916)278-5558.

AA/EO

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UTEP

Dean,
College of Business Administration

The University of Texas at El Paso (UTEP) invites nominations and applications for the position of Dean of the College of Business Administration. The Dean will maintain a strong presence in the community and the region, enhance the image of the College in the business community, and develop the College's external resources. The Dean will strengthen the College's relationship with the region's manufacturing and international commerce institutions and promote the College's role in international business, with a special emphasis on global markets, the expansion of free trade, and NAFTA's increasing role in the border region.

The Dean, working with the Associate Deans, will provide academic and administrative leadership and support for the faculty and students of the College and will foster a positive environment for quality teaching, scholarly research, and professional service. The Dean will take a leadership role in promoting and securing resources for a developing Ph.D. in International Business and for the MBA Online offered in partnership with the UT System Telecampus and Master of Information Technology program offered in cooperation with UTEP's College of Engineering.

UTEP, with over 15,000 students, is the largest public institution on the United States-Mexico border. The El Paso/Ciudad Juárez international and multicultural setting affords unique faculty opportunities for teaching, research, and cultural experiences. The University, the second oldest component of the University of Texas System, is dedicated to providing quality higher education to residents of the region. UTEP serves an international population of two million with a variety of baccalaureate and graduate program in six academic colleges. For more information go to **www.utep.edu.**

The College of Business Administration, fully accredited by AACSB, prepares its students to be competitive at the regional, national, and international levels. The College houses four academic departments: Accounting, Economics and Finance, Information and Decision Sciences, and Marketing and Management serving 2300 undergraduate majors and 200 graduate students with 51 full-time faculty. The College offers baccalaureate degrees in accounting, computer information systems, economics, finance, management, human resources management, marketing, and production/operations management. Graduate programs include the Master of Business Administration, the Master of Accountancy, the Master of Science in Economics, and the Master of Information Technology. The College has a variety of contract and grant activities conducted through both college-based and university-wide outreach and research centers.

The successful candidate will be a goal-oriented leader with proven management skills who possess a vision for, and an understanding of, the philosophy and mission of a college of business within the international business community. A strong track record in successfully acquiring external resources is highly desirable.

Review of applications will begin January 15, 2001 and will continue until the position is filled. The anticipated starting date for the position is August 2001. Salary is competitive with other AACSB-accredited institutions. The University of Texas at El Paso does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, or sexual orientation in employment or the provision of services. Each candidate must submit a letter of interest, curriculum vitae or detailed resumé, and the names, addresses, and telephone number of five references to **Evelyn Posey, Chair, Dean of College of Business Administration Search Committee, Office of the Provost, The University of Texas at El Paso, El Paso, TX 79968-0511.**

ROWAN UNIVERSITY

Director of International Student Services and Multicultural Affairs

The Director of International Student Services performs duties and responsibilities in support of international students. The Director will direct and manage the development and oversight of campus policy, plan and organize services and programs, and conduct orientation programs for international students. The Director provides supervisory responsibility for the Office of International Student Services and Multicultural Affairs. Master's Degree required in Counseling, International Education or related field. Three years experience working with international students or international education programs. Demonstrated knowledge of the special needs of international students is required. The Director must possess three years of supervisory experience. **Start:** as soon as possible.**Salary:** Competitive. Interested applicants should send a cover letter highlighting related education and experiences, a resume, transcript of college level work and the names of at least three references by **December 20, 2000** to:

Mr. George Brelsford, Chair
Search Committee
Office of Residential & Campus Life
Rowan University
Savitz Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

Rowan University is a comprehensive institution with an enrollment of 9,000 full and part-time undergraduate and graduate students in six colleges. It is located in Southern New Jersey, 17 miles southeast of Philadelphia.

MATHEMATICS
Two Tenure Track Positions
Western Connecticut State University

GENERAL EDUCATION-Assistant Professor:
The position will support the University's general education requirement, which includes courses through Calculus II. It will also include responsibilities in placement testing (currently done on Accuplacer). Preference will be given to candidates with general education teaching experience and experience in placement testing. Duties include teaching, departmental service, and appropriate creative activity. Doctoral degree is required for the position. Preference will be given for a doctorate in the mathematical sciences. A candidate with a master's degree in mathematics and a doctorate in a related field with a mathematics focus will also be considered.

SECONDARY EDUCATION-Assistant/Associate Professor:
The position supports the department's secondary education program in mathematics. It includes teaching mathematics and mathematics methods courses, as well as supervising student teachers at the high school level. Further duties include departmental service, student advisement, membership in education review committee, and appropriate creative activity. Requirements: master's degree in mathematics; doctorate in the mathematical sciences, mathematics education or education; secondary teacher certification.

Application Process: Interested applicants (specify which position) should send a resume, three letters of reference, unofficial transcripts, statement of teaching philosophy, and evidence of teaching excellence to: **Dr. J. Hamer, Search Committee Chair, Dept. of Mathematics and Computer Science, WCSU, 181 White St., Danbury, CT 06810. hamerj@wcsu.edu**

Review of applications will begin December 15, 2000 and will continue until the position has been filled. All application materials must be received by January 15, 2001 for the application to receive consideration during the first round of screening. No electronic submissions will be accepted, except for letters of reference. We will also be interviewing at the Joint Meetings in New Orleans, January 10-13, 2001.

Western is an Affirmative Action/Equal Opportunity Educator/Employer

DEAN OF INSTRUCTION

$77,758 - $92,338

(Starting Salary)

Paradise Valley Community College, of the Maricopa Community College District, is seeking a leadership professional for the position of Dean of Instruction.

The Dean of Instruction serves as the chief academic officer and provides senior-level leadership for academic, occupational, developmental, continuing education and instructional support programs of the college. The Dean of Instruction also:

- Initiates and leads strategic planning in the context of a learning-centered college
- Develops new initiatives, curriculum, delivery formats and programs in response to market needs
- Advocates for the integration of technology in the teaching and learning environment
- Hires, evaluates and supervises faculty, division chairpersons and staff
- Oversees all academic achievement and program assessment initiatives

Master's degree required. Doctorate preferred. Experience initiating, developing and implementing learning-centered practices; organizational and academic planning responding to enrollment growth; curriculum development and assessment of student-learning outcomes; budget development and grant writing. An accomplished instructional leader with demonstrated ability to provide leadership in a fast-paced, rapidly-expanding environment is essential.

The closing date is January 5, 2001. Interested candidates are encouraged to apply immediately.

Application form required. Employee Services, 2411 W. 14th Street, Tempe, AZ 85281. Hot line (480) 731-8444.

www.dist.maricopa.edu/hrweb AA/EOE

Maricopa Community College District

MINNESOTA STATE UNIVERSITY
MANKATO

Dean of Allied Health and Nursing

Minnesota State University, Mankato, invites recommendations and applications for the position of Dean of Allied Health and Nursing. MSU, located in south-central Minnesota, is a comprehensive, multipurpose regional university with an enrollment of approximately 12,800 students including 1,700 graduate students. The College of Allied Health and Nursing is a statewide leader in the education of health professionals. The departments include Dental Education; Family Consumer Science; Health Science; Human Performance; Recreation, Parks and Leisure Services; Speech, Hearing and Rehabilitation Services; and the School of Nursing.

For a complete description of responsibilities and required qualifications, please contact:

Becky Gunderman
111 Armstrong Hall
Minnesota State University
Mankato, MN 56001

Tele. (507)389-6307
Fax: (507)389-5569
TTY: (800)627-3529
E-mail: rebecca.gunderman@mnsu.edu

Visit MSU's career page at **http://www.mnsu.edu/dept/AffAct/MSU-VAC_NOT/VacHP.html.**
An Equal Opportunity/Affirmative Action Institution.

DOMINICAN UNIVERSITY

Faculty Positions

Fall, 2001

Dominican University invites applications for the following tenure track faculty positions beginning in the Fall, 2001 at the Rank of Assistant or Associate Professor depending upon background. Evidence of teaching excellence, interest in curriculum development, research potential and enthusiasm for student advising are important qualities required for these positions.

GRADUATE SCHOOL OF SOCIAL WORK

Positions available for three Assistant Professors and one Associate Professor. Dominican University has recently established a Graduate School of Social Work and is looking toward accreditation by the Council on Social Work for an MSW program. This presents an exciting opportunity for qualified faculty to help build a new social work school and develop the new curriculum. The MSW program will have a clinical family centered concentration and will need faculty to teach in two or more areas. Areas of expertise required of the candidates are research, HBSE and general practice, family centered practice, or social policy and administration. Faculty should hold a doctorate in social work from an accredited school and have a beginning record of scholarship.

SCHOOL OF BUSINESS

Management Information Systems/Computer Information Systems: Candidates should have at least a master's degree in MIS, CIS or Computer Science. The position requires teaching graduate and undergraduate courses at all levels, including networks, client server and systems analysis and design, etc.

Management: Candidates should have a Ph.D./DBA in Business Administration or related field. The position requires teaching graduate and undergraduate courses in management, operations, policy, etc.

Marketing: Candidates should have a Ph D./ DBA in Marketing or related field. The position requires teaching graduate and undergraduate courses in marketing, international marketing, marketing strategy, consumer behavior, etc.

COLLEGE OF ARTS & SCIENCES

Computer Science/Computer Information Systems: Candidates should have at least a Master's Degree in Computer Sciences or Computer Information Systems. Candidates must have the ability and willing ness to teach undergraduate courses at all levels, but will also teach some graduate courses. Previous teaching experience is a plus, but not essential.

Dominican University is a comprehensive Catholic university of approximately 2300 students organized into the College of Arts and Sciences, the Graduate School of Library and Information Science, the School of Business, the School of Education, the Institute for Adult Learning, and a new Graduate School of Social Work. It is located ten miles west of Chicago in a beautiful residential community. The University aspires to be among the most vital, intellectually engaged, value-centered learning communities in the Midwest.

Qualified candidates are asked to submit a letter of application, CV, three letters of recommendation, official transcript and evaluations of prior teaching, if available. Applications and supporting documents will be received until the positions are filled.
Send to:

Dr. Norman Carroll
Vice President for Academic Affairs
Dominican University
7900 West Division
River Forest, Illinois 60305

Dominican University is an equal opportunity/affirmative action employer and especially invites application from minority candidates.

CHANCELLOR

The University of Virginia's College at Wise

Nominations and expressions of interest are invited for the position of Chancellor of The University of Virginia's College at Wise.The Chancellor reports to the Board of UVa-Wise and to the President of the University of Virginia in Charlottesville.

The University of Virginia's College at Wise is one of the top liberal arts colleges in the South and is gaining national recognition for its growing academic excellence.Located on a 367-acre campus in the Appalachian Mountains of Southwest Virginia, UVa-Wise supports an enrollment of 1,450 and a full-time faculty of 72.UVa-Wise offers undergraduate programs in the arts and sciences as well as select undergraduate professional programs in business, nursing, teacher education and other fields, all characterized by a strong liberal arts experience.

The College seeks a new Chancellor who will continue enhancing the quality of the undergraduate experience and strengthening the institution's faculty, student body and financial resources.The new Chancellor will be expected to possess the vision, educational credentials, personal characteristics and administrative skills to work effectively within the close-knit community of Wise, the University of Virginia and the Commonwealth.An understanding of the role and value of public liberal arts colleges is essential.

Correspondence should be directed, in confidence, to the consultants supporting this search:

Chancellor
The University of Virginia's College at Wise
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

For additional information or the Position Specification, please contact: Lucy A. Leske or Nancy A. Martin of Educational Management Network/Witt/Kieffer **at:uvawise@emnemn.com.**

UVa-Wise has an Internet Web site at http://www.uvawise.edu.

The University of Virginia is an equal opportunity/affirmative action employer.

New York City Technical College/CUNY announces anticipated tenure track faculty and college laboratory positions for Spring 2001 in the following areas:

School of Professional Studies
- Business Marketing
- Nursing
- Radiologic Techology
- Culinary Arts

School of Technology and Design
- Facilities Management
- Computer Systems Technology

School of Arts and Sciences
- CESL Coordinator
- African American Studies
- Mathematics
- Psychology
- Physics
- Biology
- Speech

College Laboratory Technicians
- Computer Systems
- Electromechanical Engineering Technology
- Stage Technology
- Chemistry

Qualifications: **Faculty:** Most faculty positions require an earned doctorate, research or industry experience and interest and experience in teaching at the college. In certain technical areas a relevant master's degree and/or professional licenses and experience in the field are required. Expertise in curriculum development using instructional technology and innovative pedagogy are desirable. **College Laboratory Technician:** Must be a high school graduate with four years of work or experience appropriate to the requirements of the department at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or an associate's degree and a minimum of two years experience in an area appropriate to the duties to be performed, or an appropriate combination of at least four years of education and work experience beyond high school. For more detailed information see our web site at www.NYCTC.CUNY.EDU.

Resumes to Michelle Schlein, Human Resources, New York City Technical College
300 Jay Street, Namm 321
Brooklyn, N.Y. 11201
AN AA/EO/ADA/IRCA EMPLOYER

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York

Assistant Professor
Two Dimensional Design
Division of Foundation Studies

Full-time faculty to teach 2-D Design in Foundation Studies. Faculty also advise students, participate in curriculum development, and serve on college committees. Teaching responsibilities begin September, 2001.
For more information see: www.risd.edu

Artists and designers from all visual arts disciplines are encouraged to apply. Applicants should have a Master's degree or professional equivalent, a minimum of two years teaching at the college level, a professional exhibition record and/or professional experience in design or architecture areas.

Applications, including letter of intent, CV, 20 slides of professional work and 20 slides of your students' work, and 3 letters of reference, should be sent to: Ms. Elsie Cimorelli, Search Secretary, Academic Affairs Office, Rhode Island School of Design, Two College Street, Providence, RI 02903-2784.

Applications must be postmarked by January 26, 2001. Please include SASE.

Rhode Island School of Design is an equal opportunity employer. Women and minorities are encouraged to apply. RISD does not discriminate on the basis of race, religion, color, sex, age, national or ethnic origin, sexual orientation or disability.

Northern Illinois University
College of Law
Est. 1975

NORTHERN ILLINOIS UNIVERSITY COLLEGE OF LAW invites applications for a full-time position as Director of Development and Career Opportunities. The Director will plan, implement, and supervise all development/fund raising functions including the Annual Fund, special fund drives, endowed funds and maintaining fund raising records. The Director is responsible for overseeing career counseling and education for 300 current law students, reciprocity students, and an alumni base of 2,500. In addition, the Director will oversee public interest and pro bono opportunities for students.

Prior development/fund raising experience, knowledge of legal market and opportunities preferred. Experience in counseling, law firm, public interest and academic experience while desirable, are not prerequisites. Strong organizational, interpersonal and writing skills required. Applicants must have a good academic record and a commitment to affirmative action. Applications are particularly encouraged from individuals who will add to the diversity of the law school community. A J.D. and two to four years minimum of work experience in related areas such as development, fund raising, alumni relations and counseling are preferred. Salary is commensurate with experience. Please send a resume, transcript, and the names, addresses, and phone numbers of three references. Applications will be accepted until the position is filled. Send materials to **Wendy Ohman, Assistant to the Dean, Northern Illinois University College of Law, DeKalb, IL 60115.**

AA/EEO

WESTERN CONNECTICUT STATE UNIVERSITY
ANGELL SCHOOL OF BUSINESS
MANAGEMENT DEPARTMENT
HEALTH CARE ADMINISTRATION POSITION

WCSU has available a tenure-track position in Health Care Administration beginning August 2001. A twelve-hour per semester teaching load will be shared between the Master of Health Administration program and the Bachelor of Business Administration program. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. The Management Department includes 8 full-time faculty, plus adjunct instructors, provides a BBA Management major, an MHA degree, and supports an MBA program. The position will be filled at the rank of Assistant Professor.

Qualifications: An earned doctorate in Health Care Administration or a related field; ABDs near completion will be considered. Demonstrated teaching and Health Care Management experience are preferred. Teaching assignments may include Managing Health Service Organizations, Health Services Quality, and Health Services Marketing in the MHA program as well as courses in the BBA program. Also important are a strong interest in interactions with health care organizations as well as potential development into the role of MHA coordinator.

Application Process: Interested applicants should Email, send, or fax a letter of application, a current vita, three letters of reference, unofficial transcripts to: **Dr. Stanley Bazan, Chair, Search Committee, Bazans@wcsu.ctstateu.edu, Management Department. Western Connecticut State University. 181 White Street Danbury, CT 06810. (203)837-8527 (Fax).**

Western is an Affirmative Action/Equal Opportunity Educator/Employer.

BEST COPY AVAILABLE

UNIVERSITY OF WISCONSIN Whitewater

Founded in 1868, the University of Wisconsin-Whitewater is a premier comprehensive university with more than 10,000 full and part-time students enrolled within its four colleges: the Colleges of Arts and Communication, Business and Economics, Education, Letters and Sciences, and the School of Graduate Studies. UW-Whitewater offers 45 undergraduate and 16 master's degree programs, and one educational specialist degree. The 385-acre campus, located in Whitewater a community of 12,000 residents, is near the scenic Kettle Moraine State Forest in southeastern Wisconsin. Milwaukee, Madison, and Chicago metropolitan areas are within driving distance from Whitewater.

POSITIONS AVAILABLE:

COLLEGE OF ARTS AND COMMUNICATION

Art:
Art History/General Education I, Tenure Track
Art History/General Education II, Tenure Track

College Advancement Officer:
College Advancement Officer, Bachelor's min.

Communication:
Advertising, Assistant Professor
Communication Generalist, Assistant Professor
Organizational Communication, Tenure Track
Mass Communication, Assistant Professor
Multimedia, Assistant Professor
Print/Broadcast Journalist/Electronic Media, Assistant Professor
Public Relations, Assistant Professor

Music:
Jazz Artist teacher of Saxophone, Tenure track

COLLEGE OF EDUCATION

Curriculum and Instruction:
Early Childhood, Assistant/Associate Level
Reading Language Arts, Tenure Track
Science Secondary Education, Assistant Professor

Health, Physical Education, Recreation & Coaching:
Exercise Science, Assistant Professor
Pedagogy, Assistant Professor

Safety Studies:
Environmental and Chemical Safety, Tenure Track
Industrial Hygiene, Tenure Track
Safety Generalist, Tenure Track

Special education:
Cognitive Disabilities, Tenure Track
Mild Disabilities, Tenure Track

COLLEGE OF BUSINESS AND ECONOMICS

Accounting (2), Assistant Professor, Tenure Track
Computer Technologies/MBA, Tenure Track
Finance and Business Law (2), Tenure Track
Management (2), Tenure track
Marketing, Assistant/Associate level

College Advancement Officer:
College Advancement Officer, Bachelor's min.

COLLEGE OF LETTERS AND SCIENCES

Biological Sciences:
Aquatic Ecology, Tenure Track
Invertebrate Zoologist, Tenure Track
Molecular Biology, Tenure Track

College Advancement Officer:
College Advancement Officer, Bachelor's min.

Geography:
Human Geography, Global Perspectives
Environmental Geographer, Assistant Professor

Languages and Literatures:
Generalist, Assistant Professor
Spanish (2), Tenure Track

Math and Computer Science:
Mathematics-Computer Sciences, Asst. Professor

Philosophy and Religious Studies:
Philosophy/World of Ideas, Assistant Professor

Physics:
Physics Education, One year, academic staff

Psychology:
School Psychology, Assistant Professor

Sociology:
Criminal Justice, Assistant Professor
Political Science, Assistant Professor

Women's Studies:
Women's Studies, Tenure Track

UW-Whitewater
Human Resources and Diversity
Hyer Hall, Suite 330
800 W. Main Street
Whitewater, WI 532190

For complete job descriptions and application information, visit the University's web site at:

www.uww.edu/admin/employmt/fac.htm

The University of Wisconsin-Whitewater is an equal opportunity and affirmative action employer committed to excellence through diversity.

MARKETING DIRECTOR

DIVISION OF EDUCATIONAL OUTREACH - DENVER CENTER

DEO is a major component of the University's outreach organization, and one of the state's largest extended studies providers, with an annual gross revenue over $11 million. This key position works closely with program directors in developing/implementing/controlling marketing and promotional campaigns.

QUALIFICATIONS: Bachelor degree in Marketing, Public Relations, Journalism or related field; Master's degree preferred.

NOMINATIONS: Send applications, including letter of interest that details relevant experience and accomplishments, resume, and names, addresses, and telephone numbers of three references to: **Jean Morgenweck, DEO Search Committee Chair, Colorado State University, 110 16th Street, Suite 110, Denver, CO 80202.**

APPLICATION DEADLINE: Applications must be postmarked by **January 19, 2001.** Search may be extended if a suitable candidate is not identified.

Sarah Lawrence College

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained physicist for a tenure-track position beginning August 1, 2001. The successful candidate will teach general physics and intermediate level courses as well as other courses of interest to liberal arts students. Outstanding teachers in all areas of specialization will be considered. Ph.D. and teaching experience required. Please send resume, copy of undergraduate and graduate transcripts, three letters of recommendation, statements of teaching philosophy and research interests, and two brief sample course descriptions to: **Dr. Mark Matlin, Chair, Physics Search, Sarah Lawrence College, Bronxville, NY 10708.** Deadline for receipt is **December 20, 2000.**

An equal opportunity employer, Sarah Lawrence College encourages applications from minorities and women.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY

Two tenure-track Asst. Prof. Positions in Special Education at California State University, Sacramento **(eff. Fall semester, 2001).** Pos. No. 61 - Mild/Moderate disabilities with an emphasis in adaptations to core curriculum and have been involved in training teachers to work in inclusive environments. Position No.62 - Moderate/Severe disabilities with an emphasis in assistive technology. Earned doctorate in special education or related field with a special education emphasis required. Salary:$40,888-$51,036. Screening of applications begins **December 15, 2000**; open until filled. **For application procedures, call (916) 278-5558.**

AA/EO

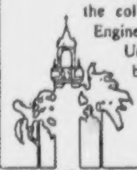
BEST COPY AVAILABLE 529

Opening for 2001-02

The Bellarmine College of Liberal Arts invites applications for a tenure track position at the rank of Assistant Professor in the Department of Sociology. Candidates are expected to have completed the Ph.D. in Sociology by **August 2001**. Areas of teaching responsibility and research may include any two or more of the following areas: comparative urbanization, social change, occupations and work, collective behavior and social movements, mass media. The candidate will also be expected to teach research methods and introduction to sociology. The teaching load is three courses each semester.

The Sociology Department consists of 7 members with approximately 140 majors. Ability to teach effectively at the undergraduate level is essential. Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty housing assistance. Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience. Review of applications shall begin on **January 15, 2001**. This position will remain open until a suitable candidate is found.

Please send curriculum vitae, statement of teaching and research interests, sample of research and three letters of reference to: **Dr. Loretta Morris, Chair, Department of Sociology, Loyola Marymount University, 7900 Loyola Boulevard, Los Angeles, CA 90045-8410.**



Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer.

LOYOLA MARYMOUNT
UNIVERSITY

EDUCATIONAL FOUNDATIONS
Education/Teacher Education
Assistant Professor

Full-time, tenure-track, beginning Fall 2001. Primary teaching responsibilities include: (undergraduate teacher preparation) Issues in Secondary Education and supervision of student teachers. Additional teaching responsibilities depending on the qualifications and interests of the successful applicant include courses in: educational psychology, philosophy, foundations, research, and mentoring a cohort in a field-based post-baccalaureate certification program. Faculty members are expected to pursue scholarly interests and to participate in university governance and curricular development. **Required:** ABD (dissertation MUST be completed by January 30, 2002); background and interest to teach in a comprehensive teacher preparation program (undergraduate and masters level) including secondary methods, psychological foundations, social foundations, and a critical perspective regarding democratic education and the integration of theory and practice; completion of 3 years of successful U.S. secondary (6-12) teaching experience; evidence of the following: potential for scholarly contribution, strong commitment to teaching excellence, communication and collaboration skills; demonstrated ability to integrate technology in instruction; experience in multicultural settings; and a successful interview and teaching demonstration. **Preferred:** Ph.D. or Ed.D.; either school leadership or experience with supervision; experience with exceptional populations; experience in urban education; and successful post-secondary teaching experience. Evaluation of candidates will begin 1/19/00 and continue until the position has been filled. Send letter of application addressing the qualifications for the position, vitae, copies of undergraduate and graduate transcripts, and three current letters of reference to: **Dr. John Ward, Search Committee Chair, Educational Foundations Department/HO1204, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

MILLERSVILLE
UNIVERSITY

Kutztown University enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. As a state regional university, Kutztown University is committed to serving the multicultural populations in its region. The University is searching for faculty who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

WEBMASTER

Kutztown University of Pennsylvania

Productive, team-oriented professional to coordinate design, content, organization of university web site. Oversees student web development staff. Works closely with university web committee. Excellent written and verbal communication, customer relations skills, strong in content conceptualization, copywriting, layout and design. Expertise with web development tools such as HTML, Javascript, CGI, PERL, XML, Netscape Composer, FrontPage, DreamWeaver, Photshop, and Acrobat. Min. 2 years web development experience with record of increasing responsibilities. BA,BS or equivalent experience/education required. Successful interview and demonstration of ability are also required. Submit letter of application, resume and three professional references by e-mail, regular mail or fax. Review of applications will begin December1, 2000 and continue until position is filled. Reply to **Richard A. Morrison, Chair, Search Committee, Kutztown University, Kutztown, PA 19530 e-mail: morrison@kutztown.edu, fax: (610) 683-4676.**

Kutztown University of Pennsylvania is an Affirmative Action/Equal Opportunity employer and actively solicits applications from women and minority candidates. Kutztown University of Pennsylvania is a member of the State System of Higher Education.

KUTZTOWN

UIC

Assistant Director - UIC Pavilion

The University of Illinois @ Chicago is seeking an Assistant Director for the UIC Pavilion, a 10,000-seat multi-purpose arena. The UICPavilion is located on campus and is approximately five minutes from downtown Chicago. Events held in the arena include, UIC Men'sand Women's basketball and Women's Volleyball, major concerts, family shows, trade shows, religious and community events.

The Assistant Director will be responsible for development and execution of the Pavilion's marketing, sales, booking, event managementand event development. The position will interact with the University Athletic Department and assist with budget development and ensurecontract, advertising and insurance compliance for all events. In absence of the Director and Associate, the incumbent will be responsiblefor all activities related to the Pavilion.

Candidates must possess superior written/verbal skills and show demonstrated ability to supervise and motivate employees. Candidates must meet the following minimum requirements; Bachelor's degree required preferably in marketing/Management/business/sports administration or other disciplines with five years of experience in management of a multipurpose arena. Master's degree preferred in areas of concentration thatmay include:marketing/management/business/sports administration or other disciplines with three years experience in management of a multipurpose arena.

Send letter of application and resume to:

Shaune Williamson-Sissac, Search Coordinator
University of Illinois at Chicago
Auxiliaries Employment
703 CCC m/c 117
705 S. Halsted
Chicago, Illinois 60607

For fullest consideration applications/resumes must be received by **December 28, 2000**. Start date: ASAP.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

SFSU San Francisco State University

Y.F. Chang Chair in Business

Nominations and applications are invited. To receive a full position description, visit our website, **http://www.sfsu.edu/~cobchair** or call **415-338-2670.** Send letter of application and resume to: **Chair, Search Committee, YF Chang Professor of Business, Office of the Dean, College of Business, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132.**

BIOLOGY
CHEMISTRY

Tenure-track Appointments

For complete descriptions,
go to **www.wooster.edu.**
Scroll down and select the Jump to
Employment Opportunities.
The positions are posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 - lfarmer@acs.wooster.edu

The College of Wooster
1189 Beall Avenue
Wooster, Ohio 44691-2363

KENNESAW STATE UNIVERSITY
University System of Georgia

Kennesaw State University in Metropolitan Atlanta

Seeks an experienced, creative and energetic leader to serve as Dean of the Bagwell College of Education. Visit:

http://www.kennesaw.edu/academicaffairs/ads/joblist.htm

or contact Dr. Linda Noble 770-423-6124 for more information.

KSU is an Affirmative Action/ Equal Opportunity Employer.

WESTERN CONNECTICUT STATE UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES
DEAN

Western Connecticut State University invites applications and nominations for the position of Dean of the School of Professional Studies. WCSU is located in Danbury, a city in Fairfield County, 50 miles north of New York City. The University is located on two campuses and serves 5,500 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System. WCSU is divided into the School of Arts & Sciences, the School of Professional Studies, and the Ancell School of Business.

The School of Professional Studies' mission is primarily teaching as opposed to research. The school serves approximately 1,450 undergraduate and graduate students. The School of Professional Studies offers undergraduate degrees in Music, Social Work, Health Education, Education, and Nursing. Graduate degrees in Counselor Education, Education, Elementary Education, Secondary Education, Music Education and Nursing are also offered.

Responsibilities: The University is seeking a Dean capable of promoting, developing, and sustaining the School's educational, scholarly, and public service programs. The Dean provides collegial leadership and consensus building for faculty organized into six departments – Education, Health Science, Music, Nursing, Physical Education, and Social Work. The Dean of the School of Professional Studies reports to the Academic Vice President.

Qualifications:

- A record of teaching and scholarship, including an earned doctorate in a field appropriate to the School's curricula.
- Academic administrative experience, preferably beyond the level of chairperson, and demonstrated team-building experiences.
- Experience with national accreditation processes.
- An appreciation for scholarship and research in an academic setting.
- An appreciation of information technology and its role in education.
- Demonstrated ability to communicate effectively and to maintain good working relationships with all internal and external constituencies of the University.
- Demonstrated ability to represent and promote the School of Professional Studies to external constituencies.
- Experience with campus governance and collective bargaining agreements and sensitivity to faculty selection and evaluation.
- An understanding of the needs of a diverse student body and non-traditional students.
- Experience obtaining grants and fundraising is preferred.

Application Process: Send letter of application that includes an estimation of what he/she brings to the position and how his/her experience corresponds with the requested qualifications, current curriculum vitae, and the names, addresses, and telephone numbers of three professional references to: **Charles P. Spiridon, Dean of Human Resources Management, WCSU, 181 White St., Danbury, CT 06810. www.wcsu.edu**

Salary: Negotiable, excellent benefit package.

Deadline: Applications must be received by January 12, 2001. Anticipated starting date: July 2001.

Western is an Affirmative Action/Equal Opportunity Educator/Employer.

West Chester University of Pennsylvania

West Chester University

Frederick Douglas Teaching Scholars
Summer 2000

West Chester University of Pennsylvania is offering summer teaching opportunities to graduate students entering the final year of terminal degree programs and preparing to be college teachers, for the purpose of attracting graduate students from historically underrepresented and underserved populations. Students selected will teach one course during a five-week term June 25-July 28.

This program is designed to give these graduate students teaching experience and to explore employment opportunities with this university, which is committed to cultural diversity. This is in keeping with the spirit of Douglas' life of public service and the University's mission to be a source of encouragement to the African American, Native American, Hispanic American, and Asian American communities.

Minimum requirements are: masters degree completed or equivalent and currently enrolled in a terminal degree program; academic background in one of the fields taught at West Chester University; and at least three favorable letters of recommendation from faculty or professionals in the student's field, including the student's advisor. Preferred: experience teaching or as teaching assistant. Scholars will be compensated as adjunct faculty, according to the university's collective bargaining agreement. Scholars are expected to live in on-campus housing in an apartment that will be provided at no charge and to participate in campus activities. Priority consideration will be given to applications postmarked by January 16, 2000.

For information/application, contact: Office of Sponsored Research & Faculty Development, c/o Dr. Michael Renner, 302 McKelvie Hall, West Chester University, West Chester, PA 19383, Phone (610) 436-3310, mrenner@wcupa.edu, or visit our web site at www.wcupa.edu/_information/douglass.scholars/

West Chester University of Pennsylvania, a member of the Pennsylvania State System of Higher Education, is continuing to build a culturally diverse, broadly trained faculty and administration capable of fostering an inclusive environment, which we feel, is necessary to help prepare our students for the 21st Century. West Chester, located 25 miles west of Philadelphia, is convenient to major cultural and commercial institutions, recreational activities, and is within driving distance of Wilmington, DE, NYC, and Washington, DC. The university is an equal opportunity, affirmative action employer encouraging diversity.

Broward
Community
College

Opening doors to a brighter future

Broward Community College (BCC) is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1959 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

FACULTY POSITIONS

BCC is seeking candidates to fill tenure-track positions. These positions are for a 163-day contract, and most will begin in Fall, 2001. Minimum salaries are $30,882 (Master's degree with 18 graduate semester hours in discipline); $36,441 (Doctorate degree with 24 graduate semester hours in discipline).

Aviation Maintenance Faculty, #323
Bachelor's degree and FAA Airframe and Powerplant certificate. Experience in Aviation Maintenance field and teaching required. Will be required to teach on the evening shift of 6:00PM to 11:15PM. Position begins May, 2001.

Biology Instructor, #990
Master's degree with eighteen graduate semester hours in field; to include microbiology.

College Preparatory English Instructor, #462
Bachelor's degree in English with experience teaching grammar and writing. Experience in multimedia and/or computer assisted instruction. If the candidate does not have a Master's with eighteen graduate hours in field, he or she must be willing to complete it within three years of hire.

Computer Science Instructor, #207 & #268
Master's degree with eighteen graduate hours in Computer Science or a closely related discipline. Certification to teach Oracle (Application Developer and/or DBA), Sun Java Developer, CIW (Site designer, Site administrator, and/or Enterprise Developer), Microsoft (MCSD and/or MCSE), Cisco (CCNP), Novell (CNE), and/or A+ courses. Applicants who hold a desired certification(s), but a lesser academic degree, will be considered.

Education/ Psychology Instructor, #986
Master's degree with eighteen graduate semester hours in Education and eighteen graduate semester hours in Psychology.

Education/ Social Science Instructor, #427
Master's degree with eighteen graduate semester hours in Education; and eighteen graduate semester hours in Geography, Psychology, or Sociology.

English Instructor, #150 & #157
Master's degree with eighteen graduate hours in field. Experience teaching college prep English, college composition and introductory Literature courses or Professional and Technical Writing. Experience in multi-media applications and/or computer instruction.

English Instructor, #204
Master's degree in English, literature, or related field and teaching experience at the developmental/college - preparatory level. Demonstrated expertise in and commitment to developmental/college-preparatory writing preferred. The individual filling this position should look forward to teaching mostly college preparatory writing courses.

ESL Instructor, #988
Master's degree with at least eighteen graduate credit hours in TESOL and a minimum of three years community college teaching experience. Some administrative experience desirable for ESL Program Coordinator. Some Saturday hours may be required. Will be required to teach on the evening shift (6PM- 11:15PM).

Hospitality/ Tourism Instructor, #366
Master's degree, preferably in Hospitality or Tourism/Travel. Experience in industry is required.

Mathematics Instructor, #254
Master's degree with eighteen graduate credit hours in Mathematics. Applicant will teach college preparatory Mathematics, with option of college-level Mathematics for supplemental pay. Applicant must be willing and able to incorporate technology in the classroom, and must be open to new teaching strategies to enhance student success. Must be willing to work the evenings for part of the teaching load.

Reading Instructor, #994
Master's degree with eighteen graduate semester hours in Reading and/or Reading Education; three years community college teaching experience in College Preparatory Reading, College Level Reading, and/or ESL Reading required.

Religion Instructor, #310
Master's degree with eighteen graduate hours and experience teaching in the disciplinary of religion; Doctoral degree preferred. Should possess broad competency in world religions, the various approaches to the study of religion, and the ability to take the initiative to create and teach courses in Religion under the special topics designation.

Spanish Instructor, #059
Master's degree in Spanish or closely related field. Proficiency in Spanish and English; previous post-secondary teaching experience required. Demonstrated excellence in community college teaching; basic proficiency in a third language (French) is preferred.

Speech Instructor, #1008
Master's degree in Speech or Communication with a minimum of eighteen graduate hours in Speech required. Preference given to candidates with experience in teaching diverse students and who possess multi-disciplinary experience and/or credentials in the areas of Speech and Radio/Television.

ADMINISTRATIVE POSITIONS

Salaries are based upon qualifications and experience.

Vice President of Academic Affairs, #063
The vice president is a senior administrator who reports directly to the college president overseeing the planning, operation and evaluation of the college's academic programs. The individual will provide visionary leadership in academic programs, consider and analyze all facets of program operation, plan various interrelated internal and external activities and coordinate multiple projects and operations within Academic Affairs. The vice president is integrally involved in developing and maintaining close relationship with the college's university, business, and secondary school partners, acts as college liaison for instructional programs on a local, state and national basis, and recommends long and short range goals consistent with the mission and philosophy of the College.

The successful candidate will possess a doctorate degree in education, edcational administration or a related field from an accredited college or university. A minimum of 7 years of progressively responsible experience in education, instruction and administraiton or a related field, preferably at a college level, is required.

Aviation Institute Director, #033
The Aviation Director oversees A.S. programs for aircraft technicians, pilots, aviation administrators and airport operations agents; manages the Institute's budget; hires and supervises faculty and staff; and works with industry partners to ensure the growth of Institute programs.

Master's degree, any relevant FAA certificates and a minimum of five years experience in aviation and supervision. Academic experience a plus. Applicants must have the ability to provide dynamic leadership for, and ensure the growth of, Institute programs and personnel, as well as work effectively with the Institute's flight contractors and the FAA.

Dean of Business Affairs, #753
Reporting to the Provost, this position oversees the preparation of the campus budget, directs overall operations of security/safety, physical plant, cashier's office, child care center, and contract services, and serves as main campus contact for all college wide departments (Human Resources, Finance and Information Technology). The successful candidate will coordinate construction, renovation, remodeling and maintenance with on-going campus operations and develop specifications for Requests for Proposals and/or bids for Campus.

Master's degree with a concentration in business or a directly related field, along with at least five years business/managerial experience, preferably in a college setting. Reporting to the campus Provost, the successful candidate will be responsible for the development and maintenance of the campus budget, directing and coordinating physical plant operations, including campus safety, facilities, maintenance, grounds and custodial services.

Natural Sciences and Wellness Department Head, #212

Reporting to the Dean of Academic Affairs this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. The candidate will develop faculty schedules, supervise the activities of program coordinators, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula for the department.

Master's degree with eighteen graduate semester hours in Biological, Physical or Environmental Sciences or Wellness; or a related discipline and four years of experience in education, instruction, and administration or a related area. Curriculum development and grant writing experience desired.

Science Department Head, #914

Reporting to the Dean of Academic Affairs this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. This includes all matters relating to personnel, students, scheduling, curriculum implementation, instruction, and all financial considerations relating to the department.

Master's degree with eighteen graduate semester hours in a science discipline offered By the Department and three years full time post secondary teaching experience. Preferred qualifications include an earned doctorate with eighteen graduate semester hours in a physical science and evidence of successful administrative experience in an educational setting.

Director of Instructional Design, #911

Reporting to the Associate Vice President of Instructional Technologies, the candidate will develop and implement comprehensive faculty development program to encourage the thoughtful application of technology in the classroom and on the web. This person will also guide faculty in the design or redesign and development of course goals, content and instructional strategies and activities for web enhanced and fully on-line courses.

Master's degree and three years experience, or Bachelors degree and five years experience integrating technology into teaching/learning process. Demonstrated knowledge of multimedia instructional technologies (especially the web), distance education, and instructional design and assessment methodologies. Demonstrated ability to design, create and deliver instructional materials using appropriate development tools, and to train and lead faculty in these endeavors. Successful candidates must have strong project management and written/oral communication skills. Higher education teaching experience is desirable.

Director of Enrollment Management Services, #498

Reporting to the Vice President for Student Affairs, this position provides college wide leadership for enrollment services, directly manage and coordinate college recruitment and retention services, the Response Center, and "distance" student services.

Master's degree with three years of progressively responsible experience in strategic enrollment planning and management; Doctorate preferred. Sophisticated knowledge of current strategic enrollment management theory and practice; demonstrated success in undergraduate recruitment and retention; experience facilitating, analyzing and presenting enrollment research including the development, analysis, and presentation of demographic data; experience in market research, data analysis, and knowledge of technology advancements in student information systems.

Coordinator of Enrollment Management Communications, #1867

Reporting to the chief enrollment management administrator, this position is responsible for the supervision and operation of the college response center, the coordination and direct response to student E-mail inquiries, support to the chief enrollment management administrator, and provides "distance" student services as needed. Evening hours are required.

Bachelor's degree and two years academic advising or strongly related ESO experience. Knowledge of academic advising, high degree of computer literacy, and able to work in a fast paced pressure atmosphere required. Master's degree preferred. Bilingual in Spanish and English preferred.

In order to be considered interested candidates are requested to submit a cover letter, detailed resume, a list of references and photocopies of academic transcripts as well as a completed BCC employment application by 01/31/2001. Please forward to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

Sir Thomas More Chair In Engineering Ethics

Loyola Marymount University, a Catholic comprehensive university in the Jesuit and Marymount traditions located in coastal Southern California, invites nominations and applications for the newly-endowed Sir Thomas More Chair in Engineering Ethics. With the creation of the Sir Thomas More Chair in the College of Science and Engineering, the University has achieved its goal of establishing endowed chairs of ethics in each of its four colleges. The Sir Thomas More Professor will provide the vision and leadership to develop a strong program in applied ethics, based on a sound foundation in theoretical ethics, for the undergraduate and graduate students in the engineering-related programs in the College of Science and Engineering.

Applicants must have a strong background in engineering and in theoretical and applied ethics; an earned doctorate and a national reputation in a relevant field; a record of significant scholarship in the area of applied engineering ethics; and a commitment to both undergraduate and graduate instruction. Duties of the Thomas More Professor will include:

(1) a teaching load of two courses per semester;
(2) ongoing research and publication in the area of engineering ethics; and
(3) conception, development, and advancement of a program of learning and discourse on ethical issues pertaining to technological developments and their use, especially for undergraduate and graduate students in the engineering disciplines, but also extending to students in all disciplines.

In addition to a competitive salary, the Thomas More Professor will receive generous support for scholarly and chair-related activities.

The University's goal is to fill the position for the 2001-02 academic year. The review of applications will begin February 15, 2001, and continue until the position is filled. Applicants should send: (1) a letter of application which includes a description of the applicant's vision of the role and activities of the Thomas More Professor; (2) a curriculum vitae; and (3) names, addresses, and telephone numbers of five references. to: **Dr. Gerald S. Jakubowski; Dean, College of Science and Engineering; Loyola Marymount University; 7900 Loyola Boulevard; Los Angeles, CA 90045-8135.**

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

HAWKEYE
COMMUNITY
COLLEGE

The Board of Trustees is seeking applications and nominations for the position of President of Hawkeye Community College in Waterloo, Iowa. HCC is a fully accredited, comprehensive community college with a strong commitment to both technical and transfer programs.

The Board is seeking a leader who can articulate an educational vision for the College to a wide range of internal and external constituencies and garner the support of faculty, staff, and the community to realize that vision. The successful candidate will possess the highest professional standards of integrity and practice a participatory style of management, which will support a student-centered institution.

A profile brochure, which contains details on HCC, the preferred qualifications, and the application instructions, can be requested by contacting:

Denise Dunn
Search Liaison
Hawkeye Community College
P.O. Box 2276
Waterloo, IA 50704
Phone: 319/296-2320, ext. 1767
Fax: 319/296-9264
E-Mail: ddunn@hawkeye.cc.ia.us

www.hawkeye.cc.ia.us

Hawkeye Community College is an equal opportunity employer.
This is an ACCT CEO Search.

Roger Williams University

www.rwu.edu

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. A private University, Roger Williams offers a broad array of majors in the arts and sciences as well as architecture, business, education, engineering, historic preservation, justice studies and law.

ASSISTANT DEAN
(2 POSITIONS)

The Feinstein College of Arts and Sciences is the largest teaching unit of the University with about 65 full-time faculty. It is organized into three divisions; Arts and Humanities, Social Sciences and Natural Science and Mathematics. Each is headed by an assistant dean, who also bears responsibility for some College-wide functions.

As a leader of their respective Division, the Assistant Dean:

- Works with the departments in the Division on program review, accreditation, development, budgets, course schedules, faculty course assignments, and other matters.
- Represents the Division on various College and University committees, programs and special events.
- Teaches one course per semester in the Division.

Each assistant dean also has responsibility for coordinating College-wide efforts in areas such as: the catalogue and other publications, scheduling, student inquiries, student advising, Service Learning, and faculty evaluations.

These positions require effective leadership, effective managerial and organizational skills, and administrative experience in an academic setting. Excellent communication and interpersonal skills are essential. Successful candidates will also demonstrate the ability to guide program development and assessment and to ensure program vitality.

An earned doctorate from an accredited institution, a record of distinguished teaching at the undergraduate level, and three to five years administrative experience in an institution of higher education are required.

To apply, please send letter of interest, CV and three letters of reference to: ***Roger Williams University, Office of Human Resources, #50HO, One Old Ferry Road, Bristol, Rhode Island 02809.***

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

Program Officer – Campus Diversity

The James Irvine Foundation seeks an experienced faculty member or other campus professional who has been involved in issues of diversity to assist with the Foundation's Campus Diversity Initiative. Managing approximately $30 million in grants, the Program Officer will play a leadership role in philanthropy and with independent colleges in California to devise strategies for improving the academic achievement of underrepresented populations, in the context of preparing all students for participation and leadership as workers and citizens.

For a complete position announcement, visit our website at:
www.irvine.org or contact our receptionist at 415.772.2244.

Nebraska

UNIVERSITY OF NEBRASKA – LINCOLN

Reference/Electronic Resources Librarian
(ASSISTANT PROFESSOR OF LAW LIBRARY - TENURE LEADING)
Marvin & Virginia Schmid Law Library
University of Nebraska.

The Marvin & Virginia Schmid Law Library invites applications for the position of Reference/Electronic Services Librarian. The position will be available January 15, 2001. Applications will be accepted until the position is filled; screening of applications will begin December 20, 2000. Additional information about the Marvin & Virginia Schmid Law Library can be found on our homepage at:

http://www.unl.edu/lawcoll/library/index.html

Qualifications.
Required: Master's degree from an ALA accredited library school and Juris Doctor from an ABA accredited law school - degrees must be received before starting date. Knowledge of HTML, computer hardware and software applications. Excellent legal research skills as well as interpersonal, oral and written communication skills. Strong service orientation. Ability to establish and maintain good working relationships with coworkers and patrons including faculty, students, community and the practicing bar. Requires an energetic, creative, self-motivated individual who can work independently as well as cooperatively as a versatile and active member of the law library staff. Commitment to service and professional development. Preferred: Two years experience working with computers in an academic environment.

Duties.
Oversees the student computer labs, maintains the law college web page and is the Lexis and Westlaw liaison. Participates as a member of the Public Services Department and the reference team to provide extensive reference service, assists in collection development, teaches a component of first year legal research in the fall, and conducts research seminars and workshops for students, faculty and staff. Performs other duties as assigned. Rotates evening and weekend reference hours. Reports to the Head of Public Services.

Salary.
Commensurate with qualifications and experience. Excellent fringe benefits.

Starting Date.
January 15, 2001. Appointment date negotiable.

Apply.
Submit resume, including the names of three references, to **Sandra Placzek, Head of Public Services, Marvin & Virginia Schmid Law Library, University of Nebraska, Lincoln, Nebraska 68583-0902. E-mail address: splaczek2@unl.edu**

Application Deadline.
Screening of applications will begin December 20, 2000 and continue until the position is filled.

The University of Nebraska is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act; contact Sandra Placzek at 402.472.8261 for assistance.

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SALT LAKE COMMUNITY COLLEGE

FACULTY POSITIONS, FALL 2001

Utah's Salt Lake Community College is located at the foot of the beautiful Wasatch Mountains in the state's capital city. Some of the country's best skiing, rock climbing, fishing, and other outdoor experiences are only minutes away. Salt Lake City is an exciting cosmopolitan area offering an array of symphony, ballet, opera, jazz, theater and professional athletic events.

The College is a multi-site, urban comprehensive community college which enrolls over 54,000 credit and non-credit students. Beautiful facilities, small student-centered classes, and excellent teaching are some of the characteristics of the College.

Applications are being accepted for the following full-time tenure track faculty positions available fall semester 2001. Competitive salary and excellent benefits. Bachelor's or Master's degree or appropriate related credentials and experience required. Please request a copy of an individual position announcement for specific requirements and details. Position announcements are also available on the World Wide Web.

Full-Time Faculty Positions

American Sign Language/Interpreter Training
Chemistry
Computer Science
Developmental Writing (2 positions: 1 Fall 2001, 1 Spring 2002)
Engineering/Computer Science emphasis
English
Marketing
Mathematics (1-2 positions)
Physics
Political Science

APPLICATION PROCESS: Applications are due January 5, 2001. Applicants will be notified by mail or telephone regarding the status of their application. Each position requires a separate set of application materials. To be considered for employment, please submit an official Salt Lake Community College application, cover letter, resume/vita, transcripts (unofficial photocopies are acceptable until hiring), and three current letters of recommendation. Send completed application and supporting materials to:

Salt Lake Community College, Human Resources, P.O. Box 30808, 4600 South Redwood Road, Salt Lake City, UT 84130; Telephone: 801-957-4210; TTY: 801-957-4692; Fax: 801-957-4721; www.slcc.edu/hr/hr.htm.

Equal Opportunity/Affirmative Action Employer

Dean of Liberal Arts

Applications and nominations are invited for the position of Dean of Liberal Arts at the Rhode Island School of Design. The appointment is affective July 1, 2001, for a period of three years, renewable. RISD is a preeminent undergraduate and graduate school of art, architecture and design with a liberal arts curriculum integral to all of the degree programs. The three departments in the Liberal Arts Division offer courses in art and architectural history, literature, creative writing, history, philosophy, the social and physical sciences and related interdisciplinary studies. There are no Liberal Arts majors, but students may concentrate in Art and Architectural History or English. The Liberal Arts Division has approximately eighty full and part-time faculty, all with advanced degrees. The Dean, who reports to the Provost, is responsible for curricular planning, liaison with deans in other divisions, and support for faculty in their pursuit of excellence in teaching, learning, and scholarly and creative achievements. Qualifications include a Ph.D. in a liberal arts discipline, extensive teaching experience, significant administrative experience, excellent interpersonal and communication skills, the ability to work collaboratively, and a commitment to the role of liberal arts in art and design education.

To apply, send a letter of application, CV, and the names of three references to the Search Chair, Dean of Liberal Arts Search, Office of Academic Affairs, Rhode Island School of Design, Two College St., Providence RI 02903-2784. Review ofapplications will begin January 1, 2001, and continue until the position is filled.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

UCSB

VICE CHANCELLOR OF ADMINISTRATIVE SERVICES

University of California, Santa Barbara

The University of California at Santa Barbara, invites applications and nominations for the position of Vice Chancellor of Administrative Services. The Vice Chancellor reports directly to the Chancellor and is responsible for the management and policy decisions of a range of administrative and auxiliary services across the campus. These include Accounting & Financial Controls, Audit Services, Housing & Residential Services, Business Services (Materiel Management and Purchasing), Environmental Health & Safety, Facilities Management, Human Resources, Information Systems & Computing, and the campus Police Department. The scope and complexity of responsibilities are defined by the wide variety of operational and policy issues with which the Vice Chancellor becomes involved, including budgets; residential services; security and safety issues; contracting for services; acquiring and providing goods and services; oversight of design and construction with responsibility for adherence to budgetary limitations; executing professional service agreements; accounting for UCSB expenditures and ensuring policy compliance; cash management; compensation matters in benefits, retirement and salaries; administrative information systems; internal controls and external audits; and the acquisition and lease of real property. The Vice Chancellor of Administrative Services oversees the Administrative and Auxiliary Services Division, including over 760 full-time staff employees, the Directors of 13 departments/units, the Chief of Police, and two Associate Vice Chancellors-one in the area of Administrative and Auxiliary Services and the other in the area of Design, Construction and Physical Facilities.

Primary qualifications for the position include a successful record of administrative experience and leadership within higher education or a comparable work environment; a commitment to the diverse mission of a major public university; the ability to work effectively with academic and administrative personnel in a variety of leadership and managerial roles; and the ability to develop and sustain effective working relationships with external constituencies in the local community.

Send nominations and applications, including current résumé, to:

UCSB Vice Chancellor for Administrative Services Search
c/o Morris & Berger
201 South Lake Avenue, Suite 700
Pasadena, CA 91101
Email mb@morrisberger.com Tel. (626) 795-0522 Fax (626) 795-6330

The position is open until filled; please refer to Job Number 2000-11-009; the committee will begin the review of applications on January 10th. UCSB is an Equal Opportunity and Affirmative Action Employer and Educator. Women and minorities are encouraged to apply.

Cuyahoga Community College

Where Futures Begin

One of the nation's top community colleges, committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals, we respond to the needs of the community and prepare students for the high demand jobs of the 21st century.

Cuyahoga Community College

As we approach our 38th academic year of service to over 55,000 students, we seek individuals who:

- Possess the energy and persistence to motivate and support others to pursue their learning goals
- Believe in the value of working and learning in a diverse environment
- Have the ability to develop a successful teaching curriculum

Academic Year 2001-2002

TENURE TRACK FACULTY POSITIONS

In the areas of:

- **Business and Technology**
- **Health Careers & Sciences**
- **Liberal Arts**

Previous teaching experience preferred. Competitive salaries and excellent benefits package. Visit our Web site at: **www.tri-c.cc.oh.us** beginning December 8, 2000 to learn more about our exciting opportunities, benefits, mission and goals.

Cuyahoga Community College
700 Carnegie Avenue
Cleveland, OH 44115

AA/EOE

DIRECTOR

DIRECTOR - UC CONNECT

UC Davis invites applications and nominations for the position of Director - UC CONNECT. The Director provides entrepreneurial leadership and vision in developing self-supporting service and education enterprise supporting UC Davis' interaction with newbusiness ventures. This position reports directly to the Vice Provost-University Outreach and International Programs, and works in consultation with the Chair of the CONNECT Board of Directors (Chair). CONNECT's mission is to focus the existing resources of the UC and the community on the development of new business ventures in the Sacramento Region. It aims to foster the success of high-technology business ventures by connecting entrepreneurs with the extensive resources of the UC and regional business professionals. The Director will plan, develop and implement the vision for CONNECT from the current framework in existence into a productive, viable, visible and completely self-supporting program over the next two years. Under the leadership of the Vice Provost and the Chair, the Director is responsible for the design, planning, development, implementation and management of the CONNECT initiative. The Director has primary responsibility for the fiscal management, and for developing an operational framework that both meets the needs of the regional business community and supports the efforts of the University in regional economic development. Under the general oversight of the Board of Directors, will refine the strategic objectives for the next five years, and development a specific action plan, financial framework, and timeline for the next two years. This position is at the MSP level II. The salary is negotiable depending upon qualifications within the salary range of $57,900 - $92,700. The starting date will be February 15, 2000, or as negotiated.

Applications and nominations should be received by December 15, 2000 to ensure full consideration. Review of candidates will begin December 16, 2000; the position will remain open until filled. Nominations and applications should be addressed to: William B. Lacy, Vice Provost UOIP, UC Davis, 1 Shields Ave., Davis, CA 95616-8558.

The University of California is an affirmative action/ equal opportunity employer committed to excellence through diversity.

UCDAVIS

EOE

CSU SYSTEM

Connecticut State University System

The Connecticut State University System (CSU) consists of a system office and 4 universities, located in New Britain, Willimantic, New Haven and Danbury.

Associate Executive Officer for Assessment and Learning Technologies

POSITION RESPONSIBILITIES: Manages contract compliance for all contracts originating from the System Office, including developing, negotiating, and executing vendor agreements, as well as managing and monitoring contracts for compliance with State and Federal statutes, Board of Trustees policies, internal procedures, and contract terms and conditions. Supervises the System Office purchasing operation.

Provide guidance and assistance to the Connecticut State University (CSU) System and its Universities (Central, Eastern, Southern, and Western) on technology-assisted learning and assessment of learning outcomes. Serve as the administrative head of the Center for the Assessment of Technology-Assisted Learning in the CSU System Office.

Experience/Training: Demonstrated skill in preparing assessment mechanisms; knowledge or related experience concerning the role of technology in curriculum design and teaching in both traditional and other settings; as well as PC proficiency and experience with web-based tools. Also desirable are: experience in teaching at the university level; knowledge and experience in academic research and processes; and grant writing experience. Advanced formal education in an academic discipline or profession at the doctoral level, Ph.D. preferred, and research or administrative experience for a total of not less than 8 years, or an equivalent combination of professional preparation and practice in higher education.

Salary: from $79,500 commensurate with background and experience. To assure full consideration, cover letter addressing qualifications and resumes must be received by the close of business on January 12, 2001. **Please reference track letter code HOAssoc: Mail to: Human Resources, c/o Marisa Leone, CT State University System Office, 39 Woodland St., Hartford, CT 06105 or e-mail application materials (Microsoft Word attachments) to: BuccierlM@sysoff.ctstateu.edu. See website for further information:www.ctstateu.edu**

The Connecticut State University System is an AA/EEO employer and is aggressively seeking to recruit women and minority applicants to bring greater diversity to its work force.

SWT

SOUTHWEST TEXAS STATE UNIVERSITY
San Marcos, Texas

Southwest Texas State University is seeking faculty applications for anticipated tenure track positions for Fall 2001 in the following departments: Art & Design, Biology, Chemistry & Biochemistry, Computer Information Systems & Quantitative Methods, Communication Disorders, Computer Science, Curriculum & Instruction, Educational Administration & Psychological Services, English, Family & Consumer Sciences, Finance & Economics, Geography, Health Administration, Health Information Management, Health Services & Research, Health, Physical Education, Recreation & Dance, Marketing, Mass Communication, Modern Languages, Music, Radiation Therapy, Social Work, Sociology, Speech Communication, Technology, and Theatre. Applications are being accepted for department chair positions in Art & Design, Criminal Justice, Curriculum & Instruction, and Psychology. Vacancy information and application procedures for all positions can be found at **http://www1.swt.edu/catsweb/catsfs.htm** Additional information regarding the colleges and departments can be found at **http://www.swt.edu/swt/academics.html**

SWT's 22,500 students choose from 109 undergraduate and 78 graduate degree programs offered by seven colleges (Applied Arts, Business Administration, Education, Fine Arts and Communication, Health Professions, Liberal Arts, and Science), the University College and the Graduate College. With a diverse campus community including over 25% of the student body from ethnic minorities, SWT is one of the largest producers of Hispanic baccalaureate graduates in the nation. SWT values its reputation as a friendly campus where students have extensive opportunities for leadership and involvement inside and outside the classroom.

SWT is envied for its scenic environment, convenient location and beautiful campus, but SWT's commitment to academic excellence is what gives it a competitive edge. Dedicated faculty provide high quality teaching-learning experiences for academically talented students, integrating information age technology and distance education into the academic experience. Research and creative activities had led to growing success in attracting external support.

Personnel Policies: Faculty are eligible for life, disability, health and insurance programs. A variety of retirement plans are available depending on eligibility. Participation in a retirement plan is mandatory. The State contributes toward the insurance programs and all retirement plans. A detailed summary can be found at **http://www.vpfss.swt.edu/personnel/ben1.htm**

The Community: San Marcos, a city of about 39,800 residents, is situated in the beautiful Central Texas Hill Country. Metropolitan attractions plus outdoor recreational opportunities make the community an attractive place in which to live and work. More information on San Marcos can be found at **http://cl.san-marcos.tx.us/**

Southwest Texas State University is an affirmative action, equal opportunity educational institution and as such does not discriminate on grounds of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or status as a disabled or Vietnam era veteran. SWT is commited to increasing the number of women and minorities in faculty and senior administrative positions. Southwest Texas State University is a member of the Texas State University System.

BEST COPY AVAILABLE

ARIZONA STATE UNIVERSITY
COLLEGE OF EDUCATION

DIVISION DIRECTOR/ASSOCIATE DEAN for TEACHER EDUCATION for the DIVISION OF CURRICULUM AND INSTRUCTION

The College of Education at Arizona State University seeks to hire a qualified candidate to serve as Division Director and Associate Dean for Teacher Education in the Division of Curriculum and Instruction at the Full Professor level. As Division Director, the successful candidate is the principal administrator for the division and as the Associate Dean, the successful candidate will represent the college in matters of teacher education. Responsibilities include: supervision of planning for academic and professional programs and course development; recruitment of faculty, staff and students; allocation of resources and support for faculty development; facilitating collaboration within and outside the division; evaluation of division personnel; representing the college in official business to its constituents; preparation of division budget and oversight of day-to-day operations.

Required qualifications are (a) must hold an earned doctorate in Education or a related discipline; (b) record of scholarly productivity in publication and teaching experience appropriate to the appointment at the rank of Full Professor; (c) demonstrated success in facilitating university, school, or community relationships; (d) demonstrated experience in a leadership role.

Desired qualifications include (a) demonstrated ability to facilitate productive interactions with multicultural and diverse groups in an urban setting; (b) experience in curriculum development and teacher education; (c) success in collaborative leadership with professionals; (d) success in promoting faculty development and the careers of professionals.

To apply, submit a letter of application, curriculum vita, and complete names, addresses and telephone numbers of (3) references to: **Division Director/Associate Dean Search, Attn: Debbie Kennedy, College of Education, Arizona State University, PO Box 870211, Tempe, AZ 85287-0211 or send to fax # (602) 965-9144.**
Questions or nominations of qualified candidates may be directed to the committee Chair, Dr. Terrence Wiley at:**twiley@asu.edu.**

The application deadline is **January 10, 2001** or the 1st and 15th of each month thereafter until the position is filled.

Arizona State University is an Equal Opportunity/Affirmative Action Employer.

ASU
ARIZONA STATE UNIVERSITY

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

81st Annual Convention
American Association of Community Colleges
April 4-7, 2001 – Hyatt Regency Chicago
Chicago, IL

CELEBRATING

AMERICA'S COMMUNITY COLLEGES

100

A Century *of* Innovation

April 4-7, 2001
Hyatt Regency Chicago
Chicago, IL

For more information contact:
AACC Academic Marketplace, P.O. Box 389, Woodinville, WA 98072
Phone: (425) 636-1640 **Fax:** (425) 822-1000

HISPANIC OUTLOOK 2000-2001 RATE CARD

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
December 4	Nov. 14	
December 18	Nov. 28	**Sports Issue**
January 8	Dec. 19	
January 29	Jan. 9	***Financing a College Education**
February 12	Jan. 23	
February 26	Feb. 6	***Women in Higher Education**
March 12	Feb. 20	***Community College Issue**
March 26	March 6	
April 9	March 20	**Graduate School Issue**
April 23	April 3	
May 7	April 17	**• Top 100 Colleges for Hispanics**
May 21	May 1	
June 4	May 15	***Health Professions Issue**
June 18	May 29	
July 2	June 12	
July 16	June 26	
July 30	July 10	
August 13	July 24	**The Arts Issue**
August 27	Aug. 7	
September 10	Aug. 21	
September 24	Sept. 4	**Volume 11 Editorial Index**

MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
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ILLINOIS
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University of Illinois at Urbana-Champaign

Chancellor

Nominations and applications are invited for the position of Chancellor of the University of Illinois at Urbana-Champaign. The Chancellor, who reports to the President of the University, is the chief executive of the Urbana-Champaign campus. The Chancellor also serves as an officer of the University and plays an active role in shaping university-wide policy.

The Urbana-Champaign campus, one of three campuses of the University of Illinois, has long ranked among the nation's most distinguished educational and research institutions. Its diverse, world-class programs reflect the mission of a comprehensive, land-grant university campus. The campus community includes approximately 28,000 undergraduates, 9,000 graduate and professional students, 1,900 faculty, 2,550 academic professionals and 5,500 staff members.

For the position of Chancellor, the University seeks a person of academic distinction, significant administrative experience, and demonstrated leadership ability. This should include: prior teaching and substantial scholarly accomplishments or demonstrated accomplishments in a non-academic environment; a strong commitment to diversity and to the academic values appropriate to the University's three-fold mission of teaching, research and public service; the ability to articulate these values in a variety of forums internal and external to the campus; a demonstrated capacity for sound judgment and effectiveness in administrative affairs; and more generally, the qualities needed to develop a shared vision, lead the campus and advance the University in the pursuit of academic excellence.

It is anticipated that the appointment of the new Chancellor will take effect on or before August 1, 2001. To ensure full consideration, nominations and applications should be received by **January 15, 2001**. Communications and inquiries should be directed to:

Professor Thomas S. Ulen, Chair
Chancellor Search Committee
University of Illinois
c/o Office of the President
364 Henry Administration Building, m/c 346
506 S. Wright Street
Urbana, IL 61801

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COMMUNITY COLLEGES OF SPOKANE

Grant Writer/Researcher, District Office. Search reopened. Will work collaboratively with CCS and its partners to seek opportunities, develop programs, write and submit proposals to address CCS District and community initiatives. Facilitate the development of collaborative private and governmental grant/contract proposals. Research and identify appropriate and probable grant opportunities to meet district needs. Take leadership role in the preparation of district wide grant proposals. Bachelor's degree and three years of experience as the lead developer/writer of successful grant proposals. Proven expertise in grant development, writing, submittal, and implementation process. Master's degree; grant writing in a higher education setting and experience reviewing grant proposals desirable. $44,000. Closes **December 27, 2000.** (200095)

For position details, qualification requirements, and official application, contact: **Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P. O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at: http://ccs.spokane.cc.wa.us.** *AA/EOE*

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FITCHBURG STATE COLLEGE

FACULTY POSITIONS

BEGINNING SEPTEMBER 1, 2001

The priority application review date is December 22, 2000 yet review continues until positions are filled. Appointment requires an earned doctorate unless otherwise noted. To apply send letter of application, resume, statement of teaching philosophy and three professional references to: Human Resources Department, Fitchburg State College, 160 Pearl Street, Fitchburg, MA 01420. *AA/EOE*

Fitchburg State College seeks applicants for the following tenure track and one-year positions for its undergraduate day programs. Some positions may include graduate level teaching responsibilities. Appointment requires an earned doctorate unless otherwise noted, commitment to excellence in teaching, demonstrated teaching experience appropriate to the level of appointment, and evidence of scholarly/creative activity. Faculty responsibilities normally include teaching, academic advising, and committee assignments. Questions regarding specific positions should be addressed to the Departmental Chairperson.

Established in 1894, Fitchburg State College is a four-year public college offering 50 liberal arts and professional undergraduate programs of study within 23 majors. The college serves approximately 7,000 undergraduate, graduate, and continuing education students with 214 full-time faculty. Fitchburg, Massachusetts, a city of 41,000 is located in the north central part of the state, about one hour's drive from Boston. For additional information about the college, visit our Website at: http://www.fsc.edu

BEHAVIORAL SCIENCES

John Hancock, Chair (978) 665-3614/3241 or jhancock@fsc.edu

Assistant Professor, Criminal Justice

(2 positions).

BIOLOGY

George Babich, Chair (978) 665-3246 or gbabich@fsc.edu

Assistant Professor, Genetics

BUSINESS ADMINISTRATION

James Noonan, Chair (978) 665-3378 or jnoonan@fsc.edu

Assistant Professor, Marketing/Management

CLINICAL LAB SCIENCES

Wanda Roguski, Chair (978) 665-3247
or wroguski@fsc.edu

Assistant Professor, Clinical Chemistry

One-year, temporary position.

COMMUNICATIONS/MEDIA

Wayne Munson, Chair (978) 665-3260
or wmunson@fsc.edu

Assistant Professor, Technical Communication

COMPUTER SCIENCE

N. V. R. Mahadev, Chair (978) 665-3290 or nmahadev@fsc.edu

Assistant Professor, Computer Science

(2 positions)

EDUCATION

Early Child/Elem/Middle School

Daniel Nomishan, Chair-elect (978) 665-3193
or dnomishan@fsc.edu

Assistant Professor

(3 positions). Note: A person with a bilingual background is needed for at least one of the three positions.

- **Leadership/School Admin & Elem Methods**
- **Early Childhood**
- **Literacy Education**

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mfiorentino@fsc.edu

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ENGLISH

Nancy Yee, Chair (978) 665-3267/3393 or nyee@fsc.edu

Assistant Professor, English

Assistant Professor, Professional Writing Specialist

EXERCISE AND SPORT SCIENCE

David Antava, Chair (978) 665-3673
or dantava@fsc.edu

Assistant Professor

(2 positions): 1 Tenure track in Aquatics
1 One-year Temporary in Dance, MFA required.

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Jane Fiske, Chair (978) 665-3276 or jfiske@fsc.edu

Assistant Professor, Foreign Languages

Assistant Professor, Music

INDUSTRIAL TECHNOLOGY

Stanley Bucholc, Chair (978) 665-3255 or sbucholc@fsc.edu

Assistant Professor, Technical Theater

Requires MFA.

Assistant Professor, Industrial Technology/Vocational Ed

Assistant Professor requires doctorate; Master's required for Instructor level.

MATHEMATICS

Gerald Higdon, Chair (978) 665-3263 or ghigdon@fsc.edu

Assistant Professor, Mathematics

NURSING

Sophia Harrell, Chair (978) 665-3221/3023 or sharrell@fsc.edu

Assistant Professor, Psychiatric Nursing

Assistant Professor, Community/MCH

Assistant Professor, Medical/Surgical

SOCIAL SCIENCES

Michael Turk, Chair (978) 665-3397 or mturk@fsc.edu

Assistant Professor, History

Assistant Professor, Political Science, American Politics

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COLUMBIA EARTH INSTITUTE

POSTDOCTORAL PROGRAM

The Columbia Earth Institute (www.earthinstitute.columbia.edu) is founded on the principle that the substantial environmental challenges facing our society are best addressed by teams of scholars from a wide array of disciplinary backgrounds. The Earth Institute is committed to knowledge generation and institutional innovation in facing these challenges.

The Earth Institute postdoctoral program is designed to provide young innovative scholars with the opportunity to build a foundation for a career in science that addresses critical issues related to the study of environmental problems using approaches that go beyond those typically confined traditional disciplines. Specifically, we are seeking applications from candidates interested in working on problems positioned at the intersections between physical, biological, and social/economic fields. The fellowships are also expected to catalyze new research directions at Columbia. Earth Institute postdocs will be guided by multidisciplinary teams of two or more senior scholars. Applicants are encouraged to visit the Earth Institute postdoc web site (www.earthinstitute.columbia.edu/postdoc/) to review a list of CEI units and several Columbia University and Barnard College departments. The fellowships will ordinarily be granted for a period of 24 months.

Two of the Earth Institute fellowships this year are 3-year, Mellon Foundation–sponsored position with Barnard (www.barnard.edu). They are designed especially for candidates who are interested in building a foundation in teaching as well as in research. The incumbents will spend the first fellowship year establishing a research program along-side the other Earth Institute fellows; in the second and third years, research will be continued and a teaching program will be built in the undergraduate Environmental Sciences program at Barnard College.

Candidates should submit a proposal for multidisciplinary research and an appropriate work plan following instructions found at the Earth Institute postdoc web site. The proposal should suggest a composition for a small multi-disciplinary mentoring team (candidates for the Barnard position should include a Barnard mentor). Candidates for the Barnard teaching position must propose to work in an area that complements the Barnard faculty, include a description of their teaching goals, and commit to completing the 3-year term. Proposals will be evaluated by the Earth Institute Academic Committee on the basis of the strength of the research plan and its relevance to Earth Institute's goals.

A letter of application, proposal and work plan, curriculum vitae, and three (3) letters of recommendation should be sent to: Fellow Selection Committee, Columbia Earth Institute, 535 West 116th Street (Mail Code 4335), Columbia University, New York, NY 10027.

Applications submitted by February 1, 2001, will be considered for fellowships starting in the summer or fall of 2001, and fellowship offers will be made about March 15, 2001.

COLUMBIA UNIVERSITY

Columbia University is an affirmative action/equal opportunity employer; minorities and women are encouraged to apply.
Barnard College is an equal opportunity employer and encourages applications from individuals of diverse racial, ethnic, and cultural backgrounds.

¡PUNTO FINAL!

YOUTHFUL HOPES AND ADULT OBLIGATIONS

Ward Stavig teaches Latin American history at USF, specializes in indigenous peoples in the Andes and Mesoamerica and colonial social history, and is now researching interethnic relations in 18th-century Bolivia. His books include The World of Tupac Amaru *and* Amor y Violencia Sexual.

As I came back to Tampa after visiting my hometown in California, my mind was drawn to comparisons, especially between the more overt cultural and economic conditions of the lives of rural Mexican and Mexican American workers in the two areas.

At first glance, there is little difference. The daily routine is long hours of hard work for low pay. In California, rents are higher, the impact of mechanization is greater, and after years of political organizing, conditions are somewhat better. The larger farmworker population and longer experience with migration translate into more people finding jobs out of the fields and more integration into the larger society. Cinco de mayo is celebrated, and Chávez' birthday is a paid state holiday. In the redwood logging area of Mendocino county where I am from, the band invited to celebrate Paul Bunyan Days was Los Lobos. The university I attended has provided free health clinics to farmworker camps for decades.

Perhaps most telling, people will talk to you in English or Spanish. As I was squeezing avocados for ripeness, the man next to me casually observed that "están como piedra." He had no way of knowing whether I spoke Spanish, and my Norwegian heritage is rather obvious, yet he shared this friendly observation.

The contrast with Tampa is considerable. When new to the region, I was shocked by how guarded most Spanish-speakers were about using their language. Did the South's long heritage of separation put up this linguistic wall? Or a desire to "pass" and be accepted?

Whatever the cause, the wall exists far more in Tampa than in northern California. And much of Tampa's "Hispanic" leadership has been more urban, more middle-class, and less Mexican. A dedicated core has always been concerned, but until recently, little attention was given by Hispanic spokespersons to the growing numbers from Mexico, especially those in the fields.

Compare the fanfare given to Elian or Brothers to the Rescue and that accorded the march of farmworkers here in Florida last year to understand the neglect of farmworkers by the larger society, as well as by many Hispanics.

Tampa was recently voted the best city in the U.S. for Hispanics, but for **which** Hispanics? Attend a few meetings of local Latin America clubs, and you will quickly see that class divisions still keep people apart, just as in the countries of origin. Some of this is changing. The University of South Florida is making efforts to reach out, as are growing numbers of Hispanic groups. It is not just by chance, however, that the most significant group to aid farmworkers in Dade City is FSH–Farmworkers Self Help.

At a recent public program put on by a FSH youth group, children, some newly tutored for severe reading problems, were on stage reading a history of the Aztecs. Everything was in English and Spanish, a young diva even belting out tunes in the two languages. The audience was mixed as well. Proud parents were there, but also the mayor of Dade City and his wife, a delegate from the sheriff's office, and many others not of Mexican or Latin American origin. It was a vibrant, joyful, multicultural, and bilingual program. I left feeling proud of what these young people had done for themselves and what their sensitivity to their bilingualism meant for them and for their future as U.S. citizens.

I was especially moved by two poems, in English and Spanish, written by these young people. In one, a child at his first 4th of July celebration, replete with hot dogs and fire works, observes that he is going to like his new country. The other poem ("What It Feels Like to Me," Los Poetas) addressed harsh realities–"racism that comes wrapped in hard words like wetback and beaner" and "from the strength of our backs your bank accounts grow while our children go hungry."

The message of these youth is vital to the local Hispanic community and others. Those who speak for that diverse group known as "Hispanics" have a special obligation to truly represent Mexican farmworkers and their children. And all of us have a responsibility to see that our neighbors are treated with dignity and fairness. And that they have opportunities as well as dreams.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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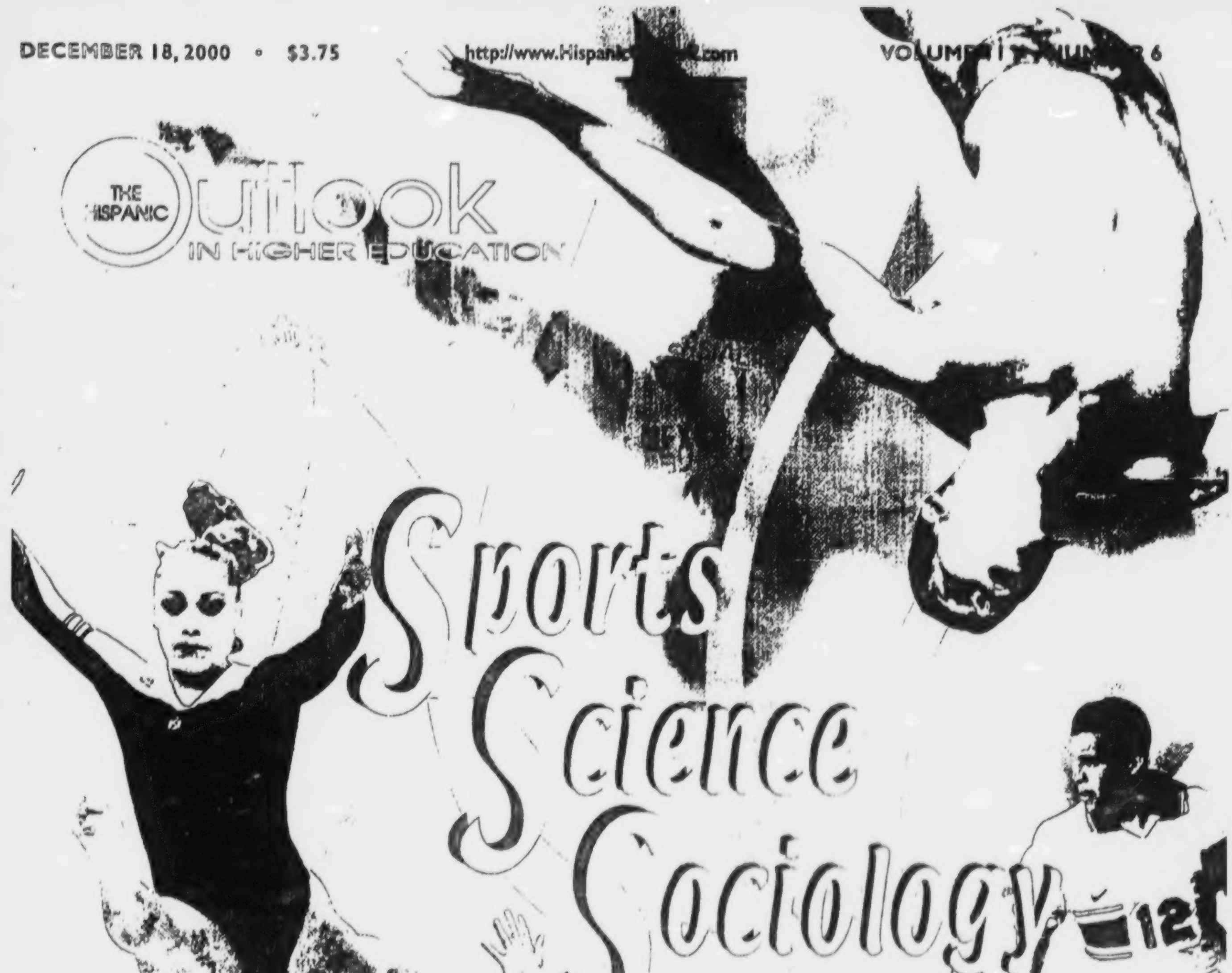

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PLATTSBURGH STATE UNIVERSITY OF NEW YORK
The Center for Educational Studies and Services

Plattsburgh State University of New York is a comprehensive, coeducational institution that offers more than 50 academic programs of study to approximately 5,300 undergraduates and 700 graduate students in a culturally diverse environment. The college employs about 800 faculty and staff. Plattsburgh State University of New York was founded in 1889 as the Plattsburgh Normal School. In 1948 it became an original member of the SUNY system. Today, the State University of New York system is the largest and most diverse educational enterprise in the world, and Plattsburgh State is acknowledged to be one of its leading campuses. Plattsburgh State University of New York is well known for its academic excellence, its friendliness, and its affordability. Located in an area noted for its recreational facilities, Plattsburgh is within an hour's drive of Montreal, Burlington, VT and Lake Placid, NY with easy access to Boston, Albany and New York City.

The Center for Educational Studies and Services (CESS) is located in the Professional Studies Division of Plattsburgh State University of New York. Education is the largest and oldest academic program at the university and serves the larger community in a variety of ways. The Center is in the beginning stages of NCATE accreditation and desires promising, innovative educators to become a part of its faculty for the future. All faculty are required to be involved in K-12 settings in a variety of capacities. Please refer to our website for further information: www.plattsburgh.edu/profstud/education/.

Plattsburgh State invites applications for 7 tenure-track positions for the 2001-2002 academic year in the following areas:

Elementary Education – Curriculum and Instruction (PJ# 2504-808)
ASSISTANT/ASSOCIATE PROFESSOR
Qualifications: Doctorate in Curriculum and Instruction or related field preferred, ABD with dissertation near completion considered; ability to contribute to other components of the Elementary Education program, e.g. psychological foundations, technology, reading, social studies education, urban studies and/or research methods; experience with teaching in K-12 settings required, teaching at the college level considered a plus. Responsibilities: Teach a core undergraduate elementary education Curriculum and Instruction course with field component supervision and other courses as needed per semester. For more information, contact Dr. Pat Schick, Search Chair <patricia.schick@plattsburgh.edu>

Elementary Education – Educational Psychology (PJ# 2500-808)
ASSISTANT/ASSOCIATE PROFESSOR
Qualifications: Doctorate in appropriate discipline or related field preferred, ABD with dissertation near completion considered; ability to contribute to other components of the Elementary Education program, e.g. curriculum and instruction, technology, reading, social studies education, urban studies, and/or research methods; experience with teaching at the elementary level strongly preferred, teaching at the college level considered a plus. Responsibilities: An undergraduate course in child development and learning theory as it relates to elementary education with field component supervision and other courses as needed per semester. For more information, contact Dr. Pat Schick, Search Chair <patricia.schick@plattsburgh.edu>

Secondary Education – Curriculum and Instruction (PJ# 2503-808)
ASSISTANT/ASSOCIATE PROFESSOR
Qualifications: Doctorate in Curriculum and Instruction or related field preferred, ABD with dissertation near completion considered; ability to contribute to other components of the Secondary Education program, e.g. psychological foundations, technology, reading, urban studies and/or social foundations; experience with teaching at the secondary level required, teaching at the college level considered a plus; ability to teach in the Education Master's program desirable. Responsibilities: Teach a core, integrated secondary education Curriculum and Instruction course with field component supervision, and other courses as needed per semester. For more information, contact Dr. Pat Schick, Search Chair <patricia.schick@plattsburgh.edu>

Educational Technology (PJ# 2502-808)
ASSISTANT/ASSOCIATE
Qualifications: Doctorate in Educational Technology or other appropriate field, and educational experience in designing and implementing developmentally appropriate K-12 interdisciplinary curricula that include the innovative integration of telecommunications and multimedia technologies. Expertise in the educational uses of multimedia/hypermedia, authoring languages, and presentation software will also be an asset. Responsibilities: teaching undergraduate and graduate educational technology courses that integrate with the elementary, secondary, and special education curriculum and practicum courses. This person will also serve as a consultant to Center faculty with respect to integrating educational technology into their curricula and to develop state-of-the-art technological resources. For more information, contact: Dr. Mark Beatham, Search Chair <mark.beatham@plattsburgh.edu>

Writing Specialist (PJ# 2505-808)
ASSISTANT PROFESSOR
Qualifications: Doctoral degree preferred, masters degree considered. Other qualifications include professional experience in K-12 education, recognized expertise as a writer, and demonstrated ability and experience in teaching writing at the college level. Responsibilities: teach professional writing courses to undergraduate education majors and coordinate the writing program. The professional writing course serves as one of the key requirements for entry into the professional education course sequence. Other duties include student advisement, curriculum development, committee work, and continuing scholarship. For more information, contact Dr. Byrne DeGrandpre, Search Chair <byrne.degrandpre@plattsburgh.edu>

Graduate Curriculum and Instruction (PJ# 2501-808)
ASSISTANT/ASSOCIATE PROFESSOR
Qualifications: Doctoral degree in Curriculum and Instruction, Research Methodology or other appropriate area required; professional experience in K-12 education, college level teaching experience considered a plus. Other responsibilities include student advisement, curriculum development, committee work and continuing scholarship. Responsibilities: teach a variety of at least three different education courses in Curriculum, Tests and Measurements, Contemporary Education, Research Methods, or others, to graduate students in the Plattsburgh State University graduate extension program housed on the Adirondack Community College campus at Glens Falls New York. For more information, contact Dr. Lawrence Giandomenico, Search Chair <lawrence.giandomenico@plattsburgh.edu>

Graduate Research Methods (PJ# 2499-808)
ASSISTANT/ASSOCIATE PROFESSOR
Qualifications: Doctoral degree in Research Methodology, Administration or other appropriate area required; expertise in quantitative and qualitative research methods, professional experience in K-12 education, college level teaching experience considered a plus. Candidates with experience and certification in school administration preferred. Responsibilities: teach research methods to graduate students in a variety of graduate programs, and to assist the Center for Educational Studies and Services with program assessment. Teaching other graduate or undergraduate courses as appropriate to preparation, advising students, curriculum development, committee work, continuing scholarship and assisting the Center with program research and assessment. For more information, contact Dr. Lawrence Giandomenico, Search Chair <lawrence.giandomenico@plattsburgh.edu>

Responsibilities for all above positions include: teaching courses in area of expertise, advising students, departmental and/or college and community service, working with or mentoring part-time faculty, committee work, scholarly activity, public school collaboration in rural and urban areas, availability for teaching at off-campus location and via telecommunications and other distance learning modalities, interest in and ability to contribute to program development, assessment, and/or accreditation.

Qualifications for all positions:
The successful candidate must have:
- Degree specified.
- Evidence of successful experience teaching in a public school setting (3 years preferred).
- Commitment to and a record of teaching excellence (college teaching experience a plus).
- Evidence of a plan of scholarship and/or professional activity.
- Evidence of ability to work collaboratively and effectively with college faculty, staff, and students, with community members, and school personnel.
- Evidence of commitment to cultural diversity and ability to prepare individuals to function in a culturally and ethnically diverse society.
- Commitment to work collaboratively with colleagues from diverse educational philosophical traditions on program revisions and accreditation, in response to recent state-wide SED changes in certification requirements and teacher preparation standards.

Salary and rank: competitive and commensurate with experience and education. Applicants applying at the associate level will be required to have an earned doctorate and three years of teaching experience at the college level.

The committee will screen candidate applications immediately upon receipt. Selections will be made as soon as possible, but recruitment will continue until all positions are filled. All persons who believe they have the appropriate background and experience to meet the above qualifications and teaching responsibilities are welcome to apply.

Applications from women and minorities are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Application Procedure: Applications should include a letter detailing interest and pertinent experience, curriculum vitae, official transcripts, three current letters of reference. Please send or fax to: Chair, Search Committee (PJ#___), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
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¡PUNTO FINAL!
I Pachuco, Too back cover

Esquina Editorial

¡Que tal! ¿Como están?

The benefits and rewards of participating in sports are numerous. Physical conditioning is one. It is also celebrated for its positive effect on academic performance and concentration, honing leadership skills, teambuilding, and discipline. Historically, hazing, or rites of initiation, also is associated with sports, and it is an issue that university athletic departments nationwide have had to address.

A study conducted by Alfred University, New York, revealed that an estimated 79 percent of National Collegiate Athletic Association (NCAA) athletes had been subjected to hazing during the 1998-99 school year, and found that this practice prevailed nationwide across the board throughout all sports and universities and across gender lines. Hazing activities usually involve binge drinking, nudity, and compromising acts that have been described as "unacceptable and potentially illegal." In many states, hazing is outlawed. Unfortunately, heightened precarious hazing activity throughout the country has moved college athletics departments to step in to control it–providing guidelines and or alternative rituals to uproot this long-standing, unpublicized "teambuilding" tradition before more students get hurt.

In this issue, *HO* focuses on college athletics funding, experiences of Latino/a Olympians, and a nationwide education campaign touting the benefits of sports in the lives of women and girls, and the goal of leveling the playing field between the genders.

Next up is our first issue of the new millennium in which we look forward to covering the City University of New York's reform and progress report, health care for Hispanics, model educational programs for Latinos, education funding, *and* being able to officially recognize our nation's new president. *¿Quién será?*

De nuestra redacción–Feliz Navidad y Próspero Año Nuevo.

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A CAPITOL VIEW

Commission Appointed to Help Tobacco Farmers and Protect Public

BY GUSTAVO A. MELLANDER

Smoking and even chewing tobacco are dangerous for all of us. Many students are introduced to smoking when they are impressionable teenagers, and on our campuses. In the last decade, the number of smokers among young women has started to climb. We have an obligation to help all our students, and one way is to sponsor effective non-smoking programs on our campuses.

Tobacco, introduced to Europe after Columbus' trips, swept the continent in the early 1500s. Smoking, aside from being considered fashionable, manly, and attractive, was touted as having medicinal properties as well and was widely recommended by physicians for a variety of ailments.

Luckily, today its deleterious effects on humans, i.e., heart attacks, strokes, lung and throat cancers, etc., are so well known that we are all forewarned. We also have learned that for some, it is one of the most difficult of all addictions to conquer.

Politics

For years, nay centuries, this country's national government was reluctant to help fund education. Many felt it was prohibited from doing so because of the Constitution's separation doctrine. There was assistance after both World Wars directly to veterans, not colleges, to help them receive an education. But in 1957, America was shocked into taking action after Russia launched Sputnik. Congress, President Eisenhower, and other Washington policy-makers quickly found a way to support Higher Education--by marrying it to National Defense.

Now there's a new marriage in town. After years of efforts by many in Washington, President Clinton signed enabling documents to establish the "President's Commission on Improving Economic Opportunity in Communities Dependent on Tobacco Production While Protecting Public Health."

The Commission's mission is to "bring the grower and public health communities together to explore common ground by developing recommendations to help tobacco farmers and their communities adjust to changes in the tobacco economy, while continuing to reduce youth smoking." A mouthful--and an effective compromise that addresses the wishes and vested interests of diverse groups.

If all goes well, we will help protect the health of our nation's children, hold the tobacco industry accountable, and protect tobacco farmers and their communities.

The Commission is to recommend measures to improve economic opportunity and development in tobacco-producing communities, while protecting consumers, particularly children, from hazards associated with smoking. The Commission will review a variety of federal, state, and local initiatives, and submit a preliminary report to the president through the secretaries of agriculture and health and human services by the end of the calendar year, with a final report due six months from the Commission's first meeting.

This Commission builds on a coalition of growers' groups and health organizations that came together in 1998 to issue the Core Principles Statement, which outlines their shared goals and demonstrates that the objectives of reducing youth smoking and protecting American farmers can be pursued together. The president appointed the Commission co-chairs: William Martin "Rod" Kuegel, Jr., of Owensboro, Kentucky, and Matthew Myers, of Washington, D.C. Mr. Kuegel is a fourth-generation tobacco farmer and president of the Burley Tobacco Growers Cooperative Association. Mr. Myers is a nationally known tobacco-control advocate and president of the Campaign for Tobacco-Free Kids.

Changing Economies in Tobacco-Growing Communities

For decades, the federal tobacco program has stabilized and supported tobacco prices, limiting supply through production quotas based on a statutory formula that reflects tobacco companies' announced purchasing intentions, the three-year average of exports, and existing tobacco stock levels. In the past three years, America's tobacco farmers have experienced significant quota cuts, due largely to decisions by U.S. tobacco companies to shift their manufacturing and growing operations overseas, with the decline in tobacco use in the U.S. contributing to a much lesser extent. Even as tobacco farmers have seen revenues fall, the major U.S. cigarette companies have increased their overall revenues and profits.

Promoting Public Health

Over the lives of several administrations, there has been much more support for efforts by states and communities to reduce tobacco use. More recently, states have been jawboned to dedicate the money collected from tobacco settlements to fund anti-smoking programs. There is a movement afoot to solidify the Food and Drug Administration's authority to issue comprehensive regulations protecting our children from the dangers of tobacco. In 1999, the Department of Justice sued tobacco manufacturers to hold them accountable for their actions and to recover the cost of tobacco-related illnesses.

Protecting Growers and Communities

In 1997, it was mandated that protection for farmers and farming communities must be included as a key principle in any comprehensive tobacco legislation. In 1998, a national roundtable discussion was held in tobacco-driven Kentucky to hear the concerns of farmers and the community regarding tobacco legislation.

Ultimately, legislation was signed to compensate tobacco farmers for reductions in their 1999 and 2000 quotas. Part of the $5 billion settlement between states and industry was designated to compensate tobacco farmers.

Politics is not always bad. With diligence, compromise, and oversight--matters can get better.

Dr. Mellander is a professor at George Mason University.

Sydney 2000

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UNIVERSIAD
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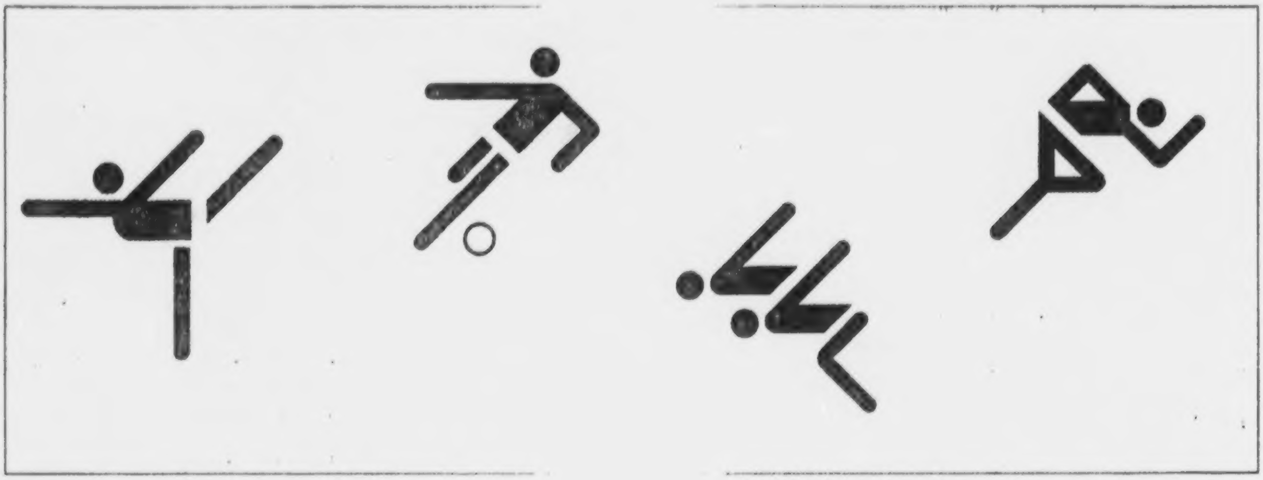
LOS OLÍMPICOS–ANCIENT AND MODERN

Maidens could attend, but married women could not, under penalty of death.

BY INÉS PINTO ALICEA

533



Athletic games were an important part of many religious festivals from early on in ancient Greek culture. In *The Iliad*, the famous warrior Achilles holds games as part of the funeral services for his best friend Patroclus. The events included a chariot race, a footrace, a discus match, boxing, and wrestling.

There are many different stories about the beginning of the Olympics. One myth says that the guardians of the infant god Zeus held the first footrace, and that Zeus himself started the Games to celebrate his victory over his father, Cronus, for control of the world.

Another tradition states that after the Greek hero Pelops won a chariot race against King Oenomaus to marry Oenomaus' daughter Hippodamia, he established the Games.

Olympia was among the oldest religious centers in the ancient Greek world. Since athletic contests were one way in which the ancient Greeks honored their gods, it was logical to hold a recurring athletic competition at the site of a major temple.

Also, Olympia is convenient geographically to reach by ship, a major concern for the Greeks. Athletes and spectators traveled from Greek colonies as far away as modern-day Spain, the Black Sea, and Egypt. A series of athletic contests was held in the stadium, the hippodrome, and other areas of the site for thousands of spectators from all cities of the known Greek world. The victors were crowned with a wreath of wild olive and enjoyed special honors from their hometown.

During the Olympic festival, athletic contests included wrestling, boxing, equestrian events, and the pentathlon (jumping, running, javelin, discus, and wrestling).

Those who participated in the contests followed common rules and conventions, established for the better organization of the Games. First, all cities had to cease hostilities during the days of the Games. Second, all Greeks were allowed to participate, except barbarians, women, and slaves. Third, a number of specific rules regulated the training procedures and the performance of the Games.

Hippias of Elis, a sophist of the fifth-century B.C., is believed to be the first to compile the initial victor list of the Olympic Games. From him, we learn that the first athletic contest, the footrace, made its debut in 776 B.C. at the sacred place of Olympia, in western Peloponnese, in honor of the Olympian Zeus. Later but still ancient sources inform us that the Olympic festival gained considerable importance, ranking among the largest and most famous Pan Hellenic festivals by the time of the early 5th century.

The footrace was the sole event for the first 13 Olympiads. Over time, the Greeks added longer footraces, and separate events. The pentathlon and wrestling events were the first new sports to be added, in the 18th Olympiad.

In early Olympic Games, a victor received a crown made from olive leaves, and was entitled to have a statue of himself set up at Olympia. Although he did not receive money at the Olympics, the victor was treated much like a modern sports celebrity by his home city. His success increased the fame and reputation of his community in the Greek world. It was common for victors to receive benefits such as having all their meals at public expense or front-row seats at the theater and other public festivals. One city even built a private gym for its Olympic wrestling champion.

Women were not allowed to compete in the Games themselves. However, they could enter equestrian events as the owner of a chariot team or an individual horse, and win victories that way. The winner of the first Olympic chariot and pair race is listed as "Belistiche, a woman from the seaboard of Macedonia." Not only were women not permitted to compete personally,. married women were barred from attending the Games, under penalty of death. (Maidens were allowed to attend.) Athletic competitions for women did exist in ancient Greece. The most famous was a maidens' footrace in honor of the goddess Hera, held at the Olympic stadium. There were three separate races for girls, teenagers, and young women. The length of their racecourse was shorter than that of the men's track. The winners received olive crowns, just like Olympic victors.

The First International Olympic Games took place in Athens in 1896. The choice of Athens was a symbolic act of recognition of the Hellenic contribution to western culture and civilization.

Two of Today's Latino Olympians

Two modern-day Olympians are John Bairos, a track cyclist from Redlands, California, and Angel Pérez, a kayaker from Miami.

Bairos is completing nursing studies. Pérez studied high-performance athlete training at the Manuel Pajardo Higher Institute of Physical Education at the University of Havana.

John Bairos

John Bairos is quick to note that he will soon

By 1999, Bairos became National Track Cycling Champion in the Olympic sprint competition, one of his specialties.

be off to his next challenge–completing his degree. He is two quarters shy of finishing his college studies to become a nurse anesthetist. But for now, the 23-year-old is basking in the joy of having competed in the 2000 Olympics

"I love being around the medical field," said Bairos, who was visiting Sydney for the first time. He had been to the Australian city of Adelaide for another cycling competition in 1997 but was excited to be going back to the country.

Bairos, who is of Portuguese descent, competed in the track cycling competition for the U.S. Olympic team on Sept. 17. Track cycling is a controlled race on a banked velodrome.

"It's been a dream," said Bairos, a native of Redlands, Calif. "My hometown and my family have given me so much support."

He first decided to give the sport and the Olympics a try when he and his parents went to Colorado Springs for a training camp. He never looked back. He started track cycling in 1995, having participated in triathlons previously, and by 1999, he became National Track Cycling Champion in the Olympic sprint competition, one of his specialties.

He said several factors were important in his training.

"Our training has to go off without a hitch," Bairos said prior to the race. "I have to maintain being mentally strong."

Bairos was part of a three-man team in the Olympic sprint contest in Sydney. His team, comprised Bairos, Marcelo Arrue of Woodland Hills, Calif., and Jonas Carney, Pacifica, Calif., placed 12th at the Olympics. These Games marked the first Olympic appearance for all U.S. competitors.

"We expected to go under 46 seconds, but we just did not do what we set out to do," said Bairos, who came back from a serious crash on June 18 at the World Track Cup in Mexico City, one that left him with a fractured jaw and other injuries. "I felt good out of the gate, but the second half of my lap was not as good as expected. After my injury, my teammates were unsure what my status would be, so they concentrated on their respective individual events. Our goal was to finish among the top eight, and we missed by sixth-tenths of a second. We could have and should have been in the top eight."

"My goal, and the goal of our team, was more than to compete in the Olympics," Bairos said. "We wanted to succeed."

Bairos said he encourages others who dream of becoming elite athletics to pursue their goals.

"If people have that dream, they have to give it everything and reach further down within themselves than they believe they can," said Bairos.

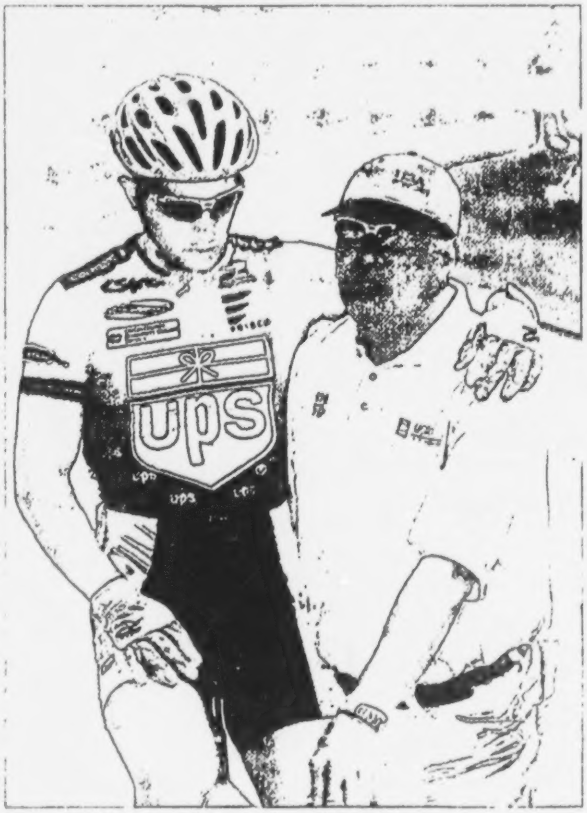
Bairos said the path to the Olympics has been difficult not just because of the challenging training but because of the strain financially. His full-time job has been to train.

"A lot of us who are into this do it for the heart," he said. "It's not a sport like track and field where there is a lot of money in it. Plus, any free time we have is to rest and recover."

To get ready for the race, he said he visualized the race the day before and then spent the day of the race "getting into the zone." He said that much of his training consisted of weight-lifting and cycling, though as the race neared, he eased some on his weight-lifting.

Angel Pérez

The Latino athlete who perhaps faced the most challenges during the Olympics was Angel Pérez, a 29-year-old Cuban-born kayaker who now lives in Miami with his wife and son. Pérez did not know if he would be able to compete for the United States until three days after the opening ceremony, when a court finally gave him the go-ahead.



Bairos and sprint coach Des Dickie

Pérez had competed for Cuba in the 1992 Olympics in Barcelona but defected to the United States in 1993 and got his citizenship in 1999. He has competed for the United States internationally since 1997. According to rules of the International Olympic Committee (IOC), there is to be a three-year lag between nationality changes. The IOC said that Pérez would be eligible to compete only if Cuba granted him a release, which it refused to do. Pérez appealed to the IOC, which allowed Cuba's decision to stand. Pérez then turned to the world's highest court for amateur sport, the Court of Arbitration for Sport. It too denied his request initially, but reversed that decision on appeal.

Pérez competed on behalf of the United States in two races–the k-4 1000 meters, in which he was one of a four-man team, and the k-2 500 meters, in which he partnered with Peter Newton. His teams finished sixth in both races, the best finish a U.S. team has had, he said.

Pérez said he plans to take some time off from training to focus on his family, adding that the last four years have been rough on them. He does plan to be at the next Olympics, however, and win a medal.

Pérez said his goal at this Olympics was simply to be eligible to participate on behalf of the United States and to improve on the team's previous efforts. He said he has a good chance of getting a medal the next time because he won't have to deal with all of the distractions of trying to win eligibility.

"I won that battle," he said. "There were so many months of not knowing whether I would be eligible. I had to keep training and waiting."

The U.S. kayak team faced several challenges while in Sydney. Fog and heavy winds delayed several of their races. Pérez said his final race was delayed six hours, which made the athletes lose "their focus." A facility the team had rented for training while in Sydney was broken into and several items were taken.

The challenges in Sydney, however, seemed small compared to what he had faced in his private life. As a member of the Cuban canoe and kayak sprint national team from 1988-1993, Pérez won 21 gold medals and two silver medals at the Pan American Games. But, during a training run at the 1992 Olympic Games in Barcelona, his paddle broke, and the Cuban team did not have a spare and could not afford to buy a new one. He eventually borrowed a paddle from a German athlete but finished next-to-last in his heat. The experience was one of several frustrating occurrences he encountered with the underfunded Cuban canoe federation that made him want to leave his country for the U.S. So during a 1993 competition in Mexico, he and two teammates took a bus to the U.S.-Mexico border and then swam across the Río Grande to New Laredo. Heavy rain had made the river turbulent, and the swim to Texas was treacherous. "When I got to the U.S. side, I was covered in mud, leaves, everything," said Pérez, who had $60 to his name at the time. Some friends of his teammates were waiting in cars and drove them to Miami, where he requested political asylum.

During a training run at the 1992 Olympic Games in Barcelona, Pérez' paddle broke, and the Cuban team did not have a spare and could not afford to buy a new one.

One of his first jobs after arriving in the U.S. was installing burglar alarms. Now he participates in the Olympic Job Opportunities Program, which allows him to train daily. Home Depot hired him as part of the program so he could undergo rigorous training. Pérez was invited to train with the U.S. team after the 1996 Olympics in Atlanta.

Maidens and Matrons Welcome

Girls and women, married and unmarried, are very much part of today's Olympics, just as they are, largely thanks to Title IX, very much part of sports in academia.

When not at the Olympics, the San Antonio-born Jennifer Gutierrez [Ed. note: See Ed Brennen's story in this issue about Latina triathlon athlete Jennifer Gutiérrez, captain of the first-ever U.S. women's triathlon team at the Olympics in Sydney.] works as an adaptive physical education teacher in Denver, where she resides.

Her teaching of students with conditions including autism took her to seven elementary schools in the Jefferson County, Colorado, school district. She coached five of her students to top performances at the 1998 IronKids triathlon in Denver. And also worked as an analyst for ESPN for the broadcast of the 1998 IronKids National Championship.

"I've always wanted to make a difference in a child's life," said the Olympian.

Sydney 2000

01 Oct Men's Basketball	TEAM USA
01 Oct Men's Boxing Featherwt 57kg	JUAREZ Ricardo
01 Oct Men's Boxing Lt Welterwt 63.5kg	WILLIAMS Ricardo
01 Oct Women's Modern Pentathlon	deRIEL Emily
01 Oct Men's Wrestling Freestyle 58kg	BRANDS Terry
01 Oct Men's Wrestling Freestyle 69kg	McILRAVY Lincoln
30 Sep Men's Athletics 4 x 100m Relay	TEAM USA
30 Sep Men's Athletics 4 x 400m Relay	TEAM USA
30 Sep Women's Athletics 4x100m Relay	TEAM USA
30 Sep Women's Athletics 4x400m Relay	TEAM USA
30 Sep Women's Basketball Basketball	TEAM USA
30 Sep Men's Road Cycling Individual Time Trial	ARMSTRONG Lance
30 Sep Women's Road Cycling Individual Time Trial	HOLDEN Mari
30 Sep Open Sailing Star	TEAM USA
30 Sep Men's Wrestling Freestyle 54kg	HENSON Samuel
30 Sep Men's Wrestling Freestyle 76kg	SLAY Brandon
29 Sep Men's Athletics Pole Vault	HYSONG Nick JOHNSON Lawrence
29 Sep Women's Athletics Long Jump	JONES Marion
29 Sep Men's Boxing Lt Middlewt 71kg	TAYLOR Jermain
28 Sep Men's Athletics Decathlon	HUFFINS Chris
28 Sep Women's Athletics 200m	JONES Marion
28 Sep Men's Boxing Bantamweight 54kg	VINSON Clarence
28 Sep Women's Football	TEAM USA
28 Sep Men's Sailing 470	TEAM USA
28 Sep Women's Sailing 470	TEAM USA
28 Sep Women's Tennis Doubles	WILLIAMS/WILLIAMS
28 Sep Men's Taekwondo Under 68kg	LOPEZ Steven
27 Sep Men's Athletics 400m Hurdles	TAYLOR Angelo
27 Sep Women's Athletics 100m Hurdles	MORRISON Melissa
27 Sep Men's Baseball	TEAM USA
27 Sep Women's Tennis Singles	WILLIAMS Venus
27 Sep Men's Wrestling Greco-Roman 130kg	GARDNER Rulon
26 Sep Men's Beach Volleyball	BLANTON/FONOIMOANA
26 Sep Mixed Equestrian Team Dressage	TEAM USA
26 Sep Women's Softball	TEAM USA
26 Sep Women's Tennis Singles	SELES Monica
26 Sep Men's Wrestling Greco-Roman 76kg	LINDLAND Matt James
26 Sep Men's Wrestling Greco-Roman 97kg	LOWNEY Garrett
25 Sep Men's Athletics 400m	JOHNSON Michael HARRISON Alvin
25 Sep Men's Athletics 110m Hurdles	TRAMMELL Terrence CREAR Mark
25 Sep Women's Athletics Pole Vault	DRAGILA Stacy
25 Sep Open Sailing 49er	TEAM USA
24 Sep Women's Diving 10m Platform	WILKINSON Laura
24 Sep Women's Rowing Ltwt Double Sculls	TEAM USA
23 Sep Men's Athletics 100m	GREENE Maurice
23 Sep Women's Athletics 100m	JONES Marion
23 Sep Men's Rowing Coxless Pair	TEAM USA
23 Sep Women's Rowing Coxless Pair	TEAM USA

23 Sep Men's Shooting Skeet	GRAVES James
23 Sep Men's Swimming 1500m Freestyle	THOMPSON Chris
23 Sep Men's Swimming 4x100m Medley	TEAM USA
23 Sep Women's Swimming 50m Freestyle	TORRES Dara
23 Sep Women's Swimming 4x100m Medley	TEAM USA
23 Sep Women's Water Polo	TEAM USA
22 Sep Men's Archery	TEAM USA
22 Sep Men's Athletics Shot Put	NELSON Adam GODINA John
22 Sep Mixed Equestrian Ind Three-Day Event	O'CONNOR David
22 Sep Men's Swimming 50m Freestyle	ERVIN Anthony HALL JR Gary
22 Sep Women's Swimming 800m Freestyle	BENNETT Brooke SANDENO Kaitlin
22 Sep Women's Weightlifting 75+ kg	HAWORTH Cheryl
21 Sep Men's Swimming 200m Backstroke	KRAYZELBURG Lenny PEIRSOL Aaron
21 Sep Men's Swimming 200m Ind Medley	DOLAN Tom WILKENS Tom
21 Sep Women's Swimming 100m Freestyle	THOMPSON Jenny TORRES Dara
21 Sep Women's Swimming 200m Breaststroke	KOWAL Kristy BEARD Amanda
20 Sep Men's Archery Individual	WUNDERLE Victor
20 Sep Men's Cycling Track Sprint	NOTHSTEIN Marty
20 Sep Men's Swimming 100m Freestyle	HALL JR Gary
20 Sep Women's Swimming 200m Butterfly	HYMAN Misty
20 Sep Women's Swimming 4x200m Free Relay	TEAM USA
19 Sep Mixed Equestrian Team Three-Day Event	TEAM USA
19 Sep Women's Shooting Double Trap	RHODE Kimberly
19 Sep Men's Swimming 200m Butterfly	MALCHOW Tom
19 Sep Men's Swimming 4x200m Free Relay	TEAM USA
19 Sep Women's Swimming 200m Ind Medley	TEUSCHER Cristina
18 Sep Men's Swimming 100m Backstroke	KRAYZELBURG Lenny
18 Sep Women's Swimming 100m Breaststroke	QUANN Megan
17 Sep Men's Swimming 100m Breaststroke	MOSES Ed
17 Sep Men's Swimming 400m Ind Medley	DOLAN Tom VENDT Erik
17 Sep Women's Swimming 400m Freestyle	BENNETT Brooke MUNZ Diana
17 Sep Women's Swimming 100m Butterfly	TORRES Dara
17 Sep Women's Weighlifting 48kg	NOTT Tara
16 Sep Women's Shooting 10m Air Rifle	JOHNSON Nancy
16 Sep Men's Swimming 400m Freestyle	KELLER Klete
16 Sep Men's Swimming 4x100m Free Relay	TEAM USA
16 Sep Women's Swimming 4x100m Free Relay	TEAM USA

College Athletics—Golden Calf or Trojan Horse?

Perspectives from NYU, Kentucky, USC, and Maryland

BY JEFF SIMMONS

NEW YORK UNIVERSITY
OMEN'S BASKETBALL TEAM
97 NCAA DIVISION III
HAMPIONS
NGRATULATIONS!
MARCH 27, 1997
NCAA

The New York University Women's Basketball Team, 1997 NCAA Division III Champions, with Mayor Giuliani, City of New York

Jay Oliva has followed sports for much of his career. Not because he's an athlete, but because he's witnessed what has worked and what hasn't worked when mixing athletics with academics.

Oliva, the president of New York University in Manhattan, has penned quite a few editorials on the matter. As he sees it, athletics can be an integral part of a university or college system, but only if higher education officials carefully navigate a tightrope to allow both programs to thrive equally.

"The reputation and future of a university belong to the people in it," says Oliva. "College types have to know a lot more about sports than they know. Administrators ought to know a lot about athletics, about the structure, the rules of the game, what kind of controls there are."

Over the years, college sports have weathered critics' claims that some universities have invested more attention in athletic prowess than in academic success and that funding has favored men's sports over women's. They've been the target of congressional investigation and newspaper editorials, and come under fierce public scrutiny.

Oliva, for one, reasons that a university's credibility can hinge on its sports program. The controversies have forced many university officials to address pivotal questions: How valuable are athletic programs to a college? And how much emphasis should a college place on its sports programs?

"If an athletic program works well, then it achieves a number of goals for an institution," says Deborah Yow, athletic director at the University of Maryland. "It enhances the quality of life for students, faculty, and staff. It serves as a unique catalyst to develop a heightened sense of pride, and it aids in retention."

Successful athletic programs can generate sizeable alumni donations and aid campus fundraising efforts. There are differing mindsets on a program's financial value, because few teams are profitable and it's difficult to correlate a team's successful season with increased student applications. Officials say that lucrative sports programs don't help lower tuition.

Nevertheless, athletics do advance a school's image. Flip through the sports pages of a campus newspaper, the hometown broadsheet, or national papers like *The New York Times* or *USA Today*, and it's readily evident that college sports can dominate coverage. Seasonally, college football and basketball surpass professional sports in the headlines.

"I know some people refer to it as the front porch, as if the institution were a house," says Yow, who is the president of the National Association of Collegiate Directors of Athletics. "It's a high-profile entity, and something you can read about every day in the paper. It does matter that way."

"You only have to go to any national newspaper to see a great deal of publicity about university sports," adds John Callaghan, associate professor at the University of Southern California in Los Angeles and an expert in sports psychology and sports in society. "Not just the local papers, but national papers. They give great credence to university sports. It's the norm in this country. The place of sports is at universities."

The 94-year-old National Collegiate Athletic Association, or NCAA, now boasts an enrollment of more than 1,200 institutions, conferences, organizations, and individuals involved in intercollegiate athletics. It has amassed more than 600 new members in the last four decades. The Association's goal: to maintain athletics as an integral part of an academic program and athletes as an integral part of the student body.

"The addiction to athletic income is no less serious or destructive than personal addictions."

JAY OLIVA, NYU PRESIDENT

The NCAA currently sponsors 83 championships in 22 sports. Nearly 24,500 student athletes compete for NCAA titles each year, and about 600 colleges don't even compete on the major-college level.

The number of participants in NCAA-sponsored sports continues to grow. During the 1990-91 academic year, 184,593 men and about 92,778 women took part in the Association's three divisions. Seven academic years later, 1997-98, that number had grown to 203,680 men and 137,110 women.

NCAA statistics reinforce experts' contentions that sports programs rarely yield a financial windfall. According to an NCAA report on revenues and expenses of intercollegiate athletic programs in 1997, the NCAA's Division I-A teams brought in more revenue–$17,734,000–than expenses–$17,297,000.

Division I is the most competitive, visible, and lucrative classification within the NCAA. Yet, in the lower classifications, the expenses exceeded the revenues. It's also very expensive to participate. Institutions must sponsor at least 14 varsity sports, 10 more than in Division II.

"Very few of them can equate to profit, and any great profit might go to a general fund and not to lower tuition," he says. "I would say very few in the country make any worthwhile profit," says Callaghan.

Adds Oliva: "There is the argument in big-time sports that money that comes into the big-time sports programs can benefit the university because they can, for instance, make chemistry labs, but I've never seen that at all. All I see is–if money is coming in, it goes to support the athletic program."

Still, in recent years, at least seven institutions have pumped up the size and budget of their athletic divisions to join Division I. Those moves are orchestrated to generate more alumni donations and make the schools more attractive to new enrollees. Applications to Boston College surged in the early '80s, a phenomenon attributed to the Eagles' star quarterback Doug Flutie.

"There can be a 'Flutie effect,'" Oliva says; "but it's very temporary. It doesn't represent any great change in the sort of long-term status of the school. You've got a blip of a championship, your name in the paper more often, but those blips come and they go."

At the University of Kentucky, "basketball dominates everything." That's how higher education Professor John Thelin sees it. "When the Kentucky Wildcats play, they broadcast the game, sell out all 25,000 seats in the arena, and the whole city is completely shut down. Not only the campus, but also the entire city. University of Kentucky basketball is far more powerful than a pro-basketball franchise in terms of its relative impact on the state."

Thelin, who authored the sports scandal book, *Games Colleges Play*, says that a prominent university program can be a double-edged sword. "The favorable publicity of a winning team might give you some advantage, but there's also been cheating and corruption scandals, so the publicity can be bad as well as good."

"Sports are obviously valuable, and they probably are irreplaceable. The more subtle question is, What's the appropriate balance with the school's real educational mission?" says Thelin, the president of the National Association for the Study of Higher Education.

He questions whether schools actively recruit non-athletes from other states the way they court top athletes from across the nation. And he worries about universities isolating athletes from the rest of the student population.

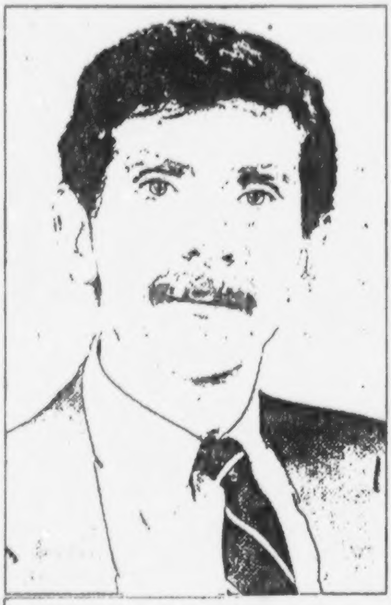
"Why don't they put the same attention in terms of geographic diversity that they put into sports programs?" he asks. "Would this university be as interested in a student from an inner-city high school if the student didn't also happen to be a superb athlete? I'd like to see an athletic and academic program balance be consistent."

Thelin noted that athletes often aren't truly integrated into real student life. "Even though there are NCAA regulations against separate dorms, that in fact does happen. So much of their identity is shaped by athletics, and it's less likely they can be true students and members of the student body," he says.

Like Thelin, Oliva maintains that schools must make sure their athletic policies are "in harmony" with their educational philosophy. He admits it can be a difficult struggle. "It's hard to get public support for Greek and Latin and archaeology; it's much easier to get people to rally around a sports team, especially in parts of the country where professional sports have not been organized," Oliva says.

New York University used to be a Division I football school, but ended that post-World War II. Currently, it has 20 teams in various sports, including a celebrated women's basketball team that recently won the Division III championship.

"Sports gets you ink, and that's good," Oliva admits. "Especially for smaller institutions, basketball plays a role. You only need 10 or 12 guys and only six of them that can play."



> ***"The more subtle question is, What's the appropriate balance with the school's real educational mission?"***
>
> JOHN THELIN, PRESIDENT, ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION, AND AUTHOR, *GAMES COLLEGES PLAY*

In his articles, Oliva has mapped out a blueprint for top school administrators to advance a workable athletic program. He says they must accept responsibility for the conditions of athletics on a campus; establish rules for recruitment, admissions, eligibility, and academic progress; and reject any justification for shoddy practices.

Oliva additionally maintains that administrators must be fully aware of athletes' academic situations. "Know personally what is going on," he says, adding that schools should seek accreditation of athletic programs.

He further recommends that schools remove any financial incentive from the system. He writes, "The income from TV contracts, bowl games, and NCAA championships has hooked many institutions. Coaches find their careers defined by the 'bottom line,' and administrators find their budgets get defined the same way. The addiction to athletic income is no less serious or destructive than personal addictions."

At the University of Maryland, Yow says college athletes take part in community outreach. They've visited thousands of high school and junior high school students.

"They go out and speak about the value of education. Student athletes are seen as leaders by the young people in the community," Yow says.

Callaghan, the University of Southern California professor, says that college sports bring a community in touch with its local college, especially when there might not be a major league team nearby.

"Athletics play a huge part in our lives in America, and they certainly do so at a university. If you take an inner-city school, I think the area around the school probably has some sort of vested interest in what goes on on the campus and what goes on in the sport," says Callaghan, whose campus is situated in downtown Los Angeles, close to the low-income South Central neighborhood.

"I suspect that the people around here do take an interest in the University sports, and a number of our players come from the local area."

Besides a Heisman trophy-winning football team, USC also has thriving track and field, tennis, and swimming programs.

Sports, he says, "seem to be an integral part of the whole university system, so it is worthwhile from an educational point of view. Every university has an athletic program, and the athletic program seems to be important to the whole functioning of the university. It's a focal point for alumni, it's a great publicity means for the university, and it seems to be a great recruiting tool."

Diving in Down Under

[illegible] Represents U.S. at Olympics

BY ED BRENNEN

This summer's Olympic Games in Sydney were highlighted by the unique beauty of the Land Down Under. From the billowing roof of the famed Sydney Opera House to the exotic koalas and kangaroos inhabiting Australia's rugged Outback, athletes and spectators were treated to a breathtaking backdrop during the Games.

But for American Jennifer Gutiérrez and her fellow competitors in the women's triathlon, the sightseeing had to be put on hold.

Lotus
Lotus
Or
He

While athletes in other sports could ease into the Olympic scene, Gutiérrez literally had to dive right into the women's triathlon, an event that was making its Olympic debut and was the first on the schedule at the 2000 Summer Games.

Leading off the Games was just fine with the 33-year-old Gutiérrez, who was also the women's triathlon team captain. That meant no days pacing around the Olympic village waiting for her turn to go compete. That meant no time to get nervous about taking the world's largest stage for the very first time.

"It was really nice to open the Games up so we didn't have to sit around and wait," said Gutiérrez, who had to skip the Sept. 15th Opening Ceremonies in order to get plenty of rest for her 9 a.m. triathlon start the next morning.

Gutiérrez, who became the first-ever U.S. Olympic triathlon representative when she was the top-finishing American at the Sydney World Cup (the first of two Olympic Trials events) on April 16, came into the Games hoping for a top 10 finish. She had come in fourth at the 1999 Pan American Games in Winnipeg, Manitoba, pushing her world ranking to 14th, but she knew the competition in Sydney would be even tougher.

Leading off in the swim, her strongest of the three events, Gutiérrez got off to a good start, finishing the 1.5-kilometer lap around Sydney Harbour's Farm Cove in 19 minutes, 44.98 seconds. That put her in 10th place overall heading into the second stage, the bicycle.

Gutiérrez finished the 40-kilometer bicycle trek around some of Sydney's most historic streets in 1 hour, 25 minutes, 25.98 seconds, keeping her in 10th place overall heading into the third and final leg–the 10-kilometer run.

"I was in a hard situation," said Gutiérrez, "because there was a large [number] of girls on the bike, and I'm not the fastest runner, so I knew that I was already in trouble a little bit. So I tried to push the bike pace because I knew that there were quite a few girls who could outrun me."

Knowing that she might fade in the run, Gutiérrez encouraged one of her American teammates, Joanna Zeiger, to stay close and keep her pace in the bicycling event in order to be in the best position for the final leg. "She's our fastest runner, and I knew she would be our best shot at medalling," Gutiérrez explained. "She agreed to that, and she ended up placing fourth. We were very happy as a team with that. Whether we medalled or not, we were happy."

A native of San Antonio, Texas, Gutiérrez didn't participate in sports there until high school, when her father encouraged her to join the swim team.

Gutiérrez, meanwhile, finished the running portion in 2 hours, 3 minutes, 38.48 seconds, leaving her 2 minutes and 57 seconds behind the gold medallist, Brigitte McMahon of Switzerland. It wasn't the top 10 finish she was hoping for, but Gutiérrez couldn't feel disappointed.

"I was pretty pleased with it. I was pretty close to my goal," said Gutiérrez, who added that her previous World Cup experience helped her feel a little more relaxed heading into the Games. "It was a lot of the same field I see in all my World Cup races, so that helped me feel comfortable in this event. I kind of knew what people could do and what the competition was like, so it was good."

Gutiérrez' Olympic feat is all the more remarkable when you consider that she didn't begin to compete in the triathlon until just six years ago. A native of San Antonio, Texas, Gutiérrez didn't participate in sports there until high school, when her father encouraged her to join the swim team. Gutiérrez did, and also joined the cross-country and track and field teams as well. After just four years in the high school pool, Gutiérrez was offered a full swimming scholarship to Pepperdine University in Malibu, Calif. There she was a four-year letter winner, setting school records in 200-, 500-, and 1,000-meter freestyle. Her marks in the 500 and 1,000 still stand today.

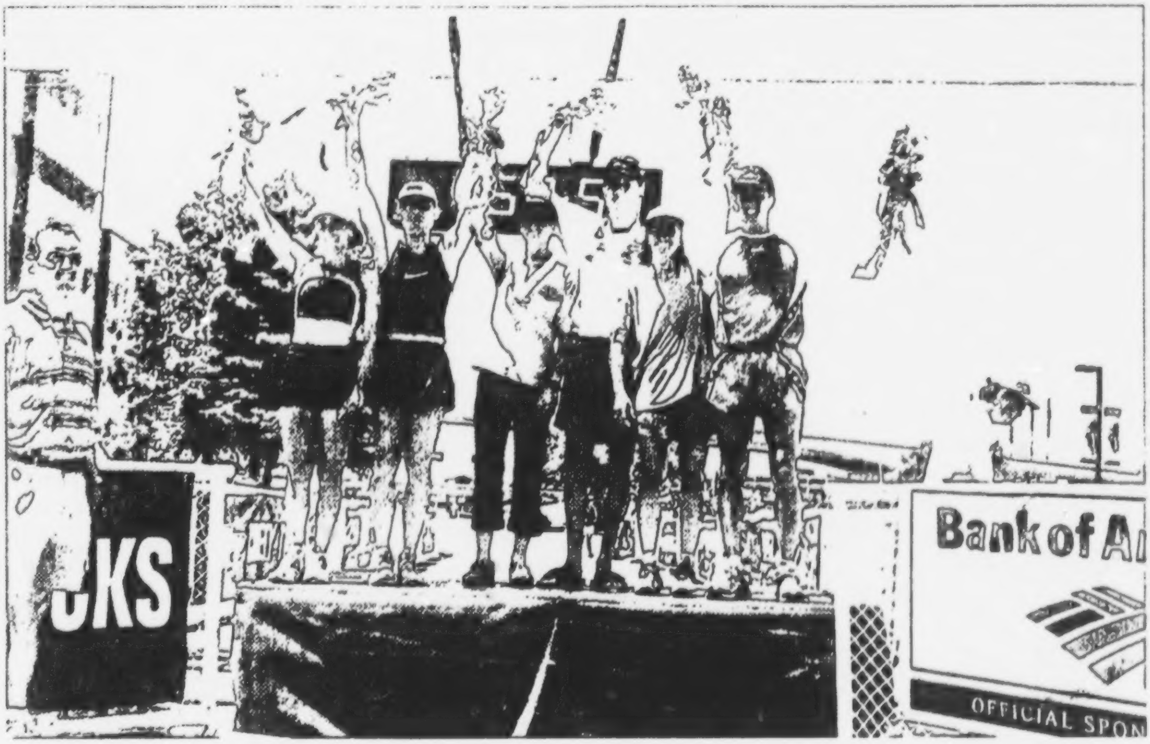
After college, it seemed that Gutiérrez' athletic career would fade into the Malibu sunset. She was still an avid swimmer, and even met her future husband, Bob Utberg, in a swimming pool, but her work as an elementary school adaptive physical education teacher became her main concern.

In 1993, Gutiérrez competed at the swimming World Championships in Indianapolis and finished second in the 5,000 meters. Around that time, Utberg, himself an age-group amateur triathlon competitor, persuaded Gutiérrez to try her hand at a multisport event. In 1994, at the age of 27, she agreed and placed third overall at a regional event in Colorado, finishing behind just two men. She competed in four more Colorado events that year, winning two and placing second in two others.

By 1995, after a chance meeting with Karen Smyers, the former Hawaiian Ironman Triathlon champ and two-time world champion, Gutiérrez was convinced that she could compete in the triathlon at an elite level. "She told me to do it," Gutiérrez said. "She said, 'Don't wait around for another five years. Go for it.'"

So Gutiérrez began to compete outside of Colorado, racking up three 11th-place finishes that year at the Wildflower Half-Ironman in California, the Mrs. T's Chicago Triathlon, and the U.S. Pro Championships in Michigan. By 1997, Gutiérrez was cracking the top 10 in World Cup events in far-away locales such as Bermuda, Japan, Australia, and Mexico. In 1998, she won three races, including a U.S. Triathlon Series event in Columbus, Ohio. Her international triathlon career now had a full head of steam, but the defining moment came in July of 1998, when she qualified for the Goodwill Games. That's when she knew she truly had a shot at the 2000 Olympics.

"I'd put so little time and effort at even being at that level," said Gutiérrez, who married Utberg one week after qualifying for the Goodwill Games. "As soon as I made the Goodwill Games and was one of the top three in the USA,...that's when I realized I had a lot of talent.... I knew I just had to commit myself fully



U.S. Olympic Team

because I knew the competition was going to be even tougher."

So Gutiérrez set her sights on Sydney. She took four months off from her teaching work to fully throw herself into training, which would often take up 30 hours a week. "It was pretty intense," said Gutiérrez, who unlike many of her fellow American competitors did not move to a warmer climate to train. "I had to train during the day when it was warmer in Colorado....I didn't want to move to a warmer climate."

Gutiérrez' sacrifice and hard work paid off, as she traveled to Chile in January and placed first in her only two pre-Olympic competitions, the Licanary International Triathlon and the Puerto Varas International Triathlon. By April, she was ranked 15th in the world, and she was ready for the Olympic Trials in Sydney. "I didn't know if I'd make the team, but I knew I'd have a good shot," said Gutiérrez, who was competing for one of three U.S. roster spots. "There were about 10 girls who were going to be pretty close to me, so I felt I had a 50-50 shot."

As it turns out, her odds were a little better than that. Gutiérrez ended up as the top U.S. finisher (seventh overall) at the Sydney World Cup, becoming the country's first-ever Olympic triathlon qualifier. "I was just excited. It was beyond expectations," said Gutiérrez, who even passed pre-Olympic Trials favorite Barb Lindquist with one kilometer left in the race.

Accompanied by her husband and family, Gutiérrez headed back to Australia for the two-week Games in September, an experience she said she'll never forget. "The people were so nice and friendly, and the city was so clean. There was so much to see and do."

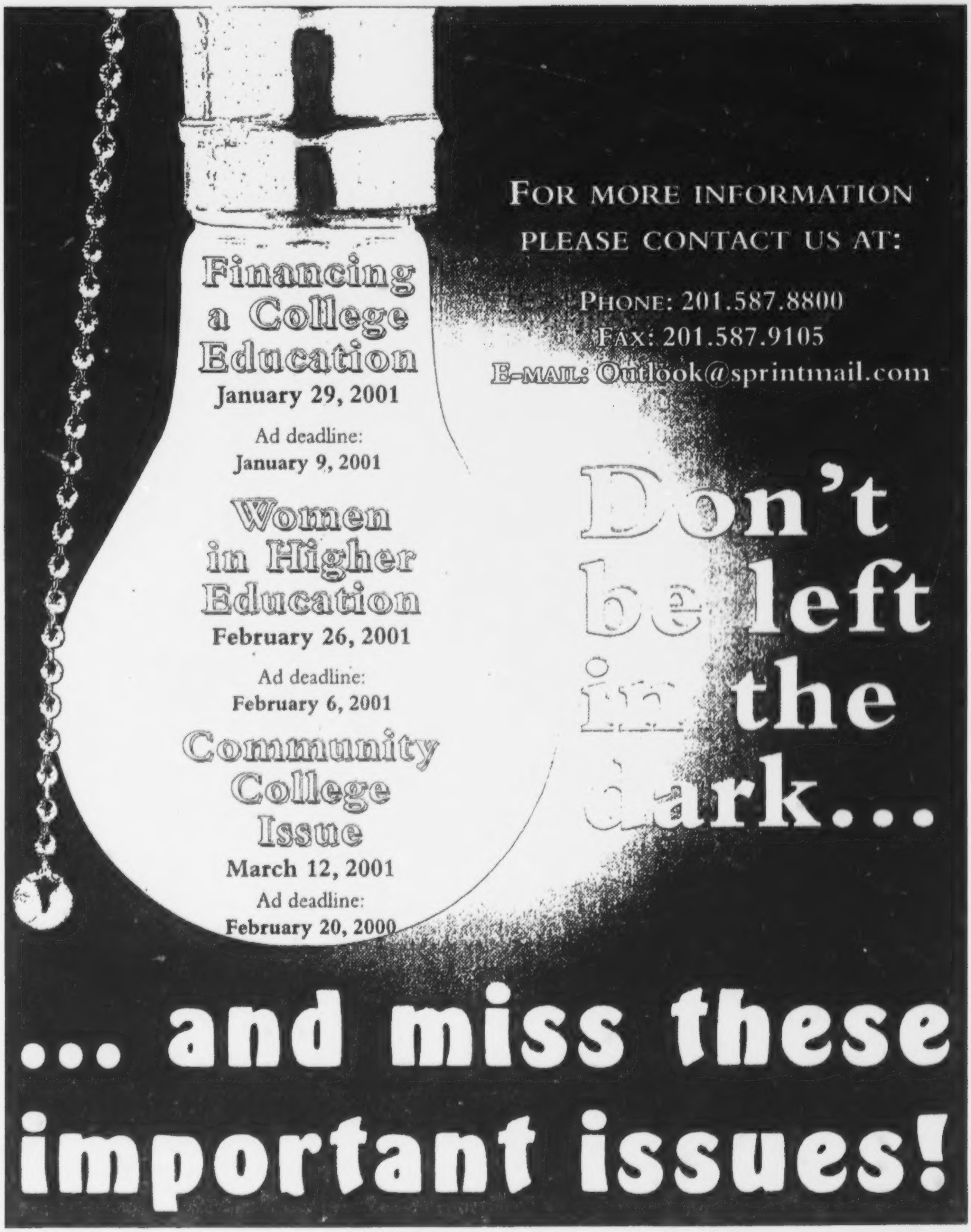
As if the competition in the triathlon wasn't enough to worry about, the athletes were also warned of the danger of sharks during the swimming leg. The shark threat became one of the big early stories at the Games, and Sydney officials took precautions by sending a diver beneath the swimmers with a shark-discouraging electro-magnetic device and attendants on the sides on surfboards. As it turned out, the shark threat wasn't much of a factor at all, according to Gutiérrez. "I never really heard an athlete scared about it, I guess because we knew there were a lot of precautions with scuba divers and stuff under water," she said. "It was pretty much just like another race. Although there were some jellyfish that stung quite a few people, but nothing severe."

Once back on land and through with her competition, Gutiérrez was able to take advantage of all the Games had to offer. She remained in Sydney through the Closing Ceremonies and was able to watch several events, including track and field. "The closing was fun. It was nice to mingle with people from so many different countries," said Gutiérrez, whose single most-lasting image from the Games was the sight of the Olympic rings illuminated on the Sydney Harbour Bridge.

Upon returning home to Colorado, Gutiérrez had little time to catch her breath–she was back to school teaching adaptive physical education the very next day. There she received a hero's welcome from her students and colleagues. "I tried to do some talks at some of the schools, to try to give back a little bit," she said.

With her first Olympic Games behind her, Gutiérrez said she now plans to "lay low" for a couple of years, competing in some smaller events in her area. But when the 2004 Games in Athens roll around, will she feel the drive to represent her country once again? "It depends on how much I want to sacrifice," she said. "I'll kind of leave the door open."

So far in her triathlon career, an open door is all Gutiérrez has needed.



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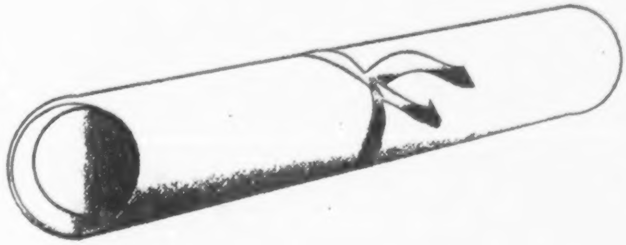
The Honor Roll



University of Southern California

Olympic Gold and "College of the Year 2000"

BY ROGER A. DEITZ

Tommy Trojan outside of Bovard Hall
at the University of Southern California

Last year, *Time* and *The Princeton Review*, in collaboration, named the University of Southern California College of the Year in the 2000 edition of *The Best College for You* in recognition of USC's outstanding neighborhood outreach programs that have set a new standard in higher education. It was just another confirmation that USC is one of the world's leading private universities.

USC was honored for "developing a remarkable bond between the school and its community in one of the most ambitious social outreach programs of any university in the nation." USC students, alumni, staff, faculty members, and friends volunteer in more than 300 USC-affiliated community outreach programs aimed at improving the health, education, and well-being of USC's neighbors. In addition, more than 3,300 faculty and staff members gave $517,000 in pledges and contributions last year to USC Neighborhood Outreach, a nonprofit organization. Since 1994, they have invested more than $1.7 million in the local neighborhoods through USC's Good Neighbors Campaign.

USC President Steven B. Sample asks, "What was the methodology that *Time* used to come to this decision?" And he explains, "Unlike *U.S. News and World Report*, which employs complex formulas with even more complex (and constantly changing) weighting factors, *Time* appoints an anonymous jury charged with looking at the entire spectrum of the 3,500 academic institutions in the United States. After the jury has narrowed its list of candidates to a few institutions, *Time* sends out one of its best investigative reporters to take a hard look at each of the finalist campuses. I remember receiving a phone call last August from a senior editor of *Time*. She said, 'You know, Dr. Sample, we've had one of our best investigators on your campus for the last three weeks.' I said, 'Yes, I am aware of that, and it's made us a little nervous.' And then she said, 'I'm calling to tell you that, as a result of our investigation, we've selected USC to be our College of the Year 2000!' As you might expect, I was pretty excited about this recognition when it was first announced."

Steven B. Sample, University of Southern California president

USC is distinguished by other factors as well. Its renowned faculty includes Nobel Prize laureate George A. Olah and 39 members of the National Academy of Sciences, Engineering, and Institute of Medicine. More than 200 faculty members have received prestigious academic and professional awards spanning such institutions as National Institutes of Health, the National Science Foundation, the Alfred P. Sloan Foundation, the National Endowment for the Humanities, the John Simon Guggenheim Foundation, and the Academy of Motion Picture Arts and Sciences.

Of the 1,406 tenure-track positions among USC contract faculty, 78 percent have been granted tenure. There are 3,600 faculty. USC maintains highly competitive admission standards. The University continues to have one of the fastest-growing endowments in the nation. This is due in part to the unprecedented success of USC's $1.5 billion Building on Excellence campaign.

In 1999, the W.M. Keck Foundation gave $110 million to name the Keck School of Medicine at USC, the largest gift ever given to a medical school and the largest gift ever made by the Keck Foundation. The landmark contribution gave USC the distinction of being the first American university to receive three nine-figure gifts, an indication of the University's continuing excellence in teaching and research. In addition to the Keck School of Medicine, four other schools at the University have been named during this campaign: the Marshall School of Business, the Thornton School of Music, the Rossier School of Education, and the Leventhal School of Accounting.

Honor Roll Facts in Brief

INSTITUTION
University of Southern California

LOCATION
Office of Admissions
University Park Campus
Los Angeles, CA 90089-0911
(213) 740-1111

ESTABLISHED
1880

ENROLLMENT
28,700 total enrollment

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$21,374 (average per student)

FACULTY
3,600

SEVERAL DEGREE PROGRAMS
Aerospace Engineering
Chicano/Latino Studies
Communication and the Entertainment Industry
Global Management
Urban Applied Anthropology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
El Centro Chicano
Playwrights' Initiative

INTERNET ADDRESS
www.usc.edu

Other major academic centers have been created or enhanced, including the Wrigley Institute for Environmental Studies, the Loker Hydrocarbon Institute, and the Robert Zemeckis Center for Digital Arts. The Zemeckis Center will incorporate the "most innovative technical advancements in the training and development of future filmmakers." And then we have sports, exemplified by the success that USC has enjoyed in national championships and in the Olympic Games. In national athletics, USC continued a distinguished winning streak, adding two national championships in men's and women's water polo last year.

But the mark USC has made in the Olympics–that's another story indeed.

Since 1912, USC is the only university in the world with the distinction of having a gold medal-winning athlete in every summer Olympiad. A total of 330 USC athletes have participated since 1904, which means that USC has sent more athletes to the Olympic Games than has any other university in the world. They have collected 215 medals–104 golds, 59 silvers, and 52 bronzes. In all, 32 athletes with a USC affiliation competed in Sydney. The amazing Olympic Gold Medal streak was kept alive when Lenny Krayzelburg won an Olympic Gold Medal in the 100-meter backstroke. Krayzelburg was an All-American and NCAA champion while at USC from 1996 to 1998. He set an Olympic record in winning the 100-meter backstroke in 53.72 seconds. Lenny went on to win three of the eight Trojan gold medals from the 2000 Olympics in Sydney. The total count of USC athletes of the past, present, and future (students about to begin classes) is fifteen medals–8 golds, 3 silvers, and 4 bronzes–at the world meeting.

> ***In 1999, the W.M. Keck Foundation gave $110 million to name the Keck School of Medicine at USC, the largest gift ever given to a medical school.***

If USC had competed as a country, rather than as a university, it would have finished 14th in the overall medal standings in the Sydney Games. The majority of USC's gold medals were garnered in swimming, with former Trojan All-American Krayzelburg winning both the 100- and the 200- meter backstroke and participating in the USA's victorious 400-meter medley relay. A pair of ex-Trojan All-Americans–Lindsay Benko and Kim Black–won gold as part of the USA's 800-meter freestyle relay. Former USC All-American Lisa Leslie helped lead the team to a gold medal in women's basketball. In softball, two members of the team have USC ties: Dot Richardson studied at USC's Medical School, and Sheila Cornell Douty earned a master's degree from USC. Current USC sophomore Erik Vendt captured a silver in the 400 individual medley, incoming freshman Klete Keller was part of the USA's silver medal-winning 800-freestyle relay and then captured bronze in the 400-freestyle. Former Trojan All-American goalie Bernice Orwig earned a silver medal with the USA women's water polo squad, and one-time USC track standouts Mark Crear and Torri Edwards earned bronze medals–Crear in the 100-meter high hurdles and Edwards as part of the USA's 400-meter relay squad. Former Trojan diver Dorte Lindner of Germany captured a gold medal in the 3-meter springboard event. USC varsity teams have won more national championships–93 in total–than all but two NCAA member institutions. More than 500 students are involved in USC's 19 varsity sports.

USC is Southern California's first major comprehensive university, founded in 1880 in a celebration attended by a significant portion of the growing population of Los Angeles. USC has played an integral role in the growth of this dynamic and cultural region of the State. The "Trojan" tradition originated from a 1912 *Los Angeles Times* article by sports writer Owen Bird. In his article, Bird called attention to the "fighting spirit" and "courageous ability" of USC athletes, a spirit he likened to the ancient Trojans. Inscribed on the base of the University's statue of the Trojan are the University seal and the words: "The Trojan. Faithful, Scholarly, Skillful, Courageous and Ambitious."

The institution's mission statement reads, "We are a global institution in a global center, attracting more international students over the years than any other American university." The total student enrollment is approximately 28,700, with about 15,200 of those enrolled as undergraduates and 9,800 graduate-degree students. Professional students number 2,700, and non-degree students are at about 1,000. Females account for 49 percent of the undergraduates. About 60 percent of all undergraduates receive some sort of financial aid; 95 percent of all of the undergraduates participate in extracurricular activities.

Asian Americans account for 24 percent of the undergraduates; Hispanics/Latinos make up 14 percent; Black/African Americans, 6 percent; and Native Americans, 1 percent. The class includes 8 percent International students. The student:faculty ratio is 18:1, and the average class size for the College of Letters, Arts and Sciences is 28 students. This is the school with the largest undergraduate enrollment. More than 400 official and unofficial extracurricular organizations are established on campus, involving students with a wide range of academic, artistic, political, religious, service, and recreational interests.

There are nearly 200,000 living USC alumni. Nearly three-quarters of them reside in California, but members of this Trojan extended family can be found all over the world, in positions of leadership in their professions and in their communities. Distinguished alumni include former U.S. Secretary of State Warren Christopher, astronaut Neil Armstrong, architect Frank Gehry, opera singer Marilyn Horne, film director George Lucas, and retired General Norman Schwarzkopf.

USC's University Park Campus is located just minutes south of downtown Los Angeles. It is home to a rich architectural history and a vibrant cultural arts community, in addition to its strong academic environment. The 155-acre campus has undergone a number of changes. Popovich Hall and Lewis Hall are new additions to the USC skyline. They serve the faculty and students of USC's Marshall School of Business and the USC School of Policy, Planning, and Development. The two buildings now greet visitors at the University's new main entrance at the corner of Exposition Boulevard and Figueroa Street. One of the city's cultural treasures, Exposition Park, features major museums, including the California Science Center and the Natural History Museum.

TITLE IX

Check It Out Asks "What's Fair?"

National Women's Law Center's Education Campaign

BY MARI CARMEN SARRACENT

The empowering effect of athletics on the physical, spiritual, and academic lives of males and females alike should not be underestimated. And organizations such as the National Women's Law Center tout the opportunities that sports have opened up for women and girls since the declaration of Title IX, which proscribes discriminatory practices in the issuance of athletic scholarship dollars to female athletes.

Despite many success stories in the attempt to level the playing field, disparities continue. Consequently, the National Women's Law Center has launched a nationwide public education campaign to reinforce this message and its ongoing support of Title IX.

Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act reads: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving Federal financial assistance."

NWLC is a nonprofit organization founded in 1972 to advance and protect women's legal rights. Its major policy areas include economic security, education, employment, and health. Its campaign includes a new publication–*Check It Out: Is the Playing Field Level for Women and Girls at Your School?*–and a speaking tour to inform communities about the positive impact of Title IX on the lives of women and girls, and to help athletes, coaches, and parents determine whether athletic programs are treating both genders fairly. Also on the agenda is a discussion concerning sex discrimination that still exists in education.

Throughout NWLC's speaking tour, staff will meet with students and advocates around the country to distribute its publication and educate communities about the physical, emotional, and financial benefits to women and girls who play sports. According to Neena Chaudhry, counsel for NWLC, "The benefits for girls include greater academic success. They are less likely to drop out, and athletics build social and personal skills."

"We still have a ways to go as there are still areas where discrimination is prevalent."

NWLC's *Check It Out* poses specific questions about participation rates and availability of resources, such as "What's fair when it comes to athletic programming for male and female students?" and "What should schools do to make sure that all students have equal opportunities to benefit from sports?"

While the publication is not designed to determine whether a particular school is in compliance with Title IX, it is a guide to help students, athletes, coaches, parents, and administrators understand the rules established by the Department of Education's Office for Civil Rights to determine whether school athletic programs are equitable.

Check It Out defines Title IX and what it means to athletes; it defines "equal opportunities to play sports" as well as "fair shares of scholarship money." The publication also provides a checklist for readers. Upon completion of the *Check It Out* questionnaire, readers will be able to identify areas in which their respective schools need improvement, and perhaps formulate an action plan.

The Score

The number of college women participating in competitive athletics is now four times the pre-Title IX rate, and high school girls playing competitive sports increased from 300,000 prior to Title IX to 2.65 million by 1999.

Before Title IX, fewer than 32,000 women competed in intercollegiate athletics, and scholarships for women were nonexistent, says Chaudhry. Figures for '97-98 indicate that 135,000 women are now competing in a variety of intercollegiate sports.

Marcia Greenberger, NWLC co-president, stated in an NWLC campaign announcement that "although women and girls have made tremendous strides in athletics, the finish line is still several laps away."

NWLC reported that women in NCAA Division I colleges, for example, represent more than half of the student body yet receive only 41 percent of athletic scholarship dollars, 30 percent of recruiting dollars, and 33 percent of overall athletic budgets. "Male athletes also receive access and opportunities that athletic scholarships provide nearly twice as often as female athletes, amounting to a difference of $143 million dollars more per year in athletic scholarships for male athletes than females."

Adds Greenberger, "Despite 28 years of gains for women in all areas of education –academically and athletically–women's athletic programs do not receive the resources and commitment they deserve. Schools must give male and female students alike a fair chance to play sports and provide male and female students with equal support."

Equal support includes such things as equal quality and quantity of equipment and supplies, financial support for travel and expenses, fairness in assigning and paying quality coaches, and fairness in scheduling games and practices.

The National Collegiate Athletic Association (NCAA) is a voluntary association of approximately 1,200 institutions, conferences, organizations, and individuals devoted to the sound administration of intercollegiate athletics. NCAA is the organization through which the nation's colleges and universities speak and act on athletics.

NCAA Division I member institutions must sponsor at least seven sports for men and women (or six for men and eight for women), with two team sports for each gender. Each playing season has to be represented by each gender as well (fall, winter, spring). There are contest and participant minimums for each sport, as well as scheduling criteria. Division I schools must meet minimum financial aid awards for their athletic programs, and there are maximum financial aid awards for each sport that a Division I school cannot exceed.

Division II institutions must sponsor at least four sports for men and four for women, with two team sports for each gender, with each playing season represented by each gender. There are contest and participant minimums for each sport, as well as scheduling criteria. There are maximum financial aid awards for each sport that a Division II school must not exceed.

Division III schools must sponsor at least four sports for men and four for women with at least two team sports for each gender, with each playing season represented by each gender. There are minimum contest and participant minimums for each sport, as well as scheduling criteria. Division III does not award financial aid on the basis of athletic ability–only need-based.

Emerging sports for women are archery, badminton, bowling, equestrian, squash, and synchronized swimming. Other sports that women are involved in are basketball, cross country, fencing, field hockey, golf, gymnastics, ice hockey, lacrosse, rifle, rowing, skiing, soccer, softball, tennis, indoor track, outdoor track, volleyball, and water polo.

Neena Chaudry, Counsel for National Women's Law Center

The sports attracting the most school sponsorships for women athletes are basketball, volleyball, cross country, tennis, softball, and soccer.

Title IX Settlements

Increasing awareness of Title IX is as important as ensuring that schools and universities uphold Title IX and are held accountable.

In 1997, NWLC filed complaints with the U.S. Department of Education's Office for Civil Rights (OCR) against 25 colleges and universities for failure to award female athletes their fair share of athletic scholarship dollars. In January 2000, NWLC was pleased to report that all 25 complaints had been settled.

As a result of efforts by organizations such as NWLC, OCR has strengthened its enforcement of Title IX "by clarifying its scholarship policy that, absent any legitimate, nondiscriminatory factors that can explain the disparity, a scholarship gap of more than one percent between the percentage of athletes of one gender and the percentage of total scholarship aid awarded to that gender will be presumed unreasonable." In addition, OCR indicated that "beginning in the 1998-99 academic year, schools will be responsible for compensating athletes for any scholarship gap over one percent that is not based on legitimate nondiscriminatory factors."

Of the 25 complaints, 15 entered into formal agreement with OCR to increase the amount of scholarship dollars awarded to female athletes in order to comply with Title IX. OCR found one school to be in compliance based on "unique, legitimate nondiscriminatory reasons," and two schools had prior agreements with OCR that temporarily excused a scholarship gap of more than one percent. Of the remaining institutions, some improved their scholarship practices between 1995-96 (the year on which the Center's complaints were based) and the time of OCR's investigation and resolution, and the others admitted that their self-reported Equity in Athletics Disclosure Act (EADA) data were misleading and convinced OCR that they had no scholarship violations.

NCLR hopes that increasing awareness of Title IX and the benefits of sports will strike a chord. Notes Chaudhry, "It'll be an ongoing effort. The point is to get the information out there."

For more information on Title IX, *Check It Out*, or other National Women's Law Center programs, write to:

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Rice Professor Explores Fitness of Hispanic Teens

Seasoned Coach Pursues Ph.D.

BY ED BRENNEN

While traveling along life's path, María Felicia Cavallini admits that she didn't always know where she was going. She occasionally thought she had caught a glimpse of her final destination, but more often than not, she was focusing more on her next step.

"Life is a stepping stone," says Cavallini, who for more than 20 years hopped from stone to stone like an adventurous child crossing a stream. From her own childhood days in San Antonio, there was the jump to Rice University in Houston, where she starred as a two-sport athlete in volleyball and basketball. After graduation, it was a quick hop over to the University of Texas at San Antonio, where she began her college coaching career while earning her master's degree in education. From there, her coaching career had her hopping all over the country from Texas to New York to Rhode Island to Indiana and ultimately back to Texas once again.

And now, after all those years and all those moves, Cavallini has reached what in many ways feels like a final destination. And, surprise, surprise–it looks a lot like the place from whence she started.

Cavallini, a professor in the department of kinesiology at Rice University and director of the school's Wellness Program, is expected to obtain her doctorate from the University of Houston this spring. Her concentration is pedagogy, or the art and science of teaching others how to teach. Like most dissertations, Cavallini's sounds like a mouthful: "Effects of Demographic Background, Acculturation, The University of Houston Non-Exercise Model and Knowledge of Basic Health and Fitness Concepts, and Physical Activity and Fitness Levels in Hispanic Youth."

When Cavallini decided to focus on pedagogy, her original study was to examine a fitness curriculum that the state of Texas had mandated all students to take in their first year of high school. "I wanted to do a pre- and post-study where I looked at students at the beginning of the semester, tested them, had them go through the curriculum, and then post-tested them–and see if there was any change," Cavallini says. "We felt like that was a good study, but that certainly it could be better."

Since her study would focus on high schools in the Pasadena Independent School District (located in the suburbs of Houston, where many of the students are Hispanic), Cavallini eventually decided to center her study on the Hispanic population in general. "It evolved from that," she says, "into really looking more at their physical activity."

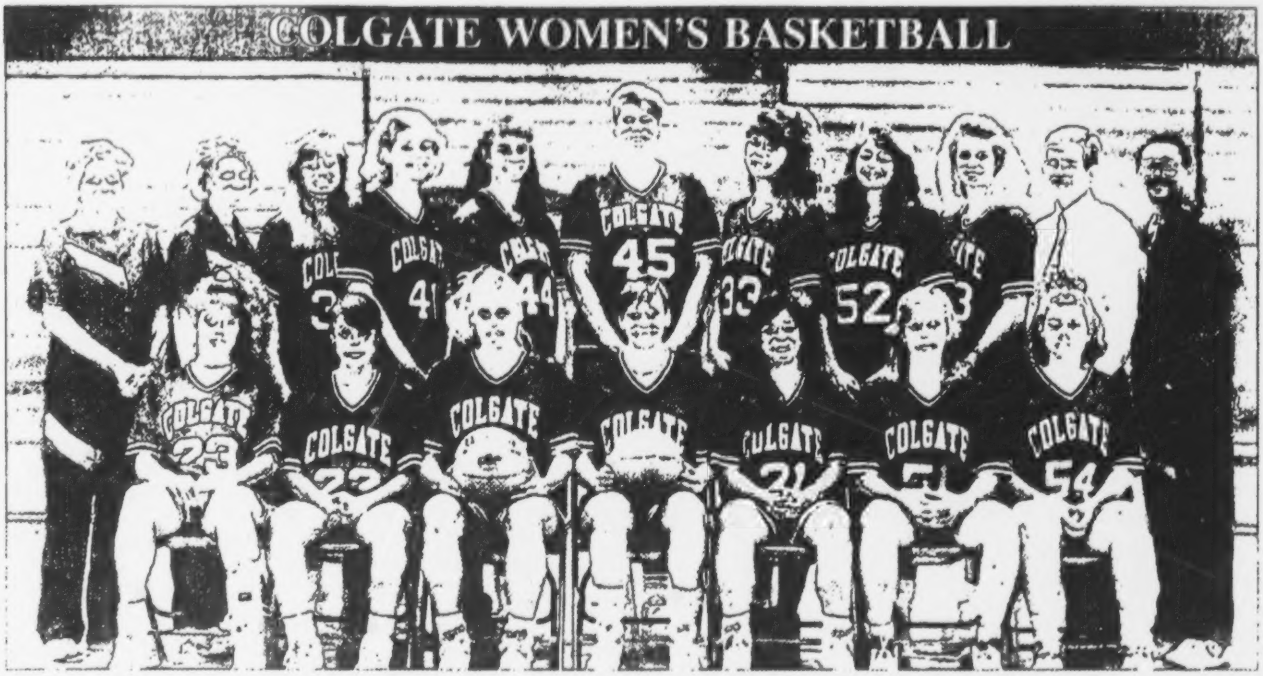
So last spring, Cavallini followed 214 Hispanic students in three of the four Pasadena Independent School District high schools. For her study, she looked at several variables.

The first was barriers to physical activity, says Cavallini. What was their fitness environment? Did they have any kind of physical activity?

Did they have a neighborhood with access to a pool, or a gym, or did it even have sidewalks? Did it have lights, their neighborhood? "We just looked at everything about their environment we could think of that they could tell us."

The second area studied was the students' basic knowledge of cardiovascular risk factors. "That was just a 16-question instrument that asked them basic questions on cardiovascular information," Cavallini says. "Then we related that to their current physical activity level."

The third thing she looked at was



María Felicia Cavallini [top row, second from left] assistant coach in 1991

the students' demographic background. "That was basic information about themselves–gender, height, weight. Were they first- or second-generation Hispanic? Which group were they from? Cuban, Mexican, Spanish, Puerto Rican? We wanted to see if any of that tied into their physical activity. But the most important question here was their income level, their socioeconomic status."

The fourth and final area she studied was acculturation. "How mainstreamed are they into a host society?" Cavallini says. "We looked at whether being more Anglo-acculturated made them more physically active or less physically active. And we did the same for Hispanic orientation. If they held true more to their Hispanic customs, were they more physically active or less physically active?"

Cavallini, who is now writing up her results–and hopes to defend her thesis by January or February of 2001–says the school district welcomed her study. "But they're going to be more excited when I can hand them the results," she says. "For them it was, 'Hey, this is great. We like research, but we need to try to figure out how to pull you in here . . .'"

Once she got the OK to conduct the study, it was already the middle of spring. "We were running out of the spring semester, so I really had to hustle to collect the data before the semester ended. They'll be more excited when I can put it all together for them and I can send them a document that tells them the results."

"But what I'd want to do is send them a specific copy of the results and what it implies," Cavallini adds. "Statistics are important, but let's face it: If you look at a bunch of numbers, you're going to think, 'Who cares?' I will basically let them know what the results implied and then probably tell them things that can be done to improve their structure. . . . I will give them suggestions for future reference, things that might help them out. Just out of gratitude for them putting up with me and allowing me to collect what I think is valuable data, I certainly want to follow through and do everything I can for them."

For Cavallini, whose mother Viola is Spanish and whose father Manlio is from Rome, the fact that her study ultimately focused entirely on the Hispanic population wasn't exactly by design. "I evolved into it slowly but surely," she says. "I did not enter graduate school and think 'Hispanic population.' I did not. I have always been sensitive to the Hispanic population. . . . I grew up in San Antonio in a Latin environment. My mother speaks beautiful Spanish. She's a retired bilingual education teacher who taught in the San Antonio Independent School district for over 20 years. . . . And most of her children there were Mexican or Mexican American, either from first- or second-generation Mexico. . . . So I was familiar with the Mexican culture, but when I entered into my doctorate schooling, I was just thinking, 'God, I'm glad to be here,' and I was just thinking about taking my classes. I wasn't that sophisticated a scientist in terms of what I was going to be doing. I just wanted to get through my classes."

Indeed, she was just taking it one stepping stone at a time.

Two Different Lives

Cavallini says she's had two different lives–her current life in the world of academia and her former life as a basketball coach. The latter began back in 1984, when she worked as an assistant women's basketball coach at UT-San Antonio while earning her master's in education. Although a graduate student at the time, she was also a full-time assistant coach.

"That meant you were on the road recruiting, scouting, and also dealing with practices and conditioning," she says.

But Cavallini loved the coaching lifestyle, and in 1986, after she finished her master's, she moved on to Siena College in Loudonville, N.Y., to work as a women's assistant basketball coach. Her duties began to expand during her two years at Siena, as Cavallini also served as head coach of the women's track team, was the aerobics coordinator for both the men's and women's basketball teams, administered and coached at a variety of youth camps, and made some guest speaking appearances at several clinics.

By 1988, she was offered her first head coaching position, at the University of Southern Indiana at

Evansville. She remained there for three seasons, again keeping active with side projects at the University. In 1991, she hopped over to Hamilton, N.Y., where she became assistant coach for the Colgate women's basketball team.

But by 1992, the coaching lifestyle had begun to wear thin with Cavallini, who was then in her early 30s.

"I liked coaching in college. It was fun, especially in my 20s," she recalls. "At that point, I didn't have the mindset to consider settling down. I could see other parts of the country, do some traveling, and basically see what else was out there in an area that I loved, which is sports and coaching. But...coaching can be unpredictable, and it can be unstable in the sense that you can be here, there, and everywhere. And I was. And although I enjoyed it, after a while, it can get old. So when I turned 31-32, I remember thinking, 'All right–been there, done that.'...I just wanted more longevity and stability in my life....I felt after a while that my next move would be best if I left the college environment in terms of coaching and considered education."

So Cavallini returned home and put her own education to work by taking a job at Medina Valley High School in Castorville, Texas.

"I have teacher's certification to teach English and physical education in secondary education, so I said, 'Let me try this one year and see if it's something I'd like to do,'" she says.

As it turned out, it wasn't the stepping stone she'd been looking for. "Although I loved the students and they were great, the environment stifled me," she says. "I realized at the time that I had already gotten used to the college level. So I thought, 'All right, we're going back to school!' That's when I really knew I was going to go back to school and get a doctoral degree. I loved the college environment, but I didn't want coaching as a way of life continuously, yet I love teaching and I love academia."

Siena College women's basketball

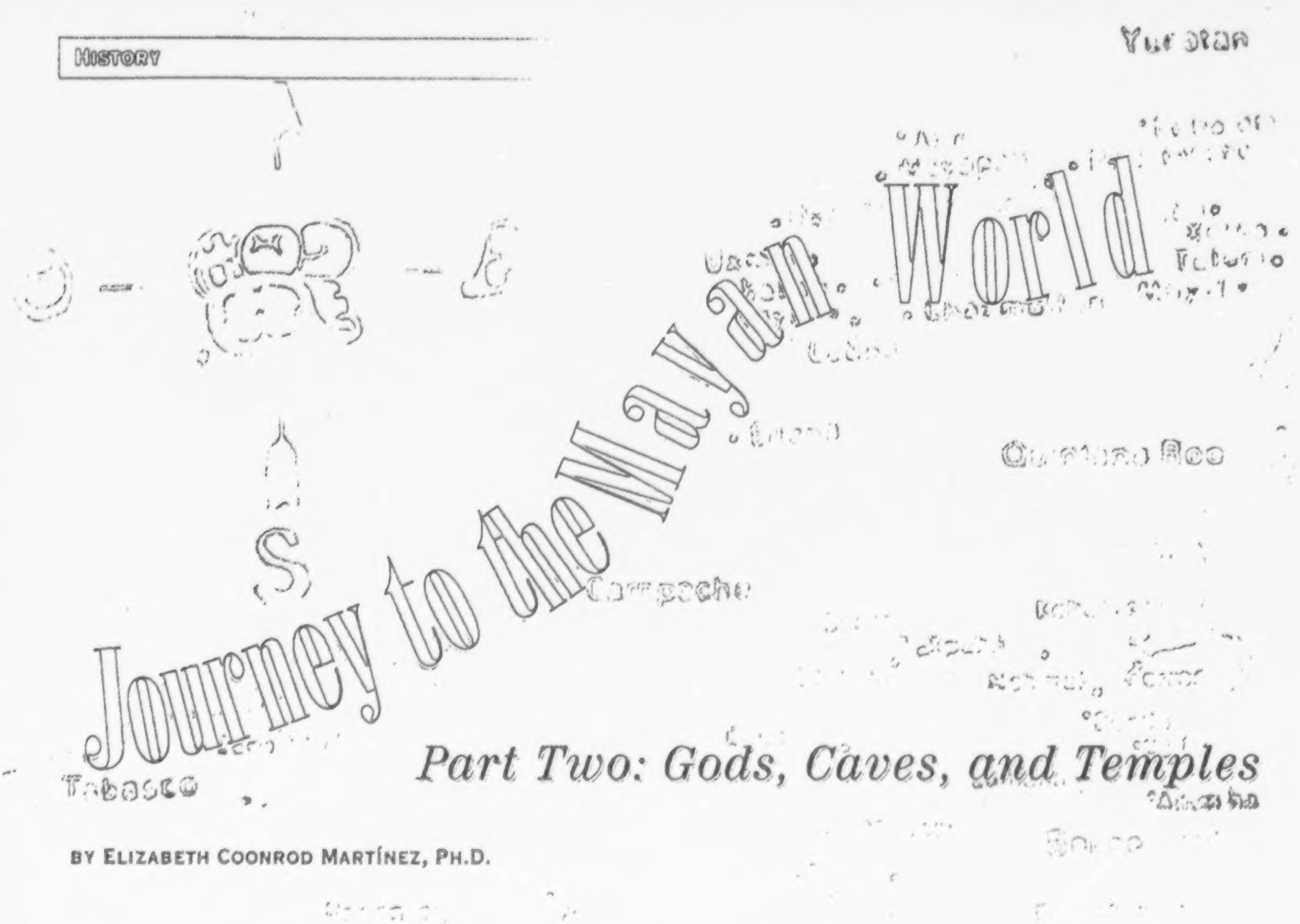
Providence College women's basketball team

In her current position at Rice, Cavallini can still keep close ties with the world of athletics while working toward her doctorate. "I help out with the women's home volleyball and basketball games, but it's low key, it's no big deal," she says. "But there's still that little part of me that loves being in that sports environment. But I also love being a professor. So I think the college environment, for me, is where it's at."

With her doctorate expected this spring, there's one other course of study Cavallini would now like to pursue. "I do think now that I might consider the possibility of going to either Mexico or Spain to study Spanish, because I would love to speak Spanish," says Cavallini, who describes her current grasp of the language as "conversational."

"The Hispanic population has been something that has lately entered my life–within the last three or four years–that has become of great importance," Cavallini says. "That has been my roots, that has been my environment, and I think as I grow older, I am proud that I have come to focus on the Hispanic population, and I see myself as, hopefully, having a positive impact on the Hispanic population in my area of expertise."

"I'd never have thought that growing up in San Antonio would be an influential factor for my future life," she adds. Back then, she says, she was in no way thinking dissertation. "I was thinking I wanted to improve my baseline shot on the basketball court. So just when you least expect it, something can come together in life for you. And it does. And I'm proud of that. I'm excited."



Journey to the Mayan World

Part Two: Gods, Caves, and Temples

BY ELIZABETH COONROD MARTÍNEZ, PH.D.

HO *is privileged to present, in two parts, excerpts from Dr. Martínez' first-hand account of a unique scholarly tour. Part One can be found in our December 4 issue. The full text is to be published by the Modern Library Association.*

There are currently six million Maya living in Central American countries and in southern Mexico, and some 100,000 live in the U.S. Although the Spanish conquest and European disease killed many Maya in the 16th century, after two centuries, their population began increasing again. Some are mixed with the European-derived population, but many have survived, living apart–in the Chiapas and Yucatán jungles and in the Guatemalan highlands–for many years. Even the ethnocide of 20th-century governments against their own people has not completely erased this Native American ethnicity.

The 21st century is a new opportunity to get to know and understand the Mayan culture and people, through their books, plays, priests, and intellectuals. No native American had ever been singled out for an international prize until a Guatemalan Quiché-Maya, Rigoberta Menchú, won the Nobel Peace Prize in the late 20th century. But our media highlights arguments and controversial ideas about her work rather than the beauty and existence of the Guatemalan indigenous. Her government does not even disguise its hatred of her.

The words of beautiful Guatemalan poets like María Cruz and Helen Umaña shed light on life early and late in the 20th century, but are written in Spanish only. Victor Montejo and Gaspar Pedro González are two others with a lot to tell us about the Maya. They have worked double-duty to produce their works in Spanish and also their native Mayan. Thanks to the Yax Té Foundation in the U.S., their books are now available to us in English also. More of these publications and their wider dissemination are needed to learn more about early civilizations and their contemporary presence on this continent. U.S. film director John Sayles helped us learn that many indigenous Maya are in existence, and yet cut off from the privilege or protection of their own governments, in his 1998 film, ***Men with Guns***.

As Montejo said, Western society can learn from the Maya. Let us place their traditions, their culture, and their heritage alongside those we respect in Western thought. In doing so, we are likely to learn more about architecture, math, art, science, and ecology, and find a richer American continent in the 21st century.

Traditions and Traumas of Tecpán

Upon our return to Antigua, Vermont resident and teacher Carol Hendrickson, author of ***Weaving Identities: Construction of Dress and Self in a Highland Guatemalan Town*** (1995), shared her knowledge of weaving techniques and livelihood of the Maya in the villages of Tecpán and San Antonio Aguascalientes.

In Tecpán alone, 3,000 people died in a 1976 earthquake, 24,000 nationwide, and many more Tecpán Indians died due to "la violencia," governmental massacres aimed at stamping out "communist" insurgents. On a tour of the villages, we discovered a gallery of excellent paintings by local

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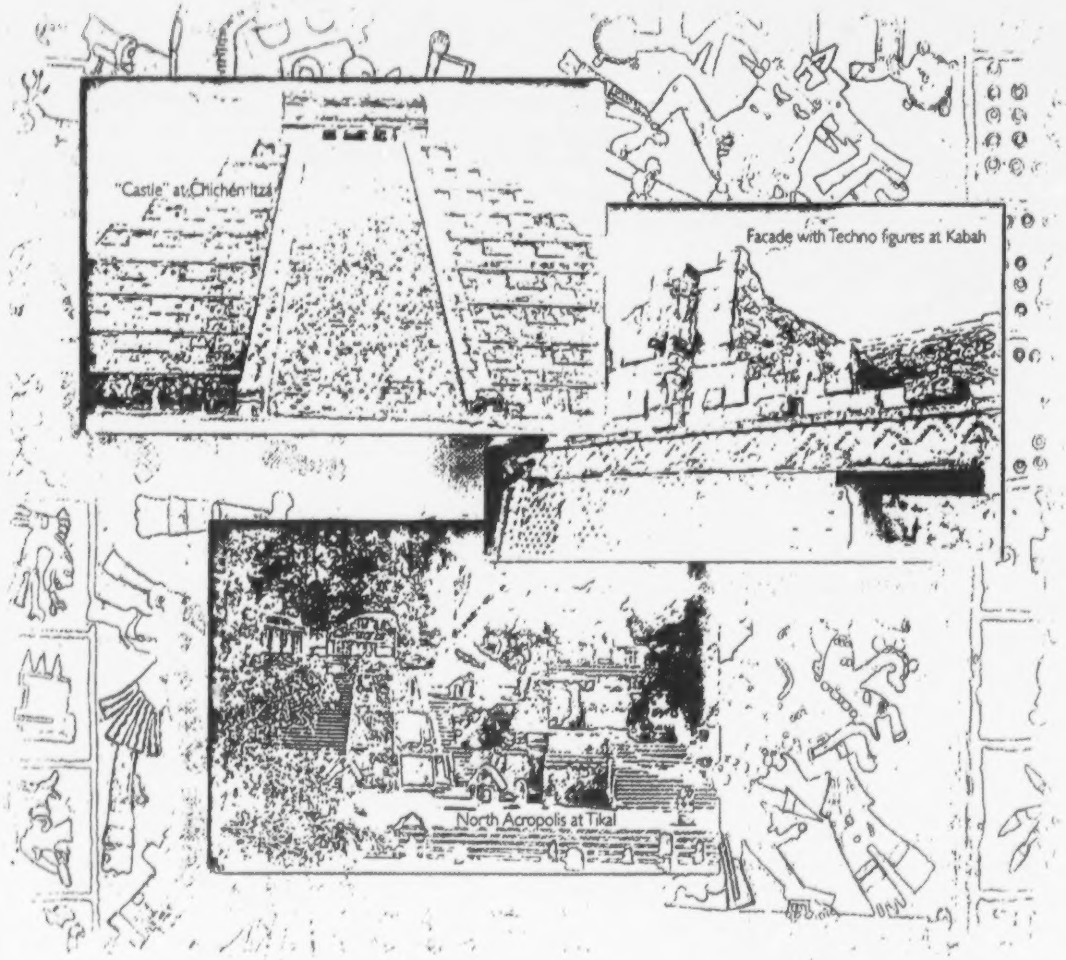


"Castle" at Chichén Itzá

Facade with Techno figures at Kabah

North Acropolis at Tikal

Maya and many homes that were also shops of weavings and garments. One such home/shop provided us with lunch (chicken in pibil sauce, served to us in brown pottery bowls with thick Guatemalan corn tortillas on the side, and cups of sweet coffee) for two dollars each, and then staged a mock family wedding involving volunteers from our group, whom they dressed in traditional attire.

Atitlán and Iximché

We took a three-day tour of Chichicastenango, high in the central mountains, visited Atitlán, one of Guatemala's many beautiful lakes, stopping on the way to the ruins of Iximché, city of the ancient Cakchiquel-Maya. They, like the Tlaxcalans in Mexico, agreed to help Spaniard Pedro de Alvarado in 1524 to conquer their neighbors, the Quichés (Menchú's people), and were later betrayed by Alvarado, their leaders beheaded and their village burned.

Iximché structures remain, however, some still quite high. We visited on a Saturday and found a ceremony under way behind a grove of trees, a site, we were told, that is a sacred place of the old Cakchiquel king. A female Mayan priest was conducting the ceremony for a couple that sought guidance in their family life. The priest had at age 20 had a vision of the old Paskl Abaj god, who instructed her to go out and do her work. People told us they had come from far away to see her.

In Chichicastenango, well known for its huge Sunday market, a shrine was built atop a hill to Paskal Abaj. Four small crosses planted in the four directions delineated the space of the shrine. Cardinal directions are crucial in Mayan cosmology.

Homage to Maximón

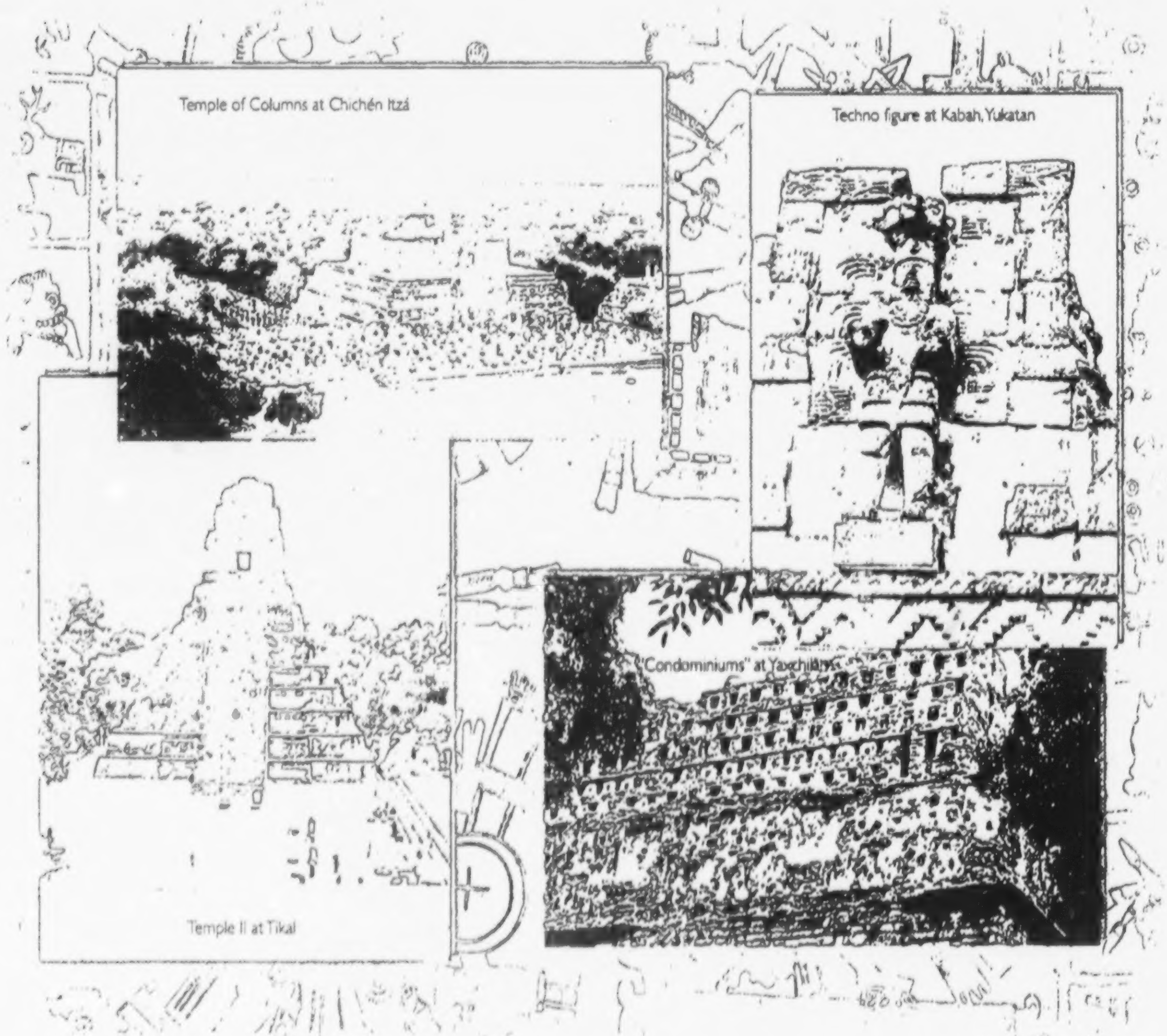
We reached the village of Santiago de Atitlán by ferry, crossing a crystalline lake surrounded by volcanoes. Here the god Maximón is venerated and protected by a lay priest, a local man assigned this role for one year, after which it passes to another. Our group had an appointment with this annual priest. We took offerings of beer, candles, herbs, and some cash to present before the ancient Mayan spirit.

When we arrived at the house in Santiago de Atitlán where Maximón awaited us, the god was sitting in his chair with cup holders at his hands. A small bottle of rum rested in one cuphold. A cigar was burning in his mouth, and the black Stetson rested atop his head. This Maximón had some 15 handkerchiefs or scarves tied at his collar, hanging down over his chest. Christmas music was playing continuously from a recording, and Christmas lights flickered on and off throughout the room. There was a strong smell of pine needles that apparently came from a room freshener. A large statue of Christ on the cross hung on the wall, and the Christmas lights covered a casket-looking box, in which was said to reside Maximón's father. The box was covered with blankets and other kitsch décor but at the top had an opening in which Maximón's attendant put the quetzal bills we provided. Maximón is thought by contemporary Maya to be the protector of the disenfranchised, prostitutes, and those cast out by their society.

Our gift of beer was poured into the hole in his mouth (upon removing the cigar) and shared by the attendants, including one who played a small guitar and sang a verse over and over in Mayan. During sips of beer, they talked about the need for good crops this year and for a healthier economy in their lake community. We listened and watched for an hour, then thanked the attendants and left. While we are all academics, most of us felt that we had participated in local custom and ancient tradition. This syncretization of customs is a reality of many peoples, especially in the Mayan regions.

As we left the village, we visited a small cathedral, where some of us were surprised to discover that a priest here, an American from Kansas, was killed by the military in 1980. Per his family's agreement, his heart is buried under the engraving in the church, and his body was sent home to Kansas. The statues of saints that lined both sides of the church's interior were dressed in traditional native attire. The background wall decoration included both Christian and Mayan (bakabs that hold up the earth) imagery.

Back at the docks on "Gringo Lane," we bought salted, roasted ears of



Temple of Columns at Chichén Itzá

Techno figure at Kabah, Yukatan

"Condominiums" at Yaxchilán

Temple II at Tikal

corn (that taste like nothing you can get in the U.S.), and reboarded our ferry.

Los Museos of Guatemala City

We visited Guatemala City to spend time at three prominent museums: the National Museum of Archaeology, the Museo Ixchel of indigenous costume or dress, and the private Museo Popol Vuh, which, although small, includes several well-known pieces, some still retaining extraordinary color. The most impressive were large incensarios, tall pots with human or anthropomorphic figures, used to burn incense for all ceremonies and sometimes to store human bones. Their figures celebrated the return to the underworld. The Museo Popol Vuh has been at its new site for only five years and has yet to prepare a book or pamphlet of its contents, which would be an excellent way to further awareness of these exquisite pieces.

After two weeks, we left the highlands villages and cities for the jungle to complete our Guatemalan experience. We flew to Tikal in the northern Petén, which abuts the Yucatán peninsula and shares that portion of the Central American strip with Mexico's most southern state, Chiapas–all of which is hot lowlands rainforest, although we found Tikal much more lush than the other areas.

The Temples of Tikal

Tikal is a protected site, with only a museum and one hotel (first established by archaeologists in the 1960s) outside the ruins. Many more hotels are available in town, but the commute is nearly an hour. The Petén jungle, with its tropical fauna, surrounds the site. Howler monkeys abound. Their cry, which can go on for hours, has been compared to that of a jaguar or lion, with a kind of bark at the end.

From the top of Temple II, just as the sun comes up, local fauna are visible searching for their breakfast, and there is a richer view of the trees and plants as they are highlighted by the sun. The ancient Maya often planted herb gardens to the East side of temples, and when we walked in early morning past one such area, we smelled orégano, allspice, and mint.

Our guide on this jaunt was a museum research curator from the University of New Mexico, Peter Harrison, author of *The Lords of Tikal* (1999) and one of the original group in the 1960s that first prepared a temporary warehouse with cots so that anthropologists could spend time in the area doing excavations.

Tikal is extensive, with sections of temples spread out in various directions. The Lost World pyramid–actually an astronomer's temple–is a steep climb. Most of these temples were built in the seventh and eighth centuries. Smaller buildings were built hundreds of years earlier. Tikal's population in its heyday is estimated at 40,000, but this metropolis deteriorated after 1,000 A.D.

Harrison showed us how the buildings are a perfect geometrical fit, connected to and complementing those dedicated to earlier rulers. Often a new temple was erected to celebrate the ending of a katun, or 20-year period (the Maya used a vigesimal counting system). Numerous causeways–specially designed wide paths–connect each complex or grouping of temples.

Harrison led us to that first awesome sight of Temple I: the flat back of the pyramid, 175 feet straight up into the air. It is an amazing discovery: one comes suddenly upon a clearing in the trees, then views an immense structure in the remote rainforest. Of course we enjoyed our Kodak moment before walking around the side to the Great Plaza and main complex. We again sucked in our collective breath: two immense temples faced one another across a large open space, with a huge acropolis of buildings on the other two sides.

The Maya were incredibly expert at preservation and recycling. Buildings were sometimes torn down, then rebuilt upon, sometimes preserved beneath the new construction.

In this acropolis of some 20 buildings, each had its own elaborate décor. The glyphs on stelae and temples have revealed the stories of Tikal's great rulers, who celebrated their history in architecture and sculpture. Temple I, which has nine levels (9 and 13 are important numbers for the Maya), celebrates the great ruler of the Classic era, Hasaw Chan K'awil, and Temple II, with three levels but nearly as tall, was built to celebrate his wife (Lady Twelve Macaw), who died nearly 30 years before him.

At the rear of the south acropolis, stairs led down into another complex of apparent living quarters. Harrison enjoyed pointing out saunas and bathrooms. Temple V could be seen in the distance. The next day, we visited Temple IV–purported to be the tallest in Mesoamerica at 212 feet. From its high point, I counted the tops of six other temples rising above the thick trees.

Caves of the Itzá Maya

Shards of broken pottery abounded in parts of the Cobanarita caves outside of Flores, where we arrived after a 45-minute hike through a woods. Inscriptions on the wall in one section, and a divider built of stones in another, all several hundred years B.C., are all that is left since anthropologists and then cave robbers have visited this site.

Many such caves exist in Central America and the Yucatán, and they have only begun to be studied. They were not lived in but were sacred areas, perhaps used before the huge temples were built.

That afternoon, we saw the village of Flores–an island in a large lake, connected to the shore and the city of Sta. Helena by a bridge. It is on this island that the Itzá Maya held their last stand against the Spaniards in the 18th century and were finally subdued. A stark, white church now stands at the top of the hill on the island, proclaiming the end of the Itzá Maya. It was a solemn way to end our stay in Guatemala.

Using What We've Learned

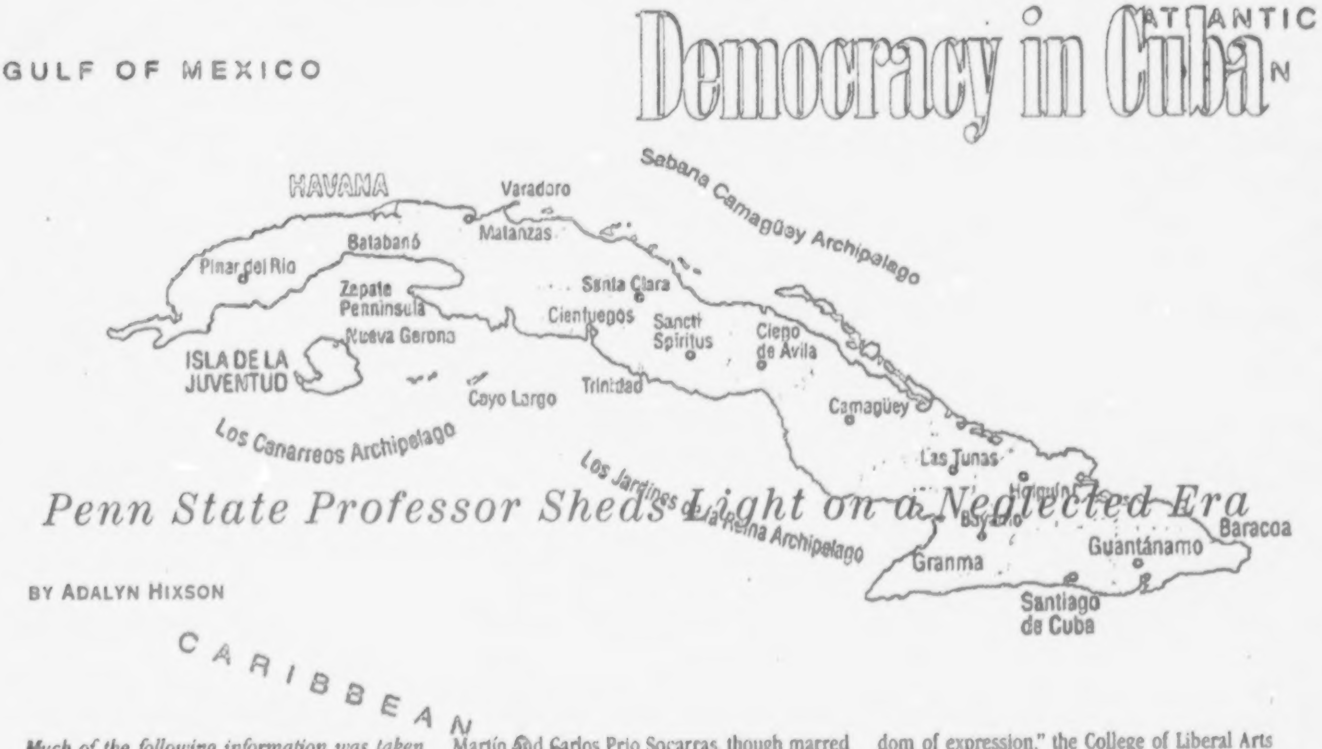
Our last swim, our last climbing of pyramids, and we were back to the city to conclude our six-weeks study.

How would each of us use what we had learned? While our approaches would be varied, like our disciplines, as teachers we will be showing slides and sharing the latest information on the Maya.

While some misconceptions were disseminated by early explorers of Mayan ruins, information being corrected by new studies, the greatest error is in not recognizing an elaborate, extensive, and knowledgeable civilization that existed prior to European arrival on the American continent. The values of contributions of this earlier people should be taught in our classrooms, as well as the fact that they still have many descendants among us.

Elizabeth Coonrod Martínez is chair of the Department of Modern Languages & Literatures at Sonoma State University in northern California, and associate professor of Latin American literature and Spanish. She completed her doctorate at the University of New Mexico, Albuquerque. She can be e-mailed at elizabeth.martinez@sonoma.edu, phoned at (707) 664-3161, and faxed at (707) 664-2505.

Democracy in Cuba



Penn State Professor Sheds Light on a Neglected Era

BY ADALYN HIXSON

Much of the following information was taken from materials provided by Penn State.

A democratic government and political freedom could have authentic possibilities for post-Castro Cuba, if pre-Castro history is any guide, a Penn State researcher says.

"Casual observers of Cuban history might see only two choices after Castro: the rule of entrenched wealth and military dictatorship à la Batista, or a continuation of Fidel Castro's Socialist revolution," says Dr. Charles D. Ameringer, professor emeritus of Latin American history at Penn State. "However, a third option could be real democracy, which had a little-remembered trial run in Cuba between 1944 and 1952."

Ameringer is the author of a new book, *The Cuban Democratic Experience: The Auténtico Years, 1944-1952*, published by the University Press of Florida.

Specialists typically divide the history of Cuba into three parts: the Plattist Republic (1902-1933), the Batista era (1933-1958), and the Cuban Revolution and Castro era (1959 to the present). Ameringer points out that this division glosses over the years when Cuba had a functioning democracy.

"The Cuban Revolutionary Party-Auténtico (PRC-A) administrations of Ramón Grau San Martín and Carlos Prio Socarras, though marred by serious flaws, together represented a unique era in Cuban history," Ameringer notes. "In two free elections (1944 and 1948), Cubans had their first chance to vote for a government committed to protecting civil liberties, promoting Cuban culture, and achieving economic independence."

Unfortunately, the early promise of the Auténtico government was tarnished by widespread corruption, nepotism, economic mismanagement, and gangland violence, with the result that a *golpe*, or coup, launched by onetime stenographer Sergeant Fulgencio Batista, topple Prio in 1952. At the beginning of 1959, Batista was himself overthrown by Fidel Castro.

The Auténtico era began on June 1, 1944, when former medical school dean and Auténtico candidate Grau San Martín–basing his campaign on "Cubanidad" or Cuban-ness–won the Cuban presidential election with 1,041,822 votes to 839,220 for Carlos Saladrigas, representing the Batista-sponsored Democratic Socialist Coalition. Batista, in power since 1934, kept his word and did not resort to military intervention. Thus, Cuba's first experiment in democracy was launched, says Ameringer.

"Under the Auténticos, Cubans would enjoy freedoms they had never known before and would never know again, the greatest being freedom of expression," the College of Liberal Arts researcher says. "Cuba had scores of newspapers, running the spectrum from the ultraconservative *Diario de la Marina* to the Communist *Hoy*. The weekly magazine *Bohemia*, with its excellent political cartoonists and caricaturists, enjoyed one of the largest circulations in Latin America, even though it was an unrelenting critic of the Auténticos."

The Prio government, while hardly a paragon of honesty itself, attempted to reduce bureaucratic embezzlement through public budgets and standardized accounting procedures monitored by the Tribunal of Accounts, the National Bank, and Agricultural and Industrial Development Bank.

"The Auténticos maintained a highly regulated economy to achieve broadly nationalistic and anti-imperialistic goals," notes the Penn State historian. "Through a system of production quotas and guaranteed market share, the Auténticos sought to eliminate the corporation-owned agro-industrial sugar combine, while fostering Cuban ownership of land and industry. They intended to liberate the Cuban economy from outside control and protect workers and small farmers, but, as many economists agreed, their economic policies furthered inefficiency and stagnation. Neither did they succeed in reducing widespread illiteracy on the island."

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"It is possible that a third free election–slated for June 1952–and respected presidency might have given democracy the final nudge it needed to survive in Cuba," he adds. "Social injustice and economic disparity persisted, but the legal and political channels of redress would have stayed open under conditions of increasing confidence and opportunity."

The young Cuban democracy had produced leaders better suited than Prio to attack political corruption and violence and effect lasting economic reform. Unfortunately none of them had the opportunity to prove their worth, according to Ameringer.

"In hindsight, Cubans would have fought like demons to resist Batista's *golpe* in 1952, had they known the complete truth about him," Ameringer notes. "Few apparently regretted the departure of Prio, but few expected that democracy might be a permanent casualty as well."

Already prominent in Cuban politics was 26-year-old Fidel Castro, who, after gaining early experience as a revolutionary, had earned a law degree and started a practice, with much of his work offered pro bono in the slums of Havana.

Castro, in denouncing the Batista takeover, himself testified to the growth of democracy under the Auténticos: "We have been accustomed to living within the Constitution; we have done so for 12 years without serious obstacles in spite of the errors and outrages. The superior state of civic peace is achieved only after long effort. You, Batista, have just cast to the ground in a few hours that noble dream of the Cuban people."

"Many Cubans who left their homeland after the Castro revolution of 1959 were either born or had their formative years in the Auténtico era," says the Penn State historian. "Their children might do well to recall Cuba's democratic experience for its successes as well as its errors."

Little has been published, says Ameringer, about that period of modern Cuba.

"Other than a few paragraphs in most standard histories of Cuba, the Auténtico era is largely ignored." The brief accounts that do exist, he says, deal mainly with the corruption and violence of the era, completely overlooking the positive features of Cuba's unique democratic experience.

"The important lesson to be gained is that during the eight Auténtico years, Cubans enjoyed a democratic order free from the restraints of the Platt Amendment and under the very progressive Constitution of 1940."

The Platt Amendment, named for its framer, expansionist Orville Hitchcock Platt, U.S. Senator from Connecticut, started as a rider to the Army Appropriations Bill of 1901, then was forced into the Cuban constitution and into a "permanent treaty" between the U.S. and Cuba. It required Cuba to enter into no foreign agreements contrary to interests of the U.S. and to grant to the U.S. the right to intervene in Cuban affairs, if necessary to keep order. The U.S. did intervene in 1906, 1912, 1917, and 1920.

Penn State Professor Emeritus Charles Ameringer

Civilian Rule

"Cubans were free to be Cubans in every aspect of their being," says the professor.

"Though the military lurked in the shadows posing a threat, civilian leaders dominated the government, and, although the presidency was strong, neither Grau nor Prio were *caudillos* [absolute leaders], and the legislative and judicial branches were viable and even effective. During the eight years, there were four relatively honest elections: two presidential and congressional elections along with two additional congressional–off-year–elections.

"During these years also, in an atmosphere of freedom, Cubans were especially creative in literature, music, and pop culture." The media–press and radio, he says, were "absolutely free, even to the extent of going beyond the line of responsible commentary."

"In the realm of foreign affairs, though critics–especially in Cuba since 1960–accused the Auténticos of being lackeys to the Yankees, Cuban foreign policy was frequently at odds with U.S. policy," including that of the early Cold War period, he says.

"Cuba followed an aggressively anti-dictatorial policy, supporting such leaders as the exiled Venezuelan leader Romulo Betancourt and the filibustering activities of the Caribbean Legion in opposition to the dictators Rafael Trujillo of the Dominican Republic, Anastasio Somoza of Nicaragua, and Marcos Pérez Jiménez of Venezuela.

"The U.S. regarded the Auténticos/Cubans as 'troublemakers,' disturbing 'stability' in the Caribbean. Fidel Castro and his followers charged that the Auténticos' opposition to the Communists was U.S.-inspired "McCarthyism," whereas the evidence shows that the Auténticos had a legitimate grievance against the Communists that predated the cold war. During the '30s, while the Auténticos suffered martyrdom in Batista's first rule, the Communists collaborated with Batista in gaining control of the organized labor movement. The Auténtico opposition to the Communist Party had deep Cuban roots and did not stem from U.S. cold war policy."

Ameringer says that his book doesn't neglect the corruption and violence of the Auténtico years, nor the failure of the Auténticos to deal effectively with pressing economic and social issues. "But," he says, "the lessons are: Should a people give up on democratic rule because a particular political party is corrupt and ineffective? Can a society eliminate corrupt government and political chicanery without sacrificing its freedoms? Were there options other than reverting to strongman rule? Having learned their lesson, will Cubans some day work to strengthen a democratic order, showing faith in institutions and giving the system time to eliminate flaws, even if their political leaders are less than perfect?"

"What happened to Cuba during the Auténtico rule," says Ameringer, "is not too different from what is happening in Venezuela today, with certain leaders of the Democratic Action Party guilty of corrupt practices and contributing to the rise of strongman Hugo Chávez."

Purged Archives, Confiscated Papers

Asked by *HO* about his research methodology, Ameringer says the process is long–that while not concentrating on this study exclusively, he had researched materials used in this book for more than 30 years. But he developed a clear concept and design to serve as a guide.

"I sought to immerse myself in every contemporary commentary and document I could identify and obtain in order to get a first-hand sense of the era and be able to relate what was happening in Cuba as accurately as possible. I particularly sought out Cuban materials, but it was extremely difficult to gain access to relevant primary sources.

"In my travel to Cuba in 1980, I discovered that there was a conscious effort to expunge the Auténtico governments from the record entirely. Even on the huge metal doors of the Capitol building, where the names of the presidents of Cuba are inscribed with their years in office, those of Grau and Prio are crudely scratched out.

"I went to the Museum of the Republic and studied artifacts and documents covering the years 1902 to 1933, and then to the Museum of the Revolution–the former Presidential Palace–where the archive is confined to the years 1953–Castro's assault on the Moncada barracks–to January 1959. There is nothing available in between; there are no accessible archives for the years 1933 to 1953."

"I did the next best thing and interviewed exiles in Miami–beginning actually in 1967," including several now deceased, he says, "but few had been able to carry personal letters and documents with them. Herminio Portell Vila complained to me bitterly that Castro had confiscated his library. I obtained some papers from Tony Varona, including the original typescript of the Auténtico 'Programa'–November 1951–used uniquely in this study, plus documents covering a later period–1952-57–which I used in my article, 'The Auténtico Party and the Political Opposition in Cuba, 1952-57,' published in the *Hispanic American Historical Review*, May 1985.

"I did consult U.S. State Department documents, but except for the political turmoil in the Caribbean overall and U.S.-Cuban sugar relations, I tended to use them sparingly, as I did not wish to relate Cuban affairs as seen through the eyes of the U.S. Embassy in Havana. I did not wish to take the diplomatic history approach.

"For economic matters, I did rely heavily on the World Bank's *Report on Cuba*, 1951, as a solid contemporary document describing the state of the Cuban economy, coupled with numerous economic studies published by Cuban experts and scholars.

"I relied most heavily upon Cuban newspapers and journals, especially *Bohemia*, a major voice of Cuban affairs at the time. In my mind, *Bohemia* may be regarded as more than a single source, since it published commentary from the entire spectrum of Cuban economic, political, and social activists and scholars. I cite as many as 43 distinct writers, providing a wide range of opinions, although editorially *Bohemia* was extremely critical of the Auténtico governments and vigorously supported the Auténticos' major critic, Eddy Chibás.

Aimed at Wide Audience

Dr. Ameringer tells *HO* that in writing the book, he tried to avoid stilted, academic prose, that history has many lessons, and that it is the historian's job to be objective and make them clear to as wide a readership as possible. In this he has succeeded admirably.

The author's style is straightforward and concise. The events related are intrinsically dramatic. Noble aspirations and base betrayals, duels of honor, embezzlement in high places, murders, a shocking suicide. Heroes, would-be heroes, and lapsed heroes are found herein, and several thorough scoundrels.

The publisher, University Press of Florida, writes that the book "offers serious, solid analyses of key developments that fill major gaps in the current understanding of the circles of power in prerevolutionary Cuba."

Harold Dana Sims, University of Pittsburgh, writes of Ameringer's Auténtico findings, "We can now see its legacy in the Batista and Castro eras."

As with appreciation of opera and of fine wine, a good history book can be savored at many levels. This one is not only an enjoyable and enlightening read–it also stirs a desire to learn and to understand far more about this island so close to our shores.

Of the many interesting players, actions, and outcomes described therein, it is some statistics cited by Dr. Ameringer in Chapter 8, "Sugar and Vinegar," that I found most illuminating.

"In 1946, 77.7 percent of Cuba's exports were destined for the United States, and its imports from the United States constituted 86.9 percent of all goods purchased abroad. Moreover, in that same year, sugar and sugar byproducts made up 74 percent of all exports. In 1950, the figure had soared to 89 percent."

The Cuban Democratic Experience: The Auténtico Years, 1944-1952 is 288 pages in length, 130 of them notes, bibliography, and index. ISBN is 0-8130-1755-6. 1-800-226-3822.

More by Ameringer on Latin America:

The Democratic Left in Exile: The Antidictatorial Struggle in the Caribbean, 1945-1959 (University of Miami Press, 1974)

Don Pepe: A Political Biography of José Figueres of Costa Rica (University of New Mexico Press, 1979)

Democracy in Costa Rica (Praeger, 1982)

U.S. Foreign Intelligence: The Secret Side of American History (Lexington Books/D.C. Heath, 1990)

Political Parties of the Americas, 1980s to 1990s: Canada, Latin America and the West (editor) (Greenwood Press, 1992)

The Caribbean Legion: Patriots, Politicians, Soldiers of Fortune, 1946-1950 (Penn State Press, 1996)

Additional Sources:

The University Press of Florida, scholarly publishing agency for the State University system, offers many other titles related to Latin America and to Hispanics in the U.S. Its categories include history, archaeology, literature, and general interest. Four of the 16 history titles described in its Fall 2000 catalog are about Cuba.

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Reading, Writing, and Rattlers

Natural Toxins Research Center Launched at Texas A&M University, Kingsville

BY
CLARA MAE MARCOTTE AND
ADALYN HIXSON

> ***The venoms of more than 300 poisonous snakes in the world are already known to have biomedical applications.***

When Australian Peter Mirtschin came to the United States last year to look at pit viper collections, he also lectured on Australian snakes, as a guest of Texas A&M-Kingsville (TAMUK) and the Conner Museum.

Mirtschin, a venom supplier, said that snakes in Australia are primarily front-fixed-fang snakes. Their venom has neurotoxins and clotting factors. "The venom clotting factors of Australian snakes can be used for diagnostic purposes, such as for Lupus," he said.

Texas rattlers, on the other hand, have flick-knife fangs, and their venom is hemorrhagic.

But whether snakes have fixed fangs or flick-knife fangs, they will find the accommodations much to their liking at TAMUK's elaborate serpentarium, renovated last year to the tune of $300,000.

The serpentarium has been important to TAMUK's Natural Toxins Research Initiative, headed by Dr. John C. Pérez, professor of biology, and will be even more so now that Texas A&M's board of regents has approved Pérez' proposal for a Natural Toxins Research Center (NTRC), an action they took in late March.

Pérez holds a bachelor's degree in molecular and genetic biology from the University of Utah, a master's in zoology from Mankato State University in Minnesota, and a doctorate in bacteriology from Utah State University. He has worked for TAMUK for nearly 30 years and is well known for his toxins research. As of last year, he had brought in nearly $8.5 million in research funds.

Dr. John Pérez

Pérez described the mission of the Center as providing research, training, and resources that lead to the discovery of medically important toxins and toxin products found in snake venoms.

Marc Cisneros, TAMUK president, said he is extremely supportive of the Center. "We are already the premier research university in South Texas, and this will provide even more research opportunities and learning opportunities for our students."

Dr. Pérez and his students were among the first researchers to discover that certain animals are resistant to snake venom. Their research continues.

"The NTRC will provide facilities, staff, and natural resources for international and national collaboration with leading venom and biomedical researchers," Pérez said.

"Through its world-class snake breeding and maintenance program, the NTRC will enhance biomedical research by providing individually collected snake venoms, purified toxins from those venoms, and monoclonal antibodies and polyclonal antibodies to researchers worldwide."

Snake venoms are a complex mixture of chemicals, some of

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which have important medical properties. The venoms of more than 300 poisonous snakes in the world are already known to have biomedical applications. However, the medical potential from these natural toxins has been examined in fewer than 13 percent of the venomous snakes found in North America. Maximizing the potential of venoms requires that they be made available to researchers.

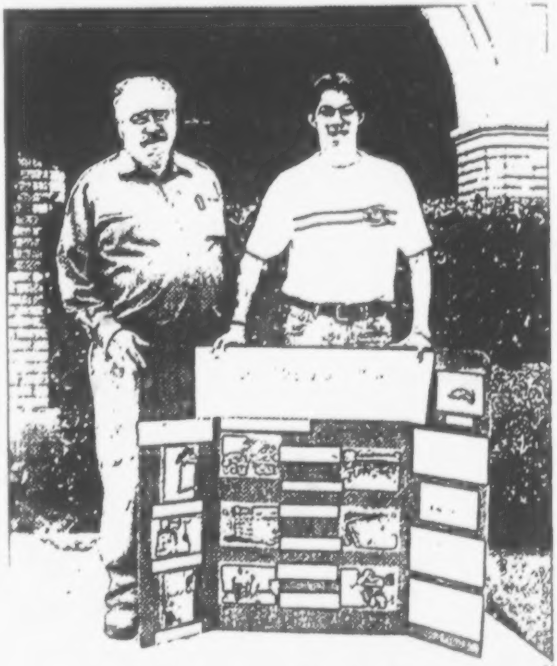
To date, no other facility functions in this capacity.

At present, the 6,300-square-foot serpentarium houses more than 350 snakes, up from around 200 reported just a year ago, and is built to house 660. "Since it is very expensive to collect snakes, it is much easier to breed them in captivity," says Pérez, "and to do that, we need the right environmental conditions."

Visit the Center's webpage, ntri.tamuk.edu, and you will be introduced to *C.m.molossus*, *C.v.horridus*, and a few others, through full-color mug shots. The Center's website price list for venoms, antibodies, resistant animal sera, and other biological products is still under construction, but the serpentrium database is already at least partially in place, permitting a visitor to look up a snake either by its scientific name, *Crotalus mitchelli stephensi*, for example, or its common name, Panamint Speckled Rattlesnake. Detailed information will ultimately be available on each snake in the serpentarium.

Anti-venom products are made by facilities in Salt Lake City, Utah, and also in Tanunda, South Australia. Elda Sánchez, NTRC laboratory director, visited Tanunda last year and toured the venom facility of Peter Mirtschin. Mirtschin and Pérez have discussed the possibility of collaborative snake plasma research. Commenting on one Australian proposal, Clara Mae Marcotte, TAMUK Public Affairs, explained: "We would have needed to collect over 200 Mojave rattlesnakes, test for paramyxovirus, quarantine the snakes, build crates, and ship them." [The virus, transmitted through respiratory secretions, may decimate an entire collections.]

"Snake prices vary quite a bit," according to Sanchéz. "It depends on how hard the snake is to obtain. A snake from the Grand Canyon is more expensive than a diamondback because of the remote location and the special permits required. A black-tailed rattlesnake from West Texas costs $75 because it is a very shy snake who doesn't come out until late at night."



Dr. John Pérez with Richard Fred Peña

The Venezuelan Connection

Late last year, TAMUK's Natural Toxins Research Initiative, a precursor of the NTRC, entered into an agreement with the Ronald E. McNair Scholars Program and the Universidad Central de Venezuela in Caracas that gives Pérez' biology students a chance to perform research with venom from a different group of snakes, such as the Bothrops, a large snake native to Venezuela.

Under the agreement, two students from the laboratory of Dr. Alexis Rodríguez-Acosta, director of the Universidad's Tropical Medicine Institute, travel to Texas A&M-Kingsville, and two students from Pérez's laboratory travel to the Universidad Central de Venezuela. Both groups work on improving research collaboration and also improve their second language.

Rodríguez, who received his Ph.D. in immunology from the National Institute for Medical Research in London, has a medical degree as well. "This will be a very good agreement that will be useful to both universities," he said. "We will interchange students, friendships, and cultures, which is very important in today's global process."

Pérez said the joint research project will be important in achieving the natural toxins research mission.

Each university provides travel and living expenses for its students, as well as research space, equipment, and supplies for the visiting students in their research projects.

"The student swap did take place this summer with Venezuela," reported Sanchez. "Luis Manuel Salqueiro, DMV, from Caracas, who was working on his Ph.D., came here to Kingsville to do research. Our students, Patty Vela from Riviera and Andy Garza from Bishop, both A&M-Kingsville graduates and range and wildlife majors, went to Venezuela and worked on isolating a hemorrhagic fraction from *Crotalus vegrandis*." Their mission was successful. "They were able to isolate one. And their mentor in Venezuela, Dr. Rodríguez-Acosta, is currently working on a publication from the research."

Another event of the summer was the first-ever Inter-American Workshop on Natural Toxins, held in Caracas, Venezuela, July 12-14. Both Dr. Pérez and NTRC Lab Director Elda Sánchez made presentations at the event.

Pérez spoke on "Natural Resistance of Warm-blooded Animals to Poisonous Snakes Found in the United States." Elda Sánchez presented a paper done with Pérez, "Detection of Proteolytic Proteins in Snake Venom by Five-step Western Blot Using Monoclonal Antibodies."

The Natural Toxins workshop is expected to become an annual undertaking.

Home Sweet Home

A project begun last year will provide each snake in the serpentarium with the same temperature, lighting, and humidity as it would encounter in its native habitat–and at precisely the same time. That project was undertaken by a senior chemical engineering student, Arturo Castilleja, who worked on a climate control system for the serpentarium that uses real-time climate conditions downloaded continuously from the Internet.

Castilleja, then a Ronald E. McNair scholar, reported, "We want to simulate the natural environment of the snakes because eventually we want to make the snakes reproduce in captivity."

Pérez was a mentor to Castilleja on the climate project, along with Dr. William Heenan, chair and professor in chemical and natural gas engineering. For the project, Castilleja had to first learn the computer program Visual Basic. He then went on the Internet to the National Weather Service for climate conditions near acquisition sites. The conditions used were to be downloaded from the Web using a computer program that continuously downloads data from any webpage automatically.

This system needed to be integrated with the serpentarium's existing computer control system. Then the climate in each snake's cage is individually controlled according to the downloaded data, which arrives hourly.

The climate project is still under way, to be finished by yet another student.

Research and Teaching Awards

John Pérez has won much acclaim for his research, his teaching, and his mentoring. He received the alumni association's Distinguished Researcher Award in 1979 and was nominated for the Piper Award the same year. Pérez has been given the Olan Kruse Science Faculty Award twice and was the first to receive the Undergraduate Institution Mentor Award from SACNAS, the Society for the Advancement of Chicanos and Native Americans in Science. That came in 1998. The following year, he received the Koch Industries Outstanding Educator Award. And last year, he was named a Regents Professor by the board of regents of The Texas A&M University System.

From 1973 to 1999, Pérez directed the NIH/MBRS–the National Institutes of Health/Minority Biomedical Research Support–program with the goal of encouraging biology students to pursue biomedical careers, specifically to increase the number of minorities in the field.

Since 1996, he's been director of the NIH/RIMI–the National Institutes of Health/Research Infrastructure in Minority Institutions–program, meant to enhance the research infrastructure at the University to enable faculty to obtain funded research. Toward that end, it provided $100,000 toward the renovation of the serpentarium. An additional $300,000 was provided by TAMUK.

The NIH/RIMI program also serves as a link to doctoral programs at research-intensive universities. The program at Kingsville has links to Texas A&M University, the UT Health Science Center at Houston, and the UT Health Science Center at San Antonio.

When NIH/RIMI held its first symposium in Atlanta last February, many of Kingsville's Hispanic biology students presented research, many of them Latinas. Presenters included María Estela Martínez, María Susana Ramírez, Gloria R. Chapa, Celia García-Prieto, Rosemary Ramírez, Gennie Schuller-Chávez, Roel Valádez, Jr., and NTRC lab director Elda Sánchez. Kingsville mentors in attendance included Pérez, Dr. Maribel González-García, assistant chemistry professor, and Dr. Rafael Pérez-Ballestero, chemical technical coordinator.

The Pipeline Connection

Dr. Pérez' mentoring is not confined to TAMUK students. He's worked too with an Independent Study and Mentorship class at Alice High School. While a senior there, Richard Fred Peña conducted a year-long study of high-performance liquid chromatography with Dr. Pérez prior to graduation, driving to the TAMUK campus twice a week.

"I've learned research techniques and high-performance liquid chromatography procedures and methods, and worked with fractionation and separation of snake venom," Peña said. "I started by observing and then worked on my own. I can work at home on the Internet."

Pérez also supervised the Kingsville-based activities of Project InterCon, a 4-week research program launched in summer 1999 and involving local high school teachers. Project InterCon is a satellite program from The University of Texas-Houston Health Science Center, funded by a grant from UT-Houston. Pérez's project liaison is Dr. Gilbert Castro, assistant vice president in the office of education access and equity at UT-Houston Health Science Center.

The Project, which takes place within TAMUK's biology department, offers high school students a chance to learn applied techniques, including liquid chromatography, electrophoresis, and Internet applications, in order to improve their laboratory skills and hands-on knowledge of science. It offers high school teachers opportunities to develop enduring relationships with scientists and educators and to learn about the human and technological resources of the University that they can use in their classrooms to improve science instruction. The teachers receive a stipend. "Being able to add Project InterCon to our efforts to serve the local community is important to our institution," Pérez said. "This program has considerable potential for growth in our region."

Sánchez said students work with machines that profile or identify venom–a spectrophotometer, a molecule separating system, and a system for separating molecules by an electrical charge. They also work with analytical balances; learn how to use Microsoft Excel, Adobe PhotoShop, and Aldus Paint; input venom profiles on the Internet, and learn to keep scientific journals.

The Upward Bound program identifies and selects eligible students who meet income guidelines or who are first-generation college students. These students are offered the opportunity to enhance the academic and social skills needed to succeed in postsecondary education. In the summer 1999 project, high school teacher Thelma Quintanilla-Hernández trained three Upward Bound students–high school seniors Amanda Morgan, from San Diego, and Lorinda González and Karina Zepeda, from Banquete.

"These are really good, sharp students with A's in math and science," she said. "The students are already interested in the medical field. This research will give them experience to see if they really want to go into this field."

Quintanilla-Hernández is an alum of TAMUK, from which she received her master's degree in biology, and has been an H.M. King science teacher since 1987. This last summer, Quintanilla-Hernández worked with five students: Sanjuanita Guerrero, sophomore from Ben Bolt; Joseph Salano, junior, and Christin Major, first-year student, both from Tulosa-Midway in Corpus Christi; Gerardo Pequeño, junior from Valley View; and Mireya Ortegon, junior from Riviera. She presented her research, which characterized 26 different venoms, in Paris this year at the 13th International Congress on Animal, Plant and Microbial Toxin.

Undoubtedly there will be even more collaborative projects down the road–through public and private consortia, with public and private scientific and medical institutions within and beyond the U.S. borders. Dr. Pérez has visited not only Caracas but the Grand Canyon and the Amazon in recent months.

And one more thing is certain. Dr. Pérez will continue to find ways to bring deserving young Latinas and Latinos and other underserved minorities into his world of science, as he has throughout his long and distinguished career.

Much of this article is based on materials written by Clara Mae Marcotte, Public Affairs, Texas A&M-Kingsville.

FYI...

ACE Study Questions Publicized Accounts of Postsecondary Education Crisis among Males

WASHINGTON, DC

The state of gender equity in higher education varies tremendously by age, race/ethnicity, and socioeconomic status, but does not suggest a general crisis in the enrollment of males in higher education, according to a new study released by the American Council on Education (ACE).

The study "Gender Equity in Higher Education: Are Male Students at a Disadvantage?" examines data on the educational achievement of men and women to determine the validity of previous reports that concluded that women are more likely than their male peers to hold high educational aspirations, to enroll in college, and to attain a college degree.

"There is not a generalized educational crisis among men," said Jacqueline King, director of ACE's Center for Policy Analysis and author of the report. "However, there are pockets of real problems. In particular, African American, Hispanic, and low-income young men lag behind their female peers in terms of educational attainment and are far outpaced by White, Asian American, and middle-class men and women. There is little evidence to suggest that White middle-class males are falling behind their female peers," she said.

Women do not predominate at all levels of higher education; men still hold the majority in doctoral and professional programs. Men also continue to hold the majority in two large master's degree fields–business and engineering, the study shows.

In addition, the gender gaps among African Americans, American Indians, and Hispanics are huge. For example, two-thirds of African American traditional-age college students are women. "These differences create the gender gap among all traditional-age students," King said. Data also show that as income increases, the gender gap disappears or reverses itself to favor males. The exception is African Americans. For these students, there is a substantial gender gap even among upper-income students.

"The message in these data for educators, political leaders, and the media is to concentrate our time, resources, and attention on the students who are in greatest danger of being left behind and to avoid becoming distracted by 'crises' that may have little basis in fact," King concludes.

The report is available for $15 from the ACE Fulfillment Services, Department 191, Washington, D.C. 20055-0191; (301) 604-9073 (telephone); (301) 604-0158 (fax).

Top Producers of Latino Peace Corps Volunteers Announce New Graduate Study Opportunities

WASHINGTON, DC

Three universities that have produced high numbers of Latino Peace Corps volunteers over the last decade announced new opportunities for overseas service learning. The University of California (UC)-Davis, Humboldt State University, and the University of Washington-Seattle have established partnerships with the Peace Corps to offer master's international programs. The programs allow students to earn academic credit for overseas volunteer assignments after completing a designated number of graduate credit hours on campus.

The University of Washington launched a master's international program in non-governmental organization development. Earlier, UC-Davis pioneered the only Peace Corps master's international program in preventive veterinary medicine. And Humboldt State University in Arcata, Calif., announced a master's international program in teaching English as a second language.

"These three institutions merit recognition for encouraging Hispanic-American students to reap the many professional and personal benefits of the Peace Corps volunteer experience," said Peace Corps Deputy Director Charles R. Baquet III. "They are also to be applauded for preparing students for the global economy with this unique service learning program."

UC-Davis ranks eighth on the list of colleges that have produced the most Hispanic volunteers in the past decade, tying with Colorado State University and the San Diego and Santa Cruz campuses of the University of California. Humboldt State University falls 12th, tying with California State Polytechnic University-Pomona, Stanford University, and Florida State University. The University of Washington ranks 13th, tying with California State University-Long Beach.

"The recruitment of more volunteers of color is an agency-wide priority for the Peace Corps. We want Americans of every heritage to show the world the true face of America and reap the benefits of service," said Baquet.

There are 396 students currently enrolled in 52 master's international programs at 45 universities. Today more than 7,300 Peace Corps volunteers serve in 76 countries around the world, the highest number of volunteers since 1974. Since 1961, more than 161,000 Americans have joined the Peace Corps.

Finding Funds for College

Federal Financial Aid Makes Higher Education Affordable

WASHINGTON, DC

As more Americans attend college than ever before, the cost of a higher education is becoming more affordable due in large part to an increase in federal support. Federal student aid has doubled from $22 billion to $50 billion, providing the greatest investment in higher education since the G.I. Bill.

With new and expanded loan and grant programs, tax credits, and work-study opportunities, virtually anyone who wants to attend college now can afford to do so. And millions of student borrowers can benefit from lower fees when they repay their loans on time or consolidate them into the direct loan program.

New Flexible Repayments

Beginning in the 2000-01 academic year, students will be eligible for a rebate worth 1.5 percent of loans made through the William D. Ford Federal Direct Student Loan Program, saving borrowers $150 for every $10,000 in loans.

"We have worked hard to make college more affordable and accessible for students and their families during the past eight years," said Secretary of Education Richard W. Riley. The U.S. Department of Education helps fund college costs for more than 9 million students across the country.

Students who consolidate their loans through the loan program also will receive additional savings with a new low-interest rate that is 0.8 percent lower than what they are currently paying, saving students with $10,000 in loans more than $500 each. This lower rate applies to loans consolidated between Oct. 1, 2000, and Sept. 30, 2001.

These new measures add to the current discount offered by the Department that gives a 0.25 percent interest-rate reduction to direct loan borrowers who repay their loans through electronic debit accounts.

Combined with earlier improvements in lending programs, these incentives would enable a student to save more than $1,300 for every $10,000 in loans.

In addition, teachers who serve in high-need areas will benefit from a new loan-forgiveness provision that waives up to $5,000 in loans after five consecutive years of teaching at needy schools.

Financing at No Cost

Students can benefit further from grants and scholarships that are based on need and merit and do not have to be repaid. Pell grants now provide up to $3,300 to low-income students–$1,000 more than in 1993. In the FY 2001 budget, the president has requested an increase to $3,500 per grant.

Some of the most important innovations in financial aid, however, have been in the form of two tax credits proposed by President Clinton in 1996 and enacted in 1997.

The Hope Scholarship tax credit provides up to $1,500 in tax relief for the first two years of college. The scholarship pays nearly all of the tuition fees at an average-priced community college.

A second tax incentive that allows families to claim tuition expenses on their federal income tax is the Lifetime Learning tax credit, which provides up to $1,000 in tax relief for college juniors and seniors, graduate students, and adults seeking job training. The president's proposed College Opportunity Tax Credit is a significant expansion of the Lifetime Learning Credit and would provide up to $2,800 in tax relief annually to help American families pay for college.

Work-study programs provide students another option to finance their education. The federal government pays up to 100 percent of the wages of college students who tutor children and, in some cases, adults in reading and math. Students can work in elementary schools, child-care centers, after-school programs, community agencies, well-child clinics, and libraries.

National "Gear Up" Initiative Expands College Horizons for 700,000 of the Nation's Lowest-Income Young People

WASHINGTON, DC

Projects in 42 States, Including 237 Local Partnerships, Help Strengthen Academic Rigor, Build College Awareness, Provide Scholarships, and Bolster Community Support

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a $200 million federal initiative funded by Congress over the past two years to improve college success for low-income students nationwide, is having a strong impact on states and local communities, said program funders, local project administrators, and national experts at a briefing at the National Press Club.

The briefing was part of a national meeting that brought 900 project leaders to Leesburg, Va., to discuss the future of the federal initiative as well as new and more effective strategies for addressing the college-going needs of low-income students throughout the country. Under GEAR UP, federal funds are used to give more low-income students the skills, encouragement, and preparation to pursue postsecondary education. GEAR UP provides two types of competitive grants–partnership grants and state grants–that support early college awareness and preparation at the state and local levels.

GEAR UP is unique among federal programs addressing barriers to college success for low-income students. GEAR UP programs begin working with students early, starting no later than the 7th grade, and stay with children through high school graduation. GEAR UP partnerships provide broad-scale approaches to helping entire grades of students, transforming their schools by introducing comprehensive strategies that include mentoring, tutoring, strengthening curricula, teacher professional development, summer and after-school academic and enrichment programs, and college visits. GEAR UP also encourages partnerships to leverage local resources and supports state early college preparation and scholarship efforts. Numerous GEAR UP programs directly support students with college scholarships.

More than 700,000 disadvantaged students nationwide, many of whom would not otherwise have the opportunity, are being prepared academically to become competitive in the college admissions process. Since its launch in 1999 as a partnership between high-poverty middle schools, universities, businesses, and community-based organizations to get more low-income students better prepared for college, GEAR UP has provided grants to 237 local partnerships and 28 states, including recently announced grants to 73 new partnerships and 7 additional states.

People-Places-Publications-Conferences

PEOPLE & PLACES

Romano Brown Directs Miami's Corporate Relations

Josie Romano Brown recently became executive director of corporate relations at the University of Miami (UM) in Florida. Her primary duties are to enhance existing relationships between the University and its corporate partners and develop new ones by marketing creative initiatives with UM's schools and colleges.

President and founder of her own consulting company, Romano Brown and Associates, Inc., she currently serves on many boards and committees in her community and, in 1990, was named Woman of the Year by the Coalition of Hispanic American Women.

Romano Brown graduated from Barry University and received a master's degree from Central Michigan University.

Martínez Recognized for Community Leadership

Dr. Ernest A. Martínez, executive vice chancellor of the Alamo Community College District (ACCD) in Texas, was recognized for outstanding community leadership in education by the West San Antonio Chamber of Commerce.

Martínez supports the ACCD chancellor and board in strategic planning, institutional effectiveness, capital improvements, developing policy, improving delivery of services and initiatives, and enhancing academic programs and quality of life. He supervises many key district areas, including human resources, information systems, procurement, student financial services, facilities, fiscal affairs, public safety, and student program development.

Martínez has a bachelor's degree from New Mexico Highlands University, a master's from Sonoma State University, and a doctorate from UC-Berkeley.

APSA Looking for Minority Political Scientists

apsa

The American Political Science Association (APSA) announced that the Minority Identification Project is now online. The MID Project was established in 1990 to help attract undergraduates to graduate study in political science, with the ultimate goal of increasing diversity within the profession.

Undergraduate faculty, after talking with potential candidates about the profession and careers within the discipline, enter the names of interested students into an online database. Graduate programs then have access to the database and can search from the list for possible applicants. Graduate schools that have become "core schools" in the program–having committed themselves financially–have agreed to waive application fees and to help with financial aid.

To access the site, contact www.apsanet.org/myAPSA. If you have any questions or complications with the program, contact Sue Davis, e-mail, sdavis@apsanet.org, or Alison MacDonald, e-mail, amdonald@apsanet.org.

El Salvador VP Visits Rancho Santiago

Carlos Quintanilla Schmidt, vice president of El Salvador, visited the Rancho Santiago Community College District in California as part of a trade mission to explore business opportunities between El Salvador and Orange County. The day-long exchange included a tour of the District's Business and Industry Services Center. A briefing about the District's capabilities included the Small Business Development Center, Center for International Trade Development, and California Mexico Trade Assistance Center. The vice president was acquainted with Orange County's economy and provided participants with an understanding of the business climate in El Salvador.

Quintanilla Schmidt (l.) is pictured here with U.S. Rep. Loretta Sánchez and Oscar Benavides Gutiérrez, counsel general of El Salvador.

Hijuelos Visits St. Joseph's in New York

Photo © Nancy Crampton

Oscar Hijuelos, one of the foremost Latino novelists in the U.S. today, gave a Founders Day lecture, "A Writer's Life," at St. Joseph's College in New York.

Born in New York to Cuban American parents, Hijuelos vividly captures the experience of the immigrant in New York in his writing yet also reveals something of all human experience. His most recent novel is *Empress of the Splendid Season*. In addition to the Pulitzer Prize-winning *The Mambo Kings Play Songs of Love*, he wrote *Our House in the Last World*, *The Fourteen Sisters of Emilio Montez O'Brien*, and *Mr. Ives' Christmas*.

González Echevarría Discusses Cuban Culture at Delaware

Roberto González Echevarría, professor of Hispanic and comparative literatures and chair of the Spanish and Portuguese department at Yale University, gave a talk on the "Origins of Cuban Baseball, Music, Dance, and Literature" at the University of Delaware.

In his latest book, *The Pride of Havana: A History of Cuban Baseball*, Echevarría writes about the game that remains so popular in his native country. Laying to rest a popular myth about one of Cuban baseball's biggest fans, Echevarría writes, "Fidel Castro was never scouted by any major league team and is not known to have enjoyed any kind of success in baseball that could have brought a scout's attention to him."

While baseball is a favorite subject of his research, Echevarría has authored several books on Spanish, Latin American, French, and Italian literature, including *Myth and Archive: A Theory of Latin American Narrative*, which received awards from the Modern Language Association of America and the Latin American Studies Association.

González Echevarría is pictured here (l.) with Ivo Dominguez (r.), Department of Foreign Languages and Literatures, University of Delaware's College of Arts and Science, and co-organizer of the event.

Tobar Exhibited at Adrian College

Adrian College in Michigan exhibited "Menagerie," a display of paintings by artist Carlos Tobar.

Photo by Lad Strayer

Tobar, born in Ecuador, is owner and operator of Good Impressions Graphics in Adrian, Mich. Essentially self-taught, he studied briefly at the University of Toronto and later at the Central University of Quito, Ecuador.

"Menagerie" offers a retrospective view of Tobar's life through a mixture of faces and scenes depicting Ecuador, his immigration to the U.S. in 1985, and a reaction to current social issues. "I've never painted dreams," Tobar said. "I try to be realistic and portray the simple, the ordinary. It is there that I have found true beauty and a message that is urging me to convey."

New Mexico State Student Gets National Recognition

Celina Roa Millerd was featured as one of the nation's top 100 Hispanic college students in *SuperOnda* magazine.

A New Mexico State University second-year graduate student majoring in marriage and family therapy, Millerd has a 4.0 GPA. She is a single mother of two children, Rebecca, 13, and Michael, 10, who, she says, are learning too. "They are very responsible," said Millerd. "They understand that Mom has homework too, and sometimes that means late nights at the computer lab."

As an undergraduate, Millerd earned a 3.85 GPA and received the Debra Orozco Memorial Hispanic scholarship. She also received the Public Service Company of New Mexico Hispanic Heritage scholarship. In 1999, she graduated as a Crimson Scholar and was selected as the Outstanding Hispanic Student Graduate in the family and consumer sciences department. Millerd also participated in the McNair program, a two-year federal program for undergraduate minority students planning to enroll as graduate students.

Millersville Holds Events with Hispanic Themes

Millersville University in Pennsylvania celebrated Hispanic/Latino culture with a lecture and exhibitions.

Photo by George Widman/ Swarthmore College

Dr. Miguel Díaz Barriga, professor of cultural anthropology at Swarthmore College, gave a lecture, "(Re)Locating Our Lady of Guadalupe to Pennsylvania: Narratives of Legal and Cultural Citizenship." Millersville's Ganser Library held two exhibitions, "At the Edge of Empire–The U.S.-Mexico Border" and a display of paintings by Alfred Ortega, installations by Angel Suárez-Rosado, and photographs and prints by Patricia Villalobos Echeverría.

CCNY Salutes Latino Graduates

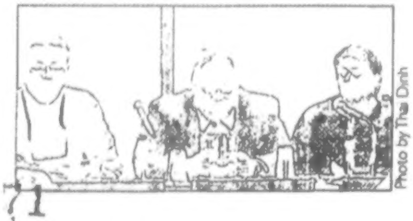


Photo by Tha Dinh

During the opening of the "Saluting Latino Graduates of City College" exhibition in the Archives and Special Collections of the Morris Raphael Cohen Library, a panel of distinguished City College of New York (CCNY) alumni spoke of how their college experience helped shape their careers. Pictured (l. to r.) are: Henry Arce, '73, educator and recently Bronx borough deputy to the chancellor of the NY City Board of Education; Eduardo Cruz-López, '75, Jersey City attorney now in general practice and earlier a public defender in Essex County, N.J.; and Ernesto Quiñónez (see also page 42), '95, former senior co-editor of the CCNY literary journal *Promethean* and author of the acclaimed novel *Bodega Dreams*, to be made into a film by Fox Searchlight Studio.

Texas A&M-Corpus Christi to Get Research Center

Proposed plans for a major Gulf of Mexico research center at Texas A&M University-Corpus Christi will become reality thanks to a private pledge from Edward H. Harte, former publisher of the *Corpus Christi Caller-Times* newspaper.

University President Dr. Robert R. Furgason told students, faculty, staff, and community leaders of Harte's $46 million pledge, one of the five largest donations ever given by an individual to a Texas university. Joining Furgason and Harte for the announcement were U.S. Rep. Solomon Ortiz and Texas Sen. Carlos Truan, who coordinated efforts to secure state and federal support and funding for the project.

The only comprehensive university on the Gulf, known for its coastal and environmental education and research, it has a productive history of collaborations and partnerships with both private industry and state and federal agencies and with Mexican universities, research institutions, and governmental agencies.

Rhode Island Professor Wins Fulbright

Gale Goodwin Gómez, an associate professor of anthropology with a joint appointment in educational studies at Rhode Island College, received a Fulbright scholarship and will lecture and conduct research in Brazil at the Federal University of Goias in Goiania.

She will teach a course in anthropological linguistics and continue her research in literacy while studying the languages of the Yanomami, natives in the northern part of the Amazon, along the Venezuela border. Goias has a specialization in indigenous languages.

A graduate of Florida Atlantic University, Goodwin Gómez holds a master's degree from American University and a doctorate from Columbia.

Alvear Heads National Association of Hispanic Journalists

NBC News producer Cecilia Alvear, a native of the Galapagos Islands of Ecuador, is the new president of the National Association of Hispanic Journalists (NAHJ), succeeding Nancy Baca, special sections editor for the *Albuquerque Journal* who now serves on the board ex-officio. A member of NAHJ since the early 1980s, Alvear was elected vice president of broadcast in 1996 and has represented NAHJ on the board of the Radio and Television News Directors Association for four years.

As a producer, Alvear has covered major news stories–the wars in El Salvador and Nicaragua, the Mexico City earthquake, protests and elections in Chile and Argentina, two interviews with Fidel Castro, the Pan American Games in Havana, the Barcelona Olympics, the pope's visit to Mexico, the Zapatista rebellion in Chiapas, the Colosio assassination, and many events affecting Los Angeles, Calif.

MiContacto Website Serves Hispanics

MiContacto, an online career development company for Latin and bilingual professionals, has launched HYPERLINK, a website at www.MiContacto.com.

The site is geared toward Hispanic professionals in the U.S. and offers job search tools and career resources in Spanish and English. Member features include résumé submission, job searches, online applications, and career resources. Membership to MiContacto.com is free of charge, but specialized services such as résumé critique and translation have added fees.

MiContacto leverages the speed, scope, and efficiency of the Internet in order to provide a direct exchange of information between job seekers and employers.

Cooper Union Shows Photos by Barros

In New York, The Cooper Union for the Advancement of Science and Art presented "Fifteen Years: Chelsea Hotel," Rita Barros' photo-documentation of the noted hotbed of bohemian New York culture.

Barros is a resident of Chelsea and her images have all the marks of an insider. Chelsea Hotel residents such as Gregory Corso, Dee Dee Ramone, and Virgil Thomson were photographed in their own apartments. Images of artists who used the Chelsea Hotel as a backdrop for film or video, such as Courtney Love, Bon Jovi, Woody Allen, and Quentin Crisp, were also included.

Repertorio Español's Schedule Available Online

A schedule of upcoming events for Repertorio Español, The Spanish Theatre Repertory (N.Y.), is available online at www.repertorio.org. The newly designed website offers interaction, production information, and reservations by e-mail. Study guides for *Federico García Lorca, Voces Nuevas, Chronicle of a Death Foretold, Casa Propia,* and *Cuba Teatro: Abelardo Estorino* can be downloaded and printed.

Repertorio Español, through its arts-in-education program ¡Dignidad!, introduces students to Hispanic culture, Spanish-language plays, and the art and craft of theatre. The ¡Dignidad! program instills many skills needed in today's world: being articulate, confident, well-read, and able to work in a collaborative atmosphere.

Repertorio Español receives major support from the Lila Wallace-*Reader's Digest* Fund, The Ford Foundation, The Andrew W. Mellon Foundation, and the Booth-Ferris Foundation.

Hispanic Enrollment up 13 Percent at UTPB

The University of Texas of the Permian Basin's (UTPB's) enrollment of Hispanic students is up 13 percent for the fall 2000 semester from fall 1999. Hispanic student enrollment, in fact, has risen 13 percent per year for the past five years. UTPB has made an effort to recruit a diverse student body that reflects the regional population. This year's first-year-student group of Hispanics reflects an increase from 37 percent of the class to nearly half, closely mirroring the demographics of the region's high school graduates.

UTPB's total enrollment also increased 2 percent this fall while semester hours increased 4.3 percent. For many years, the University's semester credit hours have surged ahead of the head count as more and more traditional, full-time graduates enroll.

NEIU Recognized by *U.S. News & World Report*

For the fourth consecutive year, *U.S. News & World Report* ranked Northeastern Illinois University (NEIU) as the most ethnically diverse university in the Midwest. The statistic was first included in the *U.S. News* rankings in 1997, and NEIU has had the number one position since.

"There is a national consensus emerging on diversity that is positive and strong," noted NEIU President Salme H. Steinberg. "As the publication *Work-America* noted, 'Diversity is just as much of an imperative in classrooms as it is in workplaces. Research shows that campuses that are more diverse tend to produce graduates with more problem-solving and communications skills.'"

Another publication, *Black Issues in Higher Education*, had NEIU graduating the largest number of Hispanic education majors in Illinois and ranking 16th in the nation.

Texas-Austin Business School Ranks High

The publication *Hispanic Business* ranked the McCombs School of Business at The University of Texas (UT)-Austin as having the third best master's degree in business administration program in the nation for Hispanics. The school rose two spots from last year's ranking.

The magazine ranks the top 10 business and law schools nationally based on criteria including enrollment of Hispanics, percentage of full-time Hispanic faculty members, availability of student support, retention rate, and national reputation. McCombs rated highly in all these areas. UT-Austin's rate of Hispanic graduate enrollment, 15 percent, was the highest among the top three business schools.

Elissa Ellis, director of alumni relations, told *Hispanic Business*, "Our partnerships with other universities all over Latin America help fuel our diverse culture."

U.S. News & World Report ranked the McCombs School of Business' MBA program 16th in the country, with the undergraduate program among the top five.

Venezuelan Ballet Troupe Performs at DuPage

Ballet Nacional de Caracas, a widely praised Venezuelan troupe, presented "Firebird" and "Pentimento" at the Arts Center at College of DuPage in Illinois.

A prolific story-ballet set to an Igor Stravinsky work, "Firebird" was choreographed by the troupe's director, Vicente Nebrada. The contemporary ballet "Pentimento," set to excerpts from J.S. Bach's "Four Suites for Orchestra", had dancers supplementing their moves with flowing fabrics.

The 45-member ballet company's artistic site is the Teatro Teresa Carreño, located in Caracas, Venezuela, the hub of the nation's performing arts. The troupe's repertoire ranges from favorite classics to modern to near avant-garde ballets.

Nebrada, director since 1984, has staged works for the American Ballet Theatre, the Washington Ballet, the Ballet Hispanico of New York, the English National Ballet, the Berlin Opera Ballet, and the Essen Ballet.

UTSA Gains in First-Time, First-Year Minority Students

Enrollment at the University of Texas-San Antonio (UTSA) for the fall 2000 semester surpassed last fall's totals. Tallies taken Sept. 14, the 12th class day, show 18,830 students taking 196,657 semester credit hours –a gain of 222 students or 1.19 percent. The total includes 16,487 undergraduates and 2,343 graduate students. The number of first-time first-year students went up a healthy 7.2 percent. UTSA officials credit enhanced recruitment efforts, more degree program offerings, and a package of innovative scholarship programs designed to attract new first-year students.

Minority students rose overall by 3.14 percent. At 54 percent of the total student body, they now comprise the majority at UTSA.

UTSA President Ricardo Romo (pictured) praised both EG&G Management Services of San Antonio and District 8 City Councilwoman Bonnie Conner for their work in establishing privately and publicly funded programs, respectively, to enable more local students to pursue an UTSA degree.

Barrueco Performs at Manhattan School of Music

The Augustine Guitar Series at the Manhattan School of Music in New York opened its seventh year with returning guest guitarist Manuel Barrueco, who performed at the event in 1997.

Barrueco began to play the guitar at age eight, attended the Esteban Salas Conservatory in his native Santiago de Cuba, and emigrated with his family to the United States in 1967, later completing his advanced studies at Peabody Conservatory in Baltimore, Md., where he now teaches.

Since his dazzling debut at Carnegie Hall in 1974, Barrueco has continually been described as a superb instrumentalist and an elegant musician with a seductive sound and uncommon lyrical gifts. He is firmly established as one of the most important guitarists in the world today.

Wellesley Symposium Features Hispanic Scholars

To commemorate Wellesley College's (Mass.) 125th anniversary, the Spanish department held a symposium in October, "Exiles, Builders, and Visionaries. Wellesley and Spain: 125 Years of Synergy."

Conducted almost entirely in Spanish, the event featured many prominent Hispanic scholars, including Jaime Salinas (pictured), Rosa Montero, and Claudio Guillen.

UNM Ortiz Center Celebrates Grand Opening

The University of New Mexico Alfonso Ortiz Center held its grand opening at the Maxwell Museum of Anthropology. Festivities included Mexican folk dances by Baila! Baila!, San Juan Pueblo dancers, the music of Hector Pimental, Steve Chávez on the marimbas, a bread-making demonstration in a beehive oven by Mary Jane Edaakie from Isleta Pueblo, Erika Gerety's Celtic music ensemble, and a special presentation by historian Fred Hoxie.

The Ortiz Center honors Alfonso Ortiz (1939-1997), an internationally renowned Pueblo anthropologist who throughout his career remained committed to higher education for diverse, traditional, and nontraditional students, to public scholarship and service, and to the humanities as a significant part of anthropology. The Center's mission is to reconfigure, strengthen, and augment existing resources to support academic and community humanities programs for teaching, learning, and communicating public scholarship and collaborative stewardship in general anthropology.

Peruvian Students Enroll in CSUF Distance-Learning

A joint agreement between California State University-Fullerton (CSUF) and St. Ignasius of Loyola in Lima, Peru, is allowing Peruvian graduate students to study for a master's degree in business administration at CSUF while enrolled in the bulk of the necessary classes in Peru. CSUF's most ambitious distance-learning effort to date uses state-of-the-art, two-way audio and video equipment to help deliver course sessions to Peru. CSUF faculty members also travel there to conduct some courses.

The program began in earnest this fall as students from Peru "met" their Fullerton classmates in a macroeconomic theory and policy course taught by Dr. Morteza Rahmatian, professor of economics. "The first class sessions went very well," noted Rahmatian. "The connection and communication were excellent, and all the students seemed to be comfortable. Feedback was positive."

Former Mt. SAC Student Headed to the White House

Jesús Prado, 1998-99 Mt. San Antonio College (SAC) student trustee, landed an internship at the White House for spring 2002.

Prado, who now attends the University of Southern California, interned for the Democratic Party and the Gore 2000 campaign last spring and served this past summer as a member of the Democratic Party's White House Advance Team. He also helped coordinate the college volunteer effort for Gore during the primaries.

In high school, Prado was expelled during his junior year and then spent the next 16 years in and out of drug rehabilitation centers. He also spent two years in county jail. These days, the 35-year-old student/activist/grandfather (he has an 18-year-old daughter) can boast of having met an array of politicians and political activists, including Sen. John McCain, Gov. Gray Davis, Mayor Richard Riordan, former President George Bush, actor Edward James Olmos, astronaut Buzz Aldrin, Vice President Gore, and–his biggest thrill of all–President Bill Clinton.

Rosado Opens Concert Series at New Jersey City

Photo © Paul Greco

Concert guitarist Ana María Rosado, assistant professor of music and coordinator of guitar studies at New Jersey City University (NJCU), opened NJCU's 2000-2001 Town and Gown concert series. Rosado was joined by Kurt Briggs, Renee Cometa, Lisa McKinney, Francesca Vanasco, and Lynne Vardaman in a recital of works by contemporary composers Benjamin Britten, Jan Freidlin, Andrew Charlton, and Mario Castelnuovo-Tedesco, and 19th-century composer Francois de Fossa.

Having performed and taught internationally, Rosado was once selected by legendary Spanish guitarist Andres Segovia to perform in a concert given in his honor and has had works written for her by such composers as Rafael Aponte-Ledee, Roque Cordero, David Fetherolf, Tania Leon, Amy Rubin, Francis Schwartz, and Edmundo Vásquez. She has a bachelor's degree from the University of Puerto Rico and a master's from the University of Paris VIII.

New Faculty Emeriti Named for Texas A&M-Kingsville

Retired professors Dr. Julia A. Smith (pictured), language and literature, and Dr. Carl E. Wood, biology, were designated professor emeriti at Texas A&M University-Kingsville. A person designated with emeritus rank is an individual who has made significant contributions to the university through long and distinguished service in administration, teaching research, and/or service.

A role model for younger women who aspire to become educators, Smith chaired the language and literature department from 1977-1983 and was named distinguished teacher in 1996. She has a bachelor's degree from Our Lady of the Lake College and a master's and doctorate from The University of Texas.

Twenty graduate students completed their degrees and research under Wood's direction. He chaired the biology department from 1980-1992 and was the first assistant dean of arts and sciences from 1995-1999. He was elected fellow in the Texas Academy of Science for distinguished service in 1993. He has a bachelor's degree, a master's, and a doctorate, all from Texas A&M University.

Quiñónez Weaves Tale at LIU-Brooklyn

Of Puerto Rican and Ecuadorian descent, writer Ernesto Quiñónez read from his work at Long Island University-Brooklyn during the English department's multicultural "Voices of the Rainbow" poetry and fiction reading series.

Quiñónez (see also page 39) is the author of *Bodega Dreams*, a novel set in El Barrio, Spanish Harlem, where he spent his childhood. Raised by a Communist father and a Jehovah's Witness mother, the author explores how ethnicity and religion are central to and coexist in the Latino community of Spanish Harlem. Named one of the *Village Voice's* "Writer's on the Verge" last year, his work has been described as "galvanizing" and "shrewd" by critics.

Little-Known Culture Explored at Moraine Valley

The exhibition "Creativity and Resistance: Maroon Cultures in the Americas" provided students and faculty at Moraine Valley Community College in Illinois an opportunity to learn the history of a little-known culture.

"Creativity and Resistance" told the story of African slaves brought to the Caribbean who escaped to freedom and created a new culture as a result. The panel exhibition featured historical drawings and maps, a timeline, contemporary photographs, and a selection of ceremonial and daily life objects.

The exhibition was part of the college's continual effort to provide educational experiences that probe global issues. "We have a very diverse population," explained Sylvia Jenkins, associate professor/department chair, Library/Learning Resources Center. "In a sense, everyone in our district is an immigrant. This exhibit examines the ideas of displacement and diversity."

Fort Worth's Hispanic Wellness Fair a Success

The second annual Hispanic Wellness Fair in Fort Worth, Texas, sponsored by The University of North Texas (UNT) Health Science Center, attracted more than 3,700 people, nearly four times last year's attendance. UNT Health Science Center's Bob Galvan, associate dean in the School of Public Health, and Adela Gonzales, vice president of strategic and institutional affairs, co-chaired the Fair's planning committee.

There were 90 local health providers, including the Tarrant County Public Health Department, JPS Health Network, All Saints Hospital, the American Cancer Society, and the American Heart Association. Harris Methodist Hospital conducted 537 screenings for diabetes and 348 for cholesterol, and 231 blood pressure screenings, 20 mammograms, 14 prostate exams, and 88 HIV tests were reported. Prevent Blindness of Texas screened 333 adults and children for vision problems and glaucoma. Four hundred children were immunized, and many received dental screenings. Other services offered were body fat analysis, mental health information, a blood drive, and a bone marrow drive.

Monmouth Launches Public Servant in Residence Program

New Jersey Senate Majority Leader John O. Bennett, III, is the inaugural appointment to the Monmouth University (N.J.) public servant in residence program in the political science department for the year 2000-2001.

The program was created to provide a venue for public officials to share their expertise with students. One public servant will be appointed each academic year and listed as an adjunct faculty member in the political science and philosophy department. The public servant will be expected to either teach one course per semester or give several public lectures or participate in on-campus classes at the invitation of faculty.

Wright State Professor Drafts Water Regulations for Brazil

A biology professor from Wright State University (Ohio) has been helping to draft new regulations that will make Brazil the first country in the world to regulate cyanobacteria—better known as blue-green algae—in its drinking water.

It has been more than four years since Dr. Wayne Carmichael discovered that cyanobacteria was responsible for the mysterious deaths of 55 Brazilians. The first known human deaths attributable to these toxins, the victims were hemodialysis patients treated with contaminated water.

Now, Carmichael, together with representatives from the Brazilian Federal Ministry of Health, the Pan American Health Organization, the Brazilian water industry, and other university researchers, will revise the drinking water guidelines and regulations for the more than 165 million people of Brazil. Just as our EPA monitors drinking water in the U.S., the Brazilian group sets new standards every 10 years. Carmichael will act as the international advisor for the group concerned specifically with contamination by toxic cyanobacteria.

Hispanic Engineers Honor San José State Professor

George Castro, associate dean for the College of Science at San José State University in California, was inducted into the Hispanic Engineer National Achievement Awards Conference (HENAAC) Hall of Fame at a ceremony in Texas.

Castro was recognized for his technical contributions to science and for his community service. Among his many accomplishments is national recognition from the White House when, last year, he received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

The mission of the HENAAC Hall of Fame is to recognize the outstanding achievements of Hispanics in science, engineering, and technology, and to help create a more diverse and professional technical workforce.

Texas A&M-Corpus Christi Celebrates Day of the Dead

The Texas A&M University-Corpus Christi office of multicultural programs, led by coordinator Lucy Torres, in collaboration with the Mexican Consulate, Amigos de Mexico, and the Amigos student organization, set up ceremonial altars for the Day of All Saints and the Day of all Souls, a two-day period often referred to Mexico as El día de los muertos. The altars consisted in part of offerings or ofrendas solicited from faculty, staff, students, and the general public in honor of close friends or relatives no longer alive.

Dr. Leonardo Carrillo (pictured), director of international programs and a featured speaker, said that the Day of the Dead celebrations, far from being the Mexican counterpart to our Halloween, are, in fact, ceremonial acts of gratitude for having survived the evil influences of the Halloween celebration, which is considered a pagan ceremony in many countries.

Cortes-Fuentes Attains Position with San Francisco Theological Seminary

The San Francisco Theological Seminary (SFTS) board of trustees appointed the Rev. Dr. David Cortes-Fuentes as the first director of academic services for the SFTS/Southern California programs. He is also assistant professor of New Testament.

Cortes-Fuentes brings richly varied teaching and administrative experience from seminaries and churches in the U.S. as well as from the Inter-American University in Puerto Rico. Most recently, he was the Hispanic ministries program director for McCormick Theological Seminary in Chicago, Ill. He has a doctorate in New Testament from Northwestern University/Garrett-Evangelical Seminary.

Cal State L.A. Names Robles Bautzer Faculty

Carlos Robles, professor of biology and microbiology at California State University-Los Angeles, was named the University's fifth Bautzer Faculty. The Bautzer Faculty University Advancement Award enables faculty to learn more about professional university development at national conferences and Cal State University workshops throughout the year.

Robles directs the newly formed Center for Environmental Analysis, the first of its kind funded by the National Science Foundation on the West Coast. "As the lead spokesperson for the Center, Dr. Robles has a keen interest in learning more about institutional advancement and fundraising so that he can participate successfully in securing private external support," said Kyle Button, vice president for institutional advancement at Cal State L.A.

Robles became Cal State L.A. professor of biology in 1988. He has a doctorate from the University of California-Berkeley.

Western Michigan Presentations Spotlight Hispanic Families

In Michigan, issues facing Hispanic families were in the spotlight throughout a series of presentations—co-sponsored by Western Michigan University (WMU)—featuring a noted authority on the counseling of Hispanic and Latino families.

Topics included "Latinos and Hispanics in Southwest Michigan: A Forum for Human Services Professionals," "Training Bi-Culturally Sensitive Educators and Human Services Professionals," "Counseling Strategies with Bi-Cultural Latino Couples and Families," and "The Bi-Cultural Experience: Impact on Children, Adolescents, and Parents."

Dr. María Flores, executive director of the Marriage and Family Institute of San Antonio, was the featured speaker during the three-day event. A member of the clinical faculty at the University of Texas Health Sciences Center of San Antonio, Flores is an approved supervisor and clinical member of the American Association for Marriage and Family Therapy and a member of the American Family Therapy Academy. Nationally, she is a frequent presenter of topics related to the particular needs of the Hispanic and Latino community. She has published several articles in major marriage and family therapy journals and is co-editor of a new book, *Family Therapy with Hispanics: Toward Appreciating Diversity*.

Syracuse Announces Graduate-Level Fellowship and Internship Program for Minorities

Syracuse University's Newhouse School of Public Communications is now accepting applications for a master's-level fellowship and internship program in newspaper journalism for members of underrepresented groups. The application deadline is February 10, 2001, and candidates should take the Graduate Record Examinaion (GRE) no later than February 1, 2001.

Further information is available by calling Nancy Weatherly Sharp, professor and assistant dean for graduate professional studies, at (315) 443-1124 or by e-mailing her at nwsharp@syr.edu.

The program is jointly funded by the Newhouse Foundation and Syracuse University. Fellows receive free tuition, a monthly stipend, health insurance coverage, moving expenses, and much more.

PUBLICATIONS

Latin Looks: Images of Latinas and Latinos in the U.S. Media

Clara E. Rodríguez, ed.

Latin Looks
Images of Latinas and Latinos in the U.S. Media
Clara E. Rodríguez

This book brings together interesting and analytically sophisticated writing on how Latinos have been portrayed in movies, television, and other media since the early years of the 20th century and how images have changed over time in response to social and political change. Particular emphasis is given to representations of class, gender, color, race, and the political relationship between the U.S. and Latin America.

1998. 288 pgs. ISBN 0-8133-2766-0. $25.00 paper. Westview Press. (800) 386-5656.

Latina Realities: Essays on Healing, Migration, and Sexuality

By Oliva M. Espín

These essays emphasize psychology's role "as a means of human welfare," the complexities of the psychological development of immigrant women, Latinas, and other women of color, and issues relevant to providing psychological services to them. They cover issues of method, sexuality, therapy with Latinas and other women of color, immigrant and refugee women, ethnic-minority and immigrant women of diverse sexual orientations, and theoretical perspectives on feminist psychology and diversity.

1997. 195 pgs. ISBN 0-8133-3234-6. $22.00 paper. Westview Press. (800) 386-5656.

The Truth about Them

By José Yglesias

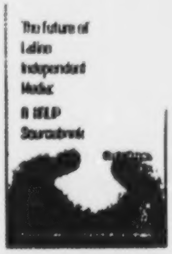
JOSE YGLESIAS
The Truth about Them

The mysterious "them" in this novel is a large Cuban American clan that first plants its roots in Florida in the year 1890. As the narrator, Pini, looks back over the past century's history, he turns for an accounting of "the truth" to a network of uncles, aunts, and cousins whose deeply felt blood ties kept the family going through the trials of social upheaval, the Great Depression, and revolution.

1999. 213 pgs. ISBN 1-55885-273-5. $12.95 paper. Arte Público Press. (800) 633-ARTE.

The Future of Latino Independent Media: A NALIP Sourcebook

Chon A. Noriega, ed.



Despite the growth of the Latino community in the U.S., Latinos have entered the 21st century with lower levels of media representation than when protests first raised the issue in the 1960s. Latinos are the most underrepresented of all minority groups in film and television. This publication addresses this dire situation by collecting information from the landmark 1999 Latino Producers Conference, the first national gathering on Latino independent media since the 1970s.

2000. 189 pgs. ISBN 0-89551-096-0. $16.95 paper. UCLA CSRC. (310) 825-2642.

The Cultural Labyrinth of María de Zayas

By Marina S. Brownlee

A 17th-century writer of sensationalist short stories, María de Zayas was a best-selling author, steeped in the novella traditions of Italy and France as well as her native Spain. At the same time, she was an important player in the tabloid craze sweeping over the Europe of her day. This book recontextualizes María de Zayas and provides a reading of her work from the double perspective of narratology and feminism.

2000. 214 pgs. 0-8122-3537-1. $38.50 cloth. University of Pennsylvania Press. (800) 445-9880.

Access Denied: Race, Ethnicity, and the Scientific Enterprise

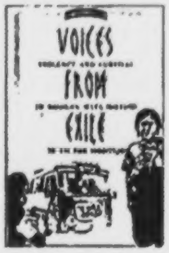
George Campbell Jr., Ronni Denes, and Catherine Morrison, eds.

Developed and edited at NACME (the National Action Council for Minorities in Engineering), this book by leading scholars focuses on the policies and practices that have excluded nearly one-third of the population–Latinos, African Americans, and American Indians–from the rapidly growing technical workforce. It is based on the 1995 NACME Research and Policy Conference on Minorities in Science, Engineering and Mathematics, which came about in response to the alarming growth of anti-affirmative action groups in the mid 1990s.

2000. 340 pgs. ISBN 0-19-510774-8. $65.00 cloth. Oxford University Press. (800) 451-7556.

Voices from Exile: Violence and Survival in Modern Maya History

By Victor Montejo

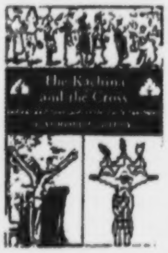


Thousands of Mayas who have fled their homelands in Guatemala to escape severe repression and death at the hands of their government are in a condition of "elilal" or exile. In this book, Victor Montejo, who is both a Maya expatriate and an anthropologist, tells the story of those who until now have struggled in silence–but who have nevertheless found ways to reaffirm and celebrate their "Mayaness."

1999. 304 pgs. ISBN 0-8061-3171-3. $25.95 cloth. University of Oklahoma Press. (800) 627-7377.

The Kachina and the Cross: Indians and Spaniards in the Early Southwest

By Carroll L. Riley

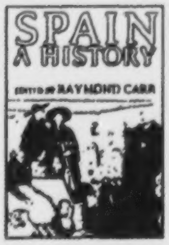


This book weaves elements of archaeology, history, and anthropology to tell a dramatic story of conflict in the 17th century. Carroll Riley delves into the strained relationship between Spaniards and Native Americans in the New Mexico province.

1999. 336 pgs. ISBN 0-87480-610-0. $34.95 cloth. University of Utah Press. (800) 773-6672.

Spain: A History

Raymond Carr, ed.

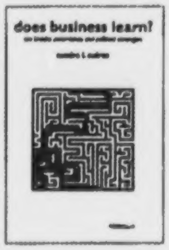


From the moment when the imposition of Roman rule created the notion of Hispania as a single entity, Spain has played a significant part in the evolution of the Western world. This book highlights the personalities and notable trends of each era in the last two thousand years of its history.

2000. 318 pgs. ISBN 0-19-820619-4. $35.00 cloth. Oxford University Press. (800) 451-7556.

Does Business Learn?: Tax Breaks, Uncertainty, and Political Strategies

By Sandra L. Suárez

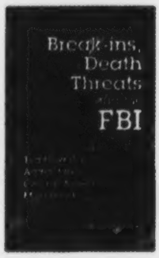


Firms in the U.S. are the best-represented group in Washington D.C.; they operate more political action committees, and their lobbyists are among the most experienced political operatives. Yet firms are uncertain about their political power. This book looks at the efforts corporations make to influence government policy.

2000. 192 pgs. ISBN 0-472-11119-1. $47.50 cloth. University of Michigan Press. (734) 764-4392.

Break-ins, Death Threats and the FBI: The Covert War Against the Central America Movement

By Ross Gelbspan



The core of this book, written by a Pulitzer Prize-winning investigative journalist, documents the wide-ranging FBI assault on CISPES (the Committee in Solidarity with the People of El Salvador).

1991. 257 pgs. ISBN 0-89608-412-4. $14.00 paper. South End Press. (800) 533-8478.

Storm Signals: Structural Adjustment and Development Alternatives in the Caribbean

By Kathy McAfee

STORM SIGNALS
KATHY McAFEE

Through interviews with farmers, NGO (non-governmental organization) leaders, and government and international agency officials, Kathy McAfee conveys the vitality of the region's popular movements, pinpoints the policies–national and international–that threaten to block promising initiatives, and proposes constructive policy alternatives.

1991. 259 pgs. ISBN 0-89608-420-5. $15.00 paper. South End Press. (800) 533-8478.

Universities in the Business of Repression: The Academic-Military-Industrial Complex in Central America

By Jonathan Feldman

Universities in the Business of Repression

This is an essential guide for students and academics seeking to expose university complicity with militarism and repression in the Third World.

1989. 371 pgs. ISBN 0-89608-354-3. $14.00 paper. South End Press. (800) 533-8478.

Doña Licha's Island: Modern Colonialism in Puerto Rico

By Alfredo López

DOÑA LICHA'S ISLAND

Alfredo López examines the history of Puerto Rico from the extermination of the native Taino population, the importation of African slaves, and Spanish colonial culture, to the 1980s movements for labor, student, and women's rights, and the debates over statehood or independence.

1987. 178 pgs. ISBN 0-89608-257-1. $16.00 paper. South End Press. (800) 533-8478.

Mothers of the Disappeared

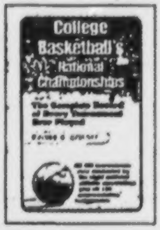
By Jo Fisher

During the years of military rule in Argentina (1976-83), thousands of people disappeared without a trace. As repression intensified, the Madres de Plaza de Mayo took to the streets in protest. With astonishing courage, they risked their lives to demonstrate, holding placards with pictures of their "lost" children, demanding their return.

1995. 168 pgs. ISBN 0-89608-370-5. $13.00 paper. South End Press. (800) 533-8478.

College Basketball's National Championships: The Complete Record of Every Tournament Ever Played

By Morgan G. Brenner



No college sports event draws as much attention or inspires as much insanity as the three weeks of "March Madness," when the NCAA Division I Men's Basketball tournament whittles 64 of college basketball's best teams into one national champion. But it's not the only tournament. This book details 493 national championship tournaments since 1937 plus 105 additional quasi-national championship tournaments.

1999. 1036 pgs. ISBN 0-8108-3474-X. $98.50 cloth. Scarecrow Press. (800) 462-6420.

Many publications featured in this section are available through amazon.com.

CONFERENCES

National Association of Student Personnel Administrators Institute

January 10-12

"Taking Courageous Stands: Leadership for Diversity," for upper-level administrators. At Columbia University, New York City.

Contact: (202) 265-7500; e-mail, office@naspa.org.

NCCJ - Dr. Martin Luther King, Jr. "All People's Breakfast"

January 15

The 13th annual "All People's Breakfast," sponsored by The National Conference for Community and Justice, has as its theme this year "Creating the Beloved Community" and convenes at 7:30 a.m. in the Golden Hall, San Diego Concourse, San Diego, Calif.

Contact: (619) 491-3111

NALAC Conference

January 17-21

Texas A&M University-Corpus Christi will help host a conference of the National Association of Latino Arts and Culture (NALAC), dedicated to defining the role of Hispanic art in the community. At the Ramada Inn Bayfront in Corpus Christi.

Workshops are scheduled on leadership and youth, the impact of immigration, assimilation and hybridization, and digital technology. There will be performances, readings, and exhibits throughout the conference, along with workshops in dance, music, theater, visual arts, literature, performance art, and media arts.

Contact: Lilly Flores Janacek, (361) 825-2427.

AAHE Conference on Faculty Roles & Rewards

February 1-4

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

USC Continuing Education 2001 National Conference

February 11-14

University of South Carolina's department of continuing education presents "Stop Surfing, Start Teaching: Teaching and Learning through the Internet." In Myrtle Beach, S.C.

Contact: (803) 777-9444; e-mail, confs@gwm.sc.edu; website, www.rcce.sc.edu/ssst.

ACE 83rd Annual Meeting

February 17-20

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of the Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE 106th Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education." At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present their 23rd annual international conference, "Making a World of Difference...," "a **unique mix of professional development** activities for a unique audience of outstanding community college administrators and faculty". In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

SUMMER 2001

Center For International Studies

MADRID - SPAIN

Scholarship Program

for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from **July 5** to **July 26, 2001**, or **July 5** to **August 16, 2001**, at the Center for International Studies in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $1,999.

For information, **Write or Fax** your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744 FAX: (201) 368-0433

BOSTON COLLEGE - POSITION AVAILABLE

Director, Career Center

Reporting to the Vice President of Student Affairs, the Director of the Career Center leads a staff of 15 professional and support staff members in providing career development services to the University's undergraduate and graduate student population and alumni. Direct outreach and marketing on campus and to employers. Oversee the personnel, budgetary, and operational functions of the department. Develop a vision of the future of the Career Center and work with staff to define necessary goals and objectives. Develop a job development strategy for companies that do not typically recruit on campus for both internships and full-time employment. Manage a complex department with a budget of approximately $600,000. Direct the implementation of a comprehensive technology strategy for the Career Center. Develop and foster collaborative working relationships with faculty, Academic Deans, the Director of Graduate Career Services in the Carroll School of Management, Student Affairs Directors, and student leaders to establish services to meet constituent needs. Provide career advising assistance to undergraduates, graduate students, and alumni from all disciplines. Work with alumni leadership, Parents Council, and Wall Street Council leadership to expand networking, internship, and full-time employment opportunities.

Requirements:

- Master's degree in counseling, higher education, or business
- 8-10 years progressively responsible experience in college or university career center
- Demonstrated ability to provide vision, leadership, and technical expertise to create, implement, and direct programmatic efforts of a seasoned staff
- Understanding of role and value of liberal arts education
- Significant leadership, supervisory, and managerial experience.
- Working knowledge of application of state-the-art technology to career planning and placement.

Founded in 1863, Boston College is one of 28 Jesuit colleges and universities in the United States, with a full-time and part-time enrollment of over 14,000 men and women. The University consists of 11 schools, colleges, and institutes offering 13 degree programs and one certification program. Faculty and staff number in excess of 2,600.

Located only a few miles from Boston, the University has the advantage of proximity to a large metropolitan center and direct access by public transportation, while at the same time enjoying a 110-acre site in Chestnut Hill, MA. A second attractive campus in Newton, MA is just over a mile away.

Boston College is an Affirmative Action/Equal Opportunity Employer.

Interested persons should contact:

Nicole Gakidis of Phillips & Associates
62 Derby Street, Hingham, MA 02043
phone: 617-889-9533 or 781-740-9699
fax: 781-740-9064
email: ngakidis@phillipsearch.com

Book Review

By Humberto López Cruz

***Cincuenta lecciones de exilio y desexilio*, by Gustavo Pérez Firmat.** 123 pages. Miami: Ediciones Universal, 2000. ISBN: 0-89729-916-7. $18.95 paper.

The last book published by Cuban writer Gustavo Pérez Firmat, *Cincuenta lecciones de exilio y desexilio*, might be considered a conscientious summary of some of his previous writings. The author of *Life on the Hyphen: The Cuban-American Way* (1994) and *Next Year in Cuba* (1995) condenses his experiences in the continuous clash between two cultures. Pérez Firmat attempts to explain the exile's quest for self-affirmation in society, but most importantly, he offers a sound perspective on that fictitious yet extremely real space–for many considered a state of cultural limbo–found in the forced intersection of the Cuban and American cultures.

Gustavo Pérez Firmat
CINCUENTA LECCIONES
DE
EXILIO Y DESEXILIO

Pérez Firmat's prose might very well fit the mold of any immigrants, any exiles who must come to terms with themselves in order to understand society. Through the narrator's constant pursuit of self-identity, the reader realizes that no one in a similar situation may belong to either world: the exile's hybrid essence is what dictates behavior, and the exile's nostalgia is not for a lost land but for the ability to find his space in his preconceived world.

The book offers fifty chapters or lessons. There are lessons of exile and "unexile" in which Pérez Firmat confronts his reality, juxtaposing it against scenes from his past. The reader soon discovers, however, that the overlapping of thought occurs not with images of a vanished past but with vignettes of desired remembrances, memories that developed from the embryo of his candid imagination wishing for a past to help him understand his present.

The lessons vary in length and format. Some start with an isolated concept that takes root and develops into a well-structured thought; others might constitute a poem, an idea, an anecdote, or a simple expression of humor. Cuba, and its imaginary space within American soil, is the common denominator of a fifty-element equation now disguised as lessons, perhaps not so much for the reader's benefit but for the author himself.

One important aspect is the reader's perception that the text, even if written in Spanish, belongs to someone who masters both languages. Pérez Firmat mentions that Cubans exist in two languages, a concept that extends to all foreigners on American soil. The text must reflect a bicultural individual who eventually realizes, like so many political immigrants, that his country resides in his heart, in his thoughts, in his memories. It is a matter of writing the nation; the inscription dethrones the idea of conquering it since the past is no longer a possibility. The words will stand a much better chance of survival. If there are no words, there is oblivion (Lessons XXXI, XL).

Another subtle aspect is Pérez Firmat's resistance to admitting to his gradual assimilation. The American way of life claims its space and its consequences. The acculturation takes place; the language and the environment mold the core of an individual. Pérez Firmat concurs that a language is a lens through which we look and see ourselves (Lesson XVII) and, most importantly, affirms that a language defines a place (Lesson V). He ratifies his bilingual enunciate since his literary production has been written in both English and Spanish. Pérez Firmat–the exiled, the emigrant–defines the world he sees in a combination of languages that allows him to belong to either side of the hyphen, yearning, though, for the green of the other pasture while residing completely in one.

After this expedition through fifty islands–in an effort to locate Cuba–the author does not return defeated but satisfied, even though he has not found an island that looks like his. The objects observed in his study room as the text began–objects that had taken Spanish names in an effort to create a virtual reality–slowly regain their names in English; after a tempestuous flood, the waters return to their river bed, knowing that is where they belong. Pérez Firmat returns to his American wife, to his almost completely Americanized children–who talk about Cuba and their parents' past in English–to his American everyday life in which Cuba is a daily remembrance reflected in the image of his mirror.

We, the readers, along with the author, have learned the best lesson: our country resides within us, and the host land is definitely part of us, as much, perhaps, as our own country of origin. We are living examples of the hybrid America; to negate it would be erroneous, and worse, it would deny our presence in today's society. Pérez Firmat has given us this text, on his 50th birthday, to rethink ourselves within a multilingual and multiethnic society where there is a real space for each and every one of us.

Dr. López teaches Spanish at the University of Central Florida. He specializes in Caribbean and Central American literatures, as well as Hispanic literature in the U.S. López edits SELA, South Eastern Latin Americanist, *and directs the Foreign Language Media Center at UCF.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

HARVARD FELLOWS ON RACE, CULTURE, AND EDUCATION

The Harvard Graduate School of Education (HGSE) invites applications from scholars for a two year residential postdoctoral fellowship. In particular, we encourage applications from recent Ph.D.s or Ed.D.s who are members of ethnic minority groups that are underrepresented in American universities. Special consideration will be given to applicants who show commitment to careers in university research and teaching related to the improvement of education, and whose life experiences and research will contribute to diversity and excellence at the School. We particularly encourage applications from individuals in fields such as, but not limited to: law and education; community and schools; immigration and bilingual education; early childhood education; risk and resilience; philosophy of education: curriculum, pedagogy, and learning theory; the teaching of science; the teaching of mathematics.

THE PROGRAM

Two fellows will be chosen for residence at HGSE during both academic years 2001-02 and 2002-03. The fellows will participate in a bi-weekly year-long seminar, led by a senior member of the HGSE faculty, that will provide a forum for presentation and critique of their research and writing, and discussion of issues related to their professional development and career opportunities. Fellows will teach one course during each of the two academic years, and will give an annual public lecture to the HGSE community about their research.

Applicants will select a senior member of the HGSE faculty who will serve as their mentor during their tenure in the fellowship program. Mentors will meet on a regular basis with the fellows.

Stipend and Allowances

Fellows will receive an annual stipend of $40,000 plus a housing supplement. Fellows will be eligible for a travel supplement of up to $500 each year for participation in professional conferences, and up to $3,000 per fellowship for course development activities.

APPLICATION PROCEDURES AND ELIGIBILITY REQUIREMENTS

Applicants must be within a year of receiving their Ph.D. or Ed.D.; their degree must be completed by September 2001 when their residency will begin. Applicants should send a letter of application which includes the following elements: a proposal for a two year plan of research and teaching that identifies a senior member of the HGSE faculty who might serve as a mentor and provides a rationale for the selection of mentor that links the applicant's work to that of the faculty member. The applicant's statement should offer a detailed account of his/her proposed research and its relationship to the field of education. Two examples of academic writing and three letters of reference from individuals who are knowledgeable about the applicant's academic work must be included (reference letters may be mailed separately).

DEADLINE

All application materials must be received by no later than *January 12, 2001, at the following address:*

Professor Sara Lawrence-Lightfoot
Chair, Harvard Fellows on Race, Culture, and Education
c/o Gail Keeley
Harvard Graduate School of Education
122 Longfellow Hall
Cambridge, MA 02138

Applications from women and minority candidates are strongly encouraged; Harvard University is an affirmative action EEOC institution.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
THE CENTER FOR CALIFORNIA STUDIES

Public Policy Fellowships in California

The Capital Fellows Programs, 11-month public policy fellowships with the State of California, offer college graduates unique experiences in policy-making and development. Fellows work as full-time staff assistants to senior executive branch staff, judicial administration officials, members of the California Senate and Assembly, and legislative policy committees. Fellows gain first-hand experience in governing the most diverse state in the nation and a sense of personal involvement in the leadership of California society.

For more information and application materials, contact the Center for California Studies at: (916) 278-6906, via e-mail at: calstudies@csus.edu, or visit our website at: www.csus.edu/calst. Applications for the Judicial Administration program must be postmarked by February 9, 2001. Applications for the Executive, Senate, and Assembly programs must be postmarked by February 28, 2001.

MINNESOTA STATE UNIVERSITY, MANKATO

MANKATO, MN

College of Social and Behavioral Sciences has announced/will soon announce positions in Anthropology (Applied); Economics (Labor, International, Macro, Statistics and/or Intro); Ethnic Studies (Afro-American Studies and Native American Studies; either with Latino) Geography (Physical, Biogeography and Foreign Regional); History (Recent European; Asian and World); Political Science (Public Administration); Psychology (Industrial/Organizational; General and Applied); Urban and Regional Studies (Chair, Methodologist). For full information contact Becky Gunderman, 111 Armstrong Hall, Minnesota State University, Mankato, MN 56001. Phone (507) 389-6307; V/TTY (800) 627-3529; e-mail: rebecca.gunderman@mnsu.edu; fax (507) 389-5569. Complete information is posted under http://www.mnsu.edu/dept/AffAct/MSU-VAC_NOT/VacHP.html.

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ST. MARY'S UNIVERSITY

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San Antonio, Texas 78228
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(210) 436-3126
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DOCTORAL FELLOWSHIPS

For African American and Hispanic Students

MAGNET DOCTORAL FELLOWSHIPS
To encourage African American and Hispanic (Latino/a) students to pursue academic careers, fellowships are awarded to provide support for these students under the Minority Access/Graduate Networking (MAGNET) Program at The Graduate Center of The City University of New York.

Four-year fellowships are offered to entering students in any of the 32 doctoral programs at CUNY. Awards are contingent upon acceptance into a program and satisfactory progress. Applicants must be U.S. citizens or permanent residents. Stipends are $16,000 per year plus full tuition. Fellows meet monthly for academic discussions, mentoring, and peer support. Application Deadline: February 1, 2001.

NATIONAL SCIENCE FOUNDATION/ALLIANCES FOR GRADUATE EDUCATION AND THE PROFESSORIATE (NSF/AGEP)
A two-year NSF/AGEP fellowship is offered through the MAGNET program to African American and Hispanic (Latino/a) students entering a doctoral program in Sciences, Engineering, Mathematics, or Computer Science at The Graduate Center of The City University of New York.

NSF/AGEP fellowships will supplement existing CUNY financial support, in addition to granting full tuition remission for two years. Continued financial and academic support will be made for up to six years by CUNY. Renewal is contingent upon satisfactory academic progress. Candidates (who must be U.S. citizens or permanent residents) will be considered on the basis of demonstrated financial need and academic performance in one of the above areas.

Application Deadline: February 1, 2001.

For applications, contact: Office of Educational Opportunity & Diversity Programs, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016; 212/817-7540; e-mail OEODPmail@gc.cuny.edu; http://web.gc.cuny.edu/oeodp.

CARLETON COLLEGE

AMERICAN STUDIES-ETHNIC STUDIES

MINORITY PRE-DOCTORAL TEACHING FELLOWSHIP

One-year teaching fellowship for minority ABD available to begin September 2001. Appointment involves half-time teaching (one course per term) and half-time working to finish the dissertation. Applicants should have completed all graduate coursework by January 2001, and have the dissertation well under way before September. We will consider applications from the fields of American Studies or Ethnic Studies, or from traditional disciplines with appropriate specializations.

Carleton is a selective liberal arts college with 1800 students located 45 miles south of the Twin Cities of Minneapolis and St. Paul. Carleton is an affirmative action, equal opportunity employer.

Letters of inquiry and application should be directed to:

Robert Bonner
Director of American Studies
Carleton College
One North College Street
Northfield, MN 55057
fax : To the attention of Robert Bonner
(507) 646-7594
e-mail: rbonner@carleton.edu

Deadline: **January 31, 2001**

Associate/Full Professor and Director of Field Instruction

Jane Addams College of Social Work/University of Illinois at Chicago. **Three positions. Associate /Full Professor (two positions), tenured/tenure-track.** Doctorate in social work or related field required. MSW preferred. Established track record of teaching, funded research, scholarly publications, and service to support appointment at senior level required. Preferred start August, 2001. **Director of Field Instruction (one position), tenure-track or clinical, non-tenure-track, depending on qualifications.** Administration of BSW/MSW field instruction and development of community-based field experiences. Successful program development, field education and management experience required. MSW and substantial post-MSW practice required. For tenure-track appointment, doctorate in social work or related field also required. Preferred start, May, 2001. All applicants must demonstrate commitment to college urban mission: social work practice, research, and policy leadership on behalf of poor, oppressed, racial and ethnic minorities, other at-risk urban populations. For all three positions, expertise in school social work and substance abuse preferred. Applicants to submit letter of application, curriculum vitae, and names, addresses and telephone numbers of three references. Tenured/tenure-track applicants also provide three examples of scholarly writing. Search continues until positions filled. For fullest consideration, applications to be received by **January 19, 2001**. The University of Illinois is an Affirmative Action/Equal Opportunity employer. Send applications to: **Professor Faith Johnson Bonecutter, Chair, Search Committee, Jane Addams College of Social Work (M/C 309), University of Illinois at Chicago, 1040 W. Harrison St., Chicago, Illinois 60607-7134, (312) 996-2204**

The Cooperative Grants Program

INCENTIVE GRANTS
Deadline: March 1, 2001

The Cooperative Grants Program (COOP) of NAFSA: Association of International Educators invites proposals for Incentive Grants-awards of $2,001 to $6,000 for non-academic U.S. campus and community-based activities that involve international and/or U.S. study abroad students. Proposals may be submitted by institutions of higher education and non-profit organizations in the United States and U.S. territories. COOP is particularly interested in receiving proposals from minority-serving institutions, community organizations, and two-year community colleges.

For further information; an application packet, including guidelines, restrictions, and forms; and grant writing resources, visit COOP online or contact COOP staff. *COOP Grants are made available through funding from the U.S. Department of State's Bureau of Educational and Cultural Affairs.*

www.nafsa.org/coop
coop@nafsa.org • 202-737-3699

BEST COPY AVAILABLE

Excellence With Caring

Florida A&M University's School of Journalism, Media and Graphic Arts, located in Florida's hilly and woodsy state capital, Tallahassee, seeks three excellent faculty members beginning in August 2001.

Position #17700 - Public relations educator. Rank and salary negotiable depending on qualifications. Ideal tenure track candidates will have the Ph.D. in mass communication or related field, strong PR professional experience, interest and record in research and publication, and zest for teaching. Professional practice track candidates considered with masters degrees in appropriate field, substantial outstanding PR professional experience, corporate or non-profit, record of good teaching and interest in continuing professional involvement from an academic setting.

Position #17664 - Newspaper or Broadcast Journalism educator. Rank and salary negotiable depending on qualifications. Ideal tenure-track candidate will have a Ph.D. in journalism or mass communications or related field, successful experience in computer-assisted reporting and/or web publication design, publication record, zest for teaching and research. Professional practice track candidates considered with masters degrees in appropriate field, substantial outstanding professional newspaper or broadcast journalism experience including computer-assisted reporting and/or web publication design, zest for teaching and for continuing professional pursuits from an academic setting.

Position #18175 - Broadcast Journalism educator. Rank and salary negotiable depending on qualifications. Ideal tenure-track candidates will have the Ph.D. in journalism, mass communication, or RTV or closely related area; good professional experience as a reporter, anchor, or producer; record and interest in research and teaching; ability to teach theory and hands-on courses in undergraduate and graduate broadcast journalism program; knowledge of the industry, and love of teaching.

Florida A&M University (FAMU), founded in 1887, counts 13,000 students and offers programs from the bachelor's degree level through the Ph.D. The School of Journalism, Media and Graphic Arts has 450 majors in two divisions.

FAMU is an equal opportunity employer.

Positions will be open until filled. Apply immediately to:

Robert M. Ruggles, Dean
School of Journalism, Media
and Graphic Arts
108 Tucker Hall
Florida A&M University
Tallahassee, FL 32307-4800

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Instructor-	Religious Studies-	12/29/00
Instructor/Assistant Professor-	Obstetrics & Gynecology	12/31/00
Assistant/Associate Professor-	Dean's Office	01/01/01
Assistant Professor (2 positions)-	Communication-	01/03/01
Assistant Professor-	Criminology-	01/04/01
Assistant/Associate Professor-	Finance-	01/05/01
Assistant Professor-	Early Childhood/Language Arts & Reading	01/05/01
Assistant Professor-	Measurement & Research-	01/05/01
Assistant Professor (2) positions)-	Psychological & Social Foundations-	01/05/01
Assistant Professor-	Secondary Education-	01/05/01
Assistant Professor-	Leadership Development-	01/05/01
Assistant Professor-	Geography-St. Petersburg Campus	01/05/01
Assistant Professor (3 positions) -	Physics -	01/08/01
Assistant Professor-	Religious Studies-	01/08/01
Assistant Professor-	Humanities & American Studies-	01/10/01
Assistant/Associate Professor-	Nursing-	01/12/01
Assistant/Associate Professor-	Finance-Sarasota Campus	01/12/01
Instructor-	Educational Measurement & Rsch-	01/12/01
Assistant Professor-	Psychological & Social Foundations-	01/15/01
Assistant Professor-	Psychology-	01/15/01
Assistant/Associate Professor-	Business – Sarasota/Manatee	01/15/01
Assistant Professor-	Fine Arts-St. Petersburg Campus	01/15/01
Assistant Professor (2 positions)-	Communication & Science Disorders-	01/15/01
Assistant Professor-	History-	01/15/01
Assistant/Associate Professor-	Information System/Decision Science- Sarasota/Manatee	01/15/01
Reference Librarian (3 positions)-	Library-	01/16/01
Assistant/Associate Professor-	Special Education-	01/19/01
Assistant Professor-	Library & Information Science-	01/19/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY OF
DENVER

DEPARTMENT OF PSYCHOLOGY

The University of Denver Department of Psychology is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

HOSPITALITY MANAGEMENT

The Richard Stockton College of New Jersey is located 12 miles west of Atlantic City, and is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is also within 20 miles of Atlantic City and near 120 miles of resort coastline. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

We are seeking a new colleague with research and scholarly interests in the impact of daily activities on promoting the hospitality management program. Academic background in a discipline related to the industry and scholarly commitment that will contribute to the study of the hospitality industry is critical. The Hospitality Management Program is a new track within the Business Studies Program. The Business Program has a strong curriculum in all the major concentrations with over twenty full-time faculty members.

Position Available: Tenure-track faculty position beginning **September 1, 2001.**

Duties: This is a tenure track, 10-month appointment with responsibility for teaching content and supporting issues specifically in hotel management, housekeeping, and casino management with either physical plant management or hospitality marketing as the other content area. Responsibilities will include research, grant writing, and supervision of students' research projects. Other academic responsibilities will include student advising, supervision of hospitality internships, participation in Division activities and teaching in a general study area.

Requirements: Qualifications include an earned doctorate in hospitality management or related field, evidence of scholarly productivity, potential to establish partnerships with industry in providing support for the program with resources necessary for program excellence. Record of scholarship and grant writing highly desirable. Qualified applicants will have an earned doctoral degree in a related field. Appointment will be as Asst./Assoc. Professor depending on qualifications and experience. Candidates for Associate Professor must hold a terminal degree and be outstanding in the field with considerable experience. Candidates for Assistant Professor must hold a terminal degree. Salary commensurate with qualifications and experience.

Screening begins **January 15, 2001** and will continue until position is filled. To apply, send letter of application, resume and three letters of reference to:

Dr. Dee Henderson
Dean of Professional Studies
The Richard Stockton College of NJ
AA51, P.O. Box 195
Pomona, NJ 08240

Visit our website - www.stockton.edu.

Stockton is an AA/EOE. Women and Minorities are encouraged to apply.
R012303

The Board of Trustees is seeking applications and nominations for the position of President of Hawkeye Community College in Waterloo, Iowa. HCC is a fully accredited, comprehensive community college with a strong commitment to both technical and transfer programs.

The Board is seeking a leader who can articulate an educational vision for the College to a wide range of internal and external constituencies and garner the support of faculty, staff, and the community to realize that vision. The successful candidate will possess the highest professional standards of integrity and practice a participatory style of management, which will support a student-centered institution.

A profile brochure, which contains details on HCC, the preferred qualifications, and the application instructions, can be requested by contacting:

Denise Dunn
Search Liaison
Hawkeye Community College
P.O. Box 2276
Waterloo, IA 50704
Phone: 319/296-2320, ext. 1767
Fax: 319/296-9264
E-Mail: ddunn@hawkeye.cc.ia.us

www.hawkeye.cc.ia.us

Hawkeye Community College is an equal opportunity employer.
This is an ACCT CEO Search.

ILLINOIS

DEPARTMENT OF KINESIOLOGY

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the area of Exercise Physiology. Candidates will be expected to contribute to interdisciplinary research within the Department, seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement Departmental strengths in human lifespan physical activity (including aging), disability, disease or rehabilitation. Potential research areas include muscle function, body composition, cardiovascular physiology, and neuroendocrine/metabolism. Laboratories exist both within the Department of Kinesiology and campus-wide to support research in exercise physiology. Further information about the Department of Kinesiology and current faculty can be found at http://www.kines.uiuc.edu. Qualifications include an academic background in Kinesiology or related field and the ability to teach one or more courses in Kinesiology and exercise physiology. A doctorate is required. Teaching and post-doctoral experience are preferred. Salary is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by February 1, 2001. The appointment will be effective August 21, 2001. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Jeffrey A. Woods, Search Chair
Department of Kinesiology
University of Illinois at Urbana-Champaign
61-a Louise Freer Hall
906 South Goodwin Avenue
Urbana, IL 61801

The University of Illinois is an Affirmative Action, Equal Opportunity Employer

THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION

The Ohio State University has identified the reform of education as one of its highest priorities and the College of Education is at the forefront of addressing this challenge. In addition to 11 programs in three Schools, the College houses five centers, has a highly productive faculty with several nationally and internationally recognized scholars, and secures approximately $14 million annually in outside funding.

The College values scholarship with impact and influence and is committed to preparing the finest educators and educational leaders for urban schools and communities. The College has numerous partnerships with schools, communities, foundations, and federal and state governments focused on improving student learning and the professional development of educators. It also provides its graduates with sustained and structured experiences in urban schools and communities.

The College is committed to recruiting and retaining a diverse faculty, staff and student body. Persons of diverse ethnic backgrounds make up 20 percent of the 135-member faculty, and 13 percent of the student body. The University and the College each have Diversity Plans dedicated to attracting and retaining a diversity of students, faculty and staff. We are announcing the availability of eight faculty positions across three Schools.

The School of Teaching and Learning (3 positions)

Literacy, Assistant or Associate Professor

A faculty colleague to provide leadership for early literacy. Teaches early literacy and word study courses at undergraduate and graduate levels; advises graduate students; conducts research; and provides service to the University and community. The successful candidate will have a doctoral degree in literacy or related field; three years of public school teaching experience or an equivalent; and record of research and scholarship in literacy. Experience in a teacher preparation program is desired, as is expertise in word study and an ability to support children's literature and/or drama in education.

Foreign & Second Language Education, Assistant or Associate Professor

A faculty colleague to provide leadership for foreign and second language education. Teaches courses in foreign and second language education; assumes programmatic responsibilities; collaborates with schools; advises master's and doctoral students; contributes to scholarship in foreign and second language education; and works with colleagues on initiatives involving partnerships with schools and other educational agencies. The successful candidate will have a doctoral degree in foreign and second language education or related field; record of research preferably in second language education; experience teaching graduate students; three years language teaching experience in public schools or an equivalent; and experience in teacher preparation programs.

Literacy, Assistant Professor

A faculty colleague to teach courses in middle childhood teacher preparation program for integrated language arts. Integrates technology in teaching; advises master's and doctoral students; and performs service to the University and community. The successful candidate will have a doctoral degree in literacy or related field and three years public school teaching experience or an equivalent. Desired is a research focus in urban settings, experience in a teacher preparation program, expertise in middle childhood language arts, and an ability to support children's literature and/or drama in education.

The School of Educational Policy and Leadership (3 positions)

Educational Policy, Professor or Associate Professor

A senior faculty colleague to develop and provide leadership for education policy. Provides intellectual and programmatic leadership for policy related initiatives, develops and undertakes policy analysis and evaluation with national policy centers including the John Glenn Institute, links with key policy making groups, leverages faculty expertise to address crucial educational policy issues, leads efforts to establish the College of Education as a locus for educational policy and school improvement research, teaches courses, and supervises graduate student research. The successful candidate must have an outstanding record of scholarship and policy research and a capacity to secure large-scale grants and will have policy interests that complement ongoing scholarship informing the development and alignment of educational reform with leadership, technology, and student performance.

Educational Leadership, Assistant Professor

A faculty colleague in educational leadership to teach graduate courses and supervise research in educational leadership and management at the School level and beyond including developing teacher leadership, and building effective organizations. The successful candidate will be expected to obtain external research support and conduct research germane to the needs of professional educators in field settings. Interested in a scholar who is committed to leadership in urban and/or multicultural communities and who will work collaboratively on major research and development projects to align leadership and technology to improve student performance.

Applied Educational Statistics, Assistant Professor

A faculty colleague to teach graduate courses in applied educational statistics and research methods. Uses and promotes the use of sophisticated technologies and software in teaching, develops and uses large data sets, and participates as a research team leader for projects related to educational policy, student performance, proficiency testing, and/or educational technology. Collaborates in redesigning the research and evaluation sequences in the College of Education. The successful candidate will have expertise in one or more of the following areas: hierarchical linear modeling, item response theory (Rasch model), and advanced educational measurement theory. Seeking a promising researcher with evidence of scholarly productivity, a commitment to excellent teaching, and potential for developing external research support.

The School of Physical Activity and Educational Services (2 positions)

School Psychology, Assistant Professor

A faculty colleague to teach graduate courses in school psychology, advise graduate students, participate in practitioner-related activities in urban schools and community settings, conduct research in school psychology, secure extramural funding related to area of scholarship, and provide leadership at the local, state, and national levels. The successful candidate will have an earned doctorate in school psychology; two years of experience as a school psychologist desired; and interest in school psychology as a component of an integrated service delivery model in urban K-12 education and community settings.

Special Education, Assistant Professor

A faculty colleague to teach undergraduate and graduate level courses in special education, advise undergraduate and graduate students, conduct and impact research in urban and community settings, secure extramural funding, provide leadership in special education at the local, state, and national levels, and collaborate with the Center for Special Needs Populations. The successful candidate will have a doctorate in special education with emphasis in mild/moderate disabilities; at least three years of public school teaching or an equivalent experience, and evidence of research on the education of learners with mild/moderate disabilities.

Salaries: Competitive and commensurate with experience and qualifications.

For further information consult: http://coe.ohio-state.edu

Appointments: Nine month tenure track positions

Applications: Submit letter of application, copy of professional resume, three letters of reference, and instructional or scholarship portfolio if available to:

Dr. Mary O'Sullivan, Associate Dean for Faculty
149 Arps Hall, 1945 North High Street
Columbus, OH 43210-1172
Fax (614) 688-3942; Phone (614) 292-7231
Email: osullivan.1@osu.edu

Closing Date: Formal review of applications will begin January 22, 2001 and continue until positions are filled.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

PALOMAR COLLEGE

Founded 1946

A Vanguard Learning College
1140 W. Mission Rd.,
San Marcos, CA 92069-1487.

Palomar College is one of the largest community colleges in the state of California. Located in San Marcos (30 miles north of San Diego), we offer thousands of courses in more than 100 different fields of study. We have tenure-track openings for the 2001-2002 school year in the following disciplines:

American Indien Studies
Art - Painting
American Sign Language
Behavioral Sciences - Anthropology
Behavioral Sciences - Psychology
Behavioral Sciences - Sociology
Business Education
Child Development
Communications - Cinema
Communications - Radio & TV
Counseling (2 positions)
Computer Science Information Systems (2 positions)
English (2 positions)
Financial Aid Counselor
Foreign Language - French
Foreign Language - Spanish
Graphics Communication
History (2 positions)
Life Sciences - Bio Tech
Mathematics (3 positions)
Multicultural Studies - Africana Studies
Nursing
Performing Arts - Dance
P.E.
Physics
Speech (2 positions)
Trades & Industry - Automotive Technology
Trades & Industry - Cabinetmaking & Furniture Technology

Read/download complete position announcements via our Web site: https//www.palomar.edu or call our 24-hour application request line:
760/744-1150 X4182
email: palomarjobs@palomar.edu
Fax 760/761-3530; TDD 760/744-7671

AA/EOE

ADVERTISEMENT

Full or Associate Professor
Poultry Products Technology

The Poultry Science Department at Auburn University has established a priority program in Poultry Product Safety and Quality and is seeking candidates for an Associate or Full Professor, 9 month tenure-track faculty position consisting of a 80 percent Research and 20 percent Instruction appointment in the area of poultry processing and products.

Responsibilities include; developing a research program in further processing and value-added broiler meat products; teaching and developing undergraduate and graduate courses in Poultry Processing & Product Technology; providing leadership and administration of the Poultry Product Safety & Quality Poultry Science Peak of Excellence program.

Minimum qualifications include a Ph.D. in Poultry Science, Food Science or a closely related area with evidence of individual and collaborative research; a successful personal record as the principal investigator on peer reviewed, externally funded grants and contracts; excellent organizational skills; ability to develop collaborative research programs; familiarity with federal, state, industry and other sponsored funding agencies; willingness to travel domestically and to explore, cultivate, solicit, confirm and negotiate funding opportunities; and ability to communicate effectively, both orally and in writing. Proof of authorization to work in the U.S. must be provided.

Minorities and women are encouraged to apply.

Rank and salary commensurate with education and years of experience. Candidates should submit a letter of application, current resume, all transcripts, and names, phone numbers, addresses, and e-mail addresses of three references to:

Dr. Donald Conner, Search Committee Chair
Department of Poultry Science
236 Upchurch Hall
Auburn University, AL 36849
PH: (334)844-2639
FAX: (334)844-2641
E-mail: dconner@acesag.auburn.edu

Review will begin November 21, 2000 and continue until a suitable candidate is selected

Auburn University is an Affirmative Action/Equal Opportunity Employer.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

ASSOCIATE DEAN/DIRECTOR OF ADMISSIONS AND FINANCIAL AID
DIRECTOR OF MULTICULTURAL ENROLLMENT

Colby seeks a talented, energetic, imaginative professional to direct its multicultural enrollment efforts. This is an extremely important position at the College, given its deep and longstanding institutional commitment to campus diversity.

The person hired will be involved in virtually all aspects of admissions, including travel, interviewing, evaluation of applications, and will have the special responsibility to lead an entire admissions and financial aid staff in enrolling students of diverse cultural, racial, and ethnic backgrounds. The clear articulation of an enrollment strategy for African-, Latina/o, Asian-, and Native-American students, an effective implementation of this strategy, and fastidious follow-through will be essential.

Excellent interpersonal, communication, and leadership skills are a must. Candidates must also have a strong commitment to education in a small, residential, liberal arts college and at least 3-5 years of admissions experience. Possession of a Master's degree or higher is preferred.

Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references, to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

MICHIGAN STATE
UNIVERSITY

DEPARTMENT OF RESIDENCE LIFE

Division of Student Affairs and Services

The Department of Residence Life at Michigan State University is in the second year of an exciting change process. We are deeply engaged in translating theories of organizational change and learning into our daily practice. Staff members at all levels are involved with students in the areas of multicultural competence, learning, and ethical decision-making. Professional development is encouraged and financially supported. Successful candidates will possess a commitment to learning and working with a diverse population, enthusiasm for student contact, desire to be part of a changing organization, and interest in joining a student centered staff team.

Full-Time Hall Directors

Responsible for the leadership of a hall or complex (400-1200 students); responsibilities include staff supervision, training, programming, advising student organizations, student contact, and administrative tasks.

Compensation: 11 month contract with salary range of $19,500 - $21,500* (BA candidates) and $23,200 - $25,500* (MA candidates); furnished apartment and meal plan; financial support for professional development; university benefits package, including medical and dental insurance, optional retirement plan participation, qualify for immediate in-state tuition; after one year, eligible for tuition waiver. ** 2000-2001 figures*

Graduate Assistantships

Responsible for assisting the hall director with supervision, training, group advising, programming, student contact, and administrative tasks.

Graduate Assistant package includes: tuition waiver for 9 credits each semester during the academic year; stipend of $5,100* for 9 months; apartment and meal plan; single person health coverage. ** 2000-2001 figures*

Submit resume and cover letter to:
Staffing Coordinator, Department of Residence Life
Michigan State University, G55 Wilson Hall
East Lansing, MI 48825-1208
PHONE: 517-353-3780 FAX: 517-432-2509
reslife@msu.edu
Application materials available on line at:
www.reslife@msu.edu
MSU is an affirmative-action, equal-opportunity institution.

THE LEADER IN GLOBAL EDUCATION

FAIRLEIGH DICKINSON UNIVERSITY

DEAN
UNIVERSITY COLLEGE:
ARTS • SCIENCES • PROFESSIONAL STUDIES

Fairleigh Dickinson University, one of New Jersey's largest private universities with approximately 9,000 students on two New Jersey campuses and overseas campuses in Wroxton, England and Tel Aviv, Israel, invites applications for the positon of Dean of University College.

Reporting to the Campus Provost, the Dean will provide visionary leadership for all academic and administrative areas of the College. Moreover, the Dean will energize and lead the faculty as they continue to revise the college curriculum to meet the global education initiatives outlined by the President of the University.

The salary for this position is competitive and commensurate with qualifications, and the anticipated appointment date is July 1, 2001. All interested persons should consult the full advertisement for this position before applying. This advertisement can be viewed at the followingweb site: www.fdu.edu/ucdean/.

All qualified applicants, especially minorities and women, are encouraged to apply. A letter of application, a full curriculum vitae, and the names, addresses, and phone numbers of three references should be forwarded to:

Dr. Christopher A. Capuano, Chair
Dean's Search and Screen Committee
Fairleigh Dickinson University
1000 River Road, T-WH1-01
Teaneck, NJ 07666

Review of applications will begin on December 15,
and continue until the position is filled.

FDU is an equal opportunity/affirmative action employer.

GUSTAVUS ADOLPHUS COLLEGE

VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE FACULTY

Gustavus Adolphus College invites letters of application and nominations for the position of Vice President for Academic Affairs and Dean of the Faculty, with duties commencing on July 1, 2001. The College seeks dynamic, collaborative, and creative academic leadership from its chief academic officer.

Gustavus Adolphus is a highly selective, private, coeducational, undergraduate liberal arts college affiliated with the Evangelical Lutheran Church in America. Founded in 1862, the College sits on 340 beautiful hilltop acres about one hour south of Minneapolis, MN. Its distinguished faculty of 172 full-time and 40 part-time serve more than 2,500 undergraduate students who represent 40 states and 20 foreign countries.

The Vice President for Academic Affairs and Dean of the Faculty reports directly to the President and has a very close working relationship with faculty. Broad responsibilities for development, administration, growth and quality of all academic programs will include leadership in academic planning and resource allocation, the administration of academic budgets, academic policy development, and all academic matters directly affecting the faculty.

A terminal degree is required.

The search committee will begin screening applications in January 2001 and will continue until an appointment is made. Nominations and applications accompanied by a letter of interest, curriculum vitae and the names of at least three professional references should be sent to:
Dr. Lawrence W. Potts, Chair, VPAA and Dean of Faculty Search Committee, Gustavus Adolphus College, 800 West College Avenue, St. Peter, MN 56082.

Dr. Tobie van der Vorm and Dr. Jamie Ferrare of Academic Search are assisting the search committee, and can be reached via e-mail at **ptv@academic-search.org** and **jpf@academic-search.org** or call 202-332-4049.

It is the policy and practice of Gustavus Adolphus College to provide equal educational and employment opportunities for all. We specifically encourage applications from women, minorities and persons with disabilities.

CHABOT LAS POSITAS COMMUNITY COLLEGE DISTRICT
PLEASANTON, CALIFORNIA

CHANCELLOR

The Chabot-Las Positas Community College District invites applications and nominations for the position of Chancellor. The District seeks an individual who is committed to academic excellence, demonstrated leadership ability and fiscal and management expertise. An earned doctorate is preferred or equivalent experience is required.

The district's two colleges serve nine communities in Alameda County. The combined student population of more than 20,000 includes those from throughout the Bay Area, as well as other states and more than 40 countries. The annual operating budget is approximately 62 million.

A profile brochure for the position will be available after **January 16, 2001**. To receive the brochure please contact: Office of Human Resources • 7011 Koll Center Parkway • Suite 200 • Pleasanton, CA 94566 or voice mail (925) 485-5200 or Email: hr@clpccd.cc.ca.us
The deadline date for the letter of application is **March 5, 2001.**

AA/EOE

ILLINOIS

DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in Motor Control. Candidates will be expected to engage in research, seek extramural funding, teach at the undergraduate and graduate levels, and advise and direct student research. The successful candidate will be expected to complement current faculty research and contribute to the department's interdisciplinary research theme focusing on lifespan physical activity. Well-equipped laboratories exist both in the Department of Kinesiology and across campus to support interdisciplinary research related to motor control. Further information about the Department of Kinesiology and current faculty can be found by visiting http://www.kines.uiuc.edu. Qualifications include a doctorate and an academic background in Kinesiology or related disciplines, such as Engineering, Human Factors, Neuroscience, Psychology, is required. The ability to teach courses in Kinesiology focusing on aspects of motor control/learning and biomechanics is desirable. Teaching and post-doctoral experience are also desirable. Salary is commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by February 01, 2001. The appointment will be effective August 21, 2001. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Karl S. Rosengren, Chair of Search Committee
Department of Kinesiology
University of Illinois at Urbana-Champaign
906 South Goodwin
Urbana, IL 61801

THE UNIVERSITY OF ILLINOIS IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

Plattsburgh State University of New York invites applications for Fall 2001 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: Chair, Search Committee (PJ#___), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University is an affirmative action, equal opportunity employer.

ART
Graphic Design (PJ# 2493-808)
ASSISTANT PROFESSOR–Qualifications: MFA or equivalent experience required, and the successful candidate will have knowledge of current issues and developments in the field. Professional and/or college teaching experience in Graphic Design preferred. Responsibilities: In addition to Graphic Design, teaching responsibilities may include studio foundation design and digital design, depending upon the successful candidate's expertise. Additional application materials: work samples (slides or Mac-based digital portfolio), examples of student work (if applicable), and statement of teaching philosophy.

BIOLOGICAL SCIENCES
Plant Biology (PJ# 2494-808)
ASSISTANT PROFESSOR–Qualifications: A Ph.D. degree with a broad background in organismal plant biology is required. The candidate must be committed to excellence in undergraduate teaching and should have a strong, field-based research program suitable for undergraduate participation. Responsibilities: Teaching a non-majors course in general biology and developing plant biology courses to support departmental programs. Research collaboration opportunities exist with faculty in the Center for Earth and Environmental Science and the Lake Champlain Research Institute. Additional application materials: statement of teaching philosophy, summary of potential research.

SOCIOLOGY & CRIMINAL JUSTICE
Criminal Justice Ethics or Social Psychology (PJ# 2495-808)
ASSISTANT PROFESSOR–Qualifications: For those applying in the area of criminal justice ethics, a Ph.D. in Criminal Justice, Sociology, Philosophy, or Political Science and teaching experience and scholarship in this area are required. For those applying in the area of social psychology, a Ph.D. in Sociology and teaching experience and scholarship are required. Responsibilities: The successful candidate will also be required to teach additional courses in Criminal Justice and/or Sociology. Review of applications begins February 1, 2001. Additional application materials: statement indicating teaching and research interests and evidence of teaching effectiveness (e.g., sample syllabi and student evaluations).

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

Vanderbilt University

Department of Teaching and Learning,
Peabody College of Education and Human Development

ASSISTANT PROFESSOR, LANGUAGE AND LITERACY EDUCATION

The Department of Teaching and Learning, Peabody College of Vanderbilt University, invites applications for a tenure-track position at the Assistant Professor level in Language and Literacy Education. Candidate requirements include: an earned doctorate in language and literacy education and an interest in the literacy development of children ages 3 through 8; a well-developed program of externally-funded research or demonstrated potential for one in early literacy instruction and diversity, teaching experience in classrooms and/or community-based programs; and a commitment to undergraduate and post-baccalaureate teaching. Expertise in one or more of the following areas is highly desirable: instruction for diverse learners, multicultural education, bilingualism and second language learning, literacy development in home and/or community settings, sociocultural dimensions of literacy, and teacher education. Responsibilities will include: (1) establishing a program of research related to early literacy development and instruction; (2) teaching literacy courses in the Early Childhood and Elementary Education teacher education programs and at the doctoral level; (3) undergraduate and graduate student advising; and (4) working collaboratively with other faculty in the Language and Literacy program and faculty across the college who have interests in young children's literacy development.

The Peabody environment is one in which collaboration is highly valued and in which there are many opportunities to work with members of other departments and centers of the University and with local schools and community programs. *Vanderbilt University is an equal opportunity, affirmative action university.* Vanderbilt University, Peabody College, and the Department of Teaching and Learning have a commitment to enhancing diversity throughout all aspects of the university. Members of minority groups, women, and people with disabilities are strongly encouraged to consider this opportunity and apply. The review of applications begins January 15, 2001, and will continue until the position is filled.

Applicants should send a letter of interest, curriculum vitae, up to two publications (or manuscripts in progress), and three letters of recommendation to:

Victoria Risko, Chair
Language and Literacy Search Committee
GPC Box 316
Vanderbilt University
Nashville, TN 37203

Please direct questions to: **langlitsearch@list.vanderbilt.edu**

KENNESAW
STATE UNIVERSITY
University System of Georgia

ASSISTANT PROFESSOR IN CONFLICT MANAGEMENT

Kennesaw State University

Kennesaw State University invites applications for a nine-month, tenure-track Assistant Professor position in Conflict Management in the Master of Science in Conflict Management Program in the Department of Political Science and International Affairs beginning in August 2001. An earned doctorate in Conflict Management or a related discipline is preferred, but consideration will be given to persons with a Master's degree who have a distinguished record of practice and teaching in this field. KSU strongly encourages applications from minorities and women. To guarantee consideration, application materials must be postmarked by January 5, 2001. Candidates should send a letter of application addressing the applicant's position qualifications, teaching philosophy, and scholarship activity; current curriculum vita; names, addresses, and telephone numbers of at least three references; and official graduate transcripts to **Ms. Ansley Barton, Kennesaw State University, Department of Political Science and International Affairs, College of Humanities and Social Sciences, 1000 Chastain Road, Kennesaw, Georgia 30144-5591.**

Visit our home page at www.kennesaw.edu

Affirmative Action/Equal Opportunity Employer

C O L U M B I A

COLUMBIA COLLLEGE CHICAGO
Chair for Film & Video

COLUMBIA COLLEGE CHICAGO is accepting applications and nominations for a Chairperson of the Film & Video Department. This position is available June 1, 2001. Screening will begin immediately and continue until the position is filled.

The Film & Video Department is 30 years old, emphasizes Production and has a strong commitment to teaching. The Department includes 1900 + student BA program in Filmmaking, Animation and Video Production and a 100+ student MFA program in Screen Authorship with either Narrative Fiction or Documentary emphasis. There are 28 full-time faculty, 30 support staff and 93 working professionals who serve as part-time faculty.

The Chair provides educational vision as well as administrative and artistic leadership for a program noted for national and international achievement. Substantial experience in film/video production; strong and knowledgeable commitment to film education; knowledge of traditional and new production techniques an approaches as well as the ability to develop relationships with the ability to foster a cooperative atmosphere should be combined with budgetary and fund raising skill.

Columbia College is an urban, open admissions institution of 9,000+ undergraduate and graduate students emphasizing arts and communications in a liberal education setting.

We offer a competitive salary and excellent benefits package. Minority and Women applicants are especially encouraged to apply.

Submit resume and statement of teaching philosophy to:

Lauer, Sbarbaro Associated & EMA Partners International
Attn: Chair for Film/Video
30 North LaSalle, Suite 4030
Chicago, IL 60602
T: 312-372-7050
F: 312-704-4393
E-mail: sbarbs@aol.com

RIO HONDO COLLEGE,
Whittier, CA

Come Join Us!

RIO HONDO COLLEGE, Whittier, CA, is currently seeking highly motivated professionals to join our team.

Dean, Communications & Languages • CD:02-13-01
Dean, Matriculation • $81,708 - $99,552 • CD:02-13-01
Dean, Student Learning Support • CD:02-12-01

FACULTY FULL-TIME

Design • $39,096 - $57,351 • CD:02-09-01
E-Commerce • $38,885 - $57,351 • CD:02-13-01
Special Developmentally Delayed Learner • $39,096 - $57,351 • CD:02-12-01

CLASSIFIED MANAGEMENT

Director, Financial Aid/Veterans' Services • $66,420 - $80,916 • CD:1-19-01
Director, Small Business Development Center • $70,476. - $85,824 • CD:1-19-01

Call (562) 908-3405 Human Resources EEO

Education

DEAN OF LEARNING RESOURCES

Reporting to the Vice President for Educational Affairs, the Dean is responsible for providing administrative organization and leadership to departments including the library, academic support services (tutoring and testing), educational technology (academic computing and audio visual), and instructional development. This position requires a Master's degree from an ALA accredited program and Learning Resources Center administrative experience in higher education. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of reference and official degree transcripts by January 26, 2001. For application/information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us.

COLLEGE OF LAKE COUNTY
Human Resources
19351 W. Washington Street
Grayslake, IL 60030-1198

EOE/AA/M/F/D/V
www.clc.cc.il.us

American Council on Education

ACE

PRESIDENT

The Executive Committee of the Board of Directors invites nominations for and expressions of interest in the position of President.

The American Council on Education, located in Washington, DC, is responsible for leading and unifying the public voice of the American higher education community. The President is the principal national spokesperson for all of higher education and provides leadership in defining issues and in seeking consensus in key policy areas.

The next President will have served in a leadership position in higher education, either within the academy as a college or university president or in an equivalent position of comparable responsibility.

The search is underway and will continue until the position is filled. The Board anticipates an appointment by summer 2001. For most careful consideration, please submit, in confidence, nominations and expressions of interest by January 15, 2001 to:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney Executive Search
Education Practice
333 John Carlyle Street
Alexandria, VA 22314

Phone: 703/739-4613
Fax: 703/518-1782
Email: shelly.storbeck@atkearney.com

ACE is an equal opportunity, affirmative action employer and actively solicits applications by and nominations of women and minority candidates.

University of Delaware
School of Education

The School of Education at the University of Delaware will hire six tenure-track faculty for Fall 2001. With over 1,000 undergraduate majors and 300 graduate students, the SOE is the largest academic unit in the College of Human Services, Education, and Public Policy. Admission to undergraduate or graduate study is selective, and all our Ph.D. students and some Masters students receive substantial fellowship and assistantship support. The number of tenure-track faculty is approaching 50, including four named professors and numerous recipients of fellowships, grants, and national awards (for detailed information on individual positions, visit our website: http://www.udel.edu/educ/jobs/positions.html). We are implementing and studying progressive models of field-based and community-sensitive teacher education and professional development in cooperation with nearby urban, rural, and suburban communities. Funds available for professional travel, for technology, and for research are exceptional. The School of Education incorporates The College School, a school for children with learning difficulties of elementary school age, which also serves as a practicum and research site. Research and service centers link the School of Education with Delaware educators, build on faculty teaching and research expertise, and forge close ties with regional public/charter, private, and professional development schools and community agencies. *Address questions about the positions described below to the appropriate search committee chairs or to Dr. Christopher M. Clark, Director, School of Education, 115 Willard Hall Education Building, Newark, DE 19716-2922.*

Literacy Education: Two positions, both Assistant Professor. We seek candidates of exceptional scholarly promise who are strongly commited to teacher education. We are particularly interested in candidates with expertise in K-8 literacy research in areas such as cognitive processes in reading, writing, emergent and beginning literacy, research related to cultural diversity and urban contexts, intervention to prevent and correct reading difficulties, and/or literacy instruction for non-native speakers of English.

Applicants must have an earned doctorate in literacy or a related field. Major responsibilities include teaching undergraduate and graduate courses in areas such as reading, writing, and content area literacy; advising masters and doctoral students with emphases in literacy; and supporting collaborations and school-community-university partnerships in teacher education reform and research. At least one position will carry a paid appointment with the Delaware Center for Teacher Education to strengthen the professional development of Delaware teachers.

Interested persons should send a letter of application, curriculum vitae, teaching evaluations, two scholarly papers, and three letters of reference to: **Kathleen Minke, Ph.D. and Gwynne Ellen Ash, Ph.D., Literacy Search Committee Co-Chairs, 133D Willard Hall Education Building, Newark, DE 19716-2922.** Review of applications will begin on **December 15, 2000**; completed applications are due **January 8, 2001.**

Mathematics Education: Two positions, one Associate/Assistant and one Assistant Professor. Opportunities to participate in the NSF funded Mid-Atlantic Center for Mathematics Teaching and Learning and the state supported Mathematics and Science Education Resource Center. Preference will be given to candidates with a vigorous research program, a strong mathematics background, and school experience.

For both positions, a doctorate in mathematics education or a related field is required. A strong publication record is expected for appointment as Associate Professor. Responsibilities include teaching undergraduate and graduate courses, conducting and supervising research, and service to the university and profession.

Applicants should send a letter of application, vita, two scholarly papers, evidence of teaching effectiveness, and three letters of reference to: **Diana Wearne, Search Committee Chair, 103E Willard Hall Education Building, Newark, DE 19716-2922.** Review of applications will begin **December 15, 2000**; completed applications are due **January 8, 2000.**

Multicultural Education: One position, Assistant Professor, to conduct research and teach in the area of cultural diversity as related to education. Responsibilities include designing and teaching undergraduate and graduate courses in cultural diversity and multicultural education required in our teacher education program, and the conduct of a promising program of scholarly inquiry in multicultural studies. Preferred qualifications include research and/or teaching experience with educators or K-12 school populations. Earned doctorate may be in fields such as educational studies, ethnic or gender studies, history, anthropology, sociology, psychology, or linguistics.

Please send a vita, three letters of recommendation, a scholarly writing sample, and evidence of teaching effectiveness to: **Dr. Carol Wong, 134A Willard Hall Education Building, Newark, DE 19716-2922.** Review of applications will begin **December 15, 2000**; completed applications are due **January 8, 2000.**

Educational/Developmental Psychology: One position, Assistant Professor. Applicants must have a doctoral degree in Educational Psychology or Human Development and be prepared to teach undergraduate courses in human development and school learning and graduate courses in their area of specialization. An excellent research program in an area relevant to education and schooling is crucial. The candidate must be qualified to supervise graduate and undergraduate research and collaborate with teachers and schools on common problems.

Candidates should send an application letter stating their teaching and research interests, a vita, three letters of reference, and samples of their professional writing to: **Dr. Nancy C. Jordan, Educational/Developmental Psychology Search Committee Chair, 303D Willard Hall Education Building, Newark, DE, 19716-2922.** Review of applications will begin **December 15, 2000**; completed applications are due on **January 8, 2001.**

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The University of Delaware is an Equal Opportunity Employer that encourages applications from minority group members and women.

CREIGHTON UNIVERSITY

Dean, College of Arts and Sciences
Creighton University

Creighton University invites applications and nominations for Dean of its College of Arts and Sciences. The College seeks candidates with distinguished academic records and significant administrative experience. The successful candidate will embrace the University's Catholic and Jesuit mission and values, be committed to excellence in the pursuit of truth in all its forms, possess an interdisciplinary and integrative vision of education, and be able to strengthen the college's alumni and resource development relationships.

Candidates for the position must have an earned doctorate and a record of teaching and scholarship appropriate for appointment as a full professor in one of the College's departments. A letter of interest, complete curriculum vita and four letters of reference should be sent to

Dean Patrick Borchers
Chair of the Arts
and Sciences' Dean Search Committee
School of Law
Creighton University
2500 California Plaza
Omaha, NE 68178-0308

Review of applications will begin immediately after the deadline of January 8, 2001 and continue until the position is filled. Position is available beginning July 1, 2001.

Illinois State University, Normal/Bloomington

Department of Communication invites applications for a full-time position for an academic advisor, preferably to begin August 16, 2001. The successful applicant will be expected to provide academic and career advisement to undergraduate students and teach selected courses in the undergraduate curriculum. A Master's degree in communication, prior advising or counseling experience, and the ability to work one-on-one with undergraduate students, including international students, is required. Advising experience in the new general education program, interest in developing student assistance initiatives, experience in student recruitment, and knowledge of university and departmental policies are desirable. Candidates must be available to begin work August 16, 2001. Initial review of applications will begin December 20, 2000, and will continue until the position is filled. To assure full consideration, send a letter of application, vita, copies of transcripts and three letters of recommendation by December 20, 2000 to:

Dr. Mark Comadena
A/P Academic Advisor Search Committee
Illinois State University
Campus Box 4480
Normal, IL 61790-4480

Illinois State is an equal opportunity/ affirmative action university encouraging diversity

Indiana University South Bend
South Bend, Indiana

IUSB

Indiana University South Bend invites applications and nominations for the position of Dean of the School of Business and Economics. This tenured, 12-month appointment begins July 1, 2001, and no later than August 15. The School has recently achieved AACSB reaffirmation and currently seeks an energetic individual with the drive to lead the School to its goal of becoming a premier regional School of Business and Economics. The Dean is the chief academic officer of a School that includes the disciplines of Accounting, Business Law, Economics, Finance, Information Systems and Decision Sciences, Management, and Marketing.

The School is one of IUSB's strongest units, comprised of 600 undergraduate and 200 graduate students. Besides undergraduate degrees, the School offers the MBA and M.S. degrees in Accounting and in Management of Information Technologies. The 35 full-time faculty members include those with national and international reputations.

Qualifications of the successful candidate will include:

- Earned doctorate or appropriate terminal degree.
- High-quality teaching experience and significant nationally or internationally recognized scholarship to merit the rank of Professor with tenure in one of the disciplines within the School.
- Demonstrated excellence in oral and written communication.
- Successful leadership in graduate/undergraduate academic program development and student recruitment/retention, including international students.
- Success in building community and business partnerships, including external fund-raising.
- Sensitivity to the need for diversity on the campus, including cultural and racial diversity.

Salary is competitive and based on experience; benefits are among the most generous in higher education. To ensure full consideration, applications should be postmarked by **January 6, 2001.** Interested persons are asked to submit a letter of application, a curriculum vitae, and the names, addresses, and telephone numbers of at least three references. Candidates may include other items, such as a statement of their philosophy concerning teaching, research and service or a description of their administrative style. Finalists may be asked to submit additional information.

Review of applications will begin **January 10** and continue until the position is filled. Applications should be submitted to the attention of:

Dean Miriam Shillingsburg, Chair
Search Committee for Dean of the School of Business and Economics
Office of Academic Affairs
Indiana University South Bend
P.O. Box 7111, South Bend, IN 46634-7111

ALSO
IUSB IS SEEKING QUALIFIED APPLICANTS
FOR THE FOLLOWING POSITIONS:

ARTS	Assistant Professor of Theatre
BUSINESS & ECONOMICS	Assistant Professor of Human Resources Management Assistant Professor of Decision Sciences Assistant Professor of Decision Sciences (subject to budget approval)
ENROLLMENT MANAGEMENT	Director of Financial Aid
LIBERAL ARTS & SCIENCES	Assistant Professor of Cell Biology Assistant Professor/Associate Professor of Computer Science Visiting Lecturer in Computer Science (Spring 2001 semester) Assistant Professor of Spanish Lecturer in Spanish Asst. Professor of Experimental Psychology Asst. Professor of Social Psychology
LIBRARY	Head of Library Information Technology
NURSING & HEALTH ROFESSIONS	Lecturer in Dental Education Clinical Lecturer in Nursing
S P E A	Asst. Professor of Public & Environmental Affairs (Criminal Justice/Law Enforcement) Asst. Professor of Public and Environmental Affairs (Economics-Health Care)

Appointments to start summer 2001. For more information about any of these positions, contact **Dr. Alfred J. Guillaume, Jr., Vice Chancellor for Academic Affairs, Indiana University South Bend, 1700 Mishawaka Ave., P.O. Box 7111, So. Bend, IN 46634-7111.**

IUSB is a comprehensive state institution that offers almost 100 degree and certificate-granting programs to 7,200 students. IUSB serves the urban, suburban, and rural communities of north central Indiana and southwestern Michigan and has a significant international student body. It is the third largest of Indiana University's eight campuses. Besides vibrant local cultural and social activities, including museums, galleries, performances, and recreational opportunities, IUSB enjoys easy access to Chicago and is within driving distance of the top universities of the Great Lakes states. The cost of living is one of the most reasonable in the country.

IUSB is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, applicants with disabilities, and members of other under-represented groups. An

AA/EEO employer.
Visit www.iusb.edu for information on the campus.

THE COLLEGE OF NEW JERSEY

RESIDENT DIRECTOR
10 Month Position

The College of New Jersey is a highly selective, comprehensive residential institution and has been recognized as one of the outstanding colleges in the country. The campus is located on 289 tree-lined acres in suburban Ewing Township between New York and Philadelphia.

Residence Life is currently seeking candidates for the position of Resident Director. **Responsibilities:** manage residence area housing 500-700 students; supervise a broad staff of student para-professionals in providing excellent services, programs and support to residents; administer first level judicial response to behavioral concerns; take part in duty rotation; serve on divisional committee(s) as assigned; function as liaison to facilities and assignments staff; advise hall council; balance high level administrative duties with supervision and student development. **Requirements:** MA in student personnel or related field; excellent communication and supervisory skills; commitment to student development and diversity; 1 to 3 years full-time experience preferred.

Starting salary: $26,632.89 per year. Position offers an on-campus apartment, meal plan while The College is in session, and excellent state benefits. Applications will be accepted until the position is filled. Please forward letter, resume and three references to: Mr. Patrick Roger-Gordon, Program Coordinator, Residence Life, The College of New Jersey, P.O. Box 7718, Ewing, New Jersey 08628-0718. For complete position details, please visit our web site at www.tcnj.edu/~reslife/candhome.htm. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DEPARTMENT OF KINESIOLOGY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

The Department of Kinesiology at the University of Illinois at Urbana-Champaign is seeking qualified applicants to fill a tenure-track position at the Assistant Professor level in the pedagogical aspects of physical activity. Applicants will be required to demonstrate a research commitment to the developmental aspects of physical activity across the lifespan. In addition, candidates will be expected to seek extramural funding; teach in the undergraduate and graduate programs; advise and direct graduate and undergraduate student research; participate in curriculum development; develop collaborative relationships with teachers in the public schools; and provide service at the university, state, and national levels. Qualifications include an earned doctorate and evidence of scholarly activity is essential. Post-doctoral and teaching experience at the public school and university levels is desirable. Salary is remuneration will be commensurate with experience and qualifications. To assure full consideration, a letter of application, vita, and three letters of recommendation should be submitted by February 01, 2001. The appointment will be effective August 21, 2001. Interviews may be conducted before the closing date, but all applications will receive full consideration and the final decision will not be made until after that date. Application materials should be sent to:

Dr. Kim C. Graber, Chair of Search Committee
Department of Kinesiology
University of Illinois at Urbana,-Champaign
127 Louise Freer Hall
906. S. Goodwin Avenue
Urbana, IL 61801

THE UNIVERSITY OF ILLINOIS IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

Dowling College

PRESIDENTIAL SEARCH

The Board of Trustees of Dowling College invites applications and nominations for the position of President, with duties commencing on July 1, 2001.

Dowling College is an independent, comprehensive coeducational college located in Oakdale, Long Island, NY. With a full-time and part-time faculty of 450 serving approximately 6,000 undergraduate and graduate students, it is an institution with a rich liberal arts and professional school heritage.

Dowling College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. All degree programs are authorized and approved by the New York State Education Department. Additionally, Dowling College's School of Business is accredited by the International Assembly for Collegiate Business Education (IACBE), and the School of Aviation and Transportation is accredited by the Council on Aviation Accreditation (CAA).

The Board of Trustees seeks a leader with the personal and professional ability to articulate the value and importance of a liberal arts and professional education; a commitment to teaching, learning and scholarship; demonstrated management and leadership experience; proven ability to set a clear, positive agenda for the institution; a collaborative style that encourages creative thinking and teambuilding; the capacity to ensure vigorous fund raising; an enthusiasm for engaging in all aspects of institutional growth; and keen judgment relating to financial management and strategic planning. A terminal degree is preferred but candidates with a record of success in the administration of higher education or multi-faceted institutions will also be considered.

The Presidential search committee will begin screening applications on December 19, 2000 and continue until an appointment is made. All nominations and applications accompanied by a letter of interest, curriculum vitae and the names of three professional references should be sent to:

Dr. Linda Ardito, Chair
Presidential Search Committee
c/o Maureen Volpe
Office of the Provost
Dowling College
Idle Hour Boulevard
Oakdale, NY 11769-1999

For additional information contact:

Dr. Jamie Ferrare or Dr. Tobie van der Vorm of the Academic Search Consultation Service at: jpf@academic-search.org and ptv@academic-search.org or (202)332-4049.

Interested persons are encouraged to visit the Dowling website at:
www.dowling.edu.

Dowling College is an equal opportunity employer.

ANTICIPATED TENURE TRACK FACULTY OPENINGS

FALL 2001

Manhattan College is an independent Catholic coeducational institution in the Lasallian tradition located in the Riverdale section of NYC.

All the positions are Tenure Track Asst./Assoc. Professor and require an earned Ph.D. unless otherwise indicated in ad description. Please submit a letter of application, C.V., statement of teaching philosophy, and three letters of recommendation by deadline date to the appropriate Chair. Applications will be accepted until positions are filled. Please see individual positions for other requirements. All positions require a strong commitment to excellence in teaching as well as serving a diverse urban population. Candidates should be adept at integrating computers into the curriculum.

BIOLOGY - GENETICIST/MOLECULAR BIOLOGIST - Teach intro genetics course and upper-division course in molecular biology. The Biology Dept is a joined dept with the College of Mt. St. Vincent. **Deadline 12/15/00: Dr. William A. Tramontano, Chair, Dept of Biology; FAX: (718)862-7946; Email: wtramont@manhattan.edu**

COMPUTER INFORMATION SYSTEMS - Prior teaching experience preferred. **Deadline 12/15/00: Dr. James Suarez, Dean, School of Business.**

COMPUTER SCIENCE - ABD will be considered, as well as Ph.D. in a closely related field with recent M.S. in Computer Science. **Deadline 1/15/01. Search Committee, Dept of Mathematics and Computer Science, School of Science.**

ECONOMICS AND FINANCE - Two faculty positions in Economics. Candidates must have teaching and publications exp. Teach at undergraduate level and conduct research. Preferred areas of teaching include economics theory, statistics, money & banking, public finance and other related areas. Salary commensurate with qualifications. **Deadline 12/1/00. Dr. Farg [illegible], Chair, Economics and Finance.**

EDUCATION-ASST PROF. - ELEMENTARY GENERALIST - Earned doctorate preferred, ABD considered, 3 yrs appropriate teaching exp required, college level teaching exp preferred with commitment to instructional technology. Preference given to candidates who can teach literacy, integrated methods, and supervise student teachers. **Deadline 12/15/00. Dr. Gloria Wolpert, Search Committee Chair, School of Education and Human Services.**

MANAGEMENT/MARKETING - (2 positions)

1. Teach undergraduate courses in Human Resources Mgmt., Intro. To Mgmt., Strategic Mgmt., Organizational Environments and Public Policy. Earned doctorate in Organizational Behavior, Human Resources or International Management required.
2. Teach undergraduate core courses in Operations and Quality Management, but the candidate should be enough of a management generalist to teach the other management core courses (see above position). Earned doctorate in management required along with the ability to maintain a level of scholarship commensurate with rank and with the School of Business's commitment to AACSB accreditation. **Deadline 12/1/00. Dr. Carolyn E. Predmore, Chair, Management/Marketing Dept., School of Business.**

MATHEMATICS - Prior teaching exp preferred. **Deadline 1/15/01. Search Committee, Dept of Mathematics and Computer Science, School of Science.**

PHILOSOPHY - Two positions available to teach modern to contemporary European philosophy, ethics and/or logic. Broad background in Greek and Roman humanities desired as well as current cultural studies. Ph.D. in hand by 9/1/00. Prior teaching experience preferred. **Deadline 12/15/00. Professor Rentaro Hashimoto, Chair, Dept of Philosophy.**

PHYSICAL EDUCATION - Comprehensive professional prep program seeking indiv with ability to teach a variety of professional preparation courses. Strong adapted Phys Ed bkgd pref'd. Must be able to teach a few Phys Ed skills courses. **Deadline 2/15/01. Dr. Shawn Ladda, Chair, Search Committee.**

MANHATTAN COLLEGE
Riverdale, New York 10471
Women and minorities encouraged to apply.
We are committed to a diverse workforce.
An AA/EO Employer M/F/D/V

MOUNT SAINT MARY COLLEGE

Education: Assistant professor, begins 9/01.

Required: doctorate in one of following areas: elementary or secondary inclusion, literacy education, or teaching English to speakers of other languages. **Preferred:** recent teaching experience with pupils with/without disabilities. Responsibilities include teaching graduate and undergraduate teacher education courses with emphasis on methods and curriculum planning. Send resume, transcripts and three letters of reference by 1/8/01 to:

Dr. Joan Miller
Mount Saint Mary College
Newburgh, NY 12550

AA/EOE

Hood College

PRESIDENT

The Board of Hood College announces the search for a President to assume office in 2001. Nominations and expressions of interest should be forwarded to:

Ed DelGiorno
Chair, Search Committee
Hood College
401 Rosemont Avenue
Frederick, MD 21701

Hood College subscribes to a policy of hiring only individuals legally eligible to work in the United States. *Women and minorities are encouraged to apply. EOE.*

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Reading Recovery® Trainer/Director, Early Literacy Center
OR Reading Recovery® Trainer in Training

Southeast Missouri State University

POSITION: Reading Recovery® Trainer (RRT)/Director, Early Literacy Center (DELC) OR Reading Recovery® Trainer in Training to become RRT/DELC after a year of training at The Ohio State University or Texas Woman's University. This tenure-track position is in the Dept. of Elementary, Early and Special Education. Application review will begin Jan. 30, 2001 and continue until March 30, 2001 or until the position is filled. Position available: August 1, 2001.

RESPONSIBILITIES: The RRT/DELC will assume the responsibilities as outlined in the RRCNA Standards and Guidelines for Trainers Beyond the Training Year and will conduct and publish research in early literacy and coordinate with two early literacy projects. The RR Trainer in Training will assume the responsibilities as outlined in that same RRCNA document for that category.

The RRT/DELC must have an earned doctorate and have successfully completed educational requirements of an RRT. Successful experience as an RRT is preferred. The RR Trainer in Training must have an earned doctorate. A strong background in early literacy education is preferred. All applicants must have a minimum of 3 years classroom teaching or related experience and commitment to a research, publication and presentation agenda. Excellent leadership and interpersonal skills are also required. Demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment required.

SALARY: Highly competitive based on qualifications.

Résumé, graduate transcripts (photocopies accepted), and names, addresses, and phone numbers of 3 references should be forwarded to:

Jeanine Larson Dobbins, Chair - Search Committee
Dept. of Elementary, Early and Special Education
Southeast Missouri State University
One University Plaza, MS 5575
Cape Girardeau, MO 63701
(573) 651-2114

For more information visit our website at: **www2.semo.edu/readingrecovery**

Director, Teacher Education Division
School of Education, The University of Kansas

Full-time, tenured faculty position with administrative appointment. Coordinates all aspects of Division operations including program development and evaluation, student assessment, admissions, and licensure. Participates in the evaluation of faculty performance in the Division and contributes to recommendations for merit raises within the School. Collaborates with Division faculty to advance scholarship related to teacher education and to secure outside resources. Teaches one course per semester within the Division. Collaborates with representatives of the four academic departments of the School of Education. **Required qualifications:** Earned doctorate; current tenure at a university; record of teaching, scholarship and service appropriate for a tenured member in one of the School of Education's four departments; experience in teacher education; experience in program development and evaluation; K-12 experience. **Preferred qualifications:** Experience in higher education administration; demonstrated qualities essential to administering a Division within a School; record of securing external funding; experience with accrediting agencies. To Apply: Submit letter of interest, vita, graduate transcripts, three letters of reference, and up to three publications to:

TED Search Committee
The University of Kansas School of Education
210 Joseph R. Pearson Hall
1122 West Campus Road
Lawrence, KS 66045

Initial review of applications will begin on February 1, 2001
and will continue until the position is filled.

See <www.soe.ukans.edu> for complete description.
EO/AA employer.

RICHARD STOCKTON COLLEGE OF NEW JERSEY

DEAN
FACULTY OF NATURAL SCIENCES AND MATHEMATICS

Stockton College is an innovative, residential, liberal arts and science college with a student body of 6000 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia, and 2-1/2 hours from New York City. Stockton College has a national reputation for academic excellence and innovation. It is recognized by the Carnegie Foundation, US News and World Report, and Kiplinger as a nationally ranked liberal arts institution. The College has a particularly strong record in science and mathematics education: it produces 30% of the total science and math graduates of New Jersey's eight state colleges, has implemented a quantitative reasoning across the disciplines program funded by both the National Science Foundation and The American Council of Learned Societies, and its Environmental and Marine Science programs have been recognized by Education for the Earth as among the 100 best programs of their type in the country.

The Faculty of Natural Sciences and Mathematics consists of 52 full-time faculty and offers majors in Biology, Biochemistry and Molecular Biology, Chemistry, Environmental Studies, Geology, Marine Science, Mathematics, and Physics. There is a tradition of student-faculty research. The college maintains articulation agreements or dual-degree programs with a variety of engineering, medical, and veterinary schools.

In addition to its on-campus laboratory and computing facilities, the College operates an observatory, a geothermal research facility and the Nacote Creek Marine Science and Environmental Field Station located on an estuary of Great Bay approximately 10 miles from campus. Among its programs for students in the K-12 sector, each summer the College hosts the Governor's School on the Environment for academically talented high school seniors. Many faculty are involved in a program to provide tutoring in the sciences to area middle school students for enrichment and to enhance the likelihood of overall academic success.

The Dean manages the Division; exercises curricular leadership; develops and administers the budget; oversees lab, field, and research facilities; monitors faculty development; manages faculty recruitment; participates in overall academic planning; and facilitates contacts with industry, government, and other institutions. The Dean reports to the Vice President for Academic Affairs. The position is managerial and does not carry academic rank or tenure.

QUALIFICATIONS

- A Ph.D. or equivalent in one of the disciplines within the Division
- An academic record that would merit appointment at the rank of Full Professor
- Five years of academic administrative or equivalent experience
- Five years undergraduate classroom teaching experience and a strong commitment to excellence in teaching
- An understanding of the role of scholarship and service in undergraduate liberal arts education
- An appreciation of the human, physical and technological resources necessary to support natural sciences and mathematics.

The position is available July 1, 2001. Salary is competitive and based on qualifications and experience. Screening will begin January 15, 2001, and will continue until the position is filled. Applications must include a letter of interest and a curriculum vitae. Applicants should submit the names and telephone numbers of three (3) references to the address below.

Nominations and application letters addressing the qualifications outlined above should be sent to **Dr. David L. Carr, Vice President of Academic Affairs, Natural Sciences and Mathematics Dean Search, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.**

The Richard Stockton College of New Jersey is an AA/EOE employer.
Women and minorities are strongly encouraged to apply. R012092

SALT LAKE COMMUNITY COLLEGE

FACULTY POSITIONS, FALL 2001

Utah's Salt Lake Community College is located at the foot of the beautiful Wasatch Mountains in the state's capital city. Some of the country's best skiing, rock climbing, fishing, and other outdoor experiences are only minutes away. Salt Lake City is an exciting cosmopolitan area offering an array of symphony, ballet, opera, jazz, theater and professional athletic events.

The College is a multi-site, urban comprehensive community college which enrolls over 54,000 credit and non-credit students. Beautiful facilities, small student-centered classes, and excellent teaching are some of the characteristics of the College.

Applications are being accepted for the following full-time tenure track faculty positions available fall semester 2001. Competitive salary and excellent benefits. Bachelor's or Master's degree or appropriate related credentials and experience required. Please request a copy of an individual position announcement for specific requirements and details. Position announcements are also available on the World Wide Web.

Full-Time Faculty Positions

American Sign Language/Interpreter Training
Chemistry
Computer Science
Developmental Writing (2 positions: 1 Fall 2001, 1 Spring 2002)
Engineering/Computer Science emphasis
English
Marketing
Mathematics (1-2 positions)
Physics
Political Science

APPLICATION PROCESS: Applications are due January 5, 2001. Applicants will be notified by mail or telephone regarding the status of their application. Each position requires a separate set of application materials. To be considered for employment, please submit an official Salt Lake Community College application, cover letter, resume/vita, transcripts (unofficial photocopies are acceptable until hiring), and three current letters of recommendation. Send completed application and supporting materials to:

Salt Lake Community College, Human Resources, P.O. Box 30808, 4600 South Redwood Road, Salt Lake City, UT 84130; Telephone: 801-957-4210; TTY: 801-957-4692; Fax: 801-957-4721; www.slcc.edu/hr/hr.htm.

Equal Opportunity/Affirmative Action Employer

Southern Connecticut
State University
SCSU

EXERCISE SCIENCE DEPARTMENT
SCHOOL HEALTH PROGRAM

Position: Assistant Professor, Tenure Track, Department of Exercise Science, School Health Program, Southern Connecticut State University

Qualifications: Earned doctorate in School Health/Health Education;
experience teaching health in public schools required;
successful experience with performance based education;
understanding of current health curriculum and issues in K-12 education; active in research and evidence of successful teaching, Rapport with students, collaboration with peers in the field; and Committed to a holistic view of health and wellness.

Responsibilities: Teaching graduate and undergraduate courses in School Health Education, advising students, developing partnerships and conducting action research with public schools, providing leadership in the State For School Health Education, working closely with faculty in other Departments of the School of Education and cooperating with health related units throughout the University.

Salary: Commensurate with qualifications.

Deadline: Screening will commence February 1, 2001 and continue until the position is filled.

Effective Date: August, 2001

School Health Program: The School Health Program at Southern Connecticut State University is the only graduate School Health Program in the State. It offers a program leading to the M.S. degree as well as Connecticut State Certification in School Health. An undergraduate service course, required for all education majors, is also taught as well as an undergraduate minor in School Health.

Application: Send letter of application, resume, three letters of recommendation and transcripts to:

Patricia Rukowicz
Search Committee Chair
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-1355

Southern Connecticut State University is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, and members of underrepresented groups. EOE/AA Institution

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ASSISTANT/ASSOCIATEPROFESSOR
PHARMACOLOGY & TOXICOLOGY

THE UNIVERSITY OF KANSAS

Applications are invited for a tenure-track position as an Assistant/Associate Professor of Pharmacology & Toxicology in the School of Pharmacy. The Pharmacy School at the University of Kansas ranks fourth nationally in NIH research funding among all such schools. The Department is recruiting a faculty member possessing a Ph.D., M.D., or equivalent degree whose research focus is based on genetic and/or molecular approaches to neuronal signal transduction, neurotoxicology, or neuropharmacology. Applicants with expertise in functional genomics or the development of transgenic animal models are also strongly encouraged to apply. Applicants for an Associate Professor should have an externally funded research program. All faculty are expected to participate in collaborative research projects and teach at the graduate and undergraduate levels. Excellent core facilities exist including those for DNA sequencing, protein analysis, peptide synthesis, fermentation, cell culture, hybridoma production, confocal and electron microscopy, molecular modeling, NMR, mass spectroscopy, X-ray crystallography and a conveniently located, spacious, low-cost animal care facility. Under-represented minorities and women are encouraged to apply. Send curriculum vitae, a description of research plans, and the names of 3 references to:

Dr. Rick T. Dobrowsky
Dept. of Pharmacology & Toxicology
Univ. of Kansas
5064 Malott Hall
Lawrence, KS 66045-2505
e-mail: **dobrowsky@ukans.edu**

Review of applications begins Jan 16, 2001
and will continue until the position is filled.

The University of Kansas is an Equal Opportunity Employer.

FULL TIME POSITIONS

The Division of Adult & Continuing Education at Borough of Manhattan Community College serves over 8,000 students annually with a full-time staff of over 60 professionals. The Division offers a broad array of non-credit programs including: adult literacy, ESL, GED, college prep, technology training, community personal and professional development, and programs serving public assistance recipients, dislocated and underemployed workers and immigrants. A newly established cutting-edge workforce development operation provides assessment, certification, training and career guidance under one umbrella.

ASSOCIATE DEAN - DIVISION OF ADULT & CONTINUING EDUCATION

Candidate will have a broad range of fiscal and programmatic responsibilities affecting all areas of divisional operation. Major areas include supervision of senior staff, establishment of program policies and priorities, and monitoring budgets. This individual will also help develop collaborative partnerships with various groups and organizations to enable a rapid response to community and business needs. Master's degree. Minimum of eight years experience in higher education or comparable setting, with at least four years of high-level supervisory/management experience. Must have a broad understanding of technologies and trends in non-traditional, life-long and distance learning education, excellent communication, public speaking, interpersonal and organizational skills. Entrepreneurship, risk-taking capacities, creativity, high energy, initiative, negotiating and teambuilding skills are musts. Salary: $77,500/A-$109,000/A commensurate with qualifications and experience. Vac.#651.

ASSISTANT DIRECTOR - DIVISION OF ADULT & CONTINUING EDUCATION

Responsible for all projects and programs in the area of Continuing Education. Initially responsible for all technology offerings including program formats and schedules, student and faculty recruitment, supervision of faculty, curriculum review, ordering of equipment and materials. Other areas of responsibility include, but are not limited to, business outreach, grant programs, community outreach. A Bachelor's degree and minimum two (2) years working with Web, Telecommunications and computer assisted instruction in a teaching environment. Must have working knowledge of networking, web authoring, distance education (video conferencing and web), and an understanding of high end, new millennium technologies. The candidate should also have some marketing experience. The successful candidate will be high energy, highly self-motivated, creative, quick thinker, flexible and possess the ability to work independently as well as part of a team. Salary: $45,000/A - $55,000/A. Vac.#G360.

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY 12/31/00 TO:

BMCC

Dean Michael Haynes
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street S710, New York, NY 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERIFICATION REQUIRED - NO PHONE CALLS, PLEASE

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SDSU

DIGITAL RESOURCES / SERIALS LIBRARIAN

San Diego State University Library and Information Access is creating a new unit to collaborate on all aspects of serials operations. A motivated and creative Digital Resources/Serials Librarian will provide leadership in developing a serials team that is responsive to a continuously changing environment. The successful candidate will oversee all aspects of library serials operations including identification, acquisition, retention, licensing, cataloging/access, faculty liaison, and public service with serials in all formats. Complete duties and responsibilities of this are available at: <http://libweb.sdsu.edu/positions.html> or the address below

Qualifications:

Required: Ability to manage and exercise leadership in a rapidly changing technological environment. Ability to foster teamwork among all levels of staff. Demonstrated leadership and supervisory experience. Excellent oral and written communication skills. Evidence of innovative application of cataloging principles to enhance public access. Knowledge of current trends in cataloging with a web-based integrated library system. Evidence of a commitment to maintain knowledge of developments in serials management and ability to apply this knowledge in the planning, evaluation and implementation of new services. Demonstrated customer service orientation and ability to address the needs of students, staff, colleagues, teaching faculty, and the research community in a dynamic and culturally diverse environment. ALA-accredited degree or equivalent foreign degree and experience working with serials and/or electronic resources in a research library. Potential for meeting the requirements for tenure and promotion under the Library's criteria for library service effectiveness, professional growth, and service for the University and the community. **Preferred:** Experience in negotiating contracts and licenses for electronic journals with vendors and aggregators. Knowledge of copyright and its impact on electronic journals and resources.

This is a full-time, twelve month, tenure track faculty position. Appointment at rank of Senior Assistant Librarian or Associate Librarian, salary range: $46,488-$74,352, depending on experience. Excellent benefits package, including 24 days annual vacation.

San Diego State University serves an ethnically diverse student body of 30,000 students and 2,200 faculty members, and offers bachelor's degrees in 76 areas, master's in 59 and PhD's in 11. Additional information is available at: <http://www.sdsu.edu/>. **Library and Information Access** has a collection of over one million volumes, a materials budget of $2,600,000, provides access to numerous electronic resources, offers a variety of user-focused services, and supports state-of-the-art electronic classrooms. Library serial collections include 3442 periodical subscriptions, 1739 serial subscriptions, and 1548 electronic journals. The Library operates an Innovative Interfaces ILS. Additional information is available at: <http://libweb.sdsu.edu/>.

Send letter of application, resume, and at least five names of reference to:

Helen Henry
Director, Administrative Operations
Library and Information Access
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-8050

A duplicate may be submitted by email. Send to: **hhenry@mail.sdsu.edu**. Please indicate the position for which you are applying. To ensure full consideration, applications should be received by **January 26, 2001**, when the Appointment Committee will begin screening.

* * *

SDSU is an equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age, or disability. Women, ethnic minorities, and persons with disabilities are encouraged to apply.

CLARION
UNIVERSITY

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Clarion University of Pennsylvania

Clarion University of PA, one of 14 comprehensive public universities in the State System of Higher Education, invites nominations and applications for the position of Vice President for Finance and Administration.

Responsibilities: The Vice President is a senior management officer reporting directly to the President, a member of the President's Executive Council, and provides executive leadership for the university's financial and administrative operations, including business operations, financial planning, education/general and capital budgeting, facilities management and planning, human resources and labor relations, public safety, and contract management. The Vice President also works closely with the State System Office of Finance and Administration.

Qualifications: The successful candidate will possess at least five years executive experience in a position of responsibility for budget and fiscal management, preferably in higher education; a thorough working knowledge of modern fiscal management procedures; and successful managerial experience in two or more areas of responsibility within the Finance and Administration division. The successful candidate will also have a demonstrated record of successful leadership, a high level of energy, ability to communicate effectively with diverse constituencies, and a demonstrated commitment to social equity and cultural diversity. A master's degree in an appropriate area of specialization is required.

The University: Founded in 1867 and located in scenic Western Pennsylvania, Clarion University enrolls 6,200 students at its two campuses, one in Clarion and the other in neighboring Oil City. Committed to offering a substantial general education core and making the latest in technology available to its students in their majors, Clarion University offers associate, undergraduate, and graduate degrees. Academic programs are conducted through the College of Arts and Sciences, Business Administration, Education and Human Services, and the School of Nursing.

Applications and Appointment: Candidates for Vice President for Finance and Administration must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and email addresses). Candidates must complete a successful interview. Application materials and requests for additional information concerning the position should be addressed to: **Ms. Ann Jamison, Search Committee Coordinator, Office of the President, Clarion University, Clarion, PA 16214, ajamison@clarion.edu.** Applications received by **January 19, 2001,** will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment is effective July 1, 2001. Additional information is available at: **www.clarion.edu.**

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

UIC

University of Illinois at Chicago

VICE CHANCELLOR FOR RESEARCH

Nominations and applications are invited for the position of vice chancellor for research at the University of Illinois at Chicago (UIC).

UIC is the largest university in Chicago, with 25,000 students, 12,000 faculty and staff, 15 colleges and the state's major public medical center. The university, part of the three-campus University of Illinois system, has a $1 billion budget and $175 million in FY '99 research and development expenditures. The university's 100-building, 200-acre campus is located just west of downtown Chicago. UIC is in the midst of a major expansion that will add new academic buildings, research facilities and student housing, along with market-rate residential units and other improvements to the campus environment.

The vice chancellor for research reports to the chancellor of the Chicago campus and, on issues related to technology commercialization and associated economic development programs, to the University of Illinois' vice president for economic development and corporate relations.

The vice chancellor for research is responsible for the enhancement of excellence in research throughout the campus, and assuring academic integrity in research endeavors and compliance with federal, state and local regulations pertaining to research, including protection of human participants in research trials. The Office of the Vice Chancellor for Research also plays a facilitative role in such areas as development of research programs in departments and colleges, research centers, and collaborative research efforts involving extra-campus groups; acquisition and maintenance of multi-user and/or multi-disciplinary research equipment and facilities; seed funding of new research initiatives and faculty; technology transfer; technology commercialization and economic development; generating sponsorship for new research initiatives and facilities; pre-award sponsored research activities; negotiation of sponsored research contracts; and interdisciplinary research activities. Offices reporting to the vice chancellor include the Office of Technology Management, the Office for Protection of Research Subjects and the Office of Research Services.

The successful candidate will have academic/scientific experience in research and/or research management, background and achievements to qualify for appointment as a tenured professor, strong management capabilities and interpersonal skills and demonstrated experience in fostering research links between universities and outside entities, including industry.

UIC encourages applications from women, minorities and persons with disabilities.

Candidates are asked to supply a letter of interest and curriculum vitae. Review of applications and nominations will begin **January 2, 2001**, and continue until the position is filled. Send applications and nominations to:

Richard Magin, Chair
Search Committee for the Vice Chancellor for Research
Office of the Chancellor (M/C 102)
601 South Morgan Street
Chicago, Illinois 60607-7128
(312) 413-3393
(email: natsuko@uic.edu)

The University of Illinois is an affirmative action/equal opportunity employer.

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UNIVERSITY OF FLORIDA

College of Education
Faculty Positions

The School of Teaching and Learning, in the College of Education at the University of Florida, is seeking qualified individuals to fill two tenure track positions listed below. Both positions will require work in the context of a unified model of teacher education, involving partnerships with other departments in the College, especially Special Education; other units on campus, such as the College of Liberal Arts and Sciences; and the public schools. In addition to qualifications listed below, both positions require commitment to public education and an inclusive model of teacher education; ability and willingness to work collaboratively; an interest in the educational needs of a diverse population; and active involvement in professional organizations and activities. The School of Teaching and Learning, with over 75 tenured faculty, adjuncts, and teaching assistants, offers degrees in 12 specializations to an enrollment of more than 442 undergraduates and 406 graduates, including 85 doctoral students.

Assistant Professor, English to Speakers of Other Languages (ESOL). ***Responsibilities:*** Teach undergraduate and graduate classes in ESOL and bilingual, multicultural, and foreign language education; provide content leadership in teacher education programs, contribute to the development of graduate programs, conduct and publish research, provide service to public schools, and pursue external funding for training and research.

Qualifications: Required: Earned doctorate in applied linguistics, ESOL or multilingual-multicultural education; teaching experience in one of these fields; evidence of success in pre-service teacher education, evidence of scholarly potential. Preferred: Proven expertise in in-service teacher training; experience in conducting research and management of grants; background and proficiency in a language other than English. Salary negotiable. ***Beginning Date: August, 2001. Application Deadline: January 12, 2001.***

Assistant Professor, Educational Technology ***Responsibilities:*** Teach undergraduate and graduate classes in educational technology production; advise undergraduate and graduate students; conduct and publish research; collaborate with faculty to support the integration of technology; provide service to public schools; provide leadership in the production component of the Educational Technology program; and pursue external funding for training and research.

Qualifications: Required: Doctorate in educational technology or related field; expertise in multimedia production, digital editing, web product development and other technology-enhanced productions; K-12 and/or higher education teaching; evidence of scholarly potential. Preferred: Background in programming; background in systemic change and diffusion theory; ability to work collaboratively with colleagues; experience in conducting research and management of grants. Salary Negotiable. ***Beginning Date: August, 2001. Application Deadline: January 12, 2001.***

Letters of application should be accompanied by a resume; two representative samples of scholarly writing; other supportive material as appropriate; and names, addresses, and telephone numbers of at least three references whom you have asked to provide letters of recommendation. Send application materials by the deadline indicated above to:

Dorene D. Ross
Acting Director, School of Teaching and Learning
2403 Norman Hall, Box 117048
University of Florida 32611-7048

The University of Florida is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are welcome.

CLARION
UNIVERSITY

DEAN, COLLEGE OF BUSINESS ADMINISTRATION

Clarion University of Pennsylvania

Clarion University of PA, one of 14 comprehensive public universities in the State System of Higher Education, invites nominations and applications for the position of Dean, College of Business Administration

Responsibilities: The Dean of the College of Business Administration is responsible for all aspects of college leadership, planning, and operation including program development, enrollment management, recruitment and development of faculty and staff, academic standards, technology, facilities, and maintenance of AACSB accreditation. The dean has specific responsibility for maintaining the strong teaching orientation of the college through support of faculty professional development and scholarship appropriate to its mission within a collective bargaining environment. The dean is expected to play an active role in enhancing the external relations of the college through development of strong corporate relationships, collaborative programming, participation in regional economic development, fund raising, and community service.

Qualifications: The successful candidate will hold an earned doctorate in an appropriate business field and a demonstrated record of effective teaching and significant scholarship. Applicants should be able to demonstrate their administrative ability to address the needs of students and faculty, an understanding of the evolving nature of business curricula, clear knowledge of AACSB standards and their application, and the ability to provide leadership in a technologically advanced environment. Candidates must be able to demonstrate personal leadership and communications skills, creativity, enthusiasm, an ability to accomplish goals, and a willingness to work effectively with all constituencies. The successful candidate must have a commitment to establishing a diverse community and have a minimum of three years of experience as a departmental chairperson or assistant/associate dean or other administrative experience appropriate for the position.

The University and the College: Founded in 1867 and located in scenic Western Pennsylvania, Clarion University enrolls 6,200 students at its two campuses, one in Clarion and the other in neighboring Oil City. Committed to offering a substantial general education core and making the latest in technology available to its students in their majors, Clarion University offers associate, undergraduate, and graduate degrees. Academic programs are conducted through the College of Arts and Sciences, Business Administration, Education and Human Services, and the School of Nursing. Business degrees are offered at the associate, baccalaureate, and masters level (MBA) with undergraduate majors that include accounting, economics, finance, industrial relations, international business, library management, management, marketing, and real estate.

Applications and Appointment: Candidates for Dean, College of Business Administration must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and email addresses). Candidates must complete a successful interview. Application materials and requests for additional information concerning the position should be addressed to:

Ms. Peggy Postlewait
Search Committee Coordinator
Office of the Provost
Clarion University
Clarion, PA 16214
ppostlewait@clarion.edu

Applications received by January 22, 2001, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment is effective July 1, 2001. Additional information is available at www.clarion.edu.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply.

AA/EOE.

FAIRLEIGH DICKINSON UNIVERSITY
Teaneck-Hackensack and Florham-Madison Campuses
Anticipated Faculty Openings 2001-2002

Subject to final budgetary approval, FDU is seeking to fill faculty openings for the 2001-2002 academic year at its two New Jersey campuses in the following areas:

Teaneck-Hackensack Campus

University College: Arts • Sciences • Professional Studies
Biology - Anatomy & Physiology
Biology - Microbiology
Communication - Technical Areas
Computer Science (3)
Education - MAT & MA for Certified Teachers
Education - QUEST Program (F-M campus)
Languages - Romance Languages
History - U.S. History
Mathematics Health System Management
Nursing - Community Health

New College for General and Continuing Studies
Administrative Science -
  Information Systems
Administrative Science -
  Organizational Communication

College of Business Administration
Entrepreneurship
Finance

Florham-Madison Campus

Becton College of Arts and Sciences
Art History - 19th & 20th Century
Art - 2-D Design & Illustration
Biology (2) - Laboratory Instructors (non-tenure track)
Communication Studies - Professional & Organizational
English - Composition (non-tenure track)
History - Ancient or Medieval
Languages - Romance Languages
Philosophy (non-tenure track)
Psychology - Psychometrics
Psychology - Industrial & Organizational
Sociology - Field Open

College of Business Administration
Economics
Management (2)
Marketing
Management Information Systems

THE LEADER IN GLOBAL EDUCATION

FAIRLEIGH DICKINSON UNIVERSITY

All tenure track positions require a Ph.D. or highest terminal degree appropriate to the discipline and evidence of potential for effective teaching and scholarly productivity. Applicants with experience in web-based distance learning, multidisciplinary perspectives, and Core curricula are especially welcome.

Complete details on all these positions and application procedures may be found on the university's website **http://www.fdu.edu/facultyjobs/** or by writing to **Human Resources, FDU, 1000 River Road, Teaneck, NJ 07666**

Review of applications will begin January 15, 2001, and continue until positions are filled.

FDU is an equal opportunity employer committed to a diversified workforce. Women and minority candidates are urged to apply.

Assistant/Associate Professor of Education Technology

New Jersey City University is a culturally diverse, public, urban institution located in the Greater NY Metropolitan area. The University offers undergraduate and graduate programs in three colleges: Arts and Sciences, Education and Professional studies to over 10,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

The College of Education at New Jersey City University is inviting applications and nominations for the tenure-track faculty position at the Assistant Professor level.

Requirements: Ph.D. or Ed.D. in Education Technology or related field. Thorough knowledge of relevant education software, including Web authoring, presentation software, multimedia, and related applications. Broad knowledge of pedagogical theory and current curricular practices. Experience with constructing and assessing on-line distance learning. Strong technology skills in web-enhanced and web-based course development. College-level teaching and/or other adult training experience and excellent written and oral communications skills needed.

Responsibilities: To teach courses in Education Technology, to provide faculty training and support, to advise students including thesis supervision, and to provide services including committee work.

Application deadline: Review of applicants will start immediately and the position will remain open until it is filled. This position is expected to begin with the Spring 2001 Semester.

Applicants should forward a letter of interest, resume, a copy of graduate transcripts, and the names, telephone numbers and e-mail addresses of three (3) references to:

Dr. Yiping Wan, Dean
College of Education
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

NEW JERSEY CITY UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT

F/T Academic & Mgmt Positions:
All positions are open until filled.

#581	CIS, Network Admin
#582	CIS, Website Programming
#583	Laser Tech/Electronics
#592	Learning Disabilities/High Tech Ctr Spec
#593	Dean of Counseling, Guidance & Matriculation
#595	Counselor, General & Special Prgms (1yr)
#596	Counselor, Workforce Initiative Network
#597	Coordinator,Counselor, WIN/Americorps
#598	Dean of Applied Science
#599	Director, Nursing & Allied Health Prgms
#600	Counselor, General & Special Prgms
#601	Transfer Center Counselor/Coordinator
#603	Instructor: Reading
#1973	Product Manager, Inst for Business Performance

For application(s) & job announcement, contact: www.sjeccd.cc.ca.us or Job Line:(408) 223-6707

SJECCD/Human Resources
4750 San Felipe Road
San Jose, CA 95112
Phone: (408) 270-6406 Fax: (408) 223-6341

EMPORIA STATE UNIVERSITY
Director
Multicultural Center

The Multicultural Center director reports to the Vice President for Student Affairs and will advocate for and provide a variety of support services to Ethnic American students to assist them in making a satisfactory adjustment to the University. Qualifications: Master's Degree, three years experience, preferable including budget management and administrative experience. Screening of application will begin April 1, 2001and continue until the position is filled, with an anticipated start date of July 1, 2001. To apply, send a letter of interest, resume, and three letter of recommendation to:

Dr. Jan Wheeler, Chair, Multicultural Center Search Committee, Attn: Marilyn Buchele, Emporia State University, 1200 Commercial, Box 4007, Emporia. KS 66801.
www.emporia.edu

An AA/EOE institution, Emporia State University encourages minorities and women to apply.

University of Nebraska at Kearney

College of Education Faculty Vacancies

Exercise Science (Assistant Professor)
Travel/Tourism (Lecturer)
Educational Administration (Asst/Assoc Prof)

Position descriptions and application information may be obtained at:
www.unk.edu/offices/aeeo/EmployOp.html
Please visit the College of Education Web site at:
www.unk.edu/acad/coe/

The College of Education offers bachelor's, master's and specialist's degrees in education, counseling and leisure studies fields. We are a member of the National Network for Educational Renewal and are accredited by NCATE.

The University is an affirmative action/equal opportunity institution and actively seeks applications from members of traditionally underrepresented groups.

UNITED STATES MILITARY ACADEMY

The United States Military Academy was established in 1802. It is the only college specifically charged with preparing young men and women for service as officers in the United States Army. As such, it has a singular educational philosophy of graduating enlightened military leaders of strong moral courage whose minds are creative, critical, and resourceful. Located just 50 miles north of New York City, this prestigious institution is nestled in the beautiful Hudson River Valley. For more information on the Military Academy visit our website at **www.usma.edu.**

ASSISTANT PROFESSOR (Instructional Technology and Foreign Languages): Candidates for this position will be evaluated according to the following qualifications: (i) advanced degree (Ph.D.) in instructional technology or equivalent. (ii) Background in foreign language pedagogy and familiarity with computer-assisted language learning approaches. (iii) Record of excellent teaching on the college level in one of the following languages: Arabic, Chinese, French, German, Portuguese, Russian, or Spanish. (iv) Grant-writing experience. (iv) Evidence of scholarship or scholarly potential. (v) A firm commitment to high quality undergraduate education and the ability to work harmoniously with both civilian and military colleagues. The successful candidate will maintain and manage a state-of-the-art, multi-media language laboratory; provide support and training to foreign language faculty in the application of technology to enhance foreign language learning; keep informed of and assess the effectiveness of new applications as they pertain to language learning; author courseware using multi-media technologies; maintain the Department's web sites; teach up to 3 language classes per year. Membership in institutional committees is expected, as well as the willingness to carry out additional duties as needed in the Department. The individual selected will demonstrate a commitment to maintaining an environment conducive to learning and professional growth, and to the ethical and professional principles of the United States Military Academy. To receive full consideration, individuals should submit a letter of application; a curriculum vitae; official university transcripts; three letters of recommendation; and a DD Form 214 (if claiming veteran's preference) to the **United States Military Academy, Department of Foreign Languages, ATTN: Colonel Stephen LaRocca (845.938.5286), email: gs0416@usma.edu, West Point, New York 10996. Closing date is 1 February 2001.**

ASSISTANT PROFESSOR (Electrical or Computer Engineering): USMA, the oldest engineering school in the nation, offers a Tier I undergraduate program devoted to educating leaders of character committed to the values of Duty, Honor, and Country. USMA's rigorous programs, quality faculty, and student-to-faculty ratio of 8:1 attract a student body of 4,000 of the nation's best. The Department of Electrical Engineering and Computer Science includes a team of 43 civilian and military faculty members dedicated foremost to teaching and student development. Faculty and students have excellent opportunities for research supported by a ubiquitous campus computing environment and outstanding electronics and photonics laboratory facilities. The department offers ABET/CSAB accredited majors in Electrical Engineering (including a Computer Engineering track) and Computer Science, two minors, and a required freshman course. Between 40 and 100 majors graduate from our programs each year. Candidates will be rated against the following factors: (i) an advanced degree (Ph.D.) in Electrical Engineering, Computer Engineering, or a closely related field. (ii) Must demonstrate a strong commitment to teaching at the undergraduate level; relevant industry experience is beneficial. We are looking for well-rounded professionals capable of growing to design, teach, and oversee a variety of courses and programs. (iii) Ability to conduct research in one of the department disciplines (which include photonics). (iv) Ability to serve as mentors to junior faculty members. (v) Ability and willingness to support students in and outside the classroom, and contribute to department and academy governance. Applications will be accepted until the position is filled. Applications and questions may be directed to LTC **Barry L. Shoop, United States Military Academy, Department of Electrical Engineering and Computer Science, MADN-EECS, West Point, New York, 10996-1787, (845) 938-5567, Barry-Shoop@usma.edu.**

ASSISTANT PROFESSOR (Physics): Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in Physics. (ii) Ability to teach introductory calculus-based physics courses and supervising advanced undergraduate laboratories. (iii) Ability to conduct research. (iv) Demonstrated high standards of scholarship and promise of growth and development in the academic profession. Candidates interested in the position should submit a curriculum vitae, official transcripts, three letters of recommendation and a DD 214 (if claiming veterans preference) to the **United States Military Academy, Department of Physics, ATTN: COL Bruce Oldaker, Department of Physics at (845) 938-3548, email: hb6805@exmail.usma.edu. Applications must arrive before February 1, 2001.**

ASSISTANT PROFESSOR (Chemistry): Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in either, chemistry, life Science, or chemical education. (ii) Ability to teach undergraduate courses in general chemistry and inorganic chemistry or organic chemistry. (iii) Ability to conduct research. (iv) Ability to mentor students, direct them in their individual research projects, and support student activities outside the classroom. (v) Demonstrated high standards of scholarship and promise of growth and development in the academic profession. Applicants should have some college or professional teaching experience and a personal research agenda. Undergraduate education is our top priority. To receive full consideration, applicants should submit a curriculum vitae, official transcripts, three letters of recommendation and a DD214 (if claiming veteran's preference) to **Mrs. Sharon Moran, Department of Chemistry, United States Military Academy, West Point, New York 10996, Telephone: (845) 938-3915. All applications must arrive before16 January 2001**

ASSISTANT PROFESSOR (Environmental Geography): The Department of Geography and Environmental Engineering is searching for an Environmental Geographer with a broad background in physical geography and an understanding of human - environment interactions. Proficiency is also expected in several technical areas such as GIS, remote sensing, and cartography. Principle responsibilities will include academic leadership, teaching, and scholarship in the field of geography. Specific duties will include teaching undergraduate courses in geography, to include a capstone course in environmental geography; mentoring cadets; supervising faculty and academic programs; curriculum development; junior faculty development; service on faculty committees; and research. Dedication to excellence in teaching is an absolute requirement of this position. Individuals must have a strong commitment to the educational, military, physical, and ethical development of cadets. Applicants should have an advanced degree (Ph.D.) in geography. Individuals interested in applying for this position should contact Dr. Jon **Malinowski, Department of Geography & Environmental Engineering, United States Military Academy, West Point, New York 10996-1695. Telephone: (845) 938-4673, FAX: (845) 938-3339, e-mail: bj0264@usma.edu. Completed applications must be received not later than 31 January 2001.**

ASSOCIATE/ASSISTANT PROFESSOR (Law and Legal Studies): 2 positions available (1 Assistant, 1 Associate). Candidates will be evaluated according to the following factors: (i) Advanced degree (J.D. minimum). (ii) Authoritative knowledge in Constitutional Law and selected elective courses in the undergraduate legal studies program major based on expertise. (iii) Established record of outstanding undergraduate teaching. (iv) Demonstrated research and leadership in the discipline as evidenced by publications and other contributions to the discipline. (v) Ability to provide cadet educational leadership, academic evaluation, and academic counseling. The Department of Law is the home of the American Legal System Major and Field of Study. All faculty members are required to teach a course in Constitutional and Military Law. The department teaches elective courses in the law of war, national security law, international law, environmental law, business law, advanced constitutional law and jurisprudence. Outside the classroom faculty members are involved in a full range of cadet activities including values education training and cadet competitive sports clubs. To apply, submit a curriculum vitae and personal statement, academic transcripts, three letters of recommendation and a DD214 (if claiming veterans preference) to **The United States Military Academy, Department of Law, ATTN: COL Ila Bridges, West Point, New York 10996, telephone (845) 938-3510. Applications must be received by 16 January 2001.**

ASSISTANT PROFESSOR (English): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in a Humanities discipline. Ability to teach undergraduates in a demanding academic environment. (ii) Ability to teach the core curriculum English courses in basic and advanced composition and in literature. (iii) Ability to teach elective courses in literature, art history, and interdisciplinary subjects focusing on cultural issues. (iv) Willingness to support cadet extracurricular activities. Applicant need not have any military experience but must have a genuine concern for the development of competent, committed military officers. To receive full consideration, applicants must submit a curriculum vitae, dissertation abstract, the names of three references who can assess their performance as a classroom teacher, and a DD214 (if claiming veterans preference) to the **United States Military Academy, Department of English, ATTN: Mrs. Barbara Kane, West Point, New York 10996, phone, (845) 938-2501, or email cb7229@exmail.usma.edu. All applications must arrive by mail by 15 January 2001**

ASSISTANT PROFESSOR (Political Science/Public Policy/Economics): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in Political Science (to include American Politics, International Relations, or Comparative Politics, Public Policy, or Economics. (ii) Authoritative knowledge in the fields of economics and/or political science. (iii) Ability to develop, design, direct, and teach undergraduate coursework in a demanding academic environment. (iv) Ability to conduct research and present results in a variety of media. (v) Ability to provide educational leadership, student evaluations, and academic counseling and mentorship. To receive full consideration applicants should submit a curriculum vita and personal statement, academic transcripts, three letters of recommendation, copies of teaching evaluations, samples of scholarly work, and a DD 214 (if claiming veterans preference) to the **United States Military Academy, Department of Social Sciences, West Point, New York 10996, phone, (845) 938-3397. Applications must arrive before 1 January 2001.**

ASSISTANT PROFESSOR (Civil Engineering): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in civil engineering. (ii) Ability to teach undergraduate courses in structural or water resources engineering in the Academy's ABET-accredited civil engineering program. Other responsibilities include scholarship, participation in professional development activities with students outside the classroom, junior faculty development activities with students outside the classroom, junior faculty development, and service. Professional registration and practical experience in civil engineering design are desirable. Superior communication skills and dedication to excellence in teaching are absolute requirements of this position. Candidates must have a special interest in becoming a part of this unique institution. To receive full consideration send curriculum vitae, three letters of recommendation and a DD214 (if claiming veterans preference) to **Dr. Mark Evans, Search Committee Chair, Department of Civil and Mechanical Engineering, bldg 752, rm. 229, United States Military Academy, West Point, New York 10996. Applications will be accepted until the position is filled.**

ASSOCIATE PROFESSOR (General Management/Leadership): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in organizational leadership, industrial/organizational psychology, or general management with an emphasis in leadership, leadership theory and leadership development. (ii) College-level teaching experience in any of the following areas: human resource management, organizational behavior, leadership theory and development, and group dynamics. (iii) Willingness to mentor students and direct them in their individual research efforts, and support student activities outside the classroom. (iv) Ability to design and assess academic courses and to work cooperatively with other faculty who teach an integrated curriculum in leadership and general management studies. (v) Demonstrated high standards of scholarship and promise of growth and development in the academic profession. (vi) Ability to conduct research in leadership and leader development. Undergraduate education is our top priority. To receive full consideration, applicants should submit a curriculum vitae, official transcripts, three letters of recommendation and a DD214 (if claiming veterans preference) to: **United States Military Academy, Department of Behavioral Sciences and Leadership, ATTN: LTC Greg Dardis, West Point, New York 10996, telephone: (845) 938-2515, email: lg6337@exmail.usma.edu. All applications must be received by 15 January 2001.**

PROFESSOR/ASSOCIATE PROFESSOR/ASSISTANT PROFESSOR (Systems Engineering/Engineering Management): Candidates will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in Systems Engineering, Operations Research, Industrial Engineering, Engineering Management, Simulation, Statistics, or closely related field. (ii) Ability to plan, develop, evaluate, and teach courses and programs in Systems Engineering. (iii) Ability to advice and mentor junior faculty on teaching, assessment, and scholarly development. (iv) Ability to conduct research in areas relevant to the Army and the Department of Systems Engineering, and report results in professional meetings, journal publications, department seminars and relevant courses. (v) Provide advice to the Head the Department on curricular, pedagogical, professional, and research matters. (vi) Participation in the governance of the academy through service on departmental and academy-wide committees, and representing the department and academy at professional meetings, conferences, seminars, and symposia. (vii) Must have high standards of scholarship, undergraduate teaching experience, relevant professional experience, and demonstrated potential for continued growth in the areas of teaching, scholarship and service. (viii) Experience with Army or Department of Defense research, development, and acquisition is highly desirable. (ix) Ability to counsel and support the personal growth and development of cadets outside the classroom. To receive full consideration please submit a curriculum vitae and personal statement, academic transcripts, three letters of recommendation and a DD 214 (if claiming veterans preference) to the **United States Military Academy, Department of Systems Engineering, ATTN: Ms. Betty Melick, West Point, New York 10996, phone (845) 938-2701, or email: fe0445@exmail.usma.edu. All applications must arrive by 15 January 2001.**

PROFESSOR (Mathematics/Statistics): Candidates for this position will be evaluated according to the following factors: (i) Advanced degree (Ph.D.) in mathematics, applied mathematics, operations research, or statistics. (ii) Ability to teach mathematics courses in the USMA core program (elementary discrete dynamical systems, calculus, differential equations, linear algebra, probability and statistics), as well as higher level electives. (iii) Six or more years of exemplary service at the academic rank of professor or associate professor (or equivalent experience). (iv) Demonstrated established record of scholarship, successful college or other teaching experience, postdoctoral research in data analysis and statistics, or other significant professional experiences. (v) Desire and ability to mentor and develop junior faculty through teaching-research programs (vi) Desire and ability to contribute to USMA and cadet environment as a role model for future leaders of the Nation. In order to receive full consideration applicants should submit a curriculum vitae, transcripts, a statement of teaching philosophy and career goals, and three letters of recommendation and a DD 214 (if claiming veterans preference) to the **United States Military Academy, Department of Mathematical Sciences, ATTN: COL Gary Krahn, West Point, New York 10996. Phone: (845) 938-5870, email: ag2609@exmail.usma.edu. Applications must be received by 15 January 2001.**

All of the above positions are three-year renewable appointments expected to begin in the June/July 2001 timeframe. These positions are not restricted to U.S. citizens, but non-citizens cannot be hired if qualified U.S. citizens are available. Salary is commensurate with qualifications and experience.

The United States Military Academy is an Equal Opportunity, Affirmative Action Employer.

Women and Minorities are encouraged to apply.

UNIVERSITY
OF NEVADA
RENO

PRESIDENT
UNIVERSITY OF NEVADA, RENO

The University of Nevada, Reno, invites nominations and expressions of interest for the position of President.

Interested persons may review the institutional profile and leadership criteria at **www.academic-search.org** or **www.unr.edu.** Resume review will begin in December and continue until a candidate is selected. Candidates should submit a letter of interest addressing the leadership criteria, a resume, and the names, addresses and telephone numbers of five references who may be contacted. Candidate materials, nominations and expressions of interest may be sent to:

Dr. Shirley S. Chater
Re: University of Nevada, Reno
Academic Search Consultation Service
1717 K Street, NW, Suite 210
Washington, DC 20036

Confidential inquiries may be directed to Dr. Chater at (415) 389-5451. Finalists are subject to the State of Nevada's open meeting laws.

The University of Nevada, Reno is committed to an environment that fosters diversity through its recruitment of students, faculty and staff. Candidates from underrepresented groups are strongly encouraged to apply.
UNR is an affirmative action, equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, age, disability or veteran status.

BRYN MAWR COLLEGE
Computer Science

Applications are invited for a tenure-track position (rank open) in Computer Science. We are seeking individuals willing to participate in the building of a new computer science program at a leading liberal arts college for women and in collaboration with Haverford College. Candidates should include a letter of application, a resume, a statement of teaching philosophy, a description of research, a writing sample or reprints, and at least three current letters of reference concerning the candidate's qualifications for the position. Review of applications and interviews will begin in January 2001 and will continue until the position is filled. All materials should be sent to:

Computer Science Search
Department of Mathematics
Bryn Mawr College
101 North Merion Avenue
Bryn Mawr, PA 19010

Bryn Mawr is an exceptional liberal arts college for women with coeducational graduate programs in sciences, some humanities, and social work. The College supports faculty excellence in both teaching and research, and provides a rigorous education in the context of a diverse and pluralistic scholarly community. Located 11 miles west of Philadelphia, Bryn Mawr participates in consortial programs with the University of Pennsylvania, Haverford and Swarthmore Colleges.

Bryn Mawr College is an equal opportunity,
affirmative action employer.

DIVERSITY/EQUAL OPPORTUNITY OFFICER

OUR VISION is to provide learners the highest quality, life-long learning opportunities that are what they want, when they want, where they want and how they want them so that they may continue their learning and successfully engage in a career.

Northeast Wisconsin Technical College, with campuses in Green Bay, Sturgeon Bay and Marinette, WI offers Associate Degrees and Technical Diplomas in over 65 programs as well as contracted business services and basic education.

RESPONSIBILITIES: Serve as the College's Affirmative Action Officer. Plan, prepare, implement, update, monitor, and communicate the College's Affirmative Action Plan. Develop, review, modify and recommend affirmative action and equal employment opportunity policies and procedures. Communicate to the College's Administration issues, problems or institutional barriers. Work with the College's affirmative action, equal opportunity, and diversity programs with the Board, staff, students, community groups and external agencies. Investigate and respond to discrimination and harassment complaints and claims filed with federal and state agencies. Provide training sessions to promote understanding and sensitivity to affirmative action, equal opportunity and diversity. Participate on the College's Affirmative Action Committee and other College and statewide committees as appropriate.

QUALIFICATIONS: Bachelor's degree in Human Resources or a HR-related area of Business Administration or equivalent combination of education and experience. Advanced degree preferred. A minimum of five (5) years of related experience with affirmative action and diversity programs or an equivalent combination of education and experience. Knowledge of federal and state employment regulations, rules and process including EEO, ADA, Affirmative Action and the Wisconsin Equal Rights Act. Able to organize work activities and work independently. Basic computer skills. Ability to speak a second language is desirable.

POSITION REPORTS TO: Vice-President of Administration **SALARY:** $46,653 with increases to $51,837 plus excellent benefits
APPLICATIONS PREFERED BY: December 22, 2000

PLEASE SUBMIT APPLICATIONS TO:
Northeast Wisconsin Technical College
Human Resources Department
2740 W. Mason St., P.O. Box 19042
Green Bay, WI 54307-9042 (920) 498-5710
E-mail: HR@nwtc.tec.wi.us
www.nwtconline.com

Northeast
Wisconsin Technical College

EOE Committed to diversity of faculty, staff and students

Seattle Pacific University

Vacancy Announcement
PROVOST

ACADEMIC ENVIRONMENT: Seattle Pacific University is an evangelical Christian university in the Wesleyan tradition. Affiliated with the Free Methodist Church, the University serves 2,600 undergraduate, 900 graduate and 18,000 continuing education students in the liberal arts and professional studies. The University employs 178 faculty members organized under a College of Arts and Sciences dean, five school deans and a dean of Learning Resources. The associate provost and dean of Student Life reports to the provost to enhance the collaboration of academic and Student Life leaders and programs. The provost reports to the president.

POSITION RESPONSIBILITIES: The provost of the University provides leadership and vision for fulfilling SPU's commitment to educational excellence through the academic and student-life programs; bears overall responsibility for development, maintenance, evaluation and accreditation of University curricula; develops and maintains a lively intellectual environment; provides leadership and management for the University's academic budget; implements academic policies; advocates consideration of academic programs and faculty in University decision-making; serves as a spokesperson and advocate for academic programs to University constituencies; advocates policies of the President and the Board of Trustees to the faculty; and serves on the President's Cabinet. The provost also serves as dean of the faculty, and facilitates the work of the academic enterprise through a leadership team of six academic deans.

CANDIDATE QUALIFICATIONS: Candidates for the provost position should have a mature, yet growing Christian faith; a working philosophy and understanding of Christian higher education in general and SPU's comprehensive approach to the arts, sciences and professions in particular; the ability to embrace and articulate the University's vision and educational mission academic credentials and intellectual stature as a scholar, teacher and faculty leader; demonstrated competence in planning and financial management; a commitment to diversity both in hiring and throughout the academic community, which takes into consideration the contributions of women and minorities, particularly in a largely urban, culturally diverse setting; and experience and demonstrated skills as a listener and communicator, being a team builder with a record of empowering and leading a team of capable managers.

APPLICATION DEADLINE: January 15, 2001. Seattle Pacific reserves the right to fill the position at any time. Seattle Pacific seeks faith-affirming, Christian applicants committed to the University's educational mission and vision. *Women and minorities are encouraged to apply.* All inquiries, requests for applications and completed applications should be addressed to: **Marjorie R. Johnson, chair, Screening Committee for Provost, Seattle Pacific University, 3307 Third Avenue W., Seattle, WA 98119. Phone (206) 281-2650.**

Architect

Director of Campus Planning & Development

Responsible for the planning, programming and construction management of capital construction. Will also be responsible for campus architectural services to support in-house renovations, long-range campus planning and managing of compliance to building code requirements.

Applicant must be a Licensed Architect. Master's degree preferred. Three years experience in higher education is also preferred.

Please send resumes with salary requirements to:

Robert Plaskowsky,
Search Committee Chair
Hepburn Hall, Room 105
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

ELEMENTARY AND EARLY CHILDHOOD EDUCATION
Assistant Professor

Full-time, tenure-track beginning August 2001. Teach undergraduate and graduate courses in two or more of the following areas: early childhood education, early childhood curriculum and methods, child development, home-school-community relationships, early childhood administration. Conduct and supervise scholarly activities; supervise student teachers; advise students; and participate in department and university committee work and other activities. Required: ABD in early childhood education or child development with doctorate completed by 11/1/02; three years successful (full-time) classroom teaching experience using developmentally appropriate practices with toddler to third grade children; evidence of ability to conduct and supervise scholarly activities, to work cooperatively with colleagues, and to use instructional technology; and a successful interview and teaching demonstration. Preferred: Completed doctorate, varied experiences in early childhood education including administration; experience teaching courses in early childhood education or child development at the college or university-level, including supervising student teachers; experience in multicultural settings; and record of scholarly activities. Full consideration will be given to applications received by January 15, 2001. Send letter of application, curriculum vitae, copies of all transcripts, and the names, addresses, and phone numbers of three references to **Dr. Alice Meckley, Search Committee Chair, Elementary Education Dept./HO1218, Millersville University, PO Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

MILLERSVILLE
UNIVERSITY

BEST COPY AVAILABLE

Prairie State College

FACULTY POSITIONS

Prairie State College-a comprehensive community college offering degree programs in more than 60 academic areas leading to the Associate in Arts, Associate in Science and Associate in Applied Science-is seeking candidates for full-time, tenure track faculty appointments. Located 25 miles south of downtown Chicago in a diverse district, the award-winning College has an enrollment of about 5,000 students in credit programs.

Full time tenure track faculty position
for SPRING 2001 SEMESTER

ASSISTANT PROFESSOR OF COMPUTER INFORMATION SYSTEMS

Full time tenure track faculty positions
for FALL 2001 SEMESTER:

ASSISTANT PROFESSOR OF BIOLIGY
ASSISTANT PROFESSOR OF COMPUTER INFORMATION SYSTEMS
ASSISTANT PROFESSOR OF HUMANITIES
ASSISTANT PROFESSOR OF INDUSTRIAL TECHNOLOGY/MFG.
ASSISTANT PROFESSOR OF PHYSICS
ASSISTANT PROFESSOR OF PSYCHOLOGY
ASSISTANT PROFESSOR OF SOCIOLOGY

To obtain a complete job description, including minimum and preferred qualifications, see our website at: www.prairie.cc.il.us. Questions? Call Ms. King at: (708) 709-3541. To apply, submit a letter of interest, résumé and unofficial transcripts to:

Office of Human Resources (identify the position you seek)
Prairie State College
202 S.Halsted Street
Chicago Heights, IL 60411

Candidate review begins January 26, 2001; positions open until filled.

EOE/AA

Yakima Valley Community College

VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

YVCC is accepting applications for a Vice President for Administrative Services. Requires: An earned Master's Degree in Education or Business, with extensive demonstrated experience in education administration, OR a Bachelor's Degree plus at least five years of administrative experience in education. Three years of related work experience. Demonstrate competence in managing budgets, building projects, supervision and evaluation of staff, and other administrative functions. Salary starts at: $68,190 - $70,450 per year, Category I-Range 1, plus a generous benefit packet. Initial screening expected to begin by December 26, 2000.

ACCOUNTING MANANGER

Accepting applications for an Accounting Manager in the Business Office. Requires: An earned Bachelor's degree in accounting or closely related field and four years full-time experience as a professional accountant. Equivalent education/experience will substitute for all minimum qualifications except when there are legal requirements, such as a license/certification/ registration. Please refer to the official job announcement for exact requirements. Salary: $42,620 - $51,140 per year, Category IV-Range 2, plus a generous benefit packet. Initial screening expected to begin by December 26, 2000.

Application form and complete job description are available at the college website:

www.yvcc.cc.wa.us

or contact the Human Resource Services Department at:
(509) 574-4670. Our e-mail is: yvcchr@yvcc.cc.wa.us

CAL STATE FULLERTON

DEAN, COLLEGE OF HUMAN DEVELOPMENT & COMMUNITY SERVICE

California State University, Fullerton, invites applications for the position of Dean of the College of Human Development and Community Service from individuals with significant academic and administrative experience who can provide scholarly and professional leadership and management for a dynamic community of teacher-scholars commited to being an active force for progress in Southern California. The College serves approximately 3200 full-time-equivalent students in 8 graduate and 5 undergraduate degree programs, and 9 state-approved credential programs. Accreditations include CCTC, NCATE, NLN, CSHSE, and CAAHEP (pending). The College includes

- the *School of Education* (Elementary/Bilingual/Reading, Secondary, Special Education, and Educational Leadership);
- the *Division of Child, Family, and Community Services* (Child and Adolescent Studies, Counseling, Human Services, and Nursing);
- the *Division of Kinesiology and Health Promotion;*
- *Military Science;* and
- the *Center for Collaboration for Children.*

Cal State Fullerton's diverse student body of more than 28,000 students is 21% Latino, 23% Asian/Pacific Islander, and 38% Anglo. As reported in *Black Issues in Higher Education*, the University ranks 9th in the nation in granting BAs to minority students. In Education, CSUF ranks 4th in degrees granted to Asian Americans and 8th in degrees granted to Latinos. The University has been designated a Hispanic Serving Institution. Although most students come from Southern California, CSUF has students from throughout the United States and more than 1300 international students.

The position of Dean requires an individual with vision and energy who can work collaboratively with students, faculty, staff, and the wider community in leading the College to its fullest potential. The Dean provides leadership in planning, faculty recruitment and professional development, college and community relations, curricular and fiscal management, external fund raising, and accreditation.

Required Qualifications include an earned doctorate from an accredited institution; significant administrative experience involving a major academic unit; college/university teaching experience and a record of scholarly or creative activity to qualify for appointment at the rank of professor in a department of the College; strong commitment to the spirit and practice of affirmative action and demonstrated ability to work effectively with an ethnically and culturally diverse campus community; broad knowledge of administrative and leadership functions, including budgeting, planning, human resources management, curriculum development, and external fund raising. A proven record of success in community leadership, specialty accreditation, and the integration of technology into the work of an educational institution are desirable.

Salary and benefits are competitive. The appointment date is summer 2001. To assure full consideration, it is recommended that application materials, including a letter summarizing relevant experience and personal qualifications, a current resume, and a list of four references, be received by January 12, 2001.

Send all materials to:

Thomas P. Klammer, Chair
Search Committee for Dean of HDCS
Office of the Vice President, Academic Affairs
California State University, Fullerton
Fullerton, CA 92834-9480

CSUF is an Affirmative Action/Equal Opportunity/ Title IX/ADA Employer.

http://www.fullerton.edu/

BEST COPY AVAILABLE

Faculty Positions:

DEPAUL UNIVERSITY, SCHOOL OF EDUCATION, 2000-2001

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you will work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

The School of Education seeks applications for six approved and funded positions, beginning in the 2001-2002 Academic Year: Director of Ed.D. Program * Senior-Level Position; Assistant Professor * Educational Leadership; Assistant Professor * Human Development; Assistant Professor * Physical Education; Assistant Professor * Reading; Assistant Professor * Secondary Education. The School actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice.

Director of Ed.D. Program * Senior-Level Position: Responsible for providing leadership and direction for the doctoral program in Educational Leadership and Curriculum Studies. The Director will monitor program quality and create possibilities for further program development, including possible emphases in higher education administration, social and cultural studies, and educational technology. The Director is expected to draw upon the program history and University Mission to elaborate and sustain a vision of the scholarship of service. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, as well as, collaborate with students and faculty in research and program development. Strong interpersonal skills and the ability to foster shared working relationships within and outside the University combined with excellent written/verbal communication skills are required. The selected individual should be committed to maintaining/expanding student diversity in accord with the University's Mission.

Position requires an Associate/Full Professor in education with a background in one of the program areas of the School – curriculum studies, early childhood, educational leadership, elementary education, human services and counseling, physical education, language, literacy and specialized instruction, secondary: English, math, science, social studies; social and cultural foundations. A strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementation must be expressed in the letter of application. Administrative/teaching experience in other educational contexts and in collaborative research across institutions/communities would be valuable. The School actively seeks to build and maintain a diverse faculty. Thus, the School seeks a Program Director that can bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

Assistant Professor-Educational Leadership: The individual we seek requires expertise in one or more of the following areas: school finance, school law, and capacity to integrate technology into administrative decision making and accountability. Recent administrative experience in a large urban school system with a culturally and linguistically diverse population is preferred. Committed to urban education. Applicant should be prepared to teach graduate courses in the Master's programs and the Ed.D. program in Educational Leadership, guide students in their theses/dissertations, sustain a scholarly agenda, collaborate with students and faculty in research and program development, and engage in service to the University/community.

Assistant Professor-Human Development: The individual we seek requires expertise in Human Development or Developmental Psychology with a background in Cultural Psychology or cross-cultural research. Candidates should have a strong academic and experiential background in ethnographic research related to lifespan development in socio-cultural context. Primary teaching responsibilities will be graduate and undergraduate courses in human development across the lifespan, as well as courses in the social and cultural foundations of education and research methods at the graduate level. This individual should also have experience with culturally diverse urban populations.

Assistant Professor-Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be undergraduate and graduate courses in the Physical Education Program that offers concentrations in Teaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our new $14 million state-of-the-art Fitness and Wellness Center, collaborate with the Director of the Recreation Facility, and contribute to community outreach programs.

Assistant Professor-Reading: The individual we seek will have expertise in Elementary Reading with an emphasis in Intermediate and Middle School Levels. Candidates should have experience in urban education, experience in elementary teaching, demonstrated ability to integrate theory and practice, and a clearly defined research agenda. Additional expertise in technology issues is welcomed.

Assistant Professor-Secondary: The individual we seek will be a teacher educator with expertise in teacher's professional development at the secondary level and commitment to helping anchor introductory general education courses at the undergraduate and graduate level. Requirements include an earned doctorate in teacher education, curriculum studies, curriculum and instruction or related field with a scholarly record or demonstrated scholarly interest in teacher's professional development. In addition, applicants will be expected to contribute and have an appropriate undergraduate or Master's degree in one of the following areas: History/Social Education (middle/high school focus), Science Education (elementary/middle school focus), or Technology Education. Some experience in teaching at the middle/high school level within a multicultural or urban setting is preferred. Responsibilities include teaching introductory secondary education courses and courses in areas of expertise. Applicants should possess the academic and experiential foundations to assist in the preparation of teachers committed to democracy, diversity, and social justice within an urban context. Women and members of under-represented groups are strongly encouraged to apply.

Required qualifications for all positions: Earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education; and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; complete and up-to-date vita and official transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching; and three to five professional letters of reference sent directly. Review of applications will begin January 16th and continue until the positions are filled.

Send all applications and materials to: **Nancy S. Williams, Associate Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. Fax: 773-325-7713.** Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

COE COLLEGE

Assistant Professor of Theatre Arts
Beginning August 2001

MFA or equivalent terminal degree required. Experience with Viewpoints and/or Meisner/Cohen preferred. Experience teaching courses such as voice and movement, acting for film/TV, and/or playwriting as well as professional experience preferred. Should demonstrate ability to direct in a variety of genres including musical theatre. Teaching responsibilities will include various levels of acting, introduction to theatre, and directing minimum one production a year. Demonstrated ability to work collaboratively with design, technical, music and dance faculty essential. Send letter of application, resume, transcript, statement of actor training philosophy and 3 references by January 1, 2001 to: Dr. Laura Skandera Trombley, Theatre Search, Coe College, Cedar Rapids, IA 52402. *AA/EOE*

ROWAN UNIVERSITY

Assistant/Associate Professor, Computer Science
(2 positions)

Teach undergraduate courses from introductory and service courses, to advanced courses in the computer science major, depending on the qualifications and interests of the applicant. Scholarly activities (research, publication, grants), committee assignments and advising students are also expected. The department is most interested in candidates specializing in software engineering, though all specialties will be considered. Ph.D. in Computer Science or a closely related discipline. **Start: 9/1/2001. Salary:** Competitive. Interested candidates should submit a letter of application, graduate transcript, names and contact information for three professional references sent directly to us from those references. Submit all materials by **January 19** to: **Hiring Committee, c/o Seth Bergmann, Computer Science Department, Rowan University, Glassboro, NJ 08028.**

Gallaudet University, the world's only liberal arts university for Deaf students, has faculty positions for the fall of 2001 in the College of Arts and Sciences pending adequate funding:

ENGLISH
PSYCHOLOGY

For details, go to: **http://af.gallaudet.edu/pe/Jobs/jobs.html**
Email: **DeanCAS@Gallaudet.edu**
Or write to the appropriate department chairperson at:

Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER
Qualified women, persons with disabilities, and minority candidates are encouraged to apply.

ITHACA

ROY H. PARK SCHOOL OF COMMUNICATIONS
Ithaca College

One tenure-eligible or non-tenure eligible assistant professor position position in video production, depending upon qualifications, starting August 15, 2001 offers the successful applicant the opportunity to teach and create in a lively and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country.

The Department of Television-Radio at Ithaca College is committed to providing students a liberal arts education within a professional program. The department currently confers the B.S. degree in Television-Radio (with concentrations in video production, audio production, international communication, advertising/public relations, media management, and directed studies); the B.A. degree in Journalism; the B.A. degree in Media Studies; and the B.S. degree in Telecommunications Management.

POSITION DESCRIPTION

Ph.D. or M.F.A. in video/film or related discipline preferred. Master's degree required. Video production work, including national and/or international professional experience required. Successful teaching experience required. Commitment to a liberal arts education within a professional program is expected.

The ideal candidate should demonstrate evidence of: teaching effectiveness appropriate for an undergraduate communication program; and 2) an ongoing and dynamic scholarly creative profile or potential for such.

Teaching responsibilities will include a combination of production courses including beginning studio production, field production, digital non-linear post production, directing, audio for media, lighting and set design, and production management. Additional teaching responsibilities *may* include: multi-media and emerging technologies, scriptwriting, directing performers for camera, and other core courses depending on the expertise of the candidate. Ability to teach at all levels of the curriculum is required.

The successful candidate also will act as an academic advisor to students and serve on department, school, and college committees. Maintenance of a creative/professional profile is also required. Interest in curriculum development and building strong professional relationships. Experience with managing student media organizations a plus.

Applicants should send a current vita, statement of interest including areas of teaching and creative specializations, and three current reference letters to: **Chair, Production Search Committee, c/o Karen Armstrong, Department of Television-Radio, Roy H. Park School of Communications, Ithaca College, 328 Roy H. Park Hall, Ithaca, NY, 14850-7253,** Phone: 607-274-3260, Email: **karmstrong@ithaca.edu.**

No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin January 10, 2000. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

UNIVERSITY OF MICHIGAN

POSTDOCTORAL POSITIONS IN BIOCHEMISTRY / MOLECULAR BIOLOGY / TRANSLATIONAL RESEARCH / MOLECULAR GENETICS

The Department of Dermatology, University of Michigan is seeking highly motivated, creative scientists to fill NIH Training Grant-funded and other postdoctoral positions.

Applicants should possess a PhD or MD. An emphasis in Biochemistry, Molecular Biology, Epidemiology, or Genetics is desirable.

Postdoctoral positions are available in the following areas:

1. Molecular characterization of skin responses to ultraviolet light, with emphasis on signaling pathways controlling collagen biosynthesis and degradation (Drs. Gary Fisher and John Voorhees).
2. Molecular characterization of abnormal signaling pathways in non-melanoma skin cancer, with emphasis on patched/hedgehog and ErbB signaling pathways (Drs. Andrzej Dlugosz and James Elder).
3. Translational skin disease research, with emphasis on clinical / basic science correlations in immunomodulatory and ultraviolet light therapies (Dr. Sewon Kang).
4. Epidemiology of melanoma and non-melanoma skin cancer, with emphasis on development of evidence-based treatment algorithms (Dr. Timothy Johnson).
5. Genetics of multifactorial skin disorders, with emphasis on linkage analysis and positional cloning of psoriasis susceptibility genes (Dr. James Elder).
6. Biochemistry of matrix metalloproteinases, with emphasis on their role in connective tissue damage in skin disease (Dr. James Varani).

U.S. citizens and permanent residents will be considered for NIH training grant-funded positions. Additional positions are also available for qualified individuals not eligible for the training grant mechanism.

Please clearly indicate the subject(s) that interest you. Send curriculum vitae and references to: **James T. Elder, MD, PhD, Director of Research Training, Department of Dermatology, University of Michigan, 3312 CCGC, Box 0932, Ann Arbor, MI 48109-0932.**

The University of Michigan is a non-discriminatory, Affirmative Action employer. The Department of Dermatology encourages applications from candidates who will enrich and contribute to the cultural diversity of our University

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FACULTY POSITIONS
Full-Time, Tenure Track

The College of Lake County is a progressive community college located in Northern Illinois, approximately 45 miles north of Chicago, with a student enrollment of 15,000. Dedicated to excellence in teaching, the College supports and encourages the development of multicultural perspectives, the celebration of diversity, the recognition of different learning styles and a "high tech/high touch" approach to education. The following full-time, tenure track positions are available in the following areas for Fall 2001.

- **BIOLOGY** – Requires a Master's Degree in Biology.
- **COMPUTER INFORMATION SYSTEMS** – Requires a Master's Degree in Computer/Management Information Systems or Computer Science and at least 2 years of industry experience in network technologies OR a Bachelor's Degree in Computer/Management Information Systems or Computer Science and at least 3 years of experience in network technologies, OR a Bachelor's degree and at least 7 years experience in network technologies.
- **DENTAL HYGIENE** – Requires a Bachelor's Degree in Dental Hygiene or related field, eligibility for licensure in Illinois and at least 5 years of full-time current clinical work experience.
- **ELECTRONICS** – Requires a Bachelor's of Science Degree in Computer Science, Computer Engineering or Electronic/Electrical Engineering and knowledge of computer networking (preferably CISCO).
- **ENGLISH** – Requires a Master's Degree in English, or a closely related field.
- **GEOLOGY** – Requires a Master's Degree in Geology.
- **HISTORY** – Requires a Master's Degree in History.
- **HUMAN SERVICES** – Requires a Master's Degree in Behavioral Sciences or Human Services and work experience in social services, including addictions counseling.
- **MULTIMEDIA** – Requires a Master's Degree in Educational Technology, Multimedia Art, Communications or Computer Science.
- **PHYSICS** – Requires a Master's Degree in Physics or Physics Education.

The College seeks candidates who have had multicultural experience and who can demonstrate a commitment to diversity and multiculturalism. For full consideration, applicants must submit a completed application form, current resume, letter of interest, three letters of recommendation, and official transcripts of degrees by February 23, 2001.

For application, contact the Human Resources office via any of the following: 847-543-2065 (voice); 847-223-5615 (TDD); 847-223-0824 (fax) and personnel@clc.cc.il.us (e-mail). We are an Equal Opportunity and an Affirmative Action Employer, dedicated to diversity, which encourages the application of Women, People of Color, Persons with Disabilities and Veterans.

COLLEGE OF LAKE COUNTY
Human Resources
19351 W. Washington Street
Grayslake, IL 60030 1198

EOE/AA M/F/D/V
Visit our website at http://www.clc.cc.il.us/

MINNESOTA STATE UNIVERSITY
MANKATO

DEAN, LIBRARY SERVICES

Responsibilities include: Reporting to the Senior Vice President and Vice President for Academic Affairs, the Dean is the chief administrative officer for Library Services and is responsible for the successful planning, organization, implementation, and direction of all aspects of Library Services. The Library Dean is a member of the Academic Affairs Council. Specific responsibilities include strategic planning; program evaluation and development; recruitment and selection of new faculty and staff; building and fostering cooperative relationships; private and public fundraising and budget management.

Salary: Commensurate with experience.

Qualifications Required: Earned doctorate and earned MLS from an ALA-accredited program, or demonstrated equivalent; minimum of three years' experience in academic library administration; demonstrated ability to create, articulate, and sustain a vision for the future of Library Services in a comprehensive university; ability to work effectively with faculty, staff, students, and administrators; excellent oral and written communication skills; record of commitment to and support for cultural diversity; record of successful leadership; demonstrated knowledge of personnel and budget management; strong problem solving, interpersonal, organizational, and planning skills; practical knowledge and experience with current and evolving trends including electronic library technology and computer innovations; evidence of commitment to promoting professional growth and development for faculty and staff; ability to represent the university in matters related to libraries on a system-wide, statewide, and/or national level.

For complete description, please see Academic & Administrative job posting under Administration on our website
http://www.mnsu.edu/dept/humanres/jobopp.html.

Please send a letter of application addressing the responsibilities and qualifications for the position, curriculum vitae, and names, addresses (including e-mail) and telephone numbers of five professional references to:

Dr. Norm Solomon
Chair, Library Services Dean
Search Committee
120 Morris Hall
Minnesota State University, Mankato
Mankato, MN 56001

Phone: (507) 389-5420
TTY: 1-800-627-3529
Fax: (507) 389-5497
E-mail: norman.solomon@mnsu.edu

Review of applications will begin on January 15, 2001 and will continue until finalists are selected. For more information, see Memorial Library's homepage at: http://www.lib.mnsu.edu.

AA/EOE

BSC
BRIDGEWATER
STATE COLLEGE

Bridgewater State College seeks applicants for the following full-time, tenure-track faculty position which includes opportunities for teaching and advising undergraduate and graduate students during the nine-month academic year. Opportunity exists for additional teaching in the summer.

Assistant Professor, Criminal Justice and Criminology, Department of Sociology and Anthropology

Duties include teaching undergraduate and graduate courses in criminal justice and criminology, advising students, participating in departmental activities such as program review and curriculum development, and fostering departmental efforts to use technology effectively in teaching and learning of criminal justice and criminology. Requires an earned Ph.D. in Criminal Justice, Criminology, Sociology or a related field. Seek a generalist in Criminal Justice and Criminology with a strong background in criminal justice policy and public policy, and a specialty in at least one of law enforcement, law adjudication and juvenile justice processes. Review of complete application files will begin 1/15/01 and continue until position is filled. To apply, submit letter of intent, resume and the names, addresses and telephone numbers of three professional references to: **Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325.** Bridgewater State College is an equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

ASSISTANT OR ASSOCIATE PROFESSOR

Dispute Resolution

- The UMass Boston Graduate Programs in Dispute Resolution offer a Master's Degree and a Graduate Certificate. A Tenure-track faculty position is open at the Assistant or Associate Professor level for a person to teach a range of courses related to dispute resolution. Research and teaching emphasis on conflict in organizations is preferred, as is experience working with conflict as an intervenor. Send a letter of application, CV, and three references to **UMass Boston, Human Resources, Search 550-140, 100 Morrissey Blvd., Boston, MA 02125.** An Affirmative Action Equal Opportunity, Title IX Employer.

UMASS University of Massachusetts Boston

FREDONIA
State University of New York
College at Fredonia

Tenure track, Assistant Professor

for BSW program in Candidacy. Teach HBSE courses with ability to teach practice courses and assist with field liaison responsibilities necessary. M.S.W plus three years post-M.S.W experience, prior college teaching experience, Ph.D. required (ABD will be considered). Send application letter, curriculum vita, unofficial transcripts, and the names of three references to: **Dr. Mary B. Carney, Social Work Program Director, SUNY Fredonia, W377 Thompson Hall, Fredonia, New York 14063. Review of applications begins February 1, 2001.**

SUNY Fredonia is an affirmative action/equal opportunity employer. We actively seek and encourage applications from minorities, women and people with disabilities.

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wiu Western Illinois University
MACOMB, ILLINOIS

Instructional Multimedia

Assistant Professor, tenure-track, Western Illinois University, Department of Instructional Technology and Telecommunications, to teach graduate and undergraduate courses in instructional multimedia and hypermedia design and development. Seeking persons with academic background in instructional systems, performance technology, and instructional design; advanced expertise in web content development, web-based graphics, distance learning. Teaching via Internet, satellite, compressed video systems is expected. The ITT department offers innovative graduate and undergraduate programs focused on the integration of advanced information technologies in educational and corporate settings. Faculty enjoy access to state-of- the-art electronic classrooms and labs and outstanding support services through the Center for the Application of Information Technologies. Doctorate or ABD required, evidence of successful college/university teaching, commitment to scholarly pursuits and professional service. Salary based on qualifications and experience. **Starting date: August 2001. Review of applications begins January 15, 2001 and continues until position is filled. Send letter of application, official transcripts, vita, and three current letters of recommendation to: Dr. Michael Miller, Chair, Instructional Technology and Telecommunications, Western Illinois University, Macomb, IL 61455. E-mail for more information: mike_miller@ccmail.wiu.edu or on the Web at http://www.wiu.edu/itt or http://cait.org/coehs**

Western Illinois University is an equal opportunity/affirmative action employer.

DARTON
COLLEGE
A two-year unit of the University System of Georgia

ART POSITION FALL, 2001

DARTON COLLEGE

ALBANY, GEORGIA

Art: Tenure-track position available August 10, 2001, at Darton College, University System of Georgia. Rank and salary dependent on qualifications. Master's degree in Fine Arts or Teaching with a background in teaching studio art. **Responsibilities:** Teaching freshman and sophomore design, drawing, painting, ceramics, photography, computer arts, and art history. Applications received after January 15, 2001, cannot be guaranted full consideration. Visit our Web Site at: http://www.dartnet.peachnet.edu for a complete job description and requirements or contact:

Personnel Office
Darton College
2400 Gillionville Road
Albany, Georgia 31707

AA/EOI

UNIVERSITY OF
WISCONSIN
MADISON

Associate CIO/Director
Division of Information Technology

University of Wisconsin-Madison, Division of Information Technology seeks experienced IT executive. This Associate Director will provide senior leadership to the management team of DoIT with primary responsibility for leading the academic initiatives as well as responsibility for campus-wide planning and policy development; address campus concerns and issues about directions or services; represent the University in national, regional and other forums in her/his areas of responsibility and expertise. Requires decision-making and problem-solving abilities, a clear understanding of the academic needs of campus and university systems, and the analysis and interpretation of complex IT issues.

QUALIFICATIONS: A bachelor's degree required; masters/PhD preferred. Ten or more years of progressively responsible IT experience with at least six of those years in a senior leadership capacity in an IT organization and three or more years in higher education IT leadership. Well qualified candidates will have a successful record of achievement, leadership, and success in administrative roles and a commitment to excellence in IT. Starting salary is between $90,000 and $127,018 per year.

Apply by February 1, 2001 with letter, resume to Ann Ringelstetter, DoIT Human Resources; 1210 W. Dayton St. Madison WI, 53706; email ringel@doit.wisc.edu; fax 608-265-5308. Detailed description can be found at http://hr.doit.wisc.edu.

An AA/EO employer

McHENRY COUNTY COLLEGE

FACULTY POSITIONS

McHenry County College, a public comprehensive community college located northwest of Chicago in Crystal Lake, IL, invites applications for the following nine-month, tenure track positions:

Art/Computer Graphics: Teach digital design courses, develop curriculum. MFA or MA in Art/Computer Graphics required. Photoshop, Quark, Illustrator and Premier experience preferred. Include exhibition record/slides.

Computer Information Systems: Teach 15 hours per week, which may include Computer Literacy, Programming Logic, PC Operating System and Hardware, Systems Design, "C" and Visual Basic Programming, Microsoft Applications, Windows 95, Desktop Publishing, Ethics, Power Point, A+ Certification and NT 2000 environment. Bachelor's degree in Computer Science, Business, Business Education or Management Information Systems and 24 semester hours in computer related courses, 8 of which must be a programming language and 2000 hours of related work experience required.

Counselor: Provide academic, career and personal development counseling to Spanish and English speaking students. Master's degree in Counseling, one year counseling experience and fluency in Spanish required.

Economics: Teach Introduction to Economics, Economic Development, Micro and Macro Economics. Master's degree in Economics or related field required.

English: Teach Composition I, Composition II, and Literature. Master's degree in English or a related field and experience teaching Composition required.

Geography/Earth Science: To teach both social and physical sciences. Master's degree in Geography or Earth Science and a broad based background in regional and human geography required. Experience in physical geography highly desirable.

Health & Human Performance: To teach 15 contact hours, including classes with the F.I.T. program and manage the Fitness Instructor Technology Program. Master's degree in Physical Education or Exercise Science with certification in American Red Cross First Aid & CPR and in one or more of the following: ASCM, NSCA, NATA required.

History/Political Science: To teach lower division courses. Master's degree in Political Science or History with substantial graduate coursework in the other field with a background in one or more of the following fields: American Government, U.S. History, International Governments, World History, Non-Western History. Interest in managing Political Science on-line project preferred.

Horticulture: To teach Horticulture 60% of load and serve as Department Chairperson 40% of load. Bachelor's degree in Horticulture plus 2000 hours of related work experience OR Associate degree in Horticulture plus 8000 hours of related work experience required.

Librarian (Reference): To plan and provide information services to the College community. Master's degree in Library Science or related field and 3 reference courses at the graduate level required.

Management: To teach Business, Management and Marketing, maintain contact with 4-year institutions for transfer of courses, coordinate student internships, individual study, telecourses and on-line courses. Master's degree in Business, Management or Marketing and teaching experience required.

Music: To teach courses including: Concert band, chamber ensemble, music theory, music appreciation, music history and/or jazz ensemble. Master's degree in music or music education, teaching experience and expertise in the chosen field of performance required.

Philosophy: To teach 15 contact hours per week of lower division courses, including Critical Thinking. Master's degree in Philosophy and teaching experience required.

Plastics/Machine Tooling: To teach Plastics and Machine Tooling and to provide technical support for the MSTC lab. Bachelor's degree and 8000 hours of certifiable work related experience and knowledge of injection molding machine operations required. Master's degree in Plastics or Machine Tooling preferred.

Psychology: To teach courses in Human Sexuality, Developmental Psychology and Introduction to Psychology. Master's degree in Psychology and teaching experience required.

Spanish: To teach 12 contact hours (4 lab hours) per semester 1st & 2nd year Spanish. Master's degree in Spanish, native or near native fluency.

Speech: To teach Introduction to Speech, Small Group and Interpersonal Communication. Master's degree in Speech Communication and teaching experience required.

Application forms and additional information about the college and positions available on college Web site:
www.mchenry.cc.il.us.

In addition, candidates should submit (1) letter of application including statement of their commitment to the community college and teaching/counseling; (2) a current resume, (3) names, addresses and phone numbers of three references to:

Barbara Kreutzmann
McHenry County College
8900 U.S. Highway 14
Crystal Lake, IL 60012

Application deadline is January 19, 2001, however applications will be considered until positions are filled.
(fax and e-mail not acceptable).

McHenry County College is an EEO employer and committed to diversity in its college community.

UIS
UNIVERSITY
of ILLINOIS at
SPRINGFIELD

Dean of Students
&
Associate Vice Chancellor for Student Affairs
University of Illinois at Springfield

The position's primary functions are to provide leadership and direction, as well as operational support, for a variety of student activities and programs that significantly enhance student life, co-curricular activities, and support services; provide programmatic and budgetary direction and management for units supervised; and respond to student issues and concerns. The Dean of Students/Associate Vice Chancellor for Student Affairs leads and supervises units administratively located in the Division of Student Affairs and reports to the Vice Chancellor for Student Affairs. The units include Career Services, Counseling, Disability Services, Health Services, International Affairs, Minority Student Affairs, Student Life, Student Newspaper, and the Office of the Dean of Students.

Duties and responsibilities include: leading and directing programs that significantly enhance student life and support services for an increasingly residential campus and maintaining appropriate support services for part-time commuter students; providing programmatic and budgetary direction and management for those units supervised; providing responses to student concerns, issues, and emergency situations; developing and implementing policies and procedures related to areas of responsibility; coordinating academic and student support and program development in areas of general counseling and student development, retention, and student activities for Student Affairs units; supervising long-range planning and assessment processes for units and coordinating research efforts; working with and coordinating efforts with other university and campus academic departments and units, and outside services and consultants, as appropriate; developing and administering budgets; and supervising unit directors and staff of the Office of the Dean of Students.

Minimum qualifications: Master's degree in student personnel services, higher education, counseling, or related field required, doctoral degree preferred; professional experience in student services in higher education, preferably in a college or university setting with a comprehensive set of degree programs and with a traditional as well as non-traditional adult student population; seven years of progressively more responsible experience in student affairs administration or related areas; excellent skills and experience, as well as theoretical background, in administration, management, and program development, general counseling/development of students, and planning, assessment, and research related to student affairs/learning; and demonstrated human relations skills and collaborative, team-building leadership style.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Dean of Students/Associate VCSA Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on January 22, 2001 and continue until an appointment is made. The anticipated start date for the appointment is as soon as possible, but at least by July 1, 2001. For more information about the University of Illinois at Springfield, visit our web site at:

www.uis.edu.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

The Center for the Study of Religion at Princeton University announces a postdoctoral research opportunity for the 2001-2002 academic year, pending final authorization of funding.

The position will support a junior scholar's project focusing on religion, race, and gender in American history and among people of African descent. Doctorate in any relevant field. The position requires no teaching but includes participation in a weekly workshop involving fellows and graduate students as well as faculty members. The position may supplement leave support already secured or fund a leave directly.

To apply, submit CV, 2 letters of recommendation, a 3-5 page proposal, and a published or unpublished paper relevant to the study of religion and race. Applications due postmarked February 15, 2001.

Contact CSR
5 Ivy Lane
Princeton University
Princeton, NJ 08544
609/258-5545
askline@princeton.edu
www.princeton.edu/~csrelig/

Princeton University is an equal opportunity and affirmative action employer.

Princeton University

COMMUNITY COLLEGES OF SPOKANE

Vice President of Learning, Spokane Community College. Search re-opened. This position is the chief instructional officer for the college and reports to the president. The vice president is responsible for providing the leadership and vision for all instructional programs at Spokane Community College. SCC is a member of the Community Colleges of Spokane, a 3-unit district; a comprehensive community college, is widely known for its professional/technical programs as well as its broad liberal arts transfer program. The vice president will continue the development of the college as a provider of quality education, workforce development, and distance learning. Master's degree and three years of increasingly responsible professional experience, which includes supervision of staff, college instruction, higher education administration, finance, organizational development, and curriculum design, or any equivalent combination of education and experience. Three years of successful teaching experience, including some at the post-secondary level. Doctorate in Higher Education Administration/Leadership or other area related to the college's program and mission and community college teaching experience desirable. $89,000. Closes January 12, 2001. (200109)

Dean of Instruction for Business, Computing, Mathematics, and Science, Spokane Falls Community College. Search reopened. This position will administer, supervise, and provide leadership for faculty and staff in accounting, economics, fashion merchandising, business management, computing software applications, real estate, small business management, office technology, engineering, physics, chemistry, astronomy, geology, biology, ecology, anatomy and physiology, aviation, mathematics, computer science, and information systems. Will manage the annual budget of approximately $2.6 million for the division; provide leadership to approximately 100 full and part-time faculty and staff; provide direction and advise on program and curriculum development; oversee tenure review activities and hiring of faculty and classified staff. Master's degree in one area of the supervised instructional areas and three years of successful teaching experience in higher education. Experience in community colleges and demonstrated abilities in the following areas: working with people of various ethnic backgrounds; providing creative leadership; working effectively by consensus desirable. $72,100. Closes January 5, 2001. (200115)

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P. O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http//ccs.spokane.cc.wa.us. AA/EOE

SULLIVAN

Sullivan County Community College is seeking to fill the following positions:

ADMISSIONS COUNSELOR

Primary responsibilities: Recruitment, outreach, advisement, application review and follow up activities for all potential students. Extensive travel outside the Sullivan County area and also nights and weekends are required. Qualifications: Bachelor's degree, strong computer and customer service skills, the ability to work with diverse populations. Some admissions or related experience preferred. Salary range: $29,500.00 - $35,000.00.

Benefits include annual leave time of 41 days, health insurance, and retirement package. Send cover letter, resume and names, addresses and phone numbers of 5 references To:

Office of Human Resources
Sullivan County Community College
112 College Road
Loch Sheldrake, NY 12759
or Email to cpierce@sullivan.suny.edu

Resumes will be accepted until positions are filled.

Minorities, handicapped and veterans are encouraged to apply. Affirmative Action/Equal Opportunity College.

MIAMI

MIAMI UNIVERSITY OXFORD OHIO

English
Assistant Professor
Miami University
Middletown

Tenure track. Position begins August 2001. Requires PhD, MFA or DA in English. Generalist committed to teaching of writing, encourage candidates with interests in a least one of the following: minority lectures, creative writing, and integration of technology with teaching. Teaching load prior to tenure is 12 semester hours one semester, 9 the other. Campus is open admission regional campus of Miami University (Oxford).Campus Web site:

www.mid.muohio.edu

Review begins January 15, 2001. Preliminary interviews will be scheduled at CCCC in Denver. Send letter and CV to:

Dr. Cynthia Lewiecki-Wilson
Search Committee Chair
Miami University Middletown
4200 East University Blvd.
Middletown, OH 45042

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Buffalo State

State University of New York

Mathematics Department Faculty Positions

The Buffalo State College Mathematics Department seeks candidates for the following two full-time, tenure-track faculty positions. Salaries are competitive based on qualifications.

ASSISTANT PROFESSOR – STATISTICS/MATHEMATICS

Responsibilities: Teach a typical course load consisting of nine hours/semester of undergraduate and graduate statistics and mathematics courses; grow professionally through scholarly activities such as research, grant-writing, and publishing; participate in departmental/college program development and committee work; and advise students.

Required Qualifications: Ph.D. in statistics or Ph.D. in mathematics with a strong background in statistics; the ability and willingness to effectively teach a wide range of undergraduate and graduate courses in both statistics and mathematics; evidence of effective teaching ability; knowledge of standard statistical packages; potential for scholarship; and effective communication skills.

Preferred Qualifications: Experience in any of the following: industry or consulting work in statistics; grant-writing; course and program development; and innovative teaching with technology.

ASSISTANT PROFESSOR – MATHEMATICS EDUCATION

Responsibilities: Teach a typical course load consisting of nine hours/semester of undergraduate and graduate mathematics education and undergraduate mathematics courses; grow professionally through scholarly activities such as research, grant-writing, and publishing; participate in departmental/college program development and committee work; supervise student teachers; supervise masters' projects; and advise students.

Required Qualifications: Ph.D. or Ed.D. specializing in mathematics education, with a strong background in mathematics; ability to teach undergraduate mathematics courses; ability to teach undergraduate and graduate mathematics education courses; ability to supervise student teachers; evidence of effective teaching ability; potential for scholarship; knowledge of current issues in mathematics education; and effective communication skills.

Preferred Qualifications: Certification and experience teaching school mathematics; experience using computer/calculator in the classroom; and knowledge of current curriculum projects.

Benefits: TIAA/CREF or New York State Retirement Plan and disability programs, as well as health, prescription, dental, and vision plans, are provided. Other benefits include sabbatical and sick leaves, group life insurance, and 403(b) tax-shelter programs. Faculty members are eligible to apply for study leaves and professional travel and professional development funds.

Visit the college's Web page at http://www.buffalostate.edu and the department's Web page at http://www.buffalostate.edu/~math for more information.
Both pages include links with information about
Western New York and the city of Buffalo.

Application Deadline: Applications will be processed beginning January 25, 2001, and will continue to be accepted until the positions are filled. Applications received by January 25, 2001 will be guaranteed.

To Apply: Send letter of application, along with a vita, transcripts, and three letters of recommendation (at least one addressing teaching experience), to: Dr. Tom Giambrone, Chair, Mathematics Department, 317 Bishop Hall, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222.

Buffalo State is an affirmative action/equal opportunity employer.
The college serves more than 11,000 students and offers 155 undergraduate and graduate programs.

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Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

MARKETING DIRECTOR

University of Illinois at Springfield

The primary functions of the marketing director are to provide leadership and direction, as well as operational support, for campus marketing efforts related to recruitment, enrollment, and retention including market research, strategic market planning, advertising, publications, web development, and other needed services and products, and to coordinate marketing efforts with appropriate campus units. The marketing director supervises and leads the marketing unit administratively located in the Division of Student Affairs and reports to the Vice Chancellor for Student Affairs.

Duties and responsibilities include: directing, developing, and producing market research, advertising and publications, web development, and other services and products to meet campus marketing needs related to student recruitment, enrollment and retention; developing, coordinating, and implementing integrated campus marketing plans consistent with campus goals, evaluating marketing efforts, and devising strategies and action plans; working with and coordinating unit efforts with university and campus units, and consultants, as appropriate; developing and administering the unit's budget; preparing special and periodic reports as needed; and supervising unit personnel, and representing the campus in community and professional organizations.

Minimum qualifications: Bachelor's degree in marketing or related field, master's degree preferred; professional experience in higher education, preferably in a college or university setting with a comprehensive set of degree programs and with a traditional as well as non-traditional adult student population; five years of progressively responsible experience in marketing and related areas; demonstrated achievement in creating and implementing effective marketing plans and programs; familiarity with new technologies in print, multimedia, and web design; and demonstrated human relations skills and collaborative, team-building leadership style.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Marketing Director Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Consideration of applications will begin on January 22, 2001 and continue until an appointment is made. The anticipated start date for the appointment is May 1, 2001. For more information about the University of Illinois at Springfield, visit our web site at: www.uis.edu.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

Cazenovia College

BIOLOGY

Cazenovia College invites applicants for a full-time Assistant Professor, tenure-track position.The successful candidate's teaching responsibilities will include classroom, laboratory,and field courses in General Biology, Zoology, Cell Biology, Ecology and relateddisciplines. The position requires participation in student recruitment activities, academicand co-curricular advising, science curriculum development, maintenance and improvement of laboratory facilities, and governance and planning structures of the College.

Successful candidates will present evidence of interest and preparation in teaching theirsubject fields, including college-level teaching experience. Minimum qualificationsinclude an earned doctorate in Biology or in Science Education (Biology emphasis withthe capability to supervise undergraduate research), or in a related field by the time ofappointment or shortly thereafter. The ability to teach introductory college-level mathematics is a plus.

Rank and salary will be commensurate with experience. Send a letter of application thataddresses the qualifications, current curriculum vita, a statement of teaching philosophy,and the names, telephone numbers, and e-mail addresses of three references: **BiologySearch, Human Resources Office, 12 Liberty Street, Cazenovia College, Cazenovia, NY13035. Application deadline is January 16, 2001. Appointment begins August 23, 2001.**

Cazenovia College is located in the scenic Central New York village of Cazenovia, 20 miles southeast of Syracuse. For further information, visit our website at:

www.cazcollege.edu

AA/EOE

MIAMI UNIVERSITY

OXFORD OHIO

Interdisciplinary Environmentalist. Assistant Professor (tenure-track). School of Interdisciplinary Studies, Oxford Ohio. The School of Interdisciplinary Studies has created two new undergraduate majors in Environmental Studies and Environmental Science to complement our innovative undergraduate major in Interdisciplinary Studies. We seek a colleague who, through research and life experience, will enhance the multicultural dimension of these majors. The position involves co-designing and team-teaching undergraduate courses in the areas of natural science, social science and/or the humanities. The successful candidate will be able to team-teach in at least two of these three areas.

Desirable areas include: conservation; sustainable development; ecology; environmental education, ethics, or law; international policy; and the intersection of the environment with issues of race, class, and gender. **Requirements:** a Ph.D. (or other appropriate terminal degree) by August 2001; 2) a letter of application that should specifically address the candidate's teaching philosophy and potential contribution to the new majors and multicultural aspects of the program; 3) a vita; 4) three letters of recommendation; and 5) evidence of high quality scholarship–broadly defined–and innovative, high-quality teaching and advising.

Address all materials to: Search Committee Chair, School of Interdisciplinary Studies, Miami University, Oxford Ohio 45056. Review of applications begins February 1st, and continues until the position is filled.

Miami University is an equal opportunity/affirmative action employer.

Albion College (http://www.albion.edu), a four-year, selective liberal arts college of 1500 students located in a diverse south-central Michigan community (http://www.forks.org), invites applications for two tenure-track Assistant or Associate Professor positions, available August 2001, to help create an innovative, intellectually challenging, undergraduate teacher education program. Building on the strengths of the college and the education department faculty, research and best practices of the teacher education community, and our students' needs, we will develop collaboratively over the next few years a unique teacher education program. New opportunities also include the implementation of an undergraduate research program, the hiring of additional tenure-track faculty, and the joint development of the Fritz Shurmur Education Institute for advanced preprofessional teacher education in the liberal arts. Albion's teacher certification program for elementary, secondary, and K-12 is unconditionally accredited by the Michigan State Department of Education, and is due for a periodic review in the upcoming academic year.

Faculty, Assistant or Associate Professor Tenure-Track Education Positions

We seek creative colleagues who are generalists, and can and want to work collaboratively to envision and implement new programs. They need to be grounded in public school practice and research, and have a sound knowledge of social issues in education. Qualifications include an earned doctorate in education, teaching experience in higher education and K-12 schools with diverse populations, strong teaching and interpersonal skills, interest and/or experience in program development, a demonstrated research agenda, and a commitment to undergraduate teaching and student advising. Teaching responsibilities during the first several years, as we finish teaching the current program, include courses in traditional education courses, such as foundations of education, subject-specific pedagogy in the humanities or social sciences, general methods, reading courses, or supervision of student teachers. Expertise in either elementary or secondary education is welcome. Preference will be given to candidates with experience and interest in interdisciplinary work, teacher education reform, developmental practice, and alternative assessment. The department is committed to hiring faculty of color.

Interested candidates should send a letter of application, vitae, transcripts, copies of relevant publications, and three confidential letters of recommendation, one of which should be from a student, to **Dr. Deborah Roose, Chair of the Education Department, Albion College, Albion, MI 49224.** Review of applications will begin on January 5, 2001.

Fritz Shurmur Education Institute

The mission of the Institute is to equip students seeking teacher certification and professional preparation with a distinctive and relevant undergraduate education that combines the following qualities: (1) the depth of a major in a discipline; (2) the breadth and interdisciplinary focus of an innovative core curriculum rooted in the liberal arts tradition; (3) an array of practical skills and habits of mind as a classroom teacher; (4) a thorough understanding of and engagement with broad issues impacting education; and (5) the ethics of civic responsibility and affirming diversity.

http://www.albion.edu/education

Albion College is an Equal Opportunity Employer and committed to diversity as a core institutional value.

FLORIDA GULF COAST UNIVERSITY

Assistant/Associate Professor of Social Work and Human Services College of Public Services

The excitement grows as we continue to build FGCU, which is the newest State University in Florida. The College of Public Services includes an undergraduate program in human services and a graduate program in social work. **Minimum Qualifications:** A Masters' in SW from a CSWE accredited program and doctorate in social work or closely related field (ABD considered). Minimum 3-5 years post MSW practice experience in a community agency/organizational setting with college or university teaching experience. **Prefer:** Experience working with diverse cultures. Broad-based exp as a practicing SW with child welfare, families, corrections or other substantive areas of practice (health, mental health, research, and substance abuse). Exp in the instructional delivery of undergraduate and/or graduate classroom and distance learning technologies. Exp. with CSWE accreditation process. Appointment will be made at an Assistant Associate faculty rank. Salary commensurate w/candidate's exp on a 9-mo, multi-year contract basis. Available August 2001.

TO APPLY: There is no formal application form. Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of five references. Official transcripts will be req'd of candidates invited for an interview. Mail materials to: **FGCU, Position #11141, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565,** postmarked by the deadline date of March 16, 2001. For further information, please call the 24-hour jobline at 941-590-1111 or visit our website at www.fgcu.edu. Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply.

Florida Gulf Coast University is an Equal Opportunity/Equal Access/Affirmative Action Institution.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

OAKTON Community College

www.oakton.edu

Oakton is a dynamic community college with two campuses serving the North Shore suburbs of Chicago. The College is known for its academic innovations, commitment to excellence in teaching and learning and solid financial position. With an enrollment of 20,000 headcount/7,000 FTE students, Oakton is seeking a candidate to fill the position of Vice President for Academic Affairs.

As the chief academic officer of the institution and a member of the President's Council, the Vice President for Academic Affairs is responsible for providing leadership to the academic administrators and faculty. The Vice President oversees credit-based academic programs and activities, curriculum development, instructional and institutional assessment, and participates in relevant personnel matters and the development of academic budgets. The successful candidate will have a demonstrable commitment to academic excellence and innovation, appreciate the characteristics and needs of community college students, be an effective problem solver, value collaboration, and be receptive to individual diversity and alternative ideas. Essential qualities should include effective oral and written communications skills, integrity, respect for others and a sense of humor.

Applicants should have an earned doctorate and substantial experience in college teaching, as well as three to five years of progressive administrative responsibilities, including the administration of credit curricula and programs and services consistent with those offered at the College.

To apply, submit your curriculum vita and letter of application to Oakton Community College, Human Resources, 1600 East Golf Road, Des Plaines, IL 60016-1268, (847) 635-1675, fax: (847) 635-1764, e-mail: admsearch@oakton.edu. For more information visit our Web site at www.oakton.edu.

Nominations may be submitted to President Margaret Lee at the above address or via e-mail to plee@oakton.edu.

Confidential screening of applicants will begin on January 16, 2001 and will continue until the position is filled. Preferred starting date is July 2, 2001. -EOE-

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MIAMI

MIAMI UNIVERSITY OXFORD OHIO

History Tenure Track Assistant Professor

Position begins Fall 2001. Miami University Middletown. PhD in History and teaching experience required. Any specialization in US History welcome. Teach introductory history and intermediate US History courses and fulfill service and scholarship expectations appropriate to regional campuses. Submit application, CV, letters of recommendation, evidence of teaching effectiveness and statement of teaching philosophy to:

Ms. Martha Stevens
Co-Chair
History Search Committee
Miami University Middletown
4200 East University Blvd.
Middletown, OH 45042

Screening begins December 11, 2000.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

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FACULTY POSITIONS

OAKTON
Community College
www.oakton.edu

Oakton Community College is a caring community of educators dedicated to excellence in teaching and learning. We encourage applications from candidates who reflect the increasing diversity present in our community and student body, and who will enhance and promote engagement with other cultures. Applicants should be current in their use of evolving technologies, have an interest in promoting critical thinking, and willing to challenge our students to be knowledgeable, ethical and capable global citizens. A strong interest or capability in non-traditional instructional delivery is also desirable. Oakton is located 17 miles from downtown Chicago and has campuses in Des Plaines and Skokie.

The following **tenure track** positions are available for the 2001-2002 academic year, beginning in August:

Biology, two positions. Master's or doctoral degree in biology or related area is required. Preferred qualifications include past teaching experience and a commitment to innovations and learning. The primary teaching responsibility will be Introductory Biology (for non-science majors) and College Biology I and II (for science and pre-professional students). Human Anatomy and Physiology may also comprise a partial assignment for one of the positions.

Computer Technology and Information Systems, two positions. Bachelor's degree in a computer-related discipline and a minimum of one year of work experience are required. Preferred qualifications include college-level teaching experience or appropriate industrial certifications. The candidate should be able to teach computer literacy courses, as well as teach in one or more of the following areas: computer programming; web development; Microsoft Office and desktop publishing applications.

Electronics (Computer Hardware) and Local Area Networks, one position. Bachelor's degree in electrical engineering, electronics engineering technology, or a related science, and a minimum of one year of work experience are required. The candidate chosen will teach electrical or electronics technology courses leading to A+ certification and local area networking courses. Preferred qualifications are possession of current industrial certification and/or teaching experience.

English, one position. Master's degree in English or a related field (such as rhetoric and composition, or a master's degree in TESL, linguistics, or a related field) is required. Preferred qualifications are a secondary interest in service learning, educational technology, journalism, film, or interdisciplinary general education. We seek a specialist in either composition or ESL with the ability to teach courses in another specialty.

History, one position. Master's or doctoral degree in history is required, with a desire to teach a wide variety of undergraduate history offerings in a very diverse, smaller-class environment. Preferred qualifications include an ability to teach non-western history, regional history, or geography. Focus of teaching will be in U.S. History and Western Civilization.

Humanities/Asian Studies/Asian Language, one position. Master's degree in humanities, with a specialization in non-western humanities and philosophy, a minimum of 15 graduate semester hours in an Asian language, preferably Japanese, and native or near-native fluency are required. Preferred qualifications include language teaching experience and/or language experience resulting from residence, study or travel in a country where the target language is spoken. The candidate chosen will teach non-western humanities, philosophy and language courses at beginning/intermediate levels.

Humanities/Modern Language, one position. Interdisciplinary master's degree in humanities or master's degree in a specific humanities discipline, plus a minimum of 15 graduate semester hours in German, Italian or Spanish are required. Native or near-native fluency in the language is required. Preferred qualifications include successful college teaching experience and language experience resulting from residence, study or travel in a country where the target language is spoken. The candidate chosen will teach general humanities courses, introductory courses in a specific humanities discipline, and language courses at the beginning/intermediate levels.

Library Services, one position. Master's degree in Library Services (ALA accredited), at least 3 years of professional library experience, supervision of library staff, and familiarity with online systems of delivering library services are required. Preferred qualifications include research, experience in an academic library, a second master's degree, teaching experience or solid workshop presentations, and a working knowledge of HTML and its derivatives.

Modern Languages: French, German, Italian, Spanish, one position. Master's degree in one modern language or a related field and a minimum of 15 graduate semester hours in a second modern language are required. Native or near-native fluency in both languages and English is required. Preferred qualifications include successful language teaching experience and/or language experience resulting from residence, study or travel in a country where the target language is spoken. The candidate chosen will teach beginning and intermediate courses in two of these languages.

Mathematics, two positions. Master's or doctoral degree in mathematics or mathematics education with a minimum of 18 graduate semester hours in mathematics, and strong communications and presentation skills are required. Preferred qualifications include a doctorate in mathematics or mathematics education, and past college teaching experience. Faculty members will teach mathematics courses from developmental mathematics through calculus and differential equations. An interest in teaching basic courses is a plus.

Nursing, one position. Master's degree in Nursing and the equivalent of at least two years of full-time clinical experience are required. Preferred qualifications include teaching experience in medical-surgical nursing and in one other specialty, past success with culturally diverse and marginal students, an ability to work with other nursing faculty. The successful candidate will teach didactic and clinical sections in the Associate Degree Nursing program.

Philosophy, one position. Master's degree in philosophy is required. The preferred qualification is a specialization in ethics. The candidate chosen will have successful college teaching experience in the full range of introductory courses: introduction to philosophy, ethics, logic, history of philosophy I and II, and world religions.

Student Development, two positions. Master's degree in counseling, counseling psychology, social work or a related field *including* at least 15 graduate hours in counseling and/or group work, *plus* supervised counseling experience are required. Candidates must have the credentials to teach within an academic program offered by the college and generally will be expected to assume a six-hour teaching load each semester. These positions include significant responsibility for providing short-term counseling, developmental advising and the design, delivery and ongoing evaluation of student development programming and interventions. Preferred candidates will possess a unique integration of teaching, counseling and advising skills, and will present evidence of their experience in applying student development theory to practice with a highly diverse student population in a higher education setting.

To request an application packet, contact Human Resources, Oakton Community College, 1600 E. Golf Rd., Des Plaines, IL 60016, 847-635-1675, Fax: 847-635-1764, e-mail: facsearch@oakton.edu.

For information or an application form, go to *www.oakton.edu.* To apply for a position, submit a cover letter, résumé, application and two letters of recommendation to the address listed above Review of application materials begins January 8, 2001 and will continue until the positions are filled. - EOE -

¡PUNTO FINAL!

I PACHUCO, TOO

Alberto Huerta is an associate professor in the Department of Modern & Classical Languages, University of San Francisco.

Fifty years ago, Octavio Paz wrote a severe assessment of the Pachuco in *The Labyrinth of Solitude* (1950). In the 1940s, at the height of WW II, he had seen zoot-suited young Mexican Americans in L.A. harassed by the press and by sailors. Paz, 1990 Nobelist, had described the Pachuco as a borderline personality, lacking identity, neither Mexican nor American.

In 1992, in a Beverly Hills diner, he told me, "That was then. I saw rebels without a cause. Futility. Today, I would see it differently."

That pernicious '40s climate was portrayed by California author Thomas Sánchez in *Zoot-Suit Murders* (1978).

Sánchez told me he wanted to address the time frame of his late father, missing in action in 1943, when the U.S.S. Lipscomb Bay was sunk. While that father he never met was defending the U.S., citizens in L.A. were attacking his brothers and sisters. Author Sánchez was shocked to learn that 20 taxis of sailors had converged on a local theater and, without provocation, singled out Mexicans to beat, as the L.A.P.D. and the MPs looked the other way.

His political novel is riveting. It depicts the unwarranted obsessions of California's Committee on Un-American Activities and the L.A. Sheriff's Department for Subversive Activities–and the biased coverage by the *Examiner* newspapers of East L.A. barrio street gangs, who affirmed Hispanic individuality by their attire. From the threads of suspicion, betrayal, fear, xenophobia, manipulation, and scapegoating of minorities in times of war and economic crisis, Sánchez weaves an ugly tapestry of the dark world that his characters fall victim to.

In 1981, Luis Valdez, founder of El Teatro Campesino, produced the film *Zootsuit*, starring Edward James Olmos, and based on the 1942 Sleepy Lagoon Case, in which a man was fatally run over by a car, and the L.A. District Attorney, fueled by the *Examiner's* sensationalism, tried and convicted 22 Pachucos/Zoot-Suiters. Only after an appeal revealed many breaches by the bench were they acquitted. Orson Welles founded The Mexican-American Defense Committee that helped overturn the conviction.

Paz had recognized Beatrice Winston Griffith, *American Me* (1948), as the first to write about the Pachucos. Her book was appropriated by Olmos for a 1992 film, which opens with the gang rape of Esperanza by U.S. sailors in an L.A. tattoo parlor. She becomes pregnant and bears a son, father unknown. That son, the protagonist, heads the Mexican Mafia, and dies as violently as he was conceived.

It seems a cursed syndrome of violence had snared the Pachucos. I reminded Paz that their spiritual progenitors were as varied as their descendants. The Mexican Peón who in 1910 raised his fists with Zapata and Villa against oppression and injustice, saying, "No más" was no different than John Steinbeck's Paisano in *Tortilla Flat* (1935), struggling nobly to preserve the unique Hispanic heritage, threatened after WW I by cultural invasion and transition. The Pachuco's spiritual descendants are as diverse.

In the '70s, Chicano literature was about carefree and fatalistic Vatos locos who ride around all night in souped-up cars with hydraulic lifts. Oscar Zeta Acosta narrates his colorful exploits in *Brown Buffalo* (1972) and *Revolt of the Cockroach People* (1973). These offer self-deprecating humor bordering on a Hispanic sense of blasphemy. Pandillas (gangs), drive-by shootings, and Cholos, with their baggy pants, might appear as the last manifestations of the Pachuco spirit of survival and resistance. They are not.

The Pachuco spirit of cultural affirmation prevails in music. In the '80s, Los Lobos created original romantic ballads that gave the Barrio and Pachuco heirs new pride and challenged Hispanic commercial stereotypes. Los Lobos converted the Pachuco's bonding sign–a tattooed cross with three dots found next to the thumb–as the spiritual symbol of abandonment to Christ's suffering and the Trinity. Their faith gives hope to the Barrio.

Today, Quetzal songs such as "Grito de Alegría" and "Todos Somos Ramona" remind them and the world of the Indigenous Mayan insurgency of Chiapas, Mexico.

Los Otros turn philosophical and theological. "Solo Quería Su Amor" asks why the children of the father who held down several jobs to make ends meet never knew him, when all he wanted was their love. It is the story and heart of the Pachuco, whose father was once a Peón, a Paisano, and whose heirs include the Vato, the Cholo and Pandillero.

Fifty years later, the Pachuco spirit lives on!

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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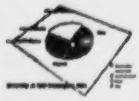

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A CAPITOL VIEW

Increased Opportunities in the Federal Workforce

BY GUSTAVO A. MELLANDER

As is well documented, Clinton selected the most diverse Cabinet in the nation's history. He also appointed the highest number of Hispanic Americans throughout the government as well as nominating the most for judicial positions.

Hispanic Americans made up seven percent of Senate-confirmed appointments, including Bill Richardson, Henry Cisneros, Frederico Peña, and Aida Alvarez.

Nine percent of presidential appointments, including boards and commissions, were held by Hispanic Americans, including Assistant to the President and White House Deputy Chief of Staff Maria Echaveste; Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra; Secretary of the Army Luis Caldera; Equal Employment Opportunity Commissioner Ida Castro; Office of Personnel Management Deputy Director John U. Sepulveda; Federal Communications Commissioner Gloria Tristani; and Selective Service Systems Director Gil Coronado.

Six percent of all President Clinton's judicial appointments were Hispanic Americans, including the Honorable Richard Paez, judge, Ninth Circuit U.S. Court of Appeals; the Honorable Jose Cabranes, judge, Second Circuit U.S. Circuit Court; the Honorable Julio Fuentes, judge, Third Circuit U.S. Court of Appeals; the Honorable Carlos Moreno, judge, Central District of California, U.S. District Court; and the Honorable Hilda Tagle, judge, Southern District of Texas, U.S. District Court.

President Clinton appointed as many Hispanic Americans to the federal judiciary (23 total) as Presidents Bush and Reagan combined, and has appointed more Hispanic Americans to the federal Courts of Appeals than Presidents Bush, Reagan, and Carter combined.

Nevertheless, Hispanics remain underrepresented in the Federal workforce: they comprise only 6.4 percent of the Federal civilian workforce, roughly half of their total representation in the civilian labor force.

Before leaving office, Clinton also took steps to continue his legacy. Less than a month before the election, the press and many Washington luminaries were invited to witness the signing of a new Executive Order to "improve government recruitment and career development of Hispanic Americans–a group historically underrepresented in the federal workforce."

Studies published by the Office of Personnel Management, the General Accounting Office, and the Merit Systems Protection Board document that imbalance. Hispanic Americans are 6.4 percent of the federal workforce and only 2.7 percent of the Senior Executive Service, despite being 11.4 percent of the U.S. labor force.

Taking Action

How is the new Executive Order going to address its goals?

Obviously a lot of partnering will be necessary. Agency heads are to further partnerships and cooperation among federal, public, and private sector employers, and appropriate Hispanic organizations, whenever such partnerships and cooperation are possible and would promote the federal employment of qualified individuals.

Some specific guidelines have been developed to date:

- All Administration departments and agencies are to establish and maintain programs for the recruitment and career development of Hispanic Americans in federal employment.
- All Administration departments and agencies are to eliminate systemic barriers to recruitment of Hispanic Americans and incorporate objectives of this Executive Order into their agency's Government Performance and Results Act planning.
- An Interagency Task Force will be established, chaired by the director of the Office of Personnel Management. The Task Force will assess overall executive branch progress in complying with the requirements of the Order, provide advice on ways to increase Hispanic community involvement, assess best practices in strategic human resources management planning, and report findings and recommendations annually to the President.
- The Office of Personnel Management is to provide policy guidance to address Hispanic American underrepresentation in the federal government and lead the effort to promote diversity in the federal workforce.

The task is formidable. To improve the representation of Hispanics in federal employment without enraging other groups, due respect must be paid to merit system principles and veterans preference criteria.

To reach its lofty goals, systemic barriers must be removed to the effective recruitment and consideration of Hispanics, including but not limited to: broadening the area of consideration to include applicants from all appropriate sources; ensuring that selection factors are appropriate and achieve the broadest consideration of applicants and do not impose barriers to selection based on non-merit factors; and considering the appointment of Hispanic federal executives to rating, selection, performance review, and executive resources panels and boards.

Plans have also been launched to ensure that managers and supervisors receive periodic training in diversity recruitment and management.

The Interagency Task Force shall meet semi-annually to review best practices in strategic human resources management planning, including alignment with agency goals.

It will also issue an annual progress report with findings and recommendations directed to the President. The first annual report shall be issued no later than this year.

Legacy

Clinton is frequently criticized and even demeaned for his focused fascination on his legacy. He will most certainly be remembered for many things. Historians and the rest of us will have plenty of time to add our two cents. Bias, prejudice and party loyalty will undoubtedly be part of the mix. But as to Clinton's legacy on helping more Hispanics secure jobs in the federal government–the record seems pretty clear.

Dr. Mellander is a professor at George Mason University.

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Esquina Editorial

So long 2000, Hello New Millennium

After a drawn-out, almost painful and absurd election process, our nation's new president *might be in the building*. Citizens don't want to hear the words *electoral college*, *ballots*, or *recounting*. Not for a while anyway. However, I can't help but wonder what fate the electoral college will face. Is this the beginning of its demise? The Constitution's framers were wary of giving the masses the power to directly elect the president, as some felt the citizenry too beholden to local interests. Is it time to bring on the popular vote? Until this election, more people were finally recognizing the value of exercising their voting rights. But as the electoral college issue took center stage, red flags and individual disenchantment arose, bringing this momentum to a halt. Article after article in the print media and news commentaries suggest that maybe it's time for a change. Stay tuned.

In looking forward, one of our articles examines trends and the changing nature of work in the 21st century, and its impact on education. "Unemployment is at an all-time low....Minority employment is rising rapidly as industries look for new ways to fill vacancies." Despite an increase in telecommuting and technology to help increase efficiencies, people continue to spend more time working than with family, and findings show that Hispanics tally up even more hours than do other ethnic groups.

The need for cultural competence in health care is another area of importance to our ever-growing population. Tests, diagnoses, and prescriptions are part of the clinical component of medical care, but there must be more than that. Health care professionals, in addition to medical expertise, must have culturally appropriate bedside manner "by adjusting their attitudes and behaviors to account for the impact of emotional, cultural, social, and psychological issues...."

Up next is our Financing a College Education issue, in which we will have more on scholarships, Pell grants, and student loans.

'Can't start 2001 without mentioning resolutions. In part, resolutions are an attempt to finish unfinished business. Some familiar themes for people include losing weight, saving money, furthering one's education. For universities, these new year's declarations can translate into not making the Dirty Dozen list again or at all; perhaps adding an expanded wing on campus or new library acquisitions.

One of *HO*'s resolutions is to continue printing features of interest that'll keep you asking for more. What are your New Year's resolutions? Fax or email us. Stay in touch.

Atentamente,

M. Sarracent

Letters To HO

A Positive Pursuit

A sincere thank you for featuring our annual Latino Youth Conference in your publication ("Citrus College Latino Youth Conference–Step by Step," Oct. 23). It is an honor for Citrus College to appear in the pages of such a reputable and positive publication. A special thanks is owed to Adriana Meucci for her writing of such an excellent story.

The annual Latino Youth Conference is instrumental in removing the barriers that stand in the way of young Latinos and their pursuit of a college education. Your story reflects our commitment and supports us in that pursuit.

Sincerely,
Maxwell Sucee
College Promotion Specialist
Citrus College

Keeping the Faith

I received the issue of *HO* featuring the Hispanic Theological Initiative ("Creating a Generation of Public Intellectuals," Oct. 23). I want to thank you for your fine work in helping us spread the word about our program and the great need there is for Latina/o faculty in theology and religious studies. We have been taking the journal with us in our presentations hoping that this too will alert others to your work in bringing to the fore the concerns, labor, and achievements of Latinas/os (and our supporters) in the various facets of society.

I want to thank Gary Stern for doing an excellent job in capturing the essence of HTI and its contributions to the religious and academic communities (Latino and otherwise). He did a wonderful job weaving our interviews together. Again, your article on HTI will help further our work by helping to place our efforts and concerns before a wider public. ¡Les deseo mucho exito y larga vida!

Con agradecimiento,
Zaida Maldonado Pérez
Director
Hispanic Theological Initiative

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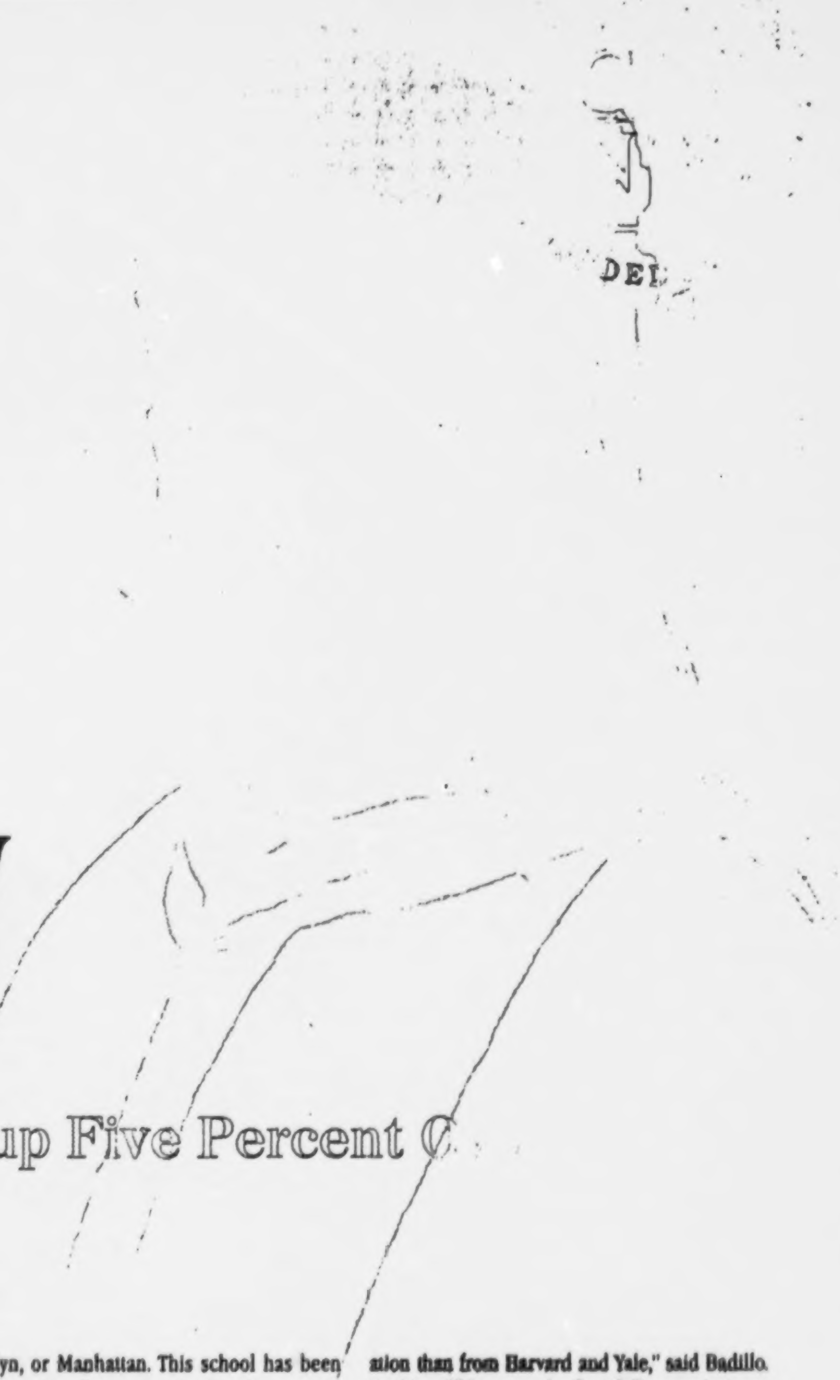
Vision Spells Change for CUNY



Enrollment up Five Percent

BY MICHELLE ADAM

Herman Badillo was 11 years old when he moved with his family from Puerto Rico to the mainland United States. His future in New York City depended on receiving a good education–both in his early teens and later–despite the economic hardships his family faced. It came to reason, then, that in 1947, Badillo attended the free City College, which is now a part of City University of New York (CUNY).

"We were all poor and came from the Bronx, Brooklyn, or Manhattan. This school has been the university of opportunity for the poor. It opened doors for me in New York City," he said.

It was only a matter of time before Badillo joined the ranks of Colin Powell and many other less affluent New Yorkers who made a name and place for themselves upon graduating from CUNY.

"There were more CEOs and heads of companies–not to mention Nobel Prize winners–that graduated from City College from my generation than from Harvard and Yale," said Badillo. He himself became the first full commissioner of Hispanic origin of New York City, the first Latino to serve as borough president of the city upon his Bronx appointment in 1965, and, in 1970, the first congressman of Puerto Rican origin in the history of the nation.

The school that Badillo is so proud of having graduated from is today anything but an "accolade" university. And he is the first to admit it.

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"At the time I attended, it was a very tough school to get into. You had to have an A average," he said. But today is a very different story. He cites graduates from Medgar Evers College and York College–two of CUNY's 20 junior, senior, and graduate schools–with degrees in education who are incapable of passing teacher's exams in English. He refers to a 1994 *Daily News* story regarding a Puerto Rican who failed to pass a teacher's exam 12 times and yet was accepted to teach college. CUNY's law school, he says, currently has the highest rates of failure on bar exams in the country.

Badillo's comments are merely a reflection of what he describes as a university with a "bad reputation," one that has only worsened since 1969, when standards were eliminated and open enrollment was enforced.

Although quick to criticize what CUNY has become for the 350,000-plus students currently attending, it is Badillo who has taken the reigns of his alma mater as chair of its board of trustees, and Badillo who is turning the school around. "I want to ensure that the students who graduate are held in the high regard that I was. I am leading the way toward changes to restore the school to how it was," he said.

Since Badillo was appointed chair by Governor George Pataki in 1999, there has been a complete revamping of CUNY. New Yorkers are already witnessing changes since the mayor's advisory task force on CUNY produced a comprehensive report, *An Institution Adrift*, citing that the school had no accountability to standards and was therefore losing enrollment and producing low graduation rates.

> **The New York Times *recently reported that the number of first-year students in the senior colleges at CUNY had risen by five percent this past fall, and at some campuses by more than 20 percent.***

Changes at CUNY have especially drawn the attention of *The New York Times*, which most recently reported that the number of first-year students in the senior colleges at CUNY had risen by five percent this past fall, and at some campuses by more than 20 percent. While those against change have been concerned that improving standards and selectivity for the school would decrease enrollment, Badillo's commitment to an accountable university might be the reason why "more kids want to come to CUNY," he said.

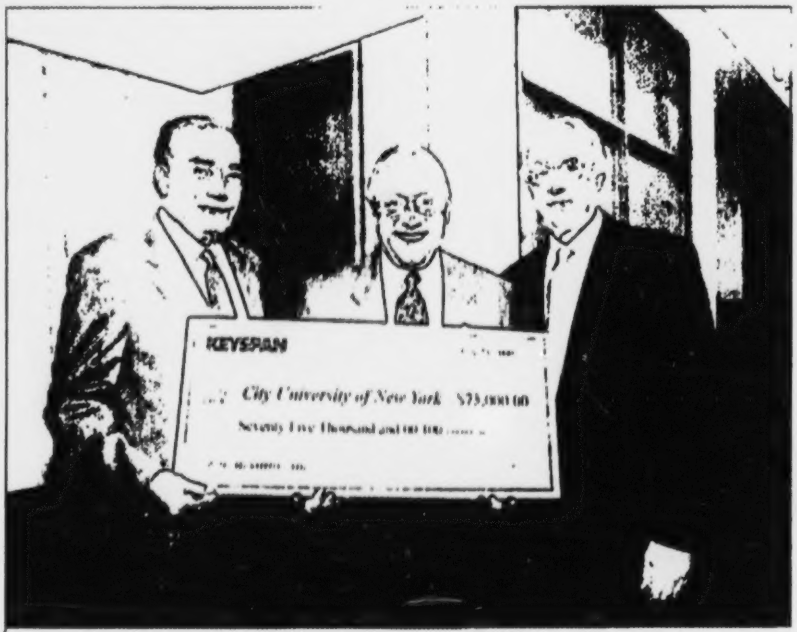
More than 150 years old, CUNY is by far the nation's leading urban university in terms of size, comprising 11 senior colleges, six community colleges, a graduate school, a law school, and a medical school. It is also the third largest university system in the United States, playing a crucial role in the lives of Latinos, who make up about one third of CUNY first-year students. It is no wonder, then, that Badillo, despite his busy schedule running a NYC law firm, has made it his priority to raise the standards and reputation of his alma mater. "I have always been concerned with improving the image of CUNY," he said.

As a member of Congress from 1970 to 1978, during which he was one of the most liberal members, he "came to the conclusion that we live in a very conservative country." While Badillo served his term in office, back home, New York City was undergoing a fiscal crisis, and CUNY changed its policy to open enrollment, eliminating certain standards and enacting a minimal tuition requirement. In 1978, Badillo returned home to become deputy mayor of New York City under Mayor Edward Koch, followed by his work in private practice.

If there was a lesson he learned during his time in public office, it was the following: "The one thing we all agree on is education. If we can ensure our people get a good education, then they can go out and get a good job and health care."

Shortly after Badillo's appointment as chair of the board of trustees, he secured approval

from the New York State Board of Regents to change the policy of open enrollment that had been in effect for 30 years. Under the change, students are required to pass tests that show readiness for college in order to matriculate at a four-year college. Badillo has also been working with NYC's Mayor Rudy Giuliani to eliminate social promotion, a process by which students are passed despite failing grades. For those concerned about higher standards, the University will yet have summer immersion programs and the opportunity for students to enroll in community colleges where remedial programs can help prepare them for four-year senior colleges.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> ***"I want to ensure that the students who graduate are held in the high regard that I was."***
>
> HERMAN BADILLO (PICTURED L.),
>
> CHAIR, BOARD OF TRUSTEES, CUNY

But establishing higher standards is only the beginning. Recognizing that many New York City students arrive at CUNY ill-prepared by high schools and middle schools, the University has established the first joint agreement in the history of NYC between CUNY and the City's school system. As part of the partnership, CUNY will help prepare high school students for college study and recruit and train new teachers for the City. Their "College Now" program is being expanded to begin in the ninth grade, preparing all students in high school for college within the next three years.

"Instead of waiting for them to come to us, we are sending professors to go to the high schools," said Badillo.

Badillo's vision is not only to bring back to life a CUNY that once served New Yorkers of all races and classes with a high quality education, but to have this large public university intricately woven into the greater fabric of the City. New programs and initiatives are in place to help increase the number and the quality of sorely needed teachers in New York schools. In July, new teacher training was introduced, with scholarships and training being provided to highly qualified students to pursue teaching degrees. Badillo has also helped establish a business leadership council, which includes major industry leaders who will advise and assist CUNY on career and internship opportunities for students and create bridges between the business community and the university.

The new CUNY Institute for Software Design and Development, a first-time University consortium based at the Graduate Center, is also spurring the development and commercialization of advanced software technologies and software engineering methods.

CUNY is undergoing many more changes under Badillo's leadership. From building a new Honors College, hiring new college presidents and teachers, and establishing accountability at all levels to completely reorganizing the administrative structure of CUNY, the goal is nothing less than to build a top-rate university. "We are a university on the move," said Badillo.

Badillo looks forward to the opportunities that await CUNY. Today Badillo leads The Master Plan 2000-2004, which reflects, for the first time, the long-range goals of CUNY.

As the nation's leading urban university, in the heart of New York's diverse immigrant population, CUNY has the opportunity to provide a model of excellence for other universities catering to large Latino populations. Rather than merely offer an affordable and easily accessible university for all, Badillo hopes to help grow a new breed of diverse graduates who, like him, can become leaders and role models for New York City and the nation at large. And, like him, those students from abroad or from the poor enclaves of this rich immigrant city will know that there is yet a university that will not only open its doors of affordable education, but provide them with the skills to achieve their own dreams.

BEST COPY AVAILABLE

TACHE Determined to Boost Hispanic Faculty

Full-Court Press on Five-Point Agenda

BY JEFF SIMMONS

Jude Valdez recalls the day he became part of a movement.

He was, in his own words, a "lowly graduate student" in a room of "real heavyweights." The group of deans, professors, and other Hispanic educators had gathered on the campus of the University of Texas in Austin to brainstorm.

The agenda: to discuss the climate on college campuses across the state and to determine what could be done to address the needs of Hispanic educators. The conclusion: something had to be done to raise both awareness and the ranks of Hispanics on campus.

Out of that meeting of 50 educators and students was born the Texas Association of Chicanos in Higher Education.

That was 26 years ago.

Today, the same goals prevail. What began as a grassroots organization has grown into an influential force not to be ignored. The organization now boasts more than 600 members, including 70 individual colleges and universities.

"I don't recall thinking whether this thing will last," says Valdez, whose term as president expired earlier this month. "I just knew we needed an organization to serve as an advocate for Hispanics in higher education."

He pauses, and reflects on the group's growing influence. "We are the mouse that roared," he says with a laugh. "We're a small organization, but we're very focused, and we're making ourselves known."

"The toughest obstacle has been the mindset that there is no problem, the inertia."

JUDE VALDEZ, IMMEDIATE PAST PRESIDENT, TACHE

The organization marked the turn of the century with a new two-year program orchestrated to bring attention to the plight of Hispanic educators in the state. TACHE 2000 is aimed at directing a spotlight on the underrepresentation of Hispanic faculty and staff at colleges and universities.

It's not a new or localized problem. It's one that TACHE's founders recognized back in 1974 and continue to lament today and consider "a silent crisis." The number of Hispanic professionals has remained low, while the number of Hispanic students has not.

"We want to bring attention to the serious crisis that exists in higher education in Texas," Valdez says. "The second part of the plan is to do something about it–to advocate for change for a reversal of that trend, that condition.

"The toughest obstacle has been the mindset that there is no problem, the inertia."

By 2030, the number of Hispanics in Texas will increase by 25 percent, representing a majority of the population growth statewide. By that point, Hispanics will be the largest ethnic group in the state.

One study found that in

2030, Whites will represent 37 percent of the population of Texas, Blacks will represent 10 percent, and Hispanics, a whopping 45.9 percent. Hispanic college enrollment will increase by 71 percent over the next three decades, and will account for 48 percent of the student body by 2030.

TACHE past-President Ed Apodaca recently penned "Crisis in the Ranks: The Underrepresentation of Hispanic Faculty and Administrators in Texas Higher Education." The article concluded that the growth of Hispanic educators on campus dramatically trails the population growth, and even the student growth.

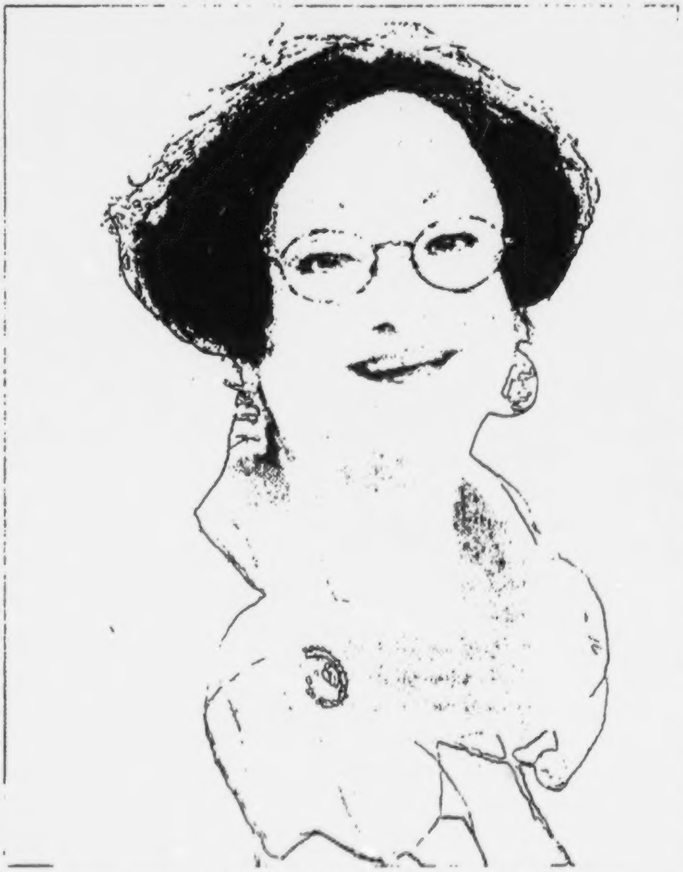
He noted that in 1998, only 4.8 percent of the faculty at state public universities was Hispanic, and only 3.5 percent had reached the level of professor. The scene was slightly better at community and technical colleges: 11.1 percent of the faculty was Hispanic.

The administrative record was moderately better. Hispanics represented 11.8 percent of administrators at state public universities, and 15.7 percent of administrators at community and technical colleges.

His conclusion: "Campuses do not have a tradition of acceptance of Hispanic faculty, administrators, or their culture. Every step has been a battle, and the miniscule gains are evidence of how difficult it is to initiate change."

"Obviously, not a lot has happened in Texas in terms of this issue," Valdez continues. "There may be some interest in making changes on the part of individual institutions, but unless there is something to require them to do it, we're not seeing much action. We've had decades to change things to bring larger participation, and it just hasn't happened."

TACHE has been working to initiate such change over the current academic year. TACHE leaders–all of whom are volunteers–have lobbied members of the Texas Legislature to propose legislation to attack the problem.



Congresswoman Irma Rangel, chair, House Committee on Higher Education

The campaign is the outgrowth of a summit meeting at which members, legislators, and other advocate groups convened last summer. "We locked the doors and got all of the people from throughout the state together and came up with a five-point legislative agenda," says Valdez, who is vice president for extended services at the University of Texas at San Antonio. "These are specific legislations that would be enacted in Texas to address the crisis. Now we've been taking the issue throughout the state."

The proposals include a bill requiring Texas public colleges and universities to make a strong commitment to faculty and staff diversity, one that reflects the student population.

The state's Texas Higher Education Coordinating Board would prepare an annual report charting the progress of each school. Progress would be rewarded with funds to hire faculty or staff for every member hired from an underrepresented group in Texas.

A second bill would study the underrepresentation of minority faculty and staff at the Texas schools. The Coordinating Board would commission the study and document the degree of underrepresentation, comparing it to student enrollment and state population. It would also identify and recommend efforts needed to correct the underrepresentation.

Another measure would establish the Texas Post-baccalaureate Achievement Program for underrepresented groups. This program would mentor undergraduate minority students who want to work as faculty in higher education in the state. The program would offer summer internships and academic counseling, and help to secure admission to graduate programs and financial assistance.

A fourth bill would provide tuition and fee waivers for minority community college faculty pursuing graduate degrees in higher education in Texas.

The last measure would earmark $5 million for the Texas "Minority Doctoral Incentive Program." The Texas Legislature established the program in 1993, but never funded it.

It would provide annual loans of up to $14,000 for minority students seeking a graduate degree in hopes of teaching in a Texas college or university. The loans are to be forgiven when the student returns to teach after graduation.

Congresswoman Irma Rangel, who chairs the House Committee on Higher Education, says TACHE embraces an important mission. "They are role models and wonderful mentors to our Hispanic students," she says, "and proof that Hispanics are academically able and can reach high standards."

Rangel, who is Mexican American, says she's watched the organization grow in both numbers and influence, and attributes its success to "stamina, dedication, and devotion." She says its work is pivotal to removing the foundations of discrimination.

"We have been excluded from access to some institutions of higher learning for 50 to 100 years. Here we are in the new millennium, and there are people out there who still question our academic credentials," Rangel says. "I think still a lot of people don't put confidence in our ability. I have tried to convince them we are capable."

Newly minted TACHE president Felix Zamora blamed "institutional racism" for not boosting the ranks of Hispanics in the college workforce. "We need to get beyond just calling out the rhetoric," says Zamora, vice president for student and institutional development at Eastfield College, within the Dallas Community College District.

"What we now are facing is what the leading demographers in the state of Texas have predicted: that unless more people of color enroll and graduate from college in Texas, we will be a poor, less-educated, more welfare-dependent, more incarcerated population than we are now, which is a very bleak picture."

"When you have faculty of color, students of color do better," he adds, "and they persist and they graduate at a better rate."

There are 120 colleges and universities in the state. Out of all the presidents and chancellors, only 15 are Hispanic. That number is a slight improvement, Valdez says, but "even if you have an increase of one or two, it seems like an astronomical increase in the percentage."

"The most common excuse/common reason given for the lack of Hispanics is that there are just not any qualified people around, and that same reason is given through the whole gamut of higher education," Valdez explains, adding, "The pipeline is leaking."

Over the last few months, TACHE leaders testified before the coordinating board and the Mexican American legislative caucus in the House and Senate, visited college and university presidents to rally for their cause, and fired off letters to legislators.

The organization is seeing the fruits of its labor.

IN HIGHER EDUCATION
CHAPT

HCCS Trustee Herlinda García (pictured center), and Local chapter members, José Salazar and Diana Castillo

"As a result of our letters and advocacy, the board has agreed to include new language in its higher education plan, which is called 'Closing the Gaps,'" he says. "They've agreed to include a goal essentially saying that Texas colleges should seek to diversify their faculty and staff consistent with their student enrollment."

The efforts also have swayed the state lieutenant governor's Special Commission on 21st-Century Colleges and Universities to include a statement about diversifying the faculty and staff ranks.

"This is the first time we've had something like this in the state," Valdez says. "These things are beginning to happen."

While TACHE's aim has always been to improve the lives of Hispanics within the Texas higher education system, the organization has targeted different issues: student testing concerns, recruitment of Hispanic students, funding inequities, and student retention.

TACHE Scholarship Coordinator Diana Castillo noted how TACHE's scholarship program has evolved into a fellowship program. The program used to dole out seven $1,000 awards. That figure has now been doubled, to $2,000.

This past fall, four graduate students were honored. They were chosen because they plan to enter the teaching profession in higher education in Texas. "We decided it was more important to increase the value of the award," says Castillo, a college operations officer at Southeast College, one of five within the Houston community college system.

Local TACHE chapters oversee scholarships, supplied with money from the umbrella organization and from local donors. The umbrella group focuses on the fellowships, called the TACHE Fellowship Application. "We're going beyond student recruitment and broadening ourselves to create equitable situations to groom Hispanics to become future faculty and representatives in the administrative ranks," Castillo says.

"They have to have a commitment to work within the system and to become part of our goal to change the demographics of higher education at both the faculty and administrative level," she says.

TACHE has recognized students who have performed community service work to promote the advancement of Hispanics in higher education or in the cultural arts, and even those who've studied medicine.

"We did this in baby steps," she says of the fellowship's evolution. "I have seen an increase in commitment in terms of the diversity in the ranks more at the administrative level than the faculty level, because it is harder to penetrate the faculty areas."

She adds, "My experience at my own particular institution is we need to work more with the administration and trustees to come up with creative ways in which we open the doors."

At Southeast College, Hispanic students account for about 35 percent of the 3,000 students, and 27 percent in the overall Houston community college system.

"I take a big responsibility in not just advocating the importance of this but working with local leaders to do something about it," says Castillo. Two of her four sons plan to attend graduate schools in Texas and then teach music and art.

Valdez's experience since 1980 at UT-San Antonio has been enlightening. The campus serves more than 18,600 students in undergraduate and graduate programs, and is one of the fastest-growing public universities in the state. The surrounding community is 52 percent Hispanic, and the student body, 44 percent Hispanic (just one percent below White). Overall, more than 50 percent of the students come from historically underrepresented groups. And, for the first time, the school's president is Hispanic–Ricardo Romo, a native San Antonian. "This sends a very positive message to students," Valdez says.

Another positive message is TACHE's long-term existence. Whereas other grassroots groups have come and gone, TACHE has now survived for more than a quarter century.

"We began during a time of great upheaval in Texas with civil rights organizations, and TACHE's development was logical to what was going on at the time," Zamora says. "I think it's survived because the basic purpose of the organization is such a necessary factor for development of our community that people are dedicated to it." HO

New Semester, New Beginnings

Starting the Semester with Bonding Exercises

BY
ANGELA PROVITERA
MCGLYNN

When we learn how we were named, that is, who made the decision for our name and how the decision was made, we actually learn a lot about our histories.

Another semester has begun. As I look out at my 200+ students in Introduction to Psychology large lecture, I am reminded just how diverse our student body is. Cultural diversity is the norm on many college campuses, particularly urban and community colleges. I am fortunate to meet all these large lecture students each week in smaller seminar classes of about 20 per section, where I can really get to know them. I am convinced that without these seminars, it would be extremely difficult for me to build rapport with the students, or for the students to bond with each other.

Starting semesters with icebreakers to get students comfortable in the classroom is becoming more widely accepted as the research showing the importance of bonding to classmates for retention and graduation piles up. One of the most significant factors in whether students will persist at an institution and graduate is whether or not they feel a sense of belonging and community.

How does a sense of community develop, particularly at commuter colleges? If it is going to happen at all, it will most likely happen in the classroom. Clubs and activities will help students bond to an institution, but many students will come to their classes and then leave campus.

There are so many possible first-day class exercises that are effective in getting students to connect with one another. In this article, I will describe four that incorporate a little diversity training as well.

What's in a Name?

Penfield (1998) describes an exercise that she calls "What's in a Name?" Penfield suggests that names are both personal and cultural. She says that our stories about our names are not only autobiographical; they are also cross-cultural. This first-day class exercise is a useful tool to get students to recognize their similarities and differences while learning each other's names. Here is how it works: Have your students pair up with someone they do not know. Ask students to interview their partners to find out the personal and cultural reasons for their first and middle names. Tell them that they will be responsible for introducing their partner to the whole class when you reconvene the large group. Allow a few minutes for each member of the pair to conduct the interview.

When you reconvene the whole class, ask each student to introduce his or her partner to the class, sharing any interesting information gathered about their names. Write down each person's name on the chalkboard or on newsprint along with a symbol or note of something personally or culturally interesting about the person's name.

After everyone has had a turn, ask the group if they have learned anything about cultural patterns in naming people, and process this information with the whole class.

The Family Name Exercise

This What's in a Name? exercise reminds me of an exercise I learned in a family therapy training program. It is called "The Family Name" exercise. The Family Name exercise, when used in a classroom setting, is designed to get students to know each member of the group a little better, to facilitate memory for names for both students and the instructor, and to create a sense of community in the very first class.

To begin the exercise, the instructor discusses the importance of our names to understanding our identities. When we learn how we were named, that is, who made the decision for our name and how the decision was made, we actually learn a lot about our histories. In case there are students who don't have a clue as to how they were named, I broaden the exercise to include them.

I ask students to sit back and listen to some questions that I pose: Who named you? How was the decision for your name made? Are you named after someone? Do you know or know of the person who is your namesake? Do you like your name? Have you ever gone by a different name? Do some people in your life call you by a different name? Do you have a nickname? How did you get your nickname?

After posing all these questions, I ask students to connect to whatever questions were most meaningful for them and to create a story about their name. I then ask students to introduce themselves to their neighbor in class and to share

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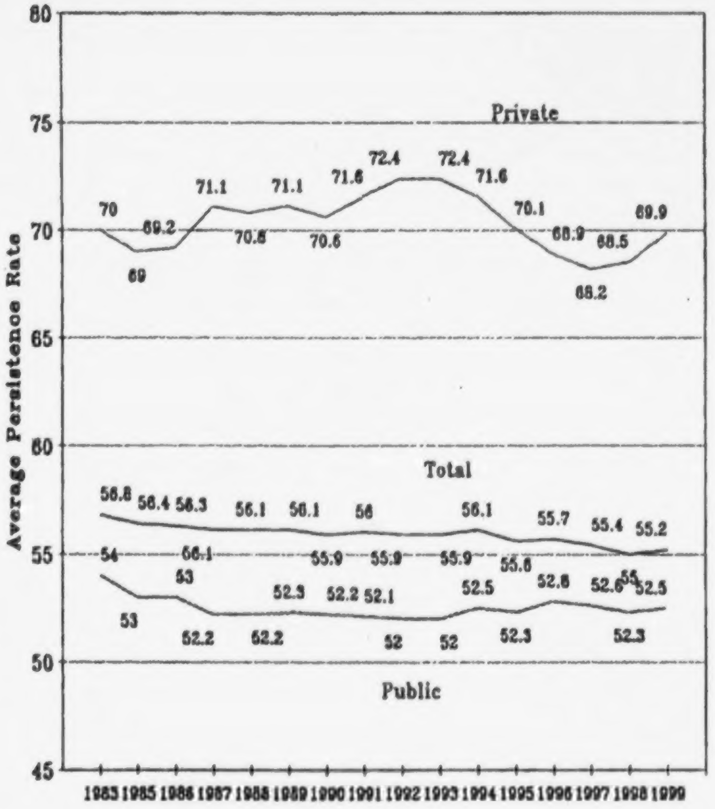
their stories. This gets them to meet another student, and also loosens them up for the large-group sharing. Before asking each student to introduce him or herself to the class, I usually get the ball rolling by telling my entire name and sharing my own story. All the students then tell the class the story of their names. This technique is a remarkable memory strategy since participants are using the principle of association to remember names.

Freshman-to-Sophomore Persistence Rates at Public and Private 2-Year Institutions 1983 to 1999



Source: Postsecondary Education OPPORTUNITY

Finding Commonalities

Another icebreaker for the first day is what I call "Finding Commonalties." Ask your students to raise their hands in response to questions such as: How many people eat pizza more than once a week? How many people go to the movies more than twice a month? How many people drive more than half an hour to get to the college? How many people listen to the "oldies" stations on the radio? You can add some academic-type questions such as: How many people plan to major in history? How many people are planning a career in teaching? After students have raised their hands in response to about half a dozen questions, and students have observed their classmates' responses, have students form four-person groups that you select either randomly or by some design. Some instructors move students around in what appears to be a random fashion, but they are actually creating groups that are gender and culturally diverse.

The instructor then hands out newsprint and magic markers to each group. Students are told to find four things that they share in common, and to depict these commonalties any way they choose. They can draw pictures or use symbols, or as a last resort, they can use words. Urge your students to be as creative as possible. Tell your students that each member of the group will introduce him or herself later to the class, and each student will describe one of the four things that they discovered they shared in common. Rather than have the group select a group reporter, having each student speak for self is a way to get all students speaking in the very first day of class.

After about 10 minutes of group work, the whole class is reconvened. Within groups, students usually have fun, and some bonding occurs. Students are also interested in learning what the other groups have to say. This is a fun way to start the semester, setting a tone that is comfortable.

Identities

Another icebreaker that promotes diversity training is the Introduction by Identities exercise. One of my colleagues teaches an English class to international students. She begins her first day by asking students to tell a little about themselves. She starts the exercise by role modeling examples of what they might share. In all these activities, instructors need to make it clear to students that it is always their choice about what to share about themselves and in what depth. My colleague tells her students her name, with a related anecdote about how she was named. She then says that obviously, she is a female, that she is Italian American, that she was raised Catholic, and that she was born in the United States. Within her extremely diverse class, students start to share about themselves, and some early bonding begins to take place.

Many of us who have been teaching for a number of years believe that a safe and comfortable classroom atmosphere is best for motivating students to learn and for keeping them engaged in the course. There is now considerable research to support our beliefs.

Reference:

Penfield, J. *Respecting Diversity: Working for Equity: A Handbook for Trainers.* Highland Park, N.J.: Penfield Associates, 1998.

HO

Empire State College

State University of New York

FACULTY POSITIONS
FULL-TIME

SUNY Empire State College, a national leader in non-traditional education with locations throughout New York State, seeks full-time faculty in a number of academic areas and locations. Founded in 1971, ESC is a recognized leader in designing and delivering innovative programs that meet the needs of more than 10,000 students each year. Students, mostly working adults, enroll in associate, baccalaureate and master's programs through instructional locations across New York State and at several international sites, as well as in the College's distance learning program. Faculty members serve as mentors to students and work with them in person in one-on-one small group and residency formats, as well as in online and print-based distance formats. Drawing on strong interdisciplinary and generalist interests, faculty members establish unique, collaborative relationships with students as they design individualized degree programs and pursue their academic studies.

Empire State College is a highly distributed organization and all faculty members are expected to be proficient in computer use. ESC's internal network provides groupware and other electronic forms of support to faculty. The College's professional staff members offer both technical and instructional design support. For all of the positions advertised, preference will be given to candidates who have experience in or demonstrated ability to teach in non-traditional ways and to work with diverse populations, including adult learners.

All of the openings are assistant professor, tenure-track positions, and are expected to be filled by Fall 2001. ESC faculty are expected to work with both undergraduate and graduate students. Ph.D. or other appropriate terminal degree is required for a tenure-track appointment (except as noted below). Salary and benefits are competitive.

For each position, submit a letter of application outlining subject areas of expertise and explaining capacity to work with adult learners in innovative ways to achieve their educational goals. Letter of application, current vitae, and names, addresses, and telephone numbers of four references to the appropriate dean/director listed below for each available position. Applications to more than one location are welcome. Review of resumes will begin on January 30, 2001.

For additional information about the College, visit the College's web site (www.esc.edu).

Central New York Center

The Central New York Center (CNY), Syracuse annually serves about 1,200 students and is seeking a faculty member with an academic background in Community and Human Services and Psychology. Significant work background outside of academe is a plus. Application materials to: **Dr. John Adams, Dean, SUNY ESC, CNY Center, 219 Walton Street, Syracuse, NY 13202.**

Genesee Valley Center

The Genesee Valley Center (GVC), Rochester annually serves about 1,100 students and is seeking two faculty members with academic backgrounds in (1) Community and Human Services: for the Center office in Rochester with expertise in human services and social work (policy, practice, and social justice), and human development. Preference given to candidates who have a MSW and significant human service practice experience, as well as a doctorate that is broadly related to the field of social work, human services, and counseling. (2) Unit Coordinator: for the GVC unit in Canandaigua, NY. Academic discipline is open. The unit serves about 100 full and part-time students. The unit coordinator reports to the dean and has both teaching (mentoring) and administrative responsibilities, including recruitment and retention of students, and supervision of staff and adjunct faculty members. For both positions, send application materials to: **Dr. Robert Milton, Dean, SUNY ESC, GVC, 1475 Winton Rd, North, Rochester, NY 14609-5803.**

Hudson Valley Center

The Hudson Valley Center (HVC) is located in the lower Hudson Valley area and annually serves about 1,200 students. HVC is seeking a faculty member for its Orange County location with an academic background in Community and Human Services with an emphasis in social policy, social welfare, and community organization. Significant work background outside of academe is a plus. Application materials to: **Dr. Robert Trullinger, Dean, SUNY ESC, HVC, 200 North Central Avenue, Hartsdale, NY 10530-1999.**

Long Island Center

The Long Island Center (LIC) serves students at three locations: Old Westbury, Hauppauge and Riverhead, and annually enrolls about 1,500 students. LIC is seeking two faculty members with academic backgrounds in (1) Community and Human Services: preference given to candidates who have a MSW with a concentration in policy and planning as well as a doctorate in a relevant field. Ability to teach in such areas as program planning and procedures, outcomes measurement in social programs, and public policy in America desired. (2) Historical Studies: broadly trained historian with an interdisciplinary perspective who can teach a variety of U.S. fields, especially social and political history, Western Civilization, and preferably at least one non-western culture. For both positions, send application materials to: **Dr. Antoinette Kania, Dean, LIC, SUNY ESC, 223 Store Hill Road, P.O. Box 130, Old Westbury, NY 11568.**

Northeast Center.

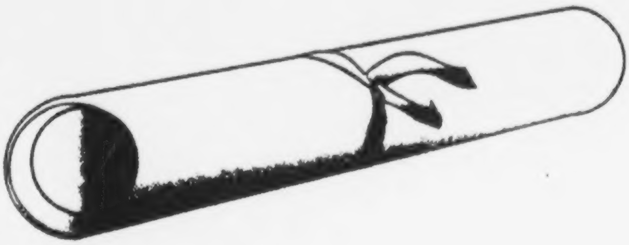
The Northeast Center (NEC) is located in the greater Albany area and annually serves about 800 students. NEC is seeking a faculty member in the area of Management Information Systems or Computer Information Systems. Significant work background outside of academe is a plus. Doctorate or other appropriate terminal degree is preferred; candidates with alternative academic credentials, including at least a Master's degree, and relevant professional experience will be considered. Application materials to: **Dr. Carolyn Broadaway, Acting Dean, SUNY ESC, Northeast Center, 845 Central Avenue, Albany, NY 12206-1504.**

Center for Distance Learning

The Center for Distance Learning (CDL) is located in Saratoga Springs and annually coordinates 11,000 course enrollments using Web-based delivery and print-based course packages for adult learners studying across New York State and around the country. CDL is seeking an Academic Area Coordinator in Science, Math, and Technology. This faculty member will be responsible for curriculum development, course maintenance and delivery of courses in the broad area of Science, Math and Technology; work with other full-time and part-time faculty in CDL and across the College to supervise course development and also to integrate educational technologies into CDL's courses; and mentors students, teaches in areas of his or her academic interest, and may teach in Graduate Studies or International Programs. Minimum of three years teaching experience preferred; practical experience in Information Systems, technology, or other areas of interdisciplinary science desirable. Preference given to candidates with the ability to think creatively about teaching and learning, particularly in the context of educational delivery options and integrating technology to promote student learning. Application materials to: **Dr. Meg Benke, Director, SUNY ESC, CDL, 3 Union Avenue, Saratoga Springs, NY 12866. FAX 518-587-2660.**

ESC, an AA/EO/IRCA/ADA employer, is committed to excellence through diversity in its faculty.

The Honor Roll



SUNY/Westchester Community College

Uncommon Breadth, Diversity, and Sophistication

BY ROGER A. DEITZ

How do you assess the impact of a community college? Is it just the work of great professors teaching challenging courses–or is it more than that? There are other measures of a rich and fulfilling higher education experience, one that opens a door to rewarding professional and personal intellectual growth. In the case of SUNY/Westchester Community College, it's hard to know where to begin.

WCC offers a great intellectual environment. Visiting lecturers at WCC have included Pulitzer and Nobel Prize winners, internationally known celebrities such as Alistair Cooke, Isaac Asimov, Charlie Rose, Dick Gregory, and Doris Kearns Goodwin. Imagine students challenged by the ideas of Buckminster Fuller, Jules Feiffer, and Ben J. Wattenberg. How about listening to writers such as Margaret Atwood, John Cheever, James Dickey, Joyce Carol Oates, or Arthur Schlesinger, Jr., discuss their work? How about a Smart Arts cultural series that has presented the Alvin Ailey Repertory Ensemble, author Toni Morrison, and poet Seamus Heaney.

WCC is a statement on diversity, its student body composed of 14 percent minority students, reflecting the community served. More than 3,000 mature adult learners are enrolled in Mainstream, the College's retirement institute. At WCC, "community" means just that. A diverse group of Westchester residents uses the Community College facility each year for classes and to take in performances of the New York Philharmonic and the Martha Graham Dance Workshop, or to attend the annual Working Woman's Summit, and more.

Hartford Hall, Westchester Community College

Concerned about the cost of higher education? Tuition at WCC remains the lowest in the county ($98 a credit), and the cost per student is among the lowest in the State of New York, despite Westchester's being a high-cost-of-living area.

With more than 20,000 students attending annually (credit and non-credit), WCC is the largest institution of higher learning in Westchester County. Its Professional Development Center has provided employee-training programs for more than 100 local businesses, including IBM, NY Power Authority, and the former Bell Atlantic, now Verizon. Through the SUNY Learning Network, credit courses are now available on the Internet. Approximately 30,000 students have completed their studies in a degree or certificate program at WCC to become employed, mostly in Westchester County. Graduates enroll at some of the most prestigious four-year colleges in the country.

The county's economy benefits as well.

Dr. Joseph N. Hankin, Weschester Community College president

Honor Roll Facts in Brief

INSTITUTION
SUNY/Westchester Community College

LOCATION
Office of Admissions
Valhalla, NY 10595-1698
(914) 785-6735

ESTABLISHED
1946

ENROLLMENT
11,000 full-time and part-time (14 percent minority)

DEGREE OFFERINGS
Associate's
Certificates

ANNUAL TUITION AND FEES
$2,350 (tuition)

FACULTY
160 full-time

SEVERAL DEGREE PROGRAMS
Business Administration
Paralegal Certificate
Medical Laboratory Technology
Travel and Tourism
Visual Arts

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Cultural Diversity Committee
Hispanic Club

INTERNET ADDRESS
www.sunywcc.edu

Westchester County realizes a return of $1.64 for every college budget dollar spent. As recently as June 1997, 18.6 percent of Westchester County high school students applied to WCC for the fall of 1997 semester; 94 percent were enrolled. With 40 associate's degree programs and 20 certificate programs, plus hundreds of continuing education courses, there is truly something for nearly every learner at a community college, a community college worthy of the Honor Roll.

Since opening in 1946, Westchester Community College has enrolled more than 300,000 students. It is one of 30 community colleges associated with SUNY, the State University of New York. Founded as the New York State Institute of Applied Arts and Sciences, the College first opened its doors in White Plains. In 1957, the County of Westchester bought the 360-acre John Hartford estate in Valhalla, three miles to the north, and designated 218 acres as a relocation site for what would become the Community College. The estate had a number of buildings that were at first used as temporary facilities, including instructional space, but these would not serve a rapidly growing community college.

A construction master plan was drawn up in 1961, and eight major buildings were completed by 1988, including: Engineering Technologies (1962), Student Center (1963), Physical Education Building (1964), Classroom Building (1967), Learning Resource Center (1969), Science Building (1978), Academic Arts Building (1981), and Administration Building (1988). WCC's Health Science Building, originally constructed by Yale University during its brief prior use of the Hartford Estate, was renovated extensively in 1990.

Hartford Hall, the beautiful Tudor manor house of the John Hartfords, has been on the National Register for Historic Places since 1978. The stately building now houses the offices of the president, deans of academic affairs, and Student Personnel Services, the Office of College-Community Relations, and The Foundation for Westchester Community College. Several other original estate buildings still exist. These serve maintenance, receiving, and engineering functions, and as storage. The resulting mix of modern and traditional architecture, together with the rolling terrain and mature trees and plantings, makes for a strikingly beautiful campus.

WCC has eight extension sites throughout the County—in Mahopac, Shrub Oak, Port Chester, Yonkers, New Rochelle, and Mount Vernon, and the Westchester Art Workshop in White Plains and Peekskill. The main campus in Valhalla is centrally located and accessible by public transportation. Childcare is provided by the Virginia Marx Children's Center for the children of students, faculty, staff, and Westchester County employees and community members. College facilities include a pool, tennis courts, athletic fields, a 400-seat theater, a 48-station auto-tutorial center, and 18 science laboratories. Six hundred fifty computers have been relocated in laboratories throughout the main campus for student use. Library and other facilities are open to the Westchester public as well as to students.

Last year, more than 300,000 people used the College facilities to attend festivals, concerts, day camp, conferences, workshops, and competitions.

Three types of associate's degrees in 40 subject areas are offered. There is the Associate in Arts degree for students transferring to four-year institutions in the liberal arts, the Associate in Science for those transferring to four-year institutions for business, math, and science for health careers, and the Associate in Applied Science for those preparing to seek immediate employment, change careers, or transfer to another institution. In addition, certificate programs requiring approximately 30 credits are offered in 17 career fields. All programs are taught by a top-notch faculty.

WCC's faculty and professional staff have received more SUNY Chancellors Awards for Excellence than has any other community college in the system. More than 94 percent hold master's or doctoral degrees in their fields. The student:faculty ratio is 17:1. The full-time faculty number 160. Full-time and part-time college-credit students number about 11,000. Continuing education students bring the total number served by the College each semester to nearly 20,000. WCC programs are designed to meet community employment needs. 325 representatives of local employers sit on 31 advisory committees to keep the curricula current.

The College prides itself on its commitment to diversity. The population of minority students has grown 25 percent in the last five years, mirroring a trend of increased minority growth in Westchester County. Westchester Community College President Joseph N. Hankin tells ***The Hispanic Outlook***, "The College is evolving along with Westchester County. There has been an increase in Hispanic citizens in the area, and we have responded by expanding the number of educational opportunities. For example, we have one of the largest ESL programs in the State, and it continues to grow."

There were 683 handicapped students attending in 1997-1998, many lower socioeconomic students looking to enter the mainstream, and 2,500 students attending ESL classes. The College has one of the largest Divisions of Continuing Education in the SUNY system. The enormous ESL program caters primarily to the county's Hispanic residents. The Office of Multicultural Programs provides a full schedule of events promoting diversity, ranging from special photo exhibitions and speakers to an annual Diversity Day extravaganza that offers dancing, music, and international foods.

WCC has many campus clubs that cater to the diverse international flavor and offers an extensive schedule of cultural events through the Smart Arts series. These events, attended by students, faculty, staff, and members of the Westchester community, include international films and multicultural performances. Two recently launched series, the new World Voyager and Rising Renaissance, focus on multiculturally diverse arts and artists, such as the Carlota Santana Spanish Dance Company, Boys Choir of Harlem, Chinese Parade of Acrobats and Dancers, the National Black Touring Circuit, and the improvisation troupe, Chicago City Limits.

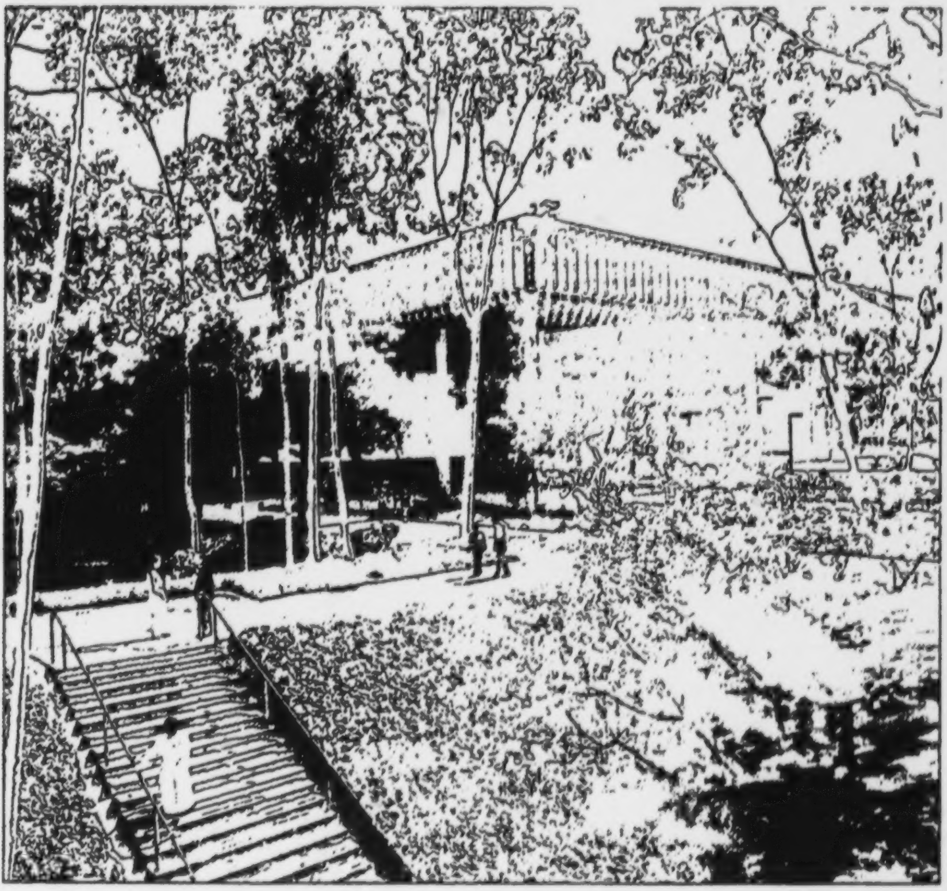
WCC provides access to the mainstream. WCC graduates can transfer to four-year colleges and universities with a full two years of credit toward their bachelor's degree. The college offers many services and resources to help the student select the correct courses and pathway to prepare for transfer. Guidance comes from teaching and counseling faculty, a coordinator of transfer services, the WCC Career and Transfer Center, and a library collection of directories and college catalogs. More than 100 four-year colleges and universities send representatives to visit the campus each year to meet with WCC students and to provide additional information about their institutions.

About half of all Westchester Community College graduates transfer to four-year colleges and universities immediately after graduating. Substantial numbers of students who haven't completed a WCC degree also transfer. WCC graduates have transferred to higher education institutions throughout the country, including Boston College, Boston University, Columbia School of General Studies, Manhattan College, SUNY/School of Industrial and Labor Relations at Cornell, NYU, Stanford, and the Wharton School of the University of Pennsylvania. Many opt for such local schools as the College of New Rochelle, Iona, Mercy, Pace, and Fordham University, the CUNY institutions, and the other SUNY colleges, including the University Centers of Albany, Binghamton, Buffalo, and Stony Brook.

Black BROWN WHITE Tan

CSU Dominguez Hills Celebrates the Richness

BY ADRIANA MEUCCI



In 1997, *US News and World Report* selected California State University-Dominguez Hills as the most diverse college in the West and the second most diverse campus in the nation.

"Most institutions of higher education today are concerned with retaining a diverse student body," says Jamie Webb, acting associate and vice president for academic planning. "The diversity of our student body is a matter of pride at CSUDH." This diversity includes age, ethnicity, religious and cultural tradition, past academic experiences, and present work and family commitments.

Dr. James E. Lyons, Sr., CSUDH president, believes its diverse population reflects the world and a multicultural society, an asset that few other institutions provide. The diverse environment, in turn, provides students with real-world experience and a comfortable transition into the career setting of their choice.

Inside Dominguez Hills, a campus publication, quotes Lyons further on the topic: "Dominguez Hills is special, and the diversity that has become 'us' wears well. We have been blessed by our location and the incredible population that surrounds us....Our skin is black, brown, white, and tan. Our hair is blond; black, brown, red, and gray. We are the youngsters, and we are the seniors. We come to the campus at 8 a.m., and we come at 8 p.m. This is what we have been given–and we celebrate the richness."

CSUDH is one of 23 campuses in the California State University System. The 346-acre campus is located on the historic Rancho San Pedro, the oldest Spanish land grant in the Los Angeles area.

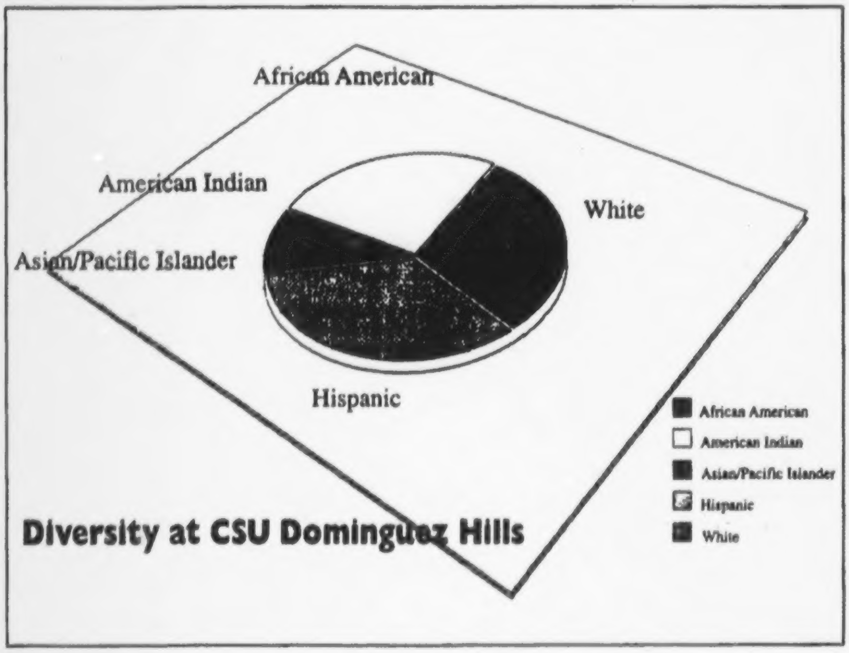
The University's undergraduate population includes 34.2 percent Hispanic/Latino, 32.9 percent African-American, 19.9 percent White, 12.1 percent Asian/Pacific Islander, and .09 percent Native American.

The Hispanic/Latino population has experienced the greatest increase since 1988, when it comprised less than 14 percent. This multicultural and multiracial vastness reflects the changing demographics of the University's surrounding communities, which include those in the South Bay/South Los Angeles area, stretching from the institution's borders.

The divergence at CSUDH is also represented by a large nontraditional student population. Many are older students–the average age of the undergraduate student is 29.

The majority of the University's full- and part-time students are also holding down jobs, and these students are from underrepresented ethnic groups.

Dr. Billie Blair, dean of the school of education, says that in the '60s, the school was a mostly "black and white" institution. But that has changed, and she has witnessed the increase in groups such as Mexican Americans, students from Central America, growing numbers from African countries, especially Western Africa, second and third generations of African Americans, as well as Asian Pacific Islanders, Japanese Americans, Filipinos and Samoans. A growing number of Buddhist and Muslim students are also present, and a large population of Cambodians who are learning to teach Cambodian students.



Blair is pleased to note too that as various ethnic and religious groups have selected the school, others have not been lost. "For example," says Blair, "we didn't lose any European Americans as we gained Asian students, or anyone who was with us from the start....

"We are a diverse community, we support our community, and we have not alienated any communities," says Blair.

More than half the student body in the Teacher Education Program is Latino. The school has taken note of growing numbers of Hispanic/Latino students who wish to become K-12 teachers or university faculty. These students have been helped through several grants, including the U.S. Department of Education's Title V.

Students who graduate from the Teacher Education Program will be working in the service areas of California where 70 percent of the children have English as a second language. The new instructors will most likely be teaching primarily African Americans and Latino children.

"Their faces reflect the faces of the children they teach," Blair says.

Diverse Curriculum

The curriculum at CSUDH is perhaps as diversified as its student body. Currently, the University offers 41 baccalaureate degrees and 19 master's degrees and 10 teacher credential degrees. The University also helps nontraditional students gain access to education through flexible class schedules that include morning, evening, and weekend programs. CSUDH is also known for its distance learning courses; *Forbes* magazine nominated the school as one of the top 20 "cyber universities" in the U.S.

But serving its diverse population with a wide spectrum of programs doesn't end there. The school offers strong and unique programs in travel and tourism, orthotics and prosthetics (one of only seven in the nation), occupational therapy, and electronic music synthesis.

The University also offers programs that give minorities and underrepresented ethnic groups a chance to achieve excellent scholarship. Two of these very successful programs are U-STAR, the Undergraduate Student Training in Academic Research program, and MBRS, the Minority Biomedical Research Support program.

Begun in 1988, and funded by the National Institute of Health, U-STAR aims to increase the number of minorities seeking graduate degrees in the sciences. The MBRS program helps persons of color pursue scientific research in different areas.

In 1999, the College of Arts and Sciences received a Ford Foundation grant that examines "global diasporas" in Southern California, ethnic communities formed by immigrants who continue to speak their native language and practice their native customs. The study will help investigate life in the African, the Latin, and the Asian Pacific cultures. This study helped produce the University's conference last spring in which educators examined the impact of diversity on K-12 grade levels, as well as on higher education.

CSUDH also offers community-oriented programs such as the One-Stop Job Training and Education Center, which gives members of surrounding communities a chance to acquire skills and advance their careers.

In addition, the California Academy of Mathematics and Sciences (CAMS), a high school for underrepresented minorities and females, is located on the campus.

The University has started a "Dialogue on Diversity" to explore the meaning of diversity, a term which can take on different meanings among various segments of the campus community. An alumni panel, a cultural arts exhibit, an improvisation workshop, and diversity chats have been part of this event.

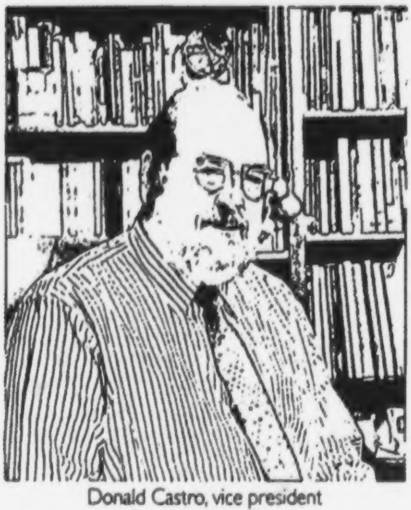
The University also recognizes that many students, among them some Hispanics and Latinos, indeed have different academic needs than do many "traditional" students. The University has organized various offices and programs to directly address these concerns. Thus a Multicultural Center, American Language and Culture Program, regular and online tutoring in the Center for Learning Assistance and Student Support, Older Adult Center, Women's Center, and Minority Student Research Programs have been established.

Teaching Strategies

Teaching is, of course, the first priority at CSUDH. But how does such a multifaceted and multi-ethnic campus utilize teaching and learning strategies suited to the needs of a diverse student body? "You can find examples across our campus of formalized teaching methods, such as cooperative learning and teaching groups," says Pam Hammond, director of public affairs and publications, "as well as unique and unconventional strategies."

"One history professor, for example," Hammond says, "uses a multicultural scavenger hunt in his history courses. A humanities professor developed a course of study comparing the Italian Renaissance to the Harlem Renaissance. A theater arts professor designed a course in which students write plays based on multicultural, multi-ethnic material for presentation at events on campus and at local school and community events."

Hammond recalls what a keynote speaker said that weekend: "'Everything is here at Dominguez Hills to make this a showcase of America.'" And, he challenged us: 'What are you going to do...to make California State University-Dominguez Hills the working model of cultural and ethnic diversity?'


Donald Castro, vice president
for academic affairs

"We answer this way: we continue to explore diversity and its meanings through extracurricular programs, and we continue to embrace it as part of our curriculum."

The University, of course, has many student organizations, which reflect diversity on various levels. Some of them are the Association of Women Students; 'Catholic Newman Club; Chinese Student Organization; Future Teachers Club; Gay, Lesbian, and Bisexual Student Association; Muslim Student Association; Toros Christian Fellowship; and Vietnamese Student Association.

Faculty Diversity

CSUDH is also committed to recruiting a diverse faculty, and during the last 12 years has experienced a 10 percent increase in minority faculty. Of its 300 full-time teachers, 9.8 percent are African American, 8.4 percent are Latino, 9.4 percent are Asian, and 72.5 percent are White. Minority professors are recruited by aggressive networking and personal contacts. Additional professors are sought within the teaching community, including the districts from which its diverse student body is found. The college also looks to organizations for teachers, such as the National Association of Bilingual Educators, the California Association of Bilingual Educators, the Latino Project at USC, and the California State University Forgivable Loan Program. It advertises, too, in a number of higher education publications.

President James E. Lyons, Sr.

Jamie Webb, acting associate and vice president
for academic planning

CSUDH's faculty and staff embrace diversity in many different ways. Significant numbers of professors are bilingual or have a keen knowledge of other cultures. For example, the University has an active Hispanic faculty and staff that sponsors community outreach programs. And President Lyons and the Vice President of Academic Affairs, Donald Castro, are both fluent in Spanish and active in the Latin American community. The University is also a Hispanic Serving Institution with an active Chicano/Chicana Studies program.

An administrator I spoke with sums it up well: "Diversity in and of itself means little. What counts is what we do with our diversity to enrich us and empower us to advance as a society."

Cultural Competence in the Health Professions

Insuring a Uniform Standard of Care

BY
FRED DONINI-LENHOFF, MA

Professions concentrating in general health care (and with significant patient contact) and...mental/ emotional health issues have been more proactive....

- "Compared to Blacks and Whites, Hispanics less likely to be satisfied with the quality of their medical care"
- "Lesbian sues California physician for denying care based on her sexual orientation"
- "Over half of physicians don't receive adequate training for diagnosing and treating victims of domestic violence"
- "Patients with low levels of health literacy are 52 percent more likely to be hospitalized"
- "Traditional Asian healing process called 'coining' often mistaken for domestic abuse by health care practitioners"

There is a common thread tying together these recent news headlines: health professionals need to become more sensitized to the multiple "cultures" that affect patients' attitudes toward and responses to health care. In other words, health professionals need to achieve a higher level of cultural competence.

American Medical Association
Physicians dedicated to the health of America

Cultural
Competence
Initiative

Defining the Terms

Any definition of *cultural competence* must include a definition of *culture*. *Culture* can be broadly defined as any group of people who share experiences, language, values, and perspectives that permit them to communicate in special ways.

This concept of culture, then, is not limited to race, ethnicity, or nationality. As categorized in the *Cultural Competence Compendium*, a resource guide for physicians and other health professionals published by the American Medical Association (AMA), a culture could include:

- underrepresented and underserved racial, ethnic, and socioeconomic groups;
- people with physical or mental illnesses or disabilities;
- children and adolescents, women, older adults, and people at the end of life; and
- people affected by issues such as domestic violence, genetic conditions, organ donation, and sexuality.

Health professionals themselves have their own culture: their career stage, their practice specialty, and their geographic location all contribute to their unique perspective on life.

Cultural competence is not about pigeonholing or stereotyping–it's about respect, understanding, and communication. Culturally competent health professionals can provide respectful, patient-centered care by adjusting their attitudes and behaviors to account for the impact

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of emotional, cultural, social, and psychological issues–the patient's as well as the practitioner's–on the main biomedical complaint.

Need for Cultural Competence in Health Care

The spectacular improvements in medical care and technology, particularly over the last 50 years, have saved and improved countless lives, but they have also led to a clinical philosophy of treating a condition, disease, or body part rather than a complex human being. In addition, despite the growth of managed care and HMOs, startling disparities in health care access in the United States continue both in big cities and rural areas, with millions of Americans uninsured and underserved. Ignorance of cultural issues, lack of knowledge, language differences, prejudice, bigotry–whether on the part of the health professional or the patient–all serve as barriers to access to a uniform standard of health care for every American.

The Hispanic community suffers disproportionately from health care disparities in the U.S. According to the Commonwealth Fund, Hispanics are less likely to have health insurance than are Whites and African Americans. In addition:

- Hispanic women are more likely to rate their own health status as fair or poor and are least likely to receive preventive tests;
- Hispanics are most likely not to have a regular doctor and not to have seen a doctor in the past year; and
- half of Hispanics face access and medical bill problems due to cost, and are more likely to be dissatisfied with their health insurance.

Strategies for Enhancing Cultural Competence

How do we address these issues? Growing emphasis on and attention to cultural competence has already led to such strategies as expanding access to insurance and to primary and preventive care, increasing the availability of translators and bilingual printed information, increasing the number of health professionals from Hispanic and other underrepresented minorities, and educating health professionals about the importance of each patient's individual culture when delivering care.

To help assess the status of this last strategy, in April 2000, the AMA surveyed health professions' program directors about the existence of cultural competence-related curricula, the implementation of cultural competence standards as directed or encouraged by accrediting agencies and/or professional associations, and any procedures to measure educational outcomes in relevant areas.

This Survey of Cultural Competence Materials went to directors of nearly 5,000 educational programs in 48 of the 52 professions included in the AMA's annual *Health Professions Career and Education Directory*. (Dietitian, dietetic technician, audiologist, and speech-language pathologist programs were not surveyed.) The survey was attached to the AMA's annual Survey of Health Professions Education Programs, mailed each April to collect updates to *Directory* program listings as well as data on program enrollments, graduates, and attrition.

The cultural competence survey asked whether the program offers required and/or elective courses on providing care to diverse populations and on racial, ethnic, or other cultural issues related to complementary/ alternative health care practices, domestic violence, genetic conditions, homelessness, organ donation, sexuality, and spirituality. The survey also queried whether the agency accrediting the program and/or institution has standards requiring curricula in cultural competence, organizational assessment, staff diversity, and/or diversity training.

As of August 15, 2000, 3,200 annual surveys had been completed and returned. Out of these, 760 programs (24 percent of respondents and about 15 percent of all programs surveyed) had completed and returned the optional Survey of Cultural Competence Materials. A total of 435 respondents filled out the survey–with 50 of these attaching additional information–and 369 respondents noted that although they had no information to provide, they were interested in the survey results.

If there is sufficient interest in the results of the cultural competence survey among allied health accrediting agencies, educators, and practitioners, the surveys will be tabulated and distributed throughout the allied health community, ideally in a monograph. Such a monograph could be a useful tool in identifying accreditation and certification standards, educational materials, and organizational policies that might guide others interested in developing similar resources.

Some Preliminary Results

As might be expected, professions concentrating in general health care (and with significant patient contact) and those dealing with mental/emotional health issues have been more proactive in developing cultural competence requirements or guidelines. For example, educational standards of the Council for Accreditation of Counseling and Related Educational Programs–which accredits programs in such fields as community counselor, school counselor, and marriage and family therapist–indicate the importance of providing students with an "understanding of issues and trends in a multicultural and diverse society." These issues would include "multicultural and pluralistic trends including characteristics and concerns of diverse groups"; "attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability"; "individual, family, and group strategies with diverse populations"; and "ethical considerations."

Similarly, educational standards for programs in rehabilitation counseling, art therapy, genetic counseling, occupational therapy, and nuclear medicine–all professions with significant patient contact–include cultural competence guidelines. In addition, professional associations in the health professions are developing education and training resources–including books, videos, and articles–to help programs comply with these educational standards. The American Physical Therapy Association, for example, has produced *Cultural Diversity in Physical Therapy*, a video dramatizing how practitioners and students can deal with issues of race, ethnicity, and cultural background in encounters with patients, peers, and teachers. And the American Speech-Language-Hearing Association has a Multicultural Resource Center to keep abreast of such issues as dietary customs when helping patients learn how to swallow.

Many of these professions' educational standards and training resources are reflected in the responses to the Survey of Cultural Competence Materials. Looking at the survey responses of 50 educational programs that included attachments with their completed surveys, we again see that the professions with considerable patient contact are well represented:

12	Physical therapy and occupational therapy
7	Medical assisting
6	Clinical laboratory science
5	Dental hygiene
4	Counseling-related professions

Materials sent in with the surveys to illustrate programs' commitment to cultural competence run the gamut from photocopies of accrediting agency standards to role delineation and competency guidelines and course descriptions. One respondent, Patrick Knott, MS, PA-C, of the physician assistant program at Finch University of Health Sciences, mailed a copy of a paper he had written on cultural competence, "The Influence of Culture on Patient Care." Several programs also attached copies of professional codes of ethics.

Some programs also enclosed their accreditation applications, which offer detailed descriptions of ways in which they were working to meet cultural competence-related accreditation requirements.

Feedback from CSU-Sacramento

The physical therapy program at California State University-Sacramento explained how it was meeting the American Physical Therapy Association standard requiring programs to "[i]ncorporate an understanding of the implications of individual and cultural differences when engaged in physical therapy practice, research, and education" and "practice cultural competence: provide sensitive and competent physical therapy service to individuals representing diverse cultures, ages, economic and health status."

"Our classes have been composed historically of 25 to 30 percent students of color, so we invite students to share their differences to highlight culturally diverse health beliefs. Significant age, economic, and health status differences usually exist in our classes as well, and identifying the diverse positions related to these facilitates a greater understanding and tolerance for differences. Students must [keep a] journal about their feelings associated with these classroom experiences. We also use the APTA videotape *Cultural Diversity in Physical Therapy*, which presents several clinical vignettes that are then the basis for class discussions.

"Students are required to consider cultural implications when presented in their clinical science courses with case studies of subjects from diverse backgrounds. Students are required to consider race and ethnic origin when deciding on treatment approaches and how best to communicate with that individual. For example, in one, a subject presenting with a back injury is a graphic designer who is a non-English-speaking Hispanic; in another, a child of Chinese descent is presenting with cerebral palsy. Students must consider the sociocultural implications/ramifications of a person with an amputation in the Therapeutic Techniques and Measurements course. Students are also exposed to patients from a variety of backgrounds in the clinics throughout our service area during their clinical affiliations, and where they have volunteer opportunities in the free clinic in Davis and the Mary Jane Rees clinic on campus. Other teaching strategies utilized within the curriculum to address this criterion include lecture, guest presentations, discussions, and role-playing. [edited]"

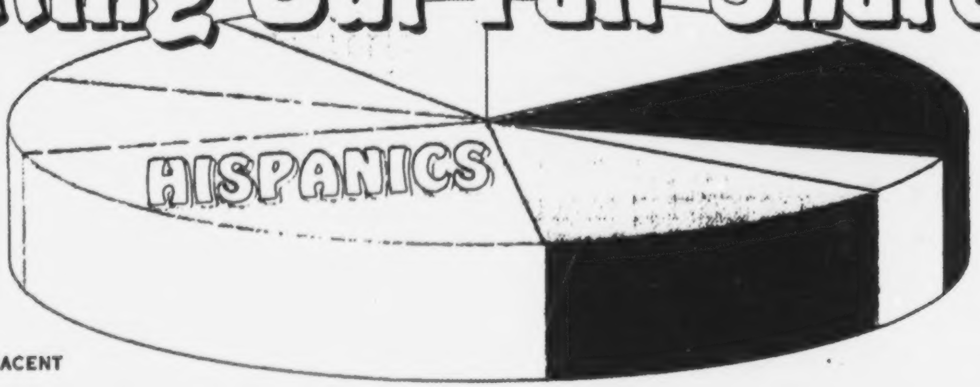
Moving Towards a Uniform Standard of Care

Judging from the number of programs and associations that did not provide information about cultural competence efforts, it appears that these efforts within the health professions are fragmented and sporadic. Moreover, comprehensive data on racial and ethnic diversity within health professions programs are no longer available. The AMA discontinued collection of these data in 1995, due to the difficulty and expense of collecting accurate numbers as well as an apparent lack of interest in these data on the part of the health professions' community.

Today, as the effects of rollbacks in affirmative action are being felt across higher education, racial/ethnic data would seem to be more important than ever to researchers, policy analysts, and advocates for increasing the number of health professionals from Hispanic and other underrepresented minorities. Perhaps the AMA can work with interested organizations to resume collecting racial and ethnic data for health professions educational programs and to continue to collect information on cultural competence. In the long term, this information could be used to improve access to a uniform standard of care for all Americans.

To order either of the books mentioned in this article, call the American Medical Association at (312) 464-5333 or visit www.ama-assn.org/diversity. *Health Professions Career and Education Directory* (order #OP417500), 540 pages, $50 for AMA members, $60 for nonmembers. *Cultural Competence Compendium* (order #OP209199), 460 pages, special offer of $25 plus shipping and handling. Also available is *Health Professions Career and Education E-letter*, a free monthly e-mail service, at www.ama-assn.org/hpe-letter.

The Funding Pie – Getting Our Fair Share



BY MARI CARMEN SARRACENT

Like many hyphenated-Americans in the U.S., Latinos still struggle for better representation in leadership and tenured positions, and for equitable education funding commensurate with their numbers. While one would think that underrepresented groups are vying against each other for a piece of the action, some leaders say it isn't so. They say it's more an issue of being heard, generating excitement, and having Latinos' potential and contributions acknowledged, so that, ultimately, the federal and state governments want to invest more in the Latino community.

What can be done? Staying visible, lobbying, and communicating with the local and state legislature are key. Piedad Roberston, president of Santa Monica College in California, says, "We do that on a regular basis, every day of our lives. Generally, I would say that with a good economy, there has been good responsiveness, but there is still misunderstanding of the complexity of community colleges, and therefore funding suffers. Our basic funding does not come from the federal government. It comes from the state."

Robertson adds that her college is "giving the legislature options and ideas so it can increase funding. The cost of education keeps on going up, yet there is more demand for education on a continuous basis. For example, now we have people who have a bachelor's and a master's in fine arts but are coming back to us to learn more about animation and technology because that's where the jobs are."

> *By 2010, Latinos will be the majority group in higher education. So why doesn't Congress respond to this generation as it did to the baby boomers in the '60s?*
>
> ALFREDO DE LOS SANTOS
>
> ARIZONA STATE UNIVERSITY

Much state funding is dependent on growth, but as an institution's enrollment climbs, the question of space arises. If capital funding is insufficient to help a school expand to accommodate enrollment increases, then what is a school to do? Robertson explains Santa Monica's situation: "Capital housing money is way behind. Our facility needs that to meet the demand. We are in the same position as universities where they might have to cap enrollment. Where can we put these people? It's very damaging because funding is based on enrollment. Formulas are antiquated. Everything is based on growth, and if you don't have a place to grow, where do you go? We need a real funding formula.

"We have been effective with the federal government. The progress with Title V has been extraordinary. It has been used to create the margins of excellence and help institutions better serve students."

Alfredo de los Santos, Jr., vice chancellor for student and educational development, and research professor, Arizona State University, gives a little history and raises questions about states' responses: "In 1965, Congress passed the Higher Education Facilities Act, which led to the construction of buildings, including 500 community colleges. Since 1982, two million children have been born, many of them minority, the majority Latino. By 2010, Latinos will be the majority group in higher education. So why doesn't Congress respond to this generation as it did to the baby boomers in the '60s?

"In California, for instance, in five to ten years, it will have almost 800,000 new students. Unfortunately, the state doesn't have the facilities to handle that. The same in Texas, where about 350,000 more students are projected, mainly Latinos."

Speaking Out

MALDEF, the Mexican American

Legal Defense and Educational Fund, highlighted hot-button issues, such as funding equity, in its policy paper to the presidential candidates last year. Triana R. D'Orazio, public affairs coordinator, says, "In any situation, regardless of what community, getting a fair share is important. We don't want to be divisive. MALDEF is in contact with other minority organizations to that end. Although a lot of our needs are similar, some are quite different, such as the need for bilingual education and limited English proficiency.

"Again, it's back to those phone calls and meetings behind closed doors. Making connections. Once we find a stronger voice, we might get more people to hear what our needs are. We are not ranting and raving. These are serious needs. And funding has to be commensurate with our numbers. We don't want to overtake; we just want a fair piece of the pie."

MALDEF's paper noted that "while the authorization level for Hispanic Serving Institutions is the highest it has ever been," it urges the new administration to support a substantial increase in the appropriation level for HSI funding.

"Another key area of inequity is in the federal TRIO programs (Upward Bound, Talent Search, Student Support Services, Educational Opportunity Center), designed to offer disadvantaged populations increased access to postsecondary education opportunities. Currently, Hispanics comprise 30 percent of the students eligible to participate in the federal TRIO programs yet make up only 15 percent of the participants. Increased support for programs such as TRIO and HSIs must be coupled with targeted efforts to increase Hispanic enrollment in colleges and universities."

MALDEF has also suggested expanding the Work Study Program and the amounts of money available under the Pell Grant Program. "Over half of full-time Hispanic students in college receive assistance through the Pell Grant Program. But this program caps assistance at $3,300, an amount far short of school expenses for most schools. A third of Latino students drop out of college after the first year, many of them due to inability to pay the costs of education. Government-sponsored loans have far better interest rates than private loans, but even these government loans are often capped below what students' financial needs are. More grant money and more affordable loans are essential to achieving a goal of increasing Latino graduation rates from higher education institutions."

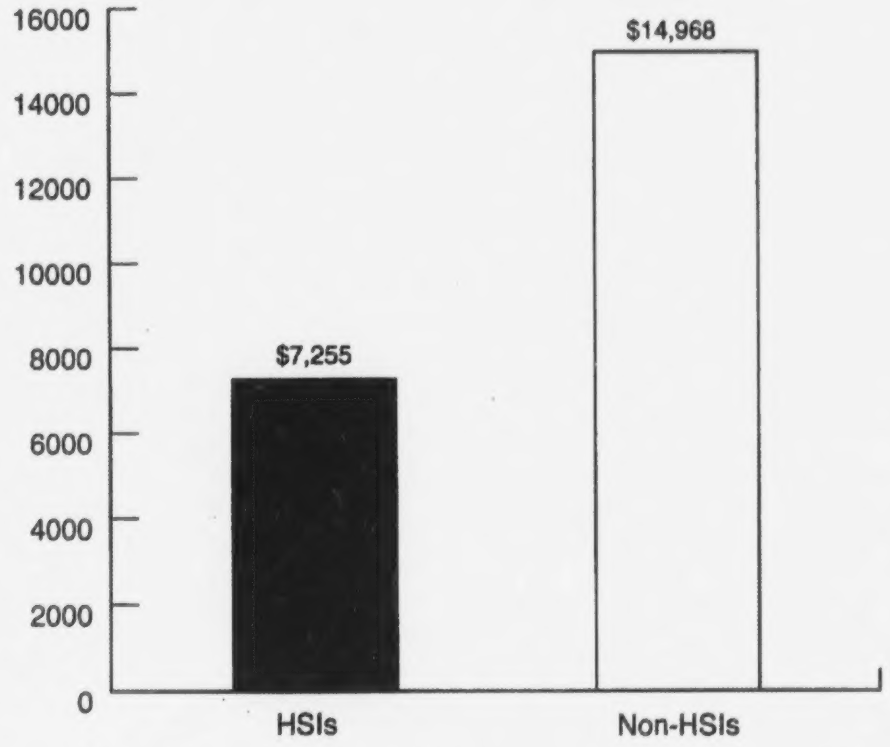
Weak Funding Example

Texas' Border Region is home to a large Hispanic population, which has been reported to receive weak resources from the state. The *LULAC v. Richards* case brought to light this issue. HACU's *Equity in Financing State Higher Education: Impact on Hispanics* publication, which takes a look at the state of Texas' funding formula, noted that the funding weaknesses were in state appropriations, expenditures, research, physical plant value, facility space, library expenditures and volumes, average faculty salaries, faculty: student ratios, and number of doctoral programs.

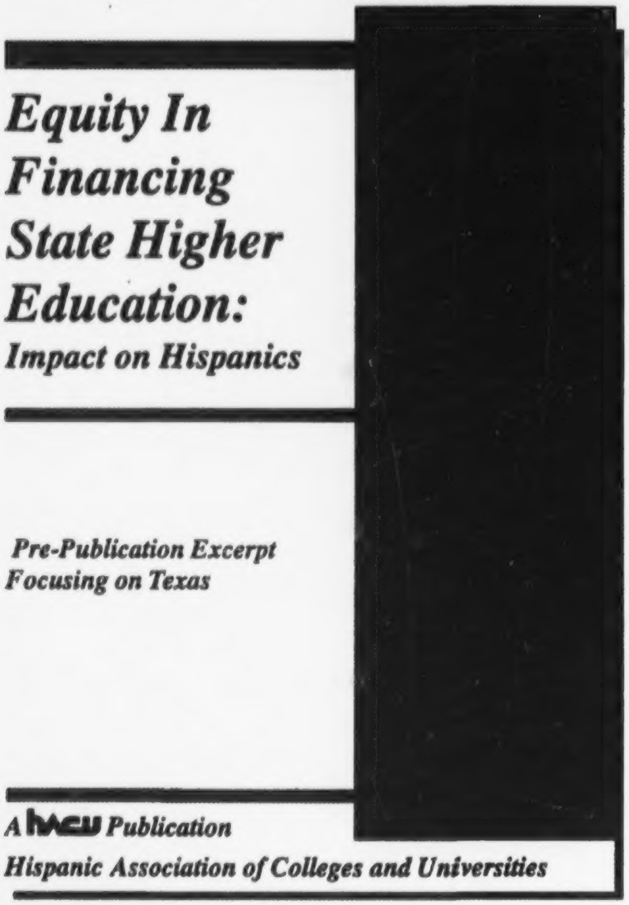
The funding formula for Texas is intended to provide equal support per student for similar programs in two-year and four-year institutions; however, the results show different. According to this report, the Border Region spending per student is $46 per capita, while the rest of that state receives $96 per capita. "Ranking highest in state appropriations is Central Texas with $228 per capita." Other figures also show that Central Texas has the most space available for its people and equipment with eight square feet per capita; the Border region has only 1.6 square feet per capita….The smaller regions of the state continue to receive more state appropriations for higher education, however, and continue to gain approval of academic programs that draw more resources and students."

Florida community colleges receive three types of state appropriations–lump sum for associate's and college preparatory programs, called the Community College Program Fund; lump sum for vocational programs, called the Workforce Development Fund; and categorical funding for specific legislative issues. According to the Community College Policy,

Total Revenues per Student at HSIs versus Non-HSIs



Source: HACU Analysis of FY 1995 - 1996 Finance IPEDS



Equity In Financing State Higher Education:

Impact on Hispanics

Pre-Publication Excerpt Focusing on Texas

A HACU Publication

Hispanic Association of Colleges and Universities

Education Commission of the States, "the final authority to make changes to the state funding formula rests with the legislature."

Maria Vallejo, provost for Palm Beach Community College, says, "In every state I've worked in, community colleges always get a small piece of the pie from the state. The universities are at the top of list."

Vallejo adds that while four-year institutions garner support from alumni, community colleges don't have that luxury, and she suggests that developing a stronger advocacy can be part of the solution. "A former student's allegiance tends to be with four-year institutions. We don't have that kind of network. Perhaps we are not seen by the local legislature as a partner in the state system. We have worked hard, but when it comes time to dole out the monies, funding is never proportional."

Part of Florida's funding formula takes accountability into consideration. "We are funded based on our track record. Schools are rewarded based on accountability. How many students we graduate, for example, is considered," she adds.

Capital funding for higher education seems to be a resounding need across the country. Vallejo notes, "Our biggest issue is construction. Facilities are falling apart. The infrastructure–particularly involving technology, such as putting through the fiber optics, digging the trenches–is part of this. There is so much that needs to be done. You can't just add another lab. It has to be functional."

According to the Fall 2000 Education Commission of the States, Constituent Survey, finance was among the top policy issues facing states. Funding formulas, state role for funding, securing appropriate funding mechanisms, and funding for capital construction were topics highlighted. In an open-response format, survey respondents were asked to identify three education policy issues that will be important in their states three to five years from now. Finance ranked No. 1 as a future concern.

Increased funding to address the digital divide is another area that federal and state governments need to consider. "Less than one-quarter of Latino families have computers at home than White families," says de los Santos.

In 1998, African Americans and Latinos received only two percent of the undergraduate computer science degrees awarded in this country, and only six Latinos received Ph.D.s in computer science. MALDEF recommends that efforts also need to be made to involve Latinos in the core jobs of the computer workforce. Fewer than five percent of computer programmers in 1998 were Latinos, and fewer than three percent were systems analysts. Through internships and outreach, more Latinos could be brought into this growing industry.

MALDEF is seeking support for initiatives that will bring more computers and access to the Internet into the schools and homes of Latino children, and a commitment to provide additional funds for programs that would increase Latino enrollment in computer science majors and classes at all levels of education.

Federal Funds

Antonio Flores, president of the Hispanic Association of Colleges and Universities (HACU), says, "As far as the funding gaps that exist, we also provided proposals to the candidates. As HSIs, we have $7,000 per student to support students and faculty. Other institutions have an average of $14,000 per year per student. It's a combination of federal and state funds for universities, and community colleges may receive local money as well from local property taxes, for instance."

A compelling statistic is that five percent of higher education institutions are HSIs, and almost half of the Hispanic student population attends HSIs. Fortunately, the federal government has noticed, and under Title V of the reauthorized Higher Education Act of 1965, HSIs received a commitment of $68.5 million for Fiscal 2000, notes Flores, a vast improvement from past years. However, HACU's legislative agenda indicated that no monies had been appropriated to graduate education for Fiscal 2000. According to HACU data, 20 percent of HSIs offer a master's degree, fewer than 12 offer a doctoral degree, as many underfunded HSIs do not have the infrastructure to offer advanced degree programs. HACU has proposed $20 million for fiscal 2001, under Title III: Aid for Institutional Development.

HACU recommends working with Congress on a four-prong strategy: "Appropriate categorical funding for HSIs and associate HSIs to collaborate in regional and national consortia to establish pre-collegiate and collegiate programs that target Hispanic and other minority students for mentoring, guidance, academic support and financial assistance leading to the completion of a graduate or professional degree; amend legislative acts and other program authorities that offer graduate or professional education resources to support HSIs and associate HSIs explicitly in their effort to increase the number and success of Hispanics in graduate and professional schools; provide categorical funding for HSIs and associate HSIs involved in graduate or professional education; and seek to repeal by all appropriate means any efforts to undermine universities, as well as graduate and professional schools."

Progress is being made. However, unless institutions, leaders, and organizations unite and continue to brighten the spotlight on the growing Latino community, state and federal allocations will not reach the level where they can make a significant difference. HO

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DEPAUL UNIVERSITY

STARS a Win-Win Project

Peer Mentoring Nearly Sweet 16

BY INÉS PINTO ALICEA

Peer mentors must maintain a 3.0 grade point average and must be active on campus so they are fully aware of available resources.

More and more students entering college for the first time are dealing with big issues such as family struggles, abusive relationships, and a host of other problems, said Yesenia Sánchez-Giancola, who runs a peer mentoring program designed to offer first-year and transfer students assistance in achieving their educational goals at DePaul University in Chicago, Ill.

"They are taking on a lot and having difficulties," said Sánchez-Giancola, coordinator of DePaul's educational activities and of its Project STARS, Students Together Are Reaching Success. Created in 1986, STARS pairs new students, many of whom are minority, with sophomores, juniors, and seniors trained to provide them with support. "The program helps students adjust to university life, locate resources, and meet other people."

But Sánchez-Giancola said that the relationships often become much more and the students often get guidance on how to overcome difficult personal situations as well as dealing with the rigors of higher education.

"A lot of times, the relationships turn into friendships," said Sánchez-Giancola. "The program benefits both the students and the peer mentors. The peer mentors benefit because they feel they have made a difference in a person's life."

Project STARS is comprehensive and it is voluntary, offering academic support services, skill-based seminars on transition to college, and opportunities for cultural exploration. The program is run out of the University's Office of Multicultural Student Affairs and is funded by the University and by Yucaipa, a California organization.

DePaul is a Catholic university with a predominantly White student population of 19,000 students. "The philosophy behind the program is very simple," notes the STARS brochure. "New students in a new, unfamiliar situation are more likely to remain in college and pursue their highest potential when they feel supported in good and bad times. Having a friend and guide who offers genuine interest, encouragement, a nudge or guidance when needed can and does make a difference in someone's persistence level."

Anita Lige, a Chicago native and a sophomore majoring in human computer interactions and business marketing, said the program helped her immensely in adjusting to her new environment. "There is a big difference between high school and college," Lige said. "Someone is always there to talk to whenever I have a problem. It has made it a lot easier for me."

The program continues to grow at the campus. Some 232 students, including 75 Latinos, participated in the program this year, up from 150 last year. Sánchez-Giancola said that while the program targets students of color, "it's open to anyone who thinks they can benefit," and 24 Anglo students joined in this year.

The program covers five areas: academic development, transitional adjustment, cultural exploration, leadership development, and service learning.

"We want to make sure they go back to the community and make an impact," said Sánchez-Giancola.

She and her office staff use a variety of methods to recruit first-year or transfer students to the program. They send direct mailings to students, visit local high schools and community colleges, offer a presentation at the student orientation, and garner participants through word-of-mouth recommendations.

Lige said she decided to give the program a try after receiving a flyer with her acceptance to the University. She liked the idea of meeting people before starting classes, getting free tutoring if the need arose, and being able to participate in workshops on stress management and financial aid offered through the program.

Project STARS Peer mentors 1999-2000, Silvia Manríquez (l) and Melissa Hernández (r)

"It was a way for me to get to know students of color at a predominantly White institution," said Lige. "It made me feel more comfortable. It provided me with friends I would not have met had I not been in the program."

Lige said her mentor turned out to be one of her neighbors at the dorm and that the relationship has become a friendship. Her mentor hosts pizza parties and plans movie outings for her mentees.

Peer mentors must maintain a 3.0 grade point average and must be active on campus so they are fully aware of available resources. Tutoring or mentoring experience is a plus, but all mentors undergo three days of training in team-building, peer counseling, and diversity training before beginning the program, and then they are provided in-service training throughout the year of their commitment. Peer mentors work between 8 to 10 hours weekly, are paid for their services, and have up to 10 protégés to look after.

"They meet with their students once every other week," said Sánchez-Giancola. "They touch base with the students to see how they are transitioning to DePaul."

Melissa Hernández, a senior from the Chicago suburbs, has been a mentee and a mentor in the program. Hernández, who is majoring in elementary education, with a concentration in Spanish, said she decided to join the program because she wanted to be assured of having a "support system" on the campus, since she was the first in her immediate family to go to college. Her first year as a mentor, she had six protégés, and this year, she has agreed to take on 10.

"It's very rewarding," said Hernández. "I've learned a lot from my students. I've learned a lot about different cultures and ethnicities and different people, and a lot about myself. I see this as a type of service of helping others help themselves."

Hernández helps run student orientations and recruitment for the program as well. "This is my family away from home," she said.

Hernández said the most challenging part of her job as a mentor is to reach out to students who are not so receptive to receiving help from her. She said she talks to them about the difficulties she faced as a first-year student trying to adjust to campus life and how she overcame the challenges. If she knows they have an upcoming test, she volunteers to help them study or get a tutor for them if they want one.

"Letting them know that you are always there is what's important," Hernández said.

"I'm doing this because I enjoy it and because I want to help others since others helped me. This is a two-way street, and this is not a hierarchy. We're equals. We're learning from each other."

Hernández said the program and her work as a mentor have helped her become better prepared for when she goes to teach in a school system.

"It has taught me how to teach others indirectly so they do for themselves," Hernández said.

Students entering the program are asked if they prefer someone of the same gender or ethnicity. If they don't state a preference, program coordinators try to match them with a peer mentor who has a similar major or shared interests.

"We want to make sure they have something in common," she said.

Hernández said her mentor proved to be a great friend to her. He guided her through a challenging first year in which she wanted to be as active as she'd been in high school, while keeping up with her academic work.

"He reminded me what I was here for," she said. "He helped me prioritize my activities. I'm still involved in all of the organization, but my roles have changed so that I can do my school work."

The program offers many possibilities to all of the students participating. One of last year's biggest projects was a trip throughout the south to trace civil rights history by visiting different sites and meeting with civil rights leaders. The program also offers students a chance to attend local professional conferences or take part in cultural activities around the city, such as visiting Chinatown. Another big project last year was a multicultural women's series on the needs of women of color in the areas of self-esteem, health, and communicating with the opposite sex.

But, Sánchez-Giancola said, the program faces its share of struggles, including getting enough funding, recruiting enough mentors, and making sure the program continues to offer a personal touch to newcomers despite its growth and popularity.

The biggest challenge the program faces, she said, is dealing with the different departments across the campus. Many are reluctant to share information with the program, seem suspicious of Sánchez-Giancola's office, and often delay helping the office, in her view.

But, Lige said, getting the necessary information from the departments is vital. For example, the program asks the mentees' professors to provide mid-term reports to give students an idea how they are progressing.

"It lets the students know if they have to work harder," said Lige. "It helped me see that if I was getting a B, I could work harder and get an A. I was also able to get tutoring for free, if I needed it."

Sánchez-Giancola said the program also has to do a better job of tracking the impact of Project STARs on participating students.

"Our retention data is not as strong as it should be," she said. "Graduating students have said, 'I was in STARS, and it made an impact,' but we don't know as yet in what areas that impact has been significant."

But Sánchez-Giancola is optimistic about the program's future. She hopes the program will soon expand so that students can have a second year of peer mentoring and so that a component can be created to reach upperclass students. She also would like to see alumni take on a role in mentoring students.

Lige, 19, said she does not see the program as something that is limited to her first year of college. She started working for STARS to earn some money for college. She files, "works the front desk," and does whatever she is called upon to do for the program.

"Even though this is a first-year program, I know I can still use these people as a resource," she said. "Whatever problem I have at the University, I know I can come to them."

UNIVERSITY OF COLORADO AT BOULDER
COLLEGE OF ENGINEERING
AND APPLIED SCIENCE
DEAN

The University of Colorado at Boulder is seeking a dynamic and innovative leader for the position of Dean of the College of Engineering and Applied Science. CU-Boulder is located in one of the nation's fastest-growing high tech areas and provides an exceptional undergraduate and graduate educational experience to approximately 26,000 students. The College has 160 full-time faculty, organized into 6 departments and multiple research centers.

The Dean is the chief academic and administrative officer of the College and reports directly to the Vice Chancellor for Academic Affairs. Responsibilities include: leadership in establishing strategic direction; aligning, motivating and inspiring faculty and staff to provide academic excellence in teaching, research and service; managing and executing fiscal planning; directing the College's development initiatives; expanding and nurturing relationships with students, private business, and other stakeholders; and fostering diversity.

Candidates must have the research and teaching qualifications, experience, and international stature appropriate for a tenured full professor. Demonstrated academic leadership abilities are essential, as is commitment to an environment of effective communications, shared decision-making and governance, and diversity.

Applicants should send a letter describing their qualifications for this position, curriculum vitae, and the names, addresses, telephone numbers and email addresses of three references. Nominations and applications for this position should be sent to: **William H. Kaempfer, Chair, College of Engineering Dean Search Committee, 40 UCB, University of Colorado, Boulder, CO 80309.** A Colorado statute provides that a candidate's file may remain confidential only if a request for confidentiality accompanies the application.

Review of applications and nominations will begin immediately and will continue until the position is filled. It is suggested that applications be on file with the committee by **February 1, 2001.** Additional information about the College is available at :

http://www.colorado.edu/engineering/ .

CU is committed to diversity and equality in education and employment.

UNIVERSITY OF CALIFORNIA, DAVIS
Water Resources Faculty Position Available

The Department of Civil and Environmental Engineering at the University of California, Davis, invites applications and nominations for a tenure-track position in water resources engineering with specialization in computational environmental hydrodynamics. The position is open at all levels. Requirements include a doctorate in civil engineering or related field and a demonstrated record of success in, or evidence of outstanding potential for, both teaching and building a vigorous independent research program. The successful candidate will have a strong background and interest in computational fluid dynamics and will also have a background and interest in the modeling of turbulent transport as related to environmental flow and transport processes. He/she will join departmental colleagues in teaching undergraduate courses in water resources engineering and graduate courses related to fluid mechanics and numerical applications.

To be assured of consideration, applications must be submitted by January 31, 2001. Applicants should submit a complete resumé, including a statement of teaching and research interests, a list of relevant professional experience and publications, and the names and addresses of three references to

Professor Melvin R. Ramey
Department of Civil and Environmental Engineering
University of California
One Shields Avenue
Davis, CA 95616-5294

E-mail inquiries may be addressed to either mrramey@ucdavis.edu or belarock@ucdavis.edu. Information about the department can be found at http://cee.engr.ucdavis.edu/

The University of California, Davis, and the Department of Civil and Environmental Engineering are interested in candidates who are commited to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity.
The University of California is an affirmative action/equal opportunity employer.

The Changing Nature of Work in the 21st Century

Implications for Hispanics, Part One

BY
ROANNE ANGIELLO, ED.D.

This trend might take a long time to trickle down to the Hispanic community, which is just beginning to enjoy the prosperity that is part of the American dream.

Today, everyone is well aware of the rapid changes in technology. We cannot walk down the street without seeing someone on a cell phone or pass an office, or even a home, without seeing the glow of a PC monitor. We now exchange e-mail addresses and cell phone and fax numbers as often as phone numbers. Few stop to consider, however, that continuous changes in technology are leading to concomitant changes in work. When these phenomena are accompanied by dramatic demographic changes in our workforce, the result is nothing less than a transformation in the way we work.

There can be little question that the work world and the workforce have changed remarkably and will continue to do so for the foreseeable future. Discussing these issues is no longer the sole province of management theorists and labor economists; one can find ample evidence in the popular media. *The New York Times* devoted its entire magazine section to this topic last March. A quick search of the World Wide Web reveals sites such as www.newwork.com and organizations such as New Ways to Work. There is a multitude of books, including *The Changing Nature of Work*, and articles in a variety of magazines.

While these developments obviously have an impact on business and commerce, there are less apparent but equally profound implications for education and on those who are trying to help Hispanics take their place in the workforce of the future.

Changes Affecting Educators

Some educators might assume that the changes are of little consequence to them. After all, schools and colleges still look a lot like they did yesterday. But two underlying forces make it critically important for all educators, K through graduate school, to sit up and take notice.

First, although one can argue about the value of learning for its own sake, publicly funded education, especially, does have the responsibility of providing a skilled workforce. Schools today must prepare students for a very different future than that of a generation ago.

Second, the vision espoused over these past decades, that of lifelong learning, is now becoming a reality–for our students and for teachers. This changes the very workplace of education. Graduate students, traditional- and nontraditional-age college students, and even some high school students, have the opportunity to take courses and earn degrees entirely through the use of technology. This means that online teachers and students might never see one another face to face. If this trend of distance and online learning and work continues, it could have serious implications for Hispanics, who traditionally have lagged behind in embracing technology, and for many students who thrive in the social interaction of the classroom.

In this two-part article on work in the 21st century, I will raise many questions, none of which has simple answers. Answering these questions is up to all of us, as scholars, as educators, as workers, and as citizens.

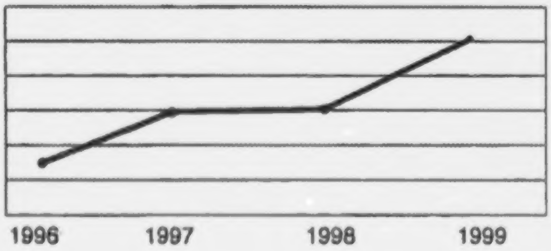
There are many perspectives from which we can examine today's trends. We could peer through the lens of economic history, studying the progression from the agrarian economy through the industrial revolution into the "scientific" mass production era, and from there into the consumer-driven market economy of the mid-20th century to the global marketplace of the past decade. While some believe that we still keep one foot in this latter era, all acknowledge that we have now entered the "information age."

So before we can contemplate the future, perhaps we should review the past. What did each of these economic transitions mean for workers? At the most basic level, it meant that the skills that once enabled them to earn a decent living were no longer sufficient. The farm and domestic workers needed to learn how to operate machinery. The office workers needed to learn how to use telephones, typewriters, adding machines, and calculators.

Once again, today's workers need a new skill set. Virtually all jobs now involve some type of computer-based equipment. Workers must be more technologically proficient, and, because of the rapid changes in technology, they must be prepared to update, if not replace, their skill set multiple times. Obtaining a degree is not the final step in this process; it is the beginning of lifelong learning. It is critical that Hispanics, many of whom are the first in their families to go to college, recognize that they must continue their education even after they have reached their initial goal.

Minorities in the American workplace

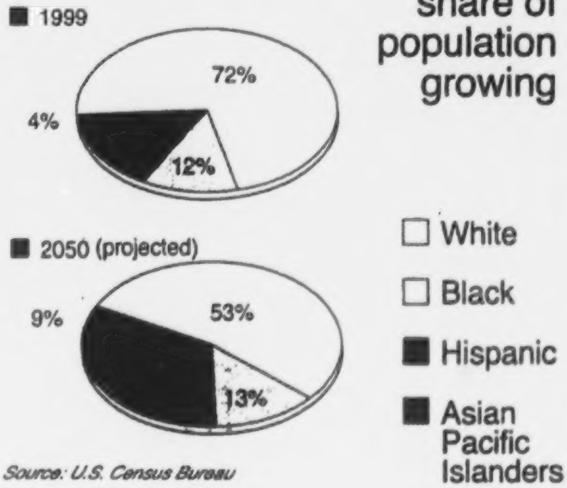
Discrimination lawsuits on the rise



- The EEOC has filed an increasing number of charges against companies alleging that they fired or forced the resignation of workers by enacting "English only" policies

Source: EEOC

Minority share of population growing



Source: U.S. Census Bureau

Minority spending power climbing fast

	Total U.S. population (trillions)	Hispanics (billions)	Asian Americans (billions)
1990	$4.2	$207.9	$113.1
1995	$5.3	$289.4	$167.2
1996	$5.6	$304.4	$179.33
1997	$5.9	$327.7	$193.7
1998	$6.2	$354.0	$210.0
1999	$6.99	$383.3	$228.6
Change, 90-99	**56.7%**	**84.4%**	**102.2%**

- The spending power of the two largest immigrant groups, Hispanics and Asian-Americans, is expanding faster than the general population.

Source: University of Georgia's Seig Center for Economic Growth

Labor economists who study unemployment, the workweek, and productivity provide another view of the workplace. How many hours does the worker put in? How many "widgets" are produced in those hours? How many people are working? Looking for work? This has led to a creative and controversial means of solving unemployment problems–reducing the workweek. If there are more people than jobs, they argue, then employers should cut the workweek and eliminate overtime, and, as a consequence, continued production would mean hiring more workers. Voilà! Unemployment goes down. This approach is currently in hot debate in France as legislation to combat unemployment, legislation that establishes maximum hours per workweek and per work year, takes effect.

In the United States at the moment, however, it seems that we have the opposite problem. Unemployment is at an all-time low, yet hundreds of thousands jobs requiring technical skills go unfilled. Technology workers are offered signing bonuses, stock options, and other perks. Competition is fierce even for low-skilled workers. Those who were once considered marginally employable, for example, the disabled or the elderly, are now in demand. Minority employment is rising rapidly as industries look for new ways to fill vacancies. This means that the largest group of minority immigrants, Hispanics, represents an important labor pool.

All workers are under pressure to put in more and more hours, among other reasons, to make up for the labor shortage and to meet employer demands for increased productivity. We have become a workforce that puts in longer hours, one constantly in a hurry, stressed out by the competing demands on our time.

A recent study by the Economic Policy Institute (EPI), "The State of Working America," points out that this is especially true for minorities, with middle-class Hispanics working five hours more per week than their White counterparts and upper-income Hispanics working 12.9 hours more per week than Whites.

The Un- and Underemployed

Despite this, there are still many American workers who are underemployed or marginally employed. The shift from a production to a service economy, and from skilled labor to "intelligent" machines, combined with increased globalization, all add up to a drastically reduced number of jobs for skilled production workers, that is, factory jobs. Although many of these displaced workers do eventually find other jobs, they must frequently accept lower pay. And despite retraining, many of these former production workers do not acquire the skills to take the higher-paying and readily available information technology jobs.

Those who have traditionally been marginally employed, the undereducated and unskilled, are still struggling to earn a decent living. The gap between what they offer an employer and the skills the employer needs grows ever wider. Pessimists see little hope for them or for their children. The richer suburban schools equip their classrooms with computers, TV monitors, and Internet connections. They offer parents and community members after-hours training programs.

But what of our urban schools and the populations they serve? Statistics show that Hispanic students are concentrated in urban, poor schools. Therefore, the gap between the information haves and have-nots could well set the stage for continued family cycles of un- or underemployment.

Downsized Managers

Another segment of the underemployed workforce is those who once held mid-management, and in some cases, upper-management positions with large corporations. The "right sizing," downsizing, re-engineering of the early '90s left many of these individuals out of a steady, well-paying job. And, although there has been movement lately to increase mid-management positions, it comes too late for many of these displaced workers. Some used the opportunity to start their own business or to change careers. Some accepted lower-status, lower-paying jobs that changed their lifestyles dramatically. Some dropped out of the workforce entirely, taking an involuntary early retirement.

Others became "consultants" or, to use today's vernacular, "free agents." They are employed on a project-by-project basis, for a flat fee, with no benefits. They might have multiple employers simultaneously or go from project to project with long dry spells. Joining these involuntary free agents are those who have chosen free agency because they enjoy the flexibility and, in many cases, the higher pay. Members of this latter, usually younger, breed of "free agent" have technical or financial skills that are in high demand today and have no difficulty lining up the next contract. They might have risk-taking personalities, perhaps fostered by generations of comfortable living. Once again, this trend might take a long time to trickle down to the Hispanic community, which is just beginning to enjoy the prosperity that is part of the American dream.

Many workers, however, long for a steady paycheck and a traditional benefits package. Others who are unable to obtain a permanent position now sign on with temporary agencies. While there are some who choose temporary work because of the flexibility, a significant percentage is marking time, hoping to make that permanent connection. Together, these temporary workers and free agents make up what is called the contingent workforce. Employers have quickly deduced that it is easier to hire people temporarily, on an as-needed basis, than it is to hire a larger permanent workforce and then be forced to let them go in an economic downturn or shift in labor needs. This makes the likelihood of contingent workers obtaining a permanent job quite slim.

Demographers view the whole upheaval in employment through a slightly different lens. They look at the composition of the workforce. Who is working today? We know that there are substantially more women, non-Whites, disabled, and, increasingly, more elderly at work. The dominance of the American workplace by able-bodied, white, Anglo-Saxon males has ended. The U.S. Census Bureau statistics show that Hispanics are projected to be the fastest-growing segment of the population and the workforce by 2050.

Management theorists and practitioners struggle with ways to form cohesive workgroups from these diverse workers. They must interpret and enforce legislation aimed at protecting the rights of workers while developing policies and procedures allowing recruitment and retention of a new type of worker.

All employees struggle with how to relate to and work well with those who might seem so very different from themselves. Some who were previously underrepresented have feelings of fear, inadequacy, or anger. They might not have the proper training nor have role models to follow. On the other hand, some who were previously in the majority also cope with fear of change, fear of losing the opportunities they once enjoyed. All of this might be manifested in inappropriate workplace behavior, presenting managers and co-workers with even more challenges.

The number of lawsuits arising from clashes of language and culture in the workplace has grown significantly. Hispanics have challenged the "English only" rules that companies claim are necessary for workplace safety and rapport. The Equal Employment Opportunity Commission reports more cases of discrimination as employers have taken advantage of workers' unfamiliarity with the U.S. workplace and ignorance of their legal rights.

One final perspective of the world of work comes from sociologists and psychologists who look at how changes affect the person, the family, and/or the community. What happens in a marriage when the wife earns more than the husband, especially in traditionally male-dominated cultures? What happens to a relationship when one of the partners is transferred or offered a job in a distant location? How do we provide adequate child care when both parents work or for single-parent families? How do we care for the elderly now that few women stay at home? These are serious challenges for Hispanic families that are already adjusting to upheavals related to economic and educational issues. There are tensions as the younger generation challenges traditions relating to culture and gender expectations.

Turning to our communities, are neighborhoods being integrated now that more minorities have better-paying jobs? If so, how do we prepare people to live in an increasingly diverse society?

As these and many other questions swirl around, it is apparent that technology and demographics have created a sea change around us, raising issues that must be addressed. In part two of this article, I will continue to focus on two major points: what does all of this mean to educators, and how is it changing the nature and location of work?

Dr. Roanne Angiello is a professor of business administration at Bergen Community College, Paramus, N.J.

Passing? Failing? Fumbling?

Schools of Education Facing Change

BY ADALYN HIXSON

Last week's new Boston-based TV drama *Boston Public* had more than a few elements in common with both *The Jerry Springer Show* and *Oz*.

There's the married veteran teacher having an affair with a student. (To the show's credit, the teacher does pay for his sins by collapsing and dying in a school corridor, right after complaining to an administrator about the impossible task of raising the students' test scores using the lousy textbooks he's given.)

Then there's the angry student of color who spits in a teacher's face at close range. And the aging female teacher whose corporal punishment of recalcitrant students, presumably not banned in Boston, is revealed to be for erotic purposes.

And we wonder why nobody wants to go into teaching....

> *"One HUNDRED new teachers? What happened to one hundred THOUSAND?"*
>
> U.S. PRESIDENT JOSIAH BARTLETT,
>
> *WEST WING*

Meanwhile, over in the fictional TV White House of *West Wing*, staffer Sam must have been watching *Boston Public* too because all of a sudden he wants desperately to do something about public education. First he wants a speech he's writing for President Bartlett [Martin Sheen–born Estévez–at last a Latino in the White House] to call for a "permanent revolution" in education. Nobody else in the inner oval thinks quoting Chairman Mao is such a good idea, and staffer Toby notes, "It's a nifty phrase, but I think if we call for a permanent revolution, people are, you know, going to expect one."

Staffer Charlie suggests an initiative that would pay college tuition for thousands of students who would then agree to work x number of years as teachers in underserved areas. Toby asks, "Where's the money coming from?"

Interrupted by a phone call, I return to the TV screen in time to hear President Bartlett say something like, "One HUNDRED new teachers? What happened to one hundred THOUSAND?" I don't remember whether he is told that 100 is the affordable option, but it seems he plans to mention the initiative in his upcoming speech in Portland, a city that, given its putative anti-growth sentiments, might think even 100 is too many.

Still, the *West Wing* vignette spotlights the public education crisis, and I wonder how in fact the nation is doing in its quest to resolve it. And whether the thousand points of light started out as a million.

Setting Public Policy–Fast

I talk with Michelle Buellman, Washington-based manager of federal education programs and projects for the California State University system, about the *West Wing* incident, and ask her just how fast public policy can be changed.

She tells me, "If you have a crisis situation that really hits home with Congress, you can get them to do things rather expeditiously."

She cites a recent situation involving an equal air-time statute that applied to radio. Donors to NPR, National Public Radio, it is said, were not happy to have their contributions used to support air time for candidates they didn't like, and were said to be holding back on their giving. Legislators, says Buellmann, took action in a couple of months. But action that speedy, she says, is "highly unusual." It typically takes a few years, she says. I'm thinking it was the deregulation aspect that sped it along, not any sympathy for NPR, but that's another story.

Diane C. Hampton, legislative analyst in the Division of Government and Public Affairs with ACE, the American Council on Education, says she enjoys *West Wing* a lot, but the incident mentioned is not how public policy is made.

"How many years go into a public policy shift? We worked probably for two or three years on the Higher Education Act, and have been working a little over a year for the Elementary and Secondary to get some of the same language."

Asked what went through the fastest, she says, "The Hope Scholarship tax credits went through pretty fast," about a year, she says. "That was the Clinton Administration. It was one of their key programs, and they got support in the Congress."

Teacher Preparation

In its final report, released in September, the Glenn Commission, which examined ways to raise our students' low performance in math and science, concluded that teacher training is not "simply a matter of preparation; it depends just as much–or even more–on sustained, high-quality professional development."

"Most other nations have a national education system that can change direction more rapidly than our K-12 system, which is operated by nearly 16,000 independent school boards," the report continued. "Even when the majority of board members are firmly dedicated to good education, it is still a difficult job to change direction when needed."

One of many large and small organizations working to help schools change direction is NCEA, the National Coalition of Education Activists, founded in 1991, a multiracial network and membership organization of a thousand or so school staff, parents, teacher educators, community activists, education students, and others working for better public schools. I ask its executive director, Debi Duke, what matters most with regard to teacher recruitment and preparation.

"NCEA believes equity–in resources, teacher quality, etc.–is the most critical issue facing schools. Working conditions and salaries have to be comparable to those in other professions if we want to recruit more and better teachers. This is especially true for recruiting teachers of color, which we think is really important."

Many would agree, including K.J. Meier, whose research, reported by The Tomás Rivera Center in 1993, specified seven positive outcomes when Hispanic students K-12 have Hispanic teachers, among them: more identified as gifted; fewer placed in classes for educable-mentally retarded; less corporal punishment; fewer suspensions and expulsions; lower dropout rates and grade retention rates; higher scores on standardized tests. Other studies by blue ribbon commissions have stressed the urgent need for minority and non-minority students to come in direct contact with minority teachers as professionals and as authority figures.

"Teacher education programs," says Duke, "need to continue expanding and improving their efforts to train teachers who can respect and address the culture of the communities where they teach and who have the skills and desire to work with parents and community activists."

She adds, "Any time a mainstream, heavily watched TV show like *The West Wing* talks positively about the need to support and improve public schools, it can't hurt–though one can always quibble over details."

> *"Most other nations have a national education system that can change direction more rapidly than our K–12 system, which is operated by nearly 16,000 independent school boards."*
>
> REPORT OF THE GLENN COMMISSION, SEPT. 2000

Teaching Standards

There is much talk of raising standards. The higher education community, like the corporate community, traditionally resists any standards that might emanate from the government, fearing loss of autonomy.

NCATE, the National Council for Accreditation of Teacher Education, issued what it called more rigorous standards last spring, and also the results of a study by ETS, the Educational Testing Service, showing that graduates of NCATE-accredited colleges of education pass ETS content examinations for teacher licensing at a higher rate than do graduates of unaccredited colleges, and boost their chances of passing the examination by nearly 10 percent. And that NCATE-accredited institutions produce proportionally more qualified teachers than unaccredited institutions.

The organization's website lists the accreditation status of its member colleges and universities, including any on probation, as well as inviting those considering the teaching professions to learn at NCATE-accredited institutions.

Where's the Money Coming from?

Regarding teacher recruitment and preparation, The Higher Education Act of 1998, says Hampton, included a program of grants for partnership starts, for states, and for recruitment.

"Partnership starts were for colleges and had to include two institutes within them–the school of education or college of education–and the generic arts and sciences–maybe not called arts and sciences, but having that content. In addition to those two entities, it had to include at least one LEA–local school district. It could also include business partners, it could include other community organizations, and/or it could be a consortium of colleges.

"I know there is one partnership in California that includes something like 40 school districts."

The state grants, she says, were for whatever programs the states felt they needed–perhaps to improve the licensure procedures or reform the state licensure requirements. The recruitment grants were for recruiting more teachers, especially teachers of colors.

"In the first year, there was $75 million," she says, $8 or $9 million for recruitment and the rest split between partnership and state grants. The second year, the funding was about $98 million, $75 of it to continue the first year's allocations, leaving $23 in new money, which funded another eight or so partnerships, which are for five years, and six more state grants, which are for three.

"This year's funding level in both bills [House and Senate], assuming that is what will come out in the conference, is also $98 million, just continues the grants made in the first two years, with no new grants this year," says Hampton.

"Then next year, in Fiscal FY 2002, even if they hold at the same amount of money, there would be a new competition, because the state grants would be done.

"Those are the federal efforts to do more recruitment.

"We are advocating for more money for both the partnership grants and the recruitment grants." There were nearly 300 applications for partnership grants, she says, only about 25 of them funded. "We were trying to get it up to $150 million. But the pie is not getting any larger, and everybody wants a bigger piece."

ACE led the push, she says, but overall it was a collective effort of many organizations and entities. "It is not the top priority for the higher ed associations. Obviously getting student aid funding up is the top priority."

New Pass/Fail Regulations

The comment period for new federal reporting requirements on pass/fail rates for teachers–the grades they get, not the ones they give out–is now over. Information on the website of NASDEC, the National Association of State Directors of Education and Certification, suggests there was and is some paranoia about making state-to-state comparisons.

"As far as the pass rates go," says Hampton, "we've been working on it. There were groups trying to repeal the law, but until that happens, we are

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advising our member institutions how to be in compliance.

"The vast majority of colleges and universities will be just fine. Their pass rates will be seen as accessible. The schools where there might be a problem are schools that have really small programs where one or two students could tip the balance between the acceptable pass rate and an unacceptable pass rate.

"A lot of the schools are HBCUs or HSIs or tribal colleges that are going to be seen as having low pass rates or being at risk. I know the associations that represent those institutions are working really hard with their members so that the report that they send to the state has some contextual information–their mission, the demographics, other measures of quality other than the ability to pass the test, like placement in the local schools, and retention once they're placed as a teacher–looking at some long-term statistics on how long their graduates are retained as teachers in a school system. Those are better measures of quality than a single test.

> *"There should be ongoing professional development for 10 or 15 years into their career."*
>
> DIANE C. HAMPTON,
>
> ACE LEGISLATIVE ANALYST

"I know that teachers who maybe haven't passed the test and are teaching on waivers for emergency certification, or don't have a degree in the subject that they are teaching, are more likely placed in schools that have minority and disadvantaged populations. That's the fault of principals and superintendents who hire them," principals, she says, who are "desperate for teachers and just need a warm body, and don't care if they are qualified or not."

As for reducing the number of teachers teaching out of field and those who are using emergency certification, Hampton, a certified teacher before joining ACE, says, "I know that there are some really good programs among the California State University system."

One of the CSU programs, says Buellman, is Cal State TEACH. "It's designed to help teachers already in the classroom but not licensed. A Web-based program, it's combining distance learning with teacher preparation to deal with the unbelievably exploding K-12 population."

Hampton comments on what does and what should happen to newly minted teachers.

"The pre-service happens in colleges and universities, and once they go into the school, they should have a two- or three-year period of induction," and perhaps are assigned, she says, to a master teacher and helped along with any problems areas there might be.

"There should be ongoing professional development for 10 or 15 years into their career.

"Research has shown that professional development that is done in conjunction with a college or university is much more successful than a one-shot two-hour workshop on something or other–that it will have longer-lasting effects." She adds that if it is long-term, it can help put in place the requisite strategies and practices.

In many and perhaps most schools, a newly hired teacher rarely has a chance to observe another classroom, prevented by scheduling and perhaps by custom. This lack of access was mentioned by several budding teachers in a recent TV magazine piece that looked at a New York City innovation–recruitment of people accomplished in other careers to teach in troubled school districts while earning a master's in education at the City's expense. One of those recruited to an elementary school was grateful to a seasoned teacher who advised him to line up his students with the tall ones in back, so he could see what the short ones were up to.

Hampton says that ACE would like the partnership language developed in the Higher Education Act to be continued in the Elementary and Secondary Act "so it is a continuum and everybody is involved."

"It didn't happen in the last Congress. I guess it will happen in the next."

To Touch the Future

I ask Hampton about the ACE report, *To Touch the Future*. Issued about a year and a half ago, the report was very well received, she says.

The report, she says, came out of "a task force of some college presidents and deans of schools of education, some state departments of education, community colleges, etc., who got together and basically said that in order to make the program work, colleges have to put a major emphasis on their teacher preparation programs."

"And if they don't do it–if it is not central to the mission of the institution, it is not going to be successful.

"I think the report recommended that they should look at closing the program down."

"It got a lot of good press, and colleges are realizing that this is a hot-button issue–that they need to pay attention to it. And that if there are reforms necessary to make their programs more successful, they need to put that at the top of their list!"

Critics

"The Education Trust, here in D.C.–they have been very critical of the schools of education." The people at the Trust, she says, "blame the schools of education–that they are not in touch with what is needed in local school districts, and that school of education programs need to be reformed and need to have more content–not so much an emphasis on pedagogy–and need to make sure they are preparing teachers who are knowledgable in math or science."

Hmm. All of them? A million? A hundred thousand?

Would one hundred do as a start?

Matilda Is Going to College

Making a Warm-hearted Difference

BY
EIRINI GOULETA

According to the White House Initiative on Educational Excellence for Hispanic Americans, undergraduate education is considered today an important path to a better future in the United States.

Hispanics currently represent 14.5 percent (3.6 million) of the total traditional college-age population (18-24 years). The representation of Hispanics in higher education continues to grow. Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202 percent, compared to only 13 percent for Whites and 44 percent for Blacks.

Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups. The majority of Hispanic undergraduates (53 percent) are enrolled in two-year institutions. A higher percentage of Hispanic students (45 percent) are enrolled part-time and are more likely to take more than six years to receive a bachelor's degree. Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50 percent of Hispanics received grants while less than 30 percent received loans to pay for their education.

Despite the promising statistical increase in college attainment of Hispanic youth in the United States, there are many factors that affect and inhibit their educational achievement. Some are: school segregation and low family socioeconomic and educational status, student retention, second-language-acquisition problems, inappropriate testing and assessment, lack of educational inclusion programs and segregation of Hispanic youngsters in ESL self-contained classrooms, misplacement of students in special education programs, educators and school professionals who lack multicultural training, lack of parental support and involvement, lack of programs for parental education and guidance, lack of Hispanic role models among educators, and lack of postsecondary financial aid.

An additional factor is the immigrant experience, which can be very stressful to the student and his/her family. Some of the com-

> ***"I kept contact with my sixth grade teacher during my years in middle and high school. She was my mentor and ally in every successful or difficult moment."***
>
> MATILDA,
> FORMER ESL STUDENT

Eirini Gouleta with students

mon problems associated with the immigrant experience are language barriers, overcrowded housing conditions, previous traumatic experiences, illegal immigrant status and fear of deportation, financial and employment instability, and lack of social support systems.

Educators can play a major role in supporting and guiding the student and his/her family. Teachers in elementary and secondary education can contribute significantly by helping Hispanic students increase their self-esteem and realize their potential to succeed academically and socially.

Realizing that the relationship between teacher and student is central to an individual's educational and life process, teachers can become wonderful mentors by fostering a trusting, warm, empathetic, and respectful atmosphere in the classroom that promotes learning and growth. Oftentimes, a teacher's culturally appropriate and respectful intervention, which springs from genuine interest and concern for the student, might be all that is necessary to promote a student's educational future.

Below are the reflections of a former ESL student, illustrating how a teacher can make a difference in the educational life of a student who dreamed while in elementary school of attending college.

• • • • • • • • • • • • •

A STUDENT'S REFLECTIONS

Neither my mother nor I spoke any English when we arrived in America. We lived with relatives. My mother worked in a Salvadorian restaurant. Prior to coming to the United States, I lived in Bolivia with my father and mother. He was from El Salvador. When he was alive, he would always talk about how he felt like an outsider that could never fit into a neighborhood with people foreign to him. I knew from his talks with me that he missed his country of birth.

> *Some of the inhibiting factors are: school segregation and low family socioeconomic and educational status, student retention, second-language-acquisition problems, inappropriate testing and assessment, lack of educational inclusion programs and segregation of Hispanic youngsters in ESL self-contained classrooms, misplacement of students in special education programs, educators and school professionals who lack multicultural training, lack of parental support and involvement, lack of programs for parental education and guidance, lack of Hispanic role models among educators, and lack of postsecondary financial aid.*

Shortly after arriving in the United States, my mother, with the assistance of relatives, enrolled me into school. I was placed in second grade even though I had already completed second grade in Bolivia. At the time, I was confused and upset that I would have to study and learn the same subject matters again. However, because of my lack of English fluency, I would be in a self-contained ESL classroom, which meant that all of my peers spoke little or no English.

I was not happy in my new class. I did not have many friends and felt like my father in Bolivia, an outsider. I remember becoming more and more depressed. I never smiled. I felt like a stranger in a strange land. I was always one of the best students in my school in Bolivia, but now I struggled. I did not have the English skills to convince my teacher that I was a good student. I had many barriers to overcome.

First and foremost was the mastering of the English language so that I could earn grades similar to what I did in Bolivia. I had to take many difficult tests and did not understand many of the words. The teacher told me to do the best I could. I did not answer many of the questions on the tests. I was ashamed to bring my school papers home. In my heart, I knew that my school performance was not indicative of my ability.

The only positive experience my first year in school was developing a friendship with Lolita, who spoke Spanish and was my best friend. She was born in the United States. Lolita helped me "learn the ropes" in the new school, and her family was always kind to my mother and I. I do not how I could have made it without her support. She was probably one of the key reasons I looked forward to school.

My teacher was not a nice or kind woman. She was demanding and yelled a lot, especially when any student could not answer her questions. One day, I was given a note to present to my mother. She was invited to come to the school for a meeting with my teacher. Since my teacher did not speak Spanish, the guidance counselor, who was bilingual, agreed to be an interpreter. Through the interpreter, my mother was able to communicate effectively with the teacher and convey her concerns. I recall my mother telling me that the teacher was concerned about my progress in school and adjustment to the new environment. The teacher was not pleased with the scores I had earned on the standardized tests. The teacher explained to my mother that because of my low scores on the standardized tests, low grades on classroom assignments, and emotional state, a meeting was going to be held involving several school professionals. The purpose of the meeting was to discuss if I should be placed into a special education class.

I recall my mother's face of concern. Through an interpreter, my mother informed the teacher that if I had taken the same exams in Spanish, I would probably score quite well. Years later, my mother told me that the teacher was advocating for me to be placed in a special education class. My mother believed that as my English ability improved, so would my academic ability.

When the school reopened in September, the placement for me was again in an ESL self-contained classroom, only this time I was in third grade. To my great sadness, I found out that Lolita and her family had moved to another area and would not be returning to school. Three years later, my English improved significantly and so did my scores on all tests, including standardized tests.

Making a Difference

When I began sixth grade, I was placed in a general education classroom. I knew that this placement would result in further improvement of my English. My new teacher was a young woman with a warm smile and a beautiful heart. She was helpful and respectful to all students. She always had time to help anybody who needed extra help. She had high expectations of all the students and was firm in her demand that we complete our work on time. One day, my teacher asked me if I would like to have lunch with her in the classroom instead of the cafeteria. I was thrilled. During lunch, my teacher told me that she was very impressed with my academic performance, specifically my writing, reading, and math. She asked me to obtain written permission from my mother to be tested for the "Gifted and Talented" program because she thought I was a gifted student and had great academic potential. I was very surprised because it was the first time in America that a teacher told me that I was actually good in school.

A few days later, I was tested and found to be a gifted and talented student. My teacher delivered the news to me and called my mother for a conference, but my mother was unable to come to school because of her work schedule. My teacher asked my mother if it would be okay for her to visit us at home. My mother agreed. I couldn't believe it. My teacher would be coming to my house! I was so excited, and my heart was beating uncontrollably fast. The teacher came and spoke with my mother. I was the interpreter because my mother still didn't speak much English.

My teacher explained to my mother that I was tested and the results indicated that I was a gifted student. With parental permission, I would be placed for a part of the day with other students who were also gifted. My teacher told my mother that I had the ability and potential to go to college and study to become whatever I would like. I could not believe it. I never thought it would be possible for me to go to college. I never thought my dream to attend college would become a reality. Second, where was the money going to be found? My mother had the same concerns. My teacher explained that if I continued earning excellent grades, there were many funding opportunities and scholarships available to pay for college.

Since that day, I had many conversations with the teacher about my future and what I wanted to become. Finally, I had somebody to talk to about my dreams, fears, and concerns. I started believing in my abilities and self-efficacy for academic and professional success. I studied hard and did the best I could to maintain excellent grades during my school years.

I kept contact with my sixth grade teacher during my years in middle and high school. She was my mentor and ally in every successful or difficult moment. When I finished high school, I received a full scholarship to study journalism in a higher education institution. This is my senior year in college. Reflecting back on my childhood and school years, I know that I am who I have become because somebody believed in me and my abilities to succeed in academics. This person was my teacher. Thanks to her, I followed my dreams and will make my dream a living reality. My mother is very proud of me and very happy of my achievements. Thank you, Teacher, for believing in me, allowing me to dream, and guiding me forward.

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Ms. Gouleta, doctoral candidate at the Graduate School of Education and Human Development, George Washington University, earned bachelor's and master's degrees in education in her native Greece and a counseling and development master's in education from George Mason University. She has helped train college students to be effective cross-cultural counselors.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 08, 2001

National Organizations Partner to Enhance Teacher Skills and Knowledge

WASHINGTON, D.C.

The National Staff Development Council (NSDC), the largest professional association committed to advancing student success through staff development, is joining with the 25 million-member National Education Association (NEA) to identify content-specific staff development that improves student achievement in the core content areas of language arts, mathematics, science, and social studies.

The two organizations will rely on an advisory panel for guidance and recommendations. Besides top-level NSDC and NEA staff, the advisory panel includes representatives from: National Council of Teachers of English, National Council for the Social Studies, National Science Teachers Association, National Council of Teachers of Mathematics, International Reading Association, National Association of Secondary School Principals, National Association of Elementary School Principals, Eisenhower National Clearinghouse, and the U.S. Department of Education.

The purpose of the Results-Based Staff Development Initiative is to identify staff development programs at both the elementary and high school levels that are closely connected to student learning. The initiative will analyze content-specific professional development programs to determine which programs effectively improve achievement. The initiative will use this analysis to develop a resource guide that identifies the best programs and gives guidance to schools that are looking for better ways to help its teachers learn. The two groups also will evaluate ways to strengthen the quality of staff development available to teachers in elementary and high schools.

"This initiative will assist teachers in finding the best content-specific professional development programs to help them boost their knowledge and skills," said NEA President Bob Chase. "The NEA is excited to be a part of this important program to help our students achieve."

More Adults Are Obtaining Postsecondary Education, NCES Data Show

WASHINGTON, D.C.

The proportion of U.S. adults who have earned a bachelor's degree is up nearly 10 percent over the past three decades. However, degree attainment levels vary significantly by race, according to data from the National Center for Education Statistics (NCES).

- The percentage of adults ages 25 to 29 earning at least a bachelor's degree rose from 22 percent to 31 percent between 1971 and 1998.
- Between 1971 and 1998, the percentage of Whites ages 25 to 29 who had earned at least a bachelor's degree rose from 23 percent to nearly 35 percent. In comparison, during this 27-year period, the percentage of African Americans who had earned at least a B.A. rose from nearly 12 percent to 18 percent, and for Hispanics, from nearly 11 percent to 17 percent.
- The percentage of Hispanics earning at least a bachelor's degree has fluctuated over time. Nearly 18 percent of Hispanic adults had earned at least a B.A. in 1983, but 10 years later, the proportion had dropped to 14 percent. By 1997, it had once again reached 18 percent.
- Some fluctuation also occurred among African Americans. Nearly 17 percent of all African American adults had earned a bachelor's degree in 1977, but only 14 percent had done so in 1987. The percentage reached nearly 18 percent in 1995. For Whites, there was less fluctuation–nearly 30 percent in 1977, 27 percent in 1985, and 30 percent in 1989.
- More significant increases were noted among all races for the percentage of adults who had obtained some college education but did not earn a bachelor's degree. Nearly 45 percent of Whites had some postsecondary education in 1971, compared to 69 percent in 1998. For African Americans, the percentage rose from 31 percent to 57 percent and for Hispanics, 31 percent to 52 percent.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 08, 2001

First Alliance Programs Alumni Earn Their Ph.D.s

PROVIDENCE, R.I.

The first crop of the Leadership Alliance's Irene Diamond fellows have earned, or are about to earn, their doctoral degrees and are advancing to professional research positions. Since 1996, the Alliance has awarded Diamond Foundation grants to first-year and dissertation-phase graduate students.

"Since its inception, the Alliance has been dedicated to the goal of helping students from underrepresented groups find their way into and through the academic pipeline and on to valuable research careers," said Dr. Jim Wyche, the Alliance's executive director. "Although we initially focused exclusively on students interested in the life and physical sciences, we expanded our mission to include the humanities and social sciences. Therefore, we decided to use the majority of the funds generously donated by the Irene Diamond Foundation to support aspiring Ph.D. candidates in those areas.

"We are so pleased to see the first of these students succeed. They have completed rigorous programs, achieved their goals, and are on their way to successful careers in academia, government, and industry. They are the evidence that brings the importance of our mission into focus."

According to statistics from the National Research Council, it takes an average of six to seven years of graduate studies to get a doctorate–no matter what your discipline or ethnicity. The Alliance awarded its first Irene Diamond graduate fellowships for first-year students in 1996.

Today, approximately 39 percent of the Irene Diamond awardees have received or are about to receive their doctorates. Of these recipients, 10 have received doctorates, and 90 percent have taken assistant professorships at some of the most respected institutions in the country, including Stanford, Jackson State, and Pace universities, Occidental College, and the universities of Notre Dame, Washington, Kansas, and Delaware.

"The Alliance applauds the efforts of the first groups of our alumni who are making it through the graduate studies pipeline," said Wyche. "We are very proud of them."

NACE Report Finds Employers Spending Less Time and Money on College Hiring

BETHLEHEM, PENN.

The National Association of Colleges and Employers (NACE)noted that although competition remains intense for new college graduates, employers report spending less time and money to recruit them. This is among the key findings of NACE's "Year 2000 Employer Benchmark Survey."

Employers indicated that they had to interview 4.5 college candidates for every one they hired during the 1999-2000 recruiting season, down slightly from five candidates per hire a year earlier.

Marilyn Mackes, NACE's executive director, offered some possible explanations for the change in the job offer/acceptance ratio.

"With increased access via technology to information about employers and job opportunities, students may be more selective about where they want to work," she says. "Employers also may have become more effective in educating students about their organizations. In either case, employers benefit from having to interview fewer candidates to identify new hires."

The survey also revealed that employers spent an average of $6,207 per hire (costs related to recruiting and hiring), down 17 percent from last year. The decrease in cost-per-hire may be attributed to more focused recruiting efforts. A number of survey respondents indicated that they had narrowed their geographic focus, targeted certain schools, or otherwise scaled back on the number of schools they visited.

The National Association of Colleges and Employers is the leading source of information about the college market for career services practitioners who advise students and graduates in career planning and the job-search process and for human resources professionals who recruit and hire college graduates.

People-Places-Publications-Conferences

PEOPLE & PLACES

Morrobel-Sosa in New Role at Cal Poly State

Anny Morrobel-Sosa, California Polytechnic State University professor of materials engineering, is now interim associate vice provost for academic programs, responsible for academic assessment and institutional accountability, academic-program reviews, and program development. She is also coordinating the inaugural Baker Forum, "The Future of the Polytechnic University," to be held October 2001.

A former ACE fellow at the University of Delaware, Morrobel-Sosa was selected to participate in the first National Science Foundation Women's Engineering Leadership Conference.

North Carolina Co-Sponsors "Race in the Media"

"Race in the Media," a public symposium co-sponsored by the University of North Carolina-Chapel Hill, looked at media images of Blacks and employment of Blacks in the media industry. Frank del Olmo, director of Latino coverage for *The Los Angeles Times*, Angela Dodson, contributing editor for *Essence* magazine, and Bobbie Bowman, diversity director of the American Society of Newspaper Editors (ASNE), joined other journalists, scholars, and media experts at the event.

Will Sutton, president of the National Association of Black Journalists and deputy managing editor of *The News & Observer* of Raleigh, moderated the discussions.

The symposium kicked off a Diversity Job Fair, sponsored by ASNE and *The News & Observer*.

Conservation Scholars Win Getty Awards

The Getty Conservation Institute (Calif.) awarded the first grants in a new residency program to nine distinguished international scholars, including scientists, authors, professors, cultural heritage consultants, and researchers from Brazil, Italy, Great Britain, Australia, Chile, the United States, and Colombia. The group will be in residence at the Getty for three to six months.

The Conservation Guest Scholars are: Raquel Carreras, researcher on wood conservation with the Centro Nacional de Conservación, Restauración y Museología in Cuba; Leonardo Barci Castriota, chair of the department of architectural history and theory at the Universidade Federal de Minas Gerais in Brazil; Blanca Niño Norton, researcher and published on vernacular architecture in Guatemala; Olga Pizano, who has been examining 20th-century architectural management and urban heritage in Colombia; Eugenio Yunis, head of the Sustainable Development group at the World Tourism Organization in Madrid; and Sharon Cather, Giacomo Chiari, Thomas J. Learner, and Sharon Sullivan.

Barnard College Symposium Features Agosín

The Barnard College (N.Y.) Center for Research on Women presented a symposium and performance on literature and human rights, "Writing Toward Hope," featuring Marjorie Agosín (pictured), an award-winning Chilean poet and international activist, recently given the UN Leadership Award for Human Rights.

The Judy Dworin Performance Ensemble performed *¿dónde estás?,* a piece using text, music, movement, and song to portray the Mothers of the Disappeared–women who protested the disappearance of their children during the military dictatorships of Chile and Argentina in the '70s and '80s.

The Center "continues to explore art as a form of resistance, a means of making sense of senseless inhumanity, and, ultimately, as a path toward redemption," said director Janet Jakobsen.

New Mexico State Trains Bilingual Education Teachers

New Mexico State University received a $527,542 grant from the U.S. DOE's Office of Bilingual Education and Minority Language Affairs to help 45 teachers earn the state's bilingual education endorsement. Many teachers of minority students lack such training.

Teachers will earn master's degrees through the four-year program, "Preparation of Bilingual Education Teachers: A Focus on Literacy," which offers teachers four-year scholarships for tuition and books.

The state endorsement, requiring 24 hours of graduate coursework, enhances teachers' knowledge of the relationship between English and Spanish and trains them to build on what children already know, said Robert Gallegos (pictured), adjunct professor in the College of Education and the program's co-administrator. Gallegos himself was unable to understand English until the fifth grade and started his own education in a bilingual classroom.

Pabón Speaks at Bloomfield

Latino community leader Julio Pabón spoke at Bloomfield College in New Jersey at an event sponsored by Lambda Theta Phi fraternity.

A native of Puerto Rico, Pabón is owner and president of Latino Sports, a multifaceted sports promotion company in the South Bronx, N.Y., specializing in the marketing and promotion of Latino athletes and their own sports apparel line. He founded the Roberto Clemente/Jackie Robinson Softball League in 1978 to provide a positive experience for troubled teens.

A community and political activist for nearly 25 years, Pabón is the former NY City director of Latino affairs. In 1992, he co-founded the National Puerto Rican Business Council, a forum for networking and discussion of community issues. He established the Lehman College Latino Alumni and founded the Young Caciques Youth Leadership Program.

Manchester Community Examines Cuban History

Manchester Community College's (Conn.) 15th annual Global Issues Conference, "Understanding Cuba," covered the social, economic, cultural, and political background of Cuba and its dynamic relationship with the United States and the Cuban American community.

Dr. Thomas G. Paterson, professor of history emeritus at the University of Connecticut, spoke on, "The Forty Years War: Cuba, and the United States." Paterson is the author of *Contesting Castro: The United States and the Triumph of the Cuban Revolution*. Mirta Ojito, *The New York Times* correspondent, led a discussion, "Mission Impossible: Covering Cuba." Born and raised in Cuba, Ojito came to the U.S. in 1980 on the Mariel boatlift. Dr. Milton H. Jamail, lecturer with the department of government of the University of Texas-Austin, spoke on "Cuban Baseball: From Rebel Game to beisbol revolucionario." Dr. Lisandro Pérez (pictured), associate professor of sociology and founding director of the Cuban Research Institute at Florida International University, presented a lecture, "Cuban-Americans: The Legacy of Exile."

PRLDEF Sponsors Law Day at Pace

PACE UNIVERSITY

The Puerto Rican Legal Defense and Education Fund (PRLDEF) hosted its 18th annual Law Day program at Pace University in New York. Law Day is a national recruitment program for prospective students and for law schools that have demonstrated a commitment to diversity.

Taking part in "The Law School Application Process" were Luis J. DeGraffe, professor, CUNY School of Law; Patricia Johnson, professor, John Jay College of Criminal Justice; David Cohen, dean, Pace University School of Law; and Juan A. Figueroa, president and general counsel of PRLDEF.

"Beyond the LSAT: Non-quantitative Factors That Make You a More Attractive Applicant" and "The Advantages of Applying Outside of the Metropolitan Area" were two new workshops. More than 60 law schools from across the U.S. took part in a recruitment session.

PRLDEF's Education Division has served the community for more than 25 years.

South Florida Awards Latino Scholarships

University of South Florida USF

A Latin community advisory committee at the University of South Florida continued its tradition of awarding deserving students with scholarships at its annual Latino scholarship ceremony.

The committee and USF President Judy Genshaft welcomed 29 first-year and transfer students into the program as new recipients, along with 45 continuing students. Their academic achievements have garnered them scholarships from individuals, businesses, or organizations in the Tampa Bay community, including $17,500 from the Mayor's Hispanic Advisory Council and $15,000 from the Merchant's Association of Florida. A total of $124,000 in tuition assistance will be given to the students, ranging from $1,500 to $2,500, for 2000-01.

The scholarship program not only opens doors for students; it also helps meet workforce demands for bilingual professionals in many fields. Committee chair Maritza Rovira-Forino said that nearly 70 alumni have benefited from its mission since the program began in 1992.

Vélez and López Discuss NAFTA at St. Mary's

Without NAFTA–implemented in 1994 to abolish tariffs between the U.S., Mexico, and Canada–Mexico would have been relegated to continued economic turmoil, says Dr. Alejandro Vélez (pictured), professor of economics and director of the Latin studies program at St. Mary's University in Texas. Now, Mexico is enjoying a new era marked by strong economic growth, a stable peso, and political reforms.

"Foreign investors are willing to support a political system that isn't going to collapse," he said. Vélez' comments came after Vicente Fox–the first Mexican president outside the ruling Institutional Revolutionary Party in 71 years–credited NAFTA with creating thousands of jobs and generating some $10 billion in direct foreign investment in Mexico.

St. Mary's University School of Law is among a select group of law schools to adopt the first legal textbook on NAFTA, underscoring global trends in international trade, business development, and cultural exchange. *NAFTA: A Problem-Oriented Coursebook* was co-authored by David López, associate dean for administration at the law school at St. Mary's and specialist in Mexican law.

Macias Harrison Discusses Future of Crafton Hills

"Part of my job is to let the public know and understand the critical role that CHC plays in meeting the needs of education and training for the area," said Macias Harrison, president since July of Crafton Hills College (CHC).

Speaking at her installation program, Harrison announced that during the spring semester, many of the College's student services would be moving into the newly constructed Student Services Annex, the first new building at CHC since its childcare center opened in 1996. She said the College plans to forge better articulation with K-12 and four-year colleges and universities, and she noted the success of CHC's computer technology program, which has purchased hundreds of new computers and state-of-the-art software.

LIU-Brooklyn Hosts Cuban American Author

LONG ISLAND UNIVERSITY

Cuban-born writer Ernesto Mestre presented a vivid portrait of Cuba as he read from his work at Long Island University-Brooklyn, part of the English department's multicultural "Voices of the Rainbow" poetry and fiction reading series.

Mestre was born in Guantánamo, Cuba, in 1964. His family emigrated to Madrid, Spain, in 1972 before settling in Miami, Fla. His debut novel, *The Lazarus Rumba*, a family saga centering on Cuba's recent past, portrays the spiritual landscape of the Cuban people in the aftermath of Castro's revolutionary upheavals. A *New York Times* reviewer commented, "Mestre manages to interpret magic realist tradition in his own distinctive manner. When evoking the numinous ways that 'the dead hide in the lives of the living,' Mestre's symphonic imagination proves mesmerizing."

Mestre has a bachelor's degree from Tulane University and now lives in New York.

New Mexico Honors Resident Alumni

The University of New Mexico (UNM) Alumni Association honored recipients of the Zia awards, which celebrate accomplishments of New Mexico resident alumni. José Abeyta, Jackie Baca, María Griego-Raby, Art Melendres, Thomas B. Ryan, and Louis L. Weller, all active in the community, were honored.

Abeyta is a former New Mexico state representative. Baca has helped institute several scholarships for minority and high school seniors. Griego-Raby, president of Contract Associates, Inc., is a minority-woman business owner. Melendres is general counsel to the Albuquerque Public Schools. Ryan is executive director of Learning Technologies for the Albuquerque Public Schools. Weller is founder and president of Weller Architects.

The association also gave Ann Rhoades a Zimmerman Award and Van Dorn Hooker a Fergusson Award.

Rhode Island Hosts Venezuelan Ballet Company

The young and vibrant company, Ballet Nacional de Caracas, performed at the University of Rhode Island.

In its early years, 1980 to 1984, the company appeared exclusively in a classical repertoire. With the arrival of Venezuela's internationally renowned choreographer, Vicente Nebrada, the group's stock of works has broadened to utilize the energy and talent of its young dancers. Now in its 20th year, the company is internationally known for its colorful mosaic of dance styles, brilliantly executed.

Crown Prince of Spain Visits New Mexico

A newly endowed chair in information science and technology at the University of New Mexico (UNM) will bear the name of The Crown Prince of Spain, Felipe de Borbón, Prince of Asturias, who was present for its announcement.

The chair is being funded by a $1.5 million endowment to the UNM Foundation, Inc., from Iberdrola, one of Spain's largest power companies.

Two other American universities, Tufts University and Georgetown University, have chairs in the humanities that bear the name of the Prince.

The Crown Prince, who is honorary chair of the Hispanic Culture Foundation board, came to Albuquerque to participate in the opening of the National Hispanic Cultural Center.

Corzo Inaugurated as University of the Arts' Second President

Miguel-Angel Corzo, former director of the Getty Conservation Institute in Los Angeles, Fulbright scholar, administrator, and author, was inaugurated as second president of The University of the Arts in Pennsylvania, the only one in the nation devoted exclusively to the arts. Corzo's mission includes expanding the University's visibility and achieving diversity. A Mexican-born U.S. citizen, he is part of the three percent of American college or university presidents who are of Latino heritage.

Despite enrolling more than 2,000 students from throughout the U.S. and 35 countries, the University remains relatively unknown to many in the international arts community. Corzo said one of its goals is to make a compelling case for the value of the arts in contemporary society.

Nazareth Professor Receives International Studies Chair

Dr. Tina Pereda (pictured), professor of Spanish at Nazareth College in New York, is the first recipient of the Rose Marie Beston chair for international studies, named for a former Nazareth president, an international traveler currently residing in New Mexico.

Nazareth College President Dr. Robert A. Miller announced the selection of Pereda, who directs the College's study abroad program in Valencia, Spain.

Pereda has been working on a book, *Twenty Poets and One Reader*, which will offer college students a global literary perspective from a wide spectrum of Hispanic writers. A native of Madrid, Spain, Pereda has a master's degree and a doctorate from the University of Colorado-Boulder.

News from Texas-Pan American

- The Houston Endowment has awarded $750,000 to UTPA for its cooperative premedical honors college program with the Baylor College of Medicine in Houston. The three-year program began with a $280,000 award in 2000. Another $250,000 will be provided in 2001, followed by $220,000 in 2002.
- For the ninth year, 12 UTPA students have received $1,000 scholarships from the AEP-Central Power and Light (CPL) Company. All are business and engineering majors, and most work part time or full time to support themselves.
- UTPA began a master's degree program in mechanical, electrical, and manufacturing engineering following official approval from the Texas Higher Education Coordinating Board.
- UTPA received $820,000 in continuation grants from the U.S. Department of Health and Human Services for faculty research in the minority biomedical research support program.

South Florida Libraries Rely on Pérez

Photo © USF Photography

Derrie Pérez has been acting dean of the University of South Florida (USF) library system, while the University conducts a national search for the position.

Pérez represents the libraries at the Tampa, St. Petersburg, and Sarasota/Manatee campuses, the Hinks and Elaine Shimberg Health Sciences Library, and the Louis de la Parte Florida Mental Health Institute Library. She supervises centralized services such as cataloging and acquisition of library materials, including USF's electronic Virtual Library.

"Combining the campuses' research library efforts with the medical and mental health libraries should position us to support a strong research university," said Pérez, who is a past president of the Tampa Bay Library

Consortium and of the Florida Chapter of the Association of College and Research Libraries.

Venezuelan Guitarist Performs at North Central

The North Central College (Ill.) office of multicultural affairs hosted Venezuelan guitarist Irene Farrera.

Farrera wrote 10 of the 11 songs on her latest CD, *Soy de Ti*. The arrangements include samba-reggae, bossa nova, and a rumba-flamenca–with lyrics in both English and Spanish. She also plays a cuatro, a four-stringed Venezuelan guitar, as "both melodic and percussive accompaniment."

"It's not that music breaks geographic borders," she says. "It simply demonstrates that they don't exist; they're imaginary lines drawn to divide us."

San Antonio Surgeon Heads Health Science Center

Francisco Joaquin González Cigarroa, associate professor of surgery at the University of Texas (UT) Health Science Center at San Antonio, recently became its new president, succeeding John P. Howe III, who retired after 16 years.

A faculty member since 1995, González Cigarroa specializes in pediatric and adult kidney, liver, and intestinal transplantation. He is director of general pediatric surgery and pediatric abdominal organ transplants at University Hospital. He serves on the medical staffs of three Christus Santa Rosa Hospitals and at North Central Baptist Hospital, and is a consultant at Methodist Children's Hospital.

González Cigarroa is a fellow of the American College of Surgery and a diplomate of the American College of General Surgery and the American College of Pediatric Surgery. He has a bachelor's degree from Yale and a doctorate from the UT Southwestern Medical Center at Dallas.

Allan Hancock Celebrates Anniversary

Pictured: Eddie Stanfield (l.), president of the Allan Hancock College (Calif.) foundation board, presents an alumni certificate to distinguished alumna Carmen Vadillo (r.) during the College's 80th anniversary gala. Vadillo was one of 80 distinguished alumni to be honored.

As a single mom, unsure where her life would lead, Vadillo enrolled at Allan Hancock College and now uses her own success to inspire others. Two years ago, she became the first lay principal in the 62-year history of Santa María's St. Mary of the Assumption School. "My experience at Allan Hancock College changed my life," said Vadillo. "I learned I could dream and succeed." She continued her academic success at Cal Poly, earning bachelor's and master's degrees.

Washington State Students McNair Scholars

Washington State University (WSU) students María González (pictured r.), Amber Vargas (pictured l.), and José Esparza were named Ronald E. McNair post-baccalaureate achievement program scholars.

González is part of WSU's Future Teachers of Color program, is a member of the Student Washington Education Association, the Phi Eta Sigma honor society, and the National Society of Collegiate Scholars, and is the Gamma Alpha Omega sorority vice president. Vargas, a graduate of Toppenish High School, is majoring in English and Spanish. Esparza is a junior majoring in comparative American cultures.

The McNair scholars program encourages and prepares low-income, first-generation college students or those of African American, Chicano/Latino, or Native American heritage to go on to graduate school and earn doctoral degrees, said Nancy Schmidt, coordinator of the WSU graduate school program, which is funded by a five-year $203,000-a-year federal grant. The McNair program is named for Ronald E. McNair, an astronaut who died in the 1986 space shuttle Challenger explosion.

News from TACHE—Texas Assn. of Chicanos in Higher Education

- Dr. Idalia Rodríguez Pérez, Texas A&M International University associate professor of reading, is incoming president of the Texas Association of Reading Professors, a special interest group of the Texas State Reading Association and International Reading Association. She chairs the department of curriculum and instruction in the College of Education.
- With nearly half the nation's school districts enrolling limited-English-proficient students, Dr. Belinda Bustos Flores is putting her award-winning doctoral research to good use as an assistant professor at the University of Texas (UT)-San Antonio. To earn her doctorate at UT-Austin, Bustos Flores studied how 176 San Antonio teachers related to bilingual education students.
- U.S. Rep. Ciro Rodríguez announced the awarding of a five-year $1,977,962 grant to Palo Alto College. Dr. Enrique Solís, Palo Alto president, said the money will help improve service to a "traditionally underserved population."
- TACHE has a new website, www.tache.org.

Spanish Honor Society Inducts Jersey City Students

Thirteen New Jersey City University (NJCU) students were inducted into Sigma Delta Pi, the university chapter of the National Spanish Honor Society. NJCU President Dr. Carlos Hernández was granted honorary membership.

The inductees are Merlin Almanzar, Yadira Díaz, Yeimy Luna, Kristelle Yépez, Luisa Cruz, Omar Florez, Angela Zappella, Martha Galviz, Yolanda Emen, Raphaella Grullon, Gloria Arcila, Leonel Lorador, and José Martínez.

The society honors those who seek and attain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples, and those who have made the cultural contributions of Hispanic people better known in the English-speaking world.

Dr. Edith Villaverde, NJCU assistant professor of modern languages, is faculty advisor to the chapter.

TV Actor Lectures at Nazareth

Wilson Cruz, actor on the highly acclaimed ABC television series *My So-Called Life*, gave a lecture, "My So-Called Lifestyle," at Nazareth College (N.Y.) as part of "Diversity: Celebrations and Conversations," a series of events and lectures. Cruz discussed his life as a young homosexual Latino in today's modern world.

Most renowned for his portrayal of homosexual teenager Rickie Vásquez in *My So-Called Life*, Cruz also starred as Angel in Broadway's hit musical *Rent* and was featured in the films *Nixon*, *Johns*, and *Joyride*. He recently appeared in the sci-fi thriller *Supernova*.

A frequent speaker at colleges and universities across the country, he draws on his own experiences in addressing issues relevant to gay and Latino communities.

NCLR to Help Increase Hispanic Home Ownership

The National Council of La Raza (NCLR) and Freddie Mac, along with the National Association of Hispanic Real Estate Professionals (NAHREP) and RealEstateEspanol.com (REE), announced the Hispanic Community Technology Initiative, a major outreach effort that will use the latest mortgage technology to increase home ownership among Hispanic families.

Despite recent gains, fewer than 46 percent of the nation's Hispanic families own their homes, compared to an overall home ownership rate of 67 percent. This initiative, supported by Rep. Lucille Roybal-Allard, chair of the Congressional Hispanic Caucus, will help bridge the gap.

NCLR is the nation's largest Hispanic civil rights organization. Freddie Mac is a stockholder-owned corporation established by Congress in 1970 to support home ownership and rental housing. NAHREP, a nonprofit trade association, represents the professional interests of the more than 50,000 Hispanics employed in real estate. REE is a wholly owned subsidiary of Quepasa.com (NASDAQ: PASA).

CDC Addresses Racial and Ethnic Health Disparities

The Centers for Disease Control and Prevention awarded $19 million to community coalitions in 15 states to help address racial and ethnic disparities in health in the U.S. In addition, the National Institutes of Health contributed $5 million, for a total of $24 million, and has pledged to sustain that level of support for four additional years.

A total of 24 community coalitions will receive funding to implement plans they've developed to reduce disparities in a geographically defined minority population, which includes Hispanic Americans.

Among the grantees: Florida International University, Medical University of South Carolina, Trustees of Columbia University, University of Alabama-Birmingham, and University of California-San Francisco.

Texas A&M-Corpus Christi Hosts Quintanilla

Dr. Guadalupe C. Quintanilla, associate professor of the department of Hispanic and classical languages at the University of Houston, was the keynote speaker for "El Día de la Raza" at Texas A&M University-Corpus Christi.

Quintanilla has helped law enforcement agencies promote greater understanding of marginalized ethnic/cultural groups. She has developed many successful programs used in cross-cultural communication training.

Quintanilla has received several presidential nominations and appointments and was inducted into the National Hispanic Hall of Fame and the Hispanic Woman Hall of Fame. Her life and accomplishments have been documented in *Reader's Digest*, *The New York Times*, *Vogue*, and *People*.

Miami-Dade Students Named Gates Scholars

In Florida, Miami-Dade Community College (M-DCC) students Patricia Damas and José Mercado (pictured) will never have to worry again about paying their tuition. They and four others were named Gates Millennium Scholars. The scholarship, funded by a grant from the Bill and Melinda Gates Foundation, will provide financial aid for the entire cost of the students' tuition, fees, books, and living expenses–including postgraduate studies.

Damas was a biology major at M-DCC, part of its Bridges Program (for minority students) with the University of Miami (UM), and a member of the Phi Theta Kappa Honor Society. She will study at UM for at least the next two years.

Mercado, a physician assistant student at M-DCC, is president of the Medical Center campus student body, minority students representative for the physician assistant student organization, and a member of the Phi Theta Kappa Honor Society. He plans to finish his bachelor's degree at St. Thomas University.

M-DCC students Shama Ghulam Hussain, Vandamme Jeanty, Sandra Bigelow, and Tiffani Knowles were also named Gates Millennium Scholars.

Prominent Journalist Speaks at Western Michigan

Richard González, national affairs correspondent for National Public Radio (NPR), spoke on "News Coverage of National and International Affairs" at Western Michigan University.

González has been with NPR since 1986. His reports are featured regularly on NPR's award-winning news programs *All Things Considered*, *Morning Edition*, and *Weekend Edition*. González was honored in 1984 by the World Affairs Council of Northern California for his documentary on the war-ravaged Miskito Indians of Nicaragua and won a World Hunger media award in 1988 for "Street Children in Maputo."

He has a bachelor's degree from Harvard College, and in 1994 was a John S. Knight fellow at Stanford University. González is cofounder of Familias Unidas, a bilingual social services program in Richmond, Calif.

Sosa Douglass Named Board Officer at Broward

Fort Lauderdale, Fla., attorney Georgette Sosa Douglass and Paul Anderson, vice president for governmental relations at JM Family Enterprises, were named chair and vice chair, respectively, of the Broward Community College District board of trustees.

Previously, Sosa Douglass was vice chair, and Anderson was chair of the five-member board that governs the College. The other trustees, all appointed by Florida Gov. Jeb Bush, are Lourdes Garrido, Cheryl Krause, and Levi Williams.

Sosa Douglass, a native of Panama, has a bachelor's degree from Schiller University of London. Anderson has a bachelor's from the University of Florida.

Grant to Aid Minority Students in UNM Biology Department

Exceptional undergraduate minority students in the biological sciences at the University of New Mexico (UNM) will benefit from a five-year $1.1 million grant from the National Institutes of Health.

The Minority Access to Research Careers program is designed to identify talented students interested in research and provide them with the training and experience necessary to successfully enter graduate school. The long-range goal is to have the students complete their doctorate and to successfully develop careers in biological research.

The program began in the fall with five students, Amanda Archuleta, Adrian Benjamin, Erin Gonzales, Michael Perrine, and Janice Salazar. According to Program Director Kathryn Vogel, chair of the biology department, the program, at its capacity, will support 10 students during their final two years at UNM.

Villarreal Speaks at Palo Alto

PALO ALTO COLLEGE

Texas state Rep. Michael Villarreal was the speaker at the fall honors convocation at Palo Alto College in Texas. The event honored students with a 3.5 or higher GPA. All received certificates designating them as president's list or dean's list honor students.

Villarreal was elected to the state legislature during a special election last February. He earned a bachelor's degree from Texas A&M University, continued his studies at MIT and Harvard, and earned a master's at the Kennedy School of Government. He has been named a Woodrow Wilson public policy fellow, received an American Economics Association research fellowship, and was a research fellow at the Federal Reserve Board of Governors.

Cal State L.A. Student Interns with Congresswoman

California State University-Los Angeles undergraduate Jeanette Contreras, a political science major in the pre-law option, is one of 21 students selected to participate in the Congressional Fellowship Program of the Leon Panetta Institute. Contreras interned in the office of Rep. Maxine Waters, who represents the 35th District of California.

Previously, Contreras completed a three-month term in the office of state assembly member Gil Cedillo through Cal State L.A.'s Pat Brown Institute. She then became the University's first placement in the Panetta Institute's Congressional Fellowships at CSU-Monterey Bay.

Parents Are Going Back to School

Nearly two-thirds of the nation's parents get involved in school activities such as attending general school meetings or events, serving on a committee, or volunteering. The National Education Goals Panel released that information.

In 1999, 62 percent of parents reported that they participated in two or more activities in their child's school during the current school year. This figure reflects no significant change from the 63 percent figure reported in 1993.

Many organizations have made parental involvement in school activities their central mission, including The National Coalition for Parent Involvement in Education. Another group, the National Network of Partnership Schools at Johns Hopkins University, provides help to improve school, family, and community partnerships.

Created in 1990, the National Education Goals Panel is a bipartisan body of federal and state officials.

PUBLICATIONS

Refried Elvis: The Rise of the Mexican Counterculture

By Eric Zolov

This book traces the history of rock 'n roll in Mexico and the rise of the native counter-cultural movement La Onda (the wave). The story frames the most significant crisis of Mexico's post-revolutionary period: the student-led protests in 1968 and the government-orchestrated massacre that put an end to the movement.

1999. 349 pgs. ISBN 0-520-21514-1. $18.95 paper. University of California Press. (800) 822-6657.

The Fortunes of the Humanities: Thoughts for After the Year 2000

By Sander L. Gilman

Given the attacks on the humanities by the right ("Goethe is not taught anymore!") and the left ("Why teach dead white males?") over the past decade, how can we teach and research in the humanities in the years to come? This book presents a series of closely interconnected exercises in understanding the present state and future possibilities of the humanities, especially the teaching of "foreign" languages and cultures.

2000. 127 pgs. ISBN 0-8047-3264-7. $14.95 paper. Stanford University Press. (800) 872-7423.

Rethinking Multiculturalism: Cultural Diversity and Political Theory

By Bhikhu Parekh

Moving beyond the usual thinking about multiculturalism, Bhikhu Parekh challenges the Western bias of much of traditional moral philosophy, including contemporary liberalism, which in his view has the tendency to assert that only one way of life or one set of values is worthwhile, dismissing the rest as either false or misguided. He grounds this discussion in the history of political theory.

2000. 379 pgs. ISBN 0-674-00436-1. $35.00 cloth. Harvard University Press. (800) 448-2242.

Writing Violence on the Northern Frontier: The Historiography of Sixteenth-Century New Mexico and Florida and the Legacy of Conquest

By José Rabasa

This book examines the conjunction between writing and violence that defined the 16th-century Spanish conquest of the Americas (particularly North America) and in doing so reveals why this conjunction remains relevant and influential today.

2000. 359 pgs. ISBN 0-8223-2567-5. $19.95 paper. Duke University Press. (888) 651-0122.

My Bloody Life: The Making of a Latin King

By Reymundo Sánchez

MY BLOODY LIFE
The Making of a Latin King

Love. Honor. Loyalty. These are the principles that bind the young runaways, outcasts, and lost boys who find security in the embrace of a gang family. Or so the lore goes. Reymundo Sánchez was a lost boy, initiated into the Latin Kings by performing his first "hit" at the age of 14. This is the story of his odyssey through the ranks of the new mafia, where the only people more dangerous than rival gangs are the members of your own.

2000. 299 pgs. ISBN 1-55652-401-3. $24.00 cloth. Chicago Review Press. (800) 888-4741.

En aquel entonces: Readings in Mexican-American History

Manuel G. Gonzales and Cynthia M. Gonzales, eds.

EN AQUEL ENTONCES

The advent of Chicano studies in the 1960s spawned a tremendous interest in the history of Mexicans in the United States. Committed to a multidisciplinary approach from the very outset, Chicano and Chicana scholars have used a variety of perspectives to explain the Mexican American past, but much work has not been available to students. This book is meant to help solve that problem.

2000. 287 pgs. ISBN 0-253-21399-1. $19.95 paper. Indiana University Press. (800) 842-6796.

Juanita: A Romance of Real Life in Cuba Fifty Years Ago

By Mary Peabody Mann

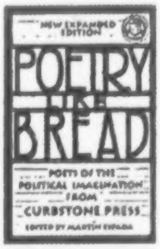
Patricia M. Ard, ed.

Though a surprising number of middle-class women from the United States traveled to Cuba in the early 19th century, few possessed the literary gifts and intellectual connections of Mary Peabody Mann. Mann's experience of living on a Cuban slave-holder's plantation from 1833 to 1835 is the basis of this historical romance, originally published in 1887 and never before reprinted. Mann's novel raises questions about the relation of slavery in the Caribbean to that in the United States, while also probing the connection between love and race. Introductory essay by the editor.

2000. 222 pgs. ISBN 0-8139-1956-8. $18.50 paper. University Press of Virginia. (800) 831-3406.

Poetry Like Bread: Poets of the Political Imagination from Curbstone Press

Martín Espada, ed.

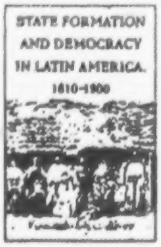


Curbstone Press has published this new, expanded edition of *Poetry Like Bread* to help mark its 25th anniversary as a nonprofit arts organization. These engaged poems, combining quality, clarity, and relevance for an audience eager for serious literature, speak to the human condition in the tradition of William Blake, Bertolt Brecht, Pablo Neruda, Langston Hughes, and others who wanted their work to make a difference.

2000. 330 pgs. ISBN 1-880684-74-8. $15.95 paper. Curbstone Press. (860) 423-5110.

State Formation and Democracy in Latin America, 1810-1900

By Fernando López-Alves



Despite a shared colonial past, South American nations experienced different patterns of conflict in the 19th century. These differences led to the creation of a variety of states and regimes, from authoritarian military oligarchies to popular democracies. Using a rigorous logic of comparison, the author explores the roots of state building in five countries and explains why the political systems of these early post-independent societies were prone to militarism, corporatism, or liberal democracy.

2000. 295 pgs. ISBN 0-8223-2474-1. $17.95 paper. Duke University Press. (888) 651-0122.

Tuition Rising: Why College Costs So Much

By Ronald G. Ehrenberg

TUITION RISING

Tuition at America's colleges and universities has risen faster than the rate of inflation for the past 30 years. The author discusses a wide range of topics, including endowment policies, admissions and financial aid policies, the funding of research, tenure and the end of mandatory retirement, information technology, libraries and distance learning, student housing, and intercollegiate athletics.

2000. 322 pgs. ISBN 0-674-00328-4. $39.95 cloth. Harvard University Press. (800) 448-2242.

Rebirth: Mexican Los Angeles from the Great Migration to the Great Depression

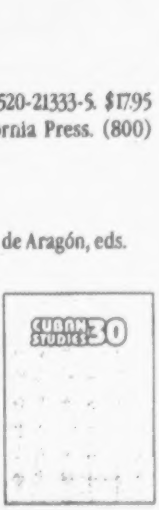
By Douglas Monroy

This sweeping, vibrant narrative chronicles the history of the Mexican community in Los Angeles. Douglas Monroy unravels the dramatic, complex story of Mexican immigration to Los Angeles during the early decades of the 20th century and shows how Mexican immigrants re-created their lives and their communities.

1999. 322 pgs. ISBN 0-520-21333-5. $17.95 paper. University of California Press. (800) 822-6657.

Cuban Studies 30

Lisandro Pérez and Uva de Aragón, eds.



Cuban Studies annually publishes original, interdisciplinary articles on Cuba in both English and Spanish. With this, its 30th volume, the editorship has moved to the Cuban Research Institute at Florida International University. Under the direction of Lisandro Pérez and Uva de Aragón, *Cuban Studies* continues its long-standing tradition of publishing on a wide variety of topics for scholars and generalists interested in Cuba.

2000. 193 pgs. ISBN 0-8229-4114-7. $40.00 cloth. University of Pittsburgh Press. (800) 666-2211.

Myth, Reality, and Reform: Higher Education Policy in Latin America

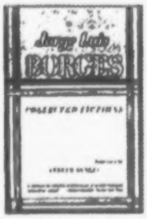
By Claudio de Moura Castro and Daniel C. Levy

Analysis of higher education is often divided between those who see little need for change and others who want to arbitrarily overhaul the system and impose unfamiliar policies. Such polar assessments preclude an objective examination of Latin America's higher education system and the ways to reform it. This book provides a broad but provocative analysis that examines higher education both in terms of domestic development and the international educational reform process.

2000. 116 pgs. ISBN 1-886938-60-1. $19.95 paper. IDB Publications. (202) 623-1753.

Collected Fictions: Jorge Luis Borges

By Jorge Luis Borges



Luis Borges' writing, with its many allusions to literature, philosophy, religion, culture, and history, skillfully blends the real and the imaginary, symbolism and myth. Translator Andrew Hurley, professor of English at the University of Puerto Rico, has rendered these magical fictions with close attention to Borges' terse and subtle style.

1999. 565 pgs. ISBN 0-14-028680-2. $16.95 paper. Penguin Books. (800) 788-6262.

Selected Poems: Jorge Luis Borges

Alexander Coleman, ed.

Though Jorge Luis Borges is principally known today for his famous fictions, he considered himself "as a reader, then as a poet, then as a prose writer." There is one school of thought that argues that his poems are in fact his major contribution to 20th-century literature. This volume gathers together approximately 200 of his best poems.

1999. 483 pgs. ISBN 0-14-058721-7. $17.95 paper. Penguin Books. (800) 788-6262.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NCCJ - Dr. Martin Luther King, Jr. "All People's Breakfast"

January 15

The 13th annual "All People's Breakfast," sponsored by The National Conference for Community and Justice, has as its theme this year "Creating the Beloved Community" and convenes at 7:30 a.m. in the Golden Hall, San Diego Concourse, San Diego, Calif.

Contact: (619) 491-3111.

NALAC Conference

January 17-21

Texas A&M University-Corpus Christi will help host a conference of the National Association of Latino Arts and Culture (NALAC), dedicated to defining the role of Hispanic art in the community. At the Ramada Inn Bayfront in Corpus Christi.

Workshops are scheduled on leadership and youth, the impact of immigration, assimilation and hybridization, and digital technology. There will be performances, readings, and exhibits throughout the conference, along with workshops in dance, music, theater, visual arts, literature, performance art, and media arts.

Contact: Lilly Flores Janacek, (361) 825-2427.

AAHE Conference on Faculty Roles & Rewards

February 1-4

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

USC Continuing Education 2001 National Conference

February 11-14

University of South Carolina's department of continuing education presents "Stop Surfing, Start Teaching: Teaching and Learning through the Internet." In Myrtle Beach, S.C.

Contact: (803) 777-9444; e-mail, confs@gwm.sc.edu; website, www.rcce.sc.edu/ssst.

ACE 83rd Annual Meeting

February 17-20

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education." At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, the premiere national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, Chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

AACRAO 2001Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

ISR

DIRECTOR
SURVEY RESEARCH CENTER

1817

The Survey Research Center (SRC) of the Institute for Social Research (ISR) at the University of Michigan is accepting applications and nominations for the position of Center Director. The Director reports to the Director of ISR. Appointment would be at the rank of Senior Research Scientist, with ISR tenure (the approximate research faculty analog to an appointment as Professor with tenure in instructional units). A joint appointment in an appropriate academic unit is possible, and strongly encouraged. Applicants must possess Ph.D. or equivalent training and have a distinguished research and publication record (and teaching record in the case of a joint instructional appointment) which supports an appointment at this level.

SRC combines survey design, data collection, and analysis in one large interdisciplinary unit. Annual expenditures of SRC are approximately $40 million. A typical project benefits from the interaction of these three functions. The Director oversees both the Division of Survey Technologies, which is responsible for conducting surveys, and a primary research staff which includes 48 tenured and tenure-track research scientists whose substantive interests include anthropology, demography, economics, education, health, psychology, sociology, statistics, and survey methods. Members of the primary research staff also participate in a wide range of educational activities. Over its 50-year history, an organizational structure has evolved in which the primary research staff originates research projects and assumes major responsibility for hiring and promotion decisions within the center.

The University of Michigan is an affirmative action/equal opportunity employer. Applications from women and minority candidates are strongly encouraged. Screening of applications will begin immediately and continue until the position is filled. Additional information on the Institute for Social Research may be found at our website: **http://www.isr.umich.edu.**

Send a personal statement of interest, curriculum vitae, and names of references to the following:

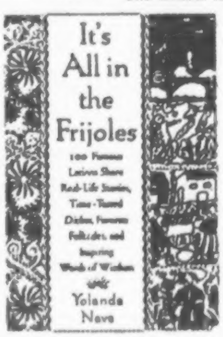
SRC Director Search Committee,
c/o Joyce Fritz,
University of Michigan,
Institute for Social Research,
P. O. Box 1248,
Ann Arbor, MI 48106-1248,
Telephone: (734) 764-8363,
Fax: (734) 615-6655,
E-mail: joycefri@umich.edu.

Book Review

By Vicki Snyder

***It's All in the Frijoles: 100 Famous Latinos Share Real-Life Stories, Time-Tested Dichos, Favorite Folktales, and Inspiring Words of Wisdom,* edited by Yolanda Nava.** 331 pages. New York: FIRESIDE, 2000. ISBN 0-684-84900-3. $15.00 paper.

Nava's mother, a Mexican immigrant, worked long hours and survived a difficult marriage that ended with divorce. Yet, Consuelo Chavira Sepulveda, who had only an eighth grade education, possessed the wisdom to raise her only child–an independent, strong-willed daughter–wisely. Years later, Nava asked her mother, then near death, what made her strong. She felt disappointed when her mother told her that beans were the source of her strength. Not until several months later did Nava realize that her mother had not been talking about beans' nutritional value. She had been talking about character.



Nava, an Emmy Award-winning television journalist, community leader, consultant, newspaper columnist, and educator, learned from her mother "that character has nothing to do with titles and wealth." Discarding imperfect pintos while preparing frijoles de la olla, Nava remembered how her mother consistently reminded her that even one bad bean could ruin the dish. "She was saying," Nava said, "that the virtuous life is the product of constantly weeding out flaws and weaknesses, and choosing right over wrong, just like preparing a good pot of beans."

Teachers will find *It's All in the Frijoles* beneficial for classes in English, sociology, and race and ethnic relations. Since proverbs are given in both Spanish and English, Spanish teachers could use it as well. Hispanic readers, whatever their cultural background, will also find the book enlightening.

Nava has seen firsthand how stresses of adjusting to life in the United States affect many Hispanic families. Most parents want their children to have "the same kind of moral, ethical, and religious direction that they had growing up." Instead, Nava says, each generation is moving farther away from "the cultural and moral traditions of their own Hispanic heritage." Nava tells parents that this book has "simple yet profound concepts" that they and their children "can explore and read together." She suggests that parents also share their own personal stories with their children while they themselves read the book.

Contributors to *It's All in the Frijoles* include recording artist and film star Pepe Aguilar, singer and author Joan Baez, attorney Fernando Chávez, artists Laura Hernández and Miguel Martínez, former U.S. Treasurer Katherine Ortega, and UCLA law professor Cruz Reynoso, who recently received the Hispanic Heritage Award for education.

Besides being "part anthology," Nava also describes the book as "part first-person recollections from my own experiences." She devotes a chapter to each of the book's fourteen virtues: responsibility, respect, hard work, loyalty, faith, honesty, courage, humility, temperance, prudence, justice, fortitude, chastity, and charity. Nava introduces each chapter by talking about the virtue featured in that chapter. Myths, poetry, recollections, and sayings from Hispanics, both past and present, follow.

"Hispanic culture teaches that one's behavior is guided by its effect or impact on others, rather than by its sole effect on the individual," Nava writes in "Responsibility." Family members, including aunts and uncles, teach children how to behave and what their family roles are. While Nava's mother recognized her duty to her daughter, she also expected Nava to fulfill her own responsibilities. Nava well remembers when her mother allowed her to learn the sad consequences of neglecting responsibility. After Nava became distracted for several days while playing with friends, she found her seven parakeets, whom she failed to feed, had died. In the same chapter, Manuel T. Pacheco, Ph.D, president of the University of Missouri System, says that the way he fulfills his role at work is influenced by how he was taught as a child to be responsible.

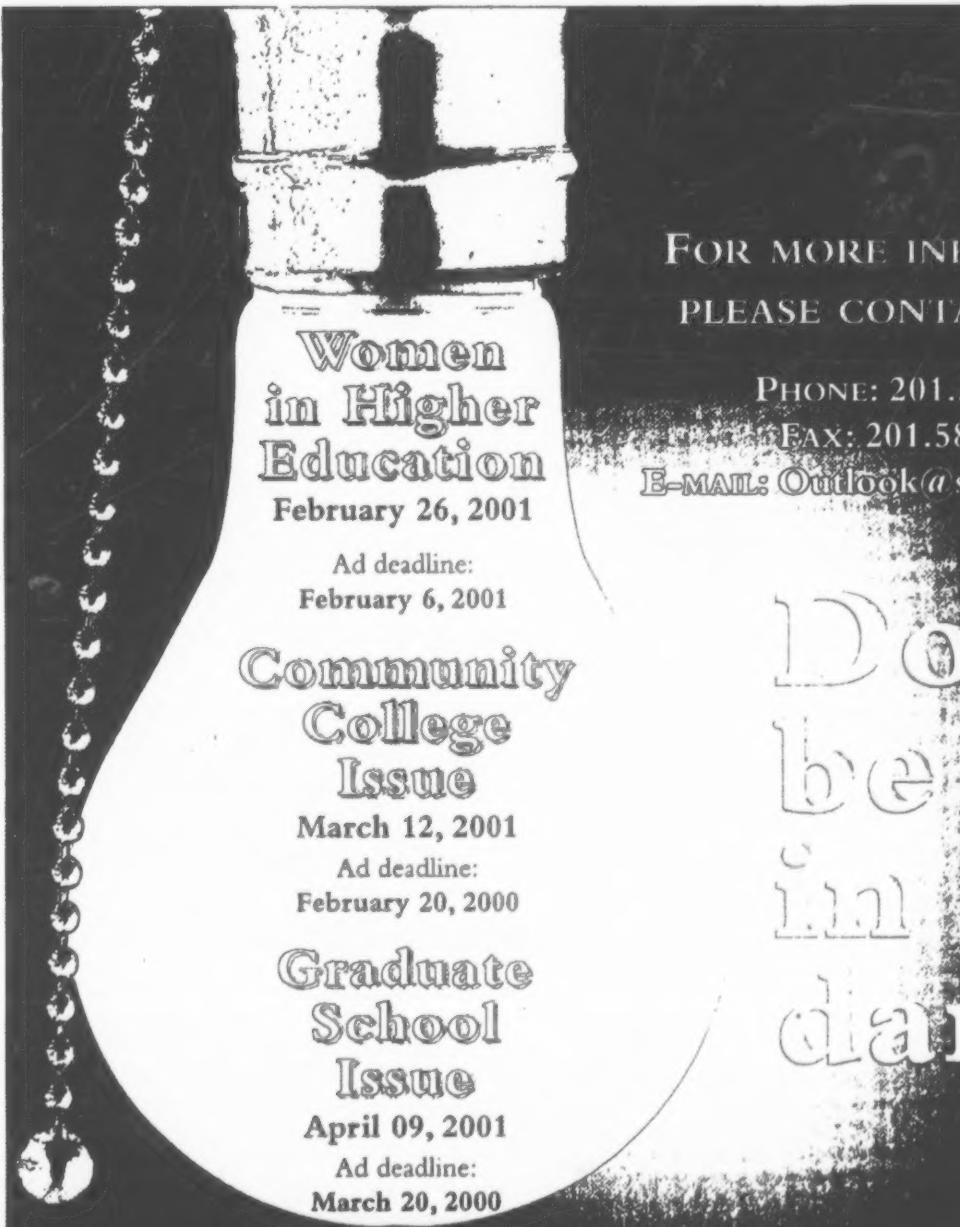
In the chapter entitled "Hard Work," Loretta Sánchez and Joe Kapp explain how they were taught to work hard and to do things right. Moctezuma Esparza tells how his father loved work so much that he insisted that his guests work, too. "What I remember is that everybody got into it, everybody liked it," Esparza says. "Work wasn't a chore in the way my father presented it. It wasn't a burden. There was satisfaction and fulfillment in achieving and completing something." Determined to follow his dream to become an animator from the time he was eleven years old, Phil Román says, "I never thought what I wanted was impossible because if you think something can't happen, it won't, because you've already set your mind against it."

"For Further Reading" gives a four-page list of additional books by authors including Rudolfo Anaya, Juan de Betanzos, Rosie González, and Olga Loya. The one-paragraph descriptions in "Contributors' Biographies" offer interesting details. A detailed index helps readers easily locate references to specific topics.

"My mother was a woman of tremendous character and spiritual strength," Nava says. In sharing the virtues her mother taught her and the virtues that contributors have learned, readers of *It's All in the Frijoles* can also discover how to be people of character.

Vicki Snyder, graduate of Ohio State University, is a freelance writer and independent researcher whose work has appeared in Home Office Opportunities, Lefthander Magazine, Magazine of the Midlands, *and* Modern Office.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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February 26, 2001

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—Chronicle of Higher Education, April 2000

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MONMOUTH UNIVERSITY

FACULTY POSITION

ASSISTANT PROFESSOR OF SPANISH AND DEPARTMENT CHAIR

Tenure-track assistant professor of Spanish to begin July 2001. Ph.D. required. Specialization in Golden Age literature of Spain with secondary interest in Medieval Peninsular literature. Native or near-native command in both Spanish and English. Candidate should have a record of proven excellence in teaching, a record of scholarly research with an agenda for future publications, and at least one year of academic administrative experience at the university level. Applicants must be prepared to teach introductory language courses as well as upper-level courses in literature and culture. We seek the candidate who is thoroughly committed to developing, leading, and chairing a newly established Department of Romance Languages and Literatures. Please send a letter of application and dossier to: **Dr. Kenneth Stunkel, Dean, School of Humanities and Social Sciences, Bey Hall, Monmouth University, West Long Branch, New Jersey 07764-1898. All letters of application must be received no later than February 15, 2001.**

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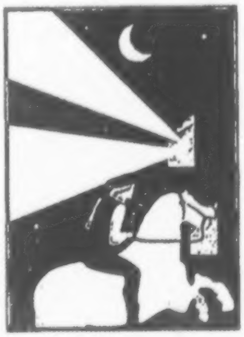

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2273-007

WICHITA STATE UNIVERSITY

HEAD OF REFERENCE AND INSTRUCTIONAL SERVICES

WICHITA STATE UNIVERSITY LIBRARIES

The Wichita State University Libraries seeks an experienced professional skilled both at conceptualizing and implementing reference and instructional services. WSU is located in the largest metropolitan area of Kansas and is one of three research institutions in the state university system of Kansas. The Greater Metropolitan area of Wichita boasts a diverse and affluent population of more than 500,000 and offers the best of small-town life combined with urban conveniences and cultural opportunities.

Major responsibilities of this position include leading a department of 10 faculty members to meet the demands of the rapidly evolving information environment, guiding the instructional role of the library within a university setting, and fostering effective working relationships with key library units.

REQUIRED QUALIFICATIONS: an MLS or information science degree from an ALA accredited program; 3 years of reference experience in a medium to large academic, public or research library; demonstrated knowledge of reference theory, reference and instructional management, and latest trends in the development of information services; knowledge of collection development; evidence of successful leadership experience; strong oral and written communication skills; demonstrated ability to work effectively with diverse populations, including but not limited to library faculty, staff, and university community in a collegial environment; demonstrated potential to meet the Libraries-tenure and promotion requirements. Must be eligible to work in the United States.

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Deadline for receipt of applications is **February 15, 2001.** Send letter of application addressing abilities to meet the stated qualifications, resume, and the names, addresses, and telephone numbers of three professional references to:

Michael Kelly
Chair, Search Committee
Wichita State University Libraries
1845 Fairmount
Wichita, KS 67260-0068

For a full position description, see:
http://www.twsu.edu/library/positions/positions.html

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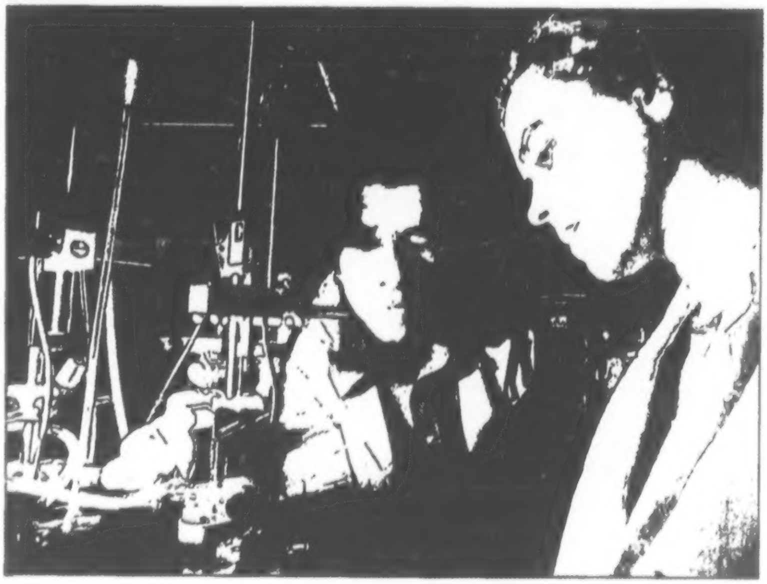

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AUBURN UNIVERSITY

Position Advertisement/Announcement

FISHERIES
POST DOCTORAL FELLOW

The Department of Fisheries and Allied Aquacultures, Auburn University is seeking candidates for a Post Doctoral Fellow position. This position is funded from external sources. Initial appointment will be for one year. Continuation of employment (up to 4 years) is contingent upon availability of funds and satisfactory performance.

Responsibilities include but are not limited to; provides professional research assistance on largemouth bass virus. Duties will focus on development of methods for detection of low virus levels, serological detection of antibodies for virus and determination of factors related to disease outbreaks caused by the virus. Individual will be responsible for: coordination and collecting of all data; data entry, management and analysis; report preparation and publication of results.

Qualifications: A PhD. degree in Fish Health, Virology or closely related field. Experience with maintaining cell cultures and virological methods is required. Excellent interpersonal, written communication skills, demonstrated technical excellence and ability to work independently is essential. Candidate must be currently authorized to work in the US. Salary range will be commensurate with education and experience.

Minorities and women are encouraged to apply.

Candidates should send a letter of application, resume, and names/addresses of three references to:

Dr. John Grizzle
Fisheries and Allied Aquacultures Department
Auburn University, AL 36849
PH: (334)844-3474
FAX: (334)844-9208

Review of applications will begin after December 15, 2000. Position is available January 16, 2001.

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Bryn Mawr College invites applications for two-year Andrew W. Mellon Post-doctoral Fellowships, one in History of Science and one in Asian-American or Latina Performance Studies, Dance, or Theater to begin in Fall 2001. Appointments are contingent upon completion of the Ph.D. Fellows are appointed as Lecturers at the rank of Assistant Professor. Fellows are expected to teach one undergraduate course each semester and to be engaged in a research project that will lead to publication. The Fellow in History of Science will participate in the Center for Science in Society and the Fellow in Dance and Performance will participate in the Feminist and Gender Studies program jointly with the Arts program.

Send letter of application, c.v., including a statement of research and teaching interests, and three current letters of reference by February 15, 2001, to:

Chair
Mellon Post-doctoral Search Committee
Office of the Provost
Bryn Mawr College
101 N. Merion Avenue
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OLD DOMINION UNIVERSITY

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The purpose of the President's Graduate Fellowship program is to diversify the population of faculty members who hold the terminal degree in critical academic areas by providing financial support to persons from underrepresented groups as they earn their terminal degree. Qualifications of the applicant, as well as the needs of academic departments, are considered in selecting fellows.

Fellowship Terms: The normal support period is up to three years during which the fellow receives a monthly stipend and a tuition and fees allowance. The typical stipend is $20,000 per year. The annual combined award for stipend and educational expenses cannot exceed $30,000 per year. Specific terms are negotiated for each President's Graduate Fellow. Upon completion of the degree, fellows agree to serve in a tenure-track position at Old Dominion University for at least three years.

Eligibility: Applicants must be enrolled in or accepted into a graduate program leading to a terminal degree at an accredited institution. All applicants must be U.S. Citizens. Preference will be given to applicants in areas of *early childhood education, speech pathology, special education, math/science education, engineering management, computer science, psychology, and any of our areas in business, public administration or health sciences.* More information on our academic programs can be found at http://www.odu.edu. Applications can be found at http://web.odu.edu/ao/research/pres.htm.

Deadline: For full consideration, completed applications should be received by February 1, 2001.

Old Dominion University is one of six public-assisted universities in Virginia. It is organized into six academic colleges and enrolls more than 18,500 students, including 5,700 graduate students. The University's major campus is located in Norfolk, the center of the Hampton Roads region. It is an attractive, historic and internationally oriented metropolitan area and seaport with a population of 1.4 million. The University also operates significant higher education centers in Virginia Beach, Hampton and Northern Virginia, as well as its national distance learning network, TELETECHNET.

Old Dominion University is an equal opportunity, affirmative action institution and requires compliance with the Immigration Reform and Control Act of 1986.

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF RESIDENCE LIFE

Division of Student Affairs and Services

The Department of Residence Life at Michigan State University is in the second year of an exciting change process. We are deeply engaged in translating theories of organizational change and learning into our daily practice. Staff members at all levels are involved with students in the areas of multicultural competence, learning, and ethical decision-making. Professional development is encouraged and financially supported. Successful candidates will possess a commitment to learning and working with a diverse population, enthusiasm for student contact, desire to be part of a changing organization, and interest in joining a student centered staff team.

Full-Time Hall Directors
Responsible for the leadership of a hall or complex (400-1200 students); responsibilities include staff supervision, training, programming, advising student organizations, student contact, and administrative tasks.
Compensation: 11 month contract with salary range of $19,500 - $21,500* (BA candidates) and $23,200 - $25,500* (MA candidates); furnished apartment and meal plan; financial support for professional development; university benefits package, including medical and dental insurance, optional retirement plan participation, qualify for immediate in-state tuition; after one year, eligible for tuition waiver. ** 2000-2001 figures*

Graduate Assistantships

Responsible for assisting the hall director with supervision, training, group advising, programming, student contact, and administrative tasks.

Graduate Assistant package includes: tuition waiver for 9 credits each semester during the academic year; stipend of $5,100* for 9 months; apartment and meal plan; single person health coverage. ** 2000-2001 figures*

Submit resume and cover letter to:
Staffing Coordinator, Department of Residence Life
Michigan State University, G55 Wilson Hall
East Lansing, MI 48825-1208
PHONE: 517-353-3780 FAX: 517-432-2509
reslife@msu.edu
Application materials available on line at:
www.reslife@msu.edu
MSU is an affirmative-action, equal-opportunity institution.

MIAMI UNIVERSITY

ZOOLOGY

Miami University Middletown

Tenure track, Assistant Professor, begins Fall 2001. Broadly trained Biologist to introduce molecular genetic techniques to introductory courses, teach undergraduate courses, actively participate in university and community service and establish and maintain an active research program. PhD required.

Application review begins December 15th.

For more information, visit the campus Web site at **www.mid.muohio.edu** or the department Web site at **http://zoology.muohio.edu**

Send letter, vita, statement of teaching and research interests and three letters of recommendation to:

Dr. Alan Cady
Miami University Middletown
4200 East University Blvd.
Middletown, OH 45042

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT

Visit our Web site at: www.MUOhio.edu

CLARION UNIVERSITY

Executive Dean

Clarion University of Pennsylvania

Venango Campus

Clarion University of PA, one of 14 comprehensive public universities in the State System of Higher Education, invites nominations and applications for the position of Executive Dean, Clarion University - Venango Campus.

Responsibilities: The Executive Dean of Clarion University - Venango Campus is responsible for the academic and fiscal administration of the campus and is a member of the President's Executive Council. The Dean provides leadership, vision, and energy to the campus and its programs; works collaboratively with the Provost and Deans at the Clarion Campus to address enrollment and retention of students; provides general supervision of faculty and programs; and works with the Director of Facilities Management and Planning to maintain the facilities at the Venango Campus. The Executive Dean prepares the budgets for the Venango Campus and monitors expenditures in accordance with university policies, procedures, and guidelines.

Particular expectations of the in-coming Executive Dean will be to participate in the development and implementation of programs appropriate to the region; to participate personally in the community in its economic, social, culture, and educational development; to support recruitment of students to the campus; to build diversity; to assist with the writing of grants; to participate in fundraising activities; and to promote strong community relations.

Qualifications: The Executive Dean must demonstrate leadership, creativity, enthusiasm, an ability to accomplish goals, and a willingness to work effectively with other deans and the students, faculty, and staff of the Venango Campus. The successful candidate must have a commitment to establishing a diverse community and have a minimum of five years of academic or administrative experience with increasing responsibility appropriate for the position. A master's degree is required with a doctorate preferred.

The University: Founded in 1867 and located in scenic Western Pennsylvania, Clarion University enrolls 6,200 students at its campuses in Clarion and Oil City, PA. The Venango Campus has four modern buildings scenically situated on 62 acres, surrounded by heavily wooded foothills overlooking the Allegheny River. It offers programs for both part-time and full-time students, of which nearly 47% are non-traditional. Students may complete the first two years of college or study for one of seven associate degrees in Allied Health, Arts and Sciences, Business, Early Childhood, Legal Business Studies, Nursing, and Rehabilitative Services. Bachelor of Science degrees in Nursing and Radiologic Sciences in cooperation with Northwest Medical Center are also offered along with a Masters in Nursing.

Applications and Appointment: Candidates for Executive Dean - Venango Campus must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and email addresses). Candidates must complete a successful interview. Application materials and requests for additional information concerning the position should be addressed to:

Ms. Bobbi Heeter
Search Committee Coordinator
Office of the Provost
Clarion University
Clarion, PA 16214
bobbi@clarion.edu

Applications received by February 15, 2001, will receive full consideration; review of applications will continue until the position is filled. Salary and benefits are competitive; appointment is effective July 1, 2001. Additional information is available at **www.clarion.edu.**

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

TEXAS A&M UNIVERSITY CORPUS CHRISTI

Texas A&M University-Corpus Christi, with approximately 6,900 students and 270 faculty, is one of the fastest growing universities in the State of Texas. Located in Corpus Christi, a city of 300,000. The University is in a picturesque setting on an island surrounded by Corpus Christi Bay and Oso Bay.

Job#1-037 DIRECTOR OF CAREER SERVICES- **Required:** Master's degree in Higher Education Administration, Counseling, Business, or a related field. Three (3) years of experience in a Career Development setting. Any equivalent combination of education and experience may be considered. Excellent counseling and interpersonal skills. Demonstrated effective written and oral communication skills. Demonstrated proficiency in management of staff. Knowledge of and experience using career assessment tools. Strong computer skills. Ability to demonstrate a strong commitment to student development and sensitivity to diverse populations. **Preferred:** Experience in Career Development in a higher education environment.

TO APPLY: APPLICANTS SHOULD SUBMIT A STATEMENT OF PHILOSOPHY, A RESUME AND THREE PROFESSIONAL REFERENCES. Submit application materials to: **Human Resources, University Services Center, 6300 Ocean Drive, Corpus Christi, TX 78412. Review of applications will begin on December 15, 2000 and continue until the position is filled.** Phone: (361)825-2630. Fax: (361)825-5873. The employment application and additional information are available on our Website:

http:www.tamucc.edu/~hrweb/

A&M-CC is an Equal Opportunity Employer committed to diversity.

MIT | Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking new Faculty. Candidates should have demonstrated expertise in human expression, communication, or learning, and the invention of technologies related to these areas.

Responsibilities Include: teaching (graduate and under-graduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Thursday, March 1, 2001 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

Faculty Positions:

DEPAUL UNIVERSITY, SCHOOL OF EDUCATION, 2000-2001

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you will work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

The School of Education seeks applications for six approved and funded positions, beginning in the 2001-2002 Academic Year: Director of Ed.D. Program * Senior-Level Position; Assistant Professor * Educational Leadership; Assistant Professor * Human Development; Assistant Professor * Physical Education; Assistant Professor * Reading; Assistant Professor * Secondary Education. The School actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice.

Director of Ed.D. Program * Senior-Level Position: Responsible for providing leadership and direction for the doctoral program in Educational Leadership and Curriculum Studies. The Director will monitor program quality and create possibilities for further program development, including possible emphases in higher education administration, social and cultural studies, and educational technology. The Director is expected to draw upon the program history and University Mission to elaborate and sustain a vision of the scholarship of service. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, as well as collaborate with students and faculty in research and program development. Strong interpersonal skills and the ability to foster shared working relationships within and outside the University combined with excellent written/verbal communication skills are required. The selected individual should be committed to maintaining/expanding student diversity in accord with the University's Mission.

Position requires an Associate/Full Professor in education with a background in one of the program areas of the School – curriculum studies, early childhood, educational leadership, elementary education, human services and counseling, physical education, language, literacy and specialized instruction, secondary: English, math, science, social studies; social and cultural foundations. A strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementation must be expressed in the letter of application. Administrative/teaching experience in other educational contexts and in collaborative research across institutions/communities would be valuable. The School actively seeks to build and maintain a diverse faculty. Thus, the School seeks a Program Director that can bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

Assistant Professor-Educational Leadership: The individual we seek requires expertise in one or more of the following areas: school finance, school law, and capacity to integrate technology into administrative decision making and accountability. Recent administrative experience in a large urban school system with a culturally and linguistically diverse population is preferred. Committed to urban education. Applicant should be prepared to teach graduate courses in the Master's programs and the Ed.D. program in Educational Leadership, guide students in their theses/dissertations, sustain a scholarly agenda, collaborate with students and faculty in research and program development, and engage in service to the University/community.

Assistant Professor-Human Development: The individual we seek requires expertise in Human Development or Developmental Psychology with a background in Cultural Psychology or cross-cultural research. Candidates should have a strong academic and experiential background in ethnographic research related to lifespan development in socio-cultural context. Primary teaching responsibilities will be graduate and undergraduate courses in human development across the lifespan, as well as courses in the social and cultural foundations of education and research methods at the graduate level. This individual should also have experience with culturally diverse urban populations.

Assistant Professor-Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be undergraduate and graduate courses in the Physical Education Program that offers concentrations in Teaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our new $14 million state-of-the-art Fitness and Wellness Center, collaborate with the Director of the Recreation Facility, and contribute to community outreach programs.

Assistant Professor-Reading: The individual we seek will have expertise in Elementary Reading with an emphasis in Intermediate and Middle School Levels. Candidates should have experience in urban education, experience in elementary teaching, demonstrated ability to integrate theory and practice, and a clearly defined research agenda. Additional expertise in technology issues is welcomed.

Assistant Professor-Secondary: The individual we seek will be a teacher educator with expertise in teacher's professional development at the secondary level and commitment to helping anchor introductory general education courses at the undergraduate and graduate level. Requirements include an earned doctorate in teacher education, curriculum studies, curriculum and instruction or related field with a scholarly record or demonstrated scholarly interest in teacher's professional development. In addition, applicants will be expected to contribute and have an appropriate undergraduate or Master's degree in one of the following areas: History/Social Education (middle/high school focus), Science Education (elementary/middle school focus), or Technology Education. Some experience in teaching at the middle/high school level within a multicultural or urban setting is preferred. Responsibilities include teaching introductory secondary education courses and courses in areas of expertise. Applicants should possess the academic and experiential foundations to assist in the preparation of teachers committed to democracy, diversity, and social justice within an urban context. Women and members of under-represented groups are strongly encouraged to apply.

Required qualifications for all positions: Earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education; and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; complete and up-to-date vita and official transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching and three to five professional letters of reference sent directly. Review of applications will begin January 16th and continue until the positions are filled.

Send all applications and materials to: Nancy S. Williams, Associate Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. Fax: 773-325-7713. Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

KENYON COLLEGE

ART—DRAWING

The Department of Art at Kenyon College is conducting a search for a one-year Visiting Assistant Professor to teach our introductory level drawing course each semester, intermediate level courses both semesters, and a senior studio seminar one term or five courses for the school year 2001-2002. This is a one year sabbatical replacement position. Candidates must have an MFA degree and a commitment to teaching. Studio Art is a six-person discipline. Each member has a strong professional involvement and a commitment to diversity. A shared position is acceptable.

To apply: Please send a slide portfolio, vita, a letter briefly describing your philosophy of teaching and concepts in your artwork, three letters of reference and SASE to: Search Committee, Department of Art, Kenyon College, Gambier, Ohio 43022. The application deadline is: February 1, 2001.

An EOE, Kenyon encourages the applications of women and minority candidates.

Sarah Lawrence College, a small liberal arts college with a unique pedagogy based on small classes and individual tutorials, invites applications for a tenure track position in the cultural, intellectual and institutional history of pre-modern China. Some knowledge of modern Chinese history is desirable. Teaching experience is also desirable. Send CV, three letters of recommendation, descriptions of two courses you would like to teach, and a letter describing your teaching and research interests to: **Chinese History Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708. The deadline for applications is March 1, 2001.** For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at http://www.slc.edu.

Sarah Lawrence College is an EO employer.

BEST COPY AVAILABLE

OHIO UNIVERSITY
College of Education

The faculty and administration of the College of Education at Ohio University are currently seeking applicants for the faculty positions listed below. Located in the city of Athens, Ohio University is a multi-campus Doctoral/Research-Extensive institution enrolling over 19,000 students on the Athens campus and over 10,000 students on five regional campuses. The College of Education is accredited by NCATE and the University is a member of the Association of Research Libraries. Sponsored research at Ohio University in 1999-00 exceeded $49 million. In addition to its commitment to excellence in residential undergraduate education and to increasing its research capacity, Ohio University has a long tradition of educational outreach through its regional campuses, external degree programs, and partnerships with educational institutions in other countries.

Department of Counseling and Higher Education

The program in Higher Education Administration seeks candidates for the following tenure track positions beginning September 2001:

Associate Professor in Higher Education Administration: Teaching responsibilities will be in the areas of organization, management, and leadership in higher education. A number of courses will be taught to masters and doctoral cohort groups. Experience with distance education is desired. Other essential considerations include:

- an earned doctorate in higher education administration or related discipline
- administrative experience in relation to the teaching areas
- interests in and familiarity with needs in two and four year college sectors
- experience working with doctoral students and directing dissertations
- a successful record of research and publication

Assistant Professor in College Student Personnel: The successful candidate will assume teaching responsibilities in the program area specializing in college student personnel. Experience in student affairs administration is required. Other essential considerations include:

- an earned doctorate in higher education administration or related discipline
- ability to teach courses on the psychology of student development, students and environments, multicultural student development, and student affairs administration.
- interests in and familiarity with needs in two and four year college sectors
- interest in working with doctoral students and directing dissertations
- interest and ability to initiate and conduct research
- ability to work closely with the leadership in the division of student affairs at Ohio University regarding recruitment, program development and student affairs practicum
- familiarity with teaching through non-traditional delivery modes.

Applicants must submit letters of application and/or nomination; resume or credentials with three current letters of reference with names, addresses, and phone numbers; and graduate transcripts to: **Dr. Robert Young, Chair of the Department of Counseling and Higher Education, Ohio University, 201 McCracken Hall, Athens, OH 45701-2979.** All inquiries, nominations, and applicants will be treated confidentially

Department of Teacher Education

The Department of Teacher Education seeks Candidates for the following positions beginning September 2001:

Assistant Professor in Mathematics Education: This is a tenure track faculty position in Mathematics Education. The successful candidate must have an earned doctorate in Mathematics Education and three years teaching experience in primary and/or middle school (or equivalent). Other essential considerations include:

- commitment to teaching excellence
- commitment to scholarship in math education
- commitment to program reform and development
- commitment to service and advising

Assistant Professor in Secondary Education: This is a tenure track faculty position in secondary education. The successful candidate must have an earned doctorate in Curriculum and Instruction and three years teaching experience in junior/secondary schools (or equivalent). Other essential considerations include:

- expertise in Praxis (Planning, Instruction, Teaching and Learning) for Adolescent/Young Adult population
- commitment to teaching excellence
- commitment to scholarship in teaching learning research
- commitment to collaboration with diverse partners within the university and the field
- commitment to program reform, development and service

Instructor/Assistant Professor in Secondary Education: This is a non-tenure track (one academic year 2001-2002 term appointment) faculty position in Secondary Education. The successful candidate must have expertise in general secondary methods (planning, instruction, teaching and learning) and comprehensive social studies methods. An earned doctorate is desirable, however, ABD's will be considered. Three years of teaching experience with middle/secondary populations (or equivalent) is required. Responsibilities include:

- teaching secondary planning and instruction
- teaching social studies methods
- advising
- supervising field placements
- collaborating with university and field based professionals

Instructor/Assistant Professor in Special Education: This is a non-tenure track (one academic year 2001-2002 term appointment) faculty position in Special Education. The successful candidate must have expertise in Middle and Secondary level instructional adaptations in inclusive settings. An additional emphasis in methods of teaching students with moderate to intensive educational needs (multiple/severe disabilities) is desirable. An earned doctorate is desirable, however, ABD's will be considered. Three years of teaching experience (or equivalent) with special populations is expected of the successful candidate. Responsibilities include:

- teaching methods and adaptive instruction courses
- advising
- supervising field placements
- program development
- collaborating with university and field-based professionals

Instructor/Assistant Professor in Reading/Literacy: This is a non-tenure track (one academic year 2001-2002 term appointment) faculty position in Reading/Literacy. An earned doctorate in Reading Education is desirable, however, ABD's and Masters will be considered. Three years of teaching experience at the preschool, elementary or middle childhood level is essential. A record of college teaching experience is desirable. Other responsibilities include:

- full-time undergraduate teaching in Reading at the early and middle childhood levels
- collaboration with university and field-based partnerships
- collaboration with other professionals

Instructor in Mathematics Education. This is a non tenure track (one academic year 2001-2002 term appointment with possibility of reappointment for up to 3 years) faculty position. Master's in mathematics education with at least three years teaching experience at the preschool, elementary or middle childhood level. Responsibilities include full-time undergraduate teaching in mathematics methods at the early/middle childhood level at regional sites. Position includes the opportunity to pursue Ph.D. in mathematics education.

Applicants must submit a letter of application, current comprehensive vita, transcripts for graduate work, and the names, addresses and phone numbers of three professional references. If possible, submit sample syllabi, teaching evaluations and copies of scholarly work to: **Dr. Marta Roth, Chair of the Department of Teacher Education, Ohio University, 210B McCracken hall, Athens, OH 45701-2979.** All inquiries, nominations, and applications will be treated confidentially.

Department of Educational Studies

The Department of Educational Studies seeks candidates for the following positions to begin September, 2001:

Associate Professor in Educational Administration: This is a tenure track faculty position in Educational Administration. The successful candidate will be expected to teach graduate courses on one or more campuses, conduct research in a field of specialization, supervise dissertations, supervise interns in field placements and coordinate an annual leadership colloquium.

Candidates must have an earned doctorate in educational administration or related discipline with an emphasis on building-level leadership, school law, computer applications in educational administration, or collective bargaining. Applicants must also demonstrate evidence of successful experience as a school principal (5 years preferred) engagement with reflective practice, and experience teaching educational administration courses at the university level (5 years preferred). Experience serving as the chair of doctoral dissertation committees is preferred. Candidates should have a well established research portfolio commensurate with the department's minimum standards for promotion to associate professor. Other essential considerations include:

- interest in providing direct service to local school administrators in rural and Appalachian schools
- a commitment to social justice

Visiting Assistant Professor in Instructional Technology: This is a non-tenure track two year term faculty position beginning September 2001. Candidate must have an earned doctorate in education with an emphasis in Instructional Technology and thorough knowledge of educational software, productivity tools, hypermedia, multimedia, and the Internet. Experience in instructional design, web-based instruction, and distance learning is desirable; K-12 teaching is strongly preferred. Job responsibilities include:

- teaching undergraduate and graduate courses at the master's and doctoral levels
- collaborating with education faculty in integrating technology into the curriculum
- advising graduate students
- engaging in scholarship and sponsored research and service including dealing critically with issues involving the interface of technology with various socio-cultural contexts.

Applicants should send letters of application or nomination; complete vita; three current letters of recommendation; and name, addresses, phone numbers, and e-mail addresses of references. Recent graduates are asked to submit transcripts of all academic work to: **Dr. Aimee Howley, Chair, Department of Educational Studies 206 McCracken Hall, Ohio University, Athens, OH 45701-2979**

All positions are contingent upon funding, and salary will be competitive and commensurate with qualifications and experience. Nominations are encouraged. The review of applications will begin January 5, 2001 and will continue until the positions are filled.

Ohio University is an Affirmative Action, Equal Opportunity Employer. The College intends to increase its diversity and encourages women and minorities from underrepresented groups to apply.

http://cscwww.cats.ohiou.edu/education/departments.html

USF *University of South Florida*

The University of South Florida invites nominations and applications for the position of:

Provost and Vice President for Academic Affairs

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University – Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, USF is one of three public universities in Florida classified as a Research I institution by the Florida Board of Regents. With more than 2,000 faculty, USF offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

As a major metropolitan university, USF anticipates continuing growth in undergraduate and graduate programs and research. USF research programs attracted $171 million in external research funding in 1999-2000. Major areas of research, scholarship, and creative work include marine biology, microelectronics, children and family issues, aging, pedagogy, applied social and behavioral sciences, neuroscience, cancer, biomedical fields, environmental policy, and visual and performing arts. USF's College of Medicine is affiliated with seven teaching hospitals: Tampa General Hospital, the H. Lee Moffitt Cancer Center and Research Institute, All Children's Hospital (St. Petersburg), the Shriners Hospital for Children, the James A. Haley Veterans Hospital, Bay Pines Veterans Medical Center (Pinellas), and the Morton Plant Hospital (Clearwater). USF is increasingly engaged in research-based efforts addressing economic development and a wide range of urban issues.

For more information on the Office of the Provost and Vice President of the University of South Florida please visit the following websites: **http://acad.usf.edu/ and http://usfweb.usf.edu/**

POSITION AND QUALIFICATIONS
The Provost and Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. He or she is a member of the University's senior administrative team and serves as Acting President in the President's absence. The Provost and Vice President for Academic Affairs is responsible for academic policy, planning, and administration.

Minimum qualifications include an earned doctorate appropriate for appointment as a tenured full professor in an academic department at USF, a record of distinguished scholarship, and significant administrative experience at the level of dean or equivalent. Preferred candidates must provide outstanding academic leadership and be committed to the highest standards of undergraduate, graduate and professional education and research. They should possess a strong and demonstrated commitment to diversity; experience in fundraising and fiscal and personnel management; outstanding organizational, interpersonal and advocacy skills, including communication with internal and external groups; and experience in and respect for shared governance and collective bargaining.

APPLICATION PROCESS
Send letters of application or nomination to:

Dean Dale Johnson
Chair, Provost and Vice President Search Committee
Office of the President
University of South Florida
4202 E. Fowler Avenue, ADM 241
Tampa, FL 33620
E-Mail: Lnguyen@acad.usf.edu

Letters of application should be accompanied by complete curriculum vitae and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Review of applications and nominations will begin on January 19, 2001 and continue until the position is filled.

The University of South Florida is an Equal Opportunity, Affirmative Action, Equal Access institution. For disability accommodations, contact Ms. Ly Nguyen at (813) 974-8394 or TDD (813) 974-1510 at least five working days in advance of need.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

WICHITA STATE UNIVERSITY

Boeing Endowed Professor of Global Learning

Wichita State University invites applications and nominations for an innovative leader and educator to serve as the Boeing Professor of Global Learning. The Boeing Professor will report to the Dean of the College of Engineering, and will be responsible for leading the University to prominence in the era of global learning. By working closely with faculty, staff, students, and the community to develop, implement, and assess pedagogical and curricular distance learning activities through the use of advanced technology, the Boeing Professor will assist the University in meeting the educational needs of students in their places of employment, schools, and homes anywhere in the world.

Wichita State University is located in the state's largest metropolitan area, enrolls 14,800 students in 61 undergraduate programs, 46 master's programs, and 10 doctoral programs and is classified as a Carnegie Doctoral/Research University - Intensive. WSU's greatest concentration of research resides in the College of Engineering and the National Institute for Aviation Research. Many aircraft, materials, and information/communication industries are located in Wichita and Kansas, with branches around the world, presenting many distance learning opportunities in engineering, business, education, and health care.

Qualifications: Candidates for this position must have a terminal degree in an appropriate field; demonstrated visionary leadership and business acumen; senior level experience in applying advanced technology to teaching/learning methodology; success in working to facilitate team process outcomes; proven success in securing external funding; successful experience with diverse populations; excellent oral and written communication skills; and a commitment to diversity.

Applications including the names, addresses, and phone numbers of three professional references must be received no later than March 2, 2001. Direct applications, nominations and requests for information to Dr. Gerald Loper, Associate Vice President for Research, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0007; Ph: 316-978-3285; Fax: 316-978-3750; loper@twsuvm.uc.twsu.edu; website: http://www.wichita.edu/online/

AA/EOE

UNIVERSITY OF WISCONSIN OSHKOSH COLLEGE OF NURSING

TEACHING POSITIONS

The University of Wisconsin Oshkosh College of Nursing is accepting applications for tenure-track faculty positions. The College has a basic and degree completion program at the BSN level, and since 1974 a Family Nurse Practitioner Program.

Tenure-track positions available in the areas of Adult Health Nursing (adult NP or acute care CNS/NP preferred), Family Nurse Practitioner, and Nursing Informatics. Positions are academic year appointments (9-month).

Assistant/associate professor rank dependent on experience. Earned doctorate in nursing or related field required. Applicants with substantial progress on doctorate may be considered. MSN required and eligibility for Wisconsin licensure. Teaching experience desired at the baccalaureate or masters level. Positions are available January 2001 and September 2001. Persons of color are strongly encouraged to apply.

Send letter, curriculum vitae, and three letters of reference to:

Merritt E. Knox, Dean
College of Nursing
University of Wisconsin Oshkosh
Oshkosh, WI 54901-8660

Phone: (920) 424-3089
FAX: (920) 424-0123
E-Mail: knox@uwosh.edu
Web: http://www.uwosh.edu/colleges/con

The University of Wisconsin Oshkosh is an equal opportunity/affirmative action employer. Minority candidates are encouraged to apply.

Baldwin-Wallace College Vice President for Finance and Administration

Baldwin-Wallace College (B-W) located just outside of Cleveland in Berea, Ohio, seeks an experienced, energetic financial and operations leader with a profound commitment to the values of a rigorous liberal arts education and the intellectual and personal growth of students to serve as its new Vice President for Finance and Administration (VP F&A). Reporting to the President, the new VP F&A will provide leadership in the financial management and budgeting activities of the College and facilitate action plans to achieve operational goals. S/he also will direct the implementation of the College's campus master plan, as well as components of the strategic plan. In addition to the Finance, Business, and Bursar's Offices, the new VP F&A will lead other administrative areas including Purchasing, HR, Printing Services, Payroll Services, Mail Room, Bookstore, Buildings and Grounds, Food Service, and Parking. As a member of the President's Council, the VP F&A must demonstrate a commitment to collaboration and teamwork.

B-W seeks an experienced manager with at least 10 years of progressive financial and facilities management experience. The successful candidate should possess solid financial skills with proven ability to manage both operating and capital budgets; strong commitment to customer service and an ability to monitor and evaluate service quality; excellent interpersonal, communication, and negotiation skills with a willingness and ability to listen well; a demonstrated record of solid institutional and strategic planning to embrace a broad array of responsibilities related to the improvement of the College. Minimum bachelor's degree required. Familiarity with an academic environment is desirable.

All applications, recommendations, and inquiries should be directed in confidence to Dr. Nancy Bobel, Senior Associate, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116. E-mail: baldwin-wallace.2209@imsearch.com. Phone: (617) 262-6500. Fax: (617) 262-6509. B-W College is an EEO/AA employer and actively seeks a diverse pool of candidates in this search. Additional information can be found on the Internet at http://www.bw.edu.

B·W
BALDWIN
WALLACE
COLLEGE

The Center for the Study of Religion at Princeton University announces a postdoctoral research opportunity for the 2001-2002 academic year, pending final authorization of funding.

The position will support a junior scholar's project focusing on religion, race, and gender in American history and among people of African descent. Doctorate in any relevant field. The position requires no teaching but includes participation in a weekly workshop involving fellows and graduate students as well as faculty members. The position may supplement leave support already secured or fund a leave directly.

To apply, submit CV, 2 letters of recommendation, a 3-5 page proposal, and a published or unpublished paper relevant to the study of religion and race. Applications due postmarked February 15, 2001.

Contact CSR
5 Ivy Lane
Princeton University
Princeton, NJ 08544
609/258-5545
askline@princeton.edu
www.princeton.edu/~csrelig/

Princeton University is an equal opportunity and affirmative action employer.

Princeton University

CLARION
UNIVERSITY

ASSISTANT/ASSOCIATE DEAN
COLLEGE OF EDUCATION AND HUMAN SERVICES
CLARION UNIVERSITY

Clarion University invites applications and nominations for the position of Assistant/Associate Dean of the College of Education and Human Services. Clarion University is one of Pennsylvania's 14 state-owned universities, located in Northwest Pennsylvania about half way between Pittsburgh and Erie. The university has an enrollment of 6,200 students and is a comprehensive institution with a main and a branch campus. Clarion University has the Colleges of Arts and Sciences, Education and Human Services, Business Administration, Graduate Studies, and a School of Nursing.

The Assistant/Associate Dean is a full-time management position reporting directly to the Dean of the College of Education and Human Services. The person selected is responsible for the NCATE and other accreditations, Title II, and curricular issues. The college serves 2,600 students in the following academic degree programs: Communication Sciences and Disorders, Early Childhood Education, Early Childhood/Special Education, Elementary Education, Elementary/Early Childhood Education, Elementary Education/Library Science, Elementary Education/Special Education, Library Science, Management/Library Science, Music Education, Special Education, Special Education/Rehabilitative Sciences, and Secondary Education.

Required Qualifications:
- earned terminal degree in one of the academic disciplines of the college
- minimum of three (3) years successful college/university teaching experience
- demonstrated effective educational administrative experience
- demonstrated experience in public N - 12 education or related educational settings
- demonstrated commitment to excellence in public N - 12 education or related educational settings
- record of scholarly activity
- experience with the NCATE accreditation process
- successful development and support of innovative programs with community and schools
- demonstrated knowledge of current trends and issues in general education
- leadership, communication, and interpersonal skills
- successful collaboration with schools and other agencies
- sensitive to current issues in human service fields
- willingness to function in a collective bargaining environment
- expertise in computer skills
- successful completion an on-campus interview
- demonstrated experience working with students of diverse backgrounds

Duties
- maintain communications with state, regional, and national accrediting agencies
- disseminate information to departments, colleges, agencies, and student
- maintain academic quality standards
- mediate relationships among departments, faculty, students, and field-based professionals
- provide leadership in the development and revision of curriculum
- represent the Dean as needed

Please access the Clarion University website at:
www.clarion.edu/admin/humanresources/employment/emp_opp.htm
for additional information.

This position offers a competitive salary with excellent fringe benefits and will be a 12-month appointment effective July 1, 2001. Review of the application will begin on February 1, 2001, and continue until the position is filled. Nominations or letters of application, a curriculum vita, copies of transcripts, and three current letters of reference should be addressed to:

Dr. Vickie Harry
Chair, Search Committee
101 Stevens Hall
Clarion University of Pennsylvania
Clarion, PA 16214

Clarion University is building a diverse academic community and encourages minorities, women, veterans, and persons with disabilities to apply. AA/EOE.

·STETSON·
UNIVERSITY
Florida's *First* Private University

FACULTY DIVERSITY INITIATIVE

Building on its commitment to excellence in education, Stetson University has endorsed a comprehensive mission statement affirming the importance of diversity, social justice, and the "inherent dignity, worth, and equality of all persons" in our campus community and in the world we serve. To bring these values into our teaching and learning, the President and Trustees funded a thorough campus review by an external evaluator and agreed on measurable steps to enrich perspectives in our curriculum and increase diversity

To emphasize the central importance of diversity to liberal education at Stetson, a University Values Council now supports curricular and co-curricular activities. We offer strong interdisciplinary programs in Women and Gender Studies and Latin American Studies and a developing program in Africana Studies. The Howard Thurman Program, in tribute to the legacy of Howard Thurman, a native son of nearby Daytona Beach, brings scholars and leaders in social justice movements to campus. Among recent lecturers have been John Lewis, Fred Shuttlesworth, Angela Davis, Andrea Young, Rabbi Herbert Baumgard, Randall Robinson, and Annette Gordon-Reed. Our Center for International Education supports seven study-abroad sites and hosts a substantial international enrollment on our campus. A newly established Cross Cultural Center works with faculty and student groups in sponsoring campus-wide activities engaging and celebrating contributions from a wide range of American and international cultures.

In this year's search, we are looking for persons in any discipline who are devoted to undergraduate teaching, who can enrich our curricular offerings, and who can add to this energetic campus conversation about diversity. The specific field for the 2001-2002 Diversity Initiative is not specified, but we have identified high-enrollment programs where a faculty member with a commitment to diversity could have great impact:

Biochemistry
Environmental Science
Exercise Science
Latin American History
Business (all fields), School of Business Administration
World Music, School of Music

Applications in any of the disciplines we teach, and in interdisciplinary specialties, are equally welcomed and will be thoughtfully considered.

In addition to the tenure-track position funded by the 2001 Diversity Initiative, we also prize the ability to teach and learn from diversity in candidates for all of our separately announced departmental openings. For descriptions of these openings, please visit our webpage:

www.stetson.edu/offices/human-resources/hrfaculty.htm

Stetson University is located in central Florida, near Orlando and Daytona Beach. The University enrolls approximately 2000 undergraduates, emphasizes undergraduate teaching, and offers competitive salaries and support for scholarly research and professional development. We are energetically committed to an education informed by values such as ethical decision-making, social and environmental responsibility, and global awareness.

Candidates should submit a current c.v. and a letter addressing their commitment to diversity in teaching, scholarship, and service in a liberal arts setting. Nominations are also invited, as are expressions of interest from candidates at the dissertation stage of their graduate work. Applications and nominations should be forwarded to: Dr. Leonard Nance, Associate Dean, Office of Academic Affairs, Stetson University, 421 N. Woodland Blvd., DeLand, FL 32720. Screening of applications will begin February 15, 2001, and will continue until the positions are filled. Inquiries and requests for additional information about Stetson University or its Diversity Initiative to: Dr. Nance, phone 904.822.7515.

Stetson University, an equal opportunity employer, affirms the values and goals of diversity and strongly encourages the applications of women and candidates from historically underrepresented groups.

http://www.stetson.edu

VICE PRESIDENT FOR ENROLLMENT AND STUDENT SERVICES

The University of Tulsa invites nominations and applications for the position of Vice President for Enrollment and Student Services. The Vice President for Enrollment and Student Services is the senior officer responsible for enrollment planning and management, admission, financial aid, housing and dining, and all student services. The Vice President will report directly to the President, and participate with three other vice presidents in the senior leadership team of the University. The University seeks a dynamic, highly professional individual who will assume the responsibilities of the position with integrity and a sense of humor. The successful candidate will:

- Provide leadership for developing and sustaining strong programs of student recruitment and retention, and campus life programs and services
- Bring the vision of a quality educational experience to both prospective and present students
- Advocate and enhance student opportunities consistent with institutional goals
- Promote the University's commitment to cultural diversity
- Communicate effectively with all campus constituencies including students, parents, staff, faculty, and the community
- Possess significant administrative experience at increasing levels of responsibilities in several of the functional areas, preferably in a residential college setting
- Possess exceptional leadership, communication, and management skills
- Be experienced with planning and managing an extensive budget
- Be acquainted with the needs of international students in a campus setting
- Possess demonstrated team building skills and the ability to promote campus community
- Hold at least an undergraduate degree from an accredited institution, with preferably an advanced degree in a relevant field
- Demonstrate a strong desire to work with students, both formally and informally

The University of Tulsa has an enrollment of 4,150 including 2,900 undergraduates. Sixty-six undergraduate and graduate programs are housed in four colleges: the Henry Kendall College of Arts and Sciences, the College of Business Administration, the College of Engineering and Natural Sciences, and the College of Law. Admission is selective, and a diverse student body is active in a wide range of student government, social, and professional groups. The University participates fully in NCAA sports at the Division I level. The University benefits from its location in Tulsa, a metropolitan community of 750,000 that has an uncommon commitment to culture and the arts, a strong business and technology presence, and a wide variety of recreational opportunities. For more information about the University or the city of Tulsa, visit our web site at www.utulsa.edu.

The review of applications will commence the first week of January, and continue until the position is filled. Letters of nomination or application, accompanied by a curriculum vitae and the names and telephone numbers of five references, should be submitted to:

Allen R. Soltow, Chair
Search Committee for Vice President for
Enrollment and Student Services
The University of Tulsa
600 South College Avenue
Tulsa, OK 74104-3189

The University of Tulsa is an equal opportunity/affirmative action institution.
For EEO/AA information, contact the Office of Legal Compliance at 918/631-2423;
for disability accommodations, contact Dr. Jane Corso at 918/631-2315.

THE UNIVERSITY of TULSA

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

525 West 120th Street, New York, NY 10027 www.tc.columbia.edu

Dean of the College and Vice President for Academic Affairs

Seeking an intellectual leader
with administrative experience

Send inquiries or applications to:
Mario R. Borunda, Ed.D. or John Isaacson
617-262-6500 fax: 617-262-6509
mborunda@imsearch.com jisaacson@imsearch.com

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. The College actively prohibits all discrimination based on grounds such as race, ethnicity, religion, gender, sexual orientation, age, and disability status.

HOPE COLLEGE
HOLLAND, MICHIGAN 49423-3698

FACULTY POSITIONS FOR 2001-2002

Hope College expects to have tenure-track positions (unless specified) available for the 2001-2002 academic year, beginning August 2001, in **art (art historian/gallery director); biology (organismal botanist; microbiologist [two or three-year term]; general biology instructor [one or two-year term]); biochemistry; computer science (tenure track and one-year term); economics (one-year sabbatical leave replacement); geology (one-year term); kinesiology (athletic training, three-year term); mathematics (applied and statistics); music (applied piano); physics; social work; Spanish (tenure track and one-year term); and special education.** Hope College is a Christian coeducational, residential liberal arts college affiliated with the Reformed Church in America; has over 3,000 students (2,914 FTE) and 231 FTE faculty and is located in Holland, a city of over 35,000 enriched by a large population of Hispanics, Asians, and African Americans, in a rapidly growing urban area of 100,000; near Lake Michigan. It is within short driving distance of Grand Rapids (over 500,000), and relatively close to Ann Arbor and Chicago. Candidates should have Ph.D. or appropriate terminal degree in hand by August 2001, should demonstrate an ability to combine teaching excellence with scholarly or other appropriate professional activity, and should be committed to the character and goals of a liberal arts college with a Christian perspective. **More detailed descriptions can be found on the Web at http://www.hope.edu or write:**

Hope College
Office of the Provost
141 E. 12th Street
P.O. Box 9000
Holland, MI 49422-9000

Hope College complies with federal and state requirements for non-discrimination in employment. Hope College places a high priority on sustaining a supportive environment that promotes opportunities for ethnic minorities and women. Therefore, applications from and nominations of women and minority group members are especially welcomed. Beginning date for consideration of applicants varies. Specific deadlines will be provided upon request.

BEST COPY AVAILABLE

IOWA STATE UNIVERSITY

ASSISTANT OR ASSOCIATE PROFESSOR OF INDUSTRIAL TECHNOLOGY

The Department of Industrial Education and Technology seeks an individual with an earned doctorate in industrial technology, industrial education, or a related manufacturing discipline for a tenure track position available August 16, 2001. Undergraduate and graduate faculty responsibilities include teaching in at least one of these areas: automation; computer-aided drafting and design (CADD); electronics; fluid power; manufacturing; occupational safety; robotics. Salary is competitive and commensurate with qualifications and experience. Application materials should be sent to: **Daniel L. Householder, Chair, Department of Industrial Education and Technology, Iowa State University, 114 I. Ed. II, Ames, IA 50011-3130. Call (515) 294-2539 or e-mail dhouseho@iastate.edu** for additional information. Review of applications begins February 15, 2001.

Iowa State University is an equal opportunity/affirmative action employer.

The UNIVERSITY Of

TOLEDO

Educational Foundations

Description: The Department of Foundations and Leadership is expanding its educational foundations area. We are seeking a tenure track assistant professor to teach graduate and undergraduate courses in educational foundations. Major responsibilities will include teaching philosophical, historical, or sociological foundations of education, service on doctoral and master's committees, and the establishment or continuation of an active research and publishing agenda. Candidates who possess the ability to teach qualitative research courses will also be given consideration.

Qualifications: Applicants should have an earned doctorate, three years public school experience or the equivalent; an established record of scholarship in foundations; and evidence of successful teaching.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevant coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 2, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

TRUMAN
STATE UNIVERSITY

DEAN OF STUDENT AFFAIRS

Truman State University invites applications for the position of Dean of Student Affairs.

Truman State University is Missouri's highly selective, public liberal arts and sciences university with the mission to provide outstanding educational opportunities in the arts and sciences at an affordable price. Truman is nationally recognized for its innovative assessment program and its commitment to excellence in teaching and learning. Truman is located in Kirksville, a town of 17,000 in northeast Missouri. Truman's student body of over 6,000 students consists primarily of 18 to 22 year olds and is residential. The University recently expanded its Residential Colleges Program and now offers a residential college experience to all incoming students.

The Dean of Student Affairs is the chief student affairs officer and is responsible for providing leadership for Student Affairs including: Residential Living; Multicultural Affairs; Athletics; the Student Union; Campus Activities; Counseling Services; Student Health; Judicial Affairs; the Student Recreation Center; Services for Individuals with Disabilities; and Greek Life. For information visit our website at **http://www2.truman.edu/deanofstudents.**

Candidates must possess an earned doctorate (or an equivalent terminal degree) from an accredited institution. The successful candidate will be an individual who has a record of demonstrated:

- ✦ dynamic leadership, creativity, and vision that would support the continuing development of a Student Affairs program for a highly selective, competitive student body.
- ✦ strong commitment to the development and welfare of students in a liberal arts and sciences environment.
- ✦ ability to work collaboratively with students, faculty, staff, and administrators, especially in a context applicable to a residential college program.
- ✦ understanding of and commitment to the issues related to diversity.
- ✦ excellent communication and interpersonal skills.
- ✦ strong administrative, management, and problem-solving skills.
- ✦ knowledge of athletic programming and its role in student development.
- ✦ teaching experience and a good working knowledge of academic issues as they relate to Student Affairs.

Review of complete applications will begin February 15 and will continue until the position is filled. The job will begin July 1, 2001. Complete applications will consist of a current résumé; both undergraduate and graduate transcripts; the names, addresses, and telephone numbers of at least three references; three confidential letters of recommendation sent directly to the address below; and a letter of introduction that outlines the candidate's philosophy and experience related to the position. Only *completed* applications will be considered. All inquiries and application materials should be sent to:

Dean of Student Affairs Search Committee
c/o Vice President for Academic Affairs
Truman State University, McClain Hall 203
100 East Normal Street
Kirksville, MO 63501
vpaa@truman.edu

Truman is an equal employment opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.

Information Design and Technical Communications

Tenure-track Information Design and Technical Communication position at the assistant or associate professor rank, beginning September 2001. Criteria for selection: expertise in information architecture, technology and design for various applications on the Web (internet, intranet and extranet); knowledge of and experience with HTML, DHTML, CSS and site management software; a proven track record in applying human factors in analysis, production and management of effective user interfaces, navigation systems, or site architecture is highly desired. An appropriate terminal degree (Ph.D. preferred) in hand by starting date, publications or evidence of scholarly potential, consulting or industry experience and a record of excellent college teaching are essential.

Bentley College is an equal opportunity employer building strength through diversity. Inquiries should be mailed to: **Evelyn Shakir, Chair, English Dept., Bentley College, 175 Forest Street, Waltham, MA 02452-4705. Visit the Bentley College web site at: www.bentley.edu**

BENTLEY COLLEGE

Committed to diversity, Bentley College is an equal opportunity employer.

WINTHROP UNIVERSITY

Winthrop University
Richard W. Riley College of Education
Department of Counseling and Leadership

Chair & Professor/Associate Professor

The Richard W. Riley College of Education is seeking an innovative and dynamic academic leader to serve as chair of the Department of Counseling and Leadership. The Department of Counseling and Leadership offers MEd programs in both Educational Leadership and Counseling and Development. The successful candidate must have a doctorate in Educational Administration or a closely related field, demonstrated leadership and administrative experience, a strong background in scholarship and service at the college or university level, and teaching and administrative experience in P-12 settings. The chair will teach courses in the area of educational leadership as well as provide academic leadership for a growing program.

Application review begins **February 15, 2001** and may continue until the position is filled. The chair position is a 10.5 month position and begins **August 1, 2001.** To apply, send a letter of interest, names and e-mail addresses of five professional references, a curriculum vitae, and a professional portfolio to: **Dr. Caroline Everington, Search Chair, 106 Withers Building, Richard W. Riley College of Education, Winthrop University, Rock Hill, SC 29733 (803) 323-2436.**

Founded in 1886, Winthrop University has become a national-caliber university with regional prominence in the Southeast. The university's distinctive mission is to offer challenging academic programs to a high-achieving, culturally diverse, socially responsible student body. More than 5,800 students pursue degrees in the school's four academic divisions - arts and sciences, business administration, education, and visual and performing arts. Located in Rock Hill, S.C., minutes from the Charlotte, N.C. metropolitan area, Winthrop's 100-acre main campus is complemented by a nearby 325- area recreational area.

The Riley College of Education enjoys a strong reputation for preparing educational leaders at the undergraduate and graduate levels. An NCATE-accredited program, the College is a member of the National Network for Educational Renewal and has a unique twenty-five year partnership with six school districts, having over 3,500 educators and 52,000 students. Six Professional Development Schools are used within these districts as integral parts of our teacher preparation program. *EOE/AA*

MIDWESTERN STATE UNIVERSITY

Midwestern State University is located on a 179-acre tract in the southwestern part of Wichita Falls (population 106,000), the center of a rich agriculture, oil, and industrial region. Situated on one of the most beautiful college campuses in Texas, MSU is located roughly half way between Dallas and Oklahoma City. Originating in 1922, MSU is a public coeducational public institution consisting of six colleges and a wide variety of undergraduate and graduate programs. Dedicated to the principles of academic excellence and productive scholarship, the University offers a general education, which provides the foundation for specialized studies as well as the basis for a lifetime of personal growth. MSU provides a range of educational programs in the traditional arts and sciences to prepare students for meaningful career choices. Professional training is provided in accounting, business administration, computer science, criminal justice, elementary and secondary education, health sciences, psychology, social work, and environmental and industrial technology. Pre-professional programs are available in dentistry, engineering, law, medicine, veterinary medicine, pharmacy, and physical therapy. The University is a member of Division II of the National Collegiate Athletic Association (NCAA) and the Lone Star Conference. Its athletic programs routinely compete for NCAA and conference championships. Men's sports include football, basketball, soccer, and tennis while women's sports include basketball, soccer, volleyball, and tennis.

Midwestern State University is a solid, stable institution of high quality that is benefiting from 19+ years of leadership from its recently retired president. Under the leadership of Dr. Henry Moon, MSU's recently appointed ninth President, the University is poised to build and grow on its already present base. The following two positions came about as the result of retirements that coincided with that of the former president and will be filled with individuals who can contribute to the institution's new leadership agenda through selfless service, leadership, and high energy.

Vice President for Business Affairs

The Vice President for Business Affairs is the university's chief financial officer directly responsible to the President for the fiscal management of all university activities, programs and properties. The Vice President supervises and coordinates the operations of the Business Office, the Controller's Office, Purchasing, Payroll, Personnel, the Budget Office, the Physical Plant, and Printing Services. The ideal candidate will be one that believes in the core values of higher education and realizes the importance of the business aspects of the University in support of its mission.

Dean, West College of Education

The College serves nearly 1,000 undergraduate and graduate students, and the Dean reports directly to the Vice President for Academic Affairs. The West College of Education has nine fields of study leading to a Master's degree and offers endorsements in six areas. The College is committed to a field-based professional development program and in the past three years has received$1,295,000 in grants from the State Board for Educator Certification to establish a Center for the Professional Development of Teachers. Through this center, the college is in the process of establishing seven professional development schools in area public schools. In addition, the West Foundation has provided the College with over $4 million in grants to support faculty development and research, scholarships, and technology. The College is seeking an energetic individual who has the proven ability to strengthen programs at the undergraduate and graduate levels and guide the college in serving the diverse population of North Texas.

For additional information on MSU and complete job descriptions, visit MSU's website at **https//www.mwsu.edu**

MSU is an EEO/ADA Employer and actively seeks applications from women and minorities.

3410 Taft Boulevard Wichita Falls, Texas 76308-2099
Personnel Office: **(940) 397-4221** Fax: **(940) 397-4780**
e-mail: **steve.holland@nexus.mwsu.edu**

CLARION
UNIVERSITY

DIRECTOR OF FIELD SERVICES

COLLEGE OF EDUCATION AND HUMAN SERVICES

CLARION UNIVERSITY

Clarion University invites applications and nominations for the position Director of Field Services of the College of Education and Human Services. Clarion University is one of Pennsylvania's 14 state-owned universities, located in Northwest Pennsylvania between Pittsburgh and Erie. The university has an enrollment of 6,200 students and is a comprehensive institution with a main and a branch campus. Clarion University has Colleges of Arts and Sciences, Education and Human Services, Business Administration, Graduate Studies, and a School of Nursing.

The Director of Field Services is a full-time management position reporting directly to the Dean of the College of Education and Human Services. The person selected is responsible for the development, coordination, and maintenance of the field experience activities of the College, certification issues, and the professional development center. The College serves 2,600 students in the following academic degree programs: Communication Sciences and Disorders, Early Childhood Education, Early Childhood/Special Education, Elementary Education, Elementary/Early Childhood Education, Elementary Education/Library Science, Elementary Education/Special Education, Library Science, Management/Library Science, Music Education, Special Education, Special Education/Rehabilitative Sciences, and Secondary Education.

Required Qualifications:
- earned terminal degree in one of the academic disciplines of the college (ABD considered)
- demonstrated successful college/university teaching experience
- demonstrated effective educational administrative experience
- minimum of three (3) years experience in public N - 12 education
- evidence of scholarly activity
- familiarity with the NCATE accreditation process
- demonstrated knowledge of current trends and issues in general education
- leadership, communication, and interpersonal skills
- successful collaboration with schools and other agencies
- sensitive to current issues in human service fields
- expertise in computer skills
- willingness to function in a collective bargaining environment
- successful completion of an on-campus interview
- demonstrated experience working with students of diverse backgrounds

Duties
- plan, implement, and administer the field activities of the College
- maintain communications with state, regional, and national accrediting agencies
- manage the Office of Field Services
- maintain academic quality standards
- mediate relationships among departments, faculty, students, and field-based professionals
- direct State licensing and certification procedures
- oversee the Professional Development Center

Please access the Clarion University web site at:

www.clarion.edu/admin/humanresources/employment/emp_opp.htm
for additional information.

This position offers a competitive salary with excellent fringe benefits and will be a 12-month appointment effective July 1, 2001.
Review of the applications will begin on February 1, 2001, and continue until the position is filled. Nominations or letters of application, a curriculum vita, copies of transcripts, and three current letters of reference should be addressed to:

Dr. Vickie Harry
Chair, Search Committee
127 Stevens Hall
Clarion University of Pennsylvania
Clarion, PA 16214

Clarion University is building a diverse academic community and encourages minorities, women, veterans, and persons with disabilities to apply. AA/EO

DIRECTOR OF FINANCIAL AID
(Search Reopened)

Responsible for the day-to-day operations of Financial Aid Office including processing and distribution of student aid, compliance with state and federal guidelines, departmental technology implementation and related.

QUALIFICATIONS: Bachelor's Degree in Student Personnel Administration or related field; Financial Aid experience in community college or higher education; Progressive supervisory experience in Financial Aid or related field (Director level desired); Prior work with diverse students.

SUBMIT application form, resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin immediately and continue until position is filled. **For application/information call Human Resources at 847-543-2065, TDD # 847-223-5615, Fax # 847-223-0824 or by e-mail to personnel@clc.cc.il.us**

COLLEGE OF LAKE COUNTY
Human Resources
19351 W. Washington St.
Grayslake, IL 60030-1198

eoe/aa/m/f/d/v www.clc.cc.il.us

UMASS

VOLUNTEER MANAGEMENT & DEVELOPMENT POSITION
Based at UMass, Amherst

Provide leadership for implementing a statewide, comprehensive volunteer management system for the UMass Extension 4-H Youth & Family Development Program, including establishing policies and procedures, mediating conflicts among volunteers, implementing fiscal accountability and providing educational trainings. MA/MS with at least five years of professional experience in volunteer management and development required. Doctorate in specialization and three years preferred. At least one degree must be related to human development and family studies or a related field. Knowledge in risk assessment and liability issues as it relates to conducting a volunteer program required. Knowledge of the law related to these issues preferred. Evidence of excellent conflict resolution and mediation skills, excellent interpersonal, facilitation and group process skills required. Demonstrated ability to participate effectively in professional team efforts and with groups of diverse people. Demonstrated ability to implement and conduct a volunteer management program. Experience working with volunteer boards essential. Knowledge of child and adolescent development and demonstrated ability to implement adult education theories and practices with diverse audiences. Ability to maintain a varied schedule. Experience in Cooperative Extension, the 4-H program or other youth-servicing organization preferred. Experience with computers desirable.

To apply, please send a resume and three letters of recommendation to Position #R09757, Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003 no later than February 2, 2001. Hiring Salary Range: $44,300-$55,500; Normal Starting Salary Range: $44,300-$49,900.

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

Iona College,
New Rochelle, NY

EDUCATION FACULTY

School of Arts & Science

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic higher education, and an equal opportunity employer, is seeking applicants for the full time position of Assistant Professor in the Education Department.

Responsibilities include teaching graduate and undergraduate courses in day and evening formats on two campuses, supervising student teachers, and providing academic advisement.

Qualifications are an earned doctorate in curriculum and instruction with an elementary education specialization, elementary school teaching experience, and a record of scholarship and publication.

Interested applicants should send a CV, a letter of application including a personal statement of one's teaching philosophy, and three letters of reference to:

Dr. Lucy Murphy, O.P.
Chair - Education Department

IONA

715 North Avenue
New Rochelle, New York 10801

Applications will be accepted until January 22, 2001.

UWM
UNIVERSITY of WISCONSIN
MILWAUKEE

DIRECTOR OF HUMAN RESOURCES

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Director of Human Resources. The Director of Human Resources will report directly to the Provost and Vice Chancellor of the University.

The successful candidate will supervise over twenty professional staff, is expected to collaborate with a variety of administrators and governance groups and commit to UWM as a learning community. We seek an individual with a track record in forming strong partnerships with campus units to infuse and make effective the management of Human Resources at all levels. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of human resources function, and the ability to work well in a fast-paced, team environment.

The University:

The University of Wisconsin-Milwaukee, located in the City of Milwaukee in an attractive setting near the shores of Lake Michigan, offers baccalaureate, masters and doctoral degrees in twelve colleges and schools serving more than 23,000 students, including 4,000 at the graduate level. The campus also maintains vigorous outreach, extension and continuing education programs.

Qualifications:

- **A Masters degree is required; a doctoral degree desirable**
- **Five or more years administrative or senior Human Resources management experience in higher education required.**
- **Human Resources experience in higher education essential, to include professional development (training), solid working knowledge of and experience in diverse HR specializations (eg compensation, training/development, employment functions), collaborative HR endeavors with a variety of campus constituents, and a working knowledge of information technology applications for HR functions.**

Application Procedure:

Screening of all candidates will begin January 15, 2001, and continue until a qualified candidate is chosen. Salary is competitive, dependent on qualifications. Please send a letter of application, resume, and three current references to (candidates may email application materials to jwanat@uwm.edu):

Dr. John Wanat
Provost & Vice Chancellor
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413

Phone: 414.229.4503
FAX: 414.229.2481 WEB:www.uwm.edu/Dept/HR

UWM is committed to diversity and equality in education and employment. We particularly encourage applications/nominations from individuals who would enhance and diversity our workforce.

UNIVERSITY OF FLORIDA

Applications are invited for the position of Professor and Chair of the Department of Sociology to begin August, 2001. The department currently consists of 29 faculty, 60 graduate students, and over 600 undergraduate majors. The department works closely with several research and academic units on campus: the Center for Studies in Criminology and Law, the Center for Women's Studies and Gender Research, the Center for Latin American Studies, the Center for Gerontological Studies and the Institute on Aging. Candidates must have a Ph.D. in Sociology, a distinguished record of scholarly achievement, experience with funded research or teaching projects, excellent interpersonal skills, and the leadership abilities necessary to further enhance the department's established research and teaching agenda. Area of research specialization is open; however, some preference will be given to those candidates who have worked in one or more of the department's existing or developing areas of strength. Candidates are encouraged to visit our web site at www.soc.ufl.edu. Applicants should submit a letter of application, along with a curriculum vita, statement of administrative philosophy, and the names and addresses of three references who can evaluate administrative potential and scholarly achievements. The above materials should be sent to: **Chair, Search Committee, Department of Sociology, P.O. Box 117330, University of Florida, Gainesville, FL 32611-7330.** The new deadline for receipt of applications is March 15, 2001.

The University of Florida is an Affirmative Action/Equal Opportunity employer with a strong commitment to diversity.

Chemeketa Community College

President

The board of education is seeking applicants for the position of President of Chemeketa Community College. The President is the chief executive officer of the college district. Chemeketa is one of the nation's premier community colleges, noted for innovation and leadership in teaching and learning, distance and online education, educational assessment and many other efforts. Located in the northern Willamette Valley of Oregon, the Chemeketa district enjoys close proximity to the mountains, ocean beaches and the vibrant city of Portland.

We are seeking a visionary leader who promotes a climate of innovation throughout the college through an inclusive, approachable, and participatory style. The successful candidate will be an articulate and enthusiastic spokesperson for the college with a passion for students and the community college mission. The individual must be a community leader, committed to building collaborative relationships with other education providers, business and industry, government decision-makers, and community organizations.

Minimum qualifications include:

- Five years' broad-based and progressively responsible administrative experience in an accredited college or equivalent
- Record of accomplishments in innovative educational leadership and planning
- Demonstrated understanding of teaching and learning practices
- Knowledge of the legislative process and ability to represent the college with governmental decision makers
- Demonstrated sensitivity to multicultural issues
- Earned doctorate or equivalent from an accredited institution

For more information about the college and the presidential search, visit our website at **www.chemeketa.edu**

Application materials must be received or postmarked by the position closing date: Friday, March 2, 2001. For a complete list of minimum and preferred qualifications, please request an application packet by contacting:

Vickie Bianes Chamberlain
Personnel Department, Chemeketa Community College
PO Box 14007 Salem OR 97309
Phone: 503/399-2530
Fax: 503/399-7810
Email: personnel@chemeketa.edu

CHEMEKETA
COMMUNITY COLLEGE

Chemeketa Community College is an equal opportunity, affirmative action institution.

CINCINNATI STATE TECHNICAL AND COMMUNITY COLLEGE

POSITION ANNOUNCEMENT
ACADEMIC VICE PRESIDENT

Cincinnati State Technical and Community College is an affordable, open-access, public two-year college under the authority of the Ohio Board of Regents that responds to the educational needs of the community by offering quality technical, general education, training and academic transfer courses. Governed by a nine-member Board of Trustees, the College offers 64 associate degree programs and majors and numerous certificate programs. Annually, over 20,000 students enroll in Cincinnati State courses that are offered in the day, evening, and on weekends. In addition to its academic and technical programs, the College offers many continuing education opportunities through short courses, seminars, and on-site training for area businesses and industries. The College is fully accredited by the North Central Association of Colleges and Schools and holds numerous programmatic accreditations.

The Vice President is the chief academic administrator of the college, responsible for the areas of academic policy, planning, curriculum, faculty development, faculty personnel administration, library, instructional technology, and academic budgeting. The Academic Vice President reports directly to the President of the College. The Academic Vice President supervises and works collaboratively with the four academic deans (Humanities and Sciences, Engineering and Information Technology, Health Technologies, Business Technologies) and director of the library.

We are seeking a dynamic leader to administer all aspects of Cincinnati State's academic operations with experience in promoting teaching, learning and assessment through curricular and co-curricular programs; the leadership skills to enhance the academic programs and services; and the ability to manage growth.

The qualifications for the Academic Vice President include:

- A positive agent of change who has experience in team leadership, program review, strategic planning and budgeting, and management through continuous quality improvement, preferably in a union environment;
- Significant undergraduate and/or graduate teaching experience and scholarly achievement suitable for a senior academic appointment as well as an appropriate terminal degree;
- Five or more years of demonstrated successful progressive leadership, preferably in a community college setting;
- Demonstrated ability to facilitate partnerships;
- Visionary capabilities with the ability to follow through in a globally evolving environment;
- Strong commitment to promoting equal employment opportunity, affirmative action, cultural diversity, and global awareness;
- Knowledge of policies and issues in higher education, including the preparation of students for participation in the "New Economy."

Candidates are invited to submit a letter of application addressing the position and qualifications, complete resume, and three references to:

Eugene L. Breyer, Jr.
Director of Human Resources
Cincinnati State Technical and Community College
3520 Central Parkway
Cincinnati, OH 45223-2960

Nominations and application submissions will continue to be received until the position is filled.

Cincinnati State Technical and Community College has an outstanding student body and faculty; strong partnerships with business, industry and government; and support from alumni, donors and friends. CSTCC is positioned to meet and exceed the challenges of the 21st century.

Cincinnati State Technical and Community College is an equal opportunity employer. Applications of individuals who would increase the richness of the college's diversity are welcomed.

INDIANA UNIVERSITY

UNIVERSITY DIRECTOR OF INTERCOLLEGIATE ATHLETICS

Indiana University invites applications and nominations for the position of University Director of Intercollegiate Athletics. Indiana University is a Division I-A member of the National Collegiate Athletics Association and of the Big Ten Intercollegiate Athletic Conference. This position reports directly to the President of Indiana University. All coaches and other Athletics Department personnel report to the Athletic Director.

The Athletic Director must be committed to the academic mission of Indiana University, and the appropriate roles of intercollegiate athletics and student athletes within this mission. Indiana University's student athletes are expected to pursue core academic programs, to persist and develop as students, and to achieve high graduation rates. The Athletic Director must be scrupulous about maintaining IU's rigorous record of adherence to Big Ten and NCAA regulations. He or she must also be committed to equal opportunity and to the support of both men's and women's sports. The successful candidate must be someone with a strong administrative background, who understands the need and has the skill to market a successful athletic program. Finally, the new Athletic Director must be a person who respects the great athletic traditions of IU.

The Athletic Director has full leadership responsibility for the Bloomington campus intercollegiate program, which fields eleven men's and thirteen women's sports in the Big Ten Conference and in addition has certain University-wide responsibilities including advising and assisting all campus athletic directors. The position involves no coaching duties. Bloomington campus responsibilities include selection and management of coaching and administrative personnel; establishment of objectives, goals and policies for the IU Intercollegiate Athletic Program; development and implementation of a marketing program for IU athletics; preparation of long-term program and financial plans; preparation and administration of the annual operating budget for the Department of Intercollegiate Athletics; regular consultation with faculty and administrative bodies on athletics policies and programs; media contract negotiations; and coordination and oversight of athletics facilities. The Director must also ensure strict compliance with regulations governing intercollegiate athletics and all applicable University and State rules and laws, as well as Title IX and Affirmative Action/Equal Opportunity guidelines.

Candidates must possess a Bachelor's degree as a minimum and must have an understanding of and a commitment to the appropriate role of intercollegiate athletics in an institution of higher education; a committed interest in a broad intercollegiate athletics program; superior leadership ability; sound fiscal and personnel management skills; ability to work with diverse populations of students, faculty, staff, alumni, public and the media; success in managing income-generating budgets; and strong interpersonal, communications, negotiating, and marketing skills.

Nominations and inquiries should be addressed to:

Indiana University Athletic Director Search Committee
P. O. Box 130
Bloomington, IN 47402

Confidentiality is assured. Indiana University is an Affirmative Action/Equal Opportunity Employer. The review of nominations and applications will begin on or about December 1, 2000, and will continue until the position is filled. Applications should include a current resume, a cover letter describing qualifications for the position, and names, addresses and telephone numbers of five references who may be contacted. Position available July 1, 2001. Salary commensurate with professional experience and qualifications.

A description of this position and related documents are available at **http://ADSearch.indiana.edu**

CALIFORNIA STATE UNIVERSITY, HAYWARD
SCHOOL OF ARTS, LETTERS, AND SOCIAL SCIENCES
25800 CARLOS BEE BLVD.

TENURE-TRACK FACULTY POSITIONS STARTING IN THE 2001-2002 ACADEMIC YEAR

ART	•510/885-3111•
01-02 ART-WEB/VIDEO-TT WEB DESIGN/STREAMING VIDEO	
01-02 ART-IMAGE/PHOTO-TT/DIGITAL IMAGING/PHOTOGRAPHY	
01-02 ART-SPATIAL/SCULPT-TT/SPATIAL ARTS/SCULPTURE	
ENGLISH	•510/885-3153•
01-02 ENGL-COMP/WRITING-TT/COMP/WRITING	
01-02 ENGL-POET/CREATIVE WRITING	
HISTORY	•510/885-3207•
00-01 HIST-AFAM-TT/AFRICAN AMERICAN HISTORY	
HUMAN DEVELOPMENT	•510/885-3076•
01-02 HDEV-CHILDDEVELOP-TT/CHILD DEVELOPMENT	
MASS COMMUNICATION	•510/885-3292•
01-02 MCOM-MEDIA/INTERNET-TT/NEW MEDIA/INTERNET	
01-02 MCOM-BROADCAST/VIDEO-TT/BROADCASTING/DIGITAL VIDEO	
MODERN LANGUAGES & LITERATURES	•510/885-3211•
01-02 MLL-SPANISH-TT/SPANISH	
SOCIOLOGY AND SOCIAL SERVICES	•510/885-3174•
01-02 SOC-SOCIAL SERV-TT/SOCIAL SERVICES	
01-02 SOC-FAMILYGEND-TT/FAMILY/GENDER/SEXUALITY	

For further information, consult the department homepages at http://www.csuhayward.edu. California State University,Hayward, hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documentademonstrating the appointee's identity to work in accordance with the provisions of the Immigration Reform and Control Act. EOE

ALSS

School of Arts, Letters, and Social Sciences

SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Case Western Reserve University is accepting nominations and applications for the position of Senior Vice President for Finance and Administration. The senior vice president is the university's chief business and financial officer and the principal steward of its human, financial, and physical resources and provider of services in support of the academic mission, which focuses on excellence in teaching, research and community service. The senior vice president reports directly to the president and is a member of the institution's senior management group. Principal responsibilities include providing leadership and direction to the offices of Facilities Management, Treasurer, Controller, Human Resources, Campus Services and Internal Audit; serving as agenda officer for board of trustees committees related to the aforementioned offices; participating in the University Financial Planning and Strategy Committee; and coordinating with other university officers to exercise general stewardship over the university's assets, including significant fiduciary and signatory authorities.

CWRU is one of the nation's leading private research institutions, with graduate and undergraduate programs that encompass the liberal arts, sciences engineering, health professions, law, management and applied social sciences.

Successful candidates will possess: a baccalaureate degree (advanced study in relevant fields desirable); minimum of 10 years of progressive experience, ideally in a major research university; in-depth knowledge of financial management and control, human resources, and facilities management; excellent management and team-building skills; proficiency in oral and written communication; excellent knowledge of contemporary information and management systems; and familiarity with the issues facing major independent research universities.

Review of applications will begin immediately. To apply or submit a nomination, please send a cover letter and resume to:

Elizabeth Jaszczak, Director of Employment
Department of Human Resources
CASE WESTERN RESERVE UNIVERSITY
10900 Euclid Avenue
Cleveland, OH 44106-7047

CWRU

In employment as in education, CWRU is committed to affirmative action and equal opportunity.

Kutztown University enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. As a state regional university, Kutztown University is committed to serving the multicultural populations in its region. The University is searching for faculty who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

SOCIOLOGIST

The department of Anthropology/Sociology is seeking to fill a tenure-track position in Sociology beginning Fall semester, 2001. Ph.D. in Sociology preferred and teaching experience desired. ABD candidates must complete the degree within one year of the date of hire. Primary preference will be given to candidates qualified to teach Methods of Social Research and at least two upper level courses. The departmental needs are in the following descending order: Criminology, Domestic Violence, Deviance, Gender Roles, and Urban Sociology. Applicants will also be expected to teach two sections of the introductory course each semester. Teaching assignments might include off-campus classes. Experience and expertise in Data Analysis, especially SPSS, and computer use are desirable. Successful interview and demonstration of ability are requisite qualifications. To apply submit a letter of application, curriculum vitae, three letters of recommendation, and official undergraduate and graduate transcripts from all colleges and universities attended to: **Professor Samuel D. Westmoreland, Chair, Search Committee, Kutztown University, Kutztown, PA 19530.** Review of completed applications will begin on February 15, 2001 and continue until position is filled.

Kutztown University of Pennsylvania is an Affirmative Action/Equal Opportunity employer and actively solicits applications from women and minority candidates. Kutztown University of Pennsylvania is a member of the State System of Higher Education.

KUTZTOWN

Position Advertisement/Announcement

ENTOMOLOGY RESEARCH ASSISTANT/ASSOCIATE POSITION

The Department of Entomology and Plant Pathology, Auburn University is seeking candidates for a Research Assistant/Associate position. This position is funded from external sources. Continuation of employment is contingent upon availability of funds and satisfactory performance.

Responsibilities include but are not limited to; provides research support and performs professional tasks related to protocols/plans, documentation, observations and data collection for the fire ant programs; organizes and maintains accurate collection records; interprets and presents data; preparation of reports; and ability to design workshops, in-service training, exhibits and interact with the general public; and supervision of student workers.

Designation as a Research Assistant requires a B.S. degree in Entomology, Biology, Consumer Sciences, or closely related field. Designation as a Research Associate requires a M.S. degree in a discipline stated above. Excellent interpersonal, written communication skills, demonstrated technical excellence with computers and software programs; ability to collect data in summer field environments; and ability to work independently is essential. Candidate must be currently authorized to work in the US. Salary range will be commensurate with education and experience. Experience with GIS software is desired.

Minorities and women are encouraged to apply.

Candidates should send a letter of application, resume, and names/addresses of three references to:

Research Assistant/Associate Position, Log #15773
Human Resources
Langdon Hall
Auburn University, AL 36849
PH: (334)844-4145
TDD: (334)844-1612
FAX: (334)844-1617

Review of applications will begin after January 3, 2001. Position is available immediately.

Auburn University is an equal opportunity /affirmative action employer.

DIRECTOR OF ENROLLMENT MANAGEMENT AND RECRUITMENT
The Graduate School

Reporting to the assistant dean of the Graduate School, the director is responsible for developing and implementing admissions and recruitment strategies for 32 departments with 76 degrees, concentrations, certifications and certificate programs.

The director is involved in the development and implementation of strategies to increase enrollment through enhanced marketing, advertising, and inquiry and appli-cation processing; development and maintenance of all recruiting publications and electronic media. Also responsible for developing a recruitment strategy for new certificate programs.

Works closely with the graduate advisors for all programs, the Special Programs office in the development of the graduate catalog, and with the Public Information, Information Technology, International Student Services and the Financial Aid offices in recruiting and admitting graduate students to the University.

Qualifications: Master's or bachelor's degree supplemented by appropriate leadership experience in an admissions office at a college or university. Must have a minimum of four years' professional experience in an admissions office; experience with graduate admissions is preferred. Must have computer skills, effective oral and written communication skills, excellent interpersonal skills, demonstrated success in developing recruitment materials and enrollment management plans, and ability to manage personnel.

Salary:	Salary is commensurate with experience.
Reply by:	Review of applications will commence January 8, 2001 and will continue until position is filled.

Send letter and resume (include V-number) **to:** Montclair State University, Box 316-V#43/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Brown University

PRINCIPAL ASSOCIATE - LEADERSHIP, PROVIDENCE, RI

Annenberg Institute for School Reform (AISR): Brown University, AISR is seeking a Principal Associate to research and develop programs around innovative and effective forms of leadership, programs that focus especially on improved literacy instruction in both elementary and secondary schools. The Principal Associate will support schools and districts in developing effective programs of literacy instruction; will work with external groups to conduct in-depth analysis of specific leadership functions; and will contribute to the dissemination of research results through written publications. In addition, the Principal Associate will coordinate the efforts of external partners working with specific aspects of AISR's leadership program. The Principal Associate position requires a Doctorate or equivalent combination of education and experience based on a program of study that included research related to literacy instruction. The Principal Associate must possess extensive experience with and knowledge of urban students, schools, and districts, and well as excellent oral and written communication skills; must have experience designing and facilitating professional development for educators; and must have experience with literacy instruction and teaching English language learners. We are looking to fill this position as soon as possible.

The Annenberg Institute for School Reform has as its mission to develop, share, and act on knowledge that improves the conditions and outcomes of schooling in America, especially in urban communities and in schools serving disadvantaged children.

Please send resume and cover letter to: Brown University, Human Resources, Box 1879, Job #H00051, Providence RI, 02912.

Brown University offers competitive pay and an excellent benefits package including health/dental insurances, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.

An Equal Opportunity/Affirmative Action Employer.

Visit our website at: **www.brown.edu**

MICHIGAN STATE UNIVERSITY

Graphic Designer, Studio Art Assistant/Associate, Tenure Track

Salary and benefits competitive. Start August 16, 2001. Teach all levels of Graphic Design, interest in digital media, research in specialty. Full position description at: **http//www.msu.edu/unit/facrecds/tenafac.htm#AL-872**
For Info: Jim Hopfensperger, Chair, Dept Art, Michigan State University, 113 Kresge Art Center, East Lansing, MI 48824-1119. (517-355-7610)

Michigan State University is an Affirmative Action/Equal Opportunity Institution

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NORTHEASTERN UNIVERSITY

ATLANTIC HISTORY. Tenure-track assistant professorship in early-modern Atlantic history, ca. 1500-1820, focusing on North America or European empires, with preferred expertise in economy, gender, or race. Candidates must show evidence of commitment both to research and to teaching. Ph.D. required by September 14, 2001, when the position begins. For full consideration, send curriculum vitae, letter outlining teaching and research experience and interests, the names, telephone numbers, and postal and e-mail addresses of three referees, and other supporting materials, postmarked by January 22, 2001, to **Atlantic Search Committee, Department of History, 249 Meserve Hall, Northeastern University, 360 Huntington Avenue, Boston, Mass. 02115-5000 U.S.A.** Minorities, women, and persons with disabilities are encouraged to apply.

Northeastern University is an Affirmative Action, ADA, Equal Opportunity Employer committed to diversity and multicultural studies in a global context.

ACADEMIC VICE PRESIDENT

Le Moyne College

The Vice Presidential Search Committee of Le Moyne College, Syracuse, New York, a college in the Catholic and Jesuit tradition, invites nominations and applications for the position of Academic Vice President, the chief academic officer of the college.

The College: Le Moyne College was founded as a co-educational college in 1946 and is located on a 151 acre campus. Of the approximately 2,000undergraduate students who are enrolled in its 19 major programs, 90% are residential students. There are also approximately 800 students enrolled in its two Masters' degree programs, Business and Education, and in one professional program, a two year Physician's Assistant Program. The number of programs offered and students served has grown substantially in recent years. As a Jesuit college with a highly qualified faculty of 134 full time professors, Le Moyne challenges students to achieve intellectual excellence; it invites them into the dialogue between faith and culture, and urges them to embrace those values that emphasize service to the local and world communities, especially to populations that are generally underserved. The College is committed to academic freedom for both faculty and students and seeks to foster an environment that is inclusive, pluralistic, and diverse.

Responsibilities: The Academic Vice President reports to the President and serves as acting President in the absence of the President. He or she is expected to oversee the activities of the Dean of Arts and Sciences and the Dean of Management. She or he will direct all academic budgetary processes. The Academic Vice President provides leadership in planning, implementing, and assessing all academic programs and will supervise applications for all accreditations. The Academic Vice President will encourage excellent teaching, valuable research, and generous service among the faculty.

Qualifications: Le Moyne College seeks an academic leader who will communicate a clear vision of its mission. All applicants should hold an earned doctorate and have been faculty members whose teaching, scholarship, and service were judged to be excellent by colleagues; they should have held a senior academic rank. Experience in academic administration is necessary, preferably at the level of Dean, or higher. Accordingly, the successful candidate will be knowledgeable concerning budgetary matters, academic planning, and technology that supports pedagogy. Candidates must supply evidence of strong communication skills and of a consensus building style of leadership. Finally, there must be evidence of past commitment to the values included in the mission statement of Le Moyne College, with its emphasis on issues of justice.

Please send nominations and applications to the address below. Candidates should submit a current curriculum vitae, a letter of application which addresses the qualifications and responsibilities listed above, and the names of five references, with their addresses and phone numbers. Review of applications will commence immediately and continue until position is filled. All communications will be treated confidentially. The term of office begins on **July 1, 2001.** Please send materials to:

Vice Presidential Search Committee
Attn: Professor Nancy C. Ring, Ph.D., Chair,
Search Committee
Office of Personnel and Human Resource
Development
Le Moyne College
1419 Salt Springs Road
Syracuse, NY 13214

Le Moyne College is an equal opportunity employer and encourages women, persons of color, and Jesuits to apply for employment.

Visit our web page at www. lemoyne. edu

BEST COPY AVAILABLE

CHANCELLOR

The University of Virginia's College at Wise

Nominations and expressions of interest are invited for the position of Chancellor of The University of Virginia's College at Wise.The Chancellor reports to the Board of UVa-Wise and to the President of the University of Virginia in Charlottesville.

The University of Virginia's College at Wise is one of the top liberal arts colleges in the South and is gaining national recognition for its growing academic excellence.Located on a 367-acre campus in the Appalachian Mountains of Southwest Virginia, UVa-Wise supports an enrollment of 1,450 and a full-time faculty of 72.UVa-Wise offers undergraduate programs in the arts and sciences as well as select undergraduate professional programs in business, nursing, teacher education and other fields, all characterized by a strong liberal arts experience.

The College seeks a new Chancellor who will continue enhancing the quality of the undergraduate experience and strengthening the institution's faculty, student body and financial resources.The new Chancellor will be expected to possess the vision, educational credentials, personal characteristics and administrative skills to work effectively within the close-knit community of Wise, the University of Virginia and the Commonwealth.An understanding of the role and value of public liberal arts colleges is essential.

Correspondence should be directed, in confidence, to the consultants supporting this search:

Chancellor
The University of Virginia's College at Wise
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

For additional information or the Position Specification, please contact: Lucy A. Leske or Nancy A. Martin of Educational Management Network/Witt/Kieffer at: **uvawise@emnemn.com.**
UVa-Wise has an Internet Web site at http://www.uvawise.edu.

The University of Virginia is an equal opportunity/affirmative action employer.

Bloomsburg UNIVERSITY

DIRECTOR FOR SOCIAL EQUITY AT BLOOMSBURG UNIVERSITY

Bloomsburg University of Pennsylvania, a member of the State System of Higher Education, is seeking nominations and applications for the position of Director of Social Equity (AA02-0-34). Enrolling more than 7,000 students, Bloomsburg's residential campus is located in a rural setting in north central Pennsylvania, with the metropolitan areas of Philadelphia, New York and Washington, DC within a few hours drive.

The Director for Social Equity is primarily responsible for advancing Bloomsburg University's commitment to social equity and multiculturalism. She or he will report directly to the President.

The Director will foster the campus climate for diversity, encourage multiculturalism, provide training and educational programs on social equity issues for campus constituency groups, guide university departments in developing action plans to increase and retain historically under-represented staff and students and advise campus on equitable hiring practices and searches. A more detailed description, including salary range, is available on the web at **http://www.bloomu.edu/jobs**

Qualifications: Master's degree required and at least three (3) years of relevant experience; other advanced degree desirable.

Nominations and applications should be directed to: **Dr. Gloria Cohen-Dion, Chair, Search Committee, Office of Social Equity, 115 Waller Administration Building, Bloomsburg University of Pennsylvania, Bloomsburg, PA 17815.** To be considered, applications must be received by **February 8, 2001**, and must include: a letter of application relating how your education and experience have prepared you to deal with social equity issues, and a resume. Finalists for this position must communicate well and successfully complete an interview with the President.

ORANGE COAST COLLEGE

DEAN OF BUSINESS

Orange Coast College (OCC), one of the largest and most beautiful community colleges in the United States, is accepting applications for the Dean of Business. Located in sunny So. California, OCC is the college of choice for over 23,000 students a year and is a place of excellent programs, distinguished faculty and outstanding student leadership.

The successful candidate for this position will coordinate the development of the division's semester schedules, provide instructional resources within budget, oversee current employment contracts and provide leadership in curriculum development. The position requires a Master's degree, at least two years administrative experience and three years successful classroom teaching experience. Management experience in higher education, program accreditation and the demonstrated ability to communicate with all levels of college personnel is desired. The position pays $60,794 to $91,899 per annum with a monthly mileage allowance, an annual stipend for an earned Doctorate degree and a generous benefit package.

Interested persons should contact the District Personnel Office listed below to request an application packet, please reference Job#6-O-02. The closing date for this search is **February 24, 2001.** ***Resumes will not be accepted in lieu of District application.***

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714
www.cccd.edu
Equal Opportunity Employer

Northeastern UNIVERSITY

Associate Full Professor
Department Chair

The Department of Speech-Language Pathology and Audiology at Northeastern University, an ASHA accredited program, seeks applications from senior level scholars with administrative experience for the position of Chairperson. The chairperson is expected to be a capable administrator, a recognized scholar, and an excellent teacher. Candidates should have an earned Ph.D. or equivalent in communicative disorders or sciences; CCC-SLP and/or A is preferred. Candidates must have a demonstrated record of scholarly excellence including grant writing. Tenure on entry is possible. Salary and benefits are competitive.

Applications should include: 1) letter of intent, 2) curriculum vitae, 3) reprints evidencing scholarly and/or administrative excellence.

Inquiries should be addressed to **Robert B. Redden, Ed.D., Search Committee Chair, Northeastern University Faculty Senate, 442 RY, 360 Huntington Avenue, Boston, MA 02115.**
Phone: 617-373-5424 Email: bean@neu.edu

A confidential review of applications will begin **February 15, 2001.** Northeastern University is an equal opportunity/affirmative action employer. For additional information about Northeastern visit our website at www.neu.edu.

ITHACA

ITHACA COLLEGE

ROY H. PARK SCHOOL OF COMMUNICATIONS

The Roy H. Park School of Communications at Ithaca College invites applications for a full-time, tenure-eligible position in its Journalism Program.

The appointment is at the rank of Assistant Professor and is effective August 15, 2001. This position offers the successful applicant the opportunity to teach and create in a lively and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communications schools in the country.

The Journalism Program currently enrolls 190 majors and offers a B.A. degree which focuses on educating young men and women to take advantage of a rapidly changing professional environment. We anticipate this position will be placed within a new Department of Journalism.

Position Description
This position requires demonstrated experience and expertise in both online/digital and/or electronic/broadcast journalism. Successful teaching experience is required. The successful candidate must also be able to teach courses in one or more of the following journalism areas: business and economics, arts and entertainment, sports, science/health/environment, legal and ethical issues, newsroom management. Ability to teach at all levels of the curriculum is required.

Required qualifications are:

- Ph.D. in journalism, communication or related field preferred; Master's degree required
- Successful college/university teaching experience
- Relevant professional experience
- A commitment to liberal arts education within a professional program.

The ideal candidate should demonstrate evidence of teaching effectiveness appropriate for an undergraduate journalism/communication program, an ongoing and dynamic scholarly/professional/creative profile, or potential for such. The successful candidate also will act as an academic advisor to students, and serve on departmental, school and college committees. Maintenance of a creative/professional/scholarly profile is also required. Interest in curriculum development and in building strong professional relationships with student media organizations a plus.

Applicants should send a current curriculum vita, statement of interest (including areas of teaching and professional specializations), evidence of successful teaching, and the names, addresses and telephone numbers of at least four current references to:

Ms. Karen Armstrong
Roy H. Park School of Communications
328 Park Hall
Ithaca College
Ithaca, NY 14850-7253
ATTN: Chair, Journalism Search Committee
Phone number is 607-274-3260
Email: karmstrong@ithaca.edu

No faxed or electronically transmitted application materials will be accepted. Screening of applications will begin January 29, 2001. Applications will be accepted until the position is filled.

Ithaca College is an independent residential, comprehensive College with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes region of central New York.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

Kutztown University enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. As a state regional university, Kutztown University is committed to serving the multicultural populations in its region. The University is searching for faculty who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

MUSIC FACULTY

The Department of Music at Kutztown University announces the following tenure track position - Assistant Director of Bands (Marching Band) and Single Reed Specialist. Additional teaching would be in the areas of introduction to Music Literature and Woodwind Ensemble. Demonstrated performance skill on Clarinet and/or Saxophone, as well as successful experience with recruitment. Master's degree in music required, doctorate preferred, along with demonstrated evidence of success with directly marching bands. Successful interview and demonstration of teaching and playing ability are requisite qualifications. While the tenure track appointment begins in late August 2001, the successful candidate will hopefully be able to relocate to the area in time to accept a special summer appointment beginning on July 9, 2001 in order to prepare for the marching band program. Examination of materials begins February 1, 2001 and will continue until position is filled. Send all materials to: **Band/Single Reed Search Committee, Department of Music, Kutztown University, Kutztown, PA 19530.** Include letter of application, current resume, transcripts and three current letters of reference.

ACTING/DIRECTING FACULTY

Growing undergraduate Theatre program has tenure track position at Asst Prof level for fall 2001. Responsibilities: teach acting, directing, and intro to Theatre; direct one Main Stage show per year; advise students; and serve on faculty committees. Qualifications: 1. MFA in theatre with graduate school emphasis in acting and directing; 2. Prior full time university theatre experience in teaching upper level theatre courses; 3. Experience teaching Fundamentals through Advanced Acting (preferably including Period Styles, Acting for the Camera, and Voice for the Stage); 4. Evidence of superior directing; 5. Professional acting/directing credits (preferably AEA and/or SAG); 6. Experience teaching Intro. to Theatre.

Successful interview and demonstration of ability (in acting, directing, and voice) are also required. Send application letter, curriculum vitae, transcripts of all work (official transcripts will be required before an interview), and 3 current (within three years) reference letters addressing the candidate's success in production and teaching to **Prof. Robert L. Smith, Theatre Search Committee, Dept. of Speech Communication and Theatre, Kutztown University, Kutztown, PA 19530.** Review of completed applications starts Feb. 1, 2001 and continues until position is filled. Visit www.kutztown.edu/vspe-the for more Theatre Program info.

ART EDUCATION AND CRAFTS FACULTY

The Art Education and Crafts Department of Kutztown University announces two tenure track positions beginning August 2001. Ph.D. preferred, ABD considered (with degree to be awarded within two years of date of hire), in Art Education or related field. Teaching experience required. Must be certified or be able to meet Pennsylvania Department of Education requirements for supervision of student teachers. The candidates should demonstrate a clear understanding of current theories, issues and practices in the field of art education. Qualifications require the completion of a successful interview, which may include a presentation of the applicant's knowledge and skills. Teach graduate and undergraduate courses in art education, which may include art and human development, supervision of student teachers, early field experience, visual art in the elementary classroom, curriculum, and research. Collaborate in the development of innovative courses involving technology, urban issues and teaching, and arts integration. Review of applications will begin March 1, 2001 with position open until filled. Send letter of application; official transcripts; vitae; three letters of recommendation; a brief statement of teaching philosophy; and evidence of research related to art education. Examples of students' visual and written class work optional. Address applications to: **Dr. Peg Speirs, Recruitment Chair, Department of Art Education and Crafts, Kutztown University, Kutztown, PA 19530.**

MARKETING FACULTY

The Department of Marketing, College of Business, Kutztown University, seeks to fill a tenure track position commencing with the Fall 2001 semester. The position will involve both graduate (MBA) and undergraduate level teaching in Marketing, both on and off the main campus. The candidate will have a terminal degree preferred (Ph.D., D.B.A., or other) in Marketing or a related area. Minimally, the candidate will have a Master's degree in Marketing or an MBA with a Marketing concentration, with substantial coursework toward the doctorate (ABD preferred). Business experience is a plus. The candidate will be expected to complete their doctorate in 2-3 years. Successful interview and demonstration of abilities required.

To be considered, applicants should forward a letter of application, vitae detailing education, teaching, and/or business experience, three letters of recommendation, along with official transcripts verifying degrees and field of study. Applications will be reviewed beginning February 26, 2001 and will continue until the position is filled. Forward applications to **Dr. Okan Akcay, Recruitment Committee Chairman, Marketing Department, College of Business, Kutztown University of Pennsylvania, Kutztown, PA 19530.**

Kutztown University of Pennsylvania is an Affirmative Action/Equal Opportunity employer and actively solicits applications from women and minority candidates. Kutztown University of Pennsylvania is a member of the State System of Higher Education.

KUTZTOWN

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE is accepting applications for the following full-time, tenure-track faculty positions for Fall, 2001 and (2) administrative positions.

ADMINISTRATIVE POSITIONS	
Director, Technology Training	**Deadline to apply: extended to March 15, 2001**
Associate Vice-President, Planning & Development	**Deadline to apply: TBA**

FACULTY POSITIONS	**CLOSING DATES**
Archaeology	**04/20/01**
Art Drawing/Painting	**03/23/01**
Biology-General	**03/30/01**
Chemistry-General	**03/30/01**
Computer Animation	**04/06/01**
Computer Applications	**04/06/01**
Computer Science/Programming	**04/06/01**
Counselor-Disabled Students Center (Categorically funded)	**03/09/01**
Counselor-Matriculation/Orientation (Categorically funded)	**03/09/01**
English-Composition/Literature	**03/02/01**
English-Reading/Composition	**03/16/01**
ESL	**03/05/01**
Interactive Media	**04/06/01**
Librarian (Bibliographic Instruction)	**03/30/01**
Mathematics-College Level	**03/16/01**
Nursing	**04/20/01**
Online Communication	**04/06/01**
Speech	**03/03/01**

Salary range is $39,546 - $81,361 for faculty positions. For a complete job description and district application, please contact the: **Office of Academic Human Resources, Santa Monica Community College District, 1900 Pico Blvd., Santa Monica, CA 90405, (310) 434-4336 (24-hour employment information line),** *AA/EOE.*

ST. CLOUD STATE UNIVERSITY

A tradition of excellence and opportunity

DEPARTMENT OF EDUCATIONAL LEADERSHIP

SCSU seeks applications for an Assistant/Associate Professors of Educational Leadership and/or Associate/Full Professors of Educational Leadership, tenure track, to begin August, 2001. Salary commensurate with education and experience. **Responsibilities:** Position summary: Provide graduate level pre-service and in-service instruction and facilitation for principalship, superintendency, community education director, and special education director preparation programs leading to MS, Ed.S., Ed.D., and licensure; and other current and emerging program initiatives.

Characteristic duties include:

1. Teach courses in a broad area of educational administration with a specialty in at least two of the following: educational law; educational finance; qualitative and quantitative research; community education; special education; and leadership.
2. Assist in providing a collaborative leadership environment for building a strong, cooperative, and congenial department which advances the missions of the department, college, and university.
3. Assist in developing and implementing: on and off campus courses; evening, weekend, ITV and WebCT courses; participating in student advising; directing student research; scheduling courses; evaluating and marketing programs for the MS, Ed.S., and Ed.D. programs; utilizing technology and teaching methods appropriate for adult, graduate learners..
4. As a faculty member, establish, accomplish, and record progress goals: demonstrated ability to teach effectively and/or perform effectively in other current assignments; scholarly or creative achievement or research; evidence of continuing preparation and study; contribution to student growth and development; and service to the university and community.
5. Assist in the development and evaluation of competency-based portfolios.
6. Maintain professional contact with educational administration and leadership organizations.

Qualifications and experience: Earned doctorate from an accredited institution in Educational Administration and Leadership or a closely related field. Preference will be given to applicants with demonstrated success as a public school administrator. Candidate should be prepared to document evidence of successful leadership, teaching, and scholarly activities; successful participation and involvement with local constituencies such as public school students, staff, and community members; experience in using emerging models and technologies in support of alternative approaches to teaching and learning; ability to communicate effectively at the university, national, and international levels. The successful candidate will have demonstrated ability to teach and work with persons from culturally diverse backgrounds.

Apply to: Chair, Search Committee, Department of Leadership, EB A232, St. Cloud State University, 720 - 4th Avenue South, St. Cloud, MN 56301-4498. The screening will begin January 30, 2001, and continue until the positions are filled. A completed application will include letter of application; vita; transcripts (copies acceptable for initial screening); names, addresses, and telephone numbers of at least three references who can specifically comment upon the applicant's teaching ability, administrative experience, and professional preparation.

SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor, we invite individuals who contribute to such diversity to apply, including minorities, women, persons with disabilities, GLBT, and veterans.

MIAMI UNIVERSITY
OXFORD OHIO

THE JOSEPH SEIBERT PROFESSOR OF MARKETING
RICHARD T. FARMER SCHOOL OF BUSINESS
MIAMI UNIVERSITY (OHIO)

The Richard T. Farmer School of Business at Miami University (Ohio) invites applications and nominations for an endowed position, the Joseph Seibert Professor of Marketing, named after the former department chair and revered faculty mentor. The candidate must demonstrate the potential to be an innovative leader capable of helping the Department of Marketing enhance its national presence, building on the strength of Miami as a leading liberal education university and on the mission of the School of Business in providing excellence in undergraduate business education.

Candidates considered for the Seibert professorship should have a Ph.D. in marketing or a related field and currently be a full professor or an associate with a strong record. The Seibert Professor's responsibilities will include: teaching marketing courses (primarily undergraduate), active involvement in research, acting as a research mentor for faculty and involvement in professional marketing organizations. Candidates should have a well-established research record, as well as an ongoing research program. They should have shown excellence and innovation in the classroom. They should have demonstrated leadership in curriculum development. The position is full-time tenure track. Strong candidates from industry with graduate degrees will be considered.

Miami University is a state-assisted university located in southwestern Ohio. Established in 1809, Miami has developed into a selective public university with a long tradition of dedication to teaching excellence and undergraduate liberal education. Miami has an enrollment of more than 21,000 students on four campuses and awards baccalaureate degrees in over 70 areas, masters degrees in 50 areas and doctoral degrees in nine disciplines. The central campus is in Oxford, a small city with a population of 10,500 located 35 miles north of Cincinnati and 45 miles southwest of Dayton.

The Richard T. Farmer School of Business Administration has 150 full-time faculty, approximately 4400 undergraduate students and 140 graduate students. It offers an associate degree, 11 baccalaureate degrees and three masters degrees. The mission of the school is to be a premier business program that provides students with the life-long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Towards that end, the School endorses a commitment to liberal education, as well as to the business-specific curriculum. The School has been accredited by the American Assembly of Collegiate Schools of Business at the undergraduate level since 1932 and at the graduate level since 1961.

Review of applications will begin **November 1, 2000** and will continue until the position is filled. Anticipated date of appointment is **August, 2001.** Applications should include a letter of application, resume and the names, addresses, e-mail addresses and telephone numbers of three references. **Please address all nominations and applications to:**

Dr. Kevin McNeilly
Chair, Seibert Professor Search Committee
Richard T. Farmer School of Business Administration
Miami University
Oxford, OH 45056
513-529-1220
mail to: mcneilkm@muohio.edu

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PROGRAMMER-ADMISSIONS SPECIALIST

The Graduate School and The Center for Continuing Education

Reporting to the assistant dean of the Graduate School and the director of the Center for Continuing Education, the programmer works collaboratively with professionals, clerical staff and advisors to design and develop programming and reporting solutions that will support their efforts to achieve recruitment, admission and student retention goals. The programmer is involved in the development and implementation of strategies to increase the enrollment of the University through enhanced data collection and reporting.

The programmer will also act as liaison between the Graduate School, the Center for Continuing Education and the Office of Information Technology. Must demonstrate proficiency manipulating and analyzing institutional databases as well as a working knowledge of prospect management and correspondence control methods. Experience with the SCT Student Information Systems (SIS+) and the Focus programming language is desirable. Will act as one of the Graduate School's and the Center for Continuing Education's representatives to any project team designed to implement changes to the current SIS+ system or the addition of Web-based admission software.

Qualifications: Bachelor's degree supplemented by appropriate programming and admissions office experience at a college or university. Must have a minimum of three year's professional experience; experience with admissions offices and the SIS+ system and focus programming is preferred. Must have administrative systems programming skills, effective oral and written communication skills, interpersonal skills and ability to manage projects.

Salary: Salary is commensurate with experience.

Reply by: Review of applications will commence January 5, 2001and will continue until position is filled.

Send letter and resume to: Montclair State University, Box 316-HOHE, Upper Montclair, NJ 07043

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www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

RECRUITMENT SPECIALIST

U. S. MERCHANT MARINE ACADEMY

The Academy offers a four year, residential Baccalaureate degree program to prepare selected young men and women to serve the economic and defense interests of the United States as officers in the armed forces and merchant marine. The Specialist is involved with nationwide recruitment, selection, retention and financial aid, with particular emphasis on the recruitment of women and minority candidates. Applicants should have a relevant bachelor's or advanced degree. Required are experience in college level admissions programs, ability to initiate and deliver recruitment presentations, skill in developing recruitment networks to target and recruit special emphasis candidates, knowledge of admissions counseling and financial aid programs, knowledge of higher education enrollment and retention issues and trends, knowledge of computer based resources. For further information on the Academy, visit us at **http://www.usmma.edu.** The U. S. Government is an affirmative action and equal opportunity employer. This is a competitive service position in the Federal government. U. S. citizenship is required. Send letter of interest (refer to KP-7(00)) and resume immediately to:

Academy Personnel Office
U. S. Merchant Marine Academy
Kings Point, N. Y. 11024

Head Of Systems

Reporting to the Associate Dean and Chief Librarian, the Head of Systems is responsible for all aspects of planning, development, implementation and maintenance of the computer and LAN network systems for four library sites; works closely with faculty in incorporating the library's electronic resources and information technology into instruction; coordinates campus network support with Instructional Computing and Information Technology; supervises the full-time and part-time members of the library systems unit; with the assistance of unit staff, maintains, Novell CD-ROM networks, online bibliographic and full-text databases, Internet/WWW access, and PC/MAC/multi-media products in support of public services; prepares strategic planning documents as related to library automation activities; coordinates NOTIS system support with CUNY central office; works with library staff in addressing automation, training and public access computer lab issues.

Qualifications:
A Bachelor's degree is required plus six years of related experience; an advanced degree is preferred. Highly desirable: Minimum two years library systems experience with some working experience in an academic library; solid understanding of the application of computers in an academic setting; knowledge of computer systems, networks, emerging technologies, Windows/NT, TCP/IP, client-server platforms, Ethernet, ATM; initiative, self-direction, and ability to work independently and in a team environment; excellent leadership, communication and interpersonal skills; supervisory, teaching and training experience. Salary: $42,616 - $68,174, commensurate with qualifications and experience. Excellent fringe benefits.

Review of applications will begin immediately and will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to: Dr. Louise S. Sherby, Chief Librarian, Hunter College Libraries, 695 Park Avenue, New York, NY 10021; email: Louise.Sherby@hunter.cuny.edu

HUNTER
CITY UNIVERSITY OF NEW YORK

Equal opportunity/affirmative action employer. Women, minorities, disabled persons, and veterans are encouraged to apply

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CLARION UNIVERSITY

Librarian/Database Management

Technical Services unit seeks experienced cataloger and database manager to develop, implement, and monitor Voyager management policy and to perform original and complex copy cataloging of monographs, monographic sets, archival materials, monographic electronic resources, and monographs in other forms for the main and branch campuses. This librarian will also classify monographic materials for all subject areas, establish standards and procedures for monographs; develop, implement and monitor quality of online catalog database; monitor vendor performance for authority control; provide supervision and support for cataloging of juvenile materials and textbooks; serve as trainer and resource person for paraprofessional cataloging staff; serve as liaison with selected academic departments. Other responsibilities will include working with catalogers of non-book and serial materials; participating in formulation of cataloging standards and classification policies; coordinating operations with systems manager; assisting with catalog maintenance, quality control, and problem solving; conducting research that will enhance library operations; submitting articles to professional journals; creating and publishing web-based publications to support faculty and student research and learning; advising staff of local, state and national cataloging and classification policies and procedures; maintaining good working relationships with all library departments. Must fulfill terms of collective bargaining agreement.

Required: ALA-accredited MLS; minimum 3 years in bibliographic control and online catalog database management; professional monographic cataloging experience including substantial original cataloging; solid working knowledge of AACR II, LSCH, LC classification, US MARC formats, OCLC, and authority control procedures; demonstrable experience with automated integrated library systems and database management; evidence of excellent communications and interpersonal skills; strong analytical, organizational and computer skills; demonstrable experience in planning and budgeting; supervisory experience; and completion of a successful interview.

Preferred: Additional graduate degree highly desirable, especially in information technology, experience working in an academic library; experience with the Voyager library system; participation in state and national professional organizations; familiarity with evolving metadata standards (Dublin Core, TEI, etc.); familiarity with mark-up languages (HTML, SGML, XML, etc.); familiarity with Access and Z39.50. Nine month, full-time, tenure-track position, starting August 27, 2001, at rank of Instructor or Assistant Professor depending on qualifications. Minimum starting salary $34,342. Opportunity for additional work during summer sessions possible depending upon budget constraints. Reports to Library Department Chairman and Dean of Libraries. Send letter of application, resume, and three letters of reference to: **Shirley M. Johnson, Library Department Search Committee, Carlson Library, Clarion University of Pennsylvania, Clarion, PA 16214.** Transcripts need not be submitted in advance but will be required of all finalists. Position will remain open until filled with priority given to applications received by March 5, 2001.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply.
AA/EEO.

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Dean of Student Services

The Dean serves as the chief campus student services officer, and is responsible for providing the leadership in all aspects of student life; for coordinating the overall planning, development and general oversight for campus student services programs and staff; and for ensuring a supportive environment in which students may achieve academic goals. This individual must possess a vision for the planning, implementation and evaluation of a student services administrative unity, and also serve as a representative to the public and community in promoting and representing the campus and the College.

A Master's degree from an accredited institution in higher education administration, counseling, student personnel or other appropriate area is required; an earned doctorate or terminal degree is preferred.

Individual must demonstrate ability to supervise, monitor and evaluate campus-based student services (e.g. Enrollment Management, Orientation, Advisement, Career Counseling, Student Activities, Admissions and Registration Services, Testing and Judicial Affairs) as well as to provide campus leadership for the development and implementation of student recruitment and retention efforts. Knowledge of student information systems, CAS Standards helpful.

Individual must have a minimum of seven (7) years of progressively responsible administrative experience in student affairs or related area in a college/university setting, at a comparable level of Assistant/Associate Dean or higher.

Salary is commensurate with education and experience, with excellent benefits.

Applicants should reference position number (#01-199) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to: **Judy Chastonay, Georgia Perimeter College, Dept. of Human Resources, 3251 Panthersville Road, Decatur, GA 30034; Fax: (404) 244-5774.**

Georgia
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College.

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RUTGERS
College of Nursing

Tenure-track and clinical track positions available. Doctorally prepared nurse practitioners preferred. A doctorate is required for tenure-track positions and to be eligible for appointment to all professorial ranks.

Highly competitive salary and comprehensive benefits package.

Send letter of application, Curriculum Vitae, and letters of reference to: Dr. Noreen Cerino, Associate Dean, Administration

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cerino@nightingale.rutgers.edu

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DEPAUW
UNIVERSITY

We are a nationally distinguished liberal arts college with a School of Music. We invite you to join our multicultural campus with a student enrollment of about 2200 and a student-faculty ratio of 10:1. Dedication to undergraduate teaching and liberal arts education is essential.

Positions to begin in the Fall of 2001

TENURE TRACK POSITIONS

Department Name	Position/Field
Art	Art History, 20th Century and Non-Western
Economics & Management	Accounting
Health & Physical Performance	Director of Athletic Training Education

THREE-YEAR TERM POSITION

Chemistry	Biochemistry
Physics and Astronomy	Physics (field open)

Review of completed applications will continue until the position is filled. Candidates should have a Ph.D. for Assistant Professor or ABD for Instructor. In exceptional cases, more senior candidates will be considered for appropriately more senior appointments. For further information about these positions and other positions that will become available visit our web site at http://www.depauw.edu/admin/acadaffairs/facpositions.htm.

OTHER POSITIONS

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact **Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135.** nabraham@depauw.edu

DePauw University is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and under represented groups

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

University at Albany, State University of New York

The University at Albany invites nominations and applications for the position of Provost and Vice President for Academic Affairs.

The Provost and Vice President for Academic Affairs is the chief academic, budget and planning officer, and reports directly to the President. He or she is the campus's chief operating officer and serves as Acting President in the President's absence.

The University at Albany is the oldest state-chartered public institution of higher education in New York. It employs some 1,100 faculty who generate more than $100 million in external funding. Albany is a major research university within the State University of New York system. It enrolls nearly 17,000 students, of whom 5,000 are at the graduate level, and plans a gradual enrollment increase to 20,000 highly competitive students. Additionally, the University is in the midst of a $120 million building program to increase academic space, and is beginning its largest ever Capital Campaign. The University at Albany has a broad mission of undergraduate and graduate education, research, and public service. Through its eight degree-granting schools and colleges, the University offers bachelor's degrees in more than 100 fields of study, master's degrees in 82 areas, and doctoral degrees in 38 fields, ranging from the arts and sciences, to education, business, public health, public affairs and policy, criminal justice, information science and policy, and social welfare.

Qualifications: The Provost and Vice President for Academic Affairs provides leadership for setting priorities and developing policies affecting all academic programs of the University. He or she must be committed to the highest standards of undergraduate, graduate, and professional education, and research. Preferred candidates will have a doctorate or other appropriate terminal credential; a record of distinguished scholarship and administrative accomplishments; experience in fiscal and personnel management; strong planning, organizational, interpersonal and advocacy skills, including communication with internal and external groups; a commitment to fostering innovative programs across disciplinary lines; experience in program development and fund-raising; and proven leadership ability. Salary and benefits are competitive.

Nominations and Applications: For best consideration, materials should be submitted prior to February 9, 2001. Review of applications and nominations will begin immediately and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vita, and the name, title, e-mail, business address, and business and home telephone numbers of at least five references. **Submission of materials as an MS Word attachment is strongly encouraged.** Nominations: Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Nominations and applications will be considered in confidence and should be sent to:

Dr. Frank Thompson, Chair
Search Committee for Provost
& Vice President for Academic Affairs
C/o President's Office, UAB 430
University at Albany, SUNY
Albany, NY 12222
(E-mail to: Ltaylor@uamail.albany.edu)

or

Dr. Jan Greenwood, Vice President
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com
Phone: 703-739-4619
Fax: 703-519-0319

The University at Albany is an Equal Opportunity/ Affirmative Action/Immigration Reform and Control Act/ Americans with Disabilities Act Employer.

The University at Albany's Web site is: http://www.albany.edu

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ASSISTANT PROFESSORS

SCHOOL OF EDUCATION

ANTICIPATED VACANCY: ASSISTANT PROFESSOR-EDUCATIONAL FOUNDATIONS

Tenure-track position available effective September 2001 in Department of Educational Foundations and Counseling Programs. Specialty in School Counseling. Responsibilities include: Teaching graduate courses in counselor education programs. Engage in research and scholarly writing. Serve on department, school, college and university committees. All candidates must have commitment to work in multicultural and urban settings. Teaching experience is required. Qualifications include: Earned Ph.D. or Ed.D in counseling or counselor education. Masters and Doctorate in School Counseling preferred. Special expertise in counseling issues in diverse populations and in applied research in school settings is desirable. Salary: $32,703 - $57,049 Commensurate with experience and qualifications. Send letter of application, curriculum vitae, and three (3) letters of reference as soon as possible to: Dr. Sherryl Browne Graves, Department of Educational Foundation and Counseling Programs Hunter College 695 Park Avenue New York, NY 10021. *Review will begin immediately and continue until a candidate has been selected.*

ASSISTANT PROFESSOR (ADSUP)

Tenure-track position effective September 2001 in the Department of Curriculum & Teaching. Specialty in the Administration and Supervision 6th Year Certificate Program (ADSUP). Responsibilities include: Teaching graduate courses in the Administration and Supervision (ADSUP) Program, and supervise ADSUP students in the field. Candidates are expected to engage in advisement, grantsmanship, and community school collaborations. They are also expected to engage in research and scholarly writing and serve on department, school, college and university committees. All candidates must have a commitment to work in multicultural and urban educational settings. Teaching experience is required. To be considered, candidate must demonstrate scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Qualifications include: Earned Ph.D. or Ed.D in Education leadership or related field. Candidate must have had administrative experience at the school district office and site level; documented successful teaching experience at the K-12 and university level; and an appropriate record of scholarly achievements. Knowledge of educational policy, and curriculum and instruction at a district leadership level. National recognition in an identified area of educational expertise is desirable. Salary: $32,703 - $57,049 Commensurate with experience and qualifications. Send letter of application, curriculum vitae, and three (3) letters of reference as soon as possible to: Dr. Alene L. Smith, Chairperson, Department of Curriculum and Teaching Hunter College 695 Park Avenue New York, NY 10021. **Review will continue until a candidate has been selected.**

ANTICIPATED VACANCY: ASSISTANT PROFESSOR -SPECIALTY IN READING EDUCATION

Tenure-track position effective September 2001. Department of Curriculum & Teaching. All candidates must have a commitment to work in multicultural and urban educational settings. Teaching experience is required. To be considered, candidate must demonstrate the potential for scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Specialty in Reading Education (1-6). Responsibilities include: Teach courses on literacy related theories, methods, assessment and research to graduate and undergraduate students as well as courses within our reading specialization; supervise student teachers; engage in research and scholarly writing; serve on department, school, college and university committees. Qualifications include: Earned Ph.D. or Ed. D. with concentration in reading or literacy education; university teaching and research skills; significant teaching experience in urban public schools; experience in supervision of teachers; certification as a reading teacher; expertise in using technology as a tool in the development of reading skills. Salary: $32,703 - $57,049 commensurate with experience and qualifications. Send letter of application, curriculum vitae, and three (3) letters of reference as soon as possible to: Dr. Alene L. Smith, Chairperson Department of Curriculum & Teaching Hunter College CUNY 695 Park Avenue New York, NY 10021.

ANTICIPATED VACANCY: ASSISTANT PROFESSOR - FOREIGN LANGUAGE

Tenure-track position effective September 2001. Department of Curriculum & Teaching. All candidates must have a commitment to work in multicultural and urban educational settings. Teaching experience is required. To be considered, candidate must demonstrate the potential for scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Foreign Language: Specialty in teaching a language other than English (7-12). Responsibilities include: Teaching undergraduate and graduate Foreign Language Methods courses; teach undergraduate Spanish Language courses within the School of Arts and Sciences; supervise student teachers; engage in research and scholarly writing; serve on department, school, college and university committees. Qualifications include: Earned Ph.D. in Spanish or Ed.D in the teaching of Spanish; knowledge of theories of second language other than English on the secondary level or significant teaching experience in urban public schools (grades 7-12); experience in supervision of teachers and/or university teaching and research skills preferred. Salary: $32,703 - $57,049 commensurate with experience and qualifications. Send letter of application, curriculum vitae, and three (3) letters of reference as soon as possible to: Dr. Alene L. Smith, Chairperson Department of Curriculum & Teaching Hunter College CUNY 695 Park Avenue New York, NY 10021. **Review will continue until a candidate has been selected.**

DEPARTMENT OF MATHEMATICS AND STATISTICS

ASSISTANT PROFESSOR TENURE-TRACK

Assistant Professor faculty position available September 2001. Salary Range: $32,703 - $57,049 depending on experience. Doctoral degree required. We are interested in mathematicians (all fields). **Send C.V. and three letters of references to: Professor Ada Peluso, Chair Department of Mathematics and Statistics Hunter College 695 Park Avenue New York, NY 10021.**

SCHOOLS OF THE HEALTH PROFESSIONS

ASSISTANT PROFESSOR/INSTRUCTOR: HUNTER-BELLEVUE SCHOOL OF NURSING

Three full-time tenure-track positions anticipated for September 2001. Preference will be given to doctorally prepared experienced teachers. Teaching responsibilities include undergraduate and graduate programs. Adult Nurse or Family Nurse Practitioners and Community Health Nursing with Public/Urban Health or Social Policy credentials preferred. Minimum Qualifications: For appointment as Instructor, a Master's Degree in Nursing is required; for appointment as an Assistant Professor, both a Master's Degree in Nursing and Doctorate degree are required. Teaching experience strongly preferred. Must have a New York State license and current certification as an Adult Nurse or Family Practitioner. Preference given to candidates completing doctoral education. Rank and Salary Range: Instructor: $29,997 - $48,284 Assistant Professor: $32,703 - $57,049. **Send curriculum vitae and names of three references to: Laurie N. Sherwen, Ph.D. Dean Schools of the Health Professions 425 East 25th Street New York, NY 10010.**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an affirmative action equal opportunity employer. Women and members of under represented minorities are especially encouraged to apply.

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Provost and Executive Vice Chancellor

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Provost and Executive Vice Chancellor. The Provost and Executive Vice Chancellor is the chief academic and chief operations officer of the campus and acts for the Chancellor in the Chancellor's absence. Responsibilities include administrative leadership in planning, coordinating, and implementing academic direction and programs; academic personnel administration; campus operations, including resource management and planning and policy development; health sciences administration, including governing body responsibility for the Health System; information technology; academic and employee affirmative action; and liaison with the Office of the President, the Academic Senate, and the Academic Federation. The Provost and Executive Vice Chancellor is responsible for a budget of $1.5 billion.

The University seeks a person of academic distinction with a demonstrated record of accomplishment in academic leadership and management in a research university or its equivalent. Essential requirements include a scholarly and teaching record appropriate for a position as full professor in the University of California, experience working within a complex institutional environment, and the proven ability to articulate the University's goals of academic excellence in teaching, research, and outreach to both internal and external constituencies. The University of California, Davis, has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students, and seeks an individual who shares that commitment.

The Davis campus of the University of California is a member of the Association of American Universities, currently with 1,300 faculty and more than 26,000 undergraduate, graduate, and professional students. It has three undergraduate colleges, two divisions, four professional schools, a Graduate Division, and a Medical Center in Sacramento.

Review of candidates will begin February 5, 2001; the position will remain open until filled. Nominations, applications, and requests for additional information should be addressed to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

Distinguished Professorship, Chair of the Department of Education, and Director Center for Educational Leadership

Trinity University invites nominations and applications for the Norine R. Murchison Distinguished Professorship in Education. The Murchison Professor will be granted the rank of Professor, with tenure, in the Department of Education and will be appointed chair of the Department of Education and director of the Center for Educational Leadership. Candidates for the position must have a Ph.D. or Ed. D. in education or a closely related field and have achieved national distinction in educational policy making and/or in educational policy analysis in the general areas of teacher education, standards and curriculum, leadership and school reform.

Trinity University is a selective private institution in the liberal arts and sciences tradition. The Department of Education features eight full-time faculty who work with a clinical faculty that includes mentors from four professional development schools, practicing school psychologists and measurement experts, and school administrators from Center for Educational Leadership schools.

Inquiries, nominations, and applications should be sent to **Murchison Professor Search Committee, Department of Education, Trinity University, 715 Stadium Drive, San Antonio, Texas 78212-7200.** Applicants should include a letter of application, curriculum vita, and three letters of recommendation. Review of applicants will begin **January 31, 2001** and continue until the position is filled. This appointment begins in June (preferred) or **August 2001.**

Foothill College

Dean, Language Arts

The Dean provides leadership for the Language Arts Division, which consists of English, English as a Second Language, and Foreign Languages including but not limited to Chinese, Japanese, Korean, French, Spanish, and German.

Formulate and implement division/college goals and objectives; work to improve communications throughout the division; provide vision and implementation of programs.

For application materials contact:

Foothill-De Anza CC District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

Anticipated Higher Education Faculty Opportunities

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

All positions require at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

The following tenure-track positions are available for 2001-02. Salary placement is commensurate with education and experience, entry-level salaries range from $32,264 – $37,821 based on discipline and experience. The starting date for all positions is 8/13/01. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

Astronomy/Physics #02-01 – A full range of Astronomy and Physics courses on the two-year college level.

Business/ Computer Information Systems Management #02-02 – Business Information Systems and Applied Technology computer courses

Chinese #02-03 – A full range of Chinese language courses. A minimum of a Master's degree in Chinese or teaching a foreign language with native speaker fluency in Chinese is required.

Communications #02-04 – Introductory Communications courses

Drama/Theater #02-05 – Courses include Introduction to Theater, Introduction and Intermediate Acting; directing and coordinating college theater productions.

English #02-06 – Full range of English courses (Developmental English through Introductory Literature); strong skills in teaching composition required. Individual may be assigned to teach Joint Enrollment courses.

Geology #02-07 – Full range of Geology courses including lectures and laboratories for Physical Geology and Historical Geology.

History #02-08 – U.S. History I & II – Focus on Age of Discovery through Civil War and Reconstruction period to present; individual may be assigned to teach Joint Enrollment courses.

Legal Environment of Business #02-09 – Introduction to legal, regulatory, political, social, ethical, cultural, environmental and technological issues which form the context for business. All candidates must have a J.D. from an accredited law school.

Mathematics #02-10 – Full range of Math courses (Developmental Math through Differential Equations); individual may be assigned to teach Joint Enrollment courses.

Music #02-11 – Professional experience required; Director of Jazz Ensemble; Music Appreciation courses.

Nursing #02-12 – Clinical experience required in Community and Mental Health nursing.

Nursing #02-13 – Clinical experience required in Maternal-Child-Pediatric/Community Health nursing.

Political Science #02-14 – Introductory courses in Political Science

Reading #02-15 – Full range of courses that include basic and advanced reading skills.

Social Science #02-16 – Full range of courses to include Introductory Geography, Sociology, and Anthropology.

Sociology #02-17 – Full range of courses including Introduction to Sociology, Introduction to Social Problems and Introduction to Marriage and Family.

Spanish #02-18 – Full range of Spanish courses from Elementary to Intermediate Spanish.

For your application to be considered, applicants should reference position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses; e-mail addresses, and telephone numbers) to: **Judy Chestonay, Georgia Perimeter College, Human Resources Department, 3251 Panthersville Road, Decatur, GA 30034; Fax: (404) 244-5774.**

APPLICATION DEADLINE: 02/02/01

For more information on Georgia Perimeter College,
visit our web site at:
www.gpc.peachnet.edu

Georgia
Perimeter
College.

An AA/EOE Employer

Monroe Community College

ESOL/Foreign Language (Spanish) Tenure-track Faculty

For complete description and qualifications, please visit our website at www.monroecc.edu (A-Z Index, E for Employment Opportunities).

Screening to commence March 1, 2001. Send resume, letter of interest addressing the required qualifications listed on the website, list of three references, official transcript(s), and a statement of philosophy regarding teaching or the role of today's community college to:

Dr. Sherry Ralston, Director of Human Resources,
Monroe Community College, 1000 E. Henrietta
Rd., Rochester, NY 14623.

AA/EOE/SUNY

San José State
UNIVERSITY

San Jose State University
Dept of Human Performance
San Jose, CA 95192-0054

Two Lecturer positions available starting Fall 2001:

1) **Physical Activities Specialist**
2) **Sociocultural Specialist - Sport/Movement**

Position descriptions on
www.sjsu.edu/depts/casa/hup
Deadline: January 26, 2001
Phone: (408) 924-3012
EO/AA/ADA EMPLOYER

SCC
SEMINOLE COMMUNITY COLLEGE

SEMINOLE COMMUNITY COLLEGE JOIN OUR WINNING TEAM!

Dean of Business and Information Technology

Seminole Community College is a comprehensive, learning-centered Institution located just north of Orlando, Florida. The College operates a 200-acre main campus, several community centers, and a new Oviedo Campus that will become fully operational in January 2001. With a commitment to supporting Seminole County's very successful high tech economic development initiatives, the College serves nearly 30,000 students annually. Candidates must be motivated by high-energy, goal-oriented teamwork, with a focus on accomplishment and results. Also, in addition to having a great sense of humor, candidates must have a desire to do meaningful work that makes a difference in people's lives.

As an educational leader, the Dean of Business and Information Technology will provide leadership in the planning, development, and deployment of educational programs in business and information technology. The successful candidate will also link student learning and faculty development experiences with the needs of the high performance workplace, provide lifelong learning linkages through partnerships with K-12, other community colleges, and university articulation partners.

Additional credentials require a Master's degree from a regionally accredited Institution. A Doctorate degree is preferred. Unique experiences in industry, government, and/or education will be considered in lieu of MBA and doctoral preferences. College level teaching experience is strongly preferred along with demonstrated expertise in learning systems and/or curriculum development.

Executive Director Business and Workforce Development

The Executive Director will provide overall leadership and direction in the planning, development, and deployment of education and training services to businesses, workforce development agencies, their employees, and their clients. The successful candidate will also develop and manage partnerships, identify opportunities for growth in all services provided by the College, assume a strong external orientation, with an emphasis on technology-based employers in Central Florida and statewide workforce development groups, along with identifying needs and delivering solutions.

Additional credentials require a Master's degree from a regionally accredited Institution with an MBA or equivalent preferred. Unique experiences in industry, government, and/or education will be considered inlieu of MBA. Experience with workforce development organizations, corporate training programs, consulative selling or related activities preferred. Proven entrepreneurial skills along with relevant leadership experience preferred.

SCC offers a competitive salary and a comprehensive benefits package. To request job announcements and application materials for these team-oriented positions, contact:

Human Resources at: hr@mail.seminole.cc.fl.us
or call (407)-328-2101.
Visit our web site at: Seminole.cc.fl.us/jobs.

Open until filled and subject to close without notice.

An Equal Access/Equal Opportunity Community College

UIS
UNIVERSITY
of ILLINOIS
SPRINGFIELD

EXECUTIVE DIRECTOR INSTITUTE FOR PUBLIC AFFAIRS

University of Illinois at Springfield

The primary functions of the executive director are to lead, develop, and oversee institute activities, and to seek funding for the Institute for Public Affairs research, service, and training operations. The Institute is located administratively in the College of Public Affairs and Administration and the Division of Academic Affairs. Units of the Institute are: Central Office that also houses institute publications; Office of Policy and Administrative Studies and its Graduate Public Service Internship Program; Center for Legal Studies; Illinois Legislative Studies Center and its Legislative Staff Internship Program; Survey Research Office; and the three major campus media units - Illinois Issues magazine, WUIS/WIPA public radio, and the UIS Television Office. The executive director has a dual reporting relationship: reporting to the Dean of the College of Public Affairs and Administration on matters concerning the research and service units, and reporting directly to the Provost/Vice Chancellor for Academic Affairs on matters concerning the three media units. The Institute serves the entire campus. The executive director directly supervises and leads the directors of all institute units and institute-level support personnel, and coordinates institute activities with the deans of colleges, other units within the University, and external constituencies. He/she leads institute strategic and annual planning, serves as spokesperson for the Institute, leads in developing external funding for the Institute's research and service agenda, and works closely with a statewide advisory board. The executive director is a member of the faculty. **Minimum qualifications:** four years successful administrative experience, substantial supervisory and fiscal management experience, and substantial experience in higher education and in public affairs; eligibility for a tenure-track position at the associate or full professor level in a University of Illinois at Springfield academic program, including a terminal degree in an academic field and a record of scholarship; a successful track record of fundraising, including writing, securing, and managing grants and contracts from external public and private sources; a successful track record of strategic and annual planning and implementation; and a collaborative, team-building leadership style. Additional desired qualifications: proven leadership ability, experience with political processes and public affairs issues, excellent oral and written communication skills, and a commitment to diversity. Applications and nominations should be sent to: **Chair, IPA Executive Director Search Committee, Office of the Dean, College of Public Affairs and Administration, PAC 440, University of Illinois at Springfield, P.O. Box 19243, Springfield, IL 62794-9243.** Applications should include a vita; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on **February 5, 2001** and continue until an appointment is made. The anticipated start date for the appointment is **August 1, 2001.** For more information about the University of Illinois at Springfield, visit our web site at:

WWW.UIS.EDU

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

Expect the Extraordinary!

EDUCATIONAL OPPORTUNITY PROGRAM DIRECTOR

SUNY Brockport is a preeminent, comprehensive public institution that emphasizes academic excellence through teaching, scholarship, and service, serving more than 8,500 students at both the undergraduate and graduate levels, offering 39 undergraduate majors, 13 undergraduate teacher certification areas and 18 graduate degrees. The College has seen an unprecedented increase in applications and in the quality of its student body over the past two years. The College's 435-acre campus is located on the Erie Canal in the historic Village of Brockport, just west of the city of Rochester, New York.

The Position: The Director is primarily responsible for the overall administration and coordination of the Educational Opportunity Program, including planning, evaluation and reporting. Along with the directors of admissions and financial aid, the Director is responsible for assuring that all EOP students meet required eligibility criteria; and provides input as needed to support the student services/retention objectives of the College. The Director reports directly to the Vice President for Enrollment/Management and supervises a full-time staff of five. The EOP is part of SUNY System Administration, Office of Opportunity Programs.

Essential Functions of the Position: The Director is responsible for coordinating services to support the well being of program students; supports advisement services by providing assistance to staff to serve as generalist advisors; supports the College's admissions objectives; provides assistance in the development of data-base management as part of the student support/retention objectives of the College; is responsible to support the College's mission statement whose prime objective is to support student success. Duties include the development and supervision of a department budget. The Director will also be expected to promote the program and to advocate for legislative issues in support of EOP.

Required Qualifications: Must have a Master's degree in college student personnel, counseling, higher education administration, or a related field with a minimum of 3-5 years of full-time professional experience in higher education. Must have demonstrated the ability to effectively and efficiently supervise professional staff in college administration, and possess a collaborative leadership style with strong organizational and programming skills. Must have excellent written, oral, interpersonal and organizational skills, and the ability to work with culturally diverse populations. The Director must be fully committed to sustaining and advancing the goals of institutional diversity of students, faculty, and staff.

Preferred Qualifications: Direct experience with EOP or related opportunity programs, and experience with the use of data bases for reporting, research and planning purposes.

Salary: $50-60,000, with an attractive benefits package.

Application and Nomination: Review of applications will begin on January 22, 2001, and continue until the position is filled. Interested applicants or nominations should be sent with a resume, cover letter and at least three professional references to: **Faculty/Staff Recruitment Office, SUNY College at Brockport, 409 Allen Building, 350 New Campus Drive, Brockport, NY 14420-2929.** To learn more about SUNY Brockport, visit our Website at:http//www.brockport.edu

SUNY Brockport is an affirmative action, equal opportunity employer and encourages qualified female and minority candidates to apply.

DIRECTOR OF ENROLLMENT AND REGISTRATION SERVICES

Search Extended

The campus-based Director of Enrollment and Registration Services will work with external constituencies, faculty and staff to attain enrollment and retention goals. The Director oversees enrollment management operations on the campus including registration and records; marketing and recruitment; admissions and student retention; and works in collaboration with the appropriate administrative areas to establish campus enrollment priorities.

A Master's degree in higher education administration, educational research, Student Personnel or related field is required. The candidate must also have a minimum of five years of progressively responsible experience in higher education administration in an enrollment management environment.

Review of applications will begin February 5, 2001 and continue until the position is filled.

Salary commensurate with education and experience with excellent benefits.

Applicants should reference position number (#01-200) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

**Judy Chastonay
Human Resources Department
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774**

For more information on Georgia Perimeter College, please visit our website at:
www.gpc.peachnet.edu

AA/EOE/ADA

Georgia
Perimeter
College.

An Associate Degree Granting College of the University System of Georgia

EASTERN MICHIGAN UNIVERSITY

Eastern Michigan University is a comprehensive, doctoral-granting state supported institution comprised of five colleges located in southeastern Michigan between Detroit and Ann Arbor. Eastern offers small town charm and a cozy campus but with state-of-the art facilities, 24,000 undergraduate and graduate students and nearly 200 academic programs, we're also among the nation's fifty largest universities. In each of the past two years, Eastern's commitment to diversity has been recognized in U.S. News and World Report's Best Colleges issue. Eastern Michigan University is seeking highly qualified applicants for tenure-track faculty and/or academic administrative positions in the following departments:

College of Arts and Sciences
Art
Chemistry
Computer Science
Communication and Theatre Arts
Foreign Languages and Bilingual Studies
Music
Political Science
Psychology
Sociology, Anthropology and Criminology

College of Business
Finance and Computer Information Systems
Management

College of Education
Health, Physical Education, Recreation and Dance
Leadership and Counseling
Special Education
Teacher Education

College of Health and Human Services
Associated Health Professions
Human, Environmental and Consumer Resources
Nursing
Social Work

For more information about employment opportunities available at Eastern Michigan University, please visit our web site at www.emich.edu/public/hr/emuhr.htm

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De Anza College

Faculty Vacancies

Teaching
- Special Education Instructor, Assistive Technology
- World History Instructor
- Mathematics Instructors
- Computer Information Systems Instructor
- World Music Instructor
- Graphic Design/Interactive Design Instructor
- Photography & Digital Imaging Instructor
- Business & E-Commerce Instructor
- Film Studies Instructor

Non-Teaching
- Specialist/Instructor - Alternate Media
- Specialist/Instructor - Web Accessibility
- Counselor, EOPS
- Academic Coordinator, Distance Learning Center

For application materials contact:
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

Foothill College

Faculty Vacancies

Teaching
- Internet Instructor
- Computer Information Systems Instructor
- Mathematics Instructor
- English/Creative Writing Instructor
- Aquatics Instructor
- Studio Art Instructor
- English as a Second Language
- English Instructor
- Women's Volleyball Coach/Physical Education Instructor
- Visual Communication/Graphic Design Instructor
- Digital Video & New Media Instructor

Non-Teaching
- Athletic Counselor
- Director of Student Activities

For application materials contact:

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

SAINT FRANCIS
UNIVERSITY
FOUNDED 1847

SOCIOLOGY FACULTY

Saint Francis University invites applications for TWO tenure-track positions in Sociology at the Assistant Professor level to begin Fall, 2001. Preference given to applicants with specialties in Social Inequality, Medical Sociology, Applied Sociology, or Law and Society/Criminology. Applicants should have a strong commitment to excellence in undergraduate teaching and should be generalists who can assume responsibility for Sociology courses within the University's general education program as well as courses in the Sociology major. Course responsibilities may include General Sociology, American Social Problems, Minorities, The Family, and Urban Sociology. The new faculty will assist in revising the Sociology major, including goal setting, curriculum development, and formulation of new concentrations. Other responsibilities include advising, internship supervision, scholarship, and participation in department and college governance. Qualifications include a Ph.D. in Sociology (qualified ABD's will be considered) and an interest in involving students in research and/or community-based learning.

Send a letter of application, resume, transcripts, three current letters of recommendation, and a one-page statement of teaching philosophy to **Sociology Search Committee, c/o Office of Human Resources, Saint Francis University, P.O. Box 600, Loretto, PA 15940 by January 31, 2001.** The Sociology Search Committee will begin reviewing applications on **February 1, 2001** and continue until the positions are filled.

AA/EOE. Women and Minorities are especially encouraged to apply.

DEAN, COLLEGE OF ARTS AND SCIENCES
CALIFORNIA STATE UNIVERSITY SAN MARCOS

California State University San Marcos invites nominations and applications for the position of Dean of the College of Arts & Sciences. Reporting to the Provost and Vice President for Academic Affairs, the Dean leads the College in providing a comprehensive, high quality education for students in a rapidly changing world. The Dean manages a staff that includes an Associate Dean, an Assistant Dean of Advising Services, and Departments/Programs. The Dean leads over 150 faculty in the College, who offer instruction to over 70% of the University's students, in the areas of Arts & Humanities, Social Sciences, and Mathematics & Sciences.

Responsibilities
Leadership in developing and implementing the missions of the College and the University. Oversight of faculty recruitment, development, and evaluation. Advocacy for the College within the University, and leadership in securing external grants and donations. Leadership in developing supportive relationships and partnerships with local communities and constituencie.

Qualifications
Ph.D. in a discipline of the Arts, Letters and Sciences, and a distinguished record meriting appointment as Professor. Successful experience in higher education administration with an ability to implement a vision of academic excellence in the context of a diverse and growing university. Demonstrated commitment to shared governance and ability to work collaboratively with faculty, staff, and students to cultivate a collegial environment.

The Institution
CSU San Marcos is located less than 40 miles north of downtown San Diego, and is a comprehensive public university with an enrollment of over 6,200 undergraduate/graduate students. Enrollment will reach 25,000 at full capacity. For more information about the University, visit the campus Web site located at: www.csusm.edu.

Application Process
Submit a letter of application, statement of key challenges facing public comprehensive universities, statement of leadership philosophy, vita, salary history, and the names of three references to:

Dr. Darci L. Strother
Chair of A&S Dean Search Committee
Req. 1065
CSU San Marcos
San Marcos, CA 92096-0001

Review of applications will begin February 1, 2001 and continue until position is filled. For additional information about the position, please contact Dr. Strother at: (760)750-4160 or strother@csusm.edu.

The University has a strong commitment to the principles of diversity and, in that spirit, seeks a broad spectrum of candidates including women, members of minority groups and people with disabilities.

Legal

NORTHWESTERN UNIVERSITY

VICE PRESIDENT AND GENERAL COUNSEL

Northwestern University invites application and nominations for the position of Vice President and General Counsel, the University's chief legal affairs officer.

The Search Committee will begin reviewing applications in January and will continue until the position is filled. Nominations or applications should be sent to: Marilyn McCoy, Chair, Search Committee for Vice President and General Counsel, Northwestern University, 633 Clark Street, Evanston, Illinois 60208

Information about the
University is available at:
www.northwestern.edu

Northwestern University is
An Equal Opportunity/
Affirmative Action Employer

California State University, Sacramento (CSUS)

CSUS invites applications for the position of **Associate Vice President, Facilities Management.** Reporting directly to the Vice President for Administration, the Associate Vice President is the key University officer responsible for Facilities Management and a critical member of senior administration. With primary management and leadership responsibility for facilities planning, construction, operation, maintenance and repair; environmental health and safety; and management of building space, the position oversees 212 employees, an annual operating budget of approximately $12,000,000, and a capital construction budget of $10,000,000 to $50,0000.

To apply, submit a letter summarizing management philosophy, career accomplishments, and qualifications for the position, with a current resume and the names and telephone numbers of three professional references to: **Selection Advisory Committee Chair, Box AVPFM, 6000 J Street, SAC 272 Sacramento, CA 95819-6038, Phone (916) 278-6312, Fax (916) 278-5783.** Screening begins January 15, 2001. Position open until filled. For details, visit our web site: **https//www.csus.edu/fas/admvac.htm.**

AA/EEO

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT
Hiram College
Hiram, OH

Founded in 1850, Hiram College is a private, selective liberal arts college located in the Western Reserve of Northeast Ohio, less than an hour from Cleveland. Privately endowed and non-sectarian in outlook and teaching, Hiram College is recognised as a Baccalaureate I institution by the Carnegie Foundation for the Advancement of Teaching. Enrollment in Hiram's traditional residential program is approximately 900 with 350 adult learners in its Weekend College program. There are 67 full-time faculty, 95% hold a doctorate or terminal degree in their discipline. Hiram's academic calendar, known as the Hiram Plan, is unique to the nation. Each of Hiram's 15-week semesters has a 12-week term and a 3-week term. The 12-week terms are for extended coursework. The 3-week terms are devoted to intensive, seminar-style classes, and experiential learning experiences. More than 50% of Hiram students study abroad during their four years at the institution. The College recently completed a $42 million fund-raising campaign, which included a new library and a new science facility.

The College seeks a Vice President for Enrollment Management (VPEM) who will have a broad-based responsibility for creating and implementing admission, marketing, financial aid, and retention strategies. The new VPEM will lead and oversee the areas of Admission, Financial Aid, Registrar, International Student Recruitment, and Student Life. An officer of the College, the VPEM will report to the President and serve as a member of the senior administrative team. The position will begin on or before July 1, 2001.

The successful candidate will have exceptional ability to lead senior staff, expertise in strategic enrollment management, and a deep understanding of and commitment to the inherent value of an undergraduate liberal arts education, and a record of successful career accomplishments. An advanced degree is preferred.

Hiram College invites nominations and expressions of interest for the position. Correspondence should be directed, in confidence, to the consultants supporting this search:

Vice President for Enrollment Management
Hiram College
c/o EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
98 Old South Road
Nantucket, MA 02554

For additional information on the Position Specification, please contact Educational Management Network/Witt/Kieffer at hiram@emnemn.com Hiram College has an Internet Web site at http://www.hiram.edu

Hiram College is an equal opportunity/ affirmative action employer committed to excellence through diversity.

Educational Management Network/Witt/Kieffer

LONG ISLAND UNIVERSITY

Long Island University, the nation's eighth largest private university with six campuses in metropolitan New York and Long Island, seeks applications for:

ANTICIPATED FACULTY POSITIONS FOR SPRING & FALL 2001

BROOKLYN CAMPUS

The Brooklyn Campus, occupying a 10-acre site in downtown Brooklyn, is one of the country's most dynamic and diverse urban campuses. It enrolls 8,100 students in over 52 graduate and 62 undergraduate degree programs in a full range of areas, including business, education, pharmacy, nursing, health professions, liberal arts and sciences, public administration, and fine arts, with doctoral programs in Clinical Psychology and Pharmacy.

- **COMPUTER SCIENCE**: Tenure-track Asst. Prof. PhD/ABD in comp sci req.; strong commitment to teaching & research. Teach database mgmt systems, systems analysis & design, graphical user interface prog, C++, & other program languages. *Send letter of interest, c.v., teaching evaluations & 3 letters of reference to: **Prof. William Edelson, Dept. Computer & Information Sciences, LIU/Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423**; fax: **718-780-4145**; or email: **william.edelson@liu.edu***
- **COUNSELING**: Tenure-track Asst. Prof. Earned doctorate or ABD in counselor ed or counseling psych to teach broad spectrum of grad courses, supervise interns in the field, advise students, & engage in scholarly activity. Teaching & school-related exp. desired.
- **MANAGEMENT INFORMATION SYSTEMS (MIS)**: Tenure-track Asst. Prof. PhD in MIS or related field required. Experience teaching undergrad & grad Mgmt Info Systems & related courses. Ability to teach in one related business area such as mktg, mgmt, or internat'l business desirable. *Send letter & c.v. to: **Prof. Jordan Kaplan**; or email: **jordan.kaplan@liu.edu***
- **MATH/TECHNOLOGY EDUCATION**: Tenure-track Asst. Prof. or non-tenured clinical position. Interest in developing secondary program & seeking grant opportunities. Doctoral & school-based experience in urban classrooms preferred.
- **MARKETING**: Tenure-track Asst. Prof. PhD in Marketing required with strong commitment to teaching at the undergrad & grad levels. Experience in strategic marketing or e-commerce desirable. *Send letter of interest, c.v., teaching evaluations, and names of 3 references to: **Prof. Yuko Minowa, Dept. of Managerial Sciences, LIU/Brooklyn Campus, 1 University Plaza, Brooklyn, New York 11201-8423**; fax: **718-488-1125**; or email: **yuko.minowa@liu.edu***
- **NURSING**: Two positions, Asst./Assoc. Prof.: (1) Exp in Community Health for undergrad programs; (2) Certification as a Family Nurse Practitioner for Grad MS-NP program.
- **OCCUPATIONAL THERAPY**: Asst./Assoc. Prof., specialization in Geriatric Practice & Community Health. Doctorate or near completion required.
- **PHYSICIAN ASSISTANT STUDIES**: Should be NCCPA certified with master's degree. Responsibilities include, but not limited to, didactic and clinical instruction to PA students.
- **SPECIAL EDUCATION**: Tenure-track Asst. Prof. or non-tenured clinical position. Specialization in Learning Disabilities & Inclusion. Doctorate & school-based experience in urban classrooms preferred.
- **ADJUNCT FACULTY**: Comp Sci, Mgmt, Mktg, Operations Mgmt, Quantitative Analysis, E-Commerce, Internet Programming: master's degree & teaching exp, min. req.

*Unless otherwise indicated, for positions at Brooklyn, send letter of interest and c.v. to: **Terri Campo, Personnel Office, Long Island University, Brooklyn Campus, 1 University Plaza, Brooklyn, NY 11201-8423. Applications reviewed as received.***

C.W. POST CAMPUS

The C.W. Post Campus is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library sciences, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences.

- **ASSOCIATE DEAN, SCHOOL OF EDUCATION**: Primary responsibilities for program registration, outcomes assessment, accreditation review, program development, partnerships w/local schools; doctorate in education or related field, admin experience in higher ed, strong interpersonal & writing skills required.
- **ART**: 2 full-time positions, MFA & strong exhibition record required. (1) **Sculptor**, teach all levels, 3-D & sculpture. Broad knowledge of contemp. & traditional materials & techniques, including welding, machine tools & computer. (2) **Painter**, teach all levels, grad & undergrad. College teaching experience required.
- **ART/MULTIMEDIA DESIGNER**: Tenure-track, Asst. Prof., teach undergrad and grad courses. Macintosh expertise, proficiency with Director, Dreamweaver & Flash, knowledge of multimedia & new media techs, teaching exp or professional equiv req.
- **AUDIO/VIDEO STUDIO ADMIN/TECH**: Full-time position, responsible for day-to-day operation of Media Arts Dept. audio & TV facilities; must teach radio engineering, option to teach video prod. Master's degree in related field, professional exp & skill in audio/video prod, computer tech & software applications req. Teaching exp pref.
- **BIOMEDICAL SCIENCES**: Tenure-track, Asst Prof., teach grad level microbiology & chemistry. PhD & research exp req & established research program for mentoring BS and MS students.
- **COMMUNICATION SCIENCES AND DISORDERS**: Tenure-track, Asst. Prof. Speech Sciences, expertise in voice preferred; doctorate, CCC required.
- **CURRICULUM AND INSTRUCTION**: 4 tenure-track positions: (1) **Asst. Prof. Elem. Sci. Ed**; strong hands-on & tech background; doctorate & field experience required, PDS experience pref. (2) **Asst. Prof. Elem. Social Studies Ed**; multicultural interdisciplinary & technical background; doctorate & field experience required, PDS experience preferred. (3) **Asst. Prof. Developmental Psych**; experience in clinical dimensions of child growth, teaching & learning; doctorate required, field experience preferred. (4) **Asst./Assoc. Prof. Field-based Educator**; background in curriculum devel. and/or assessment; doctorate & extensive univ/schl partnerships, experience required, PDS model preferred.
- **EDUCATION LEADERSHIP AND ADMINISTRATION**: Tenure-track, Asst. Prof., strong clinical exp in local policy development & implementation, doctorate & extensive field exp req.
- **EDUCATIONAL TECHNOLOGY**: Tenure-track, Asst./Assoc. Prof., experience in developing dynamic learning environments, integration of Internet, & strong understanding of child development & applying ed tech to learning; doctorate required.
- **HEALTH, PHYSICAL EDUCATION, AND MOVEMENT SCIENCE**: Tenure-track, Asst. Prof., phys ed, strong teaching skills for an elementary, secondary, adapted field-based program; doctorate & teaching experience required.
- **MUSIC EDUCATION**: Tenure-track, Asst. Prof. General Music Specialization to direct & oversee all aspects of music ed prog & teach. Doctorate preferred/ABD considered. Public school experience & adv. training in music ed theories/methodology required.
- **JOURNALISM, PRINT/ELECTRONIC**: Tenure-track, Asst./Assoc. Prof. to teach in pro-oriented program. PhD & pro experience in broadcast journalism & evidence of scholarly work preferred; master's & college-level teaching experience required.
- **NUTRITION**: Asst./Assoc. Prof. Teaching exp., research competence & PhD/EdD req; RD cert desirable. Candidates within a broad range of nutrition specialties should apply.
- **RADIOLOGIC TECHNOLOGY**: Full-time Instructor, Non tenure-track, 12-month contract MS, min 5 yrs clinical exp, ARRT cert in 2 advanced modalities req.
- **SPECIAL EDUCATION AND LITERACY**: 2 Tenure-track, Asst. Profs. (1) **Early Childhood Special Ed**; strong field-based experience with mildly/moderately handicapped; doctorate required. (2) **Literacy**; experience in literary-based instruct & assessment of reading disabilities for children, including learning disabled; doctorate & clinical experience required.
- **LITERACY ADJUNCT FACULTY**: Dept of Special Ed & Literacy. PhD/EdD preferred. Must have experience in Literacy-based Instruction, Assessment of Reading Disabilities for Learning Disabled, and Content Area Reading Instruction.

*For positions at C.W. Post, send letter of interest and c.v. to: **Debra Annibell, Personnel Office, Long Island University, C.W. Post Campus, Brookville, NY 11548.***

ROCKLAND GRADUATE CAMPUS

- **MBA PROGRAM DIRECTOR**: Full-time, administrative appt. The MBA program at Rockland is designed for working adults with evening & weekend classes. Director will be responsible for development, staffing & teaching in the program. PhD in Business area & 3 yrs teaching experience required. Academic admin experience in business desirable.
- **SCHOOL COUNSELING PROGRAM DIRECTOR**: Full-time, admin appt with teaching responsibilities to coordinate & develop School Counseling Program. Director advises students, develops class schedules, & staffs courses, work with local schools/district administrators and in recruitment & outreach. Doctorate in Counselor Ed or related area required. School Counseling and/or pupil personnel services background preferred. The program operates from a developmental perspective within a wellness model.

*For positions at Rockland, send letter of interest, c.v., and names of 3 references to: **Nancy Low, Assoc Provost, Rockland Graduate Campus, Long Island University, 70 Route 340, Orangeburg, NY 10962, 845-359-7200**; or email: **nancy.low@liu.edu***

LIU is an Affirmative Action/Equal Opportunity Employer.

KINGSBOROUGH
COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach - 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position vacancies subject to financial ability:

ART

Lecturer/Instructor/Assistant Professor in Graphic Design and Illustration - to teach courses in basic 2-D design, drawing, advertising skills, computer graphics, web page design, including flash, dream weaver, bb edit and html, specifically QuarkXpress, Adobe Illustrator and Photoshop on both MAC and IBM, illustration and other areas related to the field of advertising art. (PVN#FY-809)
Qualifications: Bachelor of Fine Arts is required for Lecturer; Master's Degree for Instructor; for Assistant Professor a doctoral equivalent is required, which includes several years of appropriate experience and achievements in the field of advertising art, with special emphasis on computer graphics and intermedia approaches. A Master of Fine Arts Degree is also expected. Teaching experience in higher education preferred.

BEHAVIORAL SCIENCES AND HUMAN SERVICES

Instructor/Assistant Professor in Early Childhood Education - to teach full range of Early Childhood Education undergraduate courses. (PVN#FY-810)
Qualifications: Doctoral program candidacy a requirement for the Instructor position; Ph.D. or Ed.D. for the Assistant Professor position in Early Childhood, Elementary Education or Secondary Education required; supervisory experience in an Early Childhood setting; and experience working with pre-school aged children. Evidence of scholarly activity.

BUSINESS (Two Positions)

Lecturer in Business Computer Applications - to teach undergraduate courses in introductory and advanced Business Software. (PVN#FY-811)
Qualifications: Bachelor's Degree in appropriate area required; Master's Degree preferred. Knowledge of microcomputers, Windows 98, Word, Excel, PowerPoint, Access, and Internet; prior teaching experience on the community college level; extensive experience as an industry/educational trainer in business software and good communication skills required.

Lecturer in Fashion Merchandising & Marketing - to teach undergraduate courses in fashion and marketing and related software. (PVN#FY-812)
Qualifications: Bachelor's Degree in appropriate area required, Master's Degree preferred; knowledge of marketing, fashion, microcomputers, Web design, marketing via Internet; prior teaching experience on the community college level; industry experience in fashion merchandising, marketing or related areas; good communication skills.

ENGLISH (Two Positions)

Assistant Professor - to teach undergraduate courses in the Department of English. (PVN#FY-813)
Qualifications: An earned doctorate in English plus formal training in composition and rhetoric required; experience in urban college-level teaching and evidence of scholarly activity.

FOREIGN LANGUAGES

Assistant Professor in Italian - to teach undergraduate courses in Italian language, literature and culture. (PVN#FY-814)
Qualifications: Doctorate in Italian required, prior college-level teaching experience; ability to teach Spanish and/or French highly desirable and evidence of scholarly activity.

HEALTH, PHYSICAL EDUCATION AND RECREATION
(Two Positions)

Lecturer/Instructor/Assistant Professor to serve as Athletic Director and Coach of Men's Basketball Team - to teach courses in Health and Physical Education. Responsibilities as Athletic Director include scheduling intercollegiate athletic contests and the arrangement of the following: contracts, officials, transportation, public relations, league and conference meetings, eligibility, budget, equipment, facilities and all other team related activities as well as coaching the Men's Basketball Team. (PVN#FY-815)
Qualifications: Bachelor of Arts in a health education related field required; appropriate Master's Degree required for Instructor position; Doctorate required for Assistant Professor. Experience teaching and coaching athletic sports in an urban environment required.

Instructor/Assistant/Associate Professor to serve as Director of Exercise Science/Personal Training Degree Program, Health Education Professor - to supervise the Exercise Science/Personal Training Program, recruit and advise students, teach Exercise Science major courses and Health Education, review and revise existing syllabi, supervise equipment acquisition, arrangement, recruitment and supervision of fieldwork sites for student interns. (PVN#FY-816)
Qualifications: Master's Degree required for Instructor; Doctorate in Exercise Science/Physiology required for Assistant/Associate Professor; A.C.S.M. Certification; Fitness Center experience and evidence of scholarly activity.

MATHEMATICS AND COMPUTER SCIENCE

Instructor/Assistant Professor - to teach a full range of undergraduate courses in Mathematics and Computer Science. (PVN#FY-817)
Qualifications: Doctorate in Mathematics or Computer Science required for Assistant Professor. For Instructor, significant progress toward completion of Doctorate; prior college-level teaching experience; evidence of scholarly activity. Preference will be given to candidates with expertise in Computer Science, especially C++, Assembler, Discrete Structures, and Data Structures.

NURSING (Two Positions)

Instructor/Assistant Professor - to teach undergraduate courses in all areas of Nursing. (PVN#FY-818)
Qualifications: Master's Degree in Nursing, plus NYS RN license and recent clinical experience required; Doctorate or equivalent required for Assistant Professor. Prior teaching experience in an academic setting; knowledge of and commitment to Associate Degree Nursing Education and curriculum development. Evidence of scholarly activity preferred.

PHYSICAL SCIENCES (Two Positions)

Assistant Professor in the area of Chemistry - to teach undergraduate courses in General Chemistry and Organic Chemistry. (PVN#FY-819)
Qualifications: Doctorate in Chemistry, prior college-level teaching experience and evidence of scholarly activity.

Assistant Professor in the area of Earth Science - to teach undergraduate courses in Earth Science and Meteorology and/or Astronomy or related area. (PVN#FY-820)
Qualifications: Doctorate in Earth Science, sub-discipline of Meteorology and/or Astronomy or related area; prior college-level teaching experience and evidence of scholar activity.

TOURISM AND HOSPITALITY

Lecturer/Instructor/Assistant Professor - to teach undergraduate courses in all areas of Tourism, primarily in Food Service, Hospitality, Destination Management, Transportation and Travel. (PVN#FY-821)
Qualifications: Doctorate or equivalent required for Assistant Professor; Master's Degree required for Instructor; Bachelor's Degree required for Lecturer. Extensive professional experience in at least two of the following industry components: travel and tourism, hospitality, food service, transportation, destination management. Hospitality experience preferred. College-level teaching experience desirable. Demonstrated experience in relevant computer software and Internet applications desirable and evidence of scholarly activity.

Senior College Laboratory Technician (Search Reopened) in the area of Academic Computing - to assist in equipment acquisitions; assessment of technical needs; maintenance of hardware database; coordination of distance learning initiatives; training of technical and support staff; and preparation of department budget. (PVN#SS-401) **(Closing date for this position is February 15, 2001.)**
Qualifications: H.S. diploma with eight years of closely related work experience or an Associate Degree with six years of appropriate work experience, or a Bachelor's Degree in an area appropriate to the duties to be performed and four years of related work experience. Some supervisory experience required. Knowledge of software should include Microsoft Office 97, Filemaker Pro, Microsoft Explorer, Netscape Communicator, Microsoft Access, Windows 98/NT OS & NT NOS.

Responsibilities for Assistant Professor and Instructor positions require student advisement, committee participation and scholarly or creative works. For lecturer positions, student advisement and committee participation are required; scholarly or creative works are preferred. Assistant Professor/Associate Professor positions are Tenure Track.

SALARY: Commensurate with qualifications and experience.
EFFECTIVE DATE: Open Until Filled; Review of Applications Begins on 2/15/01

Please send resume (refer to PVN#) to:
Dr. Fred B. Malamet
Interim V.P. & Dean of Faculty (A-218)
Kingsborough Community College
2001 Oriental Boulevard, Brooklyn, New York 11235
An EO/AA/IRCA/ADA Employer

UNIVERSITY OF
WISCONSIN
MADISON

EXECUTIVE DIRECTOR
UNIVERSITY HEALTH SERVICES
UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison invites applications and nominations for the position of Executive Director of the University Health Service. Serving a Research I institution with 40,000 undergraduate and graduate students, the University Health Services administers an annual budget of approximately $8 million to provide clinical, counseling, and prevention health programs to the University community.

The Executive Director reports to the Vice Chancellor for Student Affairs and provides vision and campus leadership on health and health-related issues. He or she leads the UHS senior management team and is responsible for overall direction, design, implementation, and continuous improvement of the programs, services, academic relationships, and special projects of University Health Services. The Executive Director works in partnership with academic departments, student service programs, and student organizations to integrate the work of UHS with the university's mission and campus life; develops and maintains key relationships between UHS and its multiple campus colleagues and partner agencies; represents UHS in the community and creates its national presence.

Major requirements for this position include demonstrated ability to manage and lead a comprehensive health service that responds to students' needs effectively and compassionately and the ability to work effectively with individuals and groups from a variety of cultures as well as personal and social orientations. Candidates should have a minimum of ten years of professional experience with at least five years of senior leadership experience in a health related program, agency or project; possess a proven record in program development, strategic planning, administration, and the supervision of professional staff; and have completed at least a masters level advanced degree. (An M.D. with board certification or doctorate in an appropriate subject area is desired.) Health care provider staff must be eligible for license to practice in Wisconsin.

Applications and nominations must be received by **March 1, 2001** to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a cover letter that addresses how their strengths match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Professor Aaron Brower, Chair
UHS Executive Director Search Committee
117 Bascom Hall
500 Lincoln Drive
Madison, WI 53706
(608) 265-5228
Fax: (608) 265-3353

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

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UNIVERSITY OF ILLINOIS

Vice President for Academic Affairs

The University of Illinois invites nominations and applications for the position of Vice President for Academic Affairs.

The University of Illinois <http://www.uillinois.edu/>, an international leader in higher education, includes three distinctive campuses with combined student enrollments of 66,000. The campuses at Chicago (25,000 students) and Urbana-Champaign (37,000 students) are classified as Doctoral/Research Universities - Extensive. The newest campus, located in the State capital of Springfield (4,000 students) is classified as a Master's Comprehensive University I.

The Vice President for Academic Affairs is the senior academic officer of the University and reports directly to the President. The Vice President for Academic Affairs advises the President on matters of educational policy, academic programs, academic personnel actions, and capital and operating budget development. The Vice President is responsible for the overall coordination of planning and budgeting at the University and represents the interests of the University to the Illinois Board of Higher Education on matters pertaining to academic programs and priorities. Among other duties, the Vice President exercises direct line authority over certain University-wide units and programs, including the Institute of Government and Public Affairs, the University Office for Academic Policy Analysis, the University of Illinois Press, UI Online, the President's Leadership Program, and the University Office of Outreach and Public Service.

Progressively responsible administrative experience with academic policies, personnel, and budgets is required for the position. An earned doctorate or equivalent and a record of teaching and scholarship that would merit appointment as a tenured professor at the University of Illinois are required. The ability to understand and work effectively in a complex academic culture influenced by multiple campuses, a land-grant university tradition and a medical school, is also required.

To insure full consideration, nominations and applications (that include a comprehensive current resume) should be sent by **February 15, 2001** to:

Professor Donald L. Uchtmann, Chair
Search Committee, University of Illinois
University Senates Conference Office
807 S. Wright, Suite 370
Champaign, Illinois 61820
Telephone: (217) 333-5227
E-mail: vpaasearch@uillinois.edu

The appointment of the new Vice President is anticipated to take effect on or before **August 1, 2001.**

The University of Illinois is an affirmative action/equal opportunity institution.

The UNIVERSITY Of

TOLEDO

Chair, Foundations and Leadership

Description: The Department of Educational Foundations and Leadership is seeking a facilitative leader who can work with diverse program faculty to implement the mission of the department by supporting program areas in Educational Administration and Supervision, Higher Education, and Foundations. The successful candidate must have exemplary skills in communication, motivation, and management to sustain cutting edge programs in a dynamic educational environment. The chair, as a member of the Educational Administration and Supervision faculty, is expected to coordinate all program areas, direct dissertations and theses, teach Administration coursework, advise students, and engage in research and field activities.

Qualifications: Earned doctorate in Educational Administration and Supervision or closely related area. Successful track record appropriate to appointment as tenured Associate or Full Professor with Graduate Faculty status. Administrative expertise in diverse educational settings, including the development of cutting edge programs and curricula. Experience in central administration in pre K-12 settings in urban environments. Research and teaching experience with educational partners in public schools, business, and post-secondary institutions.

Educational Administration

Description: The Educational Administration and Leadership Program in the College of Education at The University of Toledo invites applications for a tenure-track position (rank open) to teach graduate courses in school administration and leadership.

Qualifications: An earned doctorate is required. Desired qualifications include demonstrated excellence in teaching; experience directing dissertations; expert knowledge on linking research policy, curriculum, learning, and successful school organization; and specialized knowledge, skill, and practical experience in promoting academically rich and purposeful education that enhances the intellectual quality of student learning equitably for students of all social backgrounds. The successful candidate will also possess special interest in serving as a catalyst for effective school reform and systemic change of K-12 education; and in strengthening established partnerships between The University and school systems, both public and private.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevant coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 2, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity,
Affirmative Action Employer and Educator.

DEAN

McMICKEN COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF CINCINNATI
Cincinnati, Ohio

The University of Cincinnati seeks a new Dean for its McMicken College of Arts and Sciences. The University, a Research I University, serves more than 33,000 students in its schools and colleges and is one of Ohio's state universities. The McMicken College of Arts and Sciences, one of sixteen colleges at the University, is comprised of 21 departments and serves approximately 5,000 undergraduate and 1,300 graduate students in Arts and Sciences and students matriculated in other colleges as well. Currently, the College has 369 full-time faculty members including award-winning researchers and teachers. As early as 1877, the University of Cincinnati was conferring masters and doctoral degrees in the liberal arts. Currently, 18 Arts and Sciences departments offer graduate programs for full and part-time students.

The Dean is the chief academic and administrative leader of McMicken College of Arts and Sciences, with responsibility for furthering the University's agenda of continuing its growth as a major teaching and research university with a valued undergraduate college. The Dean will provide vision and leadership for the College and work with the faculty to foster excellence in its educational, research and outreach programs. Additionally, the Dean will be responsible for the management of the resources of the College, including its academic programs; its faculty, staff, and students; its facilities; and budget. With the faculty, the dean will be responsible for the recruitment and retention of the faculty and new program development. The Dean will foster strong relationships with alumni and will make a strong contribution to the success of the University's fundraising efforts. The Dean will maintain relationships within the University and will participate actively in University planning efforts that seek to promote synergy in curricular, research and outreach endeavors among the respective schools and colleges. The Dean will also extend relationships with communities outside of the University on behalf of the College. The Dean will promote diversity on the faculty, among students and on the staff. The Dean of McMicken College reports directly to the Senior Vice President for Academic Affairs and Provost.

The successful candidate for Dean will be an energetic, assertive, entrepreneurial self-starter, with a vision for McMicken. S/he will bring an outstanding record as an accomplished scholar and educator who is tenurable at the rank of full professor. An earned doctorate is ideal.

Applications should include a letter of interest, current curriculum vitae, and the names, addresses, and telephone numbers of several references (who will not be contacted without the candidate's prior approval). Nominations are invited. All correspondence should be directed, in confidence, to:

Emanuel Berger or Mary Elisabeth Taylor
(212) 686-2676
Educational Management Network/Witt/Kieffer
780 Third Avenue, 38th Floor,
New York, NY 10017
fax: (212) 686-2527
e-mail: cincinnati@emnemn.com

The University of Cincinnati is an Equal Opportunity/Affirmative Action employer.

Educational Management Network Witt/Kieffer

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Director, Institute of Aviation

Nominations and applications are invited for the full-time position of the Director of the Institute of Aviation. The Director is the chief academic and administrative officer of the Institute of Aviation. The Institute of Aviation offers a B.S. degree in Aviation Human Factors, which is composed of two core programs; the Professional Pilot core and the Aviation Human Factors core. In addition, the Institute operates the University of Illinois-Willard Airport, which provides scheduled commercial air service for East Central Illinois. The Director reports to the Vice Chancellor for Administration and Human Resources regarding Willard Airport matters. The Director of the Institute of Aviation is also Director of the Center for Public Safety, which is composed of two institutes: the Police Training Institute and the Fire Service Institute, each of which has its own director. The administrative level of the Director's position is that of a college dean, and the Director reports to the Provost.

A candidate must be a recognized scholar in aviation human factors or an aviation-related field and must have a proven record of research, executive leadership and program administration. The Director must possess a Ph.D. in psychology, industrial engineering or other related discipline. Certification as a pilot (private pilot or higher, i.e., commercial pilot or certified flight instructor) is desirable. Experience with commercial operations or equivalent management experience is desirable. The Director is expected to promote aviation education and to stimulate research in aviation human factors. With the heads of the Departments of Psychology and Mechanical/Industrial Engineering, the Director is expected to promote the Interdisciplinary Program in Human Factors. The Director is also expected to stimulate activities in the Intelligent Human Computer Interaction thrust within the Beckman Institute. The Director must be adept at communicating the activities and the needs of the Institute of Aviation within the University of Illinois at Urbana/Champaign and with local, state and federal agencies. The Director is also responsible for providing executive leadership for the Center for Public Safety.

The salary is commensurate with experience. The beginning date is August 21, 2001. Although interviews may begin before the closing date, applicants who have submitted their resume by January 26, 2001, are assured full consideration. Please send applications to:

Professor Edward J. Shoben
Office of the Provost
217 Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
(Phone: 217/333-4493; Fax: 217/244-5639)

Affirmative Action, Equal Opportunity Employer

Elmhurst
College

Department of Education

Elmhurst College seeks an Assistant or Associate Professor of Literacy in its Department of Education. This is a tenure-track position, beginning September 1, 2001.

Desired qualifications include an earned doctorate degree in literacy; at least three years of experience as a certified teacher or reading specialist in any public K-12 setting; and evidence of effective college teaching. Also, we seek a record of scholarship in literacy appropriate for rank; interest and experience in teaching diverse populations; and interest in pursuing the integration of technology with teaching and learning. Preference will be given to candidates with research involving second language learners, at-risk readers, or special education populations.

Major responsibilities are to teach courses in literacy for early childhood, elementary, special education, and secondary majors, including diagnosis and remediation, early literacy, middle school literacy, and content area reading; to supervise students in a reading practicum course required for the reading endorsement and to supervise student teachers. Salary and benefits commensurate with Chicago-area private schools and universities. *Elmhurst College is an EOE employer and we seek candidates with demonstrated ability to contribute positively to a multicultural campus community.*

Please send letter of application indicating area(s) of expertise, curriculum vita, three recent letters of recommendation with at lease one indicating evidence of effective teaching, scholarship, and service, and at least one example of academic writing to: **Literacy Search Committee, Department of Education, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 by January 25, 2001.**

Elmhurst College is a private, church-related liberal arts college 16 miles west of Chicago. It offers undergraduate and graduate programs which are accredited by NCATE, the North Central Accreditation Association, and the Illinois State Board of Education. The College has approximately 2,750 students of which approximately 750 are pursuing teacher certification. Our web site is: **http://www.elmhurst.edu.**

WESTERN CONNECTICUT STATE UNIVERSITY
EDUCATION
FALL 2001, TENURE-TRACK

WCSU is seeking applications for a tenure-track appointment in the Education Department. Primary responsibilities will include teaching graduate courses in curriculum and instruction in a newly developed Master's degree program leading to Connecticut Certification in Elementary Education (Grades 1-6). Candidate will also be responsible for recruitment of students into yearly cohorts.

The successful candidate must fulfill the following criteria: 1) must hold, or have held, certification as a classroom teacher; 2) a demonstrated record of successful public school teaching experience in an elementary education classroom environment; 3) currently possess, or be willing to seek, a Connecticut CORE/BEST training certificate; 4) an earned doctorate in curriculum and instruction or associated field. Prior university teaching experience in an NCATE accredited institution preferred. The position will be filled at either the Assistant Professor or Associate Professor rank. Rank and salary will be determined based on prior university teaching experience and other relevant prior experience.

Send a cover letter, a current vita, undergraduate and graduate transcripts, evidence of effective teaching and three letters of recommendation by January 26, 2001 to: **Dr. Thomas A. Cordy, Chairperson Education and Educational Psychology Department, Western Connecticut State University, 181 White St., Danbury, CT 06810.**

WCSU is an Affirmative Action/Equal Opportunity Educator/Employer.

New York City Technical College is the designated college of technology of The City University of New York, currently offering both baccalaureate and associate degrees, as well as specialized certificates. The college, located in downtown Brooklyn adjacent to the MetroTech corporate and academic complex, enrolls 11,000+ students in the technologies of the arts, business, communications, health, and engineering; human services and law related professions; technical and occupational education; and liberal arts and science and has approximately 275 full-time faculty.

DEAN OF THE SCHOOL OF PROFESSIONAL STUDIES

The dean will report directly to the provost/senior vice president for academic affairs and will provide academic leadership to the School of Professional Studies including curriculum and instructional design; annual and long-term academic and fiscal planning, personnel evaluation; enrollment and retention initiatives, and the development of a teaching/learning environment.

DEAN OF CONTINUING EDUCATION

The dean will report directly to the provost/senior vice president for academic affairs and serve as the chief administrator of the division to provide leadership in developing grant proposals for funded programs; personnel evaluation; and oversee the development of new credit and noncredit programs in response to changing needs of business professionals and other residents and organizations of the New York metropolitan area.

The successful candidates will have a demonstrated record of developing new programs and the ability to manage and direct institutional change. A doctorate in a relevant discipline and a minimum of eight years of experience in administrative positions in a college or university setting is required. Opened until filled. Resumes to:
Michelle Schlein, Human Resources, New York City Technical College, 300 Jay Street, Room Namm 321, Brooklyn, NY 11201. www.nyctc.cuny.edu
(for detailed description) AA/EOE/ADA/IRCA

NEW YORK CITY
TECHNICAL COLLEGE
The City University of New York

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The UNIVERSITY Of

TOLEDO

Special Education (Severe Disabilities)

Description: Tenure track position. Advanced assistant or associate professor to support undergraduate and graduate degree programs in the area of severe disabilities with an emphasis on persons with mental retardation and associated disabilities.

Qualifications: Candidates should have an earned Ph.D., established record of teaching, publications conference presentations, grant support, and professional service. The area of severe disabilities has had USDOE and/or State of Ohio external funding since 1989.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevent coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 23, 2001.

Special Education (High Incidence Conditions)

Description: Tenure-track assistant or associate professor to support undergraduate and graduate degree programs in the areas of mental retardation, learning disability, and/or SED. Expertise in middle grades/secondary education, including academic area content instruction (e.g., social studies, math), behavior intervention planning, transition planning, social skills training, and effective use of instructional technology are expected.

Qualifications: Candidates should hold an earned Ph.D. and have emerging or established records of teaching, publication, conference presentations, grant support, and professional service.

Application Information: Same as above.

Application Deadline: Applications will begin to be reviewed February 2, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

ASSISTANT PROFESSOR CLINICAL PSYCHOLOGY

The Department of Psychology at Auburn University seeks an Assistant Professor (tenure-track) in the clinical psychology program. Area of research interest is open, although preferences will be given to candidates with expertise in areas such as clinical issues in adolescent development, the relationship of emotion and psychopathology, behavioral medicine, or prevention practices and policy issues in clinical psychology. Strong candidates from other areas will be considered. The Department particularly is interested in recruiting a new faculty member who will add to our cultural diversity. Women, veterans, members of minority groups, and persons with disabilities are especially invited to apply. A Ph.D. is required at the time of appointment (August 2001), and all applicants must be eligible for licensure at the time of appointment (August 2001). Contributions to the undergraduate curriculum will be given significant consideration when evaluating candidates. A strong commitment to teaching undergraduates and supervising both research and clinical work of graduate students is crucial. Auburn University has slightly over 23,000 students and is located in a small town in eastern Alabama that is 1 1/2 hours southwest of the Atlanta airport. Additional information about the Department is available at:

http://www.auburn.edu/academic/liberal_arts/psychology.

Review of applicants will begin on February 1, 2001. Interested candidates should submit a curriculum vitae and 3 references to:

Roger Blashfield, Ph.D.
Professor and Director of Clinical Training
Department of Psychology
Auburn University, AL 36849
(334-844-6465 or blashrk@auburn.edu).

Auburn University is an Equal Opportunity/Affirmative Action Employer.

AUSTIN COMMUNITY COLLEGE

Austin Community College is a comprehensive community college whose mission centers on the values of quality, flexibility, accessibility and diversity. ACC is the second largest institution of higher education in central Texas serving 26,000 students. Committed to excellence in education, ACC is seeking faculty members who can contribute actively to the community and its students.

Austin Community College invites applications for the following positions:

FULL-TIME INSTRUCTOR POSITIONS FALL 2001

OPEN UNTIL FILLED

- Audio Production/Commercial Music
- Biology
- Child Development
- Computer Information Systems
- Counselor
- Dental Hygiene
- Developmental Math
- Developmental Reading
- Developmental Writing
- Economics
- Electronics
- Emergency Medical Services
- English
- ESL
- Environmental Technology
- Government
- History
- Human Services
- Mathematics
- Nursing
- Physics
- Psychology
- Radio, Television, and Film
- Social Work
- Sociology
- Speech
- Spanish
- Visual Communication
- Welding

Submit resume/vitae or application and a photocopy of transcript(s) to ACC, Office of Human Resources, 5930 **Middle Fiskville Road, Austin, Texas 78752.** Applications are available on the ACC Web site at: www.austin.cc.tx.us/hr or you may call (512) 223-7534/7573 to request an application.

ACC is an Equal Opportunity/Affirmative Action Employer.

University Transfer • Workforce Training • Continuing Education • Adult Basic Education

TAYLOR UNIVERSITY

FACULTY POSITIONS

Taylor University, Fort Wayne campus, seeks applicants for the following faculty positions beginning August 2001.

BUSINESS with emphasis on finance and management. PhD or DBA preferred; MBA required along with related experience in college teaching and professional activities plus a commitment to complete a doctorate as a condition of tenure.

COMPUTING AND SYSTEM SCIENCES. PhD in computer science or information systems and college teaching experience preferred. Masters degree required and a commitment to complete a doctorate as a condition of tenure. Special consideration given to those who have a background in computing in a business environment.

ENGLISH. One year visiting instructor/professor position. PhD preferred. MA is minimal requirement. Emphasis and ability in writing or journalism preferred. Expertise, experience, and ability in media communications or public relations also helpful.

SOCIAL WORK. Tenure track position. MSW with at least two years of subsequent successful practical experience. Preference given to those with ACSW certification and with DSW or PhD in social work or a closely related field.

Taylor University, Upland campus, seeks applicants for the following faculty positions:

PHYSICAL EDUCATION AND HUMAN PERFORMANCE/ATHLETICS. Non-tenure track position beginning **August 2001.** Masters degree in physical education, exercise science, or related field, and basketball coaching experience. Doctorate preferred as well as teaching experience at the elementary and/or secondary school level. Responsibilities include teaching general education courses in PE, adapted physical education, teaching methods in el/sec PE, and health, plus serving as assistant women's basketball coach.

REFERENCE/INSTRUCTIONAL SERVICES LIBRARIAN. MLS or equivalent degree from an ALA-accredited program. A second masters degree (or commitment to obtain one) also required as a condition of tenure. Appointee will coordinate, lead, and promote development of user instruction and information literacy in the Zondervan Library in a variety of formats, contexts, and media. He/she will also carry responsibility in development of instructional resources (web-based and print), and provide reference services. Position is currently open. Employment can begin as early as **March or April 2001.**

Applicants with records of successful college and professional experience are desired. *Women and minority candidates are encouraged to apply.* All candidates must be strongly committed to the educational mission and evangelical Christian orientation of the University.

Inquiries, credentials, and supporting materials should be addressed to:

Dr. Dwight Jessup
Vice President for Academic Affairs
Taylor University
236 W. Reade Avenue, Upland
IN 46989-1001

fax 765-998-4910; e-mail dwjessup@tayloru.edu.

Taylor complies with federal and state guidelines for nondiscrimination in employment. Evaluation of applications will begin immediately and continue until positions are filled.

History Education
West Chester University

African-American and American South: The Department of History at West Chester University, seeks applicants for a tenure-track Assistant Professor position beginning August 2001 to teach undergraduate and graduate level courses in African-American and American South in addition to departmental surveys. Supporting field in Latin American history a plus as is the ability to offer courses in American Women's history. Applicants must demonstrate teaching effectiveness and scholarly potential. Minimum qualifications include effective communication and teaching as demonstrated by a classroom presentation/lesson during the on-campus interview. Ph.D. expected by September 1, 2001. West Chester University is a comprehensive state university located in Philadelphia's western suburbs. For information about the university and department, see www.wcupa.edu. Send letter of application, c.v., graduate transcripts, and three letters of recommendation to Dr. Charles Hardy III, Chair, African-American Search Committee, Department of History, West Chester University, West Chester PA 19383. All materials must be postmarked by February 9, 2001. West Chester University is an AA/EOE and strongly encourages applications from women and minorities.

Iona College, New Rochelle, NY

MATHEMATICS FACULTY

School of Arts & Science

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic Higher Education, and an equal opportunity employer, is seeking applicants for the position of Assistant Professor in the Mathematics Department beginning September 2001.

Responsibilities include 12 hours of teaching per semester, scholarship, and service to the College community. Qualifications are an earned doctorate in mathematics or mathematics education and should be prepared to teach a broad range of mathematics courses in a liberal arts environment. A commitment to continued scholarship and an expertise in the teaching of analysis in both a traditional undergraduate program and a graduate teacher education program is essential. Familiarity with the use of technology in the teaching of mathematics is also required.

Interested applicants should send a CV, a letter of application including a personal statement of one's teaching philosophy, and three letters of reference to:

Dr. James Carpenter
Chair- Mathematics Department
IONA
715 North Avenue
New Rochelle, New York 10801

Applications will be accepted until February 14, 2001.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Director of Equal Opportunity and Affirmative Action

Virginia Polytechnic Institute and State University, a comprehensive, research institution located in Blacksburg, Virginia, is seeking candidates with both the vision and technical skills to fill the position of Director of Equal Opportunity and Affirmative Action. The director reports to the Vice President for Multicultural Affairs. The University employs over 6,200 faculty and staff and enrolls over 25,000 undergraduate and graduate students, and seeks a candidate who is committed to the goal of increasing diversity at all levels of the institution.

The Director of Equal Opportunity/Affirmative Action develops and monitors institutional goals and plans related to all equal opportunity compliance obligations of the university. The director also develops and monitors recruitment and appointment procedures for faculty and develops or revises policies related to EO/AA as needed. The director analyses and prepares various university reports on the progress made toward fulfilling university EO/AA commitments, including faculty and staff recruitment and hiring results, and assists where appropriate in analyzing and reporting on student recruitment and retention trends. The director investigates and resolves discrimination complaints through internal procedures as well as by working with outside agencies.

The director, working with the Office of Multicultural Affairs, is also responsible for developing training and education programs on affirmative action and equal opportunity laws, policies, and procedures, as well as issues of sexual harassment and discrimination. The director collaborates with and provides technical support to all college and administrative units, including the Cooperative Extension, Institutional Research, and Personnel offices.

Candidates must possess a graduate or professional degree (doctorate or equivalent preferred). Five years of relevant experience in equal opportunity and affirmative action work, including complaint resolution is also required. Knowledge of Title VII, Title IX, the Americans with Disabilities Act (ADA), and other EEO and AAP laws and regulations is required, along with strong interpersonal and communication skills. Experience in higher education and evidence of effective supervisory and managerial skills are highly desired.

Virginia Tech offers a competitive package of compensation and benefits. Salary is commensurate with experience and qualifications. Send cover letter, resume, and names of three current references including titles, addresses, and phone numbers to:

Dr. Benjamin Dixon, Vice President
Office of Multicultural Affairs
332 Burruss Hall, (0176)
Blacksburg, VA 24061
Fax: 540/231-1818

Review of applications will begin January 29, 2001
and continue until position is filled.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities and people with disabilities. Individuals with disabilities desiring accommodations in the application process should contact:

Robin Atkins at 540/231-1820
or
TTY 540/231-9460

Associate Director of Admission

Provide cooperative leadership to the Director of Admission and guidance to the Office of Undergraduate Admission in the overall planning, managing and executing of strategic departmental and institutional enrollment goals. Coordinate daily office operations and visitor programs; administer the freshman application review cycle; and organize recruitment activities and travel. In addition, you will train and mentor staff in the development of various programmatic and office sponsored initiatives.

You must have at least seven years of admission experience with progressive management responsibilities, a bachelor's degree (master's preferred) and a commitment to diversity and outstanding customer service. Excellent communication, interpersonal, and project management skills and ability to supervise and delegate proactively in order to meet assigned goals. Computer and web literacy as well as some travel are also required. Job Code: HO-30399

Associate Director of Admission

Manage and promote international and ALANA student enrollment for the Office of Undergraduate Admission at Bentley College. As a senior member of the admission staff, you will provide leadership, oversee employees and lead staff in the training and development of international and ALANA admission and recruitment activities. You will participate in strategic planning, program development and the implementation of office goals and objectives. Also, evaluate applications from different educational systems and serve as liaison for the college's special academic programs.

Requires at least seven years of experience in admissions or related field; experience with international and ALANA populations desired. You must be team oriented, self-motivated and able to effectively organize time and tasks. A commitment to diversity and the ability to work well with diverse populations are necessary. Computer and web literacy with a bachelor's degree is a must; master's degree preferred. Domestic and international travel required.
Job Code: HO-30185

Senior Associate Director

Take a leadership role in the admission for the Graduate School and yield conversion activities to ensure that a comprehensive, coordinated approach to admission processing, decision-making and yield activities is achieved. Manage the application, decision processing and function as liaison among various groups such as the Boston-area MBA consortium, five-year program administration staff and other divisions of the college. You will also coordinate the communication process for applicants and accepted applicants as well as play a key advisory role in both international and domestic recruitment and travel planning.

You must have excellent communication, interpersonal and project management skills; the ability to supervise and delegate proactively in order to meet assigned goals along with the ability to work with faculty, program directors, perspective students and alumnae. Computer and web literacy and a minimum of five years' admission experience are necessary. Bachelor's degree required; master's degree in business, higher education or student personnel preferred.
Job Code: HO-30705

Manager of Library Technical Services

In this full-time position you will manage and oversee all aspects of acquiring, processing and adding to the library's integrated consortium Sirsi, catalog all books, periodicals, serials, videos and electronic information services. You will also serve as head cataloger. Strong supervisory and change management experience will be expected. Requires MLS degree from an ALA-accredited program; a minimum of three years' recent experience cataloging materials in all formats using MARC and AACR2 on OCLC and local automated library system; familiarity with all aspects of Serials and Acquisitions processes; minimum of two years' supervisory experience in a technical services department of an academic library and excellent oral and written communication skills. Familiarity with the Sirsi automated system is a definite plus. Job code HO-30161

Please apply to: Human Resources, Job Code #, Bentley College, 175 Forest Street, Waltham, MA 02452. Or apply online at: www.bentley.edu

BENTLEY COLLEGE

Committed to diversity, Bentley College is an equal opportunity employer.

UNIVERSITY OF ILLINOIS EXTENSION
College of Agricultural, Consumer and Environmental Sciences

REGIONAL DIRECTOR

University of Illinois at Urbana-Champaign

The Regional Director is responsible for leadership and coordination in the planning, execution, and evaluation of University of Illinois Extension programs in Southern Illinois, and for the administrative management of all personnel and field operations within that administrative area. The Regional Director, housed in Mt. Vernon, Illinois, reports to the Associate Dean for Extension and Outreach and works closely with other members of the Administrative Staff.

Required qualifications include an earned doctorate degree in a field related to the responsibilities of the position and five years of professional experience in a field closely related to Extension education. Candidates who can demonstrate substantial progress toward the completion of the doctorate degree will be considered. Desired qualifications include five years of Extension experience, demonstrated ability to work effectively with individuals and groups in a leadership capacity, and the ability to work effectively with the Extension staff, volunteers, and members of county governing bodies, as well as civic, business, and professional organizations.

Salary is negotiable. To ensure full consideration, application for this full-time academic professional position should be received by **February 2, 2001.** The position will be available as soon as possible after the closing date.

John C. van Es, Chair
Search Committee
University of Illinois Extension
214 Mumford Hall
1301 W. Gregory Drive
Urbana, IL 61801
Telephone: 217-333-9025
e-van1@uiuc.edu

Additional information on this position is posted at: **http://www.extension.uiuc.edu.**

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

The UNIVERSITY OF
TOLEDO

Educational Psychology: Child/Adolescent Development

Description: The Department of Curriculum and Psychological Studies is expanding its developmental/educational psychology area. We are seeking a tenure-track assistant professor (rank open) to teach graduate and undergraduate courses in human development (e.g., child, adolescent) applied to instructional settings. The successful applicant will also be able to develop a research program, pursue external support, advise undergraduate teacher education students as well as master's and doctoral students and participate in professional, university, and community service. Any area of development/educational psychology will be considered. Special consideration will be given to those with expertise in social development, motivation, cognitive development, parenting, or development of talent and expertise.

Research and Measurement

Description: The Department of Curriculum and Psychological Studies is expanding its research and measurement area. We are seeking a tenure track professor (rank open) to teach graduate courses in fundamental measurement, educational statistics, and/or research methodology. Expertise in qualitative methods would be an asset. Additional responsibilities include maintaining a strong record of scholarship, supervising master's theses and doctoral dissertations, and serving as a resource to the department, college, and university. Areas of research may include, but are not limited to, Rasch modeling, hierarchical/generalized linear models, structural equation modeling, meta-analysis, and their applications to educational issues.

Qualifications: Qualifications include earned doctorate, previous public school teaching or related experience, and commitment to research, teaching, and service.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevant coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 2, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

BEST COPY AVAILABLE

The UNIVERSITY Of

TOLEDO

Early Childhood Education (Primary Grades)

Description: Tenure-track assistant professor of early childhood education emphasizing primary grades. Teaching undergraduate and graduate courses in inclusive kindergarten and primary education (e.g., foundations, developmentally appropriate curriculum, assessment, and family partnerships). Work in collaboration with other early childhood faculty and community-based colleagues to support cohort-based professional education model of early childhood teacher education. Supervise clinical and/or field experiences. Advise undergraduate, master's, Educational Specialist, and doctoral students. Conduct scholarly research. Engage in professional service.

Qualifications: An earned doctorate in Early Childhood Education or related field. College/university teaching experience. A program of scholarly research and an appropriate record of publication. Experience or interest in securing external funding. Early childhood teaching experience at either the pre-kindergarten or primary levels. Commitment to urban education. Preference will be given to candidates who have college/university teaching experience in a cognate area such as literacy or mathematics, experience teaching in inclusive settings or an interest in preparing general education teachers to work with children who have mild to moderate disabilities, and interest and experience in securing external funding to support a range of early childhood education initiatives.

Early Childhood Education (Pre-Kindergarten)

Description: Tenure-track assistant professor of early childhood education emphasizing pre-kindergarten education. Teaching undergraduate and graduate courses in inclusive pre-kindergarten education (e.g., foundations, developmentally appropriate curriculum, assessment, and family partnerships). Work in collaboration with other early childhood faculty and community-based colleagues to support a cohort-based professional education model of early childhood teacher education. Supervise clinical and/or field experiences. Advise undergraduate, master's, Educational Specialist, and doctoral students. Conduct scholarly research. Engage in professional service.

Qualifications: An earned doctorate in Early Childhood Education or related field. Evidence of a program of scholarly research and an appropriate record of publication. Experience or interest in securing external funding. Early childhood teaching experience at either the pre-kindergarten or primary levels and a commitment to urban education. Preference will be given to candidates who have college/university teaching experience, teaching experience in a cognate area such as literacy or mathematics, experience teaching in inclusive settings or an interest in preparing general education teachers to work with children who have mild to moderate disabilities, and interest and experience in securing external funding to support a range of early childhood education initiatives.

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The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

THE COLLEGE OF NEW JERSEY

SCHOOL OF BUSINESS

Multiple Positions

The College of New Jersey is widely recognized as one of the outstanding public colleges in the country and attracts an exceptional student body. The School of Business offers an AACSB accredited undergraduate business program to 1,200 students. The College is located on a beautiful suburban campus that is easily accessible to the social, cultural and commercial opportunities of both New York and Philadelphia. The College invites applications for the following positions beginning September 1, 2001:

MARKETING - ASSISTANT PROFESSOR

Candidates must be able to teach in one or more of the following areas: consumer behavior, integrated marketing communication, international marketing, and supply chain management. They will also be expected to demonstrate the ability to interact effectively with members of the business community. **Requirements:** earned doctorate in an appropriate discipline with a preference for a Ph.D. in Marketing; evidence of quality teaching and scholarship is expected, and some professional marketing experience desirable. To apply, send vita, letter addressing how you meet our needs, teaching evaluations, samples of research, graduate transcripts, and names of references.

CORPORATE FINANCE/INTERNATIONAL FINANCE/INVESTMENTS
TWO ASSISTANT PROFESSOR TENURE TRACK POSITIONS

Applicants are expected to teach in one or more of the following areas: the core financial theory classes including Capital Budgeting and Working Capital Policy, International Finance, and Investments. **Requirements:** an earned doctorate in an appropriate discipline with a preference for a Ph.D. in Finance; evidence of quality teaching is necessary; commitment to undergraduate education and active participation in the development of interdisciplinary and cross-disciplinary programs are expected. To apply, send vita, statement of teaching philosophy, evidence of quality teaching, graduate transcripts, sample of recent writings and names of references.

ABDs will be considered for all positions, but appointments are conditional upon completion of all doctoral work by August 15, 2001. A review of applications will begin immediately upon receipt. Send applications to Dr. Joao S. Neves, Associate Dean for Faculty, School of Business, The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity Employer.

UNIVERSITY OF FLORIDA

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

The University of Florida is recruiting a Vice President for Administrative Affairs. The 2,000 employees of the Office of Administrative Affairs facilitate the academic and research mission of the institution by providing support services to faculty, staff, students, visitors, alumni and friends of the university. The Vice President will serve each of these constituent groups, coordinating efforts to achieve the common vision of excellence at the university. The University of Florida is a comprehensive land-grant university recognized by the Association of American Universities, of which it is a member, as one of the nation's leading institutions in the areas of graduate education and research. UF is one of the nation's largest universities, enrolling 46,000 students annually. As one of the largest employers in North Central Florida, the university has an annual operating budget of $1.8 billion and is home to almost 12,000 faculty and staff members.

The Vice President for Administrative Affairs serves as the university's chief fiscal and business officer with accounting or direct responsibility for all budgetary units, and also serves as the fiscal and business advisor to the President. Divisions reporting to the Vice President through the Associate Vice President and two Assistant Vice Presidents include: Business Services, Facilities Planning and Construction, Environmental Health and Safety, Finance and Accounting, Information Systems, Operations Analysis, Personnel Services, Physical Plant, Purchasing, Small Business and Vendor Diversity Relations, the Stephen C. O'Connell Center and the University Police Department.

Qualifications: The minimum state requirements are a master's degree in an appropriate area of study and eight years of related experience or a bachelor's degree and ten years of experience. Prior experience in an academic setting is strongly preferred. The successful candidate should possess strong organizational, financial management and human resource skills as well as significant managerial experience in a complex organization. We seek a leader who has demonstrated ability to represent the university at the state and national levels, who appreciates collaborative governance and who has the judgment and ability to make independent decisions.

Application Procedures: Send a cover letter, resume and a list of three references to:

Jennifer Curtis, Personnel Services
University of Florida
PO Box 115002
Gainesville, FL 32611-3175
Fax: (352) 392-7094
Email: jen-curtis@ufl.edu

Formal review of applications will begin on March 1, 2001 and will continue until the position is filled. If an accommodation due to a disability is needed in order to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. *AA/EA/EEO.*

For additional information, see:
http://grove.ufl.edu/~seca/vpaa
or contact
search chairman Dr. Charles Frazier at:
(352) 392-1301 or fax (352) 392-8735.

UNIVERSITY OF MINNESOTA

Dean
College of Continuing Education

The University of Minnesota is seeking an experienced leader for the position of Dean of the College of Continuing Education. The Dean is responsible for the University's continuing education programs including: fiscal management, personnel management, academic oversight, coordination of administrative service and service units, coordination and implementation of strategic planning efforts, development of academic and institutional policy related to connecting the University's education programs to Minnesota's needs statewide. The successful candidate will be expected to exercise leadership in working with business, government and other educational providers in shaping and leading the extensive continuing education programs of the College.

The College of Continuing Education, a major educational outreach unit of the University of Minnesota, collaborates with the academic colleges in providing educational programs that are responsive to market needs. Its mission is to provide high-quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth. Based on the Twin Cities campus, and in partnership with the University's other campuses at Crookston, Morris, Duluth and Rochester, the College serves over 75,000 learners annually through credit and non-credit educational programs.

Qualifications include: An advanced degree (an earned doctorate preferred) and academic preparation and experience in broad interdisciplinary programs. Demonstrated effectiveness in leading the development and delivery of market responsive programs based on sound business planning and collaborative development. An appreciation of effective design of new methodologies and technologies in the delivery of academic programs to non-traditional academic audiences or venues. Successful experience in creating an environment that sustains change, growth and risk taking. Demonstrated accomplishments in strategic planning, in forming successful partnerships with external organizations and other educational agencies, and in developing fiscal and human resources. Anticipated start date is July 1, 2001.

Review of applications begins February 5, 2001 and will continue until the position is filled. To apply, submit: 1) letter indicating interest in and qualifications for the position; 2) curriculum vita; 3) description of commitment to diversity; 4) names, addresses and telephone numbers of three references. Apply to: **College of Continuing Education Dean Search, c/o Jill Lietz, Office of the Associate Vice President for Outreach, 233 Peters Hall, 1404 Gortner Ave., St. Paul, MN 55108.** A full position description available at **www.umn.edu/ohr/jobs.**

The University of Minnesota is an equal opportunity educator and employer.

RESEARCH ANALYST
The City University of New York

The Research Analyst conducts research and program evaluation for the Office of Student Development and Enrollment Management and the Office of Special Programs. The Research Analyst will conduct survey research, analyze results and prepare reports; perform data analysis and other research for decision support; and assist in evaluating student programs and services.

A baccalaureate degree and at least 4 years of related experience required. Graduate training in a discipline requiring quantitative analysis preferred. Training in research design, experience with survey research, and facility with SRSS for Windows and MS Office are required. Salary range is $32,703 to $57,049.

Send cover letter and resume by January 31, 2001 to: **Dean Dolores Straker, Office of Academic Affairs/Special Programs, 535 E. 80th St., New York, N.Y. 10021**

AN AA/EO EMPLOYER M/F/D/V

RUTGERS UNIVERSITY
CAMDEN CAMPUS
Two full-time positions

DEPT CHAIR
(Assoc or Full Prof/tenure) of Fine Arts Dept (Art, Music, Theater). Candidate must be a visual artist with considerable administrative experience. Dept has 10 full-time faculty and diverse programs.

GRAPHIC DESIGNER/MEDIA SPECIALIST
Seeking designer in Mac lab. Must have professional record; responsible for overseeing lab and teaching courses in computer graphics, web, multi-media. Asst. Prof tenure track.

Send CV, slides, to: **Prof. John Giannotti, Rutgers University, 314 N. 3rd Street, Camden, NJ 08102.**

EQUAL OPPORTUNITY EMPLOYER

Buffalo State
State University of New York

GEOMORPHOLOGIST
(Assistant Professor)

The Earth Sciences and Science Education Department invites applications for a tenure-track assistant professor, beginning August 2001. The successful candidate will teach introductory geology, geomorphology, glacial geology and/or fluvial geomorphology, and graduate courses designed for secondary earth science teachers. This individual will also mentor undergraduate students conducting research projects and provide field experiences for students. For further information see the department's Web site: www.buffalostate.edu/~ges.

Required Qualifications: Ph.D. in geology or appropriate field of earth science at time of appointment.

Preferred Qualifications: Field-oriented, quantitative geomorphologist. Capable of teaching historical geology, geology of North America. Demonstrated interest in mentoring undergraduate students conducting research.

Application: Qualified applicants are requested to send a curriculum vita, list of relevant courses, statement of teaching and research interests, and three letters of reference to: Jill Singer, Chair of Search Committee, Department of Earth Sciences and Science Education, Buffalo State College, Science Building 352, 1300 Elmwood Ave., Buffalo, New York 14222. The closing date for applications is January 31, 2001.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

DARTON
COLLEGE
A two-year unit of the University System of Georgia
University System of Georgia
Albany, Georgia

FACULTY POSITIONS

Darton College has openings in several areas. Please note the degree requirements for each position. Rank and salary dependent on qualifications.

Art: Available August 10, 2001. Master's degree in Fine Arts or Teaching with a background in teaching studio art.

Assistant Librarian: Full-time position available January, 2001. Masters of Library Science from ALA accredited school or masters and library experience.

English: Due to retirement, two positions are available August 10, 2001. Master's degree in English or English-related area required. Preference given to those with second teaching field in journalism or speech communications.

Histology Technician: Subject to approval of a new program, this position is available February, 2001. Master's degree in Medical Technology preferred, Histology certification and strong laboratory skills.

Nursing: Three positions available immediately. Master's degree in nursing, current Georgia Nursing License in good standing.

Psychiatric Technician Program Director: Subject to approval of a new program, this position is available February, 2001. Master's degree in related discipline preferred. Strong background in clinical psychology, psychiatric nursing or Psychiatric Technician.

Visit our Web Site at **http://www.dartnet.peachnet.edu** for complete job descriptions and requirements or contact: **Personnel Office, Darton College, 2400 Gillionville Road, Albany, Georgia 31707.**

AA/EOI.
Women and Minorities are encouraged to apply.

Residence Hall Director – Latino Living Center

Community Development of Campus Life invites applications for the position of Residence Hall Director – Latino Living Center. Community Development is committed to providing a residential experience of the highest quality for each of its residents. Paramount to achieving our mission are the advocacy of academic inquiry, student development, respect for the individual, and the development and promotion of just communities within our residence halls. We strive to provide a safe, comfortable, residential experience designed to educate, challenge and develop our students so they may be able to achieve an examined life.

Responsibilities: The Residence Hall Director of the Latino Living Center will have primary responsibility for coordinating outreach programs and services which serve the campus community through the Latino Living Center which houses approximately 60 students. S/he will be responsible for collaborating with students, the Latino Studies Program, COSEP Office and others at the university to ensure that quality program initiatives are fostered through the center. Provides individual assistance to Latino and non-Latino students to ensure their academic and personal success. Serves as a liaison between the College of Arts and Sciences/Latino Studies Program and the Latino Living Center. In addition, s/he will provide supervision of 3 staff members, community and program development, administrative management, counseling, facilitation and support of faculty-student interaction.

Qualifications: Master's degree in Student Personnel/Higher Education or closely related field. Experience in staff supervision, program development, counseling, advising, policy enforcement, and working with the U.S Latino/a community. Experience in residential administration, community development and supervision is essential. High-level visibility and commitment to student interaction a must. This is a full-time, live-in, 12 month appointment.

Benefits: include competitive salary and Cornell University endowed benefits such as TIAA-CREF/Fidelity pension plans, health care, furnished apartment, meals to support workplace interactions, and professional development opportunities.

To Apply: submit letter of interest, resume, and names and telephone numbers of 3 references to Regina Duffey, Human Resources Manager, Campus Life, Cornell University, 2117 N. Balch, Ithaca, NY 14843-1401. Position will be open until the successful candidate is identified. We will be recruiting at the following conferences: National Association of Student Personnel Administrators, American College Personnel Association, and the Oshkosh Placement Exchange. Visit the department's web site at www.campuslife.cornell.edu.

CORNELL
UNIVERSITY

Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator.

http://www.cornell.edu

DARTMOUTH COLLEGE FINANCIAL AID OFFICE

The Dartmouth College Financial Aid Office has openings for an Associate Director and an Assistant Director.

Qualifications: Associate Director: Bachelor's degree (advanced degree preferred) and 5-7 years of progressively responsible experience in financial aid administration and supervisory work; strong communication and writing skills; experience with and the ability to work in a team-based organizational structure; and familiarity with automated financial aid systems (BANNER). Assistant Director: Bachelor's degree with 3 - 5 years of financial aid experience. Salary is commensurate with experience, education, and skills.

Review of applications will begin in January and continue until the positions are filled. A cover letter clearly indicating the position desired, resume, and the names, addresses, and telephone numbers of three professional references should be sent to:

Financial Aid Office
6024 McNutt Hall
Dartmouth College
Hanover, NH 03755

Complete job descriptions are also available from the same address.

Dartmouth College, an equal opportunity employer, takes pride in its commitment to diversity within the student body, the faculty, and the staff and encourages applications from women and minority groups.

The UNIVERSITY Of

TOLEDO

CURRICULUM & INSTRUCTION

Science Education

Description: Tenure track Assistant/Associate/Professor of Science Education. Teach undergraduate and graduate courses in elementary or middle grades science curriculum and methods, physical science concepts, and/or science for the young child. Supervise student field experience. Advise graduate and undergraduate students. Develop and carry out an ongoing research program with external support a high expectation.

Qualifications: Earned doctorate in Science Education and K-12 (PreK-6/elementary preferred) teaching experience required. Some college teaching experience preferred.

Educational Technology

Description: Tenure-track assistant or associate professor of educational technology. Primary responsibilities will include teaching graduate courses in educational technology; serving on doctoral committees and advising master's and doctoral students; evaluating master's theses and projects; directing and serving on dissertation committees; and pursuing research and publishing in appropriate journals. Instructional design background helpful.

Qualifications: Qualifications include earned doctorate, teaching experience in the application and theory of integrating educational technology into K-12 curriculum, higher education or industry. Experience with distance education or networking would be considered an asset. Evidence of scholarly productivity and excellence in teaching appropriate for academic rank.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevant coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 2, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

Texas A&M University at Galveston -the coastal campus of Texas A&M University -is seeking a tenure track Anthropology/ Archaeology assistant professor in the Department of General Academics. The University has 90 full-time faculty members and an undergraduate enrolment of 1350. The Department has 17 full-time faculty and offers courses in humanities, mathematics, social sciences and kinesiology to undergraduates in eight marine-related undergraduate majors. The Department also offers its own B.A. in Maritime Studies, an interdisciplinary liberal arts program focusing on the sea.

The successful candidate will demonstrate evidence of teaching, research and publication excellence. Preference will be given to those whose specialization emphasizes anthropology and maritime studies. The geographic/cultural area is open. Teaching will feature Introduction to Archaeology; Social and Cultural Anthropology; Nautical Archaeology; and Nautical Archaeology of the Americas. Ph.D. is required.

Interested persons should send a letter of application, current vita, and the names and telephone numbers of at least five references by April 15, 2001, to **Human Resources, Anthropology/ Archaeology Committee, Department of General Academics, Texas A&M University at Galveston, Galveston, TX 77553-1675.** Please list publications, but do not send copies at this time.

Texas A&M University at Galveston is an affirmative action, equal opportunity employer. Qualified women, minorities and persons with disabilities are encouraged to apply.

E-mail address: ryanj@tamug.tamu.edu
Telephone: (409) 740-4494

The College of Mount Saint Vincent,

a private liberal arts college on the banks of the Hudson River, invites applications for three new positions funded by the U.S. Department of Education under Title V (Hispanic Serving Institutions). This grant in part funds the development of a Teacher-Learner Center to provide increasingly sophisticated training and support for faculty in the acquisition, development, and use of alternate teaching/learning strategies and multi-mediated instructional tools for our diverse student population.

INSTRUCTIONAL DEVELOPMENT SPECIALIST

Acts as the Director of the Teacher-Learner Center. Duties include developing and offering a faculty development training program to faculty each Fall; developing and administering evaluation and assessment instruments; developing teaching strategy profiles for faculty; assisting the College in designing, selecting, and evaluating equipment for "smart classrooms."

Qualifications include a doctoral degree with experience in college teaching and teacher training/staff development, curriculum development and technology integration. Experience working with college faculty and special needs students, including learning disabled and linguistically different learners preferred. Proficiency in cross-platform applications (Windows and Mac), discipline-specific instructional software, and the Internet preferred along with knowledge of multimedia, hypermedia, and telecommunications activities to support instruction.

This is a five-year, full-time, grant funded position.

INSTRUCTIONAL TECHNOLOGY SPECIALIST

Assists the Director in offering the training program to faculty and assists faculty with integration of multimedia and computer based technologies into course curricula. He/she assists College personnel with the design of "smart classrooms" and selection and purchase of appropriate multimedia and computer hardware and software.

Qualifications include a bachelor's degree in educational technology (masters preferred). Candidate should have experience in developing multi-media systems; knowledge of relevant computer hardware, software and applications; and the ability to work well with groups of people, preferably educators.

This is a five-year, half time, grant-funded position.

ADMINISTRATIVE ASSISTANT

Assists the Project Director in the day to-day tasks of the entire grant. Duties include grant follow-up and reporting; tracking progress of all aspects of the grant; maintaining records; compiling all required documents; budget management; taking minutes of grant task forces meetings.

Qualifications include excellent computer skills, including all aspects of MS Office; excellent oral and written English language skills; ability to interact with college faculty and administrators. An associate degree is required; a bachelor's degree preferred. Experience in a higher education setting a plus.

This is a five-year, half time, grant-funded position.

Please submit letter of interest, current vitae, and names, addresses and phone numbers of three references to: **Dr. Barbara Smukler, Dean for Academic Resources, College of Mount Saint Vincent, 6301 Riverdale Avenue, Riverdale, NY 10471.** Review of applications will begin immediately. A May 1st starting date for all positions is anticipated.

COLLEGE OF
CMSV
MOUNT SAINT VINCENT

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Assistant Professor-	Humanities & American Studies-	01/10/01
Assistant/Associate Professor-	Nursing-	01/12/01
Assistant/Associate Professor-	Finance-Sarasota Campus-	01/12/01
Instructor-	Educational Measurement & Rsch-	01/12/01
Assistant/Associate Professor (4 positions)-	Surgery-	01/15/01
Assistant Professor-	Psychological & Social Foundations-	01/15/01
Assistant Professor-	Psychology-	01/15/01
Assistant/Associate Professor-	Business – Sarasota/Manatee-	01/15/01
Assistant Professor-	Fine Arts-St. Petersburg Campus-	01/15/01
Assistant Professor (2 positions)-	Communication & Science Disorders-	01/15/01
Assistant Professor-	History-	01/15/01
Assistant/Associate Professor-	Information System/Decision Science-Sarasota/Manatee	01/15/01
Professor/Chair-	Psychology-	01/15/01
Provost & Assistant President-	Office of Provost-	OPEN
Reference Librarian (3 positions)-	Library-	01/16/01
Assistant in Bioinformatics-	Interdisciplinary Oncology Program-	01/16/01
Assistant Professor-	Library & Information Science-	01/19/01
Assistant Professor (3 positions)-	Mathematics-	01/30/01
Instructor/Librarian-	Research Library-	01/31/01
Assistant/Associate Professor-	Ctr for Microelectronic Research-	01/31/01
Assistant/Associate Professor-	Internal Medicine-	01/31/01
Assistant Professor-	Community & Family Health-	01/31/01
Assistant Professor-	Art Department-	01/31/01
Professor/Chair-	Geology-	01/31/01
Assistant Professor-	Mathematics-	02/01/01
Assistant Professor-	World Language Education-	02/01/01
Instructor-	Marketing-	02/01/01
Professor-	Special Education-	02/02/01
Assistant/Associate Professor-	Special Education-	02/02/01
Assistant/Associate/Full Professor (2 positions)-	Community Mental Health-	02/07/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

Southern Connecticut
State University
SC
SU

Ad to be used for searches 00-364A and 00-364B

Two tenure track positions in developmental mathematics at the Assistant Professor rank beginning 8/27/01 to teach developmental mathematics courses and participate in department/university activities. **Teaching load:** 12 hours/sem, at least 9 of which will be developmental. **Qualifications:** a doctorate in mathematics or a doctorate in mathematics education, evidence of significant interest and experience in teaching developmental mathematics courses, and potential for scholarly growth. Experience in any of the following areas is a plus: the use of technology in the teaching of mathematics, teaching students with disabilities, or placement testing. Send letter of application, vita, graduate and undergraduate transcripts (unofficial OK), statement of teaching philosophy, three letters of reference, one of which should address teaching, to: **Dr. Martin Harteg, Coordinator: Developmental Mathematics Search, Mathematics Department, Southern Connecticut State University, 501 Crescent St., New Haven, CT 06515.** Full consideration given to applications received by 1/31/01. For further information, visit our website at **http://scsu.ctstateu.edu/~mathdept/.**

SCSU is an AA/EOE. Minorities and women are encouraged to apply.

The UNIVERSITY OF

TOLEDO

CURRICULUM & INSTRUCTION

Literacy Education

Description: Open rank tenured/tenure track position in literacy education with a focus on early childhood literacy development, especially the teaching of phonics. Teaching undergraduate and graduate courses in literacy education; collaborate with colleagues and school personnel in teacher education program development; maintain an active research program; participate within the university, community, professional organizations, and assist in advising students

Qualifications: An earned doctorate related to literacy education, evidence of successful teaching experience in K-8 schools, experience in university/school collaboration and evidence of active scholarship in literacy related fields.

Mathematics Education

Description: Tenure track Assistant/Associate/Professor of Mathematics Education. Teach undergraduate and graduate courses in elementary or middle grades mathematics curriculum and methods, mathematics concepts, and/or mathematics for the young child. Supervise student field experience. Advise graduate and undergraduate students. Develop and carry out an ongoing research program with external support a high expectation.

Qualifications: Earned doctorate in Mathematics Education and K-12 (PreK-6/elementary preferred) teaching experience required. Some college teaching experience preferred.

Social Studies 7-12

Description: The College of Education is seeking a person with expertise in the area of social studies education, grades 7-12. Teaching responsibilities include undergraduate and graduate courses in the social studies curriculum and could include values education, urban education, and current issues. The position also involves supervising student teachers, and other field experiences, as well as advising graduate and undergraduate students. A productive line of scholarly research and development to include publications and grants acquisition is expected.

Qualifications: Earned doctorate in the field of social studies education or related field, and at least 3 years of teaching experience in secondary schools.

Application Information: Send a letter of application, current curriculum vita, three current letters of reference, and copies of all transcripts that include relevant coursework to **Sandy Chick, College of Education, University of Toledo, Toledo, OH 43606-3390.**

Application Deadline: Applications will begin to be reviewed February 23, 2001.

The University of Toledo is located on a wooded 200 acre suburban campus. Local amenities include a nationally accredited, on-campus child care center, one of the nation's top 10 art museums, an excellent symphonic orchestra, and outstanding metro park system.

The University offers a competitive salary and excellent benefits, and is an Equal Access, Equal Opportunity,
Affirmative Action Employer and Educator.

MATHEMATICS EDUCATION, SCIENCE EDUCATION, ENGLISH EDUCATION, AND SECONDARY CURRICULUM GENERALIST

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

The goals of the programs are to prepare students to succeed in a college preparatory curriculum. Full-time tenure track position in the appropriate department. Serves as part of a faculty team working with area school districts in professional development of teachers and curriculum design to improve student achievement in the middle and high schools. Requires an individual who can nurture alliances and partnerships that link university faculty and public school teachers. Leads curriculum design and instructional development. Designs and implements collaborative projects between public school classroom teachers and university content area faculty and teacher education faculty. Pursues a line of action research to generate best practices for language minority populations. Assists public school faculty and staff in designing content area curriculum.

Doctoral degree preferred or ABD in appropriate field. Understanding of public school curricula. Strong interpersonal and communication skills; ability to assess student learning outcomes. Ability to organize and present professional development; ability to assess and evaluate academic programs. Must demonstrate a commitment to school improvement and to the centrality of teacher preparation in improving student achievement. The University is especially interested in an applicant who, in addition to the qualifications and experience, possesses knowledge of and experience in working with disadvantaged youth and language minority students.

Please submit a letter of intent, resume/vita, transcripts (a copy is acceptable for initial application), and a list of five references with name, address, and telephone number to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown
Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status.
Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

FACULTY POSITIONS 2001-2002

Eastern College, a Christian college of the liberal arts and sciences, invites applications for the following faculty positions for the 2001-2002 academic year. In fulfilling its mission of "the whole Gospel for the whole world," Eastern is dedicated to preparing undergraduate and graduate students for thoughtful lives of Christian faith and service. This multicultural community of Christian scholars embraces and promotes diversity among its faculty, students, staff and administration. Located in suburban Philadelphia on a scenic, park-like campus, Eastern College is accessible to the educational and cultural resources of the major metropolitan centers of New York City, Baltimore and Washington, D.C.

The Eastern College community seeks faculty who:

- Understand and support the Eastern College mission statement
- Are gifted teachers with a strong interest in student life
- Inspire students to follow Jesus Christ by modeling the integration of faith, life and learning
- Have the potential for making a significant contribution to their field of study
- Value collegiality, teamwork and service in a multicultural learning environment
- Are able to integrate disciplinary content with a Christian worldview

Generally, faculty duties include teaching four courses each semester, advising students during scheduled office hours, and participating in faculty meetings and working committees. Each position is full-time and tenure-track. Rank and salary are commensurate with experience.

The College invites applications for the following positions: 1) New Testament with competence in teaching Greek (Job # 0074), 2) Social Work (Job #0057), 3) Communications with focus in mass media and new technology (Job #0080), 4) Biology and Biokinetic Science with ability to teach anatomy and physiology with microbiology desirable (Job #0079), 5) four Business positions with concentrations in leadership, finance, technology/e-commerce and international economic development (Jobs # 0081-Leadership, 0082-Finance, 0083-Technology/E-commerce, and 0084-International Economic Development and 6) two positions in Education with competence in multicultural education (Job # 0058) and educational administration (Job #0007). Details are available at www.eastern.edu/centers/hr or you may send a letter of application for a specific position, with a curriculum vitae, transcripts, and names, addresses and phone numbers of three professional references to:

Eastern College
Office of Human Resources
Attn: Faculty Job Search # ____
1300 Eagle Road
St. Davids, PA 19087-3696

Eastern College is an equal opportunity/affirmative action employer. Women and members of minority groups that are under-represented in academia are especially encouraged to apply.

BROOKDALE
COMMUNITY
COLLEGE

FACULTY OPENINGS

Brookdale Community College is recognized for its focused commitment to its students and community. **Brookdale** provides a world of opportunities for study, learning and working experience, in the traditional classroom, via the Internet, through experiential learning opportunities, and by distance education courses. **Brookdale** has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students and its community. Located on 220 acres in central coastal New Jersey, the sprawling campus provides a pastoral setting, and is approximately 50 miles south of New York City and 70 miles northeast of Philadelphia.

The College invites applications for Faculty positions for **September 2001.** Brookdale is an innovative, comprehensive open admissions two-year college with an enrollment of 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

COMPUTER SCIENCE

(NOTE: This position may be staffed at the Assistant Professor level.) Master's degree in Computer Science or Master's degree in another field with a BS degree in Computer Science or Mathematics or Engineering. Preferred knowledge of C, C++, Visual Basic, JAVA, Data Structures, Local Area Networks, Web Design and Microsoft Office suite.

COUNSELING (INSTRUCTOR)

Master's degree in Counseling or closely related field required. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative programmatic strategies and interventions to support student growth and development and facilitate academic success in today's highly transitional and diverse educational environment. A highly flexible team orientation, facility with current technology applications in counseling, a collaborative organizational approach and an understanding of the diversity of today's student population are essential. Some evening work and travel within Monmouth County may be required.

ENGINEERING TECHNOLOGY (Instructor)

Master's degree in Electrical Engineering, Computer Science or related field with experience or certification(s) in Cisco, A+ or other related technologies. Ability to teach a variety of courses in electronics, electrical engineering, router internetworking, or computer repair. Some background or experience in curriculum development in their fields would be as helpful as well. The Master's degree requirement may be waived for a very strong candidate with a number of the relevant certifications and related experience.

INTERIOR DESIGN (Instructor)

Master's degree in Interior Design or Bachelor's degree in Interior Design with NCIDQ certification. Will consider Master's degree in Architecture with undergraduate degree in Interior Design. Professional experience in Interior Design required. Courses to be taught include but are not limited to Interior Design Studios, Drafting, Textiles and Materials, Lighting, CAD, History of Furniture and Business Practices. Candidates invited for in-person interview will be requested to present a teaching demonstration and portfolio.

MATHEMATICS (Instructors)

TWO POSITIONS AVAILABLE. Master's degree in Mathematics or a closely related field with at least 21 graduate credits in mathematics. Familiarity with instructional technology (i.e., graphing calculators & appropriate computer software in mathematics. Use of a variety of teaching styles to work with a variety of learning styles. Curriculum development is an essential part of this position. Evening or early morning class will be part of the teaching load.

MUSIC (Instructor)

Master's degree in Vocal Music or equivalent. Candidates should be comfortable in various performance styles including Broadway, Opera and Pop. Teaching and performance experience is preferred. Candidates must have sufficient piano skills to accompany singers in class.

SPEECH (Instructor)

Master's degree in Speech Communication or equivalent required. Speech generalist with experience in teaching public speaking preferred. The ability to teach or design curriculum in additional speech communication interest areas is desirable. Teaching responsibilities include primarily courses in Public Speaking.

THEATER (Instructor)

Master's degree or MFA degree in Theater is required. Individuals will teach four levels of acting, directing, theater appreciation and dramatic literature. Will have knowledge and experience in producing and directing major productions on a college or professional level. Will be responsible for supervision and selection of adjunct instructors and guest directors. Will also be in charge of theater curriculum.

WRITING (Instructors)

FOUR POSITIONS AVAILABLE. Master's degree in English or English Education required. Knowledge of current English writing pedagogy, ability to teach a wide range of courses in English composition and research writing, proficiency in the use of computers for writing and teaching writing. Knowledge or experience in curriculum design and assessment is preferred.

Additional Preferences: Candidates should have familiarity with current technological advances related to the discipline. Positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Compensation: Annual salary range for **Instructor level** for September 2001 is currently under negotiation. (Salary range for 9/1/00 - 6/30/01 was $$33,096-$38,060.) Positions are entry level and salary is commensurate with qualifications and experience within the identified range.

The only position that may be staffed at the Assistant Professor level is the noted Computer Science position. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

APPLICATION DEADLINE: February 16, 2001.

APPLICATION PROCESS: Applicants interested in any of above positions should submit letter of application (indicating desired position), *curriculum vitae*, unofficial copy of graduate transcripts and three letters of recommendation to:

Brookdale Community College

Human Resources Department

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

BEST COPY AVAILABLE

STCC
South Texas Community College

ANNOUNCEMENT OF FALL 2001 VACANCIES

Because of its dynamic increase in enrollment and the addition of three sites within the district, South Texas Community College is looking to identify dedicated and committed faculty with values of Quality, Integrity, and Community to provide leadership for its students.

STCC is located in McAllen, Texas. The College is located in the Heart of population growth and job opportunities as it is just 10 miles north of the U.S./Mexico Border and approximately 65 miles from beautiful South Padre Island. Visitors to the area enjoy the subtropical climate, year-round sport opportunities, and the wonderful hospitality of South Texas.

STCC has just been reaffirmed in its accreditation by SACS (Southern Association of Colleges and Schools) for 10 more years.

STCC is accepting applications from qualified candidates in the following areas:

Master's Degree required:

- Accounting
- Art
- Associate Degree Nursing
- Biology
- Business
- Child Care & Development
- College Success
- Computer Science
- Drama
- Economics
- English
- Government
- History
- Legal Assisting
- Philosophy
- Physical Science/Geology
- Physics
- Psychology
- Sign Language
- Sociology
- Spanish
- Spanish/French
- Speech/Drama

Bachelor's Degree required:

- CADD
- Health Information Technology

Associate's Degree required:

- Medical Assisting
- Pharmacy Technology

VISIT OUR WEBSITE AT WWW.STCC.CC.TX.US
FOR COMPLETE JOB ANNOUNCEMENTS

NOTE: STCC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Credentials of ALL Faculty must meet the requirements set forth by SACS.

HOW TO APPLY: SEPARATE APPLICATION PACKET REQUIRED FOR EACH POSITION. An application packet includes letter of application, STCC application, resume, copies of transcripts (official transcripts required prior to employment) and five professional references with name, addresses and phone numbers to the address below.

STCC
South Texas Community College

Office of Human Resources
P.O. Box 9701
McAllen, TX 78502

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

DOMINICAN
UNIVERSITY
of CALIFORNIA

Dominican University of California in San Rafael, California has the following tenure-track faculty openings for Fall 2001:

- Chair, Department of Art History, History, Humanities, Religion/Philosophy and Associate Professor - position begins July 1, 2001
- Chair, Department of Natural Science and Mathematics and Associate Professor, Biology - position begins July 1, 2001.
- Assistant Professor, Chemistry
- Assistant Professor, Psychology

For full position descriptions and application information go to www.dominican.edu and click on "Jobs at Dominican." Dominican University is a coeducational, independent Catholic liberal arts university of 1,500 undergraduate and graduate students. The University, located 11 miles north of San Francisco's Golden Gate Bridge in Marin County, is focused on excellence in liberal arts and professional education. Minority and underrepresented groups are strongly urged to apply.

EOE

WSU WICHITA STATE UNIVERSITY

CHAIR

Wichita State University, Department of Communicative Disorders and Sciences; full-time, tenure-eligible appointment (See **http://education.twsu.edu/positions.htm** for complete position description).

AA/EEO.

DEAN, COLLEGE OF MEDICINE
CHARLES R. DREW UNIVERSITY
OF MEDICINE AND SCIENCE
Los Angeles, California

The University is a non-profit private institution. The Dean reports to the President of the University and also serves as Associate Dean of the UCLA School of Medicine. Candidates must have earned an MD. Submit a letter of interest and CV by 1/31/01 to:

William D. Hawkins
The Hawkins Company
5455 Wilshire Blvd., #1406
Los Angeles, CA 90036
323-933-3337
EEO employer

WICHITA STATE UNIVERSITY

Curator. The Edwin A. Ulrich Museum of Art at Wichita State University invites applications for the position of Curator. The curator will guide the development of the museum's modern and contemporary collection and oversee and administer an ambitious schedule of exhibitions, both in-house and traveling, with an emphasis on contemporary art. Annual budget of approximately $275,000 for new acquisitions. Option of teaching undergraduate or graduate courses in area of expertise. Minorities are encouraged to apply. For position particulars, qualifications, and application procedures, contact: **David Butler, Director, Edwin A. Ulrich Museum of Art, Wichita State University, 1845 Fairmount, Wichita KS 67260-0046, tel. (316) 978-3817, email David.Butler@wichita.edu.** To ensure full consideration, the candidate's complete package must be received by February 21, 2001. Initial interviews will be conducted at CAA February 28-March 3. Find more information about the Ulrich and its programs at www.twsu.edu/~ulrich.

AA/EOE.

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Presidents

**Paradise Valley Community College &
South Mountain Community College**

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Applications are required

The Maricopa Community Colleges are located in the Phoenix, Arizona metropolitan area.

MCCCD is an AA/EEO employer

GeorgiaState University

**Department of Applied Linguistics/ESL
Atlanta, GA 30302-4099**

Tenure-track Assistant Professor Position
Fall 2001

Georgia State University's Department of Applied Linguistics/ESL is accepting applications for a tenure-track position at the assistant professor level. Responsibilities of this position involve teaching courses in an M.A. program in applied linguistics focused primarily on the development of ESL/EFL teachers and in an anticipated new doctoral program in applied linguistics that is expected to begin admitting students in the fall semester 2001.

The successful candidate will have completed a doctorate in applied linguistics or a closely related field by the time the appointment begins. Preferred candidates will also have a speciality in either sociolinguistics or second language writing, experience teaching ESL/EFL, and a record of relevant publications. Substantial training in theoretical linguistics is also desirable.

Letters of application, a curriculum vitae, copies of research publications, and 3 letters of professional recommendation should be sent to:

Patricia Byrd, Chair of Graduate Search Committee
Department of Applied Linguistics/ESL
Georgia State University
P.O. Box 4099
Atlanta, GA 30302-4099

Review of applications will begin February 14, 2001 and will continue until a successful candidate is identified. Position starting date is mid August, 2001.

Atlanta is multi-cultural urban setting. *Georgia State University, a unit of the University System of Georgia, is an Equal Opportunity Educational Institution and an Equal Opportunity Affirmative Action Employer.* For further information about our programs visit the Department's website at http://www.gsu.edu/alesl.

THE UNIVERSITY OF IOWA

Counseling Service Director

Nominations and applications are invited for the Director of the University of Iowa Counseling Service.

The Director will be responsible for planning, administration and evaluation of counseling programs, clinical services, training activities and staff functions of the counseling service which is an APA approved internship training site.

An earned doctorate in Counseling Psychology, or closely related field is necessary, preferably from a program approved by the APA; Extensive related post doctorate experience including administrative responsibility in a University or College counseling center is required; Considerable experience in general management, staff supervision, training and evaluation, and budgeting are required. Eligibility for licensure as a psychologist in Iowa is required. Demonstrated experience in developing and sustaining cultural diversity is required. Status as a Fellow in the APA or ABPP Diplomate is highly desirable. Eligibility for academic appointment at associate or full professor level is highly desirable.

Salary and Compensation is commensurate with qualifications and experience.

Send letters of nomination or application, resumes, names of five references and documentation of eligibility for licensure as a psychologist in Iowa to:

**Professor Daniel Clay, Chair
University Counseling Service Search Committee
The University of Iowa
Office of the Vice President for Student Services
249 Iowa Memorial Union
Iowa City, Iowa 52242-1317**

Screening will begin immediately for the position that will become available June 30, 2001.

The University of Iowa is an Affirmative Action/Equal Opportunity employer.

De Anza College

Dean, Student Development & EOPS

Responsible for the coordination of the High School and College Outreach Programs; supervise and evaluate personnel related to High School and College Outreach Program; maintain liaison with external agencies; represent programs at campus, community and state meetings; responsible for budget development; oversee student affairs.

For application materials contact:

Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650)949-6217
employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

ANTIOCH
UNIVERSITY

Antioch University Southern California is a year round institution, committed to social justice and an anti-racist perspective, for adult re-entry students.

ACADEMIC DEAN

The Academic Dean reports to the President of Antioch Southern California Region, and is responsible for educational and curricular leadership, for academic planning and program development, and for supervision and evaluation of academic personnel and programs. The Dean must have a deep interest in progressive education and a strong commitment to the administration of an innovative higher education institution.

Duties:

A. Academic Quality: Promote quality and progressive educational vision in all academic programs. Develop and implement policies/procedures Appoint Chairs; oversee hiring of Core Faculty; oversee annual evaluation process of Chairs and Core Faculty. Ensure adherence to accrediting and licensing requirements.
B. Curriculum and Program Development Provide leadership for curriculum development and new program development. Evaluate programs and curricula Oversee academic elements of articulation agreements with other institutions. Facilitate communication within and between.
C. Faculty Development Promote development of faculty. Handle faculty and workplace issues.
D. Academic Support Services - Supervise LA Program Development Officer, LA Senior Program Coordinator.

Qualifications:

Earned doctorate; five years of full-time college teaching experience, preferably with adult and/or nontraditional students; ability to work with persons of diverse backgrounds; experience in a liberal arts environment; 3 years successful academic administrative exper. Experience in shared governance, program and curricular development, and understanding of distance learning and academic technology.

Application:

Submit letter of interest, curriculum vita, 3 professional references to: Academic Dean Search Committee, Antioch University Los Angeles, 13274 Fiji Way; Marina Del Rey, CA 90292. Application deadline: March 1, 2001. The position begins in July 2001. www.antiochla.edu

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University of Kansas

The University of Kansas seeks an extraordinary leader to be its next Dean of Continuing Education. The Dean is the principal administrator for all Continuing Education programs and activities which include Academic Outreach, Academic/Professional Programs, Marketing and Communications, Fire Service Training, Medical Center Continuing Education, Law Enforcement training and Public Management training. With a staff of approximately 125 professionals, KU Continuing Education (KUCE) serves 50,000 students nationally and internationally through nearly 1000 events including conferences and short courses.

The Dean's duties include: overall leadership and management of KUCE, including fiscal and personnel issues; collaborating with the Deans of the College of Liberal Arts and Sciences, the Graduate School, and the 12 professional schools and assume or share with them the responsibility for the content and academic quality of the KU's continuing education offerings in their areas; identifying trends and developing appropriate offerings; oversee multiple accreditation/certification programs; providing leadership in the use of new educational technologies; and developing capital campaigns.

Required qualifications: Distinguished record of leadership in an academic/public service/continuing education capacity; Demonstrated success in management including program, budget and personnel; Experience in strategic planning and program development; Record of successful acquisition of funds from external sources; superb interpersonal and communication skills; demonstrated ability to collaborate with diverse publics; demonstrated entrepreneurial ability; demonstrated ability to effect positive relationships with community, business and government leaders; Masters degree or equivalent from an accredited institution.

Applications will be accepted until position is filled; with initial screening to start February 15, 2001. Further information may be found at: www.kuce.org. For a full position description or to apply: send letter of interest, a resume, and three professional references to:

Penny Reese
Office of the Provost-250 Strong Hall
1450 Jayhawk Blvd.
University of Kansas
Lawrence, KS 66045-7535

EO/AA Employer

UNIVERSITY OF
La Verne

FACULTY POSITIONS

The University of La Verne is an independent, nonsectarian institution of higher education founded more than 100 years ago that offers a strong liberal arts curriculum for its undergraduate students. The University has developed graduate and undergraduate programs at a variety of sites in California, Alaska, and Greece. As a result of a diverse student body, the University has been designated by the Department of Education as a minority- and Hispanic-serving institution and we are currently a member of the Hispanic Association of Colleges and Universities. We are actively seeking candidates who have experience and skills in creative teaching approaches with such a diverse population.

The University of La Verne anticipates the following tenure-track positions for Fall, 2001:

- **School of Business and Global Studies:** This rapidly growing School is seeking two tenure-track positions at the Assistant/Associate level to augment its full time faculty in the areas of finance and marketing. The successful candidates will teach undergraduate and graduate courses in their area of expertise.
- **Education Department:** This is a 12-month tenure-track position at the assistant/associate level. The responsibilities include teaching courses and advising students in the Teacher Education Program as well as committee work, supervising student teachers, and other duties as required.
- **The History & Political Science Department:** This is a tenure-track position in the areas of Political Theory and Public Law at the Assistant Professor level. Responsibilities include teaching courses in Classical Political Philosophy, Modern Political Theory, Constitutional Law and Contemporary Legal Issues.
- **Public Administration Department:** This is a tenure-track position at the Assistant/Associate level in the School of Organizational Management. The successful candidate will have demonstrated a strong background in the theories of public administration and possess capabilities in the following areas: 1) Administrative/ Organizational Behavior; 2) IGR/ Regionalism/ Community Development/ Community Building; 3) Non-Profit Management; or 4) Qualitative or Quantitative Research Methods.

For more information about these positions and the required qualifications, please see our Internet address: jobs@ulv.edu.

For all positions, the hiring rate is commensurate with experience, degrees, and internal equity. A comprehensive benefits plan includes immediate free tuition for employee to attend the university. The spouse and dependent children receive discounted tuition. The university contributes an additional 10% of employee's pay to supplement the employee's 5% contribution, into the TIAA-CREFF retirement plan. Interested candidates should send a curriculum vitae, a cover letter, and the names and telephone numbers of three professional references to: Director, Human Resources Department, University of La Verne, 1950 Third Street, La Verne, CA 91750 or you may FAX your application materials to (909) 392-9508 or use our Internet address.

BEST COPY AVAILABLE

Pratt Institute invites applications for the following tenure-track Chairperson and faculty positions available Fall semester 2001. Please submit c.v., cover letter and the names and addresses of three references as indicated.

CHAIRPERSONS

Selected candidates will recruit students and faculty, develop curriculum, advise students, teach, develop and monitor departmental budgets, serve on committees and represent their departments within the Institute and their fields. These 12 month per year administrative appointments are tenure-track and carry concurrent full-time faculty rank and status.

- **COMPUTER GRAPHICS AND INTERACTIVE MEDIA:** The School of Art and Design seeks an active artist/designer and consensus-style leader to guide the continued growth of the department. We require a terminal degree or its equivalent in computer graphics, interactive media or a related discipline; administrative experience and recognized standing in the field. Refer to: Chairperson Search Committee, Dean's Office, School of Art & Design, Main 420, by March 15, 2001.
- **ENGLISH AND HUMANITIES:** The School of Liberal Arts and Sciences is searching for a Chairperson to work with faculty with diverse disciplinary and creative backgrounds and students whose expressive strengths are in creative fields. We require a Ph.D. or other terminal degree in English or a related field in the humanities or creative arts; considerable teaching experience; a record of scholarly/creative accomplishment; and administrative experience including curriculum development. Refer to: English Chairperson Search Committee, Dean's Office, School of Liberal Arts & Sciences, DeKalb 306, by February 8, 2001.

ASSISTANT PROFESSORS

The School of Liberal Arts and Sciences has three full-time faculty openings in the Departments of English and Humanities and Social Science and Management. All require teaching experience.

- **COMPOSITION AND RHETORIC** (search extended): Teach freshman composition and literature courses and electives in area of specialization. A Ph.D. in Composition and Rhetoric or in English with a specialization in Composition and Rhetoric is required; A.B.D.s will be considered. Experience with technology as a pedagogical tool and Writing Across the Curriculum is a plus. Refer to: Composition & Rhetoric Search Committee, WTC, North Hall 1, by February 8, 2001.
- **CREATIVE WRITING:** Teach freshman composition and literature courses, core courses in the writing major and other electives in area of specialization. We require a terminal degree (Ph.D. or M.F.A.) or equivalent experience as a writer. The successful candidate will be able to teach students in a variety of genres. Refer to: Creative Search Committee, English & Humanities, DeKalb 322, by February 8, 2001.
- **WORLD CIVILIZATION:** Teach the required core sequence in World Civilizations and electives in area of specialization. A Ph.D. in history, comparative and/or regional specialization, with new critical approaches, such as postcolonial historiography and political economy of the world system is required; A.B.D.s will be considered. Refer to Social Science Search Committee, DeKalb 301, by February 8, 2001.

Pratt Institute is an equal opportunity employer.

Pratt

Pratt Institute
200 Willoughby Avenue
Brooklyn, NY 11205-3899

Dean of Admissions

Northeastern University, a major private urban research university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education programs, invites nominations and applications for the position of Dean of Admissions. Located in Boston, the University enrolls approximately 19,000 full and part-time undergraduate and 4,300 graduate and professional students in eight schools.

Responsibilities: Reporting to the Vice President for Enrollment Management, the Dean of Admissions will:

- Provide creative leadership in the development and execution of a comprehensive and sophisticated admissions program that enrolls a talented class representing excellence and diversity.
- Provide direct supervision for the staff, budget, and daily operations of the Admissions program creating a collaborative team environment.
- Serve as a member of the Vice President's leadership team, with critical involvement in the planning of the enrollment effort.
- Work with the schools and colleges throughout the admissions process to ensure the smooth enrollment of the incoming class.
- Work closely with the Director of Financial Aid to create a scholarship and aid strategy for new students and to facilitate the delivery of Financial Aid.
- Manage research data for the Admissions operation, including the development of tracking mechanisms for prospects, applicants, and matriculants.
- Develop communication vehicles which share progress with a broad range of university constituents.
- Work collaboratively in developing a marketing strategy with the Office of University Relations.

Requirements: Candidates must have a successful track record as a leader in admissions with a sophisticated understanding of enrollment planning and admissions strategies, including market research, admissions recruitment, financial aid, and student information services. The position requires strategic thinking and planning skills, superb organizational and supervisory abilities, strong written, oral, and interpersonal communication skills, and the ability to work collaboratively with faculty and staff at all levels in a complex diverse environment. An advanced degree is preferred.

Please send resume and cover letter by January 26 to: Amy Dalrymple, Manager of Operations and Administration, Office of Enrollment Management, 137 Richards Hall, Northeastern University, Boston, MA 02115. The position will remain available until a final candidate is selected. Please contact Margot Lansing at Lansing & Associates 781-237-1754 or lansing@mediaone.net for further information.

Northeastern is an Equal
Opportunity/Affirmative
Action, Title IX Employer.

Northeastern
UNIVERSITY

The Board of Trustees for the El Paso County Community College District invites qualified candidates for the position of:

PRESIDENT

THE COLLEGE AND COMMUNITY

In 1969, the citizens of El Paso County established the El Paso County Community College District, which opened its doors in 1971. The College has become a very dynamic and innovative educational institution, with five campuses and over 30 community locations, serving approximately 28,500 students each semester. The College serves a very diverse population and is truly a multi-cultural institution. The city of El Paso, located in the heart of the sunbelt, is a flourishing west Texas metropolis of over 700,000 people. Across the Rio Grande River lies its sister city of Juarez, Mexico. The warm, dry climate, multi-cultural heritage, and diverse business environment have made El Paso one of the fastest growing and the 17th largest city in the United States.

QUALITIES

The El Paso County Community College District seeks a College President who is an educational leader, exemplifying honesty, integrity, credibility, accountability, accessibility, sensitivity, friendliness, and is highly visible within the institution and the community. The successful candidate must be committed to: the college's mission and educational goals; academic excellence with dedication and sensitivity to the teaching/learning process; and, shared governance with a participatory, collaborative management style which involves students, faculty and staff at all levels

QUALIFICATIONS

- Master's Degree from an accredited institution required, an earned doctorate highly desired.
- Demonstrated successful senior-level administrative experience in a complex organizational setting.
- Successful teaching experience desired.
- Demonstrated commitment to the mission of a comprehensive, multi-sited community college that uses innovation to deliver both traditional and technology-based instruction in liberal arts, occupational education, lifelong learning, and basic skills studies in a culturally diverse region.
- Bilingual/bi-literate ability in English and Spanish desired.

COMPENSATION

Salary, benefits and length of contract and other terms and conditions of employment will be competitive and are negotiable.

BEGINNING DATE

Employment is expected to commence by September 1, 2001 or upon a mutually agreed date.

APPLICATION MATERIALS MUST BE RECEIVED OR POSTMARKED NO LATER THAN MARCH 15, 2001.

To obtain an application, please contact:

El Paso County Community College District
Personnel Service Department
Attn: Presidential Search
c/o Dunbar, Armendariz,
Crowley & Hegeman LLP
1700 North Stanton Street
El Paso, TX 79902
(915) 831-6016/6100
TDD: (915) 831-6064
www.epcc.edu

THE EL PASO COUNTY COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER AND EDUCATOR

Broward
Community
College

Opening doors to a brighter future

Broward Community College (BCC) is a large, multi-campus urban institution in Broward County located in Southeast Florida. Founded in 1959 as the first public higher education institution in the county, Broward Community College functions as the principal provider of undergraduate higher education for the residents of Broward County. Through a wide variety of degree and certificate programs and continuing education courses, the college attracts a great diversity of students, including individuals planning to complete a bachelor's degree program, people seeking to acquire job-entry skills, employees desiring to upgrade skills for promotion or career change, and individuals seeking education for their personal enrichment. In addition, the college is also a source of cultural enrichment; a resource for community development, business, and industry; and an avenue for continued skill upgrading and enhancement and retraining. As a public comprehensive community college, the college serves well its role as a significant segment of America's higher education effort.

FACULTY POSITIONS

BCC is seeking candidates to fill tenure-track positions. These positions are for a 163-day contract, and most will begin in Fall, 2001. Minimum salaries are $30,882 (Master's degree with 18 graduate semester hours in discipline); $36,441 (Doctorate degree with 24 graduate semester hours in discipline).

Aviation Maintenance Faculty, #523
Bachelor's degree and FAA Airframe and Powerplant certificate. Experience in Aviation Maintenance field and teaching required. Will be required to teach on the evening shift of 6:00PM to 11:15PM. Position begins May, 2001.

Biology Instructor, #990
Master's degree with eighteen graduate semester hours in field; to include microbiology.

College Preparatory English Instructor, #462
Bachelor's degree in English with experience teaching grammar and writing. Experience in multimedia and/or computer assisted instruction. If the candidate does not have a Master's with eighteen graduate hours in field, he or she must be willing to complete it within three years of hire.

College Prep Mathematics Instructor, #254
Bachelor's degree in Math with teaching experience; Master's degree preferred. Applicant will teach college preparatory Mathematics, with option of college-level Mathematics for supplemental pay. Applicant must be willing and able to incorporate technology in the classroom, and must be open to new teaching strategies to enhance student success. Must be willing to work the evenings for part of the teaching load.

Computer Science Instructor, #207 & #268
Master's degree with eighteen graduate hours in Computer Science or a closely related discipline. Certification to teach Oracle (Application Developer and/or DBA), Sun Java Developer, CIW (Site designer, Site administrator, and/or Enterprise Developer), Microsoft (MCSD and/or MCSE), Cisco (CCNP), Novell (CNE), and/or A+ courses. Applicants who hold a desired certification(s), but a lesser academic degree, will be considered.

Computer Science Instructor, #992 & #993
Master's degree with eighteen graduate hours in Computer Science or related discipline. Knowledge of Microsoft's visual development tools, networks, data communications, web technology, Java, Operating System (Windows, Unix, etc), and database systems/administration using Oracle, Delphi, Object Oriented Programming. Certification to teach the latest Microsoft courses (MCSE and/or MCSD) highly desirable. Knowledge of e-commerce a definite plus. Consideration will be given to applicants who do not possess all of the above programming skills, but must demonstrate an eagerness to learn new programming skills as technology evolves.

Education/ Psychology Instructor, #986
Master's degree with eighteen graduate semester hours in Education and eighteen graduate semester hours in Psychology.

Education/ Social Science Instructor, #427
Master's degree with eighteen graduate semester hours in Education; and eighteen graduate semester hours in Geography, Psychology, or Sociology.

English Instructor, #150 & #157
Master's degree with eighteen graduate hours in field. Experience teaching college prep English, college composition and introductory Literature courses or Professional and Technical Writing. Experience in multi-media applications and/or computer instruction.

English Instructor, #204
Master's degree in English, literature, or related field and teaching experience at the developmental/college - preparatory level. Demonstrated expertise in and commitment to developmental/college-preparatory writing preferred. The individual filling this position should look forward to teaching mostly college preparatory writing courses.

ESL Instructor, #988
Master's degree with at least eighteen graduate credit hours in TESOL and a minimum of three years community college teaching experience desired. Some administrative experience desirable for ESL Program Coordinator. Some evening and Saturday hours may be required.

Hospitality/ Tourism Instructor, #266
Master's degree, preferably in Hospitality or Tourism/Travel. Experience in industry is required.

Reading Instructor, #994
Master's degree with eighteen graduate semester hours in Reading and/or Reading Education; three years community college teaching experience in College Preparatory Reading, College Level Reading, and/or ESL Reading required.

Religion Instructor, #310
Master's degree with eighteen graduate hours and experience teaching in the disciplinary of religion; Doctoral degree preferred. Should possess broad competency in world religions, the various approaches to the study of religion, and the ability to take the initiative to create and teach courses in Religion under the special topics designation.

Spanish Instructor, #059
Master's degree in Spanish or closely related field. Proficiency in Spanish and English; previous post-secondary teaching experience required. Demonstrated excellence in community college teaching; basic proficiency in a third language (French) is preferred.

Speech Instructor, #1008
Master's degree in Speech or Communication with a minimum of eighteen graduate hours in Speech required. Preference given to candidates with experience in teaching diverse students and who possess multi-disciplinary experience and/or credentials in the areas of Speech and Radio/Television.

ADMINISTRATIVE POSITIONS

Salaries are based upon qualifications and experience.

Vice President of Academic Affairs, #063
Under the general direction of the President, serves as the chief academic officer providing college wide administrative direction for the academic programs. Included are the college transfer program, international education, educational technology, distance learning, developmental education, and the honors program. The Vice President is integrally involved in developing and maintaining close relationship with the college's university, business and secondary school partners. Acts as college liaison for instructional programs on a local, state and national basis. Recommends long and short range goals consistent with the mission and philosophy of the college.

The successful candidate will possess a doctorate degree and have substantial administrative experience at the Dean's level or higher. Must have a demonstrated commitment to high standards in student learning and faculty development.

Aviation Institute Director, #033
The Aviation Director oversees A.S. programs for aircraft technicians, pilots, aviation administrators and airport operations agents; manages the Institute's budget; hires and supervises faculty and staff; and works with industry partners to ensure the growth of Institute programs.

Master's degree, any relevant FAA certificates and a minimum of five years experience in aviation and supervision. Academic experience a plus. Applicants must have the ability to provide dynamic leadership for, and ensure the growth of, Institute programs and personnel, as well as work effectively with the Institute's flight contractors and the FAA.

Dean of Business Affairs, #753
Reporting to the Provost, this position oversees the preparation of the campus budget, directs overall operations of security/safety, physical plant, cashier's office, child care center, and contract services, and serves as main campus contact for all college wide departments (Human Resources, Finance and Information Technology). The successful candidate will coordinate construction, renovation, remodeling and maintenance with ongoing campus operations and develop specifications for Requests for Proposals and/or bids for Campus.

Master's degree with a concentration in business or a directly related field, along with at least five years business/managerial experience, preferably in a college setting. Reporting to the campus Provost, the successful candidate will be responsible for the development and maintenance of the campus budget, directing and coordinating physical plant operations, including campus safety, facilities, maintenance, grounds and custodial services.

Natural Sciences and Wellness Department Head, #212
Reporting to the Dean of Academic Affairs this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. The candidate will develop faculty schedules, supervise the activities of program coordinators, prepare and manage the budget, establish and implement departmental goals, and develop and revise curricula for the department.

Master's degree with eighteen graduate semester hours in Biological, Physical or Environmental Sciences or Wellness; or a related discipline and four years of experience in education, instruction, and administration or a related area. Curriculum development and grant writing experience desired.

Science Department Head, #914

Reporting to the Dean of Academic Affairs this position is responsible for the overall operation of the instructional department in accordance with College policies, procedures, and contractual agreements. This includes all matters relating to personnel, students, scheduling, curriculum implementation, instruction, and all financial considerations relating to the department.

Master's degree with eighteen graduate semester hours in a science discipline offered by the Department and three years full time post secondary teaching experience. Preferred qualifications include an earned doctorate with eighteen graduate semester hours in a physical science and evidence of successful administrative experience in an educational setting.

Director of Instructional Design, #911

Reporting to the Associate Vice President of Instructional Technologies, the candidate will develop and implement comprehensive faculty development program to encourage the thoughtful application of technology in the classroom and on the web. This person will also guide faculty in the design or redesign and development of course goals, content and instructional strategies and activities for web enhanced and fully on-line courses.

Master's degree and three years experience, or Bachelors degree and five years experience integrating technology into teaching/learning process. Demonstrated knowledge of multimedia instructional technologies (especially the web), distance education, and instructional design and assessment methodologies. Demonstrated ability to design, create and deliver instructional materials using appropriate development tools, and to train and lead faculty in these endeavors. Successful candidates must have strong project management and written/oral communication skills. Higher education teaching experience is desirable.

Director of Learning Technologies, #953

BCC announces an opening for The Director of Learning Technologies, a new position created to assist and support faculty integrating technology into their teaching. The job requires a unique blend of high-technology and teaching skills, and the ability to relate to the needs of college faculty that are experimenting with and using technology. This person must have advanced technology skills, especially in web courseware support and web development, but must also be able to teach and lead faculty with widely varying technology capabilities. As such, this person is a colleague, a consultant and a technologist. The job calls for exceptionally well-developed communications skills and the ability to assist in a way that is not intimidating, but encouraging.

Master's degree in Computer Science, Information Systems, Educational Technology or related field and three year's experience, or Bachelor's degree and five year's experience, implementing technology initiatives, including web site development, multimedia authoring, technology evaluation and selection, and technology training. Demonstrated ability to use contemporary web authoring tools, imaging software and course management tools is required. Teaching or corporate training experience is desirable.

Continuing Education Program Developer, #1837

The position is responsible for the development, implementation and evaluation of selected non-credit offerings throughout Broward County. This position reports to the Director of Continuing Education and will be expected to represent the College in the community and at college meetings and functions.

Bachelor's degree and three years experience in related field. Experience and knowledge in the development of courses and programs required and/or desired by the residents of Broward County is essential.

In order to be considered interested candidates are requested to submit a cover letter, detailed resume, a list of references and photocopies of academic transcripts as well as a completed BCC employment application by 01/31/2001, unless another date is indicated. Please forward to:

Broward Community College
225 E. Las Olas Blvd.,
Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

San Francisco Community College District seeks applications for the following Administrative and Academic positions:

POSITION	DEADLINE
ADMINISTRATIVE	
Associate Dean of Student Activities	**OPEN**
(Deadline: Open until filled, application screening begins Wednesday, February 14, 2001)	
FACULTY (FULL-TIME)	
Accounting Instructors (Business Department)	3/02/01
Astronomy Instructor	3/16/01
Behavioral Sciences (Sociology) Instructor	1/19/01
Biological Sciences Instructor	TBA
Biological Sciences(Biotechnology) Instructor	2/23/01
Biological Sciences(Human Anatomy) Instructor	TBA
Biological Sciences (Human Physiology) Instructor	TBA
Biological Sciences (Nutrition) Instructor	TBA
Broadcast Electronic Media Arts Instructor	2/15/01
Business (Noncredit) Instructor	2/20/01
Child Development & Family Studies Instructor	TBA
Child Development & Family Studies Department Program Coordinator/Instructor (San Francisco Early Childhood Articulation & Career Center)	TBA
Computer & Information Science Instructors	2/28/01
Computer & Information Science Programming Instructor	2/28/01
Counselors (General Counseling Department)	TBA
Disabled Student Programs & Services Counselor	TBA
Disabled Student Programs & Services Instructor	TBA
English Instructors	2/21/01
English (Reading) Instructor	2/21/01
English (Speech) Instructor	2/21/01
English as a Second Language Instructors	2/13/01
Extended Opportunity Programs & Services (EOPS) Counselor	TBA
Film (History & Film Studies) Instructor	TBA
Film Production Instructor	2/28/01
Foreign Language Instructor (Chinese - Mandarin)	3/09/01
Foreign Language Instructor (Spanish)	3/02/01
Graphic Communications Instructors	TBA
Health Science Instructor	TBA
Hospitality (Food Service Operations & Management) Instructor	TBA
Hotel & Restaurant (Chef) Instructor	TBA
Librarian (Distance Learning/Online Reference Librarian)	TBA
Mathematics Instructors	2/02/01
Music (American Music & Guitar) Instructor	TBA
Nursing (Psychosocial Nursing) Instructor	TBA
P. E. Instructor / Head Men's Baseball Coach	TBA
P. E. Instructor / Assistant Women's Baseball Coach	TBA
Photography Instructor	2/26/01
Social Sciences (Economic) Instructor	TBA
Student Health (Mental Health) Counselor	3/07/01
Theatre Arts Instructor	TBA
Trade Skills (Drafting & CAD) Instructor	2/15/01
Transitional Studies Instructors	TBA

FACULTY (PART-TIME)

All positions on-going

CONTACT:

City College of San Francisco, Human Resources Department at (415) 241-2246 or visit our web site: http://www.ccsf.org/hr
Excellent benefits and compensation. AA/EEO.

ADMINISTRATIVE, TEACHING
CHARLES R. DREW UNIVERSITY

Charles R. Drew University of Medicine & Science is accepting applications for the HEAD START PROGRAM- a multicultural community-based organization whose mission is to empower children, families and staff to reach their maximum potential. We serve approximately 1,700 children at 25 sites.

Administration:

- COMPLIANCE MANAGER
- HEALTH SERVICES MANAGER
- MENTAL HEALTH MANAGER
- NUTRITION MANAGER
- EMPLOYMENT DEVELOPMENT TRAINING SPECIALIST
- COMPLIANCE SPECIALIST
- MENTAL HEALTH SPECIALIST
- POLICY COUNCIL SPECIALIST
- TRANSLATOR (English/Spanish)
- PAYROLL SPECIALIST

Education:

- AREA MANAGER
- FAMILY SERVICE WORKER I
- FAMILY SERVICE WORKER II
- HOME VISITOR
- HEAD TEACHER
- TEACHERS I, II, III
- TEACHER ASSISTANT

MAIL OR FAX RESUMES TO:

Charles R. Drew University
of Medicine & Science
Attn: H.R. Dept.
1731 E. 120th St.
LA, CA 90059
(323) 563-4976 Fax

APPLICATIONS ACCEPTED:

1730 E. 118 Th St.
LA, CA 90059
(323) 563-5827
(323) 563-4855 Job Information Line

Visit **www.cdrewu.edu** for more information

GOVERNORS STATE UNIVERSITY

MASTER OF SOCIAL WORK FACULTY

Governors State University (GSU) invites nominations and applications for two (2) tenure-track faculty positions for our new and developing MSW Program. This is an opportunity to join a new team of graduate faculty in the development of the program. We currently have four (4) full-time tenure-track faculty and strong administrative support for the development of the program. We are seeking experienced social work educators who are dedicated to preparing advanced social work professionals to work effectively with vulnerable and at-risk populations. The positions involve teaching at both the foundation and advanced level curriculum. Currently, we offer two concentrations: Child and Family Services and Health and Mental Health. Student advisement and work on CSWE accreditation writing, as well as participation in both college and university activities, are also required.

POSITION I

This position requires an individual who has substantive practice experience with children and families in either the public or private sector and who can assume leadership for the development of generalist practice courses on the foundation level and advanced practice in the Child and Family Services Concentration. ***Minimum Qualifications:*** MSW from a CSWE accredited program, doctorate preferred; seven or more years post MSW practice experience with children and families; preference will be given to candidates who have teaching experience in a graduate social work education program; an understanding, sensitivity and commitment to diversity.

POSITION II

We are seeking candidates who have full-time teaching experience in a graduate social work education program accredited by the Council on Social Work Education and who have knowledge of and experience in the accreditation process. ***Minimum Qualifications:*** MSW from a CSWE accredited program, doctorate preferred; ABD candidates will be considered; demonstrated knowledge and experience in the accreditation process; five or more years of teaching experience in at least two curriculum areas in a graduate social work education program; demonstrated leadership in the development and revision of this curriculum for accreditation purposes; demonstrated leadership abilities in the development of curriculum at the graduate level and experience in the writing of a self study; an understanding, sensitivity and commitment to diversity.

APPLICATION AND NOMINATION PROCEDURE

The position is available August 2001. The review of applications will begin immediately and will continue until the position is filled. To apply, interested candidates should send a letter of application addressing qualifications and desired position; a current vita/resumé, and the names, addresses and appropriate contact information of three personal references to: **Wanda Bracy, Ed.D., MSW Faculty Search Committee; College of Health Professions; Governors State University; University Park, IL 60466. PH: (708) 534-3954.**

If you would like more information about the University, please visit our Web site at: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA EOE

Sullivan County Community College is seeking to fill the following positions:

SULLIVAN
SUNY

Dean of Enrollment Management and Student Development

Reporting to the Vice President of Academic and Student Affairs, the Dean of Enrollment Management and Student Development is responsible for providing leadership for counseling, student activities, health services, student residence life and housing, admissions, enrollment management, registration, and job services. Qualifications: Master's degree in counseling, developmental education, student personnel administration, or related discipline; doctorate preferred. Five years of higher education experience, three years of which should be at the department chair/director level or above. An understanding of the need to integrate student services with the academic components of a student's experience, ability to work and communicate with students from all types of backgrounds. Excellent interpersonal communication, supervisory, planning, budget management, human resources, conflict resolution, student life services and enrollment management skills. Duties and responsibilities: Supervises student personnel staff and activities, chairs the committee on academic standards related to students and special programs. Fosters collaborative relationships among the faculty staff, students and parents, directs activities related to student recruitment and retention. Promotes cultural and racial awareness and diversity, provides input into the development of an enrollment management plan and provides leadership in the implementation, and in the development of plans for the College's first student residence facility.

Director of Admissions and Registration Services

Individual must have a minimum of 3 years of recent experience working in admissions, registration and enrollment management. The ideal candidate must clearly demonstrate an understanding of the entire enrollment process and be able to work with various student and academic affair areas of the college. Additionally the individual must have excellent computer and communication skills. The director is expected to supervise the daily operations of admission and registration services, which includes both professional staff and support staff. A Master's degree is required. Salary range: $50,000.00 - $55,000.00

Send cover letter, resume and names, addresses and phone numbers of five (5) references to: **Office of Human Resources, Sullivan County Community College, 112 College Road, Loch Sheldrake, NY 12759-5151 or Email to cpierce@sullivan.suny.edu.** Resumes will be accepted until positions are filled. Minorities, handicapped and veterans are encouraged to apply. *Affirmative Action/Equal Opportunity College.*

UCSB

Associate Vice Chancellor for Design, Construction, and Physical Facilities
University of California, Santa Barbara

The University of California, Santa Barbara invites nominations and applications for the position of Associate Vice Chancellor (AVC) for Design, Construction, and Physical Facilities.

The AVC reports directly to the Vice Chancellor for Administrative Services. The organizational units reporting to the AVC include Design and Construction, Physical Facilities, Contracting Services, and Financial and Administrative Services. The capital projects budget of Design and Construction is approximately $330 million with 21 professional and administrative support staff and an operating budget of $1.6 million. Physical Facilities maintains 3.2 million sq. ft. of space on 989 acres of campus with a staff of approximately 250 fte and a $22 million annual operating budget. Financial and Administrative Services has an annual budget of $900,000 with 21 fte. For more information see Web Page **http://facilities.ucsb.edu/**

A post-baccalaureate degree from an accredited college or university and professional credentials in architecture, urban planning, or civil engineering are highly preferred. In addition to having sensitivity to and experience with design practices of universities or comparable institutions, candidates must be able document their ability to manage large complex facilities, effectively lead a diverse, professional staff, and competently administer university funds. Successful candidates must be effective communicators and able to work successfully across all levels of the university, demonstrating collaborative decision-making skills.

Letters of Application should be sent to:

Morris & Berger
201 South Lake Avenue, Suite 700
Pasadena, California 91101
Fax: (626) 795-6330, E-mail: mb@morrisberger.com

A current resume should be included with the letter of application. **Refer to Job # 1492.** Preferred date for receipt of application is February 1, 2001. Starting salary for this position will be competitive and commensurate with the candidate's experience. The position includes a broad and attractive benefits package.

The University of California, Santa Barbara is an Equal Opportunity and Affirmative Action Employer and Educator

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State Center Community College District
Fresno, California

Fall 2001 Recruitment

State Center Community College District is located in Central California with two community colleges and two large educational centers.

Administrative Positions

Executive Director, Foundation Office
Associate Dean of Math, Science and Engineering Division

Faculty Positions

- Art History & Gallery Curator
- Asian American Studies
- Biology - 2 positions
- Business & Technology
- Business Education
- Child Development
- Child Development Lab School Coordinator
- Counselor - 3 positions
- Counselor - Athletic Program
- Criminal Justice
- Dental Hygiene
- Developmental English (Reading)
- Developmental English (Writing)
- Developmental Writing and Composition
- English- 2 positions
- ESL - 2 positions
- Forest/Park Technology
- Health and Assistant Football Coach
- Information Systems - 3 positions
- Mathematics - 4 Positions
- Nursing - 2 Positions
- Photography
- Physics - 2 positions
- Political Science - 2 positions
- Reading
- Sociology/Anthropology
- Speech/Communication
- Title V Co-Coordinator:
- Learning Communities Instruction

Faculty positions are tenure-track positions. Filing deadline is **January 12, 2001** for most positions. Instruction begins August 16, 2001. Additional positions to be announced. **Contact us at 1525 E. Weldon, Fresno, CA 93726, (559) 226-0720, fax (559) 229-7039.** Visit us at **www.scccd.com** for complete job descriptions.

CAL STATE FULLERTON

DEAN
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

California State University, Fullerton (CSUF) seeks nominations and applications for the position of Dean of the College of Engineering and Computer Science. A comprehensive baccalaureate and masters degree granting institution, enrolling over 28,000 students, it is one of the 23 campuses of the California State University System. CSUF is located in Southern California which, among the US metropolitan areas, has one of the largest concentrations of high-tech industries. Rapid recent growth in these industries has resulted in the region being ranked fourth in the nation in job growth of new businesses. The College, one of seven at CSUF, currently offers baccalaureate and masters degrees in the departments of Computer Science, Electrical, Mechanical, Civil and Environmental Engineering, and General Engineering Program. By blending theory and practice, the College provides solid foundations to prepare its students for success in exciting high-tech engineering and computer science careers. This year the College has 1251 undergraduate students, 322 graduate students, and 43 full time faculty.

Responsibilities: The Dean provides leadership in planning, faculty recruitment and professional development, college and community relations, curricular and fiscal management, external fund raising, and accreditation. The Dean will lead the College in establishing and promoting a shared vision that responds to the changing demands of society and the high-tech marketplace. The dean will motivate faculty, students and staff to aspire to that vision, guide long-range planning efforts, and develop rewarding relationships with business and industry, government, feeder schools, and the community. A commitment to affirmative action is essential.

Qualifications: Ph.D. or equivalent degree in Computer Science, Engineering or related discipline, progressively responsible administrative experience, academic credentials appropriate for appointment at the rank of full professor in a department of the College and demonstrated excellence through a combination of senior rank, tenure, publications, research, and relevant experience working with industry are required. The successful candidate should also possess the requisite knowledge in the emerging fields of engineering and computer science to lead the College's efforts in pursuing various growth strategies in these areas. The capability and willingness to lead by personal example with a commitment to collaborative and collegial decision-making is essential. A proven record of success in securing private and governmental support is desirable.

Salary: The effective date of appointment is summer 2001 but before the beginning of the fall semester August 17, 2001. The salary is competitive and an excellent benefits package is included.

Nominations are welcome and encouraged. Screening of applications will begin on March 15, 2001 and will continue until the position is filled. Applications must include a cover letter stating qualifications, interest, and vision statement describing the applicant's approach to leading a College of Engineering and Computer Science in a fast growing high tech environment. A recent Curriculum Vitae, and names, addresses, telephone numbers, and e-mail addresses of at least four references are required.

Send all materials to:

Dr. Keli Jayaweera, Chair Search Committee for Dean ECS
Office of the Vice President, Academic Affairs
California State University, Fullerton
Fullerton, CA 92834-6480

CSUF is an Affirmative/Equal Opportunity/
Title IX /ADA Employer

http://www.fullerton.edu

WESTERN CONNECTICUT STATE UNIVERSITY
HEALTH CARE ADMINISTRATION POSITION
ANTICIPATED FACULTY POSITION

Search Reopened

WCSU has available a tenure-track position in Health Care Administration beginning August 2001. A twelve-hour per semester teaching load will be shared between the Master of Health Administration program and the Bachelor of Business Administration program. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. The Management Department includes 8 full-time faculty, plus adjunct instructors, provides a BBA Management major, an MHA degree, and supports an MBA program. The position will be filled at the appropriate rank depending on the qualifications of the final candidate.

Qualifications: An earned doctorate in Health Care Administration or a related field; ABDs near completion will be considered. Demonstrated teaching and Health Care Management experience are preferred. Evidence of research productivity is required. Teaching assignments may include Managing Health Service Organizations, Health Services Quality, and Health Services Marketing in the MHA program as well as courses in the BBA program. Also important are a strong interest in interactions with health care organizations as well as potential development into the role of MHA coordinator.

Application Process: Interested applicants should Email, send, or fax a letter of application, a current vita, three letters of reference, unofficial transcripts to: **Dr. Stanley Bazan, Chair, Search Committee, Bazans@wcsu.ctstateu.edu, Management Department, Western Connecticut State University, 181 White Street Danbury, CT 06810 (203) 837-8527 (Fax).**

Prior candidate need not reapply and will continue to be considered as applicants. The application deadline is February 16, 2001.

Western is an Affirmative Action/Equal Opportunity Educator/Employer

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WESTERN CONNECTICUT STATE UNIVERSITY
LIBRARIAN - ARCHIVES AND SPECIAL COLLECTIONS LIBRARIAN

Responsibilities include the selection, preservation, organization, and providing access to the University Archives and other historical material including local history collections relating to Danbury, CT and its environment; developing and implementing the policies of the Archives/Special Collections; developing and maintaining the library's Archives/Special Collections Website; supervising Archives/Special collections staff; and participating fully in the general responsibilities of the library faculty, including serving as liaison to one or more academic departments and staffing the reference desk (includes some evenings and weekends).

Candidates must have an MLS from an ALA accredited program; successful experience working with special and/or archival collections in an academic environment, including manuscript materials, archival records, and historical collections in a variety of formats such as paper, microform, photographic, video, and digital; experience with online cataloging using MARC-AMC format; and working knowledge of conservation/preservation techniques. Evidence of excellent interpersonal, oral, and writing skills; self-motivation and ability to work independently; and successful public service and outreach activities is also required. It is preferred that candidates have supervisory experience; formal education in archival management/ techniques; and experience with MS Office and Web applications. **Minimum salary: $40,866.**

Western Connecticut State University is seeking qualified applicants for a tenure-track position. Send letter of application and resume to **Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White St., Danbury, CT 06810.** Applications received before February 15, 2001 will receive first consideration.

WCSU is an AA/EEO Educator/Employer

WESTERN CONNECTICUT STATE UNIVERSITY
MANAGEMENT DEPARTMENT
ANTICIPATED FACULTY POSITIONS

Search Reopened

Two tenure-track positions anticipated beginning August 2001. A twelve-hour per semester teaching load will be carried in the Bachelors of Business Administration program. Faculty will teach primarily in the Management program in Waterbury but also may be required to teach at the Danbury campus. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. Service to the University will be performed at Waterbury and Danbury. The Management Department includes 8 full-time faculty, plus adjunct instructors, provides a BBA Management major, an MHA degree, and supports an MBA program. Positions will be filled at the appropriate rank depending on the qualifications of the final candidate. Prior candidates need not reapply and will continue to be considered as applicants.

Operations Management: Qualifications include an appropriate terminal degree in Operations Management or a related filed; ABDs near completion will be considered. Other graduate degrees coupled with professional experience in Operations Management that is relevant, significant in duration and level of responsibility, and current at time of hire, will be considered. Demonstrated teaching, business or Operations Management experience desirable. Evidence of research productivity is required. Teaching assignments may include Operations Management, Total Quality Management, and Supply Chain Management. Ongoing research and publication capability expected.

Human Resource Management or General Management: Qualifications include an appropriate terminal degree in Human Resource Management or General Management or a related field; ABDs near completion will be considered. Other graduate degrees coupled with professional experience in Human Resources or General Management that is relevant, significant in duration and level of responsibility, and current at time of hire will be considered. Demonstrated teaching, business or Human Resource or General Management experience desirable. Evidence of research productivity is required. Teaching assignments may include Human Resource Management, Managing People, and Management Negotiations as well as Strategic Management and Current Issues in Management. Ongoing research and publication capability expected.

Application Process: Interested applicants (specify which position you are applying for) should Email, send, or fax a letter of application, a current vita, three letters of reference, unofficial transcripts to: Dr. Stanley Bazan, Chair, Search Committee, Bazans@wcsu.ctstateu.edu, Management Department, Western Connecticut State University, 181 White Street Danbury, CT 06810 (203) 837-8527 (Fax).

The application deadline is February 16, 2001.

Western is an Affirmative Action/Equal Opportunity Educator/Employer

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UNIVERSITY OF NEW HAMPSHIRE

EXECUTIVE DIRECTOR OF ADMISSIONS

The University of New Hampshire is seeking an effective leader to guide the efforts of our Office of Undergraduate Admissions.

RESPONSIBILITIES: The Director, working with a strong and experienced team of professionals, will help to shape our outreach and interaction with a talented and increasingly diverse group of prospective students. The Director will hold overarching responsibility for administration, budget, and supervision within the Office and will direct the undergraduate admission review process. The Director will provide leadership, advise on the day-to-day management of the Office, and participate in the development and implementation of admissions policies and processes to meet the University's enrollment objectives. The University seeks an individual who can contribute to a collegial working environment with administrative colleagues, faculty members and students. Candidates must have a demonstrated commitment to fostering excellence and inclusiveness.

MINIMUM QUALIFICATIONS: Master's degree and at least seven years of relevant experience in college admissions, guidance, or a related field are required. The expectation is that the successful candidate will present a record of progressively responsible management positions with clear evidence of administrative excellence. Preferred qualifications include experience with schools in New Hampshire and New England and a record of successful leadership in a selective college admissions environment, and a working knowledge of opportunities for the appropriate introduction of technology into the college admissions process.

Expected starting date is negotiable through July 31, 2001.

Salary is commensurate with experience.

Send cover letter, resume and names, addresses, telephone numbers of 3 references to:

Executive Director of Admissions
Search Committee
Room 207 Thompson Hall
University of New Hampshire
Durham, NH 03824

UNH is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities, and veterans.

Wenatchee Valley College

WENATCHEE VALLEY COLLEGE
North Central Washington

PRESIDENT

The Board of Trustees of Wenatchee Valley College seeks applications and nominations for the position of President of Wenatchee Valley College.

For a brochure that includes information about Wenatchee Valley College, describes the challenges and opportunities of the position, required and preferred qualifications, and gives details of the application process, contact:

Kathi Rivers Shannon, Presidential Search Liaison
Wenatchee Valley College
P.O. Box 2479, Wenatchee
Washington 98807-2479
or the college web site:
www.wvc.ctc.edu

For additional information contact:
Brenda Beckman
ACCT Search Consultant
Telephone: (520) 299-0939
Fax: (520) 299-8822
bmbeckman@aol.com

Applications should be submitted by or before January 31, 2001, as the Presidential Search Committee will begin its selection process immediately following this date.

WVC is an Affirmative Action,
Equal Employment Opportunity Employer

— An ACCT Search —

GOVERNORS STATE UNIVERSITY

DEAN OF THE COLLEGE OF HEALTH PROFESSIONS

Governors State University (GSU) is the only upper division university in the State of Illinois offering junior- and senior-level courses leading to a bachelor's or master's degree. Governors State University, currently serving more than 6,000 learners in the greater Chicago area, aspires under its new President to become a premier teaching, student-centered university of the 21st Century. With the strong and active support of faculty, administrators, students, staff, and the community, Governors State University is poised for a dynamic new era in its accomplished history of serving a high percentage of non-traditional students since it opened in 1969. The University is now recruiting a senior-level educational leader who will join with us to make the vision a reality.

The College of Health Professions houses eleven degree programs: Communication Disorders (undergraduate and graduate), Master of Social Work, Bachelor of Social Work, Master of Health Science in Addictions Studies, Health Administration (undergraduate and graduate), Nursing (undergraduate and graduate), Master of Occupational Therapy, and Master in Physical Therapy. The Dean is responsible for day-to-day operation of the College of Health Professions which includes two division chairpersons, 11 support staff, 37 tenured/tenure-track faculty, 13 full-time lecturers, and approximately 40 part-time faculty, teaching more than 500 graduate and undergraduate students. ***QUALIFICATIONS:*** Earned doctorate degree; record of teaching, scholarship, and professional services sufficient to be considered as a tenured professor in one of the divisions in the College; record of successful involvement with academic and/or professional accreditation activities; minimum of four years of effective administrative experience at the level of division/department chair, or above, in an institution of higher education; commitment to quality and excellence in education; record of strong leadership ability; experience with a faculty union environment in higher education; record of successful development and support of programs; success in fostering collegial relationships within the university and external community; record of promoting diversity among faculty, staff, and students; record of excellence in communication and human relations skills. The start date is July 1, 2001, or sooner, and a review of applications will begin January 2001. Please review the complete position description on the GSU website and send a letter of application addressing qualifications; a curriculum vita; and the names, addresses, and telephone numbers of five professional references to: **Michael Wortham, Coordinator, Dean of College of Health Professions Search Committee, Office of the President, Governors State University, University Park, IL 60466.**

Please see our website for more information about the university and a full position description: www.govst.edu

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

PACIFIC LUTHERAN UNIVERSITY

ASSISTANT PROFESSOR EDUCATION TECHNOLOGY

Pacific Lutheran University is seeking a tenure track Assistant Professor in the School of Education. PLU is a comprehensive institution located on the Pacific Rim in a uniquely scenic region 40 miles south of Seattle. The NCATE-accredited School of Education offers graduate and undergraduate programs to some 500 students each year. As a New American College, PLU emphasizes integration between its liberal arts and professional programs, and embraces its primary mission of educating students for lives of thoughtful inquiry, service, leadership, and care. PLU enjoys a healthy and progressive relationship with the Evangelical Lutheran Church in America (ELCA), serves a diverse clientele, and embraces the goals of equal opportunity and affirmative action.

The School of Education seeks applicants with strong qualifications in the use of learning technologies for the development of teachers and for transforming educational settings. Responsibilities include collaborating with faculty, providing leadership in the use and integration of technology, teaching, and working with schools.

Qualifications for the position include: a) a commitment to teaching excellence, b) documented evidence of teaching at the university level, c) a commitment to and recent experience working with diverse populations, d) knowledge of reforms in education, e) an earned doctorate (preferred).

Applicants should submit a cover letter, a current curriculum vitae, copies of official transcripts, and a list of three references to: **Sue Yerian, Chair, Faculty Search Committee, School of Education, Pacific Lutheran University, Tacoma, WA 98447-0003.** Inquiries can be directed to: (253) 535-8378, or yerlansy@plu.edu. For an expanded job description and timelines, visit our website at: http://www.plu.educ/~educ.

PORTLAND COMMUNITY COLLEGE
Portland, Oregon

Portland Community College

PRESIDENT

The Board of Directors of Portland Community College seeks nominations and applications for the position of President of the college.

For a brochure that includes information about Portland Community College, describers the position and qualifications, and explains the application process, contact: **Neal Naigus, Presidential Search Liaison, P.O. Box 6119, Beaverton, Oregon 97007-9911, or see the college's web site at**

www.pcc.edu.

For additional information, contact: **Brenda Beckman, ACCT Search Consultant, (520) 299-0939; Fax: (520-299-8822; or e-mail: bmbeckman@aol.com.**

Nominations and applications will be accepted until the position is filled. To receive maximum consideration, applications should be submitted by February 9, 2001, as the Search Committee will select those to be invited for interview shortly after that date.

Portland Community College is an
Equal Opportunity/Affirmative Action Employer.

— An ACCT Search —

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Indiana University Libraries, Bloomington
Multicultural Outreach Librarian
Undergraduate Library Services Department

The Indiana University Libraries, Bloomington are seeking a creative and enthusiastic individual for the position of Multicultural Services Librarian within Undergraduate Library Services.

The Indiana University Libraries are one of the leading academic research library systems in North America, providing strong collections, quality service and instructional programs, and leadership in the application of information technologies. The university community includes approximately 92,000 students and 4,600 faculty on eight campuses. The IU Libraries consist of 20 libraries on the Bloomington campus, five libraries in Indianapolis, and a library at each of the six campuses across the state.

The IU Libraries are active members of regional and national associations and consortia, including the Committee on Institutional Cooperation, the Association of Research Libraries' SPARC project, Digital Library Federation, the Center for Research Libraries, and the Research Libraries Group.

Undergraduate Library Services (UGLS) provides services and collections that target the curriculum needs of IU's undergraduate students. During the coming year, through a planned renovation that promotes the use of advanced information technology, including multi-media equipment, the UGLS public services will become an Information Commons. This area will be a hub for library and complementary campus-partnership services—drawing users into an attractive, secure, and highly computerized environment with help available for information and technical needs. The Information Commons will extend the concept of the traditional library to include complementary services that users demand in a large, centrally located facility such as the Main Library. The Information Commons will include over 200 individual and group workstations providing access to research databases, multi-media and productivity software, reference services, career information, and writing tutorial help.

RESPONSIBILITIES: Under the direction of the Head of Undergraduate Library Services, the librarian will develop outreach, educational and collection specific programs and activities to promote library services to students from different ethnic and cultural backgrounds on the IU-Bloomington campus. The librarian will serve as liaison to the Office of Academic Support and Diversity, and its programs to promote equity and excellence such as the Minority Achievers Program/Mathematics and Science Scholarship Program, Groups Student Support Services Program, Upward Bound Program, and the Campus Cultural Centers. The librarian will play an active role in the UGLS instruction program and develop specialized user education opportunities for persons from different ethnic and cultural backgrounds. The position participates actively and fully in all programs of Undergraduate Library Services sharing responsibility for general reference service (including some night and weekend hours on a rotating basis), for orientation activities, development of web resources, and selection of UGLS materials. The librarian will advise collection managers regarding the collection needs of the multicultural community. The position will share in the planning, delivery and evaluation of UGLS services and collections.

QUALIFICATIONS: **Required:** An ALA-accredited master's degree or equivalent combination of education and experience; demonstrated experience in program planning and development and in library public service and outreach; excellent oral and written communication skills and a demonstrated ability to effectively work with all elements of a diverse community. Ability to meet the requirements of a tenure-track appointment. Preferred: demonstrated experience in bibliographic instruction; demonstrated familiarity with current trends and issues in information competency/critical thinking; experience with development of web-based resources; proficiency in a language relevant to this position.

SALARY AND BENEFITS: Salary and rank are negotiable and competitive dependent upon qualifications and experience. This is a tenure-track academic appointment that includes eligibility for sabbatical leaves. Benefits include a university health care plan, TIAA/CREF retirement/annuity plan, group life insurance, and liberal vacation and sick leave.

TO APPLY: Send letter of application, professional vita, and the names, addresses, and phone numbers of four references to:

Yolanda Cooper-Birdine, Libraries Human Resources Officer
Indiana University Libraries
Main Library 201A
Bloomington, IN 47405
(812) 855-8196; Fax: (812-855-2576; e-mail: ycooperb@indiana.edu

Review of applications with begin February 1, 2001 and continue until the position is filled.

For further information concerning Indiana University: http://www.iub.edu, or employment opportunities at the IUB Libraries: http://www.indiana.edu/~libpers

Indiana University is an affirmative action/equal opportunity employer.

¡PUNTO FINAL!

THE POLITICS OF LANGUAGE

Sonia Ramírez Wohlmuth is a lecturer at the University of South Florida and a doctoral student at the University of Florida-Gainesville. Her interests include library/information access for the Spanish-speaking, languages in contact, and historical linguistics.

Public discomfort with an ever-increasing percentage of the population that seeks identity through language–Spanish–continues. The "one nation, one language" banner cry is, however, without substance.

The Summer Institute of Linguistics' *Ethnologue*, a language atlas, shows some 6,703 languages spoken throughout the world–1,000 in the Americas and 225 in Europe. The number far exceeds the number of sovereign nations.

"One nation, one language" is not a universal truth. It is not even true for Europe, with the smallest number of distinct languages.

What factors in U.S. history have led to the equation of nationhood and monolingualism?

Colonial America was linguistically diverse. Within the 13 colonies, French, Dutch, German, and Spanish were spoken, and many indigenous languages. This early diversity eventually gave way to English hegemony. Westward expansion increased contact with Spanish-speaking settlers living north of the Río Grande. And sowed the seeds of conflict–a conflict that is a leitmotiv in Chicano literature in the 20th century: the loss of land and concomitant loss of language and cultural identity. The Mexican American has been reluctant to assimilate, both culturally and linguistically.

The continued use of Spanish by significant sectors of the Southwest and California populations several generations removed from their Mexican ancestors might explain in part the political attacks against Spanish in particular in the "English only" campaigns. The perseverance of the language is unnerving to those who believe that "one nation, one language" is the norm. The Linguistic Society of America's Statement on Language Rights notes that the majority of the world's nations are bilingual if not multilingual, that the U.S. was the home of hundreds of languages prior to the arrival of the Europeans and of numerous immigrant languages other than English, many predating colonization by English speakers.

These points effectively counter arguments put forth by "English only" strategists. It is often forgotten that Spanish predates the arrival of English in the Americas by more than a century. And Spanish, like English, is truly a global language–spoken in the Americas, Europe, Africa, and the Pacific rim. *Ethnologue* ranks it second only to Mandarin Chinese with approximately 332 million speakers, followed by English with 322 million speakers.

In the U.S., Spanish is by far the most-spoken second language. In California, the number of English learners in kindergarten is 165,776. Of those, 141,191 (85%) are Spanish-speaking. It is essential to view Spanish in an appropriate perspective: as a global language with significant ties to the U.S. from the period of discovery to the end of the 20th century.

How does one explain, then, the deep-rooted antagonism toward the use of other languages? Former Senator Paul Simon of Illinois commented in *The Tongue-tied American* that the aversion to the use of other languages in public life is paradoxical, an "unusual, deep-seated phenomenon...," but as a scholar of political science and public policy, he provides some explanations. To the west and east, the U.S. is bounded by oceans. The country to the north is also English-speaking and of similar background; the country to the south marks a clear divide between Anglo-America and the rest. The U.S., therefore, is a very insular country.

One can conclude that the U.S. is ill-equipped to deal with linguistic diversity. English predominates in its public life–education, the workplace, mass media, and artistic endeavor. It is clearly the vehicular language; however, in many parts of the U.S., Spanish is an important vernacular language–the language that predominates at the personal level among friends and family. This is really at the heart of the "English only" issue.

While federal, state, and local law can determine the language of instruction in schools, the language in which laws shall be written and promulgated, it cannot intervene at the level of personal communication. Separating public from personal interaction is not easy. Is a brief interchange in Spanish with a retail employee who is a family friend an infringement of public space with the forbidden language? These are gray areas, but it is hoped that common sense, not litigiousness, will prevail.

References to diversity are ubiquitous in campaign rhetoric, public policy statements, institutional missions and goals. Bilingualism and multilingualism must be subsumed as concomitant to diversity if the U.S. is to fulfill its motto: E pluribus unum.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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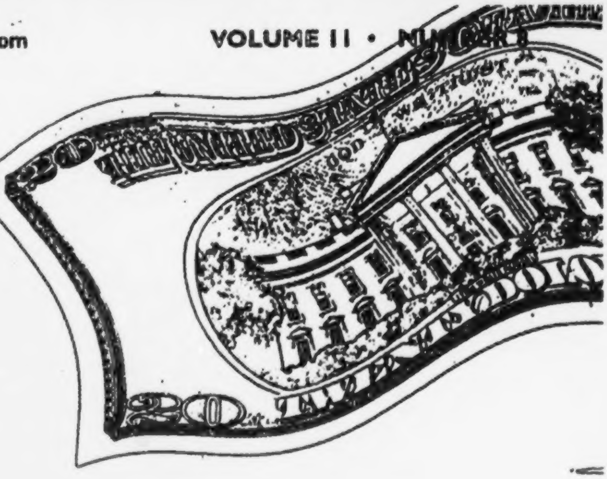

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FACULTY POSITIONS

All applicants should consult the University's web site at www.quinnipiac.edu/services/jobs/default.asp to obtain more detailed job descriptions and important information such as required application-material and application review dates. Unless otherwise specified, candidates for faculty positions must have a doctoral degree (Ph.D. or equivalent). However, outstanding ABD candidates will be considered for appointment at the Assistant Professor level. Such candidates must complete their degree programs within one year of their appointment.

COLLEGE OF LIBERAL ARTS

Assistant Professor of Sociology

The Department of Sociology, in Quinnipiac University's College of Liberal Arts, invites applications for a tenure-track Assistant Professor position, beginning in Fall 2001. The successful candidate should have a Ph.D. in Sociology by the time of appointment and will be expected to teach courses from among the following areas: social problems, inequality, social control and deviance. Additionally, the candidate must show evidence of dynamic teaching as well as professional and scholarly activity in his/her area of specialization. The appointee will join a fast-growing department that is open to new teaching areas and currently offers undergraduate majors in Sociology, Social Services, Gerontology, and Criminal Justice.

Assistant/Associate Professor of Psychology

This is a tenure-track position, effective Fall 2001, in addition to the position previously advertised. We invite applications from candidates with completed Ph.D.s in Psychology, who have a record of teaching excellence and a well articulated, successful research agenda. The area of specialization is open. The successful candidate will have displayed a serious commitment to undergraduate education in the liberal arts tradition. Teaching will be in the person's area of expertise and in other courses as needed in this growing Department. The 11-member Department at Quinnipiac has over 300 majors.

Interactive Digital Design

We have two tenure-track positions in Interactive Digital Design starting Fall 2001. Rank is open. The successful candidates will form the basis for a new major at the University starting Fall 2001, and contribute to its growth within a Department of Computer Science and Digital Design. We are looking for generalists able to work effectively as team members in a multidisciplinary environment linking Computer Science and Graphic Arts. The candidates must have solid teaching credentials, strong organizational skills, and demonstrated abilities with a wide range of software and hardware. Skills in interactive design and animation required; scripting and programming skills a plus. Master's degree required; terminal degree in an appropriate relevant field preferred.

SCHOOL OF BUSINESS

Assistant/Associate Professor of Marketing

The Department of Marketing and Advertising in our AACSB accredited School of Business is seeking an Assistant or Associate Professor for a tenure-track faculty position. The position involves teaching courses in marketing, as well as teaching the marketing components of integrated business courses. Continuing scholarly research and service to the University are also required. Successful candidates must have a doctorate in Marketing and a record of excellence in teaching and research.

Computer Information Systems

The Department of Computer Information Systems is seeking candidates for a tenure-track position open to all ranks depending upon qualifications, starting in the Fall of 2001. ABD candidates will be considered for Assistant Professor positions. Teaching experience, industrial and/or consulting experience and publications in refereed journals are required for advanced rank. Specific industry experience or research in the areas of distributed processing, data communications, networks, client-server technology, object-oriented methodologies and languages such as Visual Basic, C++, JAVA and/or advanced multi-user operating system environments such as UNIX are highly desirable. A doctorate or ABD in Information Systems or related area is preferred. A person with outstanding credentials in the areas of scholarship and teaching, and who has established relationships with information technology organizations may qualify for the Ferrucci Endowed Professorship which is available to support the Department's acquisition of an outstanding faculty member.

Assistant/Associate Professor in International Business

The Department of International Business at the School of Business, Quinnipiac University, is inviting applications for a tenure-track position in International Business at the Assistant or Associate Professor level. The successful candidate should have a Ph.D. or DBA in international business related areas. We are looking for individuals in any one or combination of these areas: import and export operations and international marketing (preferably with experiences and expertise in Global Electronic Commerce), global supply chain management (preferably with some experience in ISO certification issues), and International Human Resource Management. Preference will be given to candidates with international business experience and foreign language competence, and with experience and interest in interacting with the business community.

SCHOOL OF COMMUNICATIONS

Assistant/Associate Professor Electronic Multimedia

The School of Communications is seeking a versatile individual with a broad set of theoretical and practical skills to join a new degree-granting program in e-Media. He/she should have insight into the interrelationship between new media and society as well as a substantial record in digital interface design. The successful candidate should also have significant experience in the following: sophisticated web site design; interactive multimedia authoring; digital graphics and audio; and industry-standard software for electronic design and publishing. Teaching experience and a Master's degree are highly desirable. The successful candidate will teach graduate and undergraduate digital media classes.

SCHOOL OF HEALTH SCIENCES

Associate/Full Professor Adult Acute Care Nursing

The Department of Nursing invites applications for a 12-month tenure-track faculty position that is available starting July 2001. The position is for an Associate/Full Professor of Adult Acute Care Nursing. The Department of Nursing at Quinnipiac offers a generic baccalaureate, RN to BSN, and graduate programs in nursing. The baccalaureate program is accredited by the NLNAC and has preliminary approval by the CCNE. Responsibilities include didactic, campus lab and clinical teaching in courses dealing with adult acute care content; and coordination of an accelerated BSN program for non-nurse college graduates (approval pending). Opportunity for graduate teaching exists. Qualifications include an earned doctorate in nursing or a related field, proven teaching experience, certification as a clinical specialist in acute care/critical care nursing, master's preparation in nursing, current clinical experience, and licensure or eligibility for licensure in the State of Connecticut.

Assistant/Associate Professor Athletic Training Education Program

The ideal candidate will organize and oversee the clinical component and share teaching responsibilities in the Athletic Training/Sports Medicine program. He/she will also be responsible for advising students, participating in the University committees, and developing professional scholarship activities. Qualifications include a Ph.D. in Athletic Training/Sports Medicine, Kinesiology or Exercise Physiology (or related field), and a minimum of two years of athletic training experience. Clinical and academic experience relevant to the position of Assistant/Associate Professor and a current NATABOC Athlete Training certification are necessary. Knowledge of the CAAHEP accreditation process would be highly desirable. ABD will be considered. This full-time, 9.5-month, tenure-track position is available September 1, 2001 at the Assistant or Associate Professor rank, depending on experience and qualifications.

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Quinnipiac University has a strong commitment to the principles and practices of diversity throughout the University community. Women, minorities and individuals with disabilities are invited and encouraged to consider this opportunity and to apply.

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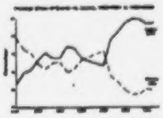

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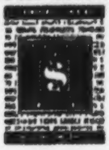

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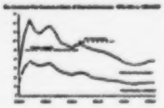

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Aid Is Available, If You Know How to Find It

BY GUSTAVO A. MELLANDER

For those of us who admit to being over 39, it is pleasant to realize how very much "going to college" has changed since we attended. In the past, one needed money, real money, to go to college. Oh, there were a few Horatio Alger types who worked their way through college, and some scholarships and fellowships existed as well.

But before Russia launched its Sputnik satellite in 1957, there was very little direct federal government assistance for education. Students or, more accurately, their parents, were on their own.

Financial Assistance

Much has changed since then. So much so that it is hard to think of any circumstance wherein a needy potential student can not receive financial assistance to go to college. Since the majority of Hispanics in this country have limited incomes, many qualify for assistance.

The Department of Education administers a variety of student financial aid programs, including grants, work-study, and loans. One doesn't have to pay back grants. Work-study programs allow students to earn money while studying. Low-interest loans are also available. Research shows that Hispanics are reluctant to seek out loans. It might be wise to study the benefits of accepting loans before rejecting them.

State financial aid programs and private philanthropy should be explored as well. Check with high school counselors and with the college one plans to attend. And search the Internet, using key words such as "financial aid," "student aid," or "scholarships."

In short, nowadays, there are multiple federal, state, local, and private sources of financial aid. But before rushing off to seek financial aid, it would be wise for would-be students to first refine their goals. What do they hope to secure? An education? A career? Training to secure a well-paying job? Which college to attend is one of the most important decisions students need to make.

The Chronicle of Higher Education offers a searchable database of tuition at more than 3,000 colleges and universities. They can be searched by state, Carnegie classification, type of institution, or any combination of those. See: http://chronicle.com/stats/tuition.

Education after high school costs time, money, and effort. It's a big investment, and students should carefully evaluate the school they are considering. Just because a college participates in the federal student financial aid programs does not mean the government endorses the quality of its education. The government does not approve a college's curriculum, policies, or administrative practices, except as they relate to how the college operates the federal student financial aid programs. Therefore, it is up to every potential student to check out the colleges being considered.

Securing Information

Much useful information can be found in a college's catalog or in its introductory brochures. Also, the reference section of one's local library has many books that provide information about colleges.

If you know someone who attends or attended a college you're considering, ask that person for an opinion of the school.

Secure a copy of the college's accreditation and licensing documents. Those associations evaluate colleges and provide a "report card."

Explore a college's loan default rate (the percentage of students who attended the school, took out federal student loans, and later failed to repay their loans on time). One might not be able to get aid from some programs at a college that has a high default rate.

A college's job placement rate (the percentage of students who are placed in jobs relevant to their courses of study) is also an important indicator. If a college advertises its job placement rates, it must also publish the most recent employment and graduation statistics, and any other information necessary to back up its claims. This information must be available at, or before, the time one applies for admission.

Students need and have the right to receive the following information: location, hours, and counseling procedures of the school's financial aid office; financial assistance available, including all federal, state, local, private, and institutional financial aid programs; application procedures and deadlines for each available financial aid program; how a college selects financial aid recipients and determines your financial need; how the college determines each type and amount of assistance in your financial aid package; how and when you'll receive your aid; how the school determines whether you're making satisfactory academic progress, and what happens if you're not (Whether you continue to receive federal financial aid depends, in part, on whether you make satisfactory academic progress.); and, if you're offered a federal work-study job, what the job is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you'll be paid.

On their own, students should talk to high school counselors, local employers, and the state higher education agency, seeking advice about the college or school they are considering.

See if any complaints about a proprietary school have been filed with the local Better Business Bureau or consumer protection division of the state attorney general's office. Contact these organizations if you have a complaint about a school.

Find out the school's completion and transfer-out rates. A school is required to disclose to current and prospective students the percentage of its students who complete the school's programs and the percentage of students who transfer out of the school.

Bottom line: you're paying for a quality education–in time, delayed income, and expended energy. Make sure you secure an education that will help you recoup your "investment."

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Selecting a college, and all that that entails such as comparing tuition costs, researching and applying for scholarships, deciding whether to attend full or part time, or to live on or off campus, is an exciting but wearying endeavor for college-bound students. It can also be very discouraging, particularly for first-generation college students, who lack the financial support necessary to make the process a little easier.

While the pursuit of higher education has become a reality for many Latinos, there are still many more who need resources and incentives to help them follow their dream. Throughout this issue, *HO* discusses challenges and changes involving financing a college education. Jeff Simmon's article, on Low-Income Students Working and Borrowing More Than Ever, notes how students have been forced to dip into their wallets and or apply for loans to meet rising college costs. The College Board's Pricing report revealed that in the last 10 years, tuition at four-year public schools rose 51 percent, and at four-year private ones, by 35 percent.

The Fiscal 2001 budget includes increases of $823 million for programs that enhance educational opportunity for Latinos. One of these budget proposals suggested new tax incentives, such as the College Opportunity Tax Cut, which would make college more affordable. But many in the Latino community ask "affordable for whom?" During the recent presidential campaign several proposal's included a new 401 (j) account that would allow families to contribute up to $2,500 per year in education tax-free savings funds. President-elect George W. Bush proposed a federal grant program that would cover one-third of state costs associated with establishing a merit program that would reward students who take an advanced or recommended college-prep curriculum in high school. However, most Hispanics won't benefit from these creative tax breaks. Many Latinos and other underrepresented communities still rely on need-based grants such as the Pell Grant. So we hope that those in charge understand the original vision behind need-based grants and aid, and its purpose to equalize college opportunities for less fortunate aspirants.

In our next issue, read about Hispanic Think Tanks, The National Hispanic Leadership Agenda and its goals for 2001, and much more.

Hasta la próxima

M. Sarrocent

Letters To HO

Jurisprudence

Dean Larry Velvel joins me in extending our appreciation of Amalia Duarte's article that appeared in *HO* ("Massachusetts School of Law Challenging ABA," Nov. 6). Her attention to accuracy and detail are commendable!

We have hopes that as this story is told, more will join us in our efforts to end these discriminatory practices as exercised by the American Bar Association in their accrediting process. Thank you for doing your part by diligently investigating and reporting this story and ultimately bringing it to public awareness.

Sincerely,
Beth Roth, Esq.
Assistant to the Dean
Massachusetts School of Law at Andover

Diversity Issues

I am writing to compliment Marilyn Gilroy on the *HO* article that quoted both Carol Schneider, president of the Association of American Colleges and Universities, and myself ("Renewed Debate Rages over Diversity," Sept. 22). We both thought that she did a wonderful job of describing some of the different arguments currently being made about campus diversity. I think that Art Levine, president of Teachers College at Columbia University, Carol, and I are all in agreement on the importance of diversity in higher education today, but we do have disagreements about the progress that is being made nationally. She captured the differences in our perspectives very well.

Thanks for the chance to comment in the article. Feel free to call if there is anything else with which we can help.

Sincerely,
Debra Humphreys
Director of Programs
Office of Diversity, Equity, and Global Initiatives
Association of American Colleges and Universities

Low-Income Students Working and Borrowing More Than Ever

Expert Perspectives on Tuition and Student Aid

BY JEFF SIMMONS

Since academic year 1980-81, tuition at public and private four-year institutions has skyrocketed by 115 percent over inflation.

Thomas Mortenson wants students to have as many options as possible. But the costs of attending college are steadily limiting those opportunities. And this, he steadfastly maintains, needs to be addressed.

It's one thing to go to college, reasons Mortenson, but it's completely another thing to go to the college of your choice.

Mortenson, a senior scholar with the Center for Study of Higher Educational Opportunity, in Washington, D.C., is troubled by the climbing costs of higher education. Even during periods of slight to moderate increases, he says, students are disproportionately affected.

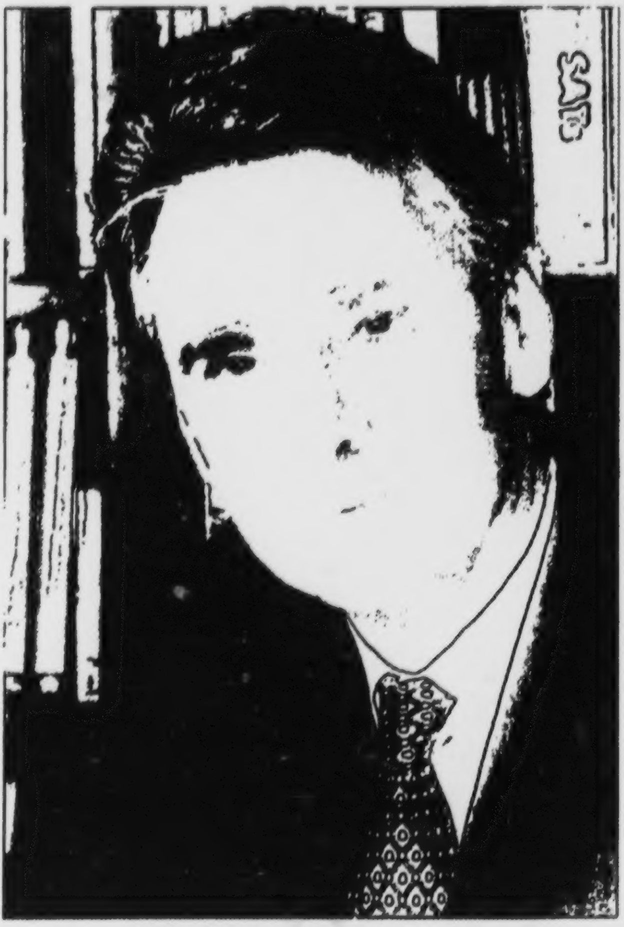
"Increasingly, we see low-income students attending public, two-year colleges as opposed to four-year colleges," says Mortenson, who pens the monthly publication *Postsecondary Education Opportunity*. "We see low-income students working more than they ever have before and to some extent borrowing more than they ever have before."

His fears were somewhat borne out recently by The College Board, even if The Board adopted a positive tone in its announcement. The Board released two annual reports, *Trends in College Pricing* and *Trends in Student Aid*.

The Board reported that tuition and fees during the 2000-2001 academic year increased by seven percent or less in all categories of institutions.

"A college education is still well within the grasp of all Americans," says Board President Gaston Caperton. "The best way to sustain our current economic prosperity and invest in the nation's future growth is support of education."

According to The Board's *Pricing* report, college prices have been rising twice and sometimes three times the Consumer Price Index over the last two decades. And in the last 10 years, tuition at four-year public schools rose 51



Gaston Caperton, College Board president

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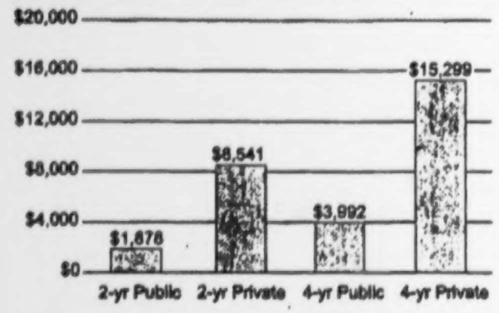

Midwest	1990-91	2000-01	% Change
2-yr Public	1,548	1,878	21
2-yr Private	5,619	8,541	52
4-yr Public	2,748	3,992	45
4-yr Private	11,342	15,299	35

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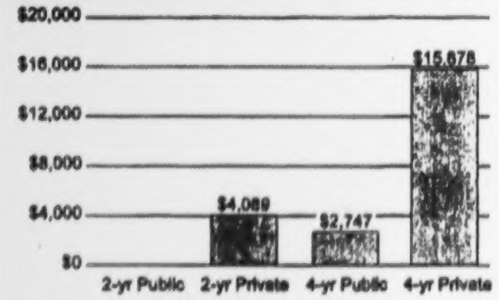

West	1990-91	2000-01	% Change
2-yr Public	522	--	--
2-yr Private	3,431	4,089	19
4-yr Public	1,802	2,747	52
4-yr Private	11,836	15,878	36

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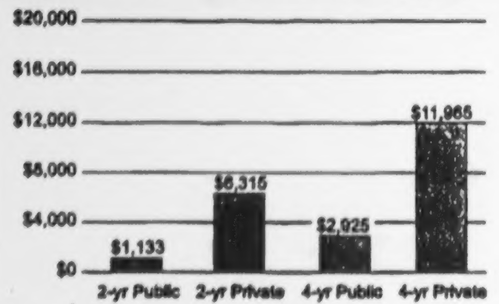
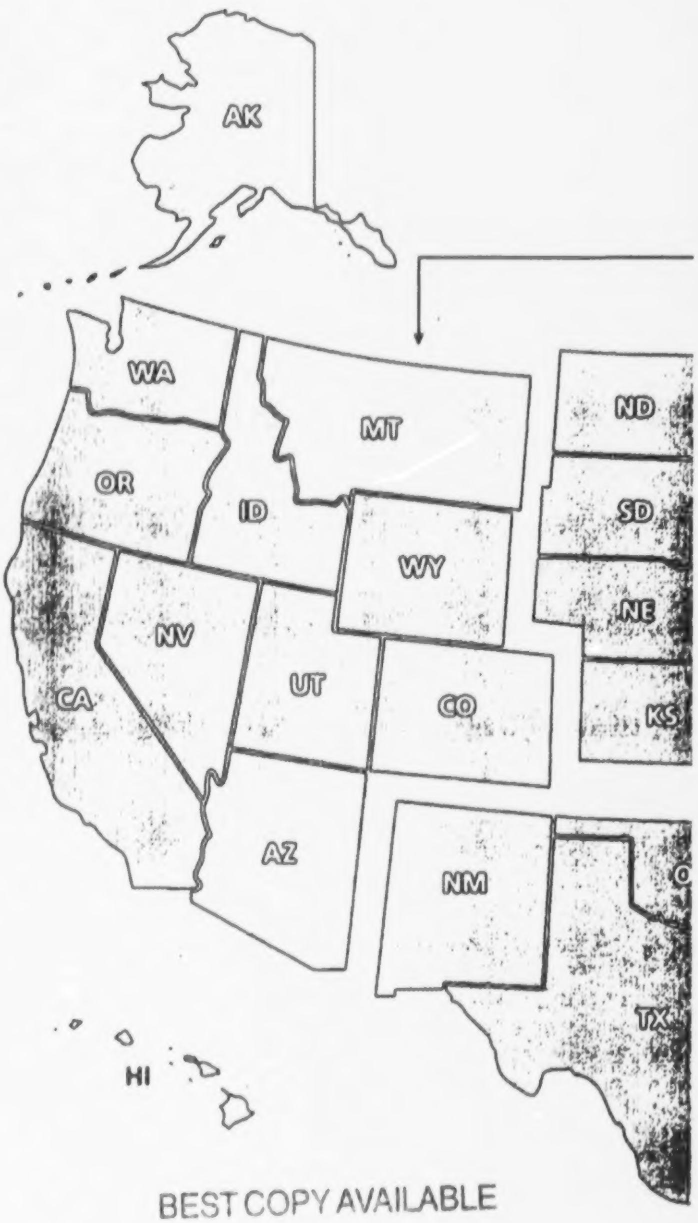


Southwest	1990-91	2000-01	% Change
2-yr Public	772	1,133	47
2-yr Private	3,743	6,315	69
4-yr Public	1,516	2,925	93
4-yr Private	8,414	11,965	42



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NOTE: All trend data adjusted for inflation (constant dollars).
"—" sample too small to provide meaningful information.

SOURCE: *Annual Survey of Colleges,* The College Board, New York, NY.

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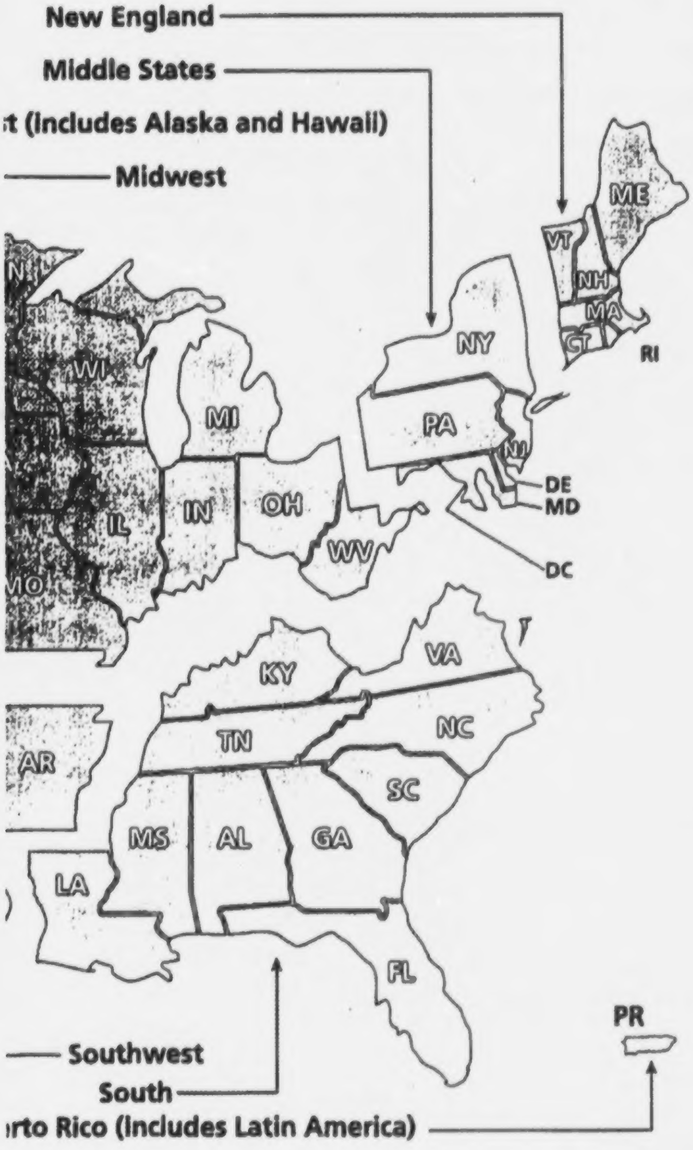
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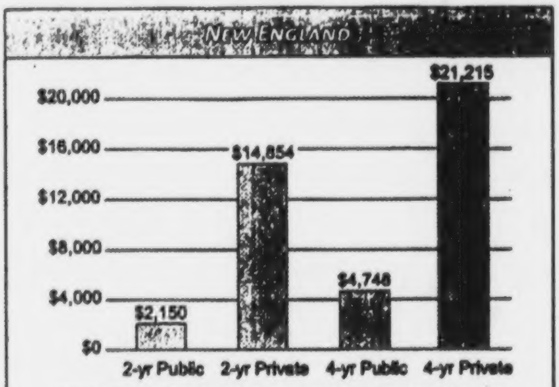
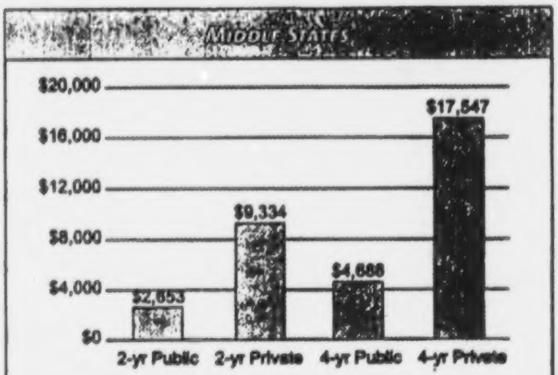
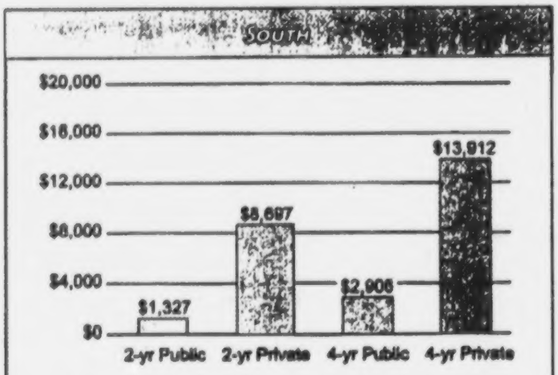


New England	1990-91	2000-01	% Change
2-yr Public	1,748	2,150	23
2-yr Private	9,851	14,854	51
4-yr Public	3,287	4,748	44
4-yr Private	15,870	21,215	34



Middle States	1990-91	2000-01	% Change
2-yr Public	1,808	2,653	47
2-yr Private	8,300	9,334	12
4-yr Public	2,682	4,686	75
4-yr Private	12,846	17,547	37



South	1990-91	2000-01	% Change
2-yr Public	918	1,327	45
2-yr Private	5,891	8,697	48
4-yr Public	2,325	2,906	25
4-yr Private	10,125	13,912	37

Joni E. Finney, vice president of the National Center for Public Policy and Higher Education in San José, CA

percent, and at four-year private ones, by 35 percent.

Undergraduates at American colleges are paying an estimated 4.4 percent more during the 2000-2001 academic year in annual tuition and fees at public four-year institutions than they did during the last one.

Those students had to dip into their wallets to fork over $148 more than they used to, to meet an increase from $3,362 to $3,510.

Students attending two-year public schools had the slightest increase. Tuition climbed from $1,649 during the 1999-2000 academic year to $1,705 during the current one, a 3.4 percent increase that cost them $56 more.

John Thelin, president of the Association for the Study of Higher Education

Those enrolled at four-year private institutions coughed up an extra 5.2 percent or $814, as tuition climbed from $15,518 to $16,332.

Students at two-year private institutions were handed the steepest increase, at seven percent. Those who paid $6,968 annually were now paying $7,458, up $490, on average.

.These increases only involve tuition. Researchers found that students living on campus paid slightly higher prices than in the previous year. Those affected the most were students attending two-year private schools, where costs climbed by $210 to $4,583, up 4.8 percent.

Students at four-year public colleges were spending $4,960, $242 or 5.1 percent more than they did during 1999-2000. And those at four-year private schools paid $6,209, $252 more–a 4.2 percent jump.

No figures were provided for those who live on campus at two-year schools because the numbers are too small.

Researchers noted that four-year public schools in the West offered the lowest average tuition rate. The steepest tuition was in New England, where that of public four-year institutions averaged $4,748, and private four-year tuition, $21,215.

In the Southwest, public and private four-year tuition increased by 93 percent and 42 percent, respectively, over the last 10 years.

Tuition increases seem overwhelming when compared with inflation: since academic year 1980-81, tuition at public and private four-year institutions skyrocketed by 115 percent over inflation.

"Unfortunately, what the data is showing us is that college costs are still outpacing other costs when you look at inflation indexes," says Linda Peckham, The Board's manager of profile communications and training services, "and it behooves colleges to know this and continue to find ways to keep those costs under control."

The report's authors note that the escalating costs have imposed the harshest burdens on low- and moderate-income families. Median family income rose by 20 percent since 1981, but average, inflation-adjusted tuition more than doubled at most schools.

An individual's chances of entering and completing college remain closely correlated with socioeconomic status and family background, the authors wrote. Wide gaps in opportunity persist between those at the bottom of the economic ladder and those at the top, and among White, Black, Asian, and Hispanic Americans.

Loan aid has increased by 125 percent since 1990, while grant aid has increased by 55 percent.

"The moderate increase over five or six years really adds up for families," says Joni E. Finney, vice president of the National Center for Public Policy and Higher Education, in San José, California.

"It's consistently over the Consumer Price Index and consistently over growth in income. It's more than inflation. What this ultimately means is that college is going to be less affordable, especially for low-income families. If you have one or two kids going to college within a few years, it can be a very serious problem."

Effect on Hispanics

"The effect on Hispanics is staggering. Hispanic students are the least likely to enroll in college after high school. Additionally, in most economic brackets, Hispanics had some of the lowest participation rates when compared with Whites, Asians, and African Americans."

"For instance," Finney continued, "69 percent of White high school graduates with family incomes lower than $10,000 attended college whereas only 30 percent of Hispanics did. Overall, 61 percent of Hispanic high school graduates attended college, trailing significantly behind Whites, Asians, and Blacks."

"Colleges are a riskier investment for low-income families and students," says Mortenson. "I hear repeatedly from friends in the financial aid community that low-income people view loans as a barrier to higher education opportunity rather than vehicles to higher education."

"Low-income families haven't even been able to keep up with inflation," he says, "because they don't have the training and the education to participate in this sort of robust economy.

"The kind of financial aid shifts we've seen over the last 25 years, as far as the grant-to-loan shift, is working to the disadvantage of Blacks and Hispanics and, really, to students of all low-income family backgrounds."

Peckham acknowledges the disparate impacts, but maintains that the slighter increases over the last four years indicate that colleges are very much affordable and adds that The Board thinks so as well.

"Institutions are doing all they can, but it's a continuing battle," she says.

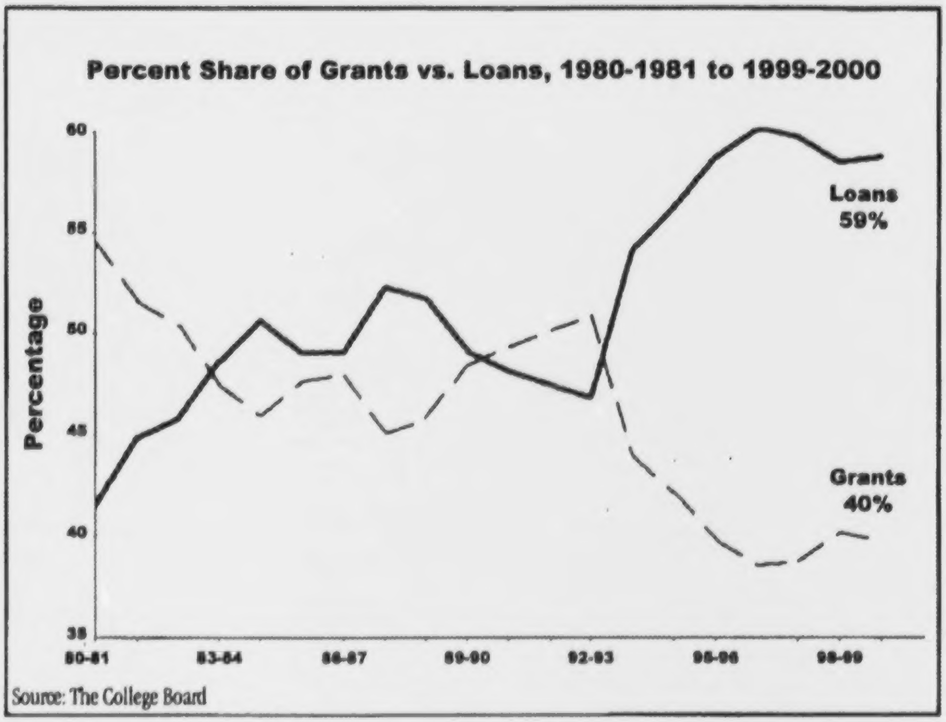
Terry Hartle, vice president for government relations with the Washington, D.C.-based American

Council on Education, points out, echoing other experts, that tuition increases aren't generated by colleges and universities wasting money.

Instead, he says, they are trying to meet greater needs–societal, community, technological, and more. Colleges and universities are between a rock and a hard place, he says.

"If they don't increase tuition, they'll be unable to keep up with scientific and technological knowledge, and the quality of education will surely deteriorate. On the other hand, if college prices go up too fast, then it will become a financial burden for students and families that they just cannot afford."

As a result, he says, "What we are seeing is that families are digging deeper and students are borrowing more money or they are working more hours."



Source: The College Board

Student Aid Report

The second report pointed out that a record $68 billion in student aid was available during the 1999-2000 academic year. That represented a four percent increase after adjusting for inflation, and included all federal aid and most state and institutional assistance available to postsecondary education students.

Over the last 10 years, total aid has increased by nearly 90 percent. But researchers noted that the most significant trend to emerge has been the growing reliance of students on loans to attend colleges and universities.

The relaxing by Congress of ceilings on borrowing, which occurred eight years ago, triggered those actions.

Loan aid has increased by 125 percent since 1990, while grant aid has increased by 55 percent. Further, loans comprise 59 percent of the total aid available to students, compared to 49 percent in 1990.

The federal government distributes about 70 percent of direct aid to students, and about 60 percent of that is in the form of loans. Additionally, non-federal loans continue to surge, from $1.3 billion four years ago to an estimated $3.8 billion during the 1999-2000 academic year.

Mortenson worries about this shift.

"Low-income people don't view loans the way that middle-income people view loans," he says. "Middle-income people have more positive experiences with credit and tend to be better academically prepared for college."

Mortenson suggests that one of the first steps be to increase the maximum individual Federal Pell Grant awards. When they were created a quarter-century ago, Pell Grants were intended to be the foundation of federal student assistance.

Funding for the Pell Grant program is now under review, with Democrats and Republicans recommending conflicting increases. Nevertheless, the maximum $3,125 Pell Grant is far below the purchasing power it had two decades ago.

The College Board reports that the maximum Pell Grant covers 39 percent of tuition and fees and room and board at a four-year public college, and only 15 percent of the costs at a four-year private institution.

It is a public policy, commitment issue, Morteson says. "We need to restore the purchasing power of the Pell Grant award, because students are having to work more to afford college.

Still, Board researchers maintained that recent increases in Pell appropriations helped to stabilize the overall loan-grant balance in the aid system.

John Thelin, president of the Association for the Study of Higher Education, says that institutions should adjust the way they distribute aid to combat the escalating costs.

"I prefer need-based student financial aid," he says. "I like to improve access not just by having merit scholarships. Financial aid should be based on your need.

"Institutions should get the word out to applicants that financial aid based on their need is available, and that's a message you have to get out to encourage high school students, that if they have the educational and academic record and personal qualities, they are not going to be turned away. If we ever neglect that, opportunities are going to diminish."

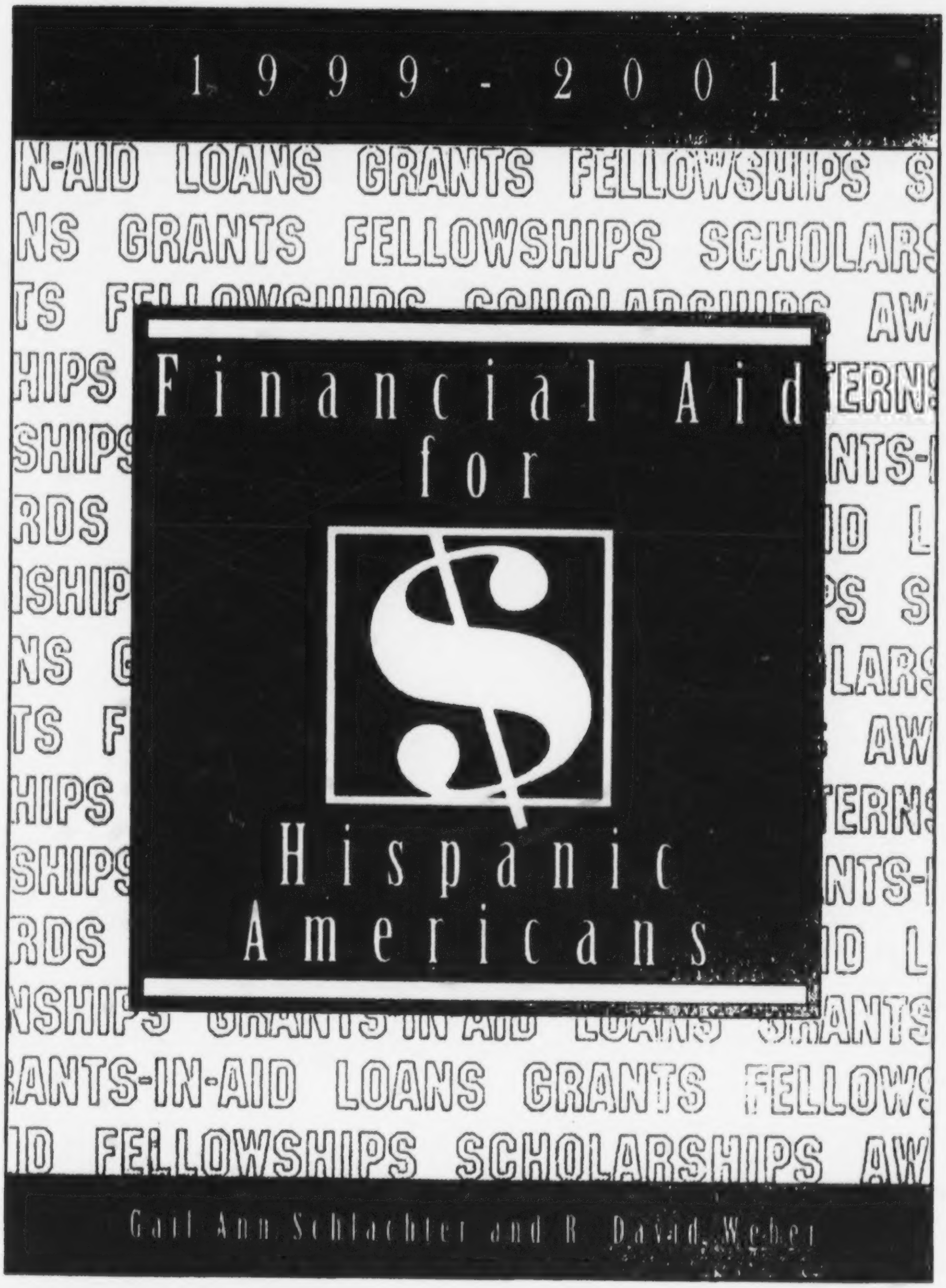
The proportion of federal aid that has been distributed based on need has steadily dropped since the mid-1980s. The College Board found this was triggered by a growth in unsubsidized, non-need-based borrowing.

Need-based aid represented about 80 percent of all federal aid 10 years ago, but now accounts for less than 60 percent.

A key obstacle is lack of awareness. Experts say that families feel overwhelmed by the costs, often because they're unaware of the available dollars.

It is crucial for families to plan ahead and save whatever they can for their children's higher education. The investment will definitely pay off.

Searching for Scholarships? GET HELP!


1999 - 2001
N-AID LOANS GRANTS FELLOWSHIPS SCHOLARSHIPS AWARDS INTERNSHIPS GRANTS-IN-AID
Financial Aid for Hispanic Americans
$
Gail Ann Schlachter and R. David Weber

AND NEVER, EVER USE AN OUTDATED DIRECTORY

BY ADALYN HIXSON

BEST COPY AVAILABLE

Searching for funds for college is not easy. Help is desirable if not imperative at every step. Thus suggestion No. 1 is **get help.**

This article was approached with 493 pages of help in hand–*Financial Aid for Hispanic Americans, 1997-1999*, written by Gail Ann Schlachter and R. David Weber–"A List of Scholarships, Fellowships, Loans, Grants, Awards, and Internships Open Primarily or Exclusively to Hispanic Americans."

But Carol García, online coordinator for its publisher, Reference Service Press, says that you should never, ever, ever use an older financial aid directory, no matter who publishes it–and explains why.

"We did a study for all of our directories, looking at one-year, two-year, or three-year publishing cycles," and learned there were very few changes in one year, "but after two years, you just had to have a new edition."

HO can support her claim. Its first five phone calls using the 1997-1999 edition generate a familiar litany. "We are sorry. Your call did not go through. Would you please check the number and call again." "We are sorry. Your call cannot be completed as dialed. Would you please check the number and call again." There are some unapologetic screeches of a fax machine encounter, which seem downright discourteous in comparison. *HO* next sends 10 e-mails to programs listed in the directory. Eight are promptly returned, five "User Unknown," three "Host Unknown."

Address changes, telephone area code changes, and such are what García calls "substantive changes–the things that affect your ability to contact and apply for the program. The address, the deadline date, eligibility requirements. Changes in the money are usually upward, but those three are the most important things."

"At least 65 percent or 75 percent of one or more of these changes every two years," she says. García noted that people might consider an Internet site the most up-to-date information source because it is relatively new technology, but cautions them to beware. Updates are costly, she says, and often new listings are added, but old ones are not amended for as much as three years. Applicants don't find out, says García, until the letters they've sent out are returned.

Asked if there are any website referral sources she **likes**, García recommends two. "They are not good for programs aimed at Hispanics. They are more general. Each covers about 3,000 entries. We have 20,000, which is why we can offer four directories. But I believe these programs have quality and you can have confidence in them. One is College Quest by Peterson's–**www.petersons.com/resources**. The other one is Expan, by The College Board. It is a small website, and they only update once a year, but very nice for a general search–**cbweb1p.collegeboard.org/fundfinder**. They sell *Fundfinder* for quite a bit of money, but they take some and put in on the Web under this name."

Editions Past and Present

When Reference Services Press began in 1984 to issue a biennial *Directory of Financial Aids for Minorities*–"the only up-to-date and comprehensive listing of funding opportunities available to African Americans, Asian Americans, Hispanic Americans, and Native Americans"–the book garnered high praise in high places. The Grantsmanship Center called it "a must for every organization serving minorities," and *Small Press* said, "It is hard to imagine what else might be needed."

Financial Aid for Hispanic Americans and companion volumes targeting three other groups were published as a four-volume Minority Funding Set, writes the publisher, based on the "proliferation of funding programs" and on feedback from users indicating a preference for division by ethnic group. García tells *HO* that *African American* is the most requested title now, with *Hispanic American* second, *Asian American* third, and *Native American* fourth.

Asked how the current edition of *Financial Aid for Hispanic Americans*, released in late 1999, differs from the one *HO* has in hand, García says the book's structure is unchanged, as is what seems the very reasonable price of $35, but the entries are different. Seventy-five percent of the continuing programs reported substantive changes since 1997.

"More than 300 new entries have been added," says García. "Other programs have been taken out, and profiles of continuing programs have been rewritten to reflect their current operations." Entries total more than 1,400.

Thoughtful Indexing

The information is separated into categories: scholarships, fellowships, grants, awards, and internships. It is also indexed in six categories. (More specific details noted are from the 1997-1999 edition.)

Under Program Titles, you will find the Ralph W. Ellison Prize rubbing elbows with Ramona's Mexican Food Scholarship, the César Chávez Memorial Leadership Award preceded by the CIA Undergraduate Scholar Program.

The Sponsoring Organization Index takes up nine pages, one and a half of them devoted to entries that begin "U.S…." Thirteen listings start with the word "California." Only two each for Texas and New Mexico. The field of journalism seems unusually well represented. At quick glance, 38 of the states have at least one listing. There also is a smattering of religious organizations and corporations. This section is interesting in terms of who is NOT in it, and perhaps should or could be. Carol García confirms that not many Hispanic organizations seem to be offering scholarships, in either edition.

The Residency Index is less fun to stroll through, but critical, no doubt, to a student or parent. It organizes information by the residency requirement–city, county, state–of the scholarship, fellowship, grant, award, or loan. Modesto and Dallas are there, along with Japan and Guam. A listing for this author's hometown, Baltimore, shows only "Loans."

The Tenability Index "identifies the geographic locations where the programs listed in this directory may be used." The A list starts with Aberdeen Proving Ground, a military testing site, as I recall, and includes Africa, American Samoa, Antarctica–areas not known for the vigor of their Hispanic communities. But Albuquerque, Arizona, and Austin are here too, as are Amherst, Ann Arbor, Annapolis, Georgia's Athens and Atlanta, and Illinois' Argonne and Aurora. The location with the most listings is "United States."

The Subject Index brings into sharp relief a picture of national priorities in education. Based on available financing, those priorities are math, science, and engineering–and they dwarf the competition. One stroll through this index could inspire a parent in a low-income school district to take to the streets, demanding the higher math and science and AP courses and the computers often denied the disadvantaged. It would appear that a student with a high aptitude and good follow-through could have a very solid career, with training through graduate school and beyond largely financed by others.

This index is far less encouraging for those interested in other fields, and has surprisingly few listings mentioning the Spanish language, given the times.

The sixth and final is the Calendar Index–the one to which all procrastinators will likely rush for openers. It shows filing dates by month within each category–scholarships, fellowships, etc. It would also be helpful for those planning well ahead.

Expert Advice

Carol García shared with *HO* some tips about launching a scholarship search.

First, she says, *try* getting the information via e-mail. "Printing out a letter, folding it, putting a stamp on it, sending it off, following up comes to a lot of money per letter. We always try e-mail first. And our e-mail response is about 10 percent.

"Our number one way of getting a response is to write to the address, send a self-addressed stamped envelope [aka SASE], and include a very brief request letter that indicates how the student qualifies. If it is open to Hispanics in Ohio, say in the letter, 'I am Hispanic and a resident of Ohio.' Or whatever makes it clear you are eligible." If you show a return address that is not in Ohio, says García, you need to explain why not–for example, you are enrolled at a college in another state. Otherwise you might not get a response.

Her response rate with a letter, she says, is 85 percent.

"I don't like this e-mail route. There are two reasons why it doesn't work. It costs money for the sponsoring organization to respond and send out an application. It can be very expensive, so many have a rule. If they don't receive a SASE, they don't respond. They don't have the ability. Another reason why e-mail addresses often don't work–they give this year's organization secretary, who next year is somebody else.

"We have a certain number of rules that we try to communicate when we talk to students. Never apply if you don't qualify. Apply for all programs that you qualify for. The amount of the award doesn't matter. Some people say, well, for $250, I'm not going to bother with that. But people like to give scholarships to students who have received other scholarships. They ask you to list them.

"This is like looking for a job, so you have to customize your responses. Every essay has to be customized...the wholesale approach will never work.

"The last rule is: If it were easy, everybody would have a scholarship." The key, she says, is persistence. "Research, research, research."

"For a left-handed person in Ohio who wants to major in culinary arts–you say, this listing is no good." Wrong, says García. "This is exactly the kind of program you do want to find that meets your qualifications. The more restrictive the program, the more likely it is that fewer people will meet the requirements–the better your chances are. The really general ones that don't have any restrictions–those are the hardest to win. The easiest to win are the ones that are specific."

HO talks with García about how much work is entailed–agreeing it is really too much for one person. But, she says, as a group activity, it is a "wonderful bonding operation."

"I did it with my children, using the resources here, and it was exciting and fun and taught all kinds of organization skills and great gratification skills and lots of other things–a great family activity.

Asked how they made out, she says, "We did great. The children are now grown, one a lawyer and one a researcher at Hewlett Packard. But when we started, **I knew where to look for the resources, and that is what made the difference.**" The directory, she says, achieves this goal for those counselors, Hispanic students, and parents fortunate enough to have access to it.

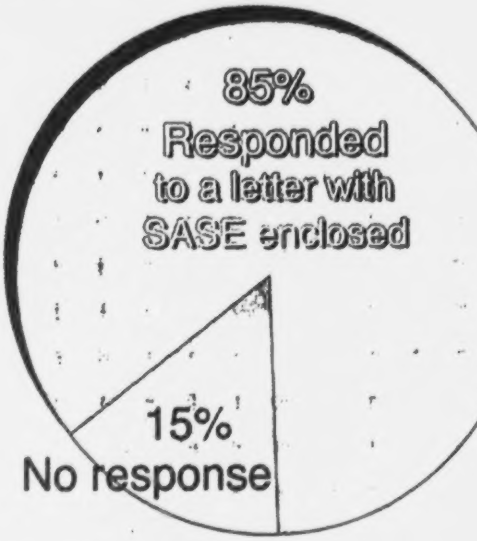
The Search Continues

HO's phone call to the Washington-based Radio and TV News Directors Foundation in search of information on the $5,000 Ed Bradley Scholarship listed in the directory yields no response, despite a cordial reception and messages *HO* left on voicemails. Persistence required. An e-mail to jfreasoner@matsci.uah.edu at the Alabama Space Grant Consortium Teacher Education Scholarship Program is answered within the hour.

Jackie Reasoner at the University of Alabama in Huntsville, assistant director of the Consortium, wants to be sure *HO* knows that its scholarships and grants are for students attending member universities in Alabama only. This requirement had been noted in the directory listing, along with the 3.0 GPA floor, and the statement that the program encourages minorities to apply, including people with disabilities and women of all races. It is, however, open to all–in science and math, and, for graduate fellowships, in the space sciences.

"We typically have about 10 applications for our Teacher Education Scholarships and around 50-60 applications for our Scholarship Program," says Reasoner. Asked how many are granted, Reasoner reports about five or six for the former and 35 for the latter.

CONTACTING SCHOLARSHIP PROGRAMS



Source: Reference Service Press, Dec. 2000

"We also have graduate fellowships which are more competitive. We will have about 35-40 applicants for 12 slots." According to *Financial Aid for Hispanic Americans 1997-1999*, the graduate fellowship award for 12 months is $16,000 for a student stipend and up to $4,000 for a tuition/student research allowance. The duration is 36 months.

Reasoner notes that the percentage of Hispanics at Alabama four-year public colleges is about one percent, and that Alabama Space Grant "has awarded scholarships to equal the above percentage over 10 years."

She offers to get up-to-date addresses of 10 consortia members for *HO* "by morning," noting that universities typically make lots of changes in staff, and e-mail servers change, as well as area codes.

In the Trenches

With one phone call, *HO* reaches Vivian Riccio, executive director of the Esperanza Scholarship Fund, serving the Cleveland area.

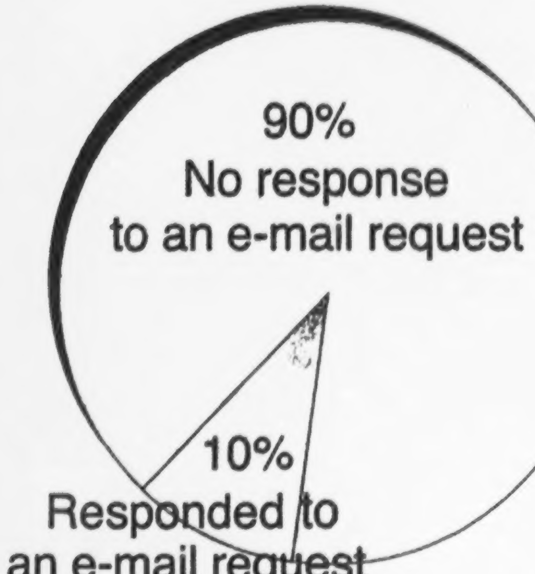
Every Hispanic of any age looking to go to college or continue at college should be so lucky as to run into such a woman and such a program.

Especially the ones whose GPAs did not yet reach the dizzy heights.

Esperanza's multicultural scholarship committee opted for a minimum 2.0 GPA standard "because of the problems that various students have had in school which may not be their own fault," says Riccio.

"We find that a lot of the testing is biased and they take inappropriate classes because of the lack of counseling. Those who should be in AP are excluded from AP classes merely because they don't offer them at the particular school they go to." Lincoln West, a major Cleveland high school with a multilingual population, has not a single AP course, a distinct disadvantage, she says, when competing with suburban students.

"We hashed this over...and decided that 2.0 would be a fair entry-level GPA. Our application asks for more detail regarding financial status and the reasons certain courses were chosen in school to see if those are mitigating factors in this student's application. We ask that in the essay they write, they speak about their experience as Hispanics and how those experiences have shaped their vision for the future. That is for the students who apply up front.



"We also have staff here go out and do workshops and a lot of outreach to students in the counties that we serve, talking about the scholarship process. And talking them into applying, because the word 'scholarship' intimidates them. It makes them think, 'Well, I have to have, on paper, top grades.'"

The fact that they are minorities presents a multitude of barriers, she says, "so we take all those factors into consideration. It is a very open process."

"We start distributing the applications in November. The review and interview process is in March and April when they are graduating seniors, or already in college–from freshmen all the way through graduate school." A certain number of scholarships target the graduating seniors, and another number target the nontraditional students–"those who may have been out of school for a while, or just got their GED."

Esperanza aims for a very wide distribution of whatever funds it gathers, she says.

The process is different for high school seniors than for the nontraditionals, who are likely to "sound a bit more sophisticated..."

"We have workshops on interviewing because we encourage students to apply for whatever financial aid and other scholarships are available. We have workshops on the SAT and ACT, starting with sophomore year. Education to us is a right, not something that should be exclusive to a few.

"Last year we distributed 1,500 applications, and we received about 350. Of those, we interview 150." The 1997-1999 directory indicates that about 30 scholarships of $500 to $1,500 are awarded annually, to "students of Hispanic descent" in the Cleveland area. Esperanza's other services, however, go to those who request them, regardless of race and ethnicity.

Scholarships are supported by members of the corporate community in the Cleveland, Lorain, Summit county area, and by individual donations. An endowment fund now stands at $50,000. One of Esperanza's first donors was the foundation of the Cleveland Indians, which has provided major support "every year since we've been doing this, and we're now in our 10th year," says Riccio. Other major donors include National City Bank, Third Federal Savings & Loan, and BP Amoco.

"This is extremely important work to our community. The dropout rate is so high, we are losing the battle before the kids even get to the senior year. They are dropping out at eighth...ninth grade. We have staff in some of the middle schools doing intensive tutoring and mentoring to help get them over the hump." But the need outstrips the resources, she says, and two impending factors could worsen the situation.

"The State of Ohio passed legislation whereby children in fourth grade who do not pass the reading and writing sections of the proficiency test will not be promoted to fifth grade–they will be held back. It is exactly those portions of the test that are culturally biased, so it is a controversial decision because the state itself does not have the resources to maintain a larger group of children in the fourth grade. It will get even worse.

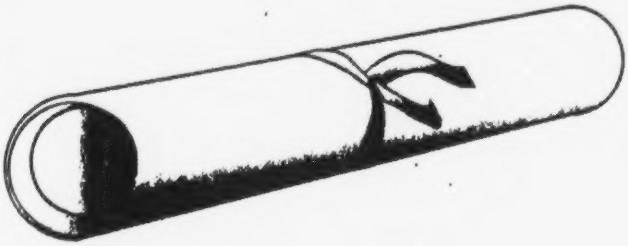
"A school that is about 57 percent Hispanic has no bilingual services whatsoever, so we are still trying to play catch-up here.

"Also just passed, they're moving the ninth grade proficiency test, taking it to junior year. You must pass this test to graduate from high school. A science section was just added, so what was a four-section test now has five sections, raising the standards, but not providing any extra teachers or smaller classes–not providing what the students need to be successful."

The lack of awareness of what is available and of the process for seeking financial aid and scholarships is what Riccio deems a critical problem. "The family must be involved in the application process. We and a few other organizations are working on the problem. We're doing early-awareness programs, working through parent liaisons in the elementary schools, and we're giving information to parents to prepare them over a lifetime–'This is what is available. These are the courses they must take. These are the questions you have to ask the teachers.'

"Parents who are learning and motivated will also motivate their child. We take students as early as fifth and sixth grade on campus visits and have the information available in both languages. We work with the Cleveland Municipal School District directly, with individual parochial and suburban schools, with the county through the Board of County Commissioners. We work with the Cleveland Scholarship Program, the United Negro College Fund, and with the Ohio Board of Regents. We've developed relationships with as many schools in Ohio as we can get a hold of about matching our scholarships or having summer programs or vacation workshops."

The Honor Roll

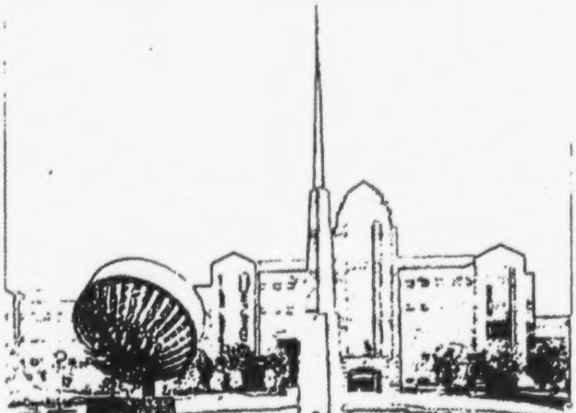


University of Illinois at Urbana-Champaign

First among Big 10 for Hispanic Enrollment and Graduates

BY ROGER A. DEITZ

According to Chancellor Michael Aiken, "The University of Illinois at Urbana-Champaign is gaining a reputation as a leader in international programs."



University of Illinois Beckman Institute

"Our faculty and students," he says, "can be found all around the globe, and we are establishing collaborative partnerships that will allow us to lead international research in the 21st century."

Aiken suggests that as a land-grant institution, the missions of the University of Illinois were established long before the first students "walked up to a single building surrounded by prairie and shook the hands of faculty members who had gathered there to welcome them." He continues, "Illinois' new university was to provide education to the children of farmers and industrial workers, create knowledge through research, and share the knowledge and expertise generated with all of the people of Illinois."

The chancellor reports that this mission continues to guide the world-class university as it always has, with one notable exception. Aikens explains, "The people whom we serve and the people with whom we share our knowledge are no longer found just around the state, but around the globe. Today, if we are to maintain our standing as a world-class university, we must also provide students with an understanding of the international dimension of knowledge." To meet these challenges of "an increasingly interdependent world," Atkins points out, the school has invested in developing "international competence."

He tells us, "We have added new international faculty lines and increased the number of study-abroad opportunities for students. We have developed new research partnerships with colleagues around the world and added new international courses and international degree programs throughout our campus. We are also initiating a new International Living and Learning Community to facilitate interaction between our domestic and international students. Excellent visiting scholars and faculty will engage them in important international issues."

On the domestic front, the chancellor makes it clear that there have been great strides as well. Aikin reveals, "Thirty years ago, in 1970, underrepresented minorities constituted 4.3 percent of the students on our campus; 20 years ago, that number was 5.1 percent. Ten

Michael Aiken, University of Illinois at Urbana-Champaign chancellor

Honor Roll Facts in Brief

INSTITUTION
University of Illinois at Urbana-Champaign

LOCATION
Office of Admissions and Records
901 West Illinois Street
Urbana, IL 61801
(217) 333-0302

ESTABLISHED
1867

ENROLLMENT
36,738 total (4.7 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$5,020 - 5,596 for state residents

FACULTY
1,860 tenured

SEVERAL DEGREE PROGRAMS
Agricultural Engineering
Commodity, Food and Textile Marketing
Community Health
Latin American Studies
Latina/Latino Studies Program

NOTABLE HISPANIC-SERVING ORGANIZATIONS
La Casa Cultural Latina
El Pueblo Unido
Orgullo de Latino America

INTERNET ADDRESS
www.uiuc.edu

years ago, 1990, the underrepresented minority population was 10.2 percent, and since 1993, we have maintained an underrepresented minority student population that is more than 11 percent of our total enrollment. If you add the Asian American population to the other minorities, this campus has a total minority student population this year of 25.3 percent–more than a quarter of our student body."

"Among Big Ten Schools, Illinois ranks fourth in the number of African American enrollments, first for both Asians and Latinos, and second for total minorities." The chancellor also reports that on the basis of 1998 data, Illinois at Urbana-Champaign ranks No.1 in the Big Ten in the number of bachelor's degrees awarded to minorities and first as well in the number of bachelor's degrees awarded to Hispanics. On the basis of that data, his university is fifth in the Big Ten in the number of bachelor's degrees awarded to African Americans and second in the total number of master's degrees and doctorates conferred on all minorities.

"We have been working to increase minority representation among our tenured and tenure-track faculty as well," Chancellor Aiken adds. "From the fall semester of 1981 through fall 1999, the number of minority tenured and tenure-track faculty has nearly doubled, and as a percentage, it has more than doubled. In the latest figures available (1997), Illinois ranks second among Big Ten Schools in the percentage of minority faculty. We rank first in Hispanic faculty, third for Asian American faculty, and fifth for African American faculty. Minority representation among academic professionals on this campus has also shown consistent growth. In the past 20 years, we've built our staff of academic professionals by nearly one thousand jobs, and 25 percent of those new hires have been minorities."

"We have a track record on this campus of providing the opportunity of an excellent education to an increasingly diverse student body," says Aiken. "We have a track record on this campus of providing multicultural role models for those students so they will leave here with a broad appreciation of the people and the cultures of the world. This is our heritage. We are a land-grant university charged with providing education to diverse masses. We are Illinois' flagship university, and through each of our missions–education, research, and public service–we serve all of the people of Illinois. That heritage will not change, and our commitment to diversity will not change."

The student body at the University of Illinois at Urbana-Champaign totals 36,738: 27,889 undergraduates (91 percent Illinois residents) and 8,849 graduate and professional students. Of the total, 53 percent are male, 65 percent are African American, 4.7 percent are Hispanic, 11.1 percent are Asian American, and 0.2 percent are Native American. Undergraduates typically come from all 50 states; 590 in the undergraduate ranks are international students. The eight undergraduate colleges and one institute offer 4,000 courses and 150 programs of study. About 80 percent of all class sections have fewer than 30 students; 46 percent have fewer than 20. Special Programs include a Campus Honors Program, New Student Convocation, Discovery courses, and a First Year Impact program. There is a President's Award Program for Outstanding Minority Undergraduates. Also, the institution has the seventh largest study-abroad program at a major research institution, offering exchanges with more than 100 universities abroad.

There are 3,000 computer workstations for student use. Over half of seniors seeking post-university employment are employed before graduation, and more than 90 percent of seniors obtain positions within nine months of graduation. Each year, more than 180 graduates are accepted to medical school, and more than 400 are accepted to law school. According to a 1998 survey of thousands of 1997 graduates, more than 90 percent indicated they would chose Illinois if they were to make their choice again. Annual tuition and fees for Fall 2000 ranged from $5,020 to 5,596 for Illinois residents and $12,468 to 12,044 for nonresidents. All eligible students who apply for need-based aid receive some type of assistance.

The faculty is made up of 1,860 tenured members, including 887 professors, 547 associate professors, and 419 assistant professors. Many have been recognized for exceptional scholarship with memberships in the American Academy of Arts and Sciences, the National Academy of Sciences, and the National Academy of Engineering. Recognition has also come from the National Medal of Science and the Fields Medal in Mathematics, as National Science Foundation Young Investigators; and from such organizations as the National Endowment for the Humanities, Guggenheim Memorial Foundation, National Academy of Education, and the Alfred P. Sloan Foundation.

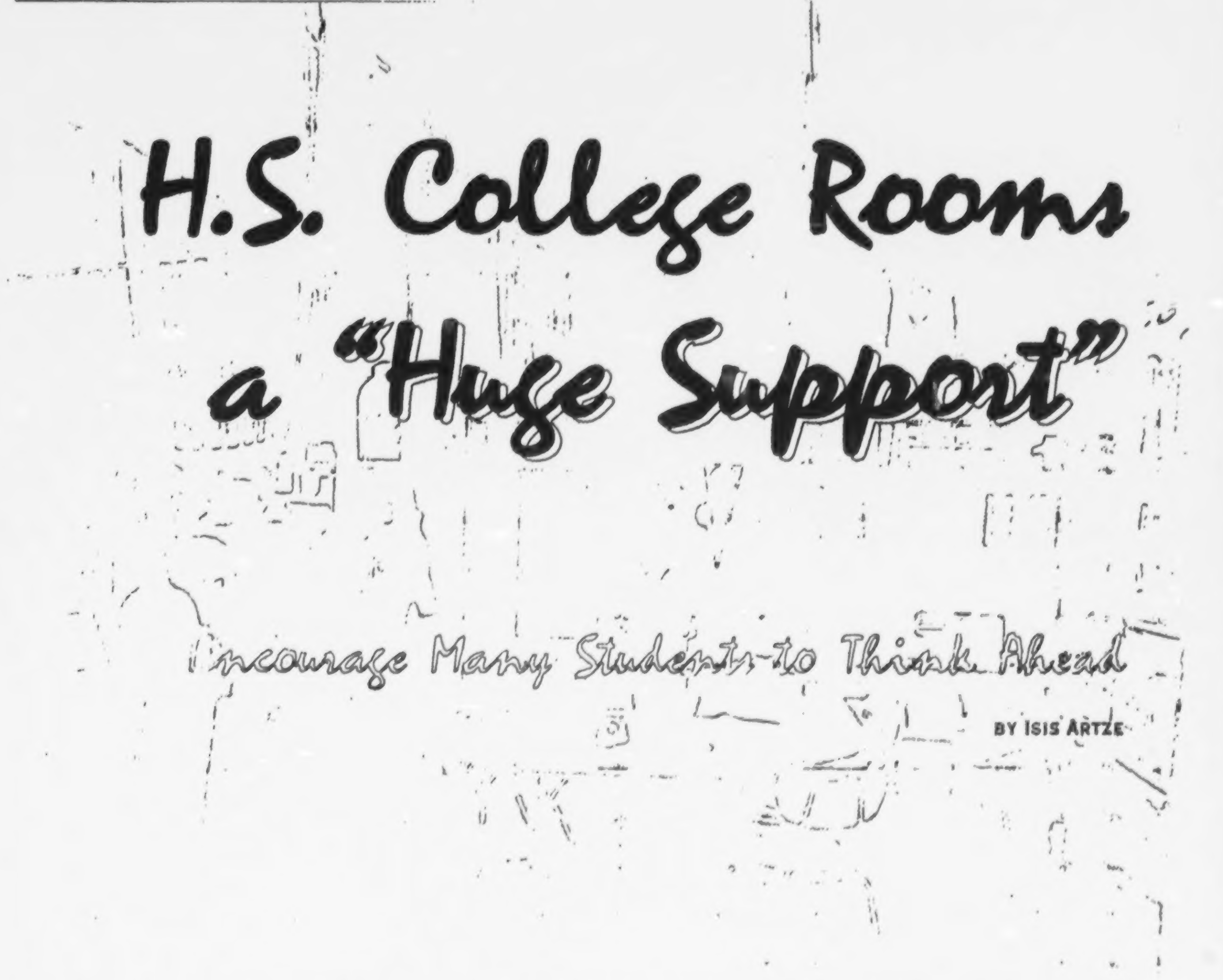
Full-time-equivalent employees include 2,550 academic personnel and 5,500 staff. There are 341,754 who have been graduated by the Urbana-Champaign campus. 85,116 are members of the Alumni Association. Among these are 10 Nobel laureates and 17 Pulitzer Prize winners. Seven Nobel laureates have served on the faculty, including John Bardeen, who won the Nobel Prize for Physics in 1956 and 1972, the only person to win the physics prize twice.

The University of Illinois at Urbana-Champaign was founded in 1867 as a state-supported, land-grant institution, one of the original 37 created within 10 years of the signing of the Morrill Act by Abraham Lincoln in 1862. On March 2, 1868, three of the original 10 faculty members of the Illinois Industrial University welcomed the very first student–James Newton Matthews. The University's inaugural student body, made up of 50 men, grew to 77 by the end of the school year. Since that first year, the University has earned a reputation as a first-rate institution of international stature, recognized for the high quality of its academic programs and the outstanding facilities and resources it makes available to students and faculty. Scholars and educators rank it among a select group of the world's great universities.

The University is situated about 140 miles south of Chicago, 120 miles west of Indianapolis, and 170 miles northeast of St. Louis, located in the twin cities of Champaign and Urbana (population 100,000) and throughout the surrounding area. It is a residential campus of classrooms, laboratories, libraries, residence halls, and recreational and cultural facilities with 211 major buildings on 1,470 acres. Nearby are the University's 1,650-acre Willard Airport; Robert Allerton Park, its 1,768-acre nature and conference center; and 3,600 acres of agricultural land. An additional 3,700 acres of farmland are located elsewhere in Illinois. This land is used by the College of Agriculture, and by Consumer, and Environmental Sciences, mostly as experimental fields.

Nearly every facility on campus is accessible to people with physical disabilities. The University's programs and services for people with disabilities have served as models worldwide. University landmarks include the Illinois Union, the Quad, Assembly Hall, Foellinger Auditorium, Morrow Plots, Altgeld Hall, Beckman Institute for Advanced Science and Technology, Memorial Stadium, and Krannert Center for the Performing Arts. Then there is La Casa Cultural Latina.

The mission of La Casa Cultural Latina is to foster a broad appreciation of the significant contribution of Hispanics, Latinas/os among University of Illinois students, faculty, and staff, and throughout the Central Illinois region. It also aims to initiate cultural programs and activities that complement the educational experience of Latina/o students at the University and contribute to their retention and graduation. In December 1995, La Casa Cultural Latina moved from its original home at 510 East Chalmers Street, Champaign to its present location on Nevada Street in Urbana, a location that was home to University of Illinois presidents before the current president's house was built on West Florida Avenue. The site is equipped with state-of-the-art computer labs that are dedicated to students, staff, and registered student organizations for use in producing newsletters, multimedia cultural presentations, literary publications comprised of student writings, and other such activities. Additionally, the cultural center has a conference room, an arts presentation room, and a small seminar room that can be used for public lectures and media communications programs that allow the University community to view and interact with student and professional artists.



H.S. College Rooms a "Huge Support"

Encourage Many Students to Think Ahead

BY ISIS ARTZE

High schools across America have found that the college room on their campus encourages students to actively pursue a higher education. These rooms are packed with everything high school students need to know about college, from college videos and applications to testing dates and scholarship books; are generally staffed by a full-time counselor; and are open to students during their lunch period, during classes (with a pass, of course), and after school.

According to *The Washington Post*, September 4, 2000, "School guidance counselors and college recruiters report that such rooms are sometimes vital in motivating students to apply to college, especially those who are from low-income homes or whose parents didn't get a higher education."

Kay Ochi, college and financial aid advisor at Fairfax High School in Los Angeles, describes the college room as a "huge support and motivating factor."

One of Fairfax's senior-year students, Kevin Williams, "could've had a free period," he says. Instead, Williams chose to spend one daily class period assisting Ochi in the college room and developing his own college plan, which includes applying to several University of California schools and California State. "Especially for seniors," he says, "it's a necessity to be in here."

At Fairfax, where nearly 55 percent of the 2,500 students are Hispanic, the college room is about the size of a classroom and includes bookcases with catalogues, videos, SAT and ACT registration packets, brochures about college requirements, and tons of other items. "It's crowded with information," Ochi says, but she explains that the crowding is actually a benefit: "It means everyone has options."

"I think for high school kids, they're confused and overwhelmed by the prospect," Ochi says. And after six years as college advisor (and a total of 16 years at Fairfax), Ochi says she understands how to overcome students' fears. "We try to be welcoming and friendly," she says, "a home away from home." As a result, students feel comfortable going to the room during their lunch period or after school to ask questions and obtain information.

Kathy Moore, career information coordinator at Wheaton High School in Wheaton, Maryland, echoes many of Ochi's sentiments: the college planning process "is overwhelming, especially for first-generation college students who

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don't have parents to help them along." Of the 1,300 students who attend Wheaton, 38 percent are Hispanic, and 26 percent are Black.

Students at Wheaton feel comfortable in the school's college room/career center, which seats about a dozen, says Moore. On the day Moore was interviewed for this article, four girls had spontaneously decided to have lunch together in the room, reading college literature.

Once students see that there's a place where they can explore their options, "they get excited about college," says Moore, who receives mail "a foot high" on a daily basis.

Because of so much mail, says Moore, the room is equipped with the latest books about scholarships, college catalogues, and even college course listings. Moore also makes it a point to offer information on all types of colleges–from two-year community colleges, to small private four-year universities, to large public colleges.

Two of the facility's unique features are college-related news articles and magazines, which Moore places on a table in the center of the room, and a selection of resources in Spanish, including brochures, parent guides for college, and *Chevrolet's Guide to the Top 25 Colleges for Hispanics*.

At Stevenson High School in Southeast Bronx, some students visit the College and Career Office two to three times a week, says college counselor Rose Mary Infantino, who says she keeps an "open-door policy."

Of Stevenson's 3,000 students, 95 percent of whom are minorities, more than half take advantage of the college room, says Infantino. "The word gets out they can come during lunch or after school," she says, and the room becomes a place where they can start and even finish their college application process. Infantino explains that students obtain applications at the college room, but also turn them in to her once they're complete, for the final touches.

Can the Internet Replace College Rooms?

It is undeniable that the Internet offers a wealth of information for high school students, including scholarship listings and virtual college tours. Some think that, with increasing Internet access, college rooms will become obsolete.

A typical day at the Fairfax College office

At Fairfax High in Los Angeles, where the college room includes a computer with Internet access, Ochi asserts that "The Internet is not enough." Many students would not take the initiative if she weren't there to make daily announcements, she says, and to inform them about college fairs, testing dates, and representatives visiting the school.

Williams, the Fairfax senior, says the physical presence of the room alone is a motivating factor. "Having a room you know is always there" is encouraging," he says. "It's a visual thing too," he adds. "It helps you remember."

A strong visual appeal is precisely what distinguishes the college room in James Hubert Blake High School in Silver Spring, Maryland, says Barbara Weintraub, the career information coordinator. The school, which has been open for only three years, was designed to include a "Career Center" that holds up to 30 students at one time. The brightly decorated room, lined with bookshelves and college posters and banners, is also strategically located on the main hall so that students must pass by it on their way to class.

And, Weintraub says, a markerboard on the outside wall of the room–listing important dates, facts, and daily updates–is also hard to miss.

Also at Blake, students have orientation to the college room as early as ninth grade, so they become familiar with the room and aware of its contents, which include a television set, VCR, and four computers with Internet access.

This does not mean, however, that the Internet can fulfill the role of the college room, says Weintraub. "Students need the one-on-one experience to encourage them and give them confidence," she says.

In Montgomery County, Maryland, says Moore, and in many areas of the U.S., a substantial number of children don't have computers at home or access to the Internet.

At Wheaton, also in Motgomery County, the library now includes only one computer, but next year, the school is building an addition that will contain 15 computers, says Moore. Nevertheless, she says, "Kids are not ready to do this all by themselves," asserting that "the Internet and the room complement each other."

And, in her experience, Moore says, students "like to sit down and see the information in print."

Infantino adds that students need the interaction. "They have to be motivated," she says, "and interaction with other students makes them look ahead."

Multipurpose Rooms

Surprisingly, college rooms provide students with much more than written materials, videos, and computer access. They also serve as a gateway to unique resources.

One of the most common college room supplements is a visit from college representatives.

Representatives from Cal State, Mount Saint Mary's College, Santa Monica, West Los Angeles Community College, and UCLA visit the Fairfax room regularly, says Ochi.

Mrs. Kay Ochi and Cal State Counselor Mr. George Bachman, meet with students at the Fairfax College Fair Day.

She stresses that these individuals do not recruit solely for their campuses. They also help the students with their college essay and application and with their college plan, and answer questions about college life.

Erwin Letona, a UCLA senior, has been visiting Fairfax weekly for the last year and a half. He says the room's greatest asset is "the personal touch that is stressed in personal exchanges." Letona says, "I see most of the students do appreciate the help we give them."

"The college reps aren't much older, so they can relate to what we're going through," says Williams, the Fairfax senior, who adds that they're also a great resource because "they've been through everything."

Representatives from such government programs as Upward Bound also visit Fairfax, and Ochi plans field trips to nearby college campuses approximately once a month, she says.

Blake's college room also offers these field trips, and Weintraub says she notifies students of community events such as the Latino Empowerment Youth Conference or a county-sponsored Hispanic financial aid workshop.

Other college rooms, including Fairfax's, organize their own evening workshops, such as the application workshop, providing students and parents with step-by-step guidelines on how to complete the college application.

Wheaton invites parents to the college room one or two evenings each month, Moore says.

At Lamar High School in Houston, parents play a central role in their college room, which is dubbed the "college corner," says Dean and Associate Principal Sue Paige. Parent volunteers often staff the college corner, she explains, "so kids get the adult assistance, and parents get the college information they want for their children."

Are College Rooms Effective?

College rooms are relatively new features in high schools, so there are still some kinks in the system. For starters, not all high schools can afford to have them, and even in schools with college rooms, they differ vastly in size and contents.

To add to the disparity, many universities focus their mailings on elite high schools. Moore, at Wheaton, says she sometimes has had to badger Harvard University to send her materials, but says she's always managed to obtain them in the end.

Despite these setbacks, are the rooms effective?

"College recruiters...say the rooms show students that their school believes they can go on to higher education," reports *The Washington Post*.

However, Letona, UCLA's recruiter, notes that they're not miracle workers: "Those students without an inkling of desire to attend college are not suddenly persuaded."

But, he adds, to those with the desire to pursue a higher education, college rooms are a physical place where they can realize their goals.

In Montgomery County, Maryland, high schools are required to have college rooms–a policy that in and of itself suggests their efficacy.

Also in Montgomery, 86 percent of polled students said they planned to attend college, surpassing the 60 percent national figure; and seniors' college acceptance rates are generally higher than national rates.

Ochi reports that at least 85 percent of Fairfax students proceed to higher education, 30 percent attending four-year colleges, and 55 percent attending two-year colleges.

Although no one has investigated the connection between these impressive statistics and the role of the college room, the notion does not seem farfetched.

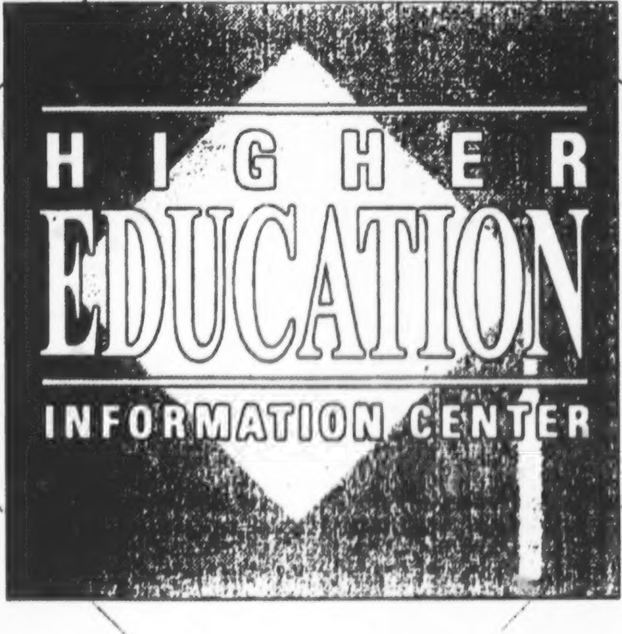
But perhaps the most poignant indices of a college room's impact are the testimonies of students who benefit from them. Kevin Williams, the Fairfax senior who is in the college room every day, says, "This is a very necessary room."

Wheaton's Lourdes Acuna says she feels lucky to have access to so much information. And Elizabeth Melchor, who came to the United States from Mexico at age three and is in the first generation in her family to go to college, did all of her college planning in Wheaton's room.

She is now a first-year student at Notre Dame University in Indiana, financing nearly her entire tuition through scholarships she researched in Wheaton's college room.

Boston-Based Center a Gateway to Funding

BY MARILYN GILROY



These days, almost everyone could use a little help paying for college costs. But the situation is especially critical for those who have the desire and drive to go to college but are facing personal obstacles that threaten to put their dream out of reach. How can single parents, recent immigrants and their children, welfare recipients, individuals who have spent time in prison, or even those who are saddled with enormous debts from credit cards find financial aid for the education that will help them build a better life?

The good news is that assistance is available from the Higher Education Information Center (HEIC), located in Boston, Mass., which was created to help young people and adults, particularly those who are the first in their families to attend college, find a way to enroll and pay for higher education.

Individuals who seek assistance from HEIC are met by a staff of full-time and part-time counselors who will assist them in navigating the overwhelming amount of information and complexity of forms that accompany the process of college admissions and financial aid. Services are free and open to the public.

"We focus on low-income, first-generation students," said Dr. Arturo Iriarte, executive director of HEIC. "We provide a very personal connection in this process, and that can make the difference in whether or not someone succeeds."

To illustrate this point, Iriarte recalled that at a recent reception celebrating HEIC's 15 years of service, he met a student who explained that she had been told in high school that "she was not college material." Undeterred, she came to HEIC, worked with one of the counselors, and now maintains a 3.8 grade point average as a student at Simmons College.

This kind of experience, said Iriarte, is the most rewarding part of his job. "After all," he said, "you can get some of the information that we supply online from other dot-org sources, but what clients get from us is the personal attention that they need."

The Center handles an impressive number of requests as it tries to match students with less-than-obvious sources of school funding. Last year, HEIC fielded more than 84,000 inquiries through walk-in traffic at the Center, website hits, off-site services, hotline calls, and youth programs.

Counselors at the Center work with students to find funding leads, but they also end up providing advice on academic programs, career counseling, and personal support. If language is a barrier, the Center's staff can offer assistance in a total of six languages. Weihong Wu, a student from China who struggled with poor English skills and the many layers of college programs and procedures, was fortunate enough to meet HEIC's Annie Zhang.

"She explained the American education system to me and helped me apply for financial aid," said Wu. "I was able to finish my studies at Bunker Hill Community College and was accepted to Northeastern University with scholarship money, a grant, and some low-interest loans.

"Anytime I needed to make some decision about my education or I have some problems, I always ask Annie Zhang because she gives me very useful suggestions. When I need help, Annie is always there."

Wu's story is just one of thousands that have become a part of HEIC's legacy. Founded in 1984, HEIC is funded by a unique partnership that includes federal and state monies and support from local colleges, foundations and corporations, and the Boston Public Schools. It is a division of The Education Resources Institute (TERI), which is a national nonprofit organization offering education loans for undergraduate, graduate, and professional study. HEIC is housed in the Boston Public Library, which has donated space in the basement of its Copley Square location.

"This center was started by Ann Coles, who is now a senior vice president at TERI," said Iriarte. "Funding came from the DeWitt Wallace Fund, and Ann got the space rent-free from the Boston Public Library. The only proviso is that we maintain hours that parallel those of the library."

That means being open seven days a week, no easy task for a staff that is also running outreach programs and early awareness programs. HEIC works with schools, community groups, churches, and neighborhoods with large numbers of low-income individuals, and sponsors a variety of activities including workshops and information tables at college fairs. HEIC also distributes college planning publications for students, parents, and adult learners.

In addition, the Center coordinates youth programs that focus on young people who will be the first in their family to attend college. For example, HEIC's Educational Talent Search program provides low-income middle and high school students with intensive counseling and support around college planning. This includes selecting courses to meet admissions requirements, choosing the right college, and understanding financial aid. Last year, the program achieved an extraordinary success rate with 85 percent of the 2000 Educational Talent Search graduates attending college in the fall.

Two other programs form the nucleus of HEIC's efforts to encourage the possibility of higher education. The Kids to College program (K2C) introduces sixth grade students from five Massachusetts cities to 50 college campuses and offers their families early planning information. HEIC has also begun to administer a new federal program, Gain Early Awareness & Readiness for Undergraduate Programs (GEAR UP). Starting in 7th grade and continuing through high school, GEAR UP provides comprehensive services including mentoring, tutoring, counseling, and other supplemental college readiness activities. Last year, 220 seventh grades participated.

The Higher Education Information Center is housed in the Boston Public Library, at Copley Square

At the heart and soul of all these programs is the commitment to helping people find access to higher education and navigate the complex world of financial aid. Using a database called Fund-finder, counselors can usually offer funding possibilities that tie together scholarships, grants, and loans for a financial aid package. HEIC encourages individuals to look for private scholarships based on an applicant's field of study, church affiliation, community and civic group participation, or competitions sponsored by local businesses. When students are overwhelmed by the possibilities, counselors will help them choose the most suitable options and get them started. Sometimes it means filling out eight-page application forms that are detailed and daunting; other times it is finding ways to help people qualify for need-based loans. This can be an especially tricky process for people under the age of 24 with no children who must include their parents' income on the application. These students are also likely to have worked full-time to help meet family expenses.

As one counselor said, "The problem is inherent in the system. State and federal loans are based on previous income. If you work full-time, it looks like you must have socked away enough money to go back to school."

Then there are other clients who cannot afford to drop out of the workforce to go back to school and need to tap into one of the weekend or accelerated programs offered at local colleges.

Even though HEIC has been incredibly responsive to its clientele, the fact is that with college costs continuing to rise and higher education clearly the route to a better life, the Center will probably have to do more, not less.

Dr. Iriarte said that the HEIC is trying to use technology to help handle the increasing demand for financial aid information. "Our walk-in traffic remains heavy, but the real increase is the online business," he said. "We are experimenting with services that will connect people with a counselor in a chat room. Response to our hotline service is also growing."

Iriarte is upbeat and enthusiastic about the challenges he faces. His own background as a son of immigrants and his 30 years of experiences in education have forged his commitment to the Center's mission and goals.

"I was always involved in working with first-generation minority students," he said. "I have lived through some of these experiences."

Iriarte was born in Cuba but grew up in Queens and got a degree from St. John's University. He became a classroom teacher in special education and moved to higher education in 1969. A former Fulbright Lecturer and Woodrow Wilson Hispanic Leadership Fellow, Iriarte was previously at Lasell College as vice president for academic affairs. He also held administrative and senior-level positions at the Middle States Association on Higher and Education and at several universities.

When he joined HEIC last August, Iriarte recognized that changes were needed because the demands on the Center had grown dramatically.

"When I was hired, a consultant reviewed our structure and recom-

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mended that we hire an associate executive director," he said. "That individual is now in place and is handling most of the outreach efforts while I focus on overseeing grants and fundraising."

He has already begun work on plans that would expand the reach of HEIC, build a stronger financial foundation, and help ease the staffing crunch.

"We have been exploring a possible partnership with the Catholic archdiocese that would bring a new funding source. We are also looking into expanding into rural Massachusetts," he explained. "In addition, I would like to get the endowment to a comfortable level without having to run a capital campaign."

> *"We provide a very personal connection in this process, and that can make the difference in whether or not someone succeeds."*
>
> DR. ARTURO IRIARTE, EXECUTIVE DIRECTOR

As for staffing, Iriarte has reviewed the operations of the HEIC-replicated sites in St. Louis, Missouri, Louisville, Kentucky, and Washington, D.C. All use the same model of funding from various sources and support from member colleges.

"At the Washington site, admissions personnel from member colleges work at the center," said Iriarte. "I am hoping to try that here by getting our member colleges to volunteer some of their staff for us."

As HEIC continues the quest for funding and staff, it carries the assurance that it provides an absolutely essential service for those who are often hardest hit by lack of resources and information on how to plan for college. That reinforcement comes from students like Sabine Jules, who is a junior biochemistry major at Suffolk College. Jules recently thanked HEIC for making a difference.

"When I was in high school, I went to school every morning with the hope that one day I would go to college. Unfortunately, I didn't know what to do to get to college or where I would find the money to pay for it. As a low-income student, I was very skeptical, and in the fall of 1998, my hope was dying. I was the first kid in my family to try and attend college, and I didn't have basic information on how to fill out the application.

"But some very special people at West Roxbury High led me to the right path. Through HEIC's ACCESS program, I found help with my school tuition bill every year, and the scholarship they provide is renewable. I urge every student to utilize the service they provide. I guarantee you will benefit from it!"

The Higher Education Information Center can be reached through its toll-free information hotline at 1-877-ED-AID-4U or its website at http://www.heic.org.

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MEMBER COLLEGES

Collaboration has been critical to the Center's success in reaching students and parents. By providing speakers for educational awareness workshops, opening their campuses to numerous student groups, and communicating with the Center about what their college can offer visitors, HEIC's member colleges contribute significantly to its efforts. The following colleges and Universities are members and supporters:

Babson College
Bay State College
Bentley College
Boston College
Boston University
Brandeis University
Bunker Hill Community College
Cambridge College
Curry College
Emerson College
Emmanuel College
Fisher College
Franklin Institute of Boston
Harvard University
Lasell College
Lesley College
Massachusetts College of Art
Massachusetts College of Pharmacy and Allied Health Sciences
Newbury College
Northeastern University
Pine Manor College
Regis College
Roxbury Community College
Simmons College
Suffolk University
University of Massachusetts at Boston
Urban College of Boston, ABCD
Wellesley College
Wentworth Institute of Technology
Wheaton Wheelock College

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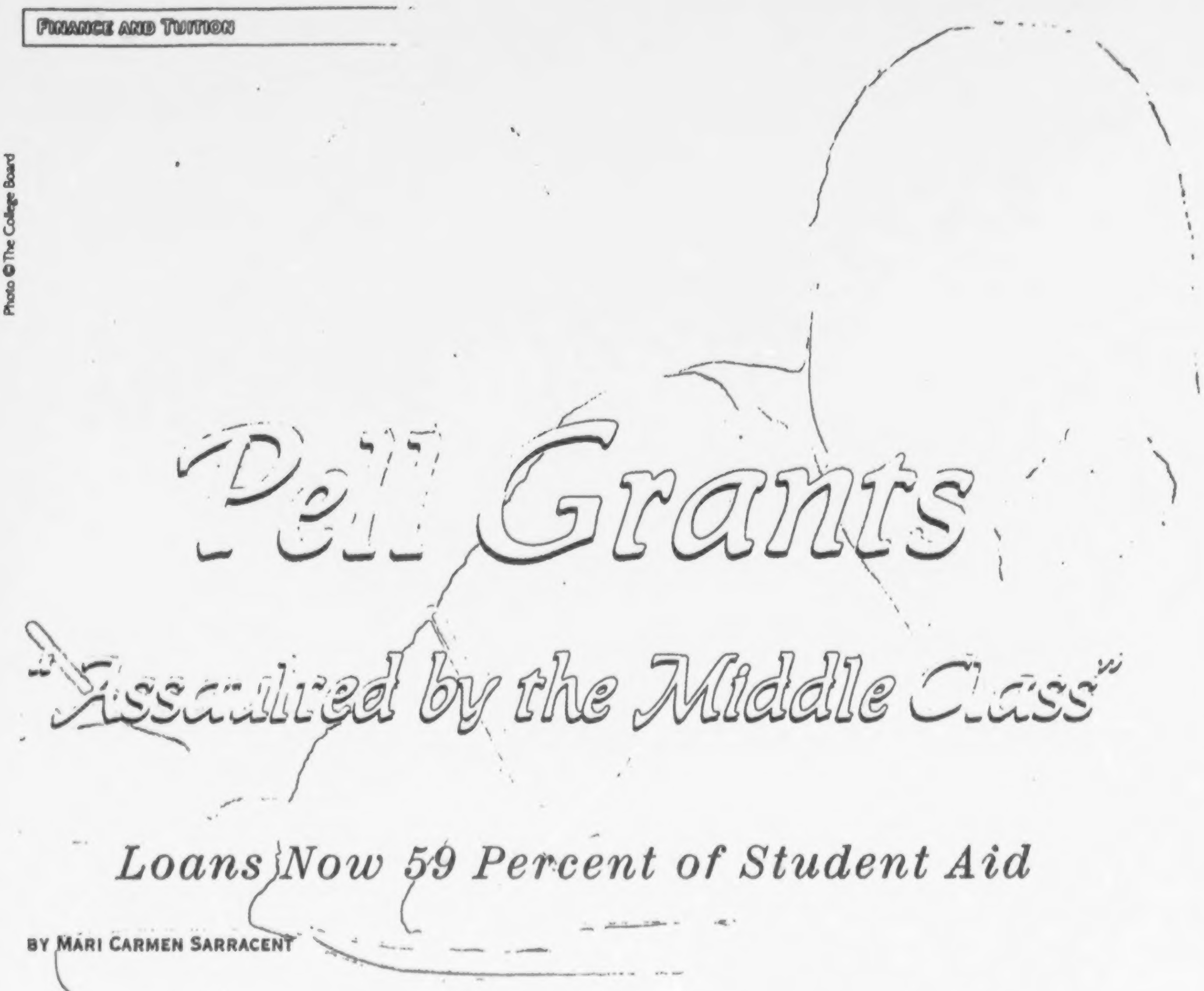

Photo © The College Board

Pell Grants

"Assaulted by the Middle Class"

Loans Now 59 Percent of Student Aid

BY MARI CARMEN SARRACENT

The Federal Pell Grant, first implemented in 1972, continues to be an important part of the student financial aid package. But given inflation and the rising cost of college tuition, the famous Pell has lost some of its purchasing power and advocates. Some government entities and leaders question the effects of Pell Grants on student persistence rates and college completion. Others say that while the Pell alone can not help enroll and graduate more students, it is undoubtedly an enabler without which many students would not go to college.

Republicans and Democrats supported an increase in this need-based aid program during the Clinton administration, but until a few weeks ago the jury was still out on how much the Pell Grant would increase, if at all. More than two months after the 2001 fiscal year began, Congress gave final approval to a massive spending bill that would raise the maximum Pell Grant by $450, to $3,750.

As candidates for president, Bush and Gore highlighted somewhat different funding approaches. George W. Bush proposed increasing the Pell Grant to $5,100 for first-year students, and providing an extra $1,000 to Grant recipients who took college-level mathematics and science courses in high school. Vice President Al Gore suggested increases in the Pell Grant and in other federal student assistance programs.

While the federal government continues to expand student aid, the vast majority of this growth has come in the form of borrowing. According to data from The College Board, student loans represent 59 percent of all aid, compared to about 41 percent in 1980-81. Pell grants cover only 39 percent of fixed costs (tuition and fees, room, and board) at four-year public institutions and 15 percent at four-year private colleges.

What's Happening to the Pell

In President Clinton's weekly radio address of December 2, he urged Congress to keep its commitment to the education budget. Why? Could there possibly be a problem after a bipartisan agreement was reached to increase education investments that would have brought the Pell Grant maximum to $3,800 a year?

When Congress adjourned in November, prior to election day, both Republicans and Democrats had agreed to certain education budget increases. But, according to President Clinton's Dec. 2 address, the agreement was "only to be abandoned at the last minute by the Republican leadership."

Diane Hampton, legislative analyst, American Council on Education (ACE), comments on the situation, "The appropriators had reached an agreement with a good number of increases, most of them in student aid. There was a $500

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increase for the Pell Grant. Now because they think there may be a Bush administration, Republican leaders may be trying to reserve money for other priorities. The education budget agreement was taken out the hands of the appropriators and put into the hands of the house leaders–[Republicans] Richard Armey, majority leader from Texas, and Tom DeLay, majority whip from Texas, and Trent Lott, senator from Mississppi."

This would affect students entering school after July 1st, 2001. The increase, adds Hampton, "was even higher than President Clinton's request. The higher education community is saying to the Republicans, 'This is what you campaigned on–gains in education. You said that this was important.' And they were going to work toward this goal, and they claimed victory that they had increased student aid, etc. And now they are going to renege on that promise? The Bush camp is maintaining a low profile.

The education community is appalled, and so, it seems, are many moderate Republicans and even conservatives who agree that "this is what we campaigned on," adds Hampton.

According to an ACE update from the Division of Government Public Affairs, the education community was worried that Congress might give up on the previously agreed upon increases and pass a continuing resolution to maintain last year's funding for six months. In Clinton's radio address, he stated, "Backing away from the consensus budget plan and freezing funding at FY 2000 levels would jeopardize critical increases agreed to by budget negotiators on both sides including…$1.4 billion for Pell Grant increases. The maximum Pell Grant scholarship for needy students would not increase by $500, to $3,800, denying increased aid to nearly four million low-income college students."

The president outlined some of the critical implications for education in many states.

"Among the five largest states," said Clinton, "California could lose almost $715 million in additional education funds, Texas could lose more than $100 million in support for emergency school repairs, New York could lose more than $40 million for more after-school and summer school programs, Florida could lose almost $20 million to hire additional high quality teachers to reduce class sizes in the early grades, and Illinois could lose almost $70 million in additional support to educate students with disabilities."

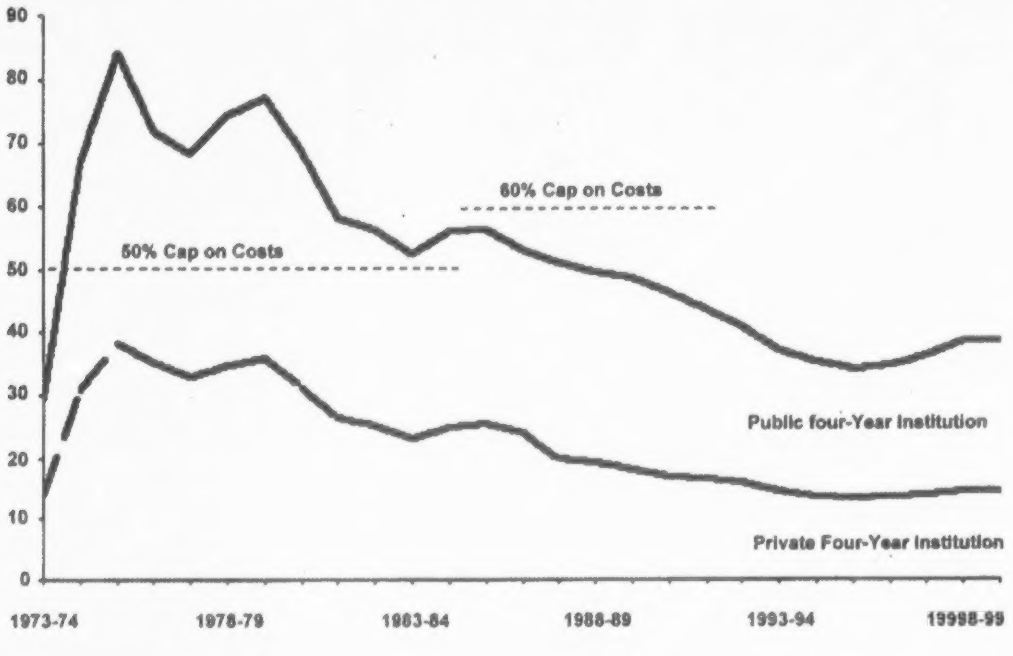
Roberto Haro, César Chávez Institute, San Francisco State University, president of the Hispanic Coalition of Higher Education, says, "We want the Pell increased for a couple of reasons. We know that Latino students are going to increase in the college-age cohort, so they'll need resources to go on to college. Right now, Pell is not enough for students who are really needy.

"Admittedly, many of our students are going to two-year colleges. But they are not going to stay there forever. To make it into their institutions of choice, they need incentives. Pell Grants are good if they are coupled with other aid. California, for example, has come up with generous aid that will help students." If a student aid package does not cover major costs, he says, "you have to go to other sources of money. In many instances that means loans. The more we can provide need-based students, the better it will be. Most financial aid counselors can say, 'This block of money will always be there for your child.'"

Despite the Pell and other available forms of scholarships, student loans have become a given for many. Haro says that the middle and upper-middle class, those not eligible for need-based aid, are pushing for an increase in non-need grants and aid, which can detract from Pell Grants and other need-based assistance.

"Pell Grants are being assaulted by the middle class, who want to use other strategies to secure financial assistance, irrespective of need, like the Hope Scholarship, which is merit-based. A kid who graduates in the top 10-12 percent of the class can receive aid that is tied in to merit. I

The Maximum Pell Grant as a Share of Cost of Attendance, 1973-1974 to 1999-2000



FY 2001 Appropriations Chart: President's Budget Request

(In Millions) – August 2000

DEPARTMENT OF EDUCATION	FY 1998 Final	FY 1999 Final	FY 2000 Final	FY 2001 Admin.	FY 2001 Senate	FY 2001 House
Major Student Aid Programs:						
Pell Grants	7,344.9	7,704.0	7,640.0	8,356.0	8,722.0	8,356.0
Maximum Award	(3,000)	(3,125)	(3,300)	(3,500)	(3,650)	(3,500)
Supplemental Grants	614.0	619.0	631.0	691.0	691.0	691.0
Federal Work-Study	830.0	870.0	934.0	1,011.0	1,011.0	1,011.0
Perkins Loans (capital contrib.)	135.0	100.0	100.0	100.0	100.0	100.0
Perkins Loans (loan cancel.)	30.0	30.0	30.0	60.0	60.0	40.0
LEAP (SSIG)	25.0	25.0	40.0	40.0	70.0	0
Total, all Student Aid	**9,008.9**	**9.378.0**	**9,374.7**	**10,258.0**	**10,624.0**	**10,198.0**
(excludes federal loans)						

call this a manifestation of rationalization."

And what about the rest of the students, who might not have excelled academically but still aspire to a college education?

The federal government responds to the "manifestation of rationalization." Haro says, "the federal government in turn says, 'We'll put money into work-study and low-cost loans.' For a White family, a $30,000 loan over a four-year period, that's not bad. For a Hispanic family, that's a no-no." Haro explains that tax credits and low-interest loans that can be amortized over a period of time are not appealing to many Latinos because they are not comfortable with the financial vernacular used nor are many of them in a financial position to consider these options.

"Sixty percent of Latinos come from families making less than $24,000 a year. Our community isn't that sophisticated to search and apply for low-cost loans, for example. Debt in some areas is beneficial to some communities. The Congress is not responding to the needs of society–they are listening to those communities that are most vocal."

An issue raised by the education community concerns the importance of gauging the value of Pell Grants so that government leaders and institutions alike understand how students can not go without this need-based program. Haro notes that Congress has some fuzzy notions as to the benefits of the Pell, and who is most directly affected by it. More clarification is necessary.

"Congress is not paying attention to creating a domestic pipeline. It's meeting the demands of technology and corporations, which need to fill high-skill, technology-based positions. So, they are investing in bringing in foreigners. It's a revolving door of people coming in and out, and meanwhile our community hasn't the data sets or systems to compete. This is a country that pays attention to the wheel that squeaks the loudest."

ABC's of the Pell Grant

Unlike a loan, a Federal Pell Grant does not need to be repaid. It is a need-based grant awarded to disadvantaged, low- and moderate-income students. According to the *Student Guide 2000-01* publication of the Department of Education, Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. It is possible for a Pell Grant recipient to be eligible for other aid.

The maximum award for the 1999-2000 academic year was $3,125. The Pell Grant amount depends on a student's expected family contribution (EFC), the cost of attendance, status (part-time or full-time), and whether a student plans to attend for a full academic year or less. A student can receive only one Pell Grant a year.

According to data from the Student Aid Alliance, a coalition of 60 organizations representing students, colleges, and universities who support federal funding for student financial aid, nearly four million students, with an average family income of $14,500, received Pell Grants last year.

Minority Gains Impressive at EQUITY 2000 Sites

"Math for Mexicans" ***No Más***

BY MICHELLE ADAM

The success rates became 72 to 74 percent...a vast increase from the 45 percent success rate of students who had once been in remedial courses.

Ray Miailovich was a math teacher and department chair at Piedmont Hills High School in San José, California, when EQUITY 2000, a pilot program initiated by The College Board in 1990, came to his school. He was also an athletic coach.

Back then, his school, like many others throughout the country, considered tracking [a process by which students are separated into class levels according to abilities] a part of normal conduct, although there were those who believed this procedure to be ineffective and discriminatory. For Miailovich, tracking was no different than having a sports team that goes out onto the field to play a game without expectation or determination to win. Today, having completed the EQUITY 2000 pilot program, Miailovich is noticing drastic changes from his tracking days. "We are not saying anymore that you can and you can't," he said. "We are all first place teams now."

EQUITY 2000 was developed by The College Board to help close the gap in college-going and success rates between minority and non-minority, and advantaged and disadvantaged, students so that all students are better prepared to succeed in their education and careers. Its aim has been to eliminate tracking in schools by helping establish high standards for all students, while simultaneously restructuring school district policies, practices, and resources to support that goal.

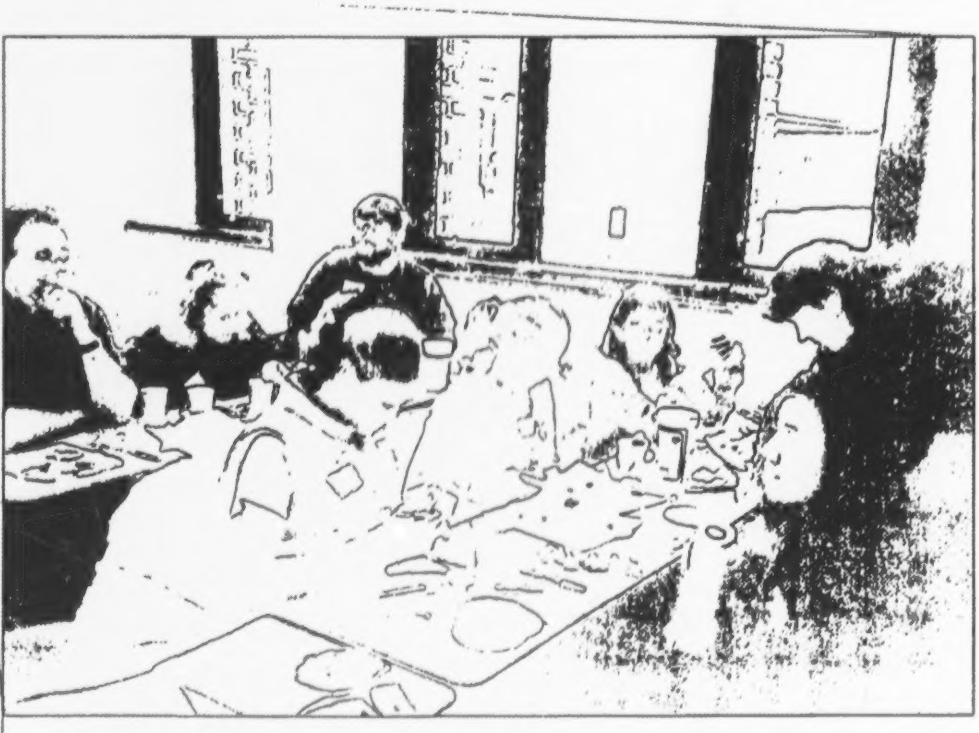
This program was created in response to The Board's published study, ***Changing the Odds: Factors Increasing Access to College***, which yielded the following findings: low-income and minority students who master algebra and geometry and who expect to go on to college actually enroll in college at the same rate as their non-minority peers with those same academic experiences. These results are similar to recent findings by the Department of Education (*Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*), which demonstrate that curriculum levels, more than test scores and GPA, play an extremely important role in determining bachelor degree-completion rates for all students, and especially for Latinos. The results of the study also showed that of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor's degree completion.

EQUITY 2000 began as a K-12 mathematics reform initiative in Fort Worth, Texas. Within a year, six other districts throughout the country that were interested in improving the educational performance of minority and disadvantaged students signed letters of agreement with The College Board to participate in the project.

EQUITY 2000 set out to break the cycle of tracking students, particularly minority and disadvantaged students, who are most negatively affected by it. To do this, The College Board helped create district-wide policy changes, established ongoing professional development, helped improve school involvement with students' parents and families, developed academic safety nets, formed school-community partnerships, and maintained data on the students' achievement.

In each district, a core group that included teachers, counselors, principals, and other members of school hierarchies would be trained in methods of working with students and cultivating changes in attitudes toward new non-tracking methods of education. Teachers learned methods of instruction that incorporated different learning levels for a heterogeneous classroom. This team would in turn help train others in the same methods. Key goals would be to eventually get all students into higher-level math classes, regardless of abilities, by eliminating "watered down" courses, and to set in place both safety nets and partnerships with parents, local business people, and local colleges to help students achieve these higher expectations.

In Miailovich's school, as in all EQUITY 2000 schools, a specific objective was to get all students into Algebra I by the ninth grade and into geometry by the tenth, a target that has already been met by his school. The changes in this policy especially affected Latino students, a large percentage of his students. Said Miailovich, "I've noticed a big difference in the general outlook of the class. The kids are more active since they know that more is expected of them. I see less discipline problems, fewer students putting down their heads and sleeping. In the past, when we had something lower than Algebra I, it was considered a bone-head class, and you were expected to act a certain way."



EQUITY 2000 was developed so that all students are better prepared to succeed in their education and careers.

Before EQUITY 2000, students had easy excuses as to why they were unable to get into college. After all, those who hadn't taken high-enough course levels by the time of graduation were most likely to be denied entrance into higher education, were less qualified for scholarships and financial assistance, and, according to Department of Education research, would be more likely to drop out of college if they attended.

"We are taking excuses away and saying, 'You can do this,'" said Miailovich. "And we are getting more kids with a transcript that gives them more options." His most memorable experiences during his years implementing EQUITY 2000 were the phone calls he received from many Latino parents asking whether their children could attend lower-level courses out of concern that they wouldn't make it in the higher-level ones. To this, Miailovich would tell them that he believed their children could be successful in the higher levels, and then went on to list the ways in which EQUITY 2000 would help (tutoring, Saturday academies, summer school programs, college assistance, and programs at San José State). "They would respond by saying to me, 'That's great! No one ever told me that about my daughter.' I can't tell you how many times I've heard that," he said. "EQUITY got us to look at parents and students in the eye and say, 'Yes, we can do this.'"

EQUITY 2000 set out to break the cycle of tracking students, particularly minorities and the disadvantaged.

San José hasn't been the only place where EQUITY 2000 has implemented drastic change within school systems in order to bring about equity in education. From New Haven, Connecticut, and Richmond, Virginia, to Milwaukee, Wisconsin, EQUITY 2000's six-year pilot phase, from 1991 to 1997, included 700 schools and nearly half a million students. Since then, into its dissemination phase, a total of 22 districts throughout the country have been involved.

The College Board, a nonprofit organization composed of nationwide educators, has for the longest time been associated with standardized tests such as SATs. It has served as a gatekeeper to higher education. Through programs such as EQUITY 2000, The Board has moved into a role beyond that of gatekeeper. The organization is now systematically intervening to help motivate, prepare, and connect students to college. It has been a leader in the national school reform movement, proving beyond a shadow of a doubt that students are capable of succeeding in the more challenging college preparatory classes and thus of increasing their chances of going to college.

The results in EQUITY's pilot program sites are impressive.

Ninth grade enrollment in Algebra I or higher increased from 16,527 to 33,816 across the pilot sites, an increase from 44 percent to 92 percent. Of these figures, Latino enrollment went from 38 percent to 95 percent. Although not as high, the results for geometry enrollment also increased dramatically. From 1991 to 1998, the percent of ninth grade students who'd passed Algebra I by the end of ninth grade rose from 40 to 66 percent across pilot sites. More ninth graders passed Algebra by the end of 1998 than were even enrolled at the start of the project. Also, the number of students taking AP exams increased at various sites.

EQUITY 2000 has been incorporated into The College Board System, which includes other professional development and reform strategies that will be available to all 50 states, and more school districts have become involved. Meanwhile, in those districts that were part of the pilot program, what once was EQUITY 2000 has become institutionalized and has, in many places, moved beyond mathematics initiatives into system-wide subjects such as English and science.

Mary Henry, who began with EQUITY 2000 in 1991 as a site coordinator in Milwaukee, Wisconsin, has personally seen the results that the program achieved for students beyond high school. Since EQUITY 2000, more students from her district have been accepted into universities. The University of Wisconsin has seen a significant increase in the number of students from those schools and has specifically attributed it to higher math abilities. And, said Henry, "More students are earning scholarships of a diverse nature."

"EQUITY 2000 was the beginning of the reform initiative in our school district. It really shook people out of the doldrums in terms of math. It has put us in a mindset that all students should have equal access, opportunities, and support to succeed. That's what we're all about."

Rafael Rentiera was principal of Silver Creek High School in San José, California, when he first got involved with EQUITY 2000, in 1994. Prior to EQUITY, he had attempted to untrack curricula in his school, but had found it extremely difficult to convince others to do so. When The College Board came along, it facilitated this process and made the idea of eliminating tracking sound reasonable and possible. According to Rentiera, EQUITY 2000 in his school resulted in "a success unparalleled, especially for the underrepresented populations such as Latinos and African Americans." Before the program was initiated, students enrolled in remedial math, a class often called "Math for Mexicans." At that time, only 25 percent of students were pre-selected for Algebra I in ninth grade, and these students averaged a 75 percent success rate. Strangely enough, reported Rentiera, once all students were in the same Algebra I class, the success rates became 72 to 74 percent, only slightly lower than those numbers achieved by the "cream of the crop." These numbers, however, are a vast increase from the 45 percent success rate of students who had once been in remedial courses.

Rentiera remembers how, prior to Equity 2000, he saw many students who had been placed in remedial classes yet seemed much more capable. "They said to me that they were bored," he said. "The system delivered the message that 'You cannot do it,' even when they themselves said, 'Yes, I can.'" And he added, "I have fought for the rights of my son. I've seen it. I've seen it with other students. I've even had parents of different backgrounds saying, 'My kids can't do it because I couldn't do it.' But we are doing it here."

The impact of EQUITY 2000 goes beyond success in higher-level courses. The true test is whether all students have an equal opportunity to go to college and complete these years triumphantly.

For Rentiera, there is no doubt that the untracking of curricula has and will continue to produce more college-eligible students. "The minority population has in fact challenged the system and gained admission into four- and two-year universities," he said. "Students are saying, 'Yes, I'm going to go to college.'"

Paving the Pipeline

BECA Aims at Limited English Proficient Youth

BY ADRIANA MEUCCI

Dr. Ana María Schuhmann, dean of the School of Education

Kean University, the largest producer of teachers in the state of N.J., was recently awarded a $1.2 million grant to diversify its education graduates. Project BECA, Bilingual Education Career Advancement, is intended to enhance recruitment procedures, scholarship opportunities, and job placement in high-need school districts. The project also is expected to increase support for minority and bilingual education initiatives.

The University is reputed to have one of the best and largest bilingual teacher education and ESL programs in the densely and diversely populated Garden State. Kean's excellent reputation in the area of scholarship was especially important to receiving the award, says Dr. Annette López, BECA director.

When you write grant applications, she says, "you need to show the strength of the institution, the support services, and the coordination with other programs."

The BECA proposal was primarily written to provide students in Kean's pre-college programs who want enroll at Kean with tuition assistance.

BECA is geared toward the needs of LEP, Limited English Proficient, students in primary and secondary schools. According to López, their numbers in grades pre-K–12 have tripled in the last 10 years. Nationally, one out of five children in America is now brought up speaking a language other than English, and Latino children account for 73 percent of the LEP population.

"We need to pay serious attention to LEP youngsters," said López. "We already have Project Adelante (pre-college program), which provides the opportunity for us to reach these children at an early age and teach them valuable leadership skills. BECA encourages them to earn a teaching degree so that they can give something back to their communities."

Project BECA will complement both Project Adelante and another of Kean's pre-college academic offerings–the Orientation to Teaching Careers Program. Begun in the summer of 1988, Project Adelante serves about 200 Latino students from four urban New Jersey school districts, from grades six-12. The students attend classes on Kean's campus on Saturday during the school year and spend five weeks on campus during the summer. The teachers in the program come from the same school districts as the students.

Adelante's curriculum is part of the New Jersey Commission on Higher Education's college-bound program, and is intended to increase high school and college graduation rates among Latino students. The initiative provides these children with academic enrichment in math, science, computers, and the use of technology, and since Adelante is exclusively for Latino children, support in ESL is also provided. However, students must already be in a bilingual education program or have recently graduated from one.

Adelante succeeds primarily because it incorporates key components that studies have shown to be important in maintaining Hispanic students. These include parent and family involvement, the use of language and culture of the students for instruction, a high level of cooperation with the school districts, and the availability of role models.

Of the original group of 83 students who began Adelante in 1988, 92 percent have graduated from high school. Nineteen are now in college (12 attending Kean), six have completed B.A. degrees, and two are in graduate school.

María Cepin-Cabezudo is one of Adelante's success stories. She started in the program 13 years ago when she was an eighth grader at the McGuiness Middle School in Perth Amboy, N.J. After finishing Adelante and graduating from high school, Cabezudo attended Kean, earning a bachelor's degree in Elementary Bilingual Education. She now teaches at the same middle school, McGuiness, and also teaches in the Adelante program. Cabezudo is pursuing a master's degree in counselor education.

As a young girl coming from the Dominican Republic, Cabezudo could not speak a word of English. The Adelante program proved a tremendous help to her because it enhanced her English skills and provided her extra help in doing homework.

"The people in Adelante were like family to me. Without the program, I wouldn't have been able to accomplish so many of my goals, such as continuing my education," said Cabezudo.

Looking back upon her involvement with the program and the education curriculum at Kean, Cabezudo said the whole process of becoming a teacher seemed very natural, mostly because she was cultivating her teaching skills along the way. From her tutoring to her participation as a graduate assistant, the range of experiences helped her make an easy transition to the classroom.

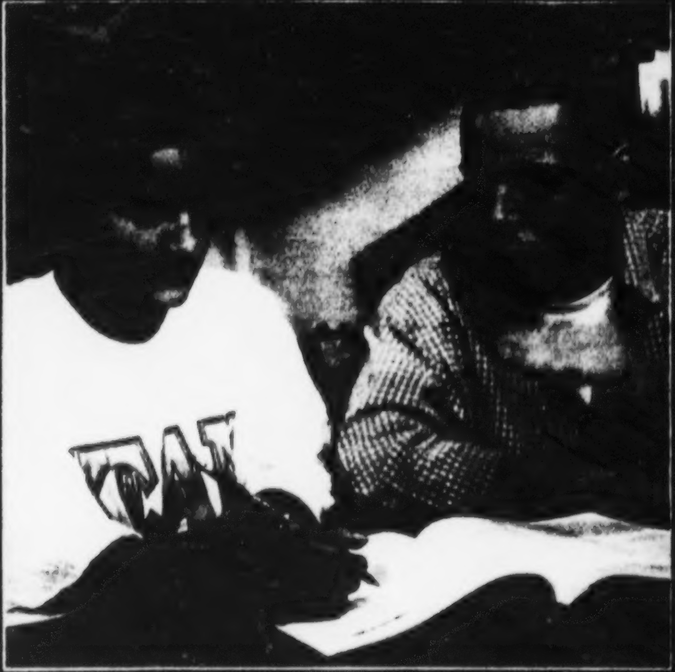
Cabezudo loves being a teacher and indicates that her preparation has given her the confidence to do a good job, especially when it comes to classroom management and lesson planning. She believes Adelante is a success because of people like herself, who have come full-circle through the program.

And Cabezudo doesn't mind having an extended workweek, teaching in Adelante on Saturdays. Rather, it is a joy for her to be there, and she hopes to continue doing so well into her old age, if she is allowed, she jokes.

Adelante participants like Cabezudo are important to the program's mentoring component, which provides each student with a classroom teacher men-

Profile

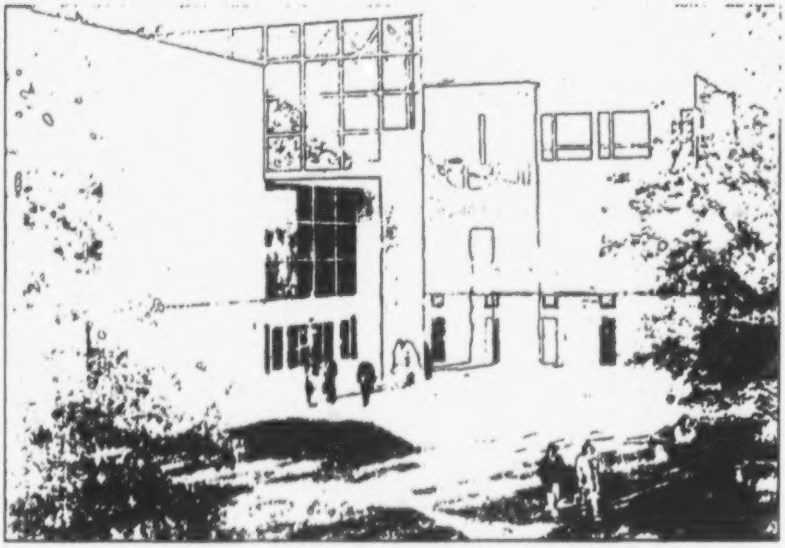
"I'm here for a reason."



If you're looking for a motivational speaker, consider James Arcilla. A peer liaison in the Center for New Students, James is enthusiastic about life's opportunities and excited about Kean.

The first in his family to attend college, James is out to make the most of it. "I try to take advantage of every opportunity at Kean because I'm here for a reason," says the math major. "I'm not satisfied unless I know I've done the very best I can do."

And James wants freshmen to succeed, too. As a peer liaison in the Center for New Students, he looks after the interests of students in the Freshman Seminar he helps teach. For James the seminar is more than an introduction to college life. It's a chance to inspire students to push their limits. Like Yoda in Star Wars, James insists "There is no try. Do."



Kean University Center

tor, a faculty mentor, and a university mentor. Students who complete Adelante and attend Kean, in turn, remain in the program as tutors. Many are recruited into teaching careers, but some will pursue other academic degrees. Those who graduate will in turn be helped with job placement, especially in urban school districts.

"Many of these students come from families with very special needs," said López. "Many are immigrants themselves. Some of their parents work two and three jobs, just to make ends meet. So, attending the University is a 'super-big' luxury." Besides helping with tuition, BECA also provides money for college fees and books.

The response by student recipients to project BECA has been positive and filled with expressions of gratitude. Participants feel relieved that the financial help they are receiving will leave them with more time to focus on their studies. "We can really study now," is a response that López hears often from her students.

Overall, López believes BECA will help provide the University with a stronger base for recruiting, retaining, and training bilingual teachers. But it will also support Kean's Orientation to Teaching Careers Program. This program intercedes on behalf of students from New Jersey's largest high school–Elizabeth High School–by helping juniors and seniors explore a career in teaching. The students use the same foundations of teaching text as Kean's own sophomores, and they tutor children in elementary schools. This provides them with a valuable "hands-on" experience in the classroom, says Dr. Ana María Schuhmann, dean of the School of Education.

The high school participants also visit Kean's campus several times during the year so they can be acclimated to college. They meet with financial aid representatives and admission directors, as well as with education professors who speak with them about college life and provide workshops about teaching. But most importantly, says Schuhmann, the students spend an entire residential week at the Kean campus where they work with education faculty and students in the childcare center.

"I think it is very important for them to have access to this program–in order to encourage them to go into teacher education. This provides them with a "hands-on" experience with children, and a realistic view about what teaching is all about. We try to encourage them early to consider teaching as a career."

Project BECA Director Annette López (second from right) and Victor Ortiz (left) of the Kean University Instructional Curriculum Administration advise their students.

After obtaining experience in the field, some students might decide a career in the classroom is not for them, Schuhmann says, but at least they have had early exposure.

But the real goal of all the initiatives, says Schumann, is diversification of the teaching profession. There are few people of color in the profession, even as the population of Latino and African Americans increases. The majority of teachers are still White females. So, says Schuhmann, different means of recruiting people into the teaching profession are strongly needed. One way to accomplish this is Kean's approach–exposing students at a young age, as well as strategically targeting students in other ways.

"Kean has been successful in encouraging teachers of color, particularly Latino teachers, into the teaching profession. We rank sometimes 15-17 in the numbers of degrees awarded to Hispanics," says Schuhmann, an impressive standing, given the number of colleges in Florida, California, and New Mexico that have large Hispanic populations.

Moreover, the University has targeted the whole pipeline of potential future instructors. This includes very young people in middle school and high school, teacher's aides, and career-changers. Kean is also working with community colleges to develop articulation agreements so that undergraduates can make an easier transition from a two-year to a four-year institution. This is especially important for Latino students, who often begin college careers at a two-year institution.

"Through programs such as BECA, prospective teachers become motivated to succeed," says Schumann. "Kean University prides itself on cultural diversity, and these efforts to produce an increased number of minority educators demonstrate this fact."

It is likely that project BECA will help a great many students in Kean's pre-college programs achieve their academic dreams. And as María Cepin-Cabezudo exclaimed, "If I am so excited about Project BECA, I can imagine how the kids feel."

The Changing Nature of Work in the 21st Century

Computer Literacy and Internet Skills a Must for All Teachers, Part two

BY
ROANNE ANGIELLO, ED.D.

Life will now, more often than not, be cyclical–from school to work to school to work and so on.

In Part One of this article, I considered some of the ways in which technology and demographics are changing work and society, and the possible implications for Hispanics. Part Two looks at what the changes mean to educators and how the new style of work is changing the place in which work is done.

Academics might argue the intrinsic value of education, but publicly funded education does have the responsibility of providing a skilled workforce. Educators must, therefore, take notice of these trends and prepare students for a very different future than that of students of only a generation ago.

Although educators like to say that their goal is to teach students critical thinking, in reality, the emphasis is often placed on acquiring a predetermined set of facts. Education must now live up to its promise to focus on teaching people how to learn.

Today, the knowledge explosion makes the acquisition of other than the most basic facts almost irrelevant. Instead, we must learn how to find and evaluate the most up-to-date and accurate information. To do so, students must be proficient in the use of computer and communications technology. This, too, is not a one-time acquisition of skills but a continuous learning process as the technology advances. For this reason, it becomes all the more critical for Hispanics to close the digital divide in schools and at home.

Students must also learn to live in a global society. Information, people, and products flow across national borders. Other cultures are accessible to students today in a way that has never been possible before. How can they be taught to appreciate these cultures so they learn to work in increasingly diverse organizations and live in diverse communities? Education must and will play a critical role in this process.

In the recent dialogues about how to improve education, all sides seem to agree that teachers at every level must have more cultural sensitivity and play an active role in promoting awareness that will help ease conflicts and misunderstandings among diverse groups.

The continuous changes in technology and demographics are accompanied by simultaneous changes in work. This means that life's previously linear path from school to work to retirement to death must be rethought. Life will now, more often than not, be cyclical–from school to work to school to work and so on. Each of the cycles will require some new learning experience, whether it be in a traditional school, or via the Internet, or TV, or some medium we have not yet discovered. Not only must the workforce constantly be retrained, but also, those who prepare the workers must also continually retrain. Thus, the work of teaching will itself undergo many changes.

We would all like to think that as educators, we are also lifelong learners. For many that is true; for some, perhaps, that has not been the case. But for all, this is now a necessity. How can a teacher with a conscience or a sense of professionalism enter any classroom today without some knowledge of the computer and the Internet? How can we competently teach process writing without word processing? How can we teach languages without accessing websites from the countries where those languages are spoken? How can we teach science without knowing the latest developments? How can we teach literature without finding the latest analyses of contemporary and classical works?

And so, for many of us who are trying to "keep up," we must focus on two or perhaps three disciplines–our basic teaching area, technology, and the appropriate use of technology in our teaching area. As a college teacher today, I not only prepare my lesson the way I always did, but I also develop a PowerPoint presentation to accompany it, and add notes and assignments to my website. Teachers, too, join the ranks of the overworked as technology adds more and more to our workload.

We also must face the challenges that come as an increasing amount of education and training is offered online. Colleges and universities are struggling to provide teachers with the resources needed to adequately develop and teach online students. It is a process that requires computers, Internet connections, course designers, technical support, graphic artists, perhaps video and audio technicians. The amount of time and money required to mount these efforts can be staggering and out of reach for many poorer schools. Since Hispanic students are more likely to be concentrated in low-income, inner-city neighborhoods, their schools often lack the resources even to introduce these options. Many community colleges, where the majority of Hispanics begin their undergraduate studies, are struggling to catch up with the distance-learning movement.

Administrators and teachers alike worry about how to monitor the quality of these online offerings. After all, in the past, a bad teacher was hidden behind the closed classroom doors. Now, that teacher might well be on display for the entire world to see on the Internet. The for-profit sector sees money to be made from online education. Organizations such as Phoenix University are encroaching on the territory of more traditional schools, prompting concern and debate on whether or not this competition is good or is a threat to quality. How do we protect our "territory" from the Phoenix Universities, et al.? Or, should we?

The distance-learning phenomenon is paralleled by a similar trend in work–the office without walls or borderlines. One of the more interesting perspectives on the changing workplace is where work is taking place. As Grulke (1997) says, "In the new global economy, the lines between home and the workplace, occupation and recreation, time zones and international borders, have been blurred. Your work is no longer where you are. Your work is what you do."

Prior to the industrial revolution, work in the agrarian society was based in and around the home. The industrial model centralized work in the factory and fostered the development of the cities as workers moved to be near the factories. Later, with advancements in transportation, the railroad and, most significantly, the automobile and the accompanying highway system, workers no longer needed to live near work, and we saw the development of the suburban bedroom community. Traffic congestion, urban blight and white flight, and the aging city infrastructure caused many organizations to establish corporate centers in these suburban communities. Consequently, we added the phenomenon of suburb-to-suburb and city-to-suburb commuting to the previous model of suburb-to-city commuting.

We now have a whole new form of commuting, telecommuting, bringing us full cycle back to the workplace of the agrarian age–the home. No longer must the worker go to a centralized factory or office. With the advances in communications and computing, much of today's work can be done anywhere, anytime–and the anywhere is often at home. And that home does not have to be near the employer's formal workplace. Workers can be thousands of miles away from their employer and often, perhaps, in other countries.

Some envision that telecommuting will redistribute population as did the industrial revolution. No longer will the residential suburbs empty out during the day as more people work–and learn–at home. Others envision a rebirth/renovation of the cities as unneeded offices and factories are converted to residential spaces.

Workers see many advantages to telecommuting. It is an opportunity to avoid traffic, to save travel time. It lets the worker adapt the workday to his or her normal daily rhythm rather than be bound to the 9-to-5 schedule. Those who need to work without interruption find the empty house is a better alternative than the crowded office. For some, the advantage of telecommuting lies in the opportunity to work in sweats or pajamas, or to forego shaving or putting on makeup. For others, it might solve some of the problems of relocating when partners change jobs or get transferred. Or it might mean they can remain in the workforce after an illness or disability that would otherwise make it impossible for them to travel to work. Perhaps childcare or eldercare arrangements can be accommodated more readily by the telecommunter.

Once employers overcome their concerns about accountability from the telecommuters, they realize that there are significant savings from having a substantial portion of their workforce out of the office. They need less office space and fewer parking places, consume fewer utilities, and so on. Some employers no longer allocate fixed office space to employees. They maintain a hotel-like arrangement for office space, allocating it on a daily or weekly basis to those who come in while the other employees are "tethered" to the office by laptops, cell phones, fax machines, and the like. Joining the telecommuters who work at home are many of the free agents from the contingent workforce.

All these home-based workers face some new challenges. As of this date, very few employers offer either instruction in working outside the office or thorough training in the technology. Among the common problems with which telecommuters must all deal is setting up a home work space that is organized in a way that is suited to their tasks, is ergonomically sound, and offers the privacy that is needed. Most importantly, they must also establish ground rules for themselves, co-workers, family, and friends. When are they "at work," and when are they at leisure? When can they be reached? When can they be disturbed? Family and friends often assume that because you work at home, you are free to run errands, take over child care, etc. This might be especially difficult for some whose families do not understand that telecommuting is full-time work. Co-workers might not set limits on when and how often they call.

Home-based workers must also face the isolation that comes from working alone. Although some might revel in the peace and quiet and find that it spurs creativity, virtually everyone needs some social contact. Maybe a quick chat with the mail carrier or Fed Ex delivery person might be sufficient. For others, scheduling lunch meetings or after-work trips to a gym might meet their needs. Those for whom the personal touch and social interaction are very important might be extremely dissatisfied with home-based work. For these latter workers, alternating an in-office and at-home schedule might be more suitable.

In addition to these common problems, different personality types will face further issues. The workaholic needs to learn how to set limits. When working in the office, the normal rhythm of office life signals when you work through lunch or work late. At home, these signals are absent, and, unless family members come home to interrupt, the tendency is often to keep on working. Even after stopping for a meal or a quick break, the computer often beckons the home-based workaholic back for the "just a minute" that turns into hours. What starts out to be a flexible work arrangement can turn into a 24-hour a-day, seven-day-a-week job.

Conversely, the procrastinator needs to set some definite work hours for the opposite reason. Without the watchful eye of a supervisor or the signals from co-workers that it's time to go back to work, the person who is not a self-starter can easily fall behind. The coffee break in front of the TV turns into a morning's worth of watching. The yard work or housework that will "only take a minute" lasts all day. It is especially difficult for the procrastinator if others are in the home. When interruptions that these others might bring are coupled with the individual's own tendency to put off work, it is a recipe for disaster.

The type of work we do, the place we work, the tools we use, and the skills we need today are clearly not the same as those of our parents, nor are they the same as those that many of us experienced when we first entered the workplace. Although we might not be able to clearly see into the workplace of the future, we know that it will be very different from that of today.

As the proportion of Hispanics in the workforce grows, they bring unique strengths to the new workplace. Many have bilingual skills that can often lead to higher salaries in the corporate world, the healthcare and service sectors, and in the technology and media fields. However, we still face significant challenges in helping Hispanics get the education and training they need to become valued members of the changing workforce, prepared to function effectively in a knowledge-based, highly technological economy.

Dr. Angiello is a professor of business administration at Bergen Community College in Paramus, N.J.

Great Support and Synergy in UTPA-Baylor Program

Premed Honors Students Offer Hope for South Texas

BY
JULIA BENITEZ SULLIVAN

Thirty-one of 53 students who matriculated to medical schools in 1998, 1999, and 2000 were Premedical Honors College graduates.

Between her rigorous studies, hospital rounds, and patient examinations, Marissa Gómez doesn't have time to dwell on the shortage of physicians in South Texas. But the 24-year-old student at Baylor College of Medicine in Houston is part of the solution.

The McAllen Rowe High School valedictorian was one of the first recruits to the Baylor Premedical Honors College at The University of Texas–Pan American in 1994. Located in Edinburg, in the heart of the Río Grande Valley in South Texas, UTPA has been credited with helping increase the education and income level of Hispanics in the region by providing educational opportunities to an area that had been educationally underserved.

The Premedical Honors College, in partnership with Baylor College of Medicine, has continued the tradition of offering educational opportunities to the region. The program was established to address the critical need for healthcare providers in South Texas–where 13 counties have been identified as "medically underserved" by the U.S. government.

"I feel I'm carrying the torch, and it's a heavy torch, but I am not going to set it down," said Gómez, who likely will be the first of the Honors College alumni to return to the Río Grande Valley to practice medicine.

The UTPA-Baylor program–the first of its kind in the nation–has already significantly increased the number of South Texas students accepted to medical school.

Marissa Gómez, between rounds at Baylor College of Medicine

The program has been so successful, it prompted Dr. William H. Cunningham, former chancellor of The University of Texas System, to challenge UT medical schools to develop similar programs. The University of Texas Medical Branch in Galveston was the first to step up to the plate, developing a comparable partnership with UTPA and three other South Texas universities: UT-Brownsville, UT-El Paso, and Texas A&M International University in Laredo.

Statistics from 1996, when the first Premedical Honors College students were sophomores, were discouraging. Only four of 30,000 students enrolled in the five undergraduate universities in South Texas were accepted to medical school.

Two years later, when Gómez and her classmates graduated with baccalaureate degrees from UTPA, the number of students entering medical school had jumped to 14–all but three from UTPA.

Of the eight successful Premedical Honors College graduates that year, four were accepted at Baylor, and four attended other medical schools. Of the four at Baylor, three decided to hold off a year before attending, leaving Gómez to carry on alone her first year.

Last year, 16 UTPA students were enrolled in medical school. Of the 40 pre-med majors in the class of 2000, 26 successfully matriculated to medical school–nine to Baylor.

"Our students' success in being accepted to medical school is exceptional," said Dr. Scott Gunn, associate professor and health professions advisor at UTPA. "We have a 65 percent acceptance rate; the national average is 35 percent."

There are more than 60 pre-medical students in the pipeline, including Cecilia Sánchez, 21, a senior in the Premedical Honors College.

"This is a really good opportunity and the best path for where I want to go in life, which is to become an M.D.," said Sánchez, who was salutatorian at St. Augustine High School in Laredo. "One of the things I most appreciate is how I've gotten to know my fellow Premedical Honors College classmates. We all have the same classes, goals, and concerns."

While only a few UTPA students accepted to medical school were enrolled in the Premedical Honors College, the program is credited with the increase in enrollment and stature of the general premedical program, said Cindy Wedig, UTPA Premedical Honors College coordinator.

"UTPA already had a strong science program, producing three to four medical students each year, which was significantly higher than the other undergraduate schools in South Texas," Wedig said. "What this program did was to increase the visibility and stature of the undergraduate program as well as open up an avenue for talented Valley students to enter Baylor College of Medicine."

Thirty-one of 53 students who matriculated to medical schools in 1998, 1999, and 2000 were Premedical Honors College graduates.

Cynthia Luna, 23, was one of the Class of 2000 graduates not in the Baylor program. The La Feria High School 1996 valedictorian had her pick of undergraduate institutions, but her first choice was UTPA.

Luna, now a first-year student at Southwestern Medical School in Dallas, said attending UTPA allowed her to live at home while completing her undergraduate degree.

"I'm very proud to have attended UTPA," Luna said. "I had heard that Pan Am had a very good science program. Now that I'm in medical school, I can attest to that fact. It prepared me very well for medical school."

Luna's brother, Michael, 22, a senior premedical student at UTPA, shares his sister's goals and many of her views. Class valedictorian in 1997, Luna said he misses his sister after spending three years carpooling to the University, attending classes and studying with her.

"Attending UTPA is like being with family," said Luna, who was named the state's outstanding junior by the Texas Association of Advisors for the Health Professions last year. "You study together, take classes together, and hang out together."

Last year, Mexican Americans comprised only 389 of the 16,221 students who entered medical school. UTPA alone provided three percent of those students.

BAYLOR COLLEGE OF MEDICINE
MEDICAL EDUCATION AND RESEARCH

(Pictured l. to r.) Xavier García-Rojas, Melissa Ochoa, Dalia Galicia, and David Lee Jiménez at Baylor College of Medicine

(Pictured l. to r.) Cecilia Sánchez, Farah Ahmed, and Samson Cantú during lab at The University of Texas-Pan American in Edinburg

"This is certainly a pioneering effort," said William A. Thomson, Baylor College of Medicine Center for Educational Outreach director. "Given the success of the program to date, we fully expect the Premedical Honors College will continue to have a strong, positive impact on the number of students from South Texas who access medical school."

Most of the Pan American students have said they plan to return to the Valley to set up their medical practices–which is exactly what UTPA and Baylor officials hoped would happen.

"As outstanding high school students, these young men and women set their goals to become medical doctors," said Dr. Ralph D. Feigin, Baylor College of Medicine president. "I'm confident the education and training these students receive will result in a major difference in the medical care available in South Texas."

The program provides a rigorous, structured curriculum and a highly supportive environment designed to prepare students for medical school. Standards are high, but students receive conditional acceptance to Baylor College of Medicine as well as four years of tuition and fee waivers at both UTPA and Baylor.

One factor that sets apart premedical students at UTPA from other undergraduate institutions is the preceptorship with local physicians. Most universities offer preceptorships to graduate-level or medical school students. Gómez, who is a third year medical student, said working with local physicians at the undergraduate level and the bonding among students in the program have helped her succeed in medical school.

"To get into medical school is so competitive," Gómez said. "I tell high school students that I speak to that if they are committed to becoming doctors, they should enroll at Pan Am. It's the best thing there is.

"At UTPA, you attend your classes together, you study together, you are given opportunities that most pre-med students don't get as undergrads, and you go into the program knowing that you will be accepted to Baylor if you meet all the requirements."

McAllen pediatrician Dr. J. J. Saenz has offered preceptorships to UTPA students since 1995, when the first group of Premedical Honors

College students completed their first year. Saenz said one of the benefits is the bonding with local physicians.

"Most physicians stay in the area where they were trained," Saenz said. "The Premed Honors College allows students to maintain their connection to the Valley, so there is a better chance for them to come back."

In 1999, UTPA's investment to the Premedical Honors College was $154,730, most of which covered tuition and fee scholarships. Baylor's investment was $184,000 for tuition and fees and $60,000 to help defray administrative costs.

The program scored a major coup in June, when UTPA was awarded a $750,000 grant to be distributed over three years from Houston Endowment, Inc.

"Houston Endowment funds have made it possible to offer a larger variety of preceptorship and research opportunities to students in the program," said Wedig. "The additional funds are expected to improve the rate of matriculation of UTPA premedical students to medical school and to enhance the transition of high school students to college by offering an outreach program."

The grant will also allow the University to redirect funds to similar or new programs, said Roland S. Arriola, vice president for External Affairs.

While the university has a reputation for producing well-prepared premedical students, those in the Premedical Honors College and Galveston program are considered the cream of the crop.

Students are selected for the program based on academic performance, SAT scores, letters of recommendation, and other factors. They must have completed and passed at least four years of high school science and mathematics, including chemistry and elementary analysis/pre-calculus, and at least one year of computer technology.

Finalists are interviewed by Baylor's Medical School Admissions Committee in much the same format used for medical school applicants.

The University recruits students in high school, and those accepted into the Premedical Honors College are grouped together for their undergraduate classes.

Once in, students must maintain at least a 3.2 cumulative grade point average and 3.0 GPA in science. And they must score at least 25 on the Medical College Admissions Test to matriculate to Baylor.

"This is an academically rich program at UTPA, with a high degree of structure and expectations," Thomson said. "But there is also lots of support, good synergy, the opportunity to work with physicians in preceptorships as undergrads, and summer enrichment programs at Baylor and other medical schools."

The Galveston program is similar to the Baylor-UTPA program, with one major difference–students must be educationally or financially disadvantaged, said Gunn, who advises predental and pre-optometry students along with the premedical majors.

"Students in the Galveston program are subject to the same rigorous academic standards, and they also are guaranteed admission to medical school," Gunn said. "But Galveston has a federal mandate to serve disadvantaged students."

Melissa Ochoa, 23, a second-year medical student at Baylor, said UTPA is a "gem" that is sometimes overlooked.

"There is still a misconception in high schools that students think they could get a better education at UT-Austin or other schools," Ochoa said. "But I try to discourage students from thinking that way.

(Pictured l. to r.) Farah Ahmed, Cecilia Sánchez, and Samson Cantú, all seniors in The University of Texas-Pan American's Premedical Honors College

"The Pan Am students are doing just as well [at Baylor College of Medicine] as the students from Harvard or any other tier university," she continued. "The biggest benefit, though, is that you go into medical school with a ready-made support group–your classmates from UTPA. We all study together and support each other."

The shortage of physicians in South Texas reached critical mass as the region's population growth nearly doubled that of the rest of the state and quadrupled the growth in the rest of the country. There are fewer than 10 physicians practicing medicine in Starr, Zapata, Jim Hogg, Brooks, and Duval counties, and no practicing physicians in Kenedy County.

Even Hidalgo and Cameron counties–with 464 and 361 doctors, respectively–don't have nearly enough physicians to meet the area's needs.

The University of Texas-Pan American is working with the UT-Health Science Center-San Antonio Medical School on a similar program that might be online as early as fall 2001, Gunn said. And, UTPA President Dr. Miguel A. Nevárez is discussing implementing similar programs with other Texas medical schools.

Gunn said the programs will help close the gap in the number of Rio Grande Valley natives, and especially Hispanic residents, who attend medical school. UTPA enrolls the largest percentage of Mexican Americans in the country and is second only to Florida International University in Miami in the number of bachelor's degrees awarded to Hispanics, according to a report published in the May 5 issue of this magazine.

While progress has been made, there is still much to be done before narrowing the gap in access and participation.

The U.S. Department of Health and Human Services reported "underrepresentation of minorities in the health professions severely limits access to culturally competent care for the 21 million minority Americans who are medically underserved." Compounding the shortage are reports that Hispanic physicians care for twice as many Hispanic patients as do non-Hispanic doctors.

The success of UTPA students in accessing and excelling in medical school will go a long way in closing the gap, said Gunn.

"Those not in any of the programs still benefit from the instruction and support afforded to all premed students," Gunn said. "It's an exciting time to be in the Valley, both in terms of the growth at UTPA and in seeing the fruits of our labor."

HO

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 29, 2001

New Executive Order to Help Latinos Access Federal Services

WASHINGTON, D.C.

Accessing the federal government is a simple task for most Americans. Because they are fluent in English, many are able to obtain various services, such as health and education, without a problem. In contrast, many in the Latino community face significant hardships when attempting to access such services. They often must depend on family or friends for translations because they have yet to reach English fluency. However, as recently mandated by the president, all federal agencies and programs receiving federal funding must now ensure that their services are accessible to limited-English-proficient (LEP) individuals.

President Clinton issued Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," on August 11, 2000. This Order mandates that organizations receiving funding through federal departments or agencies comply with Title VI of the Civil Rights Act of 1964, which prohibits discrimination against individuals on the basis of race, color, or national origin. The Order requires agencies and programs receiving federal funding to "take reasonable steps to ensure meaningful access to their programs and activities by LEP persons."

The practical effects of this Order are extremely far-reaching. Generally, it means that no one may be denied health, education, housing, or other services just because they are not fully English proficient. The impact will affect any entity that receives federal funds. Providers will need to make stronger efforts to publish information in multiple languages, as well as employ translators or bilingual staff in their offices.

Currently, many federal services are inaccessible to eligible recipients due to language barriers. Thus, the Order stipulates that each federal agency review its programs and affirm that LEP individuals have equal access to services normally provided in English. In conjunction with this effort, federal agencies must draft amended Title VI guidelines. This Executive Order can serve to clarify that, under Title VI, any federal agency or program denying LEP persons equal access to federal services would be violating federal discrimination laws.

The Department of Justice, which will oversee this initiative, has compiled an "LEP Guidance" document to assist agencies in meeting Title VI compliance standards. Each agency and program is expected to submit its plans for LEP accessibility to the Department of Justice. Federal agencies and programs will have approximately four months to update their services.

Macarena Correa

NACE Survey Shows College Hiring to Increase 23.4 Percent

BETHLEHEM, Pa.

Employers forecast a whopping 23.4 percent increase in college hiring, according to *Job Outlook 2001*, a survey of employers' hiring intentions as they relate to new college graduates. The annual survey is conducted by the National Association of Colleges and Employers (NACE).

"This year's hiring projections shatter last year's 14.5 percent projected increase," said Marilyn Mackes, NACE executive director. "Employers are putting a lot of emphasis on college hiring as a way to combat the tight labor market." Employers expect to make nearly one-fifth (19 percent) of their job offers to new college graduates.

Hiring projections look strongest in the West, where employers project college hiring to rocket up 33.6 percent, but all regions of the country project healthy hiring increases. Employers in the South anticipate a 26.9 percent jump, Northeastern employers forecast a 20.5 percent increase, and companies in the Midwest expect college hiring to rise 17.9 percent.

In addition, a wide variety of employers are expected to be active this year. Among manufacturers, computer and electronic products companies, electrical and electronic machinery manufacturers, scientific equipment makers, and chemical companies are expected to be most energetic. Among service-sector employers, consulting companies, accounting firms, merchandisers, communications services organizations, insurance companies, and computer systems design firms are expected to be most enthusiastic about college hiring.

At the bachelor's degree level, competition will be fiercest for candidates with technology-related degrees and business degrees, but liberal arts majors are also expected to attract their share of attention.

Employers are also looking to plug the gaps in their workforces with international students; 38.6 percent of respondents said they plan to recruit international students for permanent full-time positions within the United States. Among those planning to hire international students, four out of five (82.6 percent) say they will seek students with engineering degrees in the computer sciences. In addition, 57.6 percent expect to hire international students with business degrees.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com January 29, 2001

The Power of One Vote Says AAUW

WASHINGTON, D.C.

Aside from the vote tallying controversy in Florida, the November 2000 elections reminded us of what we have always known: women voters care about the issues and are willing to take that concern to their communities and the voting booth. And thanks to the American Association of University Women (AAUW) Voter Education Campaign activities across the country, women have increasing opportunities to voice their concerns about issues that effect their families.

"Our campaign is about getting the woman who is undecided or doesn't regularly vote to drop that ballot into the box," said AAUW public policy director Marion Stillson. "AAUW's Voter Education Campaign distinguishes the candidates based on the issues, not party politics, and shows women exactly how their votes impact every aspect of their lives."

- Members conducted about 200 public forums to inform women about the candidates running for local, state, and federal office and the issues at stake.
- Members contacted some 200,000 women voters through phone banks in the weeks before the election to encourage women to vote.
- Members distributed more than 1 million voter guides for 140 congressional races. Voter guides itemized candidates' stands on key issues such as sending tax dollars to public, not private or religious schools; letting doctors and their patients, not insurance companies, make health care decisions; protecting a woman's right to choose; and limiting the purchase and use of guns.
- Dozens of organizations (the NAACP, Business and Professional Women, the National Council of Jewish Women, MANA: A National Latina Organization, the National Council of Negro Women, the League of Women Voters, and more) worked with branches and states to hold forums, conduct phone banks, and distribute voter guides. The Arlington, Va., branch worked with Latina and African American groups to sponsor a candidates forum. Publicity targeted cable TV stations popular with racially and culturally diverse audiences. In North Dakota, AAUW members developed a voter guide for the at-large congressional district and collaborated with colleges and youth groups to distribute the guides statewide.

AAUW couldn't conduct exit polls to determine the number of women who voted because they saw the AAUW voter guide or received a phone call from an AAUW member. But AAUW was, in many communities, the leading nonpartisan women's organization getting out the vote. Said Stillson: "Members can be proud to play such a powerful role in our nation's elections."

Ellen Buchman

The Ayn Rand Institute on the Education Reform Fraud

MARINA DEL REY, Calif.

During the presidential campaign, both George Bush and Al Gore promised education reform. These promises range from increasing spending to equipping more schools with computers to giving more standardized tests. Each of these "solutions" is built on false premises and will fail to save the education system, said a senior writer for the Ayn Rand Institute.

"The purpose of education is to teach students how to think, so they can lead productive, independent lives," said Andrew Bernstein, a philosophy professor at Pace University (N.Y.). "Money, school uniforms, standardized tests, and a myriad of other proposals, including single-sex schools, school prayer, and smaller class sizes, won't do anything to help students to learn how to think. What we need instead is an education revolution, focusing on the essential: the curriculum."

Bernstein outlined the curriculum that would save the American education system and our children's minds:

- Reading, emphasizing phonics and great literature
- Writing, emphasizing grammar and logical structure
- Arithmetic, emphasizing the connection of numbers and math to practical reality and actual problems
- History, emphasizing causal connections and the intellectual ideas driving historical events
- Science, emphasizing the observation of facts and the logical progression of integrating those observations into scientific principles

In an effort to help identify the problems facing the education system and offer a solution to its ills, the Ayn Rand Institute launched its Rational Education website (http://education.aynrand.org). The site includes essays on topics ranging from Ayn Rand's "Tax Credits for Education" to "Why Johnny Can't Think" to the Institute's "Student Survival Guide."

People·Places·Publications·Conferences

PEOPLE
&
PLACES

NASA Awards Grant to Cal State-Northridge

A joint team from CSU-Northridge's (CSUN's) College of Engineering and Computer Science and College of Science and Mathematics was awarded a nearly $2 million grant from NASA to study the reliability of microelectronic components in lunar and planetary spacecraft.

Three CSUN faculty members and more than 30 undergraduate students during the coming four years will work closely with the Jet Propulsion Laboratory in Pasadena to identify and possibly prevent equipment problems that can occur during space missions.

Another important program goal will be to recruit and encourage women and minority students into graduate studies and career options in the space sciences field, where they are underrepresented.

Leadership Development Institute Held in Poconos

Students from Pennsylvania's State System of Higher Education universities attended the 14th Annual Robert D. Lynch Student Leadership Development Institute. The conference, sponsored by the Pennsylvania Black Conference on Higher Education, Inc., is designed to help African American and Latino students develop skills and qualities essential to leadership on college campuses. It offers workshops that examine cross-cultural communications, interpersonal relations, inclusive environments, and cultural awareness.

Among the speakers were Ambassador Julio Chaves of Costa Rica; Sarian S. Bouma, once a down-and-out mother with nothing to feed her baby and who now heads a company with more than $3.4 million in annual revenue; and Farai Chideya, a 28-year-old journalist and author who has written for both TV and print media on topics from African American issues to punk rock.

DuPage Offers Support for Latinos

Because of the rapid growth of the Latino population in the western suburbs, College of DuPage (Ill.) and the Illinois Board of Higher Education are co-sponsoring Strong Education for Latinos' Future (SELF), a project that encourages students to complete high school and make a successful transition to college.

This free program provides educational information–academic and financial–and personal support to any student who shows an interest in higher education or needs academic guidance.

"Our goal is to increase, retain, and prepare more Latino students for the professional world," said Adriana Santillan, director of SELF. "DuPage and SELF want to make the Latino population aware of their knowledge and capacities and help them reach higher and better opportunities."

SUNY-Brockport Hosts Lecture on Guatemala

Juana Maurilia Gómez-Pérez and Randall Shea presented "The History of a Guatemalan Village" at the State University of New York-Brockport.

For three decades, from the 1950s-1980s, Guatemala suffered under military dictatorships sponsored and supported by the U.S. government. When the village Santa María Tzeja was attacked by military death squads, Gómez-Pérez and other survivors fled to Mexico. After more than a decade of exile, most of the residents returned to try and resettle their homeland.

Shea and Gómez-Pérez spoke about how this attack happened in the context of U.S. foreign policy and how U.S. citizens can work for change in these policies. They also shared the history of violence faced by the Mayan population, and Gómez-Pérez shared her personal experience as a survivor of state-sponsored violence.

Professor Andrea Parada helped organize the lecture. Shea and Gómez-Pérez have been occasional visitors to her class, Latin American Women.

Bethune-Cookman Fondly Remembers Barragan

Officials at Bethune-Cookman College (B-CC) in Florida issued a statement in remembrance of Dr. Roberto Barragan, Jr., who recently passed away.

"Loved and respected by all who were blessed enough to come in contact with him, Dr. Roberto Barragan, Jr., was a giant of a man. This native of Marianao, Cuba, left a special mark on his alma mater, Bethune-Cookman College."

Barragan was the second Cuban to enroll at B-CC. (His uncle, Dagoberto Casanova, was recruited by Dr. Mary McLeod Bethune as B-CC's first Cuban student.) Throughout his career, he served many institutions, had many affiliations, and was noted for his genuine concern for senior citizens. At B-CC, he was director of admissions, recruitment, and alumni affairs; director of continuing education; and first advisor to what was then known as the Hispanic American Student Association, upon its founding in 1990.

Hispanic Enrollment Rises at San Antonio Health Science Center

Hispanics constituted 22 percent of the graduate and undergraduate student population in the fall at the UT Health Science Center-San Antonio, the highest percentage in the past five academic years, according to preliminary enrollment figures.

The Health Science Center is officially designated by the U.S. Department of Education as a Hispanic-Serving Institution, based upon its undergraduate Hispanic enrollment of 36 percent. It provides extensive outreach programs to attract minority students to health and science career professions.

Students in all minority groups total 41.8 percent of the Health Science Center enrollment, compared to 37.2 percent the previous year.

CU-Boulder Receives NSF Grant

The University of Colorado (CU)-Boulder received a five-year $2.5 million grant from the National Science Foundation (NSF) Alliances for Graduate Education and the Professoriate. The grant is designed to enhance recruitment, retention, and support for minority doctoral students in science, math, and engineering.

CU-Boulder will offer 10 new chancellor's teaching assistantships to encourage first-year students to become involved in Boulder campus teacher training programs from the beginning of their doctoral studies.

The grant also provides funding for the new Colorado PEAKS Alliance, a joint venture between CU-Boulder and Colorado State University to develop a model of minority graduate education delivery in which graduate schools across the state coordinate recruiting pipelines and support programs, with faculty participation.

Tulsa Dean Wins Leadership Award

In Oklahoma, Tony Alonso, Tulsa Community College (TCC) Northeast Campus dean of student services, received the Year 2000 John Starks Foundation Community Service Leadership Award.

Alonso, TCC community outreach program coordinator, was recognized for his outstanding leadership "in creating and implementing community programs of substance and quality that address diversity awareness and multicultural outreach." As a direct result of efforts by Alonso and his staff, minority student enrollment at the Northeast Campus has increased by nearly 300 percent in his 10 years as dean of student services. Alonso also coordinates the annual Day of Vision–a nationally recognized multicultural enrichment program that helps prepare high school students for college.

A member of the Hispanic American Foundation, Alonso has received a Freedom Fund community award from the NAACP, the "Keeping the Dream Alive" award from the Martin Luther King Jr. Commemoration Society, and an award for exemplary student development programs from the National Council on Student Development.

Nazareth Stresses Education of Health Care Professionals

Nazareth College in New York was awarded a five-year $160,000 grant from the U.S. Department of Health and Human Services, Health Resources and Services Administration, to help improve the health care of older adults in the greater Rochester area. The grant's emphasis at Nazareth College will be to educate healthcare professionals about cultural diversity and aging issues.

Nazareth College is one of five local organizations to participate in the Finger Lakes Geriatric Education Center consortium. The grant will allow Nazareth College to develop, implement, and evaluate a series of educational programs for health services professionals focused on interdisciplinary training. The programs will enhance knowledge and skill in providing culturally competent and congruent health care for older adults from diverse backgrounds. An upcoming conference to educate healthcare providers from all fields on promoting healthy aging among individuals from diverse backgrounds will take place March 30.

Garden City Holds Hispanic Student Day

For the 14th straight year, Garden City Community College (GCCC) hosted Kansas high school juniors and seniors during Hispanic Student Day, providing an opportunity to learn about campus support services, university programs, careers, and empowerment through both education and political involvement.

The day's events included a series of opportunity sessions covering careers in law enforcement, cosmetology, health care, and other fields; and segments such as "Empowerment through Education" and "Empowerment through Politics."

Lydia Gonzales, former director of the LULAC (League of United Latin American Citizens) Education Service Center in Garden City, was a featured speaker along with Garden City mayor Tim Cruz and other leaders. Gonzales has earned a series of state and national awards for her efforts to improve educational opportunities for Hispanic students.

NYU Names Associate Dean of Faculty

New York University named Dr. Randy Martin to the new position of associate dean of faculty and interdisciplinary programs at the Tisch School of the Arts. He is administrative director of the school's new department of art and public policy as well as professor of art and public policy. Martin is former professor and chair of the department of social science at the Pratt Institute.

Martin's formal education is in sociology, but he came to New York 20 years ago to dance and study with Hanya Holm, Alwin Nikolais, and Murray Louis. In addition to dance, he has performing and teaching experience in theatre and clowning in Cuba, Italy, Nicaragua, and the United States.

Human Rights Experts Speak at LIU-Brooklyn

Long Island University (LIU)-Brooklyn's Latin American and Caribbean Studies (LACS) program, chaired by Professor J. Patrice McSherry (pictured), held its inaugural seminar, "The Quest for Justice in Latin America," featuring two human rights experts.

Marguerite Feitlowitz discussed "The Tortured Road to Justice: International Prosecutions of Latin American 'Dirty Warriors.'" Feitlowitz is the author of *A Lexicon of Terror: Argentina and the Legacies of Torture*, a 1998 *New York Times* "Notable Book." She taught writing at Harvard from 1994 to 1999.

Raúl Molina Mejía discussed "The Struggle against Impunity in Guatemala." He is a visiting scholar at Columbia University's Institute for Latin American Studies, a consultant for Guatemala Human Rights Commission-USA, and the international representative of FORUM, a Guatemalan pro-democracy organization. Before being forced into exile in 1982, he was a university professor, dean, and rector at Guatemala's National University.

LACS is a new interdisciplinary minor offered at LIU-Brooklyn.

Yucatán Honors UC-Santa Barbara Professor

While visiting her hometown of Mérida, Yucatán, in Mexico, UC-Santa Barbara professor Sara Poot-Herrera was guest of honor at a reception at which Victor Cervera Pacheco, governor of the state of Yucatán, presented her with the Antonio Mediz Bolio Literary Medal.

The medal honored Poot-Herrera for her solid research in Mexican literature, particularly contemporary Mexican literature, and for her work on the life and writings of Sor Juana Inés de la Cruz. Poot-Herrera was later told that officials in Mérida also plan to name a public school in her honor.

"It was a big surprise," said Poot-Herrera, a member of the department of Spanish and Portuguese at UC-Santa Barbara. "When I was nominated for this award, I was not told about it. I was on vacation and went to see my family in Mérida, but suddenly my trip became official."

Texas A&M Promotes Estrada

Joseph A. Estrada, former director of admissions at Texas A&M University, is now assistant provost for enrollment.

Texas A&M Executive Vice President and Provost Ronald G. Douglas said Estrada has a strong background and extensive experience in working with current and prospective students, including Hispanics and African Americans. He also said Estrada played a major role in the changes that have been adopted over the past year in more aggressively recruiting all categories of students throughout the state.

Estrada earned his undergraduate degree at George Mason University and his master's at Texas A&M University-Kingsville. He is succeeded as director of admissions by Frank B. Ashley III.

In an effort to become "a consensus 'top 10' public university" by 2020, Texas A&M commissioned its Race and Ethnic Studies Institute to determine what it can do to attract more minority students.

ACCD Director Receives Hispanos Extraordinarios Award

Dr. Eduardo Conrado, district director of international programs for the Alamo Community College District (ACCD) in Texas, was named one of the Hispanos Extraordinarios de 2000 by the La Prensa Foundation, Inc., for his contributions to the community in education.

Conrado has been involved in the development, implementation, and administration of international education programs for the past 20 years. At ACCD, his department has been awarded $8 million in grant funding for the development of international programs. He has organized and administered faculty exchange programs with Spain, student exchange programs with Germany, and a cultural exchange program with Peru and Mexico.

The La Prensa Foundation, Inc., is a nonprofit organization dedicated to promoting educational opportunities in the form of scholarships awarded to Hispanic students with limited resources.

News from Borough of Manhattan Community College

- According to a study conducted by *Community College Week*, Borough of Manhattan Community College (BMCC) in New York graduates more minority students from associate's degree programs than does any other college in the Northeast. Among the nation's top 100 associate's degree producers, BMCC ranked second in awarding associate's degrees to minority students. Among those awarding associate's degrees to Hispanics, BMCC ranked fourth nationwide.
- The BMCC Cisco networking training program was the 2000 winner of the James C. Hall Jr. Exemplary Program Award. Participants selected for the program, which helps develop technology skills, have been mostly unemployed or under-employed Spanish-speaking residents of Upper Manhattan.
- BMCC received a GEAR-UP grant from the U.S. Department of Education to improve the academic preparation of selected at-risk middle school students in Community School District 5, located in the Harlem Empowerment Zone of Manhattan. "Our goal is to prepare and encourage more children to attend college and succeed in it," said Sandra Rumayor, director of outreach programs at BMCC.

Cruz Named Outstanding Professor at Cal State L.A.

California State University-Los Angeles named Cheryl A. Cruz a 1999-2000 Outstanding Professor.

A professor of accounting in the College of Business and Economics, Cruz has been a faculty member at Cal State L.A. since 1992. She has taught courses in principles of accounting, managerial accounting and taxation of individuals, corporations and shareholders, and partnerships and partners–receiving consistently superior evaluations from her students. Her commitment to her students is reflected in her tireless efforts to provide them with excellent career opportunities. For six years, she has been faculty adviser for the campus chapter of Beta Alpha Psi and faculty adviser for the Arthur Andersen Tax Challenge.

Cruz has been active in at least 30 university, college, and department committees, and in 1999 she received the College of Business and Economics award for "Excellence in Service" in recognition of this work.

Recent Exhibits at Lehman College Art Gallery

- Lehman College Art Gallery (N.Y.), in collaboration with En Foco, exhibited works by the four winners of En Foco's New Works Photography Awards. The annual New Works Awards program supports photographers of African, Asian, Latino, and Native American heritage in creating a portfolio of in-depth documentary/fine art photographic work.
- Colombian artist Monika Bravo created a virtual aquarium in the gallery as part of her video and sound installation "Symphasis." Taped in aquaria throughout the world, projected images filled the room with swimming sharks and drifting jellyfish, while viewers' shadows and silhouettes created a human presence and became a part of the displaced environment.

- "Syncretism" examined the work of Marta María Pérez Bravo, Albert Chong, and Mario Cravo Neto, artists whose photography incorporates imagery relating to the spirituality, beliefs, or ritual objects associated with Santería, and Condomblé, as the religion is known in Brazil.
- Aixa Requena's "Antilles Textures" captured glimpses of the rich tapestry of life in Puerto Rico. Mixing sources–personal, historic, popular culture, and the mythic–Requena created multiple layers of meaning in her paintings. For example, window-like frames in her paintings reveal photo-based images of domestic scenes, viewed as vignettes.

Cuban Diplomat Speaks at Miami University

Cuban diplomat Carlos Alzugaray spoke of "Reflections on U.S.-Cuban Relations" at Miami University in Ohio.

Alzugaray studied at the international division of Sophia University, Tokyo, Japan, and at the University of Havana, Cuba, where he earned a bachelor's degrees in diplomacy and in the history of Cuba, a master's degree in contemporary history, and a doctorate in historical sciences.

Since 1980, he has been on the faculty of the Raúl Roa García Institute for Advanced International Studies and an adjunct professor at the University of Havana. He was also a foreign service officer, posted at Cuban diplomatic and consular representations in Japan, Bulgaria, Argentina, Canada, Ethiopia, Kenya, Belgium, and Luxembourg.

Padrón Named "Cervantes Outstanding Educator"

In Florida, Dr. Eduardo J. Padrón, president of Miami-Dade Community College, was honored with "The Cervantes Outstanding Educator Award," presented by Nova Southeastern University (NSU). The award, given to Padrón for his leadership in advancing the education of Hispanic students, is sponsored by NSU's Fischler Graduate School of Education and Human Services and its Hispanic advisory board.

NOVA
OUTHEASTE

Padrón is the former chair of the board of the Hispanic Association of Colleges and Universities. He serves on the White House Commission on Educational Excellence for Hispanic Americans and on the editorial board of *The Hispanic Outlook in Higher Education*, and recently was appointed to the American Association of Colleges and Universities' Greater Expectations national panel.

Pictured l. to r.: Armando Rodríguez, chair, Hispanic Advisory Board; H. Wells Singleton, dean, Fischler Graduate School; Padrón; and Rey Ferrero, Jr., president, NSU.

Bermúdez Holds Interim Post at Houston-Clear Lake

Dr. Andrea B. Bermúdez became interim associate vice president for academic affairs at the University of Houston (UH)-Clear Lake.

Bermúdez joined the University in 1980 when she became chair of education-related studies for its School of Education. She was associate professor of education for seven years and named full professor in 1987. Since then, Bermúdez has been the School of Education's director of the Research Center for Language and Culture and chair of foundations and professional studies.

"Dr. Bermúdez is an excellent choice due to her many years as both a senior faculty and department chair," said Edward J. Hayes, senior vice president and provost. "She is a recognized scholar in bilingual education, and she has numerous publications in refereed journals where she shares her findings with colleagues on a national level."

Rhode Island Hosts Multicultural Media Fair

Rhode Island College held its third annual multicultural media fair, "Promising Practices." Sponsored by the Dialogue on Diversity Committee, the day-long program featured workshops, exhibits, and video screenings.

Diana Lam, superintendent of the Providence schools, the keynoter, spoke on "Student Diversity and Great Expectations: Reforming Schools So That All Students Benefit!" In 1999, Lam issued a new strategic plan for the Providence school system. "Rekindling the Dream" called for a community-wide effort to improve student literacy and other changes to focus the school system and community's resources on teaching and learning.

"Promising Practices" places K-12 educators in meaningful conversation with a variety of resource individuals, exhibitors, and diversity experts. The Rhode Island Department of Education approved continuing education credits for the program.

Chemical Society Scholarship Assists Minorities

The American Chemical Society (ACS) announced a special scholarship geared toward minorities.

The ACS is sponsoring a scholarship program for qualified applicants who want to enter a variety of chemical fields–chemistry, biochemistry, chemical engineering, and other chemical science disciplines. The program is designed to encourage Hispanic/Latino, African American, and American Indian students to pursue undergraduate college degrees in the chemical sciences and chemical technology.

Latina Holds Empowerment Seminar

Latina magazine held its first-ever *Latina* Empowerment Seminar, a full day of panels, workshops, seminars, and networking on a wide range of subjects, with information specifically geared towards Hispanic women.

Photo © Wolfgang Freihot

"A primary objective at *Latina* has always been to maximize the magazine's relationship with its loyal subscribers," said founder and publisher Christy Haubegger. "The *Latina* Empowerment Seminar is another way for us to reach out to our readers and help them to reach their full potential."

Latina, with guest host Cynthia Santana, a New York area Fox 5 News anchor, also honored the nine "Latinas of the Year" who were profiled in the September issue. The following nine women addressed the seminar participants with inspirational stories in their respective fields: Julia Álvarez (literature); Pam Aguirre (business); Christina Aguilera (entertainment); Lydia Camarillo (politics); Jennifer Gutiérrez (sports); Dr. Nancy Ruiz (science); Vicki Ruiz (pictured l.), chair of the Arizona State University Chicana and Chicano studies department, and Virginia Sánchez Korrol (pictured r.), head of the Brooklyn College Puerto Rican and Latino studies department (education); and Cristina Saralegui (media).

Salvadoran Educator Speaks at Siena

Elsa Miriam Linares de Quintanilla, discussed "Cross-Border Solidarity Takes on Corporate Globalization" at Siena College in New York. Born in Santa Ana and educated at the University of Central America, Linares teaches primary school in La Paz, El Salvador, and is on a municipal council. In the 1960s and '70s, she participated in two critical work strikes, one of which led to El Salvador's first collectively bargained contract. She has been a member of ANDES, the National Teachers' Association of El Salvador, for 30 years.

During the 12-year Salvadoran civil war (1980-1992), many ANDES members were killed. Today, believing strongly that education is a human right, ANDES is a strong force in the anti-privatization struggle. The group is working to halt the Salvadoran government's plan to privatize the school system, convinced that this would deny access for a majority of Salvadorans.

UNM Raza Center Captures Grant

The Resource Center for Raza Planning (RCRP) within the University of New Mexico (UNM) School of Architecture and Planning was awarded a grant of nearly $400,000 from Housing and Urban Development (HUD). The grant came through HUD's Hispanic-Serving Institutions Assisting Communities (HSIAC) program.

"The grant will provide assistance in Albuquerque's South Valley, an area where 80 percent of the population is of Hispanic origin," said Teresa Córdova (pictured), principal investigator for the grant and associate professor in community and regional planning. The federal grant is a HUD initiative to improve the presence of higher education in communities.

The Raza Center is partnering with the Río Grande Community Development Corporation on the project. An aspect of the grant allows Córdova, her students, and community partners to construct and implement a small business incubator, which will provide the conditions necessary for fragile businesses to grow and flourish.

Stetson Hosts Symposium on Cuba

Stetson University (Fla.) hosted "The Promise of Cuba," an international symposium on contemporary Cuba.

One of the featured speakers was Huber Matos, who spoke on his years as a guerrilla fighter and political prisoner in Cuba. In 1959, Matos served as a comandante, the highest rank in the rebel army of the Cuban revolution, alongside Fidel Castro. When it became apparent to Matos that Castro was turning the revolution toward communism, Matos objected strenuously. Castro accused Matos of plotting to overthrow the government and had him jailed. Matos survived more than 20 years in Cuban prisons before his release. He has since left Cuba.

Other speakers included Waldo Leyva, poet and director of the Center of Community Culture in Havana; Rigoberto Fabelo, director of the Center for the Study of Inter-American Relations, Havana; Dr. Ana-Julia Jatar, an economist and senior fellow at the Inter-American Dialog in Washington, D.C., and author of *The Cuban Way*; Dr. Iliana Mankin (pictured), Stetson associate professor of Spanish; and Dr. Robert Sitler, Stetson associate professor of foreign languages. Stetson senior Belkys Torres helped organize the symposium.

Library of Congress Publications Feature de la Vega

California State University-Northridge Professor Emeritus Aurelio de la Vega, an internationally acclaimed composer, is featured in two publications issued by the Library of Congress.

De la Vega's music manuscript "The Magic Labyrinth" was included in a 733-page volume, *Music History from Primary Sources*, published by the Library of Congress in July. And two of his pencil-colored graphic scores represent the month of May in the Library's 2001 wall calendar "Classical Music."

De la Vega was born in Havana, Cuba, in 1925. He served for a time as cultural attaché at the Cuban Consulate in Los Angeles before attaining several music positions in his native Cuba, including dean of the School of Music at Universidad de Oriente and music advisor to the National Institute of Culture. He toured the United States as a lecturer from 1952-1959 before becoming a music professor at San Fernando Valley State College, which eventually became California State University-Northridge. He taught there for 34 years before retiring in 1993.

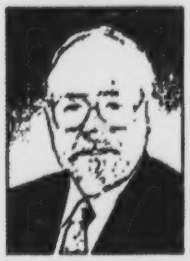
Texas A&M-Kingsville Researchers Receive Grants

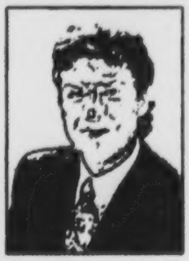
Two Texas A&M University-Kingsville chemistry department researchers received approximately $240,000 each from National Institutes of Health/Minority Biomedical Research Support (NIH/MBRS) for a two-and-a-half year period spanning 2000-2002.

Dr. Maribel González-García and Dr. Rafael Pérez-Ballestero submitted supplemental proposals to the NIH under a grant directed by Dr. Enrique Massa (pictured), assistant biology professor and director of the NIH/MBRS program. In this grant, González-García and Pérez-Ballestero will join Massa and Dr. John C. Pérez, biology professor, and Dr. Jamie C. Laurenz, assistant animal and wildlife sciences professor.

Pérez-Ballestero's laboratory studies the process of nerve regeneration. González-García's research interest focuses on the study of the process of apoptosis or programmed cell death.

Diversity Leaders Attend Conference at Nebraska-Lincoln



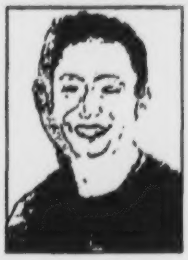


More than 200 of the nation's most promising leaders of diversity explored a wide range of issues facing people of color in academic settings at the fifth annual national conference, "People of Color in Predominantly White Institutions," at the University of Nebraska-Lincoln. Two of the featured speakers/presenters were Refugio I. Rochín and Juan R. García.

Rochín is director of the Smithsonian Center for Latino Initiatives in Washington, D.C., and researcher and lecturer on Latino studies, Hispanic enterprises, and the advancement of understanding of Latino contributions to U.S. history, culture, and society. García, an author, is a consultant to colleges, universities, public and private agencies, and school districts. He specializes in Mexican immigration, Mexican American history, and ethnic and multicultural studies.

The conference brought together those who share an interest in the concerns of people of color in a manner designed to facilitate open dialogue, communication, peer support, and mutual respect.

Texas A&M-Corpus Christi Student Benefits from Internship



Osbaldo Cantú, a Texas A&M University-Corpus Christi student majoring in geographic information science (GIS), received a minority undergraduate research fellowship (MURF) from the California Institute of Technology. MURFs are given to undergraduate students of African American, Hispanic, Native American, Puerto Rican, or Pacific Islander origin. Cantú was one of 25 students accepted of about 400 contenders.

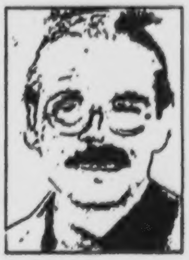
The program gives students the chance to work in state-of-the-art laboratories and be guided by top scientists in the field that matches their expressed interests. "Most of the research I performed would not be related to GIS work produced in the business aspect," said Cantú, "though research such as mine is being performed by research institutions around the world."

Queensborough First CUNY School to Offer Web Registration

Queensborough Community College was the first of the City University of New York's 20 institutions to launch a Web-based registration system.

With the new system, Queensborough students can register for courses using any computer with Internet access or by using a touch-tone telephone; can instantly access a variety of student records and services; and have options previously unavailable to those registering in person, such as checking transcripts while simultaneously viewing class schedules, and the ability to view only those courses not yet filled.

California-Irvine's Villarreal Receives Presidential Award



Luis Villarreal, professor of molecular biology and biochemistry, and director of the University of California-Irvine's minority science program under the School of Biological Sciences, received the 2000 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

The National Science Foundation honored Villarreal for his work in developing science education and research programs that assist minority students at the high school and university levels. He manages a number of federally funded programs created to help minority students excel in the sciences. The award comes with a $10,000 grant, which will go toward support of the minority sciences program and its activities.

Business-Higher Education Forum Names Director

The Business-Higher Education Forum, a partnership of the American Council on Education (ACE) and the National Alliance of Business (NAB), appointed Jeremiah L. Murphy as its new director. Murphy is vice president of urban development in the Washington, D.C., office of the Siemens Corporation. Forum members are chief executives from U.S. businesses, colleges and universities, and museums.

NAB is focused on increasing student achievement and improving workforce competitiveness. ACE is a comprehensive association of the nation's colleges and universities dedicated to higher education issues and advocacy on behalf of quality programs.

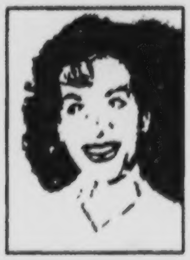
New Mexico State to Produce More Minority Doctorates

With a $2.5 million grant from the National Science Foundation (NSF), New Mexico State University's (NMSU's) Graduate School is coordinating a program aimed at tripling the number of science, mathematics, and engineering doctorates awarded to minority students in New Mexico.

In partnership with two other doctorate-granting institutions in New Mexico, the University of New Mexico and New Mexico Tech, the Graduate School will use grant funds to create the New Mexico Alliance for Graduate Education and the Professoriate (NM-AGEP).

The NM-AGEP will be coordinated by the graduate schools at all three universities, with NMSU as the lead institution on the grant.

Gimenez Attains Position at Pace University



Shelly Gimenez was named Pace University's (N.Y.) associate vice president for academic affairs in the new division of adult and professional education, announced Marilyn Jaffe-Ruiz, provost and executive vice president for academic affairs.

Gimenez is responsible for program development, marketing, and recruitment of adult students within Pace University's schools and colleges, and for developing outreach programs to new corporate clients. She is interested in developing new programs to encourage former students to complete their degrees and to provide management-skills and other training to corporate employees.

Gimenez, who spent the last four years as dean of continuing education and distance learning at William Paterson University (N.J.), "has worked with a variety of populations and understands what it means to provide high-quality service to adult students," said Jaffe-Ruiz.

UT-Austin Launches Institute of Transnational Law

The University of Texas (UT)-Austin School of Law created the Institute of Transnational Law, which will serve as a bridge for students from Latin America and Europe to come together for graduate studies in North American law and European law.

Each year, as many as 10 Latin American students will study at UT-Austin towards the LL.M. degree in North American law, and 10 students from Latin America will study at University College, London, towards the LL.M. degree in European law. At the same time, a similar number of European students will study at UT-Austin for either the J.D. or the LL.M. in North American law, and another group of European students will join their Latin American counterparts in London studying for the LL.M. in European law. This cooperative program is scheduled to begin in the fall of 2001.

Portland Community Mural Dedication Has Multicultural Appeal

Portland Community College (PCC) in Oregon celebrated the artistic contributions of mural artist Hector H. Hernández.

"The subject of this mural reveals the cosmos in its two dimensions, the macro- and micro-cosmos," said Hernández (pictured). "Placed at the center of this cosmic order, the new human being emerges from a new spirituality, sharing the best contributions from different cultures. PCC is therefore the ideal place to develop the spiritual achievements of the new human being."

With the guidance of Professor Luz Maciel Villarroel, 24 students from PCC's Oregon Leadership Institute (OLI) worked on the project and helped raise funds to pay for the artist's services. The OLI is a leadership program for Hispanic high school students who are mentored by PCC students. "I think it demonstrates one of the core values the college holds, that we embrace the many cultures that make up our student population," said Mandy Ellertson, coordinator in the student activities program at the Rock Creek campus.

PUBLICATIONS

Trujillo: The Death of the Dictator

By Bernard Diederich

Generalissimo Rafael Leonidas Trujillo, known to his countrymen as "The Goat" for his many excesses, died in a hail of bullets after 31 years of brutal rule over the Dominican Republic. This is a minute-by-minute account of the plot to kill Trujillo and the ferocious wave of revenge that ensued before his regime collapsed.

2000. 264 pgs. ISBN 1-55876-206-X. $18.95 paper. Markus Wiener. (609) 921-7686.

Double Victory: A Multicultural History of America in World War II

By Ronald Takaki

DOUBLE VICTORY
A MULTICULTURAL HISTORY OF AMERICA IN WORLD WAR II

World War II history is told through the lives of ordinary, ethnically diverse Americans: a Tuskegee pilot wanting to fly and fight for freedom, a Navajo code-talker using his native language to transmit battle messages, a Mexican American woman riveting B-29 bombers in an airplane factory, a Japanese American feeling betrayed by his own government, and a Jewish American soldier at Buchenwald pressing human ashes into his palms so that he would never forget what he had seen.

2000. 282 pgs. ISBN 0-316-83155-7. $27.95 cloth. Little, Brown. (800) 759-0190.

Proletarians of the North: A History of Mexican Industrial Workers in Detroit and the Midwest, 1917-1933

By Zaragosa Vargas

PROLETARIANS OF THE NORTH

This study provides historical insights into the work and life experiences of Mexicans in 1920s Detroit at a critical juncture—when Mexicans were becoming mass-production workers in the auto industry. It supplies a historical base for the study of the formation of the Mexican industrial working class in the Midwest and offers a new interpretation of the history of Mexican labor in the United States.

1999. 277 pgs. ISBN 0-520-21962-7. $18.95 paper. University of California Press. (800) 822-6657.

What You Have Almost Forgotten: Selected Poems by Gyula Illyés

William Jay Smith, ed.

WHAT YOU HAVE ALMOST FORGOTTEN

Like Robert Frost in New England and Robert Burns in Scotland, Gyula Illyés came from the common people. Many of his poems bear witness against injustice from the vantage point of his peasant roots. His work is direct, vivid, colloquial, and varied. Introduction by the editor.

1999. 127 pgs. ISBN 1-880684-65-9. $14.95 paper. Curbstone. (860) 423-5110.

Chicanas/Latinas in American Theatre: A History of Performance

By Elizabeth C. Ramírez

The author shows how Latina/Latino theatre has evolved from its pre-Columbian, Spanish, and Mexican origins to its current prominence within American theatre. The presence of women in the political arena has left its mark on the evolution of the American stage as they take their place in world culture and performance history.

2000. 224 pgs. ISBN 0-253-21371-1. $17.95 paper. Indiana University Press. (800) 842-6796.

Documents of Dissidence: Selected Writings by Dominican Women

By Daisy Cocco De Filippis

Documents of Dissidence

The author brings the voices of Dominican women within hearing range of Latin Americanists and Caribbeanists who at present dominate a good portion of the discussion of feminism and gender issues. Scholars in colloquia will find it less easy to justify the exclusion of Dominican voices from consideration of the positions women have taken in and outside the sphere of the written text.

2000. 251 pgs. ISBN 0-9676741-2-3. $20.00 paper. CUNY Dominican Studies Institute. (212) 650-7496.

Birthday Parties in Heaven: Thoughts on Love, Life, Grief, and Other Matters of the Heart

By Ana Veciana-Suárez

Birthday Parties in Heaven

Ana Veciana-Suárez, a nationally syndicated columnist, writes about family and the private life with great humor and insight. This book explores subjects as diverse as the pain of living in exile, the frustration of swimsuit season, the complex relationship between sisters, and the allure of motorcycles.

2000. 177 pgs. ISBN 0-452-28200-4. $14.00 paper. Plume. (800) 788-6262.

Aztecs, Moors, and Christians: Festivals of Reconquest in Mexico and Spain

By Max Harris

Max Harris
Aztecs
Moors
and Christians

In villages and towns across Spain and its former New World colonies, local performers stage mock battles between Spanish Christians and Moors or Aztecs that range from brief sword dances to massive street theatre lasting several days. Max Harris seeks to understand the "puzzling and enduring passion" of both Mexicans and Spaniards for festivals of moros y cristianos–performances that "officially" celebrate the triumph of Spanish Catholicism over its enemies.

2000. 309 pgs. ISBN 0-292-73132-9. $24.95 paper. University of Texas Press. (800) 252-3206.

Astronomy: A Self-Teaching Guide

By Dinah L. Moché

Astronomy is a self-instructional book with a unique approach to the topics that are most often presented in a college-level course. It is designed so that you can easily and quickly learn basic principles and contemporary advances. Dr. Dinah L. Moché is a professor of physics and astronomy at the City University of New York.

2000. 342 pgs. ISBN 0-471-38353-8. $18.95 paper. John Wiley & Sons. (800) 225-5945.

Black Slavery in America: An Annotated Mediagraphy

By Parvin Kujoory

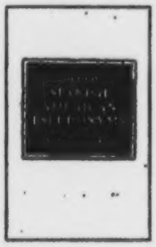
Black Slavery in America

This book makes available for the first time a comprehensive annotated list of more than 900 non-print media items in different formats (audiocassettes, filmstrips, records/ tapes, kits, 16 millimeter films, slides, and videocassettes–both half-inch and quarter-inch) on Black slavery in the United States, intended for both beginners and experienced users.

1995. 318 pgs. ISBN 0-8108-3072-8. $50.00 cloth. Scarecrow Press. (800) 462-6420.

20,000 Spanish American Pseudonyms

By Daniel C. Scroggins

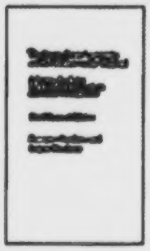


This is a compilation of writers' names and their pen names collected from a number of sources, many of which drew heavily on earlier collections. Like all the collections before it, it cannot claim to be complete. Its goal is simply to be useful.

1997. 1033 pgs. ISBN 0-8108-3364-6. $110.00 cloth. Scarecrow Press. (800) 462-6420.

The Puerto Rican Community and Its Children on the Mainland: A Source Book for Teachers, Social Workers and Other Professionals, 3rd rev. ed.

By Francesco Cordasco and Eugene Bucchioni



With the 1968 edition, this text provided the first systematic effort to delineate the needs of the growing Puerto Rican mainland community, with particular reference to Puerto Rican children and their experiences in the schools. The favorable reception of this book by many working with the Puerto Rican community on the mainland has shown that its readership has not been limited to teachers and to educational contexts.

1982. 457 pgs. ISBN 0-8108-1506-0. $34.50 cloth. Scarecrow Press. (800) 462-6420.

Latin American Studies: A Basic Guide to Sources, 2nd ed.

Robert A. McNeil and Barbara G. Valk, eds.

This is a (revised and enlarged) media-form-based, introductory guide to research on Latin America in the social sciences and humanities. It is designed to serve both as an adjunct to formal university courses in Latin American bibliography and research methods and as a basic handbook for other researchers embarking on investigations involving the region.

1990. 458 pgs. ISBN 0-8108-2236-9. $48.00 cloth. Scarecrow Press. (800) 462-6420.

Ethnic Minority Health: A Selected, Annotated Bibliography

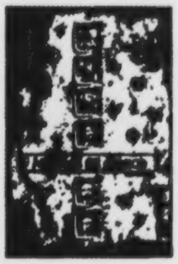
By Craig Haynes

This bibliography presents primarily monographic literature on ethnic minority health topics, focuses on the major ethnic minority groups in the United States, and annotates and organizes this literature into a single volume.

1997. 503 pgs. ISBN 0-8108-3225-9. $65.00 cloth. Scarecrow Press. (800) 462-6420.

Milenios de México

By Humberto Musacchio



Published by Hoja Casa Editorial, this is the only up-to-date, full-color, Spanish-language encyclopedia about Mexico. The 3-volume set contains more than 8,000 full-color photographs, illustrations, maps, and graphs. Its pages contain a wealth of information about Mexico's states, municipalities, political parties, geography, architecture, and indigenous groups, past social movements, and current organizations, including the projects that will prepare Mexico for the future.

2000. 3,384 pgs. ISBN 968-6565-34-5. $289.00 cloth. Hoja Casa Editorial. (800) 488-8040.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AAHE Conference on Faculty Roles & Rewards

February 1-4

This 9th annual conference will focus on the changing professoriate and the two developments most salient in driving that change–new technologies and the generational shift now taking place in the faculty. At the Tampa Marriott Waterside in Tampa, Fla.

Contact: website, www.aahe.org.

USC Continuing Education 2001 National Conference

February 11-14

University of South Carolina's department of continuing education presents "Stop Surfing, Start Teaching: Teaching and Learning through the Internet." In Myrtle Beach, S.C.

Contact: (803) 777-9444; e-mail, confs@gwm.sc.edu; website, www.rcce.sc.edu/ssst.

ACE 83rd Annual Meeting

February 17-20

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education." At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, the premiere national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

AACRAO 2001Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present their 23rd annual international conference, "Making a World of Difference...," a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty. In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

The Barahona Center Summer Workshops 2001

June 25-27
July 9-11
July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/La literatura en Español dirigida a los lectores infantiles y juveniles. At CSU-San Marcos.

Contact: Isabel Schon, director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

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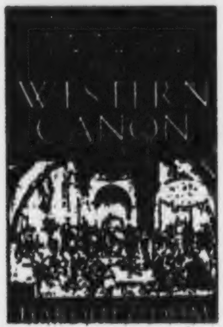
Book Review

By Rafael Hernández-Rodríguez

***The Western Canon. The Books and Schools of the Ages*, by Harold Bloom.** 578 pages. New York: Harcourt Brace, 1994. ISBN 0151957479. $15.00 paper.

To be or not to be (included), that is the question. In *The Western Canon*, Harold Bloom attempts the impossible–to list the literary masterpieces of all time. The enterprise is unachievable simply because it is absurd for one individual to pretend to know and understand deeply all the cultural and linguistic traditions that constitute the so-called Western World. And because determining the value of each tradition's literature implies an operation less innocent than we have been led to believe. On one hand, the reader might feel compelled to admire Bloom's determination and boldness; on the other, it is evident that the selecting of "masterpieces" is not as untainted as is suggested.



The lack of innocence resides precisely in that the process of including and excluding authors and works cannot be "founded upon severely artistic criteria" only, as Bloom claims. What becomes clear is that selection takes into consideration aspects such as the social and economic influence of this or that country, the prestige of a culture supposedly higher and more sophisticated than others, and the relationship between a particular culture and the culture of the listmaker.

The importance of the English language in the past century, for example, has contributed to the dissemination and valorization of much of English literature. And due to the influence of the United States in international affairs, its culture has become synonymous with the culture of the 20th century–as with French culture and the 19th century, and Italian culture and the Renaissance. All this is inevitable and even beneficial since cultural exchanges only enrich our experience of the world. However, when these exchanges become a one-way imposition reluctant to negotiate, we can say that something is wrong with the equation.

Such is the case with Bloom's book. What stands out in the selection is the absence of works and authors, particularly those writing in Spanish and Portuguese. Surely Cervantes is discussed in *The Western Canon*; however, Camões is not mentioned even once. Of course there is a chapter on Latin American writers, but not a single Brazilian author is brought to the discussion, and when Bloom speaks of Ibero American poetry, all he has to say is that this poetry comes from Whitman. "Whitman's most vital influence has been upon Hispanic America," declares the critic, somehow dogmatically.

Without any respect for those literary traditions, Bloom interprets, judges, and pontificates about the literatures written in Spanish and Portuguese in the same chapter, ignoring that they belong to a very diverse group of cultures writing in different languages. While most Hispanists would find Bloom's association odd, it seems very natural to him. Apparently, the critic does not think it necessary to differentiate linguistic and cultural traditions in a region that he imagines as one big block that can be understood by "studding" just a few (the ones more familiar to him) literatures. With astonishing superficiality and a clear lack of knowledge, Bloom throws into the same sack three very different poets: Pablo Neruda, Jorge Luis Borges, and Fernando Pessoa, a poet who is a literature in himself. And in Bloom's interpretations, the only thing stressed is that all of them read Whitman in the original. But if this is the only aspect that Bloom underlines, the reader suspects, it is because that aspect is the one that pleases the critic the most–or, even worse, the only one he is willing to accept.

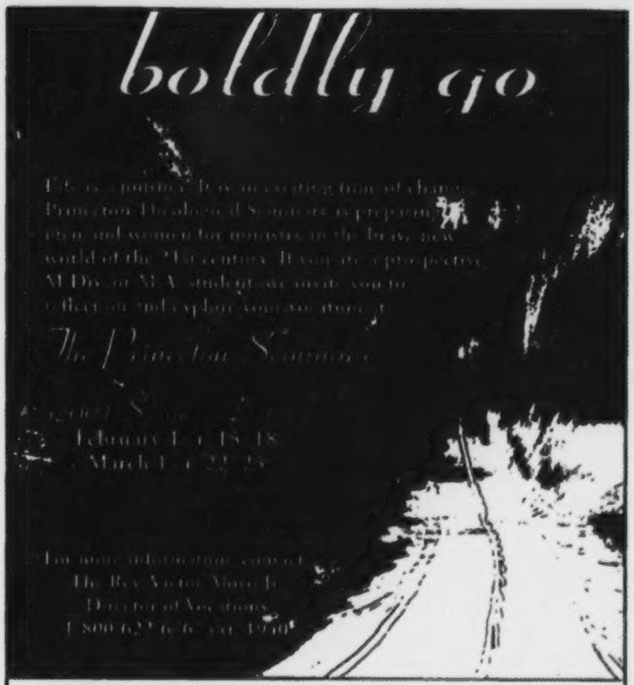
It is hard not to wonder again and again while one reads the book whether the attempt is really worth anything. Also, given the generalizations and misinformation about the literatures written in Spanish and Portuguese, the reader asks whether it would not have been better to exclude them, since Bloom clearly could not approach them with the humility, enthusiasm, and open mind of someone not pretending to be an expert in everything.

Although the author says that Latin American literature in the 20th century is "possibly more vital than North American," the limited number of authors included in his book and the simplicity of the discussion of the ideas they supposedly deal with do not corroborate such a statement. A well-intended reader might feel tempted, after comparing the author's opinions and the textual evidence, to believe that Bloom is more than generous with his judgments of a "minor" literature.

Without a doubt, literature has a lot to lose here, but more than literature, it is the readers who in the end will lose the opportunity to access other important and valuable literary and artistic expressions since, perhaps because of Bloom's opinions, those works might never get to their hands.

Dr. Hernández, professor of Spanish and Latin American literature at Southern Connecticut State University, has published articles on Latin American literature and film. His areas of interest are Mexican and Brazilian literatures and cultures as well as film and cultural studies.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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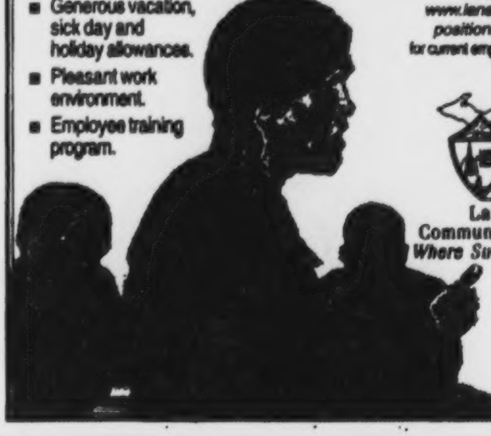

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Assistant Professor-	Community & Family Health-	01/31/01
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Assistant Professor (2 positions)-	Mathematics-	02/01/01
Assistant Professor-	World Language Education-	02/01/01
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Research Assistant Professor-	Community Mental Health-	02/15/01
Assistant/Associate Professor-	School of Physical Ed-	02/16/01
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PROVOST/VICE CHANCELLOR

The University of Wisconsin-Parkside is one of 13 four-year campuses in the prestigious University of Wisconsin System, and is located on a beautiful 700-acre wooded campus bordered by Milwaukee and Racine to the north and Kenosha and Chicago to the south. Founded in 1968, the University serves a diverse student population. The University offers graduate degrees in three disciplines, undergraduate studies in 29 majors, and more than 70 academic programs. It is accredited by the North Central Association of Colleges and Schools. The University's business program holds professional accreditation from the American Assembly of Collegiate Schools of Business, a recognition only a quarter of the business schools in the United States have achieved.

Responsibilities: The Provost/Vice Chancellor reports to the Chancellor and serves as the ranking executive officer in the Chancellor's absence. The Provost/Vice Chancellor works with senior officers of other divisions, with faculty and academic staff governance groups, and with representatives of other University of Wisconsin Institutions on System-wide issues. The directors of General Education, Assessment, Honors, and the Teaching Center report to the Provost/Vice Chancellor. She/he is responsible for:

- Providing intellectual and administrative leadership in Academic Affairs, including the University's two schools and their departments, various centers, Information Services (including the Library and Computer Services), Center for Community Partnerships, Grants office, and other academic units; this includes but is not limited to:
- Academic planning and assessment
- Budgeting and resource allocation
- Faculty recruitment, evaluation and retention
- Programmatic and instructional quality
- Promotion of the teaching, research, and service mission of the University
- Fostering participation by academic units in appropriate areas related to the campus' strategic plan

Qualifications:

- Earned doctorate or appropriate terminal degree from an accredited institution
- Excellence in teaching, research or creative activity, and service which would qualify for tenure at the rank of professor in an academic unit of the University
- Progressively responsible administrative experience; including experience in program planning and assessment, and budgetary management
- Successful experience with integrating teaching and learning with high quality scholarship, creative activity, and community engagement
- A record of commitment to a successful advancement of ethnic and gender diversity among faculty, staff, and students
- Experience in expanding diversity in University programs and curriculum
- Strong oral, written, analytical, and interpersonal skills
- Demonstrated problem-solving ability
- Demonstrated ability to build consensus among faculty, staff and administrators
- Demonstrated awareness of the needs of nontraditional students and experience with nontraditional programs and curriculum

The review for nominations will begin on **February 1, 2001**. Applications will be reviewed as they are received. To receive full consideration, all materials should be received by **February 23, 2001**. This position description is also available on our website at: http://www.uwp.edu/admin/academic.affairs/vcprovost.html. General information about the University and its programs can be accessed at: http://www.uwp.edu.

Please send a letter, a current Curriculum Vita/Resume, names of references,
and three letters of recommendation to:

ATTN: Terri Spring,
University of Wisconsin-Parkside,
PO Box 2000,
900 Wood Road, Kenosha, WI 53141-2000.
theresa.spring@uwp.edu

**The University of Wisconsin-Parkside is an AA/EEO employer, D/M/V/W.*

MIT | Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking new Faculty. Candidates should have demonstrated expertise in human expression, communication, or learning, and the invention of technologies related to these areas.

Responsibilities Include: teaching (graduate and under-graduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Thursday, March 1, 2001 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

Assistant Professor of Physics-Tenure Track

Loyola Marymount University

The Department of Physics at Loyola Marymount University invites applications for a tenure-track faculty position, to begin Fall, 2001. The physics department offers strong undergraduate majors in physics and engineering physics, in addition to service courses. Applicants are expected to have a Ph.D. in physics and a commitment to excellence in undergraduate teaching. The applicant should possess the technical skills necessary to participate in the development and modernization of undergraduate labs. The applicant should plan to continue an active research program. Consideration will be given to research projects that can involve undergraduate student participation. Applicants should submit a curriculum vitae and three letters of reference to:

Dr. Vincent Coletta
Department of Physics
Loyola Marymount University
Los Angeles, CA 90045-8227

For more information about the university and the physics department, visit the website: **www.lmu.edu.**

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty housing assistance. Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

Faculty Positions:

DEPAUL UNIVERSITY, SCHOOL OF EDUCATION, 2000-2001

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you will work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

The School of Education seeks applications for six approved and funded positions, beginning in the 2001-2002 Academic Year: Director of Ed.D. Program * Senior-Level Position; Assistant Professor * Educational Leadership; Assistant Professor * Human Development; Assistant Professor * Physical Education; Assistant Professor * Reading; Assistant Professor * Secondary Education. The School actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice.

Director of Ed.D. Program * Senior-Level Position: Responsible for providing leadership and direction for the doctoral program in Educational Leadership and Curriculum Studies. The Director will monitor program quality and create possibilities for further program development, including possible emphases in higher education administration, social and cultural studies, and educational technology. The Director is expected to draw upon the program history and University Mission to elaborate and sustain a vision of the scholarship of service. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, as well as collaborate with students and faculty in research and program development. Strong interpersonal skills and the ability to foster shared working relationships within and outside the University combined with excellent written/verbal communication skills are required. The selected individual should be committed to maintaining/expanding student diversity in accord with the University's Mission.

Position requires an Associate/Full Professor in education with a background in one of the program areas of the School – curriculum studies, early childhood, educational leadership, elementary education, human services and counseling, physical education, language, literacy and specialized instruction, secondary: English, math, science, social studies; social and cultural foundations. A strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementation must be expressed in the letter of application. Administrative/teaching experience in other educational contexts and in collaborative research across institutions/communities would be valuable. The School actively seeks to build and maintain a diverse faculty. Thus, the School seeks a Program Director that can bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

Assistant Professor-Educational Leadership: The individual we seek requires expertise in one or more of the following areas: school finance, school law, and capacity to integrate technology into administrative decision making and accountability. Recent administrative experience in a large urban school system with a culturally and linguistically diverse population is preferred. Committed to urban education. Applicant should be prepared to teach graduate courses in the Master's programs and the Ed.D. program in Educational Leadership, guide students in their theses/dissertations, sustain a scholarly agenda, collaborate with students and faculty in research and program development, and engage in service to the University/community.

Assistant Professor-Human Development: The individual we seek requires expertise in Human Development or Developmental Psychology with a background in Cultural Psychology or cross-cultural research. Candidates should have a strong academic and experiential background in ethnographic research related to lifespan development in socio-cultural context. Primary teaching responsibilities will be graduate and undergraduate courses in human development across the lifespan, as well as courses in the social and cultural foundations of education and research methods at the graduate level. This individual should also have experience with culturally diverse urban populations.

Assistant Professor-Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be undergraduate and graduate courses in the Physical Education Program that offers concentrations in Teaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our new $14 million state-of-the-art Fitness and Wellness Center, collaborate with the Director of the Recreation Facility, and contribute to community outreach programs.

Assistant Professor-Reading: The individual we seek will have expertise in Elementary Reading with an emphasis in Intermediate and Middle School Levels. Candidates should have experience in urban education, experience in elementary teaching, demonstrated ability to integrate theory and practice, and a clearly defined research agenda. Additional expertise in technology issues is welcomed.

Assistant Professor-Secondary: The individual we seek will be a teacher educator with expertise in teacher's professional development at the secondary level and commitment to helping anchor introductory general education courses at the undergraduate and graduate level. Requirements include an earned doctorate in teacher education, curriculum studies, curriculum and instruction or related field with a scholarly record or demonstrated scholarly interest in teacher's professional development. In addition, applicants will be expected to contribute and have an appropriate undergraduate or Master's degree in one of the following areas: History/Social Education (middle/high school focus), Science Education (elementary/middle school focus), or Technology Education. Some experience in teaching at the middle/high school level within a multicultural or urban setting is preferred. Responsibilities include teaching introductory secondary education courses and courses in areas of expertise. Applicants should possess the academic and experiential foundations to assist in the preparation of teachers committed to democracy, diversity, and social justice within an urban context. Women and members of under-represented groups are strongly encouraged to apply.

Required qualifications for all positions: Earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education; and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; complete and up-to-date vita and official transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching; and three to five professional letters of reference sent directly. Review of applications will begin January 16th and continue until the positions are filled.

Send all applications and materials to: Nancy S. Williams, Associate Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. Fax: 773-325-7713. Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

NORTHERN ARIZONA UNIVERSITY

www.nau.edu

Northern Arizona University invites nominations and applications for

Dean, College of Ecosystem Science and Management

The College of Ecosystem Science and Management is an independent unit within Northern Arizona University with 30 full and part-time faculty and 600 majors. The College offers undergraduate degrees in applied indigenous studies (BA, BS), forestry (BSF), geography (BS, BS Ed), parks and recreation management (BS), and public planning (BS), and graduate degrees in forestry (M.S.F, Ph.D.) and rural geography (MA). The College is an active and integral participant in all environmental programs offered at NAU and provides courses in the university's general education program. The annual salary is competitive and commensurate with qualifications and experience.

For additional information, please visit: **http://www.nau.edu/hr/jobs/index.html**

Seattle
University

Seattle University - School of Education

ANNOUNCEMENT OF VACANCIES

Position in Department of Teaching & Learning
Master in Teaching Program

Assistant/Associate Professor
in Teacher Education (Tenure-Track)
Contact Margit McGuire, Phone:(206) 296-5797
email: mmcguire@seattleu.edu

For position description, please check our website at
www.seattleu.edu/soe

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President
Bellingham Technical College
Bellingham, WA

The Board of Trustees of Bellingham Technical College invites applicants for the position of President.

Bellingham Technical College is located in the Puget Sound Region, near Bellingham Bay, in a suburban/rural area 100 miles north of Seattle, 25 miles south of the Canadian border. In May, 2000, The City of Bellingham was ranked 19th in the country by Forbes Magazine as the "best small city to do business in." Fortune Magazine picked Bellingham as the "best city to balance work and family life."

Reporting to the Board of Trustees, the President is the chief executive officer of the College and responsible for its academic and administrative direction. The successful candidate will exhibit the highest professional standards and integrity; be results oriented and a leader who understands and embraces the uniqueness of the technical college system. The successful candidate will have strong interpersonal and advocacy skills, including communication with internal and external groups; ability to represent the College with state agencies, and advocate in the political environment at the federal, state and local levels. The individual will have demonstrated educational leadership experience; sensitivity to diversity issues and a demonstrated ability to lead an institution which values and respects differences. Master's Degree is required, Doctorate preferred.

The Board of Trustees is being assisted in this search by the executive search firm, Gold Hill Associates. To request the official application packet, including the criteria, qualifications and submittal requirements, contact the Presidential Search Liaison, Bernice Vonnegut, by phone: (360) 738-3105 ext 306, Fax: (360) 715-8395, E-mail: bvonnegu@belltc.ctc.edu, or website: http://www.belltc.ctc.edu. For full consideration, applications must be received by 5 p.m. on March 19, 2001. Preferred starting date is July 1, 2001.

Return materials to:

Presidential Search Liaison
Bernice Vonnegut, SPHR
Bellingham Technical College
3028 Lindbergh Avenue
Bellingham, WA 98225-1599

Bellingham Technical College is an Equal Opportunity, Affirmative Action, and ADA Employer

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Chemeketa Community College
President

The board of education is seeking applicants for the position of President of Chemeketa Community College. The President is the chief executive officer of the college district. Chemeketa is one of the nation's premier community colleges, noted for innovation and leadership in teaching and learning, distance and online education, educational assessment and many other efforts. Located in the northern Willamette Valley of Oregon, the Chemeketa district enjoys close proximity to the mountains, ocean beaches and the vibrant city of Portland.

We are seeking a visionary leader who promotes a climate of innovation throughout the college through an inclusive, approachable, and participatory style. The successful candidate will be an articulate and enthusiastic spokesperson for the college with a passion for students and the community college mission. The individual must be a community leader, committed to building collaborative relationships with other education providers, business and industry, government decision-makers, and community organizations.

Minimum qualifications include:

- Five years' broad-based and progressively responsible administrative experience in an accredited college or equivalent
- Record of accomplishments in innovative educational leadership and planning
- Demonstrated understanding of teaching and learning practices
- Knowledge of the legislative process and ability to represent the college with governmental decision makers
- Demonstrated sensitivity to multicultural issues
- Earned doctorate or equivalent from an accredited institution

For more information about the college and the presidential search, visit our website at **www.chemeketa.edu**

Application materials must be received or postmarked by the position closing date: Friday, March 2, 2001. For a complete list of minimum and preferred qualifications, please request an application packet by contacting:

Vickie Blanes Chamberlain
Personnel Department, Chemeketa Community College
PO Box 14007 Salem OR 97309
Phone: 503/399-2530
Fax: 503/399-7810
Email: personnel@chemeketa.edu

CHEMEKETA
COMMUNITY COLLEGE

Chemeketa Community College is an equal opportunity, affirmative action institution.

UNIVERSITY OF
FLORIDA

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

The University of Florida is recruiting a Vice President for Administrative Affairs. The 2,000 employees of the Office of Administrative Affairs facilitate the academic and research mission of the institution by providing support services to faculty, staff, students, visitors, alumni and friends of the university. The Vice President will serve each of these constituent groups, coordinating efforts to achieve the common vision of excellence at the university. The University of Florida is a comprehensive land-grant university recognized by the Association of American Universities, of which it is a member, as one of the nation's leading institutions in the areas of graduate education and research. UF is one of the nation's largest universities, enrolling 46,000 students annually. As one of the largest employers in North Central Florida, the university has an annual operating budget of $1.8 billion and is home to almost 12,000 faculty and staff members.

The Vice President for Administrative Affairs serves as the university's chief fiscal and business officer with accounting or direct responsibility for all budgetary units, and also serves as the fiscal and business advisor to the President. Divisions reporting to the Vice President through the Associate Vice President and two Assistant Vice Presidents include: Business Services, Facilities Planning and Construction, Environmental Health and Safety, Finance and Accounting, Information Systems, Operations Analysis, Personnel Services, Physical Plant, Purchasing, Small Business and Vendor Diversity Relations, the Stephen C. O'Connell Center and the University Police Department.

Qualifications: The minimum state requirements are a master's degree in an appropriate area of study and eight years of related experience or a bachelor's degree and ten years of experience. Prior experience in an academic setting is strongly preferred. The successful candidate should possess strong organizational, financial management and human resource skills as well as significant managerial experience in a complex organization. We seek a leader who has demonstrated ability to represent the university at the state and national levels, who appreciates collaborative governance and who has the judgment and ability to make independent decisions.

Application Procedures: Send a cover letter, resume and a list of three references to:

Jennifer Curtis, Personnel Services
University of Florida
PO Box 115002
Gainesville, FL 32611-3175
Fax: (352) 392-7094
Email: jen-curtis@ufl.edu

Formal review of applications will begin on March 1, 2001 and will continue until the position is filled. If an accommodation due to a disability is needed in order to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. *AA/EA/EEO.*

For additional information, see:
http://grove.ufl.edu/~seca/vpaa
or contact
search chairman Dr. Charles Frazier at:
(352) 392-1301 or fax (352) 392-8735.

HARVARD DIVINITY SCHOOL

New Testament and Early Christianity with emphasis in African-American Hermeneutics

Harvard Divinity School invites nominations and applications for a senior position with tenure in the Department of New Testament and Early Christian Studies, with particular emphasis on African-American hermeneutical perspectives. This professor would be expected to enhance the Department's historical and hermeneutical emphases. The position involves participating in masters and doctoral programs, while bringing expertise on African American Studies within the field of New Testament and Early Christianity to the School. The candidate will be expected to contribute to theological education and ministerial studies, and should be prepared to utilize forms of analysis that address race, gender, and social location.

Please send letters of nomination or application, along with a current curriculum vitae and three letters of reference, to: **Pamela Massey, Faculty Search Office, Harvard Divinity School, 45 Francis Avenue, Cambridge, MA 02138, or to pamela_massey@harvard.edu.** The application deadline is March 1, 2001. Review of applications will begin on January 15, 2001.

Harvard Divinity School is an Equal Opportunity, Affirmative Action employer.
Applications from women and/or ethnic minority candidates are especially encouraged.

Green River Community College anticipates openings for fall 2001 in the following disciplines:

Full-time Tenure Track

- Adult Basic Education
- Anthropology
- Art
- Business Education
- Computer Information Technology
- Engineering
- English
- Library
- Speech (2)
- History

Detailed information about each position, including required qualifications and response deadlines, may be found on the College's Web site: http://www.grcc.ctc.edu/hr or Job Line: (253) 288-3380, TDD (253) 288-3345.

EOE/AA

Green River
COMMUNITY COLLEGE
12401 SE 320th St., Auburn, WA 98092-3699

SETON HALL UNIVERSITY

1 8 5 6

Seton Hall University was founded in 1856 and is the oldest Catholic diocesan university in the United States. The main campus is located on 58 acres in the suburban Village of South Orange, New Jersey and is less than 15 miles from New York City. There are eight schools and colleges, all located in South Orange with the exception of the Law School, which is in Newark. The University is a Carnegie Doctoral-Intensive institution. Total enrollment for fall 2000 was approximately 5000 undergraduate and 4500 graduate students. Applications and nominations are invited for the position of:

PROVOST

The Provost is the chief academic officer in the President's Executive Cabinet. The Provost reports directly to the President and supervises the Deans of the eight colleges/schools as well as the Center for College Teaching, Freshman Studies, Grants and Research Services, SetonWorldwide and Special Academic Programs.

Seton Hall has clearly charted a direction and seeks a Provost to provide leadership and vision in achieving its strategic initiatives. The Provost will find an environment that is supportive, and a faculty with high expectations for a communicative and dynamic leadership style and enhanced participation in moving the University forward. The Provost will be required to actively lead the successful implementation in academic initiatives including, instructional technology, e.g. mobile computing and distance learning as well as the planned expansion of graduate programs.

The Provost will be reporting to a President whose vision for the University is to position Seton Hall in the top tier of Catholic colleges and universities. The President has assembled a highly talented and energetic central administration. It is essential that candidates be conversant with Catholic traditions and current issues impacting higher education.

An earned doctorate is required, as well as demonstrated academic administrative ability of significant substance and duration and the ability to communicate effectively with a broad range of university constituencies including students, faculty and board members. Also required are: financial expertise appropriate to the position; ability to serve as a faculty leader and advocate in the areas of teaching and learning; and personal qualities of sensitivity, integrity, change management, sense of humor, good listener, and high energy.

To apply, please send resume and names, addresses and telephone numbers of at least four references to:

Dr. Laura A. Wankel, Chair, Provost Search Committee
Seton Hall University, 400 South Orange Avenue, South Orange, NJ 07079

References will not be contacted until the candidate is notified and approves. Review of applications will begin immediately. Preference will be given to applications received by February 12, 2001.

Seton Hall University is committed to programs of Equal Opportunity and Affirmative Action (EEO/AA) to achieve our objectives of creating and supporting a diverse racial, ethnic and cultural community. The University welcomes application from individuals who represent a broad spectrum of backgrounds and, in particular, welcomes applications from women and minority groups.

For further information about Seton Hall University visit our web page at **www.shu.edu**

Equal Opportunity / Affirmative Action Employer

Dean
College of Education
Stephen F. Austin State University
Nacogdoches, Texas
Starting Date: August 1, 2001
For Position Description, Professional Requirements & Application Information, please visit our Web Page:
http://www.education.sfasu.edu/
Application Deadline:
Review of applications will begin on February 1, 2001, and continue until the position is filled.
For More Information Contact
Dr. Leon Young, Chair, COE Dean Search, Box 9020, SFA Station, Nacogdoches, Texas 75962. Telephone: 936-468-4500, Fax: 936-468-4047, email: lyoung@sfasu.edu

An Affirmative Action Equal Opportunity Employer
Personnel Services Office
***Name and qualifications of candidates who apply are subject to disclosure under the Texas Open Records Act.**

PRESIDENT/CEO

The Kentucky Community and Technical College System (KCTCS) seeks an entrepreneurial leader to serve as President and CEO of the Ashland Community and Technical College District, which is comprised of Ashland Community College and Ashland Technical College.

For a detailed job advertisement, please see our website at:

www.kctcs.net

KCTCS

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

Faculty Positions Available - September 2001

Stockton College, located 12 miles west of Atlantic City, is surrounded by 1600 acres of southeastern New Jersey Pinelands. It is a four-year undergraduate institution and has received national recognition for its distinctive academic programs and interdisciplinary approach to learning. Stockton's diverse faculty and student body combine a spirit of innovation with a sense of tradition for academic excellence.

Candidates for Associate Professor ($47,149-$54,225) must hold a terminal degree and have considerable experience. Candidates for Assistant Professor ($38,788-$44,608) must hold a terminal degree. Candidates for Instructor ($31,910, $36,695) must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Salaries may be higher depending on qualifications, experience and increases in the appropriately established compensation plan.

Teaching load is 12 credit hours per semester (4 credit courses, 2 credit labs). Additional duties as expected under collective bargaining agreement, including an expectation of ongoing scholarly activity. All faculty are expected to teach general studies courses.

HISTORY, Asst. Prof., Tenure Track. Teach undergraduate courses in Southeastern Europe, the Middle East and Modern Hellenism since 1500. Ph.D. required, college-level teaching preferred. Successful applicantsfor this position should have a commitment to excellence in teaching and Research and Professional Development. Send letter of application, with CV, statement of teaching philosophy and three letters of recommendation to **Dr. Kenneth Dollarhide, Dean of Arts and Humanities.**

MANAGEMENT/MANAGEMENT INFORMATION SYSTEMS, Asst./Assoc. Prof. of Business Studies, Tenure Track. Teach in the business program introductory and advanced MIS courses and quantitative methods at the undergraduate and graduate levels. Ph.D. required. Send letter of application, resume and three letters of reference to **Dr. Dee Henderson, Dean of Professional Studies.**

SOCIAL WORK, Instr./Asst. Prof., Tenure Track. M.S.W. with a minimum of two years post-M.S.W. practice experience required, Ph.D./DSW preferred. Spanish facility required and candidates should possess a thorough knowledge of and the ability to teach generalist practice, includingethnic and minority relations with expertise with one or more historically oppressed groups. Duties include the development of outreach programs with relevant community organizations. Send letter, resume and three letters of reference to **William C. Jaynes, Dean of Social and Behavioral Sciences**

SCREENING WILL CONTINUE UNTIL POSITIONS ARE FILLED.

Apply to appropriate dean at **The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240.** *Stockton is an AA/EOE. Women and Minorities are encouraged to apply.* R012272

DIRECTOR OF UNDERGRADUATE STUDIES
SMI/HEOP

COLGATE UNIVERSITY

Designs and leads the support programs and staff intended to enhance the academic development and success of 100 - 150 high achieving students who may have faced some academic or economic disadvantage. The Director works closely with students, faculty, alumni, and admission deans, as well as other university and New York State administrators. Academic advising, counseling, study skills, student development programming, mentoring programs and tutoring begin in a required five-week long, intensive pre-first-year summer program and continue through graduation.

Master's degree and relevant experience working with ALANA (African, Latin, Asian and Native America) students required. Demonstrated administrative, interpersonal and organizational skills are desired. PhD. and multicultural teaching experience are a plus.

Colgate is a highly selective liberal arts college of 2,700 undergraduates, approximately 15% ALANA students and is located 40 miles from Syracuse in rural/small town Central New York. Further information can be found at our websites: http://www.colgate.edu and http://offices.colgate.edu/hr/. Review of resumes will begin March 1, 2001 and continue until the position is filled. *Colgate is An Equal Opportunity/Affirmative Action Employer.* Send letter of interest, resume, names and addresses of three references to:

Colgate University
Attn: Director of Undergraduate Studies Search Committee
Human Resources Department
13 Oak Drive,
Hamilton, NY 13346
315 228-7411
Fax 315-228-7171

BSC
BRIDGEWATER
STATE COLLEGE

Associate Director, Internships & Experiential Learning
Office of Career Services

The Associate Director will coordinate and further develop the College internship program to complement the in-class experiences of students. The responsibilities will include collaborating with faculty, school deans, career staff and employers to provide quality internship experiences for BSC students. The Associate Director will also create a central clearinghouse of current internship opportunities and develop a marketing plan to promote these opportunities. Working with academic departments and employers, the Associate Director will develop new sites and partnerships with the College. In addition, the position includes individual advising/counseling, group presentations and the development of appropriate reports and statistics.

Qualifications: Bachelor's degree required; Master's degree in Education, Business or Counseling preferred. Experience in program coordination in a college or university setting or in business, government or human services required. Experience working with students, faculty and employers preferred. The successful candidate will also demonstrate evidence of the following skills: excellent oral and written communication ability, strong organization and planning skills, the ability to manage multiple tasks and experience with Microsoft Office (Word, Excel, Access and PowerPoint) and web page software.

Salary will be dependent upon qualifications and experience. To apply, send cover letter, resume and a list of five professional references to: Human Resources, Bridgewater State College, Bridgewater, MA 02325. Application review will begin the week of January 22, 2001 and will continue until the position is filled. BSC is an equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

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UNIVERSITY OF WISCONSIN OSHKOSH
COLLEGE OF NURSING

TEACHING POSITIONS

The University of Wisconsin Oshkosh College of Nursing is accepting applications for tenure-track faculty positions. The College has a basic and degree completion program at the BSN level, and since 1974 a Family Nurse Practitioner Program.

Tenure-track positions available in the areas of Adult Health Nursing (adult NP or acute care CNS/NP preferred), Family Nurse Practitioner, and Nursing Informatics. Positions are academic year appointments (9-month).

Assistant/associate professor rank dependent on experience. Earned doctorate in nursing or related field required. Applicants with substantial progress on doctorate may be considered. MSN required and eligibility for Wisconsin licensure. Teaching experience desired at the baccalaureate or masters level. Positions are available January 2001 and September 2001. Persons of color are strongly encouraged to apply.

Send letter, curriculum vitae, and three letters of reference to:

Merritt E. Knox, Dean
College of Nursing
University of Wisconsin Oshkosh
Oshkosh, WI 54901-8660

Phone: (920) 424-3089
FAX: (920) 424-0123
E-Mail: knox@uwosh.edu
Web: http://www.uwosh.edu/colleges/con

The University of Wisconsin Oshkosh is an equal opportunity/affirmative action employer. Minority candidates are encouraged to apply.

R·I·T

ROCHESTER INSTITUTE OF TECHNOLOGY (RIT)
NATIONAL TECHNICAL INSTITUTE FOR THE DEAF (NTID)
RESEARCH FACULTY
DEPARTMENT OF RESEARCH
CENTER FOR RESEARCH, TEACHING, AND LEARNING

Applications are now being accepted for a ten-month, tenure track, assistant/associate professor position, flexible starting date. Conduct research related to student retention, enrollment management, and graduate follow-up. Teach graduate and/or undergraduate students. Strong skills in quantitative methods and computer applications, demonstrated research accomplishments, and Ph.D. or equivalent required. Fluency in sign language and knowledge of deaf culture strongly preferred. Ability to contribute in meaningful ways to the college's continued commitment to cultural diversity, pluralism, and individual differences strongly preferred. People who have a disability, particularly those who are deaf or hard of hearing, and those who are members of a minority group are encouraged to apply. Deadline: February 28, 2001. Reference position #0004 when applying. Send letter of application, CV, and names and contact information for three references to: John Albertini, Chair, Department of Research, National Technical Institute for the Deaf, 96 Lomb Memorial Drive, Rochester, NY 14623-5604. *AA/EOE*

MIAMI UNIVERSITY

OXFORD OHIO

Richard T. Farmer School of Business Administration

Position Announcement

The Mike Armstrong Chair of Network Technology and Management

C. Michael Armstrong is leading a technology revolution as Chairman and CEO of AT&T. He believes that the convergence of PC, telephone and Internet technology will transform business processes, relationships and strategies. Indeed, convergence has the power to transform all aspects of human interaction.

Mr. Armstrong recognized that the technology revolution has created workforce needs for individuals with broad training in business, and in computer and communication technology. Problems and opportunities associated with a networked society will no longer fall neatly in the domain of established disciplines.

To meet this workforce need, Mr. Armstrong has desided to support a "convergence" revolution in higher education by endowing with $1 million the new Mike Armstrong Chair in Network Technology and Management. The holder of this position will provide leadership to create and deliver an undergraduate curriculum that integrates business and network technology. Graduates who complete the curriculum will be able to use network technology to solve business problems. The focus of the chair is not to simply expand the current courses taught in the management information systems program, but also to develop a different kind of graduate with a richer set of skills that can succeed in the new Internet-driven economy. As e-commerce applications increasingly transform business fundamentals, technology touches every aspect of a company's operations. In this converged environment, business people need to understand technology and technology experts need to be business-savvy.

To support the Chair, a new Center for Innovation in Communication and Information Technology will be created. The new Center has already received $250,000 in seed funding. The Chair will work closely with the Center for Interactive Media Studies in the College of Arts and Science and the AT&T Education Alliance, a partnership of Miami University and four other leading universities. The goals for the Alliance are similar to the goals for the Armstrong Chair.

The ideal candidate will have expertise in the converging areas of business, computer technology, and communications. It is expected that the successful candidate will be a nationally visible leader from either industry or higher education. The search committee is interested in applications from both established leaders as well as "rising stars". The candidate should have strong leadership and interpersonal skills. The individual will be expected to work with both business professionals and academics across a variety of fields to build a nationally recognized curriculum.

The Richard T. Farmer School of Business Administration

The School has been recognized by U.S. News & World Report as one of the nation's top 50 undergraduate business programs. The School has 150 full-time faculty, 4,300 undergraduate students and 140 graduate students. The School has a large endowment to support faculty and program development. We are located in a small college town, 35 miles north of Cincinnati.

Application Information

Review of applications will begin immediately and will continue until the position is filled. Applications should include a cover letter, a resume, and the names of at least three individuals who can serve as references. Candidates are encouraged to submit materials in a Word document via email. Nominations, applications and requests for additional information should be directed to:

Dr. Homer Erekson
Associate Dean for Academic Affairs
Richard T. Farmer School of Business
Miami University
Oxford, Ohio 45056
Fax: (513) 529-6992
Phone: (513) 529-5758
E-mail: ereksooh@muohio.edu

This search is being assisted by Dr. Charles I. Bunting, Vice President, A.T. Kearney Executive Search. Questions and materials also may be directed to him at: 333 John Carlyle Street, Alexandria, Virginia 22314; Phone: 703-739-4630; Fax: 703-518-1782; E-mail: charles.bunting@atkearney.com

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Miami University does not discriminate on the basis of gender, race, color, religion, national origin, handicap or age in its programs, activities, admissions, or employment practices.

Los Angeles Valley College

Los Angeles Valley College is one of nine colleges in the Los Angeles Community College District. The college has provided outstanding education for over fifty years. It is fully accredited by the Western Association of Schools and Colleges. The college is located on a 105-acre campus in Valley Glen and has an enrollment of more than 18,000 students per semester.

FACULTY TENURE-TRACK OPENINGS FOR 2001-2002:

- Anthropology
- Biology
- Child Development
- Computer Science
- Counselor (PACE)
- Emergency Medical Technician
- English-English as a Second Language
- English (PACE)
- Fire Technology
- Journalism
- Learning Center Diagnostic Analyst
- Library-Bibliographic Instruction
- Mathematics
- Media Arts-Film/Video (digital)
- Physical Education, Men's Asst. Football Coach
- Physical Education, Women's-Dance
- Speech-English Speech as a Second Language
- Speech-Forensics

Application Procedure

Write to:
Los Angeles Valley College
Attn: Room AD 102
Office of Academic Affairs
5800 Fulton Ave.
Valley Glen, CA 91401

Or...

LACCD
Academic Selection Unit
Personnel Operations Branch
770 Wilshire Blvd.
Los Angeles, CA 90099-4949

Visit the LAVC Home Page:
www.lavc.cc.ca.us

Note: Departmental links will provide additional information on faculty job opportunities.

Director of Speaking and Listening Center
DePauw University, Greencastle, Indiana

DePauw University seeks candidates at the level of assistant or associate professor to direct the Speaking and Listening Center (known as the "S Center"). The Center supports a well-established program of speaking across the curriculum. Teaching duties include three courses per year within the candidate's discipline and one half-credit tutor-training practicum per semester. Director's duties include administering the Speaking and Listening Center, supervising and evaluating S Center tutors, promoting S Center services, supporting international students, and tutoring individual students and student groups

The director will work with the S faculty development coordinator, assist with faculty development workshops, and provide instructional support for faculty members whose courses emphasize oral communication skills. The S Center director will also work closely with corresponding faculty directors of DePauw's Writing and Quantitative Reasoning Centers. Regular attendance is expected at national conferences related to oral communication and communication across the curriculum; a commitment to professional specialization in this area is required.

Candidates from any discipline who have a strong background in oral communication are encouraged to apply. Candidates must be committed to the values of teaching and service within a liberal arts college. The S Center director will be eligible for tenure in the appropriate department after the normal probationary period. Tenure decisions will be based on effective teaching and strong professional growth and service records, as well as successful performance in duties related to S Center administration.

Send letters of application, statement of teaching philosophy, curriculum vitae, graduate transcript, plans for professional growth and development, and have three letters of recommendation sent to: **Speaking and Listening Search Committee, Academic Affairs, 305 Harrison Hall, DePauw University, Greencastle, IN 46135.** Letters should describe in detail the candidate's background in oral communication at the college level, as well as other relevant administrative and teaching experience.

Review of applications will begin on **February 15, 2001** and continue until the position is filled.

DePauw University is an Affirmative Action, Equal Opportunity employer.
Women and minority candidates are encouraged to apply.

Colorado State University

DEAN
COLLEGE OF NATURAL SCIENCES
COLORADO STATE UNIVERSITY

Colorado State University invites applications and nominations for the position of Dean, College of Natural Sciences. The College consists of eight departments including Biochemistry and Molecular Biology, Biology, Chemistry, Computer Science, Mathematics, Physics, Psychology, and Statistics. The College offers 10 B.S. and 9 M.S. and Ph.D. degree programs and participates in two interdisciplinary graduate degree programs, ecology and cell and molecular biology.

Information about this position and the College can be found at **http://www.colostate.edu/Depts/NatSci/.**

Qualifications:

The candidate must have an earned doctorate and have a documented record of teaching and scholarly excellence sufficient to qualify for faculty appointment as a tenured Professor in the College.

The following attributes will be important in evaluating candidates:

- Evidence of effective administrative experience and leadership
- A record of successful teaching and mentoring of students
- Strong communication skills
- Ability to work with people of diverse backgrounds
- Commitment to undergraduate and graduate education and research
- Commitment to diversity of students and faculty
- Success in developing and building programs and working with the private sector

Applicants should send a letter stating their interest and qualifications for the position, including a summary of their personal innovations and accomplishments related to the above attributes. Include a curriculum vitae and the names, postal and e-mail addresses, and phone numbers of at least five references. Applicants are encouraged to submit materials electronically. Applications and nominations should be sent to:

Dr. James L. Fry
Dean of the Graduate School
204 Student Services Building
Colorado State University
Fort Collins, CO 80523-2015
Telephone: 970-491-6817
FAX: 970-491-2194
E-mail: James.Fry@Grad.Colostate.Edu

Screening of candidates will begin on March 1, 2001 and will continue until a qualified candidate is selected and the position is filled.

Colorado State University is an EOE/AA employer.

NC State University: The Department of Electrical and Computer Engineering invites applications for tenure track and research faculty positions at all ranks. Entry level and/or senior candidates are needed in the areas of: (1) analog, mixed signal, and low power circuit design; (2) computer engineering including embedded systems, microarchitecture and microsystems design; (3) solid state electronics and optoelectronics with emphasis on nanotechnology and fabrication/characterization of novel devices and sensors using new materials technologies; (4) computer networking including optical networks, wireless networks, physical layer interfaces, and hardware implementation, and; (5) mechatronic systems including biomedical engineering and computational fabrics.

Qualifications include an outstanding academic or industrial record, a doctorate or equivalent in electrical or computer engineering or a closely related discipline, and a strong commitment to excellence in teaching and research. Successful candidates will have the opportunity to work with highly qualified faculty and outstanding students in well equipped laboratories associated with existing multidisciplinary technical centers such as the Center for Advanced Computing and Communication, the Center for Advanced Electronic Materials Processing, and the Center for Embedded Systems Research. (For more information see the web site at **http://www.ece.ncsu.edu**).

Applicants should send a resume including a publication list and the names, addresses and telephone numbers of at least four references. In addition each applicant must send a one page professional statement describing his or her goals and aspirations at NC State University. Please send applications to **ECE Department Head, Department of Electrical and Computer Engineering, 232 Daniels Hall, NC State University, Raleigh, NC 27695-7911.**

NC State University is an Equal Opportunity/Affirmative Action Employer. Individuals with disabilities desiring reasonable accommodations in the application process should make contact through the above address, by e-mail at **pbanks@eos.ncsu.edu** or you may call **919/515-2336.**

HIGHLINE
COMMUNITY COLLEGE

Des Moines, Washington

VICE PRESIDENT FOR STUDENT SERVICES

Highline Community College, located in Des Moines Washington, 20 minutes from Seattle, invites applications for the position of Vice President for Student Services. The Vice President will provide leadership, direction, and vision for programs and services which promote student success and create a student-centered atmosphere. The Vice President will have primary responsibility for enrollment management, outreach programs, and information systems which support student services.

For further information visit our website at http://www.highline.ctc.edu, or to have a detailed position announcement with an outline of qualifications, and application materials mailed to you, please call (206) 870-3751, email personnel@hcc.ctc.edu, or write to Human Resources, PO Box 98000, Des Moines, WA 98198-9800. To insure full consideration your materials should be received by February 20, 2001.

Highline is an equal opportunity employer and operates under an affirmative action plan.

Plattsburgh State University of New York invites applications for Fall 2001 tenure track positions.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students.Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Successful candidates must be committed to excellence in teaching in an undergraduate institution offering programs in the arts and sciences, education, human and health services, business and economics with an understanding of and sensitivity to minority and gender concerns. Selected candidates will have an interest in interdisciplinary and collaborative programs such as Women's Studies, Latin American Studies and Canadian Studies, all of which are special foci for the College; a desire to integrate information technologies; and a willingness to participate with new distance learning programs.

The faculty is challenged to redefine their teaching roles by incorporating recent research on teaching effectiveness. The college supports faculty scholarship through the NYS/UUP bargaining agreement, minority and women faculty may apply for one-year Affirmative Action leaves to pursue scholarly projects. Other faculty funding opportunities include joint State/Union travel grants and College funded-in-House Mini-Grants to provide seed funding for research activities, Redcay Teaching Enhancement Awards, Presidential Research Awards, and Educational Technology Awards.

We offer a competitive salary and an excellent benefits package. Unless otherwise stated, review of applications begins immediately and continues until position is filled.

Application Procedure: Please send or fax cover letter, resume or curriculum vitae, transcripts, three letters of recommendation and other requests mentioned in individual ad to: **Chair, Search Committee (PJ#___)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax # (518) 564-5060.

Applications from women and minority candidates are especially welcome.
Plattsburgh State University is an affirmative action, equal opportunity employer.

COMMUNICATION
Mass Media (PJ# 2510-808)

ASSISTANT PROFESSOR-Qualifications: An appropriate doctoral degree or Master's degree with a minimum of 3 years of industry and/or teaching experience is required. A record of scholarship and experience in supervising a college television station or internship program are considered advantageous. Responsibilities: Television production (both field and studio); teaching in one of the following areas: electronic media writing, media aesthetics, or broadcast journalism; scholarly activities. Review of applications begins January 24, 2001. Additional Application Materials: evidence of teaching effectiveness, sample scholarly works, three recent letters of recommendation (forwarded directly from references or placement service).

ENGLISH
Magazine Journalism (PJ# 2511-808)

ASSISTANT PROFESSOR-Qualifications: Magazine writing and/or editing experience required with at least a master's degree, preferably in journalism; prior teaching experience desirable. Effective teaching, as well as ongoing work in journalism or scholarly publication in the field, will be expected. Secondary interests-such as US Media in the 20th century, electronic journalism, etc.-will be considered and should be indicated in the cover letter. Responsibilities: Teach magazine article writing, magazine editing and design, and specialized magazine writing; have a willingness to assist in setting up and a willingness to run an online magazine.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

COE COLLEGE

The Business/Economics Department of Coe College seeks a candidate to teach introductory-level courses in management and business-related computer applications. Ph.D. in management required. Candidates are expected to be committed to quality teaching within a liberal arts environment, to working individually with students, and to demonstrate evidence of research potential. For details visit: **http://www.coe.edu/openings/**. Submit current vita, three letters of reference and cover letter outlining teaching and research plans by February 16, 2001, to: **Dr. Skandera Trombley, Dean of the Faculty, Management Search, Coe College, Cedar Rapids, IA, 52402.** *AA/EOI*

SARAH LAWRENCE COLLEGE

Sarah Lawrence College announces a one-year guest faculty appointment, beginning Fall 2001, for a psychologist specializing in law. Interested applicants should send a CV, three letters of recommendation and two undergraduate course descriptions to **Naudia Forbes, Faculty Secretary, Psychology Search (HOHE), Sarah Lawrence College, Bronxville, NY 10708.** Application deadline is March 15, 2001. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at **http://www.slc.edu.**

SLC is an EO employer.

EDUCATION

Rancho Santiago Community College District

In Orange County, California is seeking qualified candidates in the following disciplines for full time tenure track Assistant Professors vacancies at Santa Ana College and Santiago Canyon College. All openings are for the academic year beginning in Fall 2001. Salary range: $37,785-$66,557/yr. plus excellent benefits package.

- Art
- Biology (2)
- Business Applications
- Dance
- Computer Science
- Counselors (3)
- Electronics
- English
- Speech/Non-Native Specialist
- ESL
- Exercise Science/Athletic Coach (2)
- Geology
- Librarian (Reference or Cataloging)
- Mathematics
- Nurse
- Psychology
- Reading

Dean of Instructional Services, $7,678-$9,264/mo.

Visit our website: www.rsccd.org or call 714/480-7499 for applications, job announcements & deadlines.

RSCCD
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

EOE

WASHBURN
UNIVERSITY

POSITION ANNOUNCEMENT

Washburn University's Department of Social Work invites applications for full-time tenure track Assistant Professor for combined BSW/MSW programs. Position will begin August 1, 2001. Department seeks candidates with strong record of competence in teaching, service and research. Primary teaching areas include HBSE and research, as well as graduate level clinical concentration practice courses. Doctoral degree in Social Work or closely related field, and an MSW with a minimum of two years post-MSW practice experience, are required. ABD candidates will be considered if degree will be completed prior to August 1, 2001.

Candidates should submit letter of interest, curriculum vita, official transcripts, and three letters of reference to **Dr. Nancie Palmer, Chair, Faculty Search Committee, Department of Social Work, Washburn University, 1700 College, Topeka, Kansas 66621.** Review of applications will begin **February 15, 2001.** Position will remain open until filled.

Washburn University is an Equal Opportunity Employer. Women and people of diverse racial, ethnic and/or cultural backgrounds are encouraged to apply.

MARICOPA COMMUNITY COLLEGES
PHOENIX COLLEGE

Phoenix College, celebrating its' 80th anniversary as Arizona's first community college, seeks candidates for positions in the following areas for the 2001-2002 academic year:

- Administration of Justice
- Biology (Cellular and Environmental)
- Business/Computer Information Systems (3 positions)
- Counseling
- Culinary Chef/Instructor
- Dental Assisting
- Economics
- Electronic Music
- English (2 positions - one year only)
- Health Enhancement
- Nursing
- Psychology (one position - one year only)

Phoenix College is a 12,500-student campus located in the heart of the nation's sixth-largest city. A blend of historic and contemporary buildings and beautiful weather make it an enjoyable place to work and study.

All employment opportunities are posted online at www.pc.maricopa.edu and at **www.dist.maricopa.edu/hrweb,** and for public view at the **District Office, Rm. 226, 2411 W. 14th St, Tempe, AZ 85281 or 480-731-8444.** Applications are required. All above positions close 2/16/01.

The Maricopa Community Colleges are an AA/EOE employer.

THE OHIO STATE UNIVERSITY

DIRECTOR, CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT COLLEGE OF EDUCATION

The Center is an inquiry-based unit within the College that facilitates workforce improvement by providing leadership, information, training, program evaluation, and learner assessment products and services for public and private clients throughout Ohio, the United States, and the world. It aspires to be internationally recognized as the premier source of expertise and information for developing and improving work-related skills and competencies via all avenues of education needed for success in a dynamic economy.

The Center's more than fifty professional staff and thirteen principal investigators in collaboration with more than twenty center faculty scholars have helped achieve this mission by procurement of grants and contracts and by providing services since 1993 equal to $38,000,000.

We are seeking a dynamic leader who desires to enhance this mission and vision to improve the education and preparedness of the workforce in the context of a research I, Land Grant University and a College of Education. The successful applicant will have a doctorate or equivalent experience, in an appropriate area, and will have organizational management strategic planning, and resource development skills to provide leadership and innovation for workforce development and career and technical training. Salary is negotiable.

Screening of applicants will begin March 1, 2001 and continue until position is filled. Send letter of application, resume, and names of references to: **Dr. Mary O'Sullivan, Associate Dean's Office, College of Education, 149 Arps Hall, 1945 N. High Street, Columbus, OH 43210-1172. Tel: 614-292-7231. Fax: 614-688-3942. Email: osullivan.1@osu.edu.** Additional information available at: http://coe.ohio-state.edu/newjobs.htm and at http://www.cete.org.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. [illegible]

California State University
Monterey Bay

California State University Monterey Bay (CSUMB) is a comprehensive public university committed to serving the diverse people of California, especially the working class, historically under-served, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

Developmental Literacy and Reading
Associate/Full Professor
(#MBDLR-0011)

The Institute for Field-Based Teacher Education in the Center for Collaborative Education and Professional Studies invites applications for a tenure-track Associate/Full Professor who is committed to excellence in teaching and learning, community service and scholarship, effective August 2001. Responsibilities to include: teaching; working collaboratively with faculty to plan and teach literacy courses in Teacher Education and Special Education programs that are culturally responsive; supervising student teachers; writing and contributing to scholarly work; seeking grants and other sources of funding; and serving on university committees.

Minimum Qualifications: Earned Doctorate or other terminal degree from an accredited university. Salary Range: $46,488 - $66,084

Replicative Media and Theory
Assistant Professor
(#MBRMT-0012)

The Visual and Public Art Institute invites applications for a tenure-track Assistant Professor required to have demonstrated skills in both technical and theoretical areas, effective August 2001. Responsibilities to include: taking leadership in developing the replicative media component of the Visual and Public Art program; teaching; student advising; leading campus and community public projects; institute, university, community service; creative and scholarly production.

Minimum Qualifications: Ph.D. or minimum of MFA with experience teaching in higher education with a background in replicative media, photography, visual theory and multicultural education. Salary Range: $40,488 - $51,036

Director, Institute for Teledramatic Arts and Technology
Associate/Full Professor
(#MBTATD-0013)

The Institute for Teledramatic Arts and Technology (TAT) invites applications for a tenure- track faculty Director, effective August 2001. Responsibilities to include: providing leadership to TAT faculty and staff in the delivery of an outcomes-based, technologically sophisticated and interdisciplinary educational program; implementing the unique vision of the University; serving as a catalyst for the development of entrepreneurial and community-based arts initiatives, particularly centered around the TAT production and post-production facilities and the World Theatre facility; teaching in undergraduate TAT program; advising student majors; pursuing scholarly/creative activities; and participating in community outreach activities.

Minimum Qualifications: Earned Doctorate, or other appropriate terminal degree or equivalent from an accredited institution Salary Range: $58,740 - $72,612.

Priority Filing Date: February 16, 2001 at 5:00 p.m. Positions Open Until Filled.

For full job description and application procedures, visit: www.csumb.edu/general/fac-recruit

CSU Monterey Bay is an Equal Opportunity Employer

SARAH LAWRENCE COLLEGE

The Sarah Lawrence College Visual Arts Department announces a one year guest appointment in sculpture beginning Fall 2001, with possible renewal. Candidates should be prepared to teach sculpture to beginning and advanced students as part of a liberal arts curriculum . Requirements include an extensive exhibition record and three years teaching experience. Interested applicants should send resume, 10-20 slides of recent work, names of three references and S.A.S.E. for return of materials to: Tishan Hsu, Chair, Visual Arts Search (HOHE), Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708. The deadline for applications is February 28, 2001. For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at http://www.slc.edu.

SLC is an EO employer.

How Easy Can It Get?
Outlook
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

KENYON COLLEGE

HISTORY and the INTEGRATED PROGRAM IN HUMANE STUDIES

Kenyon College will be making a joint appointment in the Department of History and the Integrated Program in Humane Studies (IPHS). We are looking for an historian of ideas. Although this is a visiting one-year appointment, the position itself will become tenure-track in 2002-2003. This position will entail teaching in IPHS' year-long Art and Authority, a wide-ranging, textually oriented course with works and authors ranging from classical Greece and Rome (e.g., The Iliad, Symposium and Virgil) through the early 20th century (e.g., The Birth of Tragedy, Mary Shelley, Thomas Mann and Virginia Woolf). It will also involve teaching two courses (one each semester) in the History Department. The minimum academic qualification is a Ph.D. Teaching experience preferred, but not required. To apply, send a letter of application, dossier and three letters of reference to:

Michael Evans, Director
IPHS, Kenyon College
Gambier, Ohio 43022

The search committee will begin reviewing applications February 19, 2001.

An equal opportunity employer, Kenyon is committed to building a culturally diverse faculty, and encourages the applications of women and minority candidates.

THE OHIO STATE UNIVERSITY

RESIDENCE HALL DIRECTOR

Murab-BIN . Dao-Shi . Educator . Educateur . Educador . Mwalimu

We value CARING, CREATIVE, ENGAGING EDUCATORS who will develop student communities that are academically and socially stimulating. We are looking for individuals to engage in meaningful interactions with a diverse student population and are eager to invest time in the development of students.

Successful applicants must have a Master's degree in College Student Personnel or Higher Education with full-time or graduate residence life experience. We seek candidates who have the skills to coach and supervise RAs and student staff; shape student leaders while advising student groups; transition new students and families to the college experience; encourage students to develop a sensitivity to, and appreciation of, differences; collaborate with faculty to enhance living learning environments; provide support and referral to students in crisis; and challenge students to take risks within their communities.

Remuneration: a 12-month position with a starting salary of $27,500; a furnished apartment; a comprehensive benefits package; a meal plan; a professional development fund of $500; and a tuition waiver. Live-out opportunities are negotiable.

To apply: Submit a resume and cover letter which addresses your qualifications:

Hall Director Selection Committee
Office of Residence Life
The Ohio State University
190 W. Woodruff Ave.
Columbus, OH 43210-1119

If you wish to be considered for a pre-arranged interview at the ACPA Conference in Boston, MA, or the Oshkosh Placement exchange, your application must be received by February 16, 2001. However, resumes will be accepted until positions are filled. Questions about the position can be referred to the Office of Residence Life at (614) 292-3930 or to Thyrone H. Henderson, Hall Director Selection Chair, via e-mail at Henderson.260@osu.edu. To learn more about The Ohio State University, please refer to www.osu.edu and www.osuhousing.com.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

WAYNE STATE UNIVERSITY

Associate Dean

College of Fine, Performing and Communication Arts

Wayne State University invites applications and nominations for the position of Associate Dean of the College of Fine, Performing and Communication Arts. Wayne State University is a premier institution of higher education offering more than 350 academic programs through 14 schools and colleges to more than 31,000 students in metropolitan Detroit. Located in the heart of the Cultural Center of a major industrial city, the University is within walking distance of cultural institutions such as the Detroit Institute of Arts, the Charles H. Wright Museum of African-American History, the Detroit Historical Museum and a number of theatre and performing arts venues.

The Associate Dean is a full-time administrative position reporting directly to the Dean of the College of Fine, Performing and Communication Arts. The College consists of 5 departments: Art and Art History, Communication, Dance, Music and Theatre. Four of the five departments offer both graduate and undergraduate programs. There are more than 80 full-time faculty members and a student body comprised of approximately 1700 undergraduate and 300 graduate students.

The Associate Dean is responsible for many aspects of academic affairs involving faculty and students. The Associate Dean recommends and establishes policy, oversees faculty recruitment and employment, and coordinates activities such as the annual promotion and tenure program, the salary adjustment program, sabbatical leave requests, college elections for academic committees, and curricular revision. The Associate Dean oversees graduate programs, resolves student issues and works with student governance groups within the College. The Associate Dean is also actively involved in collaborative projects involving the University and cultural communities.

The successful candidate for Associate Dean should be qualified for appointment as a tenured faculty member in one of the departments in the College and should have established a strong record of research/creative activity, teaching and academic administration.

Consult http://www.cfpca.wayne.edu for additional information about the College of Fine, Performing and Communication Arts and
http://www.wayne.edu for Wayne State University.

Nominations or applications, a curriculum vita and three letters of reference should be submitted to Dr. Lezlie Hart Stivale, Chair, CFPCA Associate Dean Search Committee, Wayne State University, 5104 Gullen Mall, Detroit, MI 48202. Review of applications begins February 26, 2001 and continues until the position is filled. The position is a twelve-month appointment effective July 1, 2001.

Wayne State University is an equal opportunity/affirmative action institution.

USC MARSHALL SCHOOL OF BUSINESS

UNIVERSITY OF SOUTHERN CALIFORNIA

Marshall School of Business

Position openings for full time Lecturers and Assistant Professor to teach business courses in advanced writing and communication skills and strategies to undergraduate and graduate business students. Positions are non-tenure track and will begin Fall 2001.

Most qualified candidates will have a background in business; experience teaching written and oral communication; and experience with classroom technology, computer-aided teaching, and delivery alternatives. Ph.D. in Rhetoric, Communication, Composition or equivalent related field is preferred. Excellent teaching skills required.

To apply, send letter of application, resume or CV, and a list of three references.

Faculty Recruitment Committee
Department of Business Communication
Marshall School of Business
ACC 400
University of Southern California
Los Angeles, CA 90089-0444

Minority candidates are encouraged to apply. The University of Southern California is an equal-opportunity, affirmative-action employer.

Application materials must be received by February 16, 2001.
Receipt of materials will be acknowledged.

DIRECTOR, UNDERGRADUATE ADMISSIONS AND RELATIONS WITH SCHOOLS

The Director will manage UCLA's Undergraduate Admissions and Relations with Schools office (UARS). Oversee the admission and ensure the quality of all entering undergraduate students to UCLA. Design and implement policies and procedures for the undergraduate admissions selection process in order to meet campus admission and enrollment targets. Design and coordinate identification, recruitment and yield activities of highly qualified and diverse undergraduates to UCLA. Work closely with all UCLA outreach efforts. Manage public relations involving all aspects of recruitment and admission. Manage an operating budget of approximately $2.7 million dollars and a staff of approximately 60 FTE. The total application pool of new undergraduates to UCLA is approximately 50,000 per year; total admissions of approximately 15,000 per year, with new undergraduate population of approximately 7,000 per year.

The position requires demonstrated ability to manage an admissions office at a medium to large educational institution with a highly diverse student population. Ability to work effectively with faculty and academic leadership, function effectively in committee structure in designing and implementing admissions programs and policies. Demonstrated detailed knowledge of admission policy and trends, admission and enrollment planning, and target management. Demonstrated knowledge of educational policy, recruitment and outreach and the role and responsibility of admissions functions in meeting and exceeding campus goals and objectives. Working knowledge of admissions-related information management systems and analytical ability to evaluate system needs and develop programs responsive to student and administrative requirements. Supervisory and leadership skills sufficient to direct a large professional and administrative staff. Demonstrated ability to plan and manage a budget in excess of $2.5 million dollars. Doctorate or other terminal, professional degree highly preferred.

UCLA offers excellent and competitive salary and benefits packages. Interested applicants may apply by sending a resume and a list of three to five professional references by 2/15/01 to: **M. Trust, Attn: UARXCHE01 (1/29), Campus Human Resources, 10920 Wilshire Blvd., Suite 205, Los Angeles, CA 90024-6504; fax** to **(310) 794-0895; e-mail** to **jobs@ucla.edu.** EOE/AA

UCLA

Instructional Designer

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. NJCU is one of nine state colleges/universities in New Jersey. The University offers undergraduate, graduate and continuing education programs to approximately 10,000 students.

New Jersey City University's Title V Hispanic Service Institution Grant announces an opening for an Instructional Designer.

General Description: Center for Instructional and Technological Innovation (C.I.T.I.)

Organizational Relationship: The Instructional Designer reports directly to the Title V Project Director.

Qualifications:
Required Qualifications: Master's Degree and experience in course development

Preferred Qualifications: Master's Degree or higher in Instructional Technology or related field, two (2) years experience designing instructional materials in higher education; demonstrated knowledge of and experience with web, live broadcasting and video-based educational technologies.

The specific responsibilities of the Instructional Designer are available electronically at http://eliserver3.njcu.edu/grantsoffice.

***Salary will be commensurate with experience.* Cut off date for resumes: March 1, 2001.**

Forward resume and cover letter to:

David F. Trujillo
Director of Grants and Sponsored Programs
New Jersey City University
2039 Kennedy Boulevard, Room S330
Jersey City, NJ 07305
Or e-mail to Dtrujillo@njcu.edu.

All e-mailed resumes must be received as an attachment. Information about the University may be obtained electronically at www.njcu.edu.

NEW JERSEY
CITY
UNIVERSITY

An affirmative action, equal opportunity employer, the University especially welcomes and encourages applications from women and minority candidates.

DEAN, COLLEGE OF HEALTH AND HUMAN SERVICES

California State University, Sacramento is seeking to fill the position of Dean, College of Health and Human Services, effective July 2001. The Dean reports to the Provost and Vice President for Academic Affairs and provides effective leadership and manages the programs and activities of the College of Health and Human Services. To this end, the Dean is responsible for implementing approved University's Academic and Strategic Plans in the College; providing curricular leadership including academic standards, scheduling, teaching loads, course offerings, and student advising; coordinating and supporting the development and evaluation of instructional programs, maintaining accreditation; and facilitating faculty scholarly contributions and service activities in the community, College, and University. The Dean also oversees development of annual budget requests and administers the College's budget; supervises the administrative duties of department chairs and directors; and makes recommendations on all College appointment, retention, tenure, and promotion requests. The Dean also has primary responsibility for external fund development including gifts, and building strong relationships that generate support in the greater community. As a senior university administrative officer, the Dean performs other duties as assigned by the Provost and Vice President for Academic Affairs and the President.

Candidates must possess the ability to communicate, orally and in writing, complex information clearly to administrators, faculty, and students; demonstrated administrative experience at progressively higher levels of responsibility and authority in higher education health and human services disciplines; demonstrated leadership with an open and transparent administrative style that includes the ability to develop good working relationships with other colleges, the university, and community; and demonstrated record of successful experience with culturally and linguistically diverse groups and populations. Candidates must also possess an earned doctorate from an accredited institution or significant experience in public service in the policy field of Health and Human Services and eligibility for a senior faculty appointment within the College of Health and Human Services, and successful record of scholarship, teaching, or professional services relevant to one or more of the disciplines in the college. Possession of evidence of successful fiscal management experience, the ability to generate external funds and strong community leadership and involvement is highly desirable.

This is a full time position defined in the Management Personnel Plan of the California State University. Salary and benefits are competitive and commensurate with experience and credentials. Candidates must submit to the Office of Academic Affairs, Box DHHS, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6016 the following: a letter of application, current resume, and the names, addresses, and telephone numbers of at least three references (not all from the same institution). The letter of application should address the applicant's qualifications with specific reference to the required skills, knowledge, and abilities listed above. Priority review of applications will begin February 26, 2001 and will continue until the position is filled.

CSUS is an Affirmative Action/
Equal Opportunity Employer.

THE
OHIO
STATE
UNIVERSITY

Art: Director of Foundation Studies Program. Assistant Professor tenure track The Ohio State University. Salary commensurate with experience. Start date: August 2001. MFA degree or equivalent, as well as evidence of a strong commitment to foundation level teaching and administration required. Applicants must also have an emerging national exhibition record and will be expected to pursue a program of creative research and exhibitions. The Director will administer and teach in the Department of Art s large, studio based Foundation Studies Program as well as in one or more of the department s areas of concentration: Art and Technology, Ceramics, Glass, Painting and Drawing, Photography, Printmaking, and Sculpture. Responsibilities include supervising GTAs, coordinating scheduling and teaching assignments, teaching and advising students at the graduate and undergraduate level, and participation in all collegial matters. In recognition of the extra administrative responsibilities the Director will have a reduced teaching load. Send letter of application; resume; 20 slides or equivalent documentation of their professional studio work; slides or other documentation of their students work; names, addresses and contact information of three references; and a self-addressed stamped envelope for return of materials to:

Chair, Foundation Studies Search Committee
Department of Art, The Ohio State University
146 Hopkins Hall, 128 North Oval Mall
Columbus, Ohio 43210-1363

Review of applications begins February 1, 2001.

The Ohio State University is an Equal Opportunity Employer. Women, minorities, Vietnam era veterans, and individuals with disabilities are encouraged to apply.

Art: Painting and Drawing. Assistant to Associate Professor tenure track The Ohio State University. Rank and salary commensurate with experience. Start date: September 2001. MFA degree or equivalent required. This individual will be expected to teach in the undergraduate and graduate painting and drawing program, pursue a program of creative research and exhibitions, and participate in a wide variety of collegial self-governance activities common to a large research university. Demonstrated commitment to teaching excellence, ability to address contemporary issues and practice, and a currently active national/international exhibition record required. Send letter of application; resume; 20 slides or equivalent documentation of their professional studio work; names, addresses and contact information of three references; and a self-addressed stamped envelope for return of materials. Review of applications will begin February 1, 2001. Send materials to:

Chair, Painting and Drawing Search Committee
Department of Art, The Ohio State University
146 Hopkins Hall, 128 North Oval Mall
Columbus, Ohio 43210-1363

The Ohio State University is an Equal Opportunity Employer. Women, minorities, Vietnam era veterans, and individuals with disabilities are encouraged to apply.

UNIVERSITY OF CINCINNATI

Hiring Opportunities
University of Cincinnati
College of Education
Cincinnati Ohio

The Division of Teacher Education at the University of Cincinnati College of Education is seeking full-time faculty positions at its main campus. Located in the historic gaslight district of Clifton, the University is only 10 minutes from downtown Cincinnati. With a population of nearly one million, metropolitan Cincinnati has been identified as one of the five most livable cities in the United States. The University of Cincinnati is the second largest comprehensive research institution in Ohio and has an enrollment of approximately 36,000 students.

(20UC6187) Assistant Professor - Middle Childhood Education
Responsibilities: To engage in scholarly activities leading to publication and teaching graduate courses in the Middle Childhood Program, provide service and leadership to the division, college, university and community, including service and leadership on masters and doctoral committees. Instruction of undergraduate courses and supervision of field placements may be negotiated annually as part of workload responsibilities.

Qualifications: This position requires an earned doctorate and at least three yrs. of teaching experience in elementary, middle, or secondary schools and evidence of successful college teaching. Candidates should have a record of scholarship related to middle childhood teacher education, including but not limited to areas such as teachers' substantive or strategic knowledge, the development of reflective practitioners, or the promotion of teacher research and candidate should experience evidence in securing grants. The ideal candidate will have experience working with culturally or linguistically diverse and urban populations.

Applications and nominations: Send a letter of application (noting control #), current vita, official graduate transcripts, three current letters of reference, and a one-page summary of scholarly accomplishments and research agenda to Dr. Keith Barton, Chair, Middle Childhood Search Committee, Division of teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

(20UC6188) Assistant Professor in teaching English as a Second Language/Literacy
Responsibilities: The individual will be responsible for teaching graduate courses in TESL and second language acquisition as well as undergraduate and graduate courses in English as a Second Language; overseeing the administration of an Intensive English Program; advising graduate students; and conducting research.

Opportunities: Funded summer research and/or summer school teaching; involvement in collaborative efforts within the program and across the university; participation in overseas and distance learning projects; access to culturally diverse populations.

Qualifications: this position requires an earned doctorate with a specialization in TESL. Applied Linguistics, or a closely related field; the potential to develop a record of research and publication and for securing external funding; native or near-native proficiency in English; and a minimum of three yrs. experience teaching TESL/ESL at the university level. The candidate must have experience administering an Intensive English Program. The ideal candidate will have research or expertise in the areas of sociolinguistics and the application of educational technology (i.e., distance learning) in TESL/ESL. (A second position is available pending funding).

Applications and nominations: Send a letter of application (noting control #), vita, and three current letters of reference to: Dr. Mary S. Benedetti, Chair, Search Committee, Division of Teacher Education, University of Cincinnati, PO Box 210002, Cincinnati OH 45221-0002.

Resumes accepted until filled. Review of applications for the above positions will begin on February 1, 2001.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.
UC is a smoke-free environment.

SWC

ACADEMIC POSITIONS
SOUTHWESTERN COLLEGE

Applications are being accepted for the following 2001-2002 Academic openings:

Assistant Professor Positions:

Art History
Biology
Child Development
CIS-Electronics
Counselor
Dental Hygiene
LVN Nursing
Mathematics
Paramedic-EMT
Tagalog Language

Categorical funded positions:

Communications
Counselor-San Ysidro Center
Economics
Humanities
Psychology

For application materials & application deadlines contact Southwestern Community College District, Human Resources Office, (Bldg. 1650), 900 Otay Lakes Road, Chula Vista, Ca 91910. (691) 482-6395. swc.cc.ca.us *An Equal Opportunity Employer*

UMASS

DEAN OF THE COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Located in the historic Pioneer Valley of Western Massachusetts and established in 1863 under the Morrill Land Grant Act, the University of Massachusetts Amherst seeks a dynamic and visionary leader with a record of scholarly achievement and professional accomplishment to lead the College of Natural Sciences and Mathematics. Amherst, the flagship campus of the five-campus University of Massachusetts system and home to 1,200 faculty, 19,000 undergraduate and 6,000 graduate students, is poised to enhance its stature as a leading public research university. UMass Amherst is a Carnegie Doctoral/Research Extensive, land-grant institution with external support in excess of $75 million annually for research and scholarship.

Reporting to the Senior Vice Chancellor for Academic Affairs and Provost, the Dean is the principal academic and administrative officer for the College of Natural Sciences and Mathematics. The College contains nine departments including Astronomy, Biochemistry and Molecular Biology, Chemistry, Computer Science, Geosciences, Mathematics and Statistics, Physics, and Polymer Science and Engineering. Four graduate degrees are offered through interdisciplinary programs including Organismic and Evolutionary Biology, Molecular and Cellular Biology, Neuroscience and Behavior, and Plant Biology. The College has 250 faculty members, and approximately 600 undergraduate majors and 450 graduate students, many of them pursuing doctorates.

Qualifications for this position include:

- A distinguished record of research and scholarship in the biological, physical or mathematical sciences appropriate for appointment as a tenured full professor in an academic department of the University;
- Demonstrated commitment to promoting, encouraging and facilitating the pursuit of excellence in teaching, research and other scholarly activities;
- The demonstrated ability to serve as a vigorous spokesperson and advocate for the College on campus, within the Commonwealth, nationally, and in the capital campaign;
- The demonstrated ability to work effectively with faculty members, students, staff, administrators, and public and private funding agencies.

The appointment will be effective on or about September 1, 2001. To ensure full consideration, nominations and applications, including vitae, a one page statement of the candidate's educational and administrative philosophy, and the names and addresses of three references, should be received by February 28, 2001. Acceptance of nominations and applications will begin immediately and continue until the position is filled. Please send nominations and applications to **Dean of the College of Natural Sciences and Mathematics Search Committee, Office of the Senior Vice Chancellor and Provost, 362 Whitmore Administration Building, University of Massachusetts, Amherst, MA 01003.**

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

HIGHLINE
COMMUNITY COLLEGE
Des Moines, Washington

Highline Community College, located in Des Moines, Washington is accepting applications for the following full time, tenure track positions for the 2001-02 academic year:

Engineering
Reference Librarian
Paralegal
ABE
Reading
Interactive Media Program
Computer Information Science
PE
Nursing
Medical Assistant
Counselor
Math
Psychology

These positions are subject to budget approval. To ensure full review of your application, materials should be received by 5:00 pm **February 12, 2001.**

For a detailed job description and application materials please call **(206) 870-3751,** email **personnel@hcc.ctc.edu,** or write to **Human Resources, PO Box 98000, Des Moines, WA 98198-9800.**

Highline is an Affirmative Action employer and seeks applicants with diverse backgrounds who can contribute to the College's diversity, multicultural understanding and student success.

UNIVERSITY OF MICHIGAN

Director, Multi-Ethnic Student Affairs

The University of Michigan, Ann Arbor, is seeking an experienced professional to provide vision, leadership, and direction to the Office of Multi-Ethnic Student Affairs (MESA). MESA is one of five units of the Multicultural Portfolio in the Dean of Students' Office. The director will join a team dedicated to promoting institutional change that results in enhanced collaborative and inclusive environments for students. MESA is an active partner in the development of students of color and contributes to efforts to increase opportunities for social identity development and social justice education within the Multicultural Portfolio and the Division of Student Affairs.

The director is responsible for providing direction and leadership for the office's administration, operations, and budget, including the William Monroe Trotter House Multicultural Center; leading professional and administrative staff; providing leadership and advocacy for student of color issues; and participating in the leadership of the Multicultural Portfolio and Division of Student Affairs. We are seeking an individual with a Master's degree or equivalent education and experience in student affairs or counseling. Knowledge and experience regarding the concerns of student of color populations are required. The individual must have lead a diverse staff and have excellent communication/facilitation skills. This person must be able to manage multiple priorities and work in a collaborative, inclusive management environment. An understanding of social identity development, the impact of multiple identities, and the application of social justice education in a co-curricular environment are critical.

Review of applications will begin on February 12, 2001. Interested candidates should submit a letter of interest and resume to Search Committee, MESA Director, Office of the Dean of Students, 3000 Michigan Union, 530 S. State St., Ann Arbor, MI 48109-1349.

The University of Michigan is an equal opportunity, affirmative action employer.

SMITH COLLEGE

DEPARTMENT OF PSYCHOLOGY

Visiting Professor in Psychology and Culture (rank open)

The Department of Psychology at Smith College seeks a visiting professor whose research and teaching interests emphasize cultural issues in psychology for a term of up to three years. The rank is open and we contemplate making one or several appointments that combine to span the 2001-2002, 2002-2003, and 2003-2004 academic years. We would welcome inquiries and applications from those interested in visiting Smith for the entire term and from those who might consider joining us for any one of these three academic years. Although the area within psychology is open, teaching and research interests and experience that focus in some manner on the meaning of domestic or international culture, race, or ethnicity for psychology are paramount. Normally, a visitor would be expected to teach 4 or 5 courses per year, including a seminar and laboratory course in her or his specialty. Examples of courses that we are particularly keen to offer are (1) some variation of *Psychology of the Black Experience*, depending upon the cultural interests of the visitor and (2) *Culture and Development* or culture and some other psychological process. Qualifications include a minimum of a Ph.D. in psychology and demonstrated teaching excellence. Inquiries and applications consisting of a letter of interest, vita, and the names of three references may be directed to Psychology Search, Department of Psychology, Smith College, Northampton, MA 01063 or to PsychSearch@science.smith.edu. Review of applications will begin soon and continue until the openings are filled.

Smith College, the nation's largest liberal arts college for women, is a member of the Five College Consortium, along with Amherst, Mount Holyoke, and Hampshire Colleges and the University of Massachusetts at Amherst. Smith College is an equal opportunity employer encouraging excellence through diversity.

BEST COPY AVAILABLE

BSC

BRIDGEWATER
STATE COLLEGE

Director of Health Services

As the chief administrator of the Department of Health Services, the Director is responsible for the overall management of the department and for ensuring that the program meets the health care needs of a diverse student population and provides related campus-wide health programs. The Director will establish policies and procedures and supervise the planning and implementation of an innovative, cost-effective primary health care program to include direct consumer care, teaching, counseling and consultant services designed to promote optimal personal wellness. A Massachusetts certified/licensed Physician, Clinical Nurse Specialist, Nurse Practitioner, or master's trained Physician Assistant or Registered Nurse, required as a minimal qualification. Five years' experience in clinical health care environment required. Excellent administrative and oral and written communication skills required. Ability to work collaboratively required. Experience in and commitment to working with diverse populations required. Experience in health promotion and outreach education preferred. Knowledge of the organization, administration and supervision of health care services within a higher education setting or in a setting with college-age clients preferred. Salary is competitive.

Director of Conference and Event Services Campus Life and Conference Office

Reopened

The Director of Conference and Event Services provides operational leadership and direction for all aspects of the conference service function, which serves the Bridgewater State College community and external clients. The Director is responsible for ensuring that the staff of the Conference and Events Services Office (CESO) provides program support and services consistent with established customer service standards. A Bachelor's degree is required; a Master's degree is preferred. Five to eight years' full-time professional experience in conference and event planning, management and administration is required. Preference will be given to candidates with experience in a higher education setting with year-round conference programs. Candidates must also have previous supervisory experience, budget development and management experience, strong interpersonal and communication skills, and previous experience with computer applications, including computerized reservations systems, word processing, financial spreadsheets and database programs. Salary will be dependent upon qualifications and experience.

Review of complete applications will begin 01/29/01 and continue until position is filled. To apply, submit letter of interest, resume, and the names, addresses and telephone numbers of five professional references to: Human Resources, Bridgewater State College, Bridgewater, MA 02325. *Bridgewater State College is an equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.*

www.bridgew.edu

Elmhurst College

Residence Life Coordinator

Residence hall administration, staff supervision, community development, judicial process, hall council advising and secondary department responsibilities. Collateral assignment with wellness, athletics, multicultural affairs and student activities. Must possess a student-centered philosophy fostering the development of involving residential communities and student learning. Master's degree in CSP or related field and residence hall experience required, small college experience preferred. Interviews held at OPE and ACPA/NASPA. Furnished apartment, meals, $25,000 salary, benefits package, professional development funds, 12-month live-in position in Chicago metropolitan area. Send letter of application, resume and three references to Christine Smith, Dir. Residence Life, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126. *We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.*

BLACKHAWK
TECHNICAL COLLEGE

ADMINISTRATIVE POSITION VACANCIES

Blackhawk Technical College is located in the heart of the Milwaukee - Chicago - Madison triangle of south central Wisconsin. In addition to a Central Campus located between Beloit and Janesville, there are four satellite centers. Blackhawk Technical College is one of sixteen 2-year colleges in the Wisconsin Technical College System.

Associate Dean - Industrial Occupations and Agriculture-This position will assist the Dean of Industrial Occupations and Agriculture in program management that includes faculty evaluation, budgeting, scheduling, student recruitment activities, and purchasing. Qualified candidate will need a Master's Degree in an Industrial-related area (candidates with significant progress towards a Master's Degree will be considered), 2 years occupational experience outside the field of education, and 2 years teaching experience. 1 year of supervisory experience preferred.

Fire and EMS Coordinator/Supervisor-This position will provide leadership in the delivery of educational services in a learning environment. This position is responsible for the organization, administration and leadership for Fire and Emergency Medical Services, which offers associate degree, technical diploma, certificate and continuing education programming. To qualify for this unique opportunity, you'll need a Bachelor's Degree in a Fire/EMS related area or equivalent education/occupational experience, 2 years (4,000 hrs) of occupational experience in Fire/EMS outside the education field, and 2 years of adult teaching experience. Two years (4,000 hrs) of supervisory experience is preferred.

Nursing Coordinator-This position will be responsible for the organization, administration, and supervision of Blackhawk Technical College's Practical and Associate Degree Nursing Programs and is responsible for Caregiver Background Check administration. Qualified candidate will need a Bachelor's and Master's Degree with a nursing major, 2 years occupational experience outside the field of education, 2 years experience in direct supervision of staff, and 3 years teaching experience.

Application process
To request an application packet, contact:

Human Resources Department
Blackhawk Technical College
6004 Prairie Road, P.O. Box 5009
Janesville, WI 53547-5009

Phone: (608) 757-7775
E-mail: dgoss@blackhawk.tec.wi.us
Or visit us on the Worldwide Web at:
www.blackhawk.tec.wi.us

Completed application materials will be accepted until a suitable candidate is found. Review of applications will begin the week of February 5, 2001 and the most qualified applicants will be invited to participate in the next phase of the selection process.

Blackhawk Technical College is an Equal Opportunity, Access, Affirmative Action Employer and Educator.

The Richard Stockton College of New Jersey

DIRECTOR OF LIBRARY SERVICES

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is an innovative, residential, liberal arts and sciences college with a student body of 6,300 and a recognized record of academic excellence. Stockton, one of nine senior public Colleges in New Jersey, is located on a 1600-acre campus in southern New Jersey, 15 miles from the Atlantic Ocean, one hour from Philadelphia, and 2-1/2 hours from New York City. Baccalaureate degrees are awarded in 27 academic programs and Masters' degrees in six graduate programs. The College has a mission to meet the needs for master's-level graduate education in southern New Jersey and currently provides programs in physical therapy, occupational therapy, nursing, business studies, Holocaust and genocide studies, and instructional technology. Plans call for the establishment of additional programs in the near future. Full-time faculty number 211; 95 percent of the faculty hold terminal degrees. The College recognizes the importance of information literacy in creating a new generation of leaders, and the library faculty are actively engaged in enriching the curriculum.

DIRECTOR OF LIBRARY SERVICES. Richard Stockton College invites applications and nominations for the position of Director of Library Services. The recently renovated library facility encompasses 65,000 square feet of space in the center of the college's educational complex and includes a dedicated electronic classroom for information literacy instruction. The library has a protected formula driven acquisitions budget of $778,000. Library resources include over 292,000 volumes and approximately 1,400 active periodical subscriptions and 3,500 on-line full-text periodicals. The library has made a major commitment to technology and has its own electronic classroom. Interested candidates can review the library's resources by visiting the college's web site at www2.stockton.edu.

Responsibilities:
The Director of Library Services reports to the Vice President for Academic Affairs and provides leadership for a staff of 7 professional librarians, 21 support staff, 5 part-time librarians, and a number of student assistants.

The Director oversees and coordinates library planning, budgeting, fund raising, personnel selection and supervision, and management of library services which includes an information and education literacy program. The new Director will be expected to take a leadership role in serving traditional instruction as well as emerging technology-mediated instructional modes. Active collaboration with the College's nationally recognized Institute for the *Study of College Teaching* is also expected.

Qualifications:
- Minimum of an MLS from an ALA-accredited institution
- Five or more years of increasingly responsible managerial experience in a college or university library
- Knowledge of current issues and trends in higher education
- Leadership experience with emerging technologies and their implementation in academic library management
- Demonstrated understanding of the library's mission in a growing public college
- Demonstrated ability to develop, supervise, and maintain productive and collaborative relationships within the library and beyond and to foster this ability in others
- Demonstrated effective decision-making abilities
- Excellent oral and written communication skills
- Successful budgetary management skills and commitment to development of private support
- Record of scholarship and the ability to support the same in others ·

In addition to the minimum qualifications, preference will be given to candidates holding a Ph.D., either in library science or in another area. The successful candidate will have demonstrated the ability to apply the library's technological resources in support of changing modes of instruction, and to prepare students to take advantage of new library technologies. The candidate will also be able to articulate a vision of the 21st-Century library and its role in the institution, and to be an effective advocate for that vision.

Salary is competitive and based on qualifications and experience. Applications must include a letter of interest, curriculum vitae, and the names and telephone numbers of three references qualified to comment on the qualifications outlined above. Please send to **Library Search Committee, Office of the Vice President for Academic Affairs, Richard Stockton College, AA51, PO Box 195, Pomona, NJ 08240-0195.** Screening begins February 19, 2001 and will continue until the position is filled.

Stockton is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

R012900

Salisbury
STATE UNIVERSITY

CHAIR, ART DEPARTMENT

SALISBURY STATE UNIVERSITY

Nominations and applications requested for Chair, Department of Art, Salisbury State University. The chair is responsible for the department's academic and artistic programs and leadership in ensuring that instruction is consistent with the best ideas of pedagogy within the discipline. Salary competitive. Qualified applicants should have (1) an outstanding record of teaching and mentoring students; (2) a record of strong artistic performance and/or scholarly publication in one or more specialties in art; (3) a commitment to collegiality and collaborative endeavors; (4) the ability to administer budgets and supervise personnel; and (5) Ph.D. or M.F.A. in art/art history. Salisbury State University aggressively seeks African-American, minority, and women faculty members and is engaged actively in diversifying its staff, faculty, student body, and curricula.

Position available August 15, 2001. Review of applications begins February 10, 2001, and continues until the position is filled. Early submission of materials insures the most complete consideration of a candidate. Send letter of application or nomination, vita, three letters of recommendation or references to Human Resources, Salisbury State University, 1101 Camden Avenue, Salisbury MD 21801. We especially encourage qualified women, minorities, and the disabled are encouraged to apply. Please see http:www.ssu.edu/hr/Jobs for more information on this position or Salisbury State University.

EQUAL OPPORTUNITY POLICY

It is the policy of Salisbury State University to provide equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status, handicap, or sexual orientation. More specifically, it is the University's policy to make decisions regarding educational opportunities and employment including recruitment, hiring, promotion, and other terms and conditions of employment without discrimination. Inquiries should be directed to Equal Employment Officer, Salisbury State University, 1101 Camden Avenue, Salisbury, MD 21801-6860. Telephone 410-543-6426.

Visit our Website: www.ssu.edu

Iona College, New Rochelle, NY

FULL-TIME FACULTY

Department of Mass Communication
School of Arts & Science

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic Higher Education, and an equal opportunity employer is seeking the following positions beginning September 2001:

- **Advertising:**

  To teach undergraduate courses such as advertising, copywriting, media planning and campaigns.

- **New Media** (pending budget approval) **/ Journalism:**

  To teach undergraduate and graduate courses in journalism and/or areas such as multi-media, desktop publishing, communications graphics and web design. Ability to teach related courses in mass communication desirable.

- **Public Relations:**

  To teach undergraduate and graduate courses in public relations and organizational communication. Ability to teach related courses in mass communication desirable.

Although a doctoral degree is preferred and required for tenure, initial appointment requires only a Master's degree and professional experience. Other duties include academic and professional advisement, as well as scholarly and professional activities.

Applications will be accepted until February 15, 2001. Send curriculum vitae, a letter of application and a statement of teaching philosophy, names, addresses and phone numbers of three references to:

Dr. George Thottam
Chair, Mass Communication Search Committee
Department of Mass Communication

IONA

715 North Avenue, New Rochelle, New York 10801

ITHACA

Associate/Full Professor & Director

Center for the Study of Culture, Race, and Ethnicity

Ithaca College invites applications for the position of Director of the newly created Center for the Study of Culture, Race, and Ethnicity. The Center, formed in the spring of 1999, is interdisciplinary in nature and has a steering committee with faculty representation from the five schools of the College. The Center reports to the Office of the Provost and has a campus-wide charge that embraces curriculum development, faculty development, and co-curricular and public events.

The vision of the Center includes the creation of programs (including courses, workshops and events) which challenge oppositions between self/other and us/them. We seek to encourage students to think about identity formation as a process that occurs in the context of cultural and historical encounters between groups of people. Initial plans for the Center include the development of African New World, Latino, Asian American and Native American Studies.

Required qualifications: earned doctorate, demonstrated commitment to teaching and a strong record of scholarly publication. In addition, the individual should possess excellent interpersonal, writing and organizational skills and have a commitment to multicultural and interdisciplinary studies. Academic administrative experience in a college or university setting as well as successful grant writing experience is expected. Candidates should demonstrate the ability to promote the goals of the Center through the organization and implementation of outreach activities and public events. The Director is expected to teach at least 2 courses each year. The position is tenure-eligible; rank is dependent upon qualifications and experience.

Please submit a letter of interest, résumé and three letters of reference to **Dr. Asma Barlas, Chair, Steering Committee, Center for the Study of Culture, Race, and Ethnicity, Office of the Provost, Ithaca College, 350 Job Hall, Ithaca, New York 14850-7012.** Review of applications will begin on January 22, 2001 and will continue until the position is filled. The position is available August 2001.

Ithaca College is an Equal Opportunity/Affirmative Action Employer.
Members of historically underrepresented groups are encouraged to apply.

USF University of South Florida

The University of South Florida is seeking applications for:

Director
University Community Initiative (UCI)

The University of South Florida is currently seeking a Director for the University Community Initiative (UCI). The UCI represents one of the primary emphases emerging from USF's recent strategic planning effort, reinforcing the meaningful integration of the University with its external community. The UCI is part of USF's infrastructure to help support a fully engaged university.

RESPONSIBILITIES: The Director will assume a critical role in helping USF become a university known for its commitment to and productivity in community partnerships that make a difference both at the university and in the community. The Director's role is primarily that of a facilitator, broker, organizer, communicator, conceptualizer, and catalyst for change. The Director will reach out effectively to the community, engage both the community and the University in activities of the Initiative, and create opportunities for partnerships.

The Director should have an understanding of policy and service delivery issues in the community and be an effective representative of the university to the community. He/she should be an individual who sincerely values and respects the perspectives of community representatives, and is able to effectively communicate that respect and to actively engage community residents in the UCI. The Director would be expected to participate in numerous community activities and to facilitate and broker relationships between community leaders and university faculty.

The Director should understand the academic culture, reach out effectively to faculty, staff, and students to engage them in the activities of the Initiative, and facilitate interdisciplinary partnerships. The Director should be skilled and knowledgeable about communications and able to use technology to keep the University and the community well-informed regarding the activities of the Initiative and the opportunities it presents.

The Director of the UCI will report to the Steering Committee that governs the Initiative, represented by the Co-chairs, for performance review and related personnel matters. The Steering Committee is comprised of senior academic administrators. The Director will be responsible for overall administration of the Initiative, including: fiscal management; personnel recruitment and supervision; program administration, e.g., faculty grant program and speaker series; grant-writing and resource development; report preparation; and communications to the Steering Committee, the University, and the community.

MINIMUM QUALIFICATIONS: Earned doctorate; five years' experience (past the doctorate) in an academic environment; history of successful community involvement; and project or program management experience.

PREFERRED QUALIFICATIONS: Experience in multidisciplinary partnerships; evidence of productive work with diverse populations; well-established administrative and leadership skills; documented history of developing a program of applied scholarship in community settings; documented history of success in developing community-based courses; community leadership activities; successful grant-writing experience; and a record of scholarly achievement related to community-based research and teaching.

This is a 12-month faculty academic administrative position. Please submit a cover letter, vita, and names, addresses, and phone numbers of three references to Teresa Patrierco, University Community Initiative, University of South Florida, 4202 E. Fowler Ave., SOC 107, Tampa, FL 33620. Applications must be received by March 1, 2001.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

The University of South Florida is an Equal Opportunity/Equal Access/Affirmative Action Institution. For disability accommodations contact Teresa Patrierco (813) 974-6974 at least five working days in advance.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

ASSISTANT PROFESSOR IN MUSIC
MUSIC AND THEATER ARTS
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Position: Assistant Professor (tenure track)

Qualifications: Ph.D. or equivalent

Description: MIT seeks an excellent scholar, composer or performer to teach undergraduate courses in one or more areas of Western Music/World Music, Theory/Composition, or Performance. Candidates with scholarly expertise in World Music or the proven ability to conduct a World Music Ensemble are particularly encouraged to apply. Applications from women and minorities are especially welcome.

Starting Date: September 2001

Deadline: Applications must be postmarked on or before *March 1, 2001*

Applications: Send a resume together with three letters of reference to:

Professor Ellen T. Harris, Chair
Music and Theater Arts, 4-246
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, MA 02139-4307

MIT is an Affirmative Action and Equal Opportunity Employer

UNIVERSITY OF MARYLAND

RESIDENT DIRECTOR

The RD is responsible for planning, organizing and directing community and student development, staffing functions and judicial processes and administrative details for approximately 550 students. Resident Life actively seeks candidates who can represent and serve the diversity of students living in our residence halls.

Bachelor's degree required, Master's degree preferred. Supervisory experience and experience in residential living, either as an undergraduate, graduate student or full time are required. Knowledge of student development theory and strong communication skills are preferred. Energy, commitment, flexibility, and enthusiasm highly desired.

Submit cover letter, resume and contact information of 3 professional references to Resident Director Search, DRL Human Resources, 0109 Cecil Hall, College Park, Maryland 20742. Apply by February 16 for best consideration. Start date is July 1, 2001.

The University of Maryland is an Equal Opportunity, Affirmative Action and Title IX Employer.

DEPARTMENT OF RESIDENT LIFE
Living & Learning Together

BEST COPY AVAILABLE

Florida International University

DIRECTOR
SCHOOL OF POLICY & MANAGEMENT COLLEGE OF HEALTH AND URBAN AFFAIRS

The newly formed College of Health and Urban Affairs at Florida International University in Miami, Florida is inviting applications for the Director of the School of Policy and Management, one of four schools within the College (School of Health, School of Nursing, and School of Social Work). The College was created to foster interdisciplinary partnerships in teaching, research, and service. We seek a Director who is committed to building interdisciplinary alliances. The University has achieved a national reputation for excellence with two major campuses in Miami-Dade County, a teaching site in Broward County (Ft. Lauderdale) and several off-campus locations. For further information visit www.fiu.edu.

Florida International University (FIU) is a Carnegie Extensive University. Since its opening in 1972, FIU has become a comprehensive research university offering over 200 undergraduate and graduate degrees with an enrollment of over 30,000 students. FIU has a strong history of diversity and ranks in the top one percent of all US universities in campus diversity.

The School of Policy and Management is comprised of the following programs: Criminal Justice (BS, MS), Health Services Administrations (BHSA, MHSA), and Public Administration (BPA, MPA, PhD). All programs hold specialty accreditation by their respective accrediting agencies. The School has thirty-seven full-time faculty and approximately 1,000 students enrolled in courses during a typical semester.

The Director of the School will report to the Dean of the College and have the requisite academic or other senior level management experience to be appointed at a senior level with tenure. The successful candidate will:

- Provide direction and leadership
- Have a strong commitment to interdisciplinary teaching and research
- Develop and manage sponsored research
- Develop strong linkages with the public and private sectors
- Implement web-based programs for distance education

Salary will be commensurate with the candidate's academic credentials and experience. The deadline for submission is February 22, 2001. Please send the names, addresses and phone numbers of three references, curriculum vitae in both hard copy and on disk, and a letter of application to:

Dr. David Bergwall
Associate Dean, College of Health and Urban Affairs
University Park, ECS 450
Miami, Florida 33199
305-348-5840
305-348-5253 (FAX)
bergwall@fiu.edu

Florida International University is an Equal Opportunity/Access Employer and Institution

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AMHERST COLLEGE

Amherst College invites applications and nominations for the following positions in the Office of Alumni and Parent Programs. Amherst is a small liberal arts college located in western Massachusetts and is a part of the Five College Consortium. The College is now completing its $200 million comprehensive campaign. In 2000, Amherst's Annual Fund exceeded $7 million, with gifts from more than 63% of its alumni. Leadership in Alumni and Parent Programs will revitalize current offerings as well as develop new initiatives. Creative energy and attention to detail are necessary for these positions. Candidates should possess a strong commitment to the goals of a liberal arts education and to the importance of Amherst's relationships with its constituencies.

DIRECTOR OF ALUMNI AND PARENT PROGRAMS

We seek an organized and enthusiastic supporter of undergraduate liberal arts education to oversee on- and off-campus alumni and parent programs, and an extensive network of regional Amherst associations. The successful candidate will manage both staff and programs and provide long-range planning for not only existing alumni and parent programs, but also future programming. The Director will oversee and provide direction for alumni continuing education, including seminars, summer programs, and travel programs; develop and implement effective programs for current students; manage class officer communications and projects; and maintain relationships with the Career Center and Office of Admission student and alumni programs. Fundraising and/or alumni experience preferred.

ASSOCIATE DIRECTOR OF ALUMNI AND PARENT PROGRAMS/DIRECTOR OF PARENTS' FUND

The Associate Director will support the development of a program of increased giving in the Annual Fund in conjunction with the Director of Annual Giving; manage and support the fundraising and non-fundraising efforts of a group of alumni classes; solicit and manage assigned Annual Fund Leadership Gift prospects, and direct the Parents' Fund. Alumni class responsibilities include class notes for the magazine, events, training weekends, and reunion planning. Selection and motivation of active volunteer fundraising teams for every class are key components of this position. Goal setting, preparation of support materials and appeals, and effective communication with a vast network of donors and volunteers about Amherst's needs are essential. Alumni or institutional relations/programs experience preferred.

ASSISTANT DIRECTOR OF ALUMNI AND PARENT PROGRAMS

The Assistant Director will support a group of alumni classes, phonathon programs, senior gift efforts, volunteer communications, and all initiatives and programs under the leadership of the Director of Annual Giving. Candidate will also manage selected Annual Fund Leadership Gift prospects as assigned. Primary duties for the support of classes will encompass creating an effective program of class activities including class notes for the alumni magazine, annual class events, alumni training weekends, and reunion planning. Fundraising responsibilities include the management of Annual Fund strategies, and selection and motivation of the volunteer class agent structure. Creating and managing programs that effectively use volunteers and students to increase and strengthen connections between Amherst and alumni are key components of this position. Alumni or institutional relations/programs experience preferred.

Qualifications for Positions: Bachelor's degree required; ability to speak and write clearly and persuasively; and possess exceptional motivational, organizational, leadership, and interpersonal skills. Attention to detail is important as is considerable initiative and imagination for innovation. Evening and weekend work as well as travel required.

Inquiries, applications, nominations should be addressed to: **Office of Human Resources, PO Box 5000, Amherst College, Amherst, MA 01002-5000**. A review of applications will begin on February 14, 2001 and continue until the positions are filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

STATE DIRECTOR,

North Central Association Commission
On Accreditation and School Improvement
(formerly Commission on Schools)
at the
University of Illinois
See website: www.nca.uillinois.edu

The University of Illinois is an affirmative action/ equal opportunity employer

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ACADEMIC RESIDENT REFERENCE LIBRARIAN

For complete job description
go to www.wooster.edu.
Scroll down and select the Jump to
Employment Opportunities.
The position is posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

Connecticut
Community
Colleges

Education That Works For a Lifetime

PRESIDENTIAL SEARCH

THREE RIVERS COMMUNITY COLLEGE
NORWICH, CONNECTICUT

The Board of Trustees invites nominations and applications for the Chief Executive Officer position at Three Rivers Community College, one of twelve colleges within the state system of two-year, comprehensive community colleges.

Founded in 1992 as a result of the merger of Connecticut's system of community and technical colleges, Three Rivers serves approximately 3,500 full-time and part-time learners in credit programs at its two Norwich campuses and at the Naval Submarine Base in Groton, Connecticut. Three Rivers also plays a strong role in the region's economic and community development through partnerships with area businesses, industries, educational institutions, and community organizations. To advance the college's position as a valued resource, the Trustees are most interested in candidates who will lead the college, working within a system, through strategic planning, campus development and planning, innovative programming including learning technologies, advancing economic development, enhancing resources and services to the communities of the region.

Position announcements may be obtained from, and letters of application addressed to:

Mark S. Herzog, Chancellor, Connecticut Community Colleges
61 Woodland Street, Hartford, CT 06105

The Connecticut Community Colleges are equal opportunity, affirmative action employers, m/f.

UH

Faculty Positions
Department of Industrial Engineering
University of Houston

The Department of Industrial Engineering at the University of Houston invites applications for two tenure track positions at the Assistant/Associate Professor level with anticipated start in Fall 2001.

The successful candidates must have interests in teaching, advising undergraduate and graduate students, and be able to establish strong sponsored research programs in either manufacturing or logistics. The successful candidates must hold a Ph.D. in Industrial Engineering or closely related engineering field with an undergraduate degree in engineering. Candidates must demonstrate excellent verbal and written communication skills and the ability to qualify for professional registrations. Candidates are to compliment existing departmental strengths in applied operations research, ergonomics, simulation, facilities layout and logistics.

Manufacturing: The candidate must be able to conduct research; and develop and teach courses in CAD/CAM, manufacturing miniaturization, rapid prototyping, and robotics.

Distribution and Logistics: The candidate must be able to conduct research; and develop and teach courses in Logistics related to Performance Assessment, Engineered Strategies, Distribution and Warehousing, and Information Systems.

The review and screening of the credentials will begin March 15, 2001 and will continue until the positions are filled. Applicants should send a Curriculum Vita, a short Professional and Academic Objective and the names of three references to:

Chairman, Screening Committee
Department of Industrial Engineering
University of Houston
Houston, Texas 77204-4812

For more information, please visit our website **www.egr.uh.edu/IE**

The University of Houston is an Equal Opportunity / Affirmative Action Employer
Minorities, Women, Veterans and Persons with disabilities are encouraged to apply

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IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

CHAIR, DEPARTMENT OF HORTICULTURE
IOWA STATE UNIVERSITY

Iowa State University seeks a distinguished individual to serve as **PROFESSOR** and **CHAIR OF THE DEPARTMENT OF HORTICULTURE.** The mission of the department is to create and maintain research, teaching, and extension programs and to promote enthusiasm and excitement, for the science, production, and creative utilization of plants for the betterment of Iowans and all humankind. The chair is expected to provide visionary leadership, direction, and fiscal responsibility for teaching, research, and extension programs at one of the nation's leading land-grant universities. Applicants must have an earned doctorate in a relevant scientific field and possess excellent communication skills and demonstrated leadership ability. Applicants must have an internationally recognized record of strong scholarship in teaching, research, and/or extension and qualify for tenure at the rank of professor in the department. The department is staffed with 18 tenure-track faculty who are supported by 22 technical and clerical personnel. Currently, there are 299 undergraduate students, which represents an area of major growth in recent years, and 20 graduate students. Salary will be commensurate with qualifications and experience. Applicants should send curriculum vitae, the names of five references, and a statement addressing administrative philosophy and ability to provide effective leadership to a diverse department. Confidential inquiries and nominations are welcome. This is a full-time position with a 12-month continuing appointment in the College of Agriculture, Agriculture & Home Economics Experiment Station, and Cooperative Extension, subject to five-year review. Women, minorities, and disabled persons are strongly encouraged to apply. Send applications and nominations to **Tom Loynachan, Chair, Search Committee, 2101 Agronomy Hall, Iowa State University, Ames, IA 50011, Telephone: (515) 294-7636, Fax: (515) 294-3163, email teloynac@iastate.edu.** Applications will be considered until the position is filled. However, to insure full consideration, submit application materials by **March 1, 2001.** Additional information is available at http://www.hort.iastate.edu/.

Iowa State University is an Affirmative Action/Equal Opportunity Employer.

Social Work Faculty Position

Founded in 1888, Wheelock College is an urban-based, higher education institution with a mission to improve the quality of life for children and families by providing a sound liberal and professional education, by contributing to the knowledge of experienced professionals in the field, and by influencing the development of social policy as it impacts children and families. In its curriculum and as a community, Wheelock is committed to diversity and multiculturalism.

The Social Work Programs at Wheelock College seek colleagues who wish to contribute to a newly developing graduate program, which will focus on preparing social work professionals who are critical thinkers and ethical practitioners, who are committed to human rights and social and economic justice for all persons, who desire to use approaches and practices which honor people's strengths and culture, are family centered and neighborhood and community based, value interprofessional collaboration and empowerment, and seek to effect change in the health, education, social services, and mental health systems in partnership with individuals, groups, families, organizations, and communities.

Assistant/Associate Professor

Senior full-time tenure-track (Level depends on qualifications and experience.) Minimum Qualifications: MSW from an accredited program; earned doctorate in social work or a related field; minimum of 2 years' post-MSW practice experience; minimum of 5 years' social work teaching experience at the MSW or MSW and BSW levels; and demonstrated record of research and publication. Desirable qualifications: familiarity with the CSWE accreditation process and interest in teaching BSW students. Responsibilities: teach advanced practice and one other subject area in the MSW Program (Policy, HBSE, and Research).

Submit cover letter describing your interest and qualifications for the position; a curriculum vitae; writing samples; teaching evaluations; and three letters of reference, at least one of which addresses teaching competence to: Faculty Search Committee, Social Work Programs, Wheelock College, 200 The Riverway, Boston, MA 02215-4176. Review of applications will begin immediately and positions will remain open until filled.

Wheelock College is an Equal Opportunity/Affirmative Action Employer and a Member of the Colleges of the Fenway.

WHEELOCK
COLLEGE

Florida International University

DIRECTOR
SCHOOL OF HEALTH
COLLEGE OF HEALTH AND URBAN AFFAIRS

The newly formed College of Health and Urban Affairs at Florida International University in Miami, Florida is inviting applications for the Director of the School of Health, one of four schools within the College (School of Nursing, School of Social Work and School of Policy Management). The new College was created to foster interdisciplinary partnerships in teaching, research, and service. We seek a Director who is committed to building interdisciplinary alliances.

Florida International University (FIU) is a Carnegie Doctoral/Research Extensive University. Since its opening in 1972, FIU has become a comprehensive research university offering over 200 undergraduate and graduate degrees with an enrollment of over 30,000 students. FIU has a strong history of diversity and ranks in the top one percent of all US universities in campus diversity. The University has achieved a national reputation for excellence with two major campuses in Miami-Dade County, a teaching site in Broward County (Ft. Lauderdale) and several off-campus locations. For further information visit www.fiu.edu.

The new College of Health and Urban Affairs is the result of a merger between the College of Health Sciences and the College of Urban and Public Affairs. The College is among the most productive sponsored research units in the University and is the third largest producer of FTEs in the University. We rank in the top ten nationwide for health degrees awarded to Hispanics and African-Americans.

The School of Health is comprised of the following departments: Dietetics & Nutrition (BS, MS, PhD), Occupational Therapy (BS, MS), Physical Therapy (MS), Health Information Management (BS), Communication Sciences & Disorders (MS), and Public Health (MPH).

The Director will be the founding Director of the School in the new College organization and report to the Dean of the College. The successful candidate will have the requisite credentials to be appointed at the rank of full professor and will:

- Provide direction and leadership
- Facilitate interdisciplinary collaboration
- Develop and manage sponsored research
- Fundraise
- Support the development of web-based programs for distance education
- Have standing within the community of health professions
- Manage School's resources

Salary will be commensurate with the candidate's academic credentials and experience. The deadline for submission is March 15, 2001. Please send names of three references, curriculum vitae, and a letter of introduction to:

Dr. Ray J. Thomlison
Director, School of Social Work
College of Health and Urban Affairs
University Park, ECS 460
Miami, Florida 33199
305-348-5880
305-348-5313 (FAX)
thomlisr@fiu.edu

Florida International University is an Equal Opportunity/Access Employer and Institution

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New York University
A private university in the public service

DEAN OF THE SHIRLEY M. EHRENKRANZ SCHOOL OF SOCIAL WORK

New York University invites applications and nominations for the position of **Dean of the Shirley M. Ehrenkranz School of Social Work.** The primary mission of this School of Social Work is the education of committed professionals for direct social work practice with individuals, families, groups, and communities in a complex urban environment.

The Dean is responsible for academic leadership and strategic planning; fostering and enhancing linkages with the broader University, professional associations, alumni, the larger community, governmental and philanthropic agencies; administrative oversight of personnel; curriculum development and program design; and budgeting. Currently 1,300 full and part-time students are enrolled in programs leading to Bachelor of Science, Master of Social Work and Doctor of Philosophy degrees. Also offered are Advanced Certificate and continuing education programs in a variety of clinical areas.

The main campus is located on Washington Square Park in the Greenwich Village area of New York City, with program offerings at three branch campuses. New York University is a private research university founded in 1831. The Dean is one of fourteen members of the President's Council of Deans and is expected to play an important role in University affairs and a leadership role in community affairs.

The ideal candidate must have an earned doctorate in social work or a master's degree in social work and a doctorate in a related field; credentials and experience to warrant tenure including outstanding scholarship in the field and evidence of a strong commitment to teaching, practice, research and service; experience in creating and sustaining programmatic innovations; a strong record of fund raising; and knowledge of the Council on Social Work Education evaluation process.

Applications are requested by February 28, 2001. Send C.V. and cover letter to: Professor Martha Gabriel, Chair, School of Social Work Dean Search Committee, 70 Washington Square South, #1206, New York, New York 10012; Fax: 212-995-4300.

Excellence requires all points of view. New York University is an equal opportunity employer/education institution. Candidates of all backgrounds are encouraged to apply.

Columbia University
Associate Dean, Center for Career Services

Columbia University in the City of New York began as King's College in 1754 and has evolved over more than two centuries. Today, Columbia is a major institution engaged in the advancement of knowledge through superior education and research. The University includes 15 schools with programs for undergraduate and professional degrees, and approximately 18,000 students and 10,000 faculty and staff members.

The Position

Reporting to the Dean of the College and responsible to the Center for Career Services Advisory Board, the Associate Dean of Career Services assumes responsibility for the overall leadership, direction, coordination and delivery of career services for students and alumni of constituent schools (Columbia College, Fu School of Engineering and Applied Science, Graduate School of Arts and Sciences, General Studies, School of the Arts and Graduate School of Architecture). The incumbent is responsible for the oversight and coordination of career counseling, career-related workshops and panel discussions, full-time job development and recruiting program, career fairs, experiential education program, career resource center, and services to graduate students and alumni. Working closely with Student Affairs and Academic Affairs, the incumbent will be responsible for developing a multi-level career education program in the undergraduate schools that will assist students in setting and attaining career objectives, which includes designing, developing and implementing a specific career development program over four years that will lay a foundation of career exploration knowledge and skills and an understanding of the job search process. The Associate Dean will provide reports to the Advisory Board, various schools, and administrative divisions, prepare and manage the departmental budget, and serve as the direct liaison to the six schools serviced by the Center for Career Services, senior administrators, and the Athletic Department.

Qualifications

A bachelor's degree is required, with an advanced degree desirable. The successful candidate will possess a minimum of eight years of substantial related experience in a University environment or in a corporate or higher education human resources setting, particularly college relations and recruiting. The position requires demonstrated oral and written communication skills, along with presentation and interpersonal skills. Experience with information systems technology and budget management and administration required.

Application and Nomination

Review of applications will begin on February 2, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made at the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Columbia - Associate Dean (HO), Katherine Johnson, Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053, Phone: 413-584-7089
Visit Columbia University's web site at: www.columbia.edu

THE SPELMAN & JOHNSON GROUP

Minorities are especially encouraged to apply.
Equal Opportunity/Affirmative Action Employer

BEST COPY AVAILABLE

ROWAN
UNIVERSITY

DEAN, COLLEGE OF COMMUNICATION

DESCRIPTION:
Rowan University is seeking applications and nominations for the position of Dean of the College of Communication. The Dean provides the intellectual and academic leadership of the College of Communication. The successful candidate will be prepared to lead a relatively new College to the next level of excellence. The College of Communication is comprised of 50 full-time faculty and approximately 900 majors in the following departments: Communication Studies, Journalism and Creative Writing, Public Relations/Advertising, Radio/TV/Film and College Writing. The College also offers two graduate programs, a nationally distinguished masters of arts in public relations and the new and innovative masters of arts in writing. Established in 1996, the College houses a variety of student publications and organizations, including the award-winning and nationally recognized radio station (WGLS-FM), weekly campus newspaper (the Whit), and local chapter of the Public Relations Student Society of America. Specific responsibilities of the Dean include all aspects of planning, budgeting and staffing (including recruitment, selection and evaluation), academic program review, curriculum development and working with external constituencies. The Dean reports directly to the Provost of the University and serves as a member of the Council of Deans and the President's Extended Cabinet.

QUALIFICATIONS:
Candidates must have 1) an earned doctorate and/or appropriate terminal degree in a related field; 2) an established record of teaching and scholarship that would warrant appointment to the rank of full professor; and 3) a record of successful leadership and increasing levels of responsibility in higher education administration. In addition, the successful candidate will demonstrate the following:

- The capacity to be an innovative leader
- A commitment to excellence in teaching, learning and scholarship
- Experience in faculty development, curriculum design, and assessment
- A commitment to share governance and affirmative action
- Strong team building skills within the College and the University

ROWAN UNIVERSITY:
Rowan University (formerly known as Glassboro State College) is a selective, medium-sized, state university located in southern New Jersey close to Atlantic City and Philadelphia. In 1992, Rowan University received a $100 million gift from Henry and Betty Rowan, one of the largest gifts ever bestowed on a public university. The gift has been a catalyst for Rowan's transformation into a university of regional prominence. Founded in 1923 as a normal school for teachers, the University enrolls over 9,200 students in degree programs ranging from bachelors' through doctorate. The University is divided into six colleges (Business, Communication, Education, Engineering, Fine & Performing Arts, and Liberal Arts & Sciences) and a Graduate School. The 200-acre campus contains 31 buildings, including six residence halls and three apartment complexes. The University was also the site of the historic Summit Conference between President Johnson and Soviet Premier Kosygin in 1967. Additional information about Rowan University and the College of Communication can be found on the World Wide Web at http://www.rowan.edu.

START DATE: July 1, 2001

APPLICATION PROCESS:
Applications and nominations for the position are invited. Applications should include: a narrative letter indicating how the individual's experience and background relates specifically to the listed position qualifications; a complete curriculum vitae; and the name and current title, address, and telephone number of five (5) professional references. Applications will be reviewed beginning February 15 and continue until the position is filled. Applications and nominations should be sent to:

Chair, College of Communication Search Committee
Office of the Provost
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

ACADEMIC ADVISER
Academic Advising

Provide academic, personal and career counseling to all students who have not selected a major program of study. Advise transfer and readmitted students, students on probation and students changing major. Serve as liaison between Academic Advising and a school/college.

Qualifications: Master's degree in counseling or related field. Minimum of one year's experience in academic advising in a higher education setting. Preference will be given to candidates with experience working with undeclared and transfer students as well as knowledge of SIS+.

Salary Range: $41,927 - $44,022

Starting Date: February 28, 2001

Apply By: Review of applications will begin on January 26, 2001 and continue until position is filled.

Send letter and resume (include V-#) **to:** Eileen Bruck, Montclair State University, Box C316-V#51/HOHE, Upper Montclair, NJ 07043

PROFESSIONAL SERVICE SPECIALIST 3
Office of Student Financial Aid

Responsible for independently performing professional work of some difficulty using established policies, procedures, precedents and guidelines; does related work as required. Major responsibilities: review and interpret applicable principles, federal and/or state laws and regulations in the course of official duties; participate in the selection of, and supervise, subordinate staff including clerical, part-time and/or student workers; monitor the work of students and/or staff, identify problem areas and suggest improvements; consult with the supervisor concerning problems encountered in the work, recommend resolution; establish liaison and coordinate activities with other staff or organizations that relate to or impact assigned responsibilities; may serve on standing and ad hoc committees; attend and participate in meetings or college events related to assigned responsibilities; compile and analyze statistical, financial and other data; prepare correspondence in the course of official duties; maintain essential records and files.

Qualifications: Bachelor's degree required and at least one year experience in a higher education setting is preferred. Experience with Microsoft Word, Excel and Access, and experience in database management is desired; should demonstrate a strong interest in working in a fast-paced, service-oriented environment, as well as the ability to think creatively and analytically to continuously improve services and information provided to our students and parents.

Salary Range: $35,690 - $53,550 plus benefits

Starting Date: ASAP

Apply By: February 8, 2001

Send letter, resume (include V-#) along with names and numbers of three references to: Montclair State University, Box C316/V#48/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

pbcc

PALM BEACH COMMUNITY COLLEGE

FACULTY POSITIONS

Palm Beach Community College, Florida's first public community college, is a comprehensive two-year institution with four locations serving a large and diverse population in South Florida. The college's mission is to provide an accessible and affordable education through a dedicated and knowledgeable faculty and staff, a responsive curriculum, and a strong community partnership, which together will enable students to think critically, demonstrate leadership, develop ethical standards and compete effectively in the global workplace. PBCC offers associate degrees for transfer to four year colleges and for entry into the workforce. The College also offers certificate level occupational programs and continuing education courses. We are a premier teaching and learning institution in a highly desirable place to live.

We invite applications for the following tenure track faculty positions beginning Fall Term 2001.

●Architecture●Art●Biology/A&P● Chemistry ● Computer Science ● Spanish ●Speech ●Strategies for College Success. A Master's degree in teaching field or a Master's degree with 18 graduate semester hours in field is required. Teaching experience preferred.

●English Prep●ESOL●Math Prep●Reading Prep. A Bachelor's degree in field and teaching experience in field or graduate training in remedial education is required.

Final approval of positions is contingent upon budget approval by the Board of Trustees. The application closing date is February 23, 2001. An application package for each position is required and must include a completed employment application and copies of all transcripts. To apply for these positions, please submit resumes and letters of intent to:

Office of Human Resources
Palm Beach Community College
4200 Congress Avenue
Lake Worth, FL 33461
FAX: 561-439-8202

Visit our website www.pbcc.cc.fl.us for information and employment application.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

ANTICIPATED FACULTY TENURE TRACK POSITIONS - FALL 2001

ASSISTANT PROFESSOR, ASTRONOMY AND PHYSICS

Undergraduate teaching in lower division and advanced undergraduate electives. Applicant must maintain an active research program and participate in departmental and college committees and activities; strong commitment to undergraduate teaching, research and service required. Responsibilities to include curriculum development for Physics and Science Education majors; serve as a resource and liaison to HS curriculum developers; and coordinate telescope (16in Meade) activities at the York College Observatory. Ph.D. in Astronomy, Astrophysics or Physics as well as experience in Observational Astronomy required. Post doctoral research experience, teaching experience, and web site development skills preferred. The successful candidates should have good lecturing skills as well as be able to communicate with professional and lay persons. For further information, see www.natsci.york.cuny.edu. Please reference job code: ASTR.

ASSISTANT PROFESSOR, BIOLOGY - DEVELOPMENTAL BIOLOGIST

Develop and teach a general biology and developmental biology Lecture/Lab, and other courses as required; participate in development of a Masters in Biotechnology; develop an active research program involving undergraduates supported by external funding; participate in departmental and college committees and activities; Ph.D. in Biology or related field and a strong commitment to undergraduate/graduate teaching, research and service required; postdoctoral experience preferred. For further information, see www.natsci.york.cuny.edu. Please reference job code: BIODEV

ASSISTANT PROFESSOR, CHEMISTRY

Undergraduate teaching in instrumental analysis and involvement in general chemistry, physical chemical and advanced electives. Applicant must be able to maintain an active research program supported by external funding; participate in departmental and college committees and activities; strong commitment to undergraduate teaching, research and service required. Ph.D. in analytical or physical chemistry required; postdoctoral research experience preferred. For further information see www.natsci.york.cuny.edu. Please reference job code: CHEM.

INSTRUCTOR or ASSISTANT PROFESSOR, HEALTH EDUCATION

Teach courses in Health Education major, including Health Behavior, Health Counseling, Drug Use and Abuse, Stress and Health, Program Planning, and Health Promotion Management. Advise students and participate in departmental and college committees, research and service activities. Doctorate in Health Education preferred, college teaching experience, excellent organizational, written and oral communication and interpersonal skills, and computer skills required. Strong commitment to research/scholarship and teaching. Please reference job code: HE.

ASSISTANT or ASSOCIATE PROFESSOR, MATHEMATICS AND COMPUTER STUDIES

Teach computer science courses, conduct research, and participate in department and college committees, research and service activities. Doctorate in Computer Science, Information Science, or Mathematics; strong commitment to undergraduate teaching; and college teaching experience required. Please reference job code: CS.

ASSISTANT OR ASSOCIATE PROFESSOR, COORDINATOR OF OCCUPATIONAL THERAPY PROGRAM

Responsible for planning and budgeting; selecting, evaluating and developing faculty and staff; maintaining accreditation; teaching; scholarship and service to the college. Master's degree in Occupational Therapy and Occupational Therapy licensure or eligibility for O.T. licensure in New York State required. Familiarity with systems theory and application; expertise in collaborating with faculty, administrators, students and colleagues in the college community; demonstrated commitment to research/scholarship and teaching; college teaching experience and ability to work with a culturally diverse college community are required. Doctoral or doctoral candidacy is preferred. Please reference job code: OTCOORD.

ASSISTANT PROFESSOR, OCCUPATIONAL THERAPY

Teach undergraduate courses in anatomy, physiology, related courses, advise students, participate in curriculum development, conduct research, participate in departmental and college committees and activities, all other faculty functions. Master's degree in Occupational Therapy and Occupational Therapy licensure or eligibility for O.T. licensure in New York State required. Familiarity with systems theory and application; expertise in collaborating with faculty, administrators, students and colleagues in the college community; demonstrated commitment to research/scholarship and teaching; college teaching experience and ability to work with a culturally diverse college community are required. Please reference job code: OT.

ASSISTANT PROFESSOR, PSYCHOLOGY

Teach undergraduate courses in experimental methods, statistical methods, physiological psychology and related areas; emphasis sought in the multidisciplinary integration of knowledge from the fields of biological psychology, neuroscience and experimental cognition. Pursue research in the area of interest; advise psychology majors and participate in departmental and college committees and activities; strong commitment to undergraduate teaching, research and service. Ph.D. in Psychology with a specialization in neuroscience (biopsychology), record of scholarship, a minimum of three years of college teaching experience required. Please reference job code: PSY.

ASSISTANT PROFESSOR, SOCIOLOGY

The Sociology major program is housed in the Social Science Department, which includes Anthropology, African American Studies and Social Work. Teach undergraduate courses in Sociology; areas of expertise are open but candidates should possess expertise in some combination of social stratification, complex organizations and sociology of work. Ph.D. in Sociology required; college teaching experience and interest in survey research are preferred. Please reference job code: SOC.

Salaries: Instructor: $29,997 - $48,284, Assistant Professor: $32,703 - $57,049, Associate Professor: $42,616 - $68,174, Salaries commensurate with salary history and experience.

INSTRUCTOR or ASSISTANT PROFESSOR/EVENING-WEEKEND REFERENCE LIBRARIAN

Responsible for direct public service to all users, including providing instruction on Library and materials usage, administering reference requests, aiding in the selection of materials, conducting tours and instruction classes, serving the College and University on various committees, and amplifying the knowledge and image of the profession through internal and external publications. Experience as an academic reference librarian with electronic resources background required. For appointment as Instructor: accredited MLS degree. For appointment as Assistant Professor: accredited MLS degree plus second subject master's degree. Please reference job code: LIB.

Salaries: Instructor: $29,997 - $48,284, Assistant Professor: $32,703 - $57,049, Salaries commensurate with salary history and experience.

Send three (3) copies of application (cover letter, resume and the names, addresses and telephone numbers of three (3) references), including position code by 2/7/01, to: Ms. Kimberly Smith, York College - Room 2H03, 94-20 Guy R. Brewer Blvd., Jamaica, NY 11451 Fax: 718-262-2717

G GALLAUDET UNIVERSITY

Asst. Prof. In Dept. of Communication Arts at the world's only liberal arts university for deaf and hard of hearing students. ***Equal Opportunity, Affirmative Action Employer.*** **For details, go to Web Address:**

http://af.Gallaudet.edu/po/Jobs/jobs.html

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" **is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:**

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Internet: EDRS@inet.ed.gov

Chabot College

Chabot-Las Positas Community College District

Faculty Openings 2001 - 2002 • Full-Time, First Year Contract, Tenure Track
Application Deadline March 5, 2001

Las Positas College, Livermore, CA

Art Digital Design (#3FHU10)
Automotive (#3FTE06)
Biology (#3FSM22)
CIS (#3FBU12)
Counselor, Transfer Center (#3FCG09)
Early Childhood Education (#3FSS12)
Electronics Technology (#3FTE07)
English (#3FLA15)
History (#3FSS05)
Math (#3FSM21)
Psychology (#3FSS11)
Speech (#3FLA16)

Chabot College, Hayward, CA

Assistive Technology-DSPS (#2FDS03)
Chemistry (#2FSM09)
Computer Application Systems (#2FBU21)
Computer Science (#2FSM48)
Early Childhood Development (#2FSS10)
Electronics/Cisco (#2FTE15)
English (#2FLA38)
Humanities (#2FHU21)
Math (#2FSM49)
Nursing (#2FHS23)
Physical Education/Head Women's Volleyball Coach (#2FPE17)
Welding (#2FTE14)

Temporary Leave Replacement Openings, Academic Year 2001-2002
Application Deadline March 5, 2001

Las Positas College, Livermore, CA

Electronics Technology (#3FTE04)
ESL (#3FLA10)
Spanish/French (#3FHU09)

Begin Date: August 13, 2001

Qualifications: A Master's degree in the field or a related field is generally required. *Bachelor's degree in the subject area with teaching and recent related work experience.

Salary: The initial salary placement range is $40,188 - $55,152/yr, depending on education and experience with excellent benefits.

For an official application packet: Call our 24 hour job line (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us (be sure to include the title and job code of the position(s) and your complete mailing address). For a complete job description visit our web site: http://www.clpccd.cc.ca.us

***Chabot College and Las Positas College** are two-year public community colleges for adults of all ages. The colleges have been created by the citizens of the Chabot-Las Positas Community College District to provide opportunities for them and their children to achieve a richer and more effective life through education; to channel talents and energies in the pursuit of higher education and marketable job skills; and to undergo retraining or pursue specialized skills and interests. AA/EOE*

Human Resources • CLPCCD • 7011 Koll Center Parkway, Suite 200 •
Pleasanton • California • 94566

Long Beach Community College District

Long Beach
Community
College District

Long Beach City College
4901 E. Carson Street
Long Beach, CA 90808-1780
562/938-4391

Alternate Fuels	3/14/01	Fashion	2/21/01
Auto Collision Repair	3/14/01	Geologist	3/7/01
Business Law	2/28/01	Health	2/28/01
Carpentry	3/14/01	Human Services	3/7/01
Child Dev/Early Childhood Ed. (CD/ECE) (2)	2/14/01	Interior Design	3/7/01
ESL Composition Specialist (2)	2/28/01	Learning/Study Skills	2/28/01
English Composition/Generalist Instructor (2)	2/14/01	Librarian-Pacific Coast Campus	2/21/01
Computer & Business Info Systems	3/14/01	Marketing/Management	2/28/01
Computer & OfficeTechnologies	3/14/01	Mathematics (2)	2/14/01
Coordinator of Health & Psych. Services	2/21/01	Medical/SurgicalNursing	3/7/01
Counselor (2)	2/21/01	Physical Education/Assistant Football Coach	2/14/01
Counselor- DS.P S	3/7/01	Reading (3)	2/14/01
Cultural Geography	2/21/01	Speech Communication	2/28/01
D.S.P.S. High Tech Center	3/7/01	Theatre Director/Acting	3/14/01
Dean, Admissions and Records	3/28/01	Vocational Nursing	3/7/01
Director of Bands	2/28/01	Welding	3/7/01

For further information, please call 562/938-4391 or visit the LBCCD web site at www. lbcc.cc.ca.us

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The University of Colorado at Denver

School of Education

The CU-Denver School of Education is an NCATE-accredited program committed to supporting education and counseling in diverse, urban communities through professional education, research, and engagement with schools, businesses, and agencies. We seek faculty members whose experience, scholarship and teaching will strengthen our partnerships, expand our connections to diverse communities, and contribute creative solutions to difficult problems of practice in urban settings. We seek applicants for the following positions to begin in Fall 2001:

School Psychology. Tenure track Assistant Professor to teach, conduct research and support community partnerships in the School Psychology licensing and Educational Specialist programs and to support the Initial Teacher Education program in matters related to assessment and children's mental health. Doctorate in School Psychology or closely related field, three years experience as a school psychologist, and evidence of successful teaching and research are required.

Elementary Education. Tenure track Assistant Professor to teach, support professional development partner schools, and conduct related research in the Initial and Professional Teacher Education program. Doctorate in Elementary Education or closely related field, successful experience in public schools with diverse populations, and evidence of excellent teaching and research in topics related to initial teacher education in partner schools are required.

Counseling Psychology and Counselor Education. Two tenure-track Assistant Professor positions to teach graduate courses in the Counseling Psychology and Counselor Education programs' core and marriage and family specialization area. Requires doctorate in counseling or closely related field, evidence of excellent teaching and research related to issues of family counseling, and demonstrated abilities to create partnerships with community agencies.

Educator Professional Development. Tenured faculty position to serve as Chair of a newly established interdisciplinary division, organized to establish innovative partnerships for ongoing professional development of educators. The division includes programs in mathematics, science, English, bilingual and ESL education, literacy, instructional and learning technologies, library media services, and school psychology. We seek an individual with nationally recognized research related to educator professional development who can provide leadership for a network of innovative partnerships that support professional development. Requires an outstanding record of teaching, research, partnership development, and professional leadership.

Special Education. One year renewable term instructor position in Special education with particular strengths in assessment. Doctorate in Special Education or closely related field, successful experience in public schools with diverse populations, and evidence of excellent teaching in topics related to assessment in special education and partner schools are required.

Secondary Education. One year renewable term Instructor position in secondary education with expertise to teach courses in social studies and foundations. Doctorate in Special Education or closely related field, successful experience in public schools with diverse populations, and evidence of excellent teaching in topics related to social studies and foundations are required.

For additional information see http://soe.cudenver.edu
Click on What's New

The Colorado Open Records Act (C.R.S. 24-72-204) applies.

EEO/M/W/D/V

DEPARTMENT OF LANDSCAPE ARCHITECTURE AND HORTICULTURE
TEMPLE UNIVERSITY - AMBLER COLLEGE

ASSISTANT PROFESSOR OF LANDSCAPE ARCHITECTURE

Applications are invited for a full-time, academic year, tenure track position to begin July 1, 2001. The position involves 80% teaching and 20% research/creative/scholarly work. The main focus of teaching will be graphic communications and basic design. Other teaching will include upper level design studios, computer technology, landscape construction and planting design. The new faculty will be encouraged to develop courses in their areas of interest. Active engagement in research/creative work, service to the department, university and community and student advising is expected.

The applicant should have a Masters degree in Landscape Architecture. Education and experience in related fields such as: horticulture, environmental design, art, planning are advantages. Five years of teaching, research and/or professional practice, professional licensure or eligibility for licensure and memberships are highly desirable. The successful candidate should also have excellent verbal, written and graphic communication skills and the ability to integrate computer technology as a design and presentation tool.

The Landscape Architecture program is integrated with Horticulture in the Department of Landscape Architecture and Horticulture. The Department also offers BS and AS degrees and Certificate programs in Horticulture. The Department of Landscape Architecture and Horticulture is housed in Ambler College, on a 187-acre suburban campus, 20 miles north of Temple's main campus in Philadelphia

The pedagogical goal of the LA curriculum is to promote ecological principles, design theory, and technological expertise. Hands-on experience and community outreach is also emphasized using the rich horticultural and ecological heritage of the Ambler College Campus.

To apply, send a letter of interest, resume, portfolio of work (optional) and names of three references to the following address by March 15, 2001. Interviews are anticipated in April 2001 with the selection of the candidate in May.

Send to: Elizabeth A. Sluzis, Search Committee, Department of Landscape Architecture and Horticulture, Ambler College, Temple University, 580 Meeting House Road, Ambler, PA 19002, E-mail: la/hort@blue.temple.edu.

Temple University is an affirmative action/equal opportunity employer.

ALLAN HANCOCK COLLEGE

A public California community college located in Santa Barbara County, halfway between Los Angeles and San Francisco on California's beautiful Central Coast, is seeking applicants for the following faculty positions:

- Administration of Justice Instructor/Coordinator (closes 3/2/01)
- English Instructor (closes 2/23/01)
- English (Developmental) Instructor (closes 3/2/01)
- Environmental Technology Instructor/Coordinator (closes 3/2/01)
- Film/Video Instructor (closes 2/23/01)
- Learning Disabilities Specialist, DSP&S (closes 2/23/01)
- Mathematics Instructor (closes 3/2/01)
- Multimedia Instructor (closes 3/2/01)
- Music Instructor (closes 2/16/01)
- Physical Education Instructor (closes 3/2/01)
- Sociology Instructor (closes 2/16/01)

Interested candidates must submit a district application, letter of qualification, resume, letters of reference, and unofficial copies of transcripts by the indicated closing date to be considered for the first screening. For a district application and qualification profile, please contact:

ALLAN
HANCOCK
COLLEGE
EEO/AA Employer

Human Resources, Bldg. U
800 S. College Drive
Santa Maria, CA 93454-6399
www.hancock.cc.ca.us
(805) 922-6966, ext. 3722
FAX (805) 922-9196

ASSOC/FULL PROFESSOR

CUNY DOMINICAN STUDIES INSTITUTE at The City College of New York

Associate/Full Professor-Institute Director, August 2001. The CUNY Dominican Studies Institute at City College invites applications for its Director's position to oversee the management and institutional development of the Dominican Institute, formulating and coordinating its research agenda, fund raising, strengthening the Institute's various research activities, collaborating with sister institutions nationally and internationally, establishing linkages with the community within and outside the campus, and increasing the prestige of Dominican scholarship in the U.S. academy.

Req.: Earned doctorate/humanities, education, the social sciences or in an interdisciplinary field w/ strong record of scholarly and instructional accomplishments meriting appointment as an Assoc/Full Professor in an academic department. Salary and benefits are commensurate with qualifications and rank. See, also <www.ccny.cuny.edu/positions/> Send: letter of application, CV, and the names of four current references (with addresses, e-mail, and telephone numbers)to: **Dominican Institute Search, c/o Director of Affirmative Action (Adm. 232), The City College, CUNY, Convent Avenue at 138th St., NY, NY 10031**
AA/EOE/ADA/IRCA

Buffalo State

State University of New York

Exceptional Education Department

TENURE-TRACK ASSISTANT PROFESSOR

Position Description: Teach courses and supervise students in an undergraduate site-based cross-categorical and/or graduate teacher preparation program. Teach and supervise students in one or more of the following master's-level concentrations: bilingual special education, early childhood special education, mild disabilities, secondary/transitional special education, severe disabilities, and/or severe emotional disturbances. Participate in departmental and college committees. Serve as adviser to undergraduate and graduate students. Engage in scholarly activities.

Required Qualifications: Earned doctorate or ABD in special education or related field (completion within one year). Successful teaching experience with individuals with special needs in elementary, middle, or secondary schools. Demonstration of extensive knowledge and expertise in special education.

Preferred Qualifications: Degree in special education. Certification in special education (or eligible for certification). Evidence of successful teaching experience at the post-secondary level. Record of research and/or publications. Record of effective research and/or teaching in instructional methods and curriculum practices in special education. Experience with collaborative models of service delivery. Experience in site-based teacher preparation. Experience working with individuals with disabilities from diverse backgrounds.

Salary and benefits are competitive; commensurate with qualifications and experience. Benefits estimated at 30% of base salary on 10-month contract. Summer teaching appointments may be available for additional salary.

To apply: Send a letter of application along with a vita, transcripts, and three letters of recommendation to: Dr. Judith Bondurant-Utz, Search Chair, Exceptional Education Department, Buffalo State College, Ketchum 110-C, 1300 Elmwood Avenue, Buffalo, NY 14222-1095.

Review of applications will continue until the position is filled. Starting date is September 1, 2001.

Buffalo State is an affirmative action, equal opportunity employer. The collegeserves nearly 11,000 students and offers 155 undergraduate and graduate programs.

Qualified undergraduates can train and be mentored at the cutting edge of biomedical research while receiving scholarship support

SCIENCE FACULTY!

Opportunities for Outstanding Students

NATIONAL INSTITUTES OF HEALTH
Undergraduate Scholarship Program

The UGSP is sponsored by the National Institutes of Health (NIH), the Federal Government's premier biomedical research and research training agency. NIH offers scholarships to qualified students who are committed to a career in biomedical research.

Scholarships of up to $20,000 per year support tuition, educational, and qualified living expenses (room, board, transportation) while students pursue an undergraduate degree.

For each award year, scholars work 10 weeks with salary/benefits in our research laboratories in Bethesda, Maryland. They are assigned mentors, participate in developmental and science enrichment seminars, and are provided with housing and transportation. After graduation, they work 1 year of full-time employment at NIH for each year of scholarship award.

THIS IS A SPECIAL OPPORTUNITY FOR SPECIAL STUDENTS!

Advise students to apply if they:

- Are committed to a career in biomedical research;
- Are from a disadvantaged background;
- Have a GPA of at least 3.5 or are in the top 5% of their class;
- Are a U.S. citizen, national, or permanent resident;
- Are enrolled or accepted for enrollment as a full-time student at a qualified accredited institution.

For more information, contact the UGSP at:

http://ugsp.info.nih.gov • E-mail: ugsp@nih.gov

Phone: 1-800-528-7689 • TTY: 1-888-352-3001

Empire State College

State University of New York

ASSISTANT DIRECTOR
Center for Workforce Advancement

The Center for Workforce Advancement (CWA) of Empire State College, State University of New York, provides non-credit, contract training to public, private and not-for-profit organizations. This position is full-time, based in Saratoga Springs, NY. Key responsibilities include developing and implementing marketing plans, building prospect and customer relationships, making sales calls, preparing proposals and contracts, directing the work of project personnel, expanding services in on-line course delivery, and developing a statewide network of subcontract trainers and consultants.

A bachelor's degree required; with preference for an advanced degree. Five or more years of experience in the training and development field, including developing and delivering training to state government agencies and/or private sector business and industry; understanding the prospecting and selling process; superior written and oral communication; and exemplary interpersonal and managerial/leadership skills. Preference will be given to candidates who evidence: professional networks in the government or private sectors of New York state; experience in continuing higher education/adult learning; experience with the development and delivery of e-learning courses, familiarity with basic office computer applications; demonstrated entrepreneurial thinking and evidence of continuing professional development activity. The salary is competitive with full benefits.

The search committee begins review on January 29, and the position will remain open until an appointment is made. Letter and resume to: Ms. Shelley Dixon, Director, CWA, SUNY ESC, 2 Union Avenue, Saratoga Springs, NY 12866-4390 (shelley.dixon@esc.edu).

ESC is an AA/EO/IRCA/ADA employer.

UNIVERSITY OF MINNESOTA MORRIS

VICE CHANCELLOR FOR STUDENT AFFAIRS

The University of Minnesota, Morris (UMM) invites nominations and applications for the position of Vice Chancellor (VC) for Student Affairs. This appointment begins July 1, 2001 or as soon thereafter as possible.

The University of Minnesota, Morris established in 1959 is a residential public liberal arts college of 1900 undergraduate students. The college is recognized for its distinctive mission; its excellent faculty, student body and staff; and its participatory campus life. The campus has a strong commitment to multiculturalism. Admission is selective, and the student body is hardworking and serious.

We are seeking a VC who can provide leadership for a comprehensive student affairs program. The VC will be responsible for creating and sustaining an environment that advances student success; serves diverse constituencies; and fosters a sense of community within student affairs and across campus. Areas reporting to the Vice Chancellor include athletics, career planning, counseling, health services, the minority student program, residential life and student activities. This position reports directly to the Chancellor of UMM. The VC is expected to build on UMM's current student affairs structure and programs and enhance the college's environment for student affairs.

The successful candidate must possess the following:

- A master's degree in counseling, higher education administration, student personnel, or a related field. An earned doctorate is desired.
- A minimum of seven years of administrative and supervisory experience is required at the college or university level in a broad range of student affair activities. Experience in athletics is desirable.
- Demonstrated ability to effectively and efficiently manage diverse offices and organizations.
- A record of effective management within the framework of shared governance.
- Excellent interpersonal and communication skills.
- Demonstrate understanding of and commitment to the value of a liberal arts education.
- A strong commitment to professional development.
- A commitment towards a diverse student body, faculty, administration and staff.
- A commitment to sustaining and advancing the mission of UMM.

Nominations, expressions of interest, and applications should be directed to **Pareena Lawrence, VCSA Search Committee, c/o Jenny Quam, University of Minnesota, Morris, 309 Behmler Hall, Morris, MN 56267.**

Applications must include a letter addressing the qualifications noted above, a resume, three letters of references, and the names and phone numbers of two additional references. Salary and compensation are competitive. Applications will be accepted until filled but review of applications begins on March 10, 2001. For more information on UMM, visit our web site at www.mrs.umn.edu or contact **Jenny Quam, (320) 589-6024, quamjl@mrs.umn.edu** to request disability accommodations.

The University of Minnesota is an equal opportunity educator and employer.

Brown University

PRINCIPAL ASSOCIATE-LEADERSHIP-PROVIDENCE, RI

The Annenberg Institute for School Reform (AISR) is seeking a Principal Associate to research and develop programs around innovative and effective forms of leadership, programs that focus especially principals and superintendents. The Principal Associate will support schools and districts in developing effective programs of literacy instruction; will work with external groups to conduct in-depth analysis of specific leadership functions; and will contribute to the dissemination of research results through written publications. In addition, the Principal Associate will coordinate the efforts of external partners working with specific aspects of AISR's leadership program.

Requires a Doctorate (PhD or Ed.D) or equivalent combination of education and experience. Must possess extensive experience with and knowledge of urban students, schools, and districts, and well as excellent oral and written communication skills; must have experience designing and facilitating professional development for educators; and must have administrative experience in schools serving urban communities and/or disadvantaged children. We are looking to fill this position as soon as possible.

The Annenberg Institute for School Reform has as its mission to develop, share, and act on knowledge that improves the conditions and outcomes of schooling in America, especially in urban communities and in schools serving disadvantaged children.

Please send cover letter and resume to Brown University, Human Resources, Box 1879/ Job # B00052, Providence, RI 02912. Brown University is an Equal Opportunity/Affirmative Action employer.

Visit our website at: www.brown.edu

800

BEST COPY AVAILABLE

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

Established in 1855, Kean University is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSISTANT VICE PRESIDENT

for Academic & Instructional Technology

Kean University is seeking an experienced professional to provide leadership and vision in the application of the latest information technologies to support teaching learning and research. The Assistant Vice President for Academic and Instructional Technology reports directly to the Provost and is responsible for all academic computing and academic technology functions within the Division of Academic Affairs.

Responsibilities: The primary responsibilities of this position include oversight and development of academic computing resources, particularly as they apply to distance education, smart classroom development and applications, and the development of new instructional modalities. The position also includes oversight responsibilities for faculty training and instructional support related to technology, campus media services and media production facilities.

Requirements: The successful candidate will demonstrate the ability to articulate and implement a unified vision for academic technology development, proven experience in a broad range of information and academic technologies, an ability to understand both technical and user environments, experience in strategic planning, budgeting and management, strong change management and interpersonal skills, an ability to work effectively and collaboratively with faculty, administrators, staff and students and a commitment to diversity.

Qualifications: A minimum of five years of experience in the advancement of academic technology and/or academic computing in a higher education setting is required. College-level teaching experience is highly desirable; doctorate or ABD in an academic discipline is required. experience in working with faculty to enhance the teaching and learning process is essential.

Salary and Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefit package is included.

Application: A current resume and three letters of reference should be sent to: Chairperson, Search Committee for Assistant Vice President for Academic and Instructional Technology, Office of the Provost, Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Consideration of applicants will begin February 15, 2001 and will continue until a successful candidate has been identified.

INSTRUCTIONAL DESIGN SPECIALIST
FALL 2001

Responsibilities: The Instructional Design Specialist (IDS) will work one-on-one with faculty from across the University in the development and implementation of technology-dependent educational activities. In addition, will conduct workshops that focus these activities on pedagogically sound principles and practices, particularly in the use of multimedia & the technologies of distance education. Candidate will also work collaboratively with faculty in the identification & use of content development/delivery tools.

Requirements: Master's Degree in instructional design or a closely related field & a minimum of 4 years of experience in the development of contemporary instruction in a higher education setting. A working knowledge of WebCT or Blackboard and multimedia development software is a plus. Significant post secondary teaching experience is highly desirable and excellent communication skills are required.

Salary & Benefits: Salary is competitive & commensurate with experience. A comprehensive benefits program is included.

Application: Review of applications will begin immediately and continue until position is filled. Qualified applicants should forward their resumes and cover letters to: Dr. Eleanor V. Laudicina, Associate Vice President for Academic Affairs, Kean University, 1000 Morris Avenue, Union, NJ 07083-0411. Minorities and women are strongly encouraged to apply.

Where Tradition and Technology Meet

KEAN UNIVERSITY

Kean University is an EEO/AA Institution

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

California State University, Sacramento. The Physical Therapy Program is seeking applications for one or more full-time, tenure track, academic year faculty positions, effective August 2001. Minimum qualifications include an earned doctorate in physical therapy or related area; experience teaching in graduate education, record of scholarly achievement and clinical experience required. Candidate must be licensed or eligible for California licensure as a physical therapist. Candidates qualified to teach in Cardiopulmonary Physical Therapy, Therapeutic Exercise, and/or Electrophysiology and Clinical Agents preferred. Assignment will be teaching and research in areas of expertise consistent with program needs. Responsibilities include mentoring student research, advising, curriculum development, scholarly activity, University and community service. Submit a letter of interest, curriculum vita, and the names, addresses and phone numbers of at least three references to: **Susan M. McGinty, PT, MS,Director; California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-5020.** Review of applications will begin **January 26, 2001** and will continue until positions are filled. *AA/EEO*

CSU Cleveland State University

Tenure-Track Positions for Fall 2001

College of Education Cleveland State University

Assistant Professor Positions in

Adolescent & Young Adult Literacy/Language Arts

Middle Childhood Literacy/Language Arts

Early Childhood Literacy/Language Arts (2 positions)

The University, located in the heart of metropolitan Cleveland, is dedicated to urban education. In addition to a long-standing commitment to research and quality teaching, the College of Education faculty work collaboratively with both urban and suburban schools and community agencies to prepare future teachers and to provide program leadership, development, evaluation and consultation services. For information on these exciting opportunities in teacher preparation, please visit our Web site at www.csuohio.edu/coe/.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Associate Dean of Students

ARTS, SCIENCE & ENGINEERING

Assists Dean of Students in providing supervision and leadership to the departments within the Student Affairs division and serves as a representative on various university committees. Oversees administrative after-hours on-call system for intervention/response for campus and student emergencies, providing initial response, as well as follow-up measures when necessary. Also oversees medical readmission and special needs system for the university. Advanced degree and 5-10 yrs. exp. required. Ability to interact with diverse groups of people, handle multiple tasks, and meet frequent deadlines essential, as well as knowledge of higher education issues, university policies, and awareness of issues/challenges facing Black, Asian, Latino, LGBT, and International students. Must possess strong counseling/mentoring, training, and presentation skills.

Please apply by fax (617-627-3725), email (hr-eresume@tufts.edu), or mail two copies of your resume and cover letter to: Tufts University, Human Resources, 169 Holland St., Somerville, MA 02144. For more information, visit www.tufts.edu. Tufts is an Affirmative Action/Equal Opportunity Employer.

Tufts University

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ASSOCIATE PROVOST FOR ACADEMIC PROGRAMS AND SERVICES

Millersville University of Pennsylvania invites applications and nominations for the position of Associate Provost for Academic Programs and Services. Millersville University, founded in 1855, is one of 14 institutions of the Pennsylvania State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among *Kiplinger's* 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty.

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact Millersville University's Web page at www.millerville.edu.

RESPONSIBILITIES: The Associate Provost provides direction and administrative leadership for the following offices and programs:

Admissions
Registrars
Academic Advisement
Act 101
Cooperative Education
Interdisciplinary Programs
Learning Disabilities Services
Learning Support (Tutoring)
New Faculty Orientation
Academic Component of New Student Orientation
International Affairs
Undecided Majors Program
Upward Bound Program

The Associate Provost also serves as the Academic Hearing Officer and works with the Faculty Senate on academic policy matters.

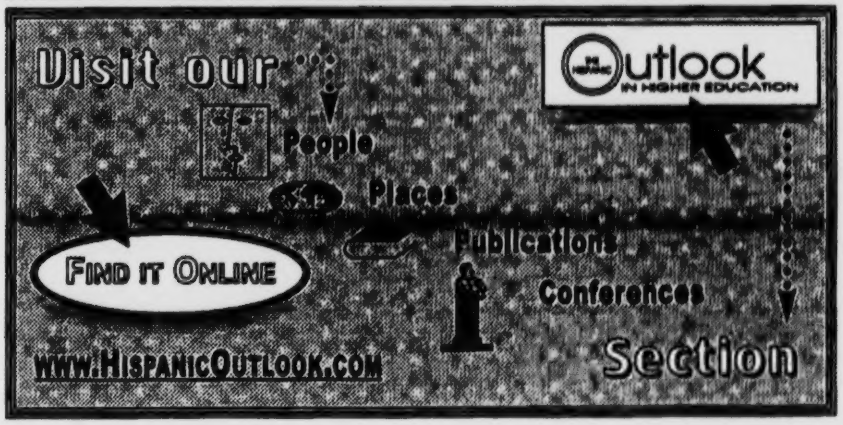
The Associate Provost must be able to assume a university-wide perspective, work, and communicate effectively with students, faculty, administrators, external organizations and institutions in a diverse community. The Associate Provost must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the faculty, staff, students, and curricula, and must be committed to increasing diversity within the University. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential.

QUALIFICATIONS: Candidates must demonstrate the capacity to be an innovative and visionary leader. Applicants must possess an earned doctorate and a record of teaching, scholarship, and service in higher education. Candidates need to present a record of progressive and effective academic administrative experience in a university performing such duties as: planning; program development; team building within and among programs and offices for which they have been responsible; programmatic outcomes assessment; and personnel and budget management. Evidence of sensitivity to educationally and economically disadvantaged students is essential. Candidates must demonstrate an appreciation of the role of technology in educational administration and the ability to function effectively in a team-oriented, collective-bargaining environment. Candidates must have a commitment to faculty development, the liberal arts, and academic freedom; and evidence of success in building an inclusive community. A successful interview is crucial.

NOMINATIONS AND APPLICATIONS: Applicants must include a letter detailing their experiences relating to the qualifications for the position; a vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by February 23, 2001. Anticipated starting date is July 1, 2001. Electronic submissions will not be accepted. Nominations and applications should be sent to:

Search Chair
Associate Provost Search/HI0129
MILLERSVILLE UNIVERSITY
P.O. Box 1002, Millersville, PA 17551-03022
An Equal Opportunity/Affirmative Action Institution

MILLERSVILLE
UNIVERSITY



Director of Academic Programs and Associate Dean of Agriculture

The School

The School of Agriculture has 12 departments and includes 285 faculty, 2500 undergraduate students, and 500 graduate students. In addition to campus-based specialists, the Cooperative Extension Service includes a statewide system of more than 300 professionals on campus and in all 92 counties who deliver effective research-based programs to citizens across the state.

Responsibilities

The Director is responsible for articulating a clear vision to faculty and administration regarding program development within the School of Agriculture. He/she encourages the creation of learning environments that assist in fulfilling the university mission, values, and goals. The Director oversees all academic programs within the School including curricula, instruction, recruitment and admissions, student services, scholarships, career services, and faculty development. He/she assists with institutional planning, recommends allocation of academic resources, and is the primary liaison within the University regarding these issues. In addition, the Director coordinates graduate and professional programs within the School and works in collaboration with other Schools within the University. The Director is responsible for forging effective linkages with research, Cooperative Extension, statewide institutions, corporations, and international institutions. He/she will serve as liaison with other educational institutions within the state. The Director reports directly to the Dean of Agriculture, and represents the School of Agriculture at regional/national meetings and across the University.

Qualifications

The candidate must have an earned Doctorate in a field related to the academic departments of the School, and have academic credentials in program areas related to agriculture, food and natural resources to merit appointment at the rank of full professor in one of the School's academic departments. Candidates must be able to communicate effectively with students, faculty, staff, administrators, and the public, and have a vision for educating agriculture and food systems professionals of the future. Demonstrated characteristics should include administrative effectiveness and the ability to work successfully as part of a leadership team.

Application Procedure

Applications will be reviewed beginning February 10, 2001, and will be accepted until a suitable candidate is chosen. Qualified persons are requested to submit a letter of application, a complete curriculum vitae including the names, addresses, and phone/email for five references, and a statement of administrative philosophy. This statement should emphasize ability to foster program growth in the 21st Century. It should include the candidate's vision for education including viewpoints regarding current and future non-traditional audiences. Please send nominations or applications to:

Dr. Victor L. Lechtenberg, Dean of Agriculture
Purdue University
1140 Agricultural Administration Building, Room 114
West Lafayette, IN 47907-1140
Phone: (765) 494-8391 Fax: (765) 494-7420
Email: vll@agad.purdue.edu

Purdue University is an Affirmative Action/
Equal Opportunity Employer;
Women and Minorities are Encouraged to Apply.

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WESTERN NEW MEXICO UNIVERSITY

Western New Mexico University, a public, comprehensive, regional institution serving a diverse multicultural population of 3000 students, is located in Silver City in southwestern New Mexico surrounded by the Gila National forest in a beautiful desert-mountain environment along the Continental Divide. WNMU's accredited programs include nursing, occupational therapy, education, business, social work, and the child development center. WNMU offers a variety of two and four year programs in vocational education, the arts and sciences, education, business, and social work. Exemplary teaching, quality programs, commitment to diversity, and enhanced regional service characterize WNMU's mission.

Applications are invited for the following anticipated openings for nine-month tenure-track faculty positions to start in Fall 2001. All positions emphasize excellence in teaching. In addition, the successful candidates will be involved in advising, program development, university service, scholarly activity, and community service as appropriate. All candidates will be expected to make a thirty (30) minute presentation in an actual classroom situation at the time of interview. Previous teaching experience in higher education, past successful professional experiences with groups from diverse backgrounds, and proficiency in Spanish is preferred for all positions. Hiring is contingent upon funding.

Nursing (Nursing Department)

Seeks an *Assistant/Associate Professor of Nursing* for a part-time, tenure track position. The successful candidate assumes responsibility for clinical and classroom teaching, revision of course syllabi, planning clinical experiences for students, evaluating students on a regular basis, examination construction, and student advisement. The candidate provides input for the development of curriculum and program evaluation and serves as a role model for students and support for faculty and staff in the Nursing Department. Requires a Master's degree in Nursing, Ph.D. in Nursing or related filed preferred. Prior teaching experience in nursing and a strong background in Pediatric Nursing. **Salary range: $19,500 + DOQ DOE**

Drafting and Design (Applied Technology Department)

Seeks an Instructor of Drafting and Design for a *full-time*, tenure track position. Teaching certificate and/or Bachelor's degree in a related field; three (3) years of practical experience in AutoCAD software; a working knowledge of hardware architecture and software parameters, must be knowledgeable of autodesk products is required. Auto Desk certification needed. **Salary range: $25,000 + DOQ**

Office Administration (Applied Technology Department)

Seeks an Instructor of Office Technology for a *full-time*, tenure track position. Teach in a computer laboratory setting a variety of courses such as: keyboarding, formatting, word processing & information processing using Windows software. Position entails teaching office procedures, grammar, office management, and any course related to office technology. BA Business ED, MAT, with at least three (3) years teaching experience required. MOUS certification a plus. **Salary Range: $25,000 + DOQ**

Biology (Natural Sciences Department)

Seeks an *Assistant Professor* position as a Plant Taxonomist with the ability to instruct undergraduate courses in General Botany, Plant Morphology, Plant Taxonomy, Dendrology, Genetics, Cell Biology, including laboratories for each of these courses. The major emphasis in this position is teaching, which is also the major emphasis of this institution. Responsibilities include curation of the University Herbarium. Ph.D. in the plant sciences with specialization in Plant Taxonomy and course work in the subject areas listed in the job description. The successful applicant will be knowledgeable in the use of computerized multimedia instructional methods. **Salary range: $32,000 - $35,100**

Computer Science (Math/Computer Science Department)

Seeks an *Assistant Professor of Computer Science* with the ability to teach a full range of undergraduate Computer Science and Management Information Systems course work. Master's degree in Computer Science required, Ph.D. in CS or related field preferred. **Salary range: $32,000 - $35,100**

Marketing (Business Administration Department)

Seeks an *Assistant Professor of Marketing* with the ability to teach a full range of undergraduate and graduate courses in Marketing and related business topics. Opportunities for summer session employment are available. An additional business teaching field (operations, economics, management, and finance) is desirable. Doctorate in Business or a related field to include specialization in Marketing required. ABD considered. **Salary range: $32,000 - $35,100**

Sociology (Social Sciences Department)

Seeks an *Assistant Professor of Sociology* with ability to teach a *full range* of undergraduate and graduate courses in Sociology. Applicants must hold an earned Ph.D. in Sociology from an ASA-recognized program. ABDs will be considered. **Salary range: $32,000 - $35,100**

Occupational Therapy Assistant Program (Two Positions Available)

Seeks an Instructor or *Assistant Professor/Fieldwork Coordinator* for an 11 month contract, full-time, tenure track position. Responsibilities include teaching classes in the OTA program in the areas of pediatrics of physical disabilities and coordinating all level 2 fieldwork. Level 2 fieldwork coordinating duties include but are not limited to development of fieldwork sites, placing OTA students, coordinating with site supervisors, monitoring student progress and maintaining accurate records. Some travel required. *Minimum requirements* include a Bachelor's degree in OT or related field, 3 years current clinical experience, field education experience, current OTR or COTA certification, and eligibility for licensure in New Mexico. **Salary range: $33,800 - $46,300**

Seeks an *Assistant/Associate Professor* for a *full-time*, tenure track position teaching OTA classes in the areas of pediatrics of physical disabilities and supervising students in level 1 fieldwork. Minimum requirements include a Bachelor's degree (Master's preferred) in OT or related field, 3 years current clinical experience, current OTR or COTA certification, and eligibility for licensure in *New Mexico*. Teaching experience, knowledge of problem based learning, and distance education delivery systems preferred. Some travel required. **Salary range: $39,900 - $47,800**

To apply: Send a letter of intent, which identifies primary areas of specialization, a resume, a research-based writing sample, a statement or other documentation regarding teaching excellence, and the names/addresses/phone numbers of four references to: **Western New Mexico University, Human Resources Department, P.O. Box 680, Silver City, NM 88062.**

Application review for the above positions will begin February 26, 2001 and continue until filled.

Western New Mexico University is an Affirmative Action/Equal Employment Opportunity Employer.
All qualified applicants will receive consideration without regard to race, color,
religion, gender, age, handicap or national origin.

BW
BALDWIN
WALLACE
COLLEGE

Education - Baldwin-Wallace College Division of Education is accepting applications for a tenure-track position for a generalist in education to teach in its undergraduate and graduate campus program as well as its graduate cohort site-based programs beginning August 2001. In addition to teaching responsibilities, the individual will advise students and supervise field experiences of undergraduate and graduate students and serve on Division and College committees. A minimum of three years teaching at either the secondary or middle level is required and an earned doctorate is preferred.

Baldwin-Wallace is a liberal arts oriented college located in Berea, Ohio, a suburb of Cleveland. The College offers undergraduate programs in the day, evening and weekend as well as graduate programs in education and business. See www.bw.edu for more information. The Division and the College seeks to attract an active, culturally and academically diverse faculty of the highest caliber, skilled in the scholarship of teaching, research, application and integration of knowledge. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply for this position. We are primarily a teaching College and are looking for applicants with well developed teaching skills.

Applicants should send a cover letter along with a resume and three letters of reference, including telephone numbers and email addresses to:

Dr. Patrick F. Cosiano
Chairperson, Division of Education
Baldwin-Wallace College
275 Eastland Road
Berea, OH 44017-2088
or FAX 440-826-3779

Applications will be reviewed beginning February 15.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DIRECTOR, Arnold O. and Mabel M. Beckman Institute for Advanced Science and Technology

The University of Illinois at Urbana-Champaign invites applications and nominations for the position of Director of the Arnold M. and Mabel M. Beckman Institute for Advanced Science and Technology. The Beckman Institute is a broadly-based interdisciplinary research institute with parallel programs in the physical sciences and engineering and in the life and behavioral sciences. Its programs are described at the website: http://www.beckman.uiuc.edu/. The Director should be a strong leader with an exceptional record of scholarly accomplishments. A record of understanding and supporting multi-investigator interdisciplinary activities is highly desirable. Candidates must hold a doctoral degree in a discipline represented in the Institute. Those having achieved the rank of Professor in a leading research university and having a record of outstanding scientific achievement and competitive funding will be preferred. Familiarity with the academic environment is essential; experience in academic administration is desirable. Salary is open. This full time (twelve month) position is available September 1, 2001.

To assure full consideration, nominations and applications (including a vita) should be postmarked by March 1, 2001, and sent to:

Search Committee for the Director of the Beckman Institute
c/o Office of the Provost
University of Illinois at Urbana-Champaign
Swanlund Administration Building, Room 204
601 East John Street
Champaign, IL 61820
Attn: John B. Braden, 217/333-8159; 217/244-5639 (fax);
BeckmanSearch@admin.uiuc.edu

The University of Illinois at Urbana-Champaign
is an Affirmative Action/Equal Opportunity Employer

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DIRECTOR
MARINE/FRESHWATER
BIOMEDICAL SCIENCES CENTER
Oregon State University

Oregon State University (OSU) in Corvallis, OR, seeks a Director for its Marine/Freshwater Biomedical Sciences Center. This NIEHS-supported Center comprises a number of investigators representing three Colleges at OSU and two other Universities. The Center's mission is to foster creative scientific activity among a diverse faculty that share a common interest in the development of the rainbow trout and other aquatic species for the study of carcinogenesis and its modulation by dietary and environmental factors and the chemistry and pharmacology of bioactive natural products from marine sources. The appointee will direct a vigorous, externally-funded research program and will organize multi-investigator research initiatives that build upon existing strengths and pursue new opportunities. The Director serves under the Vice Provost for Research and directs an administrative and technical staff that provides research facilities and services for the Center. Professorial rank will be assigned depending upon qualifications. Salary and start-up package will be competitive and commensurate with the appointee's experience and qualifications. OSU, a Land, Sea and Space Grant University, is ranked as a Carnegie Doctoral/Research-Extensive institution.

MINIMUM QUALIFICATIONS: Ph.D. in biological, biochemical, biomedical, toxicological or environmental sciences discipline; a distinguished record of scientific publications and evidence of scientific impact (citations and awards); evidence of leadership and experience in leading complex multidisciplinary programs; proven history of extramural funding through federal, foundation, and/or industry grants; and evidence of ability to communicate and interact effectively with colleagues, University administrators, students and the public.

To apply, send a complete curriculum vitae, statement of research interests, and the names, addresses and phone numbers of four references to: **Professor Paul Jepson, Chair, MFBSC Search Committee, Integrated Plant Protection Center, Cordley Hall, Oregon State University, Corvallis, OR 97331. Phone: (541) 737-4733; FAX: (541) 737-3643; e-mail jepsonp@bcc.orst.edu.**

CLOSING DATE: To ensure full consideration, all application materials must be received by April 1, 2001.

Oregon State University is an Equal Employment/Affirmative Action Employer.

RIO HONDO COLLEGE, Whittier, CA

Come Join Us!

RIO HONDO COLLEGE, Whittier, CA, is currently seeking highly motivated professionals to join our team.

MANAGEMENT

Director, Institutional Research
$75,876- $92,448
Closing Date : 02-20-01

FACULTY FULL-TIME

Athletic Advisor/Counselor
Closing Date : 03-15-01

Math Instructor
Closing Date : 02-20-01
$39,096 -$57,351

RIO
HONDO
COLLEGE

Call (562) 908-3405
Human Resources

EEO

WILLIAM PATERSON UNIVERSITY

Department Chair, Department of Exercise and Movement Sciences

The Department of Exercise and Movement Sciences seeks a dynamic and visionary educator at the rank of Associate/Full Professor (tenure track) to serve as chair of a growing department within the College of Science and Health, beginning September 1, 2001. A doctorate in Physical Education with emphasis in Pedagogy and K-12 teaching certificate and teaching experience is required. Administrative experience in higher education is preferred. Salary is commensurate with qualifications and experience. A comprehensive benefits package is included, plus free tuition for dependent children after one year of employment.

This position provides an exciting opportunity for a leader interested in guiding a well-established department with excellent faculty. S/he will exert appropriate leadership for the advancement of academic excellence and the effective functioning of the department which includes developing and implementing immediate and long-range departmental goals and objectives, in concert with faculty input, to meet university and college goals and objectives. Candidates should be committed to undergraduate teaching and the pursuit of an active research agenda.

The department has 12 full-time faculty, and offers a baccalaureate degree program in three concentrations, Physical Education (accredited by NASPE/NCATE), Exercise Physiology, and Athletic Training (accredited by CAAHEP). It participates in a multi million dollar New Jersey Statewide Teacher Quality Enhancement Grant through the College of Education. For more information visit our website www.wpunj.edu or call (973) 720-2193.

Send letter of interest, CV, graduate transcripts and three references to the Search Committee, c/o Sandra DeYoung, Associate Dean, College of Science and Health, Drawer CHE, William Paterson University, 300 Pompton Road, Wayne, New Jersey 07470. Review of applications will begin immediately and continue until position is filled. William Paterson University of New Jersey is an AA/EO employer and actively seeks applications from women, minorities, and under-represented groups.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY
An Equal Opportunity Institution Committed to Diversity

CHEMEKETA
COMMUNITY COLLEGE

Chemeketa is one of the nation's premier community colleges, noted for innovation and leadership in teaching and learning, distance and online education, educational assessment and many other efforts. Chemeketa is located in the northern Willamette Valley of Oregon. The district includes the state capitol and is in close proximity to the mountains, ocean beaches and the city of Portland.

Chemeketa has the following openings for September 2001: Positions close: March 2, 2001

Emergency Medical Technology Instructor:
(partial description)
Required: National Registry paramedic and ability to secure an Oregon certificate by March 1, 2002, or Oregon certified EMT-paramedic. Prehospital emergency medical care experience.

Art Instructor: Basic Design and Drawing:
(partial description)
Required: Masters of Fine Arts degree from an accredited institution or relevant Masters or demonstrated equivalent. Evidence of effective teaching.

Physical Science Instructor:
(partial description)
Required: Masters' degree in one of the physical sciences or science education. Course work to emphasize chemistry and physics.

Check out our website for upcoming position openings

For application, complete job description and further information please contact:

Chemeketa Community College
Personnel & Payroll Department
PO Box 14007
Salem, OR 97309-7070
(503) 399-5009/TDD
www.chemeketa.edu

An Equal Opportunity and Affirmative Action Institution

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Peralta Community College District

College of Alameda, California
Merritt College, Oakland, California
Vista Community College, Berkeley, California

The Peralta Community College District will begin recruiting for the positions of President of the College of Alameda, Merritt College and Vista Community College. The President of each of these colleges is the chief executive officer and reports to the Chancellor of the District.

By February 1, 2001 the profile brochure will be available and the profile will also appear on the district's website at

www.peralta.cc.ca.us

To request a profile brochure, after February 1, please write to: **Associate Vice Chancellor for Human Resources, Peralta Community College District, 333 East 8th Street, Oakland, CA 94606-2844. AA/EOE**

For confidential inquiries about any of these three positions, contact: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, Association of Community College Trustees, 1740 N Street, NW, Washington, D.C. 20036; telephone: 202-775-4667 or email at npolonio@acct.org**

—An ACCT Search—

OWENS COMMUNITY COLLEGE PRESIDENT

The Board of Trustees of Owens Community College invites applications and nominations for the position of President to succeed the current president, Daniel H. Brown, who is retiring.

Owens began as a technical institute in 1965 and has evolved into a premier comprehensive community college with two campuses serving Northwest Ohio. The college is under the guidance of a governor's appointed nine member Board of Trustees. The chief executive officer is the president of the college. Owens is committed to offering a high quality college education with small classes, personal attention and expert faculty.

Application Process: The Profile brochure which contains details on the presidential search, basic requirements, and the challenges and opportunities should be requested by contacting: **John C. Moore, Chair, Search Committee, c/o President's Office, Owens Community College, P.O. Box 10000, Toledo, Ohio 43699-1947 or fax request to: 417-661-0479. Please submit application materials by** 4 p.m. (EST) February 28, 2001.

For confidential inquiries about the position, contact: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, ACCT, 1740 N Street, NW, Washington, D.C. 20036, e-mail: npolonio@acct.org**

Applicants should be aware that the names and application materials of persons applying for the position of president of Owens Community College may be subject to review on request by the media and/or public according to the Ohio Public Records Act.

Information is also available on the college website at www.owens.cc.oh.us and the ACCT site www.acct.org.

—An ACCT Search—

DEAN OF THE GRADUATE COLLEGE AND ASSOCIATE PROVOST FOR GRADUATE EDUCATION

The University of Iowa
Iowa City, Iowa

The University of Iowa invites applications and nominations for the position of Dean of the Graduate College and Associate Provost for Graduate Education.

The University of Iowa is a comprehensive research university that is ranked among the top 20 public universities and research universities in the US. The University is an attractive campus located along the bluffs of the Iowa River. Iowa City is part of a growing metropolitan area that retains the charms and conveniences of a small town.

The Graduate College is one of eleven colleges at the University. Eighteen UI programs are ranked in the top 10 nationwide; four are the best in the country. The successful candidate will provide leadership to build upon this reputation and move graduate education at the University of Iowa to even higher levels of national recognition.

The Dean must have the skills to develop a vision of the direction of graduate education for the University of Iowa and the ability to communicate that vision and energize others toward its realization. Working with an elected Graduate Council, the Dean initiates and reviews all policies related to the Graduate College, sets and maintains high standards for existing graduate programs, and coordinates the review of new and continuing graduate programs. As Dean of the Graduate College and as Associate Provost for Graduate Education, the successful candidate will collaborate with the Provost and the Vice President for Research to strengthen the integration of all instructional and research components of graduate education.

The successful candidate must have an earned doctorate; a clear commitment to graduate education and research; a proven record of scholarly activity, and teaching and service accomplishments commensurate with a tenured faculty appointment at the rank of professor; excellent writing, oral, and presentational skills; a demonstrated commitment to building the cultural diversity necessary for enhancing the quality of graduate education; evidence of successful academic leadership and higher education administrative experience; effective managerial skills; extensive experience with agencies providing external research support; and the desire and ability to actively seek increased resources and promote the wise use of resources to attract high quality graduate students and enhance graduate experiences.

The University of Iowa recognizes a special responsibility to ensure that this search identifies qualified candidates who are women or ethnic minorities.

The projected starting date for this position is August 2001. The application should include a resume and the name, email and surface addresses, and telephone numbers of five references. References will not be contacted until the later stages of the search. Screening of applications will begin January 15, and applications will be accepted until the position is filled. Send nominations and applications to:

Graduate Dean Search Committee
Office of the Provost
111 Jessup Hall
The University of Iowa
Iowa City, IA 52242

For more information, visit our special search website at **http://www.uiowa.edu/~provost/search**

The University of Iowa is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

Empire State College
State University of New York

DEAN
NORTHEAST CENTER

SUNY Empire State College invites applications and nominations for the position of Dean of the Northeast Center. The Dean is the chief executive and academic officer of the Center, reports to the VPAA, and participates in College-wide planning and administration as a member of the President's Council. The Dean is responsible for the high quality of the academic program; enrollment, budget and facilities management; faculty and staff hiring, development and evaluation; student services; local administrative, academic and governance processes and planning; and effective leadership within an academic community that values shared governance. The Dean also represents the College externally and develops initiatives to meet workforce needs in the public and private sectors.

Founded in 1971, ESC is a recognized leader in designing and delivering innovative programs that meet the needs of more than 10,000 students each year. Students, mostly working adults, enroll in associate, baccalaureate and master's programs through instructional locations across New York State and at several international sites, as well as through the College's Center for Distance Learning. Faculty members serve as mentors to students and work with them in one-on-one, small group and residency formats as well as in on-line and other distance formats. Drawing on interdisciplinary and generalist interests, mentors establish unique, collaborative relationships with students as they design individualized degrees and pursue their studies. ESC is a pioneer in awarding credit for college-level learning acquired through life and work experience.

Based in the state capital of Albany, the Northeast Center serves over 800 students annually at offices in Albany, Cobleskill, Hudson, Johnstown , Queensbury, Saratoga, Schenectady and Troy. The Center has about 35 full- and part-time faculty and eight professional employees, and houses FORUM/East, a vigorous residency-based management degree program that serves 200 students each term.

ESC is a highly distributed organization and all employees must be proficient in computer use. ESC's internal network provides groupware and other electronic support for adminstrative and instructional applications. College-wide and local professionals offer technical and instructional design support.

Candidates should have a background that includes significant college-level teaching and administrative experience and appropriate credentials, including an earned doctorate. Preference will be given to candidates who demonstrate familiarity with the education of adult learners, individualized and interdisciplinary programs, prior learning assessment, learning technologies and innovative program delivery. Salary and benefits are competitive.

For additional information, please visit the College's web site (www.esc.edu).

The search committee will begin consideration of applications after March 9, 2001. The anticipated appointment date is June 1, 2001, or after. Please send letter of application and resume to:

Northeast Center Dean Search Committee
Office of the Vice President for Academic Affairs
SUNY/Empire State College
One Union Avenue
Saratoga Springs, NY 12866

ESC an AA/EO/IRCA/ADA employer, is committed to excellence through diversity.

New York City Technical College/CUNY announces anticipated tenure track faculty and college laboratory positions for Fall 2001 in the following areas:

School of Professional Studies
Marketing
Accounting

School of Technology and Design
Facilities Management
Computer Systems Technology (2)
Advertising Design/Graphic Arts (2)
Mechanical Technology
Electomechanical Engineering Technology

School of Arts and Sciences
English
Mathematics
Speech
Psychology
Biology
Physics

College Laboratory Technician Positions
Electromechanical Engineering Technology
Stage Technology
Advertising Design/Graphic Arts
Hospitality Management

For qualifications and salary, please visit our web site at: www.NYCTC.CUNY.EDU
Resumes to Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street, Namm 321, Brooklyn, N.Y. 11201 AA/EOE/ADA/IRCA

NEW YORK CITY
TECHNICAL COLLEGE
The City University of New York

PALOMAR COLLEGE

Selected As A Vanguard Learning College

SUPERINTENDENT/PRESIDENT

The Governing Board of the Palomar Community College District invites applications/nominations for the position of Superintendent/President. The Superintendent/President is the Chief Executive Officer of the district and reports to an elected 5-member Governing Board and a student trustee. For detailed announcement and application process, see:

http://www.palomar.edu/presidentsearch

The position will remain open until an appointment is made. The first screening of applications will include those received by 2/23/01. To ensure consideration by the Search Committee, all of the application materials detailed in the Web site should be received by the Presidential Search Committee on or before that date. Only complete application packages will be forwarded to the Committee. All inquiries, nominations and applications will be held in the strictest confidence.

Submit applications and nominations to

Presidential Search Committee
Palomar Community College District
P.O. Box 1657
San Marcos, CA 92069

For confidential telephone inquiries about the position, contact

Dr. Al Fernandez
Search Consultant
Community College Search Services
Telephone: (805) 650-2546
Fax: (805) 650-8469
E-mail: alfdfhcc@msn.com

For general inquiries regarding the application process, contact

Ms. Barbara Baldridge
Search Liaison
Palomar Community College District
P.O. Box 1657
San Marcos, CA 92069
Telephone: (760) 744-1150, x2103
E-mail: bbaldridge@palomar.edu

UNIVERSITY OF
WYOMING

DEAN

COLLEGE OF AGRICULTURE
UNIVERSITY OF WYOMING

The University of Wyoming invites nominations and applications for the position of Dean of the College of Agriculture. Preferred qualifications include an earned doctorate, expertise in at least one of the disciplines represented in the College, a distinguished record of scholarship consistent with a tenured appointment as Professor, and evidence of strong administrative ability.

The College has 93 faculty and 800 students in seven departments, the Wyoming Cooperative Extension Service, and the Wyoming Agricultural Experiment Station network. For more information, visit http://www.uwyo.edu/agcollege.

Complete applications should include a cover letter, curriculum vitae, names and contact data for at least five professional references, and a narrative summarizing the candidate's administrative philosophy, experience, vision for agriculture's future, and interest in the University of Wyoming. The search committee will begin screening on 15 March 2001; however, applications will be accepted until the position is filled. The expected appointment date is August 1, 2001. Salary will be competitive and commensurate with experience. Please send all nominations and applications to: Dr. Thomas Thurow, Search Committee Chair, c/o Office of Academic Affairs, University of Wyoming, Laramie, WY 82071-3302.

The University of Wyoming is an affirmative action, equal opportunity employer.

LEADERSHIP STUDIES DOCTORAL FACULTY

THE LAKE
OUR LADY OF THE LAKE
UNIVERSITY

The Interdisciplinary Doctoral Program in Leadership Studies at Our Lady of the Lake University has over 70 doctoral students. Due to our rapid growth, we have two vacancies beginning August 2001, for tenure-track or provisional faculty at the Assistant or Associate Professor level. Candidates must demonstrate interest and competency in teaching at the doctoral level. A record of research, scholarly publications and funded projects, or evidence of potential success in these areas, is also required. Applicants are encouraged to be explicit about their skills, knowledge and experience. Review of candidates will begin immediately and continue until the positions are filled. Salary is competitive and commensurate with experience. Send letter of interest, current curriculum vita and the names of five references to: Search Committee, c/o Raymond Boryczka, Center for Leadership Studies, Main 101, Our Lady of the Lake University, 411 S.W. 24th Street, San Antonio, Texas 78207.

Public Policy Candidates must have a J.D. or an earned doctorate in a discipline related to the development of policy, such as Public Policy, Government, Political Science, Educational Policy or Health Care Policy. Candidates should have experience developing and implementing policy at a high level.

Leadership Candidates must have an earned doctorate and a history of successful teaching at the graduate level. Senior leadership experience and/or experience teaching leadership in a collegiate environment are desirable.

We invite interested candidates to visit the Center for Leadership Studies web site at www.leadershipstudies.org/FacultySearch or e-mail the Search Committee at boryr@lake.ollusa.edu. Our Lady of the Lake University is accredited by the Southern Association of Colleges and Schools, the American Psychological Association, and the Association of Collegiate Business Schools and Programs, and seeks employees who are committed to the values of Catholic higher education. Women and minorities are encouraged to apply. *AA/EEO*

www.LeadershipStudies.Org

CSU
SYSTEM

Connecticut State University System

The Connecticut State University System (CSU) is a comprehensive public university system consisting of four universities and a system office. The four institutions are Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University. The Universities enroll more than 33,000 students, 90% of whom are Connecticut residents. CSU is headed by Chancellor William Cibes and is governed by an independent Board of Trustees. The Connecticut State University System Office is located in Hartford, CT.

Chief Information Officer

The Chief Information Officer directs the comprehensive, system-wide development, installation and operation of information and telecommunications systems to provide for the efficiency and effectiveness of the University System's operations. This position, as a key advisor to the Chancellor, plays an important role in the development of policy regarding the use of computer and telecommunications technology in long-range planning for the University System, and is pivotal in tactical decisions on computer and telecommunications operations and application of technology.

The successful candidate must demonstrate the ability to understand, apply, and deliver state-of-the-art computer and telecommunications technology to the needs of a complex organization of higher education with multiple locations and large numbers of users in complex applications. Demonstrated ability to develop strategic plans for long-term future needs; ability to direct the work of professional and technical staff in designing, developing, installing, operating and maintaining complex technical systems; ability to manage large budgets for personal services, capital and operating expenses. These skills and abilities will have been acquired through a combination of experience and training which includes an advanced degree in computer science, public administration or information technology, together with several years' related experience in applying information and telecommunications technology to complex organizations.

Nominations and expressions of interests should be addressed to: Maria M. Perez, CSU System, Perez-Arton Consultants, Inc., 23 Spring Street, Suite 304, Ossining, NY 10562; Phone: (914) 762-2100; Fax: (914) 762-7834; Email: perezart@bestweb.net. Please refer to Job Code: HOCIO

The Connecticut State University System is an AA/EEO employer and is aggressively seeking to recruit women and minority applicants to bring greater diversity to its work force.

CSU Cleveland State University

Tenure-Track Positions for Fall 2001

College of Education

Cleveland State University

Assistant Professor of Early Childhood Education

Assistant Professor of Special Education/Mild Disabilities

Assistant/Associate Professor of Special Education/Behavior Disorders

The University, located in the heart of metropolitan Cleveland, is dedicated to urban education. In addition to a long-standing commitment to research and quality teaching, the College of Education faculty work collaboratively with both urban and suburban schools and community agencies to prepare future teachers and to provide program leadership, development, evaluation and consultation services. For information on these exciting opportunities in teacher preparation, please visit our Web site at www.csuohio.edu/coe/.

Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

Florida State UNIVERSITY

The Florida State University is classified as a Research I University by the Carnegie Foundation for The Advancement of Teaching and is located in the State Capitol. The College of Education has a long and honored history as the second founded College in the University. The institution and the unit hold numerous accreditations. The advanced graduate and research mission is central to the College with 21 doctoral degree programs. Undergraduate education and the cooperative improvement of K-12 education are essential to the mission.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

Assistant/Associate Professor
SPORT ADMINISTRATION
(Tenure-earning)

The Department of Physical Education seeks a faculty member to teach graduate and undergraduate level courses in Sport Administration, mentor masters and doctoral students' research, advise undergraduate and graduate students, contribute to the department and university growth and to a sport administration community of scholars. This person must have an active research agenda with a focus in an appropriate content area of sport administration. All candidates should be able to teach research methods at the graduate level.

Minimum qualifications include: An earned doctorate in Sport Administration or related field. College/university teaching experience and evidence of scholarly activity. Some sport business industry experience is preferred. Candidates with college/university experience must have experience directing graduate student research, have a record of scholarly publications that shows a clear research focus, and provide evidence of national visibility.

Please send application package to **Dr. E. Newton Jackson, Chair, Sport Administration Search Committee, Department of Physical Education, 109 Tully Gym, College of Education, Florida State University, Tallahassee, FL 32306-4280.** For further information contact **Dr. Jackson at (850) 644-5773, fax (850) 644-0975, or by email at njackson@coe.fsu.edu.**

Assistant Professor
LD/EH/VE
(Tenure-earning)

The Department of Special Education seeks a faculty member in a program preparing teachers to work with students with learning and behavioral disabilities. Responsibilities include conducting scholarly research, teaching undergraduate and graduate classes, advising students, supervising field-based experiences, and engaging in service to the community and university.

Minimum qualifications include: An earned doctorate. A record of beginning scholarly productivity, a commitment to teaching and three years experience teaching in K-12 is required. Competence and knowledge in instructional adaptations to assist the learner with mild/moderate disabilities in accessing the general education curriculum are preferred as the basis for directing research, teaching, and service activities. Expertise in alternative assessment is preferred.

Please send application package to **Dr. Bruce Menchetti, Chair, Special Education Search Committee, Department of Special Education, 205 STB, College of Education, Florida State University, Tallahassee, FL 32306-4880.** For further information contact **Dr. Menchetti at (850) 644-8414, fax (850) 644-8715, or by email at bmenchet@garnet.acns.fsu.edu.**

Assistant Professor
HISTORY & PHILOSOPHY
(Tenure-earning)

The Department of Educational Foundations & Policy Studies seeks a faculty member with a well-defined research area in educational studies. The position entails teaching graduate level philosophy of education courses to students' college-wide, directing graduate majors, and advising graduate students in the college and university on philosophical aspects of their research. The person will be expected to teach sections of the undergraduate course in social foundations of education and have K-12 experience helpful to students interested in pursuing careers in education. The successful candidate will have expertise in philosophy of science and policy and practice issues such as feminist perspectives, relations of theory to practice, social philosophy, teaching, curriculum and learning and/or cultural studies.

Minimum qualifications include: An earned doctorate in Philosophy of Education or Philosophy with scholarship in educational studies. The person hired will be expected to further the development, visibility, and national reputation of the university by virtue of his/her own research and publication.

Please send application package to **Dr. Emmanuel Shargel, Chair, History & Philosophy Search Committee, Department of Educational Foundations & Policy Studies, 306 STB, College of Education, Florida State University, Tallahassee, FL 32306-4451.** For further information contact **Dr. Shargel at (850) 644-8173, fax (850) 644-6401, or by email at shargel@coe.fsu.edu.**

Assistant/Associate Professor
HIGHER EDUCATION
(Tenure-earning)

The Department of Educational Leadership in Higher Education seeks a faculty member to assist in the preparation of individuals for positions of leadership in colleges and universities and related agencies whose activities impact higher education. We intend to appoint a faculty colleague who will continue the program's leadership in the area of student affairs, build a sponsored research emphasis in student related research in higher education, help enhance the enrollment and quality of graduate students, and work closely with the student affairs staff at Florida State in an on-going program of internships and graduate assistantships. The assignment will require teaching, research, and service in a program that grants the Masters of Science, education Specialist, Doctor of Education and Doctor of Philosophy degrees. Service on doctoral committees will be expected, and will require advanced preparation in and experience with current research methods.

Minimum qualifications include: An earned doctorate in higher education or student affairs. Candidate must provide evidence of exceptional promise as a academic in an ambitious research university, be active in the profession, and have the experience and maturity to work closely with advanced graduate students from varying backgrounds. A candidate for the associate level should present evidence of a coherent body of published research within the areas identified below. A candidate for the assistant level should present evidence of potential for developing a well defined research thrust relevant to the identified areas. The successful candidate will have expertise in student affairs, higher education and student development theory, and one or more of the following: minority student development, student support programs, institutional effectiveness, applications of technology, distance learning or higher education policy. We expect this person to qualify for graduate faculty status and, within a reasonable period of time, meet the college and university requirements for doctoral directive status.

Please send application package to **Dr. Beverly Bower, Chair, Higher Education Search Committee, Department of Educational Leadership, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452.** For further information contact **Dr. Bower at (850) 644-7084, fax (850) 644-1258, or by email at bower@coe.fsu.edu.**

Associate Professor/Full Professor
EDUCATIONAL ADMINISTRATION
(Tenure-earning)

The Department of Educational Leadership seeks a faculty member to assist in a program that prepares individuals to assume leadership roles in schools, school districts, Department of Education and related policy-making agencies. The position will require teaching, research and service in a program that grants Master's, Specialist, Doctor of Education, and Doctor of Philosophy degrees. The program seeks a person with knowledge of instructional leadership and curriculum design and expertise in one or more of the following areas: information management and distance learning technology; charter and alternative schools, and collaborative arrangements advancing public education. A successful candidate will develop a research and publication agenda that reflects an understanding of contemporary education issues and will be successful in securing external funding for research and development. This position requires competence as a teacher/advisor working with graduate students of varying backgrounds, the ability to work across related disciplines in the College/University; and evidence of commitment to professional development and service to the profession.

Minimum qualifications include: An earned doctorate with an emphasis in educational administration, evidence of promise as an academic in a major research university, and leadership experience in public school settings.

Please send application package to **Dr. Judith Irvin, Chair, Higher Education Search Committee, Department of Educational Leadership, 113 STB, College of Education, Florida State University, Tallahassee, FL 32306-4452.** For further information contact Dr. Irvin at (850) 644-6447, fax (850) 644-1258, or by email at irvin@coe.fsu.edu.

Assistant Professor
INSTRUCTIONAL SYSTEMS
(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member who is able to teach graduate courses, conduct a program of research, and engage in service to the university and profession. A strong systems focus is required. The expertise of the individual can be in any of the areas offered by the Instructional Systems Program, including instructional design, performance technology, K-12 applications, change process, distance education, or interactive technologies. The candidate will typically teach graduate courses in his/her area of specialty and other core courses in the department. Candidates should demonstrate strong potential for scholarly achievement and the ability to secure external funding for research projects.

Minimum qualifications include: An earned doctorate in Instructional Systems, Educational Technology or closely related field such as Educational Psychology. Candidate should have a record of publications, presentations, and other scholarly activity commensurate with experience in the field. Evidence of preparation to teach educational technology courses at both the undergraduate and graduate levels; and ability to work in a collaborative environment is required. College teaching experience is highly desired. Summer teaching responsibilities may be possible dependent upon programmatic need and University resources.

Please send application package to **Dr. Amy Baylor, Chair, Instructional Systems Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4458.** For further information, contact Dr. Baylor at (850) 644-5203, fax (850) 644-8776, or email at baylor@coe.fsu.edu.

Associate Professor/Full Professor
INSTRUCTIONAL SYSTEMS
(Tenure-earning)

The Department of Educational Research at Florida State University seeks a faculty member to teach graduate courses in ID/PT, conduct a program of research, and engage in service to the university and profession.

Minimum qualifications include: An earned doctorate. A strong background in instructional design/performance technology (ID/PT) is required. Experience in applying ID/PT in business and industry is highly desired. Candidates should have a strong record of scholarly achievement. Evidence of ability to secure external funding is highly desired.

Please send application package to **Dr. Robert Reiser, Chair, Instructional Design Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact Dr. Reiser at (850) 644-5203, fax (850) 644-8776, or email at rreiser@mailer.fsu.edu.

Assistant Professor
PROGRAM EVALUATION
(Tenure-earning)

The Department of Educational Research seeks a faculty member who has experience in qualitative methods of research and program evaluation. Responsibilities include teaching graduate courses in program evaluation and qualitative methods, conducting a program of research, and engaging in service to the university and profession. There is a strong evaluation network in the southeast region, in Tallahassee, and at Florida State University, and the successful candidate will be expected to become active in this network.

Minimum qualifications include: An earned doctorate degree in Evaluation, Educational Psychology, or related field. Candidates should demonstrate potential for scholarly achievement and the ability to secure external funding for research projects.

Please send application package to **Dr. Marcy Driscoll, Chair, Program Evaluation Search Committee, Department of Educational Research, 307 Stone Building, College of Education, Florida State University, Tallahassee, Fl 32306-4458.** For further information, contact Dr. Driscoll at (850) 644-8777, fax (850) 644-8776, or mdriscol@mailer.fsu.edu.

Assistant Professor
OPEN AND DISTANCE LEARNING
(Tenure-earning)

The Department of Educational Research seeks a faculty member who is able to teach distance courses, continue program development, and advise students in open and distance learning. Candidate will conduct a personal program of research related to some aspect of distance learning for the open and distance learning program. The position is part of a new graduate major that was developed in a collaborative effort between FSU and the Open University of Great Britain. The program was implemented three years ago and is offered entirely on-line through web-based technologies. Florida State University's Master's Degree in Open and Distance Learning is characterized by the convergence of instructional systems and distance learning technologies.

Minimum qualifications include: An earned doctorate in Instructional Systems, Distance Education, or related field. Experience in the design, development, and implementation of distance courses delivered by text, telecommunications, and computer networks; and evidence of potential for scholarly productivity related to distance learning is required.

Please send application package to **Dr. Robert Morgan, Chair, Open and Distance Learning Search Committee, Learning Systems Institute, 4605 UCC, Florida State University, Tallahassee, FL 32306-2540.** For further information, contact Dr. Morgan at (850) 644-2570, fax (850) 644-3783, or email at rmorgan@lsi.fsu.edu.

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Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted.

Applications for these positions will close on **February 16, 2001.** Position will begin no later than August, 2001.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

UNIQUE OPPORTUNITY

PASSIONATE ABOUT THE ACADEMIC SUCCESS OF LATINO YOUTH?

As a new national model, **Project Impact** seeks high energy, visionary leaders committed to creating and implementing innovative strategies aimed at the academic success of Latino students in Illinois. Commissioned by Illinois Governor George Ryan and Chicago Mayor Richard M. Daley, **Project Impact** will become a benchmark for best practices in promoting the educational success of Latino youth, ages 5-18.

The following leadership positions on Project Impact's management team are available:

Director of Strategy and Research,3-5 years of experience in social/education policy; minimum M.A./M.S.; Ph.D./Ed.D. preferred

Director of University/College Relations,3-5 years in higher education; experience in program development; minimum M.A./M.S.; Ph.D./Ed.D. preferred

Director of Learning Technologies,3-5 years school-based information technology; experience with interactive web sites; minimum B.A./B.S. in I/T or I/S

Director of Marketing/Communications,3-5 years of experience in marketing/public relations/media relations; brand management/image building experience; minimum B.A./B.S.; strong bilingual (verbal & written) skills required (Spanish/English)

Director of Development, 3-5 years of successful fundraising experience from institutional sources; corporate relations/sales experience a plus; minimum B.A./B.S.

Director of Mentoring,3-5 years of experience in K-12 environment; some volunteer management experience; minimum B.A./B.S. degree; bilingual (English/Spanish) required

For more information, contact:

Eva Serrano, President
Hispanic Alliance for Career Enhancement
312/435-0498, ext. 13
eserrano@hace-usa.org
www.hace-usa.org
EOE

SC
CCD

State Center Community College District
Fresno, California

Additional Fall 2001 Positions

State Center Community College District is located in Central California with two community colleges and two large educational centers.

Accounting Instructor
Biology/Human Anatomy/Physiology Instructor
Brass (Music) Instructor
Business Administration Instructor
Child Development Instructor
College Nurse/Coordinator of Health Services
Geography Instructor
Head Women's Soccer Coach/Instructor
Instructional Services Librarian
Librarian
Public Services Librarian
Social Work/Sociology Instructor
Speech Instructor

All positions are tenure-track positions. Filing deadline is February 20, 2001. Instruction begins August 16, 2001. Contact us at: 1525 E. Weldon, Fresno, CA 93726, (559) 226-0720, fax (559) 229-7039. Visit us at www.scccd.com for complete job descriptions.

Stephen F. Austin State University President

Stephen F. Austin State University (SFA) invites applications and nominations for the position of President. The President reports directly to the Board of Regents, whose nine members are appointed by the Governor of Texas. The university's focus is on excellence in undergraduate education complemented by superior graduate education, vital community outreach programs and the advancement of knowledge and creativity.

Founded in 1923 as a teacher's college, SFA is among the top producers of teachers and school administrators in Texas. SFA is a comprehensive university offering more than 60 undergraduate majors, 40 graduate majors and doctorates in two fields. The university provides instruction in seven academic colleges: Applied Arts and Sciences, Business, Education, Fine Arts, Forestry, Liberal Arts, and Sciences and Mathematics; and has a fall enrollment of approximately 12,000 students. SFA is a member of the Southland Conference and an NCAA Division I school.

SFA is located in the East Texas town of Nacogdoches (pop. 32,000), approximately 140 miles north of Houston, 150 miles southeast of Dallas-Fort Worth, and 80 miles southwest of Shreveport, Louisiana. The 400-acre campus contains some 28 major instructional buildings and 14 dormitories set in the midst of an impressive setting of pine trees and natural beauty. SFA has a student-to-faculty ratio of approximately 20-to-1 and an average class size of 28. SFA employs 590 faculty and 925 staff members. The university's 2001 budget is approximately $117 million.

Applicants and nominees must possess high academic and personal standards, be energetic and persistent in the pursuit of excellence, and have the ability to work effectively with the Board of Regents. The principal professional qualities sought include, but are not limited to, an appropriate combination of the following types of attributes: academic leader, evaluator/planner, effective administrator, community developer, and resource acquirer. Advanced degree is required, earned doctorate or terminal degree is preferred.

Applicants should submit a letter of interest addressing each of the professional qualities listed, a current curriculum vita, and the names, addresses, business and home telephone numbers of five references. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position address and telephone number of the nominee. For best consideration, applications should be submitted prior to February 21, 2001. Review of applications will begin immediately and will continue until an appointment is made.

Applications and nominations should be sent to:

Dr. Jan Greenwood, Vice President
A. T. Kearney, Inc.
Stephen F. Austin State University Presidential Search
333 John Carlyle Street
Alexandria, VA 22314
greenwoodteam@atkearney.com

1923

Stephen F. Austin State University is an equal opportunity employer committed to diversity within the workplace.
http://www.sfasu.edu

CSU Cleveland State University

Department of Curriculum and Foundations

Faculty Searches

Tenure-Track Positions for Fall 2001

Cleveland State University is located in Cleveland, Ohio. The campus includes undergraduate and graduate Arts and Sciences programs and Colleges of Law, Business, Engineering, and Education. . The Department of Curriculum and Foundations in the College of Education is seeking candidates for the following:

Educational Research – Assistant Professor

Educational Psychology and Human Development-Assistant/Associate Professor

Urban Field Educator – Assistant Professor

For complete vacancy announcements about these three positions, including qualifications and application details, see our Web site at http://www.csuohio.edu/coe.

Cleveland State University is an Equal Opportunity/Affirmative Action Employer committed to fostering diversity in its faculty and staff.

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¡PUNTO FINAL!

ROMERO'S SPIRIT LIVES ON IN SALVADORAN PEOPLE

Larry Hufford, political science professor, is currently director of the graduate International Relations program at St. Mary's University in San Antonio. He worked with VISTA, and with the UFW in the 1972 Talisman Sugar Co. strike in Florida. His Ph.D. is from the London School of Economics.

El Salvador is the only nation in the world named after the Christian Savior. This Central American country, the size of Massachusetts with a population of six million, recently fought a 12-year civil war, which ended in a negotiated settlement. A peace accord was signed in 1992.

As a political scientist examining root causes of conflict, just war theory, conflict resolution, and the transition to democracy, I became interested in El Salvador in the early 1980s. Teaching in a Catholic university, I was drawn to study the civil war by reading about the assassination of the Archbishop of San Salvador, Oscar Romero, killed while celebrating Mass. After his death, four American churchwomen on the road between the airport and San Salvador were abducted, beaten, raped, then murdered. The military committed the murders. The assassination of priests, nuns, and lay Christians became a metaphor for the suffering of the people.

The more I studied El Salvador, the more I felt called to travel to "the savior." After my first trip to Central America in 1986, I returned every year until the peace accords were signed in 1992. And three times since, most recently in March, for a week of events and ceremonies commemorating the 20th anniversary of Romero's assassination.

The spirit of Romero is important for postwar reconciliation, even though the archbishop remains controversial. Why is Romero so loved and feared?

Romero was appointed bishop and archbishop because he was a conservative, traditional theologian, a pastoral priest, and a charismatic preacher. As the military dictators increased the repressive measures (arrest, torture, disappearances, and assassinations) against anyone opposed to the government, the victims came to include practitioners of a theology of liberation, a theology rising out of political oppression and extreme poverty in Latin America. Lay parish leaders, catechists, and religious individuals who worked to organize and raise the consciousness of the poor were considered communists by the economic oligarchy and military.

Leaders of Christian base communities made regular visits to Archbishop Romero to tell him of the increased repression. Then a Jesuit priest, the Rev. Rutilio Grande, a friend of Romero, was assassinated for speaking on behalf of the poor. Gradually, the spirit of the poor transformed Archbishop Romero. This is the beauty of Christian base communities rooted in a theology of liberation. Lay and religious persons live with the poor not to convert them but to be spiritually transformed by them.

Archbishop Romero's spiritual transformation led him to become a prophetic voice on behalf of El Salvador's poor. This moved him to condemn state-sanctioned violence and repression against them. For this, he was martyred.

There is a movement there to have the Vatican recognize Archbishop Romero as a saint. While symbolically important, canonization would only confirm what the poor and marginalized already know. Romero is their saint, regardless of Rome's decision.

In San Salvador, 1986, I made my first visit to the cathedral there that Romero, as archbishop, refused to finish refurbishing, saying, "How can I justify spending money on a building when so many of God's children are suffering?"

I sat in the sanctuary near Romero's tomb for more than an hour watching the poor pray and talk to their children about Romero being a Salvadoran child of God. On leaving, I saw a woman cuddling a newborn baby. I asked if I could take a photo of the spirit of Archbishop Romero. She smiled and held the baby so he faced the camera. This materially poor and homeless woman knew exactly what I meant and felt.

On every trip to El Salvador, I research the status of the peace accords and the transition to a more just and democratic state. That is the political scientist in me. But on every trip to the tiny nation, I am spiritually transformed by poor campesinos and the marginalized of El Salvador's Christian base communities. They teach me the relevance of a theology of liberation. In the midst of a civil war and a difficult postwar period, they continue to be a people of faith and hope. They grant me a wonderful gift–the spirit of Archbishop Oscar Romero.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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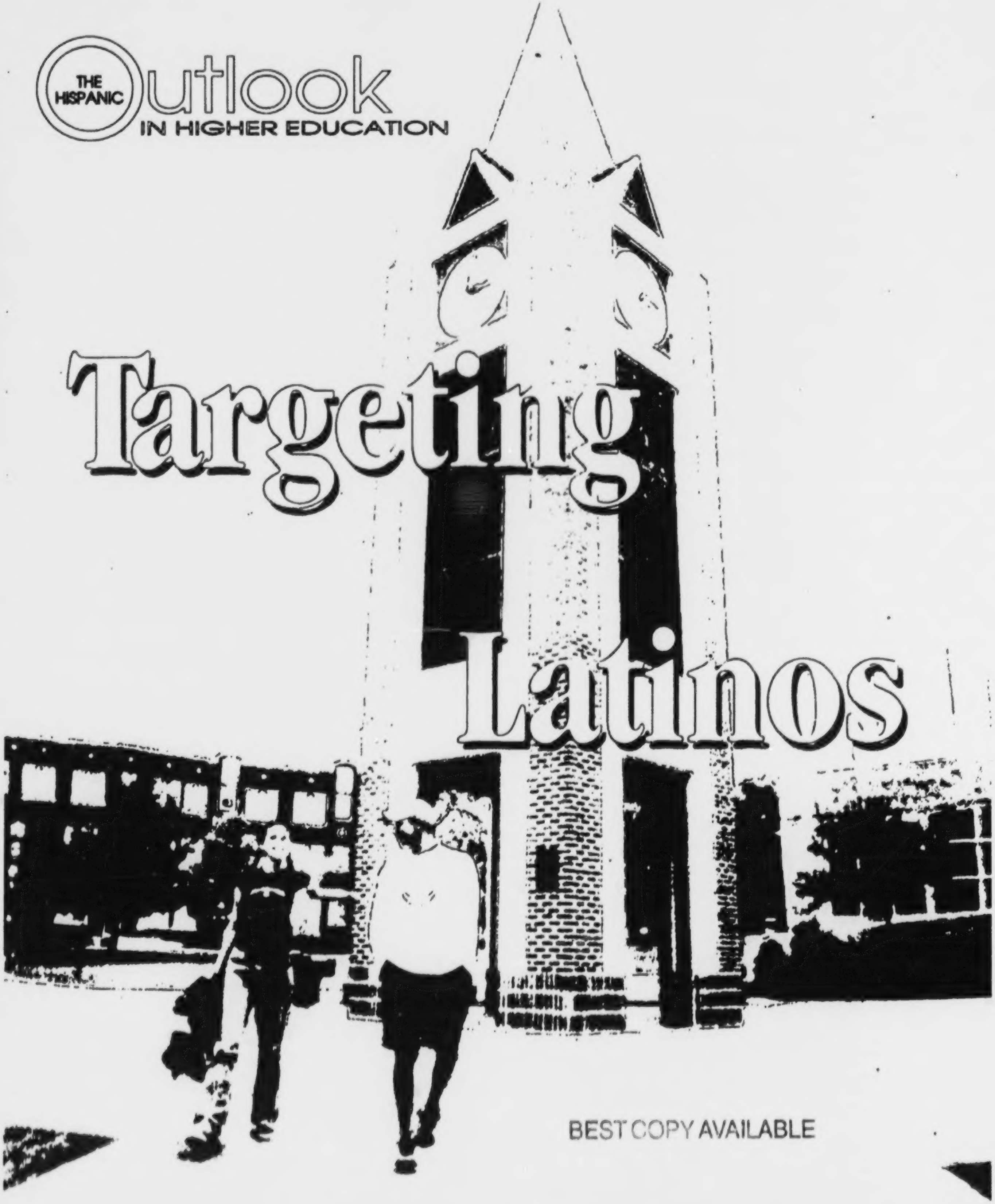

Targeting Latinos

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National Defense University

Hispanic Think Tanks

National Hispanic Leadership Agenda

Vacancies

Blue Ridge Community College, one of 23 colleges in the Virginia Community College System, is nestled in the historic Shenandoah Valley near the beautiful Blue Ridge mountains. The College serves a growing population of about 200,000 which includes three counties and the progressive cities of Waynesboro, Staunton, and Harrisonburg. The area is also home to several four-year institutions including James Madison University; the University of Virginia is about 45 miles away in Charlottesville. The College's geographic location offers the advantages of a small town lifestyle with easy access to the cultural and recreational facilities of major metropolitan centers such as Washington, D.C. and Richmond, Virginia.

Blue Ridge Community College is seeking energetic faculty members for the following teaching positions:

Information Systems Technology

Responsibilities include teaching courses in at least two of the following subject areas: Visual Basic; Visual C; JavaScript; Oracle; Unix, Windows, DOS, and operating systems; telecommunications and networking; web page development; graphic design; and e-commerce. Some teaching in Microsoft Office may also be required. The successful candidate must also be prepared to assist in the creation of a web development specialization. Required qualifications include a Bachelor's degree in Information Systems Technology or a related field and 2 years related occupational experience. A Master's degree in Information Systems Technology or a related field may be substituted for occupational experience. If the successful candidate does not possess a Master's degree with 18 graduate semester hours in Information Systems Technology or a related field, he or she will be expected to obtain one within 5 years with an emphasis that directly supports the needs of the IST program; the College provides support for professional development to assist the employee in achieving this requirement.

Speech Communication

Responsibilities include teaching courses in speech communication. Additional responsibilities include providing leadership in the development and implementation of an expanded speech communication program. The College is interested in pursuing the development of a theatre arts program and the successful candidate would be expected to contribute significantly to identifying the need for and resources required to establish a viable program. Additional responsibilities include collaborating with colleagues in the humanities and English department on implementing new initiatives and cultural affairs events. Required qualifications include a master's degree with 18 graduate semester hours in Speech/Communication.

Mathematics

Responsibilities include teaching courses in mathematics. Required qualifications include a Master's degree with 18 graduate hours in mathematics. Preferred qualifications include teaching experience in precalculus and calculus and their applications to science, engineering, and business.

English

Responsibilities include teaching courses in English and World Literature as well as college composition. Required qualifications include a master's degree with 18 graduate semester hours in English. Preferred qualifications include graduate work in English and World Literature as well as rhetoric/teaching composition.

Qualifications and Responsibilities Common to All Faculty Positions

Qualifications required for all positions include a demonstrated commitment to teaching, a commitment to applications of instructional technology, and an understanding of the community college environment and mission. Community college or university teaching experience is preferred. In addition to teaching, responsibilities for all faculty include student academic advising; service on college committees; participation in scholarly and professional activities; mentoring adjunct faculty within the discipline, and institutional service. Teaching assignments may include a combination of day and evening classes at one or more locations served by the College. Candidates for all positions should be familiar with and supportive of the College's Mission, Values, and Strategic Directions. (These may be found on the College's Home Page, at the address listed below). Depending on credentials and experience, salary range for Instructor is $31,818-$39,295 and $36,591-$45,022 for Assistant Professor. All of the above positions are full-time, nine-month, renewable appointments with a start date of August 16, 2001.

Blue Ridge Community College is also seeking qualified applicants for the following administrative position:

Coordinator of Institutional Research

Reporting directly to the President, the position is responsible for: federal, state and local reports; institutional and program assessment support; development and execution of institutional research studies; and coordination and support of college grants.

Qualified candidates will possess the following: an earned Master's degree in a relevant area; at least two years experience in planning, research, and evaluation; demonstrated skills in written and oral communications, analysis, and presentation; knowledge and experience working with appropriate software including SPSS and SAS; experience working with maintaining databases for reporting and decision making; and commitment to the philosophy of a comprehensive community college.

This is a full-time, twelve month, renewable administrative appointment with a starting salary range of $46,666-$63,424. A start date of July 1, 2001 is anticipated.

Application Deadline for All Positions is March 09, 2001

See the college website at www.br.cc.va.us/employment/ for complete announcement and application process details, or call the Personnel Office at 540-234-9261, Ext 2213 (TDD 540-234-0848). Blue Ridge Community College is an Equal Employment Opportunity/Affirmative Action employer. Minorities are strongly encouraged to apply.

Blue Ridge
Community College

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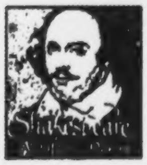

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Congress: Salaries and Perks

BY GUSTAVO A. MELLANDER

This month, many Americans will pause to honor George Washington and Abraham Lincoln, successful politicians of days gone by. Revered in death as they rarely were during their lifetimes, they certainly suffered Shakespeare's "slings and arrows."

Washington was called serpentlike, an unprincipled fortune hunter, and desirous of being crowned a king. Lincoln was depicted as a gorilla, a country bumpkin totally lacking in class or breeding. Neither enjoyed many perks. Washington never lived in the White House. Lincoln did so while cows and pigs grazed on the front lawn and his wife hung laundry in the living room.

A politician's job is often thankless. The hours are long, the many constituents and pressure groups never satisfied. Much of what you do is fully and at times inaccurately publicized. And while you might love publicity, you don't want **bad** publicity.

Congress has 100 senators, 13 of them women, and 435 representatives, 59 of them women. It is as political as any entity in the country. But it is also a club. Rancor and posturing displayed publicly, especially when TV cameras are present, are rarely in evidence behind closed doors. More than 90 percent of its incumbents are invariably re-elected. Some in Washington, such as the National Taxpayers Union, consider congressional benefits and compensation a dream package.

Salaries

The salaries are relatively modest, given the obligations and workload. They start at $141,300. Those in top posts, such as the House Speaker, receive $181,400. The salaries are certainly less than these talented people could command in the private sector. It's the perks and quirks that irritate some. Their pay raises are automatic, unless they vote to stop them. They can start collecting a pension at age 50. A large office staff and free parking at work and at nearby airports are provided. They have the franking privilege–virtually unlimited free postage–that allows them to send out flyer after flyer, paving the road to re-election. They can also spend weeks away from the job on other business–such as campaigning–and still get paid. No wonder so many are re-elected so effortlessly.

The National Taxpayers

A new research paper prepared by the National Taxpayers Union, written by Peter J. Sepp, likens congressional pensions to "a Rolls-Royce among Cadillacs." He correctly points out that they are two to three times more generous than are private pensions of six-figure earners. "Today, a sitting lawmaker who retires at age 60 with 15 to 20 years of service will likely collect at least $1 million in inflation-compensated lifetime pension benefits," says the report. "Some will collect four or five times that amount."

Former members can retire at 50 and collect their pensions even if they are well-paid lobbyists making far more than they ever did while in Congress. And many do. Sepp reports that 12 percent of all members who have retired since 1970 are listed as lobbyists in the 1998 edition of *Washington Representatives*.

Former congresspersons can even collect their pensions if they are in prison for malfeasance while in office. And some have.

Perks

Some of the criticism in the NTU report seems unreasonable. Of course congresspersons need a large office staff to handle constituent services and other duties. But the franking privilege, it could be argued, constitutes public financing of political campaigns–for incumbents only. It is hard for a challenger to overcome the barrage of official-looking good publicity.

Federal law calls for reducing their pay for each day absent, unless the absence is due to personal or family illness. The NTU points out that both Democrats and Republicans routinely violate that regulation, especially during the ever-growing campaign season.

In years past, taxpayer-paid junkets to exotic points in the dead of Washington's dank winter were far more widespread. But travel was cut back. The heat of public exposure was just too much. Lawmakers do retain access to 150 free parking spaces at Reagan National and Dulles airports. Senator John McCain's 1994 resolution to end the airport parking subsidy failed 53-44.

Other perks continue, enabling congressional pols to live much better than most of their constituents. Two IRS "customer service centers" help lawmakers and Capitol Hill staffers complete their tax returns. Now congresspersons pay a token amount for their once-free haircuts, but taxpayers still subsidize the Senate barbershop and beauty salon.

Until 1992, all members could enjoy modern health clubs staffed by government-paid masseurs and such, free of charge. But after media attention, members levied a $400 annual fee for their gymnasia, which include a swimming pool, saunas, steam baths, bodybuilding equipment, and other amenities.

Members also seem quick to spend taxpayer money to enhance their offices: 232 of the House's 435 members moved their offices after the 1996 election. The moving and redecorating expenditure exceeded $600,000. Not much of an example of frugality.

Dr. Mellander is a professor at George Mason University.

HO

Esquina Editorial

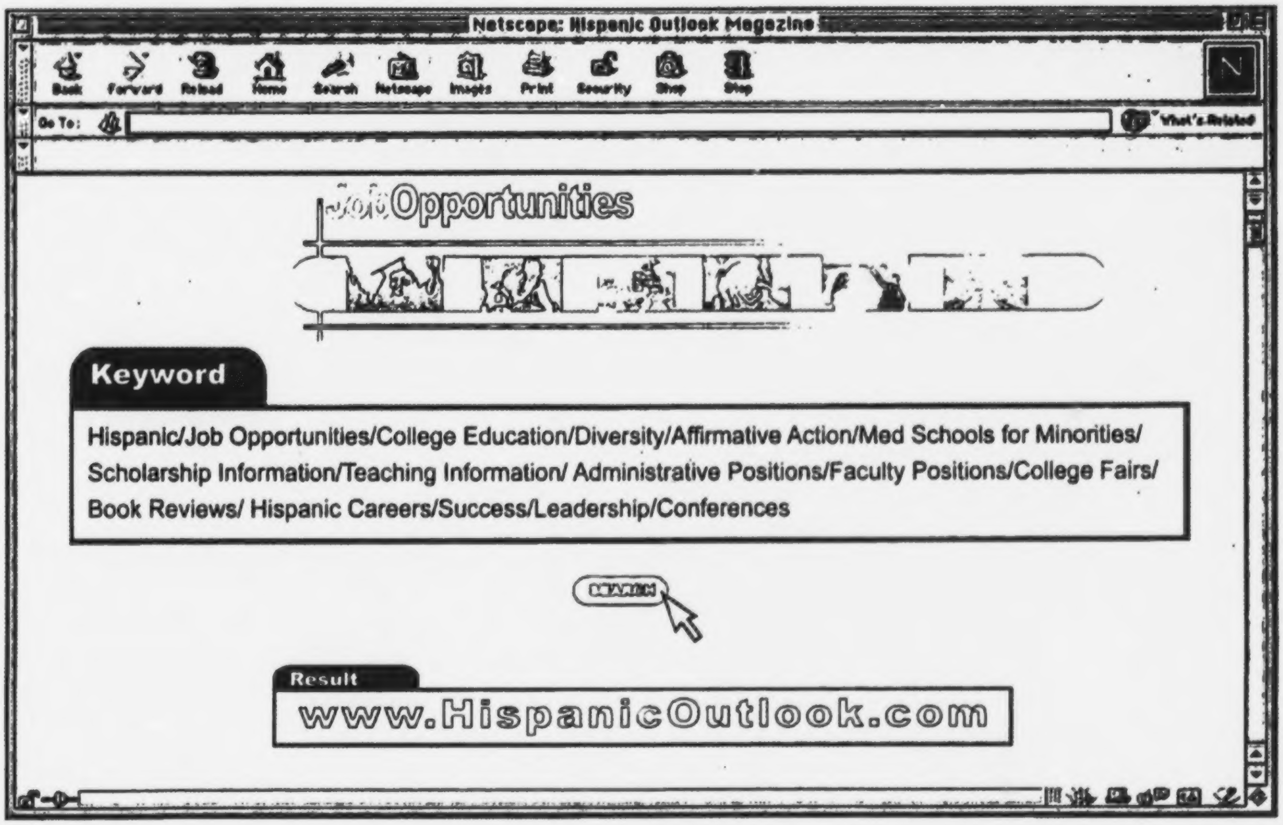
Think tanks, or policy research institutes, have existed for some time, although their proliferation has become a worldwide phenomenon in recent years. Their purpose–to research and influence the social and political environment. Led by "great" thinkers, these "cerebral entities" have charged themselves with tracking, researching, and analyzing the impact of technology, education, economics, politics, globalization, and the like on the state, America, for instance, and disseminating its findings and positions.

According to the National Institute for Research Advancement (NIRA), there are 289 institutes from 72 countries and regions in its present directory of think tanks. One of our features recognizes some of the oldest think tanks in the country. It also introduces a new breed–ethnic think tanks, Hispanic think tanks among them–that have developed out of a need that mainstream Washington, D.C., think tanks have not met. The article discusses what their goals are and their reception by other think tankers.

Our article "Ranking the Tanks" notes that Hispanic think tanks are "the new kids on the block." It states, "How many there are and how many fit the strict definition of a pure research center is difficult to assess because most of these ethnic institutions blur the distinction between research and advocacy." The National Council of La Raza (NCLR), in Washington, D.C., has earned think tank distinction. Tomás Rivera Policy Institute (TRPI), founded in 1985, also bills itself as "the Premier Latino Think Tank." And there are others too that perform high-profile research and analysis in a variety of Latino-related issues.

Our next issue, dedicated to Women in Higher Education, looks at Latina accomplishments as well as disparities that continue to overshadow progress. An update from the American Council on Education regarding college presidents, reveals that "since 1986, the percentage of women college presidents doubled, from 9.5 percent to 19 percent, and the percentage of minority presidents increased from eight percent to 11 percent." But in 1998, Hispanics comprised three percent of the total number of college presidents, up one percentage point from 1986. Another story takes a look at faculty diversity pre- and post-Proposition 209, which suggests that while it might be too soon to gauge the impact of Prop. 209, the future looks bleak.

What do you think? Write to us. M. Sarracent



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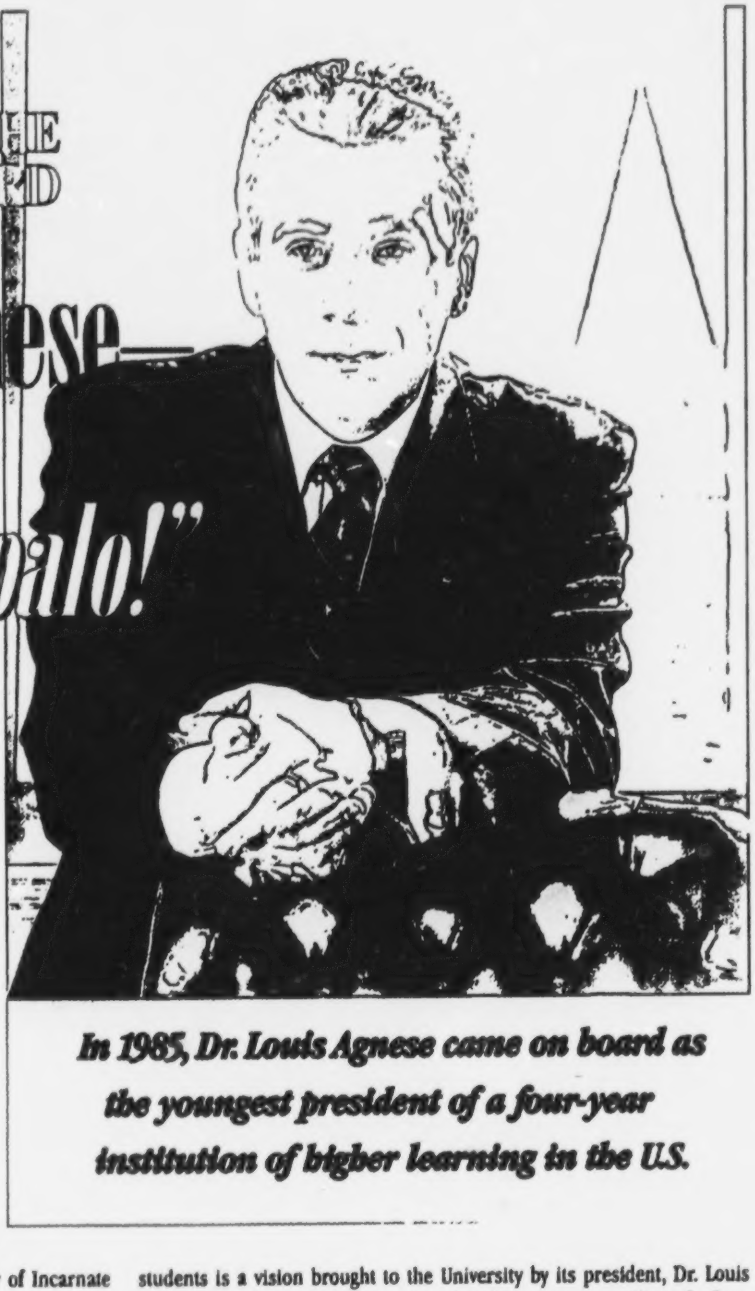
UNIVERSITY OF THE
INCARNATE WORD

President Agnese—

"¡Tienes un palo!"

One Success After Another at Incarnate Word



In 1985, Dr. Louis Agnese came on board as the youngest president of a four-year institution of higher learning in the U.S.

BY MICHELLE ADAM

One hundred and twenty years ago, the Sisters of Charity of Incarnate Word founded Incarnate Word College in San Antonio, Texas, as a center of higher education for women. The first student to graduate from the school was a Mexican American.

Today, the University teaches both men and women and spreads over 110 acres in the charming Alamo Heights area of San Antonio, yet remains true to its original tenets, promoting lifelong learning and attending to the needs of the whole student. While continuing to graduate a large percentage of Hispanics (it was listed by *The Hispanic Outlook* as one of the top 50 in this regard), UIW is also building on the technology and diversity of the future.

This unique combination of tradition and technology provided for its students is a vision brought to the University by its president, Dr. Louis Agnese. In 1985, Agnese came on board as the youngest president of a four-year institution of higher learning in the United States. He remembers very clearly the beginning of his term. "The school did not reflect the South Texas population, which was a very Latino population," he said. "It was really serving the area around it–Alamo Heights, a richer area."

In 1986, Agnese launched a very aggressive marketing campaign in English and in Spanish to attract the Latino students. His was the first university to advertise in Spanish. "The result is that it transformed the college to reflect the population of South Texas," said Agnese. "Many institutions, if you look at them and see a large minority population, were either founded to do so, or if they

Flags of more than 20 countries with sister programs adorn the $6 million International Language Center, which hosts training and conferences.

weren't founded to secure this population, then the neighborhood around them changed. We decided it would be a market we would serve."

The growth in enrollment since Agnese's beginnings with the University are definitely impressive. Currently, 3,702 students are enrolled, a 155 percent increase since 1985, and the Hispanic population has grown from 419 to 1,858 in the same 15 years. Today, about 50 percent of the campus is Latino of an approximate 71 percent minority, a much more accurate reflection of South Texas than when Agnese first entered office.

But Agnese didn't stop there. His vision from the beginning was not only of attracting the appropriate number of Latinos and minority students to his school, but also of finding a means of support for this less-affluent group of students and providing them with a global and proactive education. Since, as Agnese stated, "We not only brought ethnic balance to this university, but also balanced the economic background [25 percent affluent and 25 percent very poor]," it has been crucial for him to increase the aid available for less-affluent or first-time students. Today Incarnate Word boasts a large percentage of first-time students, thanks to an aid package of $10,234,402 this past year. It's Agnese job to raise money, and his success has been laudable. He admits, "The chief function of my job is as a pick-pocketer. This flows through me." The result has been that "you can't tell who's the rich or the poor kid on our campus. We look like an Ivy League."

It's this desire to give students the same exposure that they would have at an Ivy League school that inspired Agnese to begin a global program in 1992. This has meant building "sister schools" around the world, from Mexico and Brazil to Turkey, Australia, and most recently China. All in all, the school currently has approximately 60 such sister schools where students can study abroad for one semester or an entire year and earn degree credit. UIW is now the first foreign institution of higher learning to issue degrees in China. "Many of our students never left Texas," said Agnese. "But we wanted Latinos to understand the cultures that they are going to compete with. We needed to broaden that individual's understanding of the world."

Today, a leader in international education, UIW also runs a $6 million facility, the International Language Center, opened in 1996. Flags of more than 20 countries with sister programs adorn the building, which hosts training and conferences. Beyond attracting more diversity to campus, with students from around the world taking advantage of the facilities and courses, the Center is home to the Office of International Initiatives. It is here that faculty, students, support staff, and businesspeople learn more about one another and the process of globalization.

In 1996, Agnese transitioned the university from what was then Incarnate Word College to the University of the Incarnate Word to better reflect its growing services and its actual role. UIW currently offers 43 undergraduate and 24 graduate programs, including business, nursing, art, and music industry Studies.

A unique aspect is its partnership with Sony Music Publishing through the foreign language department. To find more Spanish songwriters, this preeminent Latin music label, which promotes such artists as Gloria Estefan, Ricky Martin, and Julio Iglesias, has been conducting auditions and workshops with students interested in publishing their songs in Spanish. Amalia Mondríguez, who runs this partnership with Sony, spoke with full enthusiasm about the effects of UIW's partnership with Sony. "It was so wonderful," she said of auditions held with 60 students this past summer. "There are still people calling in from different parts of the state! Our students participated and got to see the real thing." Mondríguez recalled one specific writer of Mariachi who came in extremely shy but left elated by the enthusiastic words of Sony's creative director: "¡Tienes un palo! (You have a hit)."

Mondríguez teaches children's literature in Spanish, the only university in San Antonio to do so. Noticing a void in children's music in Spanish, she is also organizing students and faculty to record Spanish lullabies for a label. "We are excited about the project," she said, acknowledging that any proceeds will go

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to scholarships for students and to poor children. "It is a creative way to help."

Mondríguez has watched how her students who have participated in various internships through the University are now working in television and related fields. Dr. Gilberto Hinojosa, dean of the School of Graduate Studies and Research and professor of history, has seen the same successes.

"It is a wonderful learning experience that takes them beyond their small circle of friends," he said of the internships offered by nearly every discipline. What has really moved him about his experience at UIW, however, especially after coming from the University of Texas at San Antonio about eight years ago, is the personal attention that students receive from teachers and the school.

"Knowing each student is what Incarnate is all about. It is a sense of security and belonging that allows students to flower."

When he first arrived at UIW, he wasn't able to receive tenure until he was seen in the classroom. Attention to students was key. Typical classroom size at UIW is 25 students. He recalled how two to three weeks into his work, he was gathering with other faculty, one of whom asked him about one of his students. Having come from large lecture halls, Hinojosa had given up on remembering students' names. He didn't recognize the name of a student in his class of 25. The colleague was appalled. Said Hinojosa, "Knowing each student is what Incarnate is all about. It is a sense of security and belonging that allows students to flower." The concern for each student is so great, he explained, that when students miss more than three classes, another student is hired to call them up and help them. "Where else is a student hired to check up on you if you miss three classes?" asked Hinojosa. Although all the support might make for a better academic year for students, he added, "they have to work hard."

The result of working hard and having a supportive network to do it in is high retention and graduation rates, especially for Latinos who average much lower nationally than at UIW. "Two years ago, we compared our retention rate for Hispanics at 72 percent favorably to the national rate of 17 percent," said Jim Dalglish, director of public relations.

It seems, when talking to Agnese, that his vision for UIW is ever expanding, from the campus that is Incarnate to the community that makes up South Texas. One area of importance for him has been what he has deemed "The Brainpower Connection," an alliance of schools from pre-kindergarten through university with coordinated curriculum and resources. As he described it, the University was at its inception an elementary school with a college charter that covered elementary through college. In 1881, the college was added. "In our history, we were one system," said Agnese. From 1988 to 1994, he brought together those schools that were once part of this system, and included other high schools and lower-level schools. "From day one in kindergarten, they will be exposed to college, from the very beginning," said Agnese. Enrollment in the schools now under the Incarnate system has more than doubled since the change, and in some, with a large proportion of the students being Latino, almost 100 percent of the students are going on to college.

But Agnese's vision doesn't stop there. His latest implementation is visible in all locations throughout campus. It has to do with technology, which, like his globalization efforts on campus, is being brought to students to give them the same advantages that someone at an Ivy League would have. As part of the largest IBM Thinkpad distribution in the Southwest, 900 laptops were given to all full-time sophomores and juniors this past fall, with sophomores, juniors, and seniors expected to receive them this year. "A student whose family never thought they'd own a computer will now have one," said Agnese. The agreement requires students to pay $550 per semester for the computer. After six semesters, the laptop becomes the student's. Also provided have been printers, carrying cases, and a Microsoft suite, which, all in all, costs the University $800 per student per year, $680,000 in total. "As a Hispanic-serving institution, we might be one of two or three in the country doing this," said Agnese. "It is very important to us here."

To top this, UIW is also "going wireless." What this means is that not only will it be implementing laptop use in the curriculum, but UIW is installing wireless technology throughout campus. Using wireless cards, students will be able to prop their computers up anywhere on campus and be able to connect to sensors placed near trees, in the library, and in different locations on campus. With this, students can access the Internet and conduct research from multiple locations.

It is hard to imagine what the University of the Incarnate Word would be like today without Agnese. After all, the school has grown in leaps and bounds during his presidency and continues to reach for the very best. Agnese's marketing savvy might be a factor. In 1989, he was honored by the American Marketing Association as the Marketing Person of the Year.

What Agnese holds close to his heart, however, is the fact that he was named the Hispanic Educator of the Year in 1996. "It was probably one of the greatest honors," he said, especially since "I am not Latino" (Agnese is Italian American).

Recognizing that his presidency at the University of the Incarnate Word is not about race but rather about giving opportunity to a diverse group of students of South Texas, Agnese ended our interview saying, "Our children have the opportunity to do what they want, but it is not possible if you can't give them the tools and confidence. We just hope to continue being that kind of place that helps students reach for the stars."

Developing National Security Strategists

500 Graduate Degrees Offered by National Defense University

BY INÉS PINTO ALICEA

Since 1976, the National Defense University (NDU) has quietly been preparing future leaders of the armed services, State Department, and other civilian agencies for high-level policy, command, and staff responsibilities.

Although it is an accredited graduate-level institution and an important force within the education community, it has little recognition outside of Washington, D.C.

NDU grants some 500 graduate degrees in studies related to national security strategy, studies seldom found at other universities. An educational and research institution under the chair of the Joint Chiefs of Staff, NDU has a mission to educate military and civilian leaders through teaching, research, and outreach in national security strategy, national mili-

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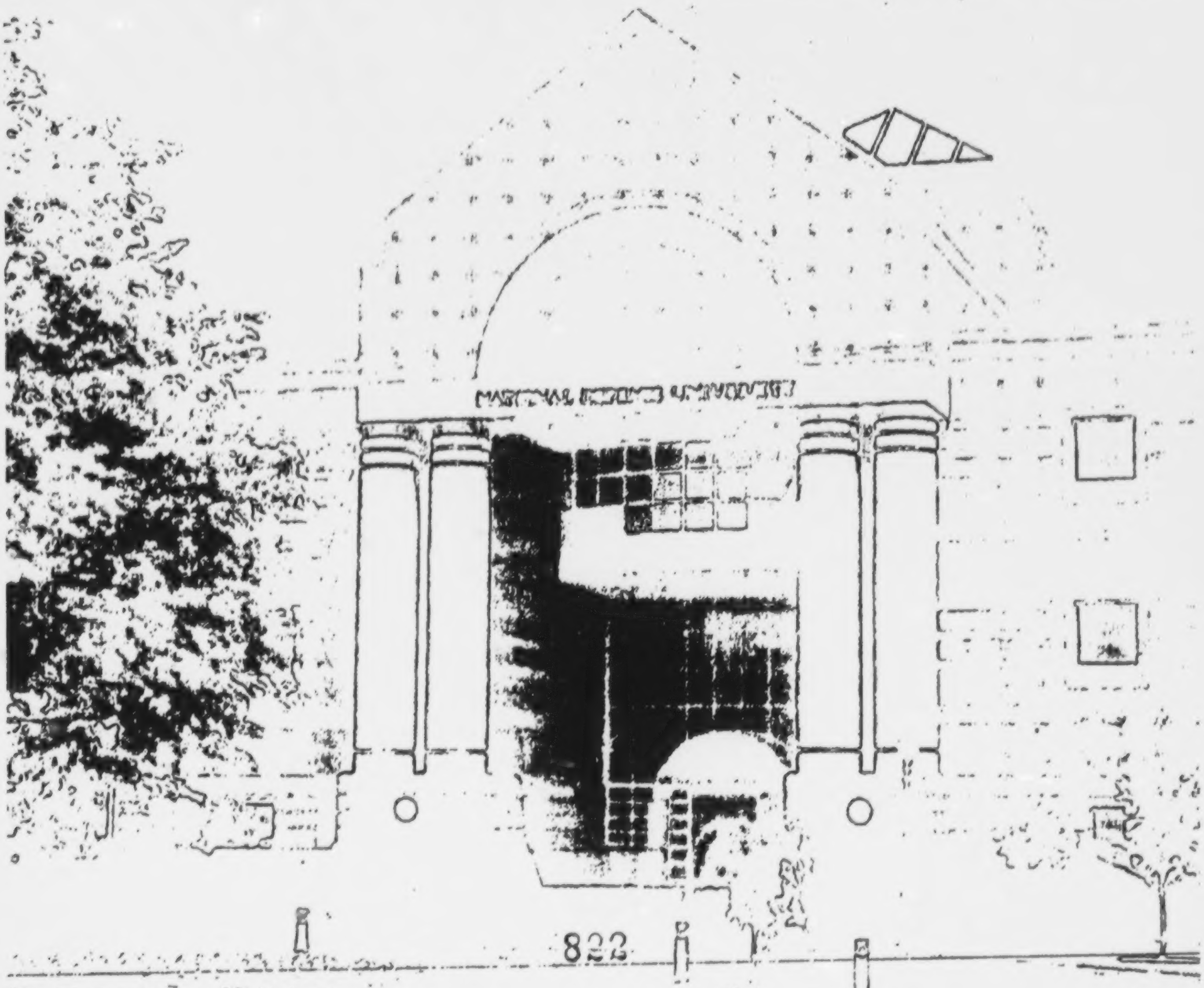
1997



tary strategy, and national resource strategy, joint and multinational operations, information strategies, operations and resource management, acquisition, and regional defense and security studies.

The main campus is at Fort Lesley J. McNair in Washington. It also offers some programs at Norfolk Naval Base in Va.

"What goes on here is strategic thinking," said James M. Keagle, its vice president for academic affairs. "We train and educate future thinkers in strategy."

The University has had under its auspices several facilities. The National War College and The Industrial College of the Joint Forces, created long before NDU, grant graduate degrees and now fall under the NDU.

National War College, established in 1946, conducts a senior-level course of study in national security strategy and national security in policy process. Nearly 200 students enroll annually. Each branch of the armed services has its own war college. The National War College is the first multi-service institution.

The Industrial College of the Joint Forces prepares selected military officers and civilians for senior leadership and staff positions by conducting postgraduate executive-level courses and associated research dealing with the resources component of national power, with special emphasis on material acquisition and its integration into national security strategy. Some 300 students enroll annually. It was created in 1924 to train military officers in the intricacies of industry's mobilization for modern war. In addition, the Industrial College of the Armed Forces (ICAF) places special emphasis on acquisition and joint and strategic logistics and their integration into unified strategy. Graduates of this 10-month program get an MS in National Resource Strategy. Each agency or armed services sector pays for the tuition and fees of the students it sends.

The Colleges are Middle States accredited. Since its creation, the University has seen marked growth in its support and research functions. The University has doubled elective courses offered by its College, upgraded its faculty's credentials, and expanded its research programs by creating the Institute for National Strategic Studies.

Students are selected by their own organization to attend each program. They do not have to take a GRE or GMAT nor write a thesis, but the programs they undertake are as rigorous as others at the graduate level. The coursework requirement is 36 hours, and there are oral and written exams. While enrolled, they attend full time while receiving full salaries, said Keagle.

Dr. Margaret Daly Hayes, first director of the Center for Hemispheric Defense Studies

The average age is 42, and average rank, senior lt. commander/Navy commander, junior lt. colonel/Navy captain or civilian equivalent, with 20 years of service. Three-quarters are U.S. military officers from all branches. The rest are from the Department of Defense or other federal agencies, and a small number from the private sector. Three-quarters already hold a master's degree.

Faculty members are both civilian and military, are not tenured, and tend to serve three-year tours, said Keagle. Nearly all civilian faculty have doctoral degrees. Military faculty have master's degrees and are themselves war college graduates. There are no Latino faculty members at either college, according to officials at both.

Diversity

"Diversity is important to us," said Keagle. "Our programs are open to all. These are the rising stars of their organizations." Each institution that supplies the nominees, he said, is responsible for seeking diversity.

"We think we are colorblind in our admissions process and how we treat our students when they are here."

The University as a whole, with all of its affiliated institutions, employs six civilian Latinos and one military Latino. The National War College has three Latinos in this year's class. The ICAF has six Latinos enrolled.

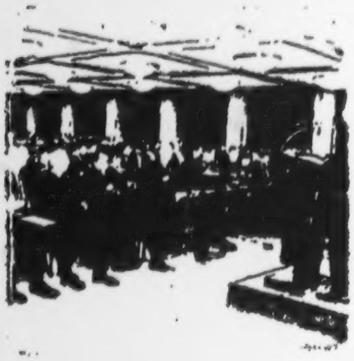
Many of the NDU officials interviewed note that there is diversity in that there are representatives from the different branches of the armed services and that that diversity enhances classroom discussions.

Indeed, the armed services are considered relatively diverse–the U.S. Department of Defense is not. In the Defense Department, Latinos comprised about 6.2 percent of its 710,000 or so employees. And 14 Latinos comprise 1.2 percent of the 1,211 employees in the highest government grade–the senior executive service, according to Defense Department statistics. Latinos represent only 2.9 percent or 2,114 of the 72,023 employees in the next highest ranking grades in the federal government–GS 13-15.

But, Commander Paul R. Martínez, enrolled at ICAF, said he has been pleased with the diversity in the student body he has seen at ICAF.

A benefit is that "discussions on major issues that face the world and our nation today will have numerous perspectives, allowing the entire student body to have a better understanding of each individual's concerns," said Martínez.

"As a Naval officer, education is an integral part of our military career," said Martínez. "The



Nearly all civilian faculty have doctorates. Military faculty have master's degrees and are themselves war college graduates.

U.S. military...encourages all its people, officers and enlisted, to pursue advanced education. With the growing complexity of the world, brought about by advances in technology, education becomes paramount...."

Martínez said the year of study will help him immensely.

"Professionally, this year enhances my understanding of the resources component of national security," he said. "It develops my ability to think at the strategic level and helps prepare me to work effectively in the complex and uncertain environment of national security decision-making."

Martínez said the U.S. military provides "unique opportunities for personal and professional growth that might be more difficult to find in other parts of our society."

The demand and need for the programs offered by the Colleges and NDU continue to grow, according to officials. Keagle said NDU is trying to expand its master's degree programs so they can be offered to non-resident students, using different technologies to help them complete their studies.

John Yaeger, dean of faculty and academics at the ICAF, said the end of the Cold War has brought substantial changes to the two schools' curricula.

"Before, we had one enemy to think about it, and it was a fairly easy strategy to come up with," said Yaeger. "If they did X, we did Y. With globalization of the world, the question is who the powers in the future will be."

Yaeger said it is important for the students to take a break from the daily grind of their jobs. "People get so involved in their day-to-day actions," Yaeger said. "The programs give them a chance to step back and think. We put them in an educational environment so they can discuss and anticipate problems they might face in the future."

Dr. Cynthia Watson, associate dean of the National War College, said national security issues encompass many areas, including drug trafficking, people trafficking, terrorism, and environment. But economics is a thread common to all, so a greater emphasis has been placed on it.

"The economic elements of power are infinitely more important than they used to be," said Watson. "It's still hard to find people who have an emphasis on economics. We are not a quantitative society."

Watson said she believes the Colleges will continue to offer master's degrees and not expand to Ph.D.s because the students need what is offered from a master's.

"Most of our students want practical, analytical tools that they can take back to their jobs," said Watson.

Other NDU Programs

There are several other educational centers and programs under the NDU, including four centers for regional security studies, including the Center for Hemispheric Defense Studies (See Sidebar), Center for the Study of Chinese Military Affairs; Near East-South Asia Center for Security Studies, and Africa Center for Strategic Studies.

There is the Joint Forces Staff College, Information Resources Management College, Institute for National Strategic Studies, Capstone, Reserve Components National Security Course, NATO Staff Officer Orientation Course, Center for Defense Leadership and Management Program, International Fellows Program, Net Assessment, and the National Security Education Program.

Scholarships, Fellowships, and Grants

The National Security Education Program awards undergraduate scholarships and graduate fellowships to U.S. citizens for study abroad and provides grants to U.S. colleges and universities, including community colleges, for international studies and language programs that develop and enhance programs of study in world areas and languages critical to U.S. national security.

Ed Collier, its deputy director, said the program would like to see more minority-serving institutions and community colleges participating in the program, either through scholarships for students or for grants for the institutions themselves. Moreover, he said, representatives from his office are willing to travel to venues where several institutions gather to meet with students and college officials to discuss details of the program. Collier said some 27 percent of scholarship and fellowship recipients are minority. Different educational organizations handle the NSEP scholarships, fellowships, and grants.

Information about undergraduate scholarships is available through its website at www.iie.org.nsep or by calling International Education at (202) 326-7697; about graduate fellowships by contacting the Academy for Educational Development at (202) 884-8285; and on grants to institutions by contacting Carol Ann Spreen at (703) 696-1991.

Since the program's inception in 1991, more than 1,500 college students have studied international subjects and languages important to national security. One condition is that recipients must agree to seek employment in a federal agency with national security responsibilities.

The NDU Press publishes *Joint Force Quarterly, McNair Papers, Strategic Forum* series, and numerous books about national security issues.

Visit NDU at www.ndu.edu.

CENTER FOR HEMISPHERIC DEFENSE STUDIES

In post-Cold War times, countries around the world are expressing a renewed interest in defense studies as there is growing collaboration among civilians and military, as well as a need to redefine each nation's concept of security and defense.

"Civilians are now more interested in the evolution of democracy," said Dr. Margaret Daly Hayes, director of a relatively new defense studies center established to address that demand. "People are realizing that the armed forces are an institution that belongs to their countries and that good governance is important."

The Center for Hemispheric Defense Studies (CHDS) is focusing its efforts on Latin America and the Caribbean and trying to build a program that will soon offer graduate credits and possibly a master's degree in defense studies. Few universities in the Americas offer defense studies degrees, and in the United States, defense studies programs often have lacked "legitimacy and acceptance within university and governmental circles," according to the Center's annual report. The Center is located next to Fort McNair in Washington.

A Center publication indicates that the few institutions in Latin America and the Caribbean offering defense studies conduct them at the post-graduate level and perhaps tangentially.

Participants at the first meeting of the Ministers of Defense of the Americas, in July 1995 in Williamsburg, Va., agreed there was a need to increase civilian expertise in military and defense matters. Dr. William J. Perry, then U.S. Secretary of Defense, offered to help develop such a center, and thus CHDS was born. Daly Hayes, a former professor at George Mason University in northern Virginia and a well-known expert in international affairs and military issues, became its first director.

Established in September 1997, the CHDS has the mission of developing civilian specialists in defense and military matters from all the democratic countries in our hemisphere, including the U.S. It offers graduate-level courses, seminars, and continuing outreach programs in defense planning and management, executive leadership, civil-military relations, and interagency operations. Most participants are civilians with defense-related duties in government, or they are MP officers, or academics and media personnel covering defense issues. Seventy-five percent are civilians. Of those, half are in government. CHDS activities are tailored to requirements identified by the various countries. Most classes are taught in Spanish.

One of the challenges, said Daly Hayes, is to make sure that the courses are not presented within a "superpower framework" but in a manner relevant to all the participating countries, each with its own "unique twists" and defense needs.

"We are responding to the demands from 33 different countries...," said Daly Hayes. "There is a real enthusiasm and demand for this kind of material. Defense studies programs that do exist in the United States face several daunting challenges that have made them struggle for legitimacy in academic circles." Often they are allocated insufficient funds for defense and security education, she said, and the lack of civilian professor specialists in defense studies at the doctoral and even the master's level limits the course offerings and research.

A CHDS annual report says that military officers of educational institutions "often lack an advanced background in either an academic discipline or educational administration and tend to be rotated out of their positions before they have had the opportunity to develop or implement educationally sound programs." That practice, it says, is "fairly widespread."

So Hayes is reaching out to universities, particularly in Latin America, to collaborate with them so that the program, described as academically intense, can offer participants graduate credit. She hopes eventually to offer a full master's degree in defense studies. One program goal is to help participants build a network of people interested in these studies who can encourage educational institutions in their home countries to incorporate more defense studies coursework.

One ideal expressed in the annual report is a "much broader sponsorship base, with national governments and civilian universities taking the lead, as well as providing adequate funding." Daly Hayes said issues of national defense impact all sectors of society and should not be viewed as the exclusive domain of the armed forces.

"The prospects for collaboration among civilians and military are increasing due to a better understanding of the common interest between military, academicians, associations of retired military personnel, universities, non-governmental organizations, international foundations, and pressure groups, among others," said the report. "Few civilians have knowledge about the military to play effective roles as leaders and managers of this sector."

"Many countries in the hemisphere have histories of authoritarian regimes," Hayes said. Helping these countries–often relatively new democracies–to develop effective defense ministries to unify their military services is extremely worthwhile, she said.

"All of the activities are important for strengthening democracies," said Daly Hayes. She likens many countries participating in the seminars to the U.S. before the creation of the Department of Defense–each service with its own budget and its own identity.

But Hayes said funding for the Center has been tight compared to the demand for its offerings. Last year's budget was $4.7 million.

The Defense Planning and Resource Management Seminar, a three-week graduate-level core academic program offered in Washington four times a year, looks at the traditions, values, and ethics of the military institution; resource management; personnel matters, including training; legislative oversight; and public relations.

Short seminars are conducted at sites in Latin America and the Caribbean on themes identified with foreign counterpart institutions. A one-week seminar is held annually in Washington for military/police attache and political military officers assigned to foreign embassies. Short seminars held at sites in Latin America and the Caribbean center on themes.

The Center conducts an annual meeting for national legislators and senior government executives with defense responsibilities, and undertakes individual and collaborative research. It stays in touch with graduates, and provides curriculum-related assistance and continuing education through the Internet and through other tools.

The Center has served more than 500 participants so far from all countries in the Americas except Cuba and Haiti. Competition for limited slots each session is keen.

"One of the things people say they get out of our program is that they learn about the security perspectives of their neighbors," said Daly Hayes. "They also learn from each other about the best practices throughout the region. We measure our success in part by the word-of-mouth support that comes from the region and the increasingly good relationships we have with the defense ministries."

One or two U.S. participants are selected for every session, which Hayes said helps them "learn about how Latin Americans see their defense and security issues." They come from government, military, academia, media, or non-governmental organizations.

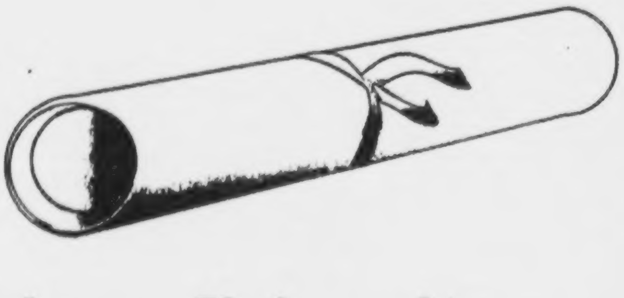
To participate, people can nominate themselves or have their organizations support their applications.

Candidates must have a university degree and must be able to use the knowledge garnered in the program in their current positions. All housing, food, and tuition expenses of participants are paid by the Center.

Daly Hayes has worked at the Inter-American Development Bank, Council of the Americas, and for the Senate Foreign Relations Committee.

She also has worked with Johns Hopkins School of Advanced International Studies, the Commission of the United States-Brazil Relations, and the Policy Sciences Division at CACI, Inc. Her Ph.D. in political science is from Indiana University.

The Honor Roll

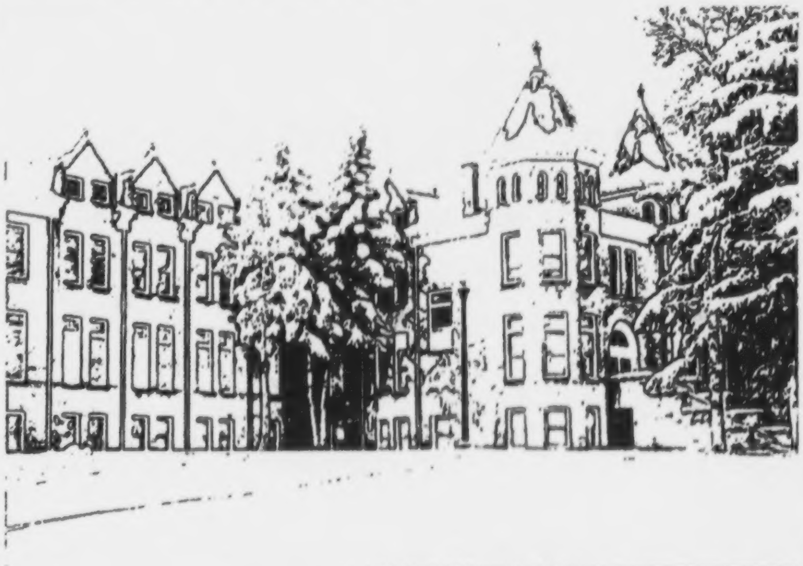


Northern Arizona University

Hispanic Enrollment Reaches 10 Percent

BY ROGER A. DEITZ

Some distinctions are too prominent to keep quiet about. The numbers tell the story. This past year, Northern Arizona University granted the most master's degrees in the nation to Native Americans, while ranking 40th overall for the number of master's degrees granted to students of color. NAS also ranked first in the granting of master's degrees in education to Native Americans and first in the granting of master's degrees in education to Hispanics. Other categories in which NAU was among the top 100 nationwide include the granting to Hispanics of a master's in social science and history (35th), Hispanic doctorates in education (19th), and Asian American master's in education (38th).



Northern Arizona University, Old Main Building

Northern Arizona University officials were excited last fall when the Hispanic student population reached 10 percent for the first time ever. This past year, *The Hispanic Outlook* again selected NAU as one of the top 100 universities granting degrees to Hispanics. In addition to figures already cited, *HO* ranked NAU ninth in the nation in granting master's degrees to Hispanics, 59th for granting bachelor's degrees, and 78th for Hispanics earning doctorates.

Clara M. Lovett, NAU president, says, "Our goal is to keep improving on the number of Hispanics who graduate from NAU. We are committed to serving the dynamic, growing Hispanic community with our full array of innovative uses of technology in distance learning as well as more traditional instructional settings on the Mountain and Statewide campuses."

Successes have come in part from the development of a "Statewide Campus" that brings the classroom to many learners in distant communities. One program is the National Science Foundation Research Experience for Undergraduates in Neural and Behavioral Sciences, which prepares minority and first-generation college students for graduate work in related fields of neural and behavioral sciences. Another program is the National Institute for Health Minority Student Development Program, which gives minority students interested in biomedical careers an opportunity to be active in various disciplines of biomedical research. NAU's Statewide Campus expands the school's reach into "traditionally strong Hispanic communities," towns such as

Clara M. Lovett, Northern Arizona University president

Honor Roll Facts in Brief

INSTITUTION
Northern Arizona University

LOCATION
Undergraduate Admissions
P.O. Box 4084
Flagstaff, Arizona 86011
(520) 523-5511

ESTABLISHED
1899

ENROLLMENT
19,964 total, Mountain Campuses and Statewide
(2,013 Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$2,188, state resident

FACULTY
678 full-time instructional (32 Hispanic)

SEVERAL DEGREE PROGRAMS
Applied Indigenous Studies
Business Management
Forestry
Engineering and Technology
Nursing

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Minority Student Development Program
Multicultural Engineering Program

INTERNET ADDRESS
www.nau.edu

Yuma and Nogales. The Statewide programs bring education to the people, and continue to increase in depth of offerings and variety of delivery systems–from traditional classrooms to IITV (interactive instructional television) to Web-based courses. Meanwhile, NAU "continues to study other ways to increase the representation of Hispanics." President Lovett adds, "An academic world that more closely resembles the makeup of the world around us can only be beneficial."

Northern Arizona Normal School (NANS) opened its doors on September 11, 1899, "with twenty-three students, one professor, and two copies of *Webster's International Dictionary* bound in sheepskin." The school's first president, Almon Nicholas Taylor, is said to have scoured the countryside at the reins of a horse and buggy, seeking students to fill the classrooms of the original school building, a structure now called Old Main. From that original class, four women made up the first graduating class of 1901. They received lifetime teaching certificates for the Arizona Territory. In 1925, the school became Northern Arizona State Teachers College, a four-year institution with the authority to grant the bachelor's of education degree.

On July 1, 1929, NASTC became Arizona State Teachers College (ASTC) at Flagstaff. The timing brought the opening within months of the Great Depression, with the only bank in town closing its doors by June of 1932. ASTC President Grady Gammage recognized that higher education was a "depression industry" that fared well in hard times. The College provided jobs to more than 400 students. One student bartered bags filled with potatoes for tuition, and another used a Holstein cow to underwrite his tuition. In 1937, graduate work at ASTC became possible with the introduction of a Master of Arts degree in education. In 1939, Ida Mae Fredericks became the first Hopi Indian to receive a college degree.

Interestingly enough, enrollment at ASTC rose during the Great Depression from 321 students during the 1929-1930 academic year to 535 by 1940. Enrollment dropped during World War II to just 161 students in 1944-1945, but the College was useful to the war effort, as it served as a site for the Navy V-12 Training Program. By the 1950s, students could earn a Master in Arts and Sciences and an education specialist degree. The school's forestry program was created in 1958, and research increased on campus. The Arizona Board of Regents became Northern Arizona University on May 1, 1966.

In 1968, NAU received authorization to grant Doctorates of Philosophy and Education. The first doctoral candidates were graduated in 1973. Today, NAU's enrollment ranks in the top four percent of schools and colleges in the nation, with the University serving approximately 20,000 students statewide. NAU has established partnerships with colleges and universities throughout the world, enhancing comprehensive learning programs. Under the leadership of Dr. Lovett, its thirteenth president, NAU is positioning itself to meet the challenges of a global society and the needs of its students into the 21st century and beyond.

Bikers on campus

The main NAU campus is located in Flagstaff at the base of the San Francisco Peaks, at an altitude of 7,000 feet. Flagstaff is a cosmopolitan community of about 55,000 people, situated in the Coconino National Forest. NAU offers about 100 baccalaureate degrees, more than 40 master's degrees, and nine doctoral degrees. The University's learning environment is enriched by small classes. Students receive personal attention. Undergraduate courses average fewer than thirty students, and graduate-level courses average about eighteen students. More than three-quarters of NAU's classes are taught by full-time faculty members.

NAU serves about 14,000 students on its main campus in Flagstaff and nearly 6,000 more at its sites across Arizona and through the World Wide Web, interactive instructional television, and satellite course delivery. Ninety-five percent of recent graduates report they are employed or in advanced studies. Eighty percent report that their employment is directly related to their major at NAU.

Total enrollment is at 19,964 for Fall 2000 with 2,013 Hispanics, 1,413 Native Americans, 346 African Americans, and 336 Asian American/Pacific Islanders. Aggressive recruitment and an expansion in services have led to a dramatic increase in the number of Native American students attending NAU. In the last year, there has been a 60 percent increase in Native American enrollment at the Statewide Campus and a two percent increase in Native American students at the Mountain Campus. Now NAU ranks second in the nation for baccalaureate degrees earned by Native Americans, just behind Northeastern Oklahoma State. Fred Hurst, dean of distributed learning, said that an expansion of degree programs offered at the Navajo/Hopi Statewide Campus sites has contributed to the enrollment increase of 246 students in 1998-1999 to 393 in Fall 1999.

"I think the main reason for the increase in enrollment has to do with the opportunity being made available to place-bound students. More courses leading to more degree program options are being offered in more locations around the state."

There are 678 full-time instructional faculty; 32 are Hispanic, 15 are Native American, six are African American, and 12 are Asian/Pacific Islanders. Last spring, the Arizona Board of Regents approved the Applied Indigenous Studies degree at Northern Arizona University. This undergraduate major combines contemporary tribal management skills with knowledge of indigenous culture, wisdom, values, and beliefs. It is the only university degree program in the country giving students real-world experience working on issues critical to Indian nations. The program recently gained a hands-on interim director and chair, Ronald L. Trosper.

"We are tying ourselves to the Indian self-determination movement," says Trosper. This Harvard-educated economist is an enrolled member of the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation in Montana. He is also director of NAU's Native American Forestry Program within the College of Ecosystem Science and Management, the only college of its kind in the nation. NAU President Lovett notes, "Dr. Trosper has made several significant contributions since he came here in 1989. He is perfectly suited to help launch the AIS program because his professional background includes working on economic development issues for tribal governments."

The Minority Student Development Program (MSD) at Northern Arizona University offers unique opportunities for underrepresented minority students interested in careers in the biomedical sciences. The Program recruits talented graduate and undergraduate students and provides exceptional learning experiences that enhance career potential. There is academic enrichment in first-year- and sophomore-level biology and chemistry courses as well as the opportunity to participate in biomedical research. Research participation leads to the chance for students to co-author journal articles and present findings at regional and national meetings. The program is a way to increase rates of acceptance into and completion of postgraduate degree programs in biomedical sciences at NAU as well as other institutions.

MSD students are placed in laboratories with faculty for intensive research experience. Students may work up to 20 hours per week during the academic year and full-time during the summer. Participants receive training in research techniques, including data collection and analysis, interpretation of results, and dissemination of conclusions.

For about 80 percent of all MSD graduates, the program has been a springboard into successful careers in the biomedical sciences—in medicine, medical research, biology, and chemistry.

Ranking the Tanks

La Raza and Rivera Lead; IUPLR "New Paradigm"?

BY CARLOS CONDE

Think tanks are big business in the United States. An informal count via the Internet shows close to 2,000 entities that list themselves as "think" tanks, commonly regarded as centers where learned minds do scholarly research. Many of them serve the makers and shakers of modern society in advancing their causes and issues. There seems to be a think tank for every segment of the American community except Elvis fans.

There is the Center for Paleo Orthodoxy, which "sheds biblical light on modern issues," the Center for What Works, and even Farlops Stavros, a one-man brain center working "to control this planet and maybe one or two others."

There are the venerable Washington-based Brookings Institute, the Urban Institute, the American Enterprise Institute for Public Policy Research, the Carnegie Endowment for International Peace, and the Cato Institute. Across the country, there are the prestigious Rand Institute, The Aspen Institute, the Hoover Institute.

Then there are the Hispanic think tanks, the new kids on the block. How many there are and how many fit the strict definition of a pure research center is difficult to assess because most of these ethnic institutions blur the distinction between research and advocacy. Others existing in cavernous university departments are still establishing their personalities or, like Chicano Studies centers, are considered by some as too narrow in focus and too partisan to have a measurable effect on public policy.

Perhaps best known is the National Council of La Raza (NCLR), in Washington, D.C., but it's probably better known for its advocacy activities than for its research. Nevertheless, it promotes itself as the Latino "pre-eminent" think tank and the intelligentsia/lobby in Washington for the Hispanic community. Its description is fitting because NCLR has proven itself adept at lobbying the Latino policy and issues studies that it produces.

Its studies in education, poverty, immigration issues, and housing are well regarded by politicians, rainmakers, and pundits in Washington and in areas across the nation where heavy Latino concentrations have an impact on the systems of government.

Because of its topical studies, its longevity (it was established in 1968), its omnipresence in Latino issues of all genres, and the tenacious public persona of its long-time leader, Raul Izaguirre, it is arguably the most quotable source on Hispanic issues. NLCR studies often serve as the backdrop for politicians and the national mainstream media when they are pursuing Hispanic issues.

Reputation begets community support begets resources begets staff. NCLR in 1999 had a $16 million operating budget, which puts it up there with the think tank big boys in Washington. However, NCLR's financial muscle doesn't flex that big for pure think tank activities. It has a staff of 80 people, but only 15 work in research, advocacy, and legislative affairs, which in the 1999 budget accounted for about $650,000. It has 230 affiliates in 39 states and Puerto Rico and a 25-member board of advisors from the blue-bloods of corporate America.

Interestingly, corporations and the philanthropic foundations that support NCLR provide more imagery than money. According to an NCLR spokesperson, in 1999, only $1.3 million came from corporations and foundations. The federal government bested the corporations in support with $2.8 million in federal grants. NCLR raises the larger part of its budget through conferences, community contributions, membership drives, and direct-mail appeals.

An ethnic think tank with a growing reputation as one of the more sober students of Latino sociology and approaching NCLR in stature is the Tomás Rivera Policy Institute (TRPI). Founded in 1985, it also bills itself as "the Premier Latino Think Tank."

TRPI operates from two centers, Claremont Graduate University in Claremont, Calif., and the University of Texas in Austin. Like NCLR, it involves itself in high-profile research and analysis such as Latino suffrage and, lately, Latinos in the entertainment industry and Hispanics in philanthropy. It is particularly noted for its data interpretation of the Latino voter potential and participation in state and national elections.

Led by its ubiquitous and always quotable president, Dr. Harry Pachón, TRPI has a smaller staff and a paltry budget compared to NCLR, but it can outdo NCLR with its ability to call upon a large cadre of well-qualified, experienced researchers, most of them university-affiliated Ph.D.s, from its so-called "scholar network" that now numbers 22.

Its staff of 23 includes 13 researchers and research assistants in addition to its scholar network. Its operating budget for 2000 was $2.6 million, with more than 80 percent spent on research activities, according to TRPI Director of Development Mary Kashmar.

Dr. Pachón doesn't belittle NCLR's credibility as a think tank, but he says there is one big difference between the two institutions.

"The Tomás Rivera Institute concentrates totally on research," he said. "It does not do any advocacy."

"Having said that, I consider the term 'think tank' somewhat pretentious, although we fall under that technical description," Dr. Pachón added. "The extent may differ with each institution, but in the end, we are all involved in research that impacts on the Latino community."

Like NCLR, the Rivera Institute has a blue-ribbon cast of corporations and philanthropic institutions, and they provide two-thirds of the operating funds. The rest comes from private donations. The annual appropriations are much larger if you factor in the in-kind contributions of the scholar network.

Another Latino think tank organization with a large alliance of scholars is the Inter-University Program for Latino Research (IUPLR). Created in 1983, IUPLR is a consortium of university study centers or departments specializing in Latino studies that pool their intellectual resources to develop and work on ethnic research projects. In 1998, the Smithsonian Institution joined the IUPLR family with a scholars program that studies the Latino contributions to U.S. history, culture, and society.

IUPLR has a rotating headquarters, moving this year from the University of Texas-Austin to the University of Notre Dame.

IUPLR has perhaps the most effective system among the Latino think tanks, even though its method departs from that of the traditional research tanks. The IUPLR, with a 15-member core group spread across the country on university campuses, can mobilize the best and the brightest of the Latino thinkers. Most of the Latino researchers have a teaching affiliation with the universities that makes possible the use of in-house resources to support their activities. IUPLR also serves as a training ground for student investigators.

Dr. Harry Pachón, TRPI president

This roving think tank organization bills itself as "the new paradigm for Latino-focus research" in which everyone works on a project in a separate locality but with a coordinated objective. Like the NCLR and TRPI, the university-based researchers consider their end product as vehicles for social policy and legislation affecting Latinos.

Despite this coordinated brotherhood, all of the institutes–such as the Center for Puerto Rican Studies at Hunter College-CUNY, the Cuban Research Institute at Florida International University, the Julian Samora Research Institute at Michigan State, the UT-El Paso Chicano Studies, and the Dominican Institute at CUNY– maintain their own identities and pursue their own independent studies.

The participating universities with Latino studies programs include Arizona State University, Florida International University, Hunter College-CUNY, Michigan State University, Stanford University, City University of New York, University of Notre Dame, University of Massachusetts, University of California at Los Angeles, The University of Texas-Austin, the University of Texas-El Paso, De Paul University, Wayne University, the University of New Mexico, and the University of Colorado at Denver.

There are also the niche study groups, some of which can turn out quality studies and analyses on Latino issues but often are seen as either too parochial or narrow in scope to get much attention as research tanks. One exception might be the William C. Velásquez Institute (WCVI) named for its late founder, a San Antonio political activist in Latino suffrage. An offspring of the Southwest Voter Research Institute, it conducts research and interprets data to improve "the level of political and economic participation in Latino and other underrepresented communities."

WCVI, chartered in 1985, says it fills a gap in the Latino community not served by the purer think tanks, and, indeed, it has steadily gained a reputation for its impassioned but sound research on the Latino population and its voting patterns. It has also started to venture into the socioeconomic field and, through its Inter-Mestic Affairs project, into training programs for leaders in Mexico, Central America, and the Caribbean.

The WCVI, with offices in San Antonio and Los Angeles, makes no pretense of being a think tank, even though it produces quality surveys and analyses of the Latino plebiscite, primarily the Mexican American.

"What's a think tank?" WCVI President Antonio González mockingly asked.

WCVI operates with a 10-person staff that includes three full-time researchers and a $1.1 million budget provided by private foundations and government grants. It also hires contract researchers as the occasion demands. A perception, perhaps unfair, among some observers of WCVI is that it is an institution with a narrow field of studies and a regional concentration, even when its work shows its capabilities and reach to be much wider.

The same observation could apply to other regional Latino institutions, such as the Center for Puerto Rican Studies at Hunter College in New York, headed by Felix Matos-Rodríguez. Founded in 1973, it is one of the oldest ethnic studies institutes. Its research activities are confined largely to the Puerto Rican community, mostly in the northeast.

With a staff of 14, five of them researchers, and an annual budget of a little over one million dollars, and in-kind support from Hunter, the Center focuses on migration and education issues and the history and culture of the Puerto Ricans.

Existing since 1991, the Cuban Research Institute at Florida International University in Miami makes no bones about the fact that its research, teaching, and service are aimed primarily at the Cuban community in South Florida and on its menace across the Florida straits, Fidel Castro's Cuba. Affiliated with FIU's Latin American and Caribbean Center, it has a four-person staff headed by its founder, FIU anthropologist Lisandro Pérez. One of its latest studies was on the Cuban boat people.

CCNY's Dominican Studies Institute, headed by Silvio Torres-Saillánt, studies Dominican life in the U.S. and in the island nation.

The Julian Samora Research Institute (JSRI) concentrates on Latino issues in the Midwest. Like other university-affiliated research centers, the JSR operates with a small core staff and a cadre of faculty members/researchers and contract specialists. Its general curriculum revolves around the economic, educational, and political conditions of the Midwest's Latino communities. By belonging to the IUPLR family, JSRI, like its other regional colleagues, has considerably more research resources and options that can take it beyond its territory.

The Mauricio Gastón Institute for Latino Community Development and Public Policy at the University of Massachusetts, also an IUPLR member, focuses its activities on the issues and problems of the growing Latino community in the commonwealth.

Sonia Pérez, vice president for research at the National Council of La Raza

The National Association of Latino Elected Officials (NALEO), founded in 1976 as a purebred political organization, established an Education Fund unit in 1981 that has given it some legitimacy in the think tank society. Among the Fund's missions are studies that help integrate Latino immigrants into American society. Its biggest import is having a captive audience of NALEO politicians in policy and decision-making positions.

Whatever their status or effectiveness, Hispanic think tanks were created and exist much out of necessity because the well-funded, prestigious institutions, mostly Washington-based, have made little effort to involve themselves in pure ethnic projects or to actively seek out Hispanic scholars.

It's a double-edged issue. The large Washington-based institutions prefer to pursue generic, one-size-fits-all studies such as tax policy or social security reform rather than provincial investigations such as bilingual education or migrant abuses. Admittedly also, diversity is not now nor has it ever been a preoccupation of theirs.

There's also the contention that there are not that many Hispanics with the background and academic credentials that the large, mainstream think tanks seek. Another factor cited by several of those interviewed is that many of the Latino scholars seem content working in their own environment among their own colleagues pursuing their own parochial interests.

Luis Plascencia, the assistant director of the Tomás Rivera Policy Institute's regional office at the University of Texas, considers Washington's think tanks a closed society.

"They tend to be homogenous in their thinking and to view everything from a Washington, D.C., perspective," Plascencia said. "They think that's the view throughout the country and that all roads lead to Washington."

Plascencia's contention supports a common lore in academic and political circles that the Washington think tanks are a good-old-boy network or holding stations for temporarily displaced politicians or out-of-power administration officials, along with a few selected media heavyweights and about-town egghead celebrities.

Among them are former Speaker Newt Gingrich; former Federal Reserve Bank board member Alice Rivlin; commentator Rush Limbaugh; Lynne Cheney, wife of vice president Richard Cheney; former UN Ambassador Jeanne Kirkpatrick; and local media biggies James Glassman and E. J. Dionne of the *Washington Post* and Ben Wattenberg of the *Washington Times*.

It's difficult for Brookings Institute Human Resources Director Zarikna Durrani to dispute the roster of well-connected, high-wattage personalities in

Washington think tanks, but she offers a reason.

"We have had our share of officials from both the Republican and Democratic administrations, but they have the expertise and the experience," she said.

Ken Weaver, a Brookings scholar who is doing a study on think tanks, said that to a certain extent, the prominent think tanks are a closed society, but it's due mostly to the marketplace and circumstances involving experience and preparation and not by design.

"The union card is a Ph.D. in political science or economics, and that's the biggest barrier for most minorities, who don't have the credentials," Weaver said. "In a high-profile think tank, the competition can be fierce."

There's some substance to Weaver's remarks. According to Department of Education statistics for the year 1996-97, White non-Hispanics earned 83.2 percent of doctoral degrees, Asian Americans had 7.7 percent, African Americans, 5.4 percent, and Hispanics were last with 3.2 percent.

The disciplines in which the Hispanics' doctoral degrees were concentrated were education, psychology, biological/life science, and social sciences/history, which are not a good fit for the politically driven think tanks. They tend to follow the moods of Congress and the powerful lobbying interests, many of whom support the institutions through their philanthropic foundations.

Sonia Pérez, vice president for research of the National Council of La Raza, does not dispute the telling statistics about Latino education levels, but she adds that the think tank establishment in Washington has not made a big effort at diversity—and its roster shows it.

"I don't know of any Hispanics in the Washington think tanks, so I would think they could do a better job in diversity," Ms. Pérez said. "We also need to do more networking. That's an important part of the process, and you can't get anywhere without this."

Félix Matos-Rodríguez, director, Center for Puerto Rican Studies, Hunter College

Matos-Rodríguez of the Center for Puerto Rican Studies attributes limited Hispanic participation in the establishment think tanks to structural barriers.

"It's as much about connections as it is qualifications, and right now, we are marginalized," Matos Rodríguez said. "As the Latinos gain more political strength, you're going to see more of us in the Washington think tanks, but that will take time.".

Ms. Durrani, who participates in the hiring at the Brooking Institute, says not facetiously that all one needs is a Ph.D. in the right discipline and a good résumé to get in and if that person is well known in the field, so much the better.

"With Latinos, there's a small pool to begin with, so that makes fewer to chose from," Ms. Durrani said.

"I agree there is a small pool of Latino talent presently because few have a Ph.D. in the right disciplines and the institutions have rigid standards," Ms. Pérez said. "However, some Latinos [with the credentials] are not interested in doing this type of work or working for these institutions."

A random survey of the Washington think tanks showed two Latinos, Ralph Fernández Acosta and Carlos Paredes, working at Brookings; two, Jacobo Rodríguez and Ian Vásquez, at the Cato Institute; and two at the Urban Institute, Carlos Majárrez and Jorge Ruiz de Velasco.

Ruiz de Velasco's résumé? Thirty-nine years old, undergraduate degree, government, Harvard University; law degree, University of California at Berkeley; Ph.D., political science, Stanford University. De Velasco, a Brownsville, Texas, native who is working on an education project, describes how he landed at the Urban Institute.

"I submitted my application and résumé to the education policy center; I was invited for an interview; we talked about the research and my dissertation; and I got the job."

The future, as Matos-Rodríguez predicts, will see more Hispanics like Ruiz de Velasco in establishment think tanks and for the simple reason that the upcoming generations will produce more Latino brainpower as the educational opportunities increase exponentially with the growth of the ethnic population.

Meanwhile, the Latino think tanks are carrying the load with some inventiveness, resourcefulness, and the satisfaction of being pioneers in ethnic studies that influence public policy.

"There's still so much to be done; there is tons of research begging to be done," Ms. Pérez said. "We have to start looking at the Latino population in terms of national policy and issues that need to be addressed because the time is coming when Latinos will be the main support of the national economy."

HD

Hispanic Coalition on the Move Politically

National Hispanic Leadership Agenda Educates Congress

BY
MICHELLE ADAM

None foresaw the Election Day aftermath that kept Americans glued to their TV screens for days and weeks on end. What began as an extremely close race between the Democratic candidate Albert Gore and the Republican candidate George W. Bush ended in a lengthy dispute over votes cast in the deciding state of Florida, a dispute halted by a U. S. Supreme Court decision that left many shaking their heads.

During that process, *The Hispanic Outlook in Higher Education* was busy interviewing members of the National Hispanic Leadership Agenda, a coalition of major Hispanic organizations and distinguished leaders whose very purpose has been to effectively voice their needs to the next administration.

"Hispanic Americans participated at the polls and will be a larger force to contend with than two years ago," said NHLA Chair Manuel Mirabal.

The NHLA's 71-page agenda, which covers issues from education and health care to civil rights and economic development, had already been sent to the respective candidates, and it was only a matter of time before Mirabal would seek a meeting with the new president to voice the needs of multiple Latino voters.

With a total U.S. Hispanic population of more than 36 million and growing, Mirabal has a strong case to argue. And compared to 1991, when NHLA was formed, that argument has become a lot more refined and powerful.

NHLA was founded as a loose bipartisan coalition of powerful

NHLA became heavily involved in efforts to protect Latino-friendly programs being challenged by the Republican Congress beginning in 1996.

Manny Mirabal with Congressman Xavier Becerra at the NHLA summit

Hispanic groups that recognized it was time to unite in order to better affect national policy on behalf of Latinos. This earlier coalition, formed by such groups as the League of United Latin American Citizens (LULAC) and National Council of La Raza (NCLR), recognized the importance of preparing a consensus agenda that could then be presented at the beginning of each new administration–the first administration being that of Bill Clinton.

Preparing an agenda was just the first step in an ongoing relationship NHLA has since had with Capitol Hill. The group became heavily involved in efforts to protect Latino-friendly programs being challenged by the Republican Congress beginning in 1996. At stake was bilingual education, and on the table were laws regarding immigration, block grants, and welfare reform.

"Back then, we became very aggressive," said Mirabal. NHLA fought hard for earned income credit, given that more than half of working Latinos would be eligible for this tax break. The group also fought the Senate to move more quickly on nominations for judicial posts in order to get more Hispanic Americans appointed in areas with high Hispanic populations. At one point, 100 stormed into the Senate to challenge the eight years of foot-dragging on the nomination of the eminently qualified Richard Paez of California to a district court post. "He was a candidate who waited the longest in the history of the Senate to get a judicial hearing," said Mirabal. Paez finally became a 9th Circuit judge in early 2000.

NHLA also activated what it calls "a score card," whereby the group maintains and publishes information reviewing how each congressional representative voted on issues relating to Hispanic Americans. "Past '0' report cards no longer have '0's on their cards," said Mirabal, pleased that the group's efforts have had an impact. As for the executive branch, he said that the Clinton administration finally, last year, moved forward concrete plans by federal agencies to address issues in education and housing affecting Hispanics.

Any progress by NHLA, however, will require continued follow-through with the new administration and Congress. That is why the coalition gathered again last October to share and forward its agenda to other Hispanic groups, as well as the larger society. The 37-member board of directors, comprised of representatives of 31 national Hispanic civil rights and public policy organizations, elected officials, corporate executives, and prominent Hispanic Americans, spent more than a year preparing a new agenda and, on October 18, presented it at the National Hispanic Leadership Summit 2000 in Washington, D.C. Representatives of candidates Gore and Bush attended, as did Steve Case, president and CEO of America Online, CNBC Journalist Geraldo Rivera, and Senator Orrin Hatch.

Education always has been an issue of great concern for Hispanics, and had its place at the summit. Antonio Flores, president of the Hispanic Association of Colleges and University (HACU) and an NHLA board member who helped organize the summit agenda, spoke passionately on the issue.

"If you review poll after poll of Latinos, we all agree that education is the top priority of our country and of Latinos," he said. "While the Latino community has been growing by leaps and bounds over the past decades and will continue to grow in the next 50 years, there has been a very small, gradual, incremental response to the educational needs of this burgeoning population. What is going to happen to the high Latino dropout rates, the scarcity of teachers, and the low rates of admission and graduation from college?"

The concerns about education expressed by Flores mirror others presented in NHLA's 71-page agenda at the October summit. The bottom line is that Hispanics are growing not only in numbers but in power, yet as a group, they rank low in enjoying equal access and opportunities. The following is an excerpt from the introduction to the agenda:

"In the political arena, Hispanics are decisive voters in 11 key states with 217 of the 270 electoral votes needed to win the presidential election. The growing representation in almost every aspect of the U.S. political system–political parties, and the executive and legislative branches of government–has been shaping critical legislation and policies on a wide range of issues. In the economic arena, revenues from Hispanic-owned businesses currently exceed $185 billion annually, and the purchasing power of Hispanics, now over $400 billion, is expected to total $1 trillion by the year 2010."

It continued: "Nearly a quarter of the Hispanic community continues to live in poverty. Hispanics are more likely to live in inadequate housing. Eleven million of the 43 million uninsured individuals in this country are of Hispanic descent, and Hispanics are disproportionately affected by higher rates of certain diseases, such as diabetes and HIV/AIDS. More than three times as many Hispanic children drop out of school compared to their non-Hispanic White counterparts. Hispanics still lack representation at many levels of our political and civic institutions and face discrimination in the workplace, in housing, and in our educational and healthcare systems."

Looking more specifically at education, NHLA research presented in the agenda gives an equally challenging picture. During the past 20 years, the proportion of Hispanic public school students has increased from six to 15 percent, with a majority of students in the large urban schools of California, Florida, and Texas being Hispanic. More than 39 percent of Hispanic children live in families with an income below the poverty line, and their dropout rate is about 30 percent nationally. Also, Hispanic children under five years of age are less likely to be enrolled in early childhood education programs, and the older children consistently score lower than do White children in national tests. As written in the agenda, "In 1994 and 1996, fewer than 43 percent of Hispanics in the fourth grade participating in the NAEP [National Assessment of Educational Progress] scored in the "basic" achievement category for math, reading, history, and geography. In contrast, over 70 percent of their White counterparts scored in the 'basic' achievement category for the same subject matter."

In response to these concerns, the agenda contains policy recommendations in education, specifically in preschool, elementary and secondary education, bilingual education, assessment, higher education, and other categories. In elementary and secondary education, NHLA is asking for the recruitment and retention of qualified teachers, since a shortage of good teachers has its greatest effect on largely high-poverty areas and minority students. Another recommendation includes implementing effective outreach strategies for Latino and minority communities. In the area of bilingual education, the agenda promotes continued support of the Federal Bilingual Education Act and support of policies that help all children learn a second language.

The NHLA recognizes that when it comes to higher education, Hispanics continue to lag behind in enrollment. It also sees that Hispanic-Serving Institutions suffer disproportionately lower commitments in state and federal funding. Recommended is an increase in federal funds to HSIs under Title V of the Higher Education Act. According to Flores, HSIs are receiving $7,000 per year per student on average in support funds, whether it is federal, state, or any outside funds, whereas on average most other institutions are receiving $14,000.

According to the agenda, federal funds should also be significantly increased to HSIs to create and strengthen their graduate institutions. Currently, only 20 percent of all HSIs offer master's degrees, and less than 12 percent offer a doctoral degree. NHLA also recommends addressing high-stakes testing, which often has an adverse impact on Hispanics and other disadvantaged student populations because of apparent cultural and socioeconomic bias. It seeks an increase in federal grant assistance, rather than relying so heavily on loans, which create increased debt burden, especially for the financially disadvantaged.

While Flores and others recognize that policymakers are aware of these concerns in education for Hispanics, as he put it, "there are political moves in the country that counteract that. It's a mixed signal being sent to everyone." Examples of this include anti-affirmative action efforts such as Proposition 209 in California and the *Hopwood* decision in Texas, and, most recently, Arizona's decision to prohibit bilingual education. While America has become "salsified" with Latino music, food, and popular culture, said Flores, beyond the surface, people fail to understand the negligence in such acts as repressing bilingual education.

"They don't seem to value what we all know is so important to the future of the economy. What we need is more fluency and more than English," said Flores. And he added, "The federal government has to set the example in terms of equity issues. It is for the well-being of the nation, especially when the nation is depending on the education and training of our population. Everyone really gains. That's what we want society to get. We represent a resource that is not being tapped into as well as it should be."

The NHLA argues that addressing the concerns of a group that will soon be the largest minority of the country will only help raise up the nation as a whole. Mirabal pointed out, for example, that companies are currently experiencing a shortage of workers in high tech. To alleviate this problem, a large number of visas are being approved in order to attract foreign workers to this country. Meanwhile, Hispanics, the country's fastest-growing and youngest population, are not graduating to jobs of the future, when, with the proper support, they could be trained to fill this workforce gap and in turn would add to the economy by providing a larger tax base and higher spending capacity. By not addressing the needs of Latinos in education, this population comes to rely more heavily on welfare systems and actually costs society more in the long term.

National Hispanic Leadership Agenda
NHLA

Delia Pompa, vice chair of NHLA and executive director of the National Association for Bilingual Education

Delia Pompa, vice chair of NHLA and executive director of the National Association for Bilingual Education, also spoke at the summit. As she sees it, "There are more pressing issues today for Latinos in education than four years ago." Part of that has to do with a sheer increase of Hispanics in schools, especially in urban areas. "The teacher shortage is a serious issue for us. We need to prepare Latinos to be teachers and help teachers learn how to work with Latinos," she said. Pompa has seen the professional development monies increase for Latinos in the past two years, but recognizes that more is needed. She does see that on the local level there is an understanding of the need to recruit bilingual teachers.

If there is a time for Latinos' concerns to be heard, it is now, with the new administration and Congress in place. That is why roughly 10,000 copies of the agenda have been distributed to the administration, members of Congress, policy organizations, think tanks, and groups throughout the country. Having NHLA in place from the beginning is a definite plus.

"The greatest change I have seen in how policies can benefit Latino students is if there is somebody at the table from the very beginning," said Pompa. "The agenda has been received well across the country. It will be a useful tool for us as we work with a new president and Congress."

Looking back at the past eight years, NHLA is finally witnessing some of the fruits of its work. Said Mirabal, during the year 2000, the administration approved and incorporated federal mandates that will begin to address issues concerning Hispanics in education and housing. He expects to work with the new administration and, regardless of party, continue pushing forward issues on behalf of Hispanics.

This process has been anything but easy and quick. But, if the National Hispanic Leadership Summit 2000 was any indicator of the future, there is plenty of reason for hope. "It was very energizing," said Pompa of the summit. "It was a real affirmation of the strength of our numbers and of our commitment to making the concerns of our community known to the entire country." And, Flores reflected, "We know the best is yet to come. There was a rededication and a sense that we need to keep working together in the years ahead for the good of the community. We have a lot of hope for better times in education for our people."

UTA 1895-1995

“Turned a Corner,” Says LULAC

Hispanic Enrollment up 18 Percent

BY JEFF SIMMONS

> ***A Hispanic Advisory Council comprised of business, political, civic, and community leaders works closely with the Center, and that, says Witt, has been fruitful.***

Robert E. Witt, University of Texas at Arlington president

For a while, the Mexican American Studies Center at the University of Texas at Arlington was thrust into the eye of a philosophical hurricane and a biting legal skirmish. Various officials at the school split over what direction the Center would take.

In 1993, state legislators had crafted a budget that earmarked funding for the new Center. Within two years, the Center was mired in controversy. A lengthy dispute between administration and the Center director prompted his removal.

In 1999, as the roiling waters eventually began to still, a new director stepped into the role.

"It was a challenge," says the director, Dr. Manuel García y Griego, "and an opportunity."

An opportunity, he says, to look beyond the divisive tug-of-war and chart a direction for the Center. "It's an opportunity both to promote a research agenda for the Center and to help develop Latino Studies," García y Griego says. "I prefer to think of this as Latino Studies, rather than narrower Mexican American Studies, at an important Texas University."

That role is pivotal to drawing more students into the fabric of university life, of helping many understand their identity, forge bonds with classmates, and plant the seeds of research. More than 85 percent of Hispanic students at UTA are Mexican American.

In the fall of 1999, UTA unveiled a minor in Mexican American Studies so students could enroll in courses counting toward a certificate. Enrollment has been small and struggling. During its first year, UTA had only been able to offer three courses; this academic year, it has only two.

Admittedly, García y Griego says, the program still has a long way to go. "It takes a while to get these things off the ground."

That could be taken literally as well. Recently, Center staff packed up their files and hiked across campus to spacious new offices in the student center. The move, it is hoped, will cast a wider net and attract more students to its work, even allow student organizations to use its facilities for meetings.

"The Center has been extremely valuable," says University President Dr. Robert Witt, who joined the school in 1995. "It has provided very important outreach activities."

A Hispanic Advisory Council comprised of business, political, civic, and community leaders works closely with the Center, and that, he says, has been fruitful.

"They have provided me with very useful feedback, how the University can best meet the needs of the Hispanic community," Witt says.

UTA officials say that is crucial because of the growing diversity on campus, which reflects the rapid growth system wide. UTA, which is a century old, is the second largest of 15 academic institutions within the 124-year-old University of Texas system. Overall, the system has grown to enroll more than 148,000 students during the last academic year, and employs close to 75,000 faculty members and staff.

The entire system's diversity has shifted, and for the first time, in 1998, White students represented less than half–48.3 percent–of the entire student body. Hispanics accounted for 32 percent of students, African Americans, 4.4 percent, and Asian Americans, eight percent.

The 390-acre Arlington campus–the sixth largest school in Texas–enrolled 19,149 students over the last academic year, and employed 4,403 faculty and staff. The most recent figures available on its diversity are from the previous academic year, and they show that Hispanic student enrollment is dramatically lower than White enrollment.

Figures from Fall 1998 show that there were 11,682 Whites enrolled, 1,978 Asian students, 1,904 African American, 1,661 Hispanics, 1,306 international students, and 131 Native Americans. The school enrolls students from 47 states and 89 countries.

The campus currently is about 10 percent Hispanic and 11 percent African American, numbers that have grown at a moderate pace over the last four years, Witt says.

Outreach Success

"This fall, the number of new Hispanic students on campus is 18 percent greater than the number of new Hispanic students the last year," the college president says. "We have had a very significant outreach effort."

Much of that outreach falls squarely on Michele Bobadilla. As assistant vice president for outreach services, Bobadilla doesn't spend much time behind her desk. She's most often out in the field.

"We decided we would make a very concerted effort to take the University directly to the community," Bobadilla says, "and work directly with students on their campuses."

Since April 1999, her office has engaged in pre-college advising so students throughout the Dallas Independent School District can grasp the type of coursework required to attend college. And, she points out, "it's not just about our institution, but any institution."

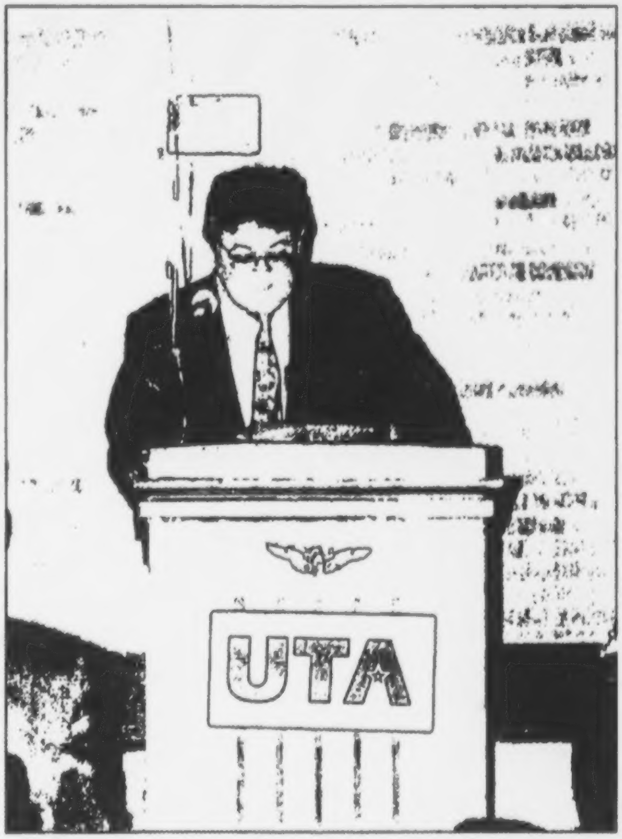
"The goal of the program is to help them prepare for college admission and find the best college that suits them," she says. Her outreach efforts target students starting in ninth grade. Colleagues work with guidance counselors at all high schools, but concentrate heavily on four.

Each school has about 200 to 300 students poised to graduate each year. Staff meet directly, and regularly, with about 120 students, about 40 per large school. Many will be first-generation college enrollees and need to be walked through the mechanics of applications, résumé writing, interviews, scholarships, and even attire.

"We help them sell themselves to an interviewer," she says, like a proud parent, "and we work with parents on how to complete financial aid applications. We set up nights at the school where we complete forms with parents, so they understand what's going on."

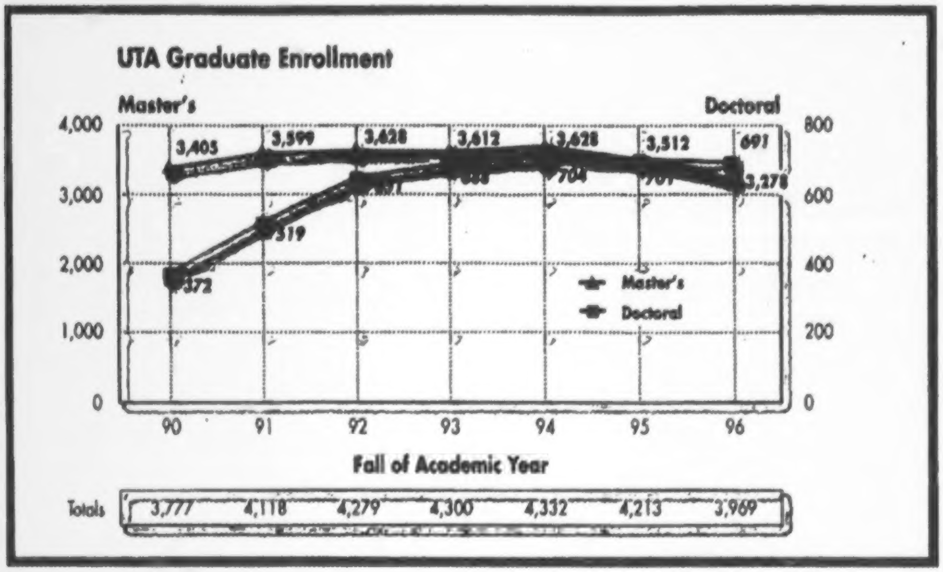
Their work in the trenches of the public school system has paid off. Though students are helped to apply to the schools they choose, quite a few are attracted by UTA's presence on their campuses. Last year, at the conclusion of the outreach program's pilot year, the number of UTA applications from students within the Dallas public schools grew.

"UTA is reaping some of the benefits of that outreach," Bobadilla says, "and we were only at it one year."



Dr. Manuel García y Griego, director, Mexican American Studies Center

According to the Texas Higher Education Coordinating Board, in 1998, state public universities had a total of 8,827 tenured faculty of whom 4.8 percent, or 424, were Hispanic.



One factor, she says, could be the recently approved Texas Common Application, a process by which many students learn they are eligible for a college tuition waiver that can save them thousands of dollars.

The McGee Factor

College officials say location also is a key factor in attracting students. The campus is midway between Dallas and Fort Worth, and Arlington is a growing city, home to the Texas Rangers and their stadium, The BallPark at Arlington. On campus, the school has a celebrated sports team with a now-famous star player, one who drew much attention to the campus this past fall.

Most students on campus knew Eddie McGee from his athletic prowess on the school's wheelchair basketball team, the Movin' Mavericks. The team had won national championships for several years, and McGee, who has one leg, has been a leading player.

This fall, America got to know him better, too. He was the remaining survivor in the CBS television series *Big Brother*, the last member to leave a house cut off largely from society and head home with a half million dollars.

"It has brought the campus a lot of attention," says Witt, who fielded quite a few media calls to comment on the junior's success. "It has raised the visibility of the University, and could cause some students who might not have thought of attending our university to attend."

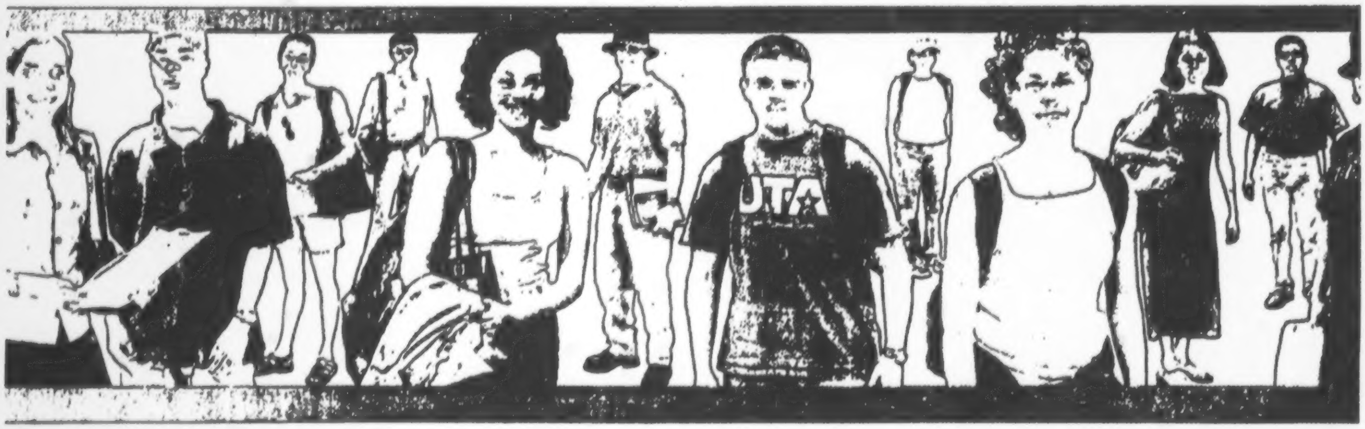
"I think the fact that Eddie has been so successful as an athlete and student, and now in this competition, offers a great deal of inspiration to individuals who have physical handicaps."

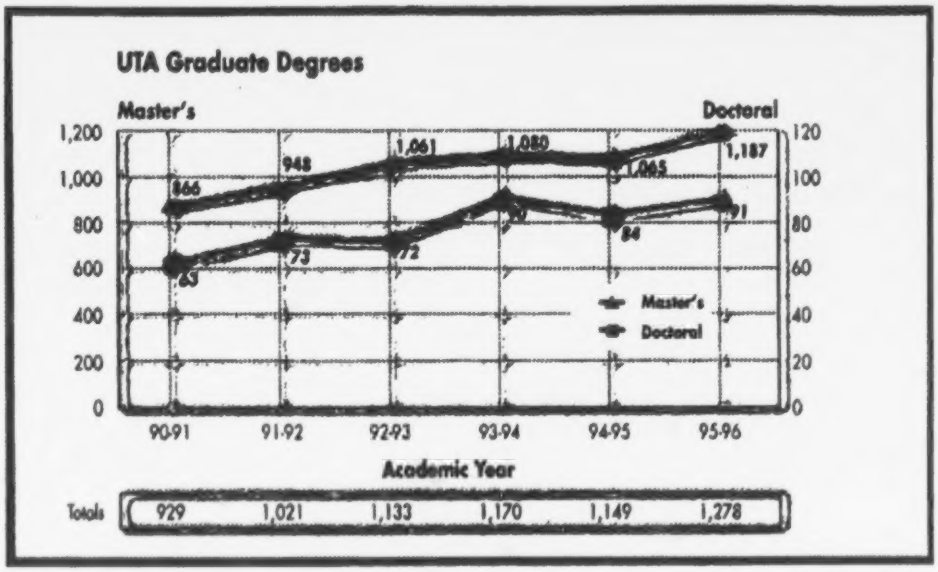
Witt, who first stepped into a classroom as a teacher 30 years ago, says the experience has been enlightening at UTA. He now spends the better part of his time trying to devise ways to bring students to the school, and then another part making sure they thrive.

"We want UTA to be known as a university where students come first, and that's something I can honestly communicate to students. Every decision we make at the University has to pass a litmus test: is it consistent with students coming first?"

María Balderas agrees that students do come first. Part of that, she

The 71-year-old League of United Latin American Citizens, LULAC, recently commended UTA for providing access to good education and handed Witt its National Education Award.





notes, has been the determination and will to have the Mexican American Studies Center thrive. She works there to help make ends meet.

"I see students come in here all the time," says Balderas, taking a break between work and studies on a recent day. "I have learned a lot here." She does, however, note that there aren't as many Hispanic faculty faces on campus as she would like to see. The school's own statistics bear that out, but it's not an isolated problem.

A recent study by the Texas Association of Chicanos in Higher Education lamented the underrepresentation of Hispanic faculty and administrators on Texas college campuses. According to the Texas Higher Education Coordinating Board, in 1998, state public universities had a total of 8,827 tenured faculty of whom 4.8 percent, or 424, were Hispanic.

In Fall 1998, Hispanics accounted for only 1.4 percent of tenured professors, 3.6 percent of associate professors, and none were assistant professors, for an average 2.3 percent of the faculty.

According to the school's Equal Opportunity Office, the campus has experienced growing pains in this area. There were three Hispanic tenured professors in the fall of 1999, and this year, there still are three.

In Fall 1999, there were eight Hispanic tenured associate professors, and that fell by one this current academic year. The number of associate professors on the tenure track has remained constant at nine. Also constant has been the number of full-time Hispanic executive administrative staff, which is still at eight.

As far as the administration goes, UTA's 2.9 percent Hispanic rate is well below the state's 11.8 percent rate.

"Yes, it has been difficult, but there has been an effort," says Diane Walker, the school's director of equal opportunity and affirmative action. "It's so competitive, and getting individuals to come on board takes time. Many times there are other offers."

Walker's office maintains lists of Hispanics earning postgraduate degrees, and forwards this to the school's search committee. "We ask them to be creative in their efforts to recruit," she says, without elaborating.

Witt admits the hurdles are difficult to overcome. "It's a challenge," he says, "because the supply of Hispanic Ph.D.s is not nearly large enough to meet the demand. We've made progress in the last two or three years."

He points to Dr. García y Griego as an example.

"He has been given the resources to lead recruiting efforts to bring Hispanic scholars to various academic areas," Witt says. "There is an ongoing recruitment effort to add two more Hispanic faculty."

A majority of UTA students are declared business administration majors. The other more popular schools and programs are engineering and liberal arts, though UTA does attract sizable numbers to its nursing, science; and education schools.

The curriculum is evolving as well. Witt says UTA recently began a new accelerated Master's in Business Administration program and has launched a distance learning program. "We have developed an online master's degree in education, and added two new master's degrees in science and a new master's degree in music," he says.

The school is forging ahead with its plan to open a new science building with student labs and research space next fall.

UTA opened a 600-bed state-of-the-art residence hall this fall that is already 98 percent filled. More students, approximately 3,000, are living on campus than ever before, and three out of four are from the surrounding Tarrant and Dallas counties.

"This is a university that makes a profound difference in the lives of its students, and we draw about 75 percent of them from the two counties. So with the majority of our students from nearby, the presence of a strong, high-quality, public university makes an important difference to the local community." That, he says, speaks to why he took the job initially. "The University had a great deal of potential growth in size and programs, and in quality, and that seemed exciting," Witt says.

He has reason to believe his efforts are working. The 71-year-old League of United Latin American Citizens, LULAC, recently commended UTA for providing access to good education and handed Witt its National Education Award.

"In the past, we've had a rocky and stormy relationship with the University," says Dr. Hector Flores, the organization's national treasurer. He points to the friction experienced over the direction of the Center for Mexican American Studies.

"From that conflict, things have begun to turn around and change," Flores says. "There is ongoing dialogue, and they have made strong overtures to our community to try to open the door for our kids to have access to a university degree.

"It is a much more friendly place than it was five years ago. They've turned a corner."

Teaching Shakespeare, Reaching Students

The Human Frailty Connection

BY REGINALDO CORNEJO

Shakespeare
A Life in Drama

Be honest. When was the last time you thought to yourself: Yes! I get to teach Shakespeare to my Hispanic/minority students.

If you're an English professor who has paid his or her dues, and you're smart enough to know that preparing a lesson plan is a necessity rather than a luxury, it might be time to consider your Hispanic/minority students' ethnic backgrounds when you present Shakespeare's plays, rather than just deciding "Shall I teach a tragedy or a comedy this week?"

In general, minority students (and most any students) tend to find Shakespeare boring, too hard, and, dare I say it, a waste of time, because "Those stories are so old. What do they have to do with me in the 21st century?"

The question causes some to stumble, but there is an answer, to wit: although Shakespeare's characters are often depicted in the plays as larger than life or colossuses, eventually they are presented as human beings with human frailties, just like 21st-century people.

This bit of knowledge is very important because it is a good starting point for any class dialogue. Take for example Stanley Well's discussion of Caesar's greatness and pending doom as he enters Rome in Shakespeare's *Julius Caesar*: "Shakespeare allows Caesar his full measure of worldly greatness, [but] he also lets us see that the world-conqueror will before long–and sooner than he may expect–be 'barreled up in brazen urn no bigger than a bowl...' (*Shakespeare, A Life in Drama*, 193-194). "[As for] Caesar's vulnerability, [it] is implicit in what he says about himself: 'I rather tell thee what is to be feared. Than what I fear, for always I am Caesar. Come on my right hand, for this ear is deaf...'" (193-194).

Turning to another human weakness, it goes without saying that "In Shakespeare's England, the existence of a pervasive tradition of color prejudice...has been convincingly documented by historians and literary scholars....Also well documented is the presence of overt racist attitudes–the impulse to regard black men in set negative ways in Shakespeare's *Othello*," says Dr. Solomon O. Iyasere ("Teaching Shakespeare's *Othello* to a Group of Multi-Racial Students, *California English*/Fall 1994, 8).

Why make this observation and approach this sensitive topic? Well, for one thing, many Hispanic and minority students deal with racial stereotyping in the 21st century. This fact was documented in the *Los Angeles Times* "Metro" section by Al Martínez, whose piece, "The Frito Bandito Syndrome," discusses the continued use of minority stereotyping (June 4, 2000), and Debra Dickerson's Opinion piece, "Racial Profiling: Are We All Equal in the Eyes of the Law?" (July 16, 2000), which addresses racial profiling by America's police departments when deciding which cars to stop for possible drug violations.

> ***"You must read the play to learn more about yourself, about what others think of people who are like you, both 500 years ago and today."***
>
> DR. SOLOMON O. IYASERE

Although Shakespeare's *Othello* does not take on either of the aforementioned newspaper topics, it does deal with the contemporary problem that won't go away and what Dr. Iyasere notes is to this day a topic of a sensitive nature, "Interracial marriage and the difficulties of racism and interracial relationships (8)". "The fact is," adds Iyasere, "although interracial marriages are no longer illegal, as Davidson points out, 'The marriage of a middle-aged Black man and a young White girl must, then and now, touch sensitive nerves in Black and White (8)'". Since this issue remains sensitive in the 21st century, we again see the connection between the past and present, and find a great place to start a discussion.

By now many instructors are thinking, 'Why use this volatile approach to discuss these plays?' Well, since minority students must deal with all these volatile topics on a daily basis, why not give them a chance to voice their opinions on them and apply them to Shakespeare's plays. Dr. Iyasere "Paradoxically", says Iyasere "the existence of racial problems in *Othello*...affects our idea of *Othello* and makes a difference to the action and catastrophe....The absence or presence of racist attitude inevitably determines one's response to *Othello*...". He continues, "To avoid teaching the play because of the emotionally charged, sensitive nature of its subject is to deny students the opportunity of experiencing one of Shakespeare's most memorable tragedies and of confronting, through the play, the difficulties of racism and interracial relationships which continue to trouble us today (8)".

Given that many minority students carry their own responses to race, which might have been conceived through some personal experience, the instructor must walk a fine line when presenting Shakespeare via this approach. A student's negative or positive experience could, as Dr. Iyasere says, "[arouse] their own latent prejudices, which would then interfere with their emotional and intellectual apprehension for the play". Yet, this problem can be avoided if instructors remember the introductory premise that Shakespeare's characters and topics are still contemporary because they are presented as human beings with human frailties. Approaching these works in this manner helps us teach our students to deal with their own experiences and social prejudices in a nurturing and scholastic atmosphere, and allows them to vent in a non-threatening situation.

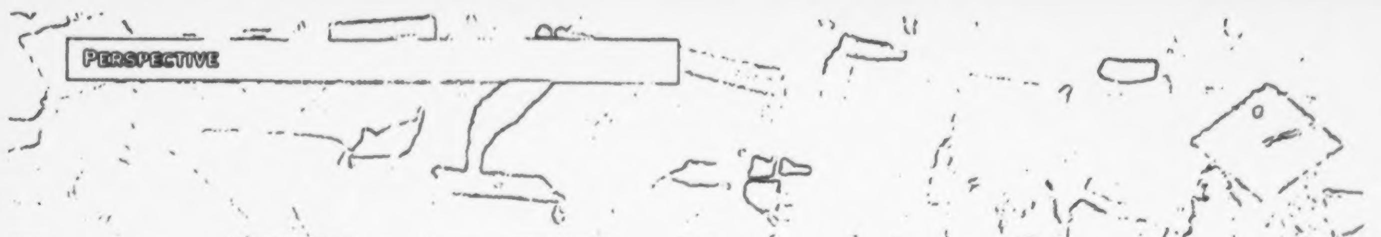
As instructors, our job is to help our students learn to pose academic questions, find answers through organized research methods, and communicate in a professional manner so they can learn to function in society. If you accept this statement, then why not present Shakespeare in a context of contemporary issues, which gives students a chance to sharpen these skills, master Shakespeare's great plays, and deal with their personal prejudices. Scary as this idea might seem, isn't it worth the challenge to help them learn to understand the greatness of Shakespeare and, as Dr Iyasere says, "...see what is there, in the play, as distinct from merely seeing a narcissistic mirror of their own experiences and social prejudices (8)"?

You might ask, "How can I be sure that my students won't lose their focus when they discuss hot topics that might cause anger or degrade their existence?" The answer is not an easy one, but believe me, there is an answer. It comes in the form of accepting that Shakespeare deals with real human emotions and frailties in his plays, and that by dealing with the provocative issues in the plays of racism, stereotyping, interracial marriages, and personal weaknesses, you help your students evaluate "the characters and situtations in terms of personal situations and private values" (Iyasere 10).

By presenting Shakespeare in this format, you allow literature to function as part of the students' existence, a key point, since literature "is written to affect those who write and read it (10)," says Iyasere. This said, we now come to our final and most important premise. You have to believe that our personal emotions and experiences are very necessary and relevant to the study of Shakespeare because, "...if a work of art cannot speak directly to our experiences or present interests, it can offer us little insight into human nature" (Iyasere 10).

The formula for presenting Shakespeare in this format is not set in stone, but I believe that any experienced instructor will find a way to approach each play so that the students are allowed to feel the human elements (be they racial, religious, or sexual) found in the plot. To those who feel that they need a little more help with methodology, I offer Dr Iyasere's warning: you go about it "slowly, step by step, honestly and openly (10)". And the next time your students ask you why they have to read Shakespeare, you might answer them with what I believe is a good answer that applies to students of all colors and genders. The answer was given by Dr. Iyasere when one of his quiet Black students asked him, "Why should I read *Othello*?"

"I would say, you must read the play to learn more about yourself, about what others think of people who are like you, both 500 years ago and today (9)".



The Value of a College Education

for Minorities and for the Nation

BY
ANGELA PROVITERA McGLYNN

Those of us who are believers in the value of higher education point to its many virtues in enriching a person's life. We talk about college's having the capacity to expand not only a person's knowledge base, but also facilitating the development of critical thinking skills. We say that a good college education should help people learn how to think rather than what to think. In fact, educators suggest that college can be a life-transforming experience.

As a result of a good college education, people should develop oral and written communication skills, quantitative skills, and research skills, and they should also develop the capacity to use technology to further their learning. Hopefully, higher education enhances people's appreciation of their world, as for example, their understanding of literature, history, and the arts. In addition to all of this, as we move into the 21st century and a changed and continually changing demography, college-educated people ought to develop a greater appreciation of diversity and a greater understanding of multiculturalism.

If all this sounds a bit lofty and academic, it is! It is what we in the academic world strive for–and hope the students we teach achieve. There is, however, a secondary gain related to higher education that cannot be ignored, and that is economic gain. The reality is that in our society, for the most part, the college-educated will earn a significantly better income than will those with high school diplomas.

In a recent *New York Times* article entitled, "The Classroom Ceiling: Making Sense of a Stubborn Education Gap," Louis Uchitelle states: "Just as near-universal high school education was one of the great achievements of 20th-century America, politicians and business leaders have long sought to lure more students to college, reasoning that the college-educated would earn more in a 'new economy' that now more than ever rewards a bachelor's degree. College, they believed, could help close the gap between the economic haves and have nots."

Those of us in academia certainly believe that college education has the capacity to help close that economic gap. Many business leaders and employers say they see a college degree as evidence that a potential employee has learned to think and has learned how to work hard and to complete tasks. The problem, according to Uchitelle's data, is that "the proportion of Americans who have only a high school diploma has barely budged for 30 years, through good (economic) times and bad." Over the last three decades, one-third of American adults possess, at most, a high school diploma.

If one-third of American adults are now considered "undereducated" for our new world economy, that number is alarmingly high. If the lack of sufficient education is contributing to economic disparity, this statistic is even more cause for concern. Of course, many factors contribute to the gap, the ever-widening gap, between the haves and the have nots in our society. As Uchitelle points out, Labor Department reports say that there is a demand for both higher-level jobs for the college-educated and for lower-paying jobs that require only high school training. Just as there is a growing demand for higher-skills

Those of us in academia certainly believe that college education has the capacity to help close that economic gap.

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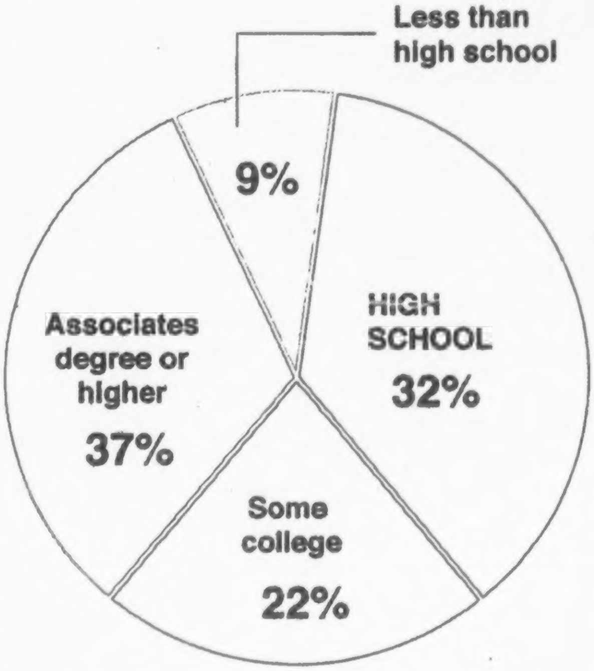
jobs, there is a growing need for retail salespeople, cashiers, truck drivers, office workers, and home healthcare workers. We have only to notice all the help-wanted signs in our own neighborhoods.

Despite the need for these non-college-educated workers, the wages of people with only a high school diploma have fallen far behind the wages of the college-educated population. Uchitelle points to the fact that union strength has declined in America. Unions once accounted for higher-paying jobs that were available to high school graduates. Additionally, the minimum wage, adjusted for inflation, is actually lower than it was in the late 1960s! These factors, lack of union strength and diminished minimum wage, undoubtedly contribute to the economic gap between the college-educated and the non-college-educated.

I am not arguing that everyone must go to college. There is a great need for all kinds of workers who do not require a college education. I believe that as a society, we must value those jobs and those workers, and pay them adequate salaries so they do not live with economic hardships. My concern is with the disproportionate numbers of minorities included in the one-third of non-college-educated American adults.

Although some studies have pointed to a great increase of minorities in college, the numbers are deceiving. A recently released Educational Testing Center study, discussed in a *New York Times* article entitled, “Swell of Minority Students Is Predicted at Colleges,” May 24, 2000, made some interesting points. ETS reported that although the minority student college population is indeed mushrooming, the numbers of African Americans and Hispanic Americans in college would not reflect the 18- to 24-year-old African American and Hispanic American overall populations. The study stated that there would actually be a decrease of these two populations in proportion to their college-age populations. Furthermore, more than half of the overall increase in college students over the next 15 years will be concentrated in only five states with large Hispanic American populations: Arizona, California, Florida, New York, and Texas.



Source: The Economic Policy Institute

If we look at current data rather than projections, the picture here too is bleak. For example, consider completion rates of bachelor's degrees for Americans 25 years and older. The completion rate of non-Hispanic Whites is 25.6 percent. For Blacks, it is 13 percent. For Hispanics, the completion rate is 10 percent. Notice that Hispanics have the lowest completion rates and the highest school dropout rates of any group in the United States. This is indeed cause for concern–to see the fastest-growing minority group with the lowest educational attainment. This is cause for alarm for the future of Hispanic Americans and for the future of our nation.

Uchitelle points out the economic gap between the college-educated and the high school graduate. Our concern regarding Hispanic Americans is exacerbated by the fact that nearly 60 percent of Hispanic American students who drop out of the educational system have less than a 10th grade education. (In a previous *HO* article, “Improving the Future for Hispanic Americans: The Role of Community Colleges,” I discussed the complex, interwoven factors contributing to this lesser educational attainment of Hispanic Americans. I proposed that some of the factors included socioeconomic status, overt and covert discriminatory practices and policies, socialization factors, and the educational system's deficiencies. I also offered suggestions for how community colleges could improve retention rates and promote Hispanic American completion-to-degree rates.

Not only are we witnessing the gap between the college- and non-college-educated, and another college education gap between the White and minority populations, we are also seeing a minority-group gender gap in higher education. In “Hispanic Women, Academia, and Retention,” *HO*, I pointed to some U.S. Census Bureau statistics: the college-completion rate for Hispanic American women is 6.9 percent, for Black women in America, 10.2 percent, and for White women, 17.6 percent. About one in five Hispanic American women leaves high school by age 17, a rate higher than that of Hispanic American males, and of any group of females in America.

A *New York Times* article, “Report on Black America Finds a College Gender Gap,” draws on a perspective from the National Urban League. The report “offers a picture of two Black Americas: one taking advantage of economic opportunity and another mired in deprivation.” The study shows a growing Black middle class, but also states that Blacks represent a disproportionately high number of adults and juveniles in prison and those dying of cancer, AIDS, and other diseases. This other Black America still has twice the rate of unemployment as Whites in America. And another troubling gap, this time between Black males and Black females, is in educational attainment. The report shows that Black women were awarded more than twice the number of BA degrees and nearly five times as many master's degrees as Black men.

Michael Nettles, a University of Michigan education professor, suggests this gap might be partly explained by the fact that Black men might have more options than Black women after high school. For example, Nettles notes that Black men outnumber Black women among college-age military groups. Professor Nettles says that there might also be greater family expectations for Black males to contribute to family income after high school than for Black females to do so. Nettles further states that Black males are dramatically overrepresented in special education classes for students with low test scores or behavior and discipline problems, and severely underrepresented in advanced placement settings. He suggests that teachers might be using subjective criteria that have embedded biases and lower expectations for Black males in their classrooms. The implications for the low numbers of Black males completing college are frightening. Black males will remain rare among the economically successful and the powerful decision-makers in America unless the current situation changes.

If part of the solution to the economic disparity in our society, the ever-widening gap between the economic haves and the have nots, can be found in educational attainment, how do we encourage more Americans, particularly American minorities, to attend and complete college? There are groups and commissions, such as the President's (President Clinton) Advisory Commission on Educational Excellence for Hispanic Americans, that are making valuable suggestions for creating a more inclusive society through educational attainment. (See *Our Nation on the Fault Line: Hispanic American Education*, September, 1996.) And many educational institutions and many educators are committed to higher educational attainment for all Americans who want to achieve it.

It seems to me that as a society, we need to recognize the power of higher education to enhance the quality of people's lives in so many dimensions. Then we need to concentrate our efforts on making the possibility of a college education more of a reality to a larger proportion of Americans, particularly a larger proportion of American minorities.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 12, 2001

National Board for Professional Teaching Standards Announces Unprecedented 4,694 Teachers Achieve National Board Certification

ARLINGTON, Va.

NBPTS announced that 4,694 primary and secondary school teachers from 49 states and the District of Columbia have earned the highest professional credential in the field of teaching–National Board Certification–for the 1999-2000 school year.

This record number of new National Board Certified Teachers (NBCTS) almost doubles the previous year's announcement of 2,970; pushing up the total of NBCTS to 9,498.

National Board Certification, a voluntary process established by NBPTS, is achieved through a rigorous performance-based assessment that takes nearly a year to complete. Through the assessment process, teachers document their subject matter knowledge, provide evidence that they know how to teach their subjects to students most effectively, and demonstrate their ability to manage and measure student learning.

"This impressive level of achievement is a milestone for our organization, the teaching profession, and the nation as a whole," said NBPTS President Betty Castor. "Parents, policymakers, and the public recognize that when it comes to quality education, teaching matters. This is why the National Board for Professional Teaching Standards was created in the first place. We believe the heart of education reform rests directly with the teacher in the classroom."

Castor added, "With this announcement, we believe we're well on our way to reaching our goal of 100,000 National Board Certified Teachers by 2006. We have already received more than 11,000 applications for the 2000-2001 school year. Our vision is that our standards of accomplished teaching become *the* standards for excellence in teaching across America."

States with the highest number of teachers achieving National Board Certification for 1999-2000 included North Carolina (1,115), Florida (699), California (440), Mississippi (389), South Carolina (331), and Ohio (319).

"We at the National Board are thrilled," said NBPTS Chair Barbara Kelley, an elementary school physical education teacher from Bangor, Maine. "Every teacher achieving National Board Certification can attest to a heightened awareness of the needs of individual students. And while each NBCT is unique, the shared experience of thousands of teachers working to meet our high and rigorous standards is having a positive impact on the entire teaching profession.

"Assisting us in the process is the fact that across the nation, school districts, universities, teachers' associations, and other National Board Certified Teachers have put in place various types of support for candidates."

Report Shows More Foreign Students Are Studying in the United States, Says ACE

WASHINGTON, D.C.

The American Council on Education says that, according to the annual report on foreign students released by the Institute of International Education, the number of international students enrolled in the nation's colleges and universities increased by five percent to a record level of 514,723 during the 1999-2000 academic year.

- The five percent increase in international enrollment continues an upward trend that began two years previous, after a four-year period of minimal growth. The enrollment of international students rose by two percent in 1998-99; five percent in 1997-98; 0.9 percent in 1996-97; 0.3 percent in 1995-96; 0.6 percent in 1994-95; and by 2.5 percent in 1993-94.
- More than half (54 percent) of all international students were from Asia (280,146, up two percent). However, a continued slump in enrollment was noted in several parts of Asia affected by economic downturns, including Indonesia (down seven percent), Thailand (down 12 percent), Hong Kong (down 14 percent), and Malaysia (down 22 percent).
- The number of international students attending all types of postsecondary institutions has risen by 15 percent since 1993. However, the enrollment of foreign students has been particularly strong at community colleges, which experienced a 46 percent increase in enrollment since 1993 and a six percent increase (to 85,817) in 1999.
- The most popular majors among international students were business and management (20 percent), engineering (15 percent), and math and computer sciences (19 percent).
- International students made up only three percent of all postsecondary students enrolled in U.S. institutions in 1999-00, but contributed more than $12 billion to the U.S. economy in money spent on tuition and living expenses. Sixty-seven percent of international students received the majority of their educational funds from family and personal sources.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 12, 2001

National Council of La Raza Comments on Bush Cabinet Appointments

WASHINGTON, D.C.

The National Council of La Raza (NCLR), upon learning of three Bush Cabinet appointments, released the following statement by Raul Yzaguirre, NCLR president:

"We welcome two of the Cabinet appointments announced. Commerce Secretary Norman Mineta, who served in the House as Chairman of the Transportation Committee, is a wise choice to be the next Secretary of Transportation. We also know that Secretary Mineta will be a strong advocate for the interests of all minorities in the Bush administration.

"Sen. Spencer Abraham, R-Mich., has demonstrated an ability to confront complex, difficult issues and forge bipartisan compromises, as he did so often on immigration policy. We are confident that he will bring these same qualities to the new administration as Secretary of Energy.

"The third appointment, however, is disturbing. Linda Chavez is smart and talented, and she has been a forceful and effective advocate for her often-controversial views. Unfortunately, many of her views are largely out of step with the interests of American workers, and her record in public service does not encourage confidence in her ability to lead the U.S. Department of Labor. She was a polarizing figure, especially in the civil rights community, during her tenure as staff director of the U.S. Commission on Civil Rights. There, she attacked long-standing principles of affirmative action, troubling behavior in someone who as Labor Secretary would oversee the Office of Federal Contract Compliance, which is charged with monitoring the affirmative action plans of federal contractors.

"She has consistently opposed increased federal investments and involvement in education and training, worker protection, and civil rights–ironically the principal functions of the department she is being nominated to head. And, on virtually every policy issue of the day, her views are out of step with those of the vast majority of Hispanic Americans. For this reason, we question the wisdom of this appointment and urge a vigorous and thorough exploration of these and other issues by the Senate during the confirmation process."

(Ed. note: Linda Chavez withdraw her name from nomination on Jan. 9, 2001.)

NELI Helps Companies Cater to Up-and-Coming Big Spenders: African Americans and Hispanics

KANSAS CITY, Mo.

The National Eagle Leadership Institute (NELI), a leadership program for African American and Hispanic/Latino professionals and college students, is offering solutions to companies that are looking for new and creative ways to sell their multicultural image.

Billions of dollars in the consumer arena are waiting to be claimed, and marketing professionals are jumping at the opportunity to tap into a resource that has been ignored for years. According to a recent issue of *CareerFOCUS* magazine, African American and Hispanic/Latino groups represent the up-and-coming big spenders. A survey conducted by Ehrlich Transcultural Consultants and Multicultural Marketing Resources, Inc., says the past five years have seen an increased interest in multicultural marketing because of basic demographic data and the rise in population of African Americans and Hispanics.

The purchasing power of African Americans is nearly $500 billion annually. Over the past 10 years, this population segment has increased its buying power by nearly 14 percent, or by $200 billion since 1990.

The Hispanic/Latino culture also fuels consumer buying power. According to statistics compiled by the SRDS Hispanic Media & Market Source, the Hispanic market almost rivals the African American market trend. Hispanic spending power was more than $400 billion in 1998 and is expected to top $900 billion by 2010.

When it comes to serving the growing number of African American and Hispanic/Latino families in America, marketers are becoming savvy. They realize that in order to be successful–to be able to build ties with and fulfill the needs of these largely untapped consumer markets–they have to appreciate the culture of the consumers. "Marketers have to be sensitive to each culture so as not to appear exploitative or patronizing," said David Morse, chief operating officer of the Cultural Access Group of Access Worldwide Communications.

NELI, based in Kansas City, is helping companies do just that. Committed to discovering leaders and nationally recognizing individual achievement, this not-for-profit organization celebrates the leadership achievements of culturally diverse professionals and empowers them to help others succeed.

People·Places·Publications·Conferences

PEOPLE & PLACES

Ecarma Assistant Professor at Campbellsville

Campbellsville University in Kentucky named Dr. Reginald E. Ecarma assistant professor of communications.

A onetime researcher for CBN News in Virginia Beach and managing editor of the *Kentucky Journal*, Ecarma was an adjunct faculty member at Campbellsville University from 1999-2000 and taught at the University of Louisville, Jefferson Community College, Kentucky State University, and Midway College. He has a bachelor's degree from the University of Louisville and a master's and doctorate from Regent University.

Texas A&M-Corpus Christi Newsmakers

Tenor Eduardo Mendoza, trombonist Robert Méndez, trumpeter Kevin Graham, and violinist Elsa Munguía, all Texas A & M-Corpus Christi students, were featured in music recitals this past fall. Pianist Alene Burch accompanied Mendoza.

Méndez and Graham were joined by Arlene Long on piano and by the A&M-Corpus Christi/Del Mar Trombone Quartet, featuring Dr. Eileen Russell, Becky Gabbard, Luis Peña, and Méndez. Violinist Munguía was accompanied by Joyce Wilcox on piano.

The University also exhibited artwork of students Shawna Lee Leahey, Jorge Silva, Clay Kronke, and Omar Díaz.

UT-Austin President Extols "Top 10 Percent Law"

Larry R. Faulkner, president, University of Texas (UT)-Austin, recently reported that the "Top 10 Percent Law" is working in Texas. The law guarantees admission to any of the state institutions of higher learning to all who graduate from a Texas high school in the top 10 percent of their class. "I often encounter the perception that the Top 10 Percent Law is causing a large number of qualified applicants to be denied admission to UT-Austin," said Faulkner. "That is not really the case. The law has enabled us to diversify enrollment with talented students who succeed."

Faulkner said that while the law requires admission of some who have lower standardized test scores than those who are rejected, those same students earn much higher grades in college than do non-top 10 percent students who have SAT scores "200 to 300 points higher." He also said that minority students earned higher GPAs in 1999 than in 1996, the year before the *Hopwood* decision prohibited the consideration of race in admissions policies. Minority students also have higher retention rates. An impressive 85.8 percent of 1998 Hispanic first-year students returned for their second year at UT-Austin. "The law is helping us to create a more representative student body and enroll students who perform well academically," he said.

Oklahoma Museum Announces Discovery of New Mammals

Curators from the Sam Noble Oklahoma Museum of Natural History at the University of Oklahoma (OU) and from the University of Tucumán in Argentina announced the discovery of two new genera and species of mammals from Argentina. These rodents live along the edges of vast salt flats in different provinces in Argentina, a zone that, according to Dr. Michael A. Mares (pictured), OU professor of zoology, is not known to harbor many species because the environment is so harsh. Mares and Dr. Janet K. Braun are co-principal investigators on the project, which is funded by the National Science Foundation.

Photo by Mike Callaghan

Both species, the Chalchalero Vizcacha Rat and the Golden Vizcacha Rat, are described in the same report, which was recently published in the *Occasional Papers of the Museum of Texas Tech University*. The authors of the report are: Mares, director and curator of mammals, Sam Noble Oklahoma Museum of Natural History; Braun, staff curator of mammals, Sam Noble Oklahoma Museum of Natural History; Dr. Rubén M. Bárquez, associate professor of vertebrate zoology and curator of mammals, National University of Tucumán, and investigator, CONICET (Consejo Nacional de Investigaciones Científicas y Técnicas); and Dr. M. Mónica Díaz, postdoctoral research associate, Sam Noble Oklahoma Museum of Natural History, teaching assistant in vertebrate zoology and curatorial assistant in mammals, National University of Tucumán.

This team of researchers has discovered three new genera of mammals and more than two dozen new species in the last several years.

Sasscer Attains New Position at Northern Virginia

Northern Virginia Community College named Dr. Mónica Sasscer associate dean for instructional technology. She assumes responsibility for the College's Extended Learning Institute and the Technical Applications Center and reports to the dean of information technology.

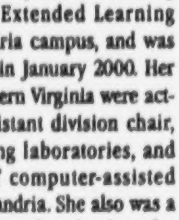


Photo by Kevin Mattingly

Sasscer, a native of Argentina, joined the faculty in 1968, teaching Spanish through the Extended Learning Institute at the Alexandria campus, and was named acting director in January 2000. Her other positions at Northern Virginia were acting division chair, assistant division chair, coordinator of learning laboratories, and director of the TICCT computer-assisted learning project at Alexandria. She also was a consultant on instructional technology for corporate clients.

Sasscer has a bachelor's degree from St. Joseph's College in New York, a master's from Georgetown University, and a doctorate from Virginia Tech.

UTSA Students Recognized at MAES Symposium

An interdisciplinary team of students from the UT-San Antonio (UTSA) chapter of the Mexican American Engineers and Scientists (MAES) created the prototype of an environmentally safe car for the Ford Design Competition held in conjunction with the MAES 26th International Symposium and Career Fair. Ford Motor Company officials were so impressed with the originality and feasibility of the team's work that they urged the group to seek a patent.

"The fact that this design was created using an interdisciplinary approach is significant because that's the approach taken in industry," said Jesse García, UTSA's MAES student chapter adviser. Team members are Crystal Lynn Flores, Ricardo Ramírez, Lee Ann Vargas, Rebecca Martínez, and Vivian Troche. Ramírez, president of the student chapter, received the MAES presidential scholarship, and UTSA student Jacqueline Kay Román, the MAES graduate scholarship. The team was invited to present its work at the University of California-Irvine and at Los Alamos National Laboratory in New Mexico.

DePaul Students Join in Protest at Georgia Army Base

A group of DePaul University (Ill.) students, sponsored by University Ministry, joined students from college campuses across the country at a weekend non-violent protest of the U.S. Army School of the Americas (SOA) in Fort Benning, Ga. The students are part of a national movement calling for the closing of the SOA, which trains soldiers in combat, counterinsurgency, and counternarcotics.

The activists believe that graduates of the SOA are responsible for some of the worst human rights abuses in Latin America, including the 1980 assassination of Archbishop Oscar Romero and the 1981 El Mozote Massacre of 900 civilians in El Salvador. According to the protesters, the SOA's 60,000 graduates include notorious dictators Manuel Noriega and Omar Torrijos of Panama; Leopoldo Galtieri and Roberto Viola of Argentina; Juan Velasco Alvarado of Peru; Guillermo Rodríguez of Ecuador; and Hugo Banzer Suárez of Bolivia.

DePaul students have participated in the protests annually since 1997.

Northeastern Professor Addresses Leadership Alliance

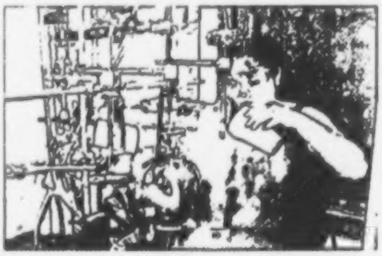
Photo © Hank Randall

"As students of color, you are likely to be bombarded by negative messages that will cause you to doubt your own abilities or make you feel like an impostor. You really have to tune out those negative messages and be confident about yourselves," advised Dr. Gilda Barabino, vice provost for undergraduate education and professor of chemical engineering at Northeastern University (Mass.). Barabino addressed the Leadership Alliance 2000 Annual National Symposium and its audience of many undergraduate students from underrepresented groups.

"Today, in this country, Blacks, Latinos, American Indians, and Asian Americans remain terribly underrepresented in higher education, especially at the graduate level." She also said that ethnic faculty members make up less than 12 percent of the professoriate.

Barabino graduated magna cum laude with a bachelor's degree from Xavier University of Louisiana and earned a doctorate from Rice University.

Texas A&M-Kingsville Student Honored at SACNAS Conference



Yvonne Puente, Texas A&M University-Kingsville senior chemical engineering major, received a $200 award for her poster presentation at the 2000 Society for Advancement of Chicanos and Native Americans in Science (SACNAS) National Conference.

Puente's research, "Pressure Dependence of the Apparent Unimolecular Rate Constant for the Pyrolysis of Cyclopentene," studied the rate of reaction for cyclopentene at progressively lower pressures to search for the transition pressure predicted by the Lindemann Mechanism Theory of unimolecular reactions.

Puente said she had never presented this research before and was really interested in seeing what other researchers were doing. "I received feedback from scientists who were interested in student research," Puente said. After obtaining her bachelor's degree in May, Puente plans to pursue a doctorate.

Northern Colorado Names Director of Chávez Center

Scott VanLoo was named director of the César Chávez Cultural Center at the University of Northern Colorado (UNC). VanLoo replaces Vicki Leal, who left in 1998 to pursue a doctorate. Silvana Carlos had served in the interim. Before joining UNC, VanLoo served Greeley-Evans District 6 schools as equity/diversity/community liaison. Earlier he taught special education.

"The César Chávez Cultural Center has a rich history of cultural pride, tradition, education, and caring. I am honored to be part of the Center and to work with such talented students, faculty, and staff," said VanLoo. The Center works to enhance student recruitment, retention, and graduation, with a focused emphasis on UNC's Latino students.

VanLoo has a bachelor's degree and master's from UNC and is working on a doctorate at the University of Colorado-Denver.

U S WEST, Inc. CEO Speaks at Southern Colorado

Solomon D. "Sol" Trujillo, immediate past chair, president, and chief executive officer of U S WEST, Inc., delivered the commencement address to Fall 2000 graduates at the University of Southern Colorado (USC).

Trujillo became president and CEO of U S West in 1998 when the U S West Communications Group and MediaOne, the cable and international business unit, were separated into two freestanding companies. He was named chair in 1999. Under his leadership, he achieved many "firsts," leading the telecommunications industry in the deployment of high-speed data services and affordable high-speed data solutions for Internet customers in both consumer and business markets. He has an undergraduate degree in business and a master's from the University of Wyoming, which conferred an honorary doctorate of law on him last year.

"Mr. Trujillo is an excellent example for our graduates as they begin new lives for themselves," said Tito Guerrero III, USC president.

Manhattan Community Set to Increase Minority Participation

Borough of Manhattan Community College (BMCC) in New York was awarded a $244,000 grant from the U.S. DOE's Minority Science Engineering Improvement Program (MSEIP).

The three-year grant will allow BMCC's computer information systems, mathematics, and science departments to strengthen curricula and purchase equipment for a student computer laboratory. "This will give us a running start in making long-range improvements in science education at BMCC and increase the flow of underrepresented ethnic minorities, particularly minority women, into scientific careers," said BMCC president Antonio Pérez. MSEIP seeks to improve access of undergraduate minority students to careers in the sciences, mathematics, and engineering and computer sciences.

Galván Assumes New Post at Cal State L.A.

California State University-Los Angeles named José L. Galván associate dean for graduate studies and research, his interim post since 1998. A professor of education in the division of educational foundation and interdivisional studies, he joined the faculty in 1990.

As associate dean, Galván will contribute to leadership and service in graduate studies and research through strategic planning, administration of several campus-wide graduate student programs, oversight of selected institutional grants, review of proposal budgets in assigned areas, and expansion of international grants and contracts.

Galván has a bachelor's degree, a master's, and a doctorate from the University of Texas-Austin. From 1992 to 1998, he was program coordinator for the TESOL program at Cal State L.A.

Texas A&M Program Assists Migrant Workers

To help provide migrant workers living near the border with the education and personal development skills they need to better their living standards, Texas A&M University is offering a high school equivalency program in four colonias in Hidalgo and Willacy counties. These counties have the highest concentration of migrant and seasonal farmworkers in the U.S. Colonias are the small, rural, underdeveloped communities along the American side of the Texas-Mexican border, said Kermit Black, director of Texas A&M's Center for Housing and Urban Development.

The colonias program is expected to aid 100 migrant workers per year in the two counties.

Texas Independent College Fund Elects New Treasurer

Pearl Garza Fracchia, director of national constituency relations for Southwestern Bell in Dallas, Texas, was elected to a two-year term as treasurer of the Texas Independent College Fund.

As treasurer, she serves on the executive committee and as chair of the finance committee. A director of the fund since 1995, she succeeds DeLora Wilkinson.

Founded in 1952, the Texas Independent College Fund has raised and distributed more than $25 million to its 32 member colleges and universities. Members include Dallas Baptist University, Southern Methodist University, the University of Dallas, Southwestern Christian College, and Austin College.

Santa Barbara Community President Named to State Board

Luis Villegas, president of the board of trustees of the Santa Barbara Community College (SBCC) District in California, was appointed to the board of directors of the California Community College Trustees.

Villegas, on the SBCC board since 1993, is on the board of directors of the Channel Islands YMCA and the Santa Barbara Hispanic Chamber of Commerce, and cofounded the Chamber's Hispanic Business Council. He is a member of the California Community College Latino Trustee Association.

Villegas has an associate's degree from Santa Barbara City College, a bachelor's from the University of California-Santa Barbara (UCSB), and did graduate work at both UCSB and Universidad Autónoma de México, Mexico City.

Rancho Santiago District Receives Grant for Worker Training

Rancho Santiago Community College District in California was awarded a $736,036 U.S. Department of Labor grant to develop systems to train workers for high-skill jobs in areas where companies are facing labor shortages. It was one of 13 colleges and universities serving predominantly minority populations to receive a portion of more than $14 million in federal grants.

The College District will use the funds to develop a Bridge to Careers Consortium to evaluate the workforce situation in Orange County.

"Our district was awarded this highly competitive grant to build partnerships that will identify and address workforce needs within a high-tech environment," said Dr. Edward Hernández, college district chancellor. "Partnering with others is a district strength, and we're delighted to use this asset to improve the regional economy."

Fratelli Honored at CUNY Fair

New York City Councilman Guillermo Linares and Bronx Community College honor student Patricia Fratelli celebrated her 4.0 GPA during a City University of New York (CUNY) college information fair, an event open to all interested in higher educational opportunities at the University's senior colleges, community colleges, graduate center, law school, and medical school.

THE CITY UNIVERSITY
OF
NEW YORK

Photo by Andre Beckles

Participants had available to them details of CUNY's ESL program, basic skills immersion program, and basic language immersion program, which offer CUNY students intensive English instruction before they start their matriculated course work. The basic language immersion program is designed as an affordable option for entering first-year students who want to strengthen their English skills before starting their first semester and without using valuable federal and state financial aid.

"CUNY is continuing its historic mission of preparing immigrants for careers and lifelong learning," said Linares.

Pennsylvania Rebuilds Romance-Languages Department

The University of Pennsylvania's romance languages department has been undergoing a mild makeover. Upon losing five faculty members, the department has filled three positions and celebrated the appointment of a new chairperson, Ignacio Javier López. It is energizing its Latin American studies curriculum, stressing its importance in correlation to Spanish and Portuguese literature.

Former Emory University Professor Carlos J. Alonso (pictured) joined the department. The editor of *Publications of The Modern Language Association*, Alonso writes about Latin American intellectual history and literary theory. Reinaldo Laddaga, former visiting lecturer at Penn, became an assistant professor. An art critic and published novelist, Laddaga concentrates on the literature of Argentina, Chile, and Brazil. Maurice Samuels joined the department's French section. Interested in cultural studies, his work concentrates on 19th-century history.

NYU Honors Queen Sofia of Spain

New York University (NYU) bestowed an honorary Doctor of Humane Letters degree on Her Majesty Queen Sofia of Spain, recognizing her long-standing efforts in the areas of health, education, agriculture, and the betterment of women, as well as her support of the arts and humanities. Participants at the special academic convocation included NYU President L. Jay Oliva, NYU Board of Trustees Chair Martin Lipton, and NYU President Emeritus John Brademas.

Mateo Elected to Mercy College Board

Ted Dunn, chair of Mercy College's (N.Y.) board of trustees, announced the election to the board of Fernando Mateo.

Mateo is president of the New York State Federation of Taxi Drivers, an organization representing 15,000 livery drivers in New York City. He is the owner of Carpet Fashions Floor Coverings in Manhattan; is founder and chair of Goods for Guns Foundation, Inc., an exchange program used in different parts of the world that aims to remove illegal guns from the streets; and is on the board of directors of the Robert A. Taft Institute of Government, New York/New Jersey Minority Purchasing Council.

Conference at Nebraska-Lincoln Examines Race in America

As part of a national conference on race in America, the University of Nebraska-Lincoln hosted a town hall meeting, "Overcoming Problems of Race: Are Law, Politics, and Protests Enough?"

Moderated by Lucius J. Barker of Stanford University, the discussion featured Eduardo Bonilla-Silva of Texas A&M University, Mack Jones of Clark Atlanta University, Linda Williams of the University of Maryland-College Park, Rick Thomas of the Santee Sioux tribe of Nebraska, Dianne Pinderhughes of the University of Illinois at Urbana-Champaign, William Nelson of Ohio State University, and John Hibbing and Miguel Carranza (pictured) of Nebraska-Lincoln.

"The conference on race permits the examination of race in a diversity of ways and approaches," said Michael Combs, professor of political science at Nebraska-Lincoln.

Essex County Student Receives Scholarship Award

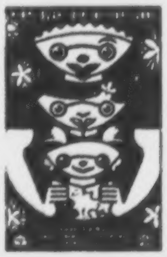
Photo © Leon Bolden

In New Jersey, Ana Muñoz, an Essex County College (ECC) student, received SCORE's (Service Corps of Retired Executives) 2000 Nathan Hart Scholarship Award for Excellence in Business Studies.

Muñoz, who graduated in December with an AS degree in business administration, received a $1,000 scholarship and plaque from Charles Schwerin, a volunteer with SCORE Chapter 15. She plans to transfer to the New Jersey Institute of Technology (NJIT) after completing ECC requirements and has already taken several courses at NJIT under the cross-registration arrangement between the two schools.

Muñoz is the fifth ECC student to receive the SCORE award from Schwerin in the past five years. Schwerin, a retired accountant, became acquainted with ECC several years ago when he took some computer classes at the West Essex campus.

Miami-Dade Hosts International Book Fair



Miami-Dade Community College (Fla.) hosted Miami Book Fair International 2000, an eight-day celebration of the written word.

The enormous gathering boasted more than 250 participating authors, 300 booksellers and publishers, and more than half a million visitors, making it the largest book fair in the nation.

Some of the most renowned contemporary authors talked about their life and their work, gardening, cooking, health, spirituality, personal relationships, culture, and literature. The Ibero-American authors program featured prominent Spanish authors from around the world. Rare books, maps, and other documents from the 15th to 20th centuries were displayed, appraised, bought, and sold at the Antiquarian Annex. And an extravagant three-day outdoor street fair capped off the events.

The official book fair poster (pictured), designed by artist David Lee Csicsko, conveyed the importance of families reading together.

Hostos Community College Shows Puerto Rican Films

"Ateneo Puertorriqueño's Cine sin Pantalla," the highly praised series featuring long-lost Puerto Rican films, premiered in The Bronx, N.Y., as part of Borough President Fernando Ferrer's Puerto Rican Heritage Month celebration. Hostos Community College screened four Puerto Rican motion pictures believed to have been permanently missing.

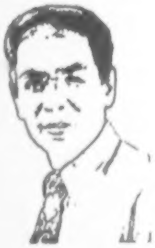
"Film is a wonderful medium to preserve our heritage and culture," Ferrer (pictured) said. "There is no better way to celebrate Puerto Rican Heritage Month 2000 than bringing back to New York audiences these jewels of Puerto Rican cinema."

Founded in 1876, Ateneo Puertorriqueño is the oldest and most active cultural institution in Puerto Rico. A not-for-profit organization, its mission is to preserve and promote Puerto Rican arts, culture, identity, and values. Its film unit, headed by Professor José Orraca, owns Cine Nuestro, the largest collection of Puerto Rican motion pictures in the world.

Directed by writer and director Roberto Ramos-Perea, *Cine sin Pantalla* is a special project to recover and revive long-lost Puerto Rican movie classics.

Southern Colorado Supports Minority Participation in Research

The University of Southern Colorado (USC) received a $370,000 grant from the National Institutes of Health for a project designed to engage Hispanic students at regional community colleges in biomedical research programs at the University.



USC Assistant Professor David Gonzales (pictured) is grant coordinator for the two-year Puente Project: Bridges to Biomedical Careers, which aims to increase the pool of minority applicants who pursue biomedical careers. The project will include 18-20 Hispanic students and three biology instructors from Pueblo Community College, Lamar Community College, and Trinidad State Junior College. Students and instructors will participate in an intensive five-week workshop on research techniques on the USC campus this summer, working with Gonzales in reproductive physiology, associate professor of chemistry Sandra Bonetti in protein chemistry, and associate professor of biology Dan Caprioglio in molecular biology.

Grant to Help SDSU Tutor El Centro Students

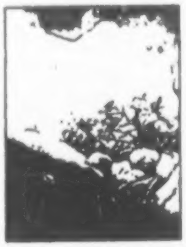
In California, San Diego State University (SDSU) Foundation announced the receipt of a $600,000 grant from the U.S. DOE Office of Post-Secondary Education to tutor middle school students from the El Centro School District in literacy and build student awareness of college opportunities–a three-year program that began in October. The SDSU Pre-College Institute, which coordinates the SDSU Upward Bound and Talent Search programs, will partner with the El Centro School District, the SDSU Imperial Valley campus, and the Imperial Valley College (IVC) Upward Bound program to bring the best practices of these federally funded programs to 200 middle school children, as well as faculty.

Dr. Khosrow Fatemi, dean of SDSU Imperial Valley, is principal investigator of the program. Dr. Cynthia Park, executive director of the SDSU Pre-College Institute, Rosa Moreno, assistant dean of SDSU Imperial Valley, and Rosalie López, director of Upward Bound at IVC, are co-directors.

Imperial Valley County has the highest percentage of Latino students in California. More than 55 percent of all students in the county are classified as below the federal poverty level. SDSU Imperial Valley is located in Calexico, a city of 30,000 located directly across the U.S.-Mexico border, and has an 80 percent Latino student population.

North Carolina-Chapel Hill Hosts Cuban Art Exhibit

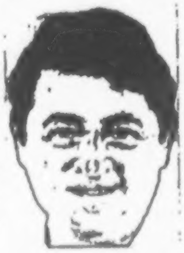
The University of North Carolina-Chapel Hill's University Center for International Studies and the Institute of Latin American Studies held the exhibit "Passion and Beauty: Three Artists from Cuba," coinciding with a Cuban symposium. The three featured artists, Alberto Carol, Liliam Cuenca, and Ciro Quintana, are all Cuban-born painters who relocated to the United States to gain more freedom to express their artistic visions. Rodney Derrick, an art collector who loaned the paintings for the exhibit, presented a conversation on "Collecting Cuban and Latin American Art."



Carol, born in Havana in 1945, studied at Cuba's National School of Art. (Pictured is Carol's 1993 acrylic on paper work, "Dia y Noche.") Cuenca, born in Cuba in 1944, studied at the San Alejandro Academy of Art and the Taller Experimental de Gráfica in Havana. Quintana, born in Havana in 1964, studied under Carol at the National School of Art.

García y Griego Authors Report for Mexican Studies Center

University of Texas-Arlington Center for Mexican American Studies (CMAS) director Manuel García y Griego (pictured) co-authored a report concerning California state government and how social policies might be improved to better integrate the large foreign immigrant population in that state.



The report "Immigration and Immigrant Integration in California: Seeking a New Consensus" was co-authored with University of California-Davis Professor Philip Martin. It is the first research report prepared in part under CMAS' auspices.

(Ed. note: See also pp. 24-27.)

City College of San Francisco Hosts Diego Rivera Lecture

City College of San Francisco (Calif.) presented a lecture, "Diego Rivera's Influence on California Art," at its Diego Rivera Theater. Paul Karlstrom, West Coast regional director of the archives of American art at the Smithsonian Institution, presented the free public lecture, part of the Diego Rivera lecture series funded by the California Council for the Humanities.

Columbia Theological Seminary Holds Scholars Seminar

Ofelia Ortega was among a distinguished group of scholars and pastors who initiated Columbia Theological Seminary's (Ga.) first Campbell Scholars Seminar, "Mission of the Church in the Twenty-First Century." Named in

honor of Columbia's former trustee and benefactor John Bulow Campbell, the seminar is intended to help Columbia and the church think more clearly about the character and work of mission in the new century. A critical component of each seminar is the presence of scholars and pastors from around the world.

Ortega, president of the Evangelical Theological Seminary in Matanzas, Cuba, is a greatly respected leader among the burgeoning Protestant churches of Latin America. Other international scholars included: Russel Botman, University of Stellenbosch, South Africa; Douglas John Hall, McGill University, Canada; Damayanthi Niles, St. John's College, University of Cambridge, England; and Janos Pasztor, from Budapest, Hungary. Joining them were two Columbia graduates and distinguished U.S. pastors, Joanna Adams and James Lowry; Columbia Professor Walter Brueggemann; and Acting Dean of Faculty Erskine Clarke, director of the seminar.

Grant to Help LaGuardia Train Hispanic Workers

LaGuardia Community College (N.Y.) received a $750,000 grant from the U.S. Department of Labor to prepare poor Hispanics for entry into careers in the telecommunications field.

The 30-month planning grant will fund a consortium, led by LaGuardia, Brooklyn Workforce Innovations, and New York City Technical College, that will analyze skills shortages in entry-level telecommunications jobs. Together with representatives from the Communications Workers of America and other key stakeholders from business and local communities, the consortium will design effective training programs for eligible Hispanics in Brooklyn and Queens.

LaGuardia was among 13 minority colleges and universities throughout the country to share $14 million in Department of Labor grants to develop new systems to train workers for high-skills jobs in areas where companies are facing labor shortages. The competitive grants were awarded to colleges and universities that have a reputation for partnership-building and skills training.

UC-Santa Barbara Hosts Catholic Scholars

Demetria Martínez, novelist, poet, journalist, and columnist for the *National Catholic Reporter*, will visit the University of California-Santa Barbara (UCSB) in May to speak on Catholic social activism and the Latino experience in the United States. She will base her remarks on her involvement in the Central American Sanctuary Movement of the late 1980s and early 1990s and her involvement in the protesting of vigilante attacks on undocumented immigrants along the Arizona-Mexico border.

In November, UCSB hosted University of Notre Dame history professor Jay Dolan, a leading expert on American Catholicism, in what organizers hope will become an annual UCSB series focusing on Catholicism and American life. The departments of Chicano studies and religious studies sponsored Dolan's lecture, "Religion and Ethnicity: Ties That Bind, Ties That Burn," in which he compared the experiences of German American and Latino Catholics in the United States.

Father John Coleman, Jesuit priest and professor at Loyola Marymount University, will lead a discussion in March–"Catholicism and the Engagement with Public Life."

Rochester Scholar Studies History of Minority Access to College

Harold S. Wechsler, professor at the Margaret Warner Graduate School of Education and Human Development at the University of Rochester (N.Y.), received a $380,000 grant from the Spencer Foundation to study the development of minority access to higher education and how institutional policies and actions affected it.

Photo © James Montanus

Wechsler will work with graduate student assistants to analyze a dozen U.S. colleges and universities by examining ethnic and racial histories, documents, surveys, and other materials that reveal student demographics, enrollment patterns, and institutional accommodations for minorities and women.

The three-year project allows Wechsler to bridge his previous research on early 20th-century admissions policies with his studies of minority access to college since 1970. Other historians have looked at elite Eastern colleges and how they handled the academic and social lives of minority students and women. Wechsler is taking the next step by tracking how women, African American, Jewish, Hispanic, and Asian college students fared at municipal and state institutions.

CCNY Receives $28 Million for Research

City College of New York (CCNY) received more than $28 million in research grants and support from government agencies, corporations, and private foundations during 1999-2000. The amount was the largest yearly total ever at CCNY and the most for any college in the City University of New York (CUNY).

The total includes nearly $10 million in support for sponsored research in the division of science, from such agencies as the United States Department of Energy and the National Science Foundation.

Other major recipients are the School of Engineering, with more than $6 million in grants; the School of Education, $3.8 million; and CCNY's Sophie Davis School of Biomedical Education/CUNY Medical School, $2.6 million.

In the News at Eastern New Mexico-Roswell

- David Rodríguez was the featured speaker at the 34th commencement convocation at Eastern New Mexico University (ENMU)-Roswell. A local chapter president of the Phi Theta Kappa honor society, Rodríguez was named to the All-State Academic Team and was nominated to the All-USA Academic Team. After graduating from ENMU-Roswell, he plans to pursue a bachelor's degree and a master's in business administration.
- The sixth edition of "Who's Who Among America's Teachers" included ENMU-Roswell instructors Kay Clemenza Trujillo, Kay C. Havenor, P. Maureen O'Conner Olguin, Janet E. Macaluso, Felecia Lee Harvey, MeLinda DeAnn Hughes, Marianne F. Pollack, Ann Jardine Garrison, Suzanne Taylor Berry, Calvin Brown, James V. Buchanan, Betty J. Chancey, Susan M. Weber Hall, Betty Lou Miller, Betty McCombs Patton, and Cheryl A. Vineyard.

Latino Magazine Announces Literary Prize Winners

el ANDAR, a national magazine that covers political and cultural trends in the U.S. Latino community, announced the winners of its Prize for Literary Excellence. The first of its kind, the contest had national prominence, was inclusive and bilingual. In an effort to raise the level of recognition of writers, several accomplished authors, including Isabel Allende, Sandra Cisneros, Ilan Stavans, and Gary Soto, founded the award competition and/or judged the essays.

Renato Rosaldo won the first place prize in the poetry category for his work *El ángel de la guarda*; Jessica Barksdale Inclán topped the fiction category with *Open Eyes*; and Sara Inés Calderón's *The Remains* earned her the first place Paula Award for Young Writers (sponsored by Isabel Allende).

el ANDAR was founded in 1989 by its publisher, Jorge Chino, in Santa Cruz, Calif. It went national in 1998.

Robinson Delivers Martin Luther King, Jr., Lecture at Nazareth

Renowned author and civil rights advocate Randall Robinson delivered Nazareth College's (N.Y.) Martin Luther King, Jr., Day lecture.

Robinson, a graduate of Harvard Law School, is an internationally respected human rights advocate and leader in the African American community. He is president of TransAfrica and TransAfrica Forum, organizations established to promote and improve U.S. policies toward Africa and the Caribbean, and to educate the American public about those policies. He is a leader of the Free South Africa Movement; he participated in a 27-day hunger strike to persuade the United States to halt its "discriminatory policy" towards Haitian refugees; and he is renowned for his efforts to alert Americans to the causes and implications of America's overcrowded prisons.

TC3 Seeking Minority Faculty

In New York, the Tompkins Cortland Community College (TC3) board of trustees approved a diversity staffing plan that commits the College to an intensive effort to recruit racial and ethnic minorities. TC3 is planning to hire 14 faculty members, primarily to replace retirees, over the next year.

"We have witnessed the value of diversity on our campus through our successful Global Connections program," said Carl Haynes, TC3 president. "We're trying to teach our students the value of connecting to a diverse, global society, and to have more diversity in the classroom and on campus. The enriched learning environment will benefit everyone."

The diversity staffing plan includes a commitment from Haynes to present a diverse field of candidates to the board for approval. If, despite all the efforts of the college, applicant pools are not satisfactorily diverse, a faculty diversification scholarship program will be created.

SAC Students "Win" with Lottery Commission

Several San Antonio College (SAC) students who study statistics with mathematics professor Gerald Busald won a victory for truth in advertising when they testified before the Texas Lottery Commission. They convinced the commission to clarify the language that describes the odds of winning, which by law must appear on scratch-off lottery tickets.

WIN UP TO $10,000

The Texas Lottery, in its eight years of existence, has always considered someone a winner who "breaks even" by winning back only the value of the ticket.

Busald's students, who originally suggested a study of lottery odds, believe this practice is deceptive and distorts the odds of actually winning. After they testified before the Lottery Commission, Linda Cloud, commission executive director, promised to change the language on the tickets to say, "Overall odds of winning any prize, including break-even prizes."

This is one of several instances in the last three years when Busald's students have found errors in lottery advertising, resulting in the withdrawal of inaccurate advertising materials.

Pictured here (l. to r.) are Busald, Efren Delgado, Nicole Cunningham, Kris Whitney, and Kristin Brotherman.

PUBLICATIONS

This Craft of Verse: Jorge Luis Borges–The Charles Eliot Norton Lectures, 1967-1968

Calin-Andrei Mihailescu, ed.

Transcribed from tapes only recently discovered, these lost lectures given in English at Harvard in 1967-1968 by Jorge Luis Borges return to us now, a recovered tale of a lifelong love affair with literature and the English language. He draws on a wealth of examples from literature in modern and medieval English, Spanish, French, Italian, German, Greek, Latin, Arabic, Hebrew, and Chinese.

2000. 154 pgs. ISBN 0-674-00290-3. $22.95 cloth. Harvard University Press. (800) 448-2242.

Loving in the War Years: Lo que nunca pasó por sus labios, 2nd ed.

By Cherríe L. Moraga

Cherríe Moraga has added a new generational perspective to her classic collection of essays and poetry, *Loving in the War Years*. The four new essays in this 20th-anniversary expanded edition are written in a voice that is nearly a generation older than the one that echoes off the pages that Moraga first wrote in the late 1970s and early 1980s. Moraga maintains her focus on issues of race, sexuality, ideology, and political power.

2000. 235 pgs. ISBN 0-89608-626-7. $17.00 paper. South End Press. (800) 533-8478.

Cuba Today and Tomorrow: Reinventing Socialism

By Max Azicri

Covering the turbulent period of the 1990s, this book examines such issues as the impact

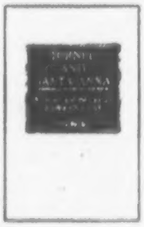
Cuba
Today and
Tomorrow

on Cuba of the Soviet Union's collapse, the country's social malaise under economic scarcity, the reorganization of its economy, changes in its political system, problems in its relations with the United States, and the renaissance of Cuban religious life in the aftermath of the pope's visit.

2000. 396 pgs. ISBN 0-8130-1756-4. $55.00 cloth. University Press of Florida. (800) 226-3822.

Tornel and Santa Anna: The Writer and the Caudillo, Mexico 1795-1853

By Will Fowler



José María Tornel y Mendívil (1795-1853) was one of Mexico's leading politicians and writers during the three decades that followed independence. Associated with Antonio López de Santa Anna for most of his life, Tornel was severely condemned and criticized by some of his contemporaries, who accused him of being a turncoat and having no political integrity. This is a study of the life of Tornel and his relationship with Santa Anna.

2000. 308 pgs. ISBN 0-313-30914-0. $69.50 cloth. Greenwood Press. (800) 225-5800.

Latin American Popular Culture: An Introduction

William H. Beezley and Linda A. Curcio-Nagy, eds.

LATIN AMERICAN
POPULAR CULTURE

This book gives readers a firsthand look at the popular culture of Latin America–its dance, cooking, art, carnivals, music, romance, funerals, monuments, medicine, and humor. It includes theoretical approaches to Latin American popular culture, such as the invention of traditions, the creation of national identity, the formation of gender roles, and the prevalence of ethnicity.

2000. 255 pgs. ISBN 0-8420-2711-4. $21.95 paper. SR Books. (800) 772-8937.

Transforming Classroom Grading

By Robert J. Marzano

Transforming

Transforming Classroom Grading is about designing grading systems that are both precise and efficient. Robert Marzano clarifies the basic purpose of grades and discusses what should be included in them, how to use a rubric-based approach to assessment and reporting, how to compute final topic scores and final grades, and how technology can streamline the grading process.

2000. 148 pgs. ISBN 0-87120-383-9. $22.95 paper. ASCD. (800) 933-ASCD.

El Mesquite: A Story of the Early Spanish Settlements between the Nueces and the Río Grande

By Elena Zamora O'Shea

El Mesquite

Even though most of the settlers in the 19th-century Texas open country between the Nueces River and the Río Grande had Hispanic names, they were, until very recently, rarely admitted into the pages of Texas history. In 1935, Elena Zamora O'Shea found an ingenious way to publish the history of her region and her people at a time when neither Tejanos nor women had much voice: she told the story from the perspective of an ancient mesquite tree.

2000. 80 pgs. ISBN 1-58544-108-2. $15.95 paper. Texas A&M University Press. (800) 826-8911.

La Raza Unida Party: A Chicano Challenge to the U.S. Two-Party Dictatorship

By Armando Navarro

La Raza Unida Party

Born in the idealism of the Chicano movement of the 1950s and '60s, La Raza Unida Party (RUP) gave Chicanos a voice in a White-dominated society. Here, noted Chicano movement theorist Armando Navarro traces the RUP from its beginnings in 1970 to its demise in 1981. He describes events, leaders, ideology, structure, and more. In addition to discussing the party's national and international politics, Navarro suggests options for future political action, a "Prospectus for a New Partido and Movement."

2000. 360 pgs. ISBN 1-56639-771-5. $27.95 paper. Temple University Press. (800) 447-1656.

How to Be an Instant Expert: 6 Steps to Being an Authority on Any Subject

By Stephen J. Spignesi

HOW TO BE AN
INSTANT
EXPERT

Any writer, student, teacher, or speaker who has been given the task of writing a book or an article, putting together a presentation for a class, writing a research paper, or crafting an informative speech probably asks the same question each time he or she faces a new assignment: *Where do I begin?* Here is Stephen Spignesi's 6-step system for becoming an instant expert on almost any subject.

2000. 238 pgs. ISBN 1-56414-476-3. $14.99 paper. Career Press. (800) CAREER-1.

The Gold Rush Diary of Ramón Gil Navarro

María del Carmen Ferreyra and David S. Reher, eds.

Upon hearing the rumors in 1848-1849 that there was gold to be gathered in California, Ramón Gil Navarro, an Argentinean political exile living in Chile, co-organized and accompanied 120 workers to Stockton and began prospecting. After witnessing racial and ethnic intolerance, swift and cruel justice, and experiencing great hardships, Navarro returned to South America without success. He became a national representative in the Argentinean Congress and worked as a journalist, never returning to California.

2000. 305 pgs. ISBN 0-8032-3343-4. $45.00 cloth. University of Nebraska Press. (800) 755-1105.

Constitutional Process: A Social Choice Analysis of Supreme Court Decision-Making

By Maxwell L. Stearns

This is a comprehensive analysis of how the collective nature of Supreme Court decision-making affects the transformation of the justices' preferences into constitutional doctrine. The author offers new insights into Supreme Court decision-making that have profound implications for understanding the outcomes in a number of cases and the resulting doctrinal development within constitutional law that traditional analyses have proven ill-equipped to explain.

2000. 420 pgs. ISBN 0-472-11130-2. $65.00 cloth. University of Michigan Press. (734) 764-4392.

The Contested Homeland: A Chicano History of New Mexico

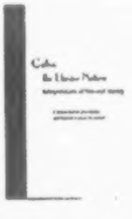
Erlinda Gonzales-Berry and David R. Maciel, eds.

Many books deal with New Mexico's past, but the 12 original essays here reinterpret that history for the first time from a Chicano perspective. Self-determination, resistance, and cultural maintenance are the recurring themes in the lives and struggles of Nuevomexicanos from 1848 to the present.

2000. 314 pgs. ISBN 0-8263-2199-2. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Cuba, the Elusive Nation: Interpretations of National Identity

Damián J. Fernández and Madeline Cámara Betancourt, eds.

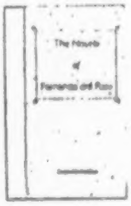


This anthology brings together scholars from a variety of disciplines who look at one main question: What constitutes Cuban identity? Encouraged to go beyond received ideas and time-worn methodologies, they offer revisionist perspectives that argue for a "Cubanness" marked more by tension and diversity than by harmony and similarity, more impure than pure, more elastic than static.

2000. 317 pgs. ISBN 0-8130-1800-5. $55.00 cloth. University Press of Florida. (800) 226-3822.

The Novels of Fernando del Paso

By Robin W. Fiddian



Fernando del Paso is said to be one of Mexico's most prestigious authors. In this first book-length comparative study, Robin Fiddian evaluates del Paso's relationships to Mexican, Spanish American, European, and North American narrative traditions, placing him in the context of other Latin American writers such as Fuentes, Cortázar, and García Márquez.

2000. 184 pgs. ISBN 0-8130-1806-4. $49.95 cloth. University Press of Florida. (800) 226-3822.

The Autobiography of María Elena Moyano: The Life and Death of a Peruvian Activist

Diana Miloslavich Tupac, ed.

In 1992, at age 33, Peruvian activist María Elena Moyano was assassinated by guerrillas of the revolutionary movement Sendero Luminoso. Her murder—a warning to others in the women's movement—galvanized the Peruvian people against Sendero Luminoso and its leader, Abimael Guzmán Reynosa. Good friend Diana Miloslavich Tupac tries to recover the voice of Moyano, a voice echoed by thousands of Peruvian women. Translated by Patricia S. Taylor Edmisten.

2000. 110 pgs. ISBN 0-8130-1810-2. $34.95 cloth. University Press of Florida. (800) 226-3822.

Many publications featured in this section are available through amazon.com.

CONFERENCES

ACE 83rd Annual Meeting

February 17-20

The American Council on Education will meet on "Shaping Public Policy with New Leaders." At Marriott Wardman, Park Hotel, Washington, D.C.

Contact: (202) 939-9410; website, www.acenet.edu.

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education. At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, the national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

UCSB

Director of Admissions

The University of California, Santa Barbara invites applications and nominations for a Director of Admissions. A senior administrative position in Enrollment Services, a unit within the Division of Student Affairs, the Director is responsible for the recruitment and admission of undergraduate students. Related functions include managing a comprehensive information and recruitment program; processing freshman and undergraduate transfer applications; implementing UC admission policies and meeting campus enrollment goals; and developing and maintaining positive relations with community colleges and public/private secondary schools. The Director provides leadership in achieving a high-quality, diverse student body and in creating and maintaining a campus climate that supports multiculturalism and promotes academic achievement.

The successful candidate will have significant experience in undergraduate admissions; a knowledge of current recruitment and marketing trends; budgetary and personnel management skills; and a history of working in a collaborative and collegial manner in a large institutional environment.

Qualifications include:

- Master's degree or an equivalent combination of education and experience and five to 10 years of experience in a related area within higher education;
- Demonstrated commitment to diversity and the academic success of underrepresented students;
- Excellent verbal and written communication skills

The University of California, Santa Barbara is preeminent in education, research, and public service. Located 90 miles north of Los Angeles, ideally situated between the Pacific Ocean and the Santa Ynez Mountains, the campus has an undergraduate enrollment of 18,000 students and is highly selective in its admissions process. Applicants may view the Division of Student Affairs' home page at **www.sa.ucsb.edu.**

Review of applications will begin **April 1, 2001,** and the position will remain open until filled. Interested candidates should submit a current vita/resume, including the names, addresses and telephone numbers of at least five professional references. Refer to job number **2001-01-033. Materials** should be sent to:

Elvira Clark
Human Resources Employment Office
University of California
Santa Barbara, CA 93106-3160

UC Santa Barbara is an Affirmative Action, Equal Opportunity employer committed to fostering diversity in its faculty, staff, and student body. All qualified applicants are encouraged to apply including minorities and women.

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Are You Interested in Living and Working in the Land of Enchantment?

The University of New Mexico, a NCAA Division I-A institution and member of the Mountain West Conference, has established a continuous recruitment program for all of its coaching and administrative staff positions in the Department of Intercollegiate Athletics. The purpose of the program is to identify candidates and develop an application pool for coaching and administrative positions that may become available in the future.

The university is currently soliciting expressions of interest and nominations for a variety of senior management and entry-level administrative positions in the areas of business/finance, marketing, development (fundraising), media relations, academic advisement/ counseling, NCAA compliance, ticket services, facility/event management video services, equipment management, and athletic training. In addition, expressions of interest and nominations are being accepted for coaching positions in the sports of men's and women's basketball, men's and women's soccer, men's and women's track & field/cross country, men's and women's tennis, men's and women's golf, men's and women's skiing, women's volleyball, women's softball, women's swimming/ diving, men's baseball and football.

Qualifications: Bachelor's degree required for most positions. Coaching or administrative experience at the Division I level preferred, but generally not required, for most positions.

Salary Schedule: Commensurate with position and selected candidate's qualifications and experience.

Expressions of Interest/ Nomination Process: Expressions of interest and/or nominations of candidates should include a cover letter, resume, e-mail address, list of references and telephone numbers by regular mail or e-mail to: **Ms. Sylvia Lopez, Personnel Coordinator, University of New Mexico Department of Athletics, South Campus, Albuquerque, NM 87131-0041, or to salopez@unm.edu.**

Please reference this advertisement in your cover letter. When a position for which an individual has expressed interest, or is nominated, becomes available, the University will notify the individual by e-mail of the University's formal application procedures. Copies of most job descriptions may be found on the University's web-site: **www.unm.edu**

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Book Review

By Mark Saad Saka

***Latino High School Graduation: Defying the Odds*, by Harriett D. Romo and Toni Falbo.** 324 pages. Austin: University of Texas Press, 1996. ISBN 0-292-72495-0. $19.95 paper.

This is an essential book for any counselor, high school teacher, public school administrator, or advocate for the education of Latino youth. Anyone who fails to consider the seriousness of the issues that it addresses or the recommendations made has no business educating Latino youth.

Romo and Falbo studied the progress of 100 Mexican American students in the Austin Independent School District from 1989 to 1993. Through school records, personal interviews with the students, their parents, and extensive fieldwork in the communities, the authors followed students whom school officials designated as "at risk" for dropping out. The book describes how many of these youth defy tremendous odds, stay in school, and earn their diplomas. It is a testimony to the tenacity of youth who overcome entrenched school bureaucracies, severe economic constraints, structural impediments, gang involvement, teen motherhood, language difficulties, lack of parental education as a model, administrative glitches, and punitive school policies directed overwhelmingly against Mexican Americans in one of America's largest urban school districts.

LATINO
HIGH SCHOOL
GRADUATION
By Harriett D. Romo
and Toni Falbo

Among Whites and African Americans, high school dropout rates have steadily decreased over the past 30 years. The rate for Latino youth has remained constant at 35 percent. This issue is critical to the future of the U.S., its democratic values, and an economic system balanced in large part by a sizeable middle class. Latinos represent the fastest-growing U.S. population segment. By 2015, Mexican Americans are projected to be the largest ethnic group in the two largest states, Texas and California.

A nation or state that does not adequately address such a situation is in serious denial. America's class structure might one day more closely resemble that of Brazil–with its extreme polarization of wealth, secluded and gated White suburban enclaves, large prison populations of people of color, and an uneducated urban proletariat–than that of an industrial democracy resting on a solid, educated middle class. This book could be one of the most important of the coming decades, and failure to heed its recommendations, catastrophic.

Peppered throughout the text are the students' personal histories and family biographies. Major issues affecting Latino youth and their access to education are laid out in a readable fashion. Case studies of Hispanic students tracked from even as early as kindergarten demonstrate that the tracking affected the rest of their lives–that the use of norm-referenced tests to track students seriously reduces the likelihood that Hispanic students will acquire the skills they need to graduate from high school, much less go on to higher education. The denial of honors-level courses to Latino youth was quite disturbing. Without access to challenging courses taught by excited and committed teachers, motivated students quickly lose interest and become susceptible to gang involvement and teen motherhood, sure tickets to nowhere.

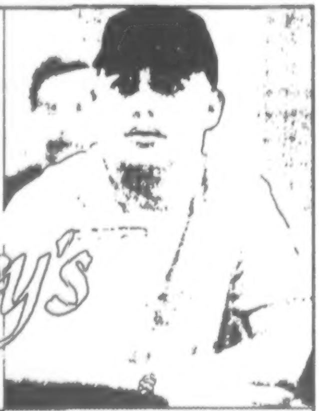
A number of students who had dropped out later tried to return to school to complete their high school diplomas. The interviews reveal structural impediments that schools have established that prevent these "marginal" and "at-risk" students from returning, thus streamlining these students into obtaining their GED or, worse, simply moving into the job market as unskilled labor. The lack of Spanish-speaking counselors, administrators, and teachers in many schools surveyed brings to light the difficulty that Spanish-speaking parents had in understanding the needs of their children. By the time they learned of their child's marginalization, it was usually too late.

The authors present far-reaching recommendations which, if implemented, could begin to address high school graduation and open the possibility of a greater number of college-bound Latino youth. These include putting student learning first–not that of career-oriented administrators; clarifying scholastic standards; intervening early to prevent student failure and retention; assigning meaningful homework; emphasizing hard work that motivates and interests students; improving school access for students and Spanish-speaking parents; and greater emphasis on the value of a high school diploma, which few of those interviewed believed would really make a difference in their career options.

I was reminded of the old saying in 19th-century New Mexico that "to educate a Mexican is to lose a sheepherder." The structural imbalances and bureaucratic glitches permeating Southwestern educational systems could lead one to believe that very little has changed, that the American political economy rests upon the backs of unskilled peoples of color. Structural constraints prevent so many Latino youth from even reaching the doors of a university; this book offers the possibility of changing that scenario.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.



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HOW 02/01

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The Community College of Southern Nevada is a comprehensive community college with an average enrollment of more than 32,000 students. Facilities include 5 campuses and approximately 40 learning centers distributed throughout the four county districts. CCSN is a multi-campus institution, so travel between campuses in the Las Vegas Valley may be required.

FALL 2001 FACULTY POSITIONS
Start Date: August 2001

Anthropology
Art - Sculpture, Foundry & Drawing
Automotive
Biology
Biotechnology
Building Technology
CISCO
Computer Information Technology - Programming
Computer Information Technology-Novell Networking
Computer Information Technology-GIS
Computer Information Technology-Java
Counselor
Dental Hygiene
Diagnostic Medical Sonography
Economics
Education - Secondary
EMS - Program Director/Instructor
English - Distance Education Emphasis
English
Environmental Safety
Hotel Management
Massage Specialist
Medical Office Assisting
Nursing - RN
Photography - Commercial
Physics - PreEngineering
Political Science
Psychology
Sociology
Spanish
Speech - Broadcasting
Speech
Theatre
Veterinarian

TO ENSURE FULL CONSIDERATION, APPLICATION MATERIALS MUST BE RECEIVED NO LATER THAN Wednesday, February 28, 2001 -5:00 p.m. All positions open until filled. Completed packets will include a Community College of Southern Nevada application (application available on line), a resume, three letters of reference (dated within the last three years) with name, address and telephone number and copies of unofficial transcripts. All materials sent remain the property of the College and will not be returned. A separate application package must be filed for each position. Submit materials to:

Human Resources Office
Community College of Southern Nevada
3200 E. Cheyenne Avenue
North Las Vegas, NV 89030

Telephone: (702) 651-4808, Fax (702) 651-4310, Website: http://www.ccsn.nevada.edu, click on support services. CCSN employs only U.S. citizens and aliens authorized to work in the U.S. *AA/EOE/ADA*
January 2001

USF University of South Florida

Founded in 1956 as the first U.S. university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Provost & Vice President-	Office of Provost-	OPEN
Rsch Asst Prof/Assoc Prof/Professor-	Institute for Child Health Policy-	02/15/01
Assistant Professor-	Secondary Education-	02/15/01
Research Assistant Professor-	Community Mental Health-	02/15/01
Assistant/Associate Professor-	School of Physical Ed-	02/16/01
Dean-	Library-	OPEN
Assistant/Associate Professor-	Childhood/Language Arts/Reading-	02/23/01
Associate Dean for Research-	Education-	02/26/01
Associate/Full Professor-	Education Leadership-Sarasota/Manatee-	02/26/01
Assistant Professor-	Pediatrics-	02/28/01
Assistant Professor-	Radiology-	02/28/01
Assistant/Associate Professor-	Internal Medicine-	02/28/01
Assistant/Associate Professor-	Pediatrics-	02/28/01
Assistant Professor-	Psychiatry & Behavioral Medicine-	03/01/01
Assistant/Associate Professor-	Elementary Education-	03/02/01
Assistant In Research (7 positions)-	Marine Science-	03/02/01
Assistant Professor-	Art Department-	03/03/01
Research Assistant Professor-	Mental Health Law & Policy-	03/05/01
Professor/Chair-	Epidemiology & Biostatistics-	03/15/01
Associate Professor/Professor-	Psychiatry-	03/30/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	03/31/01
Assistant/Associate Professor-	Internal Medicine-	04/30/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

RESIDENCE DIRECTOR
University Housing - Residence Life
University of Nebraska - Lincoln

The University of Nebraska at Lincoln is seeking a Residence Director for housing of up to 500 students. The successful candidate will supervise 7 - 14 resident assistants and may supervise an assistant residence director. This person will engage in counseling and serve as a campus judicial officer, manage the administrative components of a 500 bed facility and fulfill liaison duties. Position may include learning community component. Bachelor's required. Master's desirable. Background in student personnel, counseling or related field plus direct supervisory experience required. Community living experience essential. Supervision of college students and knowledge of student development preferred. This is a live-in, full-time position. Minimum annual salary $21,834 (10 month), $26,306 (12 month) plus apartment, meals when available and excellent fringe benefits. Position begins July 16, 2001. Submit cover letter, resume and names and address and telephone numbers of three references postmarked by March 7 to **Keith Zaborowski, 202 University Housing, UNL, Lincoln, NE 68588-0622.**

UNL is committed to EEO/AA and ADA/504.

If you require accommodation, please call (402) 472-1013.

Systems Librarian, Electronic Services

Gwinnett Center Library

SEARCH EXTENDED

The Gwinnett University Center Library (http://www.gpc.peachnet.edu/gusclib) is a dynamic consortium library integrating information technology with traditional library services serving 3800 undergraduate and graduate students, faculty, and staff of the Gwinnett University Center partner institutions of Georgia Perimeter College and the University of Georgia. Plans for a new library within the Gwinnett University Center's new campus are underway with opening slated for Fall 2002. The new campus will offer expanded facilities and programs and serve as a high-tech center of the University System of Georgia.

Reporting to the Director of the library, the Systems Librarian will be responsible for the management of the Gwinnett University Center Library's electronic services and operation of systems including ILS coordination, web site management, library systems management, and integration of external campus services into the library's electronic environment.

Requirements include an ALA-accredited Master's degree in Library or Information Science, a working knowledge of Windows-compatible hardware, software, operating systems, MS Access, and HTML. A working knowledge of delivery and instructional applications and experience in designing and maintaining an institutional web site are required. Salary: $32,564+ (commensurate with education and experience). We offer excellent benefits. Starting date: ASAP. Review of applications will begin March 2, 2001 and continue until the position is filled.

Applicants should reference position number #01-203 and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, telephone numbers) to: **Attn: Judy Chastoney, Georgia Perimeter College Human Resources, 3251 Panthersville Rd, Decatur, GA 30034. Fax: 404-244-5774.**

An AA/EOE Employer

De Anza College

Faculty Vacancies

- Special Education Instructor, Assistive Technology
- Mathematics Instructors
- Computer Information Systems Instructor
- World Music Instructor
- Graphic Design/Interactive Design Instructor
- Photography & Digital Imaging Instructor
- Business & E-Commerce Instructor
- Film Studies Instructor
- Specialist/Instructor - Alternate Media
- Specialist/Instructor - Web Accessibility
- Counselor, EOPS
- Academic Coordinator, Distance Learning Center
- ESL Instructor (2 positions)

For application materials contact:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217

employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

DEAN, SCHOOL OF ENGINEERING

THE UNIVERSITY OF NEW MEXICO

The University of New Mexico is seeking a dynamic and experienced leader for the position of Dean of the School of Engineering (SOE). Located in Albuquerque, UNM is a Carnegie Doctoral/Research Extensive institution and a DoEd Minority public university. Founded in 1889, UNM is the largest and most comprehensive of the state's institutions of higher education. The Dean, who reports directly to the Provost/Vice President for Academic Affairs, provides academic and administrative leadership to the SOE. As the primary academic and administrative officer of the faculty of the School of Engineering, the Dean will assume a central leadership role in continuing development of the SOE's disciplines toward national eminence with a solid commitment to research and teaching. The Dean is responsible for improving and promoting the SOE in areas of instruction, research, fiscal management, development and personnel. The School of Engineering (SOE) has over 100 faculty in five academic departments: Chemical and Nuclear Engineering, Civil Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical Engineering. Among the internationally recognized centers associate with the school are the Center for High Technology Materials, the Center for Microengineered Materials, the Microelectronics Research Center, the High Performance Computing Education and Research Center, and the New Mexico Engineering Research Institute. UNM is also a member institution of the WERC-A Consortium for Environmental & Technological Development. The SOE is ranked nationally for both its undergraduate and graduate programs.

Minimum qualifications for the position include an earned Ph.D. in Engineering or doctoral degree in a related discipline, a record of accomplishment or credentials that would merit appointment at the rank of tenured full professor in an academic department of UNM's School of Engineering, and three years of management and administrative experience at the level of department head, chair, research director, center director, dean, or the equivalent. For a complete listing of the position description including desired qualifications and application procedures you may access the job posting on UNM's web site at **http://www.unm.edu/~oeounm/facpost.html.** You may also request a copy of the position announcement from **Dr. Nancy Middlebrook, Search Coordinator, 235 Scholes Hall, UNM, Albuquerque, NM, 87131, (505) 277-2611, ndm@unm.edu.**

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer/Educator

For information additional information about UNM see **http://www.unm.edu**

FULL TIME FACULTY POSITION

PARAMEDIC PROGRAM
Instructor, Assistant Professor or Associate Professor

Teach and coordinate a full range of EMT and Paramedic courses, in a New York State Department of Health approved and nationally accredited paramedic program. Required certifications include NYS CIC, NYC CLI, NYS Paramedic, NYC REMAC Paramedic, ACLS & BCLS Instructor, and PALS certified. Requires a minimum of three (3) years of paramedic CIC experience in both entry and refresher programs, as well as experience with national accreditation program requirements. Master's degree and three (3) years teaching experience required for Instructor. Master's degree plus New York State certified paramedic plus eight (8) years experience required for Assistant or/Associate Professor.

SALARY:

Instructor:	$29,997/A - $48,284/A
Assistant Professor:	$32,703/A - $57,049/A
Associate Professor:	$42,616/A - $68,174/A

REFER TO BMCC VACANCY #841-2 AND FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY 2/20/01 TO:

Dean Michael Haynes
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER IRCA VERFICATION REQUIRED - NO PHONE CALLS, PLEASE.

BMCC

BEST COPY AVAILABLE

Salisbury
STATE UNIVERSITY

Assistant Professor
Educational Technology

The Education Department of Salisbury State University invites applicants for the position of Assistant Professor in Educational Technology. Requirements include: a completed doctorate or ABD in instructional or educational technology or in a related field in education; teaching experience using technology at the elementary, middle or secondary level; demonstrated effectiveness in teaching; expertise in technology integration into the curriculum and use of technology for inquiry and school reform. Knowledge of electronic portfolios is desirable. Responsibilities for this full-time tenure-track position will include teaching and advising graduate & undergraduate students, participating in a PT3 Implementation Grant, engaging in professional development in educational technology, providing leadership in program development and providing service to the department, school, and university. Preference will be given to candidates with teaching experience at the undergraduate or graduate level. Start date: August 15, 2001.

Send curriculum vitae, academic credentials and three letters of recommendation to: **Regina Royer, Co-Chair, Education Department, Salisbury State University, Salisbury, MD 21801.** Review of applications will continue until the position is filled. Salary will be commensurate with qualifications and experience.

Salisbury State University is committed to employment equity and diversity in the workplace. We especially welcome and encourage applications from minorities, women, and persons with disabilities.
Our employment goals are to create a workforce from a variety of backgrounds and experience that will strengthen the values of a diverse university community.
Salisbury State University is an Affirmative Action/Equal Opportunity employer.

Visit our Website to learn more about SSU: **www.ssu.edu.**

R·I·T Rochester Institute of Technology

- **Three full time faculty positions open in: Graphic Design, New Media Design & Imaging, and Industrial Design**

Full-time, tenure track positions. School of Design, College of Imaging Arts & Sciences, Rochester Institute of Technology

Salary: Commensurate with applicant's qualifications and experience

Starting Date: September 1, 2001

- **Graphic Design (Asst. Prof.) Required Qualifications**

MFA degree in a design field that includes graphic design, or closely related visual field. Minimum 2 years of professional design experience. Teaching experience at the college level. Commitment to teaching excellence. Strong graphic design and imaging skills.

- **New Media Design & Imaging (Asst. Prof.) Required Qualifications**

MFA degree in visual communications that should include interactive media design. Minimum 2 years of professional multimedia/interactive design experience. Teaching experience at the college level. Proficiency in screen design and interactive media, computer imaging, web design, digital typography, digital video & sound, 2D animation, 3D modeling, authoring software and scripting. Commitment to teaching excellence.

- **Industrial Design (Rank to be determined) Required Qualifications**

MFA degree in industrial design or equivalent. Distinguished professional experience in industrial/product design. Teaching experience at the college level. Management and leadership experience. Commitment to teaching excellence. Teaching ability/experience in many of the following: Methodology, human factors, business practices, production processes, rendering, design history and theory, interactive media, 3D software applications, and basic graphic design applications.

Responsibilities: Teach major courses , curriculum development, committee assignments, student advising, professional development activities, including progression in computer and design skills as related to the curriculum.

Application Materials: (please indicate for which position you are applying) Letter of application, statement of teaching philosophy, detailed resume, 3 references (name/phone/address), portfolio of relevant professional work*, examples of relevant student work* and samples of course project assignments. (**Interactive/Multimedia examples required for New Media. Welcome for other positions.*) AA/EOE.

Send application materials with a SASE to:
Prof. Nancy A. Ciolek, Chair
School of Design
Rochester Institute of Technology
73 Lomb Memorial Drive
Rochester, NY 14623-5603
Phone: 716-475-2668

- For information on our programs: www.rit.edu/design

Review of applicants will begin February 1, 2001 until filled.

Network Technician

The Division of Library and Information Services at Plattsburgh State University of New York seeks a motivated, team-oriented professional for the position of Network Technician. This twelve-month, renewable appointment reports to the Network Manager of Network Operations. Network Operations is currently comprised of a Network Services Coordinator and Network Manager. Network Operations provides the campus community with direction for network planning, installation services, and troubleshooting. The Network Operations staff plays a critical role in the development of new network services while maintaining existing installed services.

Responsibilities include: Assisting with network planning and implementation; documentation of the campus network; troubleshooting network related problems; evaluating and testing new network hardware and software technologies; conducting site surveys to analyze project needs; installation and maintenance of network equipment across campus; and serving as a backup to the campus Network Manager.

Qualifications: A Bachelor's degree with a minimum of three years related experience; experience with network management; knowledge of local and wide area network topologies; and familiarity with common computer systems (DOS/Windows 3.X, Windows 95, Windows NT, Macintosh, OpenVMS/VMS, and Unix/Linux) and related software are required. Strong problem solving/troubleshooting skills; experience with computer programming (C, PERL, and HTML scripting); and demonstrated proficiency in oral and written communication skills will be highly regarded.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: Beginning at $40,000, based on experience, with excellent benefits. Review of applications begins immediately and continues until position is filled. Please submit letter of application, resume, and the names and telephone numbers of three references to: **Chair, Search Committee (PJ# 2521-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh

UNIVERSITY OF
FLORIDA

Special Education Faculty Position

Assistant/Associate Scholar Position starting June, 2001 or sooner. This position involves assisting in the administration of the Center for Personnel Studies in Special Education (COPSSE), teaching undergraduate and graduate courses, advisement, supervision, research, and service. COPSSE is a federally funded research center, with a focus on studies of teacher supply and demand, teacher education, and certification and licensure. This position is split between work in the center and work in the department. Eligibility requirements: Earned doctorate in an appropriate discipline (special education preferred), professional experience with children or youth with disabilities, and evidence of scholarly accomplishment. Preference will be given to candidates with experience in university teaching and supervision, proposal writing, and school-based research. Applicants must be committed to a collaborative, unified approach to teacher preparation, and an inclusion model of service delivery. Apply to: **Dr. Paul T. Sindelar, University of Florida, PO Box 117050, Gainesville, FL 32611.** Deadline: A letter of application, curriculum vitae, and reprints of two recent papers must be postmarked by March 15, 2001. Three letters of recommendation should be sent to the same address.

The University of Florida is an EEO/AA employer. Applications from women, individuals with disabilities, and individuals from underrepresented groups are especially welcome.

STOUT
UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, UW-Stout has 7,700 students enrolled in 17 graduate and 26 undergraduate programs. The university is located in Menomonie, Wisconsin, 60 minutes east of Minneapolis-St. Paul on Interstate 94. Located in the Chippewa Valley Region (population base of more than 186,000), Menomonie is a city of 14,600 surrounded by beautiful lakes, streams and woods. The university invites applications for the following positions:

FACULTY/ACADEMIC STAFF

College of Arts and Sciences

Art and Design: a) Graphic Design, faculty; b) Drawing/Life Drawing, faculty; c) Industrial Design, faculty; d) Multimedia Design, faculty; e) Gallery Director/Curator, academic staff; f) Art History, academic staff; g) Studio Art/Muljimedia Design, academic staff. 715/232-1141, **verdonr@uwstout.edu.**

Social Science: a) Sociology (emphasis on sociology of work; generalist), faculty; b) Sociology (emphasis on race and ethnicity; social problems), faculty. 715/232-1503, **bigsayb@uwstout.edu.**

College of Human Development

Athletics: a) Head Women's Tennis Coach, part time; b) Assistant Women's Basketball Coach and Compliance Officer; c) Assistant Football Coach.715/232-2161, **terrys@uwstout.edu.**

Food and Nutrition: a) Nutrition, faculty; b) Food Science, faculty. 715/232-2183, **cokerj@uwstout.edu.**

Education, School Counseling, School Psychology: a) Education Foundations, faculty; b) School Counseling, faculty; c) Special Education, faculty. 715/232-2678, **haasej@uwstout.edu.**

Human Development, Family Living and Community Educational Services: a) Child Development/Early Childhood Education, faculty; b) Head Teacher, Infant Toddler Lab/Student Teaching Supervision. 715/232-2282, **thompsonm@uwstout.edu.**

Psychology: Industrial/Organizational, faculty. 715/232-2242, **franklint@uwstout.edu.**

Rehabilitation and Counseling: Vocational Rehabilitation, academic staff. 715/232-2499, **stewarts@uwstout.edu.**

College of Technology, Engineering and Management

Communication, Education and Training: a) Marketing Education, faculty; b) Graphic Communications Management, faculty; c) Photography/Multimedia, faculty; d)Lab Manager, Technology Education; e) Lab Manager, Graphic Communications Management. 715/232-1311, **rowans@uwstout.edu.**

Industrial Management: a) Enterprise Education/Operations Management, faculty. 715/232-5034, weckmuellern@uwstout.edu. b) Enterprise Resource Planning/Supply Chain Management, faculty. 715/232-1195, **kolbk@uwstout.edu.** c) Quality Engineer, faculty. 715/232-1144, **lacksonent@uwstout.edu.**

Stout Technology Transfer Institute: Research Specialist. 715/232-5266, **benkowskij@uwstout.edu.**

ADMINISTRATIVE/STAFF

Admissions: Assistant Director of Admissions. 715/232-1232/1411, **steinmeyerd@uwstout.edu.**

Budget, Planning and Analysis: Director. 715/232-1681, **vicekk@uwstout.edu.**

Involvement and Leadership Center: Community Development Coordinator. 715/232-2503, **mcmanusm@uwstout.edu.**

Library Learning Center: Reference/Instruction Assistive Technology Distance Education.715/232-1184, **jaxj@uwstout.edu.**

Residence Life: a) Hall Director; b) Associate Hall Director.715/232-1121, **griesbachs@uwstout.edu.**

Stout Solutions: a)Credit Outreach Program Manager; b) Non-credit Outreach Program Manager; c) Key Accounts Program Manager; d) Key Account/Analysis Program Manager. 715/232-3336, **frasierj@uwstout.edu.**

OTHER

Various Limited Term Positions: a) Academic Staff (all disciplines); b) Grant and/or sponsored project managers; c) online leaning instructors; and d) life-long education (all disciplines). 715/232-3336, **frasierj@uwstout.edu.**

Faculty are expected to conduct appropriate research and scholarship in their field in addition to teaching, advising and service responsibilities. Instruction is student centered and requires the use of instructional technologies in teaching and may require the delivery of course work via alternative delivery methods, times and locations. New freshmen entering UW-Stout in Fall 2002 will be required to have a laptop computer. UW-Stout values diversity of people, ideas and experiences. *University of Wisconsin Stout is an equal employment opportunity/affirmative action employer.*

The positions are expected to be filled, but are contingent on funding. Since dates for screening of applications vary with position/department, place your inquiry as soon as possible.

For information about University of Wisconsin Stout, go to: http://www.uwstout.edu
For information about the Chippewa Valley region visit: http://www.chippewavalley.org
For position descriptions and more information check: http://nationjob.com/uwstout
Or contact the number or e-mail as listed for each position.

Foothill College

Dean
Language Arts

The Dean provides leadership for the Language Arts Division, which consists of English, English as a Second Language, and Foreign Languages including but limited to Chinese, Japanese, Korean, French, Spanish, and German.

Formulate and implement division/college goals and objectives; work to improve communications throughout the division; provide vision and implementation of programs.

For application materials contact:

Foothill-De Anza CC District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217

employment@fhda.edu
www.fh.fhda.edu/district/hr/employement.tml

PROFESSOR OF EDUCATION
FOCUS ON DIVERSE LEARNERS AND LEARNING

The Department of Teaching and Learning of Peabody College, Vanderbilt University, is currently seeking candidates for a senior faculty position, with interest in diverse learners and learning in diverse settings. Curriculum and program areas are open, to be determined by applicants. Opportunity to work with University-wide Learning Sciences Institute. Candidates must have an earned doctorate in an appropriate field, an active line of research related to issues of diversity, and evidence of successful external funding. The Department has 23 full-time faculty and 14 part-time and adjunct faculty who provide support for undergraduates, masters and doctoral students in Early Childhood, Elementary, and Secondary Education. Demonstrated excellence in research, scholarship and teaching are required. Salary and fringe benefits are competitive. Review of applications begins March 1, 2001, and will continue until the positions are filled. Position begins September 1, 2001. Applicants should send a letter of interest, curriculum vita, three publications, and the names of four references to Dr. Dale C. Farran, Chair of the Search Committee, Department of Teaching and Learning, Box 330 GPC, Vanderbilt University, Nashville, TN 37203 (615 322 8100).
E-mail: Dale.Farran@Vanderbilt.edu.

Affirmative Action/Equal Opportunity Employer. Minorities and Women are Encouraged to Apply.
Prospective applicants are encouraged to visit the Peabody College of Vanderbilt University website at
https://www.peabody.vanderbilt.edu/peabody.

UNIVERSITY OF SOUTHERN CALIFORNIA

Marshall School of Business

Position openings for full time Lecturers and Assistant Professor to teach business courses in advanced writing and communication skills and strategies to undergraduate and graduate business students. Positions are non-tenure track and will begin Fall 2001.

Most qualified candidates will have a background in business; experience teaching written and oral communication; and experience with classroom technology, computer-aided teaching, and delivery alternatives. Ph.D. in Rhetoric, Communication, Composition or equivalent related field is preferred. Excellent teaching skills required.

To apply, send letter of application, resume or CV, and a list of three references.

Faculty Recruitment Committee
Department of Business Communication
Marshall School of Business
ACC 400
University of Southern California
Los Angeles, CA 90089-0444

Minority candidates are encouraged to apply. The University of Southern California is an equal-opportunity, affirmative-action employer.

Application materials must be received by February 16, 2001.
Receipt of materials will be acknowledged.

MIT | Media Laboratory

Tenure Track Faculty Position

The Media Laboratory is seeking new Faculty. Candidates should have demonstrated expertise in human expression, communication, or learning, and the invention of technologies related to these areas.

Responsibilities include: teaching (graduate and under-graduate), research, and supervision of graduate students. Appointments will be principally at the Assistant Professor level.

Qualified candidates should submit a resume, representative materials or portfolio, the names of three references, and a concise summary of their teaching and research interests by Thursday, March 1, 2001 to: **Faculty Search Committee, MIT Media Laboratory, E15-218, 20 Ames Street, Cambridge, MA 02139-4307.** Inquiries should be sent to: search@media.mit.edu. For additional information about the Laboratory, see our web page: http://www.media.mit.edu. MIT is a non-smoking environment.

Qualified women and minority candidates are encouraged to apply. MIT is an equal opportunity/affirmative action employer.

Massachusetts Institute of Technology

UNIVERSITY OF WISCONSIN OSHKOSH COLLEGE OF NURSING

TEACHING POSITIONS

The University of Wisconsin Oshkosh College of Nursing is accepting applications for tenure-track faculty positions. The College has a basic and degree completion program at the BSN level, and since 1974 a Family Nurse Practitioner Program.

Tenure-track positions available in the areas of Adult Health Nursing (adult NP or acute care CNS/NP preferred), Family Nurse Practitioner, and Nursing Informatics. Positions are academic year appointments (9-month).

Assistant/associate professor rank dependent on experience. Earned doctorate in nursing or related field required. Applicants with substantial progress on doctorate may be considered. MSN required and eligibility for Wisconsin licensure. Teaching experience desired at the baccalaureate or masters level. Positions are available January 2001 and September 2001. Persons of color are strongly encouraged to apply.

Send letter, curriculum vitae, and three letters of reference to:

Merritt E. Knox, Dean
College of Nursing
University of Wisconsin Oshkosh
Oshkosh, WI 54901-8660

Phone: (920) 424-3089
FAX: (920) 424-0123
E-Mail: knox@uwosh.edu
Web: http://www.uwosh.edu/colleges/con

The University of Wisconsin Oshkosh is an equal opportunity/affirmative action employer.
Minority candidates are encouraged to apply.

THE UNIVERSITY OF NORTH CAROLINA GREENSBORO

School of Education

Department of Educational Leadership and Cultural Foundations

POSITION: Departmental Chairperson

Context: The Department encompasses the areas of educational leadership and philosophical and social foundations. It offers a master's degree in Educational Leadership and doctoral degrees in Educational Leadership (Ed.D.) and in Curriculum and Teaching (Ph.D.) with a focus on Cultural Studies. It is in the process of developing programs that emphasize the social context of schools, ethical concerns, and a transformative vision of educational change. Diverse modes of research and inquiry are encouraged.

Position: Departmental Chairperson, a ten-month position, beginning August 1, 2001. The Department seeks an individual with excellent interpersonal and leadership skills, a strong commitment to teaching,scholarship,research and support of service activities. Evidence of administrative ability and potential for growth is essential. The individual must be able to reflect and enhance the broad directions of the department. Specifically, this means a concern for issues of educational policy, leadership, and reform as grounded in the social, cultural and ethical contexts of schools and education. A strong research record is essential. The individual will play an important role in doctoral advising. A doctorate in educational leadership/administration, policy, or related fields is required. Candidates must qualify for appointment at the Professor or Associate Professor rank.

Starting Date: August 1, 2001

Application Deadline: A review of all applications will continue until the position is filled.

Application Procedures: Send letter of application, vita, three letters of recommendation, and transcripts to:

Educational Leadership and
Cultural Foundations Department
Ms. Karen Stacherski, Secretary
School of Education
The University of North Carolina at Greensboro
PO Box 26171
Greensboro, North Carolina 27402-6171
(336) 334-3490/FAX (336) 334-4737

EEO/AA: W/M/V/D

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Faculty Positions:

DEPAUL UNIVERSITY, SCHOOL OF EDUCATION, 2000-2001

Well known for its reputation for excellence and as the largest Catholic university in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you will work in a collaborative environment that lives its values, supports diversity and encourages professional development. The School of Education's mission is to cultivate urban, professional, multicultural educators, and to provide educational experiences that facilitate social transformation. We encourage applications from candidates who are committed to issues of social justice and knowledgeable about current educational policies and practices that affect youth and education in public and private institutions. DePaul University has a strong commitment to building and maintaining a diverse community and seeks faculty who will enhance this mission.

The School of Education seeks applications for six approved and funded positions, beginning in the 2001-2002 Academic Year: Director of Ed.D. Program * Senior-Level Position; Assistant Professor * Educational Leadership; Assistant Professor * Human Development; Assistant Professor * Physical Education; Assistant Professor * Reading; Assistant Professor * Secondary Education. The School actively seeks to build and maintain a diverse faculty. For all positions, the School seeks faculty members who bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice.

Director of Ed.D. Program * Senior-Level Position: Responsible for providing leadership and direction for the doctoral program in Educational Leadership and Curriculum Studies. The Director will monitor program quality and create possibilities for further program development, including possible emphases in higher education administration, social and cultural studies, and educational technology. The Director is expected to draw upon the program history and University Mission to elaborate and sustain a vision of the scholarship of service. Applicants should be prepared to teach graduate courses in the program, sustain a scholarly agenda, as well as collaborate with students and faculty in research and program development. Strong interpersonal skills and the ability to foster shared working relationships within and outside the University combined with excellent written/verbal communication skills are required. The selected individual should be committed to maintaining/expanding student diversity in accord with the University's Mission.

Position requires an Associate/Full Professor in education with a background in one of the program areas of the School – curriculum studies, early childhood, educational leadership, elementary education, human services and counseling, physical education, language, literacy and specialized instruction, secondary: English, math, science, social studies; social and cultural foundations. A strong record of scholarship; broad-based knowledge/experience in teaching/research; considerable leadership in higher education; and demonstrated leadership competencies related to program development/implementation must be expressed in the letter of application. Administrative/teaching experience in other educational contexts and in collaborative research across institutions/communities would be valuable. The School actively seeks to build and maintain a diverse faculty. Thus, the School seeks a Program Director that can bring a critical perspective to the issues of urban education, diversity, multiculturalism, reflective practice, and social justice. Expertise and capacity to integrate technology into the University curriculum is appreciated.

Assistant Professor-Educational Leadership: The individual we seek requires expertise in one or more of the following areas: school finance, school law, and capacity to integrate technology into administrative decision making and accountability. Recent administrative experience in a large urban school system with a culturally and linguistically diverse population is preferred. Committed to urban education. Applicant should be prepared to teach graduate courses in the Master's programs and the Ed.D. program in Educational Leadership, guide students in their theses/dissertations, sustain a scholarly agenda, collaborate with students and faculty in research and program development, and engage in service to the University/community.

Assistant Professor-Human Development: The individual we seek requires expertise in Human Development or Developmental Psychology with a background in Cultural Psychology or cross-cultural research. Candidates should have a strong academic and experiential background in ethnographic research related to lifespan development in socio-cultural context. Primary teaching responsibilities will be graduate and undergraduate courses in human development across the lifespan, as well as courses in the social and cultural foundations of education and research methods at the graduate level. This individual should also have experience with culturally diverse urban populations.

Assistant Professor-Physical Education: The individual we seek will have expertise in Physical Education with particular emphasis in Fitness Management, Fitness Assessment and Health Education. The primary teaching responsibility will be undergraduate and graduate courses in the Physical Education Program that offers concentrations in Teaching K-12 and Fitness Management. Additionally, this individual will advise Fitness Management majors through their courses, clinical requirements, and internship. The successful candidate will work in our new $14 million state-of-the-art Fitness and Wellness Center, collaborate with the Director of the Recreation Facility, and contribute to community outreach programs.

Assistant Professor-Reading: The individual we seek will have expertise in Elementary Reading with an emphasis in Intermediate and Middle School Levels. Candidates should have experience in urban education, experience in elementary teaching, demonstrated ability to integrate theory and practice, and a clearly defined research agenda. Additional expertise in technology issues is welcomed.

Assistant Professor-Secondary: The individual we seek will be a teacher educator with expertise in teacher's professional development at the secondary level and commitment to helping anchor introductory general education courses at the undergraduate and graduate level. Requirements include an earned doctorate in teacher education, curriculum studies, curriculum and instruction or related field with a scholarly record or demonstrated scholarly interest in teacher's professional development. In addition, applicants will be expected to contribute and have an appropriate undergraduate or Master's degree in one of the following areas: History/Social Education (middle/high school focus), Science Education (elementary/middle school focus), or Technology Education. Some experience in teaching at the middle/high school level within a multicultural or urban setting is preferred. Responsibilities include teaching introductory secondary education courses and courses in areas of expertise. Applicants should possess the academic and experiential foundations to assist in the preparation of teachers committed to democracy, diversity, and social justice within an urban context. Women and members of under-represented groups are strongly encouraged to apply.

Required qualifications for all positions: Earned doctorate required for appointment; defined research agenda; ability to work collaboratively within and across programs; two areas of expertise to contribute to the School; recent experience with culturally diverse urban populations; commitment to urban education; and excellence in teaching, service and scholarship or demonstrated potential.

Salary is commensurate with qualifications and experience. Please send: letter of application clearly delineating qualification for areas of expertise; complete and up-to-date vita and official transcripts; one example of recent professional publication/presentation; one page statement on philosophy of teaching; and three to five professional letters of reference sent directly. Review of applications will begin January 16th and continue until the positions are filled.

Send all applications and materials to: Nancy S. Williams, Associate Dean, School of Education, DePaul University, 2320 North Kenmore, Chicago, IL 60614. Fax: 773-325-7713. Applications received by e-mail will not be accepted. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

Linux System Administrator

BA in computer/engineering/physical science. Salary Range $50-60,000. Send resume and letter to:

Dr. Fred Sachs
SUNY at Buffalo
320 Cary Hall
Buffalo, NY 14214
or email sachs@buffalo.edu.
AA/EOE

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INFORMATION SERVICES LIBRARIAN

Oakland University (Rochester, Michigan) seeks applications for the position of Information Services Librarian. Duties include working closely with faculty and students by providing instruction and reference services, participating in collection development activities, assisting in the development of Web-based resources, fulfilling scholarship and service requirements for promotion and tenure. Eight-month academic year, excellent fringe benefits. Review of applications will begin March 15, 2001, and continue until the position is filled. *Oakland is an affirmative action/equal opportunity employer and encourages applications from women and minorities.* For complete description, see

http://www.kl.oakland.edu/InfoServicesLibrarian.htm

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ENDOWED CHAIR
Urban Research

The Henry J. Raimondo Institute for Urban Research at New Jersey City University solicits nominations and applications for an Endowed Chair in Urban Research. The person filling this position will also serve as Director of the Institute. We are seeking an intellectual leader with an innovative and outstanding research program and publication record of national recognition.

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/ universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding course presence on the web.

Applicants should submit curriculum vitae, statement of research interests, selected reprints, and the names of three (3) references to:

New Jersey City University
Office of the President
Endowed Chair Search Committee Chair
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

NEW JERSEY
CITY
UNIVERSITY

Review of applications will begin March 1, 2001, and continue until the position is filled.

New Jersey City University is an Equal Opportunity Employer

UNIVERSITY OF NEVADA RENO

Announcement of Faculty Vacancy
Position Number 10482
ASSOCIATE PROFESSOR
Department of Educational Leadership

Position: Assistance/Associate Professor of Educational Leadership
Salary: Commensurate with experience and preparation.
Term: Beginning Monday, August 20, 2001

Responsibilities: Full-time tenure track academic faculty position in the Department of Educational Leadership in the College of Education at the University of Nevada, Reno. Responsibilities include: teaching classes specializing in the area of public school administration; conducting preservice outreach training for administrators; conducting relevant research on public school administration issues and problems; and other duties as assigned. The Department of Educational Leadership offers Master's, Educational Specialist, and Doctoral Degrees with a focus/concentration in public school administration and in higher education administration.

Qualifications: An earned doctorate in educational leadership or related areas is required. A successful record of serving as a public school administrator is preferred and evidence of productivity or potential in scholarship is required.

Applications: Send a letter of application which include the following: Courses that you can teach at the graduate level; areas in which you can conduct outreach training; other qualifications that would be relevant to this position; curriculum vita; copy of transcripts; sample of scholarly writing and three current letters of recommendation to:

Dr. George Hill, Search Chair
Department of Educational Leadership
College of Education, MS 283
University of Nevada, Reno
Reno, NV 89557-0201
Phone: 775-784-6518 ext. 2302, Fax 775-784-6766
email: gchill@unr.edu

Closing Date: Screening will begin March 1, 2001

THE UNIVERSITY OF NEVADA, RENO IS AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER AND DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, SEX, AGE, CREED, NATIONAL ORIGIN, VETERAN STATUS, PHYSICAL OR MENTAL DISABILITY, AND SEXUAL ORIENTATION, IN ANY PROGRAM OF ACTIVITY IT OPERATES. UNR EMPLOYS ONLY UNITED STATES CITIZENS AND ALIENS LAWFULLY AUTHORIZED TO WORK IN THE UNITED STATES.

Florida International University
Miami, Florida

Dean, School of Architecture

The Florida International University School of Architecture invites nominations and letters of application for the position of Dean, the academic and administrative leader of the school. Florida International University is a Carnegie "Doctoral/Research University Extensive," firmly committed to excellence in teaching, research and community service.

The mission of the School of Architecture is to provide both excellence and access to all qualified students in the fields of architecture, landscape architecture and interior design. The school offers comprehensive undergraduate, nonprofessional degree programs in architectural design and interior design, structured around the University's rigorous liberal arts core curriculum, supplemented by courses offered in the School of Architecture. The five primary goals of the School of Architecture are 1) to provide an excellent education in architecture, interior design and landscape architecture, 2) to generate new knowledge through a vigorous and ambitious commitment to research, 3) to encourage creativity by fostering an atmosphere conducive to the expression of ideas, artistic development and communication with the external community, 4) to serve the School of Architecture's external community, with special attention to the South Florida region, and 5) to foster greater global understanding as a major center of international design education for the people of the Americas and the international community.

Florida International University's location in Miami, a culturally vibrant and ethnically diverse metropolitan community at the crossroads of the Americas, offers a rich source of distinguished practicing professionals as faculty, who, in turn, have a profound effect on the program. Miami offers students an urban and natural laboratory unparalleled in stimulation and opportunities for research. The School of Architecture is presently comprised of 34 faculty and a diverse student body of 550. Students are offered two undergraduate degree programs in Architecture and Interior Design, and two graduate degree programs in Architecture and Landscape Architecture.

The School of Architecture seeks an individual committed to providing the leadership necessary to implement the standards of unqualified excellence which the school enjoys. The Dean will affirm the mission of the School while overseeing its continued evolution within an institution engaged in community-wide study and planning efforts. Candidates must demonstrate a significant contribution to the culture of architecture and other design professions, through their work in education, practice and/or writing. Applicants and nominees for the position of Dean should possess a professional degree in architecture, interior design or landscape architecture and a terminal degree in one of these professions or related field; strong academic leadership in a multidisciplinary environment; demonstrated ability to collaborate with students, faculty, staff and administrators; vision to build on the strengths of the school; a demonstrated commitment to external relations and generating external funding and a commitment to building ties with Latin America and the Caribbean.

Letters of application and nominations will be accepted until March 15, 2001 . The salary is competitive and will be commensurate with qualifications. Letters of application should include a brief statement of intent and a detailed curriculum vitae. Applications will be reviewed in confidence. Florida International University, a member of the State University System of Florida, is an Equal Access/Equal Opportunity Employer. Materials Should be addressed to:

Dean Fernando Gonzalez-Reigosa
The Honors College
Chair, Search Committee for the Dean of the School of Architecture
Florida International University
University Park, DM 233
Miami, Florida 33199
Telephone: (305) 3484100, or Text Telephone for the Deaf: (305) 3481200
E-mail: gonzalef@fiu.edu

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Baruch College, a senior college of the City University of New York (CUNY), seeks nominations and applications for the position of Provost and Vice President for Academic Affairs.

Baruch College is an urban multicultural institution with an enrollment of approximately 15,500 students in undergraduate and graduate programs in three schools: the Zicklin School of Business, the Weissman School of Arts and Sciences and the School of Public Affairs. Baruch's special mission is business education. Baruch is the only public college in New York City to have all of its undergraduate and graduate programs in business accredited by their respective professional associations. The college serves as the University's center for research and teaching in business subjects; it offers several bachelor's and master's degrees, and programs leading to the Ph.D. in Business and in Industrial/Organizational Psychology.

Located in the Park Avenue South area of Manhattan on the edge of Silicon Alley, under the leadership of a new president, the college has a faculty of approximately 500 full-time and 450 part-time members and additional professional and support staff bringing the total to 1,500 full and part-time employees. The college budget is approximately $134 million. The college's academic ratings climb each year. It is a strongly endowed public institution with a supportive and active group of alumni. An architecturally praised, technologically innovative, square-block vertical campus will open in the Fall of 2001.

The Provost and Vice President for Academic Affairs, the chief academic officer of the college, oversees the operation of the three schools (each headed by a dean), the Baruch Computing and Technology Center, the Newman Library, several research centers, and related units such as continuing studies, institutional research and analysis, skills assessment and testing, academic advisement and student academic counseling centers and the Mishkin Gallery. Reporting directly to the president, he/she is responsible for:

1. Setting and maintaining standards of scholarship and academic productivity;
2. Evaluating all academic activities;
3. Planning for the strategic development of computing and technology;
4. Ensuring the educational development of the most ethnically and racially diverse student body in the country;
5. Allocating resources to the three schools, and several centers;
6. Exercising curricular leadership among the faculty;
7. Developing interdisciplinary academic programs which further the mission of the college;
8. Initiating collaborative activities with business, civil, and cultural organizations;
9. Overseeing ceremonial and celebratory activities.

The successful candidate should possess:

- An earned Doctorate;
- Academic credentials appropriate for appointment as a tenured full professor;
- A strong record of academic research, publications and teaching;
- Administrative experience, preferably in a business school setting, and a record of innovative leadership;
- Experience with developing initiatives to enhance the recruitment and retention of a diverse faculty;
- Experience in strategic planning for computer and technology development;
- A commitment to the role of public higher education in a dynamic urban environment.

The position is available Fall 2001. Two copies of letters of application and/or nomination, with vita should be sent via the mail by **February 28, 2001** to: **Ann Kern, Managing Director or Joan Sherry, Senior Engagement Manager, Kern/Ferry International, 200 Park Avenue, 37th Floor, New York, New York 10166.** An Equal Opportunity/Affirmative Action/IRCA/Americans with Disabilities Act Employer.

BaruchCollege
The City University of New York

This job should be filled by a full-time tenure-track faculty member at the level of Assistant Professor. The candidate should have a Ph.D. or Ed.D. A.B.D. will be considered. The professor will report directly to the Chair of the Department of Languages and Linguistics.

ASSISTANT PROFESSOR OF SPANISH

The candidate must be dedicated to foreign language instruction and be familiar with proficiency-based and communicative approaches to language instruction. In addition, interest in other areas such as Hispanic culture and literature, history and civilization of Spanish-speaking countries, or foreign language pedagogy is welcome. Besides teaching and service to the university community, the professor will be expected to participate in scholarly pursuits in a relevant field.

The Assistant Professor of Spanish will augment the current faculty in the program. Duties shall include, but not limited to:
• Teaching a full course load • Elementary Spanish-two or more courses per semester • Intermediate Spanish and other levels of Spanish as needed • Supervise Spanish Club Activities • Participate in at least one departmental committee • Depending on the needs of the department, he/she may be called upon to direct the language lab

Qualified candidates are encouraged to forward their resumes to: Lincoln University, PO Box 179, Lincoln University, PA 19352.
Visit our website at: www.lincoln.edu for more information. Lincoln University is an Equal Opportunity/Affirmative Action Employer.

LINCOLN UNIVERSITY

PRESIDENT/CEO

MAYSVILLE COMMUNITY AND TECHNICAL COLLEGE DISTRICT

The Kentucky Community and Technical College System (KCTCS) seeks an energetic, results-oriented leader to serve as President/CEO of the Maysville Community and Technical College District, which will be comprised of Maysville Community College and Rowan Technical College.

For a detailed job advertisement, please see our website at:

www.kctcs.net

KCTCS

Foothill College

Faculty Vacancies

- Athletic Counselor
- Internet Instructor
- Computer Information Systems Instructor
- Mathematics Instructor
- English/Creative Writing Instructor
- Aquatics Instructor
- Studio Art Instructor
- English as a Second Language (ESL)
- English Instructor
- Director Student Activities
- Women's Volleyball Coach/Physical Education Instructor
- Graphic Design/Visual Communication
- Digital Video & New Media Instructor

For application materials contact:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217

employment@fhda.edu
www.fh.fhda.edu/district/hr/employment.html

Vanderbilt University

Peabody College of Education and Human Development

Peabody College of Vanderbilt University: Faculty positions in Human and Organizational Development (HOD). Beginning in the fall of 2001, we expect to fill up to four tenured or tenure-track positions (rank open) in the following areas: counseling and adult development, and community studies or community development. We are particularly interested in persons with active research programs who can bridge two or more areas or have a background in organizational studies. We anticipate that two of these positions will be filled by individuals who can provide senior leadership to the HOD program. Successful candidates will be expected to teach and advise at both the graduate and undergraduate levels. In addition to the HOD program, the largest undergraduate major at Vanderbilt University, we offer a range of related master's programs in the areas listed above and are developing an interdepartmental doctoral program in Community Research and Action. There is currently a CACREP-accredited master's program in Human Development Counseling (school and community agency). Review of applications will begin on March 1, 2001, and will continue until the positions are filled. Candidates should send a curriculum vita, representative reprints, a statement of research and teaching interests, and the names and addresses of three referees to: **Professor Joseph Cunningham, c/o Rene Fielder; Box 90, Peabody College; Nashville, TN 37203.**

Vanderbilt University is an equal opportunity employer and encourages applications from women, minorities, and persons with disabilities.

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Dean

The School of Business and Economics at Plattsburgh State University of New York welcomes applications and nominations for the position of Dean. The Dean, the chief academic and administrative officer of the school, is appointed by the President and reports directly to the College's Provost and Vice President for Academic Affairs. The position is expected to begin no later than July 1, 2001. The School of Business and Economics has approximately 30 full-time faculty, a dozen adjunct faculty members, and an administrative staff. It enrolls about 800 undergraduate students and contains four academic departments: Accounting; Economics; Management & Marketing; and Hotel, Restaurant and Tourism Management. The School also includes the Technical Assistance Center-SUNY (TAC-SUNY is a statewide economic development outreach effort) and the Small Business Development Center (SBDC). The School has a strong international focus, a commitment to regional economic development, and is a candidate for AACSB accreditation.

Responsibilities include: Providing leadership in curriculum development; developing and implementing extra-curricular programs; maintaining and strengthening ties with the business community; and encouraging and assisting faculty commitment to teaching, research, and service.

Qualifications: An earned doctorate; excellent written and verbal communication skills, academic excellence in teaching and scholarly activity, outstanding record of leadership in an academic setting; detailed knowledge of the AACSB accreditation process, an intellectual vision for the faculty and its programs; the ability to work effectively in a team-oriented leadership style with a capacity to share goals and resources; commitment to technology and information literacy; and a demonstrated commitment to equal opportunity, cultural diversity, global education, and outreach are required. Experience with development/fund-raising is highly desirable.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: Commensurate with credentials and experience, with excellent benefits. Review of applications begins immediately and continues until the position is filled. Please submit curriculum vitae; letter of application, including a personal statement of educational philosophy; and the names, current addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2522-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Please submit nominations, including the name, address and phone number of the nominee to the above address. Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

DEAN
COLLEGE OF INFORMATION STUDIES

The University of Maryland, College Park, invites applications and nominations for the position of Dean of the College of Information Studies. The College of Information Studies is a leading program in the field that advances understanding of the relationships among information, information technology, and uses and users of information. The College has highly ranked programs in archives, records and information management, health information, and information systems and is an active participant in international education programs. The College offers both the Master's and PhD degrees and is expanding its programs in continuing education and distributed education. For additional information see the college web site http://www.clis.umd.edu.

The Dean is expected to build upon these achievements to lead the College to an even higher level of academic excellence. Responsibilities include: ensuring that the program is dynamic in response to changing needs and opportunities; promoting research that is recognized as leading the field; fostering and leading cooperation with the many information related industries, government, and other agencies in the region; and maintaining and enhancing relations with alumni. The Dean is responsible for recruiting and retaining faculty of the highest caliber, promoting collaborative research enterprises, and managing a complex academic enterprise. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost.

Qualifications: An earned doctorate, a record of scholarly accomplishment commensurate with appointment as a tenured professor in the College; a demonstrated capacity for effective leadership; a commitment to community service and leadership; and a dedication to fostering the goals of diversity and affirmative action.

Salary: competitive. **Appointment date:** July 1, 2001. Applicants should submit a letter of interest, curriculum vitae, and names and affiliations of at least four potential references who could be contacted by the search committee. Review of applications will commence on February 1, 2001, and continue until the position is filled. All materials should be sent to:

Dean, College of Information Studies
c/o Ms. Pauline Robinson
Room 1119, Main Administration
University of Maryland
College Park, MD 20742

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF MARYLAND

ASU ARIZONA STATE UNIVERSITY WEST

ASSISTANT PROFESSOR OF AFRICAN HISTORY

Required Qualifications: Ph.D. in appropriate discipline by August 1, 2001. Demonstrated potential for excellence in research and teaching and the ability to teach Europe and the World surveys, World History surveys, and upper division courses in African and African American history.

Desired Qualifications: Evidence of commitment to interdisciplinary teaching, research, and program development; ability to contribute to American Studies, Ethnic Studies, or Religious Studies programs; ability to teach interdisciplinary courses in African history and culture; the African Diaspora, the slave trade, and comparative slave cultures in the Americas.

ASSISTANT PROFESSOR OF EUROPEAN HISTORY

Required Qualifications: Ph.D. in appropriate discipline by August 1, 2001. Demonstrated potential for excellence in research and teaching and the ability to teach World and European History surveys and upper division comparative history courses.

Desired Qualifications: Demonstrated ability to teach interdisciplinary courses on exploration and empire, particularly Spanish empire; ability to contribute to Ethnic Studies or Religious Studies program; commitment to interdisciplinary teaching, research and program development.

Application Deadline: March 15, 2001 or on the last day of every month thereafter until position is filled. We cannot accept email applications.

Application Procedure: Specifying which position you are applying for, send a letter of application, 3 letters of reference and curriculum vitae to:

History Search
College of Arts and Sciences
Arizona State University West
PO Box 37100
Phoenix, AZ 85069-7100

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities.

ASU West is an AA/EO employer in policy and practice.

WAYNE STATE UNIVERSITY

Chair Search, Department of Sociology

The Department of Sociology at Wayne State University, a Carnegie Doctoral/Research University-Extensive Institution, is searching for a Chair. The position carries tenure, and will commence in fall2001. The successful candidate must have a Ph.D. in Sociology and should possess an excellent publication record, appropriate for appointment at the rank of full professor. Field of specialization is open, though preference will be given to candidates working within major fields of the discipline and the department. The department's focus is on urban issues. Current strengths include medical, gerontology, family, and race and gender. We seek to develop other dimensions of urban sociology. The department's research is enhanced by existing relationships with programs and centers at the University. For instance, the department houses Parents and Children Together (PACT), a program for research and training that assists families at high risk for abuse and neglect. Moreover, departmental faculty often work with researchers in other units in the University, including the College of Urban, Labor, and Metropolitan Affairs (CULMA), the Institute of Gerontology, and the School of Medicine. Because the department houses undergraduate, M.A. and Ph.D. programs, the successful candidate must have a serious commitment to both graduate and undergraduate education. Experience with funded research is desirable. Salary is highly competitive.

The Detroit Metropolitan Area provides numerous opportunities for research and community outreach. In addition, The University campus is in an attractive urban location, situated in the cultural center of Detroit. Interested persons should consult our web site at: **http://www.cla.wayne.edu/sociology** for further information.

Applicants should send a letter of interest and three letters of recommendation (or the names of three references) to: **Sociology Chair Search; c/o Lawrence A. Scaff, Dean; College of Liberal Arts; 2226 F/AB; Detroit, MI 48202.** Electronic Applications may also be submitted to **L.Scaff@wayne.edu.** Review of applications begins immediately and will continue until the position is filled.

Wayne State University is an equal opportunity/affirmative action employer.

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DIRECTOR, Arnold O. and Mabel M. Beckman Institute for Advanced Science and Technology

The University of Illinois at Urbana-Champaign invites applications and nominations for the position of Director of the Arnold M. and Mabel M. Beckman Institute for Advanced Science and Technology. The Beckman Institute is a broadly-based interdisciplinary research institute with parallel programs in the physical sciences and engineering and in the life and behavioral sciences. Its programs are described at the website: http://www.beckman.uiuc.edu/. The Director should be a strong leader with an exceptional record of scholarly accomplishments. A record of understanding and supporting multi-investigator interdisciplinary activities is highly desirable. Candidates must hold a doctoral degree in a discipline represented in the Institute. Those having achieved the rank of Professor in a leading research university and having a record of outstanding scientific achievement and competitive funding will be preferred. Familiarity with the academic environment is essential; experience in academic administration is desirable. Salary is open. This full time (twelve month) position is available September 1, 2001.

To assure full consideration, nominations and applications (including a vita) should be postmarked by March 1, 2001, and sent to:

Search Committee for the Director of the Beckman Institute
c/o Office of the Provost
University of Illinois at Urbana-Champaign
Swanlund Administration Building, Room 204
601 East John Street
Champaign, IL 61820
Attn: John B. Braden, 217/333-8159; 217/244-5639 (fax);
BeckmanSearch@admin.uiuc.edu

The University of Illinois at Urbana-Champaign
is an Affirmative Action/Equal Opportunity Employer

Student Affairs Counselor

Located on four campuses and two centers in Suburban Atlanta, Georgia Perimeter College provides an attractive and progressive learning environment leading to an Associate's degree for a motivated, multicultural student body of approximately 14,000. We offer you the chance to become a vital part of this thriving academic community.

Under the supervision of the Advising and Counseling Services Director, the Student Affairs Counselor will be primarily responsible for academic advising and counseling of college students. Individual will assist in planning and coordinating advisement for new student orientation and will work with learning support faculty to provide advising and counseling for developmental students.

A Master's degree in Counseling or Student Personnel in Higher Education with a concentration in counseling required; LPC or NCC Certification preferred. Expertise in planning and carrying out student development programs at the college level is a must.

Experience in counseling and academic advisement in higher education required. Previous experience with new student orientation, counseling and working with learning support or at-risk students preferred. SALARY: $29,871+ (commensurate with education and experience) with excellent benefits. This position will start ASAP. APPLICATION DEADLINE: 03/02/01.

Applicants should reference position number (#01-202) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

Georgia Perimeter College.

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www.gpc.peachnet.edu

Foothill-De Anza Community College District

Director
District Safety & Security

Serve as Chief of Police for the District. Plan, organize, coordinate and direct the District Police and Safety Services Operation in all areas of law enforcement services to insure safety and security of employees and students in a safe working and learning environment.

For application materials contact:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217

employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

Department of
Communication and Journalism
Auburn University

DEPARTMENT CHAIR AND FULL PROFESSOR

The Department of Communication and Journalism seeks to fill the position of Department Chair at the rank of Full Professor. The successful candidate will serve as chair of the combined department offering courses in journalism, mass communication, general/speech communication, and public relations. The journalism major is fully accredited by AEJMC and the public relations major is currently seeking PRSA CEPR accreditation. This appointment begins August 1, 2001.

Minorities and Women are
Strongly Encouraged to Apply.

MINIMUM QUALIFICATIONS: Ph.D. in relevant area of communication and/or journalism; professional academic or industry experience in communication and/or journalism; evident administrative experience; demonstrated excellence in teaching, scholarly and/or creative activities; experience in fund-raising; and an orientation to a team-building approach. The person must be able to relate well to students, faculty, staff, alumni, industry and community groups. Professional experience can include, but is not limited to, print, online or broadcast journalism, mass communication, public relations, issues management, political or health communication. Applicants must be tenurable at the rank of full professor by the criteria established by Auburn University and the College of Liberal Arts.

APPLICATION PROCEDURE: Send letter of application; vita; list of references including the names, addresses, and phone numbers of three individuals; and evidence of teaching effectiveness to:

Dr. Greg Kowalski, Chair
Search Committee
Department of Sociology,
Anthropology, and Social Work
7030 Haley Center
Auburn University, AL 36849
(334) 844-2825
kowalgr@auburn.edu

The search committee will begin review of applications March 15, 2001, and continue until the position is filled.

The Department of Communication and Journalism has 18 faculty and 750 majors, including 40+ master's degree students. It offers majors in print journalism, mass communication, communication, and public relations. The Department is the largest department in Auburn University's College of Liberal Arts. Auburn is a multi-cultural community located in the East Central portion of Alabama between Montgomery, AL, and Atlanta, GA. In addition, Auburn is within easy access of a large variety of cultural and historical sites, activities, and events. The university is the largest in Alabama with an enrollment of over 22,000 students.

Auburn University is an affirmative action, equal opportunity employer.

St. Thomas University

The Archdiocesan Catholic University of Florida

✣ ✣ ✣

Vice President for Academic Affairs

Saint Thomas University invites nominations for the position of Vice President for Academic Affairs. This position is available immediately.

RESPONSIBILITIES: The University is seeking a strong, visionary academic leader with strategic planning skills to provide intellectual and administrative leadership for Academic Affairs. The successful candidate will work collaboratively to advance programmatic and instructional quality. As chief academic officer responsibilities will include academic policy development, program review, planning, curriculum, faculty development, academic personnel administration, library and academic budgeting. This position builds partnerships, demonstrates a commitment to academic and service excellence, utilizes innovative approaches to distributive learning, and enhances the use of technology throughout the campus. Reporting directly to the Vice President are the Deans of Undergraduate Studies, Graduate Studies, and Adult and Continuing Education, Assistant Vice President, Director of Main Library, and the Registrar. This position reports directly to the President.

QUALIFICATIONS:

- Demonstration of ability to develop and implement a model of academic governance which furthers academic excellence and innovation in the academic dimension of the University.
- Experience in achieving an integration of academic and spiritual concerns maximizing the impact of the Catholic faith on the educational programs.
- A record as a decisive academic leader able to manage change with a high level of energy and persistence as well as teamwork and diplomatic skills.
- A record of improving academic quality through assessment.
- An entrepreneurial record of building academic partnerships with the external community, particularly a record with business community partnerships.
- Ability to work collaboratively with Senior Staff as well as faculty.
- Evidence of leadership in the area of enrollment (recruitment & retention).
- Leadership skills to attract and sustain a diverse faculty.
- Appropriate academic credentials, including an earned doctorate from a regionally accredited institution, as well as the teaching, service, and research record that will model high academic expectations.

DESCRIPTION OF THE UNIVERSITY: A young, but growing private comprehensive University committed to its Catholic mission, STU is multiracial, multiethnic and multicultural with a student population of more than 2,300 and a faculty dedicated to educating a diverse student body with innovative approaches to teaching and learning. As a Hispanic Serving Institution, the University has a strong commitment to recruitment, retention, and graduation of our students. Over 91 full-time faculty teach 24 undergraduate programs, 9 graduate programs, and the Law School. The Main Campus is situated on 140 wooded acres conveniently located between Miami and Ft. Lauderdale. The University is guided by a 5 Year Plan reflecting a deep commitment to the institution's mission of Student Success, Diversity, Catholic Identity, Partnerships, and Value-Oriented Education.

APPLICATION PROCEDURE: Applicants should submit a resume, 2-page statement addressing qualifications for the position, and the names, addresses, and telephone numbers of 5 professional references. Please include email addresses and fax numbers if available. Persons wishing to nominate a candidate can submit the candidate's name and resume. Review of applications will begin **February 15th** and continue until the position is filled. Submit application materials to: **Saint Thomas University, Attn: Chair, Search Committee for VPAA, 16400 NW 32nd Avenue, Miami, FL 33054. Email: VPAASearch@STU.edu. Fax: 305-628-6682. Visit our Web site at www.stu.edu**

VPAA search in collaboration with A.T. Kearney.

St. Thomas University is an equal opportunity employer, committed to workplace diversity.

SIU

Southern Illinois University
Carbondale

Chancellor

Under the leadership of newly appointed President James E. Walker, the University community and Board of Trustees of Southern Illinois University invite applications and nominations for the position of Chancellor of Southern Illinois University Carbondale. SIUC is a NASULGC and AASCU member.

The position is available July 1, 2001 or earlier. Nominations and applications will be held in confidence except for finalists. For full consideration, nominations and applications should be received by March 9. Please address applications, nominations, and communications either to our executive search partner, Dr. Jan Greenwood, Vice President with A.T. Kearney, e-mail address jan.greenwood@atkearney.com, or to Professor Jill Adams, Chair, Chancellor Search Advisory Committee, c/o Office of the President, 1400 Douglas Drive, Southern Illinois University, Carbondale, Illinois 62901-6801. For further information see web site: *http://www.siu.edu/chanc_search/*

Southern Illinois University Carbondale is an affirmative action/equal opportunity employer

DIRECTOR OF GRADUATE MEDICAL EDUCATION

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School's Department of Family Medicine is seeking a candidate to provide leadership and fulfill administrative and teaching responsibilities inherent in achieving program educational goals for their Residency Programs.

Must have demonstrated ability as a teacher, clinician and administrator, and five (5) years of full-time professional activity in Family Practice, as well as teaching experience in a Family Practice Residency Program. Must be currently Board Certified by the American Board of Family Practice and must be eligible to be licensed in New Jersey. Should have academic qualifications for appointment at or above the Assistant Professor level.

Please send all replies with Curriculum Vitae to: **David E. Swee, M.D., Professor and Chairman, UMDNJ - Robert Wood Johnson Medical School, Department of Family Medicine, One Robert Wood Johnson Place, Box 19, New Brunswick, NJ 08903-0019.** UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview. To learn more about us, visit our website: https://www.umdnj.edu/hrweb/

UMDNJ
UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

WAYNE STATE UNIVERSITY

Department of English Chair Search

Wayne State University seeks nominations and applications for the position of Chair of the Department of English beginning Fall 2001. Applicants should have administrative experience and a record of distinguished publications.

Wayne State University is a Carnegie Doctoral/Research Universities-Extensive institution, located in Detroit's Cultural Center. The University is strongly committed to its historic urban mission. WSU's enrollment is 31,000 students (18,000 undergraduates). The English Department has 36 faculty members in the professorial ranks, 13 full-time lecturers, 31 graduate teaching assistants, and 50 adjunct faculty. The department includes the fields of literature, cultural studies, film studies, composition/rhetoric, as well as creative writing, folklore, linguistics, comparative literature, and American Studies, together with an English Language Institute. The department grants BA, MA, and PhD degrees. There are currently 343 undergraduate majors, 130 masters students, and 65 doctoral students.

Applicants should send a letter of interest, curriculum vitae, and three letters of recommendation (or the names, addresses, and telephone numbers of three references) to: **Lawrence A. Scaff, Dean, College of Liberal Arts, 2226 Faculty Administration Building, English Dept. Chair Search, Wayne State University, Detroit, MI 48202.** Electronic nominations/applications may also be submitted to: L. **Scaff@wayne.edu.** Minorities and women are encouraged to apply. Review of applications begins immediately and will continue until the position is filled

Wayne State is an equal opportunity/affirmative action employer.

PURDUE UNIVERSITY

Position of UNIVERSITY ARCHITECT

Purdue University is seeking applications for the position of University Architect. This position serves as senior advisor to the Vice President for Physical Facilities and to other senior administrators in the University on matters of planning, design and placement of capital projects including the development of physical master plans for all Purdue campuses. The position directs the staff project managers in the programming, designing and coordinating of major renovations, additions and new buildings. Annual construction levels in the range of $60-70 million a year are anticipated to exceed $100 million a year in the near future.

QUALIFICATIONS:
- Bachelor's degree in Architecture with not less than six years progressive managerial experience with the following required: budget planning and control; administrative supervisory responsibilities; policy, procedure and goal development.
- Knowledge of campus planning, facility design, construction, project management, interior design and landscape architecture.
- Must be a registered architect.

PURDUE UNIVERSITY
Purdue University is Indiana's Land Grant University, and one of the nation's leading institutions of higher education and research. Nearly 38,000 students are enrolled at the West Lafayette campus, with an additional 29,000 students enrolled at three regional campuses and through the Statewide Technology Program. The University is committed to increasing diversity throughout the campus and in its academic programs. Purdue is located in Tippecanoe County, home to a broad base of high-tech industry and agriculture.

NOMINATIONS/APPLICATIONS:
Screening of applicants will begin on March 19, 2001. However, applications will be accepted until the position is filled. Interested applicants should sent their cover letter, resume, and three professional references to:

Marion Ragland
Physical Facilities Human Resources
1663 South Campus Cts., Bldg C.
Posting #WLAD1 262
West Lafayette, IN 47907-1663

Purdue is an equal access/equal opportunity/affirmative action employer fully committed to achieving a diverse workforce.

Education

DEAN
Social Science Division

Reporting to the Vice President of Educational Affairs, the Dean is responsible for the organization and administration of the Division that includes transfer and career programs in Anthropology, Criminal Justice, Early Childhood Education, Economics, Education, Geography, History, Human Services, Political Science, Psychology and Sociology.

QUALIFICATIONS: Requires a Master's degree in, or closely related to, any of the disciplines included in the division, as well as teaching experience. Administrative experience preferred. SUBMIT completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts. Application review will begin March 9, 2001 and continue until position is filled. For application/information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us.

COLLEGE OF
LAKE COUNTY
Human Resources
19351 W. Washington St.
Grayslake, IL 60030-1198

eoe/aa/m/f/d/v www.clc.cc.il.us

Foothill-De Anza Community College District

Information Technology Administrative Vacancies

- Director, Client Services
- Director, Information Systems
- Dean, Learning Technology

For application materials contact:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217

employment@fhda.edu
wwwfh.fhda.edu/district/hr/employment.html

CAL POLY
POMONA

ASSOCIATE DIRECTOR
Educational Equity Services

California State Polytechnic University, Pomona invites applications for the position of Associate Director, Educational Equity Services.

Reporting to the Executive Director, the Associate Director will participate fully in the overall leadership and management of Educational Equity Services, which operates programs serving 1,800 undergraduates and 3,500 K-12 students. As a line administrator with particular responsibility for student support and retention, the incumbent will lead a team of professionals in planning, implementing, and evaluating academic support services for students participating in the Educational Opportunity Program. The Associate Director will supervise eight professionals and two administrative assistants, serve as a resource and contact person for students, coordinate partnerships with academic units, and initiate assessment and quality improvement activities.

The successful candidate will be an experienced professional who is knowledgeable of issues impacting higher education and deeply committed to educational equity and student success. Qualifications include an advanced degree (preferably in higher education administration, student personnel, counseling, psychology, or related field), at least five years of related experience, and demonstrated effectiveness in overseeing academic support and retention services for low-income, ethnic-minority, and/or first-generation college students. Proven managerial and supervisory skills, strong conceptual and analytical abilities, and excellent interpersonal and communication skills are required. Preference will be given to candidates with experience in at least two of the following areas: academic advising, teaching, tutorial services, assessment, counseling, and co-curricular activities.

The starting annual salary will be in the low to mid-$60,000 range, commensurate with education and experience. This position is classified under the California State University Management Personnel Plan and will include a comprehensive benefits package.

Review of complete applications will begin on March 1, 2001 and will continue until the position is filled. A complete application will include: 1) a formal application; 2) a current curriculum vitae or resume; 3) a letter of interest, which explains in detail and, where possible, provides examples of how the candidate meets each of the qualifications specified in this announcement; and 4) the names, titles, addresses, telephone numbers, and e-mail addresses of three references who can provide current assessments of the candidate's qualifications for the position.

For information and/or application materials, visit our website at http://www.csupomona.edu/~hrs, or call (909) 869-3733, or visit **Human Resources Services, California State Polytechnic University, CLA Building 98, Room B1-20, 3801 W. Temple Avenue, Pomona, CA 91768.** If applying on-line, please refer to Job #014-SA-01. Forward all completed application materials to this address. Informal inquiries may be directed to James M. Norfleet, Executive Director, Educational Equity Services, at (909) 869-3365 or jmnorfleet@csupomona.edu.

One University Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information. Explore the possibilities.

FEINSTEIN COLLEGE OF ARTS AND SCIENCES

- *Composition* Ref#: HO001
- *Creative Writing* Ref#: HO002
- *English as a Second Language* Ref#: HO003
- *History* Ref#: HO004

SCHOOL OF ENGINEERING

- *Computer Science* Ref: HO081

SCHOOL OF ARCHITECTURE, ART AND HISTORIC PRESERVATION

- *Architectural Design and Digital Media/Computer Applications* Ref#: HO007
- *Art and Architectural History* Ref#: HO008
- *Digital Media Technician* Ref#: HO009

UNIVERSITY LIBRARY

- *Access Services Librarian* Ref#: HO015

SCHOOL OF EDUCATION

- *Assistant/Associate Dean* Ref#: HO010
- *Education Psychology and Special Education* Ref#: HO011
- *Elementary Social Studies and/or Educational Technology* Ref#: HO012
- *Elementary Mathematics and/or Special Education* Ref#: HO013

OPEN COLLEGE

- *Distance Learning* Ref#: HO014

Visit our website for more information about the University and these openings.

Qualified candidates must supply the following: a letter of application that specifically addresses the relevant appointment with reference number; a current curriculum vitae; copies of undergraduate and graduate transcripts; and three letters of reference. Mail to: Office of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921. Indicate in the left-hand corner of the envelope the title of the relevant appointment and reference number.

A highly competitive benefits package is offered and salary is commensurate with experience.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS
UNIVERSITY

www.rwu.edu

Dean—School of Education

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of founding Dean of a new School of Education. The Dean, who will report to the Chancellor, will shape and lead a new School that builds upon the existing Division of Education.

The new School of Education will provide leadership for campus-wide involvement in K-12 education while enlarging and improving on existing activities. Faculty in the basic disciplinary departments outside the School will provide expertise, collaborate in research, and teach in education programs. The core faculty of the School will be focused on research relevant to California's diverse, multi-lingual population. At maturity the School will have approximately 30 FTE faculty including full-time appointments and joint appointments, as well as additional positions for visiting scholars.

The School will support several innovative programs that link research, instruction and service to K-12 schools. Institutes devoted to research and action in selected subjects will engage a broad spectrum of UC Davis disciplinary faculty. Possible focal areas for institutes are mathematics and science, language and literacy, and/or the social context of schooling. The CRESS Center will house a wide range of collaborative research and professional development projects with K-12 schools.

The goal of the teaching program of the School is to provide leaders for K-12 through undergraduate courses; the multiple-subject credential and single-subject credentials in selected areas; collaborative credential program with CSU Sacramento; a campus-wide Ph.D. program; and an Ed.D. program offered jointly with CSU Fresno and other UC campuses.

We seek candidates who have vision, energy, and the ability to translate ideas into actions. Applications are sought from individuals with a deep commitment to academic excellence whose primary scholarly work has been in the broad issues concerning education or related disciplines. Qualifications include credentials appropriate for a tenured professorial appointment in the School, a record of effective administrative experience, the ability to work effectively with a wide range of constituencies, and strong leadership skills. The campus has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. The starting date is September 2001, or as negotiated

Screening will begin March 15, 2001 and the position will remain open until filled. Nominations and applications should be addressed to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

Purdue University
Computer Information Systems & Technology

Purdue University's Department of Computer Technology invites applications for two or more tenure-track, assistant professor positions at its West Lafayette home campus and various statewide outreach campuses, beginning in August 2001. The department's mission focuses primarily on teaching, educational scholarship (not basic or applied research), and industry/professional outreach. The West Lafayette positions exist in the areas of web-based and client/server system design and application development courses involving contemporary technologies including SQL, Java, and XML. Other possible WL positions may be approved in applications programming (C++), telecommunications, and project management. West Lafayette candidates must participate in both undergraduate and graduate education assignments. Candidates for statewide outreach positions should be able to teach a variety of foundation courses in end-user computing, application programming, database, systems analysis and design, and data communications. All candidates must have an earned Masters Degree in a relevant field (the doctorate is not a requirement for employment, promotion, or tenure for these positions). All candidates should have at least three years of full-time, relevant, industrial experience in information systems and business computing. Prior teaching experience is also preferred. Applications will be accepted until the position is filled. Send a detailed resume and academic transcripts to:

CPT Search and Screen Committee, Ad Code HOHE, Department of Computer Technology, Purdue University, 1421 Knoy Hall 242, West Lafayette, IN 47907-1421. Questions should be directed to **Professor Jeffrey L. Whitten (West Lafayette)** at phone **(765) 494-4545**, or on the Internet at **jlwhitten@tech.purdue.edu.**

Purdue University is an equal opportunity, affirmative action employer.

PASADENA CITY COLLEGE

PCC

A CELEBRATION OF LEARNING FOR THE 21ST CENTURY!

One of the foremost community colleges in the country, Pasadena City College has three quarters of a century of distinguished history. We offer cutting edge studies for the twenty-first century in sixty academic programs and seventy vocational certifications. Our campus is home to a global community of 26,000 multicultural students dedicated to learning.

Students thrive in a stimulating atmosphere nourished by a faculty of innovative and prominent educators. To augment our notable staff, we have the following positions available for the Fall 2001 Semester:

FACULTY OPENINGS

Computer Studies	#735
English as a Second Language (ESL)	#728
English Composition	#727
Hospitality Management/ Business	#724
Italian	#729
Japanese	#730
Nursing/Skills Lab Coordinator	#733
Philosophy	#732
Speech/Forensics	#726
Studio Arts/Painting	#734
Technical Theater	#725

ACADEMIC MANAGEMENT

- Associate Dean- Economic Development/Vocational Education .... #737

Pasadena City College offers excellent salaries based on academic background and experience plus an extremely generous fully paid fringe benefits package. To access job announcement and application materials on-line, please visit our website at www.paccd.cc.ca.us or call 626-585-7257.

PASADENA CITY COLLEGE

PASADENA AREA COMMUNITY COLLEGE DISTRICT
is an Affirmative Action, Equal Opportunity, Title IX, Section 504 Employer

www.paccd.cc.ca.us

ST. JOHN'S UNIVERSITY
FOUNDED 1870

St. John's University, one of the largest Catholic universities in the U.S., boasts an enrollment of 18,300 students pursuing bachelors, masters, doctoral and professional degrees in six colleges. St. John's University, New York invites applications for the following positions for Fall 2001.

COLLEGE OF PROFESSIONAL STUDIES

Tenure Track and Non-Tenure Track Positions

Division of Communications, Journalism and Media Studies

Three Assistant/Associate Professors

The Division invites applications for three tenure track professors. The first candidate will teach such courses as Advertising, Marketing, Management and Public Relations, all in conjunction with the communication arts. Ph.D. plus professional experience are required. The second candidate will teach such courses as Publication Graphics, Multimedia Screen Design and Fundamentals of Media Graphics. M.F.A. and professional experience are required. The third candidate will teach such courses as Broadcasting, Newswriting, the Business of Radio and Print Journalism. Ph.D. and professional experience required. Send letter of application, resume and three letters of reference to **Dr. Frank Brady, Chair, Division of Communications, Journalism and Media Studies. Or e-mail: bradyf@stjohns.edu**

Division of Computer Science, Mathematics and Science

Three Assistant/Associate Professors

The Division of Computer Science, Mathematics and Science has three exciting tenure track positions available. We seek highly motivated individuals to teach a wide variety of programming, telecommunications, networking and mathematics courses. The successful candidates should have a strong commitment to quality undergraduate education and professional growth. A doctorate is preferred; however, equivalent experience will be considered. Send letter of application, resume and three letters of reference to **Dr. Richard O'Lander, Chair, Division of Computer Science, Mathematics and Science. Or e-mail: olanderr@stjohns.edu**

Division of Criminal Justice and Legal Studies

Three Assistant Professors

Criminal Justice

The Division of Criminal Justice and Legal Studies invites two candidates holding a doctoral degree in criminal justice, public administration or a related field to teach undergraduate and graduate courses in the Criminal Justice Program. Applicants must demonstrate the potential for excellence in teaching and scholarly research. Preference will be given to candidates who have held senior executive positions in law enforcement or corrections.

Legal Studies

The Division of Criminal Justice and Legal Studies invites an attorney licensed to practice law in the State of New York to teach in the **Legal Studies Program.** The candidate must have appropriate and sufficient experience working with and/or supervising legal assistants in a law office environment. The Legal Studies Program is an American Bar Association approved program. Send letter of application, resume and three letters of reference to **Professor Bernard G. Helldorfer, Chair, Division of Criminal Justice and Legal Studies. Or e-mail: helldorb@stjohns.edu**

Division of Hotel, Restaurant, Sports, Travel and Tourism

One Assistant/Associate Professor

The Sports Management Program invites applications for a tenure track position. The successful candidate will be expected to teach courses on the undergraduate level and also participate in the preparation of a curriculum supporting a Master of Professional Studies degree in Sports Management. A doctorate in Sports Management or a related field is required as well as both teaching and professional experience in the field. Send letter of application, resume and three letters of reference to **Professor Nancy McGeveran, Associate Dean. Or e-mail: mcgevern@stjohns.edu**

UNIVERSITY LIBRARIES

Tenure and Non-Tenure Track Positions

Information Literacy

Two Non-Tenure Track Positions

The Queens Library of St. John's University invites applicants for two non-tenure track faculty positions in Information Literacy. The successful candidates will have a strong background in instructional design and technology for libraries, will work collaboratively to develop and teach information literacy components of the University's new core curriculum. Additional duties will be assigned in either the Division of Public Service or the Division of Collections and Information Management. Candidates must possess the LMS. Send letter of application, resume and three letters of reference to **Dr. James Benson, Dean of Libraries. Or e-mail: bensonj@stjohns.edu**

Division of Collections and Information Management

One Assistant Professor

The Libraries seek an Electronic Collections Librarian to lead in the coordination of intellectual access to electronic resouces, including their cataloging. ALA-accredited MLS (or equivalent) and 1-3 years' experience required, as is a commitment to providing user-centered technical services. Send letter of application, resume and three letters of reference to **Dr. James Benson, Dean of Libraries. Or e-mail: bensonj@stjohns.edu**

SCHOOL OF EDUCATION AND HUMAN SERVICES

Tenure Track Positions

Department of Early Childhood, Childhood and Adolescent Education

Three Assistant/Associate Professors

Early Childhood Education

The Department invites applications for a tenure track assistant or associate professor of Early Childhood Education. Responsibilities include teaching undergraduate and graduate courses in a newly created program of early childhood education. An earned doctorate and experience in urban settings are required. Research, publication and participation in securing and implementing grants are also mandatory. Send letter of application, resume and three letters of reference to **Dr. Rebekah Fassler, Department of Early Childhood, Childhood and Adolescent Education. Or e-mail: fasslerr@stjohns.edu**

ST. JOHN'S UNIVERSITY
FOUNDED 1870

Childhood Education

The Department invites applications for a tenure track assistant or associate professor of Childhood Education. Responsibilities will include teaching undergraduate and graduate courses geared to grades K-6, with an emphasis on urban schools including "low performing" and "alternative" settings. An earned doctorate and experience in urban settings are required. Research, publication and participation in securing and implementing grants are also mandatory. Send letter of application, resume and three letters of reference to **Dr. Peter Quinn, Department of Early Childhood, Childhood and Adolescent Education. Or e-mail: quinnp@stjohns.edu**

Adolescent Education

The Department invites applications for a tenure track assistant or associate professor of Adolescent Education. Responsibilities include teaching undergraduate and graduate courses geared to grades 7-12 (or 5-12 including Middle Schools) with an emphasis on urban settings, and including "low performing" and "alternative" schools. An earned doctorate and experience in urban settings are required. Research, publication and participation in securing and implementing grants are also mandatory. Send letter of application, resume and three letters of reference to **Dr. William Sanders, Chair, Department of Early Childhood, Childhood and Adolescent Education. Or e-mail: sandersw@stjohns.edu**

Department of Counseling and Human Services
One Assistant/Associate Professor
Reading

The Department invites applications for a tenure track associate professor of Reading. Responsibilities include teaching graduate level courses in theory and practice of literacy instruction, application of technology in literacy instruction including students with special needs; working cooperatively with field-based personnel to improve literacy instruction in the schools. An earned doctorate as well as a record of research and publications and presentations in reading/literacy demonstrating grant-writing ability and experience at emergent literacy levels are required. Send letter of application, resume and three letters of reference to **Dr. Richard Sinatra, Chair, Department of Human Services and Counseling. Or e-mail: sinatrar@stjohns.edu**

Department of Administrative and Instructional Leadership
Two Assistant/Associate Professors
Educational Administration

The Department invites applications for a tenure track assistant or associate professor of Educational Administration. Responsibilities include teaching courses in educational leadership; participating in a major revision of the School's leadership programs at the masters' and doctoral levels; and helping to create a Leadership Academy. An earned doctorate is required.

Higher Education

The Department invites applications for an assistant or associate professor of Higher Education. Responsibilities include directing the current student development practice in higher education program, creating new programs to serve the higher education community, and conceiving new curricula to prepare doctoral graduates for the professorate. An earned doctorate is required as well as a strong background in research and experience in higher education program administration. Send letter of application, resume and three letters of reference to **Dr. Gene Geisert, Chair, Department of Administrative and Instructional Leadership. Or e-mail: geisertg@stjohns.edu**

THE PETER J. TOBIN COLLEGE OF BUSINESS

Tenure and Non-Tenure Track Positions

Department of Economics and Finance
Two Assistant/Associate Professors

The Department of Economics and Finance invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Finance and International Finance. Ph.D. in Finance required. Candidates are expected to conduct research that leads to publication in recognized refereed and professional journals.

Department of Management
Two Assistant/Associate Professors

The Department of Management invites applications for tenure track and one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Organizational Behavior or Management Information Systems. Ph.D. in Management required. Candidates must show evidence of an interest in pursuing scholarly work and have substantial practical management or consulting experience in that field.

Department of Marketing
One Assistant/Associate Professor

The Department of Marketing invites applications for tenure track or one year contract positions for candidates who possess strong research capabilities as well as demonstrated high quality teaching performance in Advertising and Integrated Marketing Communications. Ph.D. in Marketing required. Candidates are expected to also demonstrate evidence of excellent communication skills and demonstrated potential to conduct applied research.

Send letter of application, resume and three letters of reference to: **Dr. Nejdet Delener, Associate Dean for Academic Affairs. Or e-mail: delenern@stjohns.edu**

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

Tenure and Non-Tenure Track Positions

Department of Biological Sciences
Two Assistant Professors

The Department of Biological Sciences invites applications for two non-tenure track professors to teach introductory courses to majors and non-majors. One appointment (3 years) is at the University's Staten Island campus, and the second position (1 year) is at the Queens campus. Applicants should have a Ph.D. or equivalent in the Biological Sciences. Send letter of application, resume and three letters of reference to **Dr. Irvin N. Hirshfield, Chair, Department of Biological Sciences. Or e-mail: hirshfii@stjohns.edu**

Department of English
Three Assistant/Associate Professors

The Department invites applications for a tenure track assistant professor in 18th Century British Literature, and two tenure track assistant professors in Medieval Literature. Secondary interests may include Cultural Studies, Women's Studies and Critical Theory. An earned doctorate is required and applicants should show promise of significant potential for scholarly publication. Send letter of application, resume and three letters of reference to **Dr. Stephen Sicari, Department of English. Or e-mail sicaris@stjohns.edu**

Department of Fine Arts
Assistant/Associate Professor

The Department of Fine Arts is seeking a tenure track assistant or associate professor in the area of art history with expertise in the history of visual communications, to serve diverse and growing department with multiple visual arts majors. Ph.D. or Ph.D. candidate required. Send letter of application, resume and three letters of reference to **Belénna Lauto, Chair, Department of Fine Arts. Or e-mail: lautob@stjohns.edu**

Department of History
Assistant/Associate Professor

The Department of History invites applications for a tenure-track assistant professor in Colonial American history. An earned doctorate in history is required, and applicants should show potential for significant scholarly publication. Send letter of application, resume and three letters of reference to **Dr. Dolores L. Augustine, Chair, Department of History. Or e-mail: augustid@stjohns.edu**

Division of Library and Information Sciences
Assistant/Associate Professor

The Division of Library and Information Science invites Ph.D. applicants for a tenure-track assistant or associate professor in Digital Libraries/Information Technology or a cognate area. The successful candidate will have a strong background in information technology, will work collaboratively to develop curricula and programs in the area of digital libraries, and will be able to teach all aspects of digital library design and implementation. Send letter of application, resume and three letters of reference to **Dr. James Benson, Department of Library and Information Science. Or e-mail: bensonj@stjohns.edu**

Department of Mathematics and Computer Science
Three Assistant/Associate Professors
Computer Science

The Department of Mathematics and Computer Science has two tenure track positions in computer science on the University's Staten Island campus. Responsibilities include teaching both major and non-major courses. Applicants should possess a Ph.D. in computer science and have a demonstrated record of teaching and research.

Mathematics

The Department of Mathematics and Computer Science has one tenure track position in mathematics on the Queens campus. Responsibilities include teaching both major and non-major courses. Applicants should possess a Ph.D. in mathematics and have demonstrated record of teaching and research.

Send letter of application, resume and three letters of reference to **Dr. Charles Traina, Chairman, Department of Mathematics and Computer Science. Or e-mail: trainac@stjohns.edu**

Department of Philosophy
Two Assistant Professors

The Department of Philosophy invites applications for two, one-year, non-tenure track positions for its University's Staten Island campus. Rank: assistant professor. AOS: Open. AOC: Ethical Theory, Metaphysics. Teaching Load: 4/4. Ph.D. and teaching experience required. Send letter of application, resume and three letters of reference and teaching evaluations to: **Dr. Arthur F. Gianelli, Chair, Department of Philosophy. Or e-mail: gianella@stjohns.edu**

Department of Psychology
Two Assistant/Associate Professors
Quantitative Methods

The Department invites applications for one tenure track assistant or associate professor in quantitative methods. The position involves teaching undergraduate and graduate courses in statistics and graduate courses in measurement and multivariate statistics. Additional strength in another area of psychology is desirable. Current or previous research grants are a plus.

Clinical Psychology

The Department invites applications for one tenure track assistant or associate professor in clinical psychology. The position involves teaching undergraduate and graduate courses and supervising graduate students in research. We are particularly interested in applicants who do research in areas of assessment. Current or previous research grants are a plus.

Send a statement of research and teaching interests, a current vita, copies of representative publications and/or preprints and three letters of reference to: **Alice S. Powers, Acting Chairperson, Department of Psychology. Or e-mail: powersa@stjohns.edu**

Department of Speech, Communication Sciences and Theatre
Two Assistant/Associate Professors
Speech and Rhetorical Studies

The Department invites applications for a tenure track Speech Communication generalist at the assistant professor rank for the University's Staten Island campus. Responsibilities include teaching basic courses in public speaking and interpersonal communication as well as courses in area of expertise. Ph.D background in quantitative research methods and published research is preferred. Send letter of application, resume and three letters of reference to Dr. **Michael J. Hostetler, Department of Speech, Communication Sciences and Theatre. Or e-mail: hostetlm@stjohns.edu**

Speech Pathology and Audiology

The Department invites applications for a tenure track assistant professor. Speech Language Pathology/CCC, New York State License eligibility specializing in one of the following: Infant-Toddler Intervention and Assessment, Language Development and Disorders; Augmentative Communication and Multiply Disabled; Motor Speech and Adult Neurogenics; research, supervicion at Speech and Hearing Center. Send letter of application, resume and three letters of reference to **Dr. Nancy McGarr, Department of Speech, Communication Sciences and Theatre. Or e-mail: mcgarrn@stjohns.edu**

Department of Theology and Religious Studies
Two Assistant/Associate Professors
Moral Theology

The Department invites applications for a tenure track specialist in moral theology, with a research focus on social ethics, especially Catholic social teaching, to teach on the University's Queens campus. This faculty member will be expected to teach undergraduate courses in bioethics and business ethics from the perspective of Catholic moral theology. An earned doctorate is required, and applicants should show promise of significant potential for scholarly publication.

Systematic Theology

The Department invites applications for a tenure track specialist in systematic theology, to teach on the University's Staten Island campus. This faculty member's principal teaching responsibilities will be in the undergraduate core curriculum in theology and religious studies. This faculty member will also be expected to teach world religions and other undergraduate religious studies courses. An earned doctorate is required, and applicants should show promise of significant potential for scholarly publication. Send letter of application, resume and three letters of reference to **Jean-Pierre Ruiz, S.T.D., Chairperson, Department of Theology and Religious Studies. Or e-mail: ruizj@stjohns.edu**

All positions will remain open until filled.

Please send all applications, noting appropriate contact name, to:

St. John's University
8000 Utopia Parkway
Jamaica, NY 11439

St. John's University is an equal opportunity employer and encourages applications from women and minorities.

WAYNE STATE UNIVERSITY

Search for Department Chair Department of Anthropology

Wayne State University, Dept. of Anthropology invites applications and nominations for the position of Chair, beginning fall, 2001. WSU, one of the leading urban research universities in the United States (designated a Carnegie Doctoral/Research University Extensive Institution), is located in downtown Detroit, and serves a diverse student population. The Department has 14 full-time faculty with important linkages to WSU Schools of Business, Law, and Medicine, and the College of Engineering. The Dept. is committed to a four-field approach and offers BA, MA, and PhD degrees in anthropology, and an applied MA in medical anthropology, and has an outstanding program of funded research. Department strengths include industrial/organizational and medical anthropology, with ongoing international study programs. The successful candidate will hold a Ph.D. in any field of anthropology with a record that will qualify him/her for appointment as Professor. We are looking for a colleague with a national reputation in his/her field, experience with funded research, a specialty that complements our current faculty, and a dynamic vision for the future of anthropology. Review of applications begins immediately and will continue until the position is filled. Applications should include a full vita, and names/addresses/phone numbers/emails of 4 academic references, 2 of whom can also comment on administrative experience. Applications should be sent to: **Search Committee for Anthropology Chair, c/o Lawrence Scaff, Dean, College of Liberal Arts, 2226 Faculty/Administration Building, Wayne State University, Detroit, Michigan 48202**, or may be submitted directly to **L.Scaff@wayne.edu.**

Wayne State University is an equal opportunity/ affirmative action employer.

OSU

Oklahoma State University Associate/Full Professor in Early Childhood Education or Child Development

Responsibilities: Teach undergraduate and graduate courses in early childhood education, child development; develop and maintain an active research program that includes seeking extramural support; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission; collaborate with colleagues. **Qualifications:** Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field. Preferred qualifications include experience in developing community partnerships; a record of scholarly publication; distance education experience; participation in professional activities at the national level. Send letter of application, current curriculum vita, copy of transcripts, selected reprints, and three letters of reference to Margaret J. Weber, **Chair, Early Childhood Education Search Committee, Department of Family Relations and Child Development, Oklahoma State University, 242 HES, Stillwater, OK 74078-6122.** Application deadline is March 12, 2001 or until filled. *OSU is an AA/EEO Employer committed to multicultural diversity.*

PENN

UNIVERSITY of PENNSYLVANIA

The School of Engineering and Appplied Science

Faculty Positions in Science and Engineering of Nanoscale Systems

The School of Engineering and Applied Science at the University of Pennsylvania announces three new faculty positions in the area of Nanoscale Science and Engineering. Appointments may be made in Electrical Engineering, Chemical Engineering, Mechanical Engineering or Materials Science and Engineering. Applications are encouraged from all relevant areas of engineering, physics, and chemistry.

Successful candidates are expected to have or to develop internationally recognized research programs, excel in undergraduate and graduate teaching, and take a leadership position in defining this field.

Applications are being accepted at all ranks with compensation commensurate with experience. Interested persons should include a resume, list of publications, statement of teaching and research interests, copies of a few representative publications, and names and contact information for several references. These should be sent to the chair of the search committee. The search will remain open until the positions are filled.

Prof. D. Bonnell
Chair Nano Science and Technology Search Committee
Department of Materials Science and Engineering
University of Pennsylvania
3231 Walnut Street
Philadelphia, PA 19104

The University of Pennsylvania is an equal opportunity/affirmative action employer. Applications by women and minorities are encouraged.

BROOKDALE COMMUNITY COLLEGE

DIVERSITY MANAGEMENT OFFICER

REVISED AND EXTENDED SEARCH

Brookdale Community College announces a full time professional position for a Diversity Management Officer to be responsible for leading and coordinating institutional efforts toward maintaining a campus environment that is inclusive, pluralistic and free of discrimination. Responsibilities will include development and recommendation of policies, procedures and practices; ensuring that applicants and employees are treated without regard to their race, color, religion, national origin, age, gender, sexual orientation or disability in accordance with all applicable federal and state laws, regulations and executive orders, as well as Board of Trustees' policies. Will also be responsible for recruitment and retention efforts. Candidates must have: Bachelors' Degree along with a minium of three years of relevant experience, preferably in higher education (advanced degree preferred); leadership ability and knowledge of laws, regulations and compliance procedures regarding AA/EEO; experience in conflict resolution and the ability to resolve complaints in an objective, confidential and impartial manner. A high degree of diplomacy, sound judgement, exceptional communications and interpersonal skills and the ability to work effectively with faculty, staff, students and administrators are essential. Annual Salary Range $39,504-$45,430.

The application deadline is March 15, 2001. Send resume and list of at least three references to Human Resources Office, Brookdale Community College, at the address listed below. Our email address is hrdept@brookdale.cc.nj.us, and our fax number is (732) 224-2970. For more information about Brookdale Community College, please refer to our website at www.brookdale.cc.nj.us.

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ. 07738

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

Assistant to the Vice President For Academic Affairs

Community College of Philadelphia

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Assistant to the Vice President for Academic Affairs. This staff position reports directly to the Vice President for Academic Affairs, and assists the Vice President in matters related to faculty and instruction. The Assistant to the Vice President is responsible for coordination of program and curriculum audits, accreditation self-studies and feasibility studies, will work with Deans and faculty in development, review, evaluation and production of courses, programs, and curricula and is responsible for student academic support.

Qualifications:

- Doctorate preferred; Master's required.
- Five years of directly related, progressively responsible academic administrative experience.
- Ability to work collaboratively with various constituencies.
- In-depth familiarity with regional and specialized programmatic accreditation.
- Understanding and support of community college mission.
- Demonstrated ability to write well is essential.

Excellent salary and fringe benefits. Qualified candidates must submit resume, cover letter and three letters of recommendation by March 15, 2001 to: **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130.** The College encourages applications from individuals from traditionally under-represented groups. AA/EOE. Information about the College can be found at http://www.ccp.cc.pa.us.

Community College of Philadelphia

Northern Virginia Community College

DEAN, STUDENT DEVELOPMENT, #FA429-HO, Northern Virginia Community College, Manassas Campus, Salary $54,983-$75,601 + benefits. Effective 7/1/01. The Dean of Student Development reports directly to the campus Provost and is the chief student services officer. Provide leadership for Student Development Programs for a campus of 4,000 students, including counseling, admissions and records, student activities, disability services, off- campus credit programs, career services, financial aid, and Veterans' services. Supervise a full-time staff of ten and a part-time staff of ten. Manage a comprehensive program of services for a diverse student population; prepare and maintain the Student Development budget; enforce College policies. **Requires:** Specialist degree. or equivalent (24 graduate semester hours beyond the Master's) with 36 graduate semester hours in Counseling or Student Development and two years full-time related occupational or teaching experience. **Desired:** An earned doctorate. Significant demonstrated experience in higher education, particularly in the community college setting. Extensive experience working with a diverse student population. Experience in strategic planning. Demonstrated ability to work collegially and effectively with all members of the College and local community. Expertise in supervision, fiscal management, and the achievement of common goals. Experience with applications of a Student Information System. Competence in technology applications to the delivery of Student Development programs. For details visit our web site, www.nv.cc.va.us/hr. Send application to NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003 by 5pm on 3/2/01. *EEO/AA*

VICE CHANCELLOR FOR ADMINISTRATION

The University of Michigan – Flint seeks a Vice Chancellor for Administration (VCA), who is the CFO as well as the chief business and administrative officer of the campus, reporting to the Chancellor. UM-Flint, located on over 70 acres along the riverfront in downtown Flint, is one of three campuses of the University of Michigan, serving 6,500 commuting students and offers 81 undergraduate and 8 master's degree programs with a budget of $50 million.

The position works closely with administrative and academic leaders, within a shared decision-making environment, to develop and plan the financial goals, objectives and strategies of the university and to execute these plans with discipline. This individual is responsible for overseeing six administrative units, including the business and auxiliary services, human resources, facilities management, environment health and safety, recreation center, and public safety. In addition to managing these areas, this person will be working closely with the community and state funding sources.

An ideal candidate would have 7 to 10 years in a financial management role in an institution of higher education or a complex private, public or not for profit organization, or equivalent financial and management experience. It will be important for this person to possess creative problem-solving skills and have the ability to assess and formulate future development strategies. Further, a successful candidate would have been responsible for managing several activities simultaneously, with outstanding skills in communication and leadership. An undergraduate degree is required, with strong preference given to those with advanced degrees in either business, public administration or accounting.

Applications should be submitted to the following address including a resume. Review of applications will continue until the position is filled although initial screening of candidates will begin on February 15, 2001. Please include a cover letter indicating how you fit with this position and names of five references with their contact information. UM-Flint is an equal opportunity/affirmative action/equal access employer and supports the principle of diversity.

Joel Epstein, Managing Director - StratfordGroup
1760 Manley - Maumee, OH 43537
Fax: 419 893 2491 E-mail: joelepstein@stratfordgroup

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ROGER WILLIAMS UNIVERSITY

Located on 140 watefront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information.

COORDINATOR OF RESIDENCE EDUCATION

The University invites applications for the full-time, twelve month Coordinator of Residence Education position.

The Coordinator will assume overall responsibility for a specific University housing area, supervise residence assistants, serve as a primary judicial hearing officer for the University's Judicial Office, and assist with summer conferences.

Salary range: $21,500 to $24,500, includes furnished apartment and meal plan.

Qualifications: Bachelor's degree required; Master's degree preferred. Minimum one year's student affairs experience required; previous supervision of student housing is preferred.

Send cover letter, resume and list of three professional references to: ***Office of Human Resources, Ref.#HO017 Coordinator of Residence Education, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.***

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Sierra Nevada College-Lake Tahoe (www.sierranevada.edu) is a four-year independent, nonsectarian liberal arts college in the process of building a new campus. We are seeking faculty for fall semester, 2001, who are innovative, energetic, technologically astute, have a commitment to undergraduate education, and a vision of their program area which will help to shape its future growth.

Chair of the Computer Science Program, a 10 month full-time administrative and instructional position to lead a new computer science major initiated fall, 2000. This position is receiving special support from a community advisory board composed largely of highly successful entrepreneurs in computer technology. The program is affiliated with Carnegie Mellon University through its subsidiary, CTE. Responsibilities: program faculty supervision, budget development, academic advising, student recruitment, administration, instruction of classes as required. Requirements: Masters, Ph.D. or equivalent in computer science, successful teaching and administrative experience in higher education, state of the art knowledge of computer technology, entrepreneurial orientation. Sue Welsch, Search Director.

To apply please send your vita, a one-page vision statement, and a list of three references to **Sue Welsch, Sierra Nevada College, 999 Tahoe Blvd., Incline Village, NV 89451 by March 1.**

EL CAMINO COLLEGE

El Camino College is an accredited, public two-year college in southwest Los Angeles County. El Camino College is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population in the following full-time positions for the 2001 fall semester:

Academic(Tenure-track):	*Closing Date*
Art - Studio	**Mar. 12**
Childhood Education	**Mar. 9**
Computer Information Systems	**Mar. 15**
Computer Sciences	**Mar. 15**
Counselor - DSPS	**Mar. 20**
Dance	**Mar. 8**
English	**Mar. 22**
English as a Second Language	**Mar. 22**
Fire Technology	**Mar. 19**
Head Coach Volleyball/PE	**Mar. 13**
History - Latin American or Asian	**Feb. 22**
Librarian	**Mar. 8**
Mathematics	**Mar. 13**
Music - Jazz	**Mar. 12**
Psychology	**Mar. 22**
Reading	**Mar. 22**
Management	
Dean - Health Sciences & Athletics	**Mar. 8**
Director - Admissions & Records	**Mar. 16**

For more detailed information and a district application, please contact:

EL CAMINO COLLEGE -
HUMAN RESOURCES
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 660-3474 or -3807
Job Hotline (310) 660-3809
Visit our web site at: http://www.elcamino.cc.ca.us
EEO/AA

DaytonaBeach
COMMUNITY COLLEGE

ASSOCIATE VICE PRESIDENT FOR INFORMATION SERVICES
#00634

Serves as principal I.S. officer for the College, responsible for overall leadership/management of computing/telecommunication systems (including administrative information systems, educational technologies, and telecommunications infrastructure and support). The College looks to this position to keep its information technologies current and state-of-the-art, exceeding the norm among multi-campus community colleges. DBCC maintains a robust state-of-the-art college-wide network and an integrated, relational database management system in a client/server environment. DBCC has five campuses linked by the WAN and an interactive instructional television system. DBCC operates over 40 instructional computer labs, a 200 station Computer Commons and an Advanced Technology Center. DBCC offers web-based instruction over the Internet. The College has an excellent professional staff in systems management, database administration, and network administration as well as highly motivated and capable end users. Technology is a college-wide priority and resources are dedicated to the enhancement of the system. DBCC offers an extraordinary professional opportunity in technology leadership for the individual selected to serve in this capacity. Requires Bachelor's degree in information systems or related major and two years of administrative experience or a comparable combination of advanced education, certifications and/or related experience in the management of data processing. *Position is open until filled, application review begins immediately.*

Salary Ranges
$70,000 - $90,000/year

Depending on experience/credentials. Benefits include immediate vesting in a non-contributory retirement option.

Pre-employment criminal background check required. Interested candidates should forward a cover letter addressing qualifications and experience, current vitae, completed DBCC application with position title/number, transcripts and at least three (3) professional references to:

DAYTONA BEACH
COMMUNITY COLLEGE
HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL
SPEEDWAY BOULEVARD
DAYTONA BEACH, FLORIDA 32114
FAX: 904-254-4462
E-MAIL: jobs@dbcc.cc.fl.us
WEB: http://www.dbcc.cc.fl.us
EQUAL OPPORTUNITY/ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

BEST COPY AVAILABLE

WAYNE STATE UNIVERSITY

Dean, College of Science

Wayne State University invites applications and nominations for the position of Dean of the College of Science. The College of Science consists of 9 departments: Audiology and Speech-Language Pathology, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Nutrition and Food Sciences, Physics and Psychology. There are over 200 tenured and tenure-track faculty members and more than 300 graduate teaching and research assistants in the College. The general-fund operating budget for FY 2001 is $23,340,000; in addition the College received $1,730,000 in gifts and approximately $15,200,000 in grants, with the majority of these funds derived from NIH, NSF and other federal agencies. The University was ranked 45th in R&D expenditures (FY1998) among public universities and 61st overall with $148M in the most recent NSF ranking for research support, with several of the departments in the College of Science ranked between 40 and 70.

Located in the heart of the Cultural Center of a major industrial city, more than 40% of Wayne State's students are in graduate and professional programs. Over 4,100 students were enrolled in the College of Science in the Fall, 2000 semester. During the past year approximately 600 degrees were granted, including over 60 Ph.D.'s. The College and the University anticipate that research and graduate education will continue to be strengthened in the coming years with emphasis on the life sciences, physical sciences and engineering and with the development of interdisciplinary centers and institutes. With a statewide initiative to create a Life Sciences Corridor in southern Michigan, Wayne State has a tremendous opportunity to be on the forefront of life sciences research that will benefit all Science disciplines. The Dean will participate in the development of the core technologies for the Corridor program.

The Dean is the chief academic and administrative officer of the College and will be expected to provide leadership for College academic and research programs, including management of budgets, recruiting of faculty members and development of new or restructured programs bridging the various academic disciplines.

The successful candidate for Dean should be qualified for appointment as a tenured professor in one of the departments in the College and should have established a strong record of research, teaching, and academic administration.

Additional information about the College of Science and Wayne State University can be obtained from the following web sites: **http://www.science.wayne.edu http://www.wayne.edu.**

Nominations and applications should be submitted immediately to:

Dean Linda Moore
Chair, College of Science Dean Search Committee
Wayne State University
5104 Gullen Mall, Detroit, MI 48202

Review of applications will continue until the position is filled.

Wayne State University is a premier institution of higher education offering more than 350 academic programs through 14 schools and colleges to more than 31,000 students in metropolitan Detroit.

WSU is an affirmative action,
equal opportunity employer.

Director of Undergraduate Admissions

University of Connecticut,
Department Of Undergraduate Admissions

The University of Connecticut invites applications and nominations for the position of Director of Undergraduate Admissions, a full-time, twelve-month appointment. The Director reports directly to the Associate Provost for Enrollment Management.

The Director will be responsible for developing recruiting strategies, utilizing current automated technology systems; establishing admissions criteria which enhance the competitive image of the University; meeting the University's undergraduate enrollment goals; managing fiscal affairs of the department; providing team building leadership in a changing environment; and related duties as required by the Associate Provost. The successful candidate will supervise the thirty permanent staff members of the Office of Undergraduate Admissions.

The ideal candidate will have a Master's degree and progressively responsible managerial experience in a four-year college or university setting. Evidence of demonstrated leadership and managerial ability; understanding and use of current automated technology systems; and highly developed written/ oral communication skills. The candidate should have successfully implemented proven recruitment strategies; especially those directed toward diverse populations, and possess a high level of energy and a sense of humor.

Salary for this position is commensurate with experience and qualifications. Screening of applications will begin March 1, 2000, and will continue until an appointment is made. Nominations and applications; including a cover letter, current resume, and the names, address, telephone numbers, and e-mail addresses of five references should be sent to the following: **Dr. Nancy Bull, Chair, Director of Undergraduate Admissions Search Committee, University of Connecticut, Division of Enrollment Management, 2131 Hillside Road, Unit 3088, Storrs, Connecticut 06269-3088; Phone: (860) 486-1463; Fax: (860) 486-5737; Email: Judith.Andrew@uconn.edu**

University of Connecticut

We encourage applications from underrepresented groups, including minorities, women and people with disabilities.

(Search #01A315)

Join the Maricopa Family!

A GREAT PLACE TO WORK!

MARICOPA COMMUNITY COLLEGES

The Maricopa Community Colleges are a fast-growing lifelong learning system with great facilities, full benefits and *glorious weather*.

Job opportunities exist in faculty, management, technology, support staff, facilities and other areas.

All employment opportunities are posted online at
www.dist.maricopa.edu/hrweb, and for public view at the
District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281
or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.
MCCCD is an affirmative action and equal employment opportunity employer.

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

General Information

North Harris Montgomery Community College District (NHMCCD) is recognized as one of the finest community college districts in the country, offering a wide range of academic and occupational courses for recent high school graduates and community residents of all ages. Since 1973, when North Harris College opened its doors, the college district service area has grown to 2,703 square miles.

Now the fifth-largest community college district in Texas, NHMCCD comprises North Harris College, Kingwood College, Tomball College, Montgomery College, six satellite centers, and The University Center. Cy-Fair College, the fifth comprehensive community college in the district, is expected to open in fall 2003. More than 25,000 credit students enroll each semester, with 15,000 more in continuing education, workforce development and customized training.

Full-time faculty positions are anticipated and subject to budgetary approval by the NHMCCD Board of Trustees. Faculty members should possess knowledge of and commitment to the mission of a comprehensive community college, a passion for continuous learning and self-improvement, a commitment to excellence in teaching and student achievement, and superior communication skills. Faculty positions require a strong commitment to institutional and community service as well as to continuing professional development. Faculty members must be willing to teach a diverse student population using a variety of modern methodologies with tools such as computers, multimedia, interactive TV, Internet, and video. Fluency in Spanish and multicultural experience is highly desirable.

Anticipated faculty positions available August 2001

NORTH HARRIS COLLEGE

Accounting - Master's degree with 18 graduate hours in accounting. Three years of industry experience in the accounting field. Reference #10336-HO

American Sign Language and Interpreter Education - Master's degree in ASL instruction or related field. Native or near-native ASL skills. Reference #10337-HO

Associate Degree Nursing - Master's degree in nursing or master's degree in a related field and 6 graduate hours in nursing. Current license to practice as a registered nurse in the state of Texas. Ability to teach in an integrated nursing program with demonstrated clinical competence. Reference #10338-HO

Chemistry - Master's degree with 18 graduate hours in chemistry. Reference #10339-HO

Computer Information Technology - Bachelor's degree in information technology, computer science or related field. Three years' industry experience in the information technology field. Reference #10340-HO

Computer Information Technology - Master's degree with 18 graduate hours in computer science, information technology or related field. Reference #10341-HO

Developmental Studies/Reading - Bachelor's degree in English or related area. Experience working with developmental students in a learning support environment. Reference #10342-HO

Emergency Medical Services - Associate's degree in emergency medical services or related field. Certified as a paramedic. Reference #10343-HO

Engineering - Master's degree with 18 graduate hours in engineering. Ability to teach Auto Cad 2000. Reference #10344-HO

English - Master's degree with 18 graduate hours in English. Reference #10345-HO

English as a Second Language - Bachelor's degree in English, ESL, linguistics or related area. Ability to teach both reading and writing in both a traditional and intensive format. Reference #10346-HO

Reference/Instruction Librarian - Master's degree in library science from an ALA accredited institution. Reference experience using electronic and print resources and demonstrated competence with HTML and productivity software. Reference #10347-HO

Sociology - Master's degree with 18 graduate hours in sociology. Reference #10348-HO

Speech - Master's degree with 18 graduate hours in speech. Reference #10349-HO

Speech/Theatre - Master's degree with 18 graduate hours in theatre and 18 graduate hours in speech or the commitment to obtain the 18 graduate hours in speech. Reference #10350-HO

KINGWOOD COLLEGE

Art - Master's degree with 18 graduate hours in art. Must be an exhibiting artist. Knowledge of computer applications in the art field. Prior successful high school, adult, or college teaching experience. Reference #20156-HO

Business/ Marketing/ Management - Master's degree with 18 graduate hours in Business/ Marketing/ Management field. Two years work experience in international business or management. Reference #20157-HO

Computer Information Technology - Bachelor's degree in information technology, computer science or related field. Microsoft Windows 2000 certified. Three years work experience in Information Technology. Reference #20158-HO

Computer Information Technology - Master's degree in information technology, computer science or related field with 18 graduate semester hours in computer science. Ability to teach a variety of programming languages such as C, C++, Visual Basic, and Java. Reference #20159-HO

Developmental Studies/ English - Master's degree with a minimum of 18 graduate semester hours in English. Teaching experience in developmental reading. Reference #20160-HO

ESL/ Developmental Studies - Bachelor's degree in developmental composition or English as a second language with teaching experience in developmental reading. Reference #20161-HO

Interior Design - Master's degree in Interior Design field. Proficient in CAD or related 3-D software for classroom integration. Reference #20162-HO

Mathematics - Master's degree with 18 graduate hours in mathematics. Ability to teach developmental math through calculus. Reference #20163-HO

Music - Master's degree with 18 graduate hours in music, specializing in guitar. Professiona experience as a musician. Reference #20164-HO

Physics - Master's degree with 18 graduate hours in physics specializing in astronomy Reference #20165-HO

Spanish - Master's degree with 18 graduate hours in Spanish. Reference #20166-HO

TOMBALL COLLEGE

Art - Master's degree with 18 graduate hours in art. Experience teaching photography, ar appreciation and art history, drawing, design, and painting; experience in planning preparation and hands-on installation of art. Reference #30238-HO

Biology - Master's degree with 18 graduate hours in biology, biochemistry, biotechnology microbiology, or molecular biology. A combination of hours in these fields may be used t meet the 18 graduate hour requirement. Reference #30239-HO

Computer Information Systems (Databases) - Associate's degree in an appropriate field Oracle certification or willingness to obtain within two years (Tomball College will reimburs expenses associated with obtaining Oracle certification). Experience in databas administration. Proficient in MS Office and Windows 97 software packages. PC hardwar knowledge. Two years teaching or training experience. Experience in curriculum design an development. Ability to integrate and use technology within the classroom. Distanc education certification or willingness to obtain within one year. Reference #30240-HO

Computer Information Systems (E-Business/Web Development) - Associate's degree in a appropriate field. Proficient in MS Office and Windows software packages. PC hardwar knowledge. Two years teaching or training experience. Experience in curriculum design an development. Ability to integrate and use technology within the classroom. Distanc education certification or willingness to obtain within one year. Reference #30241-HO

Computer Information Systems (Networking) - Associate's degree in an appropriate field M.C.S.E., C.N.A., or C.C.N.A. certification or willingness to obtain M.C.S.E. within tw years. Work experience in the computer field. Proficient in MS Office and Windows 9 software packages. PC hardware knowledge. Two years teaching or training experience Experience in curriculum design and development. Ability to integrate and use technolog within the classroom. Distance education certification or willingness to obtain within one year Reference #30242-HO

Computer Information Systems (Operating systems) - Associate's degree in an appropria field. Work experience in the computer field. Proficient in MS Office and Windows softwar packages. PC hardware knowledge. Two years teaching or training experience. Experience i curriculum design and development. Ability to integrate and use technology within th classroom. Distance education certification or willingness to obtain within one year Reference #30243-HO

Computer Information Systems (Programming Languages) - Bachelor's degree o equivalent in an appropriate field. MCSD certification or willingness to obtain within tw years. Experience in Visual Basic, Visual C++, Visual Java, and HTML languages. Proficienc in MS Office and Windows 97 software packages. PC hardware knowledge. Two year teaching or training experience. Experience in curriculum design and development. Ability t integrate and use technology in the classroom. Distance education certification or willingnes to obtain within one year as professional development. Reference #30244-HO

Developmental Studies - Bachelor's degree in English or related field. Experience i teaching writing or reading. Reference #30245-HO

Economics - Master's degree with 18 graduate hours in economics. Work experience i industry. Two or more years of teaching or training experience, ability to integrate and us technology within the classroom. Proficient in MS Office software packages. Experience i curriculum design and development. Distance education certification or willingness to obtai within one year. Reference #30246-HO

Engineering Technology (Cisco CCNP Academy) - Associate's degree in an appropriate field C.C.N.P. or C.C.N.A. certification or willingness to obtain C.C.N.P certification within 24 months Work experience in the networking/telecommunications field. Proficient in MS Office an Windows software packages. PC hardware knowledge. Two years teaching or training experience Experience in curriculum design and development. Ability to integrate and use technology within the classroom. Distance education certification or willingness to obtain within one year. **Reference #30247-HO**

Engineering Technology (Networking/Telecommunications/Cisco CCNA) - Associate's degree in an appropriate field. C.C.N.A., M.C.S.E. or C.N.A. certification or willingness to obtain C.C.N.A. within two years. Work experience in the networking/telecommunications field. Proficient in MS Office and Windows software packages. PC hardware knowledge. Two years teaching or training experience. Experience in curriculum design and development. Ability to integrate and use technology within the classroom. Distance education certification or willingness to obtain within one year. **Reference #30248-HO**

English (two positions) - Master's degree with 18 graduate hours in English. Experience teaching basic composition courses and literature survey courses (American, British, and World). **Reference #30249-HO**

ESL/ Developmental Studies - Bachelor's degree in developmental composition or English as a second language with teaching experience in developmental reading. **Reference #30250-HO**

General Business - Master's degree with 18 graduate hours in business. Work experience in industry. Two or more years of teaching or training experience, ability to integrate and use technology within the classroom. Proficient in MS Office software packages. Experience in curriculum design and development. Distance education certification or willingness to obtain within 1 year. **Reference #30251-HO**

Government (two positions) - Master's degree with 18 graduate hours in political science. **Reference #30252-HO**

Management/Marketing (two positions) - Master's degree in an appropriate field. Work experience in management and/or marketing. Two or more years of teaching or training experience, ability to integrate and use technology within the classroom. Proficient in MS Office software packages. Experience in curriculum design and development. Distance education certification or willingness to obtain within one year. **Reference #30253-HO**

Math - Master's degree in math including a minimum of 18 graduate hours in math with ability to teach developmental as well as college transfer classes. **Reference #30254-HO**

Speech - Master's degree with 18 graduate hours in speech or applicable communications courses. **Reference #30255-HO**

MONTGOMERY COLLEGE

Biology - Master's degree with 18 graduate hours in biology, biochemistry, biotechnology, microbiology, or molecular biology. A combination of hours in these fields may be used to meet the 18-graduate hour requirement. **Reference #40241-HO**

Computer Information Systems - Master's degree in computer field. Preferred: three years community college experience and industry standard certifications such as MOUS, etc. Active in professional organizations and community service. **Reference #40242-HO**

Computer Information Systems - Bachelor's degree in the computer field. Earned credit towards MCSE 2000 certification. Professional experience in the computer networking field. Two or more years teaching or training experience. Commitment towards timely completion of Master's degree in the computer field. **Reference #40243-HO**

English - Master's degree with 18 graduate hours in English (e.g., literature, composition studies, creative or technical writing, rhetoric, or literacy/cultural studies). Ability to teach all of the following: composition, developmental reading and writing, and surveys of literature. **Reference #40244-HO**

Psychology - Master's degree with 18 graduate semester hours in psychology. **Reference #40245-HO**

Wellness/Physical Education (12 month position) - Bachelor's degree in a field directly related to wellness/fitness. Two years wellness/fitness experience required (educational or private setting). Philosophy of student responsibility for personal wellness and healthy lifestyle. **Reference #40246-HO**

* Finalists will be asked to submit a detailed professional portfolio for Montgomery College positions. Information on portfolio content is located at http://job.nhmccd.edu. Interviewees will be selected from the list of finalists submitting portfolios. The interview will include an interactive teaching demonstration.

Application process

Review of application material begins 2/26/01 and will remain open until filled. Applicants should submit a letter of application specifically addressing the qualifications including the job title and reference number; statement of teaching philosophy; extended resume; names, addresses, and telephone numbers of five job-related references; and copies of transcripts of all college work. If applying for multiple positions a separate cover letter and application material should be submitted for each position. Applicants with foreign credentials should submit a US transcript evaluation. Material may be mailed, faxed or forwarded electronically to:

North Harris Montgomery Community College District
Human Resources
250 N. Sam Houston Parkway E.
Houston, TX 77060
or email jobs@nhmccd.edu or Fax to 281-260-3186

For more information visit our web site **http://job.nhmccd.edu**

BOWLING GREEN STATE UNIVERSITY 1910

DIRECTOR, ACADEMIC ENHANCEMENT

Division of Academic Affairs

Provides University-wide leadership and vision for academic support programs designed to assist in retaining students at the University. Coordinates a number of programs designed for student success: pre-major advising; learning laboratories; program advising and advanced postsecondary enrollment options program. **Qualifications:** Ph.D. preferred, Master's degree in Counseling, Student Development, or Education required. 5 years professional experience in a student-focused advising office. 2 to four years increasing responsibility as a manager, supervisor,and leader in an academic advising office or similar academic support area in higher education. 2 years budgetary experience and academic advising experience. Knowledge of current trends in student retention, advising, and education; ability to lead through participatory management; ability to work with diverse student populations. Excellent oral and written communication skills; familiarity with computer applications including Microsoft Word, Excel; Power Point; ability to write and secure grants and perform statistical analysis. Full-time administrative staff position at grade level 19, minimum salary $50,849, commensurate with education and experience. Full benefit package available including tuition fee waiver. To apply: submit letter of application, resume and 3 names, addresses and telephone numbers of professional references postmarked **by March 15, 2001, to:Office of Human Resources (Search M-015), 100 College Park Ofc. Bldg., Bowling Green State University, Bowling Green, OH 43403. (http://www.bgsu.edu/offices/ohr)**

BGSU is an AA/EO employer.

DEAN

Purdue University Schools of Engineering

Purdue University is seeking a dynamic leader for the position of Dean of the Schools of Engineering. The new dean will be part of an exciting new leadership team at Purdue. He or she will report directly to the Provost. The Heads of the Engineering Schools, half of whom have joined Purdue from outside the University, report to the dean. The new University President, Dr. Martin C. Jischke (himself an engineer), recently joined the University from the presidency at Iowa State University. The dean, as the primary academic and administrative officer of the Schools of Engineering, will assume a central role in leading Purdue to the next level of prominence. The successful candidate will be a leader, visionary, motivator, and relate well to the various Schools of Engineering stakeholders.

Minimum Qualifications:

Distinguished record of accomplishments or credentials that merits appointment at the rank of tenured full professor in the Purdue Schools of Engineering; demonstrated commitment to the pinnacle of academic excellence at both the undergraduate and graduate levels; distinguished record of administrative accomplishments, including the recruiting and retention of diverse and high performing human resources.

How to apply:

The Search Committee will begin screening candidates February 1, 2001, and will continue until the position is filled. The desired starting date is July 1, 2001. Purdue University encourages nominations and applications from candidates who are members of underrepresented groups. Nominations and applications should be submitted to:

Dr. Richard A. Cosier
Chair, Engineering Dean Search Committee
Krannert Graduate School of Management - Dean's Office
Purdue University
West Lafayette, IN 47907
E-mail: rcosier@mgmt.purdue.edu
Phone: 765-494-4366 FAX: 765-494-4360

A complete description of the position announcement can be seen at: www.ecn.purdue.edu/Engr/

Purdue University is an Equal Opportunity/Affirmative Action Employer.
Please visit our website at www.purdue.edu

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. Faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching and who are actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off-campus sites and asked to provide online instruction.

Faculty positions will be filled at the level of assistant professor, instructor level if ABD. Selected appointments may be made at the associate level for outstanding candidates.

■ COLLEGE OF ARTS AND SCIENCES

- Art - (3 positions)
  - Art History
  - Printmaking
  - Arts Foundation
- Music
  - Coordinator of Vocal Studies

■ COLLEGE OF EDUCATION

- Early Childhood/Elementary Education (one position)
- Educational Administration (one position)
- Multicultural Education (one position)
- Literacy Education (two positions)
- Educational Technology (one position)
- Educational Media (one position)
- Special Education (one position)

■ ELECTRONIC LEARNING LABORATORY

Assistant Director -
Laboratory Supervisor

■ ADMINISTRATION

Assistant Dean -
College of Arts and Sciences

■ THE HENRY J. RAIMONDO INSTITUTE FOR URBAN RESEARCH AND PUBLIC POLICY

Research Associates (2 positions)

For more details and/or to apply online, please visit our Website at www.njcu.edu.
Click on Human Resources.

New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305

NEW JERSEY CITY UNIVERSITY

An Affirmative Action, Equal Opportunity Employer, the College especially welcomes and encourages applications from women and minority candidates.

RIO HONDO COLLEGE, Whittier, CA

Come Join Us!

RIO HONDO COLLEGE, Whittier, CA, is currently seeking highly motivated professionals to join our team.

MANAGEMENT

Director of Marketing & External Relations
$60,768 - $74,028 CD: 3-16-01

FACULTY FULL-TIME

Coordinator Tech Prep/School to Career
CD: 2-23-01
English — multiple positions
CD: 2-23-01
$39,096 - $57,351

ANTICIPATED POSITION

Philosophy Instructor F-T

Call (562) 908-3405
Human Resources
EEO

RIO HONDO COLLEGE

REGISTRAR

Emerson College invites applications for the position of Registrar. Reporting to the Vice President for Enrollment and Student Affairs, the Registrar will provide overall leadership of the Registrar's Office, and will manage all operations in records management, registration, degree audit, graduation, transfer credit evaluation, enrollment verification and course scheduling. In addition the Registrar will assist in the maintenance of Web-based applications and will continue the development of technical solutions to streamline office processes and the collection and analysis of enrollment data for the purposes of evaluation and planning. Bachelor's degree required. Master's preferred, and a minimum of three to five years of management level experience in similar capacity. Knowledge of F.E.R.P.A. and other applicable federal and state laws, proficiency in MS Office, working knowledge of an on-line student information system and Web-based applications, and the ability to collect data and produce enrollment reports desired. Send cover letter and resume to: **Office of Human Resources, Emerson College, 120 Boylston Street, Boston, MA 02116.** Emerson College is an equal opportunity/affirmative action employer focused on workforce diversity. Visit our website at: **www.emerson.edu.**

EMERSON college

ROGER WILLIAMS UNIVERSITY

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information.

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Roger Williams University (RWU) invites nominations and applications for the position of Vice President for Institutional Advancement. RWU seeks a successful and seasoned professional to provide leadership for all its fund-raising and alumni relations activities in this growing advancement program. Reporting directly to the CEO of the University, and as a member of the President's advisory counsel, the Vice President works closely with the University's Board of Trustees, senior administrators, professional staff, donors, business leaders and volunteers to plan and implement initiatives that further RWU's strategic priorities. Capital campaign experience a priority.

Candidates should have a minimum of 5 years of progressively responsible development, fund-raising, major gift and campaign experience; a proven track record of professional fund-raising success; the ability to provide leadership to a professional staff; and a willingness to make a commitment to the institution. Advanced degree preferred.

Salary commensurate with qualifications and experience with a superior benefit package. Applications will be reviewed until the position is filled.

Send a letter of interest, statement of qualifications, resume, and names and telephone numbers of three references to: *Office of Human Resources, Ref Code #IO16, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921.*

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin or religion. We encourage all qualified men and women to apply.

www.rwu.edu

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UNIVERSITY OF
WISCONSIN
MADISON

DEAN OF INTERNATIONAL STUDIES

The University of Wisconsin-Madison, one of the top ranked research universities in the United States, invites nominations and applications for the position of dean of International Studies. The university seeks a talented and visionary individual who will provide leadership for its international programs as we advance into the 21st century. Founded in 1848, the University of Wisconsin-Madison is one of the largest land-grant universities in the United States. The university has approximately 2,175 faculty, 6,300 professional and administrative staff, 5,000 classified employees, over 41,000 students, and a budget of more than $1.5 billion.

UW-Madison has one of the richest arrays of programming in international studies in the country. The campus is home to the International Institute, a cross-college partnership of 16 area and international studies programs including 7 federally funded National Resource Centers, a federally funded Center for International Business Education and Research, and established international programs in schools and colleges ranging from agriculture to law to engineering. The dean of International Studies provides general leadership across the institution in the broad area of international education, and is responsible for its strategic planning and coordination. The dean promotes faculty collaboration and initiatives in international research programs. Reporting to the chancellor and the provost, the dean has three primary roles and areas of responsibility: serve as the senior international education officer for the university; serve as the director of the International Institute; and serve as the director of the Office of International Studies and Programs. More comprehensive information about these areas can be accessed at the following web sites:

http://www.wiscinfo.wisc.edu/uw-oisp/
www.wiscinfo.wisc.edu/global/
www.wiscinfo.wisc.edu/internationalinstitute/
www.wiscinfo.wisc.edu/studyabroad/

Major qualifications for this position include a relevant background in scholarship and teaching, evidence of leadership and experience in the management of interdisciplinary and international programs; a proven record in program development, strategic planning, administration, and the supervision of professional staff; demonstrated ability to respond to students' needs effectively and compassionately; the ability to work effectively with individuals and groups from a variety of cultures; and academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment as full professor at the University of Wisconsin-Madison. Candidates should be aware of intellectual developments in area and international studies; work well with other deans, faculty, and people in universities around the world, and with the public and private sectors; have the capacity to manage substantial operations, and the ability to raise funds from public and private sources.

Applications and nominations must be received by 31 March 2001 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of women and persons of underrepresented groups. Applicants should include a current resume or curriculum vita and a cover letter that addresses how their strengths and experience match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Dean of International Studies Search and Screen Committee
Professor Mark Beissinger, Chair
University of Wisconsin-Madison
500 Lincoln Drive, 133 Bascom Hall
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-7806

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

The
UNIVERSITY
of VERMONT

The College of Education and Social Services at the University of Vermont is seeking qualified applicants for full time tenure-track faculty positions beginning Fall 2001. The college offers undergraduate, graduate and doctoral degree programs for PreK-12 educators, higher education administrators, human services professionals and social workers. We are committed to seeking colleagues who bring diverse perspectives to our dialogue and join our efforts related to social justice and equity. We are a college that values collaboration among faculty and with our colleagues in the field, excellence in teaching, mentoring of students, creativity, flexibility, inquiry and humor. Positions are:

- **Assistant Professor, Athletic Training Educational Program Director**
- **Assistant Professor, Mathematics Education, Elementary and Middle Level**
- **Assistant Professor, Middle Level Teacher Education**
- **Assistant Professor, Secondary Education**
- **Associate Professor, Social Work**
- **Assistant Professor, Special Education Program**
- **Chairperson, Associate or Professor rank, Department of Education**

Detailed position descriptions, contact information for each position, and application instructions can be found at http://www.uvm.edu/~cess/positions. While a doctorate is required for tenure, doctoral candidates may be considered for assistant professor at a lower rank until a doctorate is awarded. Please contact the Dean's Office at UVM's College of Education and Social Services **(802) 656-3424 if you have further inquiries.**

The University of Vermont is an Equal Opportunity/ Affirmative Action employer.

AUBURN UNIVERSITY
INSTRUCTOR IN ENGLISH

The Department of English at Auburn University anticipates making several Instructorship appointments for the 2001-2002 academic year, with a starting date of August 16th. These are one-year full-time appointments that may be renewed by mutual agreement for up to four additional years. Applications from women and minority group members are especially encouraged.

Minimum qualifications include an MA or PhD in English, broad literary training, a record of successful teaching of college-level composition, and interest in teaching both composition and world literature.

Full-time Instructors teach seven courses over two semesters, typically 4-3. The courses are 3-hr. core curriculum courses in freshman composition and Great Books (a sophomore world literature sequence). The typical pattern is two sections of English Composition I and two sections of Great Books I in Fall and two sections of English Composition II and one section of Great Books II in Spring. The starting salary is $26,500 (PhD), $25,500 (ABD), or $24,500 (MA); there is a possibility of summer teaching in addition. Full-time instructors are eligible for benefits, including health insurance.

With over 21,800 students, Auburn University is the largest comprehensive research university in Alabama. It is located in a small, attractive college town in the east central part of the state, conveniently near Montgomery, Birmingham, and Atlanta. The Department of English, which is the largest in the College of Liberal Arts, offers the BA, MA, Master of Technical and Professional Communication, and PhD. Additional information is available on the department's web site at: www.auburn.edu/english.

Send letter of application and vita to: **Dennis Rygiel, Head, Department of English, Auburn University, Auburn, AL 36849.** Applications will be accepted until the positions are filled; applications will be acknowledged by a department letter.

Auburn University is an AA/EO employer.

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INSTITUTE FOR LIBERAL ARTS AND INTERDISCIPLINARY STUDIES

VISITING SCHOLAR: AMERICAN STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies at Emerson College invites applications for a Visiting Scholar in American Studies. This position is a one-year, non-tenure-track appointment (renewable annually for up to three years) which will begin September 1st, 2001. We are seeking an interdisciplinary scholar with a background in Anthropology, Literature, Visual or Media Arts, or Performance Studies whose research and teaching focus on one or more of the following areas: The Cultures of the Americas, Urban Experience and Social Change, Transnational Film/Media. Teaching responsibilities for this position will be three courses per semester, and will include at least one first year seminar on topics such as "The Caribbean Imagination" or "The City." This person will also be expected to maintain a record of active scholarship and participate in faculty colloquia, teaching workshops, and other academic programs organized by the Institute. Ph.D., teaching experience, and a strong commitment to interdisciplinary approaches to the liberal arts are required.

VISITING SCHOLAR: SCIENCE AND TECHNOLOGY STUDIES

The Institute for Liberal Arts and Interdisciplinary Studies at Emerson College invites applications for a Visiting Scholar in the History, Sociology, or Philosophy of Science and Technology. This position is a one-year, non-tenure track appointment (renewable annually for up to three years) which will begin September 1st, 2001. We are seeking a scholar whose research and teaching focus on one of more of the following areas: Cultures of Computing, Cognitive Science/Artificial Intelligence, Environmental Science/Urban Ecology. For this position, we are also seeking someone with experience using digital communication and web-based technologies in a classroom context. Teaching responsibilities for this position will be three courses per semester, including one section of a course in either "Science and Society" or "Environment and Humankind." This person will also be expected to maintain a record of active scholarship and participate in faculty colloquia, teaching workshops, and other academic programs organized by the Institute. Ph.D., teaching experience, and a strong commitment to interdisciplinary approaches to the liberal arts are required.

Applications, including a cover letter, curriculum vitae, selected publications, evidence of teaching excellence, and the names and contact information for three references, should be sent to: **David Bogen, Executive Director, Institute for Liberal Arts and Interdisciplinary Studies, Emerson College, 120 Boylston Street, Boston, Massachusetts 02116-1596.**

Review of applications will begin on March 1, 2001, and will continue until the positions are filled. Emerson College is an Affirmative Action/Equal Employment Opportunity Employer. For more information about the Institute for Liberal Arts and Interdisciplinary Studies at Emerson College go to:
http://www.emerson.edu/acadepts/institute

EMERSON college

Elmhurst College

LOGISTICS AND SUPPLY CHAIN MANAGEMENT/MARKETING

The Logistics and Supply Chain Management Program, part of the Center for Business and Economics at Elmhurst College invites applications for a new full-time tenure track faculty position. This position is available beginning the Fall, 2001 and will remain open until the position is filled but preference will be given to applications received before March 9, 2001.

Qualifications/Responsibilities: The ideal candidate will hold a doctorate in the appropriate field and have relevant teaching and /or business experience. The faculty member will be responsible for teaching a wide variety of Logistics and Supply Chain courses at both the undergraduate and graduate level. There will also be opportunities for collaborative research with both professional trade associations and the business community through the newly created Supply Chain Research Institute (SCRI).

Interested candidates should send a letter of application, resume, letters of recommendation and other supporting documentation to **Dr. Gary S. Wilson, Director, Logistics and Supply Chain Management Program, Center for Business and Economics, Elmhurst College, 190 Prospect, Elmhurst, IL. (630)617-3785; FAX; (630) 617-8497.**

Located 15 miles west of Chicago, Elmhurst College is a private, liberal arts college affiliated with the United Church of Christ. Undergraduate and graduate enrollment for the day and evening sessions total about 2800 students. *We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.*

UMDNJ
SCHOOL OF PUBLIC HEALTH
University of Medicine & Dentistry of New Jersey

Dean

School of Public Health
University of Medicine and Dentistry of New Jersey

The School of Public Health, sponsored by the University of Medicine and Dentistry of New Jersey in cooperation with Rutgers, The State University of New Jersey, and the New Jersey Institute of Technology, in collaboration with the Public Health Research Institute, announces its search for the first Dean of the School. Nominations are invited and expressions of interest in the position are encouraged.

The School of Public Health is a statewide, multi-institutional, multi-campus scholarly community dedicated to improving the health of diverse populations in New Jersey and elsewhere through collaborative research, teaching, and service. The School aims to provide education for professional and community groups, including the general public, and for students interested in preparing for a career in the field of public health. In doing so, the School seeks to increase the number of public health professionals in public health and facilitate career mobility by building upon a student's prior knowledge and experiences. The School also offers a focus for inter-institutional collaboration in education, research, and service, and provides expertise at national, state, and local levels for resolution of public health issues.

Collaborating with the School's partners, the Dean will ensure implementation of the School's strategic plan and will establish and maintain the academic programs, policies and support services for the students. The Dean will initiate an aggressive research agenda for the School and resources will need to be secured to establish centers of excellence in areas of need by New Jersey communities.

The Dean will have budgetary authority for the School and will provide the leadership to recruit highly qualified and outstanding faculty, students and staff to the School. Decision-making authority rests with the Dean on all academic faculty appointments and tenure at the School that are recommended for approval to the President of UMDNJ and the UMDNJ Board of Trustees. The Dean will work collegially with the President, the Senior Vice Presidents of the University, the UMDNJ Board of Trustees and the Senior Officers of the collaborating institutions.

The successful candidate must be an innovator and a visionary leader committed to excellence in teaching, research and service to the community. The candidate must be able to demonstrate experience in the management of a complex School in a multi-institutional, multi-campus setting. The ideal candidate will have a successful record of university teaching, scholarship and service.

Candidates must demonstrate knowledge of emerging public health issues and best practices, experience in various levels of academic administration, capacity to develop and implement strategic plans, success in obtaining external funding from a variety of public and private sources, ability to promote and foster collaborations with academic and other partners, an extensive understanding and experience with the accreditation procedures of the Council on Education for Public Health and current leadership in regional and national professional organizations. The candidate should have an earned doctoral degree including graduate level training in public health; DPH or PhD in public health preferred. Screening of background information is underway and will continue until the position is filled. Please submit nominations and expressions of interest, in confidence, to:

School of Public Health Dean Search Committee
c/o Witt/Kieffer
780 Third Avenue, 38th Floor, New York, NY 10017

For further information, please contact Alexander H. Williams or Mary Elizabeth Taylor at
212-686-2676, fax 212 686-2527, or at UMDNJPublicHealth@wittkieffer.com

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GATEWAY COMMUNITY COLLEGE
a Connecticut Community College

DEAN POSITIONS

Gateway Community College is accepting applications for the following positions:

DEAN OF LEARNING Master's Degree in Higher Education Administration or a closely related field, six years administrative experience in Higher Education with college teaching experience and three years supervisory experience required. Nine years admin-istrative experience and five years supervisory experience preferred; PhD/EdD desired. Must have a broad range of experiences in all facets of program development, academic leadership and student development.

DEAN OF STUDENTS Master's Degree in Higher Education Administration or a closely related field, six years administrative experience in Higher Education with college teaching experience and three years supervisory experience required. Nine years administrative experience and five years supervisory experience preferred; PhD/EdD desired. Must have a broad range of experiences in all facets of student services, including registration, admissions, financial services and counseling.

In order to meet the demands of the 21st Century, the college seeks applicants with demonstrated ability to respond to and work with multiple constituencies, involvement in the support of diversity of ability levels and culture, and information literacy skills. In addition, the college seeks applicants with strong personal attributes such as openness to innovation and change, use of creative approaches to problem solving, and ability to build and support consensus as well as a record on ongoing professional development.

For more information including position announcements and job descriptions, visit our home page @ www. gwctc.commnet.edu. To apply, mail a letter of application, detailed resume and three letters of reference to: Gateway Community College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511-5918.

GCC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

SWARTHMORE

Dean of Admissions and Financial Aid

Swarthmore College seeks nominations and applications for the position of Dean of Admissions and Financial Aid, a newly expanded position.

Founded in 1864 by the Religious Society of Friends, the College is located on a 330-acre campus in the greater Philadelphia area. Dedicated to academic excellence and encouraging social responsibility, the College has an enrollment of approximately 1,400 undergraduates from 50 states and 60+ countries who work closely with an outstanding faculty of 160. The College offers the Bachelor of Arts degree and, in engineering only, a Bachelor of Science. The student to faculty ratio is 8:1.

Working closely with the President of the College, the other senior officers, and the faculty, the Dean of Admissions and Financial Aid will develop and implement a strategy to attract and support a student body of outstanding intellectual ability, committed to a better society, and representative of a diverse range of backgrounds. The Dean reports directly to the President and oversees the offices of admissions and financial aid, which include approximately 25 employees and an operating budget of $2 million. The College annually awards more than $12 million in student financial aid.

The ideal candidate will have a deep appreciation for, and the ability to articulate, the complex academic and social mission and aspirations of Swarthmore College. In addition, the candidate will have outstanding leadership and oral and written communication skills, extensive relevant experience in a highly complex selective academic environment, a keen understanding of the issues facing selective admissions and competitive financial aid, knowledge of the uses of information technology in admissions and financial aid, and a proven record managing an office in which staff are committed to the institution, respected for their intelligence and experience, and encouraged to communicate freely. A bachelor's degree is required; an advanced degree is preferred.

The search committee will begin reviewing applications immediately and will continue until the position is filled. Minority candidates are especially encouraged to apply. For fullest consideration, please send materials not later than February 28, 2001. Nominations and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck, Managing Director
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 (phone)
703/518-1782 (fax)
shelly.storbeck@atkearney.com (email)

For more information about the College, please consult its website: **www.swarthmore.edu**

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

DIRECTOR OF FINANCIAL PLANNING

The Director of Financial Planning will oversee the development and management of Colby's $90 million budget, maintain and enhance the College's long-term financial model, coordinate risk management activities, and perform contract review and approval. She/he will work closely with department and program directors in developing, monitoring, and analyzing institutional budgets and operations. The Director will provide extensive assistance to the President's staff in analyzing and developing long-range institutional plans. Reporting to the Administrative Vice President, the Director of Financial Planning will serve as a key member of Colby's administrative management team.

Qualifications include: M.B.A. is required; extensive knowledge of finance management, accounting, and integrated information management systems required; excellent demonstrated financial analysis and computer modeling skills required; excellent written, verbal, analytical, and organizational skills required; a minimum of five years of increasingly responsible financial management experience; must possess a high degree of self-motivation. Prior College/University experience is preferred.

Interested candidates should submit two copies each of a cover letter and resume, including the names and telephone numbers of three references, to: **Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855.** A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: **www.colby.edu**

Director of the University Honors Program

Northeastern University invites applications and nominations for the position of Director of the University Honors Program. Established in 1986, the program has grown and developed to its current size that supports a typical enrollment of 1600 students. Northeastern University is an urban Carnegie Doctoral/Research Extensive University that is student-focused and dedicated to a cooperative education-experiential learning model. A diverse student body of 16,000 undergraduates and 4,000 graduate students is enrolled in seven undergraduate colleges, nine graduate and professional schools, and two part-time undergraduate divisions.

The Director is responsible for providing leadership in the development and implementation of honors curricula within each college, the development of effective recruitment strategies, the administration of the University's competitive academic scholarships, the coordination of applications/competitions for national scholarships, and participation in external development activities.

Applicants must have a Ph.D., significant administrative experience, and a strong record of scholarship and teaching commensurate with rank of Professor or Associate Professor. The successful applicant will also possess effective interpersonal and communication skills along with an ability to be visionary and innovative in directing the Honors Program. The expected start date for this 12-month position is July 1, 2001.

Please submit application letter, curriculum vitae, and three references to Dr. Gilda Barabino, Vice Provost for Undergraduate Education, Northeastern University, 112 Hayden Hall, Boston, MA 02115.

Northeastern University is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

UMASS.

HOUSING SERVICES
RESIDENCE LIFE - POSITIONS FOR FALL 2001
RESIDENCE DIRECTOR

The University of Massachusetts/Amherst invites applicants for the position of Residence Director. The Residence Director is a full time professional staff member with live-in responsibilities that include the comprehensive management of the residential program for the 275-675 students housed in 1-3 residence halls. Duties include: coordination of a dynamic student development program with an emphasis on leadership and community development; promotion of diversity-sensitive approaches in all aspects of the position; supervision of graduate and undergraduate staff; instruction of a seminar for new Resident Assistants; opportunity to serve and chair department and Student Affairs committees or task forces; management of facilities systems; implementation of student disciplinary procedures.

Qualifications: Master's degree in a related field such as Student Development, Higher Education, or Counseling plus one year post-baccalaureate experience required as a live-in staff member to include crisis intervention and work with diverse student populations (degree must be completed by date of hire); demonstrated experience and initiative with student and community development; supervision and staff training; advising student groups; creation and implementation of management systems. Also, demonstrated commitment and ability to operationalize affirmative action and non-discrimination policies, regulations and principles. Some evening and weekend work plus on-call/call-back duty.

Hiring Salary: $27,695 as of July 2001 for a 43-week contract, a furnished apartment the value of which is considered part of compensation, salary adjustment for on-call duties, and benefits including tuition waiver options.

To receive priority consideration, send letter of application, resume, a copy of your academic transcript(s), and the names and telephone numbers of three references by February 23, 2001. We will be interviewing at ACPA. Applications will be accepted after the priority deadline until all vacancies are filled. Send materials to:

Residence Director Search
213 Berkshire House, Box 30630
University of Massachusetts
Amherst, MA 01003-0630
Fax: 413-545-1517

The University of Massachusetts is an Affirmative Action/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

MICHIGAN STATE
UNIVERSITY

Director, Office of Supportive Services

Responsibilities: Reporting to the Assistant Provost for Academic Student Services and Multicultural Issues, the Director of the Office of Supportive Services will:

Oversee the Office of Supportive Services (OSS). This Office consists of the College Achievement Admissions Program (CAAP), the Ronald E. McNair program, the Summer Research Opportunity Program (SROP), the Undergraduate Research Opportunity Program (UROP), and the Summer University Program Excellence Required (SUPER).

Work closely and collaboratively with colleges and academic units in devising programs and activities utilizing a diagnostic and assets model of students' success in order to promote the achievement of academic excellence of CAAP students enrolled or planning to enroll at Michigan State University.

Engage in research, support the evaluation of the quality and effectiveness of support services for CAAP students, and design and utilize evidence-based interventions.

Maintain all records documenting program services, compliance with program requirements, and performance outcomes as they relate to Federal TRIO requirements and University expectations.

Actively participate in proposal development and solicitation of external funding for office activities.

Provide direct supervision for the staff, budget, and operations of the Office of Supportive Services.

Actively participate in State, Regional and National TRIO organizations.

Participate as a member of the Assistant Provost for Academic Student Services and Multicultural Issues leadership team.

Requirements: Candidates must have a successful track record as a leader who has sophisticated knowledge of first generation, low-income, educational disadvantaged students and their issues. Successful candidates must also have an understanding of technology, effective service delivery systems, and skills in designing and implementing interventions for students with various learning needs and styles. The position requires strategic thinking and planning skills, strong written, oral and interpersonal communication skills, and the ability to work collaboratively with colleges, departments, faculty and administrators at all levels in a complex, diverse community. Extensive supervisory experience is desired. A Doctorate degree is required.

Please send resume and cover letter by February 28, 2001 to Ms. Penny Wall, Office of the Assistant Provost for Academic Student Services & Multicultural Issues, 153 Student Services Building, East Lansing, MI 48824.

Michigan State University is an Affirmative Action, Equal Opportunity Institution.

Empire State College

State University of New York

Area Coordinator of Science, Math, & Technology
Center for Distance Learning

SUNY Empire State College is a national leader in non-traditional education with a mature distance learning program established in 1979 and located in Saratoga Springs. The college is grounded in the approach that education begins with the goals and interests of its adult students. The Center for Distance Learning provides both individual courses and complete undergraduate degrees at a distance. The Center coordinates 11,000 course enrollments a year using Web-based delivery and print-based course packages for adult learners studying independently or through groups on the Web. ESC faculty are expected to work with both undergraduate and graduate students. The Academic Area Coordinator in Science Math and Technology (assistant professor, full-time, tenure track), working with other full-time and part-time faculty in the Center, is responsible for curriculum development, delivery and maintenance of courses in the broad area of Science, Math and Technology. This position will most probably have direct supervision over development in technology and information systems. The Area Coordinator also mentors students, providing individual academic advisement. The Area Coordinator teaches at a distance in areas of his or her expertise.

Earned Ph.D. or Ed.D. in appropriate field is strongly preferred. Candidates with other academic credentials including at least a Master's degree and relevant professional experience will also be considered. Minimum three years teaching experience preferred (experience with adult students, non-traditional teaching format preferred); practical experience in Information Systems, technology or other areas of interdisciplinary science desirable; the ability to think creatively about teaching and learning; particularly as educational delivery options and resources are expanded by the use of technology is essential. Salary and benefits are competitive. Anticipated hire date: 7/1/01 or after. Review of applications begins 2/28/01. Letter of application, resume and four references to: **CDL Coordinator Search Committee, Center for Distance Learning, SUNY/ESC, Three Union Avenue, Saratoga Springs, NY 12866, Jean.Carpenter@esc.edu (secretary to the search committee). FAX 518-587-2660. For additional information, please visit our web site (www.esc.edu/CDL).**

ESC an AA/EO/IRCA/ADA employer, is committed to excellence through diversity in its faculty.

The Victoria College

DEAN OF STUDENT SERVICES - Reports to the President of The Victoria College and is responsible for:

- College Admissions
- Financial Aid
- Counseling
- Non-Academic Disciplinary Actions
- Testing and Assessment
- Student Activities
- Student Support Programs

Qualifications:
A Master's degree from an accredited institution is required. A doctoral degree is highly preferred. Also required:

- Demonstrated leadership experience in Higher Education,
- Experience in grant writing and proposals,
- Experience in developing and administering an annual budget based on institutional goals and objectives,
- Familiarity with technologies related to student support services,
- Experience with institutional effectiveness, or an accreditation process like Southern Association of Colleges and Schools,
- A clear understanding of and commitment to the philosophy of the comprehensive community college,
- A participative leadership style with the ability to delegate authority and responsibility, and
- Effective written and oral communication skills.

The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victexchamber.org/.

For information, call 361-572-6484 or visit www.vc.cc.tx.us/dept/hr . Applicant screening begins 03-15-2001. Submit letter outlining qualifications for this position, Victoria College application, vitae, 3 letters of recommendation and list of professional references, and copies of transcripts of all collegiate work: **Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901.**

BEST COPY AVAILABLE

MIAMI UNIVERSITY
OXFORD OHIO

DIRECTOR

Center for American & World Cultures

Miami University has established a Center for American and World Cultures, whose mission is to promote a positive climate for diversity. The Center provides leadership for diversity education, faculty development, curriculum development and scholarship and serves as a resource center.

The Director reports directly to the Provost and is responsible for facilitating the mission of the Center, supervising staff, overseeing the Center's day-to-day activities and operations, seeking support from foundation and/or corporations, meeting regularly with advisory and multicultural committees, and working with the academic areas.

Qualifications include a Master's degree in an area relevant to the Center's work, experience working in diversity education and scholarship and fund raising, and knowledge of the national initiatives in diversity education and scholarship. Desired qualifications include a Doctoral or terminal degree and significant faculty experience, with a teaching and scholarship record commensurate with a tenured position in one of Miami's academic departments.

Send letter of interest, curriculum vitae and the names and contact information of five references to **Steve DeLue, Associate Dean, College of Arts and Science, Miami University, Oxford, OH 45056, E-mail: deluesm@muohio.edu**

Screening will begin Feb. 20th and continue until position is filled. Position will begin Fall 2001 or as soon as possible thereafter.

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, Campus Crime and Safety, is available at www.muohio.edu/righttoknow
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at: www.MUOhio.edu

Associate Dean of the Library

Oakland University

Oakland University (Rochester, Michigan), a comprehensive, state-supported institution of 15,000 students, seeks applications and nominations for the position of Associate Dean of the University Library. The Associate Dean reports to the Dean of the Library and is responsible for assisting the Dean in the general administration of the Library and oversight of the $3.2M budget and 34 member staff. Tenure-track, 12-month appointment. Excellent fringe benefits. Review of applications will begin on March 1, 2001, and continue until the position is filled. Oakland is an affirmative action/equal opportunity employer and encourages applications from women and minorities. For complete description, qualifications, and application process see the library's web site

(www.kl.oakland.edu)

California University of Pennsylvania

A member of Pennsylvania's State System of Higher Education

TENURE TRACK POSITION OPENINGS

California University of Pennsylvania is actively seeking tenure-track faculty for the Fall 2001 semester. We have 28 position openings in educational areas ranging from the traditional to the cutting-edge of technology.

Full position details may be reviewed by visiting our website: www.cup.edu

California University of Pennsylvania is an affirmative action/equal opportunity employer. Women, minorities and the physically challenged are encouraged to apply.

Georgia Perimeter College

Located on four campuses and two centers in Suburban Atlanta, Georgia Perimeter College provides an attractive and progressive learning environment leading to an Associate's degree for a motivated, multicultural student body of approximately 14,000. We offer you the chance to become a vital part of this thriving academic community.

Assistant Vice President for Information Technology

Individual will serve as the Chief Information Officer of the College and will be responsible for ensuring that the computer systems remain functional, operational and effective in meeting the needs of the college for academic and administrative purposes. Will keep key administrators apprised of developments in computer and other related technology while serving as the College Liaison to the Board of Regents regarding information technology.

Master's degree required, preferably in Computer Science, Business Information Systems or a field of study directly related to information technology. Minimum of 7 years of progressively responsible experience in an information technology environment with at least five years experience in upper management required. *Job # 01-217*

Director of Enterprise Information Systems

Reporting to the Asst. Vice President for Information Technology, this individual will work closely with administrative software applications and support and will provide technical support for major software application projects.

Must possess a Bachelor's Degree with extensive study in Computer Science, Business Information Systems or a related field. Minimum of 5 years experience required; extensive experience with Banner, PeopleSoft and Legacy administrative systems for financial, student information and human resource activities preferred. *Job # 01-220*

Salary is commensurate with education and experience with excellent benefits. Applicants should reference appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of college/graduate transcript(s) and (4) list of three professional references (names, addresses, email addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

Georgia Perimeter College.

An AA/EOE Employer

www.gpc.peachnet.edu

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The college is seeking a vice president for finance and administration. Reporting directly to the president, the vice president serves as the chief operations and financial officer for the college. The vice president is involved in the development and implementation of fiscal policy and budget decisions that support academic and administrative priorities; oversees business and budget management, human resources, computing/information services, public safety, facilities management, buildings and grounds and auxiliary services. Must have a master's degree and at least 8 years of experience in leadership positions at a large institution. For more information see our Web site at www.nyctc.cuny.edu. Resumes to: **Michelle Harris, Human Resources, NYCTC, 300 Jay Street, Namm 321, Brooklyn, NY 11201.**

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York
AA/IRCA/EOE/ADA

President

Regis College, a leading Catholic college for women in Weston, Massachusetts seeks an exceptional person to serve as its ninth President. This is an opportunity for a visionary leader to build on a tradition of pride and excellence and take an important liberal arts institution to its next level of achievement. Rooted in a strong tradition of academic distinction and commitment to education of women as whole persons, Regis College was founded in 1927 by the Congregation of the Sisters of St. Joseph of Boston.

Consistently ranked by U.S. News and World Report as one of the top ten liberal arts colleges in the Northern United States, Regis College grants Bachelor's degrees in twenty fields, as well as providing interdisciplinary and individually designed majors. At the graduate level, it grants the Master of Arts in Teaching, the Master of Science degree in Nursing, and the Master of Science in Leadership and Organizational Change. The College has a total of approximately 880 undergraduates and 250 graduate students. The faculty of 67 full-time and 68 part-time members possesses a highly developed commitment to teaching, and a low student-faculty ratio allows Regis to afford its students a distinctive level of individualized instruction.

The Regis campus, located on an attractive 168-acre site approximately twelve miles from Boston, has undergone major modernization in recent years. With a total non-faculty staff of approximately 250, the College's total operating budget for the fiscal year 2000 was approximately $24 million.

Working closely with faculty, staff,trustees, alumnae and other colleagues, the next President will craft and implement a unified vision and strategy to lead the College and advance its mission in the future. S/he will build and empower a strong leadership team, strengthen lines of communication within the College, fortify the College's financial position, and enhance its visibility, reach and reputation in the greater Boston community and beyond. The President will also embrace and advance the distinctive character of Regis as a Catholic college sponsored by the Congregation of the Sisters of Saint Joseph.

The successful candidate will be an outstanding leader with a thorough understanding of the goals and values of a liberal arts education, and how it supports and intersects with professional preparation, a special sensibility and commitment to education and leadership development for women, and a deep appreciation for Regis College's purpose and values as a Catholic college. S/he will possess a flair for fundraising and external relations, a naturally consultative and accessible leadership style, and successful experience leading an organization of similar scale and complexity, with a budget and staff of comparable size.

Regis College will search nationally for candidates, with special attention to distinguished educators and administrators from Catholic colleges and universities. The Presidential Search Committee is open to considering individuals with significant experience in other settings whose intellectual vitality, leadership qualities, and personal convictions indicate the capacity and commitment to lead the Regis College community.

Inquiries, applications and nominations should be directed in confidence to: Lisa Savereid, Vice President and Director, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116; Email: lsavereid@imsearch.com. Regis College is an equal opportunity/affirmative action employer committed to increasing the diversity of its staff. More information on Regis College can be found at http://www.regiscollege.edu.

Regis College

PCC

Instructional Faculty Positions

Polk Community College, located in Central Florida, is currently recruiting for the following anticipated full-time, tenure track faculty positions, beginning Fall 2001:

- Art (Photography)
- Biology
- English
- Humanities
- Math
- Nursing
- Physical Sciences
- Psychology
- Reading

For expanded information about all the College's vacant positions, please visit "Job Postings" on our Website at:

www.polk.cc.fl.us
or call Human Resources at (863) 297-1070

PCC is an equal access/equal opportunity employer, committed to excellence through diversity in education and employment.

999 Avenue H, N.E. •Winter Haven, FL 33881

FLORIDA GULF COAST UNIVERSITY

CRIMINAL JUSTICE
ASSISTANT PROFESSOR

Developing & teaching a variety of undergraduate law related courses. Min Req'd: Earned JD from ABA accredited institution. Practical & teaching exp in civil & criminal law working with paralegals & legal assistants. Commitment to instruction via distance learning. Prefer: Exp as a licensed practicing attorney. MS from accredited institution in CJ Administration, Legal Studies, Judicial Science, or rel discipline. Florida Bar membership. Note: Appointment will be made at Assistant Professor rank with salary commensurate w/candidates exp on 9-mo., multi-yr contract basis. Available Fall 2001. TO APPLY: Submit two packages, each of which must include a letter of interest, curriculum vitae, and a list of 5 references postmarked by the deadline date of March 15, 2001 to FGCU, Position #15101, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565. For further information, please call the 24-hour job line at 941-590-1111 or visit our web site at www.fgcu.edu. Under Florida's Public Record Law, applications submitted are available for public review upon request.

Women and minorities are encouraged to apply. FGCU is an EO/EA/AAI.

DIRECTOR

Director - Athletic Study Center (MSP II)

[illegible]

Key Responsibilities: Provides leadership for Center whose primary mission is to enhance the academic success of the 900+ students at Berkeley who participate in intercollegiate athletic sports. Center provides academic advising, group and individual, tutoring, a summer orientation program for new student athletes, and special programs for students who may be academically underprepared. Establishes links with academic departments, campus units, and Intercollegiate Athletics, and works collaboratively with faculty members and staff in other academic support service units.

Qualifications Include: Advanced degree preferred in related field, or equivalent experience. Demonstrated success in academic support services in higher education, including program development, implementation, and evaluation. Knowledge of trends and issues in intercollegiate athletics and academic assistance programs for student athletes, particularly for Division I schools.

Salary Range. $57,900 - $104,300 - Excellent Benefits.

Application Deadline: Review of applications will begin February 26, 2001, but position will remain open until filled.

Application: Send resume, cover letter, and supplemental application form available at: http://uga.berkeley.edu/sled/ascdirector/ including **Job # 01-801-80/MSP II**, to: **UC Berkeley Employment Service, Attn: Sonja Collier, 2200 University Ave., Rm. 7G, #3542 Berkeley, CA 94720-3542; Fax (510) 643-6657**. For more information, please visit our web site at: http://hrweb.berkeley.edu/hrjobs.htm EEO/AA

Riverside Community College District

ADMINISTRATIVE OPENINGS

VICE PRESIDENT, ACADEMIC AFFAIRS
Deadline: March 15, 2001
ASSOCIATE VICE PRESIDENT, PROGRAM ASSESSMENT AND ACCOUNTABILITY
Deadline: March 2, 2001
DIRECTOR, WORKFORCE PREPARATION
(Categorically Funded)
Deadline: March 2, 2001

FACULTY OPENINGS

BEN CLARK TRAINING CENTER

- *ADMINISTRATION OF JUSTICE*
  Deadline: March 30, 2001
- *FIRE TECHNOLOGY*
  Deadline: March 30, 2001

MORENO VALLEY CAMPUS

- *ART (Studio Art – Foundation Classes)*
  Deadline: February 23, 2001
- *COMPUTER INFORMATION SYSTEMS/GRAPHICS*
  Deadline: March 9, 2001
- *ENGLISH – PUENTE PROGRAM*
  Deadline: February 14, 2001
- *HISTORY / ARCHIVIST*
  Deadline: March 2, 2001
- *HUMANITIES*
  Deadline: February 23, 2001
- *POLITICAL SCIENCE*
  Deadline: February 16, 2001
- *SOCIOLOGY*
  Deadline: February 16, 2001
- *SPANISH*
  Deadline: February 23, 2001

NORCO CAMPUS

- *BUSINESS*
  Deadline: March 30, 2001
- *ENGLISH*
  Deadline: February 14, 2001
- *MANUFACTURING TECHNOLOGY*
  Deadline: March 23, 2001
- *MATHEMATICS*
  Deadline: February 8, 2001
- *PHYSICS/MATHEMATICS*
  Deadline: March 2, 2001

NORCO CAMPUS – cont.

- *POLITICAL SCIENCE*
  Deadline: February 16, 2001
- *SPEECH COMMUNICATION*
  Deadline: February 14, 2001

RIVERSIDE CITY CAMPUS

- *AMERICAN SIGN LANGUAGE*
  Deadline: March 2, 2001
- *ART (Studio Art – Illustration/Design/Drawing)*
  Deadline: February 23, 2001
- *ART (Studio Art – Drawing/Painting/Design)*
  Deadline: February 23, 2001
- *AUTOMOTIVE TECHNOLOGY (GM ASEP)*
  Deadline: March 16, 2001
- *CHILD DEVELOPMENT CAREERS PROJECT COORDINATOR for CalWORKs – Non-Tenure*
  Deadline: March 16, 2001
- *CONSTRUCTION TECHNOLOGY*
  Deadline: March 16, 2001
- *COSMETOLOGY*
  Deadline: March 9, 2001
- *COUNSELING (1st Year Experience)*
  Deadline: February 23, 2001
- *COUNSELING (Workforce Preparation) – Non-Tenure*
  Deadline: March 9, 2001
- *CULINARY ARTS*
  Deadline: March 16, 2001
- *DANCE*
  Deadline: March 2, 2001
- *DSPS COUNSELOR / LEARNING DISABILITIES SPECIALIST*
  Deadline: March 23, 2001

RIVERSIDE CITY CAMPUS – cont.

- *EARLY CHILDHOOD STUDIES*
  Deadline: March 16, 2001
- *ENGLISH*
  Deadline: February 14, 2001
- *ENGLISH AS A SECOND LANGUAGE*
  Deadline: February 16, 2001
- *GRAPHICS / MULTIMEDIA*
  Deadline: March 9, 2001
- *HEALTH SCIENCE / HUMAN REPRODUCTION & SEXUAL BEHAVIOR*
  Deadline: February 23, 2001
- *HISTORY*
  Deadline: March 2, 2001
- *MATHEMATICS*
  Deadline: February 8, 2001
- *NURSING (Medical-Surgical)*
  Deadline: March 16, 2001
- *NURSING (Pediatrics)*
  Deadline: March 16, 2001
- *OFFICE ADMINISTRATION (Computer Applications Specialist)*
  Deadline: February 23, 2001
- *PHILOSOPHY*
  Deadline: February 23, 2001
- *PHYSICAL EDUCATION / WOMEN'S VARSITY COACH*
  Deadline: March 23, 2001
- *READING*
  Deadline: March 23, 2001
- *SPANISH*
  Deadline: February 23, 2001
- *SPEECH COMMUNICATION*
  Deadline: February 14, 2001
- *THEATRE ARTS (Musical Theatre Specialist)*
  Deadline: March 2, 2001

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For additional information and to request a required District application form, please contact: Riverside Community College District, Human Resources, 4800 Magnolia Avenue, Riverside, CA 92506, Phone: (909) 222-8588. Website: http://www.rccd.cc.ca.us. A completed District application form, a cover letter, a current resume or vitae, three current professional reference letters, transcripts verifying college work and degrees (legible copies of transcripts may be submitted; official transcripts required upon employment), and any additional documentation requested must be submitted (by deadline listed above; Postmarks Not Accepted!) to Human Resources.

Associate Executive Vice Chancellor—Campus Community Relations

University of California, Davis

The University of California, Davis, invites applications and nominations for the new position of Associate Executive Vice Chancellor—Campus Community Relations. The Associate Executive Vice Chancellor reports jointly to the Chancellor and to the Provost and Executive Vice Chancellor, and will serve as a primary advisor on matters of campus community relations to deans, vice chancellors, vice provosts and other senior campus administrators. The incumbent will help the campus chart a course that will ensure attention to those components of our social environment that affect community, campus climate, diversity and inclusiveness, and will identify strategies that motivate all levels of the organization to participate in community building.

The Associate Executive Vice Chancellor will develop, in collaboration with a broad and diverse cross section of the campus community, a strategic plan that embodies our Principles of Community and serves as our blueprint for the first decade of the 21st century.

The Davis campus is a member of the Association of American Universities (AAU) and has three colleges (Agricultural and Environmental Sciences, Engineering, Letters and Science); four professional schools (Graduate School of Management, School of Law, School of Medicine and School of Veterinary Medicine); the Division of Biological Sciences; the Division of Education; and a University Medical Center in Sacramento. The Davis campus winter 2001 enrollment is 26,000 students and the annual budget is $1.6 billion.

We seek candidates with exceptional communication and interpersonal skills, clear understanding of the complex challenges and opportunities presented within a diverse campus community, a deep understanding of organizational dynamics, excellent speaking and writing skills, the ability to plan well, and a proven record of leadership in a large organization, preferably a research university.

The successful candidate will demonstrate a superior ability to work with confidence and credibility among our campus community members including faculty, students, staff and administrators. Further, the successful candidate will bring to the position a history of working successfully within a multicultural environment, of effective social environmental planning, and of development and implementation of academic programs or social programming addressing issues of community and diversity. Education: a terminal degree is desirable.

Salary will be commensurate with experience and qualifications. To apply send a letter of intent, résumé and a list of four professional references. The position remains open until filled; for full consideration, applications should be received by March 22, 2001. Nominations and applications should be addressed to:

Robert D. Grey
Provost and Executive Vice Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616-8558

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

CALIFORNIA STATE UNIVERSITY, FULLERTON
ASSISTANT VICE PRESIDENT
for Student Affairs Budget and Human Resources

California State University, Fullerton is searching for an energetic and dynamic person to serve as the principal budget and personnel officer for the Division of Student Affairs. Reporting to the Vice President for Student Affairs, the Assistant Vice President, is responsible for the development and maintenance of budget and human resources policies and practices that are consistent with University requirements. The Assistant Vice President supervises staff members and coordinates, prepares and submits required reports to the Vice President. The Assistant Vice President works collaboratively with division managers and advises the Vice President on budget and personnel matters. The incumbent has broadly delegated authority for administrative functions and is expected to exercise significant judgment in the development and implementation of administrative policies and procedures relating to fiscal and personnel management, information systems, and safety issues.

Qualifications A Master's degree is required, preferably in higher education, student development, business administration, public administration or related field. Ph.D. desired. Knowledge of general accounting principles and budget management skills involving statistical and arithmetical presentations of data and use of computers in accounting functions and technology systems is required. Knowledge of human resources/personnel functions is necessary to manage the human resources functions of the division. Excellent interpersonal, written and oral communication skills are essential. Experience in working cooperatively with many different offices and personalities in policy interpretation and compliance.

Salary The starting salary is competitive and commensurate with qualifications and experience. The position includes a broad and attractive benefit package. The University seeks to fill this position as soon as possible.

Application Procedure Application materials must be received by March 5, 2001 to ensure full consideration. Please send a letter of interest with a statement of qualifications, resume and the names, addresses and telephone number of three references to Dr. Silas H. Abrego, Chair, Search Committee for Assistant Vice President for Student Affairs Budget and Human Resources, Office of the Vice President for Student Affairs, LH 805. California State University, Fullerton, P.O. Box 6830, Fullerton, California 92834-6830. (714) 278-2486. To learn more about Cal State Fullerton and Student Affairs, visit our website: **www.fullerton.edu**

Broward
Community
College

Associate Vice President Information Technology, #034

Master's degree preferred in Information Technology, Management Information Services, Computer Science, or related field. Ten years related experience or an equivalent combination of education and experience may substitute for the minimum requirements. The position is responsible for the overall direction, coordination, and evaluation of the Systems Applications, Educational Technology Services, Systems and Network Technology and Web Services. The position is located at the Downtown Center. Salary is based on credentials. Closing date to apply: 02/28/01

Director, Honors Institute, #841

Master's degree with eighteen graduate semester hours in an academic discipline; Doctorate preferred. Five years experience teaching Honors Courses and coordinating Honors Programs at the 2-year and 4-year level. An equivalent combination of education and experience may substitute for the minimum requirements. Major responsibility includes college wide coordination of all Honors Institute programs and activities. The position is located at the Downtown Center. Salary range: $54,500 - $85,400. Closing date to apply: 03/09/01.

Multimedia Instructor, #987

Bachelor's degree in Computer Technology, multimedia, graphics, or related field. Master's preferred. Ability to teach multimedia authoring (Director, Authorware), Flash, Dreamweaver, Photoshop, Premiere, Cold Fusion, JavaScripting, Teaching and field experience in internet technologies or multimedia authoring preferred. Schedule may include day, evening and/or weekend classes. Campus: South. Closing Date to apply 2/23/01.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

Ivy Tech State College - Sellersburg

Because We Make A Difference

...by providing quality technical education to students across Indiana and by providing a dynamic and exciting work environment where your contribution is appreciated. Ivy Tech is seeking a dynamic and visionary leader to serve as Chancellor for the Sellersburg, Indiana region.

Chancellor

Ivy Tech State College is Indiana's third largest public post-secondary institution with 23 campuses located throughout the state. Ivy Tech will enroll over 70,000 students statewide this academic year and offers the Associate of Science and Associate of Applied Science degrees, Technical Certificates, industry and skill-specific certifications, and business, industry and apprenticeship credit and non-credit training.

The Ivy Tech Sellersburg Campus is located just 10 minutes from downtown Louisville in beautiful southern Indiana. The 96,000 square foot main facility sits on 50 rolling acres with an additional facility located in downtown Sellersburg. The Sellersburg campus serves the Indiana counties of Floyd, Clark, Crawford, Scott, Harrison, Orange and Washington, as well as metropolitan Louisville. As part of the competitive Louisville market, Ivy Tech Sellersburg is one of more than twenty institutions of higher learning within a thirty-mile radius. The campus achieved double digit enrollment increases in 2000 and enrolled more than 2,500 students in the Fall semester.

The Ivy Tech system is administered by a President within the policies established by a state board of trustees. Each geographic region of the state (typically 4 to 8 counties) is administered by a Chancellor, who meets regularly with and receives advice, counsel and direction from a regional board of trustees.

The College seeks applications and nominations for the position of Chancellor for the region served by the Sellersburg campus. The Chancellor provides the vision, planning and leadership to assure that the educational and training needs of the students and employers in the Sellersburg and surrounding area are met. The Chancellor will provide executive oversight for the deans and directors assigned to the academic affairs, student affairs, business affairs, human resources, facilities management, public relations, business and industry training and development functions of the regional administration. The Chancellor will establish and maintain a positive presence in the academic, business and service communities and provide personal leadership in the development (fund-raising) efforts of the college.

Qualifications:

A Master's degree in education, public administration, business administration or a related field is required. A Doctorate and previous post-secondary teaching experience are preferred.

Position requires substantial leadership and management experience, preferably in a post-secondary education environment. Previous experience with budget development and administration are pluses.

The successful candidate will be a visionary, have strong interpersonal skills and a collaborative working style and possess the ability to effectively interact with faculty, staff, students, trustees, state and local college administrators, legislators and the general public.

Ivy Tech offers a comprehensive compensation package, including TIAA-CREF. To ensure consideration, submit a letter of application that describes your educational management philosophy and your salary requirements by **February 28, 2001**; however, applications may be considered until the position is offered. To apply, send application materials to: **Ivy Tech State College, Attn: Todd Voigt, Director of Human Resources, 8204 Highway 311, Sellersburg, IN 47172.**

Ivy Tech is an Accredited/Equal Opportunity/Affirmative Action State College

IVY TECH STATE COLLEGE

Go Further Faster

HIGHLINE
COMMUNITY COLLEGE
Des Moines, Washington

Vice President For Institutional Advancement and College Relations

Highline Community College, located in Des Moines Washington, 20 minutes from Seattle, invites applications for the position of Vice President for Institutional Advancement and College Relations. The Vice President is the chief development officer for the College and will provide leadership, direction, and vision to the Highline Community College Foundation. The Vice President will have primary responsibility for resource development and collaborates with the College leadership team in identifying funding needs. This position is also responsible for marketing, community outreach, public relations and communication, publications, government relations, alumni relations, and a coordinated grants program.

For further information visit our website at **www.highline.ctc.edu**, or to have a detailed position announcement with an outline of qualifications, and application materials mailed to you, please call (206)870-3751, email **personnel@hcc.ctc.edu**, or write to **Human Resources**, PO Box 98000, Des Moines, WA 98198-9800. To ensure full consideration your materials should be received by March 5, 2001.

Highline is an equal opportunity employer and operates under an affirmative action plan.

Portland Community College

FACULTY/ADMINISTRATIVE VACANCIES 2001/2002

OPENINGS SUBJECT TO BUDGET CONSIDERATIONS AND APPROVAL

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wmueller@semovm.semo.edu

Oklahoma State University
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in Early Childhood Education

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Interested candidates should submit two copies of a cover letter and two copies of a resume, including the names and telephone numbers of three references, to: **P. N. French Associates, Inc., Attn: Multicultural Enrollment Search, 126 Nowell Farme Road, Carlisle, MA 01741. For additional information regarding this position, please contact Peter French at: (978) 369-4569.** Applications may also be directed to: Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

---

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The Vice President for External Relations

THE UNIVERSITY OF IOWA
Iowa City, Iowa

The University of Iowa (UI) is seeking an innovative and forward-looking communications professional to become its next Vice President for External Relations. UI is a highly ranked Carnegie Research I University in the Big Ten enrolling over 28,000 students, with a world class health science center. The University is located in a community known for excellent quality of life and diversity. (http://www.uiowa.edu)

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The successful candidate will be an excellent strategist, facilitator and communicator with demonstrated leadership in implementing an integrated communications plan (marketing and public relations) in a complex, sophisticated environment. Exceptional in team building and staff development, the individual should have the ability to work effectively with a wide range of publics and demonstrate success promoting diversity. Must be successful in media relations and knowledgeable of traditional and evolving communications technologies. Must be able to manage resources responsibly and function in a public sector institution.

The ideal candidate will have an advanced degree in related field, at least ten years progressively responsible experience in public relations/marketing, including five years of management experience (preferably some portion within a university setting), or an equivalent combination of education and experience.

Screening of applications will begin immediately and continue until the successful candidate is identified. Applications should be submitted in writing to:

Vice President for External Relations
c/o Karen Otto/Nick Praunfelder • EMN/Witt/Kieffer
2015 Spring Road, Suite 510 • Oak Brook, IL 60523 • (e-mail: uiowaVPER@emnemn.com)
For confidential inquiries: Nick Praunfelder 949/851-5070 or Karen Otto 630/575-6145

The University of Iowa is an affirmative action/equal opportunity employer.
Women and minorities are encouraged to apply.

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AFFIRMATIVE ACTIONS IN RECRUITMENT, ADMISSION, AND FINANCIAL AID

Dr. Edouard L. Piou, Assistant Vice President for Human Resources and Director of Equal Opportunity Affairs at the University of South Florida, has worked in these fields since 1971, as legal adviser, EO specialist, and contract compliance officer. This essay should not be construed as legal advice.

As a scholarly enterprise, higher education, to be successful, must be grounded on diversity of perspectives. How much diversity depends on the nature of the community it purports to serve. Over the last 20 years, public institutions committed themselves to the taking of affirmative actions to enhance the diversity of their student bodies. Most of them used group underrepresentation or and ethnicity as "plus" factors in their selection processes. This honest use of ethnicity generated many debates. These debates produced more heat than light; heat that may engulf us all, if we don't follow the few points of light.

We must follow the few points of light to educate students for living and working in our multi-ethnic society; we must provide to all qualified students an equal opportunity to contribute to and benefit from higher education; we must consider potential contributions of any student to diversity as a "plus" factor in decisions regarding campus visitations, summer institutes, transfer or articulation agreements, waiving of fees, matching of scholarships offered by other institutions, awarding of scholarships to automatic-admits, or mentoring and counseling services.

We must follow the points of light and insist that merit be revisited to include skills, abilities, and experiences needed to contribute to and succeed in higher education. Whenever appropriate, we should consider in factors such as underrepresentation in a field of interest, ability to relate to people from various backgrounds, demonstrated maturity, socio-economic background, geographic origin, persistence in overcoming discrimination, community services, language abilities, employment history, leadership, cross-cultural communication, perseverance in the face of adversity, relative freedom from prejudices, and willingness to serve in specific geographical areas. All students will benefit from this revamping of our flawed selection systems.

In states where use of ethnicity is not prohibited, we should use it as a "plus" factor if our procedures have been found to have an unfair disparate impact on any ethnic group. This use of ethnicity should be narrowly tailored, and should not last more than necessary. It should allow for exceptions, it should not foreclose availability of seats or scholarships for other students, and should be reviewed periodically to assess the extent to which it is still warranted.

In states where use of ethnicity is prohibited, we still can use it as a factor if it is a qualification without which an activity cannot be carried out; we still can use it as stipulated in programs authorized by state or federal governments; and we still can allocate scholarships for women athletes. We can also consider allocation of university funds to multi-ethnic organizations for award of scholarships to their members in a nondiscriminatory fashion, as done by the National Science Foundation; and we can continue to administer ethnicity-based scholarships as stipulated by private donors. Furthermore, we can encourage the development of women and minority scholarships programs funded and administered by corporations who are striving to diversify their workforces.

Let us remember with the Law School Admission Council that the goal of an admission committee is not simply to admit the "best" individual applicants as measured by test scores but to assemble the "best class [by] .... bringing into the learning environment the real-world perspectives, values, and experiences of the larger society in which students will practice."

Let us remind our institutions that Federal Judges have recently ruled, in Washington and in Michigan, that the Equal Protection clause of the Constitution permits university admissions programs which consider ethnicity for other than remedial purposes, and that educational diversity is a compelling governmental interest that meets the demands of strict scrutiny of ethnic-conscious measures.

Let us remember that affirmative actions are more about ensuring fair and open competition than about atonement, reparation, or compensation; let us remind our institutions that affirmative actions are more about denying preferential treatment to unqualified European American males than about granting preferential treatment to Asian-Americans, African-Americans, Hispanic Americans, Native Americans, and European American females. We owe it to our kids, we owe to higher education, and we owe it to America.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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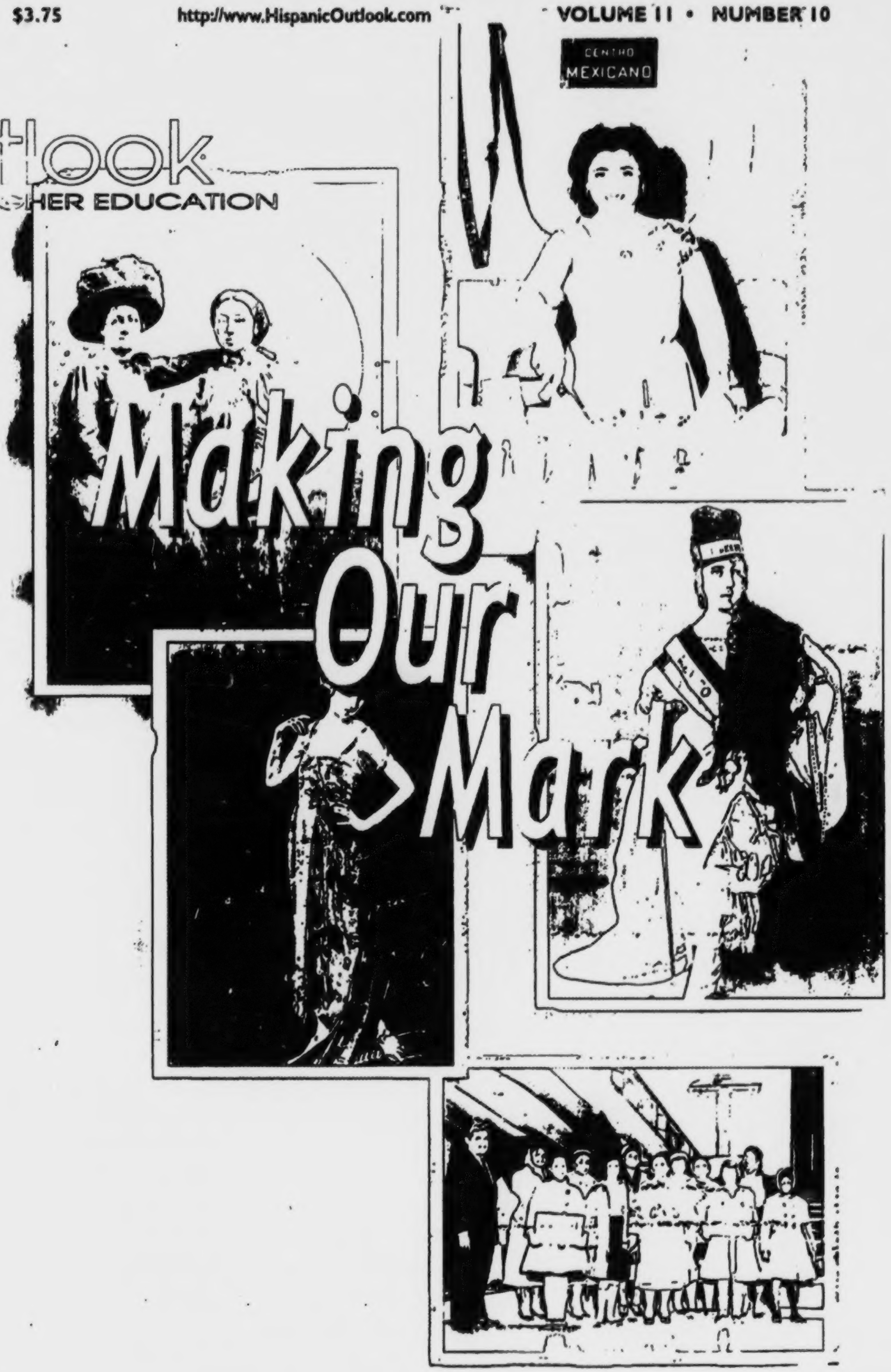

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PERALTA COMMUNITY COLLEGE DISTRICT

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The Chancellor of the Peralta Community College District is pleased to announce the official search process to identify and select the presidents for College of Alameda, Merritt College, and Vista Community College, three of the four colleges in the District. The Peralta Community College District is located in the beautiful Oakland/San Francisco Bay Area, an area which leads the world in technology and innovation. The District is seeking to appoint three campus presidents who will become part of the Chancellor's team responsible for implementing an ambitious agenda in advanced training and higher education to serve all segments of a culturally diverse urban community. The Peralta Community College District serves six cities in the East Bay Area. The District is renown for its support of education and has a national reputation for developing effective approaches to serving the varied interests and needs of the community. The Peralta Community College District, founded in 1964, serves 27,000 students, and is one of the top community college districts in the State of California in transferring students into the University of California system.

Individuals are invited to apply who are interested in joining a team of educational leaders, who understand the principles and distinction of excellence in management and commitment to visionary leadership, and who are committed to community service and academic excellence. Presidents serve as the chief executive officers of their colleges and report to the Chancellor of the District.

Mission Statement - "*The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community.*"

College of Alameda

College of Alameda, California's only island-based community college, offers both park-like tranquility and easy access to urban bustle. Having served almost a quarter of a million day, evening and weekend students since its 1970 founding, College of Alameda enjoys a well-deserved reputation for excellence in its academic, vocational, and student-support programs. The College is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community. The College's nearly 5,500 students benefit from a lively and dynamic campus and academic and vocational offerings including Aviation Maintenance Technology, Computer Science and Computer Information Systems, Anthropology, and the Vietnamese language studies.

Merritt College

Nestled in the hills of East Oakland on an 125-acre site above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings in Northern California. With a panorama that includes the Golden Gate Bridge and the Pacific Ocean, Merritt's striking vistas provide a breathtaking backdrop for its packed roster of first-rate academic and vocational programs. Merritt's nearly 6,500 students benefit from a variety of courses of study including acclaimed programs in Administration of Justice, Landscape Horticulture, and Nursing.

Vista Community College

Just two blocks from the University of California at Berkeley, the energetic urban campus of Vista Community College stands on the cutting edge of community college education. University preparation and occupational training classes form the core of Vista's curriculum, which also features model programs in fields as diverse as American Sign Language, Biotechnology, and Multimedia. A special arrangement allows Vista students to complete lower-division requirements in evening and Saturday classes on the UC Berkeley campus. Vista's more than 4,000 students represent the Bay Area's ethnic, cultural and economic communities.

PREFERRED QUALIFICATIONS - The Chancellor will consider educational background, professional experience, accomplishments, reputation and character in the search for the president. Leading candidates will have demonstrated success in entrepreneurial and innovative approaches to the challenges and opportunities outlined in the presidential search profile.

APPLICATION PROCESS - Individuals interested in submitting application materials for any of these three positions are encouraged to obtain an application packet that includes the challenges and opportunities and preferred qualifications for each college. This information can be obtained by accessing the District's web page at www.peralta.cc.ca.us/presidents.htm, or contact:

Larry Hardy, Associate Vice Chancellor for Human Resources
Peralta Community College District
333 East 8th Street, Oakland CA 94606

A separate advisory selection committee has been appointed for each of the colleges. Individuals are encouraged to apply for one or more of the vacancies. The three presidential advisory selection committees will begin reviewing nominations and applications on Monday, February 26, 2001 and will continue until the position is filled. To ensure full consideration, application materials should be received no later than 4:30 p.m. (WST), March 7, 2001. **For additional information, contact:**

Narcisa Polonio, Director
Association of Community College Trustees (ACCT)
1740 "N" Street, NW, Washington, D.C. 20036
Telephone: (202) 775-4667 or (202) 276-1983
E-mail: NPolonio@acct.org

APPLICATION INSTRUCTIONS - Individuals interested in the position(s) of College President must submit a separate application package for each position. The application package should state in a brief letter (maximum five pages) how they would address each college's challenges and opportunities and how they meet the elements of the presidential profile.

Applicants should also submit a current resume and the names, business and home telephone numbers of eight references: two supervisors; two subordinates (including one classified or support staff); two faculty members; and two business or community members. (Applicants from sectors other than higher education should submit comparable references.) Note: references will not be contacted without the applicant's permission.

Application materials should be submitted to: Presidential Search Committee, c/o Larry Hardy, Associate Vice Chancellor for Human Resources
Peralta Community College District
333 East 8th Street
Oakland, CA 94606-2844

The Peralta Community College District is an Equal Opportunity/Affirmative Action Employer.
— ACCT Search —

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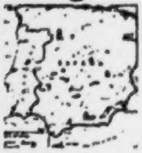

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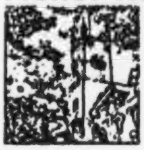

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Paramus, NJ 07652

All correspondence should include author's full name, address, and phone number.

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Sexual Harassment: It's Not Academic

BY GUSTAVO A. MELLANDER

Sexual harassment is a real and serious problem at all levels of our society, including some colleges and universities. It can affect any student, regardless of sex, race, or age.

Harassing behavior, if ignored or not reported, is likely to continue and become worse rather than go away. Its impact on a student's educational progress and attainment of future goals can be significant and should not be underestimated. A student might, for example, have trouble learning, drop a class or drop out of college altogether, lose trust in college officials, become isolated, fear for personal safety, or lose self-esteem.

A college should not excuse the harassment with an attitude of "boys will be boys," by deeming it a matter of "emerging adolescent sexuality," nor should it be ignored for fear of damaging a professor's reputation. That does nothing to stop the harassment and can even send a message that such conduct is accepted or tolerated by the college. When a college makes it clear that sexual harassment will not be tolerated, trains its staff, and appropriately responds when harassment occurs, students will see the college as a safe place where they can learn.

Definitions

Sexual harassment can take two forms: quid pro quo and hostile environment.

Quid pro quo harassment occurs when a college employee causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a college program or activity, or causes a college official to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct. For example, quid pro quo harassment occurs when a teacher threatens to fail a student unless the student agrees to date the teacher.

It does not matter whether the student refuses to submit to the teacher's demands and suffers the threatened harm, or does what the teacher wants and thus avoids the harm. In either case, the harassment by the college employee is unlawful.

Hostile environment harassment occurs when unwelcome sexually harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, or abusive educational environment. It can be created by a college official, another student, or even someone visiting, such as a student or employee from another college.

Immediate Action

Whichever type occurs, a college must take immediate and appropriate steps to stop it and prevent it from happening again. The judgment and common sense of teachers and administrators are important elements of any response. But the school is responsible for taking all reasonable steps to ensure a safe learning environment.

Under federal law, a college is required to have a policy against sex discrimination and to notify employees and students of the policy. A policy against sex discrimination, particularly one that specifically addresses sexual harassment, is an extremely effective method for preventing sexual harassment.

A college is also required to adopt and publish grievance procedures for resolving sex discrimination complaints, including complaints of sexual harassment. Good procedures provide an effective means for promptly and appropriately responding to those complaints. Finally, a college is required to have at least one employee responsible for coordinating efforts to comply with Title IX.

Everyone can recognize blatant sexual advances, but what else is characterized as inappropriate? Some such behaviors are displaying or distributing sexually explicit drawings, pictures, graffiti, and written materials; sexual gestures, sexual, or "dirty" jokes; touching oneself sexually; or talking about one's sexual activity in front of others.

Exceptions

Not all physical contact is considered sexual in nature. For example, an athletic coach hugging a student who makes a goal is not harassment. A lot of common sense is necessary and prevails. Can a male compliment a female on her appearance? Of course, a good guideline is that one can say whatever one would say if one's wife were present.

Sexual conduct must be unwelcome in order to be sexual harassment. Conduct is unwelcome if the student, or anyone else, does not request or invite the conduct, and views it as offensive or undesirable. It is important to remember that just because a student does not immediately speak out or complain does not mean that the sexual conduct was welcome.

A student might feel that objecting would only result in increasing the harassing conduct. Sometimes students feel intimidated by the conduct and/or feel too embarrassed, confused, or fearful to complain or resist. Also, a student who willingly participates in conduct on one occasion might on a subsequent occasion decide that the same conduct has become unwelcome.

Both faculty and college officials should encourage students to speak out and complain about unwelcome sexual conduct–to the harasser and then, if it doesn't end, to an appropriate college official.

Sexual harassment can occur at any college activity and can take place in classrooms, halls, cafeterias, dormitories, and other areas. Too often, the behavior is allowed to continue simply because students, faculty, and staff are not informed about what sexual harassment is or how to stop it. Students and college staff must be able to recognize sexual harassment, understand what they can do to prevent it from occurring, and how to stop it if it does occur.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Latinas are increasingly breaking through society's gelatinous ceiling and entering the professional ranks in many disciplines. They are earning more advanced degrees, becoming doctors, lawyers, publishers, social scientists, athletes, engineers, investors, professors, etc. Yet despite our respective positions in the workforce, our earning potential and contributions, I sometimes ponder the reality that things have not changed all that much. Is being a woman and/or a person of color still "a millstone about our necks," despite society's broad but not unanimous acceptance of diversity's positiveness?

We have certainly made progress, availing ourselves of opportunities that have opened up for us. But many Latinas, to date, still are expected to take on traditional family roles, no matter how many degrees earned, how large a staff she might supervise, how many lives she's saved behind enemy lines, or how many zeros in her salary. At home, it seems that she will always be the *ama de casa*.

Many women, Latinas included, dream of a career, marriage, and children, and not necessarily in that order. It's not an impossible trinity. Unfortunately, the balance of the three is what is difficult to attain. If she can afford to delegate some domestic tasks to lighten her load, she's fortunate, or if she marries someone who'll share the household responsibilities, she's fortunate too. But generally speaking, many Latina professionals shoulder more, not less, responsibility–managing a business planner while managing household operations as well.

One article looks at the Latina women's rights movement and how it still straggles behind that of non-Hispanic women. While women of color have benefited from the rightfully earned "privileges" of the women's movement, perhaps Latinas need to spearhead a movement of their own in order to address parochial interests.

One place to start is at the elementary stage–from K-12. "NMSU's MAXIMA to the Rescue" showcases a program at New Mexico State University through which K-12 teachers are involved in instructional development so they can help young Latinas think outside the box about their future.

Our next issue will hone in on community colleges. We'll examine the role of community colleges and how the community college system is evolving, current statistics, and more.

M. Sarracent

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Encyclopedia of Latinas in the Making

Groundbreaking Work Due in 2003

BY INÉS PINTO ALICEA

Virginia Sánchez Korrol, Ph.D.

Vicki L. Ruiz, Ph.D.

The contributions of Latinos and Latinas have long been overlooked by mainstream historians of the U.S. Few people know about Mercedes Cubria, the first Cuban American woman to become a lieutenant colonel in the U.S. Army and the first to be elected to the U.S. Army Intelligence Hall of Fame; María Amparo Ruiz de Burton, a Mexican American novelist and the first Latina to write in English about the Southwest after it was taken over by the United States; Puerto Rican feminist Luisa Capetillo; or Guatemalan labor and civil rights activist Luisa Moreno.

"Many of these women were well known in their communities, but they were not well known outside of their communities," said historian Vicki L. Ruiz, chair of the Chicana and Chicano studies department at Arizona State University in Tempe. "It is important to recognize these women because the history of Latinas is often overlooked not just in U.S. history texts but also in women's history and Latino history books. Latinas have been an important part of the American experience since the expedition of Francisco de Coronado in 1540 and the founding of Saint Augustine in 1565."

Ruiz and Virginia Sánchez Korrol, head of the Brooklyn College Puerto Rican and Latino studies department, have launched a project titled ***Latinas in the United States: An Historical Encyclopedia***, a two-volume book honoring Latinas who made their mark in politics, arts, media, and business between the 16th century and the 1970s. It is slated for publication in 2003 by Indiana University Press.

"What we want to do is give a sense of the historical, regional, and cultural breadth of Latinas in U.S. history," said Ruiz, adding that she and Korrol decided to stop their work in the 1970s because they did not want the encyclopedia to become a *Who's Who*. Rather, they want an academically rigorous account of an overlooked history of the contributions of Latina women of different national descents.

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CENTRO
MEXICANO

Birthday at the Mexican Center in New York, 1960s.
Collection Centro Library and Archives, Hunter College.

LIBERTY
MEXICO

Emblematic of cultural coalescence, María Soto Audelo at a Fourth of July celebration, 1917. Courtesy of the Arizona Historical Society Library, Tucson.

"Part of the joy of the project and part of the challenge is trying hard not to overlook anyone," said Ruiz.

Sánchez Korrol said they initially worried about not gathering enough material for the project. But as word of their work has spread, they've been inundated with letters from people across the country who want a family member or someone they know included in the encyclopedia. They continue to accept recommendations.

"About one-third of our entries are coming from people who heard about our project and wrote to us about it," she added.

Ruiz said that when she was growing up, what she read about Latino history in the U.S. was limited and seemed to involve only men–Pancho Villa, Hernan Cortes, those who died at the Alamo. The texts certainly never included the stories she was regaled with that focused on the hard-earned accomplishments of the women in her family. Ruiz learned about her Mexican American heritage at the kitchen table, hearing tales of the past from her mother and grandmother. She heard about coal-mining struggles, labor activism, strikes, farm workers, and politics. Sánchez Korrol's experience was the same–she read little about the important contributions Latinos have made in U.S. history–and as time went on, she wanted to learn more, especially about Latinas.

"It was our story, and we wanted to get it out there," she said. "We want people to understand that each of these groups shares a unique history."

Both women have spent their professional careers studying and writing about Latinas and Latinos. The stories they have told reflect the interests of their respective departments–Mexican American women for Ruiz and Puerto Rican women for Sánchez Korrol and the accomplishments and challenges of each in often unheralded lives. Sánchez Korrol is the author of *From Colonia to Community: The History of Puerto Ricans in New York City.* But, when the opportunity arose, both were ready to take the next step and work on a collaborative effort that encompassed the stories of all Latinas.

Ralph Carlson, who published a two-volume work on Black women, had approached Ruiz several times about undertaking a project on the accomplishments of Latinas, but Ruiz was busy finishing another book for publication–*From Out of the Shadows: Mexican American Women in the 20th Century.* Once that was completed, she was ready to take on the bigger project, the history of all Hispanic women in the U.S. She turned to Korrol for help.

Despite the geographic distance between the two–Sánchez Korrol living in New York and Ruiz living in Arizona–the historians have managed to build a close working relationship. Though different in their cultural upbringings, the two share strong professional interests that have created ties that bind. Both women were the first to get college degrees in their respective families as well.

"There is really no separation," said Sánchez Korrol. "We're in tune."

She recalls that when she was growing up, people around her had negative attitudes toward Latinos. She hopes that the project will put the Latino community in a different and more positive light.

"People would say 'You're not like the others,' but I was like the others," she said. "I was lucky. I made it."

Before her tenureship at Brooklyn College, Sánchez Korrol was an English teacher and taught American literature to high school students. She said she was always looking for Latinos in the texts and never seemed to find them, and as she started a family, her desire to find more about Latino contributions in history grew.

"When I had children, I had a tremendous urge to let them know who they were," said Sánchez Korrol. "I wanted them to know we have an important history here." The encyclopedia project arose and gave her the opportunity to tell the history.

Nearly three years ago, the two historians began planning their work on the encyclopedia. In addition to the 800 entries on prominent women, the historians also plan to include some 500 photographs as well as essays about Latinas in religion, the arts, politics and labor unions, and marriage across cultural and racial lines.

"The hardest part is making sure their voices come through," said Ruiz. "We want people to see their warmth and humor. We want this to be an engaging project. We want people to say, 'Wow, I want to know this person.'"

Sánchez Korrol said the women who make the final cut will be women who played pivotal roles in "advancing our communities or working for the community in ways that maintained the viability of our communities."

The enormity of the project is not lost on any of the people so far involved in carrying it to publication in 2003.

"It's an ambitious project," said their managing editor, Carlos Cruz, who has undertaken a number of tasks to help the books along, including coordinating graphics, photos, and computer-related issues. The historians plan to develop CD-ROMs based on the encyclopedia and to develop an interactive website based on the works in the encyclopedia where interested people can ask questions and get answers culled from the book.

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ROCKEFELLER ACABARA CON LOS ABUSOS EN EL RELIEF...

Rockefeller's campaign for governor, New York 1958. Collection Centro Library and Archives, Hunter College.

Cruz called the project important and vital. "Latinas have been marginalized in history—because they are women and because they are Hispanic women."

Finding the financing for carrying out such a massive project has been one of the biggest challenges. They received $140,000 from the Ford Foundation.

"There are tremendous challenges in completing this project, but the most acute is financial," she said. "The project itself is an expensive one."

Sánchez Korrol said much of the expense of putting together such a project involves travel between the co-authors for collaboration, gathering photos from families and archives nationwide, meeting with all of the associate editors, and doing basic research. The two have compiled a group of associate editors to help them on the project, a group that Ruiz said brings an "array of talents and networks." They include Celia Alvarez of Arizona State University, West; Louise Año Nuevo Kerr, University of Illinois, Chicago; Lillian Castillo-Speed, University of California, Berkeley; Barbara Cruz, University of South Florida; María Cristina García, Cornell University; and Nelida Pérez, Hunter College-CUNY.

Sánchez Korrol worries about the funding, but her optimism is infectious. "This history is still marginal to the mainstream," she said. "We have to take this history and make it more important. If you don't see yourself in the past, how will you invest in the future? Women always have been primary movers. That's important to bring out. It's important for our children to see this."

Sánchez Korrol said the warm and welcoming public response to their project has helped the authors get through some of the challenging moments of putting such a project together.

"We didn't expect this interest," she said. "It made us feel very humble. It made us feel we have a tremendous responsibility to *cumplir*. We owe them. We just have to do it, despite the challenges."

The encyclopedia will be an important publication because "so much of the work on the Latino communities in the United States is segregated into national movements," she noted. "Then there is the scholarly audience. There is nothing like this available in this area. It can be used by public schools and libraries."

But the historians hope that the work will mean much more to the Latino community and that it will push other historians to include Latina history in their own texts of U.S. history.

"We don't want this to just stay on the shelves of the library," said Ruiz. "We want this to be readable, to be the type of book people buy for their mothers as a gift."

Ruiz said she hopes the books will also inspire other women to keep pursuing their dreams. She cited statistics that concern her deeply about Mexican American Latinas. The 1990 census, for example, indicated that only five percent of Mexican American women in the Southwest who were 25 years or older and employed full time reported having attended four years of college. Moreover, she said, 38 percent of those women reported having eight years or less of elementary school.

"We hope young women will read the encyclopedia and say, 'I can do this,' and will see these women as role models," said Ruiz. "We hope the encyclopedia will be an important educational tool in reaching young Latinos."

The public is encouraged to submit information and ideas for the project at vsankorr@brooklyn.cuny.edu. Also, Ruiz can be reached at (602) 965-5091, and Sánchez Korrol, at (718) 951-5561.

ROOM AT THE TOP–FOR IMPROVEMENT

Women Up 100%; Hispanics Up 1%

BY
ISIS ARTZE

The largest increase in the percentage of women presidents was at two-year institutions, where they represented nearly eight percent of presidents in 1986 and more than 22 percent... in 1998.

The typical U.S. college president is a 58-year-old Caucasian male, reports the American Council on Education (ACE) in "The American College President, 2000 Edition," a comprehensive study of 2,380 presidents.

More specifically, ACE found that in 1998, when the study was conducted, 89 percent of college presidents were Caucasian and 81 percent were male.

Alarming statistics? Absolutely, say the few minority and female college presidents who have broken the mold.

"This is a job like many top-level jobs that should draw on the widest pool possible," says Nannerl O. Keohane, president of Duke University in Durham, North Carolina. If the selection pool is limited by race or gender, she says, "it is reduced to a dangerously small size."

"There is also a very strong role-model effect in these high-power jobs," Keohane says. First, there is a sense of identification. Women who see women at the top and minorities who see minority leaders are given "a sense of possibility." Secondly, but equally important, she says, when individuals are exposed to leaders of different backgrounds and gender, it makes a "conscious and unconscious impression" about what characterizes a leader. If they see only males or a certain race as president, Keohane explains, they will think all leaders are–and are "meant to be"–of that race and gender.

Another consideration, says Antonio Pérez, president of the Borough of Manhattan Community College (BMCC) in New York, is that "colleges have to reflect the people they serve."

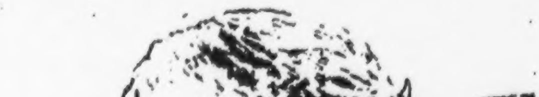
Moreover, it is essential to have minorities and women represented at the college presidential level, says Ricardo Romo, president of the University of Texas at San Antonio, because they "can effect change."

Ruth J. Simmons is a staunch advocate of such change. She has made many efforts toward opening higher education–especially elite private institutions–to disadvantaged minorities, an objective she has described as "a matter of national salvation."

This is not to say that all the ACE findings are bleak. It reports that "since 1986, the percentage of women college presidents doubled, from 9.5 percent to 19 percent, and the percentage of minority presidents increased from eight percent to 11 percent."

In 1998, Hispanics comprised three percent of the total number of college presidents, up one percentage point from 1986.

But these advances are not enough, concedes ACE. "If the pro-



Dolores M. Fernández, Hostos Community College president portion of women who serve as senior administrators and as full-time faculty provides a standard for equity," it states, "then women, as presidents, remain underrepresented. Forty percent of faculty and senior administrative staff in higher education are women" (versus 19 percent as presidents).

Likewise, minorities accounted for 14 percent of faculty and senior staff in 1995, according to ACE, but only 11 percent of college presidents in 1998.

Who's the Boss?

One such minority president is Dr. Sylvia R. Ramos, president of Houston Community College-Southeast (HCCS) in Texas. As a Latina, she tips the scale for both women and minorities. "I've known I was going to be a president since I was in the fourth grade," she says. "I just didn't know what I was going to be a president of." "My first step was to become fully credentialed," she says.

By 1974, she had trained in administration and obtained principal certification and all-level certification. In 1987, she earned her doctorate in higher education administration.

"I had the preparation, which gave me a license to practice my skills," Ramos continues. "When you have credentials, you're automatically looked at for upward mobility." She has served as president of HCCS since 1991 and was recently named Educator of the Year by the League of United Latin American Citizens (LULAC).

Unlike Ramos, Dolores M. Fernández, president of Eugenio María de Hostos Community College in the South Bronx, New York, did not follow a direct path to the college presidency. Actually, says Fernández, she had been told she had no chance of becoming a professional.

When she graduated from high school, she was advised to enter the workforce instead of higher education. It wasn't until age 26 that Fernández enrolled in college, and by then, she was already the mother of two. She had her third child before completing her bachelor's, she adds, but proceeded, with the support of her mother and extended family, to earn her master's and her Ph.D.

Dr. Adriana Barrera, who became president of Los Angeles Mission College in late 1999, says she too had no plans to become a college president. "It was a fortuitous accident," she says. In 1983, after obtaining a doctoral degree in social psychology, Barrera was looking for a part-time job that would pay the bills and give her the flexibility to complete her dissertation. She found such a job at Austin Community College, working half time on a grant-funded project.

The college president, Dr. Dan Angel, a proponent of resource development, noticed Barrera's skill in attaining grants, and named her grants officer for the college district–thereby inciting her interest in higher education, she says.

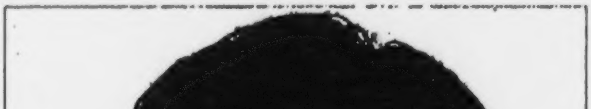
The Road to the Top

Barrera's experience with Angel is similar to that of her peers, many of whom also attribute their current position to the influence of a mentor.

"He provided me with avenues to become involved and meet people," Barrera says of Angel. "He took me under his wing, shaping me, and helping me see my own potential." He also nominated Barrera for the ACE fellows program, she says, which broadened her perspective about higher education and the presidency.

Romo, president of UT-San Antonio, says he was assisted by several mentors, including Robert M. Berdahl, chancellor of the University of California at Berkeley, and Mark G. Yudof, president of the University of Minnesota. "I benefited greatly from the ability to net-

Dr. Adriana D. Barrera, Los Angeles Mission College president



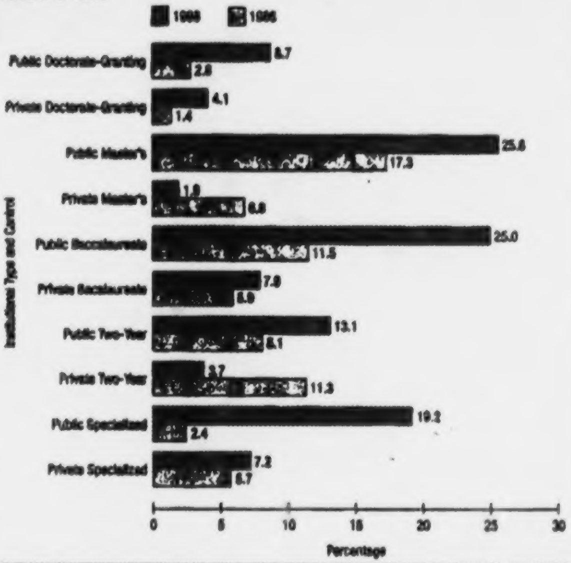
Dr. Sylvia R. Ramos, Houston Community College president

Percentage of Presidents by Race/Ethnicity: Selected Years, 1986 to 1998

Race/Ethnicity	1986 Percent	1990 Percent	1995 Percent	1998 Percent
African American	5.0	5.5	5.9	6.3
Asian American	0.4	0.4	0.8	0.9
Caucasian	91.9	90.4	89.3	88.7
Hispanic	2.2	2.6	2.9	3.2
Native American	0.5	0.8	0.8	0.9
Total Minority	8.1	9.6	10.7	11.3
Total*	100.0	100.0	100.0	100.0

*Totals may not sum to 100.0 because of rounding.

Percentage of Minority Presidents by Institutional Type and Control: 1998 and 1986



Source: The American College President, 2000 Edition. An ACE Publication

work and have good relationships," he says. "They helped me understand higher education."

Fernández says she too was "pushed" by a mentor. While a student at State University of New York-Old Westbury, she became aware of a Title VII fellowship program for the preparation of bilingual teachers through the administrator of the program, William Bird Forteza. Without his advice and without the fellowship, she says, she could never have afforded to continue her education.

Later, while serving as New York City Public Schools deputy chancellor for curriculum and program development, Fernández was contacted by the chancellor of the City University of New York to assume the position of interim president at Hostos, where the former president resigned in a whirl of controversy.

"I had prepared a speech with all the reasons I would not take the job," she says, but her decision was soon made for her.

Fernández was attending an activity during which a Black minister said to the audience, "All of you who are sitting here with degrees in your hands, I'm challenging you to look back to your community and pay back."

"I started to cry," she says, and thought, "My community is calling me." And she took the job.

What sets them apart?

This sense of giving back to the community is one affinity among minority and female college presidents. It is consistent with the findings of ACE that "the largest increase in the percentage of women presidents was at two-year institutions, where they represented nearly eight percent of presidents in 1986 and more than 22 percent of presidents in 1998."

Barrera explains that "by their nature, community colleges serve underrepresented populations, and demonstrate an openness and willingness to have broader participation." In fact, a December 1, 2000, article in The *Los Angeles Times* announcing Barrera's presidential inauguration described her as "in tune with the needs of her community."

Another ACE finding is that "more than half of Hispanic presidents led institutions with enrollments greater than 5,000, compared with less than 30 percent of Caucasian presidents. This may be because Hispanic presidents were more likely to lead public institutions, which tend to enroll more students than private colleges and universities."

Pérez, president of BMCC, attributes this finding to the fact that public institutions are "not controlled by boards," he says. "They have a great response to social issues, while private institutions have less pressure[to diversify]."

Female, African American, and Hispanic presidents were also more likely to have earned doctoral degrees, ACE reports. Barrera says, "I do think it would have been more difficult for me to reach the presidency without the doctorate." And Fernández says the figure demonstrates what she's always told her children: "We have to have more of everything."

ACE reports that "one more striking difference between women and men presidents continues to be marital status. Most men presidents were currently married (90 percent), compared with 57 percent of women presidents."

Barrera says she's not surprised. "It is a hard schedule to maintain," she explains. "You're out early and back late, have evening and weekend engagements, and there are a lot of pulls for your attention."

"I don't know whether men, as partners," she adds, "can adapt to the supportive role."

Fernández thinks this is due to societal expectations. "It's not yet customary for men to get up and move," she says. "That aspect of women's rights is not yet solidified."

But Ramos, who's been married for 30 years, says she's proof that it can be done–that it is possible for women to maintain a family and a career. "Men are not yet acclimated to

> ***In 1998, Hispanics comprised three percent of the total number of college presidents, up one percentage point from 1986.***

following their wives," she concedes, "but women themselves are still trying to figure out if they can do both.

"There are not that many women out there to show us that we can. But women need to know that they can do both."

Prescriptions for Change

For the first time, the ACE report contains information on the presidential search process. Using this new data, as well as hiring trends, the Council attempts to determine what the future holds for American college presidents.

It found that "twenty-five percent of all newly hired presidents in 1998 were women, compared to 19 percent of all presidents."

"If current hiring practices continue," says ACE, "it's not unreasonable to anticipate that one-quarter of all institutions–and more than one-third of community colleges–will have women presidents."

Unfortunately, the future does not seem as hopeful for minority presidents. "According to current hiring rates for minority candidates among newly hired presidents," predicts ACE, "minority representation is unlikely to increase significantly–unless hiring practices are altered."

Which begs the question: What needs to be done?

ACE itself is playing a significant role in effecting change. Its Office of Minorities in Higher Education provides assistance to colleges and universities seeking to improve their recruitment and retention of minority students, faculty, and administrators.

Its Office of Women in Higher Education offers advice to women who want to assume leadership positions in higher education and includes "The Network," a nationwide system of campus presidents, designed to "unify women in higher education."

Gladys Brown, director of the Office of Women, says ACE has also organized an advisory board of college presidents "to put the responsibility on the shoulders of current presidents," and learn from their experiences.

Pérez is one of the presidents who serves on this commission. "I feel it is my responsibility to nominate and coach potential leaders," he says. Pérez also advises individuals to be persistent. Determined to be a college president, Pérez interviewed for 15 to 20 positions over the years, he says, which gave him practice with the interviewing process.

"It's not for the weak of heart," Pérez adds. "The experience itself can be threatening and, at times, demeaning."

Barrera says she supports leadership programs such as those run by ACE. "These programs get results more readily," she says. "What I do is a drop in the bucket compared to what a Ford or Kellogg foundation can do."

Sara Alemán, Ph.D., associate professor of sociology at Northern Arizona University and a frequent member of search committees to select college presidents, says the problem is that "historically, Latinos have not been in the pipeline of higher education." She advises initiatives to target young people, as early as high school, and help them think about themselves as leaders in the academic world.

Based on her experience in presidential selection committees, Alemán says the people on the selection board "are only willing to consider people who look like themselves" and that "these people are mainstream Americans."

Keohane says she is aware of these prejudices, and that, in response, the members of search committees must be informed of the successes of minorities and women in office. "They need to know about Ruth Simmons, who was recently named president of Brown," she says, and about other minorities and women who serve as examples.

Ramos was recently invited to Southwest Texas State University to discuss the lack of women in administrative leadership positions. She told them that the first step was to identify a pool of potential candidates. "Look at the department chair ranks," she told them. "Who's working with them? Who's meeting with them?" she notes, explaining that they have to look beyond the usual places to find prospective leaders.

Women, for their part, have to spend more time networking, she says. Ramos also says it is the responsibility of those in office–that opportunities to groom more Hispanic leaders are going to lie on the shoulders of the current group of Hispanic U.S. college presidents, who numbered 74 in 1998.

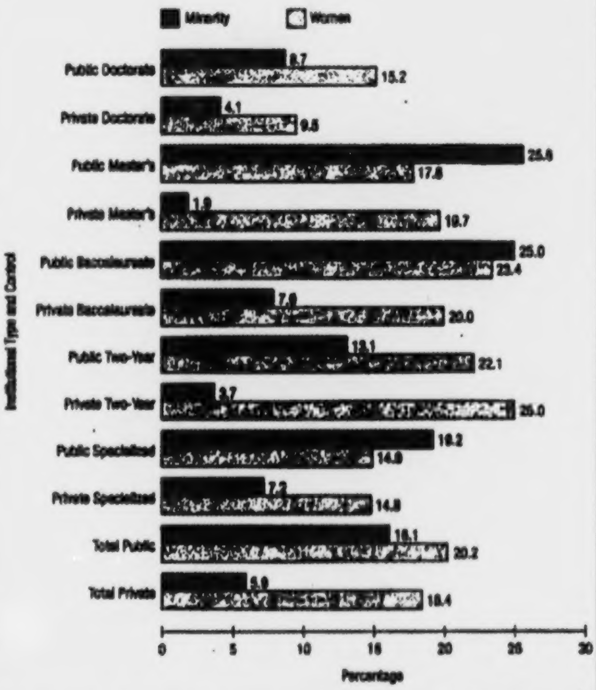
To fulfill this duty, Ramos serves on TACHE, the Texas Association of Chicanos in Higher Education, of which she was once president, and Kaleidoscope, a leadership training institute for women of color.

Romo says advances in this area require sacrifices. Some, for instance, should leave behind scholarship to assume administrative responsibilities, he says.

Fernández's prescription for change comes from a young Latina who was honored by a group of entrepreneurs. She was describing the experience of being mentored, says Fernández. The young woman said it was difficult, at first, that it felt "like she was trying to move through the eye of a needle." But then, suddenly, "a hand had come through the eye and pulled her through."

"Turn around and take someone's hand and help them," entreats Fernández. "If we all make that level of commitment, our numbers will grow."

Minority and Women Presidents by Institutional Type and Control, by Percentage: 1998



Source: The American College President, 2000 Edition. An ACE Publication

Anthropologist Ruth Behar Talks with *HO*

The Essential Homeland of the Imagination

BY
MICHELLE ADAM

Ruth Behar looked up at the two nightgowns hanging on the back of her door as she recounted the event that led her to her novel-in-progress, ***Nightgowns from Cuba***.

The honeymoon nightgowns, she explained, once belonged to her mother, who left them and the furniture and the apartment with the family caretaker, Caridad Martínez, when they moved to Israel in 1961 and then on to New York City a year later.

Behar was then five. Caridad remained in the apartment until authorities kicked her out. She had only enough time to take a few belongings, and chose the nightgowns. Years later, after many visits between Behar and Caridad in Cuba, Caridad gifted the nightgowns back to Behar's family.

Now about halfway into her novel, Behar says she isn't clear why the nightgowns inspired her to begin her fiction writing, and that she has yet to weave them into the work. But for the Jewish Cuban American anthropologist, that is part of the mystery of embarking into fiction. After much acclaim for her non-fiction and anthropology– *The New York Times* named *Translated Woman: Crossing the Border with Esperanza's Story* Notable Book of the Year in 1993–Behar is now combining autobiography and anthropology with fiction to tell the story of her family's journey from Europe to Cuba to the United States as seen through the eyes of her caretaker, Caridad.

Behar has dedicated her career as an anthropologist to writing about her experience of border crossing. From the late 1980s until today, as professor of anthropology at the University of Michigan, she has sought to understand the meaning of home through the multiple lives and stories of others. And she has been in a good position to do so. Her own story is that of a true diaspora that reaches back beyond Cuba to her Jewish roots in Eastern Europe (Poland) and the Mediterranean (Spain, Turkey).

Behar began her first writing journey in Spain, the home of her paternal ancestors. Her book, *The Presence of the Past in a Spanish Village: Santa María del Monte*, published in 1988, related how a small village negotiated its relationship to the past in the wake of the social transformation of the late Franco years that removed people from the land.

"I was very aware that these people in Spain were very rooted. They knew what their land was. They had a feeling of being connected," said Behar. "I found it a contrast to my uprootedness."

Behar's "love for the culture that comes from Spain, which got replanted in Latin America," led her to her second book, *Translated Woman*. During her stay in rural Mexico in the early '80s, Behar established close ties with Mexican women, and became especially fascinated with the story of Esperanza. The book is an account of her friendship with this bold Mexican woman, who walks out of an abusive marriage and becomes a street peddler, raising her child on her own.

The book was a turning point for Behar. It not only won acclaim from the *Times* and was adapted for and brought to the stage–it was an important personal project. "Esperanza returned me to the love of storytelling–to the love of women," she said. "Esperanza was a vital force for me in those years. I learned a lot about feminism through her. I learned that you can leave behind situations that are unfulfilling. She was radical in seeking what she wanted and not being afraid. I learned to think more of the freedom we want as women but fear."

Asked why she thought *Translated Woman* became such a huge success, Behar pointed to her unique approach.

"There aren't many books that look closely at the life of Mexican women, and specifically of a woman who talked openly about abuse and violence, and showed both rage and redemption," said Behar. "And it may have been one of the first books to answer why we bring stories back over the border–that dealt with the politics of bringing stories across the border for consumption." Rather than bearing witness only to Esperanza's story, Behar wrote too about her own life, of being "a more privileged Cuban American woman" who had her struggles coming into academia. "I offended a lot of people," she said, by bringing academia into the picture. "I put all the issues on the table in ways not done before. I think of myself as someone who mixes so many cultures and points of view that others don't, as someone who wants to build bridges across all kinds of differences." To this day, Behar receives calls thanking her for writing the book. "It has been amazing how this story has affected people."

In 1996, Behar published *The Vulnerable Observer: Anthropology That Breaks Your Heart*, a controversial and widely discussed collection of six personal essays that places the emotion of loss, mourning, and the search for home at the center of anthropology and all acts of witnessing. She has also edited various books, such as *Bridge to Cuba/Puentes a Cuba*, an anthology that paved the way for more interchanges and became a highly praised forum for the voices and visions of Cubans on the island and in the diaspora. With feminist scholar Deborah Gordon, she co-edited *Women Writing Culture*, an anthology of creative and critical writings that has become a required book in discussions of the history of anthropology. Her personal essays and poems, some of which have been published in Spanish, have ranged the gamut of her diverse heritage as well, relating her life as a Jewish Cuban woman. She has even stepped into the film world as director and producer of *Adios*

Caridad Martínez with Ruth Behar and granddaughter Amanda at El Valle Yumurí, Cuba

Caridad Martínez with Ruth Behar and granddaughter Amanda at El Valle Yumurí, Cuba

Querida/Goodbye Dear Love: A Cuban Sephardic Journey, a feature-length film about the search for identity and memory among Sephardic Jews living in Cuba, Miami, and New York. She expects to complete the film this summer.

Behar writes from a place without borders, yet seeks to discover what home is within this context. Asked what she considers home to be, as a woman, as a Jew, and as a Cuban, she provides a different answer for each.

> ***Her own story is that of a true diaspora that reaches back beyond Cuba to her Jewish roots in Eastern Europe (Poland) and the Mediterranean (Spain, Turkey).***

"Isn't there a line in Virginia Wolff where she says 'as a woman, I have no country'?" says Behar. "In a sense, I am country-less." As a Jew, Behar describes herself as "a Jew of the diaspora." "I will always be this. My grandparents were part of the diaspora, and my parents were part of the diaspora." And as for Cuba, "I am connected to Cuba with strong emotional ties. I have nostalgia for that island," she said. "It's where I took my first step. That was my beginning. But I came here, and all my education was in English. I am also a creature of that displacement."

Although Behar has brought her love of philosophy, travel, and intellectual discourse to her career in academia as an anthropologist, writing is her most deeply seated passion.

"I always knew, from the time I was 12, that I loved writing," she said. "But I needed a framework, and anthropology has been the tree trunk from which all the other limbs have emerged."

Through anthropology, Behar has returned to the multiple homelands of her ancestors and of her memory. But, beyond the tangible sense of home, she has discovered something else as a writer.

"The essential homeland," she said, "is in the imagination and in the memory. And the only real homeland you can count on is that of imagination, of that shared imagination."

That shared imagination, whether fiction or non-fiction, whether as anthropologist or writer, has been that of her Jewish Latin roots, and of her role as a woman. "Bringing together the voices of women of different cultures is important to me–women who are very smart and gifted but do not have the pen," said Behar. "I want to give them the pen."

For now, pen to paper, she brings voice to the women of her own family–to her grandmother, her mother, herself, and Caridad–embarking on a journey into that deepest place of the imagination.

Asked if she might choose fiction over anthropology once *Nightgowns from Cuba* is completed, Behar responded, "If writing this novel brought me to a place where I write novels for the rest of my life, I would be delighted. It would be a wonderful ending to the story."

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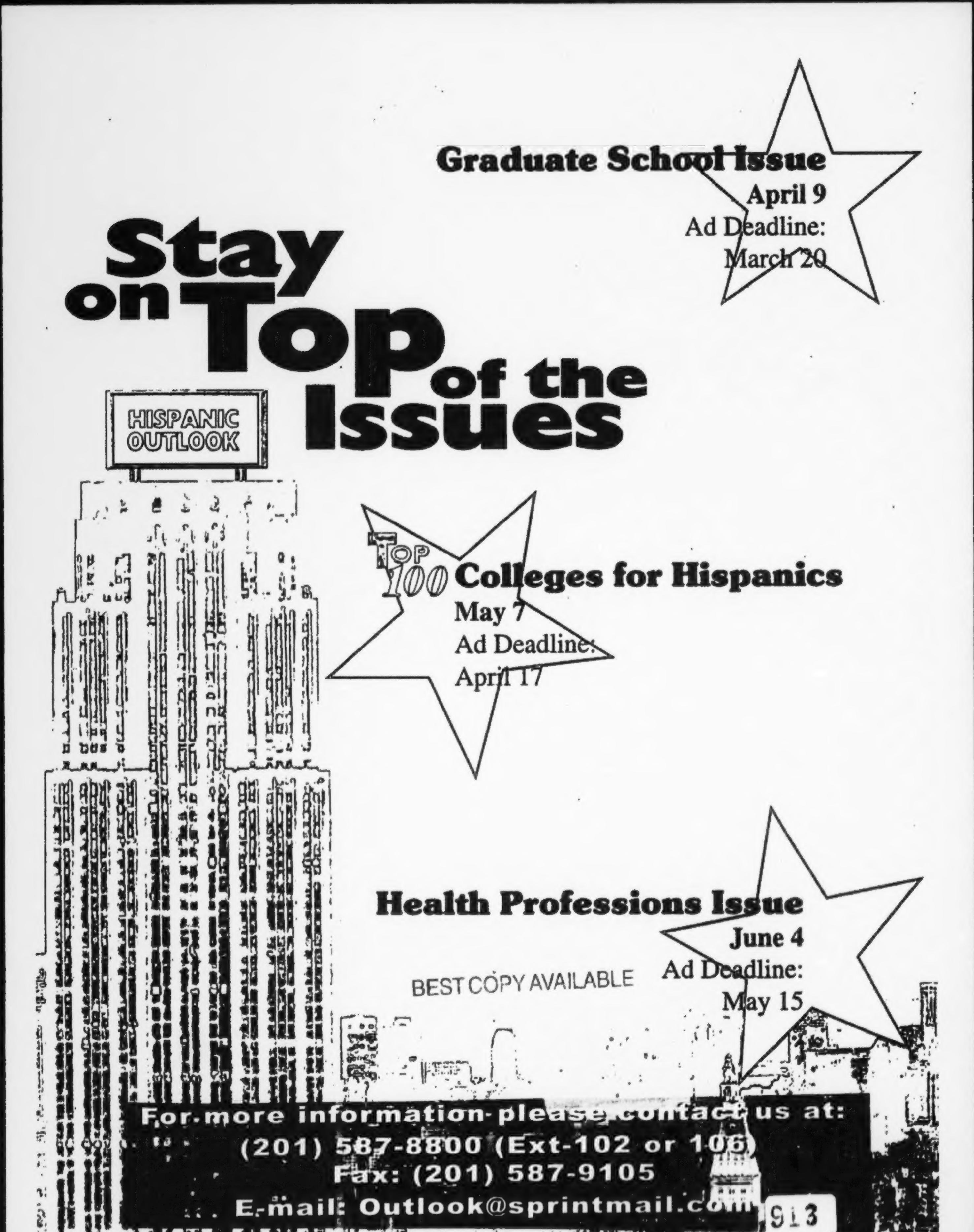

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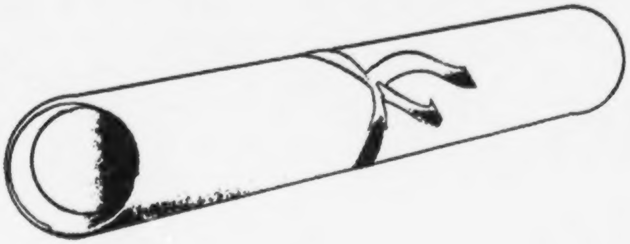

Smith College

New Engineering Program the First at a Women's College

BY ROGER A. DEITZ

Although many college officials talk about promoting multiculturalism, administrators at Smith College, a recognized leader in liberal arts education for women, have made a strong commitment. A major factor in this effort is President Ruth J. Simmons, whose 1995 appointment as Smith's ninth president was hailed as an historic moment in higher education. She became the first African American woman to head a Seven Sisters college. She now earns yet another distinction. In July, she will become the first woman president of Brown University and thus the first African American to head an Ivy League institution.

College Hall at Smith College

Under Simmons, Northhampton, Massachusetts-based Smith has developed its programs and infrastructure in ways that have greatly enriched students' experiences and raised standards for quality and access in higher education nationwide. A committed and outspoken advocate for diversity in higher education, Simmons has worked tirelessly to ensure that the high-quality education offered at private colleges such as Smith is accessible to students from all economic, racial, and ethnic backgrounds. At Smith, she initiated projects designed to recruit and retain a more multicultural faculty and student body.

"Diversity for me," says Simmons, "is about the way we live our life on a daily basis. It is about what we teach, research, and study. It is about how we interact with one another, acknowledge our differences, and learn to adopt broader perspectives. Smith College was founded to promote social justice. An important component of meeting that mission today is overcoming the legacy of denial of equal access and opportunity."

Smith College was founded in 1871 and opened for classes in 1875, funded by a $400,000 bequest from Sophia Smith, who had inherited a large sum of money at age 65. After much deliberation and advice, she decided her inheritance should be used to found a women's college.

She wrote in her will, "I hereby make the following provisions for the establishment and maintenance of an institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are

Ruth J. Simmons, Smith College president

afforded now in our colleges to young men. It is my opinion that by the higher and more thorough Christian education of women, what are called their 'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased; as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged."

The bequest purchased the first land, erected the first buildings, and began an endowment. Today, Smith is consistently among the top private liberal arts institutions in gift income. Gifts, grants, and bequests to Smith College in 1998-99 totaled $51,931,811, including $9,420,954 raised through the annual Alumnae Fund. Smith's endowment (as of June 30, 1999) is $885 million.

The gates of Smith College open onto lively downtown Northampton, in the heart of New England's scenic Pioneer Valley. With a population of 30,000, Northampton combines small-town charm with metropolitan culture and educational opportunities. Its campus consists of 125 contiguous acres with 105 aca-demic, administrative, residence, and maintenance buildings. Students live in 35 self-governing houses that accommodate between 10 to 100. Most houses include women from all four college classes.

There are 2,500 undergraduates in Northampton and 250 studying elsewhere. Smith has more than 43,000 alumnae (including graduate degree recipients) in all 50 states and more than 100 countries. There are 110 active Smith clubs and affinity groups. Approximately 1,000 courses are offered in more than 50 areas of study, with 29 department majors and eight interdepartmental majors, 37 departmental minors, and 16 interdepartmental minors. The average class size is 15 students, and many upper-level courses and labs have fewer than 10. About 30 percent of each junior class studies abroad. Half enroll in Smith's own programs in Florence, Geneva, Hamburg, or Paris; the rest study throughout the world. More than 75 percent of

Honor Roll Facts in Brief

INSTITUTION
Smith College

LOCATION
Office of Admission
Northampton, MA 01063
(413) 585-2500

ESTABLISHED
1871

ENROLLMENT
2,500 undergraduates (over 17 percent minority–3 percent Latino/a)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$31,560 (includes room and board)

FACULTY
265 (7 percent minority)

SEVERAL DEGREE PROGRAMS
American Studies
Engineering and Technology
Latin American Literature
Urban Studies
Women's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Peer Monitoring Program for Underrepresented Students in the Sciences
Praxis
SUCCESS
Union of Underrepresented Science Students

INTERNET ADDRESS
www.smith.edu

Smith students participate in internships, including the Semester-in-Washington and the Smithsonian Internship programs, during their four years at Smith. The College's new Praxis program provides funding for summer internships and pays a student $2,000 for 220 hours of eligible work.

Smith has consistently been among the top national liberal arts colleges in rankings published by *U.S. News and World Report*. Smith is ranked 14th among *U.S. News's* top liberal arts colleges in per-student financial resources. In the last decade, Smith women have received some of the most prestigious academic fellowships and honors. The list includes 20 Fulbright Awards, 13 National Science Foundation Fellowships, four Truman Awards, two Mellon Fellowships, a Goldwater Scholarship, a Beinecke Award, two Rhodes Scholarships, a Luce Foundation Award for study in East Asia, and a Bosch Foundation Fellowship for work in Germany.

"One of the reasons that Smith is in such an enviable position today is that it has had extraordinary presidents," observes Shelly Lazarus, chair of the board of trustees. "Ruth Simmons has continued that tradition. Her hard and enlightened work on behalf of the College has ensured that Smith's future remains bright." Since coming to Smith, Simmons is said to have galvanized the campus through an ambitious campus-wide self-study that has resulted in a number of landmark initiatives.

Summer Science at Smith College

Praxis is a program that allows every Smith student the opportunity to elect an internship funded by the College. The program, which assures that every student will have access to at least one paid internship during her undergraduate career, funded 500 summer internships during each of the two years since it was established.

The Picker Program in Engineering and Technology, the first undergraduate engineering program at a women's college and one of very few at liberal arts colleges, is now in its first full year. The program has attracted support from the Ford Motor Company, the Institute of Women in Technology, Hewlett-Packard, and Women in Technology International. Ford Motor Company awarded Smith $2.5 million for scholarships and other initiatives designed to accelerate the growth of the engineering program. Through its association with the Institute of Women in Technology, Smith has become a site for one of seven IWT Virtual Development Centers and has received a $250,000 equipment grant from Hewlett-Packard.

Students of color don't just enroll at Smith, says Simmons, "they learn to excel and succeed here as well." With programs such as the Peer Monitoring Program for Underrepresented Students in the Sciences, Smith is encouraging the participation and success of African American, Latina, and Native American students. The Union of Underrepresented Science Students, a campus organization, is dedicated to increasing the retention of minority students in the fields of science and math. Retention rates, or the percentage of students who graduate within five years, are high—81 percent of all women of color who entered Smith in 1993, the most recent year for which statistics are available, have graduated.

According to figures cited by President Simmons, Smith has more than a 17 percent minority student population: four percent African American, three percent Latino/a, nine percent Asian American, and one percent Native American. The president mentions that at Smith, "our faculty is seven percent minority; our staff is 11 percent." There are approximately 265 professors in 37 academic departments and programs, with a student:faculty ratio of 10:1.

"While some are understandably concerned that the current legal and political climate leaves little room for progress in these areas," says Simmons, "I believe that if we are steadfast and prudent, these evolving constraints will not impede our efforts. We will be inclusive in our decisions and broad in our efforts to seek out the very best students." She says that last year Smith launched a small program to test whether admission criteria are too narrow to identify all of the most gifted students who apply to Smith.

"The SUCCESS program will seek high-achieving students from every racial group who have had to overcome considerable disadvantage in their academic work. We all know such students; they might not offer the traditional secondary school record that most of our students present, but there are clear signs that they are on the right path and might become exceptional students and leaders. Through these students who are admitted with a somewhat different profile, we expect to learn more about how to recognize potential for academic success and viability. In such ways as this, we will continue to seek out the best students of every race and of differing economic circumstances; our academic environment will be made stronger by the presence of individuals who have proven exceptional in their personal qualities and promising in their intellectual potential. These are a few of the many efforts now under way to ensure that we continue to attract the most able students to Smith."

It is certainly true that bright young women from all 50 states and as many countries and "from almost every ethnic, political, social, economic, religious, and cultural background" come to Smith.

"But Can She Cook?"

Family Expectations Weigh Heavily on Latina Students

BY INÉS PINTO ALICEA

Rebekah Rosas remembers family members telling her when she was ready to enter college that she should work on finding a good man who was rich and who could take care of her.

"I told them I didn't need that because I could take care of myself," said the sophomore from Bryn Mawr College, in Bryn Mawr, Pa.

Dr. Lois Méndez-Catlin, assistant dean of the undergraduate dean's office, said Rosas' experience with gender expectations is encountered by many college-bound Latinas. In her study of Latina students at the private, predominantly White Bryn Mawr and at a public Hispanic Serving Institution, New Mexico Highlands University (NMHU) in Las Vegas, New Mexico, Méndez-Catlin found that while family members encouraged the Latinas to pursue their higher education dreams, often the young women were expected to assume the role of homemaker or family caretaker after graduation, even while pursuing a career.

The mothers weren't telling their daughters that their degrees were useless, but they were saying that in addition to having a job and a career, you still have to take on the traditional roles, said Méndez-Catlin. "You can't give up anything. It means taking on more work." Even though the Latino community is getting more educated, it is still of the mindset, she said, that women take care of the household. The Latina women's rights movement, she said, has not progressed as much as that of White women.

Méndez-Catlin's study, "Are We There Yet? The Impact of Higher Education on Hispanic Gender Roles," showed that while Hispanic females have made great strides in participating in higher education and in receiving baccalaureate degrees, "the basic assumptions of the Hispanic culture about the male's dominant role are very strong and a dominant force in women's educational experiences."

"Latinas feel a lot of pressure from a lot of places," said Rosas. "When we feel we did badly, it's multiplied. We carry a lot. Latinas are always told, 'You still have this and this to do.'"

The study was based on the responses of 318 undergraduate NMHU students and 16 Bryn Mawr students who answered a self-administered questionnaire and participated in focus groups. Students on both campuses shared some similarities–both groups had GPAs of 3.0 or higher, about half of each group's mothers had earned bachelor's degrees, most in each group attended full time, and both schools suffered from a lack of Latina role models in upper-level positions. There were differences, too.

At New Mexico, only seven percent of the respondents' mothers had earned a graduate or professional degree compared to 13 percent of their fathers. At Bryn Mawr, an equal number had earned a graduate or professional degree. Half the Pa. mothers held professional positions compared to seven percent at NMHU. At Bryn Mawr only 20 percent of the mothers were homemakers compared to 40 percent at NMHU, said Méndez-Catlin.

"The NMHU Latinas expressed concern about the usefulness of their degree while the Bryn Mawr women felt no restraints: 100 percent of them had plans for graduate or professional school," said Méndez-Catlin. The New Mexico girls, she said, were encouraged to go to college but then had to return home and eventually assume the traditional role of wife, mother, and homemaker. "The degree was a fail-safe device in case her future husband lost his job or left the family."

Still, Méndez-Catlin said, the Pa. women did note that there are distinct gender roles.

The Bryn Mawr women reported that some of their mothers, though pursuing nontraditional gender roles and encouraging their daughters to do the same, "still catered to the notion of the woman as ensuring that the family and the men were comfortable and satisfied," wrote Méndez-Catlin in the study.

Méndez-Catlin recalls how upset her own family members were when she decided to go back to work and place her child in day care.

"My grandmother pushed me to be all I could be–but she was asking me, 'How can you leave your child to be cared for by someone else? You should take care of your child,'" said Méndez-Catlin. Anglo women in the U.S., she said, "can now make a choice–stay home or hire a babysitter or do both. We can't as easily make that choice. In our culture, that is still an expected role."

Karen Moreno, a law student at Rutgers University (N.J.) who graduated with a bachelor's degree from Bryn Mawr, said she often feels as if she is leading a double life, taking on a typical Latina role of catering to the men at family gatherings and then another life in which she is a professional woman trying to complete her studies.

"My parents want me to become a professional and become a lawyer," said Moreno, who is of Dominican ancestry. "But then they start, 'Oh, I want to be a grandmother.'"

Marisa Rivera, assistant to the vice president for student affairs at Marquette University in Milwaukee, Wis., said she has had a similar experience. When she told her parents she wanted to pursue a master's degree in the Midwest, her mother asked her if she were crazy.

"'What man is waiting for you there? No woman in her right mind leaves the security of her family to move to a place that she knows nothing about and where she knows no one! Who will take care of you?'" quoted Rivera, recalling her mother's comments.

Méndez-Catlin said that geographic location influences the challenging of traditional gender roles. Since Bryn Mawr was located 20 minutes from a large metropolitan city, many of the students had already taken steps to move away from the family in pursuit of their career goals. New Mexico Highlands is located in a small community that offers few career opportunities. College graduates from NMHU would have to move from the area after college to advance their careers, something that family members were reluctant to have them do.

"When Latinas get a job that takes them away from their families, that's when the real problems start," said Méndez-Catlin.

Guadalupe R. Corona, assistant director of student activities at University of San Diego

Rosas said that she since she was raised by a single mother, she did not feel the same gender stereotyping in her household as did other friends. But she does feel a responsibility to excel–for a variety of reasons.

"Few people in my family have gone to college, and I want to show them that you can go to college and beyond," Rosas said. "As a Latina and a part of a small minority group on campus, I have a responsibility to show other students that we can do well."

Lois Méndez-Catlin, undergraduate dean at Bryn Mawr College

Rosas said she was a little intimidated initially in the classroom because the students seemed to speak so eloquently, but she soon overcame her fears and began to speak up in her classes

Méndez-Catlin said her study found that Latina students tended to be "more reserved and compromising...not because they did not know the material...but because they were taught to be silent." But she added that as more entered higher education, the women became more independent, more self-confident, and their self-esteem rose. Many students became more assertive and vocal with this newfound confidence, particularly by the time they entered graduate school, she said. But at times, the Latina students who became vocal encountered sexism, as exemplified by a comment from a male faculty member in her study–"....these new women no longer just shut up and sit back."

Guadalupe Corona, assistant director of student activities and staff member to the United Front Multicultural Center at the University of San Diego in California, said that even though more Latinas than Latinos are entering colleges nationwide, many Latinas are still pursuing careers in traditional areas such as education and social work. The Latino community needs to encourage more Latinas to pursue degrees in engineering, science, and math, she said.

In her work as a mentor to minority students on her campus, Corona said she regularly finds herself helping Latinas deal with some of the pressures they face in the higher education environment. For example, one being pressured by a boyfriend to quit her college pursuit and come home to him eventually broke off the relationship.

"It seems as if the more education you get, the fewer men there are to date," Corona said, reflecting upon conversations she has had with many Latinas about the social challenges of college.

Rosas said she has felt some of the male backlash from pursuing an education. At home in Idaho, she said, some Latino males don't even talk to her and act as though to say, 'Who do you think you are with your nose up in the air?'–which she finds hurtful. And once, while visiting a cousin, a male friend told her to get into the kitchen where she belonged.

"I don't enjoy that kind of work," she said. "I wanted to find something to use my brain, not my back."

Moreno said family members tease her that she will never find a husband if she does not learn how to cook.

"They always ask, 'Can you cook?'" Moreno said. "My grandmother is convinced I'm an old maid...and I'm only 24."

Méndez-Catlin said her study participants echoed Corona's and Rosas' statements, finding that their pursuit of higher education often threatened relationships and resulted in their "not being in a strong, permanent relationship and missing out on that part of life."

"We need to be as equal as non-Latina women," said Méndez-Catlin, adding that because she demands equality, "some people say I'm diluting the culture–but I'd like to think I'm enhancing it and making it stronger and better because I am contributing more equally."

Méndez-Catlin said her study showed that New Mexico Highlands University was doing a good job at retaining Latina students and that other higher education officials could learn from its approach. Méndez-Catlin said only one in 10 Latinos/as who enter college in the United States gets a degree.

"That attrition rate indicates a crisis for higher education," she said. "It is important to conduct research that identifies the characteristics of the Hispanic college experience and offers suggestions to enhance persistence and ultimately increase retention and graduation rates. More research will create a more defined and all-encompassing picture of Latinas' status in higher education and the effect on their relationship with traditional gender roles. Hispanics have been on the higher education agenda for at least 30 years and are still not understood nor their experiences well documented."

Rivera said not only was her family unsupportive as she pursued a master's degree and doctorate but also that many people she encountered in higher education at Midwest institutions "did not understand and had many stereotypes about what ALL Puerto Ricans were like." She recalls getting numerous comments that because she was Puerto Rican, she was probably lazy, on welfare, or had no goals or aspirations.

"I can recall visiting with my advisor to pick up my registration materials and inquiring about a post-it note on my file. He responded that people like me usually take more time to complete a Ph.D. than the majority students," Rivera said. "I was required to take three undergraduate classes prior to being fully admitted as a doctoral student–this was after having obtained my master's! I can go on and on with similar and more devastating examples. My experience in graduate school was extremely devastating to my self-esteem and confidence."

Marisa Rivera, assistant to the VP for student affairs, Marquette University

Méndez-Catlin said colleges and universities can take proactive steps other than conducting research on Latinas to improve their retention and graduation rates. More Latina role models should be recruited to colleges and universities and encouraged to serve as mentors for students. Colleges and universities can sponsor outreach programs to high school students to better prepare them for the college environment and address the gender-defined roles. Schools can also ensure that families are actively courted when recruiting students.

"The family is the core of our foundation and brings a sense of centrality and belonging," she said. "These are but a few of the strategies that could be used to nurture and retain college students."

Rebekah R. Rosas, student at Bryn Mawr College

She remembers the importance of her family in her own decision to go to college. Her grandmother visited every campus she was interested in attending.

"If she had felt uncomfortable at a school, I would not have gone there," she said. "At colleges here, they feel that once students get to college, the umbilical cord is cut. They just want to deal with the students, not with the families. With the Hispanic culture, that is the wrong thing to do."

At Bryn Mawr, Méndez-Catlin started a program called On Target to better meet the needs of Latinas on campus and improve their retention. On Target is a mentoring program that pairs students with faculty members, staff, and administrators as well as fellow students of color.

"We do a lot of talking in higher education rather than enacting our goals," she said. "I was willing to take the risk and start this program."

Rivera said a mentor does not necessarily have to be Hispanic. She said there are many people who "can be encouraging and supportive and be truly empathetic to the plight of a minority student." Her mentor was a Hispanic woman.

"She became someone I regularly communicated with and a strong champion of mine," she said. "Whenever I wrote her and told her how difficult the journey was becoming, she would write back and remind me that I was not alone, and that as a Puerto Rican woman, single parent, this degree was not just about me but rather it would reflect the entire female Hispanic community. Because there are so few, just one person's quitting would make a world of difference."

HO

ANDORRA
NAVARRA
LA RIOJA
CASTILLA-LEON
CATALUÑA
Costa Brava
OCÉANO
ATLÁNTICO
ARAGON
Tarragona
Segovia
Salamanca
Guadalajara
ESPAÑA
ISLAS BALEARES
Toledo
Caceres
Mallorca
Palma de Mallorca
Lisboa
Merida
Badajoz
Ibiza
Formentera
Cartagena
Islas Canarias

Linguistic and Cultural Diversity in the European Schools:

THE CASE OF SPAIN

BY EIRINI GOULETA

Bilingualism and bilingual education are not new phenomena in Europe. For centuries, different nations have lived together on the old continent. They spoke different languages, carried different cultures, and followed different religious paths. This is one of the reasons that in Europe, many individuals are bilingual or even multilingual.

Although bilingualism is an old phenomenon, its high frequency in some particular countries is relatively new. The reason for that is the creation of the European Union, the fall of the Soviet Union, the increase of immigration, and the emphasis on the rights and prospects of European minorities (religious, linguistic, cultural, ethnic, etc.). In many European countries, in addition to the existing minorities, immigration has created new minorities. Even though immigration has a history in some European countries, such as Germany, France, and the Netherlands, in others, such as Spain, Greece, and Italy, it is new.

Many European countries, although multicultural in nature, for centuries presented a monocultural, monolingual profile to the world. They dealt internally with minority issues without making a lot of noise about these issues to the external world. Nowadays, trends have changed, and things are different. European countries take pride in their actions to improve the life conditions and education of their minorities, and they report their progress to the European Union.

Immigrant and minority issues often create conflicts in the interior of the countries. Some citizens support the rights of the minorities to maintain and develop their cultural and linguistic identities, some believe that minorities should assimilate and acculturate into the mainstream culture, and some are indifferent.

One of the major issues being faced is the education of minority students. It is questionable how ready some European school systems are to educate linguistic and cultural minorities in a successful manner. There are many facets to the problems that the Spanish educational system must deal with in reference to bilingualism and multiculturalism in schools.

The Case of Spain

Spain is a Mediterranean European country with a population of 39,404,000 people, and it is slightly larger than California. The culture of Spain is a product of many influences and many ethnic groups, such as the Phoenicians, Romans, some Germanic tribes, the Moors/Arabs, Jews, and others. Today the main religion in Spain is Roman Catholic.

The government of Spain has gone from empire to republic to dictatorship to kingdom to the current constitutional monarchy. After nearly two centuries of a centralized administrative system, the Estado de las Autonomías was introduced, and today Spain is divided into 17 autonomous communities/regions. Some of the autonomous regions have assumed full power on certain issues, such as education; others still depend on the state. However, all autonomous communities are under the power of the state to a great extent and must respect the limits that are set by the state.

According to the educational reform law of 1990, Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE), education is compulsory and free of charge up to the age of 16. It includes general and special education. General education includes nursery-infant education (0-6 years), and compulsory primary education (6-12 years), compulsory secondary education (12-16 years), and compulsory postsecondary education, which includes the baccalaureate and the middle grade of vocational training, upper-grade vocational training, and university education.

The main languages spoken in Spain are Spanish (Castilian), Catalán, Galician, Basque (Euskara), Valencian, and some other local dialects. Castilian is Spain's official language. Catalán is spoken in Catalonia, Valencian is the

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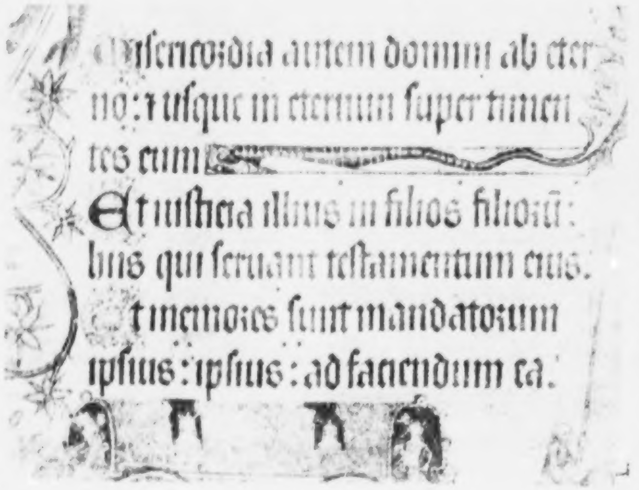
regional language of Valencia, and Mallorquín is the main dialect of the Balearic Islands. Galician is similar to Portuguese, and Euskara is spoken in the Basque country. All of these dialects have ancient roots. Their uninterrupted use by the inhabitants of the different Spanish regions has saved the dialects from extinction.

Since Spain has been multilingual for centuries, Spaniards learned how to deal with the linguistic minorities of their country, and many individuals understand and/or speak to some extent some of the regional dialects. However, nowadays, with the entrance into the country of thousands of immigrants, new languages are spoken within the Spanish national borders, such as Russian and other Slavic languages, Romanian, Chinese, Arabic, French, and more. The immigrants in Spain come mainly from Latin America; Morocco, other African countries such as Somalia and Ethiopia; the Middle East, and other Arab areas; China; Russia and other Slavic countries; Romania; etc.



Miſericordia autem domini ab eter
no: ⁊ uſque in eternum ſuper timen
tes eum.
Et iuſticia illius in filios filiorū:
his qui ſeruant teſtamentum eius.
Et memores ſunt mandatorum
ipſius: ipſius: ad faciendum ea.

According to the second fundamental proposition of the Constitution, which calls for participation, and the second Article of the Constitution, which calls for a decentralized education structure, the autonomous communities have the power to regulate the basic teaching of the Spanish language and to instruct students in the regional language. The different regions are reportedly able to develop and promote within their boundaries a successful bilingual system, but have many difficulties integrating immigrant students who speak neither Spanish nor the regional language. Usually, the method of instruction for these students is with "pull-outs" from the main classroom. However, there are many educators who believe that integration is very important because native speakers in the classroom motivate second-language learners; they provide critical language input and other opportunities for meaningful use of language. In general, teachers and school administrators report their frustration with not knowing how to include and instruct immigrant students.

The problem does not seem to be only the language but also the cultural differences of the immigrant students. Although for centuries Spain was the country of three cultures, the Jewish, Spanish/Catholic, and Arabic/Islamic, since the 1492 decision of the Catholic monarchs, Fernando de Aragón and Isabel de Castilla, to deport all non-Catholics, Jews, Muslims, and others, it became the country of one nation and culture (the Spanish) and one religion (the Catholic). Today, after five centuries of monoculturalism, Spain is becoming again, slowly but steadily, a multicultural, multilingual, multireligious nation with heterogeneity and many changes that affect the public life and education.

Teachers report that immigrant students can be divided into two categories in terms of their ability to adjust in the Spanish schools. In the first belong the students who assimilate and acculturate at a tremendously fast pace, and these are the immigrant students who come from countries of Latin America. Although these students come from another continent and their national culture differs in many ways from the culture of Spain, because they are Catholic in faith and speak Spanish, they very easily make Spain their home and acculturate very rapidly. In the second category belong the immigrant students from Eastern Europe, China, the Middle East, and Africa. These students face many difficulties in school because they don't identify with most elements of the Spanish culture. The parents also have different ideas about their children's education, and that often creates conflicts. For example, there were several cases of Muslim female immigrant students whose parents were opposed to their taking physical education classes, which are compulsory at all levels of schooling.

In addition to the immigrant students, the Spanish schools face challenges with the Gypsy students, who are migrants and almost totally absent from the classroom. According to the Gypsy culture, the education that children receive through the mouths of the elders is enough to help them lead a successful and independent life. Children are viewed from an early age as a micrograph of the adults and are expected to work and contribute financially to the family. Representatives from the Ministry of Education report that in Spain there is no penalty for parents who don't send their children to school every day and that, even if there were, it would be difficult to enforce since most Gypsies have no fixed address.

Most educators and administrators in Spain call for more teacher training in second-language instruction. The new wave of immigrant students has found the Spanish schools, like the Greek schools, unprepared to deal with bilingualism and multiculturalism. In its efforts to solve the problem, the Spanish ministry of education organizes teacher exchange every year with the United States and with other European countries so that Spanish teachers will receive training in countries where immigration is an old phenomenon. In addition, seminars and other training opportunities for teachers in second-language learning and multicultural education are organized. Things seem to progress, and many officials appear optimistic about the future of bilingual and multicultural education in Spain. However, the reality is that the immigrant students are in high risk of dropping out of school and have very slim possibilities of attending a university.

References

The above information has been obtained through interviews with officials from the Spanish Ministry of Education in Madrid, Granada, and Toledo, from the Spanish Ministry of Education website, and from the Educational Reform laws of 1990 and 1995.

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Latinas Research Yesterday's Madness and Today's Language Skills

Groundbreaking Work by SDSU *Scholars*

BY
RENEE HIX

Cristina Rivera Garza just won an award for her riveting book, *No One Will See Me Crying* (Nadie me verá llorar), which is based on five years of intensive research on La Castañeda, an insane asylum in Mexico during the 1920 revolution. Garza is an assistant professor of history at San Diego State University.

Cristina Rivera Garza

Cristina Rivera Garza
NADIE ME VERÁ LLORAR
CONACULTA
TUSQUETS

Another SDSU scholar, Vera F. Gutiérrez-Clellan, has made it her passion to evaluate the language skills of bilingual elementary school students so that she can develop an assessment procedure for clinicians that differentiates normal language development and language impairment.

Each of these women is clearly true to her roots but also reflects the caliber of Hispanic teacher-scholars at SDSU. Each contributes to the university's reputation as a top producer of Hispanic graduates in California and number six nationwide.

Cristina Rivera Garza

Garza's book, *Nadie me verá llorar*, was named "Best Published Novel" by Impac, the Institute of Culture and Arts in Mexico and the University of Tecnológico of Monterey, Mexico. In 1991, her manuscript was named "Best Novel" by the National Institute of Fine Arts in Mexico, the Institute of Cultural Michoacán, and Tusquestes Press.

Garza was inspired to write her novel while conducting research for a history book she is also authoring.

"Through my research, I had access to rich files full of human tales on mental illness in Mexico during that time period, but these tales could not be easily incorporated into a history book," said Garza. "To be faithful to my material, I decided to write a novel–mainly to give voice to those patients in the institution who didn't have a voice back then. It's easy to stereotype madness. I wanted to show the more human side of mental illness."

The main character of the book, Matilda Burgos, is based on a patient file accessed by Garza. The patient's name is different, but Garza developed the character's life story around the experiences of the actual patient. Garza used material from the file to portray life in La Castañeda during the Mexican Revolution.

Even though Garza has a very strong faith in her work, she did not expect to be honored with two major awards.

"I passionately conduct my research and write with integrity, but I really did not know my book was going to be so well reviewed and well received."

Thus far, *No One Will See Me Crying* has been published only in Mexico, but Garza is in touch with editors in Mexico about an English translation for publication in the U.S.

Garza is using a National Endowment for the Humanities grant to finish her history book, *Mad Encounters: Psychiatrists and Inmates Debate Gender, Class and the Nation in Mexico, 1910-1930*. This book will be published by the University of Nebraska Press, responsible for one of the most popular Latin American history book series in the nation.

"Madness has fascinated a lot of people throughout history. With my historical account, I am trying to address the revolution of Mexico through people who hadn't been well documented previously. I wanted to find out what being mad and insane meant beyond the cliché–basically to humanize this issue," said Garza. "Also, this has been an issue that has been studied extensively in both the U.S. and Europe but very little in Latin America."

When she's not writing and researching, Garza lectures students on modern Latin America, modern Mexico, genders in Latin America, and growing up in Latin America. And provides an historical perspective of suffering and redemption, which she's been working on at SDSU for the past three years. Prior to SDSU, Garza taught at DePaul University and at Autónomous National University of Mexico, at which she earned a bachelor's degree. Her master's and doctorate are from the University of Houston.

"I accepted the job here because at SDSU we are doing something that other universities should be doing, which is paying attention to one of the most important groups in society today–Hispanics. I take it as my responsibility to assist in this effort both academically and personally."

Vera F. Gutiérrez-Clellan, SDSU professor, (r.) in class

Garza is in the final stages of another novel, one that deals with issues and differentiation of gender in contemporary Mexican society.

Vera F. Gutiérrez-Clellan

Gutiérrez-Clellan, SDSU professor of communicative disorders, is immersed in a research project to assess and determine appropriate clinical and educational interventions of children ages four to seven from language minority backgrounds. She says it is the only study in the United States looking at language development and disorders in this age group of Spanish-speaking children.

"These children should not have their speech and language skills tested only in English," said Gutiérrez-Clellan. "It is easy for language professionals to assume that the young ones have speech and language impairments when, in fact, they are linguistically and developmentally normal. What is really happening is the children aren't understanding the test because they don't have full proficiency in the test language–English."

"One of the most serious and challenging problems confronting the delivery of speech and language services in schools today is how to assess and determine the appropriate educational placement of children from cultural-linguistic minority backgrounds," she said.

Current assessment methods and instruments have proven to be inadequate for these children, resulting in an overrepresentation of Hispanics in special education and of true language-learning-disabled children underserved in regular bilingual classrooms. In order to meet the needs of these children, Gutiérrez-Clellan began a research program designed to develop clinical methods that are both culturally relevant and based on appropriate language norms.

"As part of my research program, I have conducted studies with young children to obtain basic data on normal language development in Spanish and in English," said Gutiérrez-Clellan. "For example, I collected data on infants and toddlers to contribute to the development of a unique language assessment tool for use with young children and their families. I designed studies examining narrative production and comprehension in preschool- and school-age children with and without language impairments to identify appropriate assessment measures that will help differentiate normal language differences from disorders in both Spanish and English for these age groups."

These measures were used with different at-risk groups. Gutiérrez-Clellan examined narrative skills in Spanish-speaking children with limited reading achievement as well as with attention deficit disorders. This research involved collaborations with other researchers in the country as well as with colleagues in Colombia because for assessment measures to be valid clinically, they should take into account regional, dialectal, and cultural differences.

Another way Gutiérrez-Clellan assesses children is by having them tell stories from a picture book. The technique has worked well in her previous research projects. Each child is asked to explain the book's story. The response yields spontaneous language samples for analysis. Gutiérrez-Clellan plans to conduct a follow-up study to determine the reliability and validity of the assessment procedure in evaluating the language skills of bilingual Hispanic children.

As an educator and practitioner at SDSU, Gutiérrez-Clellan is responsible for the training of future speech-language pathologists and audiologists. Her research and expertise help students distinguish communication disorders from normal communication differences within a teaching philosophy that acknowledges diversity and promotes better services for underserved clients.

"Training to serve the needs of language-minority disabled individuals requires that students respond to the issues through problem-solving and inquiry. Consistent with my teaching philosophy, I believe in giving students sufficient freedom and flexibility to experiment and grow on their own."

Gutiérrez-Clellan has taken students into the community and has engaged them in clinical research activities oriented to the development of new assessment instruments and methods. These activities include free communication screenings for the participating children and their families. Students are involved in providing direct clinical services, collecting and analyzing data needed for development of language assessment instruments, as well as learning about language development delays.

These are disciplines that require a strong integration of theoretical research-based, clinical, and service skills in order to provide adequate services to individuals with disabilities. Gutiérrez-Clellan teaches her students to advocate for their clients by applying data-driven research and procedures to their clinical and academic training experiences.

And her work isn't limited to her department but, in fact, extends across the University. She contributed to the development of the Bilingual School Psychology Project in the Department of Counseling and School Psychology in SDSU's College of Education by designing and teaching two courses in the area of nondiscriminatory assessment. She has also served as a mentor through her active participation in SDSU's College of Health and Human Services, Ethnic Mentor Undergraduate Program, and Health Career Opportunities Program.

Gutiérrez-Clellan believes her efforts to facilitate students' academic success have resulted in a larger representation of minority students in the program. Her advice, support, and student advocacy are further evidenced in her roles of faculty mentor under the Minority Biomedical Research Support Program and research mentor under the American Speech-Language-Hearing Association's Research in Higher Education Mentoring program.

Because of its scope, the project requires collaborations with the few researchers in the country who are attempting to collect data with this extremely heterogeneous population. In collaboration with Aquiles Iglesias at Temple University and Elizabeth Peña at University of Texas at Austin, Gutiérrez-Clellan wrote and was awarded a contract to develop an assessment instrument for identification of language disorders in bilingual preschool children. This is the second time in the history of the National Institute of Deafness and Other Communicative Disorders that NIH has assigned funds to the development of a language assessment protocol.

"...Consistent with my teaching philosophy, I believe in giving students sufficient freedom and flexibility to experiment and grow on their own."

"The clinical, social, and educational impact of this project is tremendous," said Gutiérrez-Clellan. "For the first time, clinicians will have access to a language test that will allow them to diagnose language disorders accurately and prevent current misdiagnosis and over-referral rates. Preventing over-referrals is as important as preventing under-referrals, but the social implications of mislabeling a child as disordered can have devastating consequences for the family and the child. In addition, these research activities give SDSU the national recognition and visibility as a research and training institution.

"We are attracting the best bilingual students in the country to our Bilingual Certificate in communicative disorders because of their desire to participate in the development of the project. The project provides students with unique research training and experiences that are directly applied to the most current knowledge on assessment of bilingual children's language."

The six-year-long project involves data collection in three major regions in the country (California, Texas, Philadelphia/New Jersey areas) and will culminate with the first language test in the field that will address the cultural and linguistic diversity of Hispanic children in the U.S. Gutiérrez-Clellan's research program has received national and international recognition. Her work in bilingual development and disorders has been presented and published in articles in England, Spain, Colombia, and the U.S.

San Diego State University is in the forefront of educating Hispanics. Its location generates a natural and necessary commitment to Mexican American language and area studies.

Cristina Rivera Garza and Vera Gutiérrez-Clellan are blazing the trails of knowledge through very personalized intense research that will continue to enhance our understanding and appreciation of the Hispanic culture.

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Integrating Multiple Perspectives into Curricula and Teaching

Resources for Getting Started

BY MIA ANDERSON

This past spring, as assistant director for The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching, I gave a presentation at one of the two-year colleges in our state. My topic was "Inclusive Education: Race, Class, Gender, and Sexuality in the Curriculum and in the Classroom."

This was our first visit to the college, which is located in one of the farthest western reaches of New Jersey, a less populated area, and I wanted to be as concrete and specific as possible in case either my theoretical points or my strategy suggestions or both were completely new and potentially confusing or even threatening to the faculty and administrators attending. For specific examples of some points, I drew heavily on a book that I find exceptionally provocative and useful (albeit disturbing in a number of ways), Nathan McCall's *Makes Me Wanna Holler: A Young Black Man in America* (Vintage, [paper] 1995).

At the end of my presentation, during discussion, one teacher commented that he thought I was unduly focusing on African Americans, resulting in a regrettable black/white dichotomy. Frankly, I was taken aback. Dichotomous/dualistic/binary thinking is so …*patriarchal*, and I am a feminist teacher. But on reflection, *Yes. He was absolutely right*. My conscious *intent* had been to provide especially articulate, vivid, and concrete examples of many concepts and strategies, and even to entice individuals into reading and benefiting as I had from *Makes Me Wanna Holler*, but if one of my objectives was to model inclusive curriculum and teaching–and it was, I had not achieved that because *I hadn't done the work*. I had taken the easy way, relying on what I already knew, a body of ideas that I had probably ceased even to bring fresh questions to unless they were especially insistent.

The resources available are staggeringly rich both in number and quality. If the will is there, the way is clear.

For teachers, I know, it is hard work to integrate multiple perspectives into curricula and into classroom teaching/learning strategies. But the need is compelling.

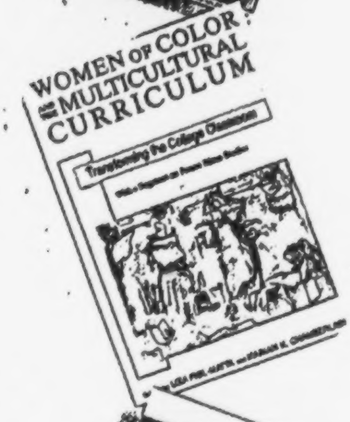
The identities of the students in our new-millennium classrooms are more diverse than ever before. They are, for example, more racially/ethnically diverse. In my county, Passaic County, in northeast New Jersey, to cite one region, between 1990 and 1999, the White population decreased by 1.3 percent; the Black population grew by 12.5 percent; Hispanics, up by 35.7 percent; and Asians Americans, up by 59.2 percent (U.S. Census Bureau. "Growing Diversity." *The [Hackensack, N.J.] Record* 30 August 2000: A-17.).

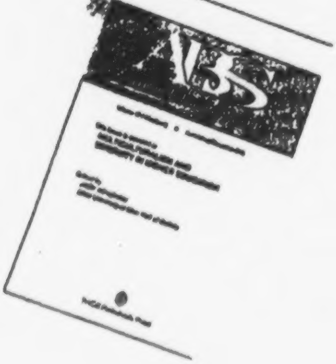
A *New York Times* article (Wilgoren, Jodi. "Swell of Minority Students Is Predicted at Colleges." 24 May 2000: A-16+.) predicted a "swell" of minority students at colleges. Enrollments, it said, based on a study by the Educational Testing Service, will grow "by some two million students–to 19 million–over the next 15 years, with Black, Hispanic and Asian-American students accounting for 80 percent of the growth…."

The identities of today's students are widely recognized as more multiple than ever before. Their identities are multifaceted–dealing with race, class, gender, sexual orientation, religions, physical and/or mental ability,

race, class, and gender in the united states
an integrated study
Paula S. Rothenberg

Women's Studies Quarterly


WOMEN OF COLOR and the MULTICULTURAL CURRICULUM
Transforming the College Classroom
With a Segment on Puerto Rican Studies



and political party, tastes in music, job/professional interests, and so on–any of which can be terrifically significant and powerful–multilayered, shifting, and variously embraced or denied.

To my mind, the only question is this: Shall we react to this fact of great diversity and multiplicity constructively or destructively; shall we use it positively in the interests of expanding knowledge and making our schools and workplaces and communities and nation ever more inclusive, or shall we, by resisting it, use it negatively in the interests of keeping knowledge limited and creating ever more conflict-provoking exclusiveness?

If we choose to follow a positive course of action, we teachers will want to transform our curricula, challenging every assumption that we ever had about the accepted, socially constructed "knowledge" in our respective fields and about the most effective ways of teaching it. We will–for the many simple and complicated rewards that it brings to our students and to us–want to move through the recognized stages of curriculum and pedagogy transformation in an endlessly evolving process.

The work of transformation is difficult and challenging personally and professionally, but the resources available are staggeringly rich both in number and quality. If the will is there, the way is clear.

Here are some resources–a miscellany, if you will–that I have found especially helpful. Most, to be sure, are intended for the newcomer to the idea of curricula/pedagogy transformation, but hopefully there is something for everyone. And do not be concerned that many of these have publication dates in the '90s: the content is timeless. If you have resources to suggest, send them to me in care of *The Hispanic Outlook in Higher Education* at outlook@sprintmail.com ("Attention Mia Anderson" as the subject), and I will collect them for a future update.

In all fields, teachers can't start much better than by looking at *Creating an Inclusive College Curriculum: A Teaching Sourcebook from The New Jersey Project*, edited by Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg (Teachers College Press, 1996). Another rich resource is *Race, Identity, and Representation in Education*, edited by Cameron McCarthy and Warren Crichlow (Routledge, 1993). A third is *Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence*, edited by Becky W. Thompson, Sangeeta Tyagi, and Derrick A. Bell (University of Minnesota Press, 1993). A fourth is *Transforming the Curriculum: Ethnic Studies and Women's Studies*, edited by Johnella Butler and John Walter (SUNY Press, 1991). Also, J.Q. Adams and Janice R. Welsch have edited *Cultural Diversity: Curriculum, Classroom, & Climate Issues* (Illinois Staff and Curriculum Developers Association, 1999), a provocative collection of essays.

Transformations: The New Jersey Project Journal: A Resource for Curriculum Transformation and Scholarship http://transformations.tcnj.edu/ is a fine continuing resource for faculty across the disciplines. The Spring 1999 issue, to cite a single example, contains:

- "'All right, then, I'll go to hell': The Power and Pitfalls of Literature across the Curriculum," by Gayle Pemberton (William R. Kenan professor of the humanities in the English Department and chair of African American Studies at Wesleyan University);
- "Transformative Teaching of Renaissance Literature through Intertextual Discursive Constellations";
- "Transforming a Developmental Psychology Course to Reflect Student Diversity";
- "In the Guise of the Gods: Returning Women Students and Mentored Learning";
- "The Impact of Business School on Student Attitudes toward Diversity";
- "A Woman's Place Is in the Curriculum K-12: A Multicultural Approach";
- "Teaching Gender and Technology in the Same Room: A Case Study";
- "Curriculum Development: Transforming Biology of Women Courses"; and
- "Science, Epistemology, and Difference";
- and four book reviews.

(Resist, please, being put off by the term *feminist*–as much as anything else, it translates to *inclusive*. For that matter, should you be so inclined, please don't be put off by the fact that a good-sized piece of the discussion of diversity happens under the umbrella of *women's studies*. Again, best understood, *women's studies* translates into *inclusive human* studies.)

Another excellent starting place is Liza Fiol-Matta and Mariam K. Chamberlain's *Women of Color and the Multicultural Curriculum: Transforming the College Classroom: With a Segment on Puerto Rican Studies* (Feminist Press, 1994), which includes both overview essays and essays relating to very specific disciplines, all organized under the headings "Faculty Development," "Model Undergraduate Curriculum," and "Focus on Puerto Rican Studies."

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In the science field, begin with books by Sue V. Rosser, especially her *Teaching the Majority: Breaking the Gender Barrier in Science, Mathematics, and Engineering* (Athene, [paper] 1995) and *Women, Science, and Society: The Crucial Union* (Athene, [paper] 2000). Also see the "Building Inclusive Science: Connecting Women's Studies and Women in Science and Engineering" special issue of *Women's Studies Quarterly* (Spring/Summer 2000). See Maralee Mayberry and Margaret N. Rees' "Feminist Pedagogy, Interdisciplinary Praxis, and Science Education" in the Spring 1997 issue of *NWSA Journal*. For mathematics teachers in particular, see Peter Appelbaum's *Popular Culture, Educational Discourse, and Mathematics* (SUNY Press, 1995), and Arthur B. Powell and Marilyn Frankenstein's (as editors) *Ethnomathematics: Challenging Eurocentrism in Mathematics Education* (SUNY, 1997).

In history, certainly read Ronald Takaki's *A Different Mirror: A History of Multicultural America* (Little Brown, [paper] 1994), his *Strangers from a Different Shore: A History of Asian Americans* (Back Bay Books, [paper] 1998), and Howard Zinn's *A People's History of the United States: 1492-Present* (Harperperennial, [paper] 1995).

Faculty in the social sciences–and any faculty seeking a broader, deeper understanding of U.S. diversity in all its complexities–will definitely want to read and will, I assure you, return again and again to Paula Rothenberg's *Race, Class, and Gender in the United States*, 5th ed. (Worth, 2001).

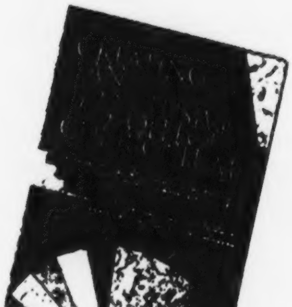
All higher education faculty will want to read the "Multiculturalism and Diversity in Higher Education" special issue (edited by Jack Meacham) of *American Behavioral Scientist* (November/December 1996). And community college faculty (and others) will want to look at the "Curriculum Transformation in Community College: Focus on Introductory Courses" special issue of *Women's Studies Quarterly* (Fall/Winter 1996).

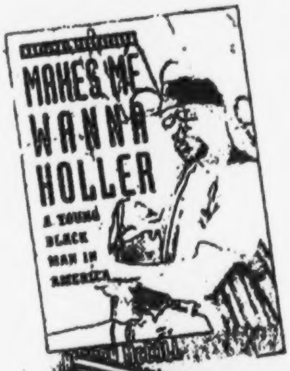
Worthwhile resources dealing specifically with gay and lesbian issues and perspectives include *Rethinking Masculinity: Philosophical Explorations in Light of Feminism*, edited by Larry May, Robert Strikwerda, and Patrick Hopkins (Rowman & Littlefield, 1996) and *Inside/Out: Lesbian Theories, Gay Theories*, edited by Diana Fuss Routledge, 1991). In terms of integrating gay and lesbian material into the curricula, see especially *Creating an Inclusive College Curriculum* (see above). There's also Ian Barnard's "Anti-Homophobic Pedagogy: Some Suggestions for Teachers" in *Radical Teacher* (No. 45). George Chauncey's "The Ridicule of Gay and Lesbian Studies Threatens All Academic Inquiry" in *The Chronicle of Higher Education* (3 July 1998: A40) is also very worth taking a look at, as is James Sears' *Sexuality and the Curriculum: The Politics and Practices of Sexuality Education* (Critical Issues in Curriculum Series) (Teachers College Press, 1992). Especially valuable, too, is Peggy McIntosh's "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies" (Center for Research on Women, Wellesley College, 781-283-2532).

For a fuller understanding of issues relating to multiple socioeconomic class perspectives–which growing numbers view as perhaps the most divisive of all categories of difference in U.S. society–see Gregory Mantsios' "Living and Learning: Some Reflections on Emergence from and Service to the Working Class" and other essays in Janet Zandy's *Liberating Memory: Our Work and Our Working-Class Consciousness* (Rutgers UP, [paper] 1994); also see the collection in "Teaching Working-Class Studies," a special issue of *Women's Studies Quarterly* (Feminist Press, 1995) edited by Zandy.

For classroom teaching strategies, I highly recommend back issues of *The Hispanic Outlook in Higher Education*. Angela Provitera McGlynn has written articles providing many strategies that help accommodate varying learning styles–and thus maximize student learning. See, for example, "Teaching Strategies That Promote Equal Opportunity: Parts One [12/03/99] and Two [12/17/99]," and "Communication Patterns in the Classroom: Gender Differences: Parts One [09/08/00] and Two [09/22/00]." Also wonderfully thoughtful and concrete is Shari Saunders and Diana Kardia's "Inclusive Classrooms: Part I: Choosing Course Content/Increasing Awareness of Problematic Content [04/21/00] and Part II: Planning Considerations, Getting to Know the Students, and Decisions, Comments, and Behaviors during the Teaching Process [05/05/00]."

A well-worth-visiting website covering diversity matters across the disciplines is www.inform.umd.edu/diversityweb, where you'll also find links to many other excellent resource sites. Visit the websites of colleges and universities known to have diversity and/or curriculum transformation projects, teaching excellence centers, and the like, such as the University of Michigan (especially its Center for Research on





Learning and Teaching at www.crlt.umich.edu [see, for example, the "multipapers" there]), the University of Colorado at Boulder (www.colorado.edu/ftep/support/diversity), The Ohio State University (www.acs.ohio-state.edu/education/ftad/library/multiculturaleducation.html), and University of Maryland (www.umbc.edu/wmst/wmsttoc.html, www.umbc.edu/cwit/syllabi.html, and www.infor.umd.edu/edres/topic/diversity/specific/gender/womensstudies).

Bringing multiple perspectives into the curricula, it seems to me, provides the best possible opportunities for developing critical thinking skills, the very skills that are most in demand in the workplace (more, even, than knowledge of specific subject matter) and in the interests of national and global citizenship.

Community college faculty (and others) will want to look at the "Curriculum Transformation in Community College: Focus on Introductory Courses" special issue of Women's Studies Quarterly *(Fall/Winter 1996).*

There are those, of course, who charge that "multiple perspectives" are an attempt at indoctrination–a political agenda. What these individuals fail to understand is that the curriculum has **always** been a political agenda–and that until recently, the traditional curriculum reflected only a single group, probably the smallest group (albeit possessing the greatest power). Again, it comes down to inclusion as opposed to exclusion.

Knowledge is socially constructed. It's that simple–and that complex. What I know–or **think** I know–is filtered, framed, shaped because I happen to be a White, middle-class female who is heterosexual, spiritual rather than religious, politically progressive, currently physically able, currently not married, a mother, etc., etc. Because I am white-skinned rather than black- or brown- or yellow- or red-skinned or some mixed-shade-skinned, I see and experience and thus "know" things differently. Because I am currently physically able and am ambulatory, I don't, for example, notice curb cuts or stair steps that might enable or hinder my access to many offices and services. Day after day, because I am heterosexual, I see positive images of my sexuality in the media, and I don't hear–and thus don't know–the negative reactions of people when I talk about my social activities.

It is a function of my White privilege that I have not had to learn about–let alone grow to appreciate and value–the many cultures different from my own; I do not need to know other cultures in order to go about my daily life with relative ease. If I were Asian or Hispanic or lesbian or Jewish or a member of any other "minority" group, I would have to learn about the dominant culture in order to survive there. And any assumption on my part that members of marginalized groups wish every day to join the dominant society and be "just like us" is yet another reflection of my unearned privilege.

Of course our human similarities are worthy of our focus, but we rob ourselves of the richness of multiple different experiences and views–from which we might all come to learn something that will be recognized as beneficial—if we do not also focus on our differences. When watching, say, a sports match of some kind on television, we gain a fuller understanding of exactly what took place with each added camera angle. What looked from one angle to be an out-of-bounds pass reception might clearly be an in-bounds reception when seen from a different viewpoint/perspective.

There is the now-classic example of the male marine biologist looking at the school of female sharks swimming with a single male shark and seeing a male shark with his harem. A female marine biologist, coming from a different angle and asking different questions, discovered that the phenomenon is actually that of a species that socializes in female communities and that allows one male to accompany the school for reproductive purposes. In business, Japanese and Hispanic (among other) cultures, quite the opposite of the traditional United States businessmen's way, require significant social interaction, including discussion of family and friends, before the business agenda is approached.

All knowledge needs to be continually reexamined. About any piece of knowledge we can ask, all the while being careful to acknowledge that within any given group there is a wide range of individual viewpoints, What would be the African American perspective on this? What would a different socioeconomic group's perspective be? What light might Buddhist teaching shed on this? And so on. Teaching is never more exciting and fulfilling.

In an "American Literature" class, for example, our students and we will have a much fuller and more accurate understanding and appreciation of the literature that has been produced in this country if we look also at narratives by Native American peoples, by African Americans held in slavery and indentured servants, by immigrants and migrant workers; at the poems and stories and novels written by women and all people of color; at the many works by gay men and lesbians; and so on. The so-called classics of the U.S. literary canon are such only because of the selection criteria, which were based on an extremely limited perspective. And the parallel situation is true in every discipline there is.

The next time I give a presentation, I will be sure to include perspectives and examples from multiple groups. I have work to do. It will take time, time for doing the research–at the library, on the Internet, and in conversation with colleagues. But I will certainly be personally enriched and will provide a better model for inclusive teaching.

I watched *Remember the Titans* recently and was gratified to note Coach Boone insisting that his racially diverse athletes get to know each and every other team member. He instinctively sensed that until you know a different perspective, there can be only fear and distrust and division. There is a better way.

Dr. Anderson, senior editor at HO, is professor emerita from Bergen Community College in Paramus, N.J., where she taught in the humanities division for 25 years. She has served as assistant director of The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching since 1994.

HO

Una Voz Rising

"Hablamos el mismo idioma"

BY
ADALYN HIXSON

> ***This alliance has already garnered support from several top corporations and is now hard at work on its second annual conference, slated for Miami in late March.***

The marriage of two innocent words under the aegis of an Internet search can yield some of the strangest bedfellows known to prose or politics or even pornography.

Looking on the Web for "Latina organizations" yielded 211 possibilities, few of which happened to be organizations of or for Latinas. Guide to Salsa Dancing in Amsterdam seemed vaguely relevant, but All-Star Dried Pasta Recipes seemed rather more Italian than Hispanic, and not a whit organizational.

A print search proved more traditional. A listing in the 1999 *Encyclopedia of Associations* of 134 Hispanic organizations came right after "Hirsutism Association of America, Daughters of."

Just a handful, though, are for Latinas only, and of that small number, some were marked "defunct" or "address unknown," and others proved to have out-of-date e-mail addresses and websites. But there is nothing defunct about Latinas, and many new alliances are emerging.

One is Una Voz, National Association for the Empowerment of Hispanic Women, Inc., founded in early 1999 by a group of professional women who felt that career development and support was lacking for Hispanic women from all walks of life. "The mission of 'Una Voz' is a simple one," says its website: "to promote the development of opportunities for women of Hispanic heritage throughout the United States."

This alliance has already garnered support from several top corporations and is now hard at work on its second annual conference, slated for Miami in late March.

Una Voz board member María Muñoz-Kantha, NYS Human Rights Commissioner

Una Voz

HO spoke with Una Voz founder and executive director Gary Rosario about the what, why, how, and who of it.

"To be frank," said Rosario, "the whole inspiration for Una Voz came out of a song by Gloria Estefan. I was cleaning my house one Saturday to

Leadership Panel: (l. to r.) Gary Rosario; María Muñoz-Kantha; Natalie Martinez, FOX News; Wanda Borges, Esq.; Barbara Picard, NAFE; Lillian Apodaca, Hispanic National Law Board

the CD, *Mi tierra*, and 'Hablamos el mismo idioma' started playing.

"I live in upstate New York in a neighborhood where there are hardly any Hispanics–maybe four families. That same week, my son had come home all excited because in school there was a boy just like him. When I asked him, 'What do you mean...just like you?' he answered, 'He is half Puerto Rican and half Dominican.' And I saw it in his eyes–not just excitement, but a sense of pride of belonging.

"I looked around my house that whole day. I was a long way from the Bronx. I was living the American dream–vice president of a corporation, two cars, a four-bedroom house, two kids, and a professional husband. What was I giving in return? What was I doing for my people? For people 'just like me'?"

That was the moment, said Rosario, when Una Voz, the National Association for the Empowerment of Hispanic Women, was conceived.

Getting Started

Rosario told *HO* she founded Una Voz after 20 years in the corporate world, running a legal research company, National Corporate Research.

"At National, I had the opportunity of attending many conferences, seminars, and workshops nationwide, and in many of these meetings, especially the conferences, there were very few women. And usually I was the only Hispanic woman.

"Incorporating was as easy as 1, 2, 3. After all, that is what I did for a living. Drafting the mission statement, bylaws, and code of ethics was another inspiration. And then I had a great board, consisting of friends and acquaintances that I had met over the years." All of the back and forth between the members of the board to get things in place was achieved with great professionalism, she said. And, it seems, at a record-breaking rate of speed.

HO asked how long it took from conception to birth.

"It took us three months–to create an image, a logo, a website, bylaws, code of ethics, mission statement, member benefits."

"My sister, Ana Winans, designed our website; my brother, Juan Mota, designed and redesigned our Access database; my husband, Luis Rosario, designed the logo and put together our first brochure, our mailers, our application. My mother, Mercedes Mota, stuffed envelopes; my kids, Tatiana, 9, and Christopher, 12, put on stamps; and my friends made calls and got donations and more contacts. It has been mostly a family-and-friends kind of help. Bag stuffers until wee hours of the morning were my ever-faithful friends Judy Esposito and Liz Espinosa.

"Then we had our first kickoff meeting with a group of founding members, and it just seems to have grown and continues to grow from there. Women are hungry to belong to a professional network; men have been doing it for years."

Marketing Una Voz

An event, said Rosario, is "a recruitment tool as well as living up to our mission. We have had really good success with all our one-day seminars."

That first meeting was in Albany and featured a Dale Carnegie seminar, in part because Rosario herself was a Dale Carnegie graduate and knew its benefits. The event drew 65 women.

The second was in the New York City Borough of Queens, at La Guardia Community College, with a theme "Business Writing When English Is Your Second Language." Attendees totaled 58. A third, "Thinking Outside the Box," was in Amsterdam, New York. "In Amsterdam, with 14 inches of snow, we still had 47 women," said Rosario. These are very commendable numbers, especially for a non-profit organization in its early stages.

In Albany, an Una Voz fundraising dinner that included Latin dance lessons drew 163 people.

"We had a network event, a business card exchange at the Campbell's Apartment in Grand Central Station, NYC, which was a huge success." Indeed, it was almost too successful. Campbell's Apartment, now a bar, was once a residence of a railroad owner of that name. "Only single people in New York know it," said Rosario. Una Voz had reserved part of it.

"Due to the size of the upstairs balcony we had reserved," said Rosario, "we only sent out 125 invitations, expecting 35-40 people to show." Instead, "we had 54 people squeezed against a pool table that could not be moved from the middle."

"For some reason," she said, "this was the most popular event–to this day, people want us to repeat it.

"'The Minority on Wall Street Seminar' at Hostos Community College was a one-day event with 137 people. The Wiawaka Retreat in Lake George holds 60 women comfortably, and it was sold out our weekend."

Strategic Thinking...and Dancing...and Drumming

Last August, Una Voz held a "strategic thinking" meeting for

Conference 2000: (l. to r.) Mercedes Mota; Assemblywoman Carmen Arroyo; Anchorwoman Natalie Martinez, FOX News; Carol Robles Roman, Esq., Puerto Rican Industrial Development Agency; and Gary Rosario, Una Voz executive director

women at the nonprofit retreat Wiawaka in Lake George, N.Y. Una Voz board members and women from other women's organizations were invited. Rosario called it "a very powerful weekend."

"We had two days of creative thinking," led by business development expert Sandra McGarraugh, "and were able to develop the first stages of our business plan by the end of it," said Rosario.

"These women bonded for a lifetime. They stayed up until all hours of the night singing all Spanish songs, and poems; they played congas, timbales, and danced all night." The deejay for the weekend, María Pérez, "played different country rhythms and explained the origins."

"What amazed me," said Rosario, "is how these bankers, lawyers, doctors, executives, professors were able to let their hair down in the evening and be coherent and so amazingly bright in the morning during the meeting.

"I have to tell you that by the end of the weekend, Sandra and three other ladies who were staying at the retreat signed up to be members of Una Voz–none of them were Hispanics, but the energy was such..."

Una Voz hopes to repeat the retreat this August.

Latinas in the Arts

The Wiawaka meeting was not the only Una Voz undertaking to involve the arts. Una Voz board member and artist Elisa Pritzker, who is Argentinean, organized a month-long exhibit last March of 18 Latina artists at the Highland Cultural Center in Albany.

"This was in answer to a challenge," said Rosario. "We were told there were no Latina artists in the area."

The exhibit garnered a lot of media coverage, said Rosario. Members of Congress from the district attended the reception for the artists. Asked by *HO* whether there were positive outcomes for any of the artists, Rosario said they were all established and doing very well.

"We just wanted the public to know that they were Latinas... recognition of Latina contributions to our society."

Pritzker herself has received a Congressional Award for her "achievements and service in the area of Community Arts and Culture" and has exhibited in the U.S., South America, Spain, Italy, Germany, Israel, and Taiwan. Her work is available for study through a permanent file kept at the National Museum of Women in the Arts, Washington, D.C.

In November and in January, Una Voz sponsored, along with Chase Manhattan Bank, a play that deals with women's issues, *Casa propia*, at El Repertorio Español in New York City.

Governing Board

Una Voz is incorporated as a not-for-profit organization, has applied for 501(c)3 status, and is currently under the umbrella of an affiliate association.

HO asked Rosario about its governing board.

"I tried to put together a board from different countries in order to promote diversity. We've already had some changes, as expected. The founding board was made of family members and close friends to start with. After the first year, a lot of these faithful friends and family were replaced by one-third corporate, one-third community leaders, one-third professionals.

"We have on board Puerto Rican, Dominican, Mexican, Spaniard, French, Cuban, Argentinean, Italian, African American, and Colombian. Our membership is even more diversified, and from across the nation."

Rosario's own background includes "many schools and many countries." "My father was Secretary to the Dominican Embassy in Uruguay, so my primary years were in Uruguay, then Dominican Republic, then NYC for junior high school, and Walton High School in The Bronx, then Queens, then Dominican Republic again, then Flushing, N.Y., and then Albany, N.Y., where I have lived for the last 15 years."

Many of the Una Voz board members are in banking or other occupations related to money. This factor alone distinguishes Una Voz from many women's organizations.

Michelle Medina, a native New Yorker of Puerto Rican and Mexican descent, was named "the most promising Hispanic in Corporate America" by the Wall Street chapter of Image in 1988. A top performer in sales and marketing while at Xerox, she now analyzes existing and emerging markets in Latin America, the U.S., and Canada for IBM, where she is active with its Hispanic, African American, and women's networks. A graduate of York College with a BSBA, Medina works too with Inroads, a nonprofit program that prepares minority high school and college students for the corporate world.

Helen Rodríguez-Burmaster, board president, develops and analyzes N.Y. State budgets for child welfare, delinquency, teen pregnancy, day care, adoption, foster care, Americorps, and more. A Puerto Rican who grew up in New York City, she graduated from Russell Sage College and has done graduate work there and at SUNY-Albany.

Diomaris Inirio-Akuetey is a senior financial analyst with GE Capital Corporation. María Díaz is vice president of the Sakura Bank Ltd., N.Y. branch, heading a department that processes and prices money markets, foreign exchanges, and more. Nydia Pérez is with Chase Manhattan Bank.

Frances G. Adami, vice president and nominating committee chair, a graduate of Pace, of the Westchester Business Institute, and of the University of Badajoz, in Spain, is a buyer for the Philip Morris Management Corporation, specializing in minority vendors.

Ana de la Moneda, secretary, is president of In Search Of Inc.

Vanessa Giacoman is executive vice president in San Francisco for City Mutual Financial, which she helped become the primary lender for the Hispanic community. She also taught that community through finance seminars and radio talk shows. A graduate of UC-Berkeley with a double major in rhetoric and legal studies, she earned a master's in political management at George Washington University. Giacoman co-founded the Latin American Federation, dedicated to educating the Hispanic community in immigration law, finance, taxes, college, and employment.

Dr. María Muñoz-Kantha, New York State Commissioner on Human Rights, is president of 100 Hispanic Women of Westchester.

Noreen K. Cadieux owns and directs a Montessori school. Guillermina Colón is with the U.S. Postal Service.

Ana Luisa Lorena Diana, a fashion designer with a thriving business in her native Mexico, graduated with a BS from the Universidad Autónoma del Noreste before attending design school in Guadalajara. Now she lives in the U.S., and has presented several collections since 1995.

Judith Esposito, who chairs membership and networking, is with the Healthcare Association of New York State (HANYS).

Board members whose occupations are not known by *HO* are treasurer and finance chair Michelle Cruz and Anthony Miranda.

There are two lawyers on the board. Norma Ortiz, Esq., a much-honored native New Yorker of Puerto Rican descent, and a second-generation lawyer, graduated from CCNY and from NYU Law School, and worked for the U.S. Department of Justice before entering private practice, primarily business law. She and her father, Frank Ortiz, a Harvard law graduate, are active in civic and community issues.

> ***After the first year, a lot of these faithful friends and family were replaced by one-third corporate, one-third community leaders, one-third professionals.***

Annette Rodríguez-Soriano, Esq., graduate of the College of New Rochelle and the CUNY law school at Queens College, worked for N.Y. governor Mario Cuomo for 12 years, is now in private practice, and has taught family law in the CUNY system.

Executive Director Rosario has a human services degree, a bachelor's in liberal arts, and attended La Universidad Autónoma de Santo Domingo with the intent of becoming a doctor, but decided against that path. She told *HO*: "I still may end up as a lawyer, just like my father and all his brothers." Strengthening Una Voz seems an admirable alternative.

Annual Conference

March 29, 30, and 31, Una Voz holds "Una Voz-Una Meta" National Women's Conference 2001, in Miami, at the Radisson Mart Plaza Hotel.

Its initial conference, held last May in Albany, was sponsored by AT&T, Mutual of Omaha, Rums of Puerto Rico, Prudential, *LatinaStyle*, the U.S. Postal Service, Oyster Financial, *Hispanic Business*, and *Hispanic Magazine*. It drew about 150 women, quite a healthy start for a new organization, and a good showing too during a month with many competing events and annual meetings. Women came from California, New Mexico, Florida, Pennsylvania, New Jersey, Chicago, Arizona, even Nebraska. And of course, from New York.

"Last year," said Rosario, "we had six tracks...and people were stressing over the choices. They did not want to have to choose. They wanted to attend it all."

This year there will be three tracks–Working Woman, Women Entrepreneurs, and Elección Latina–endorsed by the Hispanic National Bar Association. Each track will offer four workshops. And there will be three panels–Women in Leadership, Women's Health, and Building Wealth.

"We had great sponsors last year," said Rosario, "and this year we also received sponsorship from Chase Manhattan Bank and Philip Morris." Rosario is aggressively seeking additional sponsors, targeting the businesses that target women. The job is not an easy one.

Many companies, she said, "are hesitant to promote professional growth. They are more into the social issues, such as domestic violence, substance abuse–not that these issues are not important, but they are not the only issues facing women today.

"In New York, we only just elected the first woman senator. We have a long way to go. We need more women CEOs, VPs, doctors, engineers, lawyers, and astronauts."

¡Viva Una Voz! ¡Viva Latinas!

Website: www.unavoz1.org
E-mail: Unavoz1@aol.com
Phone: 1-518-439-3428

The Una Voz Mission

- promote, develop, and create opportunities for the professional, educational, and economic advancement of women of Hispanic heritage throughout the United States;
- help facilitate the exchange of ideas and information regarding leadership and empowerment;
- advocate for the rights of Hispanic and other women in all fields of endeavor; and
- seek public recognition for the important contribution that Hispanic women make to our society.

MANA

Women Informed and Active

Four in Five Members Hold Degrees

BY MARI CARMEN SARRACENT

"Como herMANAs podemos alcanzar las estrellas
y asegurar el futuro de nuestras herMANAs, hijas,
y nuestra comunidad Latina."

"As sisters we can reach the stars
and ensure the future for our sisters, daughters,
and the Hispanic community."

That is the goal of MANA, a pioneer organization for Latinas that has since 1974 reached out and created a Hispanic sisterhood for the betterment of all Latinas.

Last June, MANA announced its new CEO and president, Alma Morales Riojas, an activist and proponent of a fine quality of life for Hispanics for decades. CEO Riojas describes the vision and mission of MANA: "In its over 26 years of existence, MANA has served as a foundation to support Latinas in their professional and personal endeavors. In doing so, Latinas have been empowered to build stronger communities, benefiting Hispanics and strengthening the nation's infrastructure….

"Today the environment is filled with new inventions, re-inventions, and technological advancements at an astounding rate never seen before. Changes are happening so fast that we hardly learn a new phase and another change has replaced what we just learned. Whatever age we are, we are struggling hard to keep up, for if we do not, we know we will lose whatever edge we had managed to gain."

Prior to taking on the MANA presidency, Riojas, a native of San Antonio, Texas, worked in private, public, and nonprofit sectors. She worked as an expert consultant with the Washington Headquarters Service of the Pentagon and developed the first affirmative action and federal equal opportunity recruitment plans for the Office of the Secretary of Defense and Joint Chiefs of Staff. She held leadership positions at the National Network of Runaway and Youth Services, the National Alliance of Veteran and Family Service Organizations, Federally Employed Women, Inc., and ALMA Consulting Services. Earlier, she spent 10 years as regional manager of an insurance company in San Antonio.

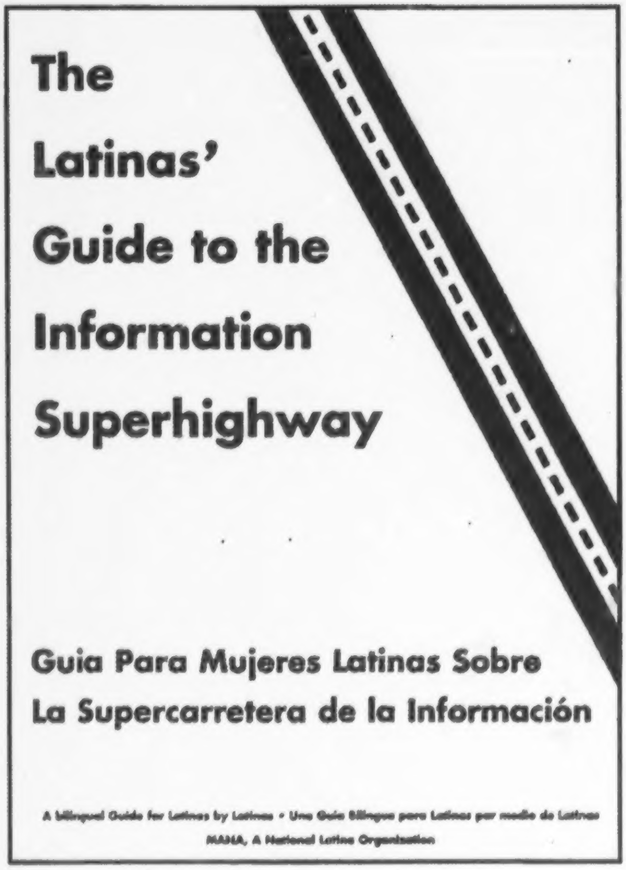
Riojas has earned many awards for her leadership and service efforts. In 1998, the National Association of Hispanic Federal Executives gave her its President's Outstanding Achievement Award. She currently serves on the boards of the National Hispanic Women's Council and Women in Community Service.

MANA History

In 1974, a group of Chicana activists conceived the Mexican American Women's National Association, which, in 1994, became MANA, a National Latina organization "in honor of the growing diversity of Latinas, whose heritage spans North, Central, and South America, and the Caribbean."

Based in Washington, D.C., MANA has chapters nationwide. Its mission is to empower Latinas through leadership development, community service, and advocacy. Its members range in age from 11 to 65 and up. They are homemakers, college students, government employees, appointed officials, and professionals across many disciplines. According to MANA, more than 80 percent of the members have a university degree, and approximately 30 percent have earned an advanced degree.

What are the benefits to MANA members? Each member becomes part of a nationwide community network and receives publications concerning Latinas, such as the *MANA Newsletter* and the *MANA ProActivista Bulletin*, which soon will be available on its website. Members are also invited to participate in educational programs, conferences, and institutes, and they have access to grant opportunities.



The Latinas' Guide to the Information Superhighway

Guia Para Mujeres Latinas Sobre La Supercarretera de la Información

A bilingual Guide for Latinas by Latinas • Una Guia Bilingue para Latinas por medio de Latinas

MANA, A National Latina Organization

Riojas comments on the reasons why programs offered by MANA are so important. Latinas have set out to establish a record, that of being the fastest growing segment of new businesses in the entire country despite the odds that Latinas are at a disadvantage in education, employment, economics, housing, health, and politics. Riojas notes that Latinas have also entered the political arena in record numbers at the local, county, state, and national levels. And many of those elected Latinas point to MANA as the foundation and spark that ignited and fanned their political fire and *ganas* to run and be elected. Some of these women leaders have been named as Las Primeras, a MANA program that recognizes Latinas who have accomplished a "first."

For MANA's website, Bea Fernández, MANA's national chair, prepared a message to all Latinas who might be interested in seeking membership: "Why do I think YOU should join MANA? Join us because you believe that Latinas have much to offer to our herMANAs, to our *familias*, and to our communities. Join us because you believe that we have a responsibility to help create a better life for all Hispanics. We are at a special place in history. As a group, we have come of age in how we view ourselves as a growing power, and on how others see us. We can change the direction of public policy and influence decisions that impact our communities at the federal, state, and local levels, but we can't do it without you. MANA women are known for being informed about issues and acting on issues. We are 'informed activists' who believe we can make a difference. In fact, our *dicho* [saying] is 'LATINAS CAN!'"

MANA Today

In order to nurture more Latina leaders in the future, MANA recognizes how important it is to mentor Latinas from a young age. HERMANITAS is one such program.

Riojas reaches out to Latinas nationwide: "If you care about the future of Latinas, become a mentor to an *hermanita*. If you are a young Latina between the ages of 11 and 18, ask MANA to match you with a mentor through our HERMANITAS program, including our new online mentoring program. And if you are a corporation or foundation, learn how you can support this effort.

"America holds immeasurable promise for all. In order to make that a reality for Latinas of all ages and of all national origins, we must join hands and minds, knowing that together the mountains in front of us will be ones we can climb and not monumental barriers to our success."

HERMANITAS, or little sisters, empowers young Latinas through education, leadership development, health and cultural awareness, and community action. Since 1986, MANA chapters have developed local HERMANITAS initiatives nationwide as a national stay-in-school, leadership development, community service, and mentoring effort whose primary audience is teenage Latina girls.

The mission of HERMANITAS is to help these young Latinas excel in school by: providing studying alternatives, advanced education planning, and career options for the future; strengthening the family unit; engaging adults with young Latinas as mentors; participating as leaders in their communities by creating opportunities for service.

The HERMANITAS Summer Institute (NHSI), a five-day leadership development program, is a component of the HERMANITAS program. Approximately 100 to 120 high school Latinas from around the country take part. The Institute includes interactive workshops, reflections and inspirational journal writing, Latina speakers of distinction, cultural and social activities, and resource information.

At the beginning and closing of the Institute, participants have the opportunity to set and evaluate goals, and establish objectives for NHSI and their respective futures.

Regional and national conferences and Las Primeras, a national celebration of Latina achievement held annually in Washington, D. C., is part of AvanZamos, a primarily member- and chapter-based formal leadership development program.

Last year's regional conference, "Strengthening and Empowering Latina Community," took place at Sidney Lanier High School in San Antonio, Texas. In recognition of Domestic Violence Awareness Month, Philip Morris Companies, the lead sponsor, assembled a panel featuring national and local leaders recognized for their involvement in efforts to end domestic violence. Individuals from the National Network to End Domestic Violence; the University of Wisconsin-Madison School of Nursing; AYUDA Clinica Legal Latina; The P.E.A.C.E. Initiative, a San Antonio-based advocacy group; the City of El Paso, Texas; and Kraft Foods participated.

The 2000 Las Primeras Awards Luncheon recognized the following individuals:

Polly Baca, a member of the Colorado State Legislature for 12 years, is the first Latina elected to a U.S. state legislature, the first minority woman elected to the Colorado State Senate (1978-86), and the first Hispanic woman to serve in a leadership role in a state senate in the U.S.

Congresswoman Irma Rangel (D-TX) is the first Latina elected to the Texas House of Representatives (1976), the first Latina chair of the Mexican American Legislative Caucus, and the first Mexican American chair of the House Committee on Higher Education.

Congresswoman Belda Garza (D-MI) is the first Hispanic Democrat elected to the state office in Michigan. She was elected to her first term in office in November 1998 with 85 percent of the vote.

Carmen Delgado Votaw (Washington, D.C.) is the first Latina chief of staff of a congressional office, and served under U.S. Congressman Jaime B. Fuster of Puerto Rico from 1985 to 1991. She is the author of a bilingual book, *Puerto Rican Women: Some Biographical Profiles*.

HerMANO/HerMANA recipients were Senator Orrin G. Hatch (R-UT), who hired and promoted Anna Escobedo Cabral to the position of director of the U.S. Senate Republican Conference Taskforce on Hispanic Affairs (which he established in 1984) and deputy director of the Judiciary Committee; Congressman Bob Filner (D-CA), who was instrumental in the election of the first Latina to the San Diego, California, City Council; and Ada Díaz Ahmed, president of Soloella.com, New York, a bilingual website for and by Latinas.

(Article compiled from materials provided by MANA.)

Upcoming MANA Events:

- May 4-5, 2001
  Regional Conference–Chicago, IL
- July 5-7, 2001
  National HERMANITAS Summer Institute–Washington, D.C.
- September 23-27, 2001
  MANA National Conference–Washington, D.C.
- September 28, 2001
  Las Primeras Awards Luncheon–Washington, D.C.
  (Partnered with the Congressional Hispanic Caucus Institute)

For more information on MANA, check out its website at www.hermana.org, or call (202) 833-0060, fax to (202) 496-0588, or e-mail to hermana2@aol.com.

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Program Helps Latinas and Their Teachers See Possibilities

Sociotransformative Constructivism to the Rescue

BY MICHELLE ADAM

Julieta Marta remembers only too well arriving in the U.S. from Mexico and entering fifth grade. Knowing not a word of English and unfamiliar with this new culture, it was, in her own words, "more scary than anything else." She also came carrying with her the values and culture that her parents and society had already taught her. Specifically, as a girl, that meant always doing as you are told and being quiet. Although she broke out of one of the mores by playing sports, she remained shy and true to cultural expectations.

Marta doesn't stand alone in her example. Today she teaches bilingual fourth grade classes at University Hills Elementary in Las Cruces, New Mexico, where about 90 percent of the students are Latino. She continues to see girls, and especially Latinas, falling into the same patterns of behavior that she displayed as a youngster.

"Many Latina girls are apprehensive. They are not much of go-getters. Many of our students are traditional that way," said Marta.

Marta's own experience has inspired her to push her girls and "help them think positively." It has also been the impetus for her involvement in a three-year professional development and research program, MAXIMA, at New Mexico State University in Las Cruces. The program, funded by a $750,000 grant from the National Science Foundation and the New Mexico Commission on Higher Education, is exploring new ways of teaching math and science to elementary and middle school girls and enhancing their potential for becoming scientists. Since last summer, MAXIMA has been working with teachers such as Marta and students at five area elementary and middle schools, using an inquiry-based and multicultural approach to teaching math and science.

Teachers like Marta have seen their female students, especially Latinas, holding back in most classes. MAXIMA is addressing the subject area and the career fields in which most girls and women specifically fall far behind. Studies have shown that while the number of women earning college degrees has increased over the past 10 years, a very small percentage of these degrees were awarded in the science, math, and engineering fields, especially among Latinas, said Alberto Rodríguez, assistant professor at New Mexico State University College of Education, and founder and co-principal investigator of MAXIMA.

"What is shocking," he said, "is that Latinos are the fastest growing group of people in the United States, but only 35 percent of all science degrees awarded last year were earned by Latinos and Latinas. We want to change girls' attitudes about science, mathematics, engineering, and technology so they can see themselves as potential scientists. We targeted girls in this project because they are more likely not to pursue science-related careers, especially minority women such as Latinas."

Like Marta, Rodríguez embarked on the MAXIMA program because of his own observations. While a professor in his Methods classes at the University of Wisconsin, Rodríguez was literally the only minority present. And when it came to those students who wanted to become physics and chemistry teachers, they were mostly men. "I started wondering why I was the only minority in the classroom," said Rodríguez. "Later I wondered why there were more men than women in the classrooms."

Approximately three years ago, Rodríguez moved from Wisconsin to Las Cruces, New Mexico, because of the opportunity he would have to work with a more diverse group of students than he had encountered up north. "I hit the ground running here," said Rodríguez, noting that since his arrival, he has been working incessantly on research grants and running their programs. In less than three years, he has received more than a million dollars in research grants.

Rodríguez's latest program, MAXIMA, is built on bringing issues of culture, gender, and individuality into the classroom as a constructive and useful tool to better learning and to empowering students while they are learning. MAXIMA is the culmination of Rodríguez's own research into the use of Sociotransformative Constructivism (STC) in the classroom. Rodríguez says that STC deconstructs "existing power structures that might interfere with meaningful learning in the classroom. In this way, students are encouraged to formulate their own knowledge and contrast it with the accepted knowledge and norms. At the same time, students are urged to reflect on whose knowledge has become the accepted norm, whose interests are being represented by this knowledge, and who the people are who have access or power to continue creating the accepted knowledge."

The MAXIMA program also encourages the teaching of science and math with an emphasis on hands-on learning and making curricula more relevant to the actual lives of the students. For example, teachers would relate architecture to the styles of New Mexico or make students aware of the names of Latino scientists.

The girls who participate in the program start in fourth grade and continue through sixth grade. Each year, they have the opportunity to work with their regular teachers and with student teachers who have gone through a MAXIMA professional development seminar, one of which was held last summer at NMSU. The girls are then interviewed three times a year by researchers to access their views on math and science. These data are used to create better math and science curricula. In addition, members of the MAXIMA team visit the classrooms and offer their teachers support, not only in teaching but in helping to pay for equipment needed for more hands-on teaching practices.

For Marta, the MAXIMA program was inspiring from the beginning. "Once we were in their summer institute, that really motivated me," she said. "It was so helpful in areas I have to teach this year. We were reaching toward the same goal the whole time we were there." Marta joined other teachers in the two-week-long summer institute program offered by MAXIMA every summer to inspire and help train teachers in math and science.

"What's also novel is that they come by and are supportive. It's very unusual for university people to do that."

MARY LESSMAN, SCHOOL TEACHER,

MAXIMA PARTICIPANT

Mary Lessman, a sixth and seventh grade teacher at Lynn Middle School in Las Cruces, also has been involved with the MAXIMA program from the very beginning. She recalled how they initially asked her what she needed to learn in science for her classroom. And, in turn, she gave them various ideas, including that of learning more about robotics. "I've never had an institute where they want to know what you want to study," said Lessman. "They matched our needs to what we felt our classroom needs were. That's novel. What's also novel is that they come by and are supportive. It's very unusual for university people to do that."

The partnership that Rodríguez is building between his university and local schools is novel indeed–at least for him it is. Most research projects are short-term, with much less time and concern for teachers and students than MAXIMA offers, explained Rodríguez. This project goes far beyond merely writing theories and testing them in order to receive tenure. For him, as it is for the teachers involved, it is an opportunity to work in partnership in the interest of directly impacting and transforming the future of female students, and others as well, in sciences and math. "We believe that the classroom climate is very complex. That is why we want a three-year study, to see if Socio-transformative Constructivism is really having a positive impact on the girls," said Rodríguez.

Lessman joined MAXIMA because of concerns for the girls in her classes, as did Marta. "A lot of girls have low expectations for themselves," she said. "I'd rather have them think of not only going to college but also of graduating from there."

"I know family is so important to them," she added, referring to the Latinas, "but I am hoping that can be balanced with career." Lessman went on to describe how just a week earlier, several people from the Mexican American Engineers and Scientists organization came into her classroom and "inspired the students."

Before teaching about architecture, Lessman

Alberto Rodríguez, MAXIMA founder and co-principal investigator

took the time to learn how pueblo homes were built so she could include that in her curriculum. She makes a point now of being more conscious of race and gender and of addressing these issues when they can be woven into the subject matter.

MAXIMA is just in its first year, and results can't yet be predicted, but what is evident thus far is the heightened awareness the program is already bringing to teachers such as Lessman. "I am more gender-aware," said Lessman. This helps make sure, she said, that a very shy and quiet Hispanic woman gets the attention she needs too.

Since Lessman herself is not of Hispanic origin and grew up outside Chicago, having a support system that helps her better understand her students has been a plus as well. "I feel more sensitive...culturally. It is a mindset," she said. Through MAXIMA, Lessman has attended meetings with elementary school teachers, an opportunity that she describes as very unusual in her profession. "It helps me know what experiences my students have had from elementary school," she said.

Cathy Zozakiewicz, co-principal investigator with Rodríguez, brings to the table her own background in multicultural education and gender issues. She came to New Mexico from Wisconsin for more exposure to and opportunity to work with a more diverse population.

"Everyone will benefit from the research we do," said Zozakiewicz. "In creating a different kind of collaboration between the university and the schools, this program will help transform."

For Zozakiewicz, "schooling and gender are very closely tied." And as she has witnessed in the classrooms that she now visits all the time as part of MAXIMA, teachers are beginning to think about gender and cultural issues every day. While many programs for girls are offered outside the classroom, after school, or as a brief curriculum in themselves, Zozakiewicz is quick to proclaim that "there is nobody else like us–doing what we are doing. I think there are huge silences in schools in talking about gender. We help burst open these silences." The first step to the program, she described, "is having teachers be aware and having space to open students up and talk about these things."

Zozakiewicz gave several examples of MAXIMA classrooms that are incorporating race and gender issues in curricula. In a math class, while measuring the carpet in a room, students were asked how many fathers AND mothers had tape measures at home. In another class where space was the subject matter, the teacher talked about the first Hispanic astronaut. "Kids remembered that one!" she said.

While Zozakiewicz is a key player in MAXIMA because of her own interest in gender and learning, she is aware of the challenges to addressing issues such as gender and race in the classroom. But she explained that MAXIMA is "not only about gender and race but about everyone having a hand at creating knowledge–kids being builders of knowledge."

MAXIMA is also putting into action what in the past five years has been a strong movement called "science for all," a nationwide push for more inclusive science teaching. The rhetoric in teaching for diversity has been strong, said Rodríguez, saddened by the lack of action behind the push for diversity. But what he and Zozakiewicz hope to do through MAXIMA is to bring this rhetoric into actual form in the classroom–not only to tell teachers about the importance of inclusive education but to assist them in attaining this goal. "Teachers are already saying to us that this boosts their confidence," said Rodríguez. "Being there and helping teachers put activities together builds an essential connection between the university and the classroom. Just because we are there…it reminds them of what we have talked about."

For Rodríguez, the MAXIMA program is all about "going against the MTV crowd, the constant images the girls see of themselves on television." It is rather about "helping their own female teachers serve as role models when they get excited about science and math," he said. "The STC approach requires as researchers that we not only go to classrooms and collect data. But it demands of us that the participants are benefiting too. I see teachers benefiting. We also think that over a period of three years, this encouraging environment will help students see themselves as a scientist along the way," said Rodríguez.

For him, seeing this possibility has been "really wonderful."

Women Not Affected by 209, Says Connerly

Others at UC and Elsewhere Disagree

BY JEFF SIMMONS

The paper was titled "The Impact of Proposition 209 on Education, Employment, and Contracting: Opportunities for Women in California." Prepared for Equal Rights Advocates, a northern California group, it drove home several significant points.

It might be too soon to tell whether 209, an anti-affirmative action measure, will dramatically pare opportunities for women, but advocates maintain that the future appears to be bleak–at least in some areas.

"Women who will suffer from the elimination of race and gender preferences in the admissions process are Latinas and African American women," wrote ERA former Director of Programs and Litigation Beth H. Parker.

Parker maintained that the measure wouldn't dramatically change the overall number of women enrolled in postsecondary education. Women, she said, had been major beneficiaries of affirmative action policies since their inception in the 1970s. The measures gave women the chance to become more successful in education and in the public sector, and at winning contracts in California.

Statistics bear out her thesis. Prior to Proposition 209, female high school graduates were more likely to enter colleges or universities than were their male counterparts, and women earned more than half of the bachelor's degrees within the UC system, she points out.

In 1970, only 8.2 percent of women age 25 and older had completed four years of college. But this number climbed to 18.4 percent by 1990, she cites.

Affirmative action also balanced the scales of hiring more toward women than in the past. UC reported that 21.3 percent of all new faculty employees in 1979 to 1981 were women, and that number grew to 30.5 percent in 1991 to 1993.

Still, gains in some areas were moderate at best. Men still outnumbered women in many fields in California higher education systems. Men more often held top administrative positions and faculty appointments at postsecondary institutions. Few women secured academic jobs in the field of science.

Parker questioned whether other states will adopt similar anti-affirmative action measures, and reasoned that the impact in California is going to be dramatic, particularly beyond the walls of higher education.

There is, she wrote, strong resistance to women in nontraditional construction trades. Most women believe they have thrived in that field because affirmative action measures provided incentives.

Parker also notes a decline in opportunities for women to bid on state contracts.

While the University of California system had initially watched a dramatic decrease in African American, Latino, and Native American enrollments, the overall female enrollment did not drop. But the number of female members of those racial and ethnic groups did fall.

> ***"I think when they do get hired, they have a harder road to travel, during the tenure process, than any other group," Wilson says of women faculty.***

Cooperative
CPR
Problem Resolution

The Cooperative for Problem Resolution (CPR) provides services for informal conflict negotiation and formal dispute resolution. It is comprised of the Campus Mediation Program, the Faculty & Staff Assistance Program, the Office of Equal Opportunity & Diversity, and the Ombudsman Office.

Parker concluded, "What this means in a post-affirmative action world is as yet unknown. It appears that women of color in time may experience lower wages if their opportunities for advancement decrease. These concerns may become significant as the numbers of minority women in California continue to grow in the new millennium."

In many areas, the jury is still out on the long-term impact of Proposition 209 on women in California. But questions abound–as do measures to counterbalance its impact–to determine whether advances will now reverse into retreats.

ERA, like other advocates opposed to Proposition 209, questioned whether state agencies will continue to hire women in proportionate numbers despite its passage, whether women will advance appropriately in these agencies, and whether discrimination will become more rampant.

Liberal camps viewed the proposition as the start of the end of affirmative action and equal education for all, particularly for minority students across the United States.

In November 1996, voters approved the measure, entitled the California Civil Rights Initiative. However, it didn't go into effect until August 28, 1997, after the Ninth Circuit Court of Appeals upheld it.

The measure read: "The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting."

Proposition 209 came months after University of California officials voted in 1995 to prohibit such consideration in admissions, though its policy didn't go into effect until 1998.

Since that time, enrollment by African Americans and Hispanics initially plummeted. That has caused quite a few states to contend that the end of affirmative action efforts would elicit inequality and prevent minorities from admission.

New systems began to evolve in an attempt to ensure greater numbers of minority admissions. The so-called "percentage systems" guarantee admission to state colleges of students who attain certain academic ranking in high school.

In California, for example, admission is guaranteed to students in the top four percent of high school graduating classes across the state. Additionally, there has been one recent proposal by the University of California president to expand that percent and grant provisional admission to the top 12.5 percent.

That, he said, would yield 12,000 more students, a third of whom would be minority.

Supporters of 209 say there has been a comforting increase in the number of Hispanic, African American, and American Indian enrollees.

In early 2000, University of California officials announced their numbers had even surpassed the level reached when affirmative action measures were in effect. This past semester, enrollment of minority first-year students at the system's eight schools grew to 7,336, up from 7,236.

Nevertheless, the numbers aren't distributed evenly, and they display what critics maintain is a two-tiered system, with the more competitive, elite campuses becoming much whiter.

At the Berkeley campus, for instance, minority enrollment has wavered. In 1997, it was 1,778, then plummeted to 717 the next year, increased to 990 in 1999, and then to 1,169 this past fall.

Supporters of 209 reason that

Luis Villareal, professor of molecular biology and biochemistry, and director of UCI's Minority Science Program under the School of Biological Sciences students aren't slipping through the cracks; they are simply being redistributed to other, less competitive campuses.

Since Proposition 209, campuses have extended outreach programs to target the disparities, to boost teacher education, and to advise students early on about academic requirements for attending a college or university.

The Faculty Front

Ron Wilson, assistant executive vice chancellor of Opportunity and Diversity at the University of California's Irvine campus, recently compared University statistics for the four years prior to 209's enactment with the four years after it went into effect. The analysis left him dismayed: there wasn't much change, he says, and that wasn't good.

"Our campus has not met our goal of recruiting, hiring, and retaining Native American Indian, African American and Chicano/Latino faculty," Wilson wrote in a recent issue of *Cooperative for Problem Solving*.

The reality, he says, is that his campus and others have not made substantial strides since California's ban on affirmative action. Wilson says the faculty front warrants a hard look. He reports that at all UC campuses, there were 137 American Indian, African American, and Chicano/Latino tenured and non-tenured faculty before 209 was in place. That amounted to 9.7 percent of all appointments.

Currently, he reports, there are 100 minorities in those positions, or 7.3 percent. Non-tenured minority appointments dropped from 10.1 percent before 209 to 8.3 percent afterwards.

At the Irvine campus, the disparity is even greater. Of the 141 tenured and non-tenured faculty appointments, 16, or 11.3 percent, were minority before 209. Now, only nine, or 5.1 percent, of the 169 appointments are minority.

As for non-tenured appointments there, 12 of the 98 positions, or 12.2 percent, were minority before 209, and that has fallen dramatically to 4.7 percent (six of the 128 positions are minority) since 209.

Wilson says the University shouldn't feel comforted that other campuses are facing similar situations. He blames the decreases on a failure to "diligently and aggressively" pursue a more diverse workforce.

He also maintains that affirmative action efforts also had benefited women substantially, though his study focused more on race and ethnicity. He said women have faced the same obstacles since Proposition 209.

In the UC system, non-tenured minority appointments dropped from 10.1 percent before 209, to 8.3 percent afterwards.

"I think when they do get hired, they have a harder road to travel, during the tenure process, than any other group," Wilson says. "I think it's the good-old-boys network. I even had a faculty member tell me he was concerned about bringing on women because they are more preoccupied with child-rearing and family obligations."

University of California Regent Ward Connerly, the architect of Proposition 209, has lobbied strenuously against efforts that would grant preferential treatment to African Americans, Hispanics, and women. As he noted during the war over the measure, diversity is one thing; special treatment is another.

He also has denounced critics who have grouped women with minorities to make a general statement about the effects of the proposition.

"This is the unfortunate part about looking at issues through a racial lens," he says. "You tend to generalize and say all women and all minorities, however you define that term, are equally affected by preferential policies, and they are not.

"Women are affected differently," he says, maintaining that affirmative action policies didn't favor women as much as Blacks and Hispanics, and calls critics' assertions political manipulation.

"If you look around the country, the way the affirmative action debate unfolded was always women and minorities versus White males. That is political calculation, knowing that when you lump women and people of color together, you are talking about 65 percent of the population versus the 35 percent of White males."

He adds, "The evidence does not suggest at all that women are negatively affected by the removal of affirmative action programs. In fact, on many college campuses, the big debate is whether men should get affirmative action to level out the number of women."

He points out, as well, that the pool of women in certain academic areas such as mathematics and science was very small prior to Proposition 209.

"So if you're talking about hiring female faculty members in the math and sciences, those numbers probably haven't gone up," he says, noting, "and they haven't dropped dramatically since the pool was short to begin with. I think overall, 209 hasn't had very much effect."

The group Chinese for Affirmative Action and Equal Rights Advocates disagree. In 1998, they surveyed 68 government agencies across California to determine whether program changes affected minorities and women.

The analysis, titled "Opportunities Lost: The State of Public-Sector Affirmative Action in Post-Proposition 209 California," found that the measure eroded the gains made by women in the state, most often when it came to public contracting opportunities.

Some organizations, such as the state's American Civil Liberties Union, maintain that the measure has curbed opportunities, and they've filed suit since its inception. A spokeswoman for the San Francisco-based ACLU says the case is still pending.

Parker maintains that discrimination lawsuits might be the way to go to remind agencies that discrimination won't be tolerated. The hope is, she wrote, that discrimination no longer exists.

"Until that time, however, the civil rights community needs to be vigilant in fighting discriminatory practices and monitoring the implementation and enforcement of affirmative action policies."

FYI...

ACT Develops Standards for College-Bound Students

IOWA CITY, Iowa

Standards-based education reform was a familiar topic of the past political season. And setting standards to measure students' academic achievement was a frequent subject of debate. But reaching a national consensus on the issue is a difficult task.

People use test scores to compare students, to reward schools, or to compare states. But what do the scores *mean* in respect to students' knowledge and abilities? That is the question.

For those who want to know more, ACT Inc. has developed descriptions of students' skills in English, math, reading, and science, the four subjects tested on the ACT college-entrance exams. These descriptions are called Standards for Transition.

"The standards communicate educational expectations for students making the transition from high school to college," said Sherri Miller, director of elementary and secondary school programs for ACT. "From their test scores, students can identify the knowledge and skills they've mastered and those they need to improve to succeed in college."

In math, for example, students are told what kinds of problems they are able to solve in nine separate areas, from basic operations to trigonometry. One thing an ACT math score of 18, on the ACT scale of 1-36, means is that a student can find the average of a group of numbers. A score of 22 means he or she can solve problems of greater difficulty, including basic algebra.

"Teachers can use our standards to identify their students' strengths and weaknesses, and they can plan their teaching accordingly," Miller said. "Our standards literature includes instructional guides that we call Pathways for Transition. They list the kinds of classroom activities that should benefit students at the different score levels. Teachers can help students improve by guiding them along a pathway of activities to the level they need to reach to be successful."

ACT's Standards for Transition aren't just for teachers and students. They're also for parents and policymakers–anyone who wants a better idea of what college-entrance test scores mean, and anyone who wants to see test scores and student achievement improve.

More information about the Standards for Transition and instructional guides is available at the ACT website, www.act.org/standard/index.html.

DOE Report Finds Professional Development Key to Quality Performance in Math and Science

WASHINGTON, D.C.

Immediately improving teacher quality is the key to enabling the nation's children to become world-class learners in math and science, says the U.S. Department of Education (DOE).

The DOE's National Commission on Mathematics and Science Teaching for the 21st Century, in its report "Before It's Too Late," said, "The way to interest children in mathematics and science is through teachers who are not only enthusiastic about their subjects, but who are also steeped in their disciplines and who have the professional training–*as teachers*–to teach those subjects well."

The report is the result of a yearlong investigation into the quality of K-12 mathematics and science teaching in America's schools. In the summer of 1999, U.S. Secretary of Education Richard Riley launched the 25-member panel, appointing former U.S. senator and astronaut John Glenn as chair.

"It is imperative to move swiftly," said Glenn. "Two-thirds of the nation's teachers will leave their positions over the next decade, giving us an unprecedented opportunity for improvement."

The Glenn Commission called for a number of efforts to improve math and science teaching. High-quality professional development–including summer institutes, inquiry groups, and incentive programs–should be made available to all teachers.

The report asserts, "Teachers must be given the time they need within the school day to keep up with new developments in their fields, teaching aids, materials, and technology."

Principal Carol Daniels, who was invited to the press conference in September announcing the release of the report, attributed the turnaround of student performance at Jeb Stuart Middle School in Jacksonville, Fla., to its ongoing professional development program. "The change took place with the teachers. Simply, they became better at teaching the complicated subject of mathematics," she said.

Increasing the salaries of math and science teachers to compete with wages offered in the private sector is among the Commission's recommendations. Statistics show that teachers earn 29 percent less than other workers with a bachelor's degree–$35,048 per year compared to $49,362 per year in 1997.

The Commission also pointed out that teachers are just one of the groups with a stake in mathematics and science education. It targeted six other stakeholder groups–parents, administrators, school board members, higher education institutions, state political leaders, and business leaders–as also responsible for raising student achievement. The report "Before It's Too Late" is available online at www.ed.gov/inits/Math/glenn/.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com February 26, 2001

NRCCUA and e2 Communications Create Online Service to Offer High School Students Targeted Information from Colleges

KANSAS CITY, Mo.

Beginning in the spring, high school students will have a new mode of contact with prospective colleges and universities. In the past, colleges have promoted themselves through traditional direct mail and college fairs. This spring, they will begin to communicate with prospective students via e-mail.

The National Research Center for College and University Admissions (NRCCUA), a nonprofit organization dedicated to connecting college-bound young adults with universities, and e2 Communications, a leading technology firm, are launching an online service that allows students to express qualities they seek in a college and facilitates targeted communication between those students and the institutions that feature those preferences.

NRCCUA's Post-Secondary Planning Survey enables more than 3.5 million high school students to indicate their career and college preferences–including size, geographic area, type of institution, etc.–to more than 850 member colleges and universities nationwide. e2 Communications' service will facilitate communication between these students and the institutions in the more efficient and affordable mode of e-mail.

"Traditionally, both students and colleges have cast a wide net with regard to the college application process," said Don Munce, president of NRCCUA. "Students are inundated with college information from friends, family, guidance counselors, and college mailings. Colleges invest significantly in direct mailing, which at times targets students who may not be applying to or attending their institution. Our e-mail service will provide both students and colleges with focused, targeted, and cost-effective communication that will enhance the application and recruitment process."

Uniquely, the partnership protects student privacy while allowing colleges and universities to exchange information via e-mail using e2 Communications' technology with a content screening process approved by NRCCUA. Students will be able to request removal from online participation in the program at any time, and their privacy will be ensured as student information will be kept in a safe, protected server instead of being released directly to colleges and universities.

"We want to ensure students have access to information about colleges and universities, but we want the information to be conveyed in a manner they can control," continued Munce. "Through our partnership with e2, we know this can be accomplished. We also want parents and students to feel confident that none of the information they share will be used for purposes unrelated to college recruitment."

Ford Foundation Launches International Fellowships Program

NEW YORK, N.Y.

The Ford Foundation announced a major international graduate fellowships program and a complementary undergraduate initiative to help prepare a new generation of future leaders for the challenges of the 21st century.

The $330 million commitment features a new Ford Foundation International Fellowships Program (IFP) that will provide $280 million over the next 10 years to support post-baccalaureate study for Fellows from Africa, the Middle East, Asia, Latin America, and Russia. The IFP, which will award 350 new graduate fellowships annually, assisting a total of 3,500 Fellows over the next decade, represents the largest single grant in the Ford Foundation's history. An additional $50 million will support programs that seek to broaden opportunities for undergraduate education in these regions.

"Societies around the world face the challenges of globalization, advancing technology, peace and security, and the widening gap between rich and poor," said Susan V. Berresford, president of the Ford Foundation. "To tackle these challenges successfully, we need people from all sectors of society who can bring fresh vision, expert knowledge, and strong leadership skills. In many countries, however, the rapidly increasing need for advanced education far exceeds available resources, which is why we feel this is the right moment to commit to a large-scale fellowships program."

The graduate fellowships will support up to three years of master's or doctoral study at universities anywhere in the world. Fellows will be selected on the basis of their leadership potential, academic excellence, and commitment to community or national development. They may pursue their studies in any fields that further the Ford Foundation's goals of strengthening democratic values, reducing poverty and injustice, promoting international cooperation, and advancing human achievement.

The IFP aims to broaden the talent pool of future leaders by making a special effort to recruit exceptional individuals who would otherwise lack opportunities for advanced study. This will include women, people who belong to particular ethnic, racial, or religious groups, and those who live outside capital cities or in countries in conflict or post-conflict situations.

People-Places-Publications-Conferences

PEOPLE & PLACES

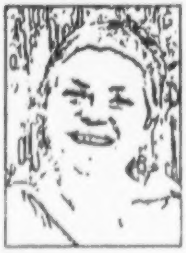
Santa Ana Journalism Program Sets Record

Santa Ana College's (Calif.) award-winning journalism program received Associated Collegiate Press (ACP) National Pacemaker Awards for *el Don*, considered the best college newspaper in the country for the eighth year in a row, and the student-run magazine *West 17th*. Santa Ana College is the only two- or four-year college to simultaneously win both ACP honors, which were announced at the National College Media Convention in Washington, D.C.

The Pacemaker competition, co-sponsored by ACP and the Newspaper Association of America Foundation, is based on coverage and content, quality of writing and reporting, leadership on the opinion page, evidence of in-depth reporting, design, photography, art, and graphics. Pacemakers are selected by the editorial staff of a professional newspaper in the host city. The judging panel of the latest competition consisted of members of *The Washington Post*.

el Don was one of four newspaper publications, out of more than 200, competing for the top coveted award that many acknowledge as the Pulitzer Prize of collegiate journalism.

Anzaldúa Speaks at Miami University



Gloria Anzaldúa, one of the country's best-known Chicana writers, presented the lecture "Nepantla: Shifting Identities and Racial Categories" at Miami University in Ohio.

Nepantla, a reference from the Aztec meaning torn between ways, is a primary theme in Anzaldúa's work, which combines poetry, history, cultural anthropology, and memoir.

One of the principal founders of Chicana feminism, Anzaldúa has received a National Endowment of the Arts Fiction Award, the 1991 Lesbian Rights Award, and the 1992 Sappho Award of Distinction. Her book *Borderlands/La frontera: The New Mestiza* was chosen as one of the 100 best books of the 20th century by the *Hungry Mind Review*, and *Making Face, Making Soul/Haciendo caras: Creative and Political Perspectives by Feminists of Color*, which Anzaldúa edited, won the Lambda Literary Best Small Book Press Award.

Otero Associate Dean of UNM University College

Rosalie Otero was appointed associate dean of interdisciplinary programs at the University of New Mexico's University College.

Otero was elected president of the National Collegiate Honors Council, an organization that creates, identifies, and enhances opportunities responsive to the needs of exceptionally able and highly motivated undergraduates. Previously, she was associate professor and director of the University honors program.

Otero said that because of her involvement with both the regional and national honors councils, she can bring regional and national visibility to her new position.

Nazareth Names Multicultural Recruiter

Nazareth College in New York appointed Pamela E. Douglas multicultural staff recruiter. Her responsibilities include developing and implementing a recruitment plan to attract and hire qualified, diverse staff candidates.

Douglas previously was a senior human resources recruiter/supervisor with Genesee Region Home Care. She also worked at Eastman Kodak Company, coordinating its college and university recruitment program. Douglas has a bachelor's degree from Utica College of Syracuse University.

Union County ESL Students from 82 Nations

According to a 2000 nationality survey of students studying ESL, conducted by Union County College's (N.J.) Institute for Intensive English, students from 82 foreign nations plus Puerto Rico are enrolled at the institution. Colombia is dominant, with 303 students enrolled.

The Institute is a full-time program of concentrated instruction in English for persons whose native language is not English. After placement testing, students enter one of six levels of instruction, commensurate with their abilities. The curriculum covers structure, listening, conversation, and study skills, as well as reading and academic writing.

Nunez in New Post at University of Kansas

Santos Nunez was promoted to program director for the Multicultural Resource Center at the University of Kansas. At Kansas for nearly a year, Nunez already had been overseeing the Center. She is a graduate of the University of North Texas and the University of South Carolina.

University of Florida Students Exhibit Work

An exhibition in Alachua County, Fla., "Costa Rica in Words and Pictures," presented the overseas work of 14 University of Florida journalism students.

Featured were more than 20 photographs and written excerpts from a 10-day trip to Santa Cruz, Costa Rica. Graduate and undergraduate photographers and writers worked in teams during the trip to document community and culture in the rural province of Guanacaste. The trip was part of an international journalism program nicknamed the

Florida Flyins, developed in the fall by the College of Journalism and Communications at the University of Florida. The practicum is sponsored by *The St. Petersburg Times* and is part of an advanced journalism course designed to bring together writers and photographers to develop their international journalism skills in Latin America. Pulitzer Prize winner John Kaplan and Dr. Kurt Kent, faculty members in the College's department of journalism, conceived and developed the course.

Pasadena City Presents Hispanic Theater

The Latin American Issues Through the Arts Club at Pasadena City College in California presented *Palabra*, an evening of Hispanic theater. *Palabra* included 18 scenes presented by 12 student actors inspired by the works of Hispanic writers throughout the ages. The Latin American Issues Club worked on the project with Gustavo Geirola, professor and Latin American theater director.

UNM to Offer New Teaching Approach

"Language, Performance, and Identity in Nuevo Mexicano Culture," with theater and dance Professor Dorothy Baca, linguistics Professor Eduardo Hernández-Chávez (pictured), and Spanish and Portuguese Professor Enrique Lamadrid, is one of the new courses that will be taught at the University of New Mexico (UNM) in the fall 2001 semester.

Eighteen UNM faculty members will teach core courses in novel interdisciplinary, thematic clusters in a new, "enhanced" teaching approach. Dr. Nancy Uscher, interim associate provost, and Dr. David Stuart, associate provost for academic affairs, are the co-principal investigators of the $150,000 grant from the William and Flora Hewlett Foundation General Education in Research Universities Program provides the funding for the new approach. The grant is matched with $150,000 from the UNM office of the provost.

The clusters will be open to all lower-division undergraduate students as part of UNM's efforts to strengthen undergraduate education and address retention issues.

Moore College Honors Philadelphia Students

Moore College of Art and Design in Pennsylvania honored 48 students from the School District of Philadelphia at its 17th annual holiday art contest. Open to area public school students, the contest invited participants to create a drawing that expresses their individual interpretation of Christmas, Hanukah, or Kwanzaa.

"This contest gives Philadelphia school students the opportunity to experiment with art, display their creativity, and discover a new talent," said Happy Fernández, Moore College president.

Pedro A. Ramos, president of the Philadelphia School Board, was among members of the Philadelphia community and Moore College faculty on the panel of judges.

Pictured (l. to r.) are Fernández, Sheppard School art teacher Ellen Smedly, and her student, Richmary Ramírez, who is the fourth grade winner of the 17th annual art contest.

Long Beach Names Cordero to New Post

Long Beach City College (LBCC) in California named Gloria Cordero the new director of governmental relations.

Cordero spent the past 16 years with Southern California Edison (SCE) as its public affairs regional manager and educational representative. During that time, she monitored local government activities and issues, served as a liaison between government agencies and SCE, and helped 25 school districts learn about energy and career education and electric safety.

Cordero has a bachelor's degree from CSU-Long Beach and a master's from the University of Southern California. She is also an alumna of LBCC, where she studied from 1970-72. Among her many honors are the Martin Luther King Memorial Award Long Beach and a humanitarian award from the National Conference for Community and Justice.

HACU Lauds NASA for Helping Minorities

The Hispanic Association of Colleges and Universities (HACU) offered its congratulations and thanks to NASA for a decade of efforts in introducing thousands of Hispanics and other minority students to college and potential careers in science, engineering, mathematics, and technology.

Through NASA's now 10-year-old Minority University Research and Education Division, minority students and the colleges serving the largest concentrations of those students have benefited from programs designed to reverse the historic shortage of minorities in those career fields.

Last year, NASA awarded a fourth $1 million grant in four years to HACU in support of the NASA/HACU Proyecto Access program, which has steered hundreds of minority middle and high school students toward college each year to continue their studies in science, mathematics, engineering, and technology. HACU member colleges and universities also have benefited from the Model Institution for Excellence and Institutional Research Awards programs initiated by the NASA Division.

Florida A&M Expands Internationally

Florida A&M University launched a new $700,000 initiative that will permit students living 5,678 miles away to earn a doctorate in educational leadership while remaining in their home country. "I wanted to expand global opportunities for Florida A&M faculty and students and support international outreach," said Frederick S. Humphries, Florida A&M president. The $700,000 grant from the U.S. Agency for International Development (USAID) provides support for a distance learning program that Florida A&M will offer at the University of Cape Coast in Ghana, West Africa.

Florida A&M also has been using a $100,000 grant from USAID to establish a certificate program in community and economic development at the University and at the Universidad Iberoamericana in Mexico.

Further, a cooperative agreement signed with Pontificia Universidad Católica Madre y Maestra's campus in Santo Domingo has enabled Florida A&M students to study abroad in the Dominican Republic.

Texas A&M-Corpus Christi Gets State Dollars for Minority Nurses

Two nursing professors at Texas A&M University-Corpus Christi were awarded $473,235 from the Texas Department of Health and Human Services, Basic Nurse Education and Practice Program. Dr. Mary Jane Hamilton's and Dr. Judith Sutherland's proposal, "Affirming At-Risk Minority Nursing Students for Success (ARMS)," seeks to increase enrollment of underrepresented minorities in the B.S. in nursing and registered nurse programs. Other objectives are to increase graduation rates and improve performance on professional license exams.

"According to the Texas Nurses Association, nursing programs need to double the current number of registered nurse graduates by the year 2007 due to the deepening nursing shortage in Texas and the United States," said Hamilton. "Of particular concern is the lack of cultural diversity represented in the nursing workforce."

According to Sutherland, only seven percent of practicing nurses report their ethnic background as Hispanic.

L.A. Opera Hosts Plácido Domingo Awards

Hispanics for Los Angeles Opera honored four outstanding supporters at the fourth annual Plácido Domingo Awards dinner following a performance of *La Bohème* in California. The honorees were tenor Aquiles Machado, Jorge Gamboa Patrón, and Edward and Alicia García Clark.

The Awards, named for the world-renowned tenor, honor Hispanic opera artists who have distinguished themselves in their careers, as well as those who have contributed to the success of opera in the Latino community of Los Angeles. Domingo, Los Angeles Opera's artistic director, has been honorary chair of Hispanics for Los Angeles Opera, a support and audience development group, since its founding in 1991.

Machado, born in Venezuela, has performed frequently in concert across the globe. Gamboa Patrón has been in the Mexican tourism industry for nearly 20 years and heads the Mexican Tourism Office. Ed and Alicia Clark, married in 1970, were asked by Los Angeles Opera in 1991 to help reach out to the Hispanic community; the couple organized and founded Hispanics for Los Angeles Opera.

$10 Million to UT-Austin for Latin American Studies

Joe and Teresa Lozano Long announced a gift of $10 million as a permanent endowment for research, scholarships, and other educational endeavors at the Institute of Latin American Studies at the University of Texas-Austin. Sixty percent of the endowment is earmarked for student support, including undergraduate scholarships, graduate fellowships, and grants for field research and study abroad–the remainder for teaching fellowships and joint faculty research projects.

"This is our way of acknowledging the importance of Latin America in the future of this country and, therefore, the critical role that the Institute continues to play in forging closer ties to Latin America," said Teresa Lozano Long. "We hope that this investment will help to attract the very top graduate students from the United States and Latin America."

The Institute will be renamed the Teresa Lozano Long Institute of Latin American Studies.

Master Trombonist Salutes Bossa Nova at Ramapo

Master trombonist Slide Hampton brought to life the sounds of Brazil and the music of bossa nova legend Antonio Carlos Jobim (pictured) at Ramapo College of New Jersey. Hampton was backed by an all-star ensemble, including bassist John Lee, vocalist Mauch Adnet, pianist Helio Alves, tenor saxophonist Andrés Boiarsky, and drummer Duduka Da Fonseca. A master trombonist, composer, arranger, Grammy Award-winner, and teacher, Hampton is a formidable champion of the jazz tradition and an innovative herald of jazz evolution.

In the late 1950s, Jobim, poet Vinicius de Moraes, and vocalists Joao Gilberto and Nara Ledo created a distilled form of the samba known as the bossa nova. Jobim's haunting score for the movie *Black Orpheus* garnered him worldwide fame, and in 1962, he recorded *Jazz Samba* with guitarist Charlie Byrd and tenor saxophonist Stan Getz, a recording that established bossa nova in the U.S.

Latinos Launch Alum Chapter at San Diego State University

In California, San Diego State University's (SDSU's) Chicano/Latino alumni celebrated the establishment of Los Aztecas, the University's newest alumni chapter, during the SDSU Aztecs' football game with the University of Nevada-Las Vegas.

"SDSU is among the top 10 universities in the country that award degrees to Hispanic students," said Theresa Mendoza, SDSU vice president of university advancement. "Establishing the Los Aztecas chapter creates an overdue opportunity for SDSU's alumni and students to reunite with colleagues, faculty, and staff and gives us the chance to publicly acknowledge the legacy of the Chicano/Latino heritage of SDSU and this region."

Los Aztecas officers are Al Araiza (pictured), chapter president; Frank Urtasun, San Diego port commissioner and chapter vice president; Guadalupe Corona, president of the Latino/Latina Unity Coalition and chapter secretary; and Marco Cortez, past president of the Hispanic Chamber of Commerce.

Texas Southern Named Top 10 Law School for Hispanics

The Texas Southern University (TSU) Thurgood Marshall School of Law was ranked No. 7 on a list of top 10 law schools for Hispanic students by *Hispanic Business* magazine.

An article in the magazine citing academic faculty stature, career goals, and cost as factors noted, "Hispanics typically have additional concerns, such as minority recruitment and retention–among both faculty and students–and support services such as student associations and mentoring programs."

Dean John C. Brittain said, "Hispanics in large numbers have been taking advantage of Thurgood Marshall's mission to provide access to a legal education, which includes more open criteria for admissions than other law schools." Brittain added that while nearly 90 percent of the state's lawyers are Anglo, three-fourths of the students at Thurgood Marshall are African American or Hispanic.

Dennis Chávez Symposium at UNM

The University of New Mexico (UNM) hosted the Dennis Chávez Symposium, providing an opportunity for people to discuss topics the New Mexico senator addressed during his tenure: civil rights, gender issues, Native American issues, and how his work bridged the new millennium. Chávez died in 1962.

UNM Vice Provost for Extended University Dr. Jerónimo Domínguez moderated a civil rights panel. "As a minority who grew up in a part of the state that didn't respect or promote diversity, I strongly believe in what Dennis Chávez did to give a voice to Hispanics and others," said Domínguez. "As an educational diagnostician, I saw firsthand how children were labeled because they couldn't perform well on tests. It wasn't that they weren't smart enough; it was that their first language was Spanish."

The civil rights panel was one of four. Rose Díaz, 1999 Dennis Chávez Fellowship recipient, moderated "Gender Issues: 'It Wasn't That the Men Weren't Listening'"; Ron Toya, chair of the Commission on Higher Education, moderated a panel on Native American issues; and Carolyn Gonzales, UNM public affairs department, moderated the panel "Dennis Chávez: Bridging the Millennium."

News from Texas-Pan American

- The University of Texas-Pan American (UTPA) is among 29 Hispanic-serving institutions nationwide to be awarded 15 computer workstations from the U.S. Department of Commerce. Recent studies show that Hispanic and other minority populations trail non-minority populations in Internet and information technology access.

- Milcha Sánchez-Scott, one of the country's foremost Latina playwrights, is the first Maryalice Shary Shivers chair of fine arts at UTPA. Serving on the department of communication faculty this semester, she is teaching courses in theater, television, film, and writing techniques.

- Fifteen UTPA students are pursuing their dreams of a college degree, thanks to the Gates Millennium Scholars Program. The awards range from $4,060 to nearly $9,000 for the 2000-2001 academic year.

- UTPA was designated a Census Information Center by the Commerce Department's Census Bureau. The number of these nonprofit agencies serving the disadvantaged in the United States and Puerto Rico has increased from five to 59. Census data helps in planning, needs assessment, defining service areas, developing policy, developing new business enterprises, and conducting race- and ethnicity-related research.

Garaicoa Exhibit at Bronx Museum

A survey exhibition of work by Havana-based artist Carlos Garaicoa is on display at The Bronx Museum of the Arts in New York until March 4. "Carlos Garaicoa: The Ruins, The Utopia" features more than 30 drawings, photographs, mixed-media, and video installations, as well as photographic documentation of many of the artist's public interventions and performances. The exhibition is organized by the Biblioteca Luis Ángel Arango del Banco de la República in Bogotá, Colombia, and curated by its director of visual arts, José Ignacio Roca. Bronx senior curator Marysol Nieves coordinated the presentation at The Bronx Museum.

Although part of a younger generation of artists, Garaicoa and his work are closely linked to that of Cuban artists (José Bedia, Consuelo Castañeda, and Arturo Cuenca, among others) working in the '80s who were heavily influenced by conceptual art practices. His work is a meditation on Havana in ruins as a metaphor for issues of desire, history, personal and collective identities, memory, and power.

Pictured here is Garaicoa's 1991 installation (in Havana, Cuba), "Tribute to Hotel San Carlos."

Padrón Named Year's Best Hispanic Role Model

In Florida, the Miami-Dade County Hispanic Affairs Advisory Board (HAAB) chose Dr. Eduardo J. Padrón, Miami-Dade Community College president, as its Hispanic role model of the year.

The annual award recognizes a Hispanic who has contributed to the enhancement and development of business, culture, or education in the county. Padrón was cited in part for his efforts in enabling non-resident students to afford a state college. He has been the main advocate of this change, which affects thousands of new immigrants who reside in the county.

Josie L. Carvajales, HAAB chair, is shown presenting Padrón with the award.

Queensborough Opens Immigration Center

Queensborough Community College (N.Y.) students and their families were helped to apply for U.S. citizenship at the opening of the new Center for Immigration—held in conjunction with the City University of New York (CUNY) Citizenship Naturalization Project and the CUNY Law School. Pictured here, father and daughter Santiago and Silvia Pastor are guided through the process by Angel Caraballo, coordinator of transfer admissions at the College.

The Center offers free legal advice regarding immigration issues, including immigration rights, green card eligibility, adjustment of status, and work authorization.

News from ACCD

- Twenty-five pre-school children, mostly children of single mothers, each received a $1,000 scholarship to attend an Alamo Community College District (ACCD) college. The funds, donated by the League of United Latin American Citizens (LULAC) Rey Feo Scholarship Committee, Inc., will be held in trust until the recipients graduate from high school. Their parents, many of them first-generation "college-goers," will receive support services and help in securing financial aid to allow the youths to complete their college education.

- Palo Alto College (PAC) is among 15 colleges and universities sharing $55 million in grants from the U.S. Department of Housing and Urban Development (HUD). PAC will receive $362,720 to create the PAC El Pueblo community center. The grant application was spearheaded by Mike Flores, PAC director of institutional research, planning, and development, under the Hispanic Serving Institutions Assisting Communities grant program from HUD.

- The ACCD and Northwest Vista College will use $642,000 in funds awarded them by the Texas Workforce Commission (TWC) to train workers for 132 new jobs in Bexar County. A $427,000 skills development grant will help train workers for 113 new jobs in the semiconductor manufacturing industry and upgrade 283 jobs at companies that need highly skilled employees. A $215,000 grant from the TWC Self-Sufficiency Fund, which helps welfare recipients move into the workforce and off public assistance, will help train workers for 40 new jobs in customer service.

George Fox Offers Workplace Diversity Training

Businesses, churches, and organizations can learn about workplace diversity through one-day workshops offered by George Fox University, Oregon.

"Bridges to Understanding–Exploring Differences in the Workplace" helps employees and organization members learn how they personally react to diversity issues, including gender, ethnic, and multicultural differences. Daryl Dixon, director of multicultural services at George Fox since 1999, teaches the four-hour workshops. He led the program last spring for George Fox employees.

Each workshop offers five sessions, each on a different aspect of diversity awareness. Participants take the "Discovering Diversity Profile," which assesses individual attitudes and reactions to a number of issues. The confidential, self-directed profile aims to help participants understand how they think, act, and relate to others.

Grand Valley State Presents Venezuelan Drama

Grand Valley State University's (Mich.) theatre program launched its eighth season of ethnic dramas with a production of the 1995 play *Who Ever Said I Was a Good Girl?*

The tense Venezuelan drama, by South American author Gustavo Ott, deals with punk gangs and urban street violence. Set in the back streets of an unnamed large city, it centers on the lives of six teenage gang members, led by Lulu, a vicious killer in her 20s. The main conflict involves the rivalry between Lulu and her one-time protégée, 15-year-old Trixi, when Lulu suspects that Trixi will abandon the gang. Violence, murder, auto theft, gun-selling, drugs, and armed robbery are daily occupations of the youth as they struggle to gain respect and influence in the dead-end world of modern urban punk culture.

Ott is a graduate of the Universidad Católica Andrés Bello in Caracas, Venezuela. He participated in the University of Iowa's playwriting program.

ACE Reports on AAC&U Survey

The American Council on Education reported that a national survey released by the Association of American Colleges and Universities shows many of the nation's colleges and universities require students to take a diversity course before graduating or are in the process of developing this type of requirement.

Fifty-four percent of the 543 respondents had a diversity requirement in place, eight percent had one in process. The survey is the first national examination of diversity requirements in undergraduate education. Completed surveys came from a cross section of institutional types from every region.

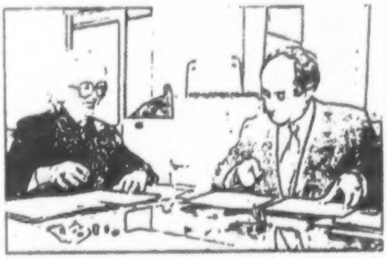
Of requirements in place, 45 percent were established within the past five to 10 years, and 30 percent, less than five years ago. At a majority of the schools with requirements (58 percent), students had to enroll in at least one diversity course, while 42 percent of the institutions required two or more.

Corzo Lectures on Mexican Cultural Policy at UT-Austin

Dr. Miguel Angel Corzo, president of the University of the Arts in Pennsylvania, presented the Hackett Lecture for 2000 at the University of Texas-Austin. The title was "Quetzalcoatl, Siqueiros and MTV: Mexican Cultural Policy at the Crossroads."

Corzo headed the Getty Conservation Institute for 10 years before becoming University of the Arts president. He has been an active observer of, and participant in, the Mexican culture scene for all of his professional life. Of particular note was his central involvement with Mexico's initiative in cultural diplomacy, "30 Centuries in Mexican Art," which was associated with the campaign for NAFTA approval.

Historic Signing Launches Kennesaw State's Center for Hispanic Studies



Gonzalo Gómez Dacal, director of the Office of Education at the Embassy of Spain, Washington, D.C., signed a formal memorandum of understanding with Kennesaw State University (Ga.) establishing the Center for Hispanic Studies. Pictured with Gómez Dacal at the signing is KSU President Betty L. Siegel.

Designated by the Spanish Embassy as a Spanish Language Resource Center, the Center at Kennesaw State will promote the teaching and learning of Spanish, work to improve cultural preparation of classroom teachers, and promote understanding among cultures. It will provide resources for businesses and the community, and will offer workshops to help classroom teachers better understand Hispanic students and parents. A further mission is to form collaborative relationships and exchange programs with Latin American and Spanish universities.

To support these efforts, the Embassy of Spain will provide language instructors and print and multimedia materials. Although the Spanish government initiated the idea and will provide financial and human resources, the Center is intended to promote the culture of all Spanish-speaking countries.

Nieves Named President of Middlesex Community-Technical College

Dr. Wilfredo Nieves was selected president of Middlesex Community-Technical College in Connecticut. Formerly the vice president for academic affairs at Baltimore City Community College, Nieves replaces Dr. Cathryn Addy, president of Tunxis Community-Technical College, interim president at Middlesex since July.

Lawrence Zollo, chair of the board of trustees, cited Nieves' work in establishing enrollment partnerships with universities, colleges, and public schools, and in facilitating the construction of a $18.5 million academic facility, as significant accomplishments, along with his record of educational leadership.

Nieves has a bachelor's degree from Kean University, two master's from Columbia University, and a doctorate from Rutgers. He is a member of the Baltimore Mayor's Committee on Hispanic Affairs, and author of *Baltimore City K-16 Partners in Education: Developing Stronger Linkages* and *Appreciating Cultural Differences through Awareness and Sensitivity*.

Spanish Language Adventure Program at Alma a Success

Experts assert that early childhood is the most opportune time to learn a foreign language. Michigan educators who enrolled elementary school children in Alma College's Spanish Language Adventure Program (SLAP) are hoping young students will be able to do just that.

The early results are positive. After only five weeks of approximately one-hour class sessions, fourth grade students knew vowels, could count to 20, and could identify many pictures. Moreover, the students are being exposed to other cultures and introduced to other world communities.

SLAP, developed by Dr. Deborah Dougherty, associate professor of Spanish at Alma, is a service-learning project that combines classroom instruction with community service. Participating Alma College students benefit by developing teaching methods that might make them more responsive.

Despite the program's success and benefits, its future is uncertain. The money needed to continue the program is running out. Dougherty hopes that Spanish instruction will become part of the elementary school curricula, and that Alma students will continue to be involved.

News from USHLI

- The United States Hispanic Leadership Institute (USHLI) is getting ready for its fourth annual Midwest Hispanic Student Leadership Conference, to be held at the Midland Hotel in Chicago, Ill., April 13 and 14. Last year's conference featured leaders representing more than 40 student organizations from 35 college campuses; workshops on advanced leadership skills development; and motivational speakers Dr. Angelina Pedroso from Northeastern Illinois University and Randy Parraz, a field representative for the Western Region of the AFL-CIO. For more information, contact: Yolanda Bueno, (312) 427-8683; website, www.ushli.com.
- The second Northeast Hispanic Student Leadership Conference will be held April 6 and 7 in Philadelphia, Pa. The conference, primarily for students in higher education, promotes dialogue, collaboration, and leadership development in the Latino community. Students representing 30 organizations from 20 campuses around Pennsylvania, New Jersey, New York, Connecticut, and Massachusetts attended last year's conference, which held workshops on social, political, and cultural issues. For more information, contact: Rafael Collazo, (215) 223-9445; website, www.ushli.com.
- USHLI offers assistance to those interested in organizing Career Days for high school students. Career Days are designed to bring sophomores and juniors together with young role models in 12-15 vocations and professions to learn more about their respective fields and academic requirements. Students can determine what they need to learn in high school in order to pursue a degree in higher education, and what they need to consider in selecting a college or vocational school. For more information, contact: Yolanda Bueno, (312) 427-8683; website, www.ushli.com.

San José State Names Development and Alumni Affairs Managers

In California, two San José State University (SJSU) administrators, Fred Najjar and Virginia Rivera, were named to management positions in the University's advancement division, which includes SJSU's fundraising, alumni relations, governmental affairs, and communications activities.

Najjar, formerly executive assistant to the vice president for student affairs, became associate vice president for alumni affairs and executive director of the SJSU Alumni Association. Rivera, previously director of major and planned giving for university advancement, is the new associate vice president for development. She now oversees planned giving, major gifts, corporate and foundation gifts, and the annual fund.

Since 1995, alumni and friends of SJSU have contributed more than $51 million in personal, corporate, and foundation gifts to support student scholarships, library acquisitions, capital improvements, and a wide range of projects not covered by state funding.

Mt. SAC Professor Expands Student Horizons

Kurt Kemp, in his first year as a full-time teacher at Mt. San Antonio College (SAC) in California, is helping students explore a different culture, a different perspective.

"Being bilingual and bicultural is important, because the world is becoming a smaller place," said Kemp. "And having the perspective of another culture makes you a better human being." That dual perspective, he said, allows people to see another side of issues, events, and life in general in a more humanistic context. Often his classes involve what he calls culture projects. Those might include music, dance, food, history, crafts, travel, or popular culture, and require that students try something that they haven't experienced before.

Kemp graduated from Mt. SAC, has a bachelor's degree from California State University-Fullerton, and a master's from the University of California-Los Angeles.

NYC Technical College Professor Directs $1.8 Million Project

Dr. Estela Rojas, a New York City Technical College professor of mathematics, is directing a five-year, $1.8 million U.S. Department of Education Title V grant geared to help the College's 11,000 students reach their educational and career goals. Title V monies

are targeted to schools with a 25 percent or higher Hispanic enrollment that serve low-income students. City Tech's student body is 27 percent Hispanic, and the College ranks second in the nation in the number of Hispanic students enrolled in the engineering technologies, according to data published in *Community College Week*.

"More than ever before, our students will feel welcome and will be an integral part of the life of City Tech from the moment they first step through our doors," said Rojas. "That sense of connectedness and the enriched learning environment provided will have a very positive effect on student motivation and performance."

Florida International DSIS Program Ranks High

A recent report in the *Academy of Management Journal* ranked the Florida International University College of Business Administration's decision sciences and information systems department as the 11th best management information systems unit in the United States. The rankings, which stem from a study of more than 700 accredited MBA programs nationwide, are based on faculty research productivity over the 1986-1998 period.

According to its authors, the study was designed to balance the ranking systems used in *Business Week* and *U.S. News & World Report*, which focus primarily on teaching and job placement and ignore universities' research mission.

For the 1994-1998 period, the College of Business Administration faculty as a whole ranked 71st among the 700-plus business schools examined.

Delgado Steers Cal State-San Bernardino Diversity Initiatives

Charged with helping to broaden California State University-San Bernardino's role as an effective source for students and the ethnic community at large, English professor Juan Delgado is coordinating the campus' diversity initiatives and special projects.

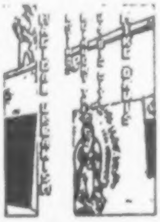
A professor at Cal State since 1987, Delgado has been active in reaching out to students at the local, state, and federal levels for the past 10 years. Connecting the campus with possible educational partners, working on grants to foster collaboration with national Hispanic organizations, and expanding the University's community involvement are on Delgado's "A" list. He also will help in the recruitment of underrepresented faculty.

Cal State is seeking closer working relations with federal agencies as a federally designated Hispanic serving institution.

PUBLICATIONS

Magical Urbanism: Latinos Reinvent the U.S. Big City

By Mike Davis



A fascinating account of the "Latinization" of the American urban landscape. According to the Bureau of the Census, Latinos will supply fully two-thirds of the nation's population growth between now and the middle of the 21st century, when nearly 100 million Americans will boast Latin American ancestry. How are Latinos attempting to translate their urban demographic ascendancy into effective social power?

2000. 172 pgs. ISBN 1-85984-771-4. $19.00 cloth. Verso. (800) 233-4830.

Profession 2000

Phyllis Franklin and Carol Zuses, eds.

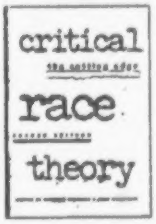
Profession
2000

Profession is a journal of opinion about and for the modern language profession. The editors select articles covering topics of professional concern, trying to give voice to Modern Language Association members working in diverse subject areas and situations. Here, a few authors talk about "their commitments as human beings engaged as they saw it in the most exacting intellectual work, with its own set of norms, obligations, and unsparing loyalties." Other authors talk about the study and teaching of the humanities outside the United States.

2000. 238 pgs. ISBN 0-87352-843-3. $7.50 paper. Modern Language Association. (646) 576-5161.

Critical Race Theory: The Cutting Edge, 2nd ed.

Richard Delgado and Jean Stefancic, eds.

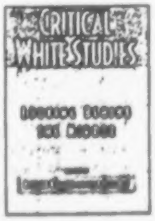


In challenging orthodoxy, questioning the premises of liberalism, and debating sacred wisdom, critical race theory scholars writing throughout the past few years have indelibly changed the way America looks at race. Groundbreaking scholarship provides immediate entrée to current trends and developments in critical civil rights thought.

2000. 681 pgs. ISBN 1-56639-714-6. $29.95 paper. Temple University Press. (800) 447-1656.

Critical White Studies: Looking Behind the Mirror

Richard Delgado and Jean Stefancic, eds.



More than 100 closely edited selections look at such questions as: How was Whiteness invented, and why? How has the concept of Whiteness changed over time? Why did some immigrant groups, such as the Irish and Jews, start out as non-White and later become White? Can some individuals be both White and non-White? At what point does pride in being White become White power or White supremacy? What can Whites concerned about racial inequity or White privilege do about it?

1997. 680 pgs. ISBN 1-56639-532-1. $29.95 paper. Temple University Press. (800) 447-1656.

Historical Dictionary of Colombia, 2nd ed., (Latin American Historical Dictionaries Series)

By Robert H. Davis

Only too often, drugs, violence, and coffee are all that the foreigner knows of Colombia,

writes the series editor, Laurence Hallewell (Columbia University). There are other, happier, aspects of this country. He cites, for example, the secular, if quixotic, dedication to the cause of Hispanic American unity, for example, as expressed in the perpetuation of the very name of the Liberator's (Simón Bolívar's) dream: *Colombia*, "land of Columbus." There is also a tradition of high regard for the life of the intellect.

1993. 601 pgs. ISBN 0-8108-2636-4. $70.00 cloth. Scarecrow Press. (800) 462-6420.

The Essential Ilan Stavans

Ilan Stavans, ed.

ilan stavans

Ilan Stavans, one of the leading Latino public intellectuals today, gives voice to the intricacies of multiculturalism in America. Living in Massachusetts as a Mexican Jew whose native languages are Yiddish and Spanish, Stavans has made a career of exploring the tensions, contradictions, and possibilities within the complex notion of a multicultural identity.

2000. 342 pgs. ISBN 0-415-92754-4. $18.95 paper. Routledge. (800) 634-7064.

Latin America in Crisis

By John W. Sherman

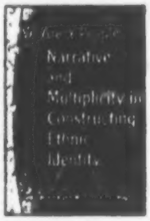
Latin America in CRISIS
John W. Sherman

This book builds a clear-eyed consideration of the fundamental economic and political realities of Latin America today onto a framework of introductory history. It is a concise core text for Latin American survey courses that require both a historical perspective and an attention to contemporary issues.

2000. 217 pgs. ISBN 0-8133-3540-X. $20.00 paper. Westview Press. (800) 386-5656.

We Are a People: Narrative and Multiplicity in Constructing Ethnic Identity

Paul Spickard and W. Jeffrey Burroughs, eds.

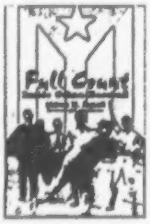


As the 20th century closes, ethnicity stands out as a powerful force for binding people together in a sense of shared origins and world view. But this emphasis on a people's uniqueness can also develop into a distorted rationale for insularity, inter-ethnic animosity, or, as we have seen in this century, armed conflict. Ethnic identity clearly holds very real consequences for individuals and peoples, yet there is not much agreement on what exactly it is or how it is formed.

2000. 257 pgs. ISBN 1-56639-723-5. $22.95 paper. Temple University Press. (800) 447-1656.

Full Count: Inside Cuban Baseball

By Milton H. Jamail



This book examines the roots and traditions of baseball in Cuba and explains why the island's players excel at it. Its analysis of the development of Cuban baseball after the 1959 takeover by Fidel Castro includes a detailed description of the formation of the Cuban amateur baseball system that has dominated international competitions for more than three decades.

2000. 182 pgs. ISBN 0-8093-2310-9. $24.95 cloth. Southern Illinois University Press. (800) 346-2680.

Legalizing Moves: Salvadoran Immigrants' Struggle for U.S. Residency

By Susan Bibler Coutin

Legalizing Moves

This book analyzes the battle Salvadoran immigrants have fought for two decades to win legal permanent residency in the United States. Drawing on interviews with Salvadoran asylum applicants, observations of deportation hearings, and fieldwork within the Salvadoran community in Los Angeles, Susan Bibler Coutin describes these immigrants' efforts to negotiate immigration laws that have become increasingly restrictive.

2000. 228 pgs. ISBN 0-472-11012-8. $44.50 cloth. University of Michigan Press. (734) 764-4392.

Black Cuban, Black American: A Memoir

By Evelio Grillo

Black Cuban Black American

Growing up in Ybor City (now Tampa), Fla., in the early 20th century, the young Evelio Grillo experienced the complexities of life in a horse-and-buggy society demarcated by both racial and linguistic lines. Life was different depending on whether one was Spanish- or English-speaking, a White or Black Cuban, a Cuban American or native-born U.S. citizen, well-off or poor. Grillo relates his increasing assimilation into Black American society.

2000. 134 pgs. ISBN 1-55885-293-X. $13.95 paper. Arte Público Press. (800) 633-ARTE.

Folklore and Literature: Studies in the Portuguese, Brazilian, Sephardic, and Hispanic Oral Traditions

By Manuel da Costa Fontes

Folklore and Tradition shows how modern folklore supplements an understanding of the early oral tradition and enhances the knowledge of the early literature. It documents how writers incorporated folklore into their works and helps readers to understand crucial passages whose learned authors took for granted a familiarity with the oral tradition, those passages restored to their intended meaning.

2000. 327 pgs. ISBN 0-7914-4492-9. $18.95 paper. SUNY Press. (800) 666-2211.

Short Fiction by Spanish-American Women

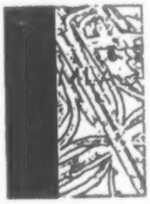
Evelyn Fishburn, ed.

Characteristics of the short story include brevity, intensity, concentration on few characters in an often confined setting, and the telling of a single anecdote. Each of the five stories here–written at different times and in different parts of Spanish America– relates to these "qualifiers" in different ways. This book was conceived in response to a growing interest both in Spanish American fiction and in women's writing.

1998. 126 pgs. ISBN 0-7190-4744-7. $19.95 paper. St. Martin's Press. (888) 330-8477.

Publications of the Modern Language Association of America

Martha Banta, ed.

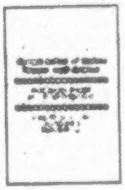


PMLA, published six times a year, welcomes essays of interest to those concerned with the study of language and literature. Representing a large and heterogeneous association, the journal is receptive to a variety of topics, general or specific, and to all scholarly methods and theoretical perspectives. The ideal *PMLA* essay exemplifies the best of its kind, whatever the kind; addresses a significant problem; draws out clearly the implications of its findings; and engages the attention of its audience through a concise, readable presentation.

ISSN 0030-8129. January, March, May, October issues, $12.00 ea. September issue, $50.00. November issue, $35.00. MLA. (212) 475-9500.

Women Authors of Modern Hispanic South America: A Bibliography of Literary Criticism and Interpretation

By Sandra Messinger Cypess, David R. Kohut, and Rachelle Moore



The authors searched many disparate sources for citations of critical and interpretive studies of Hispanic American women authors, including not only major authors but also "minor" ones. This volume covers Hispanic South America; the countries included are Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Venezuela, and Uruguay.

1989. 156 pgs. ISBN 0-8108-2263-6. $26.00 cloth. Scarecrow Press. (800) 462-6420.

Many publications featured in this section are available through amazon.com.

CONFERENCES

AACE 12th International Conference

March 5-10

The Association for the Advancement of Computing in Education presents the Society for Information Technology and Teacher Education 2001 12th international conference. In Orlando, Florida.

Contact: e-mail, info@aace.org; website, www.aace.org/conf.

Latino Book and Family Festival

March 10-11

The second annual Latino Book and Family Festival to be held in San Diego, Calif.

Contact: (760) 434-7474.

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education." At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, the premiere national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, Chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

Mexican American Opportunity Foundation National Conference

April 6-7

The MAOF holds its 24th National Hispanic Women's Conference, one of the nation's oldest and largest events recognizing Latina accomplishments. At the Regal Biltmore Hotel in Los Angeles.

Contact: (323) 890-9600.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

AACRAO 2001 Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

Latino Book and Family Festival

May12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javits Convention Center in Manhattan.

Contact: (760) 434-7474.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development along with the Community College Leadership Program present their 23rd annual international conference, "Making a World of Difference…," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty. In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: Laura Ortiz, ortiz-hobzal@si.edu; website, www.latino.si.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

CORRECTION

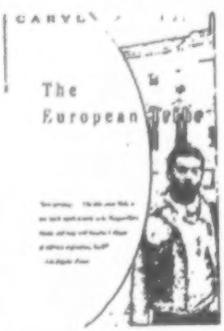
In the January 26, 2001 Honor Roll article, the University of Illinois, Urbana-Champaign, we misspelled the name of **President Michael Aiken.** We genuinely apologize for this unwarranted diversity.

Book Review

By Johnnie Spraggins, Jr.

***The European Tribe,* by Caryl Phillips.** New York: Vintage, 2000. 134 pages. ISBN 0-375-70704-2. $12.00 paper.

The European Tribe was first published in 1987 by Farrar, Straus, and Giroux in the United States and by Faber & Faber Limited in London. This edition contains a valuable afterward to the original edition. The afterward is appreciated, as the descriptions contained in the text often refer to political realities that no longer exist (e.g., the USSR, a divided Germany), and acknowledging this is useful to the reader, as well as increasing its contemporaneity. This book could be described many ways, including a travelogue, a narrative, a self-searching monologue. Phillips, who grew up in the United Kingdom, writes of his encounters with a wide geographical range of Europeans from Italy to Moscow, as well as his impressions of geography, politics, sociology, and literature.



This book will be useful for classes that want to explore the sociology of race and ethnic relations. The author's skills as a writer are considerable, and the insights he provides in terms of gaining a European education are constructive. The book will make a valuable contribution to education and writing courses as well. It is suitable for undergraduate courses in sociology, anthropology, English, education, cultural geography, political science, and international relations.

Phillips' tenure in the United Kingdom began when his mother settled there from her native Caribbean (neither the island nor the country is specified by the author; we learn from the book notes that he was originally from St. Kitts, West Indies). She arrived in Britain via Italy and France. His characterization of life in Britain as a Black man provides us with essential understanding of why his travels to the U.S. were so valuable later. The value of the book for Hispanic higher education lies in his rich, insightful remarks on the treatment he received and his reactions to this treatment as a visible minority.

Phillips' travels include a journey to the Caribbean in search of his essence. There his curiosity about Europeans only increases, as his previous early departure from the Caribbean precluded much memory. The tenure to the United States is particularly striking, and insightful for U.S. educators. Phillips mentions that in the United Kingdom, his university education was not inclusive of Black writers. This missing element in a privileged university education in the U.K. became a turning point. Phillips tells us that his eyes, as well as his mind and emotions, were opened by reading the Black writers who were suggested to him in the United States. This insight into the value of including writers who address diversity from experience is useful information for educators. Anyone who advocates a diverse curriculum will find support here. He gains the ability to discover not only the significance of his own voice, but that his reactions, feelings, and experiences have value for himself and that he can provide priceless information to the generations that will have access to any writings he might leave. This encouraging tone might hearten our own students.

The book is rich in detail yet spare with words. The landscapes he creates have all the meaning of a Hopper painting and as much information. Phillips offers enticing glimpses of private conversations with James Baldwin; the charge that Paris and London share not only striking physical resemblances but social and cultural ones; a visit to Anne Frank's Amsterdam; to Casablanca; to Moscow. His choice of places to visit is meaningful and adds to the interest and information we gain. Phillips explains the logic behind his choices, and the reasoning is woven into the description. For instance, a visit to Casablanca contrasted to the romantic notions conjured up by the popular movie is striking. Likewise, a consideration of contemporary Amsterdam in light of the lessons gleaned from Anne Frank shows sensitive reflection.

Race permeates the narrative. Phillips draws on his experience as a Black man in England, how this influenced the education he received in terms of others' reactions to him, and how race is played out in various contexts in Europe. Interestingly, he finds racism permeates France in much the same way as in the United States, and the history of the ghetto in Venice is astutely described. The incredibly poor treatment he receives on the clear basis of race in Norway is illuminating. He found that even money could not dampen prejudices and fears in Oslo. The increasingly diverse demographics of Scandinavia are driving the direction toward change, and the way that individual countries deal with this fact is telling.

The volume bridges the personal experience of one man and the contextual politics of a changing, diverse society. His ability to speak to many disciplines is perceptive. The main drawback to the book will be the reaction of students who view it as dated. This, however, might well prove to be its strength as we learn more about the implications of race and perception in a rapidly changing world.

Dr. Spraggins teaches in the Department of Sociology at Randolph-Macon College in Ashland, Virginia.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Dean, School of Architecture

The Florida International University School of Architecture invites nominations and letters of application for the position of Dean, the academic and administrative leader of the school. Florida International University is a Carnegie "Doctoral/Research University Extensive," firmly committed to excellence in teaching, research and community service.

The mission of the School of Architecture is to provide both excellence and access to all qualified students in the fields of architecture, landscape architecture and interior design. The school offers comprehensive undergraduate, nonprofessional degree programs in architectural design and interior design, structured around the University's rigorous liberal arts core curriculum, supplemented by courses offered in the School of Architecture. The five primary goals of the School of Architecture are 1) to provide an excellent education in architecture, interior design and landscape architecture, 2) to generate new knowledge through a vigorous and ambitious commitment to research, 3) to encourage creativity by fostering an atmosphere conducive to the expression of ideas, artistic development and communication with the external community, 4) to serve the School of Architecture's external community, with special attention to the South Florida region, and 5) to foster greater global understanding as a major center of international design education for the people of the Americas and the international community.

Florida International University's location in Miami, a culturally vibrant and ethnically diverse metropolitan community at the crossroads of the Americas, offers a rich source of distinguished practicing professionals as faculty, who, in turn, have a profound effect on the program. Miami offers students an urban and natural laboratory unparalleled in stimulation and opportunities for research. The School of Architecture is presently comprised of 54 faculty and a diverse student body of 550. Students are offered two undergraduate degree programs in Architecture and Interior Design, and two graduate degree programs in Architecture and Landscape Architecture.

The School of Architecture seeks an individual committed to providing the leadership necessary to implement the standards of unqualified excellence which the school enjoys. The Dean will affirm the mission of the School while overseeing its continued evolution within an institution engaged in community-wide study and planning efforts. Candidates must demonstrate a significant contribution to the culture of architecture and other design professions, through their work in education, practice and/or writing. Applicants and nominees for the position of Dean should possess a professional degree in architecture, interior design or landscape architecture and a terminal degree in one of these professions or related field; strong academic leadership in a multidisciplinary environment; demonstrated ability to collaborate with students, faculty, staff and administrators; vision to build on the strengths of the school; a demonstrated commitment to external relations and generating external funding and a commitment to building ties with Latin America and the Caribbean.

Letters of application and nominations will be accepted until March 15, 2001. The salary is competitive and will be commensurate with qualifications. Letters of application should include a brief statement of intent and a detailed curriculum vitae. Applications will be reviewed in confidence. Florida International University, a member of the State University System of Florida, is an Equal Access/Equal Opportunity Employer. Materials Should be addressed to:

Dean Fernando Gonzalez-Reigosa
The Honors College
Chair, Search Committee for the Dean of the School of Architecture
Florida International University
University Park, DM 233
Miami, Florida 33199
Telephone: (305) 3484100, or Text Telephone for the Deaf: (305) 3481200
E-mail: gonzalef@fiu.edu

The Victoria College

An Equal Opportunity Employer

DEAN OF STUDENT SERVICES - Reports to the President of The Victoria College and is responsible for:

- College Admissions
- Financial Aid
- Counseling
- Non-Academic Disciplinary Actions
- Testing and Assessment
- Student Activities
- Student Support Programs

Qualifications:
A Master's degree from an accredited institution is required. A doctoral degree is highly preferred. Also required:

- Demonstrated leadership experience in Higher Education,
- Experience in grant writing and proposals,
- Experience in developing and administering an annual budget based on institutional goals and objectives,
- Familiarity with technologies related to student support services,
- Experience with institutional effectiveness, or an accreditation process like Southern Association of Colleges and Schools,
- A clear understanding of and commitment to the philosophy of the comprehensive community college,
- A participative leadership style with the ability to delegate authority and responsibility, and
- Effective written and oral communication skills.

The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victexchamber.org/.

For information, call 361-572-6484 or visit www.vc.cc.tx.us/dept/hr . Applicant screening begins 03-15-2001. Submit letter outlining qualifications for this position, Victoria College application, vitae, 3 letters of recommendation and list of professional references, and copies of transcripts of all collegiate work: **Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901.**

UNIVERSITY OF WISCONSIN OSHKOSH
COLLEGE OF NURSING

TEACHING POSITIONS

The University of Wisconsin Oshkosh College of Nursing is accepting applications for tenure-track faculty positions. The College has a basic and degree completion program at the BSN level, and since 1974 a Family Nurse Practitioner Program.

Tenure-track positions available in the areas of Adult Health Nursing (adult NP or acute care CNS/NP preferred), Family Nurse Practitioner, and Nursing Informatics. Positions are academic year appointments (9-month).

Assistant/associate professor rank dependent on experience. Earned doctorate in nursing or related field required. Applicants with substantial progress on doctorate may be considered. MSN required and eligibility for Wisconsin licensure. Teaching experience desired at the baccalaureate or masters level. Positions are available January 2001 and September 2001. Persons of color are strongly encouraged to apply.

Send letter, curriculum vitae, and three letters of reference to:

Merritt E. Knox, Dean
College of Nursing
University of Wisconsin Oshkosh
Oshkosh, WI 54901-8660

Phone: (920) 424-3089
FAX: (920) 424-0123
E-Mail: knox@uwosh.edu
Web: http://www.uwosh.edu/colleges/con

The University of Wisconsin Oshkosh is an equal opportunity/affirmative action employer.
Minority candidates are encouraged to apply.

George Mason University

Libraries

(3 Positions)

Instruction Coordinator (Search Re-opened)

Newly created position will develop and oversee a comprehensive information literacy program. The Coordinator will lead a planning process focused on infusing information literacy across the curriculum, working with library colleagues, faculty, and administrators. The Coordinator will be responsible for planning an instruction program transcending traditional library instruction, in collaboration with the university's technology-across-the-curriculum initiative, the writing-across-the-curriculum program, and the general education program.

Specific responsibilities include development and oversight of web-based tutorials, course-related modules, one-on-one instruction initiatives, outreach to the campus on information literacy, and support of library staff involved in the instruction program. The Coordinator will have opportunities to collaborate with other campus units in developing the program, including the University's computing services, the Division of Instructional Improvement and Instructional Technologies, and the planned Teaching and Learning Center. The position reports to the Associate University Librarian for Public Services.

QUALIFICATIONS: Required: ALA-accredited MLS or foreign equivalent; at least two year's professional experience in an academic library; demonstrated teaching ability; knowledge of information literacy concepts and issues; experience with instructional software; and demonstrated leadership ability. Preferred: A second Master's degree in a relevant subject field such as Education or Liberal Arts; and experience with at least one of the following: instructional design; web-based education; assessment; or program planning. Appointment: 12 month professional faculty appointment. Salary competitive, commensurate with experience, from a minimum of $38,000.**

Social Sciences Reference & Instruction Liaison Librarian,
Prince William Campus Library (PWL)

Provides general reference service (including evening and weekend rotation); provides individual and group instruction; develops instructional tools; designs web-based information resources; assists patrons in use of electronic resources; develops collections; provides liaison services to the areas of Education; Health, Fitness, and Recreation Resources; Administration of Justice and Criminal Justice; and Public Policy and Business; serves as the User Instruction Services Coordinator; and represents the University Library on committees, task forces, projects, etc. within the University Libraries, the Prince William Campus, the University, and, as appropriate, the community. Position reports to Head, Prince William Campus Library. At least one day per week may be required at other campus library sites.

QUALIFICATIONS: Required: ALA-accredited MLS. Reference and instruction experience. Experience working with electronic information resources in a networked environment. Excellent communication and interpersonal skills and ability to meet requirements for reappointment and promotion http://www.gmu.edu/facstaff/libhandbook.html). Preferred: Collection development experience. Experience designing and maintaining instructional material &/web pages. Undergraduate subject degree, second Master's, or demonstrated knowledge in the social sciences. Report writing and electronic information management experience. Experience working in a corporate or special library a plus. Appointment: 12 month professional faculty appointment. Salary competitive, commensurate with experience, from a minimum of $35,000.**

Head, Collection Development

Provides leadership for all activities associated with the collection development and evaluation activities of a large university library system. Working closely with and reporting to the AUL for Resources and Collection Management Services (RCMS), the successful candidate will be responsible for collection development operations for four libraries across three campuses. The incumbent directly supervises 2.5 FTE. Duties include: Coordination of the collection evaluation and development responsibilities of 20+ selectors and is chair of the system-wide collection development group; Works closely with other library managers to help ensure excellent collections-related services for patrons; Helps prepare proposals for the research materials budget (currently $4.2 million); Recommends fund allocations, and closely monitors budget execution; Manages the electronic resources licensing operations; Actively engage two consortia: VIVA (The Virtual Library of Virginia) and WRLC (Washington Research Library Consortium); Prepare detailed reports and analyses, obtain collections data and oversee maintenance of collection development electronic data archive; Manage multiple approval plans, and may have subject liaison responsibilities, depending on interest and expertise.

QUALIFICATIONS: Required: ALA-accredited MLS or ALA-recognized foreign equivalent; Significant professional collection development experience in an academic library; In-depth knowledge of academic publishing: print and electronic; Experience with large-scale or in-depth collection evaluation projects (RLG Conspectus a plus); Demonstrated ability to coordinate peer responsibilities in a non-supervisory environment; excellent leadership and communication skills. Preferred: Excellent IT skills: Excel and Access; Budgetary expertise; Demonstrated supervisory experience; Electronic resources management experience, especially with licensing. An advanced degree in an academic discipline. Appointment: 12-month Professional faculty appointment. Salary competitive, commensurate with experience, from a minimum of $40,000.

EXCELLENT BENEFITS: Health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver for self. APPLICATION: Send letter of application, resume, and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, <Position Title> Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

Review of applications will begin March 15, 2001. AA/EEO employer; minorities are encouraged to apply.

San Francisco
State University

TENURE-TRACK
LIBRARY FACULTY

San Francisco State University invites applications for a tenure-track library faculty position in the J. Paul Leonard Library beginning August 6, 2001. The successful candidate will be expected to fulfill a combination of responsibilities in the areas of instruction, reference, collection development and liaison work with discipline-based faculty. Primary subject responsibilities in the biological sciences and health sciences. Librarians have full faculty status. Appointment is expected to be at the rank of Senior Assistant Librarian with a minimum salary of $46,488. As faculty, librarians are expected to meet faculty requirements for tenure and promotion. Tenure is normally granted with seventh year reappointment.

REQUIRED QUALIFICATIONS: ALA-accredited Masters in Library and Information Science. Academic background and/or professional experience in the biological sciences and/or health sciences. Ability to provide research advice and instruction at a general reference desk on the use of print and electronic resources, including government sources. Working knowledge of new and emerging technologies and familiarity with their impact on higher education and research. Ability to work independently and as a member or leader of a team. Ability to work effectively with culturally diverse campus constituency. Excellent oral and written communication skills. Strong service ethic. Able to work evenings and weekends.

DESIRED QUALIFICATIONS: At least one year professional post-MLS academic library experience with instruction and reference responsibilities. Experience and demonstrated knowledge in the teaching of electronic resources, including Internet/World Wide Web-based resources and understanding of the issues related to their delivery and access. Knowledge and, experience with collection development and management of print and electronic resources supporting university curricula. Potential to support other subject areas. Experience with Web development and/or management.

Information about the J. Paul Leonard Library, and an enhanced position description are available at: **www.library.sfsu.edu.**

San Francisco State University, a member of the California State University system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the University is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishment. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications and/or creative activities.

APPLICATION PROCEDURE: Review of applications will begin April 2, 2001 and continue until the position is filled. Candidates should submit a letter of application, resume, and the names, postal and e-mail addresses and telephone numbers of three references to:

Pam Kullberg, Personnel Coordinator
J. Paul Leonard Library
San Francisco State University
1630 Holloway Avenue
San Francisco, CA 94132-4030

San Francisco State University is an affirmative
action/equal opportunity employer.
Minorities, women and persons with
disabilities are encouraged to apply.

The University of Toledo

Dean

College of Education

The University of Toledo invites nominations and applications for the position of Dean of the College of Education. The University is a Carnegie Doctoral/Research Extensive state-supported university with an enrollment of approximately 18,000 students. The faculty of the seven colleges within the University are represented by the AAUP. The Dean will report to the Provost.

The College of Education is situated in a suburban, residential neighborhood on the wooded 255-acre university campus. The University is integral in the civic, cultural, and commercial life of the Greater Toledo community. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

The successful candidate will demonstrate evidence of: administrative experience in higher education; earned doctorate in a discipline related to a program within the College; distinguished credentials in teaching, scholarship/creative endeavors, and service meriting appointment with tenure at the rank of professor; record of management and support of externally funded faculty research; comprehensive understanding of trends and issues in teacher education and graduate education; knowledge of and experience with technological innovations, e.g., distance learning; success in fostering inter-disciplinary and intra-university collaborations in research and teaching; familiarity with alumni relations and fund-raising.

Responsibilities include: provide leadership and innovation in teaching and learning; effectively advocate for the College within the University; nurture dynamic undergraduate and graduate programs that foster intellectual rigor, reflective practice, and social inquiry; increase graduate and undergraduate enrollment through development of recruitment and retention strategies; create and foster effective partnerships with schools, institutions of higher education, community organizations, industry, and government; commitment to promoting diversity in recruitment and retention of faculty, staff, and student populations; enhancement of cultural diversity initiatives in curriculum and program development; effectively mentor faculty through tenure and promotion; establish strong communication and promote collaborative decision-making within the College; coordinate national and regional accreditation, e.g. NCATE and NCA.

Review of applications will begin on March 10 and continue until the position is filled. Salary and other considerations will be consistent with the commitment of The University of Toledo to recruit and select the most qualified candidate. Additional information about the University and College is available at the website: www.utoledo.edu.

Interested candidates should submit a cover letter addressing stated qualifications and responsibilities, Curriculum Vitae, and the names, addresses, phone numbers, and e-mail addresses of three (3) references to:

Joel P. Epstein
Managing Director • Stratford Group
1760 Manley Road • Maumee, OH 43537
Fax: 419/893-2491 • Email: joelepstein@stratfordgroup.com

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

DIRECTOR OF THE JULIAN SAMORA RESEARCH INSTITUTE AT

MICHIGAN STATE
UNIVERSITY

Michigan State University, invites applications and nominations for the position of Director of the Julian Samora Research Institute (JSRI), a leading multidisciplinary national research and outreach center for Latino/Chicano studies (see web site at: http//www.jsri.msu.edu/). The mission of the JSRI is to generate, disseminate and apply research-based knowledge germane to Latino/Chicano communities in the United States with a focus on Michigan and the Midwest. The Director will provide leadership to develop and foster multidisciplinary basic and applied research initiatives capable of attracting extramural funding. The Director of JSRI currently reports directly to the Dean of the College of Social Science. The successful candidate must have:

- A Ph.D. and qualifications for an appointment at the rank of full professor with tenure in an academic unit at Michigan State University.
- Demonstrated commitment to Latino/Chicano scholarship and to the development of Latino/Chicano scholars.
- Familiarity with Latino/Chicano communities in the United States.
- A record of extramural funding for research and demonstrable administrative and leadership abilities.

Nominations and applications (including a CV, a letter explaining how your experiences have prepared you for the position, and the names of three references) should be sent by March 1, 2001 to:

Professor Antonio A. Nunez (nunez @msu.edu)
Chair, JSRI Director Search Committee College of Social Science
Office of the Dean
203 Berkey Hall
Michigan State University, East Lansing MI, 48824-1111

The anticipated starting date for the new Director of JSRI is August 16, 2001. The review of applications will begin March 1, 2001, but applications received after that target date will be considered until the position is filled.

MSU is an Affirmative Action/Equal Opportunity Institution.
Handicappers have the right to request and receive reasonable accommodation

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RESIDENCE HALL DIRECTOR 2

Office of Residence Life
Division of Student Affairs
BOWLING GREEN STATE UNIVERSITY

Bowling Green State University is accepting applications for the position of Residence Hall Director 2. The Residence Hall Director is responsible for the residential life of an undergraduate residence hall housing between 300 and 850 students. The responsibilities may include the supervision of secretary, graduate hall director, resident advisor staff, and hall security and desk staff; oversight of facility issues; advising of hall government; and the coordination of hall judicial affairs. Minimum qualifications are a Master's degree in College Student Personnel or related field and related assistanceship experience. To be successful in this position, the Residence Hall Director must have excellent interpersonal communication, organization, administration skills, and supervision experience. In addition, the Residence Hall Director must have a demonstrated desire to live and work in a developmental community setting with diverse individuals and groups. Must posses crisis intervention skills and conflict management skills. Salary is competitive and commensurate with education and experience, and includes a furnished apartment and board plan. Full benefits package available. Review of applications will continue until the position is filled. To apply, please submit a letter of application, resume, and the name, address, and telephone number of three professional references to:

Office of Human Resources
(Search S-009)
100 College Park Office Building
Bowling Green State University
Bowling Green, OH 43403

Bowling Green State University is an AA/EO educator/employer.

Buffalo State
State University of New York

Elementary Education and Reading Assistant/Associate Professor

Position Description: Two positions available. Teach undergraduate and graduate courses in literacy education; be responsible for academic advisement (graduate and undergraduate); participate in departmental and collegewide service functions; scholarly activities leading to publication and presentation.

Required Qualifications: Doctorate in reading education or related field from an accredited university. ABD will be considered for a lecturer position (with program completion date within one year). Teaching experience at the elementary or secondary school levels. Must be committed to site-based teacher education and have strong potential for and/or demonstrated competence in scholarly activity including publication.

Preferred Qualifications: Experience in literacy education; experience in urban or high-need schools; demonstrated ability to infuse technology in educational settings.

To apply: Submit cover letter, vita, and three letters of reference to: Dr. Peter Loehr, Recruitment Committee, Bacon Hall 302, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222-1095. Review of applications will continue until the position is filled.

Buffalo State is an affirmative action, equal opportunity employer. The institution encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans. The college serves nearly 11,000 students and offers 155 undergraduate and graduate programs.

Southeast

College of Health and Human Services
Department of Nursing

MEDICAL-SURGICAL SPECIALITY

A tenure-track, full-time position, in the Department of Nursing will be available August 2001. Review of applications begins February 15, 2001 and continues until position is filled. The Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs are NLN accredited and have CCNE preliminary approval. Teaching and clinical supervision of BSN students in medical-surgical nursing courses; academic advising; ongoing scholarly productivity; and participation in committee work, public service, and professional organizations expected. Doctoral degree in nursing preferred; MSN required with preference to applicants with focus in medical-surgical field. Recent clinical experience in medical-surgical nursing required with recent teaching/clinical experience at the undergraduate level preferred. Current active RN license with eligibility for Missouri licensure required. The successful candidate must have a demonstrable commitment to the teacher/scholar model; public and university service; and a culturally diverse learning environment. Salary/rank commensurate with professional experience and qualifications. Send vita and copy of license or inquiries to: Dr Linda Bugle, Department of Nursing Search Committee, Southeast Missouri State University, One University Plaza MS 8300, Cape Girardeau, Missouri 63701; Phone (573) 651-2867.

Equal opportunity/M-F/affirmative action employer. Minorities are strongly encouraged to apply.

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Provost & Vice President-	Office of Provost-	OPEN
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate/Full Professor-	Education Leadership-Sarasota/Manatee-	02/26/01
Assistant Professor (2 positions)-	Pediatrics-	02/28/01
Assistant Professor-	Radiology-	02/28/01
Assistant/Associate Professor-	Internal Medicine-	02/28/01
Assistant/Associate Professor-	Pediatrics-	02/28/01
Assistant/Associate Professor-	Anesthesiology-	02/28/01
Instructor-	Accountancy-St. Petersburg Campus-	02/28/01
Assistant Professor-	Psychiatry & Behavioral Medicine-	03/01/01
Director-	University Community Initiative-	03/01/01
Assistant/Associate Professor-	Elementary Education-	03/02/01
Assistant In Research (7 positions)-	Marine Science-	03/02/01
Assistant Professor-	Art Department-	03/03/01
Research Assistant Professor-	Mental Health Law & Policy-	03/05/01
Assistant/Associate Professor-	Early Childhood/Language Arts/Reading Ed-	03/09/01
Chairperson/Professor-	Philosophy-	03/09/01
Professor/Chair-	Epidemiology & Biostatistics-	03/15/01
Instructor (4 positions)-	English-	03/15/01
Associate Professor/Professor-	Psychiatry-	03/30/01
Assistant Professor (2 positions)-	Criminology-St. Petersburg Campus-	03/30/01
Research Associate (Clinical Veterinarian)-	Comparative Biomedicine-	03/30/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	03/31/01
Electronic Resources Librarian-	Library-	03/31/01
GIS Librarian-	Library-	03/31/01
Head of Special Collections-	Library-	03/31/01
Assistant/Associate Professor (2 positions)-	Physical Therapy-	04/16/01
Assistant/Associate Professor-	Internal Medicine-	04/30/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

UNIVERSITY OF DENVER

DEPARTMENT OF PSYCHOLOGY

The University of Denver Department of Psychology is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

HEAD,
INFORMATION SERVICES DEPARTMENT

SOUTHEAST MISSOURI
STATE UNIVERSITY

[illegible] Provide vision and dynamic leadership for development of staff, collections, and both electronic and traditional information services. Supervise and coordinate the daily and long-term development and operation of the department including reference, bibliographic instruction, government documents, and instructional materials center. Supervise 6 library faculty and 2 professional staff. Participate in provision of information services and in the comprehensive collection development program. Develop active working relationships with university students, faculty and administrators in order to identify and assess information needs. Work closely with the dean and other department heads to plan, implement, and develop library programs and policies.

REQUIRED QUALIFICATIONS: ALA accredited MLS. At least 3 years of successful supervisory experience which include hiring, training, supervising and evaluating others. At least 3 years increasingly responsible professional work experience in an academic library. Commitment to high quality service. Excellent analytical, interpersonal, and written and oral communication skills. Demonstrated initiative, leadership and mentoring ability. Experience with library technologies. Experience with planning and policy development. Demonstrated commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment. Ability to work well as a member of a group as well as individually in a demanding and rapidly-changing environment.

PREFERRED QUALIFICATIONS: Second masters or doctoral degree. Teaching experience.

SETTING: Southeast Missouri State University is a comprehensive student-centered university of five colleges and two schools offering more than 120 academic programs. Campus is located in the heart of Cape Girardeau, a Mississippi River town of about 40,000, located on Interstate 55 between St. Louis and Memphis. Student enrollment is 8,500 with a student/faculty ratio of 18:1. Library collections include over 400,000 bound cataloged volumes and current subscriptions to approximately 2,500 periodicals and a growing number of electronic databases. Staff includes 13 library faculty, 6 professional staff, and 22 clerical positions. The library has added positions, led development of a 12 million dollar renovation plan, established a library strategic plan, and increased support for the development of services and collections. While currently using NOTIS, Kent Library is one of 50 academic libraries in Missouri which have formed a consortium to purchase and implement a common library platform from Innovative Interfaces with all installations to be complete in 2002.

SALARY RANGE: $45,000 - $55,000, depending on qualifications and experience. 12-month full-time tenure track faculty appointment. Must meet established criteria, including a second masters or doctoral degree, for promotion and tenure. Tuition remission part of benefit package.

APPLICATIONS: Applications received by March 23, 2001 will receive first consideration. Preferred starting date August 1, 2001. Position will remain open until filled. Send letter of application specifying desired position which addresses qualifications for the position, resume, transcripts and names, addresses, phone numbers, and email addresses of three references to:

Dr. Sarah Mort Cron
Dean, Academic Information Services
Kent Library - MS 4600
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701

An Equal Opportunity/M-F/Affirmative Action Employer.

THE UNIVERSITY OF
ARIZONA®
TUCSON ARIZONA

Arizona International College

INTERDISCIPLINARY FACULTY POSITIONS

Arizona International College is an interdisciplinary liberal arts undergraduate college of The University of Arizona and a student-centered teaching institution. All programs are based on a distinctive, holistic, and practical interdisciplinary liberal arts core curriculum and involve internship programs and other activities that emphasize an integrated approach to knowledge and learning. There is a strong global/international perspective across the curriculum. For further information, visit the Arizona International web site at: **www.azintl.edu.**

Arizona International College anticipates filling four interdisciplinary faculty positions, subject to final budget approval. Candidates must have a Ph.D. or equivalent. The college is interested in candidates who are broadly trained and comfortable with teaching in an integrated, interdisciplinary curriculum that requires knowledgeable collaboration with faculty from other areas of study. The College is seeking applications for:

- Three continuing positions:
  1) Mathematics, or Ethno-mathematics, to teach basic math, applied statistics and research methods;
  2) Chinese Language and Culture with demonstrated expertise in sustainable development;
  3) Performance Arts. MFA or Ph.D. in teaching area required. Demonstrated expertise in African Studies highly desirable.
- Additionally, the college is seeking to fill a one-year position to teach first year writing, with experience in the use of computers for the teaching of writing.

Faculty must be dedicated to teaching and learning at the undergraduate level; have excellent writing and presentation skills; be innovative and creative; be willing to deal with new ideas and structures; be willing to be a contributing member of a team; be able to actively participate in the development of an interdisciplinary curriculum. Candidates must be comfortable with an institution not organized along departmental lines.

Specifically, we are looking for people who advocate and have experience with learner-centered education and mentoring; are willing to help recruit students and serve as academic advisors; have worked with students in career preparation and civic involvement; are experienced in working with diverse learner populations; are interdisciplinary in teaching and have a demonstrated record of applying global and multicultural perspectives to course and curriculum development. Proficiency in a second language and familiarity using information technology, telecommunications, and multimedia are highly desirable. There is a strong preference for candidates with substantial international experience.

AIC employs faculty in a contractual system rather that a tenure system. Applications must be received no later than March 9, 2001. Successful candidates are expected to start August 2001.

To apply, send (1) a letter of application, specifying the teaching areas you are qualified to teach and detailing your qualifications for each teaching area; (2) a curriculum vitae; (3) one letter of recommendation specifically addressing how you fit the job qualifications; and (4) a list of three additional people who can be contacted at a later date. **The letter of application must carefully explain your qualifications, educational philosophy and how your background and experience fit the mission of Arizona International College.** For further information about the college, visit our website at: www.azintl.edu. Send application materials to:

Interdisciplinary Faculty Advisory Team
c/o Ted Pope, Director of Academic Programs
Arizona International College of The University of Arizona
1609 East Helen Street
P.O. Box 210410
Tucson, AZ 85721

Arizona International is committed to a diverse workforce
The University of Arizona is an EEO/AA Employer - M/W/D/V

MILLERSVILLE UNIVERSITY

Dean of Education (Search Extended)

Millersville University of Pennsylvania invites applications and nominations for the position of the Dean of the School of Education.

Millersville University, founded in 1855, is one of 14 Institutions of the PA State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among Kiplinger's 100 best-value universities in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty. Millersville's and the School's programs are approved by the appropriate accrediting bodies including but not limited to the Pennsylvania Department of Education and NCATE. Millersville is a charter member of the Renaissance Group and the Project 30 Alliance. The School of Education enrolls 26% of Millersville's undergraduate students and 55% of its graduate students. Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University Web page at www.millersville.edu.

RESPONSIBILITIES: The Dean is the chief academic officer of the School and reports directly to the Provost and Vice President for Academic Affairs. The Dean provides academic and administrative leadership, direction, and support for instructional, research, and professional activities to the faculty in the departments of:

Educational Foundations
Psychology
Elementary and Early Childhood Education
Special Education
Industry and Technology
Wellness and Sport Sciences

The Dean must be able to assume a University-wide perspective and work and communicate effectively with students, faculty, administrators, external organizations and institutions, and a diverse community. The Dean must encourage and promote the recognition, understanding, and respect of cultural and human diversity in the School's faculty, staff, students, and curricula, and must be committed to increasing diversity within the School, as well as on campus. A capacity and willingness to listen, create consensus, solve problems, and assume responsibility are essential.

QUALIFICATIONS: Candidates must demonstrate the capacity to be an innovative and visionary leader committed to excellence in teaching and learning and partnership with community and schools. Applicants must possess an earned doctorate in one of the disciplines in the School of Education. Also essential is a record of quality scholarship; teaching and service in higher education; a commitment to faculty development, the liberal arts, and academic freedom; and evidence of success in building an inclusive community. Applicants must demonstrate a knowledge of critical issues and best practices in teacher education, experience with accreditation procedures, and an understanding of state licensing and certificate procedures. Candidates need to present a record of progressive academic administrative experience which demonstrates likely success in activities such as: planning, program development, fundraising, grant writing, advocacy for all the School's disciplines, evaluation of teaching effectiveness, assessment of programmatic outcomes, and personnel and budget management in a public university setting. Candidates must demonstrate an appreciation of the role of technology in an educational institution. The ability to function effectively in a team-oriented collective-bargaining environment and a successful interview are crucial.

NOMINATIONS AND APPLICATIONS: Applicants should include a letter detailing their experiences relating to the qualifications for the position; curriculum vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by March 5, 2001. Electronics submissions will not be accepted. Nominations and applications should be sent to: **Dr. Duncan Perry, Chair, Dean of Education Search/HI0226, MILLERSVILLE UNIVERSITY, P.O. Box 1002, Millersville, PA 17551-0302.** An Equal Opportunity/Affirmative Action Institution.

COUNCIL FOR OPPORTUNITY IN EDUCATION

The Council for Opportunity in Education, a nonprofit organization, whose mission is access to higher education for low-income students, announces the following employment vacancy:

Community Affairs Director - Coordinates outreach efforts to Historically Black and Hispanic Serving Colleges and Universities and to Washington DC area colleges and agencies to develop proposals, and manage grant programs. Master's degree preferred. Must have strong leadership skills and be able to handle multiple responsibilities. Should have knowledge of MS Office applications. The person selected for this position can expect a salary in the range of $55,000 annually, commensurate with qualifications and experience.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political, or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with e-mail address (if available) to

Council for Opportunity in Education
1025 Vermont Avenue
N.W., Suite 900
Washington, D.C. 20005
Attn: Human Resources
or fax to 202-347-0786

Send e-mail inquiries to **mailbox@hqcoe.org**, Subject Line: Resume for HR. Go to **www.trioprograms.org** for more information. No phone call accepted.

WIU Western Illinois University

Macomb, Illinois

DIRECTOR OF INTERCOLLEGIATE ATHLETICS

Western Illinois University invites applications and nominations for the position of Director of Intercollegiate Athletics. Western Illinois University is a NCAA Division I University, IAA in Football, and a member of the Mid-Continent Conference and the Gateway Athletic Conference. The Director of Intercollegiate Athletics provides vision, leadership, and direction with personal integrity in administering all aspects of a competitive university athletics program. The University's student athletes compete in 20 NCAA sports, 10 for men and 10 for women.

The Athletics Director must be committed to the academic mission of Western Illinois University, and the appropriate roles of intercollegiate athletics and student athletes within this mission. This position reports directly to the Vice President of Advancement and Public Services.

Candidates must possess at least a Master's degree or an equivalent combination of education and experience; a committed interest in a broad intercollegiate athletics program; superior leadership ability; sound fiscal and personnel management skills; ability to work with diverse populations of students, faculty, staff, alumni, public and the media; success in managing income-generating budgets; and strong interpersonal, communications, negotiating, fund raising, and marketing skills.

Nominations and inquiries should be addressed to:

Western Illinois University Athletics Director Search Committee
Dr. Tom Cody, Chairperson
c/o Advancement and Public Services
1 University Circle, 303 Sherman Hall
Macomb, IL 61455

Western Illinois University is an AA/EOE. The review of nominations and applications will begin on or about February 23, 2001, and will continue until the position is filled. Applications should include a current resume, a cover letter describing qualifications for the position, and names, addresses and telephone numbers of five professional references who may be contacted. Position available July 1, 2001. Salary commensurate with professional experience and qualifications.

KEAN UNIVERSITY

Union New Jersey

Founded in 1855

Established in 1855, Kean University is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS

International Studies and Programs • Office of the Provost/VPAA

Kean University, a publicly supported, comprehensive, metropolitan institution, seeks applications and nominations for the position of Assistant Vice President for Academic Affairs - International Studies And Programs.

Responsibilities: The successful candidate will cooperate with faculty, staff and administrators to plan, create, facilitate, promote and evaluate international programs, with the aim of infusing global education across the curriculum. The Assistant Vice President will report directly to the Provost/VPAA and will administer the Center for International Studies and Programs, which facilitates study abroad, exchange agreements and faculty-led international programs. The Center also provides logistical support for faculty staff and student travel. The Assistant Vice President will also work with the Admissions Office and other student service offices to recruit international students and advise and counsel them after enrollment.

Requirements: ABD in an academic discipline is required; Doctorate is preferred. The successful candidate will demonstrate the ability to articulate and implement a vision for international education and will have a minimum of five years experience in higher education administration, including knowledge and experience in the field of international education. Also required are the ability to understand strategic planning and budgeting and strong management and interpersonal skills. Candidates must have a proven record of success in working collaboratively with deans, faculty, program directors and students to promote a university's mission. Success in acquiring external funding and involvement in professional international education organizations is desirable.

Salary and Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Review of applications will begin on March1, 2001. Completed applications must include the following: Letter of interest, up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply to: Chair, Search Committee for Assistant Vice President for Academic Affairs - International Studies and Programs, Office for the Provost/VPAA, 1000 Morris Avenue, Union ,New Jersey 07083. The Position is available on July 1, 2001.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution

KEAN

OSU

Oklahoma State University
Associate/Full Professor
in Early Childhood Education
or Child Development

Responsibilities: Teach undergraduate and graduate courses in early childhood education, child development; develop and maintain an active research program that includes seeking extramural support; advise graduate and undergraduate students; engage in outreach consistent with the land grant mission; collaborate with colleagues. **Qualifications:** Candidates should have an earned doctorate in Early Childhood Education, Child Development, Curriculum or related field. Preferred qualifications include experience in developing community partnerships; a record of scholarly publication; distance education experience; participation in professional activities at the national level. Send letter of application, current curriculum vita, copy of transcripts, selected reprints, and three letters of reference to **Margaret J. Weber, Chair, Early Childhood Education Search Committee, Department of Family Relations and Child Development, Oklahoma State University, 242 HES, Stillwater, OK 74078-6122. Application deadline is March 12, 2001 or until filled.** *OSU is an AA/EEO Employer committed to multicultural diversity.*

Northampton Community College

Faculty Position in Sociology

Nominations and applications are invited for a full-time, tenure track teaching position available for Fall 2001. Teaching assignment on two campuses. Master's degree and college teaching experience essential; Ph.D. preferred. Specialization in social problems, deviance, or family preferred. Familiarity with instructional technology a plus.

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to:

Human Resources
Northampton Community College
3835 Green Pond Road
Bethlehem, PA 18020
fax information to 610-861-5070
or e-mail in MSWord format to ksiegfried@northampton.edu

Deadline: April 1, 2001 or until a suitable candidate is identified.

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City, and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs at both our main and Monroe County campuses. Currently, approximately 6000 credit and over 15, 000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package, which includes health, dental, term life, long-term disability, retirement, and educational assistance.

NCC is an Equal Opportunity/Affirmative Action Employer.

DIRECTOR OF ADMISSIONS

Academic Affairs
Bowling Green State University

Responsible for providing leadership and coordination for the University's undergraduate student recruitment efforts. Develops innovative recruitment strategies and works with on/off campus constituents to both meet current needs and anticipate future developments. Qualifications: Master's Degree required. 6 to 8 years professional experience in an admissions office. 2 to 3 years evidence of increasing responsibility as a manager and leader in an admissions or another enrollment management office of a college or university. Knowledge of current trends in student recruitment, financial aid, housing, and education. Ability to engage admission's personnel through participatory management. Understanding of the University's many facets as a complex learning community. Familiarity with computer applications, both common and emerging, used to reach, inform, and track prospective students. Excellent organizational, leadership and oral/written communication skills. Ability to manage budgets and perform statistical analysis. Skills in planning and assessing program initiatives. Full-time administrative staff position, salary starts at $66,244 commensurate with education and experience. Full benefit package available including tuition fee waiver. To apply: submit letter of application, resume and 3 names, addresses and telephone numbers of professional references postmarked by March 26, 2001, to: **Office of Human Resources (Search M-017), 100 College Park Ofc. Bldg., Bowling Green State University, Bowling Green, OH 43403. (http://www.bgsu.edu/offices/ohr)**

BGSU is an AA/EEO employer.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

DIRECTOR, STUDENT AND RESIDENTIAL LIFE

California State University San Marcos invites nominations and applications for the position of Director, Student and Residential Life. The Director of Student and Residential Life is responsible for the oversight and management of programs and services that enhance the quality of living and learning for undergraduate and graduate students at CSUSM. Qualifications: (1) a masters degree in Student Personnel Services or related field (2) 3-5 years experience in the management of a dynamic and diverse student services department in higher education, (3) experience in a higher education setting, specifically associated with housing and student life operations. Compensation: The salary for this positive is competitive, and commensurate with experience and qualifications. The position is included in the CSU Management Plan and includes a liberal benefits package.

Application: Applications received by March 29, 2001 will be given first consideration. Review of applications will begin March 30, 2001, and continue until the position is filled. To apply for the position, call our 24-hour Job Hot-Line 760-750-4410, Hearing-Impaired 760-750-3238. Ref: Req#1232. Visit <http://www.csusm.edu/HR/> to see full position description.

Equal Opportunity/Affirmative Action Employer

HEAD, MARINE GEOSCIENCES SECTION

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

NSF's Directorate for Geosciences seeks candidates for the Head, Marine Geosciences Section position in its Division of Ocean Sciences. The incumbent provides leadership and direction to NSF program activities supporting research and education in Ocean Drilling, Marine Geology and Geophysics.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2 - to 3- year limited term basis, with a current salary range of $120,261 to $131,615. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Announcement S20010089 is posted on the NSF Home Page at:

http://www.nsf.gov/home/chart/work.htm#hrm

The announcement includes position requirements and application procedures. Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on 703-292-8755 (Hearing Impaired individuals may call TDD 703-292-8044). Applications must be received by April 30, 2001.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

TEMPLE UNIVERSITY
School of Dentistry

THE DONALD AND CECELIA PLATNICK PROFESSORSHIP IN RESTORATIVE DENTISTRY

The Department of Restorative Dentistry at Temple University School of Dentistry is pleased to announce the establishment of the Donald and Cecelia Platnick Professorship in Restorative Dentistry. An internationally based search is now open to qualified candidates. The Donald and Cecelia Platnick Professor of Restorative Dentistry will provide a new dimension of leadership in research and scholarship within the Department of Restorative Dentistry.

Candidates should possess a dental degree, and preferably advanced education in materials science, operative dentistry, general dentistry, or prosthodontics. An advanced research degree (MS, PhD) is desirable. Previous funded basic or clinical research in materials science, restorative dentistry, or implant prosthodontics is required, along with a substantial record of publication in the peer-reviewed dental scientific literature. Documented excellence in clinical and/or didactic teaching is expected. Salary and academic rank will be commensurate with experience and qualifications.

Temple University School of Dentistry offers:

- **Potential for tenure track appointment**
- **Ongoing multidisciplinary research activities with excellent school and university-based support**
- **Modern facilities for basic clinical research**
- **Generous university research incentive policy**
- **Diverse multidisciplinary Department of Restorative Dentistry with 20 full-time and 36 part-time faculty**
- **Recognized 1st and 2nd Year AEGD Program in Department of Restorative Dentistry**
- **Predoctoral DentSim educational program**
- **Active research thesis-based MS in Oral Biology degree program at school (PhD program proposed)**
- **Outstanding computer infrastructure support from the school's Department of Dental Informatics**
- **Large urban patient population and state-of-the-art clinical facilities**

Interested applicants should send a cover letter indicating date of availability and curriculum vitae to: **Dr. Sarah Gray, Associate Dean for Academic Affairs and Chair, Search Committee, Temple University School of Dentistry, 3223 North Broad Street, Philadelphia, PA 19140.** Minority and female applicants are encouraged to apply. An equal opportunity/affirmative action employer.

HIGHLINE
COMMUNITY COLLEGE
Des Moines, Washington

Vice President For Institutional Advancement and College Relations

Highline Community College, located in Des Moines Washington, 20 minutes from Seattle, invites applications for the position of Vice President for Institutional Advancement and College Relations. The Vice President is the chief development officer for the College and will provide leadership, direction, and vision to the Highline Community College Foundation. The Vice President will have primary responsibility for resource development and collaborates with the College leadership team in identifying funding needs. This position is also responsible for marketing, community outreach, public relations and communication, publications, government relations, alumni relations, and a coordinated grants program.

For further information visit our website at www.highline.ctc.edu, or to have a detailed position announcement with an outline of qualifications, and application materials mailed to you, please call (206)870-3751, email personnel@hcc.ctc.edu, or write to Human Resources, PO Box 98000, Des Moines, WA 98198-9800. To ensure full consideration your materials should be received by March 5, 2001.

Highline is an equal opportunity employer and operates under an affirmative action plan.

Dean, University Libraries

Northeastern University seeks a dynamic and innovative leader for the University Libraries. Reporting to the Provost and serving as a member of the Deans' Council, the Dean of University Libraries will serve as the chief advocate of the Libraries and will be responsible for the collections, programs, and services of the Libraries.

Northeastern University is a major private urban research university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education programs. Located in Boston, the University enrolls approximately 19,000 full and part-time undergraduate and 4,500 graduate and professional students in eight schools. The University Libraries have a collection of 915,000 volumes, including 18,800 serial titles; 89 permanent staff, and an annual budget of $8.3 million. Northeastern University is a member of the Boston Library Consortium.

The Position: The Dean will:

- Provide visionary leadership and strong management for the University Libraries which includes the Snell Library and two branches; facilitate coordination with the Law Library
- Advocate for the Libraries with internal and external constituencies, including active fund-raising
- Lead the Library team in setting goals, establishing priorities, and fostering collegiality

Requirements:

- An MLS from an ALA accredited program or equivalent; advanced degree preferred
- Five or more years of successful, varied and progressively responsible administrative experience in a university library, including grant and fund-raising
- Ability to integrate new technologies with traditional library collections and services; demonstrated knowledge of emerging information resources
- Excellent managerial and communication skills
- Ability to work collaboratively with faculty and staff at all levels in a complex and diverse environment

For full consideration, send resume and cover letter by March 16, 2001 to: Elizabeth Habich, Chair, Search Committee, Administrative Services Officer, Northeastern University, 320 Snell Library, 360 Huntington Avenue, Boston, MA 02115.

Please contact Margot Lansing at Lansing & Associates (781) 237-1734 or lansing@mediaone.net for further information.

Northeastern is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

Anticipated Higher Education Faculty Opportunities

Georgia Perimeter College is a two-year, multi-campus college located in Metro Atlanta. The college was founded in 1964 and serves students from a 10-county area.

All positions require at least a Master's degree with a minimum of 18 semester or 30 quarter hours of graduate credit in the teaching field. College teaching experience and demonstrated knowledge of instructional technology is strongly preferred.

The following tenure-track positions are available for 2001-02. Salary placement is commensurate with education and experience, entry-level salaries range from $32,264 – $37,821 based on discipline and experience. The starting date for all positions is 8/13/01. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

French #02-19

Full-range of French courses from Elementary French I through Intermediate French II.

History #02-20

World Civilization and U.S. History I and II - Focus on World Civilization from prehistoric era to 1500 A.D. and from 1500 A.D. to present: U.S History - Focus on Age of Discovery through Civil War and Reconstruction Period to present.

For your application to be considered, applicants should reference job number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, and telephone numbers) to: **Judy Chastonay, Georgia Perimeter College, Human Resources Department, 3251 Panthersville Road, Decatur, GA 30034.** APPLICATION DEADLINE: 03/16/01

For more information on
Georgia Perimeter College,
visit our web site at:

www.gpc.peachnet.edu

An AA/EOE/ADA Employer

Georgia
Perimeter
College.

BUTLER UNIVERSITY

Residence Life Coordinator
2 positions available

Butler University seeks degreed professionals to serve on the departmental leadership team for a 1,600 bed system.

Residence Life Coordinator for Residential College - Responsibilities include implementing a comprehensive residence life program in a coeducational hall of 450, supervising a Staff Assistant and RA's, adjudicating conduct hearings and advising student groups.

Residence Life Coordinator for University Terrace - Responsibilities include implementing a comprehensive residence life program in an apartment-style hall of 92 students living in thematic units, supervising a Staff Assistant, working with floor advisory councils, providing leadership for campus peer education and wellness programming.

Requirements include a master's degree in student personnel or related field and two years of residence hall experience. Must show evidence of strong communication and organizational skills. Competitive salary and standard university benefits, in addition to furnished apartment, meal plan, and professional development opportunities are available. Butler University will be conducting interviews at Oshkosh Placement Exchange and at the NASPA national conference. Respond to:

Organizational Development #RLC
4600 Sunset Avenue
Indianapolis, IN 46208

Butler is committed to cultural diversity and encourages minority applicants.

Over 3,000
faculty & staff positions!

HigherEd.com

www.HigherEdJobs.com

CLARION
UNIVERSITY

RESIDENT DIRECTOR:

Full-time, 12 month, live-in position. Admin. of large co-ed residence hall or two smaller halls; staff selection, training, supervision; programming, discipline, group advising. MA in Student Personnel, Counseling, or Higher Ed. Admin. Preferred. Master's Degree in closely related field and residence hall supervisory experience and completion of a successful interview are required. Beginning salary $30,142. Anticipated start: 6/01/01. Preference to applications completed by 3/12/01. Completed application requires letter of interest, resume, and contact information for three current references to: Ms. Brenda Porter, Interim Ass't. Dean for Student Life Services, 210 Egbert, Clarion University of PA, Clarion, PA 16214. Clarion University is building a diverse academic community and encourages minorities, women, veterans and persons with disabilities to apply.

AA/EOE

UNIVERSITY OF
WISCONSIN
MADISON

PROVOST/VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Wisconsin-Madison invites nominations and applications for the position of provost/vice chancellor for academic affairs. Founded in 1848, the institution is one of the top-ranked research universities in the United States, as well as one of the largest land-grant universities. The university has approximately 2,175 faculty, 6,300 professional and administrative staff, 5,000 civil service employees, over 41,000 students, and a budget of more than $1.5 billion.

The provost/vice chancellor for academic affairs is the chief operating officer of the university and deputy to the chancellor in the overall academic leadership and administrative management of the university. The provost serves as deputy chancellor in the chancellor's absence. Primary responsibilities of the position include: academic program planning involving 12 schools and colleges; faculty and staff development, and personnel oversight; budget planning and management; the General Library System; information technology; diversity initiatives; outreach and extension programming; as well as collaboration with other vice chancellors in the areas of facilities planning and management, student affairs, and law and policy administration. The provost works closely with the deans and with faculty, staff and student committees in the exercise of shared governance of the institution. Please visit the following websites for more comprehensive information about the Office of the Provost and the university:

http://www.wisc.edu/provost/ and http://www.wisc.edu

Major qualifications for this position include: a successful record of administrative leadership in higher education; nationally recognized academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of full professor at the University of Wisconsin-Madison; strong communication and fund raising skills; the capacity to relate effectively to faculty, staff, and students; a commitment to advance undergraduate and graduate learning, instruction, research, and outreach; a demonstrated commitment to diversity; an understanding of the diverse missions of a major university and its tradition of shared governance; and the ability to represent the university effectively in external forums including educational, governmental, public, and alumni groups.

Applications and nominations should be received by 31 March 2001 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of individuals from underrepresented groups. Applicants should include a current curriculum vita and cover letter that addresses how their strengths and experience match the qualifications for the position, and what they see as challenges and opportunities of the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

Provost Search and Screen Committee
Professor Richard Moss, Chair
University of Wisconsin-Madison
133 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-7806

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

EDUCATIONAL FOUNDATIONS
Ed. Psych./Teacher Education
Assistant Professor

Full-time, tenure-track, beginning August 2001. Primary teaching responsibilities include Psychological Foundations of Teaching (undergraduate teacher preparation) and Advanced Educational Psychology (master's level). Secondary responsibilities may include teaching (master's level) Educational Inquiry/Research or secondary teaching methods, or the supervision of secondary student teachers. Faculty members are expected to pursue scholarly interests and to participate in university governance and curricular development. **Required:** ABD (dissertation MUST be completed by January 30, 2002); substantial preparation in educational psychology and instructional methodology with critical perspective regarding the integration of theory and practice; evidence of successful North American full-time K-12 teaching experience; evidence of potential for scholarly contribution; evidence of strong commitment to teaching excellence; demonstrated ability to integrate technology in instruction; strong communication skills; and a successful interview and teaching demonstration. **Preferred:** Ph.D., D.Ed., or Psy.D.; urban experience or experience in multicultural settings or with diverse populations; and successful post-secondary teaching experience. Full consideration given to applications received by 3/1/2001. Send letter of application, curriculum vitae, copies of all transcripts, and the names, addresses, and phone numbers of three references to

Dr. Cheryl T. Desmond, Chair,
Educational Foundations Department/HI0226,
Millersville University, P.O. Box 1002,
Millersville, PA
17551-0302.

An EO/AA Institution.

www.millersville.edu

MILLERSVILLE
UNIVERSITY

FACULTY POSITIONS

Pace University School of Education, Westchester and NYC campuses each invite applications for two tenure track faculty positions at the assistant or associate level to begin September 2001. One position on each campus is in **Literacy** and one position on each campus in **Secondary Education.**

In these roles, you will teach undergraduate and graduate students in preservice and inservice programs in teacher education. You'll also assist in curriculum development for programs that meet New York State teacher certification regulations.

Literacy applicants should have a background integrating reading within the other strands of writing, listening and speaking; Secondary Education applicants must have a specialization in a secondary subject area and a solid background in Educational Foundations, Child Development, and/or Educational Psychology. Expertise in instructional technology or ESL is strongly preferred. All candidates must have a doctorate, K-12 teaching experience [preferably in urban schools], and a record of scholarship in the discipline.

We offer competitive salaries, generous benefits and a stimulating academic environment. To apply, submit a letter of application, vita, and names of three references. All **Literacy** applications should be directed to **Dr. Rita Silverman, Chair, Literacy Search Committee;** send all **Secondary Education** applications to **Dr. Sandra Flank, Chair, Secondary Education Search Committee.** Mail to **School of Education, Pace University, 861 Bedford Road, Pleasantville, NY 10570.**

EOE/AA M/F/H/V. Pace University is committed to a diverse learning and work environment. Women and minorities are encouraged to apply.

PACE
UNIVERSITY

DIRECTOR OF BEYOND LMU
POST-BACCALAUREATE AWARDS, FELLOWSHIPS, & OPPORTUNITIES

Loyola Marymount University invites applications and nominations for the immediate opening of a newly created position of Director, "Beyond LMU," Office for Post-Baccalaureate Awards, Fellowships, and Opportunities. This position will report directly to the Academic Vice President and be responsible for identifying, recruiting, and tracking undergraduate students eligible for prestigious post-baccalaureate scholarships, awards, and other prestigious opportunities. The Director will serve undergraduates in all four colleges that include the College of Liberal Arts, College of Communications and Fine Arts, College of Science and Engineering, and the College of Business Administration.

The successful candidate must possess a doctorate or equivalent and have previous teaching/advising experience at the undergraduate level, expertise/interest in the process of obtaining post-baccalaureate awards, excellent writing, oral, and presentation skills, and ability to work collaboratively with students, faculty, and staff. Grant writing experience preferred. Duties include identifying, recruiting, and tracking undergraduate students eligible for post-baccalaureate scholarships, awards, and other prestigious opportunities, assisting and preparing students in the application process, maintain resources for identifying opportunities, assisting faculty and staff in guiding and preparing students for award competitions, maintain records on student applications and awards. The incumbent will also assist students in planning for graduate school. Appointment as an adjunct faculty member and occasional teaching at the undergraduate level is possible.

Application screening will begin March 5, 2001 and continue until the position is filled. Applicants should send a letter of intent, curriculum vitae, and list of three references to:

Dr. Kenyon Chan
Chair, Director of Beyond LMU Search Committee
Loyola Marymount University
7900 Loyola Boulevard
Los Angeles, CA 90045-8319

LOYOLA MARYMOUNT UNIVERSITY, ESTABLISHED IN 1911, IS THE ONLY PRIVATE CATHOLIC UNIVERSITY IN METROPOLITAN LOS ANGELES. OVER 6,000 STUDENTS ARE ENROLLED IN THE COLLEGES OF LIBERAL ARTS, BUSINESS ADMINISTRATION, SCIENCE AND ENGINEERING, COMMUNICATION AND FINE ARTS, AND THE LAW SCHOOL. THE UNIVERSITY INVITES CANDIDATES WHO DESIRE TO PARTICIPATE IN A MISSION BASED ON THE JESUIT AND MARYMOUNT TRADITIONS OF HIGHER EDUCATION.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

ONE-YEAR LECTURER/SCHOLAR-IN RESIDENCE
VISUAL JOURNALISM/VISUAL COMMUNICATION

The Department of Journalism within the School of Communication, Management and Public Policy seeks to appoint a one-year visitor with a specialty in visual literacy and/or communication and experience working in at least one visual journalistic medium (videography, photography or graphics/web design). Teaching experience in a project-based classroom or work environment is highly desirable. The visiting faculty member will play a central role in helping to design, coordinate and teach a required course of all sophomore majors called "The Images of News." This course combines lecture, skills training and projects to introduce students to the aesthetic, content, production and ethical issues involved in using pictures, sound and graphics to convey the news. Students will receive hands-on training, provided by lab instructors assigned to the course, in video shooting and editing, audio shooting and editing, digital photography, and basic web coding and design. Candidates for this position need not be expert in all production areas but should be knowledgeable about the general principles and practices of visual communication, and be interested in coordinating an innovative course that introduces these to a journalism curriculum. Competitive salary and benefits. Initial review of applications begins March 1, but applications will be accepted until the position is filled. Please submit a letter of application, CV, three reference letters and examples of publications/visual work, to: **Professor Jerry Lanson, Chair, Department of Journalism, Emerson College, 120 Boylston St., Boston, MA 02116.** Emerson College is an Affirmative Action/Equal Opportunity employer. Visit our website: www.emerson.edu.

EMERSON college

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

LIBRARIAN

Instruction/Reference Librarian. Two-year, full-time temporary position. ALA MLS. Salary is $38,652. Submit application letter, resume and references or placement file by March 15, 2001 to: Search Committee, Walter W. Stiern Library, California State University Bakersfield, 9001 Stockdale Hwy., Bakersfield, CA 93311-1099.

CSU, Bakersfield is an AA/EOE. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Political Science Instructor

(#3FSS02) FT, FYC, 2001-2002 Academic Year, Las Positas College in Livermore. Salary range: $40,188 - $55,152/yr, DOE. Closing date: 03/26/01. AA/EOE. Call Chabot-Las Positas Community College District for an official application form (925) 485-5200 or e-mail: hr@clpccd.cc.ca.us

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UNIVERSITY OF FLORIDA

COLLEGE OF EDUCATION

Quantitative Methods Faculty Position

Assistant Professor, tenure-track position in the Department of Educational Psychology, beginning August 2001, at the University of Florida. Primary responsibilities are teaching quantitative methods courses (psychometrics, educational measurement, and/or statistics); developing a program of research and scholarly publication in quantitative methods; consulting with faculty and students from the College of Education on quantitative methods; and supervising graduate student research and teaching. Minimum educational qualification is an earned doctorate in education or psychology with a specialization in quantitative methods. Applicants should send an introduction letter stating research and teaching interests, a vita, a transcript of doctoral work, and samples of professional writing postmarked no later than March 13, 2001 to:

Quantitative Methods Search Committee
Box 117047
University of Florida
Gainesville, FL 32611-7047

Three letters of recommendation should also be sent to the committee.

The University of Florida is an EEO AA employer.

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PRESIDENT

Palo Alto College

Alamo Community College District

The Board of Trustees and Chancellor of the Alamo Community College District invite applications for the position of President ([illegible]) of Palo Alto College. As one of the four colleges of the Alamo Community College District, Palo Alto College is dedicated to fostering the vision of excellence and opportunity for its 7,500 credit students and for the community that it serves. The College is an open admission, public, two-year Community College which has gained national prominence as a transfer institution. In the spring of 2000, the Alamo Community College District and Texas A&M University joined together to form "The Palo Alto/Texas A&M University" on the Palo Alto Campus. This cooperative campus offers Associate, Bachelor, and Master level degrees and eventually will result in the construction of a cooperative college/university campus. Additionally, Palo Alto College will be a participant in the soon to be established "High Technology Training Campus" located on Kelly Air Force Base.

Palo Alto College was established by the Alamo Community College District Board of Trustees on February 21, 1983, and chartered by the Texas Legislature on March 19, 1983. The establishment of the College was the realization of a community dream to build an institution of higher education on the South Side of San Antonio. The college's student body, like all of the District's colleges, draws from the entirety of Bexar County and South Texas. Recently, Palo Alto College and the other District Colleges have developed a broad base of Internet and interactive education programs and have developed the largest base of dual credit high school students in the State of Texas.

The President will be expected to become a community educational leader deeply involved in the development and implementation of new programs designed to: expand the service base of the college, continue the eminence of academic transfer programs, develop and implement high level occupational/technical degree and certificate programs, increase the college's commitment to the development of cooperative programs with Bexar County Independent school districts, and direct the college through its final stages of Southern Association of Colleges and Schools Reaffirmation.

The President will be expected to: become a valued and contributing member of the Chancellor's Cabinet, to act as a strong advocate for Palo Alto College, work in concert with the presidents of the other colleges of the District, and to maintain a collegial and participative climate on the college campus. The successful candidate will possess the vision, budgetary acumen, interpersonal abilities and energy to lead Palo Alto College to its next level of excellence in the 21st century and demonstrate at least the following:

- Five years administrative experience at the Dean level or above
- An earned Doctorate degree from an accredited institution in higher education management or a related field
- Teaching experience at the community college or university levels
- A demonstrated/successful record of increasing administrative responsibility
- A proven record of development and implementation of a high level degree and certificate programs in high level occupational/technical programs and academic transfer programs
- Proven abilities in interpersonal communications, team building, collegial management and budgetary management
- Knowledge of instructional technology and a record of developing "On-Line" degree and certification programs

Must submit the following: letter of interest reflecting your views on the role of a president and how your background can serve as a positive influence for a diverse student population; comprehensive resume/Vitae; three letters of recommendation; photocopies of transcript. Incomplete packages will not be considered.

Alamo Community College District, including its affiliated colleges, does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability with respect to access, employment programs, or services.

Please deliver or postmark materials by March 30, 2001 to:

Employment/Employee Relations Manager
Alamo Community College District
Human Resources Department
201 W. Sheridan, San Antonio, Texas 78204
Web: www.accd.edu; Email: emresume@accd.edu
FAX: (210) 208-8052

EXECUTIVE DIRECTOR TEMPLE UNIVERSITY CENTER FOR RESEARCH IN HUMAN DEVELOPMENT AND EDUCATION

The Temple University Center for Research in Human Development and Education is an interdisciplinary center for the study of emerging problems and challenges facing children, youth, and families. Its overall goal is to investigate the basic forces that effect human development and schooling. An important focus of the Center's work is to identify and shape effective responses to these forces through far-reaching changes in institutional policies and practices.

The Center has approximately 82 full-time employees and an annual operating budget of over 10 million dollars. The Center is the home for major externally funded grants and contracts, including a five-year contract with the U.S. Department of Education to operate the Laboratory of Student Success, the Mid-Atlantic Regional Research Laboratory. The Executive Director of the Center reports to the Dean of the College of Education, who has administrative accountability for the Center under the supervision of the Provost.

Duties of the Executive Director of the Center for Research in Human Development and Education include the following: (1) provide intellectual and administrative leadership and direction for the Center; (2) general supervision of personnel within all components of the Center; (3) provide leadership in the development and expansion of programs to enhance the capacity of the Center; (4) represent the Center in forums internal and external to the University; (5) pursue external funding opportunities in-line with the Center's mission and University policies; (6) facilitate interdisciplinary arrangements and forge strategic alliances between the Center and related programs in the University; (7) recognize and nurture diverse talents among the staff in building the intellectual capital of the Center.

Qualifications: (1) national reputation and a distinguished record of scholarship in an area directly related to the scope of work within the Center's mission; (2) a doctoral degree in a discipline relevant to the broad research and service operations of the Center; (3) the ability to provide substantive leadership in defining and implementing a comprehensive scope of work that is research-based and field responsive; (4) demonstrated ability to make connections to expand the capacity of the Center; (5) at least 3-5 years of substantive administrative experience that includes supervisory responsibilities preferred; (6) demonstrated leadership in developing highly competitive grants or contracts; (7) the academic credentials to be eligible for appointment as a senior professor at Temple University.

Applications will be reviewed until the position is filled. Preferred start date is July 1, 2001.

Interested applicants should forward resume with cover letter to:

Executive Director Search Committee, c/o Dr. Richard M. Englert, Temple University
1801 N. Broad St., Room 403,
Conwell Hall
Philadelphia, PA 19122.

EEO/AA M/F/D/V.

To learn more about Temple University visit us on the web at:
www.temple.edu

ALBRIGHT COLLEGE

Albright College invites applications for a full-time tenure track position in the Education Department beginning August 2001.

The College is undertaking a nationwide search for persons committed to undergraduate and graduate instruction in a liberal arts setting, whose teaching styles reflect a learner-centered approach. The College offers Pennsylvania approved teacher certification programs in Elementary Education, Special Education, Early Childhood Education, and twelve Secondary Content Areas. Rank and salary will be commensurate with qualifications and experience. Candidates should have Ph.D. or Ed.D and a minimum of three years teaching experience. Specific training in and ability to teach a variety of general Education courses and to supervise student teachers preferred. College teaching experience highly desirable. Located in southeastern Pennsylvania on a scenic 110-acre campus, 60 miles from Philadelphia and within easy access to New York and Washington. Albright College is a competitive, nationally ranked liberal arts college of approximately 1500 students in all programs. It is a United Methodist-affiliated in emphasizing a values based education. Further information about the College is available at http://www.albright.edu or by calling the Department of Education at 610-921-7790. Send a cover letter, statement of teaching philosophy, a curriculum vitae, and the names, addresses, and telephone numbers of at least three references to: **Office of Vice President for Academic Affairs and Dean, Attn: Education Search, Chair, 610-921-7554.** Applications will be accepted until the position is filled.

Albright College is an AA/EOE/ADA employer and is actively committed to diversity within its community.

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PERALTA COMMUNITY COLLEGE DISTRICT

SEEKING CANDIDATES FOR

MANAGEMENT EMPLOYMENT OPPORTUNITIES

The Peralta Community College District is located in the beautiful Oakland/San Francisco Bay Area, an area which leads the world in technology and innovation. The District is seeking a group of highly qualified and diverse individuals who will become part of the Chancellor's team responsible for implementing an ambitious agenda in advanced training and higher education to service all segments of a culturally diverse urban community. The Peralta Community College District serves six cities in the East Bay Area. The District is renown for its support of education and has a national reputation for developing effective approaches to serving the varied interests and needs of the community. The Peralta Community College District, founded in 1964, serves 27,000 students, and is one of the top community college districts in the State of California in transferring students into the University of California system.

Individuals are invited to apply who are interested in joining a team of educational leaders, who understand the principles and distinction of excellence in teaching and instruction and commitment to visionary leadership, and who are committed to community service and academic excellence.

Mission Statement: *"The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community."*

College of Alameda

College of Alameda, California's only island-based community college, offers both park-like tranquility and easy access to urban bustle. Having served almost a quarter of a million day, evening and weekend students since its 1970 founding, College of Alameda enjoys a well-deserved reputation for excellence in its academic, vocational, and student-support programs. The College is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community.

Laney College

The largest of the Peralta Colleges, Laney College is in the heart of downtown Oakland adjacent to the Oakland Museum of California and beautiful Lake Merritt. The campus, designed to reflect its unique setting, is served by public transportation hubs and is in walking distance to the famous Jack London Square. Laney College offers associate degrees and certificate programs in more than thirty vocational, liberal arts and science fields.

Merritt College

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings in Northern California. With a panorama that includes the Golden Gate Bridge and the Pacific Ocean, Merritt's striking vistas provide a breathtaking backdrop for its packed roster of first-rate academic and vocational programs.

Vista Community College

Just two blocks from the University of California at Berkeley, the energetic urban campus of Vista Community College stands on the cutting edge of community college education. University preparation and occupational training classes form the core of Vista's curriculum.

MANAGEMENT POSITIONS

SENIOR VICE CHANCELLOR FOR EDUCATIONAL SERVICES
Salary Range: $111,062.00 - $129,923.00/Annual
Review of applications will begin on March 13, 2001 and will continue until the position is filled.

ASSISTANT DIRECTOR OF HUMAN RESOURCES
Salary Range: $72,698.00 - $86,960.00/Annual
Review of applications will begin on March 6, 2001 and will continue until the position is filled.

BUSINESS AND ADMINISTRATIVE SERVICES MANAGER (TWO POSITIONS)
Salary Range: $72,698.00 - $86,960.00/Annual
Review of applications will begin on March 20, 2001 and will continue until the positions are filled.

VICE PRESIDENT OF STUDENT SERVICES (2 POSITIONS)
Salary Range: $90,962.00 - $107,069.00/Annual
Review of applications will begin on March 7, 2001 and will continue until the positions are filled.

DIVISION DEAN II (SIX POSITIONS)

- Applied Arts and Sciences
- Mathematics
- Sciences and Allied Health and Science
- Technical Division
- PACE Program and
- Integrated Learning Services

Salary Range: $78,679.00 - $93,662.00/Annual Review of applications will begin on March 13, 2001 and will continue until the positions are filled.

VICE PRESIDENT OF INSTRUCTION (3 POSITIONS)
Salary Range: $90,962.00 - $107,069.00/Annual
Review of applications will begin on March 7, 2001 and will continue until the positions are filled.

RISK MANAGER
Salary Range: $72,698.00 - $86,960.00/Annual
Review of applications will begin on March 6, 2001 and will continue until the position is filled.

GENERAL COUNSEL
Salary Range: $111,062.00 - $129,923.00/Annual
Review of applications will begin on March 20, 2001 and will continue until the position is filled.

DIRECTOR OF PURCHASING
Salary Range: $72,698.00 - $86,960.00/Annual
Review of applications will begin on March 13, 2001 and will continue until the position is filled.

ASSISTANT DIRECTOR OF PHYSICAL PLANT
Salary Range: $66,959.00 - $80,256.00/Annual
Review of applications will begin on March 6, 2001 and will continue until the position is filled.

Application Process: Individuals interested in submitting application materials for any of these positions are encouraged to obtain an application packet that includes the challenges and opportunities and preferred qualifications for each position. This information can be obtained by accessing the District's web page at www.peralta.cc.ca.us under "employment opportunities", or contact the PCCD Office of Human Resources at (510) 466-7297.

Application materials should be submitted to: Office of Human Resources
Peralta Community College District
333 East 8th Street
Oakland, CA 94606-2844

The Peralta Community College District is an Equal Opportunity/Affirmative Action Employer.

Search for Dean of the School of Education

Purdue University

Purdue University invites applications and nominations for Dean, School of Education. The school has approximately 110 faculty, 80 staff, 1550 graduate students, and 2250 undergraduates on three campuses, (West Lafayette, Calumet, and North Central) in the Purdue University system. Another 850 undergraduates from other schools are in its teacher education programs at West Lafayette. Formed in 1989, the School of Education is a flourishing academic community poised to make major contributions to educational excellence in the decades ahead. You can visit the School on the web:

www.soe.purdue.edu

As the School's chief academic officer, the Dean is expected to support an intellectual and cultural environment that encourages research and program development advancing the field of education; to facilitate collaboration among programs within the School and University, including the regional campuses; and to coordinate the School's efforts with school districts, other colleges and communities, and with state, federal, and international agencies.

Major qualifications for the position include academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of Professor within one of the School's departments; a successful record of administrative leadership in higher education; skills in securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach activities; ability to work with other deans and administrators in developing goals and programs; experience in strategic planning; qualities such as intellectual curiosity, energetic leadership, effective communication; and strong management skills. The position is available July 1, 2001. Review of applications will commence on March 16, 2001, and continue until the position is filled.

Nominations and applications should be sent to **Dean Margaret Moan Rowe, Chair, Selection Advisory Committee for Dean of Education, LAEB 1290, Purdue University, West Lafayette, Indiana 47907. Telephone (765) 494-3661.** Applicants must submit a statement of interest in the position that also expresses briefly their conception of a School of Education within a comprehensive university; a curriculum vitae, and the names and addresses of at least four references. Purdue's strong commitment to diversity makes applications from women and members of minority groups especially welcome.

Purdue University is an equal opportunity/ affirmative action employer.

HEAD OF REFERENCE SERVICES
Assistant or Associate Professor

Under the direction of the Associate Librarian for Public Services, provides leadership in planning, evaluation and implementing reference/ instructional/ information literacy services in a rapidly changing technological environment. Also responsible for the day-to-day management and operation of the Reference Department; supervising and evaluating reference staff, and the quality and currency of the reference collection in collaboration with reference librarians. Works collaboratively to create and implement new services that respond to the needs of faculty and students. Participates in reference services including nights and weekends, library instruction and collection development. Represents the Libraries on appropriate College/University committees.

Qualifications:

M.L.S., or its equivalent from an ALA-accredited library school, plus an additional Master's degree or Ph.D. *Highly desirable:* Strong interpersonal, increasingly responsible managerial and supervisory experience, and excellent written and oral communication skills. Previous experience in academic reference, collection development and library instruction. Familiarity with electronic resources, Internet/WWW, demonstrated commitment to public service, ability to foster collegial environment, ability to meet tenure and promotion requirements. Excellent fringe benefits. 35 hour-5 day work week.

EVENING/SATURDAY SERVICES LIBRARIAN
INSTRUCTOR OR ASSISTANT PROFESSOR

Reporting to the Assistant Librarian for Public Services, is responsible for operation and closing of Main Campus Library during evening and Saturday hours, including scheduling and supervising part-time support staff in Access Services; participates in general reference service, library instruction, and collection development; assists patrons in the use of OPAC, CD-ROM's, electronic services, and Internet/ WWW; develops instructional publications in various formats. May supervise computer lab. May be assigned as needed to other divisions of Hunter College Libraries.

Qualifications:

Instructor: M.L.S., or its equivalent from an ALA-accredited library school. Assistant Professor: M.L.S., or its equivalent from an ALA-accredited library school, and an additional Master's degree or Doctorate. *Highly Desirable:* Minimum two years experience in library public services or circulation, with some supervisory experience preferable; academic library reference, electronic resources and bibliographic instruction skills; excellent communication and interpersonal skills; ability to meet requirements for promotion/tenure. Salary commensurate with qualifications and experience. Excellent fringe benefits. 35-hour, 5-day work week (up to 4 evenings until closing and Saturdays each week during academic year).

Instructor:	$31,197 - $48,284
Assistant Professor:	$32,703 - $57,049
Associate Professor:	$42,616 - $68,174,

Review of applications will begin immediately and will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to: Dr. Louise S. Sherby, Chief Librarian, Hunter College Libraries 695 Park Avenue New York, New York 10021.

HUNTER
CITY UNIVERSITY OF NEW YORK

Equal opportunity/affirmative action employer. Women, minorities, disabled persons, and veterans are encouraged to apply

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Instructional Technology Specialist

The Division of Library and Information Services of Plattsburgh State University of New York is seeking a motivated, service-oriented professional for the position of Instructional Technology Specialist. This twelve month, renewable appointment reports to the Instructional Technology Coordinator. PSUNY has an active commitment to teaching and learning with technology. The technology infrastructure of the campus includes numerous PC-based computer and multimedia classrooms, a newly opened high-tech Instructional Technology Resource Center, and fully wired offices and dorms.

Responsibilities include: working with faculty and staff in the design and production of presentations, web materials, and multimedia files to support instruction; serving as consultant to faculty and staff in the Instructional Technology Resource Center; offering workshops on the creation and effective use of technology-assisted presentations and web sites; assisting the Instructional Technology Coordinator in the production of help-sheets and online documentation; reporting on the ongoing campus-wide technical projects; and working with divisional units in the planning and implementation of campus-wide technology initiatives.

Qualifications: Master's degree in English, Communication, Education or a related field; at least one year of relevant experience in the creation or support of technology-enhanced learning resources and materials; University or college level teaching experience; familiarity with a range of PC-based software applicable to the creation of multimedia, websites, and presentations; demonstrated proficiency in oral and written communication skills and exceptional interpersonal skills are required. A background that includes journalism or education and knowledge of SGML, CSS, and web scripting languages will be highly regarded. The successful candidate will be able to work in a team-oriented environment that serves a diverse population.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: Beginning at $38,000, dependent upon experience, with excellent benefits. Review of applications begins immediately and continues until position is filled. Please submit letter of application, resume, and the names and telephone numbers of three references to: **Chair, Search Committee (PJ# 2526-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh

www.plattsburgh.edu/hr/

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FACULTY AND NON-FACULTY POSITIONS

AUDREY COHEN
COLLEGE

FALL SEMESTER 2001 OPENINGS

Audrey Cohen College, a leading innovator in professional higher education and purpose-centered, experiential studies for nearly 40 years, is expanding and creating new academic programs. We are building upon the faculty and staff of the **Schools of Human Services and Business** by adding new **full-and-part-time positions**. Located within the dynamic environments of *Tribeca* and *Soho* in New York City, we seek talented individuals who can bring their professional expertise to one of the nation's most diverse populations of adult learners. If you want to join an exciting educational community in its mission of preparing human service leaders to tackle the challenges and problems of the City and business professionals to succeed in the globally oriented enterprises of the metropolitan area, please visit http://www.audreycohen.edu/jobs for more information. Audrey Cohen College is committed to appointing diverse faculty and staff that reflect the multi-racial backgrounds and gender of its student body and the City in which its community learns, works, and lives.

FACULTY POSITIONS

Requirements for all full-time faculty: Terminal degree or advanced degree with significant professional experience required. College level teaching experience; strong commitment to teaching and demonstrated ability in working with urban, multicultural, and diverse adult students preferred. Serve on committees and as academic advisors to students, participate in professional development activities, and perform other faculty duties as requested. Evidence of teaching and/or professional excellence, on-going scholarship, and community service. The following **FULL-TIME POSITIONS** are available:

- **Economics Instructor - #503**
- **Humanities Instructor - #701**
- **Industrial Psychology and Organizational Behavior and/or Human Resources and Labor Relations Specialist - #401**
- **Management and Organizational Theorist - #601**
- **Management Instructor - #502**
- **Math Educator - #702**
- **Multimedia and E-commerce Specialist - #402**
- **Psychology/Social Work/Family Studies Instructor - #703**
- **Recreation, Sports Management and Leisure Service Specialist - #403**
- **Writing Instructor - #501**

Audrey Cohen College reaches out each semester for experienced professionals in all areas of the human services and business fields to join the College community as **PART-TIME FACULTY.**

- **Administration Adjuncts - #801**
- **Business Adjuncts - #802**
- **Human Services Adjuncts - #803**
- **Media Industry Adjuncts: Entertainment Law; Media Economics & Finance; Accounting; International Business; Theatre/Arts Administration, Film/TV; Entrepreneurship - #804**
- **Sports, Recreation & Leisure Services Adjuncts: Tourism; Hospitality; Sports & Media; Therapeutic Recreation; Sociology of Sports/Leisure - #805**

ADMINISTRATIVE POSITIONS

- **Dean of the School of Human Services - #101**
- **Academic Affairs Project Administrator - #301**
- **Assistant to the Vice President for Academic Affairs - #302**
- **Assistant to the Dean of the Graduate Business School - #303**
- **Library Information Literacy Coordinator and Instructor - #201**

Send letter of interest including position number, current c.v., and writing/research sample or e-mail materials using the position number as the subject to: jobs@audreycohen.edu by March 12, 2001.

Audrey Cohen College
Office of Academic Affiars - Room 1228
75 Varick Street - Box H
New York, NY 10013-1919

Northeastern
UNIVERSITY

ASSISTANT ARCHIVIST, Northeastern University. Duties: Manage service and processing operations, including supervising the Reading Room, assisting researchers, monitoring patron use, developing appraisal and processing strategies, preparing descriptive inventories, and overseeing creation of bibliographic records. Working with the University Archivist, develop, identify funding for, and implement special projects. Develop grant proposals, and project reports. Qualifications: ALA-accredited MLS or graduate degree in history with an archival specialization, and 1-3 years of demonstrated successful experience in an archival setting required. Knowledge of archival principles and practices needed. Experience supervising the processing of archival and manuscript collections preferred. Knowledge of records management techniques preferred. Excellent oral and written communication, organizational, interpersonal, planning, analytical, conceptual, and supervisory skills necessary. Ability to work independently, prioritize, and meet deadlines necessary. Demonstrated commitment and sensitivity to issues of diversity in the workplace. Send resume and writing sample to:

JOAN D. KRIZACK, ARCHIVES, 92 SNELL LIBRARY, NORTHEASTERN UNIVERSITY, BOSTON, MA 02115.

Full job description available at:
www.lib.neu.edu/archives/backgrnd/employ.htm

AA/EOE

The George Washington University
WASHINGTON DC

Faculty Position in:

Public Administration/Public Policy

Applications are invited for a tenure-track position in the Department of Public Administration, School of Business and Public Management, beginning in Fall 2001. The position is at the Assistant Professor rank.

The Department is committed to delivering the highest quality in graduate public service education. Our MPA, MPP and PhD programs are grounded in a strong image of the public interest and a deep commitment to the integration of theory and practice. Both masters' programs incorporate both management and policy issues in an intergovernmental context, and focus on developing critical intellectual capacities, sound applied research skills and sensitivity to the ethical and value concerns central to the traditions of the field.

The Department has well established and well-regarded MPA, MPP and Ph.D. programs that balance public management and policy, building on a strong base of public service values and applied research methods.

We want to attract the best available people to match the core concerns of our programs, rather than hiring narrowly to fit particular courses or fields. Applications are welcome from those in a range of traditional public administration fields and also from those specializing in public policy. Preferred candidates would be those ready to teach in both the MPA and MPP programs. Evidence of scholarship potential is especially desirable. A doctoral degree in public administration, public policy, or closely related field is required.

Review of applications will begin on February 15, 2001 and will continue until the position is filled.

Interested candidates should send a letter indicating preferred fields/courses and three academic references, and a full curriculum vita to:

Kathryn E. Newcomer, Chair
Department of Public Administration
The George Washington University
302 Monroe Hall
Washington, DC 20052

For more information, contact Professor Newcomer at newcomer@gwu.edu (phone: 202-994-6295; fax: 202-994-6792). Also see our web site at http://www.gwu.edu/~pad/

The George Washington University is an Equal Opportunity/Affirmative Action Employer

Saint Joseph College
West Hartford, CT
Nursing Faculty Appointments

The Division of Nursing at Saint Joseph College, CT. is seeking applications for two full-time appointments beginning Fall 2001 for its community-based curriculum. The Baccalaureate and Master's program is NLN accredited and CCNE approved. Candidates must be master's prepared (doctorate preferred) with a Masters in Nursing, demonstrate a strong commitment to and potential for excellence in teaching and have flexibility to teach collaboratively across the nursing curriculum. One position will be focused on medical/surgical nursing; the other position may be any one of the other nursing specialties. The successful candidates will possess a nursing philosophy that is built on caring and is consistent with the mission of the College.

Interested applicants should send a letter of application and statement of teaching philosophy, vitae, transcripts and names of three references to **Human Resources, Nursing Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT. 06117. Review of applications will begin mid-March and will** continue until the positions are filled. Saint Joseph College, located in residential West Hartford, CT., midway between Boston and New York City, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

An EOE/M/F/D/V employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at www.sjc.edu.

Utah State UNIVERSITY
SOCIAL STUDIES SPECIALIST

The Department of Secondary Education seeks an individual for a tenure-track position, rank open; preference for multicultural and social foundations background. Requires doctorate in social studies education at time of appointment and three years public school teaching experience. See http://personnel.usu.edu (2-104) for full description. Send letter of application, vita and three letters of reference to Dr. Grace Huerta, Search Committee Chair, Department of Secondary Education, Utah State University, Logan, UT 84322-2815. Review begins March 16, 2001; open until filled.

AA/EOE

MATHEMATICS INSTRUCTOR

Morton College, a community college serving mostly Hispanic students near Chicago, invites applications for Mathematics Instructor starting in Fall Semester - 2001. Requires MA in Mathematics or Mathematics' Ed. and strong communications and presentation skills. Experience in teaching community college level courses a plus! Apply at HR Office or download application from website.

Human Resources
Morton College
3801 S. Central Avenue
Cicero, IL 60804
EOE
www.morton.cc.il.us/humanres/webpage.htm

Education

Director of Testing and Assessment

Community College of Philadelphia is seeking applicants for the position of Director of Testing and Assessment. Under the direction of the Dean of Student Systems, the Director has overall supervision, planning, budgeting and administrative responsibilities for all testing and assessment activities and is responsible for managing the College's Placement Testing program, including both paper-and-pencil and computer-administered versions of tests for both native speakers of English and the ESL population. The Director is responsible for managing the placement test waiver process and for administering special testing programs, including GED testing, the Allied Health test, accelerated nursing test, tests for distance education and others. Responsibilities include the development of appropriate policies and procedures and the supervision of day-to-day operations in the Center, as well as for the College's regional centers and neighborhood sites. Responsible for integrating testing into activities throughout the College.

Additionally the Director:

- Must have the appropriate qualifications to select, purchase, administer and expertly interpret a wide range of tests as well as to develop tests for specific purposes
- Must be knowledgeable about statistical procedures associated with tests, including qualitative and quantitative analysis
- Must be able to train staff, proctors, faculty, and students as they participate in the testing process.

The successful candidate for the position will have a minimum of a Master's degree (Doctorate preferred); at least 3 years of progressively responsible experience as Testing Director, Associate/Assistant Director or equivalent; broad management and supervisory experience; strong working knowledge of information technologies used in academia as well as Internet applications and PC-based software; and excellent face-to-face, verbal, and written communicative skills, problem solving ability, and experience working with people from diverse backgrounds. Experience in, and appreciation for, a collective bargaining environment and background in higher education is preferred. Respond to Attn: BEJ.

Coordinator, International Student Services

Community College of Philadelphia invites applications for an energetic and experienced Coordinator of International Student Services - responsible for coordinating programs and support services for international students, administering the I-20 Form Certification, providing ongoing advisement and support to international students, and ensuring institutional compliance with INS laws and regulations.

The successful candidate should have strong interpersonal skills, organizational ability, and thorough knowledge of non-immigration laws and procedures. Qualifications include: Bachelor's degree required, Master's degree preferred, demonstrated experience administering I-20 certification, at least two years professional experience working in the area of international student services. Respond to Attn: RP.

Please send letter of interest, resume, and the names, addresses and telephone numbers of 3 professional references to Human Resources Attn:____, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130 by April 5, 2001. For more information about Community College of Philadelphia, please visit our Web site at www.ccp.cc.pa.us. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

Community College
of Philadelphia

DEPARTMENT OF HUMAN DEVELOPMENT

MEASUREMENT, EVALUATION, AND STATISTICS
Professor, Open Rank

Position: Scholar with research interests in psychometric/measurement theory, strong statistical skills, and an interest in applications of measurement theory to improve educational measurement and instruction. The Department is research oriented and houses programs in cognitive psychology, developmental psychology, and sociology as well as in measurement and evaluation methods and applied statistics. The Program in Measurement, Evaluation, and Statistics prepares doctoral students for college teaching of measurement and quantitative methods, for roles in testing agencies and civil organizations, and for research positions in industry and consulting. It also provides service courses in statistics and measurement to students.

Rank: Open rank, Tenured or Tenure track.

Responsibilities: Teach graduate courses in measurement, psychometric theory, and statistical methods; maintain active research program; advise students; and, supervise doctoral research.

Qualifications: Earned doctorate in psychology, education, or related field. Strong background in statistical methodology. Record of accomplishment or potential for significant contributions to research in educational measurement, psychometric theory and methodology, or applied statistics in the fields of psychology or education.

Send CV, a letter of intent, three recent publications or preprints, and the names of three references to Professor James Corter, Search Committee Chair, Box 41.

Review of applications will begin in early March, and continue until the position is filled. Appointment begins September 2001.

TEACHERS COLLEGE *as an institution is committed to a policy of equal opportunity in employment. In offering education, psychology, and health studies, the College is committed to providing expanding employment opportunities to minorities, women, and persons with disabilities in its own activities and in society.*

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

525 W. 120th St., New York, NY 10027 http://www.tc.columbia.edu/

BEST COPY AVAILABLE

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Controller

Reporting to the Vice President for Administration and Finance, manages the financial affairs of the University and prepares financial analysis for management. Major responsibilities include: overseeing the business services operation of the university; responsibility for the university's accounting and reporting function; preparing and submitting all federal and state financial reports; analyzing, recommending and instituting appropriate fiscal policies, procedures and controls; compiling and analyzing financial data; coordination of the annual external audit process.

Candidates should have an understanding of and appreciation for the current trend in management, the nature of the academic community, a multicultural environment and shared governance. The candidate must be able to function with minimal direction and possess excellent oral and written communication skills.

Bachelor's degree in accounting; and MBA in a related field and/or CPA certification required; at least 10 years management experience in accounting and fiscal administration; Higher Education experience is preferred; knowledge of an on-line administrative financial systems is essential; in depth knowledge of GASB, FASB and GAAP and their application in a university environment is required; strong PC computer skills; knowledge of current professional accounting and financial reporting standards of colleges and universities; experience in re-engineering of business service procedures; and a demonstrated record of effective leadership, business/accounting expertise and a customer service orientation.

Assistant Controller

An innovative and dynamic individual to serve as a principal aide to the Controller responsible for the University's general accounting functions including supervision of the accounts payable function.

Reporting to the University Controller, the Assistant Controller will lead and manage the staff in a total customer service approach to serving the University community. The Assistant Controller will ensure that the University is kept informed of changing federal and state regulations. Encourages staff development by utilizing cross-functional training. Additional responsibilities include establishing unit goals and performance based standards in accordance with University policies and goals; recommends revisions to accounting policies and procedures; evaluates program operations and performances and recommends changes as required; provide guidance and counsel to the staff; serves as a member of the GASB 34 and 35 implementation committee.

A bachelor's degree in accounting and a master's degree in business and/or CPA certification preferred; major must be in accounting or finance if bachelor's degree is not in accounting. At least 5 years supervisory-level experience in business or financial affairs required; Higher Education experience preferred. Experience with an on-line financial software system is essential.

Assistant Vice-President for Capital Planning, Design & Construction

A construction industry professional with thorough knowledge of facilities planning design and construction. Reporting to the Vice President for Administration and Finance, will oversee a department responsible for all facilities planning and construction management activities associated with new construction and renovation projects. Also oversees space inventory and space utilization management, capital asset assessment and analysis, formulation of space and planning policies and the strategic planning that relates to long term campus facilities planning.

Responsibilities include assisting senior management in decision making regarding the identification, feasibility and priority of projects. Acts as Vice President's primary representative during the project programming, design and construction phases. Prepares and makes informational presentations to internal and external constituencies.

The successful candidate must have a minimum of 15 years of progressively responsible relevant experience with substantial capital and renovation projects, of which at least five years must be at a senior managerial level. Demonstrated exceptional performance establishing and maintaining productive collaborative relationships with a full range of internal and external constituencies. Demonstrated code review and compliance experience working with local, state and federal authorities. Candidate must function with minimal direction and possess excellent oral and written communications and presentation skills. Must have strong project management skills. Higher Education experience is highly preferred. Experience with project administration and scheduling software and AutoCAD preferred. A Bachelor's degree in Architecture, Planning, Construction Management or Engineering (preferably mechanical, civil or electrical) with professional registration (NJ or the ability to obtain such) required. A Master of Business Administration degree is preferred.

Please submit a letter of intent, specifying position, salary history, resume and the names and addresses of three references (no calls or faxes) to Stephen Bolyai, Vice President for Administration and Finance, Drawer HO, William Paterson University, P.O. Box 913, Wayne, NJ 07474-0913

Director, Training and Development

The Director of Training and Development has responsibility for initiating, planning, developing, coordinating and evaluating all human resource development and training activities throughout the University. The selected candidate implements development and training initiatives and programs at all employee levels and ensures accessibility to these programs.

Bachelor's degree and a minimum of 3 years related experience required. Strong analysis, instructional design, facilitation and organizational skills are essential. Understanding of a university environment. Must have demonstrated strong oral and written communication skills.

Please forward letter of application, resume and list of three references to: Mr. Rafael Valentin, Associate Vice President, Human Resources, Drawer HO, William Paterson University, College Hall, P.O. Box 913, Wayne, NJ 07474-0913

All positions offer a comprehensive benefits package including free tuition for dependent children after one year of employment. Salary is negotiable and commensurate with expertise and experience. The review of applications will begin immediately upon receipt and continue until the positions are filled.

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

An Equal Opportunity Institution Committed to Diversity

BIOLOGY

2-Yr. Visiting Appointment

For complete job description
go to www.wooster.edu.
Scroll down and select the Jump to
Employment Opportunities.
The position is posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

DIRECTOR
A.L. BURRUSS INSTITUTE OF PUBLIC SERVICE
KENNESAW STATE UNIVERSITY

Kennesaw State University invites applications for a 12-month administrative position beginning July 2001 as the Director of the Burruss Institute of Public Service in the College of Humanities and Social Sciences. In addition to operating an applied survey research facility, the Institute and KSU faculty are involved in projects of local, regional, and national significance. Candidates should have a Ph.D. in Public Administration, Political Science, or related discipline and a distinguished record of applied research that responds to community need and government services. For further details, please see the web site: www.kennesaw.edu To guarantee consideration, please send by March 19, 2001 a letter of personal introduction and other items as listed on the web site to: Dr. Helen Ridley, Chair, Search Committee, Director of the A.L. Burruss Institute of Public Service, Department of Political Science & International Affairs, 1000 Chastain Rd., Kennesaw State University, Kennesaw, GA 30144. Visit our home page at www.kennesaw.edu.

Affirmative Action/Equal Opportunity Employer

DALTON STATE COLLEGE

ASSISTANT PROFESSOR OF ENGLISH

Ph.D. in English (min. 18 sem./30 qtr. graduate hours in field). Credentials to teach in a second field, preferably Reading or Fine Arts. Responsible for nine, three-semester-hour courses per academic year. DSC is a unit of the University System of Georgia, accredited to award the Associate and Bachelor's degrees. Position available August, 2001; salary commensurate with credentials and experience. Complete application must include letter of interest, statement of teaching philosophy, current resume, transcripts of all college work (graduate and undergraduate), and three current letters of reference. All materials must be postmarked by March 16, 2001. Address materials to Dr. Robert Weathersby, Chair, Division of Humanities, Dalton State College, 213 N. College Drive, Dalton, GA 30720-3797. *EOE/AA/ADA*

UNIVERSITY OF
WISCONSIN
MADISON

DIRECTOR
CROSS COLLEGE ADVISING SERVICE

PVL#39086. Educational Qualifications: Master's required. Ph.D. Preferred. Position Availability and Salary: This fulltime position is available May 1, 2001. Salary level is dependent on qualifications with a minimum salary of $51,134. Application and nomination deadline is March 16, 2001. For application information and position description contact:

BETTY BRATTRUD
UNIVERSITY OF WISCONSIN-MADISON
B12 Bascom Hall
500 Lincoln Drive
Madison, WI 53706
Phone: 608/262-4852
Email: BRATTRUD@FACSTAFF.WISC.EDU

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalist cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

SIU
SOUTHERN ILLINOIS UNIVERSITY
Carbondale

Visual Communication. Assistant Professor of Journalism. Teach visual literacy, other undergrad and graduate courses in areas of expertise. Ph.D. or ABD in mass communications or related field preferred, relevant master's required. Prefer journalism experience; teaching experience; ability to conduct research. If only master's degree, significant professional experience required. If ABD candidates without master's degree cannot provide official evidence of completion of earned doctorate prior to date of appointment, position will be an appointment as Instructor with lower salary. Deadline: March 15, 2001, or until filled. Employment Aug. 16, 2001. Send letter, resumé, names, phone numbers and e-mail addresses of 3 current references to:

Search Committee
School of Journalism
SIUC
Carbondale, IL 62901-6601
Full position description at:
http://journalism.siu.edu/position2.html.

Women and minorities encouraged to apply.
SIUC is an AA/EOE.

THE
COLLEGE
OF NEW JERSEY

FACULTY POSITIONS ~ MUSIC DEPARTMENT

The Music Department invites applications for the following tenure-track Assistant Professor positions beginning September 2001. An earned doctorate or ABD candidate is desired for all positions.

Assistant Professor of Music in String (cello/bass) and Music Education
Seeking a versatile musician who can teach undergraduate studio lessons in cello and bass and coordinate string activity in the Department including coordination of string juries and involvement in incoming undergraduate auditions. Responsibilities : recruitment of string players, especially cello and bass students; teaching in the following areas: beginning and intermediate class strings, orchestra literature for teaching, junior instrumental practicum, and supervision of student teachers; and the ability to work with the orchestra director with string sectionals. Additional duties may be assigned according to the candidate's individual strengths. Qualifications : substantial concert performing credit on major instrument, substantial public school teaching experience in strings and general music, and evidence of an awareness of general principles of music education.

Assistant Professor of Music (Jazz/Brass Specialist)
Seeking a versatile brass musician who can serve as Brass Area Coordinator and develop, instruct and maintain a high-quality jazz ensemble(s). Responsibilities : teaching classical studio lessons in the specialist's area (trumpet will be given highest priority); coordinating brass auditions and juries; conducting workshops and the Brass Choir. In addition, the successful candidate will be expected to recruit musicians (both brass and jazz), create and teach brass and jazz related courses, and host brass and jazz festivals and concerts. Qualifications : strong evidence of successful studio and classroom teaching at the college/university level must be shown, as well as evidence of outstanding ensemble conducting.

Assistant Professor of Music in Piano and Keyboard Studies
Responsibilities: seeking a keyboard studies specialist whose duties would include coordination of the piano students of the department, the piano auditions and juries of the department, recruiting piano students for the department, and giving private studio instruction for Music Education and Piano Performance Majors. Additional duties will include a selection of courses based upon candidate strengths and departmental needs; Art of Accompanying, Piano Pedagogy, Keyboard Harmony for the Piano Major, and Keyboard Skills for the Teaching Musician, and Beginning Class Piano. Qualifications: strong evidence of successful accompanying, as well as studio and classroom teaching at the college or university level must be documented. The candidate should have knowledge of the needs of the classroom-based musician (K-12) and how keyboard can be used to aid and enhance teaching. Ability and experience in accompanying and concert performance also a must for the successful candidate.

To apply, submit letter of application, including the position of interest, vita, three current letters of recommendation, and related materials (such as representative recordings) to: Dr. Suzanne Hickman, Chair, Personnel Committee, Department of Music, The College of New Jersey, P.O. Box 7718, Ewing, New Jersey 08628-0718. **Deadline for submission of materials is March 15, 2001.**

The College is a highly selective, comprehensive institution with 5,800 undergraduate students. Located on a 289 acre tree-lined suburban campus, TCNJ is close to Princeton, with easy access to New York and Philadelphia. For further information about The College, please visit our web-site at: www.tcnj.edu. To enrich education through diversity, The College of New Jersey is an Equal Opportunity Employer.

How Easy Can It Get?
E-Mail us your ads at:
Outlook@sprintmail.com
and visit our Website at http://www.HispanicOutlook.com

ASU

ARIZONA STATE UNIVERSITY

Dean

College of Liberal Arts and Sciences

ARIZONA STATE UNIVERSITY seeks a Dean of the College of Liberal Arts and Sciences on the main campus in Tempe. The College consists of 23 departments and numerous interdisciplinary programs, Centers, Research Institutes and Laboratories representing the humanities, social and behavioral sciences, and mathematical and natural sciences. Its 800 faculty members offer 34 programs leading to a bachelor's degree, 28 leading to a master's degree, 20 leading to a doctoral degree, and interdisciplinary graduate programs in cooperation with other colleges. Customized undergraduate interdisciplinary degree programs are also available. Current enrollment includes 11,300 undergraduate and 2,300 graduate majors. The College budget for the current fiscal year is $70 million, including fringe benefits. External research funding accounts for an additional $42 million.

The Dean reports directly to the Senior Vice President and Provost. He or she provides academic and administrative leadership, and represents the College both within and outside the University. The Dean must be committed to working with faculty-both through the administrative structure and faculty governance system-to achieve university academic goals in research and learning, and to further goals for equal opportunity and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree programs.

QUALIFICATIONS

A successful candidate must exhibit leadership and strategic vision, and have:

- relevant administrative experience, preferably at a major research university
- a terminal degree in a discipline and a strong record in research and teaching that merits appointment as a Professor with tenure in a department of the College
- a demonstrated commitment to enhancing the diversity of the faculty, students and staff
- a demonstrated commitment to promoting excellence in research
- a demonstrated commitment to promoting a quality learning environment at all levels, undergraduate through graduate
- a demonstrated understanding of the research, instructional and service needs of a large and diverse college

ARIZONA STATE, a forward-looking member of the PAC-10, ranks among the first-rate research universities in the country and in the top 20 in the number of National Merit Scholars. It is comprised of twelve colleges: Architecture and Environmental Design, Business, Education, Engineering and Applied Sciences, Extended Education, Fine Arts, Graduate College, Honors College, Law, Liberal Arts and Sciences, Nursing and Public Programs. Current enrollment exceeds 44,000 students, 10,000 of whom pursue graduate studies. Of the total, 24% of the students come from out-of-state and 20% are minorities. Its attractive, modern campus boasts excellent resources, including a leading research library system, extensive computing facilities and support, state-of-the-art research laboratories, and outstanding facilities for the visual and performing arts. Tempe, a nationally recognized college town, is part of the metropolitan Phoenix area. By design, the university is fully engaged in the life of this cosmopolitan, culturally diverse community of nearly three million people.

NOMINATIONS AND APPLICATIONS must be mailed or emailed to:

Morton E. Munk, Chair
Search Committee for Dean of the College of Liberal Arts and Sciences
Office of the Senior Vice President and Provost
Arizona State University
P.O. Box 872803
Tempe, AZ 85287-2803
(480) 965-4087
Email: **clas.dean.search@asu.edu**

Applications must include a curriculum vitae, a letter that highlights important qualifications and the basis of interest in the position, and the names and contact information (including email if possible) of five references who are qualified to comment on scholarship, teaching and administrative ability. APPLICATION MATERIALS WILL BE HELD IN CONFIDENCE AND NO REFERENCES WILL BE CONTACTED WITHOUT APPROVAL OF THE CANDIDATE.

The deadline for receipt of applications is March 9, 2001. Applications will be accepted after the deadline and reviewed on a weekly cycle as necessary until the position is filled. The preferred stating date is July 1, 2001, but the date is negotiable. The salary is competitive.

Arizona State University is an Equal Opportunity, Affirmative Action Employer.

Northeast
Wisconsin Technical College

DIRECTOR OF RACIAL AND ETHNIC AFFAIRS

Our vision is to provide learners the highest quality, life-long learning opportunities that are what they want, when they want, where they want, and how they want them so that they may continue their learning and successfully engage in a career.

This position is responsible for bringing aggressive leadership to the campus for all facets of promoting and monitoring equal opportunity and affirmative action and representing the President and the College on matters of interest and need within the NWTC multi racial and ethnic community. This Director is also charged in concert with the Multicultural Counselor with ensuring that NWTC is successfully reaching out and meeting the learning and service needs of its multi racial and ethnic community in a proactive manner; monitoring and implementing all phases of the College's equal opportunity/affirmative action programs; serving as an active agent in recruiting a diversified and well qualified staff through aggressive and innovative measures for recruitment and retention.

Bachelor's degree required, advanced degree preferred. A minimum of five (5) years of related experience with affirmative action or diversity programs or an equivalent combination of education and experience. Knowledge of federal and state employment regulations, rules, and processes. Ability to speak a second language a plus.

For application materials contact:
Northeast Wisconsin Technical College
Human Resources
2740 W. Mason St.
P. O. Box 19042
Green Bay, WI 54307-9042
920-498-5710
www.nwtconline.com

ASSISTANT PROFESSOR - BLACK AND PUERTO RICAN STUDIES

The Black and Puerto Rican Studies Department invites applications for a tenure track position beginning September, 2001 at the Assistant Professor level. To qualify as a candidate, an applicant must demonstrate an academic specialization in Puerto Rican and Latino Studies, with significant course work and research in both fields. Candidates must show bilingual fluency in English and Spanish; scholarship and teaching experience on Puerto Rican and Latina women's issues; social science expertise, particularly in Anthropology or Sociology, and a strong commitment to work in an urban setting with a diversity of students. Areas of preference include the cultural construction of gender, race, class, and nationality; socialization, community life and Latinismo; trans-national ties and migration, and empowerment in the United States. The successful candidate will be expected to teach the introductory core course: Latino Communities in New York City, and such courses as Culture and Ethnic Identity, Puerto Ricans in the United States, and the Puerto Rican Family. Familiarity with peoples and cultures of African origin in the Caribbean and interaction with colleagues in Africana Studies is also expected. The teaching load is 3 course sections per semester. Salary range form the position is $32,703 to $64,571. Ph.D. is required.

Candidates should submit a letter of application, curriculum vitae, transcript, a publication or writing sample, at least three letters of recommendation, and evidence of teaching experience (e.g., syllabi, teaching evaluations). Placement materials should be submitted by February 15, 2001 to assure full consideration.

Send materials to: **Prof. Joyce Toney, Chair, Department of Black & Puerto Rican Studies, Hunter College, City University of New York, Room 1711 West Building, 695 Park Avenue New York, New York 10021. Inquiries may be sent by** e-mail to: jtoney@shiva.hunter.cuny.edu

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Applications and nominations are invited for the position of Senior Vice President for Academic Affairs and Provost at the University of Maryland, College Park.

The university, the flagship of a statewide system of higher education in Maryland, is a nationally recognized public research university with top ranked programs, extraordinary educational opportunities, and important research objectives. The University of Maryland offers comprehensive undergraduate and graduate programs organized in 13 colleges and schools. It is a member of the Association of American Universities (AAU) and a Doctoral/Research — Extensive institution enrolling 24,000 undergraduates and 9,000 graduate students annually. Committed to quality undergraduate education, excellence in research and graduate study, and service to the citizens, governments and industries of the region, the university has achieved prominence in a variety of areas, including engineering, business, computer science and technology, mathematics, economics, physics, public policy and journalism. The campus is located 8 miles from Washington, D.C., and 30 miles from Baltimore, Maryland, on 1,500 rolling acres in a suburban environment.

The Senior Vice President for Academic Affairs and Provost, as second to the President, is the chief academic officer of the university with responsibility for guiding the academic development and direction of the institution in accordance with the university's mission; ensuring that programs and faculty are of the highest caliber; building the diversity of our students, faculty and staff; and building academic excellence across the university. The deans of the 13 colleges and schools at the university report to the Senior Vice President/Provost as do the deans for undergraduate studies, graduate studies, and continuing education, the dean of the libraries, and the director of international programs. The Senior Vice President/Provost oversees the development, review, and implementation of all academic policies and regulations; consults closely with the University Senate and other faculty advisory groups on academic programs and policies; and serves as liaison with other university divisions in strategic and long-range planning. The Senior Vice President/Provost also represents the campus on a number of University System of Maryland bodies and other external organizations. The Senior Vice President/Provost has budget responsibility for campus academic programs and resources, and is responsible for ensuring the quality of all academic activities through the coordination of academic program review, providing advisory recommendations to the President on all tenure and promotion matters, reviewing all academic appointments, and promoting organized research on campus.

The University of Maryland is one of the fastest rising comprehensive research universities in the country, thanks to generous funds for enhancement from the state, and the Senior Vice President for Academic Affairs/Provost, together with the President, allocates these resources. The university's recently adopted strategic plan, Building on Excellence: The Next Steps, lists strategies and actions intended to expand the breadth of our excellence and strength of our programs, and the Senior Vice President/Provost has primary responsibility for implementation of the plan. University strategic plans and educational policies are developed with a strong commitment to the principle of shared governance, which the Senior Vice President/Provost must embrace fully. With the state's support and the efforts of an outstanding faculty, the university's academic reputation has increased significantly during the past decade, and the successful candidate must have the qualifications, academic achievement, vision, and energy to continue this momentum.

The University of Maryland takes very seriously its commitment to diversity and affirmative action, and strongly encourages the application and nomination of both female and minority candidates. The university is an Affirmative Action, Equal Opportunity Employer.

Qualifications: Candidates should have a record of scholarly achievement and qualifications for appointment at the Professor rank. Substantial academic managerial and administrative experiences, and qualifications that demonstrate exceptional capacity for academic leadership are also required. Candidates should have a record of fostering and achieving academic excellence and achieving diversity goals.

In order to be assured full consideration, applications and nominations should be received by March 15, 2001. Correspondence should be addressed to:

Dr. Charles F. Wellford
Chair, Senior Vice President/Provost Search Committee
Office of the President
1101 Main Administration Building
University of Maryland
College Park, MD 20742

Review of applications and interviews of candidates are expected to begin during the Spring 2001.

UNIVERSITY OF
MARYLAND

TEXAS TECH UNIVERSITY

DEAN
COLLEGE OF BUSINESS ADMINISTRATION (COBA)

TTU invites applications and nominations for the position of Dean of the Jerry C. Rawls College of Business Administration. The Dean is expected to provide dynamic, visionary leadership to enhance the prominence of the undergraduate, graduate, outreach programs of the college. TTU is committed to providing substantial investments towards developing the strengths and reputation of the faculty and the college infrastructure.

The COBA, accredited by the AACSB has approximately one hundred and ten (110) full-time equivalent faculty and sixty (60) graduate faculty members. The COBA has an annual budget of approximately one (1) millions dollars and an endowment of sixty-five (65) million dollars. Bachelor's, Master's, and Doctoral degrees in accounting, finance, information systems are offered and joint degree programs with other TTU colleges and reciprocal international programs have been established. The COBA and the TTU Health Sciences Center jointly direct the MBA/MD program, the only one of its kind in the country. Spring 2001 undergraduate enrollment include two-thousand-four-hundred (2400) upper division undergraduates, four hundred-twenty (420) masters, and about sixty (60) doctoral students. The COBA houses the Center for Professional Development and the Texas Center for Productivity and Quality Work Life.

QUALIFICATIONS AND CHARACTERISTICS

- An earned doctorate in business or related discipline. Academic experience is desirable, but not required.
- Significant and successful administrative experience and successful interface with business through direct experience, consulting, or field-based research.
- A capacity for administrative as well an intellectual leadership. The successful applicant should be able to formulate, articulate, and implement a strategic vision for the future of business education at Texas Tech University
- Dedication to student achievement, faculty development, and creation of an environment that promotes collegiality, pride, cultural diversity, and commitment to excellence.
- An ability to develop and sustain partnerships with a supportive business (corporate and local) and alumni community, and to successfully accomplish fund-raising efforts.
- Responsive to the various constituencies that comprise the College and the skills to work cooperatively with other academic units within the University.
- Ability to communicate with students, faculty, university administrators, business, government, foundations, and alumni.

Review of applicants will begin immediately; serious candidates should apply by April 1, 2001. Applications will continue to be reviewed until the position is filled. Candidates should submit a letter of application; curriculum vitae; and names, telephone numbers, and addresses of three references. Nominations, applications, and confidential inquiries should be sent to:

Dr. Bill Marcy
Texas Tech University
College of Engineering
Box 43103
Lubbock, Texas 79409-3103
Phone: (806) 742-3451
Fax: (806) 742-3493
e-mail: william.marcy@ttu.edu

Desired beginning date is September 2001, but is negotiable. Texas Tech University is located in Lubbock, a city of approximately two-hundred-thousand (200,000) situated in the High Plains of West Texas and is the only university campus with a School of Medicine, a School of Law, and a comprehensive university on the same campus. The University holds the Carnegie Foundation Doctoral, Extensive Research classification with expenditures in excess of forty million (40,000,000,000) dollars in sponsored projects annually. Enrollment is approximately twenty-five thousand (25,000) and includes almost three-thousand-five-hundred (3,500) graduate students and degrees offered in more than one hundred and fifty (150) undergraduate, one hundred (100) masters and sixty (60) fields of study.

EEO/AA/ADA Employer.

Dean, Division of Business, Science and Technology

Community College of Philadelphia, an urban multi-campus institution, invites applications and nominations for the position of Dean, Business, Science and Technology Division. The Division serves 14,000 students per semester supported by 250 full and adjunct faculty and an annual budget of approximately 13 million dollars. The Division includes programs in the academic areas of science, math, electronics, engineering science, design, health careers, business and computer studies.

This senior-level position reports directly to the Vice President for Academic Affairs. The Dean provides academic and administrative leadership to the Division to support the mission of the College, directs daily operations and supervises department heads and administrative staff in the management of their areas of responsibility.

Qualifications:

- Doctorate strongly preferred; Master's required in one of academic areas listed above
- Five years of directly related progressively responsible academic administrative experience
- College teaching experience
- Ability to work collaboratively with various constituencies
- In-depth familiarity with regional and specialized programmatic accreditation
- Understanding and support of community college mission

Excellent salary and fringe benefits.

Qualified candidates must submit resume, cover letter and three letters of recommendation by April 5, 2001 to: **Karen Cary, Academic Affairs Office, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130.**

Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE. Additional information about the College is available on our website: http://www.ccp.cc.pa.us

Community College of Philadelphia

TEXAS A&M UNIVERSITY

Plant Molecular Biologist

The Department of Plant Pathology & Microbiology of Texas A&M University invites applications for a 12-month tenure track Assistant Professor position, to study plant-microbe interactions. The successful applicant is expected to develop an extramurally-funded program with research emphasis on host defense responses to pathogens leading to the development of new strategies and plant germplasm for management of diseases. A program designed to understand the molecular basis of disease resistance, with applications for major Texas crops through collaboration with statewide interdisciplinary commodity teams is expected. Teaching responsibilities may include courses in plant pathology, plant biology, bioenvironmental sciences or genetics at the graduate and/or undergraduate levels. A Ph.D. in plant pathology or a related field is required. Send a letter of application, transcripts, curriculum vitae, a statement of research and teaching interests and three letters of reference to:

Dennis Gross
Head, Department of Plant Pathology
and Microbiology
Texas A&M University
2132 TAMU
College Station, TX 77843-2132
(Tel. 979-845-7313
E-mail: plpm-head@ppserver.tamu.edu)

Screening of applicants will begin May 1, 2001 and will continue until a suitable candidate is identified. For additional information concerning our department see:

https//plantpathology.tamu.edu.

An Equal Opportunity/Affirmative Action Employee.

Oakland UNIVERSITY

Director of the Honors College

Oakland University seeks applications and nominations for the position of Director of the Honors College. A doctoral/research-intensive public institution, Oakland University serves an enrollment of over 15,000 students. It offers 109 undergraduate and 63 graduate programs. Selected for the last several years by U.S. News and World Report as as one of the nation's top regional universities, Oakland University has a strong commitment to outstanding teaching and research. The university is located in suburban Oakland County, on 1,500 park-like acres, thirty miles north of Detroit. Oakland County, well known for its cultural diversity and quality of life, is home to over five hundred multi-national corporations.

The successful candidate will have responsibility for leading a dynamic, growing Honors College. The Honors College is currently the intellectual home for approximately 300 Oakland University students with majors from across the institution. The Honors College is housed in a new curvilinear, glass structure that sets a tone of innovation and inspiration. The Honors College combines an environment of high standards with effective student support. Oakland University is seeking an individual with vision and creativity to lead the Honors College into a new phase in its development. The Director of the Honors College is responsible for administrative oversight of the Honors College and is supported by two associate directors. The new director will collaborate with administrators and faculty throughout the campus to develop intellectually challenging curricula. Anticipated starting date for this 12-month position is August 15, 2001.

Qualifications for the position include:

- Experience with an honors program or honors college in a university setting
- Administrative experience in an academic department or program
- Demonstrated evidence of effective curricular planning and implementation
- Commitment to serving students and evidence of effective oversight of student projects
- Ability to work collaboratively with students, faculty, and administrators
- Commitment to diversity
- Commitment to innovation and high academic standards
- A Ph.D. or equivalent terminal degree and an academic record of excellence in scholarship and teaching that will allow faculty appointment at a senior rank in one of Oakland's academic units

Preference will be given to candidates who demonstrate:

- Familiarity with national developments and best practices in honors programs
- Experience in fund-raising
- Experience in an institution with mid-to-large size enrollment.

Salary and fringe benefits are competitive and commensurate with experience and qualifications. Screening of candidates will begin April 9th and continue until the position is filled. A letter of nominations or application, curriculum vitae, and three letters of recommendation should be submitted to:

Susan Awbrey, Vice Provost for Undergraduate Education
Chair of Honors College Search Committee
520 O'Dowd Hall
Oakland University
Rochester, Michigan 48309

Oakland University is an equal opportunity and affirmative action institution. Women and minorities are encouraged to apply

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PRESIDENT

COLLEGE FOR LIFELONG LEARNING

University System of New Hampshire

The Board of Trustees of the University System of New Hampshire and the faculty, staff and students of the College for Lifelong Learning seek a creative and dedicated leader, with vision and commitment to advance the mission of the College within the overall mission of the University System. The College provides higher educational opportunities to individuals, primarily adults, who do not have access to campus-based programs or who cannot achieve their goals through traditional educational programs.

For additional information, visit the College's web site: www.cll.edu.

Qualifications: Earned doctorate, demonstrated understanding of traditional and non-traditional educational settings, successful managerial experience, excellent communication skills.

Review of applications and nominations begins March 3 and should be sent to:

Trustee Merle Schotanus, Chair
CLL President Search Committee
USNH Chancellor's Office
25 Concord Road
Durham, New Hampshire 03824-3545

CLL - USNH is a committed AA/EEO employer.

SOCIAL WORK FACULTY POSITION

Baylor University invites applications for a full-time, tenure-track social work faculty position, beginning August 2001. Rank is flexible and will depend upon the candidate's qualifications.

Applicants should possess the following: an M.S.W. degree from a CSWE-accredited program, two years of post-master's experience, a doctorate in social work or a related field, demonstrated ability to conduct and publish research, a commitment to collaboration with the community and its agencies including religious organizations and faith communities, and enthusiasm for the mission of this program

Faculty will teach at both the baccalaureate and graduate levels. Preference will be given to applicants with graduate teaching experience.

Send curriculum vita, graduate transcript, and three letters of reference to **Dennis R. Myers, Chair, Search Committee, School of Social Work, Baylor University, PO Box 97320, Waco, TX 76798-7320. Phone: 254-710-6411. Fax: 254-710-6455.**

E-mail: Dennis_Myers@baylor.edu

Review of applications begins February 15, 2001 and will continue until the position is filled. To ensure full consideration, your application must be completed by 01 April 2001.

Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. As an Affirmative Action/ Equal Opportunity Employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

BAYLOR
UNIVERSITY

STOUT
UNIVERSITY OF WISCONSIN

A member of the University of Wisconsin System, the University of Wisconsin-Stout is located in Menomonie, Wisconsin 60 minutes east of Minneapolis-St. Paul on Interstate 94. Located in the Chippewa Valley region (population base of more than 186,000), Menomonie is a city of 14,600 surrounded by beautiful lakes, streams and woods. For more information on the Chippewa Valley or Wisconsin visit: www.chippewavalley.org

Director
Budget, Planning and Analysis
University of Wisconsin-Stout

The University of Wisconsin-Stout invites applications and nominations for the position of Director, Budget, Planning and Analysis. The Director reports to the Vice Chancellor for Administrative and Student Life Services and has responsibility for campus financial planning and institutional research in support of the operating and capital budgets. The Director will assist the Chancellor, Provost, and Vice Chancellor, Deans, and department heads with campus resource management and planning.

The Director's specific responsibilities include institutional research, studies and statistical information management; financial planning and budgetary operations; facilities planning and capital budget; organizational assessment and improvement; and management of Budget, Planning and Analysis staff (6 employees) and $289,000 department budget.

We seek candidates with a Master's degree or higher; administrative experience; thorough understanding of complex budget planning matters; ability to conceptualize broad institutional goals; ability to plan well; able to organize and write clearly and concisely; excellent communication and interpersonal skills; and a comprehensive understanding of research, statistical, and quality tools. The University of Wisconsin-Stout has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Salary will be commensurate with experience and qualifications. Review of candidates will begin March 26. Nominations and applications should be addressed to:

Kimberly Vicek
Administrative and Student Life Services
University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751
Phone: (715) 232-1681
Fax: (715) 232-2293
Email: vicekk@uwstout.edu

An application will consist of a letter of interest and resume. References will be requested from finalists.

UW-Stout has 8,200 students enrolled in 17 graduate and 26 undergraduate programs and an operating budget of $95 million. UW-Stout strives for excellence in education; seeks out and implements best practices; and partners with business and industries, and other educational institutions to meet the needs of our students and other stakeholders. During 2000,UW-Stout was the only educational institution in the country to receive a site visit for the Malcolm Baldrige National Quality Award.

University of Wisconsin-Stout is an equal employment opportunity/affirmative action employer.
For information on UW-Stout visit: www.uwstout.edu

PROVOST

TEMPLE UNIVERSITY, located in Philadelphia, Pennsylvania, invites nominations and applications for the position of Provost of the University.

Temple University, of the Commonwealth System of Higher Education, is a comprehensive public research university with more than 29,000 students from all 50 states and more than 100 countries. Temple has a distinguished faculty in 16 schools and colleges, including professional schools of Law, Medicine, Podiatric Medicine, Pharmacy and Dentistry as well as eminent schools of art and music. Temple is a national research university and, together with the University of Pittsburgh and Penn State University, is one of the Commonwealth of Pennsylvania's 3 public research universities. Temple is the 39th largest university in the United States by enrollment.

Based in historic Philadelphia, Temple is located in one of America's most vibrant cultural and academic centers. Temple has five regional campuses, including the flagship Main Campus, Health Sciences Campus, and Center City Campus in Philadelphia; a major suburban campus—Temple University at Ambler; and a suburban art campus—Tyler School of Art—in Elkins Park. The University has an education center in Harrisburg and international campuses in Tokyo, Japan, and Rome, Italy. Temple also offers education programs in the People's Republic of China, Israel, Greece, Great Britain, France and other countries throughout the world.

Through its various schools and colleges, Temple University offers 9 associate degree programs, 127 baccalaureate degrees, 132 master's degrees, 61 doctoral degrees, and 5 first professional degrees.

The Provost reports directly to the President of the University and is the chief academic officer of the institution. He/she works with the President and other senior officers to formulate an academic vision for the University and then administer the academic affairs of the institution crisply to implement in a timely way the specific academic initiatives and policies necessary to achieve that vision.

Leading candidates for the Provost position should possess a Doctor of Philosophy degree or appropriate other terminal degree and significant experience of success in higher education administration, usually as a Dean, Provost, Assistant or Associate Provost or Vice President of Academic Affairs. A strong record of academic and intellectual attainment, significant professional recognition, and demonstrated excellence in teaching are highly desirable.

Temple University is being assisted in this search by Heidrick & Struggles, Inc. Screening will begin on March 1, 2001, and will continue to the time of selection. Please visit Temple on its web site (www.temple.edu) for additional information. Submit nominations and applications, including a current curriculum vitae and several references, to our retained consultant:

Dr. Charles B. Knapp
Heidrick & Struggles, Inc.
303 Peachtree Street, Suite 3100
Atlanta, GA 30308
Fax: 404-577-4048
Phone: 404-577-1245
Email: templeu@h-s.com

TEMPLE UNIVERSITY

Temple University is an Equal Opportunity/Affirmative Action Employer. Minorities, females and persons with disabilities are encouraged to apply.

Southern Connecticut State University

SCSU

Dean of the School of Arts and Sciences

The Position: The Office of Academic Affairs invites applications for the position of Dean of the School of Arts and Sciences. The Dean is the senior administrative officer of the School, providing leadership and administering the programs and affairs of the University within the School. Under the direction of the Vice President for Academic Affairs, the Dean formulates institutional policies and develops plans pertaining to the disciplines and programs within the jurisdiction of the School. The Dean is responsible for the efficient and effective operation of the School. Specific duties of the Dean include:

- Developing and enhancing, in cooperation with the deans of other schools and the faculty, the programs, courses, standards and services of the School.
- Making recommendations regarding personnel actions of faculty in accordance with the procedures in the collective bargaining agreement.
- Hearing issues regarding students, faculty and staff as appropriate.
- Participating in the outcomes assessment and strategic planning processes of the University.
- Monitoring processes for personnel development and program evaluation, institutional assessment, and student recruitment and retention relating to the School.
- Preparing and administering the School's operating budgets, planning documents, and reports.
- Representing the School in the community and in appropriate functions of the University.
- Additional responsibilities as requested by the Vice President for Academic Affairs.

Qualifications: An earned doctorate in an academic discipline within the School of Arts and Sciences. A record of teaching, scholarship and service equivalent to the rank of professor. A minimum of five years of demonstrated successful experience in higher education academic administration at the level of department chairperson or higher. Demonstrated commitment to outcomes assessment, strategic planning, and the role of educational technology. A dynamic vision of the role of arts and sciences in a state university. Evidence of successful leadership attributes and collaborative managerial skills. Experience in contract administration and collective bargaining in the public sector a plus.

The University: SCSU is a comprehensive metropolitan public university of some 12,000 students, located in historic New Haven. The School of Arts and Sciences is composed of 17 academic departments, several major multidisciplinary programs, and some 200 full time faculty. The University is currently engaged in strategic planning, comprehensive academic planning and institutional assessment initiatives.

The Process: Screening of candidates will begin on March 15, 2001. Anticipated starting date is July 1, 2001. Salary is competitive and commensurate with qualifications and experience. Applications should include a resume and a letter that includes detailed description of the qualifications and experience for the position. Please also provide the names, addresses and telephone numbers of at least five references. Send application materials to:

Dr. J. Philip Smith
Vice President for Academic Affairs
Engleman Hall, Room 125
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515 - 1355

Southern Connecticut State University is an equal opportunity, affirmative action employer, seeking to enhance the diversity of its instructional and administrative staff. The University encourages women and minorities to apply.

ASU ARIZONA STATE UNIVERSITY WEST

Director

Learning Enhancement Center

Arizona State University West is seeking an individual to initiate, develop, and lead a campus-wide Learning Enhancement Center. This Learning Enhancement Center will house and coordinate several existing campus programs-the Center for Writing Across the Curriculum and Tutoring Services, among others-and further expand their offerings into a coherent and broad-based program of comprehensive student academic support. The main responsibilities of the Director will include supervision of a tutoring/writing center and its staff, development of academic support systems for the campus's learning communities and lower division programs, particularly supplemental instruction, and regular communication and consultation with faculty about learning support programs and issues.

The Learning Enhancement Center will be housed in the Division of Collaborative Programs, the campus unit that houses cross-campus, -university, and institutional programs, and the Director will report to the Dean of Collaborative Programs. The Director will also hold a tenured faculty position in one of the campus's instructional units and will teach one course per year for that unit.

The successful candidate must meet the following qualifications: a Doctorate or its equivalent, a record of teaching and scholarship commensurate with an appointment as an associate or full professor in one of ASU West's colleges, and experience working with university learning support programs. Specific experience in Writing Across the Curriculum programs, supplemental instruction, multi-lingual and multi-cultural academic support programs, institutional assessment and measurement, and/or mathematical support programs is desired.

Application deadline is March 26, 2001, and the 26th of every month thereafter until the position is filled. Interested candidates should send a letter addressing required and desired qualifications, curriculum vitae, and names, addresses and telephone numbers of three references to **Allyson Ross, Arizona State University West, P.O. Box 37100, MC 2851, Phoenix, Arizona 85069.** For further information regarding ASU West please visit http://www.west.asu.edu.

Arizona State University is an equal opportunity/affirmative action employer.

Connecticut
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Education That Works for a Lifetime

Connecticut's Community Colleges are seeking graduate students interested in Administrative or Teaching Fellowships through the

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- **Experience the excitement and challenges of the two-year college sector where 50% of the nation's undergraduates begin their higher education**
- **Gain valuable professional experience**
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- **Serve as a role model for students**
- **Develop professional relationships in your field**
- **Earn financial support for your educational expenses: $3,000 per semester**

The selected candidates should be currently enrolled at least in the second year of a graduate program. All candidates should be in good academic standing, willing to spend 6 hours per week in classroom-related activities or in a structured administrative setting under the direction of a mentor. These individuals will be involved in faculty and staff meetings, Minority Fellowship Orientation, and will assume increased responsibilities as the Fellowship year progresses.

For further information contact: Kenneth G. Armstrong, System Officer for Diversity Awareness, Connecticut Community Colleges, Board of Trustees, 61 Woodland Street, Hartford, CT 06105, (860) 725-6506.

The Board of Trustees is an affirmative action/equal opportunity employer. M/F.

Outreach/Community Resources Librarian

(New Position)

San Diego State University Library and Information Access is seeking an energetic, highly motivated librarian to provide leadership to improve and increase outreach to faculty, students and the external community. The successful candidate will take a lead role in

- developing active partnerships with teaching and Library faculty to enhance campus, international and distance learning courses;
- designing, marketing, delivery and evaluation of the Library's outreach program.

Other duties include

- developing a community resources collection that supports the curricular and research needs of the campus and community, with an emphasis on business, public health, regional planning, the environment and border issues;
- supporting subject and special collections bibliographers in identifying and acquiring locally produced information.
- providing research assistance, including some nights and weekends;
- participation in the Library's instructional program;
- creation and management of Web content;
- service on Library and University committees.

Required

- Desire to play a visible role in the academic community.
- Ability to address the needs of students, staff, colleagues, teaching faculty, and the research community in a dynamic and culturally diverse environment.
- Demonstrated success working with faculty, researchers, and students.
- Evidence of a strong service commitment.
- Evidence of entrepreneurial accomplishments and ability to manage projects.
- Ability to work effectively in a collegial/team environment.
- Knowledge of traditional and electronic reference services and resources.
- Experience designing and creating Web-based and print instructional/informational materials.
- Excellent oral, written, analytical, and interpersonal communication skills.
- Demonstrated potential for meeting the requirements for tenure and promotion under the Library's criteria for library service effectiveness, professional growth and development, and service for the University and the community.
- ALA accredited degree or equivalent foreign degree.

Preferred

- Experience working in an academic setting.
- Second masters or doctorate.
- Active involvement in professional development activities with a record of scholarly contributions and achievements in the profession.
- Proficiency in Spanish.

This is a full-time, twelve-month, tenure track faculty position. Award of tenure is dependent upon evidence of continuing library service effectiveness, professional growth and development, and service for the University and the community. Rank of Senior Assistant Librarian, starting salary range of $46,488-58,740 or Associate Librarian, starting salary range of $53,460-74,352. Excellent benefits package, including 24 days annual vacation.

San Diego State University is the second largest academic institution in California and the oldest in the region. It serves an ethnically diverse student body of approximately 30,000 students and 2,200 faculty members. The University offers bachelor's degrees in 76 areas, master's in 59 and doctorate's in 11. Its mission is to provide well-balanced, high-quality education for undergraduate and graduate students, and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research and service. Additional information is available at **http://libweb.sdsu.edu/sandiego.html.**

In support of this mission, Library and Information Access has a collection of over one million volumes, a budget of $10,063,065, provides access to numerous electronic resources and offers a variety of user-focused services, including operation of state-of-the-art electronic classrooms, support of over 500 computers and 25 servers, software training and management of the campus Student Computing Center. Services are provided by 30 librarians, 78 staff members, and over 200 student assistants. Additional information is available at http://libweb.sdsu.edu, the Library's Web site.

SDSU fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff and encourages applications from women, ethnic minorities, veterans, and individuals with disabilities.

Send letter of application, resume, and have letters of recommendation from five professional references sent separately to:

Helen Henry
Director, Administrative Operations
Library and Information Access
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-8050

A duplicate may be submitted by email. Send to hhenry@mail.sdsu.edu. Please indicate the position for which you are applying. To ensure full consideration, applications should be received by April 16, 2001, when the Appointment Committee will begin screening.

Director of Admissions & Records

University of Illinois at Springfield

The position's primary function is to provide overall leadership and direction for the student recruitment, admissions, registration, and records functions with responsibility for policy development, programmatic and budgetary direction, and management of areas of responsibility. The Director of Admissions and Records reports to the Vice Chancellor for Student Affairs and is responsible for the supervision of professional and support staff of admissions and records.

Duties and responsibilities include: leading and directing the admissions, records, and registration functions; providing immediate leadership in the recruitment and admission of students; providing programmatic and budgetary direction and management for those units supervised; providing oversight and direction for credential evaluation, articulation agreements, initial advising of students, and technological systems for recruitment and admissions tracking; contributing to the development and coordination of web-based services for relevant areas; coordinating efforts with other university and campus units, and consultants, as appropriate; developing and administering budgets; and supervising professional and support staff.

Minimum qualifications: Master's degree, doctoral degree preferred; professional experience in student services in higher education, preferably in a college or university setting with a comprehensive set of degree programs and with a traditional as well as non-traditional adult student populations; five years of progressively responsible experience in admissions and records areas with a primary emphasis in admissions and recruitment in a selective campus environment; and demonstrated achievement in the development and implementation of student recruitment and enrollment plans with quantifiable results. Additional minimal qualifications include excellent skills and experience, as well as theoretical background, in administration and planning; knowledge of recent research and trends in demographics, student recruitment and enrollment, and student retention in higher education; expertise to devise outstanding recruitment strategies utilizing appropriate tools and technology; and demonstrated human relations skills and a collaborative, team-building leadership style.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Director of Admissions and Records Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a resume; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone number of five references. Applications will be screened ongoing until an appointment is made. The anticipated start date for the appointment is as soon as possible. Salary commensurate with experience and qualifications. For more information about the University of Illinois at Springfield, visit our web site at: www.uis.edu.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

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May 27 - 30, 2001

FOR FURTHER INFORMATION CONTACT:

John Roueche
Professor and Director, CCLP

Suanne Roueche
Director, NISOD

Department of Educational Administration
College of Education
The University of Texas at Austin
Phone: (512) 471-7545
Fax: (512) 471-9426

Gettysburg
COLLEGE

DEAN OF ENROLLMENT AND EDUCATIONAL SERVICES

Founded in 1832, Gettysburg College is a private, four-year residential institution whose founding principles include a rigorous liberal arts education that fosters a global perspective, a spirit of collaboration, dedication to public service, and an enriching campus life. Gettysburg's 200-acre campus, adjacent to Gettysburg National Park, serves approximately 2,300 students representing 40 states and 30 foreign countries. Approximately 90% of the students live on campus in more than 18 residence halls including theme halls, a Residential College, and special interest housing. The institution offers 34 majors with the opportunity for special majors, double majors, and area studies programs.

The Position
Reporting to the President, the Dean of Enrollment and Educational Services will oversee the offices of admissions, financial aid, institutional analysis, and athletics and will serve as the institutional leader in issues of student retention. The Dean of Enrollment and Educational Services is responsible for managing a successful recruitment program for the College, strategically using financial aid in the enrollment process, weaving athletics effectively into campus life, ensuring the comprehensive collection of institutional data, and serving as a liaison between the enrollment unit and all campus communities. The Dean chairs a committee on retention and is the staff resource to the Board of Trustee Enrollment Committee.

Qualifications
The preferred candidate will possess a bachelor's degree however, a master's degree is preferred, with proven experience in building and sustaining a successful institutional enrollment program. The successful candidate will demonstrate experience in changing the institutional student profile, improving student retention rates, and in the strategic and effective use of financial aid to develop a class of students. Data analysis skills, marketing skills, strong management skills, and a demonstrated ability to coordinate and lead the work of multiple offices in support of institutional goals are important in the selection of the new Dean of Enrollment and Educational Services. Appreciation for a Division III athletics program and its role in the campus community is also greatly desired.

Applications and Nominations
Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be made to the individual indicated below. Applications for this position should include a cover letter, resume and the names and telephone numbers of three references sent to: **Dean of Enrollment and Educational Services Search, Attention: Cheryl L. Miller, Executive Assistant to the President, 300 North Washington Street, Pennsylvania Hall, Gettysburg, PA 17325-1486. Fax: 717-337-6008. E-mail: cmiller@gettysburg.edu**

Visit the Gettysburg College Web site at:
www.gettysburg.edu

Gettysburg College encourages diversity through its affirmative action and equal employment opportunity programs.

The Spelman & Johnson Group is assisting Gettysburg College in this search process. Confidential inquiries may be made to Ellen Heffernan at 413-584-7089 or via e-mail: eth@spelmanandjohnson.com

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GALLAUDET UNIVERSITY
WASHINGTON, DC

Full-time, tenure track position in Au.D program beginning August, 2001. Applicants should have a Ph.D, CCC-A, 3 years post-CFY experience, background in one or more of the following areas: aural rehabilitation with adults/children, cochlear implants, central auditory processing disorders, educational audiology. Duties: Graduate level teaching, supervision of student research, conducting research in area of interest. Salary and rank commensurate with experience. Submit letter of application, vita, three letters of reference to: **Mary June Moseley, Ph.D., Chair, Faculty Search Committee, Department of Audiology & Speech-Language Pathology, Gallaudet University, 800 Florida Ave. NE, Washington, DC, 20002-3695. Phone (202) 651-5317;** email: mary.moseley@gallaudet.edu.

Website: http://www.gallaudet.edu/~aslpweb. Closing date: March 16, 2001 or until filled. *EOE/AA. Qualified women, persons with disabilities, and minority candidates are encouraged to apply*

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AMHERST COLLEGE

ASSISTANT/ASSOCIATE DEAN OF ADMISSION

Amherst College, a private, coeducational, liberal arts college founded in 1821, has an opening for an Assistant or Associate Dean of Admission beginning July 1, 2001.

Candidates must be familiar with and supportive of the mission of a selective liberal arts college. General admission responsibilities include recruitment travel, decision making and interacting effectively with the computerized Admission Office database. Projects will include, but are not limited to, the management of the student of color recruitment program and supervision of student interns.

Qualifications: Bachelor of Arts or Science degree required; and at least three years of admission or related work experience. Candidates must possess computer skills and be able to communicate effectively, both orally and in writing, with varied constituencies including prospective applicants, parents, secondary school personnel, alumni, faculty and other staff.

Interested candidates should send a letter, resume, and the names and addresses of three references to: **Assistant/Associate Dean Search, Wilson Admission Center, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will commence on April 2, 2001 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Connecticut
Community
Colleges

Education That Works For a Lifetime

DEPUTY CHANCELLOR

FULL-TIME MANAGEMENT POSITION

Under the general direction of the Chancellor, this position serves as the deputy chief executive of the community college system, and is responsible for system-wide coordination of strategic planning and performance measurement, operation and evaluation of the system office, with strategic responsibility for finance, facilities, information technology and institutional research services.

The minimum qualifications are a Master's degree in Higher Education or Business, or related field. This position also requires 8 years' experience in higher education administration or related field, including experience in all or most of the following areas: strategic planning and assessment, financial administration, information services, facility development and organizational management.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirement may be made for compelling reasons.

This position provides a competitive salary and excellent benefits package.

Please forward letter of intent and resume to:

Deputy Chancellor Search, Connecticut Community College System,
61 Woodland Street, Hartford, CT 06105.

SCREENING OF APPLICATIONS WILL BEGIN FEBRUARY 28, 2001, AND CONTINUE UNTIL A CANDIDATE IS IDENTIFIED.

The Board of Trustees for Community Technical Colleges is an affirmative action/equal opportunity employer, M/F. Protected group members are strongly encouraged to apply.

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MIAMI UNIVERSITY

OXFORD OHIO

ELECTRICAL ENGINEERING FACULTY POSITION

Manufacturing Engineering Department seeks applicants for an electrical engineering tenure track faculty position, at the Assistant Professor rank, starting January 2002. Primary responsibilities are to teach undergraduate courses, develop electrical engineering curricula and labs; conduct research, perform service, and advise students. Required qualifications include a Ph.D. in electrical engineering or related fields; strong knowledge in electrical & electronic engineering, as well as engineering science. Desired qualifications include teaching experience, industrial experience, and strong knowledge of computer control of automated manufacturing and/or computer interface systems.

Miami University, located 35 miles north of Cincinnati, has 14,000 undergraduate and 1,800 graduate students. Miami, established in 1809, was selected, in the past few years, among the top 10 schools, in undergraduate education, in efficiency, and as a best buy. The engineering programs at Miami have been ranked 19 out of 139 in the country, for programs without a Ph.D. The Manufacturing Engineering Department is one of only 16 accredited manufacturing engineering programs in the country. The students' pass rate in the Fundamentals of Engineering exam has been over 90% for the past four years.

Screening of applications will begin mid-March and continue until the position is filled. Interested applicants should submit a letter of application, a curriculum vita, and at least three letters of recommendation to: **Professor James Moller, Chair of Search Committee, Manufacturing Engineering Department, School of Engineering and Applied Science, Miami University, Oxford, Ohio 45056.**

"We encourage applications from a broad spectrum of individuals,
including women and members of ethnic minorities.
Miami University is an affirmative action/equal opportunity employer.

SMITH COLLEGE

PRESIDENT

The Presidential Search Committee seeks nominations and applications for the presidency of Smith College. Individuals must be of exceptional professional and personal distinction, with experience and accomplishments that demonstrate the capacity to serve as chief academic and administrative officer of the college.

Smith College is the largest private liberal arts college for women in the United States. The college is endowed with outstanding resources and facilities, a distinguished faculty, and a rich curriculum. It has a nationally renowned graduate School for Social Work, a newly established program in engineering, and is a member of the Five College Consortium, a collaboration of four area colleges and a university.

Screening of candidates will begin in February 2001 and will continue until an appointment is made. Please send nominations and applications to:

Mary Patterson McPherson, Chair
Presidential Search Committee
The Gables
23 Round Hill Road
Northampton, MA 01063

We are being assisted in this search by Shelly Weiss Storbeck of
A.T. Kearney, Inc., Tel. 703-739-4613, Fax 703-518-1782
E-mail shelly.storbeck@atkearney.com

Smith College is an equal opportunity employer encouraging excellence through diversity.

METROPOLITAN STATE UNIVERSITY

Faculty and Administrative Positions

Metropolitan State University, St. Paul/Mpls., MN, invites applications for faculty and administrative positions. Metro State, a growing institution with a reputation for teaching excellence and innovation, serves more than 8,000 students in the seven-country Twin Cities metropolitan area. The university offers flexible programs leading to baccalaureate and master's degrees. All faculty engage in advising, research and service, and are committed to providing quality instruction to diverse urban learners, including working adults. Positions are available in the following areas:

Director, Library Services
Management Information Systems Faculty
Public Administration Faculty
Assistant Librarian, Faculty

For more information about the positions and application procedures, go to
http://www.metrostate.edu/hr/HRindex.htm

Metropolitan State University is an equal opportunity/affirmative action employer

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NC STATE UNIVERSITY

NORTH CAROLINA STATE UNIVERSITY

Provost and Vice Chancellor for Academic Affairs

NC State University invites expressions of interest in, and nominations for, the position of Provost and Vice Chancellor for Academic Affairs.

NC State University, a Research I, land-grant university, is a national center for research, teaching, and extension in the sciences and technologies, in the humanities and social sciences, and in a wide range of professional programs. The University enrolls more than 28,000 students, has a faculty of 1,600 and annual budget of $820 million, and has expenditures for research and sponsored programs in excess of $400 million.

The Provost is the chief academic officer of the University, reporting to the Chancellor, and has responsibility for the ten academic colleges and a variety of other academic centers and programs.

The successful Provost candidate should be eligible for appointment as a tenured professor; have a demonstrated record of excellence in scholarship, teaching, grant support, and professional service; possess a record of meaningful and successful administrative and fiscal responsibility; and have an understanding of and appreciation for the land-grant concept.

All correspondence relative to this search should be directed in confidence to NC State's executive recruitment consultant:

Jerry H. Baker
Baker, Parker & Associates, Inc.
Five Concourse Parkway - Suite 2440
Atlanta, GA 30328
jbaker@bpasearch.com

NC State University is an Equal Opportunity, Affirmative Action Employer and does not practice or condone discrimination, in any form, against students, employees or applicants on the grounds of race, color, national origin, religion, sex, age, or disability.

California State University
Dominguez Hills

2001-2002 ACADEMIC YEAR

California State University, Dominguez Hills, is an urban, comprehensive public university serving the extended South Bay area of the Los Angeles Basin. The campus has a highly pluralistic, primarily working adult student body comprised of approximately 12,000 graduate and undergraduate students. We invite applications for several tenure-track faculty positions for appointment in the 2001-2002 academic year, which begins in late August 2001. Appointments and starting dates for these positions are subject to the availability of funds.

COLLEGE OF ARTS & SCIENCES

Anthropology: Asst. Professor. Teach general undergraduate courses in more than one of 4 major subfields. Prefer specialization in Mexico with emphasis on historic and modern peoples. **Contact: Dr. Sandra L. Orellana, Chair, Anthropology Dept. 310-243-3443. sorellana@csudh.edu.**

Biology: Asst./Assoc. Professor. Develop and teach undergraduate and graduate courses in areas of specialization such as developmental biology, molecular/cellular embryology, and endocrinology. **Contact: Dr. John W. Roberts, Chair, Biology Dept. 310-243-3381.**

Chicana/Chicano Studies: Asst. Professor. Develop and teach courses in area of Cultural Studies, especially literature, theater arts, and/or art criticism. Fluency in Spanish and English. **Contact: Dr. David Maciel, Chair, Chicana/Chicano Studies Dept. 310-243-3326. dmaciel@csudh.edu.**

Computer Science: Asst./Assoc. Professor. Teach wide spectrum of courses in Computer Science curriculum. Prefer strong record of teaching and research in mainstream Computer Science. **Contact: Dr. Kazimierz Kowalski, Chair, Computer Science Dept. 310-243-2034. kowalski@csudh.edu.**

Earth Sciences: Asst. Professor. Teach undergraduate upper division courses in World Regional Geography, Geography of North America and Geography of California. Develop and teach additional regional course. Knowledge of GIS strongly suggested. **Contact: Dr. Rodrick A. Hay, Chair, Earth Sciences Dept. 310-243-3377.**

Earth Sciences: Asst. Professor. Teach selection of upper division courses in physical geography such as Meteorology, Climatology, Environmental Analysis, Natural Resources, Geomorphology, Biogeography, or Hydrology. Prefer those who can teach introductory GIS. Working knowledge of GIS required. **Contact: Dr. Rodrick A. Hay, Chair, Earth Sciences Dept. 310-243-3377.**

Foreign Languages: Asst. Professor. Teach courses with emphasis in Spanish Linguistics. Native or near native competency. (Applications to be submitted by April 2, 2001, when review will begin.) **Contact: Dr. Frances Lauerhass, Search Committee Chair, Foreign Languages Dept. 310-243-3315.**

Interdisciplinary Studies: Asst. Professor. Teach 4 courses per semester. Specialty in interdisciplinary natural studies focusing on Environmental Studies. **Contact: Dr. David Heifetz, Chair, Interdisciplinary Studies Dept. 310-243-3640.**

Mathematics: Asst./Assoc. Professor. Teach variety of math courses at undergraduate and remedial level. Refer to: **http://www.csudh.edu/math. Contact: Dr. George Jennings, Chair, Mathematics Dept. 310-243-3378. gjennings@csudh.edu.**

Mathematics Education: Asst./Assoc. Professor. Teach variety of math courses at undergraduate and remedial level and in Teaching of Mathematics M.A. program. Prefer teaching experience in math at elementary or secondary level and experience with teacher staff development projects. Refer to: **http://www.csudh.edu/math. Contact: Dr. George Jennings, Chair, Mathematics Dept. 310-243-3378. gjennings@csudh.edu.**

Negotiation and Conflict Management: Assoc./Full Professor. Teach in and possibly coordinate master's option. National reputation of expertise in negotiation and conflict management desired. **Contact: Dr. Denise Williams, Chair, Negotiation and Conflict Management Search Committee. 310-243-3857. conflict-resolution-works@home.com**

Sociology: Asst. Professor. Teach courses in fields such as urban sociology, quantitative research methods, demography, and migration. Emphasis on applied urban community research. **Contact: Dr. Alan Ryave, Chair, Sociology Dept. 310-243-3431.**

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Computer Information Systems: Asst./Assoc. Professor. Responsibilities include teaching, research, publications and other scholarly activities in Computer Information. **Contact: Dr. Raoul Freeman, Chair, Computer Information Systems Dept. 310-243-3579. rfreeman@soma.csudh.edu.**

Marketing: Asst./Assoc. Professor. Teach in both undergraduate and MBA programs with preferred primary interest areas of E-Marketing, Advertising and Promotion Management, Consumer Behavior, and International Marketing. **Contact: Dr. Joel Greenwald, Marketing Dept. 310-243-3552.**

Public Administration: Asst./Assoc. Professor. Teach in primary area of Public Management. Desire academic training or work experience in one or more secondary areas of Personnel/Human Resources Management, Organizational Theory, and Organizational Behavior. **Contact: Dr. Mary Auth, Chair, Public Administration Dept. 310-243-3444.**

SCHOOL OF EDUCATION

Graduate Education: Two (2) positions available. Asst./Assoc. Professor. Teach special education courses in Mild/Moderate Education Specialist Credential Program. Minimum 3 years successful pre-K-12 experience in mild/moderate and language/speech disabilities. **Contact: Dr. Doris Okada, Coordinator of Special Education, Graduate Education Dept. 310-243-3927. dokada@research.csudh.edu**

Graduate Education: Asst./Assoc. Professor. Teach special education courses in Moderate/Severe Education Specialist Credential Program and supervise candidates during fieldwork. Minimum 3 years successful pre-K-12 experience in moderate/severe disabilities. **Contact: Dr. Doris Okada, Coordinator of Special Education, Graduate Education Dept. 310-243-3927. dokada@research.csudh.edu**

Physical Education: Asst. Professor. Teach primarily undergraduate courses in Physical Education and Athletic Training. May be assigned other courses to complete schedule. **Contact: Mike Ernst, Chair, Physical Education & Recreation Dept. 310-243-3761.**

Teacher Education: Asst./Assoc. Professor. Teach elementary reading methods courses. Minimum 3 years successful elementary school experience with linguistically and culturally diverse students. Ability to teach elementary reading methodology courses. **Contact: Elementary Reading Position Search Committee, Teacher Education Dept. 310-243-3898.**

Teacher Education: Asst./Assoc. Professor. Teach variety of courses that will include Foundations in Education. Minimum 3 years of successful elementary school experience with linguistically and culturally diverse students. **Contact: Foundations in Education Search Committee, Teacher Education Dept. 310-243-3898.**

Teacher Education: Asst./Assoc. Professor. Teach elementary math methods courses. Minimum 3 years of successful elementary school experience with linguistically and culturally diverse students. **Contact: Elementary Mathematics Education Search Committee, Teacher Education Dept. 310-243-3898.**

Teacher Education: Asst./Assoc. Professor. Teach secondary math methods courses. Minimum 3 years of successful elementary school experience with linguistically and culturally diverse students. Ability to teach secondary methodology courses. **Contact: Secondary Mathematics Education Search Committee, Teacher Education Dept. 310-243-[illegible].**

Teacher Education: Assoc./Full Professor. Curriculum development and instruction in reading/language arts in Teacher Education Dept. with leadership positions in review of elementary reading methods courses, realignment of curriculum, and recruitment of junior faculty in reading/language arts. Demonstrated successful elementary school experience with linguistically and culturally diverse students. **Contact: Senior Elementary Reading Position Search Committee, Teacher Education Dept. 310-243-3898.**

SCHOOL OF HEALTH

Division of Health Sciences: Assoc. Professor. Serve as Division Chair for up to 4 years in first-line supervisory capacity. Expertise in curriculum development of graduate Health Care Management program. Strong leadership skills needed to bring cohesiveness and unity to new unit of previously separate entities. **Contact: Sandra Parham, Chair, Division of Health Sciences Search Committee. 310-243-3700. sparham@csudh.edu.**

Division of Health Sciences: Asst./Assoc. Professor. Coordinator, Occupational Therapy Program. Responsibilities include planning, undergraduate and master's degree curriculum development and evaluation, and marketing program. Teach selected courses. Minimum master's degree in Occupational Therapy and current Occupational Therapist certification. Prefer individuals with doctoral degree in a relevant field and experience with Occupational Therapy educational program accreditation. **Contact: Dr. Barbara Sinclair, Acting Chair, Division of Health Sciences. 310-243-3044. bsinclair@soh.csudh.edu.**

Division of Nursing: Asst./Assoc. Professor. Primary responsibility is classroom and online teaching in Family Nurse Practitioner (FNP) program. Participates in course and program development and monitors quality of FNP program. Makes clinical site visits as necessary. **Contact: Dr. Kathleen Johnston, Search Committee Chair. 310-243-2021.**

UNIVERSITY LIBRARY

Automation Coordinator: Asst. Librarian - 12 Month position. Coordinate, plan and implement overall Library Automation effort. Work closely with other librarians to assess their technology needs. **Contact: Gail Cook, Search Committee Chair. 310-243-2094. gcook@csudh.edu.**

SPECIAL NOTE: The foregoing position announcements are abbreviated and are not exhaustive in the description of duties and responsibilities, and they do not describe all of the qualifications that are either required or preferred. For example, all tenure-track positions require appropriate doctorate or terminal degree unless otherwise stated. For more detailed information, please go to the CSUDH Faculty Affairs' web page at **http://www2.csudh.edu/aa/jobs.html.**

APPLICATION PROCESS: Send letter of application, current curriculum vita or resume, and three (3) letters of recommendation to the appropriate contact person or committee. Review of applications will begin in March 2001 (unless otherwise indicated above) and will continue until positions are filled. Tenure-track appointments to be effective in late August with the beginning of the 2001-2002 academic year.

All candidates must furnish proof of eligibility to work in the U.S. upon appointment.

(Specified contact person or Search Committee Chairperson)
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
1000 EAST VICTORIA STREET
CARSON, CALIFORNIA 90747

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, SECTION 504, TITLE IX EMPLOYER

SUMMER 2001

Center For International Studies

MADRID - SPAIN

Scholarship Program for Teachers, Counselors & School Administrators

Three or six weeks of intensive Spanish language study from **July 5 to July 26, 2001**, or **July 5 to August 16, 2001**, at the Center for International Studies in Madrid, Spain.

Includes: round trip airfare, instruction, three meals a day and room accommodations at Colegio Mayor Santa Maria de Europa of Universidad Complutense of Madrid. From: $1,999.

For information, Write or Fax your request to:

Center for
International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451

Tel.: (201) 845-9744
FAX: (201) 368-0433

HUSTON-TILLOTSON COLLEGE

Huston-Tillotson College, under the leadership of a new President, is recruiting dedicated professionals to assist in providing leadership in a dynamic and promising change environment. Founded in 1875, Huston-Tillotson College is Austin's first institution of higher education. The College is an independent, liberal arts, church-related, historically black institution located on a 23-acre tree-lined campus near downtown Austin, Texas. The College is affiliated with The United Methodist Church, the United Church of Christ, and the United Negro College Fund (The College Fund). Undergraduate, four-year degrees in business, education, the humanities, natural sciences, and social sciences are awarded. Huston-Tillotson College is multi-cultural, multi-ethnic, and multi-faith, and welcomes students of all ages, races, and religions. While faculty are engaged in a range of activities, their primary focus is teaching. The student-teacher ratio is 15 to 1, which allows an environment of personalized attention to students. Applications are invited for the following positions:

THE VICE PRESIDENT FOR ADMINISTRATION AND FINANCE reports directly to the President and is responsible for managing, directing and controlling the administrative and fiscal affairs of the College. Units reporting to this Vice President include the Business Manager, the Facilities Manager, the Information Technology Director and the Human Resource Director. Master's degree in Accounting, Finance, Business Administration or related field, doctoral degree and CPA preferred, and seven years of progressively responsible budgeting, accounting and administrative experience in higher education.

THE DEAN OF ACADEMIC AFFAIRS will monitor, and coordinate all aspects of the academic program, including the curriculum, educational policies, academic budget, and academic personnel-in consultation with the Vice President for Academic and Student Affairs, Division Chairs, and the faculty. This position reports to the Vice President for Academic and Student Affairs. The Ph.D. or its equivalent required as well as experience as a faculty member and/or academic affairs administrator.

THE DEAN OF STUDENT AFFAIRS will monitor and coordinate all aspects of campus life and student development to include student activities, the counseling center, the residence halls, the dining facility, public safety, and career placement. This position reports to the Vice President for Academic and Student Affairs. Masters in a suitable discipline required, doctorate preferred, experience with developmental education and management of direct services to students.

THE DIRECTOR OF DEVELOPMENT is responsible to plan, coordinate and supervise areas of gift income, planned and deferred giving, alumni affairs and church relations. Works with the President to develop on-going dialogue and relationships with program officers of corporations, foundations, governmental agencies, and selected individuals to solicit major gifts in support of the programs of the College. Organizes and manages an annual campaign of solicitation of corporate, foundation, and individual gifts. Broad based and successful marketing, advancement, or related experience at a senior level expected, preferably at an institution of higher education. An undergraduate degree is required with an advanced degree preferred.

THE DIVISION CHAIR FOR GENERAL AND LIBERAL STUDIES serves as the administrator for the following academic programs: General Studies, Economics, English, Languages, Music/Fine Arts, Philosophy and Religion, Political Science, Psychology, and Sociology. The Ph.D. or its equivalent in one of the above disciplines is required as well as administrative experienc

THE DIVISION CHAIR FOR PROFESSIONAL STUDIES serves as the administrator for the following academic programs: Business Administration, Business Management, Finance, Physical Education, and Teacher Education. The Ph.D. or its equivalent in one of the above disciplines is required as well as administrative experience

THE DIVISION CHAIR FOR SCIENCE AND TECHNOLOGY serves as the administrator for Biological Sciences, Chemistry, Computer Science, Information Science and Physical Sciences, which include Mathematics and Physics. The Ph.D. or its equivalent in one of the above disciplines is required as well as administrative experience.

THE DIRECTOR OF INFORMATION TECHNOLOGY provides leadership, planning, and management for all areas of information technology including academic computing, administrative systems, voice and data communication, information technology security, training and user support. Bachelors degree in Computer Science or related field required, graduate degree and experience in an institution of higher education preferred. Comprehensive experience in computer systems development, including local area networks, and various personal computer database management and other application software

Candidates should submit a letter of interest establishing qualifications for the position, current vitae, official transcripts, and at least three letters of recommendation. Salaries will be commensurate with qualifications and experience. The deadline for applications is *March 15, 2001*. While negotiable, the preferred starting date is *May 15, 2001*. Forward application packets to:

DIRECTOR OF HUMAN RESOURCES
HUSTON-TILLOTSON COLLEGE
900 CHICON ST.
AUSTIN, TX 78702-2795

SUFFOLK UNIVERSITY
Dean
The Frank Sawyer School of Management

Suffolk University invites nominations and applications for the position of Dean for the Frank Sawyer School of Management.

The Dean is the chief executive officer of the School and is responsible for the faculty and programs, administrative staff, facilities, and budget.

Suffolk University consists of three faculties, the Law Faculty, the Faculty of Arts and Sciences, and The Frank Sawyer School of Management. The Sawyer School serves over 1,000 undergraduate students and 1,200 graduate students and offers 56 undergraduate and graduate degree, and certificate programs and is one of 300 schools nationwide named in Barron's Best Buys in College Education. There are more than 60 full-time faculty members, 95 percent of whom hold Ph.D. degrees, giving the Sawyer School of Management one of the highest faculty Ph.D. ratios in the country. The University has innovative programs built on scholarship and is responsive to the market demand for graduates. The University is incorporating new technology, including an online MBA program, to reach wider markets and to enhance the excellent service to their traditional student body. The University is located on Boston's historic Beacon Hill as well as other locations in the Boston area and abroad.

Qualifications: The Dean for The Frank Sawyer School of Management provides leadership to a diverse and innovative community that values excellence in scholarship and teaching, in a culture of cooperation, teamwork, transparent and fair processed of accountability and rewards, and continual change. It is desired that the Dean have an academic record that merits a senior tenured appointment to the Faculty of Management. The successful candidate will have a record of distinguished scholarship and administrative accomplishments; experience in personnel management and fiscal responsibilities; an understanding of the potential of technology to transform the delivery of management education and effective servicing of student needs. The successful candidate will be a dynamic person with a clear vision for management education and research. Preferred candidates will have an earned doctorate or other appropriate terminal credential. Candidates with executive level experience outside of higher education are welcomed.

Nominations and Applications: For best consideration, materials should be submitted prior to March 12, 2001. Review of applications and nominations will begin immediately and will continue until an appointment is made. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vitae, and the name, title, e-mail, business address, and business and home telephone numbers of at least five references. **Submission of materials as an MS Word attachment is strongly encouraged.** Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Nominations and applications will be considered in confidence and should be sent to:

Dr. Jan Greenwood, Vice President
AT Kearney, Inc.
Suffolk University Dean Search
333 John Carlyle Street
Alexandria, Virginia 22314
greenwoodteam@atkearney.com

Suffolk University is an Equal Opportunity/
Affirmative Action Employer

http://www.suffolk.edu/
http://www.sawyer.suffolk.edu/

Empire State College
State University of New York

COMMUNITY AND HUMAN SERVICES
FACULTY/FULL-TIME
Tenure Track

SUNY Empire State College, a national leader in non-traditional education with locations throughout New York State, seeks to fill four full-time faculty positions in Community and Human Services at different locations throughout the State. Founded in 1971, ESC is a recognized leader in designing and delivering innovative programs that meet the needs of more than 10,000 students each year. Students, mostly working adults, enroll in associate, baccalaureate and master's programs through instructional locations across New York State and at several international sites, as well as in the College's distance learning program. At ESC, faculty members serve as mentors to students and work with them in person in one-on-one, small group and residency formats, as well as in online and print-based distance formats. Drawing on strong interdisciplinary and generalist interests, ESC faculty members establish unique, collaborative relationships with students as they design individualized degree programs and pursue their academic studies.

Empire State College is a highly distributed organization and all faculty members are expected to be proficient in computer use. ESC's internal network provides groupware and other electronic forms of support to faculty. The College's professional staff members offer both technical and instructional design support. For all of the positions advertised, preference will be given to candidates who have experience in or demonstrated ability to teach in non-traditional ways and to work with diverse populations, including adult learners.

All of the openings are assistant professor, tenure-track positions, and are expected to be filled by Fall 2001. ESC faculty are expected to work with both undergraduate and graduate students. Ph.D. or other appropriate terminal degree is required for a tenure-track appointment. Salary and benefits are competitive.

For each position, submit a letter of application outlining subject areas of expertise and explaining capacity to work with adult learners in innovative ways to achieve their educational goals; current vitae; and the names, addresses, and telephone numbers of four references to the appropriate dean/director listed below for each available position. Applications to more than one location are welcome. Review of resumes is underway and will continue until positions are filled.

Central New York Center

The Central New York Center is located in Syracuse and annually serves about 1,200 students. Preference to candidates with significant work background outside of academe. Application materials to: **Dr. John Adams, Dean, SUNY ESC, Central New York Center, 219 Walton Street, Syracuse, NY 13202.**

Genesee Valley Center

The Genesee Valley Center is located in Rochester and annually serves about 1,100 students. Doctorate broadly related to the field of social work, human services, and counseling required. Preference to candidates with expertise in human services and social work (policy, practice, and social justice) and human development, MSW and significant human service practice experience. Application materials to: **Dr. Robert Milton, Dean, SUNY ESC, Genesee Valley Center, 1475 Winton Rd. North, Rochester, NY 14609-5803.**

Hudson Valley Center

The Hudson Valley Center is located in the lower Hudson Valley area and annually serves about 1,200 students. HVC is seeking a faculty member for its Orange County location. Preference to candidates with expertise in social policy, social welfare, community organization, and significant work background outside of academe. Application materials to: **Dr. Robert Trullinger, Dean, SUNY ESC, Hudson Valley Center, 200 North Central Avenue, Hartsdale, NY 10530-1999.**

Long Island Center

The Long Island Center serves students at three locations: Old Westbury, Hauppauge and Riverhead, and annually enrolls about 1,500 students. LIC is seeking a faculty member for its Hauppauge unit. Preference to candidates who have a MSW with a concentration in policy and planning (in addition to a relevant doctorate) and expertise in such areas as program planning and procedures, outcomes measurement in social programs, and public policy in America. Application materials to: **Dr. Antoinette Kania, Dean, Long Island Center, SUNY ESC, 223 Store Hill Road, P.O. Box 130, Old Westbury, NY 11568.**

For additional information about the College, please visit the College's web site (www.esc.edu).

ESC an AA/EO employer, is committed to excellence through diversity.

SELF RELIANCE FOUNDATION

Self Reliance Foundation, based in Washington, DC is national Hispanic-serving nonprofit that develops national media and outreach campaigns to help Hispanics gain access to vital information and community-based services. We are currently seeking a manager for our national Student Fellows Internship Program. For more information, please visit our website at www.selfreliancefoundation.org.

Send cover letter and resume to Email maite@selfreliancefoundation.org or fax Maite Arce 202/547-2976 Salary range is 35K-40K.

Southeast

Interior Design
tenure-track Asst. or Assoc. Prof.

For information contact:

Dr. Paula King
Human Environmental Studies
Southeast MO State University
Cape Girardeau, MO, 63701
e-mail pking@semovm.semo.edu

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Assistant Director of Undergraduate Admission/ Coordinator of Multicultural Recruitment

The Admission Office at Babson College is seeking applicants for Assistant Director of Undergraduate Admission/Coordinator of Multicultural Student Recruitment. This position reports to the Senior Associate Director of Admission, but will also work cooperatively with the Assistant Dean/Director of Multicultural Retention. Primary responsibilities include: maintaining, directing, and implementing a marketing plan designed to attain the College's goals and objectives for multicultural student recruitment; serving on college committees and community organizations that are relevant to the support of multicultural students; attending college fairs and nights; visiting high schools, especially those with high student of color populations; application review; interviewing prospective students; cultivating relationships with guidance counselors, faculty, staff, alumni, and current students; and actively participating in professional organizations, especially those related to recruitment and retention of multicultural students.

Requirements: Bachelor's degree; valid driver's license; at least 2 years of successful and progressively responsible experience in student services at the college level; experience in effectively recruiting students of color; excellent written and oral communication skills; strong interpersonal, presentation and organizational skills; creative problem solving ability and customer-service orientation. Position requires frequent evening and weekend hours plus a willingness to travel and re-evaluate the above job description as the position evolves.

Interested candidates should submit a cover letter and resume, indicating Job Code 2001A04, to: jobs@babson.edu

Applications will be accepted until the position is filled.

Babson College is an Equal Opportunity Employer.

BABSON
COLLEGE

www.babson.edu

Florida International University

COLLEGE OF URBAN AND PUBLIC AFFAIRS
SCHOOL OF POLICY AND MANAGEMENT
HEALTH SERVICES ADMINISTRATION
FACULTY POSITION

The School of Policy and Management is seeking candidates for a position in the Health Services Administration at the rank of Assistant or beginning level Associate Professor on a tenure track position beginning in the Fall of 2001. Candidates must hold an earned doctorate in Health Services or a related field. Preference will be give to candidates with training and experience in Health Economics and Health Information Systems, and a strong record of research with urban health issues. Candidates must have a Ph.D. For those still working on a dissertation, there must be written confirmation that the dissertation will be successfully defended prior to August 1, 2001.

Florida International University has over 30,000 students and has the highest rating classification by Carnegie Foundation as a Doctoral University - Research Extensive. As the only public University in metropolitan Miami, it provides a unique opportunity for applied research and practice.

Information about Florida International University, the College of Health and Urban Affairs, The School of Policy and Management, and the Health Services Administration Program can be found on FIU website: www.fiu edu

Closing date for applications is March 1, 2001. *FIU is an Equal Opportunity/Equal Access Employer and Institution.* To apply, please submit a letter of application, curriculum vita and the names of three references via either US Post or email to:

Frederick L Newman, Ph.D.
Chair, HSA Search Committee
Florida International University, AC1-278A
North Miami, FL 33181

Phone: (305) 919-5802 or 919-5890 FAX: (305) 919- 5848
email of newmanf@fiu.edu (note the letter f after newman).

FREDONIA

Vice President for Student Affai

SUNY Fredonia is seeking a Vice President for Student Affairs, who serves as the chi student officer for the campus. This position reports directly to the President and work closely with other vice presidents. Functional areas reporting to the Vice President for Student Affairs include admissions, financial aid, campus life, residence life, athletics, multicultural affairs, judicial affairs, veterans affairs, career development, health services, counseling center, and university police.

The successful candidate will demonstrate an understanding of the issues that confront a major regional public university. Candidates should have a commitment to collaborative decision-making, strong communication skills, demonstrated commitment to higher education, proven record of working with and supporting students, appreciation for diversity, and an understanding of how to accomplish tasks within an extensive public system. A master's degree is required; doctorate is preferred. Ten or more years of senior management level experience in a public higher education setting is desired.

Letters of nomination or applications with curriculum vitae and three references should be addressed to:

Vice President for Student Affairs Search Committee
c/o Office of the President
138 Fenton Hall
SUNY Fredonia
Fredonia, NY 14063

Review of applications begins March 15, 2001.

SUNY Fredonia is an affirmative action/equal opportunity employer.
We actively seek and encourage applications from minorities, women,
and people with disabilities.

BEST COPY AVAILABLE

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

FULL-TIME FACULTY
AUGUST 2001

Howard Community College is a learning environment with faculty, students, staff, administrators, trustees and students sharing the responsibility for student achievements. The 100-acre campus located in the Baltimore-Washington Corridor, approximately 30 minutes from each city, currently has an enrollment of over 5,000 credit students. At this time we are inviting applications for the full-time faculty positions listed below.

Criteria include evidence of teaching excellence and commitment to the community college philosophy and mission. Applicants must be willing to teach day, evening and weekend sections. College level teaching experience preferred. Salary is competitive and commensurate with experience. Positions begin August 2001.

- **Mathematics:** To teach developmental and college-level courses with the primary focus on developmental math; ability to use technology to teach math essential; master's degree in mathematics, mathematics'education or related field with significant math teaching experience. Recruitment # 1080.
- **Technology:** To teach a variety of courses in CISCO Networking, Cabling & LAN/WAN technology. Background experience incomputer hardware, electronics, client server and Internet work technology. Bachelor's degree or related field experience. Prefer CCNA (CISCO Certified Networking Associate). Recruitment # 1079.
- **Arts and Humanities:** To teach a variety of courses in the Arts and Humanities disciplines, including Interdisciplinary Fine Arts courses such as Humanities through the Arts, and Arts, Cultures and Ideas; and Communications courses such as Mass Media, Oral Interpretation and Public Speaking. Master's degree in either an arts discipline or in speech/communications. Significant college teaching experience required in bothCommunications and Interdisciplinary Arts.Recruitment # 1084.
- **Early Childhood/Elementary Education:** To teach courses in childcare, early childhood and elementary education. Courses usually taught in late afternoon, evenings and weekends for those currently employed in the field. HCC trains teachers and directors of childcare centers, early childhood and elementary transfer students, provisional teachers and degreed individuals seeking certification. Master's degree in early childhood/elementary education and experience and expertise in early childhood/elementary education coursework preferred. Recruitment # 1083.
- **Composition:** To teach first year composition and developmental writing in a computerized environment; masters degree in English, Comp/Rhetoric or related field required. Recruitment # 1082.
- **English as a Second Language and Spanish:** To teach ESL and Spanish courses; Assist with administrative and curricular duties associated with respective language labs; Masters degree in TESOL and/or Spanish required;candidates with teaching experience in both disciplinespreferred. Recruitment # 1081.

When applying please include the following:

- Cover letter specifically addressing the general requirements as listed above **citing recruitment number.**
- If applying for two recruitments please send copies of your materials for both positions.
- Resume that includes all work experience including clear delineation of full- and part-time employment (dates, places, job titles, and duties.)
- Copies of official or unofficial transcripts.
- The names, addresses and telephone numbers of three professional references.

Review of resumes will commence March 20, 2001.

HOWARD COMMUNITY COLLEGE
Office of Human Resources
10901 Little Patuxent Parkway
Columbia, MD 21044
Jobs Hotline: 410-772-4010
TDD: 410-772-4906
FAX: 410-772-4498
E-mail: Jobbank@howardcc.edu

HCC is an Equal Employment Opportunity & Affirmative Action employer & values diversity within its faculty, staff & student population.

Empire State College
State University of New York

DIRECTOR OF ASSESSMENT SERVICES

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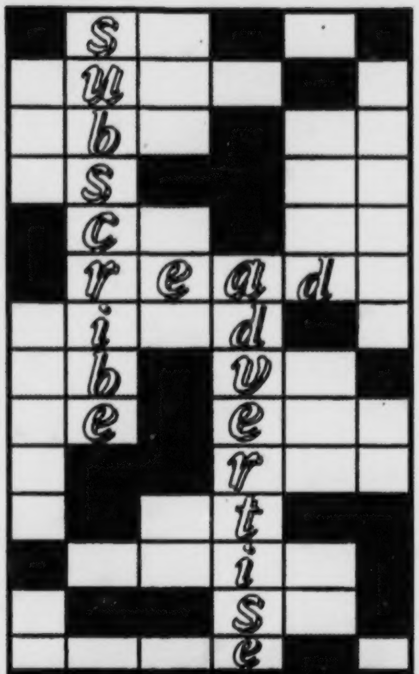

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Faculty Position

We are seeking a tenure track Assistant or Associate Professor in the Department of Counseling and Applied Psychology for fall 2001. The position requires a doctoral degree in Counseling Psychology (or related field) and ability to teach at the graduate level. Eligibility for licensure in Massachusetts as a Psychologist and/or Mental Health Counselor is necessary. The department has Master's degree programs, specialist level (Certificate of Advanced Graduate Study) and an (APA-approved) doctoral program combined School/Counseling Psychology.

The position will be primarily involved in the Master of Science in Counseling Psychology degree program which offers four elective concentrations: forensic counseling; health psychology; child and adolescent counseling; and culture, gender and political psychology. The program has a commitment to an ecological perspective that integrates multicultural, gender and social-structural forces. The successful applicant will develop areas of teaching suited to Master level practice and the needs of the department. The candidate will be expected to have an active research program. S/he will also advise students, participate in program development, and department, university and community service. The person who fills this position would have the opportunity to participate in the doctoral program.

The University's commitment to urban, student-centered and practice-oriented education, and excellence in applied research supports the department's commitment to interdisciplinary, multicultural and ecological approaches.

We will begin reviewing applications in January and continue until the position is filled. Those interested in applying for the position should send a letter of interest, vita, names of three references whom we may contact. Additionally a statement of position on Master level mental health practice, teaching philosophy and sample scholarship should be mailed to: Dr. Mary Ballou, Chair, Search Committee, Department of Counseling and Applied Educational Psychology, 203 Lake Hall, Northeastern University, Boston, MA 02115. ballou@neu.edu

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¡PUNTO FINAL!

AFFIRMATIVE ACTION—AN OBITUARY AND A CALL TO ACTION

Joseph G. R. Martinez, regents' professor and professor of mathematics education, University of New Mexico, and Nancy C. Martinez, former dean, College of General Studies, and VP for academic affairs, University of New Mexico at Albuquerque, are working on their 13th book together.

Affirmative action is in its death throes. The reasons vary from critic to critic, but most agree: it is time to scrap a well-meant but bungled attempt to promote workplace equality.

Its end closes a door that never opened more than a crack in the first place—the end of opportunities grudgingly offered and erratically maintained, the end of overt attempts, covertly sabotaged, to right old wrongs and to dictate tolerance in an intolerant nation.

In academe, the death of affirmative action may be most discussed and least felt. Real gains have been modest at best. Any concessions—a showcased faculty member here, a minority scholarship there, a recruiting goal, a minority studies course—have distracted attention from the bigger picture. Whatever the platitudes, academe perpetuates an environment of entrenched privilege and privileged bias.

Consider these case studies.

The Affirmative Action Hiree: An academic department secures funding for a permanent post paid first from affirmative action monies set up by the board of regents, then from the college budget. It recruits and hires a Hispanic male for a two-year tenure track. The hiree must do in two years what usually takes six. If he succeeds, he will be showcased; if he fails, the department retains the line and can rehire without being restricted to minority candidates.

The Affirmative Action Appointee: A dean resigns unexpectedly. A search committee, discovering that the college's popular choice for interim dean is a senior faculty member whose style and philosophy differ dramatically from its own, invokes affirmative action to justify appointing a minority, mid-level professor of limited administrative experience but willing to learn/eager to please. After a year, the appointee is publicly discredited, and the college's non-minority second-in-command assumes the position.

The Affirmative Action Program: In a largely minority state, a college announces an aggressive program to hire minority faculty to better reflect its constituency. At the start, the faculty is 12 percent minority, most clustered in the lower ranks. After 20 years, the faculty is 17 percent minority, with most still in the lower ranks. At that rate, it will take 160 years to match the state's ethnic mix. Periodic announcements of new initiatives and progress help placate a minority-run state legislature and keep public monies flowing.

Affirmative action failed in all three situations, but always for the same reason. Affirmative action initiatives and rhetoric have been made to serve the political interests of those controlling the system—in academe, primarily the Anglo-Caucasian majority.

Are Anglo faculty and administrations wholly to blame? No. But affirmative action could have worked in academe if those in positions of power had believed in it and had wanted it to work!

What next? Open season on academic minorities? Not necessarily. The injunctions of the 1964 Civil Rights Act against discrimination remain in force. But instead of relying on the affirmative action system to enforce and watchdog progress, ethnic and racial minorities must act and react on their own behalf.

Our advice might shock some and appall others, but without a strong and even aggressive stance, minorities' tenuous toehold in academe will be lost in the backlash.

Be prepared to exceed standards. It is not fair, but necessary. **Be better** as a teacher, researcher, and author. **Campaign** for positions and assignments that affect policy—search and curriculum committees, promotion and tenure boards. **Speak up** often and too loudly to be ignored. **Be wary** of assimilation. Forgetting who and where you are promotes vulnerability. **Be thick-skinned** enough to persevere but thin-skinned enough to recognize the slights and slurs that redflag bias and hidden agendas. **Be ready** to demand your rights when negotiation and reason fail. Bigotry is a bully that responds to nothing less than a no-holds-barred assault. **Be willing** to organize, protest, sue, and counter-sue.

The demise of affirmative action could mean the beginning of the end or the end of a false beginning for minorities. If the former, we can expect even fewer minority hirings and promotions over the next decade. To ensure the latter, we must re-energize the civil rights movement, and use social, judicial, and political action to strive again for the equity that affirmative action promised but never delivered.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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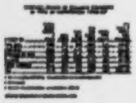

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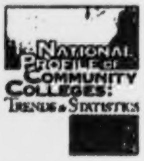

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. The *Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

America's Greatest Higher Education Invention

BY GUSTAVO A. MELLANDER

This issue is dedicated to the nation's community colleges. They have been characterized by scholars as America's greatest 20th-century higher education invention. Our four-year colleges and universities were fashioned upon English and other European models. Degrees such as our Ph.D. were borrowed from Germany and France.

But the two-year college was born and bred in the United States. Today they are usually called community colleges and are an outgrowth of the idea inaugurated with the founding of Joliet Junior College in 1901. It is a movement that changed the educational map of the United States, if not the world, by opening the doors of higher education to millions who heretofore had been denied access to colleges and universities.

Alan Greenspan, the influential chair of the Federal Reserve Board, has time and time again complimented the movement. Recently he said, "The remarkable expansion in community colleges is something that has really had a major positive effect on our workforce."

Most Hispanic college graduates began at a community college. Presently, 55 percent of all community college students nationwide are Hispanics. No other ethnic group is so well and highly represented.

Dubbed by some as the People's College, community colleges have been trailblazers in arena after arena. They were the first to reach out to working adults, to those seeking career changes, and to those who needed direction as their personal lives changed, to women, and to minorities.

Today, the nation's 1,151 two-year degree-granting institutions–1004 public institutions and 147 independents–serve more than 10.4 million students. That student body comprises 44 percent of all U.S. undergraduates. Sixty-three percent attend part-time, and 58 percent are female.

Successful as they have been for 100 years, they are not resting on their record. One initiative for the next century is to broaden their learning network even further. As the nation's largest and most accessible sector of higher education, community colleges want to assume greater responsibility to train a workforce that is literate and technologically competent.

It has been suggested that in keeping with their community-based philosophy, they should also set a standard for good citizenship, help prepare leaders in and out of the classroom, and foster networks to address an ever more interconnected global society.

Community colleges have been urged to grow beyond their grassroots service areas to build a network of learning that ensures the equal access and opportunity on which they were founded. Many are doing so.

"The Knowledge Net" report represents a national effort to assess the current state of the community college and to set a common agenda for the future. Co-sponsored by the American Association of Community Colleges and the Association of Community College Trustees, the report received major funding from the Kellogg Foundation.

White papers commissioned on critical issues, plus more than 40 public forums and nationwide focus groups, provided the basis for the report's findings. The more than 300 contributors included college administrators, faculty, staff, and trustees, as well as representatives of state and local governments and the business community.

The 59 resulting recommendations focus on three key areas: connections to the community, connections across a highly diverse student population, and connections within the educational community–both K-12 and postsecondary.

A few of the report's recommendations follow:

- View the preparation and development of the nation's workforce, and basic literacy, ESL, and remedial programs, as a primary part of their mission, and communicate this role to policy-makers.
- Collaborate with other providers of community services to reduce duplication and optimize service. Increase and expand programs for global understanding, including language and culture, that will help connect the various cultures in their own communities.
- Identify alternative approaches that augment conventional academic transcripts to communicate fully a learner's skills, knowledge, and relevant experience to employers and other educational institutions.
- Seek bold and unconventional approaches and consult with all stakeholders when developing information technology plans. Make the online environment accessible to all students and community members. Ensure the quality of all electronic courses and services.
- Require computer literacy of all community college students and faculty.
- Be exemplary institutional citizens and leaders in their communities. Use their widespread community prominence and accessibility to help forge positive relationships among diverse segments of society.
- Develop partnerships and programs that help preschool through secondary school youth prepare for a lifetime of learning. Fortify their role in preparing K-12 teachers by strengthening their science, mathematics, engineering, and technology programs.

By their enthusiastic support of these recommendations, the nation's community colleges once again show themselves to be leaders in access and opportunity and in forward thinking.

For a complete copy of the "The Knowledge Net" report, call (202) 728-0200, ext. 205, or visit the AACC website at www.TheKnowledgeNet.org.

Dr. Mellander is a professor at George Mason University.

HO

Esquina Editorial

¡Hola!

Did you know that 60 percent of today's undergraduates attend more than one school, 30 percent attend more than two, and of the 60 percent, nearly half cross state lines in the process? (Percentages from U.S. Department of Education 1996 National Transcripts Data.) Community colleges are part of this equation, and they fill the bill for 21st-century students – many of whom have to arrange their pursuit of higher education around jobs and family demands.

Articles in this issue applaud the vision and mission of community colleges and many of their accomplishments. The **TOP 50** list highlights those schools which record the highest Hispanic enrollment and have awarded the most associate's degrees to Hispanics. Miami-Dade still reigns at No. 1. (Its comprehensive website alone should galvanize other community colleges to follow in its footsteps.)

Celebrating its 100th anniversary, the community college system has proven to offer more than an introduction to higher ed and an associate's. It is no longer the stepchild of postsecondary education, but rather an established, accredited, and respected path toward educational fulfillment. Community colleges offer not a means to an end for underachieving and underserved individuals, but an accessible start of a journey toward individual enrichment and development. Amidst this click-of-a-mouse-speed era when everything is due yesterday, these two-year institutions continue to be magnets for students from all walks of life who seek convenient, flexible, affordable, and even mobile education. First-generation students, especially, stand to benefit.

Some ongoing challenges for community colleges include additional teaching space to accommodate the burgeoning enrollment, the development of technology partnerships, and the need to nurture ties with former alumni.

Our next issue will take a look at the ACT assessment, a linguistic phenomenon (Spanglish), a report on Color Gap Alliance for Equity, Harvard University, and more.

M. Sarracent

Letters To HO

CUNY Alumnus Opines

I have just finished reading the cover story in your magazine on City University of New York ("Vision Spells Change for CUNY," Jan. 8). As a former undergraduate, and now a graduate student at CUNY, I was shocked at the minimal effort that went into creating the piece. I suspect that the author was put under serious restrictions as to what she was allowed to report on. The entire article put a shine on Herman Badillo. In reality, he has been a one-man wrecking crew at CUNY in terms of eroding students' rights and attempting to bring the institution back to the Stone Age of closed admissions. Where was the balance in terms of talking to students? To professors? You know, the ones who actually make CUNY run day in and day out. I am sure you would have had quite a different article if you would have chosen to talk to any of them.

And what of Benno C. Schmidt, Badillo's right-hand man? He was absolutely despised at Yale during his tenure there for being anti-student, and he is doing the same at CUNY, but you do not mention him once. If you are truly concerned about Latino issues, dig a lot deeper next time and you will not find a "vision" for CUNY to move forward, but a vision to stifle it. It is CUNY's many successes over the past 30 years in opening the doors for people of color that have made it a threat, not this ridiculous notion of an "Institution Adrift." These are code words for locking out communities of color, and you would do well to give the Latino community the real story about what is happening, unless, of course, you support such a move.

Sincerely,
Jorge Rodríguez
Bronx, N.Y.

AMERICA'S COMMUNITY COLLEGES

100

A Century *of* Innovation

BY MARILYN GILROY

It is the largest and most diverse segment of higher education, enrolling more than 5.5 million students in credit courses and employing close to 300,000 full-time and part-time faculty members. This is the nation's community college system, described by some as "the most democratic enterprise in higher education in the world," offering opportunity to anyone who has the desire to succeed, regardless of race, economic circumstances, or even past missteps.

The community college movement is 100 years old this year. Its centennial celebration is an occasion to examine achievements to date and consider the challenges that lie ahead.

Many believe that its greatest contribution has been to provide opportunities for those who, until lately, have not been accommodated by the higher education establishment. These students fell into various categories: some could not afford tuition and were not able to go to school on a full-time basis; others lacked adequate preparation for college but needed additional training to obtain a job; many did not know what they wanted to do with their lives; and some individuals had physical and/or learning disabilities. The local community colleges became the place that helped these students reach their potential.

But experts such as Richard Coley of the Educational Testing Service (ETS) say that despite a record of solid accomplishments providing vital education and essential services to citizens, the community college can secure its future only by strengthening its ability to do what it is has done so well in the past–adapting to the changing needs of the society it serves.

History–from One to 1,600...

The term *community college* refers to 1,600 diverse institutions that have evolved to include a variety of configurations. There is North Carolina's huge 58-campus system that serves more than 800,000 people in its credit and noncredit programs, while at the other end, there is the Community College of Vermont, which owns no buildings and has no full-time faculty. Instead, CCV rents classroom space in 12 centers throughout the state and relies heavily on distance learning.

How did community colleges become so disparate?

The first community college began in 1901 as an experimental post-graduate high school program in Joliet, Illinois. It was the brainchild of J. Stanley Brown, superintendent of Joliet Township High School, and William Rainey Harper, president of the University of Chicago. Initial enrollment was six students. Brown and Harper's innovation created a junior college that academically paralleled the first two years of a four-year college. It was designed to accommodate those who desired to remain within the community and still pursue a college education. In 1902, the board of trustees sanctioned the program and made postgraduate high school courses available on a tuition-free basis. In 1916, the board gave the institution its official name of Joliet Junior College. The following year, JJC was accredited, with an enrollment of 82.

Today the College serves more than 10,000 students in credit classes and 21,000 students in noncredit courses.

Like Joliet, many public community colleges were known as *junior colleges*. The prevalence of these institutions received a boost in the early 1900s when California passed legislation authorizing state and county support for junior college students, and provided for independent junior college districts that had their own boards, budgets, and procedures. At the same time, Wisconsin legislated support for two-year colleges as an extension service of the University of Wisconsin.

By 1920, there were enough two-year colleges to spur the founding of the American Association of Junior Colleges. The term *community* college was popularized by Jesse Bogue, executive secretary of the AAJC, who used it in his 1950 book entitled *The Community College*. The name was further legitimized in a 1947 federal report, *Higher Education for American Democracy*, which called for the establishment of a network of public community colleges that would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings, and serve the area in which they were located. The widespread circulation of the report caused hundreds of existing and new public two-year colleges to include *community* in their names.

The current transformation of the community college name was completed in 1992 when AAJC members voted to drop the *junior* from its name and adopt the name American Association of Community Colleges.

The Association has enjoyed strong leaders, including the recently retired David Pierce, the first president of the Association to have graduated from a public community college. The current president is Dr. George R. Boggs, who became the ninth president of AACC last August.

Through the Looking Glass

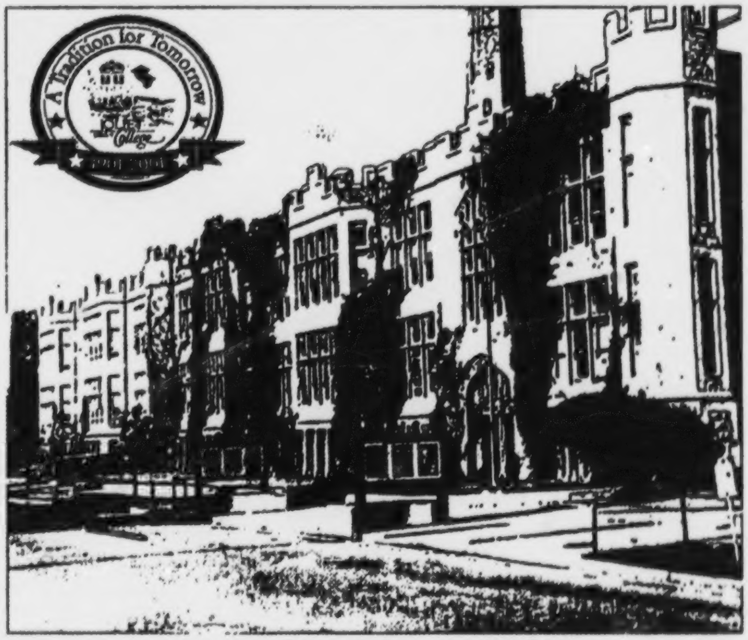
The centennial celebration has been a catalyst for several reports that examine current community college students and programs and offer suggestions for the future.

One major study conducted by the American Association of Community Colleges and ACT Inc., *Faces of the Future: A Portrait of America's Community College Students*, is the first national effort to survey both credit and noncredit courses at 245 community colleges in 41 states. Remarkably, statistics show that 45 percent of all U.S. undergraduates are enrolled in community colleges. The average age of the student is 29, 64 percent attend part-time, and about one-third receive some form of financial aid.

More significantly, findings reveal that more than half of community college students are first-generation college-goers. Twenty-two percent of those surveyed reported household incomes of less than $20,000, and they were more likely to come from homes where English is not the primary language spoken. The report concludes that community colleges are the best and sometimes the only hope to ensure career and earning competitiveness for the least skilled and most economically disadvantaged.

The Institute of International Education also added to the snapshot of community college enrollment by issuing data showing that international students are registering at the colleges in record numbers. Enrollment has risen more than 46 percent since 1993—much faster than the overall 15 percent growth experienced at colleges in general. According to the report, these students enroll for the same reason as native U.S. students, "to get a good education at a lower cost." The result has been an internationalizing of two-year college campuses, bringing a diverse presence to urban, suburban, and rural colleges. Northern Virginia Community College has 3,000 international students, and nearby Montgomery College, in Rockville, Maryland, reports that 13 percent of its 37,411 student body comes from overseas, with students representing 170 nations.

Audree Chase, coordinator of international services at AACC, recently stated, "In today's world, community colleges are playing a vital role in fostering a globally competent citizenry. Not only does a community college afford great opportunity for an international student, it provides a global perspective to U.S. students who under normal circumstances might never interact with another culture."



Joliet Junior College, the first community college

It is evident from reviewing publications and websites at most community colleges that the international students are impacting the cultural and social life on campus. Clubs catering to Asian, Middle Eastern, Slavic, and other nationalities abound. They hold festivals, sponsor speakers, and publish newsletters to aid communication and understanding among students. International students have also become involved in governance, assuming leadership roles in student government and key roles in campus media outlets.

R-E-S-P-E-C-T

But though it seems that community colleges have secured their place in the American higher education system, the sector still struggles for the respect that its leaders feel it deserves. Officials at AACC will spend much time and energy this centennial year trying to polish the image of the community college, which they describe as a "much undervalued institution in this country."

To do this, AACC has developed ad campaigns to point out that notables such as Jeanne Kirkpatrick, H. Ross Perot, Walt Disney, Clint Eastwood, Jim Lehrer, Calvin Klein, Rita Mae Brown, Jackie Robinson, and Annette Bening all went to a community college.

AACC also shored up its political base by conducting a survey to determine how many of the members of the 105th Congress had a connection to community colleges. *Connections* were defined as having attended a community college, taught at a community college, or had a family member attend. Eighty-two of the 535 members of Congress—15.3 percent—had some direct connection with community colleges. There were 44 members of the 105th Congress who attended a community college, and nearly half of them

community college FACTS at a glance

"The remarkable expansion in community colleges... is something which has really had a major positive effect on our workforce..."

Alan Greenspan,
Chairman of the Federal Reserve

Notable Community College Alumni

Mickey Tuttle Axton, Woman Airforce Service Pilot
Gwendolyn Brooks, Poet and author
Rita Mae Brown, Author and playwright
Eileen Collins, Astronaut
Henry Louis Gates, Jr., Author, Harvard professor
Parris N. Glendening, Governor of Maryland
Carol Guzy, Pulitzer Prize winning photographer
Dustin Hoffman, Actor
Rich Karlgaard, Editor, *Forbes*
Karen Kay Medville, Research scientist
Kweisi Mfume, President, NAACP
Jaime Navarro, Pitcher, Cleveland Indians
Norman B. Rice, former Mayor, Seattle
Jackie Robinson, first African-American to play Major League Baseball
Richard Scrushy, President, CEO, HEALTHSOUTH Corp.
J. Craig Venter, President, Celera Genomics Corp.
Diane E. Watson, Ambassador to Micronesia

Number of Community Colleges:
Public institutions - 1004
Independent institutions - 147
Total - 1,151 (includes non-member)

Enrollment:
10.4 million students
5.4 million credit
5 million non-credit
44% of all U.S. undergraduates

Student Profile:
46% of African American undergraduate students
55% of Hispanic
46% of Asian/Pacific Islander
55% of Native American
45% of first-time freshman
58% women; 42% men
63% part time; 37% full time
(full time = 12 + credit hours)
Average student age - 29 years

Students Receiving Financial Aid:
Any aid - 32.8%
Pell Grants - 14.9%
State aid - 6.1%
Federal loans - 6.0%

Percentage of Federal Financial Aid Dollars Received:
Pell Grants - 33.0%
Campus-Based Aid - 9.8%

Stafford Loans:
Subsidized - 5.9%
Unsubsidized - 5.1%
PLUS - 1.2%

Average Tuition & Fees for Public and Independent Colleges:
$1704

Degrees & Certificates Annually:
More than 450,000 associate degrees
Nearly 200,000 two-year certificates

Statistics from National Profile of Community Colleges: Trends and Statistics, 3rd Edition (2000)

Training:
95% of businesses and organizations who use them would recommend community college workforce education and training programs. Employers choose community college because they are convenient and cost effective, and offer customized training and quality instruction.

Revenue Sources: (Public Colleges)
42% - state funds
23% - tuition and fees
18% - local funds
5% - federal funds
10% - other

Governance: (Public Colleges)
More than 600 boards of trustees
6,000 board members
29 states - local boards
16 states - state boards
4 states - local/state boards

Graduate Income:
Average expected lifetime earnings for a graduate with an associate degree are more than $1 million, about $250,000 more than an individual with a high school diploma.

Information Technology:
More than 95% of community colleges are Internet connected. In recent years, average starting salary for graduates of IT programs has increased more than 24%.

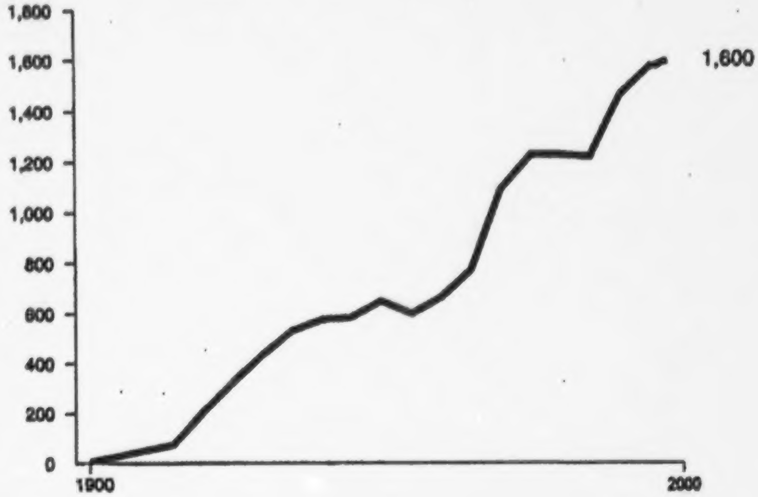
Hot Jobs:
Community colleges offer programs in the most in-demand fields - from IT to allied health, from truck driving to mechanical engineering.

AMERICA'S COMMUNITY COLLEGES
100
A Century of Innovation

In 2001, community colleges celebrate their centennial year of service.

George R. Boggs, AACC president

Number of Community Colleges, 1900 to Present



SOURCE: National Profile of Community Colleges; Trends and Statistics, AACC

obtained the associate's degree. Some, such as Richard Neal from the 2nd District in Massachusetts, began his education journey at Holyoke Community College and returned years later to serve on its board of trustees.

Other aspects of the centennial campaign are aimed at reinforcing the concept that value and quality are part of a community college education.

According to AACC, the annual cost of attending a community college is roughly $1,500 per year, about one-tenth the cost of tuition and fees paid at independent four-year colleges. This is coupled with the fact that full-time faculty spend more hours in the community college classroom than they do in any other sector of higher education. A study by the Association of Governing Boards of Universities and Colleges showed that community college faculty members spent 72 percent of their time teaching while their colleagues at four-year schools spent 57 percent of their time teaching. Community colleges also spend more than 75 percent of their budgets directly on student-related expenditures.

To highlight the quality ingredient, AACC points to data showing that students who start at a two-year institution and transfer to a four-year institution do as well or better than do their counterparts who began there. In addition, transfer students who complete their bachelor's degree do as well in their careers as measured by earnings as do students who began at the four-year institutions.

Powerful Economic Impact

Nowhere has the impact of community colleges been more dramatic than in the technology-driven economy. The "Faces of the Future" survey has documented the extent to which first-generation students, single parents, and unemployed individuals turned to their local community colleges to help bridge the "digital divide." Many of these individuals have enrolled in noncredit courses not normally funded by state budgets but playing a huge role in educating the workforce. One-third of age-40-and-over noncredit students surveyed indicated that they enrolled in noncredit courses to gain computer/technical skills.

Companies have also supported community colleges as a means of providing workforce education. Texas Instruments, Motorola, National Semiconductor, Intel, and AMD participate in programs at 80 community colleges for the training of semiconductor fabrication technicians. Microsoft has given a boost to the community college mission by contributing more than $7 million to fund information technology education at 25 schools.

One of the most unique partnerships has been formed in the state of Iowa, where community colleges are using innovative financing techniques to make training available. Fifteen community colleges have issued more than $326.9 million in tax-exempt and taxable bonds for job-training programs. This has resulted in 1,300 contracts with business and industry to train employees.

In the 21st century, there will probably be more pressure for education and lifelong learning than ever before. There is a further realization that individuals will probably have to enhance their skills throughout their working lives. And as is often the case, when government creates programs that require temporary training, such as welfare-to-work, officials turn to community colleges for assistance. On top of this, enrollments will be boosted by the HOPE scholarships, which some consider to be the most significant federal legislation since the G.I. Bill was passed 50 years ago.

What About the Future?

Last year, AACC and the Association of Community College Trustees released the results of a 21-month study to assess the current state of the community college and to set a common agenda for the next decade. Funding for the report came in part from the Kellogg Foundation while Robert Atwell, president emeritus of the American Council of Education, served as chair of the project.

The report's findings are based on input from more than 40 public forums, nationwide focus groups, and 300 contributors, including college administrators, faculty, staff, and trustees. There are 59 recommendations, some of which seem obvious, such as requiring computer literacy of all students and faculty and addressing the needs of a global society. Other suggestions call for a renewed commitment to basic literacy, English-as-a-second-language, and remedial programs as essential parts of the community college mission because of their positive effects on the national economy and democracy.

But according to an ETS policy report, "The American Community College Turns 100," community colleges could be hurt by increasing pressure to educate students who are unprepared academically. They point to two large higher education systems, California State University and City University of New York, which are cutting back on remedial services and redirecting these students to community colleges. Critics of these policies have sounded warnings that such actions could "ghettoize community colleges." These concerns have been echoed in recent newspaper editorials and opinion pieces arguing that open admissions policies have led to a decline in curriculum standards and graduation requirements.

Nevertheless, AACC will use the centennial to bypass controversy, celebrate past successes, and anticipate the good things to come.

The Association is coordinating nationwide efforts to help community colleges celebrate the occasion. A generic ad campaign has been designed to highlight the community college as an institution providing access to all. Colleges can order a specially designed centennial flag for their campuses and take advantage of press kits, suggestions for media coverage, and other promotional strategies provided by AACC. In April, students representing the Phi Theta Kappa honor society will participate in a torch relay event that will finish in Chicago, the site of the American Association of Community College's annual convention.

The intense pride of the centennial year is reflected in the ad campaign that calls the community college "a uniquely American invention, founded on the ideals that reflect our nation at its best–equity and opportunity for all."

SOURCES

Celebrating A Century of Innovation in Higher Education, 1901-2001. Community College Centennial Kit. American Association of Community Colleges, Washington, D.C. 2000.

Coley, Richard J. *The American Community College Turns 100: A Look at Its Students, Programs, and Prospects.* Princeton, N.J.: Educational Testing Service, 2000.

HD

COORDINATOR, ACADEMIC SUPPORT SERVICES (103831)

CLOSING DATE: 4/1/01
DEPARTMENT: College of Arts and Humanities
STARTING SALARY: Salary is commensurate with qualifications/experience (high 530's).

DUTIES: This position is designed to coordinate the office and various academic support efforts and services provided by the Office of Student Affairs in the College of Arts and Humanities. The duties are complex. The incumbent must be able to deal with a myriad of information and activities at the same time, and must be able to organize, implement, analyze and evaluate various programs, activities and services in an extremely short time frame. The incumbent will be responsible for information processing and computer systems involved in student advising and student record activity. Experience: At least 2 years of experience in the area of assesament, evaluation, reporting of data, and in computer systems and software. Experience in office management, supervision of student workers and temporary staff is highly desired.

QUALIFICATIONS: Education: Bachelor's degree with 3-5 years experience in a University advising environment.

TO APPLY: For best consideration submit letter of application, resume, and names of three references by **April 1, 2001. Send application to:**

Ms. Mary Gayda Student Affairs
University of Maryland, College of Arts and Humanities
1120 Francis Scott Key Hall
College Park, Maryland 20742

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Visual Communications Web Design Instructor, Humanities and Communications Department: 65% academic year assignment (partial description) Faculty salary schedule.
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English as a Second Language Instructor - Developmental Education Department (partial description) Faculty salary schedule.
Required: Master's degree in teaching English to speakers of other languages (TESOL) or related field. Graduate course work in ESL methods. Demonstrated ability to work in multi-cultural environment.
Preferred: Bilingual English/Spanish ability. Experience in teaching adult basic skills.

Early Childhood Instructor, Early Childhood Education Program (partial description) Faculty salary schedule.
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NEW REPORT DETAILS COMMUNITY COLLEGES PAST AND PRESENT

BY JEFF SIMMONS

This year, the American Association of Community Colleges honors the 100th anniversary of the community college–marking a century in which the schools have helped more than 100 million people to learn and achieve personal goals.

The Association will hold a special ceremony at its annual meeting in Chicago in April, and will recognize centennial scholars, the highest-achieving students from 50 community colleges across the nation.

It will be a ceremony steeped in tradition and celebration. Since the first community college prototype opened its doors, the experiment has flourished. "They have evolved to an incredible degree," says Norma Kent, director of community relations for the Washington, D.C.-based association. "When the first community college, Joliet Junior College, first formed, it was housed in a high school, and there were only a few rooms for classes.

"Over time, we have grown to become the largest sector of all of higher education. We educate almost half of all undergraduates. We are particularly important for those students who might not have access otherwise."

HISPANIC ORIGIN OF COLLEGE STUDENTS BY TYPE OF INSTITUTION: 1995–96[1]

Institution Type	Mexican, Mexican American, or Chicano	Cuban Descent	Puerto Rican Descent	Some Other Hispanic Origin	Hispanic Origin Unknown	Total Number of Hispanic Origin (Estimated)
Public 2-year	62.5%	3.2%	6.5%	26.0%	1.8%	888,240
Public 4-year	58.6%	1.1%	11.6%	24.3%	4.4%	332,890
Independent nfp[2] 4-year	56.8%	1.8%	15.4%	24.7%	1.3%	207,730
Proprietary	66.6%	1.3%	12.3%	17.3%	2.5%	147,080
Multiple institutions[3]	54.0%	3.3%	5.7%	36.3%	0.7%	103,260
Total	60.7%	2.5%	9.0%	25.5%	2.3%	1,679,100

1. Due to sampling methodology, some populations may be underrepresented.

2. Not-for-profit.

3. Students attended more than one institution in 1995–96.

■ Source: National Center for Education Statistics 1999h

Joliet is still around, in Joliet, Ill., and considered the oldest continuously existing public two-year college in the nation. From its struggling roots have grown dozens, then hundreds, and now more than 1,150 public and independent community colleges.

There is now at least one community college in every state, and the future holds promise of more, as new ones with carefully crafted identities crop up and existing ones design new annexes.

"They are an entryway to a baccalaureate education," says Kenneth Sherrill, a political science professor at Hunter College in Manhattan, N.Y. "They offer a whole range of career and professional programs and continuing education, services to communities and businesses, citizenship education."

In this new century, the community college faces daunting tasks to overcome gender, racial, and ethnic barriers; to equip its facilities with fast-changing technological advances; and to meet the needs of increasing immigrant and learning-disabled populations.

The recently released third edition of *National Profile of Community Colleges: Trends and Statistics* maps out avenues that colleges have taken over the years. The report–culling data and information from surveys, scholars, and the U.S. Department of Education–points out where colleges began, where they stand, and where they are going.

Within its 161 pages, charts detail the significant issues that impact the structure and survival of community colleges: funding, enrollment, links to students and communities, staffing and retirements, and technology. It stresses that to comprehend the community college of the present and future, educators must first understand its origins.

"The cornerstone of the community college philosophy is access," Kent says. "We work very hard so that everyone who wants to go to higher education can do so, regardless of income."

Early History

Emerging at the start of the 20th century, "junior" colleges served as bridges between high schools and traditional four-year colleges and universities. It was maintained that the first two years of college could be handled by secondary schools.

But many students were financially strapped, so the schools became the ticket to opportunity for many young people who otherwise would not have been able to attend.

On the heels of Joliet came a growth spurt in California, when state legislators earmarked funding for high school programs that offered the first two years of college coursework. By 1921, the state maintained the largest system–21 percent of the nation's public junior colleges, most of them embracing liberal arts studies.

The focus of such colleges evolved as well. The Great Depression of the 1930s prompted the schools to put forth job-training programs.

After World War II, there was a drive for more higher education options. In 1948, for instance, the Truman Commission recommended establishing a series of public community-based colleges that would address local needs.

With the 1960s came a giant leap forward. Community colleges evolved into a countrywide network with the opening of 457 public community colleges–more than had ever been opened before.

Coming-of-age baby boomers packed the classrooms as parents accepted college as a necessity. Opposition to the Vietnam War spurred participation in the classroom.

Between 1960 and 1970, at least one community college opened its doors each week. The report's authors note too that from 1965 to 1975, community college enrollment grew 350 percent. That surge took its toll on private schools, from which many parents removed their kids so they might attend instead the low-cost to no-cost community colleges. Many eventually converted from two-year to four-year colleges and developed heady fundraising efforts to make ends meet.

During the late 1960s and early 1970s, the tribal college came into being–designed initially to perpetuate Native American cultures in hopes of recruiting college-educated Native Americans to return to reservations to teach. There are 31 today. Those colleges primarily have offered associate's degrees as their highest degrees.

Open admissions and low tuition remain common core goals of community colleges, but each has embraced its own mission. Colleges have their own trustees, either elected or appointed, who establish their mission statements and direction.

Enrollment steadily grew in the 1980s and '90s. Tightened purse strings in the last decade have sparked tuition increases, though the costs are still well below those of private and senior colleges.

Outreach efforts became a central part of what a community college was all about–the ability to forge ties with surrounding neighborhoods and weave them into the fabric of college life. Colleges forged partnerships with businesses and groups, and made their space available for meetings and programs.

College Prep

Over the last decade changes, fueled by funding limitations and by attacks on open admissions policies, such as those of New York City, have altered who attends junior and senior colleges and there has been much focus on the preparation needed for college.

Community colleges require students to take basic computation, composition, and reading

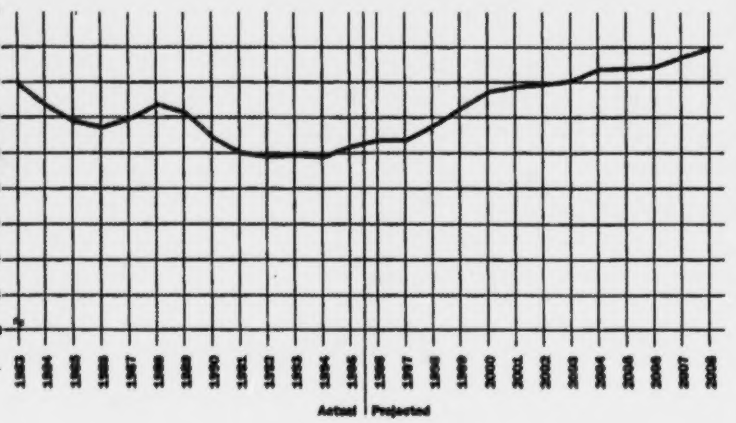
CHARACTERISTICS OF FACULTY AT COMMUNITY COLLEGES: 1993

	Employment Status	
Faculty Information	**Part-Time**	**Full-Time**
Highest Degree Attained		
Ph.D.	**7.5%**	**16.0%**
1st professional	**4.3%**	**2.2%**
Master's	**55.0%**	**65.1%**
Bachelor's	**24.8%**	**11.9%**
Less than bachelor's	**8.7%**	**4.8%**
Academic Rank		
Full professor	**4.0%**	**17.3%**
Associate professor	**2.2%**	**11.6%**
Assistant professor	**1.9%**	**11.1%**
Instructor	**77.0%**	**40.1%**
Lecturer	**5.0%**	**0.4%**
Other ranks/no rank	**9.8%**	**19.6%**
Tenure Status		
No tenure system	**52.6%**	**20.8%**
Not tenure track	**44.0%**	**5.8%**
Tenure track	**1.2%**	**14.1%**
Tenured	**2.1%**	**61.2%**
Mobility and Retirement within 3 Years		
Very likely to leave/retire	**30.0%**	**22.8%**
Very likely to retire	**6.7%**	**9.0%**
Very likely to leave for full-time job	**27.4%**	**11.5%**
Very likely to leave for part-time job	**16.6%**	**8.1%**
Time Allocations[1]		
Teaching	**68.9%**	**67.9%**
Administration	**4.9%**	**12.7%**
Service activities	**10.4%**	**6.4%**
Professional development	**5.3%**	**6.0%**
Research	**4.2%**	**4.7%**
Consulting	**8.2%**	**2.4%**
Workload		
Hours worked per week	**30.4**	**46.8**
Regular scheduled office hours	**3.0**	**9.2**
Informal contact hours	**1.9**	**4.8**
Total number of classes taught	**2.0**	**3.9**
Number of students taught per term	**41**	**96**
Monthly Salary		
Months of appointment	**7.5**	**10.0**
Monthly salary from primary institution	**$1,450**	**$4,232**
Monthly salary from outside sources	**$2,484**	**$329**
Total monthly salary	**$3,935**	**$4,561**

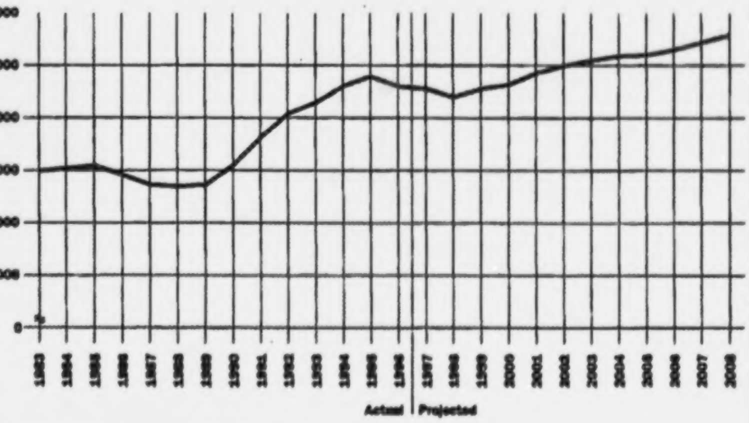
1. At all places of employment.
2. At primary institution.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, 1999

NUMBER OF HIGH SCHOOL GRADUATES,
ACTUAL AND PROJECTED: 1983 TO 2008 (IN THOUSANDS)



NUMBER OF ASSOCIATE'S DEGREES CONFERRED
ACTUAL AND PROJECTED: 1982-83 TO 2007-08



SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS 1998b

classes. They must meet prerequisites and requisites in order to achieve an associate's degree.

Steep numbers of entering students require remedial assistance, but, the authors note, decisions about remedial education have threatened to erode open admissions policies.

During the '90s, greater numbers of students than ever before required basic academic instruction. In Texas in 1997, 233,545 community college students were in remedial courses.

Elected officials and top school administrators began to question how many times, for example, a student could repeat a remedial course. That became a focal point of debate on the cusp of the new century.

Despite those issues, the numbers keep on growing. Community colleges graduate more than half the nation's undergraduates: 9.3 million people took credit courses at community colleges during the 1996-97 academic year.

The persuasive factors tend to be low tuition, convenient location, open admissions, and comprehensive course offerings. Many colleges also have fostered transfer agreements with baccalaureate institutions, by which the senior schools accept community college credits toward four-year degree requirements, so spending in the initial two years at a community college becomes a cost-cutting measure.

Another five million took noncredit courses and/or, classes in career development, or honed technical or vocational skills. The report focuses on credit enrollment at community colleges simply because there is no accurate national data on noncredit activity.

The authors attribute much of the continued growth to newly built institutions and to a change in structure of several institutions. A number converted from technical institutions to regionally accredited colleges that award degrees.

As of 1998, there were 1,132 community colleges. But when the statisticians included branches, that number swelled to 1,600. California, which embraced junior colleges early on, is still at the fore, with 118 community colleges. The closest to that is Texas, with 75; then New York, with 61; North Carolina, with 60; and Illinois, with 56.

Enrollment has continued to climb and is predicted to grow, although it has dipped somewhat in recent years.

Independent community college enrollment fell over the last six years from 243,608 to 214,153, a 12.1 percent drop–the largest decrease of any category of institution.

Enrollment in public four-year colleges also dropped slightly over the last six years, and over the last three-and-a-half decades did not grow as dramatically as in community colleges.

Community colleges enroll more part-time than full-time students because the students are more likely to be combining work and family responsibilities. Currently, more than 80 percent of community college students balance their studies with full- or part-time work.

Frequency of attendance has remained largely the same in the last decade. In 1991, for instance, 64.7 percent of students enrolled at public community colleges were part-time. For 1997, 64.0 percent.

Demographics

Women continue to enroll in greater numbers than men, 57.8 percent in 1997. The authors note that for women entering or re-entering the workforce, the proximity of a community college often eases the transition.

It was always the case during the 1990s, says Kent Phillippe, the Association's senior research associate. But, he points out, "The higher you go up in education, the more the trend reverses. By the time you get to doctoral programs, students are much more likely to be male than female."

Most community college students–46 percent–are 25 years old or older, 32 percent are 30 or older. Thirty-six percent are 18 to 22 years old, and 13 percent, 22 to 24 years old. But the number of part-time students under age 18 increased by 206 percent between 1993 and 1997. The authors note that this reflects an increase in the number of students attending high school and community college courses at the same time.

The college campus also continues to increase its diversity, though often it still lags behind the demographics of the population. African American, Hispanic, and other traditionally minority students make up 30 percent of community college enrollments nationally. At some urban campuses, half of the students belong to one minority group or another. Minority enrollment at community colleges increased from 25 percent in 1992 to 30 percent in 1997.

Hispanics

Students of Hispanic origin are the fastest-growing racial or ethnic group at community colleges, and most identify as Mexican, Mexican American, or Chicano.

In 1992, Hispanics accounted for 9.3 percent of enrollment, and in 1997, 11.8. They were 36.8 percent of the total minority enrollment in 1992, and 39.3 in 1997. In hard numbers, 525,540 Hispanic-identified students were enrolled in the fall of 1992, and 637,813, in the fall of 1997.

The report details that during 1995-96, 62.5 percent of Hispanic students at community colleges identified as Mexican American, Mexican, or Chicano, more than at public four-year, independent, or private institutions.

Trailing that category was one in which students identified as being of "some other Hispanic origin," at 26 percent. Six-and-a-half percent identified as being Puerto Rican, and 3.2 percent, as Cuban.

Seven percent of students attending community colleges that year said Spanish was the primary language spoken at home. That was second to English, at 87.5 percent.

During the 1996-97 academic year, community colleges conferred nine percent–or 41,532–of the associate's degrees to African Americans. Another 33,327–or seven percent–went to those of Hispanic origin, while 74 percent–or 337,583–went to those who were White.

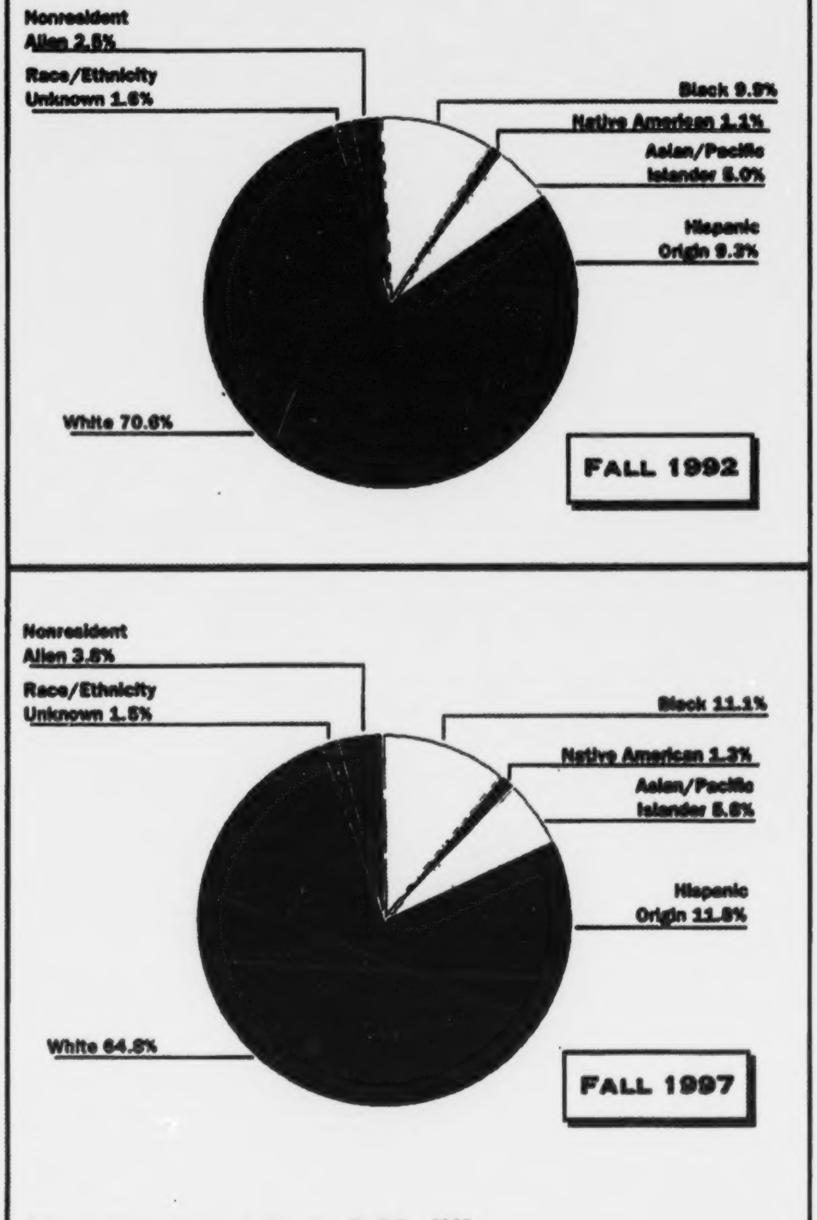
Proximity, as the authors noted, continues to be a deciding factor. Ninety-six percent of the community college students attend a campus within their home state right after high school.

Over the years, there has been an increasing demand placed on community colleges to serve greater numbers of students with disabilities. A number of campuses have expanded services to accommodate those with mild to severe disabilities. From 1992 to 1995, the percent continued to climb, from 35 to 36 percent. "Colleges by their very nature have very open access, and they are used to dealing with a wide variety of students and diverse populations," Phillippe says.

Curriculum and Faculty

Societal demands, inflation, and changing demographics of the population all tend to influence the survival and direction of the community college. In recent years, the Bureau of Labor Statistics has forecast a wide range of opportunities for those involved in computer technologies, healthcare services, management, and public relations. Overall, the number of occupations requiring at least an associate's degree was expected to

MINORITY ENROLLMENT IN COMMUNITY COLLEGES: FALL 1992 AND FALL 1997



■ Source: National Center for Education Statistics 1999 rise to more than 20 percent by 2006.

In 1996-97, 170,000 students earned certificates, and more than 450,000 students attained associate's degrees. Community colleges confer nearly all of the associate's degrees awarded each year.

The majority, 167,448, were enrolled in liberal arts, general studies, or humanities programs during that academic year. Trailing that were the 76,848 in the health professions and related sciences, 71,766 in business management and administrative services, and 20,208 in engineering-related technologies.

Across the board, top administrators in higher education and elected officials have lamented the struggle in recent years to diversify the ranks of not only administration but also faculty and staff on campus. Community colleges have been no exception.

During the '90s, there were countless retirements among faculty and administration, and with the loss of wisdom and experience came a burst of fresh idealism and ideas. Many colleges have viewed the turnover as an opportunity to embrace more inclusive staffs and to increase the ranks of Hispanics, African Americans, and women.

Women represented roughly one-third of all community college presidents hired during the 1997-98 school year. Women comprise 18 percent of all community college chief executives overall.

"I think that it's a positive thing...any time you try to infuse a certain population to administrative positions," Phillippe says, adding, "I would like to see it happen more quickly. I would like to see the population reflecting the students the institutions are serving, but it's a trend that's going to take some time."

The population of community college presidents has become slightly more diverse, as more women, Hispanics, and African Americans step into leadership roles. In 1991, 89 percent of presidents were male, and 11 percent female. By 1996, 82 percent were male, and 18 percent were female.

In 1991, 11 percent of college presidents were minority, and 89 percent were White. In 1996, 14 percent were minority, and 86 percent were White. Interestingly, the median salary during the 1995-96 academic year for those in the chief leadership positions was higher for minorities than Whites. In that year, the median administrator's salary, for a CEO or equivalent, was $133,636 for a minority and $105,227 for a non-minority, and $110,192 for men overall and $96,500 for women overall.

Phillippe explains that geography plays a role. "The probability is that the Hispanic CEO is going to be at a larger urban institution."

As the salary gaps between full-timers teaching at two- and four-year campuses have narrowed, community colleges have moved toward bringing more adjuncts into the fold. They are paid much less than are tenured or non-tenure-track faculty.

Often, adjuncts have other income sources, and are hired on a per-course, per-semester basis. The authors note that this has its drawbacks: many are hired weeks or days before classes begin, so there is little planning. Adjuncts aren't given proper pedagogical assistance, and there is less face-to-face time with students. Full-timers worked at least 49.6 hours per week in 1993, whereas part-timers averaged 30.4 hours weekly.

During 1997-98, there were 92,532 full-time faculty members at community colleges, and 176,489 part-time. The reverse holds when you look at four-year colleges. Two-thirds of faculty members at public community colleges are part-time employees, and three-fourths of faculty members at independent community colleges are full-time employees.

Still, some say the community campuses provide better opportunities. Diana Castillo, operations officer at Southeast College, within the Houston Community College system, says the community college campus provides more individualized attention.

"It has smaller classrooms and a caring faculty, and there are more mentoring opportunities," she says. "Students need that in order to feel they are part of a system. I would say students have a good opportunity to be in true partnership with their instructors and take responsibility for their own education."

Over the last few years, more community colleges have opened up their doors not just to students but to neighborhoods as well. Local theater companies have been invited to use campus theaters, and civic groups have provided lectures there.

Urban campuses now offer special services on everything from senior citizen outreach to AIDS prevention to economic development. In increasing numbers, educators are extending their reach into area high schools to spark interest in higher education.

School officials are more likely to provide childcare services on campus. And some schools have made themselves launching pads for welfare reform efforts.

Community colleges also have crossed oceans to forge ties. International outreach has flourished. Most–133 colleges in 1996–have forged ties with schools in Japan. In that year, 131 schools worked with those in the United Kingdom, 98 with Mexico, and 38 with Spain.

Possibly as a result, international enrollment has grown at community colleges. Total international enrollment at the Miami-Dade Community College system was up to 19,595 in 1996. At Glendale Community College in Arizona, it was at 15,450 that year, and at Northern Virginia Community College, enrollment climbed to 10,247.

The federal government is now the primary source of financial aid, and more than 30 percent of all Pell Grants, federally funded grants based on financial need, are awarded to community college students. Federal student loans also increased in size and number during the past decade.

Salaries and benefits remain the largest part of a community college's budget, eating up 30 percent of expenditures during the 1996-97 academic year.

Recent financial cutbacks have forced colleges to collaborate more and more with other institutions and corporations, especially to incorporate new technology on their campuses.

The authors note that tuition has increased to make up for funds lost from various governmental agencies, and due to voter demands for tax relief. Direct federal appropriations dropped since 1980, replaced by federal grants and contracts.

During 1976-77, the report places the average community college tuition and fees at $283. During 1997-98, it was at $1,318–a 366 percent increase. Tuition and fees at four-year independent colleges rose 428 percent, from $2,534 to $13,392, and at four-year public colleges, and up 404 percent, from $617 to $3,110.

Nevertheless, enrollment is predicted to rise. In California, where 1.9 million students attended 106 public community colleges in 1997, enrollments are expected to mushroom by 30 percent by 2005. The prediction is that the Hispanic and African American populations on campus will rise by even greater percentages.

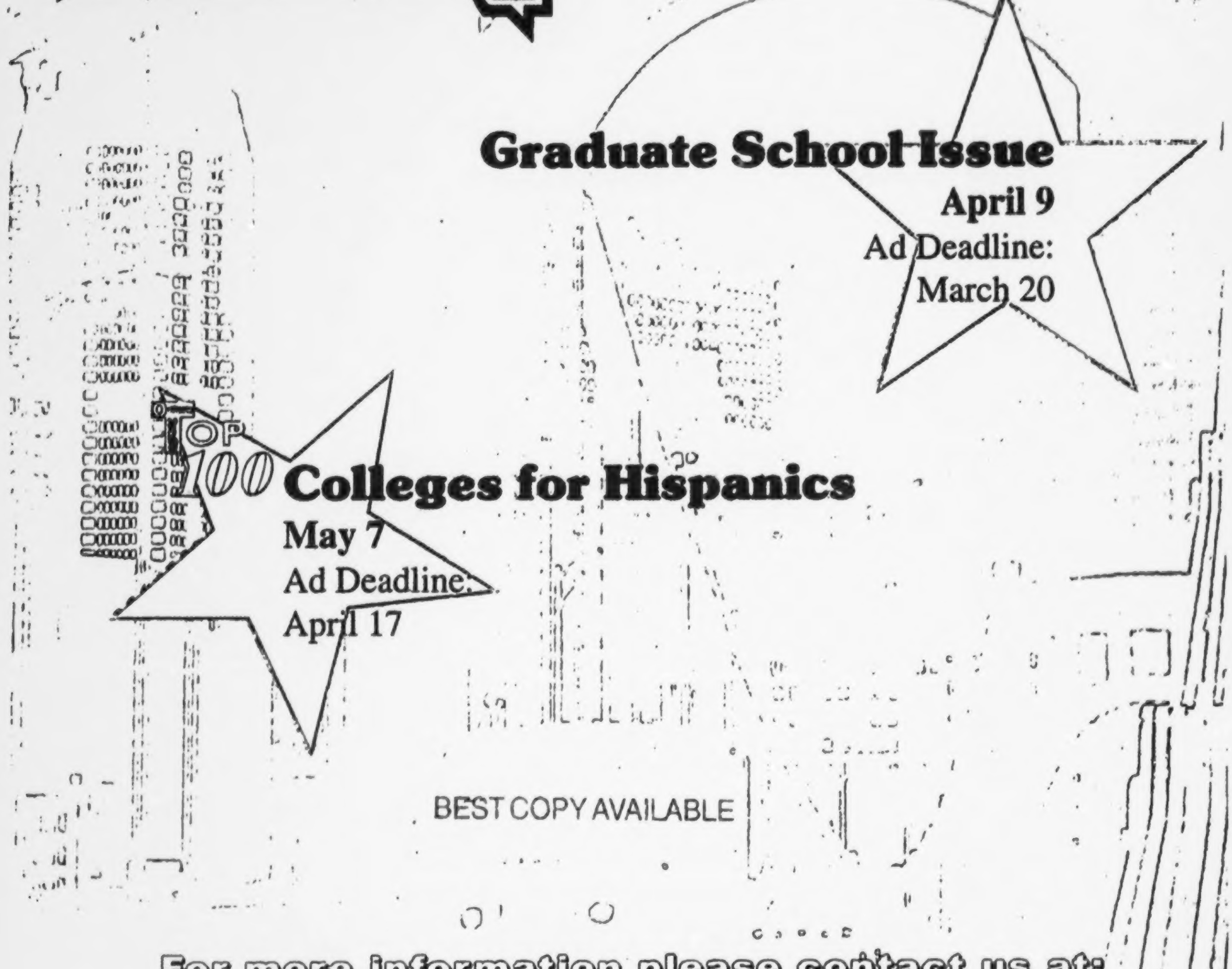
The number of high school graduates will increase at least through 2008, when there will be 3.1 million. Community colleges will confer more associate's degrees, which will climb to 11 percent by the 2007-08 academic year to roughly 575,000.

The authors stress that technology is the "driving force" behind the newest test of a community college's agility. Cost might be an issue initially, but as the computer becomes as omnipresent as the telephone, colleges will advance more toward distance learning and other services to help people in remote areas.

"They will change very dramatically," Phillippe says. "Colleges have become much more diverse in their mission, the populations they serve. Their role is to prepare students to transfer and to prepare them for current and future jobs, to do better in the workforce, and to change the workforce."

The authors note that the coming years will require community colleges to attract and retain technology experts, to build a better sense of community in their neighborhoods, and to invest in capital construction. "We think the electronic age will be a very exciting time for community colleges," adds Norma Kent. "They're already moving in those directions...as we make sure our workforce is the best in the country and the world."

Bridging the Issues on Diversity



Graduate School Issue

April 9

Ad Deadline:
March 20

Top 100 Colleges for Hispanics

May 7

Ad Deadline:
April 17

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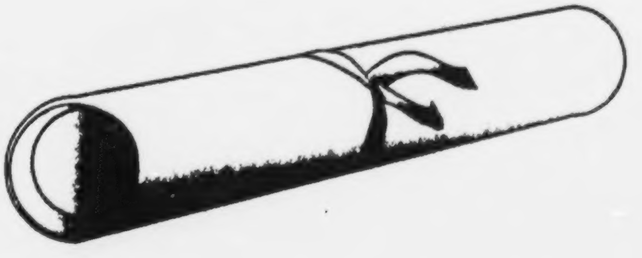
The Honor Roll

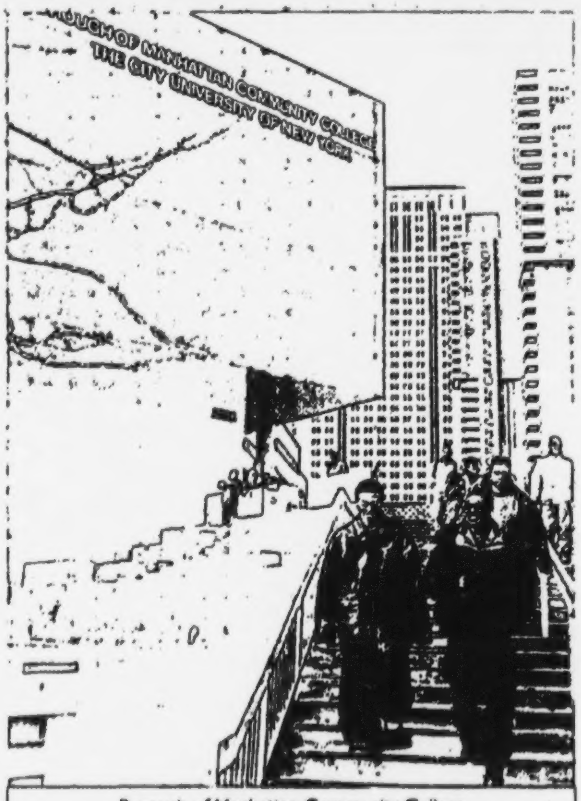


Borough of Manhattan Community College

Out of the College and INTO the Community

BY ROGER A. DEITZ

Borough of Manhattan Community College President Antonio Pérez says that when he became president of BMCC in 1995, "it was an exciting moment in my life. I am even more excited today because of the progress we have made–and continue to make–toward achieving our goal of making BMCC the premiere community college in the country." Then he asks and answers, "How are we doing this? It is a tremendous group effort, with faculty, staff, administrators, students, and the community working together to make things happen at the College and in the Borough of Manhattan."


BOROUGH OF MANHATTAN COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Borough of Manhattan Community College

President Pérez says that one of his goals for the College is "that it be not just the only community college in Manhattan, but the community college for all of Manhattan." The words *community college* are stressed. The president notes that the institution has established a number of initiatives in neighborhoods outside of its own geographic home community of Tribeca. These include the Uptown Initiative at Theresa Towers in Harlem, BMCC's continuing education programs at George Washington High School in Washington Heights, and an intensive language-immersion program in Chinatown. "Each of these," says Pérez, "is a sterling example of how BMCC is taking higher education out of the college and into the community."

Meanwhile, on its home turf of downtown Manhattan, BMCC formed a partnership with Salomon Smith Barney, Inc., to benefit more than 100 of the company's employees as they work toward earning their associate's degrees in business-related fields at the College. Also, the Institute for Business Trends Analysis at BMCC provides essential data and information to the Manhattan business community, while the board of directors of the BMCC Fund, Inc., raises valuable scholarship money for the school's students and provides an essential bridge between the College and downtown businesses.

Borough of Manhattan Community College was founded in 1963 and opened in 1964. BMCC's physical expansion mirrors its growth from a small, decentralized institution to the largest community college in the City University of New York (CUNY) system. When it began operations in 1964, the College rented two floors of commercial space to accommodate its student body of fewer than 500. By 1974, enrollment had increased to more than six thousand students, and BMCC

Antonio Pérez, Borough of Manhattan Community College president

Honor Roll Facts in Brief

INSTITUTION
Borough of Manhattan Community College

LOCATION
199 Chambers Street
New York, NY 10007
(212) 346-8000

ESTABLISHED
1963

ENROLLMENT
15,875 (31 percent Hispanic)

DEGREE OFFERINGS
Associate's

ANNUAL TUITION AND FEES
$2,590

FACULTY
313 Full-time (7 percent Hispanic, 24 percent Black, 8 percent Asian)

SEVERAL DEGREE PROGRAMS
Business Administration
Corporate and Cable Communications
Engineering Science
Human Services
Paramedic

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Americanos Unidos
Latino Honor Society

INTERNET ADDRESS
www.bmcc.cuny.edu

had expanded to seven sites scattered throughout midtown Manhattan. In January of 1983, the current self-contained campus was constructed, situated on more than four acres in lower Manhattan. BMCC's main building spans four blocks, and its length is the equivalent of the Empire State Building if lying on its side and minus its tower.

The structure contains classrooms, seminar rooms, laboratories, three lecture halls, a modern library, and three theaters, the largest of which seats one thousand. The building houses a collegiate-sized swimming pool, a fitness center, a dance studio, and a large gymnasium. The College also contains a fully staffed early childhood center; a distance learning lab, a media center with state-of-the-art television and audio studios, multimedia labs and post-production facilities; two dining facilities; and a bookstore.

BMCC established the only nationally accredited paramedic program in New York State. The BMCC Chess Team has won three national championships in the last six years. The Shirley Fiterman Art Gallery was created to enrich cultural life in downtown Manhattan. BMCC's Math Team has won major competitions against other two-year colleges and, in 1998, was ranked ninth in the country. The Institute for Business Trends Analysis was created to provide valuable data to the downtown business community.

BMCC truly reflects the best of the neighborhood in which it exists: the culture of Tribeca, the vibrancy of Wall Street, the inspiration of the World Trade Center, and the promise of The Statue of Liberty. It is a college rich in diversity, alive with ideas and innovation, encouraging students to constantly improve themselves, a place where opportunity is made possible–in essence, the American Dream. One of twenty-one units comprising The City University of New York, BMCC enrolls nearly 16,000 students in degree programs and 8,000 in continuing education programs. Of the 15,875 enrolled in Fall 2000, 43 percent are Black; 31 percent, Hispanic; and 10 percent, Asian or Pacific Islander. There are 313 full-time faculty–24 percent Black, eight percent Asian, and seven percent Hispanic.

In an effort to increase faculty diversity, BMCC inaugurated a

Minority Fellowship Program this past fall term. President Pérez explains: "Our goal is to implement a new initiative to attract more minority scholars, mentor them, and promote them to faculty positions when appropriate openings become available." BMCC awards more associate's degrees to minority students than any other college in the Northeast, yet Pérez notes that, as yet, "The BMCC faculty does not reflect the full diversity of our student body." The Minority Fellowship Program is an answer to this situation. It recruits minority doctoral students and recent doctors as teaching fellows. Fellows must be either recently graduated doctors with limited teaching experience or doctoral candidates in good academic standing who have completed all of their coursework. They must be members of minority groups underrepresented in the profession. The program lasts for one academic year, during which the fellow teaches two courses a semester. A senior member of the faculty works closely with the fellow as a mentor, and the fellow meets regularly each week with his or her mentor for guidance and for a discussion of the fellow's teaching and research work. In addition, the fellow spends some time each week participating in professional development activities. He or she is also invited to participate in student academic and extra-curricular activities. "It is our hope that the fellow will stay at BMCC and join the ranks of the faculty," Dr. Pérez points out, adding that "After they complete the program, fellows will be given an opportunity to interview for appropriate faculty positions at BMCC when they become available. We also help them find faculty positions in other CUNY community colleges."

Borough of Manhattan Community College computer lab

Glenda Carpio was selected as the first minority fellow. Born in Guatemala, she came to the United States when she was 12. Carpio was graduated from Vassar College. She is writing her dissertation on "Interpretations of the slave experience in contemporary fiction and art." She taught two courses this past inaugural semester at BMCC and is working closely with her mentor, Professor Nancy McClure. Carpio appreciates the opportunity she got at BMCC, and learned much from the teaching experience.

"The students at BMCC bring a lot of lived experience to the course, which really makes the text flourish," she observes. Carpio recalls that in one class, she discussed an essay called "Green Card," which concerns changes in people as a result of immigration. "We have students from Poland, Antigua, Ethiopia, and Trinidad, among other places, in the class," she says. "It's important for them to see that their experience is particular–but also part of a larger narrative. It's like building a mosaic."

President Pérez promises that "a quality education to all regardless of his or her background is paramount."

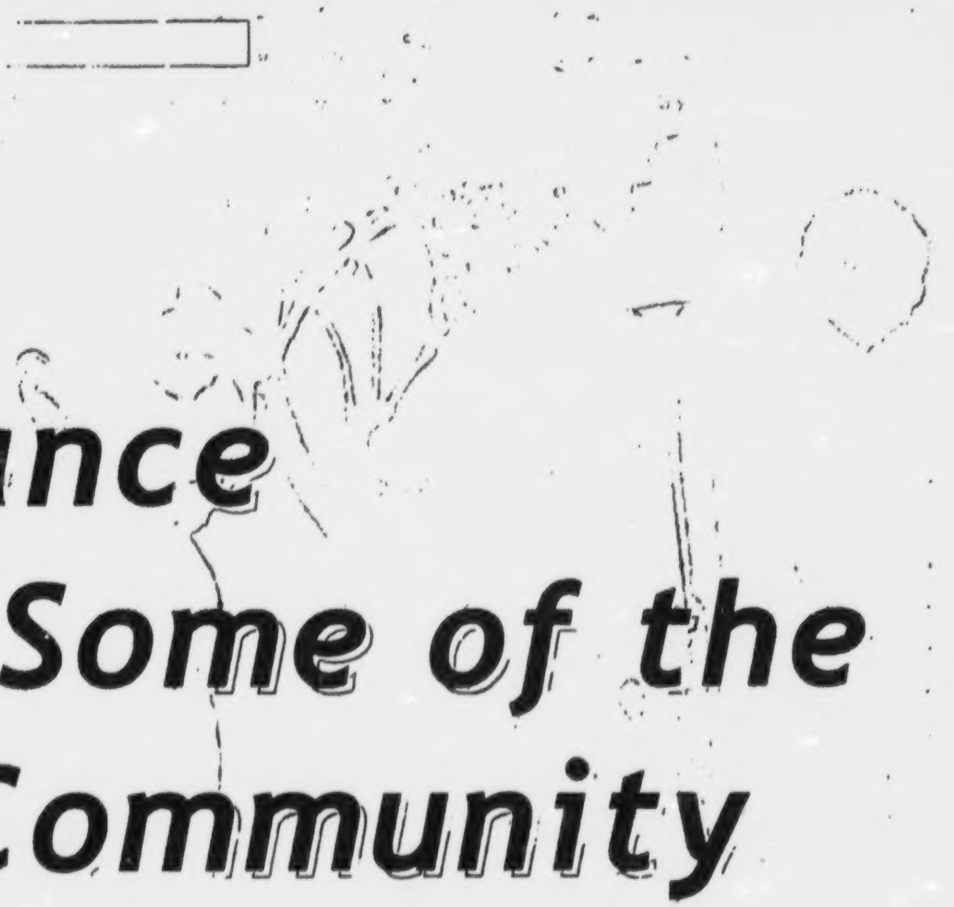
"In order to be most effective in fulfilling that aspect of our mission," he says, "the College has demonstrated creativity, ingenuity, and innovation in developing new courses and programs, in locating and securing resources, and in providing our students with the best facilities and the latest technologies. Our new degree program in multimedia programming and design is a good example of that. The sense of innovation that was used in crafting this worthwhile curriculum is what sets BMCC apart as a place where great things can happen."

The president suggests that there are other innovations afoot. Fiterman Hall, a new facility, will provide much-needed teaching and administrative space. The Hall will also house a 400-workstation virtual library, offering faculty, staff, students, and the community 24-hour-a-day access to the vast resources of the College, The City University of New York, and the Internet. Another big part of this facility is the New York TeleMedia Accelerator, a partnership dedicated to fostering research in digital video.

A pioneering public-private venture in business development, the TeleMedia Accelerator opened last September at BMCC, providing a "hothouse environment" for startup companies developing digital broadband content, the technologies that enable the delivery of that content, and the services that facilitate e-commerce around broadband content. Investors include the New York City Investment Fund, Bear Stearns Constellation Ventures, Psilos Group, Global Accelerator, and BMCC.

Unlike other business incubators located on university campuses, the TeleMedia Accelerator represents the first public-private partnership in this arena. It occupies a 22,000 square-foot, state-of-the-art facility on the BMCC campus, serving as a pilot site for a CCNY-based network that will eventually comprise five campuses. This marks the first attempt anywhere in the world to build a network of interrelated accelerators that provide young, technology-based companies with space, seed funding, and other services to speed their growth.

Another mark of excellence, BMCC's Study Abroad program, launched in 1972, is the most comprehensive of any community college in The City University of New York. The program is a four-week-or-more course of study in which students travel to locations such as Senegal, Italy, and Puerto Rico. While there, they not only explore the history and culture but additional subjects that might relate to their own course of study or interests. The course is intensive and challenging. An average day consists of twelve or more hours of study and travel: attending lectures by professors at affiliated colleges and universities, undertaking research related to course assignments, studying and participating in local customs and traditions, interacting with local residents, and discussing their experiences with professors and fellow students.



A Glance at Some of the Hispanic Outlook TOP 50 Community Colleges

BY MARI CARMEN SARRACENT

The community college system has long been the higher education entry point for many Americans. Over the years, enrollment and graduates have increased exponentially, the former due especially to the "baby boom echo," which refers to the offspring of the baby boomers.

Many first-generation college students and individuals in the 18 to 24 age group seeking affordable and accessible education attend community colleges. Another expanding cohort includes people seeking enrichment programs and job training, many of whom already have bachelor's degrees. Women continue to be the dominant gender in two-year colleges with regard to enrollment and the number of associate's degrees granted.

Allen Cissell, senior education specialist of the Community College Liaison Office in the U.S. Department of Education, said that, overall, community colleges expect a five to 10 percent enrollment increase in the next few years.

Cissell added, "Community colleges have been extraordinary in bringing in first-time students and American minorities for all sorts of reasons. These institutions are close to home, accessible, students can take classes while they're working, course offerings are adaptable to different kinds of schedules, etc."

In conversations with community college presidents, Cissell also has learned that "as high as 15 to 20 percent of students who already have bachelor's degrees are attending community colleges in order to learn to use computers and upgrade their skills."

Some Stats

According to U.S. Department of Education data based on 1998-99, only four of the **TOP 50** community colleges awarding the most associate's degrees to Hispanics graduated more Hispanic men than Hispanic women.

Florida's Miami-Dade Community College once again topped the **TOP 50** list on both counts–for most associate's degrees conferred to Hispanics and for Hispanic enrollment, with a grand total of 29,780 Hispanic students enrolled in 1999. Of 4,754 associate's conferred, 2,693 went to Hispanics. Where at most schools women outnumber men graduates, at Miami-Dade, Latino men and women were relatively close–1,085 and 1,608 respectively.

California is home to 22 of the **TOP 50** com-

COMMUNITY COLLEGE CERTIFICATES AND DEGREES CONFERRED BY MAJOR FIELD OF STUDY: 1996–97

Certificates

Field of Study	<1 Year	1–2 Years	>2 Years	Total
Health professions and related sciences	23,401	30,585	2,673	56,659
Business management and admin. services	8,230	14,727	1,219	24,176
Mechanics and repairers	3,961	8,583	2,344	14,888
Protective services	10,000	3,138	369	13,507
Precision production trades	2,849	5,282	1,355	9,486
Vocational home economics	3,599	3,577	419	7,595
Personal and miscellaneous services	1,518	5,015	211	6,744
Engineering-related technologies	1,705	3,705	793	6,203
Construction trades	1,930	2,871	743	5,544
Transportation and material moving workers	4,278	610	47	4,935
Computer and information sciences	1,506	1,723	194	3,423
Marketing opers./marketing and distribution	1,870	904	254	3,028
Agricultural business and production	1,214	984	292	2,490
Liberal/general studies and humanities	1,070	340	31	1,441
Law and legal studies	291	1,062	80	1,433
Visual and performing arts	243	686	351	1,280
Education	313	620	69	1,002
Public administration and services	320	286	45	651
Communications technologies	122	172	44	338
Multi/interdisciplinary studies	233	68	1	302
Home economics	121	161	2	284
Communications	132	68	52	252
Parks, recreation, leisure and fitness	101	127	0	228
Conservation and renew. natural resources	41	135	0	176
Library science	98	52	17	167
English language and literature/letters	126	21	0	147
Science technologies	78	53	6	137
Engineering	25	33	0	58
Agricultural sciences	7	40	6	53
Foreign languages and literature	0	26	13	39
Social sciences and history	3	26	0	29
Biological sciences/live sciences	2	25	0	27
Physical sciences	0	24	0	24
Architecture and related programs	4	11	1	16
Psychology	0	14	0	14
Area, ethnic, and cultural studies	0	11	0	11
Mathematics	9	0	0	9
Military technologies	0	0	0	0
Philosophy and religion	0	0	0	0
Theological studies/religious vocations	0	0	0	0
Undesignated field	0	0	0	0
Total	69,400	85,745	11,631	166,776

Associate Degrees

Liberal/general studies and humanities	167,448
Health professions and related sciences	76,848
Business management and admin. services	71,766
Engineering-related technologies	20,208
Protective services	17,445
Mechanics and repairers	9,747
Education	9,687
Visual and performing arts	8,757
Multi/interdisciplinary studies	8,246
Computer and information sciences	7,701
Vocational home economics	7,152
Precision production trades	6,123
Law and legal studies	6,121
Marketing opers./marketing and distribution	4,721
Public administration and services	3,899
Social sciences and history	3,878
Agricultural business and production	3,537
Personal and miscellaneous services	2,470
Biological sciences/live sciences	2,046
Engineering	1,859
Physical sciences	1,858
Communications technologies	1,815
Communications	1,519
Construction trades	1,510
Psychology	1,440
English language and literature/letters	1,401
Conservation and renew. natural resources	1,246
Transportation & material moving workers	1,160
Home economics	898
Parks, recreation, leisure & fitness	852
Mathematics	765
Science technologies	743
Agricultural sciences	688
Military technologies	554
Foreign languages and literature	484
Architecture and related programs	252
Undesignated field	219
Library science	124
Area, ethnic, and cultural studies	75
Philosophy and religion	42
Theological studies/religious vocations	7
Total	456,508

■ Source: National Center for Education Statistics 1999c

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munity colleges awarding the most associate's degrees to Hispanics–starting with East Los Angeles College, which conferred 564 out of 823 degrees to Hispanics. The state is followed by Texas and New York (9 and 8 schools respectively), Florida (5), Arizona (3), in New Mexico–New Mexico State University–Dona Ana, in Virginia–Northern Virginia Community College, and in New Jersey–Berkeley College.

Miami-Dade in Florida and El Paso Community College in Texas have consistently ranked No. 1 and 2 in the number of associate's awarded to Hispanics and enrollment. El Paso reported 15,553 Hispanic students in 1999–9,614 women and 5,939 men.

Five City University of New York institutions are among the **TOP 50**. CUNY LaGuardia Community College is in the lead, granting 571 associate's to Hispanics out of 1,492. CUNY Borough of Manhattan Community College reported 511 out of 1,902 associate's conferred. CUNY Bronx Community College granted 381 associate's degrees to Hispanics out of 884, and CUNY Hostos Community awarded 323 degrees out of 486.

Some of the Top Schools

The **TOP 50** list alone adds up to more than 300,000 Hispanic students enrolled in community colleges, and the number continues to eclipse previous totals. Measurable staff increases are also down the pike.

Overall, noted Cissell, there is a high percentage of part-time faculty employed at community colleges nationwide. Consequently, the faculty development issue is a priority on the agendas of most community college presidents, he said. "Sixty-five percent of all community college faculty are part-time. Unfortunately, there is difficulty in keeping those people as they are paid on a much lower scale than full-time faculty.

"The goal for community colleges is to train part-time faculty to teach a more diverse student body, and to retain high quality part-time faculty, particularly in the technology areas." Ultimately, Cissell adds, those part-time faculty members would move into full-time teaching positions.

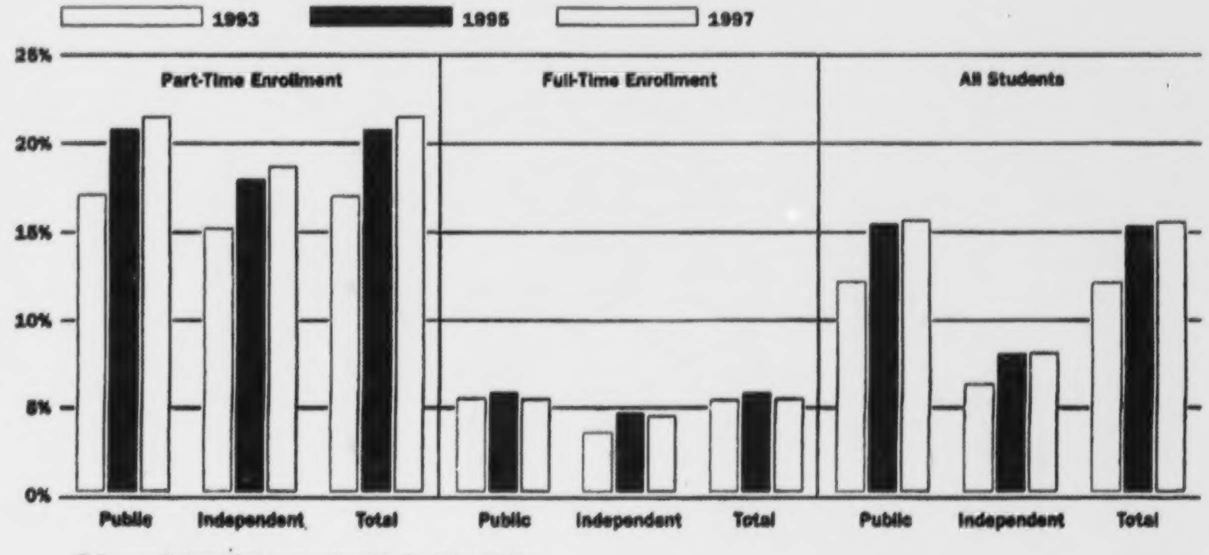
As of Fall 2000, Miami-Dade Community College's *Factbook* reported 2,296 full-time employees, 65 percent of whom are ethnic minorities, and 56 percent female. Part-time employees total 3,371. Hispanics account for 40 percent of all full-time employees. Seventy-one percent of full-time faculty have earned a master's degree; 21 percent have doctorates. Hispanic faculty totaled 173.

Miami-Dade keeps a close eye on transfer rates. It most recently tracked its 1996-97 graduates. Within a year after graduation, of the Associate in Science graduates, 87 percent were in jobs related to their degrees, and nine percent of these graduates continued their education. Thirty-two percent of Associate of Arts degree recipients furthered their education, and 32 percent were employed in fields related to their degrees. Miami-Dade also reported that graduates who enrolled in the State University System had satisfactory upper-division GPAs during their first year.

LaGuardia Community College ranks No. 3, in granting the most associate's to Hispanics. Its institutional profile for 1999, based on Fall 1998 data, shows that there were 246 full-time faculty members on board. Tenured professors numbered 91, and tenured associate professors totaled 31. Hispanic faculty totaled 23–11 females and 12 males. Part-time faculty accounted for 416–186 females and 230 males. Forty-seven percent of full-time faculty has earned a doctorate, 49 percent earned a master's, and four percent bachelor's.

While starting salaries for LaGuardia graduates have steadily increased since 1994, a large number are enrolling in senior colleges. According to the College, about 56 percent of its 1997-98 graduates reported having continued

PERCENTAGE OF COMMUNITY COLLEGE ENROLLMENT AGED 40 OR OLDER BY ENROLLMENT STATUS AND TYPE OF INSTITUTION: 1993, 1995, 1997

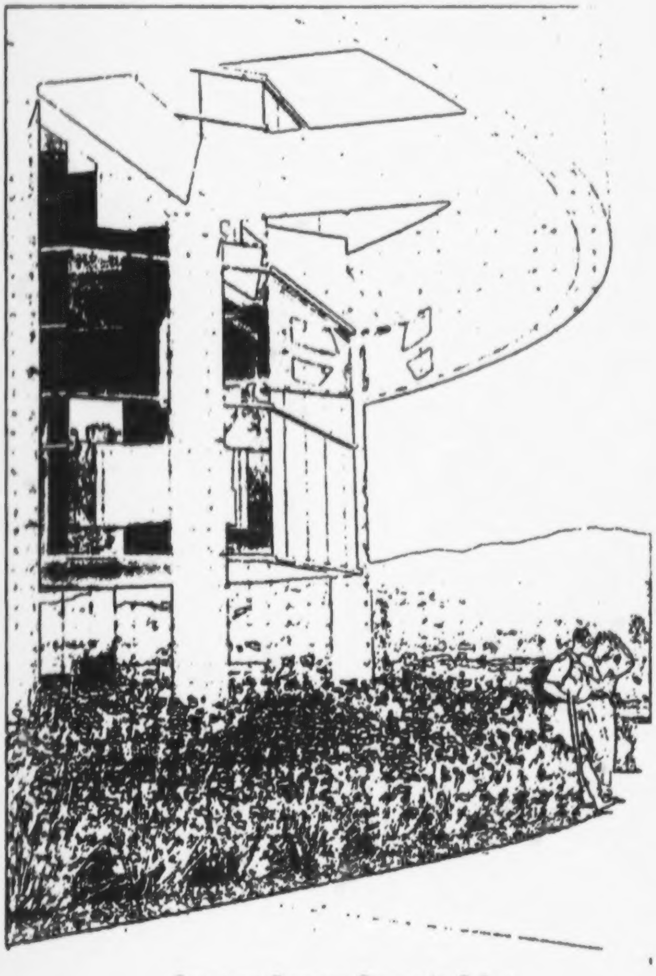


■ Source: National Center for Education Statistics 1999d their education within six months of graduation. Almost 72 percent of these students said they had planned to attend a four-year college after graduation, and nine percent said they had decided on additional education subsequent to enrolling at LaGuardia. Many graduates are both working and attending a four-year institution.

An enrollment profile of LaGuardia students from Fall 1994 to Fall 1998 indicates that nearly six out of 10 new students are entering degree programs, and have not been to college before. In 1994, first-generation students accounted for 63 percent of enrollment, transfer students totaled 17 percent, and non-degree candidates, 20 percent. In 1998, the percentages shifted somewhat, with non-degrees increasing to 24 percent and first-time students declining to 59 percent.

South Texas Community College ranked No. 32 in degrees awarded to Hispanics and No. 4 in the number of Hispanic enrollees. Thirteen percent of its students in the 1998-99 academic year transferred to UTPA in the fall of '99 from the College's various divisions, including business, math and science, liberal arts and social sciences, nursing and allied health, and technology. Based on the results from STCC's 2000 graduate follow-up survey, 59 percent are working in their chosen field of study. Twenty-nine percent are enrolled in college, and not working in their major field, or not working; seven percent are working out of their field and not enrolled in college; four percent are seeking work and not enrolled in college; and, lastly, one percent are not working and not seeking work and not enrolled in a college.

STCC staff totaled 520, of whom 247 are Hispanic. Full-time faculty number 282; part-time number 238.



Grossmont-Cuyamaca Community College

Down the Line

Among the activities that the Community College Liaison Office conducts are multi-agency funding workshops at selected community colleges around the country. "We take program officers from various government agencies that have programs that would be of interest to community colleges. As a result, [the schools] develop programs in the technology area and create 21st-century learning centers."

As we go to press, the Community College Liaison Office awaits a new political headship. But Cissell adds that the new administration seems to support the Office's history and activities. "There are positive signs. Secretary of Education Rod Paige understands the nature of community colleges and the mission. And the associations in town will help to keep community colleges at the forefront in policy. You just don't ignore institutions that enroll 48 percent of America's students. It's also the 100th anniversary of community colleges, so they will get a lot of visibility."

While many students are successfully completing their "first" round in higher education at community colleges, the challenge to increase the transfer rate to four-year institutions and graduation rates, retain and train part-time faculty, grow the number of full-time faculty, expand and enrich the curriculum, and narrow the technology gap are objectives that are keeping college administrators diligently involved.

Meanwhile, countries abroad are trying to emulate the U.S. community college model. Cissell stated, "Other countries are looking to the U.S. as a model for development and training. There are 60 community college startups in China, we've done some work in South Africa, and there is a large partnership between the Ministry of Education of Brazil and the U.S. Department of Education."

Commencement is ultimately what the students and postsecondary institutions aim for. Longitudinal research available reveals that community colleges are a good avenue for achieving this end. Clifford Adelman, senior research analyst, U.S. Department of Education, provided some statistics comparing two cohorts–one group tracked traditional-age students from 1972-84, and the second group included students from 1982-93. Of all the students in the first group who earned more than 10 credits from a community college and formally transferred to a four-year institution, 71 percent earned a bachelor's degree by age 30. Of the second group, those students who started at a four-year institution, 65 percent earned a B.A. by age thirty. Adelman emphasized, "If done the right way, community colleges can produce a higher percentage of graduates."

Hispanic Outlook

TOP 50

These latest figures from the Center for Education Statistics, U. S. Department of Education, based on a 95 percent response, rank the nation's community & junior colleges in number of associate's degrees awarded to Hispanics 1998-1999.

Community & Junior Colleges for Hispanics

Colleges awarding the most Associate's Degrees to Hispanics

Rank	Institution	State	Total Associate's	Total Degrees Hispanic	Male	Female	% Awarded To Hispanics
1	MIAMI-DADE COMMUNITY COLLEGE	FL	4,754	2,693	1,085	1,608	56.6
2	EL PASO COMMUNITY COLLEGE	TX	731	581	193	388	79.5
3	CUNY-LAGUARDIA COMMUNITY COLLEGE	NY	1,492	571	155	416	38.3
4	EAST LOS ANGELES COLLEGE	CA	823	564	187	377	68.5
5	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	NY	1,902	511	138	373	26.9
6	SOUTHWESTERN COLLEGE	CA	915	486	164	322	53.1
7	SANTA ANA COLLEGE	CA	1,515	459	201	258	30.3
8	CERRITOS COLLEGE	CA	1,105	454	194	260	41.1
9	VALENCIA COMMUNITY COLLEGE	FL	2,875	415	160	255	14.4
10	LAREDO COMMUNITY COLLEGE	TX	414	397	142	255	95.9
11	CUNY-BRONX COMMUNITY COLLEGE	NY	884	381	77	304	43.1
12	TEXAS SOUTHMOST COLLEGE	TX	410	378	111	267	92.2
13	MT. SAN ANTONIO COLLEGE	CA	1,011	359	146	213	35.5
14	DEL MAR COLLEGE	TX	706	359	115	244	50.8
15	IMPERIAL VALLEY COLLEGE	CA	394	325	100	225	82.5
16	CUNY-HOSTOS COMMUNITY COLLEGE	NY	486	323	66	257	66.5
17	BROWARD COMMUNITY COLLEGE	FL	2,076	309	108	201	14.9
18	MONROE COLLEGE-MAIN CAMPUS	NY	646	309	81	228	47.8
19	RIO HONDO COLLEGE	CA	469	301	117	184	64.2
20	SAN ANTONIO COLLEGE	TX	682	295	105	190	43.3
21	ROBERT MORRIS COLLEGE	IL	1,158	286	66	220	24.7
22	TECHNICAL CAREERS INSTITUTE	NY	956	284	177	107	29.7
23	CHAFFEY COMMUNITY COLLEGE	CA	1,023	281	78	203	27.5
24	LOS ANGELES TRADE TECH. COLL.	CA	594	278	126	152	46.8
25	FRESNO CITY COLLEGE	CA	1,098	275	99	176	25.0
26	EL CAMINO COLLEGE	CA	1,180	266	118	148	22.5
27	PASADENA CITY COLLEGE	CA	1,129	263	106	157	23.3
28	PIMA COMMUNITY COLLEGE	AZ	1,063	261	80	181	24.6
29	VENTURA COLLEGE	CA	827	258	74	184	31.2
30	LOS ANGELES CITY COLLEGE	CA	689	255	100	155	37.0
31	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	NM	739	254	103	151	34.4
32	RIVERSIDE COMMUNITY COLLEGE	CA	1,133	245	93	152	21.6
33	NASSAU COMMUNITY COLLEGE	NY	2,895	240	98	142	8.3
34	TEXAS STATE TECH. COLL.-HARLINGEN	TX	287	237	153	84	82.6
35	COLLEGE OF THE SEQUOIAS	CA	733	235	86	149	32.1
36	CUNY-NEW YORK CITY TECH. COLL.	NY	1,160	235	110	125	20.3
37	SAN JOAQUIN DELTA COLLEGE	CA	1,113	223	80	143	20.0
38	HILLSBOROUGH COMMUNITY COLLEGE	FL	1,805	219	81	138	12.1
39	CITRUS COLLEGE	CA	776	218	82	136	28.1
40	OXNARD COLLEGE	CA	424	215	68	147	50.7
41	FULLERTON COLLEGE	CA	857	209	83	126	24.4
42	REEDLEY COLLEGE	CA	486	209	57	152	43.0
43	BAKERSFIELD COLLEGE	CA	744	208	76	132	28.0
44	MODESTO JUNIOR COLLEGE	CA	1,090	208	73	135	19.1
45	ST. PHILIP'S COLLEGE	TX	499	206	107	99	41.3
46	LOS ANGELES VALLEY COLLEGE	CA	708	204	77	127	28.8
47	CUNY-QUEENSBOROUGH COMM. COLL.	NY	1,137	204	72	132	17.9
48	HOUSTON COMMUNITY COLLEGE SYS.	TX	1,072	199	60	139	18.6
49	MIDLAND COLLEGE	TX	475	196	83	113	41.3
50	SOUTH TEXAS COMMUNITY COLLEGE	TX	209	195	54	141	93.3

Hispanic Outlook TOP 50

Community & Junior Colleges

by Hispanic Enrollment

RANK	INSTITUTION	STATE	TOTAL HISPANIC ENROLLMENT	TOTAL DEGREES HISPANIC	TOTAL ASSOCIAT DEGREES ALL RACES
1	MIAMI-DADE COMMUNITY COLLEGE	Florida	29,780	2,693	4,754
2	EL PASO COMMUNITY COLLEGE	Texas	15,553	581	731
3	EAST LOS ANGELES COLLEGE	California	12,258	564	823
4	SOUTH TEXAS COMMUNITY COLLEGE	Texas	9,849	195	209
5	SAN ANTONIO COLLEGE	Texas	9,727	295	682
6	HOUSTON COMMUNITY COLLEGE SYSTEM	Texas	9,583	199	1,072
7	SOUTHWESTERN COLLEGE	California	9,095	486	915
8	CERRITOS COLLEGE	California	8,961	454	1,105
9	MT. SAN ANTONIO COLLEGE	California	8,624	359	1,011
10	PIMA COMMUNITY COLLEGE	Arizona	8,318	261	1,063
11	SANTA ANA COLLEGE	California	7,905	459	1,515
12	RIO HONDO COLLEGE	California	7,806	301	469
13	TEXAS SOUTHMOST COLLEGE	Texas	7,164	378	410
14	LAREDO COMMUNITY COLLEGE	Texas	7,118	397	414
15	PASADENA CITY COLLEGE	California	7,058	263	1,129
16	CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	Illinois	6,307	41	264
17	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE	New Mexico	6,273	254	739
18	FRESNO CITY COLLEGE	California	6,197	275	1,098
19	EL CAMINO COLLEGE	California	6,138	266	1,180
20	RIVERSIDE COMMUNITY COLLEGE	California	6,112	245	1,133
21	SANTA MONICA COLLEGE	California	6,064	171	1,096
22	CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE	Illinois	5,738	105	296
23	LOS ANGELES CITY COLLEGE	California	5,626	255	689
23	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	Illinois	5,295	105	366
25	LOS ANGELES VALLEY COLLEGE	California	5,280	204	708
26	DEL MAR COLLEGE	Texas	5,244	359	706
27	AUSTIN COMMUNITY COLLEGE	Texas	5,181	142	837
28	FULLERTON COLLEGE	California	5,081	209	857
29	COMMUNITY COLLEGE OF SOUTHERN NEVADA	Nevada	4,994	69	767
30	LONG BEACH CITY COLLEGE	California	4,921	155	732
31	BROWARD COMMUNITY COLLEGE	Florida	4,724	309	2,076
32	CUNY-BOROUGH OF MANHATTAN COMMUNITY COLLEGE	New York	4,668	511	1,902
33	VALENCIA COMMUNITY COLLEGE	Florida	4,600	415	2,875
34	CHAFFEY COMMUNITY COLLEGE	California	4,561	281	1,023
35	CUNY-LAGUARDIA COMMUNITY COLLEGE	New York	4,088	571	1,492
36	CITY COLLEGE OF SAN FRANCISCO	California	4,067	124	1,063
37	IMPERIAL VALLEY COLLEGE	California	4,054	325	394
38	PALO ALTO COLLEGE	Texas	3,954	127	201
39	HARTNELL COLLEGE	California	3,944	192	507
40	BAKERSFIELD COLLEGE	California	3,931	208	744
41	CITRUS COLLEGE	California	3,829	218	776
42	ST. PHILIP'S COLLEGE	Texas	3,772	206	499
43	COLLEGE OF THE SEQUOIAS	California	3,770	235	733
44	LOS ANGELES MISSION COLLEGE	California	3,667	151	260
45	LOS ANGELES TRADE TECHNICAL COLLEGE	California	3,646	278	594
46	CUNY-BRONX COMMUNITY COLLEGE	New York	3,642	381	884
47	PALOMAR COLLEGE	California	3,624	184	1,152
48	SAN JOAQUIN DELTA COLLEGE	California	3,486	223	1,113
49	NORTHERN VIRGINIA COMMUNITY COLLEGE	Virginia	3,473	146	2,194
50	MODESTO JUNIOR COLLEGE	California	3,430	208	1,090

Community & Junior Colleges for Hispanics

Puerto Rico two-year colleges awarding the most associate's degrees to Hispanics

RANK	INSTITUTION	TOTAL DEGREES HISPANIC	MALE	FEMALE
1	NATIONAL COLLEGE OF BUSINESS AND TECHN-BAYAMON	322	81	241
2	HUERTAS JUNIOR COLLEGE	299	69	230
3	COLEGIO TECNOLOGICO DEL MUNICIPIO DE SAN JUAN	180	77	103
4	RAMIREZ COLLEGE OF BUSINESS AND TECHNOLOGY	145	14	131
5	NATIONAL COLLEGE OF BUSINESS AND TECHN-ARECIBO	141	34	107
6	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	120	26	94
7	COLUMBIA COLLEGE	110	14	96
8	HUMACAO COMMUNITY COLLEGE	75	20	55
9	INTERNATIONAL JUNIOR COLLEGE	47	19	28

Puerto Rico two-year colleges reporting highest Hispanic Enrollment

RANK	INSTITUTION	TOTAL DEGREES HISPANIC	MALE	FEMALE
1	HUERTAS JUNIOR COLLEGE	2,051	967	1,084
2	NATIONAL COLLEGE OF BUSINESS AND TECHN-BAYAMON	1,898	547	1,351
3	NATIONAL COLLEGE OF BUSINESS AND TECHN-ARECIBO	1,131	316	815
4	COLEGIO TECNOLOGICO DEL MUNICIPIO DE SAN JUAN	881	460	421
5	ELECTRONIC DATA PROCESSING COL OF PR INC-SAN SBSTN	721	236	485
6	RAMIREZ COLLEGE OF BUSINESS AND TECHNOLOGY	600	174	426
7	ICPR JUNIOR COLLEGE-MAYAGUEZ	587	239	348
8	ICPR JUNIOR COLLEGE-GENERAL INSTITUTIONAL	521	156	365
9	ICPR JUNIOR COLLEGE-ARECIBO	508	228	280
10	HUMACAO COMMUNITY COLLEGE	403	95	308
11	COLUMBIA COLLEGE	358	88	270
12	PUERTO RICO TECHNICAL JUNIOR COLLEGE INC	321	154	167

Teaching and Learning: Student Tutors Take on Both

columbia basin college

Innovative Program at Columbia Basin College

BY VIRGINIA SLIMAN

Take a two-year state grant and combine it with several industrious, concerned community college students. Place them in a public school system with a large Hispanic population, and the result is a marriage between community and college that benefits both.

Washington state's innovative 10-year-old Community Service Projects program has provided state work-study resources for a number of community programs, including the Bilingual Reading Outreach Program, a two-year pilot project that placed Columbia Basin College students in local elementary schools as Spanish reading tutors.

The Community Service Projects' goal is to provide opportunities for work/study-eligible students to serve the community while they earn money and gain relevant experience.

And CBC students have taken advantage of the opportunity.

When Veronica Partida was a first and second grader, she went to special classes to get one-on-one tutoring in reading. Veronica spent her first two years of college tutoring first and second graders at Captain Grey Elementary School in Pasco, Wash., in the very thing she herself needed help with not so long ago. She plans to become an elementary school teacher.

"I hadn't really connected my childhood experience with the tutoring I've done until recently," Partida said. "In a way, I kind of think this was meant to be. I've experienced both ends of it."

College student/tutor Shannon McFadden has also seen "both ends of it," but in a different way. "I used to be scared of the ESL students when I was in grade school," she said. "Now, I think those kids kind of get ignored and set on the sidelines. People forget about them." McFadden said that she sometimes got stares from people last year when she walked down the halls of Pasco's Emerson Elementary with a group of bilingual students.

Nalina de la M

"The kids I work with have their situations stacked against them."

MICAH FLAJOLE, CBC STUDENT, HELPS A STUDENT WITH A MATH PROBLEM IN MRS. ROBERT'S FOURTH AND FIFTH GRADE CLASS AT MARK TWAIN ELEMENTARY SCHOOL IN PASCO, WASHINGTON.

All elementary schools in the program used the English-immersion approach, according to CBC Spanish instructor and former bilingual program coordinator Antonio Cruz. But even though classes are taught in English, some students are monolingual, speaking only Spanish.

So the College's student tutors needed to be bilingual–speaking, reading, and writing Spanish–Cruz said, although they didn't necessarily have to be Hispanic. "We've had Anglo tutors as well as African American and Asian tutors in the past."

Spanish language skills are important because the College tutors usually worked one-on-one with students who had remedial language deficiencies.

For student tutors, this usually meant reading to a child in Spanish and then having the child read to the tutor in Spanish. "We talked about the story ahead of time and made guesses about what the story line would be," said CBC student tutor Micah Flajole. "After we read, I asked them comprehension questions."

The tutoring benefited both parties.

"We saw improvements in the kids I worked with frequently," Flajole said. "I had been reading with Sam every day and the teacher thought he was getting help from his dad, but he wasn't. I'm sure that the reading we did was helping."

Flajole also said tutoring helped convince him to become a teacher.

"I saw my job was important because it made a difference, because I was impacting people. It's different than working in a factory or in a business."

Other tutors reported that the education they got from tutoring was invaluable to them.

"Personally, I learned compassion," Partida said, "and patience." With two years of tutoring behind her, Partida says she learned from teachers' successes as well as from their mistakes. "Teachers who were more patient and stood their ground have more disciplined classrooms," she said.

McFadden agreed. "It was really a teacher training kind of thing."

Most student tutors also noticed their Spanish language skills improve. "At the beginning of the year, when I was called on in my first-year Spanish class, all I could say was, 'Ummm. Ummm,'" McFadden said. "By the end of the year, I just talked."

Much of McFadden's learning came from her students. "They'll help you. Trust me. They'll correct you if you're wrong."

In addition to tutoring reading, writing, and sometimes math, student tutors were also a source of encouragement, Cruz said.

"You are definitely a role model for these kids," Partida said. "What you do influences the kids you are around. You have to smile even if you're having a bad day. They soak in everything like a sponge."

And sometimes the modeling comes from real-life experience. "They all seemed to have a real lack of motivation. I just told them, 'You'll read for the rest of your life.' But I remember thinking the same thing not too long ago. I didn't get serious about high school until I was a junior and decided to start doing my homework."

All three tutors agreed that remaining professional–drawing that line between student and tutor–was often difficult.

Flajole said he felt like a friend as well as a mentor to his students. But when one student asked Flajole if he was going to attend Miguel's birthday party, the 19-year-old said no.

Sometimes it's harder to draw the line.

"I didn't realize what an impact they were having on my life until migration," McFadden said. "That season I had five kids leave. I left the classroom that day in tears."

"I didn't realize what an impact they were having on my life until migration."

SHANNON MCFADDEN SHOWS OFF A CLASS PICTURE OF THE FIRST GRADERS SHE TUTORED AT EMERSON ELEMENTARY IN PASCO.

MICAH FLAJOLE

Columbia Basin College student Micah Flajole is motivated by his desire to make a difference. Just as others have made a difference in his life.

Flajole admits he wasn't always the best student himself. "All I knew how to do was cheat and weasel myself by to get passing grades." He struggled with drugs and family problems until the 10th grade when an older brother's visit had a profound impact on him.

"My brother Jesse came up here for Christmas. He talked to me, and by the time he was done talking to me, he was crying. That really affected me."

Although Micah struggled with depression for a long time, he committed himself to God and started to build a healthier life for himself. In the middle of his 10th grade year in high school, he started doing his schoolwork again.

"It was a hard road to gain back what I'd missed. I don't know if I ever got back to the level I wanted, but I improved. I did my work and established a direction in my life."

One step led to another, and after high school graduation, Flajole enrolled in Columbia Basin College, wanting to learn Spanish and toying with the idea of becoming a teacher.

Enter the College's director of student employment, Theo Dobie, with a workshop on student job opportunities. Flajole's interest in education and Spanish made him an ideal candidate for the Bilingual Tutoring Outreach Program, a program that allowed Flajole to tutor

"Teachers told me, 'Thanks for all your work with this child. We didn't have to hold him back last year.'"

VERONICA PARTIDA TAKES A BREAK FROM STUDYING IN THE CBC LIBRARY BETWEEN CLASSES.

reading with Spanish-speaking elementary students in the Pasco School District.

"A lot of what I learned from being a tutor was the fact that I really can have an effect on these kids' lives," Flajole said. The fact that many of the children Flajole worked with didn't have the same advantages as he had did not go unnoticed by the 19-year-old.

"They don't have nice quiet dream houses. They usually live in a noisy, crowded urban area where it can be hard to learn productively," he said. "The kids I work with have their situations stacked against them. I want to help. Teachers definitely have a chance to help the less fortunate."

SHANNON McFADDEN

When Shannon McFadden started college last year, she knew she would be a teacher. But she didn't know she would be teaching in Spanish or interpreting in Mexico.

A work/study student at Columbia Basin College and a first-year Spanish student, Shannon, like Flajole, was eligible to tutor Spanish-speaking children in local elementary schools through the Bilingual Reading Outreach Program.

Shannon tutored Spanish-speaking first and second graders at Emerson Elementary School in Pasco. Shannon learned a lot from talking to teachers, watching their successes and mistakes. She even got to teach class a couple of times.

And then there was the language. "I was kind of timid at first. Spanish wasn't my strong point," she said. But she started tutoring at the same time she started Beginning Spanish in college. "I knew words, but didn't do sentences." Taking Spanish classes concurrently with tutoring children in Spanish improved Shannon's language skills.

"I felt more confident in my Spanish class because I'd worked with bilingual kids. With them, you mess up, and you just get over it."

A year of tutoring and Spanish language classes equipped Shannon to translate for her church group during a two-week trip to Mexico last summer. The group built a house for a Mexican youth pastor and his wife.

"I still get mixed up on my verbs," Shannon said, confiding that after the house was finished, she told the couple that the church group would be back in one year to live with them. She meant to say they would be back to visit.

But in spite of an occasional mix-up, she noticed that she had more of a relationship with the family because of her ability to speak Spanish.

Working with first and third graders at Emerson also helped Shannon understand Mexican culture better. One image stays in her mind: "We met a 12-year-old girl who stayed home to take care of her six brothers and sisters, ages six months to eight years, while her parents worked. She didn't go to school."

Currently attending Portland Bible College, Shannon plans to major in education and minor in music or Spanish.

VERONICA PARTIDA

Veronica Partida wasn't sure what she wanted to do when she enrolled at Columbia Basin College two years ago.

"I just came to see what would happen," the 20-year-old said.

Work/study approval happened first, and that led Veronica to the Bilingual Outreach Tutoring Program. Tutoring first and second graders at Captain Grey Elementary School in Pasco happened next.

"The first year went by, and I had a lot of fun with it," Veronica said. In her second year of tutoring, she started seeing improvements in her students. "Teachers told me, 'Thanks for all your work with this child. We didn't have to hold him back last year.'"

It was then that Veronica started thinking about her own childhood struggles with learning. She had needed one-on-one help in reading and math through most of her school years. "If I hadn't had the extra help when I was younger, who knows if I'd be here," she said. Her teaching, she said, is, in a way, "conquering what I've been struggling with my whole life."

A third-generation Mexican American, Veronica will be among the first in her family to graduate from college. Her parents, born and raised in the United States, worked in the fields as children, moving with the harvest and jumping from school to school. When they finally settled in Eastern Washington, Veronica's mother dropped out of school in the eighth grade to help her parents in the fields. Her father finished high school and one year of college before going on to various jobs.

Today, Veronica's mother, who earned her GED several years ago, is a para educator at a local elementary school. Her father, a recovering alcoholic, is a drug and alcohol counselor at a nearby correctional facility.

Veronica will finish her second year at CBC in Fall 2000. She plans to enter Eastern Washington University in January and major in education.

Virginia Sliman works in the communications department at Columbia Basin College and is an adjunct faculty member in the English department. She edits the faculty/staff newsletter in which this article on the Bilingual Reading Outreach Program first appeared.

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NATIONAL PROFILE OF COMMUNITY COLLEGES: TRENDS & STATISTICS

BY INES PINTO ALICEA

Community colleges experienced growth in enrollments during the past two decades and will continue to experience significant growth in the coming years, according to the primary advocacy organization for the nation's 1,151 two-year degree-granting institutions.

The American Association of Community Colleges (AACC) reported in its recently released "National Profile of Community Colleges: Trends & Statistics," third edition, that the fall headcount enrollment at community colleges grew to 5.5 million in 1997 from nearly 4 million in 1975. Community colleges grant more than 450,000 associate's degrees annually. The enrollment growth at four-year colleges was not nearly as substantial, growing to 8.8 million from 7.2 million.

By 2007-2008, the number of

high school graduates is expected to increase by 17 percent to 3.1 million. The number of college students, nearly 14 million in 1995, will grow to more than 16 million by 2007.

Dr. George Boggs, president of the organization, said that since the enrollment in community colleges will grow, one of his concerns is whether "we will have the capacity to accommodate the increase in students."

Boggs has said he is beginning to see some parts of the country taking steps to address the increase in students. North Carolina has agreed to build more community colleges. A number of community colleges are moving toward expanding services through distance learning.

Because of growing enrollments and shrinking budgets, community colleges are having to be creative in carrying out their work. One of the big trends among community colleges wanting to meet the needs of the communities they serve is the formation of partnerships. Stan Ikenberry, retiring president of the American Council on Education, said community colleges have an important role of being what he called an "alliance broker," where the community colleges have formed partnerships and relationships with a variety of institutions and organizations to create a network.

Foothill College in Los Altos Hills, Calif., is a good example of how a community college is key in forming partnerships. The school's career programs focus on the technology industry because of its location in California's Silicon Valley. The College enjoyed one of its earliest partnerships in the 1970s when Hewlett Packard built a semiconductor manufacturing lab so that Foothill students could learn how to make semiconductor chips, said President Bernadine Chuck Fong.

Later, Tandem Computers, since bought out by Compaq, donated a mainframe system and 200 computers to Foothill in exchange for the College's providing customer and employee training on Tandem equipment, she said. The company later upgraded the equipment and donated an automated library system. The College continues to form strong partnerships with other companies, she added.

Ikenberry said many community colleges across the country have enjoyed growing interest from the community in the last decade.

"The visibility of community colleges has increased in the past 10 years," said Ikenberry. "They are more visible to the American public. A lot of that might be because the Clinton Administration has used community colleges frequently in discussions about higher education."

Community colleges have been around since 1901, when the Joliet Junior College first opened, but it was not until the 1960s that their popularity began to grow. Between 1960 and 1970, the number of community colleges increased two and a half times, opening at a rate of nearly one per week, said the AACC report. As a result, many are beginning to show signs of aging, particularly among faculty and administrators.

In the future, Boggs said, community colleges will experience high turnover in faculty and administrators because many are reaching retirement age. The upcoming retirements, he said, are an opportunity to further diversify faculty and administrations of community colleges nationwide. In 1992, 24 percent of full-time faculty were 55 years or older, said Boggs, noting that one study showed that an estimated 68 percent of community colleges would lose their presidents between 1996 and 2006.

"It is important for the new leaders to understand the core values of community colleges and protect them," said Boggs, adding that in the future, community colleges will continue to distinguish themselves through their core values of open access and responsiveness to their communities.

Boggs said that another interest-

Top 25 National Hot Programs

	Program Name	# of Programs	# of Students	Average Students Per Hot Program	Average Salary
1	Registered Nursing	84	11,701	139.3	$28,777
2	Computer Tech/Computer Info Systems	54	21,582	399.7	$24,990
3	Electronics Technology/Elec. Engineering	29	2,731	94.2	$24,255
4	Physical Therapy (Assistant)	24	1,615	67.3	$28,782
5	Automotive	21	1,927	91.8	$24,925
6	Law Enforcement/Criminal Justice/Human Services	21	3,911	186.2	$23,282
7	Computer Programming	20	7,946	397.3	$28,066
8	Dental Hygiene	16	484	30.3	$31,750
9	Machinist/Machine Tool Technology	12	887	73.9	$24,320
10	Occupational Therapist (Assistant)	12	1,156	96.3	$27,624
11	Business	11	3,666	333.3	$22,833
12	Drafting and Design	11	1,383	125.7	$24,800
13	Manufacturing Process Technology	11	2,574	234.0	$30,675
14	Computer Assisted Design	10	1,330	133.0	$26,891
15	Licensed Practical Nursing	10	451	45.1	$19,647
16	Refrigeration/AC/Heating	10	802	80.2	$22,416
17	Early Childhood Development	9	4,135	459.4	$17,387
18	Respiratory Therapy	9	221	24.6	$26,877
19	Telecommunications/Interactive; Info Specialists	8	2,314	289.3	$29,267
20	Computer and Software Applications	7	1,711	244.4	$22,605
21	Computer Science	7	1,941	277.3	$28,400
22	Environmental Studies	7	798	114.0	$22,134
23	Graphic Arts	7	529	75.6	$23,320
24	Health Information Technology	7	375	53.6	$21,800
25	Culinary Arts	6	1,039	173.2	$22,200

SOURCE: AACC Research Brief

ing phenomenon occurring at the community college level is the development of private foundations for community colleges. Since public funds are becoming more restricted and limited, community colleges increasingly are turning to their own private foundations to raise money for certain expenses, particularly for scholarships. The AACC said that nearly all community colleges have or are establishing a foundation. Moreover, the endowments have grown significantly over the past decade. In 1989, the largest endowment at a public community college was $20 million. By 1995, the largest was $138 million. Most of the colleges use funds from the endowments for scholarships, student support, program support, and/or equipment. The colleges tend to rely most heavily on funding from local businesses and industry and private individuals not affiliated with the institution.

"Community colleges also try to tap alumni, but that is more challenging for community colleges because the students are so mobile that it is hard to track them," said Boggs.

Boggs said states traditionally funded a substantial portion of community college budgets. But more and more states are dedicating larger portions of their budgets to building jails and to boosting funds for public schools so community colleges are facing smaller budgets from the states

Moreover, when states or localities give funds, said Boggs, the funds are tied to performance-based standards, so schools are being asked to provide graduation rates, transfer rates, and employment placement rates, among other data, to show that they are having positive results with the funds that are given to them.

Boggs said performance standards are not a bad idea but that some of the standards imposed by legislators, such as completion and transfer rates, are difficult for community colleges to meet because many students attend community colleges only for a few courses, not to complete a degree or transfer to a four-year college.

Another trend in the budget area has to do with the handling of financial aid for students. Boggs said a movement is under way to make financial aid merit-based rather than need-based. This concerns him because many of the students served by community colleges have been to public schools where the educational programs were weak so "the students from those areas would be disadvantaged by merit-based programs." Less than two percent of students attending public community colleges receive merit-based financial aid, said the AACC report.

"The faculty at community colleges must be able to teach students who differ vastly in ages, computer literacy, professional and educational experience, and in their readiness to learn, which can encompass a variety of challenges, including limited English proficiency."

ALBERT L. LORENZO, PH.D.,
MACOMB COMMUNITY COLLEGE PRESIDENT

Dr. Albert Lorenzo is president of Macomb Community College, a multi-campus institution in the greater-Detroit area with an enrollment of nearly 30,000 students per semester. Lorenzo once published a regular piece on trends in community colleges.

"One of the assumptions about community colleges that remains valid is that the changes that take place in the community colleges more closely mirror the changes in the community than any other educational institution," said Lorenzo. "So the changes in the social conditions will be felt more quickly by a community college than anybody else. The trends impacting most community colleges tend to mirror the trends in the communities they serve."

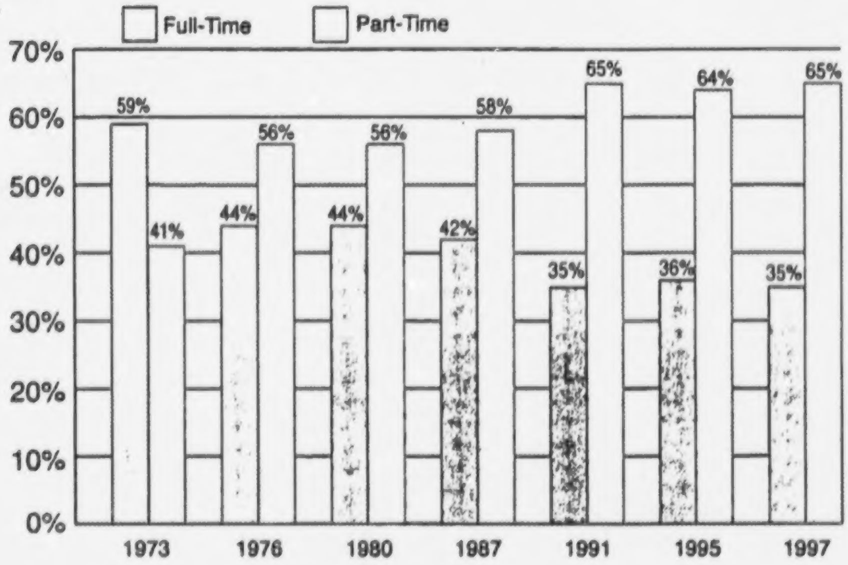
George B. Vaughn, author of *The Community College Story*, a booklet published by the AACC, agreed with Lorenzo's comments, adding that "in the 21st century, the community college's success will continue to depend on its ability to respond to a changing environment."

As such, one of the major trends occurring in community colleges is the high demand for courses that allow people to change professions or improve their job skills. Boggs said that while community colleges still emphasize associate's degrees and general requirements, there is a growing movement toward skills certification and credentialing programs.

"We're seeing more and more students who already have degrees and who are just interested in a particular course or a series of courses," said Boggs, who was president of Palomar Community College District near San Diego before taking the helm of the Washington, D.C.-based AACC.

Lorenzo said that since the economy is strong, many students are attending community colleges to upgrade their skills and take advantage of the high salaries being offered by many employers. Lorenzo said 26 of 28 community colleges in Michigan reported that enrollments had dropped for degree-credit programs but that those same schools saw

Employment Status of Community College Faculty: 1973 to 1997



SOURCE: National Center for Education Statistics

enrollments jump for skills-specific and work-development programs.

"In a hot economy, the students can stick to the skills and skip the arts and sciences," said Lorenzo. "Most employers tell us they value critical thinking, interpersonal skills, and abilities developed by a liberal arts education, but when the economy is strong, they will hire someone with the basics just to get the job done."

But, Dr. Antonio Flores, president of the Hispanic Association of Colleges and Universities, calls the expansion of roles of community colleges a positive step. "The community college has become a very comprehensive institution that provides almost anything a community needs," said Flores. "These institutions provide a college track, job training, upgrade training, and self-actualization. It is good that all of these things are available at an affordable cost. Community colleges do fulfill a number of important goals for society."

Flores said community colleges will continue to play an important role in the Latino community. Fifty-five percent of Latino college students attend community colleges, and Latinos represent the fastest-growing racial/ethnic group at community colleges. Latinos represented nearly 12 percent of all community college students in 1997, according to the AACC study. Flores said more older Latinos will begin to turn to community colleges to enhance their skills for employment and increase their wages. Students who complete the requirements for an associate's degree at a community college earn 24 percent more than people who just have a high school diploma, said the AACC. The growing number of older Latinos returning to college simply mirrors what is occurring in U.S. society overall.

"The basic mission of the community college has not changed in the past decade; however, our areas of emphases may have changed, depending upon the nature of our students," said Chuck Fong. "For example, there is considerably more emphasis on workforce development and lifelong career development since so many people change jobs and/or occupations multiple times."

Lorenzo said community colleges are dealing with a diversity of students that makes teaching challenging. He said the faculty at community colleges must be able to teach students who differ vastly in ages, computer literacy, professional and educational experience, and in their readiness to learn, which can encompass a variety of challenges, including limited English proficiency. About 45 percent of all first-time college students attend a community college, and about 51 percent of community college students are first-generation college-goers in their family, according to the AACC.

Lorenzo said he increasingly hears of students with Ph.D.s returning to community colleges for training to change career path, and they are sitting in the same class with students new to the higher education system, which can make it challenging to teach both levels of student.

"It is difficult to find a single approach that works well in a diverse classroom," said Lorenzo. "For example, the young students are very familiar with computers while some of the older students might not know how to turn one on. What do you assign to a class like that? That wasn't an issue 10 years ago. Communities will continue to become more diverse. In the next 10 years, we'll just have to become more creative in how we approach the learner."

Lorenzo said technology might be the key to meeting the vast needs of different learners. He said, for example, that a limited-English-proficient student, who might take a little longer than would other students to learn certain material for a class because of the language barrier, might be able to benefit greatly if the class is CD-ROM-based and the student could proceed at his or her own pace.

But Lorenzo said he does not believe community colleges will be taken over completely by teaching through technology like distance learning because the personal relationships between the students and teachers is what has made community colleges so successful. He said his community college sends out questionnaires to upcoming graduates about their experience at the school. The students consistently report that one special moment or exchange with a faculty member made a difference or had a positive impact on their experience in the college.

Chuck Fong said Foothill College was the first community college in California to begin offering online credit classes to students in 1994-95 and the program has been a success.

"We now have 70 courses and a degree program available online," said Chuck Fong. "We find this has provided two-thirds of our traditional students with the means to take a course that they could not ordinarily fit into their schedule. In addition, we have enrolled many other students through our online program who receive all of their instruction and services online, thus allowing us to be accessible to many students all over the country and the world."

Virginia's Community Colleges

Building Blocks for a Better Future

BY
NELLY MELLANDER AND
GUSTAVO MELLANDER

> ***"The future requires a much more flexible form of learning–and far more nimble institutions–that don't rely on traditional convoy approaches to education…."***
>
> STATE CHANCELLOR ARNOLD OLIVER

The Virginia Community College System (VCCS) was founded in 1966. By the early 1970s, it included 23 colleges and 33 campuses. In the past decade, another six new campuses were developed. Enrollment surged by nearly 12,000 full-time equivalent students (FTEs), to more than 80,000 FTEs. On an annual basis, nearly half of the students who enroll in public higher education institutions in Virginia attend a community college.

Like community colleges across the nation, they provide access to quality higher educational opportunities and workforce training. Their graduates have moved on to responsible and fulfilling careers.

Programs

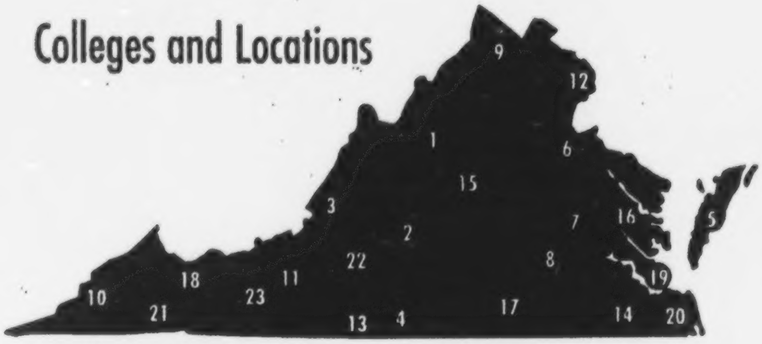
Virginia's community colleges offer more than 200 programs in occupational/technical fields, liberal arts and sciences, general education, continuing adult education, and industrial training. The 23 colleges in the System are indeed the

Commonwealth's "building blocks to a better future" for all of its citizens.

Last fall, approximately 70 percent of students were returning students; 20 percent, first-time students; and about 10 percent, transfers. About 59 percent of enrollees were female.

During the 1999-2000 year, the VCCS served the equivalent of 223,370 full-time students, including 80,588 individual students who enrolled in credit courses. Twenty-nine percent of VCCS students attend full-time, with 71 percent attending classes on a part-time basis.

Colleges and Locations



1	**Blue Ridge Community College**	Weyers Cave
2	**Central Virginia Community College**	Lynchburg
3	**Dabney S. Lancaster Community College**	Clifton Forge
4	**Danville Community College**	Danville
5	**Eastern Shore Community College**	Melfa
6	**Germanna Community College**	Fredericksburg/Locust Grove
7	**J. Sargeant Reynolds Community College**	Goochland/Henrico/Richmond
8	**John Tyler Community College**	Chester/Midlothian
9	**Lord Fairfax Community College**	Fouquier/Middletown
10	**Mountain Empire Community College**	Big Stone Gap
11	**New River Community College**	Dublin
12	**Northern Virginia Community College**	Alexandria/Annandale/Loudoun Manassas/Woodbridge
13	**Patrick Henry Community College**	Martinsville
14	**Paul D. Camp Community College**	Franklin/Suffolk
15	**Piedmont Virginia Community College**	Charlottesville
16	**Rappahannock Community College**	Glenns/Warsaw
17	**Southside Virginia Community College**	Alberta/Keysville
18	**Southwest Virginia Community College**	Richlands
19	**Thomas Nelson Community College**	Hampton
20	**Tidewater Community College**	Chesapeake/Norfolk/Portsmouth Virginia Beach
21	**Virginia Highlands Community College**	Abingdon
22	**Virginia Western Community College**	Roanoke
23	**Wytheville Community College**	Wytheville

The VCCS does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or in the provision of services.

In addition to credit courses, the VCCS serves Virginia business and industry through Workforce Development Services. More than 70,000 students take noncredit courses each year.

Of all students enrolled in public higher education institutions in Virginia, 47 percent attend a community college–one-third of the full-time-equivalent enrollment in those institutions.

Approximately 32 percent of the students are minorities: 19 percent are Black; six percent, Asian; four percent, Hispanic; and three percent, other minorities.

Occupational/technical programs include Associate in Applied Arts or Applied Science degrees as well as programs that lead to certificates or diplomas.

For those pursuing a baccalaureate, there are transfer opportunities at all Virginia community colleges. About a third of the students each fall enroll in transfer programs; 29 percent, in occupational/technical programs. Ninety-four percent are in-state students. Approximately 12,300 degrees, diplomas, or certificates were granted during 1999-2000.

The 1990s were very good years. Among the positives was a continuing change in student profiles. There are substantially more women, minorities, and older students, including an identifiable cohort of very well-educated, baccalaureate and beyond, older working students.

Given our interest in Hispanics in higher education, we asked State Chancellor Arnold Oliver about Hispanic enrollments. He said they continue to grow substantially. The number of Hispanic students at Virginia's community colleges more than doubled during the decade of the 1990s, going from 2,339 in 1990 to 5,352, or about four percent of total students, this past fall, a 130 percent increase.

He said the goal to recruit and retain Hispanic students has been successful, and added that "this is as it should be if we truly believe in what community colleges are."

From the perspective of faculty and administrative openings, he noted that he had seen a growing number of well-qualified Hispanic applicants in the employment pools. He was optimistic this would translate into more being hired in coming years.

Invited to say a word or two to encourage young and not-so-young Hispanics to go to their local community college, the chancellor said, "If education is such an essential element to higher earnings and a fuller participation in the American dream, as I and many others believe, then any young person would be foolish to pass up a chance to participate in higher education by not going out to his or her local community college."

He reminded us that it is impossible to work at a community college and not know firsthand a number of students who came just to take one course–and discovered that it changed their lives. Every profession in the country today has leaders who began just by taking one class at a community college.

In the last ten years, under Oliver's focused and dynamic leadership, the community colleges invested heavily on five fronts: professional development, workforce services, distance education, capital construction, and technology.

Professional Development

A comprehensive study of community college faculty and staff a few years ago revealed that lack of time, funding, and support were barriers to a successful state professional development program. A systematic process of renewal was developed that creates an environment for learning and growth. At its heart lies the recognition that enhanced faculty and staff learning results in enhanced student learning.

The majority of VCCS faculty and staff are between 40-59 years of age and have been with the system for more than 12 years. The average teaching load is five courses per semester; many also teach one course as overload. The question was not how to prompt faculty and staff to teach and serve more, but rather how to continue to ensure they are teaching and serving students enthusiastically, and with the latest discipline knowledge, instructional practices, and technological advances.

In 1993, to address the obvious needs, the state board and Chancellor Arnold Oliver launched an initiative unparalleled in the Commonwealth's higher education history. The VCCS Professional Development Initiative invested in faculty and staff to harness their creative energies and talents to increase institutional vitality and provide the impetus for educational transformation.

Central to the initiative was the recognition that the responsibility for professional development must be shared by each individual, the 23 community colleges, and the Virginia Community College System Office.

The Initiative is structured around four developmental components: discipline development, to build knowledge and skills within the academic discipline or professional specialty; instructional development, to improve classroom teaching, learning, and assessment techniques; career development, to provide tools for effective personal planning; and organizational development, enhancing administrative leadership skills to fulfill the institutional mission of the community college.

These components form the model for college professional development plans (college commitment) and individual development plans (individual commitment), which are implemented at the 23 community colleges.

The System commitment is manifested in statewide efforts designed to expand professional opportunities and interaction among colleagues. Time, funding, and support are provided to colleges, faculty, and staff through seven programs: Peer Group Meetings, Research Grants, Teleconferences, Minority Faculty Recruitment, Leadership, Classified Staff, and Learning Technology Skills.

This multi-million-dollar investment has resulted in a nationally recognized professional development program.

Workforce Services

Major investments in this area during the past decade have made these colleges the provider of choice in workforce development services. The General Assembly invested $9 million in new dollars to develop community colleges as the critical resources they are. Further, by including these guidelines and goals in the Code of Virginia, community colleges are now a significant portion of the VCCS mission.

Distance Education

Multi-million-dollar investments help blur the distinctions between time and space when it comes to offering academic courses through distance education. The number of students involved in all kinds of distance education–now often called distributive education–continues to mushroom as students choose compressed video courses and Web-based courses as well as other forms of nontraditional course formats. The number of students participating in these classes, more than 28,000, is larger than the size of many individual classes.

Bellweather Award (l. to r.): Barbara Wyles, provost of Alexandria Campus of NVCC; Bernadette Black, director of professional development for the VCCS; Anne Marie McCartan, vice chancellor of academic services and research for the VCCS; and Dr. Oliver

Dignitaries cut a ribbon at the Smyth Hall dedication ceremony held April 13 at Wytheville Community College. Pictured (l. to r.): VCCS Chancellor Dr. Arnold Oliver, WCC Local Board Chair Dr. Frisby Smith, Virginia Secretary of Education Wilbert Bryant, WCC President Dr. William F. Snyder, State Delegate Thomas M. Jackson, Jr., and State Senator Jackson E. Reasor, Jr.

Chancellor with Karen Alexander, member of the "First Virginia Team" part of the Phi Theta Kappa All-Virginia Academic Team in April 1999

This year, students found their foreign language course options greatly expanded. Fifteen of Virginia's 23 community colleges participated in the Virtual Foreign Language Classroom (VFLC). Northern Virginia Community College, right outside Washington, D.C., offers Arabic, Chinese, French, German, Japanese, Latin, Russian, and Spanish to community college students around the state.

Community colleges across Virginia have signed on to receive language instruction per their individual needs. The goal is to provide language instruction in eight foreign languages to all students in the commonwealth.

The courses are offered via compressed video (video conferencing) and are synchronous (done in real time), so students and instructors can interact and ask and answer questions. The mission of the VFLC is "to offer excellent teaching and learning opportunities in the foreign languages to all students and to provide them with equal access to the foreign language faculty of the VCCS."

Dr. Oliver with NRCC student Suzanne Jessee

Foreign language instruction is also geared to the business community and the adult learner. Two Spanish courses, Spanish 103 and Spanish 163, are designed to meet the needs of law enforcement personnel and health professionals, respectively.

Capital Construction

The last ten years have been a period of the most rapid growth since the early days of the VCCS. $300 million was invested in capital construction, not merely to create buildings but to create access. That is where Virginia's community colleges continue to focus–on the access they provide to quality, cost-efficient, and thorough education.

Technology

More than 100 million dollars have been invested in technology over the past decade, to take the colleges to the cutting edge of where technology is in higher education. The network is among the most advanced in the country, carrying voice and data in increasingly innovative and interactive ways.

Courses are beginning to be offered, through distributive learning, beyond Virginia's boundaries. Presently, six foreign languages are offered at any of the campuses in Virginia. It is a short step to send those classes virtually anywhere in the world.

"Our faculty," said Chancellor Oliver, "heavily armed with professional development and high-quality technology resources, can compete with any institutions or organizations around the country. The future requires a much more flexible form of learning–and far more nimble institutions–that don't rely on traditional convoy approaches to education, for example, the outmoded model of classes that meet three times a week over the course of a semester."

Resignation

With these successes and others on the planning board, why would an energetic man, age 55, resign as chancellor? The answer is to return to teaching.

Dr. Arnold R. Oliver, chancellor of the Virginia Community College System since 1992, has announced he will leave his post this year to return to teaching. Come next fall, he'll be doing that at Eastern Shore Community College, in Melfa.

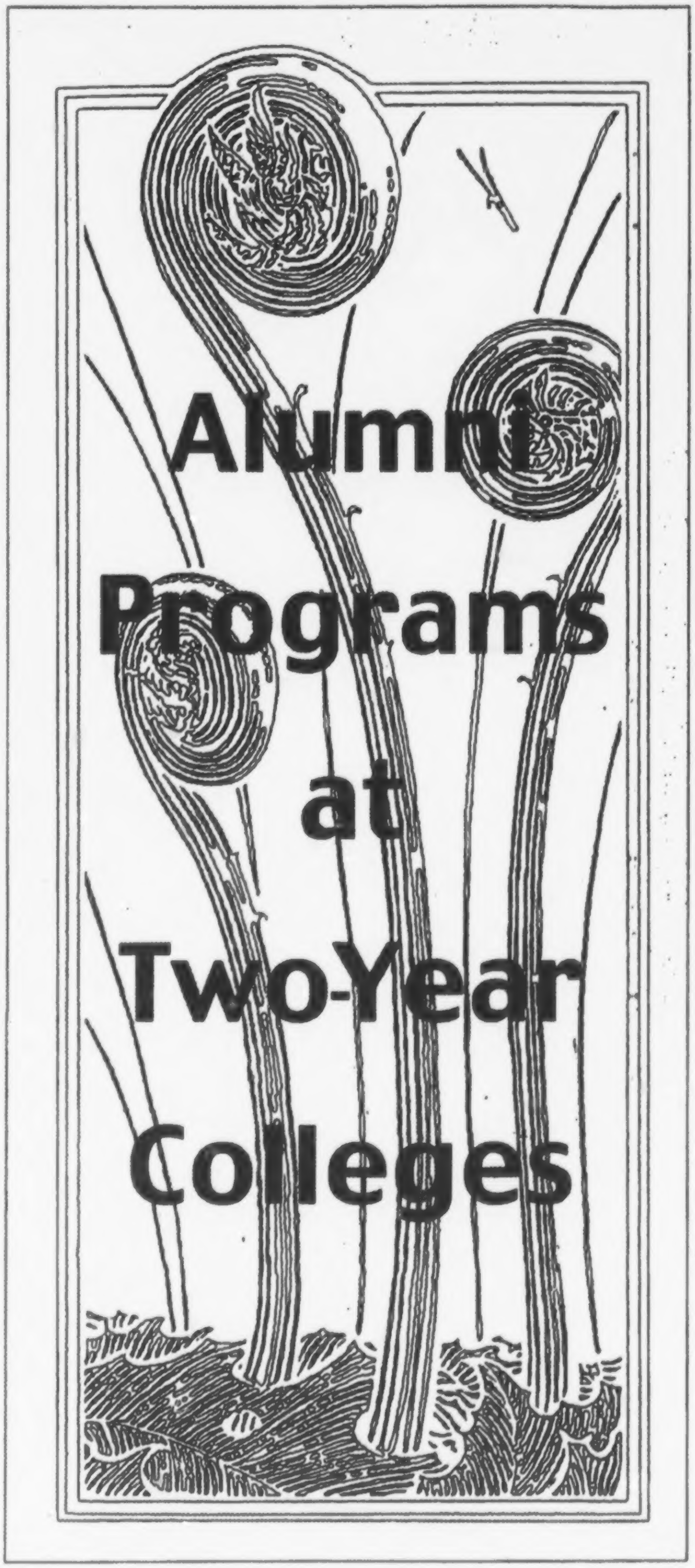
Robert B. Seidensticker, chair of the State Board for Community Colleges, noted, "Dr. Oliver's legacy will be particularly felt in three areas: the award-winning professional development program he has initiated, far-reaching technology gains we have achieved for all of the community colleges throughout the state, and implementation of a distance learning program that is making good on our promise to provide access for thousands of students today."

"For some time, I have been looking for an opportunity to return to the classroom," said Oliver. "I've been chancellor for almost 10 years," he said, "longer than I ever expected to stay. I miss being on a campus. The longer I have served in administration, the more deeply committed I've become to finishing my career in the noblest profession: a community college professor."

"In any organization," he continued, "it is critical for leadership positions to have turnover. Long-serving leaders have difficulty maintaining enthusiasm and creativity; it becomes a challenge to build a new-shared vision. But even beyond that, it is actually quite easy to walk away from a leadership position when your vision of yourself does not completely match your job title. I have had an extremely rewarding career in educational administration in the Virginia Community College System. But there has always been this little inner voice suggesting that where I really should be is interacting more with the students we serve, as well as engaging in academic pursuits such as writing and research.

"I see this as a capstone to my career, the opportunity to teach and to write. The State Board has been very supportive in allowing me to make this move."

The Mellanders teach at George Mason University.



Alumni Programs at Two-Year Colleges

BY MICHELLE ADAM

Alumni programs at two-year Hispanic Serving Institutions?

Berta Vigil Laden, contributing author, *Two-year Colleges for Women and Minorities*, tells *HO*, "It's an area waiting to be explored." Multiple interviews with colleges and experts throughout the country confirm that the subject of alumni programs at two-year colleges, let alone Hispanic Serving Institutions, has barely been addressed. With few exceptions, the concept is only now getting some consideration.

In 1986, at the National Workshop on Two-Year College Alumni Programs of the Junior Community College Institute, Jennifer Kerns spoke to the issue. "The development of alumni programs at public community and junior colleges has been a recent phenomenon about which there is no repository of information," she said.

At that time, she noted that the most likely reasons for their low numbers and/or lack of success were that two-year college graduates hadn't been in the workforce long enough to be able to give financial support and that those who transferred to four-year institutions might have transferred their loyalties as well.

Researching this matter more than 10 years later, *HO* hears some similar comments from college personnel, but discovers, too, a recent burgeoning of alumni programs both at two-year colleges and at those that are also Hispanic Serving Institutions.

Hillsborough

Eleanor Gilder, director of institutional advancement at Hillsborough Community College, an HSI in Florida, has directly witnessed this growth. Fifteen years ago, she was engaged in a master's thesis on alumni programs at two-year colleges.

"I think there wasn't any support for this idea back then. They felt that two-year colleges have funding and shouldn't be in the business of development," she said. "They felt it would be a social club back then. But we now realize it is big business. Community colleges are late in getting started, but there is a lot community colleges can do with their alumni help."

Gilder described how, since the launching of most community colleges in the '60s, a number of resources, including financial ones, are supporting their growth. But, with less state funding today, more accountability, and increased competition among colleges and universities, community colleges have been forced to seek support elsewhere. "Community colleges are coming into their own," said Gilder. "We have graduates now that have prominent positions in the community."

Hillsborough College, with its four campuses in Tampa, Florida, has had an active alumni association for close to six years. "I complain about our program being shabby," said Gilder, "but I have people calling from all over for my help." For

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most community colleges, six years might seem a long time to have had such a program in place.

Until now, Hillsborough's approach has been to mail out occasional newsletters to alumni and invite them to functions. Fundraising efforts were not formalized. But recently, with the approval of a new database, Gilder is excited and preparing for significant progress. With the database program, the school will be better able to track former graduates. From there, Gilder intends to form alumni clubs through the various departments on campus. "We feel the best route to take is to work with graduates of programs," said Gilder. She suggests that the college should provide alumni with health benefits, credit cards, travel programs, and other perks.

"There are a lot of neat things alumni and colleges can do for each other," said Gilder. "But more than anything, they sell the school. Our alumni are our greatest ambassadors. They do more to promote our colleges than our promotion efforts." And despite concerns that two-year colleges are less likely to have successful alumni programs, Gilder sees the positive aspects as well. An important element of the community college, said Gilder, is that students have excellent one-on-one contact with faculty. "We have found a lot of alumni through our faculty. And many would admit that had it not been for the community college, they wouldn't have made it."

A national survey was conducted in 1997 by the Junior and Community College Institute to gather information on the status of alumni programs. Surveys were sent to 422 two-year institutions. The results revealed that 92 of the colleges had alumni programs and the programs were primarily run by volunteers, with their focus being public relations rather than fundraising. Of the institutions interviewed by *HO*, many had only just been established, and their primary mission was public relations as well. As the school moved further into the program, and was able to maintain it–a challenge for the two-year colleges in the past–fundraising efforts would become more sophisticated.

Eleanor Gilder, director of institutional advancement at Hillsborough Community College, an HSI in Florida, has directly witnessed this growth in alumni programs at two-year community colleges during the past decades.

Riverside and Laredo

As with many schools, Riverside Community College in Riverside, Calif., began a volunteer alumni association 10 years ago, but it didn't last. The College re-energized its alumni group only when it decided to create an "alumni house" and purchased a home across from its campus for that purpose.

"It is about so much more than fundraising. It is about having your alumni as resources for the community and for students," said Amy Cardullo, director of the Riverside Community College Foundation. "We want students to be able to relate to their alumni as mentors." Although Cardullo admits that an alumni program "is a different animal at a two-year-college," she too confirms that alumni have closer relationships to their teachers here than at many four-year colleges.

Another Hispanic Serving Institution, Laredo Community College in Texas, officially began its alumni program in 1997. When Laredo celebrated its 50th anniversary, it began an alumni fund for scholarship money. Dr. Ramón H. Dovalina, Laredo's president, initiated the fund as part of a larger effort to reach out to the community for support. An alum himself, he knows that most of those in his community have been students at the College at some point.

"When I speak to community groups, people always ask me what kind of impact the College has had on the community. I ask them to raise their hands if at any point they have attended–and roughly 90 percent in the room have taken courses," said Dovalina.

At the first alumni meeting, 25 people attended–most of them employees who happened to have been students. But since then, through gatherings and invitations, the school has built a large support network.

"We need people to know what we are doing, and we need advice. We need community input–and where better to go than to students you've seen in the past," said Dovalina. He went on to list prominent community members–state senators, city managers, and county judges–who are graduates of Laredo. "There are a lot of people in the community who had their start here. It belongs to the community," he said. "We went, our kids went, and our grandkids will come."

San Antonio and Modesto

At San Antonio College, where 51 percent of the students are Hispanic, promoting the visibility of the school within the community has been a key factor in building its alumni program. "We thought that even though we have been here for 75 years and have had a huge impact on the community, we didn't have the status and recognition that we deserved," said Dr. Robert Zeigler, executive vice president.

Several years ago, the College applied for a Title III grant in order to have the funds to begin an alumni program. At first, Zeigler felt some hesitation about embarking in this direction. "I wasn't sure how successful this would be," he said. "But now that we are into it, people are relatively enthusiastic about it." And he added, "In the past, community colleges didn't really think of outside funding sources, of building contacts in the com-

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munity for help. We are now realizing it is important to build support from the community."

Beyond contacting alumni and inviting them to a recent 75th anniversary event, the school has published its first alumni association magazine. It is also working closely through the association with high schools and middle schools "in a whole outreach program that has been increased in the past several years."

Modesto Junior College in Modesto, California, has also recently begun an alumni program. Tim Flemming was hired a year ago as the institution's first-ever foundation director, specifically for that purpose. He has since had old alumni, who have remained connected by their field of study, come to him to help strengthen their role in the College. They have helped promote continuing education programs and supported younger students. Flemming gives out "I am an alumni at Modesto Junior College" car stickers wherever he goes, and with a database of 12,000 so far, he has invited alumni back to major events. "You can't afford to buy this kind of advertising that alumni can do for you," he said.

Long Beach

Not all such programs are in their infancy. At Long Beach City College, the alumni program has been in existence since 1979, and alumni programs had come and gone since 1929. At one point, the school's program served as a model, and its director, Gail Stewart Garber, provided workshops for other colleges.

Garber begins her alumni campaign by speaking to students at graduation about the organization and sending them letters of introduction. "Most people are surprised when I speak at graduation," she said. "A lot of them disappear thinking they are automatically a part of the alumni association." Garber was able to enlist 10 new people into the association from this past graduation class.

What Garber relies on more than anything is her detailed alumni database of 26,000 names. Programs and events for targeted groups of alumni attract them back to the school. She saturates the community newspapers with notices of events the school is hosting. "It's bringing them back and finding out their key interest. The community is my alumni," she said.

Noticing that minority students were not among the primary groups coming back to campus, Garber organized an African American history event. Four hundred new faces attended. Then she hosted Hispanic Day and invited *Miami Vice* actors to attend. "Tons and tons of people came back," she said. Garber enlists students to chair the event, and as people arrive, she invites them to join the alumni club.

A national survey was conducted in 1997 by the Junior and Community College Institute to gather information on the status of alumni programs. Surveys were sent to 422 two-year institutions. The results revealed that 92 of the colleges had alumni programs and the programs were primarily run by volunteers, with their focus being public relations rather than fundraising.

Garber's approach as well has been to develop alumni programs through social service clubs and departments, and to help host events through them. She also finds names of alumni through admissions and records and, through clubs and departments, tries to bring alumni back. In doing this, Garber has discovered that "the older the person gets, the more they feel they want to be a part of something and come back. We look at it as a family. We need supporters, whether with financial support or giving of their time. We need these people. They make the educational package an entire package."

While alumni primarily have served as mentors and have helped create an image for the school, Long Beach City College has received solid financial support as well. The financial aspect is handled, however, through the school's foundation, which shares a database and resources with the alumni program. "We are in the middle of a community that loves to see us thrive. We have lots of volunteers," said Garber.

While community colleges are able to draw alumni back to the college by the very fact that their alumni are their community, Garber knows she can never rest on her laurels. "Alumni programs do fade away if you don't work this hard," she said.

Washington State

While the concept of establishing alumni programs at two-year colleges yet remains in its infancy, what established programs have discovered and proven is that it actually works. "There was a general perception that the majority of students were transferring to four-year colleges and that their loyalty would be there," said Lorna Sutton, director of communications at the state board for community and technical colleges in Washington State. "But that is proving not to be true." As she explained, there are often larger numbers of students receiving technical, healthcare, secretarial, and other degrees than there are transfer students. And local businesses and people have a vested interest in supporting their local college.

"There are people who started at a two-year college and transferred to a four-year and still feel loyalty to their two-year college where they started," said Sutton. It is what she describes as an attitude shift in the past five to 10 years.

As she concluded, "People want to be connected."

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Composing Myself

Inspired in Laredo

BY RANDY KOCH

I didn't expect to be inspired to write a book of poems by teaching college composition. Riding a motorcycle cross country for a month or being a single father or working in a nursing home for nearly 10 years or moving from Minnesota to Laredo, Texas, on the U.S.-Mexico border, or even teaching creative writing in a federal prison all would seem to make better subjects.

But no. What happened was this: on the first day of my sixth semester of teaching freshman comp at Laredo Community College, I asked my students to introduce themselves to me in writing. They were to write between 150 and 200 words. They should write their best first-draft prose. They were to do this so that I could get better acquainted with them and with their ability as writers. They had 20 minutes. And I had 20 minutes. So I did what I often do when I ask my students to write–I wrote.

I began only with the vague intention of trying to write a draft of a poem since I hadn't written anything new in a couple of weeks, and writing something–anything–often helped me get unstuck. I started with a question one of the students had asked earlier: "Why is there a skeleton in this room?" A simple question for which there was a simple answer: "We're in the nursing building, and this room is typically used to teach nursing classes." But as often happens when I write, I imagined things differently, and so on my page, he also asked, "Is that one of your former students?" It was a sarcastic question to which I offered no reply

Teaching freshman comp at Laredo Community College, I asked my students to introduce themselves to me in writing.

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but imagined several sarcastic answers.

At this point, the 20 minutes were nearly up, and students gathered their books and papers, handed me their writing, and walked past the skeleton on their way to the door. I pushed the paper on which I had scribbled these few lines in my pocket and went back to my office.

At home that evening, I took out the paper, sat down at my word processor, typed out the lines I had written, added a few more, and finished the draft. I felt good about having written something new, slept well that night, and taught the next day's classes. However, the following day, after the same freshman comp class met in the nursing building for the second time, I was tempted to write another poem. I did, this time about teaching them to use specific details in their writing. And so began a pattern of teaching and writing that I maintained from January until the end of May and which resulted in a collection of 59 sonnets called *Composing Ourselves*.

Since that time, I've gone on to other projects and to other students, but the question that I've only recently begun to try to answer is this: Why did this happen? One answer concerns the students at Laredo Community College. Over 95 percent of them are Hispanic; many learned English as a second language and face a variety of challenges when they aspire to attend college and even more once they've enrolled in classes and begun the work. The details of their lives are so different from mine, so strange even in ordinary ways, that writing about them was a way for me to make sense of them, to understand how to respond to them in their work and in conversation. And as anyone who has taught school knows, a sense of humor is needed, not to make light of people or their problems but to keep things in perspective and to find realistic, workable ways of addressing everyday circumstances:

Before Responding, I Observe a Few
Moments of Silence for a Late Paper

"I was in pain and took bicarbonate
of soda, sir. I think it must have been
the nachos, frito pie, or peppers that
I ate. And, of course, my Gremlin wouldn't start
again. Did I tell you, sir, of Tía's
old cat who shook and gasped as if she had
a heart attack though it was only diarrhea?
I couldn't just leave her there in
such a bad way. I'm sure you still want to
know why my paper is late. Well, my aunt's
cat got thin, so thin. What was I supposed
to do? The cat died, and then Tía. Now
their ghosts haunt me."
"It's called a deadline," I reiterate,
"but not because your cat, aunt, and paper
all are late."

Another reason for writing this sequence of sonnets concerns my philosophy as a community college teacher. I know that there is only so much that I can do, that much of the responsibility for education rests with students. However, the way that I as a teacher view my students and the messages—implicit or explicit—that I send clearly affect how they view themselves.

Why These Poems Must Rhyme

I spoke of my students one afternoon
with a mockingbird perched on the top limb
of a bare poplar. He sings the songs strewn
through the mesquite and over tiled roofs—hymns
from Iglesia de Cristo; thick rap
thumping from lowriders; curved shouts and horns
of El Mariachi Loco; a scrap
of tejano accordion; sounds borne
by red ants streaming up the scarred tree trunk,
by tone-deaf crows carousing on updrafts,
by the gray-faced man who yells like he's drunk
from the middle of the street on my behalf.
The mockingbird interprets, doesn't mime,
and when he sang, my students' voices rhymed.

Finally, the system, the assumptions made about students are the last part of the answer. Statistics, I admit, are useful in seeing the big picture, in recognizing patterns and helping institutions and teachers decide where to direct their resources and attention. But too often our ability to use computers to crunch numbers in infinite combinations and the ease with which we can do it causes us to neglect seeing and treating our students like individuals, like human beings. When we allow numbers to color our perceptions of students, they and we are in serious trouble.

Thoughts of Last Summer and the Bell Curve

In Real de Catorce, Mexico,
high in the Sierra Madre, the bells
are rung on the quarter hour by la mano
de Dios—a thin, robed man who sells
rosaries, St. Francis on magnets and
key chains, and images of La Virgen
out of the cluttered shadows of a stand
near the entrance to the church. Near dawn when
burros brayed and the mountains were still black,
when the wick of moon and stars had been trimmed,
I watched him work the clapper ropes, his cassock
swinging as though the clamor of bells came from him.
We hear what we will, believe even when
we mistake the bell's curve for that of the man.

I continue to write, as do my students, to teach, and to consider life on the border between the United States and Mexico, between teacher and student, and between reader and writer, searching for new ways to compose my students and myself.

Driven to Make a Difference

Raúl Valdés-Pages, DeVry University

Raúl Valdés-Pages wants to make a difference. Driven by a strong need to touch people and help them improve their lives, he lives his life with the attitude, "I can do anything I put my mind to." This attitude, instilled by his grandfather and uncle, has helped motivate him to positively impact the lives of others, helping them reach their goals and their dreams.

As vice president of new program development at DeVry University, a division of DeVry, Inc., Valdés-Pages has followed a career path that has led him from the classroom to corporate America and on to higher education.

After growing up in Cuba, Valdés-Pages and his family moved to Puerto Rico in 1960, soon after Fidel Castro came to power in Cuba. The family continued to relocate every few years–Argentina, Michigan, and then Illinois–allowing him to experience new cultures and learn new languages.

As he struggled to master those languages, Valdés-Pages developed a love of learning. Challenged by his teachers, they became role models and strong influences throughout his career.

"My instructors pushed me and motivated me to do my best, encouraged me to get past the language barriers, and helped me learn to love the process of acquiring new knowledge," said Valdés-Pages. His first career opportunity as a teacher provided even more inspiration. As a student at Rockford College in Rockford, Ill., he taught English-as-a-Second-Language classes. Having experienced firsthand the struggle of learning a new language, the job was ideal, allowing

> ***"Once the education bug bit me, I was hooked and knew that education was where I needed to be."***
>
> RAÚL VALDÉS-PAGES, VICE PRESIDENT OF NEW PROGRAM DEVELOPMENT AT DEVRY UNIVERSITY, A DIVISION OF DEVRY, INC.

him to share his experiences and his motivation with his students.

"This was one of the most rewarding experiences of my career," he said, "because I could share in their frustrations and celebrate their accomplishments."

Although he loved teaching, Valdés-Pages took a slightly different career path after college. As director of community relations for a government-funded Manpower program, he helped retrain and place dislocated workers, allowing him to combine his teaching experience and his desire to help others succeed.

"When I worked with people to help give them a second chance, I felt like I had found my niche, and my experience forced me to think seriously about a career in education. I suddenly realized that I could help people improve their lives through education, and the possibility excited me," he said.

A few years later, in the mid-1970s, Valdés-Pages began working as the marketing manager for DeVry, then a division of Bell & Howell, and he began too to realize that a career in higher education was where he really belonged. "Once the education bug bit me, I was hooked and knew that education was where I needed to be," he said.

He recognized that he needed to gain experience in the corporate world to provide him with a business perspective, and he felt such a move would help confirm that he was making the right decision.

To help achieve this goal, Valdés-Pages worked for Olin Corporation, a basic materials company, as the manager of new products and acquisition. But soon he realized how much he missed working in education. Seizing a unique opportunity, he combined his love for education, his desire to help others, and his business expertise into a new venture. With some assistance from partners, he purchased an engineering/drafting school in Denver, Colorado.

As president of the school, he saw an opportunity for future growth through new programs and increased enrollment.

"My goal was to build a school based on the needs of employers, which would truly give students the skills they needed to succeed," he said.

The first school of its kind in Colorado, the engineering/drafting school dramatically changed under his leadership and direction. Computer science and electronics engineering technology programs were added to the curriculum, for example. To reflect those additions, Valdés-Pages led the school through a name change to Denver Technical College (DTC). New programs in business and accounting were added to the curriculum along with bachelor's degrees and fast-track certificate programs. In just a few years, enrollment increased from 40 to 2,000 students.

During his years at DTC, Valdés-Pages has been committed to helping others through education and has dedicated his efforts to improving all levels of education. He presented a proposal to the DTC board of directors and received approval for a new program to evaluate competency-based education–the Skills Guarantee Program.

This program, the first of its kind in the nation, provides important feedback to students, employers, and educators through an exam taken by graduating seniors to determine if they have acquired the knowledge and skills needed to succeed in the workplace. If a student passes the exam, an employer is given a guarantee that the student hired will have the skills needed to succeed. If the student fails to demonstrate the necessary skills, DTC will reimburse the employer the graduate's first month's salary–up to $1,500. The program has served as a model for other institutions across the country. The Skills Guarantee Program also led Valdés-Pages to Capitol Hill. In 1993, he testified before the Education and Labor Committee of the United States Congress in support of the National Skills and Standards Bill, which was subsequently passed and put into law.

His desire to help students succeed also led Valdés-Pages to key roles in other higher education initiatives. A member of the Colorado Skills 2000 Coalition, he testified before the Colorado State Committee on Health, Environment, Welfare and Institutions on technical education in Colorado. He has lobbied for more accountability in education at both the state and local levels as a member of the Colorado Guaranteed Student Loan Program's Default Management Task Force. He was appointed to a legislative task force linking K-12 schools to higher education, working to reform Colorado schools.

"By linking elementary schools and high schools to colleges and universities, educators can work together to create a more structured learning environment for students," Valdés-Pages said.

In 1997, Valdés-Pages was elected to the Accrediting Commission of Schools and Colleges of Technology,

DeVry Stats

Enrollment

- 47,000 students on 21 campuses
- Enrollment at the affiliated Keller Graduate School of Management is about 7,000

Student demographics

White–42 percent
African American–20 percent
American Indian–1 percent
Asian–12 percent
Hispanic–12 percent
Not known–12 percent
Women–27 percent
Men–73 percent
Average age–26 (46 percent are 25 years and older)

Faculty

- 700 full-time; 850 part-time
- Faculty salary: $50,000 average

Tuition

- $3,950 per term (three terms per year) =$11,850
- Average cost of degree completion is $31,100–$35,000 for a BS; $19,475 for an AA degree

Source: DeVry, Inc.

and in 1998, he was recognized for his achievements when the *Denver Business Journal* selected him for inclusion in "Who's Who of Colorado Higher Technology."

Today, Valdés-Pages continues to work toward improving higher education. In 1999, he sold Denver Technical College to DeVry Inc. and is currently the vice president of new program development for DeVry University. Though he still maintains ties to Denver Technical College, his new responsibilities include managing the expansion of current curriculum offerings and helping to create and launch new products and program initiatives throughout the DeVry system.

He devotes much of his time to developing and implementing the High-Tech Boot Camp, a program designed for those who currently hold a bachelor's degree from an accredited institution. This program allows students to re-boot their careers in as little as 21 weeks by earning a certificate in network and systems administration, information systems programming, or telecommunications.

"Raúl brings to this position an outstanding track record of successful program expansion and a thorough understanding of higher education issues," said Ronald L. Taylor, president and chief operating officer of DeVry Inc.

"As a result of his experiences in various educational processes and programs, Raúl clearly understands the needs of students, educators, and employers–and he is very dedicated to improving our educational system to meet everyone's needs."

Raúl Valdés-Pages continues to work toward improving education in the United States, a goal that has remained with him throughout most of his career.

"Making a difference in people's lives and helping them succeed is my most important priority," Valdés-Pages said. "I want to help others improve their lives and their careers by providing them with the best educational opportunities possible."

The Road to Success

Raúl Valdés-Pages offers the following advice to students and educators:

- Students should commit to college when they are ready–and stick with it. Many enter college right after high school without really thinking about what they want to achieve. Because of this, some drop out or end up with degrees they really didn't want. I feel students should take the time to discover what they want from college, and eventually their time and money will pay off. This way, students feel that they are truly investing in themselves.
- For educators to successfully connect with both students and faculty members, they need good organizational skills, strong leadership skills, a clear vision, high expectations, and an involvement with education inside and outside of the classroom. To make it possible for students to succeed in the classroom, they need to keep up with the changes outside of the classroom and expect the best out of students. The work of an educator doesn't just end with the final bell.
- I believe that educators need to embrace the changing world and change with it to gain more knowledge. With the use of computers at an all-time high and the introduction of online education, it might seem that one day educators could be eliminated. But educators have some things that computers don't–the ability to challenge, motivate, and intrigue students. As long as educators continue to learn and grow, the physical presence of a teacher will never be obsolete.
- Convince students to see themselves in different roles in life and to explore different avenues. I find that this is particularly important for first-generation college students, who need role models to show them the importance of getting a college degree and the success it can bring them in the future.

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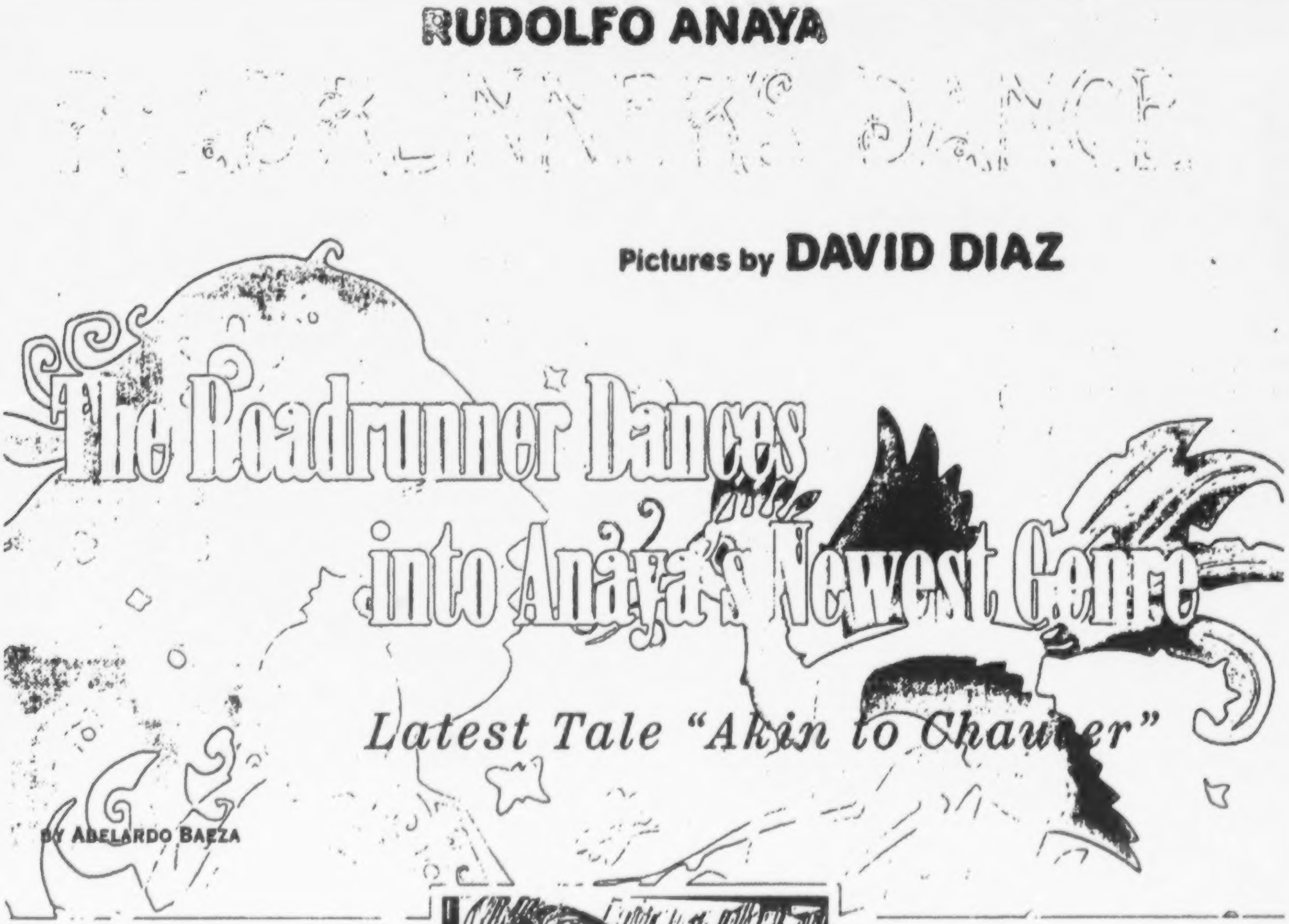

The Roadrunner Dances into Anaya's Newest Genre

Latest Tale "Akin to Chaucer"

BY ABELARDO BAEZA

My friendship with Rudolfo Anaya began in the late '70s when I taught the first Chicano literature course on the Sul Ross State University campus. I patterned the class after one I had taken when I was enrolled in the doctoral program at Texas Tech University, in Lubbock. Taught by the legendary Edmundo García-Girón, prolific writer and master professor, my course introduced me to *Bless Me, Ultima*.

When I designed the syllabus, I knew that *Ultima* would be the novel, nestled among the short stories, plays, poetry, and children's books written by some of the most prominent Chicano writers in the world. The course was a tremendous success and became a feature on the departmental list of courses.

That was 1978—and two decades later, I find myself teaching Rudolfo Anaya's literature and arranging teleconferences with him. He always complies. My students relish those conversations and are held spellbound by the man renowned as the godfather of Chicano literature.

In 1993, I structured an advanced English course entitled Life and Works of Rudolfo Anaya. It was very well received by my students; in fact, I have offered the course several times since then. As he continues to publish, I add his newest literature to my syllabi.

Bless Me, Ultima, the book for which Anaya is best known, was published by Quinto Sol (Berkeley) in 1972. Since then, he has written an impressive collection of novels, short stories, plays, essays, and children's books. Most noted among these works are his novels, *Heart of Aztlán* (1976) and *Tortuga* (1979), which complete the trilogy set in New Mexico.

His stories are narrated in luminous prose, combining magical realism with the folklore of

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the Southwest to produce a rich blend of Chicano literature. His characters are rural people who know the silence of the *llano*, or those fighting the harsh realities of street life in the city.

In 1995, he created Sonny Baca, a private detective who appears in three mystery thrillers–*Zia Summer* (1995), *Río Grande Fall* (1996), and *Shaman Winter* (1999).

Over the last decade, Anaya has turned his attention to children's stories and has written four popular books for children ages 5-9. Public school teachers include these selections in their interdisciplinary curricula to provide an important multicultural component. The books are also read in bilingual education and ESL classes offered for those students who come from Spanish-dominant environments and are learning to master the English language.

To offer a change from the requisite state-adopted texts, elementary teachers search for books that contain folktales, fables, myths, legends, riddles, and rhymes.

Roadrunner's Dance is the fourth children's book that Rudolfo Anaya has written since the appearance of *Farolitos of Christmas*, the celebrated book beautifully illustrated by Edward Gonzales of Santa Fe, New Mexico, published in 1987 and again in 1995.

Anaya's *Roadrunner's Dance* is a classic example of the famous *pourquoi*, or riddle, which provides answers to questions pertaining to the creation of the universe and its mysteries. In a voice that reminds readers of Geoffrey Chaucer and his *Canterbury Tales*, most especially "The Manciple's Tale," which explains the reasons for the crow's feathers being black, Rudolfo Anaya presents Roadrunner, the state bird of New Mexico, as the protagonist of this beautiful folktale set in the beautiful Southwestern desert.

Hispanic children hear tales of their ancestry at home from *Güelo, Güela* [*Abuelo, Abuela*], *Mami, Papi*, and their *padrinos* [godparents], as well. Most noted among the folktales is the ubiquitous *Llorona*, the Weeping Woman whose tragic story has transcended almost five centuries of mestizo history and culture. They read legends of the eagle with a serpent in its talons perched atop a *nopal* that graces the Mexican flag, representing the founding of Tenochtitlán, the cradle of Mexican history. The image of the serpent is very important in Anaya's book.

In the opening scenes of *Roadrunner's Dance*, Snake has become king of the road and frightens a family walking home from a cornfield. The elders of the village gather to discuss the situation and decide to seek help from Desert Woman, who lives on Sacred Mountain. Having created all the animals, Desert Woman is concerned about Snake's actions and places a rattle on his tail while he sleeps. *El cascabel*, or rattle, will serve as warning signal for all the creatures.

Rudolfo Anaya (l.) and Abelardo Baeza (r.)

When Snake awakens, he discovers his new feature and accepts it as a symbol of authority and superiority above all the animals of the desert. The creatures gather around Desert Woman to air their complaints, but Desert Woman tells them that she cannot undo what she has done in giving Snake the rattle. However, she comes up with a plan while Owl, Lizard, Coyote, Quail, Raven, Eagle, Heron, and Blue Jay listen.

She gathers clay from Sacred Mountain and mixes it with water from a desert spring. Then she molds a body and attaches two branches from a mesquite tree to serve as its legs. Blue Jay suggests a long tail for balance, and Raven gives Desert Woman two long, black feathers, an important symbol that also appears in the Sonny Baca trilogy. Eagle gives the new creature some of his wings, and Heron offers a long, thin reed from the marsh for a beak. Coyote offers two shiny stones from the riverbed for eyes.

When the little creature is complete, he is given the final gift from Desert Woman–the ability to dance. "He will be agile and fast," she says; "I will call him Roadrunner." When Roadrunner opens his eyes, he sees the other creatures of the desert and their regard for him as strange and awkward.

When he tries to run, he falls on his face. Desert Woman gives him the advice that forms the central theme of Anaya's book.

"You need only to practice," Desert Woman tells Roadrunner. The little bird bumps into a cactus, leaps over a horned toad, and lands on the back of a desert tortoise. "I will never get it right," he laments. But with more encouragement from his creator, he practices until he begins to twirl like a twister. Just like the Ugly Duckling created by Hans Christian Andersen in the 19th century, Roadrunner is now a graceful dancer who must confront his fears.

When Roadrunner attempts to cross the road, Snake stops him and warns him as he has done all the other animals. Roadrunner challenges Snake, drawing the attention of all the desert animals. Snake hisses so loudly that his rattle sounds like a thunderstorm. Angry because he cannot catch Roadrunner, he exerts himself to the point of exhaustion and becomes dizzy. His eyes become crossed, and his tongue hangs limply out of his mouth. He finally concedes by saying, "You win! You win!" to Roadrunner. Rattlesnake slithers into a hole in the ground.

Roadrunner forces his nemesis to promise not to antagonize those who use the road, drawing thunderous support from people and creatures alike. "Now we can visit our neighbors in peace and go to our cornfields without fear!" the elders proclaim. Roadrunner emerges as the hero, but when Owl declares that Roadrunner is the new king of the road, the little bird says, "No, now there is no king of the road. Everyone is free to come and go as they please. And the likes of Rattlesnake had better watch out because I'll make sure the roads stay safe."

In an interesting author's note, Rudolfo Anaya presents the reason that roadrunners, to this day, keep roads safe from rattlesnakes. But like all creatures of the desert, the little bird has to be careful of cars and trucks driven by people who are not always considerate of God's little creatures in the wild.

He further explains that a couple of roadrunners built a nest in a Russian olive tree in the backyard of the Anaya home in Albuquerque, New Mexico. Rudolfo and his wife, Patricia, noted that the two birds cared for the eggs in the nest until they hatched. They taught their young to look both ways before crossing the road, a lesson that all parents teach their children.

In the closing comment, Anaya mentions that many people think roadrunners are awkward and unattractive in appearance. But every creature has a role in nature, just like all people have a purpose in life. With the gifts that he is given by Desert Woman and his friends, Roadrunner learns to use them wisely. Most of all, he learns to keep practicing. That is the key to living a fulfilling life. Unlike the arrogant little bird seen in "*El Pajarito Pelon*" ("The Bald Little Bird"), found in *Stories That Must Not Die* by Juan Sauvageau, Roadrunner does not abandon those friends who helped Desert Woman to create him and give him his special talents and characteristics.

Chicano literature is a major vein in the body of American literature. Still in its infancy, the works of writers such as Rudolfo Anaya have influenced a large number of university professors to research and write scholarly works based on their themes, language, and culture.

Roadrunner's Dance will be part of the curriculum I will offer in my upcoming Children's Literature in Spanish course. I will combine it with *Farolitos of Christmas* (1987 and reprinted in 1995), *Maya's Children: The Story of La Llorona* (1997), and *Farolitos for Abuelo* (1999), all published by Hyperion Books for Children of New York.

I have told Rudolfo Anaya that I am a big fan of Wile E. Coyote, Roadrunner's No. 1 nemesis, in today's pop culture. In Anaya's book, Roadrunner defeats Rattlesnake and opens the road of life for people and creatures of the desert. I will await with anticipation the final challenge between the little bird who lost his awkwardness through practice and the sly coyote who has been chasing him for 50 years in the popular children's cartoons.

The final dance between Roadrunner and Wile E. Coyote is one that my students will never forget. With the book already published, can the animated film version of *Roadrunner's Dance* be far behind?

MAN OF AZTLÁN: An Excerpt

Rudolfo Alfonso Anaya was born on October 30, 1937 in Pastura, a small town in Santa Rosa in eastern New Mexico. His mother, Rafaelita, was the daughter of Liborio Marez, a farmer from Puerto de Luna Valley. His father, Martín, was a *vaquero* from the *llano* (plains). From that union came seven children–Larry, Martin, Edwina, Angelina, Rudolfo, Dolores, and Loretta. Soon after Anaya's birth, the family moved from Pastura to Santa Rosa. There, Anaya attended elementary school while his older brothers served in the military during World War II.

The family moved to Albuquerque in 1952 when Anaya was fifteen years old. He attended Washington Junior High School and Albuquerque High School. When was sixteen years old, Anaya was seriously injured in a diving accident. He graduated from high school in 1956 and attended Browning Business College, hoping to become a CPA. After working in various jobs, including keeping books for a neighborhood bar, he entered the University of New Mexico.

He graduated with his B.A. (1963) and M.A. in English (1968) from the University of New Mexico. From 1963 to 1970, he taught English in the public schools in Albuquerque before accepting the directorship of counseling services at the University of Albuquerque, a small liberal arts college. Four years later, after the success of his first novel, *Bless Me, Ultima*, he joined the English faculty at the University of New Mexico, teaching all levels of English from composition and rhetoric to Chicano literature and creative writing.

In 1976, he published his second novel, *Heart of Aztlán*, the story of the Chávez family and the problems they encounter in moving from a small town called Guadalupe to Albuquerque. The third novel of the trilogy, *Tortuga*, appeared in 1979 and focuses on the tribulations of a young boy who is hospitalized with a broken back, and life becomes a panacea of pain and suffering.

Since then, Anaya has published numerous short story anthologies, plays, children's books, and novels. In the 1990s, Anaya wrote four mystery thrillers–*Albuquerque* (1992), *Zia Summer* (1995), *Río Grande Fall* (1996), and *Shaman Winter* (1999). The hero of the first novel is Abrán González, a former Golden Glove champ from the Barelas barrio. The latter three feature detective Sonny Baca, investigating a series of bizarre crimes committed in and around the city.

Retired from his professorship in 1993, Anaya resides in Albuquerque with his wife, Patricia. He writes, lectures, and travels extensively. He has been awarded six honorary doctoral degrees. With a writing background that spans three decades, he has earned the title that Southwestern writer Tony Hillerman describes as "godfather and guru of Chicano Literature."

–Excerpted, with permission of the author, Dr. Abelardo Baeza, from the forthcoming *Man of Aztlán: A Biography of Rudolfo Anaya*, due this spring by Eakin Press, Austin, Texas.

ANAYA'S MAINSTREAM SUCCESS

As he was about to retire from his professorship, Rudolfo Anaya sold two children's books to Hyperion Press. The year after, 1993, he signed three contracts with Warner Books, a Time-Warner Company. They covered the reprinting in hardcover of his highly acclaimed *Bless Me, Ultima*, which had already sold 300,000 copies in 21 printings by Quinto Sol; a Spanish language edition–a first-ever for Warner Books; and several new novels, among them *Zia Summer*, the mystery story that introduced private eye Sonny Baca amid what its inside cover calls "Albuquerque's treacherous political arena–and a passionate environmental battle over nuclear waste transport and disposal."

A review by Ray González in *The Nation*, July 18, 1994, called *Bless Me, Ultima* "the most important and influential Chicano novel ever written."

"After all these years," wrote González, "*Bless Me, Ultima* endures because Anaya had the vision to see and capture the past, the present, and the future of his people in one work of art."

William Clark wrote about the contracts in *Publishers Weekly*: "What may be most striking about the six-title, six-figure book deal...is that this major recognition has been so slow in coming."

"With nice poetic justice," Clark continued, "the success of several younger Latino writers, such as Ann Castillo and Sandra Cisneros, for whom Anaya provided inspiration and a role model, has helped create the climate for their mentor's breakthrough."

González wrote, "Up to now, his books have appeared through small and university presses, which meant consistent publication but limited distribution. This was the norm for the majority of Chicano writers until recently. With the boom in Latino literature in the late 1980s and its present flowering, many younger Latino writers–I'm thinking of Cristina García, Julia Álvarez, Dagoberto Gilb and Denise Chávez, for example–will not have to 'pay dues' for the length of time that Anaya has."

Dr. Baeza is professor of English and Spanish at Sul Ross State University. A Chicano literature specialist, he has written a number of journal articles and one other book about Anaya, Keep Blessing Us, Ultima: A Teaching Guide to Bless Me, Ultima, *also published by Eakin Press. Last fall, Dr. Baeza was appointed coordinator of the new Title V program at Sul Ross, charged with transforming its teacher education programs so they will graduate effective teachers of diverse learners, emphasis on Hispanics.*

FYI...

The Hispanic Outlook in Higher Education www.hispanicoutlook.com March 12, 2001

ACE Cites Report Showing More American College Students Are Studying Abroad

WASHINGTON, D.C.

The American Council on Education reported that research done by the Institute of International Education shows that the number of U.S. students studying abroad has increased by more than 45 percent over the past four years, reaching a record high of 129,770 in the 1998-99 academic year.

- The number of U.S. college students who received credit for studying abroad rose by nearly 14 percent in 1998-99 from the previous year–slightly less than the 15 percent increase recorded in 1997-98, but higher than the 11 percent increase in 1996-97.
- Data show that most U.S. students who studied abroad were involved in short-term programs (less than eight weeks long). For college students from all types of institutions, the proportion of students in short-term programs has increased from 28 percent to 46 percent over the past 13 years. Ninety percent of American students who studied abroad in 1998-99 did so for one semester or less.
- Many countries that hosted only a few American students five years ago experienced an increase in students in 1998-99, including Brazil (594 students, a 7 percent increase from the previous year), Cuba (498, up 172 percent), Egypt (267, up 38 percent), Hungary (448, up 13 percent), the Czech Republic (999, up 19 percent), Nepal (296, up 25 percent), and South Africa (891, up 44 percent).
- Countries that hosted the most American students included the United Kingdom (27,720 in 1998-99, up 7 percent from the previous year), Spain (12,292, up 18 percent), Italy (11,281, up 11 percent), France (10,479, up 7 percent), and Mexico (7,363, down 3 percent).
- The leading fields of study for American students abroad were social science (20 percent), humanities (15 percent), business and management (18 percent), foreign languages (8 percent), and fine or applied arts (8 percent).

NCLR Urges Senate to Confirm Mel Martínez as Secretary of HUD

WASHINGTON, D.C.

Raúl Yzaguirre, president of the National Council of La Raza (NCLR), sent a letter to members of the U.S. Senate urging confirmation of Mel Martínez as the secretary of the department of housing and urban development (HUD). The letter read, in part:

...NCLR rarely takes positions on nominations since, as a general rule, it is our belief that presidents should be granted great deference in their selection of cabinet members. However, Mr. Martínez's nomination represents several important milestones for the Latino community, and we are optimistic given his track record and recent remarks before the Senate Banking Committee that he is a sound choice to lead an agency so vital to the interests and concerns of the Hispanic community.

...Not only would Mr. Martínez be the first Cuban American member of a presidential cabinet, he would be the first Latino immigrant to serve in such a capacity. His nomination is an important reminder that Latino immigrants are, and can be, working and contributing to the well-being of all Americans at every level in this society.

Mr. Martínez...has a long history of success as an attorney and businessman in the private sector and an extensive community service record, including a stint as head of the Orlando Housing Authority. As chairman of Orange County, Fla., he has shown a willingness to take positions based on the best interests of his constituents, rather than relying strictly on personal ideology. For example, he has advocated "smart growth" policies to minimize burdens on already overcrowded schools in the Orlando area.

...His testimony before the Senate Banking Committee was very reassuring to those of us who advocate for better housing for minority and low-income Americans. He stressed his concern over the low levels of homeownership among African Americans and Latinos and emphasized his strong interest in making housing more available and affordable to these communities. In addition, he expressed strong support for the Community Reinvestment Act, which has had a profound impact on building communities and improving neighborhoods across the country, and for increasing financial counseling to low and moderate-income families.

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The Hispanic Outlook in Higher Education www.hispanicoutlook.com March 12, 2001

MALDEF Opposes Nomination of John Ashcroft

WASHINGTON, D.C.

The Mexican American Legal Defense and Educational Fund (MALDEF) voiced its opposition to President George W. Bush's nomination of John Ashcroft as United States attorney general.

"We believe that any fair and impartial review of Sen. Ashcroft's record will raise serious questions regarding his ability to fairly enforce the law, especially on behalf of Hispanic Americans," said Antonia Hernández, MALDEF president and general counsel. "Ashcroft has opposed virtually every policy position supported by Latino organizations."

According to the non-partisan National Hispanic Leadership Agenda's scorecard on votes that would have benefited the Hispanic community, Ashcroft received a score of 25 percent for the second session of the 106th Congress, 14 percent for the first session of the 106th Congress, and zero percent for the entire session of the 105th Congress. What those percentages translate to is a record of votes against the Latino community.

Some of the positions MALDEF took issue with include:

- Ashcroft supported legislation to deny benefits to naturalized citizens and supported legislation in 1996 that severely restricted welfare benefits for legal immigrants. More recently, Ashcroft voted against the Latino and Immigrant Fairness Act (LIFA). By refusing to support LIFA's three provisions, Ashcroft tells the Latino community that he has little regard for issues of equality for long-term residents, for keeping families together, and for treating similarly situated refugees or immigrants the same.
- Ashcroft voted against a variety of programs that would have provided funding to hire more qualified teachers and reduce class sizes; helped students meet rigorous academic standards; and increased school construction. He also voted against funding dropout prevention programs.
- Ashcroft voted against increases in the federal minimum wage and in childcare funding. He voted against preserving the Disadvantaged Business Enterprise Program, which, if passed, would have denied equal access to federal contracting dollars to small and disadvantaged minority- and women-owned businesses. Ashcroft's strong opposition to affirmative action raises the real possibility that he will pursue an anti-affirmative action agenda–turning back the clock on Latino gains in employment and education.
- Ashcroft prevented consideration of the Traffic Stops Statistics Study Act of 1999, which calls for a nationwide study of traffic violation stops by law enforcement officers–a tool to determine racial-profiling practices. Ashcroft also voted against the Hate Crimes Prevention Act of 1999, which would have expanded federal criminal civil rights jurisdiction for hate crimes based on race, ethnicity, and national origin.
- Lastly, MALDEF has found Ashcroft to be an extremist against women, minority, and gay nominees for views they have held that he saw as contrary to his own. MALDEF draws particular attention to Ashcroft's opposition to highly qualified, Latino judicial nominees Sonia Sotomayor and Richard Paez, both of whom were usually politically moderate and ultimately confirmed with bipartisan support.

Employers Report Higher Turnover of New College Hires, Says NACE

BETHLEHEM, Pa.

Of the new college graduates they hire, employers say that nearly 10 percent leave their jobs within a year's time. The employers reported on staff turnover–and the reasons behind it–as respondents to the *2000 Employer Benchmark Survey*, conducted by the National Association of Colleges and Employers (NACE).

The survey found that the turnover rate for college hires within one year of employment peaked at 9.6 percent, up from 8.6 percent a year earlier. Within five years of employment, the turnover rate reached 24.8 percent, compared to 22.4 percent in 1999.

Based on exit interviews conducted by the survey respondents, the top three reasons for staff turnover center on compensation, opportunities for career advancement, and relocation. Interestingly, respondents to NACE's *2000 Graduating Student & Alumni Survey* ranked salary sixth out of 12 key considerations when weighing job offers. Conversely, respondents to the *Employer Benchmark Survey* cited higher salary as the top reason why new college hires leave a company.

The survey results appeared in NACE's Fall 2000 *Journal of Career Planning & Employment.*

NACE is one of the leading sources of information about the college market, for career services practitioners who advise students and alumni in career planning and the job-search process, and for human resources professionals who recruit and hire college graduates.

People-Places-Publications-Conferences

PEOPLE & PLACES

Fullerton College a Leader in California College Transfers

Contrary to news reports suggesting that California's community colleges are not preparing students for transfer to the UC and CSU systems, Fullerton College continues to increase its student transfer rates.

According to data released recently, Fullerton ranks eighth overall in the state for UC and CSU transfers combined, and third in transfers to CSU alone. During the 1999-2000 academic year, 126 students transferred to UC campuses while an astounding 1,100 made the leap to the CSU system–a 22.3 percent increase in UC transfers and a 14.4 percent increase in CSU transfers over the past two years.

Fullerton College ranks first in Orange County in the number of transfers of underrepresented students to the CSU system.

NACME Honors Manhattan College Students

Eleven Manhattan College (N.Y.) engineering students were chosen to participate in the National Action Council for Minorities in Engineering (NACME) Corporate Internship Program.

The Program offers high-performing students financial assistance, corporate mentoring, paid summer internships, and professional leadership development. Students chosen receive up to $5,000 a year, based on academic performance. Manhattan College student participants are David Acosta, Fitzherbert Agard, Sherard Hall, Arturo Henríquez, Anthony Jara, Alexander Jiménez, Christopher Larca, Christian J. Martínez, Felsia Miranda, Wilson Nazario, and Winston Peters.

Union County College Website User-Friendly

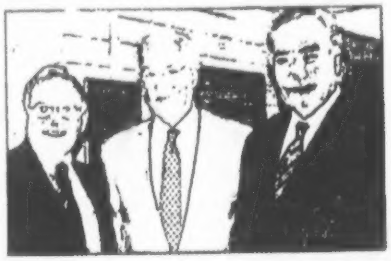
Thanks to a user-friendly website, Fabian Pedroza of Colombia was able to enroll at Union County College (UCC) in New Jersey, where he completed ESL instruction at the Institute for Intensive English–the state's largest provider of ESL instruction–and will study in UCC's mechanical engineering technology program.

Already a successful project engineer in Colombia, Pedroza wanted to come to the United States to further his education and advance his career. With access to the Internet at his job, he shopped for schools after work hours, using the World Wide Web. He settled on UCC so he could stay with an aunt who lives in northern New Jersey. After e-mailing his questions about admissions and the application process to Dr. Helen Aron, Institute for Intensive English director, Pedroza applied to UCC online, finding it relatively simple to make most of his arrangements.

For more information on UCC and the Institute for Intensive English, contact www.ucc.edu.

NYC Technical College Honors Badillo

New York City Technical College President Fred W. Beaufait presented the President's Award to City University of New York (CUNY) board chair Herman Badillo in recognition of his lifelong support of public education and of his commitment to CUNY and to principles of opportunity and excellence.



Badillo was appointed chair of the CUNY board of trustees by Gov. George Pataki in 1999, after serving two years as vice chair and nearly a decade as trustee. He has been an education advisor to New York City Mayor Rudolph Giuliani since 1993.

Pictured (l. to r.): Beaufait, CUNY Chancellor Matthew Goldstein, and Badillo.

Cal State-Fullerton Student a Gates Millennium Scholar

Angelita García, a first-year liberal studies major at CSU-Fullerton, is in the inaugural class of college students selected nationally to be Gates Millennium Scholars.

"Since I was 16 years old, I wanted to attend Cal State-Fullerton and pursue a career in teaching," said García. "Being a Gates Millennium Scholar...will fulfill my lifelong dream."

García has been on her own since high school. While attending classes at Anaheim High School, she worked at Baskin-Robbins and, later, UPS. García says her role model is Cal State-Fullerton alumna Laurel K. Giroux, a health teacher at Anaheim High. Giroux had read to García the book *Oh, the Places You'll Go!*

Global Finance Center at Pace

Pace University's (N.Y.) Lubin School of Business established a Center for Global Finance and named Jorge Pinto its director.

Pinto comes to the Lubin School from the Mexican Consulate in New York, where he was responsible for modernization and exponential expansion of its operations, including the launching of the Mexican government's first website in 1995. Pinto has offered conferences related to Mexico's current affairs and U.S.-Mexico relations. He was executive director of the World Bank for two years and ambassador of Mexico to Sweden for three.

"The Center for Global Finance will develop research and academic programs that respond to the challenges that the new and changing economic global environment is imposing on business today," said Pinto.

Madonna University Open House Benefits Latinas

The office of multicultural affairs at Madonna University in Michigan sponsored an open house for students of the Southwest Detroit Women's Educational Empowerment Project (SWEEP), which is designed to expand access to higher education for women, primarily Latinas. Students met with faculty and staff, discussed educational and career goals, and interacted with other SWEEP students.

Established in 1998 as a collaborative effort between Madonna University and The Religious of the Sacred Heart, SWEEP takes a holistic approach to empowering women in terms of their economic conditions and to developing their potential for improving their communities through civic and political activities.

Osvaldo Rivera, director of multicultural affairs at Madonna, said SWEEP is important because many of the women involved did not believe they were college or university material.

San Diego State Names Presidential Fellow

San Diego State University (SDSU) in California appointed Denise Moreno Ducheny as its first presidential fellow in residence. Ducheny will be an ambassador for the University–working with local leaders and the community to solve regional issues. Selection of these fellows is based on their close working relationships with the community, commitment to public service, strong leadership skills, and understanding of both the education and legislative process.

Ducheny will address the continued availability of a high-quality, affordable college education; San Diego's economy; the environment; and the political and social well-being of the region. She has a bachelor's degree from Pomona College and a juris doctor from Southwestern University School of Law, and has practiced law in South San Diego since 1979.

Escobar in New Post at UTSA

Daniel Escobar, longtime director of the University of Texas-San Antonio (UTSA) office of multicultural programs (formerly the office of minority affairs), was named associate director of the advanced placement initiative and honors program in the UTSA office of K-16 initiatives.

In the newly created position, Escobar will help the director of the University honors program and be a counterpart to the associate director of K-16 initiatives, established last year to increase the University's collaborations and partnerships with schools, business and industry, and foundations.

Escobar joined UTSA in 1992.

Nation's Oldest Higher Ed Association Names Leaders

Dr. Gregory M. O'Brien, chancellor of the University of New Orleans, was named chair of the National Association of State Universities and Land-Grant Colleges (NASULGC). Dr. Graham B. Spanier, president of Penn State University, was named chair-elect.

As chancellor since 1987, O'Brien has emphasized creation of partnerships with business and the surrounding community in economic development, research and technology transfer, educational improvement, cultural enrichment, and civic involvement. Penn State, led by Spanier since 1995, has embarked on a $1 billion capital campaign and increased support for Penn State Cooperative Extension to expand outreach to citizens and local communities.

NASULGC, founded in 1887, is a voluntary association of 212 public research universities, land-grant institutions, and state university systems. Its members enroll more than 3.2 million students, award approximately a half-million degrees annually, and have an estimated 20 million alumni.

Santiago Canyon Unveils New Facilities Plan

More than 150 community, business, and education leaders from Orange County, Calif., witnessed the unveiling of Santiago Canyon College's (SCC's) new master facilities plan. Rancho Santiago Community College District and SCC officials presented details of the plan, which includes a new library, science building, student activity and sports center, and expanded parking.

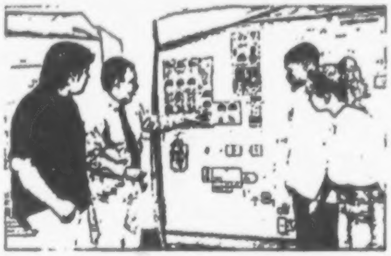
SANTIAGO CANYON COLLEGE
brick by brick

"The facilities master plan charts the College's future," said Dr. Mark Rocha, SCC president. "It transforms SCC's current 52-acre campus with more than 8,000 students into a 64-acre campus that will serve the educational needs of a projected 17,000 students."

Pictured: Rocha officially launches the College's new Brick-by-Brick fund drive to pay for extensive capital construction needs that lie ahead.

M-DCC Opens New Flight Training Center

Miami-Dade Community College (M-DCC) in Florida opened a new flight training center at Kendall-Tamiami Executive Airport.



The opening of the Eig-Watson School of Aviation, Homestead Campus, marks the first time in eight years that the College's aviation students will be able to complete flight, simulator, and ground training in one location. Destruction at Tamiami Airport by Hurricane Andrew forced the College to move the ground school and simulators to a Miami International Airport site, with flight training remaining at Tamiami.

In addition to pilot training, the center will offer other courses for aviation students, such as meteorology; noncredit courses, such as glider ground school; and simulator training for industry.

Aviation training was one of the first programs offered by M-DCC 40 years ago, and, despite its near destruction by Hurricane Andrew in 1992, it remains one of its strongest and most enduring programs.

Pictured (l. to r.) are student Joe Hernández Jr.; Yoel Hernández, M-DCC professor and aviation department chair; and students Quintin Bradley and Subey Cruz.

DaimlerChrysler Offers Online Guide for Hispanic Students

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HISPANIC
SCHOLARSHIP
.COM

DaimlerChrysler Corporation is helping put students on the "Information Highway" to college with a new online version of its popular *On the Road to Higher Education: Guide to Hispanic Financial Aid Opportunities*, at www.hispanicscholarship.com, along with an update of the printed guide.

Both the 2000-2001 printed edition of *Guide to Hispanic Financial Aid Opportunities* and the Internet version provide information on requirements and deadlines for hundreds of scholarships, fellowships, grants, and other college financial aid programs available to Hispanic undergraduate and graduate students.

Research indicates that for most Latinos, financial constraints are a major barrier affecting college attendance and completion, according to Dr. Edward Codina, executive director of information and policy analysis, Hispanic Association of Colleges and Universities.

UTSA Sociologist Named Fulbright Chair

UTSA

Juanita M. Firestone, professor of sociology at the University of Texas-San Antonio (UTSA), was selected for a Fulbright Distinguished Chair, the most prestigious Fulbright scholar designation.

She will become the inaugural holder of the Fulbright Distinguished Chair in Gender Studies at the University of Klagenfurt, Austria, where she will teach honors courses and mentor doctoral students completing their dissertations on gender studies during the 2001-2002 academic year.

Firestone is the first UTSA faculty member to receive a Fulbright Distinguished Chair. She joined the University in 1988 and is widely cited in its literature and by the news media regarding her research on military sociology, women in the military, gender roles in society, and gender issues in public administration. She has a master's degree and a doctorate from UT-Austin.

Santa Monica Feeding into CSU System

Increasing its transfers by a hefty 20 percent over the previous year, Santa Monica College moved into the top 10 of feeder community colleges to the California State University system in 1999-2000.

"We have been the No. 1 transfer institution to the University of California (UC), the University of Southern California (USC), and other private colleges for more than a decade, but it's gratifying to make such a significant inroad in transferring students to the Cal State campuses too," said SMC president Dr. Piedad F. Robertson (pictured).

Dan Nannini, SMC's Transfer Center coordinator, attributed its success to its strong academic program, more aggressive outreach by Cal State schools, and tougher admission standards for UC campuses and USC.

Mt. Hood Offers Career Classes in Spanish

Mt. Hood Community College (Ore.) is offering free classes in Spanish for single parents and homemakers looking to develop their job potential.

Its Transiciones program has given Spanish-speaking students a chance to learn more about furthering their education and exploring career options. To qualify, students need to have completed the highest level of ESL classes or tested at that level on the College Placement Test.

Transiciones offered a Life Planning class this term. Those who successfully complete it will advance to the second and final class, Career Development, in the spring. Students who complete both classes are then prepared to take standard college courses.

Both classes, taught by instructor María Casas, a native of Mexico, emphasize how native Spanish-speakers can utilize their potential–particularly their bilingual ability–on the job, as many employers are seeking bilingual employees.

National Honors for Baltimore Professor

Dr. Richard Bucher of Baltimore City Community College (BCCC) received the 2000 Maryland Professor of the Year Award from the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. The award is given in recognition of extraordinary dedication to teaching, commitment to students, and innovative instructional methods.

Bucher, a professor of social and behavior sciences, received a doctorate in sociology, with a specialization in race and ethnic relations, from Howard University. From 1991 to 1996, he was the first director of BCCC's Institute for InterCultural Understanding (IIU). Under his leadership, the IIU gained national recognition as an innovative diversity education program.

An editorial consultant on diversity for Prentice Hall, Bucher recently wrote the book *Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities*. The book empowers students by helping them to understand how the development of their diversity consciousness leads to success at school, work, and in their personal lives.

UT-Austin Student a Rhodes Scholar

Sara Galván, a Plan II honors program/architecture/Spanish student at the University of Texas (UT)-Austin, is one of 32 Americans recently awarded a Rhodes scholarship.

Dr. Richard Larivíere, dean of UT-Austin's College of Liberal Arts, said that Galván's area of study–Plan II and architecture–is an unusual combination, "but Sara has, to an unusual degree, the ability to integrate the practical aspects of her study with a humanistic sense of history and society. Hence, her junior fellows project on the fate of synagogues in Spain, and her insistence on learning Serbo-Croatian when she had the chance last summer to participate in a city reconstruction project in Bosnia."

Galván will study toward a second bachelor's degree in anthropology and archeology.

The Rhodes scholarship, created in 1902 by British philanthropist Cecil Rhodes, offers two years of study at Oxford University in England.

News at Rockland Community College

SUNY ROCKLAND Community College

Five outstanding Hispanic students at Rockland Community College were honored at an awards ceremony for their academic leadership and personal achievements. Marcos Cabrera, Edward N. Celiz, Melissa Fernández, Jill Jakubowski, and Mary D. Nuñez each received a plaque and $200 award.

Eduardo González, an educator with Cornell Cooperative Extension, shared his views in a panel discussion, "Latinos, It's Not Machismo Anymore." Ricky Sánchez, Haverstraw Village trustee, and attorney Eva Guardarramos participated in a talk on "Hispanic Political Power."

The College library hosted "Out of the Dollhouse," an exhibition of the work of Latino artist Orlando Rodríguez Cuevas, sculptor, illustrator, and director of Jersey City's municipal arts program.

John Carro, former justice of the Appellate Division of the New York State Supreme Court, took part in a panel discussion on Latinos in politics, moderated by Justice Joseph Suárez, counsel to the sheriff.

Millersville University Hosting Latino Lectures

MILLERSVILLE

On March 13, Millersville University of Pennsylvania will host a Latino Celebration lecture, "Stories of the Frontier," by Dr. Roberta Fernández, professor of romance languages and literature and women's studies at the University of Georgia. On April 4, journalist Roberto Suro of *The Washington Post* will give a Latino Celebration lecture, "Strangers Among Us: Latino Lives in a Changing America."

Millersville recently held its Ninth Annual Latino College Student Leadership Conference.

Pima Expertise Valued in Mexico

Pima Community College (PCC) in Arizona has long been involved with public schools and businesses in Mexico as well as educational consortia on both sides of the border.

PCC was the only U.S. community college invited to make a presentation at the Tenth Annual Conference of Higher Education Advisors of the National Federation of Mexican Private Universities held in Hermosillo, Sonora, Mexico. PCC's director of multidisciplinary education services, Dr. Candido Mercado, and PCC international advisor Beatriz Padgett presented "Advising Strategies in a Multicultural Education Context" to 150 conference participants. They also spoke about Pima's new One Stop student services centers and its structured Student Success Model, which promotes retention and academic achievement.

Texas A&M-Corpus Christi Presents Stories by Rivera

Texas A&M University-Corpus Christi's Readers Theatre presented "...and the Earth Did Not Swallow Him," a production featuring the work of Tomás Rivera, at Hector P. García Plaza. Dr. James Carlsen, director of University Theatre, adapted the stories. Theatre instructor J. Don Luna (pictured) directed the cast and crew. The performance ensemble included 15 students from the Readers Theatre class.

Rivera, a native Texan who taught at the University of Texas, became the first Hispanic chancellor of the University of California. His work concentrates on the immigrant lifestyle of the Mexican American people.

Calvin Students Hold Hunger Banquet

Two student organizations at Calvin College in Michigan, the Environmental Stewardship Coalition and the Social Justice Committee, spotlighted the problem of world hunger at the second annual Hunger Banquet.

Participating students were given a random number signifying one of three "income levels," which determined what sort of meal they would get. Approximately 60-65 percent of the students ate a meal of rice and water. Twenty-five percent received rice, water, and beans and had to eat sitting on the floor. The final 10-15 percent sat at tables and ate a four-course steak dinner, served by waiters. The proportions were intended to represent food distribution and hunger on a global basis.

Rachel Medema (pictured), a member of the Environmental Stewardship Coalition, helped coordinate the banquet.

Community College of Baltimore-Essex Gets NSF Grant

The Essex Campus of The Community College of Baltimore County (CCBC), in Maryland, was awarded $270,000 from the National Science Foundation to provide educational opportunities to low-income, academically talented students through scholarships and relevant student support services. The project is designed to promote full-time enrollment and degree achievement in one of the campus' six computer science/engineering/math associate's degree programs. It provides student support through a one-week summer orientation in addition to mentoring, advisement, and peer tutoring services.

The two-year project also fosters an informal consortium between CCBC-Essex and the College of Notre Dame of Maryland–specifically targeting women and other underrepresented groups such as African Americans, Hispanics, Native Americans, and persons with disabilities to enroll in various science, math, and engineering degree programs. Forty scholarships of $2,500 each will be awarded annually.

Columbia Launches First of 80 Web Courses

Columbia Interactive Arts & Sciences, a collaboration between The School of Arts & Sciences at Columbia University (N.Y.) and Cognitive Arts, a company that explores commercial uses of software-based teaching, launched and delivered the first of 80 Web-based courses in January.

Cognitive Arts bases its online courseware on the theoretical work and design strategies of its founder, renowned learning technologist Dr. Roger Schank, a leader in the scientific understanding of how people learn, remember, and reason. Schank has written more than 20 books on the subject, most recently, *Coloring Outside the Lines*. His theories have been implemented successfully in software design courses tailored for Fortune 500 companies such as GE Capital, IBM, Target, and Deloitte Consulting; additionally, Cognitive Arts has worked with institutions such as Northwestern University and Harvard Business School.

The creation of Columbia Interactive represents a major step forward in extending educational opportunities–both intellectual and professional development–to students who would not ordinarily have access to an Ivy League university.

HACU Career Power Program Champions Success

Hispanic Association of Colleges and Universities (HACU)-member College of the Sequoias (COS), of California, has a 25 percent Hispanic population and a Hispanic community that makes up more than 10 percent of the population. These numbers make COS a perfect HACU Career Power institution. Career Power is funded through the Department of Labor (DOL) to help welfare-to-work recipients improve their work-related skills at their job site. The program improves basic skills such as reading and math, and, most importantly, reinforces positive work habits.

Career Power champions Hispanic success partly because of the leadership of HACU Career Power Executive Director Jo Marie Cano. Cano prepares and negotiates the fiscal and programmatic terms of the Career Power grant. She oversees compliance with the fiscal and program requirements and is the liaison between a DOL grant officer and HACU program activities to ensure that HACU complies with federal grant requirements.

Violence Prevention Grant Goes to Texas Southern

Texas Southern University's (TSU's) Center on the Family received a $750,000 grant to participate in the 2000-2003 Family and Community Violence Prevention (FCVP) program. For six years, the TSU Center has implemented the FCVP program under the auspices of the Office of Minority Health, Department of Health and Human Services, and Central State University in Ohio, with significant positive results.

Dr. Bobbie Henderson, executive director of the Center, states that violence in the U.S. has been characterized as a "public health epidemic." Children are exposed to violence on multiple levels in their families, their schools, and their communities. Documented evidence reflects that violence in Houston mirrors the range of national statistics.

The program will be guided by one primary goal–to develop and implement educational, informational, and enrichment activities to reduce violence and substance abuse among minority youth and families in selected schools and communities in Houston and Harris County.

M-DCC InterAmerican President New HACU Secretary

Dr. José Vicente, president of Miami-Dade Community College's (M-DCC's) Inter- American Campus in Florida, was elected secretary of the governing board of directors of the Hispanic Association of Colleges and Universities (HACU). Vicente will play a key role in promoting HACU's emphasis on improving the quality of and access to postsecondary education for Hispanic students.

Vicente is known as an advocate for expanding academic options, especially those of minorities. "Community involvement is a duty professionals must engage in, both at the local and national levels. It is a privilege for me to serve HACU in this new capacity and to contribute to this fine organization," said Vicente.

Vicente is on the board of the National Community College Hispanic Council and other organizations.

Community College of Baltimore Honors González Sullivan

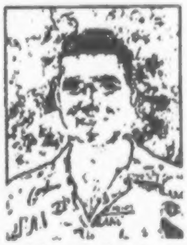
The Essex Campus of The Community College of Baltimore County (CCBC) unveiled a portrait in honor of former campus president Dr. Leila González Sullivan, who served from 1996 to 1999.

The first woman president in its 40-year history, she had been president of Middlesex Community-Technical College and interim president of Gateway Community-Technical College. Of the 1,290 community colleges in the United States, women lead about 200. González Sullivan was one of that 200 and also one of only 14 Hispanic women presidents of community colleges throughout the nation.

She was on the board of the American Association for Women in Community Colleges (AAWCC) for three years and was its national president from 1991-1993. Secretary of the National Community Colleges Hispanic Council, she served on the AACC Commission on Learning and Communications Technologies. She received the AAWCC's Carolyn D. Desjardins President of the Year Award.

Pictured l. and r. of portrait are CCBC Chancellor Irving Pressley McPhail and current Essex President R. Wayne Branch.

Texas A&M-Corpus Christi Student Chosen as ¡Adelante! Fellow



Raúl Coronado, a pre-med student at Texas A&M University-Corpus Christi, was chosen as an ¡Adelante! U.S. Education Leadership Fund Fellow, an award given to qualified business students of Hispanic descent who maintain a 3.0 GPA or better. Coronado, who is working on a bachelor's degree in hospital healthcare administration, was given a $3,000 scholarship, a paid leadership institute, and a possible summer internship in a major business or corporation.

NEIU Alumnus Legislator of the Year

Northeastern Illinois University (NEIU) alumnus Miguel del Valle, an Illinois state senator, received the Legislator of the Year Award from Anixter Center, a Chicago-based social service agency for people with disabilities.

Combining his background in education, his commitment to human service organizations, and his advocacy for healthcare issues, the senator helped CALOR, a division of Anixter Center, expand its HIV prevention education program. The Center is a nonprofit, charitable organization whose mission is to help people with disabilities to live and work successfully in the community.

Del Valle has both a bachelor's degree and a master's from NEIU.

St. Mary's (Texas) Professor Selected for American Law Institute

Law professor Charles E. Cantú of the St. Mary's University (Texas) School of Law was selected to be a member of the American Law Institute. Membership is based on professional achievement by those with a demonstrated interest in improving the law. Members of the

Philadelphia-based organization, founded in 1923, include eminent federal and state judges, distinguished lawyers, and respected law professors.

Cantú, at the St. Mary's law school since 1966, is among the longest-serving Hispanic law professors in the nation. An expert in contracts, torts, product liability, the Texas Deceptive Trade Practices Act, introduction to law, and related subjects, he has received many honors and awards from students, the law school, and the University, including being named the first South Texas Distinguished Professor of Law. He has a bachelor's degree from UT-Austin, a juris doctorate from St. Mary's, a master's from Southern Methodist University, and a master's from the University of Michigan.

Pre-Law Scholarships for Stetson Students

STETSON Florida's First Private University Six Stetson University (Fla.) students were awarded $7,000 scholarships through the Florida Minority Participation in Legal Education (MPLE) Pre-law Scholarship Program.

The Program is designed to address the underrepresentation of historically disadvantaged minority attorneys practicing in the state. Scholarships are applied toward tuition, room, board, books, supplies, and preparation for the Law School Admission Test. The pre-law scholarship component of the program helps to identify and prepare a strong group of future candidates for MPLE law school scholarships and for Florida's law schools.

Pre-law awardees for 2000-2001 are Lauren Fernández, Luis Maldonado, Belkys Torres, Rokaisha Bell, Latarsha Brown, and Bianca Lee.

Barry Alumni Association Awarded Teagle Grant

The Teagle Foundation awarded Barry University (Fla.) a three-year, $465,000 grant to enhance communication and connect more closely with its nontraditional alumni, announced William E. Fenton Jr., vice president for institutional advancement.

Nontraditional alumni, the fastest-growing segment of Barry graduates, are those who attained their Barry degrees as working adults rather than immediately after high school.

Barry will use the monies to conduct alumni surveys and focus groups, and to establish programs and activities aimed mostly at nontraditional alumni. The plan calls for establishing alumni chapters around the nation. Fenton and Carol Evanco, director of Barry's Alumni Association, will direct the project.

The New York-based Teagle Foundation, a private philanthropic organization, makes grants that further broad strategic initiatives designed to strengthen private colleges and universities.

LIU-Brooklyn Students Win Gates Scholarships

Four current Long Island University (LIU)-Brooklyn students were chosen to be Gates Millennium Scholars. Candidates are eligible if they are African American, Native American, Asian/Pacific American, or Hispanic; have a cumulative GPA of 3.3; and are in financial need.

Funded by a $1 billion grant from the Bill and Melinda Gates Foundation and administered by the United Negro College Fund, the Gates program aims to provide full scholarships for about 1,000 students per year for the next two decades. The program seeks "to expand opportunity and access to higher education to those citizens who will help reflect the diverse society in which we live." The goal is to promote academic excellence and "to enable thousands of outstanding students to reach their full potential."

The student-scholars are Hayley Fisher (pictured l.), Zaida Ogando (r.), Carlton Huff, and Victoria Hippolyte-Agard.

Arias Speaks at St. Francis

Dr. Oscar Arias, Nobel Peace Prize recipient and former president of Costa Rica, spoke at St. Francis College in New York in February. His presentation was part of the Thomas J. Volpe Lecture Series on Global Business and Finance.

Arias promotes the ideas of human development, global governance, and human dignity. He has proposed that any country wishing to purchase arms must meet certain criteria, including the promotion of democracy, the protection of human rights, and transparency in military spending. He also proposes the prohibition of arms sales to nations that support terrorism and to states that are engaged in aggression toward other nations or peoples. In addition to that, he encourages preventive diplomacy to avert regional arms races and conflict.

The Lecture Series is designed to better prepare future business leaders to create new opportunities in a world strained by cultural and economic pressure. It is hoped Arias' firsthand appreciation of the knowledge and creativity needed to succeed in peace negotiations will inspire the next generation of global leaders.

Consortium Meets at Trinity to Target Minorities

Representatives from some of the country's leading liberal arts colleges and universities convened at Trinity College in Connecticut to focus on developing programs that promote the academic success and satisfaction of students of color in liberal arts settings.

The Consortium for High Achievement and Success was formed last year. Trinity President Dr. Evan S. Dobelle's invited leaders of selective liberal arts colleges to join Trinity in exploring ways to ensure the academic success of students of color. The Nellie Mae Foundation awarded Trinity a planning grant to establish the Consortium. Task forces have been created to address recruitment, financial aid, social and cultural life, peer study groups, and supplemental instruction. The strategies and programs developed in the workshops might become models for colleges and universities nationwide.

Art in General Exhibits Cuban Artwork Never-Before Seen in U.S.

ART IN GENERAL Cuban artist and critic Antonio Eligio Fernández, known as Tonel, is acknowledged throughout the world as one of the pivotal figures in contemporary Cuban art. Yet his bitingly satiric and sometimes scatological drawings have never been exhibited in the United States–until now.

Art in General, a nonprofit arts organization in Lower Manhattan, N.Y., redressed that situation Jan. 27, when it opened "Lessons of Solitude," the first retrospective ever organized of Tonel's work. The exhibition remains on view through March 31.

Tonel has been active in Havana since 1973 as an artist, critic, and art historian. He gained national and international attention for his artwork in the late 1980s, and he has been a featured participant in major international forums.

"Lessons of Solitude" features some 30 drawings as well as some recent sculpture. Executed in cartoon-like manner, these works include merciless self-portraits, buffoonish portraits of Cuban sports and cultural heroes, and unsparing depictions of violent scenes, some even showing human mutilation, associated with the Cuban Revolution and its aftermath.

PUBLICATIONS

Growing Up Ethnic in America: Contemporary Fiction about Learning to Be American

María Mazziotti Gillan and Jennifer Gillan, eds.

GROWING UP ETHNIC IN AMERICA

This short story anthology includes themes of racial and ethnic assimilation. Contributors include Toni Morrison, E.L. Doctorow, Amy Tan, Diane di Prima, and Bebe Moore Campbell.

1999. 400 pgs. ISBN 0-14-028063-4. $16.95 paper. Penguin Books. (800) 788-6262.

Dreaming with His Eyes Open: A Life of Diego Rivera

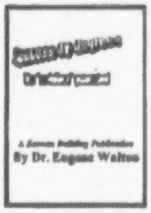
By Patrick Marnham

This complete biography of the giant Mexican muralist, Diego Rivera, contains highly detailed accounts and descriptions of his childhood environment, growth as an artist, relationships with contemporaries such as Pablo Picasso, marriage to Frida Kahlo, and the myths and legacies created of him and by him.

2000. 350 pgs. ISBN 0-520-22408-6. $18.95 paper. University of California Press. (800) 822-6657.

Success-by-Degrees: The "No Failure" Guarantee!

By Dr. Eugene Walton

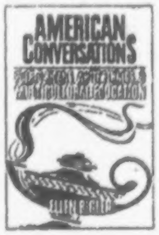


In this "Digital-Only-Publication," a former Library of Congress official says that as a result of the anxieties they feel from the way they experience success and failure, Americans do not perform at their highest potentials. The current all-or-nothing success/failure dogma should be replaced by a system of incremental progress/rewards that squeezes failure out of existence.

2000. 63 pgs. Distributed exclusively via the Internet for $9.95 per download. www.success-by-degrees.com.

American Conversations: Puerto Ricans, White Ethnics, & Multicultural Education

By Ellen Bigler



In this ethnographic study of a community in conflict, educator and anthropologist Ellen Bigler explores one city's heated dispute that arose over bringing multiculturalism and bilingual education into its citizens' lives and its schools' curricula. Bigler illuminates the nature of racial politics in the United States and how both sides in the debate over multicultural education struggle to find a common language.

1999. 289 pgs. ISBN 1-56639-688-3. $19.95 paper. Temple University Press. (800) 447-1656.

Between Race and Empire: African-Americans and Cubans before the Cuban Revolution

Lisa Brock and Digna Castañeda Fuertes, eds.

BETWEEN RACE

This collection, edited by a Black Cuban and a Black American, traces the relations between Cubans and African Americans from the abolitionist era to the Cuban Revolution of 1959.

1998. 298 pgs. ISBN 1-56639-587-9. $22.95 paper. Temple University Press. (800) 447-1656.

Educating by Design: Creating Campus Learning Environments That Work

By C. Carney Strange and James H. Banning

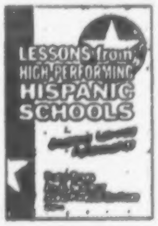
Educating by Design

Two nationally recognized experts on campus environments describe the principles and concepts that define effective person-environment interactions and examine how these principles work through four different environmental components: physical, aggregate, organizational, and socially constructed. They also discuss the four conditions for successful learning: inclusion, safety, involvement, and community.

2001. 251 pgs. ISBN 0-7879-1046-5. $32.95 cloth. Jossey-Bass. (888) 378-2537.

Lessons from High-Performing Hispanic Schools: Creating Learning Communities

Pedro Reyes, Jay D. Scribner, and Alicia Paredes Scribner, eds.

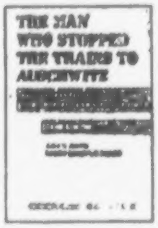


Substantial evidence exists as to why Hispanic students fail in schools.. But not much emphasis has been given to Hispanics who have overcome the obstacles and barriers impeding success. This practical volume provides school administrators and teachers with the tools they need to transform ordinary schools into high-performing schools.

1999. 223 pgs. ISBN 0-8077-3830-1. $23.95 paper. Teachers College Press. (800) 575-6566.

The Man Who Stopped the Trains to Auschwitz: George Mantello, El Salvador, and Switzerland's Finest Hour

By David Kranzler



David Kranzler reveals the unknown story of the greatest single rescue effort during the Holocaust–the rescue of more than 140,000

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Jews of Budapest, the last reservoir of Jews in Nazi-occupied territories. The rescue was accomplished by George Mantello, a Jewish diplomat in the Salvadoran Consulate in Geneva, Switzerland, with the help of a Romanian diplomat, several outstanding Swiss theologians, and virtually the entire Swiss population. With a foreword by Sen. Joseph I. Lieberman.

2000. 341 pgs. ISBN 0-8156-0644-3. $19.95 paper. Syracuse University Press. (800) 365-8929.

Colonial Angels: Narratives of Gender and Spirituality in Mexico, 1580-1750

By Elisa Sampson Vera Tudela

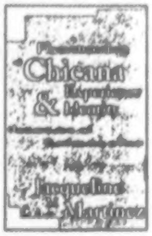
COLONIAL ANGELS

Spain's attempt to establish a "New Spain" in Mexico never fully succeeded, for Spanish institutions and cultural practices inevitably mutated as they came in contact with indigenous American outlooks and ways of life. This original, interdisciplinary book explores how writing by and about colonial religious women participated in this transformation, as it illuminates the role that gender played in imposing the Spanish empire in Mexico.

2000. 202 pgs. ISBN 0-292-77748-5. $16.95 paper. University of Texas Press. (800) 252-3206.

Phenomenology of Chicana Experience and Identity: Communication and Transformation in Praxis

By Jacqueline M. Martínez

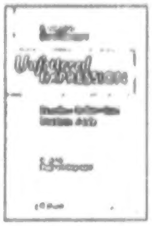


Using narrative descriptions of the author's own lived experience of her ethnic heritage, Martínez offers a systematic interrogation of the social and cultural norms by which certain aspects of her Mexican American cultural heritage are both retained and lost over generations of assimilation. Combining semiotic and existential phenomenology with Chicana feminism, the author charts new terrain for pursuing anti-racist, anti-sexist, and anti-homophobic work.

2000. 145 pgs. ISBN 0-7425-0701-7. $17.95 paper. Rowman & Littlefield. (800) 462-6420.

Unfettered Expression: Freedom in American Intellectual Life

Peggie J. Hollingsworth, ed.

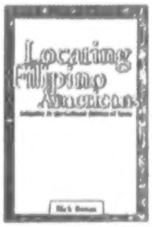


Nine major thinkers address fundamental questions of intellectual freedom both within and without the academy. The origins of this volume lie in a particular infringement of academic freedom that occurred at the University of Michigan (UM) in 1954. Three professors were suspended, two of them ultimately terminated, after invoking their constitutional rights and refusing to answer questions about their political orientations in front of the House Committee on Un-American Activities. In 1990, UM established a lecture series to provide a venue and a time to think about the fundamentals of academic freedom.

2000. 192 pgs. ISBN 0-472-11179-5. $27.95 cloth. University of Michigan Press. (734) 764-4392.

Locating Filipino Americans: Ethnicity & the Cultural Politics of Space

By Rick Bonus



This ethnographic study of Filipino American communities in Los Angeles and San Diego presents a multidisciplinary cultural analysis of the relationship between ethnic identity and social space. Rick Bonus argues that alternative community spaces enable Filipino Americans to respond to and resist the ways in which larger society has historically and institutionally rendered them invisible, silenced, and "racialized."

2000. 217 pgs. ISBN 1-56639-779-0. $19.95 paper. Temple University Press. (800) 447-1656.

Esau and Jacob

By Joaquim María Machado de Assis

At one level, this is the story of twin brothers in love with the same woman, and her inability to choose between them. At another level, it is the story of Brazil itself, caught between the traditional and the modern, and between monarchical and republican ideals. Instead of a heroic fable, the author gives us a story of the petty squabbles, conflicting ambitions, doubts, and insecurities that define the human condition and plague society. Translated from Portuguese by Elizabeth Lowe.

machado
de assis

The Library of Latin America series, of which *Esau and Jacob* is a part, makes available in translation major 19th-century authors whose work has been neglected in the English-speaking world.

2000. 276 pgs. ISBN 0-19-510810-8. $35.00 cloth. Oxford University Press. (800) 451-7556.

Las obreras: Chicana Politics of Work and Family, Aztlán Anthology Series Vol. 1

Vicki L. Ruiz, ed.

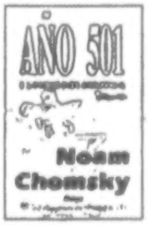
A reprint of the very popular *Aztlán, Vol. 20*, about Chicana politics, this book offers an insightful new guide to the memory, voice, and lived experiences of Chicanas in the family and workplace. Updated with four new essays and an introduction.

2000. 318 pgs. ISBN 0-89551-094-4. $19.95 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

Año 501: La Conquista Continúa

(Spanish)

By Noam Chomsky



With chapters on Haiti, Latin America, the new global economic order, the Third World at home, and much more, this is a powerful treatise on the not-so-new New World Order. Translation of *Year 501* from English to Spanish by Loreto Bravo de Urquía.

1993. 444 pgs. ISBN 0-89608-488-4. $18.00 paper. South End Press. (800) 533-8478.

Many publications featured in this section are available through amazon.com.

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CONFERENCES

2001 ASCD Annual Conference and Exhibit Show

March 17-19

Among the Distinguished Lecturers at this year's conference of The Association for Supervision and Curriculum Development will be Jaime Escalante. The conference theme is "Reaching for Balance: Resolving Educational Dilemmas." In Boston.

Contact: website, www.ascd.org.

NHMA 5th Annual Conference

March 23-25

The National Hispanic Medical Association's 5th Annual Conference, "Healthy Hispanic Families," includes, among many other sessions, "Culture and Belief: Their Roles in Health and Well-Being," with among the speakers Elena Avila, R.N., M.S.N., *curandera* and author of *Women Who Glow in the Dark*; Roberto Gomez, M.D., assistant dean for multicultural affairs at University of New Mexico School of Medicine; and David Hayes-Batista, Ph.D., director, Center for the Study of Latino Health and Culture, UCLA School of Medicine. At the L'Enfant Plaza Hotel in Washington, D.C.

Contact: NHMA, (202) 628-5895.

AAHE 2001 National Conference on Higher Education

March 24-27

The American Association for Higher Education presents "Balancing Private Gain and Public Good." The conference will anticipate issues, debate ideas, highlight innovation and best practice, foster leadership and professional development, and provide networking opportunities. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aahe.org.

National Association for Ethnic Studies Annual Conference

March 29-31

This year's conference theme: "Race, Ethnicity, and Pedagogy in the 21st Century." In New Orleans.

Contact: Susan L. Rockwell, (602) 965-2197; e-mail, susan.rockwell@asu.edu.

International Mentoring Association Annual Conference

March 29-31

This year's conference theme: "Diversity in Mentoring." In Washington, D.C.

Contact: at Western Michigan University, (616) 387-4174.

NCA-CIHE Annual Meeting

March 31-April 2

The North Central Association of Colleges and Schools/Commission on Institutions of Higher Education presents "Serving the Common Good: New Designs in Higher Education." At the Hyatt Regency Chicago Hotel in Chicago, Ill.

Contact: website, www.ncacihe.org.

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, a national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

HACU 2001 National Capitol Forum on Hispanic Higher Education

April 2-5

Leading Hispanic higher education advocates and college campus presidents from throughout the country will meet with key White House, congressional, government agency, corporate, and community leaders about legislation and policy issues of importance to the nation's youngest and fastest-growing minority population. At Hotel Washington in Washington, D.C.

Contact: Acting Public Affairs Director Aileen Salinas at (210) 692-3805 ext. 3242; website, www.hacu.net.

Mexican American Opportunity Foundation National Conference

April 6-7

The MAOF holds its 24th National Hispanic Women's Conference, one of the nation's oldest and largest events recognizing Latina accomplishments. At the Regal Biltmore Hotel in Los Angeles.

Contact: (323) 890-9600.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

AACRAO 2001Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

Latino Book and Family Festival

May12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javitz Convention Center in Manhattan.

Contact: (760) 434-7474.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present its 23rd annual international conference, "Making a World of Difference…," a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty. In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a 10-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

The Barahona Center Summer Workshops 2001

June 25-27
July 9-11
July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/La literatura en Español dirigida a los lectores infantiles y juveniles. At CSU-San Marcos.

Contact: Isabel Schon, director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

Bowdoin College

Dean of Admissions and Student Aid

Bowdoin College seeks as its Dean of Admissions and Student Aid a creative and experienced admissions professional committed to enhancing the academic strength and diversity of the student body. Reporting directly to the President, the Dean coordinates and directs the activities of the 20 professional and support staff of the admissions office and supervises the Student Aid Office, which administers roughly $13 million of need-based aid annually. The Dean plays the leading role in shaping admissions and financial aid policies and in designing recruitment and retention strategies. In addition to planning and supervising all recruitment activities, the Dean oversees the selection of all new students and serves as an ambassador for the college with applicants and their families. Minimum qualifications for this position include a Bachelor's degree (graduate degree preferred) and significant supervisory and management experience in the field of admissions. The successful candidate will have a full understanding of the purpose of a highly selective liberal arts college, excellent writing and speaking skills, and experience in the effective uses of technology and of institutional research. Creativity, high energy, commitment to the values of liberal arts education, and an appreciation for diversity are essential.

Located in Mid-coast Maine 21/2 hours north of Boston and 1/2-hour north of Portland, Maine's largest city, Bowdoin College, founded in 1794, is a highly selective, liberal arts college of 1550 students that has produced many of the nation's leaders in government, business, science, the arts, and the professions.

Members of the Search Committee are reviewing applications during March and early April and will continue to do so until the position is filled. Applications, nominations, inquiries and expressions of interest should be forwarded in confidence to the Chair of the Search Committee c/o:

Susan VanGilder
Director, Education Practice
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
703/757-7250 phone
susan.van.gilder@atkearney.com

Bowdoin College is committed to equal opportunity through affirmative action.

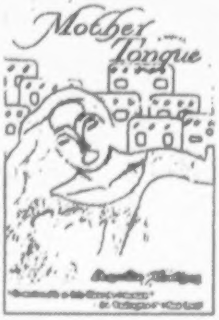
Book Review

By Elizabeth Coonrod Martínez

***Mother Tongue*, by Demetria Martínez.** 194 pages. New York: Ballantine Books/Random House, 1994. ISBN 0-345-41656-2. $10 paper.

If you decide, as I did early in the read, that this novel is light, the book's true meaning will be missed. This novel packs a punch halfway through and provides an interesting lesson for students as well as mainstream readers.

This is a marvelously constructed book. Demetria Martínez, the author, not only compels the reader into enjoying an apparently light story that includes New Mexican cultural emblems such as piñon nuts, green chile, and the historic Albuquerque downtown plaza; she also subtly weaves a second story around the first: a carefully crafted comparison of life on the edge, both in El Salvador and in the U.S. Southwest, for a poor, young Hispanic woman. Both protagonists seek answers for their respective society's actions and, by means of the same, his or her individual identity. The Salvadoran, José Luis, and the New Mexican, Mary, eventually share their disturbing previous experiences, whereupon the novel seems to blow up. By the end of this story, their lives epitomize a need for understanding of two facets of contemporary life.



Martínez has been a journalist for many years, both for an Albuquerque newspaper and for the weekly *National Catholic Reporter* in Kansas City. She is also a successful creative writer. She is one of three authors of the book of poetry *Three Times a Woman*, published by the Bilingual Review Press in 1989. The publication of her novel, *Mother Tongue*, was followed by her own book of poetry in 1997, *Breathing Between the Lines*. Her poems, which often contain strong political messages, also appear in various anthologies.

But Martínez is more famous for being put on trial with other Sanctuary movement participants. In 1987, she was the subject of newspaper stories across the country when the federal government prosecuted her for harboring illegal immigrants (two Salvadoran women she interviewed in a car during their clandestine trip from El Paso to Albuquerque) and for not turning over her notes declaring their identities. In court, Martínez appealed for the protection and confidentiality of reporters' notes, but the government wanted to punish her for willingly breaking immigration laws. Fortunately, her defense prevailed, and she was acquitted in 1988. Some of this experience obviously inspired her novel.

Martínez's goal in the novel seems to be to bring diverse societies to a deeper understanding of each other. As Soledad, an older woman for whom Mary is house-sitting in Albuquerque, demonstrates in her many letters to Mary, and by the articles around her house, U.S. mainstream society has no idea of Salvadoran reality for its common people. Moreover, José Luis, a recent Salvadoran refugee, has no idea what life has been for the young Hispanic woman. He assumes it was/is much better than his own. Martínez uses the José Luis character to demonstrate that U.S. society also needs to pay better attention to its own common people.

The U.S. populace is uninformed about lives tortured and lost during El Salvador's so-called civil war of the late 1970s and 1980s. Martínez notes in a foreword to her novel that more than 75,000 people died or disappeared during the 12-year struggle. Many others fled the country. Many Salvadorans and Guatemalans now live in the United States and Canada, and are sometimes confused with a Mexican or Hispanic populace.

The second half of Martínez's story empowers and enlightens the U.S. Latina or Hispanic experience. Mary's working single mother occasionally leaves her with a neighbor who abuses her, unbeknownst to the mother. Later, when Mary is barely an adult, her mother dies of cancer.

The novel's physical construction enhances greater understanding. Martínez uses letters from Soledad, newspaper articles, and quotes from great Salvadoran poets Roque Dalton and Claribel Alegría, to provide background and history. There is day-to-day narrative of the characters' actions and dialogue, as well as changes to first-person introspection by Mary and José Luis. Finally, there are also poems and letters from José Luis to Mary, and a poem written by his murdered Salvadoran fiancé.

The story weaves from present to past and back to present, and then thrusts several years into the future. The early information is needed to provide understanding of the shattered lives of the characters, who must find a place in society and go on living.

The Central American voice is seldom heard or considered in the U.S. mainstream culture. This novel helps project its existence into our day-to-day lives, together with the experience of other U.S. voices seldom considered. It would make an excellent text for literature, history, or sociology classes.

Elizabeth Coonrod Martínez, associate professor in Spanish and Latin American literature, and chair of the Department of Modern Languages & Literatures at Sonoma State University, received her Ph.D. from the University of New Mexico in Albuquerque. She has published articles on Mexican and U.S. Latina writers and non-fiction books on Hispanic culture. Her book Before the Boom: Latin American Revolutionary Novels of the 1920s *is being published this year by the University Press of America.*

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School of Policy and Management
College of Health and Urban Affairs

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Manhattanville College seeks an outstanding, innovative educational leader to assume the position of Dean of the School of Education, which includes more than 300 undergraduate and 600 graduate students. The Dean is required to exercise vision, leadership and advocacy in academic affairs and curricular matters in the School of Education and in the Community. The ideal candidate will have:

- An earned doctorate and record of academic achievement that warrants rank as a full professor and related experience in educational reform
- The skill to establish the reputation of the School as a center for innovation in teacher education and education reform through creative program development, research and pre-service and in-service opportunities for professional development
- A commitment to and expertise in external funding for the School to assure the development of new and enriched paradigms for teacher education and educational administration
- Experience with technological innovations related to teaching, service and scholarship in the classroom
- The ability to recognize and respond effectively to the needs of underfunded school districts with diverse and underserved populations
- Strong interpersonal communications skills and an ability to interact productively as an advocate for the college among the faculty, administration, students and staff in ways that promote diversity and collegiality
- Operational knowledge of state and national requirements, funding and policies with an awareness of contemporary critical issues in education
- Demonstrated administrative planning, managerial and budget experience

Jonathan Kozol has agreed to serve as a consultant to the committee. Send resume to: Professor David Eisenbower, c/o Human Resources, Manhattanville College, 2900 Purchase Street, Purchase, NY 10577. Fax 914-323-5322. Email: humanresources@mville.edu.

We are an equal opportunity employer actively encouraging applications from candidates with diverse backgrounds.

MANHATTANVILLE
COLLEGE

TEXAS A&M UNIVERSITY

MINORITY HEALTH. The Department of Health and Kinesiology at Texas A&M University seeks a senior level individual in the area of minority health. The University has committed substantial funds to this initiative to develop an interdisciplinary minority health program involving Health Education, Health Psychology, the Race and Ethnic Studies Institute (RESI) and the School of Rural Public Health. Successful candidates must demonstrate a record of research in minority health. Candidates should demonstrate ability to secure extramural funding in minority health and have experience in developing students for a multicultural society. Candidates should possess a doctorate in health education/health behavior, prevention science or a related field. Responsibilities include teaching, conducting research, scholarly publications and presentations, serving on departmental committees, directing master and doctoral student research and seeking funding to support research. Responsibilities include participation in the mission of RESI. Salary and benefits are competitive. This position is anticipated to begin September, 2001.

To apply, please provide (1) a letter of application, (2) a current, comprehensive vitae, and (3) names and addresses of 3 references.

Submit materials to:

**Steve M. Dorman, Ph.D., M.P.H.
Chair, Division of Health and Safety
Texas A&M University
College Station, Texas 77843-4243
Phone: 979-845-3124
Email: sdorman@hlkn.tamu.edu**

Review of applications will begin on April 12, 2001 and continue until position is filled.

*Texas A&M is an Affirmative Action/Equal Opportunity Employer
and encourages applications from minority group members and women.*

FREDONIA

SUNY FREDONIA VACANCIES
DIVISION OF STUDENT AFFAIRS

Assistant Director, Career Development: Experienced professional to play a leadership role in a comprehensive career center. Assist with office operations, integrate technology and services, extensive writing, implement employer relations programs, counseling, presentations, and faculty/staff relations. **Required:** Master's Degree in Student Personnel, Counseling or related discipline and 3 years experience in a career center. Excellent writing, presentation, technology and web page management, counseling and administrative skills. Demonstrated ability to work effectively with supervisors and colleagues. **Preferred:** Experience in marketing programs and supervising professional and support staff. Experience with web-based career office management systems. **Applications:** Send letter, resume, two reference letters, writing sample to: **Marjorie Fleister, Career Development Office, SUNY Fredonia, Fredonia, NY 14063. Screening begins February 26, until filled.**

Coordinator of Multicultural Affairs: Provide leadership and direction in support of campus efforts to maintain a multicultural experience and serve as a resource for students, staff and faculty. Consult with underrepresented student groups: Black Student Union; Gay, Lesbian, Bisexual Student Union; Latinos Unidos; Native American Student Organization; Jewish Student Union and the Women's Student Union. Provide integrated support services and developmental programs and presentations to Educational Development Program, Orientation, Freshman Seminars, Upward Bound and International Education. **Required:** Master's Degree in Student Personnel, Counseling or education. Experience in multicultural programming and a demonstrated commitment to the principles of diversity. **Preferred:** Good written and oral presentation skills. **Applications:** Send letter, resume, two letters of reference to: **Ms. Jennifer Snyder, Assistant Director, Campus Life, Williams Center, SUNY Fredonia, Fredonia, NY 14063. Screen begins March 2, 2001 until filled.**

Counselor: 10-month position involving direct service counseling to students. Candidates must have a strong therapeutic background and experience counseling young adults/older adolescents. **Required:** Master's Degree in Counseling or a closely related field. **Preferred:** Experience counseling traditional age college students. **Applications:** Send letter, curriculum vitae, three letters of reference to: **Ms. Tracy Leva, Search Committee Chairperson, Counseling Center, LoGrasso Hall, SUNY Fredonia, Fredonia, NY 14063. Screening begins April 1, 2001 until filled.**

SUNY Fredonia is an equal opportunity affirmative action employer and actively seeks and encourages nominations of and expressions of interest from minority and female candidates.

YORK COLLEGE
City University of New York
ANTICIPATED FACULTY OPENINGS FOR FALL 2001
DEPARTMENT OF TEACHER EDUCATION

The Board of Trustees of The City University of New York has approved the establishment of a new Department of Teacher Education at York College, which will house the Education components of existing programs in Elementary Education (PreK-6), Bilingual Education (PreK-6), and Secondary Education (7-12) in Biology, Chemistry, Geology, Mathematics and Spanish. We are seeking to fill several new Teacher Education tenure-track positions to work closely with other faculty, both in the new department and throughout the College.

CHAIRPERSON, DEPARTMENT OF TEACHER EDUCATION
ASSOCIATE PROFESSOR OR PROFESSOR

As the senior faculty member in this new department, the successful candidate will also serve as department chairperson for approximately three years, after which the role of chairperson will be subject to election procedures in accordance with CUNY Bylaws. Reporting to the Provost and Vice President for Academic Affairs, the Chairperson will provide leadership for the new department, with responsibility for the oversight of selecting and developing faculty and staff, budgeting and planning, and ensuring compliance with State requirements of teacher certification, including eventual professional program accreditation. Teach undergraduate courses, pursue grant opportunities; develop collaboration with public and private schools, government agencies, foundations, and the NYC Board of Education.

Doctorate in appropriate discipline required; proven academic leadership and administrative capabilities; distinguished record of teaching scholarship and service to qualify for appointment to Associate Professor or Professor; strong communications skills; expertise in one or more of the following areas: Curriculum, Elementary Education, Early Childhood Education, Secondary Education, Instructional Technology, Literacy, Education Administration; commitment to the integration of instructional technology in the curriculum; record of support for cultural and ethnic diversity within the College community; and the ability to work productively with all constituencies. Preferred candidates will also demonstrate a comprehensive knowledge of regulatory, certification, and accreditation requirements and a thorough understanding of national, state and urban educational issues. Salary (commensurate with salary history, qualifications and experience): Associate Professor: $40,902 - $71,818; Professor: $52,898 - $81,924. Please refer to job code: CHTE.

ASSISTANT OR ASSOCIATE PROFESSOR
(3 positions)

Three new tenure-track positions are anticipated in the new Department of Teacher Education. Educational generalists and specialists are encouraged to express interest. The areas of Elementary Education, Foundations, Literacy, Science Education and Mathematics Education will be given the highest consideration. Doctorate in appropriate area and college teaching experience required. Experience in high needs elementary and/or secondary schools, and expertise in student-teacher supervision are preferred. Candidates must show evidence of an understanding of the role of urban public education and a commitment to working collaboratively with faculty in the arts and sciences and with public school teachers. Salary (commensurate with salary history, qualifications and experience): Assistant Professor: $32,703 - $57,049; Associate Professor: $40,903 - $68,114. Refer to job code: TEFAC.

These searches will remain open until the positions are filled; however, it is anticipated that a review of applications will begin on March 1, 2001. Send three (3) copies of application [two (2) copies of cover letter, curriculum vitae, and the names, addresses and telephone numbers of (3) references], indicating position(s) of interest, to:

**Ms. Kimberly Smith
Office of Faculty and Staff Relations
York College/CUNY - Room 2H06
94-20 Guy R. Brewer Boulevard
Jamaica, NY, 11451
FAX: 718-262-2717**

1061

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PSYCHOLOGY INSTRUCTOR

Brookdale Community College is recognized for its focused commitment to its students and community. **Brookdale** provides a world of opportunities for study, learning and working experience, in the traditional classroom, via the Internet, through experiential learning opportunities, and by distance education courses. **Brookdale** has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students and its community. Located on 220-acres in central coastal New Jersey, the sprawling campus provides a pastoral setting and is approximately 50 miles south of New York City and 70 miles north of Philadelphia.

The College invites applications for an **INSTRUCTOR, PSYCHOLOGY** position for **September 2001.** Brookdale is an innovative and comprehensive open admissions two-year college with an enrollment of 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technology literacy. **This is a full time, tenure track entry-level position.**

Master's degree in Psychology required. Expertise plus experience in teaching Developmental Psychology, Introduction to Psychology, and Physiological Psychology preferred. Some experience in using technology as a teaching tool desired. Additional preferences: Position may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Compensation: Annual salary range for Instructor level for September 2001 is currently under negotiation (salary range for 9/1/00-6/30/01 was $33,906-$38,060). Position is entry-level and salary is commensurate with qualifications/experience within the identified range. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

Application deadline: March 23, 2001. Application process: Applicants interested in this position should submit letter of application (indicating desired position), *curriculum vitae*, unofficial copy of graduate transcripts and three letters of recommendation via email to hrdept@brookdale.cc.nj.us, by fax: (732) 224-2970, or mail to the address listed below, attn: Human Resources Office.

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

Tarleton State University

Executive Director

Tarleton State University, a member of The Texas A&M University System, is seeking qualified candidates for the position of *Executive Director of the Tarleton University System Center - Central Texas (The Center)* located in Killeen, Texas. The University System Center, an extension of Tarleton, was created in 1999 to meet the needs for a public, upper-level university in central Texas. The Center is located on the campus of Central Texas College near Fort Hood.

Tarleton is seeking an individual of integrity and enthusiasm to lead The Center in its next phase of development. The successful candidate must possess an earned doctoral degree and have a minimum of five years of administrative experience, preferably in higher education. The successful candidate's career must reflect continuous advancement and a progression of increasingly complex administrative assignments. Qualified candidates must possess an extensive record of effective leadership, excellent communication and interpersonal skills, and the ability to make sound judgments. Qualified candidates must have thorough knowledge of the academic community, and must have the ability to represent The Center at various meetings, conferences and forums locally, statewide, and nationally. Experiences in academic planning, institutional budgeting, educational fundraising, marketing, use of technology, and governmental relations are highly preferred.

The Executive Director serves as the chief operating officer for The Center and reports directly to the University President. The Executive Director will work closely with the President's Council, the Central Texas Advisory Council, and with local civic, education, and military leaders. Responsibilities include executive leadership for The Center; on-site coordination of academic, administrative, and student services; vision and guidance in strategic planning; collaboration with external constituencies (including community, business, and state leaders); and compliance with organizational policies and procedures.

For more information about Tarleton State University and the Tarleton University System Center-Central Texas, visit our website at: http://www.tarleton.edu.

The search committee will begin review of applications on *March 8, 2001*, and will continue until the position is filled. The desired starting date is May 1, 2001, but is open to negotiation. The salary will be commensurate with the applicant's qualifications. Nominations are welcome. Interested candidates must send a letter of application which includes previous accomplishments and philosophy of administration, a completed official application form (which can be obtained from our website at http://www.tarleton.edu/~hr/application.pdf), and a current resume to: Dr. Wanda Mercer, Chair, Executive Director Search Committee, Tarleton State University, Box T-0510, Stephenville, TX 76402. *Names and addresses of five professional references may be required at a later date.*

Tarleton State University, an Equal Employment Opportunity and Affirmative Action Employer and Educator, is committed to excellence through diversity.

UIC

THE UNIVERSITY OF ILLINOIS AT CHICAGO

Director of Campus Retail Operations

The University of Illinois is seeking a creative, dynamic manager to be the Director of Campus Retail Operations. The successful candidate must be committed to customer service, student learning, employee development, financial success and facility improvement.

To support the university's academic mission and enrich campus life, Retail Operations provides merchandise, services, and amenities to UIC's 25,000 students, 12,000 faculty and staff, and the general public. The director is responsible for:

- a 73,000-square-foot traditional college bookstore (annual sales of $18+ million)
- medical, dental and trade bookstores
- central stores (for departmental supplies)
- two computer stores
- four convenience stores
- five copy shops and numerous self-service copiers
- miscellaneous vending services and sales areas

All of these facilities are self-operated and self-supporting. In addition, the director is responsible for leased retail operation.

The successful candidate will possess these qualifications:

- a minimum of 10 years experience as a retail professional
- experience in running a complex retail operation and creating new markets
- a bachelor's degree (master's preferred)
- strong interpersonal and communication skills

Remuneration is extremely competitive, as is the excellent benefit package, which includes a tuition waiver.

Candidates should submit a resume detailing work and educational experience and a one page summary statement of how they will approach directing a retail operation in an academic setting.

Ms. Shaune Williamson-Sissac
Search Coordinator
Campus Auxiliary Services Employment (MC 117)
750 South Halsted Street, Room 702
Chicago, Illinois 60607

For fullest consideration, apply by April 6, 2001.

Proud of its diverse population and commitment to multiculturalism, UIC is an affirmative action, equal-opportunity employer.

FULL TIME POSITIONS

Biology

Teach courses in general biology, anatomy & physiology &/or microbiology. Participation in departmental, college & professional activity expected. Ph.D. in biology, with emphasis in physiology or microbiology req. for Asst. Prof. MA/MS in biology for instructor. Ph.D. pref. Vac.#856.

Chemistry

Teach inorganic, organic & biological chemistry. Participation in departmental, college & professional activity expected. Ph.D. in chemistry req. for Asst. Prof. MA/MS in chemistry for instructor. Ph.D. pref. Vac.#857.

Business Management (2)

Teach courses in Business Organization & Administration, Marketing, Finance & Business Math. Exp. in business req. Interest in grantsmanship & program development a plus. Ph.D. req. for Asst. Prof.; MA/MS req. for instructor. Vac.#821-3.

Computer Information Systems - Multimedia

Teach full range of courses in multimedia programming & design; research industry trends & needs & modify or create new curriculum accordingly; establish additional industry connections & develop partnerships where possible. Exp. with authoring systems, programming, graphics software, &/or web development tools. Knowledge of networking, industry certification, prior teaching exp. desirable. Appropriate terminal degree & evidence of extensive professional exp. & achievement. For Assoc. Prof. the candidate must have a record of significant achievement in the field. For Asst. Prof., the candidate must have an interest in productive scholarship &/or creative achievements in the field. An ideal candidate will have at least a MA/MS in computer science, communications, fine arts, computer graphics or design or related fields. The college will consider candidates with a BA/BS in the identified fields or a closely related field & who have an exceptional portfolio of exp., work projects, &/or publications. Additional criteria may be req. of specific disciplines. Vac.#859.

Computer Information Systems- Computer Scientist

Teach range of computer science courses including object-oriented programming, machine architecture. Research industry trends & needs & modify or create new curriculum accordingly; establish additional industry connections, develop partnerships where possible; participate in grant writing & software development activities. Ph.D. in computer science or MA/MS in computer science + 30 graduate credits in computer science req. for Assoc./Asst. Prof.; MA/MS in computer science req. for instructor. Vac.#837-3.

Health Information Technology

Teach full range of Health Information Technology courses. RHIT or RHIA certification req. MA/MS + 8 yrs. teaching or managerial exp. in the field req. for Asst. Prof. rank. MA/MS req. for instructor. Knowledge & exp. with computer software design & applications in health information management & technology req. Vac.#858.

Nursing

Classroom & Clinical teaching of Maternal & Child Health Nursing. MA/MS in Nursing/clinical specialization, 15 related credits beyond MA/MS & 5 yrs. appropriate teaching exp. &/or professional exp. & New York State RN License req. for Asst. Prof.; MA/MS in Nursing/clinical specialization, New York State RN License & teaching exp. &/or professional exp. for instructor. Vac.#854.

BMCC

Psychology

Teach range of courses in following areas of Psychology: Introduction, Developmental, Social, Child, Personality, Abnormal, Gender Studies. Ph.D. req. for Asst. Prof., MA/MS for instructor. Ph.D. or ABD pref. Min. of 3 yrs. college teaching exp. req. Vac.#855.

Speech, Communications & Theatre Arts

Teach Fundamentals of Speech & Fundamentals of Speech for non-native speakers. Student-centered, multicultural orientation; at least 2 yrs. college teaching exp. in a diverse urban university environment pref.; Ph.D. in Speech, Communication or Linguistics req. for Asst. Prof.; MA/MS in Speech, Communication & TESOL for instructor. Vac.#818-3.

Teach Fundamentals of Speech, & speech electives such as Interpersonal Communication, Voice & Diction, & Introduction to Mass Media. Student-centered, multicultural orientation; at least 2 yrs. college teaching exp. in a diverse urban university environment pref.; Ph.D. in Speech, Communication or Theatre req. for Asst. Prof.; MA/MS in Speech, Communication or Theatre for instructor. Vac.#819-3.

Computer Information Systems College Lab Technician

Maintain & supervise multiple networked (NT, Novell) student PC labs; supervise & train college assistants & work study students; assist faculty, staff & students as needed. HS + 4 yrs. related exp. or AAS in information technology + 2 yrs. related exp. req. BA/BS in computer science or related field pref. MCSE or Novell certification a plus. Vac.#827-3.

Coordinator for Special Services (Higher Education Assistant)

Responsible for the administration of the Scholarship program. Serve on various college committees related to scholarships for transfer curricula. All other duties as assigned. BA/BS with 4 yrs. related exp. req.; MA/MS in Business Admin. or Higher Ed. Admin. pref. Candidate should be familiar with database & accounting software, e.g., Microsoft Access & Excel & possess excellent oral & written communication skills. Vac.#829.

Salary:	Instructor:	$29,997/A - $48,264/A
	Asst. Prof.:	$32,703/A - $57,049/A
	Assoc. Prof.:	$42,616/A - $68,174/A (859 & 837-3 ONLY)
	College Lab Technician:	$25,346/A - $39,829/A
	Higher Education Assistant:	$32,703/A - $57,049/A

College teaching exp. req. Evening/weekend schedule may be required. Exp. with instructional technology an asset. For further information see website: www.bmcc.cuny.edu.

REFER TO THE ABOVE BMCC VACANCY # & FORWARD TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS BY 4/6/01 TO:

Dean Michael Haynes
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYERIRCA VERFICATION REQUIRED - NO PHONE CALLS, PLEASE.

Southern Arkansas University
Magnolia

ASSISTANT PROFESSOR OF SPANISH

Tenure-track position beginning Fall 2001. Ph.D. or ABD preferred; M.A. required. Rank commensurate with qualifications; salary competitive. Generalist with near-native fluency in Spanish at all levels. Send full dossier-letter of application, CV, unofficial graduate transcript, evidence of teaching effectiveness (evaluations) and of ability to contribute to departmental program development-to: Office of Personnel, P.O. Box 9288, Southern Arkansas University, Magnolia, AR 71754-9288. Review of applications begins March 1 and will continue until the position is filled. *AA/EOE.*

Web Address: http://www.saumag.edu

EDUCATION

San José State
UNIVERSITY

LEARNING DISABILITIES COORDINATOR

San Jose State University seeks applicants for the professional position of Learning Disabilities Coordinator (PD 01-016) in the Disability Resource Center. The position is a member of a team of professional staff serving approximately 900 students with disabilities. The coordinator will conduct assessments for learning disabilities as well as oversee professional consultants who conduct assessments. The coordinator will develop new retention and intervention services as well as strategies necessary to support students with learning disabilities and disability management counseling. Please see the full description at www.drc.sjsu.edu. Call (408) 924-2266 for REQUIRED application or visit our website:

www.sjsu.edu/depts./HR/app.html.

EO/AA/ADA Employer

MATHEMATICS INSTRUCTOR

Morton College, a community college serving mostly Hispanic students near Chicago, invites applications for Mathematics Instructor starting in Fall Semester - 2001. Requires MA in Mathematics or Mathematics' Ed. and strong communications and presentation skills. Experience in teaching community college level courses a plus! Apply at HR Office or download application from website.

Human Resources
Morton College
3801 S. Central Avenue
Cicero, IL 60804
EOE
www.morton.cc.il.us/humanres/webpage.htm

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KENYON COLLEGE

ASSISTANT DIRECTOR OF MULTICULTURAL AFFAIRS

Kenyon College seeks an Assistant Director of Multicultural Affairs. He or she will report to the Director of Multicultural Affairs with a collateral assignment in Student Activities. The successful candidate will be responsible for multicultural programming, "Late Night" social programming (in Student Activities), a peer mentoring program and other duties as assigned. Please see Kenyon's web site for a more complete job description @ www.kenyon.edu/depts/humanres/jobop.htm. We seek an individual who has strong organizational, written, and interpersonal skills. A Master's degree is preferred. Salary and benefits are competitive. Start date: 7-01-01. Interviews will be conducted at the ACPA meetings in March. Review of applications will begin on April 09 and continue until the position is filled. Send a letter of application, a resume and the names, addresses and telephone numbers of three references to: Chris Kennerly, Chair of the Search Committee, c/o The Office of Human Resources, Kenyon College, Gambier, Ohio 43022.

An EOE, Kenyon is committed to building a diverse faculty, staff, and administration.

California State Polytechnic University, Pomona

ASSOCIATE VICE PRESIDENT HUMAN RESOURCE SERVICES AND RISK PROGRAMS

Cal Poly Pomona seeks an Associate Vice President, Human Resource Services and Risk Programs to provide administrative oversight for human resources for management and staff, payroll, risk management and environmental health & safety. A minimum of five years progressively responsible senior management experience in a combination of program areas to include human resource services and risk programs required. Must have proven organizational and leadership skills with evidence of creative, innovative leadership in a large, complex organization. Graduate degree highly desirable. Experience in a university setting highly desirable.

Salary negotiable to $115,000 depending on qualifications and experience. First consideration will be given to applications received by March 26, 2001. For application details call Pam Shedd at (909) 869-3019 or e-mail (pashedd@csupomona.edu). A more detailed position announcement is available at http://www.csupomona.edu/~adm_affairs/.

Cal Poly Pomona is an AA/EOE.

AMHERST COLLEGE

CURATOR OF AMERICAN ART

Amherst College, a private undergraduate liberal arts college for men and women, with 1650 students and 170 faculty, seeks a dynamic, experienced, team-oriented curator for its renowned collection of American paintings, drawings, prints, photographs, sculpture and decorative arts. The Mead Art Museum, an AAM-accredited institution, just reopened after major facility renovation. Located in western Massachusetts, Amherst participates with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in the Five College Consortium.

Responsibilities will include the organization of special exhibits; interpretation of the collection including research, educational outreach, and addressing scholarly inquiries, advising on acquisitions; establishing conservation priorities; organizing lecture series; maintaining peer contacts especially in the 5-Colleges community. Since the Museum is a campus-wide academic resource, a collegial relationship with faculty is requisite and although *no* teaching is required, there is ample interaction with student interns and docents. The small institutional environment and diverse collections require an individual willing to assume other responsibilities in collaboration with museum colleagues, as well as interest in other collection fields such as Latin American art, African art, or Asian art to work with faculty and other guest curators.

Qualifications: M.A. and minimum of five years of previous museum curatorial experience required. Ph.D., professional publications, and some academic teaching preferred. Candidate should possess excellent oral and written communication skills. Small staff size as well as constant reliance on computer software for collections management and cataloging data entry, digitized images of American art, Internet research, and e-mail communication require familiarity with MS Word, Web-based e-mail, Adobe Photoshop, and electronic database reporting tools as well as interest in further development of Web-based materials.

Interested candidates should submit a letter of interest, resume, and the names and addresses of three references to: Office of Human Resources, Amherst College, PO Box 5000, Amherst, MA 01002-5000. A review of applications will begin on April 16, 2001.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

UIC

DEAN OF THE COLLEGE OF URBAN PLANNING AND PUBLIC AFFAIRS

THE UNIVERSITY OF ILLINOIS AT CHICAGO

The University of Illinois at Chicago (UIC) invites applications and nominations for the position of dean in the College of Urban Planning and Public Affairs (CUPPA).

Nationally recognized as a Carnegie *Doctoral/Research-Extensive* university, UIC is the largest in Chicago, with 25,000 students, 12,000 faculty and staff, 15 colleges and the state's major public medical center. As a comprehensive university in the heart of one of the nation's largest metropolitan areas, the three central elements of the mission of the university-teaching, research and public service-are shaped by and relevant to its urban setting as well as the University of Illinois's pursuit of excellence. The economic development role of the University of Illinois is embedded in and bridges this important triad.

The mission of CUPPA is to create, disseminate, and apply multi-disciplinary knowledge about urban and public affairs. The College houses the following units and academic and professional degree programs: the Great Cities Institute, the Institute for Research on Race and Public Policy, the Natalie P. Voorhees Center for Neighborhood and Community Development, the Survey Research Laboratory, the Center for Urban Economic Development, the Urban Transportation Center, and the Great Cities Urban Data Visualization Program; a Master's and Ph.D. in Public Administration, a Ph.D. in Public Policy Analysis (Urban Planning), and a Master's and Ph.D. in Urban Planning and Policy. Through its academic programs and research centers the College prepares students to assume leadership roles in urban and public affairs; provides assistance with issues confronting policy makers in the government, community and private sector; and emphasizes urban-oriented interdisciplinary research.

The successful candidate must have achieved national stature in his or her scholarly field; have a demonstrated commitment to academic excellence and diversity; and be able to provide leadership in advancing the College's research, education and service missions. He or she will have credentials commensurate for appointment at the level of full professor. The ability to work collegially and effectively with faculty, staff and multi-disciplinary constituencies within UIC, and to continue to develop and enhance relationships with external partners is essential. Administrative experience sufficient to demonstrate the capacity to lead a college containing large multi-disciplinary academic and research units is required.

Review of nominations and applications will continue until the position is filled; however, *for* fullest consideration, nominations and applications should be received by April 30, 2001. Applications, which consist of a letter of intent, complete curriculum vitae, and a list of references, should be sent to:

Professor Judith Russi Kirshner, Chairperson
Search Committee for Dean of the College
of Urban Planning and Public Affairs
Office of the Provost (M/C 105)
The University Illinois at Chicago
601 South Morgan Street
Chicago, Il 60607-7128
(e-mail: ayudt@uic.edu)
http://www.uic.edu/cuppa

The University of Illinois is an Affirmative Action/Equal Opportunity Employer

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Associate Vice Chancellor, University Relations

The University of California at Berkeley invites nominations and applications for the position of Associate Vice Chancellor for University Relations.

Reporting directly to the Vice Chancellor for University Relations and serving as a key member of his leadership team, the Associate Vice Chancellor (AVC) serves as the Director of Development for University Relations, and the Vice President of the UC Berkeley Foundation. The AVC is the lead fundraiser for the campus and directly solicits leadership gifts from its most influential and generous friends. In collaboration with other campus leaders, s/he creates the comprehensive national and international fundraising strategies and plans that promote and ensure the success of the Chancellor's campus wide initiatives.

The management function is of critical importance. The AVC manages all development programs within the central development office and coordinates activities with unit development operations in the schools and colleges. S/he oversees a staff of 146, and directly supervises the following positions: Principal and Major Gifts, International Development, Corporate and Foundation Relations, Planned Giving, Annual Programs, Development Communications and Events, and Development Operations. The AVC is also responsible and accountable for developing and implementing comprehensive annual budgets and for reviewing budgets of development managers.

The University seeks an exceptional leader who has demonstrated significant success as a highly effective fundraiser and manager. Candidates must have experience leading major fundraising campaigns, preferably in a major research university, and knowledge of fundraising strategies relevant to large public institutions. Proven leadership qualities include: creativity and the ability to manage and inspire high productivity and collegiality in a complex, diverse workforce; the ability to think strategically and to develop and implement effective planning, budgeting and personnel management policies; and the ability to communicate effectively in public forums, interpersonally, and in oral and written communications.

Compensation includes a competitive salary and superior benefits package, and is designed to attract a dedicated and talented professional.

The review of resumes will begin immediately. Please submit a cover letter, resume and three references to:

Belvedere Partners
P.O. Box 1275
Belvedere, CA 94920

The University of California, Berkeley is an equal opportunity employer.

EDUCATION

ROOSEVELT UNIVERSITY
College of Education

Faculty Position/ Master of Arts in Teacher Leadership

The College of Education at Roosevelt University seeks to hire a qualified candidate to serve as a full-time faculty member in the Master of Arts in Teacher Leadership Program in the Department of Teacher Preparation at the Assistant/ Associate Professor level.

The successful candidate will provide instruction to certified teachers enrolled in a graduate program of studies that prepares them to meet Illinois recertification standards and for candidacy for an accomplishment of certification through the National Board for Professional Teaching Standards. Responsibilities include: instruction in the MATL program; service in professional development schools; planning for academic and professional programs and course development; recruitment of students; collaboration in professional development initiatives within and outside the division; and representing the college in alliances and state-wide initiatives to promote higher quality of professional preparation of teachers and increased student achievement for all children.

Required qualifications are (a) must hold an earned doctorate in Education or a related discipline; (b) record of scholarly productivity in publication and teaching experience appropriate to the appointment at the rank of Assistant/Associate Professor; (c) demonstrated success in facilitating engaged learning models of instruction for initial and continuing teachers; (d) demonstrated experience in a teacher-leadership role.

Desired qualifications include: (a) demonstrated ability to facilitate instruction models which address and respect multicultural and diverse groups in urban and suburban settings; (b) experience in curriculum development and teacher education which include reflective practice and transformational leadership; (c) familiarity with a variety of state standards, including learner, teacher, and National Boards; success in collaborative leadership within the professional education area; and (d) success in promoting faculty development and the careers of professionals.

Review of applications will begin on March 19, 2001 and continue until the position is filled. To apply, submit a letter of application, curriculum vita; and three letters of recommendation to:

Master of Arts in Teacher Leadership
Search Committee Chair
Roosevelt University
College of Education
1400 Roosevelt Blvd.
Schaumburg, IL 60173

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THE UNIVERSITY OF
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TUCSON ARIZONA

PRESIDENT OF THE ALUMNI ASSOCIATION/ DIRECTOR OF THE ALUMNI OFFICE

The University of Arizona is inviting candidates for a position that serves the dual role of President of the Arizona Alumni Association, a non-profit 501(c)(3) corporation, and Director of the Alumni Office, a division of the University President's office. The corporation and the office work interdependently, with employees of both entities working closely with volunteer leaders to accomplish the mission. This position oversees 35 employees who serve more than 200,000 alumni living throughout the 50 states and in more than 150 countries.

Staff responsibilities include: public relations, communications, alumni club programming, special events, homecoming and reunions, career services, awards and recognition, young alumni and student programming, regional office, travel and lifelong learning, scholarship development, college councils, special interest alumni groups, affinity services, legislative affairs, University fundraising support and alumni/donor database management. Currently, the Association is engaged in an endowment campaign to increase the value from $5 million to at least $12 million. In addition, the Association is campaigning to raise $3 to $4 million to build an Alumni Plaza, a Heritage Hall and a Heritage Trail on campus. This position reports to the President of the University and the Executive Committee of the Board of Directors of the Alumni Association. For full details and qualifications see posting at www.hr.arizona.edu

Nominations and applications are welcome. Submit a detailed letter of application, a résumé including employment history, and the name and contact information for at least three references to: **Carolyn Kemmeries, Chair, Search Committee, Arizona Alumni Association, 1111 North Cherry Avenue, P.O. Box 210109, Tucson, Arizona 85721-0109.** Review of materials will begin **March 19, 2001** and will continue until position is filled. The University of Arizona is an EEO/AA employer-M/W/D/V.

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GEORGIA
SOUTHERN
UNIVERSITY

GEORGIA SOUTHERN UNIVERSITY
UNIVERSITY SYSTEM OF GEORGIA

The Division of Student Affairs at Georgia Southern University is under new leadership and reorganization.The following positions are currently available, applications are being accepted, review of resumes will begin immediately and continue until the positions are filled. We are seeking applicants who are highly motivated, enthusiastic, creative, and dedicated to the principles of student learning and holistic development. The successful candidates will appreciate cultural, ethnic, and individual differences in a higher education setting. In addition, successful candidates will demonstrate evidence of excellent organizational and communication skills, the ability to thrive in a team-oriented workplace, and effective vision, planning, and leadership. The ability to work with a diverse population is preferred. All positions offer the opportunity to teach in the University's outstanding first year experience program.

CAMPUS RECREATION AND INTRAMURALS

Fitness Program Director. Reporting to the Associate Director of Campus Recreation, the Fitness Program Director oversees effective delivery of a comprehensive fitness program. The Fitness Director is responsible for developing and maintaining group exercise, personal training and specialized fitness programs. This individual will recruit, hire, train, and supervise a diverse student fitness instruction staff for each fitness program. He or she will develop and manage a comprehensive risk management program and maintain a record keeping system for all areas within the fitness program. The Director will also create and enforce policies and procedures as related to the program. The position is a 12-month appointment, and the salary is competitive and commensurate with qualifications and experience. Minimum Requirements: Master's degree in exercise science, Kinesiology, physical education or related field completed prior to start date; two or more certifications from the following organizations (ACSM, CSCS, NSCA, AFAA/ACE). Preferred Qualifications: certifications in both strength/personal training and aerobic training; First Aid and CPR certification, Instructor preferred; exercise evaluation and prescription experience; experience in programming in aerobics and personal training programs; experience in staff management; a strong desire to work in an educational and recreational environment.

Outdoor Program Director. Reporting to the Associate Director of Campus Recreation, the Outdoor Program Director will provide experiential outdoor opportunities. The director will be responsible for the overall management and supervision of the Outdoor Recreation Program, with half time dedicated to the operation of a new university challenge course. The other fifty percent will be dedicated to the Southern Adventures Center adventure trips, climbing walls, equipment rentals, resource library, and workshops. This individual will recruit, hire, train, and supervise a diverse student staff for both the challenge course and the Southern Adventures Center. He or she will develop and manage a comprehensive risk management program and maintain a record keeping system for the program. The Director will also create and enforce policies and procedures related to the Outdoor program. The position is a 12-month appointment, and the salary is competitive and commensurate with qualifications and experience. Minimum requirements: Master's degree in Recreation, Sport Management, or related field completed prior to start date, or any equivalent combination of education and experience; First Aid and CPR certification; Wilderness First Responder certification; Red Cross Lifesaving certification; experience in leading adventure trips required (examples include backpacking, camping, canoeing, hiking, rafting, and sea kayaking); two years experience in ropes/challenge course operation; a strong desire to work in an educational and recreational environment.

RUSSELL UNION

Assistant Director of Programs. Reporting to the Director of the Russell Union, this position is responsible for supervising several professional staff members, an administrative secretary, graduate assistant, and student employees. The Assistant Director is responsible for advising and coordinating programs and organizations as diverse as Homecoming, Student Government, Student Programming Board and its eight committees, and the Office of Volunteer Services. This position also provides a wide range of services for the 150 student organizations, and supervises eight budgets in excess of $250,000. The Assistant Director oversees all contract negotiations and coordinates needs assessment for the Russell Union. Minimum requirements: Master's degree in student personnel, higher education administration, or related area required. At least three years experience in advising students and student groups, specifically student programming bodies required. Experience in contract negotiation, marketing and events planning required. Excellent organizational, communication (verbal and written), and human relations skills required. Experience with major entertainment productions is helpful. Ability to work with diverse populations is a plus.

Administrative Coordinator for Leadership Development. Reporting to the Director of the Russell Union, this position is responsible for creating, developing and implementing a comprehensive leadership program. She or he will develop and implement a recognition and awards program for student leaders, student organizations and faculty/staff advisors; coordinates the Emerging Leaders Program, Southern Leaders Cookout and Recognition Ceremony, and advises the Freshman Council. The coordinator is responsible for marketing, recruiting, and selecting Southern Lead scholars; developing and implementing leadership programs for high ability high school students and Camp Eagle for incoming freshmen. The Office of Leadership Development maintains a leadership library and leadership transcript. Minimum requirements: Master's degree in student personnel, higher education administration, or related area required. At least three years experience in Student Affairs or a related area required. Experience in advising students and student groups desirable. Excellent organizational, communication (verbal and written), and human relations skills required. Ability to work with diverse populations preferred.

COUNSELING CENTER

Counseling Psychologist. Reporting to the Director of the Counseling Center, the responsibilities include individual and group counseling, psychological and vocational testing and interpretation, crisis intervention and assessment, and consultations. This staff member will also provide programming on a variety of mental health issues. Experience in providing counseling and outreach services to minorities preferred. Minimum requirements: Doctoral degree required. Specialization in developmental concerns of college students highly desirable. Eligibility for licensure as a psychologist preferred.

CAREER SERVICES

Director. Reporting to the Associate Vice president for Student Affairs, this person will provide leadership and direction to the comprehensive career services unit of the University. The director will establish guidelines, set policies, supervise the operation of the Career Services Office and its satellite office in the College of Business Administration; prepare, allocate, monitor, and manage budgets, gifts, grants, and bequests; lead the department professional and support staff in the coordination of experiential education and professional full-time employment programs; cultivates strong employer relations, coordinates various career days/fairs, enhances the on-campus recruiting program, develops experiential education opportunities, and makes career services available to the total university community. She or he will function as a member of the Deans and Directors management team of the Division of Student Affairs. Minimum requirements: Master's degree in business administration, higher education, student personnel, counseling, or related field. Five or more years in management, of which at least three have been in a career services or placement area of a higher education setting.

Recruitment Coordinator. Reporting to the Director of Career Services, this position serves as the primary liaison between the career services office and the employer community. This position is responsible for on-campus recruiting and resume referral programs for full-time professional and experiential education employment opportunities. The Coordinator will work with employers from various industries to participate in Georgia Southern University's recruitment services. She or he works with employers in retrieving resumes from the Career Connections database for resume referrals and setting up on-campus interviews; and hosts employers. The Coordinator assists students in resume development, critiques resumes, conducts mock interviews, develops and presents career related programs using the Career Resource Center, and develops information material to assist students as needed. Minimum requirements: Applicants must have a bachelor's degree. Preference will be given to candidates who have a masters degree. A minimum of one year of career services, student advisement, or student services is highly desirable. Must also have excellent organizational, interpersonal, communication and computer skills.

MULTICULTURAL AND INTERNATIONAL STUDENT CENTER

Director. Reporting to the Associate Vice President for Student Affairs, the Director educates the student body and university community regarding issues of diversity, international student affairs, and differences. The Director provides vision for the Center and leadership of a wide range of diversity programs and services for U.S. and international students to advance the University's strategic theme of transcultural opportunities. Advocacy for diversity and inclusion is a major aspect of the responsibility entrusted in the Director of the Multicultural and International Student Center. He/she cultivates close working relationships with students, faculty, and staff in order to promote the awareness of multiculturalism, inclusion and pluralism. Prefer a record of successful programming and advising diverse and international students. Minimum requirements: Masters degree in Higher Education, College Student Personnel Administration, Public Administration, business administration, or related field required. Minimum of three years experience in student personnel administration required. A record of successful programming and advising diverse and international students is required.

EDUCATIONAL OPPORTUNITY PROGRAMS

Director. Reporting to the Associate Vice President for Student Affairs, the Director supervises the staffs of the Upward Bound, Educational Talent Search, and Ronald McNair Post-Baccalaureate Achievement Programs which are designed to prepare low income and potential first generation middle school, high school, and out of school students for success at post-secondary schools and college students contemplating graduate school. The Director is responsible for administering over $800,000 annually in federal and state grants. Successful grant-writing and negotiation experience a must, preferably in TRIO Programs. Demonstrated experience working with students from disadvantaged backgrounds is a plus. Minimum requirements: Masters degree in social science, education, or business. Minimum of three (3) years of demonstrated administrative experience. Successful grant-writing and negotiation experience a must, preferably in TRIO Programs.

UNIVERSITY HOUSING

Area Director. Reporting to the Director of University Housing, the Area Director provides direction, oversight, and management for an area of 1,400 students, including supervision of two professional hall directors, 2-4 graduate student hall directors and 30-35 resident advisors. She or he will be responsible for academic initiatives within communities, development of student leadership, community development, and discipline. The position is an integral part of the department leadership team responsible for goal setting, budget management, and departmental committees. The Area Director is the Instructor of record for an RA class and/or freshmen seminar course. Minimum requirements: Master's degree required. Two or more years of post- masters experience preferred. Furnished apartment and excellent benefits.

Hall Director. There are two positions available. The Hall Director will coordinate the residence life program in a hall of 250-430 students; set goals and provide direction for academic learning community; train and supervise an 8-16 student staff; chair departmental committees; mentor graduate staff; have the opportunity to instruct an RA and/or freshmen seminar class. Minimum requirements: Bachelors and residence hall experience required. Masters preferred. Furnished apartment and excellent benefits. Understanding of college student issues and ability to succeed in team atmosphere is a must.

Screening of applications begins immediately and will continue until the positions are filled. Most positions begin July 1, 2001. A complete application consists of a letter addressing the qualifications cited above, a curriculum vita, and the names, addresses, e-mail addresses, and telephone numbers of at least five professional references. Applications and nominations should be sent to: **Division of Human Resources, c/o (name of the position), Georgia Southern University, Post Office Box 8104, Statesboro, GA 30460-8104.**

The names of applicants and nominees, vitae, and other non-evaluative information may be open to public inspection under the Georgia Open Records Law. Georgia Southern University is an Equal Opportunity, Affirmative Action Institution. Individuals who need reasonable accommodations under the ADA in order to participate in the application process should contact the search chair.

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Requires a Master's degree in Nursing, RN licensure, and 2 years of related work experience.

EARLY CHILDHOOD DEVELOPMENT INSTRUCTOR

Requires a Bachelor's degree, or the equivalent, and 2 years of related work experience.

ELECTRONICS INSTRUCTOR

Requires a Bachelor's degree in Electronics/Industrial Technology, or the equivalent, and 2 years of related work experience.

FIRE SCIENCE INSTRUCTOR

Requires a Bachelor of Science degree, or the equivalent, 2 years of related work experience, and State Certified Fire Instructor II.

MATH INSTRUCTOR

Requires a Master's degree in Math and 1 year of work experience outside the field of education.

MECHANICAL DESIGN INSTRUCTOR

Requires a Bachelor's degree, or the equivalent, with a Master's preferred, and 2 years of work experience as a drafter or mechanical designer.

SURGICAL TECHNOLOGY INSTRUCTOR

Requires a Bachelor's degree, CST and CNOR certification or 3 years OR experience, and 2 years of related work experience.

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Requires a Bachelor's degree, or the equivalent. Teaching experience preferred.

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EOE

Northcentral
TECHNICAL COLLEGE

Senior Research Associate

WestEd seeks a senior research associate to provide institutional & programmatic support in the shaping and building of its Teacher Professional Development Program. Design processes and products for improving teaching and learning in schools that are currently underperforming and/or have English as a second language students. Conceptualize and create new areas of work for the Program, ranging from reshaping pre-service and teacher in-service programs to advising policy makers on teacher assessment and evaluation. Develop processes & products and provide professional development for teachers who work with English as a second language students and/or in underperforming schools; help conduct pilot-tests. Contribute to the development of working relationships/partnerships with other major institutions and individuals to strengthen and leverage WestEd's teacher development work. Ensure that all program initiatives, products, and services are of high quality, meet the needs and expectations of clients, and are delivered on time, within budget, and in compliance with contractual requirements. Assist in development of proposals to carry out systemic teacher professional development work regionally & nationally.

Qualifications:
Demonstrated success in teacher professional development, especially in the area of English as a second language and/or in turning around underperforming schools. Knowledge of research, policy, and practice of professional development for educators. Ability to collaborate with teacher professional development initiatives, partnerships, and projects around the country. Evidence of effective work in university and K-12 education environments. Willingness to work in the development and generation of funding through educational, business, or other entrepreneurial funding sources. Excellent communication skills in the giving of workshops, institutes, coaching programs, site-based research, and making presentations to districts, school boards, teachers, teacher leaders and community groups. Experience in product development and writing for publication. Ph.D or equivalent educational experience in relevant areas. K-12 classroom experience desired.

Application Process:
Please send your resume, a letter of interest (Specify Job #413) and
a list of three references to:

WestEd
Human Resources
730 Harrison St.,
San Francisco, CA 94107
Fax: (415) 565-3012
E-Mail: Jobs@WestEd.org

WestEd

AA/EOE

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Headquartered in San Francisco, our agency has 400+ staff located in 15 offices throughout the nation. To find out more about our work, visit www.WestEd.org.

The Victoria College

Victoria, Texas
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Tenure- Track Instructor Positions available Fall 2001:

- **Biology**
- **Math**
- **Physics**

Qualifications:
Positions require a minimum of a Master's degree and 18 graduate hours in teaching field; Ph.D. and prior teaching experience preferred; effective written and oral communication skills required, experience with multimedia and/or on-line course delivery preferred.

Salary range is 34,418 to 42,019, depending on education and experience. For information, call 361-572-6484 or visit www.vc.cc.tx.us/dept/hr . Applicant screening begins 03-19-2001. Submit letter outlining qualifications for this position, Victoria College application, vitae, 3 letters of recommendation, and copies of transcripts of all collegiate work: Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901.

The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victexchamber.org/.

McHENRY COUNTY COLLEGE

BILINGUAL COUNSELOR

A full-time tenured track counseling faculty position responsible for actively participating in individual and group academic, career, and personal development counseling services for students with personal/social concerns and developmental needs which affect performance within the college setting. This position will provide counseling services to Spanish and English speaking individuals. This position is also responsible for actively participating in vocational planning and academic advisement of students utilizing student performance records, assessment results and student self-reported information to foster student success. Requirements include a Master's degree in Counseling to include 15 hours of counseling theories, career counseling, testing, group counseling and a supervised practicum, and one year of counseling experience. Application forms and additional information about the college available on college web site: www.mchenry.cc.il.us. In addition, candidates should submit letter of application including statement of commitment to the community college and teaching/counseling, resume, copy of transcripts, and names, addresses and phone numbers of three references to:

McHenry County College
Human Resources
Attn: B.Kreutzmann
8900 US Hwy 14
Crystal Lake, IL 60012

EOE

EDUCATION

TALLAHASSEE COMMUNITY COLLEGE

INSTRUCTIONAL POSITIONS

Tallahassee Community College announces openings for the following continuing instructional positions for the 2001-2002 academic year. Salary range for a two semester faculty contract is $36,379 to $50,444. Hiring is dependent upon TCC Board of Trustees approval.

TALLAHASSEE COMMUNITY COLLEGE

COLLEGE PREP MATHEMATICS INSTRUCTOR - FCACPM07

Requires a minimum of a bachelor's degree in mathematics or mathematics education (master's degree desirable) and experience teaching pre-collegiate mathematics. Closing Date 3/19/01.

COLLEGE PREP READING INSTRUCTOR - FCACPR03

Requires a minimum of a bachelor's degree in reading and language arts (master's degree desirable) and experience teaching reading techniques and study skills at or above the secondary level. Closing Date 3/19/01.

PHYSICS INSTRUCTOR - FCMPSC02

Requires a master's degree in physics, or a closely related field and 18 graduate hours in physics. Primary teaching responsibilities are in general physics lecture and laboratory courses. Closing Date 3/19/01.

CHEMISTRY INSTRUCTOR - FCMPSC04

Requires a master's degree in chemistry, or a closely related field and 18 graduate hours in chemistry. Primary teaching responsibilities are in general chemistry lecture and laboratory courses. Closing Date 3/19/01.

MATHEMATICS INSTRUCTOR - FCMMAT17

Requires a master's degree in mathematics, or a closely related field and 18 graduate hours in mathematics. Primary teaching responsibilities are in mathematics courses at the freshman and sophomore level. Closing Date 3/19/01.

HISTORY INSTRUCTOR - FCHSSC24

Requires a master's degree in history. Eighteen graduate hours in a second field such as anthropology, economics, geography, political science or sociology. Primary teaching responsibilities will be in American History and collateral area(s). Closing Date 3/19/01.

ECONOMICS INSTRUCTOR - FCHSSC23

Requires a master's degree in economics or related field with eighteen graduate hours in economics. Eighteen graduate semester hours in a collateral discipline are desirable. Closing Date 3/19/01.

ENGLISH INSTRUCTOR - FCCENG02

Requires a minimum of a master's degree in English, rhetoric, composition, literature, or a closely related field. Primary teaching responsibility is college composition. Closing Date 3/30/01.

MUSIC/HUMANITIES INSTRUCTOR - FCCHUM01

Requires a minimum of a master's degree in music history, musicology, or a closely related field. Secondary field of 18 hours in any of the following areas is desired: comparative literature, humanities survey courses, philosophy, classics, or religion. Primary teaching responsibilities are music history and other music or humanities. Closing Date 3/30/01.

COMPUTER PROGRAMMING INSTRUCTOR - FCTCPT03

Requires a master's degree major in computer science, management information systems or information systems; OR a master's degree in a related field, plus 18 graduate hours in computer science, information systems, management information systems, or a related technology field. Closing Date 3/30/01.

BUSINESS INSTRUCTOR - FCTBUS08

Requires a master's degree in business administration, accounting, finance, management, or marketing; OR a master's degree in a related field, plus 18 graduate hours in accounting, finance, management, or marketing. Closing Date 3/30/01.

NURSING INSTRUCTOR - FCTNUR06

Requires a master's degree in nursing OR a bachelor's degree in nursing with five years of clinical experience and a commitment to earn a master's degree in nursing. Closing Date 3/30/01.

BUILDING CONSTRUCTION INSTRUCTOR - FCTBUC07

Requires a master's degree in engineering, construction management, or industrial management; OR a master's degree in a related field plus 18 graduate hours in engineering , construction management, industrial management, or related field. Closing Date 3/30/01.

EARLY CHILDHOOD EDUCATION INSTRUCTOR - FCHCHD02

Requires a master's degree in child development, family and child services, or social work; OR a master's degree in a related field plus 18 graduate hours in child development, family and child services, social work, or related field. Closing Date 3/30/01.

A completed Tallahassee Community College instructional application with supporting documents is required. Resumes are supplemental to the application. Official or unofficial transcripts and letters of reference should be forwarded as outlined on the last page of the TCC application. Applications must be received no later than the closing dates as indicated above.

If reasonable ADA accommodations are needed for the applicant/selection process, please notify Human Resources by 3/13/01 for closings of 3/19/01; and by 3/20/01 for closings of 3/30/01; TDD (850) 201-8491 or FL Relay (800) 955-8771. Obtain mandatory TCC employment application and submit to: Human Resources, Administration Building, Tallahassee Community College, 444 Appleyard Drive, Tallahassee, Florida 32304-2895. (850) 201-8510.

www.tcc.cc.fl.us/dept/adminserv/humanres/vacancies/index.htm

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CAL POLY
POMONA

CAL POLY POMONA, near Los Angeles, is seeking the following full-time, positions in University Housing Services.

1) COORDINATOR of RESIDENTIAL EDUCATION, $3,111 - $4,194 per month
The Coordinator of Residential Education is responsible for creating programs, services and resources regarding multicultural education and diversity issues for the dept; foster and deliver a multicultural education and development curriculum; create programs, services and resources regarding resident awareness and behavioral impacts of alcohol and other drug issues; lead one full-time professional; and serve as the primary coordinator of a four day orientation program for incoming residence hall students. Refer to job #026-SA-01.

2) COORDINATOR of RESIDENTIAL LEADERSHIP, $3,111 - $4,194 per month
The Coordinator of Residential Leadership will assist in developing training and in-service programs for professional and paraprofessional staff; responsible for summer training of staff; serve as primary advisor to residential student government and programming council; oversee budgeting process; and participate in the decision making process of the dept. Refer to job #025-SA-01.

3) AREA COORDINATOR , $3,111 - $4,194 per month
(this position includes an reduced rate on-campus, furnished apartment and meal plan)
The Area Coordinator will provide staff development and leadership to 5-6 Resident Advisors & 4-8 Student Assistants; serve as counselor & mediator in University Residence Halls; develop & implement a major residence life program component; and coordinate administrative operations of the hall. Refer to job #024-SA-01.

Minimum qualifications for the above three jobs are: BA/BS (MA preferred) in related field AND 2 years professional exp. in one of the student services program areas. Exp. developing and implementing an integrated multicultural perspective in education, cultural, and social programs & activities of a university housing dept are desirable.

4) RESIDENCE LIFE COORDINATOR, $1,964 - $2,546
(this position includes an on-campus, furnished apartment and meal plan)
The Residence Life Coordinator will serve as one of six live-in residence life staff, and will assist in selecting, training, and leading six student Resident Advisors; provide staff development and leadership training; assist with hiring, training, and daily work of 4-6 student desk assistants; meet with residents regarding roommate, emotional and academic concerns; and assist with facilitating administrative operations of the residence hall (room assignments, desk coverage, etc.). Requires one year of exp. in the direction and coordination of group activities. Graduation from or current enrollment in a Student Affairs Master's Degree and exp. in developing and implementing an integrated multicultural perspective in education, cultural, social programs and activities desirable. Refer to job #028-SA-01.

A representative will be available to speak to interested candidates at the ACPA & NASPA conferences. Apply by: 4/9/01. Call (909)869-3733 to request application package.

www.csupomona.edu/~hrs

AA/EOE/ADA

Dean, School of Nursing

Bouve College of Health Sciences

Bouve College of Health Sciences invites applications and nominations for the position of Dean of the School of Nursing. The Dean is the chief academic officer of the School of Nursing, Associate Dean of the College of Health Sciences, and reports directly to the Dean of the Bouve College of Health Sciences. The School of Nursing is nationally known for its community-based approach to undergraduate and graduate nursing education. The School works in partnership with surrounding urban neighborhoods and institutions for clinical and co-operative placements as well as research, practice, and community service.

Duties and Responsibilities
The Dean is responsible for providing leadership for the School of Nursing's service related functions, teaching activities, and research projects within a tradition of shared governance. The Dean also represents the Bouve College on nursing related boards, commissions, and associations. The Dean is responsible for curriculum, budgets, personnel matters, and strategic planning in the School. The Dean will provide leadership and work with the Dean of Bouve to design and conduct developmental activities for the School of Nursing.

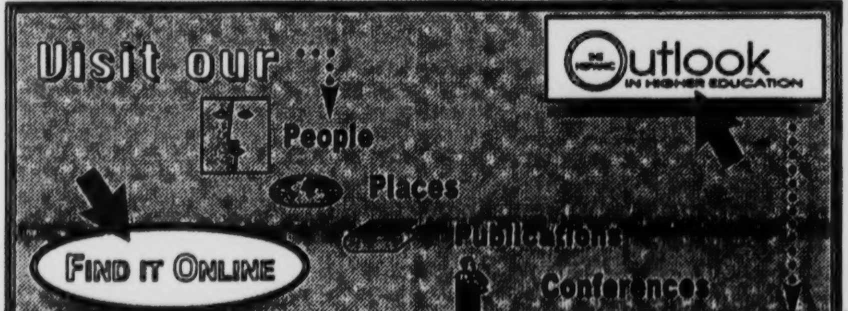
Qualifications
Leadership, creativity, and vision are required to prepare the School for the expanding role of nursing practice in the clinical setting and the health care industry. The successful candidate must possess a doctorate in nursing or related field, have experience in research, education, and practice, and an established record in obtaining external funding for research and program development. An outstanding record of scholarship with an appreciation of diverse modes of inquiry, and a demonstrated increase in levels of administrative responsibilities are expected. Candidates should have strong interpersonal and communication skills, commitment to co-operative education, and evidence of a strong dedication to the goals of a national research university that is student-centered and urban. An active commitment to principles of interdisciplinary education, research and service that underlie the creation of the Bouve College of Health Sciences is expected. The candidate must have experience in, or a demonstrated commitment to, achieving and maintaining diversity in the workplace.

A competitive salary commensurate with qualifications and experiences is provided and includes an outstanding benefits package.

Application review process will begin April 2, 2001 and continue until the position is filled. Please direct inquiries and applications to: Barbara R. Kelley, RN, EdD, Associate Professor, Chair, Dean Search Committee, c/o Faculty Senate Office, 442 RY, Northeastern University, Boston, MA 02115.

Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer

Northeastern
UNIVERSITY



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FACULTY OPENINGS
FALL 2001 FULL-TIME & PART-TIME

Fashion Institute of Technology

A State University of New York (SUNY) College of Art and Design, Business and Technology. The Fashion Institute of Technology is a comprehensive community college accredited by the Middle States Association of College and Schools, NASAD, and FIDER, with an enrollment of 5,750 full-time and 6,000 part-time students and 1,500 full-time and part-time faculty and staff.

We are accepting applications for Full-time Tenure Track and Part-time faculty positions in the areas listed below. Rank and salary for each position will be commensurate with credentials and experience. We seek energetic, successful, highly motivated individuals who excel in instructional methodology. The ideal candidates will be technology minded and have the ability to incorporate technology into existing and developing curriculum; demonstrate a history of innovation, a global and multicultural perspective and have an interest in interdisciplinary projects. We offer a supportive academic environment, competitive salary and an excellent benefits package.

SCHOOL OF BUSINESS AND TECHNOLOGY

Fashion Merchandising Management Department has 2 positions. A Bachelor's degree is required, Master's degree preferred and 10 years executive experience. Candidates for the positions should have qualifications in at least one of the areas listed below.

E-Commerce: *A professional background with a minimum of 3 years in e-commerce with emphasis on merchandising and/or buying for the Internet via catalog, retail store, or web site.*

Planning and Supply Chain: *A professional background with a minimum of 4 years Inventory Management experience for a retailer or a manufacturer. Must have experience planning and replenishing inventory and forecasting in a collaborative environment.*

Multi-Channel Retailing
A professional background with at least 3 years in the Multi-channel environment, which would include a clear understanding and necessity of seamlessness among channels.

Advertising and Marketing Communications Department
Master's degree and a minimum of 10 years of executive experience is required. The Department seeks a student-oriented individual. College level teaching experience preferred. Candidates should demonstrate a history of innovation, a global and multicultural perspective and an interest in interdisciplinary projects. The candidate must be able to teach Copywriting and Creative Strategies courses.

Textile Development and Marketing Department
Bachelor of Science degree required, Master's degree preferred. Candidates should have college level teaching experience, a solid working knowledge of Textiles and their applications at least 7 years professional experience in the textile industry, aptitude for interdisciplinary projects and an ability to integrate computer technology into the classroom.

SCHOOL OF ART & DESIGN

Illustration Department
A minimum of 10 years of industry experience in either fashion illustration or general illustration required. Understanding of how technology (Photoshop, Illustrator and Fractal painter programs) dovetails with traditional drawing and painting courses. Must have earned a Bachelor's degree at time of tenure. Teaching experience preferred. Submit samples of current work or non-returnable slides (20 max.) with application.

Menswear Design Department
Bachelor's degree and a minimum of 6 years experience as a professional designer in the domestic and global industry in the following areas: Tailoring, patternmaking, product development, sewing. Knowledge of CAD. Basic knowledge of graphics and curriculum analysis.

Fashion Design Department, Art area
Bachelor's degree required at time of Tenure. A minimum of 6 years of experience as a fashion Designer/Fashion Artist in the domestic or global markets. College-level teaching preferred. Strong fashion portfolio demonstrating women's fashion design drawing skills, flats and specs. Fabric rendering and CAD experience. Submit 2 color copies of current work.

Adjunct opportunities
Fashion Design, Art area
Bachelor's degree in Art History or Theatrical Costume Design required, Master's degree preferred. A minimum of 6 years of experience as a Fashion Designer/Fashion artist or Theatrical Costume Designer. Seeking individuals to teach the History of Costume (survey course).

Fine Arts Department
A minimum of 10 years of experience as a professional artist is required. Six years college-level teaching experience in the areas of drawing design and painting. Bachelor's degree is required at time of tenure, M.F.A. is preferred. Knowledge of, and experience with digital tools preferred for the development and integration of technology in the Fine Arts curriculum. Sample of current work and/or slides and a self-addressed envelope for return of material.

Completed applications will include a letter of interest, and contact information for three references (including names, titles, addresses, phone numbers and email addresses). Submit to Personnel Administration, Fashion Institute of Technology, Seventh Avenue at 27th Street, New York City 10001-5992. Screening of applications will begin immediately and will continue until the positions are filled. Preference will be given to applications received by April 12, 2001. *To learn more about F.I.T.* visit our web site at www.fitnyc.edu.

The Fashion Institute of Technology is an Equal Opportunity/Affirmative Action employer and is strongly and actively committed to diversity within its Community.

SCHOOL OF LIBERAL ARTS

Educational Skills Department
seeks a faculty member in Basic Reading and Writing. Candidates should be able to apply current pedagogical theories of Developmental Reading and Writing to informational technologies. A minimum of five years of documented excellence in teaching at an accredited postsecondary institution is required. The successful candidate should have a minimum of a Master's degree, plus 30 credits, in relevent fields. Doctorate preferred

English and Speech Department
seeks a Composition Specialist. Demonstrated excellence in teaching college-level composition, career commitment to and significant experience in the field of Composition/ Rhetoric required. Minimum requirements are 60 appropriate graduate credits, including MA. Doctorate preferred. Other minimum requirements include substantial publications and professional accomplishments, proven ability to mentor writing instructors, experience working with a writing center, and familiarity with relevent instructional technology.

Health and Physical Education Department
seeks an experienced and effective faculty member to teach courses in health education, stress management, and/or various physical education disciplines. Successful candidate may also serve as chairperson of the department. Candidates must hold a Master's degree plus 30 graduate credits in health education and/or physical education. An earned doctorate in relevent discipline and administrative experience preferred.

History of Art Department
seeks an art historian with a non-Western specialization and pre-Renaissance concentration. Demonstrated effectiveness teaching general surveys and expertise in the latest instructional technologies required. Minimum requirements are Master's plus 30 graduate credits and ABD. Ph.D. preferred.

Science and Mathematics Department
2 positions. (1) an experienced and effective faculty member in the Physical Sciences with innovative curricular ideas in areas that may include earth science, chemistry, or color and light. Ph.D. required. (2) an experienced and effective faculty member in Mathematics with background in non-traditional courses such as Geometry in Art and Design as well as business-related courses, such as Statistics. Minimum requirements are 60 appropriate graduate credits and ABD status in a relevent discipline.

Adjunct opportunities in the following areas:
American History; Foreign Languages: French, Italian, Spanish, Japanese; Health and Physical Education: Aerobics, Dance, Fencing, Gymnastics, Tennis, Slimnastics/Weight Training; History of Art: Ancient to Renaissance and Renaissance to Modern Surveys; Social Sciences: Sociology, Psychology, Economics, Philosophy, Anthropology, and Political Sciences; Science and Math: Statistics, Geometry in Art/Design, Biology, Earth Science. Ph.D. and college level teaching experience

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Distance Education Coordinator
Center for Instructional Media & Technology

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is seeking to fill the position for Distance Education Coordinator within the Center for Instructional Media and Technology. The Coordinator will work closely with the Director facilitating all aspects of distance learning at Richard Stockton College. The Distance Learning Coordinator will interact with the faculty, staff and students on a regular basis. The successful candidate will maintain databases and appropriate web pages.

The successful candidate will probably possess two years professional, documented, experience of administrative support in distributed learning in a variety of delivery modes within higher education. Bachelor's degree in related field required. Master's preferred. Additional experience, education and training that provides the following knowledge, skills and abilities; Demonstrated ability to work collaboratively with others including strong communications, interpersonal and organizational skills; Ability to work well independently and meet deadlines; Basic computer skills including knowledge of Microsoft Office, WebCT, email and basic html. Commitment to providing superior customer service.

Richard Stockton College is an innovative, residential, liberal arts and sciences college with a student body of 6,000 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia and 2-1/2 hours from New York City. Stockton College has a national reputation for academic excellence and innovation. It is recognized by the Carnegie Foundation, *US News and World Report and Kiplinger* as a nationally ranked liberal arts institution.

Salary is based on qualifications and experience. Screening begins March 26, 2001 and will continue until position is filled. Send letter of application, resume and names, addresses and telephone/email addresses of at least three references to **Mark Jackson, Director, Media Services & Distance Education, The Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply. R013516

THE
COLLEGE
OF NEW JERSEY

DEAN ~ SCHOOL OF SCIENCE

The College of New Jersey invites applications and nominations for the position of Dean of the School of Science, a new school composed of the departments of biology, chemistry, physics (and earth science), mathematics (and statistics), and computer science. The new school will have 60 full-time faculty and 1,100 majors in bachelor degree programs and will be located primarily in adjoining new facilities totaling more than 200,000 square feet.

The College (website: www.tcnj.edu) is one of the most selective public colleges in the nation. Primarily residential and undergraduate, it has 5,800 FTE students and 350 full-time faculty. The beautiful 289-acre campus is located 10 miles from Princeton and is convenient to Philadelphia and New York as well as the Jersey shore and the Pocono Mountains.

The Dean will report directly to the Provost of the College. Specific responsibilities include: program and faculty development; advancing the quality of instruction; promoting faculty scholarship and undergraduate research opportunities; fostering interdisciplinary initiatives in both teaching and research; managing the school budget; and personnel recruitment.

Preference will be given to applicants who have a:

- Ph.D. in a discipline representing a department within the school;
- Distinguished record in teaching and scholarship that would merit appointment as a full professor;
- Relevant leadership and administrative experience;
- Proven ability in fundraising and external grants;
- Commitment to participatory management and the development of collaborative programs within the school, across the schools of The College, and with entities outside of the College.

Applications and/or nominations will be reviewed beginning immediately and will be accepted until the position is filled. We anticipate beginning the interview process in late March. Applications will be held in confidence and should include a letter of interest along with a detailed vita and the names, addresses, and phone numbers of three references. Send to: Search Committee – Dean of Science, Office of Academic Affairs, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. Materials may also be submitted electronically to: academic@tcnj.edu. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity employer.

ASU™

ARIZONA STATE
UNIVERSITY WEST

Job Announcement

Arizona State University West

Visiting Professor in Applied Computing

About ASU West: Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities. ASU West is an AA/EO employer in policy and practice.

Responsibilities: ASU West seeks a person who will develop a new Applied Computing program and assist in hiring the program's initial faculty.

Required Qualifications: Doctoral degree in applied computing or a closely related field and currently a faculty member or administrator with a scholarly record appropriate to rank.

Desired Qualifications: Demonstrated experience in developing successful academic programs; interdisciplinary interests; business/industrial connections; demonstrated ability to work across colleges; some familiarity with the fields of math, business, media, communications.

Send cover letter that addresses the required and desired qualifications, vitae, the names, phone numbers, and addresses of three references, copies of 2-3 publications, reports or technical reports; copies of previous planning models to:

Applied Computing Search Committee
College of Arts and Sciences
Arizona State University West
PO Box 37100
Phoenix, AZ 85069-7100

Application deadline: April 15, 2001 or the 15th of each succeeding month until position is filled.

Position starting date: August 16, 2001
Position ending date: May 15, 2002

An Equal Opportunity/
Affirmative Action Employer

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

DEAN
OF THE COLLEGE OF LETTERS AND SCIENCE

The University of Wisconsin-Milwaukee invites nominations and applications for the position of the Dean of the College of Letters and Science (L&S). The Dean is the chief administrative officer of the College, reporting to the Vice Chancellor for Academic Affairs and Provost, and participating in a shared governance system with faculty and staff.

The University of Wisconsin-Milwaukee (UWM), Wisconsin's major public urban research university, is located in an attractive setting near the shores of Lake Michigan, and only minutes from the center of metropolitan Milwaukee. UWM offers a comprehensive liberal arts and professional education at the undergraduate and graduate levels to its 23,000 students and is one of the two doctoral-granting campuses in the University of Wisconsin System. The College of L&S is the largest academic unit of the University, with approximately 450 full-time faculty and professional academic staff. The College offers 46 undergraduate degree programs, 23 Masters programs, and 12 Ph.D. programs.

QUALIFICATIONS: The position of Dean requires an earned doctoral degree and experience as a college or university faculty member and administrator. Candidates must be eligible for a tenured appointment as full professor in a department within the College of Letters and Science. Candidates will also be evaluated on their proven ability to:

- Support diversity and inclusiveness in the recruitment, development and retention of faculty, staff and students;
- Promote excellence in undergraduate and graduate education;
- Provide leadership in sustained development of scholarly research and extramural funding;
- Encourage collaboration among the College of Letters and Science, the university, the community, and other institutions of higher education;
- Engage in advancing educational technology;
- Administer effectively within a shared governance system;
- Contribute successfully to initiatives in fundraising and alumni relations.

APPLICATION PROCEDURE: This position is available August 1, 2001 but the start date is negotiable. Applications must include a letter of interest, curriculum vitae, and the names, addresses and telephone numbers of five reference persons. Review of applications will begin on March 26, 2001, and continue until a qualified candidate has been selected. Please submit applications or inquiries to:

Professor Corliss Phillabaum, Chair
Search and Screen Committee for
Dean of the College of Letters and Science
The University of Wisconsin-Milwaukee
P.O. Box 413, Mitchell Hall 225
Milwaukee, WI 53201
Or
Fax to: (414) 414-229-5198
E-Mail to: tammyh@uwm.edu

We are being assisted in this search by Dr. Jean Dowdall, A.T. Kearney Executive Search. She can be contacted at jean.dowdall@atkearney.com.

Additional information about the University of Wisconsin-Milwaukee can be obtained from our Web site at: www.uwm.edu. For more information about the College, please visit: www.uwm.edu/letsci.

UWM is an AA/EO employer.

IOWA

Registrar

THE UNIVERSITY OF IOWA

The University of Iowa is a national research university with membership in the select Association of American Universities. Established in 1847 as Iowa's first public institution of higher education, the University has won international recognition for its achievements in the arts, sciences, and humanities.

Reporting to the Associate Provost for Undergraduate Education, the Registrar is responsible for managing all units of the Office of the Registrar including student academic records, degree clearance, certification, and audit; commencements; athletic eligibility and certification; residency review; transcript verification service; publications (Catalog, Schedule of Courses, Liberal Arts Guide); veterans' certification; fee assessment; enrollment support services including course registration, course scheduling, and the student information system. The Registrar plays a central role in developing and implementing the University's enrollment policies and its recruitment and retention efforts. The Registrar is expected to lead the development of the University's academic infrastructure including systems for secure record maintenance, administrative reporting, and data warehousing.

Qualifications: A master's degree or equivalent is necessary and an earned doctorate is preferred. Demonstrated strong analytical and communication skills are required. Registrar's office experience, or equivalent experience in an academic unit involving student records, course registration and scheduling, office supervision, and interaction with faculty and departments is required. Preferred qualifications include: a background of successfully implementing collegiate and departmental academic policies; management of an academic unit, including budget responsibility; exemplary record of leadership, creativity, and vision; strong familiarity with and innovation in information technology systems; proven successful relationships with inside and outside constituents.

Screening of candidates will begin immediately and continue until the position is filled. Send cover letter addressing qualifications, curriculum vitae, and contact information for three references to: **Search Chair, Office of the Provost, 111 Jessup Hall, University of Iowa, Iowa City, IA 52242; amy-kirkey@uiowa.edu.**

Salary is competitive and commensurate with experience and qualifications. Anticipated starting date is August 1, 2001. *The University of Iowa is an Affirmative Action and Equal Opportunity Employer. Women and minorities are encouraged to apply.*

PRESIDENT

The Board of Trustees of Mercer County Community College invites applications and nominations for the position of President. Mercer, a comprehensive, public community college, is located in central New Jersey. The President is the chief executive officer and reports the Board of Trustees. In its search for a new President, the Board of Trustees seeks a visionary and creative leader. The successful candidate will possess the highest professional standards of integrity and an open management style that will support a student-centered institution.

APPLICATION PROCESS: To ensure full consideration, materials should be received no later than March 23, 2001. To obtain an application packet contact:

Ms. Lynn S. Steill
Presidential Search Liaison
Mercer County Community College
P.O. Box B
Trenton, NJ 08690
E-mail: Steill@mccc.com

The successful applicant will be expected to assume the position by July 1, 2001.

Compensation and benefits will be commensurate with experience and qualifications. A comprehensive benefit package is available.

MERCER
MERCER COUNTY
COMMUNITY COLLEGE

www.mccc.edu

An Equal Opportunity, Affirmative Action Employer

A Gold Hill Associates Search

MICHIGAN STATE UNIVERSITY

Director of Residence Life

Michigan State University invites applications and nominations for the position of Director of Residence Life.

Michigan State University, a member of the Association of American Universities (AAU), is one of the nation's leading research-intensive, land-grant institutions. Its fourteen colleges offer 200 programs of undergraduate study and 76 areas of graduate study including three colleges of medical education. Of the approximately 43,000 students, over 14,000 live in the campus residence halls and 2200 live in university apartments. MSU has a long tradition of public service in addition to a strong emphasis on teaching and research. The University's campus neighbors the state capitol with close proximity to a wide variety of cultural and recreational activities.

RESPONSIBILITIES Reporting to the Vice President for Student Affairs and Services, the Director of Residence Life will:

- Provide leadership to the University for the Residence Life program that integrates the intellectual, developmental, personal, social and recreational interests of students in a learning community.
- Works closely with academic colleges to develop a learning environment in the residence halls that supports the University's academic goals.
- Works closely with the faculty, all departments within the Division of Student Affairs and Services (including Office of Judicial Affairs), the Office of Minority Student Affairs, and other support services within the University, in order to foster and ensure communication for the successful development of the Residence Life program.
- Provide direct supervision for the staff, budget, and operations of the Department of Residence Life.
- Develop and maintain an effective staff development and training program for professional staff and residence assistants.
- Work collaboratively with University Housing Management to ensure the maintenance of facilities.
- Participate as a member of the Vice President's leadership team.

REQUIREMENTS Candidates must have a successful track record (five to eight years) as a leader who has sophisticated knowledge of student development, collaborative learning, residence hall programming, building learning communities, and staff development. This Executive Management Position requires strategic thinking and planning skills, strong written, oral, and interpersonal communication skills, and the ability to work collaboratively with faculty, staff, administrators and students at all levels in a complex diverse environment. A master's degree is required (a doctorate is preferred).

Please send resume and cover letter by March 19, 2001 to:

Ms. Penny Wall
Office of the Vice President
for Student Affairs and Services
153 Student Services Building
East Lansing, MI 48824-1113

For further information, contact Lansing and Associates, (781) 237-1754 or via e-mail at lansing@mediaone.net

Michigan State is an Affirmative Action,
Equal Opportunity Institution

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

GCCCD, located in SAN DIEGO COUNTY, is/will be accepting applications for the following academic positions. Interest lists are being established for "TBA" positions.

CUYAMACA COLLEGE	Closes
Counselor	TBA
Dean	TBA
Learning Asst/Center Instructor– Business Office Tech Center	4/2/01
Learning Disabilities Specialist	TBA
GROSSMONT COLLEGE	
Asst Dean, Evening & Community Outreach	TBA
Business Office Tech Instructor	4/2/01
Chemistry Instructor	3/16/01
Philosophy Instructor	3/19/01
Speech Instructor	3/16/01

District application and copies of under-graduate and graduate transcripts (official or unofficial) will be required.

GCCCD Personnel Dept.
8800 Grossmont College Drive
El Cajon, CA 92020-1799

Visit our web site at : http://www.gcccd.net
Job line: (619) 644-7637.

EEO/AA/TITLE IX EMPLOYER

WASHINGTON STATE UNIVERSITY

PROVOST

The President of Washington State University announces the search for a Provost/Academic Vice-President. The Provost serves as the Chief Academic Officer of the University. Nominations and inquires should be sent to:

Professor Yogendra Gupta
Chair, Provost Search Committee
Office of the President
Washington State University
Pullman, Washington 99164-1048
Email: buri@wsu.edu

Additional information is available
at our website:

www.wsu.edu/president/provostsearch

Washington State University only hires individuals legally eligible to work in the U.S. Women and minorities are encouraged to apply.
EOE/AA

DIRECTOR
NJ School of Conservation

Responsible for developing and implementing a strategic School vision for the 21st century, Represent the School before the general public, the University community, professional organizations, and government, private and corporate agencies. Serve as a link between the School and local, national and international environmental field centers and related institutions to maintain the School's currency. As senior manager on site, responsible for overall administration of the School. Provide leadership and vision to the personnel, fiscal planning and programmatic functions. Specific duties include developing and implementing budgets; identifying and securing supplemental funding from State, Federal and private sources; identifying and implementing a staff development program that enhances the goals of the School; overseeing the evaluation of faculty, graduate assistants and staff, providing direction to the instructional, research and outreach programs of the School; advising School and University faculty as they develop and implement educational and research agendas that are consistent with the goals of the School; developing programs for expanded audiences in New Jersey and the surrounding region; and developing and implementing a long-term strategic plan for upgrading School facilities and infrastructure.

Qualifications: Doctorate in environmental field science, natural history or a closely related discipline with a minimum of five years of professional experience. Demonstrated ability to interact effectively with a broad range of constituents including clients and potential clients, members of the faculty and staff, students, supporters and potential supporters of the School, representatives of local and state agencies that monitor the operation of the school; and the general public. Candidates should provide evidence of appropriate managerial experience. Broad knowledge of forestry, wildlife management, water ecology, geology and meteorology will be most helpful.

Starting Salary: $61,755 - $92,641

Starting Date: September 1, 2001

Apply By: Screening of applications begins March 12, 2001 and continues until position is filled.

Send letter and resume (including V#) to: Dr. Kenneth C. Wolff, Montclair State University, Human Resources, College Hall Box C316-V#56/HOHE, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

1073

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Marine Science and Ocean Engineering at the University of New Hampshire

Marine Science and Ocean Engineering at UNH incorporates a number of related research/outreach centers:

New Hampshire Sea Grant
Center for Coastal and Ocean Mapping
Cooperative Institute for New England Mariculture and Fisheries
Cooperative Institute for Coastal and Estuarine Environmental Technology
Ocean Process Analysis Laboratory in the Institute for the Study of Earth, Oceans, and Space
The Marine Program, including:
Center for Ocean Engineering, Center for Ocean Sciences, Center for Marine Biology

Director of the Marine Program

The UNH Marine Program provides the administrative framework for a significant portion of the University's marine research, education, and outreach activities. In addition to involvement in undergraduate and graduate academic programs, Marine Program faculty members conduct a variety of research projects, which are funded in excess of 4 million dollars per year by competitive grants and contracts and the Hubbard Endowment Fund. Numerous facilities support the functions of the Marine Program, including the Jackson Estuarine Laboratory, the Coastal Marine Lab, and the R/V Gulf Challenger.

Responsibilities: Reporting to the VP Research & Public Service and with guidance from the Marine Program Board, the MP Director will administer all aspects of the Program and its related facilities; and will advocate internally and externally for marine related research conducted at UNH. Essential functions include facilitating marine related faculty and academic program development; developing marine related research programs and projects; enhancing funding; providing general oversight for MP labs, vessels, and other physical facilities; coordinating MP activities with those of related programs; developing long term strategic plans and annual program plans; administering MP state and endowment funds and overseeing budgets; supervising MP administrative, vessel, and diving staff; increasing program visibility internally and externally; representing UNH on relevant regional and national groups and committees; establishing and administering policies on matters relating to the Program; chairing the MP Executive Committee and participating as a member of the Marine Program Board.

Qualifications: Ph.D. in life sciences, physical sciences, or engineering, with an emphasis on Marine science/engineering. Ten years experience in marine related research and development. Demonstrated ability to conceive and conduct original research. Demonstrated success in attracting external funding for research. Experience in program administration. Experience with institutions of higher education. Excellent oral and written communication skills. Ability to work with a variety of constituencies.

Salary: Competitive and commensurate with experience. This is a full time, 12 month position.

Application Review: Begins March 15 and will continue until position is filled. Start date as early as May 1, 2001. Applicants should sent a letter of intent, curriculum vitae, and the names, addresses, and phone numbers of 3 references to: **Chair, MP Director Search Committee at the address below:**

Director Of The NOAA/UNH Cooperative Institute For New England Mariculture And Fisheries (CINEMar)

Established by Memorandum of Understanding between the NOAA Office of Oceanic and Atmospheric Research (OAR) and UNH, the mission of CINEMar is to serve as a regional and national center in which representatives from universities, industry, federal and state programs, and non-governmental organizations may work together on issues in three broad program areas: 1) mariculture, 2) fisheries, and 3) marine policy.

Responsibilities: Reporting to the VP Research and Public Service, the CINEMar director will provide leadership in the planning and operation of the Institute. Essential functions include developing long-term strategic plans, annual program plans, annual operating budgets, and annual evaluation of activities; leading the UNH Open Ocean Aquaculture Demonstration Project that serves as the basis of the Institute's program in mariculture, and providing leadership and vision in developing the fisheries and marine policy components; assuming responsibility for the UNH physical facilities and equipment related to CINEMar; exercising responsibility for all business and financial matters relating to the Institute's operation; overseeing the research and associated administrative activities of UNH participants; supervising the CINEMar administrative and support staff; establishing an Advisory Board with representation from industry, academia, federal and state agencies and programs, and non-governmental organizations; working with UNH administrators and faculty in advancing partnerships with the appropriate industry, state and federal program, and NGO representatives to pursue Institute goals; and promoting the Institute through presentations and written material.

Qualifications: Ph.D. (or appropriate terminal degree) in a relevant field of science or engineering. Minimum of five years experience in fisheries and/or aquaculture research and development. Demonstrated ability to administer a large R&D program; and to successfully attract external research funding. Excellent oral and written communication skills. Supervisory experience. Ability to work effectively with a variety of constituencies.

Additional desirable qualifications: Demonstrated ability to work with the commercial fishing community and to conduct marine research in fisheries and/or aquaculture. Entrepreneurial experience in the aquaculture industry.

Salary: Competitive and commensurate with experience. This is a full time, 12 month, grant funded appointment.

Application Review: Begins March 15 and will continue until position is filled. Start date as early as May 1, 2001. Applicants should submit a letter of intent, curriculum vitae, and the names and contact information for 3 references to: **Chair, CINEMar Director Search Committee at the address below:**

c/o Office of the VP for Research and Public Service
Room 107, Thompson Hall, University of New Hampshire, Durham, NH 03824

UNH is committed to excellence through the diversity of its staff and encourages women and minorities to apply.

COUNCIL FOR
OPPORTUNITY IN EDUCATION

The Council for Opportunity in Education, a nonprofit organization, whose mission is access to higher education for low-income students, announces the following employment vacancy:

Vice President for Planning and Research is responsible for overseeing the development and implementation of new Council initiatives. He or she is also responsible for researching needs of TRIO students, staff and programs. The person in the position will write proposals and maintain liaisons with foundations, government agencies and other possible funding sources. Position requires a masters degree, but a doctorate degree is preferred. Excellent writing skills and the ability to balance multiple responsibilities are a must. The ideal candidate must have a familiarity with the educational needs of low-income students and the research on programs to address their needs. Should have organizational skills and a proficiency in MS Office applications. Starting salary commensurate with experience and qualifications. An excellent fringe benefits package is included.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political, or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with e-mail address (if available) to **Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, D.C. 20005, Attn: Human Resources, or fax to 202-347-0786.** Send e-mail inquiries to mailbox@hqcoe.org, Subject Line: Resume for HR. For more information look at www.trioprograms.org.

IUPUI

Indiana University-Purdue University Indianapolis

The Division of Student Life & Diversity at IUPUI was recently established to advance an ambitious agenda of student services, programs, policies, and facilities that will significantly enhance student leadership, community, diversity and graduation, working in collaboration with the 23 schools that comprise IUPUI.

We are currently seeking outstanding candidates for three positions:

ASSISTANT VICE CHANCELLOR FOR STUDENT LIFE AND DIVERSITY PROGRAMS: Provide critical leadership regarding the cultivation, implementation and evaluation of a robust diversity-centered student life.

DIRECTOR OF STUDENT LIFE AND DIVERSITY PROGRAMS: Provide overall leadership and supervision for the Office of Student Life and Diversity Programs.

ASSISTANT DEAN OF STUDENTS: Administer a system for managing student conduct and misconduct intervention programs.

Refer to our website at **http://life.iupui.edu** for individual position responsibilities, requirements and additional University information.

Evaluation of credentials will begin **March 19, 2001**, and the search will continue until positions are filled. Salaries are competitive and commensurate with qualifications and experience. Qualified candidates should forward a letter of interest and resume with names, addresses (email acceptable) and telephone numbers of three references to:

Dinah Phillips, Administrative Assistant
Office of the Vice Chancellor for Student Life and Diversity
Indiana University Purdue University Indianapolis (IUPUI)
355 N. Lansing Street, AO 112
Indianapolis, IN 46202-2896
Email: phillips@iupui.edu
FAX: 317-274-2864

IUPUI is an Equal Opportunity/Affirmative Action institution, and is committed to diversity at all levels. Applications from women and minorities are strongly encouraged.

UWM

UNIVERSITY OF WISCONSIN MILWAUKEE

REVISED ANNOUNCEMENT
DIRECTOR OF HUMAN RESOURCES

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Director of Human Resources. The Director of Human Resources will report directly to the Provost of the University. The successful candidate will supervise over twenty professional staff, collaborate with a variety of administrators and governance groups, and possess the demonstrated ability to achieve the goals and principles of equal opportunity, affirmative action and diversity. We seek an individual with a track record in forming strong partnerships that result in the effective integration of HR at all levels in the organization. Must have strong interpersonal and organizational skills, demonstrated ability to lead a comprehensive transformation of the human resources function, ability to work well in a fast-paced team environment, and a commitment to the mission of the university.

THE UNIVERSITY:

The University of Wisconsin-Milwaukee, located in the City of Milwaukee in an attractive setting near the shores of Lake Michigan, offers baccalaureate, masters and doctoral degrees in twelve colleges and schools serving more than 23,000 students, including 4,000 at the graduate level. The campus also maintains vigorous outreach, extension and continuing education programs.

QUALIFICATIONS:

- Master's Degree plus 5 years of progressively responsible human resources management experience -OR- Bachelor's Degree plus 8 years of progressively responsible human resources management experience;
- Human resources experience, to include solid working knowledge of and experience in diverse HR specializations (e.g., compensation, position classification and analysis, training/employee development, recruitment, performance appraisals, benefits management, and labor relations), as well as a working knowledge of information technology applications for HR functions;
- Human resources management experience in higher education or the public sector highly desirable.

APPLICATION PROCEDURE:

Screening of all candidates will begin March 19, 2001, and continue until a qualified candidate is chosen. Salary is competitive, dependent on qualifications. Please send a letter of application, resume, and names addresses and phone numbers for three professional references to:

John Wanat
Provost & Vice Chancellor
University of Wisconsin-Milwaukee
P. O. Box 413
Milwaukee, WI 53201-0413
Phone: 414.229.4896 - FAX: 414.229.2481
WEB:www.uwm.edu/Dept/HR

Candidates may email application materials to bkemp@uwm.edu

UWM is committed to diversity and equality in education and employment. We particularly encourage applications/nominations from individuals who would enhance and diversify our workforce.

THE COLLEGE OF NEW JERSEY

DEAN ~ SCHOOL OF EDUCATION

The College of New Jersey invites applications and nominations for a Dean to lead its nationally recognized School of Education and to build upon the programmatic and partnership initiatives that characterize its mission of Creating Exemplary Professionals. With a full-time faculty of 60, the School serves 1,300 undergraduate and 1,000 graduate students, and offers bachelor's, master's and educational specialist degrees and certificates in counseling, teacher education, educational leadership, educational technology, reading, special education, education of the deaf and hard of hearing, and speech pathology and audiology. The School of Education has a Professional Development School Network partnership with fourteen public school districts. Its global teaching and international teacher certification and master's programs are recognized for their quality and continuity.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council for Education of the Deaf (CED), and the American Speech/Language/Hearing Association (ASHA). Its programs have received the Best Practice Award of the American Association of Colleges for Teacher Education for Global and International Teacher Education (1998), Comprehensive Services in Education (1999) and Gender Equity (2001).

The College (website: www.tcnj.edu) is one of the most selective public colleges in the nation. Primarily residential and undergraduate with targeted graduate programs, it has 5,800 FTE students and 350 full-time faculty. The beautiful 289-acre campus is located 10 miles from Princeton and is convenient to Philadelphia and New York as well as the Jersey shore and the Pocono Mountains.

The Dean will report directly to the Provost of the College. Specific responsibilities include: program and faculty development; advancing the quality of instruction; promoting faculty scholarship and student research opportunities; fostering interdisciplinary initiatives in both teaching and research; coordinating partnerships with schools and agencies; managing the school budget; and personnel recruitment.

Preference will be given to applicants who have an:

- Earned doctorate in a discipline representing a department within the school;
- Distinguished record in teaching and scholarship that would merit appointment as a full professor;
- Relevant leadership and administrative experience in university and professional settings;
- Record of promoting diversity and fostering a collaborative, multicultural, and global perspective;
- Proven ability in fundraising and external grants;
- Commitment to participatory management and the development of collaborative programs within the school, across the schools of The College, and with entities outside of the College.

Applications and/or nominations will be reviewed beginning immediately and will be accepted until the position is filled. We anticipate beginning the interview process in late March. Applications will be held in confidence and should include a letter of interest along with a detailed vita and the names, addresses, and phone numbers of three references. Send to: Search Committee – Dean of Education, Office of Academic Affairs, The College of New Jersey, PO Box 7718, Ewing, NJ 08628-0718. Materials may also be submitted electronically to: academic@tcnj.edu. To enrich education through diversity, The College of New Jersey is an Affirmative Action/Equal Opportunity employer.

WICHITA STATE UNIVERSITY

Search Reopened

CHAIR

Wichita State University, Department of Communicative Disorders and Sciences; full-time, tenure-eligible appointment. See http://education.twsu.edu/positions.htm for complete position description. To ensure full consideration, complete application package (1. A letter of interest which clearly establishes how the applicant meets the required qualifications, 2. A vita, and 3. The names, addresses, and telephone numbers of three references) must be received by March 30, 2001; however, position remains open until filled. For position description, qualifications, and application process contact Claudia Keller, Assistant to the Dean, Campus Box 131, WSU College of Education, Wichita, KS 67260-0131; cmkeller@twsu.edu, Telephone: 316)978-3301; Fax: 316)978-3302; TDD: 316) 978-3309 *AA/EEO*

(Education)

OCEAN COUNTY COLLEGE

Teacher

Theater & Speech. 9-mo. tenure-track position to start Fall 2001 semester. Teach courses in Acting II, Intro to Theater, as well as Public Speaking. MA or MFA in theater and/or speech reqd. Directing experience preferred. 2 yrs teaching exp. at a community college pref. Competitive salary. Exc. benefits. Appl/resume to:

Ocean County College, HR Dept, PO Box 2001
Toms River, NJ 08754 by 3/23/01
Fax: (732) 255-0444
E-mail: Lmorrocco@ocean.cc.nj.us

AA/EOE.

President of the
NH Community Technical College at Berlin/Laconia

The NH Community Technical College System (NHCTCS) invites nominations and applications for the position of President of NHCTC at Berlin/Laconia. The NHCTC at Berlin/Laconia is a public, multi-campus, two-year community technical college offering associate degree, certificate, and diploma programs in the fields of business, technology, industrial occupations, health, and general education. The College, located in central and northern New Hampshire, includes campuses in Berlin and Laconia, two satellite centers at Woodsville and Littleton, as well as an extension campus in North Laconia. The College serves approximately 1500 day and evening students and is one of four regional community technical colleges.

Application Process

The Profile Brochure which contains details of the President search, the preferred qualifications, and application instructions may be requested by contacting: Sara Sawyer, Liaison to the President Screening Committee, NHCTC System Office, 5 Institute Drive, Concord, NH 03301.

Nominations and applications will be accepted until the position is filled. However, since the President Screening Committee will complete its application review in mid-April, submissions are encouraged by March 30, 2001. *EO/AAE*

Community Technical Colleges
NH
We'll Change Your Life

NH Community Technical College System
5 Institute Drive, Concord, NH 03301-7400
TDD Access: Relay NH 1-800-735-2964
E-mail: hr@tec.nh.us

Education

OAKTON
Community College

DIRECTOR OF RESOURCE DEVELOPMENT
Des Plaines and Skokie, Illinois

OAKTON COMMUNITY COLLEGE is a dynamic, comprehensive community college with two campuses serving the North Shore suburbs of Chicago. The College is known for its academic innovations, commitment to serving students and solid financial position. With an annual budget of $60 million and an enrollment of 20,000 headcount/7,000 FTE students, Oakton is seeking candidates to fill the position of Director of Resource Development. The College receives some $2-2.8 million in grant funds each year. Grants have been received from FIPSE, NSF, the Department of Education and other federal, state and private sources.

The Director of Resource Development works closely with faculty and staff to conceptualize and initiate programs and services suitable for grant support, consistent with College goals and priorities. The Director administers all grant proposals and applications, meets with funding agency staff, negotiates budgets, and prepares grant reports. In collaboration with other College administrators the Director implements grant-supported programs and ensures compliance. The Director supervises the planning and implementation of Foundation special events for fund raising and coordinates the process for awarding scholarships and recognizing donors and awardees. The Director supervises a staff of 4-5 employees.

The successful candidate will be creative, able to work well with internal and external stakeholders including government funding agency staff, and have the ability to move projects from idea to implementation. He or she must have a master's degree or the equivalent combination of education and experience from which comparable knowledge and abilities can be acquired; four years experience in administration at a college, not-for-profit, government or other equivalent agency; and two years work experience in fund raising, including preparation of government grant applications (may be part of the four years administrative experience).

To apply, submit your resume and cover letter to:
Oakton Community College, Human Resources
1600 E. Golf Road, Des Plaines, IL 60016-1268
(847) 635-1675, fax: (847) 635-1764, e-mail: admsearch@oakton.edu

Nominations may be submitted to Human Resources at the above address or via e-mail to **cwarmann@oakton.edu**

Additional information about Oakton can be found at www.oakton.edu

Confidential screening of applicants will begin March 21, 2001 and will continue until the position is filled. Preferred starting date is July 1, 2001.

MICHIGAN STATE
UNIVERSITY

Director of Career Services and Placement

Michigan State University invites applications and nominations for the position of Director of Career Services and Placement.

Michigan State University, a member of the Association of American Universities (AAU), is one of the nation's leading research-intensive, land-grant institutions.

RESPONSIBILITIES Reporting to the Vice President for Student Affairs and Services, the Director of Career Services and Placement will:

- Oversee the Career Services and Placement Office (CS&P). This office consists of Career and Placement Services, Student Employment Office, Service Learning Center (joint with the Vice Provost for University Outreach), Collegiate Research Institute, and the Career Development Center.
- Work collaboratively with the Eli Broad College of Business and the Lear Corporation Career Services Center in order to insure a coordinated campus-wide delivery of career services.
- Works jointly with colleges in implementing a distributive model of career services.
- Work collaboratively with the Undergraduate University Division, Counseling Center, and academic advising and student affairs offices in the colleges in order to provide career enhancing and job related information for lower division students.
- Provide programmatic direction and leadership for the array of services that contributes to the placement of MSU students and alumni in jobs in state, national and international arenas.
- Develop and maintain effective communication with employers nationally, internationally, and on-campus.
- Establish and maintain effective communication with colleges, programs, alumni programs and other administrative personnel who are part of Michigan State University.
- In collaboration with the Office of the Assistant Provost for Undergraduate Education, promote research and support the overall evaluation of the quality and effectiveness of job placement and other career services at Michigan State University.
- Maintain high programmatic standards necessary for continued respect among peer institutions and major employers nationally and internationally.
- Provide direct supervision for the staff, budget and operations of CS&P.
- Actively participate in state, regional and national career services related organizations.
- Develop and maintain an effective staff development and training program for the professional staff of CS&P.
- Participate as a member of the Vice President's leadership team and serve on appropriate university committees.

REQUIREMENTS Candidates must have five to eight years of administrative experience in a comprehensive placement/career development program or related area and a successful track record as a leader who understands change and who has a sophisticated knowledge of the job market and employment trends, career development issues, service learning, student employment issues, and the use of technology in service delivery. This Executive Management Position requires strategic thinking and planning skills, strong written, oral and interpersonal communication skills, and the ability to work collaboratively with colleges, departments, faculty, administrators and students at all levels in a complex diverse community. Some fundraising experience is desired. A Master's degree is required (doctorate preferred).

Please send resume and cover letter by March 19, 2001 to: Ms. Penny Wall, Office of the Vice President for Student Affairs and Services, 153 Student Services Building, East Lansing, MI 48824-1113.

For further information, contact Lansing and Associates, (781) 237-1754 or via e-mail at lansing@mediaone.net

Michigan State is an Affirmative Action, Equal Opportunity Institution

FREDONIA

FINANCIAL AID OFFICE DIRECTOR POSITION

SUNY COLLEGE AT FREDONIA

The College at Fredonia seeks applications for the position of Director of Financial Aid. Reporting to the Vice President for Student Affairs, the position is responsible for managing a comprehensive financial assistance program awarding over 28 million annually in compliance with federal and state regulations.

Applicants should possess an understanding and commitment to enrollment management, the strategic use of financial aid and a proactive approach to student services. The position requires a Master's Degree and a minimum of five years of progressively responsible financial aid experience. Must have experience in financial aid computing system, specifically SCT Banner and excellent writing, oral presentation and counseling skills. Demonstrated ability to work effectively with supervisors and colleagues.

Review of applications will begin on **April 2, 2001** and continue until the position is filled. Please send cover letter, resume and two letters of reference to **Harry Watters, Director of Residence Life, Gregory Hall, SUNY at Fredonia, Fredonia, NY 14063.**

SUNY Fredonia is an equal opportunity/affirmative action employer.
We actively seek and encourage applications from minorities,
women and people with disabilities.

Education

LEWIS UNIVERSITY

ADMISSIONS OPPORTUNITIES

Lewis University

The following positions all require a Bachelor's degree (Master's degree preferred) plus recruitment experience servicing high school/college student populations. Must possess excellent communication skills and computer literacy including word processing, database, and spreadsheet utilization. Also requires a commitment to Catholic higher education and the University's Lasallian mission.

• FIRST-YEAR ADMISSIONS COUNSELOR

Responsible for marketing portion of first-year market at college/job fairs, high school visits, etc.

• INTERNATIONAL/HISPANIC COUNSELOR

Responsible for marketing portion of first-year market at education/college fairs, high school visits, etc. with specific emphasis on attracting interest among Hispanic/International students.

• GRADUATE ADMISSIONS COUNSELOR

Responsible for recruiting, coordinating, and conducting student recruitment/information sessions and proactively marketing the Lewis graduate programs. Must possess knowledge of university graduate recruitment strategies and tactics as well as knowledge of related education and career opportunities.

Please respond with cover letter and resume to: Office of Human Resources, Lewis University, One University Parkway, Romeoville, IL 60446. Fax: 815-836-5900. E-mail: hr@lewisu.edu

Lewis University, sponsored by the Christian Brothers,
is an equal opportunity employer commited to diversity.

ASSISTANT PROFESSOR, HISTORY

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

The History Department at Plattsburgh State University of New York invites applications for a full-time, tenure track position at the rank of assistant professor to begin Fall 2001. **Qualifications:** Historian with a specialization in environmental history; an ability to teach U.S. or global history surveys; potential for long-term scholarly research. Ph.D. by September 2001 required; teaching experience and scholarly publications preferred. **Responsibilities:** Nine credit hours per semester.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

Salary: $38,000-$43,000 with excellent benefits. Review of applications begins immediately and continues until position is filled. Please send or fax letter of application, a statement of teaching philosophy, three letters of reference, and other pertinent materials to: **Chair, Search Committee (PJ#2529-808),** c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax (518) 564-5060.

Plattsburgh

[illegible]

[illegible]

Oakland UNIVERSITY

DIRECTOR OF FINANCIAL AID

Oakland University seeks a dynamic and energetic Director for the Financial Aid Department to oversee the Financial Aid Office, financial aid programs, and coordinate a variety of aid programs external to the university in accord with and in compliance with pertinent legislation and regulations. The University seeks a visionary leader with superb management and interpersonal skills. The current Director is retiring after 25 years of loyal service to the University.

Required: master's degree or an equivalent combination of education and experience; a minimum of five years financial aid and management experience, including three years experience in higher education and significant supervisory experience; strong written and oral communications skills; strong interpersonal and organizational skills; thorough knowledge of financial aid rules, regulations, legislation and financial aid processes; thorough knowledge of the use of the personal computer and related software and hardware and its application to financial aid processing and office management. **Desired:** knowledge of web based technologies and NT and Oracle systems.

Salary is commensurate with experience. The position will be posted until filled. Applicants should be able to begin employment no later than July 1, 2001. Send letter of interest and resume referring to job R-2177 when applying to:

Oakland University
Employment Office
140 North Foundation Hall
Rochester, MI 48309-4401
Fax: (248) 370-3044
www.oakland.edu

Oakland University is an affirmative action/equal opportunity employer and encourages applications from women and minorities.

BEST COPY AVAILABLE

Bowling Green State University
Office of Residence Life

The Office of Residence Life at Bowling Green State University is seeking creative, dynamic professionals for the following key positions:

Area Coordinator
1-2 Anticipated Vacancies

The Area Coordinator is responsible for the overall operation of an area of undergraduate residence halls which house between 1,500 and 1,900 students. Responsibilities include the supervision of a secretary, full-time hall directors, part-time graduate hall directors, and hall security and desk staff; administration of the area budget; oversight of area facility issues; and the coordination of area judicial affairs. Minimum qualifications are a Master's degree in College Student Personnel or related area and previous full-time residence hall experience. To be successful in this position, the Area Coordinator must have excellent interpersonal communication skills, organizational skills, supervision experience and administrative experience. In addition, the Area Coordinator must have a demonstrated desire to work in a residential setting and a demonstrated desire to work with diverse individuals and groups. This position is a full-time, administrative staff position. Administrative grade level 14, salary range is $32,995 to $37,531. Salary is commensurate with education and experience. A full benefit package is available. To apply submit a letter of application, resume and name, address and telephone number of three professional references to **Office of Human Resources (Search S-026), 100 College Park Office Building, Bowling Green State University, Bowling Green, OH 43403.**

Assistant Director of Residence Life for Housing Administration
Re-advertisement

The Assistant Director will manage the residence hall assignment process for all on-campus residents, and serve as the primary contact person for student, parent, or visitor questions and issues related to the housing assignment process. In addition, the Assistant Director will coordinate all prospective visitation programs that occur during the academic year and be the primary residence life participant in the summer orientation and registration program. Minimum qualifications include a master's degree in College Student Personnel or related field, and 3 years of full-time work experience in housing or residence life. Starting salary range is $32,995 to $37,531. Full benefit package available. To apply, submit a letter of application, resume and three names, addresses and phone numbers of professional references to **Office of Human Resources (Search S-070), 100 College Park Office Building, Bowling Green State University, Bowling Green, OH 43403.**

Assistant Director Of Residence Life For Educational Initiatives

The Assistant Director of Residence Life is responsible for the administration of specific educational initiatives directed and supported by the Office of Residence Life. These responsibilities include the selection and training of administrative and support staff who work in the residence units, supervision of a graduate assistant, development and implementation of all diversity education for the office, organization advising, all departmental assessment initiatives, system-wide programming, the coordination of programs and services for students who live in campus residences, and working as a liaison with the Greek Affairs staff. Minimum qualifications are a Master's degree in College Student Personnel Administration or related field. Three years full-time experience in responsible leadership in housing and residence life. This is a full time administrative staff position. Administrative grade level 14, salary range is $32,995 to $37,531. Salary is commensurate with education and experience. A full benefit package is available. To apply submit a letter of application, resume and name, address and telephone number of three professional references to **Office of Human Resources (Search S-025), 100 College Park Office Building, Bowling Green State University, Bowling Green, OH 43403.**

Coordinator of Greek Affairs
Anticipated Vacancy

The Coordinator of Greek Affairs is responsible for the administration of all staffing, leadership training and development, and educational initiatives for the University-owned fraternity and sorority chapters. These responsibilities include the selection, training, and supervision of graduate House Directors and House Assistants; program coordination and development for organization members; Council advising; chapter development; policy development and implementation; acting as the primary judicial officer for chapter house residents; advising; and serving as a liaison between the Office of Residence Life and other university departments. Minimum qualifications are a Master's Degree in College Student Personnel Administration or related field; one year of full-time experience with fraternities and sororities, preferably in a residential setting, or residence life, student organization advising experience. Knowledge of residence hall operations, supervisory experience, excellent interpersonal and communication skills, strong organizational skills, organization advising experience, knowledge of student development learning theory and practice, basic computing experience, strong administrative skills, crisis management experience, training and development experience, demonstrated knowledge of Greek Letter organizations. Full-time administrative staff position. Administrative grade level 13, salary range is $30,288 to $34,370. Salary is competitive and commensurate with education and experience. Full benefit package available. To apply submit a letter of application, resume and name, address and telephone number of three professional references to **Office of Human Resources (Search S-027), 100 College Park Office Building, Bowling Green State University, Bowling Green, OH 43403.**

Review of applications will begin on March 30, 2001 and will continue until the positions are filled. *Bowling Green State University is an Affirmative Action/Equal Opportunity Educator and Employer.* We are committed to a multicultural environment and strongly encourage applications from women, minorities, veterans and persons with disabilities. BGSU employs only those individuals authorized to work in the United States.

www.bgsu.edu/offices/ohr

ASU ARIZONA STATE UNIVERSITY WEST

Director

Learning Enhancement Center

ASU West is seeking an individual to initiate, develop, and lead a campus-wide Learning Enhancement Center. This Learning Enhancement Center will house and coordinate several existing campus programs-the Center for Writing Across the Curriculum and Tutoring Services, among others-and further expand their offerings into a coherent and broad-based program of comprehensive student academic support. The main responsibilities of the Director will include supervision of a tutoring/writing center and its staff, development of academic support systems for the campus's learning communities and lower division programs, particularly supplemental instruction, and regular communication and consultation with faculty about learning support programs and issues.

The Learning Enhancement Center will be housed in the Division of Collaborative Programs, the campus unit that houses cross-campus, -university, and institutional programs, and the Director will report to the Dean of Collaborative Programs. The Director will also hold a tenured faculty position in one of the campus's instructional units and will teach one course per year for that unit.

The successful candidate must meet the following qualifications: a Doctorate, a record of teaching and scholarship commensurate with an appointment as an associate or full professor in one of ASU West's colleges, and experience working with university learning support programs. Specific experience in Writing Across the Curriculum programs, supplemental instruction, multi-lingual and multi-cultural academic support programs, institutional assessment and measurement, and/or mathematical support programs is desired.

Application deadline is March 26, 2001, and the 26th of every month thereafter until the position is filled. Interested candidates should send a letter addressing required and desired qualifications, curriculum vitae, and names, addresses and telephone numbers of three references to **Allyson Ross, Arizona State University West, P.O. Box 37100, MC 2851, Phoenix, Arizona 85069.** For more information regarding our campus, please visit **www.west.asu.edu**

DARTMOUTH COLLEGE

ETHICS INSTITUTE AT DARTMOUTH COLLEGE

Executive Director

Working with the half - time Faculty Director, the successful candidate will formulate, organize and implement programs and initiatives consistent with the Institute's mission as a faculty consortium, the primary goal of which is to promote interdisciplinary teaching and research in applied and professional ethics at Dartmouth College. The Executive Director will serve as a financial administrator with responsibilities ranging from budget development and oversight to establishing projections and long - range planning. The Executive Director will serve as a financial liaison between various federal agencies, foundations, the Institute and project participants.

Minimum Qualifications: Master's degree or other post-graduate degree and strong liberal arts background; training in conceptual and analytical work in ethics or a related field; 2-3 years of experience in administrative/financial management, preferably in a research/academic setting; or a Bachelor's degree with similar training and 4-5 years of similar experience or the equivalent.

Review of applications will begin on March 28, 2001 and will continue until the position is filled. Send cover letter, resume, and salary expectations to: **Executive Director Search Committee Ethics Institute at Dartmouth College 6031 Parker House Hanover, New Hampshire 03755-3500** or email applications to: **ethics.institute@dartmouth.edu**

Dartmouth College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are strongly encouraged to apply.

San Jose/Evergreen Community College District

To apply and for descriptions
Visit Our Website
www.sjeccd.cc.ca.us
Email sjeccdhr@sjeccd.cc.ca.us
Or call 408-270-6406

Management

Dean of Nursing & Allied Health, EVC
Director of Grants and Development, SJCC
Supervisor, Office of Academic Support, SJCC
Product Manager, IBP
IT Director, District

Full Time Faculty

Evergreen (EVC)
Anatomy/Bio.Sci.
Chemistry
CIT
Counselor, Career Focus
Counselor/Coord., Transfer Ctr.
Counselor
Drama
English
ESL
History
Mathematics
Nursing Education
Office Technology Spec.
Reading
Web Dev./Programming

San Jose City (SJCC)
Air Cond./Refrig
Asian Am. Studies
Ceramics
Chemistry
CIS
CIS, Web Programming
Composition
Coord./Counselor, WIN
Counselor, WIN
ESL
Health Education
History
Journalism
Lrning. Dis./High Tech.
Mathematics

Assistant Director Graduate Admissions

Princeton University's Woodrow Wilson School of Public and International Affairs seeks an Assistant Director of Graduate Admissions to assist with the recruitment and admissions processes for the Master's and Ph.D. degree programs and the Junior Summer Institute. Individual will develop and implement recruitment strategies of students and professionals historically underrepresented in graduate programs and careers of public and international affairs. Extensive travel to colleges and universities, graduate admission fairs, and abroad for international recruitment is needed. Duties include participating in the admissions process; supervising recruitment mailings; conducting information sessions; creating and maintaining professional contacts; evaluating applications; calculating financial aid; and reviewing and editing catalogs and brochures for WWS graduate programs.

Position requires a BA and exceptional interpersonal skills. Candidate should have the personality to work amicably with a variety people through the admissions process while communicating effectively with applicants, recruiting contacts, current students, staff, faculty and alumni. Superb writing, speaking and presentation ability is essential, as is the ability to convey information in a clear and compelling manner to diverse audiences. Admissions or administrative experience in a higher education environment representing historically underrepresented students is preferred. MPA or equivalent degree and knowledge of professional education is desirable.

For full consideration, please apply by March 31, 2001. Princeton provides an exceptional benefits package. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: **Human Resources, One New South/1350-HHE, Princeton University, Princeton, NJ 08544-5264.** NO FAXES, PLEASE. An equal opportunity employer.

Princeton University

UIS
UNIVERSITY of ILLINOIS at SPRINGFIELD

Registrar

The position's primary functions are to administer campus student registration and records processes and participate in student information system design and implementation. The Registrar reports to the Director of Admissions and Records in the Division of Student Affairs.

Duties and responsibilities include: planning, developing, and implementing registration and records processes; developing and implementing policies and procedures; providing leadership for design and implementation of the student information system; participating in training for staff, faculty, and students on new registration and records system and related policies; coordinating activities with campus and university academic and administrative units; serving on campus and university committees; and supervising registration and records staff.

Minimum qualifications: Master's degree, doctoral degree preferred; five years experience in registration and records area; student information system management skills, experience with SCT Banner system preferred; and supervisory and budget experience. Experience in research and data analysis is preferred.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Registrar Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a resume; a discussion of the candidate's academic and administrative accomplishments and interest in the position; and the names, addresses, and telephone numbers of five references. Consideration of applications will begin on **April 2, 2001** and continue until an appointment is made. The anticipated start date for the appointment is as soon as possible. Salary commensurate with experience and qualifications. For more information about the University of Illinois at Springfield, visit our web site at: **www.uis.edu.**

The University of Illinois is an affirmative action/ equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

University of Missouri-St. Louis

Vice Chancellor for Academic Affairs

Applications and nominations are invited for the position of Vice Chancellor for Academic Affairs at the University of Missouri-St. Louis.

The Vice Chancellor for Academic Affairs is the principal academic officer for the University of Missouri-St. Louis. The Vice Chancellor, working collegially with the Chancellor, deans, directors and faculty, provides leadership for the University's academic programs.

Responsibilities of the Vice Chancellor include general supervision of 47 undergraduate programs, 30 master's programs, seven pre-professional programs, 12 doctoral programs and one professional degree program, which exists in seven schools. The Vice Chancellor has responsibility for the general supervision of numerous research centers; three libraries; research grants administration; faculty personnel matters; admissions and student retention. The Vice Chancellor also serves as the primary academic liaison between the campus and the UM system.

Reporting to the Vice Chancellor are deans of the College of Arts and Sciences, College of Business Administration, College of Education, Barnes College of Nursing, School of Optometry, the Evening College, the Pierre Laclede Honors College, the Division of Continuing Education-Extension, and the Joint Program in Engineering with Washington University. The Vice Chancellor also provides oversight for distance education and cooperative relationships with other cultural and educational institutions.

General Information about the University of Missouri-St. Louis

The University of Missouri-St. Louis is a dynamic urban campus founded in 1963. As one of the four campuses constituting the University of Missouri, it shares the University of Missouri's land-grant mission and status as the only public, comprehensive research university in Missouri. The University of Missouri-St. Louis is committed to its unique urban metropolitan mission, contributing to economic development and improving the quality of life throughout the region. Through careful integration of scholarly research, teaching and community service, UM-St. Louis plays a leadership role in advancing scholarship and providing quality instruction at the baccalaureate, master's, doctoral and professional level to more than 16,000 students.

Qualifications and Applications Process

The successful candidate for this position must have an earned doctorate and be eligible for a tenured senior faculty appointment in an academic unit of the University. The candidate must have an outstanding record of academic administration, with demonstrated effectiveness in working with a culturally diverse group of university administrators, faculty, staff, students, alumni and community members. He or she must be able to work effectively in campus budgeting and planning.

Applications will be accepted until the position is filled, but should be received before March 15, 2001 to guarantee consideration.

A letter of application or nomination should be mailed, with a comprehensive resume, to:

Dr. Donald Driemeier
Chair, Search Committee for Vice Chancellor of Academic Affairs
University of Missouri-St. Louis
401 Woods Hall
8001 Natural Bridge Road
St. Louis, MO 63121-4499
(314) 516-5253

Please also transmit a copy of the materials as an e-mail attachment to **driemeierd@msx.umsl.edu**

Information about the university and its programs is available on its website www.umsl.edu

An Equal Opportunity Employer

Bryn Mawr College
and
HERS, Mid-America
announce the
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SUMMER INSTITUTE FOR WOMEN IN HIGHER EDUCATION ADMINISTRATION

June 24 through July 20, 2001

For more information contact: Betsy Metzger, 303-871--6866

Email: bmetzger@du.edu, Fax: 303-871-6897

(Education)

Ocean County College

Financial Aid Director

Responsible for student financial aid programs & Fed/State regs/compliance. BA degree & 5 yrs exp student financial aid admin or related field reqd. Superior knowledge/understanding of the State/Federal laws, agencies governing student loans, grants & other forms of student financial aid reqd. Current working knowledge of automated electronic financial aid systems esp. incl. software. Exp in Datatel system pref. Exp in customer relations/service reqd. Knowledge of the role an effective financial aid program plays in enrollment management. Exc. benefits. Hiring range: $42,000 to $56,500/yr. Send appl/resume: Ocean County College, HR Dept., PO Box 2001, Toms River, NJ 08754 by 3/19/01. Fax: (732) 255-0444.
E-Mail: [illegible]

AA/EOE

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West Valley-Mission Community College District

Full-Time Faculty Openings

Mission

Allied Health
Child Development
Counselor
Counselor for Math, Engineering & Science
Engineering
English/Communications
ESL (English as a Second Language)
Fire Protection Technology
Foreign Language - Vietnamese
Graphic & Multimedia Design
High Tech Specialist for Disability Instr. Support Ctr.
Librarian
Mathematics
Physical Education
Psychiatric Technician
Reading
Sociology/Anthropology

West Valley

Assessment Coordinator
Biology
Computer Information Systems
Counseling
Economics
English
EOPS Director
Fashion Design
General Business
Music
Photography
Physical Education
Sociology

Administrative

Dean, Information Technology and Services
Dean, Career Education & Workforce Development

Faculty positions to be effective late August with the beginning of the Fall 2001 semester.

For further information and application materials, contact:

Human Resources
West Valley-Mission Community College District
14000 Fruitvale Avenue
Saratoga, CA 95070-5698 Attn: Jan Rumore

Phone: (408) 741-2155
Fax: (408) 867-9059
24 Hour Job Information: (408) 741-2440

E-mail address: hr_receptionist@wvmccd.cc.ca.us **Web address:** http://www.wvmccd.cc.ca.us

EOE

Women, minorities and other protected classes are encouraged to apply.

HUMANITIES PROFESSOR

New School University seeks an accomplished senior scholar to provide intellectual leadership in the creation of an innovative humanities program for undergraduates. Qualifications include at least 7 to 10 years of college teaching, a record of publication and participation in professional activities, and a career that demonstrates an engagement with contemporary thinking about humanities education and new approaches to it. Candidates should have an earned doctorate in a literary field, comparative literature, or related fields in Humanities. Send CV and cover letter to: Chair of Humanities Search Committee, Eugene Lang College, Office of the Dean, 65 West 11 Street, 3rd floor, New York, NY 10011; fax to: (212) 229-5625; or e-mail to: NSUjobs@newschool.edu Please indicate: Humanities Professor Search in the subject line to ensure proper distribution of resume. AA/EOE

New School University

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/resident population.

◆

Complex Coordinator

◆

Direct responsibility for student development functions and the effective administration of a diverse residential community. The housing population ranges from 600 to 1100 students with 14 to 24 full-time staff members (professional, paraprofessional, and graduate). The primary purpose of this position is to develop and maintain an environment conducive to students' academic success through social and intellectual growth. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and the complex. Must be capable of excellent autonomous judgment. Required: Master's Degree in College Student Development, Higher Education Administration or a related field; two to five years of experience as a full-time, live-in residence hall professional; excellent written and oral communications skills; effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision-making skills. Interviewing at ACPA in Boston.

◆

Assistant Residence Director

◆

Assist in the development and maintenance of a community environment conducive to the personal growth and academic success of resident students. Assist with the operational and administrative functions by managing: facilities issues, programming and events records, staff supervision, student behavior and disciplinary meetings, theme and interest housing development, policy enforcement, crisis intervention, staff meetings, occupancy updates, hall openings and closings, and intercession management. Provide on-campus duty coverage; assist in staff recruitment and selection process. Must have a Bachelors Degree and a minimum of two years live-in experience as a Resident Assistant, Graduate Assistant, or residence hall-based student government leader in a university setting. Prior leadership experience, effective administration, organizational and communication skills required. Interviewing at Oshkosh Placement Exchange in Oshkosh, WI.

Candidates for both of these positions must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. These positions maximum duration is three years. A fourth year is possible with the permission of the Director of Residential Life.

Please send resume to: Richard Stevens, Associate Director of Residential Life, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115

Northeastern
UNIVERSITY

Executive Director of Workforce Development

Available July 1, 2001
The Victoria College, Victoria, TX

The Executive Director supervises the Workforce Development Division, which comprises business and computer technology programs, occupational programs, continuing education, Tech Prep, and grants and contracts related to workforce development and training. The Director works proactively with the business communities and governmental entities of the city and of the surrounding communities to ensure that the College meets the needs of business and industry and that it contributes significantly to area economic development.

QUALIFICATIONS: A degree appropriate to fulfill the job responsibilities; familiarity with industry and business training and education needs; experience and demonstrated success in managing a complex organization or unit within a business or higher education setting; excellent organizational budgeting, planning, implementation, and delegation skills; and an understanding of and commitment to the mission of the comprehensive community college. Familiarity with interactive television and online courses, College teaching, and bilingual skills desirable but not required. Call 361-572-6484 for more information about this position, or visit www.vc.cc.tx.us/dept/hr.

The Victoria College is a comprehensive community college located in Victoria, Texas; a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victoriachamber.org/.

The Victoria College
An Equal Opportunity Employer

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FAIRFIELD UNIVERSITY

Assistant Professor of Accounting/Taxation

Fairfield University is seeking a faculty candidate with teaching and research specialties in law and taxation. The tenure-track position will begin Fall 2001. The successful candidate should be doctorally qualified with an advanced degree in taxation, and have a demonstrated record of excellence in teaching and research.

Fairfield University is a comprehensive Jesuit university that has been consistently ranked in the top three Northern regional universities by U.S. News and World Report. Fairfield University has a strong undergraduate program that enrolls 3,100 students, 1,100 of whom are matriculated in The Charles F. Dolan School of Business, and 850 graduate students, 300 of whom are matriculated in our M.B.A or M.S. programs. The AACSB accredited Charles F. Dolan School of Business was established as an independent entity in 1978 and offers undergraduate majors in International Studies with the College of Arts and Sciences. The Master of Business Administration program has concentrations in Accounting, Taxation, Finance, Human Resource Management, Information Technology, and International Business. There are also Masters of Science in Financial Management program and several post-M.B.A./M.A. certificate programs for advanced study in Finance, Human Resource Management, Information Technology, International Business, and Marketing.

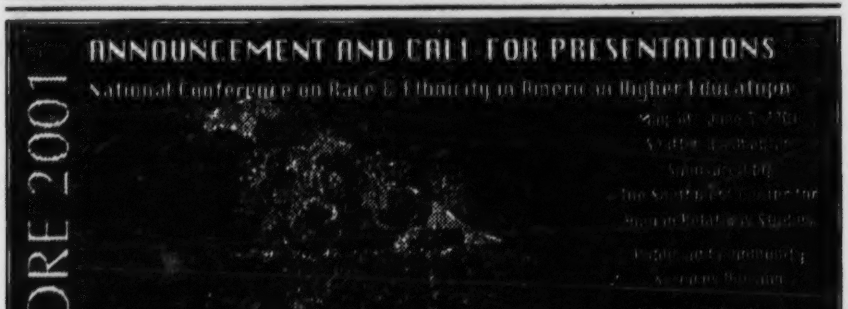
Fairfield University is located in Fairfield, Connecticut on a beautiful campus overlooking Long Island Sound approximately 50 miles northeast of New York City. There are 48 Fortune 500 headquarters within 50 miles of the campus and another 90 in New York City and lower Westchester County. In addition, Fairfield County hosts the largest concentration of U.S. headquarters of foreign multinationals.

Fairfield University is committed to excellence in teaching and requires a strong research record for success in the rank and tenure process. All faculty positions carry a nine credit, two preparation teaching requirement per semester. Fairfield University is committed to diversity and encourages qualified minority candidates to apply for all faculty positions.

Qualified candidates should submit a complete curriculum vitae, three letters of reference and a sample of published research to: **Winston M. Tellis, Acting Dean, Charles F. Dolan School of Business, Fairfield University, Fairfield, CT 06430.** The review of curriculum vitae will begin immediately and the recruiting program will remain open until the position is filled. Finalists for the position are to submit copies of all remaining published research articles and official academic transcripts for all academic work.

Fairfield
UNIVERSITY

Fairfield University is an Affirmative Action/Equal Opportunity Employer
Visit our Website at www.fairfield.edu


NCORE 2001
ANNOUNCEMENT AND CALL FOR PRESENTATIONS
National Conference on Race & Ethnicity in American Higher Education
The University of Oklahoma

For more info please call: [illegible]

Salisbury State University

Special Assistant to the President for Diversity Initiatives/Affirmative Action Officer

Salisbury State University is seeking applications and nominations for the position of Special Assistant to the President for Diversity Initiatives/Affirmative Action Officer. **Responsibilities of the position include** a) developing a comprehensive plan to enable Salisbury State University to move towards achievement of its diversity goals, including guiding university departments in developing action plans to increase and retain historically under-represented faculty, staff, and students and advising campus groups on equitable, pro-active hiring practices and searches; b) implementing and monitoring equal opportunity and affirmative action policies and programs across all areas of the University; c) serving as liaison with the Maryland Office of the Attorney General and civil rights compliance agencies; d) investigating discrimination and sexual harassment complaints; e) conducting education and training programs for faculty, staff, and students related to sexual harassment, ADA, and equity issues; f) preparing all AA/EEO reports for the Maryland Higher Education Commission, the Office of Civil Rights, and the University System of Maryland Office; g) assisting and advising the President in handling related legal and policy issues; h) identifying sources of funding for campus diversity efforts and writing grant proposals; i) facilitating the development and coordination of educational events that reflect and promote a diverse campus culture; j) and networking, coordinating and collaborating with University departments, the local community, and national organizations to further SSU's diversity goals. **Qualifications:** Doctorate preferred, Master's degree with 3-5 years relevant experience required, as is experience working with individuals of various cultural backgrounds. The successful candidate will possess excellent critical thinking and interpersonal skills, the ability to speak and write clearly and effectively, and the desire to work in a shared governance environment. Experience in higher education administration and demonstrated familiarity with federal and state anti-discrimination laws preferred. Experience in developing and implementing programs and workshops and/or grant-writing a strong plus. Applicant must understand diversity issues, be self-motivated, and able to work independently. Salary will be commensurate with qualifications and experience. Screening of applications will begin immediately and will continue until the position is filled. To apply, submit a letter of interest, resume, and list of four references to: **Dr. Ellen Zinner, Chair of the Special Assistant Search Committee, Office of the President, 1101 Camden Avenue, Salisbury State University, Salisbury, MD 21801.** Salisbury State University is a selective, comprehensive, 6400-student institution within the University System of Maryland. The University is close to ocean beaches and the Chesapeake Bay and 2-3 hours from the metropolitan areas of Washington, Baltimore, Philadelphia, and Norfolk. Salisbury State University has earned significant national attention for its academic programs in recent years, including recognition in U.S. News & World Reports as one of the Top 10 regional universities in the North and inclusion in The Princeton Review's Best 331 Colleges. For additional information, see our website: www.ssu.edu. Salisbury State University is committed to employment equity and diversity in the workplace. We especially welcome and encourage applications from minorities, women, and persons with disabilities.

Our employment goals are to create a workforce from a variety of backgrounds and experiences that will strengthen the values of a diverse university community. Salisbury State University is an Affirmative Action/Equal Opportunity employer.

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IDAHO STATE UNIVERSITY

DEPARTMENT OF SPORT SCIENCE, PHYSICAL EDUCATION, AND DANCE

Pocatello, Idaho

POSITION: Assistant Professor Sport Science, PE and Dance

RESPONSIBILITIES: Physical Education teaching areas may include: history and philosophy of physical education, administration and leadership, and professional activity labs; related teaching areas may include: sport science, pedagogy, sport psychology, sport management, and/or aquatics.

REQUIREMENTS: Doctorate required (ABD accepted with completion date identified) for tenure track position; Masters degree considered (with doctoral latent) for non-tenure track instructor position designation.

For a complete announcement, information on salary/application process, see our website at www.isu.edu/departments/humanr or call 208-282-4828

Review of applications will begin March 30, 2001, and will continue until the position is filled.

Idaho State University is an AA/EOE.
Minorities and Women are encouraged to apply.

AUSTIN COMMUNITY COLLEGE

INSTRUCTIONAL DEAN

(Multiple Positions)

Austin Community College invites applications for multiple Instructional Dean positions. The Dean serves as the principal instructional administrator and ensures effective administration of those disciplines in his/her curricular areas. The Dean has college-wide responsibility for establishing and maintaining a teaching, learning and working academic environment. Submit a letter of interest, application or current resume, and copies of graduate transcripts to: Office of Human Resources, 6th Floor, 5930 Middle Fiskville Road, Austin, Texas 78752. An application can be downloaded from the ACC website, **http://www2.austin.cc.tx.us/hr.**

The Dean also:

- Works in concert with Associate Deans, Departmental Task Force Chairs/Program Coordinators in addressing student and faculty issues
- Provides leadership in developing, implementing and maintaining curricula that responds to community needs, prepares students for success and meets the external accreditation requirements
- Supervises and evaluates Departmental Task Force Chairs/Program Coordinators
- Demonstrates the ability to build consensus and achieve collaborative outcomes
- Oversees hiring committees and recommends full-time faculty appointments
- Demonstrates strong leadership and teambuilding skills.

Position Openings:

Dean of Applied Technology, Multimedia and Public Services
Dean of Arts & Humanities
Dean of Business Studies
Dean of Communications
Dean of Computer Studies and Advanced Technology
Dean of Health Sciences
Dean of Mathematics and Sciences
Dean of Social & Behavioral Sciences

For extensive position descriptions log onto **http://www2.austin.cc.tx.us/hr/**
ACC is an Equal Employment Opportunity Employer

DARTMOUTH COLLEGE

ASSISTANT/ASSOCIATE GENERAL COUNSEL

Dartmouth College seeks an attorney with at least four years' experience for position of Assistant or Associate General Counsel. Position will provide legal guidance and representation in a broad range of areas including business transactions, student affairs, employment law, sponsored research, intellectual property and technology transfer, regulatory compliance, and litigation management. Requirements include strong academic background; excellent analytical, writing, advocacy, problem-solving, case management, and client communications skills; ability to work effectively with diverse client representatives in a complex environment; and demonstrated judgement and discretion. Appointment at Assistant or Associate General Counsel level will be made on the basis of experience and qualifications. Please send cover letter, resume, and names, addresses and telephone numbers of three references in confidence to:

Search Committee
Office of the General Counsel
Dartmouth College
Box 6002
14 South Main Street, Suite 2C
Hanover, New Hampshire 03755

Dartmouth College is an Affirmative Action/ Equal Employment Opportunity Employer. Women, minorities, qualified persons with disabilities and disabled and Vietnam-era veterans are encouraged to apply.

SCC
SEMINOLE COMMUNITY COLLEGE

Faculty

Serving nearly 30,000 students
Located just north of Orlando, Florida

SCC is recruiting for the following full-time tenure-track faculty positions:

Arts & Sciences
Art
Biology
Humanities
Economics
History

Career Programs
AutoCad
Automotive
Program Mgr/ Child Development
Program Mgr/ Criminal Justice
Interior Design
Legal Studies

Technical
Program Mgr/Computer Programming & Analysis
Internet Technologies
Multi-media
E-Business Programming & Analysis
E-Business Technology
Project Manager
Computer Programming & Analysis

Adult Education
AHS - Biology
AHS - Language Arts/Reading
AHS - Social Science
Adult Basic Ed/GED Learning Disab.
ESOL

To request a job announcement and application requirements, use the website **www.seminole.cc.fl.us, FAX 407-328-2425, or e-mail hr@mail.seminole.cc.fl.us.** Application screening will begin March 29, 2001. Applications received after that date will be reviewed as necessary. Some positions contingent upon funding. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law. *EA/EO*

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COLGATE UNIVERSITY
Hamilton, New York

Director of Communications

Colgate University invites expressions of interest in the position of director of communications to manage the college's public information, publications and public relations programs.

Located in the Village of Hamilton in the Leatherstocking region of upstate New York, Colgate is a highly selective, coeducational, residential, liberal arts college of 2,700 undergraduates with a small graduate program. Colgate's financial position is strong, its campus is widely regarded as one of the most beautiful in the nation, and the college is generally considered among the top twenty small colleges in the country.

Reporting to the Office of the President, the director of communications will have overall management responsibility for efforts that advance Colgate's reputation among its most important publics. As a member of the president's senior staff, the director will provide public relations counsel to the members of the senior administration and participate in planning and communicating college initiatives.

Specifically, the director coordinates and oversees staff efforts that provide media relations; public information elements of the university web-site; a bi-monthly periodical; design and editorial support for a variety of regular and one-time publications; and photographic support for public information/publications. The director also has policy responsibility in the area of athletic communications for the university's Division I athletics program. The director will collaborate with the vice president for university relations and the dean of admission on communications that support student recruitment, alumni communications, and fundraising.

The successful candidate will have a proven record for creative and collaborative management of an effort that has advanced the reputation of an enterprise that is comparable to a national college or university. She or he will have extensive writing and editorial background, a working knowledge of publication production, and experience with the various media that are enlisted in college advancement today. A minimum of a bachelor's degree and five years professional experience is expected.

Review of background materials will be confidential and will continue until a qualified candidate is hired. Reply with a letter, resume, and selected work samples to:

Director of Communications
Colgate University
c/o EDUCATIONAL MANAGEMENT
NETWORK/WITT/KIEFFER
attn: Nancy A. Martin or Jane E. Courson
98 Old South Road
Nantucket, MA 02554
colgate@emnemn.com

Colgate University is an Equal Opportunity/ Affirmative Action employer.

The Evergreen State College

Dean of Enrollment Services for The Evergreen State College, Olympia, WA. Provide visionary leadership to the offices of Admissions, Financial Aid, Student Employment, Part-time Studies Outreach, and Registration and Records in a progressive, public liberal arts college; work collaboratively with offices and committees that provide support and services to forward the mission of Enrollment Services and the College in a time of growth, commitment to diversity, technological challenges and student financial need. The Evergreen State College is located in the state capital of Olympia, WA. Since opening its doors in 1971, Evergreen has earned a national reputation for leadership in developing innovative interdisciplinary, collaborative, team-taught academic programs. The college enrolls more than 4,000 students, including approximately 260 graduate students.

Applicants must have a master's degree; three years of progressive responsibility within a college or university at the director, assistant dean or associate dean level; three years of supervisory experience of full-time professional and support staff; demonstrated ability to recruit students; and demonstrated experience collaborating with financial aid or registration and records in a college setting.

Review begins March 16, 2001. For application materials, contact: **Human Resource Services, The Evergreen State College, Olympia, Washington 98505; Telephone: (360) 867-6361 (voice); (360) 867-6695 (TTY); Internet: http://www.evergreen.edu.**

An Equal Opportunity, Affirmative Action Employer

ORANGE COAST COLLEGE

DEAN OF PHYSICAL EDUCATION

Orange Coast College (OCC), one of the largest and most beautiful community colleges in the United States, is accepting applications for the Dean of Physical Education and Athletics. Located in sunny So. California, OCC is the college of choice for over 23,000 students a year and is a place of excellent programs, distinguished faculty and outstanding student leadership. Athletics are an important part of the OCC picture as evidenced by an unprecedented 18 consecutive conference sports supremacy awards.

The successful candidate for this position will coordinate the Divisions's semester schedules, provide instructional resources within budget, oversee implementation of current employment contracts and assist in the communication, promotion, and publicity of the Division's programs.

This position pays up to $91,899 per annum plus excellent health, retirement and paid-time-off benefits. The District also offers a monthly mileage allowance and an annual stipend for possession of an earned Doctorate from an accredited institution. Interested persons should contact the District Personnel Office listed below to request an application packet, please reference Job #15-O-02. The closing date for this search is March 15, 2001. Resumes will not be accepted in lieu of District application.

Coast Community Colleges
1370 Adams Avenue
Costa Mesa, CA 92626
(714) 438-4714
www.cccd.edu
Equal Opportunity Employer

Bellevue Community College

Bellevue Community College
3000 Landerholm Circle, SE
Bellevue, WA 98007-6484

Bellevue Community College is committed to increasing cultural diversity among its professional staff. Applicants with multicultural experience and/or backgrounds, which will add cultural richness and diversity to Bellevue Community College, are encouraged to apply.

THE COLLEGE:
Bellevue Community College is a comprehensive two-year college located about 10 miles east of Seattle, Washington, between Lake Washington and the Cascade Mountain foothills. The college enrolls more than 21,000 students (9,500 FTEs) annually. It offers both college transfer and occupational programs. It maintains strong ties with local business, industry, and the City of Bellevue, and is continually expanding its services in this rapidly growing district. BCC is recognized nationally for its leadership in faculty professional development and professional/technical education. In its October 15, 1998 issue, Rolling Stone magazine included Bellevue Community College in its listing of "ten of the best" community colleges in America," largely because of its high-quality digital technology programs.

Art Instructor
English Instructor
IT/Programming Instructor
IT/Networking Instructor
Media Communication and Technology Instructor (2 positions)
Meteorology/Oceanography Instructor
Political Science/International Studies Instructor
Spanish Instructor

To request application materials contact Jobline (425) 564-2082 or jobs@bcc.ctc.edu. We are unable to send or accept electronic applications or resumes. For announcement details visit our website at www.bcc.ctc.edu/joblist. Only completed application materials will be accepted.

Bellevue Community College is an Equal Opportunity Employer and operates under an Affirmative Action Plan, in accordance with applicable federal and state laws and regulations. The college strongly encourages all qualified applicants to apply. We hire only U.S. citizens and lawfully authorized workers.

Bellevue Community College complies with the Americans with Disabilities Act. Applicants with disabilities who require assistance with the recruitment process may contact (425) 564-2274 or leave a TDD/TTY message at (425) 564-4184, by the application closing date.

Full-Time faculty must become members of the Bellevue Community College Association of Higher Education union or pay a representation fee to the Association within 30 calendar days after date of hire.

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SOCIAL SCIENCES

MILLS COLLEGE PUBLIC POLICY MAJOR PROGRAM DIRECTOR

Mills College is seeking qualified applicants for the position of Director of a Public Policy program within the Division of Social Sciences, including a new Public Policy major and minor at the College. The position entails the following functions and responsibilities:

1. Active leadership in the development of the major and minor -- including promoting new courses and technologies where needed, fostering enrollment growth in the program, and cultivating new connections between the major and minor and existing programs at the College;

2. Teaching at least two courses in the policy program -- an analytic methods course and a course devoted to a substantive area of public policy;

3. Serving as faculty advisor to students in the major and supervising the senior projects undertaken by students in the major;

4. Seeking grants and outside funding to support the program;

5. Overseeing the student internship program, including developing new internship possibilities for students in governmental and non-profit organizations, and serving as faculty supervisor for many of these internships;

6. Planning and organizing an annual speakers series in support of the major;

7. Working with faculty to identify and invite visiting faculty fellows to participate in Mills public policy program;

8. Representing the policy program to potential donors, speakers, internship sponsors and student applicants outside the College.

Preference will be given to applicants with a Ph.D. in the social sciences. Applicants should have a distinguished record of teaching, social science research and/or participation in the policy-making process. Applicants should have a familiarity with a substantive area of policy-making and American or comparative policy-making institutions.

The position of Director will be a full-time position, with a three-year contract, with the academic rank of full or associate professor, depending upon qualifications. The contract is renewable, depending upon the needs of the College and the performance of the Director.

Submit letter of application, C.V., evidence of teaching effectiveness and scholarly activity as well as the names of three references to Dr. Marianne Sheldon, Dean of the Division of Social Sciences, Mills College, Oakland, CA 94613.

Applications are due by March 30, 2001, but will continue to be accepted until the position is filled. Located in the San Francisco Bay Area, Mills is a selective liberal arts college for women, with coeducational graduate programs. See www.mills.edu for more information on the College. Persons of color and those committed to working in a multicultural environment are encouraged to apply.

MILLS COLLEGE
Oakland, CA

AA/EOE

The University of Texas
Pan American

SEARCH EXTENDED

DEAN
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences consists of five departments: Criminal Justice, Military Science, Political Science, Psychology-Anthropology and Sociology. The College offers five bachelors and four masters degree programs. The Dean, who must have an earned doctorate in one or the disciplines represented by the College departments, is the chief academic leader for the College and is responsible for the daily operation of all College functions. Candidates should be tenureable at the professor rank in one of the disciplines represented by the College departments. Candidates must have at least five years of academic administrative experience, excellence in teaching, leadership ability, a record of scholarly activity, and experience in budget management. Candidates must have experience in faculty development and evaluation, curriculum development, fundraising, and new degree implementation. The college is especially interested in candidates who have demonstrated competence in grantsmanship, research, and graduate degree development. Experience in distance education/web-based learning, student recruitment and retention, student improvement and academic achievement, and teacher preparation desirable. The University of Texas-Pan American is located in South Texas, 10 miles from the U.S./Mexico border. The University has an enrollment of 12,500 students of which 87 percent are of Hispanic origin. Candidates should have a demonstrated interest in multicultural issues and experience with consensus-building among various groups in an academic setting. Applications and nominations for this position are open until filled. **Review of applications will begin March 3, 2001 with an expected appointment date of July 2001. Please send applications and nominations to: The University of Texas-Pan American, c/o Office of the Provost, 1201 W. University Drive, Edinburg, Texas 78539.** Your application should include a letter of interest, current vitae, sand a list of five references. Letters of reference will be requested at a later date. (POO/01-56)

EEO-AA employer, women, minorities, and persons with disabilities are encouraged to apply.

COMMUNITY
COLLEGES
OF SPOKANE

Community Colleges of Spokane invites applications for the following full-time, tenure-track faculty positions for the 2001/2002 academic year

Composition/Rhetoric and Literature Instructor, Spokane Falls Community College

Economics Instructor, Spokane Falls Community College

Librarian-Access Services, Spokane Community College

Literature and Composition Instructor, Spokane Falls Community College

Psychology Instructor, Spokane Falls Community College

Auto Collision Instructor, Spokane Community College

All faculty positions are open until filled, with review of applications beginning April, 2001. Current annual salary is $37,132, anticipated salary increase in September. Master's degree (except Auto Collision) required.

For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P. O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059** or access our Website at http://ccs.spokane.cc.wa.us. *AA/EOE*

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harrisburg area
community college

FACULTY 2001-2002

Harrisburg Area Community College (HACC) announces tenure-track positions available for 2000-2001. Believing a committed and diverse faculty to be the College's most important resource and teaching and learning its most important mission, the President and Board of Trustees seek to strengthen the institution by filling the full-time faculty positions listed below.

Established in 1964 as Pennsylvania's first community college, HACC is now a multi-campus institution offering a variety of degree, certificate and diploma programs that prepare students for the job market or continuing studies at a four-year institution. The college also plays a vital role in improving the quality of life in Central Pennsylvania by providing high-quality, low-cost educational opportunities, strengthening the local economy, training the region's workforce, and sharing our cultural and educational resources with the community to enable people to make the most of their potential.

The College's Wildwood Campus is located in Harrisburg; other campuses are located in Lebanon (35 miles from Harrisburg) and Lancaster (40 miles from Harrisburg), with the Gettysburg Campus located 42 miles from Harrisburg. Headcount enrollment (Fall credit) was 7,572 (Wildwood), 1,603 (Lancaster), 785 (Lebanon), and 614 (Gettysburg).

The College's priorities emphasize multicultural initiatives, workforce development, a strengthened student-centered learning environment, employee development and collegiality, and quality and consistency of standards. The College, a multi-campus institution with over 10,000 credit students, seeks enthusiastic faculty members who share a commitment to these beliefs and priorities.

TENURE-TRACK FACULTYPOSITIONS AVAILABLE

All positions require a related Master's degree as specified in position announcement materials (unless otherwise indicated), a demonstrated knowledge of and commitment to the community college mission, and active involvement in college/division committees and professional development activities. College teaching experience and knowledge of instructional technology are desirable. **Salaries are between $31,500 and $42,300 for 9-month positions and between $39,375 and $52,875 for 12-month positions based on experience and education.** All positions and salaries are pending Board approval. Excellent fringe benefits. **Application review begins March 26, 2001.** Position Identification Numbers follow each position title.

AVAILABLE JULY 1, 2001, 12-MONTH FACULTY POSITIONS

COUNSELOR, Lancaster Campus (110-109-298)
NURSING, Lancaster Campus (110-113-271)

AVAILABLE AUGUST 20, 2001, 9-MONTH FACULTY POSITIONS

COMPUTER INFORMATION SYSTEMS/
COMPUTER SCIENCE, Lancaster Campus (110-127-227)
EARLY CHILDHOOD EDUCATION,
Lancaster Campus (110-110-285)
HUMAN SERVICES, Lancaster Campus (110-112-294)
NURSING, Lancaster Campus (110-114-271)
READING, Lancaster Campus (110-111-224)
BIOLOGY/ENVIRONMENTALSCIENCE,
Wildwood Campus (110-129-261)
EDUCATION, Wildwood Campus (110-120-285)
MATHEMATICS,Wildwood Campus (110-117-257)
NURSING, Wildwood Campus (110-110-271)

AVAILABLE AUGUST 20, 2001, 12-MONTH POSITION

DEVELOPMENTALCOUNSELOR,
Wildwood Campus (110-121-298)

People of color and females are encouraged to apply.

Submit letter of interest, resume and unofficial transcripts to Harrisburg Area Community College, Office of Human Resources, (Indicate Position Identification Number), One HACC Drive, Harrisburg, PA 17110. Check our web site for more information.

AA/EOE

WWW.HACC.EDU

Cumberland county college

P.O. Box 517, College Drive, Vineland, NJ 08362-0517

Two Division Chairperson Positions Available July 1, 2001
Full-time, 12-month, Starting Salary Range $48,500 to $60,000
1. Math & Social Sciences Division
2. Humanities Division

Applications are invited for each 12-month position. These positions require well-developed expertise in administration, employee motivation and supervision, curriculum and instruction, professional development, counseling and community relations. The ability to serve a diverse student population and organize and focus resources toward the achievement of divisional goals and the college's strategic objectives is critical to success. Masters degree in one of the disciplines or curricula of the division applied for is required with four to ten years of relevant experience. Higher Education administration and teaching experience preferred. Qualified individuals should send a cover letter, current vitae, three professional references and e-mail address to either the **Division Chairperson Math & Social Sciences Search or the Division Chairperson Humanities Search, C/O Human Resources, Cumberland County College, PO Box 517, Vineland, NJ 08362-0517 by March 31, 2001.** Attractive benefits package and potential NJ College and University Homebuyers Program eligibility.

AA/EEO, women/minorities are encouraged to apply.

DIRECTOR OF STUDIES

Princeton University invites applications and nominations for the newly defined position of Director of Studies for each of the five residential colleges, which serve as the centers of residential life for all Princeton freshmen and sophomores.

Under the Office of the Dean of the College, the Director of Studies, in conjunction with the Dean of the residential college, has responsibility for the oversight of academic advising and the implementation of academic regulations for the approximately 450 freshmen and sophomores who live in each college. The Director of Studies advises individual students on their academic programs and works closely with faculty advisers in monitoring students' course selections and academic progress. Under the Office of the Dean of Undergraduate Students, the Director of Studies is responsible for the implementation of student life regulations, the adjudication of disciplinary sanctions for minor infractions of University rules of conduct, the promotion of community values, and the personal counseling of the undergraduates who live in the college. The Director of Studies works with college staff, including the Resident and Minority Affairs Advisers, to promote the Residential Education Program and other efforts that support undergraduate residential life. He or she collaborates closely in every regard with the residential college Dean, as well as with the residential college Master, who has overall responsibility for the college.

Applicants should have had experience in teaching and academic advising in a college or university, and should be familiar with a liberal arts curriculum. They should possess some knowledge of issues relevant to residential college life, and must be sensitive to the needs and concerns of a diverse student population. Excellent written and verbal communication skills and strong managerial skills are essential. Although this is a full-time position, there may be opportunities for some limited teaching in the appropriate academic department, the freshman seminar program, or the freshman writing program. A Director of Studies is expected to hold the Ph.D. degree in a discipline taught at Princeton.

Send curriculum vitae and names of at least three references to: **Princeton University, Office of Human Resources, One New South Req. 1363, Princeton, NJ 08544.** For full consideration, applications must be received by March 30, 2001. The positions will be available on or about July 1, 2001.

Princeton University

MT. HOOD COMMUNITY COLLEGE

Mt. Hood Community College is located in Gresham, Oregon, 15 miles from downtown Portland. Now in its 35th year, Mt. Hood Community College provides a rich array of programs and services at its 200-acre main campus, two satellite facilities and high schools throughout the district. Additional information about the College and application materials are available through our web site at www.mhcc.cc.or.us or by calling MHCC Human Resources at (503) 491-7200.

ADMINISTRATIVE AND FACULTY POSITIONS

The College is seeking candidates for the following administrative positions:

DEAN OF BUSINESS AND COMPUTER TECHNOLOGY - Master's degree in Business Administration, Computer Science, Marketing, or related field. Five years experience administering/managing a department or program assigned within the division. Three years experience teaching in division related programs at the post-secondary institution level, preferably community college.

DEAN OF LANGUAGE AND LITERATURE - Master's degree in English or related field. Five years experience administering/managing a department or program assigned within the division. Three years experience teaching English, Literature and Composition at the post-secondary institution level, preferably community college.

DEAN OF HEALTH, PHYSICAL EDUCATION, ATHLETICS, AND RECREATION - Master's degree in Physical Education, Recreation, Educational Administration or other appropriate area of specialization. Five years proven experience in the administration, supervision, or coordination of instructional programs typically found within health, physical education and/or recreation to include planning, budgeting and curriculum development. Two years (may be concurrent) experience in athletic management; additionally may include aquatics, intramurals and/or recreational programs. Preference: administrative and teaching experience in community college/higher education.

DEAN OF SOCIAL SCIENCES - Master's degree in the Social or Behavioral Sciences. Five years experience administering/managing a department or program assigned within the division. Three years experience teaching Social or Behavioral Sciences at the post-secondary institution level, preferably community college.

DEAN OF CAREER DEVELOPMENT SERVICES - Master's degree in Counseling, Student Personnel Administration, or related discipline. Five years proven experience in the administration, supervision and/or coordination of student development programs typically found within academic advising, counseling and career development, testing and assessment, disability services, etc. Previous experience administering or coordinating instruction programs. Demonstrated working knowledge of career development theory and practice, developmental advising theory and practice, testing, and student development and retention programs in a higher education setting.

These are annually contracted management positions. Salary range: $57,596 -$81,903. Compensation is commensurate with education and experience. Mt. Hood offers a comprehensive benefits package to provide employees and their families/domestic partners with a broad range of employer paid benefit options, including but not limited to: Medical, Dental, Group Life/AD&D, Long Term Disability, Vision, PERS, generous vacation/sick/personal leave accrual, and tuition waivers for employees, spouses/domestic partners and dependent children.

Positions will remain open until filled; complete application packets may be accepted until the position is filled, but those received by the screening date are assured consideration.

The following tenure track faculty positions are available for the 2001-02 academic year:

INSTRUCTOR OF CHEMISTRY - Master's degree in Chemistry or a master's degree in any discipline and 24 graduate level quarter hours in the primary instructional assignment or ABD with Ph.D. granted prior to Fall 2001.

INSTRUCTOR OF ANATOMY AND PHYSIOLOGY - Master's degree in Anatomy and Physiology or closely related field or master's degree in any discipline and 24 quarter hours of graduate credit in the primary instructional assignment.

INSTRUCTOR OF PSYCHOLOGY - Master's degree in Psychology or a master's degree in any discipline and 24 graduate level quarter hours in the primary instructional assignment.

INSTRUCTOR OF ENGLISH - Master's degree in English or Rhetoric/Composition, or MFA in Creative Writing. Two years of experience teaching composition at the college level.

Faculty positions are tenure track, 180 service day contracts (unless otherwise noted) beginning Fall term 2001. Salary range is $36,154 - $60,736 (academic year 2000-01). Compensation is commensurate with education and experience. Mt. Hood offers a comprehensive benefits package to provide employees and their families/domestic partners with a broad range of employer paid benefit options, including but not limited to: Medical, Dental, Group Life/AD&D, Long Term Disability, Vision, PERS, generous sick/personal leave accrual, and tuition waivers for employees, spouses/domestic partners and dependent children.

Faculty positions will remain open until filled; screening committee review will begin 3/19/01. Complete application packets may be accepted until the position is filled, but those received by 3/19/01 are assured consideration.

APPLICATION PROCESS: To apply contact **Mt. Hood Community College, Human Resources Office, 26000 SE Stark St., Gresham, OR 97030 (503)491-7200, FAX (503)491-7257, TDD (503)491- 7282, e-mail: hr@mhcc.cc.or.us.** Application materials are available on the College website: **www.mhcc.cc.or.us**

Mt. Hood is an Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF
WISCONSIN
MADISON

ASSOCIATE DEAN OF STUDENTS

UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison invites applications and nominations for the position of Associate Dean of Students. As the senior deputy for the Dean of Students, the Associate Dean shares a leadership role in fostering the creation and maintenance of a multiculturally competent and diverse institution that addresses the concerns of students in a compassionate manner, honors the contributions of a variety of student populations and assists students to realize their academic, civic and personal potential. With a budget of approximately $9.5 million, the 55 Dean of Students staff provide information and ombuds services; welcome and orientation programs; support for students with disabilities; assistance to international students; programs for students of color; assistance to gay, lesbian and transgender students; non-academic and academic student misconduct code administration; and advising/training for student organizations including the student arm of the UW's shared governance system.

The Associate Dean co-facilitates shared processes with the Dean to reflect and renew priorities and effectiveness of Dean of Students programs; assists Dean to directly supervise assistant dean and director staff; mentors and designs professional development opportunities for Dean of Students divisional staff facilitates collaborative relationships among student affairs/services, students, academic programs, faculty/staff; and collaborates with other campus units to enhance the undergraduate and graduate experience on campus. He or she also oversees the internal operations of the central Dean's office in the provision of ombuds services, crisis response coordination and follow-up, administration of the student misconduct processes and consultation assistance to faculty/staff on student issues; collaborates with the Dean to facilitate the development of seamless, holistic and multiculturally competent learning environments for all students; represents the University in a public role; interprets University policy with campus and community constituents; shares in the central leadership of the University; facilitates program development, program assessment and fiscal development; and other duties as assigned.

Major requirements for this position include a strong theoretical and practical understanding of student development, student cultures and organizational development in student affairs; a minimum of 7 years of progressively responsible administrative experience in student affairs, student services or related area; and at least a Masters degree in student affairs, higher education or related area. (A completed PhD is preferred.) Candidates should possess a proven record in the art of supervision and leadership, program development and assessment, fiscal development, facilitation of shared decision making and problem-solving, and collaboration with faculty and staff to maintain and improve the quality of undergraduate and graduate student services. The position also will require demonstrated ability to respond to student needs effectively and compassionately; and the ability to work effectively with individuals and groups from a variety of identities, cultures, backgrounds, and ideologies as well as personal and social orientations.

Applications must be received by April 2, 2001 to ensure consideration. Later applications may also be considered. Applicants should include a current resume or vita and a cover letter that addresses how their strengths match the requirements of the position; what they see as the challenges and opportunities of the position; and names and contact information for five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of finalists. Submit applications to:

Associate Dean of Students Search and Screen Committee
University of Wisconsin-Madison
75 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706-1380
Phone (608) 263-5700
Fax (608) 265-5646

The University of Wisconsin-Madison is an equal opportunity, affirmative action employer. Qualified women, persons of color, Vietnam-era veterans, those with disabilities, and gays and lesbians are encouraged to apply.

George Mason University

GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education at George Mason University is a dynamic professional school committed to excellence in teaching, research, and service, especially through collaborative field-based programs and initiatives with schools, businesses, and community agencies. Just 16 miles west of Washington D.C. in Fairfax, Virginia (with additional programming at the University's Arlington and Prince William campuses), George Mason University - a state-supported institution enrolling 24,000 students - is located in a region characterized by excellent K-12 schools, leadership in technology, and rapid growth in the size and diversity of its population. The Graduate School of Education thus provides an ideal site for educational researchers and scholar-practitioners with an applied, collaborative orientation and an interest in preparing education professionals for the challenges of the 21st century.

In recent years the Graduate School of Education has experienced accelerated growth and has emerged as one of the nation's top 50 Ed Schools (US News and World Report rankings) by attracting a diverse blend of experienced and newer faculty to work in an environment that values equity, intellectual creativity, strong faculty governance, and opportunities to affiliate with multiple programs. The School is now seeking to add to its roster of 80 full-time faculty by filling eight faculty vacancies (six funded, two pending funding) in its state-approved and NCATE accredited teacher education, school and agency counseling, and education leadership programs. All positions are tenure-line, rank open, with an initial start date of **August 25, 2001.** Consistent with School and University priorities in technology and diversity, preference will be given in each search to candidates who are experienced in applying and using educational technology and who can demonstrate expertise in training education professionals for multilingual and multicultural environments. Applications from women and minority candidates and persons with disabilities are especially encouraged.

Applicants should send a letter of interest highlighting their qualifications, a current vita, and the names, addresses, and telephone numbers of three persons who can serve as references upon request. Inquiries and application materials should be addressed to: **Martin Ford, Acting Dean, MSN 2F1, Graduate School of Education, George Mason University, 4400 University Drive, Fairfax VA 22030-4444.** Please clearly indicate the position you are applying for in your cover letter.

Review of applications will begin on **March 26, 2001** and will continue until the positions are filled. George Mason University is an equal opportunity, affirmative action employer committed to meeting the needs of its increasingly diverse student body through appropriate personnel selection practices and procedures.

Education Policy

Experienced scholar with broad experience in K-12 education needed to initiate a new Center on Education Policy and to help the Graduate School of Education faculty and administration respond to inquiries from the media, government, and community leaders. Research focus and teaching assignments may be in any area of specialization. Earned doctorate and an established record of significant contributions to the education profession required.

Education Leadership

Distinguished group of scholar-practitioners seeks to strengthen the research base and teaching capabilities for its rapidly growing field-based program. Responsibilities include teaching courses for prospective school leaders, supervision of administrative interns, and advising of Master's and doctoral students. Earned doctorate and recent practitioner experience in school administration required. University teaching experience and an established or very promising record of scholarship desirable.

Educational Psychology

Active scholar with focus on cognition and learning and/or psychometric methods (especially as they relate to high-stakes assessment) needed to help initiate a new degree program in Educational Psychology. Responsibilities include teaching and advising at the Master's and doctoral levels, conducting and disseminating research, and collaborating with other GSE faculty in program development activities. Earned doctorate required. Qualifications in more than one area of expertise, university teaching experience, and an established or very promising research funding/publication record desirable.

Counseling and Development

Nationally recognized program seeks to further strengthen its research and teaching capabilities. Earned doctorate required. Emphasis on community agency counseling and experience working with schools and at-risk youth preferred. Applicants must demonstrate potential for excellence in scholarship and teaching; a strong commitment to the mission of the counseling and development program, which focuses on cultural diversity, social change, advocacy, and leadership; and active support for a professionally collaborative approach to teaching, research, and service.

Secondary Education Program Coordinator

Provide leadership for a dynamic middle/secondary education program emphasizing reflective practice, integration of technology, collaboration, and meeting the needs of diverse learners. Responsibilities include teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs and conducting and disseminating research. Earned doctorate required. Experience in faculty leadership, recent work in diverse public school settings, experience with school/university partnerships, teaching experience in grades 6-12, university teaching experience, and an established or very promising record of scholarship desirable.

Elementary Education Program Coordinator

Provide leadership for an innovative early/elementary education program emphasizing reflective practice, integration of technology, collaboration, and knowledge in the content disciplines. Responsibilities include teaching and advising in graduate level pre-service, advanced Master's, and doctoral programs; work in Professional Development Schools and other field-based initiatives; and conducting and disseminating research. Earned doctorate required. Experience with diverse populations, commitment to an interdisciplinary approach, recent work in public school settings, teaching experience in grades PK-6, university teaching experience, program leadership experience, and an established or very promising record of scholarship desirable.

Special Education

Specialists in ED/LD, severe, and/or assistive technology needed to join a core group of nationally prominent senior scholars in special education and human disabilities. Responsibilities include teaching and advising at the Master's and doctoral levels, securing external funding, conducting and disseminating research, and collaborating with other GSE faculty in model programs integrating general and special education. Earned doctorate in special education or related field and two years experience working with children and youth with disabilities required. Qualifications in more than one area of expertise, university teaching experience, and an established or very promising research funding/publication record desirable.

Multilingual/Multicultural Education

Nationally recognized teacher preparation program seeks a faculty member who can translate the ESL research base into effective teaching practices that reflect current trends and innovations in the field. Responsibilities include conducting and disseminating school-based research and teaching courses in ESL teaching methods, curriculum development, and reading and writing, especially in the content areas. Earned doctorate and at least three years of PreK-12public school teaching required. Experience working with special needs and non-literate learners and promising research funding/publication record desirable. Strong evidence of interactions with U.S. public school teachers and students preferred, including classroom teaching, curriculum development, program development, and teacher training in ESL. Applicants must be bilingual or multilingual in Spanish and/or Asian languages.

University at Buffalo
The State University of New York

Vice President for Development and Alumni Relations

The University at Buffalo, one of America's major public research universities and the largest campus in the 64-unit State University of New York system, invites applications and nominations for the position of Vice President for Development and Alumni Relations.

Reporting to the President, the Vice President for Development and Alumni Relations serves as the university's senior officer for development and alumni relations, fostering a climate for philanthropy among UB's senior administrators, faculty, alumni and friends. The Vice President provides leadership to a staff of over 100 – working in alumni relations, major gifts, corporate and foundation relations, annual giving, planned giving, development communications, prospect research, donor relations, and 13 school-based development programs.

The University at Buffalo, which has an enrollment of approximately 16,000 undergraduate and 8,000 graduate and professional students, is a member of the Association of American Universities. UB's 168,000 alumni live in all 50 states and more than 100 foreign countries; the university is expanding its network of regional, national, and international alumni chapters. Currently in the public phase of a fund-raising campaign that will conclude in 2003, the University at Buffalo has experienced significant growth in its fund-raising operation in recent years.

We seek an experienced, dynamic, imaginative individual with extensive development and management experience who can communicate well with UB's diverse audiences. Substantial professional experience in fund-raising is required, with considerable experience in a large university setting preferred. Salary is very competitive, commensurate with qualifications and experience. Expected starting date is on or before June 1, 2001.

The Buffalo metropolitan area is a dynamic community with a population of 1.2 million. Located on the U.S.-Canadian border and Lake Erie, the region has excellent schools, a rich cultural life encompassing both the arts and professional sports, superb recreational facilities ranging from skiing to sailing, and very affordable housing.

Please direct inquiries, nominations, and applications to the consultants assisting the University at Buffalo with this search:

Ms. Lucy A. Leske
Educational Management Network
98 Old South Road
Nantucket, MA 02554-6000

lleske@emnemn.com

[illegible]

DIRECTOR OF DEVELOPMENT AND EXTERNAL AFFAIRS

MC
CM

The Michael C. Carlos Museum (MCCM) at Emory University announces a position opening for a Director of Development and External Affairs. The director will report to the Director of the MCCM and to the Associate Vice President for University Development. As the chief fund raising officer for the MCCM, the director of development is responsible for overseeing the identification, cultivation, solicitation, and stewardship of major gift donors, individuals, corporations, and foundations. The ideal candidate should have experience with capital campaign planning and execution, and an appreciation of the role the arts play in the life of a university. In the area of external affairs, the director will oversee public relations, marketing of special events, and the MCCM membership program. The director for External Affairs will also work closely with the MCCM Director to guide and develop the board of directors. The ideal candidate will have at least five years of increasingly responsible levels of fund raising and staff management experience; effective communication skills, both oral and written; and an understanding of the arts. Experience in higher education a plus.

Send nominations and applications for both positions to: *Alicia A. Franek, Associate Vice President for University Development, Emory University, 209 Administration Building, Atlanta, GA 30322; FAX: 404-727-4482; or Email to: dlothes@emory.edu. All Email submissions must have résumé attached in MSWord97 compatible format only.* An Affirmative Action/Equal Opportunity Employer.

www.emory.edu

EMORY
UNIVERSITY

University of San Diego

Associate Vice President for Human Resources

The University of San Diego is seeking an Associate Vice President for Human Resources. USD, an independent Catholic university located on 180 acres overlooking San Diego's Mission Bay, is committed to a values-centered, liberal arts education, and enrolls approximately 6,600 undergraduate and graduate students in five colleges and schools (Arts and Sciences, Business, Education, Nursing, and Law). USD seeks gender, cultural, and ethnic diversity in its administration, faculty, staff, and student population.

The Associate Vice President for Human Resources, managing a total staff of 23, serves as the chief human resources administrator and works under the general supervision of the President, operationally reporting to the Vice President for Finance and Administration. This executive plans, organizes, directs, and controls the development, administration, and direction of the University's human resource function including employee relations, payroll, personnel record-keeping, training, benefits, risk management, employment staffing, and compensation. This individual will be a leader with a contemporary vision for human resources in higher education and will develop a long-range plan and implement strategies to guide the Department and the University over the next decade.

We seek a professional with at least seven years of experience at a senior level in human resources, preferably in higher education. Must be a broad based generalist with proven management and leadership capabilities. Must have a proven ability to efficiently and effectively administer a human resources information system. Recent experience implementing an HRIS is strongly preferred. We offer a competitive salary and excellent benefits package. Interested professionals should send a resume to our executive search firm: **Gary Kaplan & Associates, Attn: Stacey Meyer, Vice President, 201 South Lake Avenue, Suite 600, Pasadena, CA 91101; or fax to (626) 796-1003; or e-mail to smeyer@gkasearch.com.**

Director, Environmental Health Sciences Center

Oregon State University

Oregon State University invites nominations and applications for the position of Director of the Environmental Health Sciences (EHS) Center. Funded by an NIEHS Center grant of approximately $1 million in annual direct costs, this 34-year-old Center is internationally recognized for expertise and research programs of 25 EHS Center faculty members. The EHS Center is a national resource for multidisciplinary approaches to problems in human environmental health. Details on this EHS Center's activities are available on its website at http://www.ehsc.orst.edu. The Director will hold a 1.00 FTE twelve-month appointment (0.60 FTE as director; 0.40 FTE in an academic department) with a nine-month tenure commitment at the rank of professor within an academic department and college that is appropriate to the appointee's background.

We are looking for a well-established scientist to provide scientific and administrative leadership for the EHS Center within the policies of NIEHS and Oregon State University. A distinguished record of scholarly accomplishment and leadership is required for continued program development and EHS Center support. The Director must hold an M.D. or Ph.D. degree in physical or life science and have research and teaching experience related to environmental health sciences.

Nominations should include name and address of the nominee and a letter addressing the qualifications of the individual. Applicants should submit a letter of interest, a resume, and request three letters of reference be sent to:

Dr. Lawrence R. Curtis, Chair
EHS Center Director Search Committee
Department of Environmental and Molecular Toxicology
Oregon State University
1007 ALS Building
Corvallis OR 97331-7301
E-mail: Larry.Curtis@orst.edu

Review of applicants will begin on April 16, 2001, and the position shall remain open until filled. The position is available July 1, 2001.

OSU is an AA/EEO employer and has a policy of being responsive to dual-career needs.

Empire State College

State University of New York

Coordinator of Instructional Design and Curriculum Development

SUNYEmpire State College is a national leader in non-traditional education with a mature distance learning program established in 1979 and located in Saratoga Springs, New York. The college is grounded in the approach that education begins with the goals and interests of its adult students. The Center for Distance Learning provides courses and complete undergraduate degrees. The Center coordinates 11,000 course enrollments a year using Web-based delivery and print-based course packages for adult learners. Ten faculty administer the design of courses with 160 adjunct faculty and the coordinator assists these faculty in instructional design for web courses and adapting and using new technologies. The coordinator will also assist with curriculum development and procedures. We seek an educator with higher education teaching experience, as well as familiarity with designing, developing, teaching and evaluating asynchronous computer-mediated courses. Ph.D. in a related field is preferred, but persons with a master's degree and substantial related experience will also be considered. Experience in several of these areas: faculty development; curriculum design; instructional design, quality review; use of technology for asynchronous delivery; and some Internet programming language and Internet-based communications. A demonstrated a record of innovation and success in design and delivery will be expected to keep current with new technological developments in the field of distance education methodology and technology.

Anticipated hire date: 6/1/01 or after. Review of applications begins 4/2/01and continues until position is filled. Letter, resume, and names and telephone numbers of three references to: **Bernice Kennedy, Search Committee Coordinator, Center for Distance Learning, SUNY ESC, 3 Union Avenue, Saratoga Springs, NY 12866. FAX: 518 587-2660, Bernice.kennedy@esc.edu.**

ESC is an AA/EO employer, is committed to excellence through diversity.

BEST COPY AVAILABLE

KUTZTOWN

Kutztown University enrolls approximately 8,200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. As a state regional university, Kutztown University is committed to serving the multicultural populations in its region. The University is very interested in employing faculty who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan area.

Associate Provost and Dean of Graduate Studies & Extended Learning

Kutztown University invites nominations and applications for the position of Associate Provost and Dean of Graduate Studies & Extended Learning. This management position reports directly to the Provost and Vice President for Academic Affairs. Responsibilities include supervision of staff and leadership for the graduate studies and extended campus. This person will provide leadership; for graduate education, for faculty in delivery of graduate education offerings in innovative formats, for the extended campus, and for the International Studies program, and will oversee the Division of Academic Affairs, Performance Outcomes Plan, and program review process. Additionally, the successful candidate will collaborate with faculty and university offices to enhance the use of technology and distance education offerings and programs. **Qualifications:** Doctorate in suitable discipline required, significant years as a university faculty member and significant years experience as an academic affairs administrator. Desired experience includes graduate recruitment and retention, extended education, international studies, and strategic planning, budgeting and accreditation. Successful interview and demonstration of ability are required. Review of application will begin **March 16, 2001** and continue until position is filled. No fax or electronic mail applications. Submit letter of interest, vitae, names, addresses, email, telephone number of at least five professional references to: **Acting Dean Sandra Hammann, College of Graduate Studies, Kutztown University of Pennsylvania, P O Box 730, Kutztown, PA 19530.**

Assistant to the President for Enrollment Management

The Assistant to the President for Enrollment Management reports to the President, is a Cabinet level staff position, and is responsible for the development and coordination of the University's enrollment management program, policies and procedures, which crosses divisional lines into admissions, financial aid, scholarship administration, housing, student retention and advising functions and is responsible for working with the faculty and staff to create a positive enrollment management environment throughout the university. The responsibilities include developing and implementing strategic and operational enrollment management plans, strategies, priorities, and assessment. .A master's degree with experience in an enrollment management environment and a thorough knowledge of strategic enrollment management principles and the abilities to apply them effectively in a highly competitive market are required. An understanding of technology applications in enrollment management, a commitment to diversity and the ability to work well with people are necessary characteristics. Marketing and research experience are desirable. Finalist candidates will be required to complete a successful on-campus interview. Candidates for the Assistant to the President for Enrollment Management must submit the following materials: a letter of application, resume and three current letters of reference. application materials should be addressed to **Mr. Richard Zera, Chair, Enrollment Management Search Committee, P O Box 730, Kutztown University of Pennsylvania, Kutztown, PA 19530.** Review of applications will begin on **March 23, 2001.**

Kutztown University of Pennsylvania is an
affirmative action/equal opportunity employer.
Women, minorities and the physically challenged are encouraged to apply.
A member of Pennsylvania's State System of Higher Education.

George Mason University

OFFICE OF UNIVERSITY DEVELOPMENT

DIRECTOR LEADERSHIP GIFTS

George Mason University is one of the nation's fastest growing universities with a student enrollment of nearly 25,000. As GMU heads into its first comprehensive fundraising campaign, the development team seeks applicants for the position of Director of Leadership Gifts.

The successful candidate will: provide leadership and coordination for the University's efforts to secure individual major gifts; cultivate, solicit and steward key prospects and donors; serve as primary staff support for the President of the University and the Vice President for leadership gifts solicitation; identify, recruit, train and manage high-level volunteers on the Campaign's Leadership Gifts Solicitation Team.

A minimum of five years of successful fundraising or equivalent professional experience is required. Experience should include direct cultivation, solicitation, and stewardship of individual prospects and donors. Preference will be given to candidates with higher education experience. Strong interpersonal, communication and organizational skills are required. Bachelor's degree required, advanced degree preferred. Salary will be commensurate with experience. Review of applications will begin on March 16, 2001 and continue until filled. Applicants should submit a cover letter and resume to:

CHAIR, SEARCH COMMITTEE, DIRECTOR OF LEADERSHIP GIFTS
GEORGE MASON UNIVERSITY
4400 UNIVERSITY DRIVE, MS 1A3
FAIRFAX, VA 22030-4444

GUILFORD TECHNICAL COMMUNITY COLLEGE

FACULTY VACANCIES FALL 2001

- Advertising & Graphic Design
- Agricultural Systems Technology (John Deere)
- Astronomy/Physical Science
- Audio Engineering
- Aviation Management & Career Pilot Technology
- Civil Engineer Technology
- Cosmetology - Dept. Chair
- Developmental Education - Dept. Chair
- Early Childhood Instructor/Project Coordinator
- English (2 positions)
- Information Systems (Programming)
- Information Systems - Dept. Chair
- Physics/Math
- Turfgrass Management Technology

- DEADLINE ON ALL POSITIONS: MARCH 30, 2001 OR UNTIL FILLED

For GTCC application and information on each position, visit our website at technet.gtcc.cc.nc.us/jobs/frame.htm or call (336) 454-1126/334-4822 ext. 2404

Guilford Technical Community College
601 High Point Rd.
Jamestown, NC 27282
EOE

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¡PUNTO FINAL!

THE LESSON

A graduate of the University of Puerto Rico, Norma Cano-Álvarez is an advisor-counselor for first-generation, low-income students at the University of South Florida.

Norma Cano-Álvarez was born in the small and rural city of Lorain, Ohio. Her parents had migrated there from Puerto Rico in the early '50s, when Ford Motor Company recruited men for its plant in Cleveland. Her father made a good living by today's standards, but had completed only the sixth grade and could not be promoted, despite his hard work. Her parents constantly stressed the importance of education in the United States. Her mother, fortunate enough to graduate from high school, spoke often to her daughters about going to college to become independent women, telling them that to be educated meant to be heard and seen, to make decisions without the authority of another, to not have to work in a factory where you are treated contemptuously because you barely speak English, as she had to do.

She went to school every day with gladness and enthusiasm, learned many things, met many people, saw many things she liked, and some she did not understand, among them, why certain students were whisked away to special classes–to flute or violin lessons, to French class. One day in fourth grade, her curiosity more than she could bear, she asked her social studies teacher, Mr. Brown, why those students were in special classes. "Because they are special," he said. And she asked, "What makes them special?" And he said, "Their grades."

She wondered why she, who had all As but for one B, wasn't considered special. The next morning, she asked Mr. Brown if she who had all As but for one B could take one of these special classes. He said, "No, you must be selected, and obviously you were not selected, so you were not invited." The girl walked away with so many questions in her head and in her heart.

Much later in life, during a class about issues in multicultural education, the girl learned that her treatment in school was an example of institutional discrimination. Because she was different–the only Hispanic girl in a fourth grade class–it was not believed that she could succeed in the special studies. The majority of the others were children of Polish immigrants. It was at that moment that she made the commitment to go to college and become a teacher–the best that she could be.

Many years passed, and the girl did become a teacher–a teacher of Spanish and English, the gift of communication. A teacher of the adoption process, helping people become parents. A teacher of interviewing skills, helping people get better jobs. And today she teaches first-year students to navigate the university bureaucracy, to reach for their own success.

She teaches, too, about her *cultura*–a culture so strong that even the bitterly cold Ohio winters could not weaken it. A favorite story is the Christmas tradition of the *parrandas*. In Puerto Rico during the Christmas holidays, people get together, with musical instruments, visiting family and friends until the wee hours of the morning. The *parranderos* are welcomed into homes to eat, drink, and dance. They invite their hosts to join them as they go on to the next home, and the next, sometimes into the following day. Imagine this tradition in a rural Ohio city with temperatures well below freezing and a foot of snow. Yet it was so important to carry on the *cultura*. She learned many important, significant *tradiciones* that live on because her *familia* was and is a strong *gente*.

Y mi punto final... We, you and I, as educators–Hispanic educators–try to reach and capture the spirit, *el alma*, of our students. We must teach them to value their culture and their language as the precious jewels that they are. Today, Norma is a happy, educated, independent woman who continues her parents' *lucha* for equality through education for all who want it. She has made her parents very proud.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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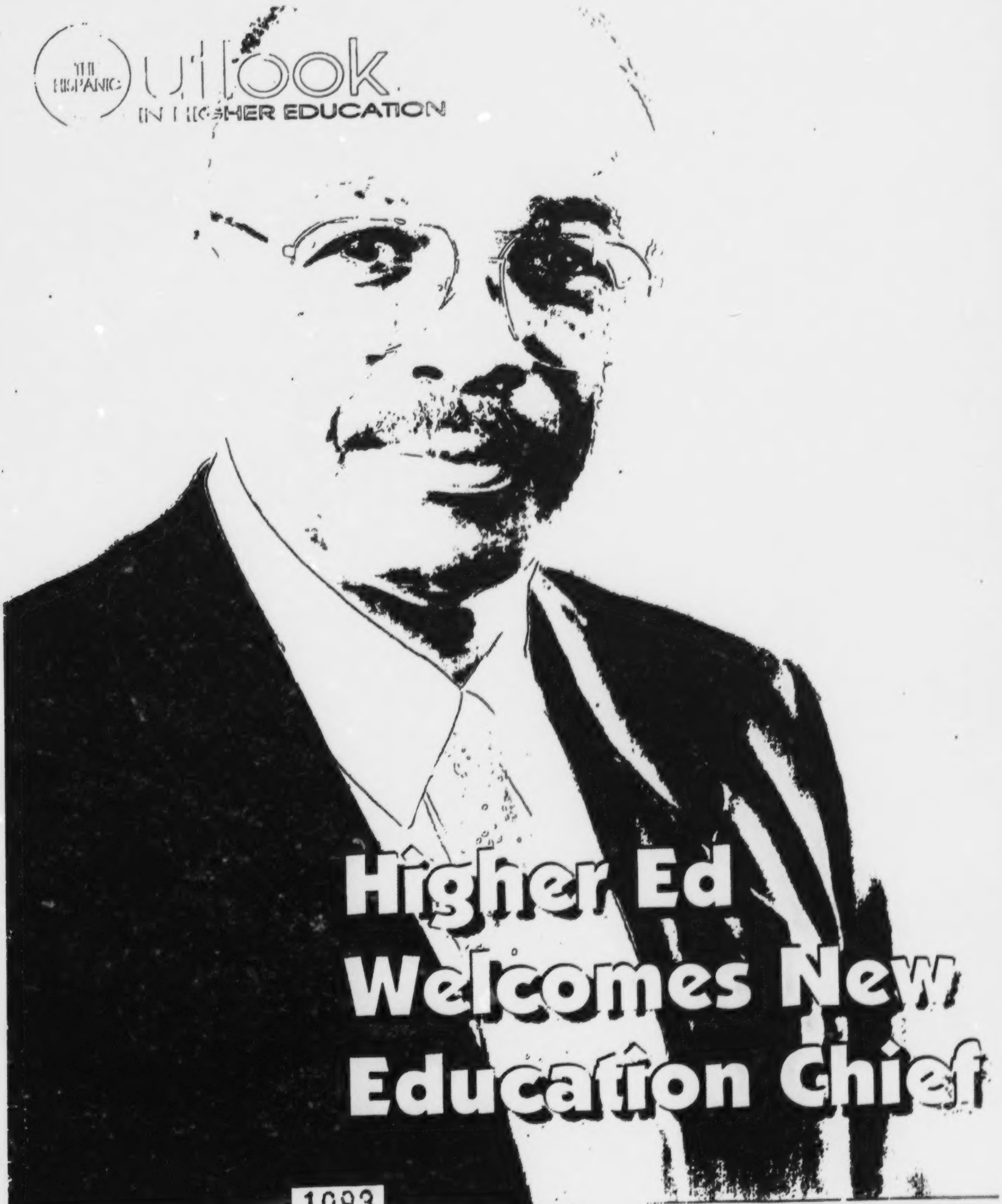

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The David Rockefeller Center

A Spanglish Dictionary

Alliance for Equity in Higher Ed

WCJC

Wharton County Junior College

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The Board of Trustees of Wharton County Junior College invites applications and nominations for the position of President. The President is the chief executive officer of the college reporting directly to a nine-member, publicly elected Board of Trustees.

WCJC is a public two-year, comprehensive community college established in 1946. Its service area covers Wharton, Ft. Bend, Matagorda, Colorado, and parts of Jackson and Austin Counties. The main campus is located 56 miles south of Houston, in Wharton, a rural community with a population of 11,000. WCJC has two campuses located in Ft. Bend County (one of the ten fastest growing counties in the U.S.), one in Sugar Land and a new campus to open this summer in Richmond. Academic, technical, continuing education and workforce development programs are offered to WCJC students. WCJC's 272 full-time faculty and staff are strongly committed to providing a quality, student focused learning environment to its 4,400 students.

Requirements:

1. Minimum of a master's degree from a regionally accredited institution of higher learning. (Photocopy of transcript conferring degrees must accompany application for employment.)

2. Minimum of six years of executive administrative experience in higher education, at the level of dean or above.

3. Integrity and highest ethical standards; outstanding communication skills; commitment to diversity.

4. To be able to apply, candidates should document a successful record of accomplishment in the following areas:

- **a.** Establishing productive partnerships with (a) business and industry; (b) public schools; (c) other institutions of higher education; (d) nonprofit and philanthropic organizations; (e) local, state, and federal agencies and elected officials; and (f) a diversity of community constituents (service organizations, chambers, economic development councils, and individuals).
- **b.** Improving an institution's financial resources through (a) additional revenue streams (noncredit workforce training, avocational offerings, credit programs), (b) acquiring and administering grants to improve services and operational efficiency, and (c) fund-raising for special projects and enhancement of ongoing activities and programs.
- **c.** Maintaining high standards of educational quality, while optimizing enrollments.
- **d.** Providing state-of-the art technological support, including distance education, for students, faculty, and staff.
- **e.** Providing effective facilities planning and management; maintaining and improving both instruction and non-instructional equipment.
- **f.** Improving salaries for faculty and staff.
- **g.** Maintaining a favorable working relationship with faculty and staff.

5. Letter of interest, not to exceed five pages, addressing the above items should be submitted with the official WCJC application for employment.

Search begins immediately. Prefer to fill the position during Summer 2001. Qualified applicants should submit a completed application packet to **WCJC Human Resources Department, 911 Boling Rd., Wharton, Tx. 77488** by 5:00 p.m. on April 10, 2001, to be considered for this position. To request application information, please consult our web site at **www.wcjc.cc.tx.us** or call us at (979)-532-6591.

WCJC is an equal opportunity employer

Santa Clara University

Department of Education

www.scu.edu

INSTRUCTIONAL TECHNOLOGY

The Santa Clara University Department of Education announces a tenure track faculty position in Instructional Technology to begin for the 2001-2002 academic year. The location of the University in the heart of Silicon Valley offers the person in this position a unique opportunity to be involved in "cutting edge" applications of technology to education. Responsibilities include teaching courses in the pre-service, in-service, and Master's level programs of the Department. The Department is currently developing a new Master's emphasis in Instructional Technology. The person fulfilling this role will be expected to take leadership in the implementation and advisement for this degree emphasis. In addition, the position offers an opportunity for successful candidate to be involved in the Center for Science Technology and Society. The focus of the center is on issues related to technology's impact on culture and learning in contemporary school, community, and organizational settings. Planning interdisciplinary symposia, supporting campus curriculum innovations and conducting action research projects with the Center is a possibility. The person in this role will be expected to follow the practitioner-scholar model. This person will contribute to a vibrant community of scholars, an integrated education, and the preparation of educational personnel in the Jesuit tradition of academic excellence, conscience, and compassion.

The University expects to appoint a tenure track faculty at the rank of *Assistant Professor*. The ideal candidate will have the following qualifications:

1. A doctorate in Instructional Technology, Educational Technology, Educational Psychology or a related field.
2. Successful K-12 teaching experience, preferably in a diverse educational settings.
3. Potential for an established research program in technology and education and for grant writing.
4. Preparation to teach graduate and undergraduate courses that focus on educational technology and curriculum design.
5. A strong commitment to community, schools, teachers, and students.

Send application to:

Dr. Tom Savage, Chair
Instructional Technology Position
Department of Education, 226 Bannan Hall
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-0201
Phone: 408-551-1787
Fax: 408-554-2392
E-mail: tvsavage@scu.edu

READING EDUCATION/DIRECTOR, READING CLINIC

The Santa Clara University Department of Education announces a tenure track faculty position in reading education. This person will teach in the teacher preparation program, assist in the development of a graduate program in reading and provide leadership in the development of a field-based reading clinic intended for university student clinicians to serve community needs. The individual will be expected to contribute to the development of a vibrant community of scholars, an integrated education and the preparation of educational personnel in the Jesuit tradition of academic excellence, conscience, and compassion. Anticipated beginning date is fall, 2001. The University expects to appoint a tenure track faculty at the rank of assistant or associate professor depending on qualifications. The ideal candidate will have the following qualifications:

1. A doctorate in reading education or in education with a background in reading education or teaching reading to second language learners.
2. Successful teaching experience in a public elementary school (a minimum of three years), preferably in diverse educational settings.
3. Demonstrated excellence in teaching.
4. An established program of educational research, demonstrated ability or potential to publish scholarly work and evidence of scholarly contributions to the field of education.
5. Expertise in one or more of the following areas: emergent literacy, teaching second language learners, uses of technology in reading instruction, cultural and linguistic diversity, and the teaching of reading as a complex set of processes.
6. A strong commitment to community, schools, teachers, and students.

Send application to:

Dr. Marsha Savage, Chair, Reading Search Committee
Reading Education Position
Department of Education, 226 Bannan Hall
Santa Clara University
500 El Camino Real
Santa Clara CA 95053-0201
***Phone:* 408-554-2112**
Fax: 408-554-2392
E-mail: mksavage@scu.edu

Salary

Salary at the university is competitive and will be based on the experience and qualifications of the candidate. The university has a generous benefits program as well as a housing assistance program.

Application

Interested individuals should send the following:

A letter of application
A current Curriculum Vitae
A list of at least three references including addresses and phone numbers.

Santa Clara University does not discriminate on the basis of race, color, national and/or ethnic origin, sex, marital status, sexual orientation, handicap/disability, religion, veteran's status, or age in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, as well as employment related policies and activities.

Deadline: Applications must be received by April 15 in order to receive full consideration.

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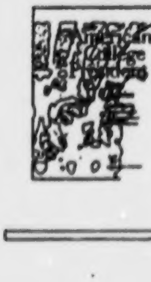

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Saying What You Mean, Meaning What You Say back cover

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A CAPITOL VIEW

Poverty Rate Lowest in 20 Years

BY GUSTAVO A. MELLANDER

Many Hispanics find themselves well ensconced in the middle class, but a very large number, more than 7.4 million, still struggle with low incomes. Difficulty with English, adjustment to a different culture, and less than adequate education are hurdles yet to be overcome. Sometimes it takes a generation or two to "move up." The 1990s were good years for such upward mobility.

Census Reports

Even seasoned researchers wish the Census Bureau would learn to write prose instead of inundating us with raw data. But its facts are useful for those trying to get beyond the media and political blitz. Two recent reports, "Money Income in the United States: 1999" and "Poverty in the United States: 1999" are very revealing and, it is hoped, accurate.

They indicate that the nation's poverty rate dropped from 12.7 percent in 1998 to 11.8 percent in 1999–the lowest rate since 1979–and real median household income reached $40,816, the highest level since the Census Bureau first recorded it in 1967.

Census Bureau spokesperson Daniel Weinberg reported: "Every racial and ethnic group experienced a drop in both the number of poor and the percent in poverty, as did children, the elderly, and people ages 25 to 44."

"Declines in poverty," he continued, "were concentrated in metropolitan areas, particularly central cities." That's good news, for many Hispanics live in urban areas. Eighty-one percent of the net decline in the number of poor occurred in Hispanic-rich central cities of metropolitan areas. That's where three out of 10 people reside, and four out of 10 poor people live. Rural Hispanics continue to have a difficult time.

According to the very fact-laden poverty report, 2.2 million fewer people were poor in 1999 than in 1998–32.3 million versus 34.5. In addition, despite stories to the contrary, the percentage of people 65 and over living in poverty was a low 9.7 percent in 1999, and the proportion of the nation's children in poverty was the lowest since 1979–16.9 percent.

Despite the drop, children under age six remained particularly vulnerable to this condition; those living in families with a female householder and no husband present experienced a poverty rate of 50.3 percent. That figure is more than five times the rate for children under six years of age in married-couple families (nine percent).

The percentage and number of poor declined in the Northeast and West and remained unchanged in the South and the Midwest. The poverty rate in the South did not change significantly from the 1998 measured low for that region.

Except for Whites, the 1999 poverty rates for the nation's major racial and ethnic groups set or equaled historic lows. The rate for African Americans, 23.6 percent, was the lowest ever measured by the Census Bureau, and about 700,000 fewer African Americans were poor in 1999 (8.4 million) than in 1998 (9.1 million).

The poverty rate for non-Hispanic Whites, 7.7 percent, equaled its measured low reached in 1989. Between 1998 and 1999, the number of poor non-Hispanic Whites dropped from 15.8 million to 14.9, a decline of 900,000.

In 1999, the poverty rate among Hispanics (any race) was 22.8 percent, which statistically equaled its measured low last reached in 1979. The number of Hispanics in poverty fell by 600,000 between 1998 and 1999, to 7.4 million. The number and percentage of poor non-Hispanic White and Hispanic families fell in 1999 to 25- and 20-year lows, respectively. African American families had no change in the number of their poor or in their poverty rate.

The poverty rate for Asians and Pacific Islanders decreased to 10.7 percent in 1999, from 12.5 percent in 1998, also equaling its lowest measured value. The number of poor Asians and Pacific Islanders decreased from 1.4 million in 1998 to 1.2 million in 1999.

A three-year average (1997-1999) poverty rate for American Indian and Alaska Natives was 25.9 percent, with an estimated 700,000 living in poverty. This is the first time that the Census Bureau has shown poverty data for this population. The average was used because the population is relatively small and multi-year averages provide more reliable estimates.

Income

Using three-year averages for 1997-1999, the real median household income for Alaska ($51,046), though not statistically different from that of Maryland, New Jersey, and Connecticut, was higher than the median of any of the remaining 46 states and the District of Columbia. Arkansas' income ($28,398), though not statistically different from West Virginia, was lower than the remaining 48 states and the District of Columbia.

The median income level for the nation's households rose, in real terms, by 2.7 percent, from $39,744 in 1998 to $40,816.

Real median income for households inside metropolitan areas rose 2.1 percent, and the median for households inside central cities rose 5.0 percent between 1998 and 1999. Median income for households in the suburbs and outside metropolitan areas remained statistically unchanged from 1998.

The 1999 median income was the highest ever recorded for non-Hispanic White ($44,366), African American ($27,910), and Hispanic ($30,735) households.

As with the poverty data, the report also marked the first time the Census Bureau showed income data for American Indians and Alaska Natives. The three-year average (1997-1999) median household income for American Indian and Alaska Natives was $30,784.

Median household income recorded highs in the Midwest ($42,679) and the South ($37,442), but was statistically unchanged from 1998 in the Northeast ($41,984) and West ($42,720).

All in all, the 1990s was a great decade for Hispanics and many other Americans.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

¡Hola!

A new chapter in the annals of education has begun. Roderick Paige is the new man in charge, giving the nation new hope and a fresh opportunity to narrow the "inexcusable" achievement gap, raise scores, and level the playing field across ethnic lines.

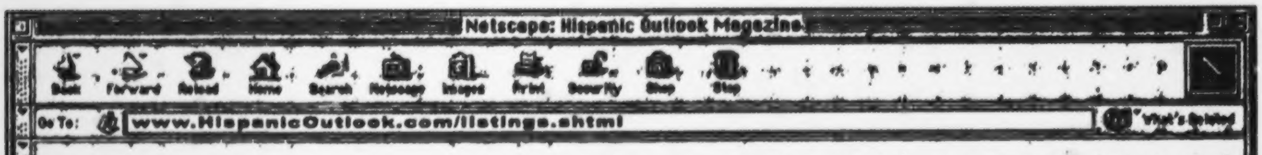
While it shouldn't matter to what ethnic group Paige belongs, so long as he gets the job done, his confirmation was greeted with some objections from the Latino community, for fear that Hispanics will not be heard nor their issues given due priority. *HO*'s cover story discusses Mr. Paige's career and points out the dichotomous reception his appointment to Secretary of Education has generated.

As former superintendent of the Houston Independent School District, Paige was faced with children unable to read at basic levels, and low math and science scores. These concerns are not specific to Houston. Cities around the country are experiencing similar issues. So one hopes that as the "champion of reform," as President Bush referred to Paige at the swearing in ceremony, that Paige, with educators and the nation at his side, can successfully rise to the challenge, and move forward President Bush's plan entitled No Child Left Behind, a Blueprint for Education Reform. President Bush noted, "In his distinguished career, Rod Paige has seen firsthand what works. He has not just talked about education reform, he's practiced it....He has shown an ability to reach across party lines, to cross old divisions for the sake of our children. I value all these qualities and our country needs them." Paige replied, "When each and every child in this country can receive a quality public education, we have made history together. Together, we can." Education reform should keep in mind all our children, so that no one is left behind. *Entonces, sí, juntos podemos.*

Up next, *HO* will feature stories on Hispanic Doctorates, the Rockefeller Bros. Teaching Program, research universities and more.

Buen provecho

M. Sauscent



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Latino Perspectives on Paige, New Secretary of Education

BY INÉS PINTO ALICEA

W[illegible] d the nomination of former Houston Indep[illegible] [illegible] erintendent Roderick Paige for the job of ed[illegible] tion secretary, Latino leaders presented a more mixed reaction.

Paige, the nation's first Black education secretary, is credited with turning around the nation's seventh largest school district, where he oversaw a sharp improvement in standardized test scores, a rise in the number of charter schools, the privatization of many noneducational services, new accountability measures for principals, and the passage of the largest school construction bond package in Texas history–$678 million. Even his staunchest critics say he brought stability to a once-troubled district during the seven years he managed the district with a $1.6 million budget and 210,000 students, many of whom are poor.

"Anyone who runs the educational system of Houston will have a good understanding of Hispanics and African Americans," said Richard Tapia, the Noah Harding Professor of Computational and Applied Mathematics at Rice University in Houston. The HISD has a student population that is 88 percent Latino and Black, and 71 percent of the students are said to be poor. "He understands these communities and the needs of our communities, and that makes me feel good. It is the first time we have a secretary of education who understands urban America and minorities."

HO reviewed Paige's record in Houston and interviewed a number of people who worked with Paige or are familiar with his work in Houston to glean some clues as to what we might expect over the next four years.

"President Bush has found someone eminently qualified for this position," said Max Castillo, president of the University of Houston-Downtown, who has worked with Paige on a number of issues affecting Houston education over the years. "He's been at both ends of the spectrum, and he gives a broader perspective on the issues."

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Esther Campos, one of three Latinos on the nine-member HISD school board and a former assistant principal, said Paige was a good listener, very professional even when they were in disagreement, and very persistent.

"He would bring ideas to the board when he thought he had enough support for them, but if he didn't have the support, he would withdraw them and revise them until he got the support," said Campos, who serves on the HISD's committee to find a replacement for Paige.

Gumercindo Salas, vice president for governmental relations at the Hispanic Association of Colleges and Universities, said his organization welcomed Paige's nomination, particularly because prior to joining the HISD, Paige, 67, was head football coach and later dean of the School of Education at Texas Southern University, a historically Black university. Paige also established the University's Center for Excellence in Urban Education, a research facility that concentrates on issues related to instruction and management in urban school systems.

"We're excited about that because we have worked closely with historically Black colleges and universities," said Salas, adding that Paige's tenure at Texas Southern gives him a strong background on the needs and operations of minority-serving institutions. Salas said HACU will try to win a boost in funding from Congress and the president to $100 million from the current $68.5 million for the nation's 196 Hispanic Serving Institutions (HSIs) and that Latino education leaders hope to garner Paige's full support. President Bush has called for an increase to $80 million, which Castillo of the University of Houston-Downtown said was the first time a president has himself sought an increase for HSIs.

"In the past, we've had to propose the increase ourselves and get the Senate to help," said Castillo. "There is hopefulness."

Tapia, through his work as a member of the National Science Foundation board and through his interest in HISD as a city resident and father, came to know Paige, and praised Paige for his good sense of humor, his ability to give credit when credit is due, and his professional demeanor.

"Rod Paige will make the changes that are in the best interest of our country," said Tapia.

But Angela Valenzuela, who did in-depth research on the Houston schools for her book *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*, said she is concerned about Paige's being education secretary because her research indicates that many of the measures he adopted in Houston and wants to adopt nationally had a negative impact on schools.

"It is laughable in Texas–this concept of the Texas miracle," said Valenzuela, associate professor of curricular instruction and Mexican American studies at the University of Texas at Austin. "It is not evident and not apparent to the people here."

Rod Paige hearings

Houston schools Superintendent Rod Paige talks with reporters Dec. 29 after his selection by President-elect Bush to be U.S. secretary of education.

Valenzuela said she believes the HISD dropout rate was exacerbated by Paige's policies that tied the jobs of school administrators to the success or failure of students' standardized test scores.

Valenzuela argues that because school leaders feared losing their jobs if students scored poorly, or were striving to get a financial bonus if students scored well, the school leaders took a number of measures to manipulate the test scores, to the detriment of students. For example, she said schools would seek test-taking exemptions for low-performing students to keep their scores from lowering the overall school score. Administrators would find ways to hold students back from moving on to the next grade, particularly if they were moving into a key year for standardized test-taking. Administrators would place students in bilingual education or special education to assure those students didn't take the standardized tests that determined their school's success or failure. Valenzuela said the laws changed in 1998 to make that tactic more difficult.

"Shortcuts are taken to maximize performance," said Valenzuela. The testing factor, she says, affects how students are discussed, and some become worthy of special treatment and others "get thrown in the dust bin" because they aren't going to get the school over the test hump.

Leonel J. Castillo said he regularly worked with Paige on a variety of HISD issues in his current job as education liaison for Houston Mayor Lee P. Brown. Castillo, head of the Immigration and Naturalization Service under President Jimmy Carter, said Paige was instrumental in getting businesses involved in improving the HISD, but that he sometimes struggled with how to include the Latino community.

"That's been the one area of difficulty for him," he said. "How do you bring in the Latino community? That is something that will continue to be an issue in Washington."

For example, in 1994, Paige's nomination to be superintendent raised tensions with Houston's Latino community, which felt excluded from the selection process. Leonel Castillo said Paige was a board member of HISD at the time and Latinos felt as though the board had "picked one of their own."

"The Latinos didn't take issue with his competence or his ability to lead," said Max Castillo. "They just felt it was a very internal search."

Later, Houston Latino leaders felt as though they were left on the sidelines when Paige and the school board adopted a more aggressive policy on bilingual education to hasten students to learn English without offering waivers from the standardized tests, said Campos. Paige asked a non-Hispanic board member and a non-Spanish-speaking Hispanic board member to formulate the new policy, she said. Latino students' scores dropped significantly after the policy was adopted, and school board members are watching to see if the situation improves, said Campos.

"At one point, he was supportive at a rhetorical level, but he didn't demonstrate a commitment," said Valenzuela of the bilingual education issue. "The Latino community was vehemently opposed." The board and Paige, she said, "dismissed us completely. It wasn't the first time."

Esther Campos, one of three Latinos on the nine-member HISD school board and a former assistant principal

But, Campos said she felt Paige worked hard to "mend feelings" within the Latino community. Campos said many of the new schools that were built were in largely Latino areas of Houston. Leonel Castillo said Paige increased the numbers of Latino teachers and principals throughout the HISD, where 54 percent of the student population is Hispanic. Moreover, Paige pushed for strong certification standards for bilingual education teachers as part of an urban education teacher preparation program launched at the University of Houston-Downtown, said Castillo.

Leonel Castillo said Paige was very interested in the growth of charter schools in Houston. Indeed, Paige's bio said he was instrumental in launching 20 charter schools that have broad authority in decisions regarding staffing, textbooks, and materials. But Castillo said the movement toward charter schools is "dangerous because it siphons off your talent from other issues."

"Much of the Latino leadership in education in Houston was diverted into creating charter schools, and it takes a lot of energy and money to maintain these schools," said Castillo. "So the Latino leaders were not there to 'raise a lot of Cain' about the public schools."

Charter schools were not his only interest at HISD. Under his leadership of the school system, Paige contracted with private businesses to manage most nonacademic services, declared English literacy a goal for all students, shifted toward phonics-based reading instruction, and beefed up high school graduation requirements. Some of the privatization he undertook included contracting out the management of school maintenance, food services, payroll and personnel management, and the district's $65 million employee-benefits programs.

Tapia said he hopes Paige will accomplish across the nation what he has been able to move forward in HISD–the homogeneity of the preparation of students so that all students get equally strong educational backgrounds.

"I would like to see the gaps closed between underrepresented groups and the majority on the knowledge base. I hope HISD can serve as a role model for the rest of the country."

But Valenzuela said she is concerned about spreading the HISD policies across the country because there has been an over-reliance on standardized testing to determine the success or failure of the school.

"There has been a misuse of the single indicator," she said. "Critics will argue for multiple indicators like grades and student portfolios and not just multiple tests. People are just ready to buy the assumption that higher scores mean more learning, and that simply is not true."

It seems that the HISD is indeed a model upon which President Bush has paralleled many components of his first major education initiative. In his testimony before the Senate committee that handled his nomination confirmation, Paige said that while there are pockets of excellence, the nation as a whole is in the grips of "an education recession" marked by low student achievement and chaotic schools. Those maladies, he said, most often affect low-income and minority students.

Paige said the downturn can be reversed if the nation pursues a reform agenda touted by Bush. That plan includes demanding accountability as measured by tests, higher standards, parental choice, giving local school systems more control over federal money, adopting a reading program that blends phonics and whole language, and improving school safety, most of which were elements of the program Paige undertook in Houston, with varying degrees of success.

One element that stirred some controversy for the HISD was the accountability system adopted by the district, under which a lot hinged on how students fared on standardized tests. The district offered incentive bonuses of up to $7,500 for administrators whose schools scored "exemplary" on the tests, and administrators of persistently low-performing schools would get additional funds to improve or eventually could be reassigned if there still was no improvement, said Campos.

Under Paige's leadership, the HISD had 87 "exemplary" or "recognized" schools this year and only 18 "low-performing" schools under the state accountability system, compared to only four "exemplary" and "recognized" and 55 "low-performing" schools in 1993.

Between 1994 and 1999, the proportion of students passing the Texas Assessment of Academic Skills (TAAS) in Houston rose from 49 percent to 74 percent. But, Leonel Castillo said the TAAS is not a strong indicator of how successful students are at learning.

"When you pass the TAAS test, you're doing the minimum," said Leonel Castillo. "A lot of schools spend a lot of time on TAAS."

During his confirmation hearing before the Senate, Paige defended his wide use of standardized tests in Houston schools. He said that those who object to rigorous use of standardized tests to measure the effectiveness of instruction and the performance of educators seem "to imply that if you have low or no standards, more people will stay in school." He added that some researchers have found that his testing regimen has enhanced student achievement. But Paige also told the Senate committee that multiple tests are needed to determine the success of a school.

"The purpose of the test is not to deny people things or to bring about negative impact," he said. "The purpose of the testing is to determine whether or not we've been effective in whatever efforts and methods that we're using."

Campos also defended the use of the standardized tests, which she said can help the schools make budgetary and personnel changes to improve the schools, based on the outcomes of the tests.

But, Valenzuela argues that those skilled in pedagogy would look at additional data to get a clearer picture of the HISD. She cited the city's dropout rate as a major indicator of serious problems with some of the policies adopted by Paige and the HISD. Indeed, the dropout rate in Houston hangs as a shadow over the rankings touted by the Bush Administration. A recently released report at a Harvard University education conference said that Houston has one of the worst dropout rates of the nation's 100 largest school systems.

Angela Valenzuela, Center for Mexican American Studies, UT-Austin

Max Castillo said many of Texas' school districts fared poorly in the report because the state has an aggressive system of reporting dropout rates. But Castillo said that many of the school districts moved toward more stringent standardized testing without adequately funding efforts to upgrade the curricula or teacher preparation. Moreover, some Texas districts eliminated the practice of social promotion, which he said contributed to the increase in the dropout rate.

Still, Max Castillo said Paige should be hailed for his many accomplishments in the once-troubled HISD because of his management style and his results-oriented approach. "The superintendency of a major urban district," he said, "is a very complex job."

Another issue familiar to Paige that is likely to set off a firestorm in Washington, D.C., is that of vouchers that allow parents to use public funds to pay private school tuition.

Bush has proposed allowing students in persistently poor-performing schools to use a portion of the schools' federal Title I aid–coupled with state funds where allowed–to help pay for private schools. While Bush has repeatedly said that vouchers will not be a deal-breaker with the Democrats over his education reform package, he and his staff are using a public relations tactic of calling vouchers "parental choice." It is a tactic Paige himself used skillfully in Houston. Only a handful of children within the HISD are reported to have used the voucher program.

Though Paige called himself a "passionate promoter of public education," he called parental choice "a necessary condition to effective public education." He said that even though the term *vouchers* has taken on a negative tone in recent years, the concept should be part of a mix of school choice options available to parents.

"The power of informed parental choice can change the status quo," Paige said. "Failing schools should be given a definite period to change. If they fail to do so, children of low-income parents should have the option of transferring to another public school or using their share of federal funds to pay for another option, including tutoring, a charter school, or a nonpublic school."

Leonel Castillo said Paige was able to win passage of the voucher program in Houston because he is skilled at giving his ideas a positive spin. Paige hired a $125,000 public relations person to promote his and the HISD's efforts.

"He was able to change the image of the district," said Campos. "When good things happened at the schools, you can be sure that everyone who should know did know. It was a good thing because how things are handled can make or break the image of a district or superintendent."

As a trustee and officer of the board of education of the HISD from 1989 to 1994, Paige co-authored "A Declaration of Beliefs and Visions," a board statement of purpose and goals for the school district that called for fundamental reform through decentralization, a focus on instruction, accountability at all levels, and development of a core curriculum. This document launched the ongoing, comprehensive restructuring of HISD.

Later, as superintendent, Paige created the Peer Examination, Evaluation, and Redesign Program (PEER), which solicits recommendations from business and community professionals for strengthening school support services and programs. He saw to it that HISD paid teachers salaries competitive with those offered by other large Texas school districts. Paige made HISD the first school district in Texas to institute contracts modeled on those in the private sector, whereby senior staff members' continued employment with the HISD is based on their performance. He also introduced teacher incentive pay, which rewards teachers for outstanding performance and creative solutions to educational problems. In keeping with his business-like approach to education, Paige also adopted a management system at HISD called Main-Event Management that is widely used throughout the business world. It helped the school district garner nationwide acclaim for efficiency and accountability.

The Council of Great City Schools bestowed on him its Richard R. Green Award as the outstanding urban educator of 1999. In 2000, Paige was awarded the Harold W. McGraw, Jr., Prize in Education for his "extraordinary commitment to the improvement of education."

Spanglish: A Hybrid That's Here to Stay

Photo © Gig Kaeser

Ilan Stavans

BY ISIS ARTZE

Whether you know it or not, whether you speak it or not, and whether you like it or not, Spanglish is everywhere. Etymologically, the term is a combination of the words *Spanish* and *English*. *The American Heritage Dictionary* defines it as "Spanish characterized by numerous borrowings from English." The nearly 35 million U.S. Hispanics know it as their *idioma*, the language they speak on the streets and in their *casas*. It graces the covers of national magazines, is featured on advertisements, and is heard in popular song lyrics. Our president's nephew, George P. Bush, even spoke the language on the campaign trail.

To Ilan Stavans, the foremost scholar of this linguistic phenomenon, it is an anthropological journey. But to its opponents, Spanglish is a threat that must be defused.

In one way or another, Spanglish has been around for nearly 150 years, says Stavans, professor of Spanish at Amherst College in Massachusetts.

Asked about the future of Spanglish, Stavans replies that "the future is here," asserting that the language "has already played a dramatic role, not only in the way words are shaped, but also in grammar and construction."

If you trace the development of dictionaries in the Spanish-speaking world, it becomes clear that Spanglish has been silently evolving for quite some time, he says.

Toward the end of the 19th century, and in the beginning of the 20th, he adds, the frequency with which dictionaries of Anglicisms were published was accelerated. "Words like *lasso*, *rodeo*, *amigo*, *mañana*, and *tortilla* made it into English; *mister* and *money*, into Spanish," he specifies.

So why all the recent fuss?

For starters, Spanglish has a new status.

"Once viewed as degenerate Spanish, Spanglish suddenly has cachet," writes Jennifer Bingham Hull. She points to the tremendous success of *Latina* magazine, whose cover headlines, nearly always written in Spanglish, have attracted 200,000 subscribers.

And again, one can look to Stavans for the answer, for it is precisely his two latest endeavors on the part of Spanglish that have made it such a hot topic.

First, Stavans is teaching a three-credit undergraduate course at Amherst, tracing the development of Spanglish, from a literary and anthropological perspective, "to try to understand what is happening with our language," he says.

The course, first offered in the fall of 2000, attracted nearly 60 students, a noteworthy accomplishment for a small, liberal arts college.

Second, and perhaps more important–Stavans has recently completed *The Sounds of Spanglish: An Illustrated Lexicon*, an extensive dictionary of Spanglish, being published by Basic Books.

"The buzz the course and the dictionary have created on National Public Radio and in newspapers around the globe has brought home to me just how much interest the subject of Spanglish arouses these days," says Stavans.

"But it also generates anxiety and even xenophobia," he adds. "In the United States, it announces to some people an overall *hispanización* of society; abroad, it raises the specter of U.S. cultural imperialism and the creation of a 'McLengua.'"

Opposition and Rebuttal

One of the most outspoken Spanglish dissidents is Roberto González Echevarría, professor of comparative literature at Yale University.

His stance, he says, is clearly documented in an article he wrote for *The New York Times* in March 1997. In it, Echevarría states that "Spanglish, the composite language of Spanish and English that has crossed over from the street to Hispanic talk shows and advertising campaigns, poses a grave danger to Hispanic culture and to the advancement of Hispanics in mainstream America.

"The sad reality is that Spanglish is primarily the language of poor Hispanics, many barely literate in either language. They incorporate English words and constructions into their daily speech because they lack the vocabulary and education in Spanish to adapt to the changing culture around them.

"Educated Hispanics who do likewise have a different motivation: some are embarrassed by their background and feel empowered by using English words and directly translated English idioms."

Ana Veciana-Suárez, a columnist for *The Miami Herald*, partially echoes this concern in an article titled "We may know Spanglish, but teach it?"

"If we formally sanction Spanglish, are we allowing proper grammar to take a back seat to convenience?" she writes. "Are we giving the nod of approval to linguistic laziness and ignorance? Will the next step be to excuse our children's lack of verbal achievement?"

"Teach them Spanglish, and teach them to settle for substandard English and menial jobs," she concludes.

To this concern, Stavans responds that, to a certain extent, he agrees. "I don't think the classroom should be used to teach it," he says, explaining that, for now, the only course on Spanglish he advocates is one similar to his own, that is, taught from an anthropological standpoint.

In her argument, Veciana-Suárez also compares the recent Spanglish debate to that held four years ago in California over Ebonics.

And, in her comparison, she has a valid point, given that Stavans has dedicated a considerable amount of time, in his study of Spanglish, to an analysis of Ebonics.

Both are "intraethnic vehicle[s] of communication, used in the United States...to establish empathy among [groups]," he says.

"But the differences with Ebonics are sharp," Stavans adds. "For one thing, Ebonics is not a product of *mestizaje*, the cross-fertilization of two perfectly discernible codes; Spanglish is.

"Spanglish is also not defined by class, as people in all social strata, from migrant workers to politicians, academics, and TV anchors regularly use it, both in the United States and south of the Río Grande."

In many ways, Stavans says, Yiddish is closer to Spanglish than Ebonics is: "Like Spanglish, Yiddish was never a unified tongue, but a series of regional varieties.

La Real Academia Española has an interactive service at www.rae.es that answers questions about the correct use of Spanish.

"Moreover, while both Yiddish and Spanglish started as intraethnic minority languages, both quickly became transnational verbal codes."

The presence of Yiddish in Stavans' own upbringing in Mexico, in a small Jewish enclave, was crucial to his later fascination with Spanglish, he says.

Blessing or Burden

In her article, Hull also addresses the role of Spanglish in Miami, where it is undeniably a predominant language. She writes that, on the one hand, the prevalence of Spanglish demonstrates the dexterity of its users: "For those who are truly bilingual, Spanglish can reflect impressive verbal skills as speakers choose from two languages for just the right expression.

"Switching back and forth between Spanish and English, or 'code switching,' as linguists call it, these people will often use Spanish to express emotions and English for analytical thoughts. They also use Spanglish as a shortcut, replacing long Spanish words and phrases with shorter English ones."

On the other hand, she writes, the popularity of Spanglish in Miami can reflect a lack of fluency in Spanish. "Though more than half of Miami-Dade County's population is Hispanic," she explains, "only three percent of its public school students graduate from high school fluent in Spanish.

"Miami business leaders complain that the prevalence of Spanglish in South Florida is symptomatic of a larger problem they face finding employees who are truly bilingual."

To this notion that Spanglish might hinder social advancement, Stavans says the complete opposite is true: "For Latinos to succeed in the U.S., English has to be learned," he concedes, "but you are worse off if you don't speak Spanglish."

Another common critique of this linguistic practice, also articulated by Echevarría, is the "purist" view that the Spanish language must be protected. He writes that "Spanish is our strongest bond, and it is vital that we preserve it."

Echevarría anticipates that some will challenge him, comparing the development of Spanglish, from Spanish and English, to that of Spanish as a branch of Latin: "I suppose my Medievalist colleagues will say that without the contamination of Latin by local languages, there would be no Spanish (or French or Italian)," he writes.

"We are no longer in the Middle Ages, however, and it is naïve to think that we could create a new language that would be functional and culturally rich. Literature in Spanglish can only aspire to a sort of wit based on a rebellious gesture, which wears thin quickly," he adds, concluding that "those who practice it are doomed to writing not a minority literature but a minor literature."

"Languages are living things," tavans replies; "they are constantly changing and evolving." It is spoken by everybody, even by those who reject it, he adds, "and if we're using it, it's proof that it's needed."

Another adamant defender of the Spanish language is La Real Academia Española (RAE). To encourage the use of proper Spanish, it has established a website at www.rae.es, where it offers an interactive service, Español al Día, to answer questions about the correct use of Spanish.

Nevertheless, last October, during a visit to University of Oviedo library in Spain, RAE director Víctor García de la Concha and Language Academies Association secretary Humberto López Morales said that Spanglish does not threaten the Spanish language but does threaten English.

So long as schools and the Spanish-language U.S. media continue to uphold correct grammar, "there is no danger," López Morales argued, adding that his organization's project to create a dictionary of Latin American words and expressions (*Diccionario de Americanismos*), which was launched in 1996, will be completed in four years and will include 125,000 entries.

Their suggestion that Spanglish poses a threat to English, as opposed to Spanish, seems political in nature,

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and stands in complete opposition to Echevarría's final critique.

"To permit and promote Spanglish–if it actually exists–is to surrender to the globalization and the predomination of English," he says.

"Politically," Echevarría adds, "Spanglish is a capitulation; it indicates marginalization, not enfranchisement."

One could rebut both arguments by saying that, in Spanglish, English encroaches upon Spanish to an extent comparable to that at which Spanish encroaches upon English, thereby resulting in a somewhat politically neutral verbal code.

"If it's in the dictionary..."

Another debate is specific to Stavans' dictionary. The heading "If it's in the dictionary," which appeared in an article in *The Arizona Republic* by Daniel González, captures the essence of the conflict, suggesting that once a dictionary is published, its contents become authoritative.

The book itself is said to contain approximately 6,000 words, mini essays, descriptions of how words are used in context, and a critical apparatus indicating whether the word has been previously recorded in a dictionary, and whether words are regionally or sub-culturally specific. It will list entries as Spanglish-English and Spanglish-Español.

What some consider the alarming component of the physical presence of this text is that, even now, Spanglish is an oral tradition, so that seeing it in black and white, in dictionary form, changes its essence.

"The question of the role that dictionaries play in the shaping of a language" is an issue Stavans addresses in his course. He assures that his dictionary "is not prescriptive." It is not to teach people, nor is to be used as a guide when writing school papers, he asserts. Instead, for the time being, it serves an anthropological purpose: it documents a language that is spoken throughout America.

"For me, it is a way to legitimize a linguistic phenomenon that has been around for some time," says Stavans. "More than a fashion that comes and goes, it's part of a trend that ultimately will reshape the way we speak."

Who will use the dictionary? "People interested in the phenomenon," Stavans anticipates, but perhaps it will serve other purposes in years to come, he adds.

The *Sounds of Spanglish* contains words used in nearly every facet of daily life. One recurring subject is sports, including words like *los doubles* (tennis), *el corner*, and *el ofsait* (soccer). Another predominant category is Cyber-Spanglish, a result of our increasingly Internet-driven lives and the American domination of this enterprise. Cyber-Spanglish comprises nearly 10 percent of the words in Stavans' dictionary. Words like *chatear* (to chat), *forwardear* (to forward), and *el maus* (the computer mouse) do not have recognizable and readily used Spanish translations.

The acceptance of Cyber-Spanglish "was a hard-fought battle from the '60s through the '80s," says José Carrero Caldrón, director of the Department of Communication at the Iberoamerican University in Mexico City, in a *New York Times* article dated August 6, 2000.

"But the nationalists and purists are in retreat, especially because in the cybernetic world, many English words have no easy equivalent."

Enthusiastic about his work, his course, and his upcoming dictionary, Stavans' only message to academia reiterates the sentiment he expresses in an essay, "Against the Ostrich Syndrome." "In the academic world, we choose to bury our head in the ground, not wanting to see what's around us."

"We need to stop ignoring [Spanglish], to realize it's there, and that languages are in constant change."

A SAMPLING OF SPANGLISH

Origins:
C= Cubanism
Ch= Chicanism
CS= Cyber-Spanglish
ELA= East Los Angeles
G= general
I= Iberianism
M= Mexicanism
NE= Northeast
NR= Nuyorricanism
PR= Puerto Ricanism
SW= Southwest

A
aftersheif, n.,m., aftershave. [G]
ancorman, n.,m., TV news personality. [I]

B
babay, exp., bye-bye. [G]
batería, n.,f., legal term, from Eng. Battery. [C]
beseler, n.,m., best-selling item. [G]
bipiar, v., to page someone, to use a beeper. [G]
brainstormear, v., to think intently. [CS]

C
cachup, n.,m., ketchup. Different spellings throughout the Americas. [G]
choqueado, adj., surprised, dumbfounded. [G]

D
databais, n.,m., database. [CS]
dauntau, n.,m., downtown. [C]

E
escoch, n.,m., Scotch whiskey. [Ch]
estroc, n.,m., stroke. [C, Ch]

F
flonquear, v., to flunk an examination. [G]

G
grocerías, n.,f., groceries. [C, NR]
gufear, v., to joke, to kid. [Ch, SW]

H
honrón, n.,m., home run (baseball). [C, Ch, NR, PR]

I
inspectar, v., to inspect. [G]
imail, n.,m., e-mail. [CS]

J
jefe, n.,m., father, boss. [Ch, M, SW]

L
lonche, n.,m., lunch. [G]

M
mapiar, v., to mop. [NE, PR]
míster, n.,m., mister [G]
mula, n.,f., money [Ch]

N
Nuyorriqueño. [NE, PR]

O
órale, exp., 1. used to signify agreement, 2. used to attract one's attention. [Ch]

P
parqueo, n.,m., the act of parking a car. [M, NE, SW]
partain, n.,m., part-time job. [C]
printear, v., to print [CS]

Q
quit, n., m., kid. [SW]

R
rufa, n.,f., roof. [NE]

S
super, n.,m., supermarket. [NE, NR, PR]

T
toile, n., m., toilet. [C]

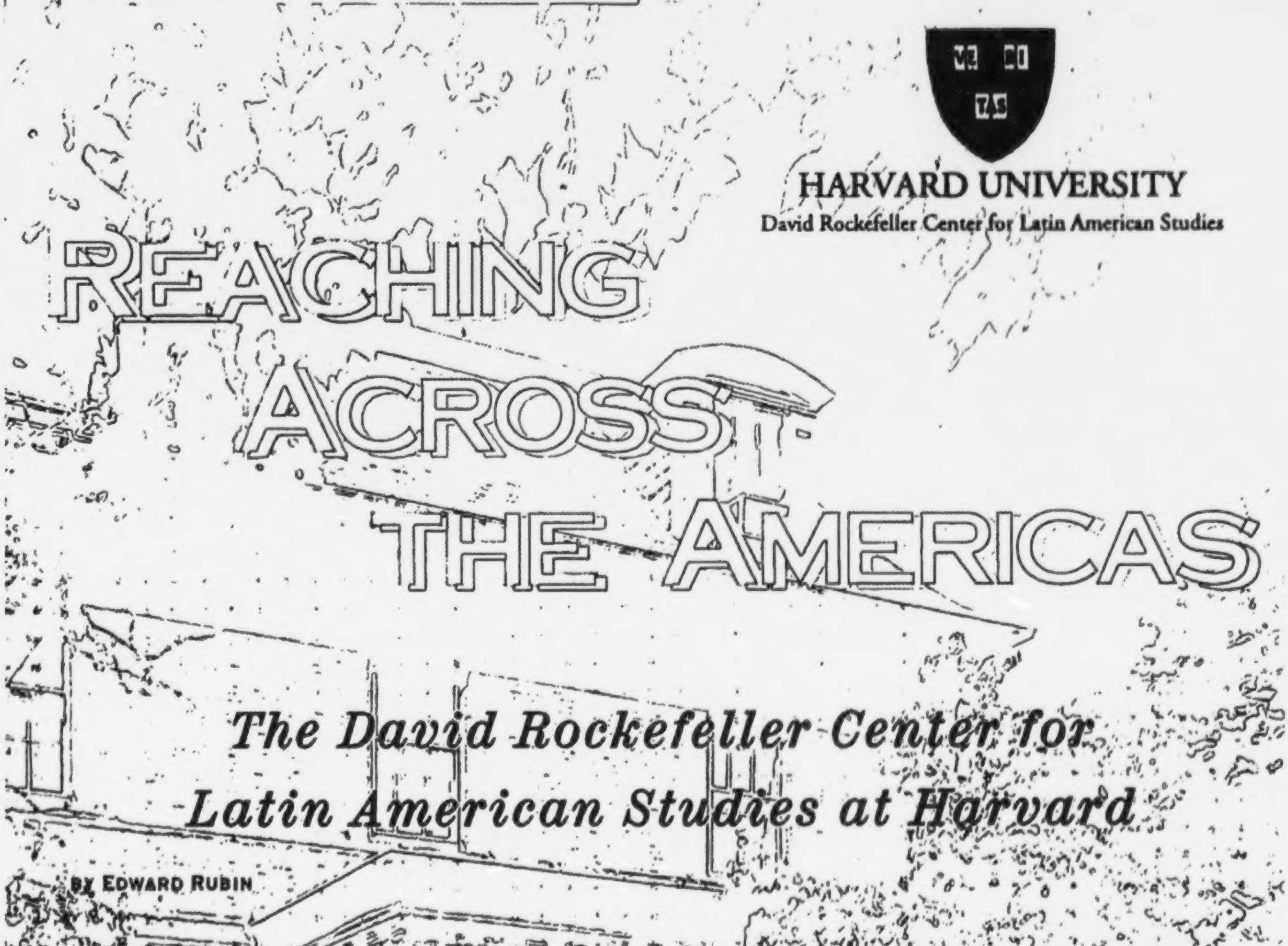
W
wachale, exp., watch out, look out. [Ch, SW]

Y
yarda, n., backyard, patio. [NR]
yunier, n., m. and f., junior. [G]

**Note: Extracted from* Hopscotch, *a literary journal, volume 1:1, 1999, as compiled by Ilan Stavans.*

HARVARD UNIVERSITY
David Rockefeller Center for Latin American Studies

REACHING ACROSS THE AMERICAS



The David Rockefeller Center for Latin American Studies at Harvard

BY EDWARD RUBIN

The Birth of a Center

The moment was ideal. The cold war was over, every Latin American nation, with the exception of Cuba, was being led by a democratically elected leader, the region's economics were beginning to stabilize, and anti-Americanism was on the wane. For Rockefeller and Rudenstine, "now" was the time, Harvard was the place.

The University had long been involved in Latin American studies, but it wasn't until late 1994 that its president, Neil Rudenstine, and David Rockefeller, former chair and CEO of Chase Bank, put their heads together and created the David Rockefeller Center for Latin American Studies. With the appointment of John Coatsworth, a world-renowned historian on Latin American affairs, to direct the Center, a powerful triumvirate was in place. And Harvard University began to take Latin American affairs most seriously.

The joining of these three, all deeply involved, highly committed, and intricately connected to Latin America, was a ménage made in heaven.

Rockefeller's interest in Latin America could be traced back to his family's interest in the old Standard Oil Company. Rudenstine, relatively new to Harvard and to the issues of Latin America, had cut his teeth at the Mellon Foundation, where he researched and wrote a pivotal report on the state of Latin American studies at U.S. universities. His prime goal at Harvard was "to bring the University closer together." He was also keen on strengthening Harvard's commitment to Latin American studies. Instinctively, he knew that in any large institution, there was a need for increased collaborative scholarship. His thrust was fueled by a vision of a Harvard that could unite its nine distinct faculties and bring its vast but decentralized resources to bear on important problems facing society. Rudenstine was to pass this mandate on to the Center.

The mission of the Center, as Rockefeller stated in a letter to Rudenstine, was "to teach future generations and future leaders more about Latin America."

"The new Center," he wrote, "will not only promote such learning at Harvard but will serve as a hub to gather people with different perspectives to address concerns of the entire hemisphere."

"Harvard is uniquely positioned," said Rockefeller, to bring together its "best minds and most qualified scholars and practitioners on issues affecting the governments and more open economies in Latin America, and because of its history and reputation, has the unique capacity to legitimize issues—literally put them on the map and to insist that they are important."

To back up his words, Rockefeller, an alumnus of Harvard and longtime supporter, committed $11 million to help endow the Center and agreed to have it bear his name.

As director of the David Rockefeller Center for Latin American Studies, John Coatsworth, professor of history and Monroe Gutman Professor of Latin American Affairs, is the glue that holds it together. With many books and other publications on Latin America, countless lec-

BEST COPY AVAILABLE

tures, and visiting professorships throughout the region to his credit, he is seems to be the scholar of the group. His duties are to guide Center strategy and set its main policies and priorities with faculty colleagues across the University.

"The Center's first goal," according to Coatsworth, "was to improve communication among Harvard's many researchers, to inspire conversations that would not otherwise take place."

Right off the bat, he brought together two groups on campus that didn't know each other. One, housed in the Harvard School of Public Health, was studying air pollution in Mexico City and its impact on public health. The other, in the Graduate School of Design, was considering urban design issues in the same exploding metropolis. "That was six years ago," said Coatsworth. "Now, with our website, program, and publication linkages, thousands of researchers on campus and worldwide–through the efforts of our Center–are exchanging information."

DRCLAS Director John Coatsworth talking to David Rockefeller (l. to r.)

Since the Center was inaugurated on December 4, 1994, it has grown tremendously. "We started as a small committee of 16 faculty members (mostly from arts and sciences), a tiny budget, one and a half employees, two small offices, a weekly seminar for about 20 or so students and faculty, and no publications," Coatsworth said.

"Today it directly involves over 80 faculty from throughout the University's nine schools. Our annual budget last year was $2.2 million. We employ eight full-time staff, four part-time program associates (coordinators), and about 20 or so part-time student interns and numerous administrative and advisory support committees. With the addition of new staff and a growing slate of programs and our numerous publications, all dealing with Latin American topics, we are rapidly outgrowing our once spacious quarters."

In just a few years, DRCLAS, as the Center is commonly referred to, has become a major player in the affairs of Latin America. On any given day, presidents, ambassadors, and ministers of Latin American governments, not to mention scholars and government officials from all over the world, can be found on Harvard's campus, giving and attending speeches, lectures, and conferences, many of them sponsored or co-sponsored by DRCLAS. Its schedule of events is mind boggling.

Last year alone, the Center organized 11 major international conferences and 98 additional workshops, seminars, and special events ranging from economic roundtables to poetry readings. In addition, there were 24 regularly scheduled Tuesday Latin American Seminars, 12 Latino Cultures Seminars, seven History Workshops, three art exhibitions, and two Corporate Partner Seminars.

Last Spring, in recognition of its good works, DRCLAS was designated a National Resource Center through the U.S. Department of Education's Title IV Program. Title IV funding supports and enhances the Center's outreach projects and allows it to create and develop new programs to foster a greater understanding of Latin America among the general public, business leaders, journalists, and educators, especially those teaching in local area primary and secondary schools.

Inner Workings

Such fast-track blossoming is no accident. At the core of the Center's growth is a passionate, highly disciplined, hardworking staff. All are thoroughly immersed, each in a unique way, above and beyond their job duties, in Latin American affairs. Before taking their posts, they are rigorously interviewed by many committees and individuals to make sure the fit is right.

As one might expect, the staff has taught, worked, and traveled widely in Latin America and other parts of the world. Many have written and are currently writing books. They are academic polyglots.

Overseeing the day-to-day administrative activities of DRCLAS is Steve Reifenberg, the Center's executive director. His "baptism" took place in Chile.

"After graduating from the University of Notre Dame, I went to Santiago and worked two years at a small orphanage and then later at a human rights organization in Santiago. Nothing was ever the same after that."

Supporting both staff and Center is a host of administrative, policy, and advisory committees. The sheer number of layers resembles a government unto itself. The Executive Committee, chaired by Coatsworth, consists of eight senior faculty members who serve three-year renewable terms. It meets each month to advise the director on Center policies and operations. This university-wide, interdisciplinary team plays a critical role in the internal governance of the organization, as well as providing links to external constituencies inside and outside the organization. Committee members also serve as spokespersons, opportunity spotters, and network builders. In addition, each has taken leadership responsibility for a major activity of the Center, roles that include orchestrating major conferences, or chairing separate research, planning, or student grants committees.

The Policy Committee, also chaired by Coatsworth, has 36 members drawn from Harvard's eight professional schools and from the faculty of arts and sciences. They meet each term to guide the Center's development and to recommend to the University president candidates for the Robert F. Kennedy Visiting Professorship of Latin American Studies. All eight Executive Committee members also serve on the Policy Committee.

David Rockefeller Center for Latin American Studies staff

Though academic committee work is time-consuming and strenuous, and doesn't come with a paycheck, it is more than a labor of love. The perks are incalculable. In addition to being engaged in the Center's governance and programmatic advancement, participating faculty benefit from grants to support their research and course development. They also publish their work within the Center's Work Paper Series and take advantage of the Center's publications and events–large public conferences, seminars, lectures, and panel discussions within which to share their ideas. Most importantly, they are there, on the ground floor, when things start popping.

The Advisory Committee, which could be termed the third arm of DRCLAS government, is comprised of 43 distinguished individuals from the United States and Latin America. Chaired by David Rockefeller, its members are widely recognized as the region's leading figures in international business, industry, and the world of arts and culture. Through their service on the Committee, which meets twice a year, members offer advice and counsel to help shape the Center's growth and development. The contributions of Committee members, including their expert guidance and significant financial support, are of critical importance in enabling the Center to carry out its mission. Not surprisingly, slightly more than half of the members are from the U.S., Mexico, Brazil and Argentina, countries with the strongest economies.

Programs and Benefits

DRCLAS is the campus clearinghouse for all things Latin. The Center's quiet little building at 61 Kirkland Place in Cambridge is the first place where students and faculty interested in Latin America go to find out what is happening on and around campus.

"Given that we don't have majors, and can't ourselves offer classes or hire faculty, we, by necessity, have to think of ourselves as a service organization," said Reifenberg. "This means we work with every part of the University–with students, faculty, and administrators–to provide greater opportunities to study and to do research about Latin America, as well as to travel and connect with the region in all kinds of different ways.

"Though there is no major–what is called a concentration here at Harvard–in Latin American studies, what the Center does offer is a Certificate in Latin American Studies. Undergraduate students who fulfill specific course requirements, demonstrate proficiency in Spanish or Portuguese, and present an honors thesis on a topic relating to Latin America may apply for the certificate.

"For graduate students, the certificate is awarded to Ph.D. candidates who apply and write a dissertation related to one or more of the Latin American countries or Brazil." Upon meeting these criteria, the Center issues the certificate.

"This and our summer research and travel grants are among our most popular programs among students," says Reifenberg.

To hear it from the students, DRCLAS research and travel grant programs are indeed the most cherished and, in many cases, the most critical to their careers. Ellen Schneider, a Harvard senior studying Latin American history, spent her summer working as an intern at the U.S. Embassy in Nicaragua.

"I was able to take the unpaid internship due to substantial support from the Center's internship grant. What's more, it was DRCLAS' letter of recommendation that got me the job. It has the most wonderful resources."

Gordon McCord, a junior at Harvard, concentrating in economics, spent his summer in Río, where he worked for PlanetaVida.com, an online health information and health services provider.

"It was my first trip to Brazil, and although I received a salary, the trip would have been impossible without the DRCLAS grant. This summer, I plan to do research on my thesis in Peru. I'll use the Center's resources for finding the right people in Peru, at the various universities in Lima, who are doing research or have access to the data I need. If I am lucky, the Center will help fund this trip too."

John Couriel, currently studying at Harvard's School of Law, related his experiences. "I received a very generous DRCLAS traveling fellowship to do my thesis research in Buenos Aires. I had the good fortune to be matched up with Luis Moreno Ocampo, an Argentinean-based friend of the Center's. We interviewed scores of government personnel and executives at multinational corporations about U.S. anti-corruption policies and their impact on the local market. When I came back to the States after six weeks, my friends at the Center helped me keep in touch with Argentina throughout the writing process. I simply couldn't have written my thesis without the Center."

Echoing the sentiments of countless Harvard students, Couriel's last words were, "The Center is a gold mine for students and academics interested in Latin America. Its staff is professional and kind. We're blessed to have such a great resource."

A popular DRCLAS program is its Weekly Tuesday Seminars on Latin America. Preceded by a light lunch, these lectures, held from 12:00 to 2:00 p.m., are widely attended. Students are especially enchanted with the variety of speakers and their topics–so much so that some students, among them Ellen Schneider, schedule their classes so as not to conflict with the lectures. This year, the topics ranged from the politics of Venezuela to the behavior of monkeys in the galley forests in Argentina–from "The Dollarization

Trend in Latin America" to "Making Bad Matters Worse: U.S. Policy Towards Colombia," the latter delivered by Ambassador Robert E. White, former U. S. ambassador to El Salvador, and president of the Washington, D.C.-based Center for International Policy, which provides critiques of U.S. policy, especially toward Latin America.

DRCLAS also sponsors major conferences to focus attention on areas of importance. Like the lectures, topics of interest, always extremely varied, range from economic, institutional, and political reform to health, the environment, immigration, and philanthropy and Latino studies. Participants come from all over the world.

To cite but a few, in January of last year, 40 agronomists, economists, and ecologists from Argentina, the United States, and Europe assembled for a three-day workshop, "Globalization and the Rural Environment." Transgenic crops, trade, and sustainable agriculture issues dominated the discussions. In March, U.S. scholars convened at Harvard to discuss and develop an agenda for basic research on Latinos, now the fastest-growing ethnic group in the United States. Since many Latinos keep close contact with their home countries through visits and remittances, their fortunes have a direct impact on those countries, especially Mexico, parts of Central America, and the Caribbean. The title of this workshop was "Latinos in the 21st Century: Mapping the Research Agenda."

Spreading the Written Word

A large part of the Center's reputation and success, on campus and beyond, resides in the very busy and capable hands of its publications director, June Carolyn Erlick. A Fulbright Scholar and former overseas journalist in both Latin America and Europe for 18 years, Erlick is currently working on a biography of a Guatemalan journalist, Irma Flaquer, who disappeared in 1980. Erlick, like many of the Center's prime staffers, has found her métier at DRCLAS. Here, she is happily ensconced "as a practicing journalist in a stimulating academic environment."

The Center's publications range from informative brochures to student, faculty, and professional staff directories; Latin American course guides; a monthly calendar; a newsletter; a book series; a working paper series; and a lengthy annual report. It is these "bibles" that spread the news of the Center's countless events to researchers, faculty, students, and followers of Latin American issues and events at Harvard and beyond.

Boston-area high school students meet DRCLAS Latin American and Latino Art Forum exhibitor Winifred Godfrey, with her life-size "Mayan Procession."

Hands down, the most popular and widely distributed Center publication is *DRCLAS NEWS*. Published three times a year, with a circulation of 6,000, this newsletter cum magazine contains articles contributed by students, researchers, faculty, and working professionals from all walks of life and from all over the world. Its focus is on current Latin American and Latino issues as well as reports on conferences, new publications, research, and other initiatives related to Harvard University's programs.

"All of the issues have themes," said Erlick. "Last year we published issues on Health in the Americas, Cuba Today, and Discovering Latinos. This year, upcoming issues will tackle art in the Americas, Mexico, tourism, and philanthropy. Our primary audience is academic, a little less than half here at Harvard, but an audience that encompasses undergraduates and graduate students, faculty of all levels, and visiting scholars. There is also a growing audience in the community and nonprofit sectors, as well as an overseas audience."

Reaching Out

With the Center rapidly expanding its activities organized for groups outside the University, outreach has become a core component of its mission. As the newest member of the staff, Jill Netchinsky Toussaint, coordinator of outreach programs at DRCLAS, who arrived about the same time the Center received its Title IV designation, is thrilled with her job.

"I have always been involved with cultural activities, as a poet myself and community organizer, most often connected to Latin American and U.S. Latino issues. For many years, I have taught language, literature, and culture at the university level. In former lives, I worked as a museum educator and teacher in a trilingual public school in New York City. This job came along at a perfect juncture for me. I get to put my Latin Americanist background to use, have a positive impact on my local community, and practice new skills. What else could I ask for?"

Local school visits that pair students in grades six through 12 with Harvard scholars and artists involved in the Latin American and Latino Art Forum are a key component of DRCLAS outreach efforts. During one outing, 35 bilingual students, ages 11 to 14, from Martin Luther King Middle School in Dorchester, Massachusetts, talked with guest artist Dominique Pepin, whose photos of "Reflections and Ceremonies: Meeting with a Mazatec Shaman" were on exhibit, and then set off for a guided tour of Harvard's Peabody Museum Mayan collection. The students hailed from several Latin American countries, a few arriving in the U.S. just a few weeks earlier.

"Their enthusiasm that day was infectious," said Toussaint. "The students found respect afforded their diverse cultural backgrounds, teachers found lively resources to weave within state curriculum frameworks, and the visiting artist found herself inspired."

The Center's newest and fastest-growing initiative is its Corporate Partners Program, which extends the Center's outreach to the international business community. Corporate Partners have

Certificate program, Spring 2000

access to all Center events, including two seminars organized especially for them. They in turn provide generous unrestricted support for the Center, a minimum pledge of $10,000 per year. Last year's Seminars debated divergent perspectives on dollarization for Latin America and discussed the impact of July 2000 elections on Mexico's future.

Challenges of the Future

Today, there are more than 30 million Latinos or people of Latin American origin in the United States, constituting roughly 11 percent of the total population. Census projections now suggest that by the year 2050, fully a quarter of the U.S. population will be of Latino origin. The population is growing, and so is the Center.

"So far," said Reifenberg, "we have raised close to $40 million in endowments and current-use gifts. Most of these resources are to create chairs or professorships at Harvard related to Latin American studies, as well as fellowships for visiting scholars and fellows, and programs, publications, and research. There were originally two chairs devoted to Latin American studies. Since the Center was founded, five new chairs have been created.

"Mostly we are planning year by year, but I think we're realizing we need to do more of the long-term planning, both for us and to be able to let people know what we are up to. We certainly are one of the fastest-growing centers for Latin American studies in the U.S. or the world. We'd like to think that we are also one of the most innovative, building bridges across disciplinary divides, linking faculty doing basic research with those interested in applied work, creating all kinds of dynamic linkages to individuals and institutions in the region, and having a broad definition of what a center for Latin American studies is all about. We consciously don't limit ourselves to the physical territory that is Latin America, but also include all the folks of Latin origin living in the U.S. and other parts of the world."

Summing it up, Coatsworth acknowledges that the rapid changes occurring in Latin America will certainly affect DRCLAS.

"I hope they will inspire us to do more and to do it better," he said. "One area that needs a huge amount of work is that of increasing the quality and coherence of U.S. policy toward the region. I hope we can find a way to be more helpful to the policy committee in the U.S., but that's a pretty tall order given that so much of what we are doing now tends to be self-defeating and counterproductive.

"We have already given priority to several areas where we think Harvard could and should be doing more in teaching, research, or setting a better example. Four areas we are devoting a lot of attention to now are Latino studies, Brazil, Cuba, and Latin American art.

"Our biggest challenge, I think, is to keep up with the tremendous interest and enthusiasm the Center has inspired at Harvard and elsewhere. Our main responsibilities are to foster the creation of new knowledge and understanding, educate our students and future citizens, train future experts and teachers, and share what we have learned with the larger community. If we can keep doing this well, we'll succeed."

Based in New York City, Edward Rubin is the field director of Audits & Surveys Worldwide, an international research company. Last year, his slide lecture La Vida Loca: The Life of the Artist in Cuba *was presented at Cooper Union in NYC and at the University of Texas, in Galveston. Tuesday, April 10, 2001 he will present a new slide lecture,* One Long Singular Sensation: The London Artworld from Frances Bacon to Damien Hirst, *at Cooper Union's Great Hall, NYC. Both lectures are available for booking. Edward Rubin can be reached at erubin5000@aol.com.*

FOR MORE INFORMATION

For additional information about the programs, activities, and publications offered by the David Rockefeller Center of Latin American Studies, you can write, e-mail, log on to the Web, or call or write to the following:

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Telephone: (617) 495-3366
Fax: (617) 496-2802
Internet:
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E-mail: drclas@fas.harvard.edu

Director John Coatsworth:
coatswor@fas,harvard.edu
Executive Director Steve Reifenberg:
sreifenb@fas.harvard.edu
Director of Publications June Carolyn Erlick:
jerlick@fas.harvard.edu
Coordinator of Outreach Programs:
Jill Netchinsky Toussaint:
netchins@fas.harvard.edu

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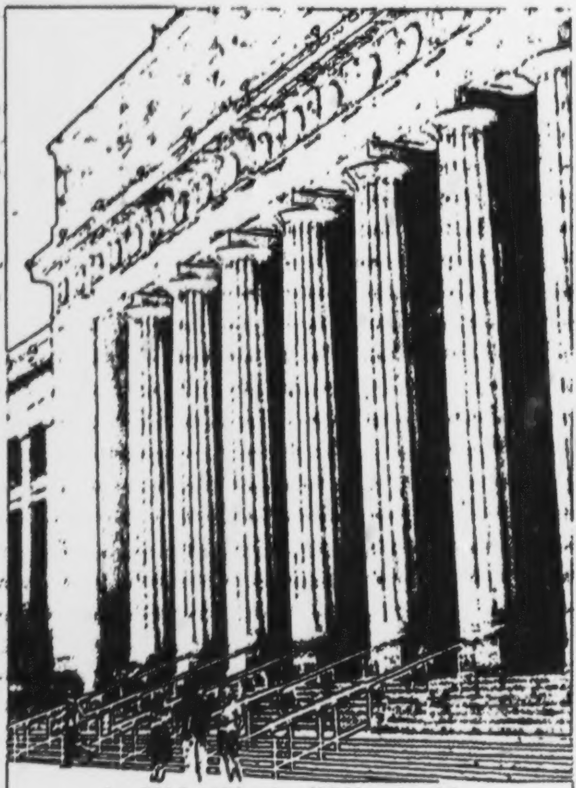
The Honor Roll

University of Michigan-Ann Arbor

A Place of "Incredible Possibility"

BY ROGER A. DEITZ

How does one characterize an institution as large and diverse as the University of Michigan? The University seems to defy simple description. U-M is comprised of 19 different schools and colleges at Ann Arbor with an additional four each at Dearborn and Flint, over 200 undergraduate majors and 600 degree programs, and students who hail from 50 states and over 134 countries. With all that, educators at the institution respond that U-M is a place of "incredible possibility," a place where students "shape that possibility according to their own interests, goals, energy, and initiative."



Angell Hall at University of Michigan-Ann Arbor

President Lee C. Bollinger puts it this way: "The University of Michigan, a leader in undergraduate and graduate education and one of the premier research universities, offers rigorous academic programs, outstanding faculty, and diverse cultural and social opportunities in a stimulating intellectual environment." As to the school's impact, he adds, "The U-M's more than 400,000 living alumni–more than any other American college or university–include 24 Rhodes Scholars, astronauts, and such American icons as Mike Wallace, Jessye Norman, Arthur Miller, and former president Gerald R. Ford. Among the strengths of the Ann Arbor campus are its more than 700 student clubs and organizations, 25 varsity sport teams, a dozen museums and galleries, plus several nature areas. The 24 University libraries contain some seven million volumes, including the largest collection of papyri in the Western Hemisphere–now available online to scholars and the public. The acoustically acclaimed Hill Auditorium and numerous smaller theaters provide inspiring venues for student and professional performers as well as for faculty composers. The writing talents of students are celebrated through the Hopwood Awards Program. Director and screenwriter Lawrence Kasdan, playwright Arthur Miller, and poet Marge Piercy are among the many Hopwood winners who have gone on to successful writing careers."

"Upon reflection," Bollinger continues, U-M's "size, complexity, and academic strength, along with the breadth of its scholarly resources and the quality of its faculty and students, contribute to a dynamic intellectual environment for students as they encounter new people, cultures, and ideas. From those experiences, individuals come away from Michigan forever enriched."

Lee Bollinger, University of Michigan-Ann Arbor president

Honor Roll Facts in Brief

INSTITUTION
University of Michigan, Ann Arbor

LOCATION
Office of Undergraduate Admissions
1220 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
(734) 764-7433

ESTABLISHED
1817

ENROLLMENT
38,103 total at Ann Arbor (1,423 Hispanics–4.3 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$6,525 first-year, in-state students

FACULTY
4,281 total (122 Hispanics)

SEVERAL DEGREE PROGRAMS
Latin American and Caribbean Studies
Latina/Latino Studies
Oceanography
Social Anthropology
Theatre and Drama

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Alianza
La Salud
Latino Law Students Association

INTERNET ADDRESS
www.umich.edu

President Bollinger says that U-M has been the national model for the large public university for more than a century. He informs us that more than 52,000 students on the three U-M campuses (Ann Arbor, Dearborn, and Flint) represent all states and more than 130 countries. The Ann Arbor campus, with 38,000 plus students, offers in excess of 5,600 undergraduate and graduate courses each semester. Classes range in size from fewer than 10 to 500, and the student:faculty ratio for undergraduate and graduate students is 9:1. Eighty-four percent of undergraduate students graduate within six years. More than 160,000 of the 415,000 living alumni reside in Michigan. Fall 2000 enrollment showed 38,103 students attending Ann Arbor, 18,035 of them female. African Americans accounted for 2,597 (7.8 percent); Hispanics, 1,423 (4.3 percent); Native Americans, 215 (0.6 percent); and Asian Americans, 4,082 (12.3 percent). International students numbered 3,484, or 9.1 percent. There were 5,418 first-year students enrolled at Ann Arbor for Fall 2000, 2,869 of them female. Overall, among the first-year group of U.S. citizens and permanent resident aliens, 472 were African American; 276, Hispanic; 39, Native American; and 724, Asian American. Of the total, 207 were international students.

The total number of degrees granted between 1845 and June 30, 1999, comes to 579,417. Total faculty includes 4,281 regular instructional, regular clinical, and supplemental faculty. Hispanics-Latino/as made up 122 of the 1999 faculty, with an additional 205 African Americans, 393 Asian Americans, and 13 Native Americans. That makes for 733 faculty who are members of minority groups–17 percent of the total. Annual tuition and fees for an incoming first-year student run to about $6,525 for in-state students and $20,356 for out-of-state students.

Most Michigan students choose to join a Michigan Learning Community to "experience the best of both worlds"–the immense intellectual resources and traditions of a world-class public university combined with a small-college atmosphere that offers them personal attention and the possibility of forging lifelong friendships. The Learning Communities are both supportive and expansive. They encourage students to broaden their academic accomplishments and assume leadership roles.

Undergraduates can choose from many options, including classes held in residence halls, guest lectures, mastery study workshops, intensive language study, personalized advising, research opportunities, mentoring, community service, social clubs, field trips, athletic trips, and more.

The Michigan Community Scholars Program is a living/learning program that focuses on community and change, in particular, the transition from high school to college. It offers a supportive community of students, staff, and faculty that fosters learning and collaboration inside and outside of the traditional classroom setting. Students are required to participate in a one-credit seminar, community service projects, mastery workshops that accompany selected academic courses, and other program activities. Campus organizations that have a Hispanic interest include Alianza, which promotes Hispanic culture; La Salud, a community service health organization for Hispanic students; and La Voz Mexicana, which promotes academic, cultural, political, social, and professional needs of Hispanics. There is a Latino Law Association, a Puerto Rican Association, and an Organization of Latina/o Social Workers, as well as a Society of Hispanic Professional Engineers.

The founding of the University in 1817 came with a grant of 1,920 acres of land ceded by area Indians for "a college at Detroit." The territorial legislature planned "a university of Michigania" as a territory-wide public educational system. The school moved to Ann Arbor in 1837, the same year in which Michigan became a state. The school relocated to take advantage of an offer made by local entrepreneurs—40 acres of land at the edge of town. The original acreage ceded by the Indians was sold, and the proceeds remain part of the University's permanent endowment. The University of Michigan Endowment Fund was valued at $2.8 billion on December 31, 1999. That makes it 17th among 508 institutions and 4th among 157 public institutions, according to a 1998 study.

The University of Michigan-Flint opened in 1956 with a gift from the Mott Foundation. The University of Michigan-Dearborn followed in 1958, situated on the land of the Henry Ford estate, a gift from the Ford Motor Company. The Ann Arbor campus is located 40 miles west of Detroit, along the Huron River. It is comprised of five major areas: Central Campus, East Campus, North Campus, Medical Center, and South Campus. The location now totals 3,129 acres, with 551 major buildings and 1,506 family housing units. The total book value of the physical plant is $7.1 billion.

President Bollinger says that the University's commitment to research dates back to 1852, to the inaugural address of President Henry P. Tappan, who unveiled plans for connecting the classical course of education with scientific learning. President Bollinger says U-M spends half a million dollars for research expenditures for 1998-99 ran to $499,721,931—the largest research outlay among U.S. universities.

"In 1998-99, for the eighth year in a row, the University had the largest volume of research in the nation, as measured by dollars spent on research and scholarly work through peer-reviewed sponsored activity and institutional funds. The ranking is based on results of an annual survey conducted by the National Science Foundation," notes the president. Federal agencies provided the largest portion of the funds—69.5 percent—with most of the remainder from U-M funds (12.2 percent), industry (7.2 percent), foundations (3.6 percent) and professional associations (1.6 percent). President Bollinger reports that the University is investing significant resources in the life sciences with the building of a new Life Sciences Institute—a research complex that will serve as a hub for cross-disciplinary research and teaching in the life sciences.

The Institute, says the president, "is part of the U-M's broader Life Sciences Initiative, a campus-wide effort to coordinate and expand research and teaching in the rapidly advancing fields of biological and biomedical sciences, as well as other areas of study that bear on and are influenced by the life sciences.

"More than 40 years ago, U-M confirmed the safety and effectiveness of the Salk polio vaccine. Today, U-M scientists are developing cancer vaccines, discovering how cells communicate, and creating bioartificial organs that some day could provide life-saving treatment for thousands of people. The U-M Health System, one of the world's largest healthcare complexes, treats more than one million patients annually."

Bollinger sees diversity as an important issue, but not a new topic at U-M. "Throughout our more than 180-year history, the University has been committed to educating a wide range of students and has aspired to provide a first-rate education to a diverse student population, based on the premise that a truly remarkable education is one that creates the opportunity for students to learn about differences as well as similarities. Alumni/ae and students of this University have a strong attachment to the principle that encountering differences, rather than one's mirror image, is an essential part of a high-quality education. My own experiences as a student, a member of the faculty, and a parent, as well as the experiences of others whose views have been expanded through the prism of new ideas and different viewpoints, underpin my belief that the University must remain a community that embraces variety."

NJCU Builds on New Name and New Initiatives

President Explores Worldwide Methods

JERSEY
TY
IVERSITY

BY MARILYN GILROY

What's in a name?

Just ask Dr. Carlos Hernández, president of New Jersey City University, known as Jersey City State College until 1998, when it attained university status.

"Even though there were immediate psychological benefits from the new name, it was apparent that we couldn't just change our label and expect to be a more worldly institution," said Hernández. "I asked the faculty and staff to think about what this means, to begin a process of self-inquiry and consider the questions: What do we want to be? How should this new title affect our programs?"

The name change created multiple opportunities and challenges. As Hernández explained, it offered a chance to polish the school's somewhat tarnished image. As an urban public campus, located across the Hudson River from New York City, NJCU's reputation suffered during economic cycles that brought budget crises and decay to its home base of Jersey City, N.J., one of the most ethnically diverse and densely populated areas of the country.

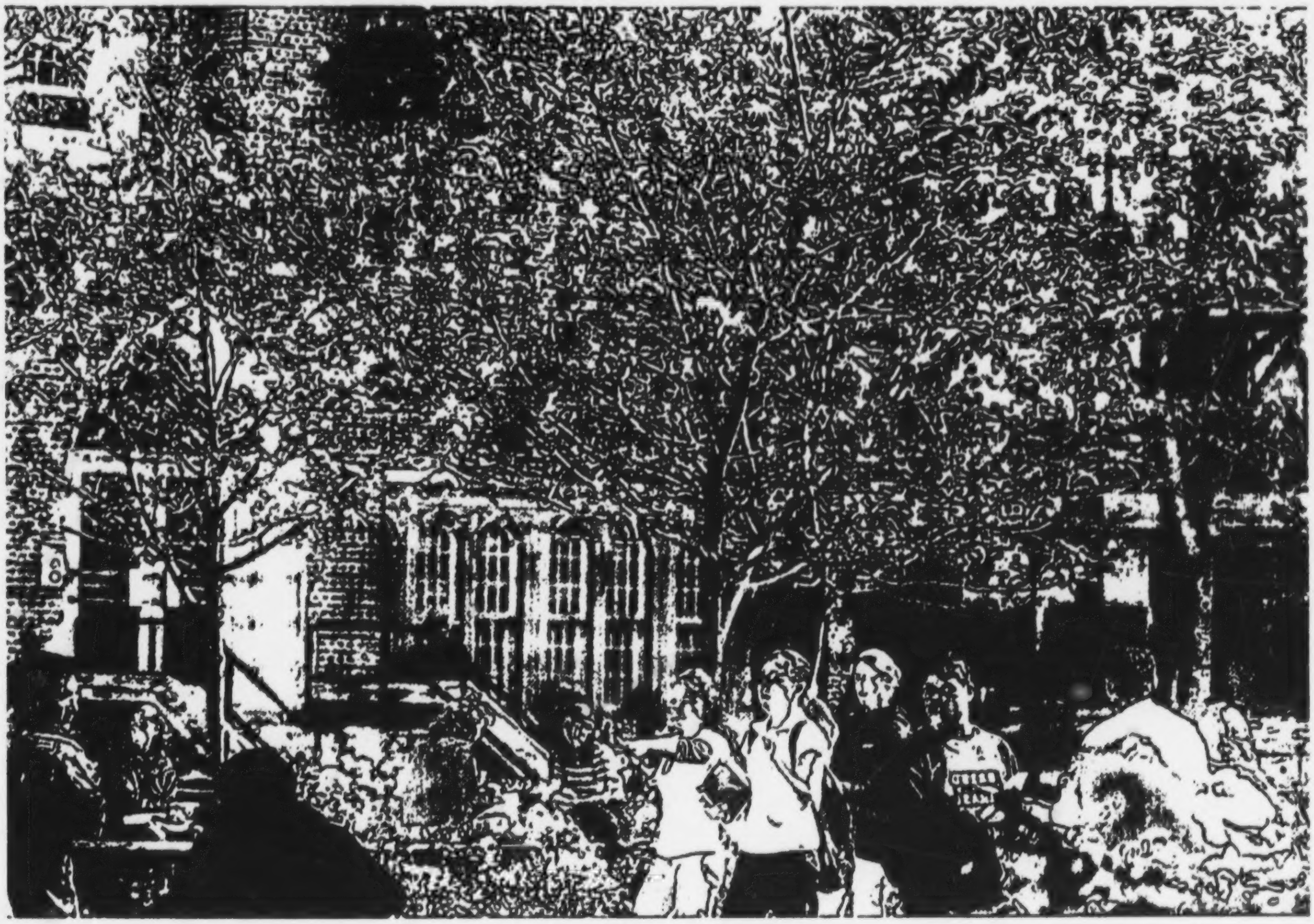
> "We have been able to bring in minority faculty in areas where conventional wisdom says they are not available, such as philosophy, computer science, and natural science."
>
> DR. CARLOS HERNÁNDEZ, PRESIDENT

"The public perception of urban institutions like Jersey City State College was one of a somewhat run-down facility not offering quality education," said Hernández.

But Hernández believes that view is a misperception, based on the fact that urban campuses are used differently than are sprawling suburban campuses. The nature of the campus is more compact and vertical, rather than horizontal, he explains. The high density of population on campus and in the surrounding area can lead to overuse of facilities, so there must be a conscientious effort to maintain buildings and property.

"If the physical environment is

not conducive to learning, then academics suffers," said Hernández. For this reason, the University has been involved in major construction and capital improvement projects to create first-class facilities. The 30-year-old library was recently redesigned and modernized to support current and future information technology, with a special emphasis on users' access to worldwide resources.


New Jersey City University campus

Last fall, the Center for Media and Performing Arts opened in a building that had been the University's athletic center from 1954-94. It features production studios for radio, television, and film, as well as a screening room, a 90-seat theater, classrooms, and faculty offices. Two dance studios are being added.

Groundbreaking for a Center for Fine Arts takes place this spring. Plans call for a two-story building housing a gallery and large studios, individual rehearsal studios, classrooms, and offices, with a sculpture garden surrounding the facility.

"The building is designed specifically to enhance the learning and working environment of artists," said Hernández. "We need this type of imaginative investment, not just in the intellectual future but also in the physical future of the University."

The institution's future is very much on the mind of Dr. Hernández as he completes his seventh year as president.

One focus of his administration has been to increase its international character and address professional and cultural differences present in the global marketplace. Hernández is committed to making the University a center of international learning and opportunity.

"American universities can no longer teach or operate with an insular mentality," he said. "We live in a globalized community, and we must encourage international perspectives, exchanges, and approaches to thinking, teaching, and learning. Ultimately, the success and survival of our institutions will depend on a globalized approach to scholarship and teaching."

To this end, the University will continue to implement a U.S. Department of Education Title VI Undergraduate International Studies and Foreign Language Program grant entitled "World Languages and Cultures in Urban Education." The grant supports the internationalization of the curriculum, the revision of teaching certification for foreign language teachers, the enhancement of education-abroad advising and infrastructure, and the acquisition of books and multimedia resources for research and courses.

Some of NJCU's newest internationalization initiatives include:

- an intensive foreign language exchange program in Spain and Germany;
- International Studies Presidential Scholarships, which provide financial assistance to students pursuing studies abroad;
- hosting a cultural exchange program between a local Jersey City, N.J., high school and the City Technology College of Kinghurst in Birmingham, England;
- a Visitor Lecture Series that brings two experts on international education, one from China and one from Mexico, to lecture and meet with faculty administrators and students; and
- the inauguration of international sports competition.

Last May, NJCU's basketball teams traveled to France, where they challenged local teams in Monte Carlo and Vence, France. The Vence team was hosted by NJCU last fall.

Hernández is particularly excited about the grant component that offers study abroad opportunities for NJCU students.

"Our students often don't have the financial means to underwrite study abroad, so we created the presidential scholarships to help them," said Hernández. "It is an intensive program whereby they live in host homes in other countries and receive college credit for their studies."

The University is also developing a relationship with INTERNEXUS, an organization that has offered study abroad and language training for 50 years.

"They have an infrastructure that supports these endeavors," said Hernández. "We would like to send NJCU students to their sites and accept 15 to 20 of their students on our campus." He adds that Jersey City is an ideal location for students from abroad since it offers a cosmopolitan atmosphere where language and cultures from many countries are represented.

The student body itself is also one of the most diverse in the area. NJCU enrolls 9,400 students–28 percent Hispanic, 20 percent African American, and 10 percent Asian. As a result, there are many programs to enhance the success of Hispanics and other minorities.

"Our programs may serve a preponderance of Hispanics, but they benefit all students on campus. This is not an issue of ethnicity but rather one of serving a first-generation population, and that was our mission even before we became a university," said Hernández.

One initiative aimed at this goal is Proyecto Access, sponsored jointly by HACU and NASA, and designed to encourage Latinos' interest in the disciplines of math and science, where they tend to be underrepresented. NJCU brings middle and high school students on campus during the school year and in the summer to work with college first-year students and sophomores on projects that make math and science fun. They use experiments that help the younger students understand logic, scientific research, and use of laboratory equipment. Through games such as chess, the University mentors show underlying concepts of probability and statistics. The visiting students are tutored and helped by faculty and staff.

Another program, The Learning Communities (TLC), funded through the U.S. Department of Education, was created to improve retention and graduation rates for Latinos and other minorities. It targets a cohort of first-year students who receive intense support and mentoring to help them through college. The program is in its third year and has produced a 60-70 percent retention rate.

The University has also received an $1.8 million grant from the United States Department of Education through the Title V Developing Hispanic-Serving Institutions Programs. The five-year grant for NJCU's "Re-Organizing to Support Student Success" project will run through September 2005.

The NJCU grant funds faculty professional development that supports instructional and curricular innovation; the development and adoption of a Summer Bridge program for first-year students; the implementation of a First-Year Experience model that teaches academic thinking; and faculty-driven revision and refinement of NJCU's General Studies Program.

Under the grant, New Jersey City University will also establish a Center for Instructional and Technological Innovation, to expand the faculty's bank of cutting-edge teaching strategies.

While these projects have helped NJCU make great strides in fulfilling its mission of educating a diverse, urban population, it faces other challenges that are part of a widespread conundrum in higher education. One of those challenges is that of diversifying the faculty, a movement that has not kept pace with the changing faces of student enrollment. The New Jersey Commission on Higher Education recently released a report showing that 80 percent of college faculty in the state is still White.

"That's a problem that all institutions face, although we are doing better than most," said Hernández. "We have been able to bring in minority faculty in areas where conventional wisdom says they are not available, such as philosophy, computer science, and natural science.

"But the problem of diversity in the ranks of faculty is almost a generational one, and it is not going to turn around soon. You're talking about a group of people who were trained 20 years ago and are still teaching. As we get significant retirements, we will make more progress in this area."

Hernández is not as hopeful about the prospects of more Hispanic presidents in higher education.

"I look at the decreasing number of Hispanic presidents in our state," said Hernández. "When I became president in 1993, there were several of us. Now I am the only one."

Hernández is proud of his accomplishments and amazed at the course his life has taken. His career in higher education began 27 years ago, when he entered the academy as a psychology professor at Jersey City State. At the time, he did not even think about becoming president. Even though Hernández spent 27 years at the same institution, he developed a vision of global education through research and travel.

Hernández's research explores technology-based instruction models, which he has witnessed in all parts of the world. What he has seen has given him a new perspective.

"In the United States, we think of ourselves at the top of the pyramid. Most students from around the world would love to study here, and we have a lot to offer, but we have a lot to learn from other countries," said Hernández. "For example, places like India are lagging behind in technological education, but they have an advantage because they have not committed to one particular approach in technology. They are willing to explore and try other methods. As a result, there are all types of types of group teaching and learning models that we have not seen because of our one-person, one-computer model."

Hernández has been invigorated by the process of transforming the learning environment at NJCU. But he also faces issues that confound many of his counterparts at public institutions.

"Universities such as ours and CUNY are struggling to maintain standards and open admissions," he said. "We are also scrambling to find funding for the needs of our increasingly complex institutions.

"But we must continue the tradition of access and excellence. Students need such access. And our efforts to maximize learning through global information and resources are preparing them for the future and providing lifelong learning skills."

The NJCU Office of Public Information contributed to this article.

ACT™
INFORMATION FOR LIFE'S TRANSITIONS

Composite Scores Up, Up, Up

Hispanic Takers Up Too

BY
JEFF SIMMONS

It was a major achievement–a decade of progress that is holding firm.

Last fall, high school seniors maintained high scores on the ACT Assessment college entrance and course placement exam. That yielded some applause, but the chorus of praise was even louder because the achievement was longer.

Those scores–the highest ever–were not only equivalent to those achieved by college-bound seniors the year before, but for the last three years. Students crossed the decade's finish line in dramatic fashion: maintaining an ever-increasing national average.

"We haven't seen a decline in the national average since 1989," says Richard Ferguson, president of the Iowa-based ACT Inc. "From the 1960s through the '80s, the national average score fluctuated constantly. Decreases outnumbered increases, and increases were seldom consecutive."

It was the fourth consecutive year in which the composite ACT score reached 21 out of a possible 36. It had begun at 20.6 in 1990, and slowly inched upwards, reaching 21 by the year 1997 and maintaining that level for three more years.

That represents the highest level the composite score has reached since ACT reconfigured its grading scale in 1989, and one of the highest ever in its 42 years.

ACT initially was called the American College Testing program, but now is known simply as ACT Inc.

Last year, greater numbers of students than ever before–1,065,138–took the exam. That increase of

Julie Noble, principal research associate at ACT

Richard Ferguson, president of the Iowa-based ACT Inc.

about 46,000–bringing the total increase since 1990 to an estimated 250,000–meant that roughly 38 percent of all graduating students in the nation took the ACT.

"It means to me that students are more aware of what it takes to be prepared for college and are taking appropriate action," says Julie Noble, principal research associate at ACT.

The authors of "The High School Profile Report," which examines the scores of the graduating class of 2000 and looks at students' academic abilities, contend that their findings paint a portrait of achievement.

2000 ACT Subject & Composite Scores* by Ethnic/Racial Minority

	No. Tested	English	Math	Reading	Sci. Reason	Composite
Am Indian	10,976	(18.0)	18.5	**19.4**	**19.4**	**19.0**
Asian	35,474	20.5	**23.2**	**21.3**	**21.5**	21.7
Black	110,617	16.4	(16.8)	(17.0)	17.3	(17.0)
Hispanic	57,815	17.9	(18.9)	19.1	19.1	18.9
Multiracial	14,441	20.7	20.5	21.9	**21.1**	21.2
Other	16,116	**18.5**	20.3	**19.2**	**19.7**	19.5

* Scores higher than in 1999 indicated by bold type, lower scores by ( ).

The annual report unveils large differences in achievement between those who take more rigorous courses and those who don't in high school.

Those differences for the Spring 2000 class cut across all racial, ethnic, and gender groups and occurred at all socioeconomic levels. The report contains information about the scores of graduating seniors in the Class of 2000 who completed the ACT Assessment as seniors, juniors, or sophomores. The report's authors caution that those seniors who took the test shouldn't be considered representative of the total population of graduating seniors.

Just as they do with the Scholastic Assessment Tests, colleges and universities look at the ACT Assessment to determine whether students are qualified to attend an institution. While college administrators stress that they look at more than grades, the scores nevertheless serve as a barometer of achievement.

The Washington, D.C.-based National Association of College Admissions Counselors reports that college and university administrators look first at a student's grade point average when reviewing college applications, and second at test scores.

"Students do take both tests," says Kelley Hayden, principal research associate with ACT. "Students are looking for the best scores, so they take both tests. Its basic format is similar to the SAT, but the structure and approach are different."

The SAT is divided into verbal and math components: the ACT Assessment program contains four curriculum-based tests measuring academic achievement in English, math, reading, and science reasoning.

In several states, steep percentages of graduating students take the ACT as well as, or in place of, the much-better-known SAT. For instance, in Mississippi, 84 percent of graduating students took the exam, and in Louisiana and North Dakota, it was at 80 percent in 2000.

But in other states, it isn't as widely accepted. Only four percent of graduating students in Connecticut, Rhode Island, and New Jersey took the exam in 2000; six percent did so in New Hampshire; five percent, in Maine; and three percent, in Delaware.

"Virtually any campus today will accept either test," including Yale, Harvard, and Cornell, says Hayden.

Still, the ACT, much like the SAT, has drawn criticism because of what some view as an over-reliance by colleges on test-scores.

"The ACT is a different test; it's not necessarily a better test. It's misused in much the same manner as the SAT is misused by admissions offices that have cutoff scores, which is a violation of the ACT's own test-use guidelines," says Bob Schaeffer, public education director with the Cambridge, Mass.-based group, FairTest. "It ends up damaging kids who are scoring lower–Hispanic and Black students."

Core Curriculum Payoff

The ACT exams are proctored throughout the school year, including April and June. Students must complete all four sections each testing period. That has meant that more are taking tougher college-prep courses to prepare.

A decade ago, fewer than half the graduates reported taking a "core curriculum." A core program includes four years or more of English; three or more of mathematics–including algebra, trigonometry, calculus, and computer science; three or more of social studies–including American history and government, economics, and geography; and three or more of natural sciences–including biology, chemistry, and physics.

As the scores climbed, so did the number of test-takers completing the tougher courses, and that increase was much more substantial.

In 1990, 48.4 percent of the ACT-tested graduates reported taking that core curriculum. That has climbed every single year, reaching 60.5 percent by 1996, and 63.2 percent with the Class of 2000.

The disparity in achievement becomes apparent when reviewing test scores in mathematics and science. Students who completed more of those courses attained higher ACT scores. This has prompted ACT leaders to insist that higher scores mean more opportunities.

"Students with more math and science courses achieve much higher average scores," Ferguson says. "Not only on the ACT subject tests, but also on the composite score. Those higher scores, in turn, typically translate into scholarship opportunities, more postsecondary options, and better academic performance during the critical first year of college."

Students who completed three or four years of science courses achieved a 21.7 composite average on the ACT; those who took two or less scored at 18.7. When it came to math, those with four or more courses achieved a 22.6 composite aver-

Average ACT Scores by Years of Math and Science, 2000 Graduates

Years of High School Mathematics	No. & Pct. of Students	ACT Math Average	ACT Composite Average
Four or more	636,936 (62.6)	22.6	22.6
Three or three and a half	270,754 (26.6)	18.2	19.1
Two or less	110,162 (10.8)	16.7	17.4

Years of High School Science	No. & Pct. of Students	ACT Sci. Reasoning Average	ACT Composite Average
Three or four	798,207 (78.4)	21.6	21.7
Two or less	219,601 (21.6)	19.1	18.7

age, and those with two or less, a 17.4.

Ferguson lamented that too many students still aren't completing three or four years of math and science, despite nationwide efforts to boost academic standards and maneuver more high schoolers into those classrooms.

Sights Too High?

Additionally, ACT questions the test-takers about their postsecondary school goals, and finds that many set their sights too high. ACT notes that many students want to enroll at prestigious colleges but aren't fully aware of the higher expectations at those institutions, so they don't adequately prepare.

ACT leaders note that the majority of first-year students accepted at the upper echelon of colleges are from the top 10 percent of their graduating classes. Yet, one-fourth of the ACT-tested students–24 percent–whose first choice was a highly selective college had scores at or below the national average.

A majority–61 percent–with scores at or below the national average set more reasonable expectations to attend traditional colleges, ones at which the majority of first-year students are in the top 50 percent of their class.

"To some extent, students aren't aware enough," says Noble. "There seems to be a large discrepancy between expectations in terms of what students want to be when they grow up as opposed to what it takes to get there."

ACT leaders stress that there is a need for more high school career counseling, including up-to-date information about the labor market and the national job outlook.

ACT noted that in 1998, only four percent of college-bound high school graduates were interested in careers in computer engineering or science. The following year, that rose, but only slightly, to 4.5 percent. And this past year, it rose to more than five percent.

Ferguson views this as an encouraging sign, but still the situation is troubling. The Information Technology Association of America recently stated that 1.6 million new technology jobs opened up in 2000 but half would likely go unfilled because of little talent, he says.

So where do students expect to land in college?

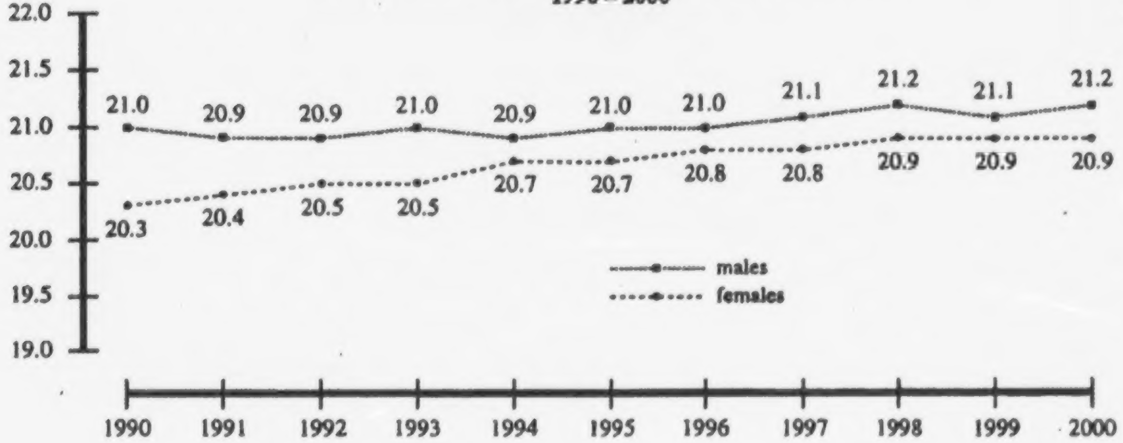
ACT assesses this as well, and notes some interesting differences along gender lines.

Gender Differences

Females–26 percent–prefer a career in the health sciences, whereas only 10 percent of males do. Males–12 percent–select a career in business and management, but only nine percent of females so select.

Females are twice as likely–10 to five percent–to prefer a career in social sciences. Males are overwhelmingly encouraged to pursue engineering–11 percent compared to two percent–and computer science–8 percent for males and two

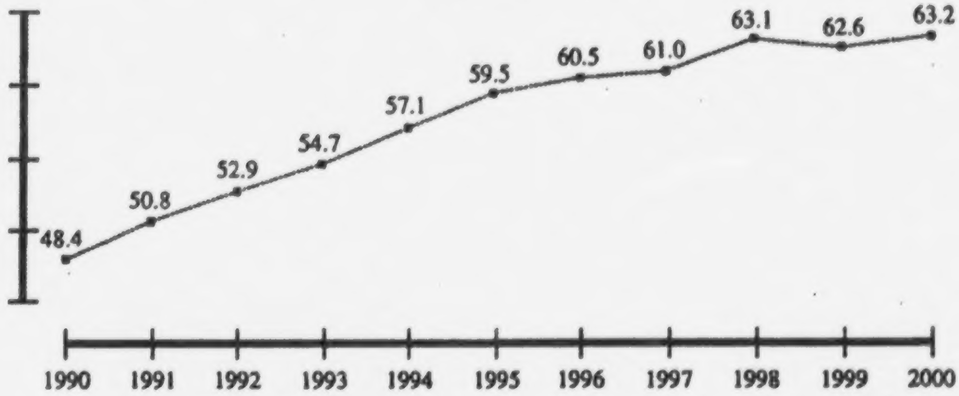
ACT Assessment National Composite Averages by Gender 1990 – 2000



percent for females.

Only 10 percent of college-bound high school graduates want to pursue a career in education, 8 percent of Hispanic students, and 6 percent of African American students. The only group showing increased interest was Asian students, among whom interest moved from four to five percent, and Whites, 11 to 12 percent. "Teaching isn't often considered lucrative," Noble says.

Percentages of ACT-Tested Graduates Reporting Core Curriculum*
1990 – 2000



*** At least four years of English and three years each of math (algebra and above), social sciences and natural sciences.**

More females than males take the ACT. Since 1990, 160,860 female graduates were tested and only 82,507 males. Gains have been incremental, with the average composite score for females up by 0.6 point, and for males, by 0.2 point.

But males score better. Males raised their composite average from 21.1 to 21.2, and scores increased in reading and science reasoning. The composite average for females in the Class of 2000 came in at 20.9.

With one exception, in each racial or ethnic group, females outpace males in English and reading, and males outscore females in science reasoning and math. Black students are the exception, with both genders averaging the same score on science reasoning.

Hispanic Test-Takers

Among Hispanic students, females did better than did males in English (18.1 to 17.6) and reading (19.1 to 19.0), and males fared better in math (19.6 to 18.4), science (19.6 to 18.8), and composition (19.1 to 18.8).

The most significant gains among minority students overall came in the science reasoning test, in which Asians raised their average science reasoning score by 0.2 point.

Numbers of Hispanic test-takers have nearly doubled over the last decade, from 32,884 in 1990 to 57,815 graduating students in the Class of 2000. Still, this is about half the number of African Americans.

Hispanic scores, says Noble, have been relatively stagnant. ACT reports that Hispanics scored 17.9 in English, 18.9 in math (the only increase), 19.1 in both reading and science reasoning, and 18.9 in composite.

Based on requests from test-takers themselves, officials separate categories of students within the Hispanic test-taking population.

By level of high school coursework, composite scores dropped among Mexican American, Chicano, and Latino student test-takers. In 1996, that score was 19.8 for students who took a core curriculum or better, and then rose in 1997 to 19.9. But it has since fallen to 19.6 for two years, and then to 19.5 in 2000.

Composite scores for those who took less than a core curriculum for that group are higher at 17.5 than they were in 1996, 17.5 vs. 17.4.

On the other hand, composite scores for those identifying as Puerto Rican, Cuban, or other Hispanic climbed among students, regardless of curriculum. For those taking less than the core curriculum, scores rose from 17.4 in 1996 to 18.0 in 2000.

Average ACT composite scores overall for various racial and ethnic groups show similar trends. For Mexican Americans, Chicanos, and Latinos, scores dipped from 18.7 in 1996 to 18.6 in 2000.

The reverse holds for Puerto Rican, Cuban, and other Hispanic students. Scores climbed from 18.9 in 1996 to 19.5 in 2000.

The Income Connection

Students whose families brought home more than $50,000 scored higher than did those with lesser incomes. For example, among all Mexican Americans, Chicanos, and Latinos with family incomes of less than $18,000, the average composite score was 17.2. But it was 20.6 among those in the higher bracket.

For Puerto Rican, Cuban, and other Hispanic test-takers, the composite score was 17.7 among $18,000-or-less households, but 21.5 among those whose families took home more than $50,000.

ACT expects the status quo to remain when the scores are released this summer for the Class of 2001. The only significant change, Noble says, will be growth in the numbers of students taking ACT. "That will be up," she insists.

HD

HAMPSHIRE COLLEGE

A College and Its Community

BY
MICHELLE ADAM

> ***"They...realized that the way colleges are structured around departments prevents interdisciplinary work. Rather than undo their structures, they thought to start from scratch."***
>
> NORMAN HOLLAND,
> ASSOCIATE DEAN OF
> FACULTY FOR
> MULTICULTURAL
> EDUCATION

Located in an idyllic setting in Amherst, Massachusetts, Hampshire College sets itself apart from the more traditional colleges and universities within the United States. With many institutions, the percentage of minority students outpaces the percentage of minority faculty and administration. Hampshire College is working in the opposite direction. This small school boasts 18 percent minority faculty, and the minority student population stands at 13 percent.

Hampshire College is stronger in minority faculty than in minority students because it was established with an alternative approach to education–one that strongly emphasizes an inclusive multidisciplinary and multicultural education. This mission has made it crucial for the College to attract a diverse faculty. But the fact that it is a young school with small endowments has made it harder for minority students, and especially the large number of first-generation Hispanic students, to attend the College.

"For many first-generation students, Hampshire College isn't on their radar screen. We don't offer, at first glance, reassuring professional degrees," said Norman Holland, associate dean of faculty for multicultural education, and a native Panamanian.

Minority faculty is drawn to the school because of its alternative and multicultural commitments. Jaime Dávila came to Hampshire from the extremely diverse City College in New York City almost two years ago to be a full-time computer professor. Dávila admits that on deciding to work at Hampshire, he was concerned about the lack of diversity among its student population. But after six months on the job, he discovered that the surrounding communities with which Hampshire works closely do have the diversity he sought, and that Hampshire's approach to education offers tremendous opportunities to intricately weave these communities and those beyond into their educational process. "When I look around at the younger faculty, I see that a great effort has been made to increase the diversity here," he said. "That helps motivate the students."

Hampshire's alternative approach is rooted in the late 1950s, the post-Sputnik era during which new forms of knowledge were emerging and traditional colleges were unable to experiment. The trustees of Amherst, Smith, Mount Holyoke, and the University of Massachusetts began strategic planning around how to incorporate new methods of learning at their schools. Their solution was actualized in the late 1960s when they created a new school, separate from their own but supported by them, that would be established with an entirely different educational model.

"They were looking for a new way and realized that the way colleges are structured around departments prevents interdisciplinary work. Rather than undo their structures, they thought to start from scratch," said Holland.

Hampshire College was established without departments, a model that persists to this day. The students shape their own course of learning and create their own majors, with professors acting as mentors and guides. The majors can include various subjects in combination. A student interested in majoring in the Renaissance would perhaps combine art history, philosophy, and English. While they do attend classes, students complete large amounts of independent work that they themselves initiate and negotiate with faculty advisors. Rather than grades, Hampshire students receive written and oral evaluations, and progress is measured by actual academic accomplishment.

The College opened its doors in 1970 in a climate of social unrest. "The early classes were very interested in social issues and political issues," said Holland. "We were one of the few schools to ask our trustees to no longer invest in South Africa. This helped us see how local movements are tied to the global market." Areas of study that became popular and central to the campus–aside from the more traditional subject matters–were women's studies, ethnic studies, and Black studies. "Our structure allowed us to respond to these issues in different ways," said Holland.

In 1984, Hampshire created what it then called the Third World Expectation, since renamed the Multiple Cultural Perspective Requirement. This expectation, however, was developed out of the school's fundamental belief that an education would be incomplete without a substantial understanding of differences and commonalities across cultures. It was seen as an organic part of a liberal arts education.

"As part of a graduation requirement, students need to present evidence that they have had a substantial encounter with issues or peoples or cultures or societies different than their own," said Holland. Students would be expected to consider how other cultural perspectives could be woven into their area of study, whether a part of their subject area or not.

Several years after this expectation was developed, the office of multicultural education was opened. It was established to support faculty of color and international faculty, as well as students and staff. The department would be responsible, as it is today, for distributing fellowships for underrepresented faculty and for supporting their recruitment and retention. It also works with admissions to strengthen publications sent to potential students in order to more effectively attract minority groups.

In 1992, Hampshire established the Baldwin Scholarship, which offers a select group of talented African American and Latino students a free transition year before college in which to improve general academic skills and prepare for the rigors of college. The fund was named after noted author James Baldwin, who used to teach at Hampshire.

Other Cultures

One way in which students at Hampshire are able to learn about other cultures is through international programs offered through the school. Whether traveling to Mexico, Cuba, Costa Rica, or China, the way that students study abroad mirrors the unique approach the College has toward education. For instance, social science and natural science professors have joined students in traveling to Mexico, where they work directly with grassroots organizations. They meet with local groups and look in depth into issues such as women's struggle for democracy, the Zapatista movement, and sexual and reproductive rights in Mexico. The faculty also takes students on anthropological excursions, bringing classroom discussions to life in another culture.

Hampshire is working directly with the national union of writers and artists in Cuba as well. Students decide what it is they specifically want to do and study, and how this fits into their curriculum. Next year, several photography and film students are expected to travel to Cuba to help with digital archiving of the restoration of Old Havana. Film students will record the process and then screen the film around the United States, donating any proceeds to the project.

Other examples of international study include internships in which students will live and work with different organizations in Central America, such as one focused on women growing medicinal herbs, and write about their experiences. For another, faculty will take students to banana plantations in Costa Rica to look at their use of pesticides and how this affects the local community.

"We try to educate students to operate in the world at large," said Christine Carey, assistant dean of faculty for international education. "The programs really give some experiential and theoretical meat to come back with."

Part of Hampshire's international focus has been to bring issues of diversity and multiculturalism to their own backyard as well. As Carey explained, "We are trying to develop curriculum where students want to go to Central America and come back and see the nuances between there and the diaspora here."

Carey's reference to the "diaspora here" refers very much to the communities and people in Hampshire's own back yard. One such community is Holyoke, which has the largest and poorest Hispanic community in Massachusetts. As students are expected to bring in perspectives of other cultures within the global community, the same consideration is made toward the diverse cultures within the campus area. Community service has been an integral part of curricula developed by students at Hampshire, and part of this requirement includes working directly with the diverse local organizations and people.

One such community project that will soon go into effect is the Digital Community Newspaper. Jaime Dávila and other computer instructors, and a group of students from the school's Digital Design Center, will mentor about 30 Holyoke youths in journalism, community leadership, entrepreneurship, digital photography, and Web design during a two-year period. As part of an $80,000 grant through MCI WorldCom's Making a Civil Investment program, Holyoke students will be trained to develop their own news journal on the Web, with a printed version as well. The first team of students mentored will in turn become journalism and Internet experts and mentors to other Holyoke youth, and will help recruit more students to the project. Since most of the students in Holyoke are Hispanic, it is this community of people that will be best served by the project.

Dávila will also participate in "The Day at the Lab," which brings about 40 students from the neighboring town of Springfield to the College for workshops with faculty. This requires faculty to establish relationships with the teachers in the high schools, explained Dávila.

Another computer program brings Holyoke high school students to the College every Friday to be taught computer skills and webpage creation. "All these programs are able to create a pipeline from the high schools to the College," said Dávila.

The College and its students work with neighborhood communities through many local organizations, among them, El Arco Iris Youth and Community Arts Center, an after-school program with a focus on arts, culture, and youth empowerment; the Housing Discrimination Project; and the Greater Holyoke Youth Service Corps. The school has made financial and service commitments to local programs as well. One is the Bridge to the Future program, established by a community group, The Latino Scholarship Association, which raised money for scholarships for Latino youth and for an after-school program at Holyoke High School. When the organization's funds ran dry, Hampshire College started funding this program, and its students actively assist there.

Several years ago, a natural science student embarked on a project that remains with the Hispanic community of Holyoke to this day. Working with a Holyoke group, he studied the history of Puerto Rican immigration in the area. As part of his work, he launched a community garden, now a part of an organization called Nuestras Raizes. Recently, another student decided to work with Nuestras Raizes in Holyoke to study the ecology of the area. She developed a "green map" to identify recycling centers, gardens, cafes, and also toxic and negative sites of the area. This student got young people to do research in their own community. "Our students learn a lot from working with people in Holyoke," said Myrna Breitbart, dean of the school of social science and professor of geography and urban studies, and faculty advisor to the Community Partnerships for Social Change program. The "green map" student, said Breitbart, learned about housing discrimination and about discrimination young people experienced in school, and learned what sustains a community.

This past semester, two students have been documenting the work of young people who've helped design a canal walk. Another student has been mentoring Hispanic girls creating a mural. Students and faculty decided to bring Puerto Rican photographers and an exhibit of their work to the area, and invited the local community to meet with the photographers.

"There are many ways that our work with the Puerto Rican community has changed Hampshire," said Breitbart. "I used to teach urban studies with a focus only on the problems, especially with populations marginalized as a result of global restructuring and changing economies," she added. But now, as she has worked with local artists helping uncover indigenous works of art of the local community, Breitbart has a different take. "I spend more time working with students and talking about the assets and strengths of these communities."

Although the ties with the community are strong, and working with the people of the area is an integral part of students' work at Hampshire, the school is taking another step forward in improving this relationship between community and college. Mary Bombardia, director of the Community Partnerships for Social Change Program at Hampshire, is preparing for the new Tiegel Faculty Seminar in Community-Based Learning to do exactly this. For this seminar, residents submit applications to become fellows to the school. This selected group of local people meet with faculty on a continuing basis and mentor one another on how to better improve the relationship between the College and community.

"We want community to have more access to the College," said Bombardia. "Although Hampshire has always been at the forefront of this work, the dialogue has now evolved into how do we create better partnerships with community services."

Bombardia is also seeking ways to make sure programs last beyond one semester, where other students can pick up where the last one left off, and even be mentored by earlier students. Dr. Madeline Márquez, director of the Center for Innovative Education, explained: "We judge ourselves on how we partnership with the larger community. We have tried to form strong relationships with organizations so we can hear from them and hear what they need from us. That's a switch from what I have seen in the past. Both should gain. *Partnership* is an important word."

Because of the way in which Hampshire is structured, it is always changing, always looking for new ways to expand the possibilities within the framework of what it calls *education*. The Hispanic community within this structure has played an important role, a role in which those outside of academia have become the teachers of the real classroom and the real possibilities of visions and ideas. What remains is for Hampshire to draw more minority students into this alternative approach to education.

The American College President

2000 Edition

New ACE Report on American College Presidents

BY INÉS PINTO ALICEA

MARLENE ROSS

The graying of college presidents across the country has higher education officials debating whether more minorities will soon be elevated to those positions or whether they will be shut out by the growing trend among college boards to select primarily people who have been presidents elsewhere.

The Washington, D.C.-based American Council on Education (ACE) recently released its study, *The American College President*, the 2000 edition, which has re-ignited the debate over the future of college presidencies. The study showed that the average age of college presidents had risen from 52 in 1986 to 58 in 1998, so many are nearing retirement age. In fact, according to AACC, the American Association of Community Colleges, it is estimated that by 2006, 68 percent of community colleges will lose their presidents to retirement. But the ACE study showed that while many openings for president might arise in the near future, college boards are increasingly taking conservative measures in their hiring for the top spot–about 29 percent of newly hired presidents had been presidents at another institution.

"If that trend continues and the boards stick to the tried and true, that doesn't encourage the hiring of women and minorities because many of them are not sitting in those types of positions," said Marlene Ross, director of the study.

But AACC president George Boggs is optimistic about the outlook for community colleges. "This is a window of opportunity to bring more diversity," said Boggs, "to reflect the population we serve."

The ACE study, conducted in 1998, includes information from 2,380 presidents of public and private colleges and universities and is the fourth ACE report on this subject. The first was published in 1988; another, in 1993.

The report presents information on the presidents' education, career paths, and length of service as well as personal characteristics such as age, marital status, and religious affiliation. For the first time, it contains information on the presidential search process. Data are provided on the use of search consultants, the type of negotiations, and whether confidentiality was maintained. While the report is more than 100 pages long, this article examines most closely the chapter on minority presidents.

Since 1986, the percentage of minority presidents went from eight to 11 percent, and the percentage of women college presidents doubled, from 9.5 to 19 percent, noted the study.

"These increases suggest that institutions of higher education have expanded opportunities for women and minorities to enter senior administrative leadership positions, though the representation of minorities in the presidency is increasing at a much slower rate than that of women," said the study. "This is a continuation of trends noted in previous surveys. These changes have not taken place consistently among different types of institutions."

AMERICAN COUNCIL ON EDUCATION

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"We need more Latinos to step forward and be competitive. I don't see that happening."

MARLENE ROSS, DIRECTOR OF ACE FELLOWS PROGRAM

Presidents' Characteristics by Race/Ethnicity: 1998

Category	African American Percent		Caucasian Percent		Hispanic Percent
Women	25.7		18.8		24.3
Currently married	78.9		84.1		81.9
Had doctoral degree	86.4		80.2		80.3
Three most common prior positions:					
President/CEO	38.1	President/CEO	27.6	President/CEO	22.0
Senior executive	26.2	Senior executive	25.1	Senior executive	18.0
Chief academic officer	13.1	Chief academic officer	16.5	Chief academic officer	18.0
Had tenure as faculty member in current position	39.0		30.1		54.1
Had tenure as faculty member in immediate prior position	43.4		35.5		55.4
Had spent time outside job market for personal/family reasons	3.6		7.1		12.0
Presidents' top three fields of study:					
Education	51.1	Education	39.3	Education	47.1
Social sciences	11.2	Humanities	14.3	Social sciences	14.3
Physical/natural sciences	9.1	Social sciences	12.4	Humanities	7.1

Category	Average		Average		Average
Age (in years)	57.8		57.6		56.9
Years in present job	5.5		7.1		5.6
Years in prior position	5.1		6.3		5.3
Years as full-time faculty	6.8		7.8		8.7

According to the study, while the numbers of minority presidents grew by 40 percent, minorities remain underrepresented in the top spots of academia. In 1998, six percent of all presidents were African American, representing more than half of all minority presidents. Native Americans and Asian Americans represented one percent each of all college presidents. The percentage of Hispanic presidents grew from 2.2 in 1986 to 3.2 percent in 1998.

"Minority presidents continued to be underrepresented relative to the higher education workforce, where minorities accounted for 14 percent of faculty and senior staff in 1995," said the report. "Until colleges and universities improve the pipeline of minority faculty and senior staff, progress in recruiting minority presidents will continue to be slow. According to current hiring rates for minority candidates among newly hired presidents, minority representation among all presidents is unlikely to increase significantly–unless hiring practices are altered."

Minority presidents were most highly represented at public master's and baccalaureate institutions, where they led 25 percent or more of institutions in those categories. Hispanic presidents were most highly represented at public baccalaureate institutions–eight percent, which was also true in 1986, when they were six percent. Minority presidents were least well represented at private master's institutions; in that sector, minorities made up just two percent of presidents. As a result, minority presidents were more likely than Caucasian presidents to lead larger institutions. Nearly half of African American presidents and more than half of Hispanic presidents led institutions with headcount enrollments greater than 5,000, compared with less than 30 percent of Caucasian presidents.

"This may be because Hispanic presidents were more likely to lead public institutions, which tend to enroll more students than private colleges and universities," said the report.

The proportion of ethnic or racial minority presidents of public baccalaureate, public specialized institutions, and private doctorate-granting institutions more than doubled from 1986 to 1998, although minority presidents' total representation at private doctorate-granting institutions was still below five percent. Minorities also now represent less than two percent of all presidents of private master's institutions and less than four percent of all presidents of private two-year institutions; both figures represent decreases from 1986.

"We need to push very hard for Latinos to become CEOs at colleges nationwide, not just at Hispanic Serving Institutions (HSIs)," said Antonio Flores, president of the Hispanic Association of Colleges and Universities, based in San Antonio, Texas. HACU has conducted some seminars in fundraising and financial management to prepare future Latino leaders for senior leadership positions in higher education, but Flores said the organization is striving to do more to prepare them "before they get into presidencies."

Flores said that HACU is seeking funds to start its own leadership development program.

Ross, who is also director of the ACE Fellows Program, which prepares education officials for senior leadership positions in higher education, said that more minorities need to be involved in leadership development programs, particularly

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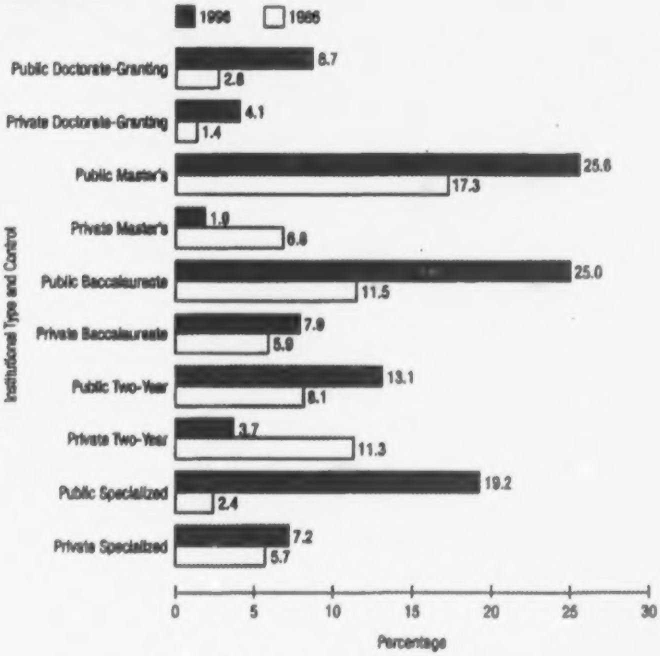
Percentage of Presidents by Race/Ethnicity: Selected Years, 1986 to 1998

Race/Ethnicity	1986 Percent	1990 Percent	1995 Percent	1998 Percent
African American	5.0	5.5	5.9	6.3
Asian American	0.4	0.4	0.8	0.9
Caucasian	91.9	90.4	89.3	88.7
Hispanic	2.2	2.6	2.9	3.2
Native American	0.5	0.8	0.8	0.9
Total Minority	8.1	9.6	10.7	11.3
Total*	100.0	100.0	100.0	100.0

*Totals may not sum to 100.0 because of rounding.

Percentage of Minority Presidents by Institutional Type and Control: 1998 and 1986



Latinos. Her ACE Fellows Program receives many applications from African American higher education officials for the training, but few Latinos apply, she said.

"One of my concerns is that we have insufficient numbers of Latinos in the pipeline," said Ross. "We need more Latinos to step forward and be competitive. I don't see that happening."

Leadership development programs, whether through ACE or through other organizations, are important because they foster confidence and they help the participants build strong personal and professional networks that give them job contacts and advocates when they are ready to move to a higher position, said Ross. She added that it is important for people who want to move up to form various networks at the national, state and local levels through affiliations with national, state, and local groups.

"The more networks they're in, the more visible they become to people who are in a position to help them move ahead," said Ross.

Bernadine Chuck Fong, president of Foothill College in Los Altos Hills, Calif., said the network she became a part of on her own campus helped her immensely.

"My situation is probably unique, because I am president of the college where I taught for several years as a faculty member and then later moved through the administrative ranks to the presidency," said Dr. Fong. "My experience has been an extremely positive one, and I received very strong support from my [presidential] predecessors when I was dean and then vice president. My doors were opened for me by these men, and I didn't even have to knock."

The ACE study offered a variety of other findings, for example, that minority presidents did not differ significantly in age or marital status from their Caucasian counterparts. The average ages of Hispanic, African American, and Caucasian presidents were within a year of one another.

The spouses of Hispanic and African American presidents were more likely than those of Caucasian presidents to have paid employment. Two-thirds of the spouses of both Hispanic and African American presidents worked, compared with 52 percent of the spouses of Caucasian presidents.

The most common field in which minority and non-minority presidents had earned their highest degrees was education; for African American presidents, 51 percent; for Hispanic presidents, 47 percent; and for Caucasian presidents, 39 percent.

Caucasian presidents had been in office somewhat longer than had their minority counterparts, and had spent at least one year more in their prior positions than had African American or Hispanic presidents.

Several differences between minority and non-minority presidents are noteworthy. Minority presidents were more likely to be women. About one in four Hispanic (24 percent) and African American (26 percent) presidents was female, compared with 19 percent of Caucasian presidents. Still, Hispanic males held a larger number of college and university presidencies than did Latinas–56 to 18.

Piedad Robertson, president of Santa Monica College in Santa Monica, Calif., said she is heartened to see that women are taking more presidential positions.

"If you happen to be a woman, that's great," said Robertson. "If you happen to be a Latina, that's great. But you are at the table because you are a person of value. If you bring the perspectives of a woman and a Latina, it just enriches the discussion."

Dr. George R. Boggs, President/CEO of AACC

Hispanic and non-Hispanic presidents differed in the type of positions held. More than one in five Hispanic presidents (21 percent) headed a multi-campus institution or system, compared with 12 percent of Caucasian presidents and less than eight percent of African American presidents.

Minority presidents–Hispanics in particular–were more likely than were Caucasian presidents to hold a tenured position as a faculty member both in their current and prior positions. About one-quarter of the presidents of HSIs and HBCUs had been a president in their prior position, and about one-third had been recruited from within the institution. Half the presidents at HSIs had their highest degree in education.

"This may be related to the fact that minority presidents were more likely to serve at public institutions, where faculty tenure for administrators is more common than at private institutions," the report said.

The majority of Hispanic Serving Institutions were headed by a Caucasian president; only one-third were headed by a Hispanic president. More than one in four presidents of these institutions was a woman.

"When you say one-third, it almost makes me feel good, but it shouldn't–because Latinos are only 3.8 percent of community college presidents," said Flores.

Presidents of HBCUs and HSIs reported spending the largest amount of time on fundraising while presidents of women's colleges spent the largest amount of time on financial management.

Dr. Robertson said she was fortunate because she'd had lobbying experience and experience with finances prior to her presidency.

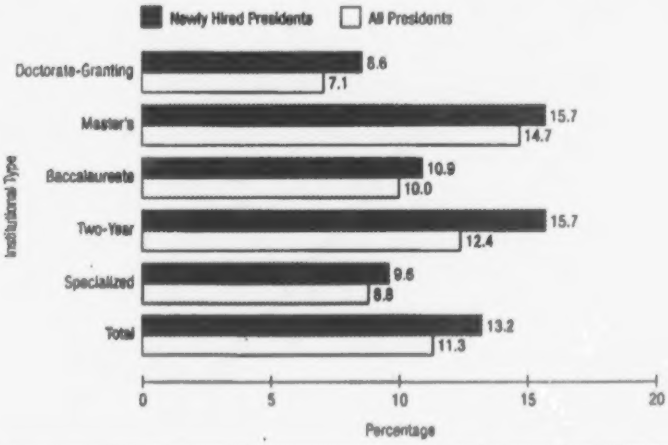
"Fundraising and financial management are not necessarily what one learns in a Ph.D. program in graduate school," said Fong. "I had the opportunity to serve on several boards of trustees for private college and universities, including Stanford University, so I already had a lot of exposure to these issues before I became president."

In 1986, the American Council on Education's Center for Leadership Development established a research program to collect longitudinal data on college presidents. As in the previous studies, the National Presidents' Study solicited information from all presidents of regionally accredited, degree-granting U.S. higher education institutions. The study included institutional presidents, chancellors, and heads of college systems. Questionnaires were mailed to 3,124 presidents in the winter of 1998-1999. Ultimately, the study garnered 2,380 responses, a number consistent with previous studies.

"The profile of the typical college president is changing slowly but continues to be Caucasian (89 percent) and male (81 percent). The typical president in 1998 was 58 years of age, held a doctoral degree, and had served in his current position an average of seven years. Seventy percent of presidents had experience as a faculty member. More than half of all presidents identified themselves as Protestant. Twenty-seven percent of the presidents reported that they were Catholic. Forty percent of college and university presidents had received their highest degree in education."

Ross said that the most traditional path to the presidency still is by being a professor, associate professor, or dean at a college or university. The percentage of presidents coming from outside higher education had grown from 17 percent in 1986 to 25 percent in 1998, but the most common route to the presidency is still via academia.

Percentage of Newly Hired and All Presidents Who Were Minorities, by Institutional Type: 1998



Other Presidential Highlights

In 1998, thirty percent had never been a full-time faculty member; in 1986, 25 percent.

Presidents in 1998 spent more time teaching prior to their presidency than did those in 1986: 7.8 years vs. 6.4.

About one-fifth felt that they did not have a clear understanding of some aspect of the campus or the job at the time they took the position.

Search consultants were used to recruit half of those recently hired–up from 16 percent of those hired before 1985.

One-third of new presidents at two-year colleges were women.

Presidents were most likely to wish that they had more training in fundraising and financial management.

Dr. Carlos Cortés: Writer, Lecturer, and Consultant to a Multicultural Society and a Shrinking World

BY JOE BECK

Dr. Carlos E. Cortés draws strength from diversity. In fact, he has made a career of it. His own diverse background has empowered him to succeed as an award-winning international lecturer and professor emeritus of history at the University of California, Riverside, California. Dr. Cortés regularly speaks on topics such as ethnicity, multiculturalism, and Hispanic culture.

He is well qualified to do so. As the son of a Mexican Catholic immigrant father and an Austro-Russian Jewish mother, Carlos Cortés grew up witnessing the interaction between different cultures in his own home. His formative years proved to be a great training ground for his life's work. He notes in a recent interview published in *Teaching Tolerance* magazine, "I guess Mom and Dad were ahead of their time. When a Mexican Catholic immigrant boy from Guadalajara and an Austro-Russian Jewish girl from Kansas City met, married, and had a son named Carlos more than a half century ago, they had to deal with opposition from both of their families. And I had to deal with the ramifications of coming from such a background."

His "oddball status" clearly gave him a unique perspective on the world and the people in it. "At that time, my parents were relative oddities, and so was I, the offspring of a very mixed marriage. My oddball status was hypertrophied in school. In contemporary psycho-jargon, I had nobody ethnically quite like me with whom I could identify–no other students, no teachers, no faces or stories in textbooks," explained Cortés in his May 1999 article, "The Accelerating Change of American Diversity," featured in *Teaching Tolerance*.

Ironically, it was textbooks that launched his career. "I sat on a statewide text book task force in 1971 when I taught in public schools. Our job was to evaluate social studies textbooks. It was pretty evident, even at that time, that textbooks didn't really address ethnicity and a changing American population. What many of the social studies books did, though, was take a Eurocentric view of history and not address much else. They were really pretty bloody awful," said Cortés.

This experience helped Cortés identify a need for a multicultural education, which in turn called for multicultural textbooks in the classroom. When asked what his societal curriculum encompasses by *Teaching Tolerance* magazine director Jim Carnes, his response was suffused with 30 years of thinking and writing. "I break it down into four components. The first I call the ***immediate curriculum***, which consists of family, community, peers, and those other immediate human influences around you. The second I call the ***institutional curriculum***–things like churches, synagogues, YMCAs, Boy and Girl Scouts, the many institutions one comes across as one grows up. As you get older, you might add groups like unions and professional associations."

Another two types of curriculum take advantage of a concept of a larger classroom that Cortés envisions. "Third is the ***serendipitous curriculum***–the chance encounters that happen to everyone throughout their lives. For each person, there is a different set of chance events. They're not structured, and they don't come out of a special institution. It could be a trip you went on, someone you met. It may be a particularly bad experience with someone of a certain ethnic background that suddenly changes your attitude toward that group of people," he noted.

His current and major research emphasis has to do with *media curriculum*, his fourth research emphasis. While Cortés recognizes the media as an institution, he also considers it as part of the larger societal curriculum. When asked how a teacher might use media images in the classroom, Cortés responded, "I think it's more important to have students weigh the strengths and weaknesses of the media treatment of diversity, the contributions of media to intergroup understanding or misunderstanding, than to have the teacher didactically assert, 'This image is positive; this is negative.' I try and keep teachers and students from simply talking about positive and negative because I think that ignores the nuances and complexity of the issue."

Dr. Cortés also sees patterns outside of the university. "It leads to trying to put every media treatment into one of those two categories–good and evil–which is a very American tendency." Cortés' advice for teachers is to not fall into that trap. "I tell teachers, 'Whatever you do, don't assign kids to go out and look for stereotypes, because then you've already given them the answer: You will find stereotypes. Then every time you see an image or a depiction, they'll be likely to assume it's a stereotype. But if you have students look for patterns, then they can discover for themselves: 'Aha! This looks like a pattern. We're not sure if it's a stereotype, but let's look further.'"

Cortés' reasons for asking teachers to ask their students to look for patterns are sound. They don't ask anyone to presuppose how the media treats diversity, but they do ask students to see and discover the answer for themselves, thereby offering more of an emotional, informative, and deep satisfaction to the researcher-student.

"This is fairly straightforward. By identifying patterns, students can come to their own conclusions about what the media are teaching and the kinds of possible stereotypes they should be aware of when they're reading or viewing media throughout their lives. This also reinforces the lesson that they're going to be lifelong learners about diversity through the media," he explained.

Diversity has also translated to a *multiculturalism curriculum* in schools. In his recent article, in the *Instructional Leader* magazine, published by the Texas, Elementary Principals and Supervisors Association, Cortés expounded on the media's role in shaping such a curriculum. "The media, in short, have created a sweeping–if largely unplanned and often conflicting–multicultural curriculum. Yet media teaching power about diversity does not mean that school educators are powerless. Quite the contrary. The mass media can serve as a rich curricular resource. By drawing selectively upon the media, teachers can help students in a variety of areas–for example analytical thinking, media literacy, understanding the process of stereotyping, serious discussion of a variety of diversity topics, and self reflection about their own intergroup beliefs."

As a father and grandfather, Dr. Cortés also believes in the role of the parent. "Parents, too, play a role in regard to the media curriculum. In some respects, they serve as media gatekeepers by monitoring what enters and does not enter the home. Particularly with young children, they can help select what media they see, listen to, or read. Interestingly, research suggests that when parents and children watch television together, [what is viewed] reflect[s] parental priorities, not the priorities of children. Moreover, parents serve as media spin-doctors. Sometimes they can teach directly by interpreting media, sharing their opinions, asking questions, or responding to their children's inquiries about a show or media-related story. Without realizing it, they may also 'spin' media by accident, such as by talking about movies or media-disseminated stories concerning diversity within earshot of their children. Some developmental psychologists opine that as much as 90 percent of young children's learning may be 'incidental' as a result of overheard conversations," wrote Dr. Cortés.

With regard to defending the existence of a multicultural education, Dr. Cortés believes the need to do so is obsolete. In the conclusion to this same article, he acknowledges the power of media as it influences curriculum. "Should there be a multicultural education? The omnipresence of media teaching about diversity has rendered the question obsolete. Multicultural education will occur, even if it doesn't take place, at least intentionally, in schools. This leaves two options for educators. They can ignore the media and thereby squander their opportunities for drawing upon them to foster constructive interpersonal and intergroup knowledge, perceptions, attitudes, and behavior. Or, as I discuss in my book, they can actively and consciously integrate the media treatment of diversity into the curriculum as a step toward forging a finer nation characterized by intergroup understanding, equality, and civility."

As a teacher, Dr. Cortés lives what he writes and speaks about. In fact, his list of credentials and awards is testament to spreading the word about the value of diversity and its place in and out of schools.

Dr. Cortés is a lecturer and consultant for educational institutions, media, government, businesses, and organizations throughout the United States, Europe, Latin America, Asia, and Australia. In fact, he is a former guest host of the PBS national television series *Why in the World* and was the featured presenter on the *Video Journal of Education* 1994 training video, *Diversity In The Classroom*. Since 1990, he has been a member of the summer faculty of the Harvard Institutes for Higher Education.

A widely published author, with many books, articles, film and television commentaries, and educational materials to his credit, he continues to write and publish with astonishing speed and depth. Some of the books and works he has authored are *Gaucho Politics in Brazil*, *Three Perspectives on Ethnicity*, *A Filmic Approach to the Study of Historical Dilemmas*, and *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*; he also has edited book series such as *The Mexican American*, *The Chicano Heritage*, *and Hispanics in the United States*.

Dr. Cortés has also served as the senior consultant for Scott Foresman's 1996 *Literature and Integrated Studies* series for grades 6-12 and McGraw-Hill's K-6 *Adventures in Time and Place* social studies series. He has also been the recipient of many awards for his work in a stunning 30-year career. Some of the awards include the 1976 Distinguished Teaching Award, UC-Riverside; the 1980 Distinguished California Humanist Award of the California Council of the Humanities; the 1980 Fulbright Travel Grant to Yugoslavia; the 1983 Bildner Fellowship of the Association American Schools in South America; the 1986 Japan Foundation Travel Fellowship; the 1986-1987 Rockefeller Foundation Research Fellowship; the 1989 National Multicultural Trainer of the Year Award of the American Society for Training and Development; the 1992-1993 Faculty Public Service Award, UC-Riverside; the 1993-1994 Smithsonian Institution Public Lecturer; and the 1995 Hilda Taba Award of the California Council for the Social Studies.

Dr. Cortés is currently a professor emeritus of history at the University of California-Riverside. Since 1990, he has served on the summer faculty of the Summer Institute for Intercultural Communication.

His most recent book, *The Children Are Watching: How the Media Teach about Diversity*, was published in March, 2000, by Teachers College Press. Although it is Dr. Cortés' latest book, one would be hard pressed to believe it is his last.

Alliance for Equity in Higher Education Reports

"Losing the Fight for Teacher Diversity"

BY INÉS PINTO ALICEA

A new report released by national education leaders cites an alarming racial disparity between students and teachers in our nation's schools that "threatens to impact the quality of education for all students."

"It's a strong report with powerful data and solid recommendations," said Penelope Earley, vice president for the American Association of Colleges for Teacher Education.

"A lot of the information is not new, but it is the nicest compilation of this information I have seen. It shows how all persons of color are underrepresented in teaching. What the report doesn't do is ask why the government hasn't responded to these recommendations in the past. We need to ask that."

Nine out of ten teachers nationwide are White, while students of color represent 37 percent of elementary and secondary schools, the study states. Minority students will make up 44 percent of total school enrollments by the year 2020, and by 2050, the "minority" will be the majority at 54 percent.

Education leaders representing more than 320 colleges and universities call for a major shift in national education policy, with at least $100 million in federal funds to support the "model" teacher programs of minority-serving institutions (MSIs). MSIs produce nearly half of all minorities with teaching degrees nationwide, the report states, and have "unparalleled success" in training and graduating them, despite being "chronically underfunded" and endangered institutions. The report, "Educating the Emerging Majority," was commissioned by the Alliance for Equity in Higher Education, a coalition of MSIs representing historically Black, Hispanic-serving (HSIs), and Tribal colleges and universities.

Jamie Merisotis, president of the Washington-based Institute for Higher Education Policy, the nonprofit research organization that conducted the study on behalf of the Alliance, said the work is unusual because previous research has looked solely at HSIs or Tribal colleges while this body of work looks at MSIs as a group.

"Investing in these institutions would be a way of narrowing the gap," said Merisotis. "Increasing the investment will be critical in confronting the demographic realities of this growing population of students."

The study said several factors led to the limited supply of teachers of color, including "substandard K-12 academic preparation and educational experiences of students of color, family background, and social issues, and the disincentives of low salaries and the lack of respect and prestige associated with teaching, as well as discrimination within the profession."

Enrollment of minority students in elementary and secondary schools has increased by 73 percent over the last 25 years, compared to 19 percent for White students. Minority enrollment in teacher education programs, however, accounts for only 16 percent of all students, while White students make up more than 80 percent, an inequity due to "substandard K-12 academic preparations as well as social and economic factors," the study reported. The disparity between students and teachers of color adds to the overall crisis in both quality and shortages of teachers nationwide in elementary and secondary education.

"For African American, Hispanic, Asian, and American Indian children, having a teacher of color means having a role model," said the study. "For

White students, having a teacher of color presents an opportunity to learn from an individual who reflects the broad cultural and social diversity that is the bedrock of our national unity."

Merisotis said critics might argue that having a minority teacher does not automatically mean higher grades for minority students, but the evidence shows that having a role model from your culture generally leads to higher self-esteem among students, which in turn leads to higher grades.

"There is convincing evidence that role models are directly linked to the increased aspirations of students and, therefore, there is an increase in their academic success," said Merisotis.

Moreover, a study entitled "Why Minority Teachers Matter" showed that the increased presence of minority teachers benefits minority children.

In a study of Texas school districts that examined the relationship between several political and educational resources and academic success among minority students, it was shown that the percentage of minority teachers was an important variable. Greater percentages of minority teachers were related to greater pass rates among both Hispanic and African American students on the Texas Assessment of Academic Skills (TAAS) exit exam. The Hispanic-African American and Black-White pass ratios were also positively related to the presence of minority teachers.

This positive effect could result from a number of processes, including role modeling effects, increased sensitivity to minority student needs, and influence on policies that affect minority students' success.

Ana María Villegas, a professor of curriculum and teaching at Montclair State University in Montclair, N.J., said, moreover, that children learn by connecting new ideas with what they know and with what they are familiar."

"They build connections with prior knowledge and experiences," said Villegas.

"When teachers know the cultural background of kids, they can use examples from their lives to teach concepts, and they can select materials more appropriate and of greater interest to kids. When the teacher doesn't have access to that, those bridges to learning are much more difficult to establish."

"If you are going to get something done in the policy community, you need to express a great deal of frustration and create a sense of urgency."

PENELOPE EARLEY, VICE PRESIDENT FOR THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

But, Villegas argues, that it is not the only good reason to recruit teachers of color. Villegas said cultural expertise is lacking in the teaching profession and that the teachers of color who are recruited "need to be educated to use the expertise they bring so they can be a resource not only to the kids but also to their White colleagues.

"We need to give them the tools to use that expertise for pedagogical purposes. That point is often overlooked in discussions about increasing the diversity of the teaching force."

In 1996, 36 percent of students enrolled in public elementary and secondary schools were considered part of a minority group, an increase of 12 percentage points from 1976, according to a recently published report from the National Center for Education Statistics. Yet only about 12 percent of teachers are members of minority groups. This jump in minority student populations was largely due to the growth in the percentage of Hispanic students.

The report strongly criticizes long-standing federal underfunding of MSIs and program evaluations that are "dangerously" linked to that funding and that use narrow outcome measures such as pass rates on licensure and certification tests. The report suggests that these measurements unfairly endanger MSIs while ignoring their unique challenges, successes, and vital needs in developing minority teachers in response to these shortages.

"Of particular concern is the use of licensure and certification tests as the sole criterion of quality in these programs," said the study. "These tests discount the importance of effective interaction with students, innovative approaches to classroom instruction directed toward individual learning styles, and other pedagogical techniques. While demonstrated competency in the subject matter being taught is imperative, the transmittal of knowledge from teacher to student is equally, if not more, important."

Merisotis said that MSIs face a tougher challenge in educating their students than do majority institutions because many students who attend MSIs tend to have educational disadvantages, either because they come from lower-income families or they come from K-12s that have offered poor educational preparation.

"There is a challenge to educating those students, and that challenge requires resources," said Merisotis.

In 1998, when Congress reauthorized the Higher Education Act, it created new accountability measures involving the reporting of pass rates on teacher examinations.

"These new federally mandated reporting requirements and the resultant state and national report cards could have significant repercussions at MSIs. Under the new provisions, federal money will be tied to the performance of teacher education programs as measured almost exclusively by students' scores on teacher certification and licensing exams."

Merisotis said the Alliance will work on this policy area with the new Congress and that the single set of criteria used to determine the acceptance of teacher education programs nationwide will be an important legislative part of the group's agenda. "This is a train wreck that is about to happen in higher education."

The law said that teacher preparation programs that are determined to be low-performing by the states cannot receive funding for professional development activities and cannot accept or enroll students who receive aid through a certain federal program under Title IV, said Merisotis.

The result is that some MSIs are refusing entry to students in teacher preparation programs if they had low scores on several standardized admissions tests, the study said. "Using higher test scores as a gatekeeper will reduce significantly the pool of minority teacher candidates and undermine MSIs' mission."

"Investing in these institutions would be a way of narrowing the gap. Increasing the investment will be critical in confronting the demographic realities of this growing population of students."

JAMIE MERISOTIS, PRESIDENT OF THE WASHINGTON-BASED INSTITUTE FOR HIGHER EDUCATION POLICY

Despite receiving 36 percent less funding than did other colleges, MSIs award 46 percent of teacher education bachelor's degrees for African American students, 49 percent for Hispanics, and 12 percent for American Indians, far higher levels than the proportion of all minorities that these schools enroll (MSIs educate one-third of all minority students). The study revealed that in subject areas of high national need, such as math and science, these institutions produce 54 percent of bachelor's degrees for Hispanic students and 41 percent for African Americans. MSIs' unique success in educating low-income, educationally disadvantaged students to be teachers is the result of keeping tuitions low, providing open admissions access, and offering unique cultural experiences within community-based settings.

The report said that federal funding to support the development of MSIs under the Higher Education Act has been a modest $210 million, awarded competitively to just a fraction of all MSIs even though MSIs educate more than 10 percent of all college students. In addition, federal programs such as TRIO and GEAR that target student populations like those served by MSIs serve only a small percentage of eligible students. For example, less than five percent of the 11 million students eligible for TRIO can be served under current federal funding, the study said.

Recommendations of the Alliance's report include:

- Target an initial $100 million in federal resources to MSIs to improve the success of students of color in teacher education programs.
- Broaden quality assessments of teacher education programs to include incentive-based bonus grants that rely on a diverse set of criteria–not just single measures.
- Increase public investment in opportunities for students of color and low-income individuals by allocating a predetermined percentage of federal budget surpluses to areas such as student aid, college awareness, and facilities.
- Raise the salaries of teachers to levels of other professions that make invaluable contributions to society.
- Develop partnerships among institutions serving students of color.
- Conduct a national study to identify the factors that lead to changes in

enrollment among minorities in teacher education programs to expand the knowledge of what works on campus.

Merisotis said that additional funding could help teachers make the transition to first-time teaching jobs as well as strengthen existing teachers through increased professional development, which improves retention of teachers. "We want to encourage them to stay in the teaching profession and to stay in the communities."

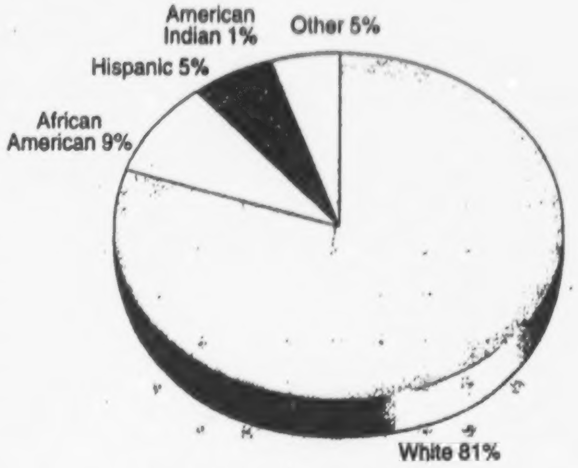
"We are losing the fight for the diversity of our nation's teachers and jeopardizing the very programs that can help us achieve it," said the leaders in a prepared statement to the Alliance organizations.

"The severe shortage of teachers of color deprives minority students of role models and denies all students the benefits of a truly diverse educational experience. As a nation, we must invest in educating more teachers of color or run the risk of widening the racial, cultural, and economic gaps that endanger our collective future."

Earley said an important next step to this study would be to create a shorter document based on the study that can be used for lobbying purposes because the college presidents and elementary and secondary school educators will have to lobby hard. She cited a recent survey, conducted by the Education Commission of the States, in which lawmakers, school officials, and other education and political leaders were asked to list priorities in elementary and secondary education. Equity was not on the list of the top 17 priorities the lawmakers cited for their concerns on education, said Earley.

"The issues being raised by the report are not being voiced by the people running for office. They must care about something else. Society is concerned about what happens to White middle-class kids so the policy decisions will reflect that. These issues are not on the radar screen."

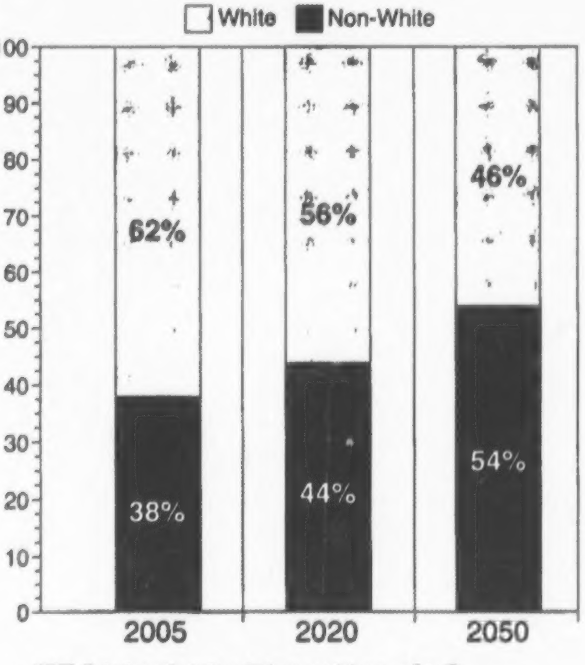
Enrollment in Teacher Education Programs by Race/Ethnicity, 1995



NOTE: Other includes Asian, international, and non-resident students as well as those classified as "other." Details may not add up to total due to rounding.

SOURCE: AACTE, 1999.

Projected Composition of U.S. Classrooms, 2005, 2020, and 2050



NOTE: Projections refer to the school-age population, ages 5 to 17.
Non-white includes African Americans, Asians, American Indians, and Hispanics.
SOURCE: Census, 2000.

Earley said the report is a great starting point in building "a crescendo" on the issues raised. She said the MSI presidents are a powerful group of people who can lead the way in making the political community understand the "sense of urgency and frustration" they feel over the issues in the report.

"If you are going to get something done in the policy community, you need to express a great deal of frustration and create a sense of urgency. From the report, I got the idea that there was a sense of frustration, but the sense of urgency was not as clear. I'm not sure that that is the responsibility of the authors. That is something the MSI presidents will need to address. It's a very good report. Now they need do a shorter report that builds on it and provides that sense that there is that necessity to move."

Her organization tracks the activities of states in teacher preparation. She said the organization has seen a significant drop in the number of programs and funds directed at minority teacher recruitment. Moreover, the only federal program designed to boost the recruitment of minority teachers was effectively killed by Congress last year when it did not receive funding.

The organizations in the Alliance joined forces under the Alliance to "speak with one voice on policy issues," said Merisotis. Representatives from the organizations meet regularly at the institute's office to discuss issues that they have in common. Support for the Alliance is provided in part by the W.K. Kellogg Foundation. The next policy report the group expects to publish will cover the technology gap facing minority-serving institutions and minorities.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 26, 2001

College Board Study: Adult Students 2001–Older, Better Educated, Career Conscious

NEW YORK, N.Y.

In the most comprehensive study of adult college students in 20 years, The College Board has found that, contrary to the common stereotype, the typical adult college student is a highly computer-literate, White, 40-year-old female who works full time.

The study, ***Adult Students 2001***, represents a major nationwide investigation of the motivation and learning patterns of adult students, conducted by The College Board's office of adult learning services. More than 80,000 households were screened to locate Americans who were at least 25 years of age and had recently enrolled in undergraduate, graduate, or noncredit programs. The data reveal that the most powerful impetus driving adults to return to college is the need to gain new competencies to advance or change careers, and to stay current in their fields. The study also showed that a surprising 90 percent of these adult students have access to a computer to take college courses.

Some of the key findings from the study include:

- There is always a trigger, a life event, that sets the time for returning to school–like divorce, loss of job, upgrading of job, changing technologies, and moving into a new community. Yet more than 70 percent are seeking degrees.
- About 35 percent of undergraduate adult students already have four years of college, and 30 percent of graduate students already have a master's degree.
- More than 30 percent of adults study on a full-time basis; and almost as many study during the day as in the evening–quite often not on a main campus.
- The large majority of adults pay their own way through college–using personal funds.
- While the majority are working and married, more than 50 percent are active in cultural, civic, and voluntary activities. They read the newspaper daily, read up to 10 books a year, listen to the radio at least seven hours a week, and 30 percent regularly use a fitness or recreation center.

The findings and interpretations of this study are important in understanding the nearly seven million adults in the country who return annually to college for undergraduate and graduate programs–almost 50 percent of all college students. The study also explains how highly educated, professional adults, some 50 million in 2000, return to learn on a noncredit basis.

America's adult college students know well what Thomas Friedman, author of ***The Lexus and the Olive Tree***, asserts in his book about societal change and globalization. "In this world, security does not come from a union card, from lifetime employment at a big company, or from government. It will only come from the skills you carry with you. Without the opportunity for lifetime learning, you're never going to be able to thrive in this system."

Fundación Cisneros and OAS Agree to Expand Distance-Learning Programs for Teachers throughout Latin America

WASHINGTON, D.C.

Patricia Phelps de Cisneros, founding chair, Fundación Cisneros; César Gaviria, president and secretary general, the Organization of American States (OAS); and Ronald Scheman, director general, the OAS Inter-American Agency for Cooperation and Development (IACD), signed a formal agreement to create strategic programs to address the complex education challenges of Latin America. The new agreement–one of IACD's first cooperative ventures with a private institution–calls for the organizations to work together to expand Fundación Cisneros' highly successful teacher-training program, ***Actualización de Maestros en Educación*** (Updating Teachers in Education), or AME.

The signing ceremony took place at the Hall of the Americas, OAS, in Washington, D.C.

Patricia Cisneros commented, "Today Fundación Cisneros reaches a major milestone in its efforts to improve the lives and future of Latin Americans. By joining efforts with the Inter-American Agency for Cooperation and Development of the Organization of American States, AME will better achieve its goal of becoming the most effective distance-learning teacher-training service in the region."

Said Gaviria, "This is the first of what the OAS hopes will be a series of cooperative efforts with the business community and private institutions to help insure that we can more effectively address the complex challenges of the 21st century."

And according to Scheman, "Education is the most critical challenge facing Latin America today, and this agreement will go far to help IACD meet its goal to fashion an effective response to this challenge. Success will require the widest participation of individuals and institutions, both private and public." The new agreement complements IACD's mission to use information technologies to address the region's educational needs."

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com March 26, 2001

College Bound Says Institutions of Higher Education Report Rise in Admission of Minorities

EVANSTON, Ill.

College Bound, in its 15th annual National College Admissions Trends Survey, looked at what 110 colleges and universities across the nation said about their minority applications, international student acceptances, tuition and financial aid, and what advice admissions officers offered to counselors and students on applying for 2001.

Forty-one percent of the colleges and universities surveyed said they admitted more Asian American students; 50 percent admitted more African American students; and 50 percent admitted more Hispanic students in 2000 than in 1999. Fifty percent admitted the same number of Native American students in 2000 as in 1999.

The percentage of minority students on campuses ranged from two percent at the University of Maine to 45 percent at Loyola Marymount University. Carnegie Mellon University and the University of Iowa reported that nine percent of their student bodies are made up of minority students. Other examples include Creighton University, 17 percent; the University of Chicago and Vassar College, 22 percent; Williams College, 24 percent; Dartmouth College, 25 percent; Princeton University and Duke University, 30 percent; and Harvard University, 37 percent.

Minority retention rates also appear to be increasing at colleges and universities across the nation. In fact, at some colleges, the retention rate for minority students is close to, or above, the retention rate for all students. Other colleges report that they do not track retention rates. This is a subject deserving greater attention in the future as minority students, parents, and guidance counselors look for schools that work to see that minority students graduate in a timely fashion.

Colleges and universities in *College Bound*'s survey accepted more international students in 2000 than in 1999. In fact, 44 percent of the colleges and universities surveyed nationwide accepted more international students in 2000, compared to 25 percent that reported they accepted fewer. Twenty-seven percent of the colleges accepted the same number as in the previous year.

This percentage increase is slightly down from 1999, when 48 percent of the colleges *College Bound* surveyed accepted more international students. But it is an increase from 1998, when the increase in international students was flat, with 34 percent of the colleges accepting the same number of students as the previous year.

HACU and ASHE Join Forces to Promote Hispanic Higher Education Research

WASHINGTON, D.C.

The Hispanic Association of Colleges and Universities (HACU) joined the Association for the Study of Higher Education (ASHE) in a new partnership designed to promote Hispanic higher education research and institutional development initiatives.

A formal memorandum of understanding was signed in Sacramento, Calif., at the annual meeting of ASHE following planning efforts led by ASHE past president Laura Rendon and HACU executive director of information and policy analysis Edward Codina. "This agreement will allow us to leverage our resources and expertise to attract additional resources to address the pressing problems that face Hispanic higher education," Codina said.

HACU and ASHE will work in partnership to attract private and public funding and other resources for research and scholarly work, including fellowships for graduate studies and dissertations germane to Hispanic education issues. The agreement outlines issues ranging from pre-collegiate readiness to graduation.

Rendon, who holds the Vessie Milstead Jones Endowed Chair in the College of Education at California State University-Long Beach, said the collaboration can lead to research that can guide future practice and policy at Hispanic-serving institutions (HSIs).

"We want to work collaboratively with the leaders of HSIs and HACU to provide the research that will fill in the gaps relative to the kinds of questions that remain unresolved about students and the way that HSIs operate," Rendon said. "How can we collaborate so that this leadership can implement programs and strategies that will make a difference for Hispanic students and help them to succeed?"

The partnership also will focus on efforts to provide sabbatical and fellowship opportunities for faculty at HACU-member HSIs and within the membership of ASHE for collaborative academic work.

ASHE, a scholarly society with more than 1,200 members dedicated to the study of higher education issues, has its headquarters at the University of Missouri-Columbia. ASHE publishes the highly regarded journal *The Review of Higher Education* and has earned continued recognition for including graduate students in association activities.

People-Places-Publications-Conferences

PEOPLE & PLACES

Ramapo Hosts Papo Vázquez

The Angelica and Russ Berrie Center for Performing and Visual Arts at Ramapo College of New Jersey hosted "Pirates and Troubadours!"–a concert performance by Papo Vázquez.

Vázquez, trombonist, composer, and arranger with a huge Afro-Cuban Latin jazz sound, has played with such legends as Tito Puente and Celia Cruz, Dizzy Gillespie, and Wynton Marsalis. *The New York Times* called Vázquez "one of the best trombonists in town, with a smokin' new record."

The show featured Willie Williams on tenor saxophone.

Both a teaching facility and a community resource, Ramapo's Berrie Center offers a diverse schedule of exciting programs–from exhibitions of contemporary arts, private collections, and student work to presentations of jazz and classical music, dance, and theatrical events. Outreach efforts include special programs for families and school-time performances for elementary, middle, and high school students.

Jones International Offers Online Programs in Spanish

To serve the needs of its expanded global student base, Jones International University (JIU) in Colorado, which claims to be the first fully accredited online university, started offering Spanish-language degree programs. JIU introduced a Spanish-language online MBA program in January, and plans to add other Spanish degree programs within the next year.

In order to convert the courses into a different language, the University employed academics from the relevant regions, not only to translate the content, but also to recreate the courses in a way that reflects the peoples and cultures of the Spanish-speaking world.

SBC Supports Texas Education Program

SBC Communications, Inc., awarded its "Parents as School Partners in Math and Science" grants to two Houston-area public schools.

Texas Rep. Kino Flores (pictured l.) presented a grant to E.B. Reyna Elementary in Palmview on behalf of SBC. Alma Ortega (center), the school principal, accepted on behalf of the school. Sonia Pérez (r.) represented SBC at the grant presentation.

Texas Rep. Juan Hinojosa presented a SBC grant to Jefferson Elementary in Edinburgh. Victor Cantú, an instructor at the school, accepted the grant for the school.

Corpus Christi Diversity Program Receives National Award

Texas A&M University-Corpus Christi's multicultural diversity programs were honored with a Presidential Award for Best Practices in Diversity Initiatives at a national conference in New York. The diversity programs, directed by multicultural programs coordinator Lucy Torres (pictured), are affiliated with the National Coalition Building Institute (NCBI), sponsored by the U.S. Department of Education.

Torres said the Corpus Christi-NCBI programs are dedicated to ending the mistreatment of every group, whether it stems from nationality, race, class, gender, religion, sexual orientation, age, physical ability, job, or life circumstance. The NCBI team on campus began with a three-day Train-the-Trainer seminar. Over the past year, more than 1,042 participants have completed a four-hour "Celebrating Diversity" workshop at A&M-Corpus Christi, including faculty, staff, students, administrators, and local community members.

Elms College Student Wins National Accounting Award

Jacqueline M. Luna received the National Achievement Accounting Award for Hispanic Men and Women. Luna, an accounting major with the Class of 2001 at Elms College in Massachusetts, was the only New England recipient. Of the 85 applicants from across the U.S., 21 undergraduate and graduate students were recognized at an awards ceremony held in Los Angeles, Calif.

In addition to her studies, Luna helped prepare tax returns for the Income Tax Assistance Program as a volunteer and spent time as an accounting tutor at Springfield Technical Community College while beginning her accounting studies there.

Asked about the recognition, Luna stated, "It was an honor. I want to let other young minority women know that accounting is open to them, and it is a career where they too can succeed."

College Board Review Expands Editorial Board

The award-winning magazine *The College Board Review*, in an effort to become more timely, provocative, and thought-provoking, appointed a distinguished panel of educators to its editorial board.

Nine named so far are: David W. Breneman, university professor and dean, Curry School of Education, University of Virginia; Howard Everson, vice president of academic initiatives, The College Board; Kurt F. Geisinger, academic vice president and professor of psychology, Le Moyne College, N.Y.; Brice W. Harris, chancellor, Los Rios Community College District, Calif.; Gene I. Maeroff, director, Hechinger Institute on Education and the Media, Teachers College, Columbia University, N.Y.; Floretta D. McKenzie, chair and CEO, the McKenzie Group; Joyce

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Slayton Mitchell, director of college advising, Nightingale-Bamford School, N.Y.; Amina S. Rachman, special assistant to the president, United Federation of Teachers, N.Y.; Neill P. Sanders, dean of undergraduate enrollment policy and management and adjunct associate professor of history, University of Rochester, N.Y.

New Meadows Museum to Open

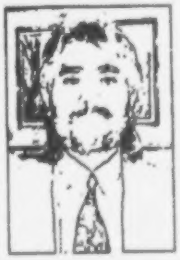
A new facility housing the internationally acclaimed Meadows Museum Collection is opening at Southern Methodist University in Texas. The freestanding building doubles the exhibition space for the collection and significantly expands the facilities for research, educational, and public programming.

The Meadows Museum Collection is the most comprehensive and one of the largest collections of Spanish art outside of Spain. It consists of masterworks by Spanish artists dating from the 10th to the 20th century. The 670 objects include paintings, sculpture, and works on paper by artists such as Velázquez, Ribera, Montañés, El Greco, Murillo, Goya, Picasso, and Miró.

The museum will continue to present four to five special exhibitions a year, substantially increasing their quality and scope.

Rodríguez Speaks at ENMU-Roswell Graduation

David Rodríguez, president of the Phi Theta Kappa chapter at Eastern New Mexico University (ENMU)-Roswell, was the featured speaker at the 34th commencement convocation. The ENMU-Ruidoso Orchestra provided the music.



Rodríguez, 35, is a two-time member of the National Dean's List, and a member of the All-State Academic Team. He plans to continue his education at ENMU's main campus, pursuing a bachelor's and a master's in business administration, majoring in accounting.

St. Bonaventure's Wolf Den Promotes Ed Tech

St. Bonaventure University (SBU) in New York is promoting the use of technology in education throughout the area in the form of the Wolf Den, an after-school program that took its name both from SBU's wolf mascot and as an acronym for "Where Outside Learning is Fun." The program enables SBU sophomore elementary education majors to visit an elementary school and partner with students, working with them on computer learning games and projects that allow both to develop their skills. The Wolf Den is supported by a $1.16 million U.S. Department of Education grant, part of the Preparing Tomorrow's Teachers to Use Technology initiative, known as PT3.

Pre-service teachers design, teach, and evaluate lessons involving technology as they intern in area classrooms, supported by SBU and school-based faculty. They are required to use technology in instructional settings, including demonstrating competence in technology, developing an electronic portfolio, and sharing their technology-based lessons on an interactive, Web-based database.

One participant, Danielle Navarra, used technology in developing a unit plan to teach photosynthesis to fourth graders at an elementary school in Pennsylvania.

Manhattan School of Music at Jazz Educators Conference

Manhattan School of Music's (N.Y.) jazz department was represented at this year's 28th annual International Association of Jazz Educators Conference.

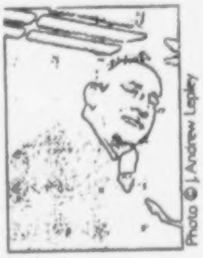


Photo © J. Andrew Lepley

Department chair Justin DiCioccio, internationally recognized as one of the foremost jazz educators of our time, presented a clinic on "Jazz Ensemble Techniques." The Manhattan School of Music Afro-Cuban Jazz Orchestra, directed by Bobby Sanabria (pictured), made its debut performance. Sanabria, the son of Puerto Rican parents, is an esteemed drummer, percussionist, composer, arranger, recording artist, and educator. Percussionist John Santos, raised in the Puerto Rican and Cape Verdean traditions of his family, was a guest soloist. In a separate formal exhibition, renowned Brazilian-born pianist Eliane Elias performed her original music with the school's jazz orchestra. Performing separately was the school's jazz quintet, featuring students Miguel Zenon, Dana Leong, Tim Collins, Steve Kirby, and Jeff Davis.

Georgetown Professor on Inter-American Juridical Committee

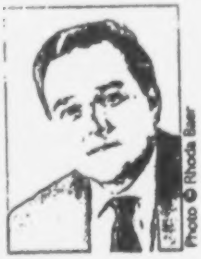


Photo © Rhoda Baer

The Organization of American States (OAS) named Georgetown University (Washington, D.C.) law professor Carlos Manuel Vázquez a member of the Inter-American Juridical Committee (IAJC). Vázquez was nominated to replace the late Keith Highet, whose term runs through the end of 2003.

The IAJC is the legal advisory body to the OAS on juridical matters and to promote progressive development, codify, and harmonize international law among countries of this hemisphere. The committee has 11 elected members, each nominated by a member state and elected by the general assembly. The committee holds two sessions a year and organizes a month-long course on international law, held each year in Río de Janeiro.

Vázquez received his undergraduate degree from Yale University and his law degree from Columbia University Law School, where he was articles and book reviews editor of *Columbia Law Review*. He has written and taught primarily in the areas of constitutional law, international law, and federal courts.

UNM's *Santos* Exhibit Displayed in Andorra

An exhibit featuring northern New Mexico *santos* was displayed in Andorra, a principality between Spain and France on the Iberian Peninsula. The *santos* were originally part of the "*Cuando Hablan Los Santos*" exhibit from The University of New Mexico's (UNM's) Maxwell Museum of Anthropology.

The exhibit, organized by the museum's chief curator, Mari Lyn Salvador, featured 60 *santos* from 13 master *santeros* and 22 young *santeros*.

"The exhibit strengthens the connection between Andorra and the United States," said Garth Bawden, museum director. "It highlights growing appreciation on both sides of the Atlantic of the shared heritage of the two countries."

Moreno Performs at Cal Poly Pomona

Carmencristina Moreno, singer, guitarist, and composer, performed in concert at California State Polytechnic University-Pomona as part of the music department's Renowned Artist Series.

Moreno was born into a rich musical background. Her father, Luis M. Moreno, composed

Photo by Matt Wright

Mexican *ranchera* music. Her mother, a Texas native, was a singer and musician. As Carmencristina's talents matured, her music illustrated her diverse background. She became musically bilingual, influenced not only by the varied styles of Mexican music but also the sounds of North American rock 'n' roll and pop.

Moreno performed songs from her new CD, *Train from Tenochtitlán*, an anthology of Mexican music.

NEIU President Receives Professional Development Award

Northeastern Illinois University (NEIU) president Dr. Salme H. Steinberg was given the Outstanding Commitment to Professional Development Award from the Committee on Opportunity and Equity (COE), of the Council for Advancement and Support of Education (CASE) International's board of trustees.

The award was developed to renew and reaffirm the commitment that CASE will nurture and maximize the talents of all people and their ethnic cultures, and to renew and reaffirm its educational obligation to promote diversity on behalf of the greater good of society. Steinberg was selected as the winner for 2000 in recognition of her enhancement of career opportunities for multicultural professionals.

As president of NEIU since September 1995, Steinberg has shown great commitment to diversity. *U.S. News and World Report* named NEIU the "most diverse university in the Midwest" since it first began ranking diversity in higher education.

UTB/TSC President Enters Texas Women's Hall of Fame

Dr. Juliet V. García, president of The University of Texas-Brownsville and Texas Southmost College, joined a distinguished list of the Lone Star State's most successful and influential women as an inductee into the Texas Women's Hall of Fame. García is the first Mexican American woman to become president of a college or university. As the year's single inductee from the field of education, García was described as a "tireless campaigner for educational opportunities for the people of South Texas."

In announcing the selection, then-Gov. George W. Bush's office noted that, during García's tenure, "student enrollment and graduation rates have increased, the number of new baccalaureate degree programs has doubled, the number of master's degree programs has tripled, and the campus has expanded from 47 to 300 acres."

Texas A&M-Corpus Christi Co-Hosts NALAC Conference

The National Association of Latino Arts and Culture (NALAC) held its third national conference on vital Latino cultural issues. The historic event was hosted by Texas A&M University-Corpus Christi, the South Texas Institute for the Arts, and the Corpus Christi Hispanic Chamber of Commerce, with assistance from Del Mar College. The conference celebrated the diversity of the Latino culture, addressed organizational issues facing Latino arts organizations, and explored the nexus between U.S. Latinos and their counterparts in their countries of origin.

The Art Museum of South Texas and the NALAC 2001 National Conference presented "El papel del papel, A Boricua Chicano Exhibition of Works on Paper," a visual arts exhibition of 120 works by 56 Chicano and Puerto Rican artists from all over the U.S. and Puerto Rico. The exhibition was on display at the Art Museum of South Texas during the conference and all of January.

Texas-San Antonio Receives NEH Funding

For the second consecutive year, the University of Texas-San Antonio (UTSA) received National Endowment for the Humanities (NEH) funding for a unique summer institute that will immerse 28 secondary teachers in bicultural literature for a month.

The NEH Division of Research and Education Programs awarded $170,000 to UTSA to renew *Derrumbando fronteras*/Breaking Boundaries: Summer Institute for Integrating Mexican American and Latino Literatures and Culture into the Secondary Curriculum. The program is designed to help teachers from across the nation revamp curricula to be more inclusive of the Latino experience. It promises a provocative exploration of Mexican American and Latino literatures using a combination of traditional classroom exchanges and high-tech tools.

Institute co-director Ellen Riojas Clark (pictured), an associate professor of bicultural bilingual studies, said the UTSA program will be one of a limited number of NEH-funded summer institutes during 2001, and it is the only one to focus on the literature and culture of U.S. Latinos. Other institute co-directors are assistant professors of English, classics, philosophy, and communication Louis Mendoza and Ben V. Olguín.

Time Recognizes Notre Dame Professor

The Rev. Virgilio Elizondo, associate director of the Institute for Latino Studies and visiting professor of theology at the University of Notre Dame (Ind.), was cited by *Time* magazine as one of the nation's leading spiritual innovators. As part of the series "Time 100: The Next Wave," the weekly news magazine featured the innovative men and women likely to be the most influential in the future in 18 fields, including religion, politics, music, technology, science, design, and justice. The series was a sequel to the popular "Time 100" survey of the leading figures of the 20th century.

Elizondo was recognized for instituting Mexican religious customs and traditions into the church Mass at the San Fernando Cathedral in San Antonio, Texas, and for initiating an internationally televised bilingual service. He also was cited for developing a theology that speaks to the *mestizo* experience. *Time* said that his book *Galilean Journey* has found "resonance beyond the Mexican American community because of the linkage he suggests between Jesus and the *mestizo* experience."

Albertson Students Study in Cuba

A group of Albertson College (Idaho) students recently traveled to Cuba for three weeks to study the island's unique geology, literature, and society. It was the first time the college had sent a group to a communist nation that is under a U.S. embargo. Led by

professors of literature, geology, and sociology, the students visited tobacco factories, schools and universities, geologic sites, hospitals, museums, historical sites, and monuments. They had the option of attending cooking schools and boxing matches.

The U.S. Treasury Department granted Albertson College representatives a special academic license to travel to the island. Professors leading the trip were Dora Gallegos, lecturer in geology; Robin Lorentzen (l.), professor of sociology; and Diane Raptosh (r.), professor of English. The group based itself in Havana, but took a round-trip excursion to Santiago de Cuba, located near Guantanamo Bay, on the opposite side of the island.

Alamo CCD Hosts Ambassador

In San Antonio, Texas, Oliver P. Garza (pictured), U.S. ambassador to Nicaragua, delivered the keynote address at the Alamo Community College District's (ACCD's) kick-off of International Education Week. Sharon García of the city's international affairs office read a proclamation from the mayor's office. Chancellor Robert W. Ramsay and Dr. Eduardo Conrado, ACCD director of international programs, spoke of the district's plans to expand international education opportunities and partnerships. International students from the district's four colleges attended, and two, Shakara Samuels of Jamaica and David Montenegro of Guatemala, shared their experiences with the audience.

Garza congratulated ACCD on its successful international student programs and partnerships and applauded the district's role in helping Nicaragua to overcome the devastating effects of Hurricane Mitch by training Nicaraguan construction managers.

UT-Austin Forum Addresses Equity for Underprivileged

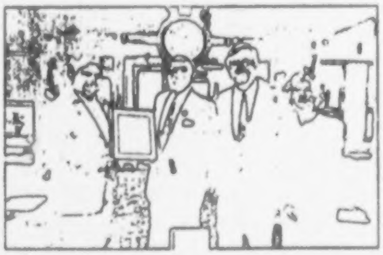
The University of Texas (UT)-Austin hosted "Latinos & Educational Equity," a public forum addressing the quality of the educational process provided for historically underprivileged youth in Texas–most of them African Americans and Latinos.

Bringing together nationally recognized scholars who have played a major role in public-policy debates on education reform, the forum focused on the effectiveness of Texas' Top 10 Percent Law and the current system of accountability for public school students, teachers, and administrators in grades 3-12.

José Limón (pictured), director of the Center for Mexican American Studies at UT-Austin, said high-stakes testing is a key part of the educational pipeline for historically underprivileged students, because it is a requirement for graduation from high school as well as a major criterion for promotion and retention decisions.

Governor Recognizes Hispanic Heritage Activities at Edinboro

Pictured (l. to r.): Wilfredo Vélez of Erie's Perseus House in Pennsylvania presented a proclamation from Gov. Tom Ridge to Edinboro University of Pennsylvania president Dr. Frank Pogue, while Dr. Jerry Kiel, associate vice president for enrollment management and retention, and Dr. Denise Ohler, associate dean of enrollment management and director of career services, looked on. The proclamation recognizes Edinboro's Hispanic heritage activities as well as the growth and value of Latino communities in cities across the state and the major social and economic impact they will have on Pennsylvania's future.



Vélez has been instrumental in the success of Edinboro's Latino leadership development program, a residential program that brings Latino high school students to Edinboro and Erie for a week of activities focusing on academic, leadership, and career skills. Vélez is on the board of the Hispanic American Council of Erie, and he is on the Erie County Human Relations Commission.

M-DCC Student Wins Security Scholarship

The Miami, Fla., chapter of the American Society for Industrial Security presented Miami-Dade Community College (M-DCC) student Evanildes Delima a $1,000 scholarship and chapter membership. It was the first time the scholarship was awarded in a competition open to Miami-Dade County students planning a career in the security profession.

Delima, a single mother with a son, is a graduate of the College's private sector security training program. She is currently a business student at the Kendall Campus and works as a security officer. She plans a career in security, hoping to own her own agency someday.

The M-DCC private sector security training program offers classes for the "D" and "G" license as well as numerous in-service courses. Classes are regularly scheduled at the North, InterAmerican, Kendall, and Homestead campuses.

Cal State L.A. Promotes Chicano/ Latino Awareness

California State University-Los Angeles celebrated Chicano/ Latino Awareness Month 2001 with entertainment, food, panel discussions, and speakers in the University-Student Union. The program featured events exploring the revolutionary struggles and achievements of the Chicana/o-Latina/o community.

"An Afternoon with Josefina López" featured the Emmy Award-winning screenwriter, playwright, and performer whose works draw upon her life experiences in East L.A. "An Afternoon with Ray González" spotlighted the critically acclaimed and award-winning Chicano writer. A lecture on Emiliano Zapata and Pancho Villa debated whether the two were violent criminals or revolutionary Robin Hoods, robbing the rich to give to the poor. During the lecture "*Fronteras*: The Struggles of Immigrants," individuals discussed their real-life struggles in crossing the border to enter the United States. They talked about their experiences with racism, anti-immigrant legislation, and economic struggles while trying to adjust to life in this country.

AACC Honors Allan Hancock Alumna

The American Association of Community Colleges named Allan Hancock College (Calif.) alumna Winifred Hervey one of its 12 Outstanding Alumni Award recipients for 2001. The traditional award (since 1982) honors individuals who attended community colleges and are making outstanding contributions in their chosen fields at a national or international level.

Hervey is currently the executive producer and creator of the *Steve Harvey Show* on the Warner Bros. Network. She has written for comedic greats Robin Williams (another Allan Hancock alum), Bill Cosby, Robert Guillaume, Betty White, Bea Arthur, and Penny Marshall, while contributing to comedy programs that have revolutionized the genre on television. In her 19 years as a professional writer and producer of television comedy, Hervey has won an Emmy, two Golden Globes, and a NAACP Image Award.

NYU's King Juan Carlos I of Spain Center Hosts Special Events

The King Juan Carlos I of Spain Center, New York University (NYU), recently held several special events, including a two-day conference on the legacy of Américo Castro in the field of cultural studies, held in both English and Spanish.

The Center hosted such lectures as "Early Modern Spain: The Present and Future of a Past," by James Amelang, Universidad Autónoma de Madrid; "*Imperio y simulacro*," by Santiago Juan-Navarro, Florida International University; "Longfellow's Law: The Place of Latin America and Spain in U.S. Hispanism," by James D. Fernández (pictured), director of the Center; and a sociolinguistic consideration of the Spanish language in New York City, in Spanish, by José del Valle, Fordham University.

The Center hosted two colloquia, "On the Trail of Pierre Menard," led by Juan Salas, department of performance studies, NYU; and "On Góngora and Baroque Painting," led by Humberto Huergo, Carleton College.

Alberto Medina, Georgina Dopico-Black, James D. Fernández, Susan Martín Márquez, Rafael Lamas, Francisco Javier Hernández Adrián, José del Valle, and Jaume Martí Olivella participated in the Américo Castro conference, "*La península híbrida*."

ENMU-Roswell Receives Quality Award

Quality New Mexico gave Eastern New Mexico University (ENMU)-Roswell the prestigious Roadrunner Award for excellence. State legislators honored ENMU-Roswell and others with a recognition ceremony.

Dr. Judy Armstrong, dean of instruction, said the award application fit the criteria for an annual quality review by an external agency under the University's new accrediting process, the Academic Quality Improvement Project (AQIP). Unlike the traditional accreditation process, the AQIP model is designed to align accreditation with an institution's program of continuous quality improvement in order to meet the rapidly changing needs of educational institutions in the 21st century.

ENMU-Roswell was also a Roadrunner recipient in 1997.

Texas-Brownsville/Texas Southmost Receives $2 Million Gift

The University of Texas-Brownsville and Texas Southmost College (UTB/TSC) received a gift of $2 million from the Houston Endowment, Inc., the largest private philanthropic foundation in Texas. It is the largest gift UTB/TSC has ever received from a foundation and the largest donation the Houston Endowment has made in the Río Grande Valley in South Texas.

The gift will fund scholarships for students and establish the first endowed chairs in science, mathematics, technology, border studies, and leadership studies at the University. Endowed chairs are prestigious faculty and staff positions designed to facilitate research.

The Houston Endowment ranks among the largest private foundations in the nation and is dedicated to the support of charitable undertakings. In 1997, the foundation gave the University a generous $1.25 million gift that was used to purchase equipment and computers for bachelor's programs in the College of Science, Mathematics, and Technology.

Palo Alto Students Place in Jazz Competitions

Palo Alto College (Texas) musicians recently performed in state and international concerts, after winning competitions.

Five Palo Alto College jazz students took top honors at two Texas Junior College music competitions. Jeremy Valádez, Jason Valdez, Richard Rosas, and Thomas Jiménez placed in the All-State Junior College Jazz Orchestra. Donald O'Dell placed in the All-State Junior College Wind Ensemble. "The students from our jazz orchestra who placed worked very hard on this project," said Palo Alto music instructor Armin Marmolejo (pictured). "It is an honor for them to be part of this elite group."

The All-State Jazz Band performed at the Texas Music Educators Association Convention in San Antonio. In addition, Valádez, Valdez, and Rosas were named to the International Association of Jazz Educators' All-Star Junior College Jazz Orchestra. They performed at the 2001 International Association of Jazz Educators Convention in New York City.

St. Thomas Holds Cuban Poetry Readings

The Felix Varela Center for Cuban Studies at St. Thomas University in Florida presented "*Voces* (1): Readings by Cuban and Cuban-American Poets," co-sponsored by the Latin American Art Museum, *Catalogo de Letras*, and Bacardi-Martini, USA. All of the programs were held in Spanish.

The opening exhibit "*No tengan miedo*," by artist Xavier Cortada, commemorated the third anniversary of the visit to Cuba by Pope John Paul II. Soren Triff of *Catalogo de Letras Cultural Review* and Olga Connor of *El*

Nuevo Herald presented the book *Cuaderno interrumpido*, by Alejandro Armengol. "Two Cuban Voices" featured readings by Uva de Aragón of Florida International University and Rita Martin of the University of North Carolina-Chapel Hill. Francisco Morán, Reina María Rodríguez, Pedro Marques de Armas, German Guerra, and Felix Lizarraga led "*La isla en su tinta*," a presentation of the new anthology of Cuban poetry. Rosa Leonor Whitmarsh moderated "*Homenaje a José Martí: Poetas del Presidio Politico*," readings by former political prisoners honoring Cuban poet and patriot José Martí–featuring Angel Cuadra, Angel Pardo, and Jorge Valls.

Pictured here l. to r. are Martin; de Aragón; Juan Carlos Espinosa, director; Father Félix Varela Center for Cuban Studies, St. Thomas University; and Triff. In the background is a work by Cuban artist Xavier Cortada.

Telecom Innovator Endows Wyoming Program

University of Wyoming (UW) alumnus Solomon D. Trujillo, former chair and CEO of U S West Inc. and current chair, CEO, and president of Graviton, Inc., and his wife Corrine, committed $1 million to endow the Solomon D. Trujillo Center for e.Business within the UW College of Business. Beginning in June, the College will offer a new Master of Science degree program in e-business, among the first such programs in the nation.

"There is no question that e-commerce will continue to change the way businesses interact with consumers and each other," said Trujillo. "Current estimates by the authoritative Forrester Research see over-the-Web commerce swelling to an astronomic $1.3 trillion by 2003."

Solomon Trujillo earned a bachelor's degree and a master's at UW. Corrine Trujillo has a bachelor's from UW.

Laredo Professor Nets National Appointment

Tracy Wensing, an English instructor at Laredo Community College in Texas for 17 years, was appointed to the Language Policy Committee (LPC) of the Conference on Composition and Communication–a national group that focuses on language diversity and "multilingualism."

Tara Samander of the Conference on Composition and Communication said, "Tracy's perspective, coming to the LPC from a community college that serves a large population of non-native English speakers, will be valuable. Among her contributions, Tracy will bring voice to relevant U.S.-Mexico border issues, as well as to issues affecting two-year colleges, for the benefit of the committee."

The functions of the LPC committee include developing strategies for educating legislatures, policymakers, and the public about the values of language diversity and multilingualism.

Penn State to Create Family Literacy Institute

As part of a substantial educational spending bill signed by former President Bill Clinton, Penn State's College of Education will receive $6 million to establish the Goodling Institute for Research in Family Literacy–an initiative spearheaded by William F. Goodling.

Goodling recently retired from the U.S. House of Representatives, where he chaired the Committee on Education and the Workforce. Throughout his 24-year congressional career, he has been a champion of education programs and a nationally recognized leader in the adult literacy community. David Monk, dean of Penn State's College of Education, has been discussing a potential role for Goodling with the new institute.

Universities of Colorado and Denver Co-Create Minority Law Program

The Colorado Pledge to Racial and Ethnic Diversity, in conjunction with the University of Colorado (CU)-Boulder School of Law and the University of Denver (DU) College of Law, announced the creation of a summer clerkship program.

The Colorado Pledge to Diversity Law Firm Group consists of Denver law firms that have signed a pledge to increase racial and ethnic diversity in Colorado law firms. Implementation of the summer clerkship program is one of the most significant actions undertaken by the group since it renewed the pledge last year. Sixteen prestigious Denver metropolitan area law firms agreed to participate in the program.

The initial goal of the program–which was strongly supported by Dean Hal Bruff of the CU Law School and Dean Mary Ricketson of the DU College of Law–is to increase the number of minorities taking part in large law firm clerkship programs, which ultimately would lead to more minority hires at large firms.

UTSA Math Professor Receives Prestigious Award

University of Texas-San Antonio (UTSA) mathematics professor Manuel P. Berriozábal received the Gung-Hu award from the Mathematical Association of America for his dedicated years of service.

Berriozábal has been a professor at UTSA since 1976, and he originated the successful Prefreshman Engineering Program, which has been copied by other communities statewide and nationally. The goal of the program is to identify high-achieving students from grades 6-11 with potential to become engineers or scientists, and give them needed reinforcement and encouragement.

Berriozábal was recently inducted into the Texas Science Hall of Fame.

Delaware Hosts Foreign Policy Lecture Series

Former White House spokesman Mike McCurry (l.) kicked off a major foreign policy lecture series at the University of Delaware. McCurry, who spoke for President Clinton from the White House podium during most of the 1990s, also was the chief foreign policy spokesman at the Department of State. His was the first of seven lectures by prominent global affairs specialists.

Other speakers in the series "Global Agenda 2001" include: Jamie Shea, director of public affairs for NATO in Brussels; Marwan Muasher, Jordan's ambassador to the United States; Harriet Elam, U.S. ambassador to Senegal and a career foreign service officer;

Jaime FlorCruz (r.), *Time* magazine's correspondent in China, and Beijing bureau chief for nearly three decades; Robert Peirce, counselor at the British Embassy in Washington, D.C., responsible for political and public affairs; and David Hoffman, foreign editor of *The Washington Post*.

News from Río Hondo

- Dr. Jesús Carreón, president of Río Hondo College in Whittier, Calif., was an honorary co-chair of the Presidential Inaugural Awards Luncheon committee, which welcomed Roderick R. Paige, secretary designate of the U.S. Department of Education. The theme of the event, held in Washington, D.C., was "Leave No Child Behind." Carreón, who has helped increase the national, regional, and local visibility of community colleges, was selected for the committee due in part to his national prominence in the field of education. He is president of the National Community College Hispanic Council and a board member of the American Association of Community Colleges.

- Don L. Jenkins is the new president of the Río Hondo Community College District board of trustees. Jenkins, an eight-year veteran of the board, is supported by Dr. Barbara Stone, vice president, and Gary Méndez, clerk. Jenkins is on the board of the California Community College Trustees, an organization that represents trustees statewide.

PUBLICATIONS

Women's Tales from the New Mexico WPA: La diabla a pie

Tey Diana Rebolledo and María Teresa Márquez, eds.

This book contains a collection of long-lost oral histories given by Hispanic women in 1930s New Mexico. These folk tales, narratives, and vivid details of a way of life now long disappeared were gathered originally for President Franklin Roosevelt's Federal Writers Project, part of the larger Works Progress Administration (WPA)—a massive national undertaking aimed at getting the nation back to work at the height of the Great Depression.

2000. 224 pgs. ISBN 1-55885-312-X. $17.95 paper. Arte Público Press. (800) 633-ARTE.

The Poem and the Insect: Aspects of Twentieth-Century Hispanic Culture

By David Spooner

Author David Spooner discusses the works of Rueda, Lorca, Dámaso Alonso, Aleixandre, Antonio Machado, Cernuda, Salinas, Pablo Neruda, Octavio Paz, and more. While he includes Spanish text along with a translation when quoting poems, prose passages have been translated usually without the original Spanish for reasons of reading flow. In the case of prose-poems, both the original and translation appear.

1999. 164 pgs. ISBN 1-57309-324-6. $78.95 cloth. International Scholars Publications. (800) 462-6420.

Aztlán: A Journal of Chicano Studies, Vol. 25, No. 2

Chon A. Noriega, ed.

This issue, which completes *Aztlán*'s 30th anniversary, includes essays on the Chicano movement, the Vietnam War, Bronson Cutting, and—in Spanish—an essay about letters between migrant workers and their families. The cover art is a painting from Eugene Rodríguez's series *Interruptions*, "an attempt to reenvisage Chicano/Latino gay men outside both traditional and stereotypical notions of sexual/social identity."

Fall 2000. 192 pgs. ISSN 0005-2604. $12.50 paper. UCLA Chicano Studies Research Center. (310) 825-2642.

Polarizing Mexico: The Impact of Liberalization Strategy

By Enrique Dussel Peters

Polarizing Mexico

The primary objective of this book is to understand Mexico's present socioeconomic conditions and challenges. Based on a detailed and in-depth analysis of the government's economic and social policies, the book includes—implicitly and explicitly—alternatives to policies imposed in Mexico since the 1980s.

2000. 249 pgs. ISBN 1-55587-861-X. $49.95 cloth. Lynne Rienner. (303) 444-6684.

Manuel Puig and the Spider Woman: His Life and Fictions

By Suzanne Jill Levine

Manuel Puig (1932-1990), Argentinian author of *Kiss of the Spider Woman* and pioneer of high camp, stands alone in the pantheon of contemporary Latin American literature. Strongly influenced by Hollywood films of the '30s and '40s, his many-layered novels and plays integrate serious fiction and popular culture, mixing political and sexual themes with B-movie scenarios. His way of life was as unconventional as his fiction.

2000. 448 pgs. ISBN 0-374-28190-4. $27.50 cloth. Farrar, Straus and Giroux. (888) 330-8477.

The Magic Lantern: Having a Ball and Christmas Eve

By José Tomás de Cuéllar

José Tomás de Cuéllar (1830-1894) was a Mexican writer noted for his sharp sense of humor and gift for caricature. *Having a Ball* and *Christmas Eve* are two novellas written in the *costumbrista* style, made popular in the mid-19th century by the periodical press in which these sketches of contemporary manners were first published. The stories are a sensitive reflection of the effects of modernization brought by an authoritarian regime dedicated to order and progress. Translated by Margaret Carson. Edited by Margo Glantz.

2000. 166 pgs. ISBN 0-19-511503-1. $14.95 paper. Oxford University Press. (800) 451-7556.

A Map of Hope: Women's Writing on Human Rights–An International Literary Anthology

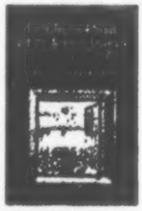
Marjorie Agosín, ed.

More than half a century after the United Nations Declaration of Human Rights, women throughout the world still struggle for social and political justice. Many fight back with the only tools of resistance they possess–words. *A Map of Hope* presents a collection of 77 extraordinary literary works documenting the ways women writers have spoken out about human rights.

1999. 369 pgs. ISBN 0-8135-2626-4. $19.00 paper. Rutgers University Press. (800) 446-9323.

Intercollegiate Athletics and the American University: A University President's Perspective

By James J. Duderstadt



Former president of the University of Michigan James J. Duderstadt argues that universities must regain control of intercollegiate athletics by de-emphasizing and realigning them with the university's educational mission. He asserts that if burgeoning athletic programs cannot be brought back into the fold, then universities must recognize them for what they are–commercial, professional, and independent entertainment businesses.

2000. 331 pgs. ISBN 0-472-11156-6. $29.95 cloth. University of Michigan Press. (734) 764-4392.

Beyond the Border: A New Age in Latin American Women's Fiction

Nora Erro-Peralta and Caridad Silva, eds.

Beyond the Border

This collection showcases a rich and important body of fiction by Latin American women, including acclaimed writers such as Isabel Allende and Luisa Valenzuela as well as dynamic new voices. Ranging across boundaries of geography and gender, the stories deal with a variety of subjects–incest, race, politics, sexual needs, love, old age, and child abuse–and incorporate a variety of narrative forms.

2000. 283 pgs. ISBN 0-8130-1785-8. $19.95 paper. University Press of Florida. (800) 226-3822.

King David's Harp: Autobiographical Essays by Jewish Latin American Writers

Stephen A. Sadow, ed.

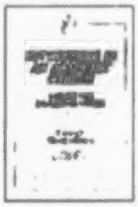
KING DAVID'S HARP

In this collection of 15 essays, Jewish Latin American writers speak for themselves about their lives, their literary work, their formative experiences, and the Jewish communities in Latin America and the United States.

1999. 260 pgs. ISBN 0-8263-2087-2. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Succeeding in an Academic Career: A Guide for Faculty of Color

Mildred García, ed.



Aside from promoting diversity, faculty of color offer different ways of knowing their field and different lenses through which to examine their disciplines. Yet when they enter the academy, all too often they receive little guidance about what it takes to carve out a career in higher education. This collection of success stories shares lessons of survival. It offers thoughtful analyses, multiple blueprints, and specific strategies for shaping a successful and satisfying academic career.

2000. 164 pgs. ISBN 0-313-29906-4. $56.50 cloth. Greenwood Press. (800) 225-5800.

The Iceworker Sings and Other Poems

By Andrés Montoya

Andrés Montoya's poems evoke a world of machines and violence as they confront and cry out against a culture that has abandoned the aesthetic of hope. His poems are stories, prayers, and letters that foster a spiritual resolve in the midst of a chaotic and concrete reality that denies the holy. Primarily urban and intensely personal, his poetry is nonetheless universal in dealing with issues of the day.

1999. 79 pgs. ISBN 0-927534-86-X. $9.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

Garden of Exile: Poems

By Aleida Rodríguez

Garden of Exile

This first full-length collection of poems by Aleida Rodríguez reveals a life enriched by layers of language and culture. Rodríguez was born in Cuba and emigrated to the Midwest at age nine via Operation Pedro Pan. These poems are psalms that celebrate the pleasures of experience made palpable through language. Winner of the 1998 Kathryn A. Morton Prize in Poetry (selected by Marilyn Hacker).

1999. 96 pgs. ISBN 1-889330-33-7. $12.95 paper. Sarabande Books. (502) 458-4028.

Kokopelli: The Making of an Icon

By Ekkehart Malotki

Kokopelli the flute-player is an icon that American culture has adopted from the Native peoples of North America. But what exactly is Kokopelli? Just how Native

American is the ubiquitous flute-player? Hopi scholar Ekkehart Malotki describes the development of the Kokopelli phenomenon in American mass culture from its beginning to Kokopelli's present status as pan-Southwestern icon.

2000. 161 pgs. ISBN 0-8032-3213-6. $35.00 cloth. University of Nebraska Press. (800) 755-1105.

The Three Secular Plays of Sor Juana Inés de la Cruz: A Critical Study

By Guillermo Schmidhuber

Traditionally, scholars have attributed only one complete play to Sor Juana, but in 1989, Guillermo Schmidhuber discovered a lost play, *The Second Celestina*, which he proved conclusively to be Sor Juana's earliest *comedia*. This is the first study dedicated solely to her secular dramas and the first to confirm her authorship of three dramatic pieces. Translated by Shelby G. Thacker.

2000. 208 pgs. ISBN 0-8131-2088-8. $34.00 cloth. University Press of Kentucky. (800) 839-6855.

VIDEOS

The following video recordings are available from:

FILMS FOR THE HUMANITIES & SCIENCES
P.O. BOX 2053
PRINCETON, N.J. 08543-2053
(800) 257-5126
website: www.films.com

PROFILES: THE FACES OF LATIN AMERICA TODAY

This five-part series features interviews with some of the leading writers that define contemporary Latin America. Programs include:

Carlos Fuentes: At Home in the Americas

Carlos Fuentes
At Home in the Americas

Mexican novelist and playwright Carlos Fuentes discusses the influence of politics on his life, his deep feelings for Mexico, and his writing career, which has brought him international acclaim.

(Spanish, 28 min., color) Item #FFH 10712

Isabel Allende: Possessed by Her Art

Isabel Allende
Possessed by Her Art

Allende elaborates on her years in Chile, Venezuela, and the United States; the importance of spiritualism in her creative process; and other subjects.

(Spanish, 28 min., color) Item #FFH 10713

Mario Benedetti: Writing and Revolution

Mario Benedetti
Writing and Revolution

Benedetti reflects on his life both at home and in Cuba, his crisis of political consciousness, and his diverse *oeuvre*, which includes novels, short stories, poems, and essays.

(Spanish, 28 min., color) Item #FFH 10714

Mario Vargas Llosa: In Love with Peru

Mario Vargas Llosa
In Love with Peru

Vargas Llosa, winner of the Cervantes Prize and widely regarded as Peru's most interesting novelist, offers insights into his beloved homeland, his life abroad, his unsuccessful bid for the presidency, and other topics.

(Spanish, 28 min., color) Item #FFH 10715

Marcela Serrano: A New Voice

Marcela Serrano
A New Voice

Serrano–clearly on the upward path to international renown–assesses the diverse concerns that have influenced her life and her work, including the elimination of apartheid and the importance of creating genuine and loving relationships.

(Spanish, 28 min., color) #FFH 10716

Many publications featured in this section are available through amazon.com.

CONFERENCES

2001 Southern Region CUPA-HR Conference

April 1-4

The Southern Region of the College and University Professional Association for Human Resources, a national association of higher education human resource professions, will convene its conference at the Richmond Omni Hotel, Richmond, Va.

Contact: Stewart Mixon, chair, (252) 328-4009; e-mail, mixons@mail.ecu.edu.

HACU 2001 National Capitol Forum on Hispanic Higher Education

April 2-5

Leading Hispanic higher education advocates and college campus presidents from throughout the country will meet with key White House, congressional, government agency, corporate, and community leaders about legislation and policy issues of importance to the nation's youngest and fastest-growing minority population. At Hotel Washington in Washington, D.C.

Contact: Acting Public Affairs Director Aileen Salinas at (202) 261-5080 ext. 3242; website, www.hacu.net.

Princeton University Spring 2001 Latin American Studies Events

April 3-May 3

The Program in Latin American Studies (PLAS) at Princeton University has 9 events scheduled in April and May to which faculty and graduate students based at colleges and universities in the greater New York-Philadelphia corridor are cordially invited to participate.

Contact: PLAS, (609) 258-4148; e-mail, plas@princeton.edu.

2001 Teleconference Series

April 5, 1:00-4:00 p.m. EST

The National Resource Center for the First-Year Experience & Students in Transition, in cooperation with Distance Education and Instructional Support at University of South

Carolina, presents "Strengthening First-Year Seminars: A Foundation for Student Success." Live and interactive via satellite.

Contact: website, www.sc.edu/fye.

Mexican American Opportunity Foundation National Conference

April 6-7

The MAOF holds its 24th National Hispanic Women's Conference, one of the nation's oldest and largest events recognizing Latina accomplishments. At the Regal Biltmore Hotel in Los Angeles.

Contact: (323) 890-9600.

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

AACRAO 2001Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

2001 Teleconference Series

April 26, 1:00-4:00 p.m. EST

The National Resource Center for the First-Year Experience & Students in Transition, in cooperation with Distance Education and Instructional Support at University of South Carolina, presents "Engaging Commuter Students: Redesigning Campuses for the Majority of America's College Students." Among the panelists is María Vallejo, provost/CEO, Palm Beach Community College (Fla.). Live and interactive via satellite.

Contact: website, www.sc.edu/fye.

NILD Leaders 2001

Newport, R.I., April 29-May 3

Phoenix, Ariz., May 20-24

While the National Institute for Leadership Development, based upon a philosophy of inclusivity and diversity, is for women and men in community colleges, the Leaders 2001 programs are for women. The programs are sponsored by Phoenix College, Maricopa Community Colleges, and League for Innovation in the Community College.

Contact: NILD, (602) 223-4030; e-mail, nild@pcmial.maricopa.edu.

Latino Book and Family Festival

May12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javits Convention Center in Manhattan.

Contact: (760) 434-7474.

3rd Annual Latino Education Conference

May 13-15

"Critical Issues Affecting Latino Educational Achievement in the 21st Century" is the theme of this year's ASPIRA, Inc. of New Jersey conference. Confirmed keynote speakers include Carlos Hernández, president, New Jersey City University; Antonia Pantoja, founder, ASPIRA National Association; and Sara Martínez Tucker, president, Hispanic Scholarship Fund. At Bally's Park Place Hotel and Casino, Atlantic City, N.J.

Contact: Carmen Torres, (973) 484-7554, or e-mail, ctorres@nj.aspira.org; website, www.aspira.org.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present their 23rd annual international conference, "Making a World of Difference…," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

NMCI 16th Annual National Conference

May 31-June 3

The National Multicultural Institute's 2001 theme is "Creating a National Agenda: Multicultural Partnerships for Change." The major goals of this conference are to: (1) offer an opportunity for in-depth diversity training and skills-building; (2) focus on some of the unique issues that professionals face in working with a culturally diverse population; and (3) create a multicultural environment in which an open, cross-cultural dialogue can occur. At the Hyatt Regency Washington on Capitol Hill Hotel, Washington, D.C.

Contact: NMCI, (202) 737-1234 or (800) 233-1234; website, www.nmci.org.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including from the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

INSTRUCTIONAL DESIGNER
CENTER FOR INSTRUCTIONAL
MEDIA & TECHNOLOGY

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY is seeking to fill the position for Instructional Designer within the Center for Instructional Media and Technology. This professional position involves applying all aspects of the instructional design process to course development. The instructional designer provides assistance and training to Richard Stockton College faculty members with instructional design for electronic course delivery. This position will have the opportunity to work with the Institute for the Study of College Teaching.

Two years professional experience in course development using emerging technologies preferably in higher education with a master's degree in instructional design, or related field, or any equivalent combination of experience, education and training that provides the following knowledge, skills and abilities; Course development and project management; Proven ability to design, develop and implement instructional multimedia products in conjunction with individual faculty; Demonstrated ability to work collaboratively with others including strong communication, interpersonal and organizational skills; Thorough knowledge of learning theories; Ability to meet schedule commitments; Solid understanding of academic courseware: Proficiency in Microsoft Office, email, WebCT and html.

Richard Stockton College is an innovative, residential, liberal arts and sciences college with a student body of 6,000 located on a 1600-acre wooded campus in southern New Jersey, 15 miles from the Atlantic Ocean, 1 hour from Philadelphia and 2-1/2 hours from New York City. Stockton College has a national reputation for academic excellence and innovation. It is recognized by the Carnegie Foundation, US News and World Report and Kiplinger as a nationally ranked liberal arts institution.

Salary is based on qualifications and experience. Screening begins **April 2, 2001** and will continue until position is filled. Send letter of application, resume and names, addresses and telephone/email addresses of at least three references to **Mark Jackson, Director, Media Services & Distance Education, The Richard Stockton College of New Jersey, PO Box 195, AA51, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply. R013638

VICE PRESIDENT FOR
BUSINESS AND FINANCE

THE UNIVERSITY OF NEW MEXICO

The University of New Mexico invites nominations and expressions of interest for the position of Vice President for Business & Finance. As the chief financial officer for the University, the Vice President provides leadership and direction to the institution's business and support functions, and is a member of the President's executive council. The Vice President oversees the Budget Office, Business Policies, Controller's Office and other treasury functions (Payroll, General Accounting, Contracts and Grants, Cashiering, etc.), Dispute Resolution, Electronic Management, Endowment Management, Facility Planning, Human Resources, Physical Plant, Printing Services, Purchasing and Materiel Management, Real Estate, Risk Management (including Campus Safety), Department of Intercollegiate Athletics and fiscal oversight of auxiliary enterprises. The Vice President ensures that business transactions and support services meet the university's short- and long-term goals and objectives. The University of New Mexico is a Carnegie Doctoral/Research-Extensive University and one of only four that is also Hispanic-serving, and is the largest and most comprehensive of the state's institutions of higher education. Founded in 1889, the University serves a diverse student population of nearly 31,000 on five campuses (approximately 24,250 at its Albuquerque main campus). The University enrolls approximately 5200 graduate and professional students. It offers master's degrees in 66 fields and doctorates in 38 fields in addition to the J.D. degree and M.D. degree. It hosts the state's only schools of architecture and planning, law, medicine, and college of pharmacy, and is well poised to participate in the further development of the Rio Grande Research Corridor, in collaboration with the nearby national and federal laboratories and other research organizations in the region. The University operates on a budget of nearly $1 billion, of which $219 million is attributed to research and sponsored projects. The University of New Mexico is the fastest-growing university in federal research funding, based on a 1990-98 research and development expenditures, as reported by the National Science Foundation.

Minimum qualifications for the position include a Masters Degree in Business Administration, Management, or related field. More than ten years experience directly related to the duties and responsibilities specified. For a complete listing of the position description including desired qualifications and application procedures you may access the job posting on UNM's web site at **http://www.unm.edu/~oeounm/facpost.html.** You may also request a copy of the position announcement from **Diane Gwinn, Search Coordinator, 107 Farris Engineering Center, UNM, Albuquerque, NM 87131, (505) 277-1421, dgwinn@unm.edu.**

The University of New Mexico is an Equal Opportunity/Affirmative Action Employer/Educator

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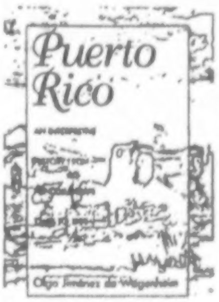
Book Review

By Virginia Sánchez Korrol

***Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900*, by Olga Jiménez de Wagenheim.** 291 pages. Princeton, New Jersey: Markus Wiener, 1998. ISBN 1-55876-122-5. $16.96 paper.

For teachers, students, and general readers, this is a long-awaited book. Jiménez de Wagenheim's interpretive history does much to satisfy the steadfast reader.

Incorporating an extensive synthesis of the literature in Spanish as well as in English, the author further imbues the text with her own meticulous research on 19th-century Puerto Rico. More often than not, she attempts to present the perspective of the colonized population, interspersed with cutting-edge research on gender, race, and class throughout the various periods covered in the volume. She ably situates Puerto Rico within the currents of Latin America, Europe, Africa, and the United States. Ending with the American occupation of Puerto Rico following the Spanish-Cuban-American War in 1898, this volume covers the historical periods up to 1900. A second volume documenting the 20th century is in progress.



The author makes informed decisions in organizing the text that are beneficial to novice readers and others unfamiliar with Puerto Rican history. The monograph is divided into ten chapters, five focused on the 19th century. Each is referenced and lists suggested readings pertinent to the period. A good selection of charts, maps, graphs, tables, and archival photographs of past centuries provides illustrative aids. The photographs chosen to highlight diverse aspects of colonial life are especially appealing, though the headers are often too small.

Another student-friendly feature, the opening chapter, offers a present-day discussion of the land, geography, topography, waterways, and natural resources. Puerto Rico includes several offshore islands, one of which, Vieques, is currently and controversially a military bombing site for U.S. Marine and Naval trainees. Situating the island in the present allows the instructor to explore, albeit briefly, the complex political relationship between Puerto Rico and the United States, the meaning of American citizenship as it applies to Puerto Ricans, and the reasons for creating diasporic, transnational communities. For my students, such discussions set the stage for learning about the past to better understand the present.

That past is introduced through the islands' Amerindian inhabitants, the Archaics, Igneri, Ostionoid, and, later, the Taino, who are fleshed out in greatest detail. On the eve of the Spanish conquest, Tainos had developed a sophisticated, socially stratified civilization that spread beyond Puerto Rico into the Dominican Republic and Cuba. A matrilineal society structured on the advanced cultivation of yucca, the Taino were engaged in ongoing warfare with the Caribes, who steadily encroached on island strongholds from their encampments in the Lesser Antilles.

But the book is far more than a re-telling of the Amerindian experience. The author delves into four centuries of political, economic, and socio-cultural development in Puerto Rico within the Spanish imperial system. Crown policies, including relaxation of trade regulations or other aspects of the Bourbon Reforms, are tested in Puerto Rico before implementation in the Viceroyalties of New Spain and New Granada. Administrative redistricting, or controlled immigration, such as that of the Canary Islanders, resonates with policies practiced in Texas and other frontier settlements. Throughout, the author conveys the more traditional interpretations of political and economic evolution along with the maturation of a vibrant, resilient Puerto Rican society that survives and thrives against great odds.

The sections on women explore their very active contributions to education, emancipation, revolution, and organization in the 18th and 19th centuries, despite the juridical, social, or moral restrictions placed on females in the Spanish American world. Distinctions between rural and urban settings clarify the significance of class and race, wealth, power, and poverty in colonial society. The dynamics between the ruling Spanish elite and the emerging island-born Criollos provide the groundwork for understanding the 19th-century conflicts. The author provides the multi-layered analysis necessary for understanding the uniqueness of Puerto Rican society, as well as its points of convergence, within a world and hemispheric context.

By the end of the 19th century, Puerto Rico has undergone vast transformations. Inhabited by close to one million, the creation of towns and cities proliferates. Transportation and communication are improved. Modernization of land holdings, including mechanization, wage, labor and workers' organizations, is well under way. The island's economic base shows promise as Puerto Rican coffee and sugar are exported to global markets. But on July 25, 1898, the United States invades and occupies Puerto Rico. Following two years of a military government, Puerto Rico becomes a colony to a new master and a new social order, opening a chapter of island history that continues to the present.

Virginia Sánchez Korrol is author of From Colonia to Community: The History of Puerto Ricans in New York City, *and co-author with Marysa Navarro of* Women in Latin America and the Caribbean. *She is professor and chair of the Department of Puerto Rican and Latino Studies at Brooklyn College, CUNY.*

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

THE NATIONAL ACADEMIES

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Application postmark deadlines are January 15, April 15 and August 15.

Further information and application materials may be obtained from our web site at ***http://national-academies.org/rap***

For assistance, contact:

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418
TEL: (202) 334-2760
FAX: (202) 334-2759
EMAIL: rap@nas.edu

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

THE COLLEGE OF

WOOSTER

Director of Institutional Research

The College of Wooster seeks to appoint a Director of Institutional Research. The Director will have **responsibilities to:** collect, organize, analyze and interpret institutional data for purposes of decision-making, planning, and evaluation of programs and activities; develop and manage databases useful to institutional management and longitudinal analysis; publish an annual Fact Book, both in printed and Web versions; respond to surveys as well as other internal and external requests for data and information; design and undertake special research projects; prepare and edit reports; and assist faculty in preparing institutional data for grant proposals.

These duties will relate particularly to the offices of Admission, Finance & Business, Financial Aid, Development, and Registrar and will also provide support to efforts in marketing, assessment, and retention. The Director will report to the President.

Requirements: B.A. or B.S., with M.A. or M.S. preferred, in a related field such as mathematics, statistics, computer science/computer information systems, applied science/social science with quantitative analysis. Three years experience (or the equivalent) in managing higher education data and information. Also: experience with computer information systems and software such as Word, Excel, Filemaker, SAS or SPSS, UNIX, HTML; demonstrated competence in survey and research design; skills in written and oral communication, particularly the presentation of technical and highly quantitative information; professional integrity regarding confidentiality of information; effective interpersonal skills; and ability to handle detail and the pressure of multiple priorities.

Applications received prior to April 1, 2001 will receive full consideration. Submit applications to:

Office of the Secretary
The College of Wooster
Wooster, OH 44691-2363

CALL FOR PAPERS

NATIONAL ASSOCIATION OF HISPANIC & LATINO STUDIES

INTERNATIONAL CONFERENCE

AUGUST 30 - SEPT. 2, 2001
(LABOR DAY WEEKEND)
CANCÚN, MÉXICO

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the African and African American, Hispanic & Latino, Native American and Asian experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts with home and school/agency address must be postmarked by April 13, 2001.

Send abstracts to:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Phone: 606-783-2650
Fax: 606-783-5046
www.NAAAS.org

2001
URBAN EDUCATION RESEARCH FELLOWS PROGRAM
LOS ANGELES UNIFIED SCHOOL DISTRICT

LAUSD, the nation's second largest school district, announces a program to develop urban education research professionals. LAUSD's Program Evaluation and Research Branch will accept up to two candidates per year to a program that provides both professional development and financial support to graduate students at universities in the Los Angeles area.

Graduate Student Fellowship. Selected student-researchers will receive the following: Full tuition reimbursement; half-time employment with a professional-level salary; training in research and evaluation methods; research and evaluation experience; and post-graduation employment for a minimum of three years. Fellowships begin in September 2001.

Qualifications. Candidates must meet the following criteria: Enrollment in a research-focused graduate program in education, the social sciences, or human development at a regionally accredited university; completion of at least one graduate course or two undergraduate courses in educational research methods, social research methods, and/or program evaluation; coursework, class projects, and/or experiences providing evidence of a commitment to education in urban settings; ability to represent the perspectives and experiences of urban residents; and ability to represent the perspectives and experiences of one or more historically underrepresented populations. Applications are due on April 15, 2001.

For an application packet or additional information, please contact:

James S. Sass
Los Angeles Unified School District
Program Evaluation and Research Branch
450 North Grand Avenue, A-427
Los Angeles, CA 90012
(213) 625-6069
jsass@lausd.k12.ca.us
http://www.lausd.k12.ca.us/lausd/offices/perb/

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Issues in Urban Higher Education: Exploring the Challenges and Solutions

National Conference • April 19–21, 2001
Renaissance Hotel • Cleveland, Ohio

Keynote & General Session Speakers

"Socio-Cultural Issues in Urban Higher Education" • Dr. Alfredo de los Santos, Jr. Research Professor Vice Chancellor for Education & Student Development (Retired), Arizona State University - Tempe

"The Impact of Politics on Urban Higher Education" • Professor Sarah Brown-Clark, Clerk of Court - Youngstown Ohio Municipal Court

"The National Perspective & Reforms in Urban Higher Education" • Dr. William B. Harvey, VP & Director American Council on Education - Office of Minority Education

"Unlimited Horizons: Planning as a Catalyst for Urban Transformation" • Dr. Stephen M. Curtis, President, Community College of Philadelphia

Critical Commentaries & Discussions

- "Overcoming Barriers to Effective Teaching and Learning"
- "The Impact of Local & State Politics on Urban Institutions"
- "Legal Barriers to Quality Education in Urban Higher Educational Institutions"
- "The Pros and Cons of Distance Education for Urban Higher Educational Institutions"
- "All Things to All People?: Consequences of Being An Urban Higher Educational Institution"
- "The Role of Governing Boards in Advancing the Mission of Urban Higher Educational Institutions"
- "The Differential Impact of Affirmative Action Policies & Practices on Urban Higher Education Institutions"

Breakout Sessions • Workshops • Social & Cultural Events

Cuyahoga Community College

For additional information and registration materials please contact: Maria Colvin, Urban Higher Education Conference Coordinator, Cuyahoga Community College, 2900 Community College Ave., Cleveland, OH 44115. Phone (216) 987-4267 Fax (216) 987-4520; E-mail: maria.colvin@tri-c.cc.oh.us Website: www.tri-c.cc.oh.us

YSU Youngstown State University

Buffalo State
State University of New York

Assistant/Associate Professor Educational Leadership and Facilitation Program (Administration)

Buffalo State is seeking candidates for a tenure-track assistant/associate professor in the Educational Leadership and Facilitation Program, to begin fall 2001. Salary is competitive. Teach postgraduate courses in site-based leadership (also known as "principalship") and school-community relations, supervise interns, advise students; provide service to department, college, community, and profession; engage in research.

Required Qualifications: Ph.D. or Ed.D. in educational leadership (and/or administration) or comparable discipline, with specialized academic or experiential qualifications in principalship and school-community relations; successful teaching and principalship experience in K-12 schools; established (or potential to establish) scholarly research agenda in educational leadership, including collaborative applied professional research endeavors with regional schools and school districts; familiarity with instructional technology; capability in teaching graduate courses through a variety of distance delivery modalities.

Preferred Qualifications: Experience as an administrator in a unionized educational environment; successful college/university teaching experience at the postgraduate level.

To apply: Submit letter of application addressing each of the required and preferred qualifications, résumé or CV, and contact information for five references to: Peter Loehr, Ph.D., Search Chair, Bacon Hall 302, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222. Review of applications will continue until the position is filled. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

aascu
American Association of State Colleges and Universities

Millennium Leadership Initiative (MLI)
Preparing the Next Generation of Presidents and Chancellors

The American Association of State Colleges and Universities is accepting applications for its MLI Institute an intensive hands-on leadership program designed to strengthen the preparation and eligibility of persons who are traditionally underrepresented in higher education leadership for the position of college or university president/chancellor.

Eligibility-Senior and mid-level administrators in the education, government or private sectors who have demonstrated the willingness and the potential to provide presidential and professional leadership in higher education. Candidates should be at the dean's level or above (or have equivalent experience within or outside the academic community) and must be nominated by their chief executive officer.

Institute-August 10-14, 2001 in Washington, D.C. Experts will teach participants how to interview successfully, develop media and political savvy, negotiate a contract, and approach critical issues in higher education. Participants will write professional development plans, assemble a portfolio and continue professional development through a year-long mentoring program.

Registration-$1,500 AASCU member and $2,100 nonmember. Includes registration fee, Institute program, curriculum materials, meals (except one dinner) and lodging. Participants assume transportation costs.

Applications-Completed applications with nominations by CEO must be submitted to AASCU by April 16, 2001. Application materials have been mailed to all AASCU member presidents. Application form available on AASCU's web site www.aascu.org/mli/ or contact: Danita Young, 1307 New York Avenue, 5th Floor, NW, Washington, DC 20005-4701; phone 202.478.4677 or youngd@aascu.org.

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Assistant To The President Institutional Planning

The ideal candidate will provide a strong leadership in working cooperatively with department area heads, deans, and directors to establish a formal process for the development of short and long-range institutional plans. Your efforts will focus on assisting in coordinating plans and initiating programs concerning operational and academic functions regarding physical plant, finance, human resources and other programmatic needs.

Qualifications:

- Master's degree (Doctorate preferred).
- Minimum of three years of senior administrative experience in higher education.
- Demonstrated experience with short-range, strategic, and futures planning.
- Demonstrated experience with preparing annual reports and other planning documents.
- Demonstrated knowledge of college administration and institutional planning.
- Exemplary written and communications skills.
- Able and eager to cultivate both internal and external constituencies.
- Strong organizational and leadership skills, and the ability to motivate staff in achieving goals.
- Demonstrated commitment to diversity among students, faculty, staff, and administrators.

Qualified candidates must send a resume and a letter of interest to: Essex County College, Human Resources Department, Essex County College, 303 University Avenue, Newark, NJ 07102. Fax: 973-877-3409.

Visit our website: www.essex.edu

ESSEX COUNTY COLLEGE

EOE/AA Employer

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Provost & Vice President-	Office of Provost-	OPEN
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor-	Psychiatry-	03/30/01
Assistant Professor (2 positions)-	Criminology-St. Petersburg Campus-	03/30/01
Research Associate (Clinical Veterinarian)-	Comparative Biomedicine-	03/30/01
Associate Dean-	Sarasota Campus-	03/30/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	03/31/01
Electronic Resources Librarian-	Library-	03/31/01
GIS Librarian-	Library-	03/31/01
Head of Special Collections-	Library-	03/31/01
Assistant Professor (Visiting)-	Social Sciences-Sarasota Campus-	04/01/01
Assistant/Associate Professor (2 positions)-	Physical Therapy-	04/16/01
Vice President for Research-	Office of Research-	04/23/01
Assistant Professor (2 positions)-	Otolaryngology-	04/27/01
Assistant/Associate Professor-	Internal Medicine-	04/30/01
Assistant Professor-	Pediatrics-	04/30/01
Assistant/Associate Professor-	Interdisciplinary Oncology Program-	04/30/01
Director-	Center for Urban Transportation-	05/01/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	05/31/01
Assistant/Associate Professor-	Pediatrics-	06/30/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave.,Tampa, FL 33620

FACULTY POSITION IN ENGLISH COMPOSITION #00132

Under general supervision will prepare and teach English Composition and other English courses as needed. Faculty member may be assigned to any SLCC location. JOB QUALIFICATIONS: Master's degree in Rhetoric and Composition, Writing Theory or English with strong rhetoric and composition emphasis required. Starting salary range: $28,490 to [illegible] based on a nine-month letter of appointment. May be supplemented by additional teaching and other developmental activities. Tenure track. Excellent benefits. Application process: Please submit an official SLCC employment application, cover letter, resume, photocopy of transcripts and three current letters of recommendation by April 19, 2001, to: Salt Lake Community College, Human Resources, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/[illegible].

EO/AA EMPLOYER

CORPORATION
FOR NATIONAL
SERVICE

National Service Fellowship Opportunity.

The Corporation for National Service (CNS) plans to support up to 12 ten-month National Service Fellowships (NSF) starting September of 2001. Full-time ($26,500) and part-time ($2,650) Fellowships are available. We will accept proposals on topics relevant to CNS programs/operations and the national service field. To qualify, you must be a U.S. citizen or a permanent resident alien. For a copy of the Request for Proposal, to be issued around 3/23/01: (1) Download it from our website www.nationalservice.org;(2)E-mail fellowships@cns.gov; or (3) Write to NSF Program, c/o **Deena Johnson, CNS, 1201 New York Avenue, NW,#9100-A, Washington, DC 20525.**

1151

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DIRECTOR

WOMEN'S EDUCATIONAL CENTER

The Director of the newly established Women's Educational Center will provide leadership and advocacy in the development of programs, services, and research that address the needs, interests, and concerns of women on the University of Michigan-Flint campus. The director will oversee the operation of the Center and will be responsible for ensuring its growth and development as a resource and referral center for women. The director will work directly with women students, staff, and faculty to meet their needs and address their concerns. The director will work closely with academic and student development departments, especially the Women's and Gender Studies Program, counseling services, and the planned Early Childhood Development Center, to enhance the campus climate for women. Requirements: Master's degree or an equivalent combination of education and relevant experience; experience in advocacy and problem-solving on behalf of individuals; relevant experience working with issues related to women in a university or community setting; experience working with diverse, multi-cultural, multi-generational groups, including women of color and urban working class communities; knowledge of women's issues in general and in the academic setting; strong leadership, organizational, and administrative skills; excellent interpersonal and communication skills; ability to secure funding from public and private sources; and ability to work with a variety of constituencies- students, staff, faculty, external organizations and major donors. Interested candidates should submit a UM-Flint application, resume, cover letter indicating how you fit with this position, salary history, and 3 professional references. Please respond to **UM-Flint Human Resources, Attn WEC, 219 UCEN, Flint, MI 48502-1950.** Review of applications will begin immediately and remain open until filled.

The University of Michigan-Flint is a Nondiscriminatory/ Affirmative Action Employer.

ADMISSIONS

SMITH COLLEGE

Smith College, the largest private women's college in the U.S., seeks two energetic and experienced admission professionals.

Assistant Director of Admission

The Assistant Director is responsible for recruitment and evaluation of prospective students. **Responsibilities:** application review; regional travel including eight weeks of travel to recruit high school students and meet with alumnae; interviewing; program planning; could also include supervision of student volunteers and assisting with multicultural recruitment. **Qualifications:** Bachelor's degree; minimum of two years of experience in admission or related field, or an equivalent combination of education and relevant experience; bilingual English/Spanish desirable; demonstrated organizational and interpersonal skills; excellent oral and written communication skills; valid driver's license; good humor and grace under pressure appreciated. The ability to articulate the values of a selective liberal arts college to prospective students, parents and secondary school personnel is important. Starting salary for this full-time position is competitive and includes a comprehensive benefits package.

Admission Counselor

The Admission Counselor is responsible for assisting the associate director for multicultural recruitment with all aspects related to the recruitment of students of color. **Responsibilities:** conduct recruitment travel for approximately eight weeks; read and evaluate admission applications; conduct interviews and group information sessions; work on special projects; and assist with on-campus programming. **Qualifications:** Bachelor's degree; demonstrated organizational and interpersonal skills; excellent oral and written communication skills; understanding and commitment to the value of a liberal arts education in a residential college setting; commitment to diversity; and the ability to work effectively with the many constituencies in a college environment. A valid driver's license is required. Must be able to travel extensively and work weekends and evenings as needed. The salary for this two-year appointment is competitive and includes a comprehensive benefits package.

Review of applications will begin immediately and continue until the positions are filled. Forward a letter of application *indicating position of interest,* resume and the names and phone numbers of three professional references to:

Search Committee, Office of Admission, Smith College
Box 595, 7 College Lane, Northampton, MA 01063

Smith College is an equal opportunity employer encouraging excellence through diversity.

www.smith.edu

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

Visit our website at: HTTP://WWW.CUNY.EDU/ABTCUNY/CUNYJOBS/

ADJUNCT FACULTY POSITIONS - FALL 2001

Bronx Community College serves a multicultural student body of 7,000 on a beautiful 50+acre campus in the University Heights section of the north Bronx. Committed to excellence in teaching, the College seeks to establish a pool of available candidates for possible part-time teaching positions, Adjunct Assistant Professor or Lecturer, in the following areas:

ART & MUSIC Graphic Design and Computer Graphics; Multimedia; Web Design; Art History; Studio Art; Photography; Music Appreciation **BIOLOGY & MEDICAL LABORATORY TECHNOLOGY** Medical Lab Tech; General Biology; Anatomy, Physiology, Microbiology. **BUSINESS & INFORMATION SYSTEMS** Acct Principles; Acct Information System; Computer Information Systems, Programming, Microcomputer Applications, Information Tech; Marketing; Management; Health Care Management; Warehouse management; Secretarial Studies, Medical Secretarial Procedures; Paralegal Studies; Law **CHEMISTRY & CHEMICAL TECHNOLOGY** General Chemistry; Environmental Chemistry, Environmental Health Science; Organic Chemistry **COMMUNICATION ARTS & SCIENCES** Interpersonal Communication/Theory; Voice, Diction & Public Speaking **EDUCATION/READING** Early Childhood/Elementary Education; Reading **ENGLISH** Written Composition; Literature; ESL **HEALTH, PHYSICAL ED & WELLNESS** Health Education; Tai chi; Karate; Aquatic and Aerobic Dance **HISTORY** History of the Modern World; Human Geography **MATHEMATICS & COMPUTER SCIENCE** Math; Computer Science **MODERN LANGUAGES** French, Italian, Spanish, Foreign Language Computer Instruction **NURSING & ALLIED HEALTH SCIENCES** Nursing, Rad Tech Adv Certificate in Mammography **PHYSICS & TECHNOLOGY** Electronic Engineering Technology; Telecommunications Technology **SOCIAL SCIENCES** Psychology, Sociology, Economics, Anthropology, Political Science, Human Services **STUDENT DEVELOPMENT** Counselors to teach Introduction to College Life and provide advisement.

Unless otherwise specified, doctorate or equivalent required for Assistant Professor, Masters preferred for Lecturer. Evening / Saturday / Sunday teaching may be available; knowledge of databases and or instructional technologies an asset.

Salary Range: Assistant Professor $56.75 - $63.80 / hour; Lecturer $50.04 - $58.96/ hour; Commensurate with education and experience. Refer to specific position above and send resume and cover letter no later than May 4th 2001 to: **Ms. Shelley B. Levy, Director of Human Resources, Bronx Community College/CUNY, West 181st & University Avenue, Bronx, NY 10453.** An AA/EO/ADA/IRCA Employer.

FLORIDA
GULF COAST
UNIVERSITY

COLLEGE OF ARTS & SCIENCES

Assistant/Associate/Full Professor - Biological Sciences, Pos. #12019. *Req'd:* Ph.D. (ABD, doctorate or equivalent completed before 12/01) in any Biological Sciences discipline from an accredited institution. *Prefer:* Demonstrated excellence in teaching. Administrative skills for oversight of courses rnd adjunct faculty teaching general education biology courses for science majors and non-science majors. Note: Appointment will be at Faculty Rank commensurate w/candidates expc on a 9-mo., multi-yr contract basis. Available August 2001.

Instructor - Mathematics, Pos. #11149. *Req'd:* Master's in either Math or Math Ed. & 3 cumulative yrs of full time teaching expc at the college or junior college level from an accredited institution. *Prefer:* Expc using audio visual aids, computer algebra systems, graphing calculators, & tutorial software for instruction. Expc w/interdisciplinary teaching, curriculum development, & coordination of instruction programs served by adjunct faculty. Demonstration of commitment to professional development. Note: Faculty appointment will be at rank of Instructor on a 9 mo., multi-yr contract basis. Available August 2001.

Counselor/Advisor, Pos. #12022. *Req'd:* Bachelor's in appropriate discipline from an accredited institution. Ability to work in a team leadership environment essential. Must have excellent communication and interpersonal skills. *Prefer:* Master's in appropriate discipline from an accredited institution and/or 3 yrs advising expc at an institution of higher education. Familiarity with a range of Arts & Sciences disciplines and with interdisciplinary approaches to teaching & learning. This position does not hold faculty rank. Note: Appointment will be on a 12-mo., multi-yr contract basis. Available May 2001.

TO APPLY: Submit two packages (one original and one photocopy) for each position. Each package must include a letter of interest, curriculum vita, and list of five references postmarked by the deadline date of April 15, 2001 for the position. Visit our website at www.fgcu.edu or call the 24-hr jobline at 941-590-1111 for add'l information. Mail materials to **FGCU, HR Dept, Pos. #** (state the position # for which you are applying), **10501 FGCU Blvd. South, Ft. Myers, FL, 33965-6565.**

FGCU is an Equal Opportunity/Equal Access/Affirmative Action Institution which has a commitment to cultural, racial, and ethnic communities and encourages women and minorities to apply. It is expected that successful candidates share in this commitment.

BEST COPY AVAILABLE

CENTRAL MICHIGAN
UNIVERSITY

General Information: Central Michigan University (CMU) is a comprehensive state university with 800+ faculty. Currently, CMU serves more than 25,000 students, and under its new President, aspires to become a premier teaching, student-centered university of the 21st Century. Recently classified, by the Carnegie Foundation as a doctoral/research-intensive university, CMU is a growing student-focused university with opportunities for leadership and involvement for its entire team. Undergraduate, master's, and doctoral programs are offered on CMU's 854-acre main campus located in Mt. Pleasant and via distributed learning at over 65 sites across North and Central America through CMU's College of Extended Learning. CMU's web site is http://www.cmich.edu.

The College of Health Professions consists of three academic departments, i.e., Communication Disorders, Health Promotion and Rehabilitation, and Physical Education and Sport. It offers undergraduate and/or graduate degree programs in audiology, communication disorders, public health education and health promotion, health administration, school health education, physical therapy, physician assistant, health fitness, exercise science, substance abuse prevention, speech-language pathology, physical education, sport studies, athletic training, athletic coaching and sport administration delivered by 100+ faculty/staff. Please visit our website for more information about the college, including full position descriptions at http://www.chp.cmich.edu. Salary and benefits are competitive.

The College of Health Professions invites applications from individuals holding appropriate doctoral degrees from regionally-accredited institutions. The start date is August 20, 2001, and the review of qualified applications begins immediately and will continue until the positions are filled. All faculty in the College of Health Professions are expected to direct graduate student research, develop and maintain a program of scholarly and creative activity that leads to sustained scholarly achievement and the pursuit of grant funding, perform service to the university and continue professional development and active engagement in their professional fields.

HEALTH PROMOTION AND REHABILITATION

1) Community and School Health Education: Assistant/Associate Professor (10-month); tenure-track. To teach freshman through graduate courses in health education, which may include: curricular design and development; methodology in community and school health education; content areas specific to community and school health education teacher preparation (including, but not limited to, behavior change, mental health and addictive behaviors); coordination of courses and labs in health education. Other responsibilities may include student teacher visitations and coordinating field experience in school health education. Demonstrated successful college teaching, experience in community health and school health and evidence of scholarly work (preferably in the area of community and school health process and methods).

2) Community Health Education: Assistant/Associate Professor (10-month); tenure-track. Responsibilities include interest and experience in MPH development; teaching freshman through graduate courses in community health, including process and methodology in community health and/or content areas specific to community health; coordination of courses and labs in health education. Demonstrated successful college teaching, experience in community health, and evidence of scholarly work (preferably in the area of community health process and methods).

Qualifications: A doctorate in Public Health, Health Promotion or Health Education is preferred; ABD will be considered, if doctorate is completed by August 20, 2001. A doctorate in a related field may be considered if the Master's degree is in Public Health. Current CHES certification or CHES certification required within two years. Other considerations include: evidence of obtaining grants, evidence of involvement with professional associations and organizations, demonstrated leadership skills, proficiency in use of technology and evidence of professional presentations.

Applications: Send a letter of application addressing qualifications; a curriculum vita, evidence of teaching ability, statement of teaching philosophy and the names, addresses and phone numbers of at least three references with e-mail addresses (if available) to Jodi Brookins-Fisher, Ph.D., CHES, Health Education Search Chair, Health Promotion and Rehabilitation, 110 Pearce Hall, Central Michigan University, Mt. Pleasant, MI 48859, 517-774-3392. E-mail: Jodi.Brookins_Fisher@cmich.edu.

PHYSICAL EDUCATION & SPORT

Physical Education-Pedagogy: Assistant Professor (10-month); tenure-track. Doctorate required. At least three years teaching at the elementary/secondary school level, university teaching experience, excellent oral and written communication and demonstrated research and scholarship are required. Responsibilities include teaching undergraduate and graduate courses in an NCATE-approved program in instructional methods, curriculum, assessment/evaluation, motor skills teaching and research methods; and assisting with academic advising, program development, student teacher supervision and collaborative work with schools. Send a letter of application addressing qualifications, a curriculum vita and the names, addresses and phone numbers of at least three references with e-mail addresses (if available) to Gary W. Arbogast, Ph.D., Pedagogy Search Committee, SAC 177, Physical Education & Sport, Central Michigan University, Mt. Pleasant, MI 48859, 517-774-6663. Email: Gary.W.Arbogast@cmich.edu.

CMU, AA/EO institution, is strongly and actively committed to increasing diversity within its community (see www.cmich.edu/aaeo.html).

DIRECTOR
Student Services and Retention

The Graduate School at Montclair State University is seeking a dynamic and experienced director of Student Services and Retention. Reporting directly to the associate dean of the Graduate School, the director is responsible for the development, coordination and administration of student service and other activity programs designed to provide social, cultural, recreational and educational experiences for approximately 3,300 graduate students with graduate programs in 32 departments with 76 degrees, concentrations, certifications and certificate programs. The director is responsible for developing graduate student support services overall, increasing graduate student satisfaction, increasing the retention rate and reducing the average time to completion of the degree.

Qualifications: Master's degree or bachelor's degree supplemented by appropriate leadership experience in a student services office at a college or university. A minimum of four years' professional experience in a student services office is required; experience with graduate student services is strongly desired. Strong computer skills, effective oral and written communication skills, highly developed interpersonal skills and ability to manage personnel required.

Salary Range: Salary is commensurate with experience.

Start Date: Open

Apply By: Review of applications will commence March 26, 2001 and continue until position is filled.

Send letter and resume (include V#) to:
Kristin Cohen, The Graduate School,
Montclair State University, Box
C316—V#62/HOHE, Upper Montclair, NJ
07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY, PROFESSIONAL AND LIBRARY POSITIONS 2001-2002

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community.Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 Months)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2001. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement, and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Women and minorities are strongly encouraged to apply.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Accounting, Accounting. (Assistant, Associate Professor). To teach graduate and undergraduate courses in Accounting, Auditing and Taxes. Ph.D. in Accounting or Management (with a concentration in Accounting) preferred; ABD in Accounting considered. *Chair: Prof. Gary Schader*

Department of Technology, Telecommunication and Information Technology. To teach graduate and/or undergraduate courses, offered day and evening, including: Telecommunication, Communication Electronics, Web Publication Technology, Data Communication, Network Systems Administration and Installation, Windows NT Administration, Networking Technology, Digital Circuit and System, Microprocessor Theory and Application. Ph.D. or MA in Engineering, Technology or a closely related technology field and five years industrial and prior teaching experience required. *Chair: Dr. Kamal Shahrabi*

Department of Political Science, Comparative Politics. To teach graduate and undergraduate courses in Comparative Politics. The candidate should have strong training in theories of and approaches to comparative politics, with empirical research grounded in cross national/regional studies of Latin American politics. Ph.D. or ABD required. *Chair: Dr. Charles P. Kelly*

Department of Public Administration, Health Services Administration Graduate Program. Specialization in Health Care Finance, Information Systems or Health Economics desirable. Graduate teaching experience a plus. Ph.D. or ABD in Public Health, Health Administration, Public Administration or related field required.

Chair: Dr. Dawood Farahi

Department of Technology, Computer Integrated Design and Manufacturing. To teach graduate and/or undergraduate courses, offered day and evening, including: CAD/CAM/CNN, Rapid Prototyping, Robotics, Machine Design, Multimedia and Animation, Computer Automated Systems, Production Measurement improvement, Computer Integrated Production and Inventory Control Management, Unix Admin. Ph.D. or MA in Engineering, Technology, or a closely related technology field and 5 yrs. industrial and prior teaching experience required. *Chair: Dr. Kamal Shahrabi*

Department of Management Science. (Assistant, Associate Professor). To teach undergraduate courses in Strategic Management and graduate courses in Business Policy. Ph.D. and 5 years of teaching or professional exp. required.

Chair: Dr. Marcel Fulop

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Public Administration, Health Services Administration Graduate Program. Knowledge of Long Term Care, Health Care Financing Systems and related issues desirable. Ph.D. or ABD in Health Administration, Public Administration, Public Health or related field req. Graduate teaching a plus.

Chair: Dr. Dawood Farahi

Department of Management Science.(Assistant, Associate Professor). To teach undergraduate courses in Management Information Systems and graduate courses in Decision Support Systems and E Business. Ph.D. and five years of teaching or professional experience required.

Chair: Dr. Marcel Fulop

SCHOOL OF EDUCATION

Department of Special Education & Individualized Services, Part Time Professional Position and Occupational Therapist. 1-3 days a week working with handicapped children. Position requires strong curriculum knowledge, ability to plan and implement individual student goals; certification as Occupational Therapist required.

Chair: Dr. Elaine Fisher

Department of Instruction, Curriculum and Administration/English Education. To teach undergraduate and graduate classes in methods of teaching English and related courses in the Secondary School and supervise fieldwork in the secondary English classroom. Requirements: Degrees and expertise in the teaching of English in the secondary school. Experience in teaching in NJ public secondary schools. Assignment also includes advisement of students and field supervision of students teaching English in middle and secondary schools. Doctorate preferred; ABD considered. *Chair: Dr. Myra Weiger*

Department of Instruction, Curriculum and Administration, Bilingual and English as a Second Language Education. To teach undergraduate and graduate classes in methods of teaching bilingual children and teaching English to non-English speaking students, and to supervise fieldwork. Requirements: Degrees and expertise in the teaching of bilingual children and teaching English as a second language. Experience in teaching bilingual children and ESL in New Jersey public schools. Assignment also includes recruitment, advisement of students and field supervision of students teaching bilingual children and ESL in elementary, middle and high schools. Doctorate preferred; ABD considered.

Chair: Dr. Myra Weiger

SCHOOL OF EDUCATION

Department of Instruction, Curriculum and Administration/Instructional Technology. To teach undergraduate and graduate courses in instructional technology to elementary and secondary education majors. Assignment also includes advisement of students and field supervision. Education and expertise in the integration of technology into the curriculum at the elementary and secondary levels. Experience teaching in New Jersey public schools. Doctorate preferred; ABD considered.

Chair: Dr. Myra Weiger

Department of Special Education and Individualized Services/Counselor Education Graduate Program. (MA and Certificate programs). Experience and ability to teach courses in school counseling, community counseling, drug and alcohol counseling, career counseling, appraisal and assessment, and supervision of practicum and student research. College teaching, counseling and supervision experience desired. Doctorate or ABD in Counselor Education and appropriate counseling and teaching experience required. LPC and/or eligibility for New Jersey Licensure also required.

Chair: Dr. Elaine Fisher

Department of Special Education and Individualized Services/Education of Hearing-Impaired Program. To teach undergraduate courses in sign language and education of hearing impaired children. Additional responsibilities include student advisement and student teaching supervision. Doctorate or ABD in Education of Deaf/Hard of Hearing Students or related area. NJ Certification in Teacher of Deaf/Hard of Hearing or Council on Education of the Deaf (CED) cert.; skilled communication ability in American Sign Language required.

Chair: Dr. Elaine Fisher

Department of Early Childhood and Family Studies. To teach undergraduate and graduate courses in child development and Early Childhood curriculum, supervise students in pre-professional and professional field experiences and evaluate field placement sites. Eligibility for New Jersey P-3 certification and experience working in pre-school and primary settings required. Experience working with families in ethnically and linguistically diverse communities and/or experience teaching linguistically diverse student populations preferred. Doctorate preferred; ABD considered.

Chair: Dr. Cynthia M. Garnett

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution

KEAN

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY, PROFESSIONAL AND LIBRARY POSITIONS 2001-2002

SCHOOL OF EDUCATION

Department of Special Education and Individualized Services/Special Education. To teach graduate and undergraduate special education offerings. College teaching experience, ability to teach computer courses and background in inclusive and collaborative teaching practices is desirable. Teaching experience with exceptional children required. Doctorate in Special Education preferred; ABD considered.

Chair: Dr. Elaine Fisher

Department of Instruction, Curriculum and Administration, Mathematics or Science Education, K-12. To teach undergraduate and graduate courses in methods of teaching mathematics or science and related courses in the secondary school and supervise fieldwork in elementary and secondary schools. Experience teaching in New Jersey public schools. Assignment also includes recruitment, advisement of students and field supervision of students teaching mathematics or science in middle and high schools. Doctorate preferred; ABD considered. *Chair: Dr. Myra Weiger*

Department of Instruction, Curriculum and Administration, World Languages Education. To teach undergraduate and graduate courses in methods of teaching world languages and related courses in the elementary and middle schools and supervise fieldwork in the elementary and middle school classroom. Experience teaching in New Jersey public schools. Assignment also includes recruitment, advisement of students and field supervision of students teaching world languages in the public schools. Doctorate preferred; ABD considered. *Chair: Dr. Myra Weiger*

Department of Special Education. To teach undergraduate and graduate courses in special education. Teaching experience with exceptional children is required. College teaching experience, ability to teach computer courses and/or background in inclusive and collaborative teaching practices desireable. Doctorate in Special Education preferred; ABD considered.

Chair: Dr. Elaine Fisher

SCHOOL OF LIBERAL ARTS

Department of Music/Music Education. To teach courses in primary and secondary music education, supervise student teachers, & coordinate NASM/NCATE-accredited music education program. Candidates should have a strong background in elementary/vocal classroom music and methodologies, as well as keyboard skills and a knowledge of multicultural materials appropriate to metropolitan school districts. Expertise in a performance area and knowledge of technological applications are also desirable. A minimum of three years of successful teaching experience required. Doctorate preferred; ABD considered.

Chair: Dr. Mark Terensi

SCHOOL OF LIBERAL ARTS

Department of Foreign Languages. To teach undergraduate courses in Spanish Linguistics, Phonetics and in foreign language pedagogy and methodologies; assist in recruiting and preparing future teachers to implement the New Jersey World Languages Initiative. College teaching experience expected; Spanish teaching certification and experience preferred. Near native fluency in Spanish and English and doctorate required.

Chair: Dr. Eric Pennington

SCHOOL OF NATURAL SCIENCES, NURSING AND MATHEMATICS

Department of Biological Sciences/Biology. To teach histology, introductory biology (lecture and laboratory), and may include other courses in specialty. Research is encouraged, and modest facilities and support are available. Ph.D. in Biology required. *Chair: Dr. Denise Mancarella*

Department of Mathematics and Computer Science/Computer Science. To teach in undergraduate Computer Science major programs, Information Systems Option and Technology Option. Instructional responsibilities will require a knowledge of business systems, systems analysis and design, object oriented programming, artificial intelligence, networking, client/server, and data communications. Knowledge and experience in Web course design highly desirable. Doctorate or ABD in Computer Science preferred; Masters in Computer Science required.

Chair: Prof. Carlon Krantz

Department of Mathematics and Computer Science/Mathematics. To teach introductory and advanced undergraduate mathematics and statistics. Responsibilities will include recruitment, advisement and preparation of future teachers of Mathematics. Proven teaching ability and experience in the use of technology in mathematics is essential. Doctorate in Mathematical Sciences required.

Chair: Prof. Carlon Krantz

Department of Biological Sciences. To teach undergraduate courses in Introductory Biology. Responsibilities include recruitment, advisement and preparation of science teachers. Experience and training in science education preferred. Doctorate required.

Chair: Dr. Denise Mancarella

PROFESSIONAL POSITIONS
(12 Months)

School of Education/Assessment Specialist. To assist in the development and implementation of an outcomes assessment plan for the School of Education. Collect, summarize and analyze data. Masters degree in educational psychology or related field required; doctorate studies preferred. *Dean: Dr. Ana Maria Schuhmann*

PROFESSIONAL POSITIONS

Early Childhood and Family Studies and Program Assistant. To assist in the recruitment, advisement and admissions of Early Childhood students and in managing and maintaining advisement records. Computer skills and BA in education required; MA or some graduate study preferred. *Chair: Dr. Cynthia Garnett*

Special Education and Program Assistant. To assist in the recruitment and advisement of students and coordination of Special Education programs. Knowledge of computers is necessary as is a commitment to program excellence and advising students. Bachelors in Special Education or Counseling required; Masters preferred. *Chair: Dr. Elaine Fisher*

NANCY THOMPSON LIBRARY
(12 Months)

Three Librarian Positions Librarian positions are full-time tenure track assignments. Duties include electronic services, public services and technical services. Characteristics sought are commitment to and motivation for library excellence, energetic and creative team approach, responsiveness to new directions for library/information centers, ease at working in a multicultural environment and flexibility to adapt to library staffing needs via responsibilities and assigned hours (including evenings and weekends).

Director: Barbara Simpson

Librarian III (Instructor). MA in Library Science from an ALA accredited library school. Previous professional library experience is desirable, but not required.

Librarian II (Assistant Professor). Masters degree in Library Science from an ALA accredited library school and three years of professional library experience or equivalent. A second masters degree in another subject area, preferably computer science is desirable, but not required.

Librarian I (Assistant Professor). MA in Library Science from an ALA accredited library school and five years of professional library experience or equivalent. A second MA in another subject area, preferably computer science is desirable.

APPLICATION, SALARY, BENEFITS INFORMATION ON ALL POSITIONS:

Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and 3 current letters of recommendation required before appointment. Apply directly to Chair or Director as identified. Kean University, 1000 Morris Ave, Union, NJ 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

Kean University is an EEO/AA Institution.

KEAN
UNIVERSITY

MICHIGAN STATE
UNIVERSITY

MECHANICAL ENGINEERING PROFESSOR

Tenure System, 9-month basis, 100% time.

DUTIES:

The Department has available a senior faculty position in the broad area of manufacturing, with an emphasis on science-based modeling of manufacturing processes. The position is one of leadership, requiring an individual who has a clear vision of research development prospects, as well as the skills and desire to involve others in realizing the vision. A strong set of junior faculty members forms a collegial base. Excellent collaborative opportunities exist with the Composite Materials and Structures Center, the Micronanotechnology Engineering Center, and the Manufacturing Research Consortium, all in the College of Engineering. The College also has a long record of collaboration with faculty members in the Colleges of Natural Science and Business. Focused development of manufacturing research activities and the building of a strong graduate program in manufacturing are college priorities. The successful candidate will be expected to teach at both the undergraduate and graduate levels and to lead a successful research program. Teaching responsibilities will be commensurate with other demands.

QUALIFICATIONS:

Must have an earned doctorate and a strong record of manufacturing research. Industrial experience will be given favorable consideration.

APPLICATIONS:

Due August 31, 2001. Late submissions will be considered if a suitable candidate pool has not been identified by the deadline. Send a letter summarizing your qualifications, a vita, and the names of three references to the **Chairperson, Manufacturing Search Committee, Department of Mechanical Engineering, Engineering Building 2555, Michigan State University, East Lansing, MI, 48824-1226.**

Computer

INFORMATION TECHNOLOGY

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and service 10,000 students. The University offers a complete benefit package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following positions:

- **Associate Director of Technology Support Services**
- **Web Coordinator**

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, visit our website at
www.njcu.edu
Click on Human Resources

New Jersey City University is an Equal Opportunity Employer

CAL POLY
POMONA

ASSOCIATE DIRECTOR, RESIDENCE LIFE

California State Polytechnic University, Pomona invites applications for the position of Associate Director, Residence Life. Cal Poly Pomona, noted for its scenic 1,400-acre campus, is located 30 miles east of downtown Los Angeles and is part of one of the most dynamic economic and cultural regions in the country.

This position is responsible for the development of services and programs, which produce a residential experience that ensures the quality of life, well being, and personal development of up to 1,400 diverse students. The incumbent will work closely with the Director in managing a $1 million operating budget for the residence life unit; establishing policies and procedures in the residence halls; developing and planning both long and short range student housing programs and services; advising and facilitating the resident student government; coordinating the safety and security of residents; and working with other campus offices to provide support services to residents.

Master's degree in counseling, student developement/personnel, educational leadership, higher education or related field AND five years of progressively responsible experience in student housing, residential life, judicial affairs, student life/activities, multicultural education, or counseling. Ability to demonstrate successful examples of work in multicultural education, partnerships with faculty, student conduct, and/or first year leadership programs desired.

The annual starting salary is $58,000 to $63,000 and will be negotiated depending on qualifications. The position is open until filled. First consideration will be given to complete application packages received no later than April 9, 2001. Early response is encouraged.

For information, visit our website at **https://www.csupomona.edu/~hrs**; call **(909) 869-3733** for application materials; or visit **Human Resource Services, California Polytechnic University, CLA Building 98, Room B1-20, 3801 W. Temple Avenue, Pomona, CA 91768.** If applying on-line, please refer to job #029-SA-01.

PORTLAND STATE
UNIVERSITY

VICE PROVOST FOR STUDENT AFFAIRS

Position: The Vice Provost is the senior student affairs officer of the University, with primary responsibility for enrollment management and support for student success. The Division of Student Affairs includes the offices of Admissions and Records, Career Services, Counseling and Psychological Services, Educational Equity Programs and Services, Financial Aid, Information and Academic Support Center, Student Development, Office of Student Affairs, and Student Health Services.

The successful candidate will demonstrate the following: ability to conceptualize, articulate, and implement a student affairs vision for PSU; effective organizational and managerial skills - planning, goal setting, assessment, financial and personnel management; implementation of user-friendly voice and on-line technologies for enrollment and advising; strong academic orientation that will be credible to the faculty; commitment to quality educational experiences and services for a diverse urban student population; record of building an inclusive, multicultural community; ability to interpret and analyze data, and to use data to inform decisions; strong written and oral communication skills.

Candidates should have a minimum of five years of progressively responsible university experience in the management of enrollment services, academic and/or student support services, student life programs, or related areas and a Master's degree. An earned doctorate is preferred. The position is available beginning July 1, 2001. Applications must include a letter addressing candidate interest, qualifications, key experience and administrative qualities, a curriculum vitae, and names, complete address and contact information of five professional references. Screening of applications will begin on April 1, 2001, and continue until the position is filled. Portland State University is an Affirmative Action Equal Opportunity institution. Applications and letters of nomination should be sent to:

Dr. Terrel L. Rhodes
P.O. Box 751, Office of Academic Affairs
Portland, Oregon 97207-0751
(503) 725-9010 (503) 725-5262 fax
trhodes@pdx.edu web site: http://www.pdx.edu

Clemson University

Position Announcement

Assistant/Associate of Counseling and Educational Leadership

Clemson University's School of Education invites nominations and applications for a tenure track faculty position at the assistant or associate professor level beginning in August 2001.

The Educational Leadership area offers the M.Ed., Ed.S., and Ph.D. degrees, as well as administrative certification programs for the State of South Carolina. There are two areas in Educational Leadership: K-12 administration and Higher Education administration. The Counseling program has four concentrations: community counseling, elementary and secondary school counseling, student affairs administration, and student affairs counseling. The Counseling Program is CACREP approved.

Responsibilities include: graduate teaching in K-16 administration and Counseling; participation on master's and doctoral committees; collaboration with educational organizations; maintaining an active research agenda; and service to professional associations and related community organizations.

Minimum qualifications: (1) doctorate in education administration with a counseling cognate or related field of study from a regionally accredited institution; (2) competency in educational technology, alternative delivery, or distributive learning; (3) a demonstrated commitment to multicultural education; (4) interest and potential to conduct research and grant writing in the above areas; (5) leadership and experience in K-16 administration (central office, department chair, director, or relevant other); (6) demonstrated ability to teach graduate courses in K-16 administration and counseling; (7) demonstrated ability to advise master's and doctoral students and serve on dissertation committees. Salary is competitive and commensurate with experience and qualifications.

Applications should include: (a) letter of application that includes a statement of teaching and research interests; (b) curriculum vitae; (c) name, address and telephone numbers of three references. Please send information to **Dr. Lemuel W. Watson, School of Education, 318 Tillman Hall, Clemson University, Clemson, South Carolina 29634-0708.** The search Committee will begin its review of applications on April 10, 2001, and the position will remain open until filled.

Clemson University is an Equal Opportunity, Affirmative Action Employer.
Women, minorities, individuals with disabilities and veterans are encouraged to apply.

For more information, please contact Dr. Watson at 864.656.5115 or lemuelw@clemson.edu

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NORTHERN VIRGINIA COMMUNITY COLLEGE

DIVISION CHAIR, VISUAL AND PERFORMING ARTS AND PUBLIC SERVICES, #FA605-HO

Alexandria Campus, Salary $54,983-$75,601 + benefits. Effective 7/2/01. Twelve-month administrative faculty position. Administer the instructional programs in a division of 862 full-time equivalent employees, 29 full-time and 68 adjunct faculty, and 8 staff members. Maintain an environment of academic excellence. Help develop and implement courses and programs of study that meets student needs. Work closely with the managing director of the campus' Schlesinger Center, a performing arts space that provides a venue for community groups, as well as for the campus' visual and performing arts programs. Division programs include Fine Arts, Communication Design, Photography, Music, Physical Education, Speech and Drama, Early Childhood Education, Human Services and Legal Assisting. Requires: Master's degree in one of the division's academic areas. Experience and interest in digital technology. Background in college teaching and significant administrative experience. Excellent management/leadership skills in the supervision of a large, complex organization. Ability to plan, lead and manage a diverse staff, develop and monitor budgets, and collaborate effectively with other campus divisions and with the community at large. Desired: Earned doctorate. Academic or administrative experience in a community college. For details visit www.nv.cc.va.us/hr. Send application to NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003 by 5pm 4/13/01.

EEO/AA

COLBY COLLEGE

Faculty Fellow in American Government

The Government Department of Colby College seeks applications from recent PhDs or advanced ABDs for a one-year appointment as a Faculty Fellow in American Government, beginning September 2001. The successful applicant will teach four courses including either Minority Group Politics or Religion and American Politics. He or she will participate in the Introduction to American Politics course and offer two upper level courses of her or his own choosing.

Applications including a curriculum vitae, any teaching evaluations, and three letters of recommendation should be sent to: **Professor L. Sandy Maisel, Chair, Faculty Fellow Search Committee, Department of Government, Colby College, Waterville, ME 04901.**

Review of applications will begin immediately and continue until the position is filled. Colby College is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site: www.colby.edu

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Position: Developmental Education
Institution: Prairie View A&M University
Location: TX

Prairie View A&M University

Tenure-track Developmental Education: English, Reading, and Mathematics Positions

Prairie View A&M University announces the opening of faculty positions in Developmental English, Reading, and Mathematics. Prairie View A&M University is a state-assisted comprehensive institution of higher education, serving a diverse ethnic and socioeconomic population. The University is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities-both rural and urban. Having been designated by the Texas constitution as one of the three "institutions of the first class" (1984), the University is committed to attaining and sustaining intellectual rigor in all of its programs.

SALARY: Competitive and commensurate with experience and qualifications. This is a nine-month contract position.

DUTIES/RESPONSIBILITIES: Teach developmental composition, or developmental reading, or developmental mathematics courses. A willingness to participate in department and college shared governance is expected.

REQUIREMENTS: A doctorate in an area appropriate to English, Reading, or Mathematics. Preference will be given to those with preparation in developmental English, Reading, or Mathematics education and those with experience working with diverse and at-risk college student populations.

START DATE: August 2001

POSTING DATES: Review of applications begins immediately and closes 04/01/01, or when positions are filled

CONTACT INFORMATION: A qualified applicant should send a letter of interest and current Curriculum Vita, including the names, addresses, phone numbers, and email addresses of at least three potential references to:

Prairie View A&M University
The University College
ATTN: Dr. Cheryle D. Sneed-Greene
Search Chair
PO Box 938
Prairie View TX 77446
936-857-2126; cherylegreene@pvamu.edu

Financial Vice President & Treasurer

COLGATE UNIVERSITY
Hamilton, New York

Located in the Village of Hamilton in the Leatherstocking region of upstate New York, Colgate is a highly selective, coeducational, residential, liberal arts college of 2,700 undergraduates with a small graduate program. Colgate's financial position is strong, its campus is widely regarded as one of the most beautiful in the nation, and the College is widely considered among the top twenty liberal arts colleges in the country. Academic, cultural and working relationships at Colgate are easy and informal, an element of "the Colgate spirit" that has continued through generations of alumni, faculty, students and staff.

The Financial Vice President & Treasurer of the University is a member of Colgate's senior administration, reporting directly to the President and serving as an elected officer of the Board of Trustees. The Financial Vice President is responsible for financial planning and management including budgeting, decision support, investments, capital project finance, accounting and control, risk management, and student financial aid. The operating budget for 2000-01 is $100 million and the current value of the endowment is $450 million.

The position requires knowledge of the broad issues of higher education and the goals of liberal learning; demonstrated experience in financial planning and management and investment strategy and debt financing; superior administrative and organizational skills; an open and collaborative style of leadership; strong decision-making skills; and excellent communication skills. Applicants must have a minimum of eight to ten years of management experience in a similar environment and an MBA or other relevant professional degree.

Applicants should submit a statement of interest describing their qualifications, curriculum vitae, and three references. Letters of nomination or application may be submitted, in confidence, to:

Financial Vice President & Treasurer
Colgate University
Attn: Judith Auerbach or Nicholas Brill
C/O Auerbach Associates
65 Franklin Street Suite 400
Boston MA 02110

Email **Judith@Auerbach-Assc.com**
or Nick@Auerbach-Assc.com

Additional information about Colgate is available at the University's web site,
http://www.colgate.edu.

Colgate University is an Affirmative Action/Equal Opportunity Employer. Developing and sustaining a diverse faculty and staff furthers the University's educational mission.

Colgate does not discriminate against any applicant on the basis of race, color, religion, sex, sexual orientation, age, national origin, veteran or disability status. The University encourages minorities, women, and disabled veterans to apply.

Wheelock College
Vice President of Academic Affairs

Wheelock College, founded in 1888, is a private, comprehensive institution with a focus on preparing students for careers that enrich the lives of families and children. Wheelock supports a diverse college community that educates students in the arts and sciences, provides students the professional preparation necessary to work effectively with children, families, and communities, and promotes social justice. Located in Boston, Massachusetts, Wheelock offers both bachelor's and master's degrees, serving 600 undergraduates and 700 graduate students including both international and off-campus students. Recently, the National Center for Restructuring Education, Schools, and Teaching ranked Wheelock among the top seven schools in the United States for teacher preparation.

The Position

Reporting to and coordinating leadership responsibilities with the President, the Vice President of Academic Affairs is the ranking educational officer and leader of the academic programs of the College. The Vice President of Academic Affairs is responsible for leading the faculty in curriculum and program development and evaluation, in building and coordinating academic programs and academic support services, and in designing academic policy relating to students and faculty interaction in teaching and learning. The Vice President chairs the Promotion and Tenure Committee, serves as the liaison to the Educational Policy Committee for the Board of Trustees, and supervises the offices of the Dean of Social Work, Dean of Education, Dean of Arts and Sciences & Undergraduate Studies, Dean of Child and Family Studies, Dean of Graduate Studies, as well as academic support services including the Registrar and Library. As a senior officer of the institution, the Vice President will engage in the strategic planning process, policy formation, resource allocation, and the cultivation of external institutional relationships. The Vice President will also design policies that support the comprehensive participation of faculty in the life of the College and enhance the faculty's academic life.

Qualifications

The successful candidate will possess an earned Ph.D. or the equivalent of a terminal degree with demonstrated evidence of superior academic leadership, academic excellence, and responsible financial management in a higher education setting. A professional appreciation for and personal commitment to teaching and learning, with understanding of its value to the Wheelock community, an awareness of the dual roles of administrator and academic leader, and the ability to foster the teaching and learning process and faculty scholarship - as defined by Wheelock - are all important considerations in the selection of the Vice President.

Application and Nomination

Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Materials may be submitted by e-mail attachment to mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com. Materials may also be submitted via post to:

The Spelman & Johnson Group
Wheelock College--Academic(HISP)
Ellen Heffernan, Managing Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089
Visit Wheelock's website at www.wheelock.edu

THE SPELMAN & JOHNSON GROUP

Wheelock College is an equal opportunity/affirmative action employer. Persons of color, women, and persons with disabilities are strongly urged to apply.

ASSOCIATE DIRECTOR
OFFICE OF STUDENT CONFLICT RESOLUTION
UNIVERSITY OF MICHIGAN

The University of Michigan invites applications for the position of Associate Director of the Office of Student Conflict Resolution (OSCR). OSCR provides educationally innovative conflict resolution services to a culturally diverse University community, and is committed to promoting and maintaining a scholarly community in which disputes are settled civilly and with dignity for all participants. The Associate Director, reporting to the Director of OSCR, will have management and leadership responsibilities, and will coordinate the development, promotion, and implementation of the Statement of Student Rights and Responsibilities; manage the operational aspects of the Statement of Student Rights and Responsibilities in relation to departments throughout the University; and serve as OSCR's liaison to University Housing.

Qualifications: Ph.D. or Ed.D in College Student Personnel/Higher Education Administration preferred; Master's degree required. At least 5 years of substantive student affairs experience, optimally in judicial affairs, required or equivalent combination of education and experience; knowledge of and experience in student conflict resolution theory and practice, preferably in a complex university setting; ability to work effectively with a wide range of constituents, including students, faculty and staff, parents, and members of the legal system; excellent interpersonal, written and verbal skills; commitment to teamwork and participatory management in a dynamic multicultural environment.

Salary Range: $40,000-$56,000

Benefits: The University offers an excellent benefits package, including choice among several health-care options, and immediate vesting in the University's outstanding retirement plan. Additional and optional vision, legal, life insurance and disability plans are also available.

To Apply: Please submit a letter of application, resume, and the name, address, and phone number of three professional references to:

Associate Director Search Committee
Office of Student Conflict Resolution
University of Michigan
6040 Fleming Administration Building
Ann Arbor, MI 48109-1340

Review of applications will begin immediately and will continue until the position is filled. The Director will be interviewing qualified candidates at NASPA in Seattle.

The University of Michigan is an Equal Opportunity/Non-Discriminatory Employer.

George Mason University

GMU FOUNDATION/
UNIVERSITY DEVELOPMENT SYSTEMS

Director of Development Systems

The Director of Development Systems manages the comprehensive, central database for the George Mason Community that includes alumni, donors and friends. Reporting to the Foundation President/VP of Development and Alumni Affairs, the director is responsible for providing support for all aspects of the Alumni/Development/Foundation information system. The director will manage a technical staff, a gift processing staff, and computing equipment to provide uninterrupted computing service to fund-raising, foundation and alumni affairs staff. The director will also plan and administer the budget related to the development system and computing support. The director is a member of the senior management team, with responsibility for strategic planning and coordination of information systems within the department projects.

MINIMUM REQUIREMENTS: a Bachelor's degree, preferably an advanced degree in information technology, or equivalent experience; a minimum of five years of experience in a leadership position; demonstrated ability to manage and coordinate multiple staff and staff functions; ability to manage large, complex databases and plan budget; have a knowledge of fund-raising and outreach programs, and; ability to multi-task and communicate clearly. Experience in a university setting is desired. For more information on the Foundation, Development Office, and Alumni Affairs, visit **http://www.gmu.edu.**

Review of applications will begin March 16, 2001, and continue until the position is filled. Interested candidates, please send your application to:

Search Team
Director of Development Systems
George Mason University Foundation, Inc.
4400 University Drive
Fairfax, VA 33030

George Mason University is an EO-AA Employer.
Women and minorities are encouraged to apply.

University of Idaho

DEAN

COLLEGE OF ART AND ARCHITECTURE

The University of Idaho (UI) is a comprehensive, doctoral/research-extensive, land-grant institution founded in 1889. Through its ten colleges, the University offers a wide range of undergraduate programs and graduate education and research. There are 9,000 undergraduate students and 4,200 graduate and professional students. For further information, please visit the UI website at **www.uidaho.edu.**

The Dean reports to the Provost and is the chief academic and executive officer of the College. He/She will supervise three department chairs (art, architecture, landscape architecture), an administrative staff of eight, and a $2.6 million annual operating budget. Candidates should have a record of teaching, research, professional accomplishments, and service commensurate with the faculty rank of tenured full professor in one of the College's departments. Ideally, they should have a strong record of effective academic administrative experience with demonstrated understanding of systems, administration, strategic planning, effective fiscal management, and personnel supervision. Candidates with leadership experience in the design professions will also be considered. Public speaking skills, strong interpersonal and communication skills, and the potential for, or experience with, grant writing and fund development are essential. Ideally, candidates will have experience with educational program review and accreditation, as well as experience in student recruitment, retention, marketing, and promotion. A terminal degree in one of the disciplines of the College, or a closely related field, is required. Salary DOE. *EOE/AA.* For the complete position description, see www.morrisberger.com. *Send resume and cover letter to:*

Morris & Berger
201 S. Lake Ave., Ste.700
Pasadena, CA 91101
Fax or E-mail: (626)795-6330, mb@morrisberger.com

COLUMBIA

PROVOST/VICE PRESIDENT

Columbia College is accepting applications and nominations for a Provost/Vice President for Academic Affairs. Screening for this position will begin immediately and continue until the position is filled.

The Provost/Vice President for Academic Affairs works closely with the President and the College's other Vice Presidents to develop and maintain quality teaching and research at the undergraduate and graduate levels. Additionally, the selected individual will be prepared to work towards excellence in all aspects of the academic program and the enhancement of our commitment to social responsibility, in order to realize our objective of recognition as the best arts and media college in the country. The Provost serves as the chief policy, personnel and budget officer for academic affairs. A terminal degree, substantial experience in college level teaching and a distinguished background in the arts, media, or liberal arts is required. Qualified candidate will have demonstrated success in motivating and directing a high quality academic program. Experience in educational leadership and management, strategic planning, complex fiscal planning and fundraising is needed. Additionally, the successful candidate will posses a commitment to the educational mission of the College.

We offer a competitive salary and excellent benefits package. *Minority and Women applicants are especially encouraged to apply.* Nominations, letters of interest and resumes are assured confidentiality. Applications and nominations should be addressed to Columbia's retained search consultants as indicated below.

Richard Sbarbaro and William Yaculle
Lauber, Sbarbaro Associates • EMA Partners International
Attn: Provost
30 N. LaSalle, Suite 4030
Chicago, IL 60602
T: 312-372-7050
F: 312-704-4393
E-mail: sbarbs@aol.com

HARRY S TRUMAN COLLEGE

One of the City Colleges of Chicago
www.trumancollege.net

Harry S Truman College is an urban community college located in northeast Chicago, five blocks from Lake Michigan. Founded in 1976, the college provides transfer programs, basic skills, workforce training, continuing education and cultural enrichment for people in the surrounding multicultural neighborhoods.

Truman College is searching for an Assistant Dean of Student Services to work with faculty and upper-level administrators to develop and supervise student activities that will ensure the success of all students. The Assistant Dean will be responsible for enrollment management, outreach and admissions, and will oversee the college's Hispanic-Serving Institutions grant.

Qualified applicants will have strong, demonstrated experience in student enrollment management, student services, academic support programs (preferably in a community college), and a commitment to student success and multicultural learning environments. Speaking and writing proficiency in English and Spanish is ideal.

The position will remain opened until filled. Please send letter of interest, resume and transcripts to: **Dr. Phoebe K. Helm, President, Harry S Truman College, 1145 W. Wilson Ave., Chicago, IL 60640; Phone: (773) 907-4451; Fax: (773) 907-4099; e-mail: phelm@ccc.edu.**

Chicago residency is required within six months of hire

EEO/Affirmative Action Employer

The California Institute of Technology, located on 142 beautifully landscaped acres in Pasadena, CA, has a temporary position available (up to August 2003) for the following professional:

ASSOCIATE DIRECTOR FOR EDUCATIONAL PROGRAMS

Will be responsible for assisting in the creation of a community that supports underrepresented students in degree completion at Caltech and establishing educational outreach programs for middle and high school students. Duties include: developing and implementing outreach and retention programs; responding to day-to-day issues and concerns that arise with students; sponsoring educational programs; assisting in designing, implementing, evaluating and tracking educational outreach programs; developing and coordinating curriculum development for educational programs, including Saturday Academy, Summer educational programs, and various workshops; establishing contacts with organizations focused on underrepresented students in science, math and engineering; being a partner with Public Relations to enhance the visibility of campus outreach activities; serving as a representative of the Office for Minority Student Affairs; assisting and participating in the selection and training of student staff members; participating with student advising and counseling; participating in minority-related conferences; contributing to and assisting with department newsletters and reports; and performing additional duties as assigned.

Requires a Master's degree in Science, Education or related field and minimum. 2-4 years' experience working with Minority Student programs or equivalent; excellent communication (verbal/written), interpersonal and problem-solving skills; demonstrated experience with designing, coordinating, implementing and evaluating programs; and ability to work with a variety of constituencies. Some weekend and evening work is required. **Job Code STA_2802**

Please send resume and salary requirements, referencing **Job Code, to: jobs@caltech.edu (ASCII text only, no attachments); Fax: 626-792-0547; or mail to: Caltech, Employment Dept., 399 S. Holliston (MC 153-84), Pasadena, CA 91125.**

Caltech is an AA/EOE. Women, minorities, veterans and disabled persons are encouraged to apply.

1891

Director

Networking and Telecommunications Services Operations

Office of Information Technology

UNIVERSITY OF MARYLAND

The Director of Operations for Networking and Telecommunications Services (NTS) is responsible for leadership, vision, planning, and operations for networking and telecommunications for the university. The Director provides strategic direction for planning, implementation and operations of all communications (voice, data, video) services and equipment. By employing technical and administrative expertise, the Director oversees all operational activities of NTS; develops policies and procedures; serves as liaison with service providers, corporate partners, university administration as well as local, state and national associates; maintains overall responsibility for 24 x 7 uninterrupted operations of communications systems; administers service provision process; and provides project management for projects of a complex or sensitive nature. The Director provides guidance for ensuring that reliable, efficient and quality networking and telecommunications services are provided for the university and its associated regional and national networks.

The successful applicant will have seven years of progressively responsible experience in the leadership and administration of major technology/service units within a university environment, a thorough knowledge of planning, operation, and management within a public sector organization, experience in customer service and the management of self-support and revenue generation budgets, and strong interpersonal skills. The successful applicant will also have demonstrated successful experience in leading and managing networking and telecommunications units; managerial skill in planning, organizing, evaluating, and delegating; a vision for the oversight of major technology/service units; demonstrated successful experience in managing unit and departmental budgets; ability to communicate effectively with all levels of staff; ability to lead, manage, and motivate workforce as well as to develop staff capabilities; technical competency in the areas of networking and telecommunications operations; ability to work collaboratively with faculty, researchers, technical staff, and administrators as well as constituents outside of the university; ability to represent the university at local, state, regional, and national forums.

A Bachelor's Degree is required for this position, and a Master's Degree is preferred. Preferred areas of concentration include engineering, administration, and technology management. Salary for this position is commensurate with experience. This position is open until filled; submit resume and three professional references to: **NTS Director of Operations Search Committee, c/o Michelle Solter Evers, Office of Information Technology, Patuxent Building, University of Maryland, College Park, MD 20742-4911.**

UNIVERSITY OF
MARYLAND

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Set in a redwood forest overlooking the Monterey Bay, the University of California Santa Cruz opened in 1965 and currently enrolls approximately 11,000 students. In 1999, U.S. News and World Report named UC Santa Cruz one of the 20 best public campuses in the country. As a residential college system, all undergraduates are affiliated with one of the nine different colleges. Crown, Nine & Stevenson Colleges are each seeking applicants for full-time Coordinators for Residential Education (CRE). Oakes College is seeking to fill one Asst. Residential Life Coordinator and one Programs Coordinator. Minimum Starting Salary for all positions is $36,700/yr.

Crown, Nine and Stevenson Colleges Coordinator for Residential Education

These are live-in positions; a two-bedroom apartment is provided for $340/mo. Responsible for supervising all aspects of an area of residence halls or apartment buildings and providing direct support services to approximately 250 residents. Directly supervise, train and evaluate a residential student staff of 5-9. Select and train a larger college residential staff. Responsible for counseling, advising, conflict mediation, student development based judicial process, and the planning and implementing of a variety of college and area-wide programming. Ability to work with a diverse student and staff population. Participate in a variety of college and university wide committees, and other special projects as needed. Participate in an on-call duty rotation.

Crown College/Job#01-02-14
Stevenson College/Job#01-02-13
College Nine/Job#01-02-15

Required Qualifications Include: Master's degree & professional live-in experience required for College Nine & Crown. Master's degree preferred for Stevenson. Preferred Master's degree in Student Affairs, College Student Personnel, or related field.

Preferred Qualifications: Applicants with experience with international education are encouraged to apply to College Nine.

For More Information Contact:

STEVENSON:
Rachel Jablon, Search Chair; (831) 459-2020.

CROWN:
Dean Kennedy, Search Chair; (831) 459-3968.

COLLEGE NINE:
Rachel Bauman, Search Chair; (831) 459-3797.

All selected candidates will be fingerprinted.

TO APPLY: (You must submit separate materials for each position; all materials must reflect the job number) All positions are open until filled; Initial review will begin on: 4/6/01. Send Apps/resumes to **102 Communications Bldg. Santa Cruz, CA 95064. Visit our web site at: http://www2.ucsc.edu/hr/employme.htm** for a copy of full job posting. We will also be collecting resumes at ACPA, NASPA and WACUHO.

AA/ADA/EEOE.

GALLAUDET UNIVERSITY

DEPARTMENT OF EDUCATION

Position Announcement

FACULTY POSITION(S)

The successful candidate for a faculty position in the Department of Education at Gallaudet University must demonstrate excellence in teaching with experience in elementary or secondary school classrooms. In addition to excellence in teaching, the successful candidate must demonstrate a strong potential for scholarship and program leadership. The Department of Education is a world leader in the area of Deaf Education providing its students the best in regular and deaf education in its NCATE-accredited and NASDTEC-approved teacher education programs. Department members are active locally, nationally, and internationally in scholarship and service to the field.

The Department of Education is seeking new faculty with a commitment to excellence, imagination and collaboration. The department seeks diversity in background and experience. Department faculty engage in a reflective model of teaching and are committed to continuously improving the teacher education program through collaborative relationships with school partners. New faculty are provided support to engage in scholarship and service to the field in addition to participating in program development, teaching, and mentoring students.

The Department of Education at Gallaudet University has both regular education (undergraduate programs) and deaf education (masters and doctoral programs). All students are expected to graduate with strong backgrounds in regular education subject matter and pedagogy as well as knowledge and skills in deaf education. The Department of Education is committed to excellence in communication and strongly supports students' rights to clear visual communication. Faculty are expected to be excellent communicators and demonstrate competence in sign language before promotion or tenure. Candidates with strong backgrounds in deaf education and/or regular education are encouraged to apply.

Candidate's specialization areas may include:

Deaf Education:
Early Childhood Education, Elementary, Secondary, and Multiple Disabilities

General Education:
Math, English, Social Studies, and Science Education, Literacy, Instructional Technology

Qualifications:
1. Demonstrated excellence in elementary or secondary classroom teaching: 3 or more years.
2. An earned doctorate in Education, Deaf Education or related field. (Exceptional candidates who are nearing completion of the degree will be considered)
3. Experience working with new teachers in practicum or mentoring relationships.
4. Demonstrated knowledge and skills in pedagogy and content relevant to the candidate's specialization.
5. Demonstrated excellence in visual communication and sign language (strongly desired).
6. Demonstrated potential for excellence in scholarship, program leadership, and service to the field.
7. Demonstrated excellence in interpersonal skills and faculty/student/school collaboration.

Responsibilities:
1. Teach courses in regular and/or deaf education.
2. Supervise students in practica.
3. Provide academic advisement and professional mentoring.
4. Work collaboratively with school partners.
5. Engage in scholarship, including research and program development.
6. Participate in Department and University faculty activities.

Rank and Salary:
Commensurate with experience.
(1 tenure track position; 1 one-year renewable position).

Starting Date: August 14, 2001.

Application Deadline: April 1, 2001

Application Procedure:
Send letter of interest and vita/resume

Dr. Richard Lytle, Chair
Department of Education
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
Telephone: 202-651-5530, voice or TDD
FAX: 202-651-5860
E-mail: Richard.Lytle@gallaudet.edu

Ethnic and racial minorities, women, deaf and hard-of-hearing candidates and those with disabilities are especially encouraged to apply.

Gallaudet University is an Equal Opportunity Employer/Education Institution. Programs and services offered by Gallaudet University receive substantial financial support from the United States Department of Education.

Capella UNIVERSITY

CHAIR, HEALTH PSYCHOLOGY
CHAIR, FAMILY PSYCHOLOGY
CHAIR SCHOOL PSYCHOLOGY
CAPELLA UNIVERSITY

Capella University invites applications for three full-time Chair positions within the Harold Abel School of Psychology starting July 1, 2001. Capella University offers a unique experience for the professional psychologist to contribute to the success of adult learners within a collaborative partnership of academic excellence. Regionally accredited, Capella delivers undergraduate and graduate degree programs, certificates and continuing education to adult learners who seek to integrate advanced study with their professional lives. The following leadership positions are available in the Harold Abel School of Psychology due to rapid growth: **Chair, Health Psychology; Chair, Family Psychology; Chair, School Psychology.**

As a full-time, core faculty member, the Chair will provide leadership to faculty and enrolled learners in the specific psychology specialization and will report to the Dean. The Chair will direct and influence curriculum development, maintain academic standards, assure quality educational experiences in all phases of the program, oversee faculty recruitment and retention, and maintain desired learner enrollment aligned with yearly goals. The Chair also supports enrolled learners and graduates in their preparation for entering appropriate applied practice settings for their psychology specialization and applying to various professional and regulatory agencies. Additionally, the chair will work in concert with the dean and other academic leaders to obtain appropriate state and national accreditation for the specialization. Qualifications: earned doctorate, interest in and commitment to teaching in an online environment, proficient in the use of internet tools, minimum of 3 years prior graduate teaching experience.

At Capella, we offer a comprehensive compensation/benefits package including Employee Stock Ownership within a team-oriented, collaborative work environment. To make application, please sent vita and references to: **Psychology Search Committee, Capella University, 222 South Ninth Street, 20th Floor, Minneapolis, Minnesota 55402.**

email: sprice@capella.edu Please visit us at **www.capella.edu**

EOE

Administration

New Jersey City University is a diverse University located in Jersey City, New Jersey. We offer over 40 Baccalaureate and Master degree programs and service 10,000 students. The University offers a complete benefit package including health, dental, prescription and pension; tuition waivers; state of the art fitness center and paid vacations and holidays.

New Jersey City University is recruiting for the following positions:

- **Associate Director of Student Administration-** Information Technology Department
- **Associate Director of Graduate Studies**
- **Assistant to the Director of Graduate Studies**

NEW JERSEY CITY UNIVERSITY

For more details and or to apply online, visit our website at www.njcu.edu Click on Human Resources

New Jersey City University is an Equal Opportunity Employer

WAUBONSEE COMMUNITY COLLEGE

COUNSELOR
Full-Time Tenure Track Faculty

Waubonsee Community College is seeking candidates for a full-time, tenure track appointment as Counselor in the Access Center for Students with Disabilities. This position is 100 percent grant funded. Master's Degree in Counseling, College Student Personnel Services or related counseling field required. Minimum two years counseling experience required, preferably at the community college or university level. Experience with GIS/Discover, Strong and Meyers-Briggs assessment tools required. Familiarity with technology as it relates to the counseling field essential. Fluency in sign language and demonstrated ability to enhance the success of diverse student populations required.

Waubonsee Community College is a fully accredited community college with a headcount enrollment of 10,000. The college is located 40 miles west of Chicago in one of the fastest growing collar counties on a beautiful 243-acre campus with state-of-the-art facilities and technologies. Waubonsee provides outstanding service to its students and district residents through demonstration of its core values — quality, service, value, innovation and accessibility.

Review of applications will begin April 1, 2001 and applications will be accepted until the position is filled. To maximize the opportunity for selection, letter of interest, resume and completed college application form should be forwarded to the Office of Human Resources as quickly as possible. Call, write or visit our website to request an application packet.

Direct applications and inquiries to:

630-466-7900,
Extension 2718
Fax: 630-466-5596
Office of Human Resources
WAUBONSEE
COMMUNITY COLLEGE
Rte. 47 at Waubonsee Drive
Sugar Grove, IL 60554

Celebrating Excellence

Applications available on line www.wcc.cc.il.us

CCBC
The Community College
of Baltimore County

The Community College of Baltimore County invites applicants for anticipated 12-month full-time administrative positions for July 1, 2001.For best consideration, submit cover letter and resume to: The Community College of Baltimore County, Human Resources Office, 800 South Rolling Road, Baltimore, MD 21228. Fax: 410 869-7149, TTY 410 869-7151. For job details visit our web site at www.ccbc.cc.md.us. *EEO/AA Employer. Women and Minorities are encouraged to apply.* Demonstrated proficiency in a Learning College environment is preferred.

ADMINISTRATIVE POSITIONS

Catonsville Campus

(CP01/039) Director, Library and Media Services Req.: MA degree in Library or Information Services from a school accredited by the American Library Association + 30 graduate credits in Administration, Information or Instructional Technology, or another relevant subject area; 10 years F/T library exp. at least 5 yrs. in academic libraries, and 5 yrs. Library supervisory exp. Salary: Category V, $53,474 - $79,383 (Salary beyond the 1st quartile applies only to internal applicants who are CCBC benefit eligible employees).

(CP01/040 Director, Student Success Center Req.: MA degree in Educational Administration, Counseling Psychology or another relevant subject area, 10 years full-time higher education experience, 5 years in the classroom. Salary: Category III, $40,348 - $59,079 (Salary beyond the 1st quartile applies only to internal applicants who are CCBC benefit eligible employees).

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over 3,000
faculty & staff positions!

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MANHATTANVILLE COLLEGE

School of Education, Manhattanville College. Assistant Professor, tenure-track, to teach undergraduate and graduate courses beginning August 2001. Requirements include: a minimum of five years experience in middle school and secondary education (English or Social Studies preferred), an earned doctorate from a major research university, commitment to outreach and excellence in teaching. Applications including cover letter, current curriculum vitae, and names and telephone numbers of three references to:

Dr. Susan Jacobs, School of Education, Manhattanville College, 2900 Purchase Street., Purchase, NY 10577.

Manhattanville College is an Affirmative Action/ Equal Opportunity Employer.

THE UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

The School of Social Work is interested in developing a pool of potential instructors with excellent practice experience who enjoy teaching M.S.W. students. Practitioners who wish to diversify their experience, enjoy mentoring and teaching students, like to be energized by academic interactions, and want to be affiliated with The University of Michigan School of Social Work may find this to be an attractive opportunity. The School of Social Work offers a rich curriculum with a wide variety of courses.

In recent years, the School of Social Work has been hiring part-time adjunct faculty to teach in the School. These adjunct faculty teach across the curriculum - foundation, interpersonal practice and macro practice, aging, children and youth, community and social systems, health, mental health-filling in for faculty on sabbaticals, with administrative appointments or with major research responsibilities. Adjunct faculty in the School are appointed on a term-by-term basis and compensated at a fixed rate. These temporary appointments are made each term by the Associate Dean in consultation with the School's Adjunct Advisory Committee.

You may learn more about the School and the course offerings by visiting our Web site: **www.ssw.umich.edu.**

If you are interested in being considered for an Adjunct Instructor position in the School of Social Work, please send your curriculum vitae, a statement of teaching interest and teaching background, if any, and the names of three references to:

Dr. Siri Jayaratne, Associate Dean
School of Social Work Building
1080 South University
Ann Arbor, MI 48109-1106

Your name will be kept on file, and you will be contacted by the Associate Dean depending on the needs of the School.

The University of Michigan is a Non-Discriminatory, Affirmative Action Employer.

BEST COPY AVAILABLE

BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK (CUNY)

VISIT OUR WEB SITE AT
HTTP://WWW.CUNY.EDU/ABTCUNY/CUNYJOBS/

Bronx Community College (BCC), of the City University of New York (CUNY), is a student centered, learning enhanced comprehensive community college that is committed to faculty diversity, the advancement of instructional technology as well as excellence and innovation in teaching. BCC enrolls approximately 7,000 students, and is located on a landmark campus in the north Bronx. All positions are for Fall 2001 and contingent upon fiscal ability.

ASSISTANT PROFESSOR/ LECTURER – FALL 2001

DEPARTMENT	OPENINGS	FIELD
*Art & Music	(1)	Graphic Design/ Computer Graphics
Business	(1)	Paralegal (JD) required)
Nursing	(1)	Medical-Surgical Nursing
Social Science	(2)	1) Politics/Government 1) Psychology

Doctorate or equivalent required for Assistant Professor, Masters preferred for Lecturer.Eve./Sat./Sun. teaching may be required; community college teaching experience preferred; knowledge of databases and / or instructional technologies an asset. Salary Range: **Assistant Professor $32,703 Lecturer $29,997 - $45,424; commensurate with education and experience. Associate** Professor possible for Art / Music position commensurate with education and experience, $42,616 - $57,049.

Refer to specific position above and send cover letter and resume no later than April 20, 2001 to: **Ms. Shelley Levy Director of Human Resources, Bronx Community College, West 181st & University Avenue.**

An EO/AA/IRCA/ADA Employer

Tarleton State University

Provost/Vice President for Academic Affairs

Tarleton State University, a member of The Texas A&M University System, invites nominations and applications for the position of Provost and Vice President for Academic Affairs. Tarleton is a regional, comprehensive university, located in Stephenville, TX, with an extension campus in Killeen, TX and has a combined enrollment of over 7,500 students. Tarleton offers baccalaureate, masters, and cooperative doctoral degrees.

The Provost/VPAA is the Chief Academic Officer (CAO) of the University and as such should be a scholar with a record of successful teaching and academic administration. The CAO reports directly to the President. Duties are broad and cover major academic programs, academic personnel, and enrollment management. The CAO makes faculty recommendations and has supervisory responsibility and budgetary control over six (6) academic colleges, library services, and other academic offices. The CAO works closely with the President's Council, chairs the Central Texas Academic Advisory Committee, the Council of Deans and the Academic Council and serves on various other University committees and councils. The CAO is responsible for reports required by the Texas Higher Education Coordinating Board, The Texas A&M University System, and other state/federal agencies. Additionally, the CAO works closely with Faculty Senate and other faculty groups to strengthen the existing academic programs and plan for future programs.

The successful candidate must: possess an earned doctoral degree in a recognized academic discipline, and have ten (10) or more years of teaching experience in higher education and at least five (5) years in academic administration; have tenure or be eligible to achieve tenure; value teaching, service and research; and be committed to Tarleton's vision, mission, and strategic planning process. The successful candidate should have a distinguished academic career and be aware of developments in higher education at state, national, and international levels. In addition, familiarity with application of technology in higher education is most desirable.

For more information about Tarleton, visit the Internet site at: http://www.tarleton.edu.

The search committee will begin review of applications on April 15, 2001, and will continue until the position is filled. The desired starting date is August 1, 2001, but is open to negotiation. The salary will be commensurate with the applicant's qualifications, accompanied by an excellent benefits package. Nominations are welcome. Interested candidates must send a letter of application which includes previous accomplishments, philosophy of administration, and vision of higher education, along with a completed official application form (which can be obtained online at http://www.tarleton.edu/~hr/application.pdf), and a current curriculum vitae to: Dr. Donald Zelman, Chair, Provost/VPAA Search Committee, Tarleton State University, Box T-0530, Stephenville, TX 76402. Names and addresses of five professional references may be required at a later date.

Tarleton State University, an Equal Employment Opportunity and Affirmative Action Employer and Educator, is committed to excellence through diversity.

NEW MEXICO STATE UNIVERSITY

PROVOST

NEW MEXICO STATE UNIVERSITY

New Mexico State University invites nominations and applications for the position of Provost of New Mexico State University. NMSU, a comprehensive land-grant university, is a Carnegie Extensive Institution, a Title III Minority Institution, and a member of the Hispanic Association of Colleges and Universities. The University serves over 15,000 undergraduate and graduate students on the main campus in Las Cruces, New Mexico, and 8,000 students on four branch campuses. The Provost reports to the President, serves as the Chief Academic Officer of the university and provides intellectual, academic and administrative leadership for the university's instructional, research and academic support functions. The position requires an earned doctorate, significant experience in university academic administration, teaching and research, and the qualifications necessary to hold a tenured position with the rank of professor. Anticipated starting date is July 1, 2001.

For additional information, address our website:
http://www.nmsu.edu

New Mexico State University is an equal opportunity/affirmative action employer

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LONG ISLAND UNIVERSITY

Long Island University, the nation's eighth largest private university with six campuses in metropolitan New York and Long Island, seeks applications for:

TENURE-TRACK POSITIONS for FALL 2001
DEPARTMENT OF MUSIC
C.W. Post Campus

Music Education: Assistant Professor with specialization in General Music to direct Music Education Area and oversee of all aspects of: curriculum design/implementation, coordination of adjunct faculty, teaching methods courses, some student teacher supervision, and teach in area of expertise. Completed doctorate preferred, advanced ABD considered. Record of successful public school teaching required. Research skills, strong record of publication, and applicable computer skills are desirable.

Jazz Studies: Assistant Professor to Direct Jazz Studies program and oversee all aspects of curriculum, direct University Jazz Ensemble, teach Jazz History, Composition/Arranging, Jazz Improvisation, administer studio lessons, work with Director of Bands to recruit students, and develop instrumental music program. Additional courses in related areas of interest may be available. Record of accomplished professional performance in the jazz idiom, secondary school/university instrumental teaching experience, commitment to music education, evidence of motivational skills and recruiting abilities are required. Advanced degree preferred.

The C.W. Post Campus is in a beautiful academic setting on the north shore of Long Island in Nassau County, thirty miles east of Manhattan. It enrolls 8,500 students in graduate and undergraduate degree programs in a variety of areas including liberal arts and sciences, business, education, health professions, library science, public administration, and the visual and performing arts, with doctoral programs in Clinical Psychology and Information Sciences.

Send letter of application, vita, and three current letters of recommendation to: **Chairman, Music Education Search Committee, C.W. Post Campus, Long Island University, Department of Music, 720 Northern Blvd., Brookville, NY 11548;** or call: (516) 299-2945. Applications received by April 1, 2001 are assured consideration. Positions will remain open until filled. For more information, visit: http://www.liu.edu/svpa/music. Long Island University is an Affirmative Action/Equal Opportunity Employer.

Assistant/Associate Professor in Accounting. Southeast Missouri State University. Tenure-track position available for Fall 2001. Teaching undergraduate and graduate courses in Accounting, demonstrating an active scholarly agenda and a commitment to professional service consistent with the teacher-scholar model and AACSB accreditation standards. Advising undergraduate and graduate students and participating in committee work, public service, and professional organizations. QUALIFICATIONS: Ph.D/DBA in Accounting. University teaching and recent scholarly accomplishments preferred. Strong communication and interpersonal skills are expected. Professional certification (CPA, CMA, or CIA) and practical business/accounting experiences are desirable. Demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment.

Chairperson in Department of Accounting, Finance, and Business Law. Southeast Missouri State University. Position available for Fall 2001. QUALIFICATIONS: Ph.D/DBA in Accounting or Finance OR JD with MBA/MACC (JD must be qualified to teach tax). University teaching and recent scholarly accomplishments consistent with appointment at rank of Associate or Full Professor are required. Strong communication and interpersonal skills are required. Professional certification (CPA, CMA, CFM, or CFA) and practical business/accounting experiences and experience in a multidiscipline environment are preferred. Demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment.

Send resume, available documentation of administrative experience (chair position only) and teaching effectiveness; copies of journal articles, proceedings, and presentations; the names and telephone numbers of three references; and all transcripts by May 15, 2001. *Review of applications will begin after May 15 and will continue until the position is filled.* Contact: Dr. **Gary G. Johnson, Search Chair, Southeast Missouri State University One University Plaza MS 5815, Cape Girardeau, MO 63701. Office: (573) 651-2324. E-mail: gajohnson@semovm.semo.edu. Fax: (573) 986-6117.**

Southeast Missouri State University is an equal opportunity/M/F/Affirmative Action Employer. Women and minorities are encouraged to apply.

TEXAS A&M UNIVERSITY

DEPARTMENT OF PLANT PATHOLOGY & MICROBIOLOGY

The Department of Plant Pathology & Microbiology of Texas A&M University invites applications for the following faculty positions:

- **FIELD CROPS PLANT PATHOLOGIST - ASSISTANT PROFESSOR/ ASSOCIATE PROFESSOR** (12 month tenure track) to develop a problem-solving research program focusing on management of diseases of field crops, with an emphasis on sorghum and maize. Teaching responsibilities may include both undergraduate and graduate courses. PhD in plant pathology or related field with documented experience beyond the PhD is required.

- **EXTENSION PLANT PATHOLOGIST - ASSISTANT PROFESSOR** located at the Texas A&M Research and Extension Center in Dallas, Texas, to conduct applied research and develop educational programs and materials with a primary emphasis on urban plant pathology on turf and ornamentals, and a minor emphasis on field crops pathology. PhD in plant pathology with two years experience required.

Send a letter of application, transcripts, curriculum vitae, statement of research and teaching interests and three letters of reference to: **Dennis Gross, Head, Department of Plant Pathology and Microbiology, Texas A&M University, 2132 TAMU, College Station, TX 77843-2132. (Tel. 979-845-7313;** E-mail: plpm-head@ppserver.tamu.edu). Screening of applicants will begin May 2001 and will continue until suitable candidates are identified. For additional information concerning these positions and our department see: http://plantpathology.tamu.edu/.

An Equal Opportunity/Affirmative Action Employer.

UNIVERSITY OF MINNESOTA

HEAD

HEAD, Department of Soil, Water and Climate, University of Minnesota, St. Paul, MN. Reports to Dean, College of Agricultural, Food and Environmental Sciences. Earned Ph.D. in soil science, atmospheric science, or related field; demonstrated achievement in research and teaching or extension; minimum of eight years of professional experience and ability to be appointed at the full professor rank within the department. Complete announcement **(http://www.coafes.umn.edu/hr/position/index.html)** Submit current curriculum vitae, a two-to-three page statement of interests, and names, email addresses, and phone numbers of five referees. to: **Dr. Larry J. Smith, Search Committee Chair, c/o College of Agricultural, Food and Environmental Sciences, University of Minnesota, 277 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108-6074. Phone: 218-281-8602. Email: lsmith@mail.crk.umn.edu.** Application deadline May 15, 2001.

The University of Minnesota is an equal opportunity educator and employer.

UNIVERSITY OF
DENVER

DEPARTMENT OF PSYCHOLOGY

The University of Denver Department of *Psychology* is searching for an exceptionally qualified researcher and teacher who has an established program of research on developmental processes. We hope to fill the position in September 2001, and the position will remain open until it is filled. Level is open, but our preference is to hire at least at the advanced assistant level. Applicants with developmental interests in any area of psychology will be considered. Send a letter of interest, vita, at least three letters of recommendation (or the names and addresses of three referees who will not be contacted without your permission) and reprints/preprints to:

Developmental Search Committee
Department of Psychology
University of Denver
Denver CO 80208

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications particularly from women, minorities, veterans, and people with disabilities.

WESTERN CONNECTICUT STATE UNIVERSITY

RESIDENCE LIFE
RESIDENT DIRECTOR

Possible Multiple Openings

WCSU is seeking individuals to serve as Resident Directors beginning in the Fall 2001 semester (anticipated start date: June 1, 2001). The Assistant to the Director of Housing and Residence Life/Resident Director position serves as a resource person within the residence hall who counsels, promotes hall programming, maintains a hall environment conducive to learning and individual growth, makes referrals, advises residence hall groups, monitors maintenance requests, recruits, trains, supervises, and evaluates Resident Assistants, Academic Resource Mentors, and Information Desk staff, and assists with the supervision of up to three building custodians. The ADHRL/RD promotes an atmosphere that is conducive to establishing academic, social and personal growth of the resident student population. Additionally, the position requires that various delegated duties be assumed within the operation of the Housing Office. This is a full-time, live-in position.

Education & Experience: Two years of relevant housing experience equipping the applicant to relate effectively to resident college students and staff. Housing and Residence Life facilities are located on two different campuses. On any given day, the ADHRL/RD may be required to work at one or both sites. Must have valid driver's license and a vehicle available for job-related duties and meetings. Bachelor's degree is required. Master's degree preferred. *Salary:* $33,213 annual with a comprehensive benefit package.

Send letter of application, resume, names and phone number of three professional references to: **Maribeth Griffin, Associate Director of Housing & Residence Life, Newbury Hall, Western Connecticut State University, 181 White Street, Danbury, CT 06810 by April 16, 2001.**

Women and minorities are encouraged to apply.

WCSU is an AA/EEO Educator/Employer

THE
OHIO
STATE
UNIVERSITY

The Ohio State University - School of Natural Resources

Assistant Professor-Soil Chemistry and Waste Management

(50% Extension - 50% Research)

Applicants are invited for a 12-month tenure track position at the Ohio State University, Wooster, OH. Candidates must be able to develop and conduct an extension education and research program that addresses the management of agricultural, municipal and industrial wastes, with particular emphasis on land application. Specific expectations and responsibilities will include statewide leadership for extension/outreach programs, the development of a nationally recognized research program that supports the ongoing extension effort. Qualifications are an earned Ph.D. in soil chemistry or a closely related field. The successful candidate will demonstrate excellent verbal and written communication skills and a willingness to work closely with people. Salary is negotiable. A start-up package, including discretionary funding, will be provided. Submit application to Dr. Warren A. Dick, School of Natural Resources, The Ohio State University, 1680 Madison Avenue, Wooster, OH 44691-4096. Phone: 330-263-3877; Fax: 330 263-3658; E-mail: dick.5@osu.edu. The application deadline is May 15 or until a suitable candidate is found. Starting date will depend on when a successful candidate is selected. Visit www.ag.ohio-state.edu/~natres/ for complete description. The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam era veterans disabled veterans and individuals with disabilities are encouraged to apply.

The Ohio State University - School of Natural Resources

Assistant Professor-River Ecologist/Fisheries

(50% Teaching 50% Research)

A 12-month tenure track position at the Ohio State University, Columbus, OH. Must be able to develop a nationally-recognized, independent research program relating to stream and river ecology and their fisheries. Develop and teach graduate and undergraduate level courses. Teach assigned undergraduate courses. Secure extramural funding and publish in refereed journals. Development of interdisciplinary research programs will be essential. Qualifications are an earned Ph.D. in Fisheries, Natural Resources, Ecology, or related fields. Applicants must have produced significant work in the field of Fisheries. Applicants having field experience in restoration of stream and/or river biotic communities will be given special consideration. Salary is negotiable. Submit application to Dr. David L. Johnson, School of Natural Resources, The Ohio State University, 2021 Coffey Rd, Columbus, Ohio 43210, Phone: 614/292-2265; Fax: 614/292-7432; E-mail: johnson.46@osu.edu. The application deadline is May 1, 2001 or until a suitable candidate is found. Starting date will depend on when a successful candidate is selected. See www.ag.ohio-state.edu/~natres/ for a complete job description. The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam era veterans disabled veterans and individuals with disabilities are encouraged to apply.

The Ohio State University - School of Natural Resources

Assistant Professor-Natural Resources Communication

(50% Teaching 50% Research).

Applicants are invited for a 12-month tenure track position at the Ohio State University, Columbus, OH. Candidates must be able to develop a nationally-recognized, independent research program relating to communication in natural resources with appropriate interdisciplinary alliances. Teach graduate and undergraduate level courses. Teach assigned undergraduate courses. Secure extramural funding and publish in refereed journals. Development of interdisciplinary research programs will be essential. Candidate will advise undergraduate students, including honors undergraduates, and graduate students in the School's Human Dimensions of Natural Resources program. Qualifications are an earned Ph.D. with a strong academic background and/or degrees in both Environmental/Natural Resources and Communication. The successful candidate will demonstrate excellent verbal and written communication skills and a willingness to work closely with people. Salary is negotiable. A start-up package, including discretionary funding, will be provided. Submit application to **Dr. Rosanne W. Fortner, School of Natural Resources, The Ohio State University, 2021 Coffey Rd, Columbus, Ohio 43210, Phone: 614/292-2265; Fax: 614/292-7432; E-mail: fortner.2@osu.edu.** The application deadline is April 1, 2001 or until a suitable candidate is found. Starting date will depend on when a successful candidate is selected. See **www.ag.ohio-state.edu/~natres/** for a complete job description.

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam era veterans disabled veterans and individuals with disabilities are encouraged to apply.

Woodrow Wilson International Center for Scholars

Director

Division of United States Studies

The Woodrow Wilson Center in Washington, DC seeks a Director for its Division of United States Studies to provide intellectual and administrative leadership to one of the Center's programs of scholarly research, publication, and outreach activities. Duties include, but are not limited to: conference organization; management responsibilities for all financial and program activities (i.e., fund-raising, budget preparation, submission, and reporting on Program grants and/or contracts); development/oversight of and contributions to publications; peer review assistance involving the administration of the Center's international fellowship competition; maintenance of professional relationships with all groups (domestic and international) in the field; and the continuation of personal research and writing in the field. For information about the specific duties, qualification requirements, and instructions on how to apply, please visit the Center's website at **www.wilsoncenter.org**. Applications are due by **April 16, 2001.** Please reference the announcement number **WC-01-15F.** Send completed applications to: **Woodrow Wilson Center, Human Resources Office, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027 (Attn. WC-01-15F).**

The Center is committed to attracting and maintaining a high quality, dedicated and diverse workforce. EOE.

Dean of Admission and Financial Aid

College of Mount Saint Vincent

The College of Mount Saint Vincent, founded in 1847 by the Sisters of Charity, is located on 70 acres on the Hudson River, in New York City. The College, dedicated to academic excellence and encouraging social responsibility, has an enrollment of approximately 1200 students who mirror the rich international diversity of the region. The College of Mount Saint Vincent has an outstanding full-time faculty of 75 and offers the Bachelor of Arts and Bachelor of Science degrees.

The candidate will have an understanding of and support the Catholic intellectual and social mission of the college and be able to articulate the aspirations of the college to a wide range of constituencies.

Responsibilities include development and implementation of recruitment initiatives that are in keeping with The College's long range goals, monitoring policies and procedures that link recruitment and enrollment with finance and budget, and the ability to ensure college compliance with federal and state regulations regarding financial aid. The Office of Admission and Financial Aid includes a full-time staff of fourteen.

Candidates should be imaginative leaders who have had successful experience in the field and can demonstrate excellent organizational and interpersonal skills. An advanced degree in a related field is preferred.

The College offers a competitive salary and benefits package. Review of resumes will continue until the position is filled. Send a letter of interest, resume, and names of three references to **the Department of Human Resources, College of Mount Saint Vincent, 6301 Riverdale Avenue, Riverdale, NY 10471.**

COLLEGE OF
CMSV
MOUNT SAINT VINCENT

Visit our website at www.cmsv.edu AA/EOE

DAKOTA STATE
dsu
UNIVERSITY

Special Education Faculty

Dakota State University is accepting applications and nominations for a full-time, tenure-track faculty position in Special Education to begin August, 2001 available for an assistant/associate professor. Applicants must have an earned doctorate in special education and expertise in instructional technology, public school or college teaching experience, and success in scholarly activity and research. Experience in deaf education preferred. Responsibilities will include teaching, supervising field experiences, student advisement, curriculum and program development, commitiee work or service to the university and community. Service and scholarly activity in deaf education encouraged.

Dakota State University is located in Madison, South Dakota, approximately 50 miles northwest of Sioux Falls in the southern lakes region of the state. DSU offers both faculty and students access to a uniquely sophisticated computer environment, providing an unparalleled opportunity to advance innovative practices in teacher education, particularly in integrating computer technology into instruction. The College of Education is developing a faculty reflecting cultural diversity and is strongly committed to the recruitment, hiring, and retention of minorities. We urge individuals from underrepresented groups to apply. For more information about DSU see **http://www.dsu.edu.**

Position is open until filled, but to be assured of full consideration, all materials must be received by May 15, 2001. Rank and salary commensurate with qualifications and experience. Submit letter of application, resume, and the name, address, and phone numbers of three references to **Chair, Special Education Search, College of Education, Dakota State University; Madison, SD 57042-1799; phone: 605-256-5177; TDD 1-800-877-1113; Fax: 605-256-7300; or Chris.Assmus@dsu.edu.**

Applicants with disabilities are invited to identify any necessary accommodations required in the application process. EOE

Dean of Students

Responsibilities: The Dean of Students is responsible for the quality of student life on the NJIT campus through the exercise of leadership on student issues & the management of services to all students: undergraduates & graduates, full & part-time, residents & commuters. This position will serve as a key member of the university's leadership team by anticipating & addressing student needs & by serving as the student advocate. The successful candidate will be a creative, dynamic individual who is aligned to the vision of a student-centered campus.

Qualifications: A terminal degree req'd in student services, student development, counseling, higher education administration, or a related field of study. A minimum of 5 yrs. of progressively responsible leadership positions in student services at higher education institutions also req'd. In-depth knowledge of managing student services' functions: planning, budgeting, supervising, communicating, teamwork, staff training & development. Thorough understanding of a student-centered university, student service issues, student diversity & the keen ability to manage internal & external demands/needs & to reply to multiple inquiries. Excellent judgment, organizational & problem-solving skills with an accomplishment & achievement attitude for optimum results & maximum performance. The university reserves the right to substitute equivalent education and/or experience at its discretion.

Applications: Consideration of applications will begin immediately & should include a cover letter, current curriculum vitae & the names, addresses & telephone numbers of at least 5 current references. *(References will not be contacted without prior notification of the candidate.)* **Materials should be addressed to: Personnel Box SS-DOS.**

NJIT is an equal opportunity, affirmative action, equal access employer.

NJIT
New Jersey Institute of Technology

A Public Research University

University Heights
Newark, NJ 07102-1982

LAKE WASHINGTON
TECHNICAL COLLEGE
www.lwtc.ctc.edu

Vice President *for* Instructional Services

Lake Washington Technical College invites nominations and applications for the position of Vice President for Instructional Services. One of Washington's five state supported technical colleges, LWTC recently celebrated it's 50th anniversary and is accredited through the Northwest Association of Schools and Colleges. Specializing in educating students for high tech/high demand professions, the college guarantees that graduates have the specific technical and professional skills needed to succeed in today's competitive workplace.

The Vice President is the chief academic officer responsible for managing the instructional, learning resources, instructional support, and contracted instructional programs of the college. The successful candidate will have the demonstrated ability to:

- provide collaborative leadership to all areas of instruction
- assure high quality, cost effective instructional programs that meet the needs of students and the community
- work effectively with the President, Board of Trustees, college staff and employee groups on planning, accountability, policy development, fundraising, and implementing programs and services
- efficiently manage personnel, budgets, and other resources to achieve college goals

Additional position information, candidate qualifications, and conditions of employment are available on our Web site at www.lwtc.ctc.edu or by calling (425) 739-8212. For consideration, the college must receive a letter of application describing how the candidate meets the position qualifications, a completed college application form, college transcripts, and a resume by 4:30 p.m., April 16, 2001. Send application materials to:

Lake Washington Technical College
Human Resource Office, East Bldg., #108 • 11605 132nd Ave. NE
Kirkland, WA 98034

Lake Washington Technical College is an Affirmative Action/Equal Opportunity Employer.

Southeast

ASSISTANT/ASSOCIATE PROFESSOR OF ADVERTISING

Assistant/Associate Professor of Advertising. Teach introductory/advanced courses in advertising option. Tenure-track. Terminal degree in Advertising/Mass Communication or related field or ABD with significant professional experience in media or in an agency. Candidate must have a commitment to and evidence of quality teaching in advertising courses, a record of sustained professional accomplishment and show promise as a communication scholar. Previous teaching experience on the college level, evidence of active participation in appropriate media organizations, and a strong background in advertising production, creative and/or strategy in an agency or corporate setting preferred. Demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment required. August, 2001.

Applicant should submit letter of application, resume, official transcripts, pertinent teaching and peer evaluations, and three letters of recommendation by April 11, 2001. Search continues until position is filled. **Dr. R. Ferrell Ervin, Chairman, Department of Mass Communication, Southeast Missouri State University, MS 2750, One University Plaza, Cape Girardeau, MO 63701, (573) 651-2241.**

The department of Mass Communication with its 350 majors is the third largest department at Southeast Missouri State University, a regional, multi-purpose institution, that enrolls more than 9,000 students. Cape Girardeau, a community of 35,000, located on the Mississippi River, 120 miles south of St. Louis, has been listed as one of the nation's most livable small cities.

Southeast Missouri State University is An Equal Opportunity/ M-F/Affirmative Action Employer

EXECUTIVE DIRECTOR OF PROFESSIONAL AND CONTINUING EDUCATION

Montclair State University invites applications for the newly created position of executive director of Professional and Continuing Education. The executive director will join the University at an exciting time in its history, with a plan to expand the institution to meet the growing needs of the state and region.

The University is seeking an executive director who is an experienced professional, possessing both a strong entrepreneurial spirit and a broad understanding of state-of-the-art innovations, technologies and trends in professional and lifelong learning.

The successful candidate will be a creative individual who will be responsible, under the direction of the dean of the School of Graduate, Professional and Continuing Education, for combining current activities and new initiatives into a comprehensive University-wide continuing education program. This individual will engage a wide range of constituencies on and off campus to help shape and implement programs for working professionals seeking to advance or update their skills as well as members of the community interested in lifelong learning opportunities. The Executive director will work with corporate and government clients as well as other regional employers. The executive director will be expected to develop funding opportunities and collaborative arrangements with various groups and organizations to ensure that the University responds quickly and effectively to marketplace demands.

Qualifications:

- Master's degree required; Ph.D. or corporate experience preferred
- Comprehensive experience in continuing or professional education at the university or corporate level
- Strong skills as both an independent manager and a collaborative administrator
- Demonstrated ability to develop innovative, self-supporting programs in response to marketplace/workforce needs and successfully market such offerings
- Knowledge of resource management and budgeting for entrepreneurial operations
- Ability to provide visionary, innovative and energetic leadership
- Technologically sophisticated with experience in utilizing technology to deliver educational programs
- Excellent interpersonal and communication skills
- Ability to foster and sustain a positive, supportive environment for lifelong learning
- Ability to maintain effective collaborative working relationships with internal and external constituents, and community partners
- Ability to work effectively and collegially with students, faculty, staff, administration and community in a multicultural environment

Screening of applications will begin April 16, 2001 and will continue until the position is filled. This is a 12-month administrative appointment that begins June 1, 2001. A complete application consists of a letter addressing the qualifications cited above, curriculum vitae, and the names and phone numbers of five professional references. Applications should be sent to: **Montclair State University, c/o Alicia Colasuonno, The School of Graduate, Professional and Continuing Education, 1 Normal Avenue, Upper Montclair, NJ 07043.**

Montclair State University is a comprehensive state-assisted institution offering a rich array of programs to approximately 13,000 undergraduate and graduate students. Founded in 1908, Montclair State University is organized into three colleges and three schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business, and the School of Graduate, Professional and Continuing Education. Montclair State University awards the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Science, Master of Business Administration, Master of Education, Master of Fine Arts and Doctor of Education. Characterized by a distinguished cadre of teacher-scholars, a strong general education program, and a deep commitment to the values of multicultural diversity, Montclair State University is located 14 miles west of New York City on a beautiful 200-acre suburban campus. Additional information can be found on the MSU Web site at www.montclair.edu.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

George Mason
University

LIBRARIES

Four Positions Available

The University Libraries of George Mason University seeks to fill the following four positions:

Information Technology/Engineering Reference/Liaison Librarian, #FA0129
Public and International Affairs Reference/Liaison Librarian, #FA403

Qualifications are: *Required:* ALA-accredited MLS; Preferred: advanced subject degree in appropriate discipline or demonstrated knowledge in appropriate subject area; reference experience; experience in collection development, instruction, and electronic reference sources. Salary competitive, commensurate with experience, from a minimum of $35,000.

Multi-Media and Liaison Librarian for Interdisciplinary Programs, #FA097

Qualifications are: *Required:* ALA-accredited MLS; Preferred: experience with new multi-media technologies as well as academic library reference/instruction, knowledge of WEB based resources and development. Salary competitive, commensurate with experience, from a minimum of $35,000.

Head, Interlibrary Loan /Document Delivery Department, #FA478

Qualifications are: *Required:* ALA-accredited MLS; knowledge of OCLC interlibrary loan subsystem and document delivery resource management software (e.g. Clio, Illiad); knowledge of interlibrary loan codes and protocols; supervisory experience. *Preferred:* experience in managing complex operations; knowledge of national trends in interlibrary loan and document delivery; strong communication skills. Salary competitive, commensurate with experience, from a minimum of $38,000.

Other specific requirements for each of the positions are available by visiting "Employment Opportunities" on the GMU Libraries' website: http://library.gmu.edu/

Appointment: 12-month Professional faculty appointment.
Excellent Benefits: Health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waiver for self. *Application:* Send letter of application, resume, and names, addresses (including e-mail), and phone numbers of three current references to

Chair, <Position Title> Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444
Review of applications will begin March 30, 2001.

AA/EEO employer; minorities are encouraged to apply.

LOYOLA MARYMOUNT UNIVERSITY

SCIENCE EDUCATION VISITING LECTURER

The Natural Science Program within the College of Science & Engineering invites applications for a three-year, non-tenure track position for Science Education in Biological, Environmental, or Physical Sciences.

The successful candidate will teach undergraduate courses in science education for pre-service teachers in elementary and secondary programs, and additional courses in the natural science program as well as within the candidate's discipline depending upon qualifications. The development of an active undergraduate research program and participation in teacher education development are encouraged and will be supported. An earned doctorate in Science Education or a Ph.D. in a science field with expertise/experience in science education is required. The appointment will be as a full-time visiting lecturer, which includes benefits. Applicants should submit a letter of application, a current curriculum vitae, and three letters of reference by April 13, 2001, to: Dr. James Landry, Director, Natural Science Program, 7900 Loyola Blvd., Los Angeles, CA 90045-8225.

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University. Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

Loyola Marymount University is an Equal Opportunity, Affirmative Action Employer

LOYOLA MARYMOUNT
UNIVERSITY

DSC DALTON STATE COLLEGE

ASSISTANT PROFESSOR OF MATHEMATICS; tenure track position. Doctorate in Mathematics or Mathematics Education. Teach approximately 27 semester hours per academic year, including Developmental Mathematics. Preference may be given to applicants with 18 semester or 30 quarter graduate hours in Computer Science. DSC is a unit of the University System of Georgia, accredited to award the Associate and Bachelor's degrees. Position available August, 2001; salary ranges from $34,000, depending upon credentials and experience. Complete application must include letter of interest, current resume, transcripts of all college work, and three current letters of reference. All materials must be received by May 11, 2001. Address materials to Dr. James C. Head, Chair, Division of Natural Sciences and Mathematics, Dalton State College, 213 N. College Drive, Dalton, GA 30720-3797.

www.daltonstate.edu *EOE/AA/ADA*

ValueOptions

A national leader in behavioral health care is seeking Master's prepared Certified Social Workers or Counselors to perform telephone triage/assessment/referral/service authorizations on our 24 hour, 7 day a week ACCESS Line. Bilingual preferred, differential paid for nights and weekends. We offer an excellent benefit program including medical, dental, tuition reimbursement and 401K.

Apply in person or forward resume to:

ValueOptions
Attn: Human Resources
444 North 44th Street, Suite 400
Phoenix, Arizona 85008
Fax (602-685-3802)
Email - Phoenix_HR@ValueOptions.com

DEAN OF CONTINUING EDUCATION

The dean will report directly to the provost/senior vice president for academic affairs and serve as the chief administrator of the division to provide leadership in developing grant proposals for funded programs; personnel evaluation; and oversee the development of new credit and noncredit programs in response to changing needs of business professionals and other residents and organizations of the New York metropolitan area.

The successful candidate will have a demonstrated record of developing new programs and the ability to manage and direct institutional change. A doctorate in a relevant discipline and a minimum of eight years of experience in administrative positions in a college or university setting is required. Opened until filled.

BENEFITS COORDINATOR

The benefits coordinator administers benefits programs at the college. Liaison with benefit carriers and union welfare funds. Conducts new employee orientation, counsels on retirement benefits, administers workers compensation and unemployment insurance benefits. Go to web site Employment Opportunities for complete position description.

Resumes to: Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street, Room Namm 321, Brooklyn, NY 11201. www.nyctc.cuny.edu (for detailed description)

NEW YORK CITY TECHNICAL COLLEGE

The City University of New York

AA/EOE/ADA/IRCA

California State University, San Bernadino
Associate Vice President for Student Affairs/Enrollment Management

California State University, San Bernadino is a public 4-year comprehensive institution located approximately 60 miles east of Los Angeles. Founded in 1965, CSUSB offers both bachelor's and master's degrees and serves over 15,000 students. An expanding curriculum, new facilities, and increasing enrollment characterize this innovative institution.

The Position

Reporting to the Vice President for Student Services, the Associate Vice President will be responsible for developing and implementing strategic recruitment strategies and enrollment projection models, as well as general enrollment management functions that include oversight of Admissions and Recruitment, Records, Registration, Evaluations, Financial Aid, International Student Services, and Upward Bound. Additional responsibilities include the identification of preferred university student enrollment profiles, analysis of student recruitment markets, assessing recruitment programs, training and supervising staff, collaborating with faculty and other administrative divisions, maintaining accurate and thorough reports, and managing the unit's budget. The Associate Vice President will serve in the place of the Vice President for Student Affairs when appropriate.

Qualifications

The successful candidate will possess a bachelor's degree, master's degree preferred, with at least five years of progressively responsible admissions experience. A proven track record of success in managing a complex admissions operation, excellent supervisory and leadership skills, and an understanding of diversity and the non-traditional student will be strong factors in the selection of the Associate Vice President.

Application and Nomination

Review of applications will begin on April 9, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. A resume, with an accompanying cover letter, may be submitted by email attachment to mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
CSUSB-Associate Vice President
Martha H. Smiles, Search Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089
Visit the California State University, San Bernadino
website at www.csusb.edu

THE SPELMAN & JOHNSON GROUP

An Equal Opportunity/Affirmative Action Employer

UNIVERSITY OF WISCONSIN MADISON

DEAN OF THE SCHOOL OF BUSINESS

The University of Wisconsin-Madison invites nominations and applications for the position of dean of the School of Business. Founded in 1848, the university is located in one of Money Magazine's "Best Places to Live in America," is one of the nation's top-ranked research universities, and is home to many highly ranked academic units including its School of Business.

The dean of the School of Business serves as the chief academic and executive officer of the school with responsibility for faculty and staff development, personnel oversight, budget planning and management, curriculum, student academic affairs, and fund raising. The school, with a budget of $34 million, is comprised of approximately 80 tenured and tenure track faculty, 70 professional staff, 55 civil service staff, 1300 undergraduate students, and 550 graduate students. It offers very highly regarded undergraduate, master's and doctoral degrees in the major fields of business, as well as executive and continuing education programs. The school features: modern, state-of-the-art facilities in its building Grainger Hall, and in its new Fluno Center for Executive Education; a substantial endowment; nationally recognized niche programs in areas such as supply chain management, security analysis, real estate, insurance, and actuarial science; a tradition of strong alumni support; and many strategic partnerships with business, and with departments across campus including engineering, economics, international studies, law, mathematics, and statistics. More comprehensive information about the school and the university can be found at these websites:

https://wisinfo.doit.wisc.edu/bschool/
and **https://www.wisc.edu**

Major qualifications for this position include: a record of successful visionary leadership; strong management, communication and fund raising skills; the capacity to relate effectively to faculty, staff, students and external constituencies; a demonstrated commitment to advance learning, research, public service, and diversity; an understanding and appreciation of the diverse missions and constituencies of a major public research university with a tradition of shared governance; the ability to represent the school and university effectively in educational, governmental, business, alumni, and public forums; and nationally recognized accomplishments that meet the standards for a tenured appointment at the rank of full professor at the University of Wisconsin-Madison.

Applications and nominations should be received by 30 April 2001 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of individuals from underrepresented groups. Applicants should include a current vita and cover letter that addresses how their strengths and experience match the qualifications for the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. However, the university is required to release the names of the finalists who will be interviewed by the chancellor. Submit applications and nominations to:

School of Business Dean Search and Screen Committee
Professor James M. Johannes, Chair
University of Wisconsin-Madison
133 Bascom Hall, 500 Lincoln Drive
Madison, WI 53706
(608) 262-9337
Fax: (608) 265-7808

The University of Wisconsin-Madison is an Equal Opportunity, Affirmative Action Employer.

Northampton Community College

FACULTY POSITIONS

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs at both our main and Monroe campuses. Currently, approximately 6000 credit and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population.We offer a competitive salary and excellent fringe benefits package. Nominations and applications are now being accepted for the following full-time, tenure track positions:

BIOLOGY

Master's in Molecular Biology required; Ph.D. preferred. Previous college teaching essential. Ability to teach Cellular and Molecular, Human and General Biology. Successful use of instructional technology essential. Interest in student research and international opportunities desirable.

EDUCATION

M.Ed. required; D.Ed. preferred. Proven successful record of college teaching as well as teaching and administration K-12. Knowledge of current practices essential. Current knowledge of PA School Code, special education, K-12 classroom pedagogy, K-12 teacher prep essential. Ability to supervise field experience for students. Interest in international experiences for students desirable. Computer competency expected.Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to **Human Resources, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020, fax information to 610-861-5070,** or e-mail in MSWord format to kaiegfried@northampton.edu. Deadline: April 10, 2001, or until a suitable candidate is identified.

NCC is an Equal Opportunity/Affirmative Action Employer

AA/EEO Compliance Administrator

The Office of Affirmative Action at Auburn University in Auburn Alabama invites applicants for the position of Affirmative Action/Equal Opportunity Compliance Administrator. Responsibilities include planning, analyzing, reporting and coordinating the University's Affirmative Action/Equal Opportunity program; reviewing and screening personnel transactions for compliance with the principles of non-discrimination; facilitating and monitoring faculty recruitment; counseling and investigating complaints, training regarding diversity and nondiscrimination.

Qualifications: minimum of a Bachelor's degree in Human Resources, Behavioral Sciences or related degree plus six years' HR experience in a university setting. Experience must include faculty recruitment and grievance/complaint resolution. Excellent written and interpersonal communication skills, as well as knowledge of Federal Affirmative Action and nondiscrimination regulations (employment and education) are required. Working knowledge of Human Resources and Affirmative Action data bases and software is desired. Salary will be commensurate with education and experience.

Women and Ethnic Minorities are Encouraged to Apply

Review of applications will begin after April 16, 2001. To apply, send cover letter, resume and the names, addresses and phone numbers of three references to:

AA/EEO Compliance Administrator Position, #15925
Human Resources
Auburn University
Langdon Hall
Auburn University, AL 36830

For more information, contact the Affirmative Action Office: phone and TDD (334) 844-4794; fax (334) 844-4793 and email diverse@auburn.edu.

Auburn University is an Affirmative Action/Equal Opportunity Employer

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UCDAVIS

OPPORTUNITIES IN GENOMICS

The University of California, Davis, is establishing the UC Davis Genome Center through a major campuswide initiative in genomics. The new center is part of a broader campus commitment to build on existing strengths in the life sciences and to establish an internationally recognized program in genomics research. The center will:

1. involve faculty scientists from the School of Medicine, School of Veterinary Medicine, College of Agricultural and Environmental Sciences, Division of Biological Sciences, Division of Mathematics and Physical Sciences, and College of Engineering
2. be co-located with programs in molecular medicine, pharmacology, and biomedical engineering in a new 200,000-sq.-ft. building that includes a modern mouse vivarium, small-animal imaging facility, and genomics research core facility
3. provide research space and administrative support for 25 new state-funded faculty positions in genomics (10), pharmacology (6), veterinary medicine (2) and bioinformatics and computational biology (7). Additional recruitments in these areas are expected in departments throughout the campus.

DIRECTOR, UC DAVIS GENOME CENTER

UC Davis invites applications and nominations for the founding director of the UC Davis Genome Center. The director will provide leadership in faculty recruitments in genomics as well as in development of academic research and teaching programs in genomics across the entire campus. We seek a director with a vigorous research program and sufficient breadth of experience and interests to provide intellectual leadership for genomics programs in medicine, veterinary medicine, agriculture, and fundamental life sciences. The director's research could be in any area of genomics, but a focus in functional or comparative genomics is desired. The director will be appointed at the professorial level in an appropriate academic department in one of six schools, colleges, or divisions. The position will remain open until filled. Applicants should send a letter of interest, a curriculum vitae, and the names and addresses of at least five references by May 1, 2001, to: **Dr. Craig Benham, Chair, UC Davis Genome Center Director Search Committee, c/o Dean's Office, Division of Biological Sciences, University of California, One Shields Avenue, Davis, CA 95616.**

CHAIR, MEDICAL PHARMACOLOGY AND TOXICOLOGY

The UC Davis School of Medicine seeks a chair of medical pharmacology and toxicology. The chair will provide prominent leadership in the development and enhancement of research and educational programs. He or she will be responsible for strengthening the Department of Pharmacology and Toxicology with five additional new state-funded faculty positions and new research space in close association with the UC Davis Genome Center and the Department of Biomedical Engineering. Preference will be given to candidates who investigate the genomic, genetic or proteomic basis of therapeutics in cancer, infectious diseases, or neurological disorders, emphasizing mouse, primate or human systems. The successful candidate will be a recognized scientist of international stature who will be appointed to a tenured position at the full-professor level. Candidates must possess an M.D., Ph.D., M.D./Ph.D., or equivalent. The position will remain open until filled. For full consideration, each applicant should send a letter describing his or her administrative, research and teaching background; a curriculum vitae; and the names and addresses of five references by May 1, 2001, to: **Dr. Larry Hjelmeland, Chair, Search Committee for Chair of Pharmacology and Toxicology, c/o Dean's Office, School of Medicine, Medical Sciences 1-C, University of California, One Shields Avenue, Davis, CA 95616.**

Further information about genomics at UC Davis is available at
http://genomics.ucdavis.edu

The University of California is an affirmative action/equal opportunity employer

Executive Director for Student Benefits, Health and Wellness

The University of Idaho is pleased to announce the creation of an innovative new area to include Student Health Services, Student Benefits, Student Counseling Center and a new department tentatively name University Wellness.

The Executive Director for Student Benefits, Health and Wellness reports to the Vice President for Student Affairs/Vice Provost and serves as a member of the student life management team. The Executive Director provides leadership for the Student Health Center, Student Counseling Center, and a new department tentatively named University Wellness, and for the operation of a comprehensive student health insurance/benefit program. The Executive Director will take a leadership role in the development of an innovative and comprehensive approach to health care in a higher education setting. The Executive Director will be responsible for initiating a Student Health Insurance Program and for integrating, as appropriate, employee benefits for wellness activities into a university wide program situated in phase II of the new recreation facility.

Responsibilities include defining and implementing an ambitious strategic initiative to co-locate health and wellness services; to broaden and clarify health related services; to provide financial and operational management; to lead in the planning and development of the health facility; to interpret for the students and community the implementation of a comprehensive health plan; and to lead the development of contracts and agreements with medical insurance providers and local providers for health services. This collaborative effort among University departments will further enhance the overall goal of becoming a "Residential Campus of Choice" in the West.

Minimum Qualifications: Masters Degree OR 10 or more years experience in the college health field through direct administration or management consulting; five or more years general experience managing health insurance/benefit programs; national perspective on trends for college health programs; experience supervising professional staff; strong written communication skills.

Preferred Qualifications: Experience implementing third party payor billing systems and/or merger of funding for primary care services and student health insurance/benefit programs; experience developing and implementing alternative funding arrangements for student health insurance/benefit programs; experience developing and implementing institutional requirements for health insurance as a condition of enrollment; experience developing and implementing agreements with private sector entities to support the operation of student health insurance/benefit programs (through informal and formal requests for proposal processes); higher education administrative or management experience; demonstrated ability to interact effectively with professionals at all levels; ability to develop and present training and other presentations to professional audiences; familiarity with state and university policies and procedures; strong oral communication skills.

Consideration of applications will begin on **April 8, 2001**. This position will be filled pending State Board of Education approval. To apply, send a cover letter, resume, and the names, addresses, and telephone numbers of three references to:

Greg Tatham, Screening Committee Chair
Division of Student Affairs
University of Idaho
P.O. Box 442532
Moscow, ID 83844-2532

The University of Idaho is the land grant institution for the state of Idaho, with a total enrollment of approximately 12,000. The university is located in the community of Moscow, a city of 19,000 known for its progressive civic spirit. The area offers unparalleled opportunities for many forms of outdoor recreation.

To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer.

EXECUTIVE ON CAMPUS POSITION

Iona College, an equal opportunity employer, is dedicated to personal teaching and scholarly excellence in the tradition of the Christian Brothers and American Catholic higher education.

The Department of Health Care Programs, serving adult undergraduate and graduate populations in evening and weekend formats, seeks a health care executive with recent experience for a one year renewable (3 year maximum) faculty position. Responsibilities include teaching, recruiting, and student advisement. Experience in Long Term Care is particularly welcome.

Applications will be accepted through April 15, 2001. Interested candidates should send a vita, letter of application, and the names and phone numbers of three references, who will not be contacted without the candidate's permission, to:

Dr. Patricia Loubeau, Chairperson
Department of Health Care Programs
IONA
715 North Avenue
New Rochelle, New York 10801

Applications and nominations are being accepted for the following positions at Rockland Community College. RCC, located in the Hudson Valley thirty miles north of New York City, is an open enrollment, public community college with a 40 million-dollar budget, serving more than 6000 diverse, multi-ethnic students.

• DEAN OF ENROLLMENT MANAGEMENT

This dynamic individual will be responsible for identifying, developing and monitoring enrollment patterns at the college as well as recommending marketing strategies and supervising various departments.

Requirements: Master's in Student Personnel Management, Education, Marketing or a related field. Experience in marketing and/or enrollment management and strong technical abilities. Ph.D. with 7 years of higher education experience and 3 years of progressive supervisory experience preferred.

• DEAN OF ACADEMIC SERVICES

This multifaceted individual will provide leadership and overall management for the Library, Instructional Technology, Media Services, Study Abroad Programs, Tutoring/Academic Support Services, Dual Enrollment, Distance Learning, Honor Programs, Faculty Development and Evening/Weekend Sessions.

Requirements: Master's, Ph.D. preferred, and 6 years minimum of academic experience at the department head level or above in a community college environment. Applicants must possess significant fiscal analytical skills and the ability to integrate technology into the classroom.

We offer a comprehensive benefit package and paid vacation. Salaries are commensurate with experience and applications will be accepted until the positions are filled. All positions subject to budget approval. Please forward a resume and cover letter indicating position of interest and a list of three professional references to:

Edward Thayer
Director of Human Resources
SUNY ROCKLAND COMMUNITY COLLEGE
145 College Road, Suffern, NY 10901-3699

SUNY ROCKLAND Community College

Visit our website at www.sunyrockland.edu. • AA/EOE

George Mason University

ORIENTATION

Director

Responsible for designing and implementing student orientation programs for over 2,000 new freshmen, 2,000 transfer students and their families. Will oversee a program that enhances recruitment and retention of new students, promotes school spirit and community, and involves faculty and academic units. Requirements: master's degree in student personnel administration or related field; minimum 5 years administrative experience in a university setting, with a significant amount dedicated to directing orientation, first-year and/or transition programs and training/supervising professional and student staff. Have the ability to build relationships with diverse university stakeholders and work as part of an innovative and collaborative team of university life practitioners. For best consideration please submit cover letter, resume and list of references by March 30, 2001 to:

Orientation Director Search
University Career Services, MSN 3B6
George Mason University
Fairfax, VA 22030-4444

AA/EEO

BEST COPY AVAILABLE

Monroe Community College

Vice President of Academic Services

Monroe Community College (MCC), a multi-campus comprehensive community college and a member of the League for Innovation in the Community College invites applications and nominations for the position of Vice President of Academic Services.

Located in Rochester, New York, MCC serves a metropolitan area of over one million people and is the home of several institutions of higher education and Fortune 500 companies. The Greater Rochester area is a high-tech, manufacturing and export-intensive community that is equally renowned for its arts and cultural events. The college is immersed in the community and is committed to supporting the educational, workforce training and economic development needs of the region. Monroe Community College has headcount enrollment of nearly 30,000 full and part-time students (credit and non-credit) offering more than 70 degree and certificate programs. Fully focused on the success of its students, MCC is ranked in the top one-percent of community colleges in the number of degrees awarded. Graduates transfer successfully to a multitude of excellent senior institutions. Likewise, career program graduates readily find employment in the area.

RESPONSIBILITIES:
As the chief academic officer of the College, the Vice President is responsible to the President for providing a quality academic learning environment aimed at student success. The Vice President provides direction and oversight of all College academic programs and services. The individual provides academic and administrative leadership in support of the College's mission through effective policies, services, programs, personnel and resources. Through a divisional structure the Vice President oversees 20 academic departments and a full time, part time and adjunct faculty of nearly 1000 members. As a college officer, the individual is expected to actively represent the College in the community and at the state and national level.

MINIMUM QUALIFICATIONS:
An earned doctorate; College teaching experience; a minimum of five years in a senior level academic administrative position (preferably in a community college).

DESIRABLE QUALITIES:
The individual should be skilled in academic services administration; possess strong leadership and organizational skills; demonstrate an ability to work effectively with college constituencies and community leaders; possess excellent interpersonal skills; be adept in the application of technology in support of student learning; demonstrate a bias for innovation and action. Multi-campus experience a plus.

EXPECTED DATE OF EMPLOYMENT:
As soon as possible, but no later than September 1, 2001

COMPENSATION:
Salary and benefits competitive and commensurate with experience and qualifications.

APPLICATION PROCESS:
MCC will begin screening applications on April 23, 2001 and will continue until an appointment is made. Initial materials should be limited to: resume; names, addresses and phone numbers of three references; letter of interest identifying proven achievements that address the qualifications and desirable qualities identified for this position (limit to 4 pages). Additional materials will be requested as needed. Send information to: Dr. Sherry Ralston, Director of Human Resources, Monroe Community College, 1000 E. Henrietta Rd., Rochester, NY 14623-5780.

CONFIDENTIALITY
The College will make every effort to maintain the confidentiality of the applicant until finalists have been identified at which time names and background information will be public. Finalists will be notified in advance.

Web site:
http:// www.monroecc.edu

MCC is a unit of the State University of New York.

Buffalo State
State University of New York

Director of College Orientation

Buffalo State is seeking candidates for a Director of College Orientation, to begin May 2001. Salary is competitive.

Responsibilities: Provide leadership in planning, development, and implementation of programs and activities related to college orientation for a diverse population of students. Coordinate activities with student life areas, develop print enrollment materials, outreach to faculty and staff, train staff, coordinate processing activities for admission and registration of new students, evaluate services.

Required Qualifications: Master's degree in student personnel administration, education, counseling, or related areas in higher education. Minimum 3 years related experience in college orientation or first-year programs.

Preferred Qualifications: Demonstrated supervisory experience in planning and implementing college orientation activities or first-year programs. 1-3 years experience at mid or senior level in administration of college student orientation or first-year programs. Current membership in National Orientation Director's Association (NODA).

Review of applications will begin April 1 and continue until the position is filled. Send letter of application detailing qualifications as related to position requirements, résumé, and names, addresses, and telephone numbers of three professional references to: Search Committee Chair, Director of College Orientation c/o Timothy R. Ecklund, Buffalo State College, Campbell Student Union 222, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is the largest four-year comprehensive college in the State University of New York (SUNY) system. The campus is located in the museum district of Buffalo, the second largest city in New York State. The area offers a variety of cultural and recreational activities. For all appointments, a commitment to the mission and core values of Buffalo State is expected.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

ST·OLAF
COLLEGE

COLLEGE LIBRARIAN

The College Librarian provides academic and administrative leadership, expertise, and vision for the St. Olaf College Libraries and for the St. Olaf College community. The College Librarian is responsible for coordinating the planning, implementation, and evaluation of the services provided by the St. Olaf College Libraries.

The St. Olaf College Libraries have recently completed an extensive self-study and external review, and are poised to develop further as an exemplary undergraduate library. We seek a college librarian who will lead and support that development, building upon the current strengths of the library, cultivated over many years by dedicated library faculty and staff.

The College Librarian will be a member of the faculty, have full-time academic administrative responsibilities, and report to the Senior Vice President and Dean of the College.

For a complete position description, including detailed responsibilities and qualifications, see the St. Olaf College website:
http://www.stolaf.edu/offices/dean-of-college/CollegeLibrarian.htm

Please send, in confidence, a letter of application addressing the responsibilities and qualifications, a c.v., and a list of five references with addresses, phone numbers, and email addresses to the **chair of the search committee: John T. Day; Assistant Vice President for Academic Affairs; St. Olaf College; 1520 St. Olaf Avenue; Northfield, MN 55057**

Review of applications will begin on March 26, 2001; applications submitted before April 15 will receive primary consideration; the search will remain open until the position is filled. Starting date negotiable. Salary is competitive, based on experience and qualifications.

A liberal arts college affiliated with the Lutheran Church (ELCA).
St. Olaf College is an affirmative action/equal opportunity employer and actively seeks diversity in its students, faculty, and staff.

University of Idaho

College of Education
Director, Teaching, Learning, and Leadership

The University of Idaho seeks applications and nominations for a dynamic, innovative, and visionary leader for the position of Director of Teaching, Learning, and Leadership. The director provides leadership for the division and, as a member of the College of Education administrative team, assists the dean in carrying out the role and mission of the college and university.

The University of Idaho is a comprehensive, land grant, Carnegie Research Extensive institution located in Moscow, Idaho, a community of 18,000 people. The University of Idaho has approximately 11,000 students and 700 faculty. It is comprised of ten colleges that award degrees at the undergraduate, graduate, and professional levels. The College of Education is one of the largest colleges with approximately 1,150 undergraduate students and 675 graduate students. It is organized into three divisions: Adult, Counselor, and Technology Education; Health, Physical Education, Recreation, and Dance; and Teaching, Learning, and Leadership. The Division of Teaching, Learning, and Leadership includes programs in elementary education, secondary education, special education, educational leadership, and higher education administration.

The Director of Teaching, Learning, and Leadership, in collaboration with college administrators and the division faculty provides dynamic leadership and vision while developing, implementing, and articulating the mission and goals of the college and the division. The Director also provides a professional link with University of Idaho academic departments, school districts, and other educational, business, and policy-making communities. The director will accomplish this through:

1. Providing leadership in the development and implementation of the division action plan consistent with the university strategic action plan.
2. Fostering excellence in teaching, scholarship, and outreach for faculty, students and staff.
3. Securing and facilitating partnerships with K-12 schools, two- and four-year institutions, state agencies, community agencies, and private enterprises.
4. Enhancing the college's mission to promote cultural pluralism, ethnic diversity, and gender equity.
5. Coordinating, expanding, and developing innovative strategies for the use of distance technologies and strategies to enhance program delivery throughout Idaho.
6. Enhancing funding of division initiatives by initiating and supporting development, grant, contract, and other funding efforts.
7. Effectively leading, supervising, and evaluating the unit's faculty and staff.
8. Promoting effective management of personnel and departmental resources.
9. Providing open communication with faculty and staff.
10. Effectively representing all constituents of the division.

Qualifications: The successful candidate must have an earned doctorate and qualify for appointment as an associate or full professor with tenure within the College of Education. Applicants are expected to demonstrate excellence in teaching, scholarship, and outreach in the field of education. Excellent communication skills in leading, speaking, writing, listening, and working as a team member are necessary to fulfill the variety of duties. Highly desired qualifications include successful administration and teaching at various levels, experience with innovative teacher preparation programs, experience working with personnel in K-12 school, knowledge and use of current technologies, and a record of garnering external funds.

The position is available beginning July 1, 2001. Review of applications will begin April 13, 2001 or when a suitable pool of applicants is identified. Salary is commensurate with experience.

Applicants should include a letter of interest detailing their background and experience related to the position, a curriculum vitae, transcripts, and the names, addresses, telephone numbers, and email addresses of five references familiar with your experience. Send applications and nominations to: **Jerry Tuchscherer, Associate Dean and Search Committee Chair, University of Idaho, College of Education, PO Box 443080, Moscow, Idaho, 83844-3080.** For more information about the University of Idaho, see website at http://www.uidaho.edu.

AA/EOE

George Mason
University

ENDOWED CHAIR IN CHILD WELFARE

George Mason University's Social Work Program invites nominations and applications for a tenured position as the Elisabeth Shirley Enochs Chair in Child Welfare. The chair, who is one of 5 faculty members in a well established social work undergraduate program, will teach related courses on the undergraduate and graduate levels. The chair is responsible for providing leadership and direction to an established Child Welfare Center whose primary focus is on Latino families and children both in the United States and abroad. The Center's activities include facilitating student and professional exchanges; providing technical cooperation to social workers, faculty, and human services staff in Latin America; and developing partnerships with child-serving agencies and organizations in the local community.

George Mason University is a public institution with approximately 24,000 students located in Northern Virginia within easy reach of the nation's capital. This location provides exceptional opportunities for research collaboration with public officials, federal, state, and local agencies, and access to a diverse community.

Requirements: MSW and Ph.D. in Social Work or a related field; expertise in the area of Child Welfare; distinguished record of teaching, research, and grantsmanship; demonstrated interest in and experience with Latino communities. Nominations and applications should be forwarded to:

Miriam S. Raskin, Chair Search Committee
Social Work Program, MSN 1F6
George Mason University
4400 University Drive
Fairfax, VA 22030 USA

Review of applications and nominations will begin March 15, 2001 and will continue until a suitable candidate is found.

AA/EEO

SUNY Rockland Community College, located thirty miles north of New York City, invites nominations and applications for the position of

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

As the chief financial officer of the College, the incumbent is a member of the President's executive team providing oversight to the Business and Administrative Division offices (Bursar, Budget, Accounting, Grants, Payroll, Purchasing, Safety, Facilities Management, Campus Services, Construction, Maintenance, and Risk Management). The VPFA will represent the College to local and state government and higher education agencies on fiscal matters and may be called upon to act for the President in his absence.

Minimum qualifications: A Master's degree in Business, Accounting, Financial Mgmt. or related discipline. Seven years of related senior level financial management experience in higher education (experience in a Community College preferred). A proven track record in developing and managing institutional budgets and in the implementation of computerized administrative (fiscal and business) systems. Superior organization, communication and interpersonal skills. An understanding of and strong commitment to the philosophy and mission of a community college.

Salary and comprehensive benefits package are competitive. All materials will be held in confidence; references will not be contacted without the candidate's prior approval. The search committee will begin the review of applications immediately and continue until the position is filled.

A letter of application that describes the candidate's interest and qualifications, a current resume, and the names, addresses of five professional references should be sent to:

Edward Thayer
Director of Human Resources
SUNY ROCKLAND
COMMUNITY COLLEGE
145 College Road, Suffern, NY 10901-3699

SUNY ROCKLAND Community College

Visit our website at www.sunyrockland.edu. • AA/EOE

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ST. CLOUD STATE
UNIVERSITY
A tradition of excellence and opportunity

VICE PRESIDENT FOR ACADEMIC AFFAIRS

St. Cloud State University invites nominations and applications for the position of Vice President for Academic Affairs. Date of appointment: July 1, 2001. Salary range: $109,265 - $128,961 (commensurate with academic qualifications and experience). Responsibilities: As chief academic officer, the Vice President for Academic Affairs reports directly to the President and provides leadership, vision and direction for the implementation and achievement of the academic mission of the University. Eight Deans, three Associate Vice Presidents, and two Assistant Vice Presidents report directly to the Vice President for Academic Affairs. Qualifications and experience: Earned doctorate from an accredited institution. Minimum of 10 years of experience in higher education at the university level. Minimum of five years of increasing administrative responsibility in an academic affairs environment at the university level. Application information and deadline: To apply, candidates should submit a letter of interest specifically addressing the responsibilities and qualifications, a curriculum vitae, and 3-5 names, addresses and phone numbers of current references who can specifically comment on the candidate's ability, experience, and professional preparation. Semi-finalists may be asked to submit additional materials. Apply to: **Vice President for Academic Affairs Search, c/o President's Office, St. Cloud State University, 720 Fourth Avenue South, St. Cloud, MN 56301-4498.** Applicant screening will begin on April 16, 2001 and continue until a suitable candidate is identified. For complete responsibilities, qualifications, and application information, see the web site:

http://condor.stcloudstate.edu/~affact/employment.html.

St. Cloud State University is the largest of the colleges and universities that make up the Minnesota State Colleges and Universities system. SCSU's student body totals approximately 14,000 students including more than 1,600 graduate students. The students are served by over 650 faculty. The city of St. Cloud is located on the Mississippi River one hour north of Minneapolis/St. Paul with a metropolitan area population of more than 100,000. SCSU is committed to excellence and actively supports cultural diversity. To promote this endeavor we invite individuals who contribute to such diversity to apply, including minorities, women, GLBT, persons with disabilities, and veterans.

WASHINGTON STATE UNIVERSITY
VANCOUVER

ASSISTANT PROFESSOR

Secondary & Teacher Education

The Dept. of Teaching and Learning at WSU Vancouver, a growing branch of WA State's land grant institution, with a student population of 1650, seeks candidates for permanent, tenure-track position in Secondary Education. This Program is dedicated to constructivism, democratic, field-based teacher education, cultural diversity, and self-study. Competitive salary commensurate with qualifications and experience.

Responsibilities: Teach curriculum, instruction and secondary teacher preparation; research and publish in refereed journals; help develop and maintain programs and K-12 partnerships; assist with student recruitment, advising, supervision and retention.

Required Qualifications: earned doctorate in education or related field by 8/01, plus demonstrated commitment to secondary/teacher education, agency and school cooperation, research potential, content expertise in appropriate field, experience teaching public school 4-12 and mentoring diverse students.

Preferred: expertise in educational technology, practicum supervision and record of, or potential for scholarly publication.

To Apply: Send letter addressing the qualification criteria, 3 current letters of recommendation, 2 copies each of 2 samples of scholarly work, *curriculum vitae*, and evidence of quality teaching to: **Dr. Richard Sawyer, Chair, Education Coordinator Search Committee, Washington State University Vancouver, 14204 NE Salmon Creek Avenue, Vancouver, WA 98686. Screening April 23, 2001 until position is filled.**

For additional information see:
http://www.vancouver.wsu.edu

WSU is an equal opportunity/affirmative action education and employer.

DIRECTOR
DIVISION OF CHEMISTRY

National Science Foundation
Arlington, VA

NSF's Directorate for Mathematical and Physical Sciences (MPS) seeks candidates for Director of its Division of Chemistry. The Division supports research and education in chemistry and closely related areas. Information about the Division's activities may be found at:

http://www.nsf.gov/mps/chem/start.htm.

Appointment to this Senior Executive Service position may be on a career basis, or on a 2-to-3 year limited term basis, with a salary range of $120,261 to $133,700. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions. Announcement S20010109, with position requirements and application procedures, is located on the NSF Home Page at http://www.nsf.gov/home/chart/work.htm#term. Applicants may also obtain the announcements by contacting the Executive Personnel and Development Branch on 703-292-8755 (Hearing impaired individuals may call TDD 703-292-8044). Applications must be received by May 15, 2001.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

Buffalo State
State University of New York

Health Educator

Full-time 12-month position, Weigel Health Center. Some evenings, weekends required. Develop, present, evaluate education programs. Participate in health center grants, collaborate with staff and faculty on health education and program planning, assist in training student volunteers.

Required Qualifications: Bachelor's degree in health education or related field/human services or similar disciplines. Skills in public speaking, program development and implementation. Computer skills (Power Point, Web-based application). Two years experience in educational programming. Ability to function as part of a team.

Preferred Qualifications: Master's degree in health education or public health. Experience in college health setting. Certified health education specialist.

Review of applications will begin March 23 and continue until the position is filled. Send letter of application, résumé, and names of 3 references to: Carolyn Kellogg, CSW, Weigel Health Center, Buffalo State College, 1300 Elmwood Avenue, Buffalo, New York 14222-1095.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

RICHLAND COLLEGE TEACHING ADMINISTRATOR HORTICULTURE

(Position No. 080102018)
$41,916/Minimum Annual Salary

Responsible for overall coordination of Horticulture Program. Instructional and administrative responsibilities include: teaching, class schedule and curriculum development, oversight of facilities, hiring adjunct faculty, collaboration with advisory committee members and local, state and national organizations relating to the horticulture industry.

Bachelor's degree required with formal education in fields such as business, interiorscape, florist, hoticulturist, ornamental landscape, turf management, landscape design and management. Computer skills required. At least five years related work experience in the horticulture industry required including demonstrated teaching experience. Official transcripts will be required.

FOR INFORMATION CALL RICHLAND COLLEGE
972/238-6240.
Deadline for all applications
(electronic/non-electronic is 5 p.m., 04/30/2001)

AN EQUAL OPPORTUNITY
AFFIRMATIVE ACTION EMPLOYER

ASU

ARIZONA STATE UNIVERSITY

COLLEGE OF EDUCATION

ASSISTANT/ASSOCIATE RESEARCH PROFESSIONAL
CENTER FOR BILINGUAL EDUCATION AND RESEARCH

The College of Education at Arizona State University seeks an Assistant or Associate Research Professional for the Center for Bilingual Education and Research. Successful candidate will be involved in matters of policy leadership, grant preparation and resource development. Responsibilities include: conducting and supervising research, workflow management; providing leadership to staff engaged in various R&D projects; also, facilitating collaboration with faculty members and groups with a stake in CBER projects; assist in the development and operation of tasks and projects in areas of interest to the Center and the College.

Required qualifications are: (a) an earned doctorate in a related discipline for Associate or ABD in a related field for Assistant: (b) demonstrate experience preparing research grants and conducting relevant research; (c) high level of English and Spanish language skills.

Desired qualifications include (a) experience conducting research in a K12 urban setting and/or experience at a research 1 university; (b) field based experience in funded projects; and (c) experience with research interests directly related to the interest of the Spanish speaking population in the U.S.

To apply, submit a letter of application, curriculum vita, and complete names, addresses and telephone numbers of (3) references to: **Josué M. González, Director, Center for Bilingual Education and Research, Arizona State University, PO Box 871511, Tempe, AZ 85287-1511** or fax to (480) 965-5164. Electronic documents may also be sent to: josue@asu.edu

The application deadline is April 15, 2001 or the 1st and 15th of each month thereafter until the position is filled. *AA/EOE.*

EDUCATION

COUNSELING / ACADEMIC ADVISING

Harper College Student Development has a full-time, tenure track counseling faculty position available. Duties include developmental and multicultural counseling, academic advising, teaching, and diversity education and programming. Experience and expertise with college counseling, high-risk populations, and working with diverse student populations such as students from under-represented racial/ethnic groups. Masters required in counseling or related field with a supervised counseling practicum. People of color and bilingual candidates are strongly encouraged to apply.

Harper College is a community College in the northwest suburbs of Chicago with an enrollment of over 20,000. Visit us at **www.harpercollege.com.** Send or e-mail resume and references to:

Harper College
Attn: Employment Specialist - C/AA
1200 W. Algonquin Rd., Palatine, IL 60067
E-mail: jobs@harper.cc.il.us

Harper College is an Equal Opportunity, Affirmative Action Employer, which encourages applications from women, minority group members, and persons with disabilities.

Daytona Beach
COMMUNITY COLLEGE

COMPUTER SCIENCE FACULTY DAY/EVENING

Full-time, 9 mo., tenure track faculty positions beginning 5/01. Bachelor's in Computer Science, Computer Information Systems, Engineering or related field and Master's degree with 18 grad hrs. in Computer Science or Information Systems req'd. Industry exp. in analysis/design/implementation of computer programs pref. Teaching exp. desired. MCP/MCSD/MOUS certified pref. Must be proficient in VB6.0, Visual C++, JAVA, Microsoft SQL, Oracle. Unix O.S. desired. Will be expected to keep current in computer languages, Operating Systems, appropriate software apps. Develop/maintain online courses for programming/networking/related courses. Application review begins immediately.

MEDICAL-SURGICAL NURSING INSTRUCTOR #793
CLINICAL NURSING INSTRUCTOR #741

Full-time, 9 mo., tenure track faculty positions resp. for clinical, classroom and campus lab instruction. Master's in Nursing and current active RN lic. (must be eligible for FL RN lic.) req'd. At least 2 yrs. relevant clinical exp. in med-surg nursing req'd. Clinical and teaching exp. pref. Must be committed to teaching excellence/possess strong commitment to Associate Degree Nursing Program. Good computer/communication skills, ability to maintain effective personal relationships w/students/colleagues/supervisors. Application review begins 4/01.

MATH FACULTY DAY/EVENING

Full-time, 9 mo., tenure track faculty positions beginning Fall 2001. Master's in Mathematics with 18 grad hrs. in Mathematics req'd. Teach 15 credit hours each Fall/Spring term. Teach courses in developmental and college credit for AA/AS students. Must be committed to teaching excellence/possess strong commitment to the community college mission. Application review begins 4/01.

All positions are open until filled. Probable appointment at Instructor to Associate Professor level with opportunities for summer teaching depending on enrollment. Salary range $30,600 to $43,500 with a comprehensive benefits package. Tenure/promotion dependent on portfolio. Pre-employment criminal background check required. Forward a letter of intent, current vitae, completed DBCC application, transcripts and at least three (3) professional references to:

DAYTONA BEACH
COMMUNITY COLLEGE
HUMAN RESOURCES
DEPARTMENT
1200 W. INTERNATIONAL
SPEEDWAY BOULEVARD
DAYTONA BEACH,
FLORIDA 32114
FAX: 904-254-4482
E-MAIL: jobs@dbcc.cc.fl.us
WEB:
https://www.dbcc.cc.fl.us

EQUAL ACCESS/EQUAL OPPORTUNITY EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

Northeastern
UNIVERSITY

Director of Communications

The Director of Communications is responsible for driving the development and implementation of an effective, consistent and comprehensive communications strategy to position Northeastern University as an academic leader, locally, regionally and nationally.

Northeastern University is a national research university that is student-centered, practice-oriented and urban. Currently, it is comprised of 13,783 full-time undergraduate students, 5,917 part-time undergraduate students, 2,075 full-time graduate students and 1,636 part-time graduate students.

We are seeking a seasoned communications professional who will serve as the University's primary official spokesperson, while managing a team of public relations professionals and the President's speechwriter. This individual is responsible for handling crisis communications, providing a structure that will support individual college's public relations needs, overseeing proactive media relations efforts and managing an external public relations agency.

The successful candidate must be a seasoned communications professional with core strength in public relations; experience in higher education and advertising is desirable. The candidate must have solid crisis communications and media relations experience. Exceptional relationship building and management skills coupled with sound judgment are required. Northeastern University embraces the wealth of diversity in their community. Experience in, or a demonstrated commitment to, working with a diverse staff or student population is essential.

Salary and benefits are competitive and commensurate with qualifications. Applicants should submit a letter of interest, resume, and names and telephone numbers of three references to: **Lisa Metropolis, The Ward Group, 8 Cedar Street, Woburn, MA 01801 or email to info@wardgrp.com**

Northeastern University is an Equal Opportunity/
Affirmative Action Title IX Employer.
Minorities, women and people with disabilities strongly encouraged to apply.

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University at Buffalo
The State University of New York

DEAN OF THE COLLEGE OF ARTS & SCIENCES

Salary Range: Compensation will be commensurate with experience.

Job Description/Qualifications: The University at Buffalo, The State University of New York, a major public research institution and a member of the AAU, invites nominations and applications for the position of Dean of the College of Arts and Sciences (CAS).

The Dean is responsible for academic, administrative and fiscal leadership of the College, and reports directly to the provost. The College currently provides programs leading to BA, BS, MA and PhD degrees in the disciplines represented by 26 departments and in a variety of interdisciplinary programs, centers and institutes. These programs involve 490 Faculty FTE, 7600 undergraduate students and 1700 graduate students with an annual budget of approximately $57M from all sources. The Search Committee is especially interested in candidates with vision, energy and the ability to work with diverse faculty and an administration committed to major improvements in academic standing and research posture.

Preferred candidates will:

- Have an earned doctorate or equivalent and be an established scholar of international repute with a record of scholarly achievement, teaching and service that would make them qualified for an appointment as full professor in one of the College's departments.
- Have administrative experience at the level of department chair or above.
- Have an understanding of emerging issues in education and research and an appreciation of the crucial role of the Arts and Sciences in a large and complex university with a full spectrum of professional schools.
- Have a commitment to the university's responsibility to promote Equal Opportunity and Affirmative Action, and a commitment to high standards of scholarship, teaching and service.
- Have the ability to acquire and develop funding from external sources.

The preferred starting date is August 1, 2001 or before. Review of applicants will begin immediately and will continue until the position is filled.

Applicants should submit curriculum vitae and a list of publications, four references (names, addresses, phone and FAX numbers, and e-mail addresses), and a letter outlining their views of the position and qualifications for it. The committee encourages nominations from third parties.

Send resume and cover letter to: Professor Bruce D. McCombe, Chair, College of Arts and Sciences Dean Search, University at Buffalo, The State University of New York, 810C Clemens Hall, Buffalo, NY 14260. **Fax number:** (716) 645-3888 **Email:** CAS-search@acsu.buffalo.edu

The University at Buffalo, is an Equal Opportunity/Affirmative Action employer/recruiter.

MARYMOUNT MANHATTAN COLLEGE

Marymount Manhattan College, a small liberal arts college in New York City, seeks to fill a tenure track position in English language arts/literacy development education at the assistant professor level. The position will begin September 1, 2001. The candidate, must have a doctorate in education and appropriate teaching experience and will be responsible for teaching the English Language Arts Curriculum courses and for providing leadership in integrating literacy development in courses throughout the teacher education programs.

Please send application letter, curriculum vitae and names of three references as soon as possible to:

Dr. Radhika Balakrishnan, Chair
Division of Social Sciences and Education
Marymount Manhattan College
221 East 71st Street
New York, New York 10021

We will accept applications until the position is filled.

MMC is an Affirmative Action/Equal Opportunity employer.

WESTERN CONNECTICUT STATE UNIVERSITY

Assistant Director of Financial Aid

Assists the Director in planning, directing, and coordinating the operation of the Financial Aid Office. The Assistant Director's duties include, but are not limited to, assisting with the development and management of financial aid information systems, including uploads and downloads of the data to and from other computer systems; processing and awarding of federal, state and institutional funds; coordinating deferments of tuition, fees, and room and board at the University; coordinating the efforts with students and the Cashier's Office.

Education and Experience: The successful candidate will have a Bachelor's degree and 2 years of professional financial aid experience, experience with financial aid management systems (Banner/SCT experience is preferred) and Federal EDE software.

Send letter of application, resume, and a list of three references by April 16, 2001 to: Ms. Nancy Barton, Director of Financial Aid, Western Connecticut State University, 181 White Street, Danbury, CT 06810.

WCSU is an AA/EEO Educator/Employer

San José State UNIVERSITY

Dean, College of Education

For information
call the Office of the Provost
(408) 924-2400

Full text of the position announcement is available on the SJSU Human Resources website at www.sjsu.edu/depts/HR/opp.htm

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FALL 2001 OPENINGS

SUNY Rockland is responding to the challenge of preparing students for today's competitive, technology-driven world. Located in Suffern, New York, 30 miles from New York City, the college is seeking new staff that can bring their professional expertise and enthusiasm to our dynamic educational endeavors.

FACULTY POSITIONS
Full Time - Tenure Track

- **English/Journalism**
- **Auto Technology**
- **CAD/Local Area Network**
- **Mathematics**
- **Computer Studies**
- **EMT/Paramedic**
- **Foreign Language**
- **Counselor**
- **Paralegal Lecturer (10 month)** *Non-tenure track*

Refer to our website for detailed job descriptions and required qualifications at
www.sunyrockland.edu

Please send resume with cover letter identifying academic discipline and or specialty to:
Attention: J. Howell
Associate Director of Human Resources

SUNY ROCKLAND Community College
145 College Road, Suffern, NY 10901-3699
An AA/EOE

WICHITA STATE UNIVERSITY

Director, Campus Recreation, Wichita State University. Primary responsibilities: Provide leadership, supervision, and management of the recreation programs offered at the WSU Heskett Center. Develop and manage million dollar budget. Serve as liaison to key units on campus, including athletics, dance, and Kinesiology and Sports Studies. Required qualifications: Master's degree in recreation, sports administration, physical education, student affairs administration, exercise science, or related field.; Minimum of five years full-time professional experience in recreation services or related field.; Successful supervisory experience; Successful experience with fiscal/budget management; Excellent communication and interpersonal skills; Successful experience with diverse populations; Commitment to diversity. Applications will be received until 5:00 p.m. CST on April 9, 2001. Send letter of application, resume, names of three professional references (include title, phone number, and email address) to:

Ms. Susan Ratz
Chair of Search Committee
1845 Fairmount
Wichita, KS 67260-0008

WSU is an EEO/AA employer.

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SDSU

Director, Housing and Residential Life

SAN DIEGO STATE UNIVERSITY

San Diego State University, founded in 1897, is one of 23 campuses of the California State University system. SDSU enrolls over 31,000 students and offers 151 Degree Programs. The campus employs approximately 2,050 full-time and part-time faculty members and 1,722 staff.

SDSU is located in San Diego, a vibrant and widely diverse city of over 1.2 million which offers exciting opportunities because of its emerging biotechnology and telecommunications community, its location on the border with Mexico and the Pacific Rim, and its culturally diverse community. Extensive opportunities for recreation, tourism, education and business have drawn a highly educated population. For additional information, please visit SDSU's Web site at http://www.sdsu.edu.

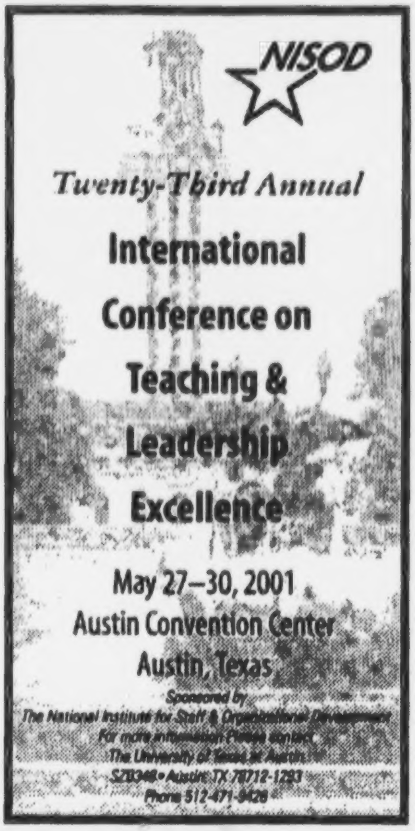
SDSU offers a variety of on campus housing choices with seven coed residence hall complexes accommodating approximately 2,800 students. Currently under construction are two six-story residence halls with a central dining commons, due for occupancy in Fall 2001. This complex will house 694 residents. The University maintains a professional staff working with residence hall students to develop a community concept within the housing facility to strengthen the student's educational experience at SDSU. Facilities are operated to enhance the educational, social and recreational opportunities available to each student.

The Director of Housing and Residential Life is responsible to the Vice President for Student Affairs and has a secondary reporting relationship to the Vice President for Business and Financial Affairs and finance resource management. The Director is responsible for the overall planning, organization, implementation, and supervision of all on and off-campus housing services, summer conferences, and the residence halls.

The successful candidate will have five to eight years Housing experience with at least four years at the Associate or Director level. Possession of a master's degree in a related field is required, doctorate preferred. Qualities should include outstanding leadership, business and communication skills with innovative ideas and the ability to work effectively with others. Must be open-minded, flexible and creative with proven success in housing programs.

APPLICATION PROCEDURES: Applicants should send a letter of application along with a resume listing three professional references to **San Diego State University, The Center for Human Resources (#1610), San Diego, CA 92182-1625 or email to: employ@mail.sdsu.edu.** Review of applications will begin on Monday, April 9, 2001 and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call **(619) 594-4646 or TDD number (619) 594-8075.**

SDSU is an Equal Opportunity Employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age, disability or veterans status.



NISOD

Twenty-Third Annual

International Conference on Teaching & Leadership Excellence

May 27–30, 2001
Austin Convention Center
Austin, Texas

Sponsored by
The National Institute for Staff & Organizational Development
For more information Please contact:
The University of Texas at Austin
SZB348 • Austin TX 78712-1293
Phone 512-471-9426

BROWN UNIVERSITY

CLASS CAMPAIGN OFFICERS

Development: The Brown University Development Office seeks qualified applicants for three (3) Class Campaign Officer positions. Reporting to the Executive Director of Class Campaigns, the incumbents will be responsible for organizing and leading major fundraising campaigns for two undergraduate reunion classes, focusing on developing and implementing comprehensive gift strategies for reunion prospects. BA/BS and five years' related experience or equivalent combination of education and experience required, along with ability to identify/solicit/cultivate/steward high-level donors & prospects, as well as ability to manage volunteers. Excellent communication skills and computer/ information management skills a must.
Job #D00374, D00375, and D00376

For the above position, please send your resume to Brown University, Human Resources, Box 1879, Job# _______, Providence, RI 02912

Brown University offers competitive pay and an excellent benefits package including health/dental insurance, generous retirement plan, superb recreational facilities, stimulating intellectual activities, and much more.

An Equal Opportunity/Affirmative Action Employer

[illegible] www.brown.edu

UNIVERSITY of WEST FLORIDA

Associate Vice President for Facilities Management

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Associate Vice President for Facilities Management.

Responsibilities: The position reports to the Vice President for Administrative Affairs, and serves as the chief facilities and operations officer of the University, providing leadership and directing the areas of facilities planning and design, facilities operations and maintenance, environmental health and safety, utilities, campus master planning, project program development, architecture and engineering design, construction, and overseeing the development of the annual capital budget planning and long-term capital process.

Qualifications: Minimum qualifications are a master's degree in architecture, urban planning, construction management, or related technical field, with doctorate preferred, and seven years of experience as a senior level administrator with a record of proven and progressively responsible experience in strategic facilities planning, facilities planning, construction management, facilities operations, and organizational skills in a higher education environment; or a bachelor's degree in architecture, urban planning, construction management, or related technical field and nine years of experience as noted above. Additional consideration will be given to candidates with private sector construction industry management experience.

Salary: The salary will be competitive.

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

cover letter summarizing qualifications, detailed resume; and name, mailing address, e-mail address, and telephone number for 3 - 5 professional references.

Deadline is April 27, 2001. Desired starting date is June 1, 2001.

Send application to:

Dr. Cornelius Wooten
Vice President Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/
Affirmative Action Employer

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BOWLING GREEN STATE UNIVERSITY

The premier learning community in Ohio and one of the best in the nation seeks nominations and applications for the position of:

DIRECTOR OF THE PRESIDENT'S LEADERSHIP ACADEMY

Bowling Green State University (BGSU) invites applications and nominations for the position of Director of the President's Leadership Academy (PLA). As a state-assisted doctoral degree granting institution enrolling 19,000 students (approximately 16,000 undergraduates and 3,000 graduate students) with a strong enrollment profile, BGSU is located in Bowling Green, Ohio (population 25,000), 27 miles south of Toledo, 120 miles from Cleveland, and 150 miles from Columbus, the state capital. The University is highly residential with approximately 7,000 students living on campus. Founded in 1997 by BGSU President Sidney Ribeau, the PLA was established to prepare the Academy's students to make meaningful contributions to society and develop their leadership skills for the benefit of the campus as well as the larger community. Reporting to the Office of the President, the Director of the PLA is responsible for the recruitment, retention and holistic development of students admitted to the program. Additionally, the Director should exemplify the attributes of leadership which characterize the academy.

Duties and Responsibilities: The Director of the President's Leadership Academy is responsible for: designing and implementing the curricular and co-curricular and on and off campus programming for the four-year emerging through advanced leadership development program; partnering with college deans, campus faculty and staff, school districts, community and business leaders; and teaching a leadership development course for the Academy. Additionally, the Director of the PLA is responsible for: the development of internship and service learning opportunities for students in the Leadership Academy; outreach to local and regional high schools in an effort to recruit new students into the PLA; and the coordination of scholarship programs for Leadership Academy students working with the Office of Financial Aid, the Office of Admissions and the Division of University Advancement. Finally, in conjunction with the university advancement staff, the Director of the PLA is responsible for the preparation of grants and the identification of other funding sources for the leadership academy's programs.

Qualifications: In identifying qualified candidates, the University seeks a leader with the following proven qualifications: a master's degree in an appropriate area; knowledge of student development theory; a minimum of five years of appropriate professional experience in leadership development programming; an awareness of strategic planning and assessment principles; an appreciation for diverse populations; and an unyielding intellectual curiosity. The successful candidate must possess an administrative style that is open and collegial, and a proven willingness and capacity to work in a collaborative manner with all of the university's internal and external constituencies.

Possessing a strong commitment to values exploration, character development, civic engagement and ethical leadership, the successful candidate is an individual whose values encompass: integrity, advocacy for lifelong learning, the promotion of personal and professional development and the discovery of new ideas. Ultimately, the successful candidate is an individual with the vision, expertise and experience to further develop and lead this comprehensive leadership program, building upon the traditions of excellence at BGSU, and mirroring the vision of the University...*to become the premier learning community in Ohio and one of the best in the nation.*

Application Procedures: BGSU seeks to fill this position as soon as possible. Review of candidate credentials will begin immediately and continue until finalists are identified for campus interviews. Interested individuals should send: a letter of interest which addresses the above stated requirements and qualifications; a current resume and the names, titles, addresses and telephone numbers of 3-5 references who can assess the candidate's qualifications for this position. Nominations and applications should be addressed or faxed to:

Director of President's Leadership Academy Search Committee
C/o Dr. Eileen G. Sullivan, Executive Assistant to the President & Policy Analyst
Office of the President
220 McFall Center
Bowling Green State University
Bowling Green, OH 43403
(419) 372-0467 (Phone)
(419) 372-6050 (Fax)
gsanson@bgnet.bgsu.edu (Internet)

Bowling Green State University is an affirmative action equal opportunity employer and encourages applications from women, minorities, veterans, and persons with disabilities.

Bowling Green State University aspires to become the premier learning community in Ohio and one of the best in the nation. Through the interdependence of teaching, learning, scholarship and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

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- Spanish Instructor
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UNIVERSITY of WISCONSIN
UWMILWAUKEE

General Information: UWM houses 2,200 single residents in 3 high-rise towers and graduate student apartments. The effort is supported by 8 administrators and 200 civil service and student employees on a $64 million budget. For more information about UWM and the Department of Residence Life, please visit our web site at: http://aux.uwm.edu/sandburg/

Responsibilities: Create a resident society of diverse individuals and provide support services for them to adjust to campus life, realize personal growth, handle increasing responsibilities, develop social skills, and enjoy their experience.

Duties Include: The Student Services Program Manager position is a twelve-month, live-in professional position responsible for the management of a specific area within the entire residence hall complex. This includes the selection, training, supervision, and evaluation of the Housefellow staff. The Student Services Program Manager is also responsible for the development and coordination of programmatic areas within the entire complex, which include the following: Academic Enhancement Programs, Social/Student Development, Fitness/Health Programs, and Staff Training/Development. The Student Services Program Manager will also supervise residents and staff in related duties within the Department. The Student Services Program Manager is expected to support and enforce University and residence hall guidelines, and to share in the on-call duties and evening hours as assigned.

Requirements: Master's Degree preferred, Bachelor's Degree in a relevant field required. Minimum of two years of full-time residential program experience. Large halls experience preferred. Must demonstrate supervision, management and counseling skills and possess a commitment to student development and academic success.

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Application Schedule: Applications must be postmarked by April 10, 2001 Anticipated Start Date: July 1, 2001

The names of those nominees and applicants who have not requested that their identity be withheld and the names of all finalists will be released upon request.

Please send cover letter, resume and names of three references to:

Rebecca L. Durkin, Assistant Director
Department of Residence Life
University of Wisconsin-Milwaukee
3400 N. Maryland Ave.
Milwaukee, WI 53211-2593

Questions call: Joanne Ambrus
Telephone: 414/229-6589
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Inquiries, applications and nominations should be directed in confidence to: John Isaacson, Managing Director, or Barbara R. Stevens, Vice President and Director; Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, MA 02116. Email: jisaacson@imsearch.com or bstevens@imsearch.com

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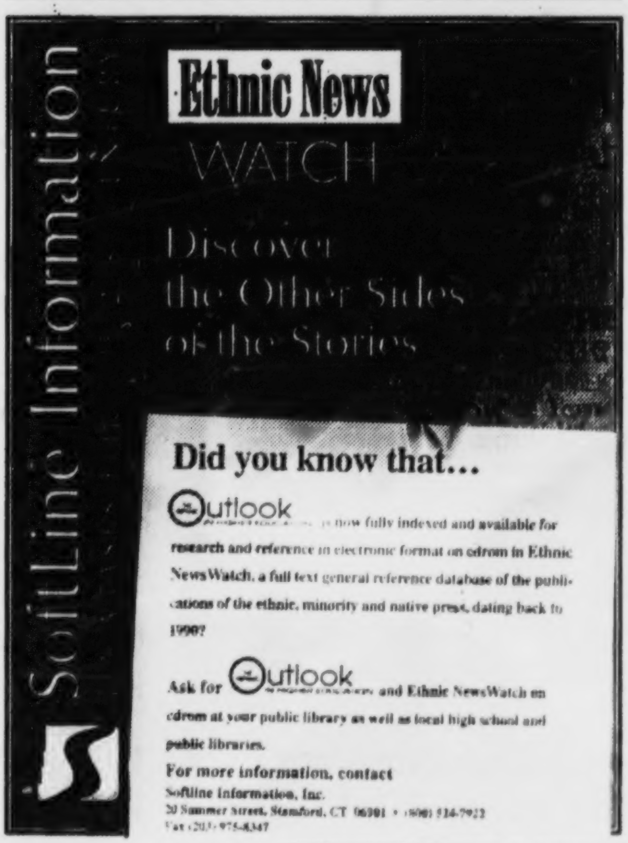

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University of California, Berkeley

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Responsibilities include initiating, writing and supervising grant proposals and reports to university, government, foundation and private funding sources; hiring and general supervision of and coordination of Center administrative staff; and communication with the faculty executive committee.

The successful applicant must show evidence of success at raising scholarly and academic funds from government agencies, foundations and/or private sources as well as administrative skill and experience. Applicants are normally expected to have an advanced degree in a field relevant to the Center's program in Latin American Studies and must have advance competence in at least one of the major languages of the region. Excellent writing skills are essential.

The position will be full time with an annual salary range of $53,608-$71,252. Depending on experience and qualifications.

Applicants should submit a letter of application accompanied by a current curriculum vitae and names/addresses of three references by April 15, 2001 to:

Professor Lydia Chavez
Center for Latin American Studies
University of California, Berkeley
2334 Bowditch St.
Berkeley, CA 94720-2312

Or send an email to:
lcha@uclink.berkeley.edu
cc: diony@uclink4.berkeley.edu

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¡PUNTO FINAL!

SAYING WHAT YOU MEAN, MEANING WHAT YOU SAY

Professor of communication and associate VPAA at UTEP, Dr. Henry T. Ingle directs the campus technology planning and distance learning efforts, chairs the Hispanic Caucus of AAHE, and worked this past year with the Hispanic Caucus Institute of the U.S. Congress as education sector moderator for the Congressional Hispanic Policy Issues Summit in Washington, D.C. He holds a Ph.D. from Stanford, an M.S. in telecommunications media from Syracuse University, and a B.A. from UTEP.

From its very beginnings, America has wrestled *mano a mano* with the moral, ethical, and socioeconomic challenges of diversity and the inconsistencies of the "melting pot" philosophy.

The awkward use of the terms "minority" and "majority" to characterize population groups in the U.S. is no longer appropriate. This "plus and minus" terminology has outlived its usefulness. "Minority" population enclaves are the new "majority" population in many congressional districts across the country.

Concern for diversity has shifted to a new imperative promulgated by the quantum leap in the country's immigrant populations and a perceived need to offer them high quality educational opportunities.

The situation challenges America's colleges and universities, which have not often of late moved from cultural pluralism and diversity as a theoretical construct to implement the practices that can make it a working reality. While lending verbal support to affirmative action and espousing tolerance and appreciation of cultural diversity and pluralism in the posting of new faculty and staff positions, higher education, more often than not, has fallen far short in delivering on the expectations aroused. "Saying what they mean, and meaning what they say," or "walking the talk," has become higher ed's Pandora's box in terms of of diversity, cultural pluralism, and tolerance.

A strikingly different demographic profile is emerging from the K-12 educational pipeline across the nation, a more racially and culturally diverse population that education historically has not been too successful at educating. More workable approaches to this diversity will be required. Promising new planning and evaluation approaches are surfacing.

A three-stage iterative process is called for: (1) making and sticking to a commitment to change; (2) taking appropriate ownership of and actions to direct the change by doing the things that have to be done; and in the process, (3) learning and reflecting from doing what has to be done.

Essential ingredients include: knowledge ("what-to-do" and "why-to-do" behaviors and attitudes); skills ("how-to-do" processes and behaviors); and desire and commitment ("want-to-do" behaviors and attitudes). These skills manifest themselves over time as outcomes in the form of new, more effective habits across a campus.

The process requires higher education to ask a question many still can't answer: What would a campus that is both espousing and practicing diversity look like? What are the actual benchmarks for achieving our vision? Benchmarking in this context is the process of evaluating campus operations, policies, and practices to pinpoint weaknesses in the diversity area and then to help identify, study, and imitate or model the behaviors of organizations that excel in those areas. Working in this manner, campuses can catapult themselves ahead of their current dilemma and situation–perhaps even surpass the "benchmarks for diversity." Specialists in promoting cultural pluralism have identified seven critical performance indicators for the organizing process and the transformation. They include:

1. Student body profiles–numeric and qualitative–that speak to conditions and resources the campus provides for the success of all students, in particular those from diverse backgrounds.
2. Faculty and staff diversity profiles–descriptive numeric and qualitative data on faculty, administrators, and staff (permanent and temporary, part-time and full-time, tenured and nontenured).
3. Quality of the interaction between/among members of the campus communities and the academic programs.
4. Degree of "synchronization" of student values and perspectives with the institutional norms, behaviors, mission, goals and faculty.
5. Articulated commitment that all educational campus programs work collaboratively to educate all students about the full range of diversity issues and concerns that characterize modern societies.
6. Campus policies, procedures and practices for dealing with diversity conflicts on campus across students, faculty, administrators, and staff.
7. Institutional efforts to clarify perceived conflict between diversity and educational quality or excellence as operating campus assumptions, policies, and practices.

To me, these seven areas offer a conceptual framework for diversity accountability and for options for creating a continuum along which a campus can rank its progress.

And in the process, campuses can learn to say what they mean, and mean what they say!

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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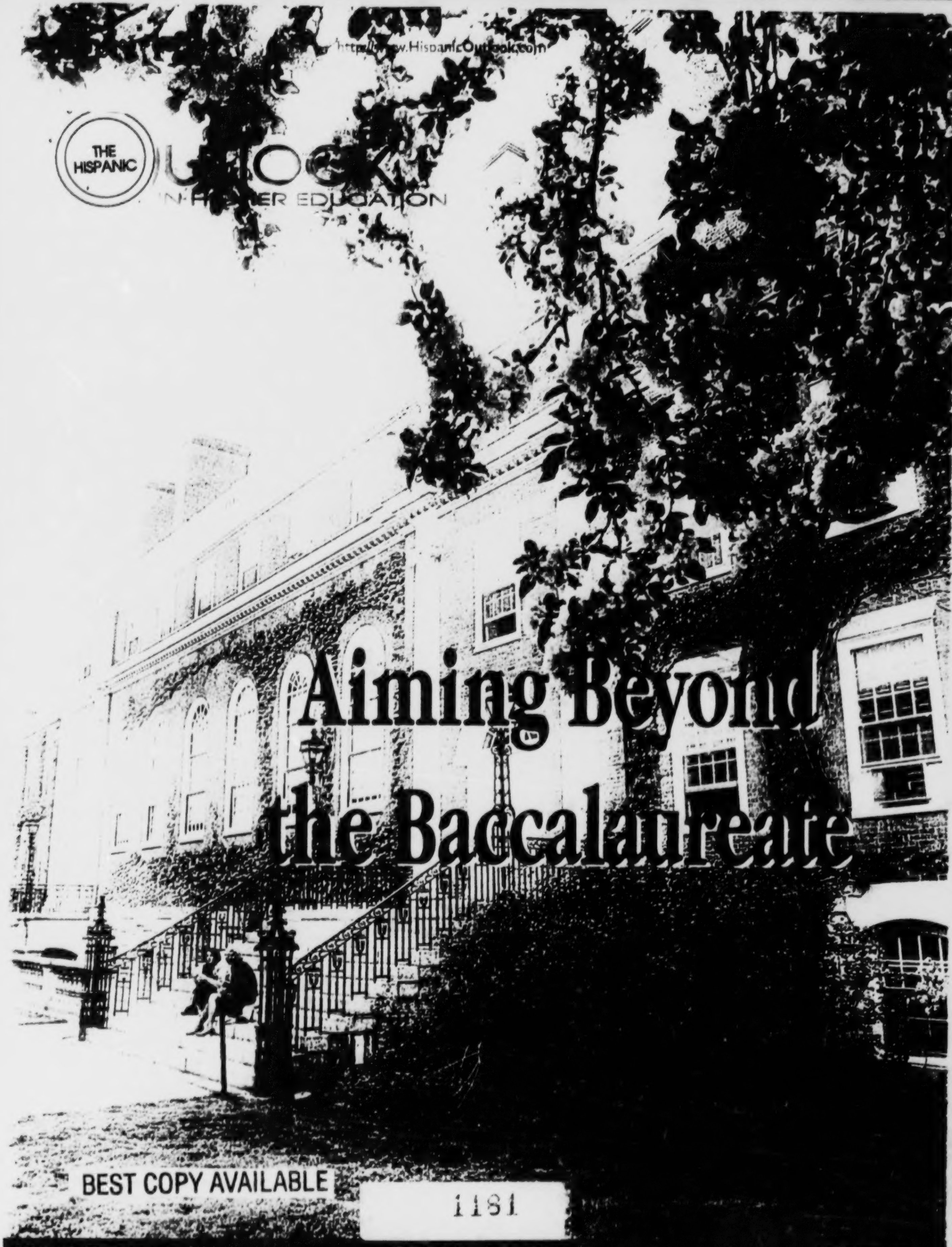

Aiming Beyond the Baccalaureate

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Rockefeller Bros. Fund

PhD Project

SARAH WEDDINGTON

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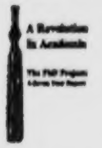
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A CAPITOL VIEW

Graduate Education and Teachers

BY GUSTAVO A. MELLANDER

"Two million, two million." How many times did we hear those words from former Secretary of Education Richard Riley? What was he talking about? Quite simply, it was his estimate of how many new teachers will be needed over the next ten years.

That's a high number. Some have quibbled with his estimate, but most agree that an enormous shortage of teachers looms on the horizon.

Why is that? There are at least three reasons: demographics; increasing enrollments, especially in K-12, which, in the fullness of time, will lead to increased enrollments in higher education; and, finally, normal attrition.

Demographics

America's teachers and professors are aging. A large percentage, nationwide, are in their mid-50s. All those who entered teaching in the late 1960s and 1970s and stayed have either retired or soon will. Many retire at the age of 60. Very few work beyond 65.

Enrollments

The baby boomers, those born between 1948 and 1965, who changed America in so many ways, have yet a few more roles to play. The U.S. Census Bureau estimates that seven Americans turn 50 every minute. That's a cute way of saying that more than 10,000 baby boomers turn 50 every day.

Some are retiring early but wish to remain active. They are seeking further education for second careers or for an enhanced retirement. Their enormous numbers will affect higher education in the years ahead. Others either married late or started second families. Their children are now in our middle schools.

Secondly, the recent wave of immigrants has been young. Many came with children and continued to have large families. Their children are already in our elementary schools.

Attrition

Education has long been a high-attrition profession. Society's diminished appreciation of teachers has added to why so many leave the profession. In some school districts, a full three out of every five teachers leave not only that district but teaching itself within three years. Only those who have actually taught understand and appreciate the daily stresses and frustrations of teaching.

Meeting the Demand

The classified ads in *The Chronicle of Higher Education* and in our own publication reveal an ever-increasing number of teaching vacancies. Disciplines such as history, which had very few full-time openings for decades, now list multiple vacancies in state after state.

How does graduate education address society's needs for more teachers? In the past, many schools of education created their own world and produced K-12 teachers. They were heavy on methodology and theory and all too often weak on the subject material their students were going to teach. Watered-down courses such as "Math for Teachers," etc., cluttered many a curriculum. Many graduated ill-prepared to teach their subject matter.

But that has been changing. Many schools of education have become graduate schools and offer education courses only to students who have a baccalaureate in a discipline and want to teach. Some universities have established five-year programs to meet that goal.

Those still offering a bachelor's in education have strengthened their teaching discipline requirements. Students complete their core teaching courses in other parts of the university. The combination of teaching techniques, learning theories, practicums, and a solid introduction to their teaching disciplines is preparing a whole generation of teachers better than ever before. There is reason to be hopeful and optimistic.

College Teaching

In the past, college teachers came from the arts and sciences side of the nation's colleges and universities. They were trained in their discipline. Period. No attention was given to teaching as a skill to be learned. Education courses and theories were ridiculed and disparaged. Students acquired the prejudices and absorbed the age-honored ignorance of their professors.

Later, many a hapless college student struggled with newly minted "teachers." Teachers "who knew their subject matter but could not teach." How could they? They were never taught to teach. Many never had any instruction on how to teach all the way through their Ph.D. studies. Later, when lost in their classrooms, they dared not seek help on how to teach because they had been conditioned to disparage education realities.

Their students suffered year after year. Eventually some, by "hit and miss," became effective teachers. But think of all those wasted years and ill-served students. And of those–you fill in the names–who never did learn how teach.

The Future

The learning of a discipline in detail is important, indeed the essential first step, to being a good teacher. But one must also learn how to impart that knowledge to others. It is not a matter of parroting what one has learned, using one's old class notes, or outlining a book.

In the past, both schools of education and arts and sciences colleges were wrong in their narrow approach to training teachers. This is so obvious, it is painful to note that some "still don't get it." We should take the best from both worlds and graduate knowledgeable and skilled teachers.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

¡Hola!

Having the title Professor or Dr. precede one's name is an indication of academic distinction, or celebrity, if you will. Generally, your credentials stand above those of more junior professors, instructors, adjuncts, and TAs. For the most part, being "Professor" means you have successfully defended your dissertation, paid your dues, and assiduously gone through the ranks. Surviving a Ph.D. program is an important step that most professors-in-training must endure and complete. As one of our articles suggests, it's the "union card" for those seeking a career in academia.

Several articles in this issue discuss how Hispanics fare in doctoral programs, how many more are pursuing Ph.D.s, and what some of the concerns are. One issue is the reported decline in Hispanic numbers among Ph.D.s. Statistics show that while in the last 40 years, the increase in doctorates has averaged 3.8 percent per year, Hispanics represented the one minority group that registered a decrease in 1999.

Sixteen percent of all doctorates in 1999 went to students of color. Will Latinas/os do better in this category? Earning a Ph.D. might not be a goal that many aspire to. And depending on one's career choice, it might not even be necessary, nor should it be expected–although it's certainly an impressive and respected entry on a CV. In an age when stories of people successfully climbing the career ladder with only a high school diploma and hard work (and perhaps the blessing of a *padrino*) are seldom heard, one can't ignore the increasing emphasis placed on official credentials. More often than not in the professional world, traditional experience can't hold a candle to accredited knowledge. Something to think about.

In the next issue, we'll feature articles on the minority graduation gap, a new "national report card" that ranks each state, and the potential pitfalls of standardized testing.

Hasta la próxima,

M. Seisacent

Editor's Note

One of our readers missed our original correction regarding an error an article about the Ivy League schools in the October 9, 2000, issue. He writes, "We can all make mistakes. My students are confused about your non-response. To maintain validity as a publication, you **must** print a retraction."

Excerpt from the December 4, 2000 issue correction box.

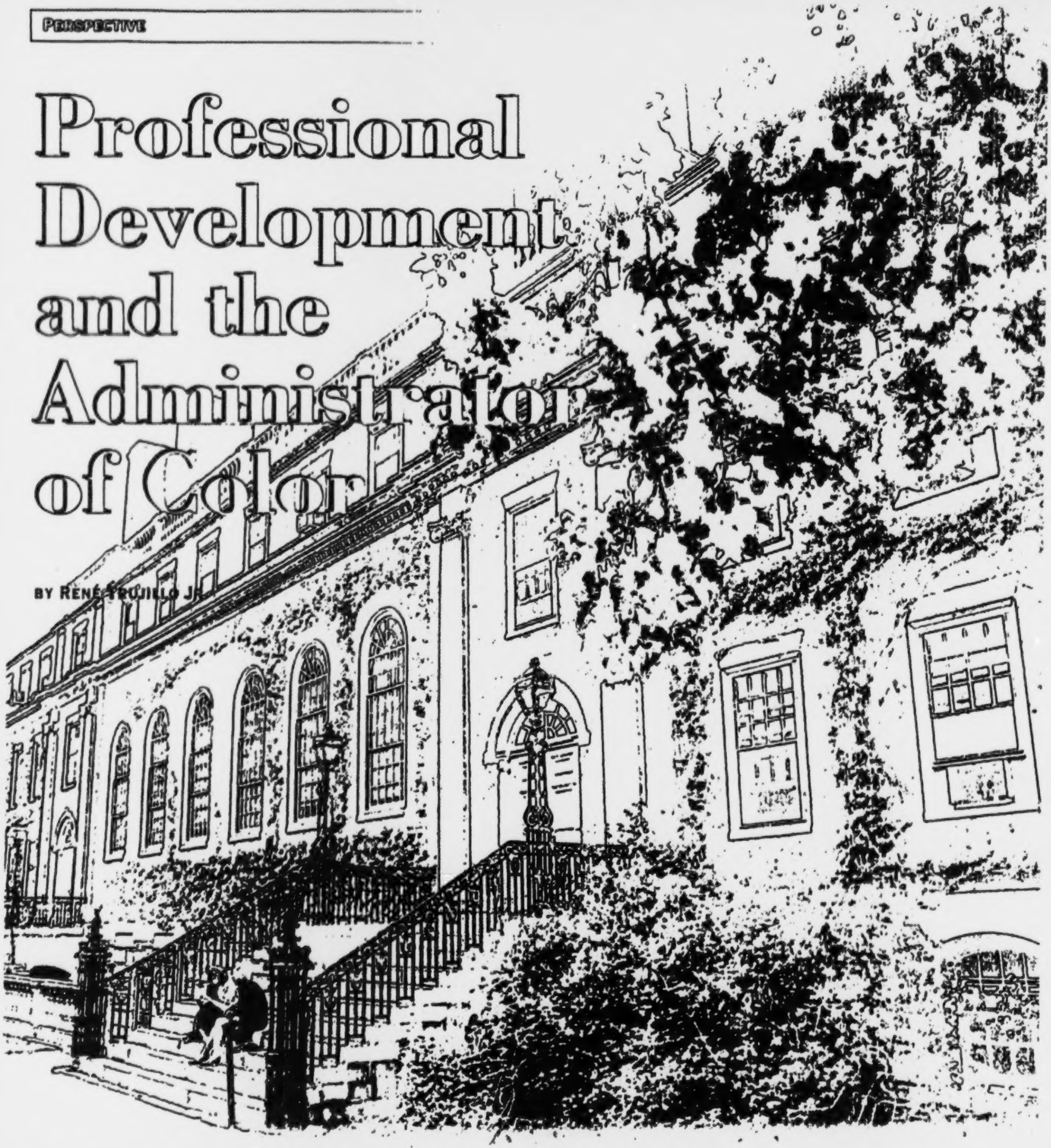
Two thoughtful readers from Van Nuys, California, and Newark, New Jersey, wrote to HO to express their "dismay," "agitation," and "nervousness" over our erroneous inclusion of MIT, Stanford, and the University of Chicago among the Ivy League Schools in our October 9 issue. Our reaction was much the same.

There are only eight institutions that comprise the Ivy League, which, in fact, started out as a football consortium with only four schools–Harvard, Yale, Princeton, and Cornell. Columbia, Brown, Dartmouth College, and the University of Pennsylvania are the other four....

Our apologies to our readers and the three institutions, whose sterling reputations need no enhancement.

Professional Development and the Administrator of Color

BY RENÉ TRUJILLO JR.



The value of professional development is rarely challenged. What could be better for staff morale and development than a week of reflection and interactive study away from the daily fires and chaos of the office?

While particular programs are deemed better or worse than others, most of us have an almost unassailable belief in the benefits of professional development both for the individuals involved–who gain insight into their practices–and the institutions that sponsor their participation. Given this faith, it is difficult to understand why so few administrators of color participate in the most significant programs available throughout the country.

Participation of Black administrators appears to be on the rise at programs such as the Management Development Program offered by

BEST COPY AVAILABLE

the Harvard Institutes for Higher Education, but other groups–primarily Latino, Asian, and Native American–still lag behind in attendance, despite recruitment efforts.

I was fortunate as an administrator at the National Hispanic University (NHU) to receive the institutional support necessary to attend Harvard's program. NHU's provost/academic vice president, to whom I reported, had been a community college president and had attended a similar professional development program at the Harvard Graduate School of Education. Although he was personally very pleased with his experience and encouraged me to apply, he also warned me that I would not see many people like me. Very few Latinos attended the program, and he predicted that the same would be true in my case. He told me that the folks at Harvard seemed to be recruiting from our ranks in earnest, but that the results were less than satisfying. We discussed the dynamics of this frustrating and all-too-common scenario.

If quality programs in professional development are generally considered worthwhile, what barriers exist for administrators of color? The answer is complex, having to do with the status and presence of people of color in university administration.

Though progress has been made in their recruitment and retention, people of color are still underrepresented in the administrative ranks of colleges and universities. A handful of minorities in those roles find they are asked to carry a disproportionate burden of service. In addition to their regular duties, they may serve as role models, mentors, and recruiters for other members of the college community. Many welcome these opportunities, but the heavy reliance on their day-to-day presence on campus often prevents them from attending lengthy development programs off campus.

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Though progress has been made in their recruitment and retention, people of color are still underrepresented in the administrative ranks of colleges and universities.

Because administrators of color still predominantly serve in middle management, they must contend with layers of bureaucracy before getting approval to attend professional development programs. Most middle managers do not have direct access to the president and must depend on their supervisor–a dean, associate vice president, or provost–for both individual approval and a recommendation to the president. The bureaucracy barrier alone might dissuade even the most aggressive administrator.

Notwithstanding the strides made in certain areas and by certain groups, all administrators of color still face unfortunate obstacles to engaging in meaningful professional development activities.

These barriers to participation–though significant–must be overcome if administrators of color are to realize the benefits. Professional development experiences can be all that the glossy marketing brochures promise. Rigorous and of high quality, they expose participants to top researchers and best practices. Participants gain a sense of the interrelatedness of university functions and how to work within (or redefine) institutional constraints more creatively and effectively. Through regular interaction with colleagues from throughout the country, participants also gain new insights about their own leadership styles and the workings of their administrative units.

The faculty engages each participant and challenges all to evaluate goals and strategies for themselves and their institutions. The old adage–"we've always done it that way"–is examined both within the context of institutional history and the confines of regimented and sometimes outdated thinking. All of this and more are offered to the participant in an environment that is safe from what are sometimes treacherous political environments at their home institutions. This tends to make the exchange of ideas freer and promotes creative resolution of intransigent problems.

Finally, but perhaps most importantly, there is the opportunity to forge lasting relationships with colleagues who may become lifelong resources. Given the precarious position of many administrators, the advantages of such opportunities should not be taken lightly.

We must personally encourage all administrators–but particularly administrators of color–to take advantage of these opportunities, and we must work with our institutions to support such experiences. The success of such endeavors depends on an appreciation that both the individual and institution will benefit, recognition of barriers to participation, and a genuine commitment to overcome them.

René Trujillo Jr., Ph.D., is the former associate provost of curriculum and assessment at The National Hispanic University and a member of the Leadership Development Initiative (LDI) Advisory Board organized by the Harvard Institutes for Higher Education. Made possible by the generous support of the Plan for Social Excellence, LDI activities are designed to increase professional development opportunities for higher education administrators of color.

THE RESEARCH CONNECTION

HSIs: A Solid Piece of the Pipeline

HISPANICS AND DOCTORATES

BY MICHELLE ADAM

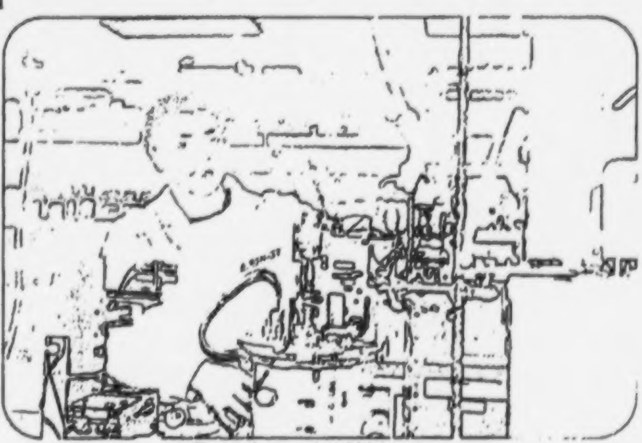
It is common knowledge that Hispanics are underrepresented in undergraduate education, although their numbers are growing at a rate much faster than those of any other minority group nationwide. Between 1976 and 1996, the number of enrolled Hispanics increased 202 percent, compared with only 13 percent for Whites and 44 for Blacks, yet Hispanics still made up only 10 percent of undergraduate degree recipients in 1996.

Take a look at the highest levels of academia, at doctoral programs, and the figures are even more daunting. According to *The Digest of Education Statistics 1999*, only 1,098 of 45,394 doctorates–exactly 1.8 percent–went to Hispanics between 1996 and 1997. And in subject areas where Hispanics were lowest in numbers–math, science, and engineering–the figures drop further.

From 1996 to 1997, only 18 Latinos of 1,174 students obtained a doctorate in math; only 65 out of 4,474, in physical sciences and science technologies; and only 91 out of 6,201, in engineering.

Nearly half of all doctorates received in these fields during that time went to overseas students. For example, of 6,201 Ph.Ds in engineering, 3,006 were earned by foreign students. It is these kinds of statistics that have given rise to efforts to increase the number of U.S. citizens obtaining Ph.Ds, and especially the large pool of minorities most underrepresented as doctorate-holding researchers in science, math, and engineering.

With the support of national programs through such entities as the National Science Foundation (NSF) and the National Institutes of Health (NIH), high-level research institutions have been pushing extra hard to bring more Hispanics into doctoral research programs.

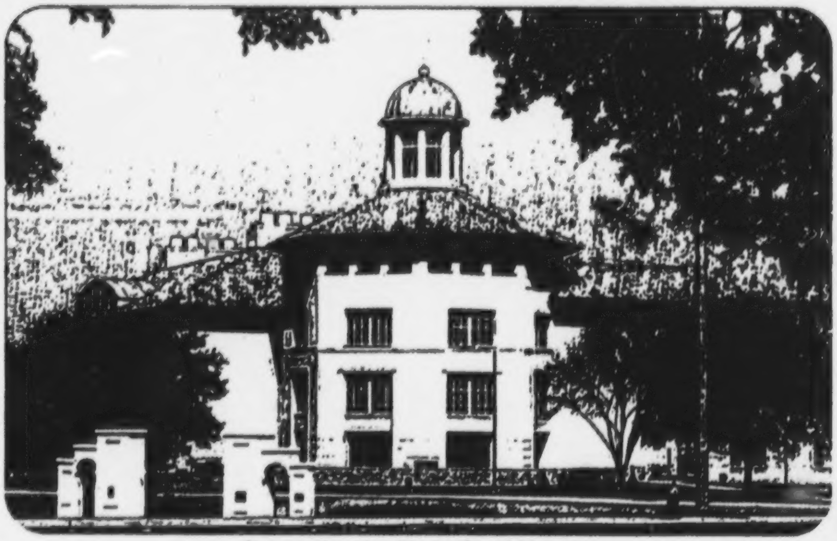


Florida International University

University of Miami

The Hispanic Outlook investigated those institutions that are both high-level research institutions, according to the Carnegie classifications, and Hispanic Serving Institutions, HSIs, labeled as such under the White House Initiative on Educational Excellence for Hispanic Americans. An HSI is any college or university serving a student population that is 25 percent or more Hispanic. Among schools considered Carnegie-classified research institutions are those that offer a full range of baccalaureate programs and are committed to graduate education through the doctorate, giving a high priority to research. These institutions award 50 or more Ph.Ds each year, with the Doctoral/Research Universities-Extensive category receiving $40 million or more in federal support each year, and the Intensive receiving between $155 to $40 million annually.

According to our findings, only four HSIs within the mainland United States are also considered high-level research universities–University of Miami, New Mexico State University, University of New Mexico, and Florida International University. While we looked at other quite reputable non-HSI Carnegie Research Universities, which serve a fair number of Hispanics—such as University of California-Los Angeles—we focused primarily on HSIs to see what large populations of Hispanics gained from learning at a large research institution. What we discovered as well was how these students have benefited from national programs and funds currently targeting such universities.



Skeen Hall at New Mexico State University

New Mexico State University

New Mexico State University in Las Cruces, New Mexico, is an example. This land-grant institution is classified as both a Carnegie Doctoral/Research University-Extensive and an HSI, with 24 doctoral programs limited primarily to agriculture, education, engineering, and the sciences. With 39 percent of its 15,449 students being Hispanic, the University specifically benefits from programs and funding provided by NSF, NIH, and NASA.

To draw more Hispanic and minority students into research-level programs, New Mexico State University, in a manner similar to that of other universities, encourages undergraduates to take part in research projects in order to attract more of its minority students to graduate school. Because of national concerns about underrepresentation in research, the University is able to work in conjunction with national programs that stimulate greater production of Hispanic Ph.D.s.

New Mexico State University Professor Elba Serrano (l.) supervises a student researcher

"We have strong research programs in all our academic areas. And our research programs employ a lot of our students," said Gary Cunningham, vice president of research. "We make efforts to recruit Hispanic students into this."

"The problem everywhere," noted Cunningham, "is getting minority students to stay on as graduate students. What happens primarily is we get these students interested in research at the undergraduate level, and then we send them somewhere else to do graduate-level work. We have a program where we pay students [Hispanic and other minority students especially] to go to graduate school somewhere so they can come back as faculty."

What Cunningham and others have witnessed is that Hispanic students, traditionally more interested in liberal arts and social sciences, have become, in the past few years, more interested in engineering, physical sciences, and mathematics. Thanks to their exposure to research and their growing interest in science, it is now difficult to tell one ethnic group from another in terms of academic discipline. "There are a variety of majors across all ethnic groups," said Cunningham.

Glen Kuehn, biochemistry professor and director of NIH programs at NMSU for the past 26 years, has personally helped move minorities, and especially Hispanics, through Ph.D.s in science. During this time, 70 to 73 Ph.D.s in science have been earned by minorities who were undergraduates of NMSU. "Those numbers are modest, but are yet the best around," he said. "I bet we are among the top three."

Kuehn credits these statistics to the Minorities Biomedical Research Program and the Minorities Access to Research Careers Program, two programs that have helped bring minorities into science as research scientists. As undergraduates, these students are paid to work in research groups with a total of 15 to 20 graduate professors. "When they are done with undergraduate work, they are very well trained," said Kuehn. "Most can enter a graduate program at any place and begin contributing easily." Nearly one half of all undergraduates who continue on to graduate school are then sent to other institutions, fully paid, so that they can return as faculty to NMSU (Hispanic faculty in these research fields are hard to find, said Cunningham). Whether they undergo graduate research work at NMSU or not, the fact that their research programs are strong and available to undergraduates increases the chances of producing more minority Ph.D.s.

The success stories remain vivid for Kuehn. One student, Eduardo Dávila, came to NMSU with a switchblade in his boots, tattoos on his arms, and a recent stint at a reform school for street gang activities. He was one of many who were paid to work in research as an undergraduate, specifically in biochemistry. Turned on by the work, Dávila not only graduated, but is now married, has children, and is working on two graduate degrees at Mayo Graduate School in Rochester, Minnesota. He is pursuing a medical doctorate and Ph.D.

Said Kuehn, "I've always maintained that research is a great equalizer. You are both working together to create a solution. Students finally see that they are in an environment where they can contribute and they are equal."

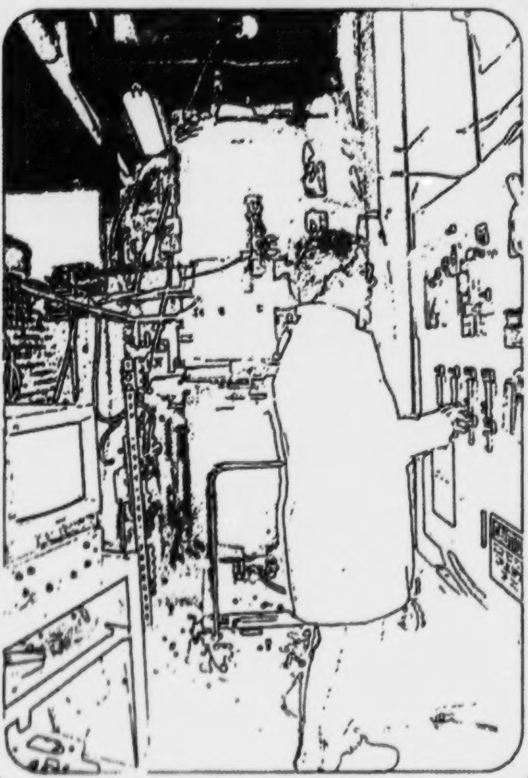
Florida International University

Like NMSU, Florida International University, recently named a Carnegie research institution, has made much effort to bring more minority students into research. Since the school maintains a population of 55 percent Hispanics among approximately 32,000 students, the University is an ideal place for this population to be exposed to research-level work. Graduate-level research programs are available to undergraduate students throughout the campus, but one place where minority students are especially exposed to top-level research is at the University's Hemispheric Center for Environmental Technology.

The Center was launched by the Department of Energy six years ago under the directorship of Ali Ebadian, who, in collaboration with the DOE, is hiring undergraduates and graduates to conduct research and development for DOE projects. "I always had the vision to create a center to give students more hands-on experience dealing with businesses and research," said Ebadian. "DOE realized there was a tremendous potential in the international aspect of our university."

In an address to the school's graduates in 1999, then-Secretary of Energy Bill Richardson himself emphasized the importance of building upon FIU's predominantly minority student population in research. "The energy needs in Central and South America are expected to double in the next 20 years. FIU is excellent because it focuses on science, engineering, and research domestically as well as internationally," he said.

One hundred students–about 65 percent Hispanic and 20 percent African American–are hired by the Center each year. They become involved in hands-on research and development and meet with clients from the onset of projects. The Center works with multiple federal agencies, and, depending on the disciplines of individual students, they work in such areas as the environment, information technology, and energy. Students are exposed to national conferences and work alongside faculty from throughout the campus, who provide ongoing mentoring.



Florida International University lab controls

While many continue from undergraduate to graduate work, even at top-level Ivy League schools, others move directly into the workforce with skills that earn them substantial positions and salaries, said Ebadian. Diane Toro, with a B.S. in mechanical engineering, currently receives $54,000 at Underwriters Laboratory. Dorian Hernández has taken her electrical engineering degree to IBM, where she earns $50,000, and Alex de la Mata, with a degree in mechanical engineering, is in the U.S. Air Force with a $51,000 salary.

University of Miami

The University of Miami also serves a large population of minorities. Located in Miami-Dade, where approximately 52 percent of high school students are Latino and 32 percent are African American, the school boasts about 28 percent Hispanics of its 16,000 undergraduate and graduate students. But, as is typical nationwide, only 14 of the 149 or so who received doctorates between 1998 and 1999 were Hispanic.

As a research university with 60 doctoral programs, UM has the potential to bring undergraduate students into research at an earlier age. "What distinguishes a research university is the ability for undergraduates to participate in research opportunities," said Michael Gaines, chair of the graduate department of biology. "We're really trying to promote research for undergraduates because we can offer it."

As program director of The Howard Hughes Medical Institute Undergraduate Program and The Bridge Program, funded by NIH, Gaines has been providing research opportunities for primarily Hispanic and African American undergraduate students. With the Hughes Program, 15 students at each level are paid a stipend to take research-related courses for their first two years. During the third year, these students conduct research and produce research papers in the biomedical field. Since UM has a strong medical school, a large percentage of these students follow that path. However, as is the aim of the Howard Hughes grant, some are inspired to pursue doctorates and potentially join the ranks of academia in science.

NIH is also funding a program to pay students at Miami-Dade Community College to come to the University and work in research. These students–20 from each level–are also given scholarships while at Miami-Dade. Once they complete their two years, they can become Howard Hughes scholars, if they continue their education at UM. "We've had some good results," said Gaines. "We've had community college students go on to graduate school. Those are wonderful stories."

The University of Miami also places undergraduates in research positions through its office of undergraduate research. Its coordinator, Joyce Biederman, said her job was created a year and a half ago to centralize placement of students in research. During that time, she has helped position about 200 students in mentorships with faculty of all disciplines. "They want to do research," said Biederman. "Some of them go on to publish papers, and some go on to graduate school."

University of New Mexico

Another HSI that also falls into the category of a Carnegie research university (Extensive) is The University of New Mexico. Of approximately 30,000 students on its main campus and at various branches, more than 28 percent are Hispanic, a population that clearly is in a position to benefit from the research capabilities of the school. Of its Hispanic students on the main campus in 1999, 145 received master's; 17, doctorates (of 184); and 65, professional degrees. In 1990, 29 Hispanic students received Ph.D.s, then an all-time high.

Although these numbers might appear small–mirroring the low national statistics–UNM is also working to draw more Hispanic and minority undergraduates into research-level work in order to produce more graduate students.

"Since we have the faculty for 100 graduate degree programs–well-recognized and published faculty–we have the opportunity to put juniors and seniors to work with the very best," said Dr. José Rivera, special assistant to the vice provost for research. "The infrastructure of our research institutes, labs, and facilities is available to the undergraduate student. And in terms of research, you want to be on the cutting edge and learn from the very best."

Several programs that pair up graduate professors with undergraduate minority students, of which more than 70 percent are Hispanic, are the Ronald E. McNair Scholars Program, nationally funded, and the Research Opportunities Program, which is state-funded. Through both programs, first-generation low-income undergraduate students are prepared to succeed in graduate-level work. About 20 students attend workshops and classes to learn about writing, networking, and preparing for graduate school. Beyond this, however, students are matched up with graduate faculty and, especially during the summer, are paid to conduct research with faculty support. "They can't believe the feeling they get from being in this program," said Tim Gutiérrez, senior program manager of special programs. "They come in, and they are not sure, but as they do research and see the different possibilities, the fire in them builds."

Programs that exist within UNM's departments include MEMS and the Biomedical Research Program. MEMS, the Minorities in Engineering, Math, and Science program, is run out of the engineering department, attracting high school students to campus during the summer. The Biomedical program works with students on campus as well, offering them hands-on research experience. Aside from that, UNM has been selected by NASA as one of three HSIs to receive funds of up to one million for research and development. Recently it also received an AGEP grant from NSF, forming with other New Mexico schools the New Mexico Alliance for Graduate Education and the Professoriate. NSF is helping build alliances between schools specifically to increase production of minority doctorates for the teaching profession.

"Nationally, people are recognizing the importance of educating minority populations, getting them to the professoriate level in education," said Gutiérrez. "The emphasis and push is there, and the push is getting stronger here as well."

Other research universities with Hispanic populations in the teen-percentages have also been making efforts to attract more Hispanics and minorities to research-level work. In the past year, top research schools such as the University of California at Berkeley and at Los Angeles were honored by The Quality Education for Minorities Network for their contribution to the number of doctoral degrees in the fields of math, science, and engineering granted to minorities. UC-Berkeley ranked No. 1 with 89 minority students granted Ph.D.s between 1990 and 1997, and UCLA with 39, of whom 30 were Hispanics.

To attract students to its graduate programs, UCLA invites California State University students to its campus in the summer to work in research areas and thus expose them to graduate work. UCLA also receives support through a statewide grant from NSF to enhance recruitment of underrepresented minorities in science, math, and engineering.

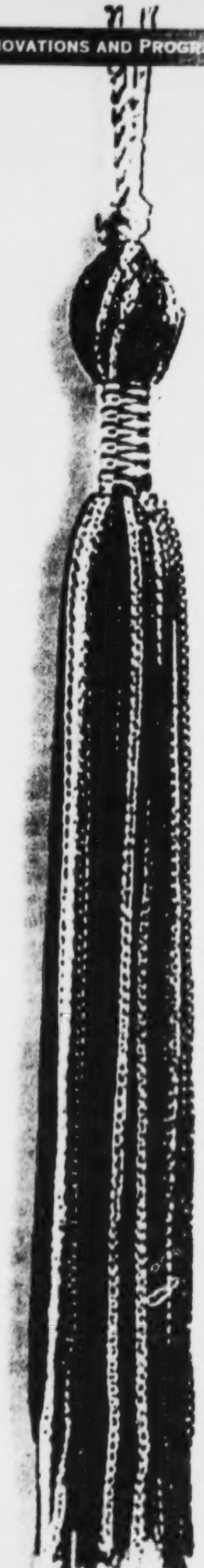
It is hard to quantify to what degree efforts made by research universities to give Hispanic undergraduates exposure to their doctorate programs have contributed to an increase in Ph.D.s among Hispanics. But the recent results of a baccalaureate-origins study, soon to be published by Maricel Quintana-Baker, might help clarify the issue. For her recent dissertation at American University's School of Education, she tracked the number of Hispanic students (who were U.S. citizens by birth or naturalization) who had received a Ph.D. in science, math, or engineering from 1993 to 1997. She focused on math, science, and engineering because it is within these fields of study that Hispanics are least represented. By looking at the graduate school from which each student received his or her Ph.D., Quintana-Baker was able to trace back to each student's baccalaureate school.

Her goal was to develop a productivity index of the baccalaureate-granting institutions that were most successful in producing future Hispanic Ph.D. recipients in math, science, and engineering. She, like many other researchers, used M.E. Tidball's pioneering baccalaureate-origins methodology, which allows comparison of institutional productivity regardless of size. For example, if she were measuring a larger school, such as UC-Berkeley, an accurate measurement would be based on the ratio of the size of the school to the number of Hispanic students who received a Berkeley undergraduate degree in science, math, and engineering prior to receiving a Ph.D.

"I discovered that HSI institutions figured prominently among the top producers in math, science, and engineering," said Quintana-Baker. Among the top producers for all Latinos combined, 10 out of 20 schools were HSIs. These ten included the University of Texas at El Paso, University of the Incarnate Word, New Mexico Highlands University, University of Miami, St. Mary's University at San Antonio, University of New Mexico, New Mexico State University, Sul Ross State University in Texas, St. Peter's College in New Jersey, and The University of Texas-Pan American. For women, Our Lady of the Lake University in San Antonio figured prominently as well. Quintana-Baker explained that "it is important to note that because they exist in a totally different cultural and linguistic context, HSIs located in Puerto Rico are not included in this list, even though they are highly productive."

"Out of these institutions that figured the most productive, only three were research institutions," said Quintana-Baker. She is currently attempting to discover what recruitment and retention practices were in place at several of the HSIs in order to discover the key to their success.

Although Quintana-Baker has to investigate further, she did reveal that among the characteristics that these schools have in common are research opportunities for undergraduates. It is her hope, she said, "that funding agencies and institutions will look at this research and agree that there are policy implications for the funding of HSIs." "My goal is to find out why these HSIs have been successful in generating future Ph.D.s in science, math, and engineering, hoping that those practices can be replicated by not just HSIs but other institutions that have high numbers of Latinos enrolled."



A Revolution In Academia

The PhD Project:

A Seven Year Report

Changing the Face of Business Faculty

Sponsors Give $10 Million to Boost Number of Minorities

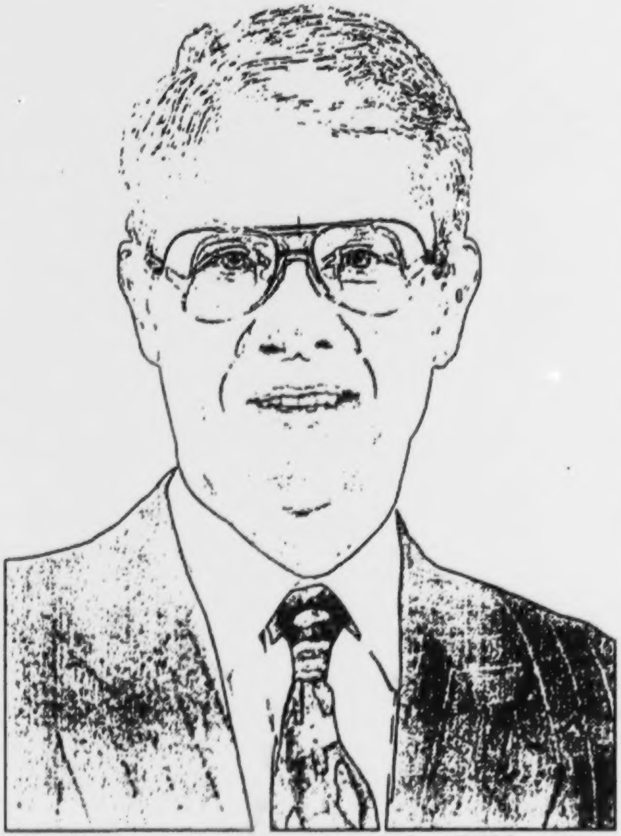
BY MARILYN GILROY

Like many diversity programs, The PhD Project has an admirable goal–to increase the number of minority professors who teach at the nation's business schools. The Project was created in hopes of improving some abysmal statistics, such as the 1999 *Business Week* survey that showed only 375 minority Ph.D. business school faculty members out of a total of 22,000. In fact, many "B-schools" have no tenured minority professors at all.

However, unlike other programs, The PhD Project has achieved extraordinary quantitative results during its seven and a half years of existence. Remarkably, it has managed to double the number of minorities in business doctoral programs. The ripple effect is already being felt as these participants receive their degrees and accept jobs at colleges and universities throughout the country. By 2004, Project officials predict that there will be 850 minorities with doctoral degrees in the ranks of business school faculty.

How did the Project come so far so fast?

It began in late 1993 when a group of corporate and academic representatives came together to develop a strategy to attract more minorities to careers as business professors. Though there had been progress in equal opportunity for people of color in American society, business schools and the corporate workplace were still way behind in reflecting the diversity of society.



Bernard Milano, executive director and trustee of the KPMG Foundation, PhD Project Founder

"We knew that there were too few students of color in the business classrooms and in the corporate world," said PhD Project founder, Bernard Milano, executive director and trustee of the KPMG Foundation.

Milano enlisted an impressive roster of supporters for the Project from the corporate, academic, and nonprofit sectors. Although KPMG contributed the most start-up money, the Project has many sponsors–including the foundations of Citigroup, Ford Motor Company, Chrysler, Fannie Mae, Abbott Laboratories, Merrill Lynch, Bristol-Myers Squibb, Chase Manhattan Bank, Seagram & Sons, and Motorola, and 93 participating universities–that help the Project recruit Ph.D. candidates.

Milano describes the program as "a comprehensive, long-range effort to substantially increase minority faculty and, ultimately, student representation in the nation's business schools." It is an outgrowth of research that links increased minority enrollment in business schools to the presence of minority faculty. Ultimately, the Project's originators hope to increase the number of minority business faculty and, subsequently, the number of minority MBAs who are needed for management and leadership positions in corporations.

In developing objectives, the Project's founders noted that faculty have a great deal of influence on the courses of study selected by students, serving as role models and as sources of encouragement for the direction students take in their studies. Minority business professors would prove to be valuable mentors to those considering careers in business. Consequently, more minority business students would create a diverse applicant pool for corporate America.

The logic behind the Project's goal was irrefutable; however, the challenge was more daunting than expected. Statistics revealed that out of 1,045 business doctorates completed in 1993, only 38–a mere 3.6 percent–were awarded to African Americans, Hispanic Americans, and/or Native Americans, a group that collectively makes up nearly 25 percent of the U.S. population. Quite simply, most students in business schools have never encountered a minority professor. If Milano and his colleagues succeeded, that phenomenon would become less and less likely. But the big question was: where would the Project find hundreds of minority business Ph.D. candidates?

The answer was close to home. The PhD Project decided to mount a recruitment campaign aimed at minorities already working in corporations. They used an aggressive direct-mail approach to reach potential Ph.D. candidates, hoping to lure them to the first annual PhD conference to learn more. Additional mailing lists were supplied by the National Black MBA Association and the National Society of Hispanic MBAs.

The direct-mail pieces went out to businesspeople such as Patricia Martínez, who received her first brochure from The PhD Project when she was working in a management position in training and development at Transamerica.

Remarkably, The PhD Project
number of minorities in
The normal dropout rate for
25-33 percent, but for The PhD

"I was contacted through the Project's first mail campaign in 1994," said Martínez. "The flyer asked: have you ever considered getting a Ph.D. and pursuing a career in teaching and serving as a role model for other students?"

Martínez joined the program and will complete her Ph.D. this summer at the University of California-Irvine. She has already accepted a position as assistant professor of management at the University of Texas at San Antonio, beginning Fall 2001.

Patricia Martínez, PhD Project participant

"If it weren't for The PhD Project, I would not be going to the University of Texas as a professor," she said. "I didn't know anything about getting a Ph.D. I was in the process of applying for an MBA. I didn't know anyone who had pursued a Ph.D., so I had no one to turn to. But I had taken the Graduate Management Admissions test, and they had supplied my name to the Project."

Martínez attended the Project's first annual Ph.D. conference, an intense experience offering a comprehensive orientation to the lifestyle of The Ph.D. student. Airfare and room and board were paid for by the Project. The annual conference has become an important event for current students and prospective ones.

"They showed me clearly what this opportunity looked like and what it would take for me to pursue it," said Martínez. "There is simply no better way to become informed."

Conference presenters include corporate executives, business school faculty, and, most importantly, Ph.D. candidates who explain the application process, the cost and funding opportunities, the various programs of study in the Ph.D. track, the value and rewards of teaching careers, and even how to get published.

Many attendees are surprised to learn that tuition is often paid for with funds from the doctoral-granting institution, private foundations, and government agencies.

One of the more unusual aspects of the conference is that it brings all participating universities and colleges together in one place to recruit potential doctoral students.

Much of the work at the conference is devoted to countering myths about the Ph.D. process. Many individuals thought that they needed an MBA to pursue a Ph.D., but in fact, the master's is not required. Others thought they could never afford the tuition. However, most doctoral programs offer stipends and fellowships that actually pay for tuition during the four-year period.

But the biggest obstacles were often emotional ones, such as: How do I walk away from a successful career and financial security? Can I handle college again after being away from this environment for years?

Conference organizers try to present the process realistically so that applicants are armed with the accurate information needed to make this important decision. They acknowledge the "down sides" of pursuing a Ph.D. in business. It can be a lonely process, especially since there are few minorities. And there is definitely a financial adjustment going from the salary of a full-time job to the earnings of a doctoral student.

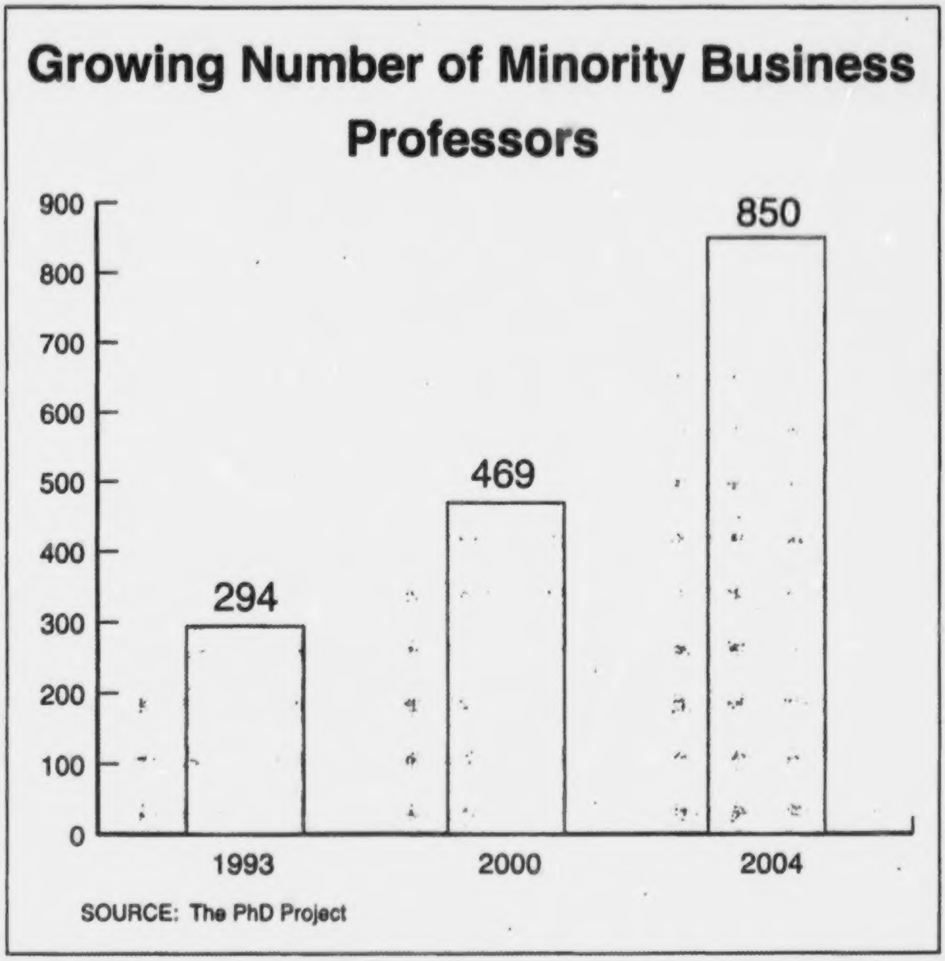
"When you go back to school after working full-time and having a professional career, you can take a steep pay cut," said Martínez. "By comparison, you earn very little as a student."

Martínez added that the doctoral program is nothing like a master's program.

"It is at a completely different level," she explained. "It is very challenging and requires a total commitment. It's a huge adjustment, but those of us who go through The PhD Project have a realistic view because they prepared us so well. The conference tends to weed people out; those that have their doubts don't end up applying."

While the initial outreach and the annual conference have contributed greatly to The PhD Project's success, there is one more ingredient that is essential to the program's high retention rate. The normal dropout rate for doctoral business students is 25-33 percent, but for The PhD Project, it is 4 percent. That's because participants enjoy a mentoring and peer-support network, which the founders built into the program. It comes in the form of doctoral student associations covering all five business disciplines: accounting, finance, management, marketing, and information systems.

has managed to double the
business doctoral programs.
doctoral business students is
Project, it is 4 percent.



Growing Number of Minority Business Professors

SOURCE: The PhD Project

Once accepted into a doctoral program, minority students are invited to join one of the associations. The Project pays all travel and hotel expenses for them to attend the annual conference for each discipline. There they have access to professors, experts who help them enhance their skills in their fields, and editors of professional journals. Some students present research and receive feedback that is generally helpful in completing their dissertations. The national conferences are also the source of a strong support system for students, who are often the only minorities in their program on campus.

"One of the wonderful things about the association is that I know almost every minority doctoral management candidate in the country," said Martínez. "There are about 120 of us."

As the students pursue their doctorates, their presence has far-reaching effects on campus. In some cases, minority doctoral students undertake important research relating to race and business. As teaching assistants, they bring this research into the classroom, where diversity issues are often neglected. Topics such as segregation in consumer goods delivery, ethnicity and accent bias in employment interviewing, and marketing to ethnic minorities have been presented by PhD Project participants.

According to the most recent PhD Project report, research in these fields, which has largely been ignored by non-minority doctoral students and professors, now enjoys a more favorable climate because of the visible corporate support for diversity initiatives.

Sometimes Project participants work with faculty who are not used to working with minorities, and then a learning curve has to take place. One doctoral student reported that she had explained to a fellow faculty member the variety of cultures and national origins that comprise the lump term "Hispanic."

As they complete their doctorates, Martínez and her peers from the first round of The PhD Project look forward to making their mark at their respective universities.

"It is wonderful to be recruited by universities that take to heart diversifying their faculty and recognize you not only for your academic accomplishments but also for your personal goals and values," said Martínez.

"The dean and faculty at UT-San Antonio made me feel that there is no better place for me to go in terms of peer support, being valued, and feeling that I can make a contribution."

Martínez is also pleased with her compensation package, which includes summer support for research and a relocation bonus.

Project participants typically earn salaries that range from $65,000 to more than $100,000 for the nine months of the academic year. Consulting fees for private-sector work commonly supplement this income.

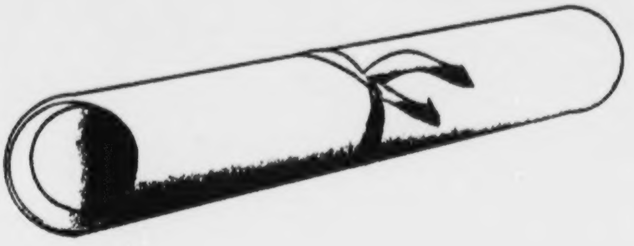
Although Martínez will be concentrating on teaching and research, she will still find time to attend the annual PhD conference. She will be on the other side of the podium, addressing the hundreds of new attendees who are exploring the option of earning a Ph.D.

"Every year that I have been a participant, I have gone back to the conference," she said. "I help recruit, and I am on panel discussions. My new UT-San Antonio colleagues are very enthusiastic about that connection."

This year's conference is expected to include record numbers, with more than 400 potential applicants in attendance.

"I think the people that put this together didn't even realize the tremendous impact that they would have," said Martínez. "But they did everything first rate. The information that they provide and the support system that they established for us have made the difference. They had incredible foresight and have impacted more people than they could possibly have predicted." HD

The Honor Roll

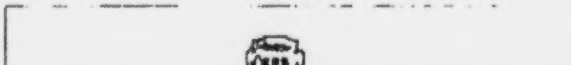


The University of Texas at Austin

Going for Best in the U.S. in Latin American Studies

BY ROGER A. DEITZ

The University of Texas at Austin is the largest single-campus institution of higher learning in the nation–it's Texas-sized, one might say. Overlooking the campus is the famous 307-foot-tall UT-Austin Tower, designed by Paul Cret of Philadelphia and completed in 1937. Through the years, the Tower has served as the University's most distinguishing landmark. The observation deck offers a spectacular view of the UT campus and of the Austin area in all directions. Thanks to a cooperative effort of students, staff, and the University administration, the deck was remodeled and reopened to the public on September 16, 1999, for the first time in nearly 25 years. As a part of the renovation process, people with disabilities now have access to this monumental view. Access and vision are important at UT-Austin in other areas as well.

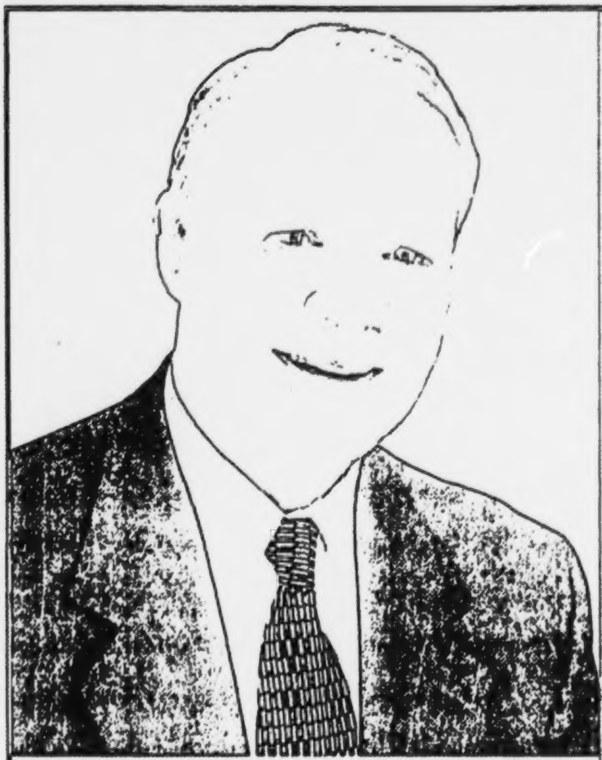


The University of Texas at Austin main building

Larry R. Faulkner, president of UT-Austin, says, "Our mission is to serve the people of Texas and the world. Although the University of Texas contributes to society in many ways, educating a student body that reflects the diverse population of Texas and the nation may be the most important service we can provide. Because in doing so, we transform lives and enable social mobility–while training the leaders of tomorrow."

"Ours is a diverse campus," continues Faulkner, "that is home to students from all 254 Texas counties, all 50 states, and more than 115 foreign countries." He says that UT is No. 5 in the nation in baccalaureate degrees awarded to minorities, and adds, "We are No. 1 in the nation in doctorates awarded to Hispanics, according to *The Hispanic Outlook* [Top 100 schools data provided by the Department of Education]. For bachelor's degrees conferred on Hispanics, we are No. 4 nationally, and first among the prestigious institutions of the Association of American Universities. While we can do better, we should not overlook the fact that UT-Austin is making a major contribution to minority education in the United States, and has been doing so for many years."

A public institution, UT-Austin was founded in 1883 on 40 acres near the state capitol. It is the academic flagship of the UT System's 15 component institutions. Its reach extends well beyond its 357-acre main campus. Austin itself is the 21st largest city in the nation, located among the rolling hills and lakes of Central Texas. Technology and related industries have helped the city grow and prosper in recent years, and a



Larry R. Faulkner, the University of Texas at Austin president

Honor Roll Facts in Brief

INSTITUTION
The University of Texas at Austin

LOCATION
Admissions
Main Building, Room 7
Austin, Texas 78712-1159
(512) 475-7399

ESTABLISHED
1883

ENROLLMENT
49,996 total (11.8 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

TUITION AND FEES
$3,800 average in-state

FACULTY
2,580 (132 Hispanic)

SEVERAL DEGREE PROGRAMS
Chemical Engineering
Design
Journalism
Latin American Studies
Management Information Systems

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Hispanic Business Student Association
Hispanic Journalists
Mexican Student Association

INTERNET ADDRESS
www.utexas.edu

low unemployment rate provides excellent job opportunities.

Other components of the University include the J.J. Pickle Research Campus, a 476-acre tract, eight miles north of the main campus, that houses research organizations in engineering, science, and the social sciences. The Brackenridge tract of 445 acres borders Town Lake, where research is conducted in life sciences. Montopolis Research Center is situated on 94 acres in southeast Austin. In addition, the University owns the Marine Science Institute at Port Aransas, the McDonald Observatory near Fort Davis, the Winedale Historical Center near Round Top, the Bee Cave Research Center west of Austin, and J. Frank Dobie's ranch at Paisano. With 2,580 faculty members and 11,000 full-time and part-time staff members, the University is one of Austin's largest employers. Austin prides itself on being the "Live Music Capital of the World," and for those who like the outdoors, there are many parks throughout the area.

The University enrolls approximately 49,996 students–38,162 undergraduate, 10,428 graduate, and 1,406 law students. About 25 percent are in graduate and professional programs, giving UT-Austin the distinction of awarding the greatest number of doctoral degrees of any university in the nation.

For Texas residents, the average cost of tuition and fees for the 2000-2001 academic year was $3,800. Non-resident tuition and fees average $9,390. The most popular majors for incoming first-year students are liberal arts, natural sciences, and engineering. University-wide, the Hispanic enrollment was 11.8 percent for the Fall 2000 semester. Bachelor degree recipients for the Spring 2000 graduating class included 1,041 Hispanics out of a total of 7,803 undergraduate students. The number of Hispanic students during Spring 2000 who received bachelor's, graduate, or law degrees, out of a total of 11,572 graduates, was 1,311.

For the Fall 2000 semester, 132 of the University's 2,580 faculty members are Hispanic. UT faculty rank among the top scholars and scientists, distinguished nationally and internationally. Members recently received prestigious honors such as a MacArthur Fellowship and the Pauling Medal. Others have won the Nobel Prize and Pulitzer Prize. Five current UT-Austin faculty have received the National Medal of Science, and one was granted the National Medal of Technology.

A major highlight of the University's development effort has been the substantial expansion of privately funded endowments for faculty positions. The University has more than 1,100 such endowments.

The Faculty & Staff Mentor Program uses the positive impact of students' relationships with faculty and staff outside the classroom. It targets first-year students from underrepresented populations in the University community. Students are provided with role models who share with them a perspective on dealing with academic, career, and personal issues.

The Gateway Program offers entering first-year students the opportunity to enroll in regular University courses with small class size that allows for individual assistance. It is designed to facilitate and enhance the students' transition from high school to college throughout their first and sophomore years. The program is administered through the office of the provost and the retention services area of the office of the dean of students. Gateway strives to make students feel at home, helps them succeed, and supports them on their journey of self-discovery at UT-Austin.

Migrant student Jesus Bocanegra

The Preview Program is a yearlong transition program that provides a head start in life and learning at the University. Preview begins with an introductory summer semester, including peer advising and activities relevant to the first-year-student experience that continue through the first year. The Program offers support and opportunities for students to adjust to the demands of the University environment both in and out of the classroom.

UT-Austin is one of three Southwestern members of the Association of American Universities, which is comprised of the 61 leading universities in the United States and Canada. The University leads all institutions in the South in the quality of its graduate programs, as well as in the number of doctoral degrees awarded. A total of 118 undergraduate degree programs and 196 graduate degree programs are offered by the University's 15 colleges and schools, including the Graduate School and Division of Continuing Education. Seven doctoral programs at UT-Austin rank in the top 10 in the nation, and 22 others rank in the top 25, according to a comprehensive study of the quality of graduate schools conducted by the National Research Council. Among Texas schools, UT-Austin is ranked No. 1 in 30 of the 37 fields in which it was evaluated. The report, titled *Research-Doctorate Programs in the United States—Continuity and Change*, covered more than 3,600 research-doctorate programs at more than 270 institutions in 41 fields of study. UT-Austin programs ranked in the top 10 are: civil engineering (4), computer sciences (7), aerospace engineering (8), classics (8), astrophysics/astronomy (10), chemical engineering (10), and ecology, evolution and behavior (10). The University offers more than 50 honors programs. Its "Plan II" liberal arts honors program is a national model. Adding international dimensions to campus scholarship are eight centers focused on Latin American, Asian, Middle Eastern, Mexican American, Argentine, African and Afro-American, Australian, and Soviet/East European studies.

President Faulkner reports, "The Institute of Latin American Studies (ILAS) is widely regarded as the premier Latin American institute in the U.S., with more than 100 affiliated members who work primarily in the area of Latin America. In academic subjects related to Latin America, we graduate more students at the bachelor's, master's, and doctorate levels than any other U.S. university. UT-Austin's Benson Latin American Collection contains more than 700,000 volumes and is exceeded only by the Library of Congress. The Harry Ransom Humanities Research Center recently acquired a major collection of papers by renowned Argentine author Jorge Luis Borges. The collection contains more than 400 rare items, including several unpublished manuscripts and personal notebooks. UT's Latin American art collection includes works by more than 250 Latin American artists. A large portion of the new Jack S. Blanton Museum of Art will be dedicated to Latin American art."

Faulkner also points out the UT Press is the leading publisher of Latin American subjects in the United States, with more than a third of its book list pertaining to Latin America. Also of note is the UT-LANIC, the Latin American Network Information Center, the world's premier electronic gateway to Latin American subjects on the World Wide Web. LANIC is administered by the Institute of Latin American Studies, receives more than two million hits a month, and maintains links to more than 12,000 websites.

It is clear that Faulkner recognizes the importance of South Texas and Latin America to the future of Texas. He observes, "Latin America will play an enormous role in world affairs in this century. Many people have yet to recognize that fact." He says that one of his administration's major initiatives is to firmly establish UT-Austin as the leading university in Latin American studies in the United States, concluding, "That goal is within reach. In fact, we are already regarded as the best in the country by many observers. But quality is a moving target, and we intend to grow and improve in order to maintain our national status."

AMERICAN ASSOCIATION for AFFIRMATIVE ACTION

LEADER SHARES VIEWS

BY **JEFF SIMMONS**

Ismael Rivera, Sr., often took his young son with him as he made his daily rounds in Puerto Rico.

"One of the things I used to do during my free time and my vacation time was go around with him and help organize workers to become members of the union," said Ismael Rivera, Jr., from his office in Maryland. "In many instances, officers of the government would go to Puerto Rico to fight the organized movement. That's when I first started to realize that something had to be done–going back to my teenage years."

The tenets of such a movement–vocal leadership, determined willpower, and an astute awareness of shifting political winds–are crucial to his current position. On the cusp of his second year as president of the American Association for Affirmative Action, Rivera says there is a movement afoot in America, and a pressing need to marshal forces against it.

Increasingly, proposals at the ballot box are asking voters whether they want to dismantle the affirmative action measures constructed decades ago. Supporters of such propositions–in California and Florida, for instance– reason that such actions are necessary to combat preferential treatment, and have labeled affirmative action unworkable.

But those, such as Rivera, who have risen to challenge the proposals say the measures should stay in place, that the political spin is out of control and navigating down a baseless path. Though soft-spoken, Rivera does not mince words when he is confronted with such opposition. Indeed, he savors debate like a prizefighter awaiting his next bout in the ring.

During an online chat on *washingtonpost.com* last year, Rivera was lobbed questions striking at the heart of affirmative action. He challenged myths and insisted in no uncertain terms that "affirmative action is necessary because discrimination still exists."

The American Association for Affirmative Action (AAAA), founded in 1974, brings together professionals who manage affirmative action, diversity, equal opportunity, and human resource programs. Its mission is to combat discrimination based on race, gender, or ethnicity, and to lobby for affirmative action and equal opportunity efforts.

Rivera rose through the ranks of the organization, serving as chair of its legislative committee, interim chair of its personnel committee, and co-chair of the 2000 annual conference. He represented the Association on the national board of the Leadership Conference on Civil Rights in Washington, D.C. And then last April, after a stint as first vice president, he took the reins of the 1,200-member group.

"In his administrative style, he is a very organized individual, very task-oriented, very goal-oriented, and focused," says William Savage, AAAA's first vice president. "I have seen under his administration an excellent management style of making sure the work of the Association is carried out in a most efficient and effective manner."

"He's a motivator, and he works hard to involve and engage others who have responsibilities within the Association," says Savage, who is an assistant to the chancellor at the University of Pittsburgh and was chair of the AAAA's 27th annual conference in Las Vegas in March.

Rivera is also the Association's first president from the private sector. When he stepped into the role, he was the director of human resources operations and equal employment opportunity officer for the American Psychological Association in Washington.

> ***"If the Court becomes more conservative, they will have a better chance of getting a major vote in the Supreme Court to abolish affirmative action through law."***
>
> ISMAEL RIVERA, JR., PRESIDENT, AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION

Recently, he took a job as the vice president of client services for Berkshire Associates, Inc., a human resources and affirmative action software consulting firm. There, he directs audits and helps to develop affirmative action plans and training programs.

His résumé, though, displays fervor for accomplishment beyond the corporate walls. Rivera played varsity baseball at Ohio Wesleyan University and, along with his father, organized a cultural exchange for the team. The University team played four exhibition games in Puerto Rico, so players learned about the Hispanic culture.

Rivera once dreamed of hitting home runs in the big leagues, but opted to pursue another route. Though he remains a rabid sports fan, loyal to the Baltimore Orioles, he now hopes to pinch-hit for a cause more universal than baseball.

Just as Jackie Robinson broke boundaries when stepping up to the plate, Rivera hopes to break boundaries as well.

The Hispanic Outlook spoke with Rivera about his tenure, his goals, and the status of affirmative action in the country.

HO: Tell me about your organization.

RIVERA: The American Association for Affirmative Action is a nonprofit professional membership organization with a mission to provide the necessary resources for affirmative action officers or equal employment officers to network. They have an opportunity to share information and use our resources to enhance their profession.

The Association also provides an opportunity for affirmative action officers to share some of their knowledge and expertise with those who are starting in the profession—or perhaps to share experiences on how they have handled specific situations they are confronted with on a daily basis.

HO: How do you view affirmative action today?

RIVERA: Unlike the perception of many people that affirmative action is either dead or a non-issue, no longer a public policy, affirmative action is still as relevant and as strong as it has been in the past.

Clearly, from a public relations perspective and a political perspective, affirmative action has become a much more recognized policy. And usually when that happens, people become either more suspicious or more misinformed by different events that have occurred in the last five or six years.

For example, when Proposition 209 was being debated, there was a lot of misinformation being used by its proponents to try to eliminate affirmative action within the state of California. When a similar initiative came up on the ballot in Washington, there was a lot of misinformation about that, too, and what its intended purpose is.

HO: Then what is it and what is it intended to do?

RIVERA: Affirmative action is a policy that is sometimes easier to describe by what it is not than by what it is. It is not a statute to prohibit discrimination. That is what Title VII of the Civil Rights Act of 1964 is about.

Affirmative Action is a public policy that provides equal access and equal opportunity to individuals who might be in the minority with respect to issues of employment, with respect to opportunities for business and its creation and development. It also provides opportunities and access to education.

Those are the three main areas in which affirmative action operates: employment in business and development, contracting with higher education, and in providing higher education opportunities for admissions to colleges and universities.

It also provides a system by which employers are in essence required to keep certain data that would allow, if necessary, a determination of whether there was some kind of bias. There might be some underrepresentation of a particular class in the workforce–it doesn't have to be discrimination.

With respect to contracting, it would allow an opportunity for women-owned businesses or minority-owned businesses to have equal access to state, local, or federal contracts–ones where they would not be on a level playing field at first.

HO: Where do we stand on propositions, such as those in California and other states, to dismantle affirmative action efforts?

William Savage, AAAA's first vice president

RIVERA: Nationally, affirmative action is still the law of the land. The focus allows the federal government to enforce affirmative action policy under Executive Order 11246, within the Department of Labor.

For the last two sessions of Congress, there has not been a move to abolish affirmative action the same way that it existed under the leadership of Newt Gingrich. He was trying to abolish a lot of the affirmative action programs at the federal and national level. I have not seen any further initiatives being presented–other than the one presented last year in the state of Florida, and within that state, there was not as much public support as [some] thought there would be.

HO: Will there be a stepped-up movement to abolish affirmative action?

RIVERA: I think there will be, but it will be at the judicial level, not on the legislative front. The strategy has shifted from pursuing the legislative branch to finding and looking at specific cases that can make it up to the U.S. Supreme Court, particularly now. If the Court becomes more conservative, they will have a better chance of getting a major vote in the Supreme Court to abolish affirmative action through law.

HO: What are the myths about affirmative action?

RIVERA: One of the biggest myths about affirmative action is that it is reverse discrimination. One of the biggest myths about affirmative action is that it gives unqualified individuals the ability to compete. One of the myths is that it equals quotas. One of the myths is that it is detrimental to White males or affects White males negatively.

HO: Critics say the most qualified people don't always get the jobs.

RIVERA: That's a myth. That's a good way to get an emotional reaction. We are a country that is a majority non-color, a majority White country. The truth of the matter is that the reason that the person was not hired was because he or she was not qualified for the job, or did not perhaps compare as favorably as the person who was selected.

It's the easy way out–demonizing affirmative action and using it as an excuse when it was not the real reason why certain individuals may not have gotten the position or business contract.

HO: Why is affirmative action necessary?

RIVERA: There is a disproportionate impact in the opportunities being provided. And if there is not any incentive to any organization to become more diversified, we clearly would not be able to address that impact. Without a particular incentive and without the ability to measure progress, there is no way to become a more diverse and equal and open society, and that's important.

HO: The theme of the 27th Annual National Conference in Las Vegas is "forging a new beginning." What separates this year's convention from its predecessors?

RIVERA: This is the first time we are looking at affirmative action in a much broader perspective, not only as a public policy. We are looking at the bigger picture. As the theme indicates, it involves equity; it involves diversity.

Affirmative action is not an "it." You have to provide access, and once you provide access, you open the doors. There has to be some equity in the process once people get through the door. If you have all of the things lined up, you clearly have the diversity to allow you to be more competitive in the future.

HO: In what ways has affirmative action changed your life?

RIVERA: In my life in college and in my profession, there have been instances when the fact that I brought a different approach, a different view, a different set of values, based on my cultural background, provided me with an advantage. At the same time, it provided benefits to the organizations I have been involved with–benefits they would not have received had it not been for the access provided to me.

HO: Your organization does not make political endorsements, but it publicly criticized George W. Bush's nomination of Linda Chávez for secretary of labor. What would have happened had she secured that position?

RIVERA: I think clearly there would have been fewer appropriations and less funding and less of an emphasis on enforcement of affirmative action. Organizations would not have had the initiative to follow affirmative action and would become less interested in doing so. Knowing that enforcement would be lacking, they wouldn't be concerned about their conduct and behavior.

Politically, I don't think they would come out and say, "We are going to abolish affirmative action," but we're just going to squeeze it to the point where it would become completely ineffective.

HO: What was your reaction to her nomination?

RIVERA: I was surprised by it because of her longstanding, extreme-conservative views. If he thought that just because she was Hispanic, she would not be subject to criticism from even Hispanic groups, then I think he miscalculated. It's not necessarily who the person is but what kind of ideas does he or she brings to the table and represent. A number of Hispanic organizations were displeased by her nomination.

If Bush wanted to follow up on his philosophy of being a uniter, not a divider, and wanted to extend an olive branch–I think he poured salt on the wounds.

HO: How do you see your role as president?

RIVERA: In order for affirmative action to be stronger than it is today, there has to be more and better networking of groups and organizations that support it. That's one reason why we were not as successful in the past in combating initiatives like the ones in California and Washington.

It's because we did not do as good a job as we should have in educating and in public relations, and putting out our success stories on what affirmative action has done for this country and can continue to do for this country.

Frankly, one of the limitations of being a nonprofit organization is that we do not have the financial resources that other organizations have to combat the public relations war.

HO: Growing up, what do you recall seeing that created a disparity of opportunities for people of color.

RIVERA: Look at history and realize that this country has a legacy that cannot be completely and fully ignored, from the foundation of the country all the way to the recent history, in terms of how individuals of color were seen as not equal under the law, through slavery and the right to vote.

There is a history that lingers today, when, in the year 2001, we're still debating whether or not the Confederate flag should be flown in public buildings. When we still deal today with racial profiling. When a tremendously disproportionate number of males in the judicial process still happen to be members of colored groups.

Look at education and the fact that many Black and Hispanic and Native American kids who are going to school are in systems where the quality of schools is not on a par with that of the schools of the non-minorities.

HO: You are the first AAAA president from the private sector, not from an institution of higher learning. Was there concern you would not understand higher education's needs?

RIVERA: Affirmative action is more global. It involves the private sector as much as the public and higher education. There has not been any concern....We have an international and diverse group of individuals not just from higher education but also from the private and public sectors. I think we are a stronger organization because of those perspectives.

HO: Why are you so impassioned about this?

RIVERA: Growing up, I could see how Puerto Ricans were being treated differently and how there was a misconception about the quality of work they could do. There was some misapplication of policies and procedures that adversely affected Puerto Ricans working in Puerto Rico. I think that's what opened my eyes.

HO: How would you describe that feeling, that awareness?

RIVERA: In Puerto Rico, you never see statistics kept that you are a black or white Puerto Rican. You're just plain and simple a Puerto Rican. What I always find interesting, and this is something I caught early on in my childhood, is that if my parents were to have lived here in the United States, my father would be considered White because he is light-skinned and my mother would be considered Black because she is dark-skinned.

When we lived as a family in Puerto Rico, this was not an issue. When I came here to the United States, I realized how different our lives would be if we lived here, only because of the color of our skin. I was confused by it, and I wondered why it made a difference.

HO: Have things changed much since then?

RIVERA: Are things better now than they were in the '60s? Yes, they're better. But are they good enough that we can say we follow the language of our Constitution and there's justice for all? No. I still don't think we've reached that stage. I think people are still being looked at and treated based on the way they look, not on who they are.

Voices of Insight & Power

Rockefeller
Brothers
Fund

BY MARILYN GILROY

1204

Recruiting the best teachers, meaning those who are bright, well-educated, and committed, is one of the most critical problems facing the public schools in the next decade. The need for minority teachers is even more pressing because of changing demographics in both urban and suburban districts.

Some school systems, such as that of New York City, are experimenting with programs that extend teaching opportunities to hundreds of individuals who want to change careers but do not have traditional education degrees or qualifications. It is a risky venture, and many of those who joined the program last fall have found it to be extremely challenging, requiring much more preparation and stamina than they ever dreamed.

The Rockefeller Brothers Fund (RBF) has an approach to recruiting teachers that operates on a much smaller scale but achieves a greater rate of success. The Fund's Fellowships for Minority Students Entering the Teaching Professions, launched in 1992, has recruited 150 minority undergraduate students and given them the financial and professional support needed to enter teaching. These students have come from some of the nation's finest colleges and universities and, in general, have strong liberal arts and sciences backgrounds. They did not major in education; rather they became interested in teaching through the encouragement of faculty mentors who actively reached out and urged them to apply for the fellowship.

Jennifer Corez, RBF fellowship program, with her mentor, Robert Flores, California Polytechnic State University

"These students were selected because their liberal arts education has given them exposure to a variety of subjects and they have the potential to become good teachers," said Ivye Allen, director of the RBF fellowship program for three years. "We believe in choosing them at this level and helping them get the proper experience and training in education in graduate school."

Recruiting the Best and the Brightest

Designing a program to help increase the proportion of minority teachers was no easy task, not even for the venerable Rockefeller Brothers Fund. There are many barriers that deter talented minority college students from entering teaching, most notably the low prestige and salaries that come with working in the public schools. In addition, minority students' families often have higher aspirations for their sons and daughters, many of whom are the first in their families to attend college. The applicants themselves had doubts about their financial and emotional capacity to attend graduate school, even though their talents and enthusiasm were apparent.

"They knew that they could earn much more as doctors, lawyers, or accountants," said Allen. "But in the end, they were very committed. They realized that they could make a difference by being role models in the lives of their students.

"Administrators for the fellowship program recognized that they would have to provide awards and incentives to students, but they also understood that the participants needed plenty of mentoring and reinforcement along the way. And so, the recruitment and selection process was a careful blend of trying to attract the best possible candidates and sustaining their interest in the teaching profession."

"As undergraduates, the fellows already have a mentor on campus," explains Allen. "Someone who has encouraged them to apply and guides them through the screening process."

Each of the 25 participating colleges and universities can nominate up to three candidates. Institutions use a variety of criteria to choose among applicants, including academic performance, communication skills, commitment to public service, letters of recommendation, and interviews.

The Fund screens the applications and forms a committee to choose finalists, who are eligible for up to $16,000 in financial assistance for education. Once the 25 fellows have been selected, they are awarded a stipend to complete a project in the field of education during the summer between their junior and senior years. They then receive financial assistance as they complete college and are eligible for grants to help pay for graduate school.

"They can go to graduate school anywhere," said Allen. "Some elect to stay where they are, but others take this opportunity to relocate."

After they have entered graduate school, fellows are invited to summer workshops where previous fellowship recipients make presentations on their graduate school experiences and set up counseling sessions for those who need one-on-one advice.

According to Miriam Aneses, fellowship program administrator, these links to former fellows are tremendously helpful and an important component of the program. The summer workshops continue throughout the program and after participants have secured teaching positions.

"They come back every year to visit and get reacquainted with each other, but also to exchange information," said Aneses. "They talk about frustrations

and challenges in teaching, including discipline problems, lack of parental involvement, and the unavailability of mentors in some schools that have high turnover in their teaching staff. They also help us recruit new fellows."

Aneses said that for many fellows, the workshops are a lifeline to a valuable support network of minority teachers. Some of the fellows have selected difficult teaching assignments in urban areas where the need is great but so are the challenges. It is often a personal choice, born out of their own experience as minorities and a sense of the special role they play as teachers of color.

"Our only requirement is that they must teach in a public school," said Allen. "They can choose the district. The beauty of this program is seeing the commitment the fellows have made to teaching and their students."

But commitment is sometimes not enough when teaching becomes grueling and frustrating, as it often does for even the best teachers. That is where the continuing support provided by the fellows network can make a difference. One participant recalled that through the fellowship, she made lasting friends with whom she shares "the joys and troubles of teaching...giving me the endurance and motivation to work day by day."

There is also a hope that former fellows will become leaders in the field of teaching. The fellowship program began a leadership component in 1998 for fellows with three years of classroom experience. Participants are awarded grants to conduct programs for educational change and to engage in professional growth activities.

"We want them to be leaders in their field and advocates for teachers," said Allen.

Officials at the fellowship program are proud of their accomplishments and are just completing the selection process for the Class of 2001. As of this writing, 120 fellows have stayed in teaching or in education-related fields. According to Allen, Latino fellows as a group have demonstrated the most "staying power."

"Their commitment is inspiring," said Allen.

A Tale of Two Fellows

William Marroquín (pictured below) is currently a teacher of math at Freemont High School in Sunnyside, Calif. His journey to the classroom began in San Salvador when he watched his father write out numbers related to his job earnings and family expenses. Eventually, the numbers showed that the family would have to move north if it wanted a better life. They settled in Los Angeles, where Marroquín's father found work.

Marroquín attended Belmont High School, which was noted for a high degree of gang violence. But even in that tough environment, he found a teacher who nurtured his interest in education, especially mathematics. With the support and encouragement of his high school mentor, Marroquín entered college and completed his study at the University of California-Riverside. He applied for and received a Rockefeller Brothers Fund fellowship, which enabled him to attend Stanford University for graduate work in education.

"The fellowship program helped me to attend Stanford, the graduate school of my dreams," he said. "But it also gave me strong ties with people who care about education, and this gave me inspiration to continue my schooling. I gained self-confidence in my abilities, and the Rockefeller name opened doors for me."

Marroquín tries to pass that confidence on to his students who come from economically and racially diverse backgrounds. He is able to stimulate his students' interest in mathematics by bringing reality into the classroom and helping them apply abstract concepts and formulas to very practical problems. For example, one day he asked them to use measurements from skid marks at highway accidents to determine the speed at which cars had been going before they braked.

Another project involved developing measurements for building a 3,500 square foot house while keeping the volume of the rooms as small as possible in order to save on air-conditioning and heating costs. Marroquín also assigned his students the task of budgeting for a *quinceañera*, the traditional party for Latin American girls turning 15.

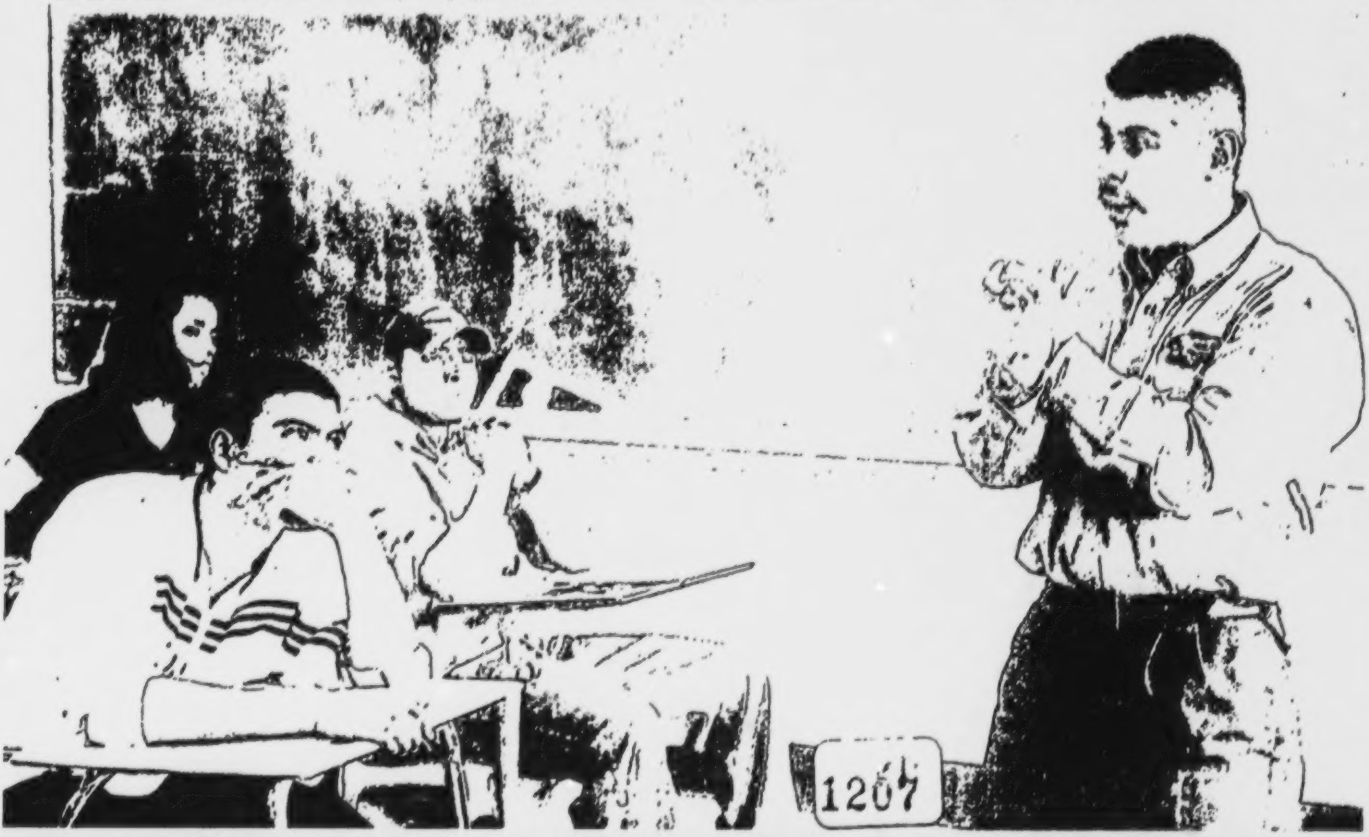
"From the beginning of time," Marroquín said in an interview, "people have used math to figure out things they need to know. I believe that we have to go back to those simple ideas and needs that people have for math. It's time to bring some of that back into teaching."

Across the country in Arlington, Virginia, Marroquín's counterpart, Carmen de la Cruz (pictured opposite page), teaches third graders at Francis Scott Key Elementary School. She teaches in an immersion program that helps the students, half of whom come from Spanish-speaking families, learn the written and spoken English needed to master their schoolwork. It is a journey that de la Cruz is familiar with for she was thrown into an English-speaking school in Brooklyn, where her parents had brought her after emigrating from the Dominican Republic.

Because she was treated like a "dummy" in her new environment, de la Cruz struggled through classes and fell further behind. But one of her teachers, a Puerto Rican, recognized that she was having problems with the language, and he let her turn in some assignments in Spanish. This helped her overcome both a sense of inferiority and other obstacles that were holding her back.

Today, de la Cruz is determined to minimize her students' sense of embarrassment and uncertainty as they navigate learning in two languages.

"I'm a total believer in the immersion program," she said. "I only have to think back to when I was in sixth grade. There was one room where I



Miriam Aneses, RBF fellowship program administrator (left), and Ivye Allen, RBF fellowship program director (second from right), at the Annual Educational Leadership Institute

could be successful because I had an understanding teacher–it was OK to be who I was. But in the other rooms, it wasn't OK–I wasn't respected for who I was. That's what made me so militant and what has since made me a role model to my students. I can look at them and say, 'I've been there.'"

De la Cruz says that the RBF fellowship allowed her to afford graduate school and be selective about which university she attended. She has completed her student loan payments and is enthusiastic about both the financial and emotional support she received from the Fund.

"Thanks to the support of the Fund, I was able to complete a dream," said de la Cruz. "Through the fellowship program, I have also met wonderful, inspiring people. They have given me the opportunity of my life."

Permission to print the Fellows' profiles in this article was granted by the Rockefeller Brothers Fund, Inc.

ABOUT THE ROCKEFELLER BROTHERS FUND

Founded in 1940, the Rockefeller Brothers Fund initiated its education program to strengthen the numbers of and quality of teachers in American public education through support of the identification, training, induction, and continuing development of individuals of the highest quality in the teaching profession.

Twenty-five colleges and universities participate in the fellowship program. Each institution was selected on the basis of its undergraduate program, its record of commitment to the education of minorities, and its stated goals to improve teaching in the public schools.

Institutions selected to participate in the program are:

Amherst College
Brown University
City University of New York
Dartmouth College
Duke University
Emory University
Howard University
Macalester College
Montana State University
Mount St. Mary's College
Oberlin College
Pace University
Pomona College
Princeton University
Spelman College
Swarthmore College
Southwest Texas State University
Tulane University
University of California-Riverside
University of Michigan
University of Pennsylvania
University of Texas at El Paso
Wellesley College
Wesleyan University
Williams College

Hispanic Doctorates Down in 1999

Only Minority with Decrease, Says New Report

BY
GUSTAVO A. MELLANDER

U.S. minorities received more doctorates in 1999 than in 1998 in five of seven groupings; in only one area–education–did the number fall.

In the 19th century, American higher education became convinced of the value of European, especially German, doctorates. Those who possessed them were eagerly hired. Many a young man–and most were men in those days–went off to Europe to earn a doctorate to secure their place in America's higher education firmament. Later on, American universities began to produce their own doctorates.

From the very beginning, a doctorate has been the "union card" for those seeking a career in academia. Even community colleges that don't require a doctorate of hirees have their percentage of Ph.D.s.

The thirty-third in a series of reports on research doctorates awarded by colleges and universities in the U.S. has just been published. The overall response rate for the 1999 survey was 91.7 percent.

"Doctorate Recipients from United States Universities" for 1999 is the most comprehensive annual document issued. It reviews overall trends in seven broad fields. Trends in doctorate awards by gender, race/ethnicity, citizenship, parental education, and time to degree are also described. The report concludes with a discussion of the sources of financial support during graduate school, and the postgraduation status and plans of doctorate recipients.

Trends and Rates of Change

After 13 consecutive years of annual increases in the number of research doctorates received, a 3.6 percent decrease from the previous year occurred in the 1999 academic year. For the twelve-month period ending June 30, 1999, U.S. universities awarded 41,140 research doctoral degrees, down from 42,683 the previous year. The only annual drop that was larger was the 3.7 percent decrease between 1976 and 1977.

For the last 40 years, the increase in U.S. doctorates has averaged 3.8 percent per year. Between 1961, when the number awarded exceeded 10,000 for the first time, and 1967, the annual growth rate was almost 12 percent, and the number awarded virtually doubled (20,403).

Four years later, in 1971, the annual total topped 30,000 (31,867) for the first time. The decades of the 1970s and 1980s saw periods of more modest increases, and in seven of those 20 years, even the annual totals declined. The total figure did not exceed 40,000 until 1994 (41,034), 23 years after hitting the 30,000 plateau. And not until 1989 did the annual total–34,327–exceed the previous high-water mark of 33,755 set in 1973.

Over the past few years, annual rates of increase have become smaller than in the first half of the 1990s, showing gains of only 0.3 percent per year for both 1997 and 1998; thus the 1999 total number of doctorates is approximately the same as it was five years ago (41,140 versus 41,034).

Overall in 1999, 57 percent of the doctorate recipients were male, about two-thirds were U.S. citizens, approximately 64 percent were White, and about 6 in 10 were currently married or living in a marriage-like relationship. The typical recipient was slightly under 34 years of age when the degree was awarded.

Doctorates by Gender

The aggregate decrease in doctorates between 1998 and 1999–3.6 percent–varied by gender. For males, there was a 4.8 percent decline; for females, only 2.0. The numbers awarded both to men and to women fell in 1999: 1,193 fewer men and 363 fewer women than in 1998.

The net effect is that for 1999, females received 42.7 percent of all doctorates, up from a highest ever of 42.0 percent in 1998. This marks the fourth consecutive year of over 40 percent for women.

Five years earlier (1994), females earned 38.7 percent of all doctorates; 10 years earlier (1989), 36.5; and 25 years earlier (1974), 19.5.

As for distribution across broad fields of study, for 1999, women earned 64.2 percent of all education doctorates, 54.5 percent in the social sciences, and 48.9 in the humanities. In the physical sciences, only 23.4 percent, and in engineering, 14.9.

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But even these still-low percentages have shown remarkable change over time: 25 years ago, when females were only 19.5 percent of all doctorate recipients, they constituted 7.7 percent and 1.0 percent in the physical sciences and engineering, respectively. Similar long-term trends are discernible in other broad fields: in the life sciences, from 18.3 percent in 1974 to 44.7 percent in 1999; 23.5 percent to 54.5 percent in the social sciences; and from 30.5 in the humanities in 1974 to the current 48.9 percent.

Photo courtesy of George Mason University

In all seven broad fields, the number of doctorates awarded to men was lower in 1999 than in 1998. Females experienced declines only in engineering and education.

In 1999, females represented 36.4 percent of science and engineering doctorate recipients and 48.2 percent of degrees in non-S&E fields.

Of 25 subfields reflected in the report, women were the majority of doctorate recipients in seven fields and constituted at least 40 percent in seven more. In 11 of the 25 fields, the rate of increase in female doctorate recipients between 1989 and 1999 was more than 40 percent.

The proportion by gender varies not only by field but by race/ethnicity and citizenship. Among U.S. citizens, of doctorates earned by Whites, 47.1 percent were awarded to women; for Blacks, various Hispanic groups, and American Indians, women were in the majority, earning between 55 percent and 62 percent of doctorates received by persons of those races or ethnicities. Among Asian Americans, women were only 41.7 percent of the total.

For U.S. citizens as a whole, 47.9 percent of all doctorates awarded in 1999 went to women, up from 47.7 percent in 1998 and continuing a long-term trend of U.S. women approaching parity with their male counterparts. For example, in 1979, among U.S. citizens, women earned only 31.0 percent of all doctorates.

In fact, the number of male U.S. citizens earning doctorates was more than 3,000 higher in 1979 than in 1999, and in the 1990s, while the number of doctorates going to U.S. males is relatively level, the number earned by U.S. women has increased every year except 1999.

By Race/Ethnicity

Nearly 16 percent of all doctorates awarded to U.S. citizens in 1999 were earned by U.S. racial/ethnic minority groups. This is the largest percentage ever, and continues a steady upward trend.

Among the 27,177 doctorates earned in 1999 by U.S. citizens who identified their race/ethnicity (98.4 percent of all U.S. citizen doctorates), 1,596 doctorates were earned by Blacks; 1,109 were earned by Hispanics; 1,324, by Asians; and 219, by American Indians.

The broad fields with the largest percentages of minorities were education, in which Blacks were the predominant minority, and engineering, in which Asians were predominant. While the total number of doctorates fell between 1998 and 1999, for U.S. citizens, the minority aggregate increased 5.1 percent. Within race/ethnic categories, Asians and American Indians showed the largest percentage gains, 12.8 percent and 15.9 percent, respectively; the corresponding figure for Blacks was 7.6 percent.

Hispanics were the only minority group to register a decrease in the number of doctorates in 1999, falling by 7.4 percent. White recipients fell 1.8 percent. A total of 4,248 doctorates were awarded to members of U.S. racial/ethnic groupings in 1999, an increase of 38 percent over 1994 and nearly double the number for 1989.

U.S. minorities received more doctorates in 1999 than in 1998 in five of the seven groupings; in only one area–education–did the number fall; for engineering, the 1998 and 1999 totals were identical. If 1994 is compared with 1999, two years in which the total numbers of

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doctorates awarded were virtually the same, minorities registered sizable gains in all seven broad-fields, ranging from a 22.6 percent increase in the physical sciences to a 56.4 percent increase in the social sciences. Over that same period, the number of doctorates awarded to Whites fell by 3.7 percent.

Racial or Ethnic Grouping

Asians and Blacks showed increases in every one of the seven broad fields between 1998 and 1999. Hispanics and American Indians registered gains in some fields but declines in others.

In general, the leading institutions awarding doctorates to Hispanics lie in the Southwest, particularly in California, and in Puerto Rico. The top 10 account for 22.9 percent of all Hispanic doctorates.

The concentration of U.S. minority doctorate recipients among institutions is considerably greater than for the doctoral population as a whole. In 1999, for example, the leading 10 universities granted 15.6 percent of all doctorates. But over the 1995-99 period, the 10 universities awarding the most degrees to minority students in each of the four groupings accounted for more than 20 percent of those totals. The top 10 that awarded doctorates to Asians granted 28.1 percent of all Asian doctorates between 1995 and 1999; for Blacks, the corresponding figure is 20.7 percent; for Hispanics, it was 22.9 percent.

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Length of Studies and Financial Aid

Median time to degree since receipt of the baccalaureate was 10.4 years in 1999, virtually unchanged from 1998 and 1997 (10.4 and 10.5 years, respectively). Median time to degree since first enrollment in any graduate program was 7.3 years in 1999, also unchanged from 1998 and 1997 (7.3 years in both).

Most of the 1999 doctorate recipients (60.9 percent) received the majority of their financial support for graduate education from such program- or institution-based sources as university fellowships or teaching and research assistantships. Half (49.9 percent) of the 1999 doctorate recipients reported no educational indebtedness at completion of the Ph.D.; 13.3 percent reported cumulative education debt levels of $30,000 or more.

Bottom Line: The Future, Employment

About 70 percent of the new Ph.D.s had definite postgraduation commitments for employment or continued study when they completed the survey. Of those, 69.8 percent will work, and 30.2 percent will continue their studies as postdoctorates. For U.S. citizens, 51.7 percent of those with firm employment commitments noted higher education as their intended work sector. About one-fifth (21.9 percent) indicated industry or self-employment; 8.7 percent said some level of government; the remaining 17.6 percent indicated "other."

For more details, see Sanderson, A., B. Dugoni, T. Hoffer, and S. Myers. 2000. "Doctorate Recipients from United States Universities: Summary Report 1999." Chicago: National Opinion Research Center.

Photo courtesy of George Mason University

This article is based on data presented in the annual "Survey of Earned Doctorates," a census of research doctorate recipients who earned their degrees between July 1, 1998, and June 30, 1999. The survey, conducted since 1958, is sponsored by six federal agencies: the National Science Foundation, the National Institutes of Health, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Aeronautics and Space Administration.

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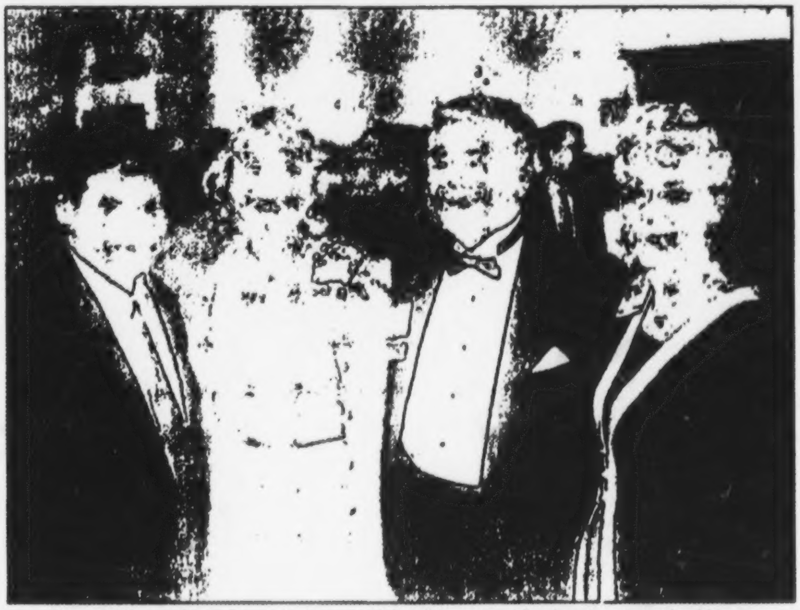
NSHMBA Bestows Prestigious Brillante Award

Recipients include IBM, Andersen Consulting, Rice University Graduate School of Management, and Emilio Estefan

BY INÉS PINTO ALICEA

The Spanish word *brillante* translates in English into *bright*, *radiant*, and *shining*.

The National Society of Hispanic MBAs (NSHMBA) uses this Spanish word and its English equivalents to describe the recipients of its prestigious annual honor.



Pictured from left are: Rosendo Cruz Jr., NSHMBA national fund-raising chair; Kay Henry; Henry Hernández, NSHMBA founder and board strategic adviser; and Diane Summers. The awards ceremony was held during NSHMBA's 11th Annual National Conference and Career Expo held at Walt Disney's Coronado Springs Resort.

The Brillante Award was established to recognize those who "foster Hispanic leadership through graduate management education and professional development in order to improve society," said Henry Hernández, Jr., executive director of global diversity leadership for Pitney Bowes, Inc., of Stamford, Conn. Hernández is one of the principal co-founders of NSHMBA, the organization's first national president, and a co-creator of the award.

The society's membership nominates potential recipients, and the group's national board of directors makes the final selection.

The Brillante Awards are given under several categories for exceptional contributions to the Hispanic community. Those categories are: educational institution, NSHMBA member, corporate, individual, and not-for-profit organization. The 2000 awards were presented at the NSHMBA annual conference last November in Orlando.

Rice University's Jesse H. Jones Graduate School of Management won the 2000 Brillante Award. It was the third year that an educational institution was honored by the organization. Previous educational institutions honored are the Anderson School at UCLA and the Graduate School of Management at the University of Dallas.

"We're very pleased to have our efforts to serve both our students and the larger community recognized by the National Society for Hispanic MBA's Brillante Award," said Gilbert R. Whitaker, Jr., dean of the Jones School at Rice. "Successful business people must be comfortable with diversity: they must understand that the best business decisions come from multiple perspectives. The Jones School actively promotes diversity in our faculty and students and in our approach to teaching business leadership."

"The Jones School has provided exemplary leadership and resources in a variety of diversity initiatives," said Martha Salinas, a database marketing specialist for Compaq Computer, who nominated the Jones School because it revitalized and strengthened the Houston NSHMBA chapter, of which she is president.

For example, the Jones School and NSHMBA have for the past three years co-sponsored the Houston Hispanic Professional Leadership Day, and hosted a regional leadership development conference for the central region of NSHMBA. It also conducts diversity workshops as part of the MBA curriculum and regularly offers an executive education course in "Leading the Workforce of the Future."

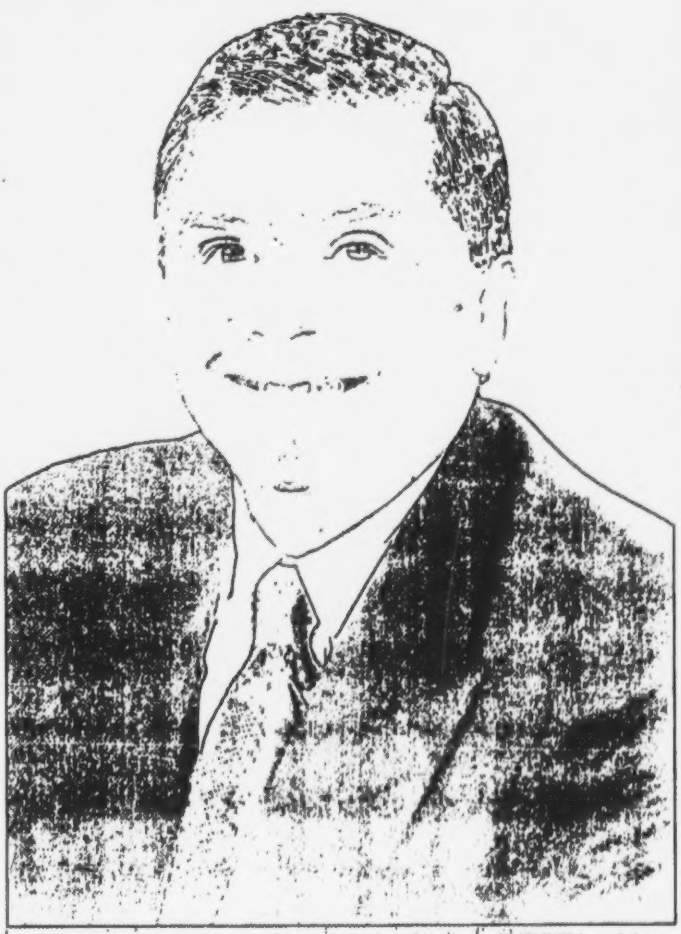
"Not a lot of people will go out of their way to help," said Salinas. "This is a big way to say thanks for helping our mission."

Other recipients for 2000 were:

- Corporate Category–International Business Machines, which created a series of task forces in 1995, including the Hispanic Task Force and IBM Hispanic Leadership.

These two task forces have been instrumental in creating change and getting the company recognized for its diversity efforts. Latino executives in the company grew from 46 to 64, and the company now has 11 Latino Diversity Network Groups in the United States for professional mentoring, coaching, and teaming.

- Corporate Executive–Nellie González, the North American diversity director for Andersen Consulting. She helped develop a minority scholarship program, established a Local Office Diversity Committee now replicated in 26 other locations, and created a North East Diversity Alliance Group by joining with other companies to share best practices in diversity.



Henry O. Hernández, Jr., one of the principal co-founders of NSHMBA and the organization's first national president

- Entrepreneur Award–Emilio Estefan, Jr., the founder and chair of Estefan Enterprises, is a five-time Grammy winner who heads a multimillion-dollar conglomerate that includes Crescent Moon Studios (called the Motown of Latin music) as well as restaurants and holdings in the hospitality industry. He has been instrumental in managing the successful entertainment career not only of his wife, Gloria Estefan, but also of entertainers Carlos Ponce, Shakira, and Jon Secada.
- NSHMBA Member Service Award–Luis Colón, a member of the NSHMBA Denver chapter and e-business strategist with XOR Inc. in Boulder, Colorado, specializing in e-business solutions for corporations. Colón was instrumental in development, planning, and trainer recruitment for the central region's Leadership and Chapter Development Workshop. The program focused on strategic goals, organizational structure, succession planning, and knowledge transfer for the presidents and executive vice presidents from NSHMBA's central region chapters to strengthen the impact of each chapter and prepare officers for national leadership.
- Not-for-Profit Award–the Hispanic Austin Leadership Program of the Greater Austin Hispanic Chamber of Commerce. The Program builds civic awareness and leadership skills of 35 selected Hispanic leaders annually. These community advocates are given structured opportunities to learn skills and strategies to effect proactive changes required to create equity, opportunity, and a better quality of life for all of Austin's citizenry. The Program identifies emerging Hispanic leaders and exposes them to other community leaders with opportunities in community development and decision-making. It engages these leaders in hands-on intern-leadership experiences on policymaking boards that can allow them to accept future community leadership roles.

The shape of the award is that of a flame. The flame is made of crystal and sits on a base of marble. Hernández, a recipient himself of the Brillante award, said the award was initially created to help the group become better known across the country and was the brainchild of one of the group's founding members who has since passed away.

"He wanted to make sure that whatever we did made us known," said Hernández.

"We thought about what it would take, and we decided to create some kind of award that would recognize others but at the same time would get our organization known."

The group decided to honor three recipients in 1989–a corporation, an individual, and a nonprofit organization. The first three recipients of the award were PepsiCo; the former Mayor of Los Angeles, Richard Riordan, who had developed a program at the University of California at Los Angeles to get youths to consider a business career; and the Consortium for Graduate Study in Management, which helps recruit minorities for MBA programs. The award has since been expanded to honor recipients in other categories.

"That award was our way of becoming known," said Hernández. "It worked. It gave us some credibility."

Other past institutional and corporate winners of the Brillante Award include the United States Hispanic Chamber of Commerce, the Kellogg Foundation, Kraft General Foods, American Express, Burger King Corp., Amoco Corp., US West Communications, Boys & Girls Clubs of America, the National Hispanic Scholarship Fund, ASPIRA, AT&T, Citigroup, ARCO, Hewlett Packard, the Prudential, and the Quaker Oats Company.

NSHMBA officials said it is important to honor those who strive to increase the numbers of Latinos pursuing graduate management education because the numbers are still small, even though they are growing.

In the 1976-77 school year, Latinos comprised 572 or 1.2 percent of the 46,157 total MBA graduates. In the 1996-97 school year, Hispanics were 3.2 percent or

Total Hispanic MBA Degree Holders
(Actuals)

Year	# of Total MBA Graduates	# of Hispanic MBA Graduates	% of Hispanic Graduates to Total Graduates	# of Black MBA Graduates	% of Black Graduates to Total Graduates	# of White MBA Graduates	% of White Graduates to Total Graduates	# of NonResident MBA Graduates	% of NonResident to Total Graduates	# of Asian or Pacific Islander MBA Graduates	% of Asian or Pacific Islander to Total Graduates
1976-77	46,157	572	1.2%	1,621	3.5%	39,140	84.8%	3,781	8.2%	937	2.0%
1977-78*	47,837	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1978-79	50,043	612	1.2%	2,129	4.3%	41,539	83.0%	4,388	8.8%	1,240	2.5%
1979-80*	54,484	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1980-81	57,541	869	1.5%	2,359	4.1%	47,474	82.5%	5,051	8.8%	1,633	2.8%
1981-82*	60,763	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1982-83*	64,758	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1983-84*	66,150	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1984-85	66,596	1,175	1.8%	2,601	3.9%	54,663	82.1%	5,816	8.7%	2,070	3.1%
1985-86*	66,689	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1986-87	67,504	1,437	2.1%	2,810	4.2%	53,582	79.4%	7,201	10.7%	2,304	3.4%
1987-88*	69,230	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1988-89	73,521	1,581	2.2%	3,062	4.2%	57,785	78.6%	7,988	10.9%	2,924	4.0%
1989-90	77,146	1,643	2.1%	3,345	4.3%	60,793	78.8%	8,198	10.6%	2,979	3.9%
1990-91	78,255	1,680	2.1%	3,517	4.5%	61,087	78.1%	8,630	11.0%	3,140	4.0%
1991-92	84,642	1,944	2.3%	3,966	4.7%	65,320	77.2%	9,557	11.3%	3,636	4.3%
1992-93	89,615	2,241	2.5%	4,474	5.0%	66,535	74.2%	11,792	13.2%	4,304	4.8%
1993-94	93,437	2,568	2.7%	5,213	5.6%	67,669	72.4%	13,063	14.0%	4,625	4.9%
1994-95	93,809	2,590	2.8%	5,165	5.5%	66,553	70.9%	14,266	15.2%	4,924	5.2%
1995-96	93,982	2,938	3.1%	5,753	6.1%	65,685	69.9%	13,887	14.8%	5,417	5.8%
1996-97	97,619	3,163	3.2%	6,359	6.5%	67,531	69.2%	14,565	14.9%	5,661	5.8%

* Total Degrees Granted are the only figures available.

Source: National Society of Hispanic MBAs based on Data obtained from the U.S. Department of Education.

3,163 of the 97,619 of all MBA graduates, according to NSHMBA. Blacks that same year comprised 6.5 percent of all MBA graduates. Moreover, Latinos comprised less than two percent of Fortune 1000 CEOs five years ago, and that percentage has doubled since, according to Hernández, but is still very low.

But officials of the Dallas-based NSHMBA are optimistic. "The best is yet to come," said John Honaman, NSHMBA national executive director. "We've grown so much and so fast that it is difficult to believe that we have more than 2,100 registered members. I believe that for our community and for us, the best is yet to come in the 21st century, what many are calling the Hispanic Century."

The nonprofit organization now has 21 chapters across the country, with four more in formation. The organization hopes to increase its members to 4,000 by 2003.

To enhance the business skills of NSHMBA members, professional development programs are offered at both the national and chapter levels. Leadership workshops and seminars are held during the national conference and career expo. These sessions, which provide business skill building, are led by nationally known business leaders. Some sessions offer Continuing Professional Education credits. Throughout the year, individual chapters offer professional development seminars on topics such as entrepreneurship, financial management, and business leadership.

The organization has five goals, all related to Hispanic business professionals: to increase Hispanic enrollment in graduate management programs; assist in their recruitment, career development, and promotion in public and private sectors and small business settings; provide networking opportunities; promote their leadership and entrepreneurship through professional development; and provide an infrastructure to support goals.

Salinas said the organization needs to develop more programs for MBAs who have been working for more than a decade, to build the organization's membership.

"People have limited time, and we are competing with other organizations for their membership," said Salinas. "The key is getting them interested and wanting to participate."

From the NSHMBA website (www.nshmba.org) to the job fair for Hispanic professionals and MBA students, NSHMBA offers a variety of career services to members. Corporate human resources departments and search firms regularly access its Career Center online resumé database to search for qualified candidates. Chapters receive open position listings from companies located in their local areas and distribute them to members via newsletter or at chapter events.

The organization also offers help to students pursuing graduate studies in management or business. In 1991, NSHMBA established a scholarship program for Hispanic students pursuing a master's degree in management or business. One is for $10,000. Others range from $2,000-$5,000. NSHMBA presented 88 students with $250,500 in scholarship monies in 1999. To find out more about the scholarship program, see the organization's website, call the national office at 1-877-467-4622, or write NSHMBA Scholarship Program, 8204 Elmbrook Street, #235, Dallas, TX 75247. The deadline for the scholarship program is mid-July.

From its beginnings, NSHMBA sought to remedy the lack of Hispanic leaders in the executive suites and boardrooms of corporate America (according to the Washington-based Hispanic Association of Corporate Responsibility, Latinos comprise only 1.37 percent of all board seats on Fortune 1000 companies) and the public sector. The organization was founded in 1988 and quickly expanded to chapters in cities with large Latino populations: Los Angeles, San Francisco, Chicago, New York, Miami, and Houston.

"I never envisioned this kind of growth," said Hernández. "To this day, I look back and say I can't believe we grew this fast…."

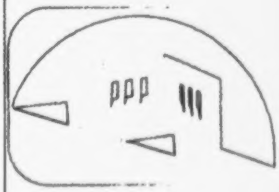
Hernández attributes the bulk of the rapid growth to the tremendous amount of interest from potential MBAs and sponsors. The organization, he said, filled "an unmet need.

"People take a liking to the values that the organization has and the types of people it attracts," said Hernández. "I like to call us the fastest growing Hispanic professional group, and I think we are. We came up from nowhere, and there were plenty of skeptics. But we're MBAs; we're very entrepreneurial. We applied our skills and abilities we had developed as graduate business students, and we succeeded."

A Vision Worth Pursuing

UNM's ACE PROGRAM TARGETS MINORITIES

BY
MICHAEL PADILLA



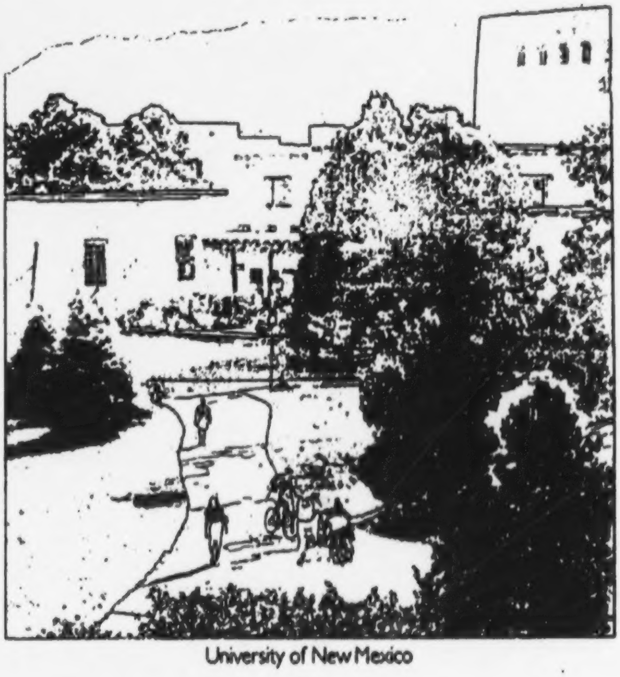
> ***"UNM is really making giant strides in space agency goals and plans. Not only for ACE, but for all campuses."***
>
> MO JAMSHIDI,
> FOUNDING DIRECTOR,
> ACE CENTER

The mission of ACE, NASA's Autonomous Control Engineering program, is to develop new science and technology concepts that are of immediate use to both NASA and U.S. industry.

The vision of ACE is to become a vital resource for cost-effective research in control and other technologies related to NASA's mission. ACE plans to become a self-supporting group with a reputation for delivering quality results on time, and within the budget. ACE also plans to create commercial products for the national economy.

In 1995, NASA's ACE program at the University of New Mexico (UNM) took a chance and set a lofty goal of helping 50 minority students obtain their postgraduate degrees in a five-year period.

It was a gamble, but at the end of the five years, the goal was surpassed, and 56 students earned their degrees. Twelve students received Ph.D.s, and 44 students received master's degrees. The majority of these students graduated from UNM, with some 35 percent coming from North Carolina A&T State University.



University of New Mexico

Mo Jamshidi, founding director of the ACE Center and regents professor of electrical and computer engineering at UNM, says he knew ACE would follow through with its goal and is proud of ACE's accomplishments and commitment. He says that ACE helps increase the opportunities and possibilities of science and technology education and research for all minorities.

"The percentage of minorities with engineering and science degrees is pretty low in America," Jamshidi says. "It is important that UNM help increase the number of minorities in top-level engineering and science fields, including minority faculty members."

Ana Martínez, ACE doctoral candidate

According to Jamshidi, UNM is leading the way in helping students achieve their goals. And ACE is committed to augmenting diversity in science and engineering while enhancing public understanding of science and engineering and ethics in those fields. In addition, ACE prepares high school students for science/engineering disciplines in college. The program makes scholarships available to bring qualified students to UNM, and helps them through their graduate studies. Program professors advise and guide students through their courses of study. The program boasts state-of-the-art laboratories and equipment to help students with class projects, theses, and dissertations. And it fosters contacts with numerous government, academic, and industrial partners to help all graduates transition smoothly into the work force.

Up-and-Coming Students

Of the 30 students enrolled in UNM ACE last fall, 10 were undergraduates, 11 were master's students, and nine were working on Ph.D.s. ACE has many other students at other locations and fellows around the nation. Each student works on various research projects with help from research professors and mentors.

Greg Chávez, a newcomer to ACE from Taos, N.M., says the program has motivated him to pursue a higher degree. He received his bachelor's degree in civil engineering from New Mexico State University and worked in private industry, but wanted to further his education. As an undergraduate, Chávez participated in several programs, but says that ACE gives students the edge in working with some of the best researchers in the field.

"I am excited to be a part of the program, and, more importantly, I am grateful that I will be able to learn new ways to help society," Chávez says, adding that he is interested in learning how to be a better civil engineer. "I am interested in the design of buildings and structures, and I want to learn more about highways and roads. They are the lifelines for society." Chávez appreciates the assistance from the program. "My mentor in the program has given me the confidence I need to succeed," he says. "I plan to be a research assistant for now, then eventually will be able to conduct my own research."

Jonathan Lucero, a Ph.D. candidate from Denver, Colo., received his master's in civil engineering at UNM. He says he likes the exposure he receives as a student at the ACE Center and enjoys working and communicating with professional electrical engineers.

"The experience I am receiving crosses the traditional boundaries of civil engineering," he says. "I feel like I am part of something really big, and I enjoy the one-to-one contact with various professors and researchers."

Lucero is working on fuzzy-logic solutions to partial differential equations and distributed parameter systems. What does that mean? He says it means solving complex systems using rules of expert knowledge. The problems are computer-based.

His advice to minorities interested in pursuing degrees in science and engineering is to make sure they follow their dreams and take advantage of the opportunities offered to minorities. "A nice part of ACE is the experience I am getting by presenting my research to a variety of people," Lucero says. "My first challenge was learning how to present and be confident in explaining my research."

Ana Martínez, a native of El Paso, Texas, became involved with ACE in 1999. She received her undergraduate and master's degrees at University of Texas-El Paso and attended graduate school at the University of Illinois at Urbana-Champaign for one year. But her heart was in the Southwest, and she knew that ACE was the program for her. In addition to working on her Ph.D. at the UNM ACE Center, Martínez started working at Sandia National Laboratories on communication systems.

"It's definitely a challenge," Martínez says. "The challenge of solving real problems and doing something with applied science is phenomenal. The bottom line is helping people." Martínez says her goal after getting her Ph.D. is to work full-time in industry and teach as an adjunct professor. "I'm sticking to my goals and going full swing," she says, adding that she attributes her perseverance to her family, especially to her parents.

Jonathan Lucero, a Ph.D. candidate from Denver, Colorado, received his master's in civil engineering at UNM.

"My grandfather would ask when I would get to go to the moon," she says. "But hopefully someday my research will assist more than just getting to the moon."

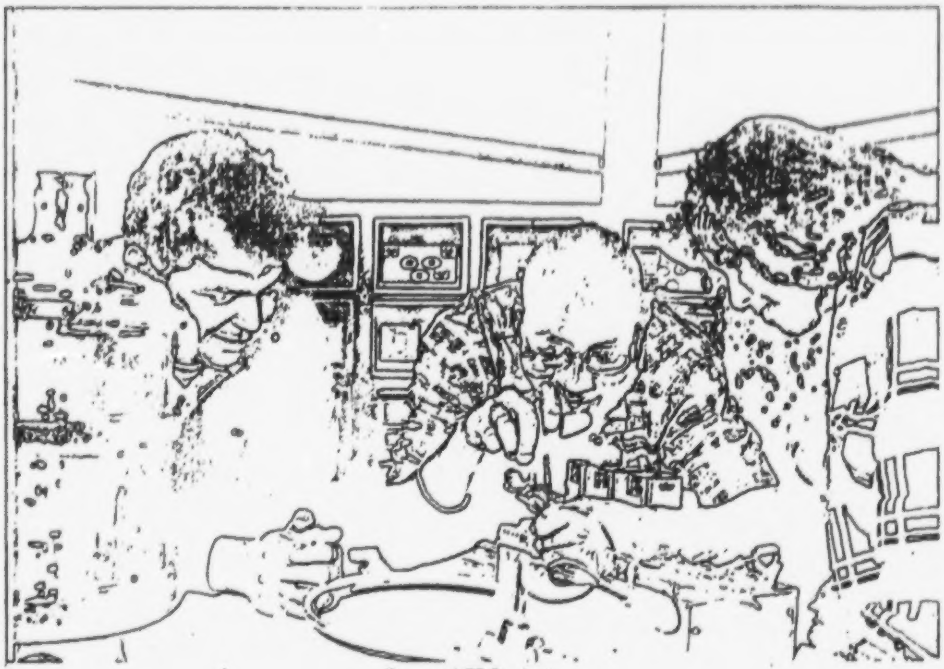
Stellar Graduates in the Field

ACE graduates put their degrees to good use for the nation. Many are now working for some of the country's biggest corporations, including IBM, Honeywell, Lucent Technologies, Lockheed Martin, and others, and many are also working in national laboratories. Five ACE graduates are currently at NASA field centers. Some graduates plan to come back for additional education and research.

Former ACE scholar Denise Padilla is now a researcher at Sandia National Laboratories. She is part of a research team developing a MEMS micro-gyroscope and is also involved with developing obstacle-detection algorithms and techniques for autonomous mobile robots.

Padilla says that ACE involves each student in real engineering problems and research, and encourages team efforts. "Engineering is a vast field of interesting work. Diversity is the key to success in any area of business," Padilla says. "Time management is one of the most beneficial skills brought out of ACE."

Doctoral ACE graduate Edward Tunstel is now a senior robotics engineer at the NASA Jet Propulsion Laboratory. He does research and flight development of mobile robots for space exploration. His current research projects include development of autonomous rover navigation and control technologies that allow for asteroid exploration, planetary rover outposts on Mars and the moon, and safe long-distance travel by rovers in challenging Martian terrain. He is also involved in algorithm and software development for a flight rover to be deployed on an asteroid surface for NASA.



Former ACE Students

Robert Álvarez, a UNM ACE fellow, received his Ph.D. with the help of ACE and currently is employed as the manager of TASC, Inc., in Albuquerque. He says he has never seen a program that focuses on caring for its students for so long. Álvarez says ACE is a full-service program that reaches out to a diverse audience.

ACE assists students at UNM, New Mexico State University, North Carolina A&T State University, and New Mexico Highlands University. ACE also has a national fellowship program for minority Ph.D. students. ACE fellows have graduated from the University of Southern California, University of Alabama at Huntsville, New Mexico State University, UNM, and Texas A&M University. As of last October, ACE had six doctoral fellows at University of Arizona, UNM, Northwestern University, and University of Maryland at College Park.

On the Road to Success

Jamshidi says that ACE now has a national reputation for doing a big service to the nation in minority education. He receives many calls and visits from universities around the nation, and most recently from the United Kingdom, concerning the success of the program. ACE was acknowledged for its commitment to higher education for minorities by the Honorable Dan Goldin, the NASA administrator, at a NASA conference.

"We are doing the right thing at the right time for NASA," Jamshidi says. "Autonomy is cheaper and faster, and NASA recognizes what ACE has done in this field. In short, UNM is really making giant strides in space agency goals and plans. Not only for ACE, but for all campuses."

ACE experiments and research projects include: "Modeling Unknown Environments Using Multiple Camera Views," "Autonomous Distributed Control for a Cooperative Satellite Array," "Autonomous Power Control in CDMA Cellular Systems," "Hierarchical Intelligent Behavior Control of Rovers," "Sharing Research Equipment Over the Internet," and many more.

Jamshidi says NASA funded UNM for another five years. "It is important that we continue to reach out to minorities interested in engineering and science," he says. The plan for 2000-2005 will be to continue to produce the best-quality graduates from the U.S. ethnic minority population by significant numbers.

"We will once again set a goal of graduating 50-plus students with master's and Ph.D.s," says Jamshidi.

"A major goal of the program for the next five years is also to work on cutting-edge technology including robotics, space-bound aging of the astronauts, and work in the area of aeronautics."

When you shoot for the stars, you get there.

HD

Rice University Program Aims to Triple Minority Ph.D.s in Science, Math, and Engineering

BY INÉS PINTO ALICEA

"We educate departments; they need to undergo a cultural change."

RICHARD TAPIA, NOAH HARDING PROFESSOR OF COMPUTATIONAL AND APPLIED MATHEMATICS AT RICE

When Luis Melara met Dr. Richard Tapia at an engineering conference several years ago, the 26-year-old had never met an Hispanic math professor before, and that chance meeting had a huge impact on the young man's life.

Today, Melara, who was born in El Salvador and raised in Los Angeles, is part of a program sponsored by the National Science Foundation and is working toward a Ph.D. in computational and applied mathematics at Rice University in Houston, Texas. Tapia, the Noah Harding Professor of Computational and Applied Mathematics at Rice, heads the program known as the Alliance for Graduate Education and the Professoriate (AGEP) at Rice, a program that is having success in raising the numbers of minorities pursuing and finishing their Ph.D. programs in science, math, and engineering (SME) and getting them into the professoriate.

Twenty doctoral institutions across the country offer the program through alliances they have created with other doctorate-granting institutions to improve diversity in those fields and in the professoriate.

"Students of color who drop out of doctoral programs hardly ever drop out for academic reasons," said Dr. Roosevelt Y. Johnson, the National Science Foundation's program director for AGEP. "They usually drop out for other reasons. We want to address that 'other.'"

Johnson said the program emphasizes that the recipients form alliances not only within their universities but with other universities because previous NSF programs that have provided funding solely to individual institutions have met limited success in increasing the "number of minorities enrolling in and successfully completing doctoral programs."

"This lack of participation represents a tremendous loss of opportunity for minorities at a time when our nation's desire to remain globally competitive in the SME arena places increased importance on developing a diverse human resource pool from which to recruit," said Johnson. "AGEP provides an invaluable set of tools to build institutional infrastructures to increase diversity at the graduate level and beyond."

The NSF distributes about $11 million yearly among all participants. Each primary recipient gets about $500,000 yearly. Along with Rice, the primaries are

Arizona State University, City University of New York, Georgia Institute of Technology, Howard University, North Carolina State University, State University of New York at Stony Brook, University of Michigan, University of Alabama at Birmingham, University of California (all nine campuses), University of Florida, University of Massachusetts, University of Mississippi, University of Missouri-Columbia, University of North Carolina at Chapel Hill, University of Puerto Rico, University of Colorado-Boulder, and University of New Mexico. Each has partnered with up to 10 other institutions to carry out the program.

Johnson said that two major breakthroughs have strengthened AGEP. The University of California Alliance for Graduate Education and the Professoriate (UC-AGEP) united all nine UC System campuses to coordinate and mobilize system-wide and campus-based support for the AGEP mission. Each UC campus has developed links to undergraduate institutions that graduate large numbers of minority students with bachelor's degrees in SME. The UC Office of the President has assumed responsibility for routine coordination, data management, and communication with NSF regarding funding and reporting requirements. To facilitate inter-campus communication and collaboration, two working groups–one in northern and one in southern California–have been formed and will meet at least twice each year.

The American Association for the Advancement of Science (AAAS) and the Georgia Tech AGEP jointly sponsored Workshop 2000: A National Dialogue to Move Minority Graduate Education Forward. The workshop audience included NSF/AGEP grantees as well as leaders from higher education, corporations and foundations, and government. A format of keynotes, panels, and breakout groups allowed participants to interact and engage in dialogues leading to action agendas throughout the education continuum.

The alliance strategy has proved successful at undergraduate institutions in another NSF-funded program, the Louis Stokes Alliance for Minority Participation (LSAMP) program, said Johnson.

"There have been significant increases in the number of minorities earning baccalaureate degrees in SME that can be directly attributed to the LSAMP program," said Johnson. "The effectiveness of the LSAMP program can be attributed to a variety of factors, including leveraging of shared resources, thinking creatively to produce a more supportive and proactive undergraduate infrastructure, and committing to attaining ambitious goals with respect to increasing baccalaureate production."

Johnson said the alliance strategy is showing early signs of success in AGEP as well. "The University of Michigan enrolled 21 AGEP fellows in SME fields during the 1998-99 academic year. This represents a 34 percent increase in doctoral minorities entering SME fields. Furthermore, there was also a 50 percent increase in minority Ph.D. graduates in SME fields from 1998 to 1999.

The Mississippi AGEP enrolled 42 students in SME doctoral programs in 1999 compared to 29 in 1998–an increase of 45 percent. The University of California-Irvine reported an increase of more than 50 percent in the size of the first-year Ph.D. minority graduate enrollment in SME fields (Fall 2000 compared to previous years).

"AGEP provides an opportunity for individual institutions to create more nurturing graduate environments without sacrificing the standards that have made graduate education in the United States the best in the world by many standards," said Johnson. "AGEP institutions have pledged to triple the number of underrepresented minorities earning doctorates in science, math, and engineering. The success of this program will mean tremendous gains for minorities in the professoriate."

Melara said AGEP has been instrumental in keeping him focused on his goal. AGEP "has helped me a lot as far as staying in the program," said Melara. "After all, it's one thing to be accepted and another to make it."

Johnson said that since colleges and universities are facing a large number of retirements, the AGEP program is in a unique position to vastly diversify the faculty of departments nationwide.

"The replacement of collegiate faculty represents a challenge for college administrators and an opportunity for minority SME professionals prepared to enter the professoriate," said Johnson. "This is an area in which AGEP institutions can have historical impact, both in the preparation of highly qualified minority faculty candidates and in the hiring of highly qualified minority candidates. Proactively increasing the diversity of AGEP institutions at the faculty level affords a unique opportunity to foster lasting cultural change in academe."

Each AGEP institution has created its own unique program to increase minorities in SME at the doctoral level. To qualify for funding, the universities had to demonstrate four capabilities: to provide quality educational and research opportunities that would prepare students for successful SME careers; to align with existing programs within or outside the alliance to ensure a comprehensive and integrated effort; awareness of factors affecting the successful transition of minority students from undergraduate through graduate study and academic career entry in SME fields; and to demonstrate prior success in dealing with affective (non-academic) components of graduate education necessary to ensure success of minority students in obtaining SME doctoral degrees.

AGEP at Rice

At Rice, students who participate in the program get a number of benefits, including full tuition and a stipend. But, Tapia said, the program is designed to give them more of a sense of community so the students don't feel isolated in the pursuit of a doctoral degree. The program also expands their horizons professionally, giving them opportunities to network with SME leaders, participate in conferences in their chosen field, get feedback on their different projects and guidance in preparing their dissertations, and improve their oral and written communications skills with sessions tailored specifically toward that goal.

Some of the topics the AGEP students have addressed include affirmative action, the role of women in the sciences, the tenure process, and professional issues tied to the field of science.

For Melara, the enthusiasm of the students in the program helped recruit him to Rice and get him involved in the AGEP program.

"I liked the subject and wanted to learn more," said Melara. "The graduate students [in AGEP] looked excited about what they were doing. There are so many things mathematicians can go into."

At Rice, students can participate in an AGEP program just for the summer, or they can participate throughout the academic year. For the summer of 2000, 18 students participated in AGEP activities at Rice, and 42 students participated in the academic-year program.

"You can go to people for help," Melara said. "People will help you rehearse for presentations and provide you feedback. Their encouragement helped."

Tapia said Rice launched the program in 1998 with funding from the NSF, but Tapia had been running a successful similar program in his

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department for 10 years. The NSF funding helped expand his efforts to other departments and the University of Wisconsin.

At Rice, interested students must submit applications to their designated department and to the AGEP program. The departments involved in the program determine which promising minority students would benefit greatly from AGEP. Students selected are offered tuition waivers and stipends to pursue a Ph.D. in SME.

"The departments know that if they identify a student who has talent and can make it in the program but they don't have the funds to support them, we do," said Tapia, adding that he often advocates for promising students that certain departments might be hesitant to take on. "I don't tell the departments what to do, but if I don't hear from a department about a student, I'll call them, and I will tell them, 'Here's a good student.'"

Richard Tapia in class

Tapia said the focus of the AGEP program at Rice is on retention of minorities in SME. Many of the activities of the program–including the guest speakers, the mentoring, the conferences, the social activities–are all geared at keeping the students focused on the final goal–finishing the degree. If that means Tapia must help a student make friends on campus or work out a personal problem, Tapia said he is there.

"We create an extended community and have get-togethers," said Tapia. "We provide an extended family. Admission is just part of it. I am an advocate for the students. Retention through the degree is extremely critical."

Tapia said that many times students find that they are the only minority in a department, so AGEP helps them meet minorities pursuing Ph.D.s in other departments so they can collaborate, share, and discuss issues related to their degree.

"I will find out if a student is having problems from a network of students," said Tapia. "Often the other students help them get past the hurdles. It can help them get through the problems everyone has, but they think they are the only ones."

Tapia said one challenge is getting departments to change the way they operate to create a more welcoming environment for students. Some are reluctant, fearing that a welcoming environment translates to a less rigorous program. Tapia disagrees with that assumption. Instead, Tapia said, a welcoming environment means success for the university department, which as a result has diversified its student body and its graduates, leading to greater success for more minority students in SME.

"We're producing leaders, and there aren't that many around," said Tapia.

Tapia said that many departments focus on standardized test results to pick students for their Ph.D. programs and that this focus has a negative impact on minority students in that many fully capable students do not fare well on such tests.

"We educate departments," said Tapia. "They need to undergo a cultural change. The way they recruit needs to be reevaluated. The way they retain needs to be reevaluated. So we restructure and change things."

Cristina Villalobos, an assistant professor in mathematical sciences at the University of Texas at El Paso, said AGEP helped her reach farther educationally and professionally than she had dreamed possible.

"When I was an undergraduate, I was going to become a teacher," said Villalobos, who finished her Ph.D. in applied mathematics at Rice in 1999. "With this program, I realized there was more out there for me. I had had no idea."

The program, she said, gave her teaching experience, since she worked with K-12 teachers, and guided her at several stages in formulating her dissertation and in conducting the related research.

Ricardo Vargas, who is in year four of his Ph.D. program in electrical engineering, said the AGEP program provided him with a support network, something he initially did not find in his chosen department, which he said included "hardly any" minorities.

"I really felt alone. My program has not been easy. When I got together with Tapia's group, it felt really nice to have someone to share experiences."

Vargas said AGEP helped him make numerous professional contacts through meetings with guest speakers and professional conferences, but it also has given him a lot of useful feedback on his Ph.D. work. AGEP also encourages him to consult students in other Ph.D. fields to help solve problems in his own area of concentration.

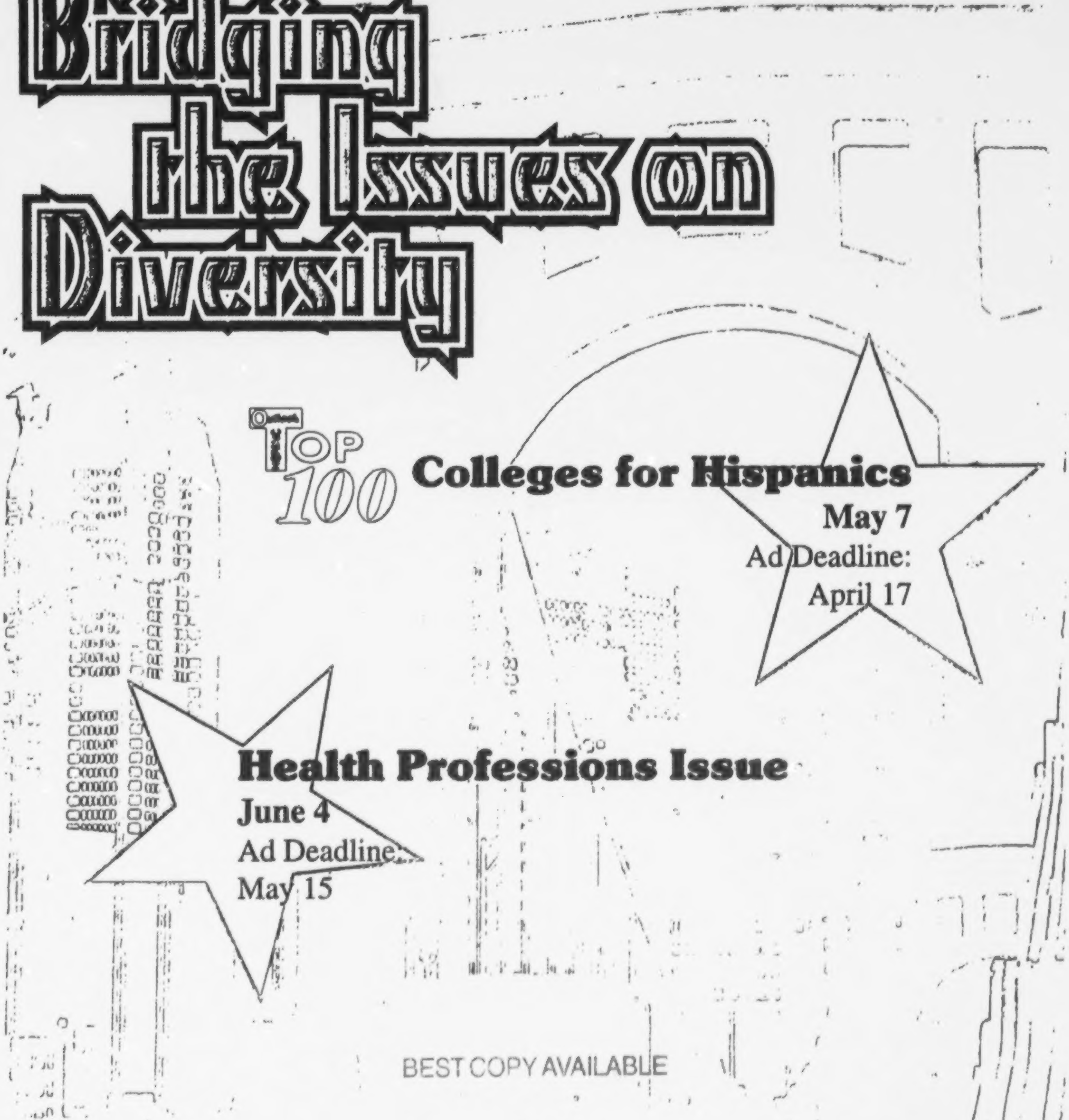
"I've grown so much as a professional," said Vargas. "I talk to mathematicians and people in other sciences, and I get a new vision of my problem. It has been good for me."

But, Vargas said, the friendships he has created through the program have been as valuable if not more so.

"Tapia has these barbecues, and he makes us dance merengue," said Vargas. "I have found many things in common with the other students in Tapia's group other than academics. Tapia reminds us that we're a family and that we are part of a group. I try to give back to the new students as well."

"It's probable that the support won't come from your department," said Vargas. He suggested that students who feel alone in their departments need to reach beyond them to find the support network they need to survive the rigors of pursuing a Ph.D.

Bridging the Issues on Diversity



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The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 09, 2001

College of American Pathologists Launches Bilingual Pap Test Reminder Website

NORTHFIELD, Ill.

Thousands of Latinas in the United States risk their lives each year by not getting an annual Pap test, a lifesaving test that could reduce the likelihood of their developing cervical cancer. The Pap test, introduced in the U.S. after World War II, is the most effective cancer-screening process known to medical science. It uncovers treatable abnormalities before they turn into cancer.

According to a Center for Disease Control and Prevention study, more than 25 percent of Hispanic women failed to get a Pap test in the last year.

To combat this problem, the College of American Pathologists (CAP) is providing a free bilingual Internet-based service that will help remind women to schedule their annual Pap tests. Registering for this simple reminder could save their lives.

One quick visit to www.papsmear.org allows a woman to select the day within the next year that she would like to schedule a Pap test. On the date she chooses, an e-mail will be sent reminding her to call her doctor or other healthcare provider and schedule an appointment. Annual Pap tests are critical in the prevention of cervical cancer.

According to a study by Cheskin Research, in the past two years, household computer penetration has increased approximately 68 percent among U.S. Hispanics, compared to about 43 percent in the general U.S. population.

"This website takes only seconds to set up the reminder," said Dr. Filiberto Cavazos, pathologist and associate professor at Ohio State University. "Many women are so busy with their careers and families, they don't take time for their own health–including receiving a Pap test each year, but those seconds it takes to set up the reminder could save a woman's life."

Pathologists, doctors who treat patients through laboratory medicine, and other healthcare providers know that having an annual Pap test is one of the most important things a woman can do to help prevent cervical cancer. In fact, pathologists recommend that *every* woman who is over the age of 18 or who is sexually active should have a Pap test *every* year. Since it came into common usage more than 60 years ago, the Pap test has reduced cervical cancer deaths in the U.S. by 70 percent, making it the most effective cancer-screening tool known to medicine.

National Community for Latino Leadership Releases Study

WASHINGTON, DC

The National Community for Latino Leadership, Inc. (NCLL), a leadership think tank and clearinghouse, released findings from the largest, most comprehensive empirical study of Latino leadership. The findings of more than 3,000 Latino respondents reflect, but also diverge from, non-Latino mainstream views on leadership. Latinos have a unique view of leadership that emphasizes community service and compassion. The report is especially important in today's economic and political climate where national leaders are aggressively courting Latino constituencies and markets.

"The growing presence of Latinos in the United States has profound implications for the future of leadership in our nation," said NCLL president Alfred Ramírez. "As the youngest, fastest-growing, and soon-to-be largest minority group, Latinos will play a larger role in determining the caliber of leadership in the U.S. [political community]. Leaders will benefit from our research on what Latinos want from a leader."

Report findings include:

- Latinos are twice as likely to find their heroes in their family than the general population.
- The leadership qualities Latinos deemed most important were honesty, trustworthiness, and integrity (50 percent); followed by intelligence, experience, and education (8 percent); being respectful of persons and community (4.6 percent); community "servanthood" (4.1 percent); and being loving and compassionate (4.1 percent).
- The Latino community's perspective on leadership bridges racial, class, political, and cultural lines. Contrary to expectations, Latino ethnic groups do not differ significantly among each other with respect to what they seek in a leader.
- Among Latino respondents, there was a striking underlying consensus on their views and values toward leaders–no significant differences exist between Latino young adults and seniors, citizens or non-citizens, or between Latinos and Latinas.
- Unlike other cultures that emphasize individualism, Latinos emphasize collectivity, belonging, and group benefit.

Based on NCLL survey results, the 20 most desired leadership qualities are clustered into four general leadership traits. "We have taken these traits and categorized them as the 'Four Cs of Latino Leadership,'" said Ramírez. "Latinos want leaders to demonstrate character in their public dealings and private lives, be competent, express compassion in their exercise of leadership, and work as a community servant."

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 09, 2001

NCLR Receives $6.7 Million Gates Foundation Grant

WASHINGTON, D.C.

The Bill and Melinda Gates Foundation took an enormous step toward fixing what's wrong in American education. After conducting comprehensive studies throughout the United States of what works and what doesn't, the Gates Foundation awarded major grants to start and support model schools that offer small, personalized learning environments in which all students learn successfully.

The National Council of La Raza (NCLR) is among the recipients of the first round of grants. NCLR is receiving $6.7 million to open 15 new charter schools, most of them in California, over the next five years.

With the aid of its affiliate network, NCLR has identified prospective charter school sites in heretofore-underserved communities with large Latino populations. Key components of the new schools will include more effectively involving Hispanic families in the education of their children, building community-school partnerships, and promoting the use of linguistically and culturally appropriate curricula and assessment tools.

"Education is the single most important issue in the Latino community," said NCLR president and CEO Raúl Yzaguirre, speaking at a community event in the Barrio Logan Mercado Apartments in San Diego, which provide affordable housing to the low-income Latino community. "This generous and timely grant from the Bill and Melinda Gates Foundation will help ensure that Hispanic community-based organizations across the country play a major role in improving educational outcomes, and closing the 'achievement gap' for one of this country's most valuable future assets–Latino children."

The new charter schools will be operated in collaboration with NCLR's affiliates. By the end of the five-year grant period, NCLR hopes that the new schools will be serving historically underserved communities in San Diego, Oakland, Los Angeles, and San Jose. At least five of the 15 schools will be high schools.

ACE Survey Shows Americans Value Higher Ed, But Remain Skeptical about Some Issues

WASHINGTON, D.C.

College and university presidents can find a lot to like–and a few things to dislike–in the results of a national public opinion poll on higher education policy issues released by the American Council on Education (ACE).

On the positive side, Americans continue to place high value on a college education and overwhelmingly believe that U.S. colleges and universities offer high-quality programs. They are somewhat less worried about the affordability of college than in recent years; they strongly support increased funding for university research; and they believe campuses are safe places to live and learn.

However, Americans continue to grossly overestimate tuition prices and believe colleges do not work hard enough to keep tuition levels affordable for most families. They know very little about college presidents and are skeptical about intercollegiate athletics and distance learning.

These and other findings are outlined in the ACE report "Taking Stock: How Americans Judge Quality, Value, Affordability, and Leadership at U.S. Colleges and Universities," which is based on a national telephone poll of 850 Americans conducted by KRC Research and Consulting.

Among key findings:

Americans continue to place a high value on higher education.... Roughly three-quarters of the respondents rated the quality of four-year colleges as excellent or good. Sixty-six percent rated two-year colleges as excellent or good.... Americans claimed to be less worried about the cost of a college education than they were in a similar survey conducted in January 1998–although the topic remains a major concern for the vast majority of families. Thirty-two percent said in May 2000 that they worry "a little" about the cost of college, compared to 25 percent in 1998. Fifty-four percent said they worry "a lot," compared to 65 percent in 1998.... While 90 percent of the public claimed to know a lot or a good amount about what it costs to attend college, many respondents overestimated the cost of tuition and fees at a public, two-year community, junior, or technical college, and a four-year public college. Americans came closer to estimating the cost of attending a private college or university.... The public knew very little about distance learning, and was somewhat skeptical about the quality of such classes and degree programs.

People-Places-Publications-Conferences

PEOPLE & PLACES

Austin's Club Sembradores Holds Fundraiser in Texas

Club Sembradores de Amistad, which means "Sowers of Friendship" in Spanish, is an international nonprofit headquartered in Monterrey, N.L., Mexico, and dedicated to helping underprivileged college students. It held a black-tie Valentine's Day Ball to support scholarship endowments at the University of Texas (UT)-Austin and three other educational institutions. Raúl Álvarez, Austin city council member, was master of ceremonies.

Dr. Roberto Miranda, president of the Austin chapter, said that preference for scholarships is given to Central Texas students who are among the first generation of their families to attend college and who qualify as "financially and educationally disadvantaged."

Endowments Committee Chair Hilbert R. Maldonado said nine local families established the Austin Sembradores chapter with the help of a long-established chapter in San Antonio. Sembradores gala proceeds go toward endowment funds at UT-Austin, Concordia University-Austin, Huston-Tillotson College, and St. Edward's University.

Saragoza Addresses Allan Hancock's All-Staff Convocation

University of California (UC) system-wide vice president for educational outreach Dr. Alex M. Saragoza was the keynoter at Allan Hancock College's all-staff convocation, attended by about 600 faculty and staff members. He spoke on community college transfers to UC.

Saragoza, the son of farmworkers from California's Central Valley, received his bachelor's degree from Fresno State, master's from Harvard University, and doctorate from UC-San Diego. From 1979 to March 2000, he was a faculty member at UC-Berkeley, most recently in the department of ethnic studies. He is the author of numerous articles and essays on Mexican culture and history, the mass media and Mexican history, and the history of Mexican immigrants to the U.S.

In his post, Saragoza oversees a complex and far-reaching effort by UC to prepare larger numbers of underrepresented minority students for admission to the University.

Yale Professor Honored in Mexico

Then-president of Mexico Ernesto Zedillo (pictured l.) received Professor Gustav Ranis (r.), director of the Yale Center for International and Area Studies (Conn.), at his official residence, Los Piños. Ranis was visiting Mexico for a *Festschrift* colloquium on "The Mexican Economy at the End of the Century: Prospects and Realities," held in his honor and hosted by the Center for Economic Studies at El Colegio de Mexico.

Ranis spent a year at the Colegio in 1970-1971 as a Ford Foundation visiting professor and published an article, "Is the Mexican Miracle Turning Sour?" at a time when Mexico had enjoyed many years of "growth with stability." Thirty years later, at the *Festschrift*, leading Mexican economists acknowledged that his analysis had pinpointed structural problems that Mexico has been forced to address in recent years.

Nebraska-Lincoln Hosts Forum on Vieques, Reparations

The Scholarship in Society lecture series at the University of Nebraska-Lincoln featured a discussion of the U.S. Navy's training operations on the Puerto Rican island of Vieques. Roberto Clemente, assistant professor of educational leadership, counseling, and postsecondary education at the University of Northern Iowa, delivered a lecture, "Reparations: Vieques, Puerto Rico, and Latin Bicultural Identity of the United States of America."

Clemente described how the U.S. Navy appropriated three-fourths of the 25-square-mile island at the start of World War II and still uses it as a field for military training operations. "For more than 50 years, the residents of this island have been living under constant conditions of war," destroying the health, wealth, and, at times, lives of the islanders, Clemente has written.

The lecture series is aimed at modeling the myriad career possibilities, scholastic and non-academic, available to students upon receiving a graduate education.

Felician Welcomes Director of Health Sciences

Dr. Muriel M. Shore was appointed director of the division of health sciences at Felician College in New Jersey.

Shore, the mayor of Fairfield, N.J., has been for the past three years the director of health and rehabilitation for Essex County, N.J., and chief executive officer of the Essex County Hospital Center. She is a partner with the Mosaic Group, L.L.C., a consultant group specializing in all facets of Joint Commission on Accreditation of Health Care Organizations standards compliance.

Shore has both a bachelor's degree and a master's from the Seton Hall University College of Nursing and a doctorate from Seton Hall's College of Education and Human Services.

Felician College, a co-educational Catholic college founded by the Felician Sisters in the Franciscan tradition, offers undergraduate and graduate degree programs in arts and sciences, teacher education, and health sciences.

Laredo President Honored by City Newspaper

Dr. Ramón H. Dovalina, president of Laredo Community College (LCC) in Texas, was named "Laredoan of the Year" for 2000 by the *Laredo Morning Times*.

Editors of the newspaper cited Dovalina's genuine commitment and concern for LCC's student body, faculty, staff, and community as reasons for the selection. Under Dovalina's administration, LCC experienced dramatic improvements, including the completion of a multimillion-dollar infrastructure improvement project on its campus and national attention for piloting the use of innovative learning technology in the South Texas region.

Dovalina became the fifth president of LCC in 1995.

Ramírez Secures Brazilian Art for Blanton Museum of Art

Mari Carmen Ramírez (pictured), curator of Latin American art at the University of Texas (UT)-Austin's Jack S. Blanton Museum of Art, secured the acquisition of an art piece by renowned Brazilian artist Regina Silveira. One of a series of works that established her reputation, "Masterpieces: In Absentia (M.D.)" is a large-scale drawing, printed on vinyl, and projected, like the shadow of an absent object, on the gallery wall. It pays homage to Marcel Duchamp's "Bicycle Wheel."

The Blanton also offers a behind-the-scenes look at art conservation pieces through the display of an important 1967 sculpture by Argentinean artist Gyula Kosice, a founding member of the Madi movement and a pioneer of art incorporating light and water.

The museum is completing the first research phase of a comprehensive catalogue of its Latin American art collection. The publication will make available a significant portion of the museum's unique holdings for research and teaching, while providing invaluable documentation of the trajectory of 20th-century Latin American art.

From mid-January to early March, the Blanton's curatorial team presented "Building Your Collection," an intensive three-evening seminar centered on the exhibition "Rembrandt to Rauschenberg: Building the Collection." The Blanton's curators have wide-ranging areas of expertise–from contemporary to Latin American, European painting to prints and drawings. The seminar showed how to begin, advance, and refine one's art collection.

University of Washington Study Shows Minority Drop after I-200

The number of Black, Hispanic, and American Indian first-year students enrolling at all universities and colleges in Washington dropped in 1999 following the passage of Initiative 200, which eliminated many affirmative action programs in the state. Most of the declines in minority enrollment came at the University of Washington (UW), the state's largest educational institution, according to a study by UW sociologists.

Although the actual number of Blacks and American Indians admitted to UW in 2000 rebounded slightly, the percentage of underrepresented minorities enrolled at the University dropped from 9 percent in 1998 to 6 percent in 2000, according to Charles Hirschman, UW sociology professor and coauthor of the study. The drop among Hispanic students was the most pronounced, falling from just under 5 percent of the 1998 first-year-student class to less than 3 percent in 2000. "These declines were in stark contrast to a substantial rise in non-Hispanic, White freshman enrollments," said Hirschman.

The declining minority enrollment following voter approval of I-200 in November 1998 appears to be more complex than the popular perception that UW is admitting fewer minorities, said Hirschman and Susan Wierzbicki, a sociology doctoral student. The key appears to be a declining number of applications from underrepresented minority students.

Cornell Distance-Learning Course Connects Students in 7 Countries

It is the class heard 'round the world: a Cornell University (N.Y.) distance-learning course in which undergraduate and graduate students from the Americas, Europe, Australia, and India are linked electronically.

Students came together for Global Seminar ALS 480, a spring semester course that examines international food issues and formulates positions on worldwide agricultural sustainability. The global classroom communicates using Internet-, telephone-, and satellite-based video. Cornell organizes the class with equal participation from eight other universities, including Wageningen University and Research Center, the Netherlands; the Open University of the Netherlands; Universidad EARTH, Costa Rica; University Zamorano, Honduras; Uppsala University, Sweden; the Swedish University of Agricultural Sciences; the University of Melbourne, Australia; and Acharya N.G. Ranga Agricultural University, India.

In this class, "you learn cultural sensitivity, and you become exposed to people with different beliefs, attitudes, and values," said Cornell alumnus Robert McInerney, who took the class in 1999 and was a teaching assistant a year ago.

Rodríguez New Vice Provost at UT-Austin

Dr. Victoria Rodríguez, associate professor in the Lyndon B. Johnson School of Public Affairs, was appointed vice provost at the University of Texas (UT)-Austin. Key areas of responsibility in her new role include advancement of the University president's Latin American initiative, faculty recruiting and hiring, and the K-12 initiative.

President Larry R. Faulkner has said he places a high priority on strengthening both Latin American studies on campus and UT-Austin's ties with Latin American countries. Rodríguez said her vision as vice provost is to concentrate efforts in four countries–Mexico, Brazil, Argentina, and Chile.

Mexican Consul General Rogelio Gasca Neri, on behalf of Mexico's Ministry of Foreign Relations, presented Rodríguez and her husband Peter Ward with the "Ohtli" Medal. The highest award granted by the Mexican government outside of the country, it is given to those whose work, research, and academic or cultural services are deemed significant to the furtherance of U.S.-Mexico relations.

NAHJ Conducting Journalism Project in Phoenix

The National Association of Hispanic Journalists (NAHJ) will hold an intensive three-day journalism campus project prior to the

Association's convention in Phoenix, Ariz., in June. Students will take part in a journalism education seminar at Arizona State University conducted by journalism educators and professionals. Students also can participate in weeklong newspaper, television, radio, and new media projects offered each year at the NAHJ convention. NAHJ offers students the chance to practice daily journalism under the supervision of professional journalists. For more information and to request an application, call (202) 662-7145 or visit the NAHJ website at nahj.org.

NAHJ is dedicated to building the ranks of Latinos in the news industry. Established in 1984, NAHJ serves its professional and student members by creating skills-building, networking, and professional advancement opportunities through its annual convention and membership services.

University of Chicago History Professor Featured in *Latino Leaders*

Latino Leaders: The National Magazine of the Successful Hispanic American, in its December 2000/January 20001 issue, ran a story on Friedrich Katz, director of the Center for Mexican Studies at the University of Chicago (Ill.). Born into a Jewish family in Vienna in 1927, at age three, he moved with his family to Berlin, where his father was critical of the Nazis. In 1933, they fled to France, where his father aided the Spanish Republic during the Spanish Civil War. Expelled from France in 1938, the Katzes stayed in the United States briefly before moving to Mexico. At age 13, Friedrich became fascinated with Mexican history. He returned to his native Austria in 1949 to study, eventually earning a doctorate from the University of Vienna. Today, Friedrich, a history professor at the University of Chicago, can claim expertise in Aztec civilizations, the Porfirio Díaz regime, the Mexican Revolution, and the life story of Pancho Villa.

That same issue of *Latino Leaders* featured a cover story on Ida Castro, chair of the U.S. Equal Opportunity Commission during the Clinton administration. Castro has both a master's degree and a juris doctorate from Rutgers University (N.J.).

Texas A&M-Corpus Christi Hosts Renowned Latino Groups

Texas A&M University-Corpus Christi hosted an evening of musical entertainment in its University Center-Lonestar Ballroom in conjunction with the National Association of Latino Arts and Culture 2001 National Conference.

Grupo Tayer of Monterrey, Mexico, a band dedicated to the compilation and artistic performance of "*El Viejo Canto Norestense*," performed music of Northeastern Mexico and South Texas that has been passed down from generation to generation through oral tradition. It utilizes guitars, bass, accordion, and other folk instruments.

The internationally acclaimed group Mono Blanco performed "*son jarocho*," the traditional music and dance of Vera Cruz, Mexico. Los Pleneros de la 21, from New York City, performed Puerto Rican-based music, including Caribbean, salsa, and dancers. Los Pleneros de la 21 is also a community organization dedicated to performing, disseminating, developing, and teaching the African-related music and dance forms of Puerto Rico, *plena y bomba*.

NCEE–A Resource for Faculty Teaching Education Courses

The National Council on Economic Education (NCEE) develops and distributes innovative materials, curricula, and teacher training through a nationwide network to help educate students in grades K-12 about how the world works–before they go to work in it.

NCEE publications and online courses provide teachers with lessons on economics and financial concepts that can help teach math, personal finance, language arts, science, and social studies. Courses include teaching guides, lesson plans, and student activities. The programs work in classrooms and home schools and cover levels from K-12.

NCEE catalogs are available. Call (800) 338-1192; or visit the NCEE website, www.ncee.net.

Cuban Cultural Award to Santa Monica President

Santa Monica College (SMC) president Dr. Piedad F. Robertson received the Honor of White Rose from Patronato José Martí, a Cuban cultural organization in Los Angeles, Calif. The organization is named after Martí, a Cuban nationalist hero and cherished journalist and poet. The white rose is a symbol of Martí.

Robertson, SMC president since 1995, is an established leader in innovative educational programs, workforce and economic development, fundraising, and community and government relations, and serves on the Gates Millennium Scholars Program Advisory Council, which oversees the $1 billion scholarship endowment created in 1999 by Microsoft founder Bill Gates.

Robertson is one of five prominent Cuban Americans to receive the award–Dr. Alberto Sánchez Bustamante, physician and president of the Cuban Heritage Foundation; Nicolás Quintana, internationally renowned architect and Florida International University professor; Belkis Cuza Malé, editor, *Linden Lane* magazine; and Fernando Marquet, businessman and civic leader.

SMC is the No. 1 transfer institution to the University of California (UC) and California State University systems combined. SMC also was first in transfers of Chicano/Latino, African American, and Asian students to the UC system.

Limón Feted upon Retirement from Loyola Marymount

Loyola Marymount University (LMU) Professor and Chair of the department of Chicana/o studies Graciela Limón was honored at a special event to acknowledge her retirement after 35 years of teaching at LMU in California.

Limón, an award-winning novelist, read from her published works. Acclaimed singer/songwriter and cultural worker Francisco Herrera performed. At Limón's request, the proceeds benefited a Latino community organization, the Libros Revolución Bookstore, a progressive Los Angeles bookstore that provides community outreach and important academic and literary works in Spanish.

Limón has a bachelor's degree from Marymount College and a master's from the Universidad de las Américas in Mexico City, and completed doctoral studies at the

University of California-Los Angeles. She began her career at LMU as a Spanish professor at Marymount College, prior to its merger with LMU, and became department chair and president of the faculty senate. She began writing novels later in life and was recognized as a leading Chicana author, publishing five novels in the 1990s. Limón retired in May 2000.

NHMA Sponsors Leadership Program

The Washington, D.C.-based National Hispanic Medical Association (NHMA), representing licensed Hispanic physicians in the U.S., is sponsoring the NHMA Resident Leadership Program, part of a collaborative effort with Stanford University Medical School and Cornell University Weill Medical College. The goal is to develop the leadership skills of Hispanic residents interested in primary care, academic, and/or policy careers.

For each of the next five years, NHMA will select 20 uniquely qualified Hispanic medical residents from around the nation to participate in policy institutes in Sacramento, Calif., Albany, N.Y., and Washington, D.C. The program is funded by the U.S. Department of Health and Human Services Health Resources Services Administration. Established in 1994, NHMA aims to improve the health of Hispanics and other underserved populations and build a network of highly motivated Hispanic physician leaders.

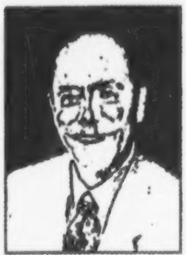
Cuyahoga Holds Latin Dance Workshops

Connie Fagan, professional dance instructor and former Southern California salsa competitor and Mayan champion, taught Latin, salsa, ballroom, swing, and general social dances in workshops held at Cuyahoga Community College in Ohio.

Participants learned the basics, such as how to lead and follow, and a few variations of salsa, merengue, and the cha-cha during six one-hour salsa and Latin rhythm workshops; the workshop Burn the Floor taught the basics of international ballroom, the quick-step waltz, and the tango; and a swing workshop featured the music of popular bands, old and new.

New World School of Arts Gets New Provost

The New World School of the Arts (NWSA) in Miami, Fla., has a new provost, Stephen Sumner. Sumner was director of the division of fine and performing arts at the University of Tulsa in Oklahoma. A frequent speaker at national conferences, he presented "Cultural Diversity: Teaching Art Values within the Multi-Ethnic Classroom" at the National Conference on Multicultural Perspective, University of Colorado.

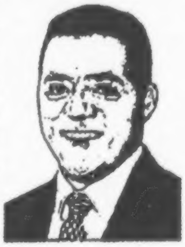


Sumner has a bachelor's degree from the University of Michigan and a master's from the University of Massachusetts, and received two Fulbright Fellowships for photographic projects in Latin America.

NWSA, founded in 1987 and located in downtown Miami, is a Center of Excellence for the performing and visual arts. The school is a partnership of the State University System of Florida, Miami-Dade Community College, and Miami-Dade Public Schools–with the University of Florida serving as the State University System representative. It offers academic and artistic studies for talented high school and college-level students leading to a high school diploma, the Associate in Arts degree, and the Bachelor of Fine Arts and Bachelor of Music degrees. More than 450 high school and more than 300 college-level students are enrolled.

Northern Essex Hires Workforce Developer

Northern Essex Community College in Massachusetts hired Carlos Matos of Lawrence to head a new workforce development initiative. Working with a grant funded by the U.S. Department of Labor, Matos will be project manager of the College's "Third Tier Cities" project, being conducted in conjunction with Northeastern University and the Holyoke Chamber of Commerce.



Both Lawrence and Holyoke are considered "third tier" cities in that they are smaller urban areas with high unemployment and high degrees of poverty. The project objective is to identify and eliminate barriers that area residents face in attaining self-sufficiency, and to determine the needs of area businesses in regard to education and skill levels of employees.

Matos is a former teacher in the Lawrence Public School System and former legislative assistant to both state Rep. José Santiago and Rhode Island Lt. Gov. Charles Fogarty. He has a bachelor's degree from Saint Anselm College and is completing graduate work at the University of Massachusetts.

Mellon Minority Program at Barnard Highly Successful

Fewer than 10 percent of the 43,000 or so doctorates awarded yearly in the U.S. go to underrepresented minorities, according to Lydia English, director of the Andrew W. Mellon Foundation Minority Undergraduate Fellowship program, MMUF.

MMUF program provides a unique long-range plan that encourages minority students to earn doctorates in core fields in the arts and sciences. Since 1988, more than 2,000 African American, Latino, and Native American undergraduate students have been selected by their colleges and universities as Mellon Fellows and awarded research grants, stipends, and faculty mentoring. The nationwide program is showing positive results, with 33 percent of students entering graduate schools.

Columbia University's Barnard College (N.Y.) MMUF program, only in its third year, has achieved excellent results and, according to English, ranks as one of the top three MMUF programs around the country, with 42 percent of its students going on to doctoral programs. Other MMUF programs in New York City are at Columbia University, Brooklyn College, Queens College, and Hunter College.

Laredo's Quality Lauded in SACS Accreditation Report

Courses, degrees, and services offered by Laredo Community College in Texas exceeded the rigorous standards of the Southern Association of Colleges and Schools (SACS) and received full re-accreditation for another 10-year period.

Re-accreditation affirms to Laredo students and potential students that, in addition to its affordable tuition, they can expect their courses to meet the same quality standards as those offered by colleges and universities throughout the nation. In a letter to college president Ramón H. Dovalina, SACS accepted a report prepared by the College as part of the accreditation process.

Of 257 colleges and universities that submitted follow-up reports after SACS review visits, only a few–among them Laredo–received full re-accreditation without the need to submit additional reports. Laredo was one of two schools considered exemplary by commission members. The follow-up report was prepared by the College team of Dr. Estelle J. Sit, dean for institutional effectiveness and distance education; Francisco Martínez Jr., co-chair of the college steering committee for SACS re-accreditation; and Eleazar González, director of institutional research and planning.

Latino Musicians to Perform at Cal State-Northridge

The musical act Sol y Canto will play at the Center for the Visual and Performing Arts, California State University-Northridge (CSUN), April 21. Built on Brian Amador's versatile Spanish guitar and Rosi Amador's crystalline voice, this group, according to the *Boston Phoenix*, "does Latin music right…their vocal harmonies are peerless and they value top-shelf jazz improvisation."

On May 4, El Vez, the Mexican Elvis, comes to the Center. More than entertainment, El Vez is said to be a thinking man's Elvis, a postmodern King with a Latin twist. Presenting the Chicano experience through the songs of Elvis, this international sensation croons his tales in such hits as "*Huraches Azules*" ("Blue Suede Shoes"). Don't miss "Elvis con salsa," says *People*.

On May 5, the CSUN music department presents a Latin Music Gala, a Cinco de Mayo celebration featuring mariachi, salsa, flamenco guitar and dancers, Spanish violin, Argentinean tango, and more. Directed by Jacqueline Salas, it is part of the CSUN music department's May Music Festival.

Nassau Community Hosts *La caperucita roja*

The popular series "Classics for Kids (And Grownups Too)" returned for its 22nd season at Nassau Community College (NCC) in New York this winter. Parents and children alike delighted in the array of entertainment sponsored by NCC's Cultural Program.

In February, NCC hosted *Little Red Riding Hood/La caperucita roja*, a bilingual telling of the traditional story, performed by New York's only professional Latino children's theater company, the Society of the Educational Arts' (SEA's) Los Kabayitos Puppet and Children's Theater, an Hispanic arts-in-education organization.

Manuel Antonio Morá wrote and directed. Music was by Iván Alexander Bautista. The show included some of the work of Puerto Rican puppeteer José López (winner of the UNIMA Citation of Excellence Award, the "Tony" of puppetry).

West Chester Discovers Treasures of Peru

From the jungles of the Amazon to the peaks of the Andes, Peru's landscape came alive at West Chester University of Pennsylvania through the extensive research and exceptional filmmaking of Dwayne L. Merry. Merry, producer of an award-winning television series broadcast throughout the United States and Canada, presented the program "Treasures of Peru."

Merry is an accomplished photojournalist with more than 30 years experience in anthropology and archeology. He explored the remains of mighty civilizations at sites that included Chan Chan, Pachamac, and Machu Picchu, and learned of the fame and excavation activity of Thor Heyerdahl of Kon Tiki.

West Chester is one of the 14 institutions that comprise Pennsylvania's State System of Higher Education.

Garden City Adapts to Cultural and Ethnic Diversity

Garden City, Kan., has been on the edge of America's future for more than a decade, and those attending the recent 10th Annual Five-State Multicultural Conference, sponsored by Garden City Community College, heard an up-to-the-minute report on the community's ongoing adaptation to ethnic and cultural diversity. Dr. Donald Stull, an anthropologist whose work shed light on the Southwest Kansas town in 1990, presented his latest findings, valuable information for other communities throughout the country.

About 40 percent of the city's residents are from minority backgrounds, with a large contingent of Hispanic immigrants. Minority enrollment in the public school system is close to 50 percent, and Stull considers school counts a better picture of a given area than U.S. census figures. More than 1,000 adults sign up each year to learn English at the Finney County Community Learning Center. Bilingual ability has become a common employment prerequisite.

Stull's presentation was one of three keynote presentations. The others were "Faces of America," a one-person theatrical program, and an address by Steve Birdine, president of the Affirmation in Action organization.

Todd Named Kentucky's 11th President

The University of Kentucky (UK) board of trustees named Lee T. Todd University president-elect. Todd officially will begin his term as UK's 11th president July 1, when Charles T. Wethington, Jr. steps down.

Todd, 54, a UK engineering graduate, takes over the University in the midst of its move, mandated by the state legislature, to achieve top-20 public university status by the year 2020. This goal is driving the state's largest fundraising campaign and the improvement of many facilities and programs across the University. Todd said the top-20 goal is an ambitious one that can bring great stature and economic benefits to Kentucky.

The president-elect will leave behind his post as senior vice president of Lotus Development Corp. He has a bachelor's degree from UK and a master's and doctorate from the Massachusetts Institute of Technology. He is a member of Kentucky's Council on Postsecondary Education.

Fresno State Professor Speaks to AAUW

Dr. Candice Skrapec, associate criminology professor at California State University-Fresno, spoke to the American Association of University Women (AAUW) about her work helping investigate the killing of women and girls in Juárez, Mexico. An internationally known criminologist with experience in New York and Canada focusing on violent crimes, Skrapec provided insight into crimes against women and what can be done about them. Her talk benefited the AAUW Legal Advocacy Fundraiser.

Governor Davis Taps MALDEF President for State Board

California Governor Gray Davis announced the appointment of Antonia Hernández, who is in her 15th year as president and general counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), to the California Community Colleges Board of

Governors. Davis had named Hernández to the California Complete Count Committee in November 1999.

Hernández, as head of MALDEF, directs all litigation and advocacy programs, manages a $6.2 million budget and a 75-person staff. She is a prominent proponent of school reform, including higher education. Hernández has a bachelor's degree from the University of California-Los Angeles (UCLA), and a juris doctorate from the UCLA School of Law, and is a member of the American Bar Association, Mexican American Bar Association of Los Angeles, and Los Angeles Bar Association.

Barry Names Director of Dominican Studies Center

Barry University, a Catholic international university in Florida, appointed Jennie Weiss Block director of its new Center for Dominican Studies, established for research, graduate studies, and programs dedicated to celebrate and support the Dominican traditions of theology, spirituality, history, and the arts. The Center is a collaborative partnership of the Adrian Dominican Sisters, Barry University, and the Friars of the Province of St. Martin de Porres Southern. The Dominican Sisters and the Friars donated $100,000 and $50,000 respectively.

The creation of the Center provides scholars concentrating on Dominican themes with an environment consisting of appropriate library collections, material resources, and a supportive atmosphere. It provides a community center of study and common prayer exemplifying contemplation and theological reflection that has been the ideal of the Dominican intellectual life.

Cincinnati Professor Named to College Board Program

Virginia González, a new faculty member with the University of Cincinnati (UC) College of Education in Ohio, is among the first group of educators named to The College Board's new Visiting Scholars program, an effort to attract and establish continuing relationships with nationally renowned scholars.

Photo © Lisa Ventre

González, an associate professor with UC's Teaching ESL program, will conduct research and advise The College Board on issues of instruction and assessment for ESL learners. She has an extensive background researching the struggles that ESL learners face, particularly Spanish-speaking children, a growing population in the U.S. The College Board works to ensure that students around the world have the opportunity to succeed in higher education.

In an article in this month's *College Board Review*, González examines how the American dream continues to hold promise for immigrants trying to escape poverty and lack of opportunity at home. She will conduct two seminars this year, one at The College Board office in New York City and the other at its office in Puerto Rico.

UTSA Welcomes Saldívar

The University of Texas-San Antonio (UTSA) hosted the 14th annual Brackenridge Distinguished Visiting Professorship series. Ramón Saldívar spoke on "Americo Paredes and the Transnational Imaginary" and "Bilingual Aesthetics."

Photo © Stanford News Service

Saldívar, a professor of English and comparative literature at Stanford University, has a bachelor's degree from the University of Texas-Austin and a master's and doctorate from Yale. He is the author of *Figural Language in the Novel: The Flowers of Speech from Cervantes to Joyce* and *Chicano Narrative: The Dialectics of Difference*. His articles have appeared in major journals, including *Modern Language Notes*, *English Literary History*, *Comparative Literature*, and *American Literary History*.

His honors include the John Simon Guggenheim Memorial Foundation Fellowship, National Council on Chicanos in Higher Education grant, and Students Association Teaching Excellence Award at Stanford. He is currently researching Chicano modernity and postmodernity.

Matching Retired Community College Leaders and Interim Posts

PAULY GROUP

Therese Pauly, president of Pauly Group, Inc., an academic search consulting firm specializing in recruiting, referencing, and on-campus services for two-year institutions, finds that many newly retired administrators are ready to enjoy the rewards of retirement but are not quick to give up their active affiliations and commitment to academic service. At the same time, many colleges face more difficult and time-consuming searches to find strong, qualified candidates for key positions.

Pauly Group launched the Interim Assignment Program to help bridge administrative gaps during these transitions. Its consultants identify and refer to a college a select group of candidates with appropriate credentials, qualifications, and experience. The company maintains an in-house registry of former community college CEOs, senior administrators, and other high-ranking academic leaders who have expressed interest in interim appointments.

Ramírez to Chair Ramapo Board of Trustees

Arthur C. Ramírez, managing partner of The Christopher Company, was elected to chair the Ramapo College of New Jersey board of trustees. A trustee since 1994, he has been vice chair, finance chair, executive committee member, and liaison to the Educational Opportunity Fund program.

According to Ramírez, Ramapo College "has definitely become a school of choice, and we want to maintain that momentum."

Ramírez is an arbitrator with the National Association of Securities Dealers, handling disputes between clients and brokers and between brokers and brokers. He previously was an ethics panelist and fee dispute arbitrator for the New Jersey Supreme Court, vice president and trustee of the New Jersey Aviation Museum and Hall of Fame, vice president and trustee of the Girl Scout Council of Bergen County, and trustee of the Hackensack Medical Center Foundation.

PUBLICATIONS

Nebraska Press Wins Award

The 2000 J. Franklin Jameson Award in Educational Achievement from the American Historical Association was given to Rolena Adorno and Patrick Charles Pautz for *Álvar Núñez Cabeza de Vaca: His Account, His Life, and the Expedition of Pánfilo de Narváez*, University of Nebraska Press. The three-volume set also won the Western History Association's Dwight L. Smith (ABC-CLIO) Award and earned a spot for the press' senior designer Richard Eckersley in the American Institute of Graphic Arts "50 Books/50 Covers of 2000" in the University Press category.

Perpetuating Power: How Mexican Presidents Were Chosen

By Jorge G. Castañeda

PERPETUATING
POWER
JORGE G. CASTAÑEDA

With opposition candidate Vicente Fox's momentous victory on July 2, 2000, the Mexican succession mechanism as we know it has come to an end. Jorge Castañeda gives his own reflections on this historic event, raising key questions concerning the future of Mexico before focusing on the archaeology of presidential succession and its inherent significance to the people and society of this country.

2000. 248 pgs. ISBN 1-56584-616-8. $26.00 cloth. New Press. (800) 233-4830.

Nickel and Dime

By Gary Soto

The ups and downs of the lives of men who are always looking for a way to earn a cup of coffee with plenty of sugar and cream, their desperate ingenuity, their hunger, and their dauntless optimism are vividly brought to life in this sweet, sad, funny trio of interlocking stories by one of America's most original writers.

2000. 189 pgs. ISBN 0-8263-2186-0. $16.95 paper. University of New Mexico Press. (800) 249-7737.

The Mirror of Spain, 1500-1700: The Formation of a Myth

By J.N. Hillgarth

The Mirror of Spain, 1500-1700

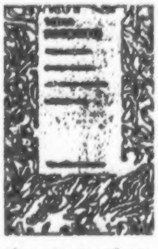
J.N. Hillgarth investigates how non-Spaniards saw Spain in the period when it was the leading power in Europe. He brings together a wide range of sources that elucidate Spanish history and Spanish character, demonstrating the ways in which propaganda has distorted both, in the past and into the present.

2000. 584 pgs. ISBN 0-472-11092-6. $72.50 cloth. University of Michigan Press. (734) 764-4392.

Vidas im/propias: Transformaciones del sujeto femenino en la narrativa española contemporánea

(Spanish)

By María Pilar Rodríguez



This analysis of six Spanish novels, one for each decade from the 1940s through the 1990s, proposes a new concept of the novel of feminine development and emphasizes the importance of the voicing of women's sentiments, passions, desires, and opinions that have not been expressed before in the literature of Spain.

2000. 222 pgs. ISBN 1-55753-164-1. $42.95 cloth. Purdue University Press. (800) 933-9637.

Constructing the *Criollo* Archive: Subjects of Knowledge in the *Bibliotheca Mexicana* and the *Rusticatio Mexicana*

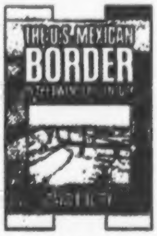
By Antony Higgins

Antony Higgins brings to light the dynamic of knowledge and power that unfolds in the writings of the *criollos* of 18th-century New Spain and Guatemala. Focusing on a period neglected by scholars, he reconstructs how, during the colonial period, *criollos*–individuals identified as being of Spanish descent born in America–elaborated a body of knowledge, an "archive," in order to establish their intellectual autonomy within the Spanish colonial administrative structures.

2000. 283 pgs. ISBN 1-55753-198-6. $43.95 cloth. Purdue University Press. (800) 933-9637.

The U.S.-Mexican Border in the Twentieth Century: A History of Economic and Social Transformation

By David E. Lorey



Where and what is the U.S.-Mexican border region? Why does it merit attention as a separate entity? The most general goal of this book is to advance the notion that the pressing issues facing North America must be addressed in a new regional context, a context that includes Mexico, the United States, and the boundary area that unites them.

1999. 195 pgs. ISBN 0-8420-2756-4. $17.95 paper. SR Books. (800) 772-8937.

Feminism Is for Everybody: Passionate Politics

By bell hooks

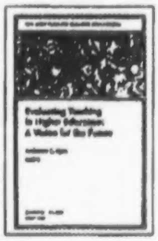
Feminism is for
EVERYBODY
bell hooks

Cultural critic bell hooks applies her critical analysis to the most contentious and challenging issues facing feminists today, including reproductive rights, violence, race, class, and work. hooks calls for a feminism free from divisive barriers but rich with rigorous debate. She encourages us to demand alternatives to patriarchal, racist, and homophobic culture, and to imagine a different future.

2000. 123 pgs. ISBN 0-89608-628-3. $12.00 paper. South End Press. (800) 533-8478.

Evaluating Teaching in Higher Education: A Vision for the Future

Katherine E. Ryan, ed.



In this book, a diverse group of scholars and scholar practitioners collectively proposes a vision, organized around three recurring themes it identifies as critical in considering evaluation in the new century: how to evaluate teaching in higher education, how to address the multiple purposes involved in the evaluation of teaching, and who should decide how to evaluate college teaching.

2000. 129 pgs. ISBN 0-7879-5448-9. $24.00 paper. Jossey-Bass. (888) 378-2537.

When the AK-47s Fall Silent: Revolutionaries, Guerrillas, and the Dangers of Peace

Timothy C. Brown, ed. and trans.

WHEN THE AK-47s FALL SILENT

The majority of Latin American revolutionaries and guerrillas have now laid down their weapons and opted to participate in that region's democratic processes. What brought about this transformation? This book brings together for the first time many of the most illustrious former Latin revolutionaries and guerrillas–along with some of those who tried to resolve these conflicts and the underlying social conditions beneath them–to tell their own stories in their own words. Foreword by Cuauhtémoc Cárdenas.

2000. 328 pgs. ISBN 0-8179-9842-X. $19.95 paper. Hoover Institution Press. (800) 935-2882.

Viva Kennedy: Mexican Americans in Search of Camelot

By Ignacio M. García

VIVA
Kennedy!

This book provides an in-depth look at the pivotal movement that drew thousands of Mexican Americans into national electoral politics for the first time, elevated Mexican American reform issues to the national liberal agenda, and helped elect John F. Kennedy as the first Catholic president of the United States.

2000. 227 pgs. ISBN 0-89096-917-5. $29.95 cloth. Texas A&M University Press. (800) 826-8911.

Renewing the Maya World: Expressive Culture in a Highland Town

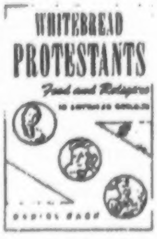
By Garrett W. Cook

Each year in the Highland Guatemala town of Santiago Momostenango, Maya religious societies, dance teams, and *cofradías* perform the annual cycle of rituals and festivals prescribed by *Costumbre* (syncretized Maya Christian religion), which serves to renew the cosmic order. This richly detailed ethnography explores how these festivals of Jesucristo and the saints derive from and reenact three major ancient Maya creation myths.

2000. 292 pgs. ISBN 0-292-71225-1. $22.95 paper. University of Texas Press. (800) 252-3206.

Whitebread Protestants: Food and Religion in American Culture

By Daniel Sack



Protestants like to think their religion is not materialistic. Its theology, spirituality, and liturgy are rooted in concepts and words, and any religious practice that involves material objects or invokes the senses is suspect–dismissed as papist or shunned as idolatrous. But the place of food within American Protestant church life calls this anti-materialism into question.

2000. 262 pgs. ISBN 0-312-21731-5. $24.95 cloth. St. Martin's Press. (888) 330-8477.

Women of the World: Laws and Policies Affecting Their Reproductive Lives–Latin America and the Caribbean

By CRLP and DEMUS, Estudio para la Defensa de los Derechos de la Mujer

Women of the World

This well-researched and documented manual from the Center for Reproductive Law and Policy (CRLP) focuses on the laws and policies affecting reproductive health–family planning, contraception, abortion, sterilization, STDs, rights within marriage, and economic and social rights–in Latin America and the Caribbean.

1997. 206 pgs. WE360Z. $25.00 paper. Women, Ink. (212) 687-8633.

The Right to Live Without Violence: Women's Proposals and Actions

By Latin American and Caribbean Women's Health Network

The Right to Live Without Violence

This book reports on the Tribunal on Violations of Women's Human Rights (El Salvador, 1993) and examines legal provisions and recourse in dealing with violence in the region. It includes conceptual essays and research findings on violence, especially domestic and sexual violence.

1996. 139 pgs. WE307Z. $25.00 paper. Women, Ink. (212) 687-8633.

Forging the Tortilla Curtain: Cultural Drift and Change along the United States-Mexico Border from the Spanish Era to the Present

By Thomas Torrans

FORGING THE TORTILLA CURTAIN

The border region between Mexico and the United States is more dynamic than ever since its transition into a sort of Mexamerica–a world fueled by corporate colonialism, NAFTA, and contraband of every stripe, from illegal drugs to illegal aliens. This sweeping history of the 2000-mile-long borderlands reveals how the region got to be that way.

2000. 424 pgs. ISBN 0-87565-231-X. $29.95 cloth. TCU Press. (800) 826-8911.OS

Many publications featured in this section are available through amazon.com.

VIDEOS

The following video recordings are available from:

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(800) 257-5126
website: www.films.com

The Spirit of Lorca

Filmed on location in Spain, this vintage program profiles the immortalized poet/dramatist Federico García Lorca. Extracts from his poems, plays, and letters demonstrate his *duende*–burning passion–for the arts, while the details of his life and violent death present a thoughtful perspective on Spain's revered literary icon.

(75 min., color) #FFH 10092

FIVE LATIN AMERICAN AUTHORS SPEAK

This series spotlights five of Latin America's preeminent authors, all now deceased, whose writings represent a rich legacy to the world. Programs include:

Octavio Paz

The Nobel Laureate addresses a variety of subjects, including his ongoing interest in politics, his views on relations between Mexico and Spain, the aesthetics of surrealism, and the characteristics of great writers.

(Spanish, 89 min., b&w) #FFH 10608

Rosa Chacel

The author discusses her memories of Valladolid and her childhood isolation; her productive exiles in Rome, Brazil, and Argentina; her persistent anger toward the Spanish people; plus three of her books: *Estación, ida y vuelta*, a remarkable antecedent of the *nouveau roman*; *Teresa*; and the autobiographical *Desde el amanecer*.

(Spanish, 37 min., b&w) #FFH 10609

Julio Cortázar

The author reflects on his view of reality, the creative process, his sentimental nature, and other topics. In addition, he talks about several of his books, including *Rayuela*, a significant contribution to the novel and paradigmatic of the Boom; the politically charged *El libro de Manuel*; *Octaedro*; *Las armas secretas*; *Historias de cronopios y famas*; and *Los premios*.

(Spanish, 2 parts, 74 min. and 49 min., b&w) #FFH 10610

Juan Rulfo

The author–a leading exponent of magic realism–analyzes his works *Pedro Páramo* and *El llano en llamas*. He describes his tragic childhood as well, including the Cristero revolt, his family's financial ruin, the death of his father and mother, and his life in an orphanage in Guadalajara.

(Spanish, 47 min., b&w) #FFH 10611

Alejo Carpentier

The author/musicologist elaborates on his *Los pasos perdidos*, *El siglo de las luces*, and *Concierto barroco*, while providing an understanding of the impact of surrealism and the influence of the Generation of '98 on his writing, the political atmosphere of Cuba, and his childhood in France.

(Spanish, 91 min., b&w) #FFH 10612

CONFERENCES

Center for the Study of Diversity in Teaching and Learning in Higher Education National Conference

April 18-21

"The Global Perspective: Teaching, Learning, and Student Equity" includes, among other conference highlights, concurrent sessions on critical thinking skills, curriculum, pedagogy, collaborative and interdisciplinary learning, and learning communities. At Hotel Inter-Continental, Miami.

Contact: Dr. Toni Forsyth, (408) 864-8309/8993; website, www.TeachLearn.fhda.edu.

Puerto Rican/Hispanic Task Force Conference

April 20-21

The 14th Annual New York State Assembly/Senate Puerto Rican/Hispanic Task Force Conference, "Latinos: Redrawing 'Political' Agendas in the 21st century," expected to draw over 8,000 attendees, is one of New York's largest gatherings of the Puerto Rican and Hispanic communities. At the Empire State Plaza in Albany, N.Y.

Contact: (718) 931-2620 or (518) 455-3608.

AACRAO 2001Annual Meeting

April 22-25

The 87th annual meeting of the American Association of Collegiate Registrars and Admissions Officers. At the Washington State Convention and Trade Center in Seattle, Wash.

Contact: website, www.aacrao.org.

2001 Teleconference Series

April 26, 1:00-4:00 p.m. EST

The National Resource Center for the First-Year Experience & Students in Transition, in cooperation with Distance Education and Instructional Support at University of South

Carolina, presents "Engaging Commuter Students: Redesigning Campuses for the Majority of America's College Students." Among the panelists is María Vallejo, provost/CEO, Palm Beach Community College (Fla.). Live and interactive via satellite.

Contact: website, www.sc.edu/fye.

NILD Leaders 2001

Newport, R.I., April 29-May 3
Phoenix, Ariz., May 20-24

While the National Institute for Leadership Development, based upon a philosophy of inclusivity and diversity, is for women and men in community colleges, the Leaders 2001 programs are for women. The programs are sponsored by Phoenix College, Maricopa Community Colleges, and League for Innovation in the Community College.

Contact: NILD, (602) 223-4030; e-mail, nild@pcmial.maricopa.edu.

Latino Book and Family Festival

May12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javits Convention Center in Manhattan.

Contact: (760) 434-7474.

3rd Annual Latino Education Conference

May 13-15

"Critical Issues Affecting Latino Educational Achievement in the 21st Century" is the theme of this year's ASPIRA, Inc. of New Jersey conference. Confirmed keynote speakers include Carlos Hernández, president, New Jersey City University; Antonia Pantoja, founder, ASPIRA National Association; and Sara Martínez Tucker, president, Hispanic Scholarship Fund. At Bally's Park Place Hotel and Casino, Atlantic City, N.J.

Contact: Carmen Torres, (973) 484-7554, or e-mail, ctorres@nj.aspira.org; website, www.aspira.org.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development, along with the Community College Leadership Program, present their 23rd annual international conference, "Making a World of Difference...," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

NMCI 16th Annual National Conference

May 31-June 3

The National Multicultural Institute's 2001 theme is "Creating a National Agenda: Multicultural Partnerships for Change." The major goals of this conference are to: (1) offer an opportunity for in-depth diversity training and skills-building; (2) focus on some of the unique issues that professionals face in working with a culturally diverse population; and (3) create a multicultural environment in which an open, cross-cultural dialogue can occur. At the Hyatt Regency Washington on Capitol Hill Hotel, Washington, D.C.

Contact: NMCI, (202) 737-1234 or (800) 233-1234; website, www.nmci.org.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including from the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

Book Review

By Jesse Estrada

***Lugar de Avispas*, by Francisco Manzo-Robledo.** Guadalajara, Mexico: Impre-Jal, 2000. 119 pages. ISBN 968-7669-52-7. $10.00 paper.

Francisco Manzo-Robledo's *Lugar de Avispas* is an excellent political satire. Written in Spanish, the novel examines the systemic corruption of politicians, administrators, church officials, and other groups with power in Mexico. The theme can be extracted from the author's inscription: *Para mi querido pueblo, que cada día me duele más* (For my beloved town, that each day causes me more pain).

Through its character depiction, vulgar language, and humorous wordplay, the novel successfully captures the ways in which greed and immorality affect the lower classes in a stratified society.

The book offers a pastiche of characters ranging from corrupt university administrators to greedy Catholic Church officials. The novel focuses primarily on the *gobernador* (the governor) and his many money-making schemes. Like most of the characters, he is vulgar, amoral, disrespectful, and clearly unqualified for his position. The other characters are microcosms of the governor and his insatiable appetite for money. These characters step in and out, sometimes without clear descriptions. What the reader constructs relies heavily on the dialogue.

LUGAR DE AVISPAS

In one instance, a teacher is being bribed by his students and told that he can sleep with any of the female students in the class. He pretends to be furious at the proposal and ends with "*No puedo creer que llegue a tanto su desesperación y falta de verguenza....Y..dice que puedo escoger a la que yo quiera?*" This, like much of the dialogue in the book, indicates that moral or idealistic principals do not drive these disembodied voices. The maestro's mock indignation demonstrates how greed and sexual appetites preclude his will to do what is right. The obscenities in the book also reflect the lack of humanism.

Manzo-Robledo interweaves profanities in the dialogue throughout the novel. These vulgar expressions expose the characters' lack of integrity. Whether bishops, university professors, businesswomen, and so forth, they all ascribe to this low manner of speaking. Except for a few, such as the grassroots priest who is a liberation theologist, the characters are immersed in filthy discourse that runs their everyday activities: scheming, extortions, sexual degradation, murder, and exploitation.

The author uses humor and wordplay such as Spanglish, satirical acronyms, ridiculous organizational names, *dichos* (sayings), and so on. Interwoven are American cultural references, such as the Wall Street slogan "Time is money," references that allude to the adverse effects the U.S. is having on Mexico, but that are interjected to add to the hilarity of the work. All these techniques convey the absurdity in the decision-making by these figures. When the governor is asked to give funds to the university, by someone who has been embezzling funds from the school, the governor replies, "*Aquí no hay movida para todos. Si yo me baño, debo cuidar que los que estan a mi alrededor reciban una salpicada, ¡pero que no comiencen a dar brincos como si fuera la ballena Willie chapoteando en el mar de la abundancia, haganme el favor!*" The analogy of sharing the wealth in terms of splashes from Disney's Willie is unique and entertaining.

Manzo-Robledo also uses comical *dichos*, such as "*Bienaventurados los borrachos porque ellos verán a Dios dos veces.*" The bastardization of this Biblical saying points to drinking debauchery that occurs in the text.

These various elements, the pastiche of characters, demeaning portrayals of authority figures, humor, etc. could potentially categorize this as a post-modern novel and at the same time be construed as weaknesses. To be sure, the novel lacks traditional plot development and detailed descriptions of character and place. The chronology is sketchy, and the setting, ambiguous. Based on the author's inscription, it could be set in Chilpacingo, which means place of the wasps, a direct translation of the book's title.

But the setting could be anywhere in contemporary Mexico, given the references to electronic fund transfers and allusions to the Internet. These elements make the novel difficult to follow at points, but they heighten the strongest feature of the novel, the extreme stereotypes. Although they could be seen as problematic, these stereotypes effectively heighten the corruption and oppression in the various hegemonic structures at work in the text. Coupled with the dialogue, these characters, with their twisted ideologies and vulgar language, enrich the novel. Manzo-Robledo's talents as a political satirist rest heavily on his exaggerated characters.

Overall, this book is an excellent one for a Spanish literature class and, where applicable, a creative writing class, as the piece shows ingenuity in its dialogue and wit. The text is also entertaining for the reader who enjoys political fiction.

Originally from Yuma, Ariz., María de Jesús "Jesse" Estrada is a doctoral candidate in the rhetoric and composition program in the English department at Washington State University. Currently her main areas of study are Latina representation on the Web and issues of technological stratification based on class, race, and gender.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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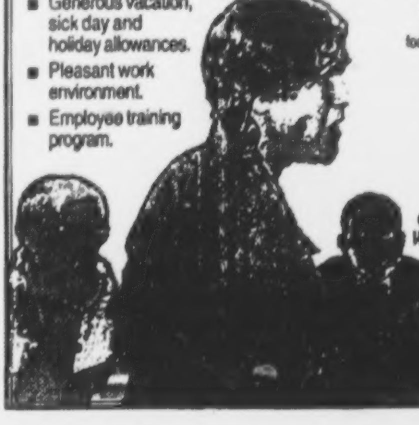

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CANCÚN, MÉXICO

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the African and African American, Hispanic & Latino, Native American and Asian experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

Abstracts with home and school/agency address must be postmarked by April 13, 2001.

Send abstracts to:

Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
Morehead State University
212 Rader Hall
Morehead, KY 40351
Phone: 606-783-2650
Fax: 606-783-5046
www.NAAAS.org

USD
University of San Diego

PROGRAM COORDINATOR
Student Activities

The University of San Diego (USD) is an independent, Catholic university committed to a value-centered, liberal arts education. The Coordinator develops, coordinates, administers and facilitates programs for the United Front Multicultural Center. Programs include the Human Relations Workshops, Rainbow Educator, Challenging Gate: Bridging Identities. Oversees program budgets and recruits for facilitators. Responsible for marketing and publicizing events. Req'd: Master's degree in college student personnel, education, counseling or a related field. Two years of professional experience in student affairs, minority affairs or a related area preferred. Excellent interpersonal skills. Excellent group advising and student leadership development skills. Please submit a letter of interest, resume, USD application (available on our website), and contact information for two professional references by April 20, 2001 to:

USD, Human Resources
5998 Alcalá Park
San Diego, CA 92110-2492
Job #36685

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RIO HONDO COLLEGE

Texas A&M University

Educational Administration and Human Resource Development

Assistant Professor (tenure-track) - 1 Position Continuing Search

The Department of Educational Administration and Human Resource Development at Texas A&M University seeks applicants with credentials in Human Resource Development. This position is a tenure-track position at the Assistant Professor level with teaching, research, and service responsibilities in human resource development to include training and development, career development and lifelong learning, and organizational development. An earned Doctorate is required or a Doctorate is to be conferred by August 2001. Preferred qualifications to include 3 years of relevant experience in the human resource development field. Preference will be given to applicants with experience and expertise in applying technology to human resource development applications as well as in international human resource development.

Applications should include: a letter of application specifying teaching and research interests, a complete curriculum vita, three letters of recommendation, and academic transcripts. All materials should be sent to:

Dr. Paulette T. Beatty
c/o Marie Shelfer
Search Committee Chair
Department of Educational Administration
and Human Resource Development
College of Education
Texas A&M University
4226 TAMU
College Station, TX 77843-4226

Screening for applicants will begin immediately and will continue until the position is filled

For further information visit the Educational Administration and Human Resource Development web site: **www.coe.tamu.edu/eahr**

Texas A&M University is an EO/AA employer which encourages applications from minority group members and women.

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T · H · E
OHIO
STATE
UNIVERSITY

Director of Building Services Physical Facilities Department

The Ohio State University is seeking applicants for the Director of Building Services for the Physical Facilities Department. Reporting to the Assistant VP of Operations, the Director of Building Services will be responsible for the administration and operation of various activities related to the delivery of high quality housekeeping services for approximately 200 buildings for a total of 11.1 million square feet on the main campus of The Ohio State University. The Director of Building Services provides leadership and direction to 2 Assistant Directors, 2 Managers, 7 Superintendents and approximately 250 support staff. Responsibilities include procurement of supplies and equipment, planning and coordinating with academic and administrative units for daily cleaning activities and for special events, overseeing custodial contract specifications, and development and implementation of effective staff and development programs. The Director monitors departmental budgets, expenditures, and staffing levels, while working to develop quality-based customer-focused processes to meet customer service expectations.

Minimum qualifications: Bachelor's degree required, Master's degree desired in Business Administration or related discipline or equivalent combination of education and experience desired. Considerable experience in custodial services administration relating to resource and budget management skills in a university setting is desired. Ability to effectively predict and respond to campus and departmental needs while displaying leadership skills which impart quality and customer service principles to the organization. Excellent human relations skills and the ability to develop multifunctional teams is needed. Experience working with labor unions desired.

Salary: Commensurate with education and experience.
Application Deadline: May 12, 2001

For more information please visit our website: www.physfac.ohio-state.edu

To apply, please submit a letter of interest, salary requirement and resume to: The Ohio **State University, Department of Physical Facilities,** Attn.: Heather Hudnell, 2003 Millikin Road, Columbus, OH 43210-1268. hudnell.8@osu.edu

[illegible]

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Provost & Vice President-	Office of Provost-	OPEN
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Assistant/Associate Professor (2 positions)-	Physical Therapy-	04/16/01
Vice President for Research-	Office of Research-	04/23/01
Assistant Professor (2 positions)-	Otolaryngology-	04/27/01
Assistant/Associate Professor-	Internal Medicine-	04/30/01
Assistant Professor-	Pediatrics-	04/30/01
Assistant/Associate Professor-	Interdisciplinary Oncology Program-	04/30/01
Director of Study Abroad & Exchanges-	International Affairs-	04/30/01
Director-	Center for Urban Transportation-	05/01/01
Assistant/Associate Professor-	Radiology-	05/15/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	05/31/01
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Associate Professor/Professor-	Pediatrics-	07/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at **813.974.2879** for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

DIRECTOR MULTICULTURAL AFFAIRS

The **University of Nebraska at Omaha** seeks a committed professional to provide leadership in promoting, advocating and delivering supportive services to students of color, especially first-year students, by 1) establishing and implementing on-campus programs and services which will have a positive impact on campus involvement and the graduation rate of students of color; and 2) working collaboratively with faculty/staff to improve students' retention rate. The position requires a master's degree in student personnel, counseling, education or a related field, plus five years administrative experience in program planning, preferably with academic support and multicultural services in a collegiate environment; excellent communication skills including conflict resolution and team building; and the ability to relate to diverse groups of students, faculty, staff and external constituencies. Spanish speaking capabilities desirable.

The position will be available in early summer. Submit letter of interest, resume, and the names/addresses of three references to Human Resources, University of Nebraska at Omaha, 6001 Dodge Street, Omaha, NE 68182-0263.

An affirmative action/equal opportunity employer.

TEXAS TECH
UNIVERSITY

DEAN
COLLEGE OF BUSINESS ADMINISTRATION
(COBA)

(REVISED ADVERTISEMENT)

The College of Business Administration at Texas Tech University was named the Jerry S. Rawls College of Business Administration on February 8, 2001, as a result of his generous gift of $25 million. The endowment includes monies for faculty chairs, graduate fellowships, technological improvements, faculty development, and for Dean's excellence. The person selected for this position will have a unique opportunity to shape the future vision of the college.

TTU is now inviting applications for the position of Dean of the Jerry S. Rawls College of Business Administration. The Dean is expected to provide dynamic, visionary leadership to enhance the prominence of the undergraduate, graduate, and outreach programs of the college. TTU is committed to providing substantial investments toward developing the strengths and reputation of the faculty and the college infrastructure.

The COBA is accredited by the AACSB, has approximately 110 full-time equivalent faculty and 60 graduate faculty members. The COBA has an annual budget of approximately $12 million, yearly research and sponsored project expenditures of approximately $1 million, and an endowment of $65 million. Bachelor's, Master's, and Doctoral degrees in accounting, finance, information systems, management, marketing, and quantitative sciences are offered, and joint degree programs with other TTU colleges and reciprocal international programs have been established. The COBA and the TTU Health Sciences Center jointly direct the MBA/MD program, the only one of its kind in the country. Spring 2001 enrollment includes 4,300 undergraduates, 350 masters, and about 50 doctoral students. The COBA houses the Center for Professional Development and the Texas Center for Innovative Organizations.

Qualifications and Characteristics

- An earned doctorate in business or a related discipline is preferred.
- Academic experience is desirable, but not required.
- Significant and successful administrative experience and successful interface with business through direct experience, consulting, or field-based research.
- A capacity for administrative as well as intellectual leadership. The successful applicant should be able to formulate, articulate, and implement a strategic vision for the future of business education at Texas Tech University.
- Dedication to student achievement, faculty development, and creation of an environment that promotes collegiality, pride, cultural diversity, and a commitment to excellence.
- An ability to develop and sustain partnerships with a supportive business (corporate and local) and alumni community, and to successfully accomplish fund-raising efforts.
- Responsiveness to the various constituencies that comprise the College and the skills to work cooperatively with other academic units within the University.
- Ability to communicate with students, faculty, university administrators, business, government, foundations, and alumni.

Review of applicants will begin immediately. Applications will continue to be reviewed until the position is filled. Candidates should submit a letter of application, curriculum vitae, and the names, telephone numbers, and addresses of three references. Nominations, applications, and confidential inquiries should be sent to the Chair of the Search Committee:

William M. Marcy, PhD, PE
Dean of Engineering
Texas Tech University
Box 43103
Lubbock, Texas 79409-3103
Phone: (806) 742-3451
Fax: (806) 742-3493
e-mail: william.marcy@ttu.edu
Electronic submissions are preferred.

Desired beginning date is September 2001, but that is negotiable. Women and members of underrepresented groups are especially encouraged to apply. Texas Tech University is located in Lubbock, a city of approximately 200,000, situated on the High Plains of West Texas and is the only university campus in Texas with a School of Medicine, a School of Law, and a comprehensive university on the same campus. The University holds the Carnegie Foundation Doctoral, Extensive Research classification with expenditures in excess of $40 million in sponsored projects annually. Enrollment of approximately 25,000 includes almost 3,500 graduate students, and degrees are offered in more than 150 undergraduate, 100 masters, and 60 doctoral fields of study.

EEO/AA/ADA Employer.

AU
AMERICAN UNIVERSITY
WASHINGTON, DC

WASHINGTON COLLEGE OF LAW
CLINICAL TEACHING JOB ANNOUNCEMENT

The Clinical Program at American University, Washington College of Law is seeking a visiting professor or a practitioner-in-residence interested in clinical teaching to fill an opening in the Community and Economic Development Law Clinic. Students in the Community and Economic Development Law Clinic represent small neighborhood-based nonprofits and microenterprises in underserved areas of the District of Columbia. Students assist their clients in deciding on choice of entity, in gaining tax exempt status, in acquiring property and funding, in dealing with licensing and zoning issues, and in other transactional matters. The Clinic's clients include tenants' associations in public and low-rent private sector housing, transitional shelters, day care centers, and community development corporations.

The Clinic teaches students through supervision of their cases, simulations, a seminar and weekly case staffings. The candidate will supervise students in their fieldwork and case staffings, and plan classes for and teach in the seminar, all in collaboration with the faculty director of the Clinic. In addition, the candidate will participate with the other clinical faculty in the Office of Clinical Programs in periodic small seminars concerning issues in lawyering and clinical teaching. The candidate will also have the opportunity to engage in scholarly research and write for publication with the encouragement, feedback and support of interested colleagues.

The visiting or practitioner-in-residence position is for one year, beginning in the summer of 2001, to replace a professor on sabbatical. Minimum qualifications include outstanding academic qualifications, and at least 3 years of experience as a lawyer, preferably in any field of transactional or community development law relevant to the work of the program. Applicants should demonstrate a commitment to working in low income communities.

Applicants should send a cover letter and curriculum vitae to **Prof. Peter Jaszi, Director of the Appointments Committee, American University, Washington College of Law, 4801 Massachusetts Ave., N.W., Washington, D.C. 20016,** with a copy to **Professor Susan Bennett, the Director of the Community and Economic Development Clinic.**

American University is an equal opportunity employer,
and we encourage application by a diverse group of candidates.

Buffalo State
State University of New York

Assistant to the Vice President for Student Affairs

Provide administrative support to the VP, coordinate daily operation of the Office of the Vice President for Student Affairs. Supervise clerical and student employees; coordinate preparation and distribution of documents, manuals, and selected publications; assist in organizing and planning annual and special events; serve as administrative liaison between the office and other administrative offices, faculty, staff, and students. Establish and supervise systems for reviewing, processing, filing, and retrieving documents and correspondence; drafting speeches, meeting agendas, and reports; setting up and maintaining databases.

Required Qualifications: Bachelor's degree and two years of responsible administrative experience. Demonstrated writing, proofreading, and editing skills. Evidence of progressively responsible office administrative experience. Strong knowledge of office protocol requirements and office management practices. Knowledge of computer software used for word processing, spreadsheets, database management, and electronic calendar. Familiarity with presentation software (such as Powerpoint).

Preferred Qualifications: Master's degree. Outstanding organizational skills; flexible and adaptable; highly effective communication skills.

Review of applications will begin March 23 and continue until the position is filled. Send letter of application, résumé, and list of references to: Dr. Charles B. Kenyon, Student Affairs Office, Buffalo State College, GC513, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

Texas State Technical College Waco

Dean of Instruction

About the College

Texas State Technical College is the only state-supported technical college system in Texas, with campuses in Waco, Harlingen, Marshall and West Texas. Texas State Technical College Waco is the largest of these colleges and offers over 40 instructional programs, which are laboratory intensive and provide real world experience on industry-standard equipment. TSTC has provided Texas and Texans with world class technical education and training for more than 35 years. With continuous advice from industry experts and an excellent technical faculty, the curriculum is constantly updated to meet the demands of industry.

- Competitive salary
- Great benefits package
- Small-town atmosphere
- Conveniently located between Dallas and Austin

Texas State Technical College Waco invites applications for the position of Dean of Instruction. The Dean of Instruction serves as the chief academic officer in an administrative team, and provides leadership for the educational programs at a dynamic college in Central Texas with a commitment to technical college mission.

The Dean of Instruction reports to the College President and develops new initiatives, including curriculum delivery formats and programs in response to market needs. The Dean coordinates programs and partnerships involving college faculty and administrators, as well as business, community and educational leaders, and provides leadership in a fast-paced, rapidly expanding environment.

Qualifications:

- Master's degree required. Doctorate preferred.
- Minimum 3 years progressively responsible leadership experience including occupational/technical program management and workforce development.
- High school or post-secondary teaching experience.
- Proven ability to work effectively with students, faculty and administrative staff.
- Knowledge of issues affecting higher education.
- Experience in institutional effectiveness and budgeting is preferred.

Candidates are encouraged to apply by sending:

- A cover letter, not to exceed 3 pages, addressing relevant qualifications.
- A complete curriculum vitae or resume
- All applicable transcripts (unofficial copies are acceptable for application; official required for employment.)
- Names, titles, organizations, addresses, and telephone numbers of five professional references.

Applications accepted until position filled. Committee screening begins Monday, April 16, 2001. Anticipated start date is August 1, 2001.

Equal opportunity shall be afforded within the Texas State Technical College System to all employees and applicants for admission or employment regardless of race, color, gender, religion, national origin, age or disability. TSTC will make reasonable accommodations for persons with disabilities.

Please direct applications and required documentation to:
Dean of Instruction Search, Carrie Gayeske, Human Resources
Texas State Technical College Waco
3801 Campus Drive, Waco, TX 76705
e-mail cgayeske@tstc.edu
Visit our Web site at: www.waco.tstc.edu

STATE UNIVERSITY OF NEW YORK AT OSWEGO

Counselor

Counselor position (12 month) at Counseling Services Center, State University of New York at Oswego, available August 15, 2001.

Responsibilities include: Individual, couples and group counseling, multicultural counseling and outreach to students of color, psycho-educational workshops, crisis intervention, consultation with other student affairs units, training and supervision of graduate assistants, interns and practicum students.

Qualifications Include: Master's degree in counseling, counseling/clinical psychology, social work, or related field is required. Previous position in a college/university counseling center is desirable. The ideal candidate is someone who relates well to diverse populations, has multi-cultural counseling experience and excellent clinical/programming skills. Experience working with issues of sexual abuse, eating disorders, ACOAs, and substance abuse is desirable. Send letter, resume, official transcripts, and three letters of recommendation to:

Ann Fitzsimmons
Office of Human Resources
410 Culkin Hall, SUNY Oswego
Oswego, New York 13126

Review of applications will begin April 13, 2001 and will continue until the position is filled.

SUNY Oswego is an Affirmative Action Employer

California State University, Chico

Position: Director of the Career Planning and Placement Office. Application Procedures: Obtain an application, complete description, and a supplemental questionnaire by downloading them from our web site, www.csuchico.edu/pers/jobs.html, by writing the **Human Resources Office, Kendall Hall, Room 222, California State University, Chico, Chico, CA 95929-0010, or by calling 530-898-6435 / TDD 530-898-5870.** Submit completed forms with a résumé, cover letter, and three letters of recommendation. The first review of applications will begin **March 26, 2001** and will continue until the position is filled.

UtahState UNIVERSITY

DEAN

HUMANITIES, ARTS, AND SOCIAL SCIENCES

We seek an individual to foster and sustain college-wide excellence in teaching, research and service; provide exemplary leadership for conducting scholarly and creative activities; secure internal and external funding for teaching, research, and service missions of the College; oversee outreach programs in the context of a leading internationally competitive land-grant university; manage the academic, administrative, and financial affairs of the College; facilitate positive relationships among students, staff and faculty as well as the central administration and external constituencies; advocate for the various departments, programs, and centers of the College; and promote and enhance cultural, gender, and individual diversity (including disabilities). Requires earned doctorate or terminal degree in an academic field appropriate to the College; academic experience in higher education with an accomplished record of teaching, research, creative activity, and service; successful administrative experience in higher education; eligible for rank of tenured full professor in an academic department of the College; and effective communication and interpersonal skills. See http://personnel.usu.edu (1-101) for full description. Send nominations or letter of application addressing qualifications for the position and a statement on administrative and educational philosophy; resume, and names/numbers of five references to:

Jerry Baker
Baker-Parker, Inc.
Five Concourse Parkway
Suite 2440
Atlanta GA 30328-5347

Review begins April 23, 2001; open until filled.

AA/EOE.

IUSB

INDIANA UNIVERSITY SOUTH BEND

Head of Library Information Technology at Indiana University South Bend. Search Re-opened. Entry level position with primary responsibility for leading the library in planning and developing all automation activities. Works with other staff to investigate, evaluate, and recommend appropriate library information technology innovations. Responsible for the implementation and maintenance of electronic systems and local database programs; supervises one part-time technician. Provides training and consultation in new technologies. Serves as liaison with the campus Office of Information Technologies and the IU Library Information Technology Services in Bloomington and Indianapolis. Will also participate in providing general reference services approximately 7hours/week plus serving in the weekend rotation (approximately one day/month). Reports to the Director of Library Services. Required: ALA-MLS. Demonstrated expertise in working with desktop computers, networks, cd-rom LAN, the internet, and other emerging technologies. Ability to plan, organize, implement, and evaluate specific projects. Ability to work well as a team member and independently; relates effectively with varied clientele. Strong service orientation and interest in library users' values and needs. Knowledge of print and electronic reference sources. Must possess strong oral and written communication skills and a sense of humor. Must be able to meet the responsibilities of a tenure track appointment. Preferred: Degree or significant experience in computer science or related field and relevant experience in an academic library. Twelve month appointment beginning July 1, 2001 will be at the Assistant Librarian rank. Salary: $33,500-$40,000. Review of applications will begin May 15 and will continue until filled. Send letter of application with resume and letters from three current references to: **Linda Fisher, Head of Government Publications, Franklin D. Schurz Library, Indiana University South Bend, P.O. Box 7111, South Bend, IN 46634 or to Lfisher@iusb.edu. Fax: (219) 237-4472.** IUSB is committed to employing quality faculty who will enhance the rich diversity of our academic community.

IUSB is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of Women, persons of color, applicants with disabilities, and members of other underrepresented groups. An AA/EEO employer.

KEAN UNIVERSITY

Union, New Jersey

Founded in 1855

ANTICIPATED FACULTY POSITIONS 2001-2002

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS (10 MONTHS)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2001. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement, and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Women and minorities are strongly encouraged to apply.

SCHOOL OF LIBERAL ARTS

Department of Communication and Theater/Broadcast Communications. To teach undergraduate media production and theory courses; possible teaching of graduate courses; support department's undergraduate curriculum. Active participation in program activities, supervision of student/faculty produced media production and labs (which may include radio station operation, webcasts, video cablecasts, multimedia production.) Ph.D. in Mass Communication, Broadcasting, New Media Technologies, or related area preferred; ABD considered. *Chair: Prof. Holly Logue*

Department of Foreign Languages, Literatures, and Cultures/Italian. To teach undergraduate courses in Italian language and culture; assist in preparing student teachers to implement the New Jersey World Languages initiative. Preference given to candidates able to teach another Romance language through the intermediate level. College teaching experience and competency in computer-aided instruction expected; doctorate in Italian language and/or linguistics required. *Chair: Dr. Eric Pennington*

APPLICATION, SALARY & BENEFITS INFORMATION

Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair or Director as identified. Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

KEAN

Kean University is an EEO/AA Institution

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FIND IT ONLINE
Section
WWW.HISPANICOUTLOOK.COM

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DEAN OF ADMISSION AND FINANCIAL AID

WILLIAMS COLLEGE
Williamstown, Massachusetts

Williams College invites applications and nominations for the position of Dean of Admission and Financial Aid. The Dean is responsible for leading and coordinating the admissions and financial aid programs at one of the nation's preeminent undergraduate liberal arts colleges. Williams College is committed to need-blind admission, to need-based financial aid, and to meeting the full need of students qualifying for aid. The Dean reports to the Provost and is an integral part of the College's administrative team.

Candidates are expected to have significant experience leading admissions and/or financial aid efforts at a college or university, an in-depth knowledge of admission and financial aid issues facing liberal arts colleges, a commitment to a diverse campus community, and a record of achievement that includes evidence of successful planning, creative problem solving and effective management. The Dean is expected to be an effective communicator for the College with external audiences, including prospective students and their parents, college counselors and the admissions profession, alumni, faculty and colleagues. The departments of admissions and financial aid have a total staff of 23 and a combined operating budget of $1.6 million.

Williams College is a highly selective, residential, privately endowed, coeducational undergraduate liberal arts college located in Williamstown, Massachusetts. With roughly 2,000 undergraduates and 220 tenure-track faculty, Williams has an operating budget of $110 million and an endowment of $1.5 billion.

Screening of materials will begin immediately and continue until the position is filled. Nominations and applications should be submitted to the consultants supporting Williams College in this search:

Dean of Admission and Financial Aid
Williams College
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
98 Old South Road, Nantucket, MA 02554

Requests for a copy of the Position Specification and questions concerning this search may be directed to Lucy A. Leske or Trey Williams via e-mail at williams@emnema.com

Williams College is an Affirmative Action, Equal Opportunity Employer.

Educational Management Network/Witt/Kieffer

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area. The University offers undergraduate and graduate programs in three colleges: Arts and Sciences, Education and Professional Studies to over 10,000 students, an extensive cooperative education program, and an expanding continuing education program. The faculty number almost 250.

We are interested in faculty who want to become a member of a dedicated faculty which is committed to excellence in teaching, and who are actively involved in innovative teaching approaches including use of technology. Faculty may be assigned classes at off campus sites and asked to provide on-line instruction.

Faculty positions will be filled at the level of Assistant Professor, Instructor level if ABD. Selected appointments may be made at the Associate level for outstanding candidates.

☐ COLLEGE OF ARTS AND SCIENCES

Philosophy - Assistant Professor (readvertised)
Biology - Animal Biologist
- Anatomist/Development Anatomist

☐ COLLEGE OF PROFESSIONAL STUDIES

Sports and Leisure Studies - two (2) half-time positions

☐ CAREER PLANNING AND PLACEMENT

Placement Test Administrator
Assistant Director for Academic Advisement
Associate Director for Cooperative Education

NEW JERSEY
CITY
UNIVERSITY

For more details and/or to apply online, please visit our website at www.njcu.edu
Click on Human Resources

New Jersey City University is an Equal Opportunity Employer

NEW MEXICO STATE UNIVERSITY

VICE PRESIDENT
FOR UNIVERSITY ADVANCEMENT

New Mexico State University invites nominations and applications for the position of Vice President for University Advancement. New Mexico State University is the state's land-grant institution located in Southern New Mexico, and is one of 152 Universities on the Carnegie Foundation's list of Doctoral/Research Universities-Extensive level, a Title III Minority Institution, and a member of the Hispanic Association of Colleges and Universities. New Mexico State University serves a multi-cultural student population of more than 23,100 students on five campuses.

The Vice President for University Advancement reports to the President and will have responsibility for the emerging capital campaign, institutional advancement, annual and deferred giving, major gifts, alumni relations, and university communications including media relations and publications. The selected individual will also serve as the Executive Secretary of the NMSU Foundation.

Candidates must have a minimum of a bachelor's degree from an accredited institution of higher education, and solid administrative experience in managing all aspects of a university relations office. The successful candidate must possess seven years of senior development experience, a demonstrated record of success in fundraising, working with foundations, corporations, major donor prospects, faculty and staff, volunteers, officials and dignitaries. This candidate must have experience in developing, implementing and concluding a successful capital campaign, articulating the mission, goals, needs and achievements of the university. Familiarity with university communications and marketing is highly desirable. The candidate must have an understanding of and commitment to the cultures, values and traditions of the Southwest.

Screening of applications will begin April 16, 2001, and continue until the position is filled. Offer of employment contingent upon verification of individual's eligibility for employment in the United States.

Applications, nominations and letters of interest should be submitted to:

R. William Funk
National Managing Director
Korn/Ferry International Education Practice
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Fax: (214) 954-1849
email: cynthia.graser@kornferry.com

New Mexico State University is an equal opportunity/affirmative action employer.

UNIVERSITY OF NORTH FLORIDA

STUDENT CONDUCT OFFICER/ ASSOCIATE GENERAL COUNSEL

The University of North Florida (UNF) invites applications for Student Conduct Officer/Associate General Counsel. The position, which reports to both the Associate Vice President for Student Affairs and the General Counsel, serves as the institution's chief Student Conduct Officer and also as an Associate General Counsel. UNF is one of ten institutions within the State University System of Florida and is accredited by the Southern Association of Colleges and Schools (SACS). It is a comprehensive, urban university with a nationally recognized academic reputation offering degree programs at the baccalaureate, master's and doctoral levels. Current student enrollment is 12,800. UNF is located half way between downtown Jacksonville and the Atlantic Ocean.

The Student Conduct Officer is responsible for administering and interpreting the Student Code of Conduct and for establishing appropriate procedures to implement the code. A major responsibility is educating students about misconduct and its impact on the community as well as about procedures for implementing the code. The Student Conduct Officer resolves alleged violations of the code through procedures outlined in the code, trains the Student Conduct Hearing Panel members and serves as an advisor to students, faculty and staff in regard to all student conduct matters. In addition, the position is responsible for maintaining confidentiality of student conduct records and for reporting information requested from outside agencies. This position provides leadership, oversight and training of University Housing's judicial officers and is responsible for statistical reporting on student conduct violations and disseminating this information as necessary.

In the role of Associate General Counsel, the successful candidate will provide legal advice and guidance to university divisions on a wide array of issues. This will include the preparation and review of contracts; the drafting and promulgation of University rules and policies; the interpretation of State and Federal laws, and University rules, policies and procedures; and the provision of advice and guidance to university clients on other matters as needed. Thus, the Associate General Counsel must possess outstanding problem solving, analytical and research skills and must be able to communicate and work well with diverse groups.

Applicants must have an earned law degree from an accredited American law school, and a minimum of two years legal experience and two years experience working with university student conduct issues. Applicants with experience as in-house counsel to a college or university are preferred. Candidates must be admitted to practice in at least one state and be a member of or eligible for immediate admission to the *Florida Bar*.

Nominations are welcome. Applications should include a cover letter, a detailed resume, and at least three letters of reference, and must be postmarked no later than 4/30/01. Nominations and applications should be sent to:

Dr. Mark E. Workman
Chair, Student Conduct Officer/Associate General
Counsel Search Committee
University of North Florida/Office of the President
4567 St. John's Bluff Rd, S.
Jacksonville, FL 32224

For more information, visit our web site at
http://www.unf.edu/dept/humanres/

"UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution."

Associate Dean for Research

Syracuse University College of Human Services and Health Professions

Applications and nominations are invited for the position of Associate Dean for Research in the College of Human Services and Health Professions, Syracuse University, Syracuse, New York. Syracuse University has recently founded the College of Human Services and Health Professions, an integration of the existing College of Human Development (Child and Family Studies, Marriage and Family Therapy, Nutrition and Hospitality Management), College of Nursing, and School of Social Work. The new college is seeking a senior research scholar who will provide visionary leadership to the further development of inter-disciplinary research productivity within the college.

Description of the Position: The Associate Dean for Research will report directly to the Dean and is responsible for promoting a sound research infrastructure for the new College. He/she is expected to provide leadership for the development of inter-disciplinary research activities; contribute to the further development of research capacity of faculty and students; stimulate collaborations among researchers within the College, the University and with other organizations; maintain an active program of research; and obtain research funding.

Qualifications: Candidates must be recognized scholars with a demonstrated track record of funded research. They must possess an earned doctorate in a human service or health-related discipline, with a strong background in research. Candidates must have familiarity with public and private funding sources; the ability to work effectively with administrators, faculty, students, and staff; the ability to develop and lead inter-disciplinary research; and noteworthy accomplishment in scholarly publications. Strong written, oral, organizational, and interpersonal skills are required. The candidate's background and experience must qualify him or her for appointment at the rank of professor in an academic department.

University & College Description: Syracuse is an independent Research II University and a member of the American Association of Universities. It has an enrollment of 18,000 students. For further information about the University, see **http://www.syr.edu.** The College of Human Services and Health Professions has an inter-disciplinary faculty of over 65 full time equivalent members (45 tenure track positions) and an enrollment of approximately 1300 students undertaking studies and research at the baccalaureate, masters and doctoral levels. For further information about the College, see **http://hshp.syr.edu.**

Compensation for this position is competitive. Review of applications and nominations will commence immediately, and the position will remain open until filled. Nominations and/or applications, including a letter of interest, curriculum vitae, and names, addresses, and phone numbers of five references, should be sent to: **Professor Bruce W. Lagay, Chair of the Search Committee, College of Human Services and Health Professions, Hinds Hall, Suite 320, Syracuse University, Syracuse, New York 13244-1190.**

Syracuse University is an affirmative action, equal opportunity employer. Applications from individuals from traditionally underrepresented groups are encouraged.

Elmhurst College

Associate Director of Corporate & Foundation Relations

Duties entail identification, cultivation, solicitation and stewardship of corporate foundations, foundation, governmental and organizational prospects on behalf of the College. Write and submit proposals and coordinate fundraising events. **Qualifications:** Appropriate college degree and two years experience in grant writing or foundation work with some experience in overall fundraising. Demonstrated ability to work as part of a team in a dynamic environment. Excellent communication skills are essential. To apply submit letter of application, resume and salary requirements to Human Resources, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 or fax to 630/617-3746. Deadline for applications is April 23, 2001. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

MIS Temporary Full Time

Lecturer in Programming/ Systems Analysis.

CSU Sacramento.

See announcement at
http://www.csus.edu/mis/

Deadline April 16, 2001.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

COMPUTER AIDED DESIGN AND DRAFTING INSTRUCTOR

(Position No. 060010070) Teach Computer Aided Design related courses as assigned. Direct computer aided design and drafting program planning, scheduling and staffing curriculum development, program budgeting and marketing, recruiting software/hardware decisions and facilities layout/utilization.

REQUIREMENTS: Ability to successfully work with diverse populations; including students, staff, administration and industry representatives. Flexibility to accommodate night, Saturday or on-line teaching schedules. Demonstrated ability to teach courses in drafting and design. Excellent interpersonal and communication skills. Bachelor's degree or higher in an appropriate discipline or Associate's degree in CADD with three years of direct of related work experience plus one year demonstrated teaching experience. Experience with Autodesk software including AutoCAD 2000, mechanical desktop, architectural desktop, 3D Studioviz or Max and Automap. Nine months salary ranging from $33,240-$53,184 based on education and experience. Extra service and summer compensation possibilities in addition to 9 month contract. (Comprehensive benefits package) **For information call Mountain View College (214) 860-8703.**

Deadline for all applications (electronic/non-electronic) is Open Until Filled.

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER

Visit our website at: **http://www.dcccd.edu**

Work with the best and brightest minds in education, and make a real difference in education as we know it. Join us in the following role:

Northwest
Regional
Educational
Laboratory

ASSOCIATE/PROGRAM RESEARCHER

Position #35, Child and Family Program.

improving education

Provide technical assistance and professional development activities for public schools in NWREL's region to design and implement effective, culturally responsible, bilingual education. Assist schools in clarifying needs and designing research-based options to meet them. Participate as team member on three research and development teams; prepare written documents including training materials, evaluation reports and research syntheses; maintain records; and assist in development of plans and proposals for resource development.

Requires a Master's degree in education or related field; Doctorate preferred. Knowledge of a second language required; fluency in Spanish preferred. Broad experience developing and providing technical assistance and professional development activities for K-12 administrators and teachers. Knowledge of child and adult development; learning theories; professional development and school restructuring; and family/community involvement. Must have experience working with minority populations in a variety of settings and be able to demonstrate a professional presence and maintain effective working relationships with a diverse staff and clientele. Frequent travel. Starting salary range is $38,377 - $43,886, plus excellent benefits including 4+ weeks of vacation; generous employer-paid retirement; medical, dental, life insurance; transportation benefit; and opportunities for ongoing professional development.

Applications will be accepted until position is filled. Send resume referencing position #35 to: **NWREL Human Resources Office; 101 SW Main Street, Suite #500, Portland, OR 97204; FAX: (503) 275-0660;**
Email: personnel@nwrel.org. NWREL is an employment-at-will and an Equal Opportunity Employer.

For a complete job description and to learn more about NWREL /
Visit us at www.nwrel.org

Associate Vice President for Student Affairs

This individual will be responsible to the VP for Academic and Student Affairs for ensuring excellence in the quality of services provided for students. Individual works with the Vice President, administrative staff and with campus Deans of Student Services in the development, evaluation, revision, administration and interpretation of college-wide policies, procedures, and guidelines pertaining to Student Affairs.

Master's degree in Student Personnel Services or related field required; doctorate preferred. Must have prior experience in student affairs management, admissions, recruitment and retention, athletics, Student Life, Disability Services, Health and Wellness, Counseling, Testing and Advising, and student publications.

Current knowledge of student support skills and administration, demonstrated competence in human relations and communications, knowledge of trends in educational technology and demonstrated experience in strategic planning and fiscal management are preferred.

Salary is commensurate with education and experience with excellent benefits. Position will begin ASAP. Application Deadline: 4/27/01

Applicants should reference position number (#01-242) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College
Human Resources Dept.
Attn: Judy Chastenay
3251 Panthersville Road
Decatur, GA 30034

Georgia
Perimeter
College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

Southeast
Missouri State University

ASSISTANT PROFESSOR OF JOURNALISM

Assistant Professor of Journalism. Teach introductory/advanced courses in journalism option of an innovative, growing undergraduate mass communication program. Tenure-track. Terminal degree in Journalism/Mass Communication or related field or ABD with significant professional experience in computer assisted reporting and desktop publishing. Candidate should have a commitment to and evidence of quality teaching in journalism/mass communication courses. Candidate must have a record of sustained professional accomplishment, previous teaching experience on the college level, and a strong background in reporting/editing and research methodology. Candidate must have a demonstrable commitment to the teacher/scholar model, public and University service, and a culturally diverse learning environment. August, 2001.

Applicant should submit letter of application, resume, official transcripts, pertinent teaching and peer evaluations, and three letters of recommendation by April 11, 2001. Search continues until position is filled. **Dr. R. Ferrell Ervin, Chairman, Department of Mass Communication, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701, (573) 651-2241.**

The department of Mass Communication with its 350 majors is the fourth largest department at Southeast Missouri State University, a regional, multi-purpose institution, that enrolls more than 8,500 students. Cape Girardeau, a community of 35,000, located on the Mississippi River, 120 miles south of St. Louis, has been listed as one of the nation's most livable small cities.

Southeast Missouri State University is An Equal Opportunity/
M-F/Affirmative Action Employer

Assistant Dean, Distance Learning

We are looking for a leader with energy and vision to assume the position of Assistant Dean, Distance Learning in the University College/Adult and Continuing Education. A leader who inspires others to share in a vision for the future of distance learning as a critical tool in providing a quality educational experience, to motivate and create a sense of mission and be entrepreneurial. Build strong relationships with faculty, staff, and students to energize the University community around the educational opportunities presented by new technologies. Increase enrollment and the revenue base of Adult and Continuing Education.

You will be responsible for major on-line, microwave, and satellite programs. Northeastern University On-Line (NUOL.edu) provides undergraduate and non-credit certificate programs to approximately 500 enrollments a term. Network Northeastern (NNU) is a founding member and one of the largest contributors to the National Technological University (NTU). NNU also provides contract courses via microwave to over two dozen corporations and agencies across eastern Massachusetts. The Assistant Dean supervises a staff of eight and reports to the Vice-Provost for Adult and Continuing Education.

Qualifications: Master's degree minimum and significant experience (5 years plus) in distance learning. Evidence of a management style that fosters good communication and motivates faculty and staff participation. Demonstrated success with business development, operations and systems. Must be technically savvy and possess an understanding of the newest developments and practices in educational telecommunications and information technologies especially as they impact the education of adult learners at the university level. Proven ability to nurture mutually beneficial relationships with the business community.

The position is available immediately. Review of applications will begin April 25, 2001. Salary is competitive. Applicants should send a letter of interest addressing qualifications, current curriculum vitae, and the names, addresses and telephone numbers of three references. Nomination letters should include why the nominee might be a good candidate for this position. Please send all materials to: Michael Goldsmith, Chairperson Search Committee for Assistant Dean, Distance Learning Northeastern University, Dedham Campus, 370 Common Street, Rt. 135, Dedham, MA 02026. m.goldsmith@neu.edu

Northeastern University, an Equal Opportunity/Affirmative Action Title IX Employer, is committed to achieving excellence through diversity.

The University encourages applications from all qualified persons including women, persons with disabilities, and ethnic/racial minorities.

Northeastern
UNIVERSITY

LOYOLA
COLLEGE
IN MARYLAND

ASSISTANT DIRECTOR OF LEADERSHIP AND NEW STUDENT PROGRAMS

(Anticipated Opening)

Loyola College in Maryland is seeking a self-motivated, people-oriented individual to assist the Director with planning, implementing and evaluating all aspects of programs and activities sponsored by the Office of Leadership and New Student Programs. The position is responsible for coordinating a leadership development program for first-year students, developing new campus-wide leadership initiatives, supporting transition initiatives for students new to Loyola College, and representing the office when working with Student Development, the College and external constituencies.

A Master's degree in Higher Education, College Student Personnel or related field with experience in leadership development is required. Candidates must have a proven commitment to diversity, a collaborative work-style and values that are consistent with Loyola College's Jesuit mission/philosophy.

The review of resumes will continue until the position is filled. Send introductory letter with salary requirements, resume and listing of four references to:

Leadership and New Student Search
Human Resources
LOYOLA COLLEGE IN MARYLAND
4501 N. Charles Street
Baltimore, MD 21210-2699

EOE

ETS *Educational Testing Service*

Educational Testing Service is the nation's leading educational assessment organization and a leader in educational research. We develop and administer achievement, occupational and admissions tests for clients in education, government and business. We currently have the following position available at our ***Princeton, NJ location:***

GRE Research Program Administrator

Primary responsibility will be to plan, direct and coordinate activities related to the GRE Program, with guidance from the GRE Executive Director and working with other staff, to ensure work is produced efficiently and within established budget. Coordinate the use of external researchers, manage research priorities, serve as program liaison to the Research Committee and the Minority Graduate Education Committee of the GRE Board, and to the GRE Technical Advisory Committee. Additionally, serve as the Program Coordinator for GRE activities/projects of a technical nature and work with staff in the Research and Statistics Division to explore technical issues and identify solutions. Incumbent will apply advanced knowledge of research, data analysis techniques, statistical functions, test creation, score use practice, and business administration to identify information needs of the GRE Program and graduate community. Individual will serve as advisor and professional resource to the GRE Board and Committees, preparing and presenting reports on current activities as well as proposals for new activities, and act as spokesperson/advisor for assigned projects.

The ideal candidate will possess a Master's degree, plus additional graduate course work and seven years of experience providing evidence of knowledge in administration, financial management, educational measurement, systems and research, including at least four years of administrative and professional leadership experience. An equivalent combination of education and experience from which comparable knowledge and abilities have been acquired may be substituted.

This position requires ongoing communication with graduate education constituencies, interpretation of expressed needs in terms of services that can be provided by ETS, and coordination of projects designed to add to or enhance the current suite of tests, score reports, and related services provided to these constituencies.

ETS offers competitive salaries, an excellent benefits package, and an ideal environment for professional growth. Please send two copies of your resume, along with cover letter and salary requirements, to **Carol A. Hawkes, Educational Testing Service, Rosedale Road, Mail Stop 5-D, Princeton, NJ 08541. Fax: 609-497-6022. E-mail: chawkes@ets.org.** We are dedicated to Equal Opportunity/Affirmative Action in the Workplace.

www.ets.org

SAINT FRANCIS
UNIVERSITY
FOUNDED 1847

Tenure-Track Appointment in Mathematics

Saint Francis University invites applications for a tenure-track assistant professor in mathematics to begin in August 2001. Core competence in some area of mathematics required, as well as ability to teach a wide range of mathematics courses for majors and related disciplines; experience in applied areas such as statistics or computer science desired.

Saint Francis University, founded in 1847, is a private, liberal arts institution, Catholic in character and tradition and sponsored by the Franciscan Friars. Saint Francis University's scenic 600-acre campus is located about eighty miles east of Pittsburgh in the Allegheny Mountains of central Pennsylvania and provides an excellent learning environment for about 2000 undergraduate and graduate students.

Ph.D. in mathematics required; commitment to teaching excellence and student advising; willingness to participate in the University's General Education Program, scholarship, University service, involvement in campus and professional activities, and community outreach required.

Send letter of application, curriculum vita, statement of teaching philosophy, copy of transcripts, and three reference letters to:

Mathematics Search Committee
c/o Office of Human Resources
P.O. Box 600
Saint Francis University
Loretto, PA 15940

Review of applications will begin immediately and continue until the position is filled.

AA/EOE

Visit our website at **www.francis.edu**

DIRECTOR OF BUDGET AND PLANNING

The New School seeks a Director of Budget & Planning in the Office of the Dean to manage the analysis, planning, preparation, and oversight of the division's $18M operating budget and $2.5M in restricted funds. The founding division of New School University, The New School registers 20,000 adult education students annually, and 1,000 degree students in baccalaureate and masters' degree programs. The director projects and analyzes enrollments and revenues; engages in strategic planning; sets financial aid budgets; assists in developing budgets for grant applications and serves as liaison to various university offices. Exceptional verbal and written communication skills required; demonstrated expertise with computer systems and software; knowledge of SCT Banner integrated student system helpful. Masters' degree preferred, and five years experience in non-profit.

Send resume and cover letter to: Megan Taylor, NEW SCHOOL UNIVERSITY, 66 West 12th Street, Room 301, New York, NY 10011. Affirmative Action/ Equal Opportunity Employer

New School University

LaGuardia Community College

Vice President for Enrollment Management and Student Development

Duties: Serves as the chief enrollment management and student development officer and as advisor to the President on all student matters; has primary oversight in the development of a culture of student success, including all recruitment, enrollment, and entrance services; all retention and transition services; and all linking activities among the college's academic affairs, administrative affairs, and external community. Provides leadership on policy matters, planning and positioning relative to enrollment management and student development in order to support the college's educational programs and services. Oversees the development of a sound budget. Promotes good public relations with the communities served by the college and with related public and private institutions. **Qualifications:** Ph.D./Ed.D. in student personnel, higher education, counseling, psychology or related field preferred; consideration will be given to candidates who could secure the doctorate within a reasonable time frame. Five years experience as a senior enrollment management and student development officer in an institution of higher education (community college preferred). Strong analytic and technical background. Excellent communication skills for dealing with the Board of Trustees, President, faculty, staff, student and the external community. Strong management background. **Salary:** $110,000-$125,000 commensurate with qualifications. **Send letter and resume by Apr. 27 to: Marie Morelli, LaGuardia Community College 31-10 Thomson Ave, Rm. E408, LIC, NY 11101. Additional information available at: www.lagcc.cuny.edu** or (718) 482-JOBS. *An EO/AA/IRCA employer.*

State System of Higher Education

The System Works for Pennsylvania

Chancellor

On behalf of its fourteen member universities and their presidents, faculty, staff, and students, the Board of Governors for Pennsylvania's State System of Higher Education seeks an experienced executive to serve as Chancellor. Reporting directly to the Board, the Chancellor, as chief executive, provides vital leadership in advancing the Board of Governors' change agenda through strategic initiatives focused on learner centeredness, collaboration, and accountability, and in working collaboratively with the presidents in enhancing the state-owned universities.

The State System of Higher Education is led by a 20-member Board of Governors, including four legislators and three students. The Board has overall responsibility for planning and coordinating the development and operation of the System. The Board will appoint a chief executive to replace Dr. James McCormick, the founding chancellor. The System comprises the Commonwealth's 14 publicly owned universities, four branch campuses, several regional centers, and the McKeever Environmental Learning Center. The System universities offer a range of associate, bachelor's, master's, and doctoral degree programs. There are more than 250 degree and certificate programs in more than 120 areas of study. As Pennsylvania's largest higher education provider, the System currently serves more than 96,000 students, the majority of whom are Pennsylvanians. The System is the Commonwealth's 17th largest employer, with a budget of $1.4 billion and more than 12,600 employees. There are nearly 570,000 alumni of State System universities worldwide, more than 361,000 alumni live in Pennsylvania and contribute to the Commonwealth in many ways. The System has an economic impact of approximately $2.2 billion annually into the economy of Pennsylvania.

The successful candidate will have at least seven years of successful executive leadership experience and management of a diverse, complex organization. An advanced degree desired, and an earned doctorate or terminal degree is preferred. Completion of a successful interview and background verification of accomplishments relevant to the position description will be required.

Salary, benefits, contract details, and other terms of employment are negotiable and competitive and are subject to the agreement between the Board of Governors and the successful candidate.

For best consideration, applications should be submitted prior to April 23, 2001. Applicants should submit a letter of interest addressing the profile items, a current résumé, and the names, addresses, business, and home telephone numbers of six (6) references. Individuals wishing to nominate candidates for the position should submit a letter of nomination including the name, organization, position, address, and telephone number of the nominee. Applications and nominations should be sent to: **Dr. Jan Greenwood, Vice President, A.T. Kearney, Inc.; Chancellor Search; Pennsylvania's State System of Higher Education; 333 John Carlyle Street; Alexandria, VA 22314; greenwoodteam@atkearney.com.** Review of applications will begin immediately and will continue until an appointment is made.

The State System of Higher Education is an equal opportunity/affirmative action employer and encourages applications from minorities, women, veterans, and persons with disabilities. www.sshechan.edu

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AMERICAN UNIVERSITY

WASHINGTON, DC

WASHINGTON COLLEGE OF LAW

PRACTITIONERS-IN-RESIDENCE, INTELLECTUAL PROPERTY CLINIC

The Washington College of Law at American University is seeking two Practitioners-in-Residence to teach in a new Intellectual Property Clinic, to commence in Fall 2001. Each practitioner will supervise eight students and teach the classroom components of the clinic with other faculty. These non-tenure-track faculty appointments typically can be held for two consecutive one-year periods. Excellent support for scholarship is available. Requirements include a good academic record, significant practice experience (preferably in IP or a related area), and strong interest in a law teaching career.

The American University and Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. *The American University is an EEO/AA employer.*

All inquiries should be by mail and applicants should submit a cover letter and resume to:

American University
Washington College of Law
Professor Peter Jaszi
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016-8084

or send e-mail with cover letter, resume,
and other supporting material as attachments to
pjaszi@wcl.american.edu

MIAMI UNIVERSITY

ASSISTANT PROFESSOR COMPUTER & INFORMATION TECHNOLOGY

Miami University— Middletown Campus

Full-time, 9-month, tenure-track position beginning Fall 2001. Teach in a new associate degree program, advise students, maintain professional development to remain current in field, provide service to the department and the University, engage in scholarly work consistent with departmental mission, and participate in campus community. Requires a Master's degree in Computing or related field; knowledge and skills in networking and/or Web development; knowledge and skills in some subset of the following areas: programming languages (e.g., Java, C++, Visual Basic), multimedia and graphics, databases, operating systems, systems analysis and design; and teaching experience. Desire work experience in industry. Send letter of application, resume and contact information for three professional references to: **Diane Delisle, 233 Johnston Hall, 4200 E. University Blvd., Middletown, OH 45042, 513-727-3373.** ***Screening of applications begins April 2, 2001, and will continue until the position is filled.***

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, *Campus Crime and Safety*, is available at www.muohio.edu/righttoknow
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at: www.MUOhio.edu

KENT STATE
UNIVERSITY

ASSOCIATE VICE PRESIDENT – INFORMATION TECHNOLOGY SERVICES

INFORMATION SERVICES DIVISION

Kent State University invites applications and nominations for a newly created position of Associate Vice President of Information Technology Services. The Associate Vice President will provide leadership, expertise, and direction for information technology services (IT), including the areas of administrative software development, telecommunications, data administration, computer operations and production service, throughout the University's eight-campus system. The Associate Vice President, who reports to the Vice President for Information Services/Chief Information Officer, will work closely with faculty, administration, and staff to ensure an integrated information network that fosters the effective use of technology consistent with the University mission.

Responsibilities include:
•Assist the Vice President in the development and implementation of Division mission, objectives and administrative functions;
•Establish goals, objectives, and strategies; develop and implement programs and activities to accomplish goals;
•Evaluate emerging technologies and plan for the integration of IT into workflow and administrative functions;
•Provide and direct all activities across departments through a team of administrative, professional, and support staff;
•Analyze and assess existing IT programs; develop and implement change; and
•Provide leadership in matching technological opportunities to institutional goals.

Required Qualifications:
•Master's degree in information /computer science or relevant field;
•Minimum of ten years of progressively responsible IT experience in developing and supporting administrative systems;
•Five years experience in an academic environment or complex organization and an understanding of issues impacting higher education as they relate to IT systems;
•Experience in IT strategic planning;
•Experience in the management of technical personnel;
•Effective communication and interpersonal skills;
•Proven record of building collaborative approaches to issues;
•Significant fiscal/budgetary experience; and
•Technical expertise related to mainframe and server technologies.

Preferred Qualifications:
•Experience in developing plans for implementation of appropriate technical applications;
•Technical expertise in the operation and management of multi-node telecommunications infrastructure (multiple PBX's, voice mail and automated billing systems); and
•Experience in the operation and management of multi-site video network.

University: Founded in 1910, Kent State University is Ohio's third-largest public university, committed to preparing students with the knowledge and skills necessary for the twenty-first century workplace.

Kent State, with its optimum blend of a full range of baccalaureate programs and strength in targeted research areas, is among an elite group of Doctorial/Research University-Extensive institutions designated by the Carnegie Foundation. From pioneering breakthroughs at the renowned Liquid Crystal Institute, to innovative learning techniques at the Moulton Hall Technologies and Learning Center, Kent's academic and research programs have earned regional, national and international recognition. The Kent Campus is at the center of the University's eight-campus system, serving nearly 30,000 students. Kent's seven Regional Campuses, located throughout Northeast Ohio, comprise one of the largest regional systems in Ohio and one of the largest in the nation.

For more information, visit the Kent State University web site at http://www.kent.edu

Salary / Benefits: The University offers a comprehensive benefits package that includes health and dental insurance, vision care, life and accidental death insurance, tax deferred annuities, state or alternative retirement plans, tax deferred reimbursement accounts and tuition waivers. Salary is competitive and commensurate with experience.

Applications Process: Review of applications will begin April 30, 2001 and continue until the position is filled. To apply, interested candidates should forward their resume, letter of application and contact information for at least 3 references to: Ms. Deborah Bell, Assistant to the Vice President, Office of the Vice President for Information Services/Chief Information Officer, Kent State University, P.O. Box 5190, Kent, OH 44242-0001

Equal Opportunity/Affirmative Action Employer.

Dramaturgy and Dramatic Literature – Visiting Appointment

The Theatre School, DePaul University (founded in 1925 as the Goodman School of Drama) invites applications in the 2001-02 academic year. This position includes responsibilities for courses in History of Dramatic Literature and Dramaturgy as well as sharing in the supervision of student dramaturges. Teaching load will include courses (according to the candidate's experience and interests) such as Latino Dramatic Literature, etc. QUALIFICATIONS: MFA, PhD, or professional equivalent. Applicants who have completed requirements for the PhD except the dissertation will be considered. Minorities and women are strongly encouraged to apply. The School seeks faculty members who bring a critical perspective to issues of diversity and multiculturalism. Professional training and experience is a must, along with a commitment to continuing professional work or research activity. Teaching experience is required and recent experience with a culturally diverse urban student body is desired. Salary commensurate with qualifications and experience. Application and three letters of recommendation to: John Culbert, Acting Dean, Visiting Search, The Theatre School, DEPAUL UNIVERSITY, 2135 N. Kenmore Avenue, Chicago, IL 60614-4111. Review of applications will begin immediately and continue until the position is filled. DePaul University is committed to diversity and equality in education and employment.

DEPAUL
UNIVERSITY

BLACK HILLS STATE UNIVERSITY
COLLEGE OF EDUCATION

Position Announcement

Assistant Professor Graduate Education The College of Education is seeking applicants for a tenure-track position as graduate faculty for the Master's Degree in Curriculum and Instruction (MSCI). Individuals will teach graduate courses in research, assessment, curriculum, and technology; guiding thesis, portfolio, and collaborative research; serve as members and chair graduate committees; and participate as a team member in any curriculum and policy development/revision. **REQUIREMENTS:** Doctorate in Education. **PREFERRED QUALIFICATIONS:** K-12 teaching experience, teaching experience in higher education, strong background in computer literacy and application, excellent interpersonal communication and leadership skills, and collegiality.

Salary competitive - Position begins on August 13, 2001. Send letter of application, detailed resume, transcript (s), three letters of recommendation to **Dr. Tim Molseed, Chair of the Search and Screen Committee, Black Hills State University, 1200 University, USB# 9037, Spearfish, South Dakota, 57799. Screening of applicants will begin on April 15, 2001,** but the position will remain open until filled.

Black Hills State University is an equal opportunity employer.

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U)

POSITION OPENING
DIRECTOR OF PROGRAMS

Office of Diversity, Equity, and Global Initiatives

Responsibilities include 1) managing campus-based diversity projects, which typically involve curriculum and faculty development as well as institutional leadership; 2) editing a quarterly 16 page national newsletter, Diversity Digest; 3) overseeing designated projects for the Association as a whole. Qualifications: Excellent analytical, organizational, and writing skills. Expertise in the scholarship of diversity, experience in curriculum reform, faculty development, and teaching. Proven managerial skills. Ability to work independently and as part of a team, good communication skills. Range of computer applications. Energy and enthusiasm. Likes fast-paced advocacy organization at the center of higher education reform. Doctorate preferred; Master's degree required. Salary range: Mid to high forties, depending on qualifications. Exceptional benefits. Interviews will begin in April. To apply, send cover letter and resume to AAC&U, Box DIV, 1818 R Street, NW, Washington, DC 20009

AA/EOE

BEST COPY AVAILABLE

DSC DALTON STATE COLLEGE

DIRECTOR OF STUDIES IN SOCIAL WORK

[illegible]

Dalton State College, a unit of the University System of Georgia, seeks a Director for a newly authorized program leading to the Bachelor of Social Work degree, especially designed to serve the needs of Northwest Georgia's growing Hispanic/Latino population.

Requirements:

- M.S.W degree and at least four years' post-M.S.W clinical practical experience
- Earned doctorate in social work
- Experience with baccalaureate-level programs of study in social work or related fields
- Teaching/research record qualifying for appointment at the rank of associate or full professor
- Fluency in Spanish and familiarity with Hispanic/Latino cultures
- Ability to create effective partnerships with governmental and social service agencies

Preferred: Experience in college-level administration, curricular development, and post-M.S.W practice in rural or small-town settings

Position availability: 1 July 2001 or as soon thereafter as possible.

Submit letter of interest, current résumé, transcripts, and the names of at least three references to:

Dr. John A. Hutcheson, Jr.
Professor of History and Chair
Division of Social Sciences
Dalton State College
213 N. College Drive
Dalton, GA 30720-3797

Review of applications will begin 1 May 2001 and will continue until each position is filled.

Vice Provost For Adult And Continuing Education And Dean Of University College

Northeastern University seeks a dynamic and experienced leader with a record of entrepreneurial success in higher education for the position of Vice Provost for Adult and Continuing Education and Dean of University College.

Northeastern University is a major private urban research university founded in 1898, known for its professional education, liberal arts and sciences and cooperative education program. Located in Boston, the University enrolls approximately 19,000 full and part-time undergraduate and 4,500 graduate and professional students. Long recognized as a world leader in innovative education through its cooperative education plan, Northeastern University offers a variety of curricula through seven undergraduate colleges, nine professional schools, a significant part-time undergraduate division, and a number of continuing and special education programs and institutes.

The Vice Provost for Adult and Continuing Education and Dean of University College is the intellectual and administrative leader for the nontraditional programs including University College, Network Northeastern, Continuing Education and the English Language Center, as well as special summer and distance education programming across the University. The future direction of University College will focus primarily on professional and graduate education with special emphasis on the use of emerging technologies in distance learning. The Vice Provost reports directly to the Provost and sits on the University's Council of Deans.

Requirements: Candidates should have demonstrated management and significant budgetary experience in nontraditional academic programs, expertise in the professional and graduate part-time and adult markets, a demonstrated record of achievement in distance learning and related technologies and a proven record of success in the field of entrepreneurial, market-oriented programming essential to University College.

The position requires strategic thinking, organizational, and planning experience, strong written, oral, and interpersonal communication skills, and the ability to work collaboratively with faculty and staff at all levels in a complex diverse environment. An earned doctorate degree is preferred.

Review of Applications will begin May 15, 2001. Please submit cover letter and resume to: Patricia Maguire Meservey, Vice Provost and Chair of the Search Committee, Northeastern University, 112 Hayden Hall, 360 Huntington Ave., Boston, MA 02115.

For further information, please contact Lansing & Associates at 781-237-1754 or lansing@mediaone.net. Northeastern University is an Equal Opportunity/Affirmative Action Title IX Employer. Individuals of color and women are encouraged to apply.

Northeastern UNIVERSITY

INSTRUCTOR POSITION
Veterinary Technology

State University of New York College of Technology at Alfred is accepting letters of interest for an Instructor position in Veterinary Technology.

Qualifications required: Bachelor's degree in Veterinary Technology OR an Associate degree in Veterinary Technology with a BS degree in a related science field. Minimum of three years experience in Veterinary Technology profession. Applicant must be a New York State licensed Veterinary Technician or must successfully sit for the NYS Licensing Exam within 6 months of accepting position.

Teaching, large animal and/or clinical management experience is preferred. Excellent communication and interpersonal skills, with good computer based knowledge is necessary.

Send letter of interest, resume, and the names, addresses and telephone numbers of at least three (3) references to:

Director of Human Resources
Pioneer Center
SUNY/College of Technology at Alfred
Alfred, NY 14802

Salary commensurate with qualifications and experience with an anticipated starting date of Fall 2001. Review of letters of interest begins immediately.

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of application.

POSITION ANNOUNCEMENT

VICE PRESIDENT FOR STUDENT AFFAIRS

California State University, Stanislaus is seeking a creative, experienced and visionary leader to serve as Vice President for Student Affairs (VPSA). As the chief officer of Student Affairs, the VPSA reports to the President and serves as a member of the President's Executive Cabinet. The VPSA is responsible for planning, development, and administration of the student development enterprise. The VPSA performs cross-functional duties to accomplish the strategic goals and mission of the University. A primary function is to serve as the advocate for students and build support, establish rapport, develop leadership training opportunities, and offer high-quality student development programs that respond to the needs of the student population.

Founded in 1960, the University is one of the twenty-three public universities in the California State University system. Located in Turlock, California, in a beautiful park-like setting with state-of-the-art residential facilities, the University is widely recognized for its quality academic programs in the three degree-granting colleges: Education; Arts, Letters and Sciences; and Business Administration. The University offers 47 undergraduate degree programs and 28 graduate degree programs. CSU Stanislaus is fully accredited by the Western Association of Schools and Colleges (WASC).

The University is a learning-centered and student-friendly community that attracts, retains and graduates a diverse student population. The 7,200 students enrolled constitute a highly diverse student profile that is currently growing at a rate of 8% a year, the fastest growth rate in the CSU system.

Responsibilities. Counseling Center, Career Development and Placement Services, International Student Services, Disabled Student Services, Re-entry/Adult Student Services, Retention and Graduation, Testing, Educational Opportunity Program, Summer Bridge, Student Support Services, Intensive Learning Program, Writing Skills/Tutoring Center, Faculty Mentor Program, Advising, New Students' Orientation, Diversity Program, Residential Life, University Union, Associated Students, Inc., Student Government, Health Services, Student Activities, Student Discipline, Service Learning, and Retention Services.

Qualifications. The VPSA must have an earned doctorate from an accredited university, at least five years of related administrative experience at the senior-level, demonstrated experience in working with a diverse and complex student population, and demonstrated leadership ability in higher education.

Review of applications will start April 13, 2001 and continue until the position is filled. The position is available on or before *September 1, 2001.* The compensation package is highly attractive. Nominations and applications, along with a resume, three letters of recommendation, and the names of two additional references should be sent to:

Chair of VPSA Search Committee
c/o President's Office
California State University, Stanislaus
801 W. Monte Vista Avenue
Turlock, CA 95382
(209) 667-3201; Fax (209) 667-3206; www.csustan.edu

CSU Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/Section 503/504 employer.
Qualified women, minorities, and persons with disabilities are encouraged to apply.

Saint Joseph College

West Hartford, CT

Early Childhood/Special Education Faculty Position

Saint Joseph College provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

The College invites applications for a tenure track assistant/associate professor appointment to begin in August 2001. In respect to the College's commitment to partnerships in multi-cultural school settings, we especially encourage applications from people of color. Responsibilities will include teaching graduate and undergraduate courses in early childhood education/special education and child study. Additional responsibilities may include supervision of students in field placements and will involve advisement of students and scholarly research.

Qualifications include a doctorate in child development, early childhood education/special education or a related field (doctoral candidates nearing completion will also be considered) and a minimum of 3 years of experience teaching in early childhood education. Knowledge and experience working with infants, families and diverse populations, including the disabled, is highly desirable, as is familiarity with statewide birth to three systems and early childhood special education programs. The successful candidate shall understand and support the College's mission.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to the Human Resource Department, Early Childhood Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.

Review of applications will begin immediately and continue until the position is filled.
An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.
Learn more about Saint Joseph College at www.sjc.edu.

COLLEGE REGISTRAR

The ideal candidate must have a sound knowledge of the fundamental administrative processes within a registrar's operation, knowledge of FERPA and other relevant state and federal regulations, and well-developed technical skills in both PC applications and integrated student databases (Banner preferred). The College Registrar reports to the Provost and Vice President for Academic Affairs.

RESPONSIBILITIES: Provide overall leadership for the Registrar's Office; manage all operations relevant to registration (including course scheduling and web registration), student records management (including degree audit, graduation certification, enrollment verification, transcript evaluation), as well as data input, analysis and production of reports for planning and assessment purposes, etc.; work closely with deans, department chairs and secretaries in changing, creating, and implementing policy; assist with development and maintenance of web-based applications relevent to student records; work closely with admissions and alumni programs offices to ensure the smooth flow of appropriate student records and information from the point of admission to alumni status.

QUALIFICATIONS: Earned Master's Degree and a minimum of three years of experience in a registrar's operation or comparable administrative setting within higher education; strong writing skills and highly developed interpersonal skills; demonstrated ability to lead a team environment with a record of successful supervision of professional and clerical staff; a strong commitment to customer service; ability to work cooperatively with faculty, staff and students.

SALARY: Commensurate with credentials and experience. Review of applications will begin immediately and continue until the position is filled. The position will begin no later than July 1, 2001.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

APPLICATIONS: Send vita with the letter of application. Please include the names, current addresses and contact numbers of three references to: Chair, Search Committee (PJ# 2543-808), Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901. FAX: 518-564-5060.

NOMINATIONS: Please forward by mail your nominations for this position with the nominee's name, address and phone number to: Chair, Search Committee (PJ# 2543-808), Plattsburgh State University, 101 Broad Street, Plattsburgh, NY 12901.

Plattsburgh

www.plattsburgh.edu/hr/

ENROLLMENT SERVICES

Join the successful team at Pace University, a leading comprehensive NY institution of higher education. We are seeking dedicated & energetic individuals to fill the following positions on our Westchester campus:

ASSISTANT DIRECTOR OF ADULT SERVICES

Serve as liaison between students & faculty, design & implement tracking system, coordinate recruiting events/information sessions/orientation programs, advise adult students on course selections & degree requirements, supervise support staff. Bachelor's degree & minimum of 3 years related experience; Master's preferred. Strong academic background & broad scope understanding of higher ed.

ASSISTANT DIRECTOR OF UNDERGRADUATE ADMISSIONS

Collaborate with Admission team to develop effective recruitment strategies for HS & community college graduates. Plan & participate in Open Houses, recruitment/conversion events, HS & community college visits. Meet with students & parents. Assist with supervision of counselors & staff. Weekends & overnight travel expected. Bachelor's degree, minimum 2 years admission experience & valid driver's license required.

Both positions require proficiency in MS Office applications & excellent verbal/written communication skills. Commitment to providing outstanding service to our students. Both positions are based on our Pleasantville campus located just 35 miles north of NY City. Evenings & weekends required with occasional travel to NYC campus.

Entry level postions also available.

We offer comprehensive benefits including tuition, retirement plan & generous time off. Shuttle service to mass transit. Send resume to:
Connie Glamel, HR Services, Pace University,
861 Bedford Rd, Pleasantville, NY 10570
or fax to (914) 773-3559. AA/EOE.

PACE UNIVERSITY

Saint Joseph College

West Hartford, CT

Child Development/Educational Psychology Faculty Position

Saint Joseph College, located mid-way between Boston and New York City, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women.

Candidates nearing completion of their doctoral program are invited to apply for a one year visiting faculty appointment to begin in August 2001. In respect to the College's commitment to partnerships in multi-cultural school settings, we especially encourage applications from people of color. Responsibilities will include teaching child study and educational psychology courses in graduate and undergraduate programs in the Department of Child Study, Education and Special Education.

Qualifications include a doctorate (or candidates for doctorate) in child development, educational psychology, or a related field. Professional experience in schools is highly desirable. The successful candidate shall understand and support the College's mission.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to the Human Resource Department, Child Development/Educational Psychology Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.

Review of applications will begin immediately and continue until the position is filled.
An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.
Learn more about Saint Joseph College at www.sjc.edu.

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Department Chairs

HUMANITIES

(Position #01-243) English, Speech/Communication, Reading, Fine Arts, Religion, Philosophy

MATHEMATICS

(Position #01-237) Mathematics or related field (Engineering)

Individuals will be responsible for providing leadership to the appropriate faculty and staff under the supervision of the campus Dean of Academic Services. Primary responsibilities are to maintain standards of instruction that challenge students academically and to maintain an academic climate conducive to teaching and learning. This is a twelve-month, tenure track position with faculty rank and will require some teaching.

Master's degree required with a minimum of 18 semester (30 quarter) hours of graduate credit in the discipline (see above); Doctorate preferred. A minimum of three years of college-level teaching experience and at least three years administrative or comparable experience in higher education is required. Experience with academic planning and assessment, curriculum development, faculty evaluation, promotion and tenure processes, course scheduling, faculty and staff recruitment and hiring, development and management of budget.

Salary is $54,615 (commensurate with education and experience) with excellent benefits. Initial appointment will be for a term of up to four years with reappointment at the discretion of the President. Position will start July 1, 2001. Review and screening of applications will begin on 4/27/01 and may continue until the position is filled.

Applicants should reference the appropriate position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Georgia Perimeter College, Human Resources Dept., Judy Chastonay
3251 Panthersville Rd, Decatur, GA 30034.

An AA/EOE/ADA Employer
Georgia is an Open Records State

Georgia
Perimeter
College.

www.gpc.peachnet.edu

DIRECTOR OF THE CALTECH WOMEN'S CENTER

The California Institute of Technology is an independent, privately supported university offering education at both undergraduate and graduate levels. It is one of the world's major research centers in science and engineering.

The Caltech Women's Center was founded in 1993 to work for the advancement of women in science and engineering and for the advancement of all women at Caltech. The Center works to support the central mission of the Institute, which is to educate and guide the development of scientists and engineers through teaching and research. Thus, the Director of the Women's Center is responsible for developing and sustaining an environment conducive for the professional, intellectual, and scientific achievement of excellence at Caltech for all women—and devising programs and other strategies to address the needs of women at Caltech. The Director will establish connections with various campus organizations as well as work independently to provide workshops, seminars and educational programs for the Caltech community. The director also will be available to assist with ad hoc crisis management. The position reports to both the Provost and the Vice President for Student Affairs.

The Women's Center operates as a central meeting place, program center, information and referral resource, and crisis management and advocacy center, for the entire Caltech community. The Director's general activities include providing assistance and services for women; participating as an active leader on campus; working with all campus organizations and academic units to coordinate programs and advance the status of women on campus; advocating for women on campus; implementing educational and professional programming; administrating the daily activities of the Center, and working as a catalyst for change.

Candidates must possess a Master's degree or preferably a Ph.D. degree along with 5 to 7 years of experience in administering a women's center program. A knowledge of women's issues in higher education and issues facing women in science and engineering is required. The successful applicant must have the ability to communicate and work effectively with faculty, administration, students and staff. The director must have the ability to assess, design and implement effective programming and policies that address gender issues in higher education. In addition, the director must have the ability to supervise staff, student workers and volunteers and work with an advisory board.

Please send a statement of interest, resume and the names, addresses and phone numbers of three references to:

Dr. Sharyn Slavin Miller, Search Committee
Assistant Vice President for Student Affairs
MC 106-31
California Institute of Technology
Pasadena, CA 91125

Application Deadline:
Monday, April 23, 2001

Caltech is an Affirmative Action/Equal Opportunity Employer
Women, minorities, veterans, and disabled persons are encouraged to apply.

WESTERN
CAROLINA
UNIVERSITY

CHEROKEE STUDIES
SEQUOYAH PROFESSORSHIP

Western Carolina University invites applications and nominations for the Sequoyah Professorship in Cherokee Studies. Candidates for this endowed position must have a graduate degree and a distinguished record of scholarship, publication, or artistic work concerned with the Cherokee. The initial appointment will be from one to three years and may be renewed by mutual agreement. Responsibilities may include teaching and course development, research or production of artistic works, consultation, and outreach. Applicants should have an exemplary record of research or artistic production focused on the Cherokee. The successful candidate will be one who wishes to teach, while continuing a significant agenda of scholarly research, publication, or artistic production.

The Sequoyah Professor will assist in expanding existing curricula at WCU that aim to preserve and study Cherokee culture. The discipline of the candidate is expected to be in the humanities, with likely academic areas of expertise in anthropology, art, history, language, literature, or some other relevant field.

The University is 20 miles from the reservation of the Eastern Band of the Cherokee, with rich cultural resources such as the Museum of the Cherokee Indian, the Cherokee Historical Association, Cherokee artists and craftsmen, and the Journal of Cherokee Studies. Other area resources include WCU's Mountain Heritage Center and one of the largest university library collections related to the Cherokee.

Western Carolina University is a regional comprehensive university and is one of the sixteen public institutions of the University of North Carolina. Courses are offered on the Cullowhee campus and at centers in Asheville and Cherokee. A faculty of 335 serves 6,700 students. Undergraduates choose from more than sixty-five majors in one of the four colleges, while the Graduate School offers 12 master's degrees in over 50 areas, the Ed.S., and the Ed.D. Hunter Library has over 500,000 holdings, 2500 periodicals, and extensive electronic resources. All faculty members and students can access the Internet from their offices and all residence hall rooms. All degree-seeking freshmen are required to own their own personal, networkable computer.

The 230-acre campus is located in a beautiful mountain setting 50 miles west of Asheville, and 140 miles north of Atlanta. The Blue Ridge Parkway, Great Smoky Mountains National Park, and nearby resort areas offer golf, skiing, fishing, hunting, hiking, mountain biking, water sports, and other recreational opportunities.

Applications should include a letter of interest, current resume, and names, addresses and telephone numbers of three references. Applications and nominations should be addressed to: **Dr. Brian Railsback, Chairperson, Sequoyah Professorship Search Committee, Department of English, Western Carolina University, Cullowhee, NC 28723.**

The search committee will begin screening applications and nominations on April 2 and will continue to accept them until the position is filled. The position will be available as early as August 1, 2001.

The University is an equal opportunity employer and encourages applications from a broad spectrum of people. Visit web site http://www.wcu.edu for further information about the University and this position.

MIDDLESEX COUNTY COLLEGE

VICE PRESIDENT FOR FINANCE & ADMINISTRATION

The College. Middlesex County College is a comprehensive community college in Central New Jersey located on a 200 acre campus in Edison, with outreach centers in New Brunswick and Perth Amboy. In addition to a credit enrollment of approximately 11,000, the College has an extremely active program of corporate and community education. The total operating budget of the College is approximately $50 million, and the present physical plant is valued at approximately $80 million.

Middlesex County College is a highly rated comprehensive community college, the largest single source of transfer students to New Jersey's major state and technical universities. For additional information, please consult the College's web page at: www.middlesex.cc.nj.us

Role and Responsibilities. The college is seeking a qualified individual to serve as its chief financial officer in the position of Vice President for Finance & Administration. This is a critical role: the incumbent will have primary responsibility for improving the College's financial systems and, as a member of the leadership team, for providing essential information and other inputs into the College's planning and priority-setting processes.

More specifically, the incumbent: directs the development of operating, capital, and grant proposal budgets; manages all departments within the Division of Finance and Administration and approves its annual plan and budget; provides for the development and maintenance of accounting and payroll systems; reviews, forecasts, and analyzes all College and sub unit receipts and disbursements; develops financial and accounting policies; and supervises and leads professional and support staff in all of these areas of responsibility. These core responsibilities may be further augmented in the future.

Qualifications. At a minimum, candidates will have: a master's degree in business administration or a closely related field; five (5) years of senior level financial management responsibility, preferably in public higher education; and experience and familiarity with computerized accounting and administration systems. Additionally, must have: the highest personal integrity; the capacity to work effectively as a member of a team; and the ability to communicate and work effectively with corporate and community leaders.

Applicant Information. Candidates should submit a current resume, a cover letter relating their qualifications to the responsibilities and criteria listed above, and the names, addresses, and telephone numbers of three or more references. Applicants and nominators are encouraged to submit materials by email using Word attachments. Application and nomination materials should be submitted to: Human Resources Office; Middlesex County College; 2600 Woodbridge Avenue; P.O. Box 3050; Edison, New Jersey 08818. Email: jane_bevis@middlesex.cc.nj.us

The College is being assisted in this search by Charles Bunting and Steve Lee, A.T. Kearney Education Practice. Questions may be directed to them at: charles.bunting@atkearney.com and (703) 739-4630; steve.lee@atkearney.com and (703) 739-4651; 333 John Carlyle Street, Alexandria, Virginia 22314.

Middlesex County College is an affirmative action/equal opportunity employer

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WICHITA STATE UNIVERSITY

NIAR

Search Plan

Director - Research and Development

National Institute for Aviation Research

The National Institute for Aviation Research (NIAR), located at Wichita State University, is a premier aviation research organization that has gained national and international recognition for its programs and laboratories. NIAR is engaged in basic and applied research, testing and certification. The city of Wichita is the home of major aerospace industry, namely Boeing, Raytheon, Cessna, Bombardier-Learjet and many aviation suppliers. NIAR is seeking a candidate for the following position. Deadline for receipt of resume is June 4, 2001. The resume must include three references.

Director-Research and Development

The Director of Research and Development (R&D) will report to the NIAR Executive Director. Responsibilities include developing a strategic plan focused on increasing short and long-term funded research programs at NIAR, identifying R&D opportunities and work aggressively with government agencies and industry to obtain government and commercial R&D grants and contracts, participate in writing proposals for funding as a Principal or Co-Principal Investigator in the area of personal expertise and research interest, and engage in research programs, work with the Federal Aviation Administration, the National Aeronautical and Space Administration, and other government agencies to establish new R&D program linkages and establish contacts with Senior Program Managers, meeting with the established Industry Advisory Board and Industry Laboratory Committees to determine future R&D requirements, participating in the coordination of activities associated with programs such as the Small Aircraft Transportation System, Airworthiness Assurance Center of Excellence, Aircraft Design & Manufacturing Research Center, and other related R&D programs, monitoring and providing technical support to the NIAR laboratories, regular evaluation of the laboratory's current and potential customer base including customer satisfaction, and assisting the Executive Director in establishing R&D policies and procedures. **Requirements:** The candidate must have a Ph.D. or a Master's degree in Aerospace Engineering or in a related engineering or scientific discipline. Successful experience in research management, and writing proposals for R&D grants and contracts. Have identifiable contacts with senior level representatives within the government and aviation industry; minimum of five years experience in the aviation industry or in an aviation related research and development environment. The candidate will have experience in some of the following technical disciplines: Aerospace Vehicle Design and Manufacturing, Wind Tunnel and Flight-Testing, Aircraft Icing and Deicing, Flight Simulation and Training, Aircraft Structures and Materials, Crashworthiness, Aerospace Vehicle Propulsion, Aviation Human Factors and Systems Engineering, Experimental or Computational Aerodynamics. The candidate must be able to communicate effectively with both government and industry representatives and travel nationwide to participate in NIAR business activities. Successful experience with diverse populations and a commitment to diversity. For additional information contact **Jerry Antes at (316) 978-5888 or by Email: jwantes@niar.twsu.edu. National Institute for Aviation Research, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0093.** *AA/EOE*

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Resident Director
2 Positions

The Resident Director is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Resident Director supervises a staff of 6-12 undergraduate Resident Assistants along with student office assistants, and administers the physical and personal aspects of a residence hall area housing approximately 250-500 students. The Resident Director serves on various student life committees, and coordinates a comprehensive educational programming effort in his/her hall area. Reports directly to the Area Coordinator, and works with that person in the execution of his/her job responsibilities. The Resident Director is expected to be available three to four evenings a week.

Bachelor's degree and one (1) year experience above the undergraduate level in residence hall administration in a college or university setting required. Master's degree in Student Personnel/Counseling or related area strongly preferred.

The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational, and oral/written communication skills.

Starting salary is $28,374. The position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

*Please forward letter of application, resume, and list of three references to: **Kathleen P. Hallissey, Assistant Director, Department of Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** The review of applications will begin immediately upon receipt and continue until the position is filled. **Additional information about the University can be found at http://www.wpunj.edu. William Paterson University is an Equal Opportunity Institution Committed to Diversity.***

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

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faculty & staff positions!

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DIRECTOR OF GRADUATE EXTENSION STUDY

Salve Regina University seeks qualified applicants for the position of Director of Graduate Extension Study. Responsible for the oversight of the GES office. Facilitate, plan, direct and market GES programs, interact closely with program directors and instructors and help facilitate students' programmatic concerns. Master's degree required, doctorate preferred, with academic experience. Advanced computer skills required including, but not limited to, desktop publishing, word processing, database management and the World Wide Web. Strong organizational skills and attention to detail required. Marketing skills and experience required. Excellent communication skills, and demonstrated administrative ability. Deadline for submission of applications is Friday, April 13, 2001. Send or fax resumes to: Director of Human Resources, 100 Ochre Point Ave, Newport RI 02840-4192. Fax (401) 341-2921. Website: www.salve.edu. *Salve Regina University is an EO/AA employer. Minorities are encouraged to apply.* Information on the University's Affirmative Action Policies and Procedures can be obtained in the Office of the VP for Administrative Services.

1250

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Psychologist Multicultural Specialist

The Center for Counseling and Student Development at Northeastern University seeks a psychologist to provide general center services and work closely with the other multicultural specialist in coordinating and providing leadership for services for students of color including consulation, outreach and programming. Doctorate in Counseling or Clinical Psychology; licensed or eligible. Experience in providing counseling services to students of color, especially African-American students. Anticipated Start Date: September 2001.

Please send vita, cover letter, and three references to Diane G. Hansen, Ed.D., Chair, Search Committee, Northeastern University, 302 Ell Hall, Boston, MA 02115. Deadline: Review of applications will begin April 1st and continue until position is filled.
www.neu.edu/counselingcenter
Northeastern University is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

ASSISTANT DIRECTOR CAMPUS ACTIVITIES

Rider University is seeking an experienced individual who will plan and execute a variety of campus-wide programs, work with and advise students to develop their leadership skills, and coordinate all aspects of multiple events. Weekend and evening work required. Qualifications: Master's degree in student personnel or related field. Two years experience in a related position preferred. Experience in and knowledge of negotiating and implementing contracts. Knowledge of Netscape, Word, Excel, and HTML preferred. Excellent interpersonal, organizational, budgeting, and management skills essential. Salary commensurate with experience.

Send resume, cover letter, salary requirements, and the names, addresses, and phone numbers of three references to: Rosemary Molloy, Manager of Employment, Rider University, 2083 Lawrenceville Rd., Lawrenceville, NJ 08648-3099.

Review of applications will begin April 2, 2001, and continue until position is filled. Rider University is an equal opportunity/ affirmative action employer and genuinely seeks a diverse applicant pool.

Rider University

Visit Rider on the Internet:
www.rider.edu

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, Ohio 44691-2363

Senior Associate Director of Admissions

The College of Wooster invites nominations and applications for the position of Senior Associate Director of Admissions.

The Senior Associate Director of Admissions reports to the Director of Admissions and is responsible for managing the day-to-day operations of the Admissions Office. Responsibilities include initiating and completing Admissions office research projects, planning and coordinating staff travel, overseeing the implementation of staff assignments and training, evaluating applicants for admission, and working with secondary school counselors and parents.

The Senior Associate Director represents the Director of Admissions in the Director's absence and works closely with the Director in the implementation of admissions policies and strategies and in the annual evaluation of admissions staff. The Senior Associate Director must have demonstrated leadership abilities as well as effective analytic, communication and interpersonal skills. Admissions research is an important part of the position and the Senior Associate Director is expected to exhibit admissions research skills and be familiar with computer data bases. Candidates should have a Master's degree and at least three to five years experience at the Associate Director's level or equivalent.

Salary is commensurate with qualifications and experience. Applications must include a résumé of academic or professional experience, a statement outlining the candidate's interest in the position, and the names and telephone numbers of at least three references. Send to: **Carol Wheatley, Director of Admissions, The College of Wooster, Wooster, Ohio 44691.** Review of candidates begins immediately and continues until position is filled.

The College of Wooster is an affirmative action/ equal opportunity employer and encourages applications from women and minority candidates.

Western Connecticut State University

DIRECTOR OF COUNSELING CENTER

WCSU is seeking a dynamic individual to provide leadership for counseling and mental health services on campus. General duties include individual and group counseling, psychological and educational testing including career counseling and assessment. The Director also coordinates related testing services (CLEP, MAT, GRE) and provides screening for anxiety, depression, eating disorder and drug and alcohol related problems. Campus outreach and involvement also includes work with orientation, research assessment, Crisis Response Team, Safe Zone Project, Housing & Residential Life and graduate counseling program. Consultation services are also available to faculty and staff. The Counseling Center currently consists of two full-time and one part-time counselor, a consulting psychiatrist and clerical support.

Requirements: Doctorate in Clinical or Counseling Psychology, Connecticut Licensure or eligibility in Connecticut Licensure. Five years of University/ College counseling experience. Certification in interpretation of Myers Briggs Type Indicator and Strong Interest Inventory is preferred.

Application Process: Submit cover letter, resume, and the names and phone numbers of three professional references to: Ms. Constance Wilds, Dean of Student Affairs. WCSU, 181 White St., Danbury, CT 06810. Deadline for applications is April 23, 2001. Starting salary range $61,181 to $75,000, depending on qualifications.

WCSU is an AA/EEO Educator/Employer

FALL 2001 VACANCY

LOCAL AREA NETWORK

[illegible] Tenure Faculty

DUTIES: Teach a 15 credit class load. Develop and revise curriculum. Advise students. Assist with lab planning and setup. Maintain certification status as required for teaching.

QUALIFICATIONS: CISCO Certified Networking Academy Instructor Certification. Knowledge of computer hardware and software. Experience supporting Local Area Network hardware and software.

Appointment level & salary
will be based on qualifications.

Please send resume with cover letter to:
Attention: J. Howell
Associate Director of Human Resources

SUNY ROCKLAND Community College
145 College Road, Suffern, NY 10901-3699
An AA/EOE

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Cleveland State University

PRESIDENT

The Board of Trustees of Cleveland State University invites nominations and applications for the position of President.

Founded in 1964, Cleveland State University is a growing, urban university with 40 buildings spread over an 85-acre campus. With a faculty of over 500, the University offers a broad mix of bachelor's and graduate programs in the humanities, natural sciences and social sciences as well as the professions.

One hundred and seventeen degree and program choices are offered through CSU' s seven colleges: The College of Arts and Sciences, the James J. Nance College of Business Administration, the Fenn College of Engineering, the College of Education, the Maxine Goodman Levin College of Urban Affairs, the Cleveland Marshall College of Law and the College of Graduate Studies. CSU enrolls a diverse student body of approximately 16,000 students, including 700 international students from 62 countries. More than one-fourth are graduate students.

The President has overall academic and administrative responsibility for the University and reports to the Board of Trustees.

Candidates should possess an earned doctorate or other terminal degree and demonstrate a continued commitment to academic excellence. Significant academic leadership experience is essential. The best candidates will show a clear understanding of the opportunities for growth in an urban university and a creative sense of how to further the University's teaching and research missions. The President must be a community-minded individual with a strong commitment to open access to educational opportunities.

The Presidential Search Committee will begin the review of applications immediately and will continue to the time of selection. Applications should include curriculum vitae and references with titles, complete addresses and telephone numbers. Please visit us on our Cleveland State University web site and submit applications to our retained consultant.

William J. Bowen
Heidrick & Struggles
233 S. Wacker Drive, Suite 5770
Chicago, IL 60606
Phone: 312-496-1794
Fax: 312-879-1974

E-mail: wjb@h-s.com

Cleveland State University web site:
www.csuohio.edu

Cleveland State University is an Affirmative Action/
Equal Opportunity Employer

University of Houston Clear Lake

COORDINATOR OF MULTICULTURAL AND INTERNATIONAL STUDENT SERVICES

University of Houston-Clear Lake seeks a Coordinator of Multicultural and International Student Services to assist the Director in planning, implementing, and assessing programs, services, and activities which lead to the continued development and enrichment of a culturally diverse campus environment. UHCL is a public, upper-division university with a predominately commuter, non-traditional student population serving approximately 7,000 juniors, seniors and master's students from diverse backgrounds. The Coordinator develops programs, advises students, and consults with faculty, staff, and the community on multicultural and international student issues and awareness. **Minimum requirements:** bachelor's degree with a master's in progress in student personnel, higher education administration, intercultural communication, or related field with experience working in a higher education setting with ethnically diverse and international students. Knowledge of student development; skills in developmental programming; understanding of multicultural and international student issues and cultures; excellent management and organizational skills; individual and group advisory skills; excellent verbal and written communication skills, especially for whom English is a second language. Special consideration given to applicants with a master's in student personnel or related area; experience designing and implementing orientation programs for ethnically diverse and international students; desktop publishing and HTML coding experience; bilingual skills. This is a full-time, benefits eligible position. Salary range is $2240-$2688 per month DOQ. To apply, submit a cover letter, complete resume, and names and contact information of three current professional references to:

University of Houston-Clear Lake
Office of Human Resources
Job #01-2146
2700 Bay Area Blvd.
Houston, TX 77058

www.cl.uh.edu

An Affirmative Action/Equal Opportunity Employer

Eastern Michigan University

DEPARTMENT HEAD, POLITICAL SCIENCE

Eastern Michigan University seeks applications and nominations for the position of Head of the Department of Political Science to begin on or about July 1, 2001. The Department's 20 faculty offer undergraduate programs in Political Science, Public Law & Government, and Public Administration for some 250 majors; another 80 majors pursue a NASPAA accredited MPA program.

Qualifications: Earned Ph.D. in Political Science or equivalent; demonstrated instructional effectiveness and commitment to students; established record of scholarly publications and evidence of service to department, college, university and/or community; minimum of five years college/university teaching experience. Preferred candidate should be qualified for appointment at associate or full professor rank; consideration will be given to previous administrative experience.

Eastern Michigan University is located in southeastern Michigan adjacent to Ann Arbor, offers excellent salary and benefits based on qualifications, and is an ICPSR member. For consideration, please send a letter of interest, detailed vita and a list of three references to the address listed below. Review of applications will begin immediately and continue until the position is filled. Direct any inquiries to (734) 487-3113.

Chair, Department Head Search Committee
Position APAA 0001
202 Bowen
Eastern Michigan University
Ypsilanti, MI 48197

EMU is an affirmative action/equal opportunity employer and encourages women and members of minority groups to consider this opportunity and to identify themselves when applying if they wish.

UNIVERSITY OF CINCINNATI

ASSOCIATE PROVOST AND DIRECTOR OF THE DIVISION OF PROFESSIONAL PRACTICE

(20UC6102) The Associate Provost and Director of the Division of Professional practice provides leadership and management of the institution's cooperative education, which is recognized both nationally and internationally as a best practice model. The position carries with it direct participation in University-wide academic and administrative planning and governance and reports to the chief academic officer for baccalaureate and graduate education.

The successful candidate would most likely be a professional in the field of Higher Education, Cooperative Education, or related fields; or would have had significant experience with industry. Demonstration of excellent communication skills and the ability to interact effectively with students, faculty, administrators, corporate partners, and a variety of other publics involved in the activities of the Division; a track record that reflects steady growth in professional responsibilities and accomplishments; and an understanding of budgets and institutional planning are key factors in the selection process.

The University of Cincinnati is a Carnegie Doctoral/Research University-Extensive and is one of the two comprehensive state universities in Ohio. The Division of Professional Practice offers learning opportunities to more than 3000 students in 38 disciplines. The division has one of the largest cooperative education programs in a public higher education institution in the country. It is a centralized unit responsible for cooperative education programs in five colleges within the university. Its curriculum is one of 10 in the country that is accredited by the Accreditation council for Cooperative Education. The division's 15 co-op tenure track faculty regularly receive distinguished honors and its alumni have achieved notable successes in their professions.

The selected individual will be required to have a master's degree or equivalent. The ideal candidate will have a doctorate.

Applications and/or nominations will be reviewed beginning April 9, 2001 and will continue until the position is filled. Applications must include a letter of interest that addresses the position responsibilities and (noting control #), curriculum vitae and three references (to be contacted later with permission of candidate).

Send applications and nominations to: Jeannette Taylor, Chair, Professional Practice Search Committee, University of Cincinnati, PO Box 210019, Cincinnati OH 45221-0019.

The University of Cincinnati is an affirmative action/equal opportunity employer.
Women, minorities, disabled persons, Vietnam-era and disabled veterans are encouraged to apply.
UC is a smoke-free environment.

Elmhurst College

Development Associate

Elmhurst College seeks applicants for its Development Associate position. Responsibilities include selected fundraising from corporations, foundations, alumni, government agencies, and some individuals, and the creation and drafting of proposals and government grants. Also, to represent the College with local and area associates. Qualifications: Appropriate college degree, strong interpersonal and writing skills, creativity, and a commitment to fundraising. The position is entry-level. Fundraising experience preferred. Submit letter of application, resume and salary requirements to Human Resources, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126 or fax to 630/617-3746. Deadline for applications is April 23, 2001. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

TEXAS WOMAN'S UNIVERSITY

POSITION ANNOUNCEMENT

Chair, Dept. of Family Sciences, College of Professional Education, Texas Woman's University. Fall 2001. Earned doctorate in Child Development, Counseling & Development, Family Studies, Family Therapy, Family & Consumer Sciences Education, or related area. Screening of applications will begin April 20, 2001. Send a cover letter, vita, and three letters of reference to: Dr. Merry Evenson, Family Sciences Search Committee, TWU, P.O. Box 425769 Denton, TX 76204. Phone: (940) 898-2693; Fax (940) 898-2676.

AA/EO Employer

LOYOLA COLLEGE IN MARYLAND

Assistant Vice President for Academic Affairs and Diversity

Responsibilities: Assist the Vice President for Academic Affairs in faculty development, student retention, and diversity initiatives. Provide leadership in offering programs and workshops for faculty development that support the College's educational goal, "to challenge students to learn, lead, and serve in a diverse and changing world," and that build on an award-winning program in multicultural curriculum infusion. Advise departments in recruiting and retaining faculty and academic administrators from underrepresented populations. Assess campus climate and work with deans, faculty, and college staff and administrators to improve the academic and campus climate. Work collaboratively with deans, faculty, and the Director of ALANA Student Services to improve student retention and success. Develop initiatives and provide expertise to support the deans' and faculty in their efforts to ensure that the curriculum adequately reflects diverse perspectives and cultures and a commitment to justice. Serve as liaison to organizations of people of color such as the African-American Faculty, Administrators, and Staff Association. The Assistant Vice President for Academic Affairs and Diversity reports directly to the Vice President for Academic Affairs and is a member of the Council of Academic Deans, which functions as the administrative leadership team within Academic Affairs.

Qualifications: A doctorate or equivalent and academic qualifications for an appointment with academic rank to teach at least one course per year; demonstrated experience in enhancing diversity and improving climate, preferably in higher education; experience working in a collaborative environment with faculty, deans, students, and staff; and an understanding of and commitment to the Jesuit mission of the College and the role of diversity within that mission.

Information: Loyola College is a dynamic, highly selective Jesuit school steeped in the liberal arts tradition and recognized as a leading independent, comprehensive university in the mid-Atlantic region. Located on 65 acres in a beautiful residential section of Baltimore, Loyola enrolls over 3,100 students in its undergraduate programs and 3,000 students in its graduate programs. Loyola College operates with a budget of approximately $120 million and holds an endowment of $130 million. For more information, please see our web site at www.loyola.edu.

Application: This 12-month leadership position will remain open until filled. Salary is competitive; full benefits included. Screening will begin April 1, 2001. Send letter of application, resume, and contact information for five references to:

Ellen D. Hoadley, Associate Vice President for Academic Affairs, Loyola College in Maryland,
4501 N. Charles Street - MH344C, Baltimore, MD 21210-2699

Loyola College in Maryland is an Equal Employment Opportunity Employer and encourages applications from all qualified candidates.

PARSONS SCHOOL OF DESIGN

A division of New School University is searching for several administrators and faculty. All positions provide the opportunity to bring vision and experience to this dynamic institution. With more than 2800 degree students, Parsons is one of the largest institutions of art and design in the country. Parsons offers AAS, BFA and Master's degrees, with a 600 member professional part-time faculty, an extremely diverse student body, and a commitment to innovative curricula. We currently have the following opportunities available:

PHOTOGRAPHY:

Assistant Chair (Job #21038): Focus on administration, digital technologies for photography, strategic planning, and curricular implementation. BFA, MFA or equivalent professional experience & technologically proficient.

PRODUCT DESIGN:

P/T Faculty (Job #21069): Teach design studio courses, all levels from interface design to design studio professional practices. BFA or MFA equivalent experience & technologically proficient.

ADMISSIONS

Associate Director (Job #21035): Responsible for recruitment, evaluation and selection of undergraduate applicants. BFA in art & design required, will consider BA with relevant experience. Experience in educational environment, as well as experience working with international students preferred. Travel, long working hours & driver's license required.

FOUNDATION

Associate Chair (Job #21037): Assist Chair in providing leadership and coordination of first year program. MFA in art or design, minimum 8 years previous college level teaching and administrative experience.

New School University, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities and programs, including employment and promotion. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual orientation, age, physical disability, veteran or marital status. For complete job descriptions, visit http://www.newschool.edu/admin/hr/joblist.htm. All applications will be reviewed ongoing until positions are filled. Please include job number and send to: Parsons School of Design, c/o I. Levitt, 66 Fifth Avenue, 6th Floor, New York, NY 10011.

New School University
Parsons School of Design

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MARK

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OFFICE OF MINORITIES IN HIGHER EDUCATION

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Western Connecticut State University
Ancell School of Business
Management Department

Position: WCSU has an anticipated tenure-track position in General Management or Human Resource Management beginning August 2001. A twelve-hour per semester teaching load will be shared between the Bachelor of Business Administration program and the Master of Business Administration program. Faculty will teach primarily in the Management programs in Danbury but also may be required to teach in the BBA program at Waterbury. Primary emphasis is on teaching; scholarly productivity and service to the university are expected. Rank and salary are dependent upon qualifications.

Qualifications: An earned Doctorate in General Management or Human Resource Management or a related field; ABD's near completion will be considered. Other graduate degrees coupled with professional experience in General Management or Human Resource Management that is relevant, significant in duration and level of responsibility, and current at time of hire, will be considered. Demonstrated teaching and General Management or Human Resource Management experience are preferred. Evidence of research productivity is required. Teaching assignments may include Human Resource Management, Managing People, and Management Negotiations as well as Strategic Management in the BBA program as well as courses in the MBA program.

The Department: Eight full-time faculty, plus adjunct instructors, provide a BBA Management major, support MBA program, and provide an MHA degree.

Application Process: Email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Dr. Stanley Bazan, Chair, Management Department, WCSU, 181 White St., Danbury, CT 06810. (203) 837-8527 (fax). Bazans@wcsu.ctstateu.edu. Deadline for applications is April 23, 2001.

WCSU is an AA/EEO Educator/Employer

DOMINICAN UNIVERSITY

SCHOOL OF EDUCATION

EDUCATION: Dominican University School of Education invites applicants for a full-time position at the Assistant Professor or Associate Professor level. Responsibilities of the position include teaching courses related to educational psychology, bilingual education, English As a Second Language, as well as supervision of student teachers and academic advising of graduate students.

The successful candidate will have the following qualifications: a Ph.D./Ed.D. in education, curriculum and instruction, educational psychology or a related field, university teaching experience, a minimum of five years of teaching experience in elementary or secondary schools, strong communication and organizational skills.

The start date is August 15, 2001. Minority applicants are especially urged to apply. Salary and benefits are competitive.

Send letter of application, vita, three letters of recommendation and transcripts to:

Sr. Colleen McNicholas, O.P., Ph.D.
Dean, School of Education
Dominican University
7900 West Division Street
River Forest, Illinois 60305

ROOSEVELT UNIVERSITY
College of Education
Department Chair/ Teacher Preparation

Senior level position to provide leadership in teacher preparation programs: Early Childhood, Elementary, Secondary, Teacher Leadership, and related programs.

Extensive involvement in assessment planning and some teaching. Doctorate; scholarship; teaching experience in public schools required. Expertise in technology and performance assessment role in improving instruction preferred.

Applicants should furnish a letter detailing qualifications and expertise for the position, current vita, brief statement of teaching philosophy, plus transcripts and three letters of recommendation. Review of applicants will begin on April 15, 2001. Materials should be sent to:

Dr. Renate Rohde
Associate Dean of Academic Affairs
College of Education
Roosevelt University
1400 North Roosevelt Blvd.
Schaumburg, IL 60173-4348
AA/EOE

DIVISION DIRECTOR POSITIONS
DIRECTORATE FOR EDUCATION AND HUMAN RESOURCES

National Science Foundation
Arlington, VA

NSF's Directorate for Education and Human Resources seeks qualified candidates for 2 key leadership positions:

- **Director, Division of Elementary, Secondary and Informal Education.** Division programs support quality learning opportunities in science, mathematics, and technology that comprehensively address the needs of students from pre-K through grade 12.
- **Director, Division of Human Resource Development.** Division programs focus on increasing the participation and advancement of underrepresented groups and institutions at every level of science, mathematics, engineering and technology education.

Appointment to these Federal Senior Executive Service (SES) positions may be on 2-to-3 year limited term basis, with a $120,261 - $133,700 salary range. Alternatively, selectee may be assigned under Intergovernmental Personnel Act provisions, through an interagency detail, or by SES reassignment.

Announcements S20010132 and S20010133, with position requirements and application procedures, may be obtained on NSF's web site at http://www.nsf.gov/home/menus/jobs.htm or by calling NSF's Executive Personnel and Development Branch on 703-292-8755 (hearing impaired individuals may call TDD 703-292-8044). Applications are due at NSF by 5/11/2001.

NSF is an Equal Opportunity Employer Committed to Employing a Highly Qualified Staff That Reflects the Diversity of Our Nation.

Broward Community College
Opening doors to a brighter future

ENROLLMENT SERVICES OFFICER, #1028
Bachelor's degree required, Masters preferred. Recruiting and advising experience required. Will recruit high school students and working adults in corporations and community organizations and advise community college students in class selection and educational/career planning. Demonstrated initiative in creating and implementing programs; customer service-driven accomplishment and organizational skills. Ability to be part of a team in a multi-cultural college. Downtown Center. Salary: $28,000-$42,100. **Closing: 04/20/2001.**

DIRECTOR, BOOKSTORES, #1901
Bachelor's degree in Business Administration or related field and five years experience in higher education bookstore management. Knowledge of computerized bookstore systems, preferably the MBS System. Experience with multi-campus bookstore operations preferred. Central Campus. Salary: $45,100-70,600 **Closing: 04/20/2001.**

RADIOGRAPHY INSTRUCTOR, #353
Master's degree and five years teaching experience in a community college setting with multimedia and current clinical experience required. Florida general radiography license and certification by the American Registry of Radiologic Technologists also required. Computer skills including Word Processing and Powerpoint preferred. In addition to teaching a variety of Radiography related courses, the candidate selected will also perform the duties of clinical coordinator. Central Campus. Salary: Based on credentials. **Closing: 04/20/2001.**

Please forward official applications with position title/number and copies of transcripts and licenses to:
Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

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YORK COLLEGE
City University of New York

ANTICIPATED FACULTY TENURE TRACK FALL 2001 OPENINGS
(Subject to financial ability.)

ASSISTANT PROFESSOR, ECONOMICS

DUTIES: Assist with the development of curriculum and teach courses in economics and business; emphasis in transportation economics preferred. Teaching schedule may vary depending upon programmatic needs. Participate in departmental and college committees, research and service activities.
QUALIFICATIONS: Doctorate in Economics or related field, college level teaching experience, and strong commitment to research and teaching required. **CODE: ECON**

INSTRUCTOR or ASSISTANT PROFESSOR, BUSINESS

DUTIES: Assist in curriculum development, teach undergraduate courses in business and mortgage finance; and participate in departmental and college committees, research and service activities. Teaching schedule may vary depending upon programmatic needs.

QUALIFICATIONS: For appointment as Instructor: MBA or Master's degree with emphasis in mortgage banking. For Assistant Professor: Doctorate in business or related field. Experience with business applications software, college teaching; and strong commitment to research, teaching and service required. **CODE: BUS**

INSTRUCTOR:	$29,997 - $48,284
ASSISTANT PROFESSOR:	$32,703 - $57,049

Salary commensurate with salary history and experience.

Send three copies of application [cover letter, vitae and names, addresses and telephone numbers of three (3) references indicating position of interest by 5/9/01 to:

Ms. Kimberly Smith
York College - Room 2H05
94-20 Guy R. Brewer Blvd.
Jamaica, NY 11451
Fax: 718-262-2717

BRYN MAWR COLLEGE

Associate/Assistant Director of Admissions For Multicultural Recruitment

Bryn Mawr College is accepting applications and nominations for the position of Associate/Assistant Director of Admissions for Multicultural Recruitment. We seek a dynamic, admissions professional to lead our multicultural recruitment effort. If you are an individual committed to the philosophy of a rigorous liberal arts education, and challenged by the opportunity to be part of the team responsible for the enrollment of an academically talented and diverse student body, Bryn Mawr will provide you with an environment conducive to professional growth.

Responsibilities include planning, coordinating and implementing on and off campus programs designed to recruit students of color; planning and participating in recruitment travel; interviewing prospective students, evaluating applications, analyzing and maintaining recruiting records and writing summary reports.

A bachelor's degree, excellent communication skills, the ability to speak before large groups, and a willingness to travel extensively required. Enthusiasm in working with college bound students, strong sense of teamwork and a valid driver's license also necessary.

We offer an excellent benefits package. Level and salary will be commensurate with experience. Please send cover letter, resume, and list of three references to: **Human Resources, Bryn Mawr College, 101 N. Merion Ave., Bryn Mawr, PA 19010-2899.** *EOE M/F.* The review of materials will begin immediately and continue until the position is filled.

University of San Diego

Employment Opportunities

VICE PRESIDENT FOR STUDENT AFFAIRS/DEAN OF STUDENTS

The University and The City: The University of San Diego, a Roman Catholic and Carnegie Intensive Institution, was chartered in 1949 and currently offers academic degrees in the arts and sciences, business administration, education, nursing, and law. The University has approximately 7,000 students, 600 faculty, 1,000 administrative and staff employees and more than 30,000 alumni. The University's operating budget is approximately $150 million and the endowment is currently valued at over $100 million.
San Diego, the nation's seventh largest city, is noted for its beauty, ideal climate and quality of life. The University's 180-acre campus is centrally located on a mesa overlooking Mission Bay and the Pacific Ocean, and offers access to cultural, business, residential and recreational areas across southern California.

The Position: The Vice President for Student Affairs/Dean of Students is responsible for providing leadership and direction in the development, implementation, and direction of programs and services to support the educational and personal growth of students within the context of the Catholic Mission and values of the University. The candidate must be a committed Roman Catholic.

The Vice President of Student Affairs reports to the President and is responsible for athletics and intramurals, health services, housing and residence life, dining services, student resource center, public safety, discipline, international resources, community service, special events, summer conferences, multicultural programs, and student activities and organizations.

Qualifications: Candidates should have a minimum of ten years of significant, increasingly responsible administrative experience and a comprehensive vision of student affairs. Preference will be given to candidates with University experience serving in a like capacity. The successful candidate will have knowledge, understanding, experience and competence in the following areas: leadership, legal issues in student affairs, development of students, commitment to diversity, strategic short- and long-range planning, budget administration, communication skills, and crisis management. An earned doctorate is preferred.

Application and Nomination Procedure: Interested persons should request an Application Packet for this position from the Director, Human Resources noted below. The Packet contains information designed to assist individuals to return a complete candidate portfolio. The position is available July 1, 2001. The Search Committee will begin reviewing completed applications beginning April 2, 2001. The position will remain open until filled. Nominations, requests, and questions should be directed to:

Thomas Barnett, J.D.; Acting Director, Human Resources;
University of San Diego; 5998 Alcala Park; San Diego, CA 92110-2492
619.260.4594. ext. 6630; barnettt@is.acusd.edu

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 18 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

Area Coordinator
2 Positions

The Area Coordinator is a full-time, twelve-month, live-in professional position in the Department of Residence Life. Based on a commitment to student development theory, the Area Coordinator supervises a staff of 3 Resident Directors, and 24-29 undergraduate Resident Assistants, along with at least 1 full-time secretary and student assistants, and administers the physical and personal aspects of a residence hall area housing approximately 825-1100 students. The Area Coordinator serves on various student life committees, acts as appeals hearing officer, and coordinates a comprehensive educational programming effort in his/her hall area.

Bachelor's degree and two (2) years experience in residence hall administration above the undergraduate level required. Master's degree in Student Personnel/Counseling or related area and three (3) years in residence hall administration preferred.

The successful candidate should possess supervisory skills; knowledge of facilities management; experience as a hearing officer; strong interpersonal, organizational and oral/written communication skills.

Starting Salary is $31,284. The position offers a comprehensive benefits package including tuition waiver for dependent children after one year of full-time employment.

*Please forward letter of application, resume, and list of three references to: **Kathleen P. Hallissey, Assistant Director, Department of Residence Life, Drawer HO, William Paterson University, 300 Pompton Road, Wayne, NJ 07470.** The review of applications will begin immediately upon receipt and continue until the position is filled. **Additional information about the University can be found at http://www.wpunj.edu.** William Paterson University is an Equal Opportunity Institution Committed to Diversity.*

WILLIAM PATERSON UNIVERSITY

WAYNE, NEW JERSEY

Empire State College

State University of New York

ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS

SUNY Empire State College, Saratoga Springs, NY, seeks an Assistant Vice President for Academic Affairs. The Assistant VPAA provides high level academic policy advice and program development support within the Office of Academic Affairs, prepares major proposals and reports, and provides leadership and support for faculty and professional staff development, academic programs, prior learning assessment, institutional research, outcomes assessment and other academic initiatives. The incumbent reports to the VPAA and supervises the directors of all academic support offices within Academic Affairs.

ESC is a recognized leader in delivering innovative programs for students who enroll at locations across NYS and at a distance in associate, baccalaureate and master's level programs. The College features individualized study and program design, assessment of prior learning for college credit, and distance learning using educational technology to support its mission of access for adults to quality academic programs.

Doctorate, significant teaching and administrative experience in higher education, including experience with supervision of professionals, academic support services and innovative programs for adult learners, required. Excellent communication skills; the ability to function effectively and provide leadership in a collaborative, technology-rich, distributed environment; and experience with outcomes assessment, professional development programs, and learning technologies, preferred. Salary and benefits competitive.

Review of applications begins after May 4 for appointment beginning on or after July 1, 2001. Letter of application and resume to: **Dr. Joyce E. Elliott, Vice President for Academic Affairs, SUNY ESC, One Union Avenue, Saratoga Springs, NY 12866.** For additional information, visit the College's web site (www.esc.edu). ESC, an AA/EO employer, is committed to excellence through diversity.

ASSISTANT PROFESSOR OF HUMAN NUTRITION, FOODS AND EXERCISE

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

The Department of Human Nutrition, Foods and Exercise invites applications for a faculty position in the area of Health Promotion responsible for research and instruction in the prevention and treatment of chronic diseases, such as obesity and cardiovascular disease, through positive lifestyle intervention. The successful candidate will pursue an active research program in health promotion that is competitive for external funding to develop, assess and apply novel methods to promote the adoption and maintenance of healthy behaviors, particularly in the areas of physical activity and human nutrition. The successful candidate will teach undergraduate and graduate courses related to health promotion such as Preventive and Therapeutic Exercise, Epidemiology of Health and Disease, and Health Counseling. Additionally, the individual will advise undergraduate students, direct graduate thesis and dissertation research, and participate in professional service and outreach. Preference will be given to those candidates whose attributes will contribute positively to the three key missions of the university: teaching, research and extension, and who demonstrate a keen interest in contributing to the recent University-wide initiative in Food, Nutrition and Health that promotes research interaction across departmental and college lines.

This is a tenure track, academic year appointment at the level of Assistant Professor available August 2001. Applicants must hold a Ph.D. in Health Promotion, Exercise Science, Public Health, Epidemiology or a closely related area. Academic training in epidemiology and behavior modification as it applies to the use of exercise and diet in the prevention and treatment of chronic diseases is expected.

A letter of application, curriculum vita, official transcripts, statement of both teaching and research interests (2-3 pages), and the names of three referees from whom letters of reference have been requested should be sent to **Dr. Dianne Yardley, Search Committee - Health Promotion, College of Human Resources and Education, 101 War Memorial Hall, Virginia Tech, Blacksburg, VA 24061-0317.** Questions concerning position responsibilities and qualifications should be directed to Dr. Robert W. Grange, Department of Human Nutrition, Foods and Exercise; Telephone: 540-231-2725; FAX: 540-231-3916; e-mail: rgrange@vt.edu. Review of applications will begin on April 15, 2001, and continue until the position is filled.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify Dianne Yardley, College of Human Resources and Education, 540-231-6426/TDD-540-231-6426, by the application deadline.

WICHITA STATE UNIVERSITY

Wichita State University is taking applications for the following two positions:

Coordinator/Facilities Evening Manager, Campus Recreation

For duties and responsibilities, qualifications, and application process contact: **Chair, Search Committee for Facilities, 316-978-5284. Heskett Center, 1845 Fairmount, Wichita, KS 67260-0126.**

Coordinator/Aquatics Campus Recreation

For duties and responsibilities, qualifications, and application process contact: **Chair, Search Committee for Aquatics, 316-978-5283. Heskett Center, 1845 Fairmount, Wichita, KS 67260-0126.**

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FLORIDA GULF COAST UNIVERSITY

Enrollment Management

ASST. DIRECTOR, FINANCIAL AID & SCHOLARSHIPS - Pos. #11161. Min. Req: MA/MS in appro area & 2yrs appro expc or BA/BS in rel. area & 4yrs expc in financial aid, student services or a financial area.

ASST. DIRECTOR, ADMISSIONS & RECRUITMENT - Pos. #11170. Min. Req: MA/MS in appro area & 2yrs of appro expc; or BA/BS in appro area & 4yrs appro expc.

COORDINATOR, GRADUATE ADMISSIONS - Pos. #14108. Min. Req: MA/MS in rel. area; or BA/BS in rel area & 2yrs of exp in student recruitment, student personnel, teaching, high school counseling.

TO APPLY: Submit two packages (a separate package is required for each position you which to be considered) including a letter of interest, resume, & list of 5 ref. postmarked by the Deadline Date of April 27, 2001 to FGCU, Pos#, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL, 33965-6565. For further info, call 941-590-1111 or visit www.fgcu.edu. Under Florida's Public Record Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply.

FGCU is an EO/EA/AAI.

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UNIVERSITY OF
WISCONSIN
MADISON

UNION DIRECTOR

The University of Wisconsin-Madison invites nominations and applications for the position of Director of the Wisconsin Union. This position directs the programs, services, and operations of the Wisconsin Union, UW-Madison Division of Social Education. This $19.9 million operation consists of Memorial Union and Union South as well as food service facilities in three conference centers and four academic buildings, 200 full time staff, over 1,000 part-time staff, and over 500 volunteers in 18 food service facilities, two stores, a 1,300 seat performing arts theater, billiards, bowling, guestrooms, travel center, and outdoor programs, along with a support staff of administrators, maintenance and student services professionals.

Qualifications: The Director's position requires a bachelor's degree in a relevant area, a master's degree is preferred. A minimum of eight years professional experience in college union management, student personnel administration, educational administration, university administration, or other comparable experience. Significant experience is also required in:

- social, cultural, or recreational programming and the operational aspects of a college union;
- working with student volunteers and student-directed committees and an understanding of the paramount role of the students in the programming and the policy decisions of the Union;
- working effectively with all constituencies of a University community to achieve the Union's objectives;
- developing financial goals and monitoring fiscal performance for a large and complex organization with multiple sources of funding;
- supervisory experience of a large staff;
- marketing, publicity, media relations, fund raising and development;
- sensitivity to current student concerns and interests; a sensitivity of multiculturalism and diversity

The mission of the Wisconsin Union on the University of Wisconsin-Madison campus is to provide an extensive variety of programs and services for the members of the University community. The Wisconsin Union, the University's Division of Social Education, is an integral part of the educational program of the University, complementing the classroom experience with out-of-class learning opportunities. The Wisconsin Union provides a variety of facilities and services for the daily use and convenience of the members of the University community - students, faculty, staff, alumni and townspeople.

Salary is commensurate with qualifications and experience.

Applications Procedure: Applications and nominations should be received by 30 April 2001 to ensure consideration. Later applications and nominations may also be considered. The committee particularly encourages applications and nominations of individuals from underrepresented groups. Applicants should include a current vita and cover letter that address how their strengths and experience match the qualifications for the position, as well as the names and addresses of five references. Candidates will be informed before references are contacted. Please note that under Wisconsin statutes the names of nominees and applicants who explicitly request confidentiality will not be made public. Finalists cannot be guaranteed confidentiality. Submit applications and nominations to the Search and Screen Committee:

Paul Barrows, Co-Chair
Union Director Search and Screen Committee
University of Wisconsin-Madison
Rm. 100 Bascom Hall
500 Lincoln Drive
Madison, WI 53706
or
Fax to: (608) 263-7449
Email to: dford@vc.wisc.edu

A more comprehensive Union Director position description can be found at the following website: http://www.hps.wisc.edu/vca

Additional information about the Wisconsin Union and the University of Wisconsin-Madison can be found at the following websites: http://www.wisc.edu and http://www.wisc.edu/union/

UW-Madison is an AA/EO employer

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harrisburg area
community college

DEAN

Communications, Arts, and Social Science Division (CASS)

Wildwood Campus

Reporting to the Vice President, Instruction and Educational Services (VP), is responsible for the management and supervision of all operations of CASS on the Wildwood Campus and for academic matters on the Lancaster, Lebanon, and Gettysburg Campuses. Directly supervises the personnel, programs, offerings and other activities operated through or by CASS. Requires a Master's degree from a regionally accredited institution in a discipline of the CASS Division or closely related discipline (Earned doctorate preferred); five years of teaching experience; and three years of supervisory/administrative experience in higher education; community college preferred. Available July 1, 2001. Annual salary is between $61,920 and $69,660 based on experience. Excellent fringe benefit package. Application review begins **April 9, 2001** and will continue until **May 15, 2001**. Submit letter of interest, resume, and unofficial transcripts to **Harrisburg Area Community College, Office of Human Resources, PIN 110-139-133, One HACC Drive, Harrisburg, PA 17110.**

www.hacc.edu

AA/EOE

MICHIGAN STATE
UNIVERSITY

DIRECTOR OF THE JULIAN SAMORA RESEARCH INSTITUTE AT MICHIGAN STATE UNIVERSITY

Michigan State University, invites applications and nominations for the position of Director of the Julian Samora Research Institute (JSRI), a leading multidisciplinary national research and outreach center for Latino/Chicano studies (see web site at: http://www.jsri.msu.edu/). The mission of the JSRI is to generate, disseminate and apply research-based knowledge germane to Latino/Chicano communities in the United States with a focus on Michigan and the Midwest. The Director will provide leadership to develop and foster multidisciplinary basic and applied research initiatives capable of attracting extramural funding. The Director of JSRI currently reports directly to the Dean of the College of Social Science. The successful candidate must have:

- A Ph.D. and qualifications for an appointment at the rank of full professor with tenure in an academic unit at Michigan State University.
- Demonstrated commitment to Latino/Chicano scholarship and to the development of Latino/Chicano scholars.
- Familiarity with Latino/Chicano communities in the United States.
- A record of extramural funding for research and demonstrable administrative and leadership abilities.

Nominations and applications (including a CV, a letter explaining how your experiences have prepared you for the position, and the names of three references) should be sent to:

Professor Antonio A. Nunez (nunez@msu.edu)
Chair, JSRI Director Search Committee College of Social Science
Office of the Dean
203 Berkey Hall
Michigan State University, East Lansing MI, 48824-1111

The anticipated starting date for the new Director of JSRI is August 16, 2001. The review of applications will begin March 1, 2001, but applications received after that target date will be considered until the position is filled.

MSU is an Affirmative Action/Equal Opportunity Institution. Handicappers have the right to request and receive reasonable accomodation

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THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

EQUITY and DIVERSITY OFFICER

The University of Scranton is inviting applications for the position of Equity and Diversity Officer.

Reporting to the President, the Equity and Diversity Officer is responsible for the coordination, communication, and monitoring of an effective diversity program to support the University's commitment to social justice and multiculturalism for students and employees. Additional responsibilities include: advocating for social justice; dealing with issues of gender, diversity, disability, sexual orientation, and HIV; coordinating training related to compliance, sensitivity, and acceptance of differences; coordinating student and employee requests for accommodations for learning and physical disabilities; monitoring and enforcing University policies related to diversity and equal opportunity; and ensuring the University's compliance with various federal, state, and local regulations.

Qualifications for the position include deep familiarity with and commitment to Catholic and Jesuit ideals and traditions, an advanced degree in a relevant field, and five or more years of professional experience with equity, diversity, and affirmative action programs, preferably within institutions of higher education. Also, the successful candidate will have in-depth knowledge of government regulations as they relate to the EEO/AA requirements, sound presentation skills, and the ability to work collaboratively with all employees and students.

The University of Scranton is a broadly regional institution of 4,800 undergraduate and graduate students located in northeastern Pennsylvania near the Pocono Mountains. Recognized nationally for the quality of its education, Scranton is one of 28 Jesuit colleges and universities in the United States. It is committed to providing liberal arts education and strong professional and pre-professional programs in the context of Ignatian educational principles, especially the care and development of the whole person.

The University is proud of its mission of liberal arts education in the Catholic and Jesuit tradition and spirit. The successful candidate is expected to make her/his contributions to this mission.

The Equity and Diversity Officer is a twelve-month position available 1 August 2001. Review of candidates begins on 14 May 2001 and continues until the position is filled. Interested candidates should submit a cover letter, resume and the names, addresses, and phone numbers of three references to:

Employment Manager
Human Resources
The University of Scranton
Scranton, Pa 18510

The University of Scranton is an AA/EEO Employer/Educator and welcomes application information from minorities and women.

SALVE REGINA UNIVERSITY

DIRECTOR OF MARKETING AND RECRUITMENT
Salve Regina University seeks qualified applicants to be responsible for promoting the degree completion and post baccalaureate programs. Identify and assist qualified applicants with the admissions process. Collaborate with program directors to develop program specific approaches to recruitment. Represent the University at student fairs and other forums. Master's degree with experience in recruitment, marketing or admissions required. Strong interpersonal and superb verbal communication skills required. Excellent writing and computer skills required. Willing to work some nights and weekends, as needed. Deadline for submission of applications is Friday, April 13, 2001. Send or fax resumes to: Director of Human Resources, 100 Ochre Point Ave, Newport RI 02840-4192. Fax (401) 341-2921. Website: www.salve.edu. *Salve Regina University is an EO/AA employer. Minorities are encouraged to apply.* Information on the University's Affirmative Action Policies and Procedures can be obtained in the Office of the VP for Administrative Services.

Monterey Peninsula College

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DEAN

HENRY SAMUELI SCHOOL OF ENGINEERING AND APPLIED SCIENCE

UCLA

Applications and nominations are invited for the position of Dean of the Henry Samueli School of Engineering and Applied Science, effective Fall 2001. The dean has responsibility for the academic and administrative operation of the School, which has 132 faculty positions, 2760 undergraduate students and 1080 graduate students. The School houses six departments-Chemical Engineering, Civil & Environmental Engineering, Computer Science, Electrical Engineering, Materials Science & Engineering and Mechanical & Aerospace Engineering as well as responsibility for one interdepartmental graduate degree program in Biomedical Engineering.

As a vital professional school located in the industrial center of Southern California, the School of Engineering will grow substantially in both students and faculty over the next decade. Growth will include the construction of a new research building and strong partnership in the recently funded California NanoSystems Institute.

Acting under authority delegated by the Chancellor, the Dean participates in campus-wide planning and is responsible for supervision of the School's budget, allocation of resources, review of faculty, development and administration of academic and research programs, and direction of the School's professional and industrial relations. Candidates should have academic qualifications appropriate to the rank of full professor. Salary will be commensurate with background and experience.

For additional information, please go to: http://www.apo.ucla.edu/apoweb/SEASdean/

To be ensured of full consideration, nominations and applications should be sent by May 1, 2001 to:

SEAS Dean Search Committee
c/o Rene Dennis
Office of the Chancellor
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

Please view the Position Description as well

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UNIVERSITY *of* WEST FLORIDA

ASSISTANT VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Assistant Vice President for Administrative Affairs.

Responsibilities: The position reports to the Vice President for Administrative Affairs, and is responsible for providing leadership and fiscal oversight of activities related to the University's auxiliary entities, with special emphasis on budget planning and control of auxiliary resources.

Qualifications: Minimum qualifications are a master's degree in an appropriate area and six years of appropriate experience; or a bachelor's degree in an appropriate area and eight years of appropriate experience. MBA is preferred. Additional consideration will be given to candidates with experience in food services and vending operations, bookstore operations, parking services, and management of a university student center.

Salary Range: $70,000-$85,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- cover letter summarizing qualifications
- detailed resume; and
- name, mailing address, e-mail address, and telephone number for 3 - 5 professional references.

Deadline is April 27, 2001. Desired starting date is June 1, 2001.

Send application to:

Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/Affirmative Action Employer

University of Colorado
Vice President for Academic Affairs and Research

The President of the University of Colorado is seeking a dynamic and visionary leader for the position of Vice President for Academic Affairs and Research. The University of Colorado is a four-campus system with 46,000 plus students, a $450 million annual grants and contracts operation, and a $1.3 billion annual budget.

The Vice President for Academic Affairs and Research reports directly to the President and works with the four Chancellors and other campus officials to coordinate the development and review of undergraduate academic programs and graduate/professional programs. In addition, the Vice President will be expected to provide leadership in the University's efforts to promote teaching, research, creative work, technology transfer and public service within the four-campus System and to champion ethnic and cultural diversity in the system. The Vice President is also responsible for providing leadership in the University's planning for and uses of technology to enhance learning, research, creative work, service, and administrative support.

In addition to these responsibilities, the Vice President will also be expected to take the leadership role in developing the Colorado Tobacco Institute, a research and education program; the University's technology transfer activities; the CU Coleman Institute for Cognitive Disabilities; and any other additional system-wide academic initiatives and programs or institutes that may aries.

Required Qualifications: The candidate must have demonstrated significant academic leadership, possess awareness of multicampus university systems and provide evidence of successfully (a) promoting undergraduate and graduate programs, (b) providing leadership in the planning for and implementation of academic policy and program initiatives, (c) understanding and developing approaches for the most effective uses of technology in higher education, (d) working with technology transfer operations, (e) supporting effective methods to enhance diversity in the university community, and (f) working effectively with internal and external constituencies. Earned terminal degree required, and credentials commensurate for the rank of full professor in the applicant's department.

Salary: Competitive and commensurate with experience.

To Apply: Nominations should include the individual's current occupation and address and any additional information deemed pertinent. Nominations may be faxed to (303) 492-6772. Applications should be accompanied by a curriculum vitae. Review of applications will begin immediately and continue until finalists are selected.

Please submit nominations and applications to:

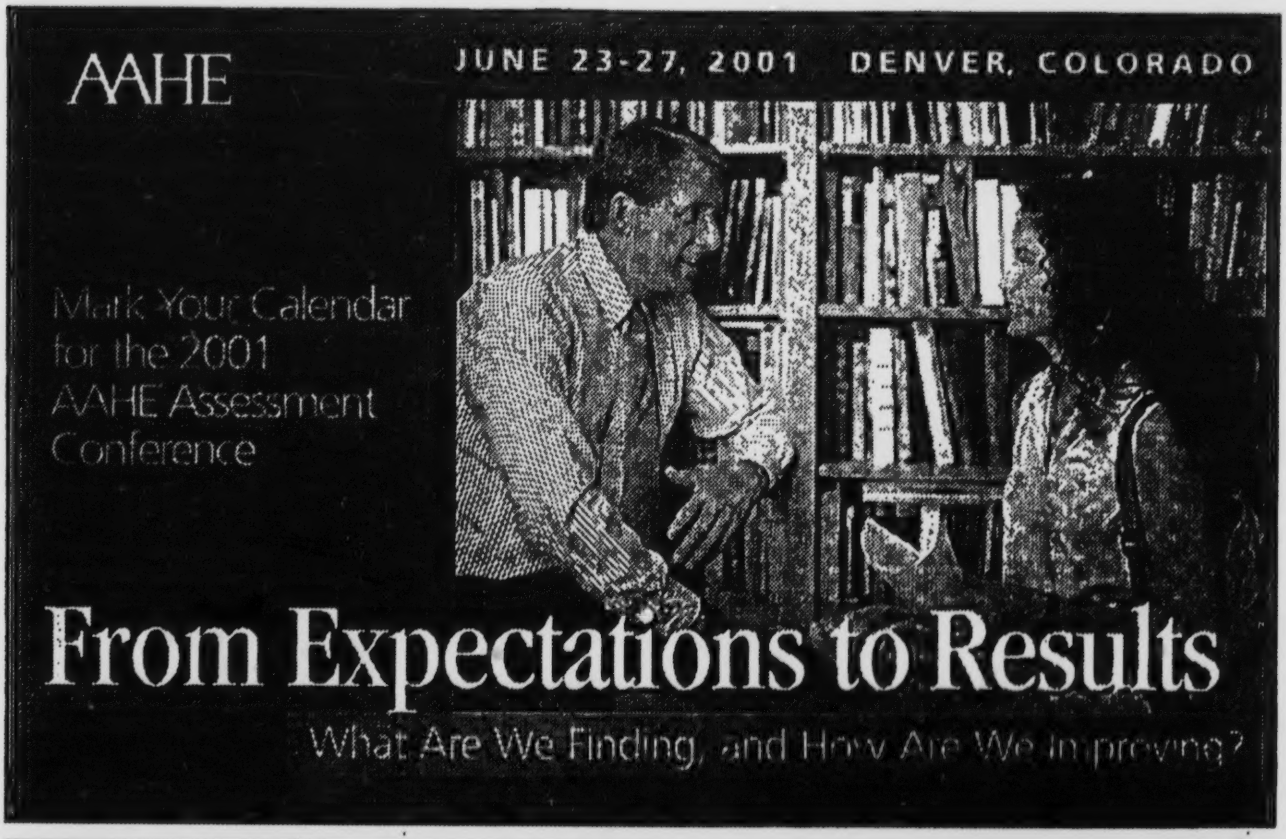
Philip P. DiStefano, Chair Search Committee
Vice President for Academic Affairs and Research
University of Colorado
Campus Box 035
914 Broadway
Boulder, CO 80309-0035

Colorado Revised Statutes (C.R.S. 24-71-204) require that applicants "make a written request that records be kept confidential at the time of submission of the records." Records of applicants who do not make a written request for confidentiality must be disclosed upon request.

Questions regarding this position may be addressed to:

Philip DiStefano
Phone: 303-492-5537
Fax: 303-492-8861
Email: phil.distefano@colorado.edu

The University of Colorado is committed to diversity and equality in education and employment.



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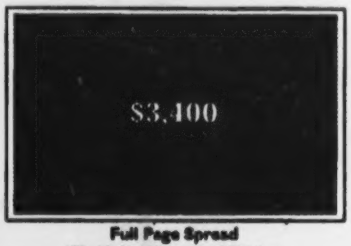

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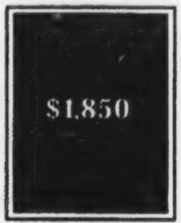

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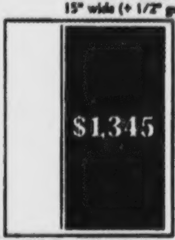

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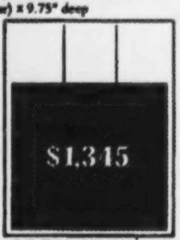

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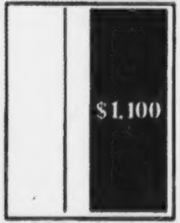

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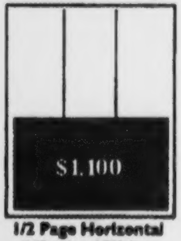

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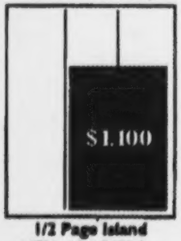

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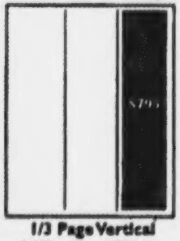

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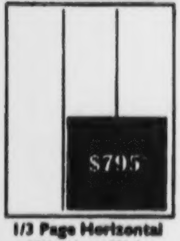

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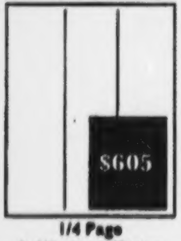

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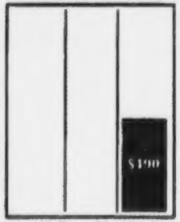

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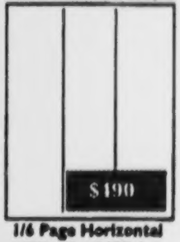

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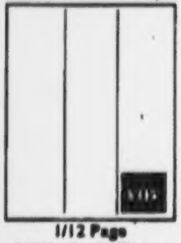

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TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
April 23	April 3	
May 7	April 17	• Top 100 Colleges for Hispanics
May 21	May 1	
June 4	May 15	*Health Professions Issue
June 18	May 29	
July 2	June 12	
July 16	June 26	
July 30	July 10	
August 13	July 24	The Arts Issue
August 27	Aug. 7	
September 10	Aug. 21	
September 24	Sept. 4	Volume 11 Editorial Index
October 9	Sept. 18	*Back to School Issue
October 22	Oct. 2	*Hispanic Heritage Month
November 5	Oct. 16	Law School Issue
November 19	Oct. 30	*Publisher's Picks Issue
December 3	Nov. 13	
December 17	Nov. 27	Sports Issue

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000.**

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

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¡PUNTO FINAL!

CULTURAL EXCHANGES VITAL TO FUTURE U.S./CUBA RELATIONS

Noel Smith is coordinator of publications and education at Graphicstudio at the University of South Florida.

We need to reacquaint ourselves with our neighbor to the south. Cuba is almost an unknown country to us now. Its political and social path over the past forty-two years, so different from ours, is a painful and baffling mystery. Many hope and believe the U.S. embargo will end soon and that our relations will normalize. I do too, and I like to think that in the good new days, we'll be neighbors who respect and approach one another constructively. How can we accomplish this?

I believe a way to begin is through cultural exchanges. Our governments must believe so too, from the number and scope of activities being allowed. Thousands of Americans were in Havana for the seventh Bienal de la Habana, the great international visual art event put on by the Cuban government in November and December. Literary conferences, film festivals, jazz festivals, architectural tours–the events that draw professionals, students, and culture mavens to Cuba–multiply yearly.

Maybe my own personal experiences aren't earthshaking. But the advantages of interpersonal contact, of learning about the other's history and values, grow exponentially with the number of persons who experience it. I am one, but I am one of many.

From my time spent in Cuba in art and literary exchanges, I have learned much from the Cubans' inventiveness in creating marvels of art and culture in narrow circumstances and by their sense of community and individual responsibility to society.

I was born–and still live–in Tampa, the city where both José Martí and Fidel Castro raised funds for their revolutionary activities within the Cuban cigarworker community of Ybor City. Author José Yglesias called it "a radical union town." Fed on *arroz con pollo*, *frijoles*, and *flan*, I rode my bike down South Tampa streets called Obispo, Obrapia, Tacon, and Empedrado, never knowing they were named after streets in Old Havana. Cuba was a constant presence, even though, after the Revolution, our neighbor suddenly became remote, unknown, scary, like the house on the hill.

Two years ago, I first traveled to Cuba as part of my work at the University of South Florida in Tampa, and I was amazed to feel so at home. At USF's Graphicstudio, an art research and art-making workshop, we have collaborated with Cuban artists. After we invited a printmaker and a photographer to come to Tampa to work in our studios, we were invited to Havana to participate in the seventh Bienal, where we put on an exhibition and gave faculty talks.

Planning for future technical workshops we hope to offer to Cuban artists, we toured the Instituto Superior de Arte, the country's premier art school. The beautiful '60s modernist architecture is crumbling; the studio facilities are cramped and underdeveloped. Materials like paper, drawing pencils, and chemicals for photography are in very short supply.

But even under these conditions, the institute educates some of the finest artists in the world. The technically refined, aesthetically lush, and politically savvy art of Cuba is about the hottest item going, to judge by the overwhelming presence of Americans in Havana for the Bienal. The artists develop superior skills in 12 years of schooling. Moreover, their art has little of the self-referential and self-involved quality so present in the art of the United States, but rather it is subtly yet emphatically political, despite censorship–or maybe because of it. Cuban artists seem to be more concerned about society than about individuals. I find this attitude refreshing and revitalizing.

And now I write these lines from Cuba, where I am participating in the Second Annual U.S.-Cuba Writers Conference. We are fifty-odd fiction writers, playwrights, performance artists, memoirists, poets, and translators. We attend workshops and daily forums on Cuban literature presented by noted authors.

The Cubans are very fond of reading and writing crime fiction, and they particularly admire our American works. However, in the seminar dedicated to this genre, they were careful to distinguish between theirs and ours. A Sam Spade or a Kinsey Millhone could not exist in Cuba, because there are no private eyes. The investigation and punishment of crime is a function of the state, in the person of the police. Crime fiction in Cuba answers to the Revolution and the individual's responsibility to it. Our American obsession is with the loner and his idea of individual justice. This fundamental difference is illuminated by literature and is one I would not understand if not for the cultural exchange.

It's no mystery–for me and for thousands of Americans and Cubans: cultural exchanges offer unusually revealing opportunities for reacquainting ourselves. They are vital to a future of respect and mutually constructive relations between our countries.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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THE HISPANIC Outlook IN HIGHER EDUCATION

MEASURING UP
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High-Stakes Testing

EASTERN MICHIGAN UNIVERSITY

DIRECTOR OF DIVERSITY AND AFFIRMATIVE ACTION

Eastern Michigan University is seeking applications for the position of Director of Diversity and Affirmative Action. The Director of Diversity and Affirmative Action is responsible for developing and administering programs and activities that foster a diverse faculty, staff and student body, as well as coordinating the Affirmative Action and Equal Employment Opportunity programs. The Director of Diversity and Affirmative Action reports to the University's General Counsel in the Division of University Relations.

Eastern Michigan University is a public, comprehensive, metropolitan university offering a wide range of bachelor's and master's degrees, select doctoral programs, and comprehensive extended education activities. Founded in 1849, the University enrolls approximately 24,000 students and employs nearly 680 full-time faculty and 1,200 staff on-campus, off-campus and electronically. Located in culturally and environmentally diverse southeastern Michigan, characterized by metropolitan growth and economic transformation, the University is in an area rich in academic, research, technological and recreational resources.

Responsibilities

Specific responsibilities include monitoring and providing guidance in hiring activities of the University to foster a diverse faculty and staff; conducting the annual Affirmative Action Audit and preparing the Annual Affirmative Action Plan; ensuring compliance with federal and state laws in regard to the hiring of employees. The director will conduct professional development programs, training and workshops on Affirmative Action, Equal Employment Opportunity and diversity issues related to discrimination, harassment and fair employment practices. In addition, the director will monitor and provide guidance on the recruitment of students to foster a diverse student body, on the procurement of services and supplies to ensure vendors are reflective of the diversity of the community and the University, and on the recruitment activities for faculty and staff to ensure compliance with University policies and procedures, federal and state laws and regulations and University collective bargaining agreements. The director will investigate discrimination, sexual harassment and other discriminatory harassment complaints filed by University employees. The director is expected to remain abreast of state and federal legislation and policy developments and participate in state and federal hearings regarding Affirmative Action and Equal Employment Opportunity. Finally, the director participates on various University and community committees and organizations and represents the University at appropriate professional meetings.

Qualifications

Eastern Michigan University seeks a Director of Diversity and Affirmative Action whose professional experience, personal integrity, collaborative style and vision will provide inspiring leadership for the University community. The director must demonstrate excellent organizational, communication, human resource and interpersonal skills. He/she will have five or more years of experience in Affirmative Action, Equal Employment Opportunity, diversity or human resources, preferably in a higher education and public university environment; demonstrated leadership, training, outreach, budgeting and strategic planning skills; and a bachelor's degree (graduate degree preferred) from a recognized institution of higher education.

Compensation and Benefits

Eastern Michigan University offers a competitive salary commensurate with qualifications and experience, and a benefits package that includes: paid medical and dental coverage for employees, spouses and dependents; University funded retirement plan (11 percent of salary); tax-deferred annuities; life, disability and accidental death and dismemberment insurance; 20 vacation days after one year of service; 50 percent tuition waiver for spouses and dependents. In addition, the University offers high quality, on-site daycare, medical clinic and recreation facilities as well as many athletic, cultural and personal enrichment activities.

Application Process

The Director of Diversity and Affirmative Action position is immediately available. Qualified candidates should send a letter of interest, resume, and the names, addresses and telephone numbers of at least three references to: **Susan Patalan, Director of Recruiting and Employment, 204 Bowen, Ypsilanti, MI 48197.** Please reference posting APUR0103. Application materials may be faxed to 734 487-7995. The application process will remain open until the position is filled.

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PRESIDENT

Pitzer College

Pitzer College seeks as its fifth president, a person of exceptional energy and passion. This leader will look forward to challenges and be adept at identifying invigorating, exciting, attainable opportunities for our young, but now mature, college. We envision a leader who, by the demonstrated example of past experience, can:

- Promote a commitment to learning and to the liberal arts, and to the engagement of that learning in responsible action.
- Embrace, reinvigorate, and gain recognition for the distinctive aspects of Pitzer's curriculum, pedagogy, and research goals.
- Represent and support Pitzer's commitment to the importance of empowering student academic autonomy in the context of a residential community.
- Support faculty scholarship and creative work.
- Foster openness and participatory governance that includes faculty, students and staff of the college.
- Build ties between the Board of Trustees, the emerging alumni and the entire campus community and continue to build a strong Student/Alumni/Board base for the college.
- Demonstrate interest in and commitment to student life issues and be a presence on campus.
- Develop and lead an effective, talented, and committed staff.
- Continue, advocate and strengthen the college's commitment to diversity.
- Manage conflicts creatively and successfully.
- Advance the common goals of the Claremont Colleges Consortium and represent Pitzer's perspective in the Council of Presidents.
- Build endowment actively by the successful completion of the current comprehensive campaign, the overseeing the master-planning process, and the immediate launching of a program for capital campaign development and building renovation.
- Articulate the intellectual mission of the college before different audiences in a wide variety of forums.
- Seek opportunities to invigorate the intellectual lives of students, faculty and staff.
- Represent the college as an exemplar of its mission and values.

College Profile

Founded in 1963, Pitzer College emphasizes close faculty/student relationships and a strong democratic ethos. With about 850 students, Pitzer College is one of the five undergraduate colleges and two graduate institutions that comprise the Claremont Colleges Consortium. The campuses are physically contiguous and share a central library, bookstore, medical center and other facilities. Joint programs are available in the sciences, music, theatre and interdisciplinary studies.

Pitzer's educational philosophy emphasizes the development of students' autonomy within the context of a residential community. Students create academic programs in close collaboration with their academic advisors. Those programs pursue Educational Objectives that focus on interdisciplinary perspectives, intercultural understanding, and social responsibility. The Educational Objectives also include the acquisition of a broad knowledge in the arts, humanities, social and natural sciences combined with in-depth knowledge in a particular field of study. Throughout the curriculum, Pitzer College integrates the development of critical thinking, formal analysis, and effective oral and written expression.

Pitzer's commitment to democratic participation is seen in the inclusion of student representatives on all of the College's standing committees. Students, staff and faculty participate in College Council, Pitzer's decision-making body. Pitzer's alumni and trustees are actively engaged in supporting the vision, goals and objectives of the College.

Pitzer celebrates cultural diversity and intercultural understanding. Ethnically diverse students come from throughout the United States and nearly 20 other countries. Students are encouraged to participate in one of Pitzer's many language and cultural immersion programs. These choices include Botswana, China, Costa Rica, Ecuador, Italy, Japan, Nepal, Ontario (California), Turkey, Venezuela and Wales, as well as other locations

Pitzer fosters interdisciplinary perspectives in individual courses and in many of its programs. Students may concentrate in a current array of 19 explicitly interdisciplinary programs.

Pitzer develops personal and social responsibility by emphasizing a concern for the social consequences and ethical implications of knowledge and action. Pitzer students can take courses that embrace this objective and can participate in numerous community-based research projects here and abroad.

The College is currently engaged in several endeavors to advance its educational mission. It is building endowment funding to increase student and faculty diversity through scholarships and professorships. Pitzer is engaged in a Master Planning process to reinvent the residential living and learning environments. It is exploring ways to further invigorate intellectual life at the College through, among other things, enhanced support for faculty scholarship and creative work, curricular development, and campus-community partnerships in learning.

Application/ Nomination Information

Applications and nominations should be directed to:

John N. Tierney, Chair
Presidential Search Committee - Pitzer College
1140 North La Brea Avenue
Los Angeles, CA 90038

Applications should include a letter of interest, detailed vita, and the names, addresses, and phone numbers of at least five references. Applications and nominations will be accepted until the position is filled.

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A CAPITOL VIEW

Who's not on line? Why not?

BY GUSTAVO A. MELLANDER

With so many glowing reports that more and more Americans are online every day and that the growth of the Internet is bound to grow exponentially, it is interesting to read a sliver that represents another viewpoint. The Pew Internet and American Life Project released such a report in Washington. It has a title that never ends: "Who's not online: 57 percent of those without Internet access say they do not plan to log on." Nonetheless, it is an interesting report.

Gray Gap

The report, based on phone surveys, is both comforting and surprising. Among its major findings is that Internet access or non-access is often a function of age. Those who are young tend to be online or eager to go online; those who are older tend not to be online and tend not to be interested in going online. They dub the phenomenon the "gray gap."

The "gray gap" arises in that aging Baby Boomers and senior citizens are the most resistant to the Internet: 87 percent of those 65 and over do not have Internet access, and 59 percent of those between the ages of 50 and 64 do not go online.

The strongest Internet holdouts, older Americans, are fretful about the online world and don't believe it can bring them any benefits. In contrast, a substantial majority of those under 30 who are not currently online say they plan to get access, though the expense of going online still looms as a major issue to them. This suggests that over an extended period of time, perhaps in a generation, Internet penetration will reach the levels enjoyed by the telephone, which is used by 94 percent of Americans, and by television, which is used by 98 percent of Americans.

Comparisons

Of those under age 30, 65 percent have Internet access. Seventy-four percent of those over 50 who are not online say they don't plan to get Internet access, while 65 percent of those under 50 say they plan to get Internet access. Forty-five percent of those under 30 believe they are missing out by not being online. Just 26 percent of those over 64 believe that. Forty-seven percent of those under 30 believe the Internet is too expensive, and just 29 percent of those over 64.

Sixty-three percent of parents with children under 18 who don't now have Internet access say they will probably or definitely go online.

Internet Naysayers

Half the adults in America do not have Internet access, and 57 percent of those non-users are not interested in getting online. This suggests that the booming growth of the American Internet population in the past few years will slow. Thirty-two percent of those without Internet access now say they definitely will **not** get Internet access. That comes to about 31 million Americans.

Another 25 percent of non-Internet users say they **probably will not** venture online. Twelve percent of those without Internet access say that they **definitely will** go online. Twenty-nine percent of non-Internet users say they **probably will** get Internet access.

Concerns of the Digital Have-nots

This generational story is often overlooked in discussions of the digital divide. Significant numbers of non-users cite issues besides the cost of computers and Internet access as problems when they think about the online world.

- 54 percent of those not online believe the Internet is a dangerous thing.
- 51 percent of those not online say they do not think they are missing anything by staying away from the Internet.
- 39 percent of those not online say the Internet is too expensive.
- 36 percent of those not online express concern that the online world is a confusing and difficult place to negotiate.

Gender, Race, and Ethnicity of Those Offline

There is gender parity in the Internet population–50 percent of those online are women, and 50 percent are men. However, women still lag behind men in their relative participation in the online world.

When it comes to race and ethnicity, Whites are notably more likely to have Internet access than are Blacks or Hispanics. Still, there are striking similarities in the online and offline population once the economic situation of various groups is taken into account.

Fifty-four percent of women do not have Internet access; 49 percent of men do not. Fifty percent of Whites have access, as do 36 percent of Blacks and 44 percent of Hispanics. Seventy-eight percent of Whites, 79 percent of Hispanics, and 69 percent of Blacks in households earning more than $75,000 are online. Sixty-eight percent of Whites, 75 percent of Blacks, and 74 percent of Hispanics in households earning less than $30,000 are not online.

Internet Dropouts

More than a tenth of those without Internet access once were online. Younger Americans are the most likely to have dropped or lost access. Thirteen percent of those who are not online, or about 12 million Americans, have used the Internet sometime in the past and have since dropped out. Of those who dropped out, 21 percent say they no longer have a computer, 14 percent say they changed jobs, 11 percent say paying for Internet access was too expensive, nine percent say they didn't find the Internet very interesting or useful, and eight percent say they were worried about their privacy.

The report has more figures and data than most of us want or need, but it is a lodestone nonetheless. For the full report, see http://www.pewinternet.org/reports/toc.asp?Report=21.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

¡Hola!

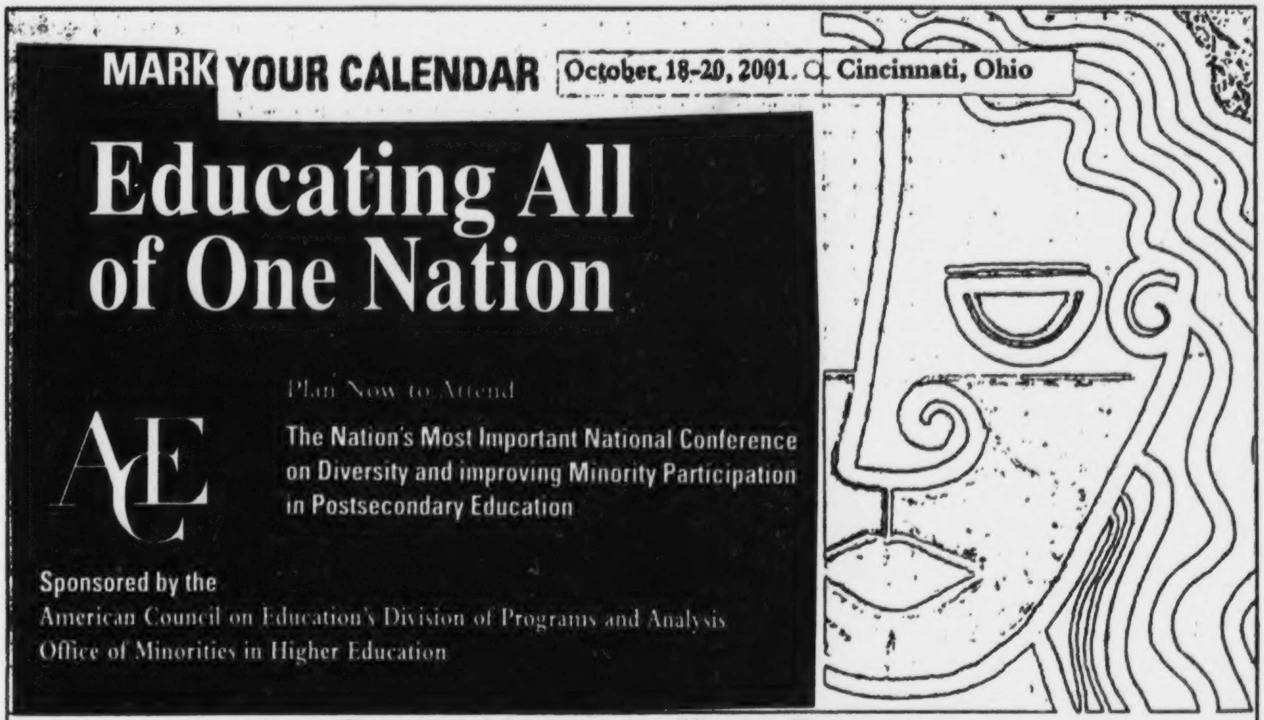
Recently, I had the pleasure of meeting 12 young master's and doctoral students at the American Association for Higher Education (AAHE) conference in Washington, D.C. Each one had a story to tell about the road traveled toward educational attainment. Many of these students strived against odds such as time and cultural restrictions, financial issues, academic impatience and uncertainties, to name a few. What impressed me was their unequivocal stamina, long-term thinking, vision, and confidence that they each were enrolled in the "right" institution, and that upon graduation they'd find a place to lay roots and begin to make personal and professional contributions as future faculty and academic leaders. Despite the obstacles (glass ceilings, blatant and quiet racism that some of them have encountered) that would have diminished opportunity for these students, it was wonderful to see how they've overcome. (A profile on this student group will be forthcoming this summer.)

With the support and guidance of AAHE's cadre of seasoned and distinguished professors, and their belief in a free flow of information exchanges, these future faculty can be assured success, as they have found a place and educators who've "made it" willing to listen to their questions and concerns and to *offer* answers. Providing a guiding light for students at all academic levels is mutually beneficial. It does more than assist students along their education journey. If I may borrow the phrase coined by Jaime Chahin, Ph.D., associate professor, dean of the College of Applied Arts at Southwest Texas State University, and recipient of the AAHE's The Outstanding Latino/a in Higher Education Creativity and Publications Award, in his acceptance speech, "it's about relationships."

Once a rapport is established between students and their respective universities and organizations, an anchor is set and a student's commitment to education and serving education is affirmed. And the very institutions that nurtured them can count on alumni's support when the time comes because "it's about relationships."

Our next issue will feature the Top 100 schools for Hispanics based on recent data from the Department of Education, stories on the prestigious Rhodes Scholar program, diversity at Rutgers University, Florida International University's new Carnegie distinction, and more.

Hasta la próxima.



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Grading the States:

A Report Card on Higher Education

BY MARILYN GILROY

THE STATE-BY-STATE REPORT CARD
FOR HIGHER EDUCATION
PUBLIC POLICY AND
HIGHER EDUCATION

“Despite the accomplishments of American higher education, its benefits are unevenly, and often unfairly, distributed and do not reflect the distribution of talent in American society. Geography, wealth, income, and ethnicity still play far too great a role in determining the educational opportunities and life chances of Americans.”

These wide disparities in higher education across the nation are part of the findings of a comprehensive report entitled *Measuring Up 2000*, compiled by the National Center for Public Policy and Higher Education. The Center has issued grades from A through F to all 50 states in assessing how well they deliver college education to their residents. It is said to be the first-ever attempt to grade the states on their performance in higher education.

The report card is a product of two and a half years of planning, research, and data analysis by the National Center, an independent, nonprofit, nonpartisan organization with offices in San Jose, Calif., and Washington, D.C. The Center was established in 1998 through a grant from the Pew Charitable Trusts, but several other organizations, including the Ford Foundation, contributed funding to support the publication and dissemination of *Measuring Up 2000*. The report's purpose is to stimulate public policies that will improve the effectiveness and accessibility of higher education, and it went to those officially responsible for same–governors, legislators, and other state officials.

“We have had overwhelming media reaction and positive and constructive reactions from the states.”

JONI FINNEY, VICE PRESIDENT OF THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

“We wanted a report that was based on data, not just people's opinions.”

PATRICK CALLAN, PRESIDENT OF THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

“Our hope is that *Measuring Up 2000* will be an impetus for state leaders to address some of the higher education policy challenges they face,” said Patrick Callan, president of the National Center. “Certainly there is no single blueprint that can ensure that a state will excel in higher education.”

Measuring Up 2000 is different from publications that offer rankings and ratings of individual institutions. This survey targets each state as a whole and identifies its strengths and weaknesses in six categories related to how it prepares students for college, helps them afford tuition, and ensures that they graduate.

The Center graded six areas, which represent aspects of education over which states exercise substantial policy influence. They are:

- PREPARATION: How well are students prepared to take advantage of college? This category measured high school completion rates and examined students' proficiency levels in math, reading, and writing.
- PARTICIPATION: Do state residents enroll in

college-level programs? Does the state provide enough spaces and types of educational programs for its residents? High school-to-college rates are included as well as working-age adult enrollment.

- AFFORDABILITY: Can students and families afford to pay for higher education offered in the state? Percentage of family income needed plus financial aid availability and student borrowing are included.
- COMPLETION: Do those who enroll complete their degrees or certificates in a timely manner? The rate at which students returned for their sophomore year is examined and the percentage of full-time first-time students who earn a bachelor's degree in five years.
- BENEFITS: What economic and civic benefits does each state receive from the education of its residents? The relationship between higher education rates and the state's economy was examined. The report card also correlated voting percentages and charitable giving patterns to educational achievement.
- LEARNING: All states were awarded the grade of "I" for incomplete. Although many conduct assessment activities, there are no common benchmarks for student learning that would allow meaningful state-to state comparisons; thus, no competitive grade could be assigned.

And yet, as the report states, "how much and what students learn is perhaps the most important criterion for measuring success in higher education."

This lack of a national assessment system for the postsecondary sector is an issue that has been raised for the last 10 years by the U.S. Department of Education, but none of its proposals has been funded. One of the National Center's board members said, "We know nothing about essential outcomes of all this. We cannot answer the most basic question–is anybody learning anything?"

Furthermore, the report points out, "states employ very different methods when they assess college students, if they do so at all. And states can mandate testing only in the public colleges and universities–they have no authority to assess students enrolled at private institutions."

To close this information gap, the Center recommends that college-level academic achievement be measured at two stages: when students make the transition from lower division to upper division and again when they receive their baccalaureate degrees.

Despite a lack of clarity in the learning category, there was a significant amount of data and statisti-

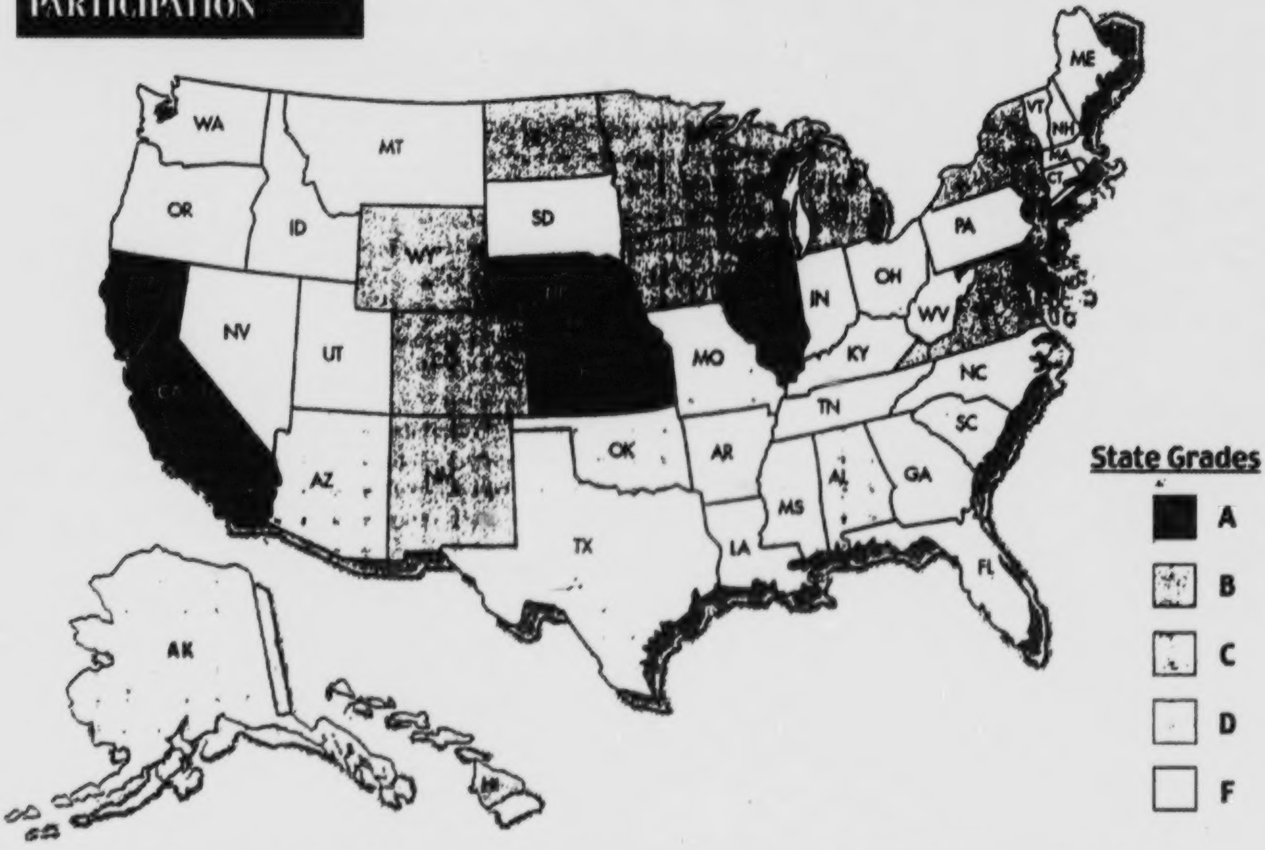
Measuring Up 2000: The State-by-State Report Card for Higher Education

GRADES

	Preparation	Participation	Affordability	Completion	Benefits
Alabama	F	C+	D	B-	C
Alaska	A-	D+	C	F	B
Arizona	D+	C	C-	C-	B-
Arkansas	D	D-	C+	D+	D-
California	C-	B+	A	C	B+
Colorado	B	B-	B-	C	A
Connecticut	A	B+	C	B+	A
Delaware	C+	A	C-	B	A
Florida	C	D+	D	B+	C-
Georgia	D+	F	D+	B-	C
Hawaii	C	B-	C-	C	C+
Idaho	D+	D	B-	C	C
Illinois	A	A	A	C+	B-
Indiana	C-	C-	C+	B-	C
Iowa	B	B	B	A-	C+
Kansas	B	A	B	B	B
Kentucky	C	D	B	C-	D
Louisiana	F	F	C-	C	D+
Maine	B+	C+	F	B+	C
Maryland	B+	A	D	B-	A
Massachusetts	A	A-	D	A-	A-
Michigan	B	B+	C	C+	B
Minnesota	C+	B-	A	B+	A
Mississippi	D	D-	C+	C+	C
Missouri	C+	C-	D+	B-	C
Montana	B	D+	D-	C	B
Nebraska	A-	A	C+	C	B-
Nevada	D+	D+	B	F	C-
New Hampshire	B	C+	F	A	B-
New Jersey	A	B+	B	B-	A
New Mexico	D-	B-	B	D-	C
New York	B	B-	D-	A-	B
North Carolina	B	D	A	B+	D+
North Dakota	B	B	C	B	C+
Ohio	C+	C-	D-	B	C
Oklahoma	D+	C	B-	C-	C-
Oregon	C-	D	D-	C	C+
Pennsylvania	C+	C	C	A	B-
Rhode Island	C	A	F	A	A
South Carolina	C-	D-	C	B	B-
South Dakota	C	C	D+	B-	C-
Tennessee	C-	D-	C	C	D+
Texas	C	D	C	D+	C
Utah	A	C	A	D+	B-
Vermont	B-	C-	D-	A	B-
Virginia	B	B-	C	B	B+
Washington	C+	C-	B-	B-	B+
West Virginia	D+	D+	D	C	F
Wisconsin	A-	B	B+	B	B-
Wyoming	C-	B-	C+	B	C

Source: The National Center for Public Policy and Higher Education. For information about grading, performance measures, and sources, please refer to the full report or visit www.highereducation.org.

PARTICIPATION



In this category, we look at whether state residents have sufficient opportunities to enroll in higher education beyond high school.

The complete report card, which is 188 pages, gives state profiles, state comparisons, and a national picture of each performance category.

cal information available for the other five areas, allowing for effective comparisons among the states and providing a basis for assigning grades.

"We wanted a report that was based on data, not just people's opinions," said Callan.

Many states performed well in several areas, but no state received straight A's. Moreover, the report found that discrepancies based on race, family income, and the economic wealth of the state often play a role in higher education opportunities.

"Your chances of getting to college are enormously dependent on where you live," said Callan when the report was released.

States such as New Jersey and Illinois send a high percentage of their students on to college (54 percent and 49 percent respectively) while others, such as North Carolina, enroll only 34 percent. James Hunt, a former governor of North Carolina, attributed the low numbers to the state's prior history of having a lackluster economy and to the fact that a high number of its minority citizens have not been given good opportunities.

But other states are also lagging in providing the preparation needed for college. In some cases, students do not have the chance to take challenging high school courses. In Massachusetts, 59 percent of high school students take upper-level math, but in Alabama, less than one-third do. Very few states can even provide data on the numbers and types of upper-level courses that students take in the humanities and social sciences, information that is equally important to examining the picture of how well students are prepared for college.

The category of affordability was graded primarily on tuition levels and available financial aid subsidies. The report indicates that while 78 percent of American college students are enrolled in state colleges and universities, states

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differ greatly in how much they help their residents pay for education. States such as California, Minnesota, and North Carolina performed very well in the affordability category because they have kept tuition low or have offered substantial financial aid opportunities, especially for low-income families. Other states, among them New Hampshire and South Dakota, do very little to help low-income families and students attend college.

The complete report card, which is 188 pages, gives state profiles, state comparisons, and a national picture of each performance category. *Measuring Up 2000* is the largest project undertaken by the Center since its founding. Prior to publication of the report, officials such as Barry Munitz, former chancellor of the California State University System and current president of the J. Paul Getty Trust, publicly suggested that the Center must produce something significant in order to justify its existence and maintain funding.

The staff at the Center think that they have hit their mark and that the report is producing the kind of results that they had hoped for. "We have had overwhelming media reaction and positive and constructive reactions from the states," said Joni Finney, vice president of the Center.

"We sent the report to legislators, especially those on education and appropriations committees, and governors, who have found the information to be quite useful."

Finney cited specific ways in which the various states had responded to the report card. In Missouri, Governor Bob Holt said the report was very helpful and, consequently, his state is focusing its efforts on improving its participation grade of C- by examining how to get more people into college.

Maryland addressed its grade of D in affordability by holding a joint meeting of the state's appropriations and higher education committees.

South Dakota, which has neither need-based nor merit-based college aid, is currently examining its policy.

In some cases, staff from the National Center have gone out to meet with state officials about the grades.

"In Florida, we met with the governor's task force that is dealing with reorganization of higher education in that state," said Finney. "We have also been in contact with officials in Texas and Washington."

"Our focus right now is to work with the states that have asked us to help them improve performance," she said.

Some states, Kentucky, for example, are using the report as a template to look in depth at higher education and issue their own detailed report card. Others are using the information to decide where they would like to be in the year 2002.

> ***"Geography, wealth, income, and ethnicity still play far too great a role in determining the educational opportunities and life chances of Americans."***
>
> MEASURING UP 2000

"We are satisfied that we got attention focused on the issues of opportunity and achievement," said Finney. "These discussions are necessary to building an agenda."

The report acknowledges that some states have important initiatives in progress that could not be reflected in grades this time but could affect future scores. Kentucky has been especially aggressive in increasing higher education spending, which has doubled in the last four years, and is projected to be about 16 percent of that state's total fund revenue by 2002. Georgia has awarded its own version of HOPE (Helping Outstanding Pupils Educationally) scholarships to 65,000 in an effort to reverse a "brain drain" and keep talented students in the state.

"We will be issuing report cards in the year 2002 and 2004 and issuing special reports in the off years that address progress," said Finney.

While the National Center has encouraged discussion and action on issues raised by the report card, it has also developed some recommendations of its own. One suggestion deals with tracking students who migrate across state lines and who move from one college to another.

Other specific recommendations ask that the following information be collected for inclusion in future reports:

1. Calculate rates of college participation for recent high school graduates by income group. Rates exist for all students and for those of different racial groups; however, the Center believes that rates by family income group are essential information for policymaking in admissions and student aid.

2. Determine unmet financial need for eligible and qualified students. Examined at the national level, there are no state-level data available.

3. Measure degree-completion rates after six and 10 years. Existing data on baccalaureate degree completion within five years does not take into account many working-age adults who take longer than five years due to professional and family responsibilities.

4. Improve measures of civic engagement. The report card measured voting and philanthropic giving but was unable to get a picture of volunteerism and leadership by graduates as compared to nongraduates.

5. Include a category for "cost effectiveness"–a measurement of state spending related to specific public policy outcomes, thus allowing states to assess their comparative level of performance, given the available resources.

Like all report cards, *Measuring Up 2000* ends by softening the blow of the less-than-stellar performance of many of the states.

The good news, says the report, is that many states are examining their higher education systems and trying to initiate reforms that will help them educate citizens to meet the demands of the new century.

Not Counting Heads, BUT Making Heads COUNT

BY MICHELLE ADAM

> *"If we want to ensure organizations that their culture can make adjustments and change, and benchmark what they are doing right, our best hope is to be able to train diversity practitioners who can then become facilitators and workshop leaders."*

Dr Samuel Betances is one of the most familiar names in the field of diversity and diversity training. He has appeared on *The Phil Donahue Show*, was a keynoter with Oprah Winfrey, and a guest expert on a Peter Jennings' special on prejudice and children.

As one of the leading motivational speakers in America today, he is sought after by such Fortune 500 companies as AT&T, McDonald's, Merrill Lynch, and Coca-Cola for his expertise in diversity training. He has covered all 50 states, as well as Japan, Europe, Latin America, the Caribbean, and the Pacific, with his message.

After more than 15 years of speaking to the issue of diversity and providing workshops across the country and globe, Betances will now be speaking in his hometown of Chicago as part of

Northeastern Illinois University's new Workforce Diversity Institute, launched in October. As part of this center, which provides diversity training and awareness, Betances, along with his company, Souder, Betances and Associates, will act as a senior consultant and is expected to draw in local companies and groups with his name.

"The Institute is unique in the sense that it recognizes the need to provide services to organizational leaders who are interested in learning how they must do things differently...," said Betances.

A part of Northeastern going back to the early '70s, Betances was a professor of sociology for 23 years and then, as part of Souder, Betances and Associates, was invited on many occasions to speak as part of the school's Equity in Action program.

Although Betances is key in drawing attention to the new Institute, it was Murrell Duster, dean of academic development at Northeastern, who came up with the idea of creating the center. "As I worked in the University and the community, I noticed that we were increasingly needing to value diversity and to appreciate how it can impact teams of people, individuals, and the future," said Duster. She got together with Betances to develop this idea and, over a two-year period, brought the project to fruition. With the financial and moral support of the legislature, policymakers, and top University administrators, the Institute opened its doors, with Duster as its director.

"This Institute stands apart because we recognize that in order for schools to work efficiently, and companies to work effectively, continuous changes in the workforce need to be understood," said Duster.

The Institute comes at a time of a shrinking workforce and a large aging population, with more women and minorities entering the workforce and fewer White males, explained Betances.

Interviewed by the California Department of Education in 1992, he said, "We need to prepare for the 21st [century], when 80 percent of the people entering the workforce will be made up of women, immigrants, and the groups we now label *minority*. It is estimated that by the year 2009, the typical high school graduating class will be only 20 percent White male. When we see diversity as a plus, we will challenge White males and not participate in bashing them. We need to thank White males for building the house of abundance. But we also need to tell them that what is done in the future must result from the collaborative efforts of all Americans."

What the new Institute and Betances' 15 years in the field will provide is course offerings, lectures, public forums, and distance-education programs so that businesses and organizations not typically able to afford such services can learn how to work more effectively in an increasingly diverse workforce. Not only will it be about working with "difference" in a collaborative setting, but about how to best take advantage of this for a more productive global economy.

"One of the most important reasons why there has not been any openness to diversity is because a lot of organizations confuse diversity with equity, and they feel that diversity is nothing more than affirmative action with a smile on its face." Diversity training is viewed with suspicion, he explained, as a kind of reverse discrimination, in which those in traditionally minority groups are a threat to the jobs of White men. It is seen as more of the same, as part of "coercive legal requirements that are legally driven that have nothing to do with the bottom line." Said Betances, "As long as people in leadership see diversity as more of the same, they will continue to resist. Diversity is not about counting heads, which is what they fear. It is about making heads count."

Betances blamed "White male bashing" as part of the problem as well. "Minority people, when we take on the task as diversity practitioners, participate in White male bashing. We give the impression that this is a women- and minority-driven initiative. And as a result, we provide fodder to the confusion, and in the end, we lose an opportunity to unleash the full potential of all the members of the workforce in achieving bottom-line goals," he said.

"We make a strong, bold opening statement in our training that clearly says there is no room for White male bashing in diversity training. The end goal that we want to achieve is making and empowering productive, collaborative, and inclusive teams."

While equity issues focus largely on obeying the law and implementing procedures based on legislation, the diversity training that Betances speaks to emphasizes being conscious of the changing workforce and the practical need for leaders to unleash the full potential of all of their employees.

Doing so has a positive effect on the bottom line of an organization and business, he says.

"We need to make coalitions of interest rather than coalitions of color," said Betances. "Diversity is not having differences in your organization, but having diversity represented at every level of the organization. When you do it that way, you don't see the differences just symbolically, but structurally. And people will take it for granted that, as Maya Angelou says in her poem, 'In minor ways we differ. In major, we are the same.'"

Betances himself did not have an easy time of it. Born in New York's Harlem, he says he was abandoned by both parents, and then raised by relatives in Puerto Rico. He came back to New York City to attend high school but dropped out in 1956 at age 16.

With the support of someone who believed in him, however, and who demanded he rise to his full potential, he ultimately earned a master's and doctorate at Harvard University. He has learned firsthand what it means to unleash one's full potential, which allows people, regardless of race or gender, to be players in a society that will come to depend on their talent.

Issues of diversity were all too prevalent for Betances, as well as the rest of the nation, during the civil rights struggles of the '60s. He was a graduate student leader at Harvard back then, from 1968 to 1973. As a sociology professor at Northeastern for 23 years, until the mid-'90s, Betances also witnessed the challenges of diversity in the classroom. For him, that showed up in students of working-class backgrounds who couldn't compete with the middle-class students who were and are often blessed with nurturing in such areas as abstract thinking, theoretical ways of knowing, an expansive view, and a proficient vocabulary. Bridge programs were especially vital to help the less advantaged students obtain the support needed to be better prepared for college.

Later, as a diversity consultant, Betances worked with Denny's Restaurant, implementing diversity approaches in response to the class-action discrimination lawsuit lodged against them in the mid-'90s. Fortunately, with Betances' help, Denny's has since been named the No. 1 company for minorities and women by *Fortune* magazine.

Murrell Duster, dean of academic development at Northeastern

It is not unusual for companies to seek Betances' assistance only after they have been threatened with lawsuits or when their bottom line is clearly at risk. Coca-Cola, Mitsubishi, and Texaco, all of which were battling sexual harassment issues, sought his guidance.

The concern for diversity is not confined to the U.S., he says. For example, the Germans and the English, despite having fought each other in past world wars, are now having to learn to work together to benefit the European economy. "They are discovering diversity isn't an American issue," said Betances.

To Betances, the academic setting is very appropriate for diversity work. "Universities have a mandate to universalize–to expand the minds of people," he said. "We can be part of the solution rather than part of the problem."

Northeastern prides itself on having the most diverse student body in the Midwest, with more than 45 languages spoken and a student body close to 26 percent Hispanic and 12 percent African American. Its location is the world-class city of Chicago. And, according to Duster, its administration stands out in diversity as well. She quoted renowned Harvard Professor Cornel West, who tours extensively as a speaker on diversity, equity, and gender, has said he had "never seen such a diverse administration in all my travels."

"We stand apart," said Duster, "in the sense that we are a living laboratory."

The first steps of the Institute have been to produce workshops and lectures based on the immediate training needs of interested clients. But Duster foresees students, faculty, and the University as a whole benefiting from the center. One goal is for all administrators and managers to participate in training, and in the long run, all faculty and employees as well. Duster also envisions that in perhaps 10 years, the University library will participate in storing data and research authored by faculty on issues of diversity, gender, and the like. Students in multicultural classes and those preparing to teach might likely also benefit from the center, she said.

"We want to train trainers," said Betances. "If we want to ensure organizations that their culture can make adjustments and change, and benchmark what they are doing right, our best hope is to be able to train diversity practitioners who can then become facilitators and workshop leaders."

While Betances brings his Hispanic roots to his work, he made it clear that "diversity impacts all of us."

"We need to make a real good effort at working with African Americans, White males, women's groups, Asians, Pacific Islanders, and Native Americans." The Institute, he said, is going to be a forum "that will continue to add value to every person of good will who wants to see our society prosperous and embracing of our diversity–making it work for our bottom line and mission."

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UTeach at UT-Austin Targeting Potential Math and Science Teachers

BY
Inés Pinto Alicea

About one-third of the UTeach students are minorities–twice as many as in the overall UT undergraduate population.

The University of Texas at Austin has created a program to aggressively recruit students, early in their college years, into teaching careers in math, science, and computers to help address the state's shortage of K-12 teachers in these areas of critical need.

"Texas is confronted with teaching shortages in the areas of math and science, yet statistics show the demand for teachers in these fields is forecast to increase by 22 percent over the next decade," said Dr. Mary Ann Rankin, dean of the College of Natural Sciences, which runs the program jointly with the College of Education and the Austin Independent School District.

"As a flagship institution, UT-Austin is well positioned to do something to remedy the crisis."

The program, called UTeach, nurtures the next generation of math, computer, and science teachers for Texas through a collaborative approach to secondary teacher preparation, which has shown promise in attracting new students. UTeach combines practical experience and scholarly investigation with early and ongoing fieldwork, which prepares the University students for the classroom.

"We wanted to induce students to pursue this path as a first career choice," said Rankin. "We wanted to create a program that would attract our strongest students and one that students themselves would view as highly prestigious and desirable. And, one that they could complete in four years with certification."

Immediately upon being accepted into the College of Natural

Photo © Wayne Long

Mary Ann Rankin, dean of UT-Austin College of Natural Sciences

Sciences, beginning students are sent a letter asking them if they have ever considered teaching. If they choose to sign up for the UTeach program, the College will cover tuition for the first two one-hour classes of teaching.

"We recruit them actively," said Mary Long, coordinator of UTeach. "We send them a letter that basically says, 'Have you ever thought about teaching? Have we got a program for you.'"

Like other states, Texas has been confronted with serious shortages of teachers in these fields as college students opt for careers in the higher-paying business and high-tech worlds. Prior to the launch of UTeach, the University graduated only 20 to 30 teachers per year, said Long.

The program had 28 students when it began in 1997; in the fall of '99, 148; and currently, 264. The goal is to increase the number to 500, which would enable the College to produce more than 100 new teachers a year.

About one-third of the UTeach students are minorities—twice as many as in the overall UT undergraduate population, according to UTeach officials. Of the 264 enrollees, 20 percent or 51 are Latino, said Long.

"UTeach has enjoyed phenomenal success," said Rankin.

According to a program brochure, retention rates for UTeach students have been far better than those of their undergraduate College of Natural Sciences peer group. A post-baccalaureate program is being developed for current seniors and college graduates.

"The success is ascribed to pervasive field experience, a cohort approach that fosters close, interdependent relationships among participating students, and guidance from nationally recognized faculty and master teachers," said the brochure.

Long said the success of the program can be directly attributed to several other factors as well, including the strong collaboration between the two colleges, the early outreach to students, and the incentives the University has created to help attract students to the teaching profession. Students are paid for the internships they participate in.

"They have had quite a bit of field experience by the time they graduate," said Long.

Field-based experiences take place primarily in inner-city schools with high-minority, low-socioeconomic student populations.

"This exposes students to the challenges of teaching in an urban setting and to observe the difference that enthusiastic teachers can make to their students," said the UTeach brochure. The focus on teaching in an urban setting is likely to give a boost to minority populations, which tend to live in urban areas. The proportion of school-age children from minority groups is expected to reach 54 percent by 2050. According to a booklet published by the Institute for Higher Education Policy, "Why Minority Teachers Matter," studies of culturally diverse and low-SES (self-esteem) students indicate that their success particularly is affected by teachers who have information about the home lives and cultural backgrounds of their students, have knowledge about the relationship between developmental needs and learning, and believe that they can successfully teach this group of students. Interestingly, one study showed that confidence in the ability to teach low-SES minority students was stronger among African American than non-African American teachers (predominantly Caucasian, in this case) and that this positive characteristic increased with experience in the urban school setting.

Also, minority teachers are more likely to serve in high-poverty and urban areas.

Analysis of national survey respondents indicated that 57 percent of minority teachers—including African American, Hispanic, and American Indian—reported that their most recent teaching job as of 1997 was at a school where more than 50 percent of the students received free or reduced-price lunch compared to 21 percent of White teachers.

In addition, 56 percent of minority teachers reported that their last teaching job as of 1997 was at a school located in a central city, compared to 28 percent of White teachers.

The UTeach program has quickly become a nationwide model. Long said that universities considering a similar program often have noted how difficult it would be to have collaboration between two colleges or departments.

"We've been fortunate to work things out," said Long.

The program has earned endorsements from educational policymakers across the country, Rankin said. The National Research Council has expressed interest in piloting a program at UT-Austin to train Ph.D.s as secondary science and math teachers, based in large part upon the UTeach program. The Education Trust in Washington, D.C., an organization promoting college and university support for K-12 reform efforts, has selected UTeach as a model to be included in an upcoming white paper, Rankin said.

"It's a real service we provide the community as well as helping our students," said Long. "There is a desperate need for excellent science, math, and computer science

Photo © UT Austin

UTeach student Kate Braden, a senior at UT-Austin, working with a student teachers."

Photo © UT Austin/Marsha Miller

University of Texas at Austin junior Gayleen Porterpan is participating in the UTeach program.

UTeach involves a program of study in which new teaching techniques, research opportunities, field experience, and the study of math and science are fully integrated. Students give up some of their electives to take the required UTeach coursework and finish the program in four years. New streamlined classes replace the traditional education courses of the old degree plans. Students are encouraged to move through the program together, teaching and motivating one another. Students in the program take introductory classes together. "We put them with the best teachers so they see excellent teacher models," said Long.

In addition to regular faculty, the College of Natural Sciences has hired three master high school teachers for the program as instructors, advisers, and field supervisors.

"I wanted to involve superb teaching models in student advising and instruction–not just good college teachers, but excellent high school teachers who really know what it takes to be successful at that level," Rankin said.

One key element of UTeach is early classroom exposure. As early as their beginning year, University students experience the public school classroom and teach for progressively longer periods of time under a mentor, an Austin Independent School District teacher. The students receive a lot of coaching and tutoring throughout the program to improve and strengthen their teaching skills, said Long. They are required to have one semester of student teaching prior to graduation.

"Those who have an affinity for the profession will be hooked," Rankin said. "Those who don't will find out early and pursue other options. It's basically a reality check."

Gayleen Porterpan, a UTeach participant who taught an earth sciences class at Porter Middle School, agrees. "It would be horrible to discover when you are a senior–after several years of preparation–that you actually hate getting up in front of students."

David Carrasco Villalobos, a mathematics student from San Antonio, said teaching is something he always has wanted to do, and UTeach confirmed his decision and made the process easier.

"I did think about teaching before joining the program because I have always enjoyed it," said Villalobos. "This program has helped me tremendously in becoming a better math teacher...has allowed me to enter the classroom sooner and allowed me to get the experience I need to be the best teacher. . ."

Villalobos said that through UTeach, he has had the experience to teach lessons at an elementary, middle, and high school in Austin, and is particularly proud of a class he taught on probability. The lesson required the students to count the numbers of M&Ms in a 50-cent bag, count the number of each color M&Ms in the bag, determine the probability of getting each color from the bag, and graph their data, using graph paper that he and his teaching partner supplied. The students enjoyed the lesson very much, he said.

Villalobos said that while at Austin's Travis High, "I not only taught, but I got good feedback from the students on how to become a better teacher."

UTeach is currently open to any first-year student accepted into the College of Natural Sciences. Students must major in math, science, or computer science and maintain a 2.5 GPA. Some upper-class and postbaccalaureate students have also been accepted into the program. Students interested in participating are asked to fill out an application. As long as they have been accepted into the College, they have been accepted into UTeach, said Long. But the program might soon become more competitive because it is quickly reaching peak capacity.

"We're producing teacher-leaders in the fields of math and science," said Long. "We are concerned, however, about how many stay in teaching, because of the salary gap. We will track how long they stay in teaching. But we are doing what we can to produce extraordinary teachers."

Indeed the challenge is how to keep the teachers in the profession. UTeach officials said some 40 percent of new teachers hired in the state of Texas in 1995 had left by 1999. Moreover, the starting salary for the average teacher in Texas with a bachelor's degree is $32,000.

But UTeach officials argue that good preparation helps keep teachers. In one study, only 43 percent of teachers prepared in a one-year program or less were still teaching three years after they started. By comparison, 75 percent who graduated from a four-year program were still teaching in their third year.

HO

The Honor Roll

Massachusetts Institute of Technology

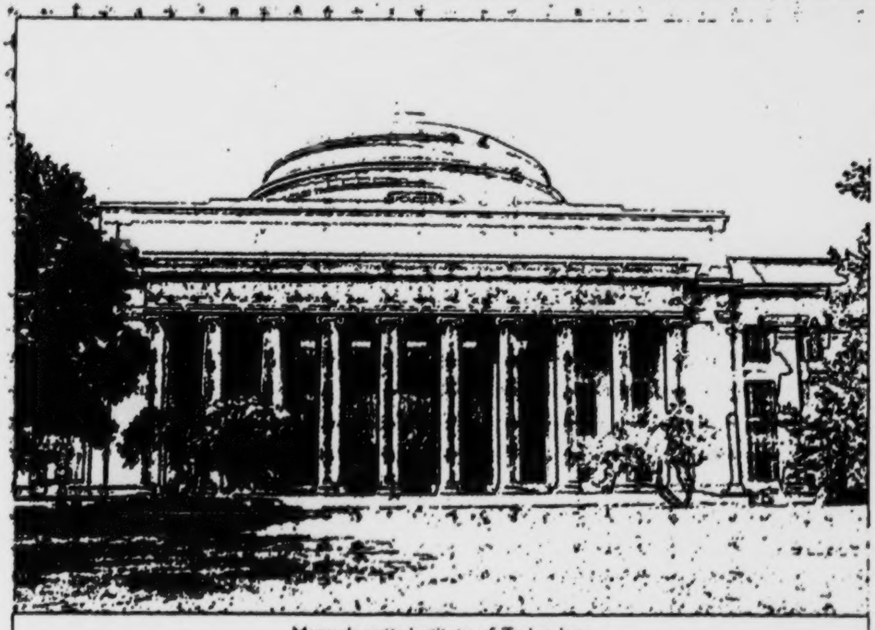
Exceptional Faculty, Outstanding Opportunities

BY ROGER A. DEITZ

MIT is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges. Think MIT, and the highest academic standards come to mind. MIT is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community. But there is much more to the MIT story than academics.

The MIT mission statement reads, "We seek to develop in each member of the MIT community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind."

MIT President Charles M. Vest says, "MIT has always been deeply engaged with the issues and the institutions of the broader society—as reflected in our academic programs, in our research, and in those who come here to learn and to teach. This has been a distinguishing characteristic of this place and at times a source of tension, particularly during periods of rapid change in our society. In some ways, MIT is a microcosm that contains and reflects all the strains of the larger culture. But it is more than that, because we not only mirror the present, we have a hand in shaping the future."



Massachusetts Institute of Technology

The president observes, "The quality of that future will have as much to do with human relations as it does with scientific and technological innovations, if not more. We are very good at incorporating new ideas and new knowledge into our professional and scholarly lives. We must become equally adept at incorporating cultural and demographic change into our life as an academic community."

President Vest says there are many things MIT is doing on campus to try to make the Institute a true learning community, "including a variety of programs to attract and engage more minority faculty and students in the life of MIT. Beyond these recruiting and mentoring programs, the Committee on Campus Race Relations, formed in 1994, has done a great deal to help build

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Dr. Charles M. Vest, Massachusetts Institute of Technology president

Honor Roll Facts in Brief

INSTITUTION
Massachusetts Institute of Technology

LOCATION
77 Massachusetts Avenue
Cambridge, MA 02139
(617) 253-1000

ESTABLISHED
1861

ENROLLMENT
4,300 undergraduates (10.5 percent Hispanic) and 5,672 graduates

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$26,050

FACULTY
931 (18 Hispanics)

SEVERAL DEGREE PROGRAMS
Biology
Chemical Engineering
Electrical Engineering and Computer Science
Mechanical Engineering

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Club Latino
La Unión Chicana por Aztlán
Society of Hispanic Professional Engineers

INTERNET ADDRESS
web.mit.edu

coalitions among individuals and groups interested in creating a more harmonious campus environment."

Essentially, reports the president, the Committee supports MIT community members in their efforts to enhance race relations on campus. Its Grants Program funds lectures, cultural events, residence-based activities, workshops, conferences, and seminars.

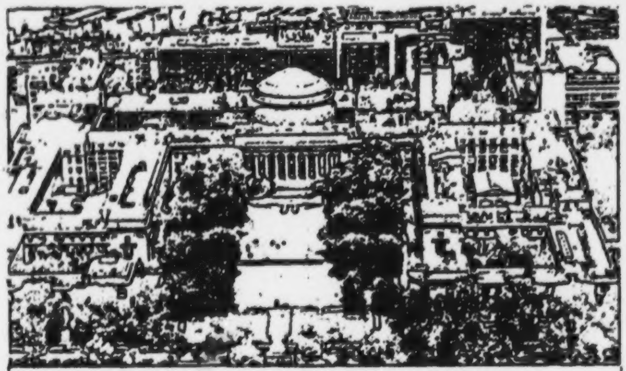
The Committee itself has organized a series of public programs, under the title RACE2000!, designed to explore racial identities and experiences on campus. Committee members, Vest adds, also help develop and deliver educational programs intended to help students, faculty, and staff "build the skills and capabilities they need to live and work successfully in a multicultural environment.

"Another major activity of the Committee has been the regular publication of a *Guide to Resources in Racial, Ethnic, and Intercultural Relations at MIT*. The *Guide* reflects the commitment, interest, and initiative in these areas on the part of members of the MIT community. The remarkable diversity of the students, faculty, and staff at MIT is a source of educational and personal opportunity for all of us." Vest concludes, "Today, everyone can expect to live and work in a world filled with people of different cultures, races, and nationalities. Indeed, we already live in such a world right here on campus, but we have much more to do if we are to take true advantage of the rich variety of cultures and experiences we bring to this place. Too often we spend time with people who are more like us than not, and are hesitant to learn from our differences. Too often, this ignorance leads to isolation and insult. None of us should be satisfied with this state of affairs. I believe we each have an obligation to help make MIT a living and learning community marked by mutual respect and collegiality."

Founded in 1861, the Institute admitted its first students in 1865, four years after the approval of its founding charter. The event marked the culmination of an extended effort by William Barton Rogers, a distinguished natural scientist, to establish "a new kind of independent educational institution relevant to an increasingly industrialized America." Rogers stressed the pragmatic and practicable. It was his belief that professional competence was best fostered by coupling teaching and research and by focusing attention on real-world problems. Toward this end, he pioneered the development of the "teaching laboratory."

Today, MIT is one of the world's outstanding universities. Education and research–with relevance to the practical world as a guiding principle–continue to be its primary purpose. MIT is independent, coeducational, and privately endowed. It is organized into five schools that contain 21 academic departments, as well as many interdepartmental programs, laboratories, and centers whose work extends beyond traditional departmental boundaries.

MIT is located on 153.8 acres that extend more than a mile along the Cambridge side of the Charles River Basin. The central group of interconnecting buildings, dedicated in 1916, was designed by architect W. Welles Bosworth (Class of 1889) to permit easy communication among departments and schools. Many other buildings by some of the world's leading architects–among them Alvar Aalto, Eduardo Catalano, I.M. Pei (Class of 1940), and Eero Saarinen–have been built since then. Sculptures, murals, and paintings, including works by Alexander Calder, Henry Moore, Louise Nevelson, and Frank Stella, are found throughout the campus. Around the halls are exhibits explaining the accomplishments of many of the pioneering people who have studied and taught at MIT.


Massachusetts Institute of Technology aerial view

A single faculty instructs both graduate and undergraduate students and engages in research. There are 931 faculty members (professors of all ranks), including 144 women, 15 of them members of minority groups–five Asian Americans, six African Americans, three Hispanics, and one Native American. A total of 106 men on the faculty are members of U.S. minority groups, including 72 Asian Americans, 19 African Americans, and 15 Hispanics. The Institute's total teaching staff for 1999-2000 was more than 1,500. MIT employs about 8,400 persons on campus. One hundred and six faculty and staff, both active and emeriti, belong to the National Academy of Engineering, 102 to the National Academy of Science, 22 to the Institute of Medicine, and 205 to the American Academy of Arts and Sciences. Forty-six present and former members of the MIT community have won the Nobel Prize. Ten members of the current faculty are Nobel Laureates. Five members of the MIT faculty have been awarded the Kyoto Prize. Eleven members of the current MIT faculty or research staff have been awarded a MacArthur fellowship. Twenty-three past or present members of the MIT faculty have received the National Medal of Science.

The undergraduate enrollment for 1999-2000 was 4,300, and graduate enrollment was 5,672. Women have attended MIT since 1871. In 1999-2000, there were 1,768 women enrolled as undergraduates (41 percent) and 1,519 as graduate students (12 percent). U.S. minority groups were represented by 1,996 undergraduates (46 percent) and 673 graduate students (12 percent). Among the undergraduates, there were 87 Native Americans, 1,188 Asian Americans, 270 African Americans, and 451 Hispanics. The number of Hispanics in the most recent graduating class was 97, and currently, the undergraduate class is 105 percent Hispanic. For the graduate ranks, there were six Native Americans, 464 Asian Americans, 100 African Americans, and 103 Hispanics. For 1999-2000, MIT students came from all 50 states, the District of Columbia, and three territories. One hundred and two foreign countries were represented, with an international population of 355 undergraduates (8 percent) and 2,031 graduate students (36 percent). Annual tuition is $26,500, with an average room and board of $7,175. The most popular majors include electrical engineering and computer science, biology, and mechanical engineering.

Among the MIT outreach efforts are CMSE Science and Engineering Day Camp. The Center for Materials Science and Engineering operates an outreach program for pre-college students from underrepresented minority groups. The primary objective of the program is to enrich the science education of these students by using the Center's special expertise in the field of materials science. Other goals are to expose participants to some of the exciting resources at MIT, demonstrate to them that science is fun and interesting, and give them the opportunity to experience a college atmosphere firsthand. The Day Camp targets seventh and eighth grade students drawn from a local middle school. The curriculum incorporates hands-on activities performed in laboratories and classrooms on campus and consists of two components: a weeklong day camp operated during the summer, and a series of after-school programs during the academic year. Established in 1975, Minority Introduction To Engineering, Entrepreneurship, and Science (MITE2S) is a six-week residential summer program designed to introduce promising underrepresented minority high school juniors to careers in engineering, science, and entrepreneurship. The program stresses the value and reward of pursuing advanced technical degrees and allows gifted young U.S. men and women to experience a demanding academic atmosphere and build the self-confidence necessary for success. MITE2S can have as many as 45 participants, all of whom receive full funding. The program relies on the support of MIT faculty, with units such as the Center for Innovation and Product Development playing an active role.

The MIT Summer Research Program is an institutional effort to "address the underrepresentation of African Americans, Mexican Americans, Native Americans, and Puerto Ricans in engineering and science in the United States." There is also a summer internship program at Lincoln Laboratory, available since 1975. The internship for minority undergraduates from across the country has students spending the summer improving their scientific and engineering skills through hands-on experience in the high-tech research and development environment.

High-Stakes Testing and Latino Students

Beware the Unintended Negative Consequences

BY RUBÉN MARTÍNEZ

Latino parents, like all parents, have a major vested interest in ensuring that their children receive the best possible education in our public schools. In a "credential society" such as ours, education is one of a small number of pathways to good careers and improved socioeconomic status.

Today's school reform movement uses a mix of standards, student assessments, and high-stakes testing as means for improving educational outcomes. Assessment results are showing that Latino students continue to be poorly educated and start falling behind their peers early in their school years.

Over the past three decades, policymakers have responded to public concerns about educational quality by mandating the implementation of educational standards and assessment of student learning outcomes as means of ensuring that schools are held accountable for effective and efficient educational processes.

Although there is no consensus on the design of an effective and fair accountability system, 48 states use tests to assess student learning. The impact of these designs on Latino students should be of concern to Latino scholars, policymakers, businesspersons, and community leaders alike.

In some states, such as Florida, Texas, and, more recently, Colorado, policymakers have taken student assessment a step further by mandating the implementation of high-stakes testing. Depending on state requirements, social outcomes such as tracking, grade promotion, and graduation (i.e., the awarding of an academic diploma) depend on student performance on standardized tests used to assess academic skills and knowledge. Those students who do not successfully meet the minimum "cut score" may be retained "in grade" or may be denied a high school diploma. By implementing a "punish and reward system," policymakers expect that school administrators, teachers, and students will be motivated to achieve higher levels of academic performance.

Rubén Martínez

High-Stakes Testing under Fire

High-stakes testing has recently become the center of public controversy. Teachers, parents, civil rights groups, labor unions, and professional organizations are increasingly raising complaints, some of which are being played out in the form of boycotts, political lobbying, and lawsuits. Critics from both the Left and the Right take multiple positions against high-stakes testing. Among the critics are those who believe that the ***unintended negative consequences*** of high-stakes testing exceed its positive gains.

Unintended negative consequences include a narrowing of the curriculum (teaching to the test and using "drill and kill" techniques), increased prevalence of cheating (among both school officials and students), less emphasis on character formation (or the social and emotional development of students), increased dropout rates, re-segregation of students along race/ethnic lines, and so on.

Some critics question whether tests are used appropriately, what the tests measure, if they are fair and unbiased, and the institutional conditions that must prevail for the effective use of high-stakes testing to occur. Others argue that the use of standardized tests as the sole basis for making decisions about the life chances of students is inappropriate, especially in the context of structured social inequalities.

Report Questions "Texas Miracle"

A recent RAND report on the "Texas Miracle" created a stir in the campaigns for the presidency by questioning the validity of the large gains made by students on the Texas Assessment of Academic Skills (TAAS) test. Academic performance by Texas students on the TAAS did not generalize to other tests, such as the National Assessment of Educational Progress tests, and showed unusual relationships to the Stanford 9 open-ended math test, the Stanford 9 science test, a RAND "hands-on" science test, and to socioeconomic status. Although spokespersons for George W. Bush publicly dismissed the results of the RAND study as less significant than a graduate student paper, the study brings forth important issues for public discussion.

> ***Among the critics are those who believe that the* unintended negative consequences *of high-stakes testing exceed its positive gains.***

These issues include the validity of the TAAS (and, by implication, that of tests used in other states), the phenomenon of "topping out," and the need to reduce the discrepancies between state and national tests through test equivalence. The results of the RAND study lead to questions about the knowledge and skill areas that the TAAS measures, and the levels of breadth and depth at which it measures them. For instance, the phenomenon of "topping out" is about students having academic proficiencies beyond the highest levels measured by the TAAS. This would help explain one of the other findings of the RAND study, mainly, that the performance gap in reading between Whites and students of color in Texas is narrowing. Analysis of the NAEP reading scores for Texas students showed the gap *increasing* rather than decreasing.

Many factors can be and are cited to explain the contradictory trends presented on the basis of the two tests. Test incongruence and "topping out" are but two possible explanations. Others include increased exclusion of students with disabilities from taking the test in Texas, increases in the dropout rate among high school students in Texas, and increases in the number of students held back because of "failing" scores on the TAAS. Each and all of these factors could produce gains in average test scores in Texas that overestimate actual gains in student performance.

Additional negative unintended consequences can arise through human error in the implementation of a high-stakes testing system. For instance, in 1999, some 8,700 students in New York City were mistakenly assigned to mandatory summer school because their test scores were incorrectly translated into national rankings. The error resulted in the categorization of students who scored above the "cut score" as having scored at or below it. While this error was caught after the students had attended the summer program, it raises the specter that other human errors in the high-stakes testing arena might have more permanent consequences for individual students, especially poor students without adult advocates.

Accountability in education is a good thing, but in order for it to work effectively, testing systems must be designed that achieve their intended purpose in valid, fair, and unbiased ways. Over the years, testing, in particular high-stakes testing, has attracted the attention of several professional organizations that are supportive but concerned about its current uses.

Improving Test Practices

In 1988, the Joint Committee on Testing Practices, a cooperative effort by several professional organizations that aim to improve the quality of testing practices, developed "The Code of Fair Testing Practices in Education." The Code is intended for the general public and presents standards for educational test developers and users in the areas of developing/selecting tests, interpreting scores, striving for fairness, and informing test-takers of their rights, the uses of test scores, and grievance procedures.

More recently, the American Educational Research Association has issued a position statement concerning high-stakes testing in PreK-12 education. Based on the 1999 Standards for Educational and Psychological Testing, the position statement sets forth a set of twelve conditions essential for the effective implementation of high-stakes testing programs. Two of these conditions are that decisions about a student's life chances should not be made on the basis of test scores alone, and that there be ongoing evaluation of the intended and unintended effects of high-stakes testing. We have yet to see state-developed reports on the latter effects.

The National Board on Educational Testing and Proficiency has developed a set of four guidelines for the conduct of policy research on educational testing. One of the guidelines emphasizes the need for research to determine the extent to which actual outcomes match intended outcomes, and whether unintended outcomes are positive or negative. Latinos should ask that the research go one step further and address the question, "For whom are the unintended outcomes negative?"

The National Center for Fair and Open Testing (FairTest), an advocacy organization working to "end the abuses, misuses, and flaws of standardized testing," makes available numerous reports, articles, alerts, and electronic links to individuals and organizations that oppose high-stakes testing. It calls for schools to meet the learning needs of all students on the basis of high standards and knowledge about how students learn. It also calls for schools to provide equitable and adequate learning opportunities for students.

The Department of Education Office of Civil Rights has developed a resource guide for educators and policymakers in the use of tests for making high-stakes decisions about students' lives. The guide includes information on test measurement and legal principles, and provides glossaries of legal and test measurement terms. The guide emphasizes the constructive use of valid, reliable tests in helping indicate inequalities in the educational opportunities provided to students. Education decisions based on test scores should be non-discriminatory and educationally sound.

No Simple Solutions

As more people and organizations take advantage of the resources available to them and become informed of the issues surrounding high-stakes testing, the more the focus turns to negative unintended outcomes. Few would oppose the effort to ensure that all students receive a high-quality education in our public schools. Standards and student assessments are important for and central to accountability. Already, assessment results are identifying pockets of problem schools, where Latino and other students are demonstrating less-than-expected academic proficiency. The main issue of contention, however, is how to create a valid and reliable assessment system that improves the educational process and student learning outcomes.

Accountability systems based on standards and student assessments currently need substantially more refinement and improvement. The lack of adequate alignment between the conditions for improving the learning outcomes of students and the consequences of high-stakes testing must be addressed in direct and substantive ways. Parents, for instance, raise concerns about school safety, teacher quality, and class size, respectively. Improvements in these areas will likely improve the learning environment for students.

In a context of "experimentation," Latino students (and other ethnic minority groups) are likely to become the major casualties of high-stakes testing, with the effects having lifelong consequences. A continued rush to implement measures to motivate (force) teachers and school administrators to promote and implement school reform initiatives might in the end hinder the life chances of millions of Latinos in this country, and ultimately result in the reproduction of the racial division of labor that seemed to be breaking down in the last third of the 20th century.

The schooling process is highly complex because it involves historical legacies of structured inequalities, contemporary forms of institutional racism, variability among teacher education programs and teacher quality, test biases, bilingual issues, and different school systems that make the development of effective accountability systems a difficult task. As Latinos mobilize to shape the school reform movement to improve the educational process, particular attention must be paid to the conditions under which high-stakes testing takes place.

Social engineering approaches that are based on simple cause-and-effect models often backfire and/or produce a slew of unanticipated consequences, many of them negative. High-stakes testing might indeed, at this time, have many more negative than positive outcomes. In the end, unless policymakers are more informed and more careful about their approaches to improving education, high-stakes testing may become the dominant form of institutionalized discrimination that perpetuates the subordinate status of Latinos in American society.

Rubén Martínez is a HACU-ETS 2000 Fellow conducting research on high-stakes testing and its impact on Latino Students. He is with the University of Southern Colorado.

A Symposium on
Best Practices for Student Achievement in Science, Mathematics, Engineering, and Technology in 2-Year Hispanic Serving Institutions (HSIs)

Under the Auspices of the
National Science Foundation

April 27 - 28, 2001
Phoenix, Arizona

Hosted by
Estrella Mountain Community College

The National Science Foundation (NSF) has awarded Estrella Mountain Community College a grant to host a Symposium on Best Practices for Hispanic student achievement in science, mathematics, engineering, and technology in 2-Year Hispanic Serving Institutions (HSIs). The purpose of the Symposium is to share best practices and to surface the unique challenges faced by these colleges nationwide. The Symposium will result in a published set of formal proceedings to assist NSF in developing program guidelines to address Hispanic student achievement in science, mathematics, engineering, and technology programs of study.

Interested 2-Year Hispanic Serving Institutions (HSIs) please contact Luvia Rivera via e-mail: luvia.rivera@emcmail.maricopa.edu

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The Minority Graduation Gap

New Jersey Tackles the Problem

BY ANGELA PROVITERA MCGLYNN

"Officials look to close minority graduation gap," read the headline of a recent article in *The Sunday Record* (Bergen County, N.J.). I was struck by the story of Pedro Hernández, a young man featured in the article. Pedro lives in my own hometown of West New York, and graduated from Memorial High School, a public school that sits across the street from my alma mater, St. Joseph's High School. Twenty-year-old Pedro is currently a history and education major at Ramapo College of New Jersey, and wants to become a lawyer. He explains in the article, however, that he did not always have such ambitions. As a first-year student at Memorial, Pedro didn't really consider going to college; he said that he didn't study, and his grades suffered. In his sophomore year at Memorial, his godfather took him on a tour of Rutgers University. Pedro decided to try to go to college to move out of the poverty that surrounded him. He worked to improve his grades and earned a scholarship to attend college.

When I think about Pedro's godfather taking him to tour the Rutgers campus, I am reminded of all the literature showing the importance of mentors, particularly for high-risk students. Who knows if Pedro would have pursued the goal of college without that support?

Recent research explores the phenomenon of "resiliency" in children who thrive despite living in conditions that are devastating for other children. One of the most important factors contributing to the hardiness that some children show is that they had in their lives some person, often outside their family, who took them under his or her wing.

Several New Jersey colleges have implemented programs in which minority students are assigned to a special faculty person on campus. The role of that faculty member is to be a support and mentor through the student's early college experience.

In a draft report, "Status of Minorities in New Jersey Higher Education," The State Commission on Higher Education states its belief that N.J.'s diverse student body is "a strength of the state's higher education system and should be actively cultivated.... [T]he success of New Jersey's colleges and universities in enrolling minority students and producing a diverse cohort of well-prepared graduates is critical for individuals and for the state."

"All New Jerseyans," the report continues, "must have opportunities to contribute to and participate in economic prosperity, and advanced education has become a requisite for success in today's global economy."

The changes in New Jersey's demographics, mirrored throughout the nation, make it imperative to ensure that the growing minority population succeeds in higher education. If the growing minority population is undereducated, the nation will suffer economically and politically. Supporting education for all citizens is not only the right thing to do–we cannot afford to do otherwise.

Higher education faces two major problems related to minorities: enrolling

1253

minorities in proportion to their numbers in the general population, and retaining minority enrollees so that they can earn their bachelor's degrees.

"Crossing the Great Divide," a recent report of ETS, the Educational Testing Service, projects that by the year 2015, national undergraduate enrollment will expand by 2.6 million students. About 80 percent of this expanded national college base will be minorities–Blacks, Hispanics, and Asian/Pacific Islanders.

New Jersey's undergraduate enrollment is already diverse, and ETS projects that N.J.'s minority student enrollment will be greater than 40 percent by the year 2015. Despite this good news, Black and Hispanic students are expected to continue to lag behind Whites in college attendance nationally and in New Jersey. Between 1994 and 1999 in N.J., total minority enrollment among undergraduates increased, with Asian American and Hispanic students accounting for the largest gains in enrollment. Black undergraduate enrollment increased the least during that same time period, but Black students continue to represent the largest share of all minority student enrollments in the state.

Angela Provitera McGlynn

The increase in minority enrollment in New Jersey seems to be linked to school reform and pre-college programs in the Abbott Districts, which include 30 disadvantaged urban school districts that sued the state over unequal educational funding. The Commission says that about 32 percent of Hispanic college students in N.J. graduated from an Abbott District school. The Commission contends too that many minorities attended schools that did not have the same educational opportunities and facilities as those of White students. Three New Jersey programs–EOF, College Bound, and GEAR UP–target Abbott District students. These programs provide early intervention to enhance students' academic preparation, extend their opportunities, and support students once they are enrolled in college.

Of all the sectors of higher education–public research universities, state colleges and universities, independent colleges and universities, and community colleges–the largest overall percentages of Black and Hispanic students are enrolled in community colleges. The largest numerical increase in total Hispanic undergraduate enrollment also occurred in the community college sector.

Ensuring that minority students are ready for college should begin at the preschool level, with a quality preschool education available to all children. Knowing what we now know about early childhood brain development, quality daycare and preschool programs should be available to all of America's children. Without such a proactive initiative, many children will start kindergarten already at a disadvantage. In addition, New Jersey, and the nation at large, must assure all of its children a quality public education from kindergarden through 12th grade. The playing field will never be level for minorities and for children from lower-socioeconomic neighborhoods as long as the discrepancy exists between the educational opportunities in our affluent neighborhoods and those of our schools in poorer districts.

The College Bound program in N.J. and the GEAR UP State Project provide enrichment activities and support programs that help at-risk children in grades 6-12 to complete high school and prepare for college.

The second major issue facing minorities in higher education is retention. While the absolute numbers of minorities in our colleges continue to grow, the graduation rates of most minority groups typically lag behind those of White students. Asian students in N.J., who had slightly higher graduation rates than did Whites, are the exception. State officials are exploring ways to close the graduation gap, which has grown for Hispanics and shrunk slightly for African Americans.

Factors contributing to poor retention of minorities are complex and interwoven. Financial troubles might cause minority students to leave college. Often, their lack of quality preparation in public schools makes college-level work tough to tackle. And, many minority students feel a sense of isolation on campuses where they feel less than welcome. Pedro Hernández says that he sought connections with fellow minority students and that they helped one another get through the year.

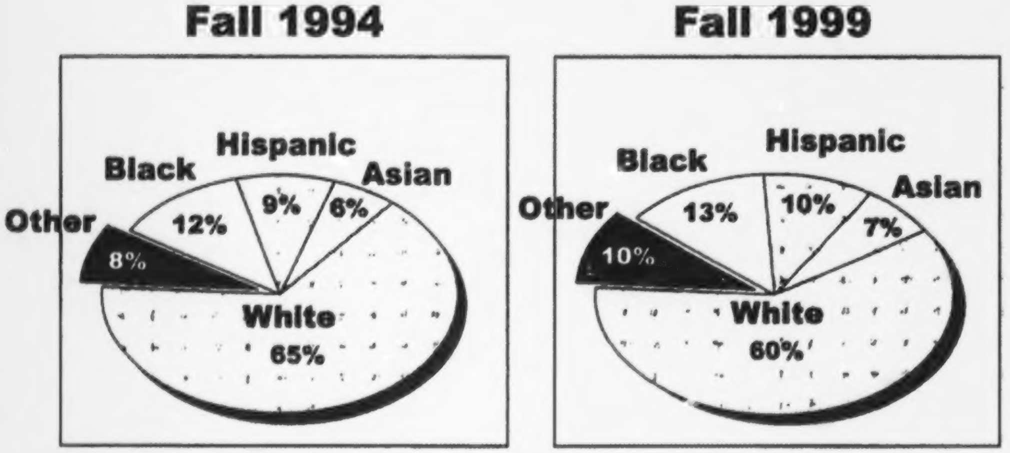
Many campus-based Educational Opportunity Fund (EOF)programs encourage college students to get their parents involved and to allow administrators to contact their parents when they are doing well or when they need more help. Many college campuses provide summer programs for minority students who might need extra help. Recognizing the importance of early intervention for high-risk students, many campuses also have some version of a first-year seminar designed to introduce students to the college culture and to provide them with the skills they will need to be successful.

The state of New Jersey supports diversity in higher education with a number of programs, some focused on students and some focused on faculty. EOF is perhaps the most comprehensive, providing financial aid and intensive personal and academic support and guidance to help disadvantaged students both gain access to college and succeed once admitted. EOF provides assistance for more than 12,000 N.J. students, of whom three-quarters or more are minorities. Additionally, New Jersey has the ELMS program, Education of Language Minority Students, in place and a Special Needs grant program. Both help individual campuses address the learning

Minorities at New Jersey colleges

A look at enrollment growth, 1994 vs. 1999

Total minority enrollment among undergraduates increased between 1994 and 1999, with Asian-American and Hispanic students accounting for the largest gains. While black undergraduate enrollment had the smallest level of increase (from 34,022 to 35,065), black students continue to represent the largest share of all minority student enrollments in the state.



Fall 1994

Fall 1999

Source: New Jersey Commission on Higher Education

needs of specialized student populations. Another program was implemented in 1997–an incentive grant program to improve graduation and transfer rates for minorities or low-income students.

Improving retention rates and graduation rates for minorities also involves faculty. Recognizing that 80 percent of New Jersey's professors are White, the Commission recommends that N.J. colleges and universities bring greater diversity to their faculties so that the numbers reflect the gender/ethnicity/racial make-up of the student body. The rationale for increasing faculty diversity is that minority students do better academically with the help of minority role models and mentors among their professors. The state has several programs to encourage faculty diversity. And the Commission recently revamped MAC, its Minority Academic Career program, to foster the training of minority doctoral candidates, and to improve the recruitment of minority faculty.

We must also sensitize our current faculty to diversity issues. An inclusive, welcoming classroom atmosphere is so critical for minority retention and for student success in general that it is imperative that institutions help develop faculty understanding of cultural similarities and differences. The classroom becomes a richer academic environment when faculty members are aware of, and sensitive to, the role that gender/race/class/ethnicity play in their students' experience of the course material and of the classroom environment.

There really are two diversity issues that faculty professional development should address: 1) How can our institutions get faculty to understand diversity well enough to transform what and how they teach? and 2) How can our colleges and universities sensitize our faculty so that they are able to create a classroom atmosphere in which all students feel welcome and encouraged to succeed?

Here again, New Jersey takes a proactive stance. To its credit, the state has a program, The New Jersey Project on Inclusive Scholarship, Curriculum, and Teaching, that provides a variety of mechanisms for the professional development of college and university professors. Many campus-based initiatives have received support and inspiration from The New Jersey Project.

Much work still needs to be done in preparing minority students for college, recruiting them, making their attendance feasible, and helping them succeed once they arrive. But at least New Jersey is on track.

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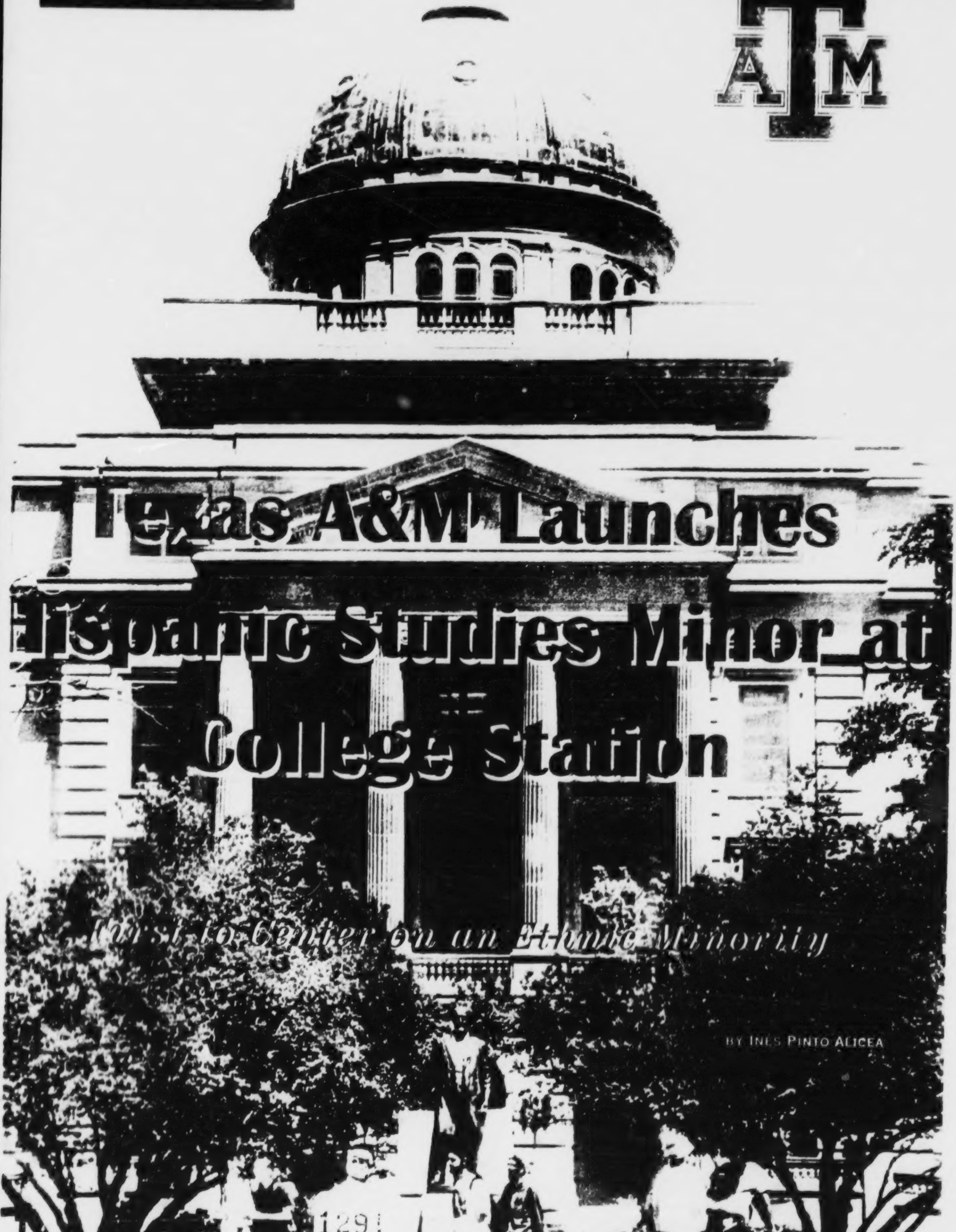

Texas A&M Launches Hispanic Studies Minor at College Station

First to Center on an Ethnic Minority

BY INES PINTO ALICEA

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Texas A&M University has launched its first academic program that centers on an ethnic minority group. Students seeking to add both multicultural and international perspectives to their majors now can do so through a new academic minor in Hispanic studies.

The interdisciplinary liberal arts academic program is housed in and administered by the University's Department of Modern and Classical Languages, based in College Station, Texas.

"The Hispanic Studies minor represents a milestone for Texas A&M University," said Dr. Victor Arizpe, professor of Spanish and coordinator of the new program.

"The University is taking a very decisive step in addressing its commitment to the demographics and educational need of all students–the need to have a concentrated course of study that highlights the role Hispanics are playing internationally and particularly in the state of Texas."

Those who helped launch the program said Texas' geographical locations, its historical ties with the Hispanic world, and its large Hispanic population make the University an ideal location for a minor in Hispanic Studies. Texas A&M, the land-grant university of the state, has some 43,000 students. There are about 3,302 Latino undergraduates, 385 Latino graduate students, and 24 professional Latino students on the campus.

The program's creators said the minor is a way to start meeting the "Texas challenge"–"to provide educational access for the large population of Hispanics in Texas to their cultural roots, to foster a sense of identity and value among Hispanic students, to promote mutual understanding and ethnic diversity, and to address the many critical issues derived from the new population and socioeconomic realities facing the state in the 21st century."

"This allows students to add another dimension to their major," said Arizpe. "We think this minor will add value to their current majors."

Arizpe said the program's interdisciplinary design will foster a broad-based understanding of the social, economic, and political issues facing the Hispanic world in addition to providing students an overview of the contributions of Hispanics. Central to the Hispanic Studies minor is the expectation that students develop competency in the Spanish language, he adds.

Dr. Victor Arizpe, coordinator of the Hispanic Studies minor and a professor of Spanish at Texas A&M University

Arizpe said the program, which was launched in September, has enrolled 16 students and is likely to experience increased enrollment for the spring semester.

"Interesting enough, some of the students are coming from the biomedical sciences," said Arizpe. "These students plan to go into the medical profession and feel that knowing the Spanish language and culture will help them better serve their communities. The students opting for the HS minor currently are both Hispanic and non-Hispanic."

Rosalinda Castillo, 24, expects to graduate from the University in August 2001 with a major in international studies and two minors, one in Hispanic Studies and one in public relations. Castillo said the Hispanic Studies program not only has complemented her major, it also has deepened her understanding of her cultural background.

"I'm so excited about this program," said Castillo. "It gives me a sense of pride and a stronger sense of my identity. It helps me be stronger, know myself better, and know what my people have done."

While the program encompasses the Latino experience in the United States overall, Castillo said that as a Mexican American, she was able to learn about the contributions of Mexican Americans as well, and she is able to share the topics she has learned about in history, culture, and the arts with her two young daughters. Many of her family members have attended the University and share her excitement about the program.

"All of the Hispanics on campus want this type of program," said Castillo. "We were hungry for these classes. Even though I am familiar with the culture, the program has deepened what I already know."

The program is valuable on a practical level as well, said Arizpe. "U.S. Hispanics unquestionably constitute a viable market. It's a market with a great need for services. A knowledge of the language and culture is going to be a definite asset to our student body as we prepare them to compete for jobs that require an understanding of the Hispanic marketplace."

Not only are Hispanics the fastest-growing ethnic group in the United States, but studies have estimated Hispanic buying power in 2001 will have increased 118 percent since 1990.

"With a program like this, Texas A&M is sending its students into the workplace equipped with the essential tools to succeed," said Arizpe.

Arizpe, a former director of the interdisciplinary Bachelor of Arts in international studies, said he believes the strength of the minor lies in its interdisciplinary approach to learning about the Hispanic experience.

"Texas A&M, through this program, has demonstrated its commitment to Hispanic issues and presence on campus while promoting a better understanding of the role Hispanics play in the future of the state of Texas," said Arizpe.

He said participants in the program will have the chance to take courses on Hispanic topics and issues from some of Texas A&M's best scholars in anthropology, architecture, communications, geology, history, political science, sociology, and Spanish.

The minor, which was launched in Fall 2000, will require 18 hours of course credits from a broad spectrum of liberal arts studies. The courses were already in place. The minor simply unites them into one package. Among the courses that students can take to complete the minor are the following: archaeology of Mesoamerica, Indians of Mexico and Central America, life and literature of the Southwest, Hispanic literature in the United States, geography of Latin America, Latin American cultural and intellectual history, Latin American philosophy, political systems of Latin America, minority groups, Hispanic film, Hispanic writers in the U.S., Spanish-language poetry, and Cervantes.

The program, open to students in any major, requires six hours in A&M upper-division Spanish-language courses taken at the University or abroad, nine hours in Hispanic topics and issues (from various departments), and one capstone or exit course selected in consultation with the coordinator for the minor.

In addition to classroom learning, Arizpe said he will work to further enhance the students' education by seeking out opportunities for them to engage in serving-learning activities both on campus and in the local Hispanic community.

"While not a requirement for this minor, I plan to encourage students to further enrich their global perspectives by interning, volunteering, or studying abroad in Spanish-speaking countries," said Arizpe, who has published several books and articles on Spanish Golden Age literature and drama. "This is an invaluable aspect of any education because it gives students the chance to apply what they are learning in the classroom to real-life situations."

Rosalinda Castillo,
Texas A&M University student

The new minor was added by the department's Hispanic Task Force, which consists of faculty in the Spanish, English, sociology, and history departments charged with designing programs relevant to Hispanic studies. In addition to the new minor, the Department of Modern and Classical Languages will be adding degree and doctoral programs, pending approval by the State Higher Education Coordinating Board, said Dr. Steven Oberhelman, head of the Department of Modern and Classical Languages.

Dr. Steven Oberhelman, head of the Department of Modern and Classical Languages at Texas A&M

Oberhelman said the Department will begin working on creating a Hispanic Studies major. The Department will begin offering a Hispanic Studies master's this fall and hopes to launch a doctorate in the same discipline by Fall 2002, in conjunction with other A&M campuses in South Texas–in Corpus Christi, Laredo, and Kingsville.

"By pooling faculty and using long-distance education, we can reach large numbers of students," he said. "We hope we'll have a Hispanic Studies major to have students to feed into our master's and Ph.D. programs."

Oberhelman said that the master's program will require students to complete 36 credits, 18 of which will be Hispanic Studies courses in Spanish. The nature of the program is interdisciplinary, so students will take the remaining 18 credits from two other departments at the University.

Dr. Marco Portales, author of *Crowding out Latinos*

But Hispanic Studies programs have faced some challenges in Texas, according to some of the officials involved in developing the program.

Dr. Marco Portales wrote a book, *Crowding out Latinos* in which he argues that since 1848, when the Treaty of Guadalupe Hidalgo ended the war with Mexico, Latinos have been left behind in receiving "amenities, benefits, and preferences that American society has offered." He said the culture in the U.S. has been to push aside issues that concern the Spanish-speaking population in this country and that the state of Texas has been no exception, despite a population of more than 5.8 million Spanish speakers.

"People might understand if we lived in Maine or Idaho," Portales said. "But Texas? The lack of legislative and higher education support for the study of Spanish-speaking Americans in Texas is astonishing. Who would believe the dearth in academic programs and the lack of interest in studying the very people who are going to shape much of Southwestern America as we move into the 21st century."

Dr. Armando Alonzo, associate professor, Texas A&M University, History department

Dr. Armando Alonzo, an associate professor in the University's history department, said people in Texas have been particularly opposed to ethnic studies programs.

"Texans try to see things in a bigger light, that everybody should be united in this one state, so they have this tendency to disregard the minority," said Alonzo.

Texans historically have overlooked the contributions of Latinos in the development of the state, even though Latinos are said to comprise nearly 30 percent of the state's 20 million people, said Alonzo.

"For the first time, through this program, the students are able to see the role Hispanics have played in making Texas a dynamic state," said Alonzo, adding that the students who have taken his courses on the borderlands and one on Mexican American history have been very receptive to his teachings.

"It's new information that they've never received before, and it gives them a greater appreciation of their identity," said Alonzo.

Curricular Diversity Requirements: Presence Substantial; Impact Debated

BY ISIS ARTZE

Diversity requirements are no longer a rarity at colleges and universities across the country, reports the Association of American Colleges and Universities (AAC&U). It found that 62 percent of the 543 institutions polled either have a diversity requirement in place or are in the process of developing one.

Essentially, *diversity requirement* is the blanket term for an undergraduate graduation requisite that students must complete in a field that includes ethnicity, religion, gender, and/or sexual orientation.

At the University of Maryland (UMD), the Human Cultural Diversity courses are designed to give students "the chance to examine ideas and values in the light of an unfamiliar intellectual social context," explains the University's website.

The courses, it says, will heighten "appreciation of difference, itself" and increase students' ability "to learn from people, cultures, ideas, and art forms" different from those that the student "knows best."

A 1998 article about UMD in the *Washington Post* quotes one White student, who had taken several diversity courses, as saying, "I see life differently, particularly in my job outside of the campus, where migrants are treated unfairly."

The AAC&U study, the first national survey to examine this trend in undergraduate education, found that of the diversity requirements in place in the schools polled, 45 percent had been instituted for 5 to 10 years, 30 percent for less than five years, and 25 percent for more than 10 years.

"Reduced levels of racial prejudice are associated with enhancing students' ability to adapt successfully to change and with developing students' values and ethical standards through thoughtful reflection of relevant facts."

MITCHELL CHANG, ASSISTANT PROFESSOR OF HIGHER EDUCATION AND ORGANIZATIONAL CHANGE, UCLA

The "Cultural Diversity Requirement" at the University of Illinois at Chicago falls into the first, most prevalent, life-span category. It was approved by the UIC senate in 1992 and became effective for all students enrolled as of the fall of 1994. Lawrence Poston, Ph.D., dean of liberal arts and sciences, says that the knowledge provided by this requisite "will help to provide students with an understanding of the cultural diversity that is part of our American heritage, and the ethnic and national cultures that shape our past, affect our present, and influence our future."

The AAC&U reports that the UIC model, which requires students to take one course from among a list of approved courses, is the most common diversity requirement, that employed by 68 percent of schools. Most schools also allow students to fulfill the requirement by studying abroad.

Students attending a community college in Seattle, Washington, are required to take an ethnic-diversity requirement that is more extensive than the norm. Titled Individuals, Cultures and Societies, it requires that students complete 15 credits, divided between Individuals and Societies and either Global Studies or U.S. Cultures.

"There've been substantive changes occurring in our society as a whole and in what we expect of an educated person," Jerry Brockey, executive vice chancellor of the Seattle, Washington district, told the *Seattle Times* when the requirement was established in 1997.

Not only do Seattle community colleges have a more ample requisite, the schools are also unique in that, of those in the U.S. Northwest, only 35 percent have a diversity requirement, according to the AAC&U. In the western region, 78 percent of colleges had one in place, followed by the middle states with 68 percent. The South nearly tied the Northwest, with 36 percent.

No Requirement at UCLA

Mitchell Chang, assistant professor of higher education and organizational change at the University of California at Los Angeles (UCLA), conducted one of the most thorough studies of diversity requirements. During the Spring 1999 semester, Chang analyzed their effect at a public university in the Northeast where the requirement had been present since 1992 and approximately one-third of the students were students of color. He measured the extent to which students' racial prejudice was diminished and found that completing the requirement significantly reduces these levels.

"In turn," he says, "reduced levels of racial prejudice are associated with enhancing students' ability to adapt successfully to change and with developing students' values and ethical standards through thoughtful reflection of relevant facts."

"These outcomes are widely considered to be among the most important goals in higher education. So in this way, these requirements not only help to improve race relations but also advance other highly cherished educational interests," says Chang.

Despite these unarguably positive findings by a member of its staff, UCLA is the only member of the University of California system with no diversity requirement in place.

In 1996, when Max Espinosa was a student and academic affairs commissioner at UCLA, he spearheaded an effort to change this. Espinosa, later a University of California student regent, says his main argument was that "it's important for universities to prepare students for leadership in an increasingly multiracial society."

"It's also an issue of understanding and appreciating each other's different experiences in the U.S.," he says, "and of supporting the academic areas that are developing that kind of research."

Espinosa, now the higher education chief consultant to the State of California State Assembly Budget Committee, says part of the reason UCLA has resisted establishing such a requisite is that it "saves a lot of money."

When a university adds a requirement, Espinosa explains, it "demonstrates an institutional commitment to that area of study." As a student organizer, it was clear to him that the University was not prepared or committed to put in the necessary time, energy, or resources, he adds.

Espinosa was not the only UCLA student to advocate a diversity requirement. On November 29, 1999, in a letter to the *Daily Bruin*, Rochelle Ileto and Brenda Yen wrote, "These classes would make more students aware and sensitive to each other's cultures and differences, and would allow for an appreciation of the ways different people think and act."

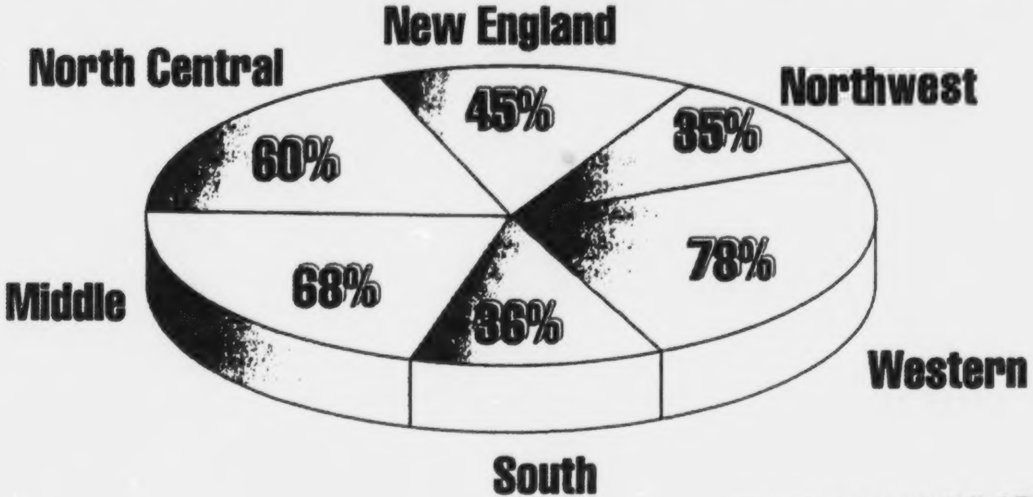
"Ethnic and gender studies would benefit people the same way English and math classes do," the students argued; "we would be broadening our intellect by learning things which are unfamiliar or unknown to us."

The Opposition

The issue has its staunch opponents. One of the most outspoken is Bradford P. Wilson, executive director of the National Association of Scholars, Princeton, New Jersey. "My position is one of opposition to allow the general education curriculum to disintegrate and be replaced by diversity requirements," he says.

"The courses themselves are an excellent thing," Wilson says, "but I don't think that crowding out the core liberal arts is a good thing." Wilson explains that the number of required courses is changing, but the

Percentages of universities polled by AAC&U that reported a diversity requirement in place:



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Divisions based on Regional Accrediting Agency number of years during which they must be completed is not changing. So when you add a new course or set of courses, students will have to sacrifice certain courses for the sake of the diversity course. He says he sees the diversity requirement "in competition with the traditional core–as an argument to get away from the traditional core."

Another of Wilson's complaints, and one held by many, is that the requirements have become too broad. "It works for students who don't need guidance," he says, "but first-generation college students are hurt by this, because they don't get a lot of advice at home and are confronted with a bewildering variety of options and choices."

Poston, from UIC, says he too worries about "curricular creep," the process by which the list of approved courses to fulfill the requirement keeps getting bigger.

UCLA's Chang has been involved with a somewhat broad requirement at the University of Massachusetts-Boston. "This type of requirement," he says, "despite being broad and varied, proved to have a positive effect on students' racial attitudes."

The sometimes ample course selection is actually a source of hope in Chang's study. "Given the course variability, the findings also suggest that learning about one significant difference in U.S. society (e.g., gender or class differences) might also transfer well to thinking about other differences and subsequently reduce multiple types of prejudice," he says.

Arguments against diversity requirements claim that they have no academic value and are part of higher education's ideological project in sensitivity training. "Some charge that it reduces college teaching to social browbeating and is a good example of political correctness run amok," says Chang.

Betsy Palmer, assistant professor of higher education at the University of Alabama, analyzed the effect of diversity courses on more than 1,000 Pennsylvania State University students. One of her goals was to determine which particular courses were most effective.

"Courses affiliated with women's studies and ethnic studies programs positively enhanced attitudes toward gender and racial differences more than courses not affiliated with those departments," Palmer says. She also found that discussion-based courses were more effective than lecture courses.

"Students in courses that examined power relations among diverse groups reported greater gains than students in courses that did not address power relations," she says. Also, courses that highlighted the achievements of individuals from targeted groups showed greater gains in student knowledge than courses that did not address this area.

How do students feel about diversity requirements? "Nearly 90 percent of students indicated that they would have taken courses with diversity content even if the requirement did not exist," Palmer reports.

Even better news is that nearly 60 percent of the students in Palmer's study suggested that their experience in a diversity course has motivated them to look at multiple perspectives in other courses and to rethink history from the perspectives of a targeted diversity group.

"Their experience in a diversity course had influenced a majority of the students to discuss issues of discrimination and prejudice with friends outside of class," Palmer adds, "and nearly 40 percent of the students suggested that their class experiences made them more aware of racial intolerance on campus."

Northern Virginia Community College

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NCA
Commission on Institutions of Higher Education
AQIP
Academic Quality Improvement Project

BY JEFF SIMMONS

Stephen D. Spangehl, director, AQIP

The architects consider it to be a revolutionary measure, an alternative to accreditation that gives colleges and universities a better–and quicker–opportunity to heighten their awareness of their strengths and weaknesses.

Institutions across the nation undergo the accrediting process every decade in a step-by-step that can at times incite nail-biting. Such approvals pave the way for students to receive federal aid, and for parents to give a thumbs up to a recognized institution.

But some critics have argued that the process spans too much time in between abbreviated visits by screening committees. And that, often, institutions haven't kept pace with changing educational priorities.

That's where, its proponents say, the Academic Quality Improvement Project–AQIP–steps in to fill the gaps. AQIP was introduced last year at the annual meeting of the North Central Association of Colleges and Schools.

"It meets institutions' needs where they are, and it has the potential to help institutions to develop better systems of information on their campuses," says Steven D. Crow, executive director of the Higher Learning Commission.

"It's an approach to accreditation that lines up with some of the management styles of our institutions. In short, they're into doing quality improvement practices on their campuses and really want an accrediting process that supports that."

But, Crow reasons, AQIP "also helps think through the whole importance of the role of a culture of evidence: quality improvement says you can make better decisions based on good information, as opposed to the latest fad or what happened yesterday. You literally try to find out what's working and what isn't, and you ground your decisions on that kind of evidence. That is increasingly coming to mark more of how higher education has got to operate."

North Central accredits its members in 19 states, including Ohio, Indiana, New Mexico, the Dakotas, Arizona, and Arkansas. The program was unveiled before more than 400 educators from across the country in Chicago last April, and what surprised many was that it directly competes with NCA's traditional model.

Although organizers say the program seemed to energize the room, many educators, nevertheless, approached it with a wait-and-see attitude. More than 100 of the NCA's 1,000 members expressed interest, but so far only about 30 have signed on. Many others are cautiously waiting to gauge the reaction of those who've become part of its newborn phase.

Funded by a grant from the Pew Charitable Trusts, AQIP provides quality assurance through a review of an institution's goals and initiatives. That review is designed to improve performance by requiring that participants measure their programs and processes more often than in the traditional accreditation system.

Hispanic Outlook recently sat down with AQIP's director, Stephen D. Spangehl, to ask about the project, its origins, and its future.

HO: What went into creating this program?

SPANGEHL: Pew Charitable Trusts notified us in March [1999] that we'd received a one and a half million-dollar grant...effective July 1st of that year. We did quite a bit of work through the following March to determine what pieces would make it up. At that point, we assembled a decision team of experts from around the country, and they helped to put together its structure. It took a lot of work, and we got people who were pretty well known for understanding quality principles and higher education, and not just from our region. We had educators from California and Alabama. We looked for people who really understood how the quality movement could be applied to higher education.

Our goal in the grant proposal to Pew was to involve a third of NCA's 1,000 institutions in this program, in one way or another, by the end of the three-year period. So we are under one-tenth of the way there. There's a lot still to be done.

Design team member Allan M. Hoffman, Des Moines University Osteopathic Medical Center, at NCA's AQIP booth, annual meeting 2000.

HO: How does AQIP differ from traditional accreditation?

SPANGEHL: This is very different. Traditional accreditation is a process on a 10-year cycle of asking institutions to study themselves, then write a report, and be visited for three days by a team of people that checks out whether the institution's self-analysis is accurate. What we've substituted is an ongoing program of working with an institution to help it focus on its quality improvement and hold it accountable for maintaining a constant improvement cycle. Instead of 10 years, it's on a three-year cycle. It involves much more interaction in a kind of coaching relationship, rather than a judgmental relationship. We think that for a lot of institutions...this will be a much more supportive accrediting process.

HO: What was the reaction?

SPANGEHL: A lot of sessions at the meeting were on quality, so it fit in well. We explained how the program worked, and there was a lot of interest. A number of institutions were intrigued by this model, and about 120 expressed interest. But many were not anxious to be the first ones to test it. About 30 institutions, at this point, wanted to tie accreditation to it.

HO: How do you compare the two systems?

SPANGEHL: Most institutions are on a 10-year cycle, so they really don't have to make a decision until about two years before they come up for accreditation. We have some participants who just came from accreditation and joined right away, because this is what they want to do. If your next visit is 2008, there's no urgency in making a decision on AQIP. This says if you can show us evidence of a continuing, systemic quality improvement program, and evidence that the program is having results, and that you're actually improving in what you set out to improve–that is a good, solid basis for continuing accreditation.

In the rest of the world, quality assurance based on inspections is being replaced by quality assurance funded on a continuing basis, so there is continuing attention to systemic management and improvement. This is analogous to what takes place in the automotive industry. They no longer conduct spot checks on the carburetors to make sure the boxes are filled out correctly. They ask the suppliers to get their "ISO900" certified so they can trust any product the supplier supplies.

HO: Why did you get involved?

SPANGEHL: I've been at NCA for 10 years. At one time or another, I worked with 250 colleges and universities and helped them prepare for the traditional self-study process.

I came to the conclusion that for institutions doing systemic, continuous improvement, we could provide a better service than the traditional process, one that was more supportive. So what we proposed–and what we plan to do is to use the grant to develop a whole new approach and get it up and running and then to be self-supporting.

What's radical is not the time limit but the relationship between institutions and us. Up until now, accreditation has been pretty much a compliance process. We send out a set of rules. We inspect to see if a college or university meets them. And if you meet them, we say we'll see you again in a decade. This puts in place of that a much more nurturing relationship between us and the institution.

We want to help you achieve your goals and your students by being as supportive as possible in helping you identify the things you ought to be working on, rather than simply coming in and judging you and saying you're not doing the right things, you failed.

HO: How do participants begin?

SPANGEHL: The process involves them first attending a strategy forum–six or eight institutions at a time. Each puts together a seven- to ten-member team, including the college president, board members, leaders of the faculty and staff. They come together for three days of intensive examination of their own goals and the goals of other institutions attending.

Working with them is pretty continuous. At meetings, we ask them to identify three or four prime goals they will work on over the next three years. We ask them to decide where they are really going to apply their attention to move an institution where they want it to be. For example, Kent State wants diversity. So we will help Kent clarify what they exactly want to accomplish in diversity and how they measure it, how they will hold themselves accountable.

We asked each institution: Is this really the most critical thing you need to work on? Do you have a measurement theme? We really grilled them, and asked them to grill themselves. We gave them time to go back home and make sure the goals they'd chosen were the ones they want to stay with.

It's a peer review process an institution is going to put all of its energies in to make it stronger. We've already held forums in St. Louis in November, and Phoenix in March, and the next one is in June in Chicago. We expect to be running these monthly within two years.

HO: How difficult is it to promote–to change the accreditation mindset?

SPANGEHL: For the institutions already doing some kind of quality program, it's not a hard sell. They have a clear focus on why they exist. They're very clear that they exist to serve a group of students, and they know their needs. It aligns perfectly with where they're already putting their energies.

> ***"We've already held forums in St. Louis in November, and Phoenix in March, and the next one is in June in Chicago."***
>
> STEPHEN D. SPANGEHL, AQIP DIRECTOR

Universities where there is a complex mix of different sets of purposes have a harder time with the AQIP model, because it basically says you have to know whom you're in business to serve. So we've had fewer universities step up quickly.

I would hope that if we have an institution that is not very serious about what goals it had set for itself, it would voluntarily exit from the process and go back to the traditional one. They have to be serious to stay with this.

HO: When do you gauge success?

SPANGEHL: For our colleges, this system will be in place of the traditional self-study and visitation process. We haven't decided yet to what degree we are going to employ physical visits to campuses and will it be a team or a series of individuals. We are rethinking that process.

If we're going to put people on airplanes to visit, we want it to have real value to the colleges. We want them to get something out of that experience that they could not get any other way. Right now, visits often do not seem to be of much value for the college being visited.

HO: What's the response outside of your region?

SPANGEHL: There is a great interest in other regions to use quality assurance principles, especially if some institutions are using them already as part of the accreditation process.

HO: How is this modeled after the Malcolm Baldridge National Quality Program?

SPANGEHL: The Baldridge program is within the federal Department of Commerce, and originally designed for manufacturing industries to help make them more competitive worldwide. It says to an institution–you need to look at yourself in systems terms, look at yourself in a management system, in an information system, in a word processing system, and you can focus on those systems and continuously improve what you want to accomplish. As a result, you can make your company much, much stronger.

Baldridge was originally set up as an award program, but many organizations are using it to improve without ever applying for an award. Just in the last year, Baldridge extended to health care and higher education.

We took the same underlying principles and tried to customize them, particularly to the needs of higher education. For instance, we've been very careful in the language we speak, because we're dealing only with colleges and universities. So we try to not use business language and don't refer to "customers." If you talk about *stakeholders* and not *students* in the discussion, you shut people out. We've tried to respect the traditions of higher education and at the same time use the principles that have worked well in other areas and show how they can be applied to the education arena.

HO: The cost?

SPANGEHL: It's hard to figure. Normally, for accreditation, an institution sets up a bunch of teams and spends two years working on a self-study. Those are people who already work for an institution, who are taken away from what they normally do. That's a pretty sizable cost, though it doesn't show up as a new expenditure. The cost of our program is much more imbedded into the life of what an institution does. It might cause you to incur other kinds of costs, such as to train people.

Overall, I think it might come out costing pretty much the same. But it's hard at this point in the development process to give a hard number.

HO: How important is the shorter time frame?

SPANGEHL: This will help institutions that find themselves faced with a lot of challenges that they didn't face 10 years ago. The higher education market is intensely competitive. Institutions that cannot compete for students by offering programs and services that meet the students' needs are not going to survive and stay viable. They also have to identify markets in ways that they didn't in the past, maybe find narrower niches in the market.

We have tried to allow for the diversity of institutions. We accredit everything from the Universities of Chicago and Michigan down to small, privately owned secretarial colleges. We cherish our role in maintaining that diversity of opportunity.

Our argument is that if-you take a look at yourself carefully only once a decade, the world's changing much too fast for you to survive. There's too much competition.

Students have choices like they never had before. They can get on the Internet and take courses from 50 colleges around the world instead of having to go to a local community college. They are much more careful and smarter shoppers.

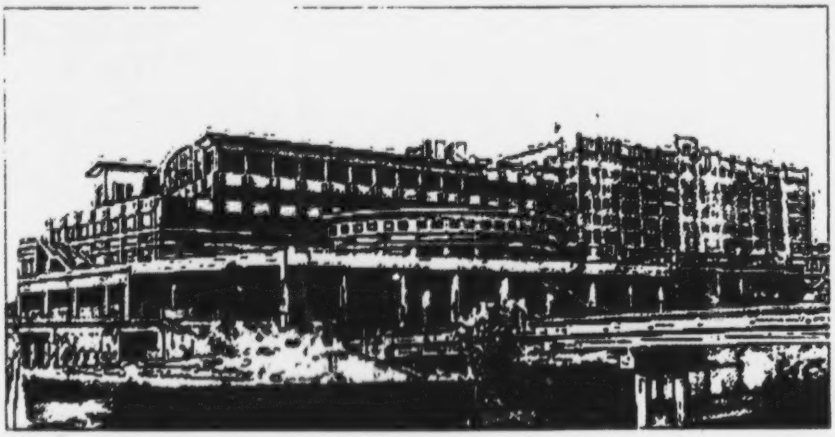
We are trying to provide a program that says if you are the kind of college that wants to be agile and meet the needs we have, this is the program that will support you in that effort.

$1.9 Million to UHD for Learners' Community Program

University of Houston-Downtown

Aims at First-Time Students' Retention and Graduation

BY DR. JANE THIELEMANN



The University of Houston-Downtown, an open-admissions, urban university, has just received a five-year, $1.9-million development grant to implement a comprehensive Learners' Community program on campus. The initiative will target UHD's highly diverse first-time-in-college student population and aims to boost the retention and graduation rates of this group.

Funding for the project originated from Department of Education Title V funds earmarked for Developing Hispanic Serving Institutions–for the improvement and expansion of essential services to the Hispanic community and other underrepresented groups.

Like many other colleges and universities across the nation, UHD has experienced the serious problem of low minority retention and minority graduation rates.

The grant, states Dr. Max Castillo, UHD president, will establish "an integrated, University-wide resource and referral center that will support the retention of our highly diverse student population."

Research indicates that multiple barriers exist that prevent college persistence for Hispanic students. Universities across the nation are aware of the underrepresentation of Hispanic students in the American higher educational system. Hispanic students exhibit low enrollment rates and even lower rates of persistence than do White students (Rendon, 1994). The low persistence rates of Hispanic students after matriculation exacerbate the problem of underrepresentation. Carter and Wilson (1992) reported that Hispanic students comprise 6.1 percent of the total number of undergraduates enrolled in the U.S. and that only 3.1 percent of these students completed a baccalaureate degree.

During the Fall 2000 semester, 81 percent of UHD's first-time-in-college population were minority students, and nearly half of them–46.5 percent–were Hispanic. UHD established University College in response to the large number of first-time-in-college students enrolling at UHD who were not declared majors and who were not succeeding at college-level course work.

"Of the nearly 9,000 students enrolled at UHD in Fall 2000, over half (6,208) are now advised and monitored by UC until they officially declare a major field of study and have an official degree plan approved," explains University College Dean Dan Jones. "The primary goal of the Learners' Community will be to facilitate the academic performance of this first-time-in-college population in order to enhance its educational success." Concerns about academic underpreparedness, technology, financial aid, family and work obligations, citizenship, and ESL will all be addressed within the Learners' Community Project. "Specifically," explains Jones, "the Learners' Community Initiative will provide support services to this group of students in order to address academic underpreparedness and enhance student social and academic integration into the University."

During the past two decades, student persistence in higher education has been investigated extensively. The Learners' Community Initiative at UHD has been designed to reflect the multiple variables that affect student retention and persistence in higher education that have emerged from this body of research (Nora, 1987; Nora & Cabrera, 1992, 1996; Nora, Cabrera & Castañeda, 1992; Pascarella & Terenzini, 1991; Tinto, 1993).

The Initiative will be comprised of four major components, all of which reflect the institutions' goals.

- Component One: Coordination

of Existing Academic Programs

The College Success Program course already offered at UHD has been refined and expanded to develop a content-based first-year-student seminar with clear disciplinary focus. Moreover, the course will serve as a linchpin for linked courses and course clusters offered to beginning students. These course linkages will allow students to take the Freshman Seminar course, a developmental course (in reading, writing, or math) and a core curriculum course, which will be taught by faculty trained to work with developmental students.

Supplemental instruction will be offered for courses that have historically high attrition rates. "Supplemental Instruction is an academic support program that utilizes peer-assisted study sessions for difficult academic courses," explains Robin Davidson, new program director of the Title V Grant. "Supplemental Instruction is taught through informal seminars in which students compare notes, discuss readings, develop organizational tools, and learn how to integrate course content and reasoning skills. These sessions are taught by SI Leaders, students who have successfully taken the 'high risk' course."

"University College has also developed a system whereby those students who are not succeeding in their developmental coursework can be identified early in the semester, and intervention by both academic advising staff and departmental faculty can be initiated," explains Davidson. "This intervention strategy will target the midterm of the first semester for students in developmental courses. Faculty teaching developmental courses will identify those students who are at risk of failing and forward those names to the UC Academic Advising Center. The academic advisors can then provide guidance to these students to ensure that students make use of academic support services on campus."

During the grant period, program faculty and staff will be enabled to participate in professional development seminars and workshops, in the areas of, for example, collaborative learning, the use of technology, and best teaching practices. All faculty involved with the Title V Initiative will be required to attend training programs for faculty mentors working with entering students.

- Component Two: Academic Advising and Counseling Systems

Academic advisors and counselors will work with the Learners' Community teams of faculty and peer mentors and will make presentations to classes on topics such as alcohol abuse, career choice, and career development. An outreach counselor will assist students in identifying Pell Grants, federal financial assistance opportunities, and University scholarships, and will help students complete the required paperwork and develop budget plans. Academic counselors will also develop a Probation Recovery Program targeting students who experience a low GPA by the end of their first semester. The counselors will aid students in devising a structured recovery plan that will involve strategic advising recommendations, reduction of a student's outside workload, future course sequencing, and improved use of institutional academic support resources.

Dr. Max Castillo, University of Houston-Downtown president

- Component Three: Academic Support Services and Student Success Programs

The third component involves integrating the pre-existing academic support services offered by the Basic Skills Lab into the University College Learners' Community Initiative. The Basic Skills Lab offers tutoring services in each of the developmental content areas (reading, writing, and math) and provides faculty and peer tutors, computer-assisted instruction, and test preparation activities.

To help ensure the success of the peer-mentoring program, University College has established a collaborative partnership with the Division of Student Affairs. This program will provide peer mentors and first-year-student orientation leaders to work with the first-time-in-college population. These mentors will also work with the Community Outreach Counselor in order to visit students in the local high schools who will be entering UHD the following year.

Peer advisors will help students with anxieties about college and will tailor presentations and group activities to the particular needs of these incoming students. Peer advisors and mentors will also participate in an online e-mail service for first-time-in-college students, answering questions received through electronic mail.

To help close the gap that students experience between their in-class and out-of-class experiences, support groups in the form of Freshmen Interest Groups (FIGS) will offer the opportunity for collaboration among Academic and Student Affairs, discipline faculty, and students. Discussion groups, guest speakers, and conferences will be planned to enhance student interest in and understanding of various career paths.

- Component Four: Institutional Support for Student Success and Retention

A strong assessment team is being developed for the initiative. A network among University College, the Office of Institutional Research, the Information Resources Department, and the Academic Colleges at UHD will be established to collect data and create a database. The intent of establishing a Title V Assessment Team is not only to provide an outcomes assessment of activities and objec-

Dan Jones, University College dean

tives specific to the Title V program, but also to inform faculty, staff, and all program stakeholders of the profile of factors impacting student retention and persistence at UHD.

Responding to Community Needs and Concerns

Dr. Max Castillo, president of the University of Houston Downtown, sums up the importance of receiving this grant: "UHD has always prided itself on being in the business not only of selecting winners but of creating winners. The funding provided by this grant to initiate a Learners' Community Initiative is an opportunity to create an intake, advising, and support system that better serves the needs of students as it improves the University's performance on key indicators of student success."

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FOR UNIVERSITY EXTENSION

Utah State University seeks applications and nominations of an individual to provide leadership for Cooperative Extension and Continuing Education. This dynamic individual will help USU integrate the Extension function into the fabric of the University and then organize our considerable resources to more fully and appropriately address critical community needs. This position requires an earned doctorate; appropriate academic qualifications for appointment as professor with tenure; substantial administrative experience with a sound understanding of and commitment to the broad function of university extension; sensitivity to the interactive functions of research, extension, and continuing education in bringing new knowledge to serve people's needs; a global perspective and keen understanding of the national and international scope of the land-grant system and the inter-dependence of state, national, and international economies and cultures; a demonstrated ability to be innovative and creative and to communicate effectively with a variety of audiences; a record of successful leadership as demonstrated by the ability to motivate others and delegate responsibility and authority; ability to manage fiscal, physical, human, and other resources; sensitivity to people with diverse cultural and racial backgrounds and a commitment to equal employment and affirmative action. See http://personnel.usu.edu (1-102) for full description. Send letter of interest, resume, and names/numbers of five references to Jerry H. Baker, Baker-Parker & Associates, Five Concourse Parkway, Suite 2440, Atlanta, GA 30328-5347 email: jbaker@bpasearch.com. Review begins May 7, 2001, and will continue until a suitable candidate is found.

AA/EOE.

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ANNOUNCEMENT

Law Enforcement and Justice Administration (LEJA): Nine-month, tenure-track Criminal Justice position at Western Illinois University. Salary and rank status are open and competitive. Terminal degree required (Ph.D./LLM). Summer assignments are normally available. Successful applicant will teach undergraduate and graduate courses in Law Enforcement and Justice Administration areas, such as policing, courts, corrections, probation/parole, security, and criminal justice quantitative techniques/research methods, theory and writing. Teaching by distance learning technology may be required. Other duties assigned as required by the Chairperson of LEJA. Past teaching experience is desirable. Work experience with minority populations and experience in Criminal Justice are also desirable.

Screening of applicants will begin April 30, 2001 and will continue until the position is filled. Position is available August 2001. Interested persons should send a letter of application, complete resume, transcripts and three names of references to:

Stephen J. Reinhart
Chair, Law Enforcement and Justice Administration
1 University Circle
Western Illinois University
Macomb, Illinois 61455
Telephone: 309-298-1038
Fax: 309-298-2187
See WIU Web page **http://www.wiu.edu**

Western Illinois University is an Affirmative Action/Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people including, but not limited to, women, minorities and persons with disabilities.

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STUDENT LIFE INTERN

Oberlin College Student Life and Services seeks applications for Community Coordinator position in the area of Latino/a. Full-time, 11-month position (7/16/01 – 6/15/02) renewable for one year. Entire descriptions: http://www.oberlin.edu/HR/otherjobs.html. Requirements: Familiarity with Latino/a issues; BA; experience demonstrating strong interpersonal and organizational skills. Salary commensurate with experience; including 5 meals/week; tuition remission up to 5 credit hours per semester; benefits package. Send application, resume and names of three references to Rachel Beverly, Assistant Dean and Director of the Multicultural Resource Center, Oberlin College, Wilder 105, Oberlin, Ohio 44074. Applications accepted until position is filled. AA/EOE

OBERLIN

YORK COLLEGE

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Anticipated Opening

Director of Testing and Assessment (Higher Education Associate)

Duties:
Reporting to the Assistant Vice President for Academic Affairs, this position has overall supervision, planning, budgeting and administrative responsibilities for all testing and assessment activities. As such, the successful candidate will be responsible for overseeing the establishment of a testing center at the College, and for the implementation and supervision of all standardized tests and re-tests sanctioned by CUNY and the College, including the CUNY ACT and CUNY Proficiency Exam. Responsibilities include: the development and implementation of a testing program to guide students' admissions and academic placement; analyzing existing and developing and implementing new test security protocols; providing expertise in the areas of test construction and validation to departments seeking to evaluate and improve testing instruments, protocols and placements; developing and implementing innovative approaches to testing preparation and other duties. (See CUNY web site: [illegible] for full job details.)

Qualifications:
Minimum of an appropriate baccalaureate degree and six years of related experience, and excellent communications and interpersonal skills required. Advanced degree in educational psychology, quantitative analysis, psychometric theory/educational measurement or psychology and experience as a psychometrician working in a research and/or testing agency strongly preferred. Must be knowledgeable about statistical procedures associated with tests, including qualitative and quantitative analysis; and be able to work and communicate effectively with students, faculty, and external organizations in a diverse community.

Salary: $42,616 - $63,410, commensurate with salary history and experience.

Send three (3) copies of application [cover letter, resume and the names, addresses and telephone numbers of three references] by 5/11/01 to:

CODE: TEST
Ms. Kimberly Smith
Office of Faculty & Staff Relations
York College/CUNY
94-20 Guy R. Brewer Blvd.
Jamaica, New York 11451
Fax: 718-262-2717

FACULTY

CLINTON COMMUNITY COLLEGE
PLATTSBURGH, NEW YORK

Join forward-thinking, dynamic faculty and staff at Clinton Community College, a progressive community college located in Northern New York on Lake Champlain, with a panoramic view of the Green Mountains of Vermont and the Adirondack Mountains of New York. The College, a member of the State University of New York System, enrolls 1,200 FTE students and awards associate degrees in career oriented and liberal arts/sciences programs of study. The College announces the following positions available fall 2001 semester:

MATHEMATICS
The successful candidate will teach courses in statistics and basic skills, as well as first and second year level mathematics courses. Master's degree in mathematics or related field is required; teaching and/or tutoring experience at a community college is preferred.

MICROBIOLOGIST/MOLECULAR BIOLOGIST
The successful candidate will teach courses in microbiology, general biology. Master's degree in biology or related field, and 2 years teaching experience at college level, preferably at a community college level, is required. Industrial experience in a cleanroom is preferred.

CRIMINAL JUSTICE
The successful candidate will teach courses in criminal justice, criminal law, juvenile delinquency and related subjects. Bachelor's degree in law enforcement, criminology, or related field, with pursuit of master's degree required. Previous experience in law enforcement, criminology, or a related field required; teaching experience is preferred.

ELECTRONICS TECHNOLOGY
The successful candidate will teach courses in Digital Electronics, Analog Electronics, Communication Electronics and C Programming. A bachelor's degree in electrical engineering, teaching and industrial experience is required; a master's degree and community college experience is preferred.

COMPUTER INFORMATION SYSTEMS
The successful candidate shall possess a master's degree in computer science or a closely related technical field and have previous experience and expertise in computer programming, computer hardware, computer networking and operating systems. Computer certification in Microsoft, A+, or Cisco systems and teaching experience is preferred.

BIOCHEMIST/BIOTECHNOLOGIST
The successful candidate will teach courses in general college chemistry, forensics and biotechnology. Master's degree in biochemistry or related field with two years teaching experience, preferably at a community college level, required. Industrial experience in biotechnology is preferred.

JOB DUTIES include teaching 15-16 credit hours per semester, conducting scheduled office hours for student conferences and advisement, as well as participation on committees.

The salary range based on discipline and commensurate with experience is $30,000-$45,000, and is complemented by an excellent benefits package. For full consideration, application materials should be received by April 30, 2001; submissions will be accepted until the position is filled.

To apply submit a letter of interest, resume, unofficial transcripts and the names, addresses, and telephone numbers of three professional references to: **Human Resources Officer, Clinton Community College, 136 Clinton Point Drive, Plattsburgh, New York 12901**

Clinton Community College, a member of the State University of New York System, is an Equal Opportunity/ Affirmative Action employer and complies with ADA requirements.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 23, 2001

Council for Higher Education Accreditation Urges Changes in College Transfer Policies

WASHINGTON, D.C.

More than half of the nation's undergraduates will not have an alma mater; they will have at least two. With a majority of bachelor's degree earners now attending more than a single institution prior to attaining their degree, colleges and universities must revamp long-standing transfer policies to make them more efficient, consistent, and easy to understand for an unprecedented pool of students, according to a new report from the Council for Higher Education Accreditation (CHEA), the nation's largest membership organization of higher education institutions.

"The number of students who seek to transfer credits will continue to rise dramatically. These students will be higher-skilled workers who continually return to school. They will be students seeking credits earned through online courses, satellite campuses, foreign institutions, and corporate universities," said Judith Eaton, president of CHEA. "Higher education must take steps to make transfer requirements and procedures clear to these students and effective in meeting their needs."

The report calls for colleges and universities, accrediting organizations, and national higher education associations to include new criteria in establishing transfer policies. These changes will affect the number of students being granted credit for courses taken at other institutions and the ease of obtaining a degree for many students who transfer.

"Pressure to attend college and earn higher education degrees has never been greater," said Eaton. "At the same time, higher education is going through significant changes in the composition of the student body and the typical progression to attain a degree. We see a need to address these unprecedented changes as a part of a larger effort to ensure quality in higher education."

The statement was developed by CHEA's Committee on Transfer and the Public Interest, which was formed in 1998 to examine the issue of transfer and to establish guidelines for accreditors and higher education institutions. The committee included leaders of regional and national accrediting organizations, state higher education systems, and national higher education associations.

In addition to calling for these changes, the statement asserts CHEA's commitment to bring leaders together to address emerging issues for transfer and to develop tools and strategies to meet the needs of students and institutions.

The document is available online at www.chea.org.

MALDEF Troubled by Proposed Changes to Higher Education Jurisdiction Assignment

WASHINGTON, D.C.

The Mexican American Legal Defense and Educational Fund (MALDEF) joined members of the Congressional Black and Hispanic Caucuses and others in urging the chair of the House Education and the Workforce Committee to reconsider a decision about to be taken by the Committee that would have undermined minority higher education efforts.

The approved rules would have removed minority higher education issues from the jurisdiction of the Subcommittee on 21st Century Competitiveness (higher education) and placed them under the jurisdiction of the Select Education Subcommittee.

A bipartisan compromise in Congress prevented the change from happening.

MALDEF called for the restoration of jurisdiction over Titles I, III, V, VI, and VII of the Higher Education Act (HEA) to the Subcommittee on 21st Century Competitiveness, thereby keeping the HEA intact and inclusive.

Angelo Amador, legislative analyst for the Washington, D.C., office of MALDEF, said at the time, "Under the new structure, when the postsecondary committee discusses improving higher education and increasing competitiveness of our college students, our concerns will not be addressed. By separating postsecondary educational opportunities this way, they have inadvertently set the Latino postsecondary education priorities into a 'separate but equal' scheme."

Combining minority higher education issues with unrelated social programs, such as adoption and domestic volunteer programs, would have presented minority postsecondary education as a social problem, especially when one considers the fact that minority higher education has been combined with programs directed toward at-risk youth–programs such as juvenile justice, child abuse, and runaway youth.

"There are shortages of minorities among all the professions, and a critical part of the efforts to reform and improve the education of our population includes postsecondary education. Segregating the programs that benefit minorities from those that affect other major groups is the wrong way to further our mutual objectives," concluded Amador.

. . . FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com April 23, 2001

NACE Reports Gains in Starting Salary for New College Grads

BETHLEHEM, Pa.

Despite talk of softening in the economy, a recent salary offer report from the National Association of Colleges and Employers (NACE) showed that graduates in many fields are getting higher starting salary offers than they did last year. The Winter 2001 *Salary Survey* showed that nearly all disciplines posted gains, albeit generally modest ones, in their starting salary offers.

"What is different is the tenor of the competition. We've become accustomed to competition running at a fevered pitch rather than gathering steam over the course of the year, and used to the idea that starting salaries for all types of graduates increase by leaps and bounds instead of moving upward at a steady pace," said Marilyn Mackes, NACE executive director. "The Winter 2001 issue of *Salary Survey* represents a return to 'the norm.' Traditionally, the first salary report of the year has included modest increases as employers keep careful watch on their workforce needs and the growth of their organizations."

"Modest" describes the salary increases afforded accounting and business administration graduates. Accounting grads saw a 3.8 percent increase in salary, while the average offer to business administration grads nudged up just 1.3 percent.

Economics/finance and MIS graduates both got a nice bump up in their average offers. For their first job out of school, economics/finance grads experienced a 5.7 percent increase in starting salary. The average offer to MIS grads was 4.7 percent higher.

Data were scarce for liberal arts grads, but the average offer to psychology grads went up 4.8 percent.

In the technical disciplines, there is more evidence of competition, and average starting salary offers in some engineering fields are up substantially. Computer engineering grads have seen a 14.3 percent increase in starting salary. Civil engineering grads were also among those who made substantial gains. The average salary offered to them rose 9.2 percent. Electrical engineering grads saw a 6.6 percent increase, and mechanical engineers, 5.8 percent.

The average offer to computer science majors increased 5.9 percent.

Interestingly, information sciences grads, a favorite with employers last year, saw the average salary offered to them dip 1 percent. The decrease, however, may represent nothing more than a statistical blip....

ACE Reports on Research of National Commission on the High School Senior Year

WASHINGTON, D.C.

The American Council on Education said that, according to preliminary research released by the National Commission on the High School Senior Year, more than a third of the nation's high school seniors graduate without the skills they will need to succeed in the workforce or postsecondary education.

The report, "The Lost Opportunity of Senior Year: Finding a Better Way," found that high school students do not value their senior year. Instead, students view their senior year as a final "farewell tour of adolescence" and neglect their schoolwork, rather than treating it as an imperative year of learning, the report states. It calls on higher education and K-12 educators to work collaboratively to improve the 12th grade year for U.S. students.

This is the first of two reports by the commission, which was created last year by the U.S. Department of Education, the Carnegie Corporation of New York, the Charles Stewart Mott Foundation, and the Woodrow Wilson National Fellowship Foundation. The Commission is made up of educators, administrators, and political leaders, including the new U.S. secretary of education, Roderick R. Paige. Its second report, set for a June release, will include specific recommendations on improving the senior year.

Findings of the preliminary report showed graduation rates for low-income and students of color lagging behind those of middle- and upper-income students and, in large cities, up to 40 percent of high school students dropping out. Many of these students are hindered by low expectations. Also, U.S. students need a high school diploma and at least two years of postsecondary education to ensure their economic security, the report states....

People-Places-Publications-Conferences

PEOPLE & PLACES

Muhlenberg Renews Scholarship Agreement with Latin Alliance

In Pennsylvania, Muhlenberg Evening College Dean Dr. Samuel Laposata (pictured) and Erlinda Agrón, president of the Latin Alliance of Allentown, jointly announced the renewal of a scholarship agreement whereby Muhlenberg will offer five full scholarships to members of the Hispanic community in Allentown. Both Muhlenberg and the Alliance will be part of a committee that selects the recipients.

Muhlenberg College President Arthur Taylor implemented the first Hispanic scholarship program in 1996. Two of the five original scholarship recipients have graduated, and three remain in the program.

Texas-Pan Am to Host Hispanic Engineer Conference

The University of Texas-Pan American will be the academic host of the 2002 Hispanic Engineer National Achievement Awards Conference (HENAAC), one of the field's most prestigious.

HENAAC recognizes Hispanic excellence in science and technology and brings together students and professionals from the corporate, government, and academic sectors. Past academic hosts, all known for strong and long-standing engineering programs, include Rice University, the University of Houston, and the University of Texas-El Paso.

"We are proud to be in the same company as HENAAC's past academic hosts. It shows the strength of our engineering program," said Roland S. Arriola, vice president for external affairs. "Although at 10 years our program is relatively young; our students and faculty have made great strides and have turned heads."

New Members for Claremont Graduate Board

Dr. Rocío Ramos de Villarreal (r.), Ernest M. Camacho (l.), and Richard J. Ciecka joined Claremont Graduate University's (Calif.) board of trustees.

Villarreal, vice president of the Center of Intellectual Capital and Competitiveness, a private consulting firm in Mexico, was the first woman to be Technical Secretary of the Economic Cabinet of the Presidency of the Republic of Mexico.

Camacho is the founding president and CEO of Pacifica Services Inc., a Pasadena company serving governmental and commercial customers in the disciplines of civil engineering, electronic engineering, and construction management. It received the "Outstanding Hispanic Business of the Year" award from the Latin Business Association.

Ciecka is president and CEO of Mutual of America Capital Management Corporation, the investment subsidiary of Mutual of America Life Insurance Co. in New York.

"Overcoming Hatred" Exhibit at Union County College

Union County College in New Jersey hosted "Overcoming Hatred/Creating Community," a series of events open to the community and dedicated to creating a more civil society through an understanding of the roots of hatred. The week of events bridged the College's observations of Black History Month and Women's History Month.

OVERCOMING HATRED

An art and photography exhibit, featuring works on loan from the N.J. State Museum in Trenton and the Haremza Foundation Collection, was displayed in the Tomasulo Art Gallery of the Kenneth MacKay Library. The exhibit depicted the Holocaust and other examples of persecution and included works by Charles White, Jacob Landau, Ben Shahn, Alex Nozick, and Edward Kufko.

Coca-Cola Enlarges Scholarship Program

The Coca-Cola Foundation enlarged its First Generation Scholarship Program in Florida, promising to provide $500,000 in scholarships over four years to students who are first in their family to attend college.

Through a partnership with the Florida Independent College Fund (FICF), the scholarships are available to students attending FICF's 25 member schools, will be administered with FICF, and represent the largest of FICF's scholarship programs. The First Generation Scholarship Program is now under way on nearly 300 U.S. campuses in 27 states, and on 52 university campuses in China.

First Generation Scholars receive a $5,000 scholarship, renewable for up to three additional years, based on academic standing and participation in campus activities.

Afro-Cuban Jazz at Manhattan School Concert

The Manhattan School of Music and Greater Harlem Chamber of Commerce, in collaboration with the Harlem Jazz and Music Festival, celebrated Black History Month with a "Masters in Music" concert in the Manhattan School's John C. Borden Auditorium in New York. The evening honored internationally renowned jazz greats Lionel Hampton, vibraphonist, and saxophonist Ornette Coleman, the first honorees of the Festival's "Legend Award."

The concert showcased the Manhattan School of Music Afro-Cuban Jazz Orchestra, directed by Bobby Sanabria; Joe Cuba performed with his Latin Jazz Sextet; and vocalist/recording artist Gloria Lynne performed with her Jazz Quintet. All three leaders are nationally renowned. Sanabria's own ensemble is Ascensión.

Afro-Cuban jazz, too often approached by jazz musicians from a superficial level, is often overlooked in the chronicles of jazz history, says Sanabria, who hopes to help it gain the recognition it deserves.

Miami-Dade Presents "Documenting Cuba"

The department of cultural affairs at Miami-Dade Community College in Florida, through its Cultura del Lobo Performance Series, is presenting "Documenting Cuba," an anthology of 10 documentary films that examine controversial topics in the Cuban community. The film series, which runs through June, is being held in the Wolfson Campus Auditorium. Alejandro Ríos is the curator of the series and will introduce each screening.

Secuencias inconclusas was the first film shown. The documentary, the U.S. film premiere of Cuban director Amanda Chávez, a resident of Brazil, explores the development of the film industry in Cuba after 1959. The story is told firsthand by the film's actors, producers, and technicians; all express some type of frustration with the revolution's cinema. Chávez was present at the premiere.

Luna Directs Postmodern *Hamlet* at Corpus Christi

J. Don Luna, associate professor of theater at Texas A&M University-Corpus Christi, directed *HamletMachine*, Heiner Müller's brilliant postmodern conceptual piece loosely based on Shakespeare's *Hamlet*.

Luna, a veteran of about 40 plays, received a Master of Fine Arts in acting and directing from the University of Arizona. He studied with Lee Brener of Mabou Mines Theatre Co. in New York and performed off-Broadway in Brener's experimental, multimedia *Wrath of Kali* in the summer of 1994.

John R. Wilson was technical director of *HamletMachine*, which seeks to allow the audience to bring the multiple realities of their own lives to the work and create their own piece: Hamlet as myth, as victim, as misogynist, as illegal, as one of us, as man become a part of the machine.

Pima Campus President Elected to HACU

Photo © Ray Manley Portraits

Dr. Miguel Palacios, president of Pima Community College's (Ariz.) Desert Vista Campus, was elected to the board of directors of the Hispanic Association of Colleges and Universities (HACU). He will serve a three-year term.

"HACU is nationally recognized as a leader and champion for Hispanic issues in postsecondary education," Palacios said. "I will be able to participate with other college and university presidents in the development of policy recommendations affecting Hispanic-serving institutions."

Palacios joined Pima Community College in 1971 as a Spanish instructor at the West Campus. After moving up the career ladder to campus president, Downtown Campus, he was selected to head the Desert Vista Campus in 1997.

UT-Austin Professor Probes Human Brain

Photo © Violeta Chin/UT-Austin

Dr. Adriana Alcantara, assistant professor of psychology at the University of Texas (UT)-Austin and a member of the Institute for Neuroscience and the Waggoner Center for Alcohol and Addiction Research, received the Distinguished Alumnus Award of the American Psychological Association (APA) Minority Fellowship Program in Neuroscience in recognition of her distinguished record in behavioral neuroscience research and education.

Alcantara, also UT-Austin's Searle Scholars Program nominee, studies cellular mechanisms underlying movement, thinking, and emotion in the part of the brain called the basal ganglia. Her aim is to improve basic understanding of those functions and to find out exactly what leads to a variety of neuropsychiatric and degenerative disorders which originate there.

Alcantara gave a plenary talk at the 20th Anniversary Career Opportunities in Research Education and Training (COR) meeting in Washington, D.C. She believes the COR honor and the APA award "demonstrated to the National Institute of Mental Health that these programs work and that they need to continue encouraging and funding underrepresented minorities."

Loyola Center Receives Pew Grant

A group of Chicago, Ill.-area high school and college students will learn how they can make a difference in shaping national and local policy through a $400,000 two-year grant awarded to Loyola University Chicago's Center for Urban Research and Learning (CURL) by the Pew Charitable Trust. The grant will support the Youth Voices in Policy Project (Youth VIP), an initiative to connect youths to policy issues in their communities and at the state and national levels.

According to Dr. Philip Nyden, Loyola professor of sociology and anthropology and CURL director, the disparity between what students learn inside the traditional classroom and what they see in the world around them has contributed to a sense of futility in influencing public policy.

Youth VIP will address this civic withdrawal by teaching an approach to policymaking that emphasizes university and community collaboration. CURL and the University Community Collaborative of Philadelphia (Pa.) have shown that research that combines the knowledge and creative energies of both university and community can be a powerful force in social change and engaging the community in policymaking.

Cisneros' Orinoco Collection on Exhibit in Frankfurt

"Indian Life on the Orinoco: The Cisneros Collection," an exhibition that features one of the world's greatest and most comprehensive collections of ethnographic objects from the Amazon Basin, opened at the Museum für Völkerkunde, in Frankfurt, Germany. The exhibition, which runs through Sept. 23, presents a rare glimpse of the extraordinary Orinoco Collection, recently awarded the prestigious Leone d'Oro di San Marco, one of Europe's most distinguished cultural prizes. The Orinoco Collection is owned by the Fundación Cisneros, a Venezuela-based private philanthropic organization committed to the future of Latin America.

Patricia Phelps de Cisneros, chair of the Fundación Cisneros, said, "The Orinoco Collection offers a vivid portrait of the indigenous cultures of the Amazon Basin, each of them distinct yet sharing a common tie to the land in which they live. We are grateful to the Museum für Völkerkunde for recognizing the sophistication, beauty, and power of these diverse cultures, which are so rapidly disappearing."

PeaceJam Holds Youth Conference in New Mexico

Adolfo Pérez Esquivel, 1980 Nobel Peace Laureate from Argentina, led a PeaceJam Youth Conference, "Human Rights and Justice for All," at El Museo Cultural de Santa Fe, in Santa Fe, N.M. Area youth worked shoulder-to-shoulder with Pérez Esquivel to hone their peacemaking, conflict resolution, and community-healing skills.

The event focused on nonviolence, using the example of Argentina's "Dirty War," waged in the 1970s by the government against its own people. The Nobelist was essential to the peace process in Argentina and has been able to encourage the movement toward a truer form of democracy in many Latin American countries. He presently runs a philanthropic foundation, Service for Peace and Justice, which promotes peace and human rights in South America and the world.

ENMU-Roswell Gets the Gold for Marketing

Eastern New Mexico University-Roswell received a Gold Medallion Award of Excellence from the National Council for Marketing and Public Relations (NCMPR), presented to its community relations department for a promotional video produced for the Aviation Maintenance Technology program, Critical Careers in Aviation. Dr. Dwight Rogers, associate dean of career and technical education, and Donna Gutiérrez (pictured), community relations director, wrote the script for the video, used to promote the program and recruit students. Carl Erdman of Nash Street Media did the photography and editing.

NCMPR, an affiliate of the American Association of Community Colleges, is the only organization that exclusively represents marketing and public relations professionals at community, technical, and junior colleges.

Corpus Christi Hosts Diverse Piano Ensemble

The piano duo of Susanna García and William Chapman-Nyaho participated in the Distinguished Visitors in the Arts Series at Texas A&M University-Corpus Christi's Warren Theatre.

García, a native South Texan and daughter of the late Hector P. García, and Chapman-Nyaho, a native of West Africa, bring the better of two diverse cultures together to create a nearly flawless piano ensemble. They have gained recognition throughout the U.S., Europe, and Africa with the blending of standard repertoire and new works. The piano duo is described as "one head, one heart, but four incredible hands!"

Critics have praised García's "impressive technical skills and musical communication in performance" and her "remarkable critical insights into music." She is an active clinician, presenting workshops and master classes for teacher groups throughout the U.S.

Upcoming Events at NYU King Juan Carlos I Center

New York University's (NYU's) King Juan Carlos I of Spain Center will host the seminar "*Los sitios de Colombia*" April 24 and 25, which will include lectures, films, and a photo exhibit, all on the besieged nation of Colombia. Lecturers are Margarita Serje, anthropology, École des Hautes Études, Paris; Erna von der Walde, department of Spanish and Portuguese, NYU; and Zoraida Díaz, photographer.

April 28, the King Juan Carlos I Center will host "*Patologías*," the 10th Annual NYU/Columbia Graduate Conference on Spanish and Portuguese Literatures. Topics include *escrituras errantes*, *perversiones*, *pat(b)ografías*, *clandestinidades*, fractured states, hysteria and repressions, psychiatry, warfare, *abyección*, *s/exilios*, *decadencia* and degeneration, miscegenation, pollution and toxic environments, vaccines, cyber/genetics, aphasia, and broken languages.

May 3-6, the Center will host the conference "José María Blanco White and the Traditions of Exile," the first in a series of three encounters focused on the fascinating Spanish intellectual and exile José María Blanco White (Seville, 1775-Liverpool, 1841). Participants include Juan Goytisolo, Susan Kirkpatrick, Sylvia Molloy, Antonio Cascales, Antonio Benítez-Rojo, Luis Fernández Cifuentes, Martin Murphy, and Manuel Moreno Alonso.

Navarro Given Leadership Award

The National Center for Public Policy and Higher Education (Calif.) reported that M. Susana Navarro received the Virginia B. Smith Innovative Leadership Award for the year 2000. Navarro is executive director of the El Paso Collaborative for Academic Excellence.

The Collaborative, an unusual partnership of the University of Texas-El Paso and public schools, has led to significantly improved student performance in schools in and around El Paso.

The endowed award, named for the president emerita of Vassar College, was established to encourage and support leadership and innovation in American higher education and is jointly administered by the Council for Adult and Experimental Learning and the National Center for Public Policy and Higher Education.

Rhode Island Professor Given Fulbright for Teacher Exchange/Brazil Initiative

Patricia Medeiros Landurand, professor of special education at Rhode Island College (RIC), was awarded–along with three schoolteachers in Rhode Island–a grant to participate in the Fulbright Teacher Exchange/Brazil Initiative.

Landurand partnered with Valdirene Gomes, professor, Federal University of Goias, who enjoyed a six-week stay at RIC.

RIC is part of the Fulbright/Brazil collaborative program involving U.S. colleges throughout the country partnering with universities in Brazil. The program was initiated by then-President Bill Clinton to foster cross-cultural collaboration among universities, said Landurand, who said that Portuguese, the language of Brazil, is her "first language," as she was raised by a grandmother who came from Portugal and spoke only Portuguese in the home.

New Mexico State's *Generaciones* Addresses Latina Dropouts

Raising the expectations placed on Hispanic girls is the best way to address the high dropout rate among Latinas, said Laura Gutiérrez Spencer (pictured), director of New Mexico State University's (NMSU's) Chicano programs.

Generaciones, a mother-daughter program for fifth grade Hispanic girls, strives to teach young Latinas that there are many advantages to finishing high school and graduating from college, Spencer said.

The program was originated by NMSU's minority recruitment and retention committee, directed by Juan Franco, vice president for administration. It is based on research that shows a fifth grade girl's chances for graduating from high school, pursuing higher education, and avoiding self-destructive behaviors are greatly enhanced if she has a productive and close relationship with her mother, high self-esteem, and established personal and career goals.

Nazareth Establishes Minority Fund

Nazareth College's (N.Y.) new Minority Scholarship Fund received $5,000 from the Greater Rochester Diversity Council. The donation will inaugurate a scholarship aimed at providing vital support to minority students hoping to attend the college. The first scholarship will be available in Fall 2001.

"Nazareth College helped us make the Diversity 2Thousand conference a great success," said Glenda Lusk, board chair of the Greater Rochester Diversity Council. "We wanted to acknowledge the hard work that helped us present the largest diversity conference in the country. The Minority Scholarship Fund is the perfect way for us to do that."

News from University of Texas System

The University of Texas (UT) System board of regents approved planning authority for graduate-level academic programs in the life sciences to be offered jointly by the UT Health Science Center-San Antonio and UT-San Antonio. In addition to master's-level programs in physics and teacher education, the collaboration proposes both master's and doctoral degrees in eight areas: bioengineering, biology, communication disorders, computational biology or bioinformatics, linguistics, music psychology, neurosciences, and social work.

The board of regents approved an "accountability" plan that will provide new ways of measuring how well the nine general academic universities in the UT System are fulfilling their missions. The plan includes methods for measuring performance in teaching, research, and public service and will take into account the differences in disciplines, program levels, and types of student.

Author Speaks on "Hidden History" at CU-Boulder

The University of Colorado (CU) Friends of the Libraries presented a talk by noted mystery writer Miriam Grace Monfredo, "Stalking the Mysteries of Hidden History," at the ninth annual Just Desserts program at CU-Boulder.

A historian and former librarian, Monfredo is a well-traveled speaker on the history of America and the evolution of women and minority rights. A resident of Rochester, N.Y., she has lectured in 34 states in the past three years. Her most recent book, *Sister of Cain*, is the first volume of a Civil War trilogy set in Virginia during the Union's failed 1862 campaign to capture Richmond. Her fifth book, *The Stalking Horse*, was chosen by the Voice of Youth Advocacy as one of 1998's best adult mysteries for young adults.

Monfredo's fiction has received positive reviews from *The New York Times*, *Chicago Tribune*, and *Newsday*, among other publications.

Texaco Sponsors Sphinx Competition

The Texaco Foundation held its 4th Annual Sphinx Competition at Orchestra Hall in Detroit, Mich. Highlights included a performance by the Sphinx Symphony, comprised of Black and Latino professional musicians from all over the nation.

The competition is a springboard for talented young Black and Latino classical string musicians nationwide. "It's hard to believe that Blacks and Latinos comprise just 3 percent of the musicians in America's orchestras," said Foundation President Anne Dowling.

Sphinx winners shared $90,000 in prize money and opportunities to perform as soloists with major orchestras around the country. Semi-finalists received scholarships to prestigious music camps and academies.

Hispanic participants included Richard Biaggini, Illmar Gavilin, Aristides Rivas, Ingrid Roberts, Elizabeth Ramos, and Victor Sotelo. The honorary committee featured Yo-Yo Ma, Andre Previn, Itzhak Perlman, Nigel Kennedy, and Jaime Laredo.

ACCD Boasts Highest-Ever Enrollment

The Alamo Community College District (ACCD), Texas, enrolled a record number of students for the Spring 2001 semester. The total was expected to be nearly 42,000, a significant increase from the number enrolled in spring 2000.

Among the ACCD colleges, Northwest Vista College, the district's newest, experienced the most dramatic surge in enrollment–nearly 5,000, close to 2,000 more than in Spring 2000 and a far cry from the 33 students who enrolled in Spring 1996, shortly after the College began offering classes.

Pérez Performs at UT-Austin Conference of Graduate Students

A performance and talk by recording artist Lourdes Pérez and Annette D'Armata highlighted "Out of Bounds: The Fifth Annual Graduate Student Conference on Race, Identity and Representation" at the University of Texas-Austin.

Pérez–singer, songwriter, musician, and social activist–delivered the keynote address "Out of Bounds in Vieques: Resisting the U.S. Presence in Puerto Rico" and performed with D'Armata. A popular performer in her native Puerto Rico and in Austin, Pérez has made her mark with a "unique and powerful voice" and the forcefulness of her social justice messages. She has written and performed music for film and theater as well.

The conference also featured panels on visual representation, Latino American identity and stereotypes, global communication, and studies of race and gender identities in popular culture.

South Florida Professor Writes About Multiracial Children

More than two million children are multiracial in the U.S., but there is no consensus on what they call themselves. Golfer Tiger Woods, for example, says he is "Cablinasian" to reflect his Caucasian, Asian, Chinese, Native American, Thai, and Black heritage, while actress Halle Berry says she is African American, although her mother is White and her father is Black.

To help teenagers cope with their racial backgrounds, University of South Florida education professor Barbara Cruz (pictured) wrote *Multiethnic Teens and Cultural Identity: A Hot Issue*, published by Enslow Publishers, Inc.

"Adolescence is a tough time for anybody, because a lot of identity issues arise at that time," Cruz said. "But it's even more so when you are of mixed race. When dating enters the situation, parents and adults start to inject their prejudices and biases, on girls especially."

North Florida Professor Leads Space Program for Students

Marianne Barnes, a University of North Florida (UNF) professor in curriculum and instruction, is the principal investigator for the Protein Crystals in Space Program in Florida Schools–a project funded in Florida through a $50,000 grant from The Florida Space Grant Consortium, Space Port Florida, and the Florida Space Research Institute. Its purpose is to expose Florida middle school and high school students to the emerging science of structural biology.

Students learn the importance of growing high-quality protein crystals in the microgravity environment of space. Growing protein crystals in space is a critical element for finding cures for diseases such as HIV and cancer through new advances in drug design.

Barnes involves her science methods students at UNF in protein crystals activity, making it part of their teacher preparation program.

Lectures at Canisius on Imprisoned Women of Mexico

Christina José-Kampfner, associate professor of psychology and education at Eastern Michigan University, gave a lecture, "The Forgotten Women: Women in the Prisons of Mexico," at Canisius College in New York.

José-Kampfner is recognized for her extensive research on this subject. Her doctoral work at the University of Michigan focused largely on the life stories of women who kill. She evaluated the women's prison system in Mexico, initiated policy changes to help female prisoners, and wrote a comparative study of women charged with homicide in the U.S. and Mexico.

Her latest research looks at post-traumatic stress syndrome as it relates to school failure of Latino children living in Southwest Detroit who are separated from their incarcerated mothers.

M-DCC Presents Brazil's *Grupo Corpo*

Grupo Corpo, a Brazilian dance company, brought innovative style and visual spectacle to Miami, Fla., as the highlight of the Cultura del Lobo Performance Series presented by the cultural affairs department of Miami-Dade Community College. The performance at the Jackie Gleason Theater of the Performing Arts in Miami Beach was the first stop in *Grupo Corpo*'s limited tour of the U.S. to present new works by its resident choreographer, Rodrigo Pederneiras.

Since its inception in 1975, *Grupo Corpo* has become an icon of Brazil's contemporary fine arts community. Hailing from Belo Horizonte, the 19-member company is internationally recognized for its technical proficiency and colorful and unusual stage sets and costumes. Its style combines classical ballet, Brazilian folk dance, jazz, tap, and modern dance.

QEM Network Honors UTSA Engineering Professor

University of Texas-San Antonio (UTSA) College of Engineering mathematics professor Manuel P. Berriozábal was recognized for his program that teaches junior high school and high school students to become future engineers. Berriozábal, director and founder of TexPrep, received the Exemplary MSE Education Partnership Award from the Quality Education for Minorities (QEM) Network.

The award recognizes partnerships that successfully contribute to the achievements of minorities in science, mathematics, and engineering, and was given at QEM's Tenth Annual National Conference in Washington, D.C., where it is based. The Network is a nonprofit organization dedicated to improving education for minorities throughout the nation.

Paraguayan Ambassador at Ohio's Miami University

Diego Abente, ambassador from Paraguay to the Organization of American States, presented the Grayson Kirk Distinguished Lecture "Out with the Old: Latin America and the Promise of a New Century" at Miami University (Ohio).

Abente, a former professor of political science at Miami, returned to his home country in 1993 to work on the re-democratization of Paraguay after decades of authoritarian rule. He had left in 1979 after two years in prison for protesting against the dictatorship. A key player in the nation's transition to democracy, he was elected senator and, later, vice president of the Senate of the Republic of Paraguay; he was also vice president of the political party Encuentro Nacional.

Grayson Kirk, Miami Class of 1924, was a pioneer in developing international relations as a field of political science.

University of Dallas in Phase II of $104 Million Campaign

The University of Dallas announced the start of the $37,050,000 Phase II of the University's unprecedented $104 million capital campaign.

The Rev. Monsignor Milam J. Joseph, University president, said, "The University of

Dallas, as the only Catholic university in North Texas, has a tremendous responsibility to meet the best traditions of Catholic education. We are committed to a much larger role in the intellectual and artistic life of the Dallas-Fort Worth region."

Phase II focuses on funding both new academic resources for students and faculty and building new student life and fitness facilities. Components include: a center to consolidate the Graduate School of Management; Student Life/Fitness Center/Athletic Fields; and endowed professorships and scholarships.

The announcement follows the completion of the Haggerty Arts Village, extensive residence hall renovations, and campus grounds improvements. The University is enjoying a period of record enrollment in its undergraduate and graduate programs.

DOE Awards Cal State Fullerton $1.4 Million

More than $1.4 million from the U.S. Department of Education was awarded to California State University-Fullerton for programs aimed at encouraging students to pursue undergraduate and doctoral degrees.

The funding–generated from six grants–is benefiting more than 1,200 junior high, high school, and college students during the 2000-01 academic year through the Upward Bound, Student Support Services, GEAR UP, and Ronald E. McNair Post-baccalaureate Achievement programs. All are designed to reach out to first-generation, low-income college-bound and university students.

Dr. Silas H. Abrego, associate vice president for student affairs, said, "The students who have participated have succeeded at Cal State Fullerton and now have the opportunity, if they wish, to pursue their doctoral studies.

ENMU-Roswell Student a Centennial Scholar

The American Association of Community Colleges named an Eastern New Mexico University-Roswell student a Centennial Scholar. David Rodríguez was selected as New Mexico's highest scoring nominee in the All-USA Academic Team competition. Rodríguez, local chapter president of the Phi Theta Kappa Honor Society, is pursuing a bachelor's degree and a master's in business administration.

Northern Essex Faculty Member to Teach in China

Dr. Jorge Santiago (pictured), a member of the business faculty at Northern Essex Community College (NECC) in Massachusetts and director of its Institute for Community and Workforce Development, will be in China for two weeks in May. He will participate in a seminar, "The Latino Culture and Its Experience in the United States of America," for Chinese doctoral candidates at Guangxi University.

The seminar will address Latino culture, traditions, demographic and migration trends, history, religion, social issues, and other concerns. Santiago says it will "begin to introduce Chinese scholars to the Latino culture and some of the experiences Latinos have had in the U.S."

Santiago is also to make a presentation with NECC president Dr. David F. Hartleb in Annapolis, Md., in June, complete an article for ETS and HACU, complete a welfare reform research project, and make a presentation at the University of Puerto Rico in the fall.

City College of San Francisco Promotes Diversity

City College of San Francisco is the lead agency in the statewide two-year "Promoting Diversity and Student Equity Initiative" funded by the board of governors of the California Community Colleges at $131,914 the first year and $164,944 the second. Dr. Gus Guichard, vice chancellor of human resources for California Community Colleges, is monitoring the project.

In January, an external team explored ways to achieve project goals, and helped develop public service announcements, a survey to assess campus attitudes, materials to help create conversations about diversity, and a list for faculty of possible classroom activities. It also developed a related CD and is establishing a website that will promote diversity globally.

NAHJ Scholarship Banquet in New York

NBC's Soledad O'Brien was the mistress of ceremonies at the National Association of Hispanic Journalists (NAHJ) 12th Annual Rubén Salazar Scholarship Banquet in New York City. The banquet is a fundraiser to benefit the Rubén Salazar Scholarship Fund. O'Brien is the co-host of NBC's *Weekend Today*.

The fund's mission is to increase the number of Latino students entering the media profession. The fund has awarded scholarships to 348 students and raised $470,000 since its inception in 1986.

This year, NAHJ welcomed the support of several new banquet sponsors, including Microsoft and Bloomberg. NAHJ unveiled the creation of an endowment to benefit the scholarship fund, with a goal of raising $1 million.

Calle Lectures at North Carolina Health Professions Event

Dr. Luz M. Calle was the Inspirational Speakers in Science lecturer for the North Carolina Health Careers Access Program, University of North Carolina-Chapel Hill, in conjunction with its Spring '01 Health Professions Forum. Calle is lead scientist at the NASA Kennedy Space Center in Florida and chemistry professor at Randolph-Macon Woman's College in Virginia.

A native of Medellín, Colombia, Calle graduated from the Universidad de Antiquioa with a bachelor's degree in chemistry. She earned a master's at Western Michigan University and a doctorate at Ohio University, also in chemistry.

For the last 11 years, Calle has spent her summers working for NASA's Kennedy Space Center. Her initial work there used chemistry and biology to investigate the role of antioxidants in cancer prevention. Recently, she has been working in the area of prediction, prevention, detection, and control of corrosion on space flight hardware and ground support equipment for an upcoming mission to Mars.

Columbia Info Tech Courses Go out to High Schools

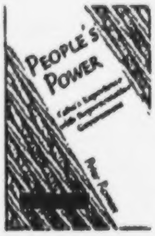
Columbia Interactive Arts and Sciences, a newly created online presence for arts and sciences at Columbia University (N.Y.), announced that select high schools across the country are offering Columbia Interactive courses to their students this spring. They include: Grandview Preparatory School, Boca Raton, Fla.; Regis High School, N.Y.; Albany Academy for Girls, Albany, N.Y.; Berkshire School, Sheffield, Mass.; Mount Alvernia High School, Newton, Mass.; and St. John Vianney High School, Holmdel, N.J.

Columbia Interactive was formed through a partnership with Cognitive Arts, a designer of educational software said to base its "learn-by-doing" methodology on 25 years of academic research into how people learn, remember, and reason.

PUBLICATIONS

People's Power: Cuba's Experience with Representative Government

By Peter Roman



People's Power is a theoretical and historical account of representative government in Cuba. It explains how the Cuban model was built on the theoretical foundations set in Rousseau, Marx, and Lenin, and the historical precedents of the Paris Commune, the 1905 and 1917 soviets, and the pre- and post-Stalin years of the Soviet Union.

1999. 284 pgs. ISBN 0-8133-3586-8. $60.00 cloth. Westview Press. (800) 386-5656.

Latinos and U.S. Foreign Policy: Representing the "Homeland"?

Rodolfo O. de la Garza and Harry P. Pachón, eds.

Public policy elites and the general U.S. public doubt the depth of Latino patriotism, suspecting Latinos of representing their homelands' interests over and above those of the United States. Through a series of studies surveying Latinos throughout the U.S., this book demonstrates that Latino Americans are more like other Americans with respect to foreign policy than is popularly assumed.

LATINOS
U.S.
FOREIGN
POLICY

2000. 172 pgs. ISBN 0-7425-0137-X. $22.95 paper. Rowman & Littlefield. (800) 462-6420.

The Maya Diaspora: Guatemalan Roots, New American Lives

James Loucky and Marilyn M. Moors, eds.

Driven from Guatemala by socioeconomic crises and political violence, the Maya have been forced to adapt to life amid new cultures in the United States, Canada, Mexico, and elsewhere in Central America. And throughout their struggle for survival, the displaced Maya remember their homeland while they search for a new place to live.

2000. 263 pgs. ISBN 1-56639-795-2. $22.95 paper. Temple University Press. (800) 447-1656.

Miami, U.S.A. (Expanded ed.)

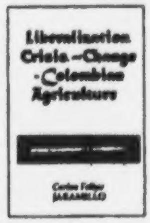
By Helen Muir

Helen Muir's affectionate account of Miami first appeared in 1953 and has grown through several revisions—a popular history of a remarkable city. Muir brings the story of the frontier post transformed by a host of near-legendary figures and events to a new century of readers.

2000. 355 pgs. ISBN 0-8130-1831-5. $24.95 cloth. University Press of Florida. (800) 226-3822.

Liberalization, Crisis, and Change in Colombian Agriculture

By Carlos Felipe Jaramillo



This book provides an in-depth look at the impact of recent economic reforms on Latin American agriculture. Focusing on the experience of Colombia, it highlights the critical role that macroeconomic factors play in determining agricultural outcomes and, in particular, the effect of the real exchange rate. The Colombian experience might yield valuable lessons for other countries still in the early stages of agricultural policy reform.

1998. 177 pgs. ISBN 0-8133-3561-2. $69.00 cloth. Westview Press. (800) 386-5656.

Tamed Frontiers: Economy, Society, and Civil Rights in Upper Amazonia

By Fernando Santos-Granero and Frederica Barclay

Tamed Frontiers

This is an engaging story of major changes in the political economy, rural landscape, and civil society of Loreto, the northern portion of Peruvian Amazonia, since 1851, when it was first integrated into the national society and world economy.

2000. 386 pgs. ISBN 0-8133-3717-8. $75.00 cloth. Westview Press. (800) 386-5656.

Reinventing Revolution: The Renovation of Left Discourse in Cuba and Mexico

By Edward J. McCaughan

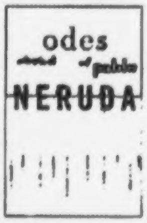
REINVENTING REVOLUTION

Based on in-depth interviews with 74 intellectuals of the lefts in Cuba and Mexico, *Reinventing Revolution* explores the rapidly changing thinking of progressives on the big and enduring questions of democracy, economic alternatives, and national sovereignty. The author feels that the collapse of state socialism, the rise of neoliberalism, and accelerated economic globalization have deeply challenged the old paradigms of Latin America's socialist and nationalist lefts and have given rise to renovative ideas that defy both Marxist and liberal orthodoxies.

1997. 207 pgs. ISBN 0-8133-3547-7. $24.00 paper. Westview Press. (800) 386-5656.

Selected Odes of Pablo Neruda

By Pablo Neruda

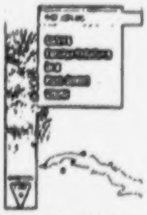


The atom, a tuna, laziness, love–the everyday elements and essences of human experience glow in the translucent language of Pablo Neruda's odes. The Chilean poet wrote three books of odes during his lifetime. Here, Margaret Sayers Peden, in her translations, vividly conveys the poet's vision of the realities of day-to-day life.

2000. 375 pgs. ISBN 0-520-22708-5. $16.95 paper. University of California Press. (800) 822-6657.

Cuba's Foreign Relations in a Post-Soviet World

By H. Michael Erisman

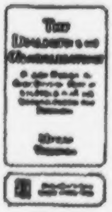


Analyzing the broad scope of revolutionary Cuba's foreign relations, this book emphasizes two key aspects: Cuba's adjustment since the disintegration of the Soviet Bloc, and the ongoing confrontation between Cuba and the United States. The author proposes that the country has always been highly sensitive to the danger of overdependence on an external power and examines Havana's implementation of this stance in both the Cold War and post-Cold War periods.

2000. 270 pgs. ISBN 0-8130-1812-9. $49.95 cloth. University Press of Florida. (800) 226-3822.

The Dialectics of Globalization: Regional Responses to World Economic Processes–Asia, Europe, and Latin America in Comparative Perspective

Menno Vellinga, ed.



Through comparative analyses of case studies by leading economists, social scientists, and geographers, this volume refines the understanding of general mechanisms by examining regional responses to globalizing tendencies and projects of economic integration.

2000. 311 pgs. ISBN 0-8133-3781-X. $65.00 cloth. Westview Press. (800) 386-5656.

Slavery, Secession, and Southern History

Robert Louis Paquette and Louis A. Ferleger, eds.

SLAVERY, SECESSION, AND SOUTHERN HISTORY

For generations, Civil War historians have argued about the centrality of slavery to disunion, the nature of master-slave relations in the Old South, and the impact of the war on post-bellum race relations, politics, and culture. This book advances these debates by bringing together 10 original interpretive essays by 12 prominent scholars.

2000. 229 pgs. ISBN 0-8139-1952-5. $18.50 paper. University Press of Virginia. (800) 831-3406.

Black Widow's Wardrobe

By Lucha Corpi

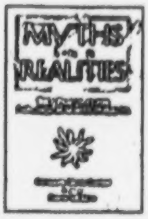
BLACK WIDOW'S WARDROBE

This book, Lucha Corpi's third mystery novel, was named Best Mystery Novel by the Latino Literary Hall of Fame. When Gloria Damasco decided to take part in San Francisco's traditional Day of the Dead procession, she didn't realize she'd soon be encountering both a convicted killer–Oakland's notorious "Black Widow"–and a bizarre abduction by two costumed riders on horseback. Gloria's attempts to solve the puzzle might lead her back in time to a mysterious and violent encounter as ancient as Mexico itself.

1999. 193 pgs. ISBN 1-55885-288-3. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Myths and Realities: Best Practices for Language Minority Students

By Katharine Davies Samway and Denise McKeon



Language minority students, including Limited English Proficiency students, constitute the fastest-growing segment of the U.S. student population today. Written with mainstream educators in mind, this book provides fundamental background information on issues such as second-language acquisition; assessment, placement, and programming; and legal requirements for educating linguistically diverse students.

1999. 127 pgs. ISBN 0-325-00057-3. $13.00 paper. Heinemann. (800) 225-5800.

Latin America and the Caribbean in the International System, 4th ed.

By G. Pope Atkins

Latin America Caribbean
G. POPE ATKINS

This edition has been thoroughly revised to reflect the evolving characteristics of the current international system that have had a dramatic effect on every aspect of international relations in Latin America and the Caribbean. The original purpose of this book is unchanged. It continues to provide a topically current and analytically integrated survey of the region's role in the world.

1999. 449 pgs. ISBN 0-8133-3383-0. $35.00 paper. Westview Press. (800) 386-5656.

El Coyote, the Rebel

By Luis Pérez

A soldier at the age of 11. An honorably discharged veteran at the age of 13. A miner, a cotton-picker, a shepherd, and a graduate of Hollywood High. Luis Pérez lived an incredible life and then shaped his story into a vividly realized autobiographical novel. Originally published in 1947, this book now includes an introduction by Lauro Flores.

2000. 164 pgs. ISBN 1-55885-296-4. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Many publications featured in this section are available through amazon.com.

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CONFERENCES

National Conference on Practice-Oriented Education

April 25-27

With the sobering backdrop of a flagging economy, a generation of dot-com demise, and an increasing interest in fortifying students with practical experience to propel them into the working world, Northeastern University, Boston, Mass., will convene a first-of-its-kind national conference, exploring new ways to integrate the theoretical and practical aspects of the higher education experience.

Contact: (617) 373-2170; website, www.poe.neu.edu.

2001 Teleconference Series

April 26, 1:00-4:00 p.m. EST

The National Resource Center for the First-Year Experience & Students in Transition, in cooperation with Distance Education and Instructional Support at University of South Carolina, presents "Engaging Commuter Students: Redesigning Campuses for the Majority of America's College Students." Among the panelists is María Vallejo, provost/CEO, Palm Beach Community College (Fla.). Live and interactive via satellite.

Contact: website, www.sc.edu/fye.

NILD Leaders 2001

Newport, R.I., April 29-May 3
Phoenix, Ariz., May 20-24

While the National Institute for Leadership Development, based upon a philosophy of inclusivity and diversity, is for women and men in community colleges, the Leaders 2001 programs are for women. The programs are sponsored by Phoenix College, Maricopa Community Colleges, and League for Innovation in the Community College.

Contact: NILD, (602) 223-4030; e-mail, nild@pcmial.maricopa.edu.

Latino Book and Family Festival

May 12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javits Convention Center in Manhattan.

Contact: (760) 434-7474.

3rd Annual Latino Education Conference

May 13-15

"Critical Issues Affecting Latino Educational Achievement in the 21st Century" is the theme of this year's ASPIRA, Inc. of New Jersey conference. Confirmed keynote speakers include Carlos Hernández, president, New Jersey City University; Antonia Pantoja, founder, ASPIRA National Association; and Sara Martínez Tucker, president, Hispanic Scholarship Fund. At Bally's Park Place Hotel and Casino.

Contact: Carmen Torres, (973) 484-7554, or e-mail, ctorres@nj.aspira.org; website, www.aspira.org.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development and the Community College Leadership Program present their 23rd annual international conference, "Making a World of Difference...," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

NCORE 2001

May 30-June 3

The Southwest Center for Human Relations Studies at the University of Oklahoma-Norman presents "National Conference on Race and Ethnicity in American Higher Education." In Seattle, Wash.

Contact: (405) 292-4172; website, www.occe.ou.edu/NCORE.

NMCI 16th Annual National Conference

May 31-June 3

The National Multicultural Institute's 2001 theme is "Creating a National Agenda: Multicultural Partnerships for Change." The major goals of this conference are to: (1) offer an opportunity for in-depth diversity training and skills-building; (2) focus on some of the unique issues that professionals face in working with a culturally diverse population; and (3) create a multicultural environment in which an open, cross-cultural dialogue can occur. At the Hyatt Regency Washington on Capitol Hill Hotel, Washington, D.C.

Contact: NMCI, (202) 737-1234 or (800) 233-1234; website, www.nmci.org.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

AAHE Assessment Conference

June 23-27

"From Expectations to Results: What Are We Finding, and How Are We Improving" is this year's theme. Opening plenary speaker is Richard Light, professor of education and public policy at Harvard University, and author of *Making the Most of College: How Assessment Can Help Both Students and Us*. In Denver, Colo.

Contact: website, www.aahe.org.

FACULTY OPPORTUNITIES

Mid-State Technical College, located in Central Wisconsin, offers Associate Degrees and Technical Diplomas in 50 careers, as well as personal enrichment classes and contracted business services. Mid-State is seeking qualified candidates for these positions at our Wisconsin Rapids Campus beginning the 2001-2002 academic year.

Computer Information Systems Instructor

Teach computer information systems subjects, such as network design and administration, PC troubleshooting, systems analysis and design, concepts of database management, and AS/400 fundamentals. Instruct in language classes, such as COBOL, RPG, C/C++, Visual Basic, SQL, and JAVA. Bachelor's Degree with a related emphasis required; Master's in Computer Science or Business Administration preferred.

Office Systems Instructor

Teach office systems subjects, such as document processing, office procedures, emerging office technologies, and Microsoft Office applications. Bachelor's Degree with a business-related emphasis required; Master's Degree preferred.

Nursing Instructor

Direct clinical and lab supervision of nursing students in area health care agencies/services, including supervising precepted clinical experiences. May also teach various Health Careers program courses. Master's Degree in Nursing required.

Industrial Mechanical Technology Instructor

Teach courses in the Industrial Mechanical Technician Program with emphasis on industrial equipment maintenance and repair and other related technologies, such as hydraulics and industrial automation. Bachelor's Degree with a related emphasis required; discipline-centered, Master's preferred.

Urban Forestry Technology Instructor

Teach courses in all aspects of tree and landscape maintenance with emphasis on proper fertilization based on soil testing, proper use of pesticides, safe and proper operation of equipment, and climbing and rigging. Bachelor's Degree with a related emphasis required; Master's in Forestry preferred.

Faculty positions require two years of relevant work experience. Post-secondary teaching experience preferred.

Mid-State offers a competitive salary and a comprehensive benefits package. Please specify position(s) for which you are applying. Applications accepted until positions are filled. Send letter of application and resume to: **Human Resources Office, Mid-State Technical College, 500 - 32nd Street North, Wisconsin Rapids, WI 54494; Fax: (715) 422-5414; E-mail: hrdept@midstate.tec.wi.us**

Visit us at: www.midstate.tec.wi.us

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Polk Community College

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Polk Community College is currently recruiting positions for Comptroller as well as other positions. For information about the College's vacant positions, please visit "Job Postings" on our Website at

www.polk.cc.fl.us
or call Human Resources at (863)297-1070

PCC is an equal access/equal opportunity employer, committed to excellence through diversity in education and employment.

999 Avenue H, N.E., * Winter Haven, FL 33881

Convention Information

Please visit NAHJ's Web site to find out more information about the association's 19th Annual Convention, June 20-23 in Phoenix Arizona. The convention will take place at the Phoenix Civic Plaza Convention Center.

Conference Hotel
Hyatt Regency Phoenix
122 N. Second St.
Phoenix, Ariz.
Phone: (602) 252-1234
Fax: (602) 440-3174
Single/double occupancy $135

Official Travel Agent
Flite II Travel 1-800-544-3881
Please identify yourself as an NAHJ participant to receive a convention discount

Official Convention Airlines

Continental Airlines
1-800-523-3273
Meeting ID: ZEYE

Southwest Airlines
1-800-435-9792
Meeting ID: J1592

America West Airlines
1-800-634-2312
Meeting ID: 7652

For more information, call NAHJ's convention hotline:

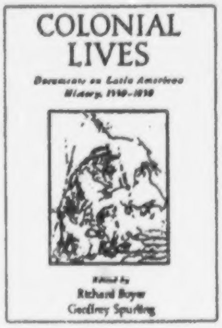
1-888-346-NAHJ
1193 National Press Building
Washington, D.C. 20045-2100
Phone: (202) 662-7145
Fax: (202) 662-7144, Web:
www.nahj.org

Book Review

By Lee M. Penyak

***Colonial Lives: Documents on Latin American History, 1550-1850*, edited by Richard Boyer and Geoffrey Spurling.** 350 pages. New York: Oxford UP (1-800-280-0280), 2000. ISBN 0-19-512512-6. $22.95 paper.

In this carefully edited collection of 23 primary sources dealing with the social, economic, and political history of Latin America over three centuries, Richard Boyer and Geoffrey Spurling make history come alive. Brief introductions by the individual historians who originally worked with the document and contributed to this work precede each source, and each concludes with insightful notes that the reader feels compelled to consult. The authors draw upon diverse genres such as criminal and inquisition records, wills, letters, dowries, and confession manuals. Themes examine cultural contact, gossip and communication, sexuality, and inheritance, among others. The editors' attention to detail is demonstrated by the inclusion of maps that make sense, pictures and illustrations that complement the documents, and an especially complete glossary and index that render the text easy to use. The book is crafted with considerable care.



In their introduction, Boyer and Spurling spell out their intentions: to highlight the trials and tribulations of everyday people; to demonstrate how historians work with archival materials; and to teach students how to *do* history rather than simply read it. They very successfully accomplish their first two goals.

Unlike a traditional textbook that must synthesize and generalize, *Colonial Lives* has the advantage of testing our views concerning social norms and institutions. Better still, the actors are primarily people from disadvantaged groups who interact with one another and, inevitably, with their social, economic, and political superiors. For example, Indians use Spanish courts to legitimize land claims, parishioners complain to Inquisitors about abuses in the confessional, dishonored husbands kill their adulterous wives but do not necessarily get away with murder, slaves occasionally outmaneuver their owners in manumission cases, and women organize drinking and gambling events that lead to fatal results. The editors convincingly present "the intrigues, struggles, and ambivalencies that characterize their lives and those of the people who lived around them."

This fall, I used *Colonial Lives* in my Latin American history class. Most students were junior and senior history majors who had previously taken a course on the historian's craft. My course was also designed to fulfill "general education" requirements for which it had been approved. Therefore, students were expected to acquire the skills to identify sources, recognize an author's value system, collect evidence, and draw conclusions. *Colonial Lives* proved to be an excellent match, especially since the editors desired to show "how general statements are built up from primary materials." This task was left to the individual contributors. Some, like Thomas A. Abercrombie, wrote lengthy and thoughtful introductions that included tips on extrapolating information and reading the documents more judiciously. Others emphasized the historical background necessary to place this new information in context. All clearly relished the opportunity to demonstrate their skills.

The book is slightly less successful in its attempt to help students learn how to *do* history. This results, perhaps, from the editors' preference that students assume the burden of interpretation and analysis. For example, they state their intention not to "include detailed analytical commentaries [because] that we leave to you." My students tended to learn more from entries with provocative questions that fostered critical reading. A few entries, while interesting, did not guide students as thoroughly. Instructors can and should formulate questions to enhance learning. But pedagogical objectives of the book could have been better met by incorporating questions in each author's introduction. Furthermore, an instructor's resource manual that includes classroom discussion questions and reaction paper suggestions seems especially appropriate for this type of text.

As the editors state, no anthology should attempt to be encyclopedic. Nonetheless, *doing* history can also imply using documents and learning skills that students might not automatically associate with the field. To this end, an introductory chapter on codices and paleography would have been useful. Skilled commentary and interpretation of codices would have fostered an appreciation of how anthropologists and historians gather information on pre-Hispanic peoples. Photocopies and explanations of manuscripts from the 16th to the 19th centuries would have more clearly demonstrated the opportunities and challenges that confront researchers. Both types of documents usually intrigue students.

Colonial Lives is unique in its attempt to illustrate daily life in Latin America and simultaneously teach the processes at work in historical analysis. No other text truly forces students to think and analyze as historians. Most upper-division students thoroughly enjoy the challenge presented by Boyer and Spurling in this excellent work.

Dr. Penyak is an assistant professor of Latin American history at the University of Scranton. His current areas of investigation include midwives and their involvement in sex crimes trials, and midwifery and the medical profession in Mexico.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Dallas County Community College District is an accredited, public two-year college district in Dallas County, Texas. Founded in 1965, the District has an enrollment of approximately 53,000 credit and 45,000 non-credit students per long semesters and employ over 2,500 full-time faculty and staff members. The District is seeking innovative individuals to work in a stimulating environment with an ethnically diverse student population to provide leadership and exceptional educational development.

The mission of the DCCCD is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. We do this by providing accessible, accredited, affordable, cost-effective, quality educational opportunities for development of intellectual skills, job skills, personal growth and/or transfer to a baccalaureate program. In fulfilling our purpose, we further cultural, economic and workforce development in the communities we serve.

In 1999, the District instituted the Visiting Faculty and Administrator Scholar Program, a two year program that enables the recruiting of more women and minority faculty and administrators. The program, the first of its kind in a community college district, has successfully employed 43 scholars since its inception. New faculty and administrators are mentored by senior faculty and administrators while the district provides professional development opportunities for the scholars. Currently, the DCCCD is seeking 21 new visiting scholars for the upcoming academic year. The DCCCD invites individuals to submit their application information for consideration in our Visiting Faculty and Administrator Program.

This a great opportunity for recent graduates with an MS and 18 hours in their desired teaching areas enabling them to acquire one year of required teaching experience to meet minimum educational criteria for full-time, permanent District teaching positions. The District is a great place to start a career in the fastest growing metroplex in the nation.

Dr. William Wenrich, Chancellor of the DCCCD pointed out that the district has been a leader in support for women and minorities. The DCCCD is number on among North Texas public colleges and universities in both number and percentage of minority faculty and administrators. Fifty-six percent of DCCCD credit student enrollment is female. The DCCCD is number one in both number and percentage of minority enrollment in North Texas.

The District defines an applicant as an individual who responds with a completed application form to a posted DCCCD job vacancy and meets the minimum requirements of the position as defined in the generic job description. However, résumés/applications for the Visiting Faculty and Administrator Program are being accepted for consideration. Submit information to:

Dallas County Community College District
District Human Resources
701 Elm Street
Dallas, Texas 75202
Attn: Visiting Scholar Program

To discuss further information concerning the Visiting Scholar Program contact:

Paul Forté, Jr.
Assistant District Director, Human Resources
214-860-2430

Visit our Web site regularly to review current faculty, administrative and professional support staff vacancies. Our website address is http://www.dcccd.edu/people

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Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Provost & Vice President-	Office of Provost-	OPEN
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Assistant/Associate Professor (2 positions)-	Physical Therapy-	04/16/01
Vice President for Research-	Office of Research-	04/23/01
Assistant Professor (2 positions)-	Otolaryngology-	04/27/01
Assistant/Associate Professor-	Internal Medicine-	04/30/01
Assistant Professor-	Pediatrics-	04/30/01
Assistant/Associate Professor-	Interdisciplinary Oncology Program-	04/30/01
Director of Study Abroad & Exchanges-	International Affairs-	04/30/01
Assistant Professor-	Natural Sciences-Sarasota Campus-	04/30/01
Director of Study Abroad & Exchanges-	International Affairs-	04/30/01
Instructor/Assistant/Associate/Professor-	Anesthesiology-	04/30/01
Director-	Center for Urban Transportation-	05/01/01
Visiting Assistant/Associate Professor-	Architecture-	05/04/01
Assistant In Research-	Oceanographic Technician-	05/11/01
Assistant/Associate Professor-	Radiology-	05/15/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	05/31/01
Assistant/Associate Professor-	Surgery-	06/01/01
Assistant Professor (4 positions)	Surgery-	06/01/01
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Assistant/Associate Professor-	Environmental & Occupational Hlth-	06/30/01
Assistant Professor-	Pediatrics-	06/30/01
Assistant/Associate Professor-	Surgery-	07/02/01
Associate Professor/Professor-	Pediatrics-	07/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

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AAUP

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Director Recreational Sports

Colorado State University

Colorado State University invites nominations and applications for the position of Director of Recreational Sports. The Director is responsible for the overall operation of the department including the student recreation center, intramural sports, club sports, and non-credit instruction. As a Director in the Division of Student Affairs, this position shares responsibility for participation in projects and activities related to the Division.

This is a full time Administrative Professional position reporting to the Assistant Vice President for Student Affairs. The position takes direction from the Assistant Vice President for Student Affairs and other university officials, is in conformance with the Recreational Sports department mission statement, the Colorado State University mission statement, and the appropriate guidelines pertinent to college and university recreation activities. The Division of Student Affairs at Colorado State University is a comprehensive student affairs program that serves a major state university and land grant college. The Division of Student Affairs encompasses a wide array of departmental services and programs addressing the needs of a student body of approximately 23,000.

QUALIFICATIONS:
A candidate for this position must meet the following qualifications: Master's degree in Recreation, Physical Education, Exercise Science, Student Personnel or related area; minimum of seven years of professional experience in campus recreation including at least five years of administrative experience in a senior administrative position of a major university student recreation program; demonstrated success in program development, management, and leadership in higher education; Certified Recreational Sports Specialist as defined by the National Intramural-Recreational Sports Association highly recommended.

Salary is commensurate with education and experience. The starting date is negotiable; July 1, 2001 preferred.

Nominations must be received by **5:00 p.m. MST, May 11, 2001** or your application consisting of a letter of interest, resume, and the names, addresses, and telephone number of three references must be received by **5:00 p.m. MST, May 18, 2001** to: **Dr. Michael Ellis, Chair, Search Committee for Director of Recreational Sports, Director's Office, Lory Student Center, Colorado State University, Fort Collins, Colorado 80523, (970) 491-6395.**

Applications will be accepted until the position is filled; however, for full consideration completed applications must be on file on or before **5:00 p.m. MST, May 18, 2001.**

Colorado State University is an equal opportunity/affirmative action employer
and complies with all Federal and Colorado State laws, regulations,
and executive orders regarding affirmative action requirements.

DEAN, SOCIAL SCIENCES and HUMANITIES

MIDDLESEX COUNTY COLLEGE is a comprehensive community college located on a 200-acre campus in Edison with outreach centers in New Brunswick and Perth Amboy. In addition to a credit enrollment of 11,000 students, the College maintains an aggressive program of corporate and community education. Its total operating budget is approx. $50 million.

The College is committed to high quality academic programs, career- & transfer-oriented. Joint degree and/or dual degree programs are offered in partnership with Rutgers University, University of Medicine and Dentistry of New Jersey & the New Jersey Institute of Technology. The College is also committed to contributing to the economic growth & development of its service area through the offering of an extensive range of training & retraining programs.

Qualified candidates will possess a Master's degree in the appropriate academic discipline (an earned doctorate is preferred); a minimum of five years of academic administration experience; and at least five years of teaching experience at the collegiate level.

The successful candidate must be able to demonstrate evidence of the following: institutional leadership in fostering innovation and excellence in teaching and learning; knowledgeable in the application of technology to teaching and learning; experience in curriculum design, development and evaluations; ability to work effectively with culturally and ethnically diverse students, faculty and staff; excellent interpersonal and supervisory skills; experience with developmental/remedial educational programs; and a strong commitment to the philosophy of a comprehensive community college positioning itself for the future. Salary is dependent on qualifications and experience. Previous applicants for this position do not need to reapply.

Application deadline date: May 16, 2001. Your resume, a copy of your college transcripts and a letter of candidacy which addresses how you meet the qualifications listed above, should be submitted to Human Resources Dept., Ref. #16-M. Materials should be mailed to:

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Requires: Graduate degree with coursework and/or experience in student development, higher education administration, counseling, and/or related field required; 5+ years' student services and counseling experience with graduate student population preferred; knowledge of ADA; excellent conflict management/negotiation skills; demonstrated ability to manage projects to deadlines; proven ability to work well with and advise students who are ethnically and culturally diverse, as well as faculty and administrators; excellent oral/written communication skills; ability to lead and motivate.

To view full description and/or apply please visit Harvard's web-site at: www:harvard.edu/emp Req. #9375.

You may also contact Ellen Carpenter, Director of Human Resources with questions and/or referrals: 118 Longfellow Hall, Appian Way, Cambridge, MA 02138; phone: (617) 495-9627; e-mail: ellen_carpenter@harvard.edu, fax (617) 496-9947. *Harvard University is an Affirmative Action/Equal Opportunity Employer.*

Auburn University

Position Advertisement/Announcement

FISHERIES
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The Department of Fisheries and Allied Aquacultures, Auburn University is seeking candidates for a Post Doctoral Fellow position. This position is funded from external sources.

Responsibilities include but are not limited to; provides professional research assistance in the areas of nutrition and physiology research of native fish and shrimp. Duties will focus on management of wet and biochemistry laboratories, conduct research with native fish and shrimp; assist with teaching of nutrition laboratory; development of research reports; and conduct independent research in the physiology of aquatic animals. Individual will be responsible for coordination and collecting of all data; data entry, management and analysis; report preparation and publication of results.

Qualifications: A PhD. degree in Aquaculture or Fisheries. Experience including design and maintenance in recirculating sea water systems; measurement of water quality parameters; culture of native shrimp; and statistical analyses is required. Excellent interpersonal, written communication skills, demonstrated technical excellence and ability to work independently is essential. Candidate must be currently authorized to work in the US. Salary range will be commensurate with education and experience.

Minorities and women are encouraged to apply.

Candidates should send a letter of application, resume, and names/addresses of three references to:

Dr. Allan Davis
Fisheries and Allied Aquacultures Department
Auburn University, AL 36849
PH: (334)844-9312
FAX: (334)844-9208

Review of applications will begin after March 30, 2001. Position is available immediately.

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and
TEXAS SOUTHMOST COLLEGE

The Vice President for Student Affairs is the chief student affairs officer and reports to the President through the Provost. The VPSA participates with the President, Provost and the other vice presidents in the senior leadership of the University; provides executive leadership and vision in administering a comprehensive range of services and programs related to student affairs programming and planning; assists in creating a campus climate that promotes the academic achievement and personal development of all students; and fosters collaborative relationships among students, faculty and staff.

Required Qualifications:

- A record of progressive'y responsible leadership in student affairs.
- A demonstrated commitment to diversity, equal opportunity, and promotion of the academic achievement and personal development of all students.
- Organizational skills to execute shared governance and promote collaboration and teamwork within the student affairs division and the campus as a whole.
- Ability to make tough decisions, delegate authority, and support collaborative decision making.
- Ability to work effectively with students, faculty, staff, parents, alumni and the community.
- Experience in fiscal management of comprehensive student affairs budgets, including auxiliary services.
- Outstanding interpersonal, oral and written communication skills with special consideration given to candidates who demonstrate proficiency in Spanish.

Education: An earned doctorate in an appropriate field is required.

Salary: Commensurate with experience and qualifications.

The University Setting: The University of Texas at Brownsville and Texas Southmost College is located in the lush, semitropical city of Brownsville, at the southernmost tip of Texas. Just 20 miles from South Padre Island and the Gulf of Mexico, and one block from our sister city of Matamoros, Mexico, UTB/TSC is in the midst of a sprawling international metropolitan area. Brownsville is the largest city in the Rio Grande Valley with a unique bilingual, bicultural population of more than 140,000 residents. The people of Brownsville and Matamoros cross the border daily to work, shop and conduct business. The city serves as the main thoroughfare into Mexico, ranked fourth in the State with 9.26 percent of Texas border crossing transactions.

Established in 1991, UTB is the newest of 15 component institutions operated by The University of Texas System. Following a community-wide vision, UTB formed a one-of-a-kind partnership with Texas Southmost College, a comprehensive community college. The partnership provides students with the best of a community college and a university, offering a seamless education from certificate programs and associate degrees, to bachelor and master's degrees, to a doctoral degree cooperative and a wide range of lifelong learning opportunities. Located on the grounds of historic Fort Brown, UTB/TSC serves more than 9,000 students drawn from the communities of Brownsville, Matamoros and the surrounding areas.

Applications will be reviewed upon receipt and continue until the position is filled. Please submit a letter of interest, vitae, transcripts (a copy will be acceptable for applying), and a list of five references with name, address, and telephone number to:

UTB
TSC

Human Resources
The University of Texas at Brownsville
and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" Institution.

Cerro Coso Community College

Cerro Coso Community College is accepting applications for the following full-time, tenure-track faculty positions for Fall, 2001 and two (2) administrative positions.

Cerro Coso Community College was established in 1973 as a separate college within the Kern Community College District (in addition to Bakersfield and Porterville Colleges). Cerro Coso has five instructional sites, which together form the largest geographical service area (18,000 square miles) of any community college in California and service a population of approximately 85,000. The 320-acre Indian Wells Valley campus is located in the upper Mojave Desert in the community of Ridgecrest, with a population of 28,200. Ridgecrest is home to the China Lake Naval Air Weapons Station. Ridgecrest is located 130 miles northeast of Los Angeles and 120 miles east of Bakersfield. Additional campuses are located to the south at Edwards Air Force Base, to the west at Lake Isabella in the Kern River Valley, and to the north in the adjacent Inyo and Mono county communities of Bishop and Mammoth Lakes. The fifth instructional site, CC-Online, is a virtual campus that provides services and learning opportunities to students worldwide. Cerro Coso offers the Associate in Arts and the Associate in Science degrees as well as certificates of completion in thirty career and occupational programs. Total student enrollment is approximately 5,600 each semester with an annual FTES of over 2,800.

ADMINSTRATIVE POSITIONS	CLOSING DATES
Dean of Eastern Sierra College Center	04/02/01 @ 4:00PM (Open until filled)
Dean of Student Learning	04/02/01 @ 4:00PM (Open until filled)
FACULTY POSITIONS	
Mathematics (3) positions	04/04/01 @ 4:00pm (Open until filled)
English (2) positions	04/06/01 @ 4:00pm (Open until filled)
Biology	04/23/01 @ 4:00pm (Open until filled)
Art	03/30/01 @ 4:00pm (Open until filled)
Counseling	04/04/01 @ 4:00pm (Open until filled)
Computer Information Systems	03/30/01@ 4:00pm
Health Careers	05/14/01 @ 4:00pm (Open until filled)

For application and job description/application procedures, please contact: Human Resources Department, Cerro Coso Community College, 3000 College Heights Blvd., Ridgecrest, CA 93555, (760) 384-6229 or email pcoward@cc.cc.ca.us. You may also visit our website for more information at www.cc.cc.ca.us. *AA/ADA/EEO*

SIENA
COLLEGE

Assistant Director of Residence Life

Siena College invites applications for an Assistant Director of Residence Life. Reporting to the Director of Residence Life, the Assistant Director is responsible for all operational aspects of a residential program for 2200 students. Specific responsibilities include: billing and adjustments to student room and board charges and damage billing; room assignments for all students; coordination of the housing lottery; maintenance of the housing database; liaison to the food service; operation of the card access system; and supervision of four resident assistants. This is a twelve-month live in position with rotating on-call responsibilities with the Director.

Qualifications include: a Master's degree, two to three years experience in residential life; a demonstrated ability to guide and direct professional staff; and strong organizational and communication skills. A working knowledge of SCT Banner and ACCESS databases preferred.

Please send resume, cover letter, names and addresses of three work related references, and salary requirements to **Office of Human Resources, Siena College, 515 Loudon Road, Loudonville, NY 12211.** Review of resumes will begin immediately and continue until the position is filled.

Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates.

Anticipated Vacancies

ASSISTANT PROFESSORS

Special Education-Deaf and Hard-of-Hearing

Full-time nine-month tenure track position with possibility of summer employment. Available August 2001. Duties: teach courses in graduate deaf education program (including curriculum, speech and aural rehabilitation, ASL, language and literacy, bilingualism, linguistics, and core courses in special education), supervise field experiences/student teaching conduct scholarly activities; and participate in departmental/college activities. **Qualifications:** Earned doctorate in Deaf Education or related field, potential for accomplishment in college-level teaching, research, and professional service; ability to integrate technology into teaching. Fluency in ASL a plus; ability to relate to increasingly diverse groups of people a must (including students, faculty, children and schools served by teachers). **Salary:** $32,703 - $57,049.
Send Resumes and three references to: **Hunter College, CUNY Department of Special Education, 695 Park Avenue, 913W New York, NY 10021. Attention: Dr. Kate Garnett, Chair. Fax: 212-650-3542 E-mail:** kgarnett@shiva.hunter.cuny.edu.

Department of Educational Foundations & Counseling Programs

Tenure-track position effective September 2001. All candidates must have commitment to work in multicultural and urban educational settings. Teaching experience is preferred. Experience in effective integration of technology into the teaching-learning process is desirable. To be considered for the rank of Assistant Professor, candidate must demonstrate scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Psychological Foundation: Specialty in Educational Process in Children. **Qualifications:** Earned Ph.D or Ed.D in Educational Psychology or other area in psychology with specialization in evaluation and assessment of the teaching and learning process. Special expertise in teaching learning process in diverse population is desirable. Responsibilities: 1) Teach undergraduate and graduate courses in educational psychology and assessment of the teaching-learning process in childhood and adolescent education programs. 2) Engage in research and scholarly writing. 3) Serve on department, division, college and university committees. **Salary:** $32,703 - $57,049 commensurate with experience and qualifications.
Send letter of application, curriculum vitae, and three (3) letters of reference to: **Dr. Sherryl Browne Graves, Chairperson Department of Educational Foundations & Counseling Hunter College, CUNY 695 Park Avenue New York, NY 10021, as soon as possible. Review will begin immediately and continue until a candidate has been selected.**

Departments of Curriculum & Teaching and of Educational Foundations & Counseling Programs (Joint Appointment)

Tenure-track position effective September 2001. All candidates must have commitment to work in multicultural and urban educational settings. Teaching experience is required. To be considered for rank of Assistant Professor, candidate must demonstrate scholarly involvement as evidenced by publications and/or research within the specialty in the profession of education. Psychological Foundation: Adolescent Education, Literacy and Psychological Foundation. **Qualifications:** Earned Ph.D or Ed.D in one of the following areas: 1) English or Reading; or 2) Developmental or Educational Psychology. In addition, an earned master's degree or equivalent experience in the second discipline. Expertise in any of the following areas in desirable: 1) Expertise in teaching-learning process in diverse populations, especially English language learners; 2) teaching experience in public, urban secondary school; 3) experience in supervision of teacher candidates. Responsibilities: 1) Teach undergraduate and graduate courses in literacy and psychological foundation in adolescent education program. 2) Supervise teacher candidates in field experience. 3) Engage in research and scholarly writing. 4) Serve on department, school, college and university committees.
Salary: $32,703 - $57,049.
Send letter of application, curriculum vitae, and three (3) letters of reference to the **Chairs of the Joint Search Committee, Dr. Sherryl Browne Graves and Dr. Alene Smith Department of Educational Foundations and Counseling Programs Hunter College, CUNY 695 Park Avenue New York, NY 10021, as soon as possible. Review will begin immediately and continue until a candidate has been selected.**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

CRISIS INTERVENTION SPECIALIST

ASSISTANT PROFESSOR FACULTY POSITION

Provide short-term clinical intervention counseling for day and evening students and make appropriate internal and external referrals. Maintain confidential records and prepare reports. Educate the college community with information that will be useful in recognizing students in crisis and participate in outreach efforts. Must have an earned doctorate in the discipline or related field. Master's degree in social work (MSW.) Certified social worker in NYS or NY State license to provide clinical counseling. Must be available to work from 11AM to 7 PM on weekdays and Saturdays. Work schedule covers June and July. Salary: $32,703 - $57,049/A

ASSISTANT REGISTRAR

Responsible for all registrar related activities including graduation evaluations, advanced standing evaluations, transcript production and maintenance of official student records. In this confidential and service oriented environment, candidates must have a bachelor's degree, excellent interpersonal, organizational, communication and computer skills. At least two years related experience preferably in higher education. Must be available to work evenings and weekends as needed. Salary: $29,765 - $34,467.

For more details see our website at: www.nyctc.cuny.edu Resumes to: Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street, Namm 321, Brooklyn, NY 11201

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York AA/EOE/ADA/IRCA

EXECUTIVE OFFICER
OFFICE OF POLAR PROGRAMS

NATIONAL SCIENCE FOUNDATION
ARLINGTON, VA 22230

NSF's Office of Polar Programs (OPP) seeks qualified applicants for the position of Executive Officer. The incumbent works with the OPP Director to provide overall leadership and coordination and to manage the Office. OPP supports research in all areas of fundamental science and engineering in polar regions through research grants and awards to universities and other research organizations.

Appointment to this Senior Executive Service position may be on a career or 2- to 3-year limited term basis, with a salary range of $120,261 - $133,700. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act provisions.

The announcements (S20010137), which include position requirements and application procedures, are posted on NSF's Home Page at:

http://www.nsf.gov/home/menus/jobs.htm.

Announcements may also be obtained by contacting the Executive Personnel and Development Branch on (703) 292-8755 Hearing impaired individuals may call TDD (703) 292-8044. Applications must be received by May 18, 2001.

NSF IS A EQUAL OPPORTUNITY EMPLOYER

California State University, Bakersfield

Child Development/Early Childhood and Family Education: Assistant Professor, tenure track, beginning September, 2001. Responsibilities include teaching undergraduate and graduate child development, early childhood education and family education classes in the areas of early childhood education program development, administration of child programs, and supervision of family and child program personnel, advising and mentoring students, supervising field experiences, and directing required student participation and service learning in a diverse and active community focused on the well being of children and their families. Doctorate preferred (ABD considered) in education, human development, psychology, or a closely related field with a specialization in early childhood program administration and curriculum. Significant experience and background with children, early childhood education settings, educational environments, and families is required. Must provide evidence of effective teaching. Send a letter of application, vita, placement file (if available) or transcripts of graduate courses, three letters of recommendation and contact information for two other references to:

Dr. Sheryl L. Santos
Dean, School of Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Open until filled. AA/EOE

Auburn University

Position Advertisement/Announcement

PLANT PATHOLOGY
RESEARCH ASSISTANT/ASSOCIATE POSITION

The Department of Entomology and Plant Pathology, Auburn University in Auburn, Alabama is seeking candidates for a Research Assistant/Associate position in an innovative multi disciplinary program, focusing on the promotion and impact of environmentally sound agricultural practices on farmers, their families, and rural communities. This position is funded from external sources.

Responsibilities include but are not limited to; coordinate and develop multiple research activities to determine effects of biological disease control and other organic agricultural practices on the economic and social welfare of farmers, farm workers, and residents of surrounding communities; work with community organizing, foster informal support networks, lead education programs, and conduct needs assessments in target communities and populations; coordinate development and submission of research proposals to competitive grant panels and private foundations; identify funding sources and develop the preliminary data required to secure grants; present results of sponsored research projects at regional, national, and international meetings and through refereed journal articles.

Designation as a Research Assistant requires a B.S. degree in a social science discipline or closely related field and a minimum of four years experience in the fields of education or social services. Designation as a Research Associate requires two years experience and a M.S. degree in a discipline stated above. Essential requirements are: experience in providing social services to individuals and families; demonstrated teaching and oral presentation skills; demonstrated ability in coordination and writing grant proposals; demonstrated ability to conduct research, collect and analyze data and write reports; excellent interpersonal and written communication skills; and demonstrated ability to work independently. Candidate must be currently authorized to work in the US. Salary range will be commensurate with education and experience. Fluency in Spanish and experience working in Alabama rural communities is desired. Experience with planning and conducting meetings and conferences is desired.

Minorities and women are encouraged to apply.

Candidates should send a cover letter outlining qualifications and interest in the position, a curriculum vitae and a list of three references, including mailing and e-mail addresses and phone numbers to:

Research Assistant/Associate Position, Log #15949
Human Resources
Langdon Hall
Auburn University, AL 36849
PH: (334)844-4145
FAX: (334)844-1617.

Review of applications will begin after April 6, 2001. Position is available mid-April.
Auburn University is an equal opportunity /affirmative action employer.

NORTHERN ESSEX COMMUNITY COLLEGE

ASSISTANT DEAN OF MATH, SCIENCE, TECHNOLOGY & HEALTH PROFESSIONS: The Assistant Dean reports to the Associate Dean of Math, Science, Technology, and Health Professions who reports to the VP of Academic Affairs. The Assistant Dean has primary responsible for the quality & administration of all academic programs & day & eve courses associated w/ some of the following dept/programs: Mathematics, Natural Science, Engineering Science & Electronics, Comp. Science & the Health Professions Area consisting of the Dept of Registered Nursing, Practical Nursing, Radiologic Technology, Respiratory Care, and Dental Assistant programs. The Assistant Dean is expected to provide intellectual leadership and visionary direction, while fostering a positive atmosphere that emphasizes learning-centered teaching and career growth. Earned Master's Degree or higher in a related discipline. Increasingly responsible exp. in academic or workplace management. Strong instructional background in an institution of higher Ed, preferably a community college or the equivalent, which has included responsibilities beyond classroom instruction, such as: curriculum & course development, scheduling of faculty, program review, work w/ a diverse student body, & a thorough understanding of the teaching/learning process. Familiarity w/ the Massachusetts Curriculum Frameworks requirements for public schools; demonstrated understanding of both computer software & hardware w/ applications to developing curricula at the college level; &, an understanding & commitment to the mission of a comprehensive community college; bilingual &/or bicultural background. Capable budget planner & manager. Experience in collective bargaining administration. $58,000-$75,000 w/ a complete fringe benefit package.

To Apply: Please send resume & cover letter indicating **Post #375-O.** The cover letter must not exceed 5 pages & include: statements addressing qualifications, required skills & abilities; & the names, titles, institution/business & home telephone #'s of 5 references: 1 former or present student, 1 supervisor, 1 peer, 1 support staff member and & 1 community member. Final candidates will be asked to complete an on-site exercise & meet w/ a variety of campus groups. Please send cover letter & resume to the **Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott St., Haverhill, MA 01830. E-mail address: HR@necc.mass.edu or Fax: 978-556-3723**

Deadline: May 11, 2001 POST #375-O

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

BRIDGEWATER STATE COLLEGE

•Staff Assistant, Technical Support Specialist•

(2 vacancies)
(F/T, APA Unit position)

Will assist in the operation of the Technology Help Desk; provide end user support for faculty, staff, and students; implement technology solutions to support teaching and learning such as installation/configuration of software; and perform related tasks as needed. Must be able to work independently on multiple assignments. Requires a Bachelor's degree and relevant experience as well as demonstrated knowledge and experience with various software tools and environments. Must be highly flexible and have strong communication/organizational/interpersonal skills. Preference given to candidates with a knowledge of teaching techniques and methods of college organization and administration. Salary dependent on qualifications and experience. Send letter of interest, resume, and names, addresses, and telephone numbers of five professional references to: Office of Human Resources, Boyden Hall, Room 103, Bridgewater State College, Bridgewater, MA 02325.

BSC is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

www.bridgew.edu

INFORMATION TECHNOLOGY TENURE-TRACK ACADEMIC POSITION

State University of New York at Alfred Information Technology tenure-track academic position.

Master's degree in Computer Science, Information Technology or other computer-related field. Ph.D. preferred. Areas of instruction include networking, database management or Web development at lower and upper levels.

Other duties include curriculum development, student recruitment and advisement, committee involvement and on-going professional development. Need excellent verbal and written English skills.

Salary is commensurate with qualifications and experience.

Starting Date: September 1, 2001

Review of letters of interest will begin immediately and continue until position is filled. Send letter of interest with resume, and names, addresses, and telephone numbers of at least three references to:

Director Human Resources
Pioneer Center
SUNY College of Technology at Alfred
Alfred, NY 14802

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of interest.

"Excellence Through Diversity"
Celebrating our Past
and Reshaping
our Future

2001 Call for Presentations

HACU

15th Annual Conference
San Juan, Puerto Rico
October 27-30, 2001

For more info call:
210-576-3218

BEST COPY AVAILABLE

VISITING ASSISTANT PROFESSOR

The Psychology Department at Plattsburgh State University of New York announces a full time Visiting Assistant Professor of Social or Cognitive Psychology position for the 2001-2002 academic year. This position is expected to begin on August 27, 2001. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS or Specialist degrees in School Psychology.

Responsibilities Include: Teaching introductory psychology, an introductory psychology lab course, and other undergraduate courses such as social psychology, cognition, research methods and statistics. Facilities for conducting research are available, although research productivity is not a requirement for the position.

Qualifications: An earned doctorate in Psychology is preferred, but candidates who are ABD will be given full consideration. The successful candidate will be committed to excellence in promoting the academic development of undergraduate students.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $35,000-$38,000, dependent upon qualifications and experience, with excellent benefits. Review of applications begins immediately and continues until the position is filled. Please submit letter of application, curriculum vitae, three letters of recommendation, graduate transcripts, reprints, a statement of teaching philosophy and evidence of teaching ability to: **Chair, Search Committee (PJ# 2544-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

President

Community College of Southern Nevada
The University and Community College System of Nevada

The Board of Regents of the University and Community College System of Nevada (UCCSN) has decided to re-open the search for the position of President of the Community College of Southern Nevada (CCSN) due to an extensive delay in the process that was caused by litigation over issues relating to the Nevada Open Meeting Law. The Board of Regents invites nominations and candidate letters of interest for the position.

The President is the Chief Executive Officer of the College, reporting directly to the Chancellor of the UCCSN, and through the Chancellor to the eleven-member Board of Regents. The UCCSN is Nevada's system of higher education consisting of 2 universities, 4 community colleges and a research institution.

The search will be conducted in accordance with the open meeting and open records laws of the State of Nevada. All applications will be subject to review by the media and public.

For confidential inquiries about the position, and a presidential profile which outlines the presidential leadership qualities, the distinguished strengths and agenda for the next president, please contact: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, Association of Community College Trustees, 1740 N Street, NW, Washington, D.C. 20036; e-mail at npolonio@acct.org. Applicants must submit their materials prior to April 30, 2001.**

To request an electronic transmission of the presidential profile, please e-mail Susan Smee at ssmee@acct.org.

The UCCSN is an Equal Opportunity/Affirmative Action Employer and employs only United States citizens and aliens authorized to work in the United States.

http://www.ccsn.nevada.edu

- An ACCT Search-

Employment Opportunity

Dean of Developmental and General Education

Responsible for the coordination of the Developmental and General Education programs in a community university where approximately 70 percent of all students require remediation in one or more areas. The Dean conducts on-going assessment and evaluation of developmental and general education programs, and work closely with academic departments and schools/colleges to recommend policy revisions and curricular innovations. The Dean will lead the NADE (National Association for Developmental Education) certification process of all developmental education courses, create and maintain a student tracking system of all developmental and freshman general education students, and collaborate with and integrate learning and student support services into a comprehensive developmental education program.

Master's degree in one of the areas in the General Education program required. Five years experience teaching general education courses at the college level, and a minimum of three years administrative experience at the Department Chair level or higher required.

Applications will be reviewed upon receipt and continue until the position is filled. Please send a letter of intent, a curriculum vitae, transcripts (a copy is acceptable for applying), a list of five references familiar with your working developmental and general education, and a position paper on what the characteristics of a successful developmental and general education program should be to:

Human Resources
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 • (956) 544-8205 • Fax (956) 982-0175
For more information, visit our web site at http://unix.utb.edu/employment/index.html

UTB/TSC does not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC is a "Smoke-Free" institution.

President of Oxnard College

The Board of Trustees and the Chancellor of the Ventura County Community College District invite applications and nominations for the position of President of Oxnard College. The President provides leadership and advocacy for the college, is supportive of and participates in a college participatory process, is responsible and directly accountable for all college operations and is a district team member on the Chancellor's cabinet. The person being sought would make a long-term commitment to the college in order to implement a common vision developed through shared governance processes.

Nominations and applications

Nominations and applications will be accepted until the position is filled. However, the presidential search committee will begin reviewing applicants' materials in May 2001. Submissions of application packets are especially encouraged prior to that time.

All inquires, nominations and applications will be held in the strictest confidence. The Ventura County Community College District is an equal opportunity institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability, marital status, sexual orientation, or Vietnam-era veteran status. Applications from all persons interested in the position are encouraged.

Submit applications and nominations to: **Oxnard College Presidential Search Committee, Ventura County Community College District, PO Box 1920, Camarillo, CA 93011-1920**

For confidential telephone inquiries about the position contact: **Dr. Al Fernandez, Search Consultant, Community College Search Services, Telephone: 805/650-2546; Fax: 805/650-8469; E-mail: alfdfhec@msn.com**

For the brochure and general inquiries regarding the application process, contact: **Ms. Judi Costales, Search Liaison, Telephone: 805/384-8319**

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TEMPLE UNIVERSITY

SCHOOL OF TOURISM AND HOSPITALITY MANAGEMENT

Philadelphia, PA

Temple University is a large urban university located approximately 2 miles north of Center City Philadelphia, the heart of the local tourism industry. Philadelphia's extensive tourism, hospitality, sport, and recreation venues make the city ideal for teaching and learning experiences for Temple University faculty and students. The School of Tourism and Hospitality Management was established July 1, 1998. The School offers four degree programs: the bachelor's and master's degrees in Sport and Recreation Management, as well as the bachelor's and master's degrees in Tourism and Hospitality Management. The School is a self-standing school, affiliated with Temple University's Fox School of Business and Management.

ASSISTANT/ASSOCIATE PROFESSOR OF TOURISM AND HOSPITALITY MANAGEMENT

The selected applicant will be responsible for teaching undergraduate and graduate courses in the tourism and hospitality management curriculum. Active participation in professional national and local associations, and community and university service will be expected. Developing and maintaining a productive line of research, along with external funding, is expected. The position requires the supervision and mentoring of undergraduate and graduate interns.

The applicant should have teaching and research experience in tourism or hospitality appropriate to the appointment level desired. A proven track record of publications, grants, and funding will be reviewed for appointment as an assistant or associate professor. Industry experience is desirable. An earned doctorate is required. The appointment begins July 1, 2001.

Applicants for this position should submit a letter of application, curriculum vitae, the names of three references, sample publications, and other supporting materials to: **Dr. Wesley Roehl, Chair, Search Committee, School of Tourism and Hospitality Management, Temple University, 201-C Vivacqua Hall (062-62), Philadelphia, PA 19122 (215-204-5861, wroehl@temple.edu).**

Temple University is an Affirmative Action/Equal Opportunity employer.
Women and minorities are encouraged to apply

CAL STATE
HAYWARD

ASSOCIATE VICE PRESIDENT, STUDENT AFFAIRS

Job # 01-040

California State University, Hayward is located in the East Bay Hills overlooking San Francisco Bay. The diverse campus community consists of approximately 1,500 faculty and staff and 13,000 students. The Division of Student Affairs provides quality support services and programs that enhance student learning and development. Reporting to the Vice President, the Associate Vice President serves as a member of the executive council for the Division of Student Affairs.

Duties and Responsibilities: Primary responsibilities include: leadership and supervision to divisional staff; lead role in divisional assessment; refinement and ongoing implementation of the Student Judicial Services Program. In addition, there is managerial oversight of several departments within the division, such as: Student Health Services, Pioneer Heights, Student Academic Services, Career Development Center, University Advising Center, Student Life Programs, Public Safety, TRIO Programs (EXCEL and Upward Bound), Divisional Assessment, and/or Counseling and Psychological Services.

Qualifications: EXPERIENCE: A minimum 5 years of administrative and supervisory experience with evidence of increasing responsibility. EDUCATION: A Master's in counseling, higher education administration, student personnel, law or degree in a related field. A doctorate degree is preferred.

Compensation: This position covered by the California State University Management Personnel Plan. The plan provides for competitive salaries, commensurate with qualifications, and a comprehensive benefits package.

Application Process: For further information, please see our Website at: http://www.aba.csuhayward.edu/hr/hrapps. Applications and resumes can be sent to **Human Resources (510) 885-3634 at California State University, Hayward, 25800 Carlos Bee Boulevard, Hayward, CA 94542-3026.** Applications and resumes will be accepted until position is filled.

CSUH is an Equal Opportunity Employer.

Full Time Tenure-Track Faculty Positions Fall 2001

Bloomfield College, a 132-year old college of 2,000 students is committed to preparing students to attain academic, personal and professional excellence in a multi-cultural and global society.

- **BIOLOGY**
- **COMMUNICATIONS**
- **COMPUTER INFORMATION SYSTEMS**
- **LIBRARIAN/CATALOGUER***
- **NURSING:**
  Community Health Nursing
  Pediatrics/Child Health Nursing
- **POLITICAL SCIENCE***

**Positions begin Jan 1, 2002*

Bloomfield College

See our WEB site for further details

www.bloomfield.edu

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

PSYCHOLOGY, Instructor/Assistant Professor, Tenure Track. We seek an Applied Psychologist including but not limited to one of the areas of Applied Cognition, Human Factors, Health Psychology, Clinical/Counseling, Adolescent Mental Health, Rehab Psychology. Ph.D (or ABD in final stages of dissertation). Successful applicant will teach core program courses, advanced seminar(s) related to their particular expertise, as well as courses in Stockton's innovative General Studies curriculum. Term: September 1, 2001 - June 30, 2002. They will also have the opportunity to participate in Stockton's interdisciplinary minors and certificates. Teaching load is three 4-credit courses per term. Additional duties as expected under collective bargaining agreement, including ongoing scholarly activity, precepting and college service. SALARY: Instructor, $31,910-$36,695; Assistant Prof., $38,788-$44,608. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. Screening begins immediately and will continue until the position is filled. Send letter of application, vitae and three letters of reference to:

William C. Jaynes, IV
Dean, Social and Behavioral Sciences
The Richard Stockton College of New Jersey
AA51a, PO Box 195
Pomona, NJ 08240-0195

Stockton is an AA/EOE. Women and minorities are encouraged to apply.

This position is a new 12th full-time faculty line in an expanding undergraduate program. R014258

VACANCY ANNOUNCEMENT

New Jersey City University is a culturally diverse, public, urban institution located in the greater New York Metropolitan area, and is one of nine state colleges/universities in New Jersey. The University offers undergraduate and graduate programs in the liberal arts and professional studies to over 8,000 students, an extensive cooperative education program, and an expanding continuing education program. The faculty number almost 250.

New Jersey City University is recruiting for the following positions:

- **Fitness & Sport Management Instructor (Full-time)**
- **Teacher of the Handicapped (2 Positions)**

For more details and/or to apply online, please visit our website at: www.njcu.edu. Click on Human Resources.

NEW JERSEY CITY UNIVERSITY

New Jersey City University is an Equal Opportunity Employer

TEXAS A&M UNIVERSITY
College of Education
Assistant Professor of Adult Education

The College of Education of Texas A&M University invites applications for the position of Assistant Professor of Adult Education with an emphasis in Adult Literacy in the Department of Educational Administration and Human Resource Development, beginning 1 September 2001. This is a 10 1/2 month tenure-track position.

Preferred qualifications: An earned doctorate in adult education with an emphasis in adult literacy. Candidates should have a record of research and publications. Experience seeking and managing grants is desired. Experience advising doctoral dissertations and in using distance modalities for teaching is preferred

Responsibilities: Teach graduate courses in literacy and adult education. Advise masters and doctoral students, and guide doctoral dissertations. Develop and pursue a research agenda in the field. Work with diverse populations. Collaborate with colleagues in meeting the mission and goals of the academic program. Contribute to appropriate service activities benefiting the department, college, university, and the profession.

The screening of completed applications will begin 1 May 2001 and continue until the position is filled. To apply, send a letter of application, a complete vita, official transcripts, and the names, addresses, phone numbers and email addresses of three references to:

Dr. M. Carolyn Clark
Search Committee Chair
Department of Educational Administration
and Human Resource Development
4226 TAMU
College Station, TX 77843-4226
Phone: (979) 845-4086
Fax: (979) 862-4347
email: cclark@tamu.edu

Texas A&M University is an equal opportunity, affirmative action, equal access employer and encourages applications from minorities, women, and persons with disabilities.

ACADEMIC POSITIONS

State University of New York at Alfred

Interested candidates are invited to apply for the following tenure-track academic positions. Teaching experience is preferred as these are teaching positions, not research. Other duties include curriculum development, student recruitment and advisement, committee involvement and on-going professional development.

Architecture

Master of Architecture degree and at least five years experience in architecture or related field.

Computer Imaging

BFA, MFA preferred with experience in 2D/3D Design, Foundation and Figure Drawing plus portfolio of self-student artwork samples.

Electrical Engineering Technology

Three years of recent, relevant industrial technical experience desired.

Position 1 BS and MS in electrical or computer engineering. Must have current certification in relevant Microsoft or Cisco instructional areas or willing to pursue.

Position 2 BS and MS electrical engineering. Technical experience: telecommunications, embedded controllers, signal processing, and control systems.

Civil Engineering

Master's degree in Architecture, Civil, Construction, Engineering or Business. Bachelor's degree in Architecture, Civil Engineering, Construction or related field. Doctorate and/or licensure preferred.

Primary teaching area includes construction management, planning, estimating, and scheduling software. Need excellent industrial relations skills.

Business Technology

(Anticipated)

Master's Degree in business, law, administration or a related business field. Professional licensure or certification in financial planning is also required. A Ph.D. in business/related field or a Jurist Doctorate degree is preferred.

Primary instructional duties include Business Technology and development of upper-level courses in BBA in Financial Services. May also include courses in business administration, accounting, or economics.

Salary is commensurate with qualifications and experience.

Starting Date: September 1, 2001

Review of letters of interest will begin immediately and continue until position is filled. Send letter of interest with resume, and names, addresses, and telephone numbers of at least three references to:

Director Human Resources, Pioneer Center,
SUNY College of Technology at Alfred, Alfred, NY 14802

Alfred State
SUNY College of Technology

Equal Opportunity/Affirmative Action Employer. Minorities, women and persons with disabilities are encouraged to apply. If an accommodation due to a disability is needed to apply, please indicate in your letter of interest.

PORTLAND STATE UNIVERSITY

Dean of the School of Extended Studies

Portland State University invites applications and nominations for the position of Dean of Extended Studies. Portland State University, a nationally acclaimed leader in community-based learning, serves more students and confers more graduate degrees annually than any other Oregon university. Since 1995 enrollment growth has been robust. Fall 2000 headcount was 17,241 (73% undergraduate and 27% graduate students). The School of Extended Studies has received national recognition for innovative programs and for building partnerships with academic programs. With a staff of 73 employees, the School annually serves 16,000 credit and 8,000 non-credit seeking students at the main campus and three off-site campus locations.

Position: The Dean reports to the Provost/Vice President for Academic Affairs and is the chief operating officer of the School of Extended Studies and is responsible for providing overall vision and leadership for the broad range of current and anticipated outreach and program initiatives. The School offers yearlong professional and personal development as well as Summer Session offerings. The School offers credit and noncredit programs, courses, and workshops on- and off-campus that are offered through a variety of formats (e.g., weekend, intensive, ten-week) and delivery modes (e.g., face-to-face, web-supported, entirely online, and correspondence) in collaboration with academic schools and colleges across the University. The foci of the programs are professional development, degree completion, the arts, and Intensive English for international students. Summer Session serves more than 8,200 students in courses that are scheduled with unusual flexibility and in a variety of formats. Most departments offer both courses required for degree programs and experimental courses.

Qualifications: The successful candidate will demonstrate the following: ability to provide visionary, collaborative and innovative leadership; a record of success in managing complex continuing education organizations, programs, budgets, marketing, and personnel; experience in entrepreneurial enterprises with demonstrated effectiveness in leading the development and delivery of market responsive programs based on sound planning; expertise in management of multifaceted instructional programs and creative approaches to teaching and learning, including distance learning and other technology-oriented pedagogy; ability to work collaboratively and effectively with the University community, the general public, public sector, private sector, and nonprofit entities; demonstrated ability to foster and sustain a positive, supportive environment for lifelong learning; excellent interpersonal and communication skills, collegial interactive style; commitment to the mission of urban universities; demonstrated ability to work effectively and collegially with faculty, staff, administration, and community in a multicultural environment; and experience in higher education sufficient to qualify for academic appointment.

Candidates should have a minimum of five years of progressively responsible administrative experience, including leadership for programs that include professional and management development, distance learning, and degree and certificate offerings. An earned doctorate is required. Salary commensurate with experience. The position is available beginning July 1, 2002.

Application/Nomination Procedures: Applications and letters of nomination should be sent to the search chair:

Scott Dawson, Dean
School of Business Administration
Portland State University
P.O. Box 751
Portland, Oregon 97207-0751
(503) 725-4763 (503) 725-5850 fax
scottd@sba.pdx.edu website: http://www.pdx.edu

Applications must include a letter addressing candidate interest, qualifications, key experience and administrative qualities, a curriculum vitae, and names, complete address and contact information of five professional references. Screening of applications will begin on April 16, 2001, and continue until the position is filled.

Portland State University is an Affirmative Action Equal Opportunity institution.

Pace University Vice President of Student Services

Founded in 1906, Pace University is a private comprehensive university, offering more than 300 majors and 3,000 courses within six undergraduate and graduate colleges, to a diverse population of 9,000 undergraduates and 5,000 graduate students. Located in New York City and Westchester County, Pace draws its strength from being a unified institution that offers students a choice of several campus locations, each with its own distinctive atmosphere, ranging from the quintessential urban New York City, to the medium-sized city of White Plains, to the suburban campus of Pleasantville/Briarcliff.

The Position

Reporting to the Provost/Executive Vice President for Academic Affairs, and an integral part of the President's Executive Council, the Vice President for Student Services oversees the following areas: Dean for Students Office, Student Accounts and Registrar Services, NCAA Division II Intercollegiate Athletics, Intramural Athletics, Judicial Affairs and Compliance, and Student Auxiliary Services. The Dean for Students' office encompasses Campus Activities and Student Development supporting over 100 registered student organizations, as well as, Residence Life (about one-quarter of traditional students live in campus housing), Community Health and Wellness, Student Counseling, and Multicultural Affairs. Student Auxiliary Services encompasses Housing Operations, Lease Management of off campus housing, outsourced Food and Vending Services, and the Student Mailrooms. This position manages 6 direct reports and is responsible for a division budget of approximately $12 million.

Qualifications

The successful candidate must hold an earned doctorate and have had extensive leadership experience in the area of student services and student affairs. Pace is seeking a dynamic and student centered professional with a demonstrated understanding of the relationship between student life and academic life, who possesses a commitment to providing quality services to students as well as a commitment to diversity. Creativity, collaboration, the ability to plan and meet budget expectations, outstanding managerial skills, and the ability to function as part of a complex managerial team in a multiple campus environment are important qualifications for the new Vice President.

Application and Nomination

To ensure full consideration, applications should be received by **May 27, 2001.** Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, including three references, may be submitted by email attachment to **mail@spelmanandjohnson.com** or on-line at **www.spelmanandjohnson.com.** If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Pace University -Vice President (C)
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit the Pace University web site at: www.pace.edu

Pace University is an Equal Employment and Affirmative Action Employer, M/F/H/V, committed to ensuring a diverse learning and working environment. Women and minorities are encouraged to apply.

PACE UNIVERSITY

WASHINGTON & JEFFERSON

Washington & Jefferson College is pleased to announce searches for the positions listed below.

ASSISTANT DEAN FOR MULTICULTURAL AFFAIRS

Primarily responsible for multicultural student services

ASSISTANT DIRECTOR OF CAREER SERVICES

Primarily responsible for developing and coordinating internship opportunities

For complete descriptions of these positions and information on applying, please visit W&J at:
www.washjeff.edu/campus_services_jobs.asp.

Washington & Jefferson College is a private, co-educational, national liberal arts college of 1,200 students with a strong academic and student life tradition. The college is located in a southwestern Pennsylvania community of diverse people, religions, and cultural traditions. W&J was founded in 1781 and is located about 25 miles southwest of Pittsburgh, PA. *The College is an Affirmative Action/Equal Opportunity Employer. Women and minority professionals are encouraged to apply.* Visit us at **www.washjeff.edu.**

SIU

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

DIRECTOR
EAST ST. LOUIS CENTER

Southern Illinois University Edwardsville invites nominations and applications for the position of Director of its East St. Louis Center. The East St. Louis Center consists of 21 programs serving over 17,000 people a year. The Center is supported by 350 staff members and a $13.3 million budget, of which $12.5 million comes from grants and contracts. Programs cover services for pre-school children to adults, and range from allied health services to the performing arts. Programs include Head Start, a Charter School, Upward Bound, as well as other TRIO programs.

For more information about the East St. Louis Center, see www.siue.edu/ESL.

Southern Illinois University Edwardsville is predominantly an undergraduate institution with 33 Master's programs. Serving approximately 12,000 students, the main campus is located 25 minutes northeast of downtown St. Louis. In pursuit of its commitment to the region, the University endeavers to incorporate the activities and results of its instructional and research efforts into programs and services that enhance area development. The East St. Louis Center, located in Illinois directly across the river from downtown St. Louis, represents a critically important expression of SIUE's commitment to the region. The Center's mission is to improve the quality of life for individuals and families by utilizing research to provide comprehensive programs, services, and training in the areas of education, health, social services, and the arts.

The Director reports directly to the Provost and Vice Chancellor for Academic Affairs and sits on the Provost's Academic Affairs Council. The Center is located in East St. Louis, Illinois with a new $28 million facility of 180,000 square feet scheduled for completion by August 2002.

A Master's degree is required. A terminal degree is strongly preferred. At least five years of successful administrative experience managing activities similar in scope to those at the Center, preferably in an institution of higher education, is also required. Candidates should have a firm commitment to the mission of the University and to the programs and activities of the East St. Louis Center. Candidates should have a record of successful leadership including an ability to work productively with academic and administrative colleagues, community leaders, and personnel of external agencies. Applicants must be able to plan carefully and establish priorities within budgetary constraints and must have experience in seeking and managing external grants. A willingness to aggressively pursue opportunities for external resources in support of the Center's programs is required. The successful candidate must demonstrate an imaginative and positive approach to solving problems and attaining the goals of the Center and the University.

Review of applications will begin immediately and continue until the position is filled. Application packages should include a letter of application, curriculum vitae, and three letters of recommendation. Send applications to:

Dr. Patrick Ferrillo, Chair
East St. Louis Center Director Search Committee
School of Dental Medicine
Southern Illinois University
2800 College Avenue
Alton, Illinois 62002

Salary is competitive and commensurate with qualifications and experience.

Southern Illinois University Edwardsville is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

SAINT JOSEPH COLLEGE

West Hartford, CT

Middle/Secondary Education Faculty Position

with emphasis on the areas of science, mathematics or social studies

Department of Child Study/Education/Special Education

The College invites applications for a tenure track assistant/associate professor appointment to begin in August 2001. In respect to the College's commitment to partnerships in multi-cultural school settings, we especially encourage applications from people of color. Responsibilities will include teaching in the teacher certification program at either the graduate or undergraduate level. This program includes teaching and learning in the middle/secondary content areas, theory and practice in the middle school, methods of middle/secondary school teaching, and curriculum development. Additional responsibilities may include supervision of students in field placements, advisement of students, scholarly research, or participation in an urban Professional Development School serving a predominantly multicultural population.

Qualifications include a doctorate in education or a related field and a minimum of three years of experience teaching in or administering schools (doctoral candidates nearing completion will also be considered). Experience working with diverse student learners is highly desirable.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to the **Human Resource Department, Middle/Secondary Education Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.** Please specify that you are applying for the Middle/Secondary Education faculty position (with emphasis on the areas of science, mathematics or social studies).

Review of applications will begin immediately and continue until the position is filled.
An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at www.sjc.edu.

VISITING ASSISTANT PROFESSOR SCHOOL PSYCHOLOGY

The Psychology Department at Plattsburgh State University of New York announces a Visiting Assistant Professor position in School Psychology for the 2001-2002 academic year. The position is expected to begin on August 27, 2001. The Psychology Department offers baccalaureate degrees in Psychology and the MA and CAS (Specialist) degrees in School Psychology. The successful candidate will be committed to excellence in graduate training and supporting the learning and development of children, youth and families.

Responsibilities include: teaching graduate courses in the School Psychology program and undergraduate courses in the successful candidate's area of expertise; developing and maintaining an active research program that engages undergraduate and graduate students in meaningful roles in the research process; and supervising School Psychology Interns and Practicum students, and engaging in community outreach appropriate to practicum and/or intern supervision of School Psychology graduate students.

Qualifications: An earned doctorate (Ph.D., PsyD or Ed.D.) in school psychology and the requisite training and experience for certification as a School Psychologist in New York State are preferred qualifications; however, candidates who are nearing completion of their doctorate will be given full consideration. Expertise in problem solving consultation and applied behavior analysis is desirable; however, applicants with expertise in any area of School Psychology will be deemed qualified.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $32,000 - $40,000, dependent upon qualifications and experience, with excellent benefits. Review of applications will begin immediately and continue until the position is filled. Please submit letter of application, curriculum vitae, three letters of recommendation, graduate transcripts, reprints, a statement of teaching philosophy and evidence of teaching ability to: **Chair, Search Committee (PJ# 2546-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh

STATE UNIVERSITY OF NEW YORK

www.plattsburgh.edu/hr/

Yakima Valley Community College

VICE-PRESIDENT FOR ADMINISTRATIVE SERVICES

(To begin approximately July 16, 2001)

and

FACULTY POSITIONS

(Faculty Positions to Begin September, 2001,
Subject to Availability of Funding)

Yakima Valley Community College seeks innovative instructors committed to community college students and their success. The College enrolls nearly 6,000 students each quarter at two campuses. The main campus is in Yakima, with a surrounding population of over 100,000. Yakima Valley Community College is a multicultural community within a few hours of Seattle and Portland and has outstanding recreational opportunities and a pleasant, sunny climate.

Administrative: (Initial screening starts May 14th, open until filled.)

- Vice President for Administrative Services (Salary: $68,190 - $70,450)
- Instructional Designer (Salary: $34,090 - $42,620)

Faculty Positions: (Initial screening starts May 14th, open until filled.)

- Biology
- English Composition / 2nd Discipline Preferred (Ex: Reading, Dev. Writing, ESL)
- Information Technology / 2nd Discipline Preferred
- Mathematics
- Physical Education / Coaching Preferred

Salary: $43,766 - $48,966 for the, academic year 2000 / 2001, plus a full benefit package.

Application form and complete job description are available at the college website: www.yvcc.cc.wa.us; or contact the Human Resource Services Department at (509) 574-4670. Our e-mail is: yvcchr@yvcc.cc.wa.us

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Northampton Community College

Now accepting nominations and application for the following full-time, tenure track faculty teaching faculty positions available Fall 2001 semester:

ENGLISH FACULTY

English faculty position in developmental writing. Master's in composition or developmental writing essential; Ph.D. preferred. The successful candidate is expected to teach composition, developmental writing at both our Bethlehem and Monroe Campuses, to assess current practice, and to recommend enhancements to the current developmental program. Successful use of instructional technology is essential. Coursework and at least two years of teaching developmental writing required.

ART FACULTY

Responsibilities include teaching courses in digital graphic design, web design, and computer animation: developing new and innovative curriculum in new media arts. Master's degree in new media or digital arts required, or equivalent professional work experience with a minimum of two years college level teaching. Must have thorough understanding of communication design theory and practice; must be proficient in Photoshop Illustrator, Quark X Press, Dream Works, Flash, After Effects, etc. **Digital portfolio of recent personal/professional work required with application submission.**

Send letter, resume, unofficial transcripts, and names, addresses and phone numbers of 3 references to **Human Resources, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020**, fax information to **610-861-5070**, or e-mail information in MSWord format to **ksiegfried@northampton.edu**. Deadline: English - **April 30, 2001** or until a suitable candidate is identified; Art - **May 11, 2001**, or until a suitable candidate is identified.

Northampton Community College is located in Bethlehem, Pennsylvania, and is in close proximity to Philadelphia, New York City and the Pocono Mountains. Northampton is a dynamic, two year institution offering more than 60 career and transfer programs at both our Bethlehem and Monroe Campuses. Currently, approximately 6000 credit and over 15,000 non-credit students are enrolled. We are a learning and student-centered institution with a staff dedicated to providing quality educational opportunities for a diverse student population. We offer a competitive salary and excellent fringe benefits package.

NCC is an Equal Opportunity/Affirmative Action Employer

VICE PROVOST FOR INTERNATIONAL PROGRAMS

New Mexico State University

New Mexico State University, the state's land-grant institution, invites applications for the position of Vice Provost for International Programs. The institution serves a multicultural student population of more than 23,000 students on five campuses. The Vice Provost for International Programs reports to the Provost, and is responsible for providing leadership for the development, implementation, and coordination of international programs and services for the university system.

Candidates must have a doctorate degree; have academic experience and qualifications meriting a tenure-track appointment in an academic department; possess a minimum of five years of administrative management experience in a college or university affiliated with international activities; must have a successful record in obtaining grants and contracts with international funding agencies, and demonstrate a strong commitment to promoting a global perspective in the academic arena. In addition, the candidate should be able to encourage and facilitate participation by students, faculty and staff in international education and research experiences; be professionally competent in at least one language other than English; be willing to travel internationally and required to have had considerable overseas professional experience. The position is an annual appointment with competitive salary and benefits package.

Screening of applications will begin mid May and continue until the position is filled. Offer of employment is contingent upon verification of individual's eligibility for employment in the United States.

Nominations, letter of inquiry, and letter of application with resume, names and telephone numbers of three persons prepared to write letters of reference should be sent to: **Nancy A. Oretskin, J.D., Chair, Search Committee, Vice Provost for International Programs, New Mexico State University, Box 30001 MSC 3CRC, Las Cruces, New Mexico 88003. Email: noretski@nmsu.edu.** *New Mexico State University is an equal opportunity/affirmative action employer.* For more information regarding this position, visit the Web site at: www.nmsu.edu.

SR. PHYSICAL PLANNER

Provide land planning and urban design services to the UCSD campus. Requires excellent report writing and public speaking skills with the ability to communicate clearly about plans and concepts in architecture, civil and traffic engineering. A graduate degree in urban planning, architecture or related field, and extensive experience in land use planning and/or urban design is required. Competitive salary with exceptional benefits package. Please apply by referencing job # 023809 to: resume@ucsd.edu or mail to: UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92093-0967. EEO/AA Employer.

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UCSD
Celebrating Forty Years
EDUCATION, SERVICE & DISCOVERY

AGRICULTURAL BUSINESS

Tenure Track - Program Manager

Position: Full-time, 12-month (9-month as tenure track plus 3-month annual renewable as Program Manager), beginning on 7/1/01 or as soon as possible thereafter. Rank/salary commensurate with experience & qualifications. **Responsibilities:** Deliver high-quality undergraduate instruction in agricultural & applied economics and the management of agricultural & related enterprises in global markets; provide leadership in setting & achieving program recruitment & retention goals; build & maintain a strong external support network & actively develop customer-focused projects & partnerships; and participate in efforts to improve the rural economy & the competitiveness of agricultural enterprises. Visit our web site at www.crk.umn.edu.

Preferred Qualifications: PhD in Agricultural Economics or closely related field; leadership/management experience in agribusiness; knowledge/experience in rural economic development & its interface with agriculture; understanding of economic, social & political factors that impact international agricultural investment/trade; and familiar with computer-based instructional technologies.

Minimum Qualifications: Earned Master's in Agricultural Economics or related discipline, or MBA & significant management experience in an agricultural enterprise; able to deliver quality instruction in areas such as agricultural & applied economics, operations management, marketing & market development, sales, strategic planning, and agricultural/rural entrepreneurship; knowledge of variables that influence markets, prices, profitability & decision making in a global business environment; strong communication skills & the ability to relate complex concepts to diverse audiences; commitment to a polytechnic educational philosophy & the Land Grant mission.

To Apply: Send a letter of application explaining how your experience, qualifications, & teaching/administrative philosophy meet the position requirements; a current resume; and names, addresses and telephone numbers of at least three references to: **Center for Agriculture & Natural Resources, 109 Hill Hall, UMC, 2900 University Avenue, Crookston, MN 56716** or e-mail materials to: **mchristo@mail.crk.umn.edu.** Screening will begin on 6/1/01 and continue until the position is filled.

UMC is an equal opportunity educator and employer

UTSA

The University of Texas at San Antonio

Vice President for Student Affairs

The University of Texas at San Antonio invites applications and nominations for the position of Vice President for Student Affairs. One of four Vice Presidents reporting to the University President, the Vice President for Student Affairs serves in a primary leadership role for the entire campus and is a member of the President's executive leadership team.

See: **http://provost.utsa.edu/employment**

The diverse student body includes many first generation college students as well as older, non-traditional students. Although the majority of UTSA students come from San Antonio and the south Texas-Mexico border area, UTSA has many students from throughout the United States and an increasingly large number of international students.

Applications will be considered beginning April 2, 2001. Salary will be commensurate with experience and qualifications. UTSA is an affirmative action and equal opportunity employer; women and minorities are encouraged to apply.

George Mason University

Science Reference and Instruction Liaison Librarian Prince William Campus

Responsibilities include providing general reference service (including evening and weekend rotation); providing individual and group instruction; developing instructional tools; designing web-based information resources; assisting patrons in use of electronic resources; developing collections; providing liaison services to the School of Computational Sciences, Health Sciences, and the American Type Culture Collection (within the guidelines of the GMU-ATCC partnership agreement); serving as the Reference Services Coordinator. At least one day per week may be required at other campus library sites. Position reports to Head, Price William Campus Library.

Qualifications: Required: ALA-MLS and previous experience providing academic library reference and/or instruction services. Experience working with electronic information resources in a networked environment. Excellent communication and interpersonal skills. Preferred: Experience with collection development. Undergraduate subject degree, second Master's or demonstrated knowledge in the sciences. Experience with design and maintenance of instructional material and or web pages. Report writing and electronic information management experience. Salary minimum high $30's, commensurate with experience.

Appointment: 12-month professional faculty appointment. Excellent Benefits: Health plan options and paid life insurance; several retirement plans, including TIAA-Creff; 24 vacation days and 11 paid holidays; tuition waiver for self. Information: For more information about George Mason University and its libraries, visit **http://www.gmu.edu.**

Applications: Review of applications will begin May 15, 2001. Send letter of application, resume and names, addresses (including e-mail), and phone numbers of three current references to:

Chair, Science Reference/Instruction Liaison Librarian
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

AA/EEO

1327

BEST COPY AVAILABLE

Frontier Chair in Urban Education

Nazareth College seeks an active educational leader with interest in teaching, professional development, and research in urban education issues. Depending upon the candidate's background and interests, the selected professional will have the opportunity to engage in a broad array of professional activities related to urban education. While appointment to the Frontier Chair will be for a three-year period, the appointment is renewable.

Required: Doctorate, substantive experience in urban education; college teaching experience highly desirable. Rank/salary commensurate with experience. Starting date:**August 20, 2001.** Please send letter of application, curriculum vitae, and three current reference letters to:**Dr. Mary Palamar, Search Committee Chair, Nazareth College, 4245 East Avenue, Rochester, NY 14618.** Review of applications will begin immediately and continue until position is filled.

Nazareth College is a thriving, independent, co-educational institution with 1900 undergraduate and 1000 graduate students. The college is located minutes from downtown Rochester, noted for its internationally recognized industries and museums, and for its cultural diversity. Nazareth College seeks individuals with an understanding of the benefits and importance of ethnic and racial diversity on campus and demonstrated commitment to the promotion of such diversity. *EOE/AA*

Nazareth College

Where Futures Begin

www.tri-c.cc

One of the nation's top community colleges, committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals.

We invite applicants for Academic Year 2001-2002 Tenure Track and Lectureship
FACULTY POSITIONS

- Art
- Automotive Technology
- Business Administration/ Marketing
- Commercial Art
- Counseling
- Dance/Theatre
- Dental Hygiene
- Early Childhood Education
- Earth Science
- Economics/Business Administration
- Engineering Technology
- English
- English as a Second Language
- Graphic Communications, Multimedia & Photography
- History/Political Science
- Information Technology
- Journalism/Mass Communication
- Mathematics
- Philosophy
- Physics/Political Science
- Public Services Librarian
- Spanish
- Web Services Librarian

We offer a competitive salary and excellent benefits package. Visit our Web site for more information about these exciting opportunities, benefits, and application procedures.

Cuyahoga Community College – HO
700 Carnegie Avenue
Cleveland, OH 44115
Jobline – 216-987-4771

AA/EOE

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following full-time, tenure track Faculty positions:

Chemistry Instructor,
Spokane Community College

Communication Studies Instructor,
Spokane Community College

Geography/Anthropology Instructor,
Spokane Community College

Mathematics Instructor,
Spokane Community College

Political Science Instructor,
Spokane Community College

Spanish Instructor,
Spokane Community College

The above faculty positions require a Master's degree in the discipline and two years successful college teaching experience. Positions are open until filled, review of applications begins April 23, 2001.

Architectural Technology Instructor, Spokane Community College. Teach architecture classes. Bachelor's degree in Architecture or current architectural registration; AUTOCAD/CAD 2000 proficient, two years experience as a commercial architectural CAD drafter. Ability to satisfy WA State Vocational Certification requirements. Review of applications begins May 4, 2001.

Electronics Instructor, Spokane Community College. Teach and evaluate Advanced Computer Electronics. AAS degree, A+ certification, and two years teaching experience. Ability to satisfy WA State Vocational Certification requirements. Review of applications begins May 4, 2001.

English as a Second Language Instructor, Spokane Falls Community College. Full-time, One-Year Appointment Only. Implement an established bridge program between international ESL students the regular college curriculum; provide instruction in reading, study skills, conversation, grammar, and writing. Master's degree in ESL, Foreign Language English, Education or related field with a focus on language acquisition. Closes May 1, 2001

Welding Instructor, Spokane Community College. Teach classes in blueprint reading, math, brazing and cutting, fabrication and layout, welding and welding theory. Requires two years experience beyond journeyman status; capable of welding to field and shop standards and current in oxy/acetylene cutting, plasma cutting, etc. Ability to satisfy WA State Vocational Certification requirements. Review of applications begins May 4, 2001.

Current annual salary is $37,132 for all faculty positions with an anticipated salary increase in September 2001. For position details, qualification requirements, and official application, contact **Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059** or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

WESTERN CONNECTICUT STATE UNIVERSITY

Public Service Librarian

Western Connecticut State University is seeking qualified applicants for a tenure-track position in the Ruth Haas Library. Interested candidates should send letter of application and resume to Vijay Nair, Chair, Library Faculty Search Committee, Ruth Haas Library, WCSU, 181 White Street, Danbury, CT 06810. Applications received before May 15, 2001 will receive first consideration.

Responsibilities include: providing bibliographic instruction, assistance with collection development, and other necessary services to several academic departments including Education and Nursing; developing and maintaining the Curriculum and the Children's/Juvenile Collections; providing approximately thirteen hours (including one evening) per week of service at the reference desk; participating in the Sunday reference desk rotation; and maintaining some sections of the library's Web page.

Qualifications: Candidates must possess an MLS from an ALA accredited program. It is preferred that the candidates have post-MLS experience in general reference and collection development in an academic library, experience in undergraduate and graduate bibliographic instruction (especially in Education and Nursing), and experience in developing and maintaining Web pages. Minimum salary: $ 40,866.

WCSU is an AA/EO Educator/Employer.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

MARKETING - Inst./Asst./Assoc. Prof. of Business Studies. Fall 2001. Teaching and/or work related experience in two or more of the following areas: Sales Management, Global Marketing, Consumer Behavior, International Marketing, Hospitality Marketing or Internet Marketing. Expected to teach Marketing Principles and marketing speciality courses as needed. Candidates for Associate Professor must hold a terminal degree and have considerable experience. Candidates for Assistant Professor must hold a terminal degree. Candidates for Instructor must hold a Master's degree and have an ABD status and be in the latter stages of their dissertation. Rank and salary are commensurate with credentials and experience. Screening will continue until the position is filled. Send letter of application, resume and three letters of reference to:

Dr. Marc Lowenstein
Interim Dean of Professional Studies
The Richard Stockton College of NJ
AA51, PO Box 195
Pomona, NJ 08240
Visit our Website - www.stockton.edu

Stockton is an AA/EOE. Women and minorities are encouraged to apply. R013740

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METROPOLITAN
STATE UNIVERSITY

Registrar and Women's Services Director/Advisor

Metropolitan State University, St. Paul/Mpls., MN, invites applications for the following positions:

Registrar. Requirements: bachelors degree (master's degree in related area preferred), three years experience in a registrar's operation or comparable administrative setting within higher education.

Women's Services Director/Advisor. Requirements: bachelor's degree (master's degree in related area preferred), three years experience providing educational or human services to women.

Positions are open until filled with application review beginning May 14. For complete position description and qualifications, go to:

http://www.metrostate.edu/hr/HRindex.htm

AA/EEO

EDUCATION

Vice President of Academic Affairs

Rancho Santiago Community College District in Orange County, California is seeking qualified candidates for the position of Vice President of Academic Affairs at Santiago Canyon College. The VPAA is the chief instructional officer of the college and reports directly to the President. Provide academic and operational leadership and supervision for the college's instructional program and works closely with the Vice President of Student Services to coordinate efficient class scheduling and enrollment management. Provide leadership for continuous strategic planning as the college continues its development as a comprehensive community college. The salary range is $8,203-$9,794 per month with excellent benefits package. Deadline to apply is May 10, 2001. Please visit our website: www.rsccd.org to apply on-line and download job announcement brochure, or call 714-480-7484 for application and job announcements.

RANCHO SANTIAGO
COMMUNITY COLLEGE DISTRICT

EOE

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane, Spokane Community College invites applications for the following positions:

Dean of Instruction for Health and Environmental Science. Responsible for the operation and management of all programs, personnel and activities assigned to the division (agriculture/horticulture, natural/water resources, allied health and nursing). Master's degree and three years full-time teaching experience.

Dean of Instruction for Technical Education. Responsible for the operation and management of all programs, personnel and activities assigned to the division (administration of justice, fire science, architectural technology, automotive, HVAC, carpentry/cabinetry, CNC machining, cosmetology, machine shop, sheet metal, welding, etc). Master's degree and three years full-time teaching experience.

Positions are open until filled with review of applications beginning May 3, 2001. Current annual salary is $72,100 with anticipated salary increase July 1, 2001. For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

SAINT JOSEPH COLLEGE
West Hartford, CT

Education Curriculum Faculty Position

with emphasis on the areas of science, mathematics or social studies

Department of Child Study/Education/Special Education

The College invites applications for a tenure track assistant/associate professor appointment to begin in August 2001. In respect to the College's commitment to partnerships in multi-cultural school settings, we especially encourage applications from people of color. Responsibilities will include teaching in the teacher certification program at either the graduate or undergraduate level. This program includes philosophy of education; issues, policies and law in American schools; schools, learning and the impact of culture; educational research; curriculum development; and curriculum and instruction: adaptive strategies. Additional responsibilities may include supervision of students in field placements, advisement of students, scholarly research, or participation in an urban Professional Development School serving a predominantly multicultural population.

Qualifications include a doctorate in education or a related field and a minimum of three years of experience teaching in or administering schools (doctoral candidates nearing completion will also be considered). Experience working with diverse student learners is highly desirable.

Send letter of application, curriculum vitae, copies of transcripts, and three letters of reference from people who have supervised your work to the **Human Resource Department, Education Curriculum Search, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT 06117.** Please specify that you are applying for the Education Curriculum faculty position (with emphasis on the areas of science, mathematics or social studies).

Review of applications will begin immediately and continue until the position is filled. An EOE/M/F/V/D employer. Women and minorities are encouraged to apply.

Learn more about Saint Joseph College at www.sjc.edu.

George Mason
University

Director of Graduate Admissions

George Mason University invites applications and nominations for the position of Director of Graduate Admissions. The Director of Graduate Admissions is responsible for the recruitment of graduate students. Duties include developing a university wide marketing strategy, coordinating the processing of graduate applications, and designing university wide graduate publications. The Director will work closely with the academic units in designing and implementing a graduate recruitment and marketing plan. The position will report to the Dean of Admissions.

Qualifications of the position include a bachelor's degree (graduate degree preferred) with related experience in higher education and graduate admissions with outstanding interpersonal, oral and written communication skills. This position is a full-time, twelve-month administrative faculty position.

The closing date for applications is Friday, May 4, 2001. Interested candidates should submit a letter of application, curriculum vitae, and names of at least three professional references to:

Chair, Search Committee for Director of Graduate Admissions
Office of the Provost, MSN 3A2
George Mason University
Fairfax, VA 22030

George Mason University is a dynamic public teaching and research university in the Virginia suburbs of Washington, D.C. Half of its 24,000 students are full time, forty percent are graduate students, a quarter are minority students, and ten percent live on campus. The growing reputation of George Mason University as an exciting institution derives from its innovative undergraduate programs in both traditional disciplines and in integrative studies, as well as its increasing number of post-baccalaureate certificate and degree programs. Further information about the university can be found on the web at **www.gmu.edu.**

George Mason University is an Equal Opportunity, Affirmative Action Employer. The University offers a competitive salary and benefit package. Applications from and nominations of women and minority candidates are strongly encouraged.

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Colorado State University

Director of Housing and Food Services

Colorado State University invites nominations and applications for the position of Director of Housing and Food Services. The Director of Housing and Food Services provides overall leadership for a large and complex program in the Division of Student Affairs at Colorado State University. In addition to being an educational leader in the Division, the Director is the manager of the largest auxiliary budget ($44 million) at the University. As a Director in the Division of Student Affairs, this position shares responsibility for participation in projects and activities related to the Division.

The Director is responsible for all financial, operational, and programmatic aspects of the campus residential environment. Responsibilities include staff supervision, training and evaluation; management of facilities; budget development and analysis; computer/technology applications; planning; research; student development; and the facilitation of programs that contribute to the University's educational objectives. Facilities include 4,700 residence hall spaces, 925 apartments, nine residential dining centers, and all residential and academic buildings at the Pingree Park Mountain campus.

This is a full time Administrative Professional position reporting to the Vice President for Student Affairs. The position takes direction from the Vice President and is in conformance with the Housing and Food Services department mission statement, the Colorado State University mission statement, and the appropriate guidelines pertinent to university auxiliary activities. The Division of Student Affairs at Colorado State University is a comprehensive student affairs program that serves a major state university and land grant college. The Division encompasses a wide array of departmental services and programs addressing the needs of a student body of approximately 23,000.

Colorado State is in Fort Collins, a city of 110,000, which is 65 miles north of Denver. The city offers a unique blend of metropolitan advantages and small town friendliness. Located at the western edge of the Great Plains and at the eastern base of the Rocky Mountain foothills, Fort Collins with its ideal climate provides easy access to numerous outdoor activities.

QUALIFICATIONS

A Master's degree in Student Personnel or related areas is required, Ph.D. is preferred. At least eight years of professional experience in Student Affairs is required with a minimum of five years as a senior administrator in Housing and Food Services. The successful candidate must have a very strong working knowledge of all aspects of Housing and Food Services.

Salary is commensurate with education and experience. The desired starting date is August, 2001.

Nominations must be postmarked by May 31, 2001. For full consideration, applications consisting of a letter of interest addressing the qualifications for and the responsibilities of the position, resume, and the names, addresses, and telephone numbers of three references must be postmarked by June 7, 2001. Please send to **Ann Malen, Chair, Search Committee for Director of Housing and Food Services, 105 Ammons Hall, Colorado State University, Fort Collins, Colorado 80523, Telephone: (970) 491-5709, Fax: (970) 491-1134.** A full job description can be obtained by contacting the Chair.

CSU is an EEO/AA Employer.

UNIVERSITY OF
NOTRE DAME

DIRECTOR, OFFICE OF INSTITUTIONAL EQUITY

The University of Notre Dame has restructured and centralized its affirmative action/equal opportunity efforts, culminating in the creation of the Office of Institutional Equity. The University seeks a leader who will provide the vision necessary to foster the growth of this new office, and who will develop the office in such a way as to most effectively accomplish the University's goals of creating a more diverse workforce and a more welcome and inclusive environment for all its members. As a Catholic institution of higher learning, these goals spring not only from the University's desire for academic excellence but also from the University's character as a Catholic institution that embraces all of humanity and is committed to social justice.

The Director (along with his or her staff) will be responsible for several duties related to affirmative action/equal opportunity. The Director will ensure compliance with all aspects of affirmative action requirements and related programs, including preparing and monitoring the plan and other University efforts. In addition, the Director will work with hiring departments to develop diverse pools of candidates for faculty and senior-level staff positions. The Director will investigate and respond to internal complaints of harassment and discrimination. The Director will coordinate disability issues related to faculty and staff. The Director will assist other campus departments in providing training regarding affirmative action and equal opportunity issues. Because this is a newly organized Office, the Director will have the opportunity to build a new staff of at least three people. The Director will report to the President; will have a dotted-line reporting relationship to the General Counsel; and will work closely with the Office of the Provost, Department of Human Resources, and Office of Institutional Research.

Qualifications: Advanced degree; preferably a J.D., masters, or Ph.D. At least five years experience working with affirmative action and equal opportunity laws, regulations and policies, including experience with the EEOC, OFCCP and other relevant government agencies. Experience in higher education, including knowledge of tenure and other faculty personnel issues, and in working with highly confidential and sensitive issues. Investigation and conflict-resolution skills. Strong analytical and writing skills. Computer proficiency and experience analyzing salary and other statistical data. Interpersonal and communication skills to deal effectively with multiple constituents and to earn the trust of a variety of people. Sensitivity of cross-cultural issues. Ability to remain objective and patient. Self-confidence and a sense of humor. Understanding of and commitment to Notre Dame's Catholic nature and mission.

Salary: Competitive and commensurate with experience and other qualifications; eligibility for the University's comprehensive benefits.

Review of candidates begins April 16th and will continue until the position is filled. Interested candidates should send a cover letter, resumé, and a list of three references to:

Department of Human Resources
University of Notre Dame ◆ 100 Grace Hall ◆ Notre Dame, IN 46556
hr.1@nd.edu ◆ Fax: 219-631-6790

The University may request writing samples during the search process.
All offers will be contingent upon the applicant's successful completion of a drug test and criminal background check.

The University of Notre Dame is an Affirmative Action Equal Opportunity Employer

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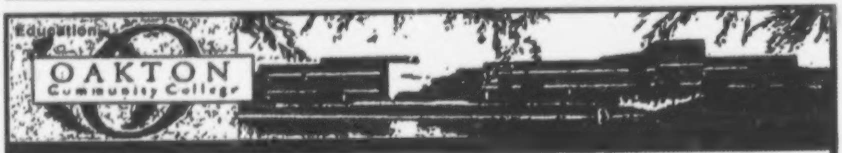

Oakton Community College is a dynamic, comprehensive community college with two campuses serving the North Shore suburbs of Chicago. The College is known for its academic innovations, commitment to serving students and solid financial position

Director of College Relations and Marketing

The Director of College Relations and Marketing provides overall leadership for the effective planning and coordination of the College's marketing initiatives and, in conjunction with the Director of Admission and Enrollment Management, develops the marketing strategies for enrollment planning. The Director provides leadership for institutional marketing, public and community relations, publications and Web development, media relations, newsprint and radio advertising, and major College-sponsored events.

The successful candidate will be creative, have strong organizational skills, communicate well orally and in writing, and understand the needs of and work well with diverse constituencies. He or she will have a Master's degree in an appropriate discipline, at least 5 years administrative experience in a college or university, and demonstrated successful marketing and public relations experience. An ability to effectively represent the College to the larger community is required.

Director of Admission and Enrollment Management

The Director of Enrollment Management develops admission and enrollment strategies and services for new, continuing and former student populations. Specific initiatives for alumni relations are developed related to community and adult outreach. In collaboration with the Director of College Relations and Marketing, the Director of Admission and Enrollment Management plans, organizes and manages the recruitment program of the College. The Director supervises a staff of 5 employees.

The College seeks candidates who have demonstrated experience in the implementation of technology-related applications in the admissions and recruitment process; demonstrated ability to identify, develop and execute recruitment and outreach plans and strategies for diverse student populations and who: are creative, have strong organizational and interpersonal skills, and who write well. A Master's degree in an appropriate discipline and 4 years experience in college/university admission or enrollment management and demonstrated marketing/enrollment planning experience are required. Prior management and supervisory experience are necessary.

To apply, submit your resume and cover letter to:
Oakton Community College, Human Resources, 1600 E. Golf Road, Des Plaines, IL 60016-1268.
(847) 635-1675, fax: (847) 635-1764, e-mail: admsearch@oakton.edu.

Additional information about Oakton can be found at www.oakton.edu.
Confidential screening of applicants will begin for both positions on May 7, 2001 and will continue until the positions are filled. Preferred starting date for both positions is July 1, 2001. EOE

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The University of West Florida

Purchasing Director

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Purchasing Director.

Responsibilities: The position reports to the Vice President for Administrative Affairs, and is responsible for serving as chief administrator for the University's procurement program which encompasses central receiving, central stores, surplus property disposition, Minority Business Enterprise program, and the University's Purchasing Department.

Qualifications: Minimum qualifications are a master's degree in an appropriate area and six years of appropriate experience; or a bachelor's degree in an appropriate area and eight years of appropriate experience.

Salary Range: $60,000-$85,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- cover letter summarizing qualifications
- detailed resume; and
- name, mailing address, e-mail address, and telephone number for 3-5 professional references.

Deadline is May 11, 2001. Desired starting date is July 1, 2001.

Send application to: Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/Affirmative Action Employer

Auburn University

Position Advertisement/Announcement

AGRONOMY & SOILS
AG PROGRAM ASSOCIATE POSITION

The Department of Agronomy & Soils, Auburn University is seeking candidates for an Ag Program Associate position. This position is funded from external sources.

Responsibilities include but are not limited to; collecting, recording and analyzing data; maintaining records and data bases; preparing and presenting technical reports, educational/informational programs/workshops; conducting surveys and studies; developing, updating and presenting printed materials, web-based and other electronic information technologies for dissemination of research results and technology transfer; coordinating support and services with other university offices/departments as well as federal and state agencies/institutions; providing general professional assistance to faculty members to support technology transfer of research results.

Minimum qualifications are a Bachelor's degree in Agricultural Economics, Agronomy, Soil Science or closely related field (a minimum of 10 quarter hours course work or equivalent in agricultural economics is required) and six years experience in agriculture research and related areas is required or a Master's degree in the above and three years of experience. Essential requirements are: excellent interpersonal and written communication skills; demonstrated technical excellence with computers, software and statistical programs; and demonstrated application of agricultural research and technologies. Knowledge of southern cropping systems is required. Candidate must be currently authorized to work in the US. Salary will be commensurate with education and experience. Experience in desktop publishing software, presentation graphics and web-based information systems is highly desirable.

Minorities and women are encouraged to apply.

Candidates should send a letter of application, resume, transcripts and names/addresses of three references to:

Ag Program Associate, Log #15937
Human Resources
Langdon Hall
Auburn University, AL 36849
PH: (334)844-4145
FAX: (334)844-1617

Review of applications will begin after April 13, 2001. Position is available immediately.

Auburn University is an equal opportunity/affirmative action employer.

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TOWARD THE PRIMACY OF TEACHING

Dr. Alexander González is president of California State University-San Marcos, appointed in July 1998 after a year as interim president. [See "The Good Is Never Lost: Reflections of an Interim President,"** The Hispanic Outlook 8, 21-23, 1997.**] A native of Los Angeles, he holds a doctorate in psychology from UC-Santa Cruz.

Last year, I was the keynote speaker at the Forum for Diversity in Graduate Education, held in San Francisco. The conference coordinators hoped I would present a reasoned answer to the question, "Why go on to graduate school?" My audience included some of California's brightest college students whose ethnicities are very much underrepresented in graduate schools.

It wasn't an easy question. I would have liked to tell them unequivocally that they should pursue graduate work, but the truth is that I–like many other Latinos–let the world define my choices and path in life for a fairly long time before I finally discerned my own desires and choices. My path was more circular than linear, reminding me of a line by the late poet Theodore Roethke, "I learn by going where I have to go."

As I recontemplate the question, I realize that higher education in general, and professors in particular, face the same circular path of learning by going where they need to go. Due largely to the demand for access, higher education must adapt to new directions. And one direction clearly emerging is toward the primacy of teaching and of educating future professors to teach. This shift will profoundly impact the research model as the primary vehicle for training and preparing future faculty.

The world's store of information is said to double every seven years. Imagine what this means to an institution like CSU-San Marcos, approaching only its 10th anniversary, and how our young professors must be constant fast-paced learners or risk being left in yesterday. The role of the professorate is being challenged, not only by the pace of information but also to make teaching more of a goal in graduate training. Traditionally, the triad of teaching, research, and service has been at the heart of the profession. Depending on the type of institution, research or teaching is emphasized. However, the research endeavor has always been viewed more positively, and research institutions have been at the top of the academic hierarchy.

Today at all types of institutions, we witness a movement away from the primacy of research and toward the emphasis on teaching. A recent Carnegie Commission report called for a much higher priority for teaching at the undergraduate level and suggested that faculty be rewarded for outstanding teaching on an equal level with cutting-edge research. In reality, research institutions represent about three percent of the universities where graduate students will be hired after their Ph.D. Most positions available in academe are at non-research institutions such as my own. The movement toward an emphasis on teaching at all types of institutions cannot come soon enough.

Why the push for these and other changes? To guarantee a quality undergraduate education for all students. The primacy of teaching is especially critical for Hispanics. Consider the relative sizes of university systems in California alone. The California State University, of which San Marcos is a part, educates more than 75,000 Hispanic students each year, compared to only 20,000 by the University of California system. Those statistics indicate that most doctoral graduates will find jobs not in research institutions but in large university systems like CSU, where teaching is the primary focus. As we draw faculty from research universities, the quality of instruction for my students will depend in large part on a renewed focus on training future professors to teach well.

In my speech a year ago, I told the students to seek out mentors or role models at the undergraduate level in preparation for advanced study. I noted that "they don't have to look like you; they just have to believe in you." For a long time to come, the odds are high that their role models won't look like them. But for the short run, we can at least ensure that they will bring strong teaching to institutions like CSU. That can only result in more Hispanic students' choosing to pursue graduate study and reinforcing new ideas for making teaching a focal point, in addition to research and scholarly activities.

Done correctly, these changes will bring about a system that's more responsive and better suited to the changing faces and needs of students, no matter their background. Donald Kennedy, former president of Stanford, has written that higher education is recognizing that academic freedom–the cornerstone of the modern university–has as its counterpart academic duty. This implies that the Academy must respond to student needs. The long-term results will make higher education more accountable for what it does and how it is done and benefit Hispanics at all levels of academe.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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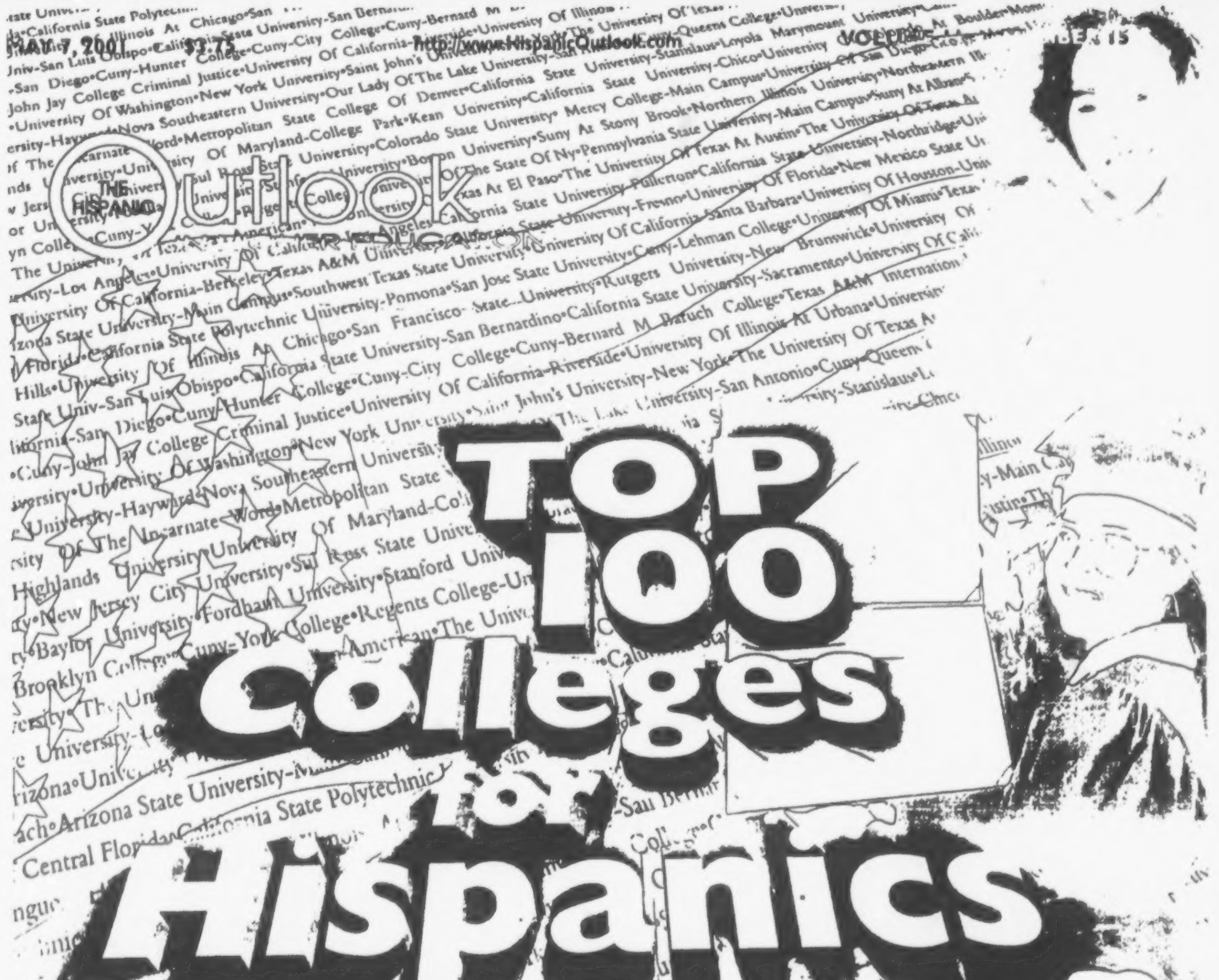

TOP 100 Colleges for Hispanics

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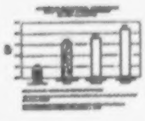

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From time to time, *The Hispanic Outlook in Higher Education* will publish articles dealing with controversial issues. The views expressed herein are those of the authors and/or those interviewed and may not reflect the official policy of the magazine. *The Hispanic Outlook in Higher Education* neither agrees nor disagrees with those ideas expressed, and no endorsement of those views should be inferred unless specifically identified as officially endorsed by Hispanic Outlook in Higher Education.

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A CAPITOL VIEW

Bilingual Schools Work!

BY GUSTAVO A. MELLANDER

Bilingual programs have been around in this country for hundreds of years. During various periods in the 1800s, bilingual schools existed and were conducted in such non-English languages as German, Swedish, Italian, and Chinese–to name but four. Their goal was to help children–and adults–make the transition from their native tongue to English. Many reached that goal. Many failed to do so.

It is not easy to learn a foreign language. Many immigrants never did. It is particularly difficult if, as an adult, you are busy working full time or, if a child, you find you are ridiculed daily. In some cases, immigrants had to wait until their children struggled through the education system before someone in the family had learned English well enough to translate for the family. In most cases, it wasn't until the grandchildren of immigrants grew up that the family could count on truly proficient English speakers.

Total Immersion Programs

Alas, by that time, the grandchildren could not speak nor understand their grandparents' native tongue. During the 19th century, all non-English immigrant groups were subjected to a sink-or-swim educational system. All too many sank. Sank and remained prisoners of their linguistic ghettos.

Under sink-or-swim, students were simply assigned to regular classrooms with native speakers as if they already understood English. They didn't. It was a chaotic and frightening experience. And it got worse. Not only did immigrant children, already burdened with life-altering adjustments, find themselves lost and confused in the all-English classroom, but they also were made to feel inferior.

Their native language was frequently dismissed, mimicked in a pejorative fashion, and characterized as inferior to English. Children can be mean; they picked up on the themes and harassed the non-speakers. Even well-meaning teachers were often at a loss as to how to build confidence and self-respect among immigrant children.

Transitional Bilingual Programs

With the passage of time, it became clear to some teachers and administrators that there were far too many casualties. The total-immersion system, successful in some cases, left behind too many "failures." Some teachers learned a few non-English words, the better to communicate with their students. The successes that grew from those experiences, plus a dash of common sense, led to the beginnings of bilingual transitional programs.

By relying on a child's native tongue, a bridge could be built to English proficiency. And by not denigrating a child's native tongue and customs, a level of trust and self-respect could be created that helped children learn. By building upon strength and respect, hundreds of thousands have been helped.

Today it is not unusual for a school district to represent more than 15 foreign languages–many have more than 25, some more than 100. The major goal is still to build a bridge between the child's language and the new working one, English. Seems simple and logical enough.

But the attacks on bilingual education continue. The most popular reason to oppose bilingual education is that "it doesn't work." Children, it is claimed, are not learning English. Readers of *The Hispanic Outlook* need not be told that some bilingual programs, for a vast variety of reasons, have failed. But many more have succeeded.

What Really Works?

A California-based study making the rounds in Congress reports that children in bilingual education classes performed better in academic achievement tests than did students receiving most of their instruction in English. Students in 63 schools with bilingual education programs did better on academic achievement tests in English than did students in more than 1,000 similar schools that provide instruction to most students only in English.

The results are particularly intriguing since both bilingual and English-immersion schools had Hispanic enrollments averaging 73 percent. Further, the students in these schools came overwhelmingly from low-income families in which the parents had limited formal education.

"As a mother, I made the choice to continue my son's bilingual education class because I felt that this was the best way for him to learn English and succeed in school. With this new information, I know that I made the right choice by requesting a waiver, and that he is receiving the best education possible," said Carmen López, a parent in San Diego County.

Her comments run counter to surveys conducted by those who oppose bilingual education. They claim that most parents are opposed to having their children in bilingual programs because they are conducted in Spanish and therefore children do not learn English in a timely fashion.

However, research conducted by Dr. Norm Gold concludes, "This study shows that both groups of schools made progress on California's API from 1999 to 2000. Bilingual schools exceeded their growth targets for Hispanic students by almost five times, while the comparison schools exceeded their targets by only four times. California parents making such important educational decisions for their children should know that students in bilingual education are performing better and are learning English."

Bottom line: This and other data-based research indicate that bilingual education is not a barrier to academic achievement for Hispanic students. They learn the subject matter, and they learn English. Many earn higher grades when enrolled in bilingual programs.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

¡Saludos!

Academic distinction takes on many forms, whether it is as the recipient of an award or endowment, or by earning a ranking such as in our Top 100 list, the focus of this issue. Colleges and universities for Hispanics are listed based on graduation criteria provided by the U.S. Department of Education. The Carnegie Classification of Institutions of Higher Education, while not a ranking, is an important taxonomy of degree-granting and accredited academic institutions that many refer to and depend on for informational, policy, and decision-making purposes.

The current system distinguishes the following classifications: doctoral/research universities-extensive and intensive; master's colleges and universities I and II; baccalaureate colleges-liberal arts, general, and associate's; associate's colleges; specialized institutions and tribal colleges and universities. This system of classification was originally published in 1973 and has been subsequently updated several times. The Carnegie Foundation will complete another revision in 2005 that will reflect a thorough reassessment of the classification system, which will enable multiple classifications of institutions.

Florida International University has positioned itself on the top tier of the Top 100, as the No. 1 institution (see profile on page 28) for awarding the most bachelor's degrees to Hispanics, and as Carnegie's Doctorate-Grt II, which means it has awarded 50 or more doctoral degrees per year across at least 15 disciplines. Doctoral/Research Universities-Intensive refers to institutions that have awarded 10 degrees per year across three or more disciplines or at least 20 doctoral degrees for the year overall. Master's College and Universities I institutions typically award 40 or more master's per year across three or more disciplines. Master's II schools award 20 or more master's degrees per year. Baccalaureate Colleges-Liberal Arts designation indicates that institutions awarded at least half of their bachelor's in the liberal arts fields. Bachelor's Colleges-General award less than half of their bachelor's in the liberal arts fields; and in Bachelor's/Associate's Colleges, bachelor's degrees accounted for at least 10 percent of undergraduate awards. At Associate's Colleges, bachelor's degrees represented less than 10 percent of all undergraduate awards.

Up next, *HO* will spotlight the Notre Dame Institute for Latino Studies; Dr. Dolores M. Fernández on Bilingual Education; the first of a two-parter on Conflict in the Classroom; and much more.

Con muchísimo gusto,

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From the Publisher's Desk

May 7, 2001

Dear Colleagues:

It's been said it takes a village to raise a child. It can take even more to raise a first-generation college graduate who is Hispanic. So many elements–public, private, and personal–need to be in place and working smoothly. And when they are and when they do, there is cause for celebration.

Thus we now celebrate the **Top 100** – those four-year U.S. colleges and universities that, by the latest National Center for Education Statistics, conferred the most academic degrees on Hispanics.

The institutions are diverse–state-sponsored and independent, large and small, religious and secular, profit and nonprofit. At least one offers solely distance education. And the locations are diverse, as the geography of *Hispanidad* shifts and spreads. The **Top 100** now represents 33 states, including North Carolina, where the Hispanic population grew from 81,000 to 878,000 between Census 1990 and Census 2000.

These **Top 100s** granted, to students overall, 10,300 more bachelor's, 1,200 fewer master's, and 1,200 fewer doctoral degrees than those of the previous year. But **Top 100** bachelor's degrees to Hispanics increased by 2,600, to 41,000, and master's rose to 10,292. Doctorates to Hispanics held nearly steady at 971, and those earned by Hispanic women rose by 56, to 524.

These gains are not fortuitous, but hard won–by the graduates and by all who helped inspire a dream, create a pipeline, ease and illuminate the way. Colleges and universities working with K-12 districts and community groups, bringing youngsters and parents on campus, streamlining admissions and transfers. National and local advocates pressing tirelessly for fair access. Governments and foundations designing and underwriting strategies of inclusion. Faculty and staff going the extra mile as coaches and troubleshooters. Mothers and fathers urging—your brain, not your back.

To all of these heroes, so many of them unsung, and to all the graduates and the institutions that help make it possible, a heartfelt BRAVO!

¡Felicitaciones!

Jose Lopez

José López-Isa
Publisher

HISPANIC Outlook TOP 100

Four-year colleges and universities qualified for the Top 100 by granting the most degrees to Hispanics. They conferred 289,752 bachelor's, 41,064 earned by Hispanics, up a laudable 6.8 percent over the previous year's Hispanic recipient total.

Derived from '98-'99 data gathered by National Center for Education Statistics, Dept. of ED. Based on 97% reporting.

BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Bachelor's	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	4,038	2,062	852	1,210
2	THE UNIVERSITY OF TEXAS AT EL PASO, TX	1,754	1,251	503	748
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	1,339	1,194	416	778
4	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	7,932	1,076	493	583
5	SAN DIEGO STATE UNIVERSITY, CA	4,928	991	437	554
6	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	2,222	943	425	518
7	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	6,029	937	411	526
8	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	2,408	936	329	607
9	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	4,121	768	288	480
10	TEXAS A&M UNIVERSITY, TX	7,226	751	387	364
11	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	3,936	746	284	462
12	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	2,780	739	304	435
13	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	4,078	738	306	432
14	UNIVERSITY OF FLORIDA, FL	7,429	726	373	353
15	UNIVERSITY OF ARIZONA, AZ	5,272	706	306	400
16	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	5,633	694	285	409
17	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	2,725	674	268	406
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	6,343	597	234	363
19	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	1,719	588	242	346
20	SOUTHWEST TEXAS STATE UNIVERSITY, TX	3,346	581	266	315
21	UNIVERSITY OF MIAMI, FL	1,769	544	208	336
22	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	3,343	531	209	322
23	UNIVERSITY OF CENTRAL FLORIDA, FL	5,457	530	213	317
24	SAN JOSE STATE UNIVERSITY, CA	4,099	527	191	336
25	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	4,213	490	207	283
26	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	3,502	482	241	241
27	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	2,079	477	157	320
28	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	1,806	460	147	313
29	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA	2,402	459	238	221
30	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	664	447	211	236
31	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	3,894	437	176	261
32	UNIVERSITY OF CALIFORNIA-DAVIS, CA	4,345	437	161	276
33	UNIVERSITY OF CALIFORNIA-IRVINE, CA	3,167	436	174	262
34	SAN FRANCISCO STATE UNIVERSITY, CA	4,240	435	165	270
35	UNIVERSITY OF SOUTH FLORIDA, FL	4,898	430	163	267
36	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	484	428	150	278
37	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA	3,339	418	244	174
38	CUNY–LEHMAN COLLEGE, NY	1,099	411	90	321
39	BARRY UNIVERSITY, FL	1,224	403	109	294
40	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	2,850	400	173	227
41	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	5,263	388	174	214
42	FLORIDA STATE UNIVERSITY, FL	5,245	381	171	210
43	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	396	378	129	249
44	CUNY–JOHN JAY COLLEGE OF CRIMINAL JUSTICE, NY	1,206	364	142	222
45	CUNY–CITY COLLEGE, NY	1,194	360	114	246
46	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	3,574	359	151	208
47	CUNY–HUNTER COLLEGE, NY	1,799	354	83	271
48	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	2,322	345	123	222
49	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	2,963	339	146	193
50	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	1,780	333	134	199

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BACHELOR'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Bachelor's	TOTAL	Males	Females
51	ST. MARY'S UNIVERSITY, TX	497	332	128	204
52	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	880	324	119	205
53	TEXAS TECH UNIVERSITY, TX	3,468	318	157	161
54	CUNY--BERNARD M BARUCH COLLEGE, NY	1,934	297	102	195
55	UNIVERSITY OF ILLINOIS AT URBANA, IL	6,301	288	145	143
56	UNIVERSITY OF THE INCARNATE WORD, TX	559	285	52	233
57	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	2,868	262	113	149
58	CUNY--QUEENS COLLEGE, NY	2,053	259	85	174
59	ST. JOHN'S UNIVERSITY-NEW YORK, NY	2,247	259	108	151
60	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	1,030	248	103	145
61	CALIFORNIA STATE UNIVERSITY-CHICO, CA	2,677	242	99	143
62	KEAN UNIVERSITY, NJ	1,551	240	72	168
63	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	416	239	40	199
64	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS, WA	6,213	237	101	136
65	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	1,181	236	70	166
66	NORTHERN ARIZONA UNIVERSITY, AZ	2,642	235	95	140
67	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	2,201	235	85	150
68	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS, CA	2,473	228	113	115
69	UNIVERSITY OF COLORADO AT BOULDER, CO	4,351	226	108	118
70	NEW YORK UNIVERSITY, NY	3,117	223	80	143
71	METROPOLITAN STATE COLLEGE OF DENVER, CO	2,000	221	81	140
72	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	816	213	87	126
73	NOVA SOUTHEASTERN UNIVERSITY, FL	967	209	44	165
74	BOSTON UNIVERSITY, MA	3,815	208	63	145
75	UNIVERSITY OF NORTH TEXAS, TX	3,313	205	106	99
76	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	5,087	204	103	101
77	SUL ROSS STATE UNIVERSITY, TX	389	199	62	137
78	NEW JERSEY CITY UNIVERSITY, NJ	936	196	68	128
79	COLORADO STATE UNIVERSITY, CO	3,703	195	80	115
80	PENNSYLVANIA STATE UNIVERSITY-MAIN CAMPUS, PA	8,801	194	99	95
81	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	5,124	189	74	115
82	STANFORD UNIVERSITY, CA	1,687	189	93	96
83	NEW MEXICO HIGHLANDS UNIVERSITY, NM	249	184	63	121
84	NORTHEASTERN ILLINOIS UNIVERSITY, IL	993	182	54	128
85	BAYLOR UNIVERSITY, TX	2,115	180	84	96
86	DEPAUL UNIVERSITY, IL	2,044	179	54	125
87	NATIONAL UNIVERSITY, CA	1,297	176	62	114
88	NORTHERN ILLINOIS UNIVERSITY, IL	3,257	173	75	98
89	LOYOLA MARYMOUNT UNIVERSITY, CA	868	172	64	108
90	MONTCLAIR STATE UNIVERSITY, NJ	1,707	172	55	117
91	GEORGE MASON UNIVERSITY, VA	2,767	169	63	106
92	UNIVERSITY OF PHOENIX-ALBUQUERQUE CAMPUS, NM	370	164	60	104
93	PARK COLLEGE, MO	1,789	163	93	70
94	UNIVERSITY OF NEVADA-LAS VEGAS, NV	2,353	155	62	93
95	RUTGERS UNIVERSITY-NEWARK, NJ	974	153	55	98
96	SUNY AT STONY BROOK, NY	2,273	151	54	97
97	SAM HOUSTON STATE UNIVERSITY, TX	2,049	148	50	98
98	UNIVERSITY OF LA VERNE, CA	673	146	55	91
99	BRIGHAM YOUNG UNIVERSITY, UT	7,303	141	60	81
100	CUNY--BROOKLYN COLLEGE, NY	1,500	140	52	88

HISPANIC Outlook TOP 100

Kean University

San Jose State University

Top 100 4-Year Colleges by Hispanic Enrollment, with CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie-Classifications*	Total Hispanics	Males	Females	All Students
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	Doctorate-Grt II	16,469	7,325	9,144	31,293
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	Comprehensive I	10,507	4,374	6,133	12,569
3	THE UNIVERSITY OF TEXAS AT EL PASO, TX	Comprehensive I	9,998	4,370	5,628	14,695
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	Comprehensive I	8,886	3,341	5,545	19,783
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	Comprehensive I	8,221	3,603	4,618	18,608
6	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	Research I	6,579	2,650	3,929	24,374
7	SAN DIEGO STATE UNIVERSITY, CA	Doctorate-Grt II	6,394	2,523	3,871	31,413
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	Comprehensive I	6,383	2,474	3,909	27,947
9	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	Comprehensive I	6,134	2,350	3,784	30,011
10	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	Research I	5,987	2,627	3,360	15,449
11	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	Research I	5,912	2,859	3,053	49,009
12	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	Comprehensive I	5,796	2,180	3,616	27,167
13	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	Research II	5,227	2,356	2,871	32,651
14	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS, CA	Business	4,904	2,192	2,712	21,896
15	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	Comprehensive I	4,869	1,976	2,893	18,321
16	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	Research I	4,511	1,970	2,541	36,351
17	UNIVERSITY OF ARIZONA, AZ	Research I	4,415	1,954	2,461	34,326
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	Research I	4,373	1,889	2,484	44,215
19	CUNY–HUNTER COLLEGE, NY	Comprehensive I	4,186	1,058	3,128	20,001
20	UNIVERSITY OF FLORIDA, FL	Research I	4,111	2,025	2,086	43,382
21	SOUTHWEST TEXAS STATE UNIVERSITY, TX	Comprehensive I	3,968	1,849	2,119	21,769
22	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA, CA	Comprehensive I	3,933	1,995	1,938	18,021
23	TEXAS A&M UNIVERSITY, TX	Research I	3,793	1,972	1,821	43,817
24	SAN JOSE STATE UNIVERSITY, CA	Comprehensive I	3,714	1,590	2,124	26,937
25	CUNY–LEHMAN COLLEGE, NY	Comprehensive I	3,696	985	2,711	9,074
26	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	Comprehensive I	3,620	1,218	2,402	14,280
27	CUNY-JOHN JAY COLLEGE OF CRIMINAL JUSTICE, NY	Other Specialized	3,613	1,471	2,142	10,476
28	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	Comprehensive I	3,598	1,714	1,884	5,843
29	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	Comprehensive I	3,486	1,083	2,403	12,524
30	UNIVERSITY OF MIAMI, FL	Research I	3,435	1,385	2,050	13,715
31	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	Research I	3,333	1,409	1,924	24,610
32	CUNY–CITY COLLEGE, NY	Comprehensive I	3,258	1,351	1,907	10,993
33	SAN FRANCISCO STATE UNIVERSITY, CA	Comprehensive I	3,239	1,281	1,958	27,701
34	UNIVERSITY OF CENTRAL FLORIDA, FL	Doctorate-Grt II	3,221	1,385	1,836	31,673
35	UNIVERSITY OF SOUTH FLORIDA, FL	Research II	3,153	1,288	1,865	34,839
36	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	Research I	3,033	1,456	1,577	28,766
37	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	Comprehensive I	2,968	1,230	1,738	24,530
38	CUNY–NEW YORK CITY TECHNICAL COLLEGE, NY	Liberal Arts II	2,840	1,447	1,393	10,871
39	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	Comprehensive I	2,823	1,007	1,816	3,209
40	UNIVERSITY OF HOUSTON-DOWNTOWN, TX	Liberal Arts II	2,818	1,197	1,621	8,712
41	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	Research I	2,809	1,282	1,527	31,347
42	CUNY–BERNARD M BARUCH COLLEGE, NY	Comprehensive I	2,682	1,038	1,644	15,254
43	NATIONAL UNIVERSITY, CA	Comprehensive I	2,653	1,064	1,589	17,065
44	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	Research I	2,590	1,042	1,548	20,056
45	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	Comprehensive I	2,538	959	1,579	6,604
46	NOVA SOUTHEASTERN UNIVERSITY, FL	Doctorate-Grt I	2,527	791	1,736	17,810
47	NORTHEASTERN ILLINOIS UNIVERSITY, IL	Comprehensive I	2,497	792	1,705	10,937
48	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	Comprehensive I	2,431	877	1,554	2,834
49	BARRY UNIVERSITY, FL	Comprehensive I	2,398	730	1,668	7,909
50	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	Research I	2,388	999	1,389	35,308

*Based on 1994 criteria.

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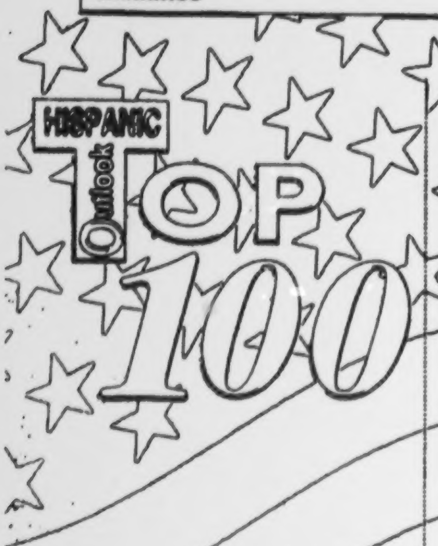
Top 100 4-Year Colleges by Hispanic Enrollment, with
CARNEGIE-CLASSIFICATIONS

RANK	INSTITUTION NAME	Carnegie-Classifications*	Total Hispanics	Males	Females	All Students
51	TEXAS TECH UNIVERSITY, TX	Research II	2,357	1,284	1,073	24,249
52	FLORIDA STATE UNIVERSITY, FL	Research I	2,353	1,100	1,253	32,878
53	ST. JOHN'S UNIVERSITY-NEW YORK, NY	Doctorate-Grt I	2,338	959	1,379	18,478
54	NEW YORK UNIVERSITY, NY	Research I	2,293	865	1,428	37,132
55	MERCY COLLEGE-MAIN CAMPUS, NY	Liberal Arts II	2,292	589	1,703	9,254
56	ST. MARY'S UNIVERSITY, TX	Comprehensive I	2,229	898	1,331	4,065
57	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	Research II	2,226	841	1,385	11,600
58	UNIVERSITY OF CALIFORNIA-DAVIS, CA	Research I	2,217	899	1,318	25,092
59	METROPOLITAN STATE COLLEGE OF DENVER, CO	Liberal Arts II	2,212	941	1,271	17,716
60	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	Doctorate-Grt II	2,178	809	1,369	20,126
61	CUNY–QUEENS COLLEGE, NY	Comprehensive I	2,162	667	1,495	15,686
62	UNIVERSITY OF NORTH TEXAS, TX	Doctorate-Grt I	2,001	942	1,059	26,493
63	NORTHERN ARIZONA UNIVERSITY, AZ	Doctorate-Grt I	1,989	724	1,265	19,981
64	NEW JERSEY CITY UNIVERSITY, NJ	Comprehensive I	1,946	639	1,307	8,024
65	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	Comprehensive I	1,905	449	1,456	3,564
66	UNIVERSITY OF CALIFORNIA-IRVINE, CA	Research I	1,901	799	1,102	19,277
67	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	Doctorate-Grt I	1,873	840	1,033	19,149
68	KEAN UNIVERSITY, NJ	Comprehensive I	1,825	628	1,197	11,199
69	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO, CA	Comprehensive I	1,824	1,028	796	16,470
70	UNIVERSITY OF THE INCARNATE WORD, TX	Comprehensive I	1,815	487	1,328	3,637
71	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	Research I	1,794	821	973	19,894
72	UNIVERSITY OF PHOENIX-ALBUQUERQUE CAMPUS, NM	Business	1,785	845	940	3,045
73	DEPAUL UNIVERSITY, IL	Doctorate-Grt II	1,773	665	1,108	19,549
74	UNIVERSITY OF ILLINOIS AT URBANA, IL	Research I	1,769	902	867	38,851
75	MONTCLAIR STATE UNIVERSITY, NJ	Comprehensive I	1,746	607	1,139	13,285
76	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD, CA	Comprehensive I	1,715	577	1,138	6,210
77	NEW MEXICO HIGHLANDS UNIVERSITY, NM	Comprehensive I	1,700	636	1,064	3,198
78	UNIVERSITY OF NEVADA-LAS VEGAS, NV	Comprehensive I	1,669	694	975	21,820
79	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	Business	1,652	727	925	10,044
80	SUL ROSS STATE UNIVERSITY, TX	Comprehensive I	1,534	613	921	2,965
81	CUNY–BROOKLYN COLLEGE, NY	Comprehensive I	1,532	472	1,060	15,057
82	MONROE COLLEGE-MAIN CAMPUS, NY	Liberal Arts II	1,524	428	1,096	3,336
83	CALIFORNIA STATE UNIVERSITY-STANISLAUS, CA	Comprehensive I	1,497	483	1,014	6,489
84	UNIVERSITY OF COLORADO AT BOULDER, CO	Research I	1,490	719	771	28,851
85	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	Research I	1,440	678	762	32,864
86	UNIVERSITY OF LA VERNE, CA	Doctorate-Grt II	1,428	565	863	6,820
87	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	Research I	1,426	758	668	37,846
88	CALIFORNIA STATE UNIVERSITY-CHICO, CA	Comprehensive I	1,418	632	786	15,261
89	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	Research II	1,400	553	847	11,302
90	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	Comprehensive I	1,376	460	916	12,667
91	GEORGE MASON UNIVERSITY, VA	Doctorate-Grt II	1,371	594	777	24,180
92	COLORADO STATE UNIVERSITY, CO	Research I	1,357	614	743	27,036
93	FORDHAM UNIVERSITY, NY	Doctorate-Grt I	1,341	452	889	13,951
94	UNIVERSITY OF SOUTHERN COLORADO, CO	Liberal Arts II	1,259	525	734	5,791
95	RUTGERS UNIVERSITY-NEWARK, NJ	Doctorate-Grt II	1,254	510	744	9,221
96	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS, WA	Research I	1,251	564	687	35,599
97	PURDUE UNIVERSITY-CALUMET CAMPUS, IN	Comprehensive I	1,225	551	674	9,351
98	HARVARD UNIVERSITY, MA	Research I	1,220	585	635	24,214
99	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS, NY	Comprehensive I	1,199	320	879	8,025
100	BOSTON UNIVERSITY, MA	Research I	1,189	462	727	28,487



The Master's Top 100 granted 133,582 degrees, 10,292 to Hispanics, 1,054 more than the prior year. 62 percent of master's to Hispanics went to Latinas. Hispanic master's were 7.7 percent of the total. Twenty-one of the Master's TOP 100 are in California, 16 in Texas, 10 in Florida.

MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Master's	TOTAL	Males	Females
1	FLORIDA INTERNATIONAL UNIVERSITY, FL	1,284	467	166	301
2	NOVA SOUTHEASTERN UNIVERSITY, FL	2,406	331	93	238
3	NATIONAL UNIVERSITY, CA	1,926	257	125	132
4	UNIVERSITY OF MIAMI, FL	1,111	217	115	102
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN, TX	285	209	62	147
6	WEBSTER UNIVERSITY, MO	3,699	204	107	97
7	CALIFORNIA STATE UNIVERSITY-LOS ANGELES, CA	793	200	65	135
8	CUNY–CITY COLLEGE, NY	870	199	70	129
9	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	2,711	195	96	99
10	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	2,567	188	73	115
11	NORTHERN ARIZONA UNIVERSITY, AZ	1,688	185	68	117
12	UNIVERSITY OF LA VERNE, CA	831	182	85	97
13	THE UNIVERSITY OF TEXAS AT EL PASO, TX	420	180	71	109
14	SAN DIEGO STATE UNIVERSITY, CA	1,441	174	64	110
15	NEW YORK UNIVERSITY, NY	3,839	161	46	115
16	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	1,026	158	50	108
17	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	2,014	156	60	96
18	CUNY–HUNTER COLLEGE, NY	997	151	37	114
19	HARVARD UNIVERSITY, MA	3,040	150	69	81
20	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	2,237	141	57	84
21	TEXAS A&M UNIVERSITY-CORPUS CHRISTI, TX	410	139	54	85
22	TEXAS A&M INTERNATIONAL UNIVERSITY, TX	212	137	50	87
23	UNIVERSITY OF FLORIDA, FL	2,059	134	80	54
24	THE UNIVERSITY OF TEXAS AT BROWNSVILLE, TX	188	134	39	95
25	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	609	132	46	86
26	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS, CA	1,699	125	70	55
27	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS, CA	948	124	42	82
28	SAN JOSE STATE UNIVERSITY, CA	1,431	119	36	83
29	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	274	119	41	78
30	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS, AZ	1,022	117	55	62
31	THE UNIVERSITY OF TEXAS AT SAN ANTONIO, TX	513	116	52	64
32	COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK, NY	3,765	115	53	62
33	FORDHAM UNIVERSITY, NY	1,709	114	33	81
34	CALIFORNIA STATE UNIVERSITY-LONG BEACH, CA	1,181	113	35	78
35	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO, TX	407	112	31	81
36	PEPPERDINE UNIVERSITY, CA	1,398	111	48	63
37	FLORIDA STATE UNIVERSITY, FL	1,426	111	26	85
38	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	2,974	109	50	59
39	UNIVERSITY OF SOUTH FLORIDA, FL	1,731	107	42	65
40	SOUTHWEST TEXAS STATE UNIVERSITY, TX	829	105	36	69
41	CALIFORNIA STATE UNIVERSITY-SACRAMENTO, CA	1,226	103	25	78
42	BARRY UNIVERSITY, FL	584	97	27	70
43	SUL ROSS STATE UNIVERSITY, TX	221	95	33	62
44	STANFORD UNIVERSITY, CA	2,058	94	55	39
45	AZUSA PACIFIC UNIVERSITY, CA	854	92	35	57
46	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE, CA	834	91	33	58
47	UNIVERSITY OF ILLINOIS AT CHICAGO, IL	1,447	90	23	67
48	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	1,395	89	19	70
49	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	1,164	88	27	61
50	CUNY–LEHMAN COLLEGE, NY	404	87	22	65

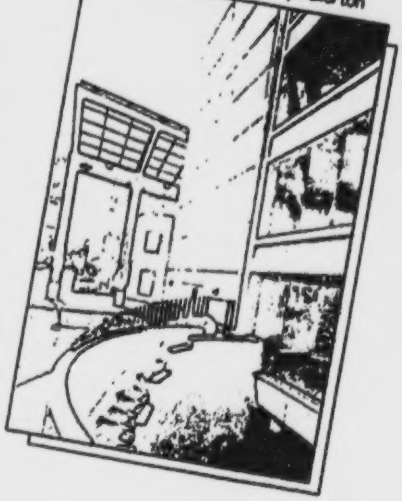
HISPANIC Outlook TOP 100

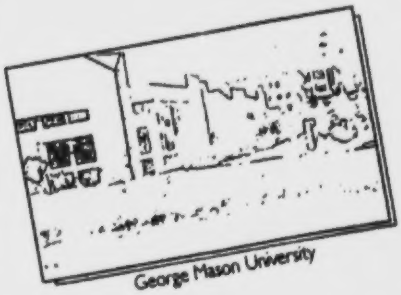
MASTER'S DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Master's	TOTAL	Males	Females
51	CALIFORNIA STATE UNIVERSITY-FRESNO, CA	573	84	29	55
52	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	1,664	84	35	49
53	SAN FRANCISCO STATE UNIVERSITY, CA	1,404	84	30	54
54	UNIVERSITY OF ARIZONA, AZ	1,265	82	32	50
55	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS, NY	591	82	25	57
56	UNIVERSITY OF CENTRAL FLORIDA, FL	1,278	80	23	57
57	CALIFORNIA STATE UNIVERSITY-FULLERTON, CA	763	79	27	52
58	ST. MARY'S UNIVERSITY, TX	242	72	29	43
59	NEW MEXICO HIGHLANDS UNIVERSITY, NM	153	65	17	48
60	TEXAS A&M UNIVERSITY, TX	1,357	65	35	30
61	GEORGE MASON UNIVERSITY, VA	1,883	64	23	41
62	UNIVERSITY OF PHOENIX-ONLINE CAMPUS, AZ	1,474	64	39	25
63	UNIVERSITY OF COLORADO AT DENVER, CO	1,437	62	28	34
64	NATIONAL-LOUIS UNIVERSITY, IL	1,915	62	15	47
65	UNIVERSITY OF ILLINOIS AT URBANA, IL	2,257	61	30	31
66	ADELPHI UNIVERSITY, NY	1,050	61	15	46
67	ST. JOHN'S UNIVERSITY-NEW YORK, NY	850	60	15	45
68	CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS, FL	96	59	9	50
69	JOHNS HOPKINS UNIVERSITY, MD	2,954	59	28	31
70	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO, CA	668	58	19	39
71	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	1,401	58	27	31
72	DEPAUL UNIVERSITY, IL	1,515	57	33	24
73	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS, WA	2,011	57	22	35
74	UNIVERSITY OF SAN FRANCISCO, CA	844	56	16	40
75	UNIVERSITY OF CHICAGO, IL	2,182	55	28	27
76	UNIVERSITY OF HOUSTON-CLEAR LAKE, TX	772	55	13	42
77	CLAREMONT GRADUATE UNIVERSITY, CA	440	54	14	40
78	UNIVERSITY OF CONNECTICUT, CT	1,169	53	22	31
79	GEORGE WASHINGTON UNIVERSITY, DC	2,639	53	24	29
80	UNIVERSITY OF PENNSYLVANIA, PA	2,303	53	31	22
81	UNIVERSITY OF WISCONSIN-MADISON, WI	1,779	53	26	27
82	NORTHWESTERN UNIVERSITY, IL	2,357	51	32	19
83	UNIVERSITY OF MARYLAND-COLLEGE PARK, MD	1,612	51	19	32
84	CENTRAL MICHIGAN UNIVERSITY, MI	2,360	50	30	20
85	NEW JERSEY INSTITUTE OF TECHNOLOGY, NJ	928	48	29	19
86	CUNY–BROOKLYN COLLEGE, NY	770	48	9	39
87	CUNY–QUEENS COLLEGE, NY	848	48	9	39
88	THE UNIVERSITY OF TEXAS AT ARLINGTON, TX	1,077	48	14	34
89	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON, FL	732	47	24	23
90	UNIVERSITY OF THE INCARNATE WORD, TX	140	46	23	23
91	UNIVERSITY OF NORTH TEXAS, TX	1,112	46	19	27
92	CALIFORNIA STATE UNIVERSITY-HAYWARD, CA	897	45	12	33
93	ST. THOMAS UNIVERSITY, FL	175	45	11	34
94	LESLEY COLLEGE, MA	2,194	45	10	35
95	TEMPLE UNIVERSITY, PA	1,496	45	15	30
96	UNIVERSITY OF PHOENIX-ALBUQUERQUE CAMPUS, NM	214	44	4	40
97	LOYOLA MARYMOUNT UNIVERSITY, CA	380	43	9	34
98	BOSTON UNIVERSITY, MA	3,053	43	15	28
99	AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MGT, AZ	902	42	30	12
100	LOYOLA UNIVERSITY CHICAGO, IL	1,249	42	13	29

University of The Incarnate Word

California State University, Fullerton





George Mason University

1345

HISPANIC Outlook TOP 100

DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Doctor's	TOTAL	Males	Females
1	THE UNIVERSITY OF TEXAS AT AUSTIN, TX	754	45	13	32
2	UNIVERSITY OF CALIFORNIA-BERKELEY, CA	720	37	17	20
3	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-LA, CA	230	28	7	21
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES, CA	589	27	12	15
5	UNIVERSITY OF SOUTHERN CALIFORNIA, CA	536	23	13	10
6	CARLOS ALBIZU UNIVERSITY-MIAMI CAMPUS, FL	58	23	5	18
7	HARVARD UNIVERSITY, MA	615	23	8	15
8	TEXAS A&M UNIVERSITY, TX	501	22	12	10
9	CUNY–GRADUATE SCHOOL AND UNIVERSITY CENTER, NY	277	21	12	9
10	UNIVERSITY OF MICHIGAN-ANN ARBOR, MI	650	20	13	7
11	NOVA SOUTHEASTERN UNIVERSITY, FL	537	19	7	12
12	UNIVERSITY OF ARIZONA, AZ	411	18	10	8
13	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS, NM	190	18	5	13
14	UNIVERSITY OF CALIFORNIA-SAN DIEGO, CA	303	17	9	8
15	STANFORD UNIVERSITY, CA	574	17	9	8
16	CORNELL UNIVERSITY-ENDOWED COLLEGES, NY	289	16	12	4
17	UNIVERSITY OF CALIFORNIA-DAVIS, CA	310	15	9	6
18	UNIVERSITY OF SAN FRANCISCO, CA	84	15	3	12
19	UNIVERSITY OF MASSACHUSETTS-AMHERST, MA	270	15	6	9
20	UNIVERSITY OF MIAMI, FL	149	14	8	6
21	UNIVERSITY OF MINNESOTA-TWIN CITIES, MN	658	14	7	7
22	YALE UNIVERSITY, CT	322	13	7	6
23	PENNSYDIANIA STATE UNIVERSITY-MAIN CAMPUS, PA	560	13	6	7
24	ARIZONA STATE UNIVERSITY-MAIN CAMPUS, AZ	273	12	9	3
25	UNIVERSITY OF COLORADO AT BOULDER, CO	307	12	9	3
26	FLORIDA STATE UNIVERSITY, FL	273	12	7	5
27	UNIVERSITY OF FLORIDA, FL	445	12	5	7
28	TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, NY	243	12	6	6
29	UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, NC	374	12	8	4
30	UNIVERSITY OF WISCONSIN-MADISON, WI	687	12	2	10
31	UNIVERSITY OF SOUTH FLORIDA, FL	148	11	6	5
32	MICHIGAN STATE UNIVERSITY, MI	404	11	6	5
33	OHIO STATE UNIVERSITY-MAIN CAMPUS, OH	561	11	6	5
34	UNIVERSITY OF CALIFORNIA-SANTA BARBARA, CA	229	10	4	6
35	UNIVERSITY OF CALIFORNIA-SANTA CRUZ, CA	97	10	6	4
36	MASSACHUSETTS INSTITUTE OF TECHNOLOGY, MA	486	10	7	3
37	COLUMBIA UNIVERSITY IN THE CITY OF NEWYORK, NY	414	10	6	4
38	UNIVERSITY OF CONNECTICUT, CT	227	9	2	7
39	UNIVERSITY OF CHICAGO, IL	384	9	4	5
40	UNIVERSITY OF ILLINOIS AT URBANA, IL	646	9	6	3
41	UNIVERSITY OF MARYLAND–COLLEGE PARK, MD	501	9	4	5
42	NEW YORK UNIVERSITY, NY	300	9	3	6
43	SUNY AT ALBANY, NY	153	9	4	5
44	GEORGE WASHINGTON UNIVERSITY, DC	175	8	1	7
45	INDIANA UNIVERSITY-BLOOMINGTON, IN	363	8	6	2
46	UNIVERSITY OF IOWA, IA	310	8	6	2
47	RUTGERS UNIVERSITY-NEW BRUNSWICK, NJ	375	8	3	5
48	OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS, OK	354	8	3	5
49	UNIVERSITY OF CALIFORNIA-IRVINE, CA	208	7	5	2
50	CLAREMONT GRADUATE UNIVERSITY, CA	111	7	5	2

The Doctorate Top 100 conferred 26,811 degrees, down 1,260 from the prior year. Degrees granted to Hispanics numbered 971, down 15. Latinas earned 53.9 percent of the doctorates. Hispanics earned their doctorates in 31 states and the District of Columbia.

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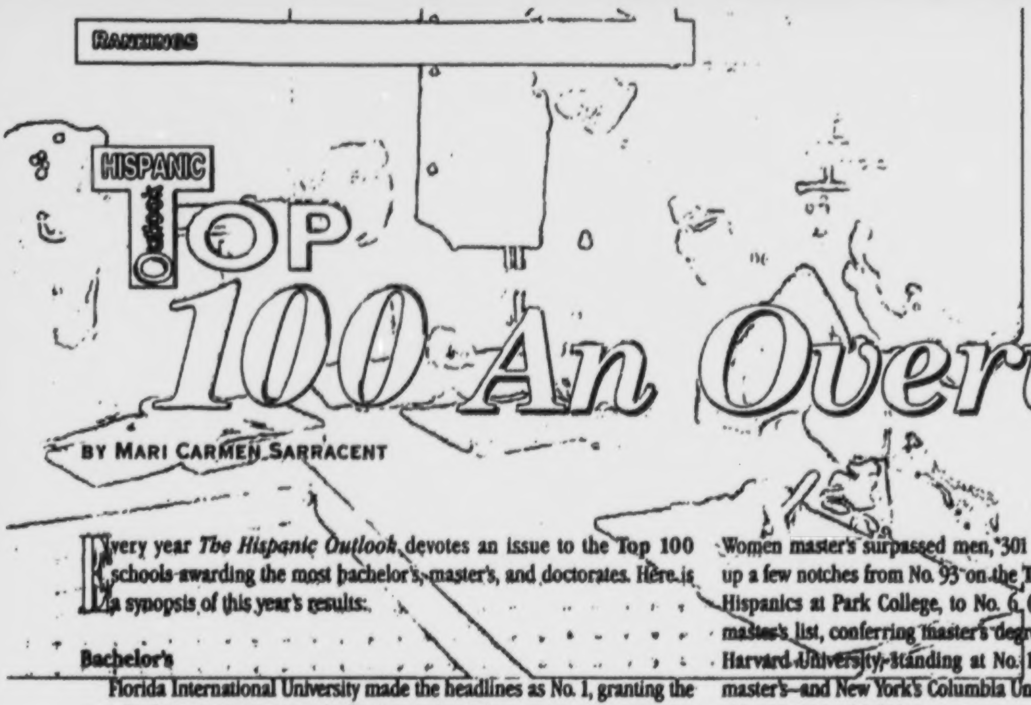
DOCTORAL DEGREES awarded to Hispanics

RANK	INSTITUTION NAME	All Doctor's	TOTAL	Males	Females
51	UNIVERSITY OF GEORGIA, GA	365	7	3	4
52	JOHNS HOPKINS UNIVERSITY, MD	366	7	2	5
53	WAYNE STATE UNIVERSITY, MI	186	7	3	4
54	UNIVERSITY OF HOUSTON-UNIVERSITY PARK, TX	212	7	1	6
55	UNIVERSITY OF NORTH TEXAS, TX	174	7	2	5
56	TEXAS A&M UNIVERSITY-KINGSVILLE, TX	11	7	0	7
57	UNIVERSITY OF SOUTH ALABAMA, AL	19	6	3	3
58	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-ALAMEDA, CA	105	6	1	5
59	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAWS CTR, LA	253	6	1	5
60	SUNY AT STONY BROOK, NY	227	6	1	5
61	DUKE UNIVERSITY, NC	249	6	3	3
62	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS, WA	520	6	0	6
63	CALIFORNIA INSTITUTE OF TECHNOLOGY, CA	156	5	3	2
64	CALIFORNIA SCHOOL OF PROFESSIONAL PSYCH-FRESNO, CA	70	5	1	4
65	FULLER THEOLOGICAL SEMINARY IN CALIFORNIA, CA	136	5	5	0
66	FLORIDA INTERNATIONAL UNIVERSITY, FL	50	5	2	3
67	UNIVERSITY OF SARASOTA, FL	100	5	2	3
68	NORTHWESTERN UNIVERSITY, IL	309	5	2	3
69	PRINCETON UNIVERSITY, NJ	250	5	1	4
70	YESHIVA UNIVERSITY, NY	124	5	2	3
71	UNIVERSITY OF PENNSYLVANIA, PA	380	5	1	4
72	TEMPLE UNIVERSITY, PA	248	5	3	2
73	UNIVERSITY OF WISCONSIN-MILWAUKEE, WI	111	5	5	0
74	NORTHERN ARIZONA UNIVERSITY, AZ	57	4	3	1
75	PEPPERDINE UNIVERSITY, CA	70	4	2	2
76	UNIVERSITY OF COLORADO AT DENVER, CO	38	4	4	0
77	UNIVERSITY OF DENVER, CO	106	4	0	4
78	UNIVERSITY OF HAWAII AT MANOA, HI	158	4	2	2
79	LOYOLA UNIVERSITY CHICAGO, IL	196	4	0	4
80	BOSTON UNIVERSITY, MA	287	4	3	1
81	ANDREWS UNIVERSITY, MI	42	4	4	0
82	UNIVERSITY OF NEBRASKA AT LINCOLN, NE	251	4	3	1
83	UNIVERSITY OF NEVADA-RENO, NV	65	4	1	3
84	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS, NM	82	4	2	2
85	FORDHAM UNIVERSITY, NY	99	4	0	4
86	NORTH CAROLINA STATE UNIVERSITY AT RALEIGH, NC	358	4	3	1
87	UNIVERSITY OF CINCINNATI-MAIN CAMPUS, OH	230	4	3	1
88	UNIVERSITY OF PITTSBURGH-MAIN CAMPUS, PA	360	4	1	3
89	BROWN UNIVERSITY, RI	153	4	2	2
90	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO, TX	32	4	1	3
91	UNIVERSITY OF UTAH, UT	199	4	4	0
92	WASHINGTON STATE UNIVERSITY, WA	143	4	2	2
93	UNIVERSITY OF ALABAMA AT BIRMINGHAM, AL	114	3	1	2
94	UNIVERSITY OF CALIFORNIA-RIVERSIDE, CA	103	3	3	0
95	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO, CA	80	3	0	3
96	SAN DIEGO STATE UNIVERSITY, CA	28	3	2	1
97	WALDEN UNIVERSITY, MN	78	3	1	2
98	THE WRIGHT INSTITUTE, CA	32	3	1	2
99	COLORADO STATE UNIVERSITY, CO	188	3	2	1
100	BARRY UNIVERSITY, FL	13	3	1	2

HISPANIC Outlook TOP 100

Cornell University

Barry University



HISPANIC Outlook TOP 100 An Overview

BY MARI CARMEN SARRACENT

Every year *The Hispanic Outlook* devotes an issue to the Top 100 schools awarding the most bachelor's, master's, and doctorates. Here is a synopsis of this year's results:

Bachelor's

Florida International University made the headlines as No. 1, granting the most bachelor's to Hispanics–2,062. Women bachelor's recipients at FIU also outnumbered Hispanic males, 1,210 to 852. It was one of nine Florida institutions on the list–University of Florida (No. 14), University of Miami (No. 21), University of Central Florida (No. 23), University of South Florida (No. 35), Barry University (No. 39), Florida State University (No. 42), Florida Atlantic University-Boca Raton (No. 49), and Nova Southeastern University (No. 73).

Thirty-one schools in California ranked among the Top 100, with San Diego State University at No. 5, graduating 991 Latinos.

The University of Texas at El Paso came in second with 1,251 Hispanic graduates. Texas accounted for 21 schools.

New York rounded up 10 institutions, including seven in the CUNY system: Lehman College at No. 38 (411), then John Jay College of Criminal Justice, City College, Hunter College, Bernard M. Baruch College, Queens College, and Brooklyn College. St. John's University, New York University, and SUNY at Stony Brook were the other N.Y. institutions.

Five New Jersey schools made the Top 100; Rutgers University–New Brunswick awarded bachelor's to 388 Hispanics.

The University of Illinois at Chicago, at No. 40 with 400 Hispanic bachelor recipients, was the first of five Illinois institutions to make the list. New Mexico schools totaled four, starting with University of New Mexico-Main Campus, ranked No. 12 with 739 Hispanic graduates. The University of Arizona made No. 15 among the Top 100, reporting 706 Hispanic graduates. The state of Colorado had three schools on the list. University of Colorado at Boulder is No. 69, and reported 226 Latino Bachelor's.

Washington, Massachusetts, Pennsylvania, Maryland, Michigan, Utah, Missouri, Nevada, and Virginia each had one school on the list.

Master's

Hispanics earning a master's degree represented 10,292 out of 133,582 total master's granted at the Top 100 schools for Hispanics. The University of Wisconsin-Madison (No. 81), and George Washington University, in the District of Columbia (No. 79), were not on the Top 100 Bachelor list (and their states were not represented) but are recognized as top schools for Hispanics based on the number of master's degrees conferred–53 master's degrees each.

FIU is still No. 1, granting 467 out of 1,284 total master's to Hispanics. Women master's surpassed men, 301 to 166. The state of Missouri moved up a few notches from No. 93 on the Top 100 Bachelor list, graduating 163 Hispanics at Park College, to No. 6 (Webster University) on the Top 100 master's list, conferring master's degrees to 204 Hispanics. Massachusetts' Harvard University, standing at No. 19–150 Hispanics out of 3,040 total master's–and New York's Columbia University (No.32) and Fordham U. (No. 33) with 115 and 114 Hispanic master's respectively made it aboard.

Doctorates

In the 1998-99 academic year, 971 Hispanics, or 4 percent, earned doctoral degrees out of 26,811. A few more states that had not been represented currently have institutions in this category. University of Minnesota-Twin Cities (No. 21), the University of North Carolina at Chapel Hill (No. 29), Indiana University (No. 45), University of Iowa (No. 46), Oklahoma State University-Main Campus (No. 48), University of South Alabama (No. 57), University of Hawaii at Manoa (No. 78), and Rhode Island's Brown University (No. 89). Only the top 10 institutions on the doctoral list granted 20 doctorates or more to Hispanics; ten or more doctorates were granted at the top 37 schools. Columbia University was No. 37.

Top Disciplines

Business and marketing is the most popular Bachelor concentration for Hispanics. FIU graduated 575 Hispanics in this discipline. Other popular majors are: social sciences (University of California-LA 372), multi/interdisciplinary studies (U. Texas-Pan American 317), education (FIU 293), psychology (FIU 191), liberal arts and sciences (California State University-Fresno 177), protective services (CUNY-John Jay College of Criminal Justice 168), communications (The University of Texas at Austin 114), and health sciences (U. Texas-Pan American 107).

In the master's category, education tops the list, led by Nova Southeastern University with 223 Hispanic graduates. Business and marketing came in second, and the University of Miami dominated this area with 137 Hispanic master's.

Psychology by far garnered the most Latino doctorates–28 at the California School of Professional Psych-LA. Education, biological sciences, and engineering/engineering technology were the runners-up in the doctoral categories that drew the most Hispanics. The University of Texas at Austin granted doctoral degrees in education to 18 Latinos, the University of California-Berkeley, 8 in biological sciences, and Cornell University-Endowed Colleges conferred seven in the engineering/engineering technology area.

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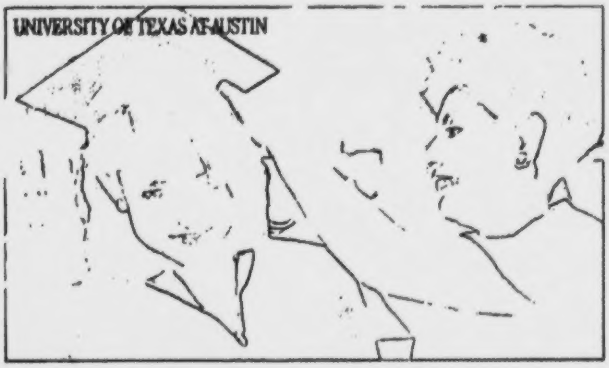
FIRST PROFESSIONAL DEGREES AWARDED TO HISPANICS
by Academic Program

DENTISTRY

		Hispanic	Male	Female
1	NEW YORK UNIVERSITY	25	13	12
2	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	19	11	8
3	UNIVERSITY OF FLORIDA	13	8	5
4	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	10	7	3
5	MARQUETTE UNIVERSITY	7	4	3
6	UNIVERSITY OF CALIFORNIA-LOS ANGELES	6	4	2
7	HOWARD UNIVERSITY	5	4	1
8	TEMPLE UNIVERSITY	5	4	1
9	UNIVERSITY OF IOWA	5	4	1
10	TEXAS A&M UNIVERSITY SYSTEM HEALTH SCIENCES CENTER	4	4	0

OPTOMETRY

		Hispanic	Male	Female
1	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	8	3	5
2	PENNSYLVANIA COLLEGE OF OPTOMETRY	7	4	3
3	SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY	6	3	3
4	SOUTHERN COLLEGE OF OPTOMETRY	5	4	1
5	NOVA SOUTHEASTERN UNIVERSITY	4	0	4
6	ILLINOIS COLLEGE OF OPTOMETRY	3	1	2
7	SUNY/COLLEGE OF OPTOMETRY	3	0	3
8	UNIVERSITY OF CALIFORNIA-BERKELEY	3	1	2
9	FERRIS STATE UNIVERSITY	1	1	0
10	NEW ENGLAND COLLEGE OF OPTOMETRY	1	0	1


UNIVERSITY OF TEXAS AT AUSTIN

VETERINARY MEDICINE

		Hispanic	Male	Female
1	COLORADO STATE UNIVERSITY	11	1	10
2	UNIVERSITY OF FLORIDA	7	2	5
3	TEXAS A&M UNIVERSITY	4	1	3
4	UNIVERSITY OF CALIFORNIA-DAVIS	4	4	0
5	TUSKEGEE UNIVERSITY	3	3	0
6	IOWA STATE UNIVERSITY	2	1	1
7	LOUISIANA STATE UNIV & AG & MECH & HEBERT LAWS CTR	2	1	1
8	MICHIGAN STATE UNIVERSITY	2	2	0
9	NORTH CAROLINA STATE UNIVERSITY AT RALEIGH	2	0	2
10	OHIO STATE UNIVERSITY-MAIN CAMPUS	2	0	2

CHIROPRACTIC MEDICINE

		Hispanic	Male	Female
1	LIFE UNIVERSITY	24	17	7
2	LOS ANGELES COLLEGE OF CHIROPRACTIC	12	8	4
3	LOGAN COLLEGE OF CHIROPRACTIC	11	8	3
4	CLEVELAND CHIROPRACTIC COLLEGE OF L.A.	10	5	5
5	NEW YORK CHIROPRACTIC COLLEGE	9	9	0
6	PALMER COLLEGE OF CHIROPRACTIC-WEST	9	8	1
7	PARKER COLLEGE OF CHIROPRACTIC	9	9	0
8	SHERMAN COLLEGE OF STRAIGHT CHIROPRACTIC	7	4	3
9	LIFE CHIROPRACTIC COLLEGE-WEST	6	4	2
10	NATIONAL COLLEGE OF CHIROPRACTIC	5	5	0

PODIATRY

		Hispanic	Male	Female
1	BARRY UNIVERSITY	5	3	2
2	NEW YORK COLLEGE OF PODIATRIC MEDICINE	4	3	1
3	TEMPLE UNIVERSITY	4	2	2
4	DR WILLIAM SCHOLL COLLEGE OF PODIATRIC	2	0	2
5	DES MOINES UNIVERSITY-OSTEOPATHIC MEDICAL CENTER	1	1	0
6	OHIO COLLEGE OF PODIATRIC MEDICINE	1	0	1

PHARMACY

		Hispanic	Male	Female
1	NOVA SOUTHEASTERN UNIVERSITY	30	6	24
2	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	9	3	6
3	UNIVERSITY OF FLORIDA	9	2	7
4	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	8	5	3
5	UNIVERSITY OF ILLINOIS AT CHICAGO	8	2	6
6	UNIVERSITY OF THE PACIFIC	7	5	2
7	UNIVERSITY OF MARYLAND-BALTIMORE	5	2	3
8	TEXAS SOUTHERN UNIVERSITY	4	4	0
9	THE UNIVERSITY OF TEXAS AT AUSTIN	4	1	3
10	CREIGHTON UNIVERSITY	3	2	1

MEDICINE (MD)

		Hispanic	Male	Female
1	NOVA SOUTHEASTERN UNIVERSITY	30	6	24
2	UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER	9	3	6
3	UNIVERSITY OF FLORIDA	9	2	7
4	UNIVERSITY OF CALIFORNIA-SAN FRANCISCO	8	5	3
5	UNIVERSITY OF ILLINOIS AT CHICAGO	8	2	6
6	UNIVERSITY OF THE PACIFIC	7	5	2
7	UNIVERSITY OF MARYLAND-BALTIMORE	5	2	3
8	TEXAS SOUTHERN UNIVERSITY	4	4	0
9	THE UNIVERSITY OF TEXAS AT AUSTIN	4	1	3
10	CREIGHTON UNIVERSITY	3	2	1

BACHELOR'S DEGREES AWARDED TO HISPANICS
by Academic Program

AGRICULTURE

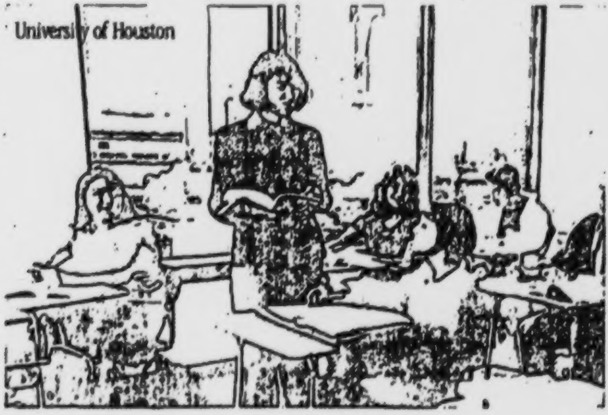
		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	75	44	31
2	UNIVERSITY OF FLORIDA	52	27	25
3	CALIFORNIA POLY STATE UNIV-SAN LUIS OBISPO	43	30	13
4	UNIVERSITY OF CALIFORNIA-DAVIS	42	17	25
5	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	34	20	14
6	CALIFORNIA STATE UNIVERSITY-FRESNO	28	15	13
7	CORNELL UNIV-NY STATE STATUTORY COLLEGES	28	16	12
8	TEXAS A&M UNIVERSITY-KINGSVILLE	25	21	4
9	UNIVERSITY OF ARIZONA	23	17	6
10	COLORADO STATE UNIVERSITY	22	14	8

ARCHITECTURE

		Hispanic	Male	Female
1	CALIFORNIA STATE POLY UNIVERSITY-POMONA	24	14	10
2	TEXAS A&M UNIVERSITY	22	15	7
3	CALIFORNIA POLY STATE UNIV-SAN LUIS OBISPO	21	15	6
4	UNIVERSITY OF MIAMI	21	11	10
5	FLORIDA INTERNATIONAL UNIVERSITY	19	11	8
6	PRATT INSTITUTE-MAIN	19	12	7
7	UNIVERSITY OF FLORIDA	18	12	6
8	NEW JERSEY INSTITUTE OF TECHNOLOGY	18	12	6
9	CORNELL UNIVERSITY-ENDOWED COLLEGES	18	13	5
10	UNIVERSITY OF CALIFORNIA-BERKELEY	17	10	7

AREA STUDIES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-BERKELEY	55	21	34
2	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	35	13	22
3	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	25	9	16
4	THE UNIVERSITY OF TEXAS AT AUSTIN	25	13	12
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	23	7	16
6	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	20	5	15
7	CALIFORNIA STATE UNIVERSITY-FULLERTON	18	10	8
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	16	9	7
9	UNIVERSITY OF ARIZONA	15	5	10
10	SAN FRANCISCO STATE UNIVERSITY	15	4	11


University of Houston

BIOLOGICAL SCIENCES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	86	42	44
2	THE UNIVERSITY OF TEXAS AT AUSTIN	79	38	41
3	UNIVERSITY OF CALIFORNIA-SAN DIEGO	74	31	43
4	UNIVERSITY OF ARIZONA	70	34	36
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	68	39	29
6	THE UNIVERSITY OF TEXAS AT EL PASO	60	32	28
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	58	30	28
8	UNIVERSITY OF CALIFORNIA-DAVIS	57	20	37
9	FLORIDA INTERNATIONAL UNIVERSITY	57	28	29
10	ST. MARY'S UNIVERSITY	55	19	36

San Diego State University

BUSINESS AND MARKETING

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	575	279	296
2	THE UNIVERSITY OF TEXAS AT EL PASO	278	132	146
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	242	132	110
4	UNIV OF PHOENIX-SOUTHERN CALIF. CAMPUS	200	99	101
5	CUNY–BERNARD M BARUCH COLLEGE	199	78	121
6	THE UNIVERSITY OF TEXAS-PAN AMERICAN	194	81	113
7	SAN DIEGO STATE UNIVERSITY	180	99	81
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	147	72	75
9	UNIV OF PHOENIX-ALBUQUERQUE NM CAMPUS	147	54	93
10	THE UNIVERSITY OF TEXAS AT AUSTIN	135	61	74

COMMUNICATIONS

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT AUSTIN	114	56	58
2	FLORIDA INTERNATIONAL UNIVERSITY	79	26	53
3	UNIVERSITY OF FLORIDA	69	24	45
4	CALIFORNIA STATE UNIVERSITY-FULLERTON	64	22	42
5	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	45	17	28
6	UNIVERSITY OF SOUTHERN CALIFORNIA	43	19	24
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	42	16	26
8	UNIVERSITY OF MIAMI	39	5	34
9	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	39	16	23
10	BOSTON UNIVERSITY	36	8	28

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COMPUTER SCIENCE

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	103	69	34
2	CUNY–LEHMAN COLLEGE	47	17	30
3	MONROE COLLEGE-MAIN CAMPUS	38	15	23
4	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	29	18	11
5	CALIFORNIA STATE UNIVERSITY-LOS ANGEIES	26	14	12
6	DEVRY INSTITUTE OF TECHNOLOGY	26	16	10
7	NEW MEXICO STATE UNIV-MAIN CAMPUS	21	12	9
8	CUNY–CITY COLLEGE	17	8	9
9	THE UNIVERSITY OF TEXAS AT AUSTIN	15	14	1
10	UNIVERSITY OF CALIFORNIA-IRVINE	14	10	4

EDUCATION

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	293	57	236
2	CÁLIFORNIA STATE UNIV-LOS ANGELES	209	29	180
3	UNIVERSITY OF ARIZONA	137	32	105
4	NOVA SOUTHEASTERN UNIVERSITY	135	16	119
5	BARRY UNIVERSITY	118	11	107
6	CALIFORNIA STATE UNIVERSITY-FULLERTON	100	16	84
7	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	100	15	85
8	NEW MEXICO STATE UNIV-MAIN CAMPUS	94	21	73
9	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	89	18	71
10	TEXAS A&M INTERNATIONAL UNIVERSITY	89	3	86

ENGINEERING/ENGINEERING TECH

		Hispanic	Male	Female
1	TEXAS A & M UNIVERSITY	147	112	35
2	FLORIDA INTERNATIONAL UNIVERSITY	142	121	21
3	CALIFORNIA POLY STATE UNIV-SAN LUIS OBISPO	119	95	24
4	CALIFORNIA STATE POLY UNIV-POMONA	97	82	15
5	THE UNIVERSITY OF TEXAS AT EL PASO	96	72	24
6	UNIVERSITY OF FLORIDA	90	75	15
7	NEW MEXICO STATE UNIV-MAIN CAMPUS	84	59	25
8	THE UNIVERSITY OF TEXAS AT AUSTIN	83	63	20
9	TEXAS A & M UNIVERSITY-KINGSVILLE	72	62	10
10	NEW JERSEY INSTITUTE OF TECHNOLOGY	64	51	13

ENGLISH/LITERATURE

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	77	29	48
2	THE UNIVERSITY OF TEXAS AT AUSTIN	64	20	44
3	UNIVERSITY OF CALIFORNIA-BERKELEY	59	20	39
4	THE UNIVERSITY OF TEXAS AT EL PASO	48	15	33
5	FLORIDA INTERNATIONAL UNIVERSITY	46	12	34
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	45	19	26
7	SAN DIEGO STATE UNIVERSITY	44	16	28
8	THE UNIVERSITY OF TEXAS-PAN AMERICAN	43	13	30
9	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	43	12	31
10	TEXAS A&M UNIVERSITY	41	15	26

FOREIGN LANGUAGE

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	64	9	55
2	UNIVERSITY OF CALIFORNIA-IRVINE	52	12	40
3	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	51	14	37
4	THE UNIVERSITY OF TEXAS AT AUSTIN	46	10	36
5	THE UNIVERSITY OF TEXAS-PAN AMERICAN	39	14	25
6	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	36	10	26
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	35	11	24
8	SAN DIEGO STATE UNIVERSITY	35	17	18
9	CALIFORNIA STATE UNIVERSITY-LONG BEACH	32	9	23
10	RUTGERS UNIVERSITY-NEW BRUNSWICK	31	5	26

California State University-Northridge

HEALTH SCIENCES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS-PAN AMERICAN	107	22	85
2	THE UNIVERSITY OF TEXAS AT EL PASO	105	32	73
3	FLORIDA INTERNATIONAL UNIVERSITY	101	17	84
4	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	92	28	64
5	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO	77	18	59
6	UNIVERSITY OF MIAMI	75	26	49
7	UNIVERSITY OF CENTRAL FLORIDA	63	7	56
8	CUNY–LEHMAN COLLEGE	58	5	53
9	UNIVERSITY OF SOUTHERN CALIFORNIA	55	11	44
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	46	12	34

HOME ECONOMICS

		Hispanic	Male	Female
1	UNIVERSITY OF ARIZONA	29	2	27
2	FLORIDA STATE UNIVERSITY	26	7	19
3	NEW MEXICO STATE UNIV-MAIN CAMPUS	26	4	22
4	THE UNIVERSITY OF TEXAS AT AUSTIN	21	1	20
5	FLORIDA INTERNATIONAL UNIVERSITY	20	3	17
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	17	2	15
7	COLORADO STATE UNIVERSITY	17	2	15
8	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	16	1	15
9	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	16	0	16
10	TEXAS A&M UNIVERSITY-KINGSVILLE	16	0	16

LIBERAL ARTS AND SCIENCES

		Hispanic	Male	Female
1	CALIFORNIA STATE UNIVERSITY-FRESNO	177	49	128
2	CALIFORNIA STATE UNIV-DOMINGUEZ HILLS	151	32	119
3	SAN DIEGO STATE UNIVERSITY	139	17	122
4	CALIFORNIA STATE UNIV-SAN BERNARDINO	126	16	110
5	CALIFORNIA STATE UNIV-NORTHRIDGE	125	18	107
6	BARRY UNIVERSITY	122	47	75
7	COLLEGE OF NEW ROCHELLE	94	20	74
8	COLUMBIA COLLEGE CHICAGO	92	40	52
9	CALIFORNIA STATE UNIVERSITY-STANISLAUS	82	17	65
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	68	6	62

MATHEMATICS

		Hispanic	Male	Female
1	TEXAS A&M UNIVERSITY	45	26	19
2	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	27	12	15
3	THE UNIVERSITY OF TEXAS-PAN AMERICAN	24	10	14
4	UNIVERSITY OF CALIFORNIA-LOS ANGELES	21	15	6
5	THE UNIVERSITY OF TEXAS AT AUSTIN	17	8	9
6	CALIFORNIA STATE UNIVERSITY-LONG BEACH	14	8	6
7	UNIVERSITY OF CALIFORNIA-RIVERSIDE	14	9	5
8	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	13	5	8
9	TEXAS A&M INTERNATIONAL UNIVERSITY	12	7	5
10	CUNY–YORK COLLEGE	11	2	9

University of

MULTI/INTERDISCIPLINARY STUDIES

		Hispanic	Male	Female
1	THE UNIVERSITY OF TEXAS-PAN AMERICAN	317	33	284
2	THE UNIVERSITY OF TEXAS AT EL PASO	293	51	242
3	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	160	17	143
4	UNIVERSITY OF CALIFORNIA-BERKELEY	92	27	65
5	UNIVERSITY OF CALIFORNIA-LOS ANGELES	92	37	55
6	SUL ROSS STATE UNIVERSITY	83	7	76
7	SOUTHWEST TEXAS STATE UNIVERSITY	79	24	55
8	UNIVERSITY OF MARYLAND-UNIV COLLEGE	78	38	40
9	TEXAS A&M UNIVERSITY-KINGSVILLE	78	21	57
10	TEXAS A&M UNIVERSITY	73	18	55

PROTECTIVE SERVICES

		Hispanic	Male	Female
1	CUNY–JOHN JAY COLLEGE CRIMINAL JUSTICE	168	79	89
2	SAN DIEGO STATE UNIVERSITY	99	55	44
3	FLORIDA INTERNATIONAL UNIVERSITY	89	47	42
4	CALIFORNIA STATE UNIVERSITY-LONG BEACH	75	43	32
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	75	44	31
6	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	70	44	26
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	66	43	23
8	THE UNIVERSITY OF TEXAS AT EL PASO	62	33	29
9	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	60	30	30
10	CALIFORNIA STATE UNIVERSITY-FULLERTON	51	30	21

PSYCHOLOGY

		Hispanic	Male	Female
1	FLORIDA INTERNATIONAL UNIVERSITY	191	49	142
2	SAN DIEGO STATE UNIVERSITY	133	38	95
3	UNIVERSITY OF CALIFORNIA-LOS ANGELES	131	40	91
4	UNIVERSITY OF CALIFORNIA-DAVIS	92	16	76
5	CALIFORNIA STATE UNIVERSITY-LONG BEACH	85	25	60
6	THE UNIVERSITY OF TEXAS AT AUSTIN	79	30	49
7	CUNY–JOHN JAY COLLEGE CRIMINAL JUSTICE	73	23	50
8	THE UNIVERSITY OF TEXAS AT EL PASO	69	17	52
9	SAN FRANCISCO STATE UNIVERSITY	68	21	47
10	CUNY–HUNTER COLLEGE	67	10	57

PUBLIC ADMINISTRATION

		Hispanic	Male	Female
1	SPRINGFIELD COLLEGE	64	11	53
2	FLORIDA INTERNATIONAL UNIVERSITY	62	14	48
3	BORICUA COLLEGE	53	11	42
4	CALIFORNIA STATE UNIVERSITY-FRESNO	52	8	44
5	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	50	11	39
6	CUNY–JOHN JAY COLLEGE CRIMINAL JUSTICE	50	15	35
7	THE UNIVERSITY OF TEXAS-PAN AMERICAN	50	4	46
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	44	8	36
9	SAN DIEGO STATE UNIVERSITY	42	16	26
10	AUDREY COHEN COLLEGE	34	6	28

University of Texas, San Antonio

SOCIAL SCIENCES

		Hispanic	Male	Female
1	UNIVERSITY OF CALIFORNIA-LOS ANGELES	372	164	208
2	UNIVERSITY OF CALIFORNIA-BERKELEY	206	97	109
3	THE UNIVERSITY OF TEXAS AT AUSTIN	181	103	78
4	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	142	55	87
5	FLORIDA INTERNATIONAL UNIVERSITY	133	64	69
6	SAN DIEGO STATE UNIVERSITY	107	70	37
7	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	106	46	60
8	UNIVERSITY OF CALIFORNIA-IRVINE	105	42	63
9	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	90	41	49
10	CUNY–HUNTER COLLEGE	86	19	67

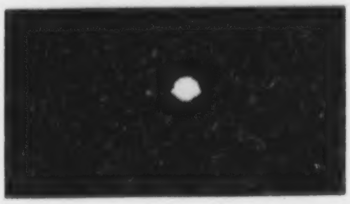
VISUAL AND PERFORMING ARTS

		Hispanic	Male	Female
1	SAN FRANCISCO STATE UNIVERSITY	49	24	25
2	UNIVERSITY OF CALIFORNIA-LOS ANGELES	45	16	29
3	UNIVERSITY OF MIAMI	45	19	26
4	THE UNIVERSITY OF TEXAS AT AUSTIN	44	14	30
5	SAN DIEGO STATE UNIVERSITY	40	22	18
6	SAN JOSE STATE UNIVERSITY	40	18	22
7	SCHOOL OF VISUAL ARTS	39	25	14
8	CALIFORNIA STATE UNIVERSITY-FULLERTON	38	16	22
9	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	38	18	20
10	CALIFORNIA STATE UNIVERSITY-LONG BEACH	32	13	19

¿POR QUÉ USTED?
(WHY YOU?)

¿POR QUÉ NOSOTROS?
(WHY US?)

- The University of New Haven is a small, co-educational university between New Haven and Bridgeport, CT — both with large Hispanic communities. We are close to New York and Boston.
- UNH is first among all Connecticut colleges and universities serving minority populations (all groups).
- UNH educates students from more than 25 states and 50 countries.
- Small classes, caring professors, and programs for those who need extra help make learning easier.
- We prepare students for successful careers and lives.



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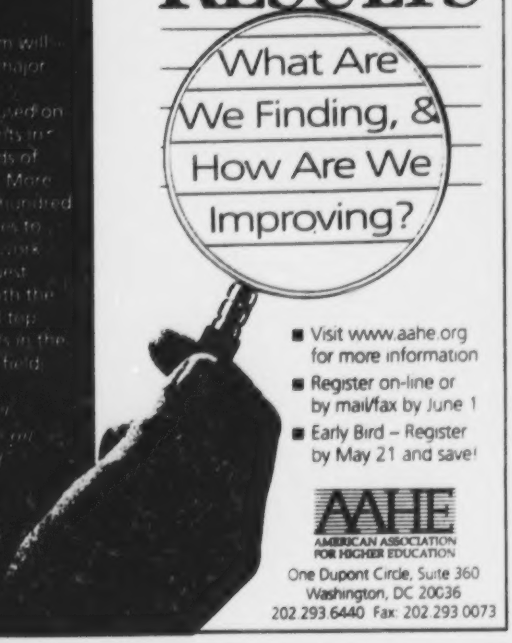

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PUERTO RICO RANKINGS

BACHELOR'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	2,229
2	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	1,647
3	INTER AMERICAN UNIVERSITY OF PUERTO RICO-METRO	1,019
4	CARIBBEAN UNIVERSITY-BAYAMON	764
5	UNIVERSITY OF SACRED HEART	562
6	UNIVERSIDAD DEL TURABO	551
7	UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COLL	532
8	INTER AMERICAN UNIVERSITY OF PUERTO RICO-ARECIBO	507
9	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON	432
10	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	425
11	UNIVERSITY OF PUERTO RICO-ARECIBO CAMPUS	408
12	UNIVERSITY OF PUERTO RICO-BAYAMON TECH UNIV COLL	400
13	INTER AMERICAN UNIVERSITY OF PUERTO RICO-SAN GERMAN	388
14	INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE	376
15	INTER AMERICAN UNIVERSITY OF PUERTO RICO-AGUADILLA	375
16	COLEGIO UNIVERSITARIO DEL ESTE	347
17	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	341
18	UNIVERSIDAD METROPOLITANA	335
19	UNIVERSIDAD POLITECNICA DE PUERTO RICO	326
20	UNIVERSITY OF PUERTO RICO-CAROLINA REGIONAL COLL	301
21	UNIVERSITY OF PUERTO RICO-PONCE UNIVERSITY COLLEGE	275
22	BAYAMON CENTRAL UNIVERSITY	257
23	CARIBBEAN UNIVERSITY-PONCE	200
24	UNIVERSITY OF PUERTO RICO-AGUADILLA UNIV COLLEGE	198
25	CARIBBEAN UNIVERSITY-VEGA BAJA	185
26	CARIBBEAN UNIVERSITY-CAROLINA	173
27	INTER AMERICAN UNIVERSITY OF PUERTO RICO-FAJARDO	173
28	INTER AMERICAN UNIVERSITY OF PUERTO RICO-GUAYAMA	143
29	AMERICAN UNIVERSITY OF PUERTO RICO	128
30	INTER AMERICAN UNIVERSITY OF PUERTO RICO-BARRANQUITAS	115
31	COLUMBIA COLLEGE	112
32	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	106
33	AMERICAN UNIVERSITY OF PUERTO RICO	102
34	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-ARECIBO	86
35	ATLANTIC COLLEGE	47
36	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-GUAYAMA	46
37	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	39
38	UNIVERSITY OF PUERTO RICO-LA MONTANA UNIV COLL	33
39	CONSERVATORY OF MUSIC OF PUERTO RICO	30
40	COLEGIO BIBLICO PENTECOSTAL DE PUERTO RICO	18
41	ESCUELA DE ARTES PLASTICAS DE PUERTO RICO	18

MASTER'S DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	304
2	INTER AMERICAN UNIV OF PUERTO RICO-METRO	231
3	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	228
4	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	207
5	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	154
6	UNIVERSIDAD DEL TURABO	150
7	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	146
8	UNIVERSIDAD POLITECNICA DE PUERTO RICO	89
9	UNIVERSIDAD METROPOLITANA	77
10	BAYAMON CENTRAL UNIVERSITY	66
11	CARIBBEAN UNIVERSITY-PONCE	51
12	CARIBBEAN UNIVERSITY-BAYAMON	23
13	UNIVERSITY OF SACRED HEART	17
14	UNIVERSIDAD CENTRAL DEL CARIBE	9
15	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	4

DOCTORAL DEGREES

1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	64
2	INTER AMERICAN UNIV OF PUERTO RICO-METRO	20
3	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	8
4	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS	4
5	PONCE SCHOOL OF MEDICINE	3

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CARNEGIE-CLASSIFICATIONS
4-year Colleges in Puerto Rico reporting the Highest Enrollment of Hispanic Students

RANK	INSTITUTION NAME	Carnegie-Classifications	TOTAL	Males	Females	All Students
1	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS	Doctorate-Grt II	21,386	6,800	14,586	21,539
2	UNIVERSITY OF PUERTO RICO-MAYAGUEZ	Comprehensive I	12,794	6,399	6,395	12,794
3	INTER AMERICAN UNIV OF PUERTO RICO-METRO	Comprehensive I	8,891	3,436	5,455	8,891
4	UNIVERSIDAD DEL TURABO	Comprehensive I	8,065	3,401	4,664	8,065
5	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE	Comprehensive I	7,851	2,865	4,986	7,851
6	COLEGIO UNIVERSITARIO DEL ESTE	Two Year	7,077	2,421	4,656	7,077
7	UNIVERSIDAD METROPOLITANA	Comprehensive II	5,857	2,055	3,802	5,857
8	UNIVERSITY OF PUERTO RICO-BAYAMON TECH UNIV COLL	Business	5,797	2,452	3,345	5,797
9	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN	Comprehensive I	5,248	2,263	2,985	5,248
10	UNIVERSITY OF SACRED HEART	Comprehensive II	5,184	1,829	3,355	5,184
11	UNIVERSIDAD POLITECNICA DE PUERTO RICO	Engineering	5,005	3,909	1,096	5,005
12	INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON	Liberal Arts II	4,736	2,580	2,156	4,736
13	UNIVERSITY OF PUERTO RICO-ARECIBO CAMPUS	Liberal Arts II	4,730	1,380	3,350	4,730
14	UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COLL	Liberal Arts II	4,469	1,330	3,139	4,469
15	UNIVERSITY OF PUERTO RICO-PONCE UNIVERSITY COLLEGE	Liberal Arts II	4,265	1,575	2,690	4,265
16	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE	Liberal Arts I	3,959	1,258	2,701	3,959
17	INTER AMERICAN UNIV OF PUERTO RICO-PONCE	Liberal Arts II	3,761	1,559	2,202	3,761
18	UNIVERSITY OF PUERTO RICO-AGUADILLA UNIV COLLEGE	Two Year	3,251	1,274	1,977	3,251
19	BAYAMON CENTRAL UNIVERSITY	Liberal Arts II	3,177	1,108	2,069	3,177
20	INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA	Liberal Arts II	2,873	1,076	1,797	2,873
21	INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO	Liberal Arts II	2,520	818	1,702	2,520
22	AMERICAN UNIVERSITY OF PUERTO RICO	Business	2,147	1,037	1,110	2,147
23	AMERICAN UNIVERSITY OF PUERTO RICO	Business	1,944	843	1,101	1,944
24	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ	Liberal Arts II	1,809	647	1,162	1,809
25	INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO	Liberal Arts II	1,726	544	1,182	1,726
26	INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS	Liberal Arts II	1,650	485	1,165	1,650
27	INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA	Liberal Arts II	1,635	536	1,099	1,635
28	UNIVERSITY OF PUERTO RICO-LA MONTANA UNIV COLL	Two Year	1,590	673	917	1,593
29	CARIBBEAN UNIVERSITY-BAYAMON	Liberal Arts II	1,268	599	669	1,268
30	UNIVERSITY OF PHOENIX-PUERTO RICO CAMPUS	Teachers	1,233	402	831	1,252
31	COLUMBIA COLLEGE	Business	1,121	408	713	1,121
32	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS	Liberal Arts II	749	280	469	762
33	CARLOS ALBIZU UNIVERSITY	Other Specialized	701	119	582	701
34	INTER AMERICAN UNIV OF PUERTO RICO-SCHOOL OF LAW	Law	701	335	366	701
35	ELECTRONIC DATA PROCESSING COLLEGE OF PR INC	Business	681	490	191	681
36	CARIBBEAN UNIVERSITY-PONCE	Liberal Arts II	605	268	337	605
37	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-GUAYAMA	Liberal Arts II	473	117	356	473
38	UNIVERSIDAD CENTRAL DEL CARIBE	Medical	348	148	200	361
39	ESCUELA DE ARTES PLASTICAS DE PUERTO RICO	Fine Arts	309	191	118	309
40	PONCE SCHOOL OF MEDICINE	Medical	293	141	152	333
41	INTER AMERICAN UNIVERSITY SCHOOL OF OPTOMETRY	Medical	155	66	89	155
42	SAN JUAN BAUTISTA SCHOOL OF MEDICINE	Medical	148	69	79	148

HISPANIC Outlook TOP 100

National Center for Education Statistics includes only those institutions reporting both enrollment and staff information.

HISPANIC ADMINISTRATORS & FACULTY IN TOP 10

			Hispanic	
RANK	INSTITUTION NAME	Managers	Managers	male
1	FLORIDA INTERNATIONAL UNIVERSITY	224	72	27
2	THE UNIVERSITY OF TEXAS-PAN AMERICAN	66	32	22
3	THE UNIVERSITY OF TEXAS AT EL PASO	289	126	53
4	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	60	8	7
5	THE UNIVERSITY OF TEXAS AT SAN ANTONIO	170	40	18
6	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	99	24	15
7	SAN DIEGO STATE UNIVERSITY	126	6	5
8	CALIFORNIA STATE UNIVERSITY-NORTHRIDGE	67	5	4
9	CALIFORNIA STATE UNIVERSITY-LONG BEACH	94	3	0
10	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	39	6	4
11	THE UNIVERSITY OF TEXAS AT AUSTIN	589	42	23
12	CALIFORNIA STATE UNIVERSITY-FULLERTON	68	3	2
13	UNIVERSITY OF HOUSTON-UNIVERSITY PARK	66	7	5
14	UNIVERSITY OF PHOENIX-SOUTHERN CALIFORNIA CAMPUS	66	5	2
15	CALIFORNIA STATE UNIVERSITY-FRESNO	88	12	8
16	UNIVERSITY OF CALIFORNIA-LOS ANGELES	567	27	8
17	UNIVERSITY OF ARIZONA	155	11	6
18	ARIZONA STATE UNIVERSITY-MAIN CAMPUS	220	16	9
19	CUNY–HUNTER COLLEGE	104	14	9
20	UNIVERSITY OF FLORIDA	484	7	3
21	SOUTHWEST TEXAS STATE UNIVERSITY	148	13	10
22	CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA	67	9	7
23	TEXAS A&M UNIVERSITY	462	16	8
24	SAN JOSE STATE UNIVERSITY	117	11	5
25	CUNY–LEHMAN COLLEGE	74	13	9
26	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	62	9	6
27	CUNY–JOHN JAY COLLEGE OF CRIMINAL JUSTICE	97	11	5
28	TEXAS A&M UNIVERSITY-KINGSVILLE	50	14	8
29	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	69	5	3
30	UNIVERSITY OF MIAMI	1,126	383	105
31	UNIVERSITY OF ILLINOIS AT CHICAGO	756	49	26
32	CUNY–CITY COLLEGE	116	10	5
33	SAN FRANCISCO STATE UNIVERSITY	60	7	6
34	UNIVERSITY OF CENTRAL FLORIDA	298	14	8
35	UNIVERSITY OF SOUTH FLORIDA	427	23	13
36	UNIVERSITY OF SOUTHERN CALIFORNIA	136	2	2
37	CALIFORNIA STATE UNIVERSITY-SACRAMENTO	58	4	1
38	CUNY–NEW YORK CITY TECHNICAL COLLEGE	72	9	6
39	TEXAS A&M INTERNATIONAL UNIVERSITY	31	14	4
40	UNIVERSITY OF HOUSTON-DOWNTOWN	40	3	2
41	UNIVERSITY OF CALIFORNIA-BERKELEY	405	24	12
42	CUNY–BERNARD M BARUCH COLLEGE	88	2	1
43	NATIONAL UNIVERSITY	17	.	.
44	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	167	14	7
45	TEXAS A&M UNIVERSITY-CORPUS CHRISTI	44	13	6
46	NOVA SOUTHEASTERN UNIVERSITY	186	7	4
47	NORTHEASTERN ILLINOIS UNIVERSITY	100	7	3
48	THE UNIVERSITY OF TEXAS AT BROWNSVILLE	76	47	25
49	BARRY UNIVERSITY	88	10	3
50	RUTGERS UNIVERSITY-NEW BRUNSWICK	166	3	0

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4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

Hispanic female	Hispanic Faculty total	males	females	Hispanic %	Total faculty	Student/Faculty ratio
45	114	68	46	12.9	892	35.1
10	175	89	86	33.9	526	23.9
73	94	63	31	19.7	478	30.7
1	126	79	47	11.7	1,087	18.2
22	103	69	34	13.4	771	24.1
9	215	107	108	9.3	2,341	10.4
1	171	94	77	9.7	1,781	17.6
1	130	67	63	8.6	1,521	18.4
3	121	72	49	7.4	1,636	18.3
2	64	43	21	9.7	658	23.5
19	137	78	59	4.6	2,996	16.4
1	87	47	40	5.9	1,498	18.1
2	54	35	19	5.1	1,079	30.3
3	93	65	28	3.2	2,908	7.5
4	91	63	28	8.3	1,110	16.5
19	234	149	85	5.0	4,744	7.7
5	108	71	37	4.5	2,424	14.2
7	118	69	49	6.1	1,941	22.8
5	92	49	43	7.3	1,278	15.7
4	107	69	38	3.0	3,604	12.0
3	43	26	17	5.2	844	25.8
2	58	36	22	5.8	1,007	17.9
8	81	56	25	4.2	1,954	22.4
6	96	53	43	6.0	1,622	16.6
4	77	45	32	11.4	688	13.2
3	59	29	30	7.4	804	17.8
6	43	22	21	6.0	736	14.2
6	46	24	22	15.8	300	19.5
2	54	25	29	7.6	712	17.6
278	355	217	138	15.5	2,303	6.0
23	146	73	73	3.6	4,045	6.1
5	73	41	32	7.7	966	11.4
1	88	45	43	5.6	1,586	17.5
6	85	43	42	5.0	1,705	18.6
10	88	48	40	4.2	2,131	16.3
0	104	65	39	3.2	3,331	8.6
3	85	50	35	6.2	1,376	17.8
3	53	39	14	5.4	989	11.0
10	40	21	19	29.6	140	22.9
1	28	15	13	6.3	444	19.6
12	115	71	44	3.3	3,537	8.9
1	50	24	26	4.8	1,063	14.3
.	37	22	15	4.9	764	22.3
7	80	49	31	5.1	1,600	12.5
7	31	20	11	11.6	270	24.5
3	85	39	46	6.1	1,414	12.6
4	28	15	13	7.3	399	27.4
22	88	52	36	37.9	241	11.8
7	31	15	16	9.8	320	24.7
3	57	36	21	2.3	2,521	14.0

HISPANIC Outlook TOP 100

***Largest number of Hispanic administrators:* University of Miami, UTEP, New Mexico Highlands**

***Most Hispanic females:* University of Miami, UTEP, CUNY's John Jay College**

***Hispanic administrators as a percentage of the total:* UT-Brownsville 61%, NM Highlands 49%, Texas A&M International 45%**

HISPANIC
Outlook
TOP 100

Business and marketing, social sciences, multi/interdisciplinary studies, education are among the popular bachelor's concentrations for Hispanics. for Hispanics.

HISPANIC ADMINISTRATORS & FACULTY IN TOP 100

RANK	INSTITUTION NAME	Managers	Hispanic managers	Hispanic male
51	TEXAS TECH UNIVERSITY	262	16	11
52	FLORIDA STATE UNIVERSITY	449	11	7
53	SAINT JOHNS UNIVERSITY-NEW YORK	412	21	8
54	NEW YORK UNIVERSITY	840	40	18
55	MERCY COLLEGE-MAIN CAMPUS	66	4	.
56	ST. MARY'S UNIVERSITY	51	13	6
57	UNIVERSITY OF CALIFORNIA-RIVERSIDE	138	11	8
58	UNIVERSITY OF CALIFORNIA-DAVIS	303	12	5
59	METROPOLITAN STATE COLLEGE OF DENVER	72	8	5
60	FLORIDA ATLANTIC UNIVERSITY-BOCA RATON	155	7	3
61	CUNY–QUEENS COLLEGE	101	4	3
62	UNIVERSITY OF NORTH TEXAS	119	.	.
63	NORTHERN ARIZONA UNIVERSITY	66	3	1
64	NEW JERSEY CITY UNIVERSITY	68	8	5
65	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO	25	4	2
66	UNIVERSITY OF CALIFORNIA-IRVINE	196	9	5
67	THE UNIVERSITY OF TEXAS AT ARLINGTON	175	9	5
68	KEAN UNIVERSITY	231	23	11
69	CALIFORNIA POLYTECHNIC STATE UNIV-SAN LUIS OBISPO	59	4	4
70	UNIVERSITY OF THE INCARNATE WORD	33	5	5
71	UNIVERSITY OF CALIFORNIA-SAN DIEGO	324	20	7
72	UNIVERSITY OF PHOENIX-ALBUQUERQUE NM CAMPUS	6	.	.
73	DEPAUL UNIVERSITY	271	12	3
74	UNIVERSITY OF ILLINOIS AT URBANA	720	11	6
75	MONTCLAIR STATE UNIVERSITY	98	7	4
76	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	29	6	5
77	NEW MEXICO HIGHLANDS UNIVERSITY	165	81	43
78	UNIVERSITY OF NEVADA-LAS VEGAS	222	11	7
79	UNIVERSITY OF PHOENIX-PHOENIX CAMPUS	42	1	.
80	SUL ROSS STATE UNIVERSITY	41	7	5
81	CUNY-BROOKLYN COLLEGE	77	4	2
82	MONROE COLLEGE-MAIN CAMPUS	25	1	.
83	CALIFORNIA STATE UNIVERSITY-STANISLAUS	23	2	1
84	UNIVERSITY OF COLORADO AT BOULDER	229	12	8
85	UNIVERSITY OF MARYLAND-COLLEGE PARK	223	2	1
86	UNIVERSITY OF LA VERNE	74	5	1
87	UNIVERSITY OF MICHIGAN-ANN ARBOR	874	12	4
88	CALIFORNIA STATE UNIVERSITY-CHICO	55	1	1
89	UNIVERSITY OF CALIFORNIA-SANTA CRUZ	118	9	4
90	CALIFORNIA STATE UNIVERSITY-HAYWARD	58	6	4
91	GEORGE MASON UNIVERSITY	288	2	0
92	COLORADO STATE UNIVERSITY	345	14	4
93	FORDHAM UNIVERSITY	368	27	12
94	UNIVERSITY OF SOUTHERN COLORADO	24	5	4
95	RUTGERS UNIVERSITY-NEWARK	41	1	1
96	UNIVERSITY OF WASHINGTON-SEATTLE CAMPUS	910	20	7
97	PURDUE UNIVERSITY-CALUMET CAMPUS	46	3	1
98	HARVARD UNIVERSITY	1,669	16	6
99	LONG ISLAND UNIVERSITY-BROOKLYN CAMPUS	36	2	1
100	BOSTON UNIVERSITY	501	6	5

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4-YEAR COLLEGES ENROLLING THE MOST HISPANICS

Hispanic female	Hispanic Faculty			Hispanic %	Total faculty	Student/Faculty ratio
	total	males	females			
5	34	20	14	3.1	1,101	22.0
4	33	18	15	2.3	1,441	22.8
13	22	11	11	2.0	1,112	16.6
22	153	84	69	2.7	5,586	6.6
4	7	4	3	3.9	180	51.4
7	29	18	11	13.9	210	19.4
3	56	30	26	5.4	1,051	11.0
7	157	93	64	4.4	3,618	6.9
3	58	41	17	5.7	1,033	17.2
4	59	31	28	4.8	1,260	16.0
1	51	28	23	3.8	1,334	11.8
.	31	17	14	3.1	1,034	25.6
2	42	22	20	4.0	1,076	18.6
3	37	18	19	7.1	521	15.4
2	46	27	19	17.6	269	13.2
4	95	57	38	4.5	2,109	9.1
4	40	20	20	4.3	945	20.3
12	71	41	30	7.2	1,003	11.2
0	51	33	18	5.2	984	16.7
.	12	7	5	10.0	124	29.3
13	103	64	39	3.6	2,879	6.9
.	57	43	14	11.5	502	6.1
9	41	14	27	3.6	1,140	17.1
5	76	48	28	2.5	3,029	12.8
3	35	18	17	4.1	860	15.4
1	41	19	22	10.9	378	16.4
38	46	34	12	20.4	239	13.4
4	43	27	16	3.6	1,215	18.0
1	43	20	23	3.0	1,455	6.9
2	16	11	5	9.4	170	17.4
2	46	17	29	4.5	1,028	14.6
1	9	6	3	7.9	114	29.3
1	36	20	16	9.0	407	15.9
4	113	64	49	3.9	2,949	9.8
1	60	31	29	1.8	3,314	9.9
4	11	6	5	2.0	544	12.5
8	98	51	47	2.5	3,881	9.8
0	37	19	18	4.2	892	17.1
5	63	31	32	6.5	1,012	11.2
2	45	26	19	6.2	736	17.2
2	34	14	20	2.3	1,475	16.4
10	30	15	15	2.2	1,364	19.8
15	44	22	22	4.1	1,125	12.0
1	30	14	16	10.4	289	20.0
0	20	11	9	3.2	637	14.5
13	78	48	30	2.1	3,640	9.8
2	15	7	8	3.4	452	20.7
10	42	28	14	1.8	2,330	10.4
1	43	22	21	5.0	853	9.4
1	73	42	31	2.3	3,234	8.8

HISPANIC Outlook TOP 100

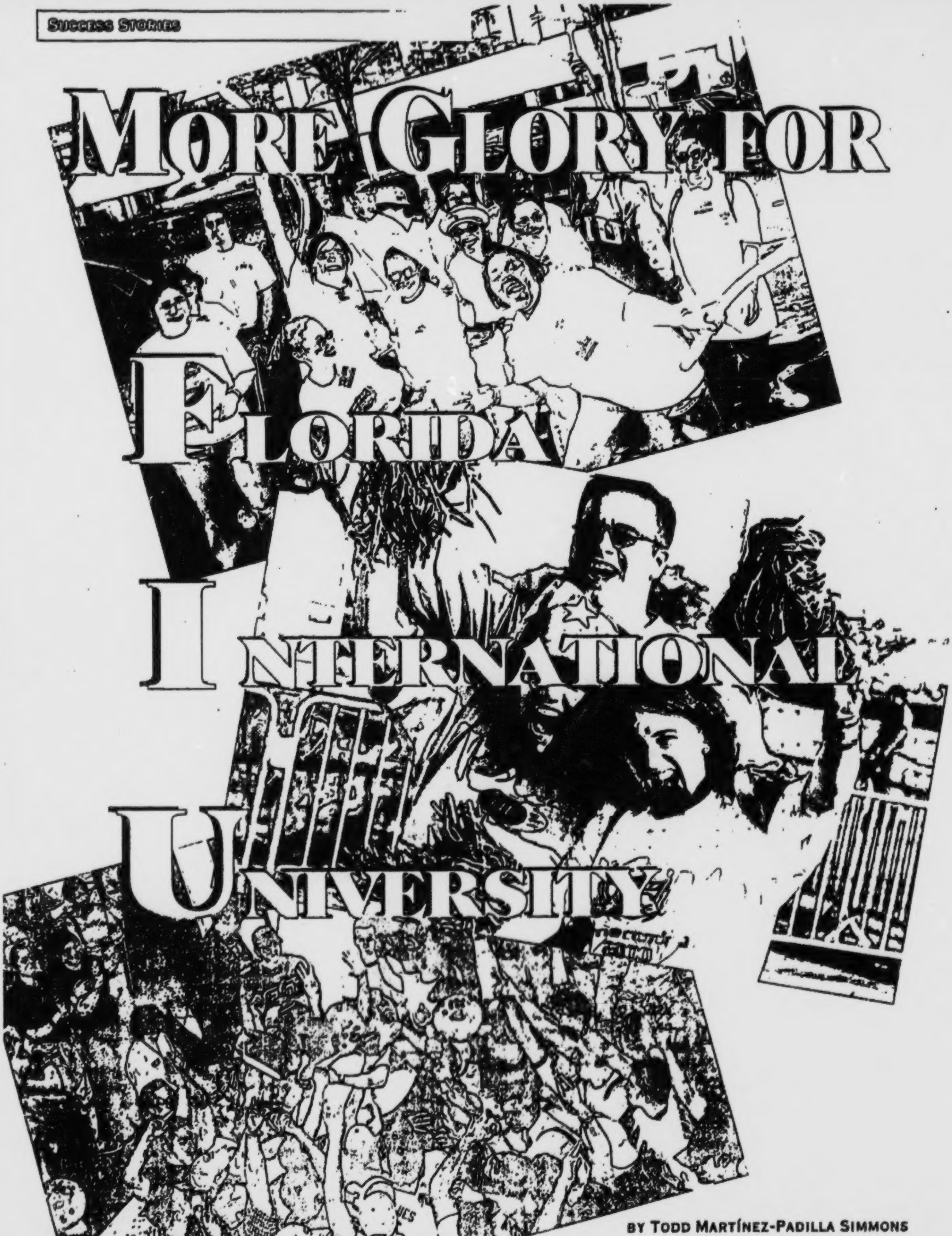
Largest numbers of Hispanic faculty
University of Miami, UCLA, UNM-Main Campus

Most Hispanic female faculty:
University of Miami, UNM-Main Campus, UTEP

Hispanic faculty as a percentage of the total:
UT-Brownsville 37.9%, UT-Pan Am 33.9%, Texas A&M International 29%

1359

MORE GLORY FOR FLORIDA INTERNATIONAL UNIVERSITY



BY TODD MARTÍNEZ-PADILLA SIMMONS

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When the Carnegie Foundation for the Advancement of Teaching released the preliminary version last August of its much-watched classification system for U.S. colleges and universities, some might have wondered whether there had been a mistake in the system's leading tier for research universities.

There among the Ivy and traditional state schools was Florida International University (FIU), a public research university in Miami that opened its doors just 28 years ago. But FIU's presence was no error. The school's doctoral and research programs met the criteria established by Carnegie for the prestigious classification, even if the University was the youngest of 152 schools in that premiere category.

Modesto A. Maidique, FIU president

If anyone still needed convincing, however, proof aplenty was released in October, when the legendary Phi Beta Kappa honor society voted to establish a chapter at FIU, making the University the youngest in the nation so honored by the 224-year-old organization.

FIU, in fact, is now Florida's only public urban university with both the Carnegie and Phi Beta Kappa designations. One of 77 universities nationwide with both honors, it is the only one of those that is also a majority-Hispanic institution and the only one with a Hispanic president–Modesto A. Maidique.

"We're very proud that we reached these milestones, but even more important than the recognition we've gotten from them is the academic excellence that made both possible," said Maidique, who recently began his 15th year as FIU president, placing him among the nation's 10 longest-serving research university leaders.

"Wherever I go, colleagues ask me how we've done it. Of course, part of the answer is timing and location. But it always gives me an opportunity to tell them about FIU, and ours is a great story to tell."

Founded in 1965 and opened to students in 1972, FIU is one of the nation's youngest research universities. Though South Florida is the state's largest metropolitan area, political vagaries made creating the University more difficult than it should have been, historical observers say. By the time the school finally opened, more than 5,667 students enrolled–still the largest opening-day class for a new university in U.S. history.

For its first few years, FIU offered only upper-division courses. Though the University grew quickly, adding a North Miami campus in 1977 and lower-division programs in 1981, doctoral programs didn't debut until 1984.

Maidique was named president two years later. He was then 46, but despite his relative youth, he brought a lengthy resume–four degrees from MIT, faculty appointments at Harvard and Stanford, and success as a high-tech electronics and biotechnology entrepreneur in the private sector. Those experiences helped him envision the possibilities for FIU–by then, nearly 16,000 students strong–and plans that would help the University realize its potential.

Part of that potential began to take shape in the early 1990s, when FIU rose to the top of U.S. universities in producing Hispanic bachelor's degree graduates. Drawing on a service-area population roughly 50 percent Hispanic, the University enrolled tens of thousands of students of Cuban, Caribbean, and Central and South American descent. Today, it is far and away the top U.S. producer of Hispanic graduates at both the undergraduate and master's levels, and ranks third nationally in production of all minority graduates, according to U.S. Department of Education statistics.

Even as the University continued to grow, Maidique and the rest of the University leadership set their sights on lofty goals of quality. Strategic expansion of the University's research programs in a range of disciplines became a top priority in the early 1990s, when FIU was bringing in less than $10 million a year in research contracts and grants. By last year, that figure had grown to nearly $60 million, more than $40 million of it from federal sources.

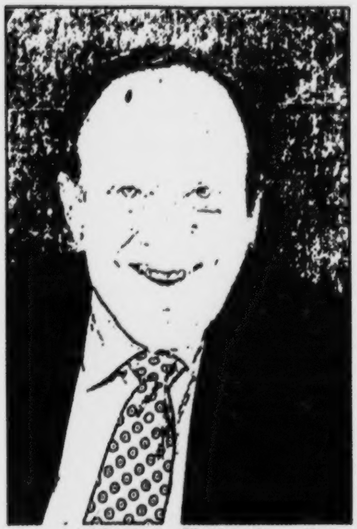
That was more than enough, it turns out, to meet the criteria of the Carnegie Foundation for the leading "Doctoral/Research University-Extensive" category. The Foundation's revamped criteria for that top category, released late last summer, required that each university produce at least 50 doctoral graduates each year in at least 15 disciplines. FIU surpassed that with ease: Ph.Ds. were conferred on 69 individuals at the December 2000 commencement ceremonies, and the usually larger spring commencement won't take place until this month.

For Maidique, who had made achieving the Carnegie designation his top priority and who had established a faculty task force in 1998 to accelerate progress toward that goal, the new "Extensive" designation was a major piece of good news. Phi Beta Kappa reinforced FIU's rise with its selection of FIU as one of seven colleges and universities nationwide to be home to new chapters. FIU was both the only Florida institution and the only majority-Hispanic college or university chosen in the 2000 vote.

"There's no question that the names of both the Carnegie Foundation for the Advancement of Teaching and Phi Beta Kappa are virtually synonymous with high quality in higher education," said Maidique. "This recognition helps raise the profile of our university, and gives people a clearer idea of the quality and productivity of FIU, its faculty, and its students."

Generating Success

One area in which the University particularly excels is engineering education. The FIU College of Engineering is the largest producer of Hispanic



Leonard P. Strickman, FIU dean, law college

bachelor's degree recipients in the United States.

Dr. Gustavo Roig, director of the FIU Center for the Advancement of Engineering Pre-College Education, says the reasons behind FIU's success are numerous. First and most obvious, the University draws on a sizable local Hispanic population in both Miami-Dade and Broward counties. Nearly 50 percent of Miami-Dade's population is Hispanic.

Second, the University admits a significant number of students who don't meet traditional academic criteria, either in terms of grade-point average or SAT score. Those students are able to develop the skills they need to succeed through non-credit studies at the FIU Learning Center or the Tutorial Center, which is part of the University's Department of Mathematics.

That kind of additional assistance can be important to students still mastering English, for instance, or for students coming from countries or regions with poorly funded K-12 schools.

"These are students who often can perform, if given the chance," said Roig. "We're an institution with a big heart, as well as high quality. When you can serve students who have the potential to be successful and they prove themselves, you benefit the community."

Those opportunities are supplemented by the Freshman Experience, a mandatory, two-hour credit course that helps first-year students gain the study, time management, and asset management skills necessary to succeed at a major public urban research university.

In engineering, Roig and the College's other leadership and faculty ensure that undergraduate students have the chance to engage in research–an uncommon opportunity for most bachelor's degree seekers. Many do so, for instance, through the FIU Hemispheric Center for Environmental Technology (HCET), which recently was awarded a $35 million, five-year grant for research and development projects nationwide at U.S. Department of Energy sites. The major grant–presented to University leaders in Miami by Energy Secretary Bill Richardson, at the time the nation's highest-ranking Hispanic–includes incentives to bring Hispanic and other racial and ethnic minority students into research.

The result of all those factors is "a tremendous diversity among our Hispanic students. The demographics here are such that we have a tremendous rainbow of countries and backgrounds," said Roig, pointing to the fact that students from throughout Central and South America and Spain and more than 100 other countries are among the University's nearly 2,400 international students. "That greatly enhances the experience here."

Nurturing Hispanic Students

Student Affairs Vice President Dr. Patricia Telles-Irvin says the University's demographics virtually ensure that many of its student organizations and initiatives will have a heavily Hispanic flavor, even if they're not specifically geared toward Hispanic students. Of the University's 110 student organizations, only about 10 percent have a special focus on Hispanic students. "What's different here is that your typical fraternity or sorority, for instance, is predominantly Hispanic," said Telles-Irvin.

Still, the University works diligently to make sure that the campus atmosphere is comforting and nurturing for Hispanic students. As part of Hispanic Heritage Month in October, the University produces a popular Leadership Awards ceremony that includes a dinner and dance. Prominent student, faculty, staff, and community Hispanic leaders are recognized both for their contributions to the Hispanic community and to the community at large. Past community leadership honorees include state Representative Mario Díaz-Balart–whose brother, Lincoln, is a U.S. Representative–and Rosa Sugrañes, a prominent Miami businesswoman.

"When we acknowledge individuals of similar backgrounds, it gives our Hispanic students a sense of connection to and pride in their culture, a sense of 'I can do it, too,'" said Telles-Irvin, who, as a Mexican American, is also a visible role model for many Hispanic students. "It's all part of trying to let students know we care about them."

Above all, says Telles-Irvin, the University's leadership works to make sure that FIU meets the needs of its Hispanic students, as well as those of the student body in general. "In the eight years I have worked here, I've always been impressed with the leadership of our president on these issues. He's very focused and proud of his heritage," she said. "I think people outside the University know that about us–that we're committed at the senior level and throughout the University."

Two additional important components in FIU's success are its main "feeder" institutions–Miami-Dade Community College and Broward Community College, both widely considered to be among the nation's best two-year institutions. The majority of FIU's undergraduates begin their higher-education experience at one of those two institutions, making the quality of instruction at both a critical foundation for later work at FIU.

Roig's individual success as a mentor to Hispanic students and the work of his Center at FIU have caught the attention of others nationwide. He was recently named to the prestigious National Science Foundation's Committee on Equal Opportunities in Science and Engineering by NSF Director Rita Colwell, and to the NSF Advisory Committee for Engineering.

As a member of the Equal Opportunities committee, Roig will bring

The University admits a significant number of students who don't meet traditional academic criteria, either in terms of GPA or SAT score.

expertise from FIU to bear on NSF policies and activities that "encourage full participation of underrepresented groups in science, engineering, education, professional, and technical fields." As a direct advisory group to the NSF director, the committee has the opportunity to wield significant influence in one of the nation's most influential science organizations.

Projected Milestones

If, as they say, past is prologue, FIU is prepared for even greater achievements over the next few years. Because of the University's singular accomplishments and demographics, many of those projected milestones will have a sizable impact on Hispanic students and Hispanics in higher education.

First, the University is expected to enroll 5,000 to 8,000 more students between now and 2010, increasing its enrollment to 37,000 to 40,000. Well over half of those new students will be Hispanic.

Second, the University's recent receipt of a Kellogg Foundation ENLACE Grant of $2 million means that FIU will be at the center of a broad, community-based effort to increase the number of Hispanics who graduate from high school and progress through college. Community, K-12, and University officials, led by Roig, prepared for the ENLACE grant for more than a year, and have detailed plans in place that they hope will help improve education attainment at all levels.

Third, FIU is scheduled to open South Florida's first public College of Law next year. One of the College's objectives is to increase the number of severely underrepresented Hispanics practicing law in the state.

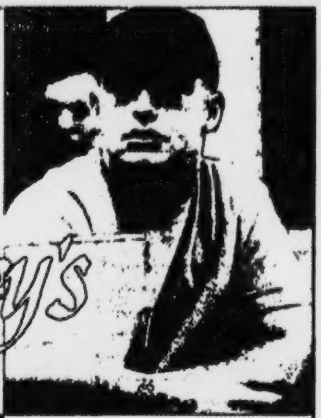
FIU's law college will also be special in its focus on international and transnational law. Just seven months after the College's ratification by the state, the University hired Leonard P. Strickman as its first-ever dean. Strickman, former dean of both the University of Arkansas and Northern Illinois University law schools and a widely recognized expert in law school accreditation, is already well into the process of such prerequisites as hiring staff and faculty and building the law library (for more information, visit http://www.fiu.edu/law/).

"The law school will build on the dynamic progress of Florida International University," said Strickman. "It has high aspirations for providing to South Florida residents a unique, high-quality legal education opportunity to prepare themselves for the practice of law in both domestic and global matters. And it is an opportunity that will be attractive for those South Floridians who have not been able to afford the costs of a good legal education."

And that's not all. Also next year, the University is expected to debut its Division I-AA football team and open a new designer home for the FIU School of Architecture–part of a massive building campaign that includes a new Graduate School of Business Administration, a marine biology research center, expanded on-campus housing, a second 1,000-car campus parking garage, a new presidential residence at FIU-University Park, several Greek houses, and more.

It's all a far cry from 28 years ago, when the University opened on the airstrip of an old, abandoned airport.

"From our vantage point, the future is very, very bright," said Maidique.



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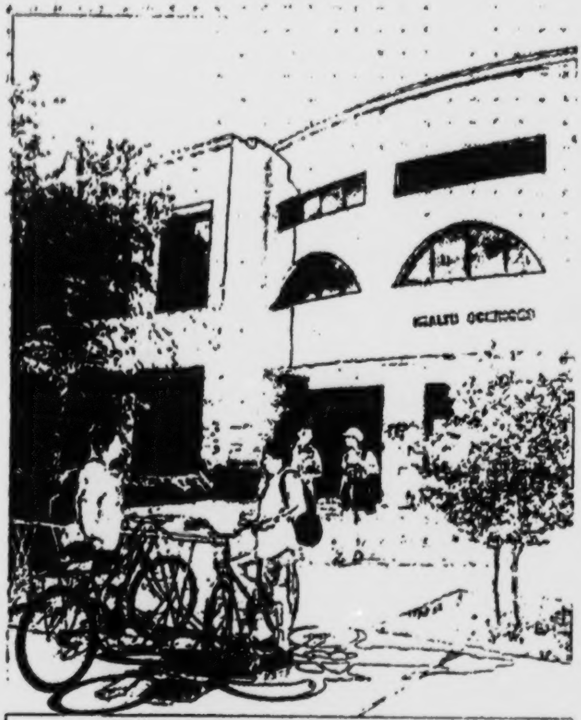
The Honor Roll

University of Texas-Pan American

Pre-Med and Engineering Critical to the Region

BY ROGER A. DEITZ

A native of McAllen, Texas, Dr. Miguel (Mike) Nevárez has been president of The University of Texas-Pan American since 1981, guiding the institution through its evolution into a well-respected comprehensive regional university. He is the first Hispanic elected to head the institution. His career at UT-Pan American began in 1971, when he was an assistant professor, associate dean of men, and acting director of counseling and testing. Prior to his appointment as president, he was vice president for student and university affairs and a professor of elementary education.



University of Texas-Pan American

These have been exciting times for the school, and for its leader. UTPA has seen numerous milestones during his tenure–including the momentous and long-awaited merger with The University of Texas System in 1989. Nevárez says this has been a period of tremendous growth in both enrollment and in the numbers of degrees offered, especially graduate degrees, and the University's first doctoral degrees. (See "Two Decades of Energy and Vision," a profile of Dr. Miguel A. Nevárez, *The Hispanic Outlook*, Dec. 4, 2000).

As part of the winter commencement, the first students in the Master of Science degree program in mechanical, electrical, and manufacturing engineering received their diplomas. UTPA, which offers the only accredited manufacturing engineering programs in Texas, joins Kingsville and San Antonio in offering the only engineering graduate degree programs in South Texas.

"UT-Pan American continues to expand both its graduate degree and research programs," says the president. "This adds to our already strong program to support expanded professional education for a variety of industries. With this degree program in place, industries will be more willing to [re]locate here, knowing that their engineering staff can continue to grow professionally and meet the challenges of working in a global economy."

Nevárez stresses that this new master's has an additional benefit. The program supports the University's efforts to make initiatives such as the Cross Border Institute for Regional Development (CBIRD) a reality. CBIRD is a strategic effort "designed to strengthen infrastructures, create new technologies, and build public-private partnerships benefiting the U.S.-Mexico border region." The recently created UTPA CBIRD Program will provide strategic planning to establish a baseline to help the region develop into "a new high-tech

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Dr. Miguel A. Nevárez, University of Texas-Pan American president

Honor Roll Facts in Brief

INSTITUTION
University of Texas-Pan American

LOCATION
Admissions
1201 West University Drive
Edinburg, Texas 78539
(956) 381-3040

ESTABLISHED
1927

ENROLLMENT
12,759 total (10,689 Hispanic, 83.8 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate (in cooperation with UT-Austin)

ANNUAL TUITION AND FEES
From $992.73, for Texas residents

FACULTY
710 Total (308 Hispanic)

SEVERAL DEGREE PROGRAMS
Education
Engineering
International Business
Nursing
Pre-medical

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Asociación Cultural de Teatro Universitario en Español
Association of Migrant Students
Juventud Hispana

INTERNET ADDRESS
www.panam.edu

corridor." The new master's degree program is an important opportunity for residents of the region and is "driven by demand in the area for expanded graduate education."

A graduate program has been part of the University's overall plan for the Department of Engineering since 1992. "It's a giant leap forward in our progression to build the engineering program," observes Dr. Edwin W. LeMaster, chair of the Department of Engineering. "It's going to better equip us to meet the needs of the engineering community in the Río Grande Valley." The department started offering graduate-level courses in 1997. Approximately 50 practicing engineers are registered for the courses.

Another draw to prospective engineering graduate students is the state-of-the-art $23 million, 122,000-square-foot Engineering Building. Completed in 1996, the building features a 250-seat auditorium, 18 laboratories, classrooms, and faculty offices. "We're going to better utilize the Engineering Building and its equipment through the master's degree program," says LeMaster. "We already have everything we need in place, including 17 Ph.D. faculty."

Under the approved degree program, students will have three options. The first is a course work-only degree with 36 semester credit hours of class work. The second is a professional degree with 30 hours of course work and a six-hour practicum. The third option is a thesis degree with 24 hours of course work and a minimum of six hours of master's-level thesis work.

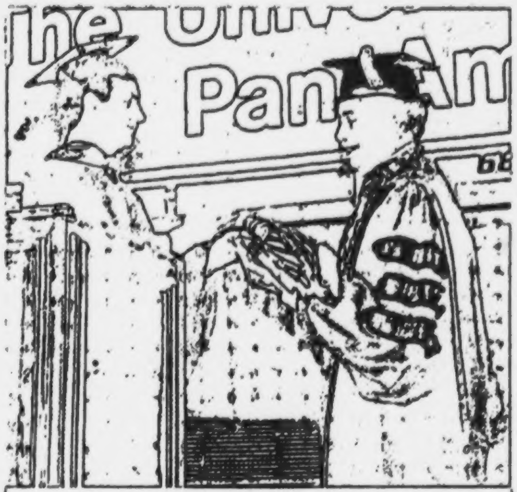
Other additions to the degree programs are a Master of Science in computer science, a Master of Education in special education, a Master of Science in rehabilitation counseling, and a Master of Fine Arts in art. There is also a new pharmacy doctoral (Pharm.D.) degree with UT-Austin.

Its History

UT-Pan American was founded as a two-year college by the Edinburg school district in 1927. It joined the state system of four-year colleges and universities as Pan American College. The first graduate programs were offered in 1971, and the institution changed its name to Pan American University. When it merged with The University of Texas System in 1989, the school became The University of Texas-Pan American. The University was named "Pan American" to "reflect its desire to bridge the cultures of North and South America." The name also reflects the school's rich cultural and ethnic diversity.

Its location, Edinburg, is the county seat of Hidalgo County, one of four counties collectively known as the Lower Río Grande Valley of Texas. Hidalgo County is composed of many small cities and communities that comprise the McAllen-Edinburg-Mission metropolitan area, which has a population of over 500,000. It is one of the fastest-growing areas in the nation. The economy of the region is based on agriculture, manufacturing, retail sales, tourism, government services, international trade, and health care.

The Río Grande Valley forms at the southern tip of Texas, bordered by Mexico on the south, only 20 miles from the campus, and the Gulf of Mexico and South Padre Island on the east, about 60 miles from the campus. UT-Pan American is the fifth largest component of the UT System and the 10th largest public university in Texas. Reflecting the demographics of the region, more than 80 percent of UT-Pan American's students are Mexican American. This gives UTPA the highest number of Hispanic students in the state and the second highest in the nation. Many represent the first generation of their families to go to college, and it is not uncommon for students, upon graduation, to triple the earning power of their parents.



George Muñoz presents U.S. flag to president Dr. Miguel A. Nevárez

UT-Pan American offers 49 bachelor's degrees and 41 master's degrees in more than 50 fields of the sciences, business, the arts and humanities, education, and the social and health sciences. The University offers a doctorate in business administration with an emphasis on international business, and, in cooperation with UT-Austin, a doctorate in educational administration. Cooperative degrees with two University of Texas health science centers lead to Bachelor of Science degrees in occupational therapy and physician assistant studies.

Total enrollment for Fall 2000 was 12,759, with more than 10,600 Hispanic students enrolled. The class included 65 African Americans, 15 Native Americans, 287 non-resident aliens, 133 Asians, 992 Whites, and 578 others. Undergraduate enrollment for Fall 2000 totaled 11,187, with 9,484 Hispanics, or 84.8 percent. The number of faculty listed for Fall 2000 was 710, with 405 full-time and 305 part-time. Tenured or tenure-track full-time faculty numbered 194. Of the total, 308 are Hispanic, 324 White, and 78 other.

UT-Pan American has grown a great deal in the last ten years, and one area with the most progress has been the health sciences—a boon for the region. Based on 1997-98 statistics, UTPA ranked fourth nationally in granting nursing degrees to Hispanics, trailing only Florida International University in Miami, UT-El Paso, and the UT Health Science Center in San Antonio. This accomplishment is very significant as the nation is awakening to a serious shortage of professional nurses. UTPA awarded 35 nursing degrees to Hispanics (12 men, 23 women), and those numbers are growing. In December of 1999, 60 Bachelor of Science nursing degrees were awarded to Hispanics. An additional 17 obtained an associate's degree in nursing in May of that year. Dr. Helen Castillo, dean of the College of Health Sciences and Human Services, attributed part of the success to the University's "aggressive recruitment and retention efforts."

With occupational therapy and physician assistant studies programs now available, she expects even more Hispanic students to receive bachelor's degrees in health professions from the College of Health Sciences and Human Services. "I think we're doing a very good job in producing nurses for the Río Grande Valley, especially nurses who can provide culturally congruent care," observes Dr. Carolina Huerta, chair of the Department of Nursing. "We're Hispanics treating Hispanics."

The UTPA Premedical Honors College is statistically "tops in the nation." The Baylor-UTPA program was established to address the critical need for healthcare providers in South Texas—where 13 counties, including Hidalgo and Cameron, have been identified by the U.S. government as "medically underserved." The UTPA-Baylor partnership was the first of its kind in the nation. Now, with two classes graduated, the program has already significantly increased the number of South Texas students accepted to medical schools. Indeed, the program has been so successful that it prompted Dr. William H. Cunningham, chancellor of The University of Texas System, to challenge UT medical schools to develop similar programs. The University of Texas Medical Branch in Galveston was the first to answer the call and come on board, developing a comparable partnership with UTPA.

In 1999, 16 UTPA students were accepted to medical schools. The class of 2000 featured 25 future physicians, and there are more than 60 students in the pipeline.

"This is certainly a pioneering effort," says William A. Thomson, BCM Center for Educational Outreach director. "Given the success of the program to date, we fully expect that the Premedical Honors College will continue to have a strong, positive impact on the number of students from South Texas who access medical school."

Mixed Reviews for Bush Education Initiatives

Fear to Optimism

BY INÉS PINTO ALICEA

Saying education reform is a top priority of his administration and that "no child will be left behind," President George Bush Jr. introduced, shortly after taking office, an education reform package that includes several provisions likely to impact Latino students nationwide.

"President Bush's assertion that no child will be left behind is important because Latino children historically have been left behind," said Diana Natalicio, president of the University of Texas at El Paso and a member of the transition advisory team on education for the president. "He has made it clear that all children [are to] be given an opportunity to a good education."

Bush announced a plan that would, among other things, consolidate numerous federal education programs to give states greater freedom in using federal education funds–in exchange for strengthening accountability demands on states.

"We believe in accountability, but we want to make sure that the accountability proposed gets the results intended, which is to improve schooling," said Raul González, education policy analyst for the Washington-based National Council of La Raza. "Their focus on closing the achievement gap [between Whites and Blacks and Latinos] is a good thing. That is what the federal role should be in education."

HO explored several provisions of the Bush education reform package–high stakes testing, the consolidation of federal education funds, and vouchers–that are likely to affect Latino students and have been the most controversial. For this article, *The Hispanic Outlook* interviewed a number of people about the Bush plan.

"If President Bush does for education across the country what they've done in Texas and in Houston, we're headed for a national disaster," said Walter Haney, a professor of education for the Lynch School of Education at Boston College.

Haney, a senior research associate for the College's Center for the Study of Testing, wrote an article called "The Myth of the Texas Miracle in Education," which was released at a January conference sponsored by Achieve and the Harvard Civil Rights Project. In it Haney argues that some of the education reform measures adopted in Texas, particularly the heavy reliance on the standardized test known as the Texas Assessment of Academic Skills (TAAS) to determine Texas' schools success or failure, "did noth-

ing to improve the learning of Texas students," exacerbated the dropout rate and resulted in students being increasingly "ill-prepared for college." He studied a variety of indicators of student achievement statewide.

The emphasis on TAAS preparation rather than on a substantial curriculum is even more common in "low-performing schools, the schools attended by low-income and non-Anglo children," wrote education professors Linda McNeil and Angela Valenzuela in a paper they presented to the Harvard University Civil Rights Project, "The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric." "For example, many science teachers in schools with poor and minority children are required by their principals to suspend the teaching of science for weeks and, in some cases, for months in order to devote science class time to drill and practice on the math sections of the TAAS."

One of the core pieces of the Bush plan, which Congress is deliberating on a fast track to give the administration an early success, would require states to test students annually in grades three to eight in reading and math. Schools would be rewarded or punished based on those test results.

A similar accountability system was developed by Education Secretary Rod Paige when he was superintendent of the Houston Independent School District (HISD). Under the system, testing scores in Houston rose significantly, and many in the media called it one example of the "miracles" occurring in Texas in education.

"So the Texas story is a sad reminder of what we have seen again and again, namely that when enough pressure is brought to bear on schools, test scores can be increased," said Haney. "But such increases frequently come at large cost to the broader learning of students, to the meaningfulness of test results themselves, and to the longer-term educational welfare of students who do persist in school to graduate from high schools."

Linda McNeil, a professor of education at Rice University in Houston, said that because the schools invest a large portion of their funds in buying testing and practice materials and hiring consultants to boost their scores, little is left to address the schools' other needs. Meanwhile, pervasive problems, such as low teacher morale, inadequate facilities, and a high dropout rate, are being ignored, she said.

"The quality of teaching has declined," said McNeil. "Latino children have been devastated, decimated by these policies."

McNeil said the curriculum in some of Texas' schools has become so "watered down" because of the emphasis on improving TAAS scores that children can read and understand small test passages and multiple choice questions but cannot comprehend an entire book. Students must past the TAAS to graduate from high school regardless of their accomplishments and courses passed, and soon Texas will require that the test's reading section be used to determine whether a child proceeds from third to fourth grade. Many schools begin practicing and drilling in September for the spring test, she said.

"There's such a gap between the appearance of quality and the actual, persistent problems," argued McNeil, who is a co-director of Rice University's Center for Education. "As you look at the test scores, you need to look at how they're being produced."

The Bottom Line

The standardized testing is not the only controversial aspect of the plan. The accountability portion is equally controversial, if not more so.

The Bush plans calls for offering bonuses to states and schools that made the most progress in improving student achievement, and for requiring that schools that do not make enough progress in one year receive aid to improve. If a school fails two years, pupils may choose to attend another public school as corrective action continues. If schools fail to meet standards for three consecutive years, Bush has proposed that those schools be allowed to provide a $1,500 voucher so the students can attend private schools or receive private tutoring–a plan strongly opposed by most Democrats and some Republicans.

"When grown-ups pay, they are going to do whatever it takes to push scores up...so the politicians get the results they want," said McNeil. "It's not a model you want for the country."

Bush's proposal would mean a real change for most school systems. While nearly every state has academic standards, many have found it difficult to hold teachers, administrators, and students accountable to them. Moreover, fewer than 20 states now have programs of annual standardized tests.

"It's a different approach to how we deal with

Dr. Diana Natalicio, University of Texas at El Paso president accountability and the assessment of schools," said Max Castillo, president of the University of Houston-Downtown, adding that he thought the package was "very comprehensive." "It will require a total change in the infrastructure of accountability."

Haney said testing students is fine if it leads to improved learning by children, but attaching "Draconian sanctions" to the test results puts schools and administrators "under tremendous pressure to increase scores."

Haney said that when he compared dropout data for Texas from 1978 through 1989 with data since the TAAS test began to be administered, 1990/1991, he found that the TAAS exit test is associated with a significant increase in the dropout rate of minority children. Prior to the launch of the test, the dropout rate for minority children tracked closely to the dropout rate for White children in Texas.

"The results clearly suggest the possibility that after 1990, schools in Texas have increasingly been failing students, disproportionately Black and Hispanic students, in grade nine in order to make their grade 10 TAAS scores look better," said Haney. "The fact that by the end of the 1990s, 25-30 percent of Black and Hispanic students, as compared with only 10 percent of White students, were being failed in grade nine instead of being promoted to grade 10, makes it clear that the apparent diminution in the racial gap in TAAS grade 10 pass rates is in some measure an illusion."

Natalicio said that Bush's plan "is a wonderful point of departure for conversations at the highest levels for the future of this country" and that the "spotlight [that the accountability proposal] puts on the schools forces all to pay attention to what is happening in schools." The president is willing to hear varying opinions on his proposal "to make the best plan possible." But, Haney said that when Bush was on the campaign trail and some of the campaign workers heard about his work, they were highly critical, even though his findings were supported by other researchers.

Natalicio said that the students she sees enrolling at her university are coming better prepared, thanks to the accountability standards implemented in the state. She said fewer students have to enroll in remedial math at UTEP.

But Haney said his research indicates that there were "marked declines" in the numbers of students who are prepared academically for higher education in Texas. He studied the results from 1989 through 1997 of the college readiness testing program in Texas–TASP, the Texas Academic Skills Program. He found that the college readiness of Texas students has "fallen precipitously, at least as measured by the TASP reading, writing, and math tests." For example, 81,159 members of the high school class of 1998, "all of whom presumably passed the TAAS, took the TASP tests two years later–but 55,350 of them failed," said Haney.

"Indeed, results from 1993 to 1999 on the SAT-M indicate that the learning of Texas students has deteriorated relative to students nationally," Haney added. "The deterioration of the academic preparation of college-bound youth in Texas during the 1990s tells us that the costs of ill-conceived test-based accountability schemes fall not just on students who 'fail' in such a system but also on those who in the short term seem to have succeeded."

Another element of the Bush proposal would require states to report student assessment results and to break them down by race, gender, and socioeconomic status, something few states do.

"By requiring the data, the schools can't simply mask the results of poor and minority children," said Natalicio. "It is important to have high expectations for all children."

Jim Scheurich, an associate professor of educational administration at the University of Texas at Austin, said that requiring such data from schools in Texas has "improved educational equity in the state." In a study he conducted of four school districts in Texas, he found that the students in each had shown significant improvement in a number of areas.

"When the data came out publicly, the schools began to realize how poorly they were doing with children of color," said Scheurich. "It made them change what they were doing so they would be successful with all student groups."

Scheurich said that while he believes from his research that the accountability policies adopted in Texas have had a positive impact on schools, he said it is important not to follow Texas' lead in one area. The national plan should not be so reliant on a single set of test results to praise or condemn a school.

"We're better off looking at a range of variables," said Scheurich. "We do want accountability because before accountability, there was a huge percentage of low-income children and children of color who were left to fail."

While Bush says it would be up to each state to decide which tests to use, he has suggested verifying the results through the National Assessment of Educational Progress (NAEP) exams, a voluntary sampling taken regularly of students in every state.

But Haney said in his article that when he looked at the results Texas students had on the NAEP, he found that the gains students showed on the NAEP were "less than half the size" of the Texas gains on the state TAAS assessments.

"These results indicate that the dramatic gains on the TAAS during the 1990s are more illusory than real," said Haney.

Valenzuela, associate professor of curricular instruction and Mexican American Studies at the University of Texas at Austin, said that by relying on one or even two tests to determine a school's success, school leaders, whose jobs are tied to that success, are likely to find ways to boost their scores. That was the case in Texas until 1998, when lawmakers tightened the policies so schools could not keep low-performing children from harming their scores. Still, Valenzuela says there is evidence that schools claim exemptions for many students under the label of special education.

"The schools with higher scores tended to also have higher numbers of exemptions," said Valenzuela.

"There have to be safeguards," said Natalicio. "We can't say that we don't support an effort to achieve accountability because somebody engages in shenanigans. Most people want to do the right thing. You must limit the number who can be waived or excluded so you can't marginalize a group of children."

With the debate raging among testing experts over the viability of Bush's plan, educators themselves worry whether Bush's overall package will cost them money–whether for expanding their test programs or by siphoning public funds to help parents pay for private schools.

A clearer picture is expected later this spring of how much Bush's testing initiative will cost. Bush has asked for an 11 percent increase in federal education spending, which would bring it to $44.5 billion from $39.9 billion, far less than the amount former President Clinton had sought for the fiscal year. Of that, spending on elementary and secondary education would increase to $19.8 billion from $18.2 billion, an 8 percent increase. Rod Paige told Congress the administration also was exploring possible savings in federal money already devoted to education to carry out Bush's reform plan. Lawmakers in Washington say Bush's request is not enough to accomplish his plan. Bush has said his education proposals would cost $47.5 billion over 10 years.

Castillo said the plan would indeed need "significant resources" to be implemented. "You can't test unless you strengthen the curriculum, teacher preparation, and math and science classes," said Castillo. "If you prepare your teachers and change the culture, then you have more success."

The plan calls for streamlining about 50 federal education programs into five categories of grants that the states would receive. While the federal government provides seven percent of the country's school costs, much of the money is allocated to helping the most impoverished schools and the lowest-achieving of the nation's 53 million school children.

Bush's plan would give states more latitude to decide which schools received extra subsidies, but Democrats in Congress insist that states be compelled to steer that money to schools with the greatest share of low-income students.

Latino civil rights groups historically have opposed giving states latitude in using federal education funds because they argue that without certain restrictions or requirements, states might fail to adequately serve minorities and children from low-income families.

"It makes sense to consolidate some of the programs, like teacher training and the technology programs, but there are some programs that should not be consolidated–like migrant education–because the services will disappear," said González. "If the states haven't done a good job of closing the achievement gap, they shouldn't be given flexibility."

Another element of the Bush proposal that will impact Latino youth who are Limited English Proficient would require that students who have been in school for three years be taught in English. The proposal calls for giving schools more freedom to spend money on bilingual education if they demonstrate progress in English proficiency.

González said that the three years the Limited English Proficient students would be given before they were taught full-time in English would not be supported by civil rights groups because it is an arbitrary time frame not based on any research on the learning of English. "It creates an incentive to teach kids English rather than math or science, which creates other problems," said González.

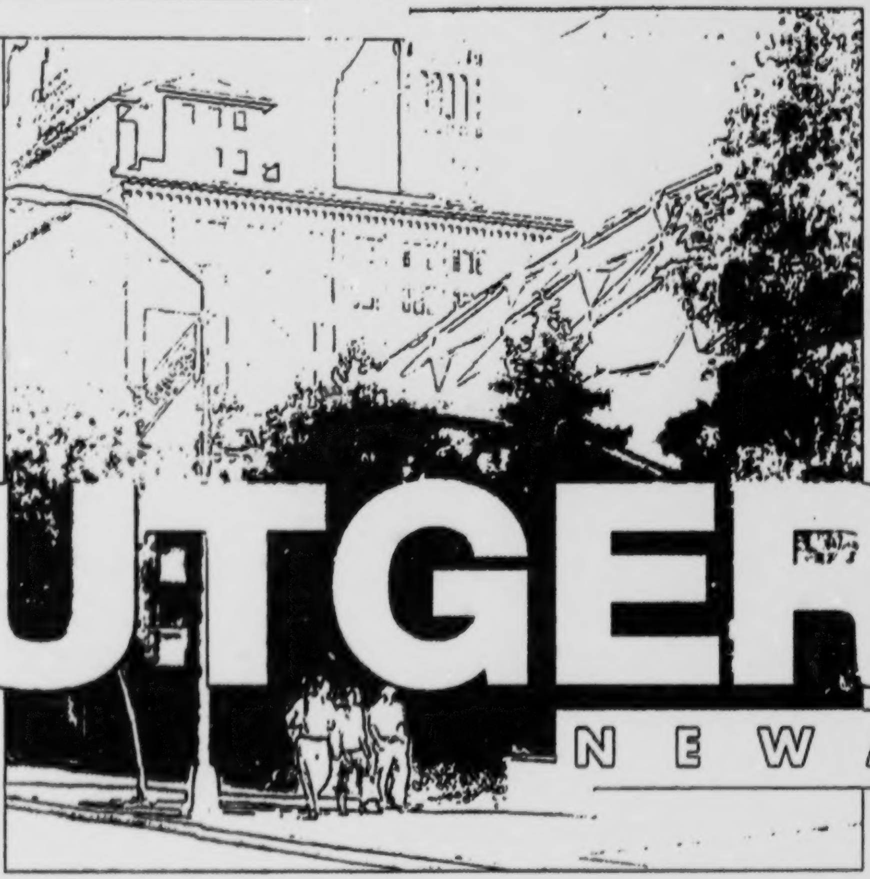
Valenzuela, who did in-depth research of the Houston schools for her book ***Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring***, agrees, arguing that such assimilation was adopted by the HISD under Paige and that it negatively impacted Latinos. "Schooling in general takes away your language and culture," said Valenzuela. "If schooling were additive, bilingualism and biculturalism would be encouraged. The idea is, historically, to Americanize people. I would argue that you can hold onto your culture and language and be a full-fledged American."

Another controversial aspect of Bush's plan involves his call for giving vouchers to students in low-performing schools. The idea of vouchers, which would allow parents to use public money to send their children to private schools, has waned in popularity lately. Voters in California and Michigan defeated voucher ballot initiatives in November. A federal appeals court ruled against Cleveland's voucher program. Opponents of the vouchers say they siphon money from public schools and that low-performing students are not always welcome by private schools. Moreover, Bush's proposed $1,500 would not be enough to cover many private school tuitions, effectively shutting out low-income families from that option.

"We believe we have insufficient funds now to support our public schools adequately and all we would see vouchers doing is deplete the little dollars that are available for public education and funnel them to nonpublic schools," said Daniel A. Domenech, school superintendent of Fairfax County, Va., as reported in *The Washington Post*.

The waning public interest, however, has signaled to Democrats and moderate Republicans that they needn't pay much attention to supporters of vouchers among conservatives in Congress. Moreover, the politicians argue that by selecting Paige to head the Education Department, Bush offered additional evidence that he did not plan to fight on the voucher issue. Paige showed lukewarm support for vouchers in Houston; he created a limited voucher program but put more emphasis on accountability.

Bush's official line is still to support vouchers, but he has told Congress that the voucher issue will not be the deal breaker in getting his educational reform package passed.



RUTGERS NEWARK

Named #1 in Diversity

University Tuned-In to Cultural Wealth of Newark

BY MARILYN GILROY

Many colleges claim to have a diverse student population, but only one institution can command the top spot in that category in *U.S. News & World Report*'s venerable annual rankings. That spot belongs to Rutgers University-Newark, for the fourth consecutive year, according to the 2001 edition of *U.S. News' America's Best Colleges*.

In publicizing the rankings, the magazine pointed out that "college-bound students who think that learning from people of different backgrounds is part of the university experience will want to consider student-body diversity when choosing a school."

Rutgers-Newark Provost Norman Samuels agreed and commented, "In an increasingly global world, a multicultural educational atmosphere such as ours is an invaluable resource. We embrace diversity and the richness it brings to our students on campus."

In determining the ranking, *U.S. News & World Report* factored in the total proportion of minority students–not including international students–and the mix of students. Approximately 13 percent of the student body is Hispanic.

Rutgers-Newark, a doctorate-granting research institution, is one of three campuses of Rutgers, the State University of New Jersey. The campus enrolls 9,300 undergraduate and graduate students and has 425 full-time faculty members. It is located on 35 acres in downtown Newark, New Jersey's largest city.

"This is a campus with students from every ethnic background," said Dr. Steven Diner, dean of the faculty of arts and sciences at Rutgers-Newark. "They reflect the region and the New York area, which has a large number of immigrants."

Diner joined the University three years ago and immediately noticed how easily the students interacted and that the campus seemed free of the social self-segregation of students that occurs at many colleges.

"This is a campus where students are remarkably comfortable with the level of diversity," said Diner. "Our students are of so many different colors that after a while, you don't even think about it. There is an extraordinary ease among the students with each other because no one group has the majority here."

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Diner says the diversity lends a special element to classes and makes teaching more interesting. "I taught a course that focused on U.S. immigration, and it was the most wonderful experience because students brought their rich backgrounds and family histories to class," said Diner.

"One of my students had a mother who was Cuban and a father who was from Palestine, which meant there was a lot of talk about politics at home. It is this kind of mixed ancestry that leads to the great ease of interaction in class and on campus."

In addition, says Diner, students at Rutgers-Newark are primarily first-generation working-class students who are highly motivated. "They don't flounder by questioning their identity and purpose like many privileged students do," said Diner.

Rutgers-Newark draws a large part of its student population from the local metropolitan area but has its share of international students as well. The student union has mounted 75 flags representing the backgrounds of students at Rutgers-Newark.

The 5,800 undergraduates and 3,500 graduate students major in business, nursing, criminal justice, law, management, liberal studies, political science, and history, among others. The city of Newark often serves as a springboard for learning and research activities that supplement classroom teaching in many of these programs.

Using the city as a resource and enhancing its relationship with the University is a concept about which Dean Diner is passionate. "I feel strongly about the urban connection that we have," he said. "I came here thinking that the cities are critical to advancing the mission of teaching and research at this institution."

Dr. Steven Diner, dean of the faculty of arts and sciences

Diner, a former professor of history at George Mason University, joined Rutgers-Newark in 1998 with a wealth of experience in urban policy and planning. One of his first projects at Rutgers-Newark was to assist in the development of the Joseph Cornwall Center for Metropolitan Studies. The Fund for New Jersey gave the Center $2.4 million, which is being used in part to support applied research on urban policy issues in Newark and northern New Jersey. The goal is to create a nationally recognized center for scholarly research on cities and urban life and to be an authoritative source of analysis of public policy in Newark and the surrounding area.

"I have a lifelong scholarly fascination and personal love for cities," said Diner when the gift was announced. "My entire career has involved linking cities and universities. I like the idea of breaking out of the ivory tower, and I believe that the success of universities in the future will hinge on their ability to maintain interactive relationships with their surrounding communities."

Diner has challenged faculty to develop experiential courses that utilize Newark and neighboring towns. "One of the things we have been able to do is make changes in our style of pedagogy and have our teaching draw on the urban environment," he said.

That philosophy is most notably embodied in the classroom of Professor Clement Alexander Price, who has been at Rutgers-Newark for 30 years and has made optimal use of the city and its environs as a teaching laboratory.

Price is chair of the department of African-American studies, and teaches courses in U.S. urban history and the history of New Jersey. For the last 15 years, he has taught a course on the history of Newark. Students in the class accompany Price on a tour of Newark, a popular component of the course, which Price has adapted to reflect the dramatic changes within the city.

"When I began giving the tour 15 years ago, it focused on the devastation wrought on Newark by the 19th and first half of the 20th century," said Price. "Recently, I'm pleased to say that I've added on the tour the extraordinary changes in the city, such as improved housing for low- and moderate-income families, better land-use policies, and, of course, the New Jersey Performing Arts Center."

In 1996, Price initiated the Rutgers-Newark Institute on Ethnicity, Culture and the Modern Experience, applying his scholarly interest in race and ethnicity to public understanding of American culture.

Price's profound influence as a teacher and his contributions to the University and the community were acknowledged when he was chosen as the 1999 New Jersey Professor of the Year by the Council for Advancement and Support of Education, which works in cooperation with the Carnegie Foundation.

Other Rutgers-Newark faculty have developed research and teaching projects that also focus on urban neighborhoods. Diner says that one faculty member is doing research on race riots in American cities while another, specializing in mathematics education, is studying how students in a local high school that serves lower-income families learn calculus using the computer and SimCalc software.

The drive to link the University with the city's cultural heritage has led to a transformation of the University's classical and modern languages department, which has begun to focus on immigrant languages and heritage language study.

"You have these individuals from diverse backgrounds with various levels of competencies and undergraduates who are notoriously resistant to studying languages," said Diner. "So we thought, why not offer languages

that they are motivated to study because of their background?

"For example, The Ironbound section of Newark is home to one of the largest Portuguese populations in the United States. Many of these students have been brought up in a house that speaks Portuguese, but they don't speak it fluently. So we started offering some courses and Portuguese culture programs."

Diner credits faculty member Asela Laguna-Díaz, a professor of Spanish, with providing the impetus to focus on the Portuguese community. She had been organizing events, such as a Portuguese film festival, and felt the University could benefit from expanding programs and courses in Portuguese Studies.

Through collaboration with Lisbon's Camoes Institute, the new program in Portuguese studies is now a reality. The Institute and Rutgers-Newark each support a full-time instructor of Portuguese language, literature, and culture while Rugters-Newark also provides office space and clerical space for a Camoes *leitor* (professor).

Last fall, campus and community members were treated to a rare public appearance by contemporary Portuguese novelist José Saramgo, winner of the 1998 Nobel Prize in Literature, who gave a special lecture as part of ceremonies celebrating the new Portuguese studies program.

Building on this success, Diner hopes to offer programs to reach other segments of the population. "We have added faculty who teach Arabic because our Muslim students have expressed interest in the language. We are also considering the expansion of our Asian language courses to include Korean and Mandarin," said Diner.

All of these initiatives are designed to give Rutgers-Newark students new social and intellectual opportunities that will expand their horizons and help them move into the working world. In addition, the University is making headway in luring some of the area's best and brightest to seek admission.

Diner is especially proud of the newly organized Honors College that has recently expanded to a full four-year program with an enrollment of 90 students. It is part of the effort to attract high-achieving students to the urban campus. Rutgers-Newark also created the Provost Scholars program, which awards scholarships to students who are in the top 15 percent of their high school class. Currently, 150 students have taken advantage of this offer, which is worth $10,000 over a four-year period, assuming that the students maintain a 3.2 grade point average and complete at least 30 credits each year.

"I wish we had more scholarships to give to students, particularly those who are willing to serve as mentors to others," said Diner. "They have busy lives and don't always have the time to get involved, so the money would help."

What else is on Diner's wish list?

"I wish we had more dormitories so that our students could have the 24-hour experience of the urban community connection," said Diner. "We will always be a commuter school, but some of our students would benefit from the dorm experience."

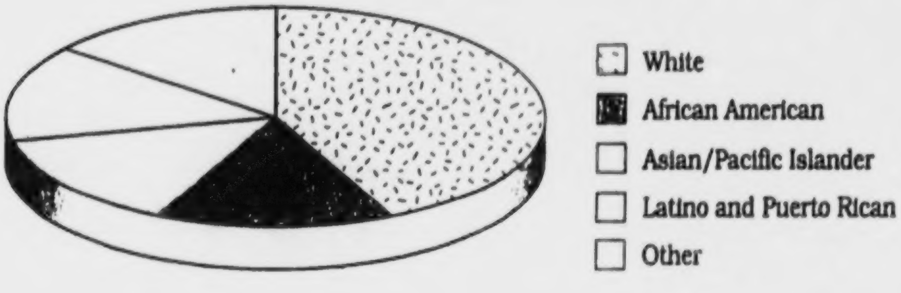
Another challenge is to try to make the faculty as diverse as the student body. "The problem is that the pool of African American and Hispanic Ph.D.s is just not as large as it should be," said Diner. "But we are trying to make the faculty as diverse as possible. We have just hired four new faculty; two of them are African American. We are looking for faculty with outstanding research credentials. That is an important part of the work we do, and we want faculty who share that commitment."

The combination of diversity, community connections, and new research initiatives is an approach that seems to be creating positive results for Rutgers-Newark. Enrollment declines of past years have been reversed because, as Diner says, students recognize that this is an exciting place to be.

"We say to students, 'If you want experiential hands-on learning, internships, service learning, and opportunities to be part of a vibrant community, this is the place.'"

STUDENT POPULATION DIVERSITY AT RUTGERS-NEWARK

(Based upon 1999 enrollment figures)



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The Rhodes Scholarship and U.S. Hispanics

"A Unique, Horizon-Broadening Opportunity"

BY INÉS PINTO ALICEA

While intellectual distinction is important to being selected, the selection committees seek applicants who offer promise of effective service to the world in the decades ahead.

Student Eduardo Peñalver was in the midst of negotiations with Cornell University officials to increase the hiring of Latino faculty and improve recruitment of Latino students when he received word that he was up for the final round of interviews for a prestigious Rhodes Scholarship. Peñalver left the negotiations, did the interview, and returned for another round with University officials.

"The University was in an awkward position because [it] wanted me to get it yet we were negotiating these issues," said Peñalver, a Yale Law School graduate who is now a law clerk for U.S. Supreme Court Justice John Paul Stevens. Peñalver did get the scholarship and spent the next two years studying philosophy and theology at Oxford University in England.

Peñalver is one of several Latinos who have won the oldest and most prestigious academic exchange fellowship in the world. The program is attempting to expand its outreach efforts to get more applicants from universities that traditionally have not produced award recipients.

Elliot Gerson, American secretary of the Rhodes Scholarship Trust

"We don't have any kind of targets, goals, or quotas," said Elliot Gerson, American secretary of the Rhodes Scholarship Trust, which each year honors 32 young Americans and a number of outstanding students from other countries with a Rhodes Scholarship to study at Oxford University. "We have a record of recognizing extraordinary people from different backgrounds.' But we are trying to expand awareness of the scholarship."

Peñalver said he and other former Latino Rhodes Scholars have discussed how to boost the number of Latinos, but he adds that considering the low percentage of Latinos enrolled in college, the program's record with Latinos should not be considered "terrible." In fact, he said, the year he was selected, while he was the only Latino, there were five African Americans out of 32 total Scholars.

"There are fewer Latinos than there could be," said Peñalver. "But, I don't think it's a biased process. There are a lot of people who spend their four years in college gunning for that Rhodes scholarship. Some of the people I met in college knew what they needed to get and how to get it. They had grown up surrounded by intelligentsia, and they knew how to make themselves academically competitive. Many of us Latinos don't grow up in that kind of environment."

The Rhodes scholarship, created from the will of British philanthropist and colonialist Cecil Rhodes, is the oldest international study award available to American scholars. Winners are selected on the basis of high academic achievement, personal integrity, leadership potential, and physical vigor, among other attributes.

"The terms of the will are excellent," said Terence D. Valenzuela, a Rhodes Scholar in 1973. "The people who meet those terms are good people. Every ethnic background has good people. The program does not shut anybody out of the competition. You do have an edge if you go to a college that has a tradition of sending Scholars. The barrier has been getting into the colleges so you can get into the pool. There are more Latinos, African Americans, and Asians applying today. The group that is applying is more diverse. . . ."

Regional selection committees choose the U.S. Scholars each year from among those nominated by selection committees in each of the 50 states. While nearly every year, a Rhodes Scholar will be selected from an institution that has not formerly supplied a successful applicant, Gerson said, some 297 colleges in the United States have had a Rhodes Scholar since the first U.S. Scholars were elected in 1904.

Terence D. Valenzuela, Rhodes Scholar

"We have been successful at leveling the playing field," said Gerson, adding that the program has seen a significant increase in the past decade in the number of institutions successfully preparing candidates for the rigors of the application process. Gerson said he and his staff meet with college advisors, speak at different conferences, and have set up an extensive website to expand outreach. The office also actively encourages colleges and universities to designate a Rhodes coordinator at their school so that students are made aware of the program.

"We have focused on advisors from less well-known institutions," Gerson said. However, he added, it is difficult to quantify how many of the Scholars have been Latino, African American, Asian American, or Native American. The organization does not maintain data on the racial, ethnic, or religious backgrounds of recipients since Rhodes specified in his will that no one should be disqualified for any of these reasons.

Cristina María Rodríguez, Rhodes Scholar

"The Trust really is wary of getting into our country's ethnic politics," said Valenzuela, adding that additional prestigious fellowships have been launched in recent years, including one by the Bill Gates Foundation to send outstanding students to England to study.

But Cristina María Rodríguez, a native of San Antonio and a Rhodes Scholar at St. John's College at Oxford from 1995 to 1997, said the organization should take more steps to assure minorities and women are included.

Eduardo Peñalver, Rhodes Scholar

"I have long thought that the American Rhodes Trust and American universities should do more to attract a diverse applicant pool and to select a diverse group of Scholars, both because Rhodes Scholars are supposed to represent the United States in England and because the scholarship is a unique, horizon-broadening opportunity," said Rodríguez, a Yale Law School graduate who now serves as a law clerk to Judge David S. Tatel, U.S. Court of Appeals for the D.C. Circuit in Washington, and who, for the 2002-2003 term, will clerk for Justice Sandra Day O'Connor on the Supreme Court.

"The fact that Rhodes Scholars come from all over the world, including Africa, the Caribbean, Canada, Australia, and Europe, means that the Rhodes community at Oxford is far more diverse than people might realize. And again, it is that international network that makes the scholarship such a valuable one—all the more reason to be ever-conscious of the extent to which women and minorities in the United States become a part of it."

Eric Garcetti, a 1993 Rhodes Scholar who was running for a seat on the Los Angeles City Council in April, said that efforts he undertook to organize previous Latino Rhodes Scholars to help push for the recruitment of Latinos did not have much success because there is usually only one Latino Scholar per year. But he said that once his campaign is over, he will launch an effort again. Garcetti is no stranger to political activism; during his Oxford stint, he organized a three-day fast of Rhodes Scholars to protest the passage in California of Proposition 187, the anti-affirmative action legislation.

"I look forward to a day when a Latino arrives at Oxford and can get together with other Latinos and just kick back together," said Garcetti. "This program is important to the community because, for better or worse, it is aligned to access power in this country. It is important that Latinos enter the traditional quarters of power."

While intellectual distinction is important to being selected, the selection committees seek applicants who offer promise of effective service to the world in the decades ahead. Talented students with diverse academic specializations and career plans are encouraged to apply. However, the applicant's undergraduate program must provide a sufficient basis for further study at Oxford in the proposed field.

Valenzuela recalls with fondness his time as a Rhodes Scholar, saying that his time spent at Oxford in 1973 was profound. It helped lead him to his current profession as a physician and professor of emergency medicine at the University of Arizona Health Sciences Center in Tucson. "It was a delightful interlude," said Valenzuela, Arizona secretary for the Rhodes Trust, which means he organizes the selection process for candidates from his state. "It was a time to think about where I had come from and where I wanted to go."

Valenzuela was studying at Harvard University and was captain of the fencing team when he was selected for the scholarship. He studied biochemistry while in England. "The scholarship opened a lot of doors," said Valenzuela. "People make certain assumptions about your credibility. The name has a certain cachet."

The Road to Rhodes

Rhodes Scholars are appointed for two years of study at the University of Oxford, with the possibility of renewal for a third year. All education costs, such as tuition, laboratory, and certain other fees, are paid by the program. Each Scholar also receives a maintenance allowance to cover expenses for termtime and vacations. The Rhodes Trustees cover the necessary costs of travel to and from Oxford, and upon application, may approve additional grants for research purposes or study-related travel.

The Rhodes scholarships owe their origin to the remarkable vision expressed in the will of Cecil Rhodes, who dreamed of improving the world through the diffusion of leaders motivated to serve their contemporaries, trained in the contemplative life of the mind, and broadened by their acquaintance with one another and by their exposure to cultures different from their own. He also wanted students to benefit from the individualized instruction of his alma mater–Oxford.

Rhodes named nine beneficiary countries in his will, and since 1904, other countries have been added to the list. In 1976, the scope of the Rhodes scholarships was further extended when legal changes in the United Kingdom permitted the Rhodes Trustees to open the competition to women.

The United States provides the largest of the national delegations, but the American contingent forms only a minority of the total. Rhodes Scholars are selected from Australia, Bangladesh, Bermuda, Canada, the Commonwealth Caribbean, Germany, Hong Kong, India, Jamaica, Kenya, Malaysia, New Zealand, Pakistan, Singapore, South Africa, Uganda, Zambia, and Zimbabwe. The countries of the Commonwealth Caribbean are Anguilla, Antigua, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Granada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, Trinidad, and Tobago.

In a typical term, some 240 Rhodes Scholars are in residence at Oxford. So far, there have been 2,918 U.S. Scholars.

Though the structure of the Rhodes scholarships has been modified somewhat over the years, the founder's basic purposes have been maintained. Rhodes wanted the administrators of his will to seek out those qualities of excellence in young people that would contribute to "the world's fight." He specifically directed that no candidate be disqualified due to race or religion.

Rhodes wished his Scholars to benefit from education at Oxford and to return, enriched by their experience, to positive careers in their home countries, without losing the affection for the University of Oxford and for the United Kingdom, which he believed that experience would nurture. The scholarships are seen as long-term investments in the growth of promising young people and in the encouragement of ever-closer international relations.

Rhodes set forth in his will the criteria, which still guide Committees of Selection in their assessment of applicants. The standards by which prospective Rhodes Scholars are to be judged are: literary and scholastic attainments; energy to use one's talents to the full, as exemplified by fondness for and success in sports; truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship; and moral force of character and instincts to lead and to take an interest in one's fellow beings.

Selection committees in each of the 50 states select the 32 U.S. students who best satisfy these multiple criteria. The committees consider applications from applicants who maintain their legal residence within that state or have attended a college or university in the state for at least two years. Each state committee nominates applicants to appear before a district committee of selection. Each of the eight district committees [each] designates four applicants as Rhodes Scholars-elect. The state and district committees of selection meet annually in early December.

The committees are structured to bring a variety of perspectives to the evaluation process. Typically, some selectors are from academic life, and others, from law, government service, business, medicine, or journalism. At least one member will be a scientist. Some committee members have been Rhodes Scholars, but at least one, and always the committee chair, is *not* to be a Rhodes Scholar.

After the Rhodes Scholars-elect have been named, the Warden of Rhodes House in Oxford seeks places for them at the University's colleges. Because Oxford's 39 colleges make their own decisions on admissions, election to a Rhodes scholarship does not automatically guarantee entry to Oxford. Applicants must submit two recent samples of written work, about 2,000 words each. Rhodes Scholars enter Oxford University in October of the year following election. The academic year in Oxford is divided into three terms that are eight weeks long. Terms are interrupted by six-weeks vacations in mid-winter and spring and by the "long vacation," which extends from late June to early October.

Scholars are required to be full-time students at Oxford for the duration of their degree programs. Students live in college dorms. The student common rooms in the colleges enrich student life through varied activities ranging from debating societies to dramatic and musical groups, and they promote a wide range of athletic competitions. Most colleges have sports grounds nearby that provide tennis courts and playing fields for soccer, rugby, cricket, and field hockey. College boat houses on the Thames River support major rowing competitions among the colleges.

The first college of the University of Oxford was founded in 1249 as a residence for Scholars attending the lectures of the learned men who had been gathering there for several decades.

"It's great fun to live in a place where history is so prevalent," said Valenzuela.

Peñalver said Latinos who are interested in applying should commit themselves to an activity they love. "That's the one thing many of the Rhodes Scholars had in common–so if you love campus politics, do that, and if you love sports, do that," said Peñalver. "The Scholars excelled at what they loved to do and pursued it with passion, so they had stories to tell."

Because Rhodes Scholars are selected for their potential over a lifetime, their physical fitness is an important factor in their selection. Candidates do not have to show evidence of outstanding achievement in organized sports, but they must demonstrate the physical vigor to make an effective contribution to the world around them, Gerson said. Moreover, American and other foreign students who participate in sports played in the English amateur tradition garner additional benefits from their Oxford experience, he said.

"Getting to know Brits, in particular, was a challenge because of their comparative reserve, but through my department and the college sports teams I joined, I eventually felt a part of British student life," said Rodríguez.

The system of education at Oxford has two characteristics that significantly differentiate its program from those offered by American universities and colleges. Students are taught in small sessions by a tutor or tutors. This requires that the student prepare one or two essays each week, which the student reads to the tutor, who will then discuss the essay to probe and refine the student's understanding of the assigned topic. Then the students undergo exams by independent examiners, not their tutors. Students also are invited to voluntarily attend a wide array of lectures given by resident and visiting scholars.

"When you attend a school that has had other Rhodes Scholars, then you see that they are not much better than you and that you can do this too," said Valenzuela. "My fear is that really good candidates will say, 'I could never do that.'"

It is a sentiment echoed by Garcetti, who said that all of the minority Scholars he has met indicated that "none of them thought of themselves as Rhodes Scholars. We need to ingrain in the culture of all minorities that we can aspire to the highest things," said Garcetti.

Rhodes Scholars must have completed a bachelor's degree before being admitted to the University of Oxford. Most Rhodes Scholars pursue and complete either a Bachelor of Arts degree with honors or a Master of Philosophy degree during their two-year stint at Oxford. Applicants for the master's degree must have a substantial undergraduate background in their proposed area of study.

In the United States, applicants for Rhodes scholarships must be U.S. citizens aged 18 or over but not yet 24 years of age on October 1 in the year of application. For more information on the application process, see **www.rhodesscholar.org.** Applicants must submit their applications by the October deadline to the secretaries of their state committees. An applicant must submit several documents, including a birth certificate, an academic transcript, up to eight letters of recommendation, a letter of endorsement from the student's college or university, and a 1,000-word essay on the student's reasons for wishing to study at Oxford.

Applicants must also undergo a mandatory personal interview. No applicant can be elected to a Rhodes scholarship without being interviewed by state and district committees of selection. Applicants must pay their own expenses to appear before the state committees. The Rhodes Trust will pay the transportation costs (but not hotel expenses) of candidates who are nominated by state committees to the district committees of selection.

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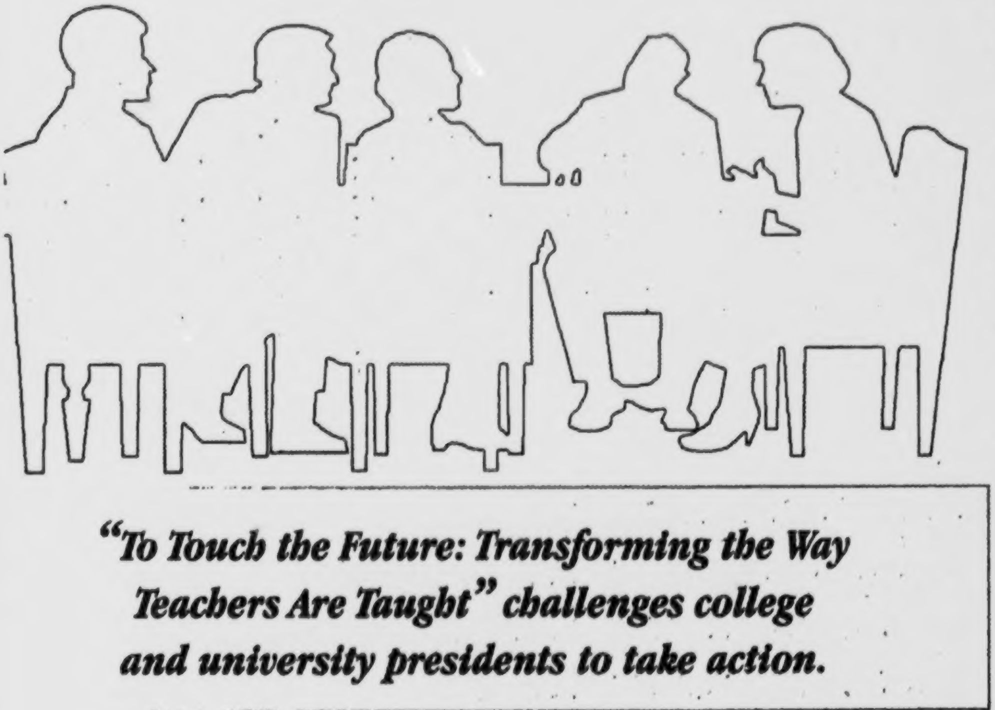
Overhauling the *Neglected* Profession of Teaching

ACE Report Puts Ball in Presidents' Court

BY ISIS ARTZE

The quality of teachers is believed to be the single most important factor in student achievement. Its importance is upheld by decades of extensive research. But, despite the research findings, a great many teachers at elementary and high schools across America are significantly underqualified. The increasing demand and continuous shortage of instructors exacerbates this calamity, forcing many schools to hire these substandard teachers.



"To Touch the Future: Transforming the Way Teachers Are Taught" challenges college and university presidents to take action.

And the problem is only going to get worse.

"The nation's schools will need 2.5 million new teachers over the next ten years to replace retiring teachers, to meet projected enrollments, to reduce class sizes, and to replace the tens of thousands of teachers who leave their jobs each year in search of more attractive and rewarding career opportunities," reports ACE, the American Council on Education.

The situation is especially dire for minority students and those who live in high-poverty schools. ACE cites one study that found 70 percent of the 7th through 12th graders in high-poverty schools were being taught by unqualified teachers.

In response to these alarming statistics, ACE proposes a solution, or at least a substantial first step toward one, in its report, "To Touch the Future: Transforming the Way Teachers Are Taught." In its nearly 40 pages, the group challenges college and university presidents to take action.

The document identifies two essential "transformations" that must take place. First, "the teaching of teachers must improve," and secondly, "the schools themselves and the conditions for teaching must change in fundamental ways to attract, retain, and empower productive teachers."

Why does ACE specifically address college presidents? "Ultimately, it is [they] who outline the agenda, define the issues, commission studies, recommend policies, set institutional priorities, call for action, and form alliances with groups beyond the campus," states the report.

And also because it is colleges and universities that produce the vast majority of teachers, says Betty Castor, president of the National Board for Professional Teaching Standards (NBPTS), a former president of the University of South Florida and a member of the ACE presidents task force on teacher education.

To Castor, the condition of America's K-12 school system is vividly illustrated by the staunch contrast between the K-12 reputation and that of higher education in the U.S. "Generally, throughout the world, the university system is considered the best and is well respected," Castor says. "Why can't they do a better job in K-12?" she asks.

Ideally, if decision-makers heed the advice outlined by ACE in its ten-step "action agenda," our country's children can look forward to receiving the excellent education they deserve.

The ACE 10-Step

Step One - "College and university presidents must take the lead in moving the education of teachers to the center of the institutional agendas."

This advice might, at first, seem somewhat vague and obvious. But actually, it is the most important of the ten. The quality of teachers and of teacher education has deteriorated largely because the subject has been ignored. Thus ACE tells authority figures in higher education "to accept the challenge and responsibility to lead constructive change."

Calvin M. Frazier, senior consultant, Education Commission of the States, says he was

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once guilty of neglecting the education of teachers. "As the Colorado commissioner of education through much of the 1970s and 1980s, I gave minimal attention to the preparation of educators," he writes, in his report, "Quality Control and Quality Assurance Issues."

"I met regularly with the deans of education, felt fairly knowledgeable about the Colorado programs, but didn't assume a major responsibility for teacher education," he admits. "That I left to higher education leaders." Frazier adds, "I was not unlike state superintendents and commissioners across the country who left the licensing and certification responsibilities to the Department of Education."

A progression of passive attitudes such as his was ultimately responsible for today's crisis.

José A. Vicente, president of the InterAmerican campus of Miami-Dade Community College (M-DCC), says he and his fellow administrators "are not complacent, and want to play an active role in elevating the profession." To this end, three years ago, they established the first school of education in a community college system in the nation, based on the InterAmerican campus, where 96 percent of the students are of Hispanic origin.

"Our goal is to give prospective teachers a quality foundation in the first two years and provide them with early exposure in the field," he says.

Step Two - "Presidents need to clarify and articulate the strategic connection of teacher education to the mission of the institution."

This "action step" asks college presidents to stand back and evaluate how the school of education works within the institution's overall goals. ACE goes so far as to say that if presidents discover that the "teacher education programs operate at the periphery of the institution's strategic interests and directions, they should be moved to the center–or moved out."

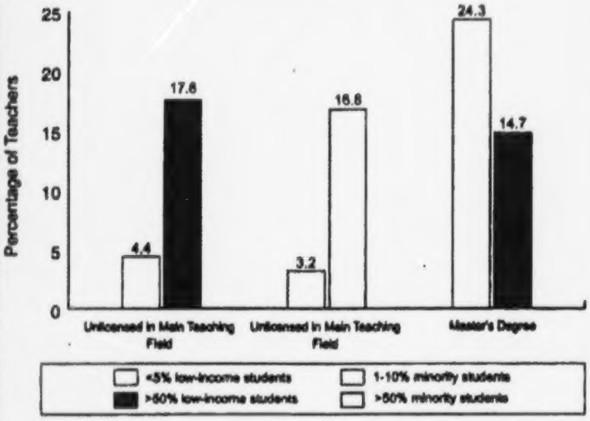
Castor says, "While I was at the University of South Florida, one way we showed initiative was by starting a charter school in K-12, with the highest-risk students." Strides such as this vividly demonstrate a college's commitment to its education program.

Step Three - "Presidents should mandate a campus-wide review of the quality of their institutions' teacher education programs."

Successful teaching programs, says ACE, share the following characteristics: "a common vision of what good teaching actually is, well-defined standards of practice and performance, a rigorous core curriculum, extensive use of problem-based methods such as case studies and portfolio evaluation, and strong relationship between the teacher education program and reform-minded schools."

The report acknowledges that a command of subject matter is necessary, but argues that, alone, it is insufficient. "Knowledge that is specific to the profession of teaching pedagogical methods, curriculum design, adolescent development, student cognition and learning, and classroom management skills also must be mastered," it states.

Given these criteria, the group advises colleges to appraise their existing programs, including the academic content obtained by teachers-to-be, the quality of students admitted to the program, how faculty is assessed, and the monitoring of graduates.


QUALIFICATIONS OF NEWLY HIRED TEACHERS,* BY SCHOOL TYPE, 1994

Indicates that minorities and low-income students get the least qualified teachers.

*Newly hired teachers excluding transfers.

Source: Tabulations conducted by the National Commission on Teaching & America's Future from data contained in the NCES Schools and Staffing Survey, 1993-1994.

Dr. Barnett Berry, managing director of the National Commission on Teaching and America's Future, strongly agrees that teachers must know much more than content. "They must be able to assess student work," he says, to determine if students are actually learning. "They should be able to use different teaching strategies for different learners," he says.

Since students at many levels fail to master basic reading and writing skills, "teachers should be able to teach literacy in their own content area," Berry advises. They should also be able to communicate and work together with parents and families, he says.

Step Four - "Presidents and governing boards should commission rigorous periodic, public, independent appraisals of the quality of their institutions' teacher education programs."

Of the nearly 1,200 higher education institutions that offer programs for the education of prospective teachers, fewer than half are accredited by a national accreditation organization, ACE reveals. If presidents employ a third-party assessment of their teaching programs, ACE suggests, they will not only validate their own program but encourage public confidence.

Castor commends the work of the National Council for Accreditation of Teacher Education (NCATE), and says its judgment is well respected by schools.

In his report, Frazier mentions a new assessment group, the Teacher Education Accreditation Council (TEAC), organized by the Council of Independent Colleges. TEAC, he writes, "has a more institutional focus and proposes to streamline the accreditation process, while recognizing the institutional missions and states' expectations for teacher education programs."

Step Five - "Presidents must require that education faculty and courses are coordinated with arts and science faculty and courses."

ACE notes that faculties and programs often become isolated behind departmental lines and proposes that "arts and sciences faculty and courses work in conjunction with the education faculty and courses." In this way, the preparation of instructors would not be an isolated area, but an institution-wide incentive.

Step Six - "Presidents should ensure that their teacher education programs have the equipment, facilities, and personnel necessary to educate future teachers in the uses of technology."

ACE research indicates that "teachers are inadequately prepared to apply technology to teaching."

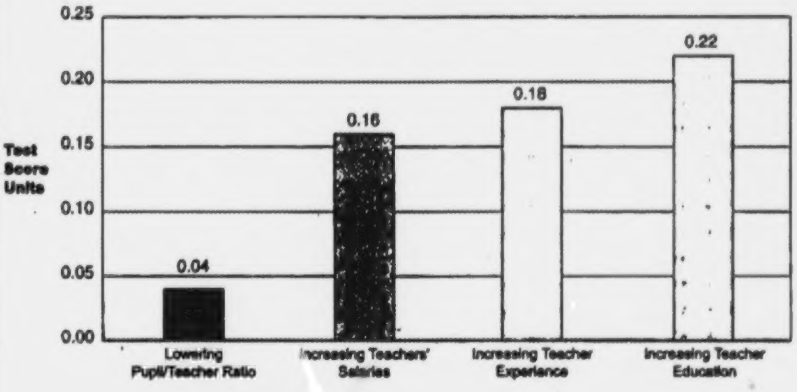
Berry says that teachers often can use technology to bridge the gap due to economic disparities. For instance, if a student from a poor family has never been to a beach, and a particular lesson involves the beach, the students who have been there are at an obvious advantage. But with a computer, any child can take a cyber-trip to the beach.

ACE mentions that presidents must ensure not only that the necessary materials are available, but that teachers are taught how to best employ these resources. "The federal government too should spend just as much on equipping teachers to use technology as it does to buy the hardware," it adds.

Since its facility is so new, M-DCC's InterAmerican campus made a point of including not only state-of-the-art technology but technology classrooms in which prospective teachers are taught how to create CDs, use audio visual equipment, and much more, says Vicente. Also, Technology and Teaching is one of three required courses in the education program, along with Introduction to Education and Teaching Diverse Populations.

EFFECTS OF EDUCATIONAL INVESTMENTS

SIZE OF INCREASE IN STUDENT ACHIEVEMENT FOR EVERY $500 SPENT ON:



Indicates that teacher education has the most impact on test scores.

*Achievement gains were calculated as standard deviation units on a range of achievement tests in the studies reviewed.

Source: Rob Greenwald, Larry V. Hedges, & Richard D. Laine (1996). The Effects of School Resources on Student Achievement. Review of Educational Research, 66 (3), pp. 361-396.

Step Seven - "Presidents of graduate and research universities have a special responsibility to be advocates for graduate education, scholarship, and research in the education of teachers."

This is one of the most sensitive aspects of the topic of teacher education programs. As Frazier writes, many college presidents, when asked about their university's research efforts for teacher education issues, say they're simply not funded. "Perhaps it is time to ask for such funding," advises Frazier.

Castor says, "Presidents like to tout research in the field of engineering and their MBA programs, often at the expense of the college of education," which she describes as the "cash cow" of the university. "They generate more money in student fees than they get back, and the salaries of [education] faculty are not as high," she explains.

If schools dedicate time and money to researching key policy questions such as teacher quality, supply and demand concerns, or licensing problems, Frazier says, it's a win-win situation: "Higher education gains a greater public respect; legislators are more informed."

Step Eight - "College and university leaders should strengthen inter-institutional transfer and recruitment processes."

More than one-fifth of those who will become practicing teachers start out at community colleges, ACE reports. It is thus vital that the transition between one institution to the next is as smooth as possible.

Community colleges are also pools of potential teachers, in the sense that they enroll a larger proportion of minority students than do four-year institutions and are also an entry point for mid-career adults. "Clearer pathways can encourage both mid-career adults and minority students to pursue careers as teachers," ACE suggests. "Establishing functional relationships with other colleges and universities and developing clearer pathways to degree completion are two good ways of expanding the numbers entering teaching careers," it concludes.

That said, M-DCC's program is noteworthy on two points. First, the College has an agreement with Florida State schools, Florida International University, and Barry College, to ensure an easy transition into their schools. A more complex agreement with Barry allows M-DCC's students to complete their entire four-year teacher education at M-DCC's campus. Secondly, the Community College has an alternative teaching certification program, which encourages students in other disciplines to consider a career in teaching.

Step Nine - "Presidents should ensure that graduates of their teacher education programs are supported, monitored, and mentored."

ACE writes that, each year, thousands of fully prepared young teachers leave their classrooms to pursue other options. "At best, five years after graduation, only half of these teachers will remain in teaching, according to patterns observed in 1994," it adds.

As proof of the positive influence of mentoring systems, ACE mentions an "induction" program in California "where time was set aside for interaction between a beginning teacher and a mentor, where in-service training was tailored to beginning teachers, and where mentor skills were carefully developed." The result: teacher attrition was reduced by two-thirds.

Castor says that systems such as those are common in Japan. "In the Japanese system, new teachers are never isolated," she says; "they work in a team."

Step Ten - "Presidents should speak out on issues associated with teachers and teaching and should join with other opinion leaders to shape public policy."

Here, ACE states the obvious, namely that "current mechanisms of academic quality control in colleges and universities, in schools and school systems, and in state law and regulations fall short of ensuring that only qualified teachers teach."

Public policy should therefore strive to reform the system itself, given that "a school environment that does not foster and reward excellence will not attract or retain the best teachers," ACE argues.

Vicente strongly agrees with the need for reform, and says he is currently "attempting to educate decision-makers, inform them of the concerns and of the disparity in funding."

As ACE suggests by the title of its plea for change, taking action today gives college and university presidents a chance "to touch the future."

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Merging Latin American and Latino Studies

UMass in Public-Private Tri-State Partnership

BY
JOE BECK

Dr Carmen Diana Deere is an extraordinary matchmaker. oAs director of the Center for Latin American, Caribbean and Latino Studies, at the University of Massachusetts, she tirelessly merges the natural interests of many faculty members with student demands.

Program director since 1992, she essentially linked Latino Studies with Latin American Studies on the campus, a move she says only two other schools in the country had done at that time–State University of New York-Albany and University of California at Santa Cruz. "Coming from what was originally called African American Studies in the '70s," Deere commented, "was a growing Latino population in the late '80s. There was an increasing demand for courses, particularly on our campus, for these students."

The demand for such programs and academic changes seemed natural to Deere. "The integration of Latin American and Latino Studies as a whole seemed to be a natural response to what we were hearing from our students and the faculty itself. Since a large percentage of our faculty is Latino, and our enrollment is comprised of more people from Latin America, the interest from both parties facilitated the transition very nicely," she said.

Deere said that when she became director, first- and second-generation Latino populations were enrolling in schools "and we looked around for models, for schools that were successful at this approach," she said.

The UMass interest apparently spawned a wave of similar models that eventually led to the formation of the Latin American Studies Association, of which Dr. Deere is president.

"My position as president helped me get a clear view of the future, and we have since served as models to help other schools with their transitions," she said.

The main goal of the Center for Latin American, Caribbean and Latino Studies (CLACLS) is to promote interdisciplinary research and education and integrate international area studies with the study of multiculturalism. The Center represents the natural evolution of the UMass Latin American Studies Program over three decades.

LASCNE

The Latin American Studies Program is a Department of

UMASS.

The Center represents the natural evolution of the UMass Latin American Studies Program over three decades.

Gloria I. Bernabe-Ramos (left), associate director, and Carmen Diana Deere (right), director of the Center for Latin American, Caribbean and Latino Studies professor of economics at the University of Massachusetts-Amherst.

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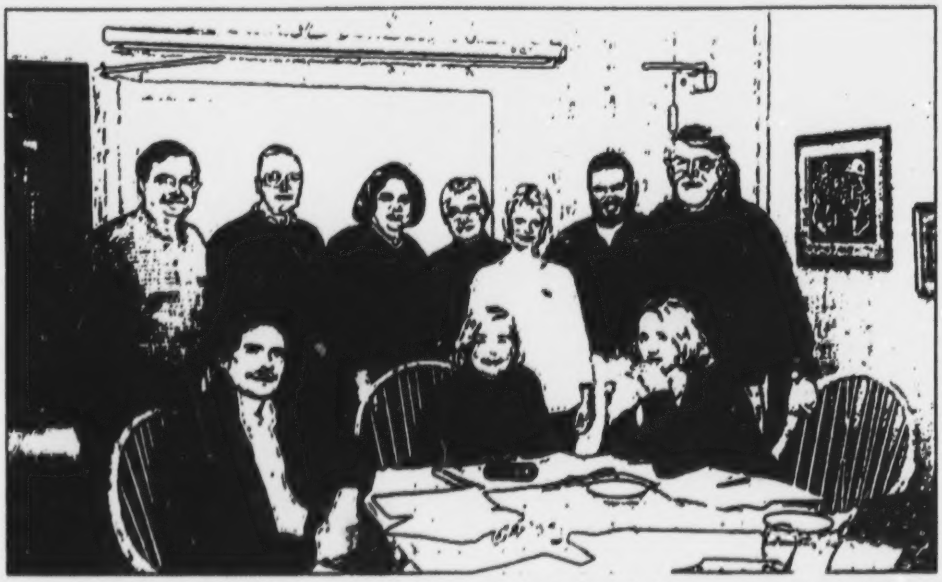
Education Title VI National Resource Center in area studies, the only such program in the UMass system, through its participation, since 1988, in LASCNE, the Latin American Studies Consortium of New England. The National Resource Center mandate is to promote effective teaching, research, and public outreach in area studies.

The Latin American Studies Executive Committee administers the program and advises interested students. The program is designed to respond to many contemporary realities.

According to program literature, "The economic integration of the Americas has increasingly linked the welfare of North Americans, particularly Latinos/as, to those of the peoples of Latin America and the Caribbean. It is increasingly impossible to analyze the well-being of the Latino/a communities in the U.S. without taking into account economic development policies in Latin America as well as a U.S. foreign policy toward the region."

"The pace of contact and integration," it continues, "has tended to outstrip the ability of traditional humanities and social science disciplines at U.S. universities to address pressing issues of cultural diversity and hemispheric integration in the curriculum."

LASCNE maintains that integration of Latino/a and Latin American Studies is one of the best ways to promote multiculturalism.



Executive Committee, Center for Latin American, Caribbean and Latino Studies at the University of Massachusetts-Amherst

Center activities include a speakers series and film and research workshops at which faculty and graduate students present preliminary research findings, and annual or biennial conferences on Latin American or Latino/a themes.

Collaborative ventures, carried out with other centers and agencies, include workshops for K-12 teachers in western Massachusetts, and Consortium projects, such as the sharing of visiting faculty and speakers, faculty/student exchanges, joint library acquisitions, a working papers series, scholarly conferences and colloquia, and public outreach programs.

The Center administers a Title VI Foreign Language and Area Studies Fellowship competition for graduate students. It engages in external fundraising, particularly special activities in support of curriculum development, research travel to the Caribbean and Latin America, and in helping to establish research linkages with Caribbean and Latin American institutions.

The Consortium unites the Latin American Studies programs of the University of Massachusetts, University of Connecticut (UConn), Brown University, and Yale University in "a public-private tri-state partnership to expand and improve teaching and research on Latin America and the Caribbean in the greater New England region."

Connecticut, Brown, and Yale offer B.A. degrees in Latin American Studies, while Massachusetts offers an undergraduate certificate and a minor. UConn offers an M.A. in Latin American Studies, and a master's level at the other schools is available through discipline-based programs. Doctoral study is available at each partner school.

Each campus provides instruction in Spanish and Portuguese. A comprehensive roster of courses covering all of Latin America and the Caribbean is available to Latin Americanist students at LASCNE institutions through cooperative agreements regarding course enrollment and faculty exchanges. An agreement among the libraries provides access and borrowing privileges for LASCNE students, faculty, and visiting scholars, offering some 800,000 volumes and nearly 5,000 serials covering all aspects of the region.

Faculty, which number approximately 130, include some of today's most distinguished scholars of Latin America and the Caribbean as well as those working in professional programs such as business, law, forestry and environmental studies, health and medicine, and regional planning. As active researchers, faculty also help connect students to research and study opportunities throughout the region.

LASCNE facilitates learning about the region by the public through outreach programs for K-postsecondary educators, the business community, and the general public, and by sharing expertise with the media. Outreach programs extend the range and impact of faculty, students, and resources to thousands of people yearly.

"Bomba and Latino Hip Hop activity" at Amherst Regional High School

Character Competence Compassion Community

3,032 Latinos Reveal What They Value in Their Leaders

BY ISIS ARTZE

Two developments will substantially change the face of America's leadership in the coming years. One, those at the helm will be leading a more culturally and ethnically diverse group of people; and two, leaders will increasingly come from the Latino community. This will occur in our country's government and in the private sector.

With that in mind, the National Community for Latino Leadership, Inc., presents "Reflecting an American Vista: The Character and Impact of Latino Leadership." In this report, the group releases the findings of its survey of 3,032 Latinos from California, Florida, New York, Illinois, and Texas, which inquired about their values, views, and attitudes with regard to what constitutes meaningful and effective leadership.

New Jersey Congressman Robert Menéndez says NCLL's research is of great worth. "It is always helpful to gain insight as to what the community wants," he says. "It's easy to lose sight of what people want from their leaders," he adds, "so introspection is always valuable."

During his 27 years in leadership positions, says Menéndez, he has tried to maintain a sense of his constituents' needs, and his many positions attest to his efficacy. He was the first Latino elected as a mayor in the state of New Jersey and, more recently, vice chair of the Democratic Caucus, making him the fourth highest-ranking Democrat in the House of Representatives and, *HO* is told, the first Hispanic ever elected to such a leadership position in Congress.

NCLL's report comes on the heels of the first presidential election in which candidates dedicated substantial effort to securing the Latino vote–a wise decision, given the Latino turnout.

An estimated 7 million Latinos–nearly 7 percent of all voters–participated on Election Day. This marked a significant increase over 1996, when only 4 percent of those voting were Hispanic. Also, the percentage of eligible Latinos who voted, 71, was far greater than the national average of 51 percent.

"Bush certainly made an effort to appeal to the Latino community by embracing family values and talking that up," says Albert Moreno, senior vice president and general counsel of Levi Strauss & Co., and a board member of the National Association of Latino Elected Officials (NALEO) educational fund.

"The focal point of *el pueblo* (people and community) resonates throughout much of the survey," NCLL reports, explaining that "this points to a cultural framework that places more emphasis on family and community than it does on the individual."

More than a third of Latino respondents, 38 percent, mentioned a family member as the person they most admired, says NCLL. In contrast, surveys conducted by Gallup and other pollsters find that only 20 to 24 percent of the general population mention a relative or friend as the individual they most admire.

Nevertheless, reveals NCLL, it takes much more than talk of family and community to entice Hispanics, and the report proceeds to outline in more concrete terms what Latinos expect from their leaders.

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CHARACTER PUBLIC AND PRIVATE

		Respondents	%
1.	Honest/Trustworthy	1,158	50.4
2.	Strong Moral Values/Ethical	67	2.9
3.	Good Person (parent, spouse, friend)	65	2.8
4.	Religious/Spiritual/ *Persona de Fe* (person of faith)	64	2.8
	Total	1,354	58.9

COMPETENCE

		Respondents	%
1.	Intelligent/Educated/ Experienced	173	7.5
2.	Assertive	39	1.7
3.	Skilled Communicator	28	1.2
4.	Hard Worker	18	0.8
5.	Goal-Oriented/Efficient	8	0.3
6.	Have Common Sense/Wise	8	0.3
	Total	274	11.8

COMPASSION AND CARING

		Respondents	%
1.	Loving/Kind/Compassionate	94	4.1
2.	Humble/*Sincero* (Sincere)/Sensitive	60	2.6
3.	Fair/Impartial/Just	52	2.3
4.	Accessible/Good Listener	14	0.6
	Total	220	9.6

Congressman Bob Menéndez

The findings are condensed to what NCLL calls "The Four C's of Latino Leadership." Latinos want leaders to: "exhibit character in their public dealings and private lives (58.9 percent); demonstrate competence (11.8 percent); express compassion in their exercise of leadership (9.6 percent); and practice community servanthood (9.2 percent)," it reports.

Says Menéndez, "I expect leaders to lead by example," echoing the respondents' demand for leaders who demonstrate character.

"The primacy of honesty and integrity, along with the emphasis of a leader being spiritual, ethical, possessing strong moral values, and being a good person, attests to character," according to the report, which describes this quality as existing on two levels: "The public dimension of character demands that leaders keep their word and deliver on their promises–*que sea un cumplidor*–one who does what he says he is going to do," wrote one respondent.

The second, the personal dimension, requires that leaders live in an ethical and spiritual manner. "With 8.5 percent of the respondents citing strong moral values, spirituality, or being a good person as their most desirable quality," says NCLL, "this dimension of personal character was one of the most valued qualities."

The Honorable Sylvia García, city controller of Houston, Texas, agrees. "I think the public does look for honesty, integrity, and commitment," attributes she says she has striven to demonstrate during her career.

Moreno adds that constituents want to know a leader's "core values." While "these do not have to be 100 percent in agreement," he says, "there should be substantial overlap [of the leader's values and those of the followers]."

Of the second leadership "C"–competence–Menéndez says he expects leaders to be able to develop a plan to realize their vision. What good is a vision if the individual in charge lacks the intellectual means to make it a reality?

In selecting these two qualities, character and competence, Latinos surveyed reflected the views of the general population. In selecting the other two qualities, they diverge from mainstream perspectives. "Latinos differed from non-Latino citizens by placing a prime emphasis on compassion, caring, respect, and community servanthood as qualities they want to see in their leaders," reports NCLL.

Moreno believes that "to the extent that there are differences in what Hispanics look for, they're not significant." He says that universal qualities such as "a vision of the future and the ability to articulate it

Sylvia R. Gracía,
city controller of Houston-Texas

COMMUNITY SERVANTHOOD

		Respondents	%
1.	Serve/Help the Community	98	4.3
2.	Respects the People	98	4.3
3.	Dedicated to the Community	13	0.6
	Total	209	9.2

……

LATINOS ON MOST IMPORTANT LEADERSHIP QUALITIES

		Respondents	%
1.	Honest/Trustworthy/Integrity	1,158	50.4
2.	Intelligent/Educated/Experienced	173	7.5
3.	Respectful/Respects the People	106	4.6
4.	Serve/Help the Community	98	4.3
5.	Loving/Compassionate/Kind	94	4.1
6.	Strong Moral Values/Ethical Person	67	2.9
7.	Good Person/Responsible	65	2.8
8.	Religious/Spiritual/ *Persona de Fe* (Person of faith)	64	2.8
9.	Courageous/Tenacious	61	2.7
10.	Humble/Sincere	60	2.6
11.	Just/Impartial/Fair	52	2.3
12.	Strong Leader/Assertive	39	1.7
13.	Skilled Communicator	28	1.2
14.	Patriot/Loves Country	27	1.2
15.	Hard-Working/Strong Work Ethic	18	0.8
16.	Good Listener/Accessible	14	0.6
17.	Dedicated/Committed	13	0.6
18.	Charismatic/Visionary	11	0.5
19.	Goal-Oriented/Efficient	8	0.3
20.	Common Sense/Wise/ Good Judgment	8	0.3

with a strategy, as well as the ability to communicate the vision and strategy in an inspirational way" are more substantial than any subtle distinctions between the Latino viewpoint and that of non-Latinos. However, Moreno concedes, there might be differences based on "what values get weighed as more important."

"Some might emphasize respect; others, compassion; and others, honesty or courage. My guess," he says, "is that the area with greater weight, for Hispanics, is compassion, especially when thought of in connection with one's family, but compassion is a value that all citizens value."

NCLL's report upholds Moreno's assumption. "[Leaders] should also be compassionate, loving, and kind. Latinos also want leaders to be humble, sincere, and sensitive to those whom they purport to lead." Other criteria discerned by NCLL's poll are that leaders be "unselfish and empathetic toward others."

García says she is not at all surprised by this finding. "We've always had a very strong sense of compassion," he says, "because of our pride, our work ethic, because of who we are and where we came from."

Menéndez agrees. "I think our community's nature is compassionate," he says; "it's a sense of *familia*, in the largest sense of the word, not only in the blood sense, and this extends to those less fortunate than us. It's deep within our roots, culturally, religiously, and as part of our civic obligation."

One final leadership characteristic reported by NCLL is community servanthood. "Latinos expect leaders to be community servants," says the report, quoting one respondent who said, "*que ayude a la gente.*" In other words, a leader should help the people and general community.

García considers this a crucial point. "It's important that anybody who wants to assume a leadership role always have a sense of community," she says, "because without a community, we couldn't be leaders."

She adds that in her personal life, she maintained a solid work ethic, a commitment to her community, as well as honesty, integrity, and professionalism. "My parents laid down this foundation for me," García says, "and these traits have served me well from the time I was class president in high school to my leadership position in college, to the one I now hold."

Menéndez, too, thinks community servanthood is a "must" leadership trait. "I expect leaders to have a vision that encompasses the hopes and aspirations of the people they seek to lead," he says.

A leader, he continues, is "someone who has a vision of where the community should be and serves as its advocate in public forums."

Another NCLL conclusion is that within the Latino community, there was a striking consensus on views and values toward leaders. "The study found no significant differences between Latino subgroups, between young adults and seniors, citizens or non-citizens, or between Latinos and Latinas in the qualities they deemed important for leaders to possess."

Last year, more Hispanic politicians were elected to state and local offices than ever before. Nevertheless, Latinos still play a relatively modest role in national political life, with only 19 Latinos among the 435 members of the U.S. House of Representatives.

The Latino population is growing faster than any ethnic group in the U.S., but our political representation has not maintained the same growth. NCLL's report might help us move one step closer to achieving equity in our country's leadership.

FYI...

The Hispanic Outlook in Higher Education www.hispanicoutlook.com MAY 07, 2001

Eleven Groups Form Diversity Pipeline Alliance, the Nation's First Unified Effort to Attract Minorities to Business Careers

WASHINGTON, D.C.

A group of leading organizations has banded together to form a new coalition, The Diversity Pipeline Alliance, to address the problem of minority underrepresentation in business and management education.

"Business is a career and educational choice rich with opportunity for young African Americans, Hispanic Americans, and Native Americans. Minority students need to hear that message–and to know that higher education and business want to see them in the classroom and the executive suite," said Nicole M. Chestang, executive vice president and secretary of the Graduate Management Admission Council, lead sponsor of the effort. "By bringing together all of the dedicated organizations already working toward that goal, the Diversity Pipeline Alliance can tell that story with one voice, more effectively and powerfully than ever before."

The Diversity Pipeline Alliance will prepare and release a comprehensive report on the status of minority participation in business education. The Alliance will conduct an aggressive marketing campaign to show minorities aged 12 to 24 how studying business can open exciting career opportunities. The campaign will aim to identify and debunk myths or misperceptions that might now be dissuading minority students from studying business. It will also show how studying business can bring career success in the professional, nonprofit, and government sectors.

The Diversity Pipeline Alliance, an initiative of the Graduate Management Admission Council, was formed in response to increased demand for a diverse workforce–a demand that creates pressure on institutions to diversify classrooms. The Alliance was founded by 11 of the nation's most prominent academic institutions, foundations, and nonprofit organizations committed to increasing interest in management education and careers among students of color. They are CitiGroup Foundation, Consortium for Graduate Study in Management, Graduate Management Admission Council, KPMG Foundation, Leadership Education and Development, Management Leadership for Tomorrow, National Black MBA Association, Inc. (including Leaders of Tomorrow), National Society of Hispanic MBAs, The PhD Project, The Robert A. Toigo Foundation, and Sponsors for Educational Opportunity.

College Board Rebuts UC System Proposal to Discontinue Use of SAT I

NEW YORK, N.Y.

The College Board, in response to the University of California (UC) System's proposal to no longer require the SAT I in the UC admissions process, offered the following statement by College Board President Gaston Caperton:

"...The University of California's colleges and universities are some of the most competitive in the country. The great desirability of UC schools makes the admissions process very challenging. Currently, the UC System, which uses multiple criteria including the SAT I and SAT II, has one of the fairest and most effective admissions processes in the country.

"...Dropping the SAT makes no more sense than dropping classroom grades. Neither the SAT nor classroom grades are perfect measures of a student's readiness for college. But, when professional admissions officers use the SAT and classroom grades in combination with extracurricular activities, personal essays, and recommendations, they have a powerful set of tools.

"The SAT now provides a national standard and encourages high achievement. The SAT is a common yardstick in an era of grade inflation, and where students complete different courses with different teachers using different grading systems.

"It is true that some groups of students do not perform as well as other groups on standardized tests, including the SAT. As do all high-quality assessments, the SAT scores reflect unfairness in our educational system. It is urgent that we focus our energy on raising standards for everyone, rather than on eliminating tools that help reveal unequal educational opportunities.

"Today, the SAT is used by nearly 90 percent of four-year colleges, because it is an excellent, reliable, and valid test. For 75 years, the SAT has continued to help students, families, and colleges manage the admissions process. To eliminate an extremely useful piece of information in the process is not fair to anyone."

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com MAY 07, 2001

NCLR Says Hispanic Child Outcomes Continue to Be Pressing Issues for the Nation

WASHINGTON, D.C.

Data released by the U.S. Census Bureau about the nation's Hispanic population underscore the need for President Bush and Congress to make the right choices about the nation's budget priorities, especially with respect to children and education–this according to Raúl Yzaguirre, president of the National Council of La Raza (NCLR).

Yzaguirre, speaking on behalf of NCLR, issued the following statement:

"According to the report, more than one-third of Latinos are under 18 years of age. Other data show that they represent the second largest group of students in the nation's schools. However, Latino children are under-represented in Head Start, early childhood development programs, after-school programs, and rigorous academic courses. Taken together, this suggests that President Bush's calls for tax cuts should be balanced with investments in the nation's education of its children. If we equip Latino and all children with high-quality education and ensure their well-being, we will have a tremendous pool of talent ready to lead the nation forward, and every American will benefit.

"Educational investments are especially important, because Census data show that educational disparities between Latinos and other Americans continue to be striking, especially at a time when employers and the economy demand workers with high skill levels. In 2000, 57 percent of Hispanics 25 years old and over had graduated from high school, compared to 88 percent of non-Hispanic Whites in the same age category. More than one-fourth (27.3 percent) of Hispanics had less than a ninth grade education; in contrast, only 4.2 percent of non-Hispanic Whites were at this education level. Only one in 10 Hispanics (10.6 percent), compared to almost three in 10 non-Hispanic Whites (28.1 percent), had a college degree. As a nation, we have the resources to close these gaps. We know what works, and we can do better. NCLR believes we must do better, especially since, in about 20 years, one in four children in the United States will be Hispanic. A large share of our nation's future economic growth will depend on the millions of Hispanic children in our school system, on the opportunities we give them, and on the priorities we set for ourselves today. . . ."

ACE Reports on Data that Show Male Faculty and Faculty at Four-Year Institutions Continue to Earn More than Other College Faculty Members

WASHINGTON, D.C.

The average salaries for all full-time instructional faculty on 9- and 10-month contracts in 1998-99 ranged from a high of $71,322 for professors to a low of $33,819 for instructors, according to data released by the National Center for Education Statistics. The American Council on Education recently reported on the following data findings:

- The average salary for all professors on a 9- or 10-month contract in 1998-99 was $71,322, and for associate professors, $52,576. Assistant professors on average earned $43,348, while instructors were paid $33,819 annually, and lecturers, $36,819.
- Women faculty continued to earn less than their male counterparts. Among professors, men on average earned about $9,000 more annually than women professors, while among instructors, the salary difference between the sexes was less than $1,600.
- As expected, most faculty at four-year-degree-granting institutions earned higher salaries than those at two-year colleges. However, instructors and lecturers at two-year schools on average earned more than their counterparts at four-year institutions in 1998-99.
- An instructor at a two-year college on average earned $36,472 in 1998-99, while an instructor at a four-year institution earned $32,752. Likewise, at a two-year school, a lecturer on average earned $39,221, while a lecturer at a four-year institution was paid $36,719.
- However, on average, faculty members at four-year institutions earned $9,000 more per year than those at two-year schools, while those at two-year public colleges earned about $10,300 more than faculty at two-year private, nonprofit institutions. When examined by academic rank, the difference was about $20,300 for professors, $12,200 for associate professors, and about $9,300 for assistant professors.

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People·Places·Publications·Conferences

PEOPLE & PLACES

Harvard Museum Showcases Latin American Art

The Fogg Art Museum, Harvard University (Mass.), presents more than 60 paintings, drawings, and sculptures in its groundbreaking exhibition "Geometric Abstraction: Latin American Art from The Patricia Phelps de Cisneros Collection." The exhibition, on view through Nov. 4, offers for the first time in North America an in-depth look at an important dimension of Latin American art that until recently has been underrepresented in U.S. collections and exhibitions.

"Collaborations between North and Latin American critics, scholars, and institutions are far too rare," said James Cuno, Elizabeth and John Moors Cabot director of the Harvard University Art Museums. "With increasing awareness of our cultures' common histories and interests, it is only appropriate that individuals and institutions from all of the Americas join together to present the work of the most important artists of our common hemisphere."

Pérez Lectures at Texas A&M-Corpus Christi

Dr. Emma Pérez, chair of the department of history at the University of Texas-El Paso, was the Wagenschein Lecturer for 2001 at Texas A&M University-Corpus Christi. Her visit was sponsored by the Women's Center for Education and Service.

Pérez obtained her bachelor's degree, master's, and doctorate from the University of California-Los Angeles. She is one of 21 Chicanas in the U.S. with a Doctor of Philosophy in history. She has authored three books, including the critically acclaimed novel *Gulf Dreams*. Her articles have appeared in *The Women's Review of Books*, *Journal of American History*, *Lesbian Review of Books*, and *Aztlán: A Journal of Chicano Studies*.

Miami Hosts Latin American Art Specialist

Carol Damián, specialist in pre-Columbian art and in the art of Latin America, presented Miami University's (Ohio) third annual Usigli lecture, "Pre-Columbian Images in Mexican Modern Art."

Damián, associate professor and chair of the visual arts department of Florida International University, is the author of *The Virgin of the Andes: Art and Ritual in Colonial Cuzco*, and is the Miami, Fla., correspondent for *Art Nexus* and *Arte al Día* magazines.

The Usigli lecture was sponsored by the departments of art, Spanish and Portuguese, and theatre; the Latin American studies program; the art museum; and the special collections at King Library.

M-DCC Teams Sweep Stock Market Contest

In its first-ever participation in a nationwide stock market simulation, student teams from Miami-Dade Community College's (M-DCC's) Wolfson Campus swept the competition, winning all four top college-level awards, and taking first place as the best postsecondary team in Florida. The winning students are (clockwise from top l.) Theodore Gordon, Karl Charles-Pierre, Alfredo Nuñez, and Julio Cuarezma, all enrolled in Professor Ana Cruz's managerial accounting class.

The Florida Stock Market Simulation is one of the largest events of its kind in the nation. Participants are students from fourth grade through post-graduate levels who trade stocks for a 10-week period using an imaginary account of $100,000. Each team may buy, sell, short sell, short cover, or buy on margin any stocks listed on the New York Stock Exchange, NASDAQ, and the American Exchange. Winners are chosen based on their portfolio's overall performance.

UT-Austin Honors Migrant Student of the Year

Samuel Bernabe, eldest son in a family of seven, was named 2001 Migrant Student of the Year at the University of Texas (UT)-Austin for his exemplary academic accomplishments, achieved despite the obstacles he and his family have faced as migrant field workers.

Bernabe, a student at McAllen Memorial High School in the Río Grande Valley, was selected from roughly 1,000 migrant students throughout Texas participating in UT-Austin's Migrant Student Graduation Enhancement Program, provided through the Continuing and Extended Education's Distance Education Center. A senior with a 3.81 GPA, Bernabe is ranked No. 38 in a class of 328 students. He will graduate as a Tech Prep Scholar and Texas Scholar.

CSU Grant Supports Chávez Celebration at Fresno State

The California State University (CSU) chancellor's office awarded CSU-Fresno a $34,000 grant in support of its César Chávez Day of Service and Learning. Ofelia Gámez, director of the College Assistance Migrant Program at Fresno State, administers the grant. The celebration educates students about the founder of the United Farm Workers union and his values and provides service to the community. Chávez's birthday, March 31, was proclaimed a state holiday by the California legislature last year and is recognized by the CSU board of trustees.

The CSU funds are part of a grant approved by the state legislature and allocated by the California Commission on Improving Life Through Service (CILTS), the governor's community service commission. CILTS was established in 1994 and is dedicated to uniting Californians of all ages and backgrounds in community services. CILTS promotes citizen involvement by all Californians and strongly supports national and community service and volunteerism programs.

Thunderbird Offers Global Telecommunications Seminar

The executive education department at Thunderbird, The American Graduate School of International Management, Ariz., announced the dates of its Fall 2001 Global Telecommunications Management Program. The two-week seminar is geared to telecommunications executives with global responsibilities and provides course work on international strategy, mergers and acquisitions, marketing and finance, and cross-cultural management. The program will run Oct. 14-26 on the Thunderbird campus in suburban Phoenix. For the past two years, the program has sold out.

Thunderbird is the world's oldest and largest graduate school of international management education. The school's executive education programs have been recognized by *Business Week*, *Financial Times*, and other publications as among the top 20 in the world. Every year since 1996, *U.S. News and World Report* has ranked the school No. 1 in the specialty of international business.

NJCU Exhibits "DIAS POR America"

"DIAS POR America," an exhibition of abstractions of national symbols by Rainiel Guzmán, was displayed at New Jersey City University (NJCU).

The one-person show featured 25 works that are the artist's depictions of all of the flags of the Americas. Relying on the conventions of optical art, which utilizes color and geometric shapes to create illusions, and inspired by the surrealists, Guzmán uses oils to create small, rectangular, "flag-like" works meant to be viewed by one person at a time.

Guzmán's finished works are titled using phonetic wordplays on the names of the countries that they represent, such as "Mix I Can" for Mexican, "Near Erupting In" for Nicaraguan, "Pair Routing In" for Peruvian, and "Puedo-We Can" for Puerto Rican.

UTSA Announces Appointments

The University of Texas-San Antonio announced the following administrative appointments:

Associate Professor of Educational Leadership Blandina "Bambi" Cárdenas was named interim dean of the College of Education and Human Development. An early spokeswoman for the Mexican American civil rights movement, Cárdenas was a member of the U.S. Civil Rights Commission for 13 years and is a former director of the office of minorities in higher education for the American Council on Education.

Assistant Professor of English Louis G. Mendoza succeeds Cárdenas as director of the Hispanic Research Center, established in 1989 to expand research efforts across all academic disciplines on the fastest-growing segment of the U.S. population. Mendoza has expertise in cultural and ethnic studies, contemporary literary theory, and Mexican American literature.

Professor of Psychology Raymond T. Garza was named director of the Metropolitan Research and Policy Center. His research and interests include cross-cultural psychology, personality theory, and interethnic relations.

Pueblo Community College Targets Hispanics

In Colorado, Pueblo Community College's (PCC's) advanced manufacturing program is geared toward recruiting Hispanic students–including initiatives for early intervention, inclusion of family in orientation, and other efforts to help student retention.

PCC, with a large Hispanic population, attributes its successful student service component to its scholarships, learning center, tutors, childcare services, and other positive motivators.

Carriann Rael, PCC graduate, is the institution's One Stop Recruiter. A strong advocate of the community college, she attended PCC on a scholarship and was the graduation speaker at her commencement. She is completing her bachelor's degree at the University of Southern Colorado.

Mercy College Screens *Guantanamera*

Guantanamera was one of several films shown at Mercy College's (N.Y.) International Film Festival.

Directed by Tomás Gutiérrez Alea and Juan Carlos Tabío, *Guantanamera* (1997) is a graceful, comedy-romance road movie about a group of friends and relatives accompanying the body of a famous diva on a journey across Cuba to her final resting place in Havana. Guest speaker Dr. Augusto Hacthoun, Dobbs Ferry Campus dean, Mercy College, introduced the film and led a discussion.

Clearinghouse in the Making of Hispanics Cancer Agenda

The *Redes En Acción* National Steering Committee (NSC) will hold its second meeting in San Antonio, Texas, Aug. 15-17.

Last year, 40 members of the highly diverse NSC–representing academic institutions, federal and private entities, and various national community-based organizations–spent three days identifying and prioritizing Hispanic cancer issues during the first planning session for the *Redes En Acción*: Cancer Awareness, Research and Training program. Principal investigator Dr. Amelie G. Ramírez called the meeting "a highly successful first step in developing a national Hispanic cancer agenda." Ramírez is associate professor of medicine and deputy director of the Chronic Disease Prevention and Control Research Center at Baylor College of Medicine in San Antonio.

The unique mission of *Redes En Acción* is to create a "first-of-its-kind" clearinghouse of information and resources concerning Hispanics and cancer. The organization hopes to make the NSC meeting a biannual occurrence.

Three Earn National Council of La Raza Awards

At its 14th annual Capital Awards event, The National Council of La Raza–the nation's largest constituency-based Hispanic organization–honored two members of Congress and a governor for their staunch support of the Hispanic community.

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Sen. Harry Reid, D-Nev., Rep. James T. Walsh, R-N.Y., and Democratic Governor Tom Vilsack of Iowa were recognized for their work on civil rights, immigration, education, and other issues affecting Latinos.

Tessie Santiago, lead actress on the syndicated TV series *Queen of Swords*, was mistress of ceremonies; Christina Vidal, lead actress on Nickelodeon's *Taina* series, sang the national anthem; and poet/author Pat Mora recited an inspirational poem.

Mexican Cabinet Member Speaks at UT-Austin

Dr. Juan Hernández, a Cabinet member of Vicente Fox, president of Mexico, presented "Mexican Migrants to the U.S., Remittances, and Mexico-U.S. Guestworker Policy Initiatives" at the University of Texas-Austin Student Union.

Hernández, a long-time advisor to Fox, was appointed to his Cabinet last December. As special advisor on migrant affairs, Hernández oversees Fox's proposed Guestworker program and issues around the treatment of Mexican migrants in the U.S. and around guarantees for safe remittances to Mexico from migrants in the U.S., estimated to be between $6 billion and $7 billion annually.

The son of U.S. and Mexican parents, Hernández is on leave from his job as professor of arts and humanities and director of the Center for U.S.-Mexico Studies at the University of Texas-Dallas.

Austin Study Trip to El Salvador Becomes Relief Effort

An Austin College (Texas) student group traveled to El Salvador, delivering aid, supplies, and support to the earthquake-ravaged country. Students had planned a study trip that would examine postwar transitions, and issues from peacemaking to liberation theology. After the earthquake in January, students promptly changed the focus to one of support.

The Austin College community made significant donations to the relief fund, collecting medicines and medical supplies, plus computers and other technology needs for organizations and churches involved in the relief effort.

Austin students are establishing a tradition of relief efforts. In 1998 and 1999, students formed 'Roo Relief to gather donations and medical supplies for the recovery of Nicaraguans devastated by Hurricane Mitch.

South Mountain Student at Harvard/Princeton Conference

Martin Saucedo, South Mountain Community College (Ariz.) honors student, attended the first Harvard and Princeton Public Policy and Leadership Conference. More than 40 students from throughout the nation were introduced to the field of public policy. They listened to distinguished speakers, attended policy workshops, and explored career opportunities in the field.

Saucedo, 22, a native of Mexico who spoke Spanish growing up in Texas, now speaks two additional languages fluently–English and French–and is currently learning Russian. He hopes to some day help children and influence public policy as a psychiatrist, and for now has his sights set on a university premedical program.

Recently, the young man was nominated for both Arizona and national awards for Phi Theta Kappa distinguished chapter president.

Latina Author and Rubí Theater at Hunter College

Dr. Nicholasa Mohr presented "Reflections of the Big Mango: Growing up Latina in the USA" at the 2001 Annual Bella Abzug Lecture in Women's Studies at Hunter College in New York.

Mohr was born in Manhattan's *El Barrio* and raised in the Bronx. A past winner of the American Book Award and many other literary honors, she has written many short story collections, plays, essays, and books for children, young adults, and adults. Among her titles are *In Nueva York*, *El Bronx Remembered*, and *La Canción del Coquí*.

The Rubí Theater Company, an ensemble of artists, writers, and educators performing works by members and other Latina/o writers living in the U.S., gave a stage reading of Mohr's play *I Never Even Seen My Father*. Afterward, Mohr and José García, Rubí's artistic director, fielded questions from the audience.

Union County College Exhibits Rodríguez Works

Paintings and collages by Gloria Rodríguez were recently displayed at the Tomasulo Gallery at Union County College in New Jersey.

The exhibition,"The Image to Inspire," is said to establish a new type of syncretism–not only religious, but social and cultural in nature. Rodríguez's paintings evoke archetypal themes and employ a new vocabulary of classical and urban origin. The new translations of multicultural and religious images are made familiar to the viewer in a sensitive and personal manner that all ages and ethnicities can grasp.

News from the Getty

- The J. Paul Getty Museum, Los Angeles, Calif., will host the exhibition "Manuel Álvarez Bravo: Optical Parables" Nov. 13, 2001, to Feb. 17, 2002. Long hailed as one of the great masters of 20th-century photography, Bravo, born in Mexico in 1902, blends an acute social consciousness with a poetic and often enigmatically modern sensibility. His work came into its own during the 1930s, following the social and political turmoil of Mexico's 10-year Revolution. It contains both Surrealist undertones and a magical documentary reality.
- The Getty Museum offers, in Spanish, gallery talks, audio-guide recorded tours, architecture tours, storytelling, and the Family Room resources. For further information, call (310) 440-7300.
- Getty Online, The Getty's "gateway" website at www.getty.edu, offers helpful information about the Getty Center, including directions, exhibition and event listings, and a virtual tour. News releases are posted, along with volunteer, internship, and employment opportunities, and hot links to other Getty sites.

H.S. Student Receives Scholarship to Loyola University Chicago

Xochitl Rivera's winning entry from Latino Art Beat's Third Annual Hispanic Heritage Competition, held last year, which earned her a $20,000 scholarship award to Loyola University Chicago, Illinois, was on display at the Instituto Cervantes Michigan Avenue gallery. Rivera won for her entry in the advanced drawing and painting category, and her work featured a stylized self-portrait of an Aztec princess.

The exhibit, "What Hispanic Heritage and Culture Means to Me," featured 24 prize-winning art works in 2-D, 3-D, black and white photography, and video. Winning artists were on hand to answer questions about their work during the opening reception. In addition to Rivera, José Díaz and Sahajid Muñiz won first and second prizes in the 3-D category, respectively, for their joint interpretation of Michelangelo's "The Creation." Díaz and Muñiz each were awarded $8,000 Loyola scholarships.

Latino Art Beat's president and executive director, Don Rossi Nuccio, and vice president, Daniel O. Cisneros, were on hand to kick off the fourth annual competition, to be held July 14-15.

Luevano Appointed to St. Mary's Post

Margaret Luevano was appointed director of international student services at St. Mary's University in Texas. Luevano graduated from St. Mary's in 1998 with a bachelor's degree in international relations. She received a master's in Middle Eastern studies from the University of Texas-Austin in 2000.

In addition to her extensive studies in international relations, Luevano has traveled in Turkey, Israel, and the Middle East. She is proficient in Spanish, French, and Standard Arabic.

New Executive Director for Minority Nonprofit

Dr. Darnita R. Killian, dean of students at Emory University (Ga.), was named executive director of A Better Chance, the national resource for identifying, recruiting, and developing leaders among academically gifted students of color. Killian, a recent Fulbright scholar, will function as the internal manager of the organization, responsible for programs, staff, and managing day-to-day operations of the 38-year-old organization.

A Better Chance identifies and recruits academically talented and motivated students of color and guides them toward a variety of educational opportunities. Founded in 1963, it is the oldest and only national organization of its kind. Through its signature venture, the College Preparatory Schools Program, it places students in some of the finest private and public schools.

M-DCC Foundation Elects Officers

The Miami-Dade Community College Foundation, Inc.–the fundraising arm of Miami-Dade Community College in Florida–elected new officers to three-year terms on its board of directors.

Victor M. Díaz, Jr. (l.), elected chair, is a civil trial lawyer, specializing in aviation, commercial, and plaintiff's personal injury litigation. He graduated, with honors, from Duke University and earned his law degree from Yale. Antonio L. Argiz (r.), elected vice chair, is a manager and shareholder of the accounting firm of Morrison, Brown, Argiz and Company. He has a bachelor's degree in business administration from Florida International University and has done graduate work in auditing and taxation. Albert E. Dotson, Jr., elected secretary, is an attorney in private practice who has represented prominent clients in issues involving land use regulation, environmental insurance compliance, development incentive negotiations, and acquisition and lending. He has a bachelor's degree from Dartmouth and a juris doctorate from Vanderbilt.

News from Texas-Pan American

Through the efforts of the University of Texas-Pan American (UTPA) and Rep. Rubén Hinojosa, a manufacturing assistance center will be developed in Hidalgo County. The new center was made possible through a $316,729 grant from the National Institute of Standards and Technology of the U.S. Department of Commerce. A total of $6 million will be issued during the next five years, with funds awarded to the Texas Engineering Extension Service in College Station and then distributed to UTPA. Hinojosa said the grant means "great things for South Texas–reduced underemployment, expanded educational opportunities, and financial stability."

Drs. Carolina G. Huerta, Jan Maville, and Barbara Tucker, UTPA nursing professors, were "Educating for Cultural Competence" symposium presenters at Innovative Education for the New Century, a nursing conference in St. Louis. Huerta was appointed to the American Association of Colleges of Nursing (AACN) Master's Education Conference planning committee. The annual national conference is sponsored by AACN, which represents baccalaureate and higher education nursing in the U.S.

Rhode Island Alumna Writes Book of Spanish Poetry

A 44-year-old Rhode Island College (RIC) alumna, who has been writing poems in Spanish since the age of 17, has gathered them in her first book, *Tus campinas claman el llanto de mi alma* (*Your Hills Claim the Calling of My Soul*). Magdalena "Maggie" Picot self-published and hopes to have the Providence, R.I., public schools provide copies for its teachers to benefit the many Latino students in the system.

"I didn't have a pair of shoes until I was age five," said Picot, a native of Puerto Rico, adding that she still "maintains my roots" in that life even though she now resides "in a nice house in a good neighborhood." Her family immigrated to western Massachusetts in 1972.

Picot, who has a master's degree from RIC, works in the Rhode Island Department of Corrections and is currently "running the whole home confinement program" for the state of Rhode Island as acting administrator of community confinement. She says she is "the first Hispanic administrator" in the department.

UTPA Foundation and VAMOS Keep Hope Alive for Students

Starting this fall, the University of Texas-Pan American (UTPA) Foundation and the Valley Alliance of Mentors for Opportunities and Scholarships (VAMOS) will each contribute $30,000 annually to provide up to 20 scholarships through a joint Valley Scholars program. "Without this scholarship, I probably would not be able to continue in college, as I would have to work full time," said Maribel Matamoros, junior communications major at UTPA.

Valley scholars who have completed their two-year program at South Texas Community College and are transferring to UTPA will receive financial support, thanks to the new partnership. Said UTPA President Dr. Miguel A. Nevárez (pictured), "The goal for all of us is to get more students to participate in higher education."

Barnard Researcher Speaks at Columbia on Mexican Students in Public Schools

At Columbia University in New York, Barnard College sociologist Robert Smith discussed his research on the shifting meaning of Mexican ethnicity in the public schools as a result of changes in U.S. immigration laws and the migration process.

Among his findings, he concludes that boys and girls experience ethnicity differently in their schools, which affects their school performance and their transitions to the work world. Smith's research is based on more than 100 interviews and ethnographic research in students' homes, communities, and schools in the U.S. and Mexico. Smith's research was supported by the National Science Foundation, the Social Science Research Council, the Columbia University oral history research office, and the Spencer Foundation National Academy of Education.

Big Rise in Medical School Applicants from St. Mary's

St. Mary's University (Texas), a Hispanic-serving institution (HSI) with an undergraduate enrollment that is 63 percent Hispanic, is bucking national trends, especially when it comes to the number of medical school applications submitted by students each year.

According to a report published in the September 2000 issue of the *Journal of the American Medical Association*, medical school applications have fallen over the last three years. The national report showed that applications among women and underserved minorities have gone down.

But at St. Mary's, the number of students intent on pursuing medical careers is rising. Dr. Rosemarie Wahl, chair, department of biological sciences, said the number of female students from St. Mary's applying to medical school over the last three years has risen 17 percent, and applications by underserved minority students at St. Mary's increased 19 percent.

News from Bethel College and Seminary

BETHEL COLLEGE • Latin music and performers were featured at two concerts at Bethel College and Seminary in Minnesota, both part of its Benson Great Hall Concert Series. "Sizzlin' Sandoval: Hot Latin and Burnin' Jazz" featured internationally renowned trumpeter Arturo Sandoval, who was born in Cuba and defected to the United States in 1990, with the help of U.S. trumpet legend Dizzy Gillespie. An eminent virtuoso of classical guitar, Christopher Parkening, joined a talented and versatile young baritone, Jubilant Sykes, to perform music of Brazil and the Americas in a second concert, "Braziliana."

• Bethel is expanding opportunities for adult learners. The new Master of Arts in ethnomusicology focuses on music cultures of non-western societies and prepares students for cross-cultural ministries. The Master of Arts in nursing offers four new concentrations: Christian health ministry, health systems leadership, nursing education, and school health. The new Master of Arts in teaching meets licensure requirements for graduates with a bachelor's degree in a teachable major who want to enter the profession.

Ramapo Professor Discusses 19th-Century Novel Set in Cuba

Patricia M. Ard, assistant professor of English at Ramapo College of New Jersey, discussed a recently reissued book that she edited, *Juanita: A Romance of Real Life in Cuba Fifty Years Ago*. Originally published in 1887, and reissued in September by the University Press of Virginia, *Juanita* was written by Mary Peabody Mann, who based it on her experience of living on a Cuban slaveholder's plantation from 1833 to 1835. The novel raises questions about the relation of slavery in the Caribbean to that in the United States, probes the connection between romance and race, and brings to light significant aspects of anti-slavery feminist authors.

Ard's introductory essay "reinvigorates the place of women writers in the American Renaissance and American reform movements."

Señoritas Latinas Unidas Launches Virtual Book Club

ΣΛΥ In keeping with the technological age, but not losing respect for the written word, the National Philanthropy Committee of Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc., created the Virtual Book Club. The Club fosters cultural and intellectual discussions, cutting across geographic barriers by using the Internet.

The Virtual Book Club's first selection, *Under the Feet of Jesus*, by Helena María Viramontes, was selected by María J. Schmidt, the organization's first Distinguished Hermana.

The Club welcomes diverse thoughts and opinions. Visit the website http://pub7.ezboard.com/bslu, and click on "Book Club." One does not have to be a registered user to access this service.

South Texas Professor Releases Law Handbook

South Texas College of Law Professor Olga L. Moya (pictured) and Houston attorney Andrew L. Fono released a new, updated version (3rd ed.) of their environmental law handbook. Currently, *Federal Environmental Law, The User's Guide*, second edition, is in wide use in American law schools, law firms, and corporations. The text summarizes and highlights the relevant sections of, and changes in, administrative law and federal environmental statutes, including the National Environmental Policy Act, Resource Conservation and Recovery Act, Super Fund, the Clean Air Act, and the Clean Water Act. The book is published by West Group.

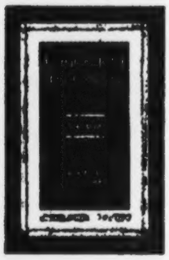
Moya is a tenured professor of law at South Texas, where she teaches environmental law, toxic torts, administrative law, and international environmental law. She has been honored by the University of Texas School of Law and the Hispanic National Bar Association, and she serves on the Metropolitan Transit Authority Board of Harris County. Fono is a graduate of South Texas College of Law and practices environmental law as an associate in the office of Haynes and Boone.

[Ed. note: See "Olga Moya: Tenured Latina Law Professor: Of Mixed Emotions and Toxic Torts," in *The Hispanic Outlook*, June 5, 1998, for a profile in which Moya talks about how environmental issues are especially important to Hispanics because they so often affect poor communities. She talks about her roots in a migrant worker family and about incidents that motivated her to enter the law field.]

PUBLICATIONS

International Higher Education Systems, new ed.

By John P. Eddy and Stanley D. Murphy



This publication includes new material and research useful to those who work with international students, international academic programs around the world, and international relations in all fields. International education means we are in a global village, interacting and interfacing with people of different cultures, languages, and ethnic origins.

2000. 190 pgs. ISBN 0-7618-1748-4. $26.50 paper. University Press of America. (800) 462-6420.

On the Rim of Mexico: Encounters of the Rich and Poor

By Ramón Eduardo Ruiz

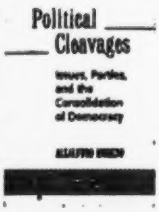
This book addresses the ties and asymmetries across the Mexico-U.S. border, from Tijuana/San Diego to Matamoros/Brownsville. Based on extensive research, travels, remembrances, and first-hand interviews, it is a moving portrait of the people, places, and issues that make up border life today.

2000. 258 pgs. ISBN 0-8133-3734-8. $16.00 paper. Westview Press. (800) 386-5656.

Political Cleavages: Issues, Parties, and the Consolidation of Democracy

By Alejandro Moreno

Alejandro Moreno argues that the political split between authoritarian and democratic ideologies is the main determinant of party competition in less-developed, relatively new democracies. That is, political competition is drawn between those parties that propose to further democratic consolidations and those that advocate a return to authoritarian order. Moreno compares several political cleavages in new democracies in Latin America. (Part of the Latin America in Global Perspective multi-volume series.)



1999. 205 pgs. ISBN 0-8133-3550-7. $65.00 cloth. Westview Press. (800) 386-5656.

The Leper in Blue: Coercive Performance and the Contemporary Latin American Theater

By Amalia Gladhart

AMALIA GLADHART
The Leper in Blue

Analyzing texts from a number of Latin American countries and eschewing any attempt to define "a" Latin American theater, this study examines the ways in which performance, coercion, and resistance are linked within a variety of plays and the ways in which that linkage reflects broader social issues.

2000. 245 pgs. ISBN 0-8078-9270-X. $32.50 paper. University of North Carolina Press. (800) 848-6224.

First Day to Final Grade: A Graduate Student's Guide to Teaching

By Anne Curzan and Lisa Damour

First Day
Final Grade

This text focuses on the "how-tos" of teaching, such as setting up a lesson plan, running a discussion, and grading, as well as issues specific to the teaching assistant's role as both student and teacher.

2000. 197 pgs. ISBN 0-472-06732-X. $16.95 paper. University of Michigan Press. (734) 764-4392.

Farewell to the Peasantry?

By Gerardo Otero

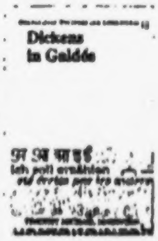
Farewell to the Peasantry?
Gerardo Otero

Focusing on three Mexican agricultural regions from the 1930s to the present, this book offers a strikingly new analysis of the intersection of class relations, political mobilization, and regionally varying cultural heritage in rural Mexico.

1999. 186 pgs. ISBN 0-8133-3645-7. $60.00 cloth. Westview Press. (800) 386-5656.

Dickens in Galdós

By Timothy Michael McGovern

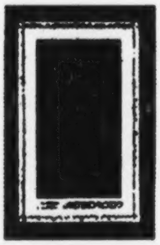


Spanish novelist Benito Pérez Galdós (1843-1920) stated that one of his greatest influences was the English novelist Charles Dickens. This study focuses on Dickens' use of type characters as tools for social criticism and the manner in which Galdós utilizes these same types in order to critique Spanish society. (Book 12 in the Comparative Cultures and Literatures series.)

2000. 159 pgs. ISBN 0-8204-4290-9. $44.95 cloth. Peter Lang. (800) 770-5264.

English-Spanish Translation, Through A Cross-Cultural Interpretation Approach

By Francisco Castro-Paniagua

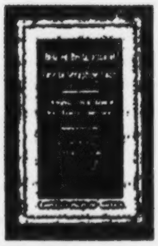


As translation involves more than mere mechanics, but is a discipline tied to cultural understanding, translators must focus on the dissimilarities and incongruities between the source and target societies, as well as their languages. This book will enable those involved in this process to understand the differences between the Anglo-Saxon and Hispanic cultures in a more cohesive manner.

2000. 159 pgs. ISBN 0-7618-1712-3. $27.50 paper. University Press of America. (800) 462-6420.

Belated Declaration of Love to Séraphine Louis: A Bilingual, Critical Edition of Denzil Romero's Short Stories

Stephen J. Clark, ed.



This book brings together a panoramic survey of Venezuelan narrative, the original Spanish text (with full English translation) of eight short stories by the late writer Denzil Romero, and a focused commentary of his stories and his work.

2000. 132 pgs. ISBN 0-7618-1756-5. $26.50 paper. University Press of America. (800) 462-6420.

Canto General, 50th anniversary ed.

By Pablo Neruda

CANTO GENERAL

This body of work, which many prominent critics believe to be the poet's masterpiece, is the stunning epic of an entire continent and its people. Although some parts of the poem, including "The Heights of Macchu Picchu," have been translated, this is the first time the *Canto* has appeared in its entirety in English. Translated by Jack Schmitt.

2000. 407 pgs. ISBN 0-520-22709-3. $17.95 paper. University of California Press. (800) 822-6657.

Latino Metropolis

By Victor M. Valle and Rodolfo D. Torres

Los Angeles: a rich mosaic of multinational cultures? Scratch the surface of the city's image and a grittier truth emerges—its huge, shimmering economy was built largely on the backs of Latino immigrants and still depends on them. This book exposes the underside of the development and restructuring that have turned Los Angeles into a global city, and reveals the ways in which ideas about ethnicity—Latino identity itself—are implicated and elaborated in the process.

2000. 249 pgs. ISBN 0-8166-3030-5. $18.95 paper. University of Minnesota Press. (800) 621-2736.

Latin American Politics and Development, 5th ed.

Howard J. Wiarda and Harvey F. Kline, eds.

LATIN AMERICAN POLITICS AND DEVELOPMENT

This revised and updated edition reflects the complex political and economic developments that have occurred in Latin America over the past five years. The editors emphasize the trend toward democratization, and democracy's problems, as the organizing theme of the book, covering pressing issues such as economic reform, globalization, political unrest, and the international drug trade.

2000. 610 pgs. ISBN 0-8133-3769-0. $32.00 paper. Westview Press. (800) 386-5656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Latino Book and Family Festival

May 12-13

The first Latino Book and Family Festival in New York will be held at the Jacob K. Javits Convention Center in Manhattan.

Contact: (760) 434-7474.

3rd Annual Latino Education Conference

May 13-15

"Critical Issues Affecting Latino Educational Achievement in the 21st Century" is the theme of this year's ASPIRA, Inc., of New Jersey conference. Confirmed keynote speakers include Carlos Hernández, president, New Jersey City University; Antonia Pantoja, founder, ASPIRA National Association; and Sara Martínez Tucker, president, Hispanic Scholarship Fund. At Bally's Park Place Hotel and Casino.

Contact: Carmen Torres, (973) 484-7554, or e-mail, ctorres@nj.aspira.org; website, www.aspira.org.

MALDEF Annual Fundraiser

May 16

The Mexican American Legal Defense and Educational Fund will host its annual fundraiser in Washington, D.C.

Contact: (202) 629-2512.

NILD Leaders 2001

Phoenix, Ariz., May 20-24

While the National Institute for Leadership Development, based upon a philosophy of inclusivity and diversity, is for women and men in community colleges, the Leaders 2001 programs are for women. The programs are sponsored by Phoenix College, Maricopa Community Colleges, and League for Innovation in the Community College.

Contact: NILD, (602) 223-4030; e-mail, nild@pcmial.maricopa.edu.

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development and the Community College Leadership Program present their 23rd annual international conference, "Making a World of Difference...," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

NCORE 2001

May 30-June 3

The Southwest Center for Human Relations Studies at the University of Oklahoma-Norman presents "National Conference on Race and Ethnicity in American Higher Education." In Seattle, Wash.

1394

Contact: (405) 292-4172; website, www.occe.ou.edu/NCORE.

NMCI 16th Annual National Conference

May 31-June 3

The National Multicultural Institute's 2001 theme is "Creating a National Agenda: Multicultural Partnerships for Change." The major goals of this conference are to: (1) offer an opportunity for in-depth diversity training and skills-building; (2) focus on some of the unique issues that professionals face in working with a culturally diverse population; and (3) create a multicultural environment in which an open, cross-cultural dialogue can occur. At the Hyatt Regency Washington on Capitol Hill Hotel, Washington, D.C.

Contact: NMCI, (202) 737-1234 or (800) 233-1234; website, www.nmci.org.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs will be held at Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

AAHE Assessment Conference

June 23-27

"From Expectations to Results: What Are We Finding, and How Are We Improving" is this year's theme. Opening plenary speaker is Richard Light, professor of education and public policy at Harvard University, and author of *Making the Most of College: How Assessment Can Help Both Students and Us*. In Denver, Colo.

Contact: website, www.aahe.org.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

The Barahona Center Summer Workshops 2001

June 25-27

July 9-11

July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/*La literatura en Español dirigida a los lectores infantiles y juveniles*. At CSU-San Marcos.

Contact: Isabel Schon, director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including from the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

UNM's Taos Summer Writers' Conference

July 14-20

There are weekend workshops and weeklong workshops to select from. Among the many workshop leaders are Pat Mora, "Los cuentos: Family Stories for Beginners," and Alma Luz Villanueva, "Stories: Dreaming Characters to Life." Some scholarships are available. In Taos, N.M.

Contact: website, www.unm.edu/~taosconf.

EACUBO/Cornell Administrative Management Institute

July 22-27

AMI2001, a professional seminar for college and university administrative/business managers and department heads, is presented by the Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

Book Review

By José B. Fernández

***Hispanic Periodicals in the United States, Origins to 1960: A Brief History and Comprehensive Bibliography*, by Nicolás Kanellos with Helvetia Martell.** 359 pages. Houston: Arte Público Press, 2000. ISBN: 1-55885-253-0. $6995 cloth.

In 1808, *El Misisipí*, the first Hispanic newspaper, appeared in New Orleans. Since that year, the Hispanic press has played a leading role in Hispanic communities throughout the United States. In some instances, Hispanic newspapers such as Key West's *El Yara* and New York City's *La Voz de América* kept the flame of Cuban and Puerto Rican independence alive in the latter part of the 19th century. At times, newspapers such as *El Heraldo de México*, published in Los Angeles, and *Gráfico*, published in New York City, safeguarded the civil rights of Hispanic readers by carrying numerous editorials and columns against prejudice, bigotry, and discrimination. The New Mexican newspapers *El Nuevo Mundo* and *La Voz del Pueblo* served as barriers against Anglo-Saxon linguistic and cultural expansionism.

On many occasions, Hispanic periodical publications provided education for their readers and were the principal vehicles for literary creativity. During the 19th century and the first half of the 20th, Hispanic newspapers placed their readers in contact with Peninsular and Spanish-American literature by publishing in their pages the works of prominent figures such as Juan Valera, Benito Pérez Galdós, Rubén Darío, José Martí, Lola Rodríguez de Tió, and Mariano Azuela.

In an effort to reconstitute the documentary legacy of Hispanics in the United States, Nicolás Kanellos, a leading authority on Hispanic letters of the U.S. and author of numerous reference works, and Helvetia Martell, a noted Hispanic bibliographer with the Inter-American Defense College Library, have compiled this formidable bibliography of Hispanic periodical publications in the U.S.

The book is divided into two parts. Authored by Kanellos, the first part provides an historical survey of Hispanic periodicals published in the U.S. prior to 1960. While Kanellos maintains that his survey is a brief one, its very size (136 pages) causes one to ponder whether he has been too modest in describing his work. Indeed, the term *survey* is a misnomer, for Kanellos has provided the reader with an exhaustive and insightful study. In examining the impact of Hispanic periodical publications, Kanellos has done a masterful job of exploring the many periodicals published throughout the years. Presenting the material from a chronological and geographical perspective allows the reader to observe the periodicals' similarities and differences.

According to Kanellos, the periodicals mirror the nature of Hispanic culture in the United States: exile, immigration, and nativism. In a clear, concise, and convincing manner, Kanellos explains the simultaneous interrelationship that exists between exile and immigrant communities. As time passes, these communities, he asserts, evolve into native communities, thus the term *nativism*. Kanellos buttresses his assertion with an impressive list of primary and secondary sources.

Throughout the pages of this study, Kanellos presents the reader with an outstanding gallery of Hispanic newspaper figures: philosopher-priest Felix Varela, the intellectual author of Cuba's struggle for independence and publisher of Philadelphia's *El Habanero*; Ricardo Flores Magón, radical publisher of the border newspaper *Regeneración*; Ignacio Lozano, powerful and astute publisher of San Antonio's *La Prensa*; Julio Arce, the most syndicated columnist in the Southwest; Blanca de Moncaleano, fiery feminist voice of El Paso's *Pluma Roja*; and Juan Antonio Corretjer and Julia de Burgos, the giant literary figures of New York City's nativist Puerto Rican newspaper *Pueblos Hispanos*. Examining the trajectory of these figures reveals Kanellos' thoroughness in treating their specific contributions to Hispanic journalism and the Hispanic community in general.

The book's second part, prepared by Martell, contains a bibliography of some 1,700 periodical entries arranged by title in alphabetical order. Each entry cites the title, place of publication, publisher, and date of publication. Additionally, the bibliography contains three indices: one geographical, one chronological, and a general name and subject index. The geographical index is arranged alphabetically by state and then city, and the chronological index, by the beginning year of publication. This distribution is helpful to the reader looking for specific information.

Martell's criteria for inclusion of entries are based on all known serials published in the Spanish language in the United States prior to 1960 and all known serials that were produced by or that served Hispanic communities in the United States, whether published in English or bilingually.

In examining Martell's arduous task of cataloguing, organizing, and compiling the periodical publications, one immediately takes note of her thorough and professional scholarship.

Kanellos and Martell should be commended for bringing to light the publications of a people whose intellectual contributions have been overlooked by mainstream institutions responsible for bibliographic control. This bibliography is of inestimable value for the historian, sociologist, ethnographer, and the general reader. It is also a must reference tool in any library.

Dr. José B. Fernández, a specialist in Spanish colonial letters of the United States, is professor of history and foreign languages at the University of Central Florida. He received his Ph.D. from Florida State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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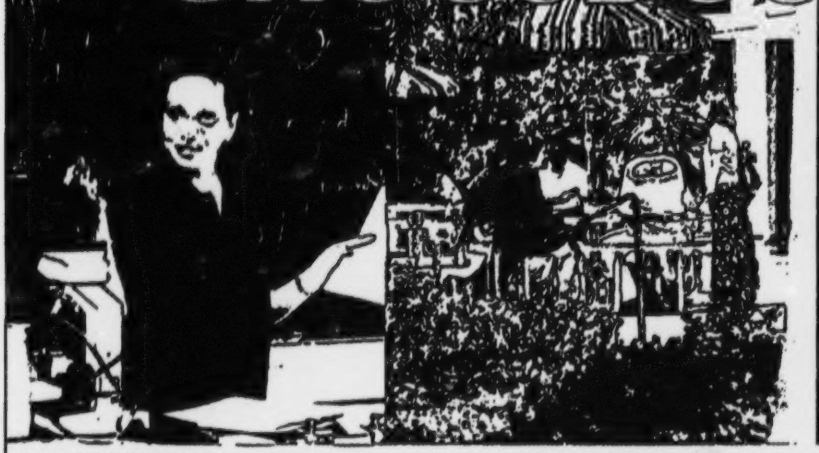

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- Early Childhood Education

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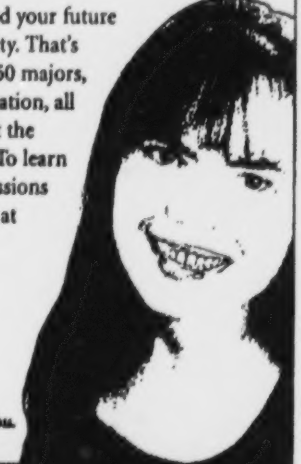

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FLORIDA
GULF COAST
UNIVERSITY

Public Affairs Assistant Professor

College of Professional Studies

FLORIDA GULF COAST UNIVERSITY

Req'd: Earned doctorate or ABD w/completion date no later than August, 2002 in political science from an accredited institution. Demonstrated proficiency in teaching; commitment to instruction via distance learning & conducting applied research in public affairs.

Note: Appointment will be made at the Assistant Professor rank at a salary commensurate w/candidate's expe on a 9-mo., renewable multi-year contract basis.

Available August, 2001. **To Apply:** Submit two packages, each of which must include a letter of interest, curriculum vitae, and list of five references. Official transcripts req'd of candidates invited for an interview. Mail to: FGCU, Position #11104, HR Dept., 10501 FGCU Blvd. S., Ft. Myers, FL 33965-6565.

Open Until Filled (Review of materials will begin on 6/15/01 and will continue until the position is filled). For further info, call 941-590-1111 or visit **www.fgcu.edu.**

Under Florida's Public Records Law, applications submitted are available for public review upon request. Women and minorities are encouraged to apply. FGCU is an EO/EA/AAI.

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Marketing: Asst. Director

Conduct research and write marketing plans for Rowan University. Bachelor's degree and two years marketing experience required. Strong writing and communications skills a must. SALARY: $34,480 plus full benefits. Applications accepted until May 17. For full details visit:

www.rowan.edu/advancement/jobs

PRESIDENT

Pitzer College

Pitzer College seeks as its fifth president, a person of exceptional energy and passion. This leader will look forward to challenges and be adept at identifying invigorating, exciting, attainable opportunities for our young, but now mature, college. We envision a leader who, by the demonstrated example of past experience, can:

- Promote a commitment to learning and to the liberal arts, and to the engagement of that learning in responsible action.
- Embrace, reinvigorate, and gain recognition for the distinctive aspects of Pitzer's curriculum, pedagogy, and research goals.
- Represent and support Pitzer's commitment to the importance of empowering student academic autonomy in the context of a residential community.
- Support faculty scholarship and creative work.
- Foster openness and participatory governance that includes faculty, students and staff of the college.
- Build ties between the Board of Trustees, the emerging alumni and the entire campus community and continue to build a strong Student/Alumni/Board base for the college.
- Demonstrate interest in and commitment to student life issues and be a presence on campus.
- Develop and lead an effective, talented, and committed staff.
- Continue, advocate and strengthen the college's commitment to diversity.
- Manage conflict creatively and successfully.
- Advance the common goals of the Claremont Colleges Consortium and represent Pitzer's perspective in the Council of Presidents.
- Build endowment actively by the successful completion of the current comprehensive campaign, the overseeing the master-planning process, and the immediate launching of a program for capital campaign development and building renovation.
- Articulate the intellectual mission of the college before different audiences in a wide variety of forums.
- Seek opportunities to invigorate the intellectual lives of students, faculty and staff.
- Represent the college as an exemplar of its mission and values.

College Profile

Founded in 1963, Pitzer College emphasizes close faculty/student relationships and a strong democratic ethos. With about 850 students, Pitzer College is one of the five undergraduate colleges and two graduate institutions that comprise the Claremont Colleges Consortium. The campuses are physically contiguous and share a central library, bookstore, medical center and other facilities. Joint programs are available in the sciences, music, theatre and interdisciplinary studies.

Pitzer's educational philosophy emphasizes the development of students' autonomy within the context of a residential community. Students create academic programs in close collaboration with their academic advisors. Those programs pursue Educational Objectives that focus on interdisciplinary perspectives, intercultural understanding, and social responsibility. The Educational Objectives also include the acquisition of a broad knowledge in the arts, humanities, social and natural sciences combined with in-depth knowledge in a particular field of study. Throughout the curriculum, Pitzer College integrates the development of critical thinking, formal analysis, and effective oral and written expression.

Pitzer's commitment to democratic participation is seen in the inclusion of student representatives on all of the College's standing committees. Students, staff and faculty participate in College Council, Pitzer's decision-making body. Pitzer's alumni and trustees are actively engaged in supporting the vision, goals and objectives of the College.

Pitzer celebrates cultural diversity and intercultural understanding. Ethnically diverse students come from throughout the United States and nearly 20 other countries. Students are encouraged to participate in one of Pitzer's many language and cultural immersion programs. These choices include Botswana, China, Costa Rica, Ecuador, Italy, Japan, Nepal, Ontario (California), Turkey, Venezuela and Wales, as well as other locations

Pitzer fosters interdisciplinary perspectives in individual courses and in many of its programs. Students may concentrate in a current array of 19 explicitly interdisciplinary programs.

Pitzer develops personal and social responsibility by emphasizing a concern for the social consequences and ethical implications of knowledge and action. Pitzer students can take courses that embrace this objective and can participate in numerous community-based research projects here and abroad.

The College is currently engaged in several endeavors to advance its educational mission. It is building endowment funding to increase student and faculty diversity through scholarships and professorships. Pitzer is engaged in a Master Planning process to reinvent the residential living and learning environments. It is exploring ways to further invigorate intellectual life at the College through, among other things, enhanced support for faculty scholarship and creative work, curricular development, and campus-community partnerships in learning.

Application/ Nomination Information

Applications and nominations should be directed to:

John N. Tierney, Chair
Presidential Search Committee - Pitzer College
1140 North La Brea Avenue
Los Angeles, CA 90038

Applications should include a letter of interest, detailed vita, and the names, addresses, and phone numbers of at least five references. Applications and nominations will be accepted until the position is filled.

MASSACHUSETTS MARITIME ACADEMY

TWO (2) POSITIONS AVAILABLE

ASSISTANT DIRECTOR/COMPANY OFFICER

Responsible for the non-academic life, counseling, discipline, supervision, motivation, para-military training and leadership training of men and women assigned to the Regiment of Cadets. Position involves participation in Annual Sea Term Semester at sea aboard the Academy training vessel. Knowledge and experience of higher education principles and practices, particularly as they apply to student services and a Bachelor of Science Degree required. Military Officer experience and/or USCG License (Third Asst./Third Mate) preferred. Experience in coaching collegiate sports an asset. Salary: $30,000-38,000. Deadline: Open until filled. Starting Date: ASAP Letter of Intent, resume and the names, addresses and telephone numbers of (5) professional references must be submitted for the Assistant Director position - to the Human Resources Dept., 101 Academy Drive, Buzzards Bay, MA 02532 or reply by email to agfimetti@mma.mass.edu For more information about MMA visit our web page at http://www.mma.mass.edu

CAMPUS POLICE OFFICER I

The Massachusetts Maritime Academy has an entry-level position of available in the Dept. of Public Safety. The basic purpose of the work is to ensure and maintain a secure and safe campus environment. Our officers need to possess the ability to maintain a harmonious working relationship w/others; ability to deal tactfully and interact with people in an emergency or under stressful circumstances. In addition, an ideal candidate will be sensitive to working within a campus setting and interacting with students and the general public. Must be able to communicate effectively. Requires an individual to patrol campus grounds, buildings, and adjacent areas on foot or in a patrol vehicle. Special requirements: Must have valid MA Driver's License; must be eligible for appointment as a special police officer under Chap.22, § 63, M.G.L. salary: $498.33. Deadline: Open until filled. Starting Date: ASAP To apply for the Campus Police Officer I position, applicants must file an application with the Human Resources Dept., 101 Academy Drive, Buzzards Bay, MA 02532 AA/EOE

Women and minorities are strongly urged to apply. No calls.

UNIVERSITY OF FLORIDA

DEAN OF STUDENTS

Applications and nominations are invited for the Dean of Students at the University of Florida. The University of Florida is a member of the Association of American Universities and enrolls approximately 46,000 students.

The Dean of Students has responsibility for the following programs and services: new student programs, Greek life, student judicial affairs, services for students with disabilities, student government advising, student leadership programs, and minority student programs including the Institute of Black Culture and Hispanic/Latino Culture. The Dean reports to the Vice President for Student Affairs.

Minimum qualifications include: a master's degree in higher education or a related field and seven years of appropriate experience. Competitive candidates should have an earned doctorate in student affairs administration and at least eight to ten years of progressive administrative experience in student affairs, preferably at a large public residential university. Preferred candidates will also have a record of demonstrated leadership, strong communication and collaboration skills, and experience working with diverse groups of students and staff. The anticipated starting date for the new Dean is August, 2001.

Interested persons should mail a cover letter, résumé and the names of four references to: Ms. Jennifer Curtis, University of Florida, Personnel Services, P. O. Box 115002, Gainesville, Florida 32611-5002, fax this information to (352) 392-7094, or e-mail MS Word documents to jen-curtis@ufl.edu. Nominations should also be sent to this address. Please refer to position # 811530. Formal review of applications will begin April 30, 2001 and will continue until the position is filled. Women and minorities are encouraged to apply.

Additional information on the position and the Student Affairs Division may be found at www.ufsa.ufl.edu/svp/deansearch. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734.

AA/EA/EEO.

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The University of Toledo

Reference Librarian

The University of Toledo invites nominations and applications for the position of Reference Librarian. The University is a Carnegie Doctoral/Research Extensive state-supported university with an enrollment of approximately 18,000 students. The faculty of the seven colleges within the university are represented by the AAUP. The University is situated in a suburban, residential neighborhood on the wooded 255-acre university campus. The University is integral in the civic, cultural, and commercial life of the Greater Toledo community. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

The Reference Librarian is responsible for providing reference and instructional services, including rotating nights, weekends and holidays. The person participates in library instruction, cooperates in collection development and shares in reference projects, programs and committees.

Required: M.L.S. from ALA-accredited institution; knowledge of reference sources, electronic information delivery systems, methods of scholarly research in academic libraries and prior experience in an academic or research library. Demonstrated professional achievement (e.g. publications, presentations); demonstrated institutional or professional service.

Preferred: Demonstrated knowledge or experience in business and related subject areas; experience in university-level instruction and familiarity with web page design.

The twelve-month appointment will be made at the appropriate tenure track faculty rank based on qualifications, with a minimum rank of Assistant Professor. Minimum salary of $32,500. Review of applications will begin May 31, 2001 and will continue until the position is filled. More information can be found at http://www.cl.utoledo.edu.

Send a letter of interest, current vitae, names, addresses, phone numbers and e-mail addresses for five recent professional references to:

Rajinder Garcha, Assistant Dean
Co-Director of University Libraries
The University of Toledo
2801 W. Bancroft Street, Mail Stop #509
Toledo, Ohio 43606 • Fax: 419/530-2403
E-mail: rgarcha@utnet.utoledo.edu
Please use only one method of application.

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

OFFICE OF HOUSING AND RESIDENTIAL LIFE

COMPLEX DIRECTOR: Full-time, 12-month position beginning July 2, 2001. Assists resident students in assigned area in personal growth and development, supervises and evaluates student staff, coordinates and promotes residential life and campus wide programming, coordinates inspection, cleaning and maintenance of facilities, assists with student staff selection and training, interfaces with college's judicial system, food service operation and resident student hall government. Is required to reside on campus. QUALIFICATIONS: Bachelor's Degree with two years residence life experience required. Master's Degree in Student Personnel or related field preferred. Experience with student staff supervision and residential life programming desirable. Ability to interface with individuals from diverse backgrounds is essential. SALARY: $29,063, plus furnished on-campus apartment. Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan. ANTICIPATED START DATE: July 2, 2001. Screening begins May 7, 2001 and will continue until position is filled. Send letter of application, transcripts and three letters of recommendation to **The Richard Stockton College of New Jersey, AA51, Office of Housing and Residential Life, Linda Rhinier, PO Box 195, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE.
Women and minorities are encouraged to apply.
R014367

AMERICAN UNIVERSITY

WASHINGTON, DC

The Department of Performing Arts in the College of Arts and Sciences at American University invites applications for a one year, temporary Assistant Professor of Music, beginning Fall 2001. Responsibilities include conducting and coordinating all orchestral and chamber music activities and teaching undergraduate general education and music courses. Qualified candidates will have a minimum of a Master's degree, preferably completed or pending DMA or PhD, proven success as a conductor of professional, college and community orchestras, and experience teaching at the university level. Applicants should submit a resume, three letters of reference and a video tape of conducting to **Dr. Naima Prevots, Chair, Department of Performing Arts, American University, 4400 Massachusetts Avenue N.W., Washington, D.C. 20016.** The department's search committee will begin reviewing applications April 20, 2001 and will continue until the position is filled.

American University is an EEO/AA employer, committed to a diverse faculty, staff and student body. Women and minorities are strongly encouraged to apply.

UNIVERSITY OF
MARYLAND
College of Information Studies

Assistant or Associate Professor in Archives, Records and Information Management

[redacted]

The College offers a highly regarded graduate program (MLS and PhD) for educating archivists, records managers and related information professionals. We seek a faculty member with substantial understanding of archival science, records management, historical use of archives, electronic information systems, the role of modern information technology in organizations, and the impact of digital information technology on recordkeeping and archives. Candidates should also have expertise in networking applications and access systems used with archival records, including the Internet and the World Wide Web. We are particularly interested in applicants who are dedicated to advancing the profession through research and service and to educating students who will achieve successful archival and records management careers in the information age. The appointee will be expected to teach courses in archives; records management; and the management, preservation, accessibility, and use of electronic records.

[redacted]

A doctorate in library/information science, history, or a related field is required for this tenure-track appointment. The appointment covers 9 months each year with the opportunity for summer teaching. More information about the College's program is available from its web site: http://www.clis.umd.edu.

[redacted]

Applications will be accepted until appropriate candidates have been identified. Review of applications will begin on October 1, 2001, and the position is expected to be filled in February 2002 or August 2002. Inquiries and applications should be sent to the Search Committee Chair:

[redacted]

Dr. Bruce W. Dearstyne, Professor
College of Information Studies
University of Maryland
4105 Hornbake Building
College Park, MD 20742-4345
Phone: 301-405-2001
E-mail: bd58@umail.umd.edu

LANSING COMMUNITY COLLEGE

Faculty - Developmental Math - Bachelor's degree in Mathematics or Mathematics Education and significant math teaching exp. req. Master's degree in Mathematics or Mathematics Education and significant math teaching exp preferred. Preference given to candidates who have exp. teaching adult learners, preparation in developmental mathematics education, and knowledge of math assessment, computer instruction and distance learning. Demonstrated effective verbal and written communication skills and willingness to teach diverse student population using variety of current technologies. To ensure full consideration forward application materials by May 30, 2001. Send cover letter, resume and completed application (call 517/483-9753 to obtain form) to:

8260 - Human Resources Department
Lansing Community College
P.O. Box 40010
Lansing, MI 48901-7210

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To view these and other opportunities, please visit: http://www.cec.sped.org/nw/nw-jobs.htm.

To apply, send your resume & letter to HR Director, CEC, 1110 N. Glebe Rd, Suite 300, Arlington, VA 22201-5704 or E-mail: spedjob@cec.sped.org. Fax: 703/264-1637.

EEO

USF University of South Florida

Founded in 1956 as the first U.S.university to be created wholly in the 20th century, the University of South Florida is now the largest metropolitan university in the Southeastern United States, with a student body of nearly 35,500 spread across four campuses. The rich, multicultural atmosphere of the university is evident not only on the main Tampa campus, but at its branches in St. Petersburg, Sarasota/Manatee, New College, and Lakeland. *USF* promotes delivery systems, curricula, programs and activities that reflect the diversity of South Florida.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor-	Nursing-	OPEN
(Director of Graduate Studies)		
Associate Professor/Professor-	Nursing-	OPEN
(Senior Researcher)		
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
(Chief Information Officer & Asst VP for Information Sciences)		
Assistant In Research-	Oceanographic Technician-	05/11/01
Instructor-	Marketing-	05/11/01
Assistant/Associate Professor-	Radiology-	05/15/01
Assistant/Associate Professor (2 positions)-	Pediatrics-	05/31/01
Associate/Full Professor-	Chemistry/Moffitt Drug Discovery-	05/31/01
Assistant/Associate Professor-	Surgery-	06/01/01
Assistant Professor (4 positions)	Surgery-	06/01/01
Assistant/Associate/Professor-	Radiology-	06/15/01
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Assistant/Associate Professor-	Environmental & Occupational Hlth-	06/30/01
Assistant Professor-	Pediatrics-	06/30/01
Assistant/Associate Professor-	Surgery-	07/02/01
Associate Professor/Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at **http://usfweb.usf.edu/usfpers/vacancy.html.** or (2) contact Equal Opportunity Affairs, **Ferrell@admin.usf.edu.** for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

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MVLA

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HIGH SCHOOL DISTRICT
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Mountain View, CA 94040

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Telephone: (650) 940-4652 Fax: (650) 691-2478
E-Mail: steve.hope@mvla.net

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The University of Toledo

Collection Development and Acquisitions Librarian

The University of Toledo invites nominations and applications for the position of Collection Development and Acquisitions Librarian. The University is a Carnegie Doctoral/Research Extensive state-supported university with an enrollment of approximately 18,000 students. The faculty of the seven colleges within the university are represented by the AAUP. The University is situated in a suburban, residential neighborhood on the wooded 255-acre university campus. The University is integral in the civic, cultural, and commercial life of the Greater Toledo community. The region affords a range of cultural opportunities that include a renowned museum of art, zoo, symphony orchestra, metropolitan park system, and science museum. Toledo is located on the western shore of Lake Erie, in close proximity to major cities in the Midwest.

Major functions: Plan and coordinate collection development policies, procedures, and strategies; develop and monitor liaison program; administer an approval plan; manage acquisition of books and some non-book material; prepare and monitor library materials budget. Specific duties and responsibilities: Select books and electronic resources and serve as a library liaison in several subject areas; coordinate the activities of selectors; oversee the review of approval plan; assemble annual and special reports on the collection; supervise, hire and train acquisitions support staff (currently 3 FTE); manage gift books; manage mending/replacement/rebinding/withdrawal review of books; shape remote storage policies and procedures; work 4-5 hours per week on the reference desk.

Required: MLS from an ALA accredited school. Two years of experience in collection development and library acquisitions, institutional accounting practices, dealing with vendors; two years of supervisory experience. Demonstrated professional achievement (e.g. publications or presentations); demonstrated institutional or professional service.

Preferred: Demonstrated competence with INNOPAC or similar library software; demonstrated competence with GOBI or similar approval plan software; familiarity with bidding process; experience in collection development within a consortium environment.

More information can be found at www.cl.utoledo.edu.

The 12-month appointment will be made at the appropriate tenure-track faculty rank based on qualifications, with a minimum rank of Assistant Professor. Minimum salary of $32,500. Review of applications will begin May 31, 2001 and will continue until the position is filled. Send letter of application, current vitae, names, addresses, phone numbers, and e-mail addresses for five recent professional references to:

Charles Terbille, Assistant Dean
Co-Director of University Libraries
The University of Toledo
2801 W. Bancroft Street, Mail Stop #509
Toledo, OH 43606-3399 • Fax: 419/530-2726
E-mail: cterbil@utnet.utoledo.edu
Please use only one method of application.

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

ORANGE COAST COLLEGE

VICE PRESIDENT, STUDENT SERVICES

The Board of Trustees for the Coast Community College District invites applications for this high profile, senior level position. The successful candidate will report directly to the President of the college and will have administrative responsibility for all student services programs including policy development and fiscal performance while maintaining academic excellence.

~ Qualifications ~

Possession of a Master's Degree from an accredited institution and at least one year of formal training, internship, or leadership experience reasonably related to the administrative assignment or equivalent education and experience. Candidates should have three years full-time administrative experience at a division dean/chair level or higher, preferably in student services and qualified to teach in one of the District's instructional programs.

~ Application Requirements ~

Interested candidates must complete a District application packet by the search closing date of May, 14, 2001. Please refer to **Job #26-O-02** when making this request. Applications will be screened under a process of utmost confidentiality by a committee of representatives from the college community. Final candidates identified by the selection committee will be interviewed by the President of the college.

~ About the College~

Ranked eighth among America's largest single-campus community colleges, Orange Coast College (OCC) serves nearly 25,000 credit students each semester. OCC is located in Orange County, on Southern California's beautiful Pacific Coast between Los Angeles and San Diego and enjoys a reputation as a place of academic excellence, a cultural center and valued community resource. Thousands of Orange County residents look to OCC as a source of intellectual and cultural enrichment.

~ Contact Information ~

Please contact the District Human Resources Office by calling (714) 438-4715 or visit us on the web at **www.cccd.edu** or you may email your request to **jobs@cccd.edu.**

Coast Community Colleges, 1370 Adams Avenue, Costa Mesa, CA 92626

MICHIGAN STATE
UNIVERSITY

HOMER NOWLIN ENDOWED CHAIR OF WATER IN AGRICULTURAL AND NATURAL RESOURCE SYSTEMS

Michigan State University, College of Agriculture and Natural Resources invites applications and nominations for the Nowlin Chair of Water in Agricultural and Natural Resource Systems. The individual holding this fully endowed chair will be tenured as a full professor in a department of the College of Agriculture and Natural Resources. The individual should provide leadership in multidisciplinary efforts focused on the environmental, social, economic, and policy impacts of water in the agricultural and natural resource systems of the Great Lakes Basin and the world. Responsibilities of the successful candidate include:

- Conducting highly creative and outstanding research on water at multiple scales addressing specific questions concerning environmental, social, and economic impacts.
- Providing leadership for undergraduate, graduate, and off-campus agricultural and natural resources educational programs.
- Catalyzing and facilitating collaborative relationships and ventures with colleagues across the College and University, including the attraction of extramural contracts and grants.
- Supplying intellectual guidance to and collaborating with various external audiences such as farmers, foresters, fishers, agricultural and natural resource industries, agricultural and natural resource organizations, state and federal governments, consumers, firms, national, regional, and international organizations.

Michigan State University is searching for an individual with a distinguished record of achievement; a multidisciplinary orientation; an appreciation of a systems approach; a demonstrated sensitivity to agricultural, economic, social, policy, and ecological issues; significant research, teaching, and outreach capabilities; and a demonstrated commitment to the land grant philosophy. Applicants must have an earned doctorate in a related field, expertise in water-related issues, and an outstanding record of obtaining extramural funding.

Applications and nominations for the Nowlin Chair of Water in Agricultural and Natural Resource Systems will be received until July 1, 2001, or until a suitable candidate is identified. Women and minorities are encouraged to apply. Send applications (including three references, CV, and statement of current/future research interests and goals) to: **Dr. Jon Bartholic, Institute of Water Research, 115 Manly Miles Building, Michigan State University, East Lansing, MI 48823-5243; E-mail: bartholi@msu.edu; Phone: (517) 353-9785; Fax: (517) 353-1812.**

For additional information pertaining to this announcement and other MSU links, please access the following web site: **www.iwr.msu.edu/Nowlin/.**

MSU is an Affirmative Action/Equal Opportunity Institution

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NATIONAL INSTITUTE OF
NEUROLOGICAL
DISORDERS AND STROKE

Vacancy Announcement

Director, National Institute of Neurological Disorders and Stroke (NINDS)
National Institutes of Health (NIH)

THE POSITION: The NIH is seeking exceptional candidates for the position of Director, NINDS. The Director provides leadership and direction to the national research program on the causes, prevention, diagnosis, and treatment of neurological disorders and stroke, and basic research in related scientific areas. Through NINDS' intramural laboratories and the extramural scientific community, the Institute supports laboratory and clinical investigations and training of scientists with particular interest in the biomedical and behavioral sciences for research careers in the neurosciences. The NINDS has a FY 2001 budget of approximately $1.3 billion and a staff of approximately 800 to support the Institute's efforts.

The Director develops Institute goals, priorities, policies, and program activities, and keeps the Director, NIH, abreast of developments and needs of the categorical diseases of the Institute as they relate to the overall mission of the NIH and identifies needs for new or amended NIH-wide policies, procedures and practices. The Director, NINDS, maintains liaison and/or fosters collaborations with other government research programs, private foundations, universities and private research institutes, scientific societies, voluntary health agencies, and international health and research organizations with interest in the categorical disorders of the Institute

In addition to the leadership and managerial/administrative responsibilities described, the incumbent may carry out his/her own research program. Resources commensurate with the proposed program will be provided.

THE CHALLENGE: NINDS has occupied a central position in the world of neuroscience for nearly 50 years. Scientific opportunities are abundant, the task of preventing and treating nervous system disease has never been more urgent, and the public's confidence in biomedical research has never been stronger. This position offers a unique opportunity for the right individual to provide strong and visionary leadership to an organization dedicated to reducing or eliminating the burden of neurological disease through the support and performance of the highest quality laboratory and clinical research aimed at increasing our understanding of the different disorders affecting the brain and nervous system and developing the most appropriate and effective means of prevention, treatment, and rehabilitation, and through the timely dissemination of research findings and information that will promote neurological health.

Inherent in this challenge is the investigation of healthy and diseased brain, spinal cord, peripheral nerves, and the neuromuscular junction and muscle so that a more complete understanding may be gained of the abnormal processes that lead to neurological diseases. These investigations are conducted in hundreds of extramural laboratories and clinics throughout the United States and in the NINDS' own intramural facilities in Bethesda, Maryland.

THE QUALIFICATIONS REQUIRED: Applicants must possess an M.D. and/or Ph.D. degree and senior-level research experience and knowledge of research programs in one or more scientific areas related to fundamental neurosciences, or problems in clinical neurology. They should be known and respected within their profession, both nationally and internationally, as individuals of outstanding scientific competence. Candidates should have demonstrated leadership of a research program involving dealings with outside groups and extensive planning, program assessment, and analysis of program objectives; the development of plans for the resolution of major operational problems and issues; and management of financial and human resources, including selecting, managing, and motivating staff using fair and equitable staffing/recruitment practices.

SALARY/BENEFITS: The Director, NINDS, will be appointed at a salary commensurate with his/her qualifications and experience. Full Federal benefits, including leave, health and life insurance, retirement and savings plan (401K equivalent) will be provided.

HOW TO APPLY: Applicants must submit a current Curriculum Vitae, and bibliography to: Ms. Carmen Garcia, Division of Senior and Scientific Employment, National Institutes of Health, Building 31, Room B3C08, 31 Center Drive MSC2203, Bethesda, MD 20892-2203. Applications may also be sent via E-Mail to: garciac@od.nih.gov

APPLICATIONS MUST BE RECEIVED BY CLOSE-OF-BUSINESS JUNE 15, 2001

The NIH is an Equal Opportunity Employer

Located on an attractive campus in the heart of Boston, Northeastern University is a premier research university that is student-centered, practice-oriented and urban. Founded in 1898 and the world leader in cooperative education, Northeastern offers Bachelor's, Master's and Doctoral degrees to approximately 24,000 full-time and part-time students in seven colleges. Applications are invited for the following positions.

Northeastern
UNIVERSITY

Associate Director

Financial Services System, Student Financial Services - The Associate Director is responsible for the operation of PowerFAIDs, a client-server financial aid system accessed daily by staff to service over 20,000 students. As a key member of the management team, the Associate Director will bear primary responsibility for ensuring that PowerFAIDS supports the inquiry, reporting, coding, and data needs of the University's financial aid operations. The Associate Director will conduct PowerFAIDS training for new and continuing staff as appropriate. Bachelor's degree required. Advanced degree preferred. Six years of business/tech experience required. Prior experience with a recent version of the PowerFAIDs product is critical as is prior experience in Financial Aid preferably in a private FFELP institution.

Associate Director

New Student Orientation/Commuter Services - Work with the Director in the development and implementation of the university-wide Summer and quarter orientation programs. Coordinate and execute logistical operations and programming components including database administration and enrollment management in collaboration with faculty, administration and student services. Serve as the primary contact for participating campus offices and departments. Master's Degree in higher education administration, College Student Personnel, Counseling or related fields. Mininum of five years of professional experience in higher education or student affairs administration.

Assistant Director

Admissions - Recruit, interview and counsel prospective students. Assess academic credentials and other application materials. Assist in the development of outreach and recruitment programs. Attend college fairs. Bachelor's degree with 1-3 years of experience in post-secondary admissions. Proven experience in recruitment procedures, travel scheduling, student counseling and group presentations.

Financial Aid Counselor

Student Financial Services - Advise students, parents and others on availability, eligibility, procedures and alternatives for financial aid. Calculate student need. Distribute Title IV monies and scholarships. Speak to various audiences, including workshops and meetings regarding the financial aid process. Bachelor's degree plus one to three years of experience in student personnel administration, preferably in financial aid. Knowledge of Title IV and Federal needs analysis. Working knowledge of computer systems and familiarity with data processing systems preferred.

For complete job descriptions please see www.neu.edu. Candidates must have experience in or a demonstrated commitment to working with a diverse staff/student population. Send resumes to Angelique Anderson, 137 Richards Hall, Northeastern University, 360 Huntington Ave., Boston, MA 02115. Northeastern is an Equal Opportunity/Affirmative Action, Title IX Employer.

SENIOR FACULTY POSITION IN EXPERIMENTAL PHYSICS

Dartmouth College

The Department of Physics and Astronomy at Dartmouth College invites applications for a senior level faculty position in condensed matter/materials or biophysics. Candidates should have demonstrated outstanding research accomplishments and have an established record of teaching both at the graduate and undergraduate level. The successful candidate will complement active groups in the areas of nanostructures and biophysics. Potential interactions with other faculty in the molecular materials program, engineering, chemistry, biology and the medical school will be viewed favorably.

Applicants should submit a CV including a full list of publications, a statement of research interests, a brief statement that highlights teaching experience, and a list of at least five referees to the following address: **Faculty Search, Department of Physics and Astronomy, Dartmouth College, 6127 Wilder Laboratory, Hanover NH 03755-3528, USA.**

Consideration of applicants will begin in April 2001 and will continue until the position is filled. Dartmouth College is an equal opportunityand affirmative action employer. We encourage applications from women and minority scientists.

Director for Learning Services Academic Programs and Services Department

MILLERSVILLE
UNIVERSITY

Responsible for the direction and leadership of the University's academic learning services with principal responsibility to plan, coordinate, and administer the University's services for students with learning and/or physical disabilities. Duties include the coordination of tutoring services and the implementation of Supplemental Instruction with related programs as approved. It is essential that the Director of Learning Services be able to work effectively with faculty, students, administrators, and parents.

Millersville University, a comprehensive, student-centered institution, is highly regarded for its dedication to quality instruction, principles of diversity, and client services. The University employs 550 staff and 350 full-time faculty, and has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. It has received national recognition as a top regional public institution and is listed as one of the 100 best values in public higher education in the nation. Additional information about Millersville University can be found at www.millersville.edu.

Required: A Master's degree in Special Education, Psychology, Counseling, or a related field with training or experience in the interpretation of psychological tests and their application to learning disabilities; three years professional experience in providing comprehensive disability services to adolescents and adults; a demonstrated ability to interpret all documents relating to students with learning disabilities; a working understanding of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and disability laws as applied to higher education; a professional record that indicates high potential for administrative leadership; excellent organizational and analytical abilities; effective communication skills for interaction with faculty and students; knowledge of planning and database systems that support learning services; understanding of and commitment to higher education and diversity; and a successful interview. The successful candidate should have an understanding of and experience in disability culture. **Preferred:** Managerial experience coordinating learning support services on the higher education level.

Salary: Based on qualifications; comprehensive benefits include fully-paid health care and undergraduate tuition waiver for employee/dependents.

Full consideration given to applications received by **May 25, 2001.** Send letter of application detailing experience as it relates to the qualifications, resume, and the names, addresses, and phone numbers of three professional references to: **Learning Services/HO0521, Ms. Terry W. Asche, Student Support Services, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.**
An EO/AA Institution.

EASTERN MICHIGAN UNIVERSITY

Coordinator, Career Services Placement

Posting # PTSA0127 — The Career Services Department at Eastern Michigan University is accepting applications for a Coordinator, Career Services Placement. Duties include coordination and supervision of all placement activities including senior placement, cooperative education and professional experience program.

Qualifications: Knowledge of guidance and counseling techniques, typically acquired through the completion of a Master's degree in Guidance and Counseling, or related field is required. Three years Career Services related work experience, with emphasis in cooperative education and student employment, is required. Previous supervisory experience is required. Effective communication and interpersonal skills with faculty, staff, students, and employees, is required.

EMU offers an excellent comprehensive benefits package. Included are paid medical/dental coverage for employee and family; life insurance; tuition waiver; retirement plan; generous vacation and sick leave; and paid seasonal days off between Christmas and New Years.

Qualified candidates may send (or fax 734 487-7995) a resume and cover letter to: Posting # PTSA0127, Eastern Michigan University, Employment Services, 204 Bowen, Ypsilanti, MI 48197.

Eastern Michigan University is an Equal Opportunity Employer

www.emich.edu

Well known for its reputation for excellence and as the largest Catholic University in the United States, DePaul University has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development.

Director of Student Centers

Your key role will be to provide overall management of the following areas: university student centers, food service, vending, and summer conference services. Reporting to the Associate VP of Student & Auxiliary Services, you must demonstrate excellent skills in the following areas: customer service, strategic planning, facilities management, project management, financial planning, personnel management, marketing, administration, food service, vending services, information systems, and student development theory. Master's degree in appropriate field combined with 7 years full-time experience (5+ of which must be in management) in a university center/student union program with increasing responsibilities in the areas of personnel management, facilities and operations, financial management, programming and strategic planning. Computer literacy required, particularly in PC software applications. We are currently completing a new student center at our Lincoln Park campus. This state-of-the-art building will open in November 2001 and become an anchor for the university's campus life. Minimum salary is $65,000 and includes excellent university benefits. The expected start date for the selected candidate is July 1, 2001.

Coordinator of Adult Student Services

Selected individual will be responsible for the overall leadership, vision and implementation of services to adult student learners at DePaul University. This population of over 10,000 learners are in educational pursuits to all of our 7 Chicagoland campuses. Reporting to the Associate Vice President for Student Affairs, you will oversee the out of the classroom services for adult students as well as create an environment that supports and challenges our educational mission. This office, located in the area of Student Advocacy, is expected to be knowledgeable about the resources, needs and trends of adult student learners. Master's degree in Counseling/College Student Personnel, Higher Education or related field; 3-5 years of professional experience in the areas of planning, administration and coordination of innovative programs and services in higher education; and 2+ years of adult student services experience required.

For the above two positions, interested candidates should submit cover letter and resume, indicating position preference, with at least three references by *May 24th, 2001*, to: **Director of Student Centers Search, DePaul University, 1 E. Jackson Blvd., Room 1400, Chicago, IL 60604. Applications may be emailed to dabernat@wppost.depaul.edu or faxed to 312-362-5671.**

Director of Student Leadership Institute

Responsible for the overall leadership, vision and direction of DePaul University's Student Leadership Institute. Specifically, you will design leadership development programs, activities and opportunities for undergraduate students; provide leadership and strategic direction to the Student Leadership Institutes; and supervise a team in the development/implementation of the Student Leadership Institute. Additionally, you will oversee the design and implementation of student organizational and individual student leadership training programs; collaborate with other Student Affairs Depts. in the design/implementation of specific departmental student leadership training programs; and develop programs to support the specific leadership needs of under-represented students. Master's degree in higher education, college student personnel or related field; 6-8 years of increasing professional experience in the field of student affairs/higher education administration; a strong commitment to leadership development of college students; and excellent communication, strategic planning, program evaluation and budget planning skills essential. A strong commitment to and understanding of leadership development in relation to multiculturalism a must.

For the above position, interested candidates should submit cover letter and resume with at least three references by *May 24th, 2001*, to: **DePaul University, Human Resources, 1 E. Jackson Blvd., Chicago, IL 60604. E-mail: wchristi@wppost.depaul.edu Fax: 312-362-5116.** DePaul University is committed to diversity and equality in education and employment. Individuals from under-represented groups and diverse backgrounds are encouraged to apply. For more information about DePaul University, please visit our website at www.depaul.edu

DEPAUL
UNIVERSITY

New York City Technical College/CUNY announces anticipated tenure track faculty and college laboratory positions for Fall 2001 in the following areas:

FACULTY POSITIONS

SCHOOL OF PROFESSIONAL STUDIES
MARKETING/ E-COMMERCE
ACCOUNTING/ FINANCIAL MANAGEMENT
NURSING
SCHOOL OF TECHNOLOGY AND DESIGN
COMPUTER SYSTEMS TECHNOLOGY
(client server, networks, databases)
ADVERTISING DESIGN/ GRAPHIC ARTS (graphic design production)
MECHANICAL TECHNOLOGY
ELECTROMECHANICAL ENGINEERING TECHNOLOGY
FACILITIES MANAGEMENT
SCHOOL OF ARTS AND SCIENCES
ENGLISH
COLLEGE ENGLISH AS A SECOND LANGUAGE
SPEECH
MATHEMATICS
PHYSICS

COLLEGE LABORATORY TECHNICIAN POSITIONS

ELECTROMECHANICAL ENGINEERING TECHNOLOGY
STAGE TECHNOLOGY
ADVERTISING DESIGN/ GRAPHIC ARTS
HOSPITALITY MANAGEMENT
COMPUTER SYSTEMS

For more detailed information see our web site at: www.NYCTC.CUNY.EDU Resumes to: Michelle Harris, Human Resources, New York City Technical College, 300 Jay Street - Namm 321, Brooklyn, NY 11201

NEW YORK CITY TECHNICAL COLLEGE
The City University of New York
AA/EOE/ADA/IRCA

ASSISTANT CHAIR
Social Sciences

The Department of Social Sciences at The New School invites applicants for a new part-time position as Assistant Chair. Working closely with the Chair and faculty, the Assistant Chair has primary responsibility for developing both on-campus and online courses. The Assistant Chair works with prospective and current faculty to initiate, refine, and assess courses and syllabi. Advanced degree and excellent written and verbal communication skills required. Experience teaching in an adult education context preferred.

Interested applicants should send resume and cover letter to: Liz Brown, Program Coordinator, NEW SCHOOL UNIVERSITY, 66 West 12th Street, Room 507, New York, NY 10011 or e-mail: NSUjobs@newschool.edu Please write Search #21049 in the subject line to ensure proper distribution of resume.

New School University, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities and programs, including employment and promotion. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual orientation, age, physical disability, veteran or marital status.

New School University

UtahState
UNIVERSITY

CENTER FOR PERSONS WITH DISABILITIES

We seek an individual to direct and provide leadership to our Division of Exemplary Services which includes an early intervention program, an outpatient clinic, and consultation with local service providers. The Director is responsible for securing external funding; supervising personnel; serving as liaison with relevant University departments and national, state, and local agencies, etc. Requires earned doctorate in related area, record of developing partnerships with service agencies and consumer organizations through technical assistance and collaborative program development; experience identifying and implementing programs that support individuals with disabilities across the life span; leadership experience in program administration, etc. See http://personnel.usu.edu (2-151) for full description. The Center for Persons with Disabilities and Utah State University are supportive of dual career issues. To assess opportunities for spousal accommodation see http://personnel.usu.edu. Salary range is $78K - $95K. Send letter of application, detailed vita, and names/numbers of three references (examples of publications or other relevant materials are encouraged) to Search Committee, Director of Exemplary Services, Utah State University, Center for Persons with Disabilities, 6800 Old Main Hill, Logan, UT 84322-9510. Review of applicants will continue until the position is filled.

AA/EOE

1408

BEST COPY AVAILABLE

MILLERSVILLE UNIVERSITY

Associate Vice President for Student Affairs

Millersville University of Pennsylvania invites nominations and applications for the position of Associate Vice President for Student Affairs.

Millersville University, one of 14 institutions in the Pennsylvania State System of Higher Education, is a highly regarded, comprehensive public institution with an enrollment of 7,500 students. It has been recognized as a top regional public institution in U.S. News and World Report and is listed in Kiplinger's among the 100 best public universities in the nation. The University is located in suburban Lancaster, a growing and diverse community, and within convenient driving distance of New York City, Philadelphia, Baltimore and Washington, DC.

The Associate Vice President for Student Affairs oversees the following Student Affairs programs/services: Career Services; Student Programs (orientation, student organizations, programming, Greek organizations); Campus Recreation; Student Health Service; Student Center; Wellness and Community Service; Veterans Affairs and; Women's Center. The Associate Vice President also assists the Vice President for Student Affairs in managing the Student Affairs Division and serves in the Vice President's absence.

Requirements for the position are: an earned doctorate preferably in student affairs higher education or a related field; a minimum of five years of broad and progressively responsible student affairs administrative experience, which includes supervision of professional staff and oversight of at least three departments/programs; record of leadership in developing and implementing successful programs; demonstrated knowledge of current student affairs issues; evidence of ability to work collaboratively with students, faculty and administration; evidence of appreciating diversity and promoting a campus climate that encourages inclusion and participation by all students and; a successful interview.

Starting date will be fall 2001. Full consideration given to applications received by **May 25, 2001**. Please send letter addressing the requirements of the position, resume and the names, telephone numbers and e-mail addresses of three current and professional references to: **Associate Vice President for Student Affairs Search/HO0521, Office of Human Resources, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

Chancellor

UNIVERSITY of WISCONSIN
GREEN BAY

The University of Wisconsin System (UWS) invites applications and nominations for the position of Chancellor of the University of Wisconsin-Green Bay. UW-Green Bay, founded in 1965, stresses a distinctive academic approach emphasizing "interdisciplinary" fields of study. Interdisciplinary majors apply knowledge from several subjects or disciplines to one field of study with "hands-on" learning. UWGB is an innovative public university of about 5,500 students and offers 35 undergraduate majors, 3 master's degrees and 4 cooperative master's degrees. The North Central Association of Schools and Colleges accredits the university. The institution has a highly successful NCAA Division I athletics program. The university community includes approximately 545 employees, with about 200 faculty/instructional staff, 160 academic/administrative staff, and 185 classified personnel. The university has an operating budget of $67.9 million. UW-Green Bay seeks a chancellor with the capacity to lead an energetic institution within a large and dynamic public higher education system.

UW-Green Bay is one of eleven comprehensive universities in a public higher education system that also includes two doctoral institutions, a system of freshman-sophomore transfer colleges, and a statewide Extension. The Chancellor of each UWS institution reports to the President of the UW System.

The position is available September 1, 2001. Application materials should include a letter of application addressing the attributes noted in the full position description that can be accessed on the World Wide Web by connecting to http://www.uwgb.edu/univcomm/chansearch/contact.htm, curriculum vitae, and the names, addresses, email addresses, and telephone numbers of at least five references that include faculty, student, and community leaders. Submission of materials as a Microsoft Word attachment is strongly encouraged.

Evaluation of applications will begin on May 29 and will continue until the position is filled. In accordance with Wisconsin's Open Records Law, requests for confidentiality by nominees and applicants will be honored, if so requested, except that names and titles of the finalists must be disclosed.

Requests for information and written nominations and applications should be directed to: **Professor Scott Furlong, Chair; Chancellor Search and Screen Committee; c/o Lynn Gilles, Office of Planning and Budget; University of Wisconsin-Green Bay; Green Bay WI, 54311-7001; email:furlongs@uwgb.edu; voice: 920-465-2061.**

The Committee is being assisted by Jean Dowdall, Vice President, A.T. Kearney Executive Search. She can be contacted at **jean.dowdall@atkearney.com.**

The University of Wisconsin is an Affirmative Action/Equal Opportunity employer and actively seeks and encourages applications from women, minorities, and persons with disabilities. It is our policy to provide reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment.

DIRECTOR OF COUNSELING, CAREER DEVELOPMENT and ACADEMIC SUPPORT SERVICES

POSITION: The Director of Counseling, Career Development, and Academic Support Services is a member of the Student Affairs Council and reports directly to the Senior Director of Retention Services within the division of Student Affairs. The Director is administratively responsible for the provision of services to students, faculty, and staff of the University. Specific programs include the following: Counseling Services, Career Development, Student Employment Services, Disabled Student Services, International Student Programs and Office of Testing.

QUALIFICATIONS: Master's degree in counseling, social work, or related field, or earned doctorate in clinical or counseling psychology. Must hold current licensure with a minimum of three years experience and be California licensed within two years of appointment. Minimum of three years management experience in a university counseling center preferred. Each candidate must possess the following:

- Demonstrated clinical competence
- Ability to participate in shared decision-making process
- Leadership ability in developing and maintaining effective collaborative working relationships with students, faculty, staff, and administration
- Demonstrated expertise in campus community outreach programs
- Commitment to diversity and multicultural issues
- Strong interpersonal and communication skills

SALARY RANGE: Commensurate with qualifications and experience. This position is part of the CSU Management Personnel Plan and has an excellent benefits package.

APPLICATION: Applicants should submit a letter of intent, current resume, three letters of recommendation and the names, addresses, and telephone numbers of five professional references to:

California State University, Stanislaus
Attention: Ms. Lee Renner, Chair
801 West Monte Vista
Turlock, CA 95382
Phone: (209) 667 - 3304

Position open until filled. Application screening to begin on May 18, 2001.

The University is located on a park-like campus in the heart of the Central Valley, in the city of Turlock; it is one of 23 campuses in the California State University system. Current enrollment is 7062 students. (CSU Stanislaus has experienced positive FTE growth in all the past nine years.) CSU Stanislaus offers a high quality, affordable education with the virtues of a private university, offering over 45 baccalaureate and master's programs. On-site and interactive televised instruction is offered in Stockton and at other sites within a six-county region. The University offers a variety of cultural and recreational activities, and is located in easy driving distance of San Francisco, Monterey Bay, Yosemite National Park, and the Wine Country. Housing is affordable. Additional information is available at the University's web site: www.csustan.edu

CSU Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/section 503-504 employer. Qualified women, minorities and persons with disabilities are encouraged to apply. CSU Stanislaus hires only individuals lawfully authorized to work in the United States.

SEARCH EXTENDED
Position Announcement

[Founding Dean]

School of Natural Sciences, Mathematics and Engineering

Description: California State University, Bakersfield (CSUB) is extending the search for the Founding Dean of the School of Natural Sciences, Mathematics and Engineering (NSME). We seek an academic leader with vision and energy who will work collaboratively with the CSUB Science faculty who, over the past 30 years, have compiled a distinguished record in teaching, research, and service. Natural Sciences, Mathematics and Engineering offers baccalaureate and masters degrees in disciplines of biological and physical sciences and mathematics and in computer science and nursing. Our new Bachelor of Science in Engineering program will be housed in this school beginning in Fall, 2001. The School of Natural Sciences, Mathematics and Engineering also participates in a diversified baccalaureate degree in Liberal Studies for students interested in elementary school teaching. In addition, Natural Sciences, Mathematics and Engineering has established baccalaureate degree programs at the University's off-campus center in Antelope Valley.

CSUB enrolled its first students in 1970 and is one of the 23 campuses in the California State University (CSU) system. In the Fall of 2000, CSUB enrolled 6,500 students (or 5,400 full-time equivalent students (FTES)). Of these students (1,000) were majors in the departments that now form the School of Natural Sciences, Mathematics and Engineering, with 60 full-time faculty members. The University's diverse student body is reflected in the Fall, 2000 admissions which included students of the following groups: African American 127, Asian 172, Latino 568, Native American 34, and White 826, including undergraduate and graduate students. For additional information, please refer to the CSUB Home Page at http://www.csubak.edu/.

The service region for CSUB is larger than West Virginia and includes the Southern San Joaquin Valley, the eastern Southern Sierra Nevada, and the western Mojave Desert. Bakersfield, the largest city in the region and among the fastest growing in the state, has a population of 247,000; the population of this service region exceeds 700,000. Bakersfield offers the amenities of modern city life and a relaxed lifestyle for families. Los Angeles and the Pacific Ocean beaches are only two hours away. New housing is the best in the State for value and availability. Light industries and service businesses have expanded on the traditional economic base of oil and agriculture.

Responsibilities: The Founding Dean of the School of Natural Sciences, Mathematics and Engineering (NSME) is expected to provide leadership within the context of the CSU system and CSUB's service region. The Dean is responsible for ensuring excellence in teaching, in research and scholarship, and in community service; recruiting, hiring, and evaluating NSME faculty; academic planning, budgeting, and personnel management. The Dean is expected to work collaboratively with faculty and other academic administrators. The Dean will have major responsibilities in acquiring grants and contracts and engaging community leaders to establish partnerships that will enhance the School's programs. The Dean represents the School within the University and to external constituencies.

Qualifications:

1. An earned doctorate and a record of teaching excellence, scholarly achievement, and other qualifications sufficient to merit appointment as a Professor in one of the disciplines in the School of Natural Sciences, Mathematics and Engineering;
2. Appropriate academic administrative experience preparing the candidate to perform the level and range of responsibilities described above;
3. Demonstrated success in the acquisition of external funding and the development of community partnerships;
4. A record of effective engagement with faculty, students, staff, university administrators, and members of the greater community; and
5. A demonstrated commitment to serving the University's ethnically and culturally diverse population.

Applications and Nominations: Applications will be accepted until this position is filled. Completed applications must include the following:

1. Letter of application addressing the responsibilities and qualifications described above;
2. Current vita that includes the names, addresses, telephone numbers, and e-mail addresses of at least four references.

Nominations and applications should be sent to:

Dr. Thomas Meyer
Chair, Search Committee, NSME Dean
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Salary and benefits are competitive and commensurate with experience and qualifications. Appointment is expected to begin late summer 2001.

CSUB fosters and appreciates ethnic and cultural diversity among its faculty, students, and administrative staff. Applications from women, ethnic minorities, veterans, and individuals with disabilities are welcome.

Buffalo State

State University of New York

SUBSTANCE ABUSE COORDINATOR

(Alcohol, Other Drug Prevention Coordinator)

Responsibilities: Provide leadership in development, presentation, evaluation of alcohol, other drug and violence prevention programming. Direct peer education programs and activities at student health center related to alcohol, other drug and violence prevention. Participate in all health center grants involving alcohol and violence prevention. Collaborate with center staff and campus faculty/staff on alcohol and violence prevention programs. Gather data related to alcohol and violence and generate campus biennial report. Participate in volunteer program including training and evaluation of students. Evening and weekend hours required.

Required Qualifications: Bachelor's degree. Two years experience working in substance abuse prevention education. Computer skills including Power Point. Public speaking, program development and implementation skills. Ability to function as part of a team.

Preferred Qualifications: Master's degree in student personnel administration or related field. Experience in violence prevention education. Credentialed substance abuse prevention education specialist. Experience in college setting.

Review of applications will begin April 23 and continue until the position is filled. Send letter of application, résumé, to: Search Committee Chairs, Alcohol, Other Drug Prevention Coordinator, Buffalo State College, Weigel Health Center, 1300 Elmwood Ave., Buffalo, NY 14222-1095. For more information about the college, visit www.buffalostate.edu.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

COLLEGE LIBRARIAN

Occidental College seeks an experienced, dynamic, and creative leader for its College Librarian. The College is embarking upon an ambitious program to merge the Library and Information Technology Services, and we expect the new College Librarian to play a major role in this initiative as well as to oversee a reinvigoration of the traditional library functions. The position reports to the Chief Information Officer and has faculty status at the College. Specific responsibilities include the collaborative development of the library's collections and services, allocation and control of the library's budget, management of the library's human resources, and identification of opportunities for the use of new technologies. The College Librarian will participate in library and campus committees, nurture and develop consortial relationships with other libraries and direct successful grant writing and fund raising efforts.

An ALA-accredited Master's degree is required. We also expect candidates to have demonstrated leadership and management skills in an academic library. Experience in a private college library is highly preferred. Candidates must have an informed vision of the library in the 21st century and skills to advocate for and communicate that vision. Demonstrated achievements in fund raising, applications of technology, and consortial arrangements particularly desired. The College Librarian must understand the special place of the library in a liberal arts college and work collegially with faculty, students, and staff. The successful candidate will have demonstrated a serviceorientation and excellent written and oral communication skills.

Occidental College is a small, highly selective, private liberal arts college located in Los Angeles. The College has a long tradition of excellence and equity and is consistently rated the most diverse small college in the country. It is also one of the most successful colleges at combining teaching and scholarship by its faculty, and in supporting research by its undergraduates. For more information about the College and the Library, visit our website at: www.oxy.edu.

Applicants should send letter describing their qualifications relating to the position, a curriculum vitae, and the names, addresses, telephone numbers, and e-mail addresses of three current references to: **Librarian Search Committee, Human Resources, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.** The search will continue until the position is filled.

Occidental College is proud of its outstanding record in the diversity of its student body, its faculty, and its staff. We are committed to improving that record.

OCCIDENTAL COLLEGE

Equal Opportunity Employer

UNIVERSITY OF FLORIDA

DIRECTOR OF RESEARCH PROGRAMS

The University of Florida, Institute of Food and Agricultural Sciences (IFAS), Sponsored Programs Office, is recruiting for a Director of Research Programs. This position reports directly to the Dean for Research and is responsible for administration of all aspects of funding Sponsored Projects including stimulating funded research for IFAS; providing faculty guidance, training & information on funding sources, proposal submission & budget preparation; administering the preparation & transmittal of background & required information on proposals, etc. Minimum qualifications: a master's degree in business or related field & two years of appropriate experience or a bachelor's degree in same & four years of experience. Experience in grants administration and knowledge of sponsored research activities strongly preferred. A more detailed position description is available at: http://personnel.ifas.ufl.edu.

Mail resume, cover letter & 3 letters of references to: Jennifer Curtis, Personnel, PO Box 115002, Gainesville, FL 32611; fax to (352) 392-7094; or e-mail MS Word documents to jen-curtis@ufl.edu. Please reference position #970680. Application deadline: June 5. Salary range: $60,000-$90,000, negotiable. If an accommodation due to a disability is needed to apply for this position, please call (352) 392-4621 or TDD (352) 392-7734. *AA/EA/EEO.*

Broward Community College

Opening doors to a brighter future

PLANETARIUM EDUCATION COORDINATOR, #1813

Bachelor's degree, preferably in Education or Physical or Natural Sciences; Astronomy coursework preferred. Planetarium, science center or museum experience preferred. Experience in public speaking a plus. This position works with public and school groups and college classes in computer-automated theatres. Must have the ability to interface in a positive manner with public, students, staff and faculty. Excellent communication (speaking and writing) and organizational skills, and ability to work independently required. Central Campus.
Salary: $30,800 - $46,400. Closing: 05/18/2001.

INSTRUCTOR (F/T-TEMP), #222

Master's degree in Computer Technology and Education or a related business discipline. Ability to teach application software for word processing, accounting, desktop publishing, keyboarding, and graphic design. Teaching experience at the college level in the Office Systems Technology area is required. North Campus.
Minimum salary: $30,882. Closing: 05/18/2001.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd.,
Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

USF University of South Florida

The University of South Florida invites nominations and applications for the position of:

Associate Vice President for Diversity and Equal Opportunity

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University – Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, USF is one of three public universities in Florida classified as a Research I institution by the Florida Board of Regents. With more than 2,000 faculty, USF offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

As a major metropolitan university, USF anticipates continuing growth in undergraduate and graduate programs and research. USF research programs attracted $171 million in external research funding in 1999-2000. Major areas of research, scholarship, and creative work include marine biology, microelectronics, children and family issues, aging, pedagogy, applied social and behavioral sciences, neuroscience, cancer, biomedical fields, environmental policy, and visual and performing arts. USF's College of Medicine is affiliated with seven teaching hospitals: Tampa General Hospital, the H. Lee Moffitt Cancer Center and Research Institute, All Children's Hospital (St. Petersburg), the Shriners Hospital for Children, the James A. Haley Veterans Hospital, Bay Pines Veterans Medical Center (Pinellas), and the Morton Plant Hospital (Clearwater). USF is increasingly engaged in research-based efforts addressing economic development and a wide range of urban issues.

For more information on the University of South Florida please visit the following website: http://usfweb.usf.edu/

POSITION AND QUALIFICATIONS
The University of South Florida seeks to employ an Associate Vice President to administer Diversity and Equal Opportunity programs at the University. This is a highly responsible and visible position reporting directly to the Provost of the University on a continuing basis, responsible to the President of the University for periodic reports, and serving on the President's Staff.

JOB REQUIREMENTS
The person holding this position would direct the activities of Diversity and Equal Opportunity Office and will be responsible for the development, administration, and coordination of University-wide diversity initiatives. This official will have primary responsibility for ensuring compliance with the University's policies guaranteeing equal opportunity, access and equity. This official will also oversee the development and administration of a comprehensive range of educational programs that will raise awareness about diversity and equal opportunity, and will promote development of skills that will enhance the ability of the faculty, staff and students to live, work and interact productively in a diverse community. In issues of policy and practice related to diversity and equal opportunity, this official will assume a major advisory role to the President, the Provost and the other Vice Presidents.

The person occupying this position will interact with administrators, faculty, staff and students of the University on a daily basis. This person will also represent the interests of the University in interactions with the local community and with State and federal regulatory bodies.

MINIMUM QUALIFICATIONS INCLUDE: a graduate degree in a field/discipline related to functional areas of responsibility; five years of post-graduate experience in the administration of diversity and/or EO/AA programs, including experience in compliance review, complaint investigations and resolution and development and monitoring of an AA plan; demonstrated leadership competencies; strong interpersonal skills; ability to use a PC and appropriate software programs; strong written and verbal communication skills.

PREFERRED QUALIFICATIONS INCLUDE: an earned doctorate or law degree; experience in diversity programs and/or EO programs in a university setting; record of participation in related professional organizations as demonstrated through officerships, board memberships, presentations, papers, and publications.

Salary is negotiable and competitive.

APPLICATION PROCESS

Send letters of application or nomination to: Dr. Barbara Morrison-Rodriguez, Chair, Associate Vice President for Diversity and Equal Opportunity Search Committee, Office of the Provost, University of South Florida, 4202 E. Fowler Avenue, ADM 226, Tampa, FL 33620, E-Mail: Hsumpter@acad.usf.edu

Letters of application or acceptance of nomination should be accompanied by current resume and the names and addresses of five references. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meetings Law and a Public Records Law and all university searches are conducted under the terms thereof. All meetings of the Search Committee are publicly announced and conducted. All documents submitted to the Committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida.

Review of applications and nominations will begin on May 21, 2001 and continue until the position is filled.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations contact Ms. Heddie Sumpter at (813) 974-2010 or TDD (813) 974-1510 at least five working days in advance of need.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

EMPLOYMENT OPPORTUNITIES

THE UNIVERSITY OF TEXAS AT BROWNSVILLE
and
TEXAS SOUTHMOST COLLEGE

Assistant Vice President for Administration and Partnership Affairs

Assist the VPAPA in all areas of administration including Southmost Union Junior College District Board (SUJCD) activities; prepare agendas, conduct board elections, preparation and management of budgets; serve on various committees, oversee the collection of data and preparation of state, federal and other agency reports; coordinate the acquisition of real property; assist in the management of SUJCD staff..

Master's degree required; doctorate degree preferred. Two years management experience in a position that require the following skills and abilities: writing and oral communication skills; program preparation and public speaking skills; ability to work with professional and non-professional staff within the campus community as well as local and state official; ability to work in a dynamic, evolving environment that fosters enthusiasm for challenge and change.

Architect II

Meets with client to verify the understanding of the project scope and purpose. Prepares preliminary designs, cost estimates and time feasibility schedules. Prepares final design documents, specifications, and cost estimates for authorized projects. Coordinates involvement of civil, structural, mechanical and electrical engineers and interior design team members, as well as outside professional consultants and project architects. Conducts project review sessions with client and other Physical Plant Staff. Consults with clients and administrative officials. Ensures compliance with all relevant codes and requirements. Inspects work in progress. Performs related duties as required.

Bachelor's degree in architecture required. Three years of experience in the general practice of architecture and general construction required. More than five years of such experience preferred.

The University Setting: The University of Texas at Brownsville and Texas Southmost College is located in the lush, semitropical city of Brownsville, at the southernmost tip of Texas. Just 20 miles from South Padre Island and the Gulf of Mexico, and one block from our sister city of Matamoros, Mexico, UTB/TSC and SUJCD is in the midst of a sprawling international metropolitan area. Brownsville is the largest city in the Rio Grande Valley with a unique bilingual, bicultural population of more than 140,000 residents. The people of Brownsville and Matamoros cross the border daily to work, shop and conduct business. The city serves as the main thoroughfare into Mexico, ranked fourth in the State with 9.26 percent of Texas border crossing transactions.

Established in 1991, UTB is the newest of 15 component institutions operated by The University of Texas System. Following a community-wide vision, UTB formed a one-of-a-kind partnership with Texas Southmost College, a comprehensive community college. The partnership provides students with the best of a community college and a university, offering a seamless education from certificate programs and associate degrees, to bachelor and master's degrees, to a doctoral degree cooperative and a wide range of lifelong learning opportunities. Located on the grounds of historic Fort Brown, UTB/TSC and SUJCD serves more than 9,000 students drawn from the communities of Brownsville, Matamoros and the surrounding areas.

Applications will be reviewed upon receipt and continue until the position is filled. Please submit a letter of interest, vitae, transcripts (a copy will be acceptable for applying), and a list of five references with name, address, and telephone number to:

Dr. Wayne Moore
Vice President for Administration and Partnership Affairs
The University of Texas at Brownsville and Texas Southmost College
80 Fort Brown • Brownsville, Texas 78520
1-800-544-8208 / (956) 544-8205 / Fax (956) 982-0175
For more information, visit our web site at: http://unix.utb.edu/employment/index.html

UTB/TSC and SUJCD do not discriminate on the basis of gender, race, color, religion, national origin, disability, age or veteran status. Women and minorities are encouraged to apply. UTB/TSC and SUJCD are "Smoke-Free" Institutions.

WESTERN CONNECTICUT STATE UNIVERSITY
Associate Director of Housing & Residence Life for Facilities Management & Planning

Western Connecticut State University's Housing Department is seeking an individual to serve as Associate Director.

Responsibilities: all maintenance concerns of the residence halls; selection, training, direct supervision and evaluation of all maintenance and custodial personnel; training RD staff in maintenance and custodial concerns; developing and implementing needs assessment and statistics regarding supplies; accurately accounting for housing operation budgets, expenditures, and income; monitoring and serving as appellate officer for Residence Hall Damage charges; planning for systematic refurbishment or replacement of furnishings, walls, floors, etc.; liaison with various offices for all new building or renovation projects, telecommunication, cable, or other technological needs of the residence halls; supervising staff who plan, implement, and carry out all meeting and conference activities; and working with departmental staff preparing buildings and meeting expectations of the needs of summer school, conferences, guest rentals, intern programs, etc. Housing and Residence Life facilities are located on two different campuses. On any given day, you may be required to work at one or both sites.

Qualifications: Bachelor's degree required. A minimum of 5 years' experience in building operations, maintenance, purchasing (supplies, equipment, furniture, etc.), budgeting and supervision of custodial and/or maintenance employees. Full benefit package. Salary range, $47,197-58,000.

Send letter of application, resume, names and phone numbers of three professional references by May 18, 2001 to: Maribeth Griffin, Associate Director of Housing, Newbury Hall, WCSU, 181 White St., Danbury, CT 06810.

WCSU is an AA/EO Educator/Employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

The Department of Performing Arts in the College of Arts and Sciences at American University invites applications for a one year, temporary Assistant Professor of Music, beginning Fall 2001. Responsibilities include directing the university choirs, teaching undergraduate general education and music history courses. Qualified candidates will have a minimum of a Master's degree, preferably completed or pending DMA or PhD, proven success as a conductor of professional, college and community choirs, and experience teaching at the university level. Applicants should submit a resume, three letters of reference and a video tape of conducting to **Dr. Naima Prevots, Chair, Department of Performing Arts, American University, 4400 Massachusetts Avenue N.W., Washington, D.C. 20016.** The department's search committee will begin reviewing applications April 20, 2001 and will continue until the position is filled.

American University is an EEO/AA employer, commited to a diverse faculty, staff and student body. Women and minorities are strongly encouraged to apply.

Utah State UNIVERSITY
WEBMASTER

Utah State University seeks an experienced Webmaster to provide leadership, vision, organizational skills and expertise relating to USU's web presence. Candidates for this position must demonstrate skills in effective website design, implementation, development and management. The individual must also demonstrate effective oral, written and interpersonal communication skills. Additional requirements and expectations can be found at http://personnel.usu.edu (3-120). USU offers exceptionally good benefits and competitive salary. Send printed resume (no more than 3 pages) via USPS to Rory Weaver, Chair, USU Webmaster Search Committee, 3065 Old Main Hill, Logan, UT 84322-3065 AND email same resume as MS Word or WordPerfect document to rory@cc.usu.edu. Resume review will begin May 31, 2001. Position open until filled. *AA/EOE. Women and minorities are encouraged to apply.*

THE COLLEGE OF WOOSTER
Technical Services Librarian

3-Yr. Appointment

For complete job description
go to www.wooster.edu.
Scroll down and select the Jump to
Employment Opportunities.
The position is posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

The College of Wooster
1189 Beall Avenue
Wooster, OH 44691-2363

MCC
Manatee Community College

Located on the southwest coast of Florida, invites applications for:

FACULTY TENURE TRACK POSITIONS

Disciplines available: MATHEMATICS, MASS COMMUNICATIONS, RESPIRATORY THERAPY - Clinical, NURSING, DENTAL HYGIENE, POLITICAL SCIENCE/HISTORY, DEVELOPMENTAL ENGLISH, GRAPHIC DESIGN, and ELECTRONICS/DESIGN DRAFTING

QUALIFICATIONS: Masters degree in field or a closely related field with a min. of 18 semester hours of graduate level credit in discipline. Demonstrated teaching skills, effective use of instructional technology, subject knowledge and current computer hardware and software skills, preferably at the community college level. Additional skills/knowledge may be required that are discipline specific.

Positions are subject to final budget approval. Review of applications will begin immediately and continue until suitable candidates are selected. To apply, please visit our Web site at: www.mcc.cc.fl.us/Admin/HumRes/Apply.htm or mail resume with cover letter *(indicate position title for which you are applying)* and unofficial copy of transcripts to:

MANATEE COMMUNITY COLLEGE
Human Resources (HOM), P.O. Box 1849
Bradenton, FL 34206

All college researches are subject to compliance with Florida's Public Records Law.

EOE/AA/ADA

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Senior Development Officer

Columbia University Graduate School of Journalism and the Columbia University Libraries are each seeking a Senior Development Officer.

Reporting to the Assistant Vice President and Executive Director of University Development and Alumni Relations, the Senior Development Officer works in close collaboration with the Dean of the Graduate School of Journalism or the Vice President for Information Services and University Librarian. She/he will be responsible for the identification, cultivation, solicitation, and stewardship of gifts in the $50,000 to $1 million range from a portfolio of 200 to 250 active individual prospects. In conjunction with the staff, he or she will work to advance the development program to meaningfully engage alumni/prospective donors.

The successful candidate will be a seasoned and creative development professional with at least five years' experience in fund-raising, capable of organizing, implementing, and participating directly in a comprehensive fund-raising program with a high degree of professionalism, sensitivity, and integrity. A documented, proven track record of performance in solicitation of major gifts and significant experience working with faculty and/or volunteers are required. Outstanding written and oral communication skills, superior organizational ability, and an entrepreneurial spirit are essential. A bachelor's degree is required; an advanced degree is advantageous.

Please submit nominations or expressions of interest to:

Sally-Ann Hard
Educational Management Network/Witt/Kieffer
780 Third Avenue, 38th Floor
New York, NY 10017
(212) 686-2676; fax: (212) 686-2527
sallyh@wittkieffer.com

Columbia University is an affirmative action/equal opportunity employer.

RCC

President

Richland Community College

The Board of Directors of Richland Community College seeks nominations and applications for the position of President of the college.

Nominations and applications will be accepted until the position is filled. However, to ensure full consideration, applications should be submitted for receipt no later than June 20, 2001. The Presidential Search Advisory Committee will begin reviewing applications immediately after that date.

Application Process: The Profile brochure, which contains details on the Challenges and Opportunities and Preferred Qualifications should be requested by contacting: **Kathy Carter, Search Liaison, Richland Community College, P. O. Box 2326, Decatur, Illinois 62524-2326; 217-875-7211 x203 or email kcarter@richland.cc.il.us**

For confidential inquiries about the position, contact: **ACCT Search Consultant, Brenda Beckman; email: bmbeckman@aol.com or telephone: 520-299-0939.**

College Web Site: www.richland.cc.il.us

RCC is an Affirmative Action, Equal Employment Opportunity Employer.

— An ACCT Search —

Assistant, Associate or Full Professor Poultry Products Technology

The Poultry Science Department at Auburn University has established a "Peak of Excellence" program in Poultry Product Safety and Quality and is seeking candidates for an Assistant, Associate or Full Professor, 9 month tenure-track faculty position in the area of poultry processing and products technology and/or safety. **Responsibilities include;** developing a research and outreach program in further processing, value-added poultry products and/or product microbiology; teaching and developing undergraduate and graduate courses in Poultry Product Safety and/or Quality.

Minimum qualifications include a Ph.D. in Poultry Science, Food Science, Food Microbiology or a closely related area with documented experience in poultry products research and outreach; evidence of individual and collaborative research; a successful personal record as the principal investigator on peer reviewed, externally funded grants and contracts; excellent organizational skills; ability to develop collaborative research and outreach programs; familiarity with federal, state, industry and other sponsored funding agencies; and ability to communicate effectively, both orally and in writing. Proof of authorization to work in the U.S. must be provided.

Minorities and women are encouraged to apply.

Rank and salary commensurate with education and years of experience. Candidates should submit a letter of application, current resume, all transcripts, and names, phone numbers, addresses, and e-mail addresses of three references to:

Dr. Donald Conner, Search Committee Chair
Department of Poultry Science
236 Upchurch Hall
Auburn University, AL 36849
PH: (334)844-2639
FAX: (334)844-2641
E-mail: dconner@acesag.auburn.edu

Review will begin June 1, 2001 and continue until a suitable candidate is selected The position start date is October 1, 2001.

Information on the AU Poultry Product Safety and Quality Program can be found at www.ag.auburn.edu/dept/ph/peak.html

Auburn University is an Affirmative Action/Equal Opportunity Employer.

Freelance Item Writers

Law School Admission Council (LSAC), an educational service organization that develops and administers the Law School Admission Test (LSAT), wishes to contract with individuals to write multiple-choice questions for the LSAT. A Master's degree or the equivalent is required; a Ph.D. is preferred. Creativity and the ability to write in a clear, correct, and non-technical manner are also required. A broad background in liberal arts and experience in college teaching are highly desirable. A goal of this initiative is to increase the diversity of writers of LSAT questions.

Accordingly, inquiries from qualified women and minorities are strongly encouraged. Additionally, experience teaching at a historically black university or other educational institution with a large minority enrollment is highly desirable. Coursework or teaching experience in women's studies, Asian American studies, African American studies, Latin American studies or Native American studies is also highly desirable. Additional qualifications for writing specific types of LSAT questions:

ANALYTICAL REASONING: A degree in Philosophy, Theoretical Linguistics, or other discipline requiring strong analytical skills is needed. Training in formal logic or mathematical logic is highly desirable.

LOGICAL REASONING: A degree in Philosophy, Theoretical Linguistics, or other discipline requiring strong reasoning and analytical skills is needed. Training in formal and/or informal logic is highly desirable.

READING COMPREHENSION: A degree in Literature or other discipline requiring strong skills in writing, reading, and interpretation of texts is needed.

For additional information, please contact:

Adam Thompson, Senior Test Specialist
Law School Admission Council
661 Penn Street, Newtown, PA 18940
Tel: 215-968-1267, email: athompson@lsac.org

Law School Admission Council takes great pride in its dedication to being an equal opportunity/affirmative action employer. We encourage applications from women and members of minority groups.

Visit our web site at: www.lsac.org

LAW Services

HCC
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COLLEGE INSTRUCTOR OPPORTUNITIES

- **Nutrition and Science**
- **Biology**
- **Developmental Mathematics**

10 Month (Tenure Track Positions)

Minimum Qualifications: Master's Degree in area of instruction and excellent teaching, communications and interpersonal skills required.

Prior college-level teaching experience and familiarity with computer-assisted instruction preferred.

Reflective, interactive pedagogical teaching technique; program development skills; knowledge of assessment techniques; computer literacy; experience with technological innovation in teaching and learning and flexibility are additional preferred qualifications.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their background and experience have prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Responsibilities: Teach twenty-four credit hours per academic year (subject to bargaining unit agreement).

Additional responsibilities include developing and implementing computer-assisted instructional approaches to writing, course and program development, student advising, community outreach and other service activities consistent with the mission of the college.

Minimum Salary: $37,576.00 approximate annual salary, with full benefits package.

Anticipated Start Date: August 24, 2001.

Please see our website for more important information regarding these positions, the appropriate application form, **adjunct positions,** future job opportunities, and information about Housatonic Community College.

www.hcc.commnet.edu

Testing Coordinator

Part-time (19 hrs/wk), Non-Tenure Track Position

Minimum Qualifications: A bachelor's degree in English, adult and remedial education, psychology, or related area, and two years experience with responsibility for computerized placement testing and tutoring, and working knowledge of Accuplacer, CLEP, and Dantes and the hardware to support such testing is required. Strong communication (written and verbal), interpersonal and computer skills are essential. Responsibilities include the administration and supervision of placement and other tests, make up exams, and tutoring.

Approximate hourly salary: $19.54.

Anticipated start date: June 29, 2001.

To Apply: Submit a letter of application, current resume and the names of three references to:
Human Resources Department • (Name of position applying for)
Housatonic Community College • 900 Lafayette Boulevard • Bridgeport, CT 06604
E-mail: ho_schrade@commnet.edu.
Letter of application must be received or postmarked on or before Monday, May 21, 2001.

All applicants interviewed will be required to complete a state application form.

Housatonic Community College is an Affirmative Action/Equal Opportunity Employer, M/F. Members of protected classes encouraged to apply

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ITHACA COLLEGE

POSITION ANNOUNCEMENT

ITHACA COLLEGE

Office of the Vice President and College Counsel

POSITION: Director of Affirmative Action and Equal Employment Opportunity

RESPONSIBILITIES: Ithaca College seeks an experienced leader who can serve as an expert resource to the President, senior administration, faculty, staff, and students in the development and implementation of institutional policies and practices which further the College's commitment to diversifying the College's workforce. This individual will assist in the College's efforts to create a supportive environment for diversity. The successful individual will possess the qualities necessary to establish effective liaisons with faculty, staff, and students. Specific duties include on-going development, monitoring, and implementation of College search and selection procedures; collaborative development of programs and training for faculty, staff, and students which addresses a diverse workforce and student body, equity issues, and sexual harassment/discrimination.

The individual will be directly responsible for insuring compliance with all college, local, state, federal laws related to affirmative action, disability, and sexual harassment and will be responsible for investigating and resolving all reports of discrimination made by faculty, staff, and students. The Director of Affirmative Action reports to the President under the direction of the Vice President and College Counsel.

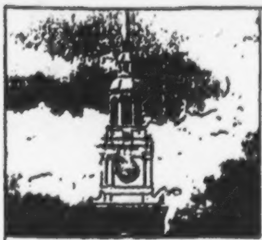
QUALIFICATIONS: Master's degree is required, a Ph.D., J.D., or equivalent is preferred; with a minimum of 3 years of related experience, preferably in a higher education setting. The successful candidate will have strong organizational and leadership skills, be creative, have excellent communication and mediation skills, and possess the ability to work with groups representing diverse perspectives.

ITHACA COLLEGE: Ithaca College strives to become the standard of excellence for residential comprehensive colleges, fostering intellect, creativity, and character in an active, student-centered learning environment. The College is the largest independent, comprehensive, residential college in New York State. The College offers 108 programs and enrolls approximately 5800 full-time students in its five schools: Business, Communications, Health Sciences and Human Performance, Humanities and Sciences, and Music. The College is located about sixty miles southwest of Syracuse and eighty miles southeast of Rochester, combines rich cultural and commercial features within a diverse multicultural population and the spectacular scenery of central New York's Finger Lakes region. Cornell University, also located in Ithaca, enhances the cosmopolitan flavor of the community and provides abundant opportunities for cross-cultural activities.

APPLICATION PROCEDURES: Submit a letter of interest, resume, and list of four references to:
Dr. Roger Richardson, Chair; Director of Affirmative Action Search Committee; Office of the Vice President and College Counsel; Ithaca College; 320 Job Hall; Ithaca, New York 14850-7005

SCREENING DATE: Screening will begin immediately and will continue until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.



People. Place. Purpose.

One of the nation's most prestigious colleges, Dartmouth offers exceptional opportunities to the talented people who contribute greatly to our success. Our ongoing training, advancement opportunities, family-oriented environment, and host of academic, recreational, and cultural resources make Dartmouth an outstanding place to build your career. Be part of a tradition that represents excellence in learning, development, and achievement — a combination that means success for your career.

Director of MBA Admissions

The Tuck School of Business at Dartmouth invites nominations and applications for the position of Director of MBA Admissions. The Tuck School seeks a creative, dynamic individual with a significant record of accomplishment and leadership who will substantively contribute to the advancement of its MBA Program. The Director of MBA Admissions manages all of the activities of the Tuck Admissions Office, which is responsible for the recruitment, selection, and enrollment of a high quality, international class of students.

Responsibilities

- The Director is responsible for the development of an overall admissions plan, and the development of a related marketing strategy that is consistent with the overall Tuck strategy.
- The School's selection and recruitment program places heavy emphasis on interviews, which are conducted both on campus and in major cities throughout the world. The Director oversees an active minority and international recruiting program.
- Other general recruiting activities include a number of corporate presentations, attendance at GMAC forums, a student host program, and an active follow-up program for admitted candidates.

Qualifications

- An MBA degree or an equivalent combination of education and experience is required.
- Previous strategic marketing and MBA admissions experience preferred. Must be willing to travel nationally and internationally.
- Strong interpersonal and administrative experience is necessary.
- Must be able to communicate with people of diverse backgrounds from the general public, all levels of university, and the business community.

Application deadline is June 1, 2001. Interested candidates should submit a cover letter and resume to the following address:

Elizabeth Roberto
Manager, Human Resource Office
The Tuck School of Business
Dartmouth College
100 Tuck Hall/HOU
Hanover, New Hampshire 03755

Dartmouth College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

TUCK

Dartmouth College

www.dartmouth.edu

WESTERN CONNECTICUT STATE UNIVERSITY

Nursing Faculty - Two Full-time Positions

Tenure Track - Fall 2001

Western Connecticut State University is seeking two dynamic, progressive faculty for the Fall 2001 semester for its growing BSN and MSN programs. Classroom and clinical and practicum supervision are part of the teaching responsibilities.

Requirements: Master's degree in nursing; relevant clinical and teaching experience in Adult Health in a baccalaureate and/or higher degree program; ability to teach in other specialties an advantage; eligibility for Registered Nurse licensure in CT; doctorate required at time of tenure review. Salary and rank competitive and dependent upon credentials. Send letter of interest and curriculum vitae by June 8, 2001 to: Dr. Barbara Piscopo, Chair, Dept. of Nursing, WCSU, 181 White St., Danbury, CT 06810.

WCSU is an AA/EEO Educator/Employer.

AMERICAN UNIVERSITY
WASHINGTON, DC

The Department of Performing Arts in the College of Arts and Sciences at American University invites applications for a one year temporary Assistant Professor of Theatre Design, beginning Fall 2001. Responsibilities include designing for theatre and dance productions, teaching undergraduate General Education courses in theatre, courses in design and production, and supervising guest and student designers. Qualified candidates will have a minimum of the MA or MFA, proven success in the fields of lighting and scenic design, and experience teaching in the university. Applicants should submit a resume and three letters of reference to Dr. Naima Prevots, Chair, Department of Performing Arts, American University, 4400 Massachusetts Avenue N.W., Washington, D.C. 20016. The department's search committee will begin reviewing applications April 20, 2001 and will continue until the position is filled. *American University is an EEO/AA employer, committed to a diverse faculty, staff and student body. Women and minorities are strongly encouraged to apply.*

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PENSACOLA JUNIOR COLLEGE
Pensacola, Florida

ACADEMIC DEPARTMENT HEAD, MATHEMATICS. JOB #1163. SALARY: $34,000 - $70,000. A master's degree appropriate to the instructional area and four years related full-time teaching/administrative experience required. Must be qualified by the Southern Association of Colleges and Schools (SACS) to teach in one of the department's disciplines. Prefer a doctorate in mathematics or closely related field. Administrative experience at the department head level is highly desirable.

DIRECTOR, INSTRUCTIONAL TECHNOLOGY. JOB #1164. SALARY: $34,000 - $70,000. A master's degree in instructional technology, or related field; or a master's degree in an academic discipline taught at the college; and three years experience in applying technology to learning environments required. Prefer programming experience with UNIX, NT, or ASP, and networking experience.

INSTRUCTIONAL TECHNOLOGIST (3 positions). **JOB #1165. SALARY:** $28,500 - $56,500. A bachelor's degree in instructional technology, instructional design, or related field required. Prefer a master's degree in instructional technology, instructional design, or related field. Prefer experience in three of the following: UNIX or NT systems, Web page design, computer-related training, media production or graphic arts. Prefer one or more years combined teaching and learning experience in alternative delivery environments.

ACADEMIC DEPARTMENT HEAD, NURSING. JOB #1167. SALARY: $34,000 - $70,000. A master's degree appropriate to the instructional area, four years related full-time teaching/administrative experience, and current licensure as a Registered Nurse or eligibility to obtain licensure in Florida required. Must be qualified by the Southern Association of Colleges and Schools (SACS) to teach in one of the department's disciplines. Prefer a MSN and four years' clinical experience. Prefer a working knowledge of the National League of Nursing requirements to attain and maintain program accreditation.

TECHNICAL DIRECTOR, *MUSIC AND THEATRE*. JOB #1173. SALARY: $24,000 - $49,500. A bachelor's degree and two years experience in backstage construction, stage lighting, sound equipment, and audition management required. Prefer experience in set design in a professional or educational setting. Prefer a B.F.A. or M.F.A.

PHOTOGRAPHY INSTRUCTOR. JOB #1176. SALARY: $30,158 - $36,158. A master's degree in photography required. Prefer college teaching experience, Adobe PhotoShop (IBM/MAC), familiarity with all aspects of traditional photography and digital imaging, and record of professional exhibitions/activities.

COMPUTER SCIENCE INSTRUCTOR. JOB #1177. SALARY: $30,158 - $36,158. A master's degree and 18 graduate hours in computer science or closely related area required. Prefer experience with UNIX, Visual Basic, C++, Microsoft Office, or Windows. Prefer experience with Web site design, LAN, and database administration.

PHYSICS INSTRUCTOR. JOB #1178. SALARY: $30,158 - $36,158. A master's degree in physics or a master's degree with 18 graduate hours in physics required. Prefer a doctorate in physics with some graduate course work in one or more related fields (astronomy, geology, meteorology, etc).

COMPUTER SCIENCE INSTRUCTOR. JOB #1179. SALARY: $30,158 - $36,158. A master's degree and 18 graduate hours in computer science or closely related area required. Prefer experience in teaching Web design.

PHILOSOPHY INSTRUCTOR. JOB #1180. SALARY: $30,158 - $36,158. A master's degree in philosophy or a master's degree with 18 graduate hours in philosophy required. Prefer a doctorate in philosophy and some teaching experience.

BIOLOGY/MICROBIOLOGY INSTRUCTOR. JOB #1184. SALARY: $30,158 - $36,158. A master's degree in biological sciences or a master's degree with 18 graduate hours in biological sciences required. Prefer a doctorate with graduate course work in microbiology.

MATHEMATICS INSTRUCTOR. JOB #1185. SALARY: $29,016 - $35,016. A bachelor's degree in math or math education and either teaching experience in mathematics or graduate training in remedial education required. Prefer two years teaching experience in a community college at the developmental/college prep level and experience using computer assisted instructional programs. Prefer a master's degree in math or math education.

For official application materials, please call 850/484-1799. The Employment Office is open Monday - Thursday, 7:00 a.m. - 5 p.m. Visit our web site at www.pjc.cc.fl.us.

PJC is an Equal Opportunity Employer.

Wesley Theological Seminary

Announcement of Positions

Pastoral Theology and Congregational Care

WTS seeks to fill a tenure-track position. Teaching needs include core courses in pastoral care and counseling, with expertise in the areas of group process, bereavement, chemical dependency, human sexuality, and family systems theory. Candidates should have a disciplined knowledge of the field of pastoral care, with an emphasis on contextual, inter-cultural, and communal approaches to congregational healing. Competence in the critical psychological and social sciences as well as theology is expected. Candidates should also have a deep concern for the formation of religious leaders and a personal history of engagement in the local church. Involvement in the church at the judicatory and ecumenical levels is desirable. Ph.D. required; M.Div. or equivalent degree preferred. Certified membership in AAPC and/or APCE is preferred. Rank: open. Position begins July 1, 2002. Deadline: October 1, 2001.

James Cecil Logan Professor of Evangelism

WTS is continuing a search for an opening in a tenure or tenure-track position beginning with the academic year of 2002-2003. Candidate should hold a Ph.D. degree in one of the theological disciplines and be able to communicate commitment to the evangelistic ministry of the church with spiritual conviction and intellectual integrity. Experience with a variety of church settings and connectional and ecumenical relationships is expected. In addition, candidate must possess the ability to assist seminarians in the formation of their personal lives for authentic ministry in and to the contemporary world. Candidate will be expected to teach in such areas as theology of evangelism, new congregational development and re-formation of existing congregations, cross-cultural communication of the gospel, evangelism in a multi-cultural society, and the inter-face between Christian faith and a culturally and religiously pluralistic society. Knowledge of the global dimensions of evangelism, including missiology, would be an asset. Candidate must possess a sound knowledge of the Wesleyan tradition. Applicants should demonstrate scholarship in evangelism studies and the broader missional outreach of the church. Ordination and active participation in the life of a congregation are expected. Rank and compensation will be commensurate with experience. Deadline: October 1, 2001.

Interim Associate Director of the Practice in Ministry and Mission Program

WTS seeks to fill this interim position from July 1, 2001 through December 31, 2002. Responsibilities include coordinating placement process for contextual education programs (M.Div., M.A., Student Pastors, Urban Ministry), assisting with cross-cultural immersion requirements, conducting theological reflection colloquies, orienting learning partners and teaching congregations, conducting site visits, advising students, and general program administration. Experience with contextual education and Ph.D. or D.Min. in related field desired. Position will remain open until filled.

Persons interested in applying should send a resume with a cover letter describing their suitability for the position, and direct letters of reference to: Dr. Bruce C. Birch, Dean, Wesley Theological Seminary, 4500 Massachusetts Avenue, NW, Washington, DC 20016 (send e-mail to: bbirch@wesleysem.edu). EOE/AA.

AUBURN UNIVERSITY

Hotel and Restaurant Management Program/ Department of Nutrition and Food Science

The Hotel and Restaurant Management Program in the Department of Nutrition and Food Science, Auburn University, Auburn, Alabama is accepting applications for a tenure track teaching and research position at the Associate or Assistant Professor level to begin August 2001. Appointment is on a 9 month basis (3 month summer appointment possible) with competitive salary commensurate with qualifications and experience. The appointee will be responsible for undergraduate and graduate instruction in the areas of hospitality marketing, law, and finance; hotel management and related courses. Participation in undergraduate student advisement is required. Graduate committee service is expected, along with engagement in collaborative research and teaching with colleagues in the Department of Nutrition and Food Science. Development of professional and scholarly activities also is expected. The appointee will have the opportunity to teach graduate courses utilizing distance education technology.

Required Qualifications: Earned doctoral degree from an accredited institution in hotel and restaurant management, hospitality, or a related field; demonstrated knowledge in the area of expertise as well as strong communication, writing and research skills and evidence of effective teaching. Desired Qualifications: Two years of hospitality industry experience at management/administrative level. This interdisciplinary department offers bachelors, masters, and doctoral degree options which include campus-based programming as well as a masters degree distance education option. **Women and minorities are encouraged to apply.** Screening of completed applications will begin **May 1, 2001** and continue until a candidate is selected and recommended for appointment. Applicants should submit a cover letter including a general statement of interest in the position as well as specific research and teaching interests; detailed resume with publication list; and names, postal and e-mail addresses, and telephone and fax numbers of three references. Send application to:

Dr. Susan S. Hubbard, Associate Professor and Search Committee Chair
Department of Nutrition and Food Science, 264 Spidle Hall
Auburn University, Alabama 36849-5605
Phone 334/844-1333, Fax 334/844-3268

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ROGER WILLIAMS UNIVERSITY

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information.

ASSOCIATE DEAN OF STUDENTS

Roger Williams University, Division of Student Affairs, is conducting a search for a full-time Associate Dean of Students. This position reports to the Dean of Students and Chief Student Affairs Officer and serves as a member of the Dean's lead staff. The division consists of: Counseling and Student Development, Campus Programs, Multi-cultural Affairs, Housing, Residence Life, Health Services, Judicial Affairs, Career Services, Women's Center, Intercollegiate Athletics (Division III), Intramurals and Recreation, and Orientation. The Associate Dean will assist in the overall supervision of the division; have direct responsibility for certain departments based on the candidate's prior experience and needs of the university; serve as the chief judicial hearing officer; and, direct the division's research and assessment projects.

Masters degree required. A minimum of 8 years of higher education experience with progressive responsibilities. The ability to work in a fast pace environment and with many constituent groups.

Salary commensurate with qualifications and experience with a superior benefit package.

Send cover letter, resume and list of three professional references to: *Office of Human Resources, Ref.#HO, Associate Dean of Students, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.*

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin or religion. We encourage all qualified men and women to apply.

www.rwu.edu

COLUMBIA UNIVERSITY

Development Officer Community Impact

The Development Officer will implement and develop an effective strategy for this exciting student volunteer service organization. The position will entail the general organization and administration of a fund-raising plan including proposal writing, direct solicitation, and working with alumni and others to bring about a successful strategy.

The successful candidate will have the required bachelor's degree or its equivalent.and three to five years' development and nonprofit organization experience. Excellent communication skills, both written and verbal; ability to prioritize multiple tasks, including prospective relationships and to work autonomously under pressure of deadline. Computer literacy and database experience essential.

This is a grant-funded position. Please submit resumes via e-mail to columbia@webhire.com or fax to (800) 438-6942. Visit the Columbia Web site for reference number. The Web site address is www.hr.columbia.edu/hr/, or you may mail your resumes to Columbia University P.O. Box 920, Burlington, MA 01803.

Columbia University is an affirmative action/equal opportunity employer.

BATES COLLEGE

President

Bates College, a private, highly selective, liberal arts college, seeks nominations and applications for the position of President. The new President will succeed Donald Harward, who will retire on June 30, 2002 after 13 years of exemplary leadership.

Since its inception in 1855, Bates has been a coeducational, nonsectarian, residential college with special commitments to academic rigor and to programs and opportunities by qualified learners of all backgrounds. Today and throughout the history of the College, Bates' students and graduates have linked education with service, leadership, and obligations beyond themselves. The College has 1,650 students originating from every state and over 50 countries, who work closely with 164 full-time, outstanding faculty.

Located in Maine, Bates enjoys a beautiful 109-acre campus within Lewiston-Auburn, twin cities of about 64,000 people. The College is only an hour's drive from the coast and mountains and 140 miles northeast of Boston.

The ideal candidate will be a proven, outstanding leader who can: articulate a compelling vision that focuses on academic excellence and the value of a residential, liberal arts education; effectively fundraise; and reinforce the College's long standing commitments to academic excellence, international education, service learning, and diversity.

Members of the search committee will begin reviewing applications in May 2001 and continue until the search is filled. For best consideration, please send materials no later than June 29, 2001. Nominations, inquiries and expressions of interest should be forwarded, in confidence, to:

Shelly Weiss Storbeck, Managing Director
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
703/739-4613 (phone)
703/518-1782 (fax)
shelly.storbeck@atkearney.com (email)

For more information about the College, please consult its website: **www.bates.edu.**
Bates College is an affirmative action/equal opportunity employer.

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VISA

Vice-Provost for Enrollment Management and Services

Cleveland State University (CSU) invites applications and nominations for the newly created position of Vice-Provost for Enrollment Management and Services. This position, reporting directly to the Provost and Senior Vice President for Academic and Student Affairs, coordinates and leads university-wide efforts in recruitment and retention.

RESPONSIBILITIES: The Vice-Provost for Enrollment Management and Services has primary responsibility for developing, implementing, coordinating and assessing a comprehensive and effective enrollment management program for CSU. This position focuses on developing the character, number and diversity of all new students entering the University as well as retention success while enrolled through graduation. The Vice-Provost must also take into account CSU's commitment to the mission of an urban university and to maintaining a highly multicultural student body. The Vice-Provost leads the campus-wide effort to improve institutional practices that positively influence transition to college, college and major choice, student satisfaction and retention and student success. This responsibility includes leadership for all operations of the Offices of Admissions, the Registrar and Financial Aid.

In accomplishing these responsibilities, the Vice-Provost for Enrollment Management and Services is required to work collaboratively with deans, faculty, administrators, staff and students to create and maintain a university-wide focus on student satisfaction. These areas include academic colleges, academic support services, student affairs, minority affairs, financial affairs, public relations, student life and alumni organizations. The Vice-Provost serves as the chief spokesperson on enrollment issues and as a conduit for the educational needs of the greater Cleveland and northeast Ohio community.

QUALIFICATIONS: Master's degree or equivalent combination of training and experience. Doctorate preferred. Minimum of seven years of higher education experience that must include: (1) leadership responsibility either for enrollment services and/or admissions; (2) extensive responsibility for marketing; and (3) experience working with information technology systems and technology tools designed for enrollment management. A total of ten years of experience is preferred, including the required seven years in higher education plus any additional related experience in the corporate or higher education sectors. Demonstrated success in achieving enrollment management goals. Demonstrated success in supervising a large diversified staff and coordinating multifunctional teams. Working knowledge of organizational practices and policies in a variety of higher education areas such as academic affairs, student affairs, finance, facilities, human resources, budgeting, marketing and athletics preferred. Demonstrated ability to interact and communicate effectively with diverse public constituencies preferred.

THE UNIVERSITY: Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates a population of 2 million people and features a thriving business community, including 21 Fortune 500 corporations, a growing "high-tech" manufacturing sector, and a strong infrastructure in support of regional economic development. The Greater Cleveland area offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live. Cleveland has outstanding cultural, recreational and intellectual opportunities. It is one of America's greatest and most well established cities. The University has a strong urban mission, serving Greater Cleveland as a community leader in accessible education. Cleveland State University provides educational opportunities to many diverse and talented students living throughout the Greater Cleveland and northeast Ohio area. For more information about CSU, please visit our Web site at www.csuohio.edu.

COMPENSATION: Salary is very competitive, based upon qualifications and experience. Cleveland State University offers an outstanding benefit package that includes medical, dental, vision, disability and life insurance as well as tuition assistance.

This is a twelve-month position, available June 2001. To apply for the position, please send a letter of application outlining your experiences and success in higher education in the areas of admissions and retention and your resume with the names, addresses and telephone numbers of 5 references to: **Search Committee, Vice Provost for Enrollment Management and Services, c/o Provost's Office, Cleveland State University, Rhodes Tower 1209, 1860 East 22nd Street, Cleveland, Ohio 44114-4435, e-mail: J.McLoughlin@csuohio.edu, phone: (216) 687-3583.**

Review of applications will begin immediately and continue until the position is filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

CSU Cleveland State University

DOMINICAN
UNIVERSITY
of CALIFORNIA

Position: Biology
Institution: Dominican University of California
Location: CA

Biology, Chair, Department of Natural Science and Mathematics and Associate Professor, Biology at Dominican University of California, San Rafael, California. 12-month tenure track faculty position with release time for program administration beginning July 1, 2001. For full position description and application information go to **www.dominican.edu** and click on "Jobs at Dominican."

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Knox College

Business Office
Galesburg, Illinois 61401-4999

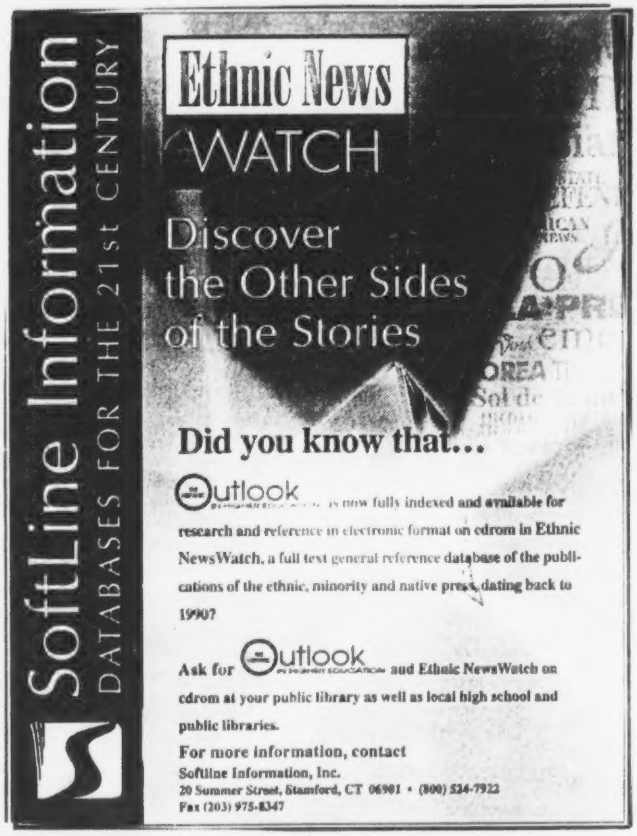
Admission Officer
Assistant/Associate Director or Counselor
Multicultural Emphasis

Knox College invites nominations and applications for two positions in the Office of Admission. The emphasis of both positions will be on developing and coordinating strategies to recruit students of color, with one focused on African-American students and the other on Latino students. Successful candidates will be responsible for a full range of recruitment activities within a geographic territory, which include representing the College at off-campus events, counseling prospective students, conducting interviews, and evaluating applications.

Applicants should demonstrate exceptional verbal and written communication skills, an outgoing personality, effective organizational and analytical abilities, an interest in working with persons of diverse backgrounds, and an appreciation for the value of residential, liberal arts education. Prior experience in college admission, particularly in a selective college environment, is desirable. Title (Counselor, Assistant Director or Associate Director) and compensation will be commensurate with experience.

To apply, submit a letter of application, including a description of your qualifications, along with your resume to Paul Steenis, Director of Admission, Knox College, Galesburg, Illinois 61401. Review of applications will begin immediately and continue until the positions are filled.

Knox College, one of the nation's forty "Colleges That Change Lives," is a community of 1,200 students and 350 faculty and staff with a long-standing commitment to providing access and opportunities to all qualified students. The Office of Admission [illegible] seeks a staff that reflects the diversity of our community.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CCBC
The Community College of Baltimore County

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The Community College of Baltimore County invites applicants for the following Professional positions.

For best consideration submit cover letter and resume to: **The Community College of Baltimore County, Human Resources Office, 800 South Rolling Road, Baltimore, MD 21228. Fax: 410 869-7149, TTY 410 869-7151.** For job details visit our web site at **www.ccbc.cc.md.us.** *EEO/AA Employer. Women and Minorities are encouraged to apply.*

Essex Campus

Computer Information Systems Faculty Member - Req. Bachelor's degree. Minimum 2 yrs work experience in administration. Pref.: Master's degree, teaching exp., MCSE or CAN/CNE certification. (2001/081

Director of Admissions - Req. Master's degree in Higher Education, Marketing. Student Personnel or related field. Three (3) yrs of professional admissions administrative exp. in a higher education setting. Demonstrated exp. in strategic planning for enrollment management. Ability to work with integrated management information system databases. Demonstrated skills in leadership, management and staff development. Excellent written, oral and interpersonal communication skills. Ability to work collaboratively with all campus constituent groups in affecting problems and innovation. Salary: Cat. IV, $46,855 - $69,550 (Salary beyond the 1st quartile applies only to current CCBC benefit eligible employees) (2001/087)

Director of Financial Aid - Req. Master's degree in Higher Education Administration, Student Development, Business Administration or related field. Three (3) yrs professional administrative exp. in Financial Aid in a higher education setting. Demonstrated exp. working with integrated management information systems and other computer software. Knowledge of financial aid databases. Knowledge of financial aid needs analysis procedures and appropriate state/federal regulations, ability to insure compliance under programs. Excellent written, oral and interpersonal communication skills. Evening , weekend work and travel is also required. Ability to work collaboratively with all campus constituent groups in affecting problems and innovation. Salary: Cat. IV, $46,855 - $69,550 (Salary beyond the 1st quartile applies only to current CCBC benefit eligible employees) (2001/088)

Northern Essex Community College

ASSISTANT DEAN OF BUSINESS & INTERNATIONAL PROGRAMS, & NON-TRADITIONAL LEARNING: The Assistant Dean reports to the Associate Dean of Business & International Programs, & Non-Traditional learning, who reports to the VP of Academic Affairs. The Assistant Dean has primary responsibility for the quality & administration of all Business, Information Technology, Administrative Management, & Health Information Technology Associate Degrees, Options, & Certificates, both day and evening. The Assistant Dean is expected to provide intellectual leadership & visionary direction, while fostering a positive atmosphere that emphasizes learning-centered teaching & career growth. Earned Master's Degree or higher in a related discipline. Increasingly responsible exp. in academic or workplace management. Strong instructional background in an institution of Higher Ed, preferably a community college or the equivalent, which has included responsibilities beyond classroom instruction, such as: curriculum & course development, scheduling of faculty, program review, work w/ a diverse student body, & a thorough understanding of the teaching/learning process & experience working in business or related settings. Demonstrated understanding of both computer software & hardware w/ applications to developing curricula at the college level; &, an understanding & commitment to the mission of a comprehensive community college; bilingual &/or bicultural background. Capable budget planner & manager. Experience in collective bargaining administration. $58,000-$75,000 w/ a complete fringe benefit package.

TO APPLY: Please send resume & cover letter indicating Post #379-O. The cover letter must not exceed 5 pages & include: statements addressing qualifications, required skills & abilities; & the names, titles, institution/business & home telephone #'s of 5 references: 1 former or present student, 1 supervisor, 1 peer, 1 support staff member and & 1 community member. Final candidates will be asked to complete on on-site exercise & meet w/ a variety of campus groups. Please send cover letter & resume to the Associate Dean for Human Resources, Northern Essex Community College, 100 Elliott St., Haverhill, MA 01830. E-mail address: HR@necc.mass.edu or Fax: 978-556-3723
DEADLINE: May 11, 2001 POST #379-O

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Send resume and cover letter indicating Post to HR, NECC, 100 Elliott St, Haverhill, MA 01830. E-mail: HR@necc.mass.edu or Fax: 978-556-3723

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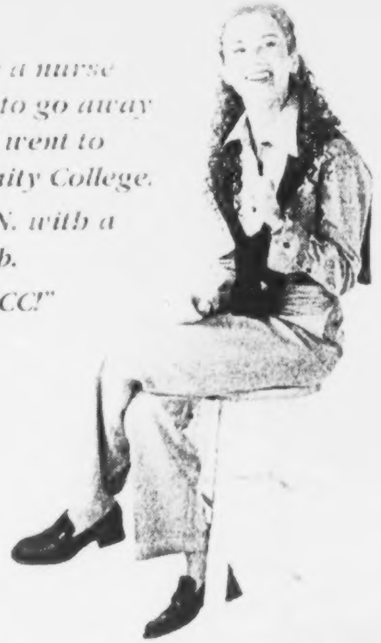
FOR FURTHER INFORMATION CONTACT:

John Roueche
Professor and Director, CCLP

Suanne Roueche
Director, NISOD

Department of Educational Administration
College of Education
The University of Texas at Austin
Phone: (512) 471-7545
Fax: (512) 471-9426



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VICE-PRESIDENT FOR STUDENT LIFE

Manhattan College is a Catholic coeducational institution of higher learning in the Lasallian tradition offering degree programs in the arts, business, education, engineering and science. Located in the Riverdale section of New York City, the college has approximately 3,200 full and part-time undergraduate and Graduate students enrolled in over 40 fields of study. The faculty student ratio is 1 13. The College is committed to excellence in teaching a diverse student body and preparing students for successful careers and fulfilling lives.

Reporting to the President, the Vice-President for Student Life is a member of the President's Executive Cabinet and oversees Admissions/Financial Aid, Athletics, Campus Ministry/Social Action, Career Services, Counseling Center, Dean of Students, Food Services, Health Services, Residence Life, Student Activities and Security.

Qualifications: Although an earned doctorate and extensive experience in Student Services Administration is highly preferred, we are open to candidates with doctorates and experience in related and non-traditional areas.

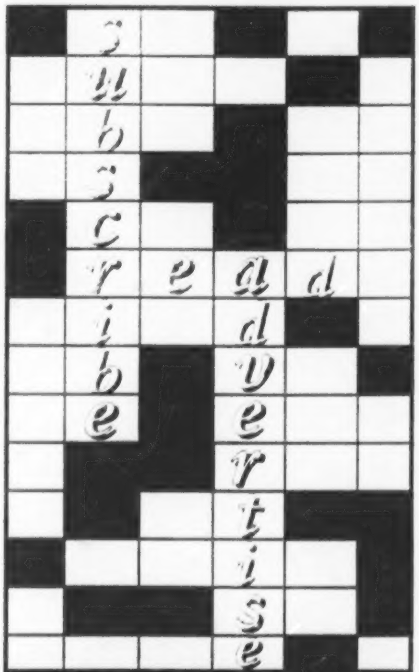
Manhattan College is seeking a professional who:

1. In addition to giving support to our Campus Ministry/Social Action and Counseling Departments is able to assure that the College's Catholic values and morals remain the foundation for the lived culture in our Resident halls.
2. In view of the growing percentage of students who choose to reside on campus, is able to enhance and expand our array of student activities, especially those that our more academic in nature.
3. Understand the potential and pitfalls of a Division I Athletic Program noted for its very high graduation rate, gender-equity compliance, and conference competitiveness.
4. Is able to collaborate with the Assistant Vice-President for Enrollment Management to assure continuing achievement of recruitment goals and improvement in an already strong retention rate.

Applications must be received no later than **May 20, 2001**. Please send a resume, cover letter, three references and salary requirements to **Ms. Barbara Fabé, Chair, Search Committee, c/o Human Resources Department.**

MANHATTAN COLLEGE
1513 Manhattan College Parkway
Riverdale, New York 10471
Fax: (718) 862-7350

Women and minorities encouraged to apply. We are committed to a diverse workforce. An AA/EO Employer M/F/D/V



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UNIVERSITY OF CINCINNATI

DEAN,
COLLEGE OF ALLIED HEALTH SCIENCES

(573N) The University of Cincinnati invites applications and nominations for the position of Dean of the College of Allied Health Sciences

Founded in 1819, the University of Cincinnati, a state-supported research institution, offers 450 academic programs on five campuses including a major medical center. The total enrollment is 33,180 including more than 5,000 graduate students. The University s annual budget is more than $700 million and its endowment approaches $1 billion, making it the 40th largest university endowment in the nation and 15th among public universities. The University is also among the nation s top institutions in income from patents.

The College of Allied Health Sciences is a new college, founded in 1998 as part of the University Medical Center, CAHS offers undergraduate, masters and doctoral programs. The academic programs include: Communication Sciences and Disorders, Dietetics and Nutrition, Genetic Counseling, Medical Technology, Advanced Medical Imaging Technology, Physical Therapy, and Physical Therapy Assisting. At the present time, the College has 40 full-time faculty, 275 undergraduate students and 415 graduate students. As part of the Medical Center campus, the College enjoys collaborative relationships with the College of Medicine, the College of Pharmacy, the College of Nursing and Health, and the Children s Hospital Medical Center. A leader in research and medical education, the University of Cincinnati Medical Center received over $140 million in grant funding in 2000. Several of the departments are ranked in the top ten among peer departments in medical schools across the nation. More information about the College of Allied Health Sciences and the University of Cincinnati is available at our Website, http://www.uc.edu.

Nominations and applications for the position of Dean of the College of Allied Health Sciences are being accepted at this time. The Dean should be a person with strong leadership skills and a vision for the future of the health professions. The successful candidate for this position should possess the following qualifications:

- An earned doctorate in a health-related field or in a discipline related to the health professions, the bio-medical sciences or health education.
- A distinguished record in teaching, scholarship and service appropriate for an appointment at the rank of professor.
- Experience in academic administration including budget administration, faculty development, strategic planning, personnel management, and new program development.
- Experience in interdisciplinary collaboration in research and teaching.
- Demonstrated leadership skills and superior interpersonal and communications skills.
- Ability to develop a vision for increasing enrollment in existing programs, for the development of new undergradual programs and expansion of graduate programs, and for increased research funding.
- A commitment to enhancing diversity and equity with a particular emphasis on increasing diversity in the student population.
- An understanding of current and emerging issues in the allied health professions.

Completed applications should include a statement of interest (noting control #), vitae, and three letters of reference including contact information for those providing the letters. Review of applications will begin on May 25 and continue until an appointment is made. It is anticipated that the dean will begin his or her tenure on or before January 1, 2002.

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ACADEMIC SERVICE TO THE LATINO COMMUNITY

Dr. Edgar Nesman is professor emeritus of sociology at the University of South Florida and has worked extensively with community organizations in Florida and Latin America.

The Latino journey from community to campus has not always been easy, although the increased number of Latino students, staff, and faculty might indicate there are fewer obstacles than before. Will this increased number bring parallel improvement in their communities? Will the number finding their way to the campus continue to increase? And will they be successful while there? The answers are closely related to the degree of involvement of those on campus with the communities that surround them.

In a recent article, "Too Few Universities Answer the Call of Cities," Neal R. Peirce of the *Washington Post* Writer's Group, criticizes the academic world and those who inhabit it. While noting the contribution that universities make to the economic, health, and social well-being of the surrounding communities, he asks, "Could our colleges and universities, into which we've poured so much of our public and private wealth, do more to help the urban regions of the nation that now are so deeply afflicted by rising crime and ethnic group polarization?" He then answers the question: "Faculty, graduate students, and undergraduates could all be involved in research and extensive experiential learning, working with neighborhood leaders who know the situation 'on the ground' to explore solutions to these perplexing and dangerous problems of our time."

For those who have tried to help the university break down academic walls and reach out, this situation represents a great opportunity. But there are impediments. Some are deep-rooted and not easily overcome, but a few are not insurmountable. They include:

ACADEMIC ISOLATION, closely related to academic freedom and part of the self-selection process that often lures professionals with the promise that they can "do their own thing"–without constant supervision;

EMPHASIS ON THEORY, rather than practical skills, which often provides great ideas but few techniques for solving problems;

HEAVY TEACHING LOADS that allow little time for active community service;

TENURE, PROMOTION, AND RAISES based on campus-based activities of teaching, research, and writing rather than community service. The net result–there is often no payoff from community service for professors. This might be even more true for Latinos who feel they must work extra hard to prove themselves in academia.

Despite the obstacles, positive outcomes can outweigh the negative aspects and provide three-way benefits to the university, to the community, and to the person involved.

THEORY TESTING: Participation in applied research and community service gives an opportunity to see application of the theories that are so much a part of academic disciplines. A main assumption of science is that all knowledge is tentative and new evidence is always welcome. All theories need further testing in real-life situations.

TEACHING EXAMPLES: Community service provides examples for the classroom, examples that might be the entrance point for students to begin to understand the more abstract principles.

USING SCIENCE TO BENEFIT THE COMMUNITY: Community service offers an opportunity to apply new scientific knowledge to help solve problems and help uncover elements in the situation that are not easily seen. It gives perspective.

PUBLIC RELATIONS: Academic participation can also offer positive public relations, an important by-product of community service–but it can have its negative consequences if it becomes an end in itself.

ADDITIONAL FUNDING SOURCE: Economic advantage can ensue. There are increasing opportunities for university expertise to be offered in situations where there are funds to pay for it from external sources. But funding opportunities need to be balanced with the same search for truth that governs campus teaching and research activities.

The solution calls for more than an administrative mandate by university officials. It seems important for all on campus, especially those from a Latino background, to affiliate with groups reaching out to the community so that others might have the same opportunity in the future. At the same time, they cannot neglect their work with those groups that can help ensure success on campus. The results are not only a "pay-back" to the community, but also enhance the campus educational process.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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PRESIDENT

Pitzer College

Pitzer College seeks as its fifth president, a person of exceptional energy and passion. This leader will look forward to challenges and be adept at identifying invigorating, exciting, attainable opportunities for our young, but now mature, college. We envision a leader who, by the demonstrated example of past experience, can:

- Promote a commitment to learning and to the liberal arts, and to the engagement of that learning in responsible action.
- Embrace, reinvigorate, and gain recognition for the distinctive aspects of Pitzer's curriculum, pedagogy, and research goals.
- Represent and support Pitzer's commitment to the importance of empowering student academic autonomy in the context of a residential community.
- Support faculty scholarship and creative work.
- Foster openness and participatory governance that includes faculty, students and staff of the college.
- Build ties between the Board of Trustees, the emerging alumni and the entire campus community and continue to build a strong Student/Alumni/Board base for the college.
- Demonstrate interest in and commitment to student life issues and be a presence on campus.
- Develop and lead an effective, talented, and committed staff.
- Continue, advocate and strengthen the college's commitment to diversity.
- Manage conflict creatively and successfully.
- Advance the common goals of the Claremont Colleges Consortium and represent Pitzer's perspective in the Council of Presidents.
- Build endowment actively by the successful completion of the current comprehensive campaign, the overseeing the master-planning process, and the immediate launching of a program for capital campaign development and building renovation.
- Articulate the intellectual mission of the college before different audiences in a wide variety of forums.
- Seek opportunities to invigorate the intellectual lives of students, faculty and staff.
- Represent the college as an exemplar of its mission and values.

College Profile

Founded in 1963, Pitzer College emphasizes close faculty/student relationships and a strong democratic ethos. With about 850 students, Pitzer College is one of the five undergraduate colleges and two graduate institutions that comprise the Claremont Colleges Consortium. The campuses are physically contiguoud and share a central library, bookstore, medical center and other facilities. Joint programs are available in the sciences, music, theatre and interdisciplinary studies.

Pitzer's educational philosophy emphasizes the development of students' autonomy within the context of a residential community. Students create academic programs in close collaboration with their academic advisors. Those programs pursue Educational Objectives that focus on interdisciplinary perspectives, intercultural understanding, and social responsibility. The Educational Objectives also include the acquisition of a broad knowledge in the arts, humanities, social and natural sciences combined with in-depth knowledge in a particular field of study. Throughout the curriculum, Pitzer College integrates the development of critical thinking, formal analysis, and effective oral and written expression.

Pitzer's commitment to democratic participation is seen in the inclusion of student representatives on all of the College's standing committees. Students, staff and faculty participate in College Council, Pitzer's decision-making body. Pitzer's alumni and trustees are actively engaged in supporting the vision, goals and objectives of the College.

Pitzer celebrates cultural diversity and intercultural understanding. Ethnically diverse students come from throughout the United States and nearly 20 other countries. Students are encouraged to participate in one of Pitzer's many language and cultural immersion programs. These choices include Botswana, China, Costa Rica, Ecuador, Italy, Japan, Nepal, Ontario (California), Turkey, Venezuela and Wales, as well as other locations

Pitzer fosters interdisciplinary perspectives in individual courses and in many of its programs. Students may concentrate in a current array of 19 explicitly interdisciplinary programs.

Pitzer develops personal and social responsibility by emphasizing a concern for the social consequences and ethical implications of knowledge and action. Pitzer students can take courses that embrace this objective and can participate in numerous community-based research projects here and abroad.

The College is currently engaged in several endeavors to advance its educational mission. It is building endowment funding to increase student and faculty diversity through scholarships and professorships. Pitzer is engaged in a Master Planning process to reinvent the residential living and learning environments. It is exploring ways to further invigorate intellectual life at the College through, among other things, enhanced support for faculty scholarship and creative work, curricular development, and campus-community partnerships in learning.

Application/ Nomination Information
Applications and nominations should be directed to:

John N. Tierney, Chair
Presidential Search Committee - Pitzer College
1140 North La Brea Avenue
Los Angeles, CA 90038

Applications should include a letter of interest, detailed vita, and the names, addresses, and phone numbers of at least five references. Applications and nominations will be accepted until the position is filled.

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DIRECTOR

Office of Equity and Equal Opportunity

Miami University invites applications and nominations for the position of Director of Equity and Equal Opportunity as our current Director, Mr. Gary Hunter, is retiring after 22 years of distinguished service. The new Director (and his or her staff) will work with campus-wide constituencies to provide the leadership and vision necessary to advance the University's goals of creating a more diverse workforce and a more welcome and inclusive environment for all. This position will report to the President with a dotted line to the General Counsel.

Miami University is ranked as one of the premier public universities in the United States and is especially noted for the quality of its academic programs, its distinguished faculty and its high graduation rates. Miami is the most selective public university in Ohio and among the most selective of all public universities nationwide. Miami employs over 850 full-time faculty and 2,500 staff members. Miami has an enrollment of 16,000 students on its main campus in Oxford, Ohio. The University, located near Cincinnati, is renowned for the beauty of its 2,000-acre campus. There are also two regional campuses, located in Hamilton and Middletown, Ohio, and the John E. Dolibois European Center in Luxembourg.

Additional information about the University can be found at **www.muohio.edu**

The Director will ensure compliance with all aspects of affirmative action requirements and related programs, including preparing and monitoring the plan and other University efforts. In addition, the Director will work with hiring departments to develop diverse pools of candidates for faculty and staff positions; ensure compliance with fair employment hiring policies and procedures; investigate and respond to complaints of harassment and discrimination; coordinate disability issues related to faculty, staff and students; address issues of equity, based on gender and sexual orientation; and assist other campus departments in providing training regarding affirmative action and equal opportunity issues.

Qualifications include a Bachelor's degree; at least three years experience working in Human Resource Administration, Equal Employment Opportunity or Affirmative Action in the public sector or higher education; knowledge of affirmative action and equal opportunity laws, regulations and policies including experience with the EEOC, OFCCP and other relevant government agencies; investigation and conflict-resolution skills; strong analytical and writing skills along with experience in analyzing statistical data; and strong interpersonal and communication skills. Preferred qualifications include an advanced degree (J.D., Master's or Ph.D.) and experience in a public university.

Salary is competitive and commensurate with experience and other qualifications and candidate is eligible for University provided benefits.

Screening of applications begins May 15th and will continue until the position is filled. Interested candidates should send a cover letter, resume and list of three references to:

Ms. Kate Stoss
Office of Personnel and Benefit Services
179 McGuffey Hall
Miami University
Oxford, OH 45056

The University may request writing samples and references during the search process. This search is subject to the provisions of the Ohio Public Records Act. Miami University offers equal opportunity in education and employment and encourages candidates with diverse backgrounds to apply.

Miami University's report, *Campus Crime and Safety*, is available at www.muohio.edu/righttoknow.
A hard copy may be obtained by contacting the Personnel Office.

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A CAPITOL VIEW

Mathematics Education and the 21st Century

BY GUSTAVO A. MELLANDER

When many of us went to college, mathematics was arcane and something some of us struggled through. Eventually we were told it really wasn't that important. We were encouraged to concentrate on those subjects we enjoyed and in which we excelled.

The wheel has turned. Now we are told that unless children master mathematics, they will not succeed in college. Further, their life opportunities will be limited. At the same time, we are told that our education system doesn't prepare our students properly in either mathematics or the sciences.

Washington D.C. has studied the issue for years. A new report from the National Research Council states that students' progress toward proficiency in mathematics requires major changes in instruction, curricula, and assessment.

"Too few students leave elementary or middle school with adequate mathematical knowledge, skill, and confidence for the nation to be satisfied with the condition of school mathematics," said Jeremy Kilpatrick, chair of the committee that wrote the report.

To successfully develop all aspects, a coordinated and systematic approach to mathematics education is required. Simply developing speed in pencil-and-paper arithmetic might have been sufficient for our parents and grandparents, but today's students need a deeper understanding of mathematics to thrive in an increasingly technical economy. Improvement requires a comprehensive and sustained effort among policymakers, administrators, teachers, university faculty, parents, and others to enhance both instruction and achievement.

Knowledge of mathematics is important for making sense of a high-tech world, yet the nation's approach to mathematics has been inconsistent and marked by an emphasis on routine arithmetic—with a heavy dose of memorization and repetition, the committee said. Furthermore, recent studies have shown that many elementary and middle school teachers have only a shaky grasp of mathematics themselves and often are unable to clarify key concepts for students or solve problems that involve more than basic calculations.

Such failure to more fully explore mathematics limits an individual's potential and hampers national progress by insufficiently preparing future workers and citizens, the report points out. Results from state, national, and international assessments conducted over the past 30 years indicate that U.S. students can adequately perform straightforward computational procedures, but tend to have a more limited understanding of fundamental mathematical ideas. They also have trouble applying mathematical skills to solve even simple problems. These trends could impede the academic advancement of at-risk students.

Paramount in the report's recommendations is the finding that the nation can and should groom all students to be "mathematically proficient," mastering much more than disconnected facts and procedures. Moreover, this target should drive school-improvement efforts.

Five intertwined and equally important strands comprise the committee's definition of mathematical proficiency.

First, capable students should be able to understand and apply important concepts. They also should be able to compute with ease, formulate and solve problems, and explain their reasoning. Finally, they should have confidence in their abilities and view mathematics as a sensible and worthwhile subject. Each strand requires constant attention.

The committee concentrated on how students learn about numbers and operations. Relevant research was abundant in those areas, and debates over mathematics curricula and instruction in elementary and middle schools often center on arithmetic. Nonetheless, the goal of proficiency also applies to other important areas of mathematics, including algebra, geometry, and statistics, according to the report.

The ideal curriculum should link calculation to everyday situations to help students make connections. Numbers and operations can be illustrated in various ways. For example, one-half could be shown as a fraction, a decimal, a percentage; a point between zero and one on a number line; or as a shaded portion of a figure.

Role of Colleges and Universities

To better prepare teachers for elementary or middle school math instruction, colleges and universities should create programs or courses that emphasize thorough knowledge of mathematics and of the processes through which school children come to understand the subject, the committee said. On the job, schools should give teachers more time and other resources—such as continuous and high-quality training, as well as useful instructional materials—to acquire a solid understanding of mathematics and improve their techniques.

Proficiency is an ambitious goal. But the United States will never reach it by continuing to tinker with the controls of education policy, pushing one button at a time. In recent years, many states and school districts have raised academic standards in mathematics, introduced new assessments, and offered teachers new professional-development opportunities. But these efforts have been fragmented.

While a solid base of scientific evidence supports the committee's call for immediate action to help all students become mathematically proficient, I suggest additional research is needed to shed more light on the elements of successful mathematics teaching and learning, as well as on those obstacles that block progress. The fruits of such investigation, coupled with data from systematic evaluation of programs and initiatives, could encourage improvement efforts.

Seems like ideal projects for our universities and colleges to undertake.

Dr. Mellander is a professor at George Mason University.

HD

Esquina Editorial

¡Hola!

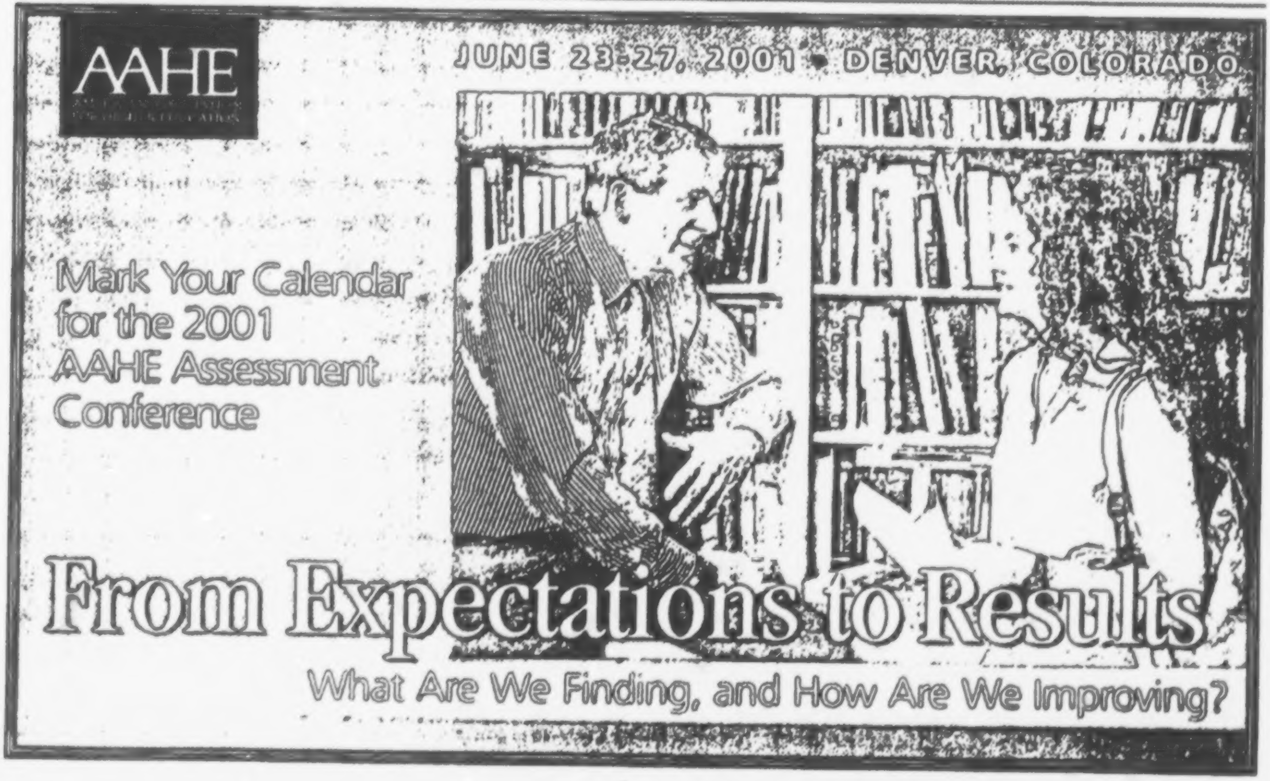
Much of what we know about our foremothers and forefathers and their settlement in the U.S. had not been documented in textbooks but disseminated through cultural lore and passed on from previous generations. That is until recently when a movement in earnest to recapture and record our history has taken place. These archives not only detail how and when various immigrations arrived, their struggles, accomplishments, and contributions to American history, but also debunk certain historical assumptions. One of our features, entitled "Recapturing Latino History – Document by Document" examines this progression: "In these historical archives are old photographs depicting men working alongside women, and Blacks alongside Whites, in tobacco factories...There was an alternative to Jim Crow, and it existed here in Tampa," Patrick Riordan, the director of the University of South Florida's Resource Center for Florida History and Politics, explains, "and it can be studied through the records of social clubs, and there was an alternative to gender stereotyping, and that, too, can be studied in these records."

However, the volume of material available is not evenly distributed across ethnic groups. "Many a campus these days can boast of compilations of textbooks and novels reflecting Hispanic heritage and African American culture. Often the collections are linked to an ethnic studies department. But a clamor is rising for higher education institutions to turn the page and broaden the diversity of their offerings."

Some higher education institutions, such as University of Texas at Austin, Stanford University, the City University of New York's Centro for Puerto Rican Studies, and the University of South Florida, are recognized for their ethnic studies collections. Needless to say, there is room for more. The return on investment would be worth it for colleges and universities to broaden or even begin to develop these cultural archives.

Next, *HO* will devote many of its pages to education in the health professions and health care issues. Several feature stories include: expanding the number of nursing graduates in San Diego, preparing tomorrow's Hispanic M.D.s, and the changing face of health care.

M. Sanscent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TITO GUERRERO RIGHTING THE SHIP

Grants and Diversity Rising at USC

BY MICHELLE ADAM

Dr. Tito Guerrero, III, built a solid track record at Texas A&M University at Corpus Christi for 21 years before accepting the post of president at the University of Southern Colorado in Pueblo, Colorado, four years ago. He had climbed the ranks from assistant professor, full professor, dean of students, and vice president of student affairs–its first–to his last post there–provost and vice president of academic affairs.

Although extremely successful during his tenure at Texas A&M, where he was responsible for doubling faculty size, quadrupling University funding, and expanding academic offerings–his eyes were on the gold. "By the time I became a provost, I already had in my mind the desire to be a president someday," said Guerrero. "There's probably a certain amount of ego in thinking that I could make an important contribution."

Guerrero recounted how he became president of the University of Southern Colorado. "My former boss, Robert Furgason, who is the current president of Texas A&M-Corpus Christi, and I were talking about the possibility of my moving on and seeking the presidency. A year before an opening for the presidency here at USC occurred, he said, 'You know, Tito, one of these days, if the University of Southern Colorado is ever looking for someone, you really ought to look at it. It's a phenomenal place to work.'" Much to Guerrero's surprise, USC did announce an opening, and, of course, he applied. The result speaks for itself.

"I am going to guess that some of the factors that played into their decision to hire me had to do with the fact that I had a fairly stable career at Corpus Christi. I didn't climb the academic ranks by moving from one institution to another, but rose through the ranks at one institution. I think that communicated to folks that I made commitments for the long haul," said Guerrero.

Other factors that perhaps attracted USC to pick Guerrero were his track record in diversifying faculty and staff, his prior success in increasing university funding, and his ability to unite others and garner support for a cause. All of this was of grave consequence to USC, which, at the time of Guerrero's hire, had been experiencing a long-term decline in enrollment.

"The order of the day was to do something about our enrollment decline. I am pleased to say we have been able to turn that situation around," said Guerrero.

Four years later, the record reflects success. Described by the local newspaper as "righting the ship," Guerrero has not only reversed enrollment decline but has brought more diversity, money, and community outreach to the University.

In terms of numbers, the past two years at USC have witnessed an increase in enrollment from a six-year decline, counting a 9 percent increase in first-year-student enrollment in 1999 and an additional 7 percent this past year.

"The proof [is in] the pudding–we are seeing some very positive indicators," said Guerrero. Asked how he accomplished the feat, Guerrero pointed toward his University-wide effort of outreach. He visited and built relationships with local high schools and community colleges in the area, as he did with local movers and shakers such as city government, the Chamber of Commerce, and advocacy groups.

Guerrero was also proud to point out that the enrollment increases have not been without diversification. "All minority enrollments are up," he said. The effect of this has been that for the first time, this past year USC achieved Hispanic Serving Institution status, which means that more than 25 percent of its approximately 4,000 students are Hispanic. To be specific, about 27.2 percent, according to Guerrero's estimates of this past fall. "As an HSI, there are certain procurements that we can compete for that institutions not HSIs cannot," said the president.

Already benefiting from the new HSI status, USC has been awarded a $100,000 grant from the W.K. Kellogg Foundation to develop a new community-wide approach toward keeping Hispanic students enrolled. The University will partner with 14 educational and civic groups across Southern Colorado to find ways to help Hispanic students better prepare for college-level coursework. This is of vital importance to USC since, according to the local newspaper, *The Pueblo Chieftain*, "Dropouts by Hispanic students have constituted a major factor in USC's declining enrollment."

Beyond the grant, however, Guerrero has already made efforts in the direction of improving retention. He has put in place what he calls "intrusive advising." With this, faculty and staff are advised to look for early warning signs of students floundering or experiencing difficulties and to intrude and assist them before it is too late.

"There is evidence to suggest that the institution had not done as well as it could have for Hispanics and other minority students as we are doing now," said Guerrero.

During his first three years as president, Guerrero established records for fundraising (netting approximately $18 million) and for legislative appropriations to support capital construction and deferred maintenance projects (approximately $31 million). USC received about $15 million in external research and service delivery project funding as well. In sum, under his leadership, the University experienced a 19 percent increase in federal and a 34 percent increase in private grant and contract activity. The success he has achieved in attracting funds has come during a time, however, when he has been forced to make budget cuts in the millions in order to balance out the result of an accumulated low enrollment during the years prior to his presidency.

Asked what has contributed to his successes at USC in such a short time, Guerrero points toward his administration and staff.

"The conductor, himself or herself, is not going to be able to produce that beautiful music. It is going to require all members of the orchestra working together to do that. That is how I feel. I think I can bring certain elements into the work situation, but it is the individuals with whom I have the good fortune to work who in the long run really make these successes possible," he said.

But when pushed to find his own place in the picture of success, Guerrero added, "I hope that some of the successes we've experienced are a manifestation of the degree to which people believe I bring integrity, enthusiasm, and support for our educational mission. I think that with those factors at play, donors will be more likely to share their hard-earned resources, and colleagues will believe they have an administration that supports them and allows them to take risks."

It is Guerrero's strength in working with others that attracted him in the first place to try his hand at leadership in academia. Although he experienced success as a teacher in the classroom, as an administrator he felt he could help more with his skills. "I felt that I just had the ability to work well with people–to be able to get them to think about coming together as members of a community to work toward a common goal," he said.

The Early Years

Given his many years in the field of education–close to 30–it comes as a surprise to hear Guerrero say that he originally had no interest in academia or the like. He recalls his earlier years growing up in Karnes City, a

small town south of San Antonio, Texas, which until recently didn't have even one stop light. His father had a sixth grade education, and his mother, a fourth grade education. And his parents grew up in a system in which Mexicans, Blacks, and Whites attended separate schools.

Guerrero was part of the first class to enter the school system in 1954, after the Supreme Court's *Brown v. Board of Education* decision ended segregation. "But when I was growing up, I couldn't be a Boy Scout or Cub Scout. There were barbershops that wouldn't cut my hair. I couldn't swim in the swimming pool in town. The only ticket for me to really enjoy the fruits of society would be to go to school," he said. So that's what he did.

Guerrero received an undergraduate degree at Texas A&M University and a master's at the University of North Texas. But the ride was anything but easy. "I never received any kind of free money," he said. At that time, Guerrero had friends who were working in higher education, but, he said, "I never saw myself in higher education. They were earning poverty wages."

It was when Guerrero received a free Ford Foundation fellowship to Harvard, under the agreement that upon completion he work in higher education, that he couldn't refuse this career path. "It was like winning the lottery," he said. "That fellowship did it. I had to agree that I would commit to start working as a faculty member. To have an opportunity to go to Harvard and get a doctorate and have the entire experience paid for by somebody else was something I couldn't say no to."

> ***"I'm proud that our highest retention of minorities is among Hispanic students here at the University, but we still have lots of room to improve in this area."***

As one of the few of his community to go on to college and succeed as he has, Guerrero now sees it as his responsibility to help the less fortunate achieve access and retention in higher education.

"Access continues to be a big concern for me. There are still too many children who are not taking full advantage of the educational opportunities available to them," he said. "I think we need to work hard with community colleges, with public and private schools, to do all that we can to make it possible for a child in this society to be able to really believe that he or she can achieve his or her fondest wish."

Guerrero is appalled by the high school dropout rates for Hispanics. Although improving, "we still have a long way to go."

"I think we have a responsibility to do all that we can to redirect fiscal resources that will make it possible for students of limited means to be able to think or believe that a higher education is just as possible for them as it is for children who come from a family of higher privilege." When looking at USC and where he can make a difference in retention, he said, "I'm proud that our highest retention of minorities is among Hispanic students here at the University, but we still have lots of room to improve in this area."

His own understanding of the value of education for all drives Guerrero to seek to continue to improve and bring further educational opportunities to those in the communities surrounding USC. Looking into the future, he is currently leading the University's participation in a detailed analysis of regional demographics to determine the higher education needs of Southeastern Colorado. He is collaborating with the larger Colorado university, Colorado State University, in bringing more graduate programs to USC (CSU, a state research university, has approximately six times the number of students as USC, a more regional university). The benefit in this is that students can achieve graduate degrees without having to travel three or more hours out of the area to do so. As a reflection of these changes, Guerrero is considering the possibility of changing the name of his university to Colorado State University-Pueblo.

Another area of interest for the future of USC is technology. "We are really proud of the degree to which we are becoming increasingly sophisticated in the area of technology. We have the lowest ratios of computers to students of campuses nationwide. We also have had a very aggressive group of folks in technology who have helped us get significant funding," said Guerrero. Cited recently in the local newspaper was USC's receipt of $10.7 million in federal grants to improve teacher quality and competence with technology. The grant money will help the University in its outreach efforts to 16 school districts and five community colleges. The school's governing board acknowledged this achievement, among others, as the result of Guerrero's leadership and "goals that he set and accomplished."

As a major provider of teacher credentials in the state, USC is looking to enhance its teacher preparation program, and is seeking national accreditation for it. Guerrero has also established a strategic planning committee to devise a four-year plan to address the changes the University might face.

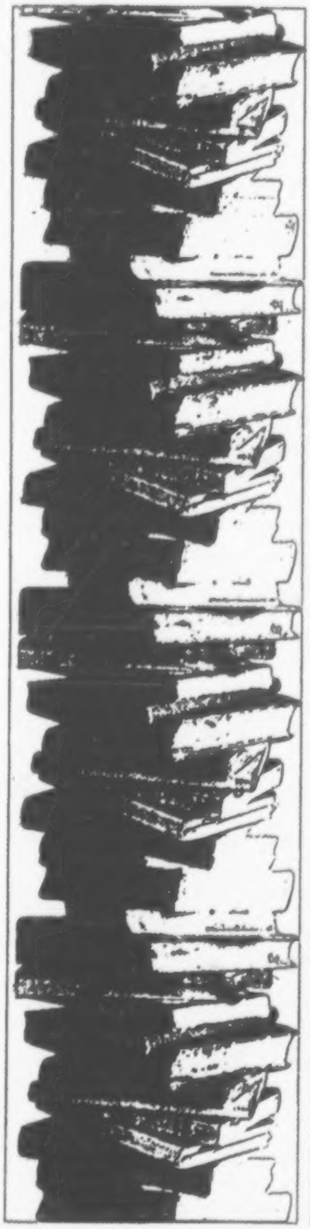
As USC president, Guerrero invests a lot of time in administrative work that addresses needs of the University and all those it seeks to serve. And through his specific interest in issues concerning Hispanics in education, he invests time, too, as vice chair of the board of directors of HACU (Hispanic Association of Colleges and Universities), and as a member of the editorial board of *The Hispanic Outlook*.

Guerrero is also a role model for other Hispanics in education. After all, each step forward that one Hispanic takes creates an opportunity for the next. Though Guerrero's parents never finished middle school, his daughter, Amaris, is now a student at Trinity University in San Antonio, Texas.

And how would Tito Guerrero most like to be remembered? "The most important thing to me would be that I was a good father."

Recapturing Latino History Document by Document

BY JEFF SIMMONS



The voluminous materials that surround Patrick Riordan put an eye-opening historical spin on the labor movement. Compiled for years, the resources include union and social club records from Ybor City, a city of immigrants that took root in the late 1880s where Tampa now sits. Photographs show Cuban, Spanish, Jewish, and Italian workers, many rolling cigars.

"Usually you find units in textbooks that discuss immigration and naturalization and focus on New York City and Chicago, places in the North," says Riordan, director of the University of South Florida's Resource Center for Florida History and Politics. "But these records tell about an alternative migrant history."

"What's fascinating about this collection is that it discusses immigration from the Caribbean and from Sicily and from Spain to a southern town, and this is part of industrialization. It does not fit the national pattern, but it breaks the rules; it shatters our myths"–myths about gender and racial segregation, he says.

In these historical archives are old photographs depicting men working alongside women, and Blacks alongside Whites, in tobacco factories. This, he says, was absolutely unheard of during this period of time.

"There was an alternative to Jim Crow, and it existed here in Tampa," Riordan explains, "and it can be studied through the records of social clubs, and there was an alternative to gender stereotyping, and that, too, can be studied in these records."

This collection has a home in the library at University of South Florida in Tampa. School leaders see it as a window to the past, an opportunity for students to comprehend not just history but the community that has evolved around them.

However, such treasures are far and few on college campuses across the nation. While the Hispanic population in the U.S. has swelled dramatically in the last decade, the number of specialized campus collections reflecting its culture and diversity has not kept pace.

Many a campus these days can boast of compilations of textbooks and novels reflecting Hispanic heritage and African American culture. Often, the collections are linked to an ethnic studies department. But a clamor is rising for higher education institutions to turn the page and broaden the diversity of their offerings.

UC-Santa Barbara

"There is absolutely a growing need out there, and those institutions that have established collections in these areas are in much better positions than those that have not invested materials, personnel, or the infrastructure to support ethnic archives," says Salvador Guerena of the University of California at Santa Barbara.

Patrick Riordan, University of South Florida

Guerena, considered by the American Library Association to be an expert on the topic, says that with ethnic studies maturing rapidly on college campuses, there are more interdisciplinary scholarships and, therefore, more need of primary resources.

"We're seeing an increasing demand for materials to support kindergarten through 12th grade initiatives that would involve archival materials, rare photographs, artistic materials, and other cultural materials," adds Guerena, who heads the California Ethnic and Multicultural Archives within the campus library's Department of Special Collections.

Experts say there's no single resource that currently outlines the efforts across the nation, and they lament that it would not be a long list at present. They cite advanced collections at the University of Texas at Austin, Stanford University, the City University of New York's Centro for Puerto Rican Studies, and the University of South Florida.

"These collections are far and few," Guerena says.

At Santa Barbara, collections focus on four major ethnic groups: African Americans, Chicanos and Latinos, Native Americans, and Asian Americans. The campus strove to become a national repository for Chicano artistry, housing thousands of silk-screen prints and an estimated 20,000 slide images. The library also has obtained the archival records of cultural centers from across the state.

César Caballero, associate librarian for public services, UTEP

"You can only do so much, and there is a big need for a multi-institutional effort to address the problem and close the gap in recorded histories," he says. "A special collection can offer a snapshot of history that records moments in time, a history that is very important to know about."

Guerena pointed to two efforts to create a national repository, both now defunct. "It's sort of hit or miss, any sort of systematic effort at documenting and providing primary resource materials about the Latino community, and it's something that really needs to be addressed," he says. The Smithsonian Institution has set up an archival program in Washington, D.C., that contains an Hispanic division. But few colleges have done anything systematic, he says.

As it stands, scholars often must traverse the country to conduct research through fragmented collections. But those few still represent an increase. And their creation takes not just perseverance but financial backing and people power.

UT-El Paso

"My sense is that as the Hispanic student population grows at an institution, so does the demand for materials dealing with the culture, the history, the sociology and politics, and even the economics of the Hispanic population," says César Caballero, associate librarian for public services, University of Texas at El Paso.

"The public is still skeptical and ignorant about the size of the market. They have not learned how to market the Hispanic populations," he says, even on the heels of the U.S. Census 2000 data trumpeting the boom in the nation's Hispanic population.

Caballero, a former American Library Association board member, says that often-generous donors provide the impetus for special collections when they bequeath private materials assembled for decades. "A collection that would be considered outstanding should contain more than just books. Obviously, books are necessary, but there should be a sizeable reference collection, and journals, articles, serial-type publications, and audiovisual materials."

Recorded music, he notes, is another important factor, as well as sheet music. UTEP's special collection includes books on Hispanic sociology, history and literature, folk medicine and psychology, among other topics. The books are coupled with primary source materials: manuscripts. There are manuscripts of Carlos Morton, a famous Chicano playwright from El Paso, and materials from the poet Lalo Delgado. Admittedly, he says, the collection is small, but growing.

"I would say Hispanic or Chicano collections should concentrate on acquiring materials dealing with the Hispanic population in general, especially if they have populations that represent different Hispanic groups," he says.

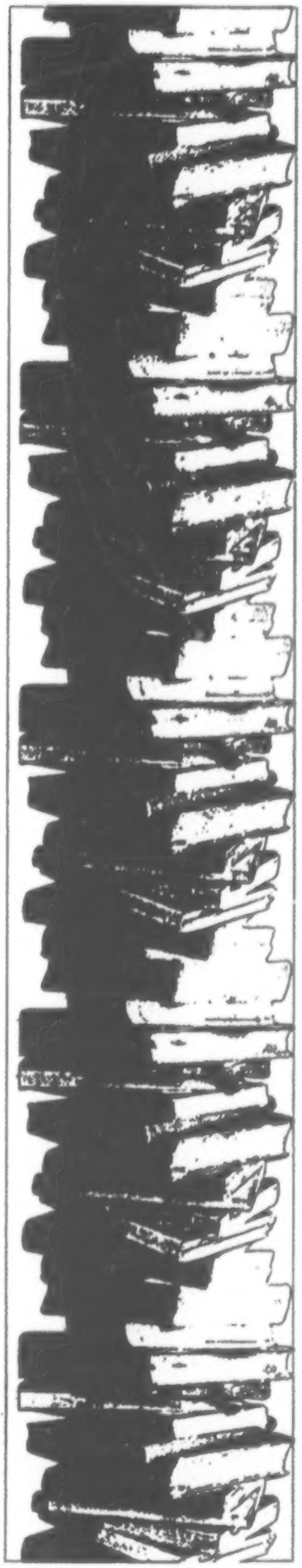
Schools need to also look in their backyards and acquire material from the regions where they are located. For instance, he has seen campuses collect diaries from immigrant families, or records from civic and political organizations.

University of South Florida

At the University of South Florida, the first donation records on Centro Español in the region arrived at its doorstep in the late 1980s. Records detailed who lived there and offered information on cultural events such as concerts and social clubs.

There were records on insurance programs and clinics, marriages and weddings, how groups elected their officers–all facets of life.

The school's collection has expanded to bring more social club



Recovering the U.S. Hispanic Literary Heritage

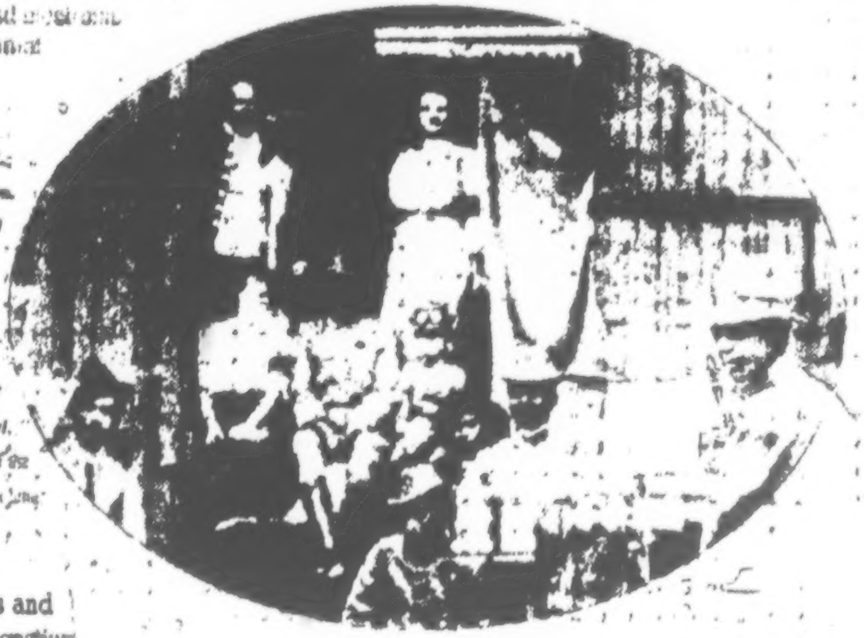
coordinates and facilitates the development and implementation of the following

The Annotated Periodical Literature Annotation Project

A project to annotate the literary pieces contained in U.S. Hispanic periodicals from 1808 to 1960. Discrete [illegible] literature [illegible] by [illegible] annotations and/or [illegible] essays, will be [illegible] and [illegible] format.

Grants-in-aid and Fellowships Program

A program that provides financial support for research and publication by scholars who further the Project's mission of locating, preserving and making accessible the literary contributions of U.S. Hispanics. A yearly Call-for-Proposals [illegible] scholars across the country and abroad.



[illegible] La Cruz Blanca, a humanitarian corps of nurses, [illegible] *The Rebel,* her memoir of the [illegible]

The U.S. Hispanic Archives and Preservation Consortium

A project [illegible] holdings nationally and create and/or [illegible] existing U.S. Hispanic [illegible] consortium coordinates the necessary acquisition, preservation and [illegible] of [illegible] materials.

Curriculum Integration Program

[illegible] the development of [illegible] K-12 and beyond [illegible] accurately [illegible] Hispanic culture [illegible] contributions.

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records into the fold, in addition to those of the Centro Español club. Now, there are records from the Cuban club, the Centro Asturiano club, the Italian club, and the German-American club. The Germans came to Ybor City with the technology to create cigar boxes with multicolored labels and embossing, and were influential at the turn of the century. All five groups have turned over original papers to the school.

The tall order facing administrators and staff there: plans to digitize all of those records and put them on the Internet. That is where funding–often an obstacle to salvaging a collection–comes into play. The school is now in search of funding for a bilingual effort so that non-Spanish speakers can have access as well.

"It's a big project. You have to have curators and archivists to go through the materials and prepare them for use. In our case, we have to protect them and keep them free of insects. You have to make them ready and inspect them, file them appropriately. They're often mislabeled," says USF's Riordan.

UT-Arlington

At the University of Texas at Arlington, the Special Collections Library Division has divided much of its attention between the Mexican American War of 1846 to 1848, the cartographic history of Texas and the Gulf of Mexico, and Mexico from 1810-1920.

Tucked away among its shelves are more than 30,000 volumes, 7,000 linear feet of manuscript and archival collections, 5,000 historical maps, and 3.6 million photographic prints and negatives. The school has published a newsletter, *The Compass Rose*, twice yearly to publicize its holdings.

Collections include one donated by Franklin Madis, a Duncanville, Texas, businessman. In 1986, he handed over schoolbooks and manuscripts reflecting the government, politics, legal aspects, religious affairs, and social life of Northern Mexico and Southern Texas.

Madis began collecting Mexican documents and manuscripts in 1952 and to date has not stopped. Many of the items in the collection came from individuals and families in Mexico and the United States, and from book dealers in both countries.

Work to build an extensive resource library dates back decades. In 1970, the Library Committee of the Inter-University Council of the North Texas Area, now part of the Association of Higher Education of North Texas, started projects to acquire research material.

On the heels of two successful projects, a third got under way to investigative microfilming archival resources in Mexico. Committee members narrowed their search to archival resources in the State of Yucatan.

That collection–achieved through grants and campus funding initiatives–has come to include church records, documents on property and land sales, transfers, wills and testaments, colonial and congressional documents, and newspapers.

"The reason this is important is that the history we in Texas share with Mexico is so close and so intimate that to understand Texas, you have to understand Mexican history, and before that, you have to understand the history of New Spain," says Dr. Gerald Saxon, associate director of libraries at the University of Texas at Arlington.

The school additionally has compiled one of the most extensive collections related to the U.S. war with Mexico. There are books, maps, posters, manuscripts, and journals–all to help students and scholars understand aspects of that period.

"Just as scientists have laboratories where they ask questions and try to answer them with experiments, we see historical archives as being laboratories for social scientists, where they come in and study the past and try to answer questions about it," Saxon says.

Sally Gross, who heads the University's Special Collections division, says those materials on the war came via a donor. "He was very interested in the war and thought it was underappreciated because the Civil War took so much precedence," she says. "He amassed a collection and gave it to us in 1974, and we have continued to buy materials on the war as they've become available," she says.

The school went so far as to create an extensive oral history project in which 150 Mexican Americans, such as political figures and magistrates, recollected their lives and influence.

University of Houston

Experts say that one of the toughest obstacles has been securing works from Hispanic writers, because publishers frequently have snubbed such literary efforts under the notion that their appeal would be limited. But those at the University of Houston disagree and have spent quite some time culling literature from numerous Hispanic writers. The school has divided books about democracy and books about immigration issues, says Alejandra Balestra, coordinator of the "Recovering the U.S. Hispanic Literary Heritage" project.

"We think it is very necessary to preserve these kinds of books because libraries loan the books out and often they are left in really bad shape," she says. "People don't take care of them, so we must."

The project began in 1999 through a $300,000 grant from the U.S. Department of the Interior. Project organizers are currently microfilming all of the books–about 70 of 400 are completed as yet–and then intend to place them on the Internet.

So far, the project has produced three volumes of work by leading scholars on Hispanic literary history in the States. The project is recovering works of poetry, book reviews, literary notices, and other pieces by Hispanics in the United States from 1808 to 1960.

"We have a lot of books, and it's important for Hispanics in the United States to know that from colonial times, Hispanics wrote about democracy and immigration," Balestra says.

That encourages experts because exposing the literature and contributions that Hispanics have made is hoped to foster more widespread interest.

Brooklyn College

"It takes money and it takes vision," says Anthony Stevens Arroyo, director of Brooklyn College's Office of Religion in Society and Culture, in New York City, "and this compelling need to service the common good, and the ability to be sensitive."

He says there is a pressing, urgent need to forge ahead now. "Look at the amounts of money being spent on Holocaust archives, especially now that people realize that these last survivors are going to die. And there's this rush to get the last memoirs of these people because once they go, we cannot get any more history from them. So now it's the same thing with Latinos: a whole generation emigrated in the 1950s, and they're dying and we should preserve their history."

"We should feel a rush to get information together," he adds. "We always learn about ourselves by looking in the past."

The Honor Roll

Harvard University

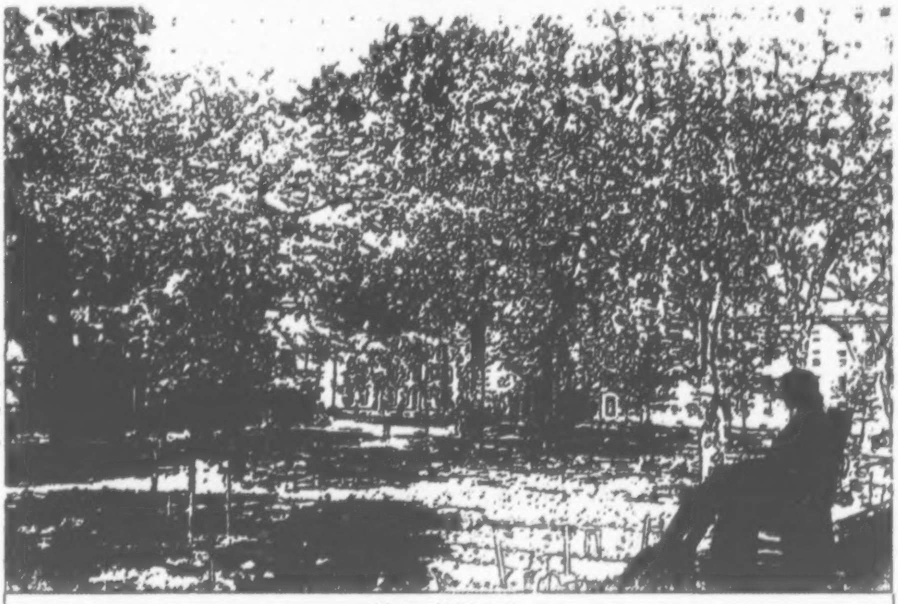
Old School with New Ideas

BY ROGER A. DEITZ

If your university was established after 1636, it can't be Harvard, no matter how many academic buildings are old and stately or ivy-covered. Harvard University celebrated its 350th anniversary in 1986. Harvard is the oldest institution of higher learning in the United States–but is world renowned as a place of new ideas and is, in reality, a dynamic community with a varied population.

Founded 16 years after the Pilgrims arrived in Plymouth, the University has grown from nine students with a single master to an enrollment of more than 18,000 degree candidates, including undergraduates and students in 10 graduate and professional schools. Another 13,000 students are enrolled in one or more courses at the Harvard Extension School. More than 14,000 people work at Harvard, including nearly 2,000 faculty. There are also 7,000 faculty appointments in affiliated teaching hospitals.

Six U.S. presidents–John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, and John Fitzgerald Kennedy–were graduates of Harvard, and one can add to this list the name of George W. Bush, who earned his graduate MBA from the institution. There are 38 Nobel laureates among the school's current and former faculty.



Harvard University

Neil L. Rudenstine, Harvard president, views his institution, the people who learn, teach, and work there, as a very special learning community. He reflects, "Every day I am reminded how remarkable a community this is–one that brings together astonishingly talented people to pursue their highest aspirations, to push beyond the edge of what's known and to discover something new about the world and about themselves. There is no human pursuit of greater value to individuals and to society." On the issue of diversity, President Rudenstine has observed, "I believe that student diversity contributes powerfully and directly to the quality of education in colleges and uni-

Dr. Neil L. Rudenstine, Harvard University president

Honor Roll Facts in Brief

INSTITUTION
Harvard University

LOCATION
Undergraduate Admissions
Byerly Hall
8 Garden Street
Cambridge, MA 02138
(617) 495-1551

ESTABLISHED
1636

HARVARD UNIVERSITY

ENROLLMENT
18,598

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$22,028 tuition plus $1,590 in fees

FACULTY
1,867 (Excluding Faculty of Medicine)

SEVERAL DEGREE PROGRAMS
Astronomy and Astrophysics
Economics
Folklore and Mythology
History and Science
Woman's Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
International Office
Latinas Unidas de Harvard-Radcliffe

INTERNET ADDRESS
www.harvard.edu

versities. For more than a century, Harvard has placed a very high value on the creation of a residential community that brings together people with a wide range of backgrounds and experiences. The breadth of views and voices in our university challenges each of us to think harder, to see the different sides of any issue, to confront our own assumptions and preconceptions, and to develop the kind of understanding that can come only when we are willing to test our ideas and arguments in the company of people with very different perspectives. It also gives us the chance to come to know, understand, and respect a remarkable variety of men and women whom we might not otherwise have the opportunity to learn from or even to meet."

According to a report on early admission to the Class of 2005 appearing in the Harvard University *Gazette*, there was a 1.2 percent increase in applications for Early Action admissions, with a record 6,095 students applying. Last year there was a 30 percent increase. The number of students admitted declined for the second year in a row, to 1,105, down from 1,135 last year and a record 1,185 for the Class of 2003.

"The plateau of 1,100 to 1,200 Early Action admissions we seem to have reached the past few years suggests that this may be the range we can expect in the future," notes William R. Fitzsimmons, dean of admissions and financial aid. Around the country, a leveling off has been observed in the numbers of students applying for early admission. More than 46 percent of the admitted students are female, and minority students fare well. Asian American students comprise 18.4 percent of the admitted group; Hispanics, 7.2 percent; African Americans, 6.1 percent; and Native Americans, 0.8 percent. Harvard expects that between 85 and 90 percent of the admitted students will choose to enroll in September. Dr. Marlyn McGrath Lewis, director of admissions, reports, "The flexibility of Early Action allows admitted students to consider their college choices and their financial aid options throughout their senior year. Perhaps Harvard's leading graduation rate of 97 percent is associated with the flexibility that Early Action provides."

The *Gazette* reports that interest in Harvard has increased in the past few years due to "demographic trends" and also due to "the cumulative effect of more comprehensive recruiting and the resulting public awareness of Harvard's new financial aid program." The generous aid program, first announced in September 1998, has been highlighted in all recruitment presentations. Harvard increased its scholarship budget by 20 percent and now spends more than $55 million annually in scholarships and oversees more than $93 million in total financial aid. Nearly 50 percent of undergraduates are on scholarships, while 70 percent of all undergraduates receive some sort of financial aid.

Harvard College was established by vote of the Great and General Court of the Massachusetts Bay Colony and named for its first benefactor, John Harvard of Charlestown. John Harvard was a young minister who, upon his death in 1638, left his library and half his estate to the new institution. Harvard's first scholarship was created in 1643 with a gift from Ann Radcliffe, Lady Mowlson.

In 1879, the "Harvard Annex" for the instruction of women by Harvard faculty was chartered by the Commonwealth of Massachusetts as Radcliffe College. A 1977 agreement delegated responsibility for the education of undergraduate women to Harvard College as well, and in 1999, President Rudenstine announced the launch of a major venture in interdisciplinary learning, the Radcliffe Institute of Advanced Study, created through the mega-merger of Radcliffe College with Harvard. On September 14, 1999, Harvard College assumed full responsibility for the education of undergraduate women. At that point, Harvard College created the Ann Radcliffe Trust, "a set of programs for Harvard undergraduates that seeks to raise the awareness of women and women's issues at Harvard."

Of the 18,598 students enrolled for 1999-2000, 1,034 were Hispanic (6 percent), among them 78 law students and 60 medical students.

Harvard's oldest buildings date from the eighteenth century, including Massachusetts Hall (1720), Wadsworth House (1726), and Holden Chapel (1744). Established to provide a learned ministry to the colonies, Harvard only later created graduate programs, beginning with medical studies in 1782. Law and divinity did not become graduate departments until 1816 and 1817. Even so, the College did not take on the aspects of a true university until mid-century, when a library building (1841), an observatory (1846), a scientific school (1847), a chemistry laboratory (1857), and a natural history museum (1860) were built.

Harvard's 26th president, Neil Rudenstine, came into office in 1991 and initiated an intensive process of academic planning, intended to identify University-wide priorities for the coming years. Under his leadership, there has been a major effort to adapt the research university to an era of rapid information growth and financial constraints. The president stresses a University commitment to "excellence in undergraduate education, the importance of keeping Harvard's doors open to students from across the economic spectrum, the task of adapting the research university to an era of rapid information growth, and the challenge of living together in a diverse community committed to freedom of expression." Rudenstine has chosen to step down as president on July 1, 2001. A recent and successful capital campaign raised $2.6 billion, which will allow the University to take meaningful steps toward those goals, such as increasing both undergraduate and graduate student financial aid, embarking on new construction projects to provide cutting-edge facilities for study and research, and endowing new chairs and professorships to ensure that Harvard continues to attract top faculty.

Its faculty and staff number about 20,000; many are part-time. There are more than 270,000 living alumni. Of the 18,598 students enrolled for 1999-2000, 1,034 were Hispanic (6 percent); 1,171, African American; 2,273, Asian/Pacific Islander; 98, Native American; and 2,977, international students. Among the group were 78 Hispanic law students and 60 Hispanic medical students. Hispanics were awarded 375 degrees for the academic year 1998-1999. Excluding the faculty of medicine, the University faculty total runs to 1,867. Annual tuition for the academic year 1999-2000 was $22,028, plus $1,590 in mandatory fees.

Notable Harvard or Radcliffe alumni include Leonard Bernstein, Benazir Bhutto, Ben Bradlee, Stockard Channing, Robert Coles, Archibald Cox, Michael Crichton, Elizabeth Dole, and W.E.B. DuBois. Also, T.S. Eliot, Ellen Holtz Goodman, Al Gore, Fred Gwynne, Lisa Henson, Oliver Wendell Holmes, Henry James, Tommy Lee Jones, Jack Lemmon, Yo-Yo Ma, Norman Mailer, Ralph Nader, William Rehnquist, David Rockefeller, Mira Sorvino, and John Updike.

Harvard today comprises a Faculty of Arts and Sciences, including Harvard College and a Graduate School of Arts and Sciences, and eight other faculties: Business Administration, Design, Divinity, Education, Government, Law, Medicine and Public Health (including Dental Medicine), and the Radcliffe Institute for Advanced Study.

Harvard's total campus area occupies about 500 acres, concentrated in Cambridge (and Boston). Cambridge was founded in 1630 as Newtowne. In 1637, the tiny village was designated the location of the then-unnamed college, named Harvard the following year. Newtowne was renamed Cambridge in recognition of Cambridge University, where many of the leading colonists had been educated.

Today, with a population of about 95,800, Cambridge is Massachusetts' seventh largest city, one with a rich history and long-established neighborhoods with strong ethnic roots and traditions. As an indication of its diversity, Cambridge public schools now offer ESL programs to students speaking 46 different languages. Cambridge is also the birthplace of the state's high technology industry. The presence of both Harvard and the Massachusetts Institute of Technology has encouraged a variety of technical, research, and professional firms to locate in the city.

Harvard benefits greatly from the vitality and culture of Cambridge and the Boston area. This helps attract talented faculty and students, and the Harvard community works hard to give back to Cambridge and Boston in many ways, including more than 240 public service programs involving Harvard students, staff, and faculty.

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IUPLR

LATINO RESEARCH UMBRELLA, CATALYST, AND LIAISON

16-Center Consortium Now at Notre Dame

BY INÉS PINTO ALICEA

Advocates for the Latino community were enraged when Latinos were drastically undercounted in the 1990 Census, costing states millions in federal funds. One organization that has been at the forefront of an effort to ensure that the Latino presence is counted in the 2000 Census is the Inter-University Program for Latino Research (IUPLR).

The U.S. Census signed a memorandum of understanding with the IUPLR that allows it to be a Census Information Center, which means the Latino studies programs affiliated with the IUPLR will help the Census distribute to historically underrepresented groups the information gathered in the 2000 Census. The agreement gives the IUPLR first access to all newly released data from the Census for analysis and dissemination, and it provides IUPLR researchers with training to manipulate the data, said Philip García, associate director of the IUPLR. The data collected by the Census helps the federal government determine how federal funds are distributed across the country and how this affects the apportionment of legislative seats.

"It gives us an opportunity to evaluate the data as soon as it comes out," said García. "The basic requirements for a Census Information Center are to promote access to Census information among underserved communities, repackage Census information to make it more appropriate for local users, and provide non-technical interpretations or explanations when necessary."

The Census effort is just one more way that the Latino researchers involved with the IUPLR make research at the university level applicable to Latinos in their daily lives.

The IUPLR is a consortium of 16 Latino research centers based at graduate research institutions. The Latino scholars study a variety of issues–including politics, economic development, health policy, international migration, human rights, mass media, poverty and education–and how they impact Latinos in the United States.

"The IUPLR allows us to establish a collective, a national Latino intellectual presence," said Gilberto Cárdenas, executive director of the IUPLR. Cárdenas also heads the University of Notre Dame's Institute for Latino Studies, is a professor of sociology, was selected for the new Julian Samora Chair in Latino Studies at the University of Notre Dame, and is the University's vice provost. He also was recently appointed to

Philip García (l.), associate director of IUPLR, and Gilberto Cárdenas (r.), executive director of the IUPLR

Dr. Dennis J. Bixler-Márquez, director of the Chicano Studies Research Program at the University of Texas at El Paso (UTEP)

the Bill and Melinda Gates Foundation Millennium board. "There are things we need to know about our community. We want to make Latino issues a priority."

Headquartered at the University of Notre Dame in the Institute for Latino Studies, the IUPLR has three goals: to increase the intellectual presence of Latino scholars; to enlarge the capacity of Latino research centers; and to expand the availability and dissemination of policy-relevant Latino-focused research.

But Cárdenas said the IUPLR distinguishes itself from other Latino research organizations such as the Tomás Rivera Institute for Public Policy because the IUPLR does more than develop research products.

"Most of our focus is on institutional development in the academy," Cárdenas said. "We want to develop the research capability of our institutions. We put a lot of time and investment into that kind of work."

The consortium acts as an umbrella, catalyst, coordinator, liaison, and communications link for Latino research centers. It serves as a networking center and a place to exchange ideas for Latino scholars. It operates as a clearinghouse for the public and a resource to policy-makers seeking information on Latino history, culture, and other topics.

"Our relationship has been quite good and beneficial," said Dennis J. Bixler-Márquez, director of the Chicano Studies Research Program at the University of Texas at El Paso (UTEP), of the working relationship between UTEP and the IUPLR. "It has given us national dissemination of our research to key legislators and organizations on specific issues of interest to Latinos."

The IUPLR also serves as a mentoring network by pairing senior scholars with junior scholars to work on projects together. The young scholars collaborate on major research projects and publications, said Cárdenas. That way, the organization plays a role in increasing the pool of Latino doctoral students.

"A lot of scholars owe their success to the seminars the IUPLR has sponsored to train young faculty in the proper research qualities to be successful in academia," said Bixler-Márquez.

Established in 1982 by Latino scholars at Stanford University, Hunter College, the University of California at Los Angeles, and the University of Texas at Austin, the IUPLR got a jump-start with funding from the Carnegie and Ford Foundations. It was housed at UT-Austin for a number of years before moving to Notre Dame, Ind. The University of Notre Dame has been generous in assisting the IUPLR with its budget, said Cárdenas.

"The IUPLR also has been a shot in the arm," said Bixler-Márquez, for the directors of Latino studies programs "because it allows us to shape how these programs evolve and address community needs."

Cárdenas said member centers pay dues and agree to attend meetings once or twice each year to discuss IUPLR work and progress. Universities wishing to join the IUPLR submit an application, and the IUPLR board of directors, comprised of the directors of all of the centers that are current members, then decides whether or not to allow that university's membership.

The Census project is not its only large-scale undertaking. The IUPLR is working on three other major projects, said García. The first has to do with Latino AIDS education. It brings Latino artists together to develop visuals to alert the Latino community about AIDS and to provide information on AIDS. A second project involves creating a report on the best practices across the country in promoting higher graduation rates. The third encompasses research for the Casey Foundation, to help the organization better evaluate a community's health, with regard to funding projects for families and children, said García.

Each of the member institutions has its own distinct personality, and each contributes in different ways, he said.

"Some of the institutions are more into research, and some are more into teaching, and some do both," said García, adding, however, that all the members agree to specific projects that will be worked on together.

The IUPLR uses a "working group" model to initiate and conduct interdisciplinary and comparative research on a wide range of topics. These interdisciplinary groups have created a new paradigm for Latino-focused research by bringing together research teams from diverse regions and national origins to address particular issues relevant to Latinos from various disciplines and perspectives–national, regional, and international–and to produce policy-relevant results. Working groups carry out multiyear, in-depth research, with the IUPLR providing seed money, fundraising help, coordination, and visibility for their efforts. Foundations provide support for research, publications, and dissemination of working group results.

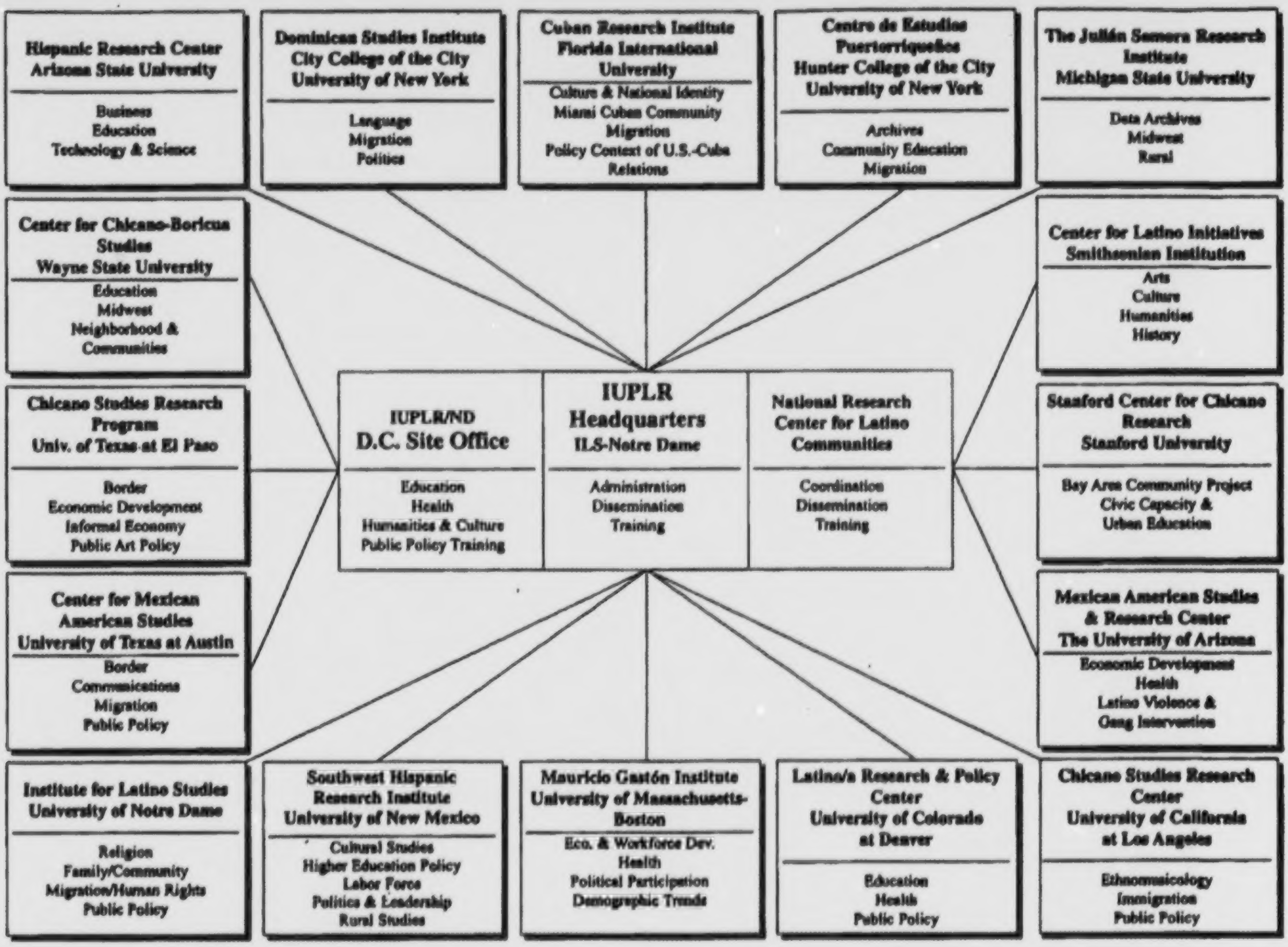
Cárdenas said the foundations' money "has generated a whole new body of research."

While working groups are generally based at IUPLR centers and frequently directed by IUPLR centers' associated faculty, many also involve scholars and researchers from a broad variety of institutions. Currently, working groups do not necessarily rely exclusively on academics but also involve qualified experts from related fields and organizations.

Currently active working groups of the IUPLR include: Economic Development and Opportunity, Inequality and Welfare Reform, International Migration and Human Rights, Latino Health Policy, Latino Higher Education Research, Latino Rural Communities, Latinos and National Public Policy, Latinos in a Changing Global Economy, and Politics of Difference.

One of the newest working groups is the one on economic development. It is studying access to financial capital for small businesses, evaluation of levels of technical assistance for Hispanic small businesses, and alternative models of job creation for low-income Latinos.

The first priority of the Inequality and Welfare group is to determine where the various legislatures and governors are headed on welfare reform. Although this process is occurring nationwide, a great deal of local variation can be expected on the central themes. For example, while federal guidelines permit states to award welfare benefits to individuals for up to five years, some states are reducing this to two or three years. The initial goal of the group is to research both the debates and the final outcomes of the welfare reform laws to be passed in a few selected states. The group's long-range goal will be to follow the policy process in these states once the laws are enacted.


Hispanic Research Center
Arizona State University
Business
Education
Technology & Science
Dominican Studies Institute
City College of the City
University of New York
Language
Migration
Politics
Cuban Research Institute
Florida International
University
Culture & National Identity
Miami Cuban Community
Migration
Policy Context of U.S.-Cuba
Relations
Centro de Estudios
Puertorriqueños
Hunter College of the City
University of New York
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Migration
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Institute
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Midwest
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Center for Chicano-Boricua
Studies
Wayne State University
Education
Midwest
Neighborhood &
Communities
Center for Latino Initiatives
Smithsonian Institution
Arts
Culture
Humanities
History
Chicano Studies Research
Program
Univ. of Texas at El Paso
Border
Economic Development
Informal Economy
Public Art Policy
IUPLR/ND
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Humanities & Culture
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ILS-Notre Dame
Administration
Dissemination
Training
National Research
Center for Latino
Communities
Coordination
Dissemination
Training
Stanford Center for Chicano
Research
Stanford University
Bay Area Community Project
Civic Capacity &
Urban Education
Center for Mexican
American Studies
University of Texas at Austin
Border
Communications
Migration
Public Policy
Mexican American Studies
& Research Center
The University of Arizona
Economic Development
Health
Latino Violence &
Gang Intervention
Institute for Latino Studies
University of Notre Dame
Religion
Family/Community
Migration/Human Rights
Public Policy
Southwest Hispanic
Research Institute
University of New Mexico
Cultural Studies
Higher Education Policy
Labor Force
Politics & Leadership
Rural Studies
Mauricio Gastón Institute
University of Massachusetts-
Boston
Eco. & Workforce Dev.
Health
Political Participation
Demographic Trends
Latino/a Research & Policy
Center
University of Colorado
at Denver
Education
Health
Public Policy
Chicano Studies Research
Center
University of California
at Los Angeles
Ethnomusicology
Immigration
Public Policy

The Migration and Human Rights group was studying the impact of family separation on migrants' mental health. The Politics group analyzed the 1996 election poll data to determine the voting patterns of Latinos, and measured their positions on various policy issues and areas. The study also compared and contrasted voting patterns of male and female Latinos, and of Latinos and non-Latinos.

The Smithsonian Connection

Another important aspect of the work of the IUPLR involves its relationship with the Smithsonian Institution. The two now offer an interdisciplinary program of long-term and short-term residencies at the Smithsonian in Washington, D.C. The program makes available the extensive Smithsonian collections to scholars exploring humanities projects that link material culture with curatorial approaches and the politics of public display, that encompass in-depth and advanced research in the museum field, and that contribute much-needed Latino perspectives and interpretations to topics within many Smithsonian museums and collections. The program has a different theme each year and funds both junior and senior scholars.

"It benefits the Smithsonian but the Latino students as well," said Cárdenas.

Refugio Rochín, director of the Smithsonian Center for Latino Initiatives, an institutional member of IUPLR, said that the IUPLR is a "very strong, integral part of our outreach to Latino scholars." The IUPLR maintains a site office at the Washington-based center where it co-sponsors with the center a residency program for senior and junior scholars and a wide range of D.C.-based and policy-focused programs.

"Without them, we wouldn't have the national coverage of scholars of Latino studies," said Rochín. "Their scholars help give us ideas for collections we want to make."

At the senior level, the fellowship program invites applications from academics, curators, senior museum professionals, and other experienced professionals. All applicants must demonstrate an acceptable level of expertise in their topic and a working knowledge of English and Spanish. Senior fellows will be in residence at the Smithsonian in the capital up to six months and receive a stipend of up to $25,000. In addition to developing research, the senior fellows will be encouraged to present at least one public lecture and to participate in appropriate museum activities and forums.

At the junior level, the program is open to recent Ph.D. graduates and museum professionals. Junior fellows will be in residence up to four and a half months and will receive a stipend of up to $12,000. Junior fellows will be encouraged to pursue a hands-on approach and to take part in all suitable museum activities, which can include exhibition research and planning, installation, educational outreach, and documentation of collections. Fellowships cannot be used for dissertation research. The deadline is January 30.

Senior fellows must send a detailed research proposal; junior fellows, a prospectus describing their academic background, career goals, the research interest they wish to pursue at the Smithsonian, and the reasons for their interest. Applicants must relate their work to the resources at the Smithsonian.

For application materials and additional program offerings from the Smithsonian and IUPLR, write to:

Humanities Fellowship Program
Center for Museum Studies
A&I 2235, MRC 427
Smithsonian Institution
Washington, DC 20560
fax: 202-357-3346
e-mail: mmieri@ic.si.edu

Silenced Now

Living the Undivided Life

BY ZULMARA CLINE

People do funny things. Specially us. The cards are stacked
against us, and just trying to stay in the game,
stay alive and in the game, makes us do funny things.
Things we can't help. Things that make us hurt one another.
We don't even know why.
- Song of Solomon, *Toni Morrison*

Speaking Out

"I just can't stand it when parents do not send their kids to school because they have no clean clothes. These parents just don't care about their kids getting an education, and we have to educate them anyway. Well, I can tell you that I am tired of it. I think that if the parents don't get the kids to school on time every day, we shouldn't have to educate them. I mean if the parents don't care, why should we? Or we should at least get the DA to go over there and put those parents in jail. This is ridiculous–not going to school because you have no clean clothes."

"I agree. I don't know about your school, but at my school, we have parents who will keep their kids home not only for dirty clothes but also on a rainy day, to baby-sit, when grandma comes to visit, and assorted other reasons. And those Mexican parents don't care at all, especially about their girls. They keep them home to baby-sit sometimes for a week at a time. They just don't care, and we don't know what to do. We can't teach them if they are not in school."

"Well, at my school, we have parents, especially Mexican parents, who will take their children to work in the fields rather than send them to school. Isn't that child abuse? Can't we call the police or the DA or someone? There ought to be a law."

"What really burns me up," another chimed in, "is those parents who are here in America and refuse to speak English to their children. Don't they know this is America and in America if you are going to be a success you have to speak English?"

As I sat there listening to the principals discuss minority parents and the problem of attendance and English language acquisition, I found myself undergoing a series of emotions that ranged from anger, rage, frustration, empathy, understanding, and fury. I was seething in my seat, not knowing if I should speak out, stay quiet, challenge their assumptions, or get angry with them for speaking without knowing the facts and the issues–for speaking, out of turn, about a people, a culture they knew nothing about.

I knew my views were different, decidedly different. I was a minority female. I had grown up in one of "those" families they were complaining about. My perspective, which was different from theirs, was based on a very different past. A set of experiences that only those of us who grew up in certain homes, in certain families, could understand and relate to.

On that day, I chose to speak up. I said what I thought needed to be said in order to deepen their understanding of the families they were discussing, the families they were trying to help. I thought that was why they would bring me into their midst, allow me to become part of the inner circle. I was not one of them; therefore, I reasoned, they were seeking information, knowledge, and perspective from one who had experienced what they, in their vastly different American-mainstream-middle-class experience, could only guess at. I thought the reason they would hire someone like me was to benefit from my experience as they attempted to understand the families and communities that were not making it, as they attempted to adapt and adopt programs to improve minority student achievement. So I said my piece, with passion, fury, and all the pent-up emotions spilling forth as I recounted tales of my mother who cared deeply about education but kept us home on rainy days so that we would not get sick because she did not have the money for doctors. I related how we stayed home at times because there was no money to wash clothes or dry them and my mother would wash them by hand and hang them in the house to dry overnight, but on cold frigid nights in New York, windows had to be kept shut and clothes did not dry overnight. However, my mother did care. She cared very deeply about all of us getting a good education.

I recounted tales of a mother who spoke to her children in Portuguese, not because she did not care about whether we learned English, but because she felt a need and desire to communicate with her children and this was the only language she knew. This was her language of love, anger, discipline, and caring. How could her children know her, love her, respect her if she did not speak to them from her heart. Her heart's language was not English–it was Portuguese–she intuitively knew that for her to successfully mother her children, she needed to speak to them in her heart's language. She cared. She cared deeply. That is why she would speak Portuguese to her girls–her daughters needed to know her in order to love her and respect her. She knew she could not teach or influence her children unless her children knew that she cared about them and loved them.

On that day and on many others like it, in meetings and in private conversations, I did not "silence my voice." I said what needed to be said. I found the courage to be genuine. I spoke out with passion, understanding, empathy, and spirit. I spoke out to let my voice be heard. The voice that said: there is another explanation here; the parents do care. The voice that said: the world is not only like you have experienced it, but also like I have experienced it.

Reflective Analysis

The response surprised me. Instead of appreciating my "different" experience and the insights it could offer, I was shunned and outcast by the group.

I saw the world differently because I had experienced it differently. I was the "poor immigrant child" who had "made it." I had a Ph.D. from the University of California; however, my very real and lived experiences were discounted because I was not saying what they wanted to hear. I was not conforming to the accepted model, pattern, or standard of working in this organization. I was the classic renegade; I refused to be led; I refused to silence my voice.

I was basically saying there are circumstances here that need to be taken into account as we try to develop programs and policies that will lead to opportunities and success for the children who are not succeeding. Laundry can be a very big deal for a family struggling to get a meal on the table. Rain can be a barrier when there is no money for warm clothes, doctors, medication, or proper care. Language is an issue, but the answer is not to tell parents to cease communicating with their children. The answer is to find ways in which communication can be enhanced with the addition of a new language and culture.

I did not honor the dominant view of the families and the communities that these children inhabited. I did not validate the perspective that the "families were the sum total of the student achievement problem." I did not substantiate the perspective that the parents and the community, not the educational system, were the problem. My view was definitely different; my values were on a different level; my knowledge base stretched two continents; my cultural perspectives were "kodachrome" and not "monochrome." I did not see the world as others did–my experiences precluded that. You see, my mother cared. My mother would have been accused of not caring by this group of well-meaning educators, who were only trying to help.

The Price

At the time, I did not realize it, but now I know. I have paid a price for not silencing my voice. I have still to be hired as a principal. I am still not a member of the team. I am still not in the "club." I am still an outcast. It has taken some time, but I now realize that my experiences are not valued, honored, validated, nor appreciated. Essentially, who I am is an embarrassment to who they are. They do not want to hear about how life is for the "other half." Their theories and hypotheses serve them well because they are able to "blame the victim" and never look inside or reevaluate what they are doing, the systems they have designed, the failures they are creating, the deficient structures they are perpetuating.

They do not want to hear about it. They do not care for the views, ideas, ideals, or dreams that do not match their own. They are not really looking for things to be different. There is no real, concerted effort to understand, to build bridges, or to design new structures to bring others into the fold. Yes, they will consider hiring us and putting us into positions of power and allowing us into their "club" and allowing us to become a part of the team, but we need to pay a price. For with acceptance comes a demand to conform to rigid rules of behavior, narrow values, and static ways of thinking. They say they want us to bring in diverse perspectives; however, they want this perspective only when it validates what they are doing and thinking. They do not want us to broaden their understanding with a life of experiences that might be decidedly different from the one that they know.

They effectively try to silence our voices with promises of acceptance and promotion, if only we would play the game. No, mine is not a story of lack of skills, motivation, math classes, science classes, or inspiration. Mine is a story of VOICE and the refusal to stay quiet in the face of an ever-increasing attack on my people, my culture, my way of life, my family, and, yes, my mother.

Mine is a decision to live an undivided life, as described by Parker Palmer in *The Courage to Teach*:

> *I call this the Rosa Parks decision, for she is our most vivid icon of the undivided life. . . .Rosa Parks decided to live divided no more–decided that she could no longer act as if she were less than a full human being, the way institutional racism had defined her. She decided that she must act instead on her heart's knowledge of her own humanity.*

On the days that I spoke out, I also had to make a decision that I would no longer live a divided life. I could no longer sit quietly when I knew in my heart that what was being said was not "totally" right, was not "completely" true, but only a partial part of the story. I do not mean to suggest that my reality was truth; I do claim, however, that my reality had the potential of adding depth and breadth of perspective to the discussions, of deepening understanding of complex issues.

Conclusion

Although my recollections are selective, they are what is important to me in so many ways, for this is what stands out. In all of the memories that I have, it is these that have the biggest impact on me, it is these that have made an indelible imprint on my life, my journey. It is these memories that have shaped who I am today and who I will become tomorrow. It is in the telling of my story that I can begin understanding me and making sense of the community of which I am a part, as so eloquently stated by Richard Stone in *The Healing Art of Storytelling*:

> *Telling a story, especially about ourselves, may be one of the most personal and intimate things we can do. Through storytelling we can come to know who we are in new and unforeseen ways. We can also reveal to others what is deepest in our hearts, in the process, building bridges. The very act of sharing a story with another human being contradicts the extreme isolation that characterizes so many of our lives. As such, storytelling carries within it the seeds of community.*

As the storyteller of my story, I know it is not the absolute truth of the story that matters as much as the way that the truth is remembered and made to "fit" to explain what is happening in our lives. It is the special way that we weave our memories and experiences together that has an impact on who we are and what we are accomplishing. It is our stories that help us to make sense of the world in which we live. The rich tapestries of our lives that are interwoven to help us to become the person that we are meant to be. No, my voice has not been silenced. Yes, I have paid a price.

Zulmara Cline is an assistant professor in the area of literacy at California State University-San Marcos. Formerly an Even Start director, she has also been an instructor for Chapman University in the areas of language acquisition and multicultural education. Dr. Cline completed her Ph.D. at the University of California-Santa Barbara on the effects of socialization on school administrators. She is currently a scholar practitioner, writing extensively in the areas of literacy, diversity, English language learners, and multicultural education.

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Hostos Students Overcoming Multiple Barriers

Fernández Lauds Faculty for Teamwork

BY JOE BECK

"We have faculty with credentials from Harvard, Yale, and Oxford. The mission of the school is something that brought them here, to this college, and to this community."

DR. DOLORES M. FERNÁNDEZ, PRESIDENT

> "In terms of excellence, I believe our greatest potential lies in our efforts to refine and expand our dual-language program. The reputation we build by capitalizing on bilingualism–promoting it, as a lifelong asset, not a disadvantage to be overcome–will place us in the vanguard of this nation's community colleges."
>
> Dr. Dolores M. Fernández, President
> Eugenio María de Hostos Community College

Dr. Dolores Fernández didn't accept the job as president of Hostos Community College when it was offered to her in January 1998 by the then-Chancellor of the City University of New York (CUNY) system Christoph M. Kimmich. That is, until she heard an African American female minister of a Bronx church speak at Hunter College a year later.

The minister challenged the audience. "All of you in the audience today–those people that feel comfortable with yourselves with higher degrees in your back pockets–how many of the people in your communities have the same options as you?"

Fernández left the auditorium that afternoon and called the CUNY chancellor to accept the position. Now there's no place she'd rather be than Hostos, leading a renaissance of academic, cultural, and community growth that offers a dual-language approach to all of its students.

"I felt I had been selfish. I have been given wonderful opportunities, and it was time I gave back some of my good fortune," she commented. She fulfills that mission on a daily basis, and that is evident to those with whom she works. One of the trustees of the College overheard Fernández counseling one of the students at the College. The student is a single mother who often brings her baby to school in a stroller. "I'm proud of what you're doing," she told her. "Get your education for yourself first, then for the

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baby. I know it's hard. There are papers and a lot of work to do, but just hang in there. Your work will pay off, and your life will be better for it," she added. How many college kids get a one-on-one conversation with the president? Fernández's open-door policy assures that her students get just that. A majority of them are young, single mothers whose lives are hectic and complicated, and one of her greatest assets is that she can readily identify with them.

Dr. Dolores M. Fernández with Julio Iglesias

The Mission

The mission of the College reminds her of the importance of the College to the community it serves.

The mission of Hostos Community College is to provide educational opportunities leading to socioeconomic mobility for first- and second-generation Hispanics, Blacks, and others in New York City who have encountered significant barriers to higher education. An integral goal of the College is to provide transitional bilingual education opportunities for its Spanish-dominant students.

Hostos specifically addresses their need to improve their English language and computational skills. The College does not seek to replace the languages and cultural values of its students but rather to enable them to function comfortably and easily in a variety of sociolinguistic settings. A cornerstone of the mission is to offer dual-language educational opportunities in an environment that fosters appreciation, understanding, and respect for cultural diversity, second-language acquisition, and intellectual growth. But English-language proficiency is also a primary goal for all students.

Non-Academic Needs

Opportunities is a word that peppers Fernández's conversation and thought, and to that end, she lives out the true meaning of the school's mission. At the helm of a community college, she calls attention to the non-academic needs of the community.

"Sometimes in the morning, I walk around the halls of the classroom buildings, and I greet some of our students," she says. "Some of them have all their belongings with them, and I know they have been in the building all night. They have no place else to go," she said. "In fact, I have told security that if people are in the building at 11:00 in the evening, chances are that they have no place else to sleep, so leave them alone," she ended. She understands some of her students' fear about the potential violence and fear of shelters.

Homelessness is not the only challenge some of the students face.

"I would give anything to have a time-out building somewhere on campus," she said, "a building where some of the students who have run into problems financially can get a chance to get back on their feet. That's really all a lot of our students need. Just two or three months to save some money and get back on their feet. That way, they'll be able to save enough for rent money and get help in paying the gas and electric," she stated. A fund to help families in crisis is another resource she would like to see in the future. "I wish we had a discretionary fund that would be available to help families in need, families that hit hard times. Sometimes through no fault of their own–a loss of a job, illness, etc.–they are without enough income for several months to keep the family with home and food," she said.

Fernández is not alone in her concern for the community. The faculty at Hostos, she is quick to credit, are also deeply committed to the community and the students they serve.

"This college was put in the South Bronx for a reason. It has a specific mission, and the majority of professors who teach here are aware of that. We have faculty with credentials from Harvard, Yale, and Oxford. The mission of the school is something that brought them here, to this college, and to this community," she ended.

Hostos Renaissance

The collaboration between Fernández and the faculty is not surprising. One would expect a team effort, based on the vision statement for the school: To make Hostos Community College a "School of Excellence" for students seeking a liberal arts or career education in a dual-language, multicultural learning environment.

The College is at a unique period in its history. It is undergoing a renaissance that will enable students to profit from new and innovative approaches to teaching and learning. The school is committed to rigorous career and liberal arts programs that lead to meaningful employment or successful pursuit of higher-level studies.

This Hostos Renaissance represents the growth and strengthening of those academically challenging programs and activities that have been central to the development of Hostos Community College.

A comprehensive language-across-the-curriculum model that includes a dual-language approach is offered to all students. This model is designed for ESL learners as well as native English speakers who want to learn Spanish. The elements of accelerated learning are provided in order for students to have the opportunity to be prepared for passing the basic skills tests earlier in their college careers. Language

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development skills are offered in all basic skill areas for students who need this type of support in preparation for advanced college-level work.

Preparation doesn't stop there. Students are exposed to language-enhanced content courses in various disciplines that promote second-language learning and the development of writing skills. These courses are language enhanced by faculty who systematically incorporate diverse linguistic tasks into their pedagogy, such as structured reading, writing, oral assignments, writing-based assessment, library assignments, and resource guides, as well as dual-language glossaries and bibliographies.

In addition, language-enhanced courses are taught in English, and students are offered tutorial assistance to help them succeed. This component is based on research findings that suggest that the learning of a second language is best achieved in meaningful contexts. Linguistic skills applied in more cognitively demanding, content-based settings are more likely to become a natural part of an adult's second-language repertoire.

The value of such an academic program is evident in today's ethnically diverse world. Mastery of two languages adds value to the career and liberal arts training provided to students. Students are prepared for today's linguistically and culturally challenging world of work. Hostos Community College will continue to develop its dual-language program to establish its unique place as the premier dual-language academic and career institution in the city, state, and nation.

Fernández believes Hostos students can function in two languages and some might go on to four-year colleges. Others will work in career fields such as nursing and dentistry, in hospitals in their own Bronx community and elsewhere. Many students will have developed interpersonal skills and will be able to communicate effectively with patients and other community members who might be proficient in only one language. This is the community and family spirit at work.

Fernández believes deeply in community, and stressed its importance in her March 2, 2000, State of the College address.

"Since coming to the institution, I have learned a great deal. Experience in a community college has been a revelation. I take pride in the fact that Hostos is more than a two-year school: Community is our middle name. I have also learned volumes about the South Bronx. This is a remarkable community, with a vitality and resiliency of its own and the kind of diversity that makes New York the capital of the world.

"In addition to learn-as-you-go education in the intricacies of the City University system, I've also come to realize a few things about myself. One of these things is that I function best in an organization that works like a family. By this, I don't mean one in which everyone is always in agreement. My own family is certainly not like that, and I daresay neither is yours. In a real family, individual members are frequently at odds with one another. Dissension can be covert or overt. Alliances form and dissolve; the balance of power shifts; negotiations go nowhere; communication breaks down. Then, at other times, burnt bridges are miraculously rebuilt. Consensus blossoms out of barren ground, harmony fills the air, and it suddenly becomes apparent that the whole is greater than the sum of its parts. Why?

"Because members of a family realize they care about one another in profound ways that transcend thought, word, and deed."

ASSISTANT DIRECTOR

The newly renamed Center for International Affairs and Programs at Plattsburgh State University of New York invites applications from friendly, diligent & experienced applicants for the position of Assistant Director. This is a full-time, twelve-month position.

Responsibilities: With a strong focus on "extra customer service mentality," perform a variety of projects and assignments in support of the Center for International Affairs and Programs. Evaluate foreign credentials for admission decisions, transfer credit purposes & registration services. Organization and processing of inquiries, applications and admission files; organizing orientation programs and workshops; office procedures and budget, supervising staff, coordinating host and friendship family programs, student social and communication plan; coordinating with various student service providers. This position may require some evening and weekend commitments.

Qualifications: Bachelor's degree with minimum 5 yrs directly related experience is required, Master's degree with minimum 3 yrs experience strongly preferred. Applicable disciplines: Law, MBA, International Education, or a related field. Strong written, verbal and computer skills; minimum three years experience in F-1& J-1 immigration law; and demonstrated ability to manage high volume of work in a fast-paced environment and meet quality standards and deadlines are required. Ability to perform outstanding work in a results-oriented office; the ability to communicate fluently in a foreign language(s) especially Japanese and overseas living experience will be highly regarded. Advanced experience with technology, including proficiency in Microsoft Office, web page and Access database design and management, is very desirable. Must be able to perform well in a diverse environment, be cross-culturally sensitive, can handle multiple tasks simultaneously and work under pressure independently, possess strong problem solving and crisis management skills. The position requires an energetic & dynamic individual with excellent organizational skills and attention to detail.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: $37,000-$45,000 dependent upon qualifications and experience; excellent benefits package. Review of applications begins immediately and continues until position is filled. Please submit letter of interest; resume; and the names, addresses, and phone numbers of three references to: Chair, Search Committee (PJ# 2553-888), c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh

www.plattsburgh.edu/hr/

George Mason University

Director of Development Research

George Mason University is seeking a Director of Development Research. This position is part of the development team and works closely with development officers to manage the solicitation process and support the fund raising activities by planning, organizing and conducting research on individuals, corporate and foundation donors and prospects. This position reports to the Director of University Development and supervises two researchers.

A baccalaureate degree is required with three years of related experience (prior capital campaign experience would be beneficial). The position requires leadership ability; excellent research skills and an aptitude for identifying individual, corporate and foundation major gift prospects; and mastery of on-line informational databases (Dialog, Experican, CDA Invest/Net, DataTimes) and use of the Internet. Also required are outstanding communication and organizational skills and the ability to work collegially within a diverse team.

Review of applications will begin **June 6, 2001** and continue until the position is filled. Applicants should submit a cover letter and resume to:

Search Team
Director of Development Research
George Mason University, 1A3
4400 University Drive
Fairfax, VA 22030-4444

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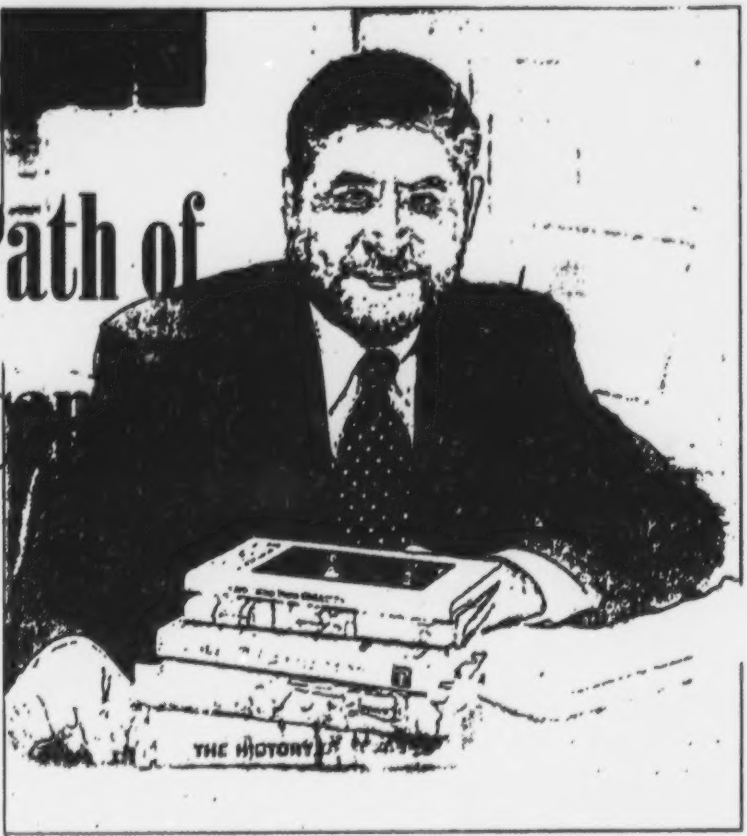
De León Follow Historical Path of Mexican Americ



ANGELO STATE
UNIVERSITY

> *"The military was my way out of poverty. That was my way off the farm."*
>
> DR. ARNOLDO DE LEÓN

BY PRESTON LEWIS

The path Arnoldo De León followed out of the cotton fields of South Texas was much the same as that taken by many other Mexican Americans out of poverty. Only the destination was different.

He not only landed in an Angelo State University classroom–first as a student and later as a professor, but ultimately he became one of the leading historians in the relatively young field of Mexican American history.

"When you research Chicano or Mexican American history, you find out that it is the history of yourself," De León said.

Consequently, De León has learned a lot about himself over the last three decades. And through his research, writing, and classroom instruction has taught a generation of students a lot more about Chicano history.

In a field that is just over 30 years old, De León has published some of the seminal works, including *They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821-1900* and *The Tejano Community, 1836-1900*, winner of the Border Regional Library Association's 1982 Book Award.

He has been called the most prolific Mexican American historian since Carlos Eduardo Castañeda and has published 13 books, 11 booklets, 37 major refereed articles, 32 minor articles, and 49 book reviews in some 13 professional journals.

He is currently working on a major book for the University of New Mexico Press, *Racial Frontiers in America: African-, Chinese-, and Mexican-Americans in the U.S. West, 1848-90.*

"The argument had always been that the resources were not there for Mexican American history," De León said, "but one of the things that historians have recognized is that actually the sources are there, if you just look for them. In the case of Mexican American history, the sources just hadn't been researched."

Over the course of his scholarly career, De León has immersed himself in government documents, newspapers, diaries, journals, and other resources–some written by Mexican Americans but many not–and proved the materials were there if someone just took the time to notice. De León did, and the academic as well as the Hispanic communities took notice of him.

Today he has been called "the foremost Texas-Mexican historian" by such leading Hispanic scholars as Rodolfo Acuña of the California State University at Northridge, and "dean of Mexican American history in Texas" by Thomas H. Kreneck, head of Special Collections and Archives at Texas A&M University-Corpus Christi.

The acclaim was something De León could never have imagined from his childhood days in South Texas, where he grew up on a small ranch in Nueces County. His father was a farmhand, and his mother, a housewife.

"I did a lot of work in the cotton fields," he recalled. "I worked in the fields from the age of five until 18."

His teenage and formative years were spent in Robstown, Texas, where he graduated from high school.

"We grew up with prejudice, but I was never kept from any public place, nothing very obvious as far as discrimination is concerned," De León said. "The school, for example, was integrated, and there was racial friction but never any racial conflicts. We developed a consciousness of being Mexican Americans, and part of that is explained by this friction that you were different from the others, many of whom were the sons and daughters of the ranch owners and the merchants in town."

Dr. Arnoldo De León visits with an Angelo State University graduate student after class.

This was during the '50s and '60s when few jobs were available in town for Hispanics who wanted to get out of the cotton field. There was only "Mexican work," and that work was in the field, De León said.

"Those were different times compared to now, when you don't have difficulty getting a job in the bank, for example, or in the supermarket, but at that time I couldn't find a job."

He studied a year at Del Mar College in Corpus Christi, but he was too poor to sustain himself and make satisfactory progress toward a degree, so he went into the Air Force.

"The military was my way out of poverty. That was my way off the farm. At that point I had a steady income, and I was independent, or at least no longer dependent on my parents. I could make my own decisions, set my own goals, those types of things. Up until that time, I had never considered becoming a historian."

During his enlistment, he was stationed at Goodfellow Air Force Base in San Angelo, Texas. It was there that he met his wife, and there he would return after completing his military commitment, to enroll at Angelo State University.

"What my goal had always been was to find the financial resources–to save money, actually–so I could finance my education. By the time I got out of the military in 1967, I had the savings, and I had the veteran's benefits," he said.

Once he enrolled in history classes, his professors began to see that he had a knack for writing and a knack for history. His next goal was to finish his degree and get a job teaching in public schools. Just getting a college degree would have been a significant accomplishment in his family. However, several ASU faculty members, including current department head Dr. Charles Endress as well as Dr. H. Dempsey Watkins and Dr. Bob Holcomb, encouraged him to go to graduate school.

A member of the Texas Christian University history faculty came to the ASU campus on a recruiting trip during the spring of 1970. The timing could not have been better. De León, who was scheduled to graduate in May, was offered a National Defense Education Act Fellowship to attend TCU in the final year of the fellowship program.

It was also a year in which affirmative action took bloom and the Chicano Movement was gaining notice among many, including De León. His professors' faith in his abilities had given him a quiet confidence to succeed, and he did, earning both his master's and doctoral degrees from TCU. In later years, Don Worcester, now a TCU professor of history emeritus, would call him one of the most productive of the 50 Ph.D. candidates whose dissertations he directed. De León completed his Ph.D. in 1974.

"During that time there was a demand for history teachers, educators, historians who could recapture, research the Mexican American past. Once I accepted the fact that I had this talent for research and writing, I felt I had a commitment to those in the movement," De León said.

"My contribution was going to be and still is my writing, because I felt I should compensate those in the movement for what they did for me in the form of moral support or in opening doors that would not have been opened without them. My contribution has always been through my scholarship, and I think I work as hard in making that contribution as anybody else. You don't necessarily have to be a politician to make a contribution to the uplifting of a people."

As a librarian, De León has inspired many young scholars and routinely gets compliments or letters from students who have read his works or followed his example as an historian. Mexican American history focuses on the period in the Southwest after Spanish rule ended in Mexico. Mexican American history is contrasted with Spanish Borderlands history, which encompasses Spanish Colonial history, including exploration of the Southwest, the mission era, and subsequent settlement.

The field of Mexican American history was born in the 1970s alongside the Chicano movement and is generally defined as the history of Mexican-descent people after 1836 in Texas and after 1848 elsewhere in the Southwest when the treaty of Guadalupe Hidalgo recognized them as citizens of the United States.

The governmental turmoil of the 30-year period preceding the Treaty of Guadalupe Hidalgo left Southwestern Hispanics, particularly in Texas, to grapple with changing sovereignties. Take for example, José Antonio Navarro, who was born in 1795 and became one of three Mexican signers of the Texas Declaration of Independence. He was a subject of Spain until 1821, when Mexico won its independence. He was a citizen of Mexico until

Texas gained independence, and a Texan when the Constitution of 1836 made him a citizen of the Republic of Texas. After the Treaty of Guadalupe Hidalgo in 1848, he became a United States citizen.

In Texas, that political upheaval–the racial animosities following the slaughters at the Alamo and San Jacinto and the ultimate triumph of the Anglo culture–in essence relegated Mexican Americans to second-class citizenship. Only after World War II, with the strengthening of the League of United Latin American Citizens (LULAC), the founding of the American GI Forum, and the intervention of the federal government in racial issues, did that second-class status begin to change.

"Right after World War II, you have a generation of Texans who joined organizations like GI Forum or LULAC, and they became the ones in the forefront of questioning laws and court practices through legal challenges of such things as educational segregation or the poll tax," he said. "Then you had the government responding not only to Mexican American issues but also to the Black civil rights movement of the 1960s. By the 1960s, many of the issues present in the '40s and '50s–segregation, educational inequality, poll taxes–had fallen by the wayside."

Obviously, De León said, times have changed, but they have not eliminated the challenges that past generations have endured–poverty, embarrassment, low social status, inadequate education.

History, though, provides Mexican Americans a unity with their ancestors because it shows a similarity of experience and challenge. De León cites the educational reform movement of the 1920s and 1930s in San Antonio or the Congreso Mexicanista of 1911 when Hispanics gathered in Laredo to discuss education, culture, civil rights, and issues such as poverty and unemployment.

"When you research the history of Mexican Americans, you recognize you had many of the same experiences," De León said. "Obviously, the times are different, but there are many of the same struggles, obstacles, so on. On the other hand, you discover things you didn't know about."

While that knowledge can be a unifying experience, it can also be a burden of history when the past is repeated.

"I would like to see a place where everyone is able to enjoy the kind of economic comfort that professionals such as myself enjoy," De León said. "That would be an ideal–where everybody enjoys a level of comfort so that they don't have to experience hunger or embarrassment. People of my generation have been able to achieve a certain level of comfort, but you have this constant immigration so that you find this poverty some of us left behind 30 years ago just reappearing. It doesn't seem to disappear, and as a result, it just becomes part of the Mexican American experience."

His success not only as a chronicler of Hispanic history but also as a Mexican American has a certain irony in that his parents cannot fully understand his accomplishments.

"They know that I am a doctor or a Ph.D, that I teach at Angelo State University, and that I have written many books," he said. "I have obviously surpassed their greatest hopes and expectations, but because they're common people, now retired, and didn't have an education, they really can't fully appreciate it."

For instance, he is a fellow of the Texas State Historical Association (TSHA) and a member of the Texas Institute of Letters. He is on the board of directors of the Texas Council for the Humanities.

He was editor of the Hispanic entries for the TSHA's *New Handbook of Texas* and has served on the editorial boards of the *New Mexico Historical Review*, *Southwestern Historical Quarterly*, and *Journal of Big Bend Studies*. All of those positions have helped him further Mexican American history.

Because Mexican American history is a young field of study, it is also a small field. By comparison to Western history, where perhaps a thousand serious scholars write about the Old West, De León estimates that, nationally, there could be as few as 50 serious historians of Mexican American history.

The field, though, is bound to grow because the nation's Mexican American population is increasing. That population growth has expanding national ramifications, including more Hispanics in government and more attention to Mexican American issues, whether poverty, educational inequality, or English only, for example.

"As the demographics change, Mexican American history will not become irrelevant," De León said. "If anything, I think it will become more relevant because you will have more people wondering where did we come from and what exactly is our contribution here.

"Although the demographics will change, things that are part of a people's past linger as indeed they have for the last 150 years for Mexican Americans. People still need to understand their Mexican American heritage. Number one, it is a good heritage. And number two, it is a proud heritage, one they can appreciate and should."

MORE ABOUT ARNOLDO DE LEÓN

Arnoldo De León began teaching at Angelo State University in San Antonio, Texas, immediately after earning his Ph.D. in history from Texas Christian University–and he has been teaching there ever since, occupying since 1988 the C.J. "Red" Davidson Endowed Professorship. De León began his studies at Del Mar College, spent four years in the U.S. Air Force, then completed his B.A. in history at Angelo State University before moving on to TCU for his master's and doctoral work.

De León has authored, co-authored, or edited 13 books, including the winner of the Border Regional Library Association's 1982 Southwest Book Award, *The Tejano Community, 1836-1900*, and the work distinguished by *Choice: Current Reviews for Academic Libraries* as one of the "Outstanding Academic Books" of 1995, *Not Room Enough: Mexicans, Anglos, and Socio-Economic Change in Texas, 1850-1900*. His most recent new book is *North to Aztlán: A History of Mexican Americans in the United States*, written with Richard Griswold del Castillo.

De León is also author of more than one hundred book reviews, articles, and booklets, and has made dozens of professional presentations. Last spring he delivered "*Ethnicity in the Sunbelt*: A Look Back from 2000" at the Center for Mexican American Studies at the University of Houston. In 1998, he presented the keynote speech at the Fellows' Luncheon at the 102nd annual meeting of the Texas State Historical Association in Austin. His works in progress include *Racial Frontiers in America: African-, Chinese-, and Mexican-Americans in the U.S. West, 1848-1890* (UNM Press) and a revised and updated edition of *Ethnicity in the Sunbelt: Mexican Americans in Houston* (Texas A&M UP).

Among De León's other accomplishments are his faculty sponsoring of the Association of Mexican American Students (AMAS) at Angelo State University for virtually his entire time there and his service on the editorial boards of several scholarly journals, including the relatively new-born *Journal of Big Bend Studies*.

Unique Partnership Brings Classes to NFL's Chargers

National University Link Benefits Staff and Players

BY ED BRENNEN

When National University holds its commencement exercises this spring in San Diego, a unique group of students will be walking away with their Master's in Business Administration. While most of their fellow graduates studied for one year on a college campus, this group of 11 students earned their MBAs over the course of three years right at their place of work–the San Diego Chargers' NFL training facility in Murphy Canyon, Calif.

These professional students are the first to graduate from a partnership set up between the San Diego Chargers and National University. Established in 1998, the program brings National's MBA classes directly to the Chargers' training site and headquarters, where both players and staff members are encouraged to further their academic careers.

The program was initially designed with the Chargers' players in mind but many administrative staff have benefited. According to the NFL Players Association, only 30 percent of NFL players in 1998 owned a bachelor's degree. The Chargers were not immune to this trend. That year, only seven members of the team's 60-player roster had completed their college degree (a scant 12 percent). With the average NFL playing career lasting just three and a half years, the Chargers organization recognized that something needed to be done to ensure that its players had something to fall back on once their playing days were over. Dick Lewis, the Chargers' coordinator of player programs, was given the nod by team owner Dean Spanos to launch a program that could meet this goal.

"Everybody looks at an NFL organization and they think that NFL organizations don't really care," says Lewis, who has been with the Chargers in many capacities for the past 20 years. But he maintains that after working with the players on a day-to-day basis, people started to say, 'What are we doing to help them after football?'"

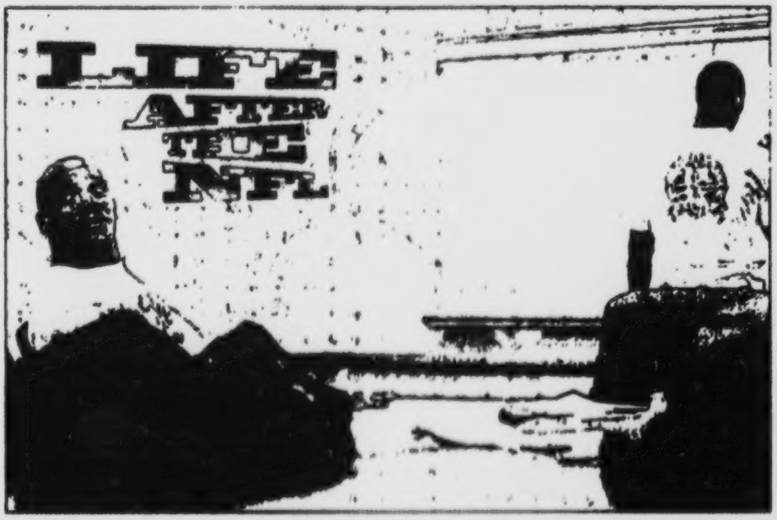
Lewis says the Chargers' decision was easy. "In essence, let's help them be the best that they can be," he says, "even after they leave football."

Lewis' first step was to find a college in the San Diego area that could meet the specific needs of the Chargers. Since the team's season begins with training camp in June and can extend into the month of January, the team needed a program that could operate within the specific time frame of February through May. And in order to make the program as accessible as possible, the team wanted a partnership that could bring the classes directly to the team's headquarters. After reviewing several proposals, Lewis and the Chargers settled on National University (NU) in nearby La Jolla, Calif.

"Once we talked to National, we knew that was the way to go because they were willing to work with us to get this thing done," Lewis says. "It's a unique university–that's the beauty of it. The beauty is to have the program done right here at this facility, where when a player finished their day, or an employee finished their day, they just moved downstairs into a classroom. It's beautiful.

It has to make the employees feel good."

Indeed, NU was well equipped to handle the Chargers' needs. The school, which this year ranked 87 on *The Hispanic Outlook* Top 100 colleges list of bachelor's degrees awarded to Hispanic students, is specifically geared toward serving adult learners. The school features 25 different campus locations throughout California, including nearly a dozen on-site programs at places such as McDonald's corporate headquarters, Children's Hospital in Los Angeles, the U.S. Department of Defense's Department of Financial and Accounting Services, and the U.S. Border Patrol.



When Nancy Rohland, NU's director of enrollment management, was contacted by Lewis about the proposed one-of-a-kind partnership, she knew the team had found its match. "The most unique part of the University is we have a one-course-per-month format. That's probably what we're known best for," says Rohland. "It works really well with professionals, regardless of their profession.... They may have certain times during the year where it's just not practical to run classes. For example, an accountant can't be taking classes during tax season.

"So that's why it worked out so well in the off-season. [The Chargers] took one course in February, one course in March, one in April, and one in May, and then they can all help with mini-camp or whatever they need to do."

NU President Jerry C. Lee, an avid Chargers fan and former executive with General Motors, says the partnership fit is right in line with the University's mission. "National University is continually pursuing lofty goals outside the ordinary traditions of ivory towers.... This is a virtual university at work. It brings education to where it is needed."

One catch, specifically for the players, was that the students needed a variety of courses to complete their degrees. One player might have been an accounting major who was one math class shy of graduating; another, a journalism major who still needed to complete a course on libel. Obviously, National wasn't going to be able to bring a busload of professors—all from varying disciplines—to the Chargers' training site, even just once a month. So a decision had to be made.

"They all went to different colleges, they all majored in different things, and they all needed different courses, so there was no commonality as far as what they needed," says Rohland. "So what ended up evolving was hosting the MBA program on site, because a lot of the administrative staff within the Chargers' organization were interested in the MBAs.... So we started the MBA program with players as well as primarily administrative staff—from the ticket office and different offices, the strengthening coach, and all the different people interested."

"The most unique part of the University is that we have a one-course-per-month format"

NANCY ROHLAND, NATIONAL UNIVERSITY'S DIRECTOR OF ENROLLMENT MANAGEMENT

Of course, with the MBA classes being held during only four months of the year, it was going to take the students three times as long to earn a degree that is normally obtained in one year. But this was not a major deterrent. Not only do the students get a discount rate on tuition from National, since the classes are not held on an NU campus, but the Chargers players even agreed to set up a special fund, raised through player fines, to pay for 70 percent of the employees' remaining tuition. With that incentive, 11 of the 18 students originally enrolled in the program will pick up their MBAs this spring, according to Rohland.

Of the seven who did not complete the course, four were players—the only four players who enrolled in the program. While the partnership was originally designed with players in mind, Lewis and Rohland soon realized that life in the NFL is not always conducive to staying in one place for any length of time.

"A couple of the players were in the MBA program," says Rohland, "but part of the problem was injuries and trades. Somebody will be in the program, and then all of a sudden you hear, 'Oh, they're no longer going to be a Charger,' which has happened in some cases. So the continuity in the organization, other than your real senior players like a Junior Seau [an All-Pro linebacker], has actually been with their staff, because some of their staff have been there forever and those are the ones who stuck with the program.

"So even though at different times we've had many different players, none of the players are actually completing the program, which is unfortunate," she says. "We had hoped to have them, and some of them have made significant progress, but none of them are ready to complete yet."

"It's tough to keep players involved," agrees Lewis. "Some got cut; some got traded. But the employees are here totally, so we were able to get them and keep them involved."

Even for the players who were not able to complete the program, or who were not interested in obtaining an MBA, the partnership has made strides toward furthering their education.

Rohland can work with players on a case-by-case basis, finding out if there are any classes–either degree- or non-degree-related–that the player can take at a National campus and then transfer the credits back to their original home school.

"Dick Lewis might have a player, and he'll give me a call and say, 'This is the situation. Can you meet with this person and find out what they need to complete the degree program from wherever they played football?'" says Rohland, who helped just such a player back in March. "And we'll work with them on trying to get the courses they can to complete–from National, or in some cases we'll send them to other universities. We just try to help them find a course they can take concurrently to complete their degree from their home university."

Rohland is glad to see that the Chargers recognize this need for continued education. The alternatives, as she's seen, can be dire.

"I'd say both the NFL and NBA are really concerned about this phenomenon with people not completing their education," she says. "And if a player gets injured, a lot of times they don't have anything to fall back on. I know one former Charger now owns a car wash, and there's another who's working at a car wash. There are some who just aren't making it."

"Now, it's a lot better, I think, than in the old days, because the money is better on the front end [of their contracts], but it's still a real concern," adds Rohland, who has two former Chargers employed on her staff at NU. "The attitude of the NFL has changed where they really want to push for these guys if they started a career prior to graduation, which is most common. That carrot out there is an enticement, but they want them to get that completed as soon as possible."

With the first group of students graduating with their MBAs this spring, both Lewis and Rohland say they would like to see the partnership begin anew after the 2001-02 NFL season.

"We'll probably start something up during the off-season next year," says Rohland, who has been contacted by other NFL teams about setting up similar partnerships. "I've been contacted by Green Bay, but we can't go to Green Bay and do something like this because we're an accredited university and we have to get authorization to go into cities where we're not located….So we are limited in that regard."

Lewis, who "most definitely would like to see more players involved in the future," wonders why other NFL teams haven't followed the Chargers' lead and established similar partnerships.

"It surprises me a little, but I think they just don't have the information yet," he says. "We haven't really been out there tooting our horn; we've just sort of been doing it. The president said, 'OK, let's do a program; get it done and help the students.'

"He's the man. He's the one who makes it happen," Lewis says of Spanos, the team owner. "The students love the program, and they're appreciative of Dean Spanos for allowing us to do it.

"I've been a lot of places in my life," adds Lewis, "but I've never seen a place that cares as much as this organization cares about its employees."

University of Central Florida

General Counsel

The University of Central Florida seeks an executive-level attorney to serve as General Counsel. The General Counsel represents the university in legal and administrative forums; serves as a legal resource to the president, the president's advisory staff, and the Board of Trustees; reviews and negotiates contracts and other legal documents on behalf of the university; serves as the university's agent in various transactions; provides formal written legal opinions as requested by the president; reviews institutional policies, procedures, and related documents; manages litigation for the university and coordinates the provision of outside counsel and legal services as necessary; serves as liaison to other legal officials in the state; informs the administration of the legal ramifications of pending legislation and may draft proposed legislation.

Candidates for the position will have completed a law degree from an accredited ABA school of law, be a member of or eligible for membership in the Florida Bar, and have ten or more years of legal experience beyond entry level. A background in higher education or the public sector, experience within a complex organizational structure, and litigation experience are preferred. Candidates should have mature and objective judgment, exceptional oral and written communication skills, a working knowledge of legal issues as they affect public higher education, and the ability to manage department staff, budgets, and outside consultants. In addition, candidates should be able to represent the university professionally and tactfully and to maintain confidentiality.

Interested applicants should submit a resume and a letter of application that specifically addresses the candidate's qualifications for this position to **Dr. Beth Barnes, Chief of Staff, Office of the President, University of Central Florida, Orlando, FL 32816.** Applications will be accepted until the position is filled.

The University of Central Florida is a rapidly-growing, public metropolitan research university serving almost 35,000 students on the main campus in Orlando and several branch campuses and centers. UCF is committed to gender and racial and ethnic diversity and encourages applications from women and minorities.

UCF is an equal opportunity, affirmative action employer. All searches and documents are subject to the open records laws of the State of Florida.

OHIO UNIVERSITY

Provost

Applications and nominations are invited for the position of provost at Ohio University for appointment in Fall 2001 or as soon thereafter as possible.

Position Description: The provost shares with the president the central administrative role in the university and serves as the chief academic officer. The Provost also has major budget planning responsibility. In addition, the provost works with the vice presidents to coordinate other internal institutional affairs.

Qualifications: Candidates must have appropriate academic credentials for a tenured appointment at the rank of professor; substantial administrative and leadership experience in both academic and budgetary matters; understanding of and commitment to public higher education; demonstrated commitment to a diverse university community; and commitment to open administration and a collegial system of faculty governance.

The Institution and Setting: Ohio University is a state-assisted, Doctoral Research-Extensive university, with six campuses. The main campus in Athens enrolls 19,500 students; the five regional campuses, all in Southeast Ohio, enroll an additional 9,000 students. The University offers bachelor's degrees in 92 fields, master's degrees in 46 fields, and doctoral degrees in 28 fields. Its academic organization includes colleges of Arts and Sciences, Business, Communication, Education, Engineering and Technology, Fine Arts, Health and Human Services, University College, a unique Honors Tutorial College, and a College of Osteopathic Medicine. Ohio University also has 40 centers and institutes that serve academic, research and service needs for the university and community. The Athens campus is residential with selective admissions; regional campuses are open admission. The university budget for 2001-02 will exceed $450 million.

Athens, with a combined resident and student population of 40,000, is located 75 miles southeast of Columbus, Ohio, in a beautiful area of wooded hills.

Other information is available on the university web site: http://www.ohiou.edu/.

Application Process: Review of application materials will begin in May and continue until the position is filled. Please send letter of application and professional résumé, along with names and contact information of five professional references to:

Professor Carolyn Tice, Chair
Provost Search Committee
Office of the President
Ohio University
Athens, Ohio 45701-2979

Ohio University is an Affirmative Action/Equal Opportunity Employer

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Turning Classroom Conflict into Teachable Moments: Part I

How to Deal With Students' Prejudiced Comments

BY
ANGELA PROVITERA MCGLYNN

In an incident I remember as the only time I lost a sense of myself as in control in a classroom setting, a student pushed one of my emotionally charged "buttons" by making what he probably perceived as an innocuous statement. I taught this class following my viewing for the umpteenth time on network news the beating of Rodney King by members of the Los Angeles Police Department.

After watching the tape so many times, rather than becoming desensitized to the violence of it, I became more incensed that I was watching one of the great infringements on civil rights of our lifetime. I happened to be teaching the section on "racism" in my social psychology course. When I brought up the Rodney King beating as just such an example of the institutional racism of our police system, a young White male loudly proclaimed that Rodney King was beaten only because he resisted arrest. I am not proud to admit that I jumped down the student's throat with some overly forceful challenge.

In an article entitled, "Hot Moments in the Classroom," Dr. Lee Warren, associate director of the Derek Bok Center for Teaching and Learning at Harvard University, says, "Hot moments occur when people's feelings–often conflictual–rise to a point that threatens teaching and learning. These moments occur during discussions of issues people feel deeply about and can result from classroom dynamics in any field." The discussion of the Rodney King beating was just such a moment.

In this first part of my two-part series on dealing with the challenges of the emotionally charged classroom setting, I will focus on managing one's self in the situation, and begin to discuss strategies for creating "teachable moments."

As I look back on this student's statement, which I now refer to as an example of a "teachable moment," I am still haunted by my missed opportunity. Had I understood my own "hot buttons" better, I might have been able to follow Dr. Warren's advice. She offers several tips for managing ourselves in the classroom.

Dr. Warren says that if faculty can maintain a steadiness in the face of an emotionally hot student remark, the students themselves will be better able to stay steady. This will allow students an opportunity to learn something in the moment. She suggests that when we experience our own hot button being pushed, we should take a deep breath, allowing a bit of time to collect ourself and our thoughts. This brief silence will also allow students to reflect on the issues raised. (Counting to ten is now back in favor among psychologists as an effective way to diffuse our own anger.)

Dr. Warren cautions against taking attacks personally; she says that a student's attack on us is most often an attack against the role of authority figure that we play as "teacher" rather than a personal affront. She says that if we take a student's remarks personally, we might miss the opportunity to see what that student's ideas represent in the classroom and in the world at large, and thus lose our effectiveness in being a facilitator, helping students to overcome their prejudices.

When students make prejudiced remarks about people or issues that we feel very strongly about, particularly when they have treaded upon a group we are part of or identify with, Dr. Warren suggests keeping some distance between the comments and ourselves. She says that both faculty and the students would be better served if we could find ways to use the comments to enhance the students' understanding. Dr. Warren says, "...if we can remove ourselves from our own emotional reactions of the moment, we can begin to see the heat as an opportunity to explore different views....It also helps sometimes to think about listening for 'the song beneath the words' of the student. What is the student really saying? Why is this coming up at all, and why at this time?" In some discussions that took place on my campus, our faculty grappled with just such questions.

Mercer County Community College (N.J.) has a group known as The Mercer Curriculum Project that meets on a monthly basis. This group is not part of college governance; rather, it is a grassroots group of faculty who come together to discuss ways to make the college curriculum more inclusive and to make classroom atmosphere more welcoming and more inclusive. I chair the project meetings. During the spring term, we devoted two sessions to discussing strategies for dealing with classroom situations in which students make prejudiced remarks.

At the first meeting, when I asked my colleagues for examples of students voicing prejudiced attitudes in class, a history professor recalled the following incident: In her Western Civilization class, she deals with the history of the development of religions. During a discussion, a student asked, "Why don't Jews believe in The New Testament and in Jesus?" The history professor explained that Jews believe that a person named Jesus existed but they do not believe that Jesus is the Son of God. The student persisted, "Why don't Jews believe that Jesus is God?" This history professor told us that when she probed further into the student's belief system, the student believed in the evolution of religion, from polytheism, to monotheism and Judaism, to the most "enlightened and true view of Christianity."

I believe that my colleague should be commended for not taking the remark personally (she happens to be Jewish) and for probing further into the student's belief system. Another colleague at our meeting, a counselor, said that the principal issue we are dealing with is: how do we open someone to hear a new perspective? How do we enhance students' receptivity to the world of new ideas? A professor of English added that many students might come to college with beliefs about religion that are indoctrinated beliefs, and they have never been exposed to a bigger picture. She shared her own experience coming from a fundamentalist family, and then expanded her views through history and religion courses in college.

Another history professor offered a strategy that works in his classes for reducing anti-Semitism. The strategy could be used in dealing with the "religion problem" mentioned above as well as in many other instances across disciplines. In his history class, before he discusses anti-Semitism and the Holocaust, the professor names the stereotypes about Jews that led up to the Holocaust. Before any student has an opportunity to discuss the beliefs, he labels these beliefs as stereotypes and talks about prejudice against the Jewish people. This same strategy could be applied in various contexts. For the "religion problem," the professor could state at the onset that there are people who hold a model that there is one true religion, and these people don't recognize that there are many different religious belief systems. Of course, one risk we might run by setting the stage in this way is that students might not express their ideas as openly.

One of my colleagues at this meeting teaches English courses for international students. She said that students learn very early in the semester how diverse the group is in terms of cultural backgrounds. She does exercises with her students at the beginning of the semester in which students share aspects of their own identities. This professor believes that students are apt to be more sensitive with the remarks they make in class if they recognize the diversity in the room.

Another strategy that I believe works well at times is to pause after a prejudiced remark and remain silent. This allows the remark to hang in the air. Very often, students will jump in and challenge the remark in a way that is productive and more powerful for other students to hear than if they heard from the "authority figure" in the room.

I am reminded of a poignant story I read by Professor Meachum, who teaches a developmental psychology course. He added to his course syllabus five autobiographies in which a diverse group of individuals describe their experience of growing up in different contexts. He received a scathing e-mail from a student who had a racist perspective. This e-mail went to the entire class as part of the course list serve.

Professor Meachum wanted to respond immediately but decided to sleep on his response. The next morning, when he turned on his computer, he was gratified to see that there were several e-mail responses from his other students who had eloquently responded to the offending e-mail with text-based, sophisticated analyses. Professor Meachum said that he learned a lesson, and that is to trust his students.

In the article, Meachum said that he has learned to deal better with student resistance to diversity readings by anticipating that some students will be troubled by the implications that readings on race, gender, and sexual orientation have for their own still-developing beliefs, values, and identities. He also learned that he needs to strive more for discussion among his students than for discussion between his students and himself.

I suppose that prejudiced remarks by students are more likely to come up in humanities and social science courses than in other disciplines. At our Mercer Curriculum Project meeting, an historian offered another example of student prejudice and insensitivity. When this history professor teaches about ancient Greece and explains the culturally accepted patterns of homosexuality, invariably there are students who giggle and make prejudiced comments. This professor voiced two concerns: How do we, as faculty, help students to overcome their homophobia, and what can we do to make the classroom atmosphere hospitable to the gay students in the class?

I believe that these two concerns expressed at our meeting are critical issues that need to be addressed. From my own observations in my courses such as human sexuality, psychology of women, child development, and social psychology, prejudices about sexual orientation seem to be alive and well. In fact, homophobia might be the last of the prejudices that people feel free to voice aloud in classroom settings and perhaps in the outside world.

Our counselor at the meeting, who also teaches communications courses, offered two strategies for dealing with homophobia in the classroom. She said that when she discussed gender differences in nonverbal communication, specifically when she talked about women being more comfortable with touch than men are in same-sex friendships in our culture, students would giggle. Now, when she teaches this section, she starts off by asking students if they have heard about the concept of homophobia in their other courses. She usually finds that over half the students know what the word means. A discussion of homophobia follows the question. This professor believes that if so many of us discuss our culture's prejudices in class, including homophobia and heterosexism, students will be transformed in their belief system through the educational process.

A long-term study done at The University of Michigan has actually shown some positive transformational thinking of college students. The study found that the majority of students became more accepting of lesbians, gay men, and bisexual people during their four years of college (Kardia).

> ***"Another strategy that I believe works well at times is to pause after a prejudiced remark and remain silent."***

The second strategy the counselor/communications professor offered at our meeting involves what Dr. Elizabeth Paul (The College of New Jersey) has called a "content-to-process" shift. Dr. Paul said that sometimes when a class is off track, she stops whatever they are doing and says, "Let's analyze what is happening here right now." Students then take more responsibility for their own resistance to learning. When the giggling occurs in response to discussion of same-sex touch, my colleague addresses the giggling behavior head on. She processes the giggling right in the class as it happens. She talks about the meaning of giggling, and how people often giggle when they are feeling anxious or uncomfortable.

My colleagues and I have grappled with the challenge of turning prejudiced comments into "teachable moments," and I shared some of our strategies here. In Part II (which will appear in *HO*'s June 18, 2001 issue), I will further explore creating strategies for teachable moments, and I will offer strategies for diffusing the emotionally charged classroom atmosphere.

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Minutes of The Mercer Curriculum Project and the Writing Across the Disciplines Committee, March 22, 2000.

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Buffalo State

State University of New York

Director of Center for Excellence in Urban and Rural Education

Buffalo State is seeking candidates for the position of director of the Center for Excellence in Urban and Rural Education, to begin August 2001. The center is a newly established teaching and service unit designed to serve as the linchpin of a collegewide commitment to facilitate improvement of Pre-K-12th grade education in urban and impacted rural environments. The center director will hold a tenure-track appointment in a teacher education department at the college, and will be expected to teach at least one course per year and maintain a continuing scholarly agenda. The director will report directly to the Dean of the Faculty of Applied Science and Education (www.buffalostate.edu/~fase). In addition, the director will be responsible for (1) identifying teaching and service opportunities related to urban and impacted rural settings, (2) providing inspirational leadership to college faculty in order to generate broad support for and participate in center endeavors, (3) representing the center to a variety of external constituents and local, state, and national policy makers, (4) successfully soliciting gifts and grants to support center activities, (5) envisioning possibilities for expansion of the college's positive impact on the targeted areas, and (6) day-to-day administrative management of the center.

Required Qualifications: An earned doctorate in an education-related field; at least three years of successful teaching and/or administrative experience in an urban or rural Pre-K-12 school environment; at least five years of successful experience as a college faculty member, with experience in preservice teacher education and graduate education; an established scholarly record (in the area of urban and/or rural education) sufficient to qualify for faculty appointment in a department of the college at the rank of associate professor or professor; and demonstrated ability to provide high-impact, facilitative leadership to a wide variety of constituent groups-both internal and external to the college.

Preferred Qualifications: Academic specialty preparation (at master's or doctoral level) in urban education; professional education experience in Pre-K-12 urban school or urban school system; successful experience in the acquisition of external funds (grants) and grants project management; demonstrated successful professional work experience in racially and/or culturally diverse settings; and leadership and management experience.

With almost 12,000 students, Buffalo State College is the largest four-year comprehensive college in the State University of New York (SUNY) system. Continuously accredited by NCATE since 1954, the college enrolls approximately 4,000 students in various teacher education programs at the bachelor's, master's, and postmaster's levels. The college's commitment to teacher education renewal work is manifest in its formal collaboration with 22 professional development schools (public and private/parochial) from 10 public school districts.

Buffalo is the second-largest city in New York State and is less than a two-hour drive from Toronto. As a city with a rich history, Buffalo offers a tremendous variety of social and cultural opportunities including a highly recognized professional theater district and a major symphony orchestra. Historic architecture imbues the downtown area; buildings designed by Louis Sullivan, H. H. Richardson, and Frank Lloyd Wright can be found throughout the community. The city's original parks and parkway system are products of famed landscape architect Frederick Law Olmsted. The college is located in the city's museum district, which includes a history museum in one of the original buildings constructed for the 1901 Pan-American Exposition and the Albright-Knox Gallery-a world-class art museum with a world-renowned collection of modern art. Additional information about the college is available at its Web site, www.buffalostate.edu; more information about the city of Buffalo can be found at www.buffalo.com.

Interested candidates should submit a letter of application that addresses the responsibilities and qualifications, a current curriculum vitae, and a list of at least five references with complete contact information. (References will not be contacted without prior permission.) Mail application materials to Dr. Richard J. Lee, Associate Dean, Faculty of Applied Science and Education, Buffalo State College, 1300 Elmwood Ave., Buffalo, NY 14222, or submit materials electronically to majchrah@buffalostate.edu. Review of applications will commence June 1, and will continue until the position is filled.

Buffalo State is an affirmative action/equal opportunity employer and encourages applications from women, racial/ethnic minorities, persons with disabilities, and Vietnam-era veterans.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com MAY 21, 2001

HACU Conducts 2001 National Capitol Forum on Hispanic Higher Education

WASHINGTON, D.C.

Hispanic higher education leaders met in the nation's capitol last month, urging Congress to approve record spending increases targeting the education needs of the nation's youngest and fastest-growing population.

Armed with new Census Bureau reports showing a 60 percent increase in Hispanic population growth during the past decade, presidents and chancellors of colleges and universities serving large Hispanic populations in every major state met with members of Congress to stress a new urgency to Hispanic education funding needs.

The Capitol Hill visits were a part of the Hispanic Association of Colleges and Universities (HACU) 2001 National Capitol Forum on Hispanic Higher Education. HACU, representing more than 270 colleges and universities that altogether serve more than two-thirds of all Hispanic higher education students, urged record federal funding increases for education initiatives spanning kindergarten through graduate school.

"It is all too clear that the nation's economic and social success will hinge on the academic success of our Hispanic communities," said Antonio R. Flores, HACU president and CEO. Hispanics, now the nation's largest ethnic population, suffer average high school dropout rates exceeding 40 percent. Nearly 90 percent of Hispanics over the age of 25 do not have a bachelor's degree.

HACU called for a $100 million appropriation in fiscal year 2002 to Hispanic-serving institutions (HSIs) under Title V of the Higher Education Act. (Congress appropriated $68.5 million to HSIs under Title V for fiscal year 2001.)

HSIs receive only a fraction of federal funds on average compared to all other degree-granting institutions.

HACU also called for record spending increases in initiatives ranging from pre-collegiate and minority teacher preparation projects to new funds for graduate school programs.

The Congressional Hispanic Caucus endorsed HACU's proposal for a $100 million Title V appropriation. The Caucus submitted its request for that amount to the House Appropriations Subcommittee on Labor, Health and Human Services, and Education.

ACE Discusses Gender Equity in Intercollegiate Sports

WASHINGTON, D.C.

A recent article in *Higher Education and National Affairs*, a publication of the American Council on Education (ACE), said that the number of women's intercollegiate sports teams has increased in recent years, and this growth has largely taken place without impacting men's teams.

ACE referred to a report from the U.S. General Accounting Office (GAO). The report, "Intercollegiate Athletics: Four-Year Colleges' Experiences Adding and Discontinuing Teams," shows that between the 1992-93 and 1999-00 academic years, 963 schools (out of 1,191 institutions surveyed) added at least one intercollegiate sports team, while 307 schools discontinued teams. Of the 948 schools that added one or more women's teams, 72 percent reported doing so without discontinuing any other sports team.

However, among NCAA Division I-A schools, which usually have large intercollegiate athletic programs, 54 percent reported discontinuing a men's team and cited gender equity considerations as a "great" or "very great" influence on the decision to drop the team. Insufficient student interest was cited by 6 percent of the institutions. In comparison, at smaller institutions–NCAA Division III schools–lack of student interest was cited by 44 percent of those surveyed as a great or very great influence in a decision to drop a men's team, followed by the need to reallocate resources to other sports (26 percent), and a decrease in budget and gender equity considerations (21 percent).

Title IX of the Education Amendments of 1972 forbids gender discrimination at schools that receive federal funds, and requires schools to provide equitable opportunities for women and men to participate in intercollegiate sports. In the past, some schools have eliminated men's teams in an effort to meet gender equity requirements.

Overall, the GAO report shows that since 1993, schools have added nearly three times as many women's teams as men's teams–1,919 and 702, respectively. In addition, twice as many men's teams as women's teams have been discontinued (386 and 150).

For both sexes, soccer teams have increased the most over time. Among women's sports, the largest decline was in gymnastics, and for men's, wrestling.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com MAY 21 , 2001

Bush Chooses University Researcher for DOE Post

WASHINGTON, D.C.

President George W. Bush selected university researcher Susan B. Neuman to be the Department of Education's assistant secretary for elementary and secondary education, a job that typically has gone to a top school administrator. The appointment was awaiting confirmation by the Senate.

According to *Education Week*, Neuman, who is professor of education and the director of the Center for the Improvement of Early Reading Achievement at the University of Michigan-Ann Arbor, has focused on the importance of providing books and other reading materials to children who live in poor neighborhoods.

The weekly newspaper reported that Neuman, 54, is perhaps best known for her work as a professor at Temple University, where she taught for 10 years. In several studies, she showed that children in poor neighborhoods have much less access to books, magazines, and newspapers in places like barbershops and daycare centers than do middle-class children.

"I really hope to bring more of a research background to the job," Neuman said in an interview. "I believe that research matters, that it can really make a difference."

She said she was most proud of her research showing that giving children five more books and reading to them frequently had a "dramatic" effect on boosting their academic achievement.

Neuman is expected to oversee an office with the largest amount of direct funding for federal programs to K-12 schools. Fourteen in all, they include Title I, class-size reduction, American Indian education, school repair and modernization, and reading-excellence programs.

Richard L. Allington, professor of education at the University of Florida, called Neuman a "leading researcher" for her work on early-literacy programs.

And, the news of her selection drew a favorable response from a range of education groups. "We understand that she's a respected researcher, and we hope that it's a demonstration of the Bush administration's commitment to the many programs under her portfolio," said Alex Wohl, director of public relations for the American Federation of Teachers.

The International Reading Association, based in Newark, Del., hailed Neuman's selection. She has been a member of the group's board of directors. "Susan Neuman has the understanding and expertise to inform the debate on closing the achievement gap between students from affluent backgrounds and those living in poverty," the group's leaders said in a prepared statement.

Education Week is published 43 times per year by Editorial Projects in Education Inc., Bethesda, Md.

Pew Trusts Enthusiastic about National Survey of Student Engagement

PHILADELPHIA, Pa.

Public indices of college and university quality, such as published college rankings, focus largely on resource and reputation measures, not on the quality of undergraduate education and student learning. In fact, tools are insufficient for measuring the quality of what is taught and learned at colleges and universities.

Last year, with the support of The Pew Charitable Trusts, Indiana University launched the National Survey of Student Engagement (NSSE), which questions undergraduates at baccalaureate-granting institutions about the extent of their engagement in activities that improve student learning–e.g., interactions with their professors, writing papers, participation in classroom discussions. The first national administration of NSSE went smoothly: nearly 200,000 students at 276 four-year colleges and universities were surveyed during the spring of 2000, and results from the survey were published later in the year in the "College Student Report."

The Community College National Survey of Student Engagement will make this picture of American higher education more complete. Through this grant, a version of NSSE–appropriate to the mission, student population, and attendance patterns at community colleges–will be developed and administered at these institutions, which now enroll more than half the nation's first-year and sophomore-level students and 44 percent of the entire undergraduate population.

Data collected from both the two- and four-year NSSEs will provide critical information to higher education policymakers, accreditors, academic leaders, and the public about educational quality.

People·Places·Publications·Conferences

PEOPLE & PLACES

News from Alamo Community College District

• Palo Alto College, of the Alamo Community College District (ACCD) in Texas, received one of only six Upward Bound program supplemental grants in the state, and 185 awarded nationwide by the U.S. Department of Education. A reflection of the program's success with retention, the grant will help Palo Alto serve more high school students. The money will help low-income, first-generation college students.

• More than $65,000 in scholarships was awarded to ACCD students at the 2001 Young Women's and Young Men's Conference held at San Antonio College (SAC). Noted author Sandra Cisneros sponsored a scholarship, and was a guest speaker, as were Rep. Mike Villarreal and attorney Wallace Jefferson. SAC alumnus Sonny Meléndez emceed, and ACCD Foundation Board Chair Jackie Van De Walle helped present the scholarships.

• Sandra Vallejo, a recent St. Philip's College (SPC) student and current writing tutor at the College, wrote an article featured in *Nota Bene*, an annual literary anthology that includes outstanding writings of community college students. Published by Phi Theta Kappa, *Nota Bene* is distributed to 1,700 community college libraries in the United States, Canada, and abroad. Vallejo, who returned to school after a 25-year absence, earned her associate's degree at SPC and is pursuing a bachelor's.

Barry Holds *GED on TV* Essay Contest

In Palm Beach, Fla., a program on WXEL-TV42 recently held an essay contest to encourage adult learners to obtain their GED. The topic was "How earning a GED would change my life in my work, family, and community." Prizes included vouchers for GED workbooks, exams, and more.

WXEL-TV42 is a service of Barry University. The station, affiliated with PBS, the Public Broadcasting Service, meets the educational, cultural, and entertainment needs of the community with acclaimed national and local programming.

Goya-Manet Exhibition at CUNY Graduate Center

"Elective Affinities: Prints by Goya and Manet" was on display in the new Fifth Avenue art gallery at the City University of New York (CUNY) Graduate Center. Using 56 etchings and lithographs from the collections of the Arthur Ross Foundation and the New York Public Library, the exhibit examined the critical role printmaking played in Francisco José de Goya y Lucientes' and Édouard Manet's respective oeuvres and offered insights into Manet's fascination with thematic and technical innovations of the Spanish master.

Diane Kelder, professor emerita of art history at the CUNY Graduate Center, is the gallery's curator. The Center's Doctor of Philosophy program in art history ranks among the leading programs in the country and provides curators, directors, and other leaders to arts institutions in Manhattan and around the world.

Dartmouth Opens Latin American, Latino, and Caribbean House

Dartmouth College in New Hampshire has a new Latin American, Latino, and Caribbean House. It will be an academic and residential affinity space tied to the Latin American, Latino, and Caribbean Studies program (LALACS), and a social/cultural space for the College's growing Latino student population.

Alex Hernández-Siegel, assistant dean of student life and advisor to Latino/Latina students; Professor Marysa Navarro, chair of the LALACS program; the faculty; and the College's administration worked with the student body to establish the House and its programming.

The number of Latino students at Dartmouth has grown from 18 in the Class of 1990 to 78 in the Class of 2003, making Latinos about 5 percent of the undergraduate student population.

Law School Dean Reappointed at St. Mary's

Bill Piatt was re-appointed to a new three-year term as dean of St. Mary's University School of Law in Texas.

Piatt, who became dean in 1998, is one of only two Hispanic deans out of 182 law schools in the United States. At St. Mary's, two of the three associate deans are from a minority background: David López and Charles Cantú. The other, Victoria Mather, is the first woman ever to serve as associate academic dean at St. Mary's.

Under Piatt's leadership, minority enrollment in the entering class reached its highest levels ever. Minority students now make up approximately 45 percent of the student body, the highest in the history of the law school, which has been part of St. Mary's since 1934.

Philanthropist Gives $2.6 Million to UTPA

Philanthropist Albert L. Jeffers will contribute a $2.6 million "unitrust" to the University of Texas-Pan American (UTPA)—the largest single planned donation to the University by an individual. The funds will be used for full scholarships.

Jeffers, an attorney specializing in intellectual property law, is well known nationally and internationally. He served on the board of trustees at the University of Evansville for more than 35 years. Driven by a passionate belief in the power of education, he created several charitable remainder unitrusts, naming universities as beneficiaries, including his most recent to UTPA.

The University plans to name its theatre of dramatic arts the Albert L. Jeffers Theatre in recognition of his generosity.

Mott Executive Heads State Association

Carlos Cisneros, executive director of financial aid at Mott Community College (Mich.), was elected president of the Michigan Student Financial Aid Association (MSFAA). The Association's mission is to enhance student financial awareness, promote student access to postsecondary education, and provide professional development opportunities for its members. MSFAA is composed of professionals from colleges, universities, banking institutions, loan guarantee agencies, high school guidance centers, and associated organizations and agencies.

Cisneros has a bachelor's degree from Saginaw Valley State University and is working on a master's from Central Michigan University.

Allan Hancock Sponsors Comedy Celebrating Cultural Diversity

Allan Hancock College's Extended Opportunity Programs and Services, in celebration of cultural diversity, sponsored a satirical multimedia performance featuring actress-cellist María Elena Gaitán. "The Adventures of Connie Chancla," a lively blend of stand-up comedy, history, and cello music, was held at Santa María High School in Santa María, Calif.

Gaitán is the first artist in the United States to receive the Gateways Bi-National Ford/Rockefeller Residency Award from the Guadalupe Cultural Arts Center in San Antonio, Texas. Currently an artist-in-residence at the Esperanza Center for Peace and Justice under the Ford Foundation's Animating Democracy Initiative, she is creating a new multimedia performance at the invitation of the Mexican Fine Arts Center Museum in Chicago.

Morehouse Hosts Symposium on Growing Gender Gap

Morehouse College (Ga.), one of the nation's four remaining all-male institutions of higher learning, recently held the millennium's first symposium dedicated to reviewing the changing status of men in higher education.

Symposium keynoters included Richard Lapchick, director, Center for Sport in Society, Northeastern University; Thomas G. Mortenson, senior fellow, Center for the Study of Opportunity in Higher Education; and Michael T. Nettles, sociologist, University of Michigan.

In 1998, men accounted for just 43 percent of all college students, down from 48 percent in 1985, according to the National Center for Education Statistics. U.S. Department of Education officials project that by the year 2008, women might earn more than 800,000 of the degrees awarded, while men will continue to hover in the 500,000 to 600,000 range. The dwindling presence of male students has become most evident at the nation's liberal arts colleges and minority-serving institutions, where, in some instances, male enrollment has dipped to 30 percent.

NCLR Criticizes Bush Tax Plan

The National Council of La Raza, in early March, upon reviewing President Bush's proposed tax plan, issued the following statement while introducing the Fair Taxes for All coalition:

...The Bush plan provides 40 percent of the benefit of tax cuts to the wealthiest Americans while failing to provide any benefit to more than half of Hispanic families with children. Despite two decades of economic growth and hard work by Latino parents, millions of Hispanic children cannot count on the basic necessities of life....These families work hard, play by the rules, and deserve a tax cut. But most will receive nothing....

...Three in 10 Latino children lack any form of health insurance. About one-third of Hispanic children live in inadequate housing and/or overcrowded housing, and most of their families spend more than half of their incomes on rent. More than four million Latino children don't get enough to eat, or don't have adequate, healthy diets, because their families can't afford it. Latino children are less likely to be enrolled in early childhood development programs...and almost 30 percent of Hispanic children don't graduate from high school. The overwhelming majority of these Latino children come from working families, and most of these families do not receive any government help....

MALDEF Applauds Bush Decision on Salvadorans

The Mexican American Legal Defense and Educational Fund (MALDEF) expressed its full support of President Bush's decision to officially grant undocumented Salvadorans Temporary Protected Status (TPS). The Immigration and Naturalization Service had suspended deportations for Salvadorans following a devastating earthquake earlier this year. However, TPS was needed to allow the country of El Salvador to rebuild itself and tend to its citizens without having to incorporate a large influx of Salvadoran nationals who might have been deported from the United States.

"We are pleased to see the administration recognizing that fair and compassionate U.S. domestic immigration policy not only has domestic, but has international, humanitarian, and economic ramifications as well," said Marisa J. Demeo, MALDEF's Washington, D.C., regional counsel.

Cal State-Northridge Provides Scholarships, Honors Alumni

California State University-Northridge's (CSUN's) La Raza Alumni Association hosted its seventh annual La Raza Scholarship Banquet. CSUN Chicano/a studies professor and award-winning author Rodolfo Acuña (pictured) was the guest speaker. Three CSUN alumni were honored.

Everto Ruiz, Chicano studies professor at CSUN, was honored for his work as a scholar and as founder of Mariachi Aztlán, a student group that encourages interest in mariachi music; Lorraine Chaparro, chair of the Oxnard Community College psychology department, for her involvement in counseling people in the community; and María Chairez, head of the Secondary Success program of the Clark County School in Las Vegas, for her volunteerism and work in education.

A tax-deductible donation of $50 benefited La Raza Alumni Association's scholarship program.

Nevada Student Earns College Credits Along with H.S. Diploma

Lizbeth Álvarez earned college credits before she even had her high school diploma in hand, while she was enrolled in the Community College System of Nevada's community college high school.

"It was a wonderful program," said Álvarez, a native of Mexico, who immigrated to the United States when she was 12. "The classes were small, so I was able to get more attention and help. Since English was a second language for me, I originally had a hard time with my classes when I first came here."

Although her parents had always supported her desire to continue her education after high school, Álvarez knew she couldn't afford to be a full-time student. However, armed with 28 college credits and a high school diploma, the 3.25 GPA student received notice in the mail that she was eligible to receive a Millennium Scholarship.

Álvarez is pursuing an associate's degree at the Community College of Southern Nevada in accounting with a minor in art and will transfer to the University of Nevada-Las Vegas next fall.

Southwestern President Receives Education Award

Photo © Art Braddey

Dr. Serafín A. Zasueta, superintendent/president of Southwestern College in Chula Vista, Calif., received the Joe Rindone Excellence in Education Award from the Chula Vista Chamber of Commerce at the organization's annual installation ceremony.

The Chamber cited Zasueta as "a dynamic leader who has taken the College from the last century into the new with the speed of light. He orchestrated the first bond issue for the College to be passed in 35 years and continues to work for parity in state funding for the College."

Rindone was Southwestern's founding superintendent in 1961. The award was established and presented to him in 1997 in recognition of his monumental contributions to education in the South San Diego County region.

Bronx Community College Honors Castro and Román

Bronx Community College (BCC) in New York honored women who are successful role models during the program "Magnificent Women Defining Success," part of the school's Women's History Month celebration. The honorees for this year were Ida L. Castro, chair of the U.S. Equal Employment Opportunity Commission, and María Román, president of the board of directors of the National Puerto Rican Day Parade. Three BCC members also were honored: Mary E. Coleman, vice president for administration and finance; Dr. Kwi Park-Kim, business and information systems department; and BCC alumna Gloria Davy, health, physical education, and wellness department.

The College also held a "Kaleidoscope Awards Luncheon," honoring StarHawk, an internationally known, award-winning author, ecofeminist, and peace activist; Dr. Ruth Bass, chair of the BCC art and music department; and Regina Tobin, associate registrar at BCC.

Women Scholars, Activists, Filmmakers, Artists, and Poets Converge at Smith College

Photo © Judith Roberge, Smith College

Smith College in Massachusetts held a four-day conference marking the launch of its new and widely heralded women's studies journal, *Meridians: feminism, race, transnationalism*.

A joint venture of Smith and Wesleyan University (Conn.), *Meridians* is the first peer-reviewed, scholarly journal devoted to issues of women of color. The inaugural issue was published in October; the second, featuring an interview with Edwidge Danticat, poetry by Adrienne Su, and an historical essay by Paula Giddings, was released in conjunction with the conference.

Conference highlights included: a talk by former Salvadoran guerrilla combatant María Ofelia Navarrete, political activist and the subject of the 1991 PBS documentary *María's Story*; activists Angela Y. Davis and Elizabeth "Betita" Martínez and legal scholar Sharon Hom speaking about effective human rights organizing among women of color, nationally and internationally; and Smith College President Ruth J. Simmons (pictured l.) and *Meridians* Senior Editor Kum-Kum Bhavnani (r.) discussing the future of scholarly publishing by and about women of color.

Research on Culture in the Marketplace Wins Grants for CU-Boulder Professor

The Marketing Science Institute (MSI) awarded Lisa N. Peñaloza, associate professor of marketing in the University of Colorado-Boulder College of Business, two grants totaling $25,000 to fund her ongoing research on culture in the marketplace.

Peñaloza researches the way in which consumers and marketers express and produce culture in such venues as ethnic markets, retail concept stores, and the Denver Stock Show. Her research is of particular interest to marketing companies and practitioners because it addresses issues they face in solving real-world marketing problems.

Peñaloza uses an ethnographic approach to research, which consists of extensive observation, interaction, and in-depth interviews with people as they live in their normal environment. "While this approach is common in anthropology and sociology, it is making an increasing impact in marketing research," Peñaloza said. "It provides in-depth understanding of cultural exchanges, which are vital in an increasingly global market."

MSI is a not-for-profit organization that matches leading-edge academic research with corporate marketing practitioners.

Southern Methodist Women's Symposium Honors Reyes

Delia Reyes received the Profiles in Leadership Award at Southern Methodist University's (Texas) 36th Annual Women's Symposium. She was honored for improving opportunities for women and girls through her community service.

Reyes, the only woman to chair the U.S.

Hispanic Chamber of Commerce, is president and CEO of Reyes Consulting Inc., a marketing and public relations firm, and is CEO of Adrian Reyes Strategies, a subsidiary. She is director of the Texas Utilities Advisory Board for Dallas and has consulted with several community and public service organizations, such as Parkland Hospital, Head Start, and Univision.

A graduate of Havana Business College in Cuba, she has won *Hispanic* magazine's Hispanic Achievement Award for Leadership, *Women's Enterprise* magazine's Women of Excellence Award, and the Dallas Can! Academy's Dallas Mother of the Year Award.

UT-Austin Researchers Distinguish Language Differences from Learning Disorders

A language difference is not a language disorder. Yet, every year, some bilingual children in Texas wind up being funneled into classrooms designed for children with learning disabilities.

Dr. Elizabeth Peña, assistant professor at the University of Texas (UT)-Austin's department of communication sciences and disorders, is working to develop better ways to assess language skills in bilingual children to prevent misdiagnosis–and to make sure that those bilingual children with genuine learning problems get the help they need. She and Dr. Lisa Bedore, assistant professor of communication sciences and disorders at UT-Austin, are collaborating with researchers in California and Pennsylvania to develop a language test for bilingual children 4, 5, and 6 years of age that will measure important aspects of their use of language.

In addition, Peña, Dr. Lynda Miller, president of SMART Alternatives Inc., and Dr. Ronald B. Gillam, associate professor in UT-Austin's department of communication sciences and disorders, have developed a new diagnostic tool, "Dynamic Assessment and Intervention: Improving Children's Narrative Abilities," published by Austin-based Pro-Ed.

University of Southern California Students Travel to Cuba

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

The University of Southern California (USC) Marshall School of Business sent Dean Randolph W. Westerfield and 50 business professionals enrolled in its part-time Master of Business Administration (MBA) program on a trip to Mexico City and Havana, Cuba, to study business practices and strategies employed for foreign investment.

Cuba's willingness to host students in USC's MBA for professionals and managers program is further evidence of its interests in opening the country and improving its economy by attracting foreign investment.

The trip was arranged in cooperation with Cuba's Centro de Promoción de Inversiones, part of the Ministry for Foreign Investment and Economic Cooperation, which oversees foreign investment for the embargoed Caribbean nation, and with the approval of the U.S. Treasury Department.

Sánchez Reappointed to San Francisco Health Commission

Photo © Monica Lee

Dr. David J. Sánchez, Jr. (pictured), was reappointed by Willie L. Brown, Jr., mayor of San Francisco, Calif., to a four-year term on the San Francisco Health Commission. In addition, he will serve on the San Francisco Health Authority and the San Francisco General Hospital Foundation.

Sánchez is a professor of family and community medicine at the University of California-San Francisco (UCSF), where he was honored for 30 years of service. He continues to chair the UCSF policy board on student outreach, recruitment, retention, and academic enrichment. He is also on the National Hispanic Medical Association Leadership Fellowship Advisory Committee and is a trustee of the San Francisco Foundation.

Varela Hudson Addresses Southern Colorado Graduates

Victoria Varela Hudson delivered the Spring 2001 commencement address to University of Southern Colorado (USC) graduates, faculty, and guests at the Colorado State Fair Events Center. Varela Hudson, president and director of strategic planning for Cartel Creativo, is known nationally for her business savvy, high energy, and unrelenting drive in taking her Hispanic communications agency from zero to $75 million in annual billings since 1995.

USC President Tito Guerrero said that the University's recent federal designation as a Hispanic-serving institution made the selection of Varela Hudson a particularly relevant choice. "Victoria Varela Hudson is an outstanding role model for women, minorities, and anyone who aspires to be an effective communicator in today's multicultural environment," said Guerrero.

PepsiCo Names Harrison Senior VP of Global Diversity

PepsiCo, Inc. promoted Ronald Harrison, vice president of community relations and a 36-year veteran of the corporation, to the new position of senior vice president of global diversity and community affairs. The promotion expands Harrison's long-standing role in promoting diversity among PepsiCo's employees and suppliers. He will assist PepsiCo in establishing a global diversity council designed to leverage PepsiCo's diversity efforts across the entire corporation. He continues as the corporation's chief liaison with a variety of national minority organizations.

Harrison is an active leader on the corporate advisory boards of the Congressional Black Caucus, the U.S. Hispanic Chamber of Commerce, the National Council of La Raza, the National Urban League, and the National Puerto Rican Coalition. He has been a board member and trustee of the National Hispanic Corporate Council, the Executive Leadership Council, the International Franchise Association, the Cuban American National Council, and the College of New Rochelle.

Albee Extols Virtues of Creative Arts at Sul Ross State

Playwright Edward Albee delivered this year's Mary Thomas Marshall Lecture, "The Playwright vs. the Theater," at Sul Ross State University in

Photo © Barbara Richerson

Texas. The three-time winner of the Pulitzer Prize is a distinguished professor and scholar-in-residence at the University of Houston.

Albee, deeply disturbed by Congress' efforts during the past 10 years to destroy the National Endowment for the Arts, preached the importance of creative arts in a democratic society. He also expressed concern that America's university students are not at the forefront of political involvement.

Pictured with Albee (l.) is Abelardo Baeza, professor of English and Spanish at Sul Ross.

Texas-Arlington/Southern Methodist Researchers to Study Immigrants

An interdisciplinary team of researchers from the University of Texas-Arlington (UTA) and Southern Methodist University (SMU) received one of the largest grants ever given by the National Science Foundation in the field of cultural anthropology. The three-year $445,000 grant will be used to conduct the first comprehensive study of immigrants in the Dallas-Fort Worth area.

While older cities such as New York and Chicago have been the subject of numerous studies on immigration, this is one of the first studies to focus on a "suburban metropolis" that includes new suburban as well as older urban environments. Dallas, Tarrant, Collin, and Denton counties all will be included in the study.

"Today's immigrants span the gamut from the top to the bottom of the labor market, and they go where the jobs are, not just where their compatriots are," said James Hollifield, professor of political science at SMU and one of four researchers involved with the project. He is joined by Caroline Brettell and Dennis Cordell, from SMU, and Manuel García y Griego, director of the Center for Mexican American Studies at UTA.

UCLA Biology Professor Keynotes Texas A&M-Kingsville Seminar

Dr. Elma González was the keynoter at Texas A&M University-Kingsville's Third Annual President's Distinguished Student Research Seminar, hosted by the biology department.

González became full professor in the University of California-Los Angeles (UCLA) biology department (now organismic biology, ecology, and evolution) in 1993–the first Mexican American woman scientist to become full professor in the UC system, joining a select group of approximately six Latina full professors in all disciplines throughout the nine campuses. She is well known nationally for her efforts to improve and expand access for historically underrepresented individuals in scientific and research careers.

González has a bachelor's degree from Texas Woman's University, a doctorate from Rutgers University, and did postdoctoral research at UC-Santa Cruz.

Cal State L.A. Professor Receives American Chemical Society Award

California State University-Los Angeles chemistry professor Carlos G. Gutiérrez received the 2001 American Chemical Society Award for Encouraging Disadvantaged Students into Careers in the Chemical Sciences. The award, sponsored by The Camille and Henry Dreyfus Foundation, Inc., was given to Gutiérrez for his significant contributions to the educational success of students underrepresented in the sciences. It also recognizes his dedication as a classroom instructor, faculty advisor, research supervisor, director of University programs, and his active participation in programs at the national level.

Gutiérrez directs Cal State L.A.'s NIH (National Institutes of Health) Minority Access to Research Careers and Minority Biomedical Research Support programs and is faculty coordinator and mentor for the Beckman Scholars program. In his 20-plus years at Cal State L.A., he has mentored more than 180 students through NIH-funded programs or as a faculty participant in other projects such as the National Science Foundation-sponsored Research Improvement in Minority Institutions and Research Experiences for Undergraduates programs.

Mexico's PAN Leader Speaks at Columbia

The Latin American Institute of Columbia University's (N.Y.) School of International and Public Affairs hosted Felipe de Jesús Calderón Hinojosa, Mexican federal representative and leader of the parliamentary faction of the PAN in the Mexican House of Representatives. Calderón Hinojosa presented a lecture, "PAN and Power: Challenges of the Mexican Congress."

News from Palo Alto College

- Palo Alto College (Texas) received a five-year $1.8 million grant aimed at strengthening and improving services at the southside community college. The Title V federal grant is earmarked for developing Hispanic-serving institutions. Palo Alto's student body is 65 percent Hispanic and 30 percent White/Non-Hispanic.
- Velda Villarreal, former director of academic support services at Palo Alto, is now dean of student services, overseeing admissions, counseling, testing, tutoring, recruitment, and student activities.
- Dr. Laura Beizer became coordinator of the new Ray Ellison Family Center. Beizer has a strong background in family studies and infant and early childhood development, and she plans to incorporate various areas of the College, such as the Ozuna Children's Library, conducting on-campus field trips, and working with the art and theater departments. She has a bachelor's degree from Cornell University, a master's from Pennsylvania State University, and a doctorate from the University of California-Los Angeles.

Smithsonian Presents "A Latina Celebration"

In honor of Women's History Month, the Smithsonian Center for Latino Initiatives presented "A Latina Celebration" at the Smithsonian Institution Castle in Washington, D.C. The event featured a distinguished Latina panel, a special tribute to United Farm Workers union co-founder Dolores Huerta, a book signing by Esmeralda Santiago, and a poster signing by Sina Sutter. Ford Motor Company, Goya Foods, Inc., and the Fannie Mae Foundation sponsored the celebration.

Martin Joins Domingo and Friends at Los Angeles Opera Gala

The red carpet was rolled out at the Dorothy Chandler Pavilion during "Plácido Domingo and Friends: The Welcome Concert and Gala," as stars from the world of opera, film, music, and television celebrated Plácido

Domingo's new leadership position with the company. Four of the world's leading conductors shared the podium: Los Angeles Opera principal conductor Kent Nagano (l.), Los Angeles Philharmonic's Esa-Pekka Salonen, and guest conductors Valery Gergiev and John Williams (next to Nagano). "We wanted to wait for the right time to officially welcome Plácido," said Leonard Green, Los Angeles Opera board president and chief executive officer. Domingo, closely associated with Los Angeles Opera since 1984, assumed artistic leadership in July 2000.

Photo © Lee Salem

International superstar Ricky Martin joined a roster of classical music stars for the official welcome to new artistic director Plácido Domingo (r.).

Martin, who detonated the Latin Pop Explosion, is like Domingo an international success story. His hit single "Livin' La Vida Loca" was the No. 1 single in five international markets, and his album *Ricky Martin* (1999) has been certified platinum (one million sales) in 33 countries.

Video Placement Worldwide™ Updates Teachers on Free Videos

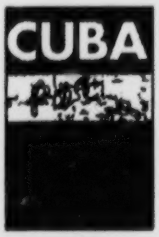
Video Placement Worldwide™ (VPW), one of the leading distributors of free, sponsored educational materials to teachers, added "Video Placement Review," an online newsletter, to its website, www.vpw.com.

The newsletter is another way which VPW is helping teachers discover the high-quality, sponsored educational videos and other materials that are available at no cost with just the click of a mouse. Identical to the printed version that VPW sends to registered educators, it includes information about titles, updated versions of existing offerings, and tips providing practical information on how teachers can use VPW's materials in their classrooms. Teachers may order from a wide array of available videos, including titles that deal with health and safety, life skills, volunteerism, careers, environmental awareness and protection, and more.

PUBLICATIONS

Cuba: The Contours of Change

Susan Kaufman Purcell and David Rothkopf, eds.



This book offers a range of views on the growing political and economic challenges facing the Castro regime, how those challenges will be met, and Cuba's prospects for a peaceful transition to democracy. It includes two strongly opposing assessments of the nature, impact, desirability, and sustainability of the U.S. embargo against Cuba.

2000. 157 pgs. ISBN 1-55587-933-0. $13.95 paper. Lynne Rienner. (303) 444-6684.

Mário de Andrade: The Creative Works

By José I. Suárez and Jack E. Tomlins

Few if any writers have generated as much critical controversy in 20th-century Brazilian literature as has Mário Raul de Morais Andrade (1893-1945), São Paulo's most famous modern son. To capture all aspects of such a personality is virtually impossible. This study is limited to the purely creative works: the poetry, short stories, and novels, as they figure among the major developments of Brazil's Modernist movement.

2000. 195 pgs. ISBN 0-8387-5426-0. $37.50 cloth. Bucknell University Press. (609) 655-4770.

Tierra del Fuego: An Historical Novel

By Sylvia Iparraguirre

Based on the true story of a Yámana Indian, Jemmy Button, this suspenseful seafaring tale explores Captain Robert Fitzroy's abduction of Button from his home in Cape Horn and Fitzroy's attempt to "civilize" Button in England in order to return him to his country as a bearer of "enlightened society." The story deals with European arrogance and exploitation without resorting to the cliché of the "Noble Savage." Translated by Hardie St. Martin. Winner of the 2000 Sor Juana Inés de la Cruz Prize.

2000. 199 pgs. ISBN 1-880684-72-1. $15.95 paper. Curbstone. (860) 423-5110.

Reyita: The Life of a Black Cuban Woman in the Twentieth Century

By María de los Reyes Castillo Bueno, as told to her daughter Daisy Rubiera Castillo

A Black woman known as "Reyita" recounts her life in Cuba, spanning more than 90 years. Her voice is at once dignified, warm, defiant, strong, poetic, principled, and intelligent. Her story begins in Africa with her own grandmother's abduction by slave traders and continues through a century of experiences with prejudice, struggle, and change in Cuba for Reyita and her numerous family members. Translated from Spanish by Anne McLean. Introduction by Elizabeth Dore.

2001. 182 pgs. ISBN 0-8223-2593-4. $16.95 paper. Duke University Press. (888) 651-0122.

Reading and Writing the *Ambiente*: Queer Sexualities in Latino, Latin American, and Spanish Culture

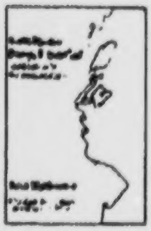
Susana Chávez-Silverman and Librada Hernández, eds.

In this collection of essays, many leading literary scholars trace gay and lesbian themes in Latin American, Hispanic, and U.S. Latino literary and cultural texts. Far-ranging, historically as well as geographically, this book includes discussions of texts from as early as the 17th century to writings of the late 20th century.

2000. 335 pgs. ISBN 0-299-16784-4. $24.95 paper. University of Wisconsin Press. (800) 621-2736.

Sal Si Puedes (Escape If You Can): César Chávez and the New American Revolution

By Peter Matthiessen

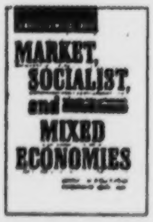


In the summer of 1968, Peter Matthiessen met César Chávez for the first time. They were the same age: 41. Matthiessen lived in New York City while Chávez lived in Sal Si Puedes, the San José barrio where his career as a union organizer took off. This book is Matthiessen's panoramic yet finely detailed account of the three years he spent traveling and working with Chávez. In it, he provides a candid look at the many sides of this enigmatic and charismatic leader, who lived by the laws of nonviolence. With a foreword by Ilan Stavans and a postscript by the author.

2000. 363 pgs. ISBN 0-520-22584-8. $17.95 paper. University of California Press. (800) 822-6657.

Market, Socialist, and Mixed Economies: Comparative Policy and Performance–Chile, Cuba, and Costa Rica

By Carmelo Mesa-Lago



How can we determine which economic model best provides for economic development and social welfare? Noted economist Carmelo Mesa-Lago analyzes three Latin American countries with divergent economic systems: Chile (a market economy), Cuba (socialist), and Costa Rica (mixed). Mesa-Lago received assistance and contributions from Alberto Arenas de Mesa, Ivan Brenes, Verónica Montecinos, and Mark Samara.

2000. 707 pgs. ISBN 0-8018-6172-1. $75.00 cloth. Johns Hopkins University Press. (800) 537-5487.

Sinking Columbus: Contested History, Cultural Politics, and Mythmaking during the Quincentenary

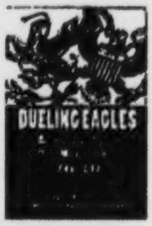
By Stephen J. Summerhill and John Alexander Williams

This book describes and analyzes the failure of the 1992 commemoration of the 500th anniversary of Christopher Columbus' voyage from Spain to the New World, once "universally" hailed as the "discovery of America." Despite this failure, the book recognizes the Quincentenary as an important and illuminating event in the recent political and cultural history of the United States, Europe, and Latin America.

2000. 219 pgs. ISBN 0-8130-1799-8. $49.95 cloth. University Press of Florida. (800) 226-3822.

Dueling Eagles: Reinterpreting the U.S.-Mexican War, 1846-1848

Richard V. Francaviglia and Douglas W. Richmond, eds.



This book brings together the thoughts of respected American and Mexican scholars who examine the lesser-known aspects of the war, including the influence of Great Britain, the role of the first war correspondents, and the reasons for the collaboration of many Mexicans with United States troops.

2000. 191 pgs. ISBN 0-87565-232-8. $16.95 paper. TCU Press. (800) 826-8911.

Romance of a Little Village Girl

By Cleofas M. Jaramillo

Romance of a Little
Village Girl

Cleofas M. Jaramillo (1878-1956) grew up in northern New Mexico, and her memoir, originally published in 1955, offers a unique and engaging portrait of daily life and customs from the late 19th century through the early 20th century. She discusses religion, politics, local customs, family, love, and more, recounting in unique detail customs associated with courtship, marriage, fiestas, and hospitality that are so much a part of Hispanic culture in New Mexico. Introduction by Tey Diana Rebolledo.

2000. 200 pgs. ISBN 0-8263-2286-7. $19.95 paper. University of New Mexico Press. (800) 249-7737.

Children of Facundo: Caudillo and Gaucho Insurgency During the Argentine State-Formation Process (La Rioja, 1853-1870)

By Ariel de la Fuente

Post-independence Argentinean instability and political struggle from the perspective of the rural lower classes are examined. As the first comprehensive regional study to explore 19th-century society, culture, and politics in the Argentine interior–where more than 50 percent of the population lived at the time–the book departs from the predominate Buenos Aires-centered historiography to analyze this crucial period in the processes of state- and nation-building.

2000. 249 pgs. ISBN 0-8223-2596-9. $18.95 paper. Duke University Press. (888) 651-0122.

Latin America in the World Economy: Mercantile Colonialism to Global Capitalism

By Frederick Stirton Weaver

This book considers the dual aspect of Latin American development: how external factors (phases of world capitalism since Columbus) interweave with internal factors (Latin American culture, politics, and social groups). The author demonstrates how domestic social conflicts and power relations have consistently capitalized on changes in the international economy while, conversely, engagement with the international economy has consistently constrained local struggles and patterns of change.

2000. 252 pgs. ISBN 0-8133-3809-3. $22.00 paper. Westview Press. (800) 386-5656.

Many publications featured in this section are available through amazon.com.

CONFERENCES

NISOD 2001

May 27-30

The National Institute for Staff and Organizational Development and the Community College Leadership Program present their 23rd annual international conference, "Making a World of Difference...," "a unique mix of professional development activities for a unique audience of outstanding community college administrators and faculty." In Austin, Texas.

Contact: John Roueche and/or Suanne Roueche, (512) 471-7545.

NCORE 2001

May 30-June 3

The Southwest Center for Human Relations Studies at the University of Oklahoma-Norman presents "National Conference on Race and Ethnicity in American Higher Education." In Seattle, Wash.

Contact: (405) 292-4172; website, www.occe.ou.edu/NCORE.

NMCI 16th Annual National Conference

May 31-June 3

The National Multicultural Institute's 2001 theme is "Creating a National Agenda: Multicultural Partnerships for Change." The major goals of this conference are to: (1) offer an opportunity for in-depth diversity training and skills-building; (2) focus on some of the unique issues that professionals face in working with a culturally diverse population; and (3) create a multicultural environment in which an open, cross-cultural dialogue can occur. At the Hyatt Regency Washington on Capitol Hill Hotel, Washington, D.C.

Contact: NMCI, (202) 737-1234 or (800) 233-1234; website, www.nmci.org.

LULAC 72nd National Convention and Exposition

June 3-9

The League of United Latin American Citizens will hold its annual event at the Civic Plaza Convention Center in Phoenix, Ariz.

Contact: (202) 833-6135.

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs has as its theme "Social Justice-Racial Justice: Reconciliation and Transformation." At Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

AAHE Assessment Conference

June 23-27

"From Expectations to Results: What Are We Finding, and How Are We Improving" is this year's theme. Opening plenary speaker is Richard Light, professor of education and public policy at Harvard University, and author of *Making the Most of College: How Assessment Can Help Both Students and Us*. In Denver, Colo.

Contact: website, www.aahe.org.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

The Barahona Center Summer Workshops 2001

June 25-27
July 9-11
July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/La literatura en Español dirigida a los lectores infantiles y juveniles. At CSU-San Marcos.

Contact: Isabel Schon, Director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

Gender on the Borderlands Conference

July 12-14

Sponsored by St. Mary's University, the conference will explore gender in the geographic region that becomes the Spanish/Mexican/U.S. Borderlands, now the Mexico-U.S. border. In San Antonio, Texas.

Contact: Antonia Castañeda, History Dept., (210) 436-3608; e-mail acastane@alvin.stmarytx.edu; website, http://ats.stmarytx.edu/~bdlands/.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

UNM's Taos Summer Writers' Conference

July 14-20

There are weekend workshops and week-long workshops to select from. Among the many workshop leaders are Pat Mora, "Los cuentos: Family Stories for Beginners," and Alma Luz Villanueva, "Stories: Dreaming Characters to Life." Some scholarships are available. In Taos, N.M.

Contact: website, www.unm.edu/~taosconf.

National Conference on Critical Thinking and Educational Reform

Atlanta area June 23-26

San Francisco area July 21-24

The Center for Critical Thinking presents (Atlanta) "Critical Thinking in Subject Fields" and (San Francisco) "Dimensions of Critical Thinking."

Contact: (800) 833-3645; website, www.criticalthinking.org.

EACUBO/Cornell Administrative Management Institute

July 22-27

AMI2001, a professional seminar for college and university administrative/business managers and department heads, is presented by the Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

Leadership Alliance 6th Annual National Symposium

July 27-29

The Symposium is the culmination of the Leadership Alliance's Summer Research Early Identification Program—10-week research internships at 15 of the Alliance's 28 member institutions. Dr. Ruth J. Simmons, newly appointed president of Brown University, will deliver the opening keynote address. At the Evergreen Conference Center in Stone Mountain, Ga.

Contact: (401) 863-1474; website, www.theleadershipalliance.org.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website: www.ace.org.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "'Excellence Through Diversity': Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

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R·I·T

Vice President for Student Affairs

Rochester Institute of Technology invites applications and nominations for the position of Vice President for Student Affairs.

The Rochester Institute of Technology (RIT), located in Rochester, New York, is a private, comprehensive university comprised of 8 colleges enrolling over 12,000 undergraduate and 2300 graduate students from 50 states and over 80 countries. The National Technical Institute for the Deaf–one of RIT's 8 colleges–enrolls 1200 deaf and hard-of-hearing students. Rochester is situated in scenic upstate New York on the shore of Lake Ontario and in the heart of the Finger Lakes region. A culturally rich community, Rochester was recently selected as one of the top cities in which to raise a family.

The Division of Student Affairs is composed of 9 centers: Campus Life; Campus Ministry; Counseling Center; English Language Center; Center for Human Performance (Athletics, Recreation, Wellness); Learning Development Center; Residence Life; Student Health Center; and Student Transition and Support. In addition, the Division includes Margaret's House (Child Care Center) and Student Conduct and Mediation Services. The Vice President serves all students of RIT, including those attending NTID, and administers a budget of approximately $14.9 million and a staff of some 172 people.

The University seeks a Vice President with a history of increasing administrative responsibilities and achievements within Student Affairs, including a demonstrated record of success in the following: advocating effectively for students with all university constituencies; working collaboratively with other university leaders to accomplish institutional goals; fostering cultural pluralism and diversity; and exercising imaginative and creative leadership based on strong managerial and administrative skills. The successful candidate should be competent in sign language or willing to develop such competence. An earned doctorate is highly desirable.

Applicants should send a current CV and the names of five references to:

Dr. Katharine Mayberry
Associate Provost
Rochester Institute of Technology
1 Lomb Memorial Dr.
Rochester, NY 14623

Review of applications will begin immediately, but applications will be accepted until the position is filled. Anticipated start date for this position is fall 2001.

Rochester Institute of Technology is an Equal Opportunity/Affirmative Action employer. Applications from women and under-represented populations are strongly encouraged. For more information about the Rochester Institute of Technology, contact our website at

http://www.rit.edu/index1.shtml.

1463

Book Review

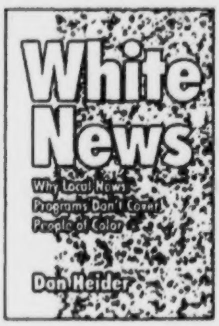
By Jaime S. Gómez

White News: Why Local News Programs Don't Cover People of Color, **by Don Heider.** Mahwah, N.J.: Lawrence Erlbaum Associates, 2000. 116 pages. ISBN 0805834753. $2995 hardcover.

Heider's *White News* applies the ethnographic method to effectively document racial bias in news reporting. *White News* would be useful in both graduate and undergraduate studies.

It is an excellent resource because it describes in detail and in a simple manner the qualitative methodology–participant observation–used in the study, included as an appendix that I suggest be the first section read. In addition, it provides a rich arena for the introduction and discussion of hegemonic theory and how it could be applied to news coverage.

One of the particular values of the book resides in its several interviews with community leaders, all of whom were people of color. These voices are rarely heard and rarely given an opportunity to speak about coverage of local news.



Undergraduate journalism students would benefit from the book's perspective on the ethics and value of "balanced and complete" coverage. All students could benefit by reflecting on the causes, consequences, and solutions to biased news coverage of people of color. The book offers many examples.

Heider, a ten-year veteran news reporter and manager, decided to return to the newsroom not as a journalist but as a researcher and observer. For this study he chose two cities, Honolulu, Hawaii, and Albuquerque, New Mexico, because of their large minority populations other than African American (the author claims that most research done on race and media "frames questions in terms of Black and White") and some shared characteristics that made them suitable for comparison: both cities are medium-sized television markets, and the television stations cover the entire state.

Heider sat in at editorial meetings, went out with reporters and photographers, and interviewed community leaders of color–state lawmakers, grassroots organizers, and tribal officials, among others. Their testimonies provide insights into how the local news coverage of people of color is perceived by those involved.

In the book's introduction, the author clarifies the concepts of race and ethnicity. *Race*, Heider claims, was a term first used by several disciplines to identify different typologies of human beings. There is not a cogent scientific definition of race because it "still very much is a crucial and material social construct in everyday existence." The term ***ethnicity*** **comes from the Greek** ***ethnikos***, which refers to people from a particular nation. The problem with this classification is that not all people from the same country share a common language, culture, or skin color. So Heider concludes that the terms *race* and *ethnicity* may be used side by side or interchangeably and that this usage can be attributed to overlap and slippage between distinctions that in both cases are social constructions.

The author also provides his theoretical framework for analysis: *hegemonic theory* and Essed's *everyday racism*.

Chapter One describes the managerial power structure and explains how it governs the decision-making process within the context of hegemony and everyday racism, and as related to power and ownership. The point comes across that people of color have made very few inroads into managerial positions.

Chapter Two identifies two topic areas as the ones with most coverage: racial-ethnic festivals and crime. Here Heider introduces what he calls the primary theoretical contribution of the book: *incognizant racism*, a term he proposes "to describe this process in news practice where journalists consistently neglect to cover the issues and complexities of communities of color."

Chapters Three, Four, and Five take on the issues of public relations and access, the role of geography, and journalists' knowledge of history, respectively, and how they influence news coverage of people of color.

In Chapter Six, the author concludes that the newsrooms studied "represent, in many ways, the local, daily method by which hegemony operates through local news" and that decision-making power remains in the hands of a few committed to support the status quo.

In Chapter Seven, the author offers two possible remedies: reporter outreach and education. Regarding reporter outreach, Heider reports that people of color from the communities involved "had no difficulty suggesting how their coverage could improve." Among these suggestions are to have reporters talk to community members more often, and to have a reporter assigned to cover a specific community. Regarding education, news organizations could have training sessions for people who want to learn more about news making and its organizational structure, and how to create successful strategies for selling a story to a news organization.

My main criticism would be that although criteria for newsworthiness are suggested throughout the book, they are not expanded fully enough. They would be valuable for developing students' deeper understanding of the decision-making process as described in this study and would also bring forth the issue of news values, a topic often neglected in the broadcast news curricula.

Dr. Gomez teaches in the communication department at Eastern Connecticut State University.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CENTER FOR
SCHOLARS
& WRITERS

FELLOWSHIPS FOR 2002–2003

CALL FOR APPLICATIONS

DEADLINE: OCTOBER 5, 2001

The Center for Scholars and Writers is an international fellowship program open to scholars, non-academic research professionals, scientists engaged with the humanities, and creative writers whose proposed subjects require access to the collections at the Humanities and Social Sciences Library.

This Library is renowned for the extraordinary comprehensiveness of its collections and is one of the world's preeminent resources for study in anthropology, art, geography, history, languages and literatures, philosophy, politics, popular culture, psychology, religion, sociology, and sports.

Fellows are required to be in continuous residence at the Library for the entire fellowship term and to participate in Center activities including daily lunches, readings, lectures, colloquia, symposia, and conferences. Fellows receive a $50,000 stipend.

To receive an application packet, please write to the Center for Scholars and Writers, The New York Public Library, Room 225, Fifth Avenue and 42nd Street, New York, New York 10018-2788 or email CSW@nypl.org.

Made possible by a generous endowment by Dorothy and Lewis B. Cullman in honor of Brooke Russell Astor, with major support provided by The Andrew W. Mellon Foundation, The Estate of Charles J. Liebman, Sue Ann and John Weinberg, The Samuel I. Newhouse Foundation, and an additional gift from Sandra Payson.

www.nypl.org

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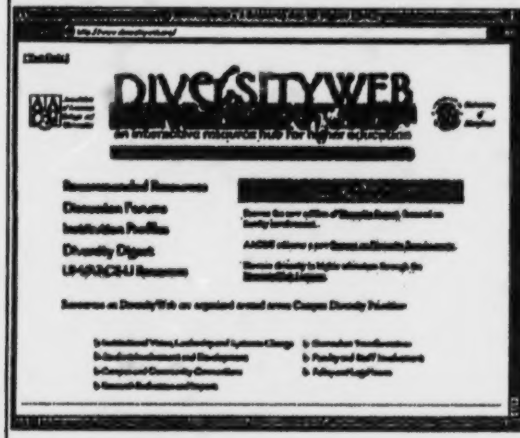

> resources for faculty development and curriculum transformation

> descriptions of successful intergroup relations initiatives

> campus climate research and assessment tools

> research on affirmative action, retention, and the impact of diversity on student learning

> opportunities to interact, share ideas, and build bridges with colleagues around the world

Association of American Colleges and Universities

UNIVERSITY OF MARYLAND

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The U.S. Coast Guard Academy

The U.S. Coast Guard Academy, located in New London, Connecticut, invites applications for a permanent, professional faculty position - Director of Counseling - beginning 1 September 2001. Candidates should possess an M.A. or preferably a Ph. D in counseling, higher education, student development, human development, or psychology. A background of work experience in higher education, an established successful record of administrative experience, and knowledge of military environment is preferred. Salary and academic rank will be commensurate with qualifications. Some citizenship restrictions may apply. To apply submit a letter of application summarizing specific qualifications, a current curriculum vita, and names, addresses, and phone numbers of three references. Applications must be received by the closing 30 June 2001. Applications may be faxed (860) 701-6854: Attention: Gwendolyn Stevens or e-mailed to

GStevens@Exmail.uscga.edu or mailed

The U.S. Coast Guard Academy is an Equal Opportunity Affirmative Action Employer.
Minority candidates are encouraged to

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Loyola Marymount University

ATHLETIC TRAINING FACULTY POSITION

Loyola Marymount University invites applications and nominations for a person to fill a tenure-track faculty position at the Assistant Professor or Associate Professor level who will develop and manage an educational undergraduate degree program for the preparation of athletic trainers. The program must follow the standards and guidelines issued by the Commission on Accreditation of Allied Health Education. The program will be housed in the Natural Science Department within the College of Science & Engineering and will draw upon existing courses offered by the College & the University. The successful candidate will report to the Chair of the Natural Science Department.

The successful candidate will be expected to develop and manage an undergraduate athletic training program; prepare, develop, and teach courses within the program; engage in scholarly activity; advise students; assist with clinical supervision of students; recruit faculty as needed for the program; prepare material needed for the accreditation of the program by the Commission on Accreditation of Allied Health Education; maintain records and reports as required by the National Athletic Trainers Association (NATA); and serve on department, college and university committees.

The selected candidate must possess a Ph.D. with specialization, preparation, and expertise in athletic training or other closely related field and certification as an athletic trainer from the National Athletic Trainers Association, Inc.

Preferred characteristics include evidence of successful undergraduate and/or graduate teaching experience in athletic training at a four-year college or university; ability to begin and institute foundations of an NATA approved athletic training program; record of published research and evidence of a current research agenda; knowledge of the sciences, computer software, and instructional technology related to athletic training program; and excellent interpersonal and communication skills.

The University's goal is to fill the position during the summer of 2001. The review of applications will begin June 1, 2001, and will continue until the position is filled. Applications should send a letter of application which includes a description of the applicant's vision and experience on matters dealing with athletic training programs; a curriculum vitae; and names, addresses, and telephone numbers of five references.

Applications and supporting material should be sent to:

DR. GERALD JAKUBOWSKI
DEAN, COLLEGE OF SCIENCE & ENGINEERING
LOYOLA MARYMOUNT UNIVERSITY
7900 LOYOLA BOULEVARD
LOS ANGELES, CA 90045-8135

Special emphasis is placed on teaching effectiveness, scholarly achievement, and service to the University for purposes of reappointment, tenure and promotion consideration. LMU offers faculty housing assistance. Women and Minorities are strongly encouraged to apply. Salaries are competitive and commensurate with background and experience.

Loyola Marymount University, established in 1911, is the only private Catholic University in metropolitan Los Angeles. Over 6,000 students are enrolled in the colleges of Liberal Arts, Business Administration, Science and Engineering, Communication and Fine Arts, and the Law School. The University invites candidates who desire to participate in a mission based on the Jesuit and Marymount traditions of higher education.

LOYOLA MARYMOUNT UNIVERSITY IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

LOYOLA MARYMOUNT

Chief of Police

UNIVERSITY OF HOUSTON
Learning. Leading.

The University of Houston is extending its search for qualified candidates to serve as its Chief of Police. Reporting directly to the Associate Vice President for Administration, the Chief provides leadership of comprehensive 24-hour law enforcement services to a community of 33,000 students and 4,600 faculty and staff. The University Police Department currently consists of 40 commissioned peace officers and 15 civilian employees. The university is currently seeking an energetic and experienced professional with proven strategic and operational planning skills; proven ability to manage limited resources effectively; knowledge of current police procedures, practices, and philosophies; strong oral and written communication skills; sensitivity to and ability to work cooperatively with diverse ethnic and cultural groups; impeccable moral character and ethical standards; commitment to service excellence; and a demonstrated commitment to affirmative action.

Required Qualifications: A Master's degree in an appropriate area of specialization and six (6) years' progressively responsible law enforcement experience or Baccalaureate degree in an appropriate area of specialization and eight (8) years' progressively responsible law enforcement experience; and current Texas Law Enforcement Certification through the Texas Commission on Law Enforcement Officer Standards and Education (TCLEOSE) or acquisition of such certification within one year of date of hire.

Preference will be given to candidates with a minimum of five years' law enforcement managerial and supervisory experience (lieutenant equivalent or above) at an institution of higher education.

The university offers a competitive salary and fringe benefits package. Appointment date is negotiable. Applicants should submit a letter of interest, a current resume, salary history detail for the past three years, and three professional references. Please send all materials to:

Mr. John U. Martin
Associate Vice Chancellor/Associate Vice President for Administration
University of Houston
Ezekiel Cullen Building, Room 226
Houston, Texas 77204-2032

For further information, please visit the University of Houston Human Resources Department website at www.uh.edu/admin/hr.

Application reviews will begin immediately and continue until the position is filled. This is a security sensitive position. Candidates selected as finalists will be required to undergo a detailed review of their personal, financial, and professional backgrounds.

The University of Houston System is an Equal Opportunity/Affirmative Action Institution. Minorities, women, [illegible] and persons with disabilities are encouraged to apply.

DEPARTMENT OF COMMUNICATION

The New School, founding division of New School University has opportunities available for three communication professionals. The Department serves more than 2,000 undergraduate and non-credit students each year through courses in Film Theory and Production, Screenwriting, Journalism, Media and Culture, Media Practices, and Documentary; and 365 students from over 30 countries in the M.A. in Media Studies with curricula in Media Theory, History and Philosophy, Media Criticism and Analysis, Cinema Studies, Media Management, Media Design, and audio, video, film and multimedia production. More than 150 part-time faculty teach within the Department.

Assistant Chair (F/T) Search#21066

Energetic, organized administrator is sought to manage day-to-day academic/administrative operations at complex Communication Department. Responsibilities: develop policies and procedures; conduct personnel recruitment and review; serve as liaison to Admissions and Financial Aid; organize institutional research and planning; manage department budget, Web site, and scheduling. Qualifications: advanced degree; 3-5 years administrative experience; excellent interpersonal skills; teaching experience a plus.

Student Services Coordinator (F/T) Search#21070

Exceptional administrator and communicator needed to coordinate student services for M.A. in Media Studies. Responsibilities: manage registration and orientation activities, advising, internships, alumni relations and special events; assist with implementation of financial aid. Qualifications: experience working with diverse student population; B.A. or equivalent in a Communication-related field, M.A. preferred; excellent organizational and administrative skills.

Program Coordinator (P/T) Search#21069

Self-starter needed to develop and coordinate non-credit and undergraduate credit curricula in Communication and Film. Responsibilities: work with Chair on curriculum development; recruit and review more than 100 part-time faculty; supervise course evaluation; develop marketing and partnership prospects. Qualifications: advanced degree or equivalent in a Communication-related field; teaching and administrative experience; ability to strategize program growth.

For detailed job description visit our site at www.newschool.edu/admin/hr/joblist.htm Benefits include free tuition, comprehensive health insurance, and retirement program.

Send cover letter, vitae, salary history, search #, and names of three references to: Carol Wilder, Associate Dean and Chair, Department of Communication, The New School, 70 Fifth Avenue, Room 1216, New York, NY 10011. Review of applicants will begin immediately and continue until positions are filled.

The New School is committed to an educational environment in which the curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live. Affirmative action/equal opportunity employer.

The New School

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Student Development Specialist (Counselor)

EXTENDED SEARCH

Brookdale Community College is recognized for its focused commitment to its students and community. Brookdale provides a world of opportunities for study, learning and working experience, in the traditional classroom, via the Internet, through experiential learning opportunities, and by distance education courses. Brookdale has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students and its community. Located on 200 acres in central coastal NJ, the sprawling campus provides a pastoral setting, approx 50 miles south of NYC and 70 miles northeast of Philadelphia.

The College invites applications for a Student Development Specialist (Counselor) - a full time, tenure track entry-level position for September 2001. Brookdale is an innovative and comprehensive open admission two-year college with an enrollment of 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy.

A Master's Degree in Counseling or closely relate field is required. Counselors employ a variety of individual/group counseling methods to provide a full range of professional counseling and advisement services. There is an increasing emphasis on planning and implementing innovative programmatic strategies and interventions to support student growth and development and facilitate academic success in today's highly transitional and diverse educational environment. A highly flexible team orientation, facility with current technological applications in counseling, a collaborative organizational approach, and an understanding of the diversity of today's student population are essential. Some evening work and travel within Monmouth County may be required.

Additional preferences: Candidates should have familiarity with current technological advances related to the discipline. Position may require participation in community-based activities.

Compensation: Annual salary range for instructor level for September 2001 is currently under negotiation. (Salary range for 9/1/00-6/30/01 was $33,923-$39,012.) Position is entry level and salary is commensurate with qualifications and experience within the identified range. Faculty members receive additional compensation for extra workload and work during the summer months.

The application deadline is June 1, 2001. Previous applicants from search efforts closing February 16, 2001 need not reapply - credentials/application materials will be considered again. Applicants should submit letter of application (indicating desired position), curriculum vitae, unofficial copies of graduate transcripts and three references to Human Resources Office, Brookdale Community College, at the address listed below. Our email address is hrdept@brookdale.cc.nj.us, and our fax number is (732) 224-2970. For more information about Brookdale Community College, please refer to our website at www.brookdale.cc.nj.us.

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD • LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

Sauk Valley [illegible] College

Mathematics
(Faculty Tenure-track Position)

One full-time position to teach a broad range of lower division mathematics courses including algebra, finite mathematics, calculus and analytic geometry, and differential equations. Ability to teach computer languages a plus. Qualifications: Masters degree in mathematics required. Teaching experience at a community college desirable.

Preference will be given to candidates who demonstrate a commitment to the community college philosophy; familiarity with the use of technology in the classroom; demonstrate teaching strategies with a focus on student-centered learning and excellent interpersonal skills. Position will begin Fall Semester, 2001. Successful candidates will be placed on the salary scale to reflect their own degrees/experience. Salary is augmented by a liberal fringe benefits package with no FICA deduction. Summer teaching and overload extra.

To apply: Send letter of application, resume, copies of all transcripts and the names and phone numbers of three professional references to: Curt Devan, Coordinator of Personnel Services, Sauk Valley Community College, 173 IL Route 2, Dixon, IL 61021. E-mail: devanc@svcc.edu

Applications will be reviewed beginning June 11, 2001, and will remain open until the position is filled. *SVCC is an affirmative action, equal opportunity employer. SVCC is interested in receiving applications from individuals who would enhance the diversity of the College.*

BALL STATE
UNIVERSITY.

Ball State University is located in Muncie, Indiana, on an attractive campus 50 miles northeast of Indianapolis. Approximately 17,500 graduate and undergraduate students enroll in one of seven academic colleges that offer 126 undergraduate programs, 76 master's programs, and 20 doctoral programs. Ball State University strives to be a premier teaching institution offering instruction and scholarly inquiry of high quality within an environment that emphasizes personal attention.

Ball State University encourages all interested applicants to frequently visit the official Ball State University web site at www.bsu.edu where all open positions are listed and described in detail.

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

SMITH COLLEGE

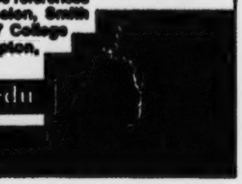
Associate Director of Admission

Coordinator of the Alumnae Admission Program and International Admission

Smith College seeks an Associate Director of Admission to plan, coordinate and take a creative role in the management and supervision of the alumnae volunteer network, comprised of approximately 1,900 volunteers around the world and to coordinate all efforts related to the recruitment and selection of international students to Smith College. Responsibilities: staff supervision, campus programming, admission interviewing, application review, coordination of domestic and international travel for eight to ten weeks per year to recruit high school students and meet with alumnae, and other assigned program activities.

Qualifications: Bachelor's degree, graduate degree preferred; a minimum of three year's experience in admission, or a related field; demonstrated organizational and interpersonal skills; excellent oral and written communication skills; staff or volunteer supervision. Must be able to articulate the values of a selective liberal arts college for women to prospective students, parents, and secondary school personnel.

Review of resumes will begin immediately and continue until position is filled. Forward a resume, cover letter and names of three references to: Office of Admission, Smith College, Box [illegible], 7 College Lane, Northampton, MA 01063.



www.smith.edu

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COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

CAREER COUNSELOR

Employee will be responsible for carrying out the normal range of career services work, with an emphasis on counseling and programming. This is a temporary position, lasting 10 months, beginning in mid-August 2001 and ending in mid-June 2002. Qualifications include: a Bachelor's degree is required, a Master's degree in a related field is preferred; a strong commitment to an education in a small liberal arts college is necessary; knowledge of job search process and familiarity with career development theory; excellent interpersonal and communication skills required; and computer proficiency is necessary.

Interested candidates should submit two copies each of a cover letter and a resume, including the names and telephone numbers of three references, to: Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

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INTERNATIONAL AFFAIRS PROGRAM

The New School, founding division of New School University, has opportunities available for two International Affairs professionals. In September 2001, the first class of the Graduate Program in International Affairs will begin a practice-oriented, interdisciplinary education leading to a Master of Science or a Master of Arts in International Affairs. The entering class of approximately 45 students is expected to grow rapidly, reaching approximately 200 students by the fourth year.

ASSISTANT DIRECTOR (F/T) Search #21068

Exceptional administrator and educator needed to coordinate the program and to teach. Responsibilities: work with Director to develop and oversee on-campus and online curricula; teach within the program; develop program's Africa Concentration; serve as liaison to university offices; participate in admissions and academic advising; supervise support staff. Qualifications: advanced degree in International Affairs field; teaching and administrative background; experience in inter-collegiate collaborations with African universities and in managing institutions for development; excellent organizational and interpersonal skills.

CORE FACULTY (P/T) Search #21067

Ideal candidate for this half-time teaching position has a demonstrated understanding of the media as an integral part of the international context. Responsibilities: teach three courses per academic year; participate in advising and admissions; develop Culture and Media concentration; coordinate efforts with the World Policy Institute. Requirements: Ph.D. in a related discipline; teaching experience; record of personal achievement.

For a detailed job description please visit our website at www.newschool.edu/admin/hr/joblist/htm Benefits include free tuition, comprehensive health insurance, and retirement program. Send cover letter, vitae, salary history, search#, and names of three references to: Michael Cohen, Director, Graduate Program in International Affairs, The New School, 66 West 12th Street, Room 301, New York, NY 10011. Review of applicants will begin immediately and continue until positions are filled.

The New School is committed to an educational environment in which the curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live. Affirmative action/equal opportunity employer.

The New School

Librarian

Head of Reference

Individual will be responsible for managing the daily operation of the reference department including the reference desk schedule, statistics gathering, supervision and hiring of part-time reference librarians.

MLS degree from an ALA-accredited [illegible]. Must have strong public service commitment [illegible] be proficient [illegible] GALILEO, GIL and Internet sources.

Minimum of three years of recent progressively [illegible] reference service required; supervisory and management experience and experience with the materials selection process are [illegible].

Salary: $32[illegible]64 + (commensurate with education [illegible] experience) with excellent benefits. Position will start August [illegible]01. Application Deadline: 6/15/01

Applicants should reference position [illegible] (#02-29) and send the following as a single packet: (1) [illegible] of interest, (2) resume, (3) unofficial copy of graduate [illegible]script(s), and (4) list of three professional references [illegible], addresses, e-mail addresses, telephone [illegible].

Georgia Perimeter College
Human Resources Dept.
Attn: Judy Chastoney
3251 Panthersville Road
Decatur, GA 30034

Georgia Perimeter College.

An AA/EOE/ADA Employer
Georgia is an Open Records State

www.gpc.peachnet.edu

Director of Assessment, Center for Effective University Teaching (CEUT)

This position will be responsible for the development and coordination of academic assessment activities at the University. Primary responsibilities will include: evaluating new and ongoing educational initiatives in collaboration with faculty, administration, and students; designing and implementing assessment plans and developing assessment tools to evaluate student learning, levels of faculty/staff satisfaction, and educational technology. A priority for this position will be to develop and implement an outcome assessment plan for Cooperative Education and the Academic Common Experience (ACE) - the University's unique approach to general education that integrates core requirements into the major. Master's degree in Statistics/Education or related area required; Doctorate preferred. Significant experience in the field of evaluation and assessment in academia; knowledge of quantitative and qualitative assessment methodologies including familiarity with statistics and appropriate software; demonstrated knowledge of the issues, best practices, current research and innovation in assessment and evaluation in higher education; ability to work collaboratively and effectively with a diverse faculty, graduate and undergraduate student body, administration and staff; excellent oral, written and presentation skills; ability to work in a fast-paced, changing environment.

Send resume to: Dr. Donna M. Qualters, Director-CEUT,
360 Huntington Avenue, 225 Hayden Hall, Boston, MA 02115
or call: (617) 373-8383.

Northeastern is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern UNIVERSITY

BEST COPY AVAILABLE

Sauk Valley Community College

DEAN OF ARTS, SOCIAL SCIENCE AND P.E.

The College seeks an innovative, flexible, creative, and visionary leader who is committed to student learning and student success. The Dean is the chief academic administrator for the Division of Arts, Social Science and P.E. and reports to the Vice President of Instructional Services. Areas covered by this Division include English, Speech/Theater, Social Science, Art/Music, Criminal Justice, Education, Human Services, P.E. and Adult Education. The Dean plans, budgets, and evaluates all activities that originate from the Division office; supervises all full-time and part-time Division faculty; assists in shaping College goals; and has overall responsibility for the quality of the Division.

Responsibilities: Development and coordination of instructional schedules, assignments, budgets, and supervision of faculty and support staff; coordination, evaluation, and recommendation for curricular revisions; academic outcomes assessment; supervision of the Learning Lab, the fitness center and the Adult Education grant in the district.

Qualifications: An earned master's degree from a regionally accredited institution and relevant and successful full-time administrative experience in an educational setting required. Evidence of support for the mission of a comprehensive community college; functional computer literacy; appreciation for working in a team environment; strong oral and written communications skills; experience with alternative teaching/learning options, curriculum design and evaluation; and a positive leadership approach are desired.

Salary is competitive, dependent upon experience, and is augmented by an attractive fringe benefits package, including no FICA deduction.

Application: Please submit letter of application specifically detailing how your experience meets the outlined requirements and responsibilities. Additionally, include a resume and the name/address/phone numbers of three professional references to: **Curt Devan, Coordinator of Personnel Services, Sauk Valley Community College, 173 IL Route 2, Dixon, IL 61021. email: devanc@svcc.edu**

Position available **January 2002.** Applications will be reviewed beginning **August 27, 2001**, when faculty return for Fall semester. The position will remain open until filled. *SVCC is an affirmative action, equal opportunity employer.* SVCC is interested in receiving applications from individuals who would enhance the college.

Dean of Student Services

Two Positions Available

The Dean serves as the chief campus student services officer, and is responsible for providing leadership in all aspects of student life; for coordinating the overall planning, development and general oversight for campus student services programs and staff; and for ensuring a supportive environment in which students may achieve academic goals.

A Master's degree from an accredited institution in higher education administration, counseling, student personnel or other appropriate area is required; an earned doctorate or terminal degree is preferred.

Individual must demonstrate ability to supervise, monitor and evaluate campus-based student services as well as to provide campus leadership for the development and implementation of student recruitment and retention efforts. Knowledge of student information systems, CAS Standards helpful.

Individual must have a minimum of seven (7) years of progressively responsible administrative experience in student affairs or related area in a college/university setting, at a comparable level of Assistant/Associate Dean or higher.

Salary is commensurate with education and experience, with excellent benefits. Review of applications will begin on June 15, 2001 and continue until the position is filled. For more information on Georgia Perimeter College, [illegible] visit our website at: www.gpc.peachnet.edu.

Applicants should reference position number (#01-231) and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of five professional references (names, addresses, e-mail addresses, telephone numbers) to:

Judy Chastoney
Georgia Perimeter College
Dept. of Human Resources
3251 Panthersville Road
Decatur, GA 30034
Fax: (404) 244-5774

Georgia
Perimeter
College.

An AA/EEO/ADA Employer
Georgia is an Open Records State.

www.gpc.peachnet.edu

THE COLLEGE OF
WOOSTER

1189 Beall Avenue
Wooster, OH 44691-2363

Economics Faculty

Two Positions
beginning Fall, 2001

Admissions Positions

Program Assistant

for the Vice President
for Academic Affairs

For complete job descriptions
go to **www.wooster.edu.**
Scroll down and select the Jump to
Employment Opportunities.
The positions are posted jointly with the
Five Colleges of Ohio Consortium.
Or call or e-mail Linda Farmer
330-263-2133 or lfarmer@wooster.edu.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SPANISH, Tenure track, Sept. 2001, Assistant/Associate Professor (Asst. $38,788-$44,608)(Assoc. $47,149-$54,224); may be higher depending on qualifications, experience and increases in appropriately established compensation plan. Teach introductory through advanced-level courses in Spanish language; teacher preparation and General Studies curriculum. Teaching load is 24 semester hours, typically six four-hour courses per year. Ph.D. required with college-level teaching. Preference will be given to candidates who possess a background in teacher preparation, experience in foreign language acquisition and demonstrated knowledge of oral proficiency methodology. Native or near-native fluency is required, as well as a firm commitment to teaching excellence and an on-going agenda for research and publication. The candidate must also show competency in assessment and computer aided instruction. Other responsibilities include strong interest in pedagogy, student advisement, and a willingness to prepare student teachers in order to fulfill the New Jersey World Languages Initiative. The College especially seeks individuals who will contribute to both the chosen discipline and the College's commitment to teacher preparation, general education and outreach to primary and secondary education institutions.

Screening will continue until position is filled. Send letter of application with CV, statement of teaching philosophy and three letters of recommendation to Kenneth Dollarhide, Dean, Arts and Humanities, Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.

Stockton is an AA/EOE. Women and minorities are encouraged to apply. R014603

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KEAN UNIVERSITY

Union New Jersey

Founded in 1855

ANTICIPATED FACULTY POSITION 2001-2002

Contingent on Budgetary Approval
and Appropriate Funding.

Kean University is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing effort to build a multicultural professional community to serve a richly diversified student population of 12,000.

SCHOOL OF BUSINESS, GOVERNMENT & TECHNOLOGY

Department of Political Science/Comperative Politics

Requirements: Qualified candidate will teach graduate and undergraduate courses in Comperative Politics. The candidate should have strong training in theories of and approaches to comperative politics, with empirical research grounded in cross national/regional studies of Latin American politics. Ph.D. preferred; ABD considered.

Salary and Benefits: Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Application: Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair: Dr. Charles P. Kelly, Kean University, 1000 Morris Avenue, Union, NJ 07083.

Where Tradition and Technology Meet

KEAN

GATEWAY COMMUNITY COLLEGE

a Connecticut Community College

DEAN OF LEARNING Master's Degree in Higher Education Administration or a closely related field, six years administrative experience in Higher Education with college teaching experience and three years supervisory experience required. Nine years administrative experience and five years supervisory experience preferred; PhD/EdD desired. Must have a broad range of experiences in all facets of program development, academic leadership and student development.

In order to meet the demands of the 21st Century, the college seeks applicants with demonstrated ability to respond to and work with multiple constituencies, involvement in the support of diversity of ability levels and culture, and information literacy skills. In addition, the college seeks applicants with strong personal attributes such as openness to innovation and change, use of creative approaches to problem solving, and ability to build and support consensus as well as a record on ongoing professional development.

For more information including position announcements and job descriptions, visit our home page ● www.gwctc.commnet.edu. To apply, mail a letter of application, detailed resume and three letters of reference to: Gateway Community College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511-5918.

GCC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution by the Florida Board of Regents. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
Assistant/Associate Professor- *(Chief Information Officer & Asst VP for Information Sciences)*	Nursing-	OPEN
Assistant In Research-	Center for Transportation-	OPEN
Associate Vice President for Diversity & Equal Opportunity-	Office of the Provost-	OPEN
Instructional Specialist/ Behavior Analyst(15 positions)-	Florida Mental Health Institute-	OPEN
Instructional Specialist/ Sr.Behavior Analyst(5 positions)-	Florida Mental Health Institute-	OPEN
Assistant/Associate Professor (2 positions)-	Pediatrics-	05/31/01
Associate/Full Professor-	Chemistry/Moffitt Drug Discovery-	05/31/01
Assistant/Associate Professor (2 positions)-	Surgery-	06/01/01
Assistant Professor (4 positions)	Surgery-	06/01/01
Assistant Professor-	Mathematics-	06/08/01
Assistant/Associate/Professor-	Radiology-	06/15/01
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Assistant/Associate Professor-	Environmental & Occupational Hlth-	06/30/01
Assistant Professor-	Pediatrics-	06/30/01
Assistant Librarian-	Library-Sarasota Campus-	06/30/01
Assistant/Associate Professor-	Surgery-	07/02/01
Associate/Full Professor-	Surgery-	07/02/01
Associate Professor/Professor-	Pediatrics-	07/31/01
Director-	Ctr for Entrepreneurship & Technology-	08/08/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

The Evergreen State College

Writing Center Director; Quantitative Reasoning Center Director - two director positions are available with the Learning Resource Center at The Evergreen State College, in Olympia, Washington. The Evergreen State College is embarking on an aggressive initiative to integrate writing, critical reading, math and quantitative reasoning skills in interdisciplinary coordinated studies programs across the campus. We seek directors for our Writing Center and our Quantitative Reasoning Center, to exercise leadership in this endeavor and manage the overall operations of their respective Centers. Salary: Non-competitive, open scale based on faculty grid according to degrees and years of relevant experience, plus excellent benefits. Review of applications begins May 20, 2001; applications will be accepted until finalists are chosen. For app/info call (360) 867-6361 or view on the Internet at: http://www.evergreen.edu/user/HRS. Hearing/speech impaired may call (360) 867-6695 (TTY).

EOE/AA/ADA.

WESTMONT
Santa Barbara, California

PROVOST

Nominations and applications are invited for the position of Provost of Westmont College. The Provost is the number two administrative officer of the college, reporting directly to the President. The Provost is dean of the faculty with primary responsibility for the academic program, and, with leadership from the Vice President for Student Life, the Provost is the senior administrator for the out of classroom student life programs of the college.

Westmont is a selective residential liberal arts college with a strong commitment to the historic and evangelical Christian faith. The college enrolls 1200 full-time undergraduate students with an additional 100 students studying in off-campus programs each semester. The 130 acre campus is located on the California coast 90 miles northwest of Los Angeles in Montecito, a residential suburb of Santa Barbara.

The Provost must embody and be able to effectively articulate the character and mission of Westmont College to a broad constituency. He or she must possess a strong personal Christian faith and an excitement for learning within the context of a Christian liberal arts curriculum. The ideal candidate will also have: (a) an earned terminal degree, (b) demonstrated success in a faculty position with teaching and research experience, (c) academic administrative experience, and (d) a broad understanding of the academic and student life programs of a residential liberal arts college.

Interested candidates may call the President's Office (805-565-6024) to receive a complete position description. Additional information regarding the college can be found at www.westmont.edu. Screening of applicants will begin **June 15, 2001**, although the position will remain open until filled. *Westmont College is an E.E.O. employer, seeking to be diverse in people and programs consistent with its mission.* Applicants should send a letter describing their interest in the position and current curriculum vitae to:

Chair, Provost Search Committee
Office of the President
Westmont College
955 La Paz Road
Santa Barbara, CA 93108-1089

BALL STATE
UNIVERSITY.
MUNCIE, INDIANA

ASSISTANT/ASSOCIATE PROFESSOR
SCHOOL OF PHYSICAL EDUCATION

Tenure-track position available August 17, 2001, for an elementary physical education specialist.

Responsibilities: teach in some of the following areas-teaching majors' skill development classes, teaching methods, curriculum development, supervise practicums on and off campus, foundations, fitness, motor learning, motor development, assessment, coaching philosophy, and coaching methods; advising undergraduate students, teaching graduate courses in teacher education; advising graduate research projects and theses; supervising student teaching; developing a line of research in physical education teacher education; professional service. Minimum qualifications: earned doctorate in physical education teacher preparation or a closely related field on or before date of employment; two years of full-time elementary physical education teaching experience. Preferred qualifications: evidence of scholarly productivity through writing, presentations, research activity, including grant funding from external sources; evidence of involvement in professional organizations; teaching experience in higher education. Send letter of application, vita, one copy of official transcripts of all graduate work, and the names and phone numbers of three references to: **Dr. Marilyn M. Buck; Chair, Pedagogy Search Committee; School of Physical Education; Ball State University; Muncie, IN 47306.**

Review of applications will begin immediately and will continue until the position is filled. (www.bsu.edu)

Ball State University is an equal opportunity, affirmative action employer and is strongly and actively committed to diversity within its community.

BRIDGEWATER
STATE COLLEGE

Resident Director

F-T, 12-mo., live-in position. Responsible for general management/supervision of a residence hall(s). Maintain appropriate records & management reports; assist students in adjusting to college/residence hall living, academic problems and personal concerns; advise Residence Hall Council; coordinate coverage/ procedures for the office; and other duties as appropriate. Master's degree in Student Personnel, Counseling or related field (1 yr. post-baccalaureate experience in residence life/housing or student affairs may be considered in lieu of Master's degree); min. 1 yr. residence hall experience required; supervisory experience; and willingness to learn new computer programs (Microsoft Office preferred). Salary - $24,000-27,000 per year, based on qualifications and experience; furnished apartment; meal plan while College is in session. Application review will begin immediately. Submit letter of interest, resume and three professional references to:
Human Resources,
Bridgewater State
College, Bridgewater,
MA 02325.

BSC is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DIRECTOR

A NEW INSTITUTE FOR POST-GENOMIC SCIENCE AND TECHNOLOGY

The University of Illinois at Urbana-Champaign invites applications and nominations for the position of Founding Director of a new institute dedicated to research in post-genomic science and technology. The Director will be influential in creating and charting the focus of this Institute, which will provide an interdisciplinary research environment in which genomic information can best be exploited to drive fundamental advances in the biological sciences. We are seeking a strong leader with an exceptional record of scholarly accomplishment, who will build on established excellence in the biological and physical sciences, engineering and agriculture, and who will enhance our strong campus tradition of interdisciplinary interactions. The Director should have the vision and ability to couple first class academic research with appropriate goals both in education and economic development, and have the ability to promote partnerships with the public and private sector. This Initiative involves the hiring of up to 40 new faculty. The Institute will occupy an 110,000 sq ft facility to be constructed beginning in 2001.

The University of Illinois already is home to a number of large-scale multidisciplinary centers, institutes and programs, including the Beckman Institute for Advanced Science and Technology, the Biotechnology Center, the W. M. Keck Center for Comparative and Functional Genomics, and the National Center for Supercomputing Applications. For more information, see:

http://www.uiuc.edu/unit/vcres/pginfo.htm

The Institute Director will be charged with the overall leadership of the Institute. This will include establishing areas of research focus and leading efforts to hire faculty positions associated with the Institute, by working with existing campus units; managing the Institute's physical and financial assets; assisting the Institute's faculty in acquiring external support for research; and representing the Institute beyond the Campus. The Director will possess the standing of an academic dean on the Urbana-Champaign campus.

The Director will hold a doctoral degree in one of the disciplines represented in the Institute, have achieved the rank of Professor in a leading research institution, and have an outstanding record of scientific accomplishments; experience in academic administration is desirable.

To be assured of full consideration, nominations and applications (including a curriculum vitae) should be postmarked by July 15, 2001. This full time (twelve month) position is available as soon as a suitable candidate can be identified. The salary is competitive and negotiable. Please send applications to:

Professor Tony Waldrop
Vice Chancellor for Research
Chair, Search Committee
Office of the Vice Chancellor for Research
University of Illinois at Urbana-Champaign
Swanlund Administration Building, Room 420
601 East John Street
Champaign, IL 61820
Attn: Melanie Loots, 217/333-0034;
217/ 244-3716 (fax)

The University of Illinois is an Affirmative Action, Equal Opportunity Employer

TEACHER-SCHOLARS
GENERAL STUDIES
DEVELOPMENTAL EDUCATION

GENERAL COLLEGE
UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS

The General College of the University of Minnesota-Twin Cities seeks up to four teacher-scholars in areas relevant to Higher Education Access Policy and Developmental Education. General College provides a lower-division, developmental general studies curriculum in the sciences, social sciences, humanities, mathematics, and basic writing, and is widely recognized as a model access program. The college serves pre-major students who do not meet the admission profiles of the highly selective freshman-admitting colleges in the University. The successful candidate will provide leadership in Higher Education Access Policy or Developmental Education research, must have a teaching strength in a relevant lower-division discipline, and will provide service as a member of a multi-disciplinary faculty committed to multicultural education.

These full-time tenured or tenure-track positions are at the levels of Assistant Professor, Associate Professor, or Professor and begin in August 2002 (the start date can be flexible).

For a complete position description and application procedures, call (612) 625-2880, view the General College Website at **www.gen.umn.edu**, or write to the **Developmental Education Search, University of Minnesota-General College, 240 Appleby Hall, 128 Pleasant St. SE, Minneapolis, MN 55455.** The application deadline is open; however, because review of applications will begin September 17, 2001, early application will insure consideration.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

UNIVERSITY OF MINNESOTA

Well known for its reputation for excellence and as the largest Catholic University in the United States, **DePaul University** has been educating Chicago for over 100 years. At DePaul, you'll work in a collaborative environment that lives its values, supports diversity and encourages professional development. Join us in this important role:

SENIOR DIVERSITY OFFICER AND SPECIAL ASSISTANT TO THE PRESIDENT FOR DIVERSITY

Reporting to the President of the University, the selected professional will build transformative alliances with various university constituencies to maximize their, and the institution's, ability to realize the potentialities that a truly diverse community of faculty, staff and students create within a university committed by mission and values to achieving this diversity. This position will be peered with professionals in the University Mission Office and have day-to-day accountability to the University Secretary/Senior Executive for the University Mission. Advanced Degree; 5+ years experience in developing/implementing programs focused on diversity policies and procedures, preferably in a higher education environment; excellent oral/written communication skills; and credibility with diverse communities external to the university required.

DePaul University offers competitive salaries and a best-in-class benefits package. For immediate and confidential consideration, please forward resume to: **DePaul University, Human Resources, Job Code: 2102, 1 E. Jackson Blvd., Chicago, IL 60604. E-mail: wchristi@wppost.depaul.edu Apply online: www.depaul.edu Fax: 312-362-5116.** DePaul University is committed to diversity and equality in education and employment.

Cleveland State University

1964

PRESIDENT

(Revised Advertisement)

The Board of Trustees of Cleveland State University invites nominations and applications for the position of President.

Founded in 1964, Cleveland State University is a growing, urban university with 40 buildings spread over an 85-acre campus. With a faculty of over 500, the University offers a broad mix of bachelor's and graduate programs in the humanities, natural sciences and social sciences as well as the professions.

One hundred and seventeen degree and program choices are offered through CSU's seven colleges: The College of Arts and Sciences, the James J. Nance College of Business Administration, the Fenn College of Engineering, the College of Education, the Maxine Goodman Levin College of Urban Affairs, the Cleveland Marshall College of Law and the College of Graduate Studies. CSU enrolls a diverse student body of approximately 16,000 students, including 700 international students from 62 countries. More than one-fourth are graduate students.

The President has overall academic and administrative responsibility for the University and reports to the Board of Trustees.

Strong educational/academic/administrative experience in institutions of recognized excellence is important. An earned doctorate of philosophy or equivalent degree or other terminal degree is desirable. Equally significant is a record of intellectual accomplishment, evidencing a superior mind and an appreciation for educational values. The best candidates will show a clear understanding of the opportunities for growth in an urban university and a creative sense of how to further the University's teaching and research missions. The President must be a community-minded individual with a strong commitment to open access to educational opportunities.

The Presidential Search Committee will begin the review of applications immediately and will continue to the time of selection. Applications should include curriculum vitae and references with titles, complete addresses and telephone numbers. Please visit us on our Cleveland State University web site and submit applications to our retained consultant.

William J. Bowen
Heidrick & Struggles
233 S. Wacker Drive, Suite 5770
Chicago, IL 60606
Phone: 312-496-1794
Fax: 312-879-1974
E-mail: wjb@h-s.com

Cleveland State University web site:
www.csuohio.edu

Cleveland State University is an Affirmative Action/
Equal Opportunity Employer

DIRECTOR, NEW PATHWAYS PROGRAM

The Institute for Liberal Arts and Interdisciplinary Studies at Emerson College invites applications for the position of Director of the New Pathways Program. The Institute for Liberal Arts and Interdisciplinary Studies is a center for innovative teaching and scholarship that cuts across traditional boundaries of disciplines, departments, and major programs. Its mission is to promote campus wide involvement in the liberal arts and interdisciplinary studies, to support faculty development and collaboration leading to curricular innovation, and to advance the theoretical and ethical understanding of the fields of communication and new communication technologies. The New Pathways Program is a new first year program that focuses on student-centered, integrated learning and emphasizes the importance of the first year as both a transitional and a precedent setting experience for undergraduate students. The initial focus of this program will be on the formation of a series of cohort-based, curricular, co-curricular and residential "learning clusters" which will be piloted in the 2001-2002 academic year.

Reporting to the Executive Director of the Institute for Liberal Arts and Interdisciplinary Studies, the Director of the New Pathways Program will have primary responsibility for developing and implementing long-range and annual goals for the program. Specific responsibilities for this position will include:

- Working with the appropriate faculty and the Executive Director of the Institute to plan and develop the thematic cohorts and curriculum for the New Pathways Program.
- Recruiting faculty to teach within the New Pathways Program and supervising their teaching and pedagogical development.
- Teaching, as appropriate, courses within the New Pathways Program on the recommendation of the Executive Director of the Institute.
- Developing the annual course master for the New Pathways Program, including working with the appropriate schools and administrative offices of the College to determine classroom space and scheduling.
- Collaborating with the various schools and administrative offices of the College that have responsibility for the curricular, co-curricular, and residential experience of first year students (including academic departments, academic advising, student and residential life, career services, the learning assistance center, the library, and academic computing/information technology) so as to ensure an integrated first year experience for the students of the New Pathways Program.
- Providing academic advisement and establishing a system of faculty and peer mentoring for students in the New Pathways Program.
- Planning, developing, and implementing a teaching and learning program intended to enhance and support faculty teaching in the New Pathways Program and at the Institute for Liberal Arts and Interdisciplinary Studies.
- Working with the Vice-President of Enrollment and the Director of Admissions as well as other officers of the College to plan recruitment and admission to the program and to provide a plan for student retention.
- Conducting interviews with all incoming students in the New Pathways Program to determine individual student goals and facilitate student growth through individual planning and guidance in the first year.
- Developing and implementing frameworks for assessing student performance and overall program effectiveness.
- Preparing and managing the annual budget for the New Pathways Program.
- Serving on the Institute Advisory Committee and on other appropriate committees of the College as required.
- Seeking external funding to support initiatives connected to the New Pathways Program.

Qualifications: A terminal graduate degree (MFA, Ph.D.) in a humanities, social, or behavioral science discipline; at least four years of teaching experience and evidence of teaching excellence at the undergraduate level; knowledge of and commitment to student-centered approaches to teaching and learning; experience developing and implementing first year and/or integrated curriculum; demonstrated ability to work collaboratively across a variety of academic and administrative offices; familiarity and/or direct experience with the use of new media to augment classroom instruction. Grant writing and previous administrative experience preferred.

Please send application materials, including a resume and a list of at least three references to: **David Bogen, Executive Director, Institute for Liberal Arts and Interdisciplinary Studies, Emerson College, 120 Boylston Street, Boston, Massachusetts 02116-4624.** Review of applications will begin on June 1st, 2001 and will continue until the position is filled. Emerson College is an Affirmative Action/Equal Employment Opportunity Employer. Visit our website at: www.emerson.edu.

EMERSON COLLEGE

BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

Texas A&M University

Senior Faculty Position in Molecular Biology

The Department of Biochemistry and Biophysics at Texas A&M University invites applications for a senior faculty position in any area of Molecular Biology, Cell Biology, or Molecular Genetics. The appointment will be at the level of Associate Professor or Professor. The successful candidate will be expected to continue an active, established research program, participate in the teaching missions of the Department, and contribute vision and leadership to the rapidly developing life science endeavor at the University. The department has a collegial, energetic, and broad-based faculty, an excellent graduate program, and modern research facilities. With a student population of over 40,000, Texas A&M is an outstanding university centrally located between Dallas, Austin, San Antonio, and Houston. For more information about the Department, see http://www.tamu.edu/biobio/. Applicants should send curriculum vitae, reprints of significant publications, and a statement of research interests to:

Ry Young
Chair, Senior Faculty Search Committee
Department of Biochemistry and Biophysics
Texas A&M University
2128 TAMU
College Station, TX 77843-2128
phone: 979-845-2087
fax: 979-862-4718
email: ryland@tamu.edu

Review of applications will begin September 30, 2001, and continue until the position is filled.

Texas A&M University is an Affirmative Action/ Equal Opportunity Employer committed to diversity.

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

COMMUNICATION STUDIES - (2 positions)
Tenure Track, September 2001. Assistant Professor ($38,788-$44,608). Salary may be higher depending upon qualifications, experience and increases in the appropriately established compensation plan.

Position 1: Teach courses in radio and TV production and media research.

Position 2: Teach courses in introduction to advertising, PR, media studies and writing for the media.

All faculty are expected to teach General Studies courses. Successful candidates will also be able to teach other related courses. Teaching load is six four-hour courses per year. Ph.D. required with college-level teaching and professional experience in media industries preferred. Screening will continue until positions are filled. Send letter of application (indicating position applied for), with CV, statement of teaching philosophy and three letters of recommendation to Dr. **Kenneth Dollarhide, Dean of Arts and Humanities, The Richard Stockton College of New Jersey, AA51, PO Box 195, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply.
R014372

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METROPOLITAN COMMUNITY COLLEGES

Kansas City MO

Seeking Candidates for

VICE CHANCELLOR of STUDENT DEVELOPMENT and ENROLLMENT MANAGEMENT

CO #01-110

For an application and additional information, please visit us @
http://personnel.kcmetro.cc.mo.us/
EOE/AA

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DIRECTOR

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES

New School University seeks a Director, Office of Student Rights and Responsibilities. Responsibilities include: adjudication of alleged violations of the University Code of Conduct by students; annual review of current policies that guide student behavior; development of programs that promote an appreciation of good citizenship; advisor to student government.

This is a full-time administrative position reporting to the Vice President for Student Affairs. This is a new position and requires an individual who is both practical and visionary, embraces diversity, and able to interface with Staff, Faculty, Students, and Parents. The Director must be an effective spokesperson with excellent oral and written communication skills.

Qualifications: graduate degree in higher education or a related discipline required; background in law will be considered; five years professional experience in a higher education setting. Salary is commensurate with experience. Send a cover letter and resume by June 1st to: Vice President for Student Affairs, New School University, 66 West 12th Street, 8th floor, New York, NY, 10011.

The New School is strongly committed to an educational environment in which curriculum and every other aspect of university life reflects the multi-cultural city and the international world in which we live. AA/EOE.

New School University

ADVISOR

Fraternities and Sororities

Under the direct supervision of the associate dean for Student Development and in cooperation with the Student Government Association (SGA), the advisor for fraternities and sororities will assist fraternities and sororities in meeting their goals and objectives and help them to comply with SGA and University policies, guidelines and procedures. Will plan, implement and evaluate programs and activities.

Qualifications: Master's degree in counseling, higher education administration or a related field required. Graduate or some professional experience in Greek Life with membership in a social or professional fraternity or sorority preferred. Ability to work cooperatively with students, faculty, alumni and other members of the campus community. Flexible, creative approach to student advisement and program development necessary. Excellent verbal and written communication skills a must.

Salary: Commensurate with qualifications and experience.

Send letter of interest and current resume or curriculum vitae to: James Harris, Montclair State University, Box C316-V#71/HO, Upper Montclair, NJ 07043.

Screening of applications will begin immediately and continue until position is filled.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

COLBY

Colby, a highly selective private liberal arts college of 1750 students located in central Maine, seeks applicants for the following position:

ASSISTANT DIRECTOR OF ANNUAL GIVING

The Assistant Director reports to the Director of Annual Giving and has responsibility for a substantial portion of the Colby Alumni Fund including: fund raising for a range of Colby classes, the screening, recruiting, and supporting of active volunteers, staff support for targeted annual fund raising initiatives, helping to staff the Alumni Fund Committee, and other duties as assigned. Qualifications include: A Bachelor's degree and two or three years of related fund raising experience, or the equivalent required; must have a high level of motivation and organizational skills; attention to detail, excellent writing skills, and computer proficiency necessary; must have the ability to work well with and to motivate volunteers, to meet deadlines and achieve ambitious goals; a willingness to travel is necessary.

Interested candidates should submit two copies each of a letter of application and resume, including the names and telephone numbers of three references, to: Douglas C. Terp, Director of Personnel Services, Colby College, 5500 Mayflower Hill, Waterville, ME 04901-8855. A review of applications will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please visit the Colby web site: www.colby.edu

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VERMONT LAW SCHOOL

ASSISTANT DEAN for ADMISSIONS and FINANCIAL AID

Vermont Law School, the nation's premier institution for environmental law, located on the White River in rural Vermont, invites applications for the position of Assistant Dean for Admissions and Financial Aid.

The Assistant Dean for Admissions and Financial Aid is responsible for all activities of the Admissions and Financial Aid offices, including: planning and implementing recruitment and financial aid policies and programs designed to maintain and strengthen the academic quality and diversity of the student body; collecting information and data to drive and evaluate marketing strategy; managing the marketing portion of the Vermont Law School web site; interviewing and counseling prospective students; managing the Admissions and Financial Aid staff; and developing relationships with other institutions to advance the Admissions program.

Requirements include:

- Bachelor's degree with 5-plus years of selective admissions experience; a Master's degree or a JD degree and experience in a law school admissions environment are highly desirable.
- Demonstrated success with recruitment and enrollment management initiatives.
- Excellent analytical abilities.
- An understanding of current marketing strategies and demonstrated expertise in using data and technology.
- Significant administrative and supervisory experience.
- Strong oral, written and interpersonal skills with the ability to manage positive working relationships with a variety of internal and external constituents.
- High commitment to quality student service, with a student-centered philosophy.
- In-depth knowledge of laws, regulations, policies and procedures governing admissions and financial aid.
- Ability and desire to travel extensively.

Preliminary interviews may be scheduled at the LSAC annual meeting in Scottsdale, AZ, May 31-June 2, 2001.

To apply, please send resume and cover letter to:
Human Resources, Vermont Law School, P. O. Box 96, South Royalton, VT 05068
Vermont Law School is an equal opportunity employer.

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Nassau Community College seeks faculty and professional employees with a commitment to diversity, multiculturalism and pluralism. All instructor positions require at least a Master's degree in the subject/related field. All technical assistant positions require at least an Associate's degree in the subject/related field. All applicants should see Nassau Community College Website for specific requirements of each position. Full text of ads also appears in the May 11, 2001 issue of Chronicle for Higher Education.

ACADEMIC AFFAIRS

ACCOUNTING/BUSINESS ADMINISTRATION

- Instructor - Accounting (Reply Box A)

ALLIED HEALTH SCIENCE

- Clinical Instructors
  - Surgical Technology (Reply Box B)
  - Radiologic Technology (Reply Box C)
- Technical Assistant
  - Laboratory Science (Reply Box D)
- Adj. Instructors
  - Anatomy and Physiology (Reply Box E)
- Adj. Technical Assistant
  - Laboratory Science (Reply Box F)

ART

- Instructors
  - Photography with Digital Skills (Reply Box G)
  - Mixed Media (Reply Box H)
  - Professional Graphic Designer/Multimedia(Reply Box I)
  - Ceramic Arts, Sculpture, 3-D Design (Reply Box J)
- Adj. - Macintosh Computer Graphics Lab (Reply Box K)
- Adj. - Art History (Reply Box L)
- Adj. - Photography (Reply Box M)

CHEMISTRY

- Adjunct Technical Assistants (Reply Box N)

COMMUNICATIONS

- Instructors
  - ASL Program (Reply Box O)
  - Communications Studies (Reply Box P)
- Adj. Instructors
  - Communication Studies (Reply Box Q-1)
  - Media (Reply Box Q-2)
  - ASL (Reply Box Q-3)

ECONOMICS

- Instructors (Reply Box R)
- Adjunct Instructors (Reply Box R-1)

ENGLISH

- Adj. Instructors (Reply Box S)
- Adj. Technical Assistants (Reply Box S-1)

HISTORY/POLITICAL SCIENCE/GEOGRAPHY

- Instructors - American History and/or Western Civilization (Reply Box T)

MARKETING/RETAILING

- Adj. Instructors
  - Fashion Buying & Merchandising (Reply Box U)
  - Apparel Design (Reply Box V)

MUSIC

- Instructors
  - Music Theorist or Theorist/Composer (Reply Box W)
  - Orchestra Conductor/String Specialist (Reply Box X)

NURSING

- Instructors - (Reply Box Y) • Adjuncts - (Reply Box Y-1) with Medical Surgical Background and Second Discipline

OFFICE TECHNOLOGY

- Technical Assistant (Reply Box Z)

PSYCHOLOGY

- Instructors (Reply Box AA)

SOCIOLOGY

- F/T Temporary Instructor (Reply Box BB)

OFFICE OF INSTRUCTIONAL TECHNOLOGY

- Technical Assistant (Reply Box CC)

ACADEMIC/STUDENT SERVICES

- Associate Vice President for Academic/Student Services (Reply Box DD)
- Job Placement Counselor (Reply Box EE)
- Career Counselor Position (Reply Box FF)

GEAR UP PROJECT - (Grant Positions)

- Site Coordinators (Reply Box GG)
- Tutor/Mentor Coordinators (Reply Box HH)
- Parent Counselor/Home School Coordinators (Reply Box II)
- Master Teacher/Lead Instructors (Reply Box JJ)

ALL POSITIONS SUBJECT TO BUDGETARY APPROVAL.

All applicants can visit NCC Website
www.sunynassau.edu/administration/employ
for detailed position descriptions.

Send cover letter, indicate Reply Box No., resume postmarked no later than May 30, 2001, to Harold Bellinger, AA/OFF, EOE, Nassau Community College, One Education Drive, Garden City, New York 11530-6793 (AA/EEO)

CENTRAL MICHIGAN UNIVERSITY

Mt. Pleasant, MI

3 Journalism Faculty Positions Available

Applications are welcomed for 3 journalism faculty positions at doctoral/research intensive university with 18,000 campus enrollment:

- **Chair and Associate/Full Professor**
- **Assistant Professor, Advertising**
- **Assistant Professor, Public Relations**

Review of applications begins immediately. For complete information and job description(s), communicate via:

Mail: Personnel Committee
CMU Department of Journalism
34 Anspach Hall
Mt. Pleasant, MI 48859
Phone: (989) 774-3196
Fax: (989) 774-7114
E-mail: jrndept@mail.cmich.edu;
Web: www.ccfa.cmich.edu (click on Department of Journalism) or
www.HigherEdJobs.com

California State University Monterey Bay

Multiple-Year Lecturer Visual and Public Art

(#MBVPAL-0016)

California State University Monterey Bay (CSUMB), is a comprehensive public university that is committed to serving the diverse people of California, especially the working class, historically underserved, and low income populations. The university values an educational environment of cultural and linguistic diversity and gender equity; ethical reflection and practice; effective and experimental use of technologies as resources to people and catalysts for learning; and the integration of cross-disciplinary models enabling students, faculty and staff to engage in innovative instruction and coordinated service learning. The curriculum is organized around student learning outcomes. It is global in perspective, and of sufficient breadth and depth to meet local, regional, and statewide needs, specifically those of both isolated rural communities and inner-city populations. The campus is located on Monterey Bay, 100 miles south of San Francisco.

The successful candidate will be responsible for 8-12 units of direct instruction each semester in undergraduate courses in Visual and Public Art, provide oversight for campus and community public projects, maintain collaborative working relations with community partners, liaison with the campus Service Learning Institute, contribute to the development of an arts education model for VPA, advise students in the VPA degree program, participate in program assessment of student learning, and engage in artistic production.

Effective Starting Date: August 2001 **Salary Range:** $40,000 - $45,000 for academic year

Minimum Qualifications: Must have an MFA or terminal degree in a related field, with a minimum of two years of university teaching.

Priority Filing Date: Friday, June 8, 2001 at 5:00 p.m. Position open until filled.

For full job description and application procedures, visit:
www.csumb.edu/general/fac-recruit

CSU Monterey Bay is an Equal Opportunity Employer

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SPANISH LANGUAGE, Tenure track, Sept. 2001, Assistant Professor ($38,788-$44,608). Salary may be higher depending on qualifications, experience and increases in appropriately established compensation plan. Teach intro to advance level Spanish language courses. Teach courses in General Studies curriculum. Teaching load is six 4-hour courses per year. Ph.D. required for Assistant Professor with college-level teaching preferred. Native or near-native fluency and ability to teach conversation essential. Expertise in language pedagogy. Screening will continue until position is filled. Send letter of application with teaching philosophy, CV and three reference letters to **Kenneth Dollarhide, Dean, Arts and Humanities, Richard Stockton College of New Jersey, AA51b, PO Box 195, Pomona, NJ 08240-0195.**

Stockton is an AA/EOE. Women and minorities are encouraged to apply. R014608

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4 Key Enrollment Management and Student Development Positions

MIDDLESEX COUNTY COLLEGE, a large, innovative community college in suburban central New Jersey, is rebuilding its enrollment management and student development team following several retirements and reorganization. We seek quality professionals capable of enhancing the success of our diverse student body within an extremely challenging academic environment.

Competitive salaries - wonderful work environment - an absolutely gorgeous 200-acre campus in Edison, with comprehensive urban centers in New Brunswick and Perth Amboy. We are a COLLEAGUE institution well into a comprehensive, campus-wide technological transformation.

DEAN, STUDENT DEVELOPMENT

Reports to the VP, Academic and Student Affairs. Provides institutional leadership for a comprehensive student development program. Responsible for Counseling and Career Services, Educational Opportunity Fund, Minority Student Affairs, Athletics, Student Activities, and Learning Resources. Administers the code of student conduct. Works to foster a spirit of multiculturalism in this diverse college community. ***Requires:*** Master's Degree in Student Personnel Administration or related academic field (earned Doctorate preferred); minimum 5 years experience in higher education administration (preferably at the community college level); experience administering programs with results in increased success for underprepared students; experience working with a diverse student population; and a knowledge of information systems as relates to student services administration. Must possess and demonstrate excellent interpersonal skills (verbal and written), and community college teaching experience is preferred. *Please refer to Position #36-M.*

DEAN, ENROLLMENT MANAGEMENT

Reports to the VP, Academic and Student Affairs. Provides institutional leadership for a comprehensive enrollment management plan and program. Responsible for Admissions, Registrar, Financial Aid, Academic Advising, Testing & Tutoring, School Relations and 2 comprehensive urban centers in New Brunswick and Perth Amboy. Conducts strategic planning, data analysis, and outcomes assessment to evaluate and amend the enrollment management plan. ***Requires:*** Master's Degree in Higher Education Administration, related field or academic discipline (earned Doctorate preferred); experience working with a diverse student population; minimum 5 years experience in higher education administration (preferably at the community college level); knowledge of information systems as related to Enrollment Management administration and experience in enrollment management. Must possess and demonstrate excellent interpersonal skills (verbal and written), and community college teaching experience is preferred. *Please refer to Position #35-M.*

COLLEGE REGISTRAR

Reports to the Dean, Enrollment Management. Plays a key role in College-wide planning for enrollment management and student information systems, while managing a comprehensive Office of the Registrar. ***Requires:*** Master's Degree, minimum 5 years Student Personnel Services or Academic Affairs experience; minimum 3 years administrative experience and minimum 3 years Personnel Management experience. Must be computer literate in word processing, spreadsheets, graphics and have knowledge of administrative computer databases, with significant experience with a comprehensive student information system, preferably COLLEAGUE. *Please refer to Position #34-M.*

DIRECTOR, ENROLLMENT SERVICES

Reports to the College Registrar. Plans and manages all registration and related activities, from in-person to web-based, continually improving the efficiency and effectiveness of the processes. ***Requires:*** Master's Degree, min 6 years college level administration experience; computer literacy in PC based word processing spreadsheet programs; and experience using on-line administrative computer databases (e.g., COLLEAGUE), with experience managing and coordinating registration. Hours: Mon.-Thurs., 11am to 7pm; Tues., Wed., Fri., 10am to 6pm, with some peak-time Saturday hours. *Please refer to Position #32-M.*

Salaries commensurate with education and experience.

Application deadline date: June 11, 2001. If you are accepting a candidacy for one of the DEAN positions, please include a copy of your college transcripts and a letter of candidacy which addresses how you meet the qualifications listed above. Your resume with any attachments should be submitted to Human Resources Dept. (Please use the reference number as indicated for the position applied for). Materials should be mailed to:

MIDDLESEX
COUNTY COLLEGE

2600 Woodbridge Avenue • P.O. Box 3050
Edison, NJ 08810-3050
An Equal Opportunity/Affirmative Action Employer M/F/D/V

Broward Community College

COORDINATOR OF ENROLLMENT SERVICES/REGISTRATION, #695

Bachelor's Degree required; Master's preferred. Must have experience with enrollment management, supervision, innovative technologies and a multi-cultural population. Candidate will Supervise the Admissions and Registration offices and implement the Campus Enrollment Management plan. Hours: Monday through Friday, 8:30 AM-4:30 PM with occasional evenings and weekends. South Campus. Salary: $40,900 - $64,100. **Closing date: 06/01/2001.**

CHEMISTRY INSTRUCTOR (TEMPORARY), #239

Master's Degree with eighteen graduate semester hours in Chemistry. Ability to teach General Chemistry and Organic Chemistry. Central Campus. Salary based on credentials. **Closing date: 06/01/2001.**

Please forward official applications with position title/number & copies of transcripts & licenses to:

Broward Community College
Human Resources
225 E. Las Olas Blvd.
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

Director of Human Resources & Payroll

North Shore Community College in Danvers, MA seeks a Director of Human Resources & Payroll. Will develop and administer HR/Payroll policies and procedures consistent with the College's strategic planning initiatives. Manage staffing, job evaluation/classification, compensation, performance appraisal, benefits, budgets and computerized HR/Payroll system. Coordinate contract administration of collective bargaining agreements. Assure compliance with all state and federal statutes.

Requires a minimum of five years experience in increasingly responsible HR positions, preferably in a higher education setting; which includes experience with automated HR/Payroll systems. Knowledge of labor & employee relations including contract implementation and interpretation and of federal and state employment regulations. Demonstrated commitment to diversity planning and implementing successful employment strategies in a complex environment necessary. Master's Degree in a related field preferred. Salary commensurate with experience.

Resume review will continue until the position is filled. Submit resume and cover letter to **Ms. Patricia DePamphilis, Human Resources, NSCC, One Ferncroft Road, Danvers, MA 01923**
Fax: (978) 762-4038.

North Shore Community College is an Equal Opportunity Employer. Members of minority groups are particularly encouraged to apply for this position.

NORTH SHORE
COMMUNITY COLLEGE
www.nscc.mass.edu

CAPITAL
Community
COLLEGE

EXTENDED SEARCH

Assistant Director of Financial Aid

(Community College Professional 16)
12-Month Tenure-Track Position

ANTICIPATED STARTING DATE: July 2001

MINIMUM QUALIFICATIONS: Bachelor's degree in a related field and one year of experience in college financial aid. Bilingual (English/Spanish) is desirable.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the supervision of the Director of Financial Aid, the Assistant Director will coordinate student employment and student loan programs, including certifying student loans and conducting entrance and exit interviews; perform need analysis and award packaging; assist in counseling students; conduct workshops; and manage the Community Service and America Reads Programs for the college.

MINIMUM SALARY: $38,763 approximate annual

APPLICATION PROCEDURE: Send letter of intent, resume, transcripts, and three references to:

Mr. R. I. Fisher,
Director of Human Resources
Capital Community College
61 Woodland Street
Hartford, Connecticut 06105

APPLICATION DEADLINE: Letter of application must be postmarked no later than May 29, 2001

Capital Community College is an Affirmative Action/Equal Opportunity Employer M/F. Protected group members are strongly encouraged to apply.

Washtenaw Community College

INSTRUCTOR OPENINGS

A comprehensive two-year college dedicated to student, community and staff success is presently seeking individuals for the positions listed below. These individuals will teach college-level courses in Political Science, Psychology and the Internet. The College is located in the city of Ann Arbor, MI, a community of over 100,000 whose growth and vitality is supported through a cultural enrichment of the arts, entertainment, Big Ten Sports, and the surrounding metropolitan area.

POLITICAL SCIENCE INSTRUCTOR: The successful candidate must possess a Masters degree in Political Science or government with substantial coursework in American government, and politics and a record of teaching excellence at the college level. Initial annual salary range is $41,340-$53,930 dependent upon education and related experience; base of 160 days/450 contact hours/32 weeks per academic year with numerous fringe benefits.

PSYCHOLOGY INSTRUCTOR: The successful candidate must possess a Masters degree in Psychology and a record of teaching excellence at the college level. Initial annual salary range is $41,340-53,930 dependent upon education and related experience; base of 160 days/450 contact hours/32 weeks per academic year with numerous fringe benefits.

INTERNET PROFESSIONAL INSTRUCTOR: The successful candidate must possess a Bachelors degree. Masters degree in a related field preferred and required for continuing contract (tenure) consideration, and the equivalent of two years full time Internet work experience (including at least one year planning and developing web sites on both PC and Macintosh platforms). Initial annual salary range is $41,340-$53,930 (marketing conditions may apply) dependent upon education and related experience; base of 160 days/450 contact hours/32 weeks per academic year with numerous fringe benefits.

Anticipated date of appointment for these positions is the 2001 Fall semester. Resumes will be accepted until the positions are filled. Initial review of resumes will begin the first week of June 2001.

Interested persons should submit letter of interest, resume, and all college transcripts (students copies acceptable), *(completed application and two letters of recommendation will be required if selected for interview)* to **Washtenaw Community College, Office of Human Resource Management, 4800 E. Huron River Dr., First Floor Business Education Building, Room 120, PO Box D-1, Ann Arbor, MI 48106. Job #H8** (For the positions of Political Science Instructor and Psychology Instructor two letters of recommendation, copies of first-day course handouts and copies of student evaluations are required with resume and transcripts). For job postings see our web site at **http://www.wccnet.org/jobs. Phone: 734-973-3497, Job Hotline: 734-973-3510**

Affirmative Action/Equal Opportunity/ADA employer

California University of Pennsylvania

California University of Pennsylvania invites applications for the following tenure-track faculty positions to begin August 2001: Graphic Communications (2) Technology Education/ Student Teaching Supervisor (1)

Salary: Salary is highly competitive and commensurate with education and experience. An excellent fringe benefits package is included.

Application: Please visit our website at WWW.CUP.EDU/EMPLOYMENT for application details and the complete job descriptions. Review dates of applications vary, although review of applications will continue until the positions are filled. Additional positions may be posted on the University Website in the near future. More information on California University of Pennsylvania is available on our home page: WWW.CUP.EDU.

Integrity, Civility and Responsibility are the official core values of California University of Pennsylvania. Women, minorities and the physically challenged are encouraged to apply.

The Department of Campus Recreation Services at the University of Maryland at College Park is seeking a qualified individual for the following position:

Coordinator of Special Events and Intramural Sports

Plan, organize, and conduct varied special events; hire, train, and supervise intramural office assistants and special event workers; mange the operation of the intramural office service desk; assist with training, evaluation, and supervision of intramural sports officials and supervisors; some evening and weekend work required.

Qualifications: Bachelor's degree; experience developing and administering recreational special events; experience supervising others, preferably student personnel. Experience officiating at least one sport is preferred.

Salary: The range is $28,000-$30,000. Application Procedure: Send letter of interest, resume, proof of Bachelor's degree, and names/phone numbers of at least 3 professional references to 1115 Campus Recreation Center, University of Maryland, College Park, MD 20742 by May 25, 2001. Fax: 301-226-4455. For more information, call 301-226-4400.

AA/EOE.

UNIVERSITY OF
MARYLAND

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EKU

EASTERN KENTUCKY UNIVERSITY

The Board of Regents of Eastern Kentucky University invites inquiries, nominations, and applications for the position of President. The President of Eastern Kentucky University is the chief executive officer and administrative head of the University and reports to the Board of Regents.

The University, founded in 1906, has been a vehicle of upward mobility for generations of Kentuckians with special emphasis on meeting the needs of the citizens of central, eastern, and southeastern Kentucky. Eastern Kentucky University is a student centered, comprehensive public regional state university, with five colleges and a graduate school, serving approximately 14,500 students through 150 degree programs and program options at the associate, baccalaureate, master's, and education specialist levels. Programs are offered at the 750-acre Richmond campus, known as the "Campus Beautiful," in addition to educational centers in Corbin, Danville, and Manchester, and throughout Kentucky. EKU offers a strong liberal arts curriculum and nationally recognized programs in justice and safety, health sciences, and education, with innovative programs in arts and sciences and business and technology. EKU has over 600 full-time faculty and faculty salaries meet or exceed those of its benchmark institutions. The University offers eight intercollegiate sports each for men and women. EKU is a member of the NCAA and Ohio Valley Conference, and has won the prestigious Ohio Valley Conference Academic Achievement Banner seven times (1988 through 1992, 1994-95, 1997-8, and 1999-2000).

With a population of 27,125, Richmond is one of Kentucky's fastest-growing cities and boasts abundant recreational facilities, and excellent schools and health facilities. The city is located 25 miles from Lexington and easily accessible by interstate highway to Kentucky's "golden triangle" - Lexington, Louisville, and Cincinnati.

The successful candidate will possess the ability to work effectively with the Board of Regents; strengthen external relationships in the state capital, with community leaders, public officials, and leaders in the business community, surrounding region, and throughout the state; and demonstrate commitment to the use of technology to enhance teaching, learning, research, and the administrative process. Further, the successful candidate will have the understanding of and demonstrated commitment to fundraising, developing community partnerships, and successful enrollment management; have a proven track record for excellence and vision in senior level leadership and/or management positions; possess strong academic credentials; and be dedicated to excellence in scholarship and able to relate across diverse academic disciplines.

Desired qualifications include: earned doctorate; understanding of the relationship between general education, liberal arts, and professional education both at the undergraduate and graduate levels; and an appreciation of the role of a regional state university.

For best consideration, application materials should be received prior to June 4, 2001. Application materials should include a letter of application addressing how the candidate's experiences match the profile, a curriculum vita, and the names, title, email, and business addresses, business and home telephone numbers of at least five references, which include faculty, administrators, students, and community leaders. Submission of materials as an MS Word attachment is strongly encouraged.

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Confidential inquiries, written nominations, and applications should be directed to:

Jan Greenwood, Ph.D.
Vice President.
A.T. Kearney, Inc
EKU Presidential Search
333 John Carlyle Street
Alexandria, VA 22314
greenwoodteam@atkearney.com

EKU is an equal opportunity employer.
www.eku.edu

Dean - Instructional Technology and Learning Support Services

Brookdale Community College is a growing institution recognized for its vision, excellence in educational practices, effectiveness in meeting diverse and eclectic student needs, utilization of state-of-the-art technology and resources, and its capacity to anticipate the current and future needs of the students, citizens and community it serves. Located on 200 acres in central coastal NJ, the sprawling campus provides a pastoral setting, approximately 50 miles south of NYC and 70 miles north of Philadelphia.

Brookdale Community College invites applications for the position of **Dean of Instructional Technology and Learning Support Services.** The individual appointed to the position will be responsible to provide leadership in the college-wide planning and utilization of educational technology achieved through the integration, promotion and development of information resources, services and applications, as well as expanding strategies for learning within the emerging technological context. This is a cabinet level position and reports directly to the Executive Vice President of Educational/Student and Outreach Services.

The successful candidate will possess a Master's Degree (Ph.D. preferred) in Instructional Design, Educational Technology or a related field, with five years of progressively responsible experience in distributed education, instructional technology or related fields as well as college level instructional experience; demonstrated ability to succeed within a collaborative management environment; strong interpersonal and communication skills are required. Must have current knowledge of distributed education and instructional support tools. Salary is competitive and commensurate with qualifications/experience. A comprehensive benefits package is included.

Applicants should send a letter of interest, resume, salary history, salary requirement, address and phone numbers of three professional references by June 15, 2001. Materials should be sent to Human Resources Office, Brookdale Community College, at the address listed below. Our email address is hrdept@brookdale.cc.nj.us, and our fax number is (732) 224-2970. For more information about Brookdale Community College, please refer to our website at www.brookdale.cc.nj.us.

BROOKDALE
COMMUNITY
COLLEGE

765 NEWMAN SPRINGS ROAD • LINCROFT, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

Washington State University

Title: O.A. Vogel Endowed Chair in Wheat Breeding and Genetics at the associate or full professor level. **Location:** Washington State University, Pullman, Washington. Annual appointment, tenure track, 75% research and 25% teaching. **Required Qualifications:** Ph.D. in genetics, plant breeding, molecular biology or an allied discipline. Demonstrated success and international recognition in modern genetic and genomic research. **Desired Qualifications:** Demonstrated experience in the application of classical and molecular genetics to small grains improvement. Evidence of ability to secure external grants to supplement the endowment. Demonstrated ability to train graduate students and postdoctoral associates. **To Apply:** Screening of application materials will begin Oct. 1, 2001 and continues until a successful candidate is identified. Submit a letter addressing pertinent qualifications and a vita. Candidates should arrange for four letters of recommendation to:

Dr. Thomas A. Lumpkin, Chairman, Department of Crop and Soil Sciences, Washington State University, PO Box 646420, Pullman, WA 99164-6420, ph: 509-335-3471, fax: 509-335-8674,
alexande@mail.wsu.edu

AA/EOE/ADA

1433

Athletics

Director of Sports Information

The Athletics Dept. at New Jersey City University seeks a Director of Sports Information to be responsible for the organization and administration of all aspects of sports information and media related services for an NCAA Division III program.

The SID will assist in the development and implementation of special projects to promote the athletic program. An additional administrative responsibility may be assigned based on departmental needs.

Candidates must have a minimum of a Bachelor's Degree. Experience in college sports information and/or appropriate background in sports journalism along with strong writing, editing, design/layout and promotional skills required. Must also have knowledge of computer graphics, database and word processing, ability to compile/utilize statistical information and a background in web design and development. Experience working in an urban environment is desirable.

For more details, please visit our website at **www.njcu.edu**
Click on Human Resources.

Review of applications will start on May 17, 2001, & continue until position is filled. Resumes and inquiries may be directed to:

NEW JERSEY CITY UNIVERSITY

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Sea Grant
New York

POSITION ANNOUNCEMENT

Extension Aquatic Animal Health Specialist - Sea Grant
Extension Associate IV - A06
Location: SUNY Stony Brook, Long Island, New York

The State of New York has established a Marine Disease and Pathology Consortium at the State University of New York at Stony Brook's Marine Sciences Research Center (MSRC) for the purpose of performing research and outreach on marine diseases and pathology. The Laboratory will be jointly staffed by the Marine Sciences Research Center, SUNY Stony Brook; the College of Veterinary Medicine, Cornell University; and New York State Sea Grant. This position is for a New York Sea Grant Extension Specialist who will be located at the Marine Sciences Research Center, SUNY Stony Brook. He/she will be responsible for developing and implementing an outreach program focussing on establishing and maintaining effective communications between the Laboratory at Stony Brook, the fishing community, and government agencies. The specialist will also coordinate efforts with the Aquatic Animal Health Program located at the College of Veterinary Medicine, Cornell University.

The position requires at least a masters degree and substantial knowledge and experience with matters of aquatic animal health. The ideal candidate will have expertise in diseases of marine invertebrates. At least five years of experience is required after receipt of the MS degree or two years after the Ph.D. Experience in Sea Grant extension or the equivalent is desirable. Desired professional experience would include disease diagnosis, conduct of field investigations of disease outbreaks in wild populations and/or in the mariculture environment. This position requires excellent communication skills with interested parties ranging from academics, fishermen, and government officials. It is expected that this position occasionally will involve some laboratory work as well as joining lobster fishers at work.

Review of applications will begin June 1, 2001, but applications will be accepted until the position is filled. Applicants should send statement of interests, CV, names of three references, and official college transcripts to:

Nancy Greenawalt
New York Sea Grant Extension Program
340 Roberts Hall
Cornell University
Ithaca, New York 14853-5905
Telephone 607-255-2832, e-mail nag3@cornell.edu
Fax 607-255-2812

For more information about New York Sea Grant visit its web page at: http://www.nyseagrant.org

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CORNELL
UNIVERSITY

Research Associate/Senior Research Associate
Aquatic Animal Health Specialist

The Department of Microbiology and Immunology, College of Veterinary Medicine, Cornell University is conducting a search for a faculty-level position, Research Associate or Senior Research Associate, for a newly established Marine Disease and Pathology Research Consortium. The Consortium is a laboratory jointly staffed by the Marine Sciences Research Center, SUNY Stony Brook, the New York Sea Grant Institute and the College of Veterinary Medicine, Cornell University. The position is located at the Marine Sciences Research Center, SUNY Stony Brook. The incumbent is expected to participate in a coordinated effort to address questions of disease found in aquatic animals in the Marine District of New York. Applicants should possess an advanced degree (DVM and/or PhD) and have diagnostic and research capabilities and experience in diseases of marine invertebrates and/or fish. The position will involve extensive interactions with faculty and staff of the Marine Sciences Research Center, SUNY Stony Brook; the College of Veterinary Medicine, Cornell University; New York Sea Grant Institute; New York State Department of Environmental Conservation; as well as commercial fishermen, aquaculturists and other constituents on Long Island. The incumbent is expected to seek extramural funds for research efforts that will address in depth, applied and basic aspects of diseases of marine aquatic animals. The opportunity also exists for interactions with students from SUNY Stony Brook, Cornell University and other institutions of higher education.

The Search Committee will begin evaluating applications on 1 June 2001, and the search will remain open until the position is filled. Applicants should send a statement of interest, CV and arrange for three letters of reference to be send to:

Aquatic Animal Health Specialist Position
Department of Microbiology and Immunology
College of Veterinary Medicine
Cornell University
Ithaca, New York 14853-6401

For more information on the search, contact the search committee chair, Paul R. Bowser at: prb4@cornell.edu or visit the College of Veterinary Medicine web site at: http://www.vet.cornell.edu/

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STONY
BROOK
STATE UNIVERSITY OF NEW YORK

Tenured/Tenure-track Faculty Position in Marine Animal Disease and Pathology

The Marine Sciences Research Center (MSRC) of the State University of New York at Stony Brook seeks applicants for a faculty position (rank open) in marine animal disease and pathology. This position is associated with MSRC's newly-established Marine Disease and Pathology Research Consortium, whose mission is to conduct research on marine animal diseases and pathology, especially those of importance to New York's marine fisheries and aquaculture industries. Investigators from MSRC, The College of Veterinary Medicine at Cornell University, and New York Sea Grant will jointly staff the laboratory. The incumbent will be expected to develop an active research program that addresses applied and basic aspects of diseases of marine animals and to teach courses at MSRC. Applicants should possess an advanced degree (DVM and/or PhD) and have diagnostic and research experience in the disease of marine invertebrates and/or fish. Special consideration will be given to individuals with expertise in diseases of marine invertebrates.

Review of applications will begin 01 June 2001, but applications will be accepted until the position is filled. Applicants should send a statement of interests, CV, and arrange for three letters of reference to be sent to:

Marine Animal Disease and Pathology Search
Marine Sciences Research Center
SUNY at Stony Brook
Stony Brook NY 11794-5000

For more information, contact the search committee chair, Dr. Anne E. McElroy at: **amcelroy@notes.cc.sunysb.edu** or visit the MSRC web page at: **http://www.msrc.sunysb.edu.**

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Development - The Brown University development office seeks qualified applicants for the position of *Assistant/Associate* Director in the Brown University Sports Foundation. The incumbent will be responsible for planning and directing the Brown University Sports Foundation Annual Fundraising program for athletics at Brown, to include management of Friends Associations, targeting and solicitation of prospects, direct mail, phone/mail, events, and a marketing/communications effort, and supervision of all exempt, non-exempt, miscellaneous, and student employees in the Sports Foundation office. The incumbent also co-staffs the Volunteer Leadership of the BUSF and provides logistical and strategic support in the cultivation and solicitation of key six and seven figure prospects/volunteers, and is charged with providing strategic and marketing analysis and leadership, in order to improve current systems and facilitate long term strategic planning in conjunction with the Executive director and BUSF Board of Directors. Requirements: Bachelor's degree and at least three years relevant experience (i.e., fundraising, sales, research, marketing, etc.), or equivalent combination of education and experience; prior experience in a university setting is highly desirable; strong interpersonal, analytical, computer, and communication skills; experience with or strong knowledge of management of direct appeals and cultivation/fundraising event; knowledge of *Athletic* Departments, especially in a university setting, highly desirable; strong writing skills, including the ability to draft articulate persuasive communication pieces; experience with personal solicitation desirable. The title and level of position will be determined by candidate, background, and experience.

For the above position, please send your resume to: Brown University, Human Resources, Box 1879, Job# D00379, Providence, RI 02912.

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Northern Virginia Community College

Director of Continuing Education

#FA153-HO

Northern Virginia Community College, Woodbridge Campus, Salary $54,983-$75,601 + benefits. Effective 8/10/01. 12-month, full-time administrative faculty position. Manages the campus non-credit instructional program. This financially self-supporting program consists of workforce-orientation short courses and certificate programs that are offered on an open-enrollment basis; as well as customized contract basis for area employers. The program consists of approximately 5,200 enrollments in 450 offerings and generates in excess of $1,000,000 in revenues annually. Provides administrative support for instructional programs that are offered at two military bases located in service area. The programs operate under a formal Memorandum of Understanding with each military location, and the director is the designated administrative representative in regard to these memoranda. Manages special training courses and programs developed for area employers and negotiates/facilitates tuition-related special arrangement contracts for businesses and government organizations. Maintains communications with area employers and workforce-related government entities, primarily accomplished through membership on advisory groups and community-initiated committees. Administers adjunct payroll function. Manages off-campus rented space/facilities used for credit and non-credit courses. Administers the rental of campus facilities to non-College organizations. Proposes and manages grants-funded programs as appropriate to the mission of the college. Supervises two full-time and one part-time professional faculty members, three full-time and six part-time classified positions. In addition, the office hires approximately 75 part-time instructors each semester. Requires: Specialist or equivalent degree with 36 graduate semester hours in higher education, educational administration, adult and continuing education, management, or a closely related field. Two years of full-time teaching experience and/or related occupational experience. Desired: Doctorate degree with 54 graduate semester hours in the above mentioned content fields. Four years of full-time teaching experience. Two years experience managing continuing educations and/or workforce instructional programs. Community college experience. Strong computational and budget management skills. Good communication and planning skills. Visit www.nv.cc.va.us/hr. Send application to NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003 by 5pm on 6/8/01.

EEO/AA

University of Iowa

Director of Affirmative Action

The University of Iowa seeks an Assistant to the President, Director of Affirmative Action and ADA Coordinator to lead the University's effort to create a more culturally diverse and humane University community. The University of Iowa's commitment to diversity is part of a rich tradition. As the first public university to admit women and men on an equal basis, and as an institution that values diversity as a fundamental principle and core value, the University seeks an individual who has vision and who will be creative in using best practices to enhance diversity and inclusiveness. The Director reports to the President. The Director, along with his or her staff, will be responsible for heading up the University's compliance with affirmative action and equal opportunity laws and policies. The Director will be responsible for preparing the affirmative action plan and monitoring compliance with the plan and with other initiatives. The Director will monitor hiring and search efforts; coordinate compliance with disability and equity laws and policies; investigate and respond to internal and external complaints of discrimination and harassment; coordinate and provide educational training and outreach programs throughout the University of Iowa on such topics as sexual harassment, affirmative action and diversity; advise the president and other university officials on a wide range of policy issues affecting affirmative action, equal opportunity and diversity.

Qualifications: Advanced degree required, J.D. preferred, or an equivalent combination of education and experience is necessary. Experience working with affirmative action/equal opportunity laws, regulations and policies; experience with compliance and diversity issues; and a demonstrated commitment to diversity are required. Ability to work effectively in a shared governance environment, and to work collaboratively with diverse constituents are required. Excellent verbal and written communication skills and effective interpersonal communication skills are required. Experience with the responsible handling of confidential and sensitive issues is preferred. Administrative experience in higher education setting is preferred. Experience in policy development is desired. Experience working with regulatory government agencies is desired. *The University of Iowa is an affirmative action equal opportunity employer. Women and minorities are encouraged to apply.* Please send resume and the names of three references to the chair of the search committee: **Sue Buckley, Associate Director for Human Resources, c/o Pat Nissley, President's Office, University of Iowa, 101 JH, Iowa City, IA 52242.** Electronic submission may be sent to: **susan-buckley@uiowa.edu**. Screening of applications begins June 12, 2001. For more information, please link to **https//www.uiowa.edu** or **https//www.uiowa.edu/~eoa**.

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ARIZONA STATE
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Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural and economic environment.

ASU West is an urban, commuter campus, which provides for students a friendly, small campus atmosphere in the context of a nationally acclaimed, PAC-10 university. Although ASU West began in 1984 with upper-division and masters programs, it is now a four-year university campus, with a special commitment to learner-centered education. In August 2001, the first freshman class will participate in learning communities and other innovative programs.

ASU West's mission focuses on a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. Undergraduate and graduate-level courses at ASU West lead to 29 bachelors degrees, nine masters degrees, and eight professional certificates.

An additional attribute of this institution is its location in an area of sunshine and striking geographic variety. In winter, for example, one can enjoy the moderate climate of the Valley of the Sun or drive two hours north for excellent skiing.

ASU West is dedicated to increasing the diversity of its campus community and encouraging an environment that offers students knowledge about local, national, and global communities.

Please visit our website at www.west.asu.edu

Dean, College of Arts & Sciences

Arizona State University West, located in Phoenix, Arizona seeks a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she represents the College both within and outside the university. The dean must be committed to working with faculty – both through the administrative structure and faculty governance system – to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students, and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.

APPLICATION DEADLINE

August 1, 2001, or the 1st Monday of each week thereafter until the position is filled.

STARTING DATE:

January 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, addresses, and telephone numbers of three referees to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-3254 Fax: 602/543-7731

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

Looking for a back article of *Hispanic Outlook???*

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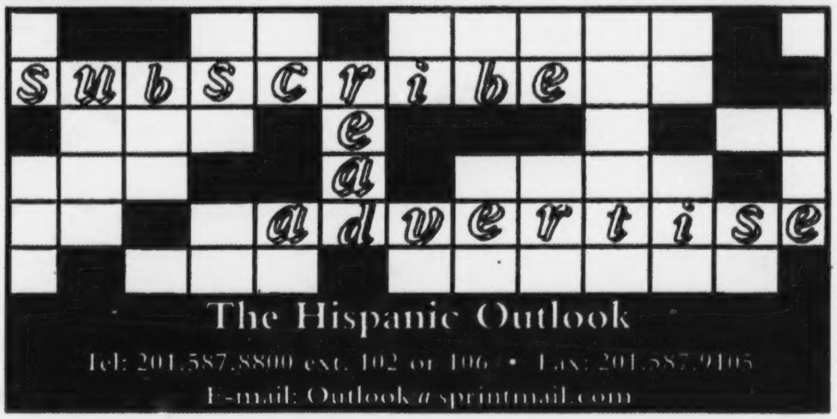

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- Must be familiar with, and able to develop, the Vet Tech Program in accordance with CVTEA Accreditation Policies and Procedures
- Official transcripts of all collegiate work will be required

BCC applications will be accepted until finalists have been identified.

For more information and a BCC application call **321/632-1111, ext. 63150** or **email: resources@brevard.cc.fl.us.** Visit our website to download or complete an online application.

Brevard Community College actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds.

NCTM

EXECUTIVE DIRECTOR

The National Council of Teachers of Mathematics (NCTM) located in Reston, Virginia near Washington DC was founded in 1920 and is a nonprofit professional association dedicated to the improvement of mathematics education for all students in the United States and Canada. The NCTM membership is made up of more than 100,000 teachers of mathematics, from kindergarten through college. The association has a $16 million annual budget and headquarters a staff of 110. NCTM is the largest mathematics education organization in the world, formally affiliated with 250 local and special interest groups.

The Executive Director serves as the chief staff officer and reports to the President and Board of Directors. He/She is responsible for executing the policies and plans of the association. The Executive Director maintains personal contacts within affiliate organizations, other educational, government, and public service organizations, and supervises all internal staff activities.

The successful candidate will have a background in Mathematics education and demonstrable experience with and understanding of NCTM, and a commitment to personal and institutional excellence and integrity. He/She will possess relevant management/administrative background, including experience with matters of budget and finance as well as first-rate leadership skills, communication and advocate skills, including the ability to build consensus and be supportive of the staff. The executive will have managed complex projects or organizations.

Please submit a curriculum vitae (five pages or less) and a letter (no more than two pages) outlining why you feel you would make an excellent Executive Director. The Search Committee will begin reviewing applications on May 1, 2001, and continue until the position is filled. All nominations and expressions of interest should be submitted as soon as possible to:

Charles S. Ingersoll, Jr.
Korn/Ferry International
900 19th Street, NW
Washington, DC 20006
charles.ingersoll@kornferry.com

All inquiries, nominations and applications will be held in strictest confidence. The National Council of Teachers of Mathematics is an equal opportunity, affirmative action employer.

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¡PUNTO FINAL!

FORWARD TO THE PAST: MISDIRECTED AGAIN

Leonard A. Valverde is executive director of the Hispanic Border Leadership Institute, a consortium of eight higher education institutions in Ariz., Calif., N.M., and Texas, and a professor of higher education and policy studies at Arizona State University.

Misguided by faulty thinking, it appears the Republican 107th Congress is going backwards when considering future funding of 203 Hispanic Serving Institutions (HSIs) and 118 Historically Black Colleges and Universities (HBCUs). The House Education and Workforce Committee recently voted to redirect all business dealing with colleges and universities with high Hispanic and African American enrollment from the subcommittee handling the reauthorization of the Higher Education Act to a new subcommittee called Select Education. While *Select Education* is a nice term, it disguises and misrepresents the true work of the committee, which is to concern itself with violence, child abuse, and other "social problems."

This act by the Committee Majority demonstrates "rearview-mirror" thinking–conceiving the issues of people of color in higher education as being separate from and unequal to mainstream higher education. Worse, the action reveals the mindset that people of color, no matter at what stage of their schooling, are troubled, since this new committee is to focus on "at-risk youth," juvenile justice, child abuse, runaways, etc.

In a letter to the Committee chair, members of the Black and Hispanic Caucus said this action reestablishes the "separate but equal" doctrine in essence divides higher education into two groups: minority-serving and non-minority-serving colleges and universities. History proves that the "separate but equal" doctrine never produced an equal status; it maintained an unequal set of conditions.

Republicans say this reclassification and new subcommittee will allow them to focus on issues facing HBCUs and HSIs, the inference being special attention and possibly more funds. Yet, whenever minority-serving institutes of higher education (IHEs) are removed from the general pool of funds allowed for all IHEs, inequities exist and persist. And once minority-serving institutions fall behind, they never catch up!

The move illustrates a fundamental flaw in the thinking of the Committee Majority–that minority higher education issues are separate from the mainstream of higher education. Splitting the issues between two subcommittees creates the possibility of disjointed recommendations that could result in a fractured system.

This backward approach of separate and unequal is resurrected from the dead at a most inopportune time, a time when the Hispanic population is growing at a rapid pace, and the economy is completing one of its most robust periods in history.

Instead of working toward the president's laudable campaign goal–that "no child should be left behind," the Republican-dominated Education and Workforce Committee returns to the old thinking, "separate and unequal." Just when you believe that school segregation is put behind us, the Republican leadership breathes life back into it.

Separate-but-equal never worked because it was never intended to bring about a level playing field. It was a tactic to give the appearance that equity and equality were the goal. From its establishment in *Plessy v. Ferguson* (1896) until its overturning in *Brown v. Board of Education* (1954), only separatism was upheld–never equality. *Separate* has always meant *unequal*.

Where in this action is the concept expressed by President Bush, "affirmative access"? How will minority-serving institutions have affirmative access to the pool of funds available to all non-minority-serving institutions? America's education is too crucial to the well-being of our society to fall prey to party politics. Education is to develop individuals who in turn create the future. We cannot go forward and create anew by reverting to the worst ways of the past.

This regressive action by the Republican Congress alerts all who have worked to bring traditionally excluded populations to the decision table that we must be ever vigilant. Given the new context, we will need to support those in Congress who have a progressive mentality and act to restore past efforts that were bringing us to a fair and just society. Our next significant opportunity is when the Higher Education Act undergoes re-authorization this congressional term.

P.S. In March, a bipartisan compromise in Congress prevented the change from happening.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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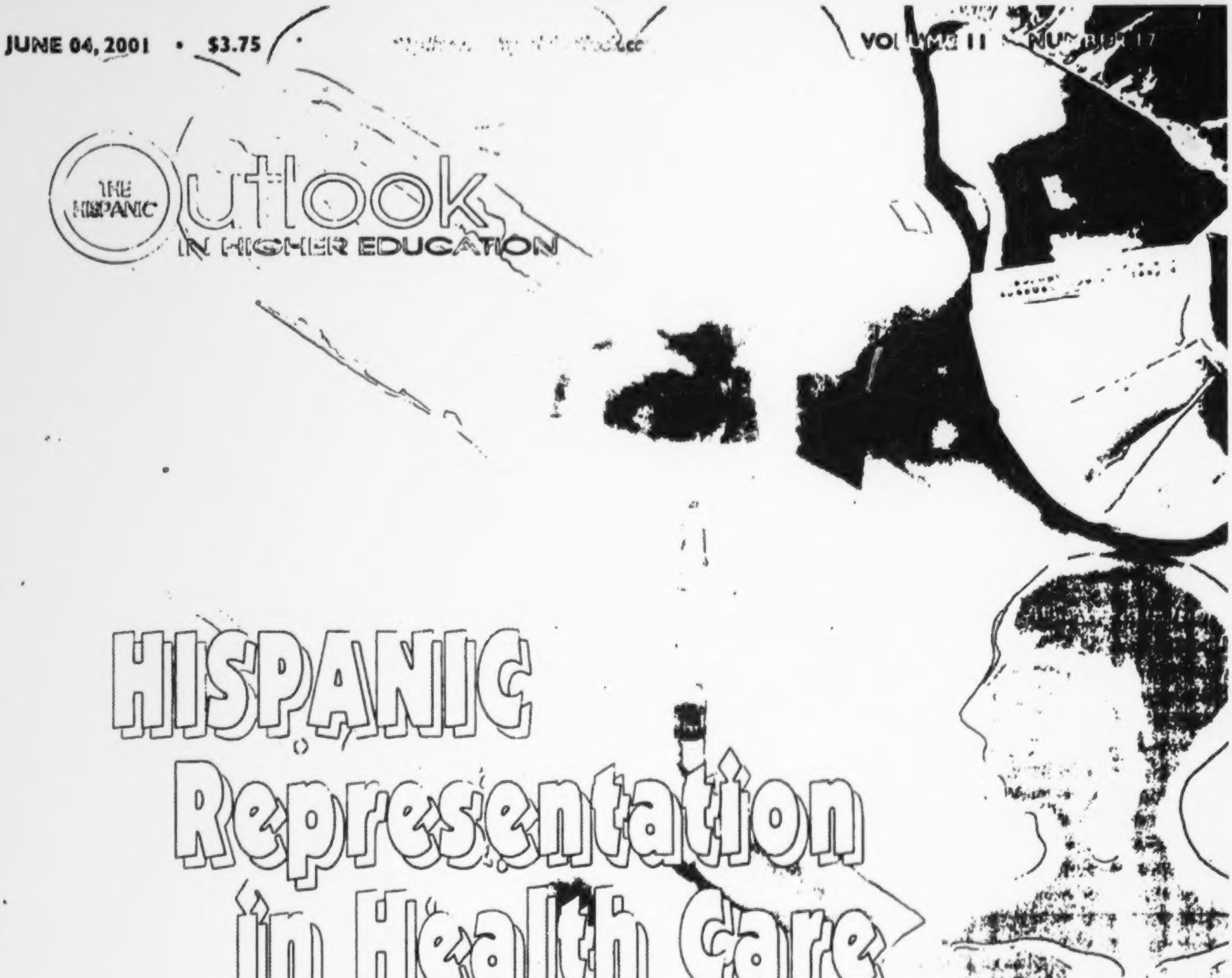

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Whichever option you choose, you'll share your knowledge of food and nutrition to help people make healthful food choices. Both RDs and DTRs work in many different places. Read on to find out more about these exciting career options.

RD ***Registered Dietitian.*** Dietitians make decisions about nutrition care for people of all ages. They advise doctors and nurses, and teach others about the importance of good nutrition and healthful food choices. Some manage foodservice businesses and consult with chefs in restaurants. Dietitians may work in groups as team leaders or in their own nutrition businesses. Dietitians complete at least a 4 year college degree and training, and have earned the credential registered dietitian (RD).

DTR ***Dietetic Technician, Registered.*** Dietetic technicians are team members who support the work of dietitians and other health care professionals to improve people's health. They interview people about their eating habits and teach them the importance of nutrition to stay healthy. Dietetic technicians supervise people who prepare and serve food. Dietetic technicians complete at least a 2 year college degree and training, and have earned the credential dietetic technician, registered (DTR).

Scholarship Information

The American Dietetic Association Foundation (ADAF) offers scholarships to encourage eligible students to enter the field of dietetics. Once you are enrolled in a college dietetics program accredited by the Commission on Accreditation for Dietetics Education you may be eligible for an ADAF scholarship.

American Dietetic Association
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Chicago, Illinois 60606-6995

Need More Information

Visit the ADA's Web site at ***www.eatright.org/careers.html*** for additional information about careers in dietetics or call **800/877-1600 ext.5400**.

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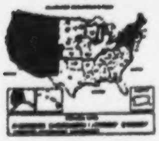
Preparing Tomorrow's Hispanic Physicians



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A CAPITOL VIEW

Tobacco: Death, Destruction, and Deliverance

BY GUSTAVO A. MELLANDER

The record is clear that tobacco is the No. 1 substance most responsible for avoidable illness and death. Heart attacks, emphysema, strokes, and lung cancer are killers, and those illnesses are devastating and painful ones. They are either caused or aggravated by using tobacco.

Tobacco is no longer glorified in the popular media, yet its hold on society is pervasive and intense. Youngsters still sneak a smoke, and far too many adults hold onto the habit. Strangely enough, some who knows better, such as nurses, continue to indulge in a disproportionate fashion.

Millions of Americans consume this deadly toxin on a daily basis. Its use brings premature death to nearly half a million each year, and it contributes to profound disability and pain in many others. About one-third of all tobacco users will die prematurely because of their usage of tobacco. Unlike many past epidemics, there is a clear, contemporaneous understanding of the cause of this premature death and disability–the use of tobacco.

The U.S. Surgeon General has been warning us for more than 50 years. Unfortunately, Hispanics, that ever-growing population cohort, are also among the most addicted of all groups. Many begin smoking long before their teenage years and continue longer than other ethnic groups. Only Asians are more addicted than Hispanics.

It is a testament to the power of tobacco addiction that millions have been unable to overcome their dependence and save themselves from its consequences: perpetual worry, unceasing expense, and compromised health. Indeed, it is difficult to identify any other condition that presents such a mix of lethality, prevalence, and neglect, despite effective and readily available interventions.

According to the U.S. Surgeon General, despite high, sustained tobacco-use prevalence, the response of both clinicians and the U.S. health care delivery system is disappointing. To wit: recent studies show that most smokers are not offered effective assistance in quitting. The smoker's lack of success in quitting and the clinician's reluctance to intervene can be traced to many factors.

Until recently, few effective treatments existed, effective treatments had not been identified clearly, and health care systems had not supported their consistent and universal delivery. But that has changed. Good, sustainable, and successful therapies now exist.

The Surgeon General's "Treating Tobacco Use and Dependence" (2000) publication reveals the considerable progress made in tobacco research and treatment since it was published in 1996.

There is now stronger evidence of the association between counseling intensity and successful treatment outcomes, and effective new counseling strategies have been developed, including telephone counseling and counseling that helps smokers enlist support outside the treatment context.

The updated booklet offers practitioners many more efficacious pharmacologic treatment strategies, including seven smoking cessation medications. The value of combining nicotine replacement therapies and medications obtained over the counter is discussed. Evidence is now strong that several smoking cessation treatments work and are cost-effective.

All of this is examined in great detail in "Treating Tobacco Use and Dependence."

Chapter 1-Overview and Methods, provides the clinical practice and scientific context of the project and describes the methodology used to generate the findings.

Chapter 2-Assessment of Tobacco Use, describes how each patient is different and thus should have his or her tobacco-use status determined, and how tobacco users should be assessed for willingness to make a quit attempt.

Chapter 3-Brief Clinical Interventions, summarizes effective brief interventions that can easily be delivered in a primary care setting. Separate interventions are described for the patient who is willing to try to quit, for the patient who is not yet willing to try to quit, and for the patient who has recently quit.

Chapter 4-Intensive Clinical Interventions, outlines the category of treatments producing the highest success rates.

Chapter 5-Systems Interventions Relevance to Health Care Administrators, Insurers, and Purchasers, offers a blueprint for changes in healthcare coverage and healthcare administration.

Chapter 6-Evidence, presents the results of statistical analyses and the recommendations that emanate from them.

Chapter 7-Special Populations, evaluates evidence on tobacco intervention strategies and efficacy with special populations (e.g., women, pregnant smokers, racial and ethnic minorities, hospitalized smokers, smokers with chemical dependency, children and adolescents, and older smokers).

Chapter 8-Special Topics, presents recommendations relevant to weight gain after smoking cessation, non-cigarette tobacco products, clinician training, and economics of tobacco treatment.

Findings and Recommendations

The key recommendations of "Treating Tobacco Use and Dependence" follow.

Although there is reason to be optimistic, tobacco dependence is a chronic condition that often requires repeated intervention. However, effective treatments exist that can produce long-term or even permanent abstinence.

A variety of effective tobacco-dependence treatments are available. Consequently, every patient who uses tobacco should be offered at least one of them.

Patients willing to try to quit tobacco use should be provided treatments identified as effective.

Patients unwilling to try to quit tobacco use should be provided a brief intervention designed to increase their motivation to quit.

Brief tobacco-dependence treatment is effective, and every patient who uses tobacco should be offered at least brief treatment.

Treatments involving person-to-person contact (via individual, group, or proactive telephone counseling) are consistently effective, and their effectiveness increases with treatment intensity (e.g., minutes of contact).

In short, still a gloomy story but one that can change for the better.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Saludos

According the Bureau of Labor Statistics (BLS), from 1986 to 1996, nearly one out of every nine new jobs created by the economy was in health occupations. That trend is expected to continue until 2006. Some of the expanding health careers include health diagnosing, health assessment and treating, health technology, and health service occupations. Hispanic and Asian immigration is noted as a contributing factor to the labor force growth; however, a dearth continues in the number of Hispanics represented in some healthcare careers. BLS 2008 projections for employment in the health and allied services industry show growth in a variety of occupations–such as registered nurses, physicians, physical therapists, respiratory therapists, dietitians, and nutritionists.

For instance, state occupational projections comparing 1998 to 2008 employment data reveal increases in most states for physicians (571,700 in 1998, and 695,300 for 2008). California, New York, Florida, Texas, Pennsylvania, Illinois, Ohio, Massachusetts, and New Jersey calculate at least a 5,000 increase in the number of physicians in the state. California expects to have 123,550 more physicians and 49,100 more registered nurses. Nationwide more than 450,000 more employment positions for registered nurses are anticipated. But where do Latinos fit in?

In this issue, *HO* features articles that take a look at how certain states and academic institutions are dealing with preparing more Hispanics to fill positions in health care on the service end and/or as educators. One article notes that while minorities as a whole make up about 25 percent of the population, only 10 percent are involved in the health professions workforce. Specifically to Hispanics, Latinos represent roughly six percent of physicians, less than four percent of dentists, and two percent of nurses. To increase representation, the Bureau of Health Professions, a part of the Human Resources and Services Administration, runs programs to increase diversity in this field.

Next up, *HO* will talk about colleges sponsoring K-12 classes, a new study, and much more.

Hasta la próxima

M. Sarracent

Letters To HO

Still Living in Poverty

The article "Poverty Rate Lowest in 20 Years" (Outlook on Washington: A Capitol View, March 26, 2001) was quite informative and articulate. I cringed, though, with the author's ending comment, "All in all, the 1990s was a great decade for Hispanics and many other Americans." It sounded as if we should celebrate victory over poverty.

Thirteen million of our children live in poverty. Fifty percent of children living with single mothers live in poverty.

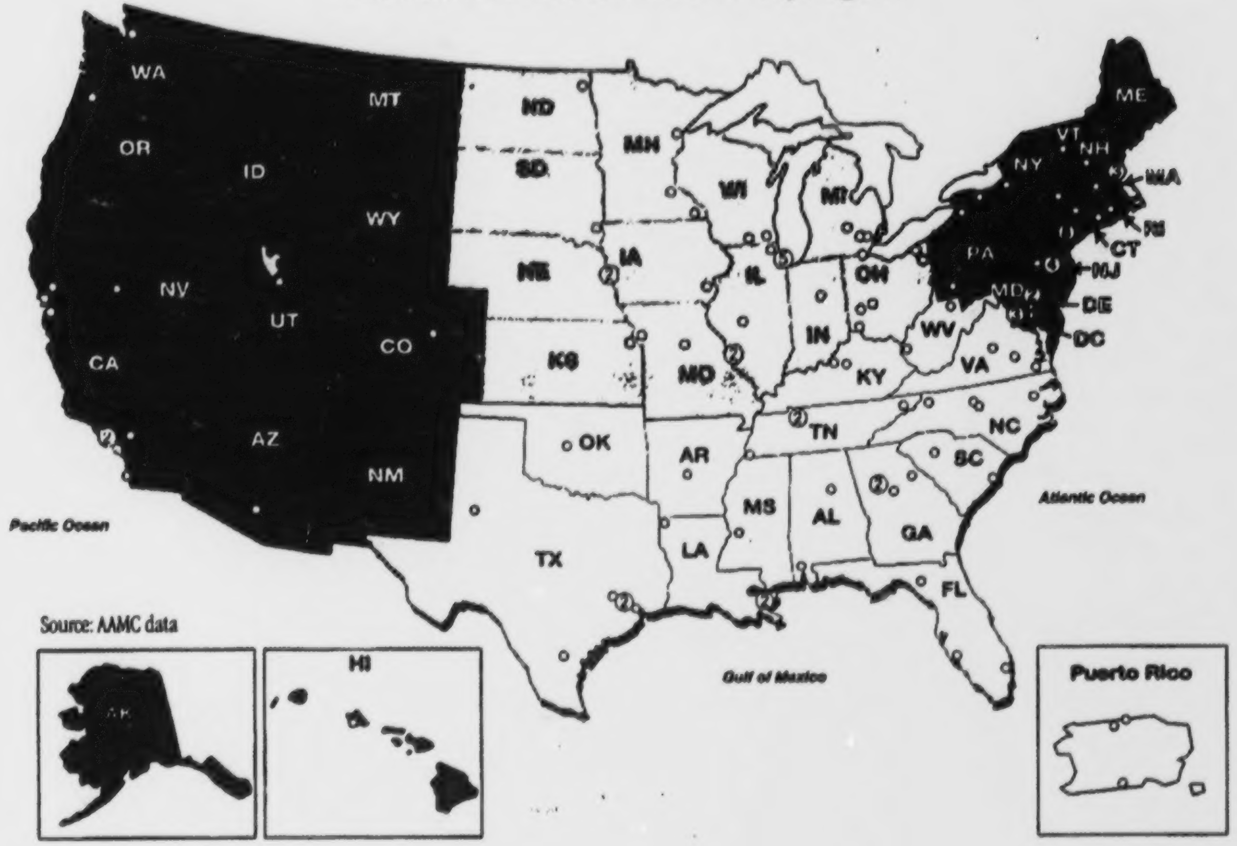
These are alarming numbers, and Americans should be ashamed of these facts.

Adequate nutrition, health care, and housing–three basic needs necessary for cognitive, physical, and emotional development–are absent from many of these children's lives. On a daily basis, they face many obstacles to getting a quality education.

In a country as wealthy as America, there should be no children living in poverty. We have to press onward to advocate for our children's needs. I encourage you to keep this issue in the forefront of your magazine.

Sincerely,
Janine Leath
Fort Worth, Texas

Accredited U.S. Medical Schools by Region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Puerto Rico

Source: AAMC data

Preparing Tomorrow's Hispanic Physicians

BY TONY P. MARTÍNEZ AND ALISON P. MARTÍNEZ

The waiting room of Dr. Xavier Iturbe, pediatrician, is strewn with dolls, toy cars, and puzzles. Piñatas hang from the ceiling. Snapshots of Dr. Iturbe proudly smiling with his little patients brighten two bulletin boards.

"Working on your own in rural settings teaches you to be a complete doctor," he says. "You have to deal with whatever happens." Even now, in his modern office in New Mexico's Lovelace Health Plan, with easy access to high technology and other physicians to back him up, Dr. Iturbe's intent but calm demeanor marks him as the pediatrician parents pray for. About 70 percent of his patients are Hispanic.

Dr. Iturbe is one of more than 30,000 Hispanic physicians now practicing in the United States. Half a century ago, he would have been one of far fewer.

In 1950, only five Hispanic women and twenty-two Hispanic men graduated from medical school in the United States. Although the numbers slowly increased, and jumped after each of three new medical schools opened in Puerto Rico, overall, numbers remained tiny.

Not that Hispanic educators ignored the problem. Far from it. One of those who spoke out, Dr. Fernando M. Treviño, Ph.D. MPH (then of University of Texas-Galveston, now of North Texas

Dr. Xavier Iturbe with a patient

University), warned of disparities for Hispanic Americans in the education of healthcare professionals, and the correlation with inadequate health care for Hispanic populations. As early as 1984, Dr. Treviño and colleague A. J. Moss documented low and falling access to medical care among Hispanic ethnic groups, especially Mexican Americans. The lack of Hispanic physicians contributed to a lack of culturally competent medical care for the Hispanic population.

Dr. Treviño showed that minority physicians are more likely than others to treat underserved populations. He predicted America's increasing need for healthcare professionals and pointed out that Hispanic Americans could fill that need while improving their economic participation in American society. Most important, Treviño wrote in 1993, equity demands equal access to medical education for all. "Leaders of schools of the health professions can either idly lament the failures of the high schools and colleges, or they can become actively involved in the quest for equal educational opportunity."

In 1991, the Association of American Medical Colleges (AAMC) had launched "Project 3000 by 2000" to address the worsening problem of minority underrepresentation in U.S. medical schools. The goal was for 3,000 students from underrepresented minorities to start medical school each autumn by the year 2000. (The Project targets only four minority groups: Mexican Americans, mainland Puerto Ricans, African Americans, and Native Americans. Minorities that are not greatly underrepresented in the health professions, including Commonwealth Puerto Ricans, Asian Americans, and Cuban Americans, are not targeted.)

"Project 3000 by 2000" places on institutions of medical education the responsibility to improve opportunities for minority and disadvantaged young people who want to study medicine and related fields. The Project also affirms that these institutions must work in partnerships with high schools and colleges, which bear the primary responsibility for educating health professionals of the future.

With support from the Robert Wood Johnson Foundation, The W.K. Kellogg Foundation, the Henry J. Kaiser Family Foundation, and The Pew Charitable Trusts, the AAMC took to the field on several fronts. AAMC gathered statistics. AAMC convinced every medical school in the country to make a faculty member or administrator responsible for increasing minority enrollment. AAMC developed a workshop that has been presented to medical school admissions committees all around the country, entitled "Expanded Minority Admissions Exercise," demonstrating nontraditional ways to evaluate minority applicants and how to select students with a high likelihood of success.

Hispanic applicants who are accepted by medical schools have, on average, lower MCAT scores and GPAs than do non-Hispanic Whites. And Hispanic medical students are less likely than are other Whites to graduate on time–or to graduate at all.

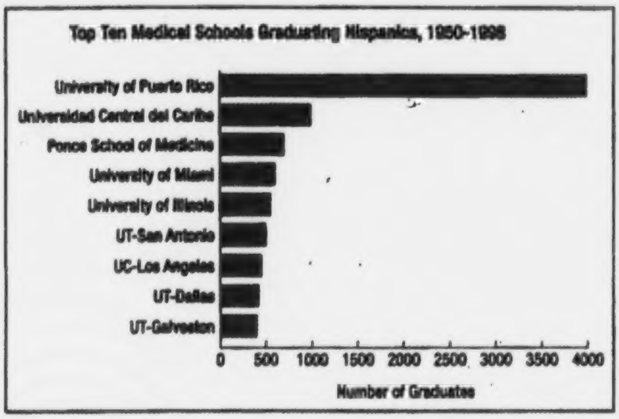
The reasons reach back into their early education. In 1993, Dr. Treviño summarized several contemporaneous studies: "More than 90 percent of Hispanic-Latino students attend urban schools. Since urban school systems face a limited tax base, crime, drugs, deteriorating infrastructure, and persistent poverty, Hispanic students are directly affected....Although they value education, half of Hispanic-Latino parents are functionally illiterate, some have limited English proficiency, and many work several jobs or lack child care. These factors all limit...their ability to serve as advocates for their children....Hispanics-Latinos often lack positive role models in their communities." In 1991, the National Educational Goals Panel reported that between 1975 and 1990, high school completion rates improved 12 percentage points for African American students and 2 percentage points for non-Hispanic White students but **dropped** 3 percentage points for Hispanic students!

Even those with diplomas are not well prepared, Treviño continued, because "Seventy-five percent of senior-year Hispanic-Latino students are enrolled in nonacademic tracks that do not offer the preparation in mathematics and science required for college and subsequent education and training in the health professions."

Mediocre English reading and writing skills also handicap Hispanic students. Dr. Iturbe emphasizes that for Hispanic students, it is very, very important to achieve outstanding mastery of the English language. Students need to read fast and with perfect comprehension, just to get through textbooks and score well on tests.

Students also need advanced aural-oral skills to discern nuances of meaning in discussions and quasi-social interactions. Cultural values of respect and conflict-avoidance may make Hispanic students seem slow-witted to their professors. Dr. Iturbe recommends that students show their real ability and integrity through volunteer

Dr. Carlos Frias examines a patient.



work if necessary.

After ***Bakke vs. University of California-Davis*** (which limited affirmative action programs), and based on a deepening understanding of what holds back talented minority students, Project 3000 by 2000 has begun to emphasize improved education at high school and earlier levels. "Opponents and proponents of affirmative action agree that improving the K-12 education that students receive is the best way to ensure racial and ethnic diversity in the health professions over the long term," said AAMC President Dr. Jordan J. Cohen.

The AAMC now sponsors workshops and conferences for educators in schools for health professionals, colleges, and K-12 school systems who are working to prepare more minority students for careers in the health professions and health-science research. In collaboration with the Robert Wood Johnson Foundation, AAMC also funds local educational partnerships to improve minority access to health-professionals education in communities around the country.

Fewer than three percent of U.S. elementary and secondary school teachers are themselves Hispanic. The other 97 percent have limited familiarity with Hispanic cultures and specific socioeconomic factors affecting Hispanic students–but they can put students in touch with individuals and organizations well prepared to guide and encourage them.

Dr. Carlos Frias, an American-born physician who trained in Argentina, emphasizes that "every medical school in America is great. They all produce good doctors." The prospective student should look for a school that fits his or her budget, learning style, and specialty interest. For example, a student interested in rural practice might consider the University of New Mexico, ranked high in that field and hospitable to Hispanic students (accepting 21 of 95 Mexican American applicants in 1999).

Sabrina Martínez, a pre-med student at the University of Dallas, says, "A medical school that has a good acceptance rate for female students and especially Hispanics is on the top of my list." Stefan Reynoso, a student at Medical College of Pennsylvania–Hahnemann, concurs: "It's okay to be the only Hispanic student…; however, I preferred a school with some support [for Hispanic students], like MCP-Hahnemann."

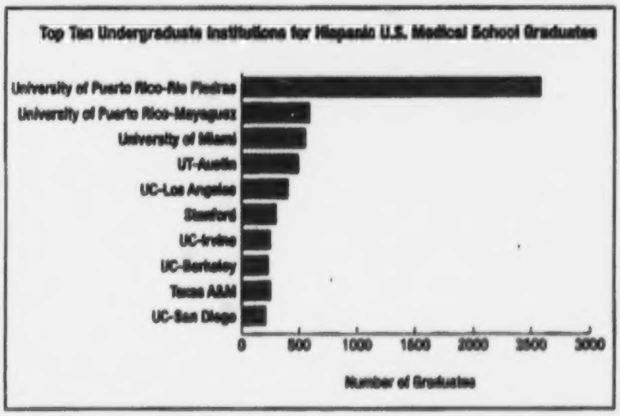
Where will a Hispanic student not be alone?

These top ten schools have each graduated hundreds of Hispanic physicians. Nevertheless, anywhere except Puerto Rico, Hispanic medical students are a lonely few among the others.

Building their own "buddy system," in 1970, Hispanic medical students in the Northeastern United States formed the National Boricua Latino Health Organization, the first major student organization to support and speak for Hispanic medical students specifically. Other groups sprang up, and now the National Network of Latin American Medical Students, an umbrella organization including Boricua and other regional associations, counts forty-nine chapters, each with anywhere from two to two hundred members.

What colleges send the most Hispanic students to medical school?

While the top ten schools make a big contribution, most matriculants still come from hundreds of other colleges all over the country–wherever talented students get rigorous preparation and informed guidance.



Minority students are well advised to take advantage of the AAMC's "Minority Medical Education Program (MMEP)" summer sessions, which help promising, highly motivated students from targeted minorities to gain admission to and succeed in medical school. MMEP is available at the University of Alabama, Baylor, Universities of Arizona and Washington, Case Western Reserve, Chicago, Columbia, Duke, UNCF Vanderbilt/Fisk, UMDNJ (New Jersey's medicine and dentistry university), University of

Undergraduate Institutions

Approximately 21 percent of minority graduates of U.S. medical schools came from just ten undergraduate institutions:

- University of Puerto Rico-Rio Piedras
- UC-Berkeley
- Howard University
- UC-Los Angeles
- Stanford
- Harvard
- University of Michigan-Ann Arbor
- Northwestern University
- UC-Irvine
- University of Texas-Austin

1407

U.S. Physicians by Hispanic Origin and Race by Sex

1990	Number of Physicians			Percent of Physicians	Percent Female	Percent of Population	Total U.S. Population
	Males	Females	Total				
Hispanic Origin	22,978	5,803	28,781	4.9%	20.2%	9.0%	22,354,059
Not of Hispanic Origin							
White	383,033	89,318	472,351	80.5%	18.9%	75.6%	188,128,296
Black	13,707	7,167	20,874	3.6%	34.3%	11.7%	29,216,293
American Indian/Alaska Native	654	214	868	0.1%	24.7%	0.7%	1,793,773
Asian or Pacific Islander	44,881	18,671	63,552	10.8%	29.4%	2.8%	6,968,359
Other race	215	74	289	0.0%	25.6%	1.0%	249,093
TOTAL	465,468	121,247	586,715			20.7%	248,709,873

1980	Number of Physicians			Percent of Physicians	Percent Female	Percent of Population	Total U.S. Population
	Males	Females	Total				
Hispanic Origin	16,283	2,570	18,853	4.4%	13.6%	6.4%	14,603,683
Not of Hispanic Origin							
White	317,142	40,700	357,842	82.6%	11.4%	79.7%	180,602,383
Black	10,090	3,153	13,243	3.1%	23.8%	11.5%	26,091,857
American Indian/Alaska Native	386	127	513	0.1%	24.8%	0.6%	1,432,807
Asian or Pacific Islander	30,656	11,262	41,918	9.7%	26.9%	1.6%	3,550,605
Other race	732	154	886	0.2%	17.4%	0.1%	264,015
TOTAL	375,289	57,966	433,255			13.4%	226,545,350

Source: 1. Physician data: U.S. Census E.E.O. File for 1980 and 1990
2. Population data: U.S. Census, 1980 and 1990

Virginia, and Yale.

Each campus offers a unique experience, but all the summer sessions bring together young people who can support and encourage each other in the years to come. The programs identify students' strengths and weaknesses, build self-confidence, and teach the study skills medical school will demand. Students need not spend the summer at the same campus where they eventually matriculate. AAMC Section for Student Services provides application forms and information. The MMEP application procedure in itself can be helpful as practice for actual medical school application.

By 1998, the AAMC concluded that "Despite more than 30 years of efforts by the AAMC and its member institutions to increase minority representation in medical school, some minority groups are still underrepresented. Blacks, Hispanics, and Native Americans–approximately 25 percent of the U.S. population–accounted for less than 15 percent of medical school graduates in 1998." Although the success of a generation's efforts has been imperfect, still the United States now benefits from the skills and services of thousands who, without those efforts, never could have studied medicine. As all educators become aware of assistance available to targeted minority students, we may confidently expect continued progress based on resources now in place.

Useful Resources

Association of American Medical Colleges represents 125 accredited U.S. medical schools, 16 Canadian medical schools, and 400 teaching hospitals. Its website, www.aamc.org, showcases details of the programs mentioned here and to solidly researched publications.

AAMC's "Minority Student Opportunities in United States Medical Schools" (2000 edition only $12) provides school profiles and statistics.

Write AAMC at 2501 M Street NW, Washington, D.C. 20037-1300, or telephone (202) 828-0416.

In his *Get into Medical School: A Guide for the Perplexed* (Galen Press, 15th edition, 1997, $31.95) Dr. Kenneth V. Iserson frames the questions that students should ask themselves and the schools; this book helps the student use AAMC's "Opportunities" proactively.

New and prospective students will wish to contact the National Network of Latin American Medical Students. The website, www.nnlams.org has links to local chapters.

Latina Awardee Leading the Charge in Drug Prevention

BY MICHELLE ADAM

> ***"I think the stabilization and decrease in the use of drugs by 12- to 17-year-olds is due to the prevention programs that have been developed,"***
>
> DR. RUTH SÁNCHEZ-WAY

More than 30 years ago, Dr. Ruth Sánchez-Way was a social worker in New York, the city of her birth. What she saw at the onset of her career was the devastating effect that drugs and alcohol had on the lives of those families whose needs she tried to address. What she discovered back then, in her ten years in social work, was her desire to enter the field of addiction and to make a difference in what was then a barely existent field of substance abuse prevention.

Today, Sánchez-Way is more than involved in substance abuse prevention. She is the director of the highly influential and federally funded Center for Substance Abuse Prevention, responsible for providing executive leadership and management in the federal effort to prevent substance abuse. Described by *Mississippi Medical News* as a "seasoned veteran in the war against drugs," she is now at the forefront of a movement toward prevention, which has taken center stage especially in the last decade.

During many years dedicated to prevention–as director of the division of state and community systems development and as associate administrator for minority concerns for the Substance Abuse and Mental Health Services Administration, among others–Sánchez-Way observed national trends in substance abuse. She described drug use as high in the late 1970s and the early 1980s, then in a decline until the early 1990s, when use began rising again.

"Right now we are in a period of stabilization," she said. "We are seeing that 12- to 14-year-olds' use has stabilized or decreased. But we are still concerned

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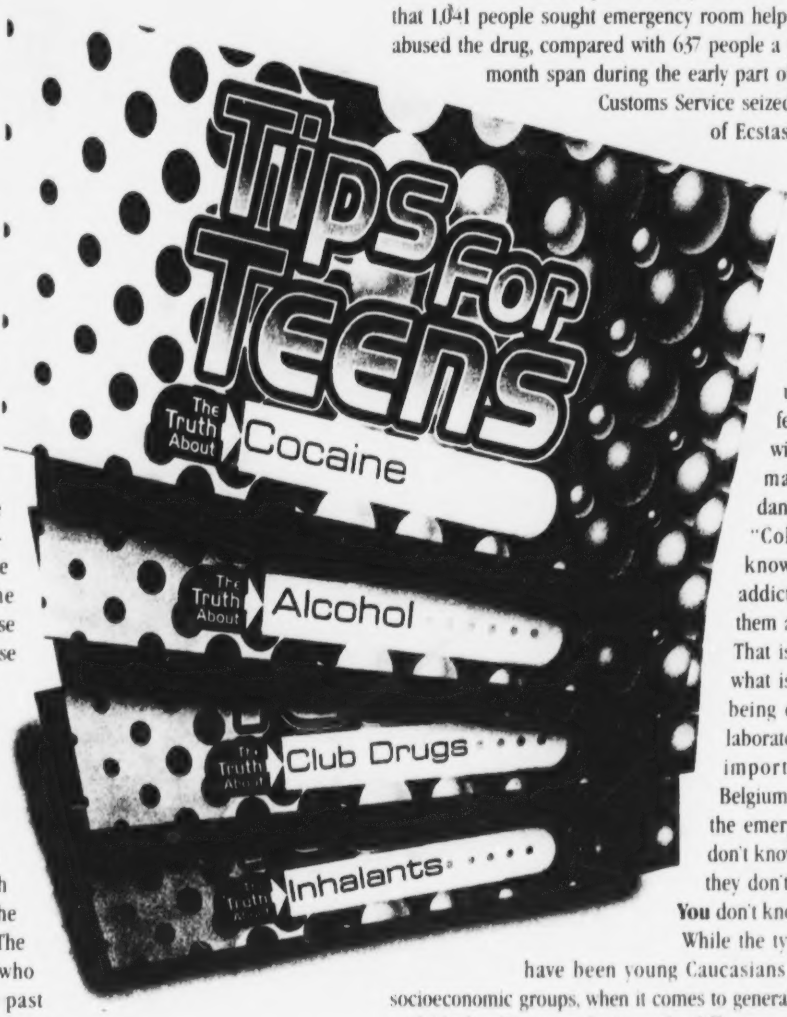
about the increase in use by 18- to 24-year-olds of all drugs. We have seen an increase in 'club drugs' and the use of Ecstasy in the past several years."

Whereas LSD was the popular drug of the 1960s, and alcohol and marijuana, a constant throughout the years, "club drugs" have gained popularity the past several years among college students who, according to Sánchez-Way, have historically been most susceptible to high drug use. Speaking of 18- to 24-year-olds, she said those who are students in college "use more alcohol and drugs than those who are out in the workforce."

The term "club drugs" refers to a variety of drugs often used at all-night dance parties ("raves"), nightclubs, and concerts. And among these club drugs, Ecstasy is the fastest-growing abused drug in the nation. Late last year, the former White House "Drug Czar," General Barry McCaffrey, warned the nation of the serious threat that the drug and its rapid increase in popularity posed to children. According to the Department of Health and Human Services 1999 study, "Monitoring the Future, Ecstasy (MDMA)," a chemically produced pill primarily smuggled from Europe was the only illegal drug for which significant usage increases were detected the prior year. The National Institute on Drug Abuse reported the following on the use of Ecstasy: "In 1998, 3.6 percent of 12th graders, 3.3 percent of 10th graders, and 1.8 percent of 8th graders reported they had used MDMA in the past year."



Based on a follow-up group of graduates from each surveyed high school class, the study reported the following: "The number of college students who had used MDMA during the past year rose from .9 percent in 1991 to 2.4 percent in 1997. Among young adults, annual MDMA use rose from .8 percent to 2.1 percent during the same period."

Ecstasy has especially become a concern for Sánchez-Way and others in the prevention field because of the often unrecognized dangers, addictions, and fatal effects of the drug and the fact that it is no longer limited to the club scene. "They are addictive, and young people don't know or don't want to believe they are," said Sánchez-Way. Ecstasy, which has been called the "hug drug" for its unwarranted reputation for unharmful qualities, causes long-lasting damage to brain areas that are critical for thought and memory, according to research findings in the June 15, 2000, issue of *The Journal of Neuroscience*.

In an experiment with red squirrel monkeys, researchers at Johns Hopkins University demonstrated that four days of exposure to the drug caused damage that persists six to seven years later. "Long-term effects on serotonin levels can cause learning and memory problems and can cause coma and hallucinations," said Sánchez-Way.

In extreme cases, Ecstasy laced with PMA (paramethoxyamphetamine) claimed the lives of six people in Florida this past July, prompting officials in that state to issue a public safety alert. The government also reported that 1,041 people sought emergency room help in 1998 because they had abused the drug, compared with 637 people a year earlier. (Within a ten-month span during the early part of last year, agents from the Customs Service seized a record 8 million doses of Ecstasy at the nation's airports and other ports of entry, far exceeding the 3.5 million confiscated last year, according to a report in *The New York Times*, August 2, 2000.)

The fact that club drugs are often laced with unknown quantities of different drugs and are mixed with other drugs and alcohol makes them all the more dangerous. Said Sánchez-Way, "College students need to know that all club drugs are addictive and harmful. A lot of them are mixing different drugs. That is a killer. You don't know what is in these pills. These are being developed in clandestine laboratories. Most of the Ecstasy is imported from Holland and Belgium. If you get sick and go to the emergency rooms, the doctors don't know how to treat you because they don't know what you've taken. **You** don't know what you've taken."

While the typical users of club drugs have been young Caucasians from middle and upper socioeconomic groups, when it comes to general use of drugs and alcohol, said Sánchez-Way, "you don't see the differences any more. Some of the protective factors that were in place that kept African Americans and Hispanics from using drugs and alcohol have disappeared, have broken down. Hispanic use was very similar and continues to be similar to the White use."

Beyond ethnicity, said Sánchez-Way, "We need to pay attention to the club drugs because of their rapid increase in use from one year to the next. Ecstasy use is also going down into the high schools. The use was primary around the rave scene, the over-18 White, middle-class population, but now we are seeing that this use of Ecstasy has gone outside of the clubs and is available community-wide and is now going into the high school level. There are 12th graders, 10th graders, and 11th graders reporting the use of Ecstasy. That is what is very alarming."

As a Hispanic American leading the charge in drug prevention, Sánchez-Way was recognized in May of 2000 by MALDEF (The Mexican American Legal Defense and Educational Fund), which honored her with its first annual Excellence in Government Service Award. In 1998, she received from Bill Clinton the Senior Executive Service (SES) Presidential Meritorious Executive Rank Award, which recognizes those who exemplify the highest level of integrity, leadership, and personal conduct and who consistently demonstrate exceptional performance. WHUR Radio, the number one radio station in the greater Washington, D.C., area, named her "Hometown Hero of the Week" last October for her efforts in preventing drug abuse locally and across the nation.

With all that, what exactly has Sánchez-Way and the Center for Substance Abuse Prevention done to facilitate drug prevention nationwide, and especially among college-age students and Hispanics?

"We are trying to get effective programs to every community," said Sánchez-Way. This entails implementing, evaluating, and disseminating grant-supported studies and their findings; offering state incentive grants (SIGs) to help coordinate substance abuse strategies and efforts at the local and grassroots level; and engaging in national public education and awareness efforts, such as the Hispanic/Latino Initiatives–*Hablemos en Confianza* and *Soy Unica*.

The Center disseminates programs, creates partnerships, offers information through its website, and helps train others on how to implement drug prevention programs. Sánchez-Way's office offers block grants to states, helping communities fund alcohol and drug prevention programs, and maintains a national clearinghouse on drug information (1-800-729-6686 or www.health.org). The Center helps businesses establish drug-free workplaces and maintains laboratories that process urine samples for them.

On the educational front, CSAP provides information to colleges and helps them develop drug-free programs.

"Many of the colleges are adopting alcohol- and drug-free campuses," said Sánchez-Way. What this entails is no alcohol and drug use on campus, with fraternities removing drinking from their parties. Sánchez-Way has worked with the Association of College Deans in instructing them on how to create drug-free campuses, and within each state, there is a national prevention network of state employees working with the colleges on implementation.

CSAP materials include *Tips for Teens* and a forreal.org website targeted at young people. Sánchez-Way has also worked with Latino experts to create materials made especially for Latino groups.

"When I was acting director, I looked at materials we had, but they were outdated. I said that this wasn't going to do. We had to develop materials just for Latinos," she said. *Hablemos en Confianza* is what these materials have been called, and this includes publications for parents in order to help identify where problems with drugs or alcohol are showing up and what to do about it. There are also activity books for young people. In April, *Soy Unica, Soy Latina* was released. These are activity books encouraging nine- to 14-year-olds to stay in school and help build good relationships between Latina girls and their mothers.

Sánchez-Way is currently in preliminary discussions with HACU, the Hispanic Association of Colleges and Universities, regarding conducting focus groups and looking at the pattern of Latinos' drinking on college campuses. But for now, when it comes to drugs, and especially club drugs like Ecstasy that are used on and off campus and during spring break, the prevention efforts target all groups attending college. The key has been to educate all on the devastating effects of these drugs and to help campuses create drug-free zones.

During the past ten years, Sánchez-Way has definitely seen what works in prevention. She lists among the successes: family-strengthening programs, local community programs that bring together different sectors of the population, and events such as First Night, where families can come together without drugs and alcohol. At the college level, creating drug-free campuses has been key, as well as making it clear that even when it comes to alcohol, for the majority of students–this is illegal.

TIPS FOR TEENS
ABOUT HALLUCINOGENS

"Changing the environment at colleges has made a difference," said Sánchez-Way.

As the first Latino in her position since CSAP was established in 1986, Sánchez-Way brings to her job family values. "Our Latino culture is based on the strength of family and values. I bring to this job the importance of family and the values and standards that we as Latinos hold–that we are all a part of an extended family, a larger community, and that we need to help each other," she said.

Sánchez-Way was raised by her Puerto Rican mother and Cuban father in Hell's Kitchen, New York City, and in Woodside, Queens, New York. She makes a point of saying that family values, which Latinos hold so dear, is what has proved to be the best preventative for drug abuse. "Our research shows that those are strong factors when it comes to the non-use of substances," she said.

Although an optimist in her effort to help curtail and prevent drug use and abuse, she is alarmed by the recent rise in club drugs among college students and younger. And it is the very act of paying attention and giving rise to concern before it is too late that, in her mind, has made prevention as effective as it has been.

"Our research shows us that prevention programs do work. Those young people who are exposed to more prevention programs and activities are less likely to use drugs. I think the stabilization and decrease in the use of drugs by 12- to 17-year-olds is due to the prevention programs that have been developed," said Sánchez-Way. "I know it has paid off."

"Nurses Now" Takes On RN Shortage

BY
JoANNA PARRINO CLARK

On any given Sunday, the classified sections of newspapers across the country are replete with advertisements for nursing positions. At the same time, however, the number of applicants qualified to fill these positions has fallen alarmingly low. Headlines in many of the same newspapers confirm the emergence of a growing medical crisis caused by a national shortage of nurses.

Dr. Patt Wahl, director of San Diego State University's School of Nursing

The problem is already palpable in California, where the nurse-to-resident ratio is only 2.27 per 1,000 residents, compared to a national average of 3.22 per 1,000 residents. Experts warn that the worst is yet to come, estimating the state will need 25,000 new nurses over the next six years.

With the quality of health care at stake, one California community has met the challenge head-on, creating an innovative town-and-gown collaborative that might well serve as a model for other regions.

Motivated by some 700 nursing vacancies within the San Diego region, San Diego State University's (SDSU) School of Nursing last year introduced Nurses Now, a partnership with several area hospitals and healthcare systems designed to significantly increase the number of new nurses available locally for employment. SDSU's commitment to diversity in recruitment and enrollment is emerging as an important factor in the success of this initiative within San Diego and Imperial County communities, areas with large Hispanic populations where the ads for nurses often cite a preference for candidates bilingual in English and Spanish.

State of the Nursing Profession

The recent shortage of nurses provokes an introspective look at today's nursing profession. Nursing is seen as one of the few "traditional" professions. While in the past this status might have been a plus, now students can choose among countless career opportunities, prompting some nursing schools to re-introduce themselves as a possibility for today's student.

Traditionally, a shortage of nurses results when the healthcare industry's growth surpasses the availability of graduating nursing students. But today's shortage is compounded by the fact that the average age of registered nurses is rising and there are too few new nursing graduates to replace those who retire. According to the U.S. Health and Human Services Department, the number of nurses less than 30 years old dropped to 9.1 percent of the profession in 2000, down from 25.1 percent in 1980.

The current shortage of nurses is being reported as the greatest in history in the United States. The number of new nurses joining the profession since 1996 accounted for only a 5.7 percent increase in the nation's pool of 2.7 million registered nurses–the lowest increase ever reported in a four-year period.

"Nursing is a publicly visible profession," said Dr. Patt Wahl, director of San Diego State University's School of Nursing. "This is good because it engages people from all cultures and exposes them to the profession. Adversely, this exposure provides only a limited view of the many possibilities in the field."

Students, unfortunately, often see nursing as an underpaid, overworked, dead-end profession. Although some aspects of this negative image might be true for certain jobs within the profession, students can still find good reason to pursue a career in nursing.

"While there are various reasons why the nursing profession is experiencing this shortage, as an institution of higher education, our challenge is to debunk the negative ideas about nursing and entice students to choose nursing for their career," said Dr. Richard Reed, professor and undergraduate advisor of San Diego State University's School of Nursing. "Fortunately, nursing is an incredibly diverse field offering a number of options, including specializing in a particular area such as OB/GYN, pediatrics, or ER; working in health care administration; or even continuing education to the doctoral level and becoming nursing faculty."

From an academic perspective, the solutions fall at the opposite ends of the spectrum. Some nursing programs need to entice students to become nursing majors by marketing all the benefits of the profession and actively recruiting students. Other nursing programs, while still dedicated to recruiting quality students, face a quite different problem–a long waiting list of qualified applicants but not enough resources to accommodate them all. San Diego State University, the largest educator of nurses for San Diego and Imperial Counties, for years has faced the problem of an impacted nursing program.

"What happens is that students who are put on waiting lists get discouraged and they move on to other career paths," Dr. Wahl said. "Nurses Now provides SDSU a means of accepting more qualified students. Hence, increasing the number of nursing graduates from SDSU."

Beyond the obvious implications for quality of patient care, the current nursing shortage is also influencing the demographics of the profession.

Shortage Threatens Diversity

"When there are fewer nurses interested in the field, diversity within the profession is also threatened," said Anita Holt, president of the San Diego Chapter of the Association of Hispanic Nurses and interim director of vocational nursing at Southwestern Community College.

Hispanic nurses account for just two percent of the nation's registered nurses, according to a 2000 report by the U.S. Bureau of Health Professions.

"One challenge of recruiting Hispanic students to study nursing is the lack of Hispanic nurse role models. By encouraging more Hispanic students to study nursing, we also create a set of role models for future generations of nurses," Holt said.

San Diego State University proactively recruits Hispanic students to its nursing program by working with high school and community college counselors and by attending health and career fairs. Currently, 16 percent of students enrolled in the nursing program at SDSU are Hispanic, a number that is steadily increasing due to recent outreach efforts.

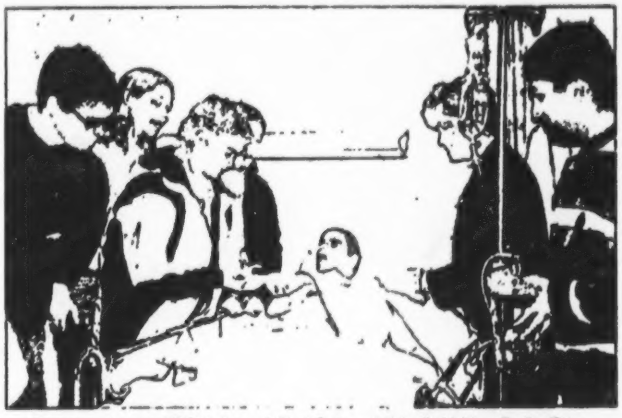
"I strongly encourage my students who are interested in pursuing a bachelor's degree in nursing, especially Hispanic students, to apply to the SDSU program," Holt said. "SDSU has a reputation for embracing diversity, which is particularly important in light of the shortage of nurses."

A diverse nursing staff is also crucial to creating rapport with patients. For this reason, San Diego's large Hispanic population establishes a call for more Hispanic nurses in this region.

"It is important to have nurses from all backgrounds because it gives patients a sense of comfort and familiarity," said Dr. Wahl. "Therefore, we find it especially important to promote diversity within the School of Nursing at SDSU."

Emily Otto, San Diego State University nursing student

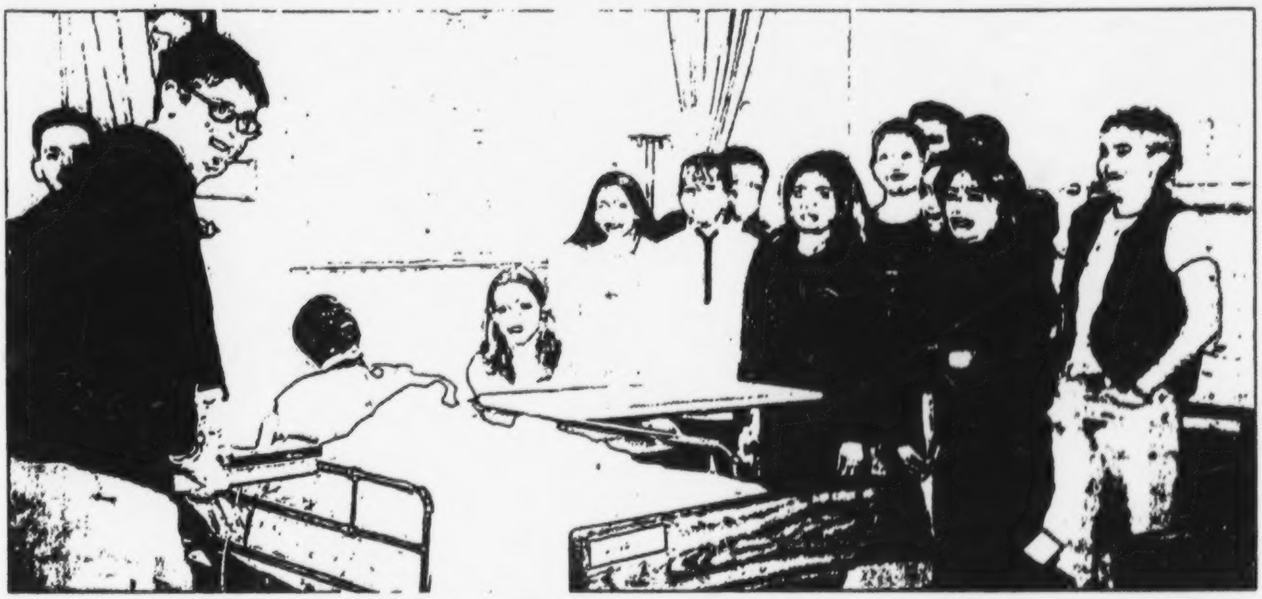
Julie Jurf, R.N., M.S.N., and Naul R. López, SDSU nursing student



Nursing class at SDSU: (l. to r.) Paul Patton, Michelle Wales, Emily Otto, Elizabeth Farrell, Julie Jurf, R.N., M.S.N., Naul López

Nurses Now, SDSU'S Regional Solution to a National Problem

In San Diego, as part of the Nurses Now partnership, seven participating hospitals and healthcare systems have signed a three-year commitment to fund one new faculty member for the nursing school. These seven new instructors will allow the school to nearly double enrollment–an estimated 140 additional students–over the next four semesters. Under Nurses Now, the



Nursing class at SDSU: (l. to r.) Paul Patton, Michelle Wales, Ronda Kritzeck, Shelley Moneal, Elizabeth Farrell, Kristina Aquino, Kary Gray, and Emily Otto

SDSU School of Nursing admits 90 students per semester, up from 50 students before. Nursing students are accepted their sophomore year after taking seven prerequisites. Prospective students must maintain a 2.5 GPA, and skills such as bilingual ability and healthcare experience are also weighed in the admittance decision.

Prior to Nurses Now, the school graduated 90-100 nurses per year; under the new program, this number should almost double. Through Nurses Now, San Diego State University and its partners will dramatically increase the number of nurses available for employment in San Diego and bring new leadership to the nursing community.

"Although the first graduates of Nurses Now will not be ready for employment until 2003, this program takes the first vital step in the right direction," Dr. Wahl said. "Nurses Now allows us to accept more qualified students instead of putting them on waiting lists, which eventually will add more graduates to the pool of nurses."

San Diego State University proposed the Nurses Now partnership as a collaboration between the academic and professional worlds of nursing to create a solution for this burgeoning problem. Nurses Now soon surpassed its initial goal of five partners. Hospitals and healthcare systems that have joined the partnership to date include Sharp Healthcare, Alvarado Hospital, Scripps Health, Kaiser Permanente, Children's Hospital and Health Center, Tri-City Medical Center, and UCSD Medical Center. The total value of the hospitals' commitment is $1.5 million over three years.

Nurses Now offers partnership hospitals a number of benefits, including priority access to SDSU students and a means of contributing to the increased number of qualified applicants in the nursing job market. When students are ready for clinical training, partnership hospitals provide a venue for hands-on instruction. When the students are ready to enter the job market, SDSU will arrange a job fair exclusively for partner hospitals to offer them the first chance to hire SDSU graduates.

"The beauty of the Nurses Now program is that it opens the lines of communication between the University and the hospitals," said Kathy Drucquer Duff, development director, SDSU's College of Health and Human Services. "This is not a problem of one hospital or one university; it is a community problem. Through Nurses Now, SDSU is able to work together with the partner hospitals to create a solution that benefits everyone."

Because Nurses Now allows SDSU to offer more students a top-quality nursing education, this program is another way that the University can fulfill its commitment to meeting the needs of the San Diego region.

"Recruiting top-quality nurses to San Diego is extremely difficult," said Darlene Wetton, chief nursing officer, Alvarado Hospital and Medical Center/SDRI. "The more nurses we can train here locally, the easier it will be to fill vacancies and maintain a high level of health care for our patients."

After the hospitals have fulfilled their three-year commitment, SDSU's School of Nursing will evaluate the Nurses Now program. If the nursing shortage remains a community issue at that time, Wahl said, the University would consider funding permanent faculty positions.

"The current nursing shortage is a challenge that requires a community-wide effort to resolve," Wahl said. "As a major supplier of nurses to local hospitals, the SDSU School of Nursing is in a unique position to assume a leadership role and bring together local hospitals to address this important issue."

SDSU president Stephen L. Weber sees Nurses Now as a perfect example of how a university can be a force for identifying regional solutions while improving the quality of its educational programs.

"Innovative partnerships such as Nurses Now complement an already strong nursing program," Weber said. "The relationships we have established with local hospitals will ensure that our professors teach cutting-edge nursing practices and that a wide range of influence goes into developing educational programs that address this important health care issue."

JoAnna Parrino Clark is a public relations specialist in the Marketing & Communications Department, a division of University Advancement, at San Diego State University.

The Honor Roll

The University of Texas at El Paso

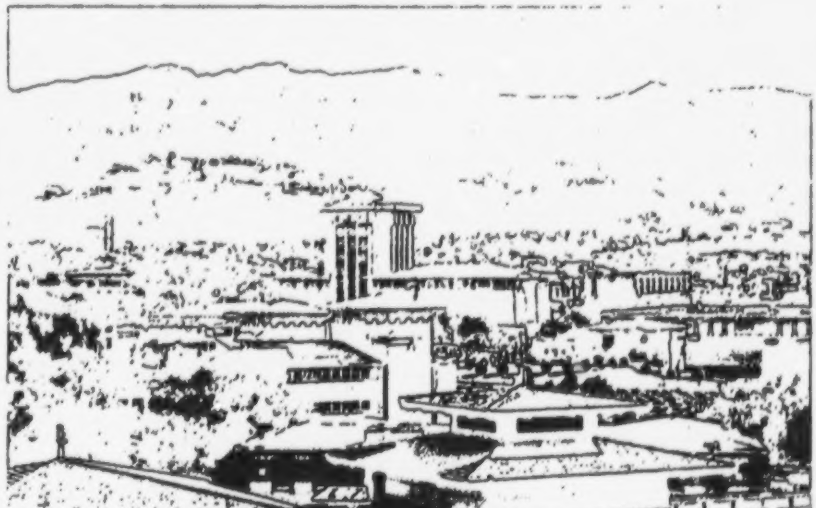
Boundless Opportunities at the Border

BY ROGER A. DEITZ

Whether you take a walk around campus to view the striking Bhutanese architecture that is so unmistakably Himalayan, talk to the diverse students, or glance at the course offerings, you will discover that UTEP is an institution of higher learning like no other, an institution of buildings, and of building.

Located in the world's largest bilingual metropolitan area, the University of Texas at El Paso is committed to proving that "academic and research excellence can be achieved at urban and minority institutions in a context of equity and access." Building on its foundation as "the largest Mexican American-majority university in the nation," UTEP has worked aggressively toward that goal in many areas.

In the past ten years, the University has dramatically increased its funded research and expanded its doctoral program offerings. UTEP's success has earned it reclassification as a doctoral/research-intensive university in the Carnegie Classification of Institutions of Higher Education. All the while, UTEP has been ranked second or third overall in the nation in bachelor's degrees awarded to Hispanics and is in the top 10 in bachelor's degrees awarded to Hispanics in critical fields including business, engineering, and health sciences. This has led to intensive recruitment of graduates by major U.S. and international businesses and prestigious graduate and professional schools. President Diana Natalicio reports, "Becoming nationally known for our commitment to both equity and excellence is the result of a decade or more of consistent action on the part of faculty, staff, and students on this campus and our many alumni, friends, and supporters." Dr. Natalicio adds, "We were established to respond to the needs of the region's mining industry, and for more than 80 years, we have created educational opportunities that are responsive to the dreams and aspirations of the people of this binational region. Our primary mission on this campus is to identify the enormous talent residing in this region, nurture it, and gain for it the opportunities and recognition that it so richly deserves."



The University of Texas at El Paso campus

UTEP began as the Texas State School of Mines and Metallurgy in 1914. It is now nationally recognized for creating academic opportunities for its largely first-generation student population, as well as for its innovative approaches to higher education. Each UTEP student, says

Dr. Diana Natalicio, the University of Texas at El Paso president

Honor Roll Facts in Brief

INSTITUTION
The University of Texas at El Paso

LOCATION
Office of Undergraduate Recruitment and Admissions
Academic Services Building
El Paso, Texas 79968
(915) 747-5890

UTEP

ESTABLISHED
1914

ENROLLMENT
15,224 (69 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
Approximately $1,952

FACULTY
861 full-time and part-time

SEVERAL DEGREE PROGRAMS
Biological Sciences
Chicano Studies
Engineering
Geological Sciences
Nursing

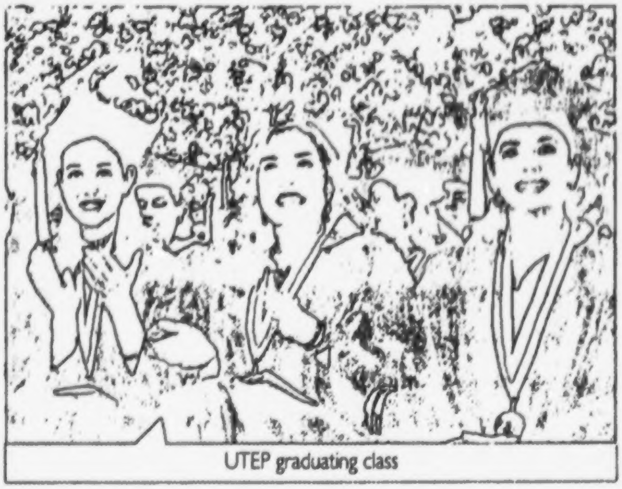
NOTABLE HISPANIC-SERVING ORGANIZATIONS
Chicano Pre-Law Society
Mexican Student Association
Society of Hispanic Engineers

INTERNET ADDRESS
www.utep.edu

Natalicio, represents a "unique set of talents, challenges, and expectations," and, she adds, "it is our responsibility to create and adapt opportunities that are responsive to them."

Set amid the rugged foothills of the Rocky Mountains, The University of Texas at El Paso is the second oldest university in the UT System. The Institution offers 73 bachelor's and 71 master's degrees from six colleges (Business Administration, Liberal Arts, Education, Engineering, Health Sciences, and Science) and the Graduate School. Doctoral degrees are offered in U.S.-Mexico borderlands history, geological sciences, computer engineering, psychology, materials science and engineering, environmental science and engineering, educational leadership and administration, and biological sciences. UTEP offers two cooperative doctoral programs in the health sciences through partnerships with other University of Texas System institutions...,a nursing, program with the UT Health Science Center at Houston School of Nursing and a pharmacy program with the UT Austin School of Pharmacy. The University also offers two Web-based master's degree programs, in business and in educational technology.

UTEP's unique architecture, derived from the style of buildings in the Himalayan kingdom of Bhutan, are believed to be the only examples of this architecture in the Western Hemisphere. As a mining school in 1914, the campus consisted of a Main Building, a dormitory, and an assay building–all on property now the Fort Bliss Army base. When a fire gutted the Main Building in 1916, it destroyed all furnishings and laboratory equipment and most of the school's records. Dean Steven W. Worrell and his wife Kathleen had apartments in the building, and it was Kathleen, a traveler and faithful reader of *National Geographic*, who suggested the Bhutanese style for the rebuilding effort. The *Geographic* article in question was titled "Castles in the Air: Experiences and Journeys in Unknown Bhutan." It appeared in the April 1914 issue with photographs by John Claude White. Dean Worrell secured a $100,000 emergency appropriation from the 35th Legislature, the School of Mines offered its 22-acre property to the army, and rebuilding began on a new 229-acre tract of land, donated by El Pasoans, on the western foothills of the Franklin Mountains. This would remain the permanent location of the school through all of its other designations–the College of Mines, Texas Western College, and The University of Texas at El Paso. After consultations with the architectural firm of Charles M. Gibson and George C. Robertson, four exotically designed buildings were planned and erected, using the $100,000 emergency fund. Construction began in June 1917 on the new Main Building (Old Main of today), Burges Hall (Graham Hall today), a Chemistry Building (the two-story section of today's Quinn Hall) and a power plant. By January 1918, the buildings were ready for occupancy by the 61 students signed up to attend classes that semester. In the decades since the opening of those first Bhutanese buildings, the distinctive architectural style has undergone gradual, and in some cases drastic, change. But, since the opening of the $27.6 million University Library in 1984, the University has returned to the purer style, much to the relief of all who view that style as a precious asset to be preserved.



UTEP graduating class

Today the campus is comprised of 82 buildings on 366 acres, including the 125,000-square-foot Undergraduate Learning Center, which houses state-of-the-art technology and multimedia resources. The campus also features the 52,000-seat Sun Bowl Stadium (site of last summer's Ricky Martin concert); the 12,222-seat Don Haskins Center; a modern fine arts complex with galleries and theaters; a museum of natural and cultural history; and an FM public radio station. The Swimming and Fitness Center features two 25-meter pools, an exercise room, and additional recreational facilities. The six-story University Library collection exceeds two million items, including more than one million books and bound journals. The Library subscribes to more than 4,500 journals, microforms, and electronic databases.

UTEP serves a large binational, bicultural population on the U.S.-Mexico border, and the University's student population closely mirrors the demographics of the region. Sixty-nine percent of the student population is Hispanic, and nine percent are Mexican nationals. Fifty-four percent are first-generation university students. Enrollment for Fall 2000 was 15,224. That included 15 percent Anglo, 2 percent African American, 1 percent Asian, and 0.3 percent Native American. Approximately 82 percent of the students are from El Paso County, and these students commute; 81 percent are employed. UTEP employs 861 full-time and part-time faculty. More than 93 percent of the University's tenure-track faculty members hold doctoral degrees or the equivalent in their fields.

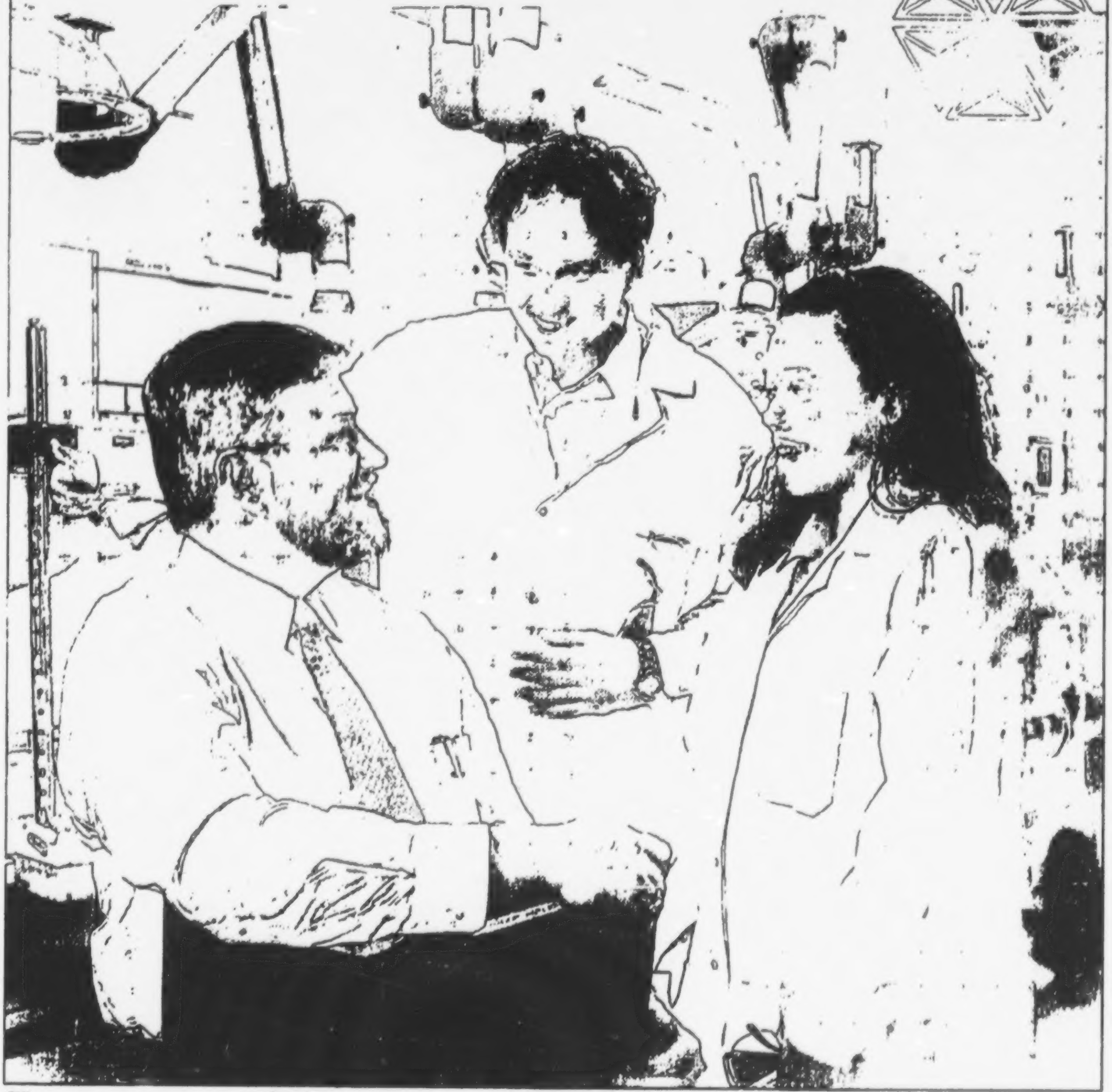
The University of Texas at El Paso offers a variety of programs dedicated to the history and culture of the region, and has created centers of learning and research dealing with border issues. The Chicano Studies Program is designed to provide students with opportunities to learn about Chicanos through a number of disciplines, including history, literature, and linguistics. The U.S.-Mexico Borderlands History Ph.D. Program offers research opportunities and studies of the unique borderlands region. The new Center for Law and Border Studies is a resource for legal research, education, and outreach in the region. The Center includes the highly successful Law School Preparation Institute, which has been recognized for helping prospective law students develop critical thinking skills and study habits needed to perform well on the LSAT and in law school.

The Center for Inter-American and Border Studies is dedicated to research, academic programs, and public outreach projects focused on Inter-American relations. The CIBS conducts and sponsors research on topics related to the Mexican border and Latin America, including political and social trends, cultural history, the role of the border in the global economy, and health and the environment. The Institute for Border Community Health Education is a partnership between UTEP and several other regional organizations. The Institute operates school-based primary-care clinics that provide training for students in healthcare professions programs, and address the healthcare needs of the region's medically underserved areas.

Time magazine praised UTEP for its community outreach programs in the 2000 edition of "The Best College for You," an annual college guide published in association with the Princeton Review. These programs include The El Paso Collaborative for Academic Excellence, a UTEP-based coalition among higher education, public school districts, and the community. It is committed to increasing the academic achievement of the region's children and has earned praise from national leaders, including then-U.S. Secretary of Education Richard Riley. The Center for Civic Engagement aims to build leadership, social capital, civic capacity, and deeper democracy in the region. It brings together initiatives that connect faculty and students with the community, including the Civic Learning Team, the Youth Empowerment Project, the Praxis Program, the AmeriCorps Assets for Youth project, and the Institute for Community-Based Teaching and Learning. The latter incorporates community service experiences into the curricula of courses across all colleges taught by faculty members who themselves are actively engaged in the community.

Mentoring Minority Medical Students

Bristol-Myers Squibb Donates $3 Million Since 1993



BY
JEFF SIMMONS

Omar Sahagun's adolescence was filled with obstacles. He navigated a difficult path through an impoverished neighborhood in the San Fernando Valley, about 20 minutes from east Los Angeles. One of triplets and among five siblings, he watched as his single mother struggled to make ends meet.

Omar Sahagun, Harvard Medical School

The youngsters had little choice when were plucked from their home school and bused elsewhere to improve diversity.

Several years later, after cries from one child to stay closer to home, Sahagun and his siblings were pulled back. But by then, Sahagun had become disillusioned with studies, and his grades caved as he entered high school.

"I became rebellious," says Sahagun.

The teenager drew companionship through gang allegiance. As inner-city gang members, he and his brother Oliver "got involved with the wrong crowd," he concedes. "We were simply getting in trouble every other weekend."

Reflecting on that period, Sahagun realizes that his choice of friends was poorly executed. "They claimed to be your best friends, but we didn't know much about each other," he says. The Sahagun brothers conspired to slam the brakes on what was to be a dead-end road.

The two enlisted in the Army in 1989, and that was where they finished their high school education and became emergency medical technicians (EMTs). Together, their family bond giving them strength, they started working at Los Angeles County General Hospital.

That experience changed their lives. As field medics, their interest in medicine flourished and enticed them to pursue college degrees and attend medical school.

"I feel like I've really traveled to the moon and back," says Sahagun, now 29 years old and attending Harvard Medical School. What taught him even more, he says, was a fellowship program that allowed his academic passions to thrive. Sahagun was accepted into the 2000 class of fellows within The Fellowship Program in Academic Medicine for Minority Students.

The program offers research funding to exceptional minority medical students who want to pursue biomedical research on a college or university campus. Its goal is to boost the numbers of underrepresented groups in the field.

According to National Medical Fellowships, Inc., Puerto Ricans, Mexican Americans, African Americans, and American Indians comprise less than four percent of the M.D. faculty at the nation's medical schools–considerably less than their percentage in the overall population.

"That's fewer than 4,000 out of 90,000," says Anders Hedberg, director of the science initiative at the Bristol-Myers Squibb Foundation. "There's always been a very small number of minorities in the medical field, in academic medicine."

Sal Sandoval, 1999 Fellow,
University ofTexas Medical School at Houston,
Class of 1999

"Right now," he continued, "when you look at the number of graduates at medical schools in the United States, less than 12 percent are underrepresented minorities."

Since it was established in 1983, the program has brought 450 students into its fold, giving them the chance to complete an eight- to 12-week fellowship program. The Bristol-Myers Squibb Foundation has supplied more than $3 million over the last decade and became the program's sole funder in 1993.

Fellows are second- through fourth-year medical students who are considered by the Association of American Medical Colleges to be underrepresented. They must attend either an M.D.-granting medical school or a degree-granting program at a college of osteopathic medicine in the U.S. A student can receive only one fellowship.

Many of the students have faced significant obstacles–such as cultural, financial, and linguistic–on their paths to studying medicine.

Candidates need to submit biographical information, letters of recommendation, two-page research proposals, and letters of commitment from potential mentors who've agreed to work with the students. The deadlines are usually in November.

Decisions are based on academic achievement, leadership, and the potential of a student to play a "responsible" role in academic medicine. A Program Development Committee additionally considers whether the research proposal is clear, and whether the student grasps the project's objectives.

Every year, 35 students are chosen, and each receives a $6,000 grant. Fellows choose their mentor themselves, either someone at their school or at another medical or academic center. Mentors must be able to devote two to three months to work with or supervise the student during the summer or regular school year. The mentor can use up to a third of the $6,000 to cover internship costs and to attend an annual March symposium.

"The mentors not only help students decide what aspect of the research project they will work on during their fellowship, but guide them toward doing the work, and set them on the right path, giving them literature and support," says Maritza Meyers, senior vice president for pro-

Alejandro Sánchez, 1999 Fellow,
University of Southern California School of
Medicine, Class of 2001

gram operations and management at National Medical Fellowships, the not-for-profit organization that administers the program.

"The idea of the program is to expose students to the joys and rigors of biomedical research," says Meyers. "This has been an incredible opportunity. It gives them funding to do research they may have had an interest in but did not know how to get support for, and the prestige of a fellowship has opened doors for students."

One aspiring fellow struggled to make inroads with a potential mentor until he revealed he was applying for the fellowship and sought the professional's guidance. "With that, the door was opened to him, and this man opened so many other doors," she says.

Students have researched a broad range of topics: identification of cancer-related genes; transplantation of islet cells for treating diabetes; early detection of drug resistance in HIV; physician-patient communication of risk factors for AIDS; and the role of estrogen-replacement therapy in early Alzheimer's dementia.

Mentoring doesn't end with the fellowship program. Fellows have fostered professional ties with their mentors, who serve as counselors and guide them toward residency programs and even job openings.

"It's a way of coming together with colleagues with whom they may be working the rest of their lives," she says.

Hedberg says the mentorship is the core element. It is a prerequisite of these people to stay in touch within the field during the training. The program is based on the relationship between a fellow and a mentor.

Each March, the program holds a symposium at Bristol-Myers Squibbs Pharmaceutical Research Institute to give fellows a chance to present their research to scientists. They also get a chance to network.

The event is considered the largest gathering of minority medical student researchers in the states.

"A lot of times, students don't know what is available to them. They need something to nurture them, and this becomes a source of pride for them," says Meyers. At the gathering, they see myriad students "who look like them, who have the same interests," she says.

When fellows arrive for the conference, they are asked to mentor high school students as part of the Role Model Roundtable.

More than a hundred 11th and 12th grade students from Philadelphia and New Jersey convened at the Institute's headquarters in Princeton on March 7th. The students were African American, mainland Puerto Rican, Mexican American, and American Indian.

Over the course of a day, they got the chance to listen in groups of about a dozen to fellows-turned-mentors. They asked about their lives, their pursuits, and the obstacles they'd had to overcome.

"Even though this is only a couple of hours that the fellows do this, they really appreciate this opportunity," Hedberg says. "This is a chance for them to give back and close the loop, when they've been given the chance to work with a mentor."

"It's rewarding when we see these individuals come in each year, very young and energetic, who may have had very unusual challenges getting an education and into medical schools," he adds. "They begin to find tremendous energy in the mentor relationship. You see them give a presentation of their work they've done in their training, and now they're basically aspiring to help others do the same."

The hope is that fellows will get more involved in their communities and in their schools. According to the Association of American Medical Colleges, more than 50 percent of 1999 medical school graduates who are underrepresented minorities say they plan to practice in underserved areas, compared with 19 percent of all other graduates.

Sahagun last year served on the admissions committee at Harvard in hopes of bringing more Latinos into the educational mix. He is patting himself and the committee on the back, for the institution's admission of Latinos went from 10 to 24 in one year.

"One thing I want to do is push for people to get into Harvard Medical School because the numbers across the nation are incredibly low," he says. "Harvard tries to increase diversity among its student population, but the numbers are still quite low."

Meyers says that fellows have gone on to teaching positions as well. The AAMC reports that nearly 26 percent of 1999 medical students from underrepresented minority groups plan to work full-time in academia after completing their training.

"Students can make a valuable contribution by delivering direct care in communities of need but also, more importantly, by influencing how research is done by teaching future cadres of medical students," Meyers says. "Teaching makes a difference as well."

National Medical Fellowships is poised to undertake a long-term study to map where its graduates have landed. The two-year project will track students from the first 10 years of the fellowship to determine whether the program has made a difference.

"The evidence of success is where they've been placed," she says. "Are they staff researchers? I think some of the indicators of success are whether they have graduated and completed residencies, and if they are at medical centers and research institutes."

Sahagun says he expects to be one of the success stories. A third-year medical student at Harvard, he is applying this summer for residency. He says he is interested in infectious diseases or possibly cardiology, and someday hopes to work in the Los Angeles area.

Often asked whether there's anything in his past he'd like to change, his answer is always no.

"Of course, I'd never encourage anyone to take the wrong path or to do the same thing as I did. But I've learned from my past experience, and I thank God I am who I am. It molded me into the person I am now."

Sahagun, who will graduate in 2002, now speaks to high school students and potential collegiates. He tells them to seek role models and to pursue their education. He fills the high school auditoriums with anecdotes about brushes with danger and crime. He says he didn't have many role models while he grew up, but now he realizes they were out there, if one looked hard enough.

"When I grew up, there were people who tried to encourage me to continue my schooling, but they never saw my life. They didn't know how it was never to have a positive role model," he says. "These people had no idea how difficult it was to break the barrier. Students look at me and say, 'Wow, this kid has gone from getting shot at to success.'"

He tells the students they should consider medicine, and not believe that blue-collar jobs are their only option. "There are a lot of people terrified of the sciences," he says. "They see an equation they never saw before, and they are immediately terrified and shy away from it."

"But it's doable. No one ever said everything in life is going to be easy."

Culturally Competent Care— A Passionate Priority

Savvy Aid from Three Sectors of HRSA

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration

BY
MICHELLE ADAM

> ***While Hispanics represent about 13 percent of the population, they represent less than six percent of physicians, less than four percent of dentists, and a mere two percent of nurses.***

There are towns along the border of Mexico and the United States and in the rural and urban landscape of this country where affordable health care is a luxury all too difficult to come by. Here, where large numbers of minority and medically underserved people live, where poverty and poor health go hand in hand, the federally funded Health Resources and Services Administration (HRSA) is sending its army of medical staff to try to bridge the gaps.

Since 1982, the HRSA has been committed to improving access to quality health care for the underserved, vulnerable, and special needs populations of this country, which include large numbers of Hispanics. HRSA-supported community health centers serve millions in approximately 3,000 medically underserved communities. In addition, HRSA is also helping promote the recruitment and training of a culturally competent and diverse workforce to improve health care and healthcare delivery to these underserved populations.

HRSA is a large and comprehensive federal agency with an annual budget exceeding $6.23 billion. Several areas within the agency are of special concern to Hispanics in education. These include the Bureau of Health Professions and its multiple scholarships, loans, and programs that benefit Hispanics; the National Health Service Corps, which, as part of the Bureau of Primary Health Care, provides financial assistance to health professions students in exchange for service after graduation in rural and urban health professional shortage areas; and the Office of Minority Health and its efforts to assure improved health care for Hispanics and other minority groups, and to direct grants and funding support to Hispanic Serving Institutions in accordance with the White House Initiative on Educational Excellence for Hispanic Americans.

Bureau of Health Professions

When Bureau Director Dr. Sam Shekar speaks, he expresses his great concern for increasing the number of Hispanic health professionals in the country–a mission that his Bureau takes very seriously.

"We already know," he said, "that the Hispanic population in the United States is close to or has surpassed African Americans as the most populous minority group in this country, and that by 2050 Hispanics will be a quarter of the population.

"We already have a gap in representation in health professions. Minorities as a whole make up about 25 percent of the population, while only 10 percent of the U.S. health professions workforce consists of minorities. This gap may grow unless we do more to encourage minorities and other disadvantaged individuals to be able to come into health professional careers."

To increase representation, the Bureau runs programs that support training efforts for minorities in the field of health. Within its Division of Health Professions Diversity are three programs of specific value to Hispanics and other minorities: the Health Careers Opportunity Program, the Center of Excellence, and the Minority Faculty Fellowship Program. The HCOP, with currently 102 grants, provides funds for colleges and universities to develop programs for students from disadvantaged backgrounds who have an interest in pursuing careers in

health and allied health professions. Last year, funds for this program totaled $9.1 million. Eight Hispanic Serving Institutions (HSIs) were awarded $2 million, five Hispanic Serving Health Professions Schools received $2.1 million, and 18 Hispanic-focused projects were awarded $5 million.

The Center of Excellence currently has 25 grants that help health professions schools train underrepresented minorities. For example, Baylor College of Medicine in Houston, in partnership with UT-Pan American, has established a model program in South Texas, with COE support, to introduce more students to health careers. The Center strives to graduate more Hispanic physicians to work in the underserved region of South Texas. University of California at Davis, with COE assistance, currently provides Latino medical students with tutorial assistance, entrance exam preparation for medical school, and financial support. The Minority Faculty Fellowship Program also supports institutions in the identification, recruitment, selection, and training of underrepresented minority faculty at their institutions.

The reasons why more Hispanics should be brought into the health profession are all too clear to Shekar. "There is definitely a need for better care and better treatment, and we know from data that health professionals who are either Hispanic or culturally competent with Hispanic populations provide better-quality care to the Hispanic populations they are serving." And, said Shekar, "We have data that show that Hispanic physicians are two and a half times more likely than other physicians to treat Hispanic patients, and that Hispanic and other minority physicians are more likely to treat Medicaid and uninsured patients than non-Hispanic physicians in the same area. So we know that culturally competent health care contributes to better health outcomes and more satisfied patients."

Other statistics also confirm the need for more Hispanics in the health professions field. For example, Hispanic adults across all income levels are more likely to lack health insurance than are non-Hispanics. A full third of the uninsured children in the United States are Latino. "The problems are serious," said Shekar. "The rate of diabetes among Hispanic Americans is twice that of non-Hispanics. Hispanics experience about 21 percent of new AIDS cases, and the AIDS rate among Hispanics is four times that of non-Hispanics. Hispanics are more likely to learn that they have AIDS later in the stage of illness than others. There is definitely a need for better care and better treatment."

When most people think about the health professions, the first thing that comes to mind is the doctor. But, according to Shekar, there are 270 possible health careers for Hispanics to embark upon. Currently, however, while Hispanics represent about 13 percent of the population, they represent less than six percent of physicians, less than four percent of dentist, and a mere two percent of nurses. And the disparity "could possibly grow," said Shekar.

Supporting the White House Initiative in 2000, HRSA distributed 152 grant awards totaling $37.8 million to HSIs, Hispanic Serving Health Professions Schools, and other Hispanic-focused projects. Another Bureau program, Scholarships for Disadvantaged Students, awarded $1.2 million to HSIs, which in turn enrolled 2,726 Hispanics in the program.

Within the Bureau's Division of Nursing, the Nursing Education Opportunities for Individuals from Disadvantaged Backgrounds has awarded 248 grants, about $40 million since the program's inception in 1989. The Nursing Workforce Diversity program also provides funds to defray the costs of special projects that increase access to nursing training by the disadvantaged.

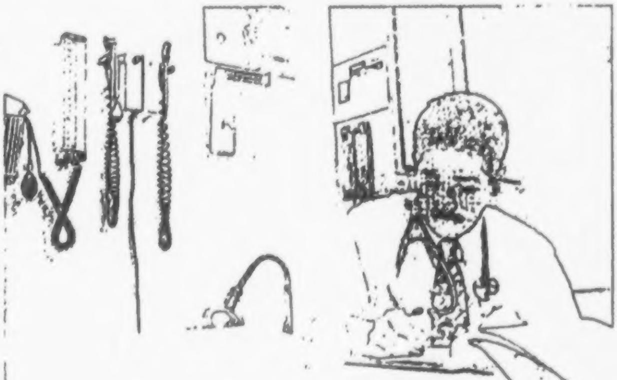
The Bureau also pairs up with organizations such as the National Hispanic Medical Association to support such ventures as the Resident Leadership Program, which helps enhance the leadership skills of Hispanic physicians at schools such as the Weill Cornell Medical College and UT at San Antonio Medical School.

Shekar oversees 43 grant programs in total, and is proud of their effects. "Last year, we supported nearly 35,000 needy students from all racial and ethnic backgrounds and helped 16,000 students graduate with health professional degrees," he said. "And we graduate three to five times more minorities, who are more likely to return to their communities and provide much needed care...."

The challenge remains, however, to bring more people into health professions.

"Kids are not applying for or entering into health profession careers as much as they used to. We are trying to make sure that kids know about health professions. We are working assertively to see if we can partner with schools and other entities and our grantees to have children, their parents, their teachers, and their counselors know about the various health professions that are there," said Shekar.

He added, "There is a strong commitment and support by the government to make sure that people from disadvantaged backgrounds have a great opportunity to participate in health professions. The commitment is continuing and



has been since the program began."

National Health Service Corps

Dr. Marisel Cancel-Méndez was a second-year medical student at La Universidad Central del Caribe in Puerto Rico when she first learned about HRSA. Other students told her about the agency's scholarships, and she applied for one. Cancel-Méndez received full payment of her tuition, books, and medical equipment, along with a stipend, for her final two years of medical school.

"That really made my day. I didn't need to think of other stresses," said Cancel-Méndez. As part of the National Health Service Corps Scholarship Program, she could optimally have received up to four years of education fully paid, and other assistance, in return for giving a year of support in an underserved area for every year of scholarship support, with a minimum two years of field service required.

As part of her scholarship agreement, Cancel-Méndez has been working at Su Clinica Familiar, an HRSA-funded community center in Brownsville, Texas, since completing her residency in Puerto Rico. She is a clinician-internist and provides medical care to this predominantly Hispanic community along the Texas-Mexico border. "It's been a great experience," said Cancel-Méndez. "I'm giving to other people what God and programs like this have given to me. It's great professionally and personally."

Cancel-Méndez is a strong asset to her border community not only for her medical knowledge but also for her cultural and linguistic skills. "The patients ask for me because I can speak their language. Some things are very personal," she said. "That has made a big difference between me and the non-Corps physicians. I can understand how they feel."

Dr. Ron Weaver, assistant surgeon general and NHSC's director, estimates that about 22 percent of the population they serve is Hispanic. When they work with communities, NHSC asks each to advise what skills and abilities it needs. Hispanic patients often seek out physicians like Cancel-Méndez, who speaks their language and shares a common culture.

"Communities want bilingual and bicultural clinicians," said Weaver. "We are anxiously recruiting underrepresented minorities to reflect the diversity of these areas. And we encourage every clinician to develop skills in cultural competency. Having cultural competency skills is incredibly important."

An estimated 35 percent of the clinicians recruited with scholarship and loan programs would be categorized as minority, but the numbers still fall short of the 53 percent minority population they serve.

Another popular program for health professions students is the NHSC Loan Repayment Program, through which fully trained clinicians with qualified educational loans are offered repayment of those loans if they choose to serve at an eligible site while receiving a competitive salary. According to Weaver, NHSC pays up to $25,000 in loan repayment for each year for the first two years of service, and up to $35,000 the third year. Beyond this, these practitioners are salaried by the communities they represent. Last year alone, 840 people applied for the loan, and about 337 applications were accepted, said Weaver.

In 1998, 26 out of 326 scholarship awardees were Hispanic, and in 2000, 22 of 284. In the loan repayment program, 46 of 612 recipients were Hispanic in 1998, and only six out of 600 in 2000. Although NHSC has emphasized recruiting minorities for these programs, the elimination of affirmative action programs has significantly reduced the number of minority clinicians enrolling and graduating from health professions schools, according to NHSC sources.

NHSC also runs SEARCH: Student/Resident Experiences and Rotations in Community Health, a program that helps link communities with academia. NHSC funds programs in various states, which in turn link up with universities to offer student/resident experiences and rotations in community health. Students or residents are given the

HRSA's Budget for Access-Related Activities*

	FY 2000 (millions)	FY 2001 (millions)
HIV/AIDS Services	$1,[illegible]	$1,720
Primary Health Care Centers/ National Health Service Corps	$1,160	$1,210
Maternal and Child Health	$ 673	$ [illegible]
Health Professions Training	$ 242	$ [illegible]
Rural Health	$ 77	$ 73
Organ Donation and Transplantation	$ 28	$ 33
Telehealth	$ 21	$ 6
Community Access Program	$ 40	$ 125
Total HRSA Access Budget	$4,131 or 4.1 billion	$4,334 or 4.3 billion

*Access budget overlaps with targeted health disparity budget.

HRSA's Budget for Targeted Health Disparity Activities*

	FY 2000 (millions)
HIV/AIDS	$1,081.8
Infant Mortality	$ 304.9
Diversifying the Health Care Workforce	$ 330.1
Oral Health	$ 104.6
Cardiovascular Disease	$ 67.3
Mental Health and Substance Abuse	$ 61.2
Diabetes	$ 33.5
Cancer Screening and Management	$ 22.2
Asthma	$ 20.9
Immunizations	$ 15.3
Cultural Competence	$ 1.4
Domestic Violence	$ 0.7
Total HRSA Targeted Health Disparity Budget[1]	$2,149 or 2.1 billion

*Targeted health disparity budget overlaps with access budget.

[1] [illegible]

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opportunity to train on interdisciplinary teams and acquire the skills needed to provide culturally competent care that is responsive to the needs of underserved populations.

As part of the Advocacy/Mentorship Program for Recruitment of Certified Nurse Practitioners, NHSC has also entered into a partnership with the American Association of Colleges of Nursing to establish a network for the recruitment of certified nurse-practitioners. Through the program, they have built a network of nurse practitioner mentors who serve as role models for minority nurse practitioner students.

Weaver is proud of the group of people who have worked and are now working in communities through the NHCS recruitment efforts. "I truly believe the vast majority of individuals in health do want to make a difference in their field. We have seen a cadre of clinicians who carry that spirit. Story after story exemplifies that," said Weaver. And, he added, "I believe as a program that we are certainly a place to look if you want to make a difference in the community you serve."

Office of Minority Health

The Office of Minority Health was created in 1992 to provide leadership and guidance throughout HRSA to help improve the health status of racial and ethnic minorities. It is the focal point within the agency for addressing minority health issues affecting HRSA programs and initiatives. One such initiative includes The White House Initiative on Educational Excellence for Hispanic Americans.

"We want to do everything in our power to increase that pipeline of getting more Hispanic students into institutions where they have an opportunity to go into health professions, hopefully then going back into the community to serve people who look like them," said June Horner, director of HRSA's Office of Minority Health. "We want to make sure that schools are attracting, recruiting, retaining, and helping get Hispanics into the health professions."

Horner's office works with HSIs to build community and academic partnerships and to provide technical assistance to those schools that need help.

"What we do is look at a community that may be in need, and if there is an institution there, and we feel a partnership would be of benefit, we try to encourage a partnership," said Horner. For example, OMH will help an institution in an underserved region establish an accreditation process for nursing. Or, in Texas, along the border where large numbers of Hispanics live, an institution may want to do more than just educate its students. HRSA, through OMH, would then help build a partnership between this institution and its community. "In some communities that academic institution may be a catalyst to benefit the community as a whole," said Horner. "We encourage them to go beyond education...to bring services to the area."

OMH also helps link up HSIs to grants and other health-related help. The office sometimes provides technical assistance for setting up new programs within HSIs as well as lending a hand in the form of financial support or equipment if needed. The University of Texas School of Medicine in San Antonio was awarded a Partnership for Health and Professions Education Grant to establish, in collaboration with the community, a direct academic channel for Hispanic students seeking careers in the health professions. Florida International University and the University of Houston School of Public Health each received Health Administration Traineeships and Special Projects Grants to develop and implement student training programs in health administration, hospital administration, and health policy analysis. In the year 2000, 26 HSIs received funding that totaled more than $14 million.

OMH works directly with the agency's newly funded technical assistance center in Maryland. The center, opened last September, is designed to help minority schools that can't afford paid consultants put together competitive grant proposals for HRSA funding. "We try to level the playing field by giving them that added assistance so that they will have a competitive edge in applying for these dollars," said Horner. The center's first workshop was provided to HSIs, and three workshops for HSIs have been conducted to date. Fourteen HSIs participated. Horner expects this activity to "increase applications from HSIs and increase funding going to HSIs."

Sonia Casasnovas, director of grant resources at Texas A&M International University, attended one of the center's workshops on behalf of her school and called it "one of the best workshops I have ever attended. We got to really talk about our project with the people from the HRSA programs we were interested in. We were given a lot of insight into what to do and not to do. This is very unusual and beneficial for HSIs."

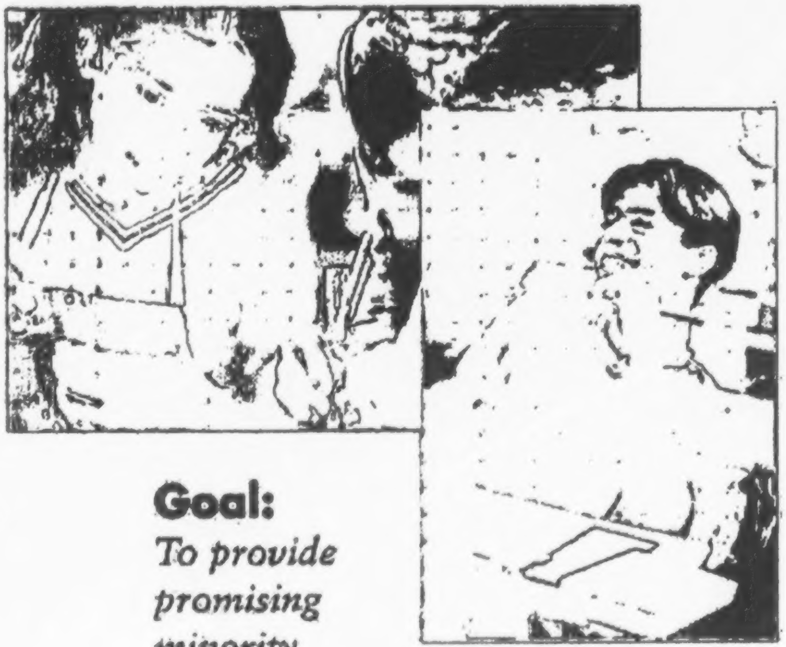
With the center's help, her university's school of nursing is preparing two grants for submission to HRSA. The school is interested in developing a master's degree program in nursing and is also seeking funds to provide services in rural areas along the border.

To further provide assistance to HSIs, OMH has been conducting site visits at schools such as Texas A&M. "If there are issues and needs articulated, we come back and work on that," said Horner. "I think we have really benefited from working closely with these institutions to see where we need to go. We have been fortunate with the partnerships," she added. "We are forging ahead."

BAYLOR COLLEGE OF MEDICINE / RICE UNIVERSITY

Honors Premedical Academy

A National Program of The Robert Wood Johnson Foundation



ACADEMIC COMPONENTS

ENGLISH 317
Medical Technical Communications

BIOLOGY 403
Human Structure and Development

AHS 399
Preceptorship in the Health Sciences

ENRICHMENT COMPONENTS

- MCAT Preparation
- Counseling
- Seminars
- Speaker Series
- Medical School Recruitment Fair
- Social Activities

Goal:
To provide promising minority students who are interested in becoming physicians with additional educational and practical experiences to enhance their competitiveness in the medical school application process.

For more information on the Honors Premedical Academy call 713-798-8200 or 800-798-8244.

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BY INÉS PINTO ALICEA

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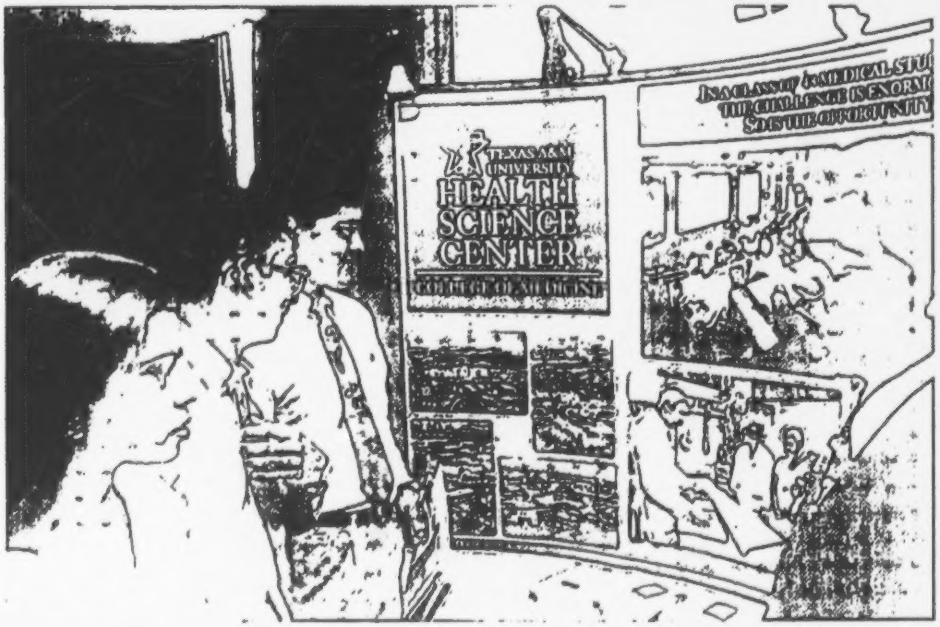

Sheila Smitherman, a Latina from New Mexico, knew as an undergraduate that she wanted to study medicine, and her summer spent at the Honors Premedical Academy (HPA) only intensified her desire.

But Smitherman, now a third-year medical student at Baylor College of Medicine in Houston, said the program gave her a bit of a reality check on what she still needed to do to enhance her competitiveness among medical school applicants. Smitherman said the challenging program offered to minority college students and graduate students considering careers as physicians gave her an edge over other medical school applicants.

"This program was good for me in a lot of ways," said Smitherman. "I met a lot of fantastic physicians that I still keep in contact with. It prepared me for how a hospital works, which made me more comfortable during my rotations. The program helped me develop a really good personal statement for my medical school application."

The HPA at Baylor College of Medicine and Rice University in Houston is one of 11 national sites of the Minority Medical Education Program (MMEP) sponsored by The Robert Wood Johnson Foundation of New York. The HPA runs every year for six weeks, from the end of May to the beginning of July. Selection to the program is based on academic achievement and interest in medicine. Participants receive college credit, housing, tuition and fees, some meals and a stipend.

"Medical schools want to see you are dedicated to the field of medicine, and an experience like this is very important when it comes to choosing between candidates for medical school," said Pamela Ferry, the HPA assistant program director. "We're trying to give them a pre-med experience. We want them to get close to what they will experience in the first year."

Since the HPA began in 1989, more than 1,400 students have participated in the program. To date, 227 of them have earned their M.D. degree, and 266 former students are currently enrolled at 65 medical schools nationwide. Of this group, 148 are studying in Texas, with 47 students at Baylor College of Medicine.

"We've had a lot of success getting students into medical school," said Ferry. Some 51 percent of the participants in the 2000 program were Hispanic, and about two-thirds of the HPA participants come from Texas.

"I was surprised how hard I worked and how much I didn't mind it," said Smitherman, who plans to specialize in neurosurgery. "I just wanted to do more. I never had such a productive, academic summer that was so much fun."

The Honors Premedical Academy provides rigorous coursework in science and communications, as well as a clinical experience in the Texas Medical Center. Students are enrolled in courses at Rice University and Baylor College of Medicine and receive a total of nine semester hours of undergraduate credit for completing all academic components of the program. Grades are transferable to most undergraduate institutions around the country, said Ferry.

On a typical day in the program, students participate in their clinical experience from 7 a.m. until noon. In the afternoon, they take classes. On Fridays, the students hear motivational speakers and other lecturers, undergo MCAT reviews, and work on their medical school applications. "These programs are important because they really open up doors," said Ferry. "We need to get the word out that this is an important experience that will help get them into medical school."

In all the summers of their undergraduate years, suggests Ferry, students need to show that they are interested in medicine and that they understand the application process.

Program Courses

The program offers three components in which students can earn college credit upon successful completion of the program. Three courses comprise the bulk of the program:

Medical Technical Communications, aka English 317 (three semester hours, letter grade), includes intensive preparation in writing, oral presentation strategies, and group discussion sessions focused on pertinent medical issues. Course assignments lead to the development of a medical school application essay and interview skills, with significant personal feedback from instructors. Activities complement work in clinics and laboratories and promote insight into the function of language in medicine. Ferry said this class also helps students prepare for oral interviews for medical school applications.

"You can get into medical school with a good interview," said Ferry.

Human Structure and Development, aka Biology 403 (three semester hours, letter grade), focuses on the structural organization of the human body from the microscopic to the gross level. Functional and clinical correlates are integrated and emphasized through lectures, dissections, and demonstrations.

Total Enrollment by Gender and Race/Ethnicity

			Application Year										% Change
			1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	1999-2000
Gender	Group	Race/Ethnicity											
Men	Under Represented Minorities	Black	1,902	1,954	2,046	2,086	2,135	2,137	2,118	2,020	1,918	1,868	-2.6%
		American Indian / HI, AK Native	154	180	199	231	278	286	293	315	301	280	-7.0%
		Mexican American / Chicano	742	800	842	949	1,024	1,053	1,067	1,040	978	920	-5.9%
		Puerto Rico (Mainland)[1]	270	275	228	234	253	258	253	256	247	239	-3.2%
		Subtotal	3,068	3,209	3,315	3,500	3,690	3,734	3,731	3,631	3,444	3,307	-4.0%
	Other Minorities	Race/Ethnicity											
		Asian or Pacific Islander	5,804	6,051	6,433	6,544	6,674	6,854	7,105	7,279	7,258	7,328	+1.0%
		Puerto Rico (Commonwealth)	499	507	507	466	454	428	422	420	402	386	-4.0%
		Other Hispanic	689	666	710	729	740	756	751	742	731	735	+0.5%
		Subtotal	6,992	7,224	7,650	7,739	7,868	8,038	8,278	8,441	8,391	8,449	+0.7%
	Other Race/Ethnicity	Race/Ethnicity											
		White	30,054	29,063	28,250	27,701	26,862	26,614	25,856	25,345	24,906	24,233	-2.7%
		Unknown Citizenship[2]								6	8	10	+25.0%
		Unidentified Race/Ethnicity	96	133	123	172	181	148	213	128	208	386	+85.6%
		Foreign	430	476	437	408	338	340	317	327	333	371	+11.4%
		Subtotal	30,580	29,671	28,810	28,281	27,381	27,102	26,386	25,806	25,454	25,000	-1.8%
	Total		40,640	40,104	39,775	39,520	38,939	38,872	38,395	37,878	37,289	36,756	-1.4%
Women	Group	Race/Ethnicity											
	Under Represented Minorities	Black	2,432	2,684	2,864	3,031	3,202	3,263	3,185	3,121	3,133	3,065	-2.2%
		American Indian / HI, AK Native	147	153	165	199	223	242	268	271	273	257	-5.9%
		Mexican American / Chicano	463	532	608	674	745	765	771	778	788	754	-1.8%
		Puerto Rico (Mainland)	215	209	216	211	202	230	223	227	236	226	-3.8%
		Subtotal	3,257	3,578	3,843	4,115	4,372	4,500	4,447	4,397	4,409	4,302	-2.4%
	Other Minorities	Race/Ethnicity											
		Asian or Pacific Islander	3,634	3,943	4,319	4,516	4,678	4,954	5,198	5,448	5,692	5,872	+3.2%
		Puerto Rico (Commonwealth)	318	351	385	398	424	424	426	400	395	390	-1.3%
		Other Hispanic	449	470	490	489	507	512	510	527	566	582	+2.8%
		Subtotal	4,401	4,764	5,194	5,403	5,609	5,890	6,134	6,375	6,653	6,844	+2.9%
	Other Race/Ethnicity	Race/Ethnicity											
		White	17,040	17,402	17,524	17,702	17,732	17,669	17,646	17,554	17,684	17,867	+1.0%
		Unknown Citizenship								6	1	2	+100.0%
		Unidentified Race/Ethnicity	36	51	43	76	105	97	149	78	169	341	+101.8%
		Foreign	228	243	250	257	213	245	230	230	239	278	+16.3%
		Subtotal	17,304	17,696	17,817	18,034	18,050	18,014	17,924	17,867	18,093	18,488	+2.2%
	Total		24,962	26,038	26,854	27,552	28,031	28,404	28,505	28,639	29,155	29,634	+1.6%

Sources: 1998 and 1999 data are from AAMC Student Records System as of June 3, 2000, reflecting those actively enrolled on October 15 of the enrollment year; 1991-1997 data are as previously published from the AAMC Student Records Database.

Preceptorship in the Health Sciences, aka AHS 399 (three semester hours, pass/fail), provides greater understanding of the day-to-day practice of medicine and/or basic science research. Students are assigned to a clinical or research setting and participate in various activities, supervised by Baylor faculty members. Students keep a journal. Daily journal entries and targeted assignments encourage them to critically reflect on their experiences and to discuss many of the issues and challenges encountered.

"A lot of students take classes in the summer anyway," said Ferry. "Students only use up six weeks of their summer, and then they have the rest of the summer to work."

There are an estimated 43,000 medical school applicants for some 16,000 slots open at medical schools nationwide, said Ferry, and competition is intense. Students accepted at Baylor College of Medicine, for example, have a 3.8 GPA and score a 33 out of 45 on the MCAT. The average MCAT score for Latino students entering medical schools nationwide is 25, she said.

Two full-length MCAT exams are administered during the program, and students receive detailed score reports highlighting their strengths and weaknesses. A short MCAT overview session is provided covering topics such as test content and structure, types of questions, national test statistics, and strategies for studying and practicing for the test.

All Texas medical schools and selected other schools are invited to visit Baylor for a Medical School Recruitment Fair and meet with HPA students on the last day of the program. This is a great opportunity for students to practice interview skills, establish key contacts with representatives from participating institutions, and begin to get their names known.

But HPA is not all work, said Ferry. Students are given opportunities to go to parties, take field trips to the beach, and join in other events at which they can socialize with Baylor medical students, faculty, staff, and fellow HPA participants.

Ferry noted that HPA is a great way for prospective medical students to make contacts and get recommendation letters. One source of contact is the program's speaker series, which explores career pathways of successful citizens and professionals both within and outside medicine. Students attend presentations by Baylor faculty and research scientists that focus on topics related to medical careers. Participants also have the opportunity to interact with medical school faculty, staff, and students and to receive personalized academic, career, and medical school admissions counseling.

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Smitherman said she was assigned to work with pediatric cardiologist Tim Feltes and she still keeps in touch with him. "He is a good role model," Smitherman said. "He's a lot of what I want to be as a physician."

To be eligible for the HPA program, a student must be a U.S. citizen or hold a permanent visa, be a minority, have an overall GPA of at least 3.0, a science GPA of at least 2.75, and a combined SAT or ACT of at least 950 or 20, respectively. The student must demonstrate a sincere interest in a medical career and have completed at least one year of college. Post-bacclaureate applicants are eligible, too, according to Elizabeth López, HPA program coordinator.

The program is operated jointly by Baylor College of Medicine and Rice University. Rice houses the students, provides them with undergraduate credit, and offers many of the classes for the program. Baylor is the host site and offers the students the clinical experience as well as many other activities related to the program.

Dedicated to education, research, and public service, Baylor is one of the top three Texas colleges and universities in research and development funding, and with total annual research support of $239 million, one of the top biomedical research institutions among the nation's 126 medical schools.

The Baylor College of Medicine has 1,542 faculty members, including instructors, of whom 91 or 6 percent are Latino, according to college statistics. Of the 971 medical residents, 61 are Hispanic, and of the 668 medical school students, 77 are Hispanic. The College instructs students in 21 medical specialties. The College also has nearly 400 students enrolled in its 12 Ph.D. programs in biomedical sciences. Baylor students train in the seven Baylor-affiliated hospitals in the Texas Medical Center, which is one of the largest incorporated medical centers in the world.

Rice University is private, independent, nonsectarian, and coeducational. It offers undergraduate and graduate studies in the humanities, social sciences, natural sciences, engineering, architecture, administrative sciences, and music.

The Baylor College of Medicine is not the only school to offer such a program. Other MMEP institutions are Case Western Reserve, UNCF Vanderbilt-Fisk, University of Alabama, the Chicago Consortium, Columbia University, Duke University's School of Medicine, UMDNJ–New Jersey School of Medicine and Dentistry, University of Arizona, University of Washington, University of Virginia, and Yale University. The Baylor College of Medicine is the only one, however, that offers academic credit to prospective medical students, said Ferry.

The deadline for this year's program was March 1, but program officials said it is never too soon to get the application started because schools admit on a rolling basis. "The sooner the application is in, the better," said López.

For more information, call 1-800-798-8244 or 713-798-8200. To download an application, go to www.aamc.org and look for "students," and then go to the MMEP program link. Interested students also can e-mail mmep@aamc.org for more information. The site is coordinated by the Association of American Medical Colleges.

OHIO UNIVERSITY

Provost

Applications and nominations are invited for the position of provost at Ohio University, for appointment in Fall 2001 or as soon thereafter as possible.

Position Description: The provost shares with the president the central administrative role in the university and serves as the chief academic officer. The Provost also has major budget planning responsibility. In addition, the provost works with the vice presidents to coordinate other internal institutional affairs.

Qualifications: Candidates must have appropriate academic credentials for a tenured appointment at the rank of professor; substantial administrative and leadership experience in both academic and budgetary matters; understanding of and commitment to public higher education; demonstrated commitment to a diverse university community; and commitment to open administration and a collegial system of faculty governance.

The Institution and Setting: Ohio University is a state-assisted, Doctoral Research-Extensive university, with six campuses. The main campus in Athens enrolls 19,500 students; the five regional campuses, all in Southeast Ohio, enroll an additional 9,000 students. The University offers bachelor's degrees in 92 fields, master's degrees in 48 fields, and doctoral degrees in 28 fields. Its academic organization includes colleges of Arts and Sciences, Business, Communication, Education, Engineering and Technology, Fine Arts, Health and Human Services, University College, a unique Honors Tutorial College, and a College of Osteopathic Medicine. Ohio University also has 48 centers and institutes that serve academic, research and service needs for the university and community. The Athens campus is residential with selective admissions; regional campuses are open admission. The university budget for 2001-02 will exceed $450 million.

Athens, with a combined resident and student population of 40,000, is located 75 miles southeast of Columbus, Ohio, in a beautiful area of wooded hills.

Other information is available on the university web site: http://www.ohiou.edu/.

Application Process: Review of application materials will begin in May and continue until the position is filled. Please send letter of application and professional résumé, along with names and contact information of five professional references to:

Professor Carolyn Tice, Chair
Provost Search Committee
Office of the President
Ohio University
Athens, Ohio 45701-2979

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FERRIS STATE UNIVERSITY

School of Criminal Justice

Tenure-Track Criminal Justice Faculty to teach undergraduate courses in criminal law and procedure, legal issues in corrections, a graduate course in legal issues in criminal justice, and other courses as assigned. May serve as generalist track coordinator. Other duties include scholarly research, student advising, new course development, committee work, maintenance of expertise in the field, and service activities. Position will include occasional travel to teach courses at satellite locations.

Required: Juris Doctorate from an ABA accredited law school, professional experience in the field of criminal justice, and potential for scholarly achievement. Must be admitted to the Michigan Bar by 8/1/02.

Preferred: In addition to the JD, a graduate degree (Ph.D., ABD, Masters, LL.M.) in criminal justice or related discipline and prior teaching experience.

Screening will begin on **6/25/01**, and continue until the position is filled. Applicants must send a letter of application explaining why they are interested in the position and how they meet the qualifications; a vita; unofficial transcripts of undergraduate and graduate education (finalists will be required to submit official transcripts); and names, addresses, and phone numbers of three professional references to: **JOB CODE HO-9045, Dr. Frank Crowe, Director, School of Criminal Justice, Ferris State University, 420 Oak Street, PRK-150, Big Rapids, MI 49307.** For more information about Ferris, visit our web site at **http://www.ferris.edu.**

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New Site a Big Draw for Hispanics

First in Wisconsin to Offer Bilingual Ed Leading to Bachelor's

BY JEFF SIMMONS

The lights burn all day inside Concordia University South Center. During the day, students are training to become medical assistants. And at night, the same classrooms are filled with adults striving to earn bachelor's degrees in management and communications.

Opened a year ago on the south side of Milwaukee, the Adult Education Center elicited quite a bit of attention last year. It held the distinction of hosting Wisconsin's first bilingual education center where adult students could earn bachelor's degrees.

The nighttime and daytime programs are different but have had the same impact. They reach out to Hispanic residents where they live and provide them with opportunities to study and learn near their jobs and homes.

Set in a former Lutheran church, the site was chosen because it's in the heart of a region in which the Hispanic population has swelled over the last decade. That growth signaled a need for more opportunities.

But it couldn't be achieved without some blood, sweat, and tears, and Concordia officials say they still lobby each day to bring more students into

CONCORDIA UNIVERSITY
WISCONSIN

MEDICAL ASSISTANT PROGRAM

MEDICAL ASSISTANT ○ MEDICAL RECEPTIONIST
LABORATORY ASSISTANT ○ PHLEBOTOMIST
EKG TECHNICIAN

the fold. They are visiting schools and churches and meeting with community groups.

The building used to house the Ebenezer Lutheran Church's elementary school and then a public school system Head Start program. Classrooms in the three-story structure underwent major renovations–new heating and cooling systems, a room converted into a clinical lab, blackboards tossed into the dumpster.

"The biggest challenge was getting the building physically ready because it had been used as a grade school," says Patrice Burns, Concordia University South Center. "We really wanted to make it accessible for professional adults."

Roseann Slota, MAP's director

"We went from a typical grade school classroom with desks and children's artwork to a room that looks like a conference room," she says. "Instead of desks, tables are used in a U-shape where the teacher is in the middle, so it's much more involving."

The Center drew accolades for focusing its work on bringing adult Hispanics into the education arena. All instructors within the Adult Education Center were bilingual, and tutorials were bilingual as well.

"It was unheard of; it was completely new to Wisconsin," Burns says. "Bilingual programs are available in Milwaukee, but they really cater to people with very limited educational skills or goals. So ours was innovative in that it was designed for people who are looking for an advanced degree."

The South Center program, which began just over a year ago, follows a successful one run across town and a similar one run at a Concordia campus in New Orleans. The latter program catered to Vietnamese students and now enrolls Hispanic students.

Concordia additionally operates an adult education center in Milwaukee's Sherman Park neighborhood on the west side, where the African American population is dominant.

"They are both in working-class neighborhoods, lower-income environments," she says. "What we have in common is that we are working with adults in the area who are looking to finish their college degrees."

The Adult Education Center offers an accelerated program, with different adjunct instructors stepping into its five classrooms every month to teach new components. Instructors also teach at Concordia's four other campuses based in the City of Milwaukee.

The programs are designed with a Christian liberal arts context and emphasize student growth in their spiritual, intellectual, and relational lives.

Though organizers blitzed the area with television and print ads–even direct mail–the year-round program attracted only eight students initially. That number is steadily growing, and now is at 30.

The adult students attend school after work, one night a week for four hours. That crunches a 10-week, three-credit course in half.

Most of those now enrolled have some prior college experience but dropped out or severed their ties because of family obligations or financial ones. But this program has given them a boost–because 85 percent of their employers reimburse students for their tuition if they complete the course with high grades.

"The curriculum of each of our classes is looked over and assessed every year, and the majority of our professors are professionals working in this specific field," Burns says. "For example, if a student has an account management course, his or her teacher is someone with a master's degree who works as a manager in accounting. If it's a human resource management course, then a human resource manager would be teaching it."

"It is very up to date and provides the current skills and information one needs in the field right now," she says.

It has admittedly been a struggle, but organizers believe the numbers of students will continue to grow steadily. The South Center adult program offers two other majors–criminal justice administration and the ESL program aligned with management and communications.

Components of those two programs kick off this fall, and Burns, a former ESL teacher in Spain, adds that the school will start a teacher certification program for people currently in the public school system.

Location has been a key attraction. For many, it could take close to an hour to reach Concordia's main campus in Mequon. And that distance could pose a hardship because of work and family demands.

"Several students have come up to me and said, 'I am up for a management position or promotion, and my employer said that if I had a degree, this job would be mine,'" Burns says.

Students must be 25 years or older, and the average age there is 36. Most are women, about 60 percent. At most of the other Concordia adult education centers, women comprise about 80 to 90 percent of the enrollment. The classes are mostly Hispanic: currently, 40 percent are Hispanic, 30 percent are White, and 30 percent are Black. But all have common goals: to start or complete a degree, and to show their children the importance of acquiring an education.

"They've reached a point in their lives where they want to do something about their education. I find that people come to us because they've gone to bigger schools and they were unhappy there. They like the smaller class size, and they get more attention with us."

Concordia officials say they sought to tap an area that had gone untouched. Many local groups already offered literacy-based English as a Second Language classes. But Concordia offered proficiency-based courses in reading, writing, and conversation to help students become more fluent.

Concordia University was founded in 1881 as a school of the Lutheran Church-Missouri Synod, and it formally became a university more than a century later, in 1989. A four-year liberal arts school, it now has 10 colleges and universities and offers 37 majors.

Concordia enrolled more than 4,500 students in credit- and non-credit generating courses last year. Of that number, more than 2,400 attended degree programs at its nine off-campus adult education centers.

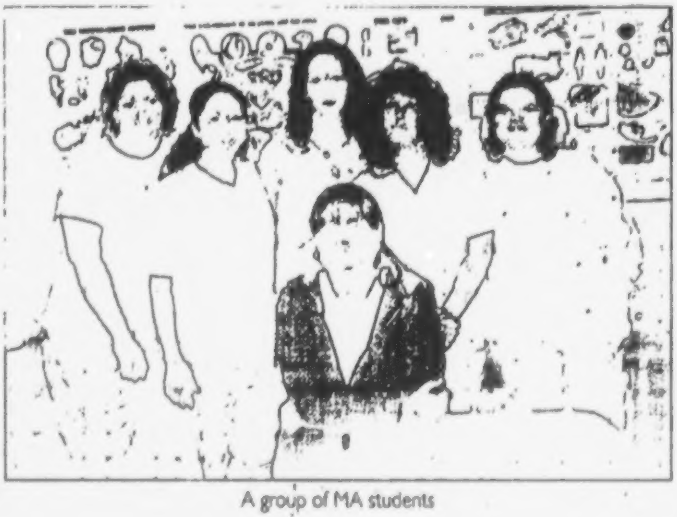
While the South Center facility is only a year old, it now houses a jewel in Concordia's crown: MAP–the 20-year-old Medical Assistant Program. That nine-month program trains students for jobs in hospital clinics or private physicians' offices.

The program receives a steady flow of applicants, and its move is fashioned in part to help address the need in the South Center area for bilingual assistants at clinics and hospitals and private physicians' offices.

"Clinics there are looking for people who speak Spanish to come into the clinics and do these things and communicate with patients," says Roseann Slota, who is MAP's director.

The Federal Bureau of Labor Statistics reported that in 1998, there were 252,000 medical assistants employed and that by the year 2008, there will be 398,000 such jobs–a 58 percent increase.

"The world of medicine is changing," says Slota. "We are changing into a managed care environment where large clinics are popping up, and these clinics recognize that they need people who are multilingual."



A group of MA students

Medical assistants handle medical and clinical duties ranging from juggling phone calls and receiving patients to preparing medical reports, processing insurance forms, and scheduling surgeries. They also prepare examining rooms, take patients' medical histories, check vital signs, and perform routine laboratory tests.

Students are trained for a variety of healthcare positions, such as medical receptionists, medical room assistants, laboratory assistants, phlebotomists, and EKG technicians. They are taught how to draw blood, sterilize equipment, and administer electrocardiograms.

The program, which awards students 34 credits, draws between 15 and 25 students each academic year. The program is competency based, meaning that students must meet certain standards before they can progress to the next level.

"It's very rigorous," Slota says. "There is a lot of studying, reading, writing, and test-taking."

Unlike the Adult Education program there, MAP attracts a wider range of students–from their early 20s to their 50s. Also, all of the students speak Spanish and English well already, so instructors are not bilingual.

The curriculum spans the administrative to the clinical. Students learn all medical terminology and administrative functions, and pore through charts and books to cull knowledge about anatomy and physiology.

There is also a class, The Bible as Literature, which offers an overview of the Bible to acquaint students with its background, content, and messages. Students must read the Old and New Testaments.

Taught by healthcare workers, the students learn how to communicate effectively with patients, emergency procedures, medical ethics, and computer science. They also must wear uniforms to class to get accustomed to the work atmosphere.

Slota, who also oversees the Radiologic Technology Program and the Health Care Administration Program, knows the school well. She received her Bachelor of Arts degree in health care administration and her M.S. in education at Concordia University-Mequon.

"The program by far is the closest to my heart because I started as a student here and can relate to these students," says Slota, who says she grew up in a poor, blue-collar family. "We did not have money to go to college."

"These women are in the same situation. They are very motivated to go back to school, and I am so excited for them because they want to get an education and pull themselves out of poverty," she says. "Some of them come in with low self-esteem because a lot of these women didn't do well in high school and they are afraid they are going to fail again. Many have been away from school for a number of years."

That was Asusena Contreras' experience. She started with the program last August after her mother handed her pamphlets she received in the mail. "It was really, really hard being out of school for six years and having a kid," says Contreras. "It was hard starting at the bottom again."

Contreras couldn't have done this in the program that was located on the main campus because of her family and job. But now, she has a short walk: only five blocks from home.

She believes that her success now is due in part to the fact she receives more attention in a smaller environment. "The teachers care about our personal life; they ask us how our week is, if we are having problems," she says.

She also sees the demand in the area. Whenever she brings her son to a doctor's office, she notices as others struggle to communicate with assistants who don't speak Spanish. "Around here, there is a high demand," she says, "even for receptionists."

Contreras, who is 22, has nearly completed her studies and is about to receive her certificate. This month, she begins her externship in a clinic. "I have more of a head on my shoulders and a better outlook for the future," she says.

Many of her classmates are destined to land firmly on their feet. Slota says that 100 percent of graduates are placed, many receiving offers even before the school gets a chance to help them.

"I get doctors, hospitals, clinics, and HMOs calling me weekly asking when our students are graduating," Slota says. "We help students as much as we can, but often places are begging for names."

The move has helped to enliven the program somewhat. It had always faced swift competition from other colleges or outfits that educate medical assistants. But now it seems as if the new location has generated more interest.

Slota says she moved it to the new quarters because she believed the demand was there and untapped. The program didn't have any Hispanic students before, and now it is more than half Hispanic.

"I struggled for the last few years with recruitment and to get our name out. I thought–let's bring our program to individuals there who don't have the opportunity to get to our campus in Mequon. And it seems to be working."

College of American Pathologists Targets ⟶ Latinas

Offers Free Reminders to Get a Pap Test

BY
MARILYN GILROY

Advancing Excellence

The Pap test, introduced in the U.S. after World War II, is the most effective cancer-screening test known to medical science.

Education. Job opportunities. Good health.

That's what Hispanics, like most individuals, want out of life, according to a recent analysis on National Public Radio. These conclusions were based on results from questionnaires and polls in conjunction with Census 2000.

But while there have been many new programs to advance minority education, and notable progress in job opportunities, healthcare issues for Hispanics have remained on the back-burner. With the surge in Hispanic population growth, these issues have begun to attract the attention of the healthcare community. Hispanic women in particular are being targeted in various initiatives.

One professional medical group, the College of American Pathologists (CAP), has stepped up to help Latinas combat the risk of cervical cancer by reminding them to get their annual Pap smear test. According to CAP, thousands of Latinas in the United States risk their lives each year by not getting an annual Pap smear, a lifesaving test that could reduce the likelihood of their developing cervical cancer.

The Pap test, introduced in the U.S. after World War II, is the most effective cancer-screening process known to medical science. It uncovers treatable abnormalities before they turn into cancer.

According to a Centers for Disease Control and Prevention study, more than 25 percent of Hispanic women failed to get a Pap test in the last year.

As one means of addressing this problem, the College of American Pathologists is providing a free bilingual Internet-based service that will help remind women to schedule their annual Pap test. Registering for this simple reminder could save their lives.

CAP is a medical society serving more than 15,000 physician members and the laboratory community worldwide. The CAP campaign was developed after a survey by the Gallup organization revealed that women who receive a reminder from their doctor are much more likely to schedule their annual Pap test than are those who didn't get a reminder (78 percent vs. 47 percent). According to a study by Cheskin Research, in the past two years, household computer use has increased approximately 68 percent among U.S. Hispanics, compared to about 43 percent in the general population.

"Because of the overwhelming evidence to suggest a reminder could encourage many more women to get this important test, the CAP urges women to find ways of reminding themselves," said Filberto Cavazos, MD, FCAP, pathologist and associate professor at Ohio State University. "Such ways include scheduling their Pap test close to their birthday or logging onto www.papsmear.org to register for an e-mail message on any date they choose."

CAP is hoping that women will take action and schedule their annual Pap test once they have received a reminder. "It takes only seconds to set up the reminder," said Cavazos. "Many women are so busy with their careers and families, they don't take time for their own health–including receiving a Pap test each year, but those seconds it takes to set up the reminder could save a woman's life."

Approximately 16,000 new cases of cervical cancer are diagnosed each year in the United States, with about 4,800 deaths annually from the disease. The five-year survival rate with advanced cancer is 14 percent, but there is a 90 percent survival rate with localized cancer. According to CAP, 80 percent of all women who die from cervical cancer did not have a Pap test in the past five or more years.

The Pap smear is a relatively simple procedure whereby a physician obtains cells from the surface of the cervix, often using a special brush to sample the area where most cancers begin to develop. The cells are placed on a glass slide, which is sent to a laboratory where they are examined by specially trained cytotechnologists. The results are usually available to the patient's doctor within a few weeks.

What makes the test so important is that cervical precancer or cancer in the early stages can be treated with a high probability of cure. Cervical cancer takes time to develop into a deadly disease. In addition, no other screening procedure in medical history is as effective for detecting cancer. Since it came into common usage more than 60 years ago, the Pap test has reduced cervical cancer deaths in the U.S. by 70 percent, making it a very effective cancer-screening tool.

Pathologists, doctors who treat patients through laboratory medicine, and other healthcare providers know that having an annual Pap test is one of the most important things a woman can do to help prevent cervical cancer. In fact, pathologists recommend that every woman who is over the age of 18 or who is sexually active should have a Pap test every year.

The CAP-sponsored Pap test reminder website is free of advertising, and the e-mail reminder is sent free of charge. E-mail addresses are used only for this reminder and to provide registrants the opportunity to comment on the value of the service.

The website also features stories from campaign spokespersons such as Diana García, who, in the spring of 1994, developed an abnormality that appeared on her annual Pap smear. Even though García hoped to start a family, she had to undergo a complete hysterectomy to remove the cancer cells that the doctors believed had originated in her cervix. The operation saved her life, and since then, García has worked to educate other young women on the importance of the Pap smear. She has been a featured speaker at conferences, including last year's "No One Alone" teleconference sponsored by the Center for Cervical Health. The conference brought cervical cancer survivors from around the globe together to inform, educate, and support other women worldwide.

Casting a Lifeline to Hispanic Women

If efforts such as the CAP campaign are to succeed, other government, civic, and medical organizations will have to become involved in public measures to raise awareness of health issues among Hispanic women. The National Women's Health Care Information Center reports that women of color do not often avail themselves of preventive health tests and that efforts to increase screening rates will have to consider a number of factors that inhibit women from getting tests.

Experts say that the major barriers to health care include the inability to pay and the lack of healthcare personnel and facilities close to where people live. In some cases, there is the additional factor of needing services delivered in a culturally acceptable manner. Hispanics often work in low-wage, part-time, non-unionized service jobs without health insurance or a regular source of healthcare services. It is estimated that as many as one-third of Hispanics are uninsured, and many use the emergency room of a nearby hospital as the most common source of medical treatment.

The issue has become increasingly significant as Hispanics have become the largest minority in the United States. According to the *Journal of Rural Health*, breast and cervical cancer mortality rates are higher in Hispanics than in other U.S. women and subgroups. Lack of health care is particularly critical among migrant workers, many of whom have not received mammograms or Pap smears. One study of Hispanic women in rural Washington State revealed that 38 percent had never heard of a mammogram and only 44 percent had received a Pap smear within the prior year. In addition, the women perceived these tests as unnecessary or diagnostic procedures rather than as preventive health measures.

For this reason, areas with a concentrated Hispanic population have begun to offer free services in an effort to address the problems of prevention. Last year, Los Angeles County mounted an aggressive and successive cervical cancer screening program by offering free Pap smears. The free services were available at sites throughout the county, and bilingual workers were on hand to assist patients.

A clinic in Ulster County, New York, which serves mostly migrant workers from Mexico and Central America who have come to the Hudson Valley to work on the farms, provides Pap tests and screening for other diseases, such as tuberculosis and diabetes, that often affect Latinos in greater numbers. Clinic workers, who are fluent in Spanish, even escort women to a hospital in Poughkeepsie so that they can receive mammograms.

Many other areas of the country will probably follow suit and adopt similar programs in the next decade, especially as the population ages. In 1998, ***Phi Kappa Phi Journal*** predicted that healthcare issues for Hispanics will become

According to a Centers for Disease Control and Prevention study, more than 25 percent of Hispanic women did not get a Pap test in the last year.

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THE PATHOLOGIST AND YOUR HEALTH

THE PATHOLOGIST AND YOUR HEALTH:

Seeking the Answers

even more significant as the number of Americans age 65 and older represents a larger proportion of U.S. citizens. The shift from Whites to Hispanics will be reflected in the elder population with the numbers of older Hispanic women increasing in this cohort. With these women having lower median incomes in general, they are at risk for poor health and are less likely to have good medical care unless something is done to reverse this trend.

CAP Advocates Expanded Health Care

CAP, renowned for advocacy in preventive health care, is one of the organizations lobbying to bring these issues to the attention of legislators. It played a key role in working with Congress to introduce a bill that would improve access to Pap tests for all women. CAP was instrumental in the successful passage of legislation that improved Medicare payment for the test and included pelvic examination coverage.

CAP brings an impressive array of resources to the task of championing health care. It is the world's largest association composed of pathologists and maintains a staff of nearly 400 people in its Northfield, Illinois, headquarters and its Division of Government and Professional Affairs in Washington, D.C. The mission of the College is to represent the interests of patients, the public, and pathologists by fostering excellence in the practice of pathology and laboratory medicine. CAP offers continuing education programs, seminars, and conferences for pathologists, and laboratory improvement programs. It helps members monitor new medical regulations and licensure standards for labs. The College offers brochures and videos to help give the public a better understanding of health and wellness issues.

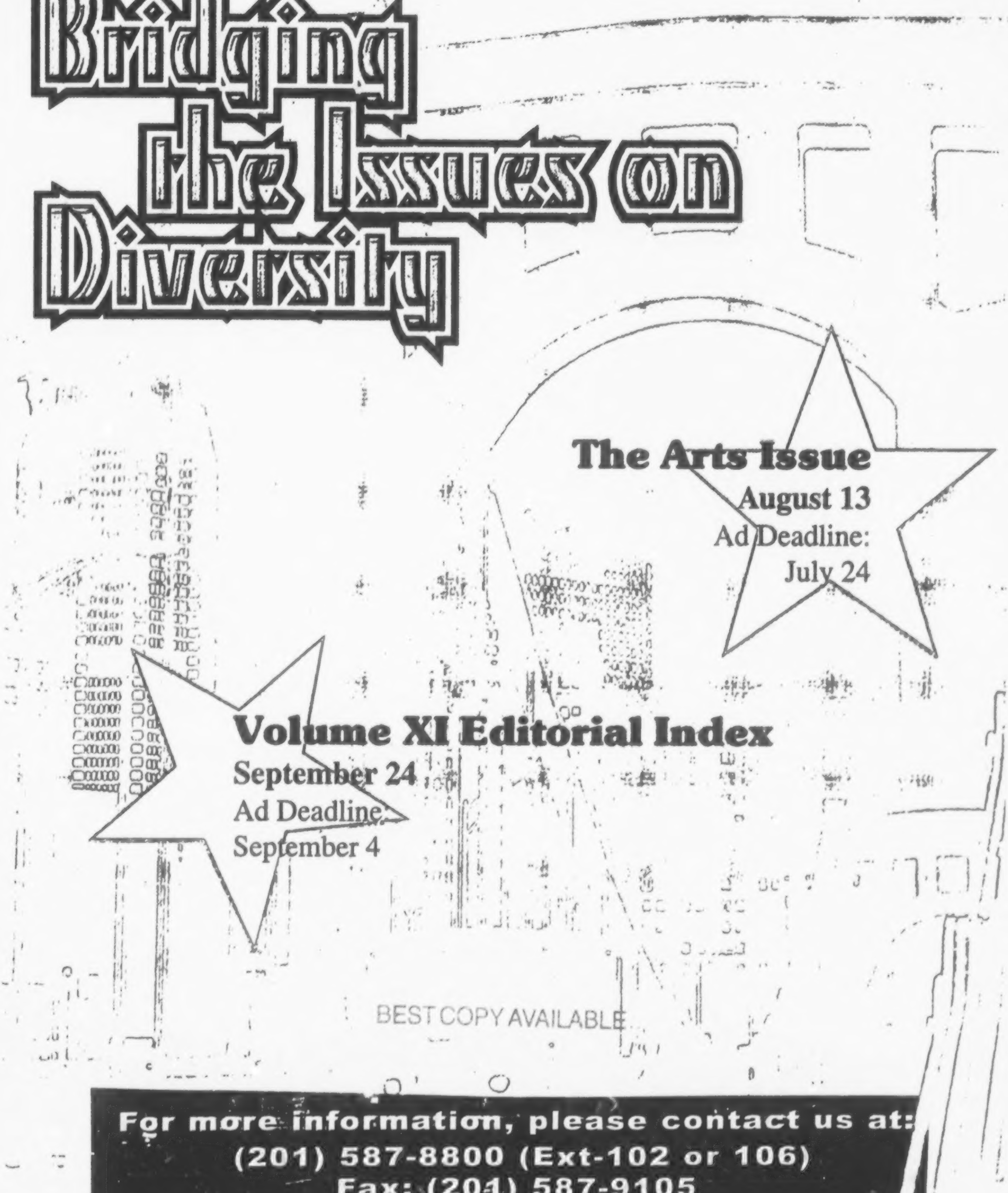
CAP's members are medical school graduates who have completed 4 to 5 years of accredited residency to prepare for a career in pathology. Pathologists, sometimes known as "the doctor's doctor," are physicians who care for patients by using the tools of laboratory medicine to provide information essential to the prevention, diagnosis, and treatment of disease. A pathologist studies body fluid and tissues, helps a doctor make a diagnosis about medical problems, and uses laboratory tests to monitor the health of patients with chronic conditions. Specifically, a pathologist performs tests on blood that is drawn as part of an annual physical, examines tissue biopsies for cancer, performs an autopsy to determine cause of death and obtain any relevant genetic information about disease for the family of the deceased, and performs rapid tests during surgery to determine whether tumors have been completely removed or additional surgery is necessary.

Dr. Filberto Cavazos, a member of CAP who worked on the Pap smear reminder campaign, is the laboratory director at Memorial Hospital of Union County in Marysville, Ohio. He is also an associate professor at Ohio State University Hospital. He earned his medical degree at University of Nuevo León (Mexico) and completed his pathology residency at Roswell Park Memorial Institute in Buffalo, New York, and at the University of Missouri Medical School. Cavazos strongly supports CAP's efforts to encourage and motivate women to seek these tests and ensure that they are available in local communities.

"We must continue to promote the benefits of these lifesaving screening tests in the fight against cancer," said Cavazos. "We must also advocate for high-quality and cost-effective care for all patients."

CAP communications/media relations staff contributed to this article.

Bridging the Issues on Diversity



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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 04, 2001

HACU and IBM Form Alliance to Narrow Educational Achievement Gap

WASHINGTON, DC

The Hispanic Association of Colleges and Universities (HACU) and IBM announced an alliance designed to recruit and better prepare Hispanic students for a variety of careers in the computer industry. The program provides long-term support of educational programs and ongoing commitment to funding, mentoring, technology, and recruiting initiatives–which will close the Hispanic educational achievement gap and help ensure the success of this growing population.

"HACU is committed to strengthening the institutional capacity of its member colleges and universities across the United States and abroad, particularly their information technology infrastructure," said Antonio Flores, HACU president and CEO. "Several national studies have reported a 'digital divide' between minority and non-minority populations when it comes to computer access and expertise in today's high technology economy. The agreement with IBM is a major step in our efforts to increase access to this essential technology and connectivity to the Internet for Hispanics."

The HACU/IBM initiatives will provide: e-mentoring portals for Hispanic students who seek career advice and counsel from IBM professionals; e-business curriculum development for select HACU campuses; an IBM executive to be part of HACU's strategy and philanthropic councils; executive partners to help with business and planning assistance; various student and faculty internship opportunities; and a technology alliance, in which Hispanic students, faculty, and their families can purchase a variety of IBM personal computers and options at significantly discounted prices.

"This effort plays to IBM's long-standing role in educational reform and in narrowing the 'digital divide'...across all communities," said Bob Gonzales, vice president, employee services, IBM Corporation, and IBM executive representative to HACU. "Our relationship with HACU complements the other successful Hispanic education and recruiting efforts underway at IBM...and calls attention to the increasing role business must play in making educational tools, career opportunities, and ongoing program support available to students everywhere."

This year, IBM expects to hire approximately 20,000 new employees and hopes to increase the number of Hispanic recruits across all disciplines. In the past three years alone, IBM has nearly doubled the number of Hispanic hires. The recruitment initiatives with HACU will tap students and professors from HACU member institutions–colleges and universities with predominant Hispanic enrollment–to help fill critical IBM positions with qualified college graduates and information technology professionals.

ACE Survey Finds That Americans Believe International Education and Issues Are Important U.S. Concerns

WASHINGTON, DC

A survey from the American Council on Education (ACE) shows that most Americans believe that international issues will significantly impact their lives and the lives of today's youngsters, and that colleges and universities must play a prominent role in preparing citizens to be engaged in international issues. ACE surveyed 1,000 adults ages 18 and over. Survey findings include:

- Sixty-three percent of adults "strongly" agreed that international issues would be important for future careers, while 25 percent "strongly" agreed that these issues would impact their own careers in the coming years.
- Of those surveyed, a total of 67 percent "somewhat" or "strongly" agreed with the statement that international issues and events will have an impact on their daily lives.
- An overwhelming majority of those surveyed indicated that educators must play a major role in providing international education opportunities and experiences. More than 75 percent of those surveyed agreed that foreign languages should be required in high school, while 71 percent agreed that colleges and universities should require foreign languages.
- In addition, 75 percent of those surveyed said they "strongly" or "somewhat" agreed that students should have a study-abroad experience while in college, and nearly 80 percent agreed that an institution's international offering is an important factor to consider when choosing a college or university to attend.
- Fifty-three percent of survey respondents believed it was "very important" to know about the cultures and customs of others in order to successfully compete in a global economy, while nearly 40 percent believed such knowledge was "somewhat important."

...FYI

The Hispanic Outlook in Higher Education www.hispanicoutlook.com June 04, 2001

NACE Survey Says Employers Project 18.8 Percent Increase in College Hiring

BETHLEHEM, Pa.

Employers plan to hire 18.8 percent more new college graduates this year than they did last year, according to a recent survey conducted by the National Association of Colleges and Employers (NACE).

In March, NACE surveyed employers who had responded to an earlier survey about college hiring. Employers were asked how their hiring plans had changed since August 2000, when the earlier survey was conducted. The results of NACE's "Job Outlook 2001 Update" show that almost half (47.7 percent) plan to stick with their original hiring projections; 45.8 percent are lowering their projections; and 6.5 percent expect to hire more new college graduates than they originally planned.

Despite the fact that nearly half have decided to trim their college hiring, overall employers expect to hire 18.8 percent more new college hires in 2000-2001 than they hired in 1999-2000. That's down from the 23.4 percent increase employers projected earlier this year. Most of those planning to scale back cited the economy as the reason.

"Many employers plan to cut back, but they aren't curtailing college hiring," said Marilyn Mackes, NACE executive director. "We're still looking at a very positive market for new college graduates."

Employers also were asked to gauge competition for new college graduates; overall, employers rated competition at 3.9 (5-point scale where 1 is not competitive and 5 is very competitive). Service employers gave competition a 3.8 rating, while manufacturers rated competition at 4.0.

"For many employers, there has been a real 'war for talent' over the last few years," said Mackes. "Despite what we've heard about a slowdown, employers are still characterizing the college employment market as competitive."

In fact, 68.2 percent of those responding to the "Job Outlook 2001 Update" said they are using signing bonuses this year to attract the right candidates, while 64.7 percent said they offered signing bonuses last year.

MALDEF Supports Bill to End High-Stakes Testing as Sole Determinant of Student Performance

WASHINGTON, D.C.

The Mexican American Legal Defense and Educational Fund (MALDEF), in hopes of fairness and accuracy in high-stakes educational decisions for students, supports legislation in Congress requiring that other factors besides standardized tests be used in high-stakes decisions.

MALDEF said it believes that tests serve an important role in educational settings and are valuable instruments not to be ignored. Tests, however, are imperfect gauges that when used improperly can create barriers to educational opportunity and progress.

Some states and school districts have made standardized testing the sole determinant of student achievement and progress–including graduation–with very serious adverse consequences for individual students. Not only is this practice extremely harmful and unfair, highly respected professional testing organizations and testing experts agree that it is not appropriate to make standardized test results the sole determinant of a high-stakes decision, said MALDEF.

"The most important provision of this act is that it prohibits performance on a standardized test from being the sole determinant in a decision about retention, tracking, and graduation," stated Angelo I. Amador, MALDEF's Washington, D.C., legislative analyst. "Multiple measures of academic achievement, including grades and teacher evaluations, are to be used in such decisions."

MALDEF wants all students, including LEP (limited English proficient) students, to participate in assessments with tests that have been validated for that purpose and with accommodations designed for their special needs. MALDEF also wants to ensure equal opportunity to fair and accurate assessment by providing all students with schools that can provide the educational tools and resources necessary to compete and succeed on these tests. Students should only be tested on the materials and skills that they had an opportunity to learn.

"We cannot permit the continuation of a practice that allows one point on a standardized test score to end a student's educational and economic development," added Amador. "Denying a student a diploma based on a single standardized test unfairly and inappropriately blocks continued-education opportunities for individual students, and often permanently locks them into the lowest wage-earning sector in the economy. Most of these students are the most disadvantaged in our society, and many are Latino children."

People-Places-Publications-Conferences

PEOPLE & PLACES

Valdivieso Leads Educational Research Policy and Priorities Board

Rafael Valdivieso, executive director of the National Educational Research Policy and Priorities Board (NERPPB) in Washington, D.C., recently was one of *Education Week*'s "People in the News."

Valdivieso is responsible for leading the board as it seeks to establish new standards of conduct and evaluation in education research. Created by Congress in 1995, NERPPB is meant to act as the voice of education researchers, teachers, and other groups who produce or use educational research.

Before joining NERPPB, Valdivieso was vice president and director of the schools and community-services program at the Academy for Educational Development.

News from University of Southern Colorado

- The University of Southern Colorado hosted the eighth annual Colorado Women of Color in Higher Education Conference–exploring strategies to empower female minorities in higher education at all levels. The conference provided a forum of collaboration, networking, mentoring, and support; promoted professional growth; and developed strategies on how to end institutional and interpersonal racism. Mildred García, vice provost and professor in the social and behavioral sciences department at Arizona State University-West, was the keynote speaker.
- Chicano poet and author Ramón Del Castillo recited several of his works at the University, including "La Curandera," "If Only She Could Talk," and "La Llorona of Anglo-Saxon America." Del Castillo, who has been involved with students of all ages as a civic leader, says his poetry "displays a common characteristic of a deep concern for the preservation of cultural values."

King Juan Carlos and Queen Sofía Join SMU Celebration

King Juan Carlos I and Queen Sofía of Spain attended the International Festival of Opening Events for the new Meadows Museum at Southern Methodist University in Texas. The museum houses one of the largest and most comprehensive collections of Spanish art outside of Spain.

King Juan Carlos was honorary president of the International Inaugural Committee of Honor for the museum's opening.

The king and queen attended a dinner recognizing the late Algur and Virginia Meadows and The Meadows Foundation and family for their gift of the museum and its internationally acclaimed collection spanning 1,000 years of Spanish art. King Juan Carlos also received an honorary Doctor of Arts, recognizing him "as the gifted designer of one of the most remarkable political transitions in the history of Europe, and as the architect of a vibrant democracy and civil society."

Guillermoprieto Wins Long Island University Journalism Award

Long Island University bestowed the George Polk Award for Foreign Reporting to Alma Guillermoprieto.

Guillermoprieto was honored for her three-part analysis of the war in Colombia and its relationship to the drug trade, published by *The New York Review of Books*. "After stalking the Colombian jungle to hear from *campesinos* (rural people) as well as government officials and guerrilla leaders, she traced the strands of a grim struggle destined to defy easy solutions," according to the University.

The New York Times received a George Polk Special Award for its revelatory series "Race in America," which examined the gap between what Americans say out loud about race and what they feel in their hearts.

AAHE Hispanic Caucus Honors Educators

The following educators were 2000-2001 American Association for Higher Education Hispanic Caucus Award Winners: Dr. Virginia Sánchez Korrol, Outstanding Latina Faculty in Higher Education; Luis Valdez, Outstanding Latino in Cultural Arts; Jesús Rangel, Outstanding Support of Hispanic Issues in Higher Education; Dr. Teófilo Jaime Chahín, Outstanding Latino in Higher Education Creativity and Publications; and Dr. Douglas Patiño, Alfredo de los Santos Distinguished Leadership in Higher Education.

Kean Lecture and Symposium Celebrates Diversity

Kean University (N.J.) celebrated cultural diversity with a free daylong program, including a lecture by Dr. Beverly Daniel Tatum (pictured), author of the book *Why Are All the Black Kids Sitting Together in the Cafeteria?* The lecture was followed by the fifth annual presidential symposium, "Privileged Knowledge: Do Americans Think Differently?" Dr. Kaiping Peng, cultural psychologist from the University of California-Berkeley, was a keynoter.

Photo © Jim Gipe

Tatum, a developmental psychologist and dean at Mount Holyoke College, explored, in part, racial identity development issues as they occur in schools throughout the country and attributed them to the socialization process. She also discussed an effective approach to creating a climate of achievement for all students.

The symposium focused on the relationship between human beings' behavior and thought processes, and their cultural backgrounds and upbringings.

University of Texas System Helps Minority Subcontractors

University of Texas (UT) Chancellor R.D. Burck announced a program to assist small subcontractors in qualifying to work on construction projects in the UT System. The program will include outreach to companies owned by minorities or women and certified by the state as Historically Underutilized Businesses.

The Bonding and Technical Assistance Program will begin as a pilot project with the construction of the $183-million Ambulatory Clinical Building at the U.T.M.D. Anderson Cancer Center in Houston.

"The leadership of the Hispanic Contractors Association of America, the Texas Asian Chamber of Commerce, the Texas Association of African American Chambers of Commerce, and the Texas Association of Mexican American Chambers of Commerce have worked closely with the UT System's office of community relations to make this pilot project a reality," said Burck.

Santa Ana to Train the Technologically Disadvantaged

Santa Ana College, Digital Bridge Alliance, and Technically Speaking, Inc., are collaborating on a new project that will empower individuals with an economic disadvantage by directing them toward the computer and information age.

A Neighborhood Technology Center (NTC) held its grand opening at the Mexican American Opportunity Foundation in Santa Ana, Calif., providing free computer access and professional training. Geared toward adults in low-income families, individuals now have the opportunity to train in eight-week modules offered in the day and evening with coursework in basic Internet exploring, Microsoft Office applications, and specific technology-related job skills.

"Santa Ana College will provide the training and track the progress of the maiden classes to garner information on how low-income groups use technology as an enabler to learning, employment procurement, and personal development," said NTC project coordinator Dr. Lynne Stedman.

Chicano Artist Constructs Mural at Fullerton

Nationally recognized Chicano artist Frank Romero, participating in the Fullerton College artist in residence program, painted a mural for the city of Fullerton, Calif.

The mural focuses on historical aspects of Fullerton, with Fullerton College as the focal point. Romero based the mural's background on photos he took at locations around the city.

Romero first gained experience while working at the Charles Eames Studio in Venice, Calif. He has since participated in individual and group shows throughout the United States and Europe and was a key contributor to the 1984 Olympic Arts Festival with "Going to the Olympics," a large-scale mural that now adorns Highway 101 in California.

Hostos Community College Hosts Hall of Fame Concert

Eugenio María de Hostos Community College, City University of New York, hosted the International Latin Music Hall of Fame's Third Annual Induction Award Ceremony and Concert.

The event, held at the Hostos Center for the Arts and Culture, featured Graciela, Johnny Albino y su Trio San Juan, Raúl Azpiazu, Chocolate Armentero, Adela Dalto, Luisito Figueroa, Kathy Cristina Almonte and The ILMHF Ensemble, with Alfredito Valdés, Jimmy Delgado, Nelson González, Johnny Rodríguez, Andy González, George Delgado, and special guest Richie Puente. Miguel Pérez was master of ceremonies.

Loyola College Symposium Addresses "Living in Another Language"

The 2001 Symposium on Language, Literature, and Society at Loyola College in Maryland featured four speakers addressing the challenges of "Living in Another Language."

Beltrán Navarro, a Latino leader and advocate in the Maryland-Washington, D.C., area, gave a talk, "Should English be Maryland's Official Language? A Latino Advocate's Point of View." Navarro is an appointed member of several state, city, and private entity commissions and has received numerous awards for his work in the community.

Independent writer and lecturer James Crawford discussed the politics of language in his address, "The Assault on Bilingual Education: A New Phase of English-Only Politics." He is the author of several books, including *Bilingual Education: History, Politics, Theory and Practice*.

Joseph Tusiani, poet and retired professor, and Dr. Hanna Geldrich-Leffmann, Symposium founder and professor emerita of modern languages and literatures at Loyola, were also featured speakers.

Cuyahoga Connects to Hispanic Students

The theme of this year's Hispanic Education Conference at Cuyahoga Community College (CCC) in Ohio was "Connecting Hispanic Students to CCC."

The conference, sponsored by the CCC Hispanic Steering Council, targeted a large workshop to persons in the Hispanic education field–high school and middle school principals and guidance counselors, community agencies, and CCC recruitment and retention staff. It focused on retaining Hispanic students in the education track and on student challenges in their transition to higher education.

Dr. Frank W. Reis, CCC executive vice president for human resources and administration, was the keynoter. As co-chair, with Al López, of the Hispanic Steering Council since its inception in 1991, Reis has gained insight into the educational needs of the Hispanic community of Greater Cleveland.

López said that the conference provided a forum for meaningful dialogue between high school and college representatives who have the most experience with Hispanic students.

Northeastern Illinois Hosts Mexican American Poet

Northeastern Illinois University's Apocalypse Literary Coalition, a student-based organization, sponsored a poetry reading by award-winning poet Gary Soto.

Soto, a California native, writes about the lives of Mexican Americans, nature, and his personal dreams. He writes with pathos about his life as an urban Mexican American boy growing up in California in the 1960s.

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Soto's poems have appeared in many literary magazines, including *The Nation*, *Ploughshares*, *The Iowa Review*, *Ontario Review*, and, most frequently, *Poetry*, which honored him with the Bess Hokin Prize and Levinson Award. He was one of the youngest poets to appear in *The Norton Anthology of Modern Poetry*.

In 1999, he received the Literature Award from the Hispanic Heritage Foundation and the author-illustrator Civil Rights Award from the National Education Association.

The author of 10 poetry collections for adults, Soto is also known for his essays, children's books, and young adult novels.

Montoya Named Student Regent at New Mexico Tech

Anthony Lewis Montoya, Jr., a senior electrical engineering major at the New Mexico Institute of Mining and Technology, was appointed to the New Mexico Tech board of regents, the university's five-member governing board.

"I harbor a deep interest in student representation, which is instilled with pride in my attending New Mexico Tech," said Montoya. "As a student regent, I wish to maintain the integrity of the school, as well as ensure that the reputation it carries will last for many more generations."

Montoya has several academic honors to his credit. Last year, he was selected as one of the top 100 Hispanic college students in the United States by *Super Onda* magazine, and was named to the All-New Mexico Academic Team by Phi Theta Kappa, the international honor society of two-year colleges. Montoya recently was inducted into Tau Beta Pi, the national engineering honor society.

Nobel Peace Prize Winner Speaks at LIU-Brooklyn

The Latin American and Caribbean studies program at Long Island University-Brooklyn presented a discussion on the struggle for indigenous rights, with **Rigoberta Menchú**, Nobel Peace Prize laureate.

Menchú rose to worldwide prominence as an advocate for democracy and human rights during Guatemala's bloody civil war. Born in 1959 in the predominantly Mayan province of El Quiché in Guatemala, Menchú lived through the exploitation and oppression of the Mayan population. After the torture and assassination of her parents and other family members by the armed forces, she was forced to leave the country in 1980. In exile, she became one of the most significant voices of indigenous people in the international community.

Menchú became well known in the Western world after the publication of her book *I, Rigoberta Menchú, an Indian Woman in Guatemala* in 1983. She became both the first indigenous person and the youngest person ever to receive the Nobel Peace Prize, in 1992. Today, she acts as UNESCO's good will ambassador for peace, and in that capacity, she promotes education for cultural tolerance.

Rutgers Libraries Documenting Latin American History

In New Jersey, Rutgers University Libraries opened a new exhibit, "The United States and Latin America: Troubled Past, Complex Future." Presented by Special Collections and University Archives, and the Friends of Rutgers University Libraries, the exhibit showcases rich collections documenting Latin American history, politics, and culture, particularly focusing on the Cold War period, when Latin America became a battleground in the contest between the United States and the Soviet Union for global hegemony.

The exhibit will run through July 1. It includes photographs, artifacts, letters, rare books, historical pamphlets, and other materials that document the role of the anticommunist "democratic left" in Latin American policy during this period. Featured is correspondence from Latin American leaders including Venezuelan President Rómulo Betancourt, Colombian President Eduardo Santos, Puerto Rican Gov. Luis Muñoz Marín, as well as artists such as Chilean poet Gabriela Mistral, the first Latin American to win the Nobel Prize.

Fresno State Fulbright Scholars Lecture Abroad

California State University-Fresno faculty Thomas Wit Ellis and Dr. Miguel Pérez (pictured) are 2000-2001 recipients of Fulbright Scholar Grants, which allow faculty and professionals to lecture and conduct research abroad.

Ellis, associate professor in the department of theatre arts with a major discipline in theatre and dance, lectured at the National Taiwan University in Taipei on advanced acting and film acting. He has a bachelor's degree from California State University-Sacramento and a master's from Michigan State University.

Pérez, assistant professor in the department of health science with a major discipline in education, lectured and conducted research at El Bosque University in Bogotá and the University of the North in Barranquilla on substance use and abuse among adolescents in Colombia. He has a master's degree and doctorate from Penn State University.

Approximately 800 U.S. faculty and professionals received Fulbright grants to lecture or conduct research in 140 countries around the world.

News from the University of Delaware

- Sandra Guzmán, Emmy award-winning journalist and former editor-in-chief of *Latina* magazine, spoke on "Latino Leadership in the New Millennium" at the University of Delaware.
- Literatura y Cine presented the film *Don Segundo Sombra*. The film celebrates the lifestyle of the gauchos, the Argentinean cowboys who occupied the pampas up until the beginning of the 20th century.
- The University organized a bus trip to New York City, with a special stop at El Museo del Barrio in Spanish Harlem. El Museo, which houses more than 8,000 pieces of pre-Columbian and contemporary artifacts from Puerto Rico and Central and South America.
- In April, Larry Harlow and the Latin Legends performed their salsa blend of Puerto Rican and Afro-Cuban rhythms, spiced with New York bebop, at the University. The Latin Legends, who carry on the rich traditions of salsa recordings made famous on the old New York City Fania label, include Harlow, Yomo Toro, and Adalberto Santiago.

California-San Diego Holds Chávez Celebration

The University of California-San Diego (UCSD) celebrated the life and contributions of César Chávez with a month-long roster of diverse activities–this, following the state of California's first-ever observance of the new César Chávez state holiday, March 31.

The co-founder of the United Farm Workers labor union and principal figure in the Chicano civil rights movement was the subject of a film festival, essay contest, two symposia, an exhibit on his life as part of an annual campus cultural celebration, and a display of books at the UCSD bookstore.

Thurgood Marshall College Provost Cecil Lytle and David Valladolid, president of the San Diego Chicano Federation, coordinated the activities.

Cal State-Long Beach Remembers Chávez

In recognition of the inaugural celebration of the new holiday honoring the Chicano/Latino activist, California State University (CSU)-Long Beach hosted César Chávez Remembrance Week with the theme "Education of the Heart."

"The primary goal of the week is to make the campus community aware of the plight of the farmworkers and the contributions by César Chávez to Mexican Americans," said Grace Delgado (pictured), professor of Chicano and Latino studies at CSU-Long Beach and faculty advisor to the Chicano and Latino Student Association. "It's also a good way to bring the community into the University."

Along with Delgado, CSU-Long Beach Chicano and Latino studies' professors and lecturers José López, Victor Rodríguez, Anna Sandoval, Luis Arroyo, and Eduarda Díaz-Schwarzbach were among the many participants.

Barceló Selected as University of Washington President of Minority Affairs

University of Washington (UW) President Richard L. McCormick selected Nancy "Rusty" Barceló to be the next vice president for minority affairs, effective July 1. She also will have an affiliate faculty appointment in the department of American ethnic studies. The appointment awaited approval by the UW board of regents.

Barceló has served since 1996 as associate vice president for multicultural and academic affairs at the University of Minnesota and has chaired Chicano studies since 1999. Working with colleges and support units, Barceló developed and coordinated student service programs, which increased retention rates among minority students. She also coordinated efforts to increase the number of graduate students of color at Minnesota.

Barceló has both a master's degree and a doctorate from the University of Iowa.

Abalos Receives MECHA Award

Dr. David T. Abalos received the Mercer County (N.J.) Hispanic Association's MECHA Individual Award at its 11th Annual Gala Dinner Dance. The award was given in recognition of Abalos' commitment to the empowerment and advancement of the Latino community, for his advocacy work on behalf of Latina/Latino students, for his contributions to a better understanding of diversity among and between communities, and for his continued support of Latino youth and their parents.

Abalos was a visiting professor at Princeton University during the spring semester, teaching Latina/Latino politics in the United States. He is a professor at Seton Hall University (N.J.).

Latina Author Shares Her Heritage at West Chester

Photo © The Chelsea Forum

Well-known Latina writer Judith Ortiz Cofer read from her poetry, fiction, and essays at West Chester University of Pennsylvania.

A native of Puerto Rico, Cofer addressed issues of biculturalism and the creative process in the arts. She has written numerous highly acclaimed books, including *An Island Like You: Stories of the Barrio*, named a Best Book of the Year 1995-1996 by the American Library Association. She teaches creative writing and English at the University of Georgia.

Cofer was one of four panelists in the women's summit program "Lifting as We Climb: Women Leading in the 21st Century." The meeting explored opportunities and challenges for women in the 21st century; their role as change agents in the workplace and in the community; strategies for success; effective leadership styles; and balancing career, family, and community service roles.

Nebraska-Lincoln Hosts "Latin American Realities" Exhibit

The Sheldon Memorial Art Gallery and Sculpture Garden at the University of Nebraska-Lincoln presented "Latin American Realities/ International Solutions," a "virtual reconstruction" of the international conceptual art exhibition "*Hacia un perfil del arte Latinoamericano* (Toward a Profile of Latin American Art)." The exhibition was organized in the early 1970s by Jorge Glusberg, director of the Center of Art and Communication in Buenos Aires, Argentina.

"Toward a Profile of Latin American Art" consisted of 148 works by 67 artists from North, Central, and South America who sought to engage the aesthetic, economic, cultural, and social problems in Latin American countries. In response to these ideological convictions, Glusberg and his artists translated their utopian visions into a rigidly uniform 23.5- by 33.5-inch blueprint that was intended to assert a "conceptual" and "architectural" aesthetic. The works were an overt critique of the West's glorification of the artist as the romantic genius who provided "food" for the soul of the connoisseur but not "food" for the belly of the underprivileged.

Rutgers-Newark Art Gallery Appoints Director

Artist and curator Corliss F. Cavalieri was named director of the Robeson Center Art Gallery on the Newark campus of Rutgers, The State University of New Jersey. He had been acting director since March 2000.

Prior to coming to Rutgers-Newark, Cavalieri was curator/museum supervisor at the Civic Center Museum in Philadelphia, Pa., and curator for the Port of History Museum. He is an independent curator and artist for the 55 Mercer Street Gallery in New York, and has had many one-person exhibitions along the east coast of his paintings and drawings.

Cavalieri has a bachelor's degree from Maryland Institute College of Art and a master's from the Tyler School of Art. He also completed a residency in painting at the Vermont Studio Center.

UNM President Receives Kappa Sigma Award

University of New Mexico President William C. Gordon received Kappa Sigma's John Goodwin Tower Distinguished Alumnus Award.

Kappa Sigma is a men's college fraternity, with 10,000 undergraduate members in 210 chapters throughout North America. The John G. Tower Distinguished Alumnus Award honors "Kappa Sigma Brothers who have shown a commitment to their business, family, church, philanthropy, and community activities." The award is named for John G. Tower, former U.S. senator from Texas who served on the organization's Supreme Executive Committee for six years and as its Worthy Grand Master from 1971-73.

Gordon was initiated into the Delta-Omega chapter of Kappa Sigma at Wake Forest University in 1965. He earned both a bachelor's degree and a master's from Wake Forest and a doctorate from Rutgers University.

NYU Conference Examines Role of Universities in Latin American Society

"Higher Education and Civil Society in Latin America," a two-day conference at New York University's King Juan Carlos I of Spain Center, examined the changing role of universities in Latin American society.

Universities in Latin America have long played an important role in national development, educating elites to take on leadership positions in government, business, science, and other key areas. Political and economic developments over the past decades, however, have created shifts in the role. Public expectations of universities now include meeting the needs of the labor market, preparing future leaders for resolving national crises, and creating a more just society. How do Latin America's universities balance these conflicting claims?

Raúl Atria, Corporación de Promoción Universitaria, Chile; Armando Alcántara, Centro de Estudios Universitarios, UNAM, Mexico; and Pablo Gentili, Universidade do Estado do Río de Janeiro, Brasil, addressed the question, "Does the Latin American University Have a Role in the Promotion of Social Justice?"

Olmos Speaks at Macalester

Edward James Olmos, award-winning actor, director, producer, and community activist, took part in the series "Democracy, Activism, and the Multicultural World" at Macalester College in Minnesota.

Aside from his successful entertainment career, Olmos is a community leader and humanitarian serving as the U.S. Goodwill Ambassador for UNICEF and a national spokesman for organizations such as the Juvenile Diabetes Foundation. He is the executive director of the Lives in Hazard Educational Project, a national gang prevention program funded by the U.S. Department of Justice. In 1999, he developed a multimedia project, *Americanos: Latino Life in the United States*, designed to inspire Latino pride and establish connections among Latinos and others through photography, film, music, and books.

Zozaya-Geist and Mikkelsen Named to Eastern Washington Board

Inés Zozaya-Geist (pictured) and Kris Mikkelsen became new members of the Eastern Washington University (EWU) board of trustees.

Zozaya-Geist, with a strong business background, is a senior consultant at Lockheed Martin. She is its March of Dimes WalkAmerica and Wonderwalk coordinator and works with Junior Achievement, where she utilizes her bilingual abilities in English and Spanish. She has a bachelor's degree from EWU.

Mikkelsen is general manager of Inland Power and Light. A certified public accountant, she has a bachelor's from EWU.

UT-Austin's Brazil Center Hosts Brazil Week

The Brazil Center of the University of Texas-Austin's Teresa Lozano Long Institute of Latin American Studies hosted Brazil Week 2001.

Events included a demonstration and class of *capoeira*, an Afro-Brazilian martial art, and screenings of the classic movie *Orfeu Negro* (*Black Orpheus*, 1959, Oscar for Best Foreign Language Film) and the new release *Orfeu* (2000), about romance during *Carnaval* in Río de Janeiro. The movies were followed by a discussion on the global influences on Río's famous *Carnaval* music and a comparison of modern-day Río to the Río of 40 years ago. Another discussion addressed the influence of soap operas on family life, and why they might be part of the reason Brazilians are having fewer children.

National Secretary of the Amazon Mary-Helena Allegretti gave a presentation on sustainable development options in the Amazon; there was also a literature symposium and a workshop on African identities in colonial Brazil.

Cisneros Addresses Austin Business Community at St. Edward's

Henry Cisneros, chair and CEO of American CityVista, presented his ideas for developing competitively priced "villages within cities" to the Austin, Texas, business community at St. Edward's University.

Cisneros joined forces with national home-builder Kaufman and Broad for the purpose of building homes in the central zones of America's major metropolitan areas. Using a "smart-growth strategy," Cisneros said the joint venture will provide new residential options for individuals of all backgrounds and incomes. The American CityVista developments will be wired for technology, yet designed to honor local tastes and traditions. The company has targeted cities in Texas, Arizona, Nevada, California, and Denver for development. Texas cities being considered for new neighborhoods include Austin, Brownsville, Dallas, Edinburg, Harlingen, Houston, Laredo, McAllen, and San Antonio.

Cisneros is former secretary of the U.S. Department of Urban Development and former president of Univision Communications. In 1981, he became the first Hispanic mayor of a major U.S. city when he was elected to lead San Antonio. He served from 1981 to 1989.

Inhalant Prevention Coalition Preaches Awareness

More than one million youngsters aged 12-17 used inhalants in the past year. They and their parents need to be aware that sniffing could result in death.

Kicking off the eighth annual National Inhalants and Poisons Awareness Week, the National Inhalant Prevention Coalition, with input from the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Treatment (CSAT) and the White House Office of National Drug Control Policy (ONDCP), held a press briefing on the dangers of inhalant use.

Featured at the briefing were Dr. H. Westley Clark, director of CSAT; Edward Jurith, acting director, ONDCP; Ann Brown, chair of the U.S. Consumer Product Safety Commission; Dr. Ruth Sánchez-Way (pictured), director of the Center for Substance Abuse Prevention; Harvey Weiss, executive director of the National Inhalant Prevention Coalition; Carl T. Johnson, president of the Compressed Gas Association; and Diane Stern, parent of a youth who died from inhalant use.

ENMU-Roswell Employee in Leadership Program

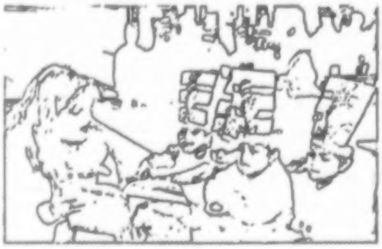
Nadine A. Montoya, administrative systems manager at Eastern New Mexico University (ENMU)-Roswell, is participating in the National Institute for Leadership Development LEADERS 2001 program, an international program for administrators and faculty in higher education. LEADERS 2001 participants are chosen for their professional abilities, their interests in advancement in higher education, and the quality of their proposed projects.

The yearlong program is designed to enhance the skills that participants need to assume major decision-making roles in their institutions. It includes institutional practice in supervisory and human relations skills, planning and budgeting, and organizational transformation, as well as discussions with national experts on the issues confronting higher education during the next decade.

Montoya earned an associate's degree at the University of New Mexico and is working on her bachelor's there.

Mt. San Antonio Student Organizes Dr. Seuss Event

Amy López, a 24-year-old education major at Mt. San Antonio College (SAC) in California, recruited fellow students, parents, and community business members to participate in a local reading event, held in conjunction with the National Education Association's fourth annual Read Across America celebration, in honor of Dr. Seuss' (Theodore Geisel's) birthday.



Coordinating the event came naturally to López, who tied together her longtime admiration of Dr. Seuss' books, her work as a reading tutor, and her college major. As an AmeriCorps reading tutor, part of Mt. SAC's new Teacher Preparation Institute, López is one of approximately 30 Mt. SAC students who help students in first through fourth grade classrooms at elementary schools.

The program is funded through a $73,000 AmeriCorps grant and a $350,000 "Teacher and Reading Development Partnerships" Community College Chancellor's Office grant.

Camino Real Meeting Held in Albuquerque

The organizing committee for the Seventh Annual Colloquium on the Camino Real de Tierra Adentro held a meeting at the National Hispanic Cultural Center in Albuquerque, N.M. Committee members and representatives from the University of New Mexico, National Park Service, Bureau of Land Management, Mexican Consul, and Instituto Nacional de Antropología e Historia reviewed the status of the colloquium, to be held in Aguascalientes, Mexico, Oct. 17-19.

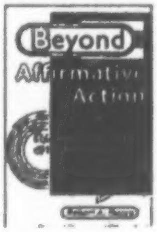
The Camino Real de Tierra Adentro has left its mark along 1,200 miles of trail, etched during its prehistoric and historic periods of use. Prehistorically, Indians used variants of the trail to trade along a route that stretched from the ancient Aztec capital at Tenochtitlan (today's Mexico City) to Paquimé in northwestern Chihuahua, where Pueblo Indians from New Mexico went to trade. By 1609, the road ran from Mexico City to Santa Fe, carrying trade items and new settlers into New Mexico. Today, roughly 400 miles of the trail lie within the United States, and about 800 miles lead southward from the border to Mexico City.

The bi-national colloquia are a way to commemorate the common history shared by the United States and Mexico.

PUBLICATIONS

Beyond Affirmative Action: Reframing the Context of Higher Education

By Robert A. Ibarra



The world has changed, and universities have been forced to keep pace by experimenting with affirmative action, curriculum overhauls, part-time degree programs, and the like. But at the core of the modern establishment is an ingrained academic culture that has operated in the same way for centuries, contends Robert Ibarra, and in this book, he calls for a complete paradigm shift.

2001. 325 pgs. ISBN 0-299-16904-9. $24.95 paper. University of Wisconsin Press. (800) 621-2736.

¡Viva México! ¡Viva la independencia!: Celebrations of September 16

William H. Beezley and David E. Lorey, eds.

Celebrations of Mexico's Independence continue each year on Sept. 16, almost 200 years after the struggle. This book examines the holiday, exploring how this most important public festival in the civic calendar has given Mexicans a rich tradition of national celebration that is part myth, part official pomp, and part popular merrymaking.

2001. 261 pgs. ISBN 0-8420-2915-X. $21.95 paper. SR Books. (800) 772-8937.

A New Century in Retrospect and Prospect

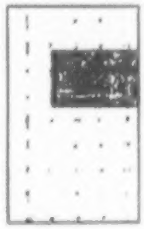
By James J. Van Patten

What changes and challenges does the New Millennium hold for society? In an interdisciplinary study of educational systems, technology, government, and the workplace, this book evaluates how future changes will affect nearly every aspect of our society and discusses the changes society will have to make to meet these challenges.

2000. 218 pgs. ISBN 0-7618-1782-4. $36.50 paper. University Press of America. (800) 462-6420.

Cervantes and His Postmodern Constituencies

Anne J. Cruz and Carroll B. Johnson, eds.

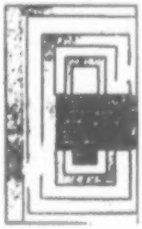


As critical theories expand and turn against themselves, both Cervantes and his writings have been made the target of differing and dissonant opinions. This volume not only affords a timely view of these scholarly debates, it attempts to move Cervantes studies beyond such recent collective pulse-takings and prognoses as *Quixotic Desire* (1993), *Cervantes* (1995), and *Leer el Quijote* (1996).

1998. 275 pgs. ISBN 0-8153-3206-8. $75.00 cloth. Garland Publishing. (800) 634-7064.

Culture and the State in Spain: 1550-1850

Tom Lewis and Francisco J. Sánchez, eds.



This volume represents an attempt to understand relationships between subjectivity and the state in Spain from the earliest articulations of the "subject" during the Renaissance to the consolidation of an array of bourgeois subjectivities in the mid-19th century.

1999. 305 pgs. ISBN 0-8153-3484-2. $65.00 cloth. Garland Publishing. (800) 634-7064.

Sex, Drugs, and HIV/AIDS in Brazil

By James A. Inciardi, Hilary L. Surratt, and Paulo R. Telles

The authors examine the emergence of AIDS in Brazil, its linkages to drug use and the sexual culture, and its epidemiology in such populations as cocaine users, "street children," and male transvestite prostitutes.

2000. 185 pgs. ISBN 0-8133-3424-1. $30.00 paper. Westview Press. (800) 386-5656.

Los Capitalistas: Hispano Merchants and the Santa Fe Trade

By Susan Calafate Boyle.

This volume recounts the history of Hispano merchants in the 19th century overland trade between Santa Fe and the Missouri frontier. Historians have generally focused on famous Anglo merchants, but the author demonstrates that Hispanos were major participants in the trade by 1840.

1997. 236 pgs. ISBN 0-8263-2235-2. $14.95 paper. University of New Mexico Press. (800) 249-7737.

Allies Across the Border: Mexico's "Authentic Labor Front" and Global Solidarity

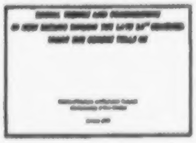
By Dale Hathaway

Americans and Canadians are told that Mexicans are stealing their jobs, but workers in Mexico find themselves in dangerous plants where they are barely paid their daily bread. This first book on Mexico's pioneer independent labor federation, the Authentic Labor Front, shows how activists are gaining strength in coalition with their "allies across the border."

2000. 267 pgs. ISBN 0-89608-632-1. $19.00 paper. South End Press. (800) 533-8478.

Racial Trends and Comparisons in New Mexico During the Late 20th Century: What the Census Tells Us

By the Bureau of Business and Economic Research, University of New Mexico



This report illustrates New Mexico's distinctive and evolving racial landscape. Utilizing data obtained from recent estimates, the 1990 census, and previous censuses, it traces statewide racial trends and often compares New Mexico to other states and the nation as a whole.

2000. 167 pgs. $25.00. Bureau of Business and Economic Research, University of New Mexico. (505) 277-2216.

Latin American Literature and Mass Media

Edmundo Paz-Soldán and Debra A. Castillo, eds.

This volume examines the concerns of media-conscious writers from the turn of the 20th century to the turn of the 21st century. It focuses on narrative fictions—especially as they have been inflected by modern forms of mass media (television, cinema, comics, computerized hypertext, and electronic media) by recent Latin American writers and inquires about the status of the literary enterprise as it begins to be cognizant of an immense conceptual shift equivalent in impact to the Gutenberg Revolution 500 hundred years ago.

2001. 322 pgs. ISBN 0-8153-3894-5. $75.00 cloth. Garland. (800) 634-7064.

Flash and Crash Days: Brazilian Theater in the Post-Dictatorship Period

By David George

This book examines how the absence of censorship and the exigencies of protest and ideological purity have given rise to a variety of theatrical modes. These new modes, which

Brazil has never experienced in the past, allow all voices the opportunity to be heard in the marketplace of artistic ideas: women's perspectives, sexual identity, psychological issues, the individual in society, and religion.

2000. 177 pgs. ISBN 0-8153-3839-2. $18.95 paper. Garland. (800) 634-7064.

Literatura española: una antología

Tomo 1: De los orígenes hasta 1700
Tomo 2: De 1700 hasta la actualidad
(Spanish)
By David William Foster

Literatura española: una antología *aspira a ser una antología global de textos "señeros" de la literatura española. Su organización obedece a distintos criterios que imperan en la docencia en los Estados Unidos, en función del contexto de la presentación de esta literatura a estudiantes de dicho país, ya sean angloparlantes o hispanohablantes. Con la colaboración de Daniel Altamiranda, Gustavo Oscar Geirola, y Carmen de Urioste.*

1995. Tomo 1–887 pgs. ISBN 0-8153-2012-4. $45.95 paper. Tomo 2–622 pgs. ISBN 0-8153-2064-7. $38.95 paper. Garland. (800) 634-7064.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Association of Jesuit Colleges and Universities 20th Annual Meeting

June 13-15

This 20th annual meeting/conference on multicultural affairs has as its theme "Social Justice-Racial Justice: Reconciliation and Transformation." At Saint Peter's College in Jersey City, New Jersey.

Contact: Robert Perry, (201) 915-9288; e-mail, perry_rob@spc.edu.

The Smithsonian Center for Latino Initiatives Workshop

June 18-29

The Smithsonian Center for Latino Initiatives will sponsor a ten-day workshop, "Interpreting Latino Cultures: Research and Museums." In Washington, D.C.

Contact: website, www.si.edu.

National Conference on Critical Thinking and Educational Reform

Atlanta area June 23-26

The Center for Critical Thinking presents (Atlanta) "Critical Thinking in Subject Fields" and (San Francisco) "Dimensions of Critical Thinking."

Contact: (800) 833-3645; website, www.criticalthinking.org.

AAHE Assessment Conference

June 23-27

"From Expectations to Results: What Are We Finding, and How Are We Improving" is this year's theme. Opening plenary speaker is Richard Light, professor of education and public policy at Harvard University, and author of *Making the Most of College: How Assessment Can Help Both Students and Us*. In Denver, Colo.

Contact: website, www.aahe.org.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

The Barahona Center Summer Workshops 2001

June 25-27
July 9-11
July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/La literatura en Español dirigida a los lectores infantiles y juveniles. At CSU-San Marcos.

Contact: Isabel Schon, Director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

Gender on the Borderlands Conference

July 12-14

Sponsored by St. Mary's University, the conference will explore gender in the geographic region that becomes the Spanish/Mexican/U.S. Borderlands, now the Mexico-U.S. border. In San Antonio, Texas.

Contact: Antonia Castañada, History Dept., (210) 436-3608; e-mail acastane@alvin.stmarytx.edu; website, http://ats.stmarytx.edu/~bdlands/.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

UNM's Taos Summer Writers' Conference

July 14-20

There are weekend workshops and week-long workshops to select from. Among the many workshop leaders are Pat Mora, "Los cuentos: Family Stories for Beginners," and Alma Luz Villanueva, "Stories: Dreaming Characters to Life." Some scholarships are available. In Taos, N.M.

Contact: website, www.unm.edu/~taosconf.

The Summer Institute for Intercultural Communication 2001

July 18-20
July 23-27
July 30-August 3

This 25th summer institute is under the auspices of the Intercultural Communication Institute (ICI) in Oregon, which provides professional training and development to thousands who work in multicultural environments throughout the world. Workshops range from "Foundations" to "Who You Gonna Call? Hate-Busting on College Campuses" and much more. Certificate and Master of Arts in Intercultural Relations programs are available.

Contact: ICI, (503) 297-4633; e-mail, ici@intercultural.org; website, www.intercultural.org.

National Conference on Critical Thinking and Educational Reform

San Francisco area July 21-24

The Center for Critical Thinking presents "Dimensions of Critical Thinking."

Contact: (800) 833-3645; website, www.criticalthinking.org.

EACUBO/Cornell Administrative Management Institute

July 22-27

AMI2001, a professional seminar for college and university administrative/business managers and department heads, is presented by the Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

Leadership Alliance 6th Annual National Symposium

July 27-29

The Symposium is the culmination of the Leadership Alliance's Summer Research Early Identification Program–10-week research internships at 15 of the Alliance's 28 member institutions. Dr. Ruth J. Simmons, newly appointed president of Brown University, will deliver the opening keynote address. At the Evergreen Conference Center in Stone Mountain, Ga.

Contact: (401) 863-1474; website, www.theleadershipalliance.org.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website: www.ace.org.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference, "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

Book Review

By María Elvira Luna Escudero-Alie

***Ojos Bonitos, Cuadros Feos*, by Mario Vargas Llosa.** 93 pages including index. Lima: PEISA (Promoción Editorial Inca S.A., Av. Dos de Mayo 1285, San Isidro, Lima 27, Peru; tel. 011-51-14-410473), 1996. ISBN: 9972-40-023-X. $6.00 paper.

Ojos Bonitos, Cuadros Feos, the last play written by Vargas Llosa, is an incredibly engaging book that contains, despite its short length, all the elements in Vargas Llosa's works. The story is presented through an interesting and intriguing conversation between a good-looking young navy official, Rubén Zevallos, and a mature, famous, and prestigious art critic, Eduardo Zanelli, who writes an art column in the influential newspaper *El Comercio*. The conversation takes place in Zanelli's beautiful apartment, located in an upper-middle-class neighborhood of Lima. Eduardo Zanelli meets Rubén Zevallos at the art gallery El Vernissage during an exhibition and invites him to his apartment that very night.

While Zanelli is expecting to fulfill his sexual fantasies with Zevallos, reality derides him. Zevallos has used his good looks, and his knowledge of Zanelli's sexual preferences, to flirt insistently with him so he could meet him. Once they are in Zanelli's apartment listening to classical music and drinking whisky, the art critic starts his seduction, comparing his young companion to Alcibiades and Greek gods. Zevallos asks questions and makes fun of Zanelli, calling him shy, cowardly, gay, one who has not come out of the closet yet, etc.

While they are drinking Scottish whisky and listening to Mahler's "Das Lied von der Erde," Zanelli has the first surprise of the night when his guest reveals his navy affiliation. Zanelli is intrigued but still hopes for a sexual encounter. The second surprise of the night for Zanelli is that Zevallos has never had a homosexual relationship with anyone and, in fact, is not even gay. With this second revelation, Zanelli's surprise turns to disappointment and anger. He asks Zevallos to leave his apartment, but the young lieutenant has more to say. He talks about Alicia, his former fiancée, a student and admirer of Zanelli. The art critic does not remember her at all; moreover, he has expressed earlier his disdain for his students and the public that attends art exhibitions. Zevallos tells Zanelli how discouraged, hurt, and depressed Alicia was after Zanelli's ironical review of her first and last painting exhibition, about which Zanelli remembers only his title: *Ojos Bonitos, Cuadros Feos*. Zevallos castigates him for humiliating Alicia with that unnecessary mockery of her painting and his allusion to a frivolous personality she did not have. Zanelli's opinions were very crucial to her; thus she became extremely desperate. The last surprise of the night for Zanelli is to learn that the young official wants to kill him to avenge Alicia's suicide. The art critic pleads for his life, offering some alternatives to Zevallos' plan of revenge. Zevallos is not appeased and shoots the critic with an unloaded gun.

The characteristic narrative structure of Vargas Llosa's works includes games of elusion of time and space, hidden facts, Chinese boxes, puzzles, intrigues in the argument, ambiguity, elliptical and surprising endings, clever dialogues about different and engaging topics, masterful application of irony, frustrated yet congenial characters, the illusion of a complete world, and an amusing, precise, and very polished use of language. All these distinctive features are also present in *Ojos Bonitos, Cuadros Feos*.

In this play, Vargas Llosa's characters discuss and question the condition of the artist, the concept of beauty, the meaning and relevance of the art critic, the nature of art itself, and the importance of talent. Through the revealing conversation of Zevallos and Zanelli, and the words of Alicia living in Zevallos' memory, we are exposed to a nihilistic world in which alienation, anguish, and solitude reside. Neither Zanelli nor Zevallos is free, happy, or satisfied with his life. Zanelli considers himself a frustrated painter, a sharp critic who does not enjoy his job. Zevallos had planned to marry Alicia, have children, and live a conventional life. His life is empty after Alicia's suicide. She had dreamed to become a painter and was not motivated to be a housewife. With the negative critique of her painting by her idol, Eduardo Zanelli, she felt that her dream was demolished, and she leapt into an abyss facing the cold sea.

Ojos Bonitos, Cuadros Feos tells us about the importance of following a passion and persisting toward it, the meaning of freedom, the hidden face of truth, and the impossibility of love in an alienated world. Vargas Llosa uses irony in depicting hypocritical postures towards art and the lack of personality of some who agree with everything that is in fashion, according to others' opinions of what is beautiful and elegant. Vargas Llosa's play questions the real motivation of some acrid and insensitive critics who, like Zanelli, are only frustrated artists. This delightful play is both entertaining and profound, and reconfirms the vast creative talent of Mario Vargas Llosa.

Escudero-Alie, whose current degrees are from La Pontificia Universidad Católica del Perú, is now a Ph.D. candidate at Georgetown University, specializing in contemporary Hispano American literature. She teaches in the Language and Cultural Studies Program at Trinity College.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Assistant Director

The Office of Multicultural Student Affairs
within the Division of Student Affairs at
Virginia Commonwealth University

Virginia Commonwealth University, an urban institution committed to a multicultural and diverse environment, invites applications for the position of ***Assistant Director of the Office of Multicultural Student Affairs.*** The successful candidate will assist the Director provide leadership which helps to create and maintain a campus environment conducive to racial, ethnic and cultural diversity. The Office of Multicultural Student Affairs has a primary responsibility to students who identify as African American, Latino, Asian American, Native American and International students who are permanent residents.

Responsibilities: Administrative duties, managing the Center for Multicultural Activities, supervision of student staff, advising multicultural student groups, planning and promoting events and activities.

Qualifications: Masters level degree in Student Personnel, Student Development or related area. Experience working with multicultural students required. Excellent communication skills (written and oral) required. Administrative skills required. Program and event planning experience required. Supervisory experience desired. Experience working with Asian, Latino and International students a plus.

Salary: Commensurate with experience.

Review of applications will begin on **June 1, 2001** and continue until the position is filled. Cover letter and resume with three references should be sent to: **Victor Collins, 901 Floyd Ave., Box 843017, Richmond, VA 23284-3017.**

Virginia Commonwealth University is an equal opportunity, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply.

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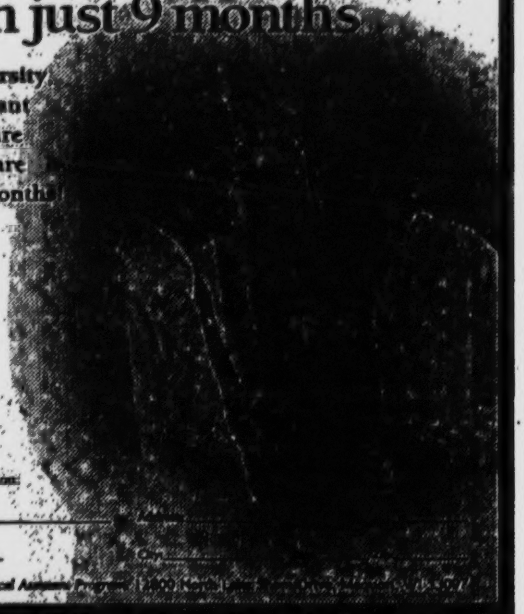
AT PARKERSBURG

Economics Faculty

West Virginia University at Parkersburg seeks applicants for a full-time tenure track position available August 2001. For complete details about the position and the institution, visit our web site at www.wvup.wvnet.edu.

AA/EOE

Begin a *Medical Assistant* Career in just 9 months



At Concordia University our Medical Assistant Program will prepare you for a Health Care position in just 9 months!

Concordia
University

Please send me FREE information:

Name:________________ Address:________

Phone:________________ City:________

Send to Concordia University, Medical Assistant Program, 12800 North [illegible]

Moving to New Milwaukee South Location
August 2000

Phone 414-243-4163 Fax 414-243-4438

BRYN MAWR COLLEGE

DEAN OF ADMISSIONS AND FINANCIAL AID

Bryn Mawr College invites nominations and applications for the recently enhanced position of Dean of Admissions and Financial Aid. Founded in 1885, Bryn Mawr College has, since its inception, been dedicated to the education of women. It attracts talented and ambitious students from all over the world to its beautiful 135-acre campus in the suburbs of Philadelphia.

Bryn Mawr is renowned for the rigor of its academic programs, which serve approximately 1,200 students in the undergraduate college and 500 students in coeducational graduate programs. The College offers a four-year liberal arts curriculum leading to the B.A. degree; it also offers the M.A. and Ph.D. degrees in some departments. Its cooperative programs at Haverford College, Swarthmore College, and the University of Pennsylvania further enrich the educational opportunities available to its students.

Reporting directly to the President, the Dean of Admissions and Financial Aid is a senior officer of the College, who will work closely with the President, the faculty, and other senior officers. The Dean will develop and implement a strategy to attract and support a diverse student body of outstanding intellectual ability. With responsibility for admissions, financial aid, and retention, the Dean will supervise approximately 30 employees and will oversee an operating budget of $2.2 million. The College awarded more than $14 million in grant aid in 1999-2000.

The ideal candidate will have a deep appreciation for and the ability to articulate the benefits of a small residential College dedicated to the education of women. The successful candidate will possess proven leadership skills as well as outstanding oral and written communication skills. In addition, the successful candidate will have extensive relevant experience, the ability to work well with many constituencies, an understanding of the uses of technology in the admissions and financial aid areas, the ability to manage effectively an office in which staff play an essential role, and, importantly, energy, intelligence, and a sense of humor.

The search committee will begin reviewing applications in August 2001 and will continue until the position is filled. For fullest consideration, please send materials by September 1, in confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
shelly.storbeck@atkearney.com (email)
703/518-1782 (facsimile)
703/739-4613 (phone)

Bryn Mawr College is an Affirmative Action/Equal Opportunity Employer.

Education

DEPAUL
UNIVERSITY

Barat College, Lake Forest, Illinois and DePaul University, Chicago have entered into an educational alliance to expand the academic programs, services, and mission of the respective institutions. At the Barat Campus of DePaul University in Lake Forest, you will work in a collaborative environment that lives its values, supports diversity and encourages professional development. Join us in this important role.

Associate Vice President for Student Affairs

Reporting to the Executive Vice President for Operations, the selected professional will act as the chief student affairs officer for the Barat Campus of DePaul University and will provide the leadership, direction and vision for building an intentional, purposeful community for all students. This position will oversee the development of the programs, services and activities that will support the "Barat Experience" for all students, enhance student's out-of-classroom experience and contribute to the overall quality of campus life. Additionally, you will oversee the following areas and activities: Athletics and Intramural Sports, Campus Ministry, Counseling, Diversity, Student Activities, Residence Life and Student Accounts. The position, while reporting through the Barat organization is responsible for collaborating with the Vice President for Student Affairs for the University and other corresponding departments/services. Master's degree in College Student Personnel or Higher Education Administration or related field. At least 5 years of mid-level management experience, including personnel and budget supervision required. Experience in a small college environment is desirable.

DePaul University offers competitive salaries and best-in-class benefits including medical, dental, life, retirement plan, generous vacation package, and tuition assistance for yourself and your dependents. For immediate and confidential consideration, please forward resume to: DePaul University Student Affairs, Job Code: 2736, 25 E. Jackson Blvd., Chicago, IL 60604. E-mail: csummers@wppost.depaul.edu Fax: 312-362-5671. DePaul University is committed to diversity and equality in education and employment.

www.depaul.edu

Southwestern University

AT GEORGETOWN, TEXAS

Provost and Dean of the Faculty

Southwestern University invites nominations and applications for the position of Provost and Dean of the Faculty.

The University seeks a strong, creative, dynamic educator with a distinguished professional record to provide academic leadership for Southwestern's ambition to establish itself among the front rank of national liberal arts colleges.

The Provost must be a person who approaches administration in a collegial fashion, must be attuned to the major national issues in higher education, and must be able to lead the faculty in pursuit of its long-term educational plans and goals. The Provost is the chief academic officer of the University, coordinates the University's total educational program, and oversees planning, development, and evaluation relating to all academic departments and interdisciplinary programs. The person in this position reports directly to the President.

Southwestern University is a private, selective, undergraduate liberal arts institution. It has two academic units - The Brown College of Arts and Sciences, of which the Provost serves as Dean, and The Sarofim School of Fine Arts. For almost two decades, Southwestern has embraced a comprehensive, long-range planning process, which has shaped a commitment to intellectual prominence, ethical engagement, and diverse perspectives. Participation in this process has involved all constituencies of the Southwestern community and has become a significant part of Southwestern's cultural fabric. The Provost will play a critical leadership role in this ongoing process and will contribute to the achievement of the University's goals.

The University is located in Georgetown, Texas, 28 miles north of Austin, the state capital. It has 1300 students and 108 full-time faculty with a history of stable enrollment and balanced budgets. With a permanent endowment of more than $320 million, Southwestern's per student endowment ranks among the highest in the nation. Visit www.southwestern.edu for more information about the University.

Candidates must have an earned doctorate and a distinguished record of teaching, scholarship, and administration. A person with significant teaching and/or administrative experience in a liberal arts institution is preferred. Southwestern is committed to fostering diverse perspectives in its community and welcomes and encourages applications from women and minorities.

Nominations and applications will be accepted until the position is filled. Candidate screening will begin September 3, 2001. Applicants must submit a cover letter with a statement of approach to academic leadership, a current c.v. and the names, addresses, and phone numbers of at least four professional references. All communications will be treated confidentially.

Send nominations and applications to:

Provost Search Committee
Southwestern University
Post Office Box 770
Georgetown, Texas 78627-0770

Fax: 512-863-1880
E-mail: calvinj@southwestern.edu
Internet: www.southwestern.edu

Southwestern University is an equal opportunity employer. EOE/M/F

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ELGIN COMMUNITY COLLEGE

"To improve people's lives through learning"

Elgin Community College is seeking a full time instructor to begin August 2001 Those committed to a multicultural environment are encouraged to apply

COMPUTER INFORMATION SCIENCES

Teaching faculty member specializing in Networking and Hardware. Join a dynamic faculty team implementing new degrees and certificates in this vital field.

Minimum requirements: Bachelor's degree with at least two years of experience with hardware, data communications and networking.

A complete application packet must include all of the following: * ECC employment application (see website for printable version), * resume, * transcripts of all undergraduate and graduate coursework (photocopies will be accepted for the application process), * cover letter addressing qualifications and experience relating to the position, * list of current professional growth activities (classes/workshops/seminars, etc.) on a separate sheet, & * list of a minimum of 5 professional references including name, position, organization, phone number, and relationship.

Application packet review will begin April 30th. We will continue accepting packets until the position is filled. Please mail to Elgin Community College, Staffing Representative/Human Resources, 1700 Spartan Drive, Elgin IL 60123. Website- www.elgin.cc.il.

NATIONAL SCIENCE FOUNDATION

Arlington, VA 22230

DIRECTOR, DIVISION OF SOCIAL AND ECONOMIC SCIENCES

NSF's Directorate for Social, Behavioral and Economic Sciences seeks candidates for the position of Director, Division of Social and Economic Sciences (SES). The incumbent provides leadership to programs and initiatives supporting research and education in the social, political, economic, and decision and management sciences.

Appointment to this Senior Executive Service position may be on a career basis or on a 2-to-3 year limited term basis in the Federal service, with a salary range of $120,261 to $133,700. Alternatively, the incumbent may be assigned under Intergovernmental Personnel Act (IPA) provisions. Announcements S20010157A, with position requirements and application procedures, are posted on NSF's website at http://www.nsf.gov/home/manual/jobs.htm. Applicants may also obtain announcements by calling the Executive Personnel and Development Branch on 703-292-8755. Hearing impaired individuals may call TDD 703-292-[illegible]44. Applications must be received by June 22, 2001.

NSF is an equal opportunity employer committed to employing a highly qualified staff reflecting the diversity of our nation.

BROOKDALE COMMUNITY COLLEGE

FACULTY OPPORTUNITIES

September 2001

Brookdale Community College is recognized for its focused commitment to its students and community. **Brookdale** provides a world of opportunities for study, learning and working experience, in the traditional classroom, via the internet, through experiential learning opportunities, and by distance education courses. **Brookdale** has grown dynamically into an institution with limitless horizons, as it continues to meet the evolving needs of its students and its community. Located on 220 acres in central coastal New Jersey, the sprawling campus provides a pastoral setting, and is approximately 50 miles south of New York City and 70 miles northeast of Philadelphia.

The College invites applications for Faculty positions for **September 2001. Brookdale** is an innovative and comprehensive open admission two year college with an enrollment of approximately 11,500 credit students (approximately 7,500 FTE). We seek colleagues who share our unequivocal commitment to quality instruction, collaborative relationships and who value service, diversity, innovation and technological literacy. These are full time, tenure track entry level positions.

INSTRUCTOR, ART: Master's Degree in Art History and/or Architectural History required (candidates with Master's in Architectural History, an undergraduate degree in Art History is preferred). Successful candidate must be able to teach Art History, Art Appreciation, Architectural History (courses ranging from ancient through modern periods). Additional duties include maintenance of slide/CD ROM library.

INSTRUCTOR, RADIOLOGIC TECHNOLOGY* : Bachelor's degree (Master's Degree preferred), RT certification and NJ licensure are required, as well as three years clinical experience. * This position may be staffed at the Assistant Professor level.

Additional Preferences: Candidates should have familiarity with current technological advances related to the discipline. These positions may require participation in community-based activities. Candidates invited for an in-person interview may be required to present a teaching demonstration.

Compensation: Annual salary range for Instructor level positions, is **$34,250-$39,388.** Positions are entry level and salary is commensurate with qualifications/experience within the identified range. The only position that may be staffed at the Assistant Professor level is the noted Radiologic Technology position. Faculty members teaching extra courses during the academic year and in the summer receive additional compensation.

APPLICATION PROCESS: Applicants interested in any of the above positions should submit letter of application (indicating desired position), *curriculum vitae*, copies of graduate transcripts and three letters of recommendation to Human Resources via fax at (732) 224-2970, or by mail to the address as noted below. Our Job Hotline telephone number is (732) 224-2281.

APPLICATION DEADLINE: Materials must be received postmarked no later than June 29, 2001.

Brookdale Community College

765 Newman Springs Road • Lincroft, NJ 07738

Visit our website: http://www.brookdale.cc.nj.us

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

The U.S. Coast Guard Academy

The U.S. Coast Guard Academy, located in New London, Connecticut, invites applications for a permanent, professional faculty position - **Director of Counseling** - beginning 1 September 2001. Candidates should possess an M.A. or preferably a Ph. D in counseling, higher education, student development, human development, or psychology. A background of work experience in higher education, an established successful record of administrative experience, and knowledge of military environment is preferred. Salary and academic rank will be commensurate with qualifications. Some citizenship restrictions may apply. To apply, submit a letter of application summarizing specific qualification, a current curriculum vita, and names, addresses, and phone numbers of three references. Applications must be received by the closing 30 June 2001. Applications may be faxed (860) 701-6854: Attention: Gwendolyn Stevens or e-mailed to:

GStevens@Exmail.uscga.edu or mailed

The U.S. Coast Guard Academy is an Equal Opportunity, Affirmative Action Employer.
Minority candidates are encouraged to apply.

GAVILAN COLLEGE
5055 Santa Teresa Blvd.
Gilroy, CA 95020
Seeks qualified applicants for:

Director, Facilities Services
Closes 6/22/01

Director, Financial Aid
Closes 6/15/01

For application/information call
(408) 848-4755

UW-L

Assistant Chancellor for Advancement & President of UW-La Crosse Foundation, Inc.

Outstanding leadership opportunity in historic La Crosse, combining the scenic beauty of the Mississippi River and towering limestone bluffs with a diversified economy and educated populace. The city is a regional center for culture and entertainment, medical care, shopping and recreation. The university, part of the University of Wisconsin System, enrolls 9,200 students in an array of undergraduate and selected graduate programs.

The assistant chancellor reports to the Chancellor of the University and is responsible for strategic planning, leading and supervising those programs related to institutional advancement and fund raising. The following key positions report directly to the Assistant Chancellor: Director of Alumni Programs, Director of University Relations, Vice President-Administration and Planned Giving, Director of Finance, and Directors of Collegiate Fund Raising. The assistant chancellor also serves as president of the foundation, providing management and support services to its board of directors, committees and affiliated organizations.

Review, develop and implement an overall campus development plan to enhance the university's stature and ability to raise private funds, consistent with the university's mission of instruction, public service and research. Coordinate activities, programs and operations which advance the university's relationships with constituent groups. Major areas of responsibility, with the help of a professional staff, include all fund-raising and development activities, alumni affairs, university relations (media relations, publications and community relations), and foundation administration and finance. Preferred start date is September 1, 2001, or as soon thereafter as possible.

Must exhibit exceptional leadership, fund-raising, management, communication and interpersonal skills; professional working knowledge of all aspects of university advancement, including experience managing a complex organization; demonstrated ability to work with faculty, staff and university administrators; travel is required. Minimum of five years active fund raising experience; bachelor's degree required; advanced degree and/or CFRE certification preferred.

Applications must include letter of interest, resume, and names, addresses and phone numbers of five professional references who would be available during the summer.

Send to: Dr. Carl Wimberly, Chair, Search & Screen
University of Wisconsin-La Crosse
Cleary Center, 1725 State St., La Crosse, WI 54601
phone (608)785-8489, fax (608)785-6868
e-mail: wimberly@uwlax.edu.

Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process, please contact the committee above to make appropriate arrangements. Under Wisconsin Statutes, we are required to provide, upon request, a list of nominees and applicants. A written request can exclude one from this list. Persons agreeing to be final candidates (to be interviewed) will have their identities revealed as final candidates. AA/EOE.

To learn more about the University and this position, visit http://perth.uwlax.edu/vacancies

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Associate Director, Admissions

Barnard College, a women's liberal arts college affiliated with Columbia University, seeks an Associate Director of Admissions to join the senior staff. Reporting to the Dean of Admissions, the Associate Director will assume responsibility for admissions programs, with specific responsibility for the multicultural program. Organize and execute candidate evaluation and selection process; develop and oversee special admissions projects.

Requires a bachelor's degree from a liberal arts institution, 4-5 years' experience in college or university admissions; understanding of the values of a liberal arts education for women and the ability to articulate these effectively. Experience recruiting a diverse application pool is essential. Strong communication skills, time management, organizational skills. Computer literacy and a driver's license are also necessary. Must be willing and able to travel for up to 3 weeks at a time.

Send letter with resume and salary requirements to **Employment Manager, Barnard College, 3009 Broadway, New York, NY 10027-6598. Fax: 212-854-2454.**

Barnard is an equal opportunity employer.

BARNARD COLLEGE

Programmer/Analyst

The Division of Library and Information Services at Plattsburgh State University of New York seeks a motivated, team-oriented professional for the position of Programmer/Analyst.

Responsibilities Include: Working cooperatively with the Lead Programmer/Analyst to manage server systems within the unit; develop/update applications software; install and maintain various operating systems, utilities, and applications software; provide user technical support and troubleshoot hardware problems; backup and restore user files; create user codes and reset passwords; and assist in the administration of generation of reports from divisional library automation systems.

Qualifications: An Associate's degree; 2 years of relevant experience in systems management/programming in Windows NT, Windows 2000, or Linux/Unix server environments; experience in customer service and/or support roles; strong problem solving skills; excellent interpersonal skills; and a strong customer service orientation are required. Experience with HTML; ColdFusion; and/or other web development environments; SQL; and hardware/software troubleshooting will be highly regarded.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary: Beginning at $36,000, based on experience, with an excellent benefits package. Review of applications begins immediately and will continue until position is filled. Please send letter of application, resume, and the names, addresses and telephone numbers of three references to: **Chair, Search Committee (PJ# 2555-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060.

Plattsburgh

PURDUE UNIVERSITY

Director of Affirmative Action

Purdue University invites nominations and applications for the position of Director of Affirmative Action. Reporting to the Vice President for Human Relations, the Director of Affirmative Action will be responsible for providing leadership in developing and directing Purdue University's Affirmative Action Office (AAO). The Director will work collaboratively with other units to improve the quality of life for students, staff and faculty at Purdue.

The Director will:

- •Promote affirmative action goals and commitments in their broadest sense.
- •Develop, coordinate and evaluate affirmative action plans and programs at the West Lafayette campus. Assist the academic schools and other units in meeting their affirmative action goals and promote equal opportunity and diversity in hiring.
- •Serve as the systemwide resource person in matters related to affirmative action and equal employment opportunity.
- •Serve as the Americans with Disabilities Act coordinator for the West Lafayette campus.
- •Investigate and resolve discrimination and harassment complaints and grievances.
- •Acquire, interpret and disseminate information to the University community on current legislation, regulations, investigating agencies' activities and related issues.
- •Sponsor campus-wide educational programs on affirmative action, equal opportunity, equal access, nondiscrimination and related issues.
- •Serve the data needs of the AAO for internal monitoring and reporting.
- •Coordinate compliance with federal and state reporting requirements.

Demonstrated commitment to diversity and equity, sensitivity to the interests of all underrepresented groups, and working knowledge of the laws and regulations relating to affirmative action, equal opportunity required. Proven track record in developing and implementing affirmative action programs with a variety of constituencies desired. Experience in a university setting preferred; ability to work with faculty, staff and students in an academic setting required. Must have success in program initiation, development and implementation through effective collaboration with other offices and individuals; demonstrated recruitment, management, interpersonal, communication and analytical skills; and experience in investigating and resolving grievances and complaints. Advanced degree strongly preferred. A faculty appointment in a relevant academic department is possible, depending upon qualifications.

Purdue University is Indiana's Land Grant University and one of the nation's leading institutions of higher education and research. Purdue University at West Lafayette enrolls approximately 37,000 students in its 10 schools and over 60 graduate programs, and employs approximately 2,300 faculty.

Please submit nominations or letters of application with vita to: Personnel Services, ATTN: WLADHO 1075.208, 1126 Freehafer Hall, West Lafayette, IN 47907-1126

Review of applications will begin June 1, 2001. Applications will be accepted until the position is filled.

Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.

MANSFIELD UNIVERSITY

DIRECTOR OF TEACHER EDUCATION

FT, 12-month mgmt position beginning Fall 2001. Responsible for coordination of Teacher Education Unit and direction of Educational Field Experiences. Acts as Teacher Certification Officer. **Required:** Doctorate in Education or education related field; experience as a K-12 teacher; administrative, interpersonal, communication, organizational, and scholarly abilities; completion of a successful interview; excellent communication skills (verbal/written); ability to organize, motivate, and direct a teacher education unit. For complete job duties and preferred qualifications:

www.mnsfld.edu/depts/resource/M69.htm

Submit: letter of application, curriculum vitae, copies of all transcripts, and names, addresses, and phone numbers of three references to: **Position M-69 Alumni Hall Room 111, Mansfield University, Mansfield, PA 16933. Applications with all required materials postmarked by 6/22/01** will receive full consideration. Position open until filled.

AA/EOE

www.mnsfld.edu

UNIVERSITY OF MINNESOTA

University Librarian

The University of Minnesota, Twin Cities, invites applications for the position of University Librarian and Archivist. We are seeking a candidate with a dynamic vision for the future of library services and collections and an ability to formulate, advocate, and implement strategies that will ensure the Libraries' continuance as one of the best academic library systems in the United States. The University Libraries is the 17th largest academic research library system in North America, with almost six million volumes, numerous important special collections, and a distinguished and dedicated staff numbering nearly 400. The University Librarian should have a vision for identifying and developing state-of-the-art technologies and information systems and for integrating these with traditional library collections and services. A successful candidate will have a proven track record of effective library leadership and a demonstrated knowledge of trends and developments in libraries as well as higher education. The Libraries' Vision Statement is available at **https//staff.lib.umn.edu/vision/vision.html.**

Qualifications: A Masters degree in library/information science from an ALA-accredited institution or strong evidence of established leadership in the library profession is required. Preferred requirements include a terminal degree such as the Ph.D., evidence of scholarly activity, such as a record of research, publication, or presentation, and established leadership experience at a major academic or research library. The successful candidate will have a knowledge of the evolving system of scholarly communication including digital and other information technologies; excellent interpersonal and communication skills; an ability to inspire and be engaged with the Libraries staff; fund-raising/development experience; a demonstrated commitment to diversity and multiculturalism; and a demonstrated ability to recruit a diverse staff and a commitment to staff development. The University librarian is expected to have strong skills in the development of library budgets and management of resources.

Appointment to be effective October 1, 2001. Applicants should submit a resume and the names of at least three references. Review of applications will commence after July 1, 2001, although applications will be accepted until the position is filled. Applications, nominations, and questions should be directed to: **University Librarian Search Committee, c/o Vice President for Research and Dean of the Graduate School, University of Minnesota, 420 Johnston Hall, 101 Pleasant Street SE, Minneapolis, MN 55455**

The University of Minnesota is an equal opportunity educator and employer.

BEST COPY AVAILABLE

Assistant/Associate Professor - Special Education

Department of Education

St. John Fisher College in Rochester, New York, invites applications for Assistant/Associate Professor in Special Education. St. John Fisher College is an independent college serving over 2,000 students at a suburban campus. The College currently offers 26 majors and 11 graduate programs.

Rochester, New York, is noted for its excellent symphony orchestra as well for its arts and science museums. Rochester also has a high concentration of some of the largest international corporations and best hospitals in the nation. Close proximity to the Finger Lakes region and the Adirondack mountains is another asset to living in Rochester.

The Department of Education is commited to excellence in teacher education. The department values superior teaching, scholarship, appreciation of diversity and service to the community.

Full-time Position

Assistant/Associate Professor - Special Education

The qualifications for this tenure track position includes:

- Ed.D., Ph.D. in Special Education from an accredited institution or significant progress toward completion of the doctorate.
- Some background or training in Reading/Literacy highly desirable.
- Three or more years of teaching experience desirable.
- Experience working with diverse populations and in urban areas desirable.
- Public school teaching experience desirable.
- The 9-month positions requires graduate and undergraduate teaching.

Applicants should submit a cover letter describing their relevant academic interests and backgrounds; a curriculum vitae; evidence of teaching effectiveness; selected reprints of scholarly work; at least three letters of recommendation; and names addresses, and telephone numbers of three additional references who have granted permission for direct contact to the Chair of the Search committee. Position begins September, 2001. Review of applications will begin immediately and continue until the position is filled. St. John Fisher College values diversity and encourages individuals from under-represented populations to apply. EOE/AA.

ST. JOHN
FISHER
COLLEGE

Application materials should be sent directly to:
Dr. Larry Pound, Chair
Department of Education
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
716 385-8366
fax: 716 385-8264
e-mail: pound@sjfc.edu

HARVARD UNIVERSITY

The Civil Rights Project is a policy-oriented think tank concerned with 2 major areas: 1) justice and equal opportunity under law for racial and ethnic minorities in the U.S. and 2) arming local and national civil rights and educational organizations with credible research to bolster their legal, political and public education efforts. These positions will report to faculty Co-Director, Prof. Gary Orfield (Harvard University, Graduate School of Education, email: gary_orfield@harvard.edu).

Research Director (Req. #9685)

Establish research agenda focused on the rights and opportunities of racial and ethnic minorities to effective public education in the U.S. Conduct original research on related issues. Identify scholars and potential organizational partners. Convene national conferences on related issues in K-12 education and work to ensure production of edited volumes from selected conferences. Conduct PR, write essays, possibly teach or co-teach course at Graduate School of Education and supervise grad student research. Requires EdD or PhD in Education, Public Policy or related field; strong knowledge of civil rights issues, testing policy and K-12 education; related published research; and proven motivational and organizational ability. Teaching or advocacy experience desirable. Term appointment through 6/30/02.

Research Director (Req. #9115)

Senior-level researcher to guide/collaborate with CRP staff on multi-year initiative exploring impact of diversity in higher education, monitoring ongoing impact of elimination of affirmative action in key states, evaluating effectiveness of alternative admissions models aimed at maintaining diversity, and researching testing use and/or misuse in higher education admissions. Conduct/commission original research. Present findings through press/Capitol Hill briefings, roundtables, national conferences and publishing. Requires PhD or EdD in Education, Public Policy or related field; strong knowledge of civil rights issues, advocacy experience and extensive related publication record; experience with large databases/quantitative research; and proven motivational and organizational ability. Teaching or advocacy experience desirable. This term position ends 12/31/02. Two-year appointment possible, as is opportunity to teach at Graduate School of Education upon faculty approval. For more information visit http://www.law.harvard.edu/civilrights.

Research Associate (Req. #9684)

Work to advance research agenda focused on opportunities and rights of racial and ethnic minorities to effective public education in the US. Undertake research involving testing policies. Help organize national conferences on key issues, prepare/present research at Project conferences and coordinate publication of related papers. Requires EdD or PhD in Education, Public Policy or related field; solid knowledge of civil rights issues, testing policy and K-12 education; strong social science training; related conducted/published research; knowledge of other issues affecting minority and low-income students (e.g., bilingual ed, Title I, desegregation, special ed, retention/dropout rates, opportunity to learn). Term appointment through 6/30/02.

Please send resume and cover letter with job code to: Harvard Law School, Human Resource Services, 23 Everett Street, Cambridge, MA 02138. Fax 617-495-7800 or for immediate consideration please apply on-line at www.jobs.harvard.edu. Please reference Req #.

Harvard University upholds a commitment to affirmative action and equal opportunity employment.

TRUMAN
STATE UNIVERSITY

Truman Teacher-Scholar in Residence/Assistant or Associate Professor

Established in Support of the Diversity Within Community Initiative

IN AN EFFORT TO INCREASE the diversity of perspectives on its campus, Truman State University invites applications and nominations for the newly established Truman Teacher-Scholar in Residence program. The goals of the program are to:

Enrich the teaching/learning environment at Truman by increasing the diversity of perspectives within the University community;
Bring faculty to campus to serve as role models and mentors for first-generation and historically underrepresented students, while challenging and engaging all students; and
Provide promising scholars with a rewarding experience that will enhance his/her professional development.

APPOINTMENT AS THE *Truman Teacher-Scholar in Residence* will be at the assistant or associate professor level, depending on experience and qualifications, for one year, renewable up to a total of three years upon mutual consent, in any discipline offered at Truman State University. The successful candidate will teach two courses each semester in their academic discipline and be a member of the discipline's faculty. The Scholar will also serve as a resource and mentor for students in Truman State University's McNair program, and will serve as a Faculty Fellow in Truman's Residential College Program. Candidates from diverse ethnic, racial, and cultural backgrounds with strong academic records and an interest in teaching at a primarily undergraduate liberal arts institution are especially encouraged to apply. Anticipated starting date is August 2001, but is negotiable.

IN ADDITION to receiving a competitive salary, the successful candidate will receive a monthly stipend for living expenses and funds for the Scholar's professional development. In some cases, additional funds may be available to implement a program of research/scholarship at Truman. Assistance with moving expenses of the Scholar and his/her immediate family to Kirksville, Missouri will also be provided.

CANDIDATES MUST POSSESS a Ph.D, or terminal degree, prior to beginning the appointment. Complete applications include a curriculum vitae, statement of teaching philosophy including a discussion of how the candidate believes he/she can support the goals of the *Truman Teacher-Scholar in Residence* program, copies of all undergraduate and graduate transcripts, and three letters of recommendation. Applications and inquiries should be directed to: **The Office of Vice President for Academic Affairs, McClain 203, Truman State University, 100 East Normal Street, Kirksville, MO 63501.** Completed applications will be reviewed starting **July 2, 2001.**

TRUMAN STATE UNIVERSITY is Missouri's highly selective, public liberal arts and sciences university with the mission to provide outstanding educational opportunities in the arts and sciences at an affordable price. Truman is nationally recognized for its innovative assessment program and its commitment to excellence in teaching and learning. Truman is located in Kirksville, a town of 17,000 in northeast Missouri. Truman's student body of over 6,000 students consists primarily of 18 to 22 year olds and is residential.

Truman State University is an equal opportunity, affirmative action employer committed to cultural diversity and compliance with the Americans with Disabilities Act.

SALT LAKE COMMUNITY COLLEGE

DIRECTOR, LEARNING RESOURCES

(#00157)

Responsible for organizational leadership and direction of Learning Resources, which includes the SLCC Libraries and Media Centers. Master's degree in Library Science from ALA-accredited institution or M.Ed. in media required. Five (5) years of paid, full-time academic library or learning resources experience, becoming progressively more responsible, and including at least two (2) years of administrative management. Teaching experience at an accredited college or university desired. **Starting salary range:** Minimum of $60,000. Salary based on qualifications. Plus excellent benefits. For complete requirements and details see position announcement (hard copy, Web site, or phone line 801-957-4133). Review date begins **June 4, 2001**, position open until filled. To be considered for employment, please submit an official Salt Lake Community College employment application, cover letter, resume and photocopy of transcripts, to: **Salt Lake Community College, Human Resources, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, UT 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/hr/hr.htm.**

EO/AA EMPLOYER

Assistant Director

Academic Policy Analysis, University of Illinois

The Assistant Director will be responsible for some administrative duties as well as for initiating and conducting research studies, analyses, and special projects related to the mission of the office. This includes, but is not limited to, designing studies; obtaining required data from university databases, external reports or databases, or original sources; conducting appropriate analyses; writing reports; and making policy recommendations as appropriate.

Qualifications: An earned doctorate in higher education, educational administration, educational policy, or a related field is preferred. A master's degree in an appropriate field and significant administrative and/or research experience in higher education is required. Teaching and/or administrative involvement in secondary, community college, or higher education and/or at a state board of higher education is preferred. Knowledge of and experience in a complex multi-campus university system is preferred. Knowledge of statistics and research design are required and familiarity with SAS is preferable.

Salary and benefits: commensurate with experience.

Starting date: August 21, 2001, full-time, twelve-month, administrative position.

To Apply: For full consideration please submit a cover letter, current resume, the names, addresses, and telephone numbers of three professional references, no later than July 13, 2001. For additional information see our web site: **www.uoapa.uillinois.edu.** Please submit documents to the following address:

University Office for Academic Policy Analysis
University of Illinois
807 S. Wright Street, Suite 370.
Champaign, IL 61820

The University of Illinois is an affirmative action/equal opportunity employer.

OFFICE OF THE DEAN

The New School's Office of the Dean has opportunities available for two academic administrators.

Assistant Dean for Academic Affairs Search #21075

Exceptional administrator/educator needed to manage faculty recruitment and development activities, with emphasis on affirmative action and diversity issues. Responsibilities also include: curriculum development; coordination of activities for accreditation review; course and instructor evaluation. Qualifications: strong liberal arts background, Ph.D. preferred; administrative and teaching experience, preferably in non-traditional university setting with adult students; knowledge of SCT Banner integrated student system a plus.

Director of Administration Search #21076

Organized, energetic administrator needed to manage day-to-day operations in the Dean's Office, with emphasis on human resources, payroll functions, and affirmative action procedures. Responsibilities also include: create staff development programs; serve as liaison to university offices; assist with facilities planning. Qualifications: excellent verbal and written communication skills; expertise with computer systems and software; knowledge of SCT Banner integrated student system helpful; B.A. or equivalent, M.A. preferred.

For a detailed job description visit our site at
http://www.newschool.edu/admin/hr/joblist.htm

Benefits: free tuition, comprehensive health insurance, liberal vacation policy, retirement program. Send cover letter, vita, salary history, search #, and names of three references to: Megan Taylor, Executive Secretary, The New School, 66 West 12th Street, Room 301, New York, NY 10011. Review of applicants will begin immediately and continue until position is filled.

The New School is committed to an educational environment in which the curriculum and every other aspect of university life reflect the multi-cultural city and the international world in which we live. Affirmative action/equal opportunity employer.

The New School

ROGER WILLIAMS
UNIVERSITY

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information.

ASSISTANT DEAN OF STUDENTS

Roger Williams University, Division of Student Affairs, is conducting a search for a full-time Assistant Dean of Students and Director of Campus Programs. This position reports to the Dean of Students and Chief Student Affairs Officer and serves as a member of the Dean's head staff. The head staff includes an Associate Dean, two Assistant Deans, and directors of: Housing, Residence Life, Intercollegiate Athletics (Division III) and Intramural/Recreation, International Students, Multicultural Students, Career Services, Counseling and Student Development, Health Services, Judicial Affairs, and Women's Center. The Assistant Dean will assist in the overall supervision of the division; have direct responsibility for the Department of Campus Programs, including supervising four full-time staff, numerous student employees and overseeing a department budget of over $300,000 and a student fee budget of $500,000. Will also serve as the "webmaster" and a primary judicial hearing officer for the division.

Qualifications include: Masters degree and a minimum of 5 years of higher education experience required.
Salary commensurate with qualifications and experience with a superior benefit package.

Send cover letter, resume and list of three professional references to: *Office of Human Resources, Ref.#HO36, Assistant Dean of Students, Roger Williams University, One Old Ferry Road, Bristol, RI 02809.*

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin or religion. We encourage all qualified men and women to apply.

www.rwu.edu

Opportunity Changes Everything

DEPARTMENT CHAIRPERSON

Arts and Science - 5-352601 Homestead Campus
Social Sciences - 1-348301 North Campus
ESL/Foreign Languages - 6-349901 InterAmerican Campus

The Chair is responsible for hiring, supervising and evaluating personnel; implementing instructional programs; preparing and maintaining budgets, labs and equipment; and resolving issues and problems that may arise with faculty, staff and students; supervising the development and/or revision of curricula; developing course schedules and faculty assignments; hiring adjunct faculty; ensuring the effective implementation of the faculty advancement processes; providing program information; and assuring the availability of advisement services for students. Master's Degree in an appropriate discipline.

Salary: $73,000 Flat-rate.

Closing date: June 29, 2001.

Visit our Web site at: **www.mdcc.edu** or call our Job Information Line at: **305-237-2050** for further details on these positons, application instructions, and an M-DCC Employment Application. Copies of transcript(s) MUST accompany the application for positions requiring a degree. All foreign degrees must be submitted with an official translation and evaluation. Only completed application packages will be considered.

EA/EO Employer. For special accomodations, call the FL Relay Service TDD 1-800-955-8771. M-DCC hires individuals authorized for employment under the IRCA guidelines.

Miami-Dade
COMMUNITY COLLEGE

Northeast Texas
Community College

DEAN OF ENROLLMENT MANAGEMENT

Emphasis on recruitment and retention. Master's degree and five years of enrollment management/ student development leadership experience at college level required. Doctorate degree preferred. Must have expertise in recruitment, enrollment, advising, counseling, financial aid, and technology skills.

Request NTCC application and complete job description from 903-572-1911, NTCC, P.O. Box 1307, Mt. Pleasant, TX, 75456, or download application from www.ntcc.cc.tx.us. Submit NTCC application, resume, transcripts of all college work, and two letters of recommendation.

NTCC is an Affirmative Action/Equal Opportunity/ADA Employer

THE OHIO STATE UNIVERSITY

DIRECTOR, INSTITUTE FOR THE STUDY OF RACE AND ETHNICITY IN THE AMERICAS

The Ohio State University seeks applicants for the position of Director of its new Institute for the Study of Race and Ethnicity in the Americas. The Director is expected to provide the intellectual, multidisciplinary, and administrative leadership for the development and maintenance of the Institute. She or he will report directly to the Executive Vice President and Provost and will simultaneously hold a tenured faculty appointment in an academic unit. Candidates for this position should have a record of excellence in scholarship pertaining to the study of race and ethnicity in the Americas, as well as teaching and service records appropriate for appointment as a full professor at The Ohio State University. The ideal candidate will also have appropriate administrative experience.

The Ohio State University's Institute for the Study of Race and Ethnicity in the Americas is a new interdisciplinary center created to promote research, teaching, learning, and dissemination of knowledge regarding the history, current conditions, and future prospects for members of racial and ethnic minority groups in the Americas. The Colleges of Humanities, Law, and Social and Behavioral Sciences were involved in the initiation of the Institute proposal, but a range of departments and disciplines contribute to the strong scholarly foundation for an institution on race and ethnicity at Ohio State. For more details about the initial vision for the Institute, please review the original proposal which appears at www.osu.edu/isrea/.

The primary focus of the Institute is to encourage and enhance interdisciplinary and inter-college research on race and ethnicity in the Americas. The Director of the Institute is expected to shape the development of this multidisciplinary center. In collaboration with affiliated faculty, she or he will oversee the research agenda and the day-to-day administration of the Institute; seek outside funding to support the research work of the Institute; and interface with relevant organizations within and outside the University community. As presently envisioned, the Institute will host conferences and seminars; sponsor a regular survey on race and ethnicity; house pre-and post-doctoral fellows; recruit new faculty (in collaboration with affiliated departments and colleges); and support teaching and service activities related to race and ethnicity.

Nominations of distinguished candidates are encouraged and should be sent to the search committee chair. Applicants should submit a curriculum vitae, the names of three references, and a cover letter describing their interests in and qualifications for the position, including administrative experience and examples of leadership of multidisciplinary efforts to:

Ruth D. Peterson, Chair, ISREA Search Committee, Office of Academic Affairs
The Ohio State University203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210
Phone: (614) 247-6379; Fax: (614) 292-3658; e-mail: Peterson.5@osu.edu

The search committee will begin reviewing applications on **July 1, 2001.** However, the search and review process will continue until the position is filled.

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GC

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

GCCCD, located in the county of SAN DIEGO, is/will be accepting applications for the following Academic positions:

CUYAMACA COLLEGE

Counselor	6/18/01
Learning Disabilities Specialist	TBA
Speech Instructor	TBA

GROSSMONT COLLEGE

Health Education/ Exercise Science Instructor	6/22/01
Librarian	TBA
Medical-Surgical Nursing Instructor	6/15/01

District applications, transcripts (official or unofficial) verifying degree(s) and/or course work are required. Job Line info: (619) 644-7637.

District Personnel Department
8800 Grossmont College Drive
El Cajon, CA 92020-1799

Visit our web site at: http://www.gcccd.net

EEO/AA/Title IX Employer

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APPLIED LIFE SCIENCES AT
NEW JERSEY INSTITUTE OF TECHNOLOGY

Committed to growing the New Jersey economy through education, research, and economic development, New Jersey Institute of Technology (NJIT) will offer new degree programs in applied life sciences in the fall of 2001. These programs will help build and support NJIT partnerships with the biotechnology, pharmaceutical and health care industries.

- Biomedical Engineering, B.S., M.S., Ph.D.,† focusing on biomedical materials, laser technology, development of micro and nano machines and new prosthetic devices.
- Computational Biology, M.S.,* utilizing computing, mathematical and statistical methods to translate genetic data into practical, life-enhancing applications.
- Pharmaceutical Engineering, M.S., focusing on drug development and production and pharmaceutical operations.
- Master of Public Health,** a program that applies an environmental perspective to address critical health issues in high-risk, urban populations.

*In partnership with Rutgers-Newark **In partnership with UMDNJ and Rutgers-Newark †In partnership with UMDNJ

NJIT
New Jersey Institute of Technology

A Public Research University
UNIVERSITY HEIGHTS
NEWARK, NJ 07102-1982
www.njit.edu/h001.html

An Affirmative Action/Equal Opportunity Institution

EXCELSIOR COLLEGE

Vice President for Finance & Administration

Excelsior College, (formerly known as Regents College), a private, independently chartered institution, and recognized leader in the field of alternative higher education, seeks applicants for the position of Vice President for Finance & Administration. The College provides a highly flexible and cost-effective means of working adults to earn accredited college degrees. A staff of 250+, currently serves approximately 17,000 enrolled students world wide.

The Vice President for Finance & Administration is the chief business and financial officer of the institution and is principal steward of the College's financial and physical resources and provider of technology services in support of the academic mission.

Reporting to the President, the Vice President for Finance & Administration will be responsible for budgeting, audit, tax, accounting, purchasing, real estate, long-range forecasting, business partnering, and risk management activities. This position is the custodian of funds, securities and assets of the organization and serves on the Executive Staff of the College. The position directs and coordinates building of budget programs and interfaces with the Board of Trustees, including participation on the Budget, Audit and Finance Committee of the Board of Trustees.

Additional duties include responsibility for financial statements and audits, as well as required federal and state tax returns. Other leadership responsibilities may include direction of information technology, institutional research, human resources, facilities, and mailroom operations.

Qualifications: Bachelor's degree in Accounting or Business Administration, and a CPA required, with a minimum of ten years of progressive experience, ideally in an educational institution. An MBA would be a distinct plus. Knowledge of financial management and control, excellent management and team-building skills, strong decision-making skills, and a proficiency in oral and written communication required. Experience with information technology, human resources, facilities management preferred.

Excelsior College offers competitive compensation, plus a comprehensive fringe benefit package. Interested candidates should forward a resume with salary history to:

Excelsior College
Office of Human Resources
Vice President for Finance & Administration
7 Columbia Circle
Albany NY 12203-5159

Capital District Top Ten Employer
AA/EOE/ADA

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

Announcement of Position Opening

CCP16 (Interpreter, Collegiate Education for the Deaf & Hard of Hearing Program), 12 month, tenure track.

Anticipated Starting Date: July 1, 2001

Minimum Qualifications: Bachelor's degree required; RID or NAD level IV certification required; one year of work experience in the field of interpreting for deaf and hard of hearing persons; demonstrated ability to respond to and work with multiple constituencies.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

Responsibilities: Under the supervision of the Director, the Interpreter provides interpreting and transliteration of oral proceedings for deaf staff members; assists in coordination of notetaking services for students; and other related duties.

Minimum Salary: $38,763 approximate annual, excellent health benefits.

Application Procedure: Send letter of intent and resume (with names of three references) to: Margot Krimmel, Director of Human Resources, Northwestern Connecticut Community College, Park Place East, Winsted, CT 06098

Application Deadline: Must Be On File By June 15, 2001

NCCC, a Connecticut Community College, is an AA/EEO Employer, M/F. Protected group members are strongly encouraged to apply.

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Manhattanville College

Provost and Dean of the Faculty

Manhattanville College invites applications and nominations for the position of Provost and Dean of the Faculty. This opening provides an opportunity for an academic leader to help guide the future of the college with strong values and a proud heritage to its next level of achievement. The new Provost and Dean of the Faculty will be actively engaged in the ongoing deliberations on academic priorities and will strive to further elevate the strength and stature of its academic programs.

Manhattanville College, an independent, coeducational liberal arts institution was founded in 1841 by the Society of the Sacred Heart as a Catholic college for women. While the values of the Society of the Sacred Heart continue to define the College, it has been coeducational and nondenominational since 1971. Manhattanville's location, set on a beautiful 100-acre site in Westchester County, 28 miles north of NYC, offers the spaciousness and leisurely pace of a suburban location combined with the resources of NYC. The College has been recognized as one of the top liberal arts colleges in the nation by U.S. News and World Report, the Princeton Review, and the Chronicle of Higher Education. According to Yahoo, the global internet communications company, Manhattanville is among the top colleges in the nation providing students access to computers and Internet services.

Serving a diverse student body of more than 1400 full-time undergraduate students, Manhattanville offers more than 40 undergraduate majors. In addition to the undergraduate program, the College also includes a School of Graduate and Professional Studies and a School of Education. Manhattanville College consists of 69 full-time and 140 part-time faculty members. Small class sizes and a low student faculty ratio of 12:1 allow Manhattanville to afford its students a distinctive level of individualized instruction.

Qualifications - Candidates should possess:

- A record of significant academic leadership and management achievement
- A collaborative leadership style that assesses the collective wisdom of constituents while focusing on results
- A capacity to communicate clearly, effectively, and collegially with the many constituencies whose contributions are required for the success of the College
- A demonstrated ability to guide an organization through a period of ongoing institutional change
- A proven track record of strategic planning
- A commitment to educating a racially, culturally, and economically diverse student body
- A record of recruiting and retaining excellent faculty
- A commitment to shared governance
- An earned doctorate or equivalent degree and a record of teaching and scholarly or professional attainment that merits appointment as a professor with tenure within one of the College's departments.

Submit nominations, inquiries, or application material including a letter of application, curriculum vita and the names, addresses, and email addresses of five or more references in confidence to: David A. Haley or Amy E. Tapia, Isaacson, Miller, 334 Boylston Street, Suite 500, Boston, Massachusetts 02116-3899 Telephone: 617-262-6500, x171 or x106 Fax: 617-262-6509 E-mail: dhaley@imsearch.com or atapia@imsearch.com

The Search Committee will be reviewing applications in June 2001 and will continue to do so until the position is filled.

Excellence requires all points of view. Manhattanville College proudly values diversity. Candidates of all backgrounds are encouraged to apply.

Chief Information Technology Officer (CITO)

California State University, Dominguez Hills
Carson, California

Recruitment #: 01-34

California State University, Dominguez Hills seeks a dynamic leader to work extensively with members of the campus community to provide vision, planning and strategic direction for all aspects of Information Technology and associated institutional management. The University recognizes that Information Technology is a critical component of its mission and is committed to maximizing its potential as a catalyst for innovation and change, and as a means for improving administrative services and increasing institutional productivity. Additional information regarding this position can be located at:

www.csudh.edu/human_res/hrhome.htm

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, ADA EMPLOYER
Minorities, women and disabled persons are encouraged to apply

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West Virginia University
at Parkersburg

Education Faculty

West Virginia University at Parkersburg seeks a motivated team member to join the Education Division August 2001. For complete details about the position and the institution, visit our web site at www.wvup.wvnet.edu.

AA/EOE

DIRECTOR OF PROGRAMS FOR STUDENTS WITH DISABILITIES (HE A[illegible])

Direct all services and programs for disabled students. Monitor a budget comprised of resources from CUNY, Hunter College and New York State Education Department. Participate in CUNY committee meetings. Analyze disability groups' needs and the College's resources and integrate the needs analysis with available services which include: priority registration, academic advising, individual and group counseling, modified testing accommodations, advocacy, faculty/staff education, provision of support workers. Oversee operations of the Study Center for Students with Disabilities. Interview, hire and train new staff. Supervise nine support staff and approximately 80 hourly workers. Lead weekly staff meetings. Coordinate proctor, reader, note taking and tutoring services. Provide counseling, academic advising, support groups and workshops for disabled students. Refer students to state agencies and therapists for evaluation. Instruct and supervise Educational Independent Study Credit courses for services to students with disabilities. Supervise and train Rehabilitation Counseling graduate intern Hunter students assigned to work in the Office of Students with Disabilities. Liaison between students, faculty, administrative offices and outside agencies.

QUALIFICATIONS: Bachelor's degree required. Masters degree in Higher Education Administration or related field preferred. Candidate must have at least six years experience in the field of higher education. SALARY : $42,616 - $68,174 (Commensurate with experience).

Send resumes by June 30th, 2001 to: **Sylvia Fishman Vice President for Student Affairs Hunter College 695 Park Avenue, Room 1103E New York, NY 10021**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

Broward Community College

Opening doors to a brighter future

BIOLOGY INSTRUCTOR (TEMPORARY), #260

Master's degree with eighteen graduate semester hours in field. Ability to teach majors and non-majors Biology. Central campus. **Salary is based on credentials. Closing: 06/15/2001.**

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
Human Resources
225 E. Las Olas Blvd.,
Ft. Lauderdale, FL 33301
Please call (800) 682-3846
for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

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Admissions Counselor

The University of Illinois at Springfield has an opening in its office of Admissions for an Admissions Counselor. Located in the state capital, UIS is an undergraduate and graduate institution with 18 graduate and 20 undergraduate programs. With the addition of the Capital Scholars Program in 2001, the campus will become a four-year institution of higher education. The campus emphasizes excellence in teaching, small classes, and a personal atmosphere.

The Admissions Counselor will be located on the UIS campus and will be responsible for recruiting undergraduate and graduate students. Bachelor's degree required. The ability to work independently and with minimal supervision is also required. The successful candidate will be an enthusiastic, self-directed person with good organizational, planning, and communication skills. Overnight travel and some evening/weekend work will be required. Interviewing and counseling skills are preferred to be able to provide students with proper academic advising, guidance, and assistance with academic planning, as well as experience in higher education/admissions counseling. Familiarity with the University of Illinois at Springfield is also preferred.

Applicants should send official transcripts, vita and a letter of application describing qualifications and experience, and have three current letters of reference sent to **Jonathan GoldbergBelle, Ph.D., Office of International Affairs, CPV 169, P.O. Box 19243, University of Illinois at Springfield, Springfield, IL 62794-9243**

Review of applications will begin May 18, 2001 and continue until the position is filled.

The University of Illinois at Springfield is an
affirmative action/equal opportunity employer.
Women, minorities and persons with disabilities are encouraged to apply.

ASSISTANT VICE CHANCELLOR FOR STUDENT LIFE

The State University of New York System Administration, located in Albany, New York, is seeking an Assistant Vice Chancellor for Student Life to serve as the student life officer responsible for supporting and coordinating campus efforts in a variety of student related areas such as Health Centers, Counseling Services, Alcohol Education, Career Development, Housing, Leadership, Greek Life, Child Care, Student Union/Activities, Discipline, Governance, Disability Services, Hispanic American Affairs, and Athletics and Intramurals. Reporting to the Associate Vice Chancellor for University Life, the Assistant Vice Chancellor will need to develop a collaborative model for supporting campus efforts and System Administration initiatives. Significant attention will be placed on accountability and assessment models, policy development, vertical and horizontal integration of staff to address issues, and an eagerness to explore creative problem solving techniques.

Qualifications: Master's degree (Doctorate/ABD preferred) with at least 10 years of progressive experience in a higher education setting. The successful candidate will be self-motivated and directed, able to manage multiple assignments, effectively write and present reports, and responsive to the concerns and needs of a wide range of constituent groups.

Salary Range: Competitive.

Applicant review will begin June 15, 2001 and continue until filled. Send nomination or letter of application and resume to:

Search Chair, State University of New York
System Administration, c/o Office of Human Resources
Room S-125, State University Plaza, Albany, New York 12246.

The State University of New York is an EEO/AA employer. Applications from women, minority persons, disabled workers and/or Vietnam Era Veterans are especially welcome.

Florida State
UNIVERSITY

College Of Education

The Florida State University is a comprehensive, graduate-research university with a liberal arts base located in Florida's capitol city of Tallahassee. The College of Education has a long and honored history as the second founded College in the University.

The College seeks accomplished, motivated, enthusiastic, and energetic candidates for the following positions.

Assistant/Associate Professor
ECONOMICS OF EDUCATION
(Tenure-earning)

The Department of Educational Foundations and Policy Studies seeks a faculty member with a background in economics of education and development, with specialties in development economics, labor economics, economics of education and policy studies. Candidate must have a strong comparative/international focus, to include domestic issues. Professional and academic interests would be in the areas of development issues in education and the economy, cost analysis, educational planning and policy, and political economic perspectives emerging in the field. Teaching responsibilities include working with graduate level International/Intercultural Development Education students, Social Sciences and Education students, Educational Administration, Higher Education and Educational Policy majors. Graduate courses include Education and Economic Development, Economic Evaluation of Education, Economics and Educational Planning (sector analysis), and Economics of Education. Undergraduate courses for teacher education majors are in the area of social foundations.

Minimum qualifications include: Earned doctorate in education or economics with international experience in cost evaluation of educational projects and economic policy research and evaluation. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with international education and social policy agencies is desired.

Please send application package to **Dr. George Papagiannis, Chair, Economics of Education Search Committee, Department of Educational Foundations and Policy Studies, 306 Stone Building, College of Education, Tallahassee, FL 32306-4451.** For further information, contact Dr. Papagiannis at **(850) 644-8167. fax (850) 644-6401**, or by email at **papagian@coe.fsu.edu.**

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Assistant Professor
EDUCATIONAL POLICY
(Tenure-earning)

The Department of Educational Foundation and Policy Studies seeks a faculty member to teach graduate and undergraduate level course in Educational Policy, coordinate the Graduate Certificate in Educational Policy, advise and mentor master's and doctoral students, conduct research and engage in scholarly activities, and provide service to the education community.

Minimum qualifications include: Earned doctorate in education, public policy, or the social sciences, and evidence of, or strong potential for, significant research and publications concerned with enduring social and political problems. Specific research interests might include K-12 policy focusing on school reform. Demonstrated experience, and/or potential for, obtaining funding for research, and direct experience with educational policy or social agencies is desired.

Please send application package to **Dr. Sande Milton, Chair, Educational Policy Search Committee, Department of Educational Foundations and Policy Studies, 306 Stone Building, College of Education, Florida State University, Tallahassee, FL 32306-4451.** For further information, contact Dr. Milton at **(850) 644-8168, fax (850) 644-6401**, or by email at **milton@coe.fsu.edu.**

Application package should include letter of application documenting interest and qualifications; current vita; and list of names, addresses and telephone numbers of five references who may be contacted (three letters of reference will be required prior to interview), and writing samples . Applications for these positions will close on June 29, 2001. Position will begin no later than August, 2001.

The Florida State University is an equal opportunity, affirmative action employer and women, minorities and individuals with disabilities are strongly encouraged to apply.

BOSTON COLLEGE

POSTDOCTORAL POSITIONS IN BIOLOGY AT BOSTON COLLEGE. Boston College, a national university that offers outstanding research facilities, has the following postdoctoral openings in the Biology Department.

CYTOKINESIS, Dr. David Burgess (David.Burgess@bc.edu). Cytokinesis, the division of the cytoplasm during mitosis, is mediated by an actin-myosin based contractile ring in the cleavage furrow. Opportunities are available to study the cleavage stimulus and the response system orchestrating assembly and dynamics of the contractile ring.

B CELL ACTIVATION AND SIGNAL TRANSDUCTION, Dr. Thomas Chiles (chilest@bc.edu). A NIH-supported position is available to study the regulation of cell cycle entry in B lymphocytes in response to B cell antigen receptor (BCR) ligation. The proposed research includes study of the role of hsp90/Cdc37 in D-type cyclin-cdk4 holoenzyme complex assembly and of the regulation of Cdc37 function by phosphorylation during negative signaling in mature B cells.

FISSION YEAST SIGNAL TRANSDUCTION, Dr. Charles Hoffman (hoffmacs@bc.edu). Two NIH-supported positions are available to study glucose detection and cAMP signaling in the fission yeast *Schizosaccharomyces pombe*. The proposed research includes: (1) study of the git3 glucose receptor and (2) cloning and characterization of the *S. pombe* sgt1 gene proposed to encode a direct physical activator of adenylate cyclase.

STRUCTURAL BIOLOGY OF MYELIN AND AMYLOID, Dr. Daniel Kirschner (kirschnd@bc.edu). Positions are available studying: (1) the ultrastructural neuropathology of, and adhesive mechanisms in, CNS and PNS myelins and (2) fibrillogenesis and the molecular organization of amyloid assemblies.

HOST-PARASITE INTERACTIONS IN MALARIA, Dr. Marc Muskavitch (muskavit@bc.edu). Positions are available to study the developmental and cell biology of the midgut in the malaria vector mosquito, *Anopheles gambiae*. Understanding the biology of the *An. gambiae* midgut, a tissue central to the reproduction of malarial parasites, will advance our understanding of host-parasite interactions in malaria, and may help us develop strategies to disrupt this interaction.

DROSOPHILA NOTCH SIGNAL TRANSDUCTION, Dr. Marc Muskavitch (muskavit@bc.edu). Positions are available to study signal transduction and cell-fate specification in the development of the fruit fly, *Drosophila melanogaster*. Studies will focus on ligand structure-function relationships, receptor processing, and activation in the Notch signal transduction pathway.

For more information on each of these labs please visit: http://www.bc.edu/bc_org/avp/cas/bio/biofac/biofaculty.html Applicants for all positions must have a Ph.D., demonstrated skills in the chosen subject area, and fluency in spoken and written English. To apply for a position, please send a curriculum vita and three letters of reference addressed to the appropriate faculty member at: Boston College, Biology Department, Higgins Hall, Chestnut Hill, MA 02467.

Boston College is an Equal Opportunity Employer. We encourage applications from women and from members of groups underrepresented among life science professionals.

NETWORKED SYSTEMS MANAGER

Reporting to the Head of Systems, oversees the installation, maintenance and inventory of all computerized instructional and staff information systems, including several local area networks in the Hunter Main Library and three branch libraries; designs instructional modules for training workshops in the internet and CD ROM databases; supervises computer technicians; Webmaster for the Libraries' web page; assists library staff in the effective use of PC's by developing instructional guides and conducting workshops in the use of Windows and applications software; supervises the operations, database administration, systems analysis for all Library computing and networking systems and related applications on OS, Windows 95/98/NT, MacOS, UNIX, Novell NetWare, TCP/IP platforms. Advises on computer hardware and software acquisitions and supervises unit in the absence of the Head of Systems. **Qualifications:** Bachelor's degree and 4 years of appropriate experience. Highly desirable: Knowledge of Novell 4 and/or UNIX; supervisory experience; minimum three years in network environment plus experience running a network; excellent written and oral communication skills.

Salary: $32,703 - $57,049, commensurate with qualifications and experience. Excellent fringe benefits. Review of applications will begin immediately and will continue until the position is filled. Send resume and names (with addresses, telephone, fax numbers, email addresses) of at least three current references to: **Dr. Louise S. Sherby, Chief Librarian Hunter College Libraries 695 Park Avenue New York, NY 10021. Email:** ***Louise. Sherby@hunter.cuny.edu***

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

Tenure Track Position
UNIVERSITY of HOUSTON
Industrial Technology Department

MULTIMEDIA/ GRAPHIC COMMUNICATIONS TECHNOLOGY—FALL 2001

Full, Associate, or Assistant Professor of Industrial Technology. Full-time, nine-month tenure track appointment starting August 15, 2001.

The position involves teaching graduate and undergraduate courses in digital Graphic Communications Technology (including those that are a substantive part of the College's Training and Development curriculum), developing and implementing new credit courses, and developing certificate programs and courses. The successful candidate will be expected to develop televised and/or on-line delivery versions of courses and promote the program in business and industry.

For a copy of the complete job announcement, please e-mail jwatts@uh.edu.

UNIVERSITY OF HOUSTON
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The University of Houston is an Equal Opportunity /Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

VICE PRESIDENT AND CHIEF FINANCIAL OFFICER

THE UNIVERSITY OF TEXAS AT AUSTIN

The University of Texas at Austin seeks candidates for the position of Vice President and Chief Financial Officer (VP & CFO). The VP & CFO reports to the President and is a member of the University's administrative management team and participates in university-wide decisions. The VP & CFO has the general responsibility for the financial integrity of the University. The VP & CFO serves as financial controller and is responsible for the certification of revenue and expenditures. The VP & CFO holds responsibility for optimal management of the University's cash balances and reserves. In addition, the VP & CFO is responsible for the management of financial operations, business contracts, and procurement.

The functional areas reporting directly to the Vice President and Chief Financial Officer are: Accounting, the Budget Office, the Controller's Office, the Historically Underutilized Business Program, Purchasing and Central Receiving, and Military Property.

Candidates should possess an undergraduate degree with a focus on finance or accounting, or should possess a strong educational background in finance or accounting at the MBA level or in other graduate work. Candidates should have at least 10 years of related experience in business or financial administration of which at least 5 years must be progressive executive-level experience at an institution of higher education, in government, or within a large corporation or enterprise. Demonstrated strategic planning ability and strong and effective interpersonal, organizational, analytical, and communication skills.

The University of Texas at Austin was founded in 1883, and is the academic flagship of the 15 component campuses of the University of Texas System. It is ranked among the nation's most distinguished educational and research institutions. The diverse campus includes approximately 50,000 undergraduates and graduate/professional students, and 11,000 faculty and staff members.

Salary: Negotiable based on experience.

For full consideration, nominations and applications should be submitted by June 22, 2001. Applications will be accepted until position is filled. Send letter of interest, current resume, and a list of three references to:

Office of the President
Attention: Professor George Gau, Chair
Search Committee for the Vice President and Chief Financial Officer
The University of Texas at Austin
Post Office Box T
Austin, Texas 78713-8920

The University of Texas at Austin is an Equal Employment Opportunity Employer

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UWM

UNIVERSITY of WISCONSIN
MILWAUKEE

Director, Roberto Hernandez Center

The University of Wisconsin-Milwaukee (UWM) is seeking applications and nominations for the position of Director of the Roberto Hernandez Center. Established in 1996, this Center serves as an interdisciplinary unit that (1) recruits, advises, and supports the academic achievement of Latino students; (2) offers an undergraduate Latino Studies Certificate Program focused on the Latino experience in the U.S., (3) provides sociocultural programming and outreach in the greater Milwaukee community and Southeastern Wisconsin, and (4) promotes research on Latino issues

UWM, the urban research university of the University of Wisconsin System, offers baccalaureate, masters and doctoral degrees in twelve colleges and schools serving more than 23,000 students, including 4,000 at the graduate level. The campus maintains vigorous outreach, extension and continuing education programs and is actively involved in implementing The Milwaukee Idea, the university's commitment to community engagement (www.milwaukeeidea.org). UWM is located in the City of Milwaukee, a diverse and dynamic community located in the state's largest metropolitan area. Milwaukee's growing Latino community provides a substantial opportunity for the Center to take a leading role in innovative research and promotion of cultural appreciation.

Qualifications: A Ph.D.or equivalent degree; qualification for faculty appointment with tenure at the rank of associate or full professor in an academic department appropriate to the candidate's disciplinary focus; experience in academic administration and leadership; scholarly achievement and teaching experience related to the broad field of Latino Studies; fluency in the Spanish language; successful track record in coalition building, especially in creating successful university-community collaborations: and ability to work and communicate effectively with campus faculty, staff and students, with community and professional organizations, and with local, state and national funding agencies.

Responsibilities: Provide overall leadership in the Center; work closely with the Center's Advisory Board (a combined campus/community group) in developing and implementing Center programs; collaborate effectively and build partnerships with appropriate campus and community partners; work aggressively to obtain financial resources to support the Center and its mission; promote educational achievement and opportunity for Latino students; promote and support interdisciplinary research relevant to Latino Studies; and develop a strategic plan for the Provost that will ensure effective operation of the Center .

Appointment: Twelve-month, full-time leadership position that will include the opportunity for teaching and research responsibilities. The Center Director reports directly to the Provost.

Applications: Screening for this position will begin July 5, 2001 and continue until the position is filled. Applicants for the position should send a letter of application highlighting special qualifications and interests, a curriculum vita, and the names, addresses, and telephone numbers of three (3) professional references to:

Stephen L. Percy, Co-Chair
Search and Screen Committee, Roberto Hernandez Center Director
Center for Urban Initiatives and Research
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201-0413

UWM is committed to diversity and equality in education and employment. We particularly encourage applications from and nominations for individuals who would enhance and diversify our workforce.

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research I institution by the Florida Board of Regents. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
Assistant/Associate Professor- *(Chief Information Officer & Asst VP for Information Sciences)*	Nursing-	OPEN
Assistant In Research- *(Sr Research Associate, ITS)*	Ctr for Urban Transportation Rsch-	OPEN
Associate Vice President for Diversity & Equal Opportunity-Office of the Provost-		OPEN
Instructional Specialist/Behavior Analyst (15 positions)-Florida Mental Health Institute-		OPEN
Instructional Specialist/Sr.Behavior Analyst (5 positions)-Florida Mental Health Institute-OPEN		
Assistant/Associate Professor-	Nursing-	OPEN
Assistant Professor-	Mathematics-	06/08/01
Assistant In Research-	Child & Family Studies-	06/11/01
Assistant/Associate/Professor-	Radiology-	06/15/01
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Assistant/Associate Professor-	Environmental & Occupational Hlth-	06/30/01
Assistant Professor-	Pediatrics-	06/30/01
Assistant Librarian-	Library-Sarasota Campus-	06/30/01
Assistant/Associate Professor-	Surgery-	07/02/01
Associate/Full Professor-	Surgery-	07/02/01
Assistant/Associate/Professor-	Radiology-	07/15/01
Assistant Professor-	Otolaryngology, Head & Neck Surgery-	07/15/01
Associate Professor/Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Pediatrics-	08/01/01
Director-	Ctr for Entrepreneurship & Technology-	08/08/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

CAL STATE
HAYWARD

DIRECTOR, STUDENT ACADEMIC SERVICES

Job #01-080 FT (Admin. II) CSU, Hayward is located in the East Bay Hills overlooking San Francisco Bay. The diverse campus community consists of approx. 13,000 students. The Director provides the admin & management leadership for Student Academic Services in the Division of Student Affairs.
Duties & Responsibilities: To provide effective leadership, training, ongoing supervision & evaluation of all dept staff; assume all departmental fiscal & resource management; provide direct student svc delivery; & ensure compliance w/all fed, state, local & CSU regulations, mandates & policies.
Qualifications: EXPERIENCE: A min of 3 yrs of admin & supervisory experience in a complex student svc operation; program evaluation; & budget & resource management. EDUCATION: A Master's in counseling, higher ed. admin, student personnel, law or other related field is required. A doctorate in a related area is preferred.
Application Process: Applications will be accepted until the position is filled. For further information, please see our Website at: **http://www.csuhayward.edu** or contact **Human Resources (510) 885-3634** at **California State University, Hayward, 25800 Carlos Bee Boulevard, Hayward, CA 94542-3026.**

CSUH is an Equal Opportunity Employer.

UNIVERSITY OF ILLINOIS SPRINGFIELD

Chicago Area Representative

The University of Illinois at Springfield has an opening in its office of Admissions for a Chicago Area Representative. Located in the state capital, UIS is an undergraduate and graduate institution with 18 graduate and 20 undergraduate programs. With the addition of the Capital Scholars Program in 2001, the campus will become a four-year institution of higher education. The campus emphasizes excellence in teaching, small classes, and a personal atmosphere.

The Chicago Area Representative will be located in the Chicago area and will be responsible for recruiting undergraduate and graduate students in the city and surrounding suburbs. Bachelor's degree required, master's degree preferred. Bilingual skills (Spanish) and the ability to work independently with minimal supervision are also required. The successful candidate will be an enthusiastic self-directed person with good organizational, planning, leadership and communication skills. A familiarity with diverse populations and assistance with minority recruitment activities is preferred, as well as the ability to provide academic advising, guidance, and assistance with academic planning. Overnight travel and some evening/weekend work will be required. Interviewing and counseling skills are preferred as well as experience in higher education/admissions counseling. Two years admission counseling experience and familiarity with the University of Illinois at Springfield are also preferred.

Applicants should send official transcripts, vita and a letter of application describing qualifications and experience, and have three current letters of reference sent to **Jonathan GoldbergBelle, Ph.D., Office of International Affairs, CPV 169, P.O. Box 19243, University of Illinois at Springfield, Springfield, IL 62794-9243**

Review of applications will begin May 18, 2001 and continue until the position is filled.

The University of Illinois at Springfield is an affirmative action/equal opportunity employer. Women, minorities and persons with disabilities are encouraged to apply

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Saint Mary's College
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Center for Women's InterCultural Leadership

Saint Mary's College, a Catholic, four-year liberal arts institution for women located approximately 90 miles east of Chicago, has recently established the Center For Women's InterCultural Leadership through support of a Lilly Endowment, Inc. grant. Qualified individuals are being sought to fill the following two positions:

Community Connections Coordinator

Specific duties include collaborating with community and women leaders and groups, building a network to support the work of the Center and developing, planning and implementing various programs and seminars. Qualifications include a Master's degree with demonstrated experience in working with community groups. Also necessary is experience in developing and facilitating workshop and seminars, program development, implementation and evaluation, and excellence as a speaker and writer in communicating to diverse audiences in both one-on-one and group settings. The ability to work collaboratively with a wide variety of constituencies as well as an understanding of and participation in the critical issues of diversity is essential.

Director of International and Intercultural Learning

Specific duties include overseeing the College's current international programs, coordinating all study-abroad activities, assisting faculty-led global programs and new faculty/student travel and study grants, facilitating exchange agreements, advising international students, developing new programs and working with the Center to plan, create, and promote intercultural/international dimension of programs. Qualifications include a Master's degree and experience in an appropriate field of study. Administrative experience is necessary as is study abroad experience as a student, faculty member or administrator. Experience in advising international students necessary as well as familiarity with INS policy. A knowledge of teaching/curriculum planning as pertinent to advising needed. A proficiency in a second language is preferred. Must have outstanding interpersonal, communication and organizational skills.

Qualified candidates should submit a resume, letter of interest, and the names of three references to: **Director of Human Resources, Saint Mary's College, Facilities Building, Notre Dame, IN 46556.** For full consideration, completed applications should be in by **July 6, 2001.** *EOE*

WASHBURN
UNIVERSITY

DIRECTOR OF MULTICULTURAL AFFAIRS

The Human Resources Office is accepting resumes for the full-time position of Director of Multicultural Affairs at Washburn University. Reporting to the Vice President of Student Life, the Director is responsible for heightening awareness of multicultural and diversity issues by assisting and creating a campus environment that encourages and values the full participation of Washburn University students, faculty, and staff.

QUALIFICATIONS: A Master's degree in Counseling, Student Personnel, Social Work, Administration, or other related field with 3-5 years in a University setting with progressive levels of responsibility required. Must have abilities to address the following: diversity and multicultural issues, student group advisement, budget management, community outreach, program implementation, and public relations.

APPLICATION PROCEDURES: Submit a letter of application, resume, transcript(s), names and phone numbers of three professional references to the Human Resources Office, 135 Morgan Hall, 1700 College, Topeka, Kansas, 66621. Review of resumes will begin on Monday, June 11, 2001.

WU is an EO/AA employer.

www.washburn.edu/admin/human-resources

SUL ROSS STATE UNIVERSITY, Alpine Campus invites applications for the following Faculty and Staff positions:

Assistant Professor of Bilingual Education/Spanish
Assistant or Associate Professor of Computer Science/Mathematics
Assistant or Associate Professor of Criminal Justice
Assistant Professor of Education/Counseling
Assistant Professor of Education/Early Childhood
Assistant or Associate Professor of Industrial Technology

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Electrician Supervisor
Institutional Research and Effectiveness Director
Programmer I
Sign Language Interpreter
Technical Support Specialist I
Vocational Nursing Director

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Education/Early Childhood
Assistant Professor of Education/Reading
Assistant Professor of English
Assistant Professor of Mathematics

••••••••••••••••

ExCET Coordinator/Title 5
Nursing Education Director

To request an application or announcement contact **Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058.** To view complete announcements and information regarding Sul Ross State University visit our website at **www.sulross.edu.** Sul Ross is a member of the Texas State University System. *EEO/AAE*

DEAN
School of Allied Health Sciences
Medical College of Georgia

The Medical College of Georgia is seeking a dynamic leader for the position of dean of the School of Allied Health Sciences. Located in Augusta, Georgia, the Medical College of Georgia was founded in 1828 and is the 13th oldest medical school in the nation. It encompasses five schools: Allied Health Sciences, Dentistry, Graduate Studies, Medicine and Nursing.

The School of Allied Health Sciences was organized in 1968 and is comprised of baccalaureate programs in Dental Hygiene, Health Information Management, Medical Technology, Occupational Therapy, Physician Assistant, Radiologic Sciences and Respiratory Therapy. Graduate programs are offered in Medical Illustration and Physical Therapy. Postgraduate M.H.E. and M.S. degrees are offered in conjunction with the School of Graduate Studies. The School has more than 80 faculty, over 200 graduates per year and a total enrollment of 500 students.

The new dean will be part of an exciting leadership team at the Medical College of Georgia and will report directly to the senior vice president for academic affairs. The dean, as the primary academic and administrative officer for the School of Allied Health Sciences, will assume a central role in leading the school and university to the next level of prominence. The successful candidate will be a leader, visionary, motivator and facilitator and will relate well to the various stakeholders in the School of Allied Health Sciences.

Minimum Qualifications

- Distinguished record of accomplishments or credentials that merits appointment at the rank of full professor in the School of Allied Health Sciences
- Demonstrated commitment to retaining academic excellence at both the undergraduate and graduate levels
- Distinguished record of administrative accomplishments, including recruiting and retaining diverse and high- performing staff preferably in the realm of an academic health center

Desired Qualifications

- Ability to articulate a clear vision for the future of allied health education and research/scholarly activities
- Evidence of research and scholarly achievements at national and international levels
- Ability to collaborate with others and foster interdisciplinary activities within the School of Allied Health Sciences, the Medical College of Georgia and other academic and clinical settings
- Understanding and appreciation of the broad range of programs in the allied health professions
- Experience in developing and implementing strategic plans
- Ability to promote the School of Allied Health Sciences and help attract resources through sponsored programs and private donations
- Evidence of work or collaboration with industry or private-sector institutions
- Experience in developing, transferring and applying technology
- Experience planning and managing health care delivery

How to apply

The Search Committee will begin screening candidates July 1, 2001 and will continue until position is filled. The Medical College of Georgia encourages nominations and applications from members of under-represented groups. Applications should include a letter of intent, current curriculum vitae and names and addresses of three references.

Nominations and applications should be submitted to:

Steven J. Harrison, M.S., C.M.I.
Chairman, SAHS Dean Search Committee
Department of Medical Illustration
CJ-1101
Medical College of Georgia
Augusta, GA 30912
Phone: (706) 721-3266
Fax: (706) 721-7855
Email: sharriso@mail.mcg.edu

THE MEDICAL COLLEGE OF GEORGIA IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

BAYLOR
UNIVERSITY

BAYLOR UNIVERSITY seeks to fill the position of Chairperson of the Department of Accounting and Business Law in the Hankamer School of Business. Candidates must have a Ph.D. in Accounting or related areas, professional certification, and a commitment to excellence in teaching and research. The Department offers three degree programs—BBA, Master of Taxation (MT), and Master of Accountancy (MAcc). Send resume along with a statement of Christian faith and activities to:

Dr. C. William (Bill) Thomas
Department of Accounting and Business Law
Baylor University
Box 98002
Waco, TX 76798-8002

Applications will be reviewed beginning July 1, 2001, and will be accepted until the position is filled. To be assured full consideration applications should be received by October 15, 2001. Baylor is a Baptist University affiliated with the Baptist General Convention of Texas. *As an Affirmative Action/Equal Employment Opportunity Employer, Baylor University encourages minorities, women, veterans, and persons with disabilities to apply.*

Applications will be reviewed beginning July 1, 2001, and will be accepted until the position is filled.

University of Connecticut
Anticipated Faculty Position
School of Family Studies

The School of Family Studies at the University of Connecticut seeks to fill an Assistant Professor position at the West Hartford campus. The School is an interdisciplinary social and behavioral science unit with a large undergraduate program, strong graduate and professional programs, and distinguished outreach and service. Minimum requirements: Ph.D. or equivalent in Family Studies, Psychology, Sociology, Anthropology, Political Science, Social Work, or a related discipline, with a scholarly focus on families and human development; evidence of commitment to undergraduate teaching; and a record of promise or outstanding empirical scholarship. Specialties of particular interest include: policy, family development and dynamics, urban issues, diverse populations and conditions, and service delivery. Duties are expected to begin August 2001. The anticipated position will be full-time, tenure-track, Assistant Professor level, based at the West Hartford campus with occasional duties at the Storrs campus. Applicants should send cover letter, curriculum vitae, representative publications, and names and addresses of three potential references to: **Dean Charles M. Super, School of Family Studies, University of Connecticut, 348 Mansfield Road, Unit 2058, Storrs, CT 06269-2058.** Screening of applicants will begin immediately and continue until position is filled. *We encourage applications from under-represented groups, including minorities, women, and people with disabilities.* **(Search # 01A431)**

University of Connecticut

University of Detroit Mercy
College of Engineering & Science

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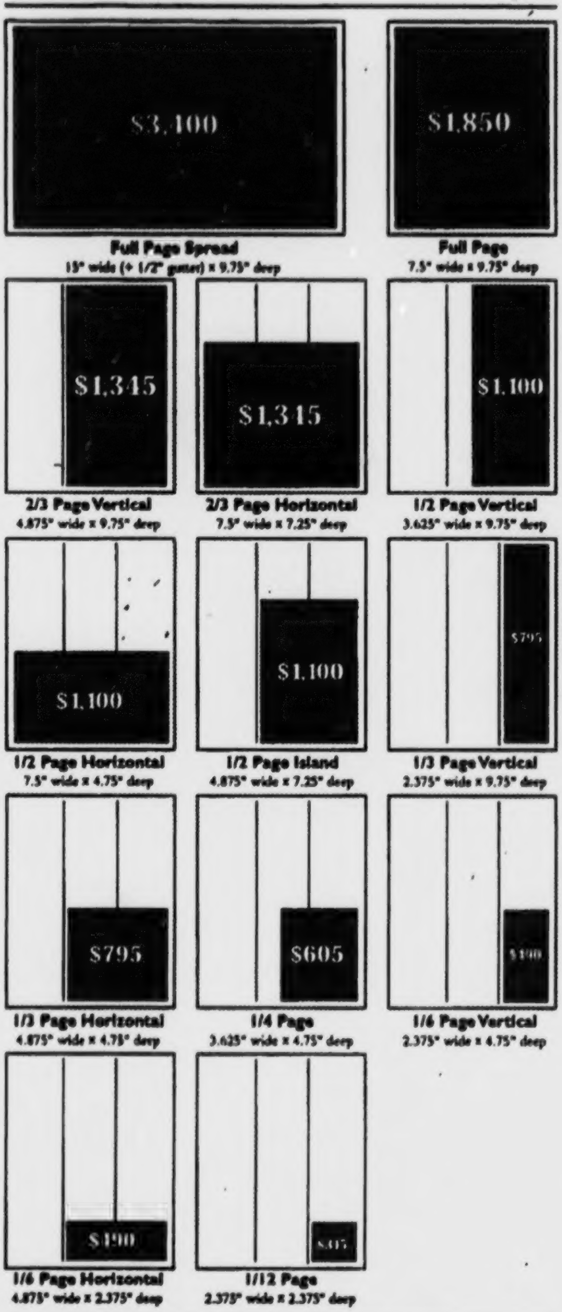
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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
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PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
May 21	May 1	
June 4	May 15	*Health Professions Issue
June 18	May 29	
July 2	June 12	
July 16	June 26	
July 30	July 10	
August 13	July 24	The Arts Issue
August 27	Aug. 7	
September 10	Aug. 21	
September 24	Sept. 4	Volume 11 Editorial Index
October 8	Sept. 18	* Back to School Issue
October 22	Oct. 2	* Hispanic Heritage Month
November 5	Oct. 16	Law School Issue
November 19	Oct. 30	* Publisher's Picks Issue
December 3	Nov. 13	

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO*'s readers value multiculturalism and its significance in a global economy. The publication's circulation is 28,000.

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

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¡PUNTO FINAL!

HISPANIC YOUTHS WHO KILL: IT IS TIME TO KNOW MORE

Kathleen M. Heide, Ph.D., is a professor of criminology at the University of South Florida-Tampa. A licensed mental health counselor, she is an international consultant on adolescent murder and family violence and the author of two books on juvenile homicide.

Some kids are unforgettable. I would put Carlos and Juan in that category.

Carlos shined brightly in his senior year in high school. He had a 4.0 GPA and won a four-year scholarship to a major university. President of student government and participating in sports and other extracurricular activities, he was also working about 35 hours per week and spent one weekend a month training with the military. He was absorbed with life and had no interest in drugs or alcohol.

Carlos wanted to excel to please his father, a well-known surgeon from South America. Carlos' parents were divorced. He and his brother lived with their father, who was rarely home during the week. It became Carlos' job to take care of his younger brother and maintain their large house.

By all accounts, Carlos' father demanded a great deal from his son. Family members verified that Carlos' dad was physically, verbally, and psychologically abusive to Carlos. However, Carlos kept trying to win his father's approval. Eventually, like a rubber band that is pulled too far, Carlos snapped. Moments after an argument, Carlos grabbed a rifle and shot his father. As his father lay dying in his arms, Carlos implored his younger sibling to call 911 and begged God to let his father live. Carlos' prayers were not answered; he was subsequently charged with murder.

Juan, in sharp contrast to Carlos, did poorly in high school and dropped out. He could not hold a job or maintain a steady relationship with a girl. He hated his life, and he became addicted to alcohol and drugs. The boy drank beer and liquor frequently and acknowledged a long history of drug use, beginning around age 15. He smoked marijuana daily and did his favorite drugs, crystal methamphetamine and LSD, hundred of times over the course of several years.

Juan's parents were both drug addicts. His father was reportedly a drug dealer and a violent man. When his parents divorced, Juan stayed with his mother. His father, who was Mexican, moved to join his family in a border town in the U.S. hundreds of miles away. Juan acted out repeatedly. As a punishment, his mother would send him to his father to straighten him out. Juan hated being with his father, who was verbally and physically abusive to him. On Juan's last visit, his father wanted to change their relationship from "father and son" to "friends." As the two spent days "getting high" together, Juan lost his grip on reality. In his intoxicated state, Juan tried to resist the voices in his head commanding him to kill his father. While the man lay sleeping, Juan put a bullet in his head. Afterward, Juan took the remaining dope, returned to his mother's neighborhood, and spent several days in a motel getting high with his friends, until he was arrested for murder.

These are sad cases–homicides that did not have to happen. How common are such crimes by Hispanic youth? We have no idea, whether the question is the number of parents killed by Hispanic youth or their involvement in overall rates of homicide. The FBI, which compiles data on all homicides in the U.S., currently collects data on four categories of race–White, Black, American Indian or Alaskan Native, and Asian or Pacific Islander–but does not report data on ethnicity. The FBI reported arrest data in terms of "Hispanic" and "Non-Hispanic" categories from 1980 through 1986 and then stopped. The absence of these analyses is troubling. The 2000 census indicates the Hispanic population is emerging as the largest minority group in the U.S. Demographers have indicated that its reported increase is largely due to waves of new immigrants.

For years, criminology literature has paid little attention to the extent and seriousness of the Hispanic homicide problem. With the dramatic rise in youth homicide since the mid-1980s, the time has come to examine the proportionate involvement of Hispanic youth in murder. As the Hispanic population increases, it is imperative to determine whether there are factors that put Hispanic youth at greater risk of responding more violently than non-Hispanic youth. Once we have this information, we are in a better position to reduce such conditions and to create interventions that increase the likelihood that Hispanic youths will respond adaptively even when faced with difficult circumstances.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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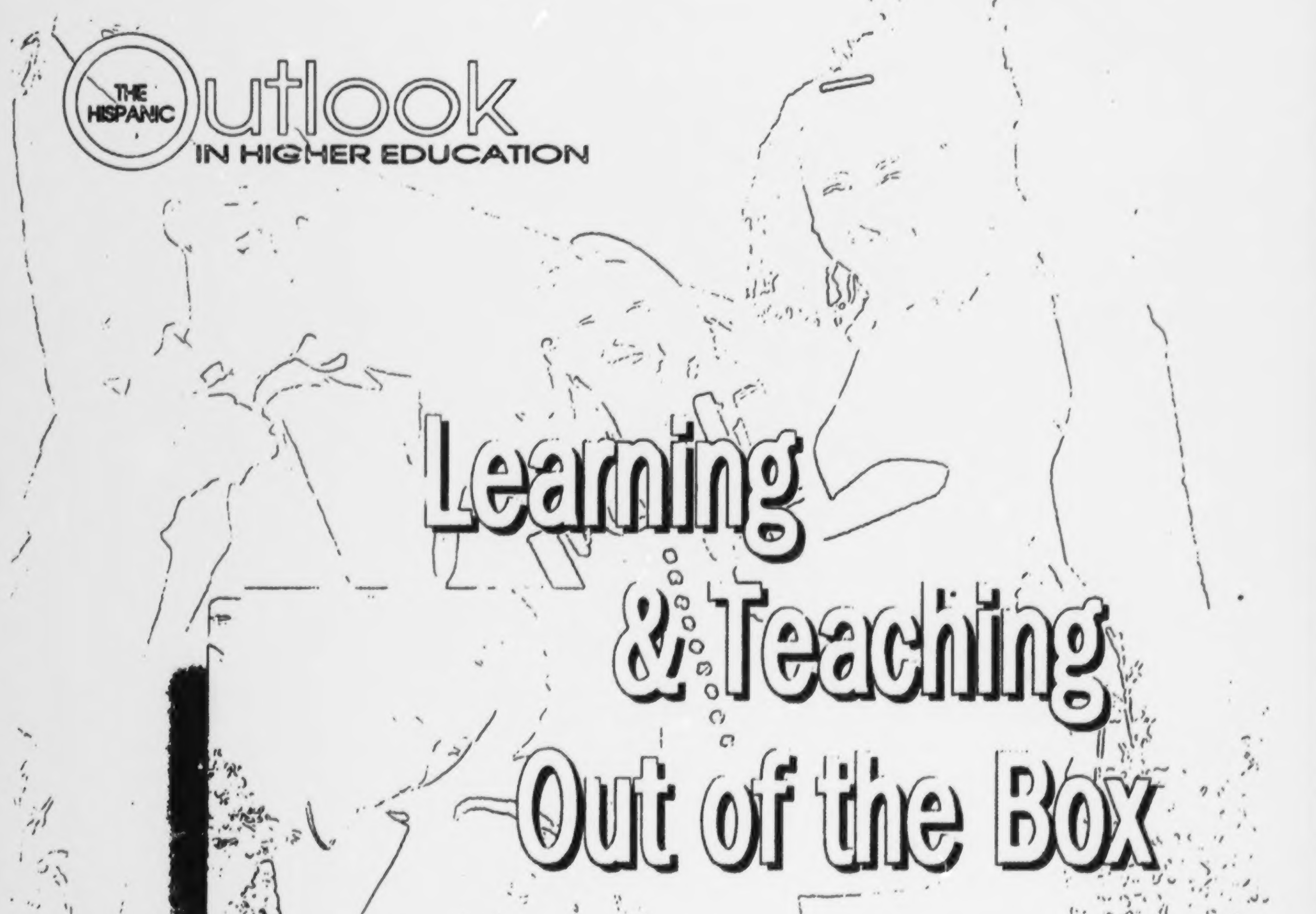

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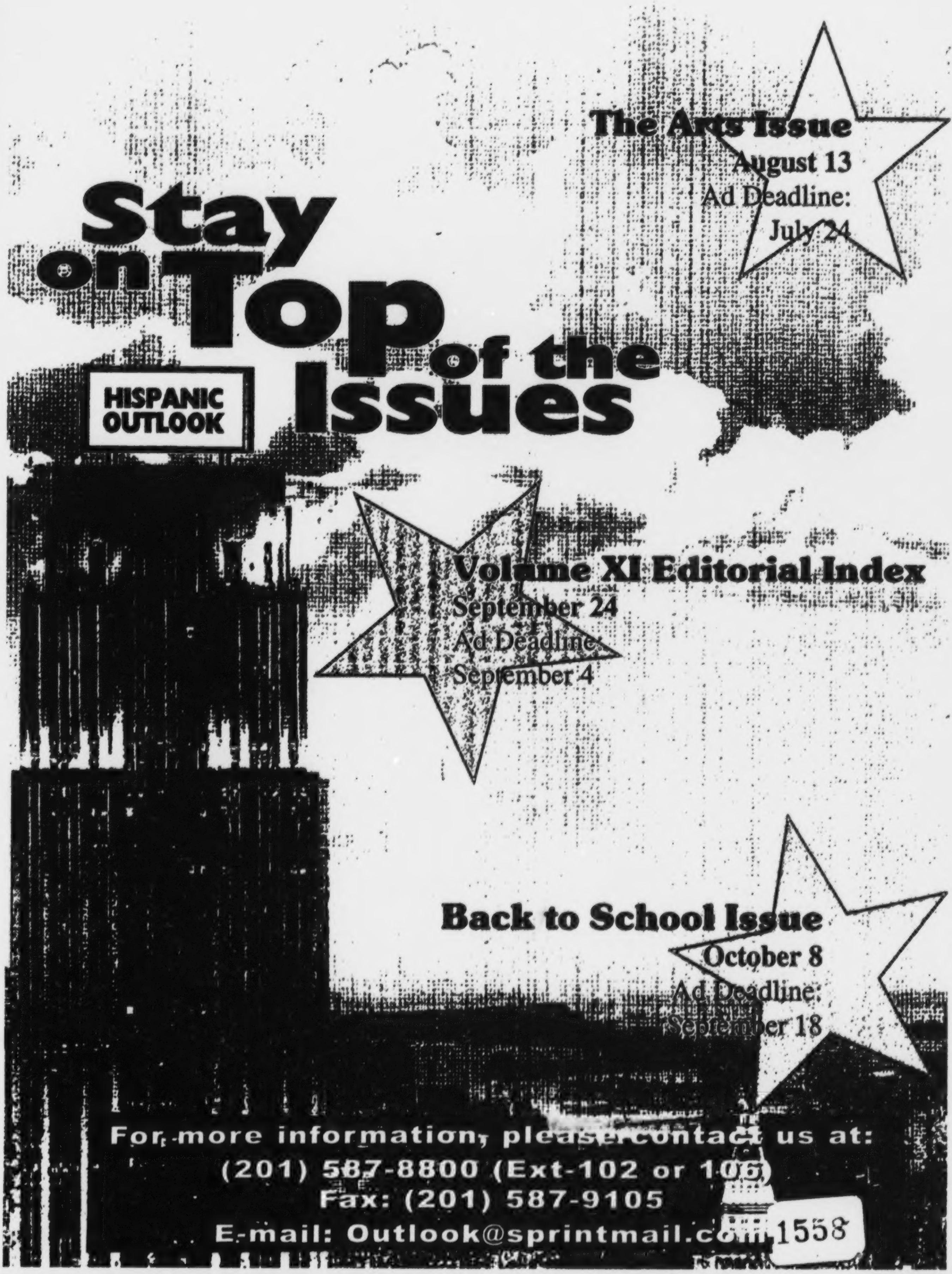
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A CAPITOL VIEW

Hispanics Surge Ahead in New Census

BY GUSTAVO A. MELLANDER

The number of Americans who described themselves as Hispanic grew by nearly 60 percent in the 2000 Census and now totals 35.3 million, about 3 million more than the Census Bureau had predicted.

The nation's Hispanic population has grown so rapidly that the 2000 Census shows their numbers are roughly equal to those of African Americans, a demographic shift that has broad implications for politics and culture at the beginning of the millennium. New census figures also reveal a higher-than-expected number of Blacks who included themselves in more than one race. One in 20 residents who identified themselves as Black–1.76 million people–also checked at least one other race in the 2000 Census.

These are the first demographic details to emerge from the long-awaited and politically contentious 2000 Census. The once-a-decade figures are considered critical for many reasons: they affect congressional district boundaries, federal funds, housing, health and education policies, and, in the private sector, sales and marketing decisions.

Ahead of the Forecast

Demographers have said for years that Hispanics would become the nation's largest minority group early this century, but that milestone is arriving earlier than forecast. The increase in Hispanics is probably due mainly to high levels of immigration and poor census counts in the past. John Long, chief of the Census Bureau's population division, noted when these figures were released that earlier government estimates might have missed many recent immigrants, both documented and undocumented ones. Since much of the 1990s immigration was Hispanic, the possibility of an Hispanic undercount is higher than with other cohorts.

For the 2000 Census, the government staged the most extensive outreach campaign ever conducted to encourage minority residents to be counted. While the new racial counts reflect real demographic shifts, they also result from changing census policies, including the new ability to report more than one race. The numbers available so far have not included racial breakdowns for Hispanics. As readers of *HO* know, Hispanics are represented in all ethnic groups but are generally considered to be people whose ancestors are from Spanish-speaking countries. In the United States, about two-thirds of Hispanics are of Mexican descent.

Tensions and Trends

The demographic milestone reflected in the new Hispanic population totals carries implications not only for political power in this country but for cultural dynamics. The growing Latino population, for example, might sometimes mix uneasily with African Americans, in political life and in neighborhoods. Around the country, the relationship between the nation's two largest minority groups has at times been tense. The political alliances of the '60s and '70s have weakened. A civil disturbance a decade ago in Washington, D.C., and sharp political disputes in Compton, Calif., a formerly Black Los Angeles suburb that is now mostly Hispanic, are not isolated incidents. Many hope those disagreements are growing pains that might soon fade.

The increasing Hispanic population has had an impact on everything from political campaigns to business marketing. More Hispanic candidates are winning local elections in a variety of states throughout the nation. Hispanics also represent a growing consumer block. Major corporations pay millions to advertise on Spanish-language television, where ratings in some cities surpass those of English stations.

Multi-race Option

The government plans to release more detail on race from the census, including counts for Asian Americans, Native Americans, Whites, and Others. One of the most closely watched numbers will be how many people checked more than one race box. The new census figures provided a glimpse into the mixed-race figure. The numbers showed that far more people than expected checked off Black and another race in the census. Recent national studies had indicated that 1 percent or 2 percent would, although some experts think the publicity about the new option might have driven the numbers up.

The multi-race option was added to the census form at the urging of the growing number of people who had married someone of another race or who were children of mixed-race parents. The option was opposed by many civil rights groups, who feared it would diminish their influence and cause confusion in enforcing equal-protection laws.

High multi-race numbers will, it is suggested, make it more difficult to track whether Hispanics have made progress in school test scores, health, access to jobs, housing, and other important social goals. But advocates for the multi-race option say it reflects the real United States, where racial categories are not as fixed as many believe. Clearly the United States is not made up of a single-race people; that reality is evolving faster than the census count.

The Uncounted

What about the millions who were not counted? Will they be served? How? Hundreds of thousands of Hispanics, probably undocumented ones, are in that category. Commerce Secretary Donald L. Evans has already approved a Census Bureau recommendation that unadjusted population figures be released for redistricting purposes. Civil rights groups had hoped Bureau officials would recommend releasing numbers adjusted statistically to compensate for three million people left out of the count. That was not done. But Evans has not ruled out using adjusted numbers later on for another major purpose of the census, the distribution of billions of dollars in federal funds.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Identifying and addressing critical points in education. Finding more ways to improve instruction from the early grades through postsecondary and graduate levels. Charter schools and cyberschools. Incorporating technology to widen outreach and narrow achievement gaps among students. Professional development. Teachers training teachers. These are a handful of educational headlines in academia. In this issue, our cover story takes a closer look at a recent trend in the last several years–higher education institutions collaborating with elementary schools (or preschools) in what is commonly referred to as K-16 or P-16 systems. (There is also P-20 or P-16+, which includes graduate school education.)

The Education Commission of the States defines these efforts as a way for individual states and local communities to try to create a "seamless system of education" in which all levels, prekindergarten through college, coordinate, communicate, and educate as one system. Rosemont Elementary in Baltimore paired with Coppin State College is an example of a successful union. In the past, nearly two-thirds of students in this district didn't graduate from high school, and students did not read at grade level. "Last year, more than 90 percent of Rosemont first graders read at grade level or above." Currently, 24 states report this type of collaboration, and counting.

Also in this issue, we have more on turning classroom conflict into teachable moments; a three-year study entitled "Hispanic Churches in American Public Life," funded by the Pew Charitable Trusts, that examines the influence of organized religion on Hispanics' political and social activitism; and much more.

Seguimos con Hispanics in the media, Latino leadership in Iowa, and education reform strategies.

Hasta la próxima reseña,

M. Sassocent

Letter To HO

A New Reader

I am a University of Maryland College Park sophomore who just finished up my term as vice president of the student government association. Motivated by the terribly low graduation rate of the University's Latino population–only 20 percent of all Latinos graduate in four years, and only 53 percent graduate in seven years–I began the following two programs:

"La Familia" is a peer-mentoring program. I was proud to see close to 15 percent of first-year Latino students involved in it and am looking to get an even larger proportion of first-year students in Fall 2001.

ALAS, the Alliance for Latino Advancement and Success, a program that I began with other Latinos, aims to research, discover, and take steps to solve the causes of the poor retention rates of Latinos at the University. We have begun to open the eyes of University faculty and administration, which never previously recognized the importance of the community.

I came across your website and am very thankful for your publication. I was hoping you could give us, here at the University of Maryland, advice with regards to what roads we should take to accomplish our goals. Latino retention is a national problem.

Please keep up the good work for the Latino community as we try to do the same in Maryland!

Sincerely,
Ariel Oxman, Rockville, Md.

Dear Ms. Oxman

I'm delighted that you found our publication, and consider it a helpful resource. For the last decade our magazine has been reaching academic institutions nationwide–examining, analyzing and delivering news about Latinos in higher education–their accomplishments, aspirations, needs, conflicts and resolutions. And it is our goal to continue to expand our coverage in order to better serve as a form of edification for our readership who are interested in Latina/o involvement in academic issues.

Your personal contribution to higher education is as industrious as it is admirable and newsworthy. I trust that the La Familia peer-mentoring program and the development of ALAS, the Alliance for Latino Advancement and Success, will positively impact the Hispanic community at the U of Maryland. We are all anxious for retention and graduation rate improvements, narrowing the achievement gaps, etc., and it is endeavors like yours that contribute to reversing negative trends that plague communities of color. Perseverance and communication will yield the desired results. And our magazine strives to be a medium through which information about and for Latinos can be disseminated for the betterment of all higher education.

Stay in touch. It is always a pleasure to meet new readers.

Bienvenida a nuestra familia.

M.S.

Universities Working with K-12 Schools

Programs at UTEP, Coppin State, USF, Yale, and Beyond

BY
ISIS ARTZE

ECS reports that five years ago, only two states ran K-16 programs, while today, 24 do.

Prekindergarten students at Rosemont Elementary School in Baltimore, Md., receive some of their lessons from tenured university faculty. And during the summer, the school's third and fifth graders spend six weeks taking courses on a nearby college campus. Is it a case of college prep gone mad? Not at all. Actually, it's an example of a current trend in U.S. education reform, commonly known as K-16 partnerships, in which universities and neighboring K-12 schools form alliances.

"K-16" refers to the underlying belief that a common thread should exist in the education process, from as early as kindergarten through the fourth year of college, or grade "16." An alternate name for these relationships, and that employed by the Education Commission of the States (ECS), is P-16 Education. In its report "What Is P-16 Education?," ECS articulates that "such initiatives reflect the central vision of a coherent, flexible continuum of public education that stretches from preschool to grade 16, culminating in a baccalaureate degree."

In some cases, the relationship entails university professors and student teachers teaching courses at the lower-level schools. In others, colleges offer seminars or free tuition programs to K-12 teachers. Other universities design the schools' curricula, provide funding, or even create and run their own charter schools.

Steve Sánchez, principal of Marian Manor Elementary in El Paso, Texas, spearheaded the K-16 initiative shortly after he assumed his position five years ago, he says, because he realized the teachers had not maintained and expanded upon their skills. Sánchez was especially concerned that the student body had become increasingly diversified (today it is 98.3 percent Hispanic) while the staff had remained predominantly Caucasian.

His goals are to get teachers "to recommit themselves, to upgrade their skills, and work with a different population," Sánchez says. "I wanted to create an environment of learners," he adds, "where everyone modeled lifelong learning." He decided that in order to upgrade the whole academic program, he would need help, and the nearby University of Texas at El Paso (UTEP) was the obvious place to go. Sánchez contacted UTEP's education school and proposed that they work together, and the partnership was born.

Today, K-16 initiatives such as theirs are increasingly common, but a *Time* magazine article dated Jan. 8 of this year explains that the concept behind them is not at all new but a return to the way things once were. "More than a century ago," it explains, "universities and their local public schools talked at every turn. In those days, before the SAT, many colleges designed their entrance exams, down to which passages from Homer students ought to be able to translate, and high schools tailored their lessons accordingly.

"But as the nation's public schools swelled and colleges started recruiting applicants from farther afield, universities lost touch with their neighborhood schools. Over time, the relations became icier, with schoolteachers carping that all they got from colleges were airy theories of school reform, spun from on high."

Luckily, this deep-rooted tension has begun to fade and has given way to an undoubtedly more productive relationship, the collaboration. ECS reports that five years ago, only two states ran K-16 programs, while today, 24 do. And this figure does not take into account the many partnerships involving private colleges.

How and why did this transformation come about?

For one, colleges and universities are conscious of the substandard condition of America's public school system and are, therefore, taking these measures out of civic interest.

But the *Time* magazine article points out that universities are not acting only out of good will. "When students show up for freshman year ill-prepared, colleges pay the price," it states. "Today half of all college students must take at least one remedial course, at an annual cost of $1 billion to the nation's public universities."

The article continues to explain that the recent ban on affirmative action programs in Texas and

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California also promotes the K-16 movement because universities must now make extra efforts to recruit and prepare minorities for admittance.

Finally, with many public schools complaining that their teachers are poorly trained, K-16 partnerships offer the university's education students hands-on training in the field.

Different Approaches

While many programs are classified as K-16 (or P-16) partnerships, each adjusts its format to the specific needs of the participating schools. Sánchez describes the relationship between Marian Manor and the University of Texas at El Paso as "two-pronged." The first branch of the alliance is a close association with the University in teacher preparation. "When I was pitching the idea to UTEP," Sánchez explains, "I used the medical field as an analogy."

"Student doctors work in a clinical setting with professors," he explained. "There's no segregation; they're there assisting." So he suggested they do the same with teaching so that UTEP's student teachers and professors would work together at Marian Manor's campus.

Today, Sánchez's brainchild is a daily reality and an integral part of the relationship. UTEP's student teachers and professors spend three hours a day at Marian Manor, from Monday through Thursday. For 45 minutes, the professors lecture the University students, as they would in a typical college course.

Then, for the next hour and a half, the student teachers apply the theory they just learned by teaching Marian Manor students. All the while, University professors watch and evaluate their performance. Finally, the professors and student teachers convene and reflect on the lessons of the day.

The second branch of the relationship involves the El Paso Collaborative for Academic Excellence, an initiative housed at UTEP's campus. Founded in 1991, the Collaborative works with three of the largest and lowest-performing school districts in El Paso. One of the organization's main goals is "to reduce the achievement gap between ethnic minority and poor students and their more privileged peers." And since its inception, the Collaborative has raised more than $30 million in grants and has helped overhaul the district's curriculum and teaching methods.

A comparable K-16 partnership has been established between Rosemont Elementary in Baltimore, and its neighbor, Coppin State College. Dr. Russell Perkins, Rosemont's principal, describes Coppin as the "operator" of Rosemont.

The union was initiated three years ago when Rosemont scored poorly on state exams and was placed on a list of failing schools. Frank Kober, a professor of education at Coppin, told *Time*, "We had to ask ourselves, 'If we didn't help, who would?'"

Today, Coppin participates in everything from hiring Rosemont's principal to ensuring that students receive their immunizations. Specifically, Coppin professors teach several courses at Rosemont, and undergraduates serve as teachers' aides. In a unique summer program, third and fifth graders can take courses on Coppin's campus, among them, technology, reading, math, and swimming. Another aspect of the partnership is that the tuition is waived for Rosemont teachers who enroll in Coppin, thereby encouraging them to enhance their knowledge and upgrade their skills.

The University of South Florida (USF) took the usual K-16 relationship a step further and was the first public university in the country to establish a charter school. Located on its campus, the charter school includes grades K-3 and is exclusively for "at-risk" students.

In addition, USF opened Pizzo Elementary School, also on its campus, in the fall of 1998. USF's website describes Pizzo as a professional development school "devoted to: the preparation of preservice teachers, the continuing staff development of experienced professionals, and the research and development of practices that will lead to superior educational outcomes for children."

A completely different approach to the K-16 alliance is the National Demonstration Project, centered at the two-decades-old Yale-New Haven Teachers Institute. Serving urban school systems that enroll students who are mainly from low-income and minority communities, the Project features seminars, organized by participating universities, that are available to teachers in nearby school districts.

One "K-16" feature of the Project is the exchange of ideas between K-12 teachers and university professors that takes place during the seminars. University faculty contribute their knowledge of a particular field, and the K-12 teachers contribute "their expertise in elementary and secondary school pedagogy, their understanding of the students they teach, and their grasp of what works in the crucible of the classroom," states the Project's website.

Yale University, one of the participating institutions, works with 44 schools that serve nearly 20,000 students, 28 percent of whom are Hispanic. Two of its seminar topics have been "Women Writers in Latin America" and "Ethnicity and Dissent in American Literature."

The other four teachers institutes are housed in Pittsburgh, Houston, Albuquerque, and Santa Ana, the latter consisting of a student population that is 90 percent Hispanic.

Other K-16 systems are organized and run by states as opposed to individual schools or districts. In Georgia, for one, former Gov. Zell Miller started the Georgia P-16 Initiative in 1995. He created the Georgia P-16 Council and appointed members from a broad range of businesses, community groups, and education agencies, including the Board of Regents and the State Board of Education.

Visible Results

Perhaps even more important than describing how these partnerships work is demonstrating that they actually do work. And fortunately, success has been identified in both K-16 theory and reality.

In its report, ECS outlines the many conjectural benefits of P-16 partnerships. They improve student achievement, it argues, by improving communication among students, parents, and educators, resulting in "unimpeded pathways to the next level of learning." They also increase access to college, says ECS, because the pathway to college is clearly marked.

In terms of university admissions, ECS mentions Oregon's Proficiency-based Admission Standards System (PASS) as one of the most advanced attempts to link K-12 standards with university admissions. The PASS system provides a "tangible road map for college admission" and, according to David McDonald, director of enrollment and high school relations for the Oregon University System, is able to "tell a 16-year-old or, more importantly, a 12-year-old what they need to be doing to prepare for college."

Another K-16 goal, according to ECS, is to make it easier for high school students to enroll in college courses prior to completing all of their requirements for high school graduation. Utah encourages this through its New Century Scholarship program, which mandates that the State Board of Regents and the State Board of Education "shall jointly award New Century scholarships to students in Utah schools who complete the requirements for an associate's degree by Sept. 1 of the year they qualify to graduate from high school."

The achievements of existing K-16 partnerships, such as Rosemont's and Coppin's, are also extensive. Not long ago, nearly two-thirds of students in the district didn't make it through high school. On a standardized test conducted three years ago, not a single Rosemont student read at grade level. Last year, more than 90 percent of Rosemont first graders read at grade level or above. *Time* reports that "in Maryland's university system, educators credit K-16 outreach for a drop in remediation rates and a rise in SAT scores and minority enrollment."

Likewise, in El Paso, K-16 partnerships are a success. "Before UTEP stepped in, just a small percentage of students took Algebra II and Chemistry; now more than half do," *Time* states. "Compared with 1994, when just one school in the university-aided districts netted an exemplary rating on state exams, last year 18 did. Most importantly, the University ascribes this year's 3 percent increase in student enrollment to the partnership's efforts."

Sánchez says both UTEP and Marion Manor reap the benefits. "Our teachers are exposed to new teaching strategies and research on instructional strategy," he says. Testing results attest to the positive effect on students. In math, for instance, nearly 95 percent of Marian Manor's students passed examinations last year whereas during Sánchez's first year, only about 50 percent had passed.

In addition, the partnership "minimizes the investment of bringing in new teachers with limited practice," says Sánchez, and UTEP's student teachers have scored higher in their methods courses than ever before.

Then there are the powerful yet intangible results. Perkins, Rosemont's principal, says the alliance "lets students see people who came from their community" and gives them hope that they too can succeed and attain a college degree.

Sally Blake, coordinator of the partnership's science program and associate professor of teacher education at UTEP, teaches physical education twice a week at Marian Manor. "It's wonderful," she says. "I've learned so much." And the kids love the inquiry-based instruction, says Sánchez. "Their curiosity and creativeness have improved."

Nevertheless, as with all new programs, there are glitches in K-16 partnerships. Even at Marian Manor, there were significant problems in the early period of implementation, particularly because of the dedication of time required of teachers. Sánchez advises that administrators "prepare the teaching staff to work in this type of setting, especially with time management."

Another way to alleviate problems is to designate a liaison between the two institutions, as Rosemont and Coppin did, to ensure continual communication. It's impossible to know if and how K-16 partnerships will affect the face of the American education system. But one can hope that the results will mirror those at Marian Manor, which has become, in Blake's words, "a community of learners."

Major Goals of a P-16 System

- Expanding access to early learning for children ages 3 to 5, and improving their readiness for kindergarten.
- Smoothing student transitions from one level of learning to the next.
- Closing the achievement gap between White and minority students.
- Upgrading teacher education and professional development.
- Strengthening relationships between families and schools.
- Creating a wider range of learning experiences and opportunities for students in the final two years of high school.
- Improving college readiness and college success.

Source: Education Commission
of the States

New Study Examines Hispanics, Religion, and Politics

Notre Dame, Vanguard, AMEN, and MACC Join Forces in Pew-funded Project

BY INÉS PINTO ALICEA

A major study is being conducted on the influence of organized religion on political and civic activism in the Latino community, both in the U.S. and in Puerto Rico. Results are expected to present a powerful and positive image. The study is entitled "Hispanic Churches in American Public Life."

"I hope this shows that Latinos are engaged in American public life and that we can make an impact, that our voice does count," said Dr. Jesse Miranda, co-director of the research project and distinguished professor and director of the Center for Urban Studies and Ethnic Leadership at Vanguard University in Costa Mesa, Calif. "I hope that Latinos will see themselves not just as followers but as leaders, not just as consumers but producers, and that Latinos will be looked upon as citizens, not as clients.

"Hispanic political leaders such as César Chávez, Dolores Huerta, Reies López Tijerina, and Luis Rivera Muñoz all drew upon religious imagery and symbolism in their struggle for political and social justice. Despite this fact, little has been written concerning the dynamic relationship between religion and civic engagement in the Latino community."

The project, a three-year study funded by a $1.3 million grant from the Pew Charitable Trusts, has two sponsors. One is the Alianza de Ministerios Evangelicos Nacionales (AMEN)–National Alliance of Evangelical Ministries, a multi-denominational association of Hispanic Protestant lay and clerical leaders in Canada, Mexico, the United States, and Puerto Rico. The other is the Mexican American Cultural Center (MACC) at the University of Notre Dame. The University of California at Santa Barbara serves as the administrative office for the project.

"We want to take the church from behind four walls and out into the street to make the church more relevant in the lives of our people," said Miranda, founding president of AMEN, which represents 27 denominations, 70 para-church agencies, and 22 nationalities of Hispanics. The

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> DR. JESSE MIRANDA,
> DIRECTOR OF THE CENTER FOR URBAN STUDIES AND ETHNIC LEADERSHIP, VANGUARD UNIVERSITY

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Alliance fosters unity among religious leaders, churches, and organizations and promotes a central voice for Hispanic Protestants. Miranda is an executive presbyter with the General Council of the Assemblies of God and in this capacity was the first Latino to serve on the national board.

AMEN and MACC have contracted the Tomás Rivera Policy Institute to conduct a national survey of 2,400 Latinos and 800 Latino leaders across the U.S. and Puerto Rico. It will be followed up by community studies in six major cities–Los Angeles, San Antonio, Chicago, Miami, New York City, and San Juan, Puerto Rico–and two rural areas in Colorado and Iowa. The Tomás Rivera Policy Institute, the project directors and project manager, and an advisory council of nationally recognized scholars of religion, political science, sociology, history, and public policy will supervise the survey and ethnographic work.

"People are familiar with the impact of religion on the African American community, but in the Latino community, that has not been explored in the same way," said Dr. Gastón Espinosa, a visiting scholar in the department of religious studies at UC-Santa Barbara, where he oversees the research project and teaches courses on North American Latino religions. "If someone asked about Latinos, there would be few answers, and not definitive."

The study, now in its second year, is comprised of the surveys and an anthology. The anthology, which is nearly finished, gives the project the sense of history it was seeking, said Espinosa, adding that a book proposal is in the works on the research compiled for the anthology.

The anthology was divided into four parts: religious and political activism in the Southwest, church- and faith-based civic empowerment, church-state conflicts in the United States and Puerto Rico, and César Chávez and the politics of civic engagement, said Espinosa.

Dr. Gastón Espinosa, visiting scholar, department of religious studies, UC-Santa Barbara

The leaders of the project conducted a national search for proposals of papers to be included in the anthology. Each of the scholars selected received $3,000. Some 14 scholars presented papers for the section, which will provide insight into religion's impact on political and civic engagement.

Dr. Virgilio Elizondo, a Catholic priest, is the founder of MACC, through which thousands of community leaders and citizens have been introduced to Latino spirituality. Father Elizondo said that the leaders of the project have discovered that as they move forward, they realize that their study is just a "serious beginning" and a launching point for further study of the vast subject.

"The study is not going to do it," said Elizondo. "The study will indicate that more research needs to be done. We're hoping that our study will give the Latino community a better understanding of itself, particularly since it is a survey of ourselves by ourselves."

The surveys, which the Tomás Rivera Institute is handling, include a telephone survey with 59 questions that take about 18 minutes, and a leadership survey distributed to 5,000 political, civic, education, and community leaders. The return rate on the leadership survey is projected to be small but providing a large enough statistical sample to provide a good picture of the thoughts of Latino leaders on religious issues and their effects on political and civic engagement.

"Some of the questions we asked the leaders included the impact the church has had on getting them involved in politics, in getting them involved in voter registration, and in fighting poverty," said Espinosa. "We wanted to know how the views and attitudes of leaders were different from the rest of the population."

The studies in the cities and rural communities will be used to clarify any issues that arise through the surveys. People from different religions will be interviewed in each city for that section.

"The future of America will depend not only on the workforce but also on the engagement in the civil life of people of color," said Miranda.

Miranda said he has been pleased at how smoothly the project has gone so far since it's the first major effort of its kind conducted between Catholics and Protestants.

"There is no competition, and there is no conflict," Miranda said.

Espinosa said he hopes the study will be a benchmark for future studies. He expects that the executive summary for the study will be released in April 2002, but the anthology will probably be released sooner. The study should answer many questions, he said, such as how many Catholics and Protestants are Democrats or Republicans, how Hispanic women differ from Hispanic men in their political and civic participation, how churches are trying to address key social problems, how Catholics differ from mainline Protestants and mainline Protestants from Pentecostals in their level and type of political affiliation and civic participation, and which of the 300 Protestant denominations are growing in the Latino community, among other questions.

"Because the sample size is so large, the findings will be definitive," said Espinosa, adding that the researchers' initial estimates indicate that some 22 percent of Latinos report they are Protestant while 70 percent report they are Catholic.

Moreover, the comparative nature of the study will reveal important regional and subethnic group differences among Mexican American, Puerto Rican, Cuban, Central American, Spanish, and Latin American immigrants. It will also reveal important differences between Latinos and African Americans and Anglos.

The study has five major goals:

- to examine the impact of Catholic, mainline Protestant, Evangelical, Pentecostal, and new religious communities on participation in American politics and civic life;
- examine presidential election voting patterns, type and level of civic and political engagement, religious affiliation, church-state debates, and regional and sub-ethnic group variation on these and related topics;
- determine and respond to the needs of churches and religious communities attempting to engage in American public life;
- stimulate creative discussion on the intersection between religion and political and civic life in the United States and Puerto Rico; and
- spotlight the vital contributions and perspectives of women in religion and civic life.

Elizondo said he was heartened to discover that, among the initial survey findings, 90 percent of the respondents said that churches should help immigrants.

"That was very affirming," said Elizondo.

Elizondo hopes that once the researchers get past the fact-finding stage, they will be able to translate the findings into documents that will help others prepare for ministry.

Bible Commentary

Father Elizondo, founder of MACC, has been cited by Time *magazine as one of the nation's leading spiritual innovators.*

"The reason I took on this project was to determine whether religion has or doesn't have an impact on society," said Elizondo. "The findings will impact the type of preaching that is done, the kinds of church activities held, and other things."

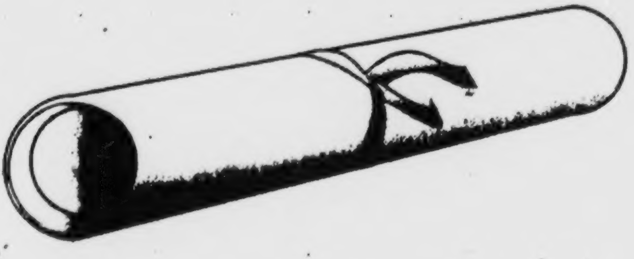
Elizondo has been cited by *Time* magazine as one of the nation's leading spiritual innovators. As part of a series titled "Time 100: The Next Wave," the weekly news magazine features the innovative men and women who are likely to be the most influential individuals of the future in 18 fields, including religion, politics, music, technology, science, design, and justice. The series is a sequel to last year's popular "Time 100" survey of the leading figures of the 20th century.

As one of six named as spiritual innovators, Father Elizondo was recognized in part for his work at the San Fernando Cathedral in San Antonio, Texas, where he has made Mexican religious customs and traditions a component of the church's Mass and has initiated an internationally televised bilingual service. He is a faculty member at the University of Notre Dame and author of more than a dozen books, including *The Human Quest*, *The Future Is Mestizo: Life Where Culture Meets*, and *Guadalupe: Mother of the New Creation*.

The Hispanic Churches in American Public Life project is part of a much larger Pew study, "Religious Communities and the American Public Square." This $10-million study is sponsoring seven major studies on religion and public life among African American, Catholic, Evangelical, Hispanic, Jewish, mainline Protestant, and Muslim communities across the United States. Dr. Luis Lugo directs the Religious Communities and the American Public Square project. This larger study seeks to foster greater public understanding of the importance of the religious voice in the renewal of American democracy and to provide people of faith with the institutional resources they need to translate their religious beliefs into healthy civic engagement.

The Pew Charitable Trusts support nonprofit activities in the areas of culture, education, the environment, health and human services, public policy, and religion. Based in Philadelphia, the Pew Charitable Trusts make strategic investments to help organizations and citizens develop practical solutions to difficult social problems. In 1999, with about $4.49 billion in assets, the organization committed more than $250 million to 206 nonprofit organizations.

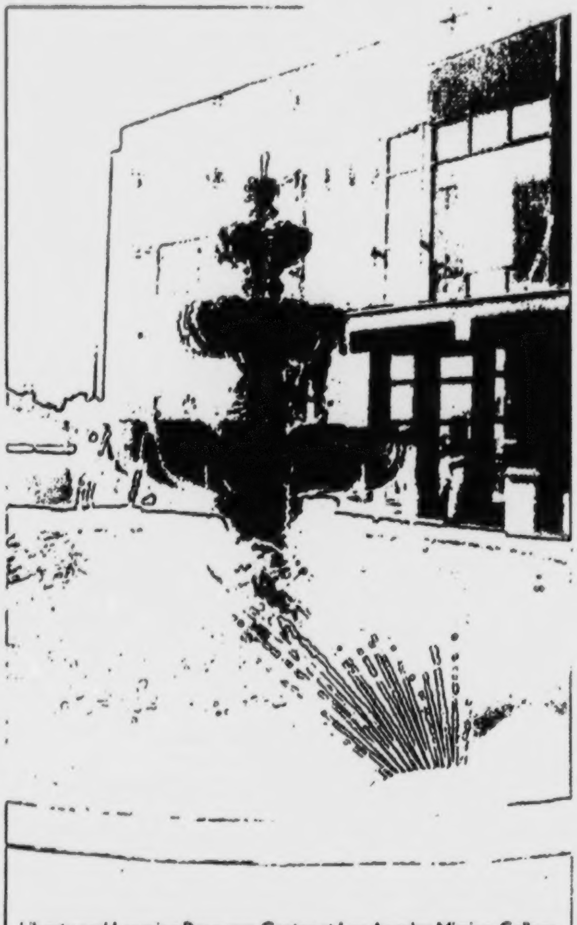
The Honor Roll



Los Angeles Mission College

Hispanic Enrollment Highest in District at 68.5 Percent

BY ROGER A. DEITZ



Liberty and Learning Resource Center at Los Angeles Mission College

Established in 1975, Los Angeles Mission College recently celebrated its 25th anniversary. When it first opened its doors to higher education, President Adriana D. Barrera says it did so utilizing "storefronts, bungalows, and any space with the capacity to convene classes." Dr. Barrera, officially inaugurated on Dec. 1, 2000, adds, "During its brief history, the College has withstood the challenges of being the only institution bringing college-level instruction to the communities of the northeast San Fernando Valley. Its first students were primarily working adults focused on job-related and career-path upward mobility." Then, the president says, there was another opening of the doors at LAMC in 1991. "This time, the doors were to its new campus and new buildings on land of its own," she emphasizes. "Gradually, the faculty and staff saw their students change in terms of their age, goals, and preparedness."

President Barrera energetically took the helm of LAMC last July after working her entire professional career in Texas, where she was born and raised. The former president of El Paso Community College, she is the first Latina to head the campus. This should begin an era of administrative stability. There have been four acting presidents among nine presidents and a host of active vice presidents in the community college's 25 years.

Barrera promises a personal presence people can count on. "I'm here, and I'm not going anywhere anytime soon," she vows.

The construction of a new instruction building, with high-tech classrooms and science laboratories, began during the Fall 2000 semester. Barrera says that the faculty and staff, many of whom have been employees since the days of those early teaching storefronts, together with new, enthusiastic educators, offer students the opportunity to enrich their lives, expand horizons, and "learn for the sake of learning."

Los Angeles Mission College is one of nine in the Los Angeles Community College District (LACCD). The District encompasses 882

Dr. Adriana D. Barrera, Los Angeles Mission College president

Honor Roll Facts in Brief

INSTITUTION
Los Angeles Mission College

LOCATION
13356 Eldridge Ave.
Sylmar, CA 91342
(818) 364-7600

ESTABLISHED
1975

ENROLLMENT
6,953 (4,766 Hispanics or 68.5 percent)

DEGREE OFFERINGS
Associate's
Certificates

ANNUAL TUITION AND FEES
$390 In District (Students on public assistance may be exempt.)

FACULTY
91 regular faculty (20 are Hispanic) and 187 hourly faculty

SEVERAL DEGREE PROGRAMS
Business Administration
Child Development
Engineering
Interior Design
Legal Assistant

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Associated Student Organization
Extended Opportunity Program
Learning Center

INTERNET ADDRESS
www.lamission.cc.ca.us

square miles and serves more than 100,000 students from a population base of nearly five million. The District includes the city of Los Angeles and several surrounding communities.

Mission College is located on 22 acres in the foothills of the northeast San Fernando Valley, in the city of Sylmar, close to San Fernando. In 1991, after its 16 years in storefronts and various leased spaces and with the completion of its permanent campus, the College experienced a surge in enrollment and higher visibility.

So far, the College has served three generations of students. During its 25 years, more than 100,000 students have pursued one form or another of higher education at the College. Mission College provides lower-division general education, A.A. and A.S. degree programs, occupational education, occupational certificates, transfer education, developmental education, counseling, and community services. The College has operated numerous workforce development programs; empowered immigrants through language and citizenship programs; enabled thousands to transition through the continuum of education linking high school, college, and the workplace; and graduated a number of community leaders in business and civic affairs.

Educators at Mission College report that the school experiments with the latest technology in order to provide students with access to the skills and knowledge they need for success. It encourages young people to pursue their potential with classes taught in area high schools for high school students. Mission supports growth programs with numerous community events and business seminars, promotes lifelong learning with classes offered in community locations, and advocates social and economic development in the community through dynamic partnerships with local businesses and civic organizations.

This relatively young institution demonstrates dynamic movement and offers many points of interest; the new president with her seven-day workweek and the rapid growth of the physical campus are but two. Student demographics tell much of this story. In its recent history, female enrollment has been high, averaging 65.1 percent between Fall 1995 and Fall 1999. The age distribution of the College population has remained fairly constant, although the percentage of students under 20 increased from 15.9 percent in Fall 1995 to 21.3 percent in Fall 1999 while the percentages of older age groups declined only slightly. The ethnic composition of the student body has also shifted somewhat. Hispanic enrollment increased from 65.4 percent in 1995 to a high of 69.5 percent in 1999, then leveled off at 68.5 percent, 4,766 of the total of 6,953 students for Fall 2000. There were 418 African-Americans, 404 Asian-Americans, 1,025 Whites, and 340 others. Total enrollment is projected to climb to 10,000 during the next five years.

The percentage of Hispanics leads by far all of the other component institutions of the Community College District. The District average is 46.4 percent Hispanic.

In Fall 1995, 63 percent of students reported English as the language spoken at home, with Spanish being the second most predominant, at 30.1 percent. By Fall 1999, English declined to 60.7 percent, and Spanish increased to 33.0 percent.

LAMC students typically devote a significant amount of time to employment while attending the college. About 41.6 percent of the students work 35 or more hours per week. Another 21.5 percent work between 21 and 34 hours a week.

The total faculty at LAMC consists of 91 regular faculty members and 187 hourly, including non-teaching faculty. Of the total regular faculty, 20 (22.0 percent) are Hispanic; seven, African-American; four, Asian-American, and 60, Caucasian. The instructional staffing pattern at LAMC has shifted since Fall 1995, when 47.5 percent of instructional faculty was regular full-time equivalents (FETF). In Fall 1999, that percentage was 55.6. Hourly faculty comprised 40.8 percent of total faculty in 1995. This figure increased to 58.8 percent in 1999. The total number of College employees (excluding student employees) was 394 in January 2000. Females made up 49.0 percent of all College employees, and total minority representation (consisting of Asian, African-American, and Hispanic groups) was 39.1 percent. Minorities comprised 62.5 percent of the College administration and 60 percent of classified staff. Minorities comprised 39.1 percent of the regular faculty.

> ***Minorities comprised 39 percent of regular faculty, 62.5 percent of the college administration, and 60 percent of classified staff. Female enrollment has been high, averaging 65.1 percent between Fall 1995 and Fall 1999.***

The proportion of students declaring vocationally related educational goals increased from 36.8 percent in the fall of 1995 to 41.0 percent in Fall 1999. The proportion of students declaring general education and transitional education (such as improving basic skills) has increased over this period from 7.3 percent to 8.5 percent and from 5.9 percent to 8.6 percent respectively. Also of note, the proportion of students declaring transfer as a goal has increased only slightly, from 24 percent in Fall 1995 to 24.9 percent in Fall 1999. The College reports that the percentage of students who have not decided on an education goal has declined significantly, from 26.0 percent to 17.1 percent over this period.

Statistics do tell much of the story, yet individuals have stories of their own. Fred Flores, a disabled veteran, returned to college and while working full-time was able to complete his Associate of Arts degree in five semesters. Flores graduated magna cum laude from Mission and has been accepted to UCLA's School of Communication. After the commencement ceremony, Fred said, "I can't believe it! I didn't think it was possible, but Mission College made it possible."

Gabriel Dávila is an engineering major. The story he tells is representative of many studying at Mission. "I did not expect to go to college after graduating from high school. I had a decent job as a box-person at a local supermarket, a steady source of income and benefits...no bills, and life was good. As time progressed, I began to realize how limited my career options were without a college degree. I was doomed to a life of mind-numbing, dead-end, and physical occupations that offered no mental challenges." He decided to enroll at L.A. Mission College but had no plan of what direction to take, and he was unclear about his career goals. Like many, he put off taking the more difficult math and science classes. But this is where he found his career. He decided to be an engineer, a field in which Hispanics are traditionally underrepresented. He says he has the chemistry, engineering, math, and physics faculty to thank, not just for teaching him coursework but also for taking an interest in his work and goals, and for changing his life.

"I have been hired in a professional position in the Mechanical Properties Laboratory at Superior Industries." He reflects, "I am now able to observe engineers operating in their professions, and I am gaining real-world experience in industry. Soon I am going to be an engineer, just like them."

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RIO HONDO COLLEGE
ROA
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At the Top of His Game

Mike Salazar–the new head baseball coach at Rio Hondo College

BY ED BRENNEN

More so than any other sport, baseball is a game of paying your dues. Even the most highly touted of prospects know that before they can reach their ultimate goal of playing in the big leagues, they must first endure a few seasons in the bush leagues. The endless bus rides, threadbare motels, and meager wages are a part of the journey.

And it's no different in the coaching ranks. Those who aspire to become full-time managers–be it at the professional or college level–know that they will first have to work their way up the coaching totem pole.

Mike Salazar, the new head baseball coach at Rio Hondo College in Whittier, Calif., has finally seen his dues pay off. After an impressive playing career at Azusa Pacific University, a brief flirtation with a professional baseball career, and six years as an assistant coach at Citrus College in Glendora, Calif., the 28-year-old Salazar now has a program to call his own. Salazar took over the Rio Hondo team in July of 2000, replacing coach Mike Scalinos.

"Full-time coaching jobs are very hard to come by in this area," says Salazar, who learned about the Rio Hondo opening from Robert "Skip" Claprood, his head coach and athletic director at Citrus College. "And you always want to go to your own place of work and have your own team and be full-time there–that's always ideal if you can get it."

Salazar, who grew up in the nearby Ontario/Chino area, didn't always know that coaching baseball would become a way of life. It wasn't until he attended Azusa Pacific that he found his true calling.

"I started off as a business major, and I thought I'd have a normal job," says Salazar, who was also an outfielder for Azusa Pacific, helping the team win two district and three straight league championships. "All of a sudden, as I went through college, I realized that baseball was a part of my life and I couldn't really leave competitive sports. So one way to stay around it was to become a coach. It seemed logical."

After earning his business degree, Salazar obtained his master's in education, with an emphasis on physical education. Upon graduating in 1994, he began working as a PE instructor in the Montclair Unified School District. He also stayed close to baseball by becoming an assistant coach at Citrus. But in 1997, Salazar's coaching/teaching track took a slight detour. It all began when he went back to Azusa Pacific for an alumni baseball game.

"I went back to my old alumni game, and I pitched a few innings," recalls Salazar, a left-hander who apparently impressed a few of his fellow alumni. "Someone said, 'Why don't you pitch?' and I said, 'I don't know.' He said, 'Let me make a call for you,' and he actually made a call to his old manager."

The next thing Salazar knew, he was invited to spring training. "I went as a pitcher, and I made it," Salazar recalls with a laugh. "Left-handed pitchers are definitely needed in baseball."

Assigned to an Independent Western League team in Washington called the Tri Cities Posse, Salazar had to leave his teaching and coaching posts a month early to report to camp. He also had to leave behind his new bride, Krista.

While Salazar was thrilled to be living out his dream of playing professional baseball, adversity soon struck. Pitching out of the bullpen for the Posse, Salazar says he began to develop some inflammation in his throwing arm. Adding insult to his injury, the Posse released Salazar a short time later. But on the very same day of his release, he was signed by a team in Michigan called the Kalamazoo Kodiaks.

"I had to drive home, tell my wife I was re-signed by Michigan, and then fly out to Michigan the next weekend," says Salazar, whose inflammation subsided, thanks to the week's worth of rest. "When I got out to Michigan, I was fine."

Salazar finished the season with the Kodiaks and then came to a decision. "After I finished playing with Kalamazoo, I had reached my goal of playing pro baseball," he says. "I decided I could just shut it down. I just stopped playing; I didn't need to play anymore. I could have played; I just didn't want to play anymore."

Instead, he reset his sights on his teaching and coaching careers and on settling down in his native Southern California. While at Citrus, he became an adjunct faculty member. His responsibilities with the team included working as the third base and outfielders coach while also playing an active role in recruiting.

Salazar got a taste of international baseball while at Citrus, going to Europe with the team to participate in the Rotterdam Tournament, where they faced teams from Cuba, Taiwan, and the Netherlands.

> ***"They need to know that we're serious about their academics and getting them out of here."***
>
> MIKE SALAZAR

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While Claprood appreciated Salazar's work at Citrus, he also knew that when the Rio Hondo job opened up last summer, it was something his assistant had to go for.

"I had known Mike since he played with my son at Azusa Pacific, and then he came over to coach with us, and he was always a dedicated individual," says Claprood, who has seen 31 of his players go on to become high school or college coaches during his 32-year tenure at Citrus. "I've seen him grow from a novice into an outstanding college coach. I think he's going to do a wonderful job at Rio Hondo. We were sorry to lose him, but this opportunity came up. He and I talked all summer about it and felt it was something he had to take. There aren't too many California community college full-time jobs that open up, and this was an opportunity I felt he had to go after."

But with Salazar getting the Rio Hondo job during the summer months, he had already missed out on the prime recruiting period for the 2001 season. Incoming first-year students are vital to a two-year junior college program, and Salazar had to do something to bolster his numbers. That's when he turned to his former mentor at Citrus.

"I had recruited the whole world to go to Citrus, and all of a sudden, I got the Rio Hondo job in mid-July," says Salazar, who sat down with Claprood and selected players from the Citrus roster–both returnees and recruits–whom he could bring with him to Rio Hondo.

When all was said and done with the pseudo "expansion" draft, Salazar brought three players from the 2000 Citrus team as well as nearly a dozen recruits.

Salazar actually got his first look at his new team during the fall, when he held a baseball class, which was essentially a semester-long tryout for the spring team. At Citrus, Salazar says, they usually had upwards of 100 players participate in fall baseball, but last year at Rio Hondo, he only had about 60 players. Regardless, Salazar evaluated the talent during the 27-game fall ball season and hammered out his final roster at the beginning of January. By Feb. 2, the team was on the diamond and playing games for real.

The Roadrunners, who finished second in the Foothill Conference in 2000, got off to a so-so start this spring, going 12-12 over their first 24 games. But two of those games came against Citrus, and Salazar was able to lead Rio Hondo to a split of the series.

ROADRUNNER
BASEBALL

"It just happened to be in that one game," says Claprood with a laugh, "that all those players that we allowed to go over with him came back and bit us."

With only one of the 20 incoming students from last year's team returning for the 2001 season, Salazar realizes that this year's team will have to put up with some growing pains. But he's patient, with an eye toward next season.

"This year will be our first full year of recruiting with our own guys in here, so we're excited for next year because we knew this year, we just had to survive and do OK," says Salazar, who brought in a pair of former college teammates–Steve Allyn and Tom Wolff–along with Steve Bray to work as his assistants at Rio Hondo. Together, Salazar says, we are trying to build a new image of Rio Hondo baseball.

"With no exceptions, our main intention is to win, go to the playoffs, and do well in the playoffs. And eventually, a state championship is on our mind," Salazar says. "But right now, it's just building a foundation for this program, getting kids in here, and making it a place where they will want to come. Before, it wasn't the most well-respected place in the world. But now we have new grass on the field, new uniforms...everything is new. The key thing was just getting to the place where people would want to come here and see the place.

"So now *that* foundation has been laid, we have very, very high goals and aspirations of how we want this place to be–a top-level place in the area where people will want to come. We're getting good response from the recruits. People around the community, scouts, and everyone are noticing a big change here, so it's just a matter of time."

Of course, Salazar's job isn't just to teach young men the game of baseball. He knows he's also responsible for their education. During his time at Citrus, he saw 86 percent of the players continue with their education on athletic scholarships. It's an impressive track record that Salazar hopes not only to emulate but to improve upon at Rio Hondo.

"This year we might even have all six of our sophomores move on to four-year schools–100 percent–and hopefully with some kind of scholarship, so that's our goal," says Salazar, who has implemented a mandatory study hall for his players each day after practice. "That's something I felt strongly about....I wanted to make sure that these kids knew: 'This is what you're doing. You're going to go to study hall no matter what, with a coach there monitoring you, and you can't screw up.' They need to know that we're serious about their academics and getting them out of here."

Salazar, on the other hand, is in no rush to leave Rio Hondo. He and his wife recently had a baby daughter, so the family roots are taking hold. Salazar also knows how rare the full-time coaching jobs are, and after years of paying his dues, he believes he's with the Roadrunners for the long haul.

"I love JC baseball because we get the best of both worlds," Salazar says. "We can recruit the high school kids, which is exciting–it's a competitive recruiting area around here–and I get to send them on to a four-year school when they graduate, and they can go and play baseball. So I'm right in the middle of developing them and then moving them off, not just recruiting them and letting them play."

And while they're playing for him at Rio Hondo, Salazar feels he can help his players along by sharing his own life's experiences.

"My philosophy has always been–as you make your career choice, you always want to pick something that you love and enjoy," he says. "And with players, it's the same thing. As you're in school and as you plan your career, choose an occupation that you love to go to because it's very important to come home to your family and be happy at the end of the day. Coaching is what made me happy, so I chose to do it."

HBLI Preparing Leaders, Border Style

Five-State Consortium Headquartered at ASU

BY JEFF SIMMONS

HBLI's director, Leonard A. Valverde, professor of educational leadership and policy studies, Arizona State University

When we look at the idealistic fellows who've embarked on the same path as she has, Liz Gutiérrez easily stands out.

Not because of her goals and enthusiasm but because of her age.

"Here I am at the ripe old age of 50 getting a greater understanding of this," says Gutiérrez. "Most of the others are between 27 and 30 years old."

Gutiérrez is among a group of Hispanic women and men accepted into the Hispanic Border Leadership Institute's fellowship program. The awards give them a chance to pursue doctorates in education and become leaders in education.

Gutiérrez has a good head start. She arrived on the University of California at Riverside campus with life experience and lessons from the workforce, the political landscape, and not-for-profit outfits.

"It's wonderful and exhilarating to be in a campus environment," she says. "I think the dynamics are interesting because we bring a lot of different backgrounds and experiences to the table. It's just a wonderful group of people."

Gutiérrez was motivated to follow through on a nagging urge, one that she had tried to ignore for years. By applying for the fellowship, she says, she has gained a greater appreciation of the struggle that many younger students face.

"It takes money and strong professors who believe in you, and," she adds, "it takes a good cohort of supportive students surrounding you."

That she has.

The Hispanic Border Leadership Institute was launched in 1996 to foster change in educational organizations. Founded by four Hispanic educators, the six-year initiative has evolved into a consortium of eight higher education institutions in Arizona, California, Colorado, New Mexico, and Texas.

In recent years, faced with the booming Hispanic population, the colleges have all focused their attention on improving education for Hispanics. HBLI pins its hopes on generating more Hispanic administrators, teachers, and leaders.

The organization hopes its fellows become "change agents" to influence their charges and

HBLI Fellows, December 2000, Santa Fe, New Mexico

public policy. Additionally, its mission is to influence state educational policies and help elected local school board members and community college trustees understand policies.

Working with state legislators, HBLI members have offered training sessions and educated officials on the consequences of proposed policies. For instance, HBLI distributed papers on the California bilingual proposition in other states, projecting what would happen if a measure passed–or didn't.

Its mission seems pivotal in the wake of this year's Census 2000 figures, which paint a portrait of a much more diverse American landscape. The border states have witnessed much of that change.

"As Hispanics, we now should be taking more leadership positions and expressing the conditions for our people and the future for people of color in the United States," says HBLI's director, Leonard A. Valverde, professor of educational leadership and policy studies at Arizona State University.

"The African American community has had that role, given that they've been the largest group, and they've done a very good job pointing out to America what our plight and circumstances have been. So I think the role is going to change and now the burden falls on us."

The Census figures, he adds, reveal that education should be a critical focus of future efforts. The dropout rate is far higher for Hispanics than for Whites, and the graduation rate much lower. The acceptance rate into four-year institutions lags behind that of Whites.

"They are indicators that the educational system is not up to par," Valverde says.

"We have not done a good job of educating our minority populations, and if they're going to be a majority of the workforce and a majority of the citizens, if America is to remain competitive worldwide, we're going to have to build a stronger, more educated citizenry."

HBLI, which is funded largely by the W.K. Kellogg Foundation, is headquartered at Arizona State.

It began with four members in 1996, grew by three in 1998, and then came to include an eighth school last year. The group is comprised of schools with sizable Hispanic enrollments.

They are: Arizona State University, New Mexico State University, Palo Alto College, Paradise Valley Community College, Southwest Texas State University, the University of California at Riverside, the University of Texas-Pan American, and the University of California at Bakersfield.

The fellowship program is its pride and joy. Since its foundation, HBLI has pored over hundreds of applications from potential fellows. Currently, it has 30 doctoral fellows on four campuses. Several schools waive tuition–and boost the program's funding, as well. Nine fellows have already completed three years of study, and eight of them have earned their doctorate. The second group had 10 fellows, and the most recent, 11. Officials boast about a retention rate well above the national average.

Fellows are chosen based on their desire to take part in research studies and serve leadership roles in college and community projects. Even if a fellow wants to be a college president, the program still encompasses primary and secondary education studies. Leaders say they want the fellows to embrace a holistic view.

"Traditionally, people come in and say they want to concentrate on one thing," says Valverde. "And all of their study revolves around that. We say, if you want to be a community college president, you still need to know what's involved in K-12 because you receive their products and you need to know what's happening."

Fellow Luis Cruz agrees. He is specializing in institutional leadership and policy studies at the University of California at Riverside.

"My goal is simply to give back to the community I came from," says the 30-year-old. "As a superintendent, I want to be able to go in and prove to folks that kids we often think cannot make it are

HBLI
HISPANIC BORDER LEADERSHIP INSTITUTE

University of California-Riverside Fellows with HBLI Coordinating Council

absolutely capable if we have the passion and the desire to succeed."

Cruz, who is completing his second year at the school, says, "I want to go back to a K-12 institution as a superintendent, and so I'm going to have to understand policy in order to be a leader."

Cruz hopes to engage in that influence where he grew up, or somewhere nearby. He was reared about 30 miles east of downtown Los Angeles, and that experience inspired him to want to help generations of younger students.

"Having been first-generation myself, I feel an obligation to go back to those environments and be a part of the team that addresses the fact that these communities don't usually have strong educational commitments," says Cruz, whose family is from Ecuador. "I want to say that doesn't have to be the case."

It was a teacher who initially led him down this path. As a third grader, Cruz watched classmates ignore their teacher, and one day, he stepped up to the chalkboard to lead them in a lesson.

"I remember getting up in front of the class and deciding I was going to teach it because she wasn't able to," he recalls. "She looked at me and said, 'I think you're going to be a teacher someday.' I later realized that it was my calling."

After graduation from college, Cruz taught fifth grade for six years in the Baldwin School District in Los Angeles. Eventually, he transferred out of the classroom and stepped into a new position as the district's first parent and community involvement resource teacher. For two years, Cruz escorted parents on field trips to various universities and exposed them to myriad opportunities available to children.

> ***"We need to make some changes...historically many people of color had been...unable to obtain what everyone else was able to: a great education."***
>
> HBLI FELLOW LUIS CRUZ

"I would advise them how to question their school district in a professional manner when things weren't going right," he says.

There were startling discoveries along the way, such as the whiter face of the administrative ranks. Where he worked, 95 percent of the students were Latino and poor. Yet, district offices were largely White and male.

"I began to see that there was a clash in understanding exactly how this population of students needed to be served because these people were driving 45 minutes to get into the district and they wanted to know how I was able to connect with these families and understand them," he says.

There was a disconnection between what they experienced growing up and the community they were serving.

The fellowship program has helped Cruz hone his leadership skills, primarily by giving him a chance to see how others negotiate and weigh diplomacy and assertiveness.

"It's something that is amazing because I really get to learn from them," Cruz says. He also brings in-the-trenches experience to the table. "Meeting these folks has been a very exciting, motivating experience. They bring experience and advice to the table. What we really are is a family."

However, he sees the horizon obscured by many obstacles, often recalcitrant officials and educators unwilling to diversify their ranks. Says Cruz, "I think some school districts really want to be progressive and might see this as an asset, but to be honest, others might see it as a threat."

"We need to make some changes in order to address the fact that historically many people of color had been marginalized," he adds, "and unable to obtain what everyone else was able to: a great education."

HBLI's efforts branch off into the

education of others as well, including school board members. Within its scope are neighborhoods that have seen voters send more Hispanics onto the policymaking boards.

"Many of them are not well-informed about educational practices," says Dr. Miguel Nevárez, president of the University of Texas-Pan American, a consortium member. "I think the education of these school board members will be a benefit to a school district because your members understand educational theory."

HBLI's workshops, held in each of its members' states, instruct members on issues concerning Hispanic education. The hope also is that trustees can effect change in their own school districts. The reasons are simple, says Nevárez. A majority of the students in their districts often are Hispanic.

"It's about 86 percent in our area," he says, reflecting on the need for trustees to also push to diversify the workforce in their districts. "We do have a number of superintendents and principals who are Hispanic in the schools, but they do not have a doctoral degree. Many have at most a master's or an administrative certificate."

Bringing the border states together under the HBLI umbrella is fashioned to address issues particular to those regions. Many of the students and their families migrate back and forth, he says, between America and Mexico. Dual-language programs are continuing efforts, often needing more attention.

"Our fellows are identifying dissertation topics that deal with the ongoing problems you find in the Southwest states along the border–in particular, dual-language students in the public schools," he says.

HBLI's six-year term is nearing its end. But leaders don't want it to end. Last November, two dozen advisory panel members began talking not just about its survival but its expansion.

"We are identifying other foundations to see if they will invest in this so we can get another round of fellows and train more school board members and trustees," says Valverde.

Kellogg originally provided HBLI with $2.8 million to stretch over five years. But when the doctoral fellows program expanded, so did HBLI's run, by one year, and funding was boosted to $4.2 million.

Organizers believe that by the time the first leg of the program ends, they will be able to gauge success by looking at the positions held by its graduates. One is already a dean of students at a community college in Southern California. Two are directors of bilingual programs in New Mexico. Another serves as a Latino Affairs officer in Washington, D.C.

"You can see that they're spread out and in different places in the pipeline," says Valverde. "We will look at their initial placement and where they move to in their career."

Cruz is poised to embark on a new chapter in his career. He maintains that the program has given him a solid boost and solid footing. And though he sees obstacles on the road ahead, his confidence is boosted because he believes there is strength in numbers.

"We're challenging the status quo," Cruz says. "We're saying that things are not as they should be and that we know how to make it better."

UCLA

OPEN FACULTY POSITIONS

The School of Nursing at the University of California, Los Angeles (UCLA) invites applications for tenure-track positions. Rank and salary are dependent upon qualifications, previous academic teaching experience, and research productivity. Wanted are qualified advanced practice nurse scientists (Clinical Nurse Specialist or Nurse Practitioner) with clinical expertise in adult nursing. Content of the clinical expertise may include care of patients with problems related to one or a combination of the following systems: cardiovascular, endocrine, gastrointestinal, hemotology, immune, musculoskeletal, neurological.

Required qualifications include an earned doctorate degree; expertise and scholarship in a clinical area as noted above; previous teaching experience; and evidence of an active research program that either shows potential for growth or, preferably, evidence of a publication record. Candidates whose research program reflects the multicultural diversity of the nation are sought.

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- Knowledge of the applications of information technology to higher education

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Turning Classroom Conflict into Teachable Moments: Part II

BY
ANGELA PROVITERA
McGLYNN

How to Deal with Students' Prejudiced Comments

In Part I dealing with this topic, I discussed how to manage yourself when a student makes a comment that pushes one of your hot buttons. To sum up, it is important to know what your hot buttons *are* so as *not* to be surprised by your reaction but to stay calm (perhaps by counting to 10), to be comfortable with a moment of silence to allow the comment to sink in for the whole class, and to be open to allowing the students to respond to the offending comment.

Dr. Lee Warren, associate director of the Derek Bok Center for Teaching and Learning at Harvard University, says that it is the responsibility of the teacher to help students to learn from these tense moments. It is also the teacher's responsibility to care for and protect all the students so it is possible for learning to take place. In Part I, I also presented the results of two brainstorming sessions of a faculty group on our campus in which we created strategies for turning prejudiced comments made in class into teachable moments.

This article will further explore how to keep the classroom atmosphere hospitable to the learning process in the face of hot topics and hot emotions. Even though many of us do not like conflict in the classroom, Professor Warren suggests that exploring these tensions can lead to deep learning. Warren says that some instructors dislike classroom conflict so much that they do all in their power to avoid it or stifle it, while other instructors thrive on such tension, encourage hot moments, and use them for learning opportunities. Warren suggests several strategies for handling the difficult moments so that we can discuss topics we formerly might have avoided and can deal with classroom dynamics and atmospheres we previously might have neglected.

In one of our campus discussions of hot moments in the classroom, a communications professor described her presentation of a topic that frequently gets students hot under the collar. In her mass media course, in which she presents federal regulations about hiring employees who reflect audience demographics, invariably a student says something such as, "I don't like the fact that the federal government requires the hiring of unqualified people." This professor then has the opportunity to point out that the search for employees is always among the qualified and that some people might assume that women and minorities are automatically unqualified. She then explains the history of discrimination in the media business so students can understand why the government is attempting to remedy a societal injustice. [Ed. Note: A recent FCC ruling, seen by some as anti-affirmative action, changed related requirements.]

I suggested presenting the history first so that students would have a context within which to understand the reasoning behind the regulations. Some of my colleagues disagreed; they suggested that it would work better if students became engaged in the discussion first rather than have them be passive recipients of information that might even dampen their willingness to express their ideas. Another communications teacher suggested adding a reading or a text when presenting sensitive information so that the class discussion could be data-based. In this example of the media, there is a lot of material, which the students could research and gather, that would show them the ongoing discrimination in the industry.

Warren describes a class in which a student said she didn't think the United States should have gone to war to prevent the Holocaust because "they weren't Christians." One of the strategies, suggests Warren, for dealing with hot moments is to "listen for the song" beneath the words of the student. In other words, by pursuing the conversation, try to discern what the student is really saying.

Warren explains that the student who made what seemed to be an anti-Semitic comment was African American. Her subtext might have been that we need to deal with our own racial issues in the United States before taking on ethnic/racial/religious issues of other nations. Had the instructor pursued further conversation with the student rather than avoiding her remarks altogether, the class might have had a rich discussion about several important topics.

Warren suggests several strategies for getting students to think in the face of such hot moments. She encourages the establishment of norms for discussion either early in the semester or even as the hot moments arise. She says that we need to model norms that encourage an open discussion of intense material by being open ourselves to multiple perspectives on issues. Our goal should be to take the issue *off the student* who makes the offending remark and put it *on the table* for general discussion. We should not allow students to make personal attacks on other students. All participants need to feel safe to voice their ideas. To achieve the goal of removing the offensive remark from the offender, we could say something such as, "Many people seem to hold this view in our society. Why do they hold such views? And why do others who disagree hold *their* views?" This takes the heat off the student and creates a climate that is hospitable for discussion.

Another strategy suggested by Warren for diffusing the emotional intensity of the classroom is actually a therapy technique often used in treating couples having relationship difficulties. Each person must carefully listen to what the other person has to say. He or she may ask for clarification and then must be able to paraphrase the partner's point of view. Having students engage in this process in the classroom can diffuse the emotional intensity of the moment and can go a long way in getting students to hear and understand other students' perspectives.

When the class seems to be getting out of control, writing about the issue is another strategy that works quite well. The process of writing gets students to calm down and to collect their thoughts. When the conversation resumes, students seem more open to listening to other students' ideas.

An outside-of-class research and writing assignment on a sensitive topic is another strategy to get students to be open to multiple perspectives. You might assign that they write a balanced essay on a hot topic. You might even suggest that they come to class prepared to argue against what they believe to be true.

Warren says that it is sometimes necessary to speak outside of class to students whom you perceive to have been particularly troubled by the conversation. She says that we ought to be able to help students learn something substantive from the experience. These students need to learn something about the issue that was being discussed in class, and also something about themselves and about other students. They might need to learn something about how to express themselves in class so that their views can be heard. Warren says that these out-of-class conversations can help students and can keep them coming to class with an open mind. In cases where we think the student is deeply troubled by what the class stirred up, we recommend that the student visit with a counselor on campus.

Warren offers another strategy that seems similar to what Dr. Elizabeth Paul (The College of New Jersey) refers to as a content-to-process shift. When the classroom atmosphere becomes emotionally charged, Warren suggests asking students to step back and reflect upon what they might learn from the moment. Paul suggests that we call attention to the classroom dynamic and ask students to reflect on the meaning of what is happening in the class at that moment. Getting students to step back and do such an analysis might take the discussion to a new level of understanding. Students might be able to see the issues more clearly and to understand what the emotional intensity of the clash is all about.

Warren says that this approach worked well in a class in which a White student and an African-American student were arguing at length with no apparent movement toward understanding. When the teacher asked students to explore what they might learn from the arguing, the discussion quickly shifted gears. I would suggest getting students to first write their responses before resuming the discussion–to diffuse the heat and perhaps to bring more people into the discussion, as writing seems to do in so many instances.

After the students considered what they might learn from the altercation in class, students began to think about the difficulties in communications between people of diverse backgrounds when different belief systems were operating. They even went further to explore the reasons for those differences and possible ways to bring people of divergent views together.

Warren also discusses using the class dynamics if they illustrate the topic being covered. For example, in my own Psychology of Women class, we discussed how men speak three to five times more than women do in mixed-gender groups and how men interrupt women six to 10 times more often than women interrupt men. We talked about this topic intellectually and analyzed the dynamics of male/female power differences. I was able to use a class assessment technique that actually measured how much the men and women in my own class spoke. We were able to use the students' firsthand understanding of their own classroom dynamics to demonstrate a topic we had been studying.

Warren warns against avoiding hot moments by ignoring offensive remarks. Ignoring offensive remarks might allow some students to learn that such offensive behavior is allowed and okay, and other students might learn that they are not protected against such offensive behavior. She says that students then miss the opportunity to learn about their own behavior and its consequences. She adds that students also miss the possibility of experiencing a more open classroom where the atmosphere is conducive to exploration of a wider range of ideas.

Warren leaves us with one final strategy that was comforting to me. She says that if we cannot find a workable position right in the hot moment, it is okay to defer. We could tell students that this is an important issue and that we will discuss it at a later time. This gives us time to plan our strategies for dealing with the topic. This also lets students know that we take such issues seriously. Even though many of us are not comfortable with conflict in the classroom, it can actually be a powerful tool for diversity training.

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¡ADELANTE!
U.S. EDUCATION LEADERSHIP FUND

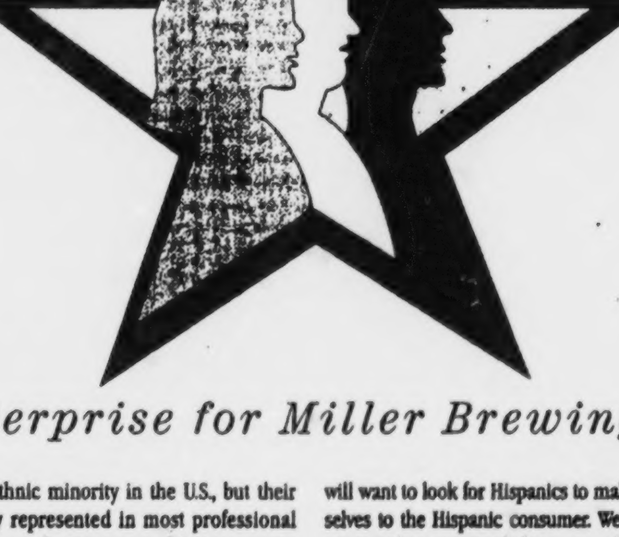
BY MICHELLE ADAM

Win/Win Enterprise for Miller Brewing and Others

Latinos are becoming the largest ethnic minority in the U.S., but their growing numbers are not equally represented in most professional fields, giving rise to concern. Today, only 11 percent of Latinos are in managerial and professional positions, compared to 27 percent of non-Hispanics. And Latinos are less than 15 percent of all senior managers in the nation's Fortune 1000 companies. These statistics stem from the sad fact that about 37 percent of employed Hispanics do not have a high school degree, and only one in ten aged 25-29 completes a four-year degree, compared to one in four Anglo-Americans.

It is exactly this combination–poor representation in the professional arena and rapidly expanding numbers–that has drawn companies and corporations to take interest in supporting and helping Latinos advance in education.

Gus B. Fernández III, Hispanic marketing manager of Miller Brewing Company in Texas, put it this way: "When you start looking at the statistics on Hispanics and the growth of their population, I think companies will want to look for Hispanics to make sure they know how to market themselves to the Hispanic consumer. We and other companies see that in supporting them, we are helping ourselves in the future." He added, "To poise ourselves to be in the right place in the future, we need to set up the foundation, and the main foundation is education. We felt that education and building that base for Hispanic students would help elevate them into the business world."



Gus Fernández III, Hispanic marketing manager of Miller Brewing Co. (Texas), and Karina Hinojosa

Fernández is especially familiar with his company's efforts not only to help graduate Hispanics from college but to prepare them for a future in business. Since 1993, Miller has funded a program that today is known as the ¡Adelante! U.S. Education Leadership Fund. Located in San Antonio, Texas, the Fund sets out to help students complete their college education and succeed in the world of business and corporate America through scholarship assistance, leadership training, and internships.

¡Adelante! was established as a multi-year program by the Hispanic Association of Colleges and

Universities(HACU) and Miller during the early '90s but became independent from HACU in 1999. With Miller's continued support, in 1999 ¡Adelante! helped 22 students in 44 cities and 17 colleges with $3,000 scholarships and leadership training. Additional corporate sponsors during the academic 2000-2001 year increased scholarships to 47, to students in 30 cities and 40 universities nationwide.

Although in its infancy, the Fund sets itself apart from others by its combination of financial assistance and leadership training for the workplace. ¡Adelante! specifically targets junior and senior Latino students who are attending Hispanic Serving Institutions. The program targets students who have already made it through several years of school but are potential dropouts due to financial pressures. All eligible students are pursuing degrees in business or another major specified by the donor, and maintaining a minimum 3.0 GPA.

For juniors who apply and are accepted, scholarship monies are automatically renewed the following year. While Miller grants $3,000 in scholarship money for each student, Texaco, a recent donor to the program, gave $1,200 in scholarships to each of 10 students, and TIYM (Transporte Integrado y Masivo), one $2,000 scholarship. Last year alone, Miller provided 36 scholarships, 16 of which were sponsored by Texas Miller Lite and were given only to Texas students. (In its first year participating at the local level, Miller contributed $70,000 to assist students in Texas through its fundraising programs such as Miller Lite Texas Title Belt, Fiestas Patrias, and Texas ¡Adelante!/Miller Lite Super Softball Series.)

Students who are accepted into ¡Adelante! are also invited to attend free of charge the four-day leadership institute, which in 2000 took place in San Antonio from May 25 through May 28. Last year, 50 students attended, including students not ¡Adelante! scholars, and they underwent what has been described as "corporate boot camp."

Radisson
HOTEL

Ruben García, ¡Adelante!'s assistant executive director

Dr. Antonio Flores, president of HACU and chairman of the board of directors, ¡Adelante!

The curriculum was designed and implemented by participating corporations' management and training professionals, in partnership with member schools of HACU. Students were taught how to get into the corporate world and become effective leaders, as well as given tips on networking, time management, and more.

Ruben García, ¡Adelante!'s assistant executive director, placed special emphasis on the lessons of networking taught to students at the institute. "I had to learn the hard way that to get ahead in a corporation–it's not about doing your job well but in knowing how to network. If nothing else, the leadership institute offers students the opportunity to network with one another and to realize the value of networking."

The final part of ¡Adelante! is the internship process. Last year was the first in which students became interns through the program. Many of the positions that students held at such companies as Target, Miller Brewing Company, and Marquéz Brothers International were funded by Miller. Last year, there were five student interns; this year, up to 20 are likely.

According to García, the average students of the Fund are in their early 20s, outgoing, and, typically, ladies.

"They have normally accomplished quite a bit to get where they are. They've overcome hurdles, taking courses at night to get through," said García. "They are also very optimistic about the future, and they want to play a role. Most of them want to help other students, and they want to give back."

Leadership qualities and the desire to give back to the community are important criteria in selecting scholars for the Fund. "We are looking not only for a good GPA but for those who have demonstrated extra-curricular activity and community involvement," said García. "We don't want people

1999-2000 scholarship recipients; Leadership Institute; May 25-28, 2000; San Antonio, Texas

who are going to join organizations to put it on their résumé. We want someone who has joined an organization and moved into positions of leadership."

García doesn't actually meet students until after they have been accepted into ¡Adelante!. But even prior to meeting them, he claims, "If the person has done things, it just stands out" in letters of recommendation and in the information they provide. "It's remarkable. A lot of these young people are the first in their family to go to college. A good number of their parents didn't graduate high school," he said. "That's why it's exciting when I get to see these young people face to face."

Alejandra Rodríguez, a recent graduate of California State University in Los Angeles, was one of several ¡Adelante! scholars who was the first in her family to attend college. "I felt I had to do it, but once I got into it, it was tough," she said of her earlier years in school. She learned about the Fund while working in the dean's office at her school. "Months later, I was there in Texas at the leadership institute," she said. "The speakers were great."

While the financial support helped Rodríguez through school, she especially valued the emotional support that ¡Adelante! provided. "It's a type of network. It's like a big home that we have that will never disappear. If we need something, we know we can ask," she said. "Many times when you have so many things to do, you think, 'Will I make it through?' Then people like ¡Adelante! come and offer to help, and that helps a lot. It's a great organization."

Although Rodríguez is currently working as an auditor for an accounting firm in Los Angeles, she is giving back to the program that helped her. She is collaborating with other ¡Adelante! graduates to create bylaws for current scholars of the Fund. "What stands out about ¡Adelante! is that they want their Hispanic students to grow so they can give back to their community," said Rodríguez. "My goal would be to work with them. By doing what they do, you are giving back to the community. That is what I want to do."

Arselia Villanueva is a current ¡Adelante! scholar and a senior at California State University in Los Angeles. Being a Fund recipient "has meant a lot," she said. "It is a recognition of your achievement. A lot of times, students who excel in academics or who put a great effort into their education sometimes get discouraged because they don't feel that other people are taking an interest in what they do, in what they are trying to achieve. But when you have something of this magnitude, when you have a major company that has dedicated a major part of its funds and its people and its personnel toward Hispanic achievement and improvement, it makes you want to work even harder. It makes you see that people out there actually do care about your betterment, about you becoming a better person, not only for yourself but for your society and culture."

Although Villanueva received offers from many companies to be an intern last summer, she declined because she needed to attend school full-time. But, she said, "I know now what it feels like to be offered a position." Villanueva, however, has more than benefited from the program thus far. As she said, "I don't have to sit down and say, 'How am I going to pay for books this semester?' But it's much more than that. The recognition and achievement you feel is much more important. It helps you not only in scholarships but in networking. It gives you a lot of resources. A lot of students are really lost. They don't know what to look for when they are done."

While Latino students have much to gain from ¡Adelante!, the outcome of their successes will clearly benefit corporations and companies such as Miller. The Fund has a student data pool that companies can access in

¡Adelante! board member: José Ruano, manager, corporate relations, Miller Brewing Co.; and Guillermo Aviles, student at the University of Texas at El Paso

order to find scholar interns or employees. And those businesses that are ¡Adelante! sponsors at one point or another are given the first opportunity to dip into the pool.

According to García, each company has expressed what it considers to be the professional and leadership areas within which it sees a need for more Hispanics. For Miller, he said, "They see a tremendous need for Hispanics with business backgrounds." Texaco, on the other hand, defines those areas as accounting, finance, and marketing. Of one student, Jovita Hernández, a senior marketing student at the University of Houston who held an internship position at Miller, García said, "They are after her. They have seen what she can do."

Fernández at the Miller Brewing Company has his own words of praise for the pool of scholars he has seen advance through ¡Adelante!. "The talent level that comes out of these young people is immense. With that kind of talent, all companies want to get at these students. There is no question that we and other ¡Adelante! sponsors want to use these students as a pool for the future," he said. After all, explained Fernández, "You see a lot of companies that are showing that they care about their diversity among their ranks. I think you are starting to see a lot of companies being involved in Hispanic scholarship funding. You see all kinds of interest groups and companies doing these things."

While Miller has been involved with ¡Adelante! for nearly a decade, as Fernández pointed out, "It takes a long time to get a fund started. It takes a long time for companies to believe in it. The Fund is starting to get more recognition." His company is using marketing to help propel the Fund forward. It's what he describes as "being a good corporate neighbor."

Beyond being a good corporate neighbor, Fernández has enjoyed the personal satisfaction of seeing Hispanic students excel. He ended his words on a personal note, having followed in the footsteps of his grandfather, who had only an eighth grade education and insisted on his family's achieving more. "When you get a letter from these kids saying thank you and telling you of their aspirations for the future–that makes you feel so good," he said. "It makes you feel so good that you are making a difference in somebody's life–beyond community. And corporate dollars are being invested into the neighborhood."

ASSISTANT PROFESSOR
MICROBIAL GENOMICS

The Department of Fisheries and Allied Aquacultures at Auburn University has established a priority program in Aquatic Genomics and is seeking candidates for an Assistant Professor, 9 month tenure-track faculty position. Position is available immediately.

Responsibilities include development of an active extramurally funded research program in microbial genomics focusing on pathogenic microorganisms of aquatic animals.

Minimum qualifications include a Ph.D. in microbiology, molecular biology, or a closely related field and one year of postdoctoral experience, demonstrated skills and knowledge in analysis of DNA sequences, DNA sequencing, development of PCR probes and primers, RNA manipulation, cloning and engineering of bacteria, and developing and using microarray-based genomic technology or bioinformatics. Demonstrated productivity as measured by peer reviewed publications, and demonstrated professional leadership for independent research in addition to a strong ability for collaborative research. Proof of authorization to work in the U.S. must be provided.

Minorities and women are encouraged to apply.

Candidates should submit a letter of application, curriculum vitae, transcripts and names, phone numbers, and e-mail addresses of four references to:

Dr. John Liu, Search Committee Chair
Department of Fisheries and Allied Aquacultures
203 Swingle Hall
Auburn University
Auburn, AL 36849
Phone: 334-844-4054
FAX: 334-844-9208
E-mail: zliu@acesag.auburn.edu

Review will begin June 1, 2001 and continue until a suitable candidate is selected.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

Admission Officer/
Assistant Director of Admission

The successful candidate will have an assigned geographic territory working with all students plus assume primary responsibility for enrolling Hispanic and Latino students. This staff member will create an outreach plan for Hispanic and Latino students and families. In addition, he or she will have traditional admission responsibilities that include 8-10 weeks of travel in the fall and spring, interviewing candidates for admission, applicant file review, and other related projects as assigned.

Bachelor's degree required. The successful candidate will understand liberal arts and sciences education and be able to clearly and persuasively articulate those values to prospective students, parents and secondary school counselors. Excellent organizational skills, outstanding public speaking ability, high attention to detail, strong work ethic, and a good sense of humor are also required.

DePauw University is an entirely undergraduate institution with 2,250 students from 43 states and 15 foreign countries. The University has a College of Liberal Arts and a School of Music. The campus in Greencastle is located forty-five minutes west of downtown Indianapolis. Currently our multicultural population is fourteen percent. Admission is selective.

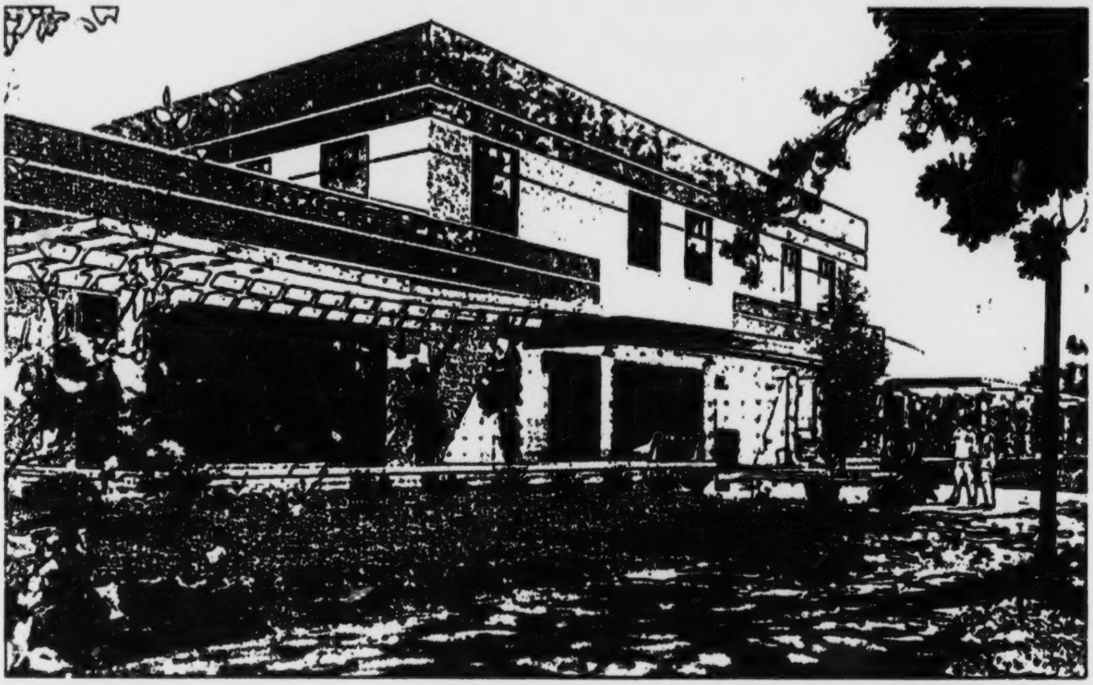
The position is available on July 1. We will accept applications until the position is filled and will begin reviewing applications immediately. Interested individuals should submit a letter of interest, resume, and the names, addresses and phone numbers of three references to the following:

Stefanie Niles
Senior Associate Director of Admission
DePauw University
101 East Seminary Street
Greencastle, IN 46135

The position is a twelve-month position with a competitive salary and benefits.

DePauw University is an affirmative action, equal opportunity employer and encourages applications from women and under-represented groups.

Casino Workers Ripe for Distance Education



Atlantic Cape Community College Targets the Swing-Shift Population

BY JOE BECK

In the 21st century, one can drop off dry cleaning and order a pizza at 4 a.m. How about a college degree in the middle of the night? Why stop there? How about writing your papers and studying anywhere you choose, without ever having to step inside a classroom? No problem.

Atlantic Cape Community College (ACCC), a comprehensive two-year public college serving New Jersey's Atlantic and Cape May counties, is recruiting a new college population with distance education.

According to ACCC's President Dr. John May, "ACCC is the first community college in the state to offer a full degree program at a distance, something driven by the needs of the casino industry, where rotating shifts make attending a traditional college class impossible."

ACCC's turf includes Atlantic City and employees of the area's 13 casinos. To reach out to casino workers, ACCC became a pioneer in offering Internet-based classes. Taking a class online allows them to study at times convenient to them.

"We have students who sign on at 4 a.m. after work to complete assignments," said Dr. Mary Wall, associate dean for business/computer information systems, English, and social science.

As a leader in educational technology, ACCC offers associate's degrees through distance education. Most of the programs are offered through online classes, available via the Internet. The rest are offered through television courses that students can take by watching televised programming or videotapes. Because the courses require minimal on-campus presence, students with family and job responsibilities are able to take more courses than they could if their options were limited to traditional classes. Most telecommunicated courses are self-paced, so students are able to work them more efficiently into their weekly schedules.

A pioneer in distance education, ACCC is part of a growing trend on campuses nationwide. The larger picture of distance education reflects a change in the very nature of communication. Access to education is increasing for more people. With telecourses and other distance education technologies, college credit and college degrees are closer than many people think.

At ACCC, courses are offered through e-mail "bulletin boards" and the World Wide Web. The College offers eight distance degrees and more than 80 online continuing education courses. The interest in online courses and distance education in general is growing. Spring enrollments at ACCC were up more than 3 percent as online classes continued their popularity. Enrollment credits totaled 43,510. About 9 percent were in online sections, and approximately 18 percent of all students took at least one online class. Thirty-three percent of ACCC students were taking online classes, compared to 31 percent in Spring 2000.

When online classes were first offered in 1997, there were six courses. The number has been growing steadily since that time. This spring, 68 Internet-based sections of 61 different courses were offered. Total registration of 5,010 students included 1,854 full-time, and 3,156 part-time. Distance education degree programs offered

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include Associate in Science in General Studies, and Associate in Arts in Liberal Arts, History, Business Administration, Computer Information Systems, Psychology, Literature, and Humanities.

For online courses, students use their home computers with a connection to an Internet Service Provider (ISP). The College advises that students should have a Mac or Windows-based computer with a 28.8-or-higher modem, connection to an Internet Service Provider (e.g. Bell Atlantic or America Online), and some knowledge of downloading and installing software.

In addition, according to College literature, students must be independent learners who can manage their time effectively. ACCC uses conferencing software to help faculty and students communicate with one another as if they were in a regular classroom.

Students are encouraged during the first week of classes to log in and write a note to say hello to their professors and fellow students. Then, depending on how the class is structured, they are given the opportunity to post comments to class discussions, to submit homework, to "chat" with fellow classmates, and to use the Web for homework.

Once students register for their classes, they are asked to call or e-mail their instructors immediately to receive course materials. Later, they are asked to visit a Web address to find their course listing. Once students find their particular courses online, they also find instructions on using the online software that is most compatible with their home computers. Some of the questions answered include: How are courses conducted, How much does it cost, What do I need at home, How do I register, How do I acquire course materials and textbooks, How can I access library materials, and How is testing conducted?

After registering for online classes and shortly before the start of each semester, students receive a "welcome letter" from instructors that includes their user ID and password for accessing their online courses.

About ACCC

The ACCC campus is located on 537 acres in the New Jersey Pinelands. ACCC is 15 miles west of Atlantic City's boardwalk, 45 miles from Philadelphia, and 115 miles from New York City. The College offers 37 transfer and career degree programs as well as non-credit professional development and training services. It awards Associate in Arts, Associate in Science, and Associate in Applied Science degrees. The College operates nationally recognized casino career and culinary arts programs, and has extension centers in Atlantic City and in Cape May County.

ACCC was the second community college organized in the state of New Jersey in 1964. However, its history extends farther back. In 1947, the President's Commission of Higher Education brought the concept of the community-centered school into reality. The community college movement gained impetus throughout the United States during the 1950s, amid the growing student population that began shortly after World War II.

Atlantic Cape Community College computer lab

In Atlantic County, various groups urged that a college be established in this area, one that served the entire community, discovering and developing individual talents at low cost and with easy access. The Citizens Centennial Committee on Adult Education for Atlantic City was instrumental in stimulating interest in a local college. The efforts of such groups, combined with those of educators, legislators, and individuals, resulted in the passage of a New Jersey law, which established county colleges in 1962.

Following the passage of the New Jersey County College Act, a special committee of county freeholders and educators prepared a study which showed the need for such an institution in Atlantic County. In December 1963, the state Department of Education granted approval for the establishment of ACCC. The site was selected in November of 1964, and official groundbreaking ceremonies for its nine-building complex in Mays Landing were held in November 1966. ACCC opened its doors to students in September 1966, using facilities rented from Atlantic City High School.

In February 1968, the College moved to its present campus on the Black Horse Pike in Mays Landing. In the spring of 1982, major work was completed on a two-year, $7-million expansion project. The project included two new buildings, expanded student service facilities, the Academy of Culinary Arts, and additional classroom and office space. In that same year, the former Atlantic City Electric Company building, located in Atlantic City, was purchased by Atlantic County for ACCC. By 1984, a $4 million renovation project transformed the aging building into a beautiful modern facility.

The William J. Spangler Library, which was expanded and renovated in 1990, added a mezzanine level, a computer lab with space for more than 90 personal computers, faculty and administrative offices, small study/meeting rooms, a classroom meeting room, and typing, video, and audio tape rooms.

Since 1991, the College has made major strides with technological improvements. In July 1995, the New Jersey Commission of Higher Education declined Cape May County's request for an independent college and recommended that it enter into a partnership with a neighboring community college, citing such benefits of a joint college as a larger population base, economies of scale, immediate availability and accreditation of curricula, and elimination of duplication of efforts and costs.

To date, plans are being developed for a comprehensive Cape May County Campus. The facility is expected to be ready for occupancy by this fall or next spring.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 18, 2001

A&E and History Channel Listed as Top of Educational Support Providers

NEW YORK, N.Y.

A&E and The History Channel truly make the past come alive in the classroom, according to teachers across the country. Topping the list ahead of such esteemed organizations as Scholastic and National Geographic, A&E and The History Channel are the most popular providers of social studies educational support materials, according to a "Complete K-12 Report" survey. To gain a better understanding of the sources of supplementary materials utilized by teachers, respondents to the K-12 social studies survey were asked whose supplementary materials they use the most.

"At A&E Television Networks, we believe very strongly in our mission as good corporate citizens. Central to that mission is how we contribute to the educational needs and aspirations of our most precious commodity, our children. That so many teachers value our programming and support materials speaks volumes about the importance of A&E and The History Channel in the daily lives of America's classrooms," said Nickolas Davatzes, president and CEO, A&E Television Networks.

Fifty-five percent of teachers surveyed said they used A&E/History Channel materials the most in the classroom. The closest competitors on the list were National Geographic (52.5 percent) and PBS (46 percent). Not limited to television networks, this survey included traditional providers such as Rand McNally, World Book, Scholastic, and Microsoft.

In addition to supplementary educational materials, websites were evaluated. The History Channel website, www.HistoryChannel.com, was tied for second with National Geographic and The Library of Congress, 5.1 percent of respondents said they used HistoryChannel.com in their social studies classrooms.

"The Complete K-12 Report" analyzes the domestic K-12 school market in all of its facets–textbooks, supplementary materials, computer hardware, software/CD-ROM, video, Internet–and in each of its grade levels and major curriculum areas. Much of the data reported come from original studies conducted by Education Market Research, using a school-market information-gathering network comprised of tens of thousands of educators at all grade levels.

A&E offers viewers a unique blend of original programming, including the highly acclaimed *Biography* series, original movies, drama series, and documentaries. The History Channel reveals the power and passion of history as an inviting place where people experience history personally and connect their own lives to the great lives and events of the past.

NACE Publishes 2001 Graduating Student & Alumni Survey

BETHLEHEM, PA.

The National Association of Colleges and Employers (NACE) recently released its 2001 Graduating Student & Alumni Survey.

Among the findings:

Employers seeking experienced college graduates for entry-level positions should be happy with the Class of 2001.

The vast majority of new and prospective graduates have been employed in various capacities. Only 1.3 percent of 985 survey respondents indicated that they had no work experience. By type of employment, respondents had held part-time (75.9 percent), summer (66.3 percent), and full-time (48.4 percent) jobs.

Additionally, respondents acquired experience in their field via internships (46.4 percent) and cooperative education programs (13.2 percent). Participation in these programs often works to the advantage of college job seekers. NACE's Job Outlook 2001, a survey of HR/staffing professionals, found that 85 percent of employers use experiential education programs to recruit for their own work forces.

From liberal arts to engineering majors, most college students have a realistic idea what they will earn in their first jobs following graduation.

Half (50.6 percent) of 985 respondents to the 2001 Graduating Student & Alumni Survey said they expect to make between $25,000 and $35,000.

By discipline, almost three-fourths (74.5 percent) of visual and performing arts majors and two-thirds (67.1 percent) of education majors anticipate earning $30,000 or less in their first job. More than half of engineering majors (57.6 percent) said they expect to earn $45,000 or more. Meanwhile, one-fourth (26 percent) of M.B.A.s expect to earn more than $50,000.

According to NACE's Spring 2001 Salary Survey, visual and performing arts majors are receiving starting salary offers averaging $27,010, and elementary and secondary education majors are averaging $27,917 and $28,058, respectively. Starting salary offers to engineering majors average $40,377 for civil engineers and $53,477 for petroleum engineers. M.B.A.s with non-technical undergraduate degrees and no experience are commanding offers of $45,048, with one-fourth of their offers exceeding $50,000.

Of course, the money will only go so far. The respondents reported owing an average of $14,813 in student loans and $1,651 in credit card debt.

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...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com June 18, 2001

Former U. of Wisconsin-Madison Chancellor Is Named ACE President

WASHINGTON, D.C.

David Ward, chancellor emeritus of the University of Wisconsin (UW)-Madison, has been named president of the American Council on Education (ACE), the nation's principal higher education association. His appointment, effective Sept. 1, 2001, was announced following a unanimous vote by the ACE board of directors.

Ward is Charles Kendall Adams University Professor at UW-Madison, director of the Wisconsin Center for the Advancement of Postsecondary Education, and a visiting scholar at the Center for Studies in Higher Education at the University of California-Berkeley. He will be the 11th president of ACE since its founding in 1918, and succeeds Stanley O. Ikenberry, who last year announced plans to resign following five years as ACE president.

"ACE is very fortunate to have as its president-elect a distinguished leader who has the vision, passion, and intellectual strength to articulate an agenda for all of higher education that puts access and excellence at the core of our endeavor," said ACE board chair Janet Holmgren, president of Mills College in California. "We greatly appreciate the hard work of search committee chair Mike Adams [president of the University of Georgia], who guided the deliberations that resulted in such a fine choice."

Ward is eager to join the national policy debate in Washington as ACE president. "The genius of American higher education is its broad access and the great variety of high quality higher education institutions that serve society," said Ward. "We are looking at a future that I believe will be much more collaborative than competitive, especially in the development of instructional technology and distance learning. It will be incredibly exciting to be at the very center of the national debate and public policy process at ACE and to help shape the future.

"Colleges and universities in the United States are still the envy of the world, but that also means we have much to share with the world and can continue to improve as we interact with campuses in other countries. I look forward to engaging in this international dialogue and hope to find new ways to improve the international scope of American higher education through my work at ACE."

NCLR Helps Form New Educational Partnership

WASHINGTON, D.C.

According to the National Council of La Raza (NCLR) publication *AGENDA*, NCLR has joined with three prominent Latino organizations to form the 2010 Alliance, a new partnership founded to improve the educational status of Latinos. The principal goal of the Alliance is to close the achievement gap that exists between Latino students and their non-Latino peers, by the year 2010. The other founding members of the Alliance are the National Association for Bilingual Education, the National Association of Latino Elected and Appointed Officials, and the National Council for Community and Education Partnerships.

Many Latino children are underrepresented in quality preschool education programs and overrepresented in poorly funded, underperforming schools. As a result, they lag behind their non-Latino peers in several measures of academic well-being, such as secondary school completion and college attendance. Although there are myriad examples of "best practices" for improving Latino achievement and attainment, implementation of these programs has been uneven or nonexistent. This is the case, in some part, because there is no mechanism currently in place to hold schools and school systems accountable for changing their practices to better serve Latinos. The Alliance hopes to fill this void.

The Alliance's founding organizations understand that making positive change happen in the education arena requires political will. Thus, all sectors of society must become involved, a mechanism must be devised to hold the school system accountable, and a media campaign must be waged to keep the issue of Latino education on the forefront of the nation's consciousness. That is why educators, policymakers, corporations, foundations, and community leaders have been invited to join the Alliance.

The Alliance will issue "report cards" demonstrating the progress the nation is making toward meeting the goals the Alliance sets. In addition, press releases will be issued and other media efforts will take place to let the nation know how our schools are serving Latino children. These activities are intended to pressure the school system to implement policies and programs that will improve academic outcomes for Latinos.

People·Places·Publications·Conferences

PEOPLE & PLACES

SUNY Upstate to Enroll Underrepresented in Clinical Studies

The State University of New York (SUNY) Upstate Medical University created a special office to ensure that people from underrepresented populations are part of clinical research trials.

The Office of Diversity Enhancement in Clinical Research will help attract African American, Hispanic, American Indian, Alaskan Native, and non-White European individuals for participation in various clinical trials and other research studies.

The University, by reaching out to these targeted populations, hopes to develop a better understanding of how cultural and religious sensitivities might inhibit one's participation in such research.

Hispanic Themes in Daytona Beach Lecture and Seminar Series

Daytona Beach Community College (DBCC) in Florida held the seminar "Spanish Speaking Immigrants in Search of the American Dream," by Ana María Alvarado. She explored the reasons why Spanish-speaking immigrants have come, and continue to come, to the U.S., and whether those reasons have been fulfilled.

Another DBCC lecture, "El buscar Cuba," featured six Cuban American photographers discussing their recent returns to Cuba.

David León, California State University professor and director, Chicano studies, presented the lecture "The U.S.-Mexican Border: A Barrier to the American Dream?"

Houston-Downtown Showcased as a Top 25 College for Hispanics

The University Of Houston-Downtown (UHD) was showcased on the Univision website, www.univision.com, as one of the top 25 colleges for Hispanics.

The website featured UHD alumna Reyna Romero and several Hispanic students who wrote essays about their life at UHD–René García, Juan Hernández, Diana Leal, Veronica Martínez, and Diana Rocha. Students Edwin Cisneros, Roberto Mena, and April Palomo narrated video highlights of UHD.

Univision gears its website toward U.S. Hispanics and provides Internet connection, news, entertainment, and shopping opportunities. It augments programming for its Spanish-language affiliate stations around the country.

UHD is nationally recognized for its student diversity, outstanding academic opportunities, and productive community partnerships.

Cal State-San Bernardino Prepares Minority Students for Doctoral Degrees

The time, effort, and mental discipline needed to obtain a doctorate in any field of study can prohibit or frighten most college graduates from even attempting to earn such a degree. But graduate students who are accepted into the McNair Scholars Program at California State University-San Bernardino can be confident that they will be well prepared if they decide to do so.

"If you can make it through this summer program, then you know that you have what it takes to obtain your doctorate," said Carolyn Márquez, a McNair scholar. "This program is about endurance and obtaining the work ethic that you will need."

The program is named for Robert E. McNair, the African American astronaut who died in the Space Shuttle Challenger accident in 1986. His accomplishments are honored by the federally funded program, which actively recruits minorities and prepares them for doctoral studies. The program runs over the summer months. Mentor professors guide students in research projects, conference presentations, and study for the doctoral exam.

California-San Diego Holds Chávez Film Festival

The University of California-San Diego held a César Chávez Film Festival featuring award-winning films on Chávez and the struggle of the Mexican American worker. Independent filmmaker Paul Espinosa curated the festival.

Guest speakers included Rosalinda González, professor of history, Southwestern College; Richard Griswold del Castillo, professor of Chicano/Chicana studies, San Diego State University; Gail Pérez, professor of English, University of San Diego; and Rita Sánchez, professor of English, San Diego Mesa College.

NASA Scientist Speaks at UNC-Chapel Hill Forum

Dr. Luz Marina Calle, lead scientist at NASA and professor at Randolph-Macon Woman's College in Virginia, was a keynote speaker at the Spring 2001 Health Professions Forum at the University of North Carolina-Chapel Hill.

The Forum was held in conjunction with the Inspirational Speakers in Science Lecture Series, affiliated with the North Carolina Health Careers Access Program.

Loyola University Chicago Hosts Cuban Youth Leaders

Students at Loyola University Chicago (Ill.) got a rare glimpse of life in Cuba, courtesy of a visit to Loyola's Lake Shore Campus by Yanelis Martínez, a fifth-year law student from the University of Camaguey, and Javier Dueñas, a journalism professor at the University of Havana.

Martínez and Duenas participated in "Youth in Cuba Today: Politics, Media, and Culture," part of a forum designed to foster greater understanding among future leaders. The talk was part of a three-week tour of universities organized by the Cuban Youth Lectures Committee. Serving on the committee are university faculty, graduate students, and others interested in bringing Cuban citizens to the United States "to tell their side of the story."

"It is important that both sides of the spectrum get a chance to meet and interact, to debate perspectives in a way that is rational, and to welcome that debate," said Loyola communication professor Elizabeth Lozano (pictured).

Loyola Marymount Hispanic Engineers Host Conference

The Society of Hispanic Professional Engineers' (SHPE) student chapter at Loyola Marymount University in California hosted the 2001 Regional Student Leadership Conference "Shaping Today's Students into Tomorrow's Leaders."

KABC-TV Eyewitness News reporter Sid García was master of ceremonies. Ronald Gastelum, CEO and general manager of the Metropolitan Water District of Southern California, was the keynote speaker. Los Angeles City Councilman Alex Padilla chaired the gala banquet.

Officials on the banquet committee included: Lt. Gov. Cruz Bustamante, U.S. Sens. Barbara Boxer and Dianne Feinstein, and Reps. Xavier Becerra, Juanita Millender-McDonald, Lucille Roybal-Allard, Loretta Sánchez, Maxine Waters, and Hilda Solis.

Founded in 1974, SHPE seeks to expand the opportunities for the advancement of Hispanic engineers, scientists, architects, and entrepreneurs.

Palm Beach Community Honors Eños

Palm Beach Community College (Fla.) gave Brennan Eños, literature and composition professor, the Presidential Award for Teaching Excellence.

Nominated for the award by students and colleagues, Eños was chosen by how well he met five criteria: updating professional knowledge, emphasizing "real life" applications, teaching in an innovative and creative way, attempting to reach students with varying learning styles, and motivating and inspiring students.

The awards committee received many glowing essays about Eños. Students wrote that he guides them to find answers within themselves and to think in new ways. He makes them feel important and respected. One colleague wrote that Eños' creation of new courses, including Hispanic Literature, makes it easier to recruit literary students to the College.

Science Professor Pat Johnson also won the Presidential Award for Teaching Excellence. Bonnie Desplas, art professor, and Roger Ramsammy, science professor, both won the Distinguished Teaching Award.

Husband and Wife Earn Positions at Sullivan

At Sullivan County Community College in New York, Dr. John L. Watson was named assistant to the vice president for academic and student affairs, and Nancy Watson, director of the early childhood program.

Prior to joining the College, the married couple worked at the University of Mississippi.

John was assistant professor of educational leadership and senior research associate at the Center for Educational Research and Evaluation. He has a bachelor's degree from Saint Mary's University of Minnesota, a master's from the University of Wisconsin, and a doctorate from the University of North Carolina.

Nancy was an instructor of elementary education at the University of Mississippi, where she earned a bachelor's degree. She has a master's from the University of North Carolina.

Miami-Dade Student Receives HACU/Coors Light Scholarship

Carlos A. Díaz, a student at Miami-Dade Community College's (Fla.) Medical Center Campus, received the Hispanic Association of Colleges and Universities (HACU)/Coors Light Academic Success in Education "CLASE" Scholarship Award. Díaz, who is in the College's physician assistant program, was given $1,000 for educational expenses during the 2000-2001 academic year.

Díaz qualified for the scholarship because of his excellent academic record and community service. He maintains a 3.3 grade point average, is president of the Physician Assistant Student Organization, and is a member of Phi Theta Kappa student honor society.

A tireless volunteer, he organized a Kids Day to provide free physicals and medical care to children from local schools, helped in rural communities during flooding, and recently has been organizing a Toys for Tots program for pediatric wards and a Thanksgiving food drive for the homeless.

Parents of Political Prisoner Speak at Bergen Community College

At Bergen Community College in New Jersey, Rhoda and Mark Berenson presented the story of their daughter, political prisoner Lori Berenson.

In 1996, Lori Berenson (pictured), a former Massachusetts Institute of Technology student, was sentenced to life in prison by Peruvian military judges on charges of treason for helping the leftist Tupac Amaru Revolutionary Movement, known as MRTA, plan a thwarted takeover of Congress. After years of pressure from the United States, Peru's top military court overturned her conviction, granting her a new trial on a lesser charge of "terrorist collaboration."

Berenson was one of thousands arrested in the 1990s under draconian anti-terrorist laws.

Rhoda and Mark, both retired professors from New York City, have devoted their lives to securing Lori's release. They founded the Committee for Inter-American Human Rights and the Committee to Free Lori Berenson. They also meet regularly with government officials and lecture throughout the country about their experience.

North Florida Director Receives Award from ACHA

Photo © Tom Carr

Doreen Pérez, University of North Florida director of student health services, received the E. Dean Lovett Award for 2001 from the American College Health Association (ACHA). The prestigious award recognizes ACHA members who have directed a college health service or have contributed significantly to the development of a college health service program.

Pérez was praised for transforming student health services from a highly limited wellness center into a comprehensive health center providing a vast array of healthcare and wellness services. She has been affiliated with the operation for the last 14 years.

$1-Million NSF Grant Benefits Rutgers-Newark Urban Program

Science students at Rutgers University-Newark (N.J.) will work with elementary and middle school teachers in the city of Newark to develop science mini-courses as part of a new $1-million, three-year National Science Foundation grant that aims to nurture and encourage the interest of urban students.

"This program encompasses a major effort to reach out and bring the passion and excitement of real science to minority children in Newark schools," said Jeffrey Kidder, director of science outreach at Rutgers-Newark's Academic Foundation Center and principal investigator of the grant. He said the program will create a partnership between graduate and undergraduate students and fourth to eighth grade teachers in Newark public schools. It might also include students studying for technology, engineering, and medical careers at the New Jersey Institute of Technology and the University of Medicine and Dentistry of New Jersey.

Bush Nominates Notre Dame Professor to Treasury Department

President Bush nominated Jimmy Gurulé, professor of law at the University of Notre Dame (Ind.), to serve as undersecretary of enforcement in the Department of the Treasury. As the Department's principal law enforcement official, Gurulé would oversee efforts to prevent drug smuggling, counterfeiting, and the criminal use of guns and bombs. The nomination was awaiting Senate approval.

This would be Gurulé's second appointment to a federal government position. As assistant attorney general in the Department of Justice, he was the highest-ranking Hispanic in the department's history.

Gurulé previously was an assistant U.S. attorney in Los Angeles and president of the Hispanic National Bar Association, an organization that honored him for his leadership in the Hispanic American community and in the legal profession. He is among 12 Hispanics nationwide selected as "Pillars of Society" for their efforts to serve the cause of justice in the Hispanic community.

Gainesville College President Appointed to ACE Commission

Gainesville College (Ga.) President Dr. Martha T. Nesbitt was elected to a three-year term on the American Council on Education (ACE) Commission on Leadership and Institutional Effectiveness.

The Commission, which generally meets twice a year in Washington, D.C., and serves as an advisory body for ACE policy and operations, seeks to strengthen the nation's colleges and universities by providing a forum for discussion of leadership and leadership development and by sponsoring programs that promote institutional improvements and change.

Nesbitt said that she is honored to be one of only 40 U.S. college presidents chosen to serve on the Commission.

Pérez and Santiago-Hudson Appear in Lehman "Teatro Latino" Series

Photo © Jason Green

Photo © Jason Green

Lehman College (N.Y.) presented some of today's most popular stars and previewed plays from the Manhattan theatre scene at the "Teatro Latino" series. Actors from Rosie Pérez to Tony Award-winner Rubén Santiago-Hudson were featured at the free event.

"The richness of the Hispanic and Latino culture in theatre, dance, and music affirms life and is both joyful, lyrical, and passionate," noted Professor Betsy Shevey, producer of Lehman's Lovinger Theatre. "The keynote to culture is inclusion, and that is what this 'Teatro Latino' is all about. As Americans from many diverse cultures, we can share in the richness of each other's experiences and strengths."

Other entertainers at the series included actors John Ortiz and Lidia Ramírez, Latin jazz group the Bronx Horns, and Compañía General Electrica, an internationally acclaimed performance ensemble from Spain.

Saint Peter's Hosts Model United Nations

Luis Méndez, a Saint Peter's College junior majoring in political science, was secretary general at the 10th Annual Saint Peter's College High School Model United Nations, a two-day conference that brought together nearly 400 students from around the state of New Jersey to discuss international issues.

The Model United Nations provides New Jersey high school students with an insight into the processes of international conference diplomacy, characteristic of the United Nations. Each student represents a nation-state and researches agenda topics.

His Excellency Inocencio F. Arias, ambassador and permanent representative of the Permanent Mission of Spain to the United Nations, was a keynoter.

Pictured l. to r.: Méndez, Arias, and James N. Loughran, chancellor of Saint Peter's College.

North Carolina Latin American Institute Receives $800,000

The Institute of Latin American Studies at the University of North Carolina (UNC)-Chapel Hill received its largest-ever private grant, which will fund student travel to Latin America and bring distinguished visiting professors from that region to campus.

The New York-based Andrew W. Mellon Foundation gave an $800,000 challenge endowment to the Institute, a part of UNC's College of Arts and Sciences. The College's Arts and Sciences Foundation will seek private gifts to double the endowment in five years to $1.6 million, as required by the Foundation's one-to-one match.

The award will further the College's plan to step up its international focus, said Evelyne Huber, a UNC political science professor and director of the 61-year-old Institute, which was among the nation's first centers for Latin American teaching and scholarship. "The grant will enable us to support our very best undergraduates who wish to study or conduct research in the region," said Huber. "Honors students, for instance, will be able to write a first-class honors thesis on a topic based on original research in Latin America."

Brown Addresses Hispanic Law Students at St. Mary's

Sarita Brown, former executive director of the White House Initiative on Educational Excellence for Hispanics in the Clinton administration, now a top executive with the National Hispanic Scholarship Fund in Washington, D.C., was a keynoter at this year's St. Mary's University (Texas) School of Law Hispanic Law Students Association banquet.

Thirteen St. Mary's students are pursuing their dreams of a college degree, thanks to the Gates Millennium Scholars program, which supports recipients through the Hispanic Scholarship Fund.

Brown, a Chicana, is continuing her activism on behalf of Hispanic educational needs through the 2010 Alliance, a private-sector effort aimed at decreasing educational disparities among Hispanics. She discussed ways in which St. Mary's and the law school can play an important role in the 2010 Alliance, which is a follow-up to the White House Strategy Session on Improving Hispanic Student Achievement, held in June 2000.

Grossmont-Cuyamaca Students to Study in Spain

Students from the Grossmont-Cuyamaca Community College District in California will spend a few weeks this summer perfecting their Spanish and immersing themselves in the life and culture of Spain during Cuyamaca College's 2001 study abroad program in Burgos, June 29-July 30.

Students will live with a family in Burgos in north central Spain and attend language classes at the local university for five hours each weekday. The program permits students to earn up to eight units of academic credit while they learn Spanish in small, intensive classes.

Dr. Ezequiel Cárdenas, chair of the department of foreign languages, has led similar student tours for the past 20 years. "It's not just the foreign language skills that students gain from these trips," said Cárdenas. "They come back with a new appreciation of their own country, of being able to do something like picking up a phone and getting in touch with anyone around the world almost instantaneously. It is during these world travels that students realize that the convenience and access to information that we take for granted here in the U.S. are not always the norm when you go beyond our borders."

SDSU Talent Search Students Participate in Mural Painting

In California, San Diego State University (SDSU) Talent Search students from San Diego Unified District middle schools and high schools, along with local artist and SDSU graduate Victor Ochoa and SDSU mentors, took part in a mural-painting project to mark the 31st anniversary of Chicano Park in Barrio Logan. SDSU's Pre-College Institute sponsored the event, which perpetuates community pride, service, and beautification.

The Talent Search Program is one of three federally funded TRIO programs housed in the University's Pre-College Institute. The program helps 7th-12th grade students complete high school and pursue postsecondary education.

California State Aims to Offer Education Doctorates

The California State University (CSU) board of trustees is seeking legislative authority to offer the education doctorate.

David Spence, CSU executive vice chancellor and chief academic officer, said that throughout the past 10 years, the tremendous growth of the state's student population and the changing complexity of its educational system have resulted in an increased need for more educators with education doctorates.

Lt. Gov. Cruz Bustamante (pictured), a CSU trustee and a University of California (UC) regent, attended a recent board meeting. "We need to think of the needs of students first. We need more doctorates in education, and UC is not meeting that demand," said Bustamante. "CSU must become involved. It's CSU who trains our teachers."

The community college system will need thousands of new faculty and administrators over the next decade, based on increasing enrollment and anticipated retirement rates. California's schools of education also have a need for more education doctorates. At CSU, teacher education has become one of the top five discipline areas classified as "most difficult to recruit."

Barry Names New Community Program Coordinator

Rolando Barrios (pictured) was named program coordinator at Barry University's (Fla.) Academy for Better Communities (ABC) and will oversee a new neighborhood revitalization program funded by a three-year, $400,000 grant from the U.S. Department of Housing and Urban Development.

Barrios received a bachelor's degree from the University of Rochester and a master's from the University of Pennsylvania. He worked with the New York City Housing Preservation Office for seven years before joining the Miami Beach Housing Authority as project coordinator in 1998.

Dr. Jackie Mondros is director of ABC, the University's outreach arm working with low-income communities in South Florida and the agencies and organizations that serve them.

Texas A&M-Kingsville Holds Barraza Book-Signing

Santa Barraza, Texas A&M University-Kingsville associate art professor and department chair, signed copies of her new book, *Santa Barraza, Artist of the Borderlands*, in the University's Bailey Art Gallery.

The book, published by Texas A&M University Press, contains 34 of Barraza's most powerful and characteristic works in full color. Scholars María Herrera-Sobek, Antonia Castañeda, Shifra M. Goldman, Tomás Ybarra-Frausto, and Dori Grace Udeagbor Lemeh contribute analyses in the book of the forces that shaped Barraza as a Chicana artist and the images and aesthetics characterizing her work.

Pictured with Barraza are Charles Backus (l.), director of Texas A&M University Press, and Marc Cisneros (r.), president of Texas A&M-Kingsville.

City College of San Francisco Will Link Health Care to Underserved

A nonprofit program developed to help internationally trained health professionals gain a foothold in California's medically underserved areas of high ethnic diversity received a $2 million shot in the arm from The California Endowment.

Welcome Back, a program of the California Community College Chancellor's Office Economic Development Network, will operate under the auspices of the San Francisco Bay Area Regional Health Occupations Resource Center. It will function as a counseling, education, and job placement service for immigrant health professionals, helping them navigate the state's licensing system and obtain the necessary credentials required to work in the United States.

"Welcome Back is yet another example of our commitment to contributing to the quality and diversification of the health workforce," said Dr. Philip Day (pictured), chancellor of City College of San Francisco, which will operate the program in partnership with San Francisco State University.

College Grads Need Communication Skills, Says NACE Survey

The "ideal" job candidate knows how to communicate, interact, and work with others effectively, according to employers responding to "Job Outlook 2001," an annual survey conducted by the National Association of Colleges and Employers (NACE).

Employers rated the importance of personal qualities and characteristics in new hires. Communication skills–both written and verbal–topped the list; honesty/integrity, teamwork skills, interpersonal skills, and motivation/initiative rounded out the top five.

Employers also said that many candidates fail to use the job interview to showcase their communication and interpersonal skills.

Walt Disney World Swan and Dolphin Hotels Offer Teachers Year-Round Special Rate

Florida's Walt Disney World Swan Hotel and Walt Disney World Dolphin Hotel deem the commitment and hard work of our nation's teachers to be vitally important. Both hotels are rewarding teachers with a year-round, $99-per room, per night "Teachers Break" rate. (Some blackout periods might apply.)

The Swan and Dolphin Hotels are located between Epcot and Disney-MGM Studios, and are only minutes from Disney's Animal Kingdom Theme Park and the Downtown Disney area via complimentary round-trip shuttle service. For more information, contact www.swandolphin.com.

North Texas Health Science Center Recognized for Minority Outreach

Minority Access, Inc., designated the University of North Texas (UNT) Health Science Center a "Role Model Institution" for its efforts in recruiting minority students.

Ongoing outreach efforts of its Graduate School of Biomedical Sciences contributed to an increase in African American and Hispanic students at the Health Science Center, while national enrollment figures were declining.

Minority Access helps federal agencies, universities, and corporations to diversify their work-sites and/or classrooms. The organization works with the National Institutes of Health's (NIH's) Office of Minority Research to identify institutions with an exemplary commitment to and success in producing minority biomedical student researchers. It will provide the names of all role-model institutions to NIH's newly established National Center on Minority Health and Health Disparities.

Bronx Museum Showcases New Generation of Chicano Artists

The Bronx Museum of the Arts (N.Y.) welcomes a group of 12 contemporary Chicano artists in "Aztlán Today: The Chicano Postnation," a photo-based, digital media, and video exhibition. "Aztlán Today" places this recent generation of artists within the cultural discourse of what Chicanos have referred to as Aztlán, the territory originally named by the Aztecs to designate their homeland and located partially in what is today the U.S. Southwest. The term *Aztlán* was reintroduced by artists and activists to refer to the Chicano nation that they hoped would emerge from the Chicano civil rights movement.

The exhibition, which currently runs through Sept. 9, goes beyond territorial constraints and geopolitical boundaries. The works move toward an inclusive global context and present how artists are reexamining their hybrid marginality and approaching newer understandings of a Chicano "post national space."

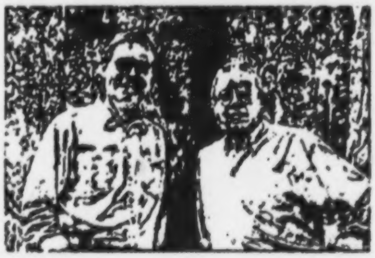
News from Miami-Dade Community College

- Miami-Dade Community College (M-DCC) hosted a group of Fulbright scholars from around the world for one day during their visit to Miami, Fla. More than 150 Fulbright scholars visited the city for four days to study diversity in a special intensive seminar sponsored by the U.S. State Department. While at M-DCC, they discussed the economic, political, social, and educational contributions of Cubans and Cuban Americans in Miami, and they visited various sites related to Cuban history and Cuban American life in Miami, such as the Bay of Pigs Memorial, Domino Park in Little Havana, a cigar-making company, and the Freedom Tower. Professor German Muñoz coordinated the scholars' M-DCC visit, as did Alex Gancedo, associate dean of natural and social sciences.

- More than 70 business students from M-DCC's Kendall Campus volunteered to spend a day during their spring break cleaning up the trash in the protected mangrove preserve at historic Matheson Hammock Park in South Florida. The project was intended to make business, marketing, and advertising students more aware of the environmental impact of consumer products.

CU-Boulder Hosts Book Reading on American Indian History

Distinguished Professor Charles Wilkinson (l.) of the University of Colorado-Boulder read selections from his latest book, *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way*, at the Boulder Public Library.



Wilkinson, in his book, explores the historical, legal, and social context of American Indian fishing rights in the Pacific Northwest, as well as the life of one of the principal activists in this struggle, Billy Frank Jr. (r.).

Frank, an American Indian with a deep understanding of the area and his people, helped create a consensus that ultimately led to a 1974 ruling by federal Judge George H. Boldt affirming the treaty rights of Northwest tribal fishermen.

Loyola Marymount Professor Studies Mexican American Museums

Karen Mary Davalos, assistant professor of Chicano/a studies at Loyola Marymount University (Calif.), authored a book that is being hailed for its detailed study of art exhibition practices among Mexican American museums and cultural centers.

In *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*, published by the University of New Mexico Press, Davalos challenges the sometimes hidden and/or blatant assumptions that underlie the practice of creating museum exhibits and asks what happens when people of Mexican American descent put themselves in command of the collection, display, and interpretation of their cultural products.

Davalos explores the history of 19th- and 20th-century museum practices and the recent phenomenon of physically locating Mestizo/Chicano art within "insider spaces" such as ethnically or racially specific cultural institutions and alternative galleries.

López Wins Curbstone's Miguel Mármol Prize

Curbstone Press (Conn.) announced that the First Annual Miguel Mármol Prize for a First Book of Fiction, judged by accomplished author Sandra Cisneros, was awarded to Lorraine M. López, writer, teacher, and current professor at Brenau University in Gainesville, Ga. Her book, *Soy la Avon Lady and Other Stories*, is a collection of short stories that explore identity issues in the Latino community.

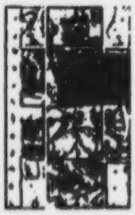
In the title story, an aging Avon representative has become so estranged from the Spanish language she spoke as a child that she no longer remembers that she spoke it or what happened in her childhood. Other characters in her stories include a young boy who seeks to save an abandoned baby, an elderly man attempting to invoke his dead wife by donning her clothing and make-up, and a young woman determined to give birth to a murdered man's child.

Cisneros noted, "I was impressed with the mastery of the storytelling, the swiftness of movement, the voices, the characters–really wonderful. The characters were zingers; the dialogue, sharp; the motion, quick."

PUBLICATIONS

Chicano/Latino Homoerotic Identities

David William Foster, ed.

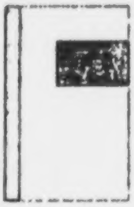


The interfacing of queer and Chicano/Latino still produces a certain level of discomfort among Chicano/Latino scholars. But queer studies have begun to and can continue to enrich academic research on Chicano/Latino culture. The papers included in this volume began with a research symposium, held at Arizona State University in November 1997, on queer issues in Hispanic culture.

1999. 367 pgs. ISBN 0-8153-3228-9. $70.00 cloth. Garland. (800) 634-7064.

Readers and Writers in Cuba: A Social History of Print Culture, 1830s-1990s

By Pamela María Smorkaloff



This study examines the evolution of Cuban literature and culture from its origins in the 19th century to the present.

1997. 213 pgs. ISBN 0-8153-2099-X. $55.00 cloth. Garland. (800) 634-7064.

Islands of Women and Amazons: Representations and Realities

By Batya Weinbaum

From the beginning, myths have told of women who lived apart from men–the Sirens who sang on the Aegean rocks, the Amazons of the Brazilian jungle, the self-reproducing women on islands in Polynesia, and more. In this interdisciplinary book, Batya Weinbaum explores how the myth of Amazons has served varying psychological needs in different cultures over time.

1999. 296 pgs. ISBN 0-292-79127-5. $22.50 paper. University of Texas Press. (800) 252-3206.

Leasing the Ivory Tower: The Corporate Takeover of Academia

By Lawrence C. Soley

IVORY TOWER

By dwelling on a few stories about "political correctness," the media have missed the "real story" about academe. The "real story" is about university physics and engineering departments being seduced by Pentagon contracts; biology and chemistry departments being wooed by drug companies and biotech firms; and computer science departments being in bed with Big Blue and a few high-tech chip makers.

1995. 204 pgs. ISBN 0-89608-503-1. $13.00 paper. South End Press. (800) 533-8478.

Este es mi testimonio: María Teresa Tula, luchadora pro-derechos humanos de El Salvador

(Spanish)

By María Teresa Tula, con Lynn Stephen

There are thousands of women in El Salvador with little formal education, no political experience, and extraordinarily difficult lives who have participated in a wide range of struggles. This book documents the life of one such woman, María Teresa Tula, a working-class housewife who became an internationally known human rights organizer. Translated by Marisol Alvarenga.

1995. 254 pgs. ISBN 0-89608-527-9. $17.00 paper. South End Press. (800) 533-8478.

Ventana abierta: Revista latina de literatura, arte y cultura

(Spanish)

Center for Chicano Studies, University of California-Santa Barbara

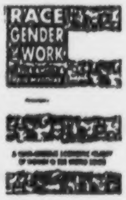
VENTANA ABIERTA

Ventana abierta es una revista independiente fundada con el propósito de llenar un hueco en las vías de comunicación hoy existentes entre latinos/as que desean expresarse en Español.

ISSN 1099-2987. Individual subscription (one year, two issues)–$12.00. Single issue–$7.00. Institutional subscription–$20.00. Center for Chicano Studies, University of California-Santa Barbara. (805) 893-3895.

Race, Gender, and Work: A Multi-Cultural Economic History of Women in the United States, rev. ed.

By Teresa Amott and Julie Matthaei

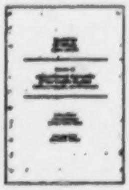


This revised edition traces the lives of working women–American Indian, Chicana, European American, African American, Asian American, and Puerto Rican–to uncover the wealth and diversity of their contributions, both paid and unpaid, to our economic history.

1996. 442 pgs. ISBN 0-89608-537-6. $21.00 paper. South End Press. (800) 533-8478.

Education of Hispanics in the United States: Politics, Policies, and Outcomes

Abbas Tashakkori and Salvador Hector Ochoa, eds.



The editors plunge us into the disheartening state of Hispanic education today and what we have not done for our fastest growing minority in spite of innumerable legal challenges. Combined with the plight of Hispanic students is the scarcity of Hispanic teachers, as well as inadequate access to higher education. The chapters examine the shibboleths of bilingual education and affirmative action. Volume 16 of the Readings on Equal Education series.

1999. 271 pgs. ISBN 0-404-10116-X. $79.50 cloth. AMS Press. (212) 777-4700.

Reclaiming Identity: Realist Theory and the Predicament of Postmodernism

Paula M. L. Moya and Michael R. Hames-García, eds.

"Identity" is one of the most hotly debated topics in literary theory and cultural studies. This bold and groundbreaking collection of essays argues that identity is not just socially constructed but has real epistemic and political consequences for how people experience the world.

2000. 354 pgs. ISBN 0-520-22349-7. $24.95 paper. University of California Press. (800) 822-6657.

White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health, and Progress in Latin America

By Donna J. Guy

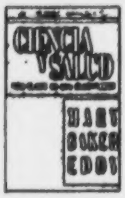
This book brings together a diverse set of essays exploring topics ranging from public health and child welfare to criminality and industrialization. What the essays have in common is their gendered connection to work, family, and the rise of increasingly interventionist nation-states in Latin America, particularly in Argentina.

2000. 216 pgs. ISBN 0-8032-7095-X. $29.95 paper. Bison Books. (800) 755-1105.

Ciencia y salud con clave de las escrituras

(Spanish)

By Mary Baker Eddy



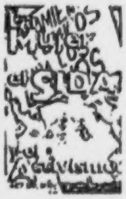
This non-denominational book is a bilingual translation of Mary Baker Eddy's best-selling title ***Science and Health with Key to the Scriptures.*** Because Christianity is so prevalent within most Latino cultures, a love for the Bible is very common. *Ciencia y salud* begins with this scriptural basis and presents a practical approach to spiritual healing, which is also very much a part of Latino cultures.

1995. 702 pgs. ISBN 0-87952-269-0. $14.95 paper. The Writings of Mary Baker Eddy. (617) 450-3634.

La Mujer, el SIDA y el activismo

(Spanish)

By ACT UP, New York/Grupo Mujer y SIDA



The first comprehensive and progressive book in Spanish about women and AIDS. Enfoca la problematica de la mujer en relacion a la epidemia del SIDA, desde un punto de vista libertario e integral. Spanish edition of ***Women, AIDS, and Activism*** by Beatriz y Ana Simo.

1993. 337 pgs. ISBN 0-89608-454-X. $10.00 paper. South End Press. (800) 533-8478.

Many publications featured in this section are available through amazon.com.

CONFERENCES

National Conference on Critical Thinking and Educational Reform

Atlanta area June 23-26

San Francisco area July 21-24

The Center for Critical Thinking presents "Critical Thinking in Subject Fields."

Contact: (800) 833-3645; website, www.criticalthinking.org.

AAHE Assessment Conference

June 23-27

"From Expectations to Results: What Are We Finding, and How Are We Improving" is this year's theme. Opening plenary speaker is Richard Light, professor of education and public policy at Harvard University and author of *Making the Most of College: How Assessment Can Help Both Students and Us*. In Denver, Colo.

Contact: website, www.aahe.org.

HERS, Mid-America Summer Institute

June 24-July 20

The University of Denver's HERS, Mid-America presents its 26th annual summer institute for women in higher education administration.

Contact: Betsy Metzger, (303) 871-6866; e-mail, bmetzger@du.edu.

The Barahona Center Summer Workshops 2001

June 25-27

July 9-11

July 23-25

The Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos will again hold three three-day workshops: Books and Reading Strategies for English Language Learners in Grades K-8, Books in Spanish for Young Readers, and (conducted in Spanish) Literature in Spanish for Children and Adolescents/La literatura en Español dirigida a los lectores infantiles y juveniles. At CSU-San Marcos.

Contact: Isabel Schon, director, (760) 750-4070; e-mail, ischon@csusm.edu.

Deaf Education Technology Conference

June 25-29

"Instructional Technology and Education of the Deaf: Supporting Learners, K-College," the first symposium in seven years to present current research and state-of-the-art practice for educators of the deaf, will be hosted by the National Technical Institute for the Deaf. At Rochester Institute of Technology, Rochester, N.Y.

Contact: E. William Clymer, (716) 475-6894 (v) or (716) 475-6704 (tty); e-mail, techsym@rit.edu; website, www.rit.edu/~techsym.

Gender on the Borderlands Conference

July 12-14

Sponsored by St. Mary's University, the conference will explore gender in the geographic region that becomes the Spanish/Mexican/U.S. Borderlands, now the Mexico-U.S. border. In San Antonio, Texas.

Contact: Antonia Castañada, History Dept., (210) 436-3608; e-mail acastane@alvin.stmarytx.edu; website, http://ats.stmarytx.edu/~bdlands/.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

UNM's Taos Summer Writers' Conference

July 14-20

There are weekend workshops and week-long workshops to select from. Among the many workshop leaders are Pat Mora, "Los cuentos: Family Stories for Beginners," and Alma Luz Villanueva, "Stories: Dreaming Characters to Life." Some scholarships are available. In Taos, N.M.

Contact: website, www.unm.edu/~taosconf.

The Summer Institute for Intercultural Communication 2001

July 18-20

July 23-27

July 30-August 3

This is the 25th summer institute under the auspices of the Intercultural Communication Institute (ICI) in Oregon, which provides professional training and development to thousands who work in multicultural environments throughout the world. Workshops range from "Foundations" to "Who You Gonna Call? Hate-Busting on College Campuses" and much more. Certificate and Master of Arts in Intercultural Relations programs are available.

Contact: ICI, (503) 297-4633; e-mail, ici@intercultural.org; website, www.intercultural.org.

EACUBO/Cornell Administrative Management Institute

July 22-27

The Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions present AMI2001, a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

University of Akron
Associate Vice President for Enrollment

The University of Akron is a public, four-year, comprehensive teaching and research institution located in the heart of Akron, Ohio. Founded in 1870, the University enrolls approximately 19,000 undergraduate and 4,000 graduate and professional students. The University offers over 200 majors and areas of study leading to associate and bachelor's degrees, and over 100 programs of study leading to master's, doctoral, and professional degrees. A $200 million commitment to expand facilities, support teaching, and promote research opportunities characterizes this innovative institution. Outstanding educational, cultural, and recreational resources are readily available to the nearly 800,000 residents of Akron and the surrounding area.

The Position

Reporting to the Vice President for Student Affairs, the Associate Vice President for Enrollment will be responsible for developing and implementing a comprehensive strategic recruitment, admission, and retention plan for the University. The Associate Vice President will oversee the offices of admissions, financial aid, and the registrar, work collaboratively with University communications and institutional planning, and serve as a member of the executive leadership team of the Vice President for Student Affairs. Additional responsibilities include maintaining accurate and thorough reports and managing the unit's budget.

Qualifications

The successful candidate will possess a minimum of a master's degree, preferably a doctoral degree, and at least seven years of progressively responsible experience in enrollment management or admissions. Demonstrated experience in the development, implementation, and evaluation of marketing and recruitment strategies, including the utilization of research and information technologies, strategic planning, and marketing skills is required. Strong management skills and a demonstrated ability to coordinate and lead the work of multiple offices in the support of the institution's goals will also be significant factors in the selection of the Associate Vice President for Enrollment.

Application and Nomination

Review of applications will begin immediately and will continue until the position is filled. Nominations of individuals for this position may be sent to the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com** If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Akron - Enrollment (HISP)
Martha H. Smiles, Search Associate
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

THE SPELMAN & JOHNSON GROUP

Visit the University of Akron's website at www.uakron.edu

An Equal Opportunity/Affirmative Action Employer

Leadership Alliance 6th Annual National Symposium

July 27-29

The Symposium is the culmination of the Leadership Alliance's Summer Research Early Identification Program–10-week research internships at 15 of the Alliance's 28 member institutions. Dr. Ruth J. Simmons, newly appointed president of Brown University, will deliver the opening keynote address. At the Evergreen Conference Center in Stone Mountain, Ga.

Contact: (401) 863-1474; website, www.theleadershipalliance.org.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website: www.ace.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colorado.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 15th Annual Conference

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference, "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

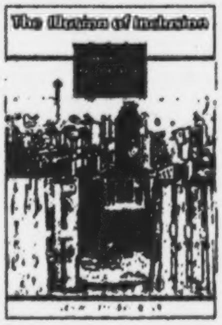
Book Review

By Dr. Mark Saad Saka

***The Illusion of Inclusion: The Untold Political Story of San Antonio,* by Rodolfo Rosales.** Austin: University of Texas Press, 2000. ISBN # 0-292-77103-7. $18.95 paper.

The Illusion of Inclusion addresses a fundamental question for American society: do factors other than elections and electoral politics determine the welfare of communities?

Rodolfo Rosales answers this question in an important political history of one of America's 10 largest cities, San Antonio, Texas. The city and the state were the incubator for Mexican American political activism–from the founding of LULAC in Corpus Christi, the G.I. Forum, La Raza Unida, the election of Raymond Telles as mayor of El Paso, to numerous Supreme Court decisions. This book fills a vacuum in southwestern urban history, which largely neglected the Mexican American presence until the 1982 election of Henry Cisneros as mayor of San Antonio.



The broader implications of this study are its applicability to the Mexican American political experience, the nature of middle-class politics, and the importance of grassroots activism. This book would be useful in an upper-level undergraduate course in ethnic politics, modern Mexican American history, or urban studies.

In the aftermath of World War II, the Mexican American middle class of San Antonio emerged as a viable political force, possessed the resources to provide key leadership in city politics, and developed the political sophistication needed to form crucial alliances with anti-machine and liberal Anglo political factions. Mexican Americans faced formidable barriers, including segregated public schools, barriers to higher education, restrictive covenants in real estate purchases and home mortgages that isolated Mexican Americans to the west side barrios, and discrimination in public facilities that rivaled Jim Crow of the South. Between 1945 and the early 1960s, the Mexican American middle class challenged the pro-business Good Government League by working within the Democratic Party. These actions ultimately led to independent political activism that broke down discriminatory barriers in public facilities and schools and succeeded in electing such political mavericks as Henry B. González, first Mexican American to represent Texas in the U.S. Congress.

By the early 1960s, Mexican Americans would play an increasingly visible role through participation in the VIVA Kennedy! campaign and through the formation of the Political Association of Spanish-Speaking Organizations, or PASSO, which became the vehicle with which the liberal sector of the Chicano middle class could "politicize the people." San Antonio was the launching point for the desegregation of South Texas–a concerted thrust by urban Chicanos into rural conservative anti-Mexican strongholds. The first big victory was in Crystal City, where, in 1963, in conjunction with local Chicano activists and organized labor, PASSO overthrew the local city council in what many historians regard as the beginning of the Chicano movement. National newspapers began to refer to the emergent Mexican American vote as "the sleeping giant."

A major asset of Rosales' book is that it dispels this notion of a sleeping giant by demonstrating that the giant has been awake for years and was beginning to kick in the door.

Another strength is the book's emphasis on the role women played in grassroots mobilization and political activism. During the 1950s and 1960s, many Chicanas became politically active through the House of Neighborly Services, a welfare rights organization involved in protest politics. These were mainly working-class women whose political mobilization led them directly into that middle-class process, electoral politics. Latina women worked in election campaigns, confronted local issues such as education and health, and recruited younger Chicanas into the movement. Rosales provides personal case studies of activist women such as María Antonietta Berriozabal, who helped found the Mexican American Business and Professional Women organization and, in 1981, became the first Mexican American woman elected to San Antonio's city council, replacing Henry Cisneros after his successful bid for mayor. While a council member, she constantly challenged the pro-business establishment, which often promoted policies contrary to the well-being of Chicanos.

Since the 1960s, Chicanos have made significant advances in political representation as San Antonio adopted single-member districting, which allowed for proportional representation of Mexican American and African American communities. The process, however, led to the fragmentation of the politics of community organization and to the reconsolidation of the business agenda of growth and expansion of the Anglo north side and the tourism industry, at the expense of community development. As middle-class Chicanos have left the traditional west side barrio, moving into previously segregated Anglo neighborhoods, the working-class barrios have deteriorated, due to lack of investment and shrinking economic opportunities. Thus, most of the Chicano community has not benefited from political inclusion and now finds itself with the legacy of cheap labor jobs geared towards tourism, shoddy housing, and poorly financed school districts.

The Illusion of Inclusion thus addresses the fact that for the past five decades, political inclusion has occurred at the expense of more radicalized community issues and contemporary electoral politics has proved a very middle-class-oriented system with no benefits trickling down to the working class. Rosales' insightful political history of San Antonio thus answers the question first posited: there *are* factors besides elections that determine the welfare of a community.

Dr. Mark Saad Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. He is a Mexican specialist whose areas of interest include peasant social movements and agrarian unrest in the Mexican countryside. An American of Arab ancestry, Professor Saka has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

NORTH PARK UNIVERSITY

North Park University, located on the north side of Chicago, is a growing, urban, Christian institution offering undergraduate and graduate programs to nearly 2,500 students. NPU has two professional openings in the area of Student Development.

Director of Counseling and Health Services Address the emotional and physical health needs of students by providing short-term individual and group counseling, conducting educational workshops, and operating the health services center. Must be a licensed professional.

Registrar Responsible for all aspects of the academic data management and reporting processes, and overseeing personnel in the office.

Both positions require a master's degree and relevant exp. North Park is sponsored by the Evangelical Covenant Church and we seek applicants with a personal commitment to our mission of Christian higher education. Submit cover letter, resume and salary expectations to:

Human Resources
North Park University
3225 W. Foster Ave.
Chicago, IL 60625

EOE

CASA EDUCACIONAL COORDINATOR
Oregon State University

Minority Education Offices, full-time, 12 month, professional faculty position, $38,000 annual salary plus benefits. Responsible for management and performance of Casa Educacional, which is charged with increasing recruitment, retention and academic performance of students of Latino(a)/Hispanic/Chicano(a) heritage; and serve as a cultural information source to students and communities. **Requirements:** Bachelors Degree, fluency in Spanish, experience working in bicultural environment and 2 yrs exp working with issues affecting the Latino(a)/Hispanic/Chicano(a) communities. **To apply:** Submit letter detailing interest, resume, 3 letters of reference & contact information for references and previous employers, and statement (2 page maximum) describing your philosophy of education and how it will serve you in the Casa Educacional coordinator position to:

Search Committee
C/O Rose Lacey
Minority Education Office
Oregon State University
A200 Kerr Administration Building
Corvallis, Oregon 97331-2135

For full consideration apply by July 1, 2001, application review will continue through July 30, 2001. For complete job announcement and requirements see web site at: **http://www.orst.edu/dept/meo or call (541) 737-9030**

Oregon State University is an AA/EEO Employer and has a policy of being responsive to the needs of dual-career couples.

UNIVERSITY of WEST FLORIDA

Director Facilities Management

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Director, Facilities Management.

Responsibilities: The position reports to the Associate Vice President for Facilities Management. The Director leads a work force of approximately 150 employees in the management and stewardship of the main campus buildings in excess of 1.147 million square feet of space on 1,000 acres. Develops, operates, and maintains the physical facilities of the University including: building maintenance, mechanical maintenance, electrical maintenance, landscape services, building services, preventive maintenance, utility system, and motor pool; interacts with other University officials, outside vendors, contractors and state and federal government agencies; manages and directs the work of clerical, skilled craft, technical, skilled and unskilled personnel. Other duties as assigned.

Qualifications

- Ten years progressively responsible facilities management experience at a higher education institution with at least five years in a supervisory capacity preferred.
- Demonstrated experience in the development, maintenance, and operation of a modern comprehensive computerized work order system.
- Successful experience in developing teams and leading others.
- Demonstrated ability in identifying problems and implementing creative solutions.
- Demonstrated commitment to customer service and a continuous quality improvement focus.
- Sensitivity in working with diverse groups and experience with modern management trends.
- Excellent communications and public relations skills.
- Experience with the development and control of budgets.
- Bachelor's degree in Engineering, Architecture, Construction Management, or a related academic area and eight years experience as noted above (10 years preferred).
- Master's degree in one of the aforementioned disciplines preferred and six years experience as noted above (10 years preferred).

Salary Range: $70,000-$85,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- ➢ cover letter summarizing qualifications
- ➢ detailed resume; and
- ➢ name, mailing address, e-mail address, and telephone number for 3 - 5 professional references.

This position will remain Open Until Filled. Preference will be given to materials received by July 14. Materials received after this date will be held in reserve and will only be forwarded for review upon request by the screening committee or the hiring supervisor. Desired starting date is **September 1, 2001.**

Send application to:
Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/Affirmative Action Employer

DEAN

CARLSON SCHOOL OF MANAGEMENT

UNIVERSITY OF MINNESOTA

After 10 years of exemplary service as Dean, David Kidwell has announced his desire to retire this summer. As a result, the University of Minnesota announces a nationwide search to recruit a new Dean for the Carlson School of Management.

Founded in 1919, and re-named the Curtis L. Carlson School of Management in 1986, the Carlson School is recognized as one of the nation's leading business schools. The school is located in a new, state-of-the-art facility on the West Bank of the Mississippi River, between the centers of commerce for the Twin Cities of Minneapolis and St. Paul, a vibrant business community offering strong opportunities for partnership between the school and business and industry. Many of its programs and departments are consistently ranked among the top 20 in the nation; the school itself was recently ranked seventh overall among top business schools in published research.

The Carlson School offers Ph.D., Masters, MBA, and Bachelor's degrees, together with several non-degree programs. Current enrollment is approximately 1,500 undergraduates and 450 graduate students, and 100 part-time MBA students. There are 113 faculty members and approximately 250 staff and adjunct teaching faculty.

The Dean is the Chief Executive Officer of the college and reports directly to the Executive Vice President and Provost. It is expected that the new Dean will be a visionary leader of unquestioned integrity who possesses outstanding interpersonal and communications skills. The new Dean will likely have an entrepreneurial spirit, collegial management style, and a passion for the mission of the school. An ability to foster relationships with the business community and other appropriate external constituents and a commitment to academic excellence is necessary, as is the need for a clear understanding of the role of a school such as Carlson in the 21st Century.

The University of Minnesota is an Association of American Universities (AAU) institution, a Carnegie I Research designee, and one of the most comprehensive and respected Land Grant universities in the country. The Twin Cities campus has a student enrollment of over 45,000 students.

Candidate evaluation will begin immediately and will continue until the position is filled. To assure optimal consideration, materials should be received by **July 15, 2001. Please send applications and nominations to:**

R. William (Bill) Funk
Korn/Ferry International Education Practice
2100 McKinney Avenue, Suite 1800
Dallas, Texas 75201
Fax: 214/954-1849
Email: ashley.garvin@kornferry.com

~Both the University of Minnesota and Korn/Ferry International are equal opportunity/affirmative action employers~

ASU

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural and economic environment.

ASU West is an urban, commuter campus, which provides for students a friendly, small campus atmosphere in the context of a nationally acclaimed, PAC-10 university. Although ASU West began in 1984 with upper-division and masters programs, it is now a four-year university campus, with a special commitment to learner-centered education. In August 2001, the first freshman class will participate in learning communities and other innovative programs.

ASU West's mission focuses on a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. Undergraduate and graduate-level courses at ASU West lead to 29 bachelors degrees, nine masters degrees, and eight professional certificates.

An additional attribute of this institution is its location in an area of sunshine and striking geographic variety. In winter, for example, one can enjoy the moderate climate of the Valley of the Sun or drive two hours north for excellent skiing.

ASU West is dedicated to increasing the diversity of its campus community and encouraging an environment that offers students knowledge about local, national, and global communities.

Please visit our website at www.west.asu.edu

Dean, College of Arts & Sciences

Arizona State University West, located in Phoenix, Arizona seeks a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she represents the College both within and outside the university. The dean must be committed to working with faculty -- both through the administrative structure and faculty governance system -- to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students, and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.

APPLICATION DEADLINE

August 1, 2001, or the 1st Monday of each week thereafter until the position is filled.

STARTING DATE:

January 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, addresses, and telephone numbers of three referees to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-3254 Fax: 602/543-7731

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

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.com

www.HigherEdJobs.com

Woodrow Wilson International Center for Scholars

The Woodrow Wilson Center in Washington, DC is looking to fill a position responsible for assisting a fast-paced development office with the planning and implementation of numerous high level special events; managing all aspects of event preparation to include budgeting, vendor procurement and oversight, onsite management, and follow-up activities for both domestic and international meetings and conferences. Negotiates contracts with caterers and other vendors. Conducts walk-throughs with vendors and staff before major events to assure that appropriate menus, decor, seating arrangements, and logistics' support for persons with disabilities have been adequately arranged. Regularly briefs the director and deputy director of development. Prepares bi-monthly reports for the office on event schedules and financial status. Serves as office liaison to the Center's Public Affairs Office to facilitate the coordination of development activities. For information regarding qualifications and instructions on how to apply, please visit the Center's Web site at www.wilsoncenter.org. Applications are due by June 26, 2001 to: Woodrow Wilson Center, Human Resources Office, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027 (Attn. WC-01-23T).

The Center is committed to attracting and maintaining a high quality, dedicated and diverse workforce. EOE

DIRECTOR, INTERNATIONAL EDUCATION (#00159)

Provide international educational opportunities for Salt Lake Community College students, faculty, staff and the community along with actively participating with Student Services on all international admissions and pre-admissions, orientation programs, immigration and foreign student advising whose SLCC course schedules will impact instructional programs. Plan and implement Study Abroad Programs. Organize and develop contract training for international groups. Initiate and support internationalizing the curriculum. Provide short-term exchanges with international students/faculty. Establish, promote and expand excellent International Education programs for students both within and outside of the United States who take one or more SLCC courses or whole programs of study. Bachelor's degree in International Affairs, International Relations or a related area required. Related Master's degree preferred. Minimum of five years' related full-time, paid work experience required. **Starting salary range: $52,000 to $62,000, plus excellent benefits. Review date begins June 4, 2001**. Position open until filled. For complete requirements and details see position announcement (hard copy, Web site or job line: 801-957-4133). To be considered for employment please submit an official SLCC employment application, cover letter, resume and photocopy of transcripts to:

Salt Lake Community College, Human Resources, 4600 South Redwood Road, P.O. Box 30808, Salt Lake City, Utah 84130; Phone: (801) 957-4210; TTY: (801) 957-4692; Fax: (801) 957-4721; www.slcc.edu/hr/hr.htm.

EO/AA EMPLOYER

Tenure Track Position

UNIVERSITY of HOUSTON

Industrial Technology Department

MULTIMEDIA/ GRAPHIC COMMUNICATIONS TECHNOLOGY—FALL 2001

Full, Associate, or Assistant Professor of Industrial Technology. Full-time, nine-month tenure track appointment starting August 15, 2001.

The position involves teaching graduate and undergraduate courses in digital Graphic Communications Technology (including those that are a substantive part of the College's Training and Development curriculum), developing and implementing new credit courses, and developing certificate programs and courses. The successful candidate will be expected to develop televised and/or on-line delivery versions of courses and promote the program in business and industry.

For a copy of the complete job announcement, please e-mail jwaite@uh.edu.

UNIVERSITY OF HOUSTON
Learning. Leading.

The University of Houston is an Equal Opportunity /Affirmative Action Employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

WESTERN CONNECTICUT STATE UNIVERSITY

Library Administrative Positions

WCSU is seeking individuals to fill two administrative positions in our Library:

Associate Director of Library Services

Responsibilities: This position reports directly to the director of library services and is responsible for the supervision of all daily operations of the Ruth A. Haas and Robert S. Young libraries. In addition this individual will participate in the overall leadership and administration of the libraries, and serve as the principal administrator of the libraries in the absence of the director. Several of the specific duties include: assuming responsibility for all daily library operations; supporting the director in strategic planning and budget development; development of library procedures and policies; coordinating with the library faculty the development of library service programs; supervising the archives and special collections operations and library communications.

Qualifications: The successful candidate will possess an accredited MLS degree along with four or more years of academic library experience that include: 1) developing and implementing policies related to library personnel, budgets and service programs; 2) supervision of at least two major operations in an academic library; 3) experience with library strategic planning and assessment activities. The candidate will also have outstanding communication, interpersonal and organizational skills, the ability to manage detail effectively, and a current knowledge of integrated academic library systems, digital information resources and networking.

Library Systems Assistant

Responsibilities: Under the supervision of the Electronic Systems Librarian, the incumbent performs the following duties in accordance with institutional and library policies and procedures in support of library information technology. Several of the specific duties include: supervises the operations of the library's servers, including any web servers, print servers, etc.; maintains hardware (PCs, servers, printers, multimedia equipment), diagnoses malfunctions and performs preventative maintenance; plans, recommends, and supports hardware, software and multimedia additions and upgrades of the library systems, including evaluation, installation and troubleshooting; installs, configures and provides operational support for computer, network and multimedia applications used in delivery of library services; Provides technical support and training for staff use of computer applications in an academic environment.

Qualifications: The successful candidate will possess a Bachelor's Degree in Computer Science, Systems Engineering, Information Systems or a closely related discipline, three years experience in a networked PC environment required. Experience with NT client and server software, MS Windows, MS Office Suite, and multimedia development tools, knowledge of Internet and WWW are also required. Good oral and written communication skills and the ability to get along with people, work independently and engage in teamwork in a flexible changing work environment, and relate well to culturally diverse client population are also required

Application process: Send letter of application indicating which position you are applying for along with a resume, and three professional references by June 29, 2001 to Mr. Ralph Holibaugh, Director of Library Services, WCSU, 181 White Street, Danbury, CT 06810.

WCSU is an AA/EEO Educator/Employer.

The Long Beach Community College District and Personnel Commission invites applications for the position of

Job Hotline (562) 938-4050
Phone (562) 938-4391
Web site [illegible]
Email [illegible]

Director of Human Resources

Under the direction of the Executive Dean, Human Resources and the Personnel Commission, provide day-to-day administration of the classified and academic human resources program including the development and implementation of human resources policies and procedures involving classified and academic staff; serve as secretary and Executive Officer to the Personnel Commission; act as Chief Human Resources Administrator in the absence of the Executive Dean, Human Resources. This position is funded 50% District and 50% Personnel Commission.

Any combination equivalent to: graduation from an accredited college or university with a Bachelor's degree in public, business or personnel administration, industrial relations, social science or a related field and five years of recent professional personnel experience.

$83,568-$101,580. Excellent health benefits, liberal holidays, 21 days vacation, 5 non-duty days, PERS retirement system (2% @55), educational stipend.

Deadline: July 18, 2001, 4 p.m.

Applications and Supplemental Applications may be obtained from:

Long Beach City College

Long Beach Community College District
The Office of Human Resources
4901 E. Carson Street
Long Beach, CA 90808
(562) 938-4396

Write, call or visit our web site for position announcement & application information.

To be considered in the initial committee review, all materials requested in vacancy notice must be received no later than 4 p.m. on the deadline date. Submission of these materials is the applicant's responsibility. Long Beach Community College District is an EEO/AA Employer.

ASSISTANT OR ASSOCIATE PROFESSOR
FISH EPIDEMIOLOGY

The Department of Fisheries and Allied Aquacultures at Auburn University, is seeking candidates for the position of Assistant or Associate Professor of Fish Epidemiology. This is a 9-month, tenure-track faculty position with a research appointment. Position is available immediately.

Responsibilities include developing an externally funded research program and supervision of a laboratory for diagnosis of fish diseases and related problems that are important to aquaculture, sportfish, and environmental issues. Research emphasis will be related to prevention and control of fish diseases, including evaluation of fish health management procedures, transmission of pathogens, and environmental effects on diseases. Opportunities will be available for teaching graduate-level courses and advising graduate students.

Minimum qualifications include a Ph.D. or equivalent degree in Fisheries, Biomedical Sciences, or related field with experience in clinical epidemiology and epizootiology; experience with diseases of fish; documented evidence of individual and collaborative research in epidemiology resulting in peer reviewed publications in internationally recognized journals; ability to work with others to develop collaborative research programs; familiarity with federal, state, industry and other sponsored funding agencies; willingness to travel domestically; and ability to communicate effectively, both orally and in writing. Proof of authorization to work in the U.S. must be provided.

Minorities and women are encouraged to apply.

Rank and salary commensurate with education, years of experience, and evidence of productivity in the field of fish epidemiology. Applicants should submit a letter of application, current resume, transcripts, and names, phone numbers, addresses, and e-mail addresses of three references to:

Dr. John Grizzle, Search Committee Chairman
Department of Fisheries and Allied Aquacultures
Auburn University, AL 36849
Phone (334) 844-3474
E-mail: jgrizzle@acesag.auburn.edu

Review will begin June 1, 2001 and continue until a suitable candidate is selected.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

University of Detroit Mercy
College of Engineering & Science

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UNIVERSITY OF DETROIT MERCY

[illegible]

Williams College

Assistant Director of Admission

Office of Admission

Williams College is seeking candidates for an Assistant Director of Admission beginning July 1, 2001. Candidates for this position must be familiar with the nature and aims of a selective liberal arts college and be able to articulate these qualities to prospective students, parents, and secondary school personnel.

A full range of admissions responsibilities include interviewing, a minimum of five weeks of travel (requiring the Assistant Director to possess a valid driver's license), and an active role in decision making. Along with the normal responsibilities of an Assistant Director, an essential component of this position is assisting the Coordinator for Multicultural Recruitment. Fluency in Spanish would be a major asset.

Candidates must possess a BA degree, preferably from a liberal arts institution, with prior admission and/or teaching experience preferred. The ability to communicate effectively with members of the College community and the public is essential. The review of resumes will begin immediately. Job # 1731-O .

Please send a cover letter and resume including job number to:

Office of Human Resources
Williams College, 15 Park Street
Williamstown, MA 01267
Phone: (413) 597-3128; Fax: (413) 597-4088; or E-mail: hr@williams.edu
www.williams.edu/admin-depts/hr

The 24-hour job line may be reached by calling (413) 597-2878.
Current employees are encouraged to apply for promotional or transfer opportunities.

Williams College welcomes diversity EOE/AA

www.williams.edu

MIAMI UNIVERSITY
OXFORD OHIO

ASSOCIATE REGISTRAR
Office of the Registrar

Assist the University Registrar in all aspects of the daily administration of the office and act as a Registrar in the absence of the University Registrar; direct supervision of the Service Team; supervise three professional and 23 support staff members; serve as a liaison with other academic and administrative offices; and communicate with advising units, academic deans and departments, and other administrative offices regarding Registrar/student issues. Must have a vision for the future evolution of the Registrar functions and practices.

Bachelor's degree is required, Master's degree preferred, plus a minimum of 5 years demonstrated management/administrative/supervisory experience in a college or university setting. Must possess strong analytical and communication skills congruent with collaborative management style; functional experience with Web-based informational systems with a preference for SCT Banner system; solid experience implementing and enhancing student systems; excellent written and oral communication skills; ability to interact with all segments of the University; and ability to develop and implement goals and strategies to successfully meet objectives.

Send letter of application, resume and three references to: **Kate Stone, Manager of Compensation and Employment Services, Personnel Office, Miami University, Oxford, OH 45056, Fax: 513-529-4223.**

EQUAL OPPORTUNITY IN EDUCATION AND EMPLOYMENT.

Miami University's report, Campus Crime and Safety, is available at www.muohio.edu/righttoknow
A hard copy may be obtained by contacting the Personnel Office.

Visit our Web site at: www.MUOhio.edu

education

Vice President Student Development

Applications and nominations are invited for the position of Vice President for Student Development

The College: Moraine Valley Community College, dedicated to the learning college concepts and promoting student success and lifelong learning, is a fully accredited, comprehensive community college, and a member of the League for Innovation in the Community College with an annual enrollment of approximately 7,500 FTE students, located in a southwest suburb of Chicago.

Responsibilities: Under the general direction of the College President, the Vice President for Student Development is the Chief Student Affairs Officer responsible for the development, implementation, and evaluation of all student development programs and services; preparation and administration of the Student Development budget; direction of enrollment management, including recruitment, articulation, and retention; development of externally funded initiatives designed to promote student success; implementation of programs to promote new student retention and design of co-curricular programming, including student leadership, intercollegiate athletics, student clubs, organizations, programming, and events.

The Vice President of Student Development is accountable for providing leadership and supervision for the areas of Admissions, Records, and Registration; Financial Aid; Counseling and Career Development; Academic Advising and Articulation; New Student Retention; Minority Student Transfer Center; Student Life and Judicial Affairs; Job Placement Services; International Student Affairs; Employment Prep; Center for Disability Services; Recruitment; and Athletics.

Qualifications: An earned doctorate in Higher Education, Student Affairs, Counseling, or related area is strongly preferred. Master's degree plus advanced graduate work with the intention to complete doctorate will be considered. At least five years of related administrative experience directly reporting at the senior-level is required. Community college experience is preferred.

The salary and benefits for this position are competitive and commensurate with experience and credentials. Candidates are to submit a letter **of application which shows evidence of the qualifications noted previously and a current resume including at least three names, addresses, and telephone numbers of references.** Review of applications will begin on July 2, 2001. Applications should be directed to the Office of Human Resources at:

Moraine Valley
Community College

10900 S. 88th Avenue Palos Hills, IL 60465

The college is committed to achieving excellence through cultural diversity. Women, persons of color, members of other underrepresented groups, and those committed to working in a multicultural environment are encouraged to apply.

KEAN UNIVERSITY

Union, New Jersey

ANTICIPATED FACULTY POSITIONS 2001-2002

Contingent on Budgetary Approval and Appropriate Funding

Kean University, a comprehensive metropolitan university, is committed to excellence and access and to developing, maintaining and strengthening interactive ties with the community. Kean University takes pride in its continuing efforts to build a multicultural professional community to serve a richly diversified student population of 12,000.

FACULTY POSITIONS

(10 MONTHS)

All open faculty positions are full-time tenure-track assignments, effective September 1, 2001. Rank is Assistant Professor unless otherwise specified. All faculty are expected to demonstrate a commitment to teaching excellence and an on-going agenda for research and publication. Participation in curriculum development, student advisement, and service at the departmental and university level is also expected. Interest or experience in using computer-based instructional technologies to improve the teaching/learning process is highly desirable. Women & minorities are strongly encouraged to apply.

SCHOOL OF BUSINESS, GOVERNMENT AND TECHNOLOGY

Department of Accounting/Accounting. (Assistant/Associate Professor). Teach graduate and undergraduate courses in Accounting, Auditing and Taxes. Ph.D. in Accounting or Management (with a concentration in Accounting) preferred; ABD in Accounting considered. ***Chair: Prof. Gary Schader***

Department of Public Administration and Health Services Administration Graduate Program. Teach core graduate courses for Health Services Administration Program. Graduate teaching experience a plus. Ph.D. or ABD in Public Health, Health Administration, Public Administration or related field required. ***Chair: Dr. Dawood Farahi***

SCHOOL OF EDUCATION

Department of Instruction, Curriculum and Administration/English Education. Teach undergraduate and graduate classes in methods of teaching English and related courses in the Secondary School and supervise fieldwork in the secondary English classroom. Requirements: Degrees and expertise in the teaching of English in the secondary school. Teaching experience in New Jersey public secondary schools. Assignment also includes advisement of students and field supervision of students teaching English in middle and secondary schools. Doctorate preferred; ABD considered. ***Chair: Dr. Myra Weiger***

Department of Instruction, Curriculum and Administration/World Languages Education. Teach undergraduate and graduate courses in methods of teaching world languages and related courses in the elementary and middle schools and supervise fieldwork in the elementary and middle school classroom. A minimum of three years experience teaching in public schools. Assignment also includes recruitment, advisement of students and field supervision of students teaching World Languages in the public schools. Bilingual in English and another language. Native fluency in Spanish preferred. Doctorate preferred; ABD considered. ***Chair: Dr. Myra Weiger***

APPLICATION, SALARY AND BENEFITS INFORMATION

Candidacy review begins immediately and continues until appointment is made. Send letter of interest; up-to-date resume; names, addresses, telephone numbers of three references. Official transcripts and three current letters of recommendation required before appointment. Apply directly to Chair as identified. Kean University, 1000 Morris Avenue, Union, New Jersey 07083. Salary is competitive and commensurate with qualifications and experience. Comprehensive benefits program included.

Where Tradition and Technology Meet

KEAN

Kean University is an EEO/AA institution

CITY COLLEGE OF SAN FRANCISCO

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

ASSOCIATE VICE CHANCELLOR
Facilities Planning and Management

Responsible for all planning activities related to the District's future facilities needs, implementation capital projects, and day-to-day operations of District's physical plant and grounds. Minimu Qualifications: Earned Master's Degree from an accredited institution. Ten years relevant experience, at le three years at supervisory level. Salary range open and competitive, plus fringe benefits

Application Deadline: Friday, June 29, 2001, 4:00 P.M.

For detailed job announcement and administrative application form, visit our web site http://www.ccsf.org/hr or contact the HR Dept., CCSF, 33 Gough St., SF, CA 94103. Tel: 415-241-224 FAX: 415-241-2335. AA/EEO

California State University
Dominguez Hills

California State University, Dominguez Hills, is an urban, comprehensive public university serving the extended South Bay area of the Los Angeles Basin. The campus has a highly pluralistic, primarily working adult student body comprised of approximately 12,000 graduate and undergraduate students. The Division of Academic Affairs invites applications for two (2) administrative (management) positions.

Associate Vice President for Academic Planning and Resource Management - Under the general direction of the Vice President for Academic Affairs, the Associate Vice President is responsible for planning, allocating and monitoring the operating budget for units within the Academic Affairs Division, and is also a member of the Vice President's Senior Management Group and the Council of Deans. **Qualifications:** An earned doctorate from an accredited institution. Five or more years experience in higher education in a comprehensive, four-year university, which must include service as an academic administrator and in a full-time faculty position. Must have substantial experience in and knowledge of academic planning and resource management. **Starting Date:** January 2, 2002. **Contact:** Billie G. Blair, Chair, Search Committee for Associate Vice President for Academic Planning and Resource Management. Review of applications will begin August 1, 2001, and will continue until the position is filled.

Dean of Undergraduate Studies - Reporting directly to the Vice President for Academic Affairs, the Dean works in consultation with the instructional deans, is responsible for the overall development, implementation, administration and direction of operations of undergraduate programs and undergraduate educational equity programs of the University, acts as liaison between the Academic Affairs Division and the Student Affairs Division for undergraduate concerns, and is a member of the Vice President's Senior Management Group and the Council of Deans. **Qualifications:** An earned doctorate from an accredited institution. Five or more years experience in higher education in a comprehensive, four-year university, which must include service as an academic administrator and in a full-time faculty position. Demonstrated commitment to a collegial process in curriculum and policy development. **Starting Date:** July 1, 2002. **Contact:** Donald L. Bates, Chair, Search Committee for Dean of Undergraduate Studies. Review of applications will begin September 1, 2001, and will continue until the position is filled.

SPECIAL NOTE: The foregoing position announcements are abbreviated and are not exhaustive in the description of duties and responsibilities, and they do not describe all of the qualifications that are either required or preferred. For more detailed information, please go to the CSUDH Faculty Affairs' web page at:

http://www2.csudh.edu/aa/jobs.html

APPLICATION PROCESS: Send letter of application, current curriculum vita or resumé, and at least three (3) letters of recommendation to the appropriate contact person. Review of applications will begin on the indicated dates and will continue until the positions are filled.

(Specified Search Committee Chairperson)
c/o Office of Faculty Affairs, ERC A-513
CALIFORNIA STATE UNIVERSITY,
DOMINGUEZ HILLS
1000 EAST VICTORIA STREET
CARSON, CALIFORNIA 90747

All candidates must furnish proof of eligibility to work in the U. S. upon appointment.

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, SECTION 504, TITLE IX EMPLOYER

USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36,000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, USF is one of three public universities in Florida classified as a Research I institution by the Florida Board of Regents. With more than 2,000 faculty, USF offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

More than twenty-three percent of the student population is African American, Hispanic, Asian American, Native American or other nationality. Students come from every state and more than 100 foreign countries.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- (Director of Graduate Studies)	Nursing-	OPEN
Associate Professor/Professor- (Senior Researcher)	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
Assistant/Associate Professor- (Chief Information Officer & Asst VP for Information Sciences)	Nursing-	OPEN
Assistant In Research- (Sr Research Associate, ITS)	Ctr for Urban Transportation Rsch-	OPEN
Associate Vice President for Diversity & Equal Opportunity-	Office of the Provost-	OPEN
Instructional Specialist/Behavior Analyst- (15 positions)	Florida Mental Health Institute-	OPEN
Instructional Specialist/Sr.Behavior Analyst- (5 positions)	Florida Mental Health Institute-	OPEN
Assistant/Associate Professor-	Nursing-	OPEN
Coordinator-	Academic Support & Achievement-	OPEN
Assistant/Associate Professor (2 positions) -	Pediatrics-	06/30/01
Assistant/Associate Professor-	Environmental & Occupational Hlth-	06/30/01
Assistant Professor-	Pediatrics-	06/30/01
Assistant/Associate Professor-	Pediatrics-	06/30/01
Assistant Librarian-	Library-Sarasota Campus-	06/30/01
Director-	Ctr for Entrepreneurship & Technology-	06/30/01
Assistant Professor (2 positions)-	Interdisciplinary Oncology Program-	07/01/01
Assistant/Associate Professor-	Surgery-	07/02/01
Associate/Full Professor-	Surgery-	07/02/01
Assistant/Associate/Professor-	Radiology-	07/15/01
Assistant Professor-	Otolaryngology, Head & Neck Surgery-	07/15/01
Associate Professor/Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Pediatrics-	08/01/01
Director-	Ctr for Entrepreneurship & Technology-	08/08/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave, Tampa, FL 33620

DEPUTY DIRECTOR-SR. SCHOLAR SMITHSONIAN CENTER FOR LATINO INITIATIVES

The Center was established to advance the understanding of Latino contributions to US history and culture. Our programs take many forms: exhibitions, concerts, symposia, fellowships etc at national and international venues. The Deputy will be responsible for developing and nurturing new projects and collaborations with other Smithsonian units, affiliates as well as universities, museums and governments internationally as well as managing the Center's budget and active programmatic schedule. Successful candidate must be bilingual, have management experience in museums, education or public programming and an expertise in Latino culture. Advanced degree preferred. For a complete application package go to www.si.edu click on "how to get involved". Applications must be received by **July 3, 2001.**

EOE

CLARION UNIVERSITY

Counselor/Assistant Professor

Full time, tenure track, IACS accredited student counseling center, split 40% Clarion campus, 60% Venango Oil City satellite campus. Salary $42-53K. Excellent benefits. Doctorate counseling/clinical psychology or A.B.D. Completed internship. University/college counseling experience preferred. Completion of successful interview. Sensitivity to concerns of women, people of color, returning adults, disabilities, sexual orientations. Provide individual/group counseling, outreach, consultation. The University seeks to attract active, culturally/academically diverse faculty. Send letter of application, vita, three letters of recommendation, and statement of professional development to: **Counselor Search Committee, 148 Egbert Hall, Clarion University, Clarion, PA 16214.** Completed applications reviewed July 2, 2001 (position open until filled). Start August 27. Clarion University is building a diverse academic community and encourages minorities, women, veterans and persons with disabilities to apply. *AA/EOE.*

VANGUARD
UNIVERSITY
of Southern California

Faculty and Administrative Openings

Vanguard University of Southern California, a faith-based, mission-driven, comprehensive university of liberal arts and professional studies, has immediate job openings in the following areas:

ADMINISTRATION
- Vice President for Student Affairs

STAFF
- Executive Director of Development
- Director of Career Planning and Placement

FACULTY
- Dean of the School for Professional Studies
- Assistant Professor of Business Technology
- Faculty Position in Pol. Science/Non U.S. History
- Assistant Professor of Economics
- Assistant Professor of Computer Science
- Faculty Position in TV/Film
- Assistant Professor of Marketing
- Faculty Position in English Literature
- Cataloging/Technical Services Librarian
- Faculty position in Graduate Clinical Psychology
- Associate Chair of Psychology

Applicants can download applications and search for additional information at **www.vanguard.edu/employment** or contact the Human Resources office at **(714) 556-3610 ext. 215.** *VUSC is an equal opportunity employer.*

Vanguard University is located at **55 Fair Drive in Costa Mesa, CA 92626,** freeway close to all of So California.

EDUCATION

UNIVERSITY OF DELAWARE

One of the oldest institutions of higher education in this country, the University of Delaware today combines tradition and innovation, offering students a rich heritage along with the latest in instructional and research technology. The University of Delaware is a Land-Grant, Sea-Grant, and Space-Grant institution with its main campus in Newark, DE, located midway between Philadelphia and Baltimore.

Chair
UNIVERSITY OF DELAWARE
Department of Individual and Family Studies

The Department of Individual and Family Studies at the University of Delaware invites applications for the position of Chair, available after July 1, 2002. The Chair is appointed for a renewable five-year term. The Department offers B.S., M.S., and Ph.D degrees. Twenty-four faculty and staff teach and supervise approximately 400 undergraduate and 50 graduate students. REQUIREMENTS: Earned doctorate in individual and family studies or a related field. National recognition for research and scholarship and significant teaching experience in higher education is required. Experience in administration or management is desirable. For additional information visit the Department Web site at http://www.udel.edu/ifst/. Candidates should send a letter of application, a current vita, and three letters of reference by September 15, 2001 to: **Timothy Barnekov, Ph.D., Chair IFS Search Committee, Center for Community Development and Family Policy, 184 Graham Hall, University of Delaware, Newark, DE 19716.**

The UNIVERSITY OF DELAWARE is an Equal Opportunity Employer that encourages applications from Minority Group Members and Women.

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual orientation, veteran status, age, or disability in its educational programs, activities, admission, or employment practices as required by the Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes and University policies. Inquiries concerning these statutes and information regarding campus accessibility should be referred to the Affirmative Action Officer, 305 Hullihen Hall, (302)831-2835 (voice), (302)831-4563 (TDD).

District Dean
Learning Resources Center

Academic Excellence
Nationally Recognized Faculty
Award-winning Programs

Collin County Community College District is currently seeking qualified applicants for the position of District Dean, Learning Resources Center. The District Dean will be responsible for all aspects of library administration and services including: multi-campus library operation, planning, and personnel and fiscal management.

The qualified candidate will possess an earned master's degree in Library Science or related field from an ALA accredited institution (doctorate desired), with five years related experience in progressively responsible positions that include supervision of full-time library personnel, management of budget and policy development.

To apply, submit a letter of interest, CCCCD Application for Full-time Employment and photocopies of transcripts. The application form is available at: **www.ccccd.edu.** Only complete packets of application materials will be considered. The search committee will begin reviewing application materials on **July 2, 2001** and will continue accepting materials until the position is filled. This is a security sensitive position.

Collin County Community College District is an equal opportunity employer and seeks applications from all qualified candidates regardless of race, color, sex, religion, age, national origin, disability or veteran status.

Collin County Community College
Human Resources Office
4800 Preston Park Blvd.
Plano, TX 75093

E-mail: hdupont@ccccd.edu

MARICOPA
COMMUNITY
COLLEGES

Seeking Candidates for

President

PHOENIX
COLLEGE

For more information about this and other opportunities visit our web site: www.dist.maricopa.edu/hrweb or call 480-731-8465 for a brochure.

Applications are required

The Maricopa Community Colleges are located in the Phoenix, Arizona metropolitan area.

The Maricopa County Community College District is an EEO/AA institution.

UNIVERSITY of WEST FLORIDA

Director, Architectural and Engineering Services

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Director, Architectural Design and Engineering.

Responsibilities: The position reports to the Associate Vice President for Facilities Management. The Director will be responsible for: facilities planning and design, space planning and utilization (space inventory and analysis), campus planning, and construction administration. Assists with the development of campus master plan for growth and change; accomplishes outcome assessment of completed projects to ascertain total customer satisfaction within the budget parameters; develops the designs and implements an aggressive construction and renovation plan; consults with individuals and/or agencies to formulate detailed space requirements and translates projected requirements into architectural design programs; reviews and assists in the preparation and maintenance of records and drawings for construction and renovation projects; prepares individual project budgets and schedules for planning and fiscal purposes; prepares campus plans and elements of the University Capital Improvements Program; assists in the interview and selection of outside design consultants; coordinates activities of engineering consultant(s); retained to complete project designs; develops standards of construction to be utilized as instructions to architects and engineers; ensures that supervised personnel are informed of and adhere to established health and safety practices associated with assigned tasks. Other duties as assigned.

Qualifications

- Bachelor's degree in Architecture, Engineering or related field with eight years (10 years preferred) directly related experience; or Master's degree with six years (8 preferred) directly related experience.
- Professional registration as an architect or engineer in the state of Florida with the ability to stamp plans required. Applicants who have a professional registration in another state will be considered and will be required to obtain a Florida registration if selected for the position.
- Knowledge of space planning and design principles.
- Computer literacy required. Knowledge of *Auto-CAD* Revisions 13 & 14, spreadsheets, graphics and related softwares.
- Excellent written and oral communication and interpersonal skills sufficient to convey and advocate institutional needs, both internally and externally.
- Must be physically able to enter construction sites and to ascertain the quantity and quality of work in progress.
- Ability to perform detailed on-site inspections that involve visual examination, climbing of ladders or scaffolds and traversing areas where construction-related hazards exist.

Salary Range: $70,000-$85,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- ➢ cover letter summarizing qualifications
- ➢ detailed resume; and
- ➢ name, mailing address, e-mail address, and telephone number for 3 - 5 professional references.

This position will remain Open Until Filled, however, the initial screening will commence on July 16. Materials received after this date will be held in reserve and will only be forwarded for review upon request by the screening committee or the hiring supervisor. Desired starting date is **September 1, 2001.**

Send application to: **Dr. Cornelius Wooten, Vice President**
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/Affirmative Action Employer

Wheelock College
Dean of Graduate Programs

Wheelock College, founded in 1888, is a private, comprehensive institution with a focus on preparing teachers and human services professionals for careers that improve the lives of families and children. Located in Boston, Massachusetts, Wheelock offers both bachelor's and master's degrees, serving 600 undergraduates and 400 graduate students, including both international and off-campus students. Recently, the National Center for Restructuring Education, Schools, and Teaching ranked Wheelock among the top seven schools in the United States for teacher preparation.

The Position

Reporting to the Vice President of Academic Affairs, the Dean of Graduate Programs is responsible for insuring a positive comprehensive student-focused experience for graduate students, and for working collaboratively with the Deans of the four academic divisions to implement cutting-edge graduate seminars, institutes, and programs that promote the growth of the College. The Dean of Graduate Programs coordinates graduate student services, supports all aspects of the out-of-classroom experience, and is responsible for building institutional collaborations that insure the quality of graduate student life. The Dean oversees the graduate programs, as well as off-campus, summer school, and international programs.

Qualifications

The successful candidate will possess an earned doctorate, preferably in an academic discipline that relates to Wheelock's graduate studies - education, child and family life, or social work, with progressive experience in higher education administration. Demonstrated experience in college life and an entrepreneurial vision for program implementation, identifying programmatic trends, and coordinating and delivering student services are all-important considerations in the selection of the new Dean. The successful candidate will possess a professional appreciation for teaching and learning, as well as an understanding of the relationship between student life and academic life, and a commitment to implementing new programs and to providing an exceptional out-of-classroom experience for students.

Application and Nomination

To ensure full consideration, a resume with an accompanying cover letter should be received by June 29, 2001. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. Materials may be submitted by e-mail attachment to **mail@spelmanandjohnson.com** or online at **www.spelmanandjohnson.com.** Materials may also be submitted via post to:

The Spelman & Johnson Group
Wheelock College – Graduate Programs (HISP)
Ellen Heffernan, Managing Vice President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

THE SPELMAN & JOHNSON GROUP

Visit Wheelock's website at www.wheelock.edu

Wheelock College is an equal opportunity/affirmative action employer.
Persons of color, women, and persons with disabilities are strongly urged to apply.

BROWN UNIVERSITY

SENIOR DEVELOPMENT OFFICERS/ADVISORS

Development/Major Gifts: The Brown University Development Office seeks candidates for three Senior Development Officer/Advisor positions. The incumbents will oversee prospect and project management within the Major Gifts unit of the Brown Development office, and will identify, cultivate, and solicit key donors capable of giving $250,000 or more to the University. *Requirements:* Bachelor's degree and 5+ years' related experience, or an equivalent combination of education and experience. Development/ fundraising experience preferred; if no direct fundraising experience, applicants must demonstrate transferable experience from another field (customer service, sales, etc.). Must have excellent written and oral communications skills; must have proven ability to solicit and close gifts on the $250,000+ level, or equivalent experience in a related field (such as sales). Should also have a high degree of computer literacy and information management skills. **Job# D00381, D00382, D00383**

For the above positions, please send resume with cover letter to: **Brown University, Human Resources Box 1879, Providence, RI 02912.**

An Equal Opportunity/Affirmative Action Employer.

Visit our website at **www.brown.edu**

WESTERN CONNECTICUT STATE UNIVERSITY

DIRECTOR OF ALUMNI AFFAIRS

WCSU is seeking an individual to direct our Alumni Affairs area. Under the supervision of the VP for Institutional Advancement, this individual will be responsible for the planning, execution, and management of a comprehensive alumni relations program. The primary duty shall be to further the University's objectives of building stronger, more diverse relationships with its alumni, with the ultimate goal of significantly increasing and maintaining the number of alumni donors and the amount of alumni contributions. Some of the duties include the following:

- Working with the Alumni Association to strengthen and diversify the Alumni Board, develop representative Alumni Councils, and sustain Alumni Chapters
- Further develop the Alumni Benefits Program
- Enhance the number, scope and participation levels at alumni events
- Assistance with fund raising programs
- Oversight of the Alumni Scholarship Program
- Supervise staff including clerical and university assistants

Qualifications: The successful candidate will possess a Bachelor's degree and at least three years experience in higher education alumni affairs and fundraising, significant experience in communications, including the ability to speak and write effectively and prepare publications. Prior experience maintaining an integrated computer database is preferred. Familiarity with Connecticut and the Northeast is desirable. Candidate must be flexible and available to work evenings and weekends.

Application process: Send letter of application, résumé, and three professional references by June 29, 2001 to Richard Gerber, VP of Institutional Advancement, WCSU, 181 White Street, Danbury, CT 06810.

WCSU is an AA/EEO Educator/Employer.

Appalachian

Diversity Vitae Bank

Appalachian State University, one of the sixteen constituent institutions of the University of North Carolina System, is dedicated to diversity. To augment our diversity recruiting efforts, the University's Equity Office has established a diversity vitae bank and will maintain for an extendable period of six months the credentials of individuals from underrepresented populations who have interests in candidacy for full or part-time faculty appointments. Underrepresented populations include individuals from economically or culturally disadvantaged backgrounds, Native Americans, African Americans, Mexican Americans, Puerto Ricans, and Asian Americans.

When a position becomes available, the credentials of prospective candidates who meet the position specifications will be sent to either the academic department chair or the hiring supervisor. Such individuals will also receive notice of the position opening and a contact name if he or she wishes to inquire further about a position.

If you are interested, please send a copy of your vitae to:

Equity Office, 123 I. G. Greer Hall
Appalachian State University
Boone, NC 28608
Or e-mail information to equity@appstate.edu

Learn more about Appalachian: www.appstate.edu
Learn more about Equity Office: www.equity.appstate.edu

Appalachian State University is an affirmative action, equal opportunity employer.

SCHOOL OF COMPUTATIONAL SCIENCES

George Mason University

Faculty Position in Bioinformatics and Informatics

The School of Computational Sciences (SCS) at George Mason University is seeking candidates for tenure-track and tenured faculty positions in the Molecular Biosciences and Informatics (MBI) group.

The successful candidate will have a Ph.D. relevant postdoctoral experience, and strong research interests in bioinformatic or computational approaches to molecular biosciences. Areas of interest include but are not limited to complex modeling, structural genomics, molecular genetics and molecular evolution. Additionally, a strong commitment to contributing to quality MS and PhD programs in Bioinformatics is expected. Junior and senior level positions are available. Senior level applicants must have demonstrated the ability to obtain competitive research grants, to direct independent research projects, and should show evidence of excellent academic teaching ability.

SCS offers an interdisciplinary Ph.D in Computational Sciences and Informatics with a concentration in Bioinformatics, and in innovative professional MS program with concentrations in bioinformatic, biotechnology and forensic biosciences. Excellent molecular biology, analytical instrumentation and computational facilities are available in the MBI facilities, located in a new research and teaching building on the GMU Prince William campus. The GMU Prince William campus is located in northern Virginia near the Washington DC metropolitan area.

For more information about these positions, please contact Dr. Curtis Jamison at cjamison@gmu.edu. General information on SCS and MBI is available at our websites:

http://www.scs.gmu.edu or http://www.scs-pw.gmu.edu.

Please send your C.V., a statement of research interests, and three references either in electronic (preferred form to mflanner@gmu.edu or in hard copy to:

Dr. Curtis Jamison
Chair, Search Committee for SCS Faculty
School of Computational Sciences, MS 4E3
George Mason University
10900 University Blvd.
Manassas, VA 20110

AA/EEO

UNIVERSITY of VIRGINIA

Director of Planned Giving

The Director of Planned Giving will lead and manage a proactive, effective, aggressive planned giving program that leads to ever increasing numbers of planned gifts in support of the University. The Director will oversee and lead appropriate goal setting, budgeting, accountability, and marketing of the planned giving program and help to educate development peers, alumni, and friends about the nature and efficacy of planned giving vehicles. A Master's degree is preferred, and a Bachelor's degree is required. Prior planned giving development work, experience working with volunteers, and experience working with financial planners and advisors is required. A background in law, trusts and estates, sales, management, and investments is desirable. Certification as a CFP preferred. Strong leadership skills and the ability to travel are also required. To apply, send a resume and cover letter with salary history to:

Yvonne W. Carter, Human Resources Director
Office of University Development
University of Virginia
P.O. Box 400807
Charlottesville, VA 22904-4807
The position will remain open until filled.

The University of Virginia is an
Equal Opportunity/Affirmative Action employer.

VC

The Victoria College

An Equal Opportunity Employer

Student Support Services Project Director - is responsible for:

- hiring, supervising and evaluating project personnel
- establishing and maintaining budget information systems
- liaison between the project, College divisions, and external agencies
- collaborating with CIS on project databases and developing methodologies for managing relevant project data
- writing grants/reports
- coordinating public relations efforts

Qualifications:

A Master's degree in Education, Guidance and Counseling, Psychology, or similar discipline and minimum of 3 yrs. administration of educational opportunity programs required. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at **www.vc.cc.tx.us/dept/hr**.

Student Support Services Project Counselor - is responsible for:

- developing, monitoring and evaluating individualized educational plans of participants
- providing academic, personal-social, career, financial aid, and post baccalaureate counseling to participants, advising them of college policies and procedures, and assisting with course selection
- conducting intake interviews, assessing new participants and documenting participant contact
- accompanying participants on cultural/educational activities

Qualifications:

A Master's degree in Guidance and Counseling, Psychology, student personnel or related area. Computer skills are essential. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at **www.vc.cc.tx.us/dept/hr**.

For information, call 361-572-6484 or visit **www.vc.cc.tx.us/dept/hr** . Applicant screening begins 07-18-2001. Submit Victoria College application, resume with references, and copies of transcripts of all collegiate work: **Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901.** The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at **www.vc.cc.tx.us/about** and at **www.victexchamber.org/**.

BEST COPY AVAILABLE

Soaring Higher

Houston Community College System (HCCS), a public comprehensive community college, is one of the largest higher-learning institutions in the Gulf Coast area of Southeast Texas. With an enrollment of 55,000 credit and noncredit students, and 223 instructional programs, HCCS is organized into five regional colleges that serve a culturally, ethnically and economically diverse student body.

Vice Chancellor, Finance and Administrative Services

This position is responsible for the management and coordination of Business Affairs, Security, Risk Management and Facilities.

The candidate will direct through subordinate managers, the following financial activities: budget, development, purchasing, accounting, accounts payable and receivable, property management, investment of funds, state and federal funds, grants, cost studies, travel, revenues, expenditures, financial statements, insurance, auditing and related operational functions of the institution. You will prepare and submit the annual system budget to the Chancellor for Board of Trustees approval; coordinate and ensure compliance of fiscal policies and procedures pertaining to state and federal transactions; formulate and recommend to the Chancellor, policies and procedures governing institutional financial activities and assist the Chancellor in fostering economy throughout the Houston Community College System by the most efficient and effective use of allocated funds.

Other responsibilities include assisting the Chancellor in the supervision and monitoring of expenditures of the system; initiate, prepare and maintain all correspondence, reports and studies necessary or appropriate to the position; hire, train and evaluate personnel directly responsible to the position; work cooperatively and effectively with all system and governance and policy-recommending bodies; overseeing the development, maintenance, and management of the facilities of the system, and overseeing and ensuring, through the offices of System Police and Risk Management, the safety and security of all persons and property throughout the Houston Community College System.

Qualifications include the the ability to perform essential duties and responsibilities listed above. Candidates must have an undergraduate degree in Business Administration and a CPA or MBA with an emphasis in Finance or Accounting. This position also requires five (5) years of experience at a senior-level fiscal management position. Higher education or public agency administration experience preferred. Candidates should also be able to balance strong, action-oriented leadership with collegial, decision-making practices.

Fax resume with salary history and cover letter to (713)439-8201.

E.O.E.

CU
The Springs

ASSOCIATE VICE CHANCELLOR
FOR HUMAN AND PUBLIC RESOURCES
UNIVERSITY OF COLORADO AT COLORADO SPRINGS

This reconfigured senior level officer reports directly to the Vice Chancellor for Administration and Finance and acts as the Vice Chancellor in his absence. The Associate Vice Chancellor for Human and Public Resources will provide executive leadership and strategy for campus human resources and public safety.

This officer will participate in executive leadership and planning processes, identifying the human resources implications of planning and policy decisions, as well as ways that human resources contribute to the achievement of the campus master plan and the academic, administrative, and infrastructure goals of the campus. Initial emphasis will be placed on improvements to existing human resources services and identification and implementation of services not currently provided, including professional training and development. This officer will be responsible for implementation of the State of Colorado Performance Pay System and will act as liaison to the CU System Payroll and Benefits Services Center. In addition, this person will supervise the Director of the Department of Personnel and the Director of the Department of Public Safety, which includes campus police, parking services, and risk management.

Minimum Qualifications: Master's degree in a related field from an accredited college or university. Ten years of progressively responsible leadership and management experience. Strong interpersonal and communication skills and an interest in working collegially in a shared governance environment. Knowledge and professional training and education in human resources strategies and programs. Demonstrated ability to work with a diverse workforce.

Preferred Qualifications: Doctorate or terminal degree in a related field. Professional higher education work experience. Specific professional education, training, and knowledge of public safety, parking services, and risk management.

The University of Colorado at Colorado Springs is one of three general campuses of the University of Colorado. The campus is evolving as a new generation university, committed to student success, and valuing teaching and research equally. CU-Colorado Springs is located in Colorado's second-largest metropolitan area with a population of over one-half million people. For more information about the University, please visit our website at **http://www.uccs.edu/**

The successful candidate will be a people oriented person of high integrity who has experience in team building and conflict resolution and an understanding of the legal and statutory issues related to human resources administration.

Application: Please send letter of application, resume, and names and telephone numbers of five references to:

Susan Szpyrka,
Search Committee Chair;
University of Colorado;
P.O. Box 7150;
Colorado Springs, CO 80933-7150.

Screening of applications will begin June 25, 2001 and will continue until position is filled.

The University of Colorado is an AA/EEO employer and encourages a diversity of applicants.

BEST COPY AVAILABLE 1607

UNIVERSITY of WEST FLORIDA

Director: University Police

The University of West Florida, one of the ten state universities in Florida, is located in Pensacola, Florida, and enrolls over 8,200 students at its Pensacola and Ft. Walton Beach campuses. This position is located on the Pensacola campus of approximately 1,600 acres that has been designed as a nature preserve. Over 1,000 students live on campus with another 2,000 living nearby. The University seeks a qualified individual to serve as Director, Safety and Security.

Responsibilities: The position reports to the Vice President for Administrative Affairs. The Director is responsible for planning, organizing, implementing, coordinating, directing, and evaluating all programs, services, and activities related to the University's 24-hour safety/security and police operations. The Director manages a department of approximately 57 employees and will be responsible for the safety of University members and the security of University facilities. The Director is responsible for providing responsible, innovative, and creative leadership components and special security operations of the Department of Police Department leading to the preservation of peace, protection of life and property, and enforcement of criminal statutes and traffic laws and regulations; establishes and maintains effective departmental working relationships with appropriate elements of city, county, state and federal governments. Other duties as assigned.

Qualifications

- Minimum of ten years of professional work experience in law enforcement with at least five of those years in a supervisory capacity preferred.
- Candidates must demonstrate strong interpersonal, communication, public relations and management skills and possess the ability and willingness to work in an academic community.
- Ability to work with diverse groups required.
- Candidates must be computer literate and have the physical ability to perform all of the tasks and activities associated with a law enforcement/public safety position.
- Candidates must be able to obtain Police Officer Certification with the state of Florida and obtain a valid Florida driver's license.
- Must be knowledgeable of current OSHA safety and environmental regulations.
- Bachelor's degree in Criminal Justice, Law Enforcement and Justice Administration, or related field with eight years (10 years preferred) of a strong record of progressively responsible experience in the public safety field. Supervisor/management experience is required. Master's degree in a related field as noted above preferred with six years (10 years preferred) as noted above.
- Significant supervisory experience in a college or university environment is preferred.
- All candidates selected as finalists will be required to undergo a full background review.

Salary Range: $65,000-$80,000

Application: UWF is an equal opportunity employer. Women and minorities are especially encouraged to apply. To ensure full consideration, candidates are asked to submit the following:

- ➢ cover letter summarizing qualifications
- ➢ detailed resume; and
- ➢ name, mailing address, e-mail address, and telephone number for 3 - 5 professional references.

This position will remain Open Until Filled. Preference will be given to materials received by July 14. Materials received after this date will be held in reserve and will only be forwarded for review upon request by the screening committee or the hiring supervisor. Desired starting date is **September 1, 2001.**

Send application to:

Dr. Cornelius Wooten, Vice President
Administrative Affairs
The University of West Florida
11000 University Parkway, Building 10
Pensacola, Florida 32514

An Equal Opportunity/Access/Affirmative Action Employer

COLUMBIA

Chief of Staff

Columbia College Chicago is looking for an Assistant Vice President/Chief of Staff in the Office of the President. The office has five staff and is responsible for a cabinet of five Vice Presidents and an Advisory Council of twenty five.

Responsibilities include facilitating operational matters on behalf of the President; representing the office to internal/external constituencies; designing and managing special projects; documenting cabinet level interaction with the President as well as research, report presentation and senior level communication.

At minimum an M.A., terminal degree preferred, should be combined with significant academic administrative experience preferably with an emphasis in arts and media.

Human Resources, CS-1
Columbia College Chicago
600 S. Michigan Avenue
Chicago, IL 60605

Center for Early Childhood Research
UNIVERSITY OF CHICAGO

POSTDOCTORAL FELLOWSHIP IN EARLY CHILDHOOD DEVELOPMENT

Two year research position at the University of Chicago. Applicants must be U.S. citizens or permanent residents and have a Ph.D. in psychology, education, social work, or related field with early childhood research interests. The University of Chicago encourages African-American, Hispanic-American, and Native-American scholars who are considering research careers to apply for this position. Evaluation of applications will begin **09/04/01**; start date no later than **01/02/02**. Send vita, statement of research interests, representative reprints/preprints, and three letters of reference to:

Kristi Schoendube
Center for Early Childhood Research
University of Chicago
5848 S. University Ave.
Chicago, IL 60637
Fax (773) 834-5261
Email: cecr@ccp.uchicago.edu

Information about the Center can be found at:
www.cecr.uchicago.edu

AA/EOE

Director of Instructional Support Services

Oakton Community College is a dynamic, comprehensive community college with two campuses serving the North Shore suburbs of Chicago. The College is known for its commitment to serving students, academic innovations and solid financial position. With an annual budget of $80 million and an enrollment of 20,000 headcount/7,000 FTE students, Oakton is seeking candidates to fill the position of Director of Instructional Support Services (ISS).

The Director of Instructional Support Services works closely with faculty and staff to conceptualize, initiate and deliver programs and services at both campuses. ISS services include: course placement, make-up, and contract testing; individual and group tutoring; study skills workshops; services and accommodations for special needs students; ESL/non-native student assistance; College Success courses; and the Teaching and Learning Center (the College's professional development center for faculty and staff).

ISS employs 55 full and part-time staff and more than 75 faculty, professional and peer tutors. The ISS budget is approximately $1 million annually, some 45% of which comes through state and federal grants.

The successful candidate will be creative, able to work well with diverse groups, and have the ability to move projects from idea to implementation. He or she must appreciate and endorse academic support services for all students and provide creative leadership for the College's professional development program. The director must have strong organizational skills, sound judgment and flexibility, demonstrated ability to supervise professional and clerical staff, and the commitment and willingness to work with a team.

The Director must have a master's degree in Developmental Education, Reading, ESL, Composition and Rhetoric or a related field (a doctorate is preferred) as well as a combination of five years of teaching and progressively responsible administrative experience in education (higher education preferred). Two years of experience in a Learning Center or Academic Support Services and experience in developing professional development training/programs are preferred.

To apply, submit your resume, cover letter and at least one letter of recommendation to: Oakton Community College, Human Resources, 1600 E. Golf Road, Des Plaines, IL 60016-1268, Call (847) 635-1675 or fax (847) 635-1764 e-mail: admsearch@oakton.edu

Nominations may be submitted to Human Resources at the above address or via e-mail to tbers@oakton.edu or garyn@oakton.edu

Additional information about Oakton can be found at www.oakton.edu

Confidential screening of applicants will begin July 2, 2001 and continue until the position is filled.

Preferred starting date is October 1, 2001.

EOE

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XAVIER UNIVERSITY

OFFICE OF MULTICULTURAL AFFAIRS

ASSISTANT DIRECTOR

The Assistant Director will work with the Director in the administration of the Office of Multicultural affairs. He/she will conduct and coordinate research; develop programs that enhance the multiracial experiences of all students and work with student groups. The Assistant Director will be knowledgeable about the histories of communities of color and have experience creating or enhancing academic enrichment programs. In the absence of the Director, the Assistant Director will have full responsibility for the daily operations of the office.

Qualifications: A master's degree in college student personnel or a related field. A minimum of three years experience working in a multicultural setting, preferably in higher education. The successful candidate will be self-motivated, able to work independently, have excellent written and verbal communication skills and a clear understanding of diversity. In addition, the ability to work in a team-oriented collaborative environment and previous experience working with college age youth of various racial and cultural backgrounds are required.

Deadline for application is **Friday, July 6, 2001.** Interested/qualified candidates should submit a resume, cover letter and the names and addresses of three professional references to: **Ms. Kathy Riga, Xavier University, 3800 Victory Parkway, Cincinnati, Ohio 45207-4641 or e-mail to hr@xu.edu.**

EO/AAE

Daytona Beach COMMUNITY COLLEGE

ATC
Advanced Technology Center

The Advanced Technology Center is an innovative educational partnership among Volusia and Flagler County Schools, Daytona Beach Community College and local businesses. At the ATC, high school students complete graduation requirements and adult students pursue Associate Degrees in technology-based fields. Classes will commence August 2001. Currently accepting applications for the following positions:

DIRECTOR II, STUDENT SUCCESS
DIGITAL MEDIA and DESIGN FACULTY
DRAFTING and DESIGN FACULTY
ENGLISH FACULTY
MATHEMATICS FACULTY
SCIENCE FACULTY
SOCIAL SCIENCE FACULTY

FOR FULL DETAILS ON THESE AND OTHER OPEN POSITIONS, PLEASE VISIT:
http://www.dbcc.cc.fl.us/humres/jobs.htm

Interested candidates should forward a letter of intent, current vitae, completed DBCC application with position title, transcripts and three (3) professional references to:

HUMAN RESOURCES DEPARTMENT
1200 W. INTERNATIONAL SPEEDWAY BOULEVARD
DAYTONA BEACH, FL 32114
FAX: 386-254-4482
E-mail: jobs@dbcc.cc.fl.us
WEB: www.dbcc.cc.fl.us

EQUAL OPPORTUNITY / ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED TO APPLY

Drew University, a small, private liberal arts institution situated on a 186 acre wooded campus in Madison, NJ, 30 miles west of NYC, seeks candidates for the following positions:

Psychology & Religion

Assistant Professor; Tenure Track

The Theological School of Drew University, together with the Caspersen School of Graduate Studies, invites nominations and applications for a tenure-track junior level appointment in Psychology and Religion.

The successful candidate will be expected to teach in the area of Pastoral Care in the Theological School and teach and mentor students in the Ph.D. program in Psychology and Religion. Applicants should have completed their Ph.D.

The Theological School is affiliated with the United Methodist Church, and together with the Caspersen School of Graduate Studies, continues to build a diverse, engaged, and interdisciplinary faculty, equipped to teach an international and multi-ethnic student body.

Applications, including CVs and three letters of recommendation, should be sent by **November 1, 2001** to: **Dr. Traci West, Chairperson, Psychology and Religion Search, The Theological School, Drew University, Madison, NJ 07940. AA/EOE**

OSWEGO

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

Founded in 1861, the State University of New York at Oswego is a highly regarded comprehensive regional institution offering Bachelor's, Master's and Certificate of Advanced Study degrees in more than 100 academic programs to more than 8,000 students. The campus of nearly 700 acres on the shores of Lake Ontario is just 40 minutes from Syracuse. With more than 1000 employees and an annual operating budget of more than $100 million dollars, Oswego has a significant economic and educational impact on the Central New York Region.

The Vice President for Administration and Finance reports directly to the President, serves as a member of the President's executive staff, and is responsible for providing strategic direction and operational guidance for the Division of Administration and Finance. As the college's chief financial officer this position is responsible for coordinating the development of the college's budget, developing and maintaining financial records and reports, and the implementation of financial policies and procedures that strengthen the overall operation and effectiveness of the institution. Divisions reporting directly to the Vice President include Physical Plant, Health and Safety, Finance, Purchasing, Bursar and Campus Information Services. This position includes oversight for over 300 division employees and a total division budget in excess of 10 million dollars. The Vice President also serves as the principal liaison with SUNY System Administration as it relates to business activities.

Qualifications: MBA or comparable degree in a related field such as finance or administration; a minimum of seven years effective senior management experience in a complex environment, preferably in higher education; demonstrated expertise in strategic and financial planning, investment management, budgeting and accounting; proven record of administrative effectiveness including demonstrated ability to integrate technology into administrative systems; strong written and verbal communication skills, and an ability to present financial information clearly to diverse constituencies; ability to establish solid interpersonal working relationships with university and external constituencies.

Review of applications will begin July 16, 2001 and will continue until the position is filled. Send letter of application, current vitae, and the names, addresses and telephone numbers of three professional references to:

Chair, Search Committee
Vice President for Administration and Finance
Office of the President
708 Culkin Hall
SUNY Oswego
Oswego, New York 13126

SUNY Oswego is an Affirmative Action Employer

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Dean

College of Health and Human Performance

The University of Maryland invites applications and nominations for the position of Dean of the College of Health and Human Performance. The College is composed of the Departments of Family Studies, Kinesiology, Public and Community Health, and the Center on Aging. The College houses a Wellness Research Laboratory for faculty and staff and the Family Service Center that provides marriage and family therapy services for area families.

The Dean has responsibility for approximately 70 faculty, 200 graduate students, and 800 undergraduate students in the three departments. Family Studies offers a bachelor's degree, two master's degree programs, including an accredited Marriage and Family Therapy program, and a doctoral program. Kinesiology, consistently ranked in the top 20 programs nationally, offers bachelor's, master's and doctoral degrees. Public and Community Health offers bachelor's and doctoral degrees, a CEPH accredited Master's in Public Health, as well as a Gerontology Certificate through the Center on Aging. The College has an annual budget of approximately $6 million and has experienced substantial growth in research productivity over the past several years, with $5 million per year in current research support. The College is housed in modern facilities and possesses state-of-the-art experimental laboratories and service clinics.

The Dean is expected to be forward-looking, provide dynamic academic leadership, and build upon the superior research and educational activities within the College and University. The primary responsibilities of the position include: supporting interdisciplinary research; maintaining and enhancing opportunities for development with alumni and government and industrial partners; and supplying administrative oversight and direction. Candidates must demonstrate a distinguished record of scholarly achievement, a strong commitment to excellence in teaching, research, and service, demonstrated administrative ability, a strong record of promoting diversity, and excellent interpersonal and communication skills. Candidates must meet the criteria for full professor in one of the College departments. The Dean reports directly to the Senior Vice President for Academic Affairs and Provost, the chief academic officer for the University.

College Park, the flagship campus of the University System of Maryland, is a dynamic institution with over 2,000 faculty, 25,000 undergraduate students, and 8,500 graduate students, with a proud tradition of academic excellence. The University is located in College Park, Maryland, approximately 8 miles from the U.S. capital and in close proximity to the National Academy of Sciences, Library of Medicine, National Agricultural Library, and the National Institutes of Health. Several federal agencies are building laboratories and facilities near the campus that are expected to stimulate university-community research partnerships.

The preferred starting date for this position is July 1, 2002. Review of applications will continue until the position is filled. For best consideration, applications should be received by October 1, 2001. Applications and nominations, including a cover letter, curriculum vitae, and the names of at least three references should be sent to: **Search Committee, Dean, College of Health and Human Performance, 1119 Main Administration, University of Maryland, College Park, MD 20742.**

For more information about the College of Health and Human Performance, please visit their web site at: [www.inform.umd.edu/HLHP/].

The University of Maryland is an equal opportunity employer, and women and minorities are encouraged to apply.

UNIVERSITY OF
MARYLAND

CAL POLY
POMONA

DIRECTOR

FACILITIES PLANNING

The Director, Facilities Planning is responsible for the direction of professional planning activities necessary for the development of all campus public works or capital improvement projects. Equivalent to graduation from a four-year college or university with a degree in engineering, architecture or planning AND ten years of progressively responsible experience in project management and planning. Administrative, supervisory and professional analytical experience in a commercial or industrial environment is required, as well as experience in the development and approval process of public/private and State funded projects. Must have State or National Environmental Quality Act experience. Must be knowledgeable of building codes, project costs and higher education facilities planning. Knowledge of energy conservation and sustainable building practices is desirable. Experience working in an academic setting with diverse populations is desirable. Familiarity with State and non-State funding appropriations. Must have excellent verbal and written communication, interpersonal, and customer services skills, and the ability to act independently, show discernment, use judiciousness in all matters, and make independent decisions as appropriate. Working knowledge of applicable computer programs is required. A current licensed Architect, Engineer or Certified Planner registration is desirable. Position open until filled. First consideration given to application packages received no later than June 25, 2001. For information, please visit our website at http://www.csupomona.edu/~hrs; call (909) 869-3733 for application materials; or visit Human Resource Services, Cal Poly Pomona, CLA Bldg. 98, Rm B1-20, 3801 W. Temple Avenue, Pomona, CA 91768.

Clinical Social Worker

Counseling and Psychological Services (CAPS), University of Kansas. Full-time, unclassified position beginning August 19, 2001 or as soon as possible thereafter. **Required qualifications:** Master's degree in Social Work from a CSWE accredited program; licensed at the LMSW level in Kansas within 6 months of the appointment; strong written and oral communication skills. CAPS desires to strengthen its capacity to serve special student groups including, but not limited to, African Americans, Asian Americans, Latino/as, Native Americans, students with disabilities, gay/lesbian students, and/or International Students. Therefore, a preferred qualification is training or experience in counseling or outreach programming to diverse populations. Salary $29,000 - $38,100. Review of applications begins immediately and will continue until the position is filled. Priority will be given to applications received by **June 29, 2001.** A complete application will include a letter outlining relevant experience and interest, curriculum vitae, and three letters of reference. Original copies of application materials are required. Submit to **Pam Botts, Ph.D., Chair, Search Committee, Counseling and Psychological Services, Watkins Health Center, University of Kansas, 66045. Phone (785) 864-2277.** For inquiries only, e-mail **pbotts@ku.edu.** A complete position announcement and application procedures are available upon request or see **http://www.ku.edu /~stlife/.**

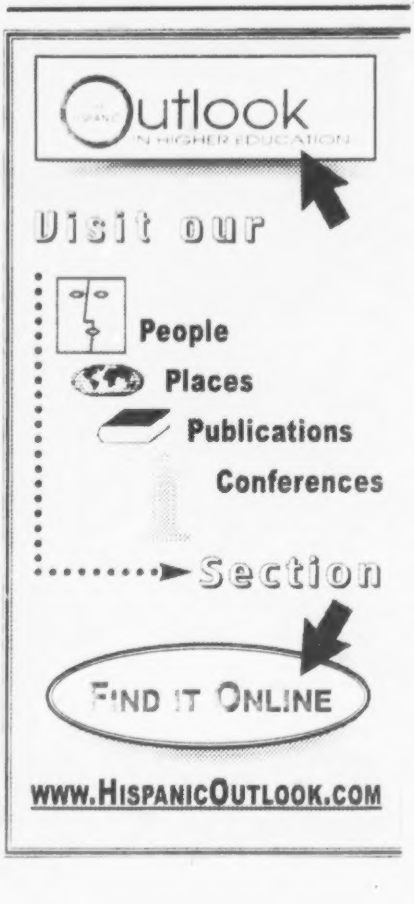
The University of Kansas is an EO/AA Employer.

An Announcement for the UMKC

Dean of the School of Interdisciplinary Computing and Engineering

May, 2001

The University of Missouri-Kansas City (UMKC) seeks a Dean for its new School of Interdisciplinary Computing and Engineering (SICE); the School integrates existing programs in computer science, telecommunications, and engineering. The School is focused on serving the needs of the Kansas City metroplex as well as providing education and research in a national/international context. Kansas City has committed itself to enhancing its presence in the life sciences research and education arena, including support for bio-medical engineering and bio-informatics. The ideal candidate must have vision for computing and engineering in the context of the opening 20 years of this century and be committed to partnerships with industry and government in curriculum design and research. The opportunity is to build on the excellence that is present; the successful candidate must be innovative and an initiator, as well as possess substantial professional achievement and experience in the field of engineering, computer science and/or telecommunications. Responsibilities include linking organizational programs, developing internet-enhanced curricula, recruiting faculty and staff, enhancing enrollment and research funding, and developing innovative methods to respond to business community needs. **Send C.V. with cover letter preferably by email to Sharon Flynn Hollander at sflynnhollander@imsearch.com, fax 202-337-4046, phone 800-573-1675.**



President

Natural History Museum of Los Angeles County

The Natural History Museum of Los Angeles County, one of Los Angeles' oldest cultural institution, is among the largest and most respected institution of its kind. The Museum complex includes the main campus in Exposition Park, the Page Museum/La Brea Tar Pits, and the William S. Hart Museum. The Museum is a unique public/private partnership supported by the County of Los Angeles and private funds, combining both natural science and cultural history. Annual budget is approximately $28 million.

The new president will lead an ambitious agenda including funding and building of a new headquarters museum. Additional challenges will include strategic and operational alignment of the organization to meet future aspirations/goals, increased positioning and marketing efforts, maintaining effective and productive board and community relations, and enhanced cooperation with the Museum's public partner, Los Angeles County.

Candidates may emerge a variety of fields, including industry, government and education. Candidates outside the museum field should evidence meaningful connection to the content of the organization. Package includes housing.

Please respond to **Heidrick & Struggles, attn: Natural History Museum, One California Street, Suite 2400, San Francisco, CA 94111.**

The Natural History Museum encourages applicants from all backgrounds.

NORTHERN VIRGINIA COMMUNITY COLLEGE

DIRECTOR, COMMUNITY AND WORKFORCE DEVELOPMENT
#FA128-HO

Alexandria Campus Salary $54,983-$75,601 + benefits. Twelve-month administrative faculty position. Provide leadership for financially self-supporting unit responsible for community education, workforce development, and business and industry contract training. Will become immediately involved with several challenges facing the division, including the reorganization of Continuing Education and Workforce Development at the college level, rebuilding contract training at the campus level, and the ongoing effort to fully integrate the unit into the campus environment. Serve as primary liaison with various community organizations (Chambers of Commerce, city/county governments), and clients such as area businesses, federal government agencies, and corporations, as well as having responsibilities for service on college-wide committees and college and system-wide working groups. The campus maintains large non-credit programs in ESL and IT, and offers a full range of community education and life-long learning classes. The Director will provide program development support for existing programs and potential new programs, serve as chief fiscal officer for the unit (including creating and managing department budgets), and develop an overall business and marketing plan. Supervise five full-time and seven part-time staff and an off-site workforce development center. Report to campus Provost and become an integral member of the campus' management team. Requires: Specialist degree (24 graduate semester hours beyond the master's) in a related field and extensive experience in the management of a community education and/or workforce development program in an academic institution. Significant experience in fiscal and personnel management. Two years teaching experience. Position requires a change agent who is solution-oriented and a problem solver; a team player who can both communicate and listen, build consensus, maintain flexibility, is willing to take risks, and welcomes the challenge of working with diverse groups of people on the campus and in the surrounding community. Desired: Earned doctorate in a related field. Four years teaching experience and prior work in a community college. Previous experience with ESL programs and knowledge of visa regulations. Previous experience with adult education and contract training programs. A well-developed sense of humor will be a major asset. Send application to NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003 by 5pm on 7/6/01. *EEO/AA*

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¡PUNTO FINAL!

I WAS NOT SUPPOSED TO MAKE IT

René Antrop-González earned his doctorate from Pennsylvania State University in May 2001 and was mentored by Lourdes Díaz Soto.

As a young Puerto Rican raised in the U.S., I was never privy to my history or culture. Growing up in Orlando, Florida, I was told I was a "problem child." After countless evaluations by school psychologists, it was determined that I was hyperactive. It seemed that nothing in school interested me. My mother, Margarita, was my shield, protecting my interests during numerous parent-teacher conferences. My mother believed there were inconsistencies between my behavior at home and at school, as she had been witness to my above-grade-level reading skills and conversations. Certainly, I had been prepared to attend school. What was happening?

I distinctly remember being told by my second grade teacher that if I was not quiet in class, I would be tied up in my chair with a piece of rope. This instilled a slight degree of fear. My third grade teachers, according to my estimations, despised me because I always disrupted class. I did not know it then, but I was also rebelling against the notion that education was nothing more than an attempt to over-emphasize rote memorization, and it did not foment freedom of expression or creativity.

My (mis)education continued throughout middle school and high school, where popularity contests and the clothes you wore determined your social standing and prospects for the future. I was often made to believe that acting White meant forgetting or ignoring your language and culture. Individual differences were not celebrated but denigrated. In high school, I rebelled by not applying myself to the best of my academic abilities. The fact that I lacked an Anglo cultural and social capital disempowered me.

I soon figured out that a Puerto Rican-based way of knowing or seeing the world was not encouraged, and someone like me was not encouraged to apply to Cornell, Harvard, or Brown. Instead, I was told by "guidance" counselors that my 2.3 GPA and my 800 combined SAT score (a score that determines your mastery of Anglo, upper-middle-class cultural/social capital) would only get me into the U.S. military.

I was lacking intrinsic motivation. Not knowing who I was by way of knowing the history of my people, I had no hope of knowing where I was headed and had no hope for the future.

Knowing I had more to offer society, I enrolled at Valencia Community College in Orlando, where I came across a curriculum that encouraged the freedom of expression and the opportunity to do research that was interesting to me, not just to the classroom teacher. After two years at this community college, I was able to increase my GPA, and I was awarded a Florida Board of Regents Minority Scholarship for study at the University of Central Florida. After earning my Summa Cum Laude in Spanish, I decided it was time to discover my history and culture, and moved to Puerto Rico, where I earned a master's in the Teaching of ESL. I decided to become a teacher so that I could provide children with an education that I had not received as a young child. However, it would not be until I was awarded a Title VII Bilingual Education Fellowship in 1998 to pursue a doctorate at Pennsylvania State University that I would become a "political" teacher.

At Penn State, I was encouraged to ask the following questions: "Who does education serve or not serve?," "Whose knowledge is valued?," "Does education serve to challenge a status quo or merely perpetuate it?," "How can we use education as a resource with which to transform our world via social justice?" These questions led me to undertake a qualitative study of the Dr. Pedro Albizu Campos High School located in Chicago, Illinois.

This alternative high school was founded to provide Puerto Rican, Mexican-American, and African-American students with knowledge of their respective cultures and world views in relation to their positions as colonized peoples, while taking courses in the traditional content areas of language, science, and mathematics. This high school's curriculum works to decolonize the minds of its students and affirm their identities. This makes education more meaningful for them, as they are able to apply their knowledge to the society in which they live. The central message of the school is, "You can become a success and role model for your people and community!"

As I conclude my doctoral studies, I realize that education has the potential to be meaningful in the lives of students. More important, I found out that learning is a path that leads to pedagogical and personal liberation. Education can free your mind and lead you to discover who you are and how others view you. Yes, I can make it! Are the rest of us willing to lead others down the same path of liberation?

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

THE HISPANIC Outlook IN HIGHER EDUCATION

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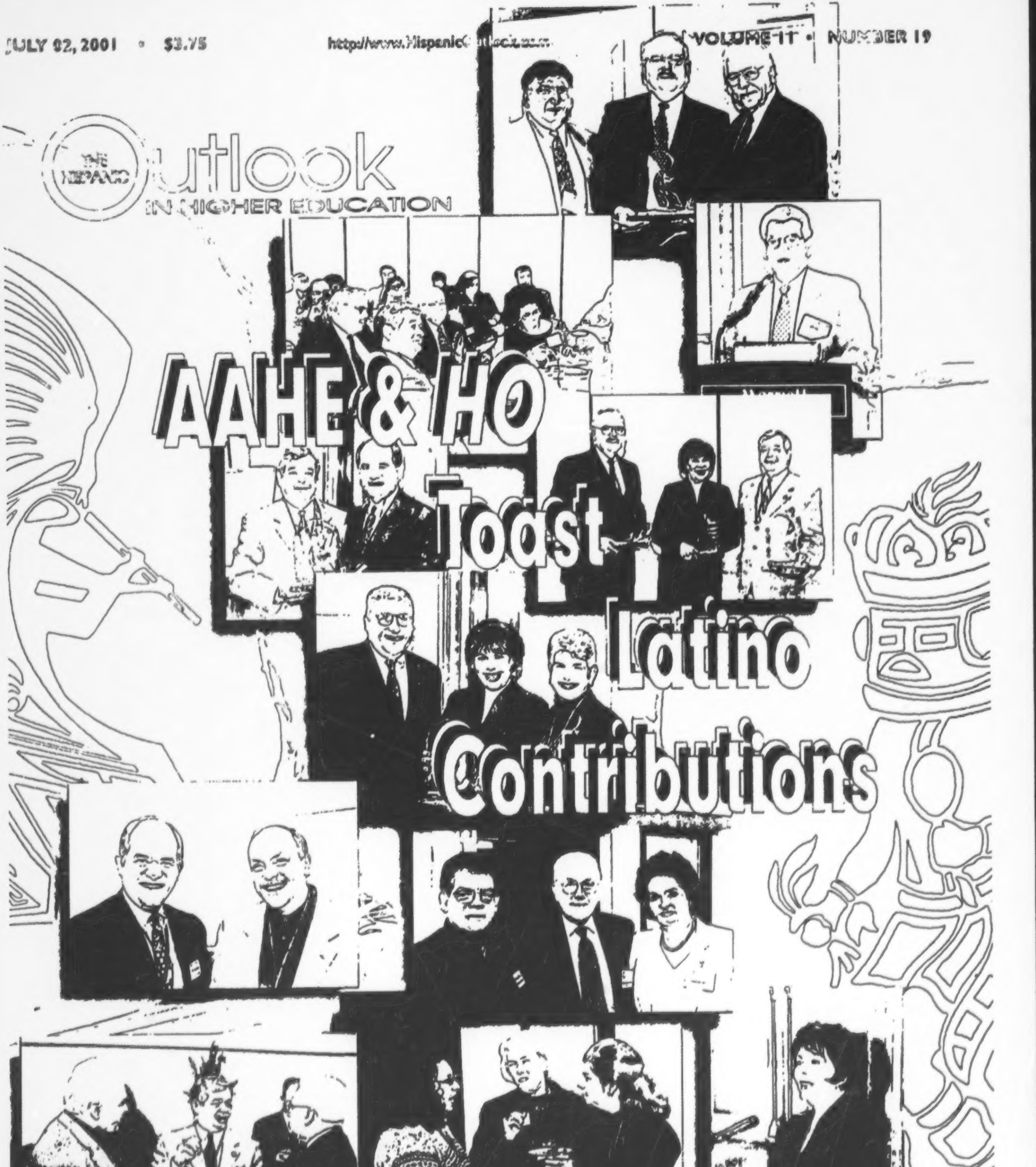
THE HISPANIC Outlook IN HIGHER EDUCATION



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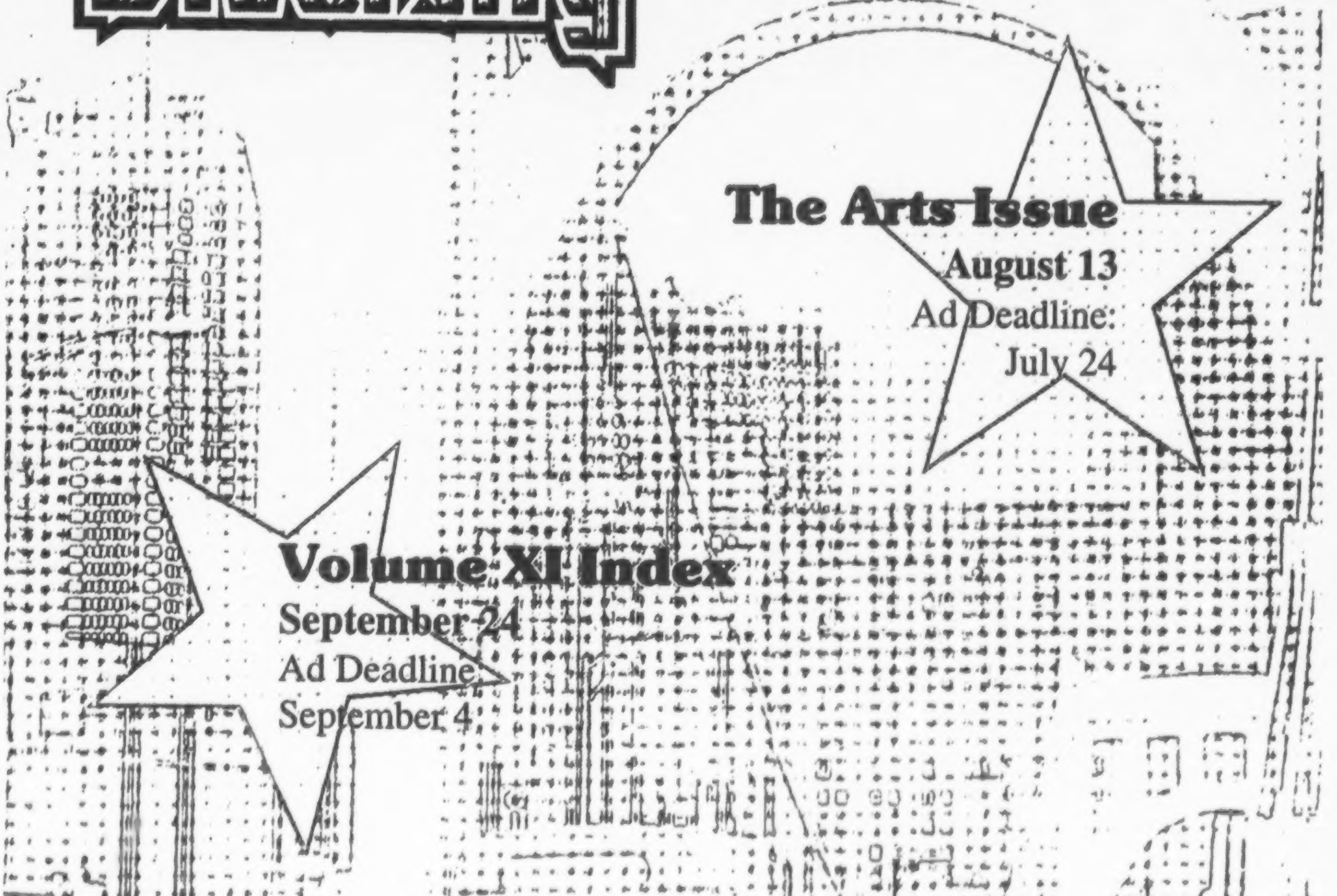

The Arts Issue

August 13

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A CAPITOL VIEW

Latinas: Their Education and Future

BY GUSTAVO A. MELLANDER

The respected American Association of University Women (AAUW), with headquarters here in Washington, D.C., has long led the fight to secure equal opportunities for 51 percent of the nation's population: its women.

It has been an uphill battle. AAUW's record is liberally peppered with its share of victories. Women have yet to achieve salary parity with men. But 86 cents versus $1.00 is a lot better than the 57 cents versus $1.00 of a few decades ago.

What about education? We have all read about the digital divide between affluent, mostly White suburbs and those areas inhabited by Hispanics. It is a vicious divide, and it is pervasive. Let's take that down a notch. What about the education provided Hispanics? Specifically, Hispanic girls. In a few sharp words, AAUW points out that "our schools are not meeting the educational needs of America's fastest-growing female minority population–Latinas." That is the essence of its new report, *¡Sí, Se Puede! Yes, We Can: Latinas in School.*

It reviews the K-12 educational status and progress of Latinas. It explores the cultural interaction between America's Hispanic children and the schools they attend. Carefully researched and poignantly written by Angela B. Ginorio and Michelle Huston, the report examines Latinas and how their futures, or "possible selves," are fashioned by a multiplicity of influences–their families, their culture, their peers, their teachers, the media, and the interaction among all of them.

According to the report, Latinas lag behind other racial and ethnic groups of girls in several key educational measures. They have not benefited from gender equity advances to the degree or extent that other groups of girls have.

Differences

Analyzing the differences in educational achievement between Latinas and other girls, the report finds that:

- The high school graduation rate for Latinas is lower.
- Latinas are less likely to take the SAT exam than are their White or Asian counterparts, and those who do so score lower, on average.
- Compared with their female peers, Latinas are under-enrolled in Gifted and Talented Education (GATE) courses and in AP courses.
- Latinas are the least likely of any women to complete a bachelor's degree.

Latino Men

Well, are Latino men doing any better? No. Although Latinas fare worse than do other racial and ethnic groups of girls on most measures of educational performance, they perform better than do their male peers on many measures. Comparing Latinas to Latinos, the report finds that:

In the fourth grade, Latinas score higher in reading and history; by eighth grade, they score higher in mathematics and reading; and by the 12th grade, they score higher in science and reading.

Latinas outnumber Latinos in taking the SAT exam (58 to 42 percent in 1999), yet they score lower than do Latinos on both the math and verbal section. The gender gap among Hispanics is greater than that of any other group. Latinas take the same number of or more AP exams than do Latinos but score lower in AP math and science exams. Latinas are nearly three times less likely to be suspended and less likely to be referred for special education than are Latinos.

The report provides clear and compelling evidence that both Latinas and Latinos still face stereotyping and encounter other obstacles that discourage success in school.

Some obstacles are different for Latinas than for Latinos. Latinas are three times as likely to fear for their personal safety in school as are other girls. And teachers and counselors often assume that Latinos are gang members simply because they speak Spanish, seem foreign, and act different.

Recommendations and Suggestions

All adults who relate to young Hispanics need to encourage academic success. Latinas need to hear from all the adults in their lives that college and professional careers are rewarding options and ones that they can achieve. Advisors must curb tendencies to promote gender and racially stereotyped careers and must ensure that Latinas are not underrepresented in college-prep classes.

More schools and colleges must recruit and train teachers from the Hispanic community as role models who can better connect educational goals to the students' cultural background.

The whole family has to be actively involved in the college preparation process. College requirements need to be demystified. Families need to understand longer-term benefits of attending college.

Finally, teen pregnancy, which impacts school performance, has to be addressed in an honest and forthright fashion. Strategies presently exist to keep youngsters from getting pregnant, but failing that, those new mothers must be kept in school. That can be accomplished by offering child care and alternative scheduling, and by recognizing that being a young mother and a student intent on completing her education are not incompatible.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Sometimes progress can be a conundrum. Women's salaries still lag behind those of men. Yes, they've gone up, but, for the moment, figures from AAUW, the American Association of University Women, still show no parity. Currently, it's 86 cents to a dollar, up from 57 cents. Comparative income data among ethnic groups also reveal a gap, and if you include the genders, well, it's no different.

Interestingly, while we continue to work on leveling gender/income disparities, spending power among Hispanics as a whole is booming. The numbers are mind-blowing: $500 billion annually now and expected to rise to $1 trillion by 2050! I wonder if improvements in retention, graduation, education access, and diminishing the racial and digital divide will be as prominent. Let us pray.

One of our features reports on how Hispanics are increasingly being noticed, represented, and addressed in the media. An important point is the recognition that while our community shares one language, we are not one. ***Hispanic*** is an umbrella under which a kaleidoscope of people are represented. Advertisements for automobile manufacturers, department stores, phone companies, fast food chains, the music industry, and the like have begun to make that distinction and are benefiting from our flourishing population and our discretionary dollars. "Savvy advertisers have recognized the value and importance of targeting the Hispanic population. The Census figures brought this to light, and they have sent a clear signal to corporate America that this group simply cannot be ignored," says Horacio Gomes, AHAA's president and CEO of HeadQuarters Advertising in San Francisco, Calif. Take a look.

Próximo–slated for our next issue are stories on ASPIRA, a consortium for minorities at liberal colleges, an update on the White House Initiative and the SAT,...*y mucho más.*

Seguimos informando,

M.

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Dr. Henry T. Ingle, University of Texas at El Paso, AAHE Hispanic Caucus chair

Outstanding Achievers for Higher Ed Honored

BY INÉS PINTO ALICEA

This spring in Washington, D.C., The Hispanic Caucus of the American Association for Higher Education (AAHE) honored five Latino leaders for their outstanding achievements on behalf of the Latino community–Teófilo Jaime Chahín, Virginia Sánchez Korrol, Douglas X. Patiño, Jesús Rangel, and Luis Valdez.

Awards were presented March 25, during the Association's annual meeting, at a luncheon sponsored by the Caucus, *The Hispanic Outlook in Higher Education*, The Pepsico Inc. Foundation, State Farm Insurance, and the Anheuser-Busch Companies. The Caucus, comprised of Latino faculty members and administrators from across the country, presented each honoree with a standing flat crystal etched with a distinctive Native American Indian Kachina.

Another conference highlight was a March 24 reception hosted by *The Hispanic Outlook in Higher Education* and attended by members of its editorial advisory board, AAHE Hispanic Caucus members, college leaders from across the country, and 12 Latino graduate students who had received fellowships from the AAHE Hispanic Caucus to attend the conference. One of the students, René Antrop-González, of Pennsylvania State University, successfully defended his dissertation recently.

Attending for *The Hispanic Outlook* were publisher José López-Isa, vice president and chief operating officer Orlando López-Isa, managing editor Suzanne López-Isa, and executive editor Mari Carmen Sarracent, joined by editorial board members Alfredo G. de los Santos Jr. and Loui Olivas of

Arizona State University, Ricardo Fernández of Lehman College, Juan González of Georgetown University, and Gustavo Mellander of George Mason University.

Outgoing Caucus chair Dr. Henry Ingle, associate vice president for technology planning and distance learning at the University of Texas at El Paso (UTEP), expressed his excitement about a new immigration museum in the works for downtown El Paso. The museum is being sponsored by UTEP.

Juan González, incoming chair of the AAHE Hispanic Caucus, is vice president for student affairs at Georgetown University. "*The Outlook* was very gracious in sponsoring the Hispanic Caucus awards and reception," said González. "*The Outlook* truly made a huge difference in the Hispanic Caucus experience at this year's national conference."

At the awards luncheon the next day, Ingle told the guests that it was important for the Caucus to honor those "Latino leaders in education who make outstanding achievements for the Latino community."

"The awards ceremony was able to acknowledge in a small way the dedication to the service of Hispanic education by our award recipients," González told *HO*. "The ceremony was a tribute to individuals who have given of themselves to the greater good of the Hispanic population both here in the United States and in Puerto Rico."

Douglas X. Patiño

Douglas X. Patiño, vice chancellor for university advancement at California State University, a 23-college system, received the Alfredo G. de los Santos Jr. Distinguished Leadership in Higher Education award, which is given to an outstanding administrator. Patiño, who is president of the CSU Foundation, said, "The greatest honor one can receive is to be honored by one's own community."

Patiño has held leadership posts both in and out of higher education. Before joining CSU, he was director of the Arizona Department of Economic Security, secretary of the California Health and Welfare Agency, director of the California Employment Development Department, and vice president for student affairs at the University of Southern Colorado in Pueblo.

Patiño is known for his efforts to raise funds in support of Hispanic students and faculty, to serve as a mentor to Hispanic administrators and faculty in colleges and universities, and as a spokesperson for the hiring and tenure of Hispanics as faculty and administrators.

He commented on the low numbers of Latino males pursuing higher education, expressing a concern that too many Latino males might, as have too many African American males, fail to finish high school. He urged Latino leaders to study the matter more closely to make a turnaround more attainable.

"It's very depressing," Patiño told *HO*. "I don't know why this is occurring. I don't know if there are enough support systems for Latino males. I don't think this country has high expectations of Latino males. What a shame if we let that happen in the Latino community. I am happy that the numbers of Latinas going to college are up."

Virginia Sánchez Korrol

The Outstanding Latina/o Faculty in Higher Education award was given to Virginia Sánchez Korrol, professor and chair of the Department of Puerto Rican and Latino Studies at Brooklyn College, CUNY, in Brooklyn, N.Y. She is currently working on *Latinas in the United States: An Historical Encyclopedia*, a two-volume book honoring Latinas who have made their mark in politics, arts, media, and business between the 16th century and the 1970s. The Indiana University Press slates it for publication in 2003.

Dr. Sánchez Korrol has been instrumental in revising her department's curriculum, has coordinated various international meetings on the theme of women's research, served as co-director of the Symposium on Latina Worker's History, and has been active on a number of boards, including the board of advisors for the Women's Museum in Austin, Texas, the editorial boards of *Journal of American Ethnic History*, *Latino Studies*, *Latino Review of Books*, and others.

Sánchez Korrol said she was surprised to be selected. "I am flabbergasted and honored by the award," she said. "You work in your own niche and don't know that anybody is looking. You have honored who I am and the work to which I have dedicated myself. But this award is not for me alone. You have given it to all the pioneers in Latino studies, Puerto Rican studies, Chicano studies, and Mexican American studies."

Teófilo Jaime Chahín

The Outstanding Latino/a in Higher Education Creativity and Publications award was given to Teófilo Jaime Chahín, associate vice president for human resources and dean of applied arts and technology at Southwest Texas State University in San Marcos, Texas. The award considers work done in the area of new technology, as well as more traditional creative endeavors in scholarly work, that has reached national prominence and that has enhanced the culture and understanding of the Hispanic community. Chahín, a founding member of the AAHE Hispanic Caucus and previous chair, is not only an outstanding traditional scholar but was instrumental in securing funds for the production of the documentary: *Las Colonias: the Forgotten Americans*, a film that portrays the conditions of life for Mexican U.S. citizens who live along the Texas-Mexico border. The film, narrated by former San Antonio mayor and Clinton cabinet member Henry Cisneros, has been aired by PBS and seen, says Chahín, by 162 million people. Attention garnered by the documentary has led to other efforts to revamp living conditions along the border. Chahín said he is trying to help residents secure funding to build several thousand homes.

Chahín said the living conditions he encountered on the U.S. side of the border while filming the documentary were "unacceptable," and that those under which he lived in the 1960s in the labor camps of Walla Walla, Wash., were better.

Luis Valdez

The Latino Cultural Arts awardee was Luis Valdez, internationally renowned playwright and filmmaker. Valdez founded El Teatro Campesino, which supports Latinos pursuing careers in theater. He is the author and director of *Zoot Suit* and *La Bamba*. He has been a college-level instructor. Valdez was unable to attend the awards ceremony due to conflicts with Hollywood's Academy Awards and his involvement as a set designer.

Jesús Rangel

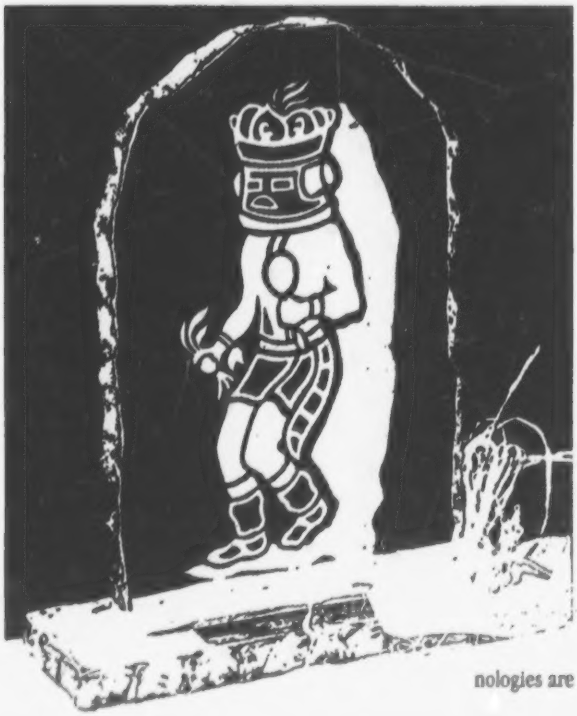
The Outstanding Support of Hispanic Issues in Higher Education award was given to Jesús Rangel, vice president for corporate relations for Anheuser-Busch Companies. Rangel has an outstanding and long record of support for higher education initiatives, especially those that impact Latinos. He is responsible for continued support of the AAHE Hispanic Caucus. His responsibilities at Anheuser-Busch include overseeing community development programs at the international, national, and state levels. As a result of his work, his company is recognized by the Hispanic community as a socially responsive organization that provides jobs, scholarships, internships, and employment for Hispanics.

González, new chair of the Caucus, praised the award recipients and said he was moved by their "heartfelt and humble" acceptance speeches.

"It is the goal of the Hispanic Caucus to bring attention to the contributions of outstanding educators who would otherwise not receive recognition," said González. "All too often, the greatest contributions are by our own Hispanic colleagues, but too often, we have failed to support and celebrate their significant contributions. The Hispanic Caucus, along with ***The Hispanic Outlook***, working collaboratively, attempt to showcase and honor our Hispanic leaders."

Another important event for the Hispanic Caucus was The Tomás Rivera Lecture, "Latina/os in the Acapolis: Have We Come a Long Way to Nowhere?"–given by Dr. Felix Gutiérrez, senior vice president of the Newseum in Washington, an interactive museum devoted to media. (An *acapo-*

Marriott



tas is defined as an academic city with diverse responsibilities and constituencies.)

Other presentations by Hispanic Caucus members addressed topics of retention, tenure, and promotion of Latinos/as; countering classroom incivility; collaborating with Latino nonprofits; and more.

News about the Caucus and job announcements can be found at its webpage at www.utep.edu/hcaucus/. The job postings are a new offering. Ingle said another Caucus undertaking is more active lobbying on Latino issues in education. The Caucus also has established a goal of boosting its membership 5 percent every year for the next five years.

Ingle, an active member of the AAHE Hispanic Caucus for nearly two decades, told *HO* that higher education can not ignore the demographic shift occurring across the country–the booming Latino population. Colleges and universities, he said, must engage in major and transformative strategic planning processes to respond to the growing diversity in higher education, both in terms of academic programs offered and accommodations made in order to work with increased numbers of minority students.

"At such a crucial juncture in the evolution of higher education, the AAHE Hispanic Caucus has a very significant role to play–in facilitating the dialogue for transformation among mainstream educators and in expanding the number of qualified individuals of Hispanic ancestry in both faculty and administrative leadership roles on campuses," Ingle said. "More than ever, our voices and perspectives are needed in this rather dramatic role for higher education, which is being driven both by the new student demography and the inroads digital technologies are making in the way teaching and learning is delivered."

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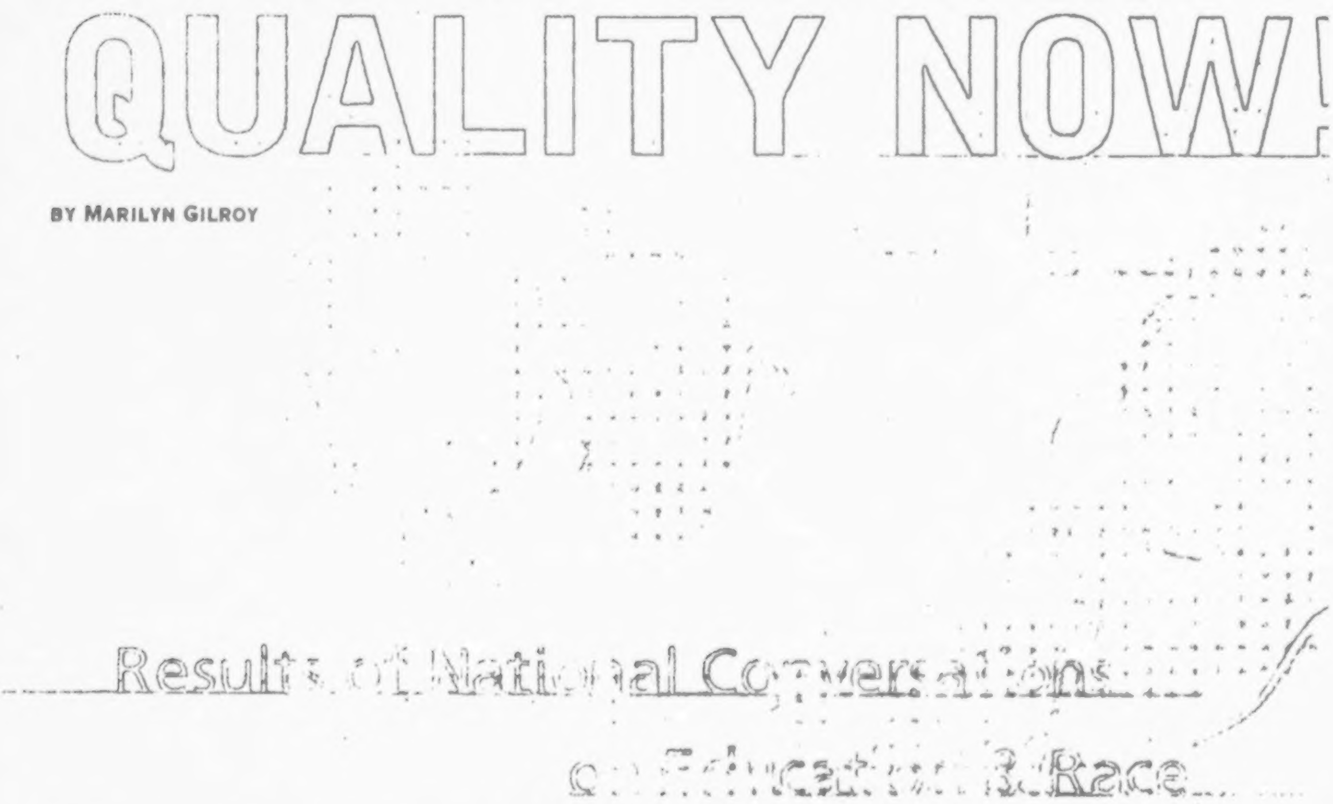

QUALITY NOW!

Results of National Conversations on Education & Race

BY MARILYN GILROY

When it comes to education, most parents want the same things for their children: good, safe schools that offer high academic standards and a well-trained, caring group of educators. This basic desire for quality education is a matter of common sense. After all, there are plenty of studies showing that more rigorous curricula and highly qualified teachers produce higher achievement among students. But studies also show that Latinos and Blacks have less access to these resources than Whites do.

Why does this disparity in access continue after years of trying to legislate and enforce equal opportunity measures? One answer is found in the latest Census data, which show that the nation is more racially and ethnically diverse than ever but that people still live in largely segregated communities.

This ongoing demographic pattern has grave implications for the achievement levels of minority students who attend schools in poor and failing districts. Very few organizations are willing to tackle this issue head-on or call it what it is–a racial divide. But the Public Education Network (PEN), the nation's largest community-based school reform organization, has released a report based on an examination of issues of race and education in eight very different communities across the United States.

The findings indicate that unsettled issues of race continue to influence the performance of students nationwide. It reports that even when communities are committed to addressing the resource and achievement gaps that separate minority and White students, school systems fail to hold all students to the same high standards and expectations.

"Talking about race is never easy, especially when it involves the future of our nation's children," said

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Wendy D. Puriefoy, president of PEN. "But in order to improve educational opportunities for all students, we must work through the issues that divide us. Consensus isn't necessary, but a collective strategy to respond to real evidence is needed."

Public Education Network, a Washington, D.C.-based advocacy group, forms strategic alliances with national organizations trying to improve the public schools. Its partners include the Ford Foundation, the DeWitt Wallace *Reader's Digest* Fund, and the Kellogg, Mott, and Rockefeller Foundations. PEN and its members have recently tackled educational reform projects that include transforming public school libraries, improving access to technology, improving America's middle schools, improving the academic success of girls, and implementing standards-based reform.

The latest PEN report, *Quality Now! Results of National Conversations on Education and Race*, found that minority parents who participated in a series of more than 60 forums around the nation are increasingly concerned that their schools have fewer resources and lower standards than do those with predominantly White students.

Indeed, inequities do exist, as research shows that minority students are more likely than are White students to have uncertified or unqualified teachers, dilapidated buildings, and inadequate resources. These students also are less likely to have access to computers and college-preparation programs. Black and Hispanic students consistently perform lower than do White or Asian students on achievement measures. For example, on the 1999 reading test given by the National Assessment of Educational Progress (NAEP), the gap in scores between White and Black students actually increased for two of the three grade levels that were tested. Among Hispanic 12th graders, 1999 reading scores are no higher than they were in 1988.

"With the assistance of concrete data," notes Puriefoy, "the public is being forced to recognize the stark discrepancies between education opportunities afforded students from different backgrounds."

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Quality Now! chronicles the experiences of eight cities that held community dialogues about the issues surrounding education and race over the past two years. The report provides new insight into perceptions and misconceptions about educational quality held by members of racially diverse communities. The initiative, sponsored by PEN and Public Agenda, involved an estimated 900 participants in more than 60 public forums across the country. The forums were coordinated by local education funds (LEFS) and independent, nonprofit, community-based school reform organizations in Baltimore, Md.; Berea, Ky.; Buffalo, N.Y.; Denver, Colo.; Grand Rapids, Mich.; Hattiesburg, Miss.; Oakland, Calif.; and Paterson, N.J.

Organizing the forums was not easy. Even though PEN provided a framework, each community took months to design a plan that would be effective on its local level. Project directors at the eight sites often found that they needed more staff time and more money than they'd expected. In addition, moderators had to be trained to handle discussions about the subtleties related to race. But the payoff came after the discussions sparked new hope and energy for improving schools and a renewed sense of commitment to the task.

Paterson, N.J.

In Paterson, New Jersey's third largest city, where the enrollment of 24,000 students is 51 percent Hispanic and 45 percent African American, the project was entitled *Levante Cada Voz* (Lift Every Voice). In the early 1990s, the city was plagued by poverty and unemployment, and the schools were characterized as "failing and mismanaged." In 1991, the state took control of the schools. The Paterson Education Fund (PEF), a founding member of PEN, organized a series of forums to explore issues concerning race and education. A key objective was to identify specific challenges that impact student achievement gaps among different racial and ethnic groups.

"PEF took on the project because local students were not doing well," said Rev. Doug Maven, who serves on the PEF board of directors and is a member of the Paterson Affiliate of the Congress of National Black Churches. "People were constantly asking, 'Is race having an impact? If so, how? And why?'"

Maven chaired a steering committee, which included representatives from Aspira Inc. of New Jersey, the Paterson Public Schools, and other community organizations. Conversations and forums were held over a five-month period during which participants gathered data on student achievement and set about to create an action plan to improve the schools and student performance.

As a result of the discussions, PEF produced and distributed a report entitled *Does Student Achievement Have Color?* that offered views and recommendations based on the forums. The action steps include:

- publication and distribution of student achievement data, dropout rates, and graduation rates (disaggregated by race);
- adoption of an inclusive curriculum to raise ethnic pride and self-worth among all students;
- sharing of successful strategies

among schools and community groups;

- budget development training for school staff, parents, and community members to ensure adequate resources for schools, personnel, and professional development.

Rosie Grant, PEF project director, said that as a result of the forums, she has seen a philosophical change in school board members, educators, parents, and other participants. "We've seen personal change and institutional change," she said. "There is a genuine interest in the issue...in digging deeper."

Irene Sterling, executive director of the PEF, is also heartened by response to the forums. "We've been engaging in district-wide internal conversations with educators on their attitudes toward the curriculum and their attitudes toward diversity," she said. "There is a realization that we've got work to do, and we have seen a variety of initiatives to improve the overall health of our school systems."

Sterling says that PEF will be eager to examine data from next year's tests, which will give them a sense of whether or not progress has been made.

Denver, Colo.

In Denver, forums were organized by the Public Education and Business Coalition (PEBC), which worked with local partners that included the Latin American Research and Service Agency (LARASA) and the Latino Campaign for Education. The group was especially concerned about Denver's "Westside," which is predominantly Latino neighborhoods, and northeast Denver, which is comprised of many African American communities. Schools in this district face a widening achievement gap between their students and those in more affluent communities, which are often composed of a White majority.

Jan Merck, project coordinator in Denver, said that organizers decided not to promote the discussions via the media. Rather than begin the dialogue as a highly publicized event, participation in the forums was cultivated by one-to-one relationships and word-of-mouth connections.

Organizers took great care to draw participants from all areas and to anticipate communication barriers. They provided child care, used Spanish interpreters, and disseminated Spanish translations of materials.

Even when communities are committed to addressing the resource and achievement gaps...school systems fail to hold all students to the same high standards and expectations.

"Working with LARASA made a difference and established a real partnership for our work," said Merck. "They enabled us to reach deeper into the communities and have more of an impact."

Among the many issues raised in the Denver forums were the importance of parents on the move to raise standards and student achievement, the need for bilingual communication with parents, and the challenges and benefits of bilingual education.

Finding ways to involve parents means overcoming a variety of obstacles. One of the key findings of *Quality Now!* is that language differences often impede the process. Parents who cannot speak English simply can not communicate with teachers and students. They are intimidated by and unfamiliar with school system operations and often do not show up at conferences or events.

In addition, even when there is no language barrier, teachers must learn to speak about education issues in ways that are clear and easy to understand. Otherwise, teachers and parents literally can not understand one another.

Oakland, Calif.

While there were substantial outcomes from forums at most sites, the effort at Oakland ran into political conflict and scheduling difficulties that forced organizers to modify their initial plans. Oakland, one of the most racially diverse cities, has a student body reflecting the changes that have occurred through immigration. The breakdown is 51 percent African American, 22.8 percent Latino/Hispanic, 17.5 percent Asian American, and a small percentage of Native Americans, Pacific Islanders, and Filipinos. Several years ago, controversy arose over the teaching of "Ebonics" in Oakland's public schools and touched off a national debate about education and race.

"Race has a whole other meaning in Oakland," said Dr. Julie Henderson, executive director of the Marcus A. Foster Educational Institute and local organizer of the forums.

The Institute did manage to hold three sets of conversations among students, teachers, and community residents, which were facilitated by a professor from UC-Hayward.

The Bottom Line

The results of conversations on race and education in all eight communities are available in the complete report, a joint product of the Public Education Network (PEN) and Public Agenda. The document provides a how-to guide for conducting forums on education and race that can address the concerns of both minority and White parents. The first half of the report profiles the eight participating communities that held forums and explains that many areas of consensus were reached, such as the need for standards to be closely tied to the curricula, for knowledgeable teachers to be in every classroom, and for readily available student performance data. The second half outlines the strategies and materials used and recommended by forum participants, from establishing a budget to evaluating the results. The report is a useful resource for anyone hoping to bring parents together from communities divided by race but united by a desire to improve all children's education.

"We've had 10,000 copies of the report downloaded from our website and another 3,000 mailed out by request," said Richard Tagle, senior associate at PEN. Tagle, who has worked for the Network since 1994, says response to the report has been very positive and follow-up efforts are under way.

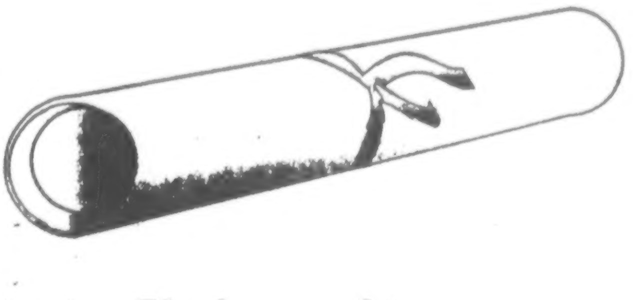
PEN has begun several new initiatives that are instrumental in achieving equality in schools. One is related to teacher quality, that is, examining how to promote the equitable distribution of high-quality teachers where they are needed. Another project deals with standards and accountability.

"We are trying to define what is meant by 'accountability,'" said Tagle. "We are also asking questions about how to measure achievement. Is it just test scores, or are there other measures, such as civic involvement of students? Shouldn't we be measuring the safety and overall health of the schools?"

At the heart of all of PEN's educational initiatives is the attempt to build school and community partnerships.

"We want to empower parents to understand what their children are supposed to be learning," said Tagle. "We also want to increase community and public ownership of schools so that they are central institutions of the community once again."

The Honor Roll



Florida State University

Plenty to Celebrate on Its 150th Year

BY ROGER A. DEITZ

There are a fair number of candles on the birthday cake–150 to be exact! FSU President Talbot "Sandy" D'Alemberte proudly marks the important milestone, the sesquicentennial anniversary of the school's establishment. "In 1851, only 75 years after this country became an independent nation and just six years after Florida achieved statehood, the Seminary West of the Suwannee River was established. The role of that forerunner of Florida State University was to educate young people who would help civilize the frontier of Florida." President D'Alemberte says the original location of this institution–the site where the Wescott fountain now stands–is the oldest continuous site of higher education in the state of Florida.

"Thanks to our founder, Francis Eppes, grandson of Thomas Jefferson, we embrace the liberal arts approach that has prevailed throughout our history." The president points out that the institution has been known by various names and had a variety of missions over the past 150 years. Yet, with every change, he observes, "Florida State University has been willing to accept the pioneering roles and adapt successfully to new times." D'Alemberte continues, "We believe that this ability to adapt to frequent changes in our mission has given us a unique philosophy of higher education and unique potential as a national research university."

Florida State University is one of ten universities of the State University System of Florida. Established by the Florida Legislature in 1851, it first offered postsecondary-level education in 1857. In 1905, the Buckman Act reorganized higher education in the state and designated the Tallahassee school as the Florida Female College; renamed Florida State College for Women four years later. The school returned to coed status in 1947, and it became Florida State University.

The story is that in 1946, a flood of applicants seeking admission to the University of Florida created a crisis situation as the number seeking admission was one-third more than could be accommodated. As a result, a branch suitable for 500 men was opened in Tallahassee at Dale Mabry Field, a deactivated army installation. The state Legislature took further action in 1947, designating both the University of Florida and the Florida State College for Women as coeducational. The institution has grown from an

Florida State University Westcott building

Sandy D'Alemberte, Florida State University president

Honor Roll Facts in Brief

INSTITUTION
Florida State University

LOCATION
Office of Admissions
Tallahassee, FL 32306
(850) 644-3246

ESTABLISHED
1851

ENROLLMENT
34,477 (2,530 Hispanics or 7.2 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$2,379 for Florida residents

FACULTY
1,520 full-time

SEVERAL DEGREE PROGRAMS
Business Administration
Environmental Chemistry
Family, Child, and Consumer Science
International Affairs
Music History and Literature

NOTABLE HISPANIC-SERVING ORGANIZATION
Hispanic/Latino Student Center

INTERNET ADDRESS
www.fsu.edu

enrollment of 2,583 in 1947 to 34,477 in the fall semester of 2000.

Located in Tallahassee, Florida's capital, the University offers both students and faculty opportunities to interact with state and federal agencies for internships, research, and part-time employment. Tallahassee also offers myriad social, cultural, and recreational activities. The main campus in Tallahassee is situated on 463 acres; the Panama City branch, 26. The University owns a total of 1,422 acres and operates other facilities in Leon, Bay, Franklin, Sarasota, and Gadsden counties.

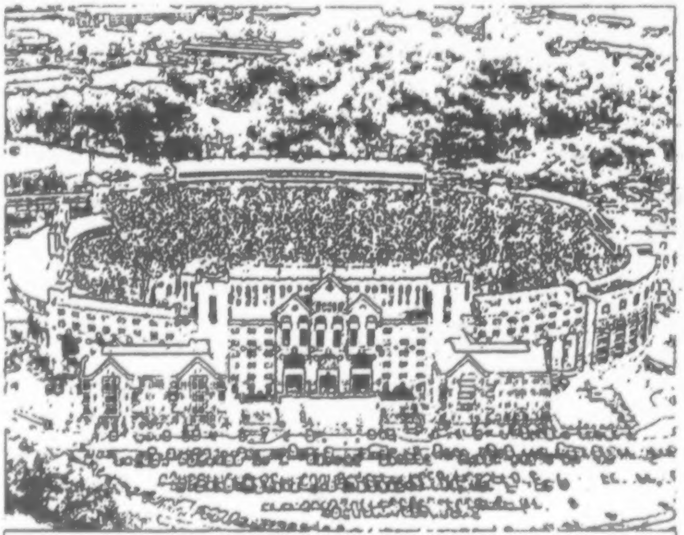
For the most recent school year, FSU comprised 16 colleges and schools. Baccalaureate degrees are offered in 93 fields; master's degrees, in 99 fields; 28 advanced master's/specialist's degrees, and 71 doctorates. Academic divisions include the Colleges of Arts and Sciences; Business; Communication; Education; Engineering; Human Services; Law; and Social Science;as well as the Schools of Criminology and Criminal Justice; Information Studies; Motion Picture, Television and Recording Arts; Music; Nursing; Social Work; Theatre; and Visual Arts and Dance.

As FSU entered the 21st century, something brand new joined the sesquicentennial celebration of something old, with the establishment of the first new medical school created in the United States in more than 20 years. Last year, the Florida Legislature passed a bill that would approve funding for "an innovative new model of medical education in this state." The FSU College of Medicine has its mission centered on primary care, geriatric training, and service to rural and underserved areas. The new medical school will provide the first two years of medical education on campus in Tallahassee and the last two in community clinical settings around the state. A spokesperson for the FSU College of Medicine notes that technology is the basis and foundation for its design, to be utilized in serving patients and in research efforts that are expected to span a variety of disciplines.

The Panama City branch campus of FSU enrolled 770 in the fall of 2000. In addition to branch campuses, the University offers a wide variety of overseas study opportunities during the regular academic year and in special summer programs. Included are programs in

Florence, Italy; Valencia, Spain; and London, England, during the academic year; a Panama Branch Campus; and Oxford, England; London, England; and Southeast Europe Summer Programs. There is a Hospitality Administration Summer Program in Switzerland; and a Summer Term in Law at Oxford, England; Prague, Czech Republic; and the University of the West Indies. Other programs are offered in San José, Costa Rica; Prague, Czech Republic; and Chalkidiki, Greece; and field excavations in Chianti, Italy.

Through the Center for Professional Development and Public Service, the University conducts off-campus credit courses and degree programs as well as non-credit programs, workshops, seminars, and conferences. The Center provided administrative support for more than 1,145 credit courses in 1999-2000. In addition, it managed more than 1,036 non-credit professional development programs during 1999-2000, offered throughout Florida, the U.S., and worldwide. The CPD attracted about 60,000 participants to the 2,181 credit and non-credit programs offered.


Florida State University stadium

There are 27,696 full-time and 6,781 part-time students, for a total of 34,477, with an average age of 23.6 years. Undergraduates sort out as 23,226 full-timers and 1,685 part-timers. Females make up 56.2 percent of the total. Ethnicity for the total student population includes 4,108 African Americans (11.9 percent), 2,530 Hispanics (7.3 percent), 910 Asian Americans (2.6 percent), and 135 Native Americans (0.4 percent). Non-resident aliens account for 1,279 students (3.7 percent). Of the 22,273 prospective first-year students who applied for Fall 2000 admission, 11,539 were admitted, and 4,091 were enrolled. Among new entering students, 40 were Merit Scholars, 18 were Achievement Scholars, and five were Hispanic Scholars, for a total University roster of 243 Merit, 77 Achievement, and 28 Hispanic Scholars.

There are 1,520 full-time traditional faculty on regular salary, and a total of 1,897, which includes part-time faculty. The 2000-2001 operating budget includes $351,756,105 for education and general, $107,774,751 for contracts and grants, $99,247,612 for auxiliary enterprises, and $97,460,876 for other expenses.

Florida State University was designated a "Research I" university by the Carnegie Foundation in 1994, placing FSU in an elite group of the nation's top research universities. The school has had five faculty Nobel laureates, including physicist Paul Dirac, the father of modern physics, memorialized in London's Westminster Abbey. FSU is home to the $100 million National High Magnetic Field Laboratory with the world's most powerful magnets. Faculty include Robert Schrieffer, the 1972 Nobel Prize winner in physics and an author of the first microscopic theory of superconductivity, published in 1957, when he was 26. Florida State developed LEXIS(r)-NEXIS(r) Academic Universe, becoming the first in the nation to be provided with access to the extremely powerful and in-depth database of information. More than 800 U.S. colleges and universities are now using it.

In the arts, the campus boasts one of the nation's oldest and largest schools of music, ranked fifth among public institutions. It holds hundreds of concerts annually, fields the country's largest collegiate marching band, has more than a dozen world music ensembles—and graduated Ellen Taaffe Zwilich, the first woman to win a Pulitzer Prize in music, who also was named the 1999 Composer of the Year by *Musical America*.

To honor University founder Francis Eppes, who secured Tallahassee as the location of the seminary with a $10,000 donation, a parcel of land, and an annual $2,000 endowment, Francis Eppes Professorships were begun last year. Capitalizing on the work of past and current FSU scholars, last year the FSU Research Foundation began using profits from the interest generated by royalties to recruit these "superprofessors."

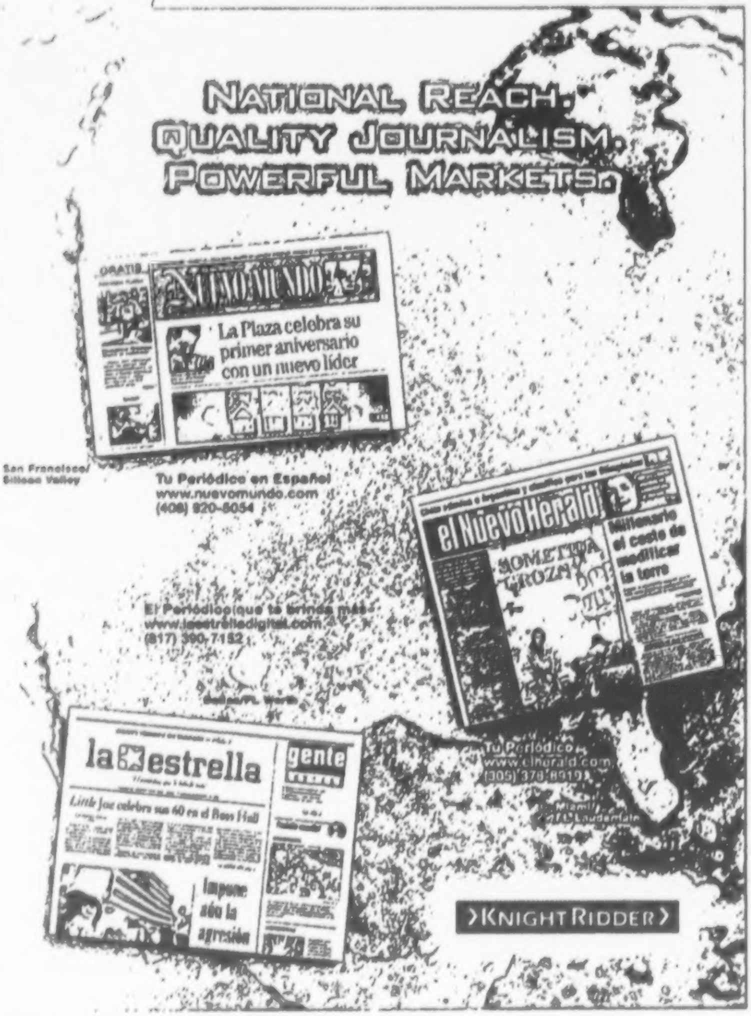
"We are delighted with the standard established thus far with our Eppes Professors," observes President D'Alemberte. "We have found seven of the most distinguished professors in a wide array of fields, those individuals who possess both a passion for teaching as well as research."

Honorees include Charles McClure, an expert in electronic communication information; FSU alumna Ellen Taaffe Zwilich; computer science notable Geoffrey Fox; and Gerald R. Ferris, who has studied the influence of politics and interpersonal relationships on hiring decisions in the workplace, providing a unique union of psychology and business management. The list also includes Leonard "Chick" LaPointe, a visionary in communication disorders, and Robert Olen Butler, who joins the creative writing department. Butler won a Pulitzer Prize for his collection of stories, *A Good Scent from a Strange Mountain*. The latest Eppes Professor, who joins the School of Visual Arts and Dance, is Suzanne Farrell, muse to the great George Balanchine and the embodiment of American Ballet as the inspiration and prima ballerina of Balanchine's greatest ballets.

Explosion Expected in Hispanic Advertising

Corporations Recognizing Potential

BY JEFF SIMMONS


NATIONAL REACH.
QUALITY JOURNALISM.
POWERFUL MARKETS.
NUEVO MUNDO
La Plaza celebra su primer aniversario con un nuevo líder
San Francisco/ Silicon Valley
Tu Periódico en Español
www.nuevomundo.com
(408) 920-5054
el Nuevo Herald
Millonario el costo de modificar la torre
El Periódico que te brinda más
www.laestrelladigital.com
(817) 390-7152
Tu Periódico
www.elherald.com
(305) 376-8919
Miami/ Ft. Lauderdale
la estrella
gente
Little Joe celebra sus 60 en el Bass Hall
Impone
>KNIGHT RIDDER>

The awards ceremony that unfolded in Los Angeles last September spoke volumes about the growing influence of Latin music on the global scene. It was the first time that the Latin Grammy Awards were presented at the Staples Center.

And over the course of several hours, 40 awards were distributed to musical artists in an event televised in 120 countries. In the United States, CBS-TV broadcast the ceremony, and the network's president called the event a "new chapter for America."

It wasn't just what was displayed during the ceremony that caught the attention of Stuart Elliott, advertising columnist for *The New York Times* for the last decade. It was what happened during commercial breaks.

"The commercials were broadcast in Spanish," Elliott says. "It was one of the first times I saw this."

The advertising scribe sees much more of that on the horizon.

"This is only going to become more and more popular as the Hispanic population grows," Elliott adds.

It's expected that Hispanic advertising expenditures will explode in the coming years, as corporations reach out to a ballooning population. On the heels of Census 2000 figures exposing a diverse, growing Hispanic population (around 35 million), experts predict an infusion of cash into campaigns orchestrated to target a previously ignored audience.

Hispanic Business Inc. predicts that Hispanic advertising expenditures will jump to $2.38 billion this year, an increase of 25 percent from $1.89 billion.

With television remaining the medium of choice, the company's research arm predicted $800 million will be spent on network/national TV advertising, a $100 million increase from last year. Local television spending would increase from $391 to $450 million.

The U.S. Hispanic media market is booming. Univision, for example, has become the fifth largest television network for prime-time viewers, with Telemundo not far behind. More than

1630

Horacio Gomes, AHAA's president and CEO of HeadQuarters Advertising in San Francisco, Calif.

1,250 publications and more than 600 radio stations are now aimed at the Hispanic market.

The motivation is as simple as hard dollars and common sense. The Hispanic population previously was concentrated in several states, but now small pockets have become large communities in other parts of the country, such as Tennessee, North Carolina, and Georgia.

With that, according to the Association of Hispanic Advertising Agencies (AHAA), Hispanic spending power has grown rapidly, at about 75 percent annually and nearing the $500 billion mark. It's expected to reach $1 trillion by 2050, according to the Selig Center for Economic Growth.

Corporations are now recognizing the growing power and influence of Hispanic culture on all facets of American life. The result: campaigns designed to reach a new audience while not losing the non-Hispanic one. One recent study of Hispanic teenagers found, for instance, that Spanish-language ads generated a greater response than did English-language ones in three areas: unaided recall, main message recall, and persuasion.

"There is no doubt that advertising to Hispanics is changing," says Horacio Gomes, AHAA's president and CEO of HeadQuarters Advertising in San Francisco, Calif.

"Savvy advertisers have recognized the value and importance of targeting the Hispanic population. The Census figures brought this to light, and they have sent a clear signal to corporate America that this group simply cannot be ignored."

As a result, successful marketers are also more likely to turn to an agency that specializes in Hispanic advertising. And there has been an explosion of them over the last few years. Simply put, Gomes says, they are flourishing.

"Agencies that specialize in Hispanic advertising are making inroads in advertising in English directed to Hispanics," he says.

AHAA was founded in May 1996 when a group of Hispanic-owned or -managed agency heads met to discuss common concerns and forge an agenda to promote the growth of the Hispanic marketing industry.

At the time, business leaders from 21 agencies filled the room. Today, there are 65–and that's just the number of agencies affiliated with AHAA. AHAA agencies collectively have billings exceeding $2.5 billion–97 percent of the country's Hispanic ad industry.

"What's really changing is that it is becoming less stereotypical. Doing stereotypical advertising is always easier, but what's now happening across the board is that advertising is becoming more creative. The messages have deeper meaning.

"I believe what's happening in this scope of new advertising, particularly in the last five years, is that it has been based on strategies that are well-founded. The messages are culturally relevant to the market."

The Newport Beach, California-based Mendoza Dillon Asociados is one of the oldest Hispanic advertising agencies in the country. Founded more than 20 years ago, it has thrived, has offices now in Chicago and New Jersey, and does $90 million in billings annually.

On its current roster of clients is Sears, Roebuck & Company, which came to Mendoza in 1987. Sears was listed among the top 50 advertisers in the Hispanic market last year, ranking in fourth place, according to *Hispanic Business* and AHAA.

"Companies like Sears, AT&T, and Procter & Gamble are making a tremendous effort in reaching this market in all media, not just television," says Ingrid Otero, Mendoza's president and chief operating officer, and president-elect of AHAA.

Hispanic Business named the top 10 advertisers cultivating the Hispanic market last year as: Procter & Gamble, MCI WorldCom, AT&T, Sears, McDonald's, Americatel, Miller Brewing Co., Philip Morris, Anheuser-Busch, and Toyota Motor Corp. Spending ranged from Procter's $46.2 million to Toyota's $22 million.

"Right now we are seeing Hispanics representing big portions of the population almost everywhere in the United States," Otero says, "so as the market continues to grow and spread out, we're also seeing growth in media outlets in all of those markets."

But experts caution that reaching that market is more complicated than including Hispanic faces in advertisements. They say corporations and marketers are becoming savvier at distilling cultural differences within the Hispanic market.

Selling a product is more than just packaging, and advertisers are analyzing which media draw the greatest response from each group–whether the group be Mexican, Puerto Rican, or Dominican. They're analyzing the geographic structure of the market, how to market to each segment successfully, and how to achieve brand loyalty from each group.

Much of the research is looking at Hispanic teenagers because half of all Hispanics in the United States are younger than 26 years of age. The median age for Hispanics is 26, in comparison to 35 for the rest of the U.S. population. Advertisers view young Hispanics as a profitable segment that can be influenced by appealing commercial messages.

"Demographically, not only is the Hispanic population growing, but Hispanics tend to be younger," Elliott says. "They have larger families, more people in the household, and are more likely to buy household products than the 'mainstream' household."

Population projections maintain that by 2010, one in two young people in the United States will be Hispanic.

AHAA notes that product trends start in urban areas, which are heavily influenced by Hispanic ethnicity. That, experts reason, is why it's critical to any marketer appealing to youth to

Ingrid Otero, Mendoza's president and COO, and president-elect of AHAA embrace Hispanic youth.

Gomes' agency, HeadQuarters, opened its doors in 1987. Its client list now includes Del Monte, NYNEX/Bell Atlantic, Pacific Gas & Electric (PG&E), Mother's Cookies, Pacific Bell, and California Federal Bank (Cal Fed). By 1999, the company's billings had surpassed $34 million.

He says that much of the advertising still concentrates on television but, that other media are growing rapidly. "Hispanics have tended to be more broadcast oriented," he says, but he predicts that will be changing as the landscape evolves.

"The new trend will be that all of the other media will be used, especially print. Ten years ago, we didn't have many Hispanic publications, and now there are over 1,200. We are seeing a diversity of the media where messages are being put out to Hispanic consumers."

Fine Tuning

Experts lament that it took the Census 2000 figures to drive home the relevance of reaching out to the Hispanic consumer–especially if marketers want to retain a profitable grip. Many had been reluctant to design campaigns focusing on Hispanics at the risk of losing non-Hispanic consumers.

"I think that certainly there's been some reluctance among marketers toward ethnic advertising in general. It's the fear of the unknown," says Elliott. "The fact is that it's easier to reach out to the majority than the minority consumer."

"The Hispanic market provides particular difficulties culturally because of linguistic differences among Hispanics, as well as other cultural differences. There are always cultural differences between a majority and minority, but with Hispanics, there are cultural and language barriers plus the idea that you have to create different campaigns to reach different Hispanic consumers."

He adds that "you usually can't run the same commercial to appeal to Puerto Ricans in New York and Spanish-speaking consumers in Los Angeles."

Otero views it a bit differently, contending it's not fear but often ignorance. "I think it's a lack of knowledge of the statistics," she says, "and it's surprising how many times we go to big corporations and find people are totally surprised by the kind of statistics and the kind of results we show them." The Hispanic population in the United States is the size of Canada. You would never think of putting a product on the shelf in Canada and not supporting it with marketing," she says. "In the United States, when they have a product on the shelf and don't support it in the Hispanic market, they will see that impact in sales in areas where half the market is Hispanic, like Los Angeles. They won't be reaching them."

One avenue toward boosting sales is to tout products that already have a following, though one that might not be on American soil yet. Marketers are now more often trumpeting new products here that are already popular in Puerto Rico, for instance, and known to Spanish-speaking consumers in the United States.

"The benefit is you are selling people a product that they are already familiar with in their home countries, and that children remember growing up with. It's easier to sell something that people are familiar with than an 'Anglo' product they may not have known."

Stuart Elliott, advertising columnist for *The New York Times*.

Researchers say their work backs that up, that Hispanic families are more likely to stick with products they're pleased with or found in their childhood homes.

One study by Yankelovich Hispanic Monitor concluded that 94 percent of Hispanic households with children feel the need to sustain ethnic traditions, while 93 percent seek to take part in activities that celebrate Hispanic heritage.

Another study, by Market Segment Research & Consulting, noted that 67.8 percent of Hispanic women in the United States between the ages of 25 and 44 agreed with the statement, "Once I find a brand I like, it is difficult to convince me to change."

That same study pointed out that 69 percent of women aged 25 to 34, and 57 percent of those between 35 and 44, believed there should be more advertising specifically targeting the Hispanic consumer.

More marketers are also keeping a close eye on online advertising. Studies are showing that 85 percent of Hispanics have computers at home and three-quarters have access to the Internet.

Nearly a third of Hispanic Internet users have shopped online, and Reuters reported that Hispanics in the United States are expected to spend $42.6 million over the Internet on everything from CDs to airline tickets and electronics, about a 100 percent jump from last year.

With the increase in population has come an increase in AHAA's efforts. The group now publishes a directory of Hispanic advertising agencies, considered the definitive guide to the Hispanic market.

Additionally, AHAA developed a multimedia campaign to promote education among Hispanics and garnered $25,000 from Procter & Gamble and Telemundo for a scholarship fund assisting Hispanic advertising and marketing students.

Earlier this year, HispanicAd.com and AHAA held the third annual HispanicAd.com Media Planning Awards to honor the best Hispanic media plans in television, radio, the Internet, magazines, newspapers, cable, direct mail, and out-of-home advertising.

Among the winners were Starcom for Walt Disney World's Theme Parks, The Vidal Partnership for Heineken USA's Heineken Beer, and Ornelas & Associates for Nissan Motor Corporation's USA's Nissan Frontier Crew Cab.

As viewers witnessed during the Grammys, commercials and advertisements in Spanish in traditionally non-Hispanic media are becoming part of the landscape. Just last year, MTV premiered a VOTO spot, a non-partisan campaign designed to increase Latino voter registration. It was the first Spanish-language ad to run on MTV.

"You can look at this two ways," Gomes says. "It's a recognition that English-speaking and Spanish-speaking Hispanics would be watching that. It was also a recognition and validation of the culture. It was knowing your market and recognizing the industry."

In the future, he predicts that advertising will become more segmented, more culturally relevant to specific groups within the "umbrella" of the Hispanic community.

"This is a market that is very sophisticated in many ways and will respond to things that are culturally relevant," he says.

Grinnell Students Prove

"YOU CAN DO IT NOW"

BY MICHELLE ADAM

Warren Morrow and six other students who graduated from Grinnell College in Grinnell, Iowa, are living proof that you don't need to wait until you graduate from college to make a difference.

Back in 1998, Morrow and his comrades set out to train Latino high school students to become leaders for the future. They established the Latino Leadership Project (LLP), which today has mushroomed into a successful program that inspires and empowers Latino youth.

Morrow recounted the beginning of their ventures. "The LLP was started by college students. I was the oldest one. I was 20. All of us had come to Iowa to experience something different than what we knew," he said. Morrow, a Mexican American born in Mexico City, came to Iowa from Tucson, Ariz., in order to step out of his comfort zone, as did his Latino comrades, who came from Chicago, Houston, Los Angeles, and other places.

"The isolation we felt made us a lot more conscious of inequalities," he said. "Here we were expected to be representatives of our culture."

During Morrow's junior year, he and the six other students attended a March conference put on by the National Hispanic Institute (NHI). It was at the conference that they were inspired to make a difference for Latinos. "We knew we wanted to work with youth," said Morrow about the effect the conference had on him and on his colleagues. "When we got back to Grinnell, we faced the two hardest months at the college [preparing and taking finals]. But every night of those two months, our group met three hours just to show our commitment. We didn't want to lose that energy. We planned to have something for the summer."

With determination and hard work, the team established a curriculum, a location, funds, and resources for a summer program. "Everything worked out," said Morrow. Four high school students attended their first seven-week summer leadership program, called *Verano para Líderes*. The curriculum included, among other things, training in résumé writing, job interviewing, test-taking, diversity, substance abuse, writing, debating, researching, and information on issues affecting the Latino community. The program served to provide a blueprint and the credibility needed to expand upon their initial dream in the years to follow.

When asked what leadership is, Morrow said, "Leadership is knowing that there are people following and that you are willing to give direction. It is being willing to educate yourself and being aware of the issues. Leadership is also feeling capable and confident to do something about those issues."

First-ever Latino Youth Academy, with Des Moines Police Academy

It's important to develop leadership skills in Latinos at an early age, says Morrow.

"We felt that students in high school were at an extremely critical age, a last chance for a lot of students," he said. "It's the first time they think about what they want to do. We wanted to help define what goals they wanted to set for themselves. And we all saw that being close in age to these high school students, we had a lot of influence on them."

Although only four students attended the first summer program, it set the groundwork for what would become the Latino Leadership Project. During the following year—Morrow's senior year—he and his colleagues decided to ask Grinnell College for funding. With a long proposal of what they had in mind and the example of their successful first summer, they approached the school, which, impressed with their work, agreed to fund the program for a year. The school agreed to pay their salaries, which included the summer and school year. With the funds in hand, they taught leadership skills to a second group of 12 students during the summer of 1999.

Although Grinnell College is located in a small town of few Latinos, the Project offices are in Des Moines, where 10 to 15 percent of the population is Latino. It is here, in their larger numbers, that Latinos face inequalities and issues of concern that make a program like LLP a benefit to the community. The high school students who have thus far participated in the LLP programs are also from Des Moines.

The summer leadership program served as the first step in exposing high school students to leadership skills and issues that affect their community. However, Morrow soon realized that follow-up was crucial to the success of these students, to their ability to act on their concerns in the community. The next program created under the LLP umbrella became Represent! As the name suggests, it was time the high school students had an opportunity to represent their community in ways that empowered them and convinced them that they could make a difference.

"The students felt there wasn't enough cultural sensitivity in Des Moines," said Morrow. "They felt their community didn't have a venue for communication. "The first Represent! program occurred during the school year of 1999 and was composed of those students who had completed the past summer program as well as one student who participated from the first-year summer program. The students grouped together in teams and worked on three specific programs that would give back to the community. These included creating murals in downtown Des Moines, conducting immigration and civil rights workshops for adults (the high school students ran and taught the workshops themselves), and producing a radio show that focused on Latin American culture and issues that affected Latinos.

"I tell them that you are in charge, you are responsible, and you represent your community. They did these things and got awards for it," said Morrow. Besides him and his associates, other college students also gave their time to help mentor the group of Latino high school students during the Represent! program. Although 12 students might seem like a small number, as Morrow has witnessed, through the radio show, mural, and workshops, more students have become involved and are tuning in to what the Leadership Project has to offer them. "We look at this as a little leadership army that we have formed," he said.

To add to the list, LLP also created its first one-day leadership conference, which took place in March of 2000. A total of 170 high school students attended and participated in workshops and forums. This included workshops on communication skills, social issues, financial aid, access to college, gangs, and leadership for young Latinas. "There were a lot of students who just needed to hear something. A conference could inspire them," said Morrow. LLP was able to receive support for the conference from the public schools, Grinnell College, and Drake University.

Morrow commented on the conference, "It was awesome. We had enough money to bring in major speakers, and they pumped up the students. Students were asking what they could do now that they were inspired. Some of them became involved in Represent!" In a manner similar to how Morrow and his colleagues were inspired to create LLP after attending a conference, they were now inspiring younger students with their own leadership conference.

During the summer of 2000, LLP led its third summer leadership program, with 12 new students. Although the numbers in attendance didn't increase from the prior year, as Morrow stated, "You can affect a lot of students in a weak way, or you can affect a few students who will help you affect hundreds more." At the end of the summer, as part of the second school year of Represent!, these students wanted to work with the police department to build a better atmosphere of trust between the Latino community and law enforcement. They created Latino Youth Academy, which, during a nine-week period, consisted of 30 high school students participating in workshops with the police department. The police department provided one officer each week to conduct workshops on their departments, while students were given the opportunity to share their experiences and concerns with the officer.

Morrow described how one police officer specifically came into the workshop with fear and trepidation, and left saying, "What a great experience that was." "The Latino Youth Academy had a lot of effect on how Latinos are seen within their community," said Morrow. "The Academy demonstrated that our community was making efforts to improve its relationship with the police. It helped the police meet us half way." The police have since agreed to provide a police academy to 30 new students each year, and thanks to Represent!, the police department now has a liaison from the Latino community.

It was only days prior to our interview with Morrow that LLP conducted its second March conference. This time, however, the number of students attending was smaller–about 50–because LLP created specific requirements for high school students to meet in order to attend. Students were asked to write about issues of concern in their schools. Principals, school boards, the Department of Education, among other school representatives, were invited to provide answers to questions students posed in their writing. For an hour and a half, students and school administration engaged in a question-and-answer dialogue. Community agents were also invited to attend, and they were there to meet students and inspire them to participate in their organizations. Morrow said, "I told the students how proud I was of them. It's all about allowing the students to see how much power they have so they can set higher expectations for themselves and to help achieve these goals."

Rudy García, a senior at Hoover High School in Des Moines who emigrated from El Salvador three years ago, serves as a prime example of Morrow's vision. "I came here not expecting anything. All I wanted to do is work, to graduate from high school, and get on with life," he said. Work and, if he was lucky, graduating from high school were all García expected. "I didn't care about community," he said. "The Latino Leadership Project was a base for starting to develop my skills and for learning what was going on in the community. Once I learned what it was like to help your peers, I learned that that was really what I wanted to do, to help youth."

Latin American culture and history murals

García first participated in LLP's summer program in 1999. He was also a member of Represent! the following school year and, as part of that, worked on producing bilingual radio programs that would focus on discussing issues that affect the Latino community. García was a volunteer during the recent Latino Youth Conference. He said, "The program has been great. I've learned so many things. I learned that we don't see what we can do, what we can really become, until we try it. This program makes you choose what you really want to do in life."

This year, García has been an intern with Midwest Educational Resources, helping people with legal needs. "I really love doing this. I educate myself every day," he said. García has also begun a Latino club in his high school, after others were denied the opportunity to do so in the past. When asked if he is looking forward to graduating, the answer was a resounding "Oh, definitely." García foresees attending college and possibly studying medicine.

Lizeth Olvera is another high school student who has benefited from LLP. She was one of the first students to participate in the Summer 1998 program. "It was like a summer job," she said. "I wanted to help out the community. There are a lot of problems in the Hispanic community." She recalled having lunches with prominent figures in the community. "We let them know that we were not all gangsters and high school dropouts," she said. As part of the summer program, Olvera also attended the National Council of La Raza conference in Philadelphia, where she joined 1,500 other Latinos to talk about issues of concern to Latinos. "It gave me knowledge about what's really going on," she said. About LLP's effect on her life, Olvera added, "I feel more confident in myself and more proud of my culture and community. I feel like I am a better person. It has also given me another reason to go to college."

Olvera later participated in Represent! 1999, and through the program decided to conduct civil rights workshops. She researched civil rights problems facing the community and presented her workshops in a local church. "If I hadn't been a part of the Latino Leadership Project, I wouldn't have as many goals," said Olvera. "I probably wouldn't have scholarships for college, and I wouldn't believe I could do all the things I want to do."

As LLP has grown, so has the number of funding sources. While Grinnell College is offering less funding at this point, other groups, such as the National Council of La Raza, the Greater Des Moines Community Foundation, and even outfits such as Sears, have helped defray costs.

With all the changes, Morrow is proud of having come this far so soon, beginning with his junior year in college. "It's been a tremendous experience. At 23, I am amongst the most prominent leaders in Des Moines, which carries a tremendous responsibility," he said. "This has been about being able to work on a new vision, on a new reality. Instead of being reactive, we are being proactive in raising the Latino community. It has meant not just leadership in the Latino community but also in the community as a whole."

When asked what he has learned from creating LLP, said Morrow, "It has demonstrated to me that I can do anything I want to. It is a message I want to impart to students, and especially college students who wait until they graduate to do something. They can do it right now."

Smithsonian Diversity

BY INÉS PINTO ALICEA

In the seven years since an independent task force denounced the Smithsonian Institution for its "willful neglect" of the Latino community, the world's largest museum, research, and educational complex has had a mixed record for its steps to rectify the situation.

The Institution's efforts to include the Latino community seemed to progress steadily after a May 1994 report entitled *Willful Neglect: The Smithsonian Institution and U.S. Latinos*, in which a task force painted a picture of Latino exclusion at the Smithsonian in governance, staffing, programming exhibits, and collections. A later report, *Toward a Shared Vision: U.S. Latinos and the Smithsonian Institution* (October, 1997), kept the Institution moving forward with its denouncement of the Institution for not fully involving, representing, or reflecting the Latino community. The lack of Latino inclusion "is evident on the Mall and in the offices and boardrooms of the Smithsonian," it said.

"Some good will has been created, but it has not yet been translated into permanent structures, programs, or employment," the 1997 report concluded. "A stronger foundation for systemic change is now in place, but it remains fragile."

Those words continue to ring true. Even high-ranking officials agree that more needs to be done. Smithsonian Undersecretary Sheila Burke, who is in charge of all cultural museums of the Institution, said "not enough" has been done for the Latino community.

Dr. Manuel L. Ibáñez, former Texas A&M University-Kingsville president and the Smithsonian's board of regents

"The Latino component needs to be second nature," said Steve Velásquez, collections manager for the National Museum of American History and chair of the Smithsonian's Latino Working Committee, a volunteer organization comprised of Smithsonian employees. "There were a lot more programs and progress in 1998. There was a lot of momentum, but the momentum has died down a bit. There is concern about that. We want to make sure that this stays on the radar screen. We want to have the administration know that this is a priority for us and that it becomes a priority to them."

Burke said Latino inclusion is a top priority for the Smithsonian administration. The museums are increasing bilingual docents (academic lecturer) and Spanish materials for the public. A number of Latino-related exhibits have been launched, including a traveling bilingual one on *santos* (saints). She said the administration has launched a study of the composition of all of the boards and commissions serving the Smithsonian and its many facilities to develop guidelines on how to diversify them and how to better meet their goals. The administration also has developed guidelines or, as she called it, "an outcome-driv-en initiative," for all the museums to follow to

Miguel Bretos, acting director, National Postal Museum, Smithsonian

improve diversity in hiring and programming.

"We are holding managers accountable to a performance plan to get a diverse workforce," said Burke. "We want them to develop programming that will draw a greater percentage of Latinos into our museums. We are paying attention to these activities and exhibits."

"If you make a commitment to welcoming Latinos," said Burke, "you will also draw students and professional staff members."

The Smithsonian Institution is comprised of 16 museums in Washington, D.C., and New York City; the National Zoological Park; and seven research facilities in the U.S. and overseas. The Smithsonian's mission, as expressed by Congress in its founding charter in 1846, is "an establishment for the increase and diffusion of knowledge." It has a collection of 142 million items.

"One part of our strategic plan is that we serve a diverse population and hire a staff that is as diverse," said Burke.

In fiscal year 2000, the Smithsonian facilities received $543 million for operations, of which Congress appropriated $438 million from tax dollars.

"As an institution supported financially by all Americans, the Smithsonian should reflect all of America," said the report *Toward a Shared Vision*.

The report said that the exclusion of Latinos was also troubling because it prevents Latinos from feeling that they were part of the country's heritage, and it perpetuates an inaccurate belief among the general population that Latinos have contributed little to U.S. culture and development.

The exclusion so concerned former Smithsonian Secretary I. Michael Heyman that he identified inclusiveness as one of his top three priorities. Under his leadership, the Smithsonian established a "Latino pool" of $1 million per year to seed and encourage Latino initiatives, hired a permanent counselor on community affairs and special projects, Miguel Bretos, and appointed a Latino Oversight Committee to advise on the implementation of the recommendations made in the *Willful Neglect* report. He also moved forward the creation of the Center for Latino Initiatives, to which he gave a prominent home in the Arts and Industries Building on the Mall in Washington, where many of the Smithsonian's museums are located.

Undersecretary Sheila Burke, Smithsonian

But the Center came at a cost to the Latino community, Bretos said. Latino leaders agreed to give up Bretos' position as the Latino advisor to the secretary for an institutional presence.

"Now we have the Center, but we don't have the access to the top management that we had before," said Bretos. "It's part of the bargain."

Not only does the top management lack a voice on Latino issues; it no longer has an independent task force prodding it into action. Much of the responsibility has been shifted to the Center for Latino Initiatives and the Latino Working Committee, neither of which has the time, the resources, institutional support, or mandate to carry out the work once conducted by the independent task forces that put together the 1994 and 1997 reports.

"The Center is not mandated to look into questions of employment," said Bretos. "It is not our primary calling."

Velásquez described the relationship between the Center and the Smithsonian administration as "unclear" with many "undeveloped parameters." The scenario is clearly different from the relationship that was cultivated during Heyman's five-year tenure. While Heyman put into motion a number of initiatives to better serve Latinos, his successor, Lawrence M. Small, who was installed on Jan. 24, 2000, has, by some accounts, either moved more slowly on the issue of Latino inclusion or not clearly communicated his commitment to the employees.

"The members are hopeful but are starting to voice concern," said Velásquez of the Latino Working Committee's apprehension over the new Smithsonian administration's progress on Latino inclusion. The group met with Small in June 2000 and at press time was working on setting up meetings with other key leaders of the Institution to discuss its concerns. But others remain optimistic about Small's administration.

"There has been tremendous progress in key areas," said Bretos. "I know the secretary means well. I put great hope on his administration."

Dr. Manuel L. Ibáñez, who was on the committee that helped select Small for secretary, said he was "quite pleased with the selection."

"He is quite sensitive to Hispanic issues," said Ibáñez, adding that Small is married to a Latina, speaks Spanish fluently, and plays Spanish guitar.

Lawrence M. Small, 11th Secretary of the Smithsonian Institution

Dr. Refugio Rochín, fisrt director, Smithsonian Center for Latino Initiatives

The severe underrepresentation of Latino employees in the Smithsonian, however, might be the impetus that generates more activity from the Smithsonian administration. Latino representation stood at 3.4 percent in 2000, a drop since 1998 when Latinos comprised 3.5 percent, or 220, of its 6,337 employees, but up from 1990, when they were 2.3 percent. Latinos are said to be nearly 11 percent of the civilian labor force.

Moreover, none of the museums has a Latino serving as a director. While conducting interviews for this story, Smithsonian officials announced that Bretos had been named acting director of the National Postal Museum. Still, few Latinos are in the leadership ranks. Latinos held only five of 189 senior-level positions at the Institution in September 2000 and only 29 of the 944 professional posts–curators and researchers. The position of curator is a key position in shaping cultural offerings, said Hamlet Paoletti, executive director of the task force that produced the "Willful Neglect" report, now in the Smithsonian's office of public affairs.

"Staffing levels have dropped," said Velásquez. "People are leaving."

Burke said the Institution was conducting a national search to hire someone who will handle diversity issues at the Smithsonian.

Burke argues that many employees view the Smithsonian as a good training ground and move on to other opportunities, but she said recruitment practices at the Institution must be strengthened to attract more Latinos to the employment ranks.

"We have a real challenge in terms of employment," said Burke. "We're not moving quickly enough."

Burke added that turnover is low at the Smithsonian, so the administration is pushing for a more aggressive recruitment effort to diversify the pool of applicants for the few slots that do arise. The problem is compounded, said Bretos, because few Latinos in Washington apply to the Smithsonian.

"We're simply not wired in the Latino community," he said. "Being in Washington, we're off the beaten track of our mainstream community."

Likewise, Bretos said, the situation has not improved in getting more Latino representation on the museum's boards and commissions. Each museum appoints its own board, and the board members themselves pick other members, in most cases. When the Smithsonian's office of public affairs asked the 16 museums to report how many Latinos served on each of their boards, only 12 responded. Eight Latinos serve on the boards that responded. In addition, there are 25 Latinos on the board of the Center for Latino Initiatives, and the Museum of American History has a separate Latino Advisory Board comprised of 12 members, said Smithsonian spokeswoman Linda St. Thomas.

"Only if Latinos serve on all governing bodies and advisory groups and reach a critical mass among senior staff can the Smithsonian ensure that the Latino perspective is consistently included in discussions and that Latino contributions and inclusion are considered in planning and decision-making related to programs, collections, exhibits, research, and other activities," said the report *Toward a Shared Vision*.

A board of regents that, by law, is composed of the vice president of the United States, the chief justice of the United States (who also serves as the Institution's chancellor), three members of the Senate, three members of the House of Representatives, and nine citizen members, governs the Smithsonian. One Latino is on the board of regents–Manuel Ibáñez, former president of Texas A&M at Kingsville. Ibáñez has been on the board since 1994 and is slated to serve until 2006, as he was appointed to a second six-year term.

"My appointment was a signal to the Hispanic community that the Smithsonian was going to change," said Ibáñez. "The Smithsonian has shown

The figures below were provided by the Smithsonian's Office of Equal Employment and Minority Affairs (OEEMA) on Feb. 2001.

	1994	1995	1996	1997	1998	1999	2000
Smithsonian employees	6494	6405	6304	6299	6337	N/A	6528
Latino Smithsonian employees	185	201	192	199	220	N/A	223
Percentage of Latino employees	**2.8**	**3.1**	**3.0**	**3.2**	**3.5**	N/A	**3.4**
Senior employees	156	158	159	165	170	N/A	189
Latino Senior employees	1	1	3	3	4	N/A	5
Percentage of Latino Senior employees	0.6	0.6	1.9	1.8	2.4	N/A	2.6
Professional employees*	991	989	1004	1003	1021	N/A	944
Latino Professional employees	26	27	30	27	27	N/A	29
Percentage of Latino Professional employees	2.6	2.7	3.0	2.7	2.6	N/A	3.1

* Curators and researchers are part of the Professional employees category.

remarkable change. Latinos were ignored before, so any improvement is a good improvement. Like any big institution, progress comes slowly. There has been a big improvement in the recognition that Latinos are important in U.S. culture."

Bretos said the Smithsonian is slowly improving its collections but that more work is needed in that area because collections form the foundation for other Smithsonian activities.

Collections, said the 1997 report, are what educational curriculum is "developed around, outreach programs focus upon, magazine articles highlight, and research supports collections."

"To accurately present U.S. Latinos as part of the changing American social reality, the Smithsonian must ensure continuous updating not only of its collections but also of its collective knowledge and understanding of U.S. diversity."

TO BE OR NOT TO BE...

...a full-fledged museum of the Smithsonian Institution. That is the debate that surrounds the Smithsonian Center for Latino Initiatives, a three-year-old facility created to assure that Latino contributions to U.S. culture, history, and society are not overlooked by the Smithsonian's 16 museums.

It is a debate unlikely to be resolved in the near future. Some argue that using the Center for Latino Initiatives, a Smithsonian research facility, to assure that Latino contributions are included throughout all Smithsonian exhibitions, is a better path to follow than to demand a museum. They argue that a museum similar to the Anacostia Museum and Center for African American History and Culture and the National Museum of the American Indian would result in isolating or, even worse, "ghettoizing" Latino contributions to one museum. Moreover, Congress has expressed a strong reluctance to adding any more museums to the Smithsonian system. Instead, a movement is under way to expand the number of traveling exhibits to reach more communities nationwide, including Latino, said Undersecretary Sheila Burke.

(l. to r.) Actor Edward James Olmos, Eiteljorg Museum President and CEO John Vannausdall, and Indianapolis Mayor Bart Peterson cut the ribbon to open *Americanos: Latino Life in the United States.*

Indeed, when the Center was created, the board of regents, the Smithsonian's governing board, acknowledged the importance of the Latino community, saying: "The Latino presence in the Americas is centuries old, culturally rich, and demographically vast and growing....The Center is dedicated to the generation of new knowledge...to the end that American history and culture may be understood and displayed in all its diversity."

And a Latino task force that published a report on how the Smithsonian could better display the nation's diversity by being more inclusive of the Latino community envisioned having a so-called National Museum of Latino Art and Culture by 2010. But Latino leaders, who are trying to push the Smithsonian to be more inclusive on a daily basis, seem intent for now on getting the Center for Latino Initiatives to prod all of the museums to include Latino contributions. The Center, headed by Dr. Refugio Rochín, has had some success following that path but also has faced a great deal of stubbornness by some of the museums.

"After all of the sound and the fury, we have to prove our mettle that we are worthy of the investments," said Bretos of the challenge the Center faces.

Bretos cites the Archives of American Art and the Hirshhorn Museum as facilities in the system that have gone out of their way to make sure Latinos are included.

"These are the shining stars–and then there are places that are darker," said Bretos, a former professor at William Paterson University in Wayne, N.J., who served on both task forces studying Latino inclusion at the Smithsonian before joining it as an employee. "We need to have Latino representation across the board everywhere."

The Center, whose mission is to advance knowledge and understanding of Latino contributions to U.S. history, culture, and society, opened its doors on Aug. 10, 1998. Its mission is accomplished by generating knowledge through research and scholarship; by interpreting and communicating knowledge through exhibitions, public programs, and online and electronic capabilities; and by building dialog and relationships among U.S. Latino communities, the Smithsonian Institution, and other educational and research organizations, foundations, corporations, and government agencies. The Latino Initiatives Fund, administered by the Center, supports Latino-focused research, educational, and public programs, and promotes the inclusion of Latinos and Latino perspectives in the activities of the Smithsonian.

"Our Center is here to make sure culture and history reflect Latinos," said Rochín, adding that he hopes the Center will become the "national center for information, new knowledge, and recognition for U.S. Latinos."

One challenge the Center faces in reaching that goal is to boost interest within the Latino community for Smithsonian offerings. The Smithsonian has about 40 million visits per year to its museums, the Zoo, and its traveling exhibitions around the country. But according to a 1997 report, Latinos comprised only 3 percent of Smithsonian visitors compared to 6 percent each of African Americans and Asians.

"We have been more successful in some communities than others," said Bretos.

Miami and Chicago Latinos have been very responsive to exhibits and other outreach programs, but Latinos in Washington have been dubbed the least likely of all populations in the nation's capital and its surroundings to visit the facilities. Bretos said many of the Latinos in Washington are newer immigrants who are working hard to survive in such an expensive environment and many "don't come from places with a tradition of going to museums."

Latino board members at its 12 museums

Cooper Hewitt (in New York), 1
American Art, 1
National Portrait Gallery, 0
American Indian, 1
Hirshhorn, 2
Freer, 0
Sackler, 0
African Art, 0
American History, 1
(and a Latino Advisory Board with 12 members)
Postal Museum, 1
Air and Space, 1
Center for Latino Initiatives, 25

"Locally, we still have a long way to go," said Bretos. "There is a disconnect there."

Ibáñez said Latinos must participate in more Smithsonian activities and increase attendance if the community wants the Smithsonian to be more responsive to its needs.

"Without participation, you can't make demands," said Ibáñez.

Rochín said the Center has launched five original exhibitions in less than three years, among them "Americanos," a photography exhibit; "Ritmos de Identidad," on Caribbean percussion music; and "Corridos Sin Fronteras," on the tradition of the ballad. The Center also launched Latino Designers in the Fashion Industry, an ongoing effort to research, document, preserve, and present existing pieces in the Smithsonian's costume collection that are made and/or worn by Latinos/Latinas.

"I've been pleased with what we've been able to achieve," said Bretos, "We need more exhibitions. The collections have been improved, but we still need to work on the collections. We need to infiltrate the narratives the Smithsonian offers to the public."

The Center offers a Latino Arts and Culture symposium and sponsors movie premiers. It also offered a music series that showcased the tradition of exchange among the musical cultures of the Americas. Included were music performances, pre-concert discussions, and educational activities that focused on Latin Jazz.

"We don't want Latin music to be just Ricky Martin and a weekend of salsa," said Rochín. "We want the nation to know its richness. Music crosscuts all of our nationalities."

Rochín said the objects in the exhibitions help tell the histories of Latinos. The exhibit on ballads featured one about Pancho Villa, and a gun used by Villa was on display as well. The ballads and the related objects helped visitors learn about the significance of the ballads and their ties to history.

"We merge history with music and oral traditions," said Rochín.

A major goal of the Center, he said, is to make the Center a world-class research facility. Toward that goal, it has created several programs to provide training for graduate and undergraduate students who are young professionals and to increase the numbers of Latinos in the museum and archival professions.

"This is especially critical in the curatorial ranks and senior museum administration where decisions about collecting, exhibitions, and programming are made," said a Center brochure. "The vitality of the museum profession depends very much on the development and recruitment of a new generation of scholars to initiate research and collecting initiatives focusing on Latino history and culture and to bring new perspectives and interpretations to existing archival and museum collections."

The Center's website lists three program offerings for Latinos interested in museum professions. A Latino Studies Fellowship Program provides two pre-doctoral and two post-doctoral 12-month fellowships for Latinos to conduct research related to Latino history, art, and culture with members of the Smithsonian professional research staff and utilizing its resources.

The Center, in conjunction with the Inter University Program for Latino Studies, headquartered at the University of Notre Dame, offers graduate student fellowships in Latino Studies. The fellowships last 10 weeks and are at the Smithsonian. Fellows receive a stipend to help support expenses incurred during their residency.

The National Mu-seum of Natural His-tory offers a Research Training Program for undergraduate students to explore natural history and science and pursue meaningful research projects with mentoring Smithsonian professionals in the biological, geological, and anthropological disciplines.

More information on Center programs can be seen at its website–www.latino.si.edu.

Building Urban School Leaders

New Direction for Wallace-Reader's Digest Funds
TOOL FUNCTION
SERVER
WORLD WIDE WEB
TELNET
USERS
Country Goals
Student/Teacher Participation
Parent Involvement

Develop school leadership through LEADERS Count, an initiative to improve learning.

BY AMALIA DUARTE

Milestone anniversaries often trigger introspection–the thoughts that accompany turning 30, 40, 50, or 60, for example. A similar self-analysis took place at the DeWitt Wallace-*Reader's Digest* Fund and the Lila Wallace-*Reader's Digest* Fund in 1999, following their first 10 years as national foundations and combined grants totaling $745 million. The Funds' leadership looked at the work of the preceding decade and decided to make a turnabout in how it supported education, the arts, and communities.

First, it combined the resources of the two Funds into one organization called the Wallace-*Reader's Digest* Funds. Then, in the area of education, the Funds chose to strike out on an entirely new path. After reviewing its past achievements and consulting with experts, the Funds decided to refocus its efforts on building strong educational leaders.

"It became increasingly obvious to our board that unless you acknowledged that the principal–or person with formal authority–is competent and well-prepared and has moral convictions that all kids can learn well, then a lot of the efforts at standards-based reform are not going to work," said Dr. Mary Lee Fitzgerald, director of the Funds' education programs.

"We have been very involved for a decade in trying to improve K-12 education, mostly in places with concentrations of low-income kids. But our efforts are not going to advance without strong leaders."

This new path builds upon the past successes of both Funds. The Funds have been supporting education since being founded in the 1950s by DeWitt Wallace and Lila Acheson, who together created the *Reader's Digest* Association in 1922. The magazine has grown into today's global publisher of books and magazines and seller of home entertainment products. From a merger of four smaller foundations, two separate Funds were established in 1987–the DeWitt *Reader's Digest* Fund, which mainly focuses on education, and the Lila Wallace *Reader's Digest* Fund, primarily a supporter of the arts and cultural and community institutions.

In the '90s, one of the key accomplishments of the DeWitt Fund was the Pathways to Teaching Careers program, which now operates at 45 colleges and universities nationwide. This initiative has supported the preparation of some 2,600 highly qualified new teachers from nontraditional career paths. It allowed returning Peace Corps volunteers, military personnel, mid-career shifters, and teachers' aides to get into the teaching profession. The Fund also inaugurated Library Power, which supports improvements in 700 public schools in 19 communities across the country. And the Fund helped in efforts to raise teacher quality as a founding partner of the National Board for Professional Teaching Standards.

The next step was to move out of the classroom and into the principals' and superintendents' offices. "We want to create awareness of this issue," said Soneni Smith, a spokeswoman for the Fund. "People seem to know about the teacher shortage. But at the same time, there is a huge shortage of principals, yet this is not on the national agenda."

To launch their efforts in this area, last year, Wallace-*Reader's Digest* Funds publicly unveiled its new commitment to creating a cadre of strong educational leaders. In June, the Funds announced the single largest commitment in its history. It said it would give a record $150 million over the next five years to address "a leadership deficit that is crippling efforts at achieving lasting, widespread school improvements, especially in districts with children most in need."

The Institute for Learning, University of Pittsburgh, will get $3.9 million over three years to develop the instructional expertise of principals, intermediary supervisors, and superintendents needed to improve student learning.

The goal was ambitious. The Funds put a stake in the ground saying it wanted to "foster a national movement to attract, prepare, and keep high-quality school leaders." Called "Leaders Count," this new initiative grows from the Funds' belief that without better superintendents and principals–and a climate that supports them–schools will continue to "fall short of achieving system-wide gains in learning for all students." At the time of the announcement, M. Christine DeVita, president of the Funds, said, "What has been overlooked too often is the power of a skilled superintendent or principal to inspire both teachers and students in a true community of learning. What has yet to be embraced is the notion that excellent leadership is a critical element for system-wide school renewal."

In addition to strengthening school leaders and supporting them, the Funds seeks to address the growing shortage of principals and superintendents. "You used to advertise a principalship and get 40 or 50 applicants," explained Fitzgerald. "Now they are hiring consultants to fill these positions because no one wants the job."

These job openings aren't attracting candidates for a number of reasons, and the problem is exacerbated in large, urban districts. The pay schedule is one obstacle. Teachers in many cases do better than their administrators in the long run. Another issue is that the job is politicized in many large districts. Just take a look at New York City's revolving door for its schools chancellor's post. In addition, the job is stressful and doesn't offer much security. The average superintendent in an urban district stays only 2.4 years. "You can't create a strategic plan in that short period of time, and you hold little credibility as a leader when it's likely you'll be gone soon," said Fitzgerald. "So, there is very little leverage from the superintendent's office to effect change. There just isn't enough time for deep planning." This leaves urban districts, where the challenges are more significant than in the suburbs, begging for candidates and in trouble.

"If you just got your Ph.D. and you're looking for a career in administration, the suburbs are much more attractive," said Fitzgerald. "The pay is often higher, and the stress is less." The impact on children in large urban districts is devastating; improvement and reform become impossible.

High on the Funds' agenda is diversifying the pool of school leaders. Currently, only 12 percent of superintendents are women, and only 6 percent are minorities. Part of the problem is that few women and minorities become high school principals, which is the usual gateway toward a superintendent's post. Another issue is bias. "There are districts where they quite simply want a man for the job," said Fitzgerald, who, as a former superintendent in the Montclair, N.J., school district, speaks from experience on the front lines.

Again, minority children are adversely impacted. With few minorities at the top, they don't see role models leading their schools. What's the message sent to minorities when virtually every person of authority in their school–from the teacher to the superintendent–is White?

To help set its priorities, the Funds conducted six regional meetings in Spring 2000 in Atlanta, Philadelphia, San Antonio, Denver, Chicago, and San Francisco. These attracted more than 400 educators; state, federal, and local officials; representatives of community-based groups; business people; and others. Then, last fall, the Funds sponsored a National Conference on Education Leadership at Teachers College, Columbia University, attended by nearly 500 leaders from education, government, business, foundations, and community organizations. New York City Schools Chancellor Harold Levy and former U.S. Secretary of Education Richard W. Riley were featured speakers. In addition, Riley was honored with the Funds' first Leaders Count award.

With its redirection, the Funds also approved nine initial grants totaling nearly $9.7 million. One grant, to Teachers College, Columbia University, might lead to the establishment of a National Center on Education Leadership, which, in partnership with the Funds, would become a vehicle for gathering and sharing information about innovative approaches to school leadership.

The Institute for Learning, University of Pittsburgh, will get $3.9 million over three years to develop the instructional expertise of principals, intermediary supervisors, and superintendents needed to improve student learning.

The Center on Reinventing Public Education, University of Washington–Seattle, was awarded $2.3 million over three years to examine the causes of leadership shortages and to propose ways to increase the quality and quantity of superintendents and principals.

The Big Picture Company, the Aspiring Principals Program, in Providence, R.I., gets $1.3 million over three years to test and develop an innovative program for recruiting and preparing principals.

The RAND Corporation, based in Santa Monica, Calif., is getting $1.03 million over three years to create an analytical synthesis of data about leadership preparation and career progression among principals and superintendents.

The Southern Regional Education Board, in Atlanta, will receive $383,000 over one year to design a leadership preparation program for use by universities in preparing leaders to improve student achievement in low-performing schools and districts.

The Council of Chief State School Officers, in Washington, D.C., was approved for $370,000 over nine months to establish a national consortium of five state-policy organizations to address legal and policy issues affecting the ability of leaders to improve achievement in high-poverty schools and districts.

The American Association of School Administrators, in Arlington, Va., will get $168,000 over six months to plan a program to recruit and prepare candidates to lead urban school districts.

The Hechinger Institute on Education and the Media, at Teachers College, Columbia University, is receiving $90,000 to conduct a three-day seminar in Winter 2001 for journalists on education leadership.

The Funds believes it already has made an impact in putting these issues on the agenda of other institutions.

"There are a half-dozen foundations that have moved their assets over into raising public awareness that there is a deficit of principals and superintendents," said Fitzgerald. "And developing better leadership has become a primary goal of other influential groups, such as the Education Commission of the States and the Council of Chief State School Officers. These are important first steps."

Amalia Duarte is an editor in public relations at Avaya.

HO

Washtenaw Community College

Associate Vice President, Human Resources

The Associate Vice President, Human Resources is responsible for the College's Human Resource Management department including the planning and directing of (1) the recruitment and selection of new employees, (2) the design and administration of direct and indirect compensation and benefits programs, (3) the design and administration of the College's Human Resource Development program, (4) the design and administration of the College's Labor Relations Program, (5) the design and administration of the College's Affirmative Action program, (6) the design and administration of the Human Resource Management Information System and, (7) the direct supervision of Clerical Services through subordinate supervisors.

The successful candidate must possess a Master's degree in Human Resources, Labor Relations, Business Administration or related area, equivalent of six to eight years progressively more responsible work related experience in a human resources function and collective bargaining environment, experience with administration of a Human Resource information system, strong interpersonal skills in order to serve as a spokesperson for the College during collective bargaining and to effectively communicate with staff, administrators and faculty on a wide variety of sensitive Human Resource matters.

Initial annual salary range is $70,894 - $77,983 on a twelve-month base with numerous fringe benefits. Resumes will be accepted until the position is filled.

Interested persons should submit letter of interest and resume (completed application, copies of transcripts and three professional references will be required if selected for interview) to the **Office of Human Resource Management, Washtenaw Community College, 4800 E. Huron River Dr., PO Box D-1, Attn: Job #118, First Floor, Business Education Building, Room 120, Ann Arbor, MI 48106. (734) 973-3497. Job Hotline (734) 973-3510.** For job postings see our web site at: **http://www.wccnet.org/jobs.**

AA/EEO/ADA employer

BAYLOR
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The Department of Management, Baylor University, seeks candidates for tenure-track assistant/associate professor positions in organizational behavior, strategic management, and production/operations management, beginning Fall 2002. Applicants should possess an appropriate doctorate or anticipate completion of the dissertation within twelve months. Positions require teaching at undergraduate and graduate levels and research and publication in field of expertise. Candidates must be committed to teaching excellence and have a demonstrated record of research or research potential. Send letter of application, vita, evidence of teaching effectiveness, dissertation proposal (abstract), or research paper, and names of three professional references to:

Dr. Kendall Artz, Chair
Department of Management and Entrepreneurship
Hankamer School of Business
Baylor University
P.O. Box 98006
Waco, TX 76798-8006

Applications will be reviewed beginning **July 1, 2001** and will be accepted until the positions are filled. To ensure full consideration of your application, it should be submitted by **November 1, 2001.** Baylor is both the state's oldest institution of higher learning and the world's largest Baptist University.

As an Affirmative Action/Equal Opportunity employer, Baylor encourages minorities, women, veterans, and persons with disabilities to apply.

Positions are pending final approval by Baylor Administration.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com JULY 02, 2001

Department of Education to Get Major Boost in Funding

WASHINGTON, D.C.

President Bush's first budget request, delivered to Congress in April, called for an 11.5 percent increase in federal funding for the Department of Education (DOE), which would inject an additional $4.6 billion into the DOE for fiscal year 2002.

"Since his first day in office, President Bush has demonstrated his commitment to providing every child in America with access to a quality education at all levels," said U.S. Secretary of Education Rod Paige. "He has made 'No Child Left Behind' his No. 1 legislative priority and his No. 1 domestic budget priority."

Combined with a rigorous accountability system and increased flexibility, the president's initial proposal of increased funding for public education would provide much-needed assistance for disadvantaged students and include major increases in several programs:

- $1 billion more for special education grants to states to provide assistance to students with disabilities;
- $1 billion more for Pell Grants to provide disadvantaged students with financial assistance for higher education;
- $614 million more for Reading First state grants to ensure that every U.S. child can read;
- $459 million more for Title I grants to Local Education Agencies to assist low-performing schools and disadvantaged students;
- $375 million more for state grants for improving teacher quality;
- $320 million to help states develop and implement annual state reading and math assessments to measure the performance of all students every year in grades 3-8;
- $175 million for a new Charter School Homestead Fund to expand parental options; and
- $137 million more for public school buildings on military bases and Native American lands.

In addition to increasing DOE funding, the president wanted to provide other federal agencies with a $490 million increase to support their initiatives related to his education reform agenda. The president's budget also would support education through innovative tax exemptions and other nondiscretionary investments in education. Both houses of Congress have passed budget resolutions that closely reflect the president's budget priorities.

For the latest news of DOE funding and a state-by-state analysis of proposed allocations, visit the website, www.ed.gov/offices/OUS/budget.html, or call, (800) USA-LEARN, (800) 872-5327.

TV411 Wins Emmy Award for Second Consecutive Year

NEW YORK, N.Y.

TV411, a national half-hour television series that teaches adults basic educational skills, won the Emmy Award for "Outstanding Educational Programming" from the National Academy of Television Arts & Sciences, New York Chapter. The honor marks the second consecutive year that *TV411* has been recognized by the Academy. Last year, the series garnered an Emmy for "Outstanding Direction."

"We are ecstatic," said series executive producer Marian Lapsley Schwarz, who accepted the award for ALMA and Picture This Television. "This is a show with heart and purpose that helps millions of adults all over the country to create a better life for themselves. Receiving this award really encourages us to continue developing quality educational programming for an audience that often goes unnoticed."

It is estimated that some 70 million American adults cannot compute, read, or write English well enough to effectively seek a job promotion, write a business letter, or help their children with homework. Moreover, fewer than 10 percent of these adults are able to attend a literacy class due to the demands of work schedules, child-care responsibilities, and long waiting lists. *TV411* was created as a way to give these adults the help they need, right in their own homes.

TV411 features celebrities and real-life adult learners discussing practical strategies to improve their reading, writing, and math skills. Segments have included Dennis Franz from *NYPD Blue* discussing how to get meaning from a newspaper article, the Dallas Cowboys using football to explain decimals and percentages, and an *Oprah*-inspired book club series. To date, more than 100 PBS stations–including eight of the top 10 markets–have committed to broadcasting *TV411*.

TV411 is produced by ALMA–the Adult Literacy Media Alliance–and Picture This Television. ALMA is a not-for-profit organization that leverages the power of popular media–television, video, print, and the Internet–combined with grassroots outreach to teach adults essential life skills at home, at work, and in community centers.

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The Hispanic Outlook in Higher Education www.hispanicoutlook.com JULY 02, 2001

Collegeboard.com Launches New Version of Website Focused on What Students and Parents Need

NEW YORK, N.Y.

The broadly upgraded website of collegeboard.com can now swiftly help students and their families find key dates and deadlines, save college searches, and gain instant, online access to their SAT registration and test prep status. The new version of the site introduces "My Organizer"–a unique feature that allows students to create a personal home page that can be updated and used throughout the college planning and application process–and "Parents Guide"–a new resource that helps parents through the college planning process.

"Collegeboard.com is pleased to introduce our new website to students, parents, and educational professionals," said Richard Weingarten, president of collegeboard.com. "We've completely changed the 'look and feel' of the site to make it more attractive to students and easier to use and navigate. We've also added new content and features that should make the site more useful and interesting. Informative articles and helpful hints are personalized and targeted to students in different years of high school. College officials and school counselors offer up-to-date, practical advice, and students share their college-going experiences."

Collegeboard.com remains the only website where students can register for the SAT, select a test date and site, obtain immediate confirmation, and prepare for the SAT with genuine test questions. There is no faster way to send SAT scores to colleges than on collegeboard.com, which offers many more services to help students.

The improved, easy-to-use College Search prompts students to find colleges that match their interests, consider a wide array of colleges, and compare their choices side-by-side. Students can test themselves on a mini-SAT, get a score and a customized study plan, or quiz themselves with the SAT Question of the Day.

College applications and financial aid forms are easier to complete–they are filled electronically with information that students supply when registering for the SAT.

The new collegeboard.com will be especially helpful to 11th graders, many of whom will start their college process this spring. In addition to controlling the process with "My Organizer," students can go to collegeboard.com to: plan courses for senior year, assess their interests to find the college that is right for them, register and prepare for tests, and gather information about paying for college.

Report Shows Bachelor's Degree Recipients Find Employment in Their Majors Following Graduation, Says ACE

WASHINGTON, D.C.

Although most bachelor's degree recipients find employment soon after graduation, individuals who major in "applied fields" (which include education, business, engineering/architecture, computer science, nursing and other health fields, social work, and communications) are more likely than other graduates to find positions related to their majors, according to a report released earlier this year by the National Center for Education Statistics. The study reviews employment outcomes of 1992-93 bachelor's degree recipients.

The American Council on Education provided the following brief summary:

- Among 1992-93 bachelor's degree recipients who did not enroll in graduate school, more than one quarter (28 percent) had majored in a business-related field. The next most popular fields of study were social science (15 percent), arts and humanities (13 percent), education (9 percent), and engineering or architecture (7 percent).
- Less than 2 percent of 1992-93 graduates were unemployed in 1997, while 86 percent were working full time. Engineering and computer science graduates were most likely to be employed full time (more than 90 percent), while humanities and arts majors were somewhat less likely (79 percent) to have full-time positions.
- Nearly three-quarters of education majors (74 percent) were working as teachers, and 60 percent of engineering majors were working as engineers in 1997. In addition, among those who majored in nursing and other health fields, 96 percent and 68 percent respectively were employed in occupations related to their majors.
- Sixty percent of social work/protective service majors were working in social service fields. However, communications/journalism majors were more likely than graduates in other fields to be employed in a service position four years after graduation (33 percent).
- About one-quarter of graduates who majored in either biological sciences or mathematics/physical sciences were working as teachers, and the same percentages in both fields had positions in research, science, or technology.

People·Places·Publications·Conferences

PEOPLE & PLACES

RACE Forum at Lamar

Lamar University (Texas) sponsored a forum, "RACE: Realizing Affective Change through Education," to educate middle school students and teachers, from nine school districts and 19 schools, about racism.

Representatives from Houston's Center for Healing Racism and the Anti-Defamation League's A World of Difference Institute made presentations. Lisa Maddux, project coordinator, said that workshops were held for students and teachers, and a separate workshop, for Lamar students.

The RACE forum offered an opportunity to share experiences and open up to education, which is critical for social change. The workshops provided teachers with information necessary to supervise an anti-biased classroom and taught them how to deal with racism in their classrooms and promote diversity.

Baylor Pre-Med College Interviews Texas-Pan American Students

The Admissions Committee of Baylor College of Medicine in Houston interviewed 32 South Texas high school seniors interested in the Baylor Pre-Medical Honors College. The eight-year program offers conditional acceptance to the Baylor College of Medicine upon graduation from The University of Texas-Pan American (UTPA). The partnership was established in 1994 to increase the number of primary care physicians in the medically underserved area of South Texas.

Earlier, students met with alumni who are now in their first year of medical school. Xavier García-Rojas, Jeff Pierce, Lupita Luna, and David Jiménez answered students' questions about the program. García-Rojas called the UTPA-Baylor program a blessing because it gave him a support system of friends and colleagues who share his interests in the medical field.

"I think we are going to have a hard time making the selection for the new group because they were very in-depth and showed a lot of enthusiasm and poise," said Dr. Cindy Martínez Wedig (pictured), Baylor Pre-Medical Honors College program coordinator.

[See *HO*'s Jan. 29 and June 4, 2001, issues for more on Baylor College of Medicine.]

Study Assesses "Top 10 Percent" Results at UT-Austin

Dr. David Montejano, associate professor of history and sociology at The University of Texas (UT)-Austin, said "Top 10 Percent" legislation enacted by the Texas Legislature in 1997 has helped ensure that the state's diversity is reflected at UT-Austin. Montejano had led research efforts that yielded the Top 10 Percent policy.

Montejano, in a research study, "Access to The University of Texas at Austin and the Ten Percent Plan: A Three-Year Assessment," revealed that the law appears to have broadened, in a modest way, the high schools' "sending" or "feeding" pattern to UT-Austin and in a way that benefits all regions of the state.

"The real winners," he said, "are the inner-city minority high schools and the rural White high schools....This preliminary look at the 'new senders' suggests that the law has made the state flagship university more accessible to the best high school students, regardless of race, economic standing, or residence."

Campbellsville Announces Partnership with Brazilian Seminary

Dr. Michael V. Carter, president of Campbellsville University (Ky.), announced an educational partnership with the Baptist Theological Seminary of Northern Brazil that will enable Seminary undergraduates to earn a graduate degree in music from Campbellsville's School of Music.

According to Dr. Robert Gaddis, dean of the School of Music, the students, once enrolled by Campbellsville, will enter an M.A. degree program designed specifically with the international student in mind. Gaddis said that Campbellsville will take the initial steps by offering two courses this month in Recife, Brazil.

Justice Brennan Award to Nassau President

At a ceremony at the U.S. Supreme Court in Washington, D.C., Nassau Community College (N.Y.) President Sean A. Fanelli received the prestigious William J. Brennan, Jr., Award. Presented by the Thomas Jefferson Center for the Protection of Free Expression, the award honors the legacy of U.S. Supreme Court Justice Brennan's devotion to the principles of free expression, recognizing those with a similar commitment to enhance the liberties of free speech and press.

Dr. Fanelli is the first college president ever to receive the award. Nassau president since 1982, he has been a strong educational leader and an eloquent and courageous defender of academic and intellectual freedom.

Speaking at the ceremony, Justice Ruth Bader Ginsburg said, "Justice Brennan loved mercy and did justice for some 34 years on this Court....He would have applauded Dr. Fanelli's caring, courageous endeavors to preserve and advance academic freedom."

Texas-Austin UTeach Program Receives $5 Million Pledge

National Instruments cofounder and former University of Texas (UT)-Austin graduate student Jeff Kodosky and his wife Gail Kodosky pledged $5 million to UT-Austin's UTeach program, which guides interested students to and through the teacher certification process in math and science.

"We live in an increasingly technological society with an increasing need for a scientifically literate and informed population," said Jeff. "UTeach will provide the excellent science and math teachers we need to achieve that goal."

The $5 million gift goes toward a $12 million UTeach endowment campaign started by the College of Natural Sciences last year to pay for mentor-teacher compensation, free tuition for the first two courses, and other program elements that can not be funded from the state-appropriated instructional budget.

Dr. Manuel J. Justiz, dean of the College of Education, said the gift "will provide us an opportunity to build on this excellent collaborative program with the College of Natural Sciences."

HSF Names Cruz Chief Operating Officer

The Hispanic Scholarship Fund (HSF), the nation's premier Hispanic scholarship-granting organization, has named Emilio Burton Cruz chief operating officer. The former director of economic development for the city and county of San Francisco will be responsible for all aspects of HSF's day-to-day operation, from community outreach to program development.

"The Hispanic Scholarship Fund is thrilled to have someone of Emilio's caliber joining our team," said Sara Martínez Tucker, HSF president and CEO. "Emilio is a role model for the Latino students we assist, and his success as a professional embodies the work that we do at HSF."

A Stanford-trained engineer, Cruz began his career as a project director of San Francisco's waterfront transportation projects. He later became Mayor Willie Brown's chief of staff and was asked to take over San Francisco's troubled public transit agency, where he reversed years of government neglect.

In its 25-year history, HSF has awarded more than 41,000 scholarships, totaling $50 million.

Syracuse Hosts Caribbean Writers

Syracuse University's (N.Y.) Latino-Latin American Studies Program hosted some 20 of the most prominent living writers and intellectuals from the Caribbean during The Spring 2001 Ray Smith Symposium, "Caribbean Writers Imagine the Millennium." Guests addressed issues concerning the prospects of Caribbean literature and culture, recognizing the modern-day economic decline that urges people to leave their homelands and form émigré communities in the U.S. and Europe. They also reflected on current academic trends that subsume Caribbean literature and thought.

Prominent Spanish-speaking writers and scholars attending the symposium included Antonio Benítez Rojo, Arcadio Díaz Quiñones, Roberto Márquez, Charo Oquet, Sonia Rivera-Valdés, Luis Rafael Sánchez, and Mayra Santos-Febres.

Cal State-Northridge Honors Zavala

California State University-Northridge (CSUN) biology Professor María Elena Zavala received a Wang Family Excellence Award for her outstanding work with students, one of five faculty and administrators from the 23-campus Cal State system to be so honored this year. The Excellence Awards celebrate those "who through extraordinary commitment and dedication have distinguished themselves by exemplary contributions and achievements in their academic disciplines and areas of assignment."

Among her varied honors, Zavala received White House recognition for helping build the CSUN biology department's Minority Access to Research Careers and Minority Biomedical Research Support programs. She received CSUN's Award for Outstanding Achievement in Equity and Diversity, and she was elected president of the Society for the Advancement of Chicanos and Native Americans in Science.

Urban College of Boston and UMass Boston Agree to Help Underserved

Urban College of Boston, a two-year college, and the four-year University of Massachusetts-Boston's College of Public and Community Service signed an articulation agreement that will enable transfer students from Urban College to receive academic credit for all college-level courses applied toward their associate's degree requirements and to enter UMass as juniors.

The agreement will provide a direct path from the Associate of Arts degree attained at Urban College to the baccalaureate degree programs at UMass-Boston. Urban College has documented success in serving inner-city, low-income students by providing educational and career opportunities to students who are traditionally underserved by higher education.

UMass Chancellor David J. MacKenzie and Dean Ismael Ramírez-Soto (pictured), were instrumental in making the accord with Urban College possible.

USIU Hosts Friendship Festival

United States International University (USIU), in Calif., held its 12th annual International Friendship Festival. The outdoor event featured food, crafts, and live entertainment from around the world.

The festival, with the theme "Join Hands with the World," was organized and presented by USIU's multicultural, multinational student body. Students from more than 90 countries attend USIU, and many international student clubs sponsored festival booths highlighting food and crafts from their home countries.

Maynard Receives Mt. SAC Diversity Award

California's Mt. San Antonio College (SAC) communication Professor Phillip Maynard was given the Center for the Study of Diversity in Teaching and Learning's Campus Faculty Award at a national conference in Miami, Fla.

Maynard, who has taught at Mt. SAC since 1988, has been a staff and organizational development trainer on diversity in the workplace, and he wrote a chapter on service delivery to diverse students and staff for Mt. SAC's five-star customer service training program. He has taught classes in learning communities designed for students in developmental English and math courses and served as an advisor to various Mt. SAC student organizations.

DePaul Hosts Forum on Sweatshops

DePaul University (Ill.) hosted a two-day forum, "Sweatshops, Cross-Border Trade, and the Global Economy," addressing the unfair wages, unsafe working conditions, and human rights violations occurring in U.S.-owned garment factories, known as *maquiladoras*, in Mexico.

The forum featured the film *Maquila: A Tale of Two Mexicos*, which provided an overview of the unfair practices. The forum also featured Mexican women workers' testimonies on the conditions in the factories.

Forum organizer Elvia Arriola introduced two Mexican women who, as volunteers for the Committee for Women Workers at the Border, are helping develop strategies for surviving poor conditions in the factories. Arriola, a DePaul humanities fellow and visiting legal scholar, talked about her own research on the topic. Also featured were representatives of labor groups, human rights scholars, and activists from the Chicago community.

California-San Diego Symposium Examines Migrant Labor

A University of California-San Diego (UCSD) symposium, "The State of Migrant Labor in the Western United States: Then and Now," examined the challenges facing migrant farmworkers and their struggle for equitable working conditions. Wayne Cornelius (pictured), Gildred Professor of political science and director of the Center for Comparative Immigration Studies at UCSD, moderated the event.

Five nationally prominent scholars were featured–Manuel García y Griego, Fred Krissman, Philip L. Martin, Juan Vicente Palerm, and Lynn Stephen. They discussed the changing relations of migrant farmworkers with employers, labor contractors, and labor unions; the ways in which undocumented immigration status affects migrants' access to jobs and terms of employment; and varied social, legal, and political issues affecting the well-being of migrant workers. Claudia Smith, a Guatemala-born public interest lawyer and executive director of the California Rural Legal Assistance Foundation in Oceanside, was commentator.

Southwestern College Professor Receives Lifetime Achievement Award

In California, Southwestern College (SWC) theatre Professor William Virchis was given the prestigious Shiley Award for Lifetime Achievement in Theatre at the Fourth Annual KPBS Patté Awards, a ceremony that honors contributions of groups and individuals to the San Diego theatre.

Photo © Art Bradley

Virchis has directed and/or produced more than 250 plays and is the former artistic director of Teatro Meta, a Latino training program at the Old Globe Theatre. One of his recent theatrical projects was the world college premiere of the musical review *Latin Twist*.

The SWC professor serves on the Chula Vista Commission for Arts and Culture, is president of the Horton Plaza Theatre Foundation, and was selected to serve on the California Arts Council Granting Panel for multicultural entry grants.

Texas A&M-Kingsville Students Present Research at National Conference

Two Texas A&M University-Kingsville students in the McNair scholars program made presentations at the 15th National Conference on Undergraduate Research in Lexington, Ky.

Yvonne Puente, senior chemical engineering major, presented "Low Pressure Unimolecular Rate Constants and the Fall-off Pressure for Cyclopentene Pyrolysis" in a poster board session. Dr. Ronald E. Marcotte, chemistry professor, worked on the research with Puente.

Laurie Lomas, senior animal science and biology major, presented "The Effect of Various Day Lengths on the Ovulatory Cycles of the House Mouse (*Mus musculus*)" in an oral session. Lomas' research was done with Dr. Glenn Perrigo, associate biology professor.

Urrea Speaks at College of DuPage

Luis Alberto Urrea (pictured), novelist, poet, essayist, and 1999 American Book Award winner, spoke on "Across the Wire: An American Journey" at the College of DuPage (Ill.).

Urrea's novels include *In Search of Snow*. His poetry collections are *Ghost Sickness*, *The Fever of Being*, and *Vatos*.

His nonfiction books study the evolving cultural identities in the United States. Those works include *Across the Wire: Life and Hard Times on the Mexican Border*, *By the Lake of the Sleeping Children*, and *Nobody's Son: Notes on an American Life*.

Arizona College of Medicine Grads Become Resident-Physicians

Mariana Amaya and Martin Hernández, members of the University of Arizona (UA) College of Medicine Class of 2001, will spend the next several years as resident-physicians.

Amaya's experience growing up in a rural community sparked her interest in a medical career, and she graduated from UA in 1997 with a degree in community health education. The daughter of field workers, she is the first in her family to graduate from medical school. (Her sister, Gina Amaya, will graduate this year from the UA College of Nursing.) Amaya will pursue a residency in obstetrics and gynecology.

Hernández is the first college graduate in his immediate family. While an anthropology major at UA, he decided to pursue his dream of becoming a physician. After graduating in 1994, he earned a UA master's degree in public health, interning with the El Río Health Center diabetes self-management program and graduating in 1996. He will pursue a family practice residency.

Amaya and Hernández met as UA undergraduates and married two years ago. They are committed to helping improve the health care of underserved communities and plan to return to Arizona to practice.

Indiana University Professor Introduces Young Latinos to College

Indiana University Purdue University Indianapolis (IUPUI) education Professor José Rosario brought local Hispanic high school students to the University for a videoconfer-

ence with students in Granada, Spain. The Indianapolis students, who attend Arsenal Tech and Northwest high schools, are members of Club Latino, an organization developed by Rosario to engage students in their community through service.

Rosario, who himself grew up in a poor inner-city neighborhood, brought the students to IUPUI to introduce them to college life.

Portland Community Latino Club Organizes Film Festival

Students from Portland Community College's (Ore.) Latino Club at the Cascade Campus organized the Second Annual Latin American Film Festival. Keynote speaker Victor Villaseñor is the author of nine novels, 65 short stories, and the critically acclaimed screenplay *Ballad of Gregorio Cortez*, which starred Edward James Olmos.

The film festival began last year as an instructor-driven event designed to help students in Spanish classes. It attracted 200 to 250 students. This year, students from the Latino Club took charge and worked hard to involve the Latino community and open the event to the public.

"It's an opportunity for Latino students to develop skills and get involved with a worthwhile project," said Jorge Espinosa, speech instructor and advisor to the Latino Club.

Bergen Professors Honored for Teaching Excellence

Bergen Community College (N.J.) Professors Amparo Codding, Dr. Corrine Kallman, and William Leonard received Excellence Awards from the National Institute for Staff and Organizational Development (NISOD) at this year's NISOD conference in Austin, Texas.

Codding (pictured) is coordinator of the foreign languages department and Spanish professor; Kallman is professor of mathematics; and Leonard, a radiology teacher.

Bergen Community College is one of the largest colleges in New Jersey. More than 12,000 students are enrolled in courses offered by the division of health and science; the division of business, mathematics, and social sciences; and the division of arts and humanities. An additional 10,000 are enrolled in non-credit continuing education programs.

Noguera in Panel Discussion at Rhode Island College

Olga Noguera, one of five women featured in "Sifting Our Roots," a panel discussion at Rhode Island College (RIC), began lecturing in Spanish to a baffled audience because–not understanding a word of what was being said–that was what happened to her when she came to the United States from strife-torn Guatemala in 1967.

"As a Latino woman, I have experienced racism and bigotry," said Noguera (pictured). "Sometimes people act like we don't understand things–they talk down."

Noguera struggled with ESL classes and worked as a domestic to get by. Then, encouraged to go back to school, she studied social work at RIC. Today, as an assistant coordinator of community relations for the Rhode Island Department of Human Services and cofounder of Progreso Latino and the Center for Hispanic Policy and Action, she works to help improve the community and lives of others.

Judith Mitchell, RIC professor of English, organized the discussion as part of a "Multi-Ethnic Female Coming of Age Narratives" class.

Cal Poly Pomona Student Life Director Receives Award

California State Polytechnic University-Pomona employee Rebecca Gutiérrez Keeton was honored with a national award. She received the Multicultural Education Award from the American College Personnel Association for her work as director of student life at Cal Poly Pomona.

"This is a great honor," Gutiérrez Keeton said. "Multicultural education is important to me because I believe in social justice, and at Cal Poly Pomona, this work supports the cultural pluralism, retention, persistence, and graduation of our students."

$830,777 Grant to Alamo District for Online Education

The Alamo Community College District (ACCD) in Texas was awarded an $830,777 Discovery 4 Higher Education Distance Learning grant from the state Telecommunications Infrastructure Board.

The grant will build upon the extensive resources and programs the district has in place to create a comprehensive, state-of-the-art system for online education of all kinds.

The speed of the District's entire Internet network will be substantially increased. High-speed Internet links will be created among five ACCD campuses and between the District and a large number of K-12 school districts in the San Antonio area.

"This funding will allow us to move forward in our continuing efforts to increase access to education, especially in underserved and rural areas where such access is critical," said ACCD Chancellor Robert W. Ramsay.

Hunter Honors Pantoja and Sepúlveda

Hunter College in New York honored two noteworthy professionals from the Puerto Rican community, Dr. Antonia Pantoja and John U. Sepúlveda.

Pantoja, a 1952 Hunter graduate, received the Outstanding Professional Achievement Award. The driving force behind the development of two financial investment and credit corporations in Puerto Rico–Provivienda, Inc., a not-for-profit housing development and management corporation, and Producir, Inc., a rural community development corporation–she is perhaps best known for founding the organization ASPIRA in 1961, a network of clubs for Puerto Rican youth that builds pride and identity through education in Puerto Rican culture and history.

Sepúlveda, a 1977 Hunter graduate, was inducted into Hunter's Hall of Fame, which consists of alumni–including Pantoja–honored for their outstanding professional achievements. Sepúlveda directs the department of housing and industry outreach at the Federal Home Loan Mortgage Corporation, aka Freddie Mac, in Virginia. He is in charge of several initiatives that reach out to minority and immigrant organizations to promote home ownership, affordable housing, and community development.

South Mountain Student Participates in NASA Internship

South Mountain Community College (Ariz.) student José Chavarria was selected to participate in the Spaceflight and Life Sciences Training Program at the Kennedy Space Center in Florida. The National Aeronautics and Space Administration is sponsoring the six-week program.

Participants learn how to successfully design and conduct biological research and operations in space and how to assess the environmental impacts of a launch site.

Only four community colleges are represented at the program, along with 26 other institutions and Ivy League schools.

Chavarria plans to become a mechanical aerospace engineer.

Professional Engineers Launch Nationwide Campaign

National Society of Professional Engineers®

Citing skyrocketing demand for engineers but fewer students obtaining engineering degrees, the National Society of Professional Engineers (NSPE) launched "The American Engineering Campaign," a nationwide education effort to promote the unprecedented opportunities that exist in today's modern engineering profession.

The campaign will demystify engineering and emphasize the exciting and innovative role engineers play in improving the quality of everyday life and solving wide-ranging societal problems.

"The reality is that the future begins with engineers–from many of today's high-tech advances to the electricity that powers our homes, to the highways, bridges, and roads we use, to the medical technologies that help us live longer, healthier lives," said NSPE executive director Patrick J. Natale.

Valle New York City Tech "Scholar on Campus"

New York City Technical College chose humanities Professor Carmen Valle as its 2000-01 "Scholar on Campus" for her contributions to Latin American poetry and her research on Latin American literature. Valle read from her work and lectured on "Map of Words," her musings on the artistic process.

Valle has taught poetry workshops in Puerto Rico and at the St. Mark's Poetry Center and Elders Share the Arts, both in New York City. She is a board member of Teachers and Writers, a 35-year-old organization that connects poets with New York City's public schools. Her work is included in several anthologies in the U.S., Latin America, Ireland, and Spain, and in numerous poetry journals in several countries.

"Nothing disturbs a poet more than words; nothing makes a poet happier," says Valle. "The catch? The poet has to find the perfect word. The solution: solitary, endless work."

Cal Poly Pomona Honors Achievement

California State Polytechnic University-Pomona honored nine outstanding Chicano and Latino students at the fifth annual Hilda L. Solis Scholarship Dinner–recognizing them for their community involvement and academic achievement.

Local KABC-TV news co-anchor and Emmy award-winner Laura Díaz was presented with the Nopal Award, given annually to a Latino/a community role model.

The Hispanic Alumni Association, the César E. Chávez Center for Higher Education, the office of student life, and Associated Students, Inc., sponsored the event.

Minneapolis College of Art and Design Holds ESL Institute

M In Minnesota, the Minneapolis College of Art and Design (MCAD) will be running its innovative English as a Second Language Institute for the second year. The 25-hour-per-week intensive prepares ESL students for the study of art and design in the United States within an art school setting. This year's Institute runs July 16-August 17.

In addition to daily skill-improvement workshops and exercises in conversational English, students will concentrate on three areas of art-related study: art and design vocabulary/terminology, critique, and presentation and public speaking. Class trips–including visiting artist presentations and lectures–will be made to the renowned Minneapolis Institute of Arts and the Walker Art Center and Sculpture Garden.

NJCU President Shares Views on Latino Youth

Dr. Carlos Hernández, president of New Jersey City University–in an article in *Matices*, a publication of the New Jersey Department of Community Affairs' Center for Hispanic Policy, Research, and Development–shared his views on the factors he believes are preventing young Latino students from completing and obtaining degrees in higher education.

Hernández cited the pressure that comes from being the first generation to attend college as one of the major factors affecting Latino students. Many students and their families are not aware of what to expect from a higher education institute.

Many Latino students need motivation, said Hernández. "They tend to enroll in colleges or universities because everyone else is doing it or because it is now expected of them." He also noted that the scarcity of professional Latino role models and mentors within higher education institutions does not help the situation.

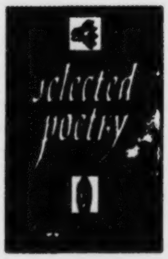
Hernández believes that Latino leaders and Latinos in general need to unite, open dialogue, experiment with ideas, shake things up, and continue with what works.

PUBLICATIONS

Selected Poetry

By Cecilio García-Camarillo

Popularly known as "the Chicano Nation's cultural attaché," Cecilio García-Camarillo first exerted cultural leadership in the Chicano Movement during the 1960s and 1970s through



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his editing of *El Magazín*, *Caracol*, and *Rayas*. Subsequently, as a radio host, he has brought to the public's attention literary works and people who have since become legend, lore, and canon. These poems have long been only a memory, until now. Introduction by Enrique R. Lamadrid.

2000. 98 pgs. ISBN 1-55885-281-6. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Playing with Light

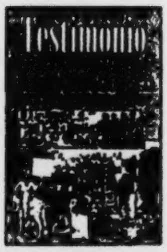
By Beatriz Rivera

Rebecca Barrios, a well-off Miami Beach housewife who has decided to revive the old Cuban tradition of the *tertulia*, or women's get-together, convinces old friends to gather as a reading group at her house every week. As the friends read deep into their chosen story, the saga of a 19th-century clan of Havana dressmakers, strange things begin to happen to them, causing Rebecca to wonder what kind of story they all have gotten themselves into.

2000. 245 pgs. ISBN 1-55885-310-3. $12.95 paper. Arte Público Press. (800) 633-ARTE.

Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights

By F. Arturo Rosales



F. Arturo Rosales has pursued and meticulously put in order a wealth of essential, illuminating papers–such as petitions, correspondence, government reports, political proclamations, newspaper items, first-hand accounts, manifestos, congressional testimony, memoirs, and treaties–that all together tell, more vividly than any composed narrative could, the history of Mexican Americans in the United States.

2000. 425 pgs. ISBN 1-55885-299-9. $22.95 paper. Arte Público Press. (800) 633-ARTE.

Leadership for Change and School Reform: International Perspectives

Kathryn A. Riley and Karen Seashore Louis, eds.

School reform initiatives often focus exclusively on school leaders rather than looking at other organizations that affect schools, such as national and local governments, professional associations, and school communities. The editors offer a comparative perspective on leadership for reform and change, using an expanded view of leadership, seen as a network of relationships among people, structures, and cultures.

2000. 223 pgs. ISBN 0-415-22793-3. $27.95 paper. Routledge/Falmer. (800) 634-7064.

Red

By Alfred Arteaga

Written partly in Spanish and partly in English, these poems by acclaimed writer and critic Alfred Arteaga move between vivid, sensual impressions and sophisticated, intellectual wordplay. Life in Hollywood, sex and relationships, racism and injustice, and the nature of experience itself are among the themes he addresses in spare and elegant language.

2000. 68 pgs. ISBN 0-927534-94-0. $10.00 paper. Bilingual Press/Editorial Bilingüe. (480) 965-3867.

The Invention of Dolores del Río

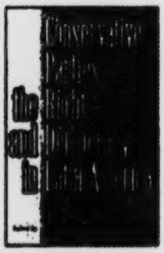
By Joanne Hershfield

Dolores del Río came to Hollywood from Mexico, became an international film star, worked with Hollywood's top directors, and was billed as one of cinema's most "exotic" and "aristocratic" beauties. Joanne Hershfield explores the intersection of ethnicity, gender, and stardom in American popular culture through the lens of del Río's successful and unusually lengthy career, which lasted until the 1960s.

2000. 165 pgs. ISBN 0-8166-3409-2. $29.95 cloth. University of Minnesota Press. (800) 621-2736.

Conservative Parties, the Right, and Democracy in Latin America

Kevin J. Middlebrook, ed.



This book examines the relationship between the Right and democracy in select Latin American countries during the 1980s and 1990s. It focuses particularly on the challenges that democratization might pose to upper-class groups; the political role of conservative parties and their electoral performance during these two crucial decades; and the relationships between conservative party strength or weakness, different modes of elite interest representation, and economic and social elites' support for political democracy.

2000. 391 pgs. ISBN 0-8018-6386-4. $21.00 paper. Johns Hopkins University Press. (800) 537-5487.

Before *Roe*: Abortion Policy in the States

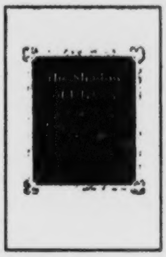
By Rosemary Nossiff

This book reveals that there was more to states' choosing abortion legislation than just meeting the interest of the people. It shows that the clashes of influence between abortion activists, grassroots groups, and powerful organizations from both sides of the issue tried to sway the state legislatures and courts. The strategies and discourses used by these interested parties–such as the National Council of Catholic Bishops and the National Organization for Women–further explain why some groups were successful and why others were not.

2001. 195 pgs. ISBN 1-56639-810-X. $21.95 paper. Temple University Press. (800) 447-1656.

The Shadow of Ulysses: Public Intellectual Exchange across the U.S.-Mexico Border

By José Antonio Aguilar Rivera

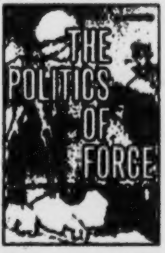


This book explores intellectual exchanges between the United States and Mexico from the 1920s to the present. It illustrates how the dialogue was affected as the role of intellectuals in the two countries changed over time. Foreword by Russell Jacoby.

2000. 137 pgs. ISBN 0-7391-0173-0. $45.00 cloth. Lexington Books. (800) 462-6420.

The Politics of Force: Media and the Construction of Police Brutality

By Regina G. Lawrence



When police brutality becomes front-page news, it brings on a sudden, intense interaction between the media, the public, and the police. Regina Lawrence ably demonstrates how these news events provide the raw materials for the perception of underlying problems in American society. She reveals the structural and cultural forces that both shape the news and allow police to define most use-of-force incidents, which, she says, occur in far greater numbers than are reported.

2000. 254 pgs. ISBN 0-520-22192-3. $17.95 paper. University of California Press. (800) 822-6657.

Bilingual Grammar of English-Spanish Syntax: A Manual with Exercises and Key, rev. ed.

By Sam Hill and William Bradford

This book provides a valuable comparative analysis of the inter-lingual differences between English and Spanish. All 36 sections of the book have been revised in order to cover a broad scope of dialects with as much clarity as possible. The exercises, many of which are framed bilingually, facilitate skill development through translation from one language into the other or through restating grammatical constructions in one language.

2000. 366 pgs. ISBN 0-7618-1719-0. $45.00 paper. University Press of America. (800) 462-6420.

Poetry Lover

By Gary Soto

Poetry Lover

Silver Méndez, introduced to us by author Gary Soto in his book *Nickel and Dime*, is a down-on-his-luck poet who is invited to Madrid to participate in a conference on Chicano literature. Having no job, home, or even a typewriter to his name, Silver needs money–for a plane ticket, a new passport, and a place to stay. Despite these imposing obstacles, he is determined not to miss this chance at the life a poet should live.

2001. 216 pgs. ISBN 0-8263-2319-7. $24.95 cloth. University of New Mexico Press. (800) 249-7737.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Gender on the Borderlands Conference

July 12-14

Sponsored by St. Mary's University, the conference will explore gender in the geographic region that becomes the Spanish/Mexican/U.S. Borderlands, now the Mexico-U.S. border. In San Antonio, Texas.

Contact: Antonia Castañada, History Dept., (210) 436-3608; e-mail, acastane@alvin.stmarytx.edu; website, http://ats.stmarytx.edu/~bdlands/.

AFT QuEST 2001 Conference

July 12-15

The American Federation of Teachers presents QuEST 2001, a conference on Quality Educational Standards in Teaching (QuEST), for PreK-12 teachers, school staff, and state and local education leaders, including the higher education sector. At the Marriott Wardman Park Hotel in Washington, D.C.

Contact: website, www.aft.org/QuEST2001.

UNM's Taos Summer Writers' Conference

July 14-20

There are weekend workshops and week-long workshops to select from. Among the many workshop leaders are Pat Mora, "Los Cuentos: Family Stories for Beginners," and Alma Luz Villanueva, "Stories: Dreaming Characters to Life." Some scholarships are available. In Taos, N.M.

Contact: website, www.unm.edu/~taosconf.

The Summer Institute for Intercultural Communication 2001

July 18-20
July 23-27
July 30-August 3

This 25th summer institute is under the auspices of the Intercultural Communication Institute (ICI) in Oregon, which provides professional training and development to thousands who work in multicultural environments throughout the world. Workshops range from "Foundations" to "Who You Gonna Call? Hate-Busting on College Campuses" and many more. Certificate and Master of Arts in Intercultural Relations programs are available.

Contact: ICI, (503) 297-4633; e-mail, ici@intercultural.org; website, www.intercultural.org.

National Conference on Critical Thinking and Educational Reform

San Francisco area July 21-24

The Center for Critical Thinking presents "Dimensions of Critical Thinking." In San Francisco, Calif.

Contact: (800) 833-3645; website, www.criticalthinking.org.

EACUBO/Cornell Administrative Management Institute

July 22-27

The Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions present AMI2001, a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

Leadership Alliance 6th Annual National Symposium

July 27-29

The Symposium is the culmination of the Leadership Alliance's Summer Research Early Identification Program–10-week research internships at 15 of the Alliance's 28 member institutions. Dr. Ruth J. Simmons, newly appointed president of Brown University, will deliver the opening keynote address. At the Evergreen Conference Center in Stone Mountain, Ga.

Contact: (401) 863-1474; website, www.theleadershipalliance.org.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and at the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website: www.ace.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

Director and Dean of the Library

California State University, Sacramento seeks to fill the position of Director and Dean of the Library, effective January 2002. The Director and Dean reports to the Provost and Vice President for Academic Affairs and is the chief administrative officer and spokesperson of the University Library. In addition, the successful candidate will administer a team of two Associate University Librarians, twenty Library Faculty, and fifty-seven staff. CSUS seeks a creative and dynamic leader with excellent interpersonal skills to administer the University Library in a time of transformation. Located in California's capital, CSUS, with its approximately 1,400 full and part-time faculty and 1,100 staff, serves over 25,000 students. The University has seven colleges: Arts and Letters, Business Administration, Education, Engineering and Computer Science, Health and Human Services, Natural Sciences and Mathematics, and Social Sciences and Interdisciplinary Studies; and offers baccalaureate degrees in 60 disciplines, masters degrees in 40 disciplines, and a joint doctorate in public history and additional joint doctorates in other disciplines underway. In addition, the University offers teaching credentials and professional programs. The Library with 377,074 square feet of floor space and seating for over 3,500 students has over 1 million volumes and maintains a periodical collection of 4,000 titles.

Candidates must possess significant experience with a university or comparable library in leadership, research or other relevant roles and must possess eligibility for senior appointment to the faculty; substantial and demonstrated progressive managerial and senior level administrative experience, including budget and personnel matters, preferably within a university or comparable library; strong interpersonal skills with demonstrated ability to interact and work effectively with librarians, staff, faculty, and students in a diverse community; substantial evidence of ability to provide leadership and make decisions while working successfully and collaboratively with others in a collegial administrative style; demonstrated evidence of effective written and oral communication skills, and evidence of ability to generate external funds. Candidates must also possess an understanding of the evolving role of electronic library technology in the academic library. Desirable qualifications include possession of an earned doctorate, an ALA-accredited graduate degree in Library Science; demonstrated evidence of community involvement and leadership; experience in a collective bargaining environment, and an understanding of and development of projects or activities responsive to the changing needs of the disciplines in the University.

This is a full time position defined in the Management Personnel Plan of the California State University. Salary and benefits are competitive and commensurate with experience and credentials. Candidates must submit to the **Office of Academic Affairs, Box Library, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6016**, the following: a letter of application, current vitae/resume, and the names, addresses, and telephone numbers of at least three references who can speak to professional qualifications (not all from the same institution). The letter of application should address the applicant's qualifications with specific reference to the required skills, knowledge, and abilities listed above.

Review of applications will begin October 1, 2001 and will continue until the position is filled.

CSUS is an Affirmative Action/
Equal Opportunity Employer.

Book Reviews

By Mark Saad Saka

***Harvest of Empire: A History of Latinos in America*, by Juan González.** 346 pages. Viking Penguin Press, 2000. ISBN 0-670-86720-9. $27.95 hardcover.

Harvest of Empire is an all-encompassing walk through the history of Latinos in the Americas–an epic view of the Puerto Rican, Dominican, Cuban, Mexican, Colombian, and Central American experiences in both their home nations and in the United States.

This is one of the best histories of the Latino experience in the Americas that I have read, an excellent choice as a text or supplemental reading in an undergraduate or graduate course covering immigration, the Latino experience, or the impact of U.S. foreign policy on domestic American society.

A History of
Latinos in America
HARVEST of EMPIRE
JUAN GONZALEZ

One of its many strengths is González's ability to demonstrate linkages. The first third of the book focuses on the 19th-century relationship between the U.S. and the newly independent nations of Latin America. The "rape and plunder" of Latin America's agricultural wealth, mineral resources, and national territory malformed the region's political economies and locked these nations into economic and political dependency on the U.S. The wealth accrued during this century created many of America's greatest capitalist families and industrial/mining/agro-enterprises.

During the 20th century, the nations in which the U.S. played the most prominent roles are the same nations that have provided the majority of immigrants. The 19th-century exploitation of Latin America thus had the boomerang effect of pushing and pulling the citizens of those nations into the U.S. In an ironic twist of history for those racist theorists who justified the domination of Latin America on the supposed inferiority of Latinos, within a few decades, Latino citizens will be the majority in most of our largest states; hence the title "Harvest of Empire." González's linkages are illuminating.

Another strength is the integration of family histories into an overall thematic treatment of immigration, a beautiful synthesis of macro and micro narratives. Many personal testimonies confirm how the economic and political displacement of Latinos in their home countries led to their direct migration to the U.S. The case of Estela Vázquez is one illustration. During the 1965 American occupation of the Dominican Republic, in an attempt by the Johnson administration to prevent the Bosch government from implementing democratic reforms and a redistribution of land, Vázquez, a high school student, was arrested as an alleged revolutionary. She was subsequently imprisoned and, on her release, migrated to the United States. Within three decades of U.S. intervention, Dominicans are the second largest Latino group in the Northeast, a figure that would surprise most Americans.

González, born in Puerto Rico and raised in New York, provides a solid synthesis of the Puerto Rican experience, both in an historical and a contemporary context. He presents possible solutions to the "Puerto Rican question," an unresolved dilemma over America's last colony, and takes on many right-wing polemicists who attribute much of Puerto Rican's high poverty and unemployment rates to welfare dependency and out-of-wedlock childbirth.

González again provides linkages, demonstrating that much of the Puerto Rican displacement rises from American corporate domination of the island's economy, and that Puerto Rico has provided more wealth to the U.S. through corporate tax and patent loopholes (corporate welfare, anyone?) than has any other country in the world.

Harvest of Empire also provides a view of the future. Despite attempts by conservative or liberal xenophobes, Latino immigration will continue, and Latinos will soon represent the largest minority group in the U.S., the largest of any group in several states, and a sizable presence in such places as North Carolina, Georgia, and other states usually perceived as Euro-American strongholds. Factors accounting for this growth and continued immigration include a catastrophic economic crisis in Latin America that pushes immigrants here, a corporate globalization that inexorably pulls Latin Americans here, and a declining birth rate and aging of the White population of the U.S. that assures a continual demand for low-paid Latino labor. We in higher education must make our institutions aware that if we are to remain relevant to American society, our universities and colleges must adapt and incorporate our growing population of Latino youth.

Finally, González addresses some myths and realities of the immigration phenomenon, especially myths propagated by xenophobic elements. He notes that most of the 20 million foreign-born residents in the U.S. came here during their prime working years, Latinos most often with a high school education from their home country. They did not arrive as children. Their home governments now in fact have lost their investment in human capital, an investment that benefits the U.S., which obtains young workers to whose education it did not contribute.

Harvest of Empire contains the trials and triumphs of Latinos from across the Americas, whether as indigenous Mexicanos of the Southwest, colonized Puertorriqueños, or Central Americans driven from their places of birth by the brutal counterinsurgencies of the 1980s. The complexities of their experiences and successes in the U.S. are testimony to the triumph of the human spirit and our common hemispheric destiny, a destiny that makes us all truly Americanos.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

By John S. Robey

Immigration: A Civil Rights Issue for the Americas, by **Susanne Jonas and Suzanne Dod Thomas (eds.).** 206 pages. Wilmington, Delaware: Scholarly Resources, 1999. ISBN 0-8420-2775-0. $17.95 paper.

Susanne Jonas and Suzanne Thomas are the editors of this volume and members of the editorial board of *Social Justice*. They have gathered together 13 extremely well-written original essays dealing with issues relating to immigration. The essays and essayists represent a wide variety of academic disciplines and points of view.

The editors maintain that the passage of Proposition 187 in California, the beating of undocumented immigrants fleeing immigration officials in 1997, and the documentation by scholars from the University of Houston of more than 1,000 migrant deaths led them to the belief that a volume such as this one was needed. The hope of the editors is that this volume will "...close the gap between progressive movements and progressive scholars."

IMMIGRATION
A Civil Rights Issue for the Americas

In the first essay, free-lance writer J.C. Malone describes what it is like to emigrate from the Dominican Republic and face anti-Latino racism while looking for work in Michigan.

Saskia Sassen, professor of urban planning at Columbia University, examines how governments have come to focus on border areas as zones of enhanced regulation and control. She views increased regulation by the state as an effort to fight larger, more global economic forces.

Nestor Rodríguez, sociologist at the University of Houston, envisions the creation of a new transnational community on the border. He foresees the day when new technologies will enable governments to do away with rigidly monitored borders.

Juan Vicente Palerm, professor of anthropology at the University of California-Riverside, presents a statistical analysis of California's economy and its relationship to immigrant labor. He views recent policy developments (e.g., welfare reform and Proposition 187) as attempts to punish immigrants. These punishment efforts will result in many immigrants' going "underground" and will delay long-term solutions to problems associated with illegal immigration.

Linda Miller Matthei, professor of sociology and anthropology at East Texas State University, reviews the literature pertaining to women, networking, and migration. Although a little dated (no research since 1995 is reviewed), it contains some useful insights.

John Isbister, economist at the University of California-Santa Cruz, argues the need for immigration policies to be subjected to ethical analysis, which he contends teaches us that all human beings have equal moral worth. He presents thought-provoking questions.

Susanne Jonas, also affiliated with UC-Santa Cruz, critiques existing policies and proposes a reconceptualization of citizenship and the need for a civil society.

John Horton, emeritus professor of sociology at UCLA, uses both census data and ethnographic interviews to examine the impact of immigration by both the Chinese and Mexicans on the economic, social, and political characteristics of a community in Los Angeles.

In his second essay, Nestor Rodríguez compares the interactions of Latinos and African Americans in Houston and Los Angeles and finds that "tensions, conflict, and community instability are not the only resulting relations between African Americans and Latinos in contexts of high immigration."

Lowell Sachs, a governmental affairs representative with Sun Microsystems, argues that given the current political climate, the road ahead for immigrants is "...fraught with hazards." He presents a view from Washington, D.C., and outlines many of the jingoistic fears driving U.S. immigration policies today.

David Bacon, a board member of the Northern California Coalition for Immigrant Rights, adds an insightful essay that examines the uneasy relationship between the AFL-CIO and undocumented immigrants. It is his view that the arrival of new immigrants can reenergize the labor movement in the United States.

Sara Diamond, affiliated with California State University at Haywood, compares immigration attitudes of the "Christian Right" and the "Paleoconservative Right." In her view, the "Christian Right" would like to attract new members to its evangelical movements from the immigrant communities and is thus more sympathetic to the concerns of the immigrants.

The volume concludes with an essay by Michael Welch, a professor in the Administration of Justice Program at Rutgers University (N.J.). He traces the changes in the INS' detention policies and finds that "INS detention practices are costly, unnecessary, and unjust for most undocumented immigrants."

Generally, the essays are well written, and most present thought-provoking alternatives to our current immigration policies. Those who would like to see these issues subjected to more rigorous quantitative analysis would have to look elsewhere; however, that does not detract from the thoughtfulness of the essays. The book should be of interest to a wide variety of academicians as well as those interested in issues of concern to the Hispanic population. The volume could have been improved by including an index, but the essays are timely, well researched, and thoroughly documented.

Dr. Robey writes on issues of concern to the Hispanic population and is a specialist in public policy and American politics. He has taught in the social sciences department at the University of Texas-Brownsville since 1996.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Director, Institute for Simulation and Training (IST)

University of
Central
Florida

The University of Central Florida is seeking an internationally recognized leader to further the development of research and education in computer-based simulation and training. The IST Director will represent and coordinate the University's activities in modeling, simulation and training.

The University of Central Florida is a major public institution of higher education with nearly 34,000 students. The University has strong research programs in several areas related to the growing high-technology industries in Central Florida, including Human Factors, Psychology, Computer Science and Engineering, Photonics and Optics, and Microelectronics. Minimum qualification is an earned doctorate in a relevant area. Other requirements include an understanding of technical and scientific issues related to the position; demonstrated support and sensitivity to multi-disciplined research activity; strong leadership, management and interpersonal skills; and a record of securing research funding. Preference will be given to candidates who can hold a senior appointment in an academic department; have a distinguished record of research; and who have demonstrated a genuine interest in education, training and academia.

Applicants should forward a complete resume, with the names of seven references, to Dr. Brian Tonner, Chair of the IST Director Search Committee, the University of Central Florida, 12443 Research Parkway Suite 302, Orlando, FL 32826. Screening of candidacies will begin on July 1, 2001 and will be pursued until the position is filled.

UCF is an affirmative action employer

HARVEY MUDD
COLLEGE

Vice President for College Advancement

Harvey Mudd College (HMC), a member of The Claremont Colleges, is a highly selective, private, liberal arts college of engineering, science and mathematics, and is located about 35 miles east of Los Angeles.

HMC is seeking an experienced advancement professional as its VP for College Advancement. The successful candidate will have a positive track record at major gift prospect development and gift receipt, demonstrated ability managing both development and public relations in a small, liberal arts college environment, and enthusiasm for and ability to promote this distinctive college. Candidates will also have successful experience in providing leadership, program, guidance, and stewardship for all fund raising and public relations functions. The VP Advancement serves as secretary of the corporation. Qualifications include a bachelor's degree (an advanced degree is a plus) and the flexibility, humor, and sensitivity to interact successfully with individuals of varying abilities, backgrounds, interests and beliefs. Salary is dependent upon qualifications.

Please submit a résumé, letter of interest, salary history and the names, addresses and telephone numbers of three professional references to:

Harvey Mudd College
301 East 12th Street
Claremont, CA 91711

Attn: VP Advancement Search

Please visit our Web site at www.hmc.edu

Southern Connecticut
State University

SC
SU

Extended Search
Technical Theatre Director
Assistant Professor

The Theatre Department of Southern Connecticut State University seeks a dynamic professional to join the faculty as Technical Theater Director. This is a tenure track position, beginning in August 2002. Required qualifications include MFA in technical theater production/design and three years teaching in higher education or professional theater. Job responsibilities include three yearly major productions, plus student directed productions, some design responsibilities and supervision of students, and working with other faculty designers. Twelve semester-hours teaching load: stagecraft, principles of design. The department has two performance spaces: a 1600 seat thrust stage and a 50 x 50 black box.

Review of applications will commence November 20, 2001 and continue until a suitable candidate is appointed. Please send letter indicating qualifications and experience for the position, vita, and names of at least 3 current references, portfolio upon request to:

William R. Elwood, Chair, Theatre Department
Southern Connecticut State University
501 Crescent Street, New Haven, CT 06515

SCSU is an Affirmative Action/Equal Opportunity employer. We strongly encourage minorities and women to apply.

SMITH COLLEGE

Director of Student Financial Services

Smith College seeks an experienced professional for the position of Director of Student Financial Services. Smith College is a highly selective women's college of 2,500 students located in Northampton, Massachusetts. Founded in 1871, this private, liberal arts institution offers outstanding programs in the arts and sciences.

Reporting to the Dean of the College, the Director of Student Financial Services is responsible for overseeing a comprehensive, service-oriented unit including financial aid and student accounts. The director oversees strategic planning in the allocation of financial aid resources and provides leadership in the formulation, implementation and assessment of financial aid and enrollment strategies. The director serves as a member of the Dean's retention and enrollment team. The director supervises a staff of 12 in the creative implementation of enhanced services to students and families.

Qualifications: Bachelor's degree; a graduate degree is preferred, comprehensive knowledge of financial aid policies and programs is required. The director should have extensive experience with current technologies in accounts and financial aid processing; demonstrated supervisory skills, as well as a record of working effectively with students, parents, faculty and staff are also necessary. Excellent oral and written communications skills are required. The salary for this position will be at a nationally competitive, senior administrative level and includes a comprehensive benefits package.

Review of applications will begin June 25 and continue until the position is filled, with a preferred start date of Fall 2001. Nominations are welcome. Please forward a letter of application, a *curriculum vitae* and a list of at least three references to: **Director of Student Financial Services Search Committee, Smith College, Box 685, 21 College Hall, Northampton, MA 01063.** Smith College is an equal opportunity employer encouraging excellence through diversity.

For more information about Smith College, visit us on the web at

www.smith.edu

The University of Toledo

Associate Vice President, Human Resources

The University of Toledo seeks an Associate Vice President, Human Resources.

The University is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff, some of whom are represented by bargaining units.

The Associate Vice President, Human Resources will report to the Vice President for Finance and Administration and will be a strategic partner in the design of programs and policies to meet the university's goals for recruitment and retention. The successful candidate will plan, organize, and direct all aspects of the human resources function, including reorganizing and implementing compensation programs, employment, and employee relations. This individual will oversee the development, recommendation, and promotion of comprehensive personnel policies and programs and provide advice and guidance on the interpretation of personnel policies as they relate to individual's and university objectives. This position will provide human resources support and communication for all of the university administrative and staff positions, and interface with and support the Vice Provost for Faculty Relations on faculty HR issues.

The ideal candidate will possess an undergraduate degree in Business or Human Resources Management or a related field with ten years of commensurate experience in a leadership or consulting role in a human resources function. An advanced degree is strongly preferred.

Additional information about the University is available on the website: www.utoledo.edu.

Interested candidates should submit a cover letter addressing stated qualifications and responsibilities, a resume, and the names of five references with contact information to:

University of Toledo
c/o StratfordGroup
1760 Manley Road • Maumee, OH 43537
Fax: 419/893-2491
E-mail: utoledo@stratfordgroup.com

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator

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USF University of South Florida

Founded in 1956, the University of South Florida is a public research university of growing national distinction, serving 36, 000 students in ten colleges on campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. It has been classified "Doctoral/Research University-Extensive" by the Carnegie Foundation for the Advancement of Teaching. Reflecting its breadth of graduate and research programs, *USF* is one of three public universities in Florida classified as a Research 1 institution by the Florida Board of Regents. With more than 2,000 faculty, *USF* offers baccalaureate degrees in 79 fields, 89 master's and specialist programs, 25 doctoral programs, and the doctor of medicine degree.

The university is currently recruiting for the following faculty positions:

Position Title	*Discipline*	*Deadline:*
Dean-	Library-	OPEN
Associate Dean for Research-	Education-	OPEN
Instructional Specialist (2 positions)-	Mental Health Law & Policy-	OPEN
Associate Professor/Professor- *(Director of Graduate Studies)*	Nursing-	OPEN
Associate Professor/Professor- *(Senior Researcher)*	Nursing-	OPEN
Director of Libraries-	Library-St. Petersburg Campus-	OPEN
Vice President for Research-	Research-	OPEN
Faculty Administrator-	Health Sciences-	OPEN
Assistant/Associate Professor- *(Chief Information Officer & Asst VP for Information Sciences)*	Nursing-	OPEN
Assistant In Research- *(Sr Research Associate, ITS)*	Ctr for Urban Transportation Rsch-	OPEN
Associate Vice President for Diversity & Equal Opportunity-	Office of the Provost-	OPEN
Instructional Specialist/Behavior Analyst- *(15 positions)*	Florida Mental Health Institute-	OPEN
Instructional Specialist/Sr.Behavior Analyst- *(5 positions)*	Florida Mental Health Institute-	OPEN
Assistant/Associate Professor-	Nursing-	OPEN
Coordinator-	Academic Support & Achievement-	OPEN
Director-	Charter School-	OPEN
Faculty Administrator- *(RN Advisor/Recruiter)*	Nursing-	OPEN
Instructor-	Nursing-	OPEN
Assistant/Associate Professor-	Surgery-	07/02/01
Associate/Full Professor-	Surgery-	07/02/01
Assistant/Associate/Professor-	Radiology-	07/15/01
Assistant Professor-	Otolaryngology, Head & Neck Surgery-	07/15/01
Associate Professor/Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Pediatrics-	07/31/01
Assistant/Associate Professor-	Pediatrics-	08/01/01
Director-	Ctr for Entrepreneurship & Technology-	08/08/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01
Assistant/Associate Professor-	Interdisciplinary Oncology Program-	08/31/01
Assistant/Associate Professor-	Internal Medicine-	08/31/01

For a description on the above listed positions and additional vacant positions: (1) visit our Employment Services Web site at http://usfweb.usf.edu/usfpers/vacancy.html. or (2) contact Equal Opportunity Affairs, Ferrell@admin.usf.edu. for faculty positions; or (3) call *USF* job line at 813.974.2879 for staff positions.

USF is an equal opportunity/equal access/affirmative action institution, committed to excellence through diversity in education and employment.

www.usf.edu • 4202 E. Fowler Ave., Tampa, FL 33620

Wesley Theological Seminary

Announcement of a Position in the History of Christianity

Wesley Theological Seminary seeks to fill a tenure track position in the history of Christianity. Teaching needs include the core church history survey, as well as elective courses. In addition to general competence in all eras of church history, candidates should have a specialization in ancient, medieval, or Reformation Christianity. Candidates shall demonstrate an interest in research and publication in their primary field. Competence in the relevant historiography is expected. Candidates should have a deep concern for and experience in the formation of ministerial leaders and a record of personal engagement in the local church. Ph.D. required; M.Div. or equivalent degree preferred. **Rank:** open.

EOE/AA

Position begins July 1, 2002. Send letter of application, curriculum vitae, letters of reference and academic record to Dean Bruce C. Birch, Wesley Theological Seminary, 4500 Massachusetts Ave., NW, Washington, DC 20016. Deadline: September 15, 2001.

The Victoria College

An Equal Opportunity Employer

Student Support Services Project Director - is responsible for:

- hiring, supervising and evaluating project personnel
- establishing and maintaining budget information systems
- liaison between the project, College divisions, and external agencies
- collaborating with CIS on project databases and developing methodologies for managing relevant project data
- writing grants/reports
- coordinating public relations efforts

Qualifications:
A Master's degree in Education, Guidance and Counseling, Psychology, or similar discipline and minimum of 3 yrs. administration of educational opportunity programs required. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at **www.vc.cc.tx.us/dept/hr**.

Student Support Services Project Counselor - is responsible for:

- developing, monitoring and evaluating individualized educational plans of participants
- providing academic, personal-social, career, financial aid, and post baccalaureate counseling to participants, advising them of college policies and procedures, and assisting with course selection
- conducting intake interviews, assessing new participants and documenting participant contact
- accompanying participants on cultural/educational activities

Qualifications:
A Master's degree in Guidance and Counseling, Psychology, student personnel or related area. Computer skills are essential. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at **www.vc.cc.tx.us/dept/hr**.

For information, call 361-572-6484 or visit **www.vc.cc.tx.us/dept/hr** . Applicant screening begins 07-18-2001. Submit Victoria College application, resume with references, and copies of transcripts of all collegiate work: **Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901.** The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at **www.vc.cc.tx.us/about** and at **www.victexchamber.org/**.

Smith College

Director of Student Financial Services

Smith College seeks an experienced professional for the position of Director of Student Financial Services. Located in Northampton, Massachusetts, Smith College is a highly selective women's college serving 2,500 students. Founded in 1871, this private liberal arts institution offers outstanding programs in the arts and sciences and recently launched an engineering program for undergraduate women.

The Position

Reporting to the Dean of the College, the Director of Student Financial Services is responsible for overseeing a comprehensive, service-focused unit that includes the offices of financial aid and student accounts. The Director oversees the strategic allocation of financial aid resources and provides leadership in the formulation, implementation, and assessment of financial aid and enrollment strategies. Smith College administers approximately $30 million dollars annually in federal, state, and institutional funds. Serving as a member of the Dean's retention and enrollment team and managing a staff of 12, the Director is responsible for insuring the comprehensive and effective delivery of financial services to students and families.

Qualifications

The successful candidate will possess a Bachelor's degree, a Master's degree is preferred, and demonstrated success in the strategic use of financial aid in the recruitment of students, as well as strong management and administration skills. Extensive experience with the use of technology in student accounts and financial aid processing, a background in delivery of services with a customer focus, and demonstrated success in working effectively with students, parents, faculty, and staff are important factors in selection of the new Director. A comprehensive knowledge of financial aid policies, delivery, and administration at a highly selective institution is a plus.

Application and Nomination

Review of applications will begin on July 13, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made to The Spelman & Johnson Group as indicated below. A resume and cover letter may be submitted by e-mail attachment to mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Smith College-Director of Student Financial Services (HISP)
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089

Visit Smith's website at www.smith.edu

THE SPELMAN & JOHNSON GROUP

Smith College is an equal opportunity employer, encouraging excellence through diversity.

The University of Texas
Pan American

Dean

College of Science and Engineering

The University of Texas-Pan American (UTPA) invites nominations and applications for the position of Dean of the College of Science and Engineering.

The University is a comprehensive regional university serving the lower Rio Grande Valley, located in Edinburg, Texas. The university is in close proximity to Mexico and South Padre Island, home of the university's Coastal Studies Laboratory. UTPA is the fifth largest component of The University of Texas System and the 10th largest public university in Texas. Enrollment numbers consist of 12,700 students, 85% of whom are Hispanic and many are first-generation college students.

The College of Science and Engineering is one of six colleges at UTPA. The College has Departments of Biology, Chemistry, Computer Science, Engineering, Mathematics, and Physics and Geology. Eight Bachelor's and four Master's degrees are offered. Doctoral programs are planned for Biology and other departments, and a School of Engineering and Computer Science is pending approval. College level research and externally funded activities are ongoing in alternative energy, bioengineering, biomedicine, information technology, high-energy physics, materials exploration, subtropical studies, and mathematics and science teaching. Since 1993, $66 million have been allocated toward the building of 348,000 sq. ft. of new office and laboratory space to support Science and Engineering.

Responsibilities: Provide dynamic, visionary leadership in the college supporting the University's goals to become a Carnegie Research Intensive institution within the decade and assist with the development of a biomedical biotechnology focus for the college. The Dean is also expected to provide an environment for teaching excellence, faculty scholarship and professional service; promote research opportunities for faculty within the college and university. Administrative support and guidance are expected in the areas of curriculum and program development, accreditation, fiscal, personnel, and student program management. The Dean, who reports to the Provost/Vice President for Academic Affairs, has an active role in external fundraising and in the development of institutional policy as a member of the Deans' Council.

Qualifications: An earned doctorate with credentials to qualify for the rank of Professor with an academic appointment in one of the Departments of the College; preference will be given to applicants in Biology, Chemistry, Mathematics or Physics and Geology; five years administrative experience as Department Chair or above; a demonstrated record of excellence in teaching, research, service and external funding; a strong record of leadership and management with a commitment to student access and success; effective communication skills and excellent public relations skills with students, faculty, and other groups including alumni and external community leaders.

Salary: Competitive and commensurate with experience and credentials.

Applicants should submit a letter of interest that addresses the required qualifications, a detailed curriculum vitae, and a list of three references with street and e-mail addresses and phone numbers. Review of applicants will begin September 10 and will continue until position is filled. More information about UTPA is available at www.panam.edu. Please send application materials to College of Science and Engineering Dean Search, c/o Office of the Provost, The University of Texas-Pan American, 1201 W. University Drive, Edinburg, Texas 78539-2999.

ASSOCIATE VICE CHANCELLOR
FOR COMMUNITY PARTNERSHIPS

Applications and nominations are invited for the position of Associate Vice Chancellor for Community Partnerships effective Spring 2002.

UCLA has created a new and important senior executive position to coordinate and synergize its community partnerships and civic participation in the Los Angeles area. The position is to add value to both the academic enterprise and to Los Angeles. By coordinating its extensive academic and community activities, UCLA hopes and plans to build stronger and broader relationships with the various communities in the Los Angeles and southern California region. This initiative, referred to as UCLA in LA, currently includes partnerships with schools, non-profit and community based organizations, businesses, labor unions, and communities of faith.

Internally, the Associate Vice Chancellor for Community Partnerships will provide executive academic leadership for UCLA's ongoing community partnerships. The AVC for Community Partnerships will work with Provosts, Deans, UCLA faculty (individually and in research groups), centers and institutes, and student and staff groups to coordinate, support and leverage their efforts and goals for community engagement. In close consultation with Provosts, Deans, faculty and administrative leadership, the AVC will develop a UCLA vision for community partnerships and be expected to build and lead a new "Center for University Partnerships." This Center will serve as a clearinghouse to respond to external requests and to link community needs with faculty research, teaching and service activities related to the greater Los Angeles area. Externally, the AVC will reach out to and work with community groups, their leadership, and other involved individuals to find sustainable partnerships. The AVC will work with an advisory board composed of UCLA faculty, administrators, and community members; and will assess and evaluate UCLA in LA's partnership efforts.

The AVC for Community Partnerships will report to the Executive Vice Chancellor and Chancellor and will be a member of the Chancellor's Executive Committee.

UCLA celebrates 80 years of growth, from a small two-year college to a comprehensive institution in the company of the nation's most prestigious research universities. UCLA is a large and complex institution devoted to undergraduate and graduate teaching, research, and public service. The campus includes 282 buildings on 419 acres, and is organized into the College of Letters and Science plus 11 professional schools. Over 3400 faculty serve more than 35,550 students. UCLA faculty and students come together in a true community of scholars to advance knowledge, address societal challenges, and pursue intellectual and personal fulfillment.

Candidates must have the academic credentials to qualify for a tenured appointment at UCLA. They should have a good understanding of community partnerships involving teaching and research in the Los Angeles area, as well as demonstrated experience in the development of collaborative research ventures. Salary will be commensurate with background and experience.

For additional information, please go to: http://www.apo.ucla.edu/avc-partnerships

To be ensured full consideration, nominations and applications should be sent by July 30, 2001 to:

AVC Community Partnerships Search Committee
c/o Ms. René Dennis
Office of the Chancellor - Academic Personnel
University of California
3109 Murphy Hall
Los Angeles, CA 90095-1407
Facsimile: (310) 206-9643
E-mail: rdennis@conet.ucla.edu

Please review the Position Description as well

UCLA is an Affirmative Action/Equal Opportunity Employer.

University of Detroit Mercy
College of Engineering & Science

MAP
MEXICAN AMERICAN PARTNERSHIP PROGRAM
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[illegible]

UNIVERSITY OF DETROIT MERCY

NORTHERN VIRGINIA COMMUNITY COLLEGE

Director
Extended Learning Institute
#FA439-HO

Salary $54,983-$75,601 + benefits.

Twelve-month administrative faculty position. Organize, administer and supervise college-wide program. Supervise the activities of the Instructional Technology faculty, the manager of records and center's registration and support staff. Coordinate instructional faculty members with division chairs. Facilitate the development of new courses and the overall instructional program. Prepare and manage budget. Requires: Master's degree and a minimum of 24 graduate semester hours beyond the Master's in instructional technology, instructional development, curriculum, community college/higher education, training or a related field. Formal instructional design/technology coursework and at least two years instructional design/technology experience supporting distance education. Excellent verbal and written communication skills. Community college or higher education management experience and distance education experience. Degree and credits from other fields may be considered only with exceptional experience managing a distance education program and demonstrated formal training in the instructional design field. Desired: Doctorate degree with six years in a related field. Classroom teaching experience. Community college experience. Experience managing an asynchronous distance education program. Experience designing or supporting web-based instruction. Visit www.nv.cc.va.us/hr. Send application to NVCC-HR, 4001 Wakefield Chapel Rd, Annandale VA 22003 by 5pm on 8/3/01.

EEO/AA

University of Missouri -Kansas City

Vice Chancellor for Administrative & Financial Services

The University of Missouri-Kansas City seeks a chief financial officer for its growing campus. Located in the heart of Kansas City, Mo., and adjacent to the city's arts and shopping district, UMKC is a comprehensive urban university with nationally recognized programs in the arts, health sciences and business/urban affairs.

Reporting directly to the Chancellor, the Vice Chancellor for Administrative & Financial Services oversees an operating budget of $200 million. The successful candidate will serve on the Chancellor's Cabinet and as an executive officer/team leader for the Blueprint for the Future, UMKC's strategic planning process defining the new standards in higher education. The Blueprint is creating opportunities to develop new budget and allocation systems. The successful candidate will lead the Blueprint's budgeting breakthrough project and participate in others relating to the University's financial and human resources.

The duties of the Vice Chancellor for Administrative & Financial Services include overseeing the budget process for the campus, which offers undergraduate, graduate and professional degree programs to more than 13,000 students. The Vice Chancellor for Administrative & Financial Services directs financial modeling of new projects and programs, oversees the development and implementation of budget guidelines and policies, oversees the management and utilization of space in campus-owned buildings, and provides leadership for the approval and implementation of capital improvements projects.

UMKC's Vice Chancellor for Administrative & Financial Services directs six administrative departments totaling approximately 400 employees: Business Affairs (mail services, real estate, contracts, ticket office), Campus Facilities Management (buildings, grounds, maintenance, construction, repairs), Financial Services (budgeting, accounting), Human Resources (personnel, benefits), Police (protection services, parking), and Purchasing (accounts payable, bids, inventory).

UMKC seeks a strong leader with a proven record of visionary leadership and ten or more years in financial and administrative management at an executive level. A master's degree in business administration or higher education administration (or an equivalent combination of education and experience) is requested. The successful candidate will have highly developed interpersonal skills, the ability to interact with diverse groups and foster partnerships, and experience in wide-range and long-term strategic planning in a leadership capacity. Previous experience in the integration of PeopleSoft into a business setting is highly desirable.

How to apply:

Application review will begin June 30 and continue until the position is filled. Send a letter of application and supporting materials to:

Darlene Scott-Scurry
Office of the Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, Missouri 64110-2499

UMKC
UNIVERSITY OF MISSOURI
KANSAS CITY

For additional job postings and information, please visit www.umkc.edu/html/acjobs

UMKC is an equal opportunity, affirmative action institution.

B·W
BALDWIN
WALLACE
COLLEGE

Director of Institutional Effectiveness & Research

The Director of Institutional Effectiveness and Research provides leadership, coordination and technical expertise for program evaluation, outcomes assessment, institutional research, and institutional planning. The Director is expected to proactively identify and provide research analysis to support decision-making and implementation of the College's strategic goals. The Director reports to the President of the College. He/she must work closely with senior staff members to establish priorities for his/her work and lead the organization of the new Office of Institutional Effectiveness and Research. Qualifications: Masters Degree in an appropriate field with training in statistics, research methodology and data manipulation is preferred. Two to four years experience in institutional research and planning. See www.bw.edu for more information. Letters of application should be sent to:

Dr. Obie Bender
Executive Assistant to the President
Baldwin-Wallace College, Berea, Oh 44017

Baldwin-Wallace College is an Equal Opportunity Employer and encourages minorities and women to apply.

WAYNE STATE
UNIVERSITY

Tenure Track Investigator Neurobiological Research

The Department of Anesthesiology at the Wayne State University School of Medicine is seeking a tenure track faculty member to develop a nationally competitive program of Neurobiological research. The ideal applicant will be an independent, cutting-edge researcher, willing to collaborate in ongoing programs in other departments within the School, and to participate in mentoring medical students, residents and graduate students. The University is strongly positioned to support the growth of this research effort. NSF currently ranks WSU School of Medicine 24th in the Nation in total research and development expenditures.

PhD is required. Current NIH funding is preferred. Competitive edge and startup funding is available.

To inquire, please send CV with a cover letter describing your current research interests and past research accomplishments to: **Professor H. Michael Marsh, M.B., B.S., Department of Anesthesiology, 4201 St. Antoine Blvd., DRH/UHC Annex 2T, Detroit, MI 48201.**

Email:hmarsh@med.wayne.edu

WSU is an equal opportunity/ affirmative action employer

FULL TIME POSITIONS

Director for Students with Disabilities
(Higher Education Associate)

Responsible for intake, referrals and maintenance of data on disabled students; assess student accommodation needs; provide students with accommodation letters; serves as liaison between students, faculty and staff. Develop tutoring program for disabled students; actively solicit outside grant funding. Supervise personnel hired through grant moneys for disabled students, provide evaluation of program, services and activities; work with rehabilitation agencies (VESID, CBVH, VA, etc.). Develop, monitor and maintain budget for all program activities; attend city-wide meetings on students with disabilities. Bachelor's degree and at least six (6) yrs. of progressively responsible exp. in higher education or rehabilitation agencies req. Master's degree in counseling, guidance and counseling psychology, educational psychology, special education or related field pref. Salary: $42,818/A - $66,174/A. Vac.#861. Closing Date: 6/29/01.

Writing Center Director
(Higher Education Associate)

Reporting to the Assoc. Dean for Academic Support Services and Faculty Development. The director provides vision and leadership for the college's Writing Center. Specific tasks: develop and administer the center; collaborate with academic departmental liaisons, Institutional Research, and Office of Testing to coordinate the Writing Across the Curriculum initiative and preparation efforts for the CUNY Proficiency Exam; hire, train, and/or supervise workshop leaders and writing assistants; manage budget, and related duties assigned by the dean. Bachelor's degree req. in English, Composition, Linguistics, or related field and six (6) yrs. related exp., Master's pref.; prior exp. in coordinating college-level writing initiatives; college-level teaching; program evaluation, and the use of technology in web-based instruction; strong organizational and communication skills; ability to work with diverse college community. Salary: $42,818/A - $66,174/A. Vac.#863. Closing Date: 6/29/01.

Assistant to Director of Instructional Technology
(Higher Education Assistant)

Assist Director in overall operation and management of College instructional computer facilities; interact with faculty and instructional staff to provide technical and user support. Bachelor's degree in computer science or related field and four (4) yrs. of related exp. installing and maintaining workstations and local area networks. Proficiency with Windows 95/98/NT/2000, NT Server, MS Office Suite, TCP/IP, Netscape Communicator and web authoring software. Variable hrs req. Salary: $32,703/A - $57,049/A. Vac.#865. Closing Date: 6/26/01

Academic Support Coordinator
(Assistant to Higher Education Officer)

In College Discovery (CD) program, coordinate and administer supplemental instruction, precept workshops, and tutorial programs. Report to the CD administrator. Supervise supplemental instruction leaders and tutors. Prepare statistical reports and maintain database. Perform additional administrative duties as req. Bachelor's degree req. (Master's pref.). Two yrs. of full-time related work and supervisory exp., specifically in the area of supplemental instruction; good organizational, communication and interpersonal skills. Knowledge of remedial education and supplemental instruction pref. Must have exp. with MS Office Suite. Salary: $28,312/A - $48,284/A. Vac.#867. Closing Date: 6/29/01.

Title III Computer Services Coordinator
(Grant Funded)

Reporting to the Director of Instructional Technology, the Title III Computer Services Coordinator assists the college community in using instructional software and maintaining related resources. Variable hrs req. Assisting faculty and staff in using software, creating handouts for software/hardware usage, conducting software training sessions, assisting in the maintenance of web-based academic materials, insuring computer lab readiness, and other duties as assigned. Bachelor's degree and/or its equivalent req. Two yrs. related exp. req. Demonstrated proficiency in web page creation and maintenance necessary. Req. knowledge includes: HTML, graphics applications, MS Office Suite and course management software. Knowledge of CGI protocols, JavaScript, VBScript or graphics design a plus. Must be able to work effectively with non-technical users, and have good communication skills. Salary: $40,310/A - $48,797/A. Vac.#G365. Closing Date: 6/25/01.

Early Childhood Education/Child Care Instructor or Assistant Professor

To teach a range of courses in Early Childhood Education/Child Care. Minimum of three yrs. exp. teaching children between six (6) months and eight (8) yrs. of age. Supervisory exp. desirable. Two - three yrs of college exp. with non-traditional students pref. Strong background in curriculum development for children from birth - eight yrs with cross-cultural perspective pref. Background exp. in special education or infancy helpful. Master's degree for Instructor; Doctorate for Asst. Professor in Early Childhood Education or related areas. Vac.#864. Closing Date: 6/29/01.

Paramedic Program Instructor, Assistant Professor or Associate Professor

Teach and coordinate a full range of EMT and Paramedic courses, in a New York State Department of Health approved and nationally accredited paramedic program. Req. certifications include NYS CIC, NYC CLI, NYS Paramedic, NYC REMAC Paramedic, ACLS & BCLS Instructor, and PALS certified. Requires a minimum of three (3) yrs. of paramedic CIC exp. in both entry and refresher programs, as well as exp. with national accreditation program requirements. Master's degree and three (3) yrs. teaching exp. req. for Instructor. Master's degree plus New York State certified paramedic plus eight (8) yrs. exp. req. for Asst. or/Assoc. Prof. Vac.#841-3. Closing Date: 7/22/01.

SALARY:		
	Instructor:	$29,997/A - $48,284/A
	Assistant Professor:	$32,703/A - $57,049/A
	Associate Professor:	$42,818/A - $66,174/A

REFER TO THE ABOVE BMCC VACANCY # AND SEND TWO (2) RESUMES ALONG WITH TWO (2) COVER LETTERS TO:

BMCC

Dr. Richard Hasselbach
Acting Dean for Faculty & Staff Relations
Borough of Manhattan Community College/CUNY
199 Chambers Street, New York, N.Y. 10007

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION/AMERICAN DISABILITY ACT EMPLOYER/IRCA VERIFICATION REQUIRED-NO PHONE CALLS, PLEASE

CORNELL
UNIVERSITY

Cornell University's undergraduate Business Program, housed in the Department of Applied Economics and Management, offers a general business curriculum with a strong emphasis on the liberal arts and applied economic analysis. Any area of business expertise will be considered. The Department is also the home of agricultural economics and agribusiness management. This is an excellent opportunity for a person trained in agribusiness but who is interested and willing to work with undergraduate students and interact with faculty and clientele beyond the traditional agribusiness and food industry base. For additional information and application details, please see our website:

http://www.cals.cornell.edu/aem/jobs

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

Director of Equity and Diversity

California State University, Northridge, one of the largest of the 23 campuses of The California State University system with approximately 28,000 students, is located twenty-five miles northwest of central Los Angeles. The Director of Equity and Diversity reports to the Vice President for Administration and Finance and coordinates the university's equity and diversity programs. Review begins September 3, 2001. Our Web site at http://www-hrs.csun.edu/employment offers complete information.

AA/EOE

Moravian College

1742

POSITION:

ASSISTANT DEAN FOR ACADEMIC ADVISING

Moravian College invites applications for the position of Assistant Dean for Academic Advising. The Assistant Dean for Academic Advising works with students, faculty, and administrative staff to support the work of the Office of Academic Affairs. The Assistant Dean combines highly developed people skills with the ability to organize large amounts of data related to the progress of many students and to the academic program in general.

Moravian College is a selective liberal arts and sciences institution with an enrollment of 1450 fte students and 18 academic departments. Besides awarding undergraduate degrees, the College offers masters degrees in business administration and education. Founded in 1742, Moravian College is the 6th oldest college in the nation. Visit our website at http://www.moravian.edu.

The Assistant Dean for Academic Advising's responsibilities include:

- Work with the Associate Dean for Academic Affairs to provide, develop systems for, and oversee academic advising.
- Work with faculty and the Learning Center to provide academic support to students.
- Participation in coordination of the registration process for first-year and transfer students.
- Management of data related to advising, course registrations, and the academic program in general. Participation in the computerization of academic advising.
- Work with the Dean of the Faculty in writing reports and grant applications related to the academic program.

QUALIFICATIONS:
Doctorate degree. Strong leadership, analytical, communication, administrative and organizational ability as well as superior interpersonal skills to deal with all constituencies of the College. Professional experience in a liberal arts higher education environment a plus. Experience with word processing and spreadsheets with demonstrated aptitude for computerized data analysis.

Salary commensurate with qualifications and experience. The twelve (12)-month position begins as soon as the successful applicant is available. Moravian College offers a competitive benefits package

Applicants should submit a cover letter, curriculum vitae, and three professional references that have granted permission for direct contact to the Chair of the Search Committee. The cover letter should include discussion of their philosophy of liberal education, teaching, and advising at institutions with the scope and mission of Moravian College. Applications received by July 23, 2001 will receive preference. Review of applications will begin after July 23 and continue until the position is filled. Moravian College values diversity and encourages individuals from under-represented populations to apply.

Application materials should be sent directly to: Human Resources; Chair, Assistant Dean Search Committee; Moravian College, 1200 Main Street, Bethlehem, PA 18018-6650; *610-625-7883(fax)*; email-employment@moravian.edu

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1661

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

DIRECTOR OF DEVELOPMENT

Responsible for identifying, cultivating, soliciting and securing grants, endowments and capital gifts in support of the college's priorities. Solicitations will primarily focus on foundations, corporations, alumni and other individuals. The Development Director will also serve as Director of the Bronx Community College Foundation, and will coordinate foundation sponsored fundraising events; and serve as a senior member of the college fundraising team reporting to the Vice President for Institutional Development.

Qualifications: A Bachelor's degree plus a minimum of five years of directly related experience, and demonstrated success in foundation/corporate fundraising. Excellent written and oral communications skills. Familiarity with computerized information technology; knowledge of Blackbaud Raiser's Edge database a plus.

Salary: Competitive, based on experience. Excellent benefits. Send cover letter, resume, names and addresses of three professional references by August 2nd, to:

Mr. Jerome Liblit
Director of Development Search Committee
Bronx Community College, PH 26
University Ave & W. 181st Street
Bronx, NY 10453

An EO/AA/ADA/IRCA Employer

AMERICAN UNIVERSITY

WASHINGTON, DC

Washington College of Law

Legal Writing Position

American University's Washington College of Law seeks applications for a Fulltime Legal Writing Position for the upcoming academic year 2001-2002. This position will report to the Director of Legal, Rhetoric and Writing. Details on requirements are below.

(1) Required qualifications and experience include: J.D. degree or equivalent; demonstrated excellence in legal research and writing skills; strong teamwork, interpersonal and oral and written communication skills, administrative skills and/or experience.

(2) Additional qualifications and experience include: experience in teaching legal research and writing and/or lawyering skills; legal practice and/or judicial clerkship experience and/or law-related work experience; teaching or training experience and/or qualifications; familiarity with recent scholarship in the legal research and writing/lawyering skills fields; background and/or qualifications in any of Rhetoric, Composition, English Studies, Education, Curriculum Design, ESL, Writing Across the Curriculum; familiarity with computer- or web-based instructional technology; demonstrated potential for scholarship; experience in working in a multidisciplinary team environment.

(3) Core responsibilities and duties include: Teach legal research and writing in the two-credit, two-semester first-year Legal Rhetoric: Writing and Research Program to approximately 45 students per semester and carry out associated administrative tasks; conduct student conferences; design instructional and assessment material; assess and provide detailed, constructive feedback on student research and writing; work with the Director of Legal Rhetoric and Writing, library faculty, other instructors, adjunct faculty, and student teaching and research assistants and others in developing and delivering a high quality, coordinated first-year Legal Rhetoric: Writing and Research program; undertake selected administrative tasks delegated by the Director of Legal Rhetoric and Writing; under the direction of the Director of Legal Rhetoric and Writing, develop training materials and deliver training to Legal Rhetoric: Writing and Research program personnel.

American University and the Washington College of Law are committed to a diverse faculty, staff and student body and encourage the applications of women and minorities. *The American University is an EEO/AA employer.* Appointments will be for the 2001-2002 academic year.

All inquiries should be by mail. Applicants should submit a cover letter and resume to: **Suite 366, Office of the Dean, Washington College of Law, American University, 4801 Massachusetts Avenue, N.W. Washington, D.C. 20016**

University at Buffalo
The State University of New York

GRADUATE ENROLLMENT MANAGER

Job Description: College of Arts and Sciences at the University at Buffalo is seeking an enrollment manager to work with the Dean's Office, department chairs (31 departments), directors of graduate study, and the Provost Office to establish and achieve enrollment targets, with particular emphasis on masters-level students; oversee prospective student inquiry process; design, operationalize, and assess recruitment strategies; evaluate departmental Web sites for graduate recruitment design and content; monitor competition and demand; identify interdepartmental opportunities to better utilize College resources; and other assignments as necessary.

Qualifications: Bachelor's degree required, master's preferred. 3-5 years higher education experience required with direct experience in student recruitment preferred. Knowledge of computer systems, excellent communication skills. $38-50K. Application deadline: July 11, 2001.

Reply to: Katherine G. Ferguson, Associate Vice Provost, Capen Hall, Room 563, University at Buffalo, Buffalo, NY 14260-4000.

University at Buffalo is an equal opportunity employer/recruiter.

ETS™ *Educational Testing Service*

Educational Testing Service, an international leader in the field of educational measurement, develops and administers achievement, occupational and admission tests for clients in education, government and business. We are currently seeking the following at our Center for Measurement Models Research located on our campus in Princeton, NJ:

RESEARCH SCIENTISTS

Statistics and Research Division

Research Scientists in the Center for Measurement Models explore, develop, apply, and refine measurement models for immediate and future use for a wide range of products and services related to education and assessment. Will also contribute to the planning and development of co-directing analyses, provide psychometric consulting on a broad range of problems throughout the organization and maintain an active program of basic and/or applied research.

Successful candidates will possess Ph.D. in psychometrics, quantitative psychology, or statistics with an interest in applications to psychometric research, independent research experience and evidence of scholarly work such as published research in the standard psychometric and research journals. Candidates who have interests, expertise and experience in one or more of the following areas are especially welcomed: item response theory, factor analysis, structural equation modeling, multidimensional scaling, hierarchical linear models, application of modern statistical methods of estimation with applications to testing and assessment. Must be able to work in teams and report research results and communicate effectively with the general public, policy makers, and test and other product developers.

ETS offers competitive salaries, outstanding benefits, a stimulating work environment, and attractive growth potential. Please send resume including salary requirements to: **Mike Smith, Educational Testing Service, Rosedale Road, MS 02-D, Princeton, NJ 08541. E-mail: mismith@ets.org. Fax: (609) 497-6022.** ETS is an Equal Opportunity, Affirmative Action Employer, M/F/D/V. Women and minorities are encouraged to apply.

www.ets.org

DIRECTOR OF CONTINUING EDUCATION

The Director of Continuing Education is responsible for providing educational experiences in recreation, professional and vocational education and other programs that fall outside the associate degree or career certificate programs. In addition, this position is responsible for the selection and support of credit and non-credit courses at extensions. This includes, but is not limited to, developing, contracting, marketing, managing and evaluating continuing education and credit offerings and support services at extensions throughout the county for a wide variety of target markets.

QUALIFICATIONS include a Bachelor's degree and computer systems and data management experience. For full consideration, applicants must submit a completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts by July 13, 2001. For application/ information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us.

COLLEGE OF LAKE COUNTY
Human Resources
19351 W. Washington Street
Grayslake IL 60030 1198

EOE/AA/M/F/D/V
www.clc.cc.il.us

Assistant Dean of Students for Multicultural Affairs

LAWRENCE UNIVERSITY

Excellent opportunity to join a selective liberal arts undergraduate college and conservatory of music serving over 1200 students (http://www.lawrence.edu). Duties include actively developing and sustaining programs representing racial, ethnic and identity populations; supervise the operation and staff of Diversity Center; coordinate services that address the needs, issues and concerns of students of color, gay/lesbian/ bisexual students, and ethnic and identity student organizations; assist admissions office in recruitment of students of color; serve as member of student affairs staff and represent division on university committees and in local community. Candidates must possess strong oral and written communication skills, facilitation skills to assist campus programming committees and organizations with planning and implementation of campus wide diversity programs, and general knowledge of student development and leadership training. A related degree is required. Send resume and history of salary progression:

Lawrence University
Attn: Human Resources
PO Box 599
Appleton, WI 54912

Lawrence University Promotes Equal Opportunity For All

UMASS.

ASSOCIATE DIRECTOR FOR EO&D

The Equal Opportunity and Diversity Office at the University of Massachusetts, Amherst campus, is seeking an experienced grievance resolution Associate Director to investigate and propose resolutions for complaints related to civil rights violations (including sexual harassment) filed within the University. Reporting line will be to the Associate Chancellor for Equal Opportunity and Diversity.

MINIMUM QUALIFICATIONS: BA/BS (Master's preferred) in higher ed administration, personnel, human resources or related fields; 3-5 years' experience in the investigation of complaints/grievances related to civil rights violations. Successful candidate must be well versed in federal and state affirmative action and equal opportunity legislation and able to provide leadership and training to campus staff and faculty. Experience in the development and presentation of training materials to diverse populations required. Mediation skills preferred.

Hiring Salary Range $ 40,400 - $50,600 commensurate with experience.

Send a letter of application, resume and the names, telephone and addresses of three references to: **EO&D Associate Director Search c/o Ms. Brenda Young, 243 Lederle GRC Lowrise, University of Massachusetts, 740 North Pleasant Street, Amherst, MA 01003-9306.** Applications must be received by July 16, 2001.

The University of Massachusetts is an Affirmative Active/Equal Opportunity Employer. Women and members of minority groups are encouraged to apply.

FITCHBURG STATE COLLEGE

ADMISSIONS OFFICE

Director of Admissions

Fitchburg State College seeks a Director of Admissions. The Director of Admissions is responsible for managing the admissions office, executing the recruitment and admissions plan developed for the admissions office, and meeting or exceeding enrollment goals established for new student enrollment. The Director is responsible for all undergraduate and graduate admissions, day and evening. Must possess Master's degree and 5-7 years of progressively more responsible positions in college admissions. Experience in personnel supervision and budget management, and market research preferred.

Assistant Director of Admissions

Fitchburg State College seeks a qualified candidate for Assistant Director of Admissions The Assistant Director of Admissions is responsible for planning, implementing and evaluating outreach and recruitment efforts, with particular focus on students of color; assist with processing and evaluating candidates for admission; participate in high school/college fairs; and maintain computer software programs on recruitment. Must possess Bachelor's degree. Master's preferred; willingness to travel and work evenings; 1-3 years relevant experience; and exceptional computer, organizational and communication skills.

Application review begins immediately for these positions and is open until filled. Anticipated start dates are August 1, 2001. Send resume and list of three references to the Human Resources Dept., Fitchburg State College, 160 Pearl St., Fitchburg, MA 01420. AA/EOE

Education

If you want to do something extraordinary, work for a company that shares your vision. Operating on 38 campuses throughout the US and Canada, and also London and Dubai, Career Education Corporation is leading these Business, Technology, Design and Culinary institutions to strong futures. We have become one of North America's largest for-profit providers of post-secondary education. Several important positions are currently available for the following individuals to join our corporate office in *Hoffman Estates, IL:*

Quality Analysts

The detail-oriented professionals we seek will conduct on-site school reviews of defined areas (i.e. Student Accounts, Education, Placement) to ensure compliance with federal, state, accreditation, corporate, and school policies/regulations. The selected candidates will report findings of school visits; recommend needed actions to resolve findings in exit interviews with our school management team; provide valuable feedback and also on-site school support. Bachelor's degree; 3+ years experience in student accounts or related areas; and strong communication and computer skills (Class/Excel) are required. The ability to design/implement procedures to maintain 100% compliance; and to serve as a liaison between student accounts, education and placement staff essential. This position requires 90% travel and a commitment to creating positive student outcomes.

Career Education Corporation offers an exciting, ethical work atmosphere, and an exceptional salary and benefits package including medical/dental benefits, stock purchase plan, 401(k) plan, performance bonus plan, tuition reimbursement, on-going professional development and relocation assistance. For immediate and confidential consideration, send resume and cover letter with salary history to: **Vaughn Emery, Director of Recruiting, Career Education Corporation, (QA), 2895 Greenspoint Parkway, Ste. 600, Hoffman Estates, IL 60195. Fax 847-585-3746. E-mail: hrinfo@careered.com**

www.careered.com

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Equal Opportunity Employer

CAREER EDUCATION CORPORATION

The University of Toledo

Director of Labor and Employee Relations

The University of Toledo seeks a Director of Labor and Employee Relations.

The University is a Carnegie Doctoral/Research Extensive state-supported university in northwest Ohio with approximately 3,000 full-time and part-time faculty and staff, some of whom are represented by bargaining units.

The Director of Labor and Employee Relations will report to the Associate Vice President, Human Resources, and be responsible for management counseling regarding human resource issues, employee and labor relations, grievance/dispute resolution, contract interpretation and application of relevant federal and state labor and EEO laws and regulations. The successful candidate will analyze collective bargaining agreements, monitor policies to ensure adherence to contract, and arrange and schedule meetings between grieving workers, supervisory personnel and union representatives.

The ideal candidate will possess an undergraduate degree in Business or Human Resources Management or a related field with commensurate experience in a leadership or consulting role in labor and/or employee relations. Experience in public sector employment, as well as an advanced degree, are strongly preferred.

Additional information about the University is available on the website: www.utoledo.edu.

Interested candidates should submit a cover letter addressing stated qualifications and responsibilities, a resume, and the names of five references with contact information to:

University of Toledo
c/o StratfordGroup
1760 Manley Road • Maumee, OH 43537
Fax: 419/893-2491 • E-mail: utoledo@stratfordgroup.com

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator

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FISHERIES AND ALLIED AQUACULTURES AG PROGRAM ASSISTANT/ ASSOCIATE POSITION

The Department of Fisheries and Allied Aquacultures, Auburn University is seeking candidates for an Ag Program Assistant/Associate position. This position is located in Auburn University Marine Extension and Research Center in Mobile, Alabama. Position is partially funded by external sources.

Responsibilities include but are not limited to; develop extension educational programs relating to commercial aquaculture production with an emphasis on marine fish and shellfish species such as red snapper, oyster, shrimp and baitfish; interact with aquaculture programs in local high schools; develop, plan, organize, teach and disseminate educational information through seminars, workshops, forums, publications, reports, training programs, staff conferences, correspondence, demonstration and mass media including web pages; and develop relationships with state and federal agencies, volunteers, and aquaculture associations.

Minimum qualifications are a Bachelor's degree in Aquacultures or related fisheries science program and three years experience in aquaculture research, extension and technologies or a Master's degree in the above. Essential requirements are: excellent interpersonal and written communication skills; demonstrated ability to interact with a wide variety of socio-economic clientele groups; demonstrated technical excellence with computers, software and statistical programs; and demonstrated application of aquaculture principles, fisheries research and technologies. Candidate must be currently authorized to work in the US. Salary will be commensurate with education and experience. Experience in web-based information systems and growing marine fish and shellfish in recirculating systems, ponds and cages is highly desirable. Experience in developing and conducting adult education, extension activities or field-based fishery research is desired. Bachelor's degree in Aquacultures or related field and six years experience or Master's degree and three years experience in the above is desired.

Minorities and women are encouraged to apply.

Candidates should send a letter of application, resume, transcripts and names/addresses of three references to:

Ag Program Assistant/Associate, Log 16059
Human Resources
Langdon Hall
Auburn University, AL 36849
PH: (334)844-4145
FAX: (334)844-1617

Review of applications will begin after July 6, 2001. Position is available immediately.

Auburn University is an equal opportunity/ affirmative action employer.

LOYOLA COLLEGE IN MARYLAND

DIRECTOR OF INTERNATIONAL PROGRAMS

Loyola College in Maryland invites applications for the position of Director of International Programs. Loyola College is a dynamic, highly selective Jesuit school steeped in the liberal arts tradition and recognized as a leading independent, comprehensive university in the mid-Atlantic region. Located on 65 acres in a beautiful residential section of Baltimore, Loyola enrolls over 3,100 students in its undergraduate programs and 3,000 students in its graduate programs. Loyola College operates with a budget of approximately $112 million and holds and endowment of $150 million.

For the first year this person will function as an associate director, becoming familiar with all aspects of the position and working closely with the current director. At the end of one year the associate will become director and will report to the Vice President for Academic Affairs.

The director is responsible for assessing and maintaining academic quality and community service opportunities in Loyola's study abroad programs in a manner consistent with the standards of excellence of the College. The director oversees Loyola's programs in Spain, New Zealand, Thailand, China, Ireland, Belgium, Australia, and England. The director is also responsible for nine exchange programs, and nineteen other study abroad opportunities. Each year over 400 students, equivalent to 45 percent of the junior class, study abroad. The director must continually evaluate and improve our study abroad opportunities.

The director supervises four people in the International Programs Office and four on-site directors. The director must work collaboratively with faculty advisors and with administrators in the areas of finance, student life, admissions, and the Assistant Vice President for Academic Affairs and Diversity. The director works with academic department chairs to develop and assess study abroad opportunities for their majors. The director also is responsible for the undergraduate international students coming to campus, for internships abroad, and for finding opportunities for Loyola students who do not go abroad to experience international cultures. The director manages a $1.5 million budget and works with an advisory committee of faculty and staff.

The qualifications for the position are extensive experience with study abroad programs, a master's degree, and a background of working with students, faculty, and administrators. Screening of applicants will begin in mid-June and the position will remain open until filled. Please send letter of application, resume, and contact information for five references to:

Dr. Anne L. Young
Associate Vice President for Academic Affairs
Loyola College in Maryland
4501 North Charles Street
Baltimore, Maryland 21210

EOE

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DIRECTOR of EQUITY and DIVERSITY

The University of Scranton is inviting applications for the position of Director of Equity and Diversity. The Director provides the leadership and vision necessary to promote equity and diversity throughout all aspects of the University.

Reporting to the President, the Director of Equity and Diversity is responsible for the management of an effective diversity program to support the University's commitment to social justice and multiculturalism for students and employees. Additional responsibilities include: dealing with issues of gender, diversity, disability, sexual orientation, and HIV; coordinating training related to compliance, sensitivity, and acceptance of differences; coordinating student and employee requests for accommodations for learning and physical disabilities; monitoring and enforcing University policies related to diversity and equal opportunity; and ensuring the University's compliance with various federal, state, and local regulations.

Qualifications for the position include an advanced degree in a relevant field and five or more years of professional experience with equity, diversity, and affirmative action programs, preferably in higher education. The successful candidate will have a high degree of energy, creativity, and integrity, as well as strong intellectual, analytical, and interpersonal skills. An in-depth knowledge of government regulations as they relate to the EEO/AA requirements, sound presentation skills, and the ability to work collaboratively with all employees and students is also required.

The University of Scranton is a broadly regional institution of 4,800 undergraduate and graduate students located in northeastern Pennsylvania near the Pocono Mountains. Recognized nationally for the quality of its education, Scranton is one of 28 Jesuit colleges and universities in the United States. It is committed to providing liberal arts education and strong professional and pre-professional programs in the context of Ignatian educational principles, especially the care and development of the whole person.

The University is proud of its mission of liberal arts education in the Catholic and Jesuit tradition and spirit. The successful candidate is expected to make her/his contributions to this mission.

The Director of Equity and Diversity is a twelve-month position available 1 August 2001. Review of candidates begins immediately and continues until the position is filled. Interested candidates should submit a cover letter, resume and the names, addresses, and phone numbers of three references to:

Employment Manager
Human Resources
The University of Scranton
Scranton, Pa 18510

The University of Scranton is an AA/EEO Employer/Educator and welcomes application information from minorities and women.

ILLINOIS

COLLEGE OF APPLIED LIFE STUDIES
DISABILITY RESEARCH INSTITUTE

RESEARCH COORDINATOR

Position Description

The Disability Research Institute (DRI), housed within the College of Applied Life Studies at the University of Illinois at Urbana-Champaign, is seeking a Research Coordinator.

The DRI represents a partnership between the U.S. Social Security Administration and the College of Applied Life Studies at the University of Illinois, Urbana-Champaign,. under the leadership of the DRI Research Director and the DRI Managing Director. The DRI also involves the participation of other UIUC campus units as well as units or researchers at six other affiliated institutions. The DRI is in the first year of a five-year, $5.25 million grant from the U.S. Social Security Administration. The DRI is a national resource fostering high quality research, dissemination of information, and training and education related to disability policy.

The Research Coordinator of the DRI, working with the DRI Directors, coordinates the research-related activities of the DRI. The Research Coordinator will help to create new research initiatives, facilitate the search for external funding for future projects, and monitor the progress of all DRI research projects and other research related activities in the Institute. The Research Coordinator will work with other DRI staff in the development of the Institute's overall research agenda and will facilitate preparation of quarterly and annual reports. The Research Coordinator may assist in the guidance of post-doctoral fellows and graduate student trainees. The successful candidate must demonstrate research expertise and scholarly achievement in a disability-related field; experience in disability policy research is particularly desirable. Previous involvement in grant-related activities is preferred. Candidates will be expected to have an earned doctorate. Salary will be commensurate with experience. The position is a full-time (100%), 12-month academic professional appointment. Preferred starting date is October 15, 2001.

A letter of application, vita, and the names and telephone numbers of at least three references may be sent to:

Associate Dean Ruth Watkins, Chair
Search Committee
College of Applied Life Studies
University of Illinois at Urbana-Champaign
1206 South Fourth Street
Champaign, IL 61820, USA
Telephone: (217)333-2131 FAX: (217) 333-0404
EMAIL: rwatkins@uiuc.edu

To assure full consideration, applications must be received by August 1, 2001.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer. Minorities, women, persons with disabilities, and other designated class members are encouraged to apply.

MIT

HOUSE MANAGER AT MIT

We seek an individual to manage human resources, house finances, and facility maintenance on behalf of the Office of Residential Life and Student Life Programs (RLSLP) and MIT's educational mission. The area of focus in particular supports faculty in residence and student programs and services. In addition, the House Manager provides informational, operational, and security services to all building residents. Will work collaboratively with RLSLP's administrative offices, MIT's Office of Facilities, and other administrative offices as part of an overall institutional effort to provide integrated, seamless service to residents.

Requirements: a bachelor's degree and/or equivalent amount of education and related experience. A minimum of two years' experience in the administration of college/university student services, housekeeping, and building maintenance procedures strongly desired. Familiarity with (or willingness to learn) IBM computer software, e-mail and electronic work order tracking systems essential. Familiarity with labor relations issues useful. Must be service-oriented and able to work collaboratively with faculty, tutors, student residents, and other members of the community. Strong written and verbal communication skills a plus. Proven ability to work in a team-oriented fashion is highly valued. Should be flexible and easily adaptable to change.

Interested candidates should submit a resume and cover letter referencing **Job No. 01-0360** to: **Jennifer Walsh, MIT Human Resources, PO Box 391229, Cambridge, MA 02139-0013. To** apply on-line: **web.mit.edu/personnel/www/resume.htm.**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
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web.mit.edu/personnel/www

University of Arkansas, School of Social Work
Director of Social Work Research Center/Tenure Track Faculty

UNIVERSITY of ARKANSAS

The newly established University of Arkansas School of Social Work is searching for a tenure track faculty member to be Director of its Social Work Research Center. Salary is competitive. Rank is open based on qualifications and experience. The Center has received a three-year congressional appropriation of $921,000. Its focus is social work research and instruction to assess, analyze, and develop policy recommendations and practice interventions to reduce poverty.

Opportunities: Direct the Social Work Research Center •Participate in developing a nationally competitive MSW program •Teach in a Ph.D. program in Public Policy •Participate in designing a state of the art social work technology laboratory •Merge the roots of social work with 21st century approaches to address poverty and social injustice •A successful career in social work education and research while enjoying a high quality of personal life.

Requirements: DSW or Ph.D. in social work or related field •CSWE accredited MSW with agreement to attain Arkansas licensure within two years •Worldview consistent with social work values and ethics •Substantial record of research productivity •Record of success in acquiring external funds, especially federal research funds •Record of success in practice and teaching •Student-centeredness •Skills in the integration of technology in social work education and research •Skills in teamwork and maintenance of a collegial work environment •Skills in graduate curriculum development.

As the state's flagship research institution, the University offers a dynamic and supportive environment for research, teaching, and service. The University and the School of Social Work have a strong commitment to human diversity. Fayetteville is the largest city in the rapidly growing Northwest Arkansas metropolitan corridor with an increasingly diverse population (including a significant Latino(a) population) of over 300,000 and a robust economy. It is one of the eight fastest growing areas in the U. S. Fayetteville is a socially and culturally progressive city with excellent schools, a rich cultural and artistic tradition, many recreational opportunities, a commitment to a high quality of life, and is surrounded by the unsurpassed beauty of the Ozark Mountains

Available July 1, 2001. Review of applications will begin immediately and continue until the position is filled. Applicants should send letter of application, curriculum vitae, list of three references, and samples of a recent publication and a funded research proposal to:

Chair, Social Work Research Center Director Search
School of Social Work, 211 Old Main
University of Arkansas
Fayetteville, Arkansas 72701

The University of Arkansas is an equal opportunity/affirmative action institution. Applicants must have proof of legal authority to work in the U.S. Visit these websites for more information on the U of A and the position: www.uark.edu and www.uark.edu/depts/scwk

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MILLERSVILLE
UNIVERSITY

Assistant Provost for Academic Program and Services

Millersville University of Pennsylvania invites applications and nominations for the position of Assistant Provost for Academic Programs and Services. Millersville University, founded in 1855, is one of 14 institutions of the Pennsylvania State System of Higher Education. As a student-centered institution, the University is highly regarded for offering quality instruction and its strong commitment to the principles of client services and diversity. Nationally ranked as one of the top regional public institutions of higher learning by *U.S. News and World Report*, Millersville is also listed among Kiplinger's 100 "best-value universities" in the nation. The University has an honored history of providing excellent teacher education and a strong liberal arts curriculum in the arts, sciences, and humanities. The University enrolls 7,500 undergraduate and graduate students, and employs 550 staff and 350 full-time faculty.

Located in historic Lancaster County, the campus is within three hours drive of numerous cultural and recreational opportunities in the cities of Baltimore, Philadelphia, Washington, New York, the Pocono Mountains, and the Atlantic Ocean beaches. Because of its economic diversity, Lancaster County is among one of the most prosperous counties in the country. For more information, contact the Millersville University's Web page at www.millersville.edu.

Responsibilities: The Assistant Provost provides direction and administrative leadership for the following offices and programs:

- **Academic Advisement**
- **Act 101**
- **Lancaster Partnership**
- **Learning Services**
- **Undecided Majors**
- **Upward Bound**

The Assistant Provost must be able to assume a university-wide perspective, work and communicate effectively with students, faculty, administrators, external organizations and institutions in a diverse community. The Assistant Provost must encourage and promote the recognition, understanding and respect of cultural and human diversity in the faculty, staff and students and must be committed to increasing diversity within the University. A capacity and willingness to listen, create consensus, solve problems and assume responsibility are essential.

Qualifications: Candidates must demonstrate the capacity to be an innovative leader. Applicants must possess an earned doctorate and a record of teaching, scholarship and/or grant writing and service in higher education. Candidates need to present a record of progressive administrative experience in a university setting that demonstrates the ability to develop and administer multifaceted and comprehensive academic services designed to positively impact student retention. This includes planning, program development, team building within and among programs and offices for which they are responsible, programmatic outcomes assessment and personnel and budget management. Evidence of sensitivity to educationally and economically disadvantaged students is essential. Candidates must demonstrate an appreciation of the role for technology in educational administration and the ability to function effectively in a team-oriented collective-bargaining environment. Candidates must have a commitment to faculty development, the liberal arts, and academic freedom, and evidence of success in building an inclusive community. A successful interview is crucial.

NOMINATIONS AND APPLICATIONS: Applicants must include a letter detailing their experiences relating to the qualifications for the position; a curriculum vitae; and the names, addresses, and telephone numbers of at least three professional references. Full consideration will be given to complete applications received by July 23, 2001. Anticipated starting date is fall 2001. Electronic submissions will not be accepted. Nominations and applications should be sent to: **Search Chair, Assistant Provost Search/HI0702, MILLERSVILLE UNIVERSITY, P.O. Box 1002, Millersville, PA 17551-0302.** An Equal Opportunity/Affirmative Action Institution.

pbcc

PALM BEACH COMMUNITY COLLEGE

DEAN, ACADEMIC AFFAIRS

Florida's first public community college which serves a large and diverse population in South Florida invites applicants for the Dean of Academic Affairs at its Lake Worth location. Reporting to the District Vice President of Academic Affairs, responsibilities will include providing the leadership and management of all academic programs including the Center for Personalized Instruction, Library Learning Resources Center, and Media Services. Prepares, administers, and monitors the budget; supervises, interviews and recommends the selection of full-time faculty and adjunct faculty, Associate Deans, and Department Chairs. Facilitates the resolution of faculty and student problems; conducts administrative, faculty and staff meetings. Interprets and implements college policy; participates in the handling of grievences; performs enrollment management functions, etc.

Qualifications: Master's degree in related area required. Four to seven years of administrative experience at a Coordinator's level or above, with at least two years at a community college. An equivalent of one year of teaching experience at a community college is also required.

Review of Applications will begin **July 27, 2001.** To apply, please submit an application, detailed resume and/or letter of intent with a copy of transcripts to: **Office of Human Resources, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461. FAX: 561-439-8202**

Visit our website **www.pbcc.cc.fl.us** for information and employment application.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, ADA Employer, commited to fostering a diverse academic community among its students body, faculty, and staff.

VALENCIA

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Orlando, Florida

Counselor - East Campus

Provides leadership in developing systems to support student achievement in setting and completing career and educational plans including academic, social and personal development, and in program development, implementation, and evaluation.

Desired Qualifications: Master's degree [required] in counseling, student personnel, or related field. Demonstrated leadership in developing and implementing student services programs. Ability to assess student's developmental needs and translate theory into practice. Ability to independently initiate, develop, and implement programs. Individual and group communication skills including group presentation skills. Computer literacy skills. Experience in a post-secondary institution, preferably a two-year college. Understanding of and commitment to Equal Access/Equal Opportunity.

Salary: Faculty Salary Schedule. Application Deadline: July 19, 2001. For consideration, applicants must submit a completed Valencia Community College application, photocopies of transcripts for all post-secondary work, and a written statement describing his/her concept of a learning-centered institution. For an application packet and position announcement, please contact

Human Resources
Valencia Community College
P.O. Box 3028, Orlando, FL 32802
407-299-5000, ext. 1253
fax: 407-295-7477
or e-mail your request to: pers@valencia.cc.fl.us

NOTE: Résumés are NOT accepted via e-mail. All correspondence and application materials are a matter of public record in accordance with the Florida Sunshine Law.

EA/EO.

THE UNION INSTITUTE

AFFIRMATIVE ACTION/ACCESSIBILITY OFFICER

The Union Institute, a national university offering Bachelor's and Ph.D. degrees to adult students, is seeking a high-energy task orientated individual to efficiently provide the development and administration of an Affirmative Action/ Accessibility program for the university. Primary responsibilities include Affirmative Action recruitment and outreach strategies, policies and procedures for awareness of racial/ethnic harassment and sexual harassment prevention seminars, preparation of program reports, accommodations and services to learners, faculty and staff with disabilities and serving on various university committees.

Qualifications include a Master's degree and 3 - 5 years' experience in related field, preferably in an academic setting and excellent organizational and writing skills, professional demeanor and appearance, the ability to successfully interact with all levels within and external to The Union Institute, excellent attention to detail and an ability to handle multiple responsibilities. Additional considerations include: experience in higher education, knowledge and experience with affirmative action, civil rights and accessibility regulations at the federal and state level; demonstrated ability to provide direction and guidance to students, faculty and staff; experience in investigating formal and informal complaints; strong interpersonal, written and oral communication skills. Medical/dental benefits, life/disability insurance, retirement plan, 20 paid vacation days and 12 sick days per year, 14 paid holidays and tuition benefits if enrolled at TUI.

Submit a letter of application, resume, three references and salary requirements on or before July 31, 2001, to:

Human Resources Office
The Union Institute
440 E. McMillan Street
Cincinnati, Ohio 45206-1925
www.tui.edu

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

CUYAMACA
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PRESIDENT CUYAMACA COLLEGE

The Cuyamaca College President, under the direction of the Chancellor, leads, directs and supervises the College, and administers programs and operations in compliance with various rules, regulations, policies and legal requirements.

APPLICATION PROCEDURES

A complete application packet includes the following: 1. A one-page letter of application. 2. A supplemental application available, on the Web at: http://www.gcccd.net/hr/administrative.htm or by contacting Al Fernandez or Cathie Norris as noted below. 3. A current and complete resume of educational, professional, and community experiences and accomplishments that particularly relate to this position; 4. Names, addresses and telephone numbers of eight persons familiar with the candidate's work as follows: Two to whom the candidate reports, Two who report to the candidate (at least one from support staff), Two faculty members (one classroom instructor and one student services faculty member), Two community members.

Applicants who are protected under the Americans with Disabilities Act due to a disability and who require accommodations for completing the application process or interviewing, please notify the Personnel Office. Phone (619) 644-7644, Telecommunications Device for the Deaf (TDD) (619) 644-7900.

The Search Committee will review application materials on August 13, 2001. Materials received after that date will be forwarded to the Committee.

For further information contact: **Al Fernandez, Ph.D., Community College Search Services, 376 Hamilton Avenue, Ventura, CA 93003-1833, Tel: (805) 650-2546, Fax: (805) 650-8469, e-mail: alfdfhac@msn.com**

Send application packets to: **Cathie Norris, Director Employment Services/Personnel, Grossmont-Cuyamaca Community College District, 8800 Grossmont College Drive, El Cajon, CA 92020-1799, Tel: (619) 644-7631, Fax: (619) 644-7932, e-mail: cathie.norris@gcccd.net**

An Equal Opportunity/Affirmative Action Employer.

WESTERN CONNECTICUT STATE UNIVERSITY

Ancell School of Business

MANAGEMENT DEPARTMENT

Position: WCSU has an anticipated tenure-track position in General Management (emphasis on Total Quality Management, Supply Chain Management, and Operations) beginning August 2001. A twelve-hour per semester teaching load in the Bachelor's of Business Administration program, primarily in the Management program in Waterbury but also at the Danbury campus. Primary emphasis is on teaching; scholarly productivity and service to the university at Waterbury and Danbury are expected. Rank and salary are dependent upon qualifications.

Qualification: An earned doctorate in General Management or a related field; ABDs near completion will be considered. Other graduate degrees will be considered if coupled with professional experience in General Management that is relevant, significant in duration and level of responsibility, and current at time of hire. Demonstrated teaching and general management experience are preferred. Evidence of research productivity is required. Teaching assignments may include Total Quality Management, Supply Chain Management, and Operations as well as classes such as Current Issues or Strategic Management.

The Department: Eight full-time faculty, plus adjunct instructors, provide a BBA Management major and an MHA degree and also support an MBA program.

Application Process: Email, send, or fax a letter of application, a current vita, and three letters of recommendation to: Dr. Stanley Bazan, Chair, Management Department, WCSU, 181 White Street, Danbury, CT 06810. (203) 837-8527 (Fax). Bazans@wcsu.ctstateu.edu Review of applications will begin on July 16, 2001.

WCSU is an AA/EEO Educator/Employer.

PRESIDENT/CEO

The Kentucky Community and Technical College System (KCTCS) seeks an entrepreneurial leader to serve as Founding President/CEO of the comprehensive Community and Technical Colleges in Northern Kentucky.

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www.kctcs.net

KCTCS

SCC

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Information Specialist Librarian

Provides professional library assistance to the employees of the college, and members of the community, in the delivery of traditional, electronic and web based library services. Salary according to faculty schedule. **Required:** Master's degree in library/information science from an ALA accredited library school. Specialization in reference work. **Desired:** Some college library experience. **For application packet:** visit website www.seminole.cc.fl.us Fax 407-328-2425, email hr@scc-fl.com, or call 407-328-2101. To be eligible, a completed SCC application must be submitted. Refer to position F07361A08. Application screening will begin July 12, 2001. Applications received after that date will be reviewed as necessary. *EA/EO*

MOUNT HOLYOKE.

Director of Library, Information, and Technology Services

Mount Holyoke College invites applications and nominations for the position of Director of Library, Information and Technology Services (LITS). LITS serves the information needs of the College broadly defined, including library services, administrative and academic computing, and the infrastructure needed to sustain them. The Director oversees a budget of $7,500,000 and a staff of 73 persons, reports to the Dean of Faculty/VPAA and is a member of the President's senior staff. We seek a creative leader who combines a respect for the traditional roles of the library and academic computing with a sense of the transformative possibilities that information and information technologies bring to an educational institution; who will sustain and develop new collaborations among faculty, students, technologists and librarians; and who can build on and enhance the distinctive strengths of our integrated organization.

Founded in 1837, Mount Holyoke is an undergraduate liberal arts college for women with about 2000 students and 200 faculty. It is located about 80 miles west of Boston in the Connecticut River valley, and is a member of the Five College Consortium which consists of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst. The Five Colleges collaborate closely in planning and program development on both library and information technology issues ranging from a shared library information system to interactive classroom and network infrastructures.

Qualifications: An advanced degree (e.g. Ph.D. or M.L.S.); demonstrated leadership in an academic setting; substantive knowledge in information services and library fields; strong personal and management skills; effective oral and communication capabilities; and the desire and ability to work collaboratively with others.

Salary will be commensurate with experience and qualifications. Review of applications will begin on August 1 and continue until the position is filled. Please submit nominations or applications to:

LITS Search Committee
c/o Donal O'Shea
Dean of Faculty/VP for Academic Affairs
Mount Holyoke College
South Hadley, MA 01075

Shelly Weiss Storbeck, Managing Director and Vice President of the A.T. Kearney Education Practice, is assisting us with this search. Please feel free to be in touch with her at 703/739-4627 or via e-mail at:
Shelly.Storbeck@ATKearney.com

Mount Holyoke is committed to fostering multicultural diversity and awareness in its faculty, staff, and students and is an Affirmative Action, Equal Opportunity Employer. Women and people of color are especially encouraged to apply.

Tenure-Track Faculty Position in Experimental Physics

DARTMOUTH COLLEGE

The Department of Physics and Astronomy at Dartmouth College invites applications for a tenure-track faculty position in condensed matter/materials or biophysics at the assistant or associate professor level. The successful candidate will complement active groups in the areas of nanostructures, optical spectroscopy, and biophysics. Potential interactions with other faculty in molecular materials, engineering, chemistry, biology, and the medical school will be viewed favorably.

Applicants should submit a CV including a full list of publications, statements of research and teaching interests, and a list of at least four referees to the following address:

Faculty Search, ATTENTION:
CM/Bio, Department of Physics and Astronomy
Dartmouth College
6127 Wilder Laboratory
Hanover, NH 03755-3528, USA

Consideration of applicants will begin in August 2001 and will continue until the position is filled.

Dartmouth College is an equal opportunity and affirmative action employer. We encourage applications from women and minority scientists.

Job Opportunities

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

California State University Monterey Bay is distinctive in serving the diverse people of California, especially the working class and historically under-educated. CSUMB is committed to a multilingual, multicultural, intellectual community enabling students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

Director of Academic Personnel

(Administrator III)

Job#MB2001-EC732.
Sal: commensurate w/exp+b'fits
(Anticipated salary is $75,000 - $85,000).

Determines and directs the Academic Personnel Services Office functions & activities including overseeing & facilitating the faculty recruitment process.

To review complete vacancy announcements for this and other currently open positions or to APPLY ON-LINE, visit CSUMB at http://jobs.csumb.edu or, to receive REQUIRED employment application, call 831/582-3337; or visit (M-F, 8-5 pm):

CSU Monterey Bay
Human Resources Office
100 Campus Center • Seaside, CA 93955-8001
EOE

USF University of South Florida

The University of South Florida invites applications for the position of:

ASSOCIATE VICE PRESIDENT OF PUBLIC AFFAIRS

POSITION AND QUALIFICATIONS

USF is a public metropolitan research university, serving more than 35,000 students in nine colleges on four campuses in Tampa, Lakeland, St. Petersburg, and Sarasota. Classified as a Doctoral/Research-Extensive institution by the Carnegie Foundation for the Advancement of Teaching, USF offers degree programs in 77 undergraduate disciplines, 83 master's and specialist programs, and 28 doctoral programs, including the MD. The faculty numbers more than 2,000.

The Associate Vice President for University Relations directs university media relations, marketing, publications and web operations and is responsible for developing and implementing an effective overall communication strategy to support the institution's emergence as a major American research university. The Associate Vice President plans, directs, and coordinates the dissemination of timely communications to inform and educate the general public, the media, prospective students, students, faculty, staff and alumni about the work of the university and issues affecting the institution.

This senior professional's background should include experience at a major research university, or comparable institution, that demonstrates a strong understanding of the communication issues of a complex, decentralized institutional environment. This official must demonstrate a strong understanding of the importance of credible, accurate communications and the demands of the strict Sunshine Laws of the State of Florida.

A major component of the Associate Vice President's job will be developing and implementing a comprehensive "branding" program to help create a strong position for USF within the context of institutions in Florida and nationally, and to create local, state and national awareness of USF's stature as reflected by such recent achievements as: Doctoral/Research University-Extensive status; Division 1-A athletics; an important medical center; a vital traditional undergraduate experience; and strong regional campuses. This official must demonstrate a strong understanding of the role of an effective, credible media relations operation in maintaining public support and instituting a comprehensive institutional branding effort. A strong background in marketing and the ability to coordinate efforts in media relations, marketing, publications and web-based communications to support the branding effort are essential.

This official should have the demonstrated leadership ability and management experience that includes supervision of personnel and budgetary responsibility. This official should have strong interpersonal skills, including the ability to effectively work in teams to accomplish the university's communication objectives.

This official should have the demonstrated ability to design, implement, and evaluate communications strategies using appropriate technologies; disseminate information through media appropriate to the diverse and specialized audiences of a major research institution; analyze audiences and readership; determine key issues; evaluate and synthesize complex issues and ideas; and speak effectively, persuasively, and concisely under pressure.

Experience in, or direct knowledge of, a higher education research environment or similar organization is desired. The position requires a Bachelor's degree and a minimum of ten years' professional communications experience. Salary will be competitive and commensurate with experience.

ABOUT THE UNIVERSITY

The major campus of USF, in north Tampa, is at the hub of the Tampa Bay metro area. The campus covers 1,700 acres and houses more than 320 buildings. It is the site of the university's major library holdings, health science center, research facilities, central administration and the majority of USF's faculty and student body. Three regional campuses — USF St. Petersburg, USF Sarasota/Manatee and USF Lakeland - amplify USF's presence throughout West Central Florida.

ABOUT THE COMMUNITY

The Tampa Bay area, one of the nation's major media markets, is a multicultural metropolis offering a wealth of art and leisure activities, including a professional orchestra, performing arts centers, museums and major league sports teams. Among its natural attributes are hundreds of miles of beaches and an average annual temperature of 75 degrees.

APPLICATION PROCESS

Mail or fax cover letter, resume and three professional references to: ASSOCIATE VICE PRESIDENT Search Committee, c/o Sherry Forkel, University of South Florida, 4202 E. Fowler Avenue, ADM 264, Tampa, FL 33620-6300. Fax: (813) 974-2888.

Applications must be received no later than 5:00 PM. July 16, 2001. References will not be contacted until advanced stages of screening, and candidates will receive prior notification.

The State of Florida has a Public Meeting Law and a Public Records Law and all university searches are conducted under the terms there of. All meetings of the search committee are publicly announced and conducted. All documents submitted to the committee are treated as open material with the exception of evaluative documents specific to the performance of the faculty of the State University System of Florida concerning health or disabilities.

The University of South Florida is an equal opportunity, affirmative action, equal access institution. For disability accommodations, contact Sherry Forkel at (813) 974-4014 at least five working days in advance of need.

www.usf.edu • 4202 E. Fowler Ave. • Tampa, FL 33620

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PALM BEACH COMMUNITY COLLEGE

THEATRE MANAGER

Florida's first public community college invites applicants for the above full-time position at our Lake Worth location. We are a premiere teaching and learning institution in a highly desirable place to live. Our benefits package includes medical, dental, vision, life, LTD, EAP, tuition benefits, winter and spring breaks, etc.

The Theatre Manager is responsible for: managing a two-theatre (720 seat and 123 seat) complex including programming, fundraising, marketing, budgeting, and community engagement. Must work with a high degree of independence, initiative, creativity and innovation; and demonstrate a commitment to enrichment of cultural diversity through creative and cultural programming.

Qualifications: A Bachelor's degree in Arts Management or Arts related discipline is required. A Master's degree preferred. A minimum of four years related experience with two years in the Performing Arts presenting field is also required. Good communication and computer skills are necessary.

Review of Applications will begin **July 27, 2001.** To apply, please submit an application, detailed resume and/or letter of intent to: **Office of Human Resources, Palm Beach Community College, 4200 Congress Avenue, Lake Worth, FL 33461. FAX: 561-439-8202**

Visit our website **www.pbcc.cc.fl.us** for information and employment application.

Palm Beach Community College is an Affirmative Action, Equal Opportunity, Veteran's Preference, ADA Employer, committed to fostering a diverse academic community among its student body, faculty, and staff.

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Professionals in Higher Education
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Lexington, KY 40503-2486

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Fax: 859/278-3268

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For more information, contact
Softline Information, Inc.
20 Summer Street, Stamford, CT 06901 • (800) 524-7922
Fax (203) 975-8347

RIO HONDO COLLEGE
Whittier, CA

SUPERINTENDENT/ PRESIDENT SEARCH

The Superintendent/President of Rio Hondo Community College District must possess a high energy level and be an inspirational educational leader. This person will be expected to build upon the District's strong image in the community and continue to promote outreach efforts to the diverse communities served by the District. The Superintendent/President must be a person of integrity and committed to the successful future of all students of the college.

Submissions are especially encouraged prior to September 10, 2001. For a brochure that includes information about Rio Hondo College, description of the position and qualifications, and explains the application process, contact: **Superintendent/President Search Committee for Rio Hondo Community College District, C/O Shari Magnus, Search Liaison, 3600 Workman Mill Road, Whittier, CA 90601-1699. Tel: 562.692.0921 ext 3067**

For additional information please contact: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, ACCT, 1740 N Street, N.W., Washington, D.C. 20036, email: npolonio@ACCT.org.**

Information is also available on the Rio Hondo College web site at

www.rh.cc.ca.us
and the ACCT site
www.acct.org.

RIO HONDO COLLEGE

Rio Hondo College is an Equal Opportunity Employer.

- An ACCT Search -

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AMERICAN UNIVERSITY
WASHINGTON, DC

Assistant Director of Undergraduate Admissions

The Office of Admissions is seeking candidates for the position of Assistant Director for freshman recruitment. Experience in planning and implementing all recruitment activities in a defined U.S. recruitment region, evaluating freshman and transfer applications, and conducting presentations and interviews are required. Strong communication skills essential. Implementation of recruitment initiatives involves some fall and spring travel. B.A./B.S. required plus minimum of two years' direct admissions experience.

Candidates should view the university's outstanding benefits package on our web site at www.hr.american.edu. To apply, complete an application in person or send your resume, cover letter and application or letters of nominations with resume and cover letter to: **American University, Office of Human Resources, 4400 Massachusetts Ave., NW, Washington, DC 20016-8054.** Applicants may also call (202) 885-2591 for an application or download an application from our web site. **Fax: (202) 885-2558.**

American University is an Equal Opportunity/Affirmative Action Employer. The university is committed to a diverse faculty, staff and student body. Women and minority candidates are encouraged to apply.

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FINDING PERSPECTIVE, ACCEPTING RESPONSIBILITY

Dr. José Hernández is program coordinator for the McNair Scholars Program at the University of South Florida.

I could have been a high school dropout, a criminal, or someone marginalized by society. These are outcomes and expectations many people have for Hispanic-Americans, based on stereotypes. Growing up poor in Cuba, leaving my land of birth at age nine, I had no guarantees of what my life would bring. My parents had high expectations and did their best to ensure my success. I was fortunate that my family moved to Puerto Rico, where the people embraced me like one of their own. I was accepted and encouraged, particularly by my teachers. I attended the University of Puerto Rico my first year of college and left for the U.S., which I believed was the land of boundless freedom and opportunity.

On arrival, I was first struck by being labeled a "minority" student and by the perception that I was different and therefore not as capable. Puerto Rico and Cuba seemed like remote countries with very little in common with the U.S. But I was inquisitive and motivated. I managed to learn the ways of my new home and became acclimated and assimilated into the American way of life. Many people expressed respect for my hard work, praised my effort, and made me feel supported. In spite of many barriers, I completed undergraduate studies in psychology and graduate studies in counseling and education. I tried hard to understand myself and my place in the world. I felt a quiet resistance to total assimilation and held fast to my roots, deeply planted in my fertile Cuban spirit. I carry that wonderful Spanish tongue and the need for rhythm and passion, coffee and sea breeze, dominoes, family, plantains and black beans.

The number of Hispanic-Americans swelled in the 1990s, and yet, as a group, many remain on the fringes of our society, struggling and trying to preserve our culture. I felt a responsibility to myself and to those who will follow. I found it was not enough to claim membership in the human race and be part of a fuzzy concept of a "unified and global culture." I also began to question my role as an educator.

Since then, I have accepted the responsibility of being a cultural transmitter for my Hispanic culture, and that I should be more active in ensuring that we maintain our culture, and that our way of life encompasses all things Hispanic and American. I began to share my perspective through my teaching, my research, and student activities–not with loud and sounding voice, but one person at a time at every opportunity. I also recognized a responsibility to nurture our future Hispanic leaders at a very personal level–that my experiences could be shared in such a way as to decrease the barriers they will likely face in completing their education.

Most Hispanic undergraduates need information and assistance to maximize their options, particularly expanding their potential for a graduate education that could help them become scholars. I believe these students also need a more intrusive approach that reaches them in a real way. I make this effort because we need them to replace us and become leaders in a future that demands their scholarship and goodwill.

These future scholar-leaders might not come to accept the responsibility I have accepted. They all have unique missions to accomplish in a variety of disciplines. But every effort I make to ensure their success could have a ripple effect that would impact many people in the days ahead. If each of us would focus on developing a future generation of Hispanic scholar-leaders while they are still young, developing adults, then we could inspire them to strengthen their cultural understanding or, if abandoned, reclaim it.

We can begin by supporting their accomplishments and leading them to success through access to knowledge. Herein lies the real key to our future: preparing future Hispanic scholar-leaders to acquire the knowledge–not just information–that will lead them to the truth about themselves. All these activities require institutional support, programmatic and funding increases, and changes in how we nurture our future scholar-leaders.

In accepting this responsibility, we are saying yes to the challenge of developing a more thoughtful and caring generation of Hispanic American scholar-leaders.

The beginning, at least for me, has been in making a personal commitment to this goal.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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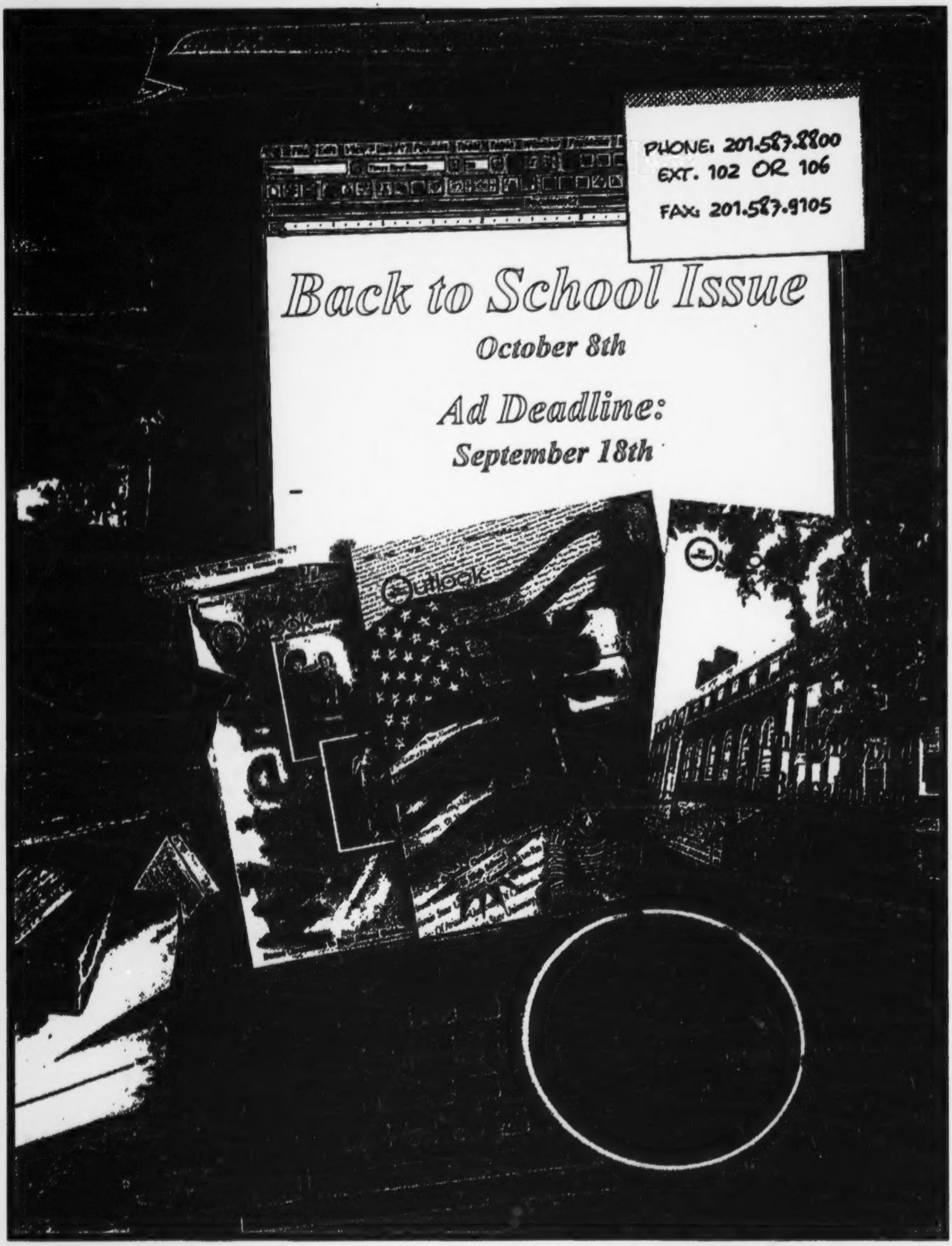

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A CAPITOL VIEW

New, Improved Visa Waiver Program

BY GUSTAVO A. MELLANDER

Governments aren't always open or forthcoming. Sometimes they develop a bunker mentality out of necessity and a need to be secretive. Some even become paranoid. They are also becoming much more conservative than many realize. Radical and revolutionary as they may be at the beginning, they bring with them their true-believing bureaucracies. Clearly, bureaucrats who believe in the mission are necessary to implement programs in a systematic fashion. But they tend to grow and expand year in and year out. As time goes by, they are less and less inclined to consider, much less accept, change. In short, it is also safe to conclude that those in power abhor change and repudiate fresh ideas.

Visas

For centuries, nations have insisted on having non-citizens apply for visas before they could visit the county. There were valid security and other reasonable reasons. But there was also a downside. The restrictions and red tape were an impediment to progress, to free trade, to increasing tourism, and to fostering better relations.

During George Bush Sr.'s term in office, a pilot program was initiated at the State Department to make it easier and less cumbersome to visit the United States. The pilot program proved highly successful here and overseas, so much so that virtually everyone agreed last year that it should become a permanent part of the nation's foreign policy. Congress agreed. In the waning days of Clinton's administration, it presented him a bill to reform the nation's visa system. Clinton signed H.R. 3767, the Visa Waiver Permanent Program Act, into law. It has significance for many Hispanics here and those in their ancestral lands as well.

The new law, among other things, permits nationals of many countries to enter the United States for business and tourism without first obtaining a U.S. visa. That privilege is to be granted as long as U.S. citizens are granted similar privileges in the visitors' countries.

By facilitating travel, the Visa Waiver Program will help generate billions of dollars in tourist expenditures and business revenues for U.S. companies. At the same time, it will foster a feeling of openness and good will toward the U.S. Another consequence can be to create an understanding of who we are as a people by giving millions of citizens from participating countries an easier way to visit the U.S. The pilot Visa Waiver Program saved money as well. The Department of State was able to reallocate resources from issuing routine visas in low-risk waiver countries to doing more to combat fraud in high-risk countries.

The New Law

H.R. 3767 establishes new requirements that will strengthen the existing program. Provision will enhance America's security by requiring that within specified time frames, all foreign nationals entering the U.S. under the program have machine-readable passports. That type of passport is less susceptible to fraud and can help the Immigration and Naturalization Service track the entry and timely departure of foreign nationals.

For the hundreds of thousands of recently arrived Hispanics, the new law makes it easier for their family and friends to visit them in this country.

H.R. 3767 requires the attorney general to consult with the secretary of state prior to admitting a new country into the program. An element to be considered is the effect of the admission on the law enforcement and security interests of the U.S. Continual monitoring of those considerations with respect to all other countries in the program is also required. Finally, H.R. 3767 provides emergency procedures for terminating a country's participation. This could occur when the attorney general, in consultation with the secretary of state, determines that events in that country, such as a severe breakdown of law and order or economic collapse, would pose a threat to America's law enforcement or security interests.

This Act also includes immigration-related provisions that will further the Administration's objective of promoting the rapid and pro-competitive privatization of the International Telecommunications Satellite Organization (INTELSAT), a goal widely shared by INTELSAT member countries. Its salubrious encouragement of free and open discussion and travel will, many believe, foster democratic ideals as well.

By ensuring that the immigrant status of the current employees of this intergovernmental entity will not be adversely affected, the United States, a nation of immigrants and visitors, will affirm its commitment to a smooth privatization. Further, the way is opened to foster its desire to welcome a pro-competitively privatized INTELSAT as a valued U.S. corporate citizen.

Who says government cannot change? Beginning as a pilot program, the Visa Waiver Program was a great success. Building on that success, it has been expanded and formally institutionalized. Now, as a result of this legislation, it may not only be a better program, but it has become a permanent fixture of the nation's immigration system. It is also helping to reform the visa system worldwide.

One Washington-based academic has suggested that all new federal programs should follow the model of being a pilot program first before being formally institutionalized.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

The debate over the use of the SAT is by no means winding down. Opinion is split among teachers, administrators, and students alike as they question the test's true function and usefulness. Some questions: Is it an IQ test? What does the SAT measure–aptitude, intelligence, and/or achievement? What does it test? Does taking the SAT equalize opportunity for the less privileged to access higher education?

A quick chronology on the evolution of the SAT: 1905, Alfred Benet invents the first IQ test; Robert Yerkes, a Harvard professor, administers the IQ test to nearly two million recruits during WWI in order to choose officer candidates and help build up a record of statistical evidence; 1923-26 Carl Brigham has his own version of the IQ test given to first-year Princeton and Cooper Union applicants; The College Board puts Brigham in charge of developing a test, which becomes the SAT.

One of our features, entitled "Farewell to the SAT" presents various schools of thought regarding the test. Some of the points made include: how teachers are under pressure to teach to the test; how last year alone an estimated 150,000 students paid more than $100 million for test coaching; and how generally students of color perform lower than their White counterparts. While defenders of the SAT argue that it is "the only common yardstick," others believe that the SAT I is misused. Richard Atkinson, president of the University of California, raises an important point, "...standardized tests can help the public assess the effectiveness of schools. The problem is overemphasis on tests that do not have a demonstrable relationship to the student's program of study." The SAT does not have such a relationship. The jury is still out on whether the SAT will become optional. It is a useful testing tool. But we need to take a closer look at how the results are applied, how much emphasis is placed on a student's performance, and how the scores are interpreted.

Also in this issue are stories on the recent Census data, ASPIRA, an AAUW report on the educational status of Latinas, and Florida Atlantic University. Future features will cover seeking a dream job online, Hispanic participation in advanced placement courses, *y mucho más.*

M. Sarracent

Letters To HO

A Note of Disappointment

Congratulations on a successful magazine focusing on Latino issues. I am a subscriber and am always impressed by its content and message, however, I must express my disappointment in the Harvard University Honor Roll article.

As I read the article, specifically where you mention notable Harvard and Radcliffe alumni, you did not mention ONE SINGLE NOTABLE LATINO. I couldn't believe that a publication that focuses on Latino issues could not mention (or find) a notable Latino alumni. It may seem like a petty, small detail, but for those of us in the field of education that try to motivate our Latino youth to attend colleges ranging from Santa Ana College to Cal State Los Angeles, to UC Irvine, to Stanford, this small, petty oversight does make a difference.

Keep up the good work but pay a bit more attention to detail as we move the Latino community forward.

Gracias,
Santana Ruiz

Dear Mr. Ruiz,

Thank you for making a point that is anything but petty.

Honor Roll author Roger Deitz, says: "Be assured we request such information from the colleges and universities. Sometimes these facts are easily forthcoming, other times much less so. We ultimately must work with the information the institution does (and does not) provide."

Do we care, as you do, when no Latinas and Latinos are listed? You bet. So does Roger. And your letter will inspire us all to try harder.

We also hope it inspires readers to encourage their institutions to take full advantage of the positive power of alumni as role models–especially those so often left out.

HO Editors

Pleased To See

I was pleased to see Dr. Tito Guerrero's picture on the front of *The Hispanic Outlook* magazine (May 21). His accomplishments are a testament to his perseverance, his talents, and his boundless energy to strive for higher goals. He has accomplished much at USC and rightfully deserves the accolades of his peers. We expect his future will be equally bright as he now accepts the responsibilities as President of Stephen F. Austin State University in Nacogdoches, Texas. USC will note his loss, but he will be a tremendous asset to SFASU.

I am glad to be counted among those who think highly of Dr. Guerrero.

R. Lynn Stevens
Regent, Stephen F. Austin State University

Emphasis on Engineers, Activism, Health Care

The Many Strengths of Florida Atlantic University

BY MICHELLE ADAM

FLORIDA ATLANTIC
UNIVERSITY

Florida Atlantic University (FAU) is located in the southeast region of Florida, one of the fastest growing areas of the nation. The University and its seven campus locations in Palm Beach, Broward, and St. Lucie counties have seen an influx especially of Latinos. Many moved into the region after Hurricane Andrew. This change of demographics has resulted in a dramatic increase in the enrollment of Latinos, from 589 in 1987 to 2,380 in 2000. While the total population at the University has doubled, the number of Latinos has quadrupled.

Florida Atlantic has made a point of attracting further diversity to its campus, working directly with and for local communities where sizable populations of Latinos live. As one of Florida's ten public universities, FAU boasts a 30 percent minority recruitment, topped only by Florida A&M, an historic Black college with 95 percent minority enrollment, and Florida International University with 69 percent. This is also a place where, within its various schools and departments, outreach and community service play a central role.

At FAU's College of Engineering, where 10.9 percent of the students are Latino, outreach programs encourage the participation of young minority students and females, offering scholarships and opportunities to FAU to those interested. One of the most popular and successful outreach efforts has been through the Southeastern Consortium for Minorities in Engineering (SECME), a national program whose primary goal is to increase the pool of underserved students completing postsecondary studies in math, science, engineering, and technology.

SECME is the largest pre-college alliance in the country, linking universities with school systems, industry, and government. FAU is one of many universities that offer summer programs in engineering, math, and science for SECME teams, which are established in the middle and high schools. At each member school, SECME teams are composed of principals, counselors, and teachers. These teams link up with the University for training and supervision in math, science, and technology, and in turn, incorporate this information into their own curriculum, thus exposing students to the fundamentals for a career in engineering and the like.

FAU-SECME leads the nation in scholarships, program growth, and industry involvement, and provides 25 four-year full-tuition scholarships, more than any other participating university. It has grown from 10 Broward and Palm Beach County high school programs in 1988 to today's 88 programs serving K-12 students. "We have increased the participation of females and minorities thanks to SECME," said Sharon Schlossberg, director of student services for the division of engineering.

Schlossberg cited as a success story Patricia Díaz Veloso, a SECME scholar for four years. As a high school student, Veloso had participated in the University's Technology Connection program, a summer offering in engineering and technology for high school and middle school students. Through her experience, she decided to become a computer engineer, and as a SECME scholar attended four years at FAU. Although Veloso got married at the end of her high school senior year and then worked forty hours a week while attending college, "she finished with accolades," said Schlossberg.

Her single mother, a domestic who had saved money to bring her children to this country, raised Veloso. And now her daughter is working for Motorola, with a beginning salary close to $50,000. "She could not touch the earth. She was floating," said Schlossberg about Veloso's reaction to her job offer with Motorola after college. Today, Veloso's sister is also studying at FAU to become a nurse.

Schlossberg, who has worked hard to bring opportunities to those students who would normally not pursue degrees in engineering, math, or science, has seen the number of Latino engineers in their program increase right in front of her. "I see a definite increase. I see many more women. I see many more Hispanics. These students coming in would not have thought of becoming an engineer due to lack of exposure. This program is raising the bar and the level of exposure, especially for Hispanic females," she said. "Now they are not only coming through the pipeline but graduating college and going on to graduate school or contributing to the workforce."

When Schlossberg arrived at FAU in 1989, there were only a handful of Latino students. Due to their small numbers, they joined the African American engineering club at times. "Now we even have a Society of Hispanic Professional Engineers because there is a popu-

Hands-on experimentation helps students sharpen critical thinking and problem-solving skills in pre-college programs for Florida Atlantic University's College of Engineering.

lation that merits it," she said. These students attend conferences and network with others across the country. "These kids are dynamite," said Schlossberg. "I see these students who are now coming in better prepared. Because of SECME, students are so much better prepared for what is in front of them."

Having been a counselor in high schools for many years prior to FAU, Schlossberg is all too familiar with the low expectations placed on minorities and women when it comes to math, engineering, and science. But with programs such as SECME and others through FAU, the success stories abound. "We are doing more outreach. Kids are exposed to more through our summer programs," said Schlossberg.

Hernando Nieto is one such student. Through his middle school SECME program, he was introduced to technology through Technology Connection, a popular summer offering at FAU that drew in more than 1,100 middle and high school students during 15 years. Although today the program is no longer offered, it was through Technology Connection that he became inspired and eventually received a SECME scholarship to attend FAU as an ocean engineering student. The son of a night watchman, Nieto will be a senior in the upcoming year and is also currently in the school's STEP program.

Students To Engineering Practice (STEP) is a new College of Engineering and National Science Foundation partnership that offers $2,500 annual scholarships, academic support, and professional development for 30 students with financial need during their last two years of school. Schlossberg described the group of students receiving these scholarships as ethnically diverse. She chose to specifically support these students in their last two years because, as she put it, "We have had people in the pipeline, but they weren't coming out fast enough. Many had jobs and money problems, and in some cases, they were throwing in the towel."

Florida Atlantic University's College of Nursing Outreach programs help diverse populations in community health centers.

Schlossberg is proud of the large number of outreach programs offered through the College of Engineering, many more than have been listed here. However, the purpose of the programs is much the same. Many of them, she said, "have gained both local and national acclaim because of their effectiveness and their focus on recruiting students whose ethnicity is underrepresented in the field of engineering. We are getting more and more native students. Diversity is our goal."

College of Nursing

For FAU's College of Nursing, community outreach has also become central to its mission. Dr. Marilyn Parker, professor of nursing and director of the Center for Innovation in School and Community Well-Being, explained the beginning stages of their outreach work.

"Nurses over history have gone to underserved areas and into places where other people didn't want to go," said Parker, explaining her reason for establishing the Community Nursing Project in 1995. "I strongly believe that nursing faculty should try to demonstrate that nursing can be alive and well in the community. We should share our resources."

Parker arrived at FAU in 1988 and at that time sought out the funding necessary to create community centers that would demonstrate her nursing philosophy. In 1995, she and other nurses and students from the College began providing health and support services for migrant workers in the western part of Palm Beach County. They also offered assistance in five schools where there were multicultural and medically underserved populations, which consisted of a large number of Spanish-speaking children of farmworkers. "The work we demonstrated led the Palm Beach County Healthcare District to fund a nurse in every school," said Parker. The schools didn't have nurses prior to this.

FAU's College of Nursing eventually established wellness centers in the schools, providing health care in the evenings to its students and their families. Three of their four main centers attract significant numbers of Latinos, with one center catering to 90 percent Latinos. The group conducts inquiry groups with many Latinos and others in the area to determine what their needs are and how to service them best. Beyond medical care, faculty members act as a bridge on behalf of individuals, documented and undocumented, in working with the state to find health insurance and more traditional coverage for those in need. "We have been great partners," said Parker. "If the people in the community need our help, we will help."

The nursing faculty brings diverse groups of children from the community centers to the campus and labs to open their eyes to the possibilities of higher education. "Our faculty has been committed to diversity," said Parker. Today,

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approximately 8 percent of the 920 students in nursing are of Hispanic origin. The department is at least 25 percent minority. "It mirrors society," said Anne Boykin, dean of the College of Nursing. "As a university as a whole, we are very much seeing an increase in the Hispanic population," she said. During this past year, the College was awarded about $100,000 in scholarship money, of which 13 percent went to Hispanics. "We understand the importance of having Hispanic nurses. We are committed to that."

Activist Professor Campoverde

Within the department of sociology at FAU, Associate Sociology Professor Cecilia Campoverde is a noted figure for her work in the community, especially among Latinos at home and abroad. She came to FAU in 1989 with the awareness that there wasn't an agency present in the area to serve the needs of the Hispanic community. With a large population of Guatemalans having immigrated to the area, she established the Latin American Immigration and Refugee Organization, providing guidance to Latinos in the community. She created this organization shortly before obtaining her post at FAU.

"Agriculture and tourism are the top industries here, and the Latino community is key to their successes. But the lowest paid are the Guatemalan and Mexican farmworkers, maids, and restaurant workers" said Campoverde.

Campoverde has established multiple agencies and organizations on behalf of Latinos and other groups in the area since joining FAU. She formed the Guatemalan Center; the Guatemalan Maya Quetzal Organization; Reaching Potentials and Renaissance School, which trains children with autism; and the Migrant, Autism, and Social Work Fund, which helps students in need. Because of all of her contributions to the community, Campoverde was named one of the "Eckerd 100," through the Eckerd Salute to Woman program, from a field of 2,900 candidates.

Of her work, said Campoverde, the purpose is not charity. She sets up organizations and helps establish a structure, which is then upheld autonomously by those who are serviced by the organization. And she acts as a consultant once the groundwork is established. Campoverde also teaches her students how to work with their community and to see where the true needs are as future social workers. "My students just love that part of it," she said.

Florida Atlantic University campus

Most recently, Campoverde has been working with a community in Guatemala, helping rebuild the lives of those devastated by Hurricane Mitch in 1999. She is helping bring dignity and self-sufficiency to those who remain in Guatemala, many others having come to the U.S.

Honors College

While Campoverde has lent a hand from the University grounds and out into her community, FAU's Honors College, which opened its doors in 1999, has been attempting to draw diversity to its new campus. Currently, 7 percent of its students are Hispanic, and 19 percent, minority. Students from at least a dozen countries are represented as well. "When the Honors College was started, when they began to conceptualize it, it was about different kinds of students working together," said Kerry Rosen, director of Honors College admissions.

The college representatives have traveled to more than 400 high schools in Florida, especially seeking to attract a diverse group of students. They have also sent mass mailings to National Hispanic Scholarship winners. And rather than merely looking at test scores to determine possible entrants, representatives have conducted personal interviews and screenings, spoken to teachers, and reviewed writings to find those "hidden" but promising students. This holistic approach to the application process provides an opportunity to find strong minority students who might not be good test-takers.

"Everyone would like to have diversity, but then schools create strict enrollment standards," said Rosen. "I know that the Honors College did not want that to happen."

All Honors College students receive a merit-based scholarship of $2,000 to $5,000 every year with admission (tuition is $2,400 a year). Students who are National Merit Finalists, National Achievement Finalists, or National Hispanic Finalists are awarded $6,500 for each academic year. Currently, the Honors College has one National Hispanic Scholar Finalist and is expecting another two next year. Also, the Roberto Goizueta Family Foundation has agreed to fund scholarships for Hispanic Floridians to attend the Honors College this upcoming year.

"The challenge is to share the opportunities of the Honors College.…Our challenge is getting the word out to attract a diverse group of students–and to keep our academic standards high," said Rosen.

By the year 2010, student enrollment at FAU is expected to reach 46,000, double what it is now. Given the demographics of Florida, Hispanics will surely play a large role in this increase.

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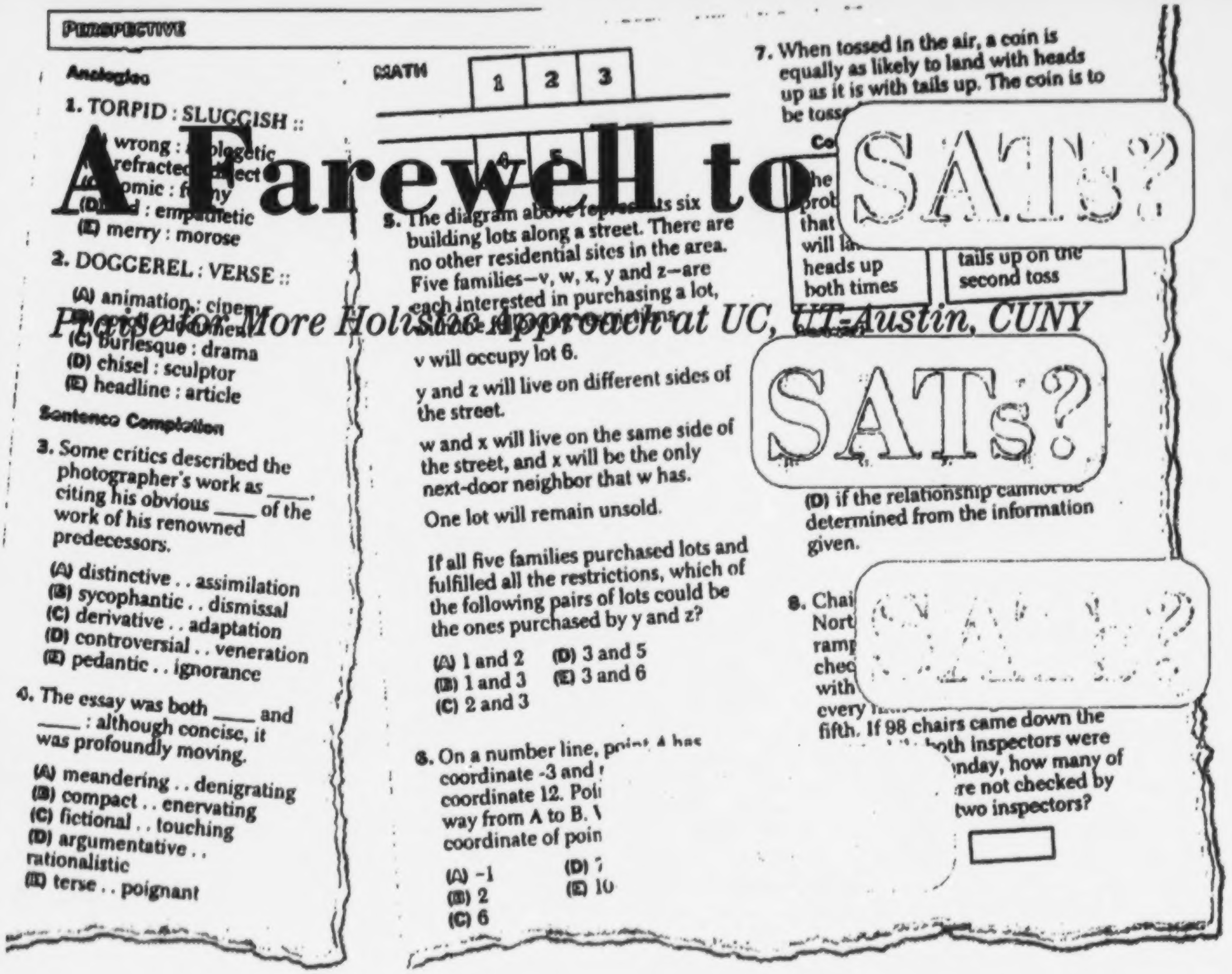

Analogies

1. TORPID : SLUGGISH ::
(E) merry : morose

2. DOGGEREL : VERSE ::
(A) animation : cinema
(C) burlesque : drama
(D) chisel : sculptor
(E) headline : article

Sentence Completion

3. Some critics described the photographer's work as ____, citing his obvious ____ of the work of his renowned predecessors.
(A) distinctive . . assimilation
(B) sycophantic . . dismissal
(C) derivative . . adaptation
(D) controversial . . veneration
(E) pedantic . . ignorance

4. The essay was both ____ and ____: although concise, it was profoundly moving.
(A) meandering . . denigrating
(B) compact . . enervating
(C) fictional . . touching
(D) argumentative . . rationalistic
(E) terse . . poignant

MATH

1	2	3

5. The diagram above represents six building lots along a street. There are no other residential sites in the area. Five families—v, w, x, y and z—are each interested in purchasing a lot,

v will occupy lot 6.

y and z will live on different sides of the street.

w and x will live on the same side of the street, and x will be the only next-door neighbor that w has.

One lot will remain unsold.

If all five families purchased lots and fulfilled all the restrictions, which of the following pairs of lots could be the ones purchased by y and z?
(A) 1 and 2
(B) 1 and 3
(C) 2 and 3
(D) 3 and 5
(E) 3 and 6

7. When tossed in the air, a coin is equally as likely to land with heads up as it is with tails up. The coin is to

(D) if the relationship cannot be determined from the information given.

A Farewell to SATs? SATs? SATs?

Praise for More Holistic Approach at UC, UT-Austin, CUNY

BY ISIS ARTZE

Enrolling more than 100,000 undergrads, UC is the largest user of the SAT I.

It's music to the ears of many students across America: The SAT is under attack, and they may soon be able to apply to America's colleges and universities without including that all-powerful number less-than-or-equal-to 1600.

The SAT, specifically the SAT 1, has had opponents since its inception in the 1920s. But on Feb. 18 of this year, it may have met its match. In a speech to his fellow college presidents, Richard Atkinson, president, University of California (UC), proposed that the school system no longer use SAT I scores in the admissions process, arguing that "America's overemphasis on the SAT is compromising our educational system."

Atkinson told the troubling story that last year, while visiting a private school, he came across 12-year-olds learning analogies in anticipation of the SAT I. After much deliberation and a revisit to the test itself, he concluded that children are spending hours each year learning how to take the test, at the expense of specific subject matter and skills.

His suggestion for the UC system is twofold. First, the university would require "only standardized tests that assess mastery of specific subject areas rather than undefined notions of 'aptitude' or 'intelligence.'" Until a standardized test is developed that is directly tied to college preparatory courses, he advocates the use of the SAT II—a test that measures knowledge of specific subjects.

Atkinson's second recommendation is that all UC campuses use comprehensive measures in the admissions process, taking into account such factors as high school environment, instead of using "narrowly defined formulas."

If UC decides to implement his plan, the University would not be alone. About 280 of the nation's 2,083 four-year colleges and universities make the SAT optional for some or all applicants, including Mount Holyoke, Bowdoin, Bates, Bard, and Connecticut.

Nonetheless, the decision would be unprecedented in its scope and implication—so much so that on March 12, *Time* magazine featured

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an extensive cover story, "The SATs, Why Some Colleges are Junking Them."

Why does Atkinson exert so much influence? For one, enrolling more than 100,000 undergraduates, UC is the largest user of the SAT I. Perhaps, more importantly, Atkinson's reputation as a cognitive psychologist and his previous post at the College Board, the organization that administers the test, add authority to his opinion. In addition, his premise that the SAT I is misused in this country is indisputable by supporters and adversaries of the test.

Atkinson's words packed a strong punch, especially when he described how SAT mania extends beyond students: "Teachers are under pressure to 'teach to the test.' College admissions officers are under pressure to increase the SAT scores of each entering class, which affect college rankings. Some universities have been known to manipulate–and indeed falsify–SAT scores. Some affluent parents have been known to shop around for a psychologist willing to certify that their child is learning disabled. This would qualify them to have extra time on the test. Last year alone, an estimated 150,000 students paid more than $100 million for test coaching."

Even Gaston Caperton, president of The College Board, concedes that "there is a tendency to overemphasize The College Board's SAT, and all other admission tests." He adds, "I welcome the opportunity to join forces with educators to curb this growing obsession."

Nevertheless, Caperton defends the value of the SAT I. "Not only does it incorporate the highest standards of what is required for success in our nation's most demanding colleges," he says, "but it is the only common yardstick in an era of grade inflation, and where students complete different courses with different teachers who use different grading standards."

Indeed, the 'common yardstick' metaphor is one of the strongest and most popular arguments in favor of the SAT I. But Atkinson's plan is not inconsistent with this theory. He insists that he is not against standardized tests, per se. "Developed properly and used responsibly, standardized tests can help students gauge their progress and help the public assess the effectiveness of schools," he says. "The problem is overemphasis on tests that do not have a demonstrable relationship to the student's program of study." He thus prefers the SAT II exams, he says, since they are somewhat related to high school curriculum. This raises one of the key questions in the SAT I conflict: What does the test actually measure? Atkinson says it's "a mystery." Caperton argues that it teaches students "to think," and that it measures "higher-order reasoning skills."

About 280 of the nation's 2,083 four-year colleges and universities make the SAT optional for some or all applicants, including Mount Holyoke, Bowdoin, Bates, Bard, and Connecticut.

His colleague, Wayne J. Cámara, vice president for research and development at The College Board, says: "The questions on the SAT I are designed to reflect the higher-order thinking skills that college faculty have informed us are required of students. Questions on the SAT I ask students to compare and contrast different perspectives as represented in two long reading passages, to understand how concepts relate to use, to interpret data from graphs or text, to apply math concepts, to read critically, and to make inferences based on partial data."

Cámara adds that the SAT I is the best predictor of college grades and graduation rates. Atkinson disputes this claim, however, saying that high school grades are by far the best predictor of first-year college performance.

Moreover, according to Atkinson, the SAT II is a better predictor of performance than the SAT I, and "the SAT IIs augmented by the SAT I are only slightly better than the SAT IIs alone in predicting freshman grades."

Universities use these scores not only to ensure that the students enrolled are successful once there, but also to simplify the admissions process. This is especially the case in large, public colleges that receive tens of thousands of applicants each year. Employing a cutoff SAT score allows these schools to focus their energy on a smaller pool of applicants.

"It's an easy way to do business," says Raul González, education policy analyst of the National Council of La Raza (NCLR), "otherwise, the process is extremely time consuming."

Even more alarming to Atkinson than what the SAT I actually measures or how it is used, he says, is what the test presumably measures and how it is abused.

"It's considered to be a predictor of success," González says, "as opposed to a test of specific skills that have to be taught. A better predictor of success is a child's work ethic," he says. "Even in a crummy school, it demonstrates the ability to learn and to maneuver in the school system."

Undoubtedly, many consider SAT scores a determinant of merit, indicating which of the nation's students deserve to attend the top institutions of higher learning. But who would agree with the equation that higher-order reasoning skills are equivalent to merit?

According to Atkinson, this presumption is not compatible with the American tenet that achievement should be what matters most. "Students should be judged on what they have accomplished during four years of high school, taking into account their opportunities," he says.

The Race Question

While critics have long argued that the SAT I is inherently biased against Blacks and Latinos, Atkinson has another theory. He blames the disjunction between what students are being taught and what is actually tested in the SAT I.

It cannot simply be said, as defenders of the test have tried, that the lower performance reflects the fact that these groups are clustered in poor schools, Atkinson says. Instead, "the real basis of concern [of minority community leaders] is that they have no way of knowing what the SAT measures and, therefore, have no basis for assessing its fairness–or helping their children acquire the skills to do better."

But The College Board stands up for itself, calling the SAT I the most researched test in history. It assures that it is constantly studied and revised to detect and eliminate potentially discriminatory questions.

González says he is, and believes everyone should be, weary of the College Board's claims of fairness. "It engenders some genuine skepticism," he says.

Stanford psychologist Claude Steele has yet another assessment of the racial question. Research has shown that even when economic disparities disappear, Blacks and Latinos score lower than their White and Asian peers.

Steele says minorities encounter test-taking stress. He explains that precisely because they fear that they will confirm the stereotype about their poorer performance, they do.

On the other hand, Louise Mirrer, executive vice chancellor of the City University of New York (CUNY), says that the SAT I requirement, which they established only two years ago, has worked favorably for minorities.

CUNY is very diverse and enrolls students from the lower segment of the socioeconomic spectrum, she says. "For us," she adds, the SAT "is a way of motivating high school students, just like kids in the suburbs, to start thinking about college earlier."

The reason for implementing the requirement, Mirrer explains, is that the school was "trying to expand the number of credentials that a student presented, so that, for example, a student who did not do well in high school but had high scores on his SATs could be accepted.

"It's important for us to give students as many opportunities as possible," she says. "It's one measure among a number of predictors."

CUNY also factors in the results of New York's Regents exams, subject tests comparable to the SAT IIs, but which, according to Mirrer, are aligned with the state's high school curriculum. CUNY does not use a cutoff SAT score to reduce its applicant pool, but she affirms that the test is useful.

The SAT I, in combination with other factors, is a good predictor of a student's grade point average in the first year of college," she says, "which is crucial because if students are not successful in their first year, they won't be retained."

The Holistic Alternative

CUNY's system, by factoring in many variables, begins to approximate what many consider the only fair college admissions method: the holistic one.

Agustin Garza, admissions deputy director at the University of Texas at Austin, strongly advocates this approach. Today, under Texas law, his university must grant admission to all Texas students who graduate in the top 10 percent of their class.

But Garza says the University had completely revamped its admissions procedure before this law was passed. For many years, UT-Austin's admissions criteria could be found in a simple chart, based solely on test scores, GPA, and other easily measurable conditions.

The University decided to eliminate the one-dimensional "sliding scale," and began to require applicants to submit essays and a detailed activities résumé, in addition to the black-and-white data.

While admittedly time consuming, Garza says it was definitely worth it. "It was the first time we got a look at the whole student," he says. UT now uses this holistic method to evaluate those applicants who are not ranked in the top 10 percent of their class.

Garza says he looks forward to an assessment instrument that tells you about the whole individual. "But even then," he says, "you can't measure attitude or motivation, or what students are willing to do for their family, their high school, their culture, and to improve things around them."

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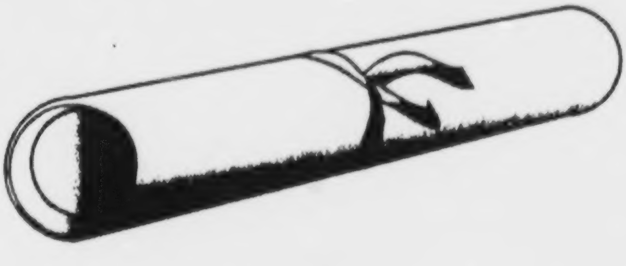
The Honor Roll



University at Albany

Ambitious Goals, Extraordinary Progress

BY ROGER A. DEITZ

University at Albany students

The Middle States Commission of Higher Education reaccredited the University at Albany, State University of New York in 2000. Following a full-scale review, the report concluded, "The University at Albany has made extraordinary progress in becoming a nationally recognized research university and is well positioned to achieve its ambitious goals."

University at Albany President Karen R. Hitchcock says this "positive report by a distinguished team of outside evaluators was a welcome affirmation of the remarkable progress made by this University in the decade since its last accreditation."

"It was no coincidence," says Hitchcock, "that even as the Middle States evaluation was under way, the University was enrolling a record number of high-achieving students in the class of 2,200 freshmen who entered in September 2000." The University had attracted 16,500 freshmen applications, the most in the State University system, for that class.

The president reports there was yet another affirmation of the quality of the institution's academic programs. Gov. George Pataki, Senate Majority Leader Joseph Bruno, Assembly Speaker Sheldon Silver and other state leaders came to campus last year to announce state support for the construction of a new wing of the Center for Environmental Sciences and Technology Management (CESTM). The expansion will house a $55 million, 300-millimeter wafer prototyping and workforce training facility, which will position the University at the leading edge of research and development in microelectronics. The president states, "Thanks to the support of governmental and corporate partners both for CESTM and for our one-of-a-kind biotechnology center at our East Campus, we are creating distinctive opportunities for faculty and students, and advancing the economic vitality of the region."

Karen R. Hitchcock, president, University at Albany

The president notes that current demographics, economic and geopolitical forces are "requiring nothing short of transformation in our nation's institutions of higher education." She stresses, "Engagement–interactive, collaborative and innovative engagement–is essential to achieving the required transformations."

On the issue of diversity, Hitchcock adds, "We are strongly committed to providing first-rate, student-centered learning experiences to students who reflect the rich diversity of this state. Here at Albany, our Latino students are leaders in the community and in the classroom. Scholars in the best tradition, they are talented, capable, diligent, and resourceful, and we are very grateful for the wonderful things our Latino students do–for us here at the University and for the entire nation."

UAlbany enjoys a "wonderfully diverse" student body with 24 percent of last year's entering population coming from a multicultural background. This past year approximately 9,220 freshmen (56 percent of first-year applicants) were offered admission. A total of 2,300 freshmen from 21 states and 20 foreign countries started classes in September. More than 80 percent of the new students were ranked in the top two-fifths of their high school class, and the middle 50 percent of the entering class scored between 1100 and 1250 on the SAT-I exam.

Hispanic American students number 737, including 347 traditional and nine non-degree students. Those admitted through the Minority Recruitment Program number 207. Another 174 were admitted through the Educational Opportunity Program.

Honor Roll Facts in Brief

INSTITUTION
University at Albany, State University of New York

LOCATION
Admissions
University Administration Building
1400 Washington Avenue
Albany, N.Y. 12222
(518) 442-5435

ESTABLISHED
1844

ENROLLMENT
16,000 (approximately) total - 737 are Hispanic

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$3,400 for NY State residents

FACULTY
920

SEVERAL DEGREE PROGRAMS
Business Administration
Latin American Studies
Pre-Law
Puerto Rican Studies
Social Welfare

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Center for Latino, Latin American, and Caribbean Studies
Fuerza Latina
Institute for Mesoamerican Studies

INTERNET ADDRESS
www.albany.edu

Approximately 16,000 students are enrolled in the eight degree-granting schools and colleges of the University, which is noted for its achievement of both diversity and excellence. For 2000-2001, full-time undergraduate students number 10,120, and graduate students total 2,057. There are 1,497 part-time undergraduates and 3,196 part-time graduate students. To date there are approximately 114,000 living alumni/ae.

UAlbany students may choose from among 100 baccalaureate, 83 master's, and 36 doctoral programs. The University offers more than 30 Accelerated Bachelor's/Master's Degree programs that allow a student to earn both in five years. In addition, there are a number of joint degree programs with institutions such as Albany Medical College, Boston University Goldman School of Dental Medicine, Albany Law School, R.P.I., and Clarkson University.

UAlbany is ranked 17th in the nation among public research universities in *The Rise of American Research Universities*, published by Johns Hopkins Press. The University has many nationally recognized programs. Four of its Rockefeller College programs are among the best, according to *U.S. News and World Report*. They are Criminal Justice #3; Social Welfare #3; Public Administration #11; and Information Science and Policy #15. Other disciplines ranked best in the nation by *U.S. News* are Public Finance and Budget #7; Clinical Psychology #20; Sociology #21; and Education #49. The Management Information Systems program has been ranked in the Top 10 in the nation by a *Computerworld* poll of corporate recruiters.

The institute is said to have the largest group of full-time Mesoamericanists of any institution north of Mexico.

The excellence of the school's faculty is confirmed through numerous awards and grants. In 1997-98 fiscal year the University received nearly $123 million in total research funding. There are 920 faculty members and staff numbers 1,405.

Established in 1844, the University at Albany is the oldest state chartered institution of public higher education in New York. Designated as a University Center of the State University of New York in 1962, UAlbany has a broad mission of undergraduate and graduate education, research, and public service. A plus for students is that the Capital Region is a great college community. It is home to 18 colleges and some 65,000 students, creating a greater student population density than that of Boston. The Pepsi Arena in downtown Albany hosts American Hockey League games and concerts by artists such as Elton John and The Dave Matthews Band. Downtown Albany is also host to many plays and musical performances, and students may visit the New York State Museum. In less than two hours, one can access great downhill skiing on some of the best slopes in the Adirondacks, the Berkshires, the Green Mountains, or the Catskills. For hiking and camping, there is Adirondack Park, the largest natural area in the United States. And, for study or recreation, Albany is a short drive from New York City, Boston, or Montreal.

UAlbany competes at the NCAA Division I intercollegiate athletics level. It offers men's and women's basketball, cross country, lacrosse, soccer, and indoor and outdoor track as well as baseball, football, softball, volleyball, and women's field hockey, golf, and tennis. More than 6,000 students compete in intramural sports, as well as recreational and club sports.

Because of UAlbany's reputation and location in the capital of New York State, internships abound with state and federal agencies, public interest and lobbying groups, health care organizations, businesses and financial institutions, professional sports teams, and the communications media. In addition, a Washington Semester offers an opportunity for "hands-on" experience and practical insights into the world of federal government. There are 227 student groups and organizations, including 43 social fraternities and sororities and 12 sports clubs at the University. UAlbany students also contribute more than 60,000 hours of community service through public and private agencies.

With UAlbany's Study Abroad opportunities, students can take advantage of more than 300 international programs in 50 countries. Project Renaissance is an innovative approach to the first year that combines the advantages of a small college environment with the opportunities found at a major research university. The Presidential Scholars program is a way of recognizing and nurturing outstanding students. Throughout their four years at Albany, Presidential Scholars study together as well as receive scholarships, special housing, and other benefits.

The Center for Latino, Latin American, and Caribbean Studies (CELAC) was established in 1984 as a "structured mechanism for focusing collective expertise and collaborative research and development efforts, and for providing dissemination and resource services to the public, pertinent to these regions." The Center provides an internal focus for the work of numerous departments and scholars, and brings together specialists on Latin America and the Caribbean and their corresponding U.S. Latino populations, from a wide variety of disciplines.

The Institute for Mesoamerican Studies (IMS) is a nonprofit educational research institute dedicated to the study and dissemination of knowledge concerning the peoples and cultures of Mesoamerica (Mexico and northern Central America). IMS serves to organize and coordinate the work of the Mesoamericanist faculty at UAlbany. The institute is said to have the largest group of full-time Mesoamericanists of any institution north of Mexico. Members of IMS are among the most prominent scholars in the field of Mesoamerican anthropology. The primary activities of IMS are research and publication.

UAlbany's Department of Latin American and Caribbean Studies (LACS) offers a Ph.D. track in Latin American, Caribbean, and U.S. Cultural Studies. The program leading to the Doctor of Philosophy degree in Spanish, with a specialty track in Latin American, Caribbean, and U.S. Latino Cultural Studies, requires 60 credits. This new specialty is administered by the Department of Latin American and Caribbean Studies (LACS), in collaboration with the Hispanic Studies Program of the Department of Modern Languages and Cultures. The program's originality lies in the integration of area ethnic studies within a disciplinary framework that includes the humanities as well as the social sciences, and is therefore different than conventional language and literature programs.

creating the Will

"The Money Comes with the Will"

BY JEFF SIMMONS

Hispanics Achieving Educational Excellence

President's Advisory Commission on
Educational Excellence for Hispanic Americans

While some viewed the 75-page report as a roadmap, others saw it as a rehash of previous reports. And still others, a study guide. But what its authors hoped more than anything was that it would be perceived as a call to action.

Released last year, *Creating the Will* was crafted to inspire everyone from parents to top public officials to get off the couch and aggressively work to improve educational opportunities for Hispanics.

"Our mission was to really create a will, the political will, the individual will, the community will, the organizational will, to make substantive change, given the condition of Hispanics in education," says Deborah Santiago, former deputy director of the White House Initiative.

"That was the gelling of it. We know what's working; we know what's not. So we wanted to bring things to scale and wanted to get people to pay attention.

"It's not rocket science," she admits. "It's not a magic bullet for every sector. But different organizations, groups, and educators can pull out specific components."

The report is a decade in the making. Its foundation was laid under former President George Bush, who signed an executive order in 1990 to focus on improving educational opportunities for Hispanics. Four years later, Bill Clinton signed a follow-up order establishing the President's Advisory Commission on Educational Excellence for Hispanic Americans. Soon after, the commission released *Our Nation on the Faultline: Hispanic American Education.*

That report characterized the alarming growth of Hispanics in America and shed a harsh light on shortcomings in the educational system. Commission members hoped it would prod legislators and policymakers to enact swift improvements. But, commissioners say, that was not a fluid process. Some steps were taken, but organizers describe them as piecemeal, effective on some levels but absent of sweeping reforms. That sense is summed up early in *Creating The Will*, when the authors note: "The concerted national action necessary to raise this level of educational achievement has not materialized.... Much has been accomplished, but there is still much to do."

On the heels of the report came a shift in party dominance in the White House, one that has commissioners worried that a new panel of experts will attempt to "reinvent the wheel."

"For us, the content was not purely political," Santiago says. "We want the new administration to know they don't have to take time to reinvent the wheel. I'm hopeful the new administration will move forward, and there are signs it will do so. I know they definitely won't ignore the Latino population."

ENLACE (ENGAGING LATINO COMMUNITIES FOR EDUCATION) INITIATIVE-W.K. KELLOGG FOUNDATION (Nationwide)

ENLACE is derived from the Spanish word "enlazar", which means to link or to weave together. ENLACE is a new initiative focused on assisting communities to strengthen the educational pipeline for Hispanic youth. Through ENLACE, participating colleges and universities will form partnerships with communities, K-12 public and private schools, and businesses. These partnerships will give Hispanic students the support they need to succeed from kindergarten through high school and beyond.

The three key components of ENLACE are: a common vision of a brighter future for Latino youth; collaborative work in coalitions; and a focus on strengthening public school-university-community partnerships.

Planning grants were awarded to 18 colleges and universities to continue their work to improve higher education opportunities for Hispanic youth under Phase I of the Kellogg Foundation's six-year, $28.7 million ENLACE initiative. Under Phase II, 8-10 partnerships will be selected for multi-year funding with priority given to coalitions that bring together diverse organizations who pool their resources to design long-term community and institutional structures to impact system change. The last phase of the initiative will focus on disseminating the impact of the efforts, as well as institutionalization and sustainability of the vehicles of success.

Added Commission chair Guillermo Linares: "The new administration realizes that we cannot afford to wait any longer, and we have to build on the work that was started by the Bush administration in 1990 and continued in the eight years of the Clinton administration."

The Commission's first report presented a multifaceted list of recommendations, and its follow-up report builds upon that. The Commission set a number of standards in its plan of action but had one key goal: to raise the academic performance of Hispanic students to the same level of achievement of other students by the year 2010.

Commission members reason that what is needed is a coordinated effort to achieve that goal, and that responsibility lies with everyone: from parents to teachers to community groups to politicians. All sectors, they say, have a vested interest in aiding Hispanic youth.

"It sends a very powerful message of concern, a very strong message of concern to the leadership of the country, both in the public and private sectors, that the nation needs to pay attention to this and make a commitment to bring the level of academic performance of Latinos to the same level of other groups in the next few years," Linares says.

"The time has come for the country to realize that we have neglected the assets that immigrant families bring to this country. We need to be attuned to cultural diversity."

"*Creating the Will*" identifies people, programs, and strategies from across the United States that supported higher standards and higher performance for Hispanic students. Spanning the entire educational tier, it provides workable options to improve achievement. And it bases its conclusions on the hard realities facing many Hispanic students in the U.S.

One-third of Hispanics in the United States are under 18, and about 15 percent are enrolled in kindergarten through 12th grade. By 2015, Hispanics will be the largest minority in the states, and, by 2050, will represent a quarter of the population. But educational achievement is lagging. According to the report, only 55 percent of Hispanics 25 or older have completed high school or more. This is considerably lower than the 84 percent of Whites and 76 percent of Blacks [25 or older] who have done the same.

Eleven percent of Hispanics attained a bachelor's degree or more, compared with 25 percent of Whites and nearly 15 percent of Blacks. Hispanics have a 62 percent high school completion rate, and, at 30 percent, the dropout rate is high.

"The main challenge is that, for a number of reasons, Latinos are way below in academic achievement when compared to other groups," Linares says. "Whites and African Americans are faring much better academically." But, the commissioners note, there have been signs of progress, slow but steady. Hispanic high school students earned more credits in computer science, foreign languages, and English than any other group.

Hispanic enrollment and completion have increased over the last two decades. Hispanics now comprise 15 percent of the traditional college-age population, and 11 percent of the post-secondary population. And from 1976 to 1996, Hispanics doubled their enrollment in graduate education, from 2 to 4 percent. They now represent about eight percent of first-year professional students. But, there are also signs of concern. On average, Hispanic students still take longer to graduate and do not complete college at the same rates, and they tend to be concentrated in key states, such as Texas, California, and New York.

"We are nowhere where we need to be," Santiago says. "We are better off than where we were. Fundamentally, if you look at every single level of education and educator, we are not where we can be, and we should always strive to be."

PUENTE PROJECT—UNIVERSITY OF CALIFORNIA
(Oakland, California)

This project increases the number of Hispanic students attending four-year colleges, earning degrees, and returning to the community as leaders. The main components of the program involve counseling, mentoring, and English language skills. Students begin in the ninth and tenth grades with activities involving school guidance counselors and mentors. All students participate in the program's statewide writing portfolio assessment as well. In 1998, Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students (43 vs. 24 percent). An additional 41 percent of Puente students attended California community colleges. Puente students took the SAT at a higher rate than non-Puente students (68 vs. 54 percent) and took the ACT at almost three times the rate (32 vs. 13 percent) of non-Puente students.

Commissioners lay blame for the disparity in academic performance at a number of doorsteps. They cite low expectations of school personnel, poorly trained teachers and administrators, poverty, lack of involvement by parents, and the practice of tracking Hispanics into non-academic classes. Compounding these problems is a worsening teacher shortage, tougher demands for accountability, stepped-up standards, and the pressing need to advance technology in the classrooms.

"We cannot afford to continue at the same pace. We need to multiply the volume of Latino students accessing higher education. Otherwise, it would be detrimental to the country," Linares says.

Acknowledging the weaknesses and strengths, the report's authors take readers–whether parents, politicians, or educators–through the educational gamut, starting with early childhood education and reaching graduate and professional education.

In *Closing the Gap*, which focuses on undergraduate education in America, the authors note that steeper numbers of Hispanics are stepping into college classrooms these days. But, too often, those successes are eclipsed by their high school dropout rate.

Hispanics comprise 14.5 percent–or 3.6 million–of the total traditional college-age population (between ages 18 and 24). Hispanic enrollment in undergraduate education rose by nearly 50 percent in just six years to 1.3 million in 1996. Community colleges enroll about half of all Hispanic students in undergraduate education. That information should be enough to prompt a closer look by educators in that many Hispanics sway toward community colleges because of their proximity.

"The feeder pattern is unlike any other ethnic group," Santiago says. "They go to colleges close to where they attended kindergarten through 12th grade."

"There are meaningful ways to reach these kids, and I don't think a lot of people look at that. We are used to looking at it from a broader perspective."

More than 50 percent of Hispanics are enrolled in higher education in California and Texas, and nearly 75 percent in those two states and New York, Florida, and Illinois.

Commissioners say the bottom line is that all sectors must work so that students can succeed in college. Parents, for instance, should discuss college early on with kids, become knowledgeable about financial aid, and ask students about their career goals.

Commissioners arranged six conferences in a year and a half to focus on parents and children as they headed toward college. They discussed what they needed to know and what parents could do to give their children a supportive boost. "The parents are a child's first teacher, so we wanted to reach out to the parents. For us, that was a critical component," says Santiago, who is now vice president for data and policy analysis at the Los Angeles County Alliance for Student Achievement. "They thought they were advisors to the president, but their mission was to advise Latinos throughout the country. They felt parents were a large part of who we represent."

"We wanted to address parents in a meaningful way," she says. "They are not things that are very difficult, but you'd be amazed without enumerating them how many people wouldn't think of them."

Commissioners recommend that colleges and universities offer first-year Hispanic students training in study skills and academic procedures, expand admissions recruitment into high schools with large Hispanic populations, offer information to parents of Hispanic middle-school students, and disseminate admissions materials in Spanish. They also suggest that campus officials study why Hispanic students drop out of college, diversify their faculty, and improve the transition between community colleges and four-year institutions.

"The intent of the report was to give folks some answers," says Juliet Garcia, president of the University of Texas at Brownsville, "and not just report the problems associated with reaching parity for Hispanics in the United States."

"The whole notion of the title is its focus. We know what works. We know which programs work. We know where to put the money when it's available and how to apply those resources. What's often lacking is simply the will to focus on the issue of getting more Hispanics successfully through the system."

That responsibility also lies with community-based organizations. The commissioners suggest they advocate college attendance, facilitate mentorships and internships, organize SAT preparation courses, form "Adopt-A-Student," recognition, and after-school programs.

Additionally, the private sector should share some of that weight. Its leaders should partner with local colleges and Hispanic Serving Institutions, found scholarships, encourage employees to finish post-secondary education, and recruit Hispanic college students for both regular and summer jobs.

"This requires a commitment on all levels and with all of the stakeholders," Linares says. "The stakeholders are major corporations in this country. The leadership of the three levels of government, and, in particular, local leadership must play leadership roles."

Juliet Garcia, president, University ofTexas at Brownsville

Linares, a city councilman in New York City, says politicians also must understand their responsibility. "We need to redefine our perspective–to formulate policies that allow us to capture the assets that this diverse population brings," he says. "Latinos represent the new atmosphere in the country. We bring dimensions that can articulate us as new Americans."

The commissioners say elected officials must do a better job of distributing information on effective programs, and helping communities and school districts collaborate to improve achievement. They should also increase the pool of available financial aid.

"What I am talking about is putting our resources to focus on these issues," adds Garcia. "I've seen many reports that have raised issues similar to the ones we've raised; but there hasn't been a will. The money comes with the will."

The number of Hispanic students who go on to graduate and professional education may have grown, but not by much. In the chapter, "Influencing the Future," commissioners note the dearth of Hispanics in many fields. Hispanics are woefully underrepresented in engineering, mathematics, and computer and physical science. In 1995-1996, 7 percent of all first-professionals were Hispanic, 6 percent were Black, and 76 percent were White. In 1996, Hispanics earned 4 percent of all master's degrees and 2 percent of all doctoral degrees awarded in the United States.

The result of these low numbers: few Hispanics move into faculty and administrative positions in the nation's colleges and universities. In 1992, Hispanics represented less than three percent of full-time instructional faculty and staff in higher education. This, commissioners say, did not change substantially by 1998. They fault inadequate financial support, low levels of mentoring, and low expectations of Hispanics attaining graduate education. Again, commissioners divvy up their suggestions, indicating that parents should offer more support to their children and learn about the benefits of graduate and professional education.

Colleges and universities should set tangible goals to improve graduation rates in undergraduate education, and develop combined baccalaureate and master's degree programs. They should target outreach to Hispanic students and foster diversity on campus. And they should develop a faculty development program that targets Hispanics.

Community-based organizations should sponsor leadership training for Hispanic graduate students and include graduate and professional education in their organizational agendas. And the private sector should establish fellowships and internships for graduate students.

Garcia hopes the report will help each sector see the problems–and solutions–from a fresh perspective.

"I don't think we thought it was a serious enough problem," she says. "I think we thought it was a minority issue: whoever was the minority had to pull themselves up from their own bootstraps and work harder to get smarter.

"We know that's not the case. We know that while we understand everyone has to do his or her part, there's much more than self-intent in mind. The interest is the common good of the country. It is the quality of our nation's economic health and wealth that is now at stake.

"There needs to be a sense of urgency on this issue now, and that's what we are talking about."

The Educational Status of Latinas

¡Sí, Se Puede! Yes, We Can

BY

BY MARIA VILLAR

Latinas who start school with higher self-esteem than their White peers, lose their self-confidence markedly as they become young adults.

Earlier this year, the American Association of University Women Educational Foundation published *¡Sí, Se Puede! Yes, We Can. Latinas in School*, a report by Angela Ginorio and Michelle Huston.

Introduction

Where do we learn what we can be? How do such understandings affect our aspirations and accomplishments? This is the main focus of *¡Sí, Se Puede! Yes, We Can*, a comprehensive report on the educational status of Latinas. *¡Sí, Se Puede!* explores the social contexts in which Latina students develop a sense of self and perceptions of future options. It contends that Latinas learn of their possibilities in communities that share different cultural outlooks and opportunity structures–families, schools and peers. To foster Latinas' educational accomplishments, the report concludes that schools must recognize value conflicts and provide more support and encouragement to students. *Yes, we can*, if schools capitalize on Latinas' cultural strengths and resources.

¡Sí, Se Puede! presents a complex array of data on Latinas in school. As the authors clearly state, our understanding of Latinas' educational trends is partial. Measures of educational progress are not always disaggregated by ethnicity and sex, or by variables known to affect educational processes (e.g. socioeconomic class, immigration status, country of origin, racial traits). Comparisons between (gender, ethnic, and racial) groups are complicated by differences in analytical units, research settings, and methodological approaches. Continuing population flows make the long-term analyses of the Latino student body virtually impossible. Given such confounding factors, I will concentrate on highlighting broader educational trends and synthesizing the authors' main arguments and recommendations. I will close with a few personal remarks stressing the role of families and include several quotes from Latina students at William Paterson University (N.J.) that support central arguments.

Latinas in School: Trends, Arguments, & Recommendations

What do we know about Latinas in school?

What can we infer from studies on their educational achievements?

Ginorio's and Huston's review of educational outcomes shows that our knowledge about Latina students can not be generalized. We must infer educational trends during the 1990s from sources that rarely focus on similar populations or variables. Within this scenario, we can discern three broad trends.

Latino and Latina students, as a whole, lag behind other groups in most measures of educational success. Latinos/as are at greater risk of leaving school and leave school earlier than any other group, even when controlling for immigration and generational status. They are overrepresented in remedial math and Limited English Proficiency programs; underrepresented in advanced placement courses, college-preparatory, and gifted-education programs; and less likely to take core curriculum conducive to college enrollment. By the time they enter high school, nearly one-third of the Latino students do not know what kind of program they will enroll in. Latinos have lower grades than their peers even after controlling for social class. By age thirteen, according to National Assessment of Educational Progress exams (NAEP), they are two years behind White students in mathematics and science. Yet, Latinos completing high school are as likely as other graduates to pursue college studies (60 percent continue). Most enroll in two-year institutions and cluster in specific community colleges.

Latinas outperform their male counterparts in some educational measures but not others. They drop out from school at slightly lower rates than boys but are less likely to persist after 9th grade or complete school once they leave. They take more standardized tests and persistently do better in NAEP exams than boys, but they score lower on both the math and verbal sections of the Scholastic Aptitude Test (SAT). Latinas have higher grades than Latinos in 9th grade and college. They complete more associate's, bachelor's, and master's degrees but less doctoral and professional degrees than Latinos. They are less likely to attend college on a full-time basis than

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males, and more likely to join languages, health sciences, psychology, and education programs.

Latinas lag behind other female groups in most measures of educational progress. They are the least likely group of women to graduate from high school or complete a bachelor's degree. They are less frequently enrolled in college-preparatory tracks; take less advanced placements exams and standardized tests; have lower grades in school and lower scores in tests than their White peers. They are suspended from school at higher rates than White girls, but they are less likely to be diagnosed as SED (seriously emotionally disturbed) or SLD (specific learning disabled). Latinas are more likely to report gangs and to feel unsafe at schools. They have higher pregnancy rates than any other teen group and are as likely to engage in risky behaviors–sexual activity, using alcohol, drugs, and weapons–as their White peers. Their involvement in risky behavioral patterns is growing in contrast to their White classmates'.

How can we explain the educational outcomes of Latinas?

What factors influence their achievements in school?

Ginorio and Huston believe that class resources and value conflicts between families, schools, and peers are central to understanding the educational achievements of Latinas.

Latino families face class barriers that hinder the educational attainments of their children. Low-income parents do not have resources to pay for study facilities or better educational opportunities. They depend on their children for taking care of relatives and younger siblings, doing household chores, and communicating in English. Migrant families do not have the support networks associated with permanent settlement and stable school enrollment. Low-income Latino parents with little or no education lack knowledge of (and experience with) school systems. They cannot help with assignments, talk about studies with children, or discuss remedial programs and tracking options with teachers. They may not recognize the importance of time for study and extra-curricular activities, or realize that academic achievement involves more than the acquisition of English. Low-income Latino families value education ideals and want their children to excel in school, but they lack class resources to mobilize on behalf of their children.

Latino families face cultural barriers that hinder the educational attainments of their children. The Anglo-American school system values assertiveness, independence, and competitiveness. Latino families value respect for authority, commitment to family, female nurturing, and domesticity. Latino parents approach the educational system with distrust and ambivalence; they restrain from participating in schools and using pre-school programs. They place more value on marriage and motherhood than on educational accomplishments; discourage daughters from pursuing postsecondary studies in distant places; and fear career paths that weaken family ties and commitments. Teachers and counselors, who are accustomed to well-informed parents and independent children, perceive apathy, submissiveness, and lack of interest in the Latino community. They lower their expectations of performance, track students into remedial courses and/or non-college bound programs, and concentrate on behavioral (disciplinary) problems. They dismiss Latino cultural values, and implicitly or explicitly belittle their intellectual abilities.

Latino students torn between the expectations of family and teachers face obstacles at school. Latino youngsters develop their sense of identity while negotiating incongruent social contexts. At school, poor grades, low expectations of performance, and dismissive attitudes contribute to absenteeism and disengagement from studies. At home, lack of resources, family responsibilities, and weak support for schooling endeavors thwart their educational progress. Latino students alienated from home and school seek support among their peers and engage in risky behaviors that jeopardize academic achievements. Gangs offer them a place to fit in while growing up; they urge students to dismiss family, school values, and institutional norms. Facing intellectual and cultural belittlement, poor grades, and scarce opportunities, Latinos lose their sense of self-efficacy in schools. Latinas, who start school with higher self-esteem than their White peers, lose their self-confidence markedly as they become young adults.

Data on high-achieving Latinas illustrate the importance of class and cultural resources. Latina students with higher socioeconomic status are less burdened with family responsibilities and more likely to persist in school. Bilingual students are better informed about schools and graduate at higher rates than their monolingual counterparts. Students who have middle class aspirations, do not adhere to traditional gender roles, and are familiar with both (Latino and Anglo-American) cultures, reach higher educational goals, and are more (academically) successful. Latina students feel a sense of responsibility to family, and benefit from caring and supportive networks; high-achievers invariably attribute their academic success to encouraging parents, spouses, and/or mentors who affirm their values and support their educational goals.

Class and culture barriers have a compounding effect on the schooling experience of Latinas. Latino students cluster in schools that lack economic resources and face difficulties attracting high-quality teachers, particularly in mathematics and science. Their schools offer less (academically) rewarding programs, which curtail their perception of and access to wider opportunity structures. Most Latino students come from low-income families; they do not have the sense of efficacy shared by students from higher socioeconomic status. Many come from monolingual, unacculturated families; they are not familiar with Anglo-American mores and lack information networks that are functional in schools. Although Latinos have higher occupational aspirations than Anglos, their expectations of achievement are lower. Class and cultural barriers affect their visions of self-realization and options.

Latina "selves" are shaped by families, schools, and peers. Collectively, they encourage and affirm or discourage and dismiss images of what is possible. While growing up, schools dismiss values that are central to their identity as Latino women and threaten traditional family ties and roles. Class and cultural barriers obstruct academic progress, narrow opportunity structures, and curtail visions of what they can be in the future.

What are the recommendations?

How can we improve the educational outcomes of Latinas?

Ginorio and Huston conclude the report by proposing ways of fostering the educational achievements of Latinas. Although their analysis focused on three primary social contexts–family, peers, and schools–their recommendations speak exclusively to schools. They affirm that educational success depends on the respect schools show for students' backgrounds, their ability to work with students' families, and their access to financial and human resources.

Ginorio and Huston recommend that schools develop an affirming and supportive environment for Latina students. They must aggressively recruit students out of remedial tracks, provide more challenging coursework, and foster positive attitudes

Cynthia, sophomore, born in Brooklyn, Puerto Rican heritage

"Success is being independent, not having to rely on mommy and daddy any more. What has helped me [most to achieve success] is to know that my parents are always, always going to be with me. When I call my mom on the phone and tell her, 'Mom, I just got an "A" on my paper,' she gets so excited! I like seeing her excited, I like seeing her happy."

Sandra, senior, born in Colombia, migrated to New Jersey at age 7

"My husband needs help with money and wants us to get ahead. He is pushing me to finish my studies. . . .My parents have always been very supportive. I can't say that my child derailed me from school. I always had the help of my parents....If they [parents] help you, why can't you just help them for a couple of minutes and translate, or whatever?"

María, sophomore, born in Venezuela, migrated to New Jersey at age 7

"I was planning to go to study in Florida, but I was not sure if I was ready to live so far away. I am so close to my family. My mom is a single parent, and I felt bad leaving her since everything she has done has been pretty much to give me the best. Sometimes I am the mom. . . .I still cannot live too far from my mom."

about the future. In addition, they must offer meaningful support in the form of information, scheduling, and childcare to young mothers and affirm Latino values by celebrating their culture. Teachers and advisors must help Latinas set realistic educational goals from middle school on, discuss college-bound courses and career options, and talk about college life and financial aid programs. Schools must encourage teaching programs to recruit a diverse student body (of future teachers) and researchers to do more exhaustive studies of Latinas in school.

Conclusion

The comprehensive report presented by *¡Sí, Se Puede!* strongly suggests that family is the most influential force in Latinas' lives. Latinas attribute their academic success to encouragement from families; enroll in colleges close to their homes because of family; persist in school after pregnancy thanks to supporting families; and, in many cases, forfeit postsecondary studies to create and/or sustain their families. Yet, surprisingly, Ginorio and Huston pay little attention to families in their concluding remarks.

From my perspective, it is clear that schools are not likely to succeed in their efforts unless they also involve Latino families. Latino parents value the education of their children and respect the authority of teachers. To assist Latina students, schools must mobilize their families through culturally appropriate strategies. They must make parents, particularly those with low socioeconomic status, a cornerstone of affirming and encouraging environments. This does not mean requiring parents' participation in school-related activities, for low-income parents lack time, as well as class and cultural capital. It means to request parents' formal commitment, to work through the authority of traditional family structures, to rely on notions of family honor to gain parents' support, and make students acquiesce to school demands. The story of success lived by the teacher Jaime Escalante (featured in the movie *Stand and Deliver*) was more than a story of intellectual challenge. His success depended on the assistance of parents. Schools and families are two sides of the same coin; we must address both fronts to affirm, encourage, and support Latinas in school.

Latinas have many faces but share a single voice. This voice says "commitment to family."

By Maria Villar, assistant professor of anthropology, William Paterson University (N.J.)

Don't miss our October 8th Back to School issue

PSYCHOLOGY
ASSISTANT PROFESSOR
POSITION

Health Psychology/ Physiological Psychology: Tenure-track appointment to begin August 2002. The psychology program and Bryant College are in an exciting period of growth and are seeking to attract a culturally and academically diverse faculty. *Responsibilities* include: participation in the development of a new psychology major; undergraduate teaching, including curriculum development; maintaining an active research program; and engaging in college service. Research specializations within health and/or physiological psychology are open, but preference will be given to applicants with an applied focus. *Teaching responsibilities* include: general psychology, research methods, health psychology and a course that emphasizes biopsychology. *Qualifications* include: Ph.D. in psychology (by July 1, 2002) with a relevant specialization, demonstration of research record and potential for continued research program ,and commitment to undergraduate teaching with evidence of potential for teaching excellence. Applications must be received by October 16, 2001 to be assured consideration. Applicants must submit a letter of application, statements of research and teaching interests, curriculum vitae, reprints and three letters of reference to Human Resources Box, Job # 168, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917. In the address include the appropriate attention line: Psychology Search. For any information, please contact rdelugn@bryant.edu.

Bryant College enrolls approximately 3000 undergraduate and graduate students. Bryant is located 15 minutes from Providence and one hour from Boston. *Bryant College is an Equal Opportunity/Affirmative Action Employer.* The department and the college are dedicated to diversifying its faculty. Individuals from underrepresented groups are strongly encouraged to apply. Bryant College offers a competitive salary and benefits package.

ANNOUNCEMENT OF POSITIONS
DEPARTMENT OF MANAGEMENT
TEXAS A&M UNIVERSITY

Positions and Qualifications. The Department of Management at Texas A&M University is seeking to employ up to three new faculty colleagues for the Fall of 2002. All three searches are at open rank, but we will not be able to fill all openings at the more senior levels. Two positions are in the area of strategic management, with a preference for a supporting area in entrepreneurship or corporate venturing in one position. One position is in international business, with a preference for a supporting area in strategic management. There is a possibility of a second position becoming available in international business, with a preference for a supporting area in economics. An applicant must (1) possess an earned doctorate or demonstrate a strong likelihood of obtaining the doctorate by the Fall of 2002, (2) demonstrate the ability and interest to conduct and publish research in top quality journals, (3) demonstrate the potential and interest to teach effectively, and (4) be willing to contribute as a good colleague. Teaching opportunities exist at the undergraduate, graduate, and executive levels.

Applications. An applicant should provide a cover letter and resumé that includes: (1) educational achievement, (2) research/publication record, (3) indicators of teaching activity/effectiveness or potential, (4) work and other experience, (5) statement of the applicant's expectations and professional goals, (6) other data deemed relevant by the applicant, and (7) a list of three references with addresses and phone numbers. Writing samples and recent article reprints are welcomed. Applications, nominations, and/or requests for additional information should be directed to:

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College Bound? The Income-Ethnicity Link

Attendance Gaps Widening, reveals U.S. Census

BY ANGELA PROVITERA MCGLYNN

We Americans like to believe that as a democratic nation, we promote equal opportunity for all people. In many of my social-psychology classes, when we discuss social problems in America, students are reluctant to give up the myth of equality in America. They want to believe that any person can achieve whatever he or she wants in America, regardless of social class, race/ethnicity, and gender.

I share their reluctance to believe differently. However, I tell my students that until we recognize that the playing field is not level for all people, we will be unable to change the reality of unequal opportunity.

Katherine Hutt Scott reported in *USA Today* (March 5, 2001) that many experts suggest that the significant gap between the rich and the poor in completing a college degree is growing. The data supporting this contention are calculations based on statistics from the Census Bureau and the Department of Education. I connected "Income-Ethnicity" in the title of this article because Black and Hispanic Americans are disproportionately poor. Several experts agree that although the percentage of high school graduates who go to college has increased greatly since 1980, the gaps between rich and poor students, and between White and minority students, have stayed the same or actually grown.

Scott's analysis of the causes of this widening gap includes several factors that contribute to keeping higher education out of reach of poor students. She says that there are tax breaks to help middle and upper-middle income families pay for tuition, but the poor miss these breaks since they pay little or nothing in taxes. Secondly, many new state aid programs reward students with high grades, who, more often than not, come from affluent families. The third factor is that most of the increase in student aid has been in the area of loans rather than grants. Poorer people are reluctant to take on loans for fear of not being able to pay them back. A fourth factor keeping the poor out of the higher education loop is the drop in state funding, causing tuition hikes throughout the nation. And finally, federal Pell Grants, the best aid program for low-income students, have not kept pace with the increasing costs of a college education.

For those not convinced that the college-completion gap is widening between the rich and the poor, consider what a higher education policy analyst has found. Thomas Mortenson, higher education policy analyst, *Postsecondary Education Opportunity* Senior Scholar, Oskaloosa, Iowa, says that in 1980, students of families in the top quarter income bracket earned five times as many bachelor's degrees by age 24 as those students of families in the bottom quartile. Today, recent data show that the gap is now about eight times!

Analyzing the disparity according to ethnicity, the picture is bleak, clearly showing a widening gap when comparing the attainment of degrees by Whites with that of Blacks and Hispanics. Census Bureau data on percentages of 25- to 29-year-olds who had four or more years of college show these increases: In 1980, the gap between Whites and Blacks in America was 13.4 percent. By the year 2000, the gap increased to 16.2 percentage points. During the same time span, Whites' college rate advantage over Hispanics grew from 17.3 percent to 24.3 percent.

Mortenson and other higher education policy experts suggest changes in student aid as a way of making a college education accessible to poor students. Specifically, the team concluded that the most efficient and fairest way to use financial aid is to make it available to low-income students. The policy analysts suggest an increase in available grants that do not have to be repaid.

Apart from the belief of many that making higher education more accessible to low-income students is the right thing to do for fairness, we need to recognize the necessity of such an endeavor for the benefit of society. Consider recent census data reported by *The Washington Post* and *The New York Times* showing dramatic demographic changes in our nation. Schmitt (*The New York Times*, 3/8/01) reports that the growth of Blacks in America rose about 16 percent, and the growth of Hispanics in the same time period rose 60 percent. The rate of growth among Hispanic Americans greatly outpaced that of Blacks in America, making Hispanics the nation's largest minority population earlier than originally predicted. This new picture of America has far-reaching ramifications culturally and politically.

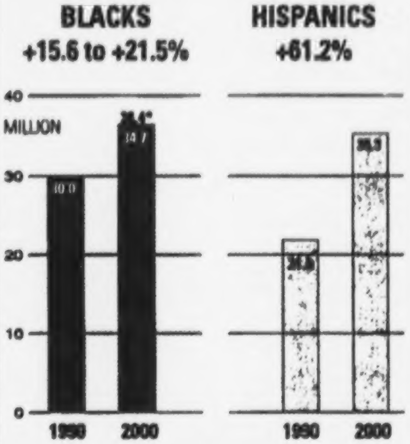
Schmitt reports that while Hispanics are still concentrated in the Southwest, California, Florida, and New York, more recent immigrants from Central America and Mexico are settling in states such as North Carolina, Georgia, and Iowa. Ten years ago, those states had virtually no Hispanic population. According to another *New York Times* article (3/18/01), the New Jersey State Labor Department reported that 51 percent of New Jersey's growth occurred among Hispanics. The numbers of Blacks also rose in New Jersey to nearly 14 percent of the state's population. (The Asian New Jersey population increased by 77 percent, and Asians now make up 6 percent of the state population).

The data also shows that Hispanics have become a mainstay in many low-paying, labor-intensive industries. Clearly, these workers are necessary and should be rewarded for their labors with decent wages. On the other hand, our nation needs more highly educated workers to keep America moving forward.

A Surge in Hispanic Population in Latest Census

Early data from the 2000 Census shows that the Hispanic population in the United States has grown by 61 percent since 1990, and Hispanics are now nearly even with Blacks as the largest minority group.

The Hispanic population grew much faster than that of Blacks...



...with the number of Hispanic men and women ages 30 to 49 growing the fastest.

AGE	1990 MEN	1990 WOMEN	1990 TOTAL	2000 MEN	2000 WOMEN	2000 TOTAL	PERCENTAGE CHANGE, 1990-2000
17 and younger	3.9	3.7	7.6	6.3	6.0	12.3	61.8%
18 to 29	2.9	2.5	5.3	4.4	3.7	8.1	52.1
30 to 49	3.0	2.9	5.9	5.2	4.8	10.0	68.9
50 and over	1.3	1.6	3.0	2.2	2.6	4.8	61.3

*Includes Blacks who also indicated at least one other race.

Hispanics can be of any race.

Source: Census Bureau; Queens College Department of Sociology (1990 Hispanic count and age breakdown)

When it comes to facing the challenges in education, the current administration talks mostly about accountability in public schools, based on an elaborate testing system that has many critics. There's not much concern about the teacher shortage that is fast becoming a major educational crisis this nation faces. And on the issue of helping poor students to attend college, the Bush team suggests that Pell Grants should be "front-loaded," meaning first-year students should be able to borrow more money.

On the face of it, this makes some sense–it would help get poor students into college and through their freshman year. On the other hand, critics say that students most often drop out of college before their sophomore year. A big drop in their financial aid at that time could worsen that trend. Furthermore, Terry Hartle, senior vice president of government relations and public affairs, the American Council on Education, a Washington D.C.-based group representing 1,800 colleges, says that offering larger Pell Grants for first-year students would encourage poor students to attend two-year colleges and trade schools rather than four-year colleges. Hartle says in the *USA Today* article (3/5/01, p. 8D): "The front-loading may well help more low-income students become dental hygienists. I doubt it will help more low-income students become dentists."

Terry Hartle's point is well taken; it certainly makes sense to continue Pell Grants through the four years of college. However, I do take issue with Hartle's point about low-income students being limited because of their attendance at two-year colleges. The reality is that low-income students generally do start college at community colleges because of the much lower tuition and fees.

The March 12, 2001 issue of *The Hispanic Outlook* featured a major study conducted by the American Association of Community Colleges and ACT Inc., *Faces of the Future: A Portrait of America's Community College Students*. This was the first national survey of both credit and noncredit courses at 245 community colleges in 41 states. The report states that 45 percent of all U.S. undergraduates are enrolled in community colleges and about one-third of them receive some form of financial aid. In fact, the study showed that more than half of these students are the first to attend college from their families. Twenty-two percent of those surveyed had household incomes of less than $20,000. These students are also more likely to come from homes where English is not the primary language spoken. "The report concludes that community colleges are the best and sometimes the only hope to ensure career and earning competitiveness for the least skilled and most economically disadvantaged" (Gilroy, 3/12/01, p. 8). So, rather than seeing low-income students limited by attendance at a community college, the community college can be the stepping stone towards their bachelor's degrees.

I believe it is the government's responsibility to fund these students' continuing education, and it is the responsibility of the community college sector to prepare these students for transfer to four-year colleges and universities. Whether low-income students start at a two-year or a four-year college is not as significant as what they find when they get there. By now, the retention research is pretty conclusive about what keeps the high-risk student and, in fact, any student, in college. Beyond the necessary financial resources, the climate of a college seems to be a critical variable for retention. Is the college atmosphere a welcoming one? Is there an inclusive atmosphere in their classes so that students feel valued and respected? Do students feel a sense of belonging at an institution? Do they have friends attending the same college?

Pascarella et al., (1986), and many other researchers have discovered the importance of the personal relationships that students develop with faculty and staff to their perseverance in college. Judith Johnson's study of persistence in commuter college students (1997) found that the significant factors that contribute to college completion rates for commuter and nontraditional students are similar to those found for successful traditional campus-based college students. Johnson found that a sense of community is a critical variable for the retention of all college students, regardless of whether they commute or live on campus. Again, there are so many studies supporting this contention, it is clear that the academic climate is the factor that needs special attention if we are committed to retaining more college students, especially low-income and minority students.

Financial support seems to be the foundation necessary for a college education to become a possibility for low-income students. Once a student has the financial resources to study at an institution, the college can go a long way in supporting that student in ways that promote academic success: provide developmental courses, if needed, to make up for academic deficiencies; and offer orientation to college sessions and a freshman seminar, which teach students what they need to know to be successful in college.

Also significant are faculty development sessions to raise faculty consciousness about creating a welcoming, inclusive classroom atmosphere, the importance of connecting with their students, and the importance of having students work collaboratively in class, which fosters bonding with other students as well as enhancing learning and retention.

Other positive actions include providing support personnel services to help students get information they need from courteous helpers, as well as providing guidance in academic and non-academic areas. (With one in five college students said to be in a clinical depression, colleges also need to strengthen their counseling departments).

Persisting in college to earn a degree is difficult for most students. For students who start college behind the eight ball due to an uneven playing field, staying the course in college can be an overwhelming task. As a nation, we must provide these students with the financial assistance that makes college accessible to them, as well as the academic and non-academic support they will need once they are attending college.

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DEAN OF ACADEMIC AFFAIRS

corning community college

Corning Community College invites applications and nominations for the position of Dean of Academic Affairs. Located in the Finger Lakes Region of New York State, CCC instructs approximately 3, 000 FTEs. A member of the SUNY system, CCC is widely known for its commitment to excellence in teaching.

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Please submit curriculum vitae and names, addresses, and phone numbers of three professional references by September 7, 2001 to: **Director of Human Resources, Corning Community College, 1 Academic Drive, Corning, NY 14830.**

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Aspirantes Pass the Quarter-Million Mark

ASPIRA Programs in 400 Schools Nationwide

BY INÉS PINTO ALICEA

Like the Spanish word it takes its name from, ASPIRA, the national nonprofit organization dedicated to the education and leadership development of Latino youth, aspires to continued, phenomenal growth and success.

"We had major growing pains, but we managed to stay loyal to our goals," said Myrna Rivera, chair of ASPIRA's national board and president and CEO of Consultiva Internacional, an independent Hispanic investment research firm based in Puerto Rico.

"A lot of nonprofits are formed around the passion for an issue and then back into the administrative infrastructure needed to make it grow. We've spent the last five years getting our house in order. We still hold on to our issues. The challenge is to do that again for the next 20 years."

Since its formation more than 37 years ago, ASPIRA has grown from a small nonprofit agency in New York City to a national association with associate organizations in Connecticut, Florida, Illinois, New Jersey, New York, Pennsylvania, and Puerto Rico, with its national office in Washington, D.C. Its 500 staff members work with thousands of youth and their families each year to develop the youths' leadership potential. The organization calls the youngsters Aspirantes–youth who will become educated, committed leaders for the community's future benefit.

"I would like to see ASPIRA reach many more people," said Ron Blackburn Moreno, executive director of ASPIRA. "We reach 30,000 students right now. That is a drop in the bucket when you look at the size of the Latino community. Expansion is critical, but we want to expand with quality programs. We also want to increase our visibility and influence in public policy at the national, state, and local levels.

"We also want to make sure we are as efficient an organization as any business. We want to make sure that the people who move through the ranks to management at ASPIRA have the skills to manage effectively and be accountable to the communities they serve."

While ASPIRA continues to maintain the passions of a nonprofit, it has taken a more businesslike approach to achieving its future goals, which many leaders in the organization said was necessary to continue growth and expansion. Rivera said the organization developed an investment policy and created an endowment that the board hoped would eventually cover 25 percent of ASPIRA's budget, relieving its dependence on outside funding. Since the endowment was created seven years ago, the board has managed to double its value, said Rivera. Still, locating the resources to expand ASPIRA's programs remains one of the organization's biggest challenges, said Blackburn Moreno.

In 1997, Antonia Pantoja, the organization's founder, received the highest honor the nation bestows on a civilian, the Presidential Medal of Freedom, for her work on behalf of Latinos. President Clinton awarded the medal in a ceremony at the White House.

Pantoja said funding has been an issue for the organization since its founding but that it is an issue not uncommon among nonprofits.

"We don't have all of the money we'd like to have to serve all of the youth we'd like to serve," she said.

Pantoja and a group of Puerto Rican educators and professionals created ASPIRA back in 1961 to address the exceedingly high dropout rate and low educational attainment of Puerto Rican youth. They believed that the way to free the Puerto Rican community from poverty and promote its full development was to focus on the education of young people, and develop their leadership potential, self-esteem, and pride in their cultural heritage. The youth would become not only productive members of society, but also lead the development of their own community.

"All young people need to have an identity, and they need to know they belong to a community," said Pantoja, who is working on her memoirs, for which she hopes to find a publisher soon. "That is why we have been so successful. It is very rewarding to me to see how the organization has grown all over the nation and how it has expanded its services to other youth as well as Puerto Ricans."

Strategic Plan

The organization continues to evolve. Two years ago, ASPIRA developed its first national strategic plan. The plan called for a new curriculum for its well-known youth leadership development program that also included components on entrepreneurship and community organization, to get more young people interested in both areas. The strategic plan also allowed for the creation of ASPIRA-run charter schools in Florida, Pennsylvania and Illinois, and a junior technical college in Illinois as well.

While local school districts provide some funds for the charter schools, ASPIRA must provide the funds for the capital expenditures. Blackburn Moreno said it is vital that these schools have the resources to operate and skilled teachers to teach.

"We want to make sure these are model schools for the rest of the country," he said.

To strengthen the organization's infrastructure, ASPIRA revamped its own technological capabilities. It created a website with thousands of links to other sites as well as 500 pages on ASPIRA programs and activities. ASPIRA also created a database to track how successful it is in reaching the community it serves. It tracks the progress of people served by the organization. Moreover, Pantoja is busy forming an alumni network of all former ASPIRA participants.

"Everybody tells us ASPIRA is wonderful, but the question is how do you measure wonderful?" asked Rivera. "The database will help us understand what works and what doesn't work."

Since its founding, ASPIRA has provided a quarter of a million youth with the personal resources they need to remain in school and contribute to their community. After extensive research, ASPIRA founders developed a process for leadership development that remains the core of all ASPIRA activities. Over the years, ASPIRA has developed a highly successful intervention model–the ASPIRA Process. The model consciously accentuates the positive, putting the stress on developing the potential of Aspirantes rather than trying to overcome their perceived deficits.

While still mainly a Puerto Rican organization, ASPIRA now reaches out to include all Latinos and a significant group of non-Latinos throughout the United States. Its core program, the Youth Leadership Development Program (LPD) and its school-based ASPIRA Clubs reach young people in more than 400 schools. Students learn the "ASPIRA Process" of awareness, analysis, and action through the clubs. The ASPIRA Process of leadership development teaches youth to become aware of their current situation, to analyze its consequences, and to take action for change in their personal lives and the life of their community. ASPIRA brings together school and community members, students, and parents, to promote educational success and community service.

Youth play an important role in the organization. The local boards all have student representatives, as does the national board. Blackburn Moreno said that 40 percent of the board members are youths–16 years and older–and they have a full vote like the other board members.

"That honors the students and not just the adults," said Rivera. "What the kids say is essential to the equation."

Technology and Culture

One of the biggest projects ASPIRA has undertaken in recent years is the development of technology centers throughout the country. Most are located in ASPIRA community centers, and they allow access to computers and the Internet. The project was launched thanks to a $1.7 million grant from the U.S. Department of Education and a partnership with the Power Up organization, which is affiliated with many of the technology industry's foundations. The computer software and hardware as well as Internet access were donated by some of the giant technology companies, including America Online, Dell, Gateway, and Microsoft.

"Technology is the great equalizer, but it also can be the great divider if you don't have access," said Rivera. "It has been a tremendous effort to get on the radar screen of these organizations, getting these centers, and putting them in place."

There are 40 centers nationwide. Each offers 15 to 20 computers, so the public can learn how to use computers and navigate the Web, said Blackburn Moreno. The organization hopes to expand to 100 centers soon.

Blackburn Moreno said the initiative has been successful. The Philadelphia technology center serves 1,000 people each week.

"This is the largest initiative we have engaged in," he said. "It has been pretty complicated. We want to ensure that every Latino student and every Latino community member will not only bridge the digital divide but also bridge the economic divide."

ASPIRA also wants to take the lead in forming a national Hispanic technology consortium of national and local organizations, and colleges and universities that want to provide access to technology to the Latino communities.

"We want the consortium to be the voice on technology to influence policy for Latinos," said Blackburn Moreno. "There is no such voice."

Rivera said ASPIRA remains highly concerned about the high dropout rate in the Latino community and hopes that increased access to technology will help reduce it.

The program provides leadership training, cultural enrichment activities, and community action projects that teach students how to develop their leadership abilities. ASPIRA also works with foundations, corporations, and the government to improve educational opportunities for young Latinos.

Rivera said that while the organization remains loyal to its basic premise of education and leadership development, another important component is to cultivate pride and awareness about Puerto Rican heritage and culture.

"We want to keep the heritage alive," said Rivera. "We want to keep the pride alive. It is important to help kids set their identity and for them to feel proud of their culture."

Cultural isolation from their history or their language, says Rivera, is "too high a price to pay."

The national board met in February, said Rivera, to begin discussing how to maintain the culture and language in a technologically advanced world.

"The affirmation of culture, heritage, and language is a key component to ensure people feel good about themselves," said Blackburn Moreno.

He believes the organization will soon offer additional cultural, historical and language activities, and courses at its centers nationwide. In addition, he envisions more Latino-related activities on the organization's website.

Along with the improvements occurring at ASPIRA, Blackburn Moreno said there are also improvements in working relationships among national Latino organizations. He has seen a shift in the eight years he has been with the organization in that national Latino organizations are cooperating far more now than when they were first launched. Most of the 32 national Latino organizations that comprise the National Hispanic Leadership Agenda are relatively young–less than 30 years. With maturity and time, he said, the organizations and their leaders have worked for more unity on a variety of topics, including education reforms, immigration, voting rights, access to capital, and access to technology.

"We're almost a single voice on every issue," he said. "That makes us more powerful than we were years ago. We'll continue to stand firm."

Liberal Arts Consortium Seeks Minority Scholars-in-Residence

Diversity a Goal at Bowdoin, Grinnell, Occidental, Wellesley, and More

BY INÉS PINTO ALICEA

Bowdoin College

OCCIDENTAL COLLEGE

Grinnell College

Gloria Cuadraz recently received two notes from students that reinforced her commitment to teaching. Both were from students praising her for her work teaching them several years ago.

Cuadraz, now an associate professor at Arizona State University West, in Phoenix, said her time at Colorado College, a small liberal arts school, was quite positive. While there, a unique program was designed to encourage minorities to consider teaching and research careers at liberal arts colleges.

"I always speak highly of my experience there," said Cuadraz. "It exposed me to a culture that highly values teaching. You feel revered in that environment. They have an attitude that you do important work, so we're going to take care of you."

The unique experience is the Minority Scholars-in-Residence Program, offered each year to postdoctoral students or students ready to write their Ph.D. dissertations by the Consortium for a Strong Minority Presence at Liberal Arts Colleges, an association of small liberal arts undergraduate colleges.

A brochure about the program

ASU ARIZONA STATE UNIVERSITY WEST

Glorida Cuadraz, associate professor and director at Arizona State University describes the twofold effect of having minority scholars on campus: "greater diversity of experience and perspective within the faculty and in the curriculum" and "necessary role models who help attract minority students to liberal arts colleges and enhance their experience once there."

Fellowships are open to U.S. citizens who are students in all disciplines of liberal arts and engineering. Applicants should be working toward a Ph.D. or MFA degree or should have been awarded the degree no more than five years before applying. In addition, they should have no more than five years of teaching or relevant experience.

"I had not had experience with these types of institutions," said Cuadraz. "It was very uplifting. They have very well-prepared students."

After completing their residencies, the scholars are believed to be strong candidates for tenure-track positions at member institutions of the consortium, or at similar institutions.

"The goal is to familiarize our visitors with liberal arts curricula and careers," said Helen Scott, associate dean and associate professor of Russian at Grinnell College in Iowa, a consortium member.

When Cuadraz finished her year as a fellow, program officials talked to her about teaching opportunities in liberal arts colleges, but, for personal reasons, she had her heart set on returning to her home state of California to a position at a larger university. She said she felt compelled to teach at an institution where many of the students were first-generation college students, something not true of some of the liberal arts colleges, in her experience. She later went to Phoenix but said she is open to returning to teach at a liberal arts college.

Grinnell, with a student population of 1,500, serves as the clearinghouse for the consortium. Participating institutions pay dues of $500 to cover the costs of advertising the program and handling the applications. Twenty-four institutions participate in the consortium, but the list keeps growing.

"We weren't looking for new members, but more and more colleges have wanted to join," said Scott.

The consortium was launched in 1987. Among the member colleges are Bowdoin, Bryn Mawr, Carleton, Colorado, Connecticut, Gettysburg, Grinnell, Hamilton, Haverford, Juniata, Macalester, Mount Holyoke, Oberlin, Occidental, Pomona, Rhodes, Swarthmore, Union College (N.Y.), Vassar, Wellesley, and Wheaton College (Mass.). Member universities include DePauw and University of the South.

Scott said each participating institution funds the students' stay. Fellows receive a stipend equal to the typical salary for beginning instructors (dissertation fellows) or assistant professors (post-doctoral fellows) at the host institution. In exchange, scholars are expected to do some teaching and research. They are also expected to participate in other activities under the supervision of a mentor.

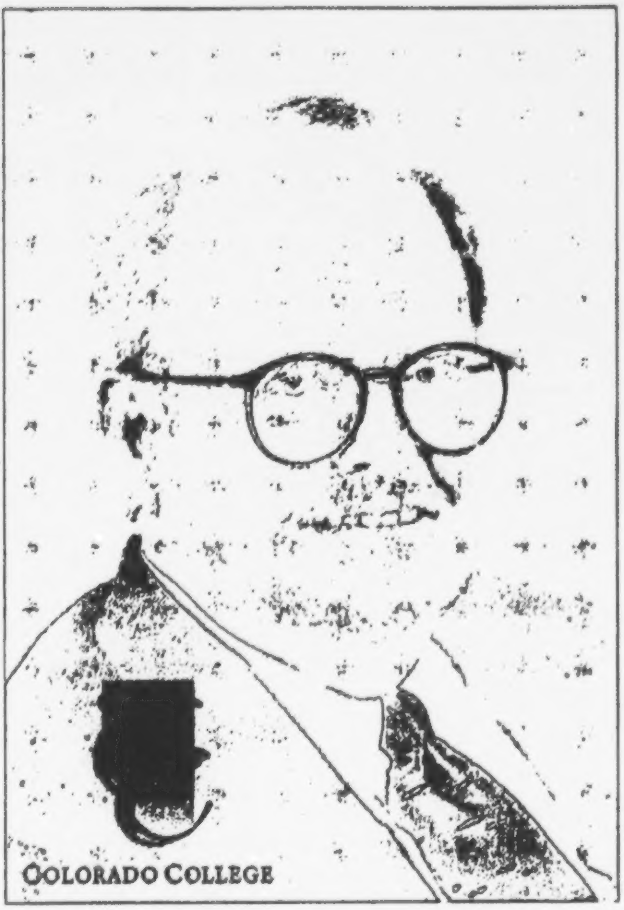
"It's a big commitment we're all making," said Scott.

Cuadraz said that when she won the fellowship, it was the first time that she had medical insurance and that Colorado College was very generous with helping fund any of her research needs. She said that she was offered a Woodrow Wilson Fellowship at the same time but felt committed to the consortium's fellowship.

"I have no regrets about doing that," said Cuadraz. Moreover, she said her earnings as a beginning college teacher helped her later in her career.

"When I was negotiating for my faculty position here, it helped me negotiate for a higher salary," said Cuadraz.

Victor Nelson-Cisneros is associate dean at Colorado College, in Colorado Springs, a consortium member with 1,900-or-so students, about 300 of them, minorities. Fellows make at least $40,000 for their year at his institution, he said. They also receive a $1,000 stipend for research or book expenses and funding for a round-trip ticket to defend their dissertations if they are Ph.D. candidates.



Victor Nelson-Cisneros, associate dean at Colorado College

"It is difficult to support yourself with a full-time job while writing your dissertation," said Nelson-Cisneros.

At Colorado College, the fellows enjoy the benefit of a block schedule. Students take one course at a time over an 18-day period, so fellows only teach for seven weeks during their year stay. This gives them more free time for writing a dissertation or working on other projects for publication.

"Colorado College gives them a lot of time to write," he said, adding that the college took on four fellows last year and was recruiting four for the latest round. "We try to make it attractive to the students."

Cuadraz said she did some of her best writing during her fellowship year and that the snow and cold of the area helped her focus her work.

The program does not guarantee that there will be a tenure-track position open at the institution where the student completes a fellowship, but many do end up at their host institutions or at other liberal arts colleges. Nelson-Cisneros said that of the more than 25 fellows his institution has sponsored since the program began, four have been hired for tenure-track positions.

Many graduate students gravitate to the larger, more well-known research institutions, but Nelson-Cisneros said he hopes the program will make many of them reconsider and pursue jobs at small liberal arts colleges, which can offer very rewarding careers.

"At my college, our feeling is that this is not for sabbatical replacements or for leave of absence replacements," he said. "There is a greater good here. We want to give the students a leg up in the process, so they will consider seeking and taking a job in a liberal arts college. This is our contribution to the pipeline issue."

But officials involved in the program agree that it is important to keep better track of the program participants. One of the goals is to start tracking the progress of the consortium. The group wants to know how many of the participating students are indeed teaching at liberal arts colleges.

Member colleges include Bowdoin, Bryn Mawr, Carleton, Colorado, Connecticut, Gettysburg, Grinnell, Hamilton, Haverford, Juniata, Macalester, Mount Holyoke, Oberlin, Occidental, Pomona, Rhodes, Swarthmore, Union College (N.Y.), Vassar, Wellesley, and Wheaton College (Mass.). Universities include DePauw and University of the South.

"We'd like to know how we're doing," Scott said. "We'd hope that these scholars are teaching at one of the consortium institutions or at least at a liberal arts college."

"We know that not everybody goes to liberal arts colleges," said Nelson-Cisneros, adding that he keeps unofficial track of the fellows who come to Colorado College and finds that many pursued jobs at liberal arts colleges.

Nelson-Cisneros said the goal is to assist minority scholars at an early stage in their careers. And that he's helped his own fellows, as needed, with job placement at other institutions and with preparing job application packets.

Scott says, "We want to make this a positive experience for the fellow. We want to have them included in the activities of the institutions. We just don't plunk them down and have them teach courses."

Ph.D. candidates are strongly encouraged to finish writing their dissertation in their fellowship year. Scott said that while she encourages the schools to teach the students how a department operates, she wants to ensure students can complete that dissertation.

"I don't want to say they have to have 100 percent participation in the department, and then they don't get their dissertations done," said Scott. "Their presence is helpful to the institution, and it's helpful to themselves."

Scott said she would like to create a more unified presence for the students participating. Some institutions succeed in getting them together for different activities, but the overall consortium has not been so successful in that endeavor.

The consortium offers two types of fellowship awards–the dissertation fellowship and the postdoctoral fellowship.

The dissertation fellowship is designed for Ph.D. or MFA candidates who have completed their research and are ready to (or have just begun) writing their dissertation. The program allows the fellow to complete the final requirements for the degree during the year of residency. Scholars will receive a stipend based on an average starting salary paid to instructors at the host institution. Modest funds will be made available to finance proposed research, subject to the usual institutional procedures. Scholars will be expected to teach one semester course (or the equivalent), to participate in functions such as departmental seminars, and to interact regularly with students. Ideally, applicants for the dissertation fellowship program should have completed their research before the beginning of the fellowship year, said Nelson-Cisneros.

"We want to expose minority graduate students to the life of teacher scholars at small liberal arts colleges, but their first responsibility is to advance their writing as much as possible....We give them a reduced teaching load so they will have a head start on publishing," said Nelson-Cisneros.

During the fellowship year, those in the postdoctoral stage are encouraged to begin publishing.

Scott said the program is largely voluntary. The institutions receive copies of the application packets and decide each year whether they will accept and fund any of the applicants that year. A packet includes a graduate school transcript, curriculum vitae, and three reference letters, one of which must be from the dissertation advisor. A pre-doctoral applicant has to provide information about progress toward the degree.

The institutions are not required to take on any fellows, but most take at least one. Historically, Grinnell has taken two students each year.

All participating institutions see application packets from all prospective candidates, even though students declare their three top choices. Last year, the consortium had 70 applicants. This year, 138, said Scott. Each consortia institution handles the selection process in accordance with its own internal selection processes.

Completed applications are to be forwarded by Nov. 15 to Jean Cousins, CSMP Administrative Assistant, Grinnell College, President's Office, 1121 Park Street, Grinnell, IA 50112-1690. For more information or an application, email: cousins@grinnell.edu

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BENTLEY COLLEGE

Waltham, Massachusetts

Provost and Vice President for Academic Affairs

Bentley College, one of the nation's most innovative business schools, invites nominations and expressions of interest in the position of Provost and Vice President for Academic Affairs.

Founded in 1917 and located in Boston's high tech corridor, Bentley College prides itself on providing a business education for the information age. As a Carnegie II Research Institution, Bentley has nearly 4,000 undergraduate, 1,800 graduate, and 3,300 executive and professional education students learning in an environment that integrates information technology with a broad business and liberal arts curriculum, gaining knowledge, skill and experience for careers in a global economy. In its "Best Colleges 2001" survey, *U.S. News & World Report* ranked four of Bentley's undergraduate offerings among the best business programs in the nation. Out of 1,600 U.S. colleges and universities with business programs, Bentley ranked 13th in e-commerce, 21st in management information systems, 23rd in accounting, and 44th in general management. Bentley's McCallum Graduate School of Business was ranked 20th in entrepreneurship and 25th in management information systems in the same survey. *Computerworld* ranks Bentley's Information Age MBA 16th among the nation's top techno-MBA programs. Moreover, Bentley is the only small college in the country nationally ranked in e-commerce, information systems and accounting.

As the largest business school in New England, Bentley has dedicated over $80 million to technology including an investment of $22 million in recently opened academic technology facilities. Additionally, Bentley has the nation's oldest student laptop requirement. The college was a pioneer in service learning for non-profits and has a nationally known business ethics center. Bentley offers a tight-knit community with accessible professors, small classes, and an excellent ratio of students to faculty.

As the chief academic officer, the Provost will lead a committed, enthusiastic, unified faculty in building the college's academic excellence. The Provost, with the President, Trustees and senior officers, shares in institutional strategic planning and college-wide leadership for policy formulation and administration.

The successful candidate will have the intellect, integrity and administrative acumen to lead evolutionary change in partnership with the faculty and other members of the Bentley community. The Provost will have a distinguished academic record with evidence of excellence in teaching, capacity to connect with faculty in a variety of fields, enthusiasm for information technology, an understanding of faculty governance and experience with fiscal policy.

Nominations, expressions of interest, and inquiries should be directed, in confidence, to the college's consultants:

Provost and Vice President for Academic Affairs
Bentley College
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attn: Nancy A. Martin/Stacey R. Sauchuk
98 Old South Road
Nantucket, MA 02554-6000
E-mail: provostbc@emnemn.com

For additional information about Bentley College, please visit www.bentley.edu

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com JULY 16, 2001

Education Week Issues "Technology Counts 2001" Report

BETHESDA, MD

With the latest statistics showing a rapid infusion of computers into the nation's schools, some educators, researchers, and policymakers are tempted to declare the digital divide closed. "Technology Counts 2001," *Education Week*'s fourth annual report on school technology, looks beneath the overall numbers, and finds that simply judging the digital divide by comparing basic student-to-computer ratios obscures more subtle digital inequities.

The report reveals that access to the Internet is significantly lower in the nation's poor schools than in more wealthy schools. Also ending up on the wrong side of the digital divide are minority youngsters, girls, rural students, low achievers, children with disabilities, and students who are learning to speak English as a second language. "Technology Counts 2001" shows that the new digital divides have as much to do with how students and teachers use technology as with access to the machines themselves.

The report also explains that even when access to computers is high, there are reasons to worry about whether school technology is being used effectively to promote student learning. The report includes a new *Education Week* survey of middle school students and high school students that shows that a large percentage of students say knowing about computers is not that important to how well they do in school. A high percentage of students with access to computers at school say they used them for only a limited amount of time per week. Many learn most of what they know about computers at home, the study reveals.

The report also looks at policies, state by state, finding that few states require schools to set aside time for technology-related professional development for teachers or even require prospective teachers to take a technology test. A special state-by-state analysis of national computer-access figures, conducted for *Education Week* by Market Data Retrieval, shows that poor children are still losing out compared to wealthier students when it comes to more sophisticated technology. And some states seem to be having more difficulty than others in providing equal access to all students. This year's report also analyzes how well services and projects designed to close the digital divide are working and what problems they are facing.

HACU National Internship Program Wins Commerce Department Contract

WASHINGTON, D.C.

The Hispanic Association of Colleges and Universities (HACU) won a major new contract with the U.S. Commerce Department for the nation's largest Hispanic student internship program.

The Commerce Department signed a three-year contract with HACU to renew its long-standing participation in the HACU National Internship Program. The new contract will be worth as much as $1.5 million over its three-year duration.

"We applaud the Commerce Department for its foresight and commitment to encourage diversity for our future federal workforce, which must be more reflective of our multicultural population," said HACU President and CEO Antonio R. Flores.

"Hispanics are the nation's youngest and largest minority population. Yet, they remain the only population group underrepresented in federal workforce ranks. Providing Hispanic college students paid internships in key Commerce offices introduces them to federal career opportunities while allowing them to obtain valuable professional experience," he said.

Since 1992, the HACU National Internship Program has provided paid internships to more than 2,700 undergraduate and graduate students with top academic credentials. The Commerce Department has hosted 423 interns.

HACU National Internship Program students participate in paid spring, summer, or fall internships at more than a dozen federal agencies and private sector corporations in Washington, D.C., and throughout the country. The program also allows students to learn career skills relevant to their fields of study, and provides them professional networking opportunities.

"This program each year attracts hundreds of college students with exceptional qualifications. Many of our former interns are now full-time federal employees," said William Rafael Gil, executive director of the Washington, D.C.-based HACU National Internship Program. "We are deeply grateful for the continuing support of the Commerce Department, which has contributed to making this program a success."

HACU represents more than 270 colleges and universities that serve the largest concentrations of Hispanic college students in the United States and Puerto Rico.

...FYI

The Hispanic Outlook In Higher Education www.hispanicoutlook.com JULY 16, 2001

New Study Questions Value of Coaching for SAT I, Reports College Board

NEW YORK, N.Y.

The College Board posed the question: How much does coaching affect SAT I scores?

Not much, according to the latest study on the subject by Derek C. Briggs, a doctoral candidate at the University of California-Berkeley.

The College Board News reported that in Briggs' study of 14,600 students–the largest coaching study on record–he found that SAT I: Reasoning Test scores of coached students were, on average, just 20 points above those of the uncoached students. The average boost from coaching was only six to eight points on SAT I: verbal, and 14 to 15 points on SAT I: mathematical scores. The study also showed that only 10 percent of the students had participated in coaching.

"Briggs' findings match those of at least six other independent studies," said Wayne Cámara, The College Board's senior research scientist. "All found minimal results from coaching."

In a major study in 1998, Donald Powers and Donald Rock of the Educational Testing Service also found minor score increases for students who took test-prep courses. In their study of 4,200 students who had taken the SAT I: Reasoning Test more than once, coached students experienced an average score boost of eight points above the average scores of uncoached repeat test-takers on the SAT I: verbal section. On the SAT I: mathematical section, they had an average 18-point increase above the average scores of uncoached repeat test-takers. Two major coaching companies had slightly higher average increases of up to 19 points on verbal and 38 points on math. Although 97 percent of the students had prepared for the SAT I in some way, average prep time was just 11 hours.

Cámara says that coaching is a complex phenomenon, with many variables and with results that reflect the intensity, duration, and content of the course and the ability and motivation of teacher and student. In general, the longer the course and the closer it is to genuine instruction and learning, the better the scores. Thus, successful coaching resembles good schooling. This should be expected, since good schooling prepares students for college as well as the SAT I. In general, SAT I scores reflect the number of challenging academic courses students can take, and the grades they earn.

ACE: State Spending on Student Aid Topped $4 Billion in 1999-2000

WASHINGTON, D.C.

State student aid saw an increase of 12.6 percent over the 1998-99 academic year, with merit-based aid programs growing faster than need-based programs, according to an annual survey by the National Association of State Student Grant and Aid Programs, an organization representing the 50 states and six territories that provide financial aid to postsecondary education students. The survey covered all 50 states, Washington, D.C., and Puerto Rico.

The American Council on Education reported the following survey findings:

- Merit-based aid rose about 20 percent in 1999-2000 to nearly $925 million. Merit-based programs accounted for approximately 22 percent of all student-aid spending during that time period.
- Six states–California, Illinois, New Jersey, New York, Pennsylvania, and Texas accounted for about 60 percent of all need-based state student aid. Need-based aid spending increased about 8.5 percent to $3.2 billion in 1999-2000.
- Almost 78 percent of full-time Georgia undergraduates receive aid, compared with 52.7 percent in New Mexico, 51.4 percent in New York, 50 percent in New Jersey, and 43.2 percent in Ohio. When it comes to need-based aid, New York is in the lead with 50 percent of its undergraduates receiving need-based aid.
- Alabama, Delaware, and Georgia eliminated need-based aid last year. Georgia's merit-based aid program provided more than $1,300 per full-time undergraduate.
- State aid totaled $4.15 billion for the 1999-2000 academic year, up from $2.86 billion five years earlier. Appropriations for 2000-2001 are estimated at $4.67 billion, an increase of 12.5 percent over last year.
- Less than 1 percent of need-based aid, and about 6 percent of merit-based, went to graduate students.
- New Jersey and New York spent more than $2,000 in grants and scholarships for each full-time undergraduate student. Arizona, Hawaii, and Wyoming spent less than $50 per full-time undergraduate student.

People-Places-Publications-Conferences

PEOPLE & PLACES

Ambrosino Named Vice President of UTSA Student Affairs

The University of Texas-San Antonio (UTSA) appointed Rosalie Ambrosino vice president of student affairs. Ambrosino had been vice provost for undergraduate studies and enrollment management.

She will oversee and be responsible for student organizations, admissions, registrar, financial aid, career services, health services, academic advising, multicultural programs, the testing center, and other services and programs.

A licensed social worker with a special interest in multicultural education, Ambrosino was director of the School of Social Work and the undergraduate program at UT-Austin prior to coming to UTSA in the summer of 1999. She has a bachelor's degree from the University of Minnesota, a master's from Antioch University, and a doctorate from UT-Austin.

Ornelas & Associates Launches Latino Scholarship

The American Association of Advertising Agencies gave a 2001 O'Toole Multicultural Award to Ornelas & Associates, a Dallas, Texas-based Latino marketing communications agency. The agency will use the $25,000 award, and match it, to start a scholarship fund for Latinos. Victor Ornelas, president and CEO of Ornelas & Associates, set a $1 million goal for the scholarship fund, to be raised over 10 years.

The Ornelas Advertising Scholarship will be open to qualified American citizens of Latino heritage who pursue a degree in advertising or marketing communications at an accredited college or university in the U.S. The selection of the winners will be based on demonstrated academic ability and community involvement.

Cal Poly Pomona Names Morales Vice President for Student Affairs

California State Polytechnic University-Pomona announced the appointment of Dr. Tomás D. Morales as vice president for student affairs. He is a former dean of students and vice president of student affairs at the City College of New York and has served higher education for more than 25 years.

Said Morales, "It's exciting to join a wonderful and extraordinarily diverse student-centered community of learners."

Morales will lead one of the diverse divisions of the University. Its branches include athletics, enrollment services and financial aid, public safety, student development and disabled student services, student support programs, and student enhancement and housing.

Chicanos and Latinos Introduced to Cal State-Fullerton

California State University-Fullerton (CSUF) welcomed Chicano and Latino first-year students, sophomores, and their parents to *Día de los Padres*, a daylong event designed to help parents understand university life. It featured workshops, entertainment, and student skits conducted in English and Spanish. Parents were encouraged to develop and maintain communication ties with members of the campus community.

Lending support to the event were *Mesa Cooperativa*, an umbrella council of several student organizations promoting ethnic, cultural, academic, and political awareness in the Chicano/Latino community, and the Links Mentoring Program, which helps students network with the CSUF community.

North Texas Center to Educate Hispanics about Heart Disease

The University of North Texas (UNT) Health Science Center-Fort Worth is one of six organizations/institutions chosen by the National Heart, Lung, and Blood Institute (NHLBI) of the National Institutes of Health to start a national education effort in low-income and minority communities about cardiovascular disease. The NHLBI plans to create a network of community-based organizations implementing targeted, culturally sensitive heart health education strategies aimed at changing local physician practices and patient behaviors.

Public health and medical school faculty from UNT's Health Science Center will use NHLBI funding to develop comprehensive promotion, education, and outreach to increase awareness and knowledge of cardiovascular disease prevention and to promote heart-healthy lifestyles among Hispanics.

Dr. Hector Balcazar, School of Public Health professor and principal investigator on the project, said it will utilize the *Salud para su Corazón* (Health for your Heart) model, which equips lay health educators with in-depth and user-friendly tools to promote heart health and family wellness.

Valdez Honored by UTSA Faculty and Administrators

The University of Texas-San Antonio (UTSA) vice president for extended services, Jude Valdez, was honored with a Lifetime Achievement Award from the La Raza Faculty and Administrators' Association (LRFAA). Valdez is credited with playing a key role in the creation of the UTSA Downtown Campus.

LRFAA is an informal group of faculty members and administrators at UTSA, formed in the early 1980s to highlight issues involving Mexican Americans in higher education. The group is devoted to improving minority student enrollment and retention and ensuring the recruitment and promotion of minority faculty members.

Londono Recognized For Leadership Role at Barry

Esther Londono, a 25-year-old graduate student and elementary school counselor, was recognized for her leadership role at Barry University (Fla.). Chi Sigma Iota, a counseling academic and professional honor society, honored her.

Londono, a Colombian American, won an award for outstanding service and a fellowship for her role as vice president of Barry's Beta Upsilon Chapter. She is editor of *Beta Upsilon News*, the chapter's monthly newsletter, and is involved in several community service projects, including the Children's Home Society, My Sister's Closet Program, which provides work clothes for indigent women, and the Miami Rescue Mission. She recently traveled to Spain as a volunteer English tutor.

Londono, a counselor at Wesley Mathews Elementary in Miami, is pursuing a master's degree in counseling from Barry's School of Education.

Rutgers Hosts Talk On Dominican Community

Rutgers University-New Brunswick (N.J.) hosted "Red de Pescadora: Reflections on Dominican Studies in the United States," a lecture by literary scholar and cultural activist Daisy Cocco De Filippis.

Cocco De Filippis discussed the history of Dominicans in this country and current interpretations and divergent theories about culture and identity issues as they affect the Dominican community here. Her lecture was part of the Rutgers Global Futures Symposia 2000-2001 series "Leaders and Communities: Lessons of the Past, Prospects for the Millennium," which examines the processes and consequences of contemporary globalization.

Cocco De Filippis is a professor of Spanish and chair of the department of foreign languages, ESL, and humanities at York College of the City University of New York. She has worked on many publications as an editor and translator.

Santiago Named UAlbany Provost and VP of Academic Affairs

Following a yearlong national search, the University at Albany (N.Y.) appointed Dr. Carlos E. Santiago provost and vice president of academic affairs. He had been interim provost and vice president of academic affairs and professor of Latin American and Caribbean studies and economics.

"I'm delighted to accept this appointment," said Santiago. "My tenure at SUNY-Albany has marked a time of tremendous growth and change, but there has always been one constant, the exceptional faculty and staff. I feel very fortunate to be among such exceptional colleagues."

Santiago is founding co-editor of the *Latino Research Review*, a member of the U.S. Congressional Hispanic Caucus International Relations Advisory Group, president of the Puerto Rican Studies Association, and has held leadership roles with the Latin American Studies Association. In 1996, he was named one of the top 100 most influential Hispanic leaders in the U.S. by *Hispanic Business*.

Penn State Researches Puerto Rican Mothers and Infants

A study conducted by Pennsylvania State University reveals that Puerto Rican women living in the U.S. have significantly less social and emotional support at the time of childbirth than do their peers in Puerto Rico, although this does not adversely impact their infants' health.

Penn State sociology and demography professors Dr. Nancy S. Landale and Dr. R.S. Oropesa conducted the research as part of their ongoing Puerto Rican Maternal and Infant Health Study, which analyzes maternal and infant health outcomes among Puerto Ricans living in the U.S. and Puerto Rico.

Puerto Rican women in Puerto Rico are more likely to live close to their mothers; they tend to have more relatives living nearby; and they receive more emotional support and help with childcare, chores, and medical expenses than do those in the U.S.

Landale and Oropesa presented their findings in the paper "Migration, Social Support and Prenatal Health: An Origin-Destination Analysis of Puerto Rican Women."

Echevarría Delivers Cervantes Lecture at Fordham

Yale University (Conn.) Professor Roberto González Echevarría delivered the 45th Annual Cervantes Lecture, "The Prisoner of Sex: Love and the Law in Cervantes (*Don Quixote*, Part I Chapter 22)" at Fordham University in New York.

Begun at Fordham in 1952, the lectures inform scholars, students, and the public about Miguel de Cervantes, the man many consider the creator of the modern novel. Echevarría, Sterling professor of Hispanic and comparative literature and chair of the department of Spanish and Portuguese at Yale, is the author of *Myth and Archive: A Theory of Latin American Narrative*.

Western Illinois Student Covers Latin Music Awards

WIU Western Illinois University broadcasting graduate student Angela Mauricio was chosen by the National Association of Hispanic Journalists (NAHJ) to cover *Billboard Magazine*'s International Latin Music Awards. Mauricio, one of nine selected nationwide, was an official on-air reporter for Chicago's Spanish-speaking television and radio stations. The event, held in Miami, Fla., featured Latin pop stars Ricky Martin and Christina Aguilera.

Founded in 1984, NAHJ fosters a greater understanding of Hispanic culture, interests, and concerns. The organization's 1,500 members include working journalists, journalism students, academic scholars, and other media-related professionals.

Vargas Llosa Speaks At Georgetown

Universally acclaimed Spanish author, scholar, and political figure Mario Vargas Llosa spoke on "Literature and Life" at Georgetown University in Washington, D.C. Vargas Llosa was named Georgetown's Ibero-American literature and culture chair in the Spanish and Portuguese department.

Considered one of the greatest living writers in Spanish, he has had his works translated into more than 20 languages, and he continues to be a powerful voice on behalf of the role of literature in society and human life.

Santa Barbara City College Professor Re-Elected to State Board

Dr. Elida Moreno, professor of English skills and ESL at Santa Barbara City College (SBCC) in California, was re-elected to the executive board of the state's Latina Leadership Network (LLN).

LLN promotes Latina leadership within the California community college system, provides support for Latina faculty, staff, and students, and celebrates Latinas' cultural and social heritage.

Moreno has taught at SBCC since 1976 and was instrumental in developing SBCC's basic skills program, disabled students program, and ESL as a discipline. SBCC this year nominated her for the Hayward Award for Excellence in Education, the state's top award for California's community college faculty. She is a member of the National Council of Teachers of English and Teachers of English as a Second Language and other professional organizations.

Bermúdez Named Associate VP at Houston-Clear Lake

The University of Houston-Clear Lake (UHCL) named Andrea B. Bermúdez associate vice president for academic affairs. At UHCL since 1978, she has been a professor in the School of Education, director of the Research Center for Language and Culture, and more.

"I was thrilled to be selected...as this opportunity will allow me to translate into action the experiences I have gained as an integral member of the UHCL academic family," said Bermúdez, who was interim associate vice president.

Photo © J. Pamela Photography Inc.

Bermúdez is an active member of the editorial board for the *Journal of Educational Issues of Language Minority* and an editor of the *Bilingual Research Quarterly*. Her many publications include the series *The Language of Literature* (grades 6-12) and the *Teacher's Sourcebook for Language Development*.

Northeastern Illinois Student Granted ¡Adelante! Scholarship

Northeastern Illinois University (NEIU) computer science major Hiren S. Patel was granted the ¡Adelante! U.S. Education Leadership Fund scholarship for the 2000-2001 academic year and is eligible for a renewed award in 2001-2002. Patel recently attended a four-day leadership institute in San Antonio, Texas.

NEIU is one of 40 institutions participating in the ¡Adelante! Fund, created in 1998 by the Hispanic Association of Colleges and Universities and the Miller Brewing Company to provide Hispanic American students with educational assistance through scholarship funding and internship experience.

Portillo Film Debuts at Delaware

Señorita Extraviada: The Fate of 200 Women, a film by Academy Award-nominee Lourdes Portillo (pictured r.), debuted at the University of Delaware. Portillo, the film's writer, director, and producer, and Rosa Linda Fregoso (pictured l.), a nationally recognized film critic, led a discussion after the free screening.

Photo © Lori Eanes

Señorita Extraviada tells the true story of more than 200 kidnapped, raped, and murdered young women from Juarez, Mexico. The murders came to light in 1993, but young women continue to "disappear." And there is little hope of bringing the perpetrators to justice. The women have been employees of factories located in wage-frugal Mexican border towns. Portillo investigates the murders and the horror, fear, and courage of the families whose children have been taken.

First Hispanic Woman New President of Community College of Denver

The Colorado Board for Community Colleges and Occupational Education appointed Dr. Christine Johnson president of the Community College of Denver. A unanimous selection, Johnson is the first woman to head the institution and the first Hispanic woman to be president of a Colorado community college. She has been vice president for educational services at Community Colleges of Colorado.

Johnson joined the state system in August 1998. Earlier she was director of urban initiatives with the Education Commission of the States and chair of the Colorado Commission of Higher Education. The U.S. Secretary of Education appointed her to the National Assessment Governing Board, charged with developing the "nation's report card" and defining what American students should know and be able to do.

Johnson received a Kellogg Fellowship with the League for Innovation in Community Colleges and a Distinguished Educator Award from the Colorado Alliance of Business. She has a bachelor's degree from New Mexico State University and a master's and doctorate from the University of Colorado-Boulder.

Southwest Texas State Student Receives National Fellowship

María Tinajero, a Southwest Texas State University junior, received one of 25 national fellowships from the Rockefeller Brothers Fund. The fellowship offers minority students in the arts and sciences who are entering the teaching profession a grant for a graduate program. Tinajero also is receiving a grant for an undergraduate summer project.

An interdisciplinary studies major with a concentration in bilingual education, she is a first-generation college student, born in Mexico City and raised in Guanajuato, Mexico. She says her passion is to teach the next generation of immigrant children.

When asked about goals for her future students, she said: "a positive self-esteem and an experience of success. I want them to know that they will all succeed in my classroom, which I hope will motivate them to continue to succeed."

News from St. Edward's University

St. Edward's University (Texas) announced that Gwen Santiago, executive director of the Texas Association of School Business Officials, received the University's 2001 MBA Distinguished Alumni Award. Santiago, who received her undergraduate and graduate degrees from St. Edward's, said that one of her greatest personal accomplishments was "being able to complete my bachelor's degree while juggling a full-time job, a husband, and two teenagers."

St. Edward's also announced that Manuel "Manny" Chávez, founder and owner of Harvard Manufacturing Texas, was named to the University's board of trustees. He has received many community and business awards, including the 2000 National Businessman of the Year Award from the U.S. Hispanic Chamber of Commerce.

Long Island-Brooklyn Seniors Showcase Their Works

The art and media arts departments of Long Island University's Brooklyn Campus showcased the work of graduating seniors in the "AMAZE" exhibition, a mixed-media showing of paintings, drawings, sculptures, and photographs.

The art department featured the work of five women: Mathat Gómez, Sonya Mull, Niurka Rosario, Fay Smith, and Naimah Walker. Students in this department concentrate on classes in drawing, painting, ceramics, sculpture, printmaking, color, calligraphy, and art history.

Twenty seniors from the media arts department displayed computer animation, and digital, experimental, and black-and-white photography, fusing traditional art theory, methods, and production with the technology of today's new media.

Texas A&M-Corpus Christi Concert Benefits Scholarship

The Texas A&M University-Corpus Christi Center for the Arts presented Flicka Rahn and Andy Moore in "*Noche de Amor*," benefiting its music scholarship fund. Rahn, assistant professor of voice at the university, has been reviewed as "possessing a glorious voice of lovely, rapturous quality."

The performance featured highlights from *Carmen*, *Les Miserables*, and *La Boheme*. "Music," said Rahn, "that takes the audience from the majestic stages of opera, to the spotlights of Broadway, to the gilded theatres of Barcelona."

Rahn recently toured Mexico and South America, appearing in Queretaro, Tuxpan, and Cuernavaca, Mexico, and Belize City, Belize, where she sang for the president of Belize. Moore is a frequent performer with Rahn.

EWU Celebrates Cinco de Mayo

Eastern Washington University (EWU) celebrated Cinco de Mayo this year with a variety of activities, including three new events, a *Canto Al Pueblo* (Song to the Community), an open-air fair, and a car show.

"We wanted to do some different things this year. We want to keep things fresh," said Carlos Maldonado, chair of the Chicano Education Program at EWU. The events provided a good view of Chicano/Latino culture, celebrations, history, issues of interest–and a lot of fun.

The weeklong celebration featured art exhibits, discussions on topics from Latino art to farmworker unionization, and dancing. EWU invited K-12 students from the region to the Cinco de Mayo Booth Fair. *Canto Al Pueblo* featured Mariachi Huenachi, the nationally recognized youth mariachi from Wenatchee; Xipe Totec, Aztec dancers from Mexico City; and Los Campesinos de Michoacán, traditional Mexican-style music. Proceeds from the show benefited EWU's Chicano education program scholarships.

M-DCC, Local Colleges, Host Congressional Luncheon

U.S. Rep. Lincoln Díaz-Balart was a special guest in the first of a series of luncheons hosted by Miami-Dade Community College (M-DCC), St. Thomas University, and Carlos Albizu University, introducing Florida's congressional representatives to innovative new hospitality programs being developed at the institutions as the result of more than $1.7 million in recent funding from Title V grants from the U.S. Department of Education's Hispanic Serving Institutions Program.

Pictured (l. to r.): Teresa Albizu-Rodríguez, vice president of Carlos Albizu University and daughter of its founder; Monsignor Franklyn Casale, president of St. Thomas University; Díaz-Balart; and Dr. José Vicente, president of M-DCC's Inter-American Campus.

Gonzales Speaks at Central Connecticut State

Photo © Godis

Noted journalist and political activist Juan Gonzales lectured at Central Connecticut State University (CCSU) on his book "Harvest of Empire: The History of Latinos in America." Gonzales is a staff columnist with the *New York Daily News*, having covered events such as the 1989 U.S. invasion of Panama, the Los Angeles riots, and political upheaval in Mexico and the Caribbean.

Gonzales' visit was part of CCSU's Center for International Education's ongoing initiative to create bridges to the world community while enriching the intellectual environment of the campus community. "He's known for his hard-hitting columns on the labor movement, race relations, and problems of the inner city," said Professor Ronald Fernández, director of the Center for Caribbean and Latin American Studies. "He has courage and charisma, and he's worked to make the world a better place."

Gonzales has spent the better part of his life working to expose injustice. He was active during the 1960s civil rights movements and became a leader at the National Congress for Puerto Rican Rights in the '70s. A founding member of the National Association of Hispanic Journalists, Gonzales was acknowledged as one of the 100 most influential Latinos in the United States by *Hispanic Business* magazine.

Loyola Chicago Throws High Schoolers Educational Lifeline

Loyola University Chicago (Ill.) provided a scholarship opportunity to Chicago public high school students. Loyola, along with DePaul University, Northeastern Illinois University, and Roosevelt University, gave 40 high school seniors a chance to compete in "Who Wants to Win a Scholarship?"–modeled after the popular ABC-TV game show *Who Wants to be a Millionaire?* Students were given a chance to win a full-tuition scholarship to one of the sponsoring universities.

GEAR UP, the Chicago Gaining Early Awareness and Readiness for Undergraduate Programs Alliance, launched "Who Wants to Win a Scholarship?" to improve the city's public schools. GEAR UP is designed to encourage more young people to have high expectations, stay in school, study hard, and go to college.

"Who Wants to Win a Scholarship?" encourages local students to prepare for college by providing an exciting opportunity to earn education-related prizes through academic competition, said Mary Charles, research project director in the Loyola School of Education and GEAR UP scholarship show coordinator.

NHLI Board of Directors Elects New Members

The National Hispana Leadership Institute (NHLI) welcomed four new members to its board of directors: Dr. Sandra E. Madrid, Haydee Ortiz-Olinger, Luz Sarmina-Gutiérrez, and Isabel Valdés. They all come from diverse professional backgrounds, bringing unique expertise to the organization.

Madrid, assistant dean at the University of Washington School of Law, brings her knowledge of the courts to the board. Ortiz-Olinger, division general counsel for the Great Lakes Division, McDonald's Corporation, brings her business expertise. Sarmina-Gutiérrez, president and CEO of Valle Del Sol, who was elected alumnae chair, hopes to inspire other Latinas. Valdés, pioneer and expert in "In-Culture" Hispanic marketing, represents Latinas who have worked hard to break down barriers for the next generation.

Getty Program Provides Internship Opportunities

The J. Paul Getty Trust's (Calif.) Multicultural Internship Program awarded $522,400 to fund 156 visual arts internships at 77 organizations. The internship program is designed to assist outstanding students from groups traditionally underrepresented in museum and visual arts professions. Students get $3000 for 10-week internships, with additional funds going to the organizations to offset administrative expenses.

The internships enable Latinos/Hispanics, Native Americans, African Americans, Asians, and Pacific Islanders who either reside in Los Angeles County or attend an area college or university to gain direct experience in areas such as exhibitions, publications, education, and conservation. Students work in museums; with film, literary, performing arts, and visual arts organizations; and for local art agencies.

New Mexico Highlands Contributes to Vatican Calendar

Members of the New Mexico Highlands University (NMHU) physics department shot three of the photographs published in the 2001 Vatican Observatory calendar, which features photographs taken through telescopes or from outer space.

The calendar "New Beginnings" includes pictures of the earth and the universe from sources that include NASA and the Vatican Advanced Technology Telescope (VATT), based in southeast Arizona. NMHU professors Drs. William and Eileen Ryan and students Carlos Martínez and Lawrence Tafoya captured April's photo of the Ring Nebula M57 through the VATT.

A second photo, of the Whirlpool Galaxy, by the Ryans and NMHU graduate Amanda Roybal, is featured on the October page. The month of December features a photo of the Dumbell Nebula Messier 27, also by the Ryans, Martínez, and Tafoya.

Lamar Music Students Honored in Regional Competition

In Texas, six Lamar University vocal music students won top awards at a regional performance competition. The Greater Houston Chapter of the National Association of Teachers of Singing conducted the auditions and competition in conjunction with its annual meeting.

Lara Morales, Jeremy Hunt, and Kymberly Guidry won first place–Morales in senior women, Hunt in senior men, and Guidry in competition for junior men and women combined. Richard Reeves won second place in junior men and women combined, Tommy Millner won second place among beginning adult men, and Joshua Leger placed third in competition for sophomore men.

The University of Houston hosted the event.

López Nuñez Scholar-in-Residence at Cal State-San Bernardino

Noted Cuban author César López Nuñez, winner of the 2000 Cuban National Prize for literature and the Alejo Carpentier Medal, recently taught at California State University-San Bernardino.

López Nuñez, during the spring quarter, was a scholar-in-residence with the University's department of foreign languages and literatures. He worked with department professors and teamed with Cal State Associate Professor María Antonietta Gallegos-Ruiz.

He has taught at several universities in his native Cuba and was an adjunct faculty member at the University of Glasgow, Scotland; the University of Catania, Italy; and the University of Clermont-Ferrand, France. He has represented Cuba at many symposia and conferences in Mexico, South America, Europe, Asia, and Africa.

LaGuardia Administrator Writes Book on College Transfers

LaGuardia Community College (N.Y.) administrator Dr. Janet Lieberman has written a book examining college transfer trends throughout the country. *The Road to Equality* is based on an 18-month research study that looked at several successful transfer models and investigated the attitudes and legislation that support and impede transfer.

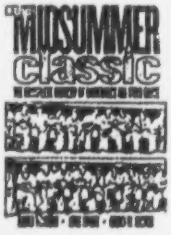
"Transfer from community colleges to four-year institutions, and the ensuring attainment of a bachelor's degree, is a critical route to success for minority students," said Lieberman, noting that 50 percent of minority students in higher education are in community colleges and that only 20-25 percent of community college graduates transfer to four-year institutions.

The report defines the obstacles that must be removed to permit community college students to make the leap to a senior college–issues such as financial aid, college preparation in high schools, and articulation and transfer agreements between two-year and four-year schools.

PUBLICATIONS

The Midsummer Classic: The Complete History of Baseball's All-Star Game

By David Vincent, Lyle Spatz, and David W. Smith



This book covers each of major league baseball's All-Star Games and examines All-Star history extensively. In addition to play-by-play, expanded box scores, and complete roster information, it delves into changes in ceremonies surrounding the All-Star Game and how the game in general has been influenced by changes in baseball throughout the years.

2001. 612 pgs. ISBN 0-8032-9273-2. $29.95 paper. Bison Books. (800) 755-1105.

Passport Photos

By Amitava Kumar

Passport Photos

This report on the immigrant condition is a multi-genre book combining theory, poetry, cultural criticism, and photography. It explores the complexities of the immigration experience, intervening in the impersonal language of the state. Seeking to link cultural, political, and aesthetic critiques, it weaves together issues as diverse as Indian fiction written in English, signs put up by the patrol at the U.S.-Tijuana border, and ethnic restaurants in New York City.

2000. 276 pgs. ISBN 0-520-21817-5. $17.95 paper. University of California Press. (800) 822-6657.

Spanish Colonial Gold Coins in the Florida Collection

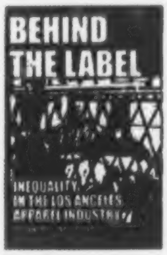
By Alan K. Craig

Dazzling treasures await readers of this new volume that catalogues and characterizes the splendors of the Florida Collection of Spanish Coins. Presented in accordance with current numismatic standards of description, analysis, and publication, Alan Craig's account of the coins goes far beyond ordinary standards to bring alive the history of the coins' production, transport, and loss at sea.

2000. 94 pgs. ISBN 0-8130-1802-1. $49.95 cloth. University Press of Florida. (800) 226-3822.

Behind the Label: Inequality in the Los Angeles Apparel Industry

By Edna Bonacich and Richard P. Appelbaum



The flight of the apparel industry has led to a huge rise in apparel imports to the United States and to a decline in employment. Los Angeles, however, remains a puzzling exception in that its industry employment has continued to grow, to the point where L.A. is the largest center of apparel production in the nation. Not only the availability of low-wage immigrant (often undocumented) workers but also the focus on moderately priced, fashion-sensitive women's wear makes this possible.

2000. 395 pgs. ISBN 0-520-22506-6. $19.95 paper. University of California Press. (800) 822-6657.

Cuba and the Politics of Passion

By Damián J. Fernández

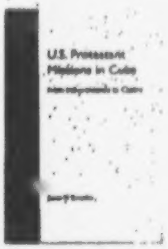
CUBA
POLITICS OF
PASSION

Cuban politics has long been remarkable for its passionate intensity, and yet few scholars have explored the effect of emotions on political attitudes and action in Cuba or elsewhere. This book offers an important new approach by bringing feelings back into the study of politics and showing how the politics of passion and affection have interacted to shape Cuban history throughout the 20th century.

2000. 172 pgs. ISBN 0-292-72520-5. $16.95 paper. University of Texas Press. (800) 252-3206.

U.S. Protestant Missions in Cuba: From Independence to Castro

By Jason M. Yaremko



Following the end of the Spanish-Cuban-American war in 1898, the U.S. Protestant Church embarked on a religious mission in Cuba that evolved into a zealous secular crusade to reconstruct Cuban society. The church had set a collision course with Cuba's revolutionary nationalism. This book offers striking implications for the study of education as transmitter of a foreign worldview and of religious and cultural elements of U.S. foreign relations.

2000. 200 pgs. ISBN 0-8130-1816-1. $49.95 cloth. University Press of Florida. (800) 226-3822.

Cantinflas and the Chaos of Mexican Modernity

By Jeffrey M. Pilcher

CANTINFLAS
AND THE CHAOS OF MEXICAN MODERNITY

Here is a revealing probe into the life and times of Mario Moreno, Latin America's most famous film star from the 1940s to the 1970s. The book helps illuminate the social and cultural history of 20th-century Mexico. Cantinflas (Moreno's film persona) was the most popular movie star in Mexican history. A fast-talking, nonsensical character, he helped Mexicans embrace their rich mestizo identity and cope with the difficulties of modernization.

2001. 247 pgs. ISBN 0-8420-2771-8. $19.95 paper. SR Books. (800) 772-8937.

Financial Decision-Making in Mexico: To Bet a Nation

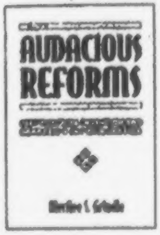
By Sidney Weintraub

Mexico's economic meltdown of 1994-1995 has been described as the first financial crisis of the 21st century because of the speed with which repercussions–the "tequila effect"–spanned the globe. This book provides an analysis of the economic and political events taking place in Mexico, the decisions made to deal with these events, and the reactions of international financial actors outside Mexico, thus offering the first integrated analysis of the Mexican market crash.

2000. 212 pgs. ISBN 0-8229-4127-9. $45.00 cloth. University of Pittsburgh Press. (800) 666-2211.

Audacious Reforms: Institutional Invention and Democracy in Latin America

By Merilee S. Grindle



This book examines the creation of new political institutions in three Latin American countries: direct elections for governors and mayors in Venezuela, radical municipalization in Bolivia, and direct election of the mayor of Buenos Aires in Argentina. These "audacious reforms," explains the author, reinvent the ways in which public problems are manifested and resolved, the ways in which political actors calculate the costs and benefits of their activities, and the ways in which social groups relate to the political process.

2000. 269 pgs. ISBN 0-8018-6421-6. $17.95 paper. Johns Hopkins University Press. (800) 537-5487.

Selected Writings of Andrés Bello

By Andrés Bello

Andrés Bello was a towering figure in 19th-century Latin America, as influential and as famous there as Thomas Jefferson was (and is) in the United States. Poet, politician, educator, essayist, philosopher, he wielded astonishing influence and played a major role in shaping the national identities of newly independent Latin American countries. Translated from Spanish by Frances M. López-Morillas. Edited by Iván Jaksic.

1998. 311 pgs. ISBN 0-19-510546-X. $14.95 paper. Oxford University Press. (800) 451-7556.

The Memoirs of Fray Servando Teresa de Mier

By Fray Servando Teresa de Mier

fray
servando

This gripping memoir provides a glimpse of the European "Age of Enlightenment" through the eyes of a fugitive Mexican friar. In it, one sees a portrait of manners and morals that is a far cry from the "civilized" spirit that the Empire wanted to impose on its Colonies. The book asks, who were the real savages, the colonizers themselves, or the supposed "savages" they were struggling to convert?

1998. 242 pgs. ISBN 0-19-510674-1. $15.95 paper. Oxford University Press. (800) 451-7556.

Memories of a Ballplayer: Bill Werber and Baseball in the 1930s

By Bill Werber and C. Paul Rogers III

Former major league baseball player Bill Werber is the last man alive who traveled with the legendary 1927 New York Yankees, a team hailed by many as the best of all time. Werber's memories of the players, umpires, managers, executives, reporters, and fans of the 1930s provide an inside look at an unsentimental, rough-and-tumble game populated by tough, skilled young men and punctuated by friendship and enmity, hilarity and tragedy.

2001. 250 pgs. ISBN 0-910137-84-6. $14.95 paper. University of Nebraska Press. (800) 755-1105.

Many publications featured in this section are available through amazon.com.

CONFERENCES

The Summer Institute for Intercultural Communication 2001

July 18-20
July 23-27
July 30-August 3

This 25th summer institute [under the auspices of the Intercultural Communication Institute (ICI) in Oregon] provides professional training and development to thousands who work in multicultural environments throughout the world. Workshops range from "Foundations" to "Who You Gonna Call? Hate-Busting on College Campuses" and much more. Certificate and Master of Arts in Intercultural Relations programs are available.

1714

Contact: ICI, (503) 297-4633; e-mail, ici@intercultural.org; website, www.intercultural.org.

National Conference on Critical Thinking and Educational Reform

July 21-24

The Center for Critical Thinking presents "Dimensions of Critical Thinking," in the San Francisco, Calif., area.

Contact: (800) 833-3645; website, www.criticalthinking.org.

EACUBO/Cornell Administrative Management Institute

July 22-27

The Eastern Association of College and University Business Officers and the Cornell University School of Continuing Education and Summer Sessions present AMI2001, a professional seminar for college and university administrative/business managers and department heads. In Ithaca, N.Y.

Contact: (607) 255-7259; e-mail, cusp@cornell.edu; website, www.sce.cornell.edu/EXEC/.

Leadership Alliance 6th Annual National Symposium

July 27-29

The Symposium is the culmination of the Leadership Alliance's Summer Research Early Identification Program—10-week research internships at 15 of the Alliance's 28 member institutions. Dr. Ruth J. Simmons, newly appointed president of Brown University, will deliver the opening keynote address. At the Evergreen Conference Center in Stone Mountain, Ga.

Contact: (401) 863-1474; website, www.theleadershipalliance.org.

2001 NACUBO Annual Meeting

July 28-31

The annual meeting of the National Association of College and University Business Officers. At the New York Hilton and Towers and the Sheraton New York Hotel and Towers in New York City.

Contact: website, www.nacubo.org.

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website, www.ace.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future. In San Juan, Puerto Rico

Contact: (210) 576-3218; website, www.hacu.org.

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d' Alene, Idaho.

Contact: website, www.wiche.edu/telecom/events/conference/2001/program.htm.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference, "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

Landscape Ecologist and Aquatic Environmental Biologist

As continuation of planned expansion of Department of Biology of Case Western Reserve University, the department invites applications for an appointment of one or two ecologists at the Assistant Professor level. Candidates for these positions should have interests in Landscape Ecology or the Environmental Biology (e.g. physiology, behavior, or endocrinology) of aquatic organisms. Applicants will be expected to have both experimental and quantitative skills and have an interest in Integrative Biology. Successful candidates will also be expected to lead a strong independent extramurally funded research program as well as develop and teach courses at the undergraduate and graduate level. See http://www.cwru.edu/artsci/biol/biol.htm for more information about the department and its plans.

Applications from women and minority candidates are especially welcome. Applicants should send letter that describes their research and teaching interests, a current *curriculum vitae*, and have three letters of recommendation sent directly to:

CWRU

Joseph F. Koonce, Chair
Department of Biology
CASE WESTERN RESERVE UNIVERSITY
10900 Euclid Avenue
Cleveland, OH 44106-7080

To receive full consideration, applications should be submitted by September 30, 2001. The search will continue until the positions are filled.

In employment as in education, CWRU is committed to Affirmative Action and Equal Opportunity.

Book Reviews

By Michael Hall

Memory of Fire: Genesis, Part One of a Trilogy, by **Eduardo Galeano.** Translated by Cedric Belfrage. New York: Pantheon, 1985. ISBN 0-394-74730-5. $16.00 paper.

Eduardo Galeano's finely blended literary embellishment of history–the first part of a trilogy–chronicles the key events and figures of American history, especially Latin American, from the origins of the Indians to the conquest and colonization of the Western Hemisphere by European explorers, conquistadors, and colonists. Under the guise of Christian missionary zeal to convert the Indians, the Spanish enslaved them, destroyed their cultures, and burned their cities in their quest for territorial and economic expansion in the New World. Believing that Latin America "has been condemned to amnesia by those who have prevented it from being," Galeano's stated purpose in writing the *Memory of Fire* trilogy is to "contribute to the rescue of the kidnapped memory of all America, but above all Latin America."

MEMORY OF FIRE
GENESIS
EDUARDO GALEANO

Galeano–an Uruguayan writer, editor, and political activist–uses 338 short but powerfully written vignettes, based on 227 historical primary and secondary sources, to record the mythological and historical soul of the Latin Americans. Considering the political, economic, and social fragmentation of Latin America, Galeano's literary unification of diverse fragments is an extraordinary act of interpretive history.

In Part 1, "First Voices," Galeano recounts the pre-Colombian indigenous myths thematically; in Part 2, "Old New World," Galeano approaches American history from 1492 to 1700 chronologically.

Galeano imaginatively recreates and repositions historic episodes in a huge mosaic that reveals his screeching indictment of Latin America's victimization at the hands of European powers. Also the author of *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*, Galeano acknowledges that he is not writing an objective work. Although each fragment is based on a solid documentary foundation, Galeano informs the reader that he will interpret history in his own style and manner.

His point of view is that of an enraged Marxist poet who has conducted extensive historical research. Not unlike Gabriel García Márquez, Galeano provides an extensive amount of knowledge in a readable, literary form. His style is more literary than scientific.

The Spanish subtitle, "Los Nacimientos," is more accurate than the English one, "Genesis," in that it conveys the understanding of the plurality of the various pre-Colombian Indian cultures. Galeano's text intertwines Indian myth and folklore with the brutality of the Spanish conquest and colonization of Latin America. These beginnings continue to exert a negative influence on the region today.

Except for the passages that have been literally transcribed–those portions in italics–Galeano's savage lyricism, captured by translator Cedric Belfrage, reconstructs historic episodes in a dramatic form. Galeano, not unlike Carlos Fuentes, is conscious of the difference between imagination and reality. Fuentes once stated in a public lecture at Ohio University: "You [North Americans] want to live better. We [Latin Americans] want to die better. You feel you must redeem the future. We feel we must redeem the past."

In *Open Veins of Latin America*, Galeano writes, "History is a prophet who looks back: because of what was, and against what was, it announces what will be." Galeano believes that history classes are taught "about the past so that we should resign ourselves with drained consciences to the present." Galeano implies that the violent reality of Latin America is more shocking than seemingly unrelated small acts of barbarism.

For Galeano, literature must have a social purpose. Unfortunately, his perpetuation of the "myth of the noble savage" permeates his vignettes. He is one in a long line of Latin Americans who idealizes the pre-Colombian Indian myths and cultures. Although the Indians' attempt to rationalize reality through myth and fable makes interesting reading, Galeano's all-too-apparent romanticizing of pre-Colombian brutality and condemnation of Spanish brutality are contradictory.

Of the pre-Colombian Indians, Galeano writes that "men must cut open their chests with obsidian daggers and surrender their hearts" to receive the gift of fire. Huitzilopochtli and Aztec human sacrifice are romanticized. Conversely, Galeano reports that the sinister Spanish tried to burn and destroy the Indians' cultural heritage. Bishop Zumarraga "threw the Aztec codices into the fire." Galeano records that the "invaders [the Spanish] have expelled them [the Indians], seizing their lands and uprooting their memory." Galeano's attempt to record this uprooted memory preserves and perpetuates the Indian myths and fables.

Galeano blames all of Latin America's woes on external factors. His disregard for critical analysis ignores examination of internal factors. His distortion of history through literary interpretation presents an unrealistic, though often entertaining, picture of Latin American realities by camouflaging serious internal irregularities.

Galeano's literary interpretation makes for interesting reading. However, his literary embellishments–although historically based–distort history and make it unsuitable for serious historical research.

Dr. Hall has taught Latin American history at Armstrong Atlantic State University in Savannah, Ga., since 1997. A former Peace Corps volunteer in the Dominican Republic (1984-87), he is the author of Sugar and Power in the Dominican Republic *(2000).*

By Mark Saad Saka

***Caballero: A Historical Novel, Jovita González & Eve Raleigh*, edited by José E. Limón and María Cotera.** 350 pages. Texas A&M Press, 1996. ISBN 0-89096-700-8. $19.95 paper.

Caballero represents a lost jewel in Chicana literature. Written during the 1930s and 1940s by Jovita González and Eve Raleigh, this is a powerful novel of Mexican women's experience in 19th-century Texas.

Jovita González obtained her M.A. in history at the University of Texas in 1930 and wrote *Caballero* as part of her research on the Mexican American culture, folklore, and social history of South Texas. Buried for decades, with very few people actually knowing of the manuscript's existence, *Caballero* came to light after her death. It was donated in manuscript form to the Special Collection and Archives Department of Texas A&M University at Corpus Christi by Isabel Cruz, a longtime friend of González. Edited by Dr. José Limon and María Cotera, *Caballero* was published in 1996 by Texas A&M Press. The importance of this invaluable novel, written nearly a half-century before the explosion of Chicana literature, cannot be underestimated. It makes a unique contribution to the Mexican American literary tradition.

Caballero
A HISTORICAL NOVEL

An historical novel, *Caballero* takes place in South Texas immediately after the American occupation resulting from the U.S.-Mexico War 1846-1848. It revolves around a large Mexican landholding family and the internal struggles of its patriarch, Don Santiago de Mendoza. Caught in a tumultuous world of change and shifting loyalties, Don Santiago witnesses the demise of a traditional rural order based on patriarchal values, hierarchical social relations, and an anti-democratic political culture. Much of the saga centers on the novel's heroine, Susanita, the youngest daughter who, to her father's horror, falls in love with and eventually marries Robert, a young American army officer stationed at Fort Brown. Her brother Luis, a sensitive and talented painter, befriends an American, moves to Baltimore to pursue a life of the arts, rejecting the rural life of his ancestors. Alvaro, favorite son and violent embodiment of a rural macho culture, joins a guerrilla band, is captured, and then rescued by Susanita, who disgraces the family honor by riding unchaperoned to plead for his release. Disowned by her father and brother, she escapes a prearranged marriage to an old landowner and runs off with her American lover.

In addition to Don Santiago's own family's defiance of his traditional authority, many of the peons, abused and exploited through centuries of feudal custom and culture, begin questioning the basic premise of an anti-democratic social order.

The book has two major themes, one overt and the other quite subversive. The overt theme revolves around the ethnic and cultural assimilation of Susanita, Luis, and the hacienda peons to the new Anglo-American order. The novel can be read as a reflection of the 1930s, written at the time of LULAC's initial push for middle-class assimilation into the American political and economic mainstream. However, assimilation travels in two directions as the Anglo newcomers adapt Mexican customs and mores, producing a bicultural synthesis. In addition, the book ends with Susanita giving birth to Robert's baby, reflecting the new mestizo reality of the Borderlands.

The book is laden with many subversive themes that place Jovita González as an early and previously unrecognized Chicana feminist--its direct assault on the hypocritical patriarchical world of rural society and on its double standard on sexual mores, arranged marriages, and the author's deconstruction of the myth of the warrior-hero (the negative portrayal of the promiscuous and violent behavior of Alvaro challenges the archetypical macho image of the guerrilla-fighter). Another subversive theme apparent to anyone familiar with Texas historiography is her direct challenge to the image of the Texas Ranger. Traditional histories of Texas, written until recently primarily by Anglo males, presented the Texas Rangers as macho Anglo warriors, products of a conquering army of noble fighters, wresting the frontier from barbarism. While this image has been largely debunked since the emergence of Chicano literary historical perspectives, González's portrayal predates these cases by decades (which might explain her difficulty in publishing the manuscript in the 1940s).

I have used this novel in both my Texas and Mexican American history classes and have found that its subversive themes create many open discussions over such issues as assimilation, parental interference in love and marriage, machismo, police brutality, and other lively topics.

The rediscovery of such lost treasures of the Chicana literary experience is essential for rectifying the historical vacuum that has largely omitted Mexican women's perspectives on historic events. Such recovered manuscripts serve as a light and a reminder that Mexican women have always been writing their own history, their own literature, and shaping their own destiny.

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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DIRECTOR OF THE CENTER FOR LEARNING AND STUDENT SUCCESS (CLASS)

WASHBURN UNIVERSITY invites applications /nominations for Director of CLASS, a cornerstone of academic support activities. QUALIFICATIONS: Earned Doctorate required; minimum three years experience in one or more student services areas; outstanding communications, human relations, leadership, management skills; demonstrated commitment to value of cultural diversity. Must understand key factors related to student success, and have expertise in implementing and maintaining programs. RESPONSIBILITIES: Reporting to Vice President for Academic Affairs, will be responsible for providing strategic vision, coordination, and leadership of unit; academic advising for undeclared students; career services; counseling and testing; new student program initiatives. Develop/manage annual budget for unit. Complete qualifications and job description posted on www.washburn.edu/admin/vpaa/positions2000-2001.shtml. Submit letter of interest/experiences relating to qualifications, vita, three professional references to Ron Wasserstein, VPAA, Washburn University, 1700 College, Topeka, KS 66621. Review of applications begins August 3, 2001 and continues until suitable candidate identified. *To enrich education through diversity, Washburn University is an EOE.* Candidates from under-represented groups are encouraged to apply.

Assistant/Associate Professor Childhood and Special Education

Department of Education

TWO FULL-TIME POSITIONS

St. John Fisher College in Rochester, New York, invites applications at the rank of Assistant/Associate Professor in Childhood (Elementary) and Special Education. St. John Fisher College is an independent college serving over 2,000 students at a suburban campus. The College currently offers 26 majors and 11 graduate programs.

Rochester, New York, is noted for its excellent symphony orchestra as well for its arts and science museums. Rochester also has a high concentration of some of the largest international corporations and best hospitals in the nation. Close proximity to the Finger Lakes region and the Adirondack Mountains is another asset to living in Rochester.

The Department of Education is committed to excellence in teacher education. The department values superior teaching, appreciation of diversity and service to the community.

The qualifications for these tenure track positions include:

- Ed.D. Ph.D. in Special Education or Childhood (Elementary) Education from an accredited institution or significant progress toward completion of the doctorate.
- Meaningful training and experience in both Childhood and Education required.
- Experience in Literacy Education is highly desirable.
- Three or more years of teaching experience desirable.
- Experience working with diverse populations and in urban areas desirable.
- Public school teaching experience desirable.

These 9-month positions entail both graduate and undergraduate teaching. Applicants should submit a cover letter describing their relevent academic interests and backgrounds; a curriculum vitae; evidence of teaching effectiveness, selected reprints of scholarly work; at least three letters of recommendation; and names addresses, and telephone numbers of three additional references who have granted permission for direct contact to the Chair of the Search committee. Position available for September 2001. Review of applications will begin immediately and continue until the position is filled. *St. John Fisher College values diversity and encourages individuals from under-represented populations to apply. EOE/AA.*

ST. JOHN FISHER COLLEGE

Application materials should be sent directly to:
Dr. Larry Pound, Chair
Department of Education
St. John Fisher College
3690 East Avenue
Rochester, New York 14618
716 385-8366
Fax: 716 385-8264
E-mail: pound@sjfc.edu

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Auburn University

POSITION AVAILABLE:

Interior Design: Assistant/Associate Professor. Nine month, tenure track. Available August 16, 2001 or January 1, 2002. Terminal degree (MFA) in Interior Design or related field required; Ph.D. preferred. Will consider candidates who are ABD, or who have an M.S., M.A., or M. Arch for appointment at the Instructor level until completion of the terminal degree. Previous experience in teaching, research, and/or professional practice, and NCIDQ certification preferred. Women and minorities are encouraged to apply. Screening will begin July 1, 2001, and continue until candidates are selected and recommended for appointment. Send letter of application; vita; 20 examples of student work and/or professional work; statement of teaching philosophy; transcripts; list of three references; and three letters of recommendations to **Dr. Carol L. Warfield, Department of Consumer Affairs, Auburn University, AL 36849-5603.**

AA/EOE Employer.

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VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Central Missouri State University invites applications and nominations for the position of Vice President for University Advancement.

This Vice Presidential position provides leadership and overall direction for the University Advancement area, including Development, Alumni Relations, Communication and Creative Services (formerly the Office of Public Relations), Governmental Relations, and Printing Services.

Minimum requirements include:

- Master's Degree. Doctoral degree preferred. Relevant experience may be substituted for degrees.
- Five years of successful experience in development, alumni, and advancement activities, including fundraising and the planning and executing of capital campaigns.
- Experience in providing high-quality executive-level vision, leadership, and management.

APPLICATIONS

Nominations should be postmarked no later than July 27, 2001, and should include name, address and telephone number of nominee. Review of applications begins August 3, 2001 and continues until the position is filled. Send a letter addressing qualifications, along with a résumé and the names, addresses, and telephone numbers of at least three references to:

Dr. Stephen Petersen
Chair, Vice President for University Advancement Screening Committee
Administration 214
Central Missouri State University
Warrensburg, Missouri 64093

AA/EEO/ADA. For a complete list of duties and qualifications, go to www.cmsu.edu/HR/post/ or call 660-543-4730.

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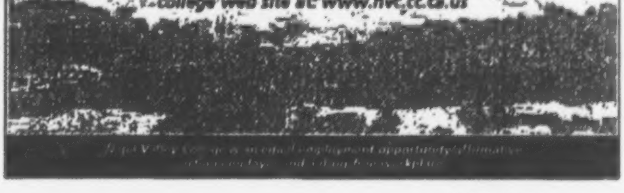
The Board of Trustees invites applications and nominations for Superintendent/President position of Napa Valley College, which is located in the world famous Napa Valley, approximately fifty miles north of San Francisco.

The college has a rich tradition of educating generations of Napa Valley residents and currently serves more than 9,000 full and part-time students in its credit, non-credit and community service day and evening programs. Students come from a broad geographical area to take advantage of specific programs and services where the hallmark is caring and personalized attention.

It its sixty years, college leadership has resided in only five presidents and the college's outstanding faculty typically remains at the college throughout their teaching careers. A dedicated Board of Trustees governs the college, which is widely considered a wonderful place to work. Attracting and celebrating diversity in students and staff is a college-wide priority.

Review of applications will begin September 4, 2001.
To receive a brochure, contact:

Dr. Tom Van Groningen, Search Consultant
Napa Valley Community College District
2277 Napa-Vallejo Highway, Napa, CA 94558,
Phone: 209-529-8462, Fax: 209-529-7316, Email: tvg9047s@aol.com
Information about the college and position is available on the college web site at: www.nvc.cc.ca.us



Napa Valley College is an equal employment opportunity/affirmative action employer [illegible]

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

CRIMINAL JUSTICE FACULTY

The School of Criminal Justice at Rutgers University - Newark has approval to hire a tenure-track faculty member to join us in Fall 2002. The appointment can be made at any rank. The School seeks a candidate of exceptional promise as a scholar and as a teacher. Expertise in the area of race/ethnicity, urban studies, and crime is preferred.

The School of Criminal Justice is a graduate program offering M.A. and Ph.D. degrees in Criminal Justice. The School also directs a criminal justice undergraduate program which is part of the College of Arts and Sciences. In January 2000, the School moved into a new building on the Newark campus, which also houses the Rutgers-Newark Law School, the secretariat for the World Criminal Justice Library Network, and the Criminal Justice/NCCD library. This library is widely regarded as the best specialized criminal justice collection in the nation, and it regularly attracts international visitors as part of its Fellows program. The campus at Rutgers-Newark was ranked by U.S. News & World Report as #1 in the nation in 1998, 1999, and 2000 for student diversity. Research support is excellent. Women and minorities are strongly encouraged to apply.

Applications, including curriculum vitae and addresses of three references, should be sent to:

Chair
Search Committee
School of Criminal Justice
Rutgers University
123 Washington Street, 5th floor
Newark, NJ 07102-3094

Rutgers, The State University of New Jersey, is a member of the Association of American Universities and is committed to excellence in scholarship. Rutgers is an equal opportunity/affirmative action employer.

REVIEW OF APPLICATIONS WILL BEGIN NOVEMBER 1, 2001.

CCBC
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of Baltimore County

The following Professional positions are currently available at CCBC:

The Community College of Baltimore County (CCBC) is a premier, learning-centered, single college, multi-campus institution consisting of three comprehensive campuses and five extension centers in metropolitan Baltimore County, MD. As the largest community college in the State of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the region. CCBC serves approximately 30,000 credit and 32,000 non-credit students annually. An award-winning institution, CCBC received the 2000 Bellwether Award in the category of Planning, Finance, and Governance; the college was named one of 12 Vanguard Learning Colleges in the US and Canada by the League for Innovation in the Community College; and the Government Finance Officers Association of the US and Canada recognized CCBC with the Certificate of Achievement for Excellence in Financial Reporting for 1999 and 2000.Catonsville Campus

CATONSVILLE CAMPUS

Assistant Vice Chancellor for Strategic Enrollment Management

Responsibilities: Reporting to the Vice Chancellor for Learning and Student Development, the Assistant Vice Chancellor for Strategic Enrollment Management provides college-wide leadership for enrollment planning and management. The Assistant Vice Chancellor has primary responsibility for developing and implementing, in collaboration with Campus and System Office academic and administrative units, a comprehensive strategic enrollment management (SEM) model; developing and implementing recruitment, admissions, and retention initiatives to ensure student access to and success at the College; working closely with Institutional Research to develop enrollment models and related summary reports and management decision-making tools; providing management support for the Enrollment Management area; monitoring procedures that link enrollment processing with finance and budget areas; providing leadership in the review, analysis, and interpretation of policy and its operational impact at the institutional, state, and federal levels; and performing other duties as needed. Reporting to the Assistant Vice Chancellor are the Directors of Admissions, Directors of Financial Aid and the Directors of Registration.

Qualifications: Requirements for the position include at least seven years of senior-level administrative experience in the area of strategic enrollment management, and/or student services with demonstrated success in developing and implementing strategies for the recruitment and retention of a diverse student body; thorough knowledge of strategic enrollment management theory and practice; demonstrated record of providing leadership for achieving College enrollment goals; excellent technical and computer skills, including thorough knowledge of technology advancements in student information systems; excellent verbal and written communication skills; leadership and supervisory skills that foster collaboration and effective teamwork; a strong work ethic; a positive attitude; tenacity; and the ability to handle ambiguity. Experience at the vice president level in student services and/or enrollment management, preferred An advanced degree is required; doctorate preferred. **(2000/236R)**

Appointment Information: This is a twelve-month administrative appointment. Salary is commensurate with experience. Position is available immediately. Letters of application that detail experience and accomplishments relevant to the position, a current curriculum vitae, and the names, titles, addresses, and telephone numbers of five references should be sent to: **Lydia M. Martinez, Esq., Executive Director of Human Resources, Institutional Equity, and Labor Relations, The Community College of Baltimore County, 800 South Rolling Road, Baltimore, MD 21228-5317.** Additional information about CCBC can be found at **www.ccbc.cc.md.us.** The review of applications will begin immediately upon receipt and continue until the position is filled. *CCBC is an Equal Opportunity Institution committed to Embracing Diversity.*

CATONSVILLE CAMPUS:

Director of Human Resources:

Responsible for planning and implementing the college's HR program. The Director develops/administers policies/ procedures. Ensures sound employee relations programs. Oversees the employment program to ensure quality staffing and timely payroll processing. Manages job evaluation/ classification, compensation and performance appraisal for assigned staff. Develops/ implements professional development training programs. Coordinates, with the Executive Director, contract administration of collective bargaining agreements. Ensures compliance with all federal/state statutes and county regulations relative to employment issues. Implements Board policies and adheres to strategic planning initiatives to further the goals of a learning-centered college. Exercises supervision of professional and classified staff providing services related to employment, compensation and benefits.

Requirements: Master's degree. Min. seven (7) yrs. supervisory experience in HR. Knowledge of legal requirements in HR management, recruitment and hiring, benefits processing, payroll processing, retirement systems and compensation strategies. Skills include policy development, training, organization, multi-tasking, communication, planning, and computer application, labor and employee relations. Ability to motivate others, work independently or as a team player, as dictated by the situation. Ability to communicate at all levels of the institution. Ability to react calmly in difficult situations, to problem solve and follow through on commitments. Experience with advising managers on appropriate and legal personnel practices. Salary Category V $53,474 - $79,383 (Salary beyond the 1st quartile applies only to current CCBC benefit eligible employees) **(2001/118).**

Coordinator, Teacher Education

Req. Master's degree, min. three (3) yrs. exp. in a P-12 setting and 3 yrs of exp. in higher ed. Ability to teach at least 2 of the following courses: Introduction to Special Ed. Foundations of Ed, Educational Psychology, Human Growth & Development, Processes & Acquisition of Reading, Teaching Methods, Assessment. Salary: $31,178 - $46,287 (Salary beyond the 1st quartile applies only to current CCBC benefit eligible employees) **(2001/042R)**

ESSEX CAMPUS

Faculty, Teacher Education

Req.: Master's degree, min. three (3) yrs. exp. in a P-12 setting and 3 yrs of teaching exp. in higher ed. Ability to teach at least 2 of the following courses: Introduction to Special Ed. Foundations of Ed, Principles of Human Growth & Development, Processes & Acquisition of Reading, Teaching Methods, Assessment. Salary: $31,178 - $46, 287 (Salary beyond the 1st quartile applies only to current CCBC benefit eligible employees) **(2001/045R)**

Director of Student Success Center

Req.: Master's degree. Teaching exp., a background in student retention and min. three (3) yrs. F/T exp. w/student success programs in a college or university w/a diverse population. Pref: three (3) yrs. community college exp. in admin. of student success programs for academically "at promise" college students and an understanding and commitment to the concepts of a learning college, and exp. in program design, delivery and evaluation. **(2000/097R)**

For best consideration submit cover letter and resume to: **The Community College of Baltimore County, Human Resources Office, 800 South Rolling Road, Baltimore, MD 21228. Fax: 410 869-7149, TTY 410 869-7151.** For job details visit our web site at **www.ccbc.cc.md.us.**

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OF SOUTHERN
CALIFORNIA

VICE PROVOST FOR ENROLLMENT MANAGEMENT AND DEAN OF ADMISSION AND FINANCIAL AID

The University of Southern California invites nominations and applications for the position of Vice Provost for Enrollment Management and Dean of Admission and Financial Aid. This is an exciting opportunity for a dynamic and talented individual to join one of the country's premier research universities. The Vice Provost serves as the chief university officer for matters related to the overall planning and operation of admission, financial aid, marketing and publications for all undergraduates and oversees the application processing of most graduate programs as well. The Vice Provost reports to the Provost and is a significant member of the Provost's executive team.

The University of Southern California (USC), founded in 1880, is the oldest and largest private research university in the American West, a member of the Association of American Universities, and one of the largest private universities in the country. USC has grown into an international center of learning, enrolling more than 28,000 undergraduate, graduate and professional students on two campuses and offering degrees through its College of Letters, Arts, and Sciences, Graduate Programs, and 16 professional schools.

Named the College of the Year in 2000 by Time Magazine/Princeton Review, USC is well positioned within American higher education - continuing its heritage of racial and geographic diversity, Division I athletics, and special commitments to community service. The distinct educational experience at USC arises from its central mission of cultivating the mind and spirit. The urban community surrounding USC has become an integral part of the college experience through one of the most ambitious social outreach programs of any university in the nation.

Qualifications: The University seeks a committed individual to build on the successful tenure of the late Joe Allen. The successful candidate must demonstrate effective strategic and analytical thinking and planning skills; experience providing leadership and management across diverse functional areas; expertise in facilitating organizational development and change; ability to serve as an articulate spokesperson for the mission and values of USC; knowledge of academic programs and marketing; and substantial admission and financial aid experience in higher education. USC has one of the few "paperless" admission offices using state of the art technology for all aspects of admission and financial aid. It will be critical to maintain this system at the current "best practices" level it has attained. B.A./B.S required; advanced degree preferred; substantial senior administrative experience working in a complex environment essential.

Application Procedure: Please send nominations and applications (cover letter, curriculum vitae, and references) to: **Auerbach Associates/USC, 65 Franklin Street, Suite 400, Boston, MA 02110, Fax: (617) 451-5199, Email: liz@auerbach-assc.com.** Review of applications and nominations will begin immediately and will continue until the position is filled. USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community *(AA/EOE).*

Please see www.usc.edu for additional information about the University of Southern California.

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master's Degree in Public Policy: A One-Year Program for Midcareer Professionals

Our M.P.P. program provides rising leaders in the international and domestic policy arenas an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

The Princeton Difference. The resources of the Woodrow Wilson School and Princeton University provide the ideal setting for this rigorous one-year residential program. The School's faculty, curriculum, and research facilities are recognized throughout the world for excellence.

Financial Assistance. Our generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses. Thanks to a grant from the Christian A. Johnson Endeavor Foundation, special funding is available to candidates from the nonprofit and nongovernmental sectors.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates demonstrate creativity, leadership, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

For further information,
call us at (609) 258-4836
or e-mail us at
mpp9@princeton.edu
or visit our website at
www.wws.princeton.edu/degree/mpp.html

Woodrow Wilson School
Master's Degree in
Public Policy
Princeton University
Princeton, NJ 08544-1013

Applications must be received by January 2, 2002.

The Woodrow Wilson School also offers a two-year Master's degree in Public Affairs (M.P.A.) and a Ph.D. degree program.

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

Executive Director for Corporate and Foundation Relations

Columbia University, one of the country's great international institutions of higher education, seeks a highly motivated, entrepreneurial individual to build a professional team and lead the University's corporate and foundation relations program. The successful candidate will: attract multimillion-dollar grants for key initiatives; aggressively cultivate corporate support for large- scale and interdisciplinary projects. Build a corporate and foundation relations team that adds indispensable value to the University.

The requirements are: at least 10 years' experience in fund-raising; at least 5 years in corporate and foundation relations with a proven ability to initiate projects, build a program, and effect institutional change. Bachelor's degree; advanced degree preferred. Please apply to Lucy Solymar, Leodas Solymar: phone (781) 209-8960; fax: (781) 209-8961, or e-mail Lucy@LeodasSolymar.com

Columbia University is an affirmative action/
equal opportunity employer.

UNIVERSITY OF MAINE

Director of Judicial Affairs

The Director of Judicial Affairs has two main functions: **1.)** adjudication of alleged violations of the Student Conduct Code and the administration of the University's student judicial affairs program , and **2.)** promotion, coordination, and presentation of programs in student development, ethics, community standards, and community development to enhance an appreciation for citizenship responsibility.

Applicants are required to have a graduate degree in higher education, social work, counseling, law or a related discipline (at time of employment); substantial work experience in higher education; and experience in student judicial systems, citizenship development, and/or community development programming is preferable. Applicants should have working knowledge of student development theory, mediation, residence hall communities, laws relating to student privacy and right-to-know. Excellent written and oral communication skills are essential.

A complete list of qualifications is available online at **http://www.umaine.edu/hr/jobs/** This is a full-time, fiscal year position. Send letter of application, resume, and the names, addresses and telephone numbers of three (3) references to: **Dr. George Criner, The University of Maine, 206 Winslow Hall, Orono, ME 04469-5782 criner@maine.edu**

Applications and nominations will be accepted until the position is filled. Review begins June 29, 2001.

The University of Maine is an EO/AA employer.

THE STATE UNIVERSITY OF NEW JERSEY

RUTGERS

Dean, Douglass College, Rutgers University

Rutgers, The State University of New Jersey, invites nominations and applications for the position of Dean of Douglass College.

Douglass is the largest undergraduate women's college in the United States, with approximately 3000 students, and has the distinction of being a college for women within a leading public research university. Since its establishment in 1918 as the New Jersey College for Women, Douglass has been at the forefront of education for women as tomorrow's leaders in all areas, including the worlds of research, education, business, public policy, communication, and community service. In 1955 the College was renamed for Mabel Smith Douglass, its founder and first dean.

Douglass College is dedicated to the educational development, professional advancement, and personal achievement of women in contemporary society. Douglass offers a collegiate environment in which women from diverse backgrounds are encouraged to develop their full potential, while taking advantage of the many programs of study and leadership training available in the larger university setting. It enjoys a national reputation as a center of research, teaching, and public service organizations focusing on women, including the Douglass Project for Rutgers Women in Math, Science, and Engineering, which was honored with the National Science Foundation's 1999 White House President's Award for Excellence in Science, Mathematics and Engineering Mentoring. There are specialized residence opportunities for undergraduates in math, science, and engineering, as well as seven language and cultural houses. Douglass also offers an international certificate program, several study abroad options, and leadership opportunities that include internships in the state and national capitals as well as internationally. The University's distinguished Department of Women's and Gender Studies is located at Douglass, as well as several research centers focusing on women and society.

Desired Qualifications: The University seeks a dean who can provide strong leadership to the College's students, collegiate staff, and the approximately 450 Douglass Faculty Fellows. The dean is the chief administrative officer of the College and reports to the Executive Dean of the Faculty of Arts and Sciences. The dean is responsible for advancing the College's mission and for overseeing the operations of the College in all areas, including fund raising, program development, academic policies, counseling, honor's programs, scholastic standing, student affairs, and budgeting. The dean works closely with the deans from the other three New Brunswick undergraduate colleges and with the deans of the New Brunswick faculties. The dean also participates in the governance body of the Institute for Women's Leadership, a consortium of six units—Douglass College, the Department of Women's and Gender Studies, the Center for American Women and Politics, the Center for Women's Global Leadership, the Center for Women and Work, and the Institute for Research on Women—based on the Douglass campus and devoted to developing research and programs supportive of women's advancement and achievement.

Candidates with a traditional academic background should have an earned doctorate in an academic discipline and a proven record of excellence and accomplishment in teaching, scholarship, and service. Candidates from outside of the traditional academic disciplines should have educational credentials appropriate to their field, and a record of exceptional accomplishment and experience. The University seeks an individual who can work effectively in the context of the New Brunswick college structure, and who has demonstrated leadership as well as strong commitment to the education and professional advancement of women.

Review of applications will begin October 1st and will continue until the position is filled. Applications should include a letter of interest and a curriculum vitae. Nominations should be sent to: **Chair, Douglass College Dean's Search Committee, Office of the University Vice President for Academic Affairs, Old Queens Building, Rutgers The State University of New Jersey, 83 Somerset Street, Room 302, New Brunswick, New Jersey 08903.** To learn more about Douglass College, visit the College website:

http://www.douglass.rutgers.edu.

Rutgers is an Affirmative Action, Equal Opportunity Employer

UNIVERSITY OF NEW HAMPSHIRE

ADMISSIONS OFFICERS

Multiple Positions

The Office of Undergraduate Admissions is seeking four (4) creative and energetic individuals who share our commitment to excellence. On behalf of a comprehensive public University that holds land, sea and space grant charters, we administer an extensive outreach program and a selective admission program that bring to UNH a talented and increasingly diverse group of students. Building upon a strong professional staff, the current search will allow us to identify new colleagues whose own experiences and abilities will both complement and enhance our staff and our efforts. Specific areas of interest in this search include experience in: outreach to multicultural students, families, and communities; administering on-campus and off-campus recruitment programming; and coordinating the efforts of alumni, parents, and student representatives. These are full-time opportunities. The Associate Director level has been defined for a position related to Multicultural Outreach and Inclusion. The rank for each of the other three positions will be determined based on experience and qualifications.

RESPONSIBILITIES: The Associate Director for Multicultural Outreach and Inclusion will provide overarching leadership to the University's efforts to enhance the diversity of the undergraduate student population through the development of effective partnerships, programming, and communication strategies. Effective leadership, management, and communication skills are essential.

General responsibilities for all four (4) positions will include recruitment travel within assigned territories to represent UNH at high school and college fair programs; communication with prospective students and their parents; establishing and maintaining good working relationships with secondary school counselors and others who are influential in the college planning process; application review, and other duties as assigned. Additional responsibilities may include leadership and supervision related to the supervision of ongoing admissions office initiatives such as the student volunteer efforts, alumni admissions program, on-campus visitation, and early outreach programming.

MINIMUM QUALIFICATIONS: A Baccalaureate degree is required for each position. Consideration for a position at the Associate Director level requires five to seven years of relevant experience related to college admissions; a Master's degree is preferred. One to three years of relevant experience are expected for consideration for a position at the Assistant Director level. Three to five years of relevant experience are required for consideration for a position at the Senior Assistant Director level. Candidates for senior positions should present evidence of effective supervisory experience. All candidates should demonstrate strong oral and written communication skills, solid group presentation skills and effective organizational skills. Ability to work independently and with a team, sense of humor, creativity, flexibility, strong work ethic and the ability to interact effectively with diverse populations are essential. Valid driver's license and willingness to travel evening, and some weekend hours required.

Salary for all four positions will commensurate with education and experience.

The review of candidates will begin immediately and continue until the positions are filled. Qualified candidates should submit a cover letter, resume, and names, addresses and telephone numbers of 3 references to:

Ms. Carleen Kruczek
Associate Director for Admissions Operations
University of New Hampshire
4 Garrison Avenue, Durham, NH 03824

UNH is committed to excellence through diversity among its faculty and strongly encourages women and minorities to apply.

THE COLLEGE OF NEW JERSEY

Vice President for Development

The College of New Jersey seeks nominations and expressions of interest for the position of Vice President for Development.

Founded in 1855 as the New Jersey State Normal School, The College of New Jersey is one of the country's leading public liberal arts colleges, and has achieved national distinction for its academic and co-curricular programs. The College applies highly selective admissions standards and provides students with challenging undergraduate and targeted graduate programs enriched by a prestigious faculty, small classes, student leadership development, and a community-oriented residential experience. The schools of Art, Music and Media; Business; Culture and Society; Education; Engineering; Nursing; and Science offer more than fifty liberal arts and professional programs on a beautiful residential campus of 289 acres in suburban Ewing, New Jersey. The College of New Jersey is conveniently located mid-point between New York City and Philadelphia.

The Vice President for Development reports to the President and is responsible for: administering all facets of The College's development program including the design, planning and execution of capital campaigns; implementation of programs and activities designed to increase financial contributions; supervision of professional and support staff; management of departmental budgets; recruitment, training and support of volunteers; oversight of The College of New Jersey Foundation Inc. funds.

The College seeks an outstanding leader in the development field with proven success in fund raising, especially in the area of major gifts. The successful candidate will demonstrate extensive expertise in all areas of development, including development software applications, a commitment to and knowledge of higher education, and experience with managing and motivating volunteers. Strong supervisory, administrative and organizational skills, written and oral communication, and interpersonal skills are essential. A bachelor's degree is required; a master's degree is preferred.

Nominations and expressions of interest in this position may be forwarded to:

Vice President for Development
The College of New Jersey
c/o Educational Management Network/Witt/Kieffer
98 Old South Road
Nantucket, MA 02584
Attn: Lucy A. Leske
tcnj@emnemn.com

To enrich education through diversity, The College of New Jersey is an Affirmative Action/ Equal Opportunity Employer

Search for Dean of the School of Education

Purdue University invites applications and nominations for Dean, School of Education. The school has approximately 110 faculty, 80 staff, 1550 graduate students, and 2250 undergraduates on three campuses, (West Lafayette, Calumet, and North Central) in the Purdue University system. Another 850 undergraduates from other schools are in its teacher education programs at West Lafayette. Formed in 1989, the School of Education is a flourishing academic community poised to make major contributions to educational excellence in the decades ahead. You can visit the School on the web:

www.soe.purdue.edu

As the School's chief academic officer, the Dean is expected to support an intellectual and cultural environment that encourages research and program development advancing the field of education; to facilitate collaboration among programs within the School and University, including the regional campuses; and to coordinate the School's efforts with school districts, other colleges and communities, and with state, federal, and international agencies.

Major qualifications for the position include academic accomplishments as a scholar and teacher that meet the standards for a tenured appointment at the rank of Professor within one of the School's departments; a successful record of administrative leadership in higher education; skills in securing and allocating resources to provide quality undergraduate and graduate instruction, research, public service and outreach activities; ability to work with other deans and administrators in developing goals and programs; experience in strategic planning; qualities such as intellectual curiosity, energetic leadership, effective communication; and strong management skills. The position is available **July 1, 2002.** Review of applications will commence on **October 1, 2001,** and continue until the position is filled.

Nominations and applications should be sent to **Dean Margaret Moan Rowe, Chair, Selection Advisory Committee for Dean of Education, LAEB 1290, Purdue University, West Lafayette, Indiana 47907. Telephone (765) 494-3661.** Applicants must submit a statement of interest in the position that also expresses briefly their conception of a School of Education within a comprehensive university; a curriculum vitae, and the names and addresses of at least four references. Purdue's strong commitment to diversity makes applications from women and members of minority groups especially welcome.

Purdue University is an equal opportunity/ affirmative action employer.

NORTHWESTERN CT COMMUNITY COLLEGE

Anticipated Position Announcement

POSITION: CCP 19 (Director of Financial Aid) 12-month, Tenure-Track Position

ANTICIPATED START DATE: August 17, 2001

MINIMUM QUALIFICATIONS: Master's degree in Business Administration, Student Development, or related degree; two (2) years' experience including supervisory, in management of student financial assistance program; knowledge of Banner system preferred; familiarity with funding sources, regulations, and policies; experienced in personal financial advisement; good oral, written and interpersonal communications skills; demonstrated ability to respond to and work with multiple constituencies.

Applicants who do not meet the minimum qualifications as stated are encouraged to put in writing precisely how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the supervision of the Dean, the Director is responsible for managing a comprehensive program of financial assistance that attracts and retains students; administers program development; is responsible for management of financial resources; prepares fiscally sound budgets for operations and financial assistance; trains and supervises staff; interacts extensively with students, parents, staff and the public, among others.

MINIMUM SALARY: $49,310 approximate annual, subject to a collective bargaining increase; excellent health benefits.

TO APPLY: Interested persons may apply by sending a cover letter and resume, including the names of at least three (3) references to: Margot G. Krimmel, Director of Human Resources, Northwestern CT Community College, Park Place East, Winsted, CT 06098.

APPLICATION DEADLINE: Application to be on file by July 30, 2001

NCCC, a Connecticut Community College, is an AA/EOE, M/F. Protected group members are strongly encouraged to apply.

DARTMOUTH COLLEGE

STUDENT COUNSELING CENTER

Dartmouth College is recruiting a talented therapist to join the diverse staff of its Counseling and Human Development Office. Candidates should have a masters or doctoral level counseling degree, or be a clinical nurse specialist. The successful applicant will be expected to demonstrate multicultural experience and competency in clinical and educational work. Clinical responsibilities include: initial evaluations, short-term therapy, groups, on-call/crisis intervention. Education responsibilities include participating in on-campus outreach and presentations. Training, experience, and interest in some of the following desired: substance abuse, cognitive behavioral therapy, dialectic behavioral therapy, Asian/Asian American issues, Latino/a issues and Native American issues. (Salary commensurate with qualifications and experience; minimum $47,300). Please send letter of interest, CV, and 3 letters of recommendation to: **Mark Reed, M.D., Director of Counseling and Human Development, Dartmouth College Health Service, 7 Rope Ferry Rd, Hanover, NH 03755. e-mail: Mark.H.Reed@Dartmouth.edu, phone: (603) 650-1442.** We will begin reviewing completed applications beginning July 22nd. All applications will be considered until the position has been filled.

Dartmouth is an EO/AA employer and encourages applications from women and minorities.

Associate Vice Chancellor for Administration, University of Houston System

Associate Vice President for Administration, University of Houston

The University of Houston System and the University of Houston are seeking qualified candidates to fill the position of Associate Vice Chancellor for Administration, University of Houston System and Associate Vice President for Administration, University of Houston. While both components of this position are important, the major part of time and effort will be providing leadership to the University of Houston, with additional responsibility for coordinating administrative activities among the four UH System universities (i.e., the University of Houston, UH-Clear Lake, UH-Downtown, and UH-Victoria).

The University of Houston Carnegie Foundation classification is a Doctoral/Research University-Extensive institution with approximately 33,000 students and an annual operating budget of over $540 million. The University of Houston System is an urban, public university system comprised of four universities with a total enrollment of over 50,000 students and an annual budget in excess of $770 million. The main campus incorporates 550 acres of parks, fountains, plazas, sculptures, and recreational fields surrounding modern classroom, laboratory, and study facilities in the heart of the nation's fourth largest city.

Position Description

The position reports directly to the Vice Chancellor of Administration and Finance, University of Houston System and the Vice President of Administration and Finance, University of Houston. Principal responsibilities include the following:

Serves in an advisory and policy-making role as part of the Division of Administration and Finance team on matters of corporate and business development, procurement, and campus auxiliary services. Provides leadership and strategic direction in developing and implementing entrepreneurial partnership and corporate funding alliances. Provides leadership and strategic direction in the management of contract administration, purchasing, printing, postal services, parking and transportation, fleet management, food service contract, bookstore contract, campus debit card, travel management, chemical and biological safety, radiation safety, fire and physical safety, risk management, and police operations. Provides leadership, vision and direction for the University of Houston System in the development and implementation of appropriate system-wide administrative policies and procedures.

Qualifications

Bachelor's degree required, with a graduate degree preferred. A minimum of seven years comprehensive experience in a senior management /administrative position, with five years experience in higher education preferred. A broad understanding of the complexities of higher education administration, and outstanding communication skills.

Nomination and Application

Nominations and applications, including resumes' and three references, should be submitted to:

Mr. Randy J. Harris
Vice Chancellor for Administration and Finance,
University of Houston System
Vice President for Administration and Finance,
University of Houston
226 E Cullen Building
Houston, Texas 77204-2016

The application period begins immediately and will end when qualified candidate is selected. For further information, please visit the University of Houston Human Resources Department Website at www.uh.edu/[illegible].

The University of Houston is an Equal Opportunity/Affirmative Action institution. Minorities, women, veterans, and persons with disabilities are encouraged to apply.

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural and economic environment.

ASU West is an urban, commuter campus, which provides for students a friendly, small campus atmosphere in the context of a nationally acclaimed, PAC-10 university. Although ASU West began in 1984 with upper-division and masters programs, it is now a four-year university campus, with a special commitment to learner-centered education. In August 2001, the first freshman class will participate in learning communities and other innovative programs.

ASU West's mission focuses on a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. Undergraduate and graduate-level courses at ASU West lead to 29 bachelors degrees, nine masters degrees, and eight professional certificates.

An additional attribute of this institution is its location in an area of sunshine and striking geographic variety. In winter, for example, one can enjoy the moderate climate of the Valley of the Sun or drive two hours north for excellent skiing.

ASU West is dedicated to increasing the diversity of its campus community and encouraging an environment that offers students knowledge about local, national, and global communities.

Please visit our website at www.west.asu.edu

Dean, College of Arts & Sciences

Arizona State University West, located in Phoenix, Arizona seeks a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she represents the College both within and outside the university. The dean must be committed to working with faculty -- both through the administrative structure and faculty governance system -- to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students, and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.

APPLICATION DEADLINE

August 1, 2001, or the 1st Monday of each week thereafter until the position is filled.

STARTING DATE:

January 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, addresses, and telephone numbers of three referees to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-3254 Fax: 602/543-7731

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

CENTRAL MICHIGAN
UNIVERSITY

Assistant Director/Minority Student Services

Coordinates cultural programs designed to educate the community about underrepresented peoples. These include African American, Asian American, Hispanic/Latino/Latina American & Native American's. This individual oversees the programming budget, spearheads student leadership initiatives & performs other duties as assigned. **Required:** BA degree; 3 years relevant exp. with students; strong written & verbal communication skills; supervisory exp.; effective organizational skills; knowledge of word processing software; exp. working with Latino, Asian, African American & Native American cultures. **Desired:** MA degree plus 2 years relevant exp. & knowledge of assessment. Salary commensurate with qualifications. Review of applications will begin 7/25/01. Anticipated start date is 9/3/01. Submit cover letter, resume & the names & addresses of 3 references to **CMU, Human Resources/Staff, 109J Rowe Hall, Mt. Pleasant, MI 48859.** CMU, an AA/EO institution, is strongly & actively committed to increasing diversity within its community (see www.cmich.edu/aaeo/).

CLARION
UNIVERSITY

Tenure-track faculty position available in Clarion University's ALA-accredited library science program. For details see:

www.clarion.edu/libsci/vacancies.htm

ASSOCIATE VICE PRESIDENT AND DEAN OF STUDENTS

THE UNIVERSITY OF TEXAS AT AUSTIN

Austin, Texas

The University of Texas at Austin seeks qualified candidates for the position of Associate Vice President for Student Affairs and Dean of Students. Approximately 37,000 undergraduates and 12,000 graduate students are enrolled at the University. The diverse campus includes representation from all 50 states and more than 3,800 students from 115 other countries. The University awards the largest number of doctoral degrees in the south and is one of the three southwestern members of the Association of American Universities.

The Associate Vice President and Dean of Students reports to the Vice President for Student Affairs and works closely with campus-wide leadership in developing and implementing policies related to the full range of student activities, needs, and events. Collaborative efforts with the President, Deans, other administrative officers, faculty, staff, and students are critical functions of this position. The Associate Vice President coordinates the work of six functional areas: New Student Services, Retention Services, Services for Students with Disabilities, Campus and Community Involvement, Greek Life and Education, and Judicial Services.

Required qualifications for this vacancy include a doctoral degree; seven years of management experience in college or university administration, including extensive experience with student activities and organizations and experience in addressing the interests and needs of multicultural student populations.

Preferred qualifications include more than ten years of management-level experience in college or university administration; excellent verbal and written communication skills and strong interpersonal skills.

Salary and fringe benefits will be competitive. Complete information on this vacancy will be provided to finalists at the interview. To apply, immediately submit a letter of interest or nomination, a current resume, and the names of five references to **Search Committee, Vice President for Student Affairs, The University of Texas at Austin, P. O. Box 7699, Austin, Texas 78713.** For full consideration, applications should be submitted by **August 15, 2001.**

An Equal Opportunity/Affirmative Action Employer

Associate Vice President for Development

Division of University Advancement

SAN DIEGO STATE UNIVERSITY

San Diego State University is the oldest and largest higher education institution in the San Diego region and the second largest in the state of California. Founded in 1897, SDSU has grown to offer bachelor's degrees in 79 areas, master's degrees in 61, and doctorates in 13. Designated a "Doctoral/Research University-Intensive" by the Carnegie Foundation, SDSU is among the top 6.7 percent of higher education institutions in the United States. University Advancement serves, advises, and consults with campus administration on policy decisions and is responsible for the activities of its component units: Alumni Association, Information Services, Public Affairs, Marketing & Communications, and University Development.

The Associate Vice President for Development is responsible for managing and directing the University's private fund-raising program. Reporting to the Vice President for University Advancement, AVP serves as member of University Advancement's Executive Management Group and provides leadership, strategic direction and policy implementation for the development program. AVP also serves as chief development liaison with deans, college/unit directors and central development directors and staff. Areas of program responsibility include: Major Gifts, Annual Giving, Corporate & Foundation Relations, Donor Relations, Planned Giving, and Prospect Management & Research.

Bachelor's degree and five years of demonstrated professional development and/or fund-raising related experience required. A proven track record of successful major gift strategy and solicitation ($100,000+) and an advanced knowledge of principles and techniques of development/fund-raising. Working knowledge of budgetary procedures and policies. Ability to manage and motivate individuals for maximum performance. Ability to assess situations, make decisions and implement change. Skill in effective team building, organizational communication, strategic planning and problem solving. A track record of recruiting, retaining, and developing a high caliber staff, creatively organizing and managing them to maximize the support of external constituencies. Exceptional communication (oral/written) skills.

Please submit letter describing education, experience, skills, knowledge and abilities along w/resume listing 3 professional references to **SDSU, The Center for Human Resources (1885), San Diego, CA 92182-1625.** Position open until filled. *EEO Employer.* Visit HR or **http://bfa.sdsu.edu/ps/.** To view comprehensive position description, please visit **http://advancement.sdsu.edu/UA/AVP.htm** Application review to begin on **August 1, 2001.**

Endowed Professorship in Anti-Violence

Mandel School of Applied Social Sciences

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Dr. Semi J. and Ruth W. Begun Professor in anti-violence. The position involves primary responsibility for leading the newly established Begun Center for Violence Prevention, Research and Education, with secondary responsibility for teaching and service in the Master's and Doctoral programs. The goals of the Begun Center include: (1) forming interdisciplinary academic partnerships to research and analyze the causes and effects of violent behavior; (2) combining advanced research methods and state-of-the-art technology to create a system of identifying "at-risk" populations; (3) establishing active networks among parents, educators and key community constituencies so as to effectively intervene in the cycle of violence; and (4) building on existing interventions and curricula that address the persistent and emerging social stressors associated with youth violence. The Professorship will be co-terminus with the Directorship of the Begun Center.

Requirements will include a M.D. or Ph.D. in Social Work, Public Policy, Psychology, Criminology, Anthropology, or a related science. The Director will lead and manage all Center activities, including research, training, advocacy, and technical assistance. The Director must be considered an expert in the field of violence prevention and have made significant contributions to scholarly literature. As such, candidates should possess a record of scholarship, teaching, and service for a tenure track or tenured appointment at the School. The Director will be responsible for securing ongoing funding for the center's programs and initiatives. The ideal candidate must also have a firm understanding of the funding community and be able to identify new opportunities.

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to over 300 students. We offer joint degrees in Social Work and Law, Social Work and Nonprofit Management and Social Work and Business. MSASS faculty is multidisciplinary representing professions such as social work, psychology, sociology, public health and economics. A number of MSASS faculty hold secondary appointments with other departments and faculty have collaborative projects with other departments. The School has a long history community based/agency based research with the centers and institutes having major roles in these initiatives, such as the Center on Urban Poverty and Social Change, and the Cuyahoga County Community Mental Health Institute.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

Darlyne Bailey, Ph.D., Professor and Dean
Dr. Semi J. and Ruth W. Begun Professorship Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: msassdean@po.cwru.edu

Applications will be accepted until the position is filled

CASE WESTERN RESERVE UNIVERSITY

CWRU is an Equal Opportunity/Affirmative Action Employer

AMHERST COLLEGE

DIRECTOR OF ADVANCEMENT OPERATIONS

Founded in 1821, Amherst College is among the nation's most highly selective liberal arts colleges, with an enrollment of 1,600 students and 680 faculty and staff. Amherst is located in the Pioneer Valley of Western Massachusetts and participates with Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts in the Five College Consortium.

Amherst seeks an experienced, results-oriented Director of Advancement Operations as the College concludes a successful, comprehensive campaign. Reporting to the Chief Advancement Officer, the Director will serve as a key senior manager on a 60-person team of Alumni & Parent Programs, Development, Public Affairs, and Advancement Operations professionals. Primary responsibilities will include ***administrative services*** (budget, human resources, and planning), ***information services*** (computer operations, data reporting and management, gift and pledge processing, application development, and user support), ***donor relations*** (gift acknowledgment and crediting, stewardship, named gift opportunities, and special events), and ***donor research*** (research and records).

The successful candidate will have the ability to establish policy, motivate talented colleagues, and manage internal operations in a collegial setting. Bachelor's degree or equivalent required. Minimum of five years of progressively responsible management experience, preferably in higher education. Previous advancement experience, especially in the areas of development and donor relations, will be given very favorable consideration. Excellent supervisory and planning skills, a commitment to the thoughtful use of technology, service-mindedness, and the ability to lead in a dynamic work environment are all essential.

Interested candidates should forward a letter of application and resume to: **Office of Human Resources, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.** A review of applications will begin on **August 13, 2001** and continue until the positions is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

KUTZTOWN UNIVERSITY
OF PENNSYLVANIA

ASSISTANT DIRECTOR OF MULTICULTURAL SERVICES

Kutztown University enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting that is within twenty minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading, and within sixty minutes of the Philadelphia metropolitan area. The University is searching for employees who have extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

Assistant Director of Multicultural Services (Kutztown University is seeking a highly motivated, energetic individual to initiate and implement educational, cultural, and social activities concerning multicultural programming relevant to student retention. Program development will focus on: retention of African American and Latino American academic, cultural, and social experiences and promote interaction and services between multicultural and majority populations. Primary responsibilities include: student leadership development, race relations and inter cultural programming, manage resource library, and initiate collaborations with the Multicultural Center and other university departments. Some evening and weekend hours will be required. Three to five years professional experience in Multicultural programming and/or Higher Education in the area of student retention required; Bachelor's degree required, Master's degree preferred. Please send a letter of interest, resume, and names and addresses of three references to: **Assistant Director of Multicultural Services Search, Department of Human Resources, Kutztown University, P.O. Box 730, Kutztown, PA 19530.** Review of applications will begin on **July 23, 2001** and will continue until position is filled.

Successful interview and demonstration of ability are requisite qualifications for all positions. Kutztown University is a member of Pennsylvania's State System of Higher Education and is an AA/EEO employer.

For more details, please see our website at: www.kutztown.edu/employment/noninst

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Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

ASSISTANT DIRECTOR
of Student Activities for Programs University Unions and Student Activities

Virginia Tech invites applications/nominations for the professional faculty position of Assistant Director of Student Activities for Programs in the department of University Unions and Student Activities. The Assistant Director supervises two full-time faculty Program Coordinators, a full-time Accounts Manager, a full-time Office Manager and two Graduate Assistants. The Assistant Director is the senior leader for student programming on a campus of 25,600 students and oversees combined program budgets of nearly $800,000 annually. The office of Program Advising and Student Entertainment (PASE) consults with any student organization asking for programming help and maintains ongoing advisement of the Virginia Tech Union (union program board); the Black Student Alliance; the Lesbian, Gay, Bisexual and Transgender Alliance; and the Homecoming Board. The Assistant Director provides overall leadership of campus programming (175-200 programs per year), directly advises Lively Arts programs and the Homecoming Board, negotiates program contracts, oversees a student organization computer lab, and serves as a member of the UUSA Leadership Group.

The successful candidate for this position will have at least a master's degree in college student personnel or a related area and at least 5 years of post-master's experience with at least 3 years full-time experience in union programming. Salary and benefits will be highly competitive and commensurate with experience.

Review of applications will begin immediately and applications will be accepted until a successful candidate is identified. Desired start date is August 15, 2001 but a date as late as December 1 can be negotiated. To apply, send an application letter and a current resume including names and phone numbers of at least four references to:

Ms. Nicki Cantrell
Search Committee Chair
225 Squires Student Center (0138)
Virginia Tech
Blacksburg, VA 24061

Applications may also be sent via e-mail: cantrell@vt.edu. For more information on Virginia Tech and UUSA visit our web site: www.uusa.vt.edu.

Virginia Tech has a strong commitment to the principles of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities.

Individuals with disabilities desiring accommodations in the application process should contact Nicki Cantrell at 540-231-5431 or the Virginia Tech Telecommunications Relay Service at 1-800-828-1120.

Georgia Perimeter College

Located on four campuses and two centers in suburban Atlanta, Georgia Perimeter College provides an attractive and progressive learning environment leading to an Associate's degree for a motivated, multicultural student body of approximately 14,000. We offer you the chance to become a vital part of this thriving academic community.

All positions require an ALA-accredited Master's degree in library or information science. Candidates must have experience with online library systems, particularly GALILEO, GIL and Internet sources with a strong public service commitment.

The following positions are available for 2001-02. Salary placement is commensurate with education and experience, entry-level salary $33,541 with excellent benefits. The starting date for all positions is ASAP. The College reserves the right to extend searches, or in the event of budget restrictions, not offer positions advertised.

Information Services/Serials Librarian

Provides library instruction and research assistance to students, faculty and staff. Primarily responsible for maintaining serials, coordinating local serials information disseminated to online databases. Position #02-42.

Reference Librarian

Provides library instruction and research assistance to students, faculty and staff, and participates in selection of library materials. Position #02-[illegible]

Circulation Librarian

Primarily responsible for supervision of circulation, reserve and book stack areas. Provides reference services, library instruction and collection management. Position #02-47.

APPLICATION DEADLINE: Review of applications will begin on August 6, 2001. Applications received after this initial deadline will be reviewed on a biweekly cycle as necessary until the positions are filled.

For your application to be considered, applicants should reference position number and send the following as a single packet: (1) letter of interest, (2) resume, (3) unofficial copy of graduate transcript(s), and (4) list of three professional references (names, addresses, e-mail addresses, and telephone numbers) to:

Attn: Judy Chastoney
Georgia Perimeter College
Human Resources Department
3251 Panthersville Road
Decatur, GA 30034
Fax: 404-244-5774

Georgia
Perimeter
College.

An AA/EOE/ADA Employer

For more information on Georgia Perimeter College and specific positions, please visit our website.

www.gpc.peachnet.edu

Assistant Director of Physical Plant

Reporting to the Director of Physical Plant, the Assistant Director will have responsibility for organizing, directing and supervising all landscaping design, construction and grounds maintenance, including athletic fields, on the Montclair State University campus. Grounds maintenance includes the maintenance of non-cultivated areas including parking lots, sidewalks and roads. Other responsibilities include recycling, room set-ups, moves and refuse removal.

Qualifications: Bachelor's degree from an accredited college or university required. A minimum of 10 years professional experience in Landscape Management and 5 years supervisory experience. Sincere interest in the work and the people who will carry it out.

Salary Range: $43,048 - $64,562
Apply by: July 1, 2001 or until position is filled
Start Date: August 1, 2001

Send resume and cover letter (include V#) **to:** Montclair State University, Box C316-V#79/BI, Upper Montclair, NJ 07043

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
UNIVERSITY

Independence Community College

Employment Opportunities:

- ICC Foundation Director
- Director of Wm Inge Theatre Festival
- Student Support Services Director
- Student Support Services Math Specialist
- Coordinator of Extended Instruction
- Foreign Languages Instructor

If you think that ICC could be a part of your professional career, visit: www.indy.cc.ks.us for more info or call the HR Office at (620) 331.4100 or 1.800.842.6063, ext. 4236.

ICC is proud to be an
Equal Opportunity Employer
and encourages diversity among
its employees.

UNCOVER®

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Website: uncweb.carl.org
E-mail: uncover@carlorg

TEL: 1-800-787-7979
FAX: 303-758-5946

Search UnCover.

EXECUTIVE DIRECTOR OF HUMAN RESOURCES

The State University of New York at Plattsburgh invites applications for the position of Executive Director of Human Resources. A service-oriented leader is desired to manage the effective delivery of human resource services to college staff, faculty, managers and senior administrators. Additional information on this position can be found at www.plattsburgh.edu/hr/professional.cfm.

Plattsburgh State University is an affirmative action, equal opportunity employer.

Plattsburgh

FILM FACILITY MANAGER

DEPARTMENT OF COMMUNICATION

The New School, founding division of New School University, seeks a strong manager with extensive knowledge of 16mm film technology to run busy production facility. Areas of responsibility: policy and procedure; personnel recruitment and review; research and planning, including purchase recommendations; facility scheduling; equipment usage and maintenance; customer service relations; inventory and security. Requirements: BA or equivalent; 3-5 years administrative experience; excellent management, organizational and interpersonal skills. Benefits include free tuition, comprehensive health insurance, liberal vacation policy, and retirement program. Salary in high $30's.

FOR DETAILED JOB DESCRIPTION, VISIT OUR SITE AT
WWW.NEWSCHOOL.EDU/ADMIN/HR/21119.HTM

Send cover letter, vita, salary history, and names of three references to: Carol Wilder, Associate Dean and Chair, Department of Communication, The New School, 70 Fifth Avenue, Room 1216, New York, NY 10011. Review of applicants will begin immediately and continue through August 10, 2001 for a mid-September hire date.

The New School is committed to an educational environment in which the curriculum and every other aspect of university life reflect the multicultural city and the international world in which we live. Affirmative action/equal opportunity employer.

The New School

KUTZTOWN

Kutztown University of Pennsylvania enrolls approximately 8200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas of Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

The Department of Counseling and Psychological Services invites applications for two full-time, tenure track positions at the Instructor/Assistant Professor level to begin in the 2001 Fall semester. One position requires an A.B.D./Ph.D. in Counseling Psychology or related field. The other position requires an earned doctorate in Counseling Psychology or related field. Both positions require appropriate licensure in the state of Pennsylvania within two years of the appointment. In addition, applicants must have extensive counseling and supervisory experience, with at least one year of counseling experience in a college counseling center. The positions require a counseling generalist who will provide counseling for individuals and groups, on-call rotation, crisis counseling, outreach, consultation, referral, and supervision of practicum students. Successful interview and demonstration of ability are requisite qualifications. Review of applications will begin May 22, 2001 and will continue until the positions are filled. Send letter of application, three recommendations, undergraduate and graduate transcripts, and vita to:

Dr. Joseph Lippincott, Chair of Search Committee
Department of Counseling and Psychological Services
Kutztown University, Kutztown, PA 19530

Kutztown University of Pennsylvania is an AA/EOE/member of PA State System of Higher Education and actively solicits applications from women and minority candidates.

For more information, visit our website at www.kutzt[illegible]

ASSISTANT/ASSOCIATE PROFESSOR OF MANAGEMENT

Bryant College invites applications for tenure-track positions in the production/operations area at the Assistant/Associate Professor level beginning Fall 2002. Associate level may be considered with a minimum of five years of teaching experience and an excellent record of research publications. Applicants for the Assistant level should have an earned doctoral degree or anticipation of the completion of the dissertation prior to August 2002 as well as demonstrated excellence in teaching and research potential consistent with the requirements of an AACSB accredited school.

Applicants should submit a letter of interest, a current vitae, references, and a demonstration of recent scholarly work to **Job Position #169, Human Resources Office, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917.** Inquiries should be made to Ron DiBattista at **rdibatti@bryant.edu.** Application review will begin immediately and continue until the position is filled.

Bryant College is a business specialty school accredited by AACSB and located 20 minutes northwest of Providence and one hour from Boston. The College serves approximately 3,000 undergraduates and also has MBA, MBA, MSIS, and MST graduate programs.

Bryant College is an Equal Opportunity/Affirmative Action Employer.

The department and the college are dedicated to diversifying its faculty. Individuals from underrepresented groups are strongly encouraged to apply. Bryant College offers a competitive salary and benefits package.

New Jersey City University, located in the greater New York Metropolitan area, is a culturally diverse, public, urban institution with an undergraduate and graduate enrollment of 10,000 students. The University invites applications for the position in the Division of University Advancement.

Office of Public Information

WRITER/EDITOR

New Jersey City University seeks a writer/editor with excellent written and oral communication skills, and the ability to write, edit, and proofread magazine copy. The position requires journalism and production skills, strong computer and Internet skills, the ability to meet deadlines and handle multiple tasks, and interpersonal skills within an integrated marketing environment. A minimum of five years professional experience in journalism and/or magazine writing, editing, and production is required.

The successful candidate will have the ability to write and edit with flair and accuracy, to manage work independently, and to participate as an active, creative team member. He or she will have experience in feature writing and preparing informational and promotional material with demonstrated adeptness at matching writing style to audience. Attention to detail is essential. A Bachelor's degree is required; preferably in journalism, communication, or related fields.

Applicants should send a letter of application, a resume, references, and at least three writing samples to:

Ellen Wayman-Gordon
Director of Public Information
New Jersey City University
2039 Kennedy Boulevard
Jersey City, NJ 07305-1597

NEW JERSEY CITY UNIVERSITY

Applications should be received by August 1, 2001.

New Jersey City University is an Equal Opportunity Employer

PRESIDENT

The Board of Trustees and Search Committee at Lexington Theological Seminary (LTS) seek nominations and applications for President of the Seminary. Review of applications will begin in June and the new President will assume office in 2002.

LTS is the pioneer theological school in the Christian Church (Disciples of Christ), founded in 1865 and located in the bluegrass region of Kentucky where much of the disciples' early history occurred. The Seminary is deeply ecumenical in orientation, preparing students for a wide variety of denominations. The Seminary's mission is to prepare faithful leaders for the church, to be a theological center for the church's life, and to be a partner with local congregations in students' formation in the practice of ministry. Students serve approximately 80 congregations through an outstanding field service program that can begin as early as their first year of study. LTS offers the D.Min, M.Div, MA in Religious Education, MA in Pastoral Studies and a collaborative program with the MSW at the University of Kentucky located across the street from the Seminary.

The LTS president must be a member of the Christian Church (Disciples of Christ) and will demonstrate the skills and abilities to: provide visionary leadership for the seminary and the church; build a strong community among seminary constituents; manage the affairs of the seminary through effective planning, fundraising, and administrative accountability; and articulate the ecumenical mission of LTS to inspire the passion and commitment of those who have been called to the ministries of the church.

Applications consist of a curriculum vitae and a cover letter addressing the qualifications outlined above. Nominations and applications will be treated in confidence and should be sent to: **Mr. Harry Richart, Chair, Presidential Search Committee, Lexington Theological Seminary, 631 South Limestone Street, Lexington, Kentucky 40508.** Dr. Tobie van der Vorm of the Academic Search Consultation Service is assisting the search committee. Inquires may be directed to her at (202) 263-7473 or PTV@academic-search.org. For more information please visit www.lextheo.edu or www.academic-search.org.

Lexington Theological Seminary is an equal opportunity employer.

Bethany

PRESIDENT

The Board of Trustees and Search Committee at Bethany College invite applications and nominations for the position of President. It is anticipated that the new president will assume office July 2002.

Founded in 1840, Bethany College is a four-year liberal arts institution affiliated with the Christian Church (Disciples of Christ). Bethany currently enrolls approximately 750 students in more than 30 fields of study, incorporating a focus on leadership and pre-professional education. Listed by the Carnegie Foundation as one of the country's premier liberal arts colleges, Bethany's current endowment stands at $63 million, with one third of alumni contributing regularly to the college. The exquisite 1600-acre campus is nestled in the foothills of the Allegheny mountains in Bethany, West Virginia, just 39 miles southwest of Pittsburgh and less than a half hour from Wheeling.

The next president of Bethany College must demonstrate an understanding and appreciation for the values of a small, residential, liberal arts college. The president also must demonstrate the abilities to: provide responsible leadership as part of the academic community, deal openly and fairly with all college constituencies, preserve and enhance the financial health and financial development of the college, and articulate the mission of Bethany College to both internal and external audiences.

Nominations and expressions of interest, which will be treated in confidence, should be sent to:

John N. McLaughlin,Chair
Bethany College Presidential Search Committee
c/o Schrader, Byrd & Companion, PLLC
The Maxwell Centre, Suite 500
Wheeling, WV 26003

The search committee is being assisted by **Dr. Patricia T. van der Vorm of Academic Search in Washington, D.C.** Inquiries may be directed to her at 202/263-7473 or ptv@academic-search.org. Please review the websites at www.bethanywv.edu or www.academic-search.org for additional information.

Bethany College is an Affirmative Action, Equal Opportunity Employer.

DEL MAR COLLEGE

Del Mar College Presidential Search

Del Mar College is a two-year comprehensive community college with two campuses in Corpus Christi, Texas. The College has approximately 10,000 credit students per semester and a total of 25,000 students each year enrolled in academic, occupational, and continuing education programs. Corpus Christi is located on the Gulf of Mexico approximately 135 miles southeast of San Antonio. Its diverse population, which includes a large Hispanic component, exceeds 292,000.

Required Qualifications

◆ Earned doctorate from an accredited institution of higher education
◆ Minimum of three years' successful, senior level administrative experience at a comprehensive community college

Preferred Qualifications include, but are not limited to, the following:

◆ College or university teaching experience
◆ Experienced in building partnerships with business and industry, other educational institutions, and community groups
◆ Proven success in working with state and national legislators, local governing bodies and resource development for the benefit of the college community
◆ Demonstrated ability to work well with college governing body, faculty and staff, students, and a multi-cultural local community

A more comprehensive position profile and list of qualifications

is available at the College web site:

http://www.delmar.edu/hres/
presidentsearch.html

Application Process

Application packets must be postmarked by **August 24, 2001**, and should include: 1) a letter of application stating how the candidate meets the comprehensive position profile qualifications, and 2) a resume, which includes names, addresses and phone numbers of eight references. Applicants should fully describe qualifications and experience, since it is this information on which the initial review of materials will be based. Candidates should be available to begin employment preferably by January 1, 2002, or as soon thereafter as possible. Finalists will be required to complete an employment application. Del Mar College reserves the right to extend this search.

Application packets should be mailed to: **Dr. Narcisa A. Polonio, Director, Board Leadership Services, ACCT, 1740 N Street, NW, Washington, DC 20036.** An electronic copy of all applications should also be submitted to **Susan Smee at ssmee@acct.org.** For additional information please call **Narcisa Polonio at 202-775-4667 x118 or email at npolonio@acct.org**

Del Mar College is an Equal Employment Opportunity/
Affirmative Action Employer

-An ACCT Search-

The James Irvine Foundation

President & Chief Executive Officer

Founded in 1937 and headquartered in San Francisco, The James Irvine Foundation, an independent grantmaking foundation, is currently conducting a nationwide search to select a new President & CEO. With $1.5 billion in assets, the Foundation is dedicated to enhancing the social, economic, and physical quality of life throughout California, and to enriching the State's intellectual and cultural environment.

Overseeing a staff of 42, an operating budget of $8.4 million, and a grantmaking budget of $71 million, the CEO reports to a 12-member Board of Directors and has overall accountability and responsibility for the strategic, programmatic, financial, and management operations of the Foundation. The successful candidate will have wide-ranging intellectual capacity, a demonstrated capacity for leadership through vision, communication and inspiration, and a record of achieving results. He/she must be adventurous in his/her thinking, have an understanding of philanthropy and not-for-profit organizations as well as a commitment to develop a deep knowledge of California. The Foundation welcomes nominations and applications for this exceptional opportunity.

Please reply with letter of interest and resume by July 31, 2001:

The James Irvine Foundation Search
Russell Reynolds Associates
1701 Pennsylvania Avenue, NW, Suite 400
Washington, DC 20006
For more information about the Foundation, see www.irvine.org.
The Irvine Foundation is an equal opportunity employer

Daytona Beach
COMMUNITY COLLEGE

Will be accepting applications for the following positions:

DIGITAL MEDIA & DESIGN FACULTY #944
INTERIOR DESIGN FACULTY #457

FOR FULL DETAILS ON THESE AND OTHER OP
POSITIONS, PLEASE VISIT:
http://www.dbcc.cc.fl.us/humres/jobs.htm

Interested candidates should forward a letter of inten
current vitae, completed DBCC application with position
title/number, transcripts and three (3) professiona
references to:

HUMAN RESOURCES DEPARTME
1200 W. INTERNATIONAL SPEEDW
DAYTONA BEACH, FL 3211
Fax: 386-254-44
E-mail: jobs@dbcc.cc
Web: www.dbcc.cc
[illegible]
EQUAL OPPORTUNITY/ADA EMPLOYER
WOMEN AND MINORITIES STRONGLY ENCOURAGED

The Victoria College
An Equal Opportunity Employer

Student Support Services Project Director - is responsible for:
- hiring, supervising and evaluating project personnel
- establishing and maintaining budget information systems
- liaison between the project, College divisions, and external agencies
- collaborating with CIS on project databases and developing methodologies for managing relevant project data
- writing grants/reports
- coordinating public relations efforts

Revised Qualifications:
Bachelor's degree is required, Master's degree in Education, Guidance and Counseling, Psychology, or similar discipline preferred, and minimum of 3 yrs. administration of educational opportunity programs. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at www.vc.cc.tx.us/dept/hr.

Student Support Services Project Counselor - is responsible for:
- developing, monitoring and evaluating individualized educational plans of participants
- providing academic, personal-social, career, financial aid, and post baccalaureate counseling to participants, advising them of college policies and procedures, and assisting with course selection
- conducting intake interviews, assessing new participants and documenting participant contact
- accompanying participants on cultural/educational activities

Qualifications:
A Master's degree in Guidance and Counseling, Psychology, student personnel or related area. Computer skills are essential. Preference to persons who have succeeded in overcoming barriers similar to those confronting the project's target population. See additional requirements at www.vc.cc.tx.us/dept/hr.

For information, call 361-572-6484 or visit www.vc.cc.tx.us/dept/hr. Applicant screening begins 07-18-2001. Submit Victoria College application, resume with references, and copies of transcripts of all collegiate work: Human Resources, The Victoria College, 2200 E. Red River, Victoria, TX 77901. The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victoriachamber.org/.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following positions:

District Administrator of School-College Relations and Recruitment, District. Serve as the primary liaison between schools, other related organizations, and District campuses to provide information to high school staff, students, and parents regarding topics such as District instructional programs and requirements, career and academic opportunities, and registration and admissions procedures. Coordinate direct contacts between District staff, school staff, and students. Master's degree and three years experience in high school/college relations. $65,510. Closes 7/17/01.

Multicultural Specialist, SCC. Full-time, tenure track Counselor. Provide support and act as liaison for multicultural students. Provide leadership and coordination of programs sponsored by the Multicultural Center and foster an institutional awareness of the needs of multicultural students. Master's degree in Counseling or related field and two years experience in counseling or related field. Demonstrate ability to successfully work with multicultural students and to develop programs for diverse populations. $37,132. Closes 7/24/01.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

BEST COPY AVAILABLE

DEPAUW UNIVERSITY

SEARCH REOPENED

DIRECTOR OF THE GROVER L. HARTMAN CENTER FOR CIVIC EDUCATION AND LEADERSHIP

DePauw University invites applications and nominations for the position of Director of the Grover L. Hartman Center for Civic Education and Leadership. The successful candidate will provide leadership and vision for the Hartman Center and will have overall responsibility for assuring that the mission and goals of the Hartman Center are accomplished. The Director of the Hartman Center provides leadership development to and service internships for students; serves as a significant mentor for students; supervises a staff of six professionals and manages a budget of $500,000. The Director advises 35 student coordinators involved in various volunteer service programs (including the Bonner Scholars Program); and coordinates the work of 30 student civic interns to effect the best possible involvement of students in leadership and community service activities and the creation of a life-long service ethic. The Director works collaboratively with the Compton Center and Religious Life Center to ensure integrated developmental services as our students consider ethical, social justice and civic issues.

Candidates must have a commitment to and history of strong belief in mentoring students; demonstrated experience working with young adults and managing programs in volunteer or community service, social justice or religious service activities; and evidence of a positive regard for the power of students and the ability to empower others. Qualifications for this position include advanced degree in related field (college student personnel, higher education, divinity, non-profit management, etc.) or other advanced academic preparation; five or more years of senior administrative experience in an educational setting or equivalent; and experience working collaboratively with other administrators, faculty and staff to advance institutional goals. Must also have a willingness to be accessible to students and attend all major Hartman Center programs; expertise in the main functions of service learning, leadership development, civic education and curriculum development; demonstrated experience with and sensitivity and commitment to individuals of diverse cultural backgrounds; excellent written, oral and interpersonal skills; and an understanding of and/or experience in a residential, liberal arts college environment.

Send letter of application, resume, references and have three letters of recommendation sent to: **Director of the Hartman Center Search, Office of the Vice President for Student Services, Mezzanine, Administration Building, DePauw University, 313 South Locust Street, Greencastle, IN 46135.** Review of applications will begin on July 25, 2001 and continue until the position is filled.

DePauw University is an Affirmative Action, Equal Opportunity employer.
Women and members of under-represented groups are encouraged to apply.

PENNSTATE
University Park

DIRECTOR OF AFFIRMATIVE ACTION

The Pennsylvania State University is seeking a Director of Affirmative Action to oversee the Office of Affirmative Action and the Diversity Support and Education Center. The Director is responsible for:

- Developing, implementing, and maintaining the University's Affirmative Action Compliance Plan within federal and state statutes and regulations;
- Responding to complaints and concerns of alleged discrimination and harassment;
- Coordinating compliance with disability and equity laws and policies;
- Representing the University with external regulatory and human rights agencies;
- Coordinating and providing educational training throughout the University on sexual harassment, affirmative action and diversity.

A Master's degree (Ph.D. or J.D. preferred), experience working with affirmative action/ equal opportunity laws and a demonstrated commitment to diversity are required. Excellent verbal and written communication skills, the ability to work collaboratively with diverse constituents in the handling of confidential and sensitive issues, and effective interpersonal and administrative skills are essential.

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CENSUS AND CANON CONSIDERED

Alberto Huerta, associate professor in the Department of Modern & Classical Languages, University of San Francisco, teaches Indigenous America, Hispanic/Latino Experience in California and the West, Invisible America, and Poetry in San Francisco.

Lately, the identity problem has become complicated–the last census provided so many options by which to identify oneself.

Today, more than ever before, we Hispanics are hyphenated. Some have a father who is Hispanic, hence the Spanish surname,while having an Irish-American born mother. Others are Cuban-American of German descent. Still others, like my grand nephew, are Mexican, Italian, and Albanian Jew as a fifth-generation American.

In academia, the problem has been addressed by umbrellas that fold, because in their attempt to cover all, they exclude. Centers for Chicano Studies, Latin American Studies, Caribbean Studies, Afro-Hispanic Studies are noble attempts to identify part of the Hispanic mix taking shape in America. But stereotyping took place forty years ago, when professors and students first demanded ethnic and cultural studies in academia.

But the canons, those sacrosanct components of all departments that determine by some historical and traditional formula the must-be-read texts of any discipline in the arts and humanities, would not allow for an incipient new literature that was not British, Germanic, French, and American with a WASP tinge. Those who suffered those interminable department and across-the-curriculum meetings will recall how often Shakespeare, Cervantes, Lope, and Calderón dominated the discussion to find texts that would stand the so-called test of time.

Eventually, Latin American literature was given a space in the pantheon of literature, and only because the Chilean Gabriela Mistral, the Guatemalan Miguel Angel Asturias, the Colombian Gabriel García Márquez, and later the Mexican Octavio Paz became members of a different Olympus, where so very few go–the Nobel in Literature. But what about those born in the U.S. of Hispanic origin who wrote in *inglés*? If they were lucky, they got some consideration in an ethnic studies department, and maybe in a certificate program. Because of overwhelming peer pressure, a "balkanization" took place that created entrenched minds that would fight to survive at any cost. Chicano studies fought hard, almost too hard, to get a credible space in academia. The main body of the arts and humanities did not want Chicano literature as part of its canon. Departments were established for the overflow.

For better or for worse, these departments with an ethnic and cultural bent relied on a literature that was primarily autobiographical; from *Pocho* (1959) by Jose Antonio Villareal, to *Peel My Love Like an Onion* (1999) by Ana Castillo.

These works, self-focused and personal, did not threaten the canons. And the more self-deprecatory and the greater the flagellation of self, the more interested publishers were in making them known. As one Hispanic writer told me, "If you scraped the brown skin off your face, or had a gender identity crisis, agents and N.Y. publishers were interested in what you had to say. They wanted a personal story with some level of low self-esteem." Now Ilan Stavans writes about growing up as a Mexican-Jew in Mexico City. More of the same.

However, if you follow Melville, Steinbeck, Hemingway, Faulkner, or Fitzgerald in America, or Tolstoy, Dostoevsky, and Greene in world literature, and write about the human condition that goes beyond the "ghetto" or "barrio," you are ostracized by academia and critics, who do not know where to place you. Consider Danny Santiago (aka Daniel Lewis James) and Thomas Sánchez. When Danny wrote *Famous All Over Town* (1983), his novel was hailed a great Hispanic first. When it was discovered he was not Hispanic, Chicano Studies and American Studies in literature did not know where to place James, what to do with this spiritual "wannabe" Hispanic. Thomas Sánchez, a writer with Iberian roots in Spain and Portugal, was praised for *Rabbit Boss* (1973), a milestone novel of four generations of the Washo Indians of California. He wrote *Zoot-Suit Murders* (1978) about the L.A. "Pachuco Riots;" and *Mile Zero* (1989) about derelicts in Key West. His latest, *Day of the Bees* (2000) about love in the midst of the French Resistance in WW II, received mixed reviews. Hispanic academics who have been "balkanized" and American critics who do not know what to do with an author who breaks out of a category put Santiago and Sanchez in a quandary, because they do not fit a stereotype.

The recent census revealed that Hispanic academics and publishers must revise their concept of an Hispanic American. A time will come in the new millennium when an Hispanic American will write the great American novel that will form part of the canon of American and world class literature. Will Hispanic academics be ready to seize this moment when it comes? And will publishers be ready to let go of their stereotypes of Hispanic literature? Not all *morenos* scrape the skin off their face.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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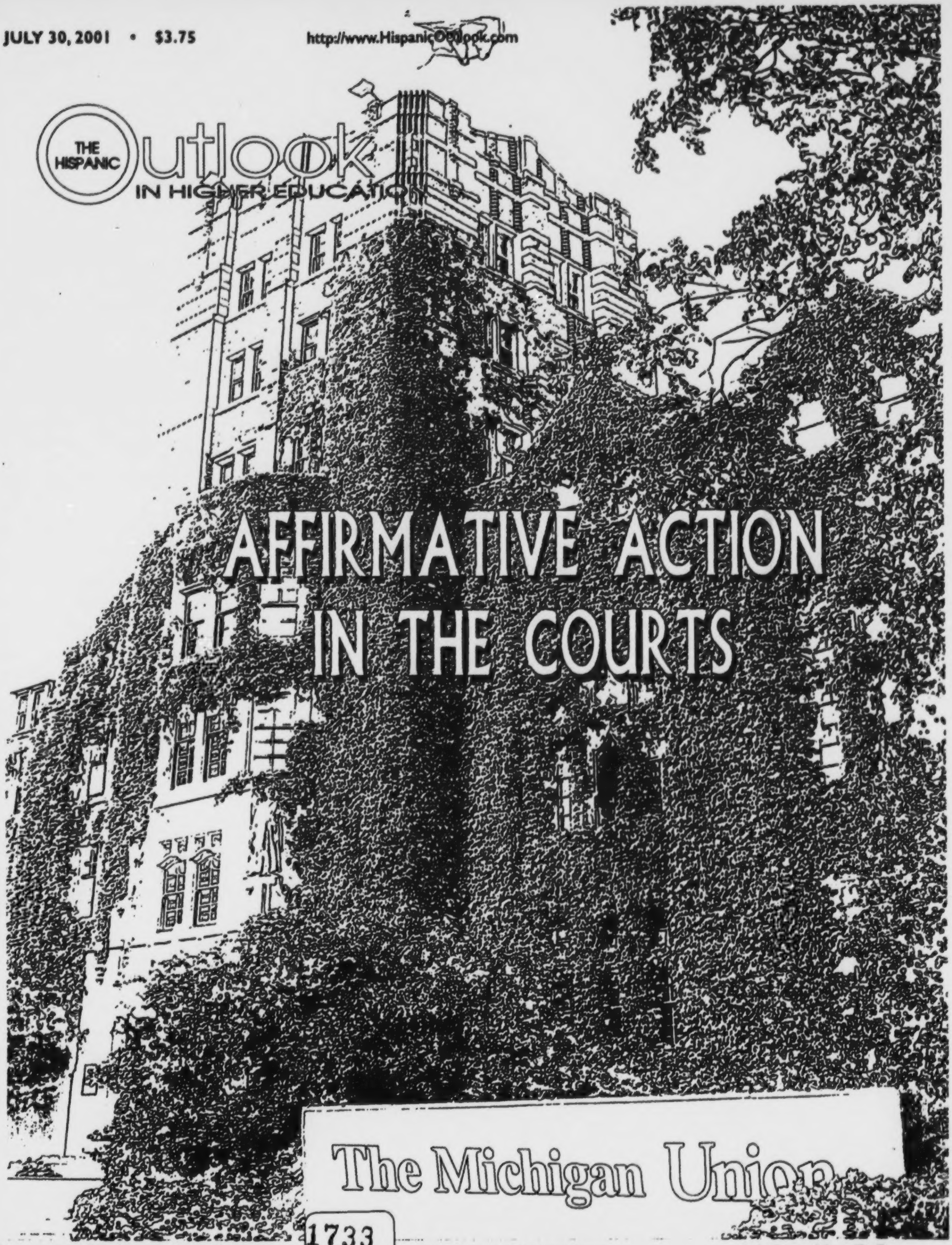

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SPANISH: tenure track, open rank. Specialist in 19th and/or 20th-century Peninsular Literature. We seek a scholar with an excellent publication record and/or potential, plus a firm commitment to teaching a variety of courses ranging from advanced literature and culture to all levels of language instruction. Candidates must have native or near-native fluency in Spanish. **Send letter of application, curriculum vitae, and writing sample. Applicants at rank of Assistant or Associate professor should also submit three current letters of recommendation; those at the rank of Full Professor should submit the names and addresses of at least three referees Review of applications will begin November 15, 2001. María Cristina Quintero Chair, Department of Spanish.**

For additional information, please consult our website at: http://www.brynmawr.edu/Admins/Provost/searches.html

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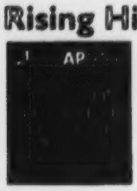

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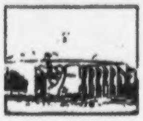

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A CAPITOL VIEW

One in Six Children Lives in Poverty

BY GUSTAVO A. MELLANDER

Most Hispanics in this country live either in middle-income or low-income families. A few Hispanic families have moved up to a high-income existence, but very few. It is thus particularly distressing to note that one in six children in America lives in poverty, and many are Hispanic.

Poor and middle-income families are finding it harder to make ends meet, according to the Children's Defense Fund annual "green book." The report tracks the welfare realities of America's children. It is noted that government poverty figures for 1999 showed more than 12 million of America's children lived below the federal poverty level of $13,290 a year for a three-person family. It is astounding to read that the U.S. child poverty rate is roughly twice that of Canada and Germany, according to the report, and at least six times higher than that of France, Belgium, or Austria.

In releasing the report, Marian Wright Edelman, founder of the Children's Defense Fund, a nonprofit advocacy group, stated, "It's time to build a mighty movement for children in the richest and most powerful nation on Earth."

After 10 years of a raging bull market on Wall Street, which reflected a booming economy and an era of unparalleled prosperity, we find vast discrepancies among the nation's population. The Fund's report indicates that so many children live in poverty because of their parents' low-paying jobs, an increase in single-parent families, and a lack of strong government support for low- and moderate-income families.

Susan Martínez, vice president for policy at the Fund, noted, "Parents are in the workforce but are not able to earn enough to lift them out of poverty. We need to get people into higher-paying jobs and get them good child care, good health care, and other things." The problem is not that parents are not caring or not working. The main problem is that many of "the working poor" have jobs that do not provide good benefits, are frequently seasonal, and simply do not pay enough money.

The scourge of single-parent families is vivid and deleterious. Children living with married parents are far less likely to be poor—8.4 percent of children in married-couple families were poor in 1999 compared with 42 percent of all children with a single mother. The societal realities that still produce thousands of single mothers must be addressed; it will not go away by itself.

In March 2000, the report said two out of three mothers worked outside the home, up from fewer than one in two 20 years ago. The biggest employment increase was among low-income, single mothers. They are clearly trying to be self-sufficient. But the report also states that they were spending more and more on child-care costs but not earning better wages to offset that expense. This is not a new phenomenon. Many a so-called "welfare mother" has found it difficult (if not impossible) to remain in the low-paying jobs she can secure. It is difficult because she does not earn enough to pay for quality child care while she works. Furthermore, her children frequently lose their government-subsidized health benefits once she is employed, and her job does not provide comparable health benefits.

Looking at just one variable, the report notes that poor families spent 35 percent of their income on childcare, compared with the 7 percent paid by richer families.

Highlighting what was identified as a child-care crisis in America, the report said nearly 7 million children between the ages of five and 14 were forced to care for themselves on a regular basis, without any adult supervision, because a parent was at work.

Inadequate Health-care Coverage

The report reflected on the inadequate health-care coverage that is a reality for millions of children. It is pervasive and spread throughout the rural and urban areas where the poor live. But there had been some improvement in recent years. In 1999, 10.8 million children aged 18 and under lacked health coverage, down from 11.9 million in 1998. Government programs and better coverage by private-sector companies have helped alleviate this problem.

Children of color were far more likely to be uninsured. One in six Black children and one in four Hispanic children are not covered, compared with one in 11 White children. Hispanic children, particularly those from immigrant families, are more likely to lack health coverage and access to health care.

On a brighter note, the Fund's report noted there had been some success in immunization programs, with 80 percent of 2-year-olds being fully immunized compared to only 55 percent in 1992. Another bit of good news was a drop in juvenile crime rates over the past 15 years, although, the arrest rate for girls had risen.

The report said nearly three million children were reported abused or neglected each year and that 40 to 80 percent were involved in alcohol and substance abuse, yet only one in four received treatment. It is generally believed that those problems have impacted the nation's schools. As has been reported previously, only 31 percent of fourth graders are reading at proficient levels.

Placing the whole matter in perspective, Mrs. Edelman said, "We've sent humans to the moon, spaceships to Mars, cracked the genetic code, and amassed tens of billions of dollars from a tiny microchip. Why can't we teach all of our children to read by fourth grade?"

Dr. Mellander is a professor at George Mason University.

HO

Esquina Editorial

At a time when states are debating the use of proficiency tests in the fourth, sixth, eighth, and 12th grades, are questioning the usefulness of SATs, and evaluating academic standards, Advanced Placement support and participation seem to be on an up-trend.

According to The College Board, the number of AP exams taken by students has risen to 1.27 million since 1990. And more Hispanic students have risen to that challenge.

A recent article in *Education Week* noted that "college admissions officers have begun to view AP courses on student transcripts as something more than a free pass out of an introductory course: they are seen as a measure of college readiness."

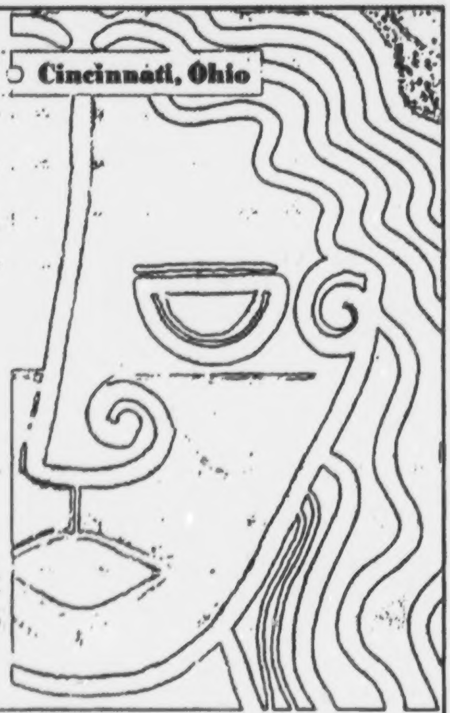
And AP courses are open to anyone who wants to take them, although there still are schools that are not AP-established. This is another problem that's being addressed.

In this issue, an article on Advanced Placement reveals, "In the U.S., 90 percent of colleges and universities recognize the grades students get on the exams for credit placement. Roughly half of all institutions in the states allow students to start as sophomores if they've achieved a sufficient number of qualifying grades on the AP exams. Additionally, nearly 300 institutions outside of America use the program for admission, credit, and placement decisions."

The fact that more Hispanics are learning about AP, are taking courses, and are passing the exams is a silver lining in light of ongoing news regarding test-score disparities and achievement gaps among ethnic groups. At the very least, this exposure is good preparation for college and offers students a heads-up to get in, or once they are enrolled.

Próximo, is our Arts issue. Check out stories on Latin musicians, museums, artists and recording stars, *y otras cositas más*…

M. Sarracent



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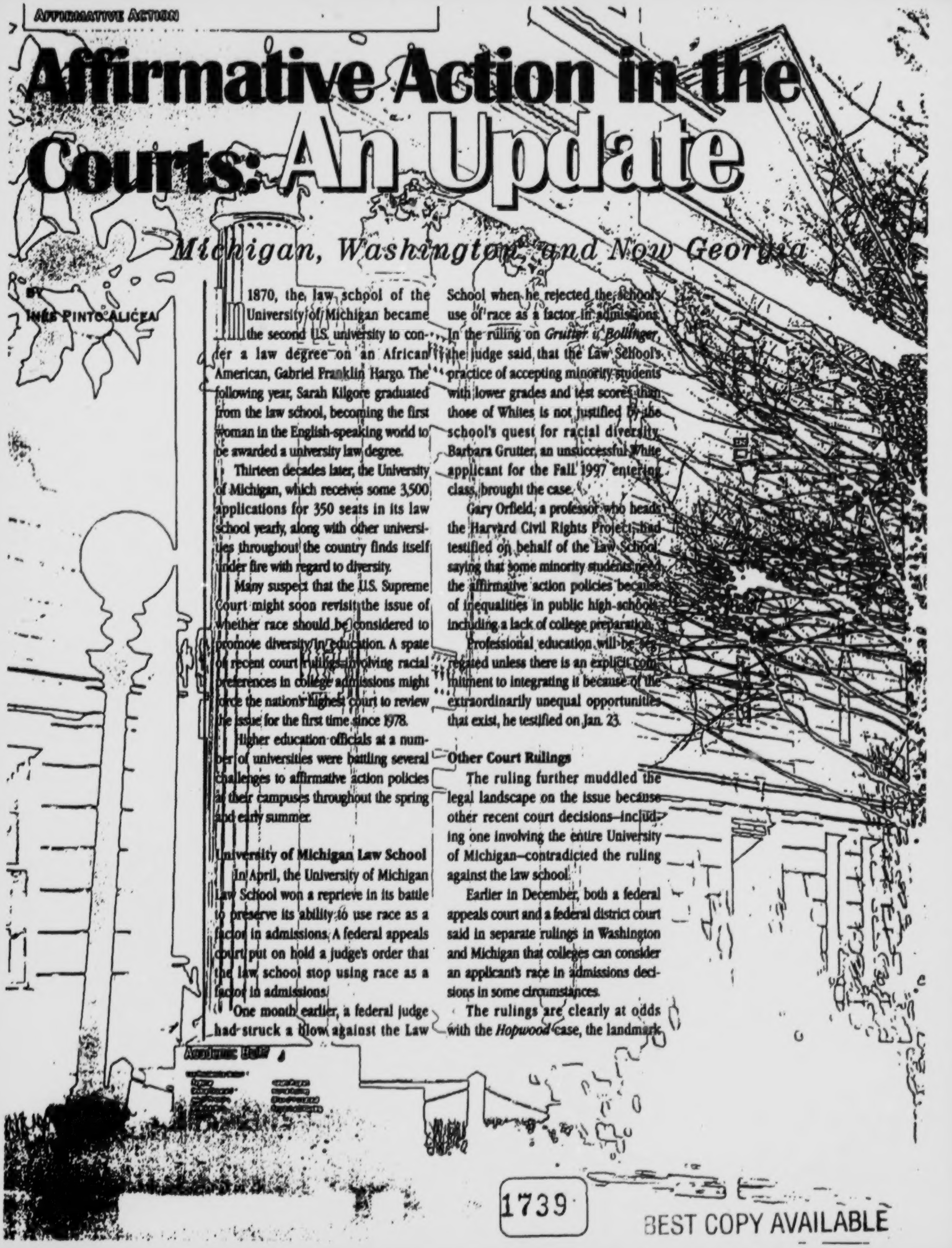

Affirmative Action in the Courts: An Update

Michigan, Washington, and Now Georgia

BY

INÉS PINTO ALICEA

In 1870, the law school of the University of Michigan became the second U.S. university to confer a law degree on an African American, Gabriel Franklin Hargo. The following year, Sarah Kilgore graduated from the law school, becoming the first woman in the English-speaking world to be awarded a university law degree.

Thirteen decades later, the University of Michigan, which receives some 3,500 applications for 350 seats in its law school yearly, along with other universities throughout the country finds itself under fire with regard to diversity.

Many suspect that the U.S. Supreme Court might soon revisit the issue of whether race should be considered to promote diversity in education. A spate of recent court rulings involving racial preferences in college admissions might force the nation's highest court to review the issue for the first time since 1978.

Higher education officials at a number of universities were battling several challenges to affirmative action policies at their campuses throughout the spring and early summer.

University of Michigan Law School

In April, the University of Michigan Law School won a reprieve in its battle to preserve its ability to use race as a factor in admissions. A federal appeals court put on hold a judge's order that the law school stop using race as a factor in admissions.

One month earlier, a federal judge had struck a blow against the Law School when he rejected the school's use of race as a factor in admissions. In the ruling on *Grutter v. Bollinger*, the judge said that the Law School's practice of accepting minority students with lower grades and test scores than those of Whites is not justified by the school's quest for racial diversity. Barbara Grutter, an unsuccessful White applicant for the Fall 1997 entering class, brought the case.

Gary Orfield, a professor who heads the Harvard Civil Rights Project, had testified on behalf of the Law School, saying that some minority students need the affirmative action policies because of inequalities in public high-schools, including a lack of college preparation.

Professional education will be segregated unless there is an explicit commitment to integrating it because of the extraordinarily unequal opportunities that exist, he testified on Jan. 23.

Other Court Rulings

The ruling further muddled the legal landscape on the issue because other recent court decisions–including one involving the entire University of Michigan–contradicted the ruling against the law school.

Earlier in December, both a federal appeals court and a federal district court said in separate rulings in Washington and Michigan that colleges can consider an applicant's race in admissions decisions in some circumstances.

The rulings are clearly at odds with the *Hopwood* case, the landmark

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University of Georgia

1996 federal appeals court ruling against the University of Texas Law School, which resulted in barring colleges from using race as an admissions factor in Texas, Mississippi, and Louisiana.

University of Michigan Case

In the case involving the University of Michigan, U.S. District Court Judge Patrick J. Duggan of Detroit ruled that the University affirmative action program is justified by the educational benefits of racial diversity. He said the University practice of giving an edge to Hispanic, Native American, and African American applicants–as it does to the children of alumni, scholarship athletes, and others–is constitutional.

The judge said in the Dec. 13, 2000, ruling in *Grutter v. Bollinger* that the University provided solid evidence regarding the educational benefits that flow from a racially and ethnically diverse student body. He agreed with the University that it has a compelling interest in maintaining diversity on campus. In doing so, he rejected a challenge by a group of White students to the University of Michigan's undergraduate admissions policies for its college of literature, science, and the arts.

Judge Duggan struck down the University admissions criteria in use from 1995 to 1998 because they reserved places for minorities and amounted to rigid racial quotas. But the current criteria are fine because they do not seek to achieve a specific proportion of minority students nor a proportion that represents the community.

"This decision is a victory not only for the University of Michigan and for our students, but also for the leaders, corporations, labor groups, education associations, religious organizations, and others across the country who have affirmed the rightness of this principle," said Lee C. Bollinger, the University's president. The court ruled that the current system for admitting students to the University of Michigan is legal and the reasons for the consideration of race are completely justified. "I am deeply gratified by the court's decision to recognize and affirm the critical nature of diversity in higher education."

The University currently grades prospective students on a 150-point scale, awarding points for factors such as applicants' high school GPAs, the perceived rigor of their high schools, and their states of residence. Hispanics, Native Americans, and African Americans receive 20 points for race–more than the 12 points a student receives for scoring 1600 on the SAT and the same number as scholarship athletes or White and Asian American students from socioeconomically disadvantaged backgrounds. The University receives about 23,000 applications for 5,000 undergraduate positions.

The University of Michigan, which spent $4.3 million to battle the case, launched an extraordinary legal and public relations campaign. It hired outside lawyers, compiled a lot of social science information about the educational benefits of diversity, and solicited statements of support from major corporations and leaders such as former president Gerald Ford.

"Tolerance, breadth of mind, and appreciation for the world beyond our neighborhoods: these can be learned on the football field and in the science lab as well as in the lecture hall only if students are exposed to America in all her variety," wrote Ford in a *New York Times* editorial about the case.

The University of Michigan, founded in 1817, is considered one of the nation's most prestigious public universities and is also one of the more racially diverse. The University reports that 7.8 percent of its 38,000 students are Black, 4.3 percent are Hispanic, 0.6 percent are Native American, 12.3 percent are Asian American, and 66 percent are White. The remaining students do not report their race.

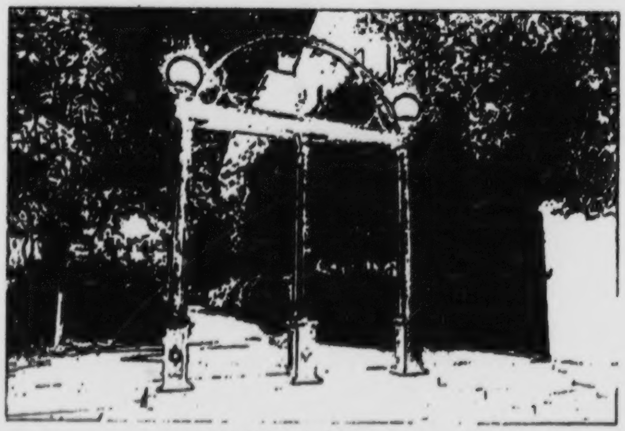
The University of Washington

On May 29, the U.S. Supreme Court let stand an appeals court ruling in a case involving the University of Washington School of Law. *The New York Times* reported that the appeals court in that case found diversity to be an adequate justification for public colleges to consider race in admissions.

The New York Times called the court's order something of a victory for supporters of affirmative action. And it quoted a lawyer representing the University as saying that the order was a very good sign that the Supreme Court justices are not eager to change the status quo.

A three-judge panel of the U.S. Court of Appeals for the 9th Circuit, in San Francisco, ruled in December that the University of Washington School of Law acted legally when it considered an applicant's race in admissions decisions from 1994 to 1998. In 1998, the state passed an initiative against racial preferences so the University eliminated the consideration of race. But the ruling meant that other publicly funded schools throughout the circuit, which includes most western states, can continue to use affirmative action programs, said Dan Tokaji, a staff attorney for the American Civil Liberties Union, which supported the University in its case.

A group of White applicants who were denied admission to Washington's law school challenged the University past race-based admissions. Both a federal district court and the 9th Circuit panel ruled against the applicants. The panel said in *Smith v. University of Washington* that the U.S. Supreme Court's 1978 ruling in *Regents of the University of California v. Bakke* still is the controlling legal precedent on the issue of considering race to promote diversity in education. In the *Bakke* case, the nation's highest court allowed the consideration of race as one factor among several in admissions decisions, but it struck down



University of Georgia

the use of racial quotas in school admissions. Because the *Bakke* ruling was made with such a narrow vote, many in higher education speculate that if a similar case were brought before the Supreme Court today, the case would be overturned.

With all of the recent activity in Washington and Michigan, and another case involving the University of Georgia pending before the 11th U.S. Circuit Court of Appeals, there is much talk in higher education circles that this could be the year that the Supreme Court revisits the issue. Another reason there is speculation is the recent court rulings contradict an earlier major one–the *Hopwood* case.

"We are well aware of the fact that much has happened since *Bakke* was handed down," said Judge Ferdinand F. Fernández, writing for the three-judge panel of the 9th Circuit in the Washington case. "Since that time, the court has not looked upon race-based factors with much favor. Still, it has not returned to the area of university admissions."

In both the University of Washington Law School and the University of Michigan cases, the judges rejected the rationale of a panel of the U.S. Court of Appeals for the 5th Circuit, in New Orleans, in its *Texas v. Hopwood* decision. Several White applicants rejected by the University of Texas Law School filed the case.

The *Hopwood* Case

In that decision, the 5th Circuit panel ruled 2-1 that race-based affirmative action could not be justified on the basis of encouraging campus diversity. Higher education officials across the country were shocked by the ruling, but the Supreme Court refused to review the ruling later that year.

The *Hopwood* case was then returned to the federal district court, in December, in Austin, Texas, for consideration of several issues, such as whether the plaintiffs would have qualified for admission under a race-blind admissions policy. That court ruled that the White applicants would not have been admitted even if the law school had not taken race into account, but it also issued a broad injunction against any consideration of race in admissions to the school. That injunction was appealed, and the appellate court panel reversed the district court's ban on all consideration of race in admissions. However, that panel reaffirmed the original 5th circuit court panel's ruling against the consideration of race for diversity. "Some might think it was imprudent for the (1996) panel to venture into uncharted waters by declaring the diversity rationale invalid, but the panel's holding clearly does not conflict directly with controlling Supreme Court precedent," the panel wrote.

Lee C. Bollinger, president, University of Michigan-Ann Arbor

The cases against the universities in Washington and Michigan were brought by the Center for Individual Rights, a law firm located in Washington, D.C., which has been conducting a campaign of lawsuits to dismantle affirmative action. The firm also represented Cheryl Hopwood in Texas.

The issue of using race to make college admissions decisions is highly contentious. Some argue that race-based affirmative action for college admissions is needed to level the playing field for minority students, who graduate in higher numbers from urban school districts that often fail to provide them with the college preparation background they need, making it difficult for them to compete. Others argue that diversity on campus is important to enhance the learning environment and reflect the reality of the changing face of the nation's population. Still others argue that affirmative action is no longer needed, that it was just a temporary remedy for past injustices to the Black community.

John McWhorter, a professor of linguistics at the University of California at Berkeley, argues against such affirmative action policies. In his book *Losing the Race: Self-Sabotage in Black America*, McWhorter said that as long as there is affirmative action, high-achieving Blacks can never be properly confident about or fully credited for their achievements. Moreover, he argues that the beneficiaries of affirmative action will come to feel entitled to evade rigorous competition and to make less than their best efforts to earn university admissions. McWhorter, who is Black, said he is "angry that affirmative action advocates believe that the children I will have by 2020 ought to be held to a lower academic standard because my father was not allowed to fly planes in the Navy in 1944."

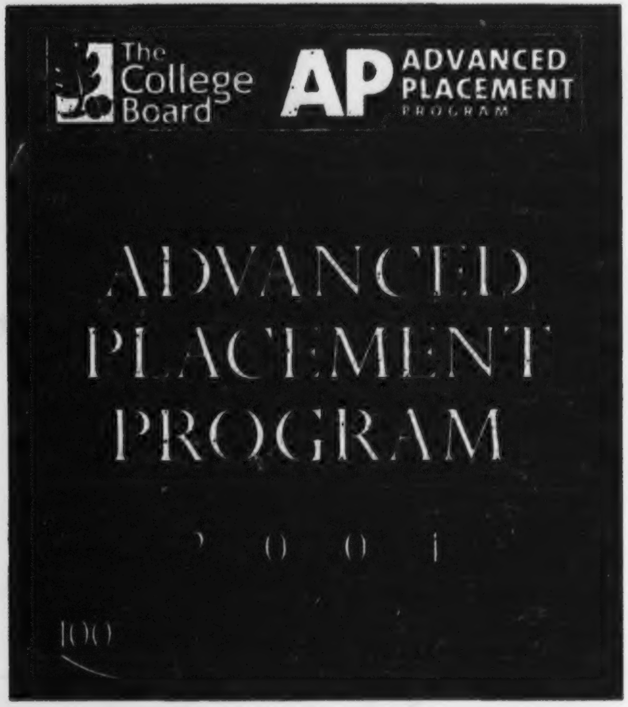
University of Georgia

The other major test of affirmative action in higher education is pending in Georgia. One case involving the University of Georgia revolves around the University's undergraduate admissions. That case remains in court.

In a July 2000 ruling, a district court held that the use of race as one of many factors in a small portion of the undergraduate admissions process was unconstitutional. The case is now before the U.S. Court of Appeals for the 11th Circuit in Atlanta. Briefs were filed, and oral arguments had been scheduled for the end of May.

A lawsuit alleging reverse discrimination against two White applicants to the University of Georgia School of Law was settled out of court. As a result of the law school settlement, there will be no change in the law school's admissions process.

Georgia Gov. Roy E. Barnes issued a statement in support of the settlement: "I concur with the decision to settle for several reasons. The settlement preserves the law school's admissions process as is, saves a considerable amount of taxpayer's money, and clears the deck for the important appeal of the undergraduate admissions case."



The College Board AP ADVANCED PLACEMENT PROGRAM

ADVANCED PLACEMENT PROGRAM

2001

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Rising Hispanic Enrollment in AP Courses

HACU Works to Include Migrant Students

BY JEFF SIMMONS

Ayeola Boothe has her work cut out for her. She joined The College Board in February as assistant director for equity and access to initiatives. Her goal: to bring more Hispanic and African American students into advanced placement courses.

"The main problem has been communication," she says. "Students and teachers wanted to get across that we have not made an effort to reach out to the minority community to address their needs."

But now–as the Advanced Placement program witnesses a continuing surge in enrollment–The College Board is striving to surmount just that obstacle. Over the last few months, Boothe has spearheaded projects to get the word out and get minority numbers up.

The College Board staffers organized a number of focus groups at New York City public schools and met with African American and Hispanic teachers and students. They asked participants what was lacking, what was strong, and what was needed.

"We wanted to know what they thought they needed in predominantly minority and low-income districts," says Boothe.

The immediate result: the Advanced Placement's entire line of publications is being revamped to "reflect more diverse images," she says. And more publications also will be translated into Spanish.

"Often, Advanced Placement is not promoted in a school," she says. "While the information is out there, it's not always trickling down. Some schools know what Advanced Placement is, but it's not getting to the students we want it to get to.

"We have to make a stronger effort to get the word out."

The needs are extremely pressing, not just because this year's heightened Census 2000 triggered awareness of a Hispanic population burst. The AP program has encountered a dramatic rise in Hispanic involvement over the last decade.

The pace of Hispanic students involved in the program is exceeding that of all students involved in Advanced Placement.

National efforts to beef up standards and toughen graduation requirements are partly the cause of this, experts say. But so are financial considerations, as students devise ways to get more bang for their buck and shave swelling college costs.

Started in 1956, the Advanced Placement program offers students the chance to take college-level courses while in high school. The program initially gave first-year students a chance to skip course work they had mastered in high school.

A dozen colleges and a dozen secondary schools wrote course work descriptions for 11 subjects. The Educational Testing Service subsequently developed three-hour examinations for each of these subjects.

The exams–there are currently 33 courses and tests in 18 disciplines–test students' skills in reasoning and problem-solving, analyzing, and critical thinking in subjects ranging from biology to physics and Spanish literature to history.

Experts revisit each course every four or five years and survey the curriculum to update standards. The reviews check whether the courses cover all of the right information, activities, and assignments that are part of college courses.

This past year, The College Board debuted the human geography exam, and a 34th is due to be unveiled in world history during academic year 2001-02. More than 300 world history teachers already have been trained to teach this course.

Students earn college credit while in high school, and that gives them the chance to save on college tuition and graduate early from college. However, many use the opportunity to take more advanced courses rather than graduate in less than four years.

AP Data

Signs of progress can easily be found in the numbers. In 1956, when the first exams were administered, 1,200 students took part. By the year 2000, when an estimated 60 percent of all U.S. high schools offered the courses and exams, more than 768,000 students took more than 1,250,000 exams.

Of that total pool, more than half were women, and almost a third belonged to an ethnic minority. In 1999, for instance, of the 686,000 students who took the exams, 32,600 were Mexican-American, 4,600 were Puerto Rican, and 25,640 identified as Hispanic or Latino.

"What we hear from students most is that it gives them tremendous preparation for the rigors of college work," says Lee Jones, executive director of the Advanced Placement program. "Advanced Placement courses are modeled after introductory college-level courses."

In the U.S., 90 percent of colleges and universities recognize the grades students get on the exams for credit placement. Roughly half of all institutions in the states allow students to start as sophomores if they've achieved a sufficient number of qualifying grades on the AP exams. Additionally, nearly 300 institutions outside of America use the program for admission, credit, and placement decisions.

Much of the focus in recent years has been on reaching out to segments of the student population that have not been as actively involved in Advanced Placement. In some states, such as California, critics maintain that an inequitable system favors students in wealthier communities. Many schools in lower-income neighborhoods don't have AP programs, and students enrolled therein aren't earning college credits earlier.

Jones concedes that, noting that AP is now in about 62 percent of all public high schools and just above 50 percent of all private high schools nationally, for a total of 13,500 schools.

More than a dozen states and the federal government currently provide some sort of financial aid to low-income students to cover the costs of the exams. In South Carolina and Texas, for instance, aid covers the costs of course materials and professional development for teachers.

President George W. Bush

"By ensuring that each child is educated, we ensure that no child is left behind. Through education we prepare children for their future. Advanced Placement classes are an effective way to help students advance. They give young people a head start, a challenge, and an opportunity."

Florida now uses funds to establish incentive programs for schools and teachers. California authorized a $16.5 million Challenge Grant Program to expand AP opportunities in 550 public high schools, the largest single-year expenditure to support AP at a state or federal level in the program's history.

Nine states also provide other support systems. Virginia now requires every high school to offer two AP courses and offers special diplomas to students who pass the courses. Utah supplies grants to schools for supplies and professional development.

Recently, Advanced Placement officials opted to expand their Hispanic Recognition Program and will be sending materials to Hispanic teenagers before they enter 10th grade.

"We want them to know how they can start planning early on to take AP courses," says Boothe.

The College Board recently signed a Memorandum of Understanding with the Hispanic Association of Colleges and Universities (HACU) to reach out to undocumented immigrant students in border states as well as migrant students.

"They're not in any one school long enough to take Advanced Placement courses, and we want to make sure that if they travel from school to school, their course work will be consistent and they will be placed in the right courses," says Boothe.

Officials are examining how undocumented immigrants (who are financially strapped) can gain access to scholarship monies after high school. "We are doing a College Board-wide effort to find financial opportunities available to them," she says.

That collaboration comes as HACU members press Congress for more federal funding to improve the education of Hispanics.

In April, a group of college and university presidents and chancellors converged on Capitol Hill to meet with members of Congress to press for more funding. HACU represents more than 270 colleges and universities that serve more than two-thirds of all Hispanic higher education students.

The organization is calling for record spending increases in initiatives, including those that prepare students for college. Leaders also stressed the

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2000

ANNUAL AP PROGRAM PARTICIPATION (1956-2000)

Year	Schools	Candidates	Examinations	Colleges
1955-56	104	1,229	2,199	130
1956-57	212	2,068	3,772	201
1957-58	355	3,715	6,800	279
1958-59	560	5,862	8,265	391
1959-60	890	10,531	14,158	567
1960-61	1,126	13,283	17,603	617
1961-62	1,358	16,255	21,451	683
1962-63	1,681	21,769	28,762	765
1963-64	2,086	28,874	37,829	888
1964-65	2,369	34,278	45,110	994
1965-66	2,518	38,178	50,104	1,076
1966-67	2,746	42,383	54,812	1,133
1967-68	2,863	46,917	60,674	1,193
1968-69	3,095	53,363	69,418	1,288
1969-70	3,186	55,442	71,495	1,368
1970-71	3,342	57,850	74,409	1,382
1971-72	3,397	58,828	75,199	1,483
1972-73	3,240	54,778	70,651	1,437
1973-74	3,357	60,863	79,036	1,507
1974-75	3,498	65,635	85,786	1,517
1975-76	3,937	75,651	98,898	1,580
1976-77	4,079	82,728	108,870	1,672
1977-78	4,323	93,313	122,561	1,735
1978-79	4,585	106,052	139,544	1,795
1979-80	4,950	119,918	160,214	1,868
1980-81	5,253	133,702	178,159	1,955
1981-82	5,525	141,626	188,933	1,976
1982-83	5,827	157,973	211,160	2,130
1983-84	6,273	177,406	239,666	2,153
1984-85	6,720	205,650	280,972	2,170
1985-86	7,201	231,378	319,224	2,125
1986-87	7,776	262,081	369,207	2,197
1987-88	8,247	292,164	424,844	2,182
1988-89	8,768	314,686	463,664	2,258
1989-90	9,292	330,080	490,299	2,537
1990-91	9,786	359,120	535,186	2,587
1991-92	10,191	388,142	580,143	2,722
1992-93	10,594	424,192	639,385	2,825
1993-94	10,863	458,945	701,108	2,823
1994-95	11,274	504,823	785,712	2,875
1995-96	11,712	537,428	843,423	2,895
1996-97	12,022	581,554	921,691	2,872
1997-98	12,486	635,168	1,016,657	2,964
1998-99	12,886	704,298	1,149,616	3,007
1999-00	13,253	768,586	1,272,317	3,070
		8,758,765 *	13,118,795	

*This number is slightly inflated because some candidates take exams in more than one year.

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need for more public and private partnerships to help Hispanic youth obtain the academic tools they need to attend college. And that, says The College Board, is a key goal of the Advanced Placement program.

"Advanced Placement is growing tremendously, and schools have latched onto AP as a gold standard by putting challenging courses in place in their schools," says Jones.

"It requires a lot of work, not only on the part of The College Board, but teachers and students. Many schools are just getting AP courses started, and they've got to have a whole set of supports in place."

Even though minority involvement has grown dramatically, Jones laments that it still woefully pales in comparison with White participation. "We have a long way to go," he says.

He also concedes a disparity in the student scores. White and Asian students have routinely scored higher on most exams, although not across the board. Hispanics often score at the same level, if not higher, on the Spanish language and Spanish literature exams.

The AP grading system is done on a scale of one to five–five being extremely well qualified and three being qualified. A score of two means a student is possibly not qualified, and one means the student is not recommended.

Each college decides which AP exam grades it will accept for credit or advanced placement.

Across the nation, the push for higher standards has stirred a backlash against testing, or too much of it. Jones agrees with the notion that students are being tested too much, but says that AP exams aren't "the culprit."

"It's the multiple days of testing that students undergo to meet state standards and requirements," he says. "The cumulative effect of all of the testing done on students is a concern.

"But as a national program, we depend on exam results to provide colleges and universities with a standard measure. I'm not sure how we could go about doing business if we did not have an end-of-course exam."

Benefits of AP

Bob Schaeffer, public education director for the Cambridge, Mass.-based FairTest, which has challenged testing policies and exams, says the Advanced Placement program is a "gateway rather than a gatekeeper."

"There is no harm done to a student by the AP exam," he says. "Rather, it's an opportunity to get a leg up on college, to earn college credit, and take more challenging courses, if that's what someone wants to do. It's the carrot, not the stick."

Schaeffer says the exams also gauge work over time and are consciously designed to balance multiple-choice questions with ones requiring essays and written responses.

"If one believes in the approach of standards and tests linked to them, this is probably the best example the country has because the standards for the content covered in AP courses are clear," he says.

"Teachers are not supposed to be leading AP courses unless they've learned how to properly cover material in those courses, and the assessments are clearly linked to the curriculum," he adds.

There are more than 100,000 Advanced Placement teachers worldwide, and 15,000 new ones take part in the program each year. AP offers professional development workshops and summer institutes for teachers.

In the early 1970s, The College Board began running workshops and insti-

What is the AP® Program?

The College Board's Advanced Placement Program® (AP) is an opportunity for students to pursue college-level studies while still in secondary school. Through this program, they may earn credit, advanced placement, or both, for college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

How Do Students, Teachers, and Schools Benefit?

- **Students demonstrate scholarship on national and international academic levels.** Taking an AP Examination enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty. The challenge of meeting these national and international standards gives students a tremendous sense of accomplishment. Students who plan to attend a university outside the United States may also be eligible to receive the Advanced Placement International Diploma for Overseas Study.

- **Students study in greater depth.** Students who take AP courses learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level.

- **Students improve their chances of being accepted by the college of their choice.** College admissions personnel view AP experience as one indicator of future success at the college level. As college admissions become more selective, participation in an AP course is a great advantage.

- **Students are often exempted from introductory courses at college.** Over 90% of the colleges and universities in the United States, as well as colleges and universities in 19 other countries, use AP grades. The associated cost savings can be as much as $3,000 per course! Course exemption also gives students time to broaden their college experience by exploring additional subject areas, participating in internships, and studying abroad.

Source: The College Board

tutes for master AP teachers and college faculty. More than 50,000 teachers take part annually, and they get a chance to brush up on new content and strategies.

"In this whole professional development milieu has grown a tremendous network and camaraderie among AP teachers all over the country," says Jones.

Every year, 5,000 faculty members gather to score exams. That used to take place at one college in New Jersey, but now it is spread out to six locations from New Jersey to San Antonio, Texas.

Robert Blackey, history professor at California State University at San Bernardino, in Southern California, has been involved with Advanced Placement for more than three decades.

He began as an exam "reader" and soon supervised those who read the exams. He is now a chief faculty consultant with the AP program and on The College Board's Western Regional Council, which recommends policy changes.

"My campus has a great many AP students," he says. "They tend to be more experienced and brighter kids. Those who go through the Advanced Placement program profit a great deal from the experience." He has found that AP course graduates do better in college than non-AP students.

"When AP is done well, and I mean the teacher is prepared and the classes are not too big, the rigor of the class prepares a student for the rigors of the university," he says. "That's a tremendous benefit."

Schools also must be ready for a sizeable undertaking. Introducing the program means not only adding a course but recruiting staff and resources and adjusting the curriculum.

"You cannot just parachute AP into a school where it hasn't existed before and expect it to be successful. You must have a professional development strategy and pre-Advanced Placement strategies in place to prepare students."

Lupe L. Sonnie feels very fortunate these days. The 17-year principal of the Abraham Lincoln High School in Los Angeles recently was lavished with praise for a big boost in AP scores at her school.

The school was among 10 high schools to win a $10,000 award for high student performance in math and science advanced placement courses. "I have a large number of teachers interested in teaching AP courses," she says. "They attend workshops and conferences. Many of them volunteer. I just don't have any problem enlisting them for this.

"It was a combination of staff preparation, commitment, and dedication; students who love to learn; and parents who were supportive."

Hispanic participation in the program is at 58 percent. In some classes, it's at or near 100 percent. All 136 students in the Spanish language AP courses are Hispanic, 59 out of 60 in Spanish literature, 20 out of 31 in English Literature, and 13 out of 24 in U.S. government and politics.

She notes that Hispanic enrollment at the 2,600-student school is at 80 percent. But the percentage of Hispanic students in the AP courses is steadily rising.

The school has been providing extra counseling and tutoring to students, many of whom arrive with poor academic training and from low-income families. When she talks with parents and students, Sonnie sells the Advanced Placement program as a rigorous pursuit. "It gives them an opportunity to receive credit not only for high school but also at college," she tells them.

At Lincoln, 325 students overall took AP exams in 1998; 372, in 1999; 413, in the year 2000; and 558, this year. This year, 61.5 percent of those students who took the exams scored three or above–a jump from 51.3 percent the year before.

Susquehanna University

Assistant Director of the Susquehanna University Fund

Summer 2001

Susquehanna University seeks applications and nominations for the position of Assistant Director of the Susquehanna University Fund.

Reporting to the Director of the Susquehanna University Fund, this position is responsible for securing annual gifts from alumni, parents, local businesses, and friends of the University. Key responsibilities include managing the phonathon and the Senior Class pledge drive, soliciting gifts via personal visits and by phone, supporting reunion programs and parent programs, and assisting with web site maintenance.

A bachelor's degree or equivalent relevant experience is required. Excellent team-building and organizational skills, along with the ability to interact with diverse constituencies are required. Knowledge of HTML and web page design is preferred. The assistant director must be able to work flexible hours, including weekends and evenings.

Susquehanna is an 1,800-student undergraduate liberal arts college that has been recognized consistently during the last 10 years as one of the best regional universities in the Northeast. Selinsgrove is a small, friendly community located along the Susquehanna River. The Susquehanna Valley region offers residents affordable living, a range of cultural and recreational opportunities, and easy access to New York City, Philadelphia, Baltimore, and Washington, DC.

Please send a cover letter and resume to: **Ronald A. Cohen, Vice President for University Relations, Susquehanna University, 514 University Avenue, Selinsgrove, PA 17870-1025 cohen@susqu.edu.** Review of applications will begin immediately and continue until the position has been filled.

Women and minorities are encouraged to apply. AA/EOE.

Elmhurst College

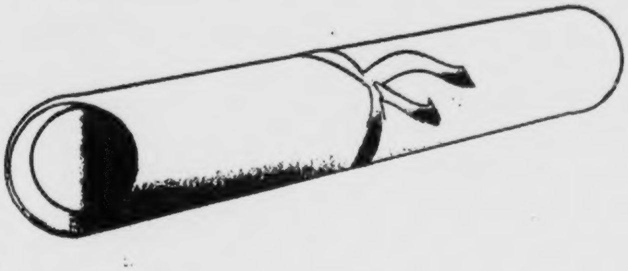
ASSOCIATE DIRECTOR OF ADMISSION/ COORDINATOR ADULT STUDENT ENROLLMENT

Elmhurst College invites applications and nominations for the position of Associate Director of Admission/Coordinator of Adult Student Enrollment. Reporting to the Director of Admission, the Associate Director is responsible for guiding and leading one admission counselor in project planning and implementation, as well as counseling and assisting prospective adult students in the admissions process, and establishing and maintaining strong working relationships with employers and referring agencies. A commitment to working with people from diverse backgrounds is essential. Additionally, the Associate Director will assume a key territorial recruitment assignment in order to appreciate and stay current in the demands of the market place.

Applicants for this position must be highly motivated, organised, and outgoing. Strong management skills, highly developed oral and written communication skills, and flexibility are important in the selection of the new Associate Director of Admission. The preferred candidate will possess a bachelor's degree; however a master's degree is preferred, with three to five years of progressively responsible experience in working with adult learners. The successful candidate will possess the following qualifications: Sensitivity to and experience in working with the particular needs of returning adult and working graduate students, highly motivated with demonstrated skills in guiding and developing staff members, ability to organise, delegate and implement multiple tasks and projects, excellent communication and public relations skills, a working knowledge of admission and financial aid programs, a strong commitment to quality service, ability to relate to and work with a diverse set of constituents, including both prospective adult and traditional students, businesses and agencies, as well as Elmhurst students, faculty, staff and alumni, working knowledge of Microsoft Windows/Office and other administrative software, experience in using data and information technology for project management and reporting, valid driver's license and willingness to work evenings and weekends as needed and a sense of humor and enthusiasm for liberal arts education.

To apply send cover letter and resume to Human Resources, Elmhurst College, 190 Prospect Ave., Elmhurst, IL 60126. We seek candidates with demonstrated ability to contribute positively to a multicultural campus community.

The Honor Roll

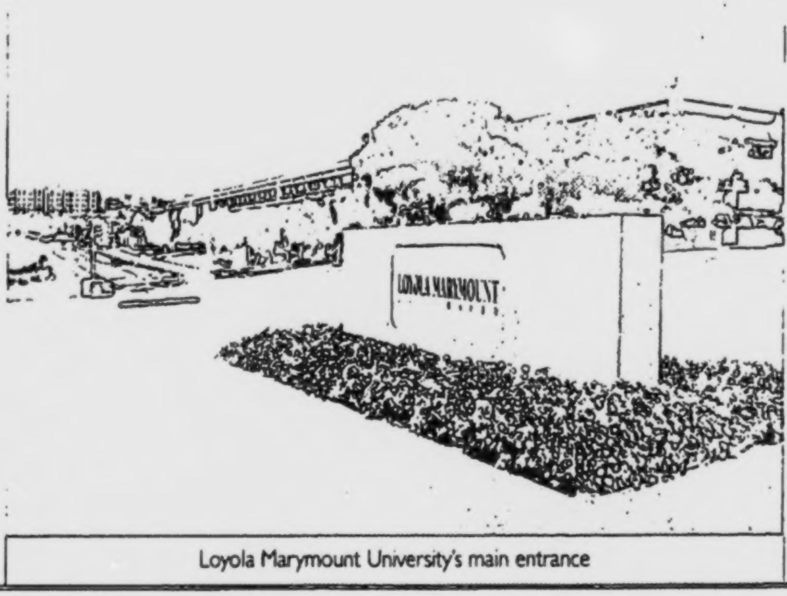


Loyola Marymount University

"Imaginations empowered...skills developed...compassion enriched"

BY ROGER A. DEITZ

The names "Loyola" and "Marymount" have long been associated with higher education in countries around the globe. Loyola Marymount University of Los Angeles is a Catholic university in the Jesuit/Marymount tradition, one of 28 in the U.S. founded by the religious order formally known as the Society of Jesus. Today, LMU is a comprehensive Catholic independent university emphasizing the liberal arts in the educational traditions of the Society of Jesus and the religious traditions of the Sacred Heart of Mary (the Marymount Sisters), a tradition of "academic excellence, education of the whole person, sensitivity to values, appreciation of cultural diversity, and career preparation for today's world."



Loyola Marymount University's main entrance

Undergraduate and graduate instruction is provided in four colleges: Liberal Arts, Business Administration, Communication and Fine Arts, and Science and Engineering. There is also the School of Education and the School of Film and Television. The University offers master's-level degree programs and education credential programs. Loyola Law School grants the juris doctor degree. LMU also offers continuing education and summer session programs.

The Rev. Robert B. Lawton, S.J., president of the University, reports that Loyola Marymount is a "special place where people become more fully alive–their imaginations empowered, their skills developed, their compassion enriched." He reflects, "Loyola Marymount University is committed to educating young people to be contemplatives-in-action, reflective practitioners, and practical dreamers. We seek to stretch their imaginations, helping them to look at themselves and the world in new ways, encouraging them to think beyond their likely careers and their society's status quo, to dream large about the possibilities for their own lives and for the world around them. And we seek to develop those skills that enable action in the world: the ability to read carefully, to process information intelligently, to judge critically, to communicate persuasively, to understand what constitutes scientific proof.

"In short, we want to give our students those skills that will enable them to turn their dreams into reality, at least somewhat, in a swirling, technological, beautifully complicated world. Put another way, we want to harness the richness of both this city and the church

Rev. Robert B. Lawton, S.J., president, Loyola Marymount University

Honor Roll Facts in Brief

INSTITUTION
Loyola Marymount University

LOCATION
7900 Loyola Blvd.
Los Angeles, CA 90045
(310) 338-2700

ESTABLISHED
1911

ENROLLMENT
7,515 total (undergraduates, 19 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Professional (Law)

ANNUAL TUITION AND FEES
$19,100

FACULTY
361 (Westchester - 6 percent Hispanic)
60 (Law School - 8 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Entrepreneurship
Pre-Law
Pastoral Studies
Screenwriting
Urban Studies

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Chicana/o Student Services
Latina/o Student Services

INTERNET ADDRESS
www.lmu.edu

to help our students, in all their uniqueness and diversity, to become fully alive. And we want them to help this great world grow into God's dream for it."

The president found great joy in developments around campus last year, remarking, "The Burns Recreation Center; three new student residences, Sullivan, Huesman, and O'Malley; a renovated dining facility; all beautifully bridged to the extraordinary University Hall and landscaped as well. In August, new students came to a different campus from the one May's graduates left. A million square feet built or renovated; a hundred million dollars worth of projects brought this about.

"Buildings, of course, do not make a university. What gives us joy in our 'new' campus is how well it works and how alive it feels. The Recreation Center has been averaging 7,000 visits per week. The students love their new residences....In new classrooms, ideas charge the air amidst clouds of chalk dust and the most modern of multimedia. The flow of movement through the campus ties all our spaces together more naturally than most of us foresaw. And miracle of marvels, I've even heard students praising the food!"

Last year, he says, 6,500 applicants competed for spaces in the first-year undergraduate class, yielding nearly 200 more admissions than expected. More than a thousand transfer applications vied for 187 available spaces. Lawton continues, "The academic quality is high; the average SAT of the first-year class is 1139. And their number is as widely diverse as the campus they've entered. At the Law School, nearly 3,300 applicants competed for the day program's 346 spaces (the evening program, 96); and the median LSAT is 158." The Westchester Campus hired 15 tenure-track faculty and 18 visiting faculty, the Law School hired "several," and staff was added to both campuses.

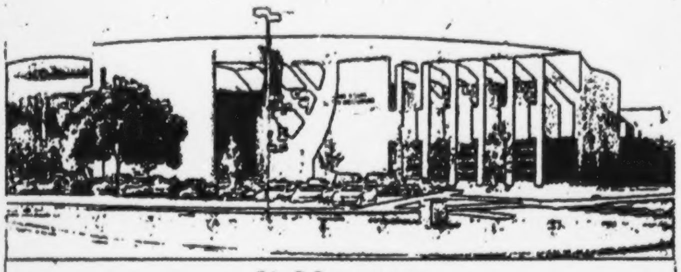
LMU is the largest Catholic university in Southern California, eighth largest of the nation's 28 Jesuit institutions, and regularly ranked among the top regional universities in the western U.S. by *U.S. News & World Report*. In the magazine's first-ever rankings of schools based on teaching commitment (schools that showed an unusually strong commitment to undergraduate teaching), LMU was listed fourth among regional universities in the west. LMU is regularly ranked among the top 10 "Best Regional College Buys" in the west. And since 1997, *U.S. News* has listed LMU among the top 15 regional universities in terms of diversity.

Its Origins

The University was founded in 1911 as an outgrowth of St. Vincent's College, the first in Los Angeles. In 1928, the then Loyola College moved to its current location on the Westchester bluffs and, two years later, became Loyola University. In 1973, the University merged with Marymount College to become Loyola Marymount University.

Loyola Law School, in downtown Los Angeles, was founded in 1920.

The University's 100-acre main Fritz B. Burns campus in the Westchester area of Los Angeles occupies a bluff facing the Santa Monica Mountains and overlooking Marina del Rey and the Pacific Ocean. Development of the adjacent 27.5-acre Leavey Campus is ongoing, with three residence halls, a 900-car underground parking structure topped by an athletic field, and the Conrad N. Hilton Center for Business. In 1999, LMU acquired University Hall, the former Raytheon Corporate headquarters.



Fritz B. Burns campus

The Campus

The University has 11 residence halls housing more than 2,500 students. In 2000, the Fritz B. Burns Recreation Center opened, replacing the Alumni Gym, and a Jesuit residence was completed in 1999.

Enrollment for Fall 2000 ran to 4,851 undergraduates, 1,300 graduate students, plus 1,364 attending the Law School, for a total of 7,515. Undergraduate multicultural enrollment totals 39 percent–19 percent Hispanic, 6 percent African American, 13 percent Pacific Islander, and 1 percent Native American. Full-time faculty at the Westchester campus number 361 (6 percent Hispanic) and 60 at the Law School (8 percent Hispanic). The student/faculty ratio is 12.8 to 1. There are an estimated 50,000 alumni. Tuition and fees for 2000-2001 ran to $19,100.

The School of Film and Television is the largest undergraduate film school in the country. The Center for the Study of Los Angeles conducts research programs and conferences exploring issues that shaped the city and on how to plan for the future. LMU students and staff give more than 85,000 hours of service annually to community organizations and activities such as the Emergency Medical Technicians Program, Westchester Senior Citizens, De Colores Orphanage, the Peace Corps Fellows Program, the Westside Food Bank, Special Games, Suicide Prevention Center, and more.

LMU and the Peace Corps coordinate a program in which returned Peace Corps volunteers work at the Nickerson Gardens housing development in Watts and the Mar Vista Gardens in Mar Vista while they earn a master's degree in business administration.

Loyola Marymount's College of Business Administration has one of the top entrepreneurship programs in the nation, according to the 1998 rankings issued by *Success* magazine. Loyola Law School was the first in California to establish student participation in a pro bono program as a graduation requirement. LMU is a training ground for teachers committed to serving inner-city schools. The two programs–one for public, the other for Catholic schools– are the result of separate partnerships the University's School of Education has formed with Teach for America and the Archdiocese of Los Angeles. Fifty public school teachers in the Teach for America program entered a two-year commitment, teaching with emergency permits in the Los Angeles, Long Beach, Compton, Lynwood, and Pasadena school districts, and working toward their teaching credentials at LMU. LMU and the Archdiocese of Los Angeles teamed up to launch the Teacher Service Corps Program to serve inner-city Catholic schools. A program coordinator spent the last school year recruiting the 20 to 25 graduating college seniors who will teach in 2001-2002. The recruits will be expected to live near the schools in which they teach and will earn their teaching credentials at Loyola Marymount. Last summer, LMU officially dedicated its new $18 million Fritz B. Burns Recreation Center. The 70,000-square-foot recreation facility replaces the Alumni Memorial Gymnasium and connects to Gersten Pavilion. It contains a massive weight and fitness room; three basketball/volleyball courts; multipurpose rooms for aerobics, kick boxing, yoga, etc.; juice bar; locker room; 50-meter outdoor pool, and a recreational programming office providing support for more than 6,000 students, particularly the 1,700 students participating on 22 intramural teams. Faculty, staff, and alumni also will be able to use the facility. "This extraordinary facility will help LMU achieve, in an exemplary way, the millennia-old ideal of education," says President Lawton, "a sound mind in a strong body."

LAMP

THE LATINO ACHIEVEMENT MENTORING PROGRAM

BY BYRON L. ZAMBOANGA,
LAURA A. ROY,
LISA KNOCHE,
AND AMANDA M. SNYDER

> ***LAMP mentors are required to commit one full year to the program and are eligible to receive up to three academic fieldwork credit hours through several academic departments at University of Nebraska-Lincoln.***

Creative approaches are needed to address the needs of the growing Latino population in the U.S. One promising model involves community-university outreach and scholarship models.

In a time of diminishing resources, it is important that universities and communities collaborate to support and create change that will ultimately enhance the quality of life of youth, families, and communities. There is an expanding body of literature that highlights the need to develop these types of models (see Boyer, 1990 for review; Lerner & Simon, 1998). For example, Boyer (1990) calls on universities to redefine scholarship to include the scholarship of discovery (research that contributes to a body of knowledge), integration (conducting research in a multidisciplinary context), application (community outreach/service), and teaching.

In this article, we will attempt to show how this collaborative framework for research and programming can help enhance and enrich our understanding of the growing needs of the Latino community and, more importantly, provide effective and feasible means to address these needs.

The Latino Achievement Mentoring Program (LAMP)
(l. to r.) Nancy Gutiérrez (LAMP Mentee) Christa Vieyra (UNL LAMP Mentee)

The growing Latino population in Nebraska (U.S. Bureau of the Census, 1999) has created an increased demand to develop and implement community programs that are culturally relevant and sensitive. In recognition of this population's needs, a group of scholars from the University of Nebraska-Lincoln (UNL), together with the Hispanic Community Center (HCC) director, collectively implemented the Latino Research Initiative (LRI), a community-university outreach and scholarship model (see González-Kruger, Zamboanga, Carlo, Raffaelli, Carranza, Hansen, Cantarero, & Gajardo, in press, for review). This model was developed using Boyer's (1990) conceptual framework. In accordance with this model, the LRI's philosophy is grounded on the following core principles: A belief in the strength of community-university collaboration to enhance teaching, research, and service; the importance of having university faculty and administrators who are engaged with the community and commit to addressing and responding to the needs of underserved populations in their community; a commitment to the skills development of community service professionals; a commitment to applied research and the dissemination of knowledge that helps understand and serve minority populations; and the importance of serving as a resource to academic and non-academic professionals, as well as community members.

Consistent with Boyer's model, the LRI has formed a collaborative partnership with the Hispanic Community Center (HCC), a private, nonprofit organization whose core mission is to enhance the quality of life of the Hispanic community, empower Hispanic people to participate in a meaningful way in society, and develop linkages between the Hispanic community and the community at large.

Together, the LRI's core principles and the HCC's mission serve as a foundation to guide research, service, and programming in the community, helping enhance the quality of life of Latino families.

The Significance of and Need for the Program

The LRI has identified school-related challenges as an important issue among Latino youths in the Lincoln community.

According to Lincoln Public Schools (LPS), Latino youths are disproportionately likely to suffer from academic underachievement, and LPS records indicate that school dropout rates among Hispanic youths have increased considerably (from 8 percent in 1991-92 to 15 percent in 1997-98). Therefore, Latino youths are less likely to enroll in college.

UNL figures indicate that first-year Latino enrollment during the past decade has remained below 2 percent of the total college first-year enrollment. These figures, however, provide limited information with respect to other challenges that can hinder Latinos' ability to succeed in school. For example, many Latino children and adolescents experience school-related difficulties that are unrelated to their academic ability, including language difficulties, family stress due to poverty, and cultural barriers, including discrimination and negative stereotyping.

Despite a number of community-based youth programs in Lincoln, culture-specific programs are lacking. Furthermore, many programs do not fully address other areas of need such as psychosocial support for Latino youths experiencing difficulties at school, or help accessing community resources. In response to these needs, the LRI and the HCC have worked together to develop and implement the Latino Achievement Mentoring Program (LAMP).

LAMP is a community-university program aimed at reducing school failure and underachievement among Latino youths. Specifically, LAMP goals are to: promote healthy youth development by providing emotional, academic, psychological, and social support through individual mentoring by successful college student role models; address the specific needs of Latino families and children (e.g., language barrier issues, cultural adjustment/identity issues); involve other family members in a meaningful way (e.g., Family Education Weekend Activity; Family Advocacy; Latino Empowerment Day); and strengthen the skills of the college student mentors, who have the potential to become future community leaders.

Together, the program goals will help enhance the quality of life of Latino youths and their families in the Lincoln community. Simultaneously, this program facilitates the professional development of Latino and non-Latino UNL students and allows them to remain connected with their community in a meaningful way.

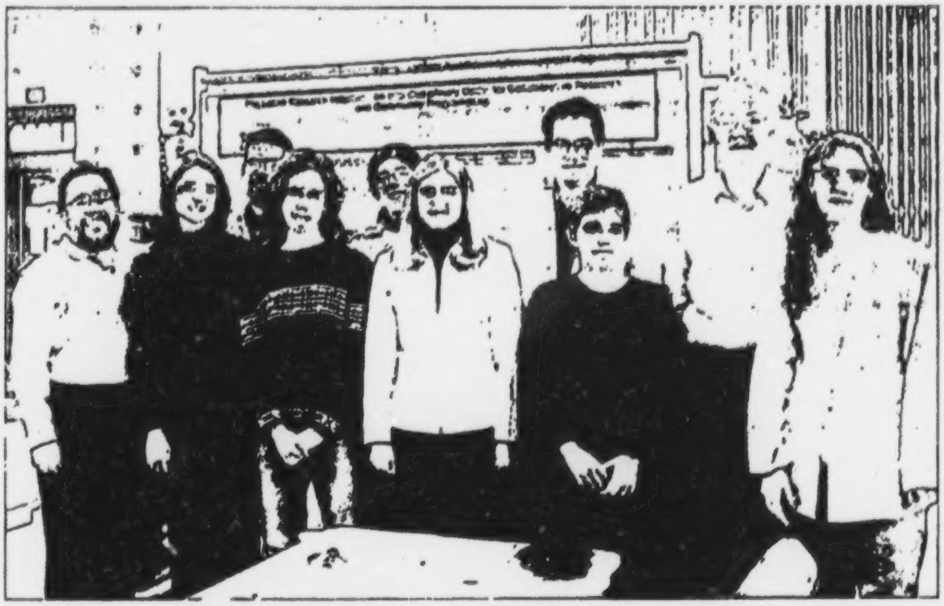
Development and Implementation of LAMP

The LRI and HCC combined their efforts to obtain funding from local community agencies to develop LAMP. Upon receiving funding, the HCC hired a bilingual program director and a bilingual activities coordinator who are based at the HCC. Based on their growing Latino population, four Lincoln Public Schools were identified as schools that would benefit from LAMP.

After several meetings with LPS, principals were asked to identify and recommend potential candidates for LAMP at their respective school sites. Youths nine to 18 years of age experiencing one or more of these challenges were recruited: low levels of psychosocial support, low parental involvement with school, peer and/or social difficulties at school, lack of academic support and educational goal-setting skills.

Principals made initial contact with parents to introduce LAMP and obtained permission to release their children's names to LAMP staff. LAMP staff then contacted and conducted in-depth, face-to-face interviews with each child and obtained parental permission allowing participation. Interviews were conducted in Spanish, English, or both.

LAMP mentors are recruited from sources throughout UNL, including the Office of Multicultural Affairs, Teachers College, Latino and Latin American Studies, Modern Languages, and Psychology. All prospective mentors are required to have a 2.5 or above GPA and possess a sensitivity to, and cultural understanding of, Latino youths and families. Background information, including amount of volunteer expe-



The Latino Research Initiative (LRI)
Back (l. to r.): Fernando Rivera, Jennifer Hunt, Gustavo Carlo, and Rodrigo Cantarero.
Front (l. to r.): Miguel Carranza, Lisa Knoche, Amanda Snyder, Laura A. Roy, Marcela Raffaelli, and Nicole Miller.
Not present in photo: Joel Gajardo, Gloria González-Kruger, David J. Hansen, and Byron L. Zamboanga.

rience, bilingual skills, and dedication and motivation in helping children from diverse backgrounds, is collected. Prior felony or arrest records are also obtained. Mentors are assigned a mentee according to cultural and background similarities, common interests, and other relevant factors (e.g., bilingual needs). LAMP mentors are required to commit one full year to the program and are eligible to receive up to three academic fieldwork credit hours through several academic departments at UNL.

Boyer's (1990) scholarship of teaching involves engaging in active teaching and learning where knowledge is transmitted, transformed, and extended. Consistent with this notion, mentors develop their mentoring skills and acquire valuable leadership skills through training sessions and weekly workshops. Workshops conducted by academic faculty at UNL and community professionals cover a variety of topics, including empathic listening, risk-assessment, multicultural sensitivity and competency training, substance use, confidentiality issues, and reporting suspected child abuse or neglect. Through these activities, UNL students are educated about issues confronting Latino adolescents and acquire skills needed to work effectively with these youths.

Program Activities

Mentorship and tutoring takes place at the respective schools and homes of the mentees. Mentors are required to spend a minimum of two hours per week with their mentee(s) engaging in activities that are consistent with the goals of LAMP. Mentors assist mentees with their schoolwork, provide psychological and emotional support during times of peer or family difficulties, and provide guidance on how to effectively deal with potentially risk-provoking situations (e.g., physical fighting, substance use). Mentors also engage in leisure activities with their mentees, including attending cultural events (e.g., Hispanic Heritage Festival), visiting art and children's museums, participating in community service projects, doing Internet-based activities, playing sports, baking, and going to plays, musicals, or dances. Mentors and mentees also engage in education-related activities such as visiting a local granting agency's educational planning center, searching for scholarships, and setting academic goals.

Youths nine to 18 years of age experiencing one or more of these challenges were recruited: low levels of psychosocial support, low parental involvement with school; peer and/or social difficulties at school; lack of academic support and educational goal setting skills.

Family Activities

Mentors are expected to become well acquainted with the families of their mentees. More importantly, mentors are encouraged to be informational resources (e.g., identify service-related community programs and educational resources, provide translations). Additionally, sets of program activities, conducted in English and Spanish, have been organized to involve parents in LAMP. These include Family Education Weekends held at UNL and other LPS sites.

The first Family Education Weekend took place on Nov. 11, 2000, at a local high school. Parents of mentees participated in a discussion session where principals, bilingual counselors, and teachers answered questions about school and graduation requirements. Mentees participated in an enrichment workshop with a local Latina artist and engaged in a panel discussion activity with successful Latino/a college students and community members. The last section of the workshop was devoted to a technology introduction, where parents and mentees worked together to explore educational and culture-specific websites. This activity has enhanced knowledge of educational opportunities and, more importantly, helped create a more personal connection between LPS officials, mentees, and their families, with hopes of increasing involvement in school activities and improving communication.

Another family activity is Latino Empowerment Day, scheduled each spring before the LPS summer break. This activity will entail a cookout for mentors, mentees and their parents, and community members at a local park. It will include recreational and cultural enrichment activities and small-group discussions/activities to promote empowerment in the educational system and the community. A ceremony will recognize local community members who have contributed to the continuing success of LAMP. Mentors and mentees will be able to recognize and show appreciation for accomplishments each has made during the school year.

Home Visits

In order to promote positive interpersonal growth, communication, and meaningful involvement with families, LAMP staff schedule home visits. These visits give families the opportunity to ask specific questions and provide input about the program, upcoming LAMP activities, and other community events (e.g., parent/teacher conferences, festivals, family/parenting workshops). Families may also express thoughts pertaining to the relationship between their child and his or her mentor. Home visits work to promote the continued support and involvement of families in LAMP.

Program Evaluation

A comprehensive evaluation program has been designed to assess the effectiveness of LAMP in achieving its stated goals. LRI team members helped create the program evaluation and oversee the implementation. Two LRI faculty members direct the ongoing evaluation process with the help of a graduate student evaluation coordinator.

Both qualitative and quantitative measures are being used to assess the impact of LAMP on mentees' psychosocial and educational adjustment. Mentees will complete structured measures at six-month intervals, and information regarding school performance and adjustment is collected at the same intervals. Factors measured include, but are not limited to, academic performance, social relationships, risk-taking and pro-social behaviors, ethnic identity, and decision-making skills. Mentees complete weekly reports and provide qualitative information regarding the mentoring process. The evaluation also assesses the mentors' ability to provide culturally competent services to these Latino youths. Data gathered from the mentors provide an holistic understanding of the mentoring process. Analysis of evaluation findings will serve to document the effectiveness of LAMP and improve the program in future years. Dissemination of findings will provide interested individuals an opportunity to understand the strengths and challenges presented by this approach.

Conclusions and Implications

The LRI operates in accordance with Boyer's community-university outreach and scholarship framework. One outcome of the partnership between UNL and HCC was LAMP. This kind of collaborative model warrants serious consideration by faculty and college officials at other institutions for several reasons. First, it creates a bridge and facilitates meaningful relationships among universities, community agencies, and members of the community. Second, the collaborative exchange of ideas and knowledge enhances programming directions. Finally, this partnership provides opportunities for applied, meaningful research that addresses the critical needs of diverse populations, ultimately enhancing the quality of life for families and children within the community.

We hope that the Latino Research Initiative can serve as a template for future community-university collaborations, resulting in outreach programs that are culturally sensitive and specific to community needs. As communities become increasingly diverse, and as resources become limited, community-university collaborative partnerships can play a vital role to help remedy growing needs and promote the importance of cultural issues.

Authors: Byron L. Zamboanga, University of Nebraska-Lincoln; Laura A. Roy, Hispanic Community Center, Lincoln, Nebraska; Lisa Knoche, University of Nebraska-Lincoln; Amanda M. Snyder, Hispanic Community Center, Lincoln, Nebraska.

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Acknowledgements

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Position Announcement

Associate Vice Provost for Student Affairs

University of Oklahoma Health Sciences Center
Oklahoma City, OK

Nominations and applications are invited for the position of Associate Vice Provost for Student Affairs at the University of Oklahoma Health Sciences Center, Oklahoma City.

Responsibilities will include: direction of the Office of Student Services which is responsible for student recruitment, oversight for all campus student organizations and community based programs for health professions awareness; working with each of the seven colleges to facilitate their recruitment and student services to assure the goals and objectives of the Student Diversity Plan are accomplished; and coordination of Health Sciences Center student programs with the Norman campus programs.

The individual should have an advanced degree; experience with a strong commitment to student diversity, recruitment, and academic support services; evidence for leadership and management skills; an understanding of the academic environment of a comprehensive health sciences center, with undergraduate, graduate, professional and post-professional students and a commitment to the development and maintenance of partnerships with educational, professional and community organizations. Effective writing, speaking and interpersonal skills are essential.

Candidates should submit a letter addressing their qualifications for meeting the job responsibilities defined above. Include a current curriculum vitae and list of five references with name, address, and telephone number. Applications will be reviewed beginning **September 1, 2001**, and will continue until the position is filled. All correspondence should be directed to **Dr. Ray Kling, Vice Provost for Academic and Student Affairs, Search Committee for Associate Vice Provost, University of Oklahoma Health Sciences Center, 1000 Stanton Young Blvd., Oklahoma City, OK 73190, (405)271-2085.**

Information concerning the University of Oklahoma Health Science Center can be obtained via the WWW at http://www.ouhsc.edu.

The University of Oklahoma is committed to Equal Employment Opportunities and Affirmative Action. Women and minorities are encouraged to apply.

CASE.

Council for Advancement and Support of Education (CASE) is recruiting for a Special Assistant to the President for Diversity Initiatives. CASE is the premier international association for alumni relations, communications, and fund-raising professionals at educational institutions. Minorities are encouraged to apply.

Responsibilities

- Develop and implement strategies designed to increase the cultural diversity of advancement professionals in CASE as members, leaders, and speakers. These programs serve to attract professionals of color to the educational advancement field.
- Develop strategies and specific activities that will create an active support network for advancement professionals of diverse backgrounds.
- Identify and pursue opportunities for partnerships and sponsorships to support the objectives set by the CASE Board of Trustees.
- Assist director of development in identifying, cultivating, and soliciting funding sources that could provide support for diversity initiatives.

Qualifications

Bachelor's degree with 5-7 years' relevant work experience. Educational advancement experience preferred (alumni relations, communications, fund raising). Demonstrated creative and entrepreneurial experience; proven leadership skills; experience working with volunteers. Awareness of cultural diversity issues and demonstrated commitment to diversity in education and educational administration. Excellent writing and oral communication skills.

Application Procedure

Send cover letter, resume, and salary requirements to: **Box Diversity Initiatives Search, CASE, 1307 New York Avenue, NW, Suite 1000, Washington, DC 20005-4701. Online: www.case.org.**

CASE is an EEO employer.

1753

NOELIA RODRÍGUEZ

LATINA IN THE WHITE HOUSE

"A little Mexican-American girl from a hard part of town"

BY ISIS ARTZE

Nearly 25 years ago, when Noelia Rodríguez reluctantly asked her high school guidance counselor about pursuing a college education, he told her to acquire secretarial skills instead. Today, as she settles into her new post as First Lady Laura Bush's press secretary, the 42-year-old Mexican-American reflects on the unconventional road she's taken to the White House, and says she wouldn't change a single step of the way.

"I love it!" Rodríguez says enthusiastically of her new position. "It's unlike anything else."

So what's the secret of this Latina's success? Her colleagues say it's her ability to remain cool, collected, and poised, even when the world is shattering around her. But she attributes it to hard work. "Nothing was ever handed to me," she says. "I had to take the longer way around."

Rodríguez also recognizes the important role her early family life has played. "I was born an adult," she says, explaining that as the oldest of four children, she was always the responsible one who set the example. Born in Brownsville, Texas, she and her family moved to Los Angeles when she was five. As she learned to speak English at school, Rodríguez came home and taught it to her siblings, she recalls.

After high school, she heeded her counselor's advice, learned shorthand and typing, and went to work at a downtown Los Angeles bank. "I always had my eye on the goal," she says, "even when it was learning typing and shorthand; I kept moving forward."

Rodríguez then became a full-time secretary in the corporate communications department of Southern California Edison (SCE), where she was employed for the next 15 years. It was there that she met Don Sedán, the man she now describes as "the mentor of my life." Sedan, Rodríguez's supervisor, motivated her to enter a four-year college, she recalls.

She had been taking night classes at East Los Angeles College and earned an Associate's in Arts degree. A year after completing a social ecology program at the University of California at Irvine, she transferred to California State University-Los Angeles, where she earned a Bachelor of Science degree in business administration.

During that time, as she completed her studies, Rodríguez became involved with The College Board. In November 1983, George Hanford, then the president of the organization, appointed her to the advisory committee on adult learning services, as a student representative. She was also a member of the advisory panel on student concerns and served a brief internship with the SAT program.

Rodríguez says her experience with The College Board was a turning point in her life. "I started to recognize the value of having an opinion," she says. On one occasion, while reviewing SAT questions, she came across one that made a reference to water polo. Rodríguez suggested that the topic was racially skewed, it was removed from the exam, and she saw for the first time that her voice could effect change.

Fred Dietrich, The College Board's senior vice president for operations, says Rodríguez was skilled in communications even then and was always pleasant and easy to work with. "She has worked very hard to achieve the success she has today," he asserts.

One of her contributions to The College Board was penning an article entitled "Break the Wishful Thinking Cycle," urging high school students, especially minority youngsters, to continue their studies to the college level. She wrote, "Not going to college is the kind of 'tradition' you shouldn't mind breaking, especially if you have friends and family as supportive as mine." In fact, Rodríguez was the first college graduate in her family.

Meanwhile, at SCE, she took on increasing responsibility, directing corporate advertising and managing a $4-million, general market ad budget and its $1-million Spanish-language counterpart. Rodríguez suggested a campaign to explain such concepts as energy efficiency and payment plans to customers who spoke Spanish, Chinese, and Vietnamese, and thereby found herself in the sector of public service.

Managing the Mayor

In 1994, Los Angeles Mayor Richard Riordan hired Rodríguez as his press secretary. Today, she is his close friend, respected advisor, and, as he puts it, "my alter ego."

Rodríguez quickly gained a reputation for remaining calm during crises and for being able to speak candidly to the mayor. Riordan frequently tells the story of an incident during which Rodríguez reprimanded him. She attempted to end a news conference, but the mayor took one last question that caused him to bristle.

> ***Disregarding Rodríguez's party affiliation, First Lady Laura Bush was impressed by Rodríguez's ability to run such a large-scale venture.***

They went out in the corridor, and Rodríguez said, "Mayor, with the deepest, fondest respect, when I say no more questions, shut up!" Riordan recounts, laughing. Rodríguez says she never imagined he would share the story with reporters, time and time again, to depict their relationship.

"I can probably talk to the mayor like nobody else can," Rodríguez realizes. "I'm very proud of that relationship," she adds, "because I earned it; I earned his respect, and he earned mine."

What Rodríguez fails to mention, however, is that the mayor is not alone in his estimation of her. "She is such a humble woman that she would never have tooted her horn," says Peter Hidalgo, Mayor Riordan's new press secretary. "She would never have admitted that she ran the office. The truth is, whatever Noelia says, it goes, because she has the ear of the mayor." Her counsel to the mayor was often so "right-on," he explains, "that it gave her credibility and credence."

Hidalgo says Rodríguez is a trusted advisor, even now, to Mayor Riordan, "primarily because she has an incredible sense of what the people want and need. And she has a natural ability to understand and assimilate political issues, especially to those not familiar with the political arena."

Hidalgo also applauds Rodríguez's writing ability, one of the reasons she was tapped while working at SCE. "She's very articulate and is an outstanding speech writer." But much more impressive than her composition skills is the incredible amount of responsibility Rodríguez assumed at Riordan's office. "It was two full-time jobs," Hidalgo explains.

Rodríguez is undoubtedly missed at the office, but it's not her first absence. Last year, the lifelong Democrat took a break to serve as president and CEO of the troubled LA Convention 2000, the host committee for the Democratic Convention. Disregarding Rodríguez's party affiliation, First Lady Laura Bush was impressed by Rodríguez's ability to run such a large-scale venture.

Flanking the First Lady

In early January, after an acquaintance who worked for former First Lady Barbara Bush recommended Rodríguez for the position, she met with the First Lady at the governor's residence in Texas. "It was such a big-ticket item that I was nervous," Rodríguez admits, "but she made me feel comfortable right away."

While the decision to take the job was a "no-brainer," she says with a laugh, "I think she appealed to me more than anything."

The First Lady, "makes you feel like you're the most important person in the world."

Rodríguez was also persuaded to work with Bush because of her sincerity and genuine concern for education and for children. She hopes to work with the First Lady "to advance her message–to show, at the end of four years, that we made a difference in recruiting teachers and in making education more important to Americans, regardless of whether or not they have children."

What else does the future hold for the dynamic Rodríguez? More than likely, she'll remain in the realm of public service. "It's rewarding to use your influence to make life better for people," says Rodríguez.

She advises youngsters to be flexible in their definition of a mentor. "People who looked like me were not in positions of power." She notes that Sedán, with whom she still keeps in touch, is very much "a White guy."

Rodríguez says one of her personal goals is to expand her influence on the next generation by continuing to mentor young people, as she did with interns in the mayor's office, but also by serving as a role model. She hopes her fellow Latinos will look to her as an example of all that "a little Mexican-American girl from a hard part of town" can accomplish.

DEBT-FREE MBA for Minorities

Never Enough Applicants, Says Consortium CEO

BY INÉS PINTO ALICEA

"They not only get into a top school but they can get out of school with no debt."

PHYLLIS SCOTT BUFORD, CGSM PRESIDENT AND CEO

Patti Castañeda, an MBA student at the University of Southern California, can't say enough positive words about the Consortium for Graduate Study in Management (CGSM) and the opportunity it offers minorities interested in pursuing degrees in business administration.

"I wish more people knew about the Consortium," said Castañeda, who graduated in May and was heading to New York to work in banking for Goldman Sachs. "They pay for your full tuition and fees. They provide you with this wonderful network, which is what you need in business. It's just an amazing opportunity."

The CGSM is an alliance of 12 leading American business schools, in partnership with the business community, that encourages minorities to pursue business careers. The CGSM member schools recruit college-trained minorities with some work experience and invite them to compete for merit-based fellowships for graduate study leading to a master's degree in business administration. The organization is celebrating its 35th year.

Phyllis Scott Buford, president and chief executive officer of the Consortium, said she would like to see more Latinos apply for the Consortium fellowships. The CGSM has invited Sarah Martínez Tucker, president of the National Hispanic Scholarship Fund, to be on its board to find ways to increase outreach to the Latino community.

The CGSM is a not-for-profit corporation founded in 1966 following a feasibility conference that included 60 educators, business managers, and community action leaders. Conference participants agreed that a cooperative university program to hasten the entry of minorities into management positions in business was both desirable and feasible. Washington University, Indiana University, and the University of Wisconsin-Madison were the first three schools to participate in this endeavor.

Since then, the Consortium has experienced tremendous growth. More schools have joined. They are Dartmouth, UC-Berkeley, UT-Austin, University of Michigan, NYU, University of North Carolina, University of Rochester, University of Southern California, and the University of Virginia. Two more are expected to join soon.

Eloy García, director of the MBA program-Administration at the Graduate School of Business at UT-Austin and a member of the CGSM board of directors, said the relationship with the Consortium helped his school reach out to minorities after the landmark *Hopwood* court ruling, which ended affirmative action programs in Texas higher education.

"It was a very devastating decision," said García. "It really hurt us. We were considered by many people to be a university that wasn't as accessible as other universities. Even still, some students won't consider Texas because of the *Hopwood* ruling."

García said that since the school has been unable to provide scholarship money to minorities, the funding that the consortium provides to students helps the school attract about 30 minority students yearly to its MBA program.

"They stepped up to the plate and helped," said García. "They provide the funding for the students. They have always been a good partner. UT always has been interested in the best minds," García said. "They are able to identify outstanding minority candidates for us." The Consortium, he said, "has given us access to a pool of people we wouldn't have had otherwise."

Eloy García, director of the MBA program-Administration at the Graduate School of Business at UT-Austin and a member of the CGSM board of directors

Castañeda also spoke about the effects at her school of Proposition 209, an anti-affirmative action measure passed by California voters. She said that her school, the University of Southern California, which is private, enjoys a diverse student population and has attracted a number of large corporate sponsors to recruitment fairs because the corporations know that the California state schools have experienced diminished minority enrollments under Proposition 209.

"It seems that their loss is our gain," said Castañeda. "These corporations have limited recruiting dollars, so they go to the universities where they can get everything they need. It has greatly disadvantaged the University of California system."

In its first three years, the Consortium provided fellowships only to Black males. The first class consisted of 21 Black males, and there were 27 corporate sponsors. After 1970, the scope was broadened to include women, Hispanics, and Native Americans. In 2000, 67 percent of the applicants were African American, 32 percent were Hispanic, and 1 percent was Native American, and females comprised 44 percent of the pool. There were 238 students enrolled and 140 corporate sponsors.

"People need to know that there is money out there to help them get this degree," said Buford. "They not only get into a top school but they can get out of school with no debt."

Castañeda said that many people she has met, who have expressed an interest in going back to graduate school, fear being saddled by loans and that the Consortium fellowship has helped tremendously "because you feel you have a fresh start" and are not in debt.

The fellowships are funded by various American businesses and the universities affiliated with the Consortium. The CGSM receives 40 percent of its budget from corporate sponsors and 60 percent from the participating schools through tuition remission. The network of companies affiliated with the Consortium seems committed to the diversity of graduates the Consortium supplies. The corporate partners offer internships and even permanent jobs to many of the students who graduate through the CGSM program. Some 313 fellowships covering full tuition and fees were offered to students last year, but not all accepted the packages that were offered. Buford said the average MBA costs about $25,000.

Once the students are accepted into the CGSM program, they are invited to a three-day event, held usually in June, where they meet with other CGSM fellows from their home university and other universities, as well as corporate sponsors. The organization held its last annual orientation conference June 7-12 in Cincinnati, Ohio.

People interested in applying must have had a 3.0 GPA in their undergraduate studies, a good score on the GMAT standardized test, two years of employment, and a demonstrable record of community leadership. Buford recommends that if students think they would eventually like to pursue an MBA, they should take the GMAT while still in college and still in the test-taking mode.

Buford said one of the challenges of the program is to make sure students understand that the CGSM fellowship is merit-based and not an affirmative action program. "I tell them that when people see 'Consortium' on their resumes, they know they are getting top quality," said Buford. "The schools are not lowering their standards for Consortium students. We are giving these students the opportunity of a lifetime for a lifetime."

Since 1966, more than 4,000 minorities have earned MBAs through the Consortium program. Buford said the goal is to keep encouraging more minorities to get business degrees. Six percent of all MBAs are minorities.

Buford adds that the degrees are instrumental in helping the communities help themselves. She argues that people with MBAs have the skills needed to start successful businesses that create jobs and simply make people savvier in the business world, which is a vital skill in today's economy. "Big businesses are making a lot of money on minorities, and minorities have to be at the table to make decisions about how their products should be targeted to us," said Buford.

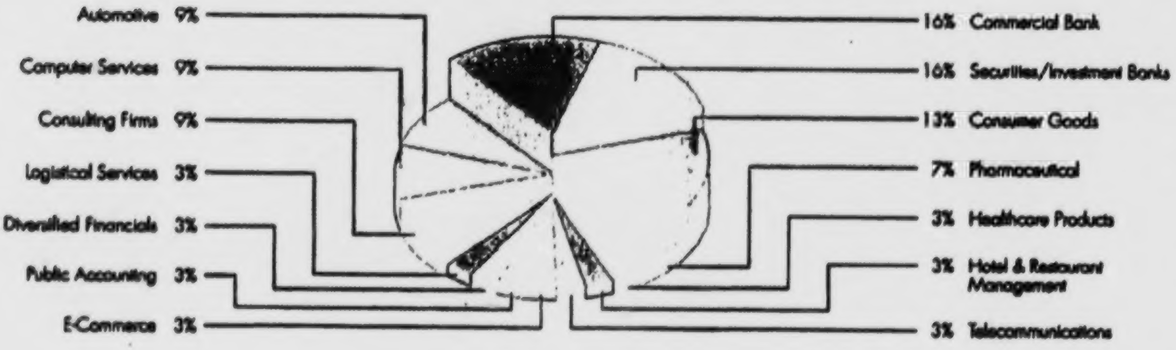
Buford wrote in the Winter 2001 issues of *The View* about a recent CGSM survey of minority MBA employment preferences. The survey found that a whopping 66 percent of minority MBAs prefer to work in a large global company.

Profile of 1999 and 2000 Consortium Students

PROFILE	FY99	FY00
Male	59%	59%
Female	41%	41%
African Americans	58.9%	59.4%
Hispanic Americans	40.7%	39%
Native Americans	0.4%	1.6%
Average Age	27 years	27 years
Range of Ages	21-39 years	20-39 years
FULL TIME WORK EXPERIENCE		
Employed	99%	98%
Average Experience	4.5 years	4.9 years
Full-Time Work Experience	0-15 years	0-14 years
GRADUATE MANAGEMENT ADMISSIONS TEST AVERAGES		
Total	632	625
Range of Middle 80% of GMAT Scores	520-700	550-700
UNDERGRADUATE MAJORS		
Majors Represented	44	50
Business majors	36%	24%
Science/technical	17%	16%
Accounting	13%	11%
Engineering	25%	24%
Other majors	9%	25%
CUMULATIVE GRADE POINT AVERAGE		
Mean:	3.0	3.1
Range of Middle 80% of Undergrad GPA	2.6-4.0	2.6-4.0

1999 and 2000 Graduates

Employment by Industry



Minority MBA Employment Preferences

Large global company	66 percent
Internet	4 percent
Government/nonprofit/education	2 percent
Self-employed	6 percent
Professional services (law, accounting, etc.)	15 percent
Other	8 percent

Source: CGSM Survey

"The technology and advertising industries are two areas where there are many opportunities for underrepresented minorities," wrote Buford, adding, for example, that minorities comprise just 12 percent of the workforce in the advertising industry. "Without a doubt, these areas lack diversity."

The Consortium itself is trying to become more technologically up to date. It recently adopted Embark's Web-based systems to streamline the fellowship application process. Embark developed an online fellowship application for the Consortium's 12 graduate business schools.

"We are proud to help the Consortium facilitate the entry of ethnic minorities into graduate business school and ultimately into positions of leadership in business," said Phillip Dunkelberger, president and CEO of Embark.

In most cases, the electronic fellowship application also serves as the application for admission. Students need only submit the Consortium's application at the CGSM website *www.cgsm.org* or at *www.embark.com*, designate the schools they would like to attend, and forward supplementary materials directly to the Consortium. Once all the supplemental materials are received, the individual schools can enter the Embark system and access the applications online.

"This Web-based application process will be more convenient for our applicants and will, we hope, yield a higher number of completed applications," said Buford. "Embark's systems were the logical choice, since 11 of our 12 member schools already use the company's Web admissions systems and highly recommended them. Embark has also dedicated technology and resources to assist the Consortium in recruiting talented minority students interested in management."

The Consortium recruits by visiting numerous colleges and attending minority career programs, graduate and professional school days, and MBA forums across the country to generate nearly 1,000 applications each year. From this applicant pool, about 85 percent of admitted applicants are offered financial assistance. The program covers the full tuition and fees for business study, a strong corporate sponsor network, pre-matriculation and post-graduation career counseling, and a network of Consortium graduates across the country.

"Businesses are seeking minority candidates to join their management teams," said García. "The demand is there. We never have enough applicants or students that graduate to meet the demand."

Now that the organization has gotten its applications online, it can turn to other efforts to help the organization reach more minorities. Buford said she is working on ways to create awareness programs to reach youngsters as early as elementary school so they start learning about business careers. She wants to also have the organization help students interested in pursuing business degrees if they are struggling with the GMAT test.

"The tests are not going away," said Buford. "If those tests are part of the game, then we need to teach young people how to play the game."

To find out more about the program, visit the Consortium website, e-mail the Consortium at frontdesk@cgsm.org, or call (314) 290-4565. The early deadline for admission is Dec. 1, and the final deadline is Jan. 15.

University of Maryland
Office of Continuing and Extended Education

ASSISTANT DEAN
Finance and Operations

The Office of Continuing and Extended Education (OCEE), an integral part of one of the nation's premier research institutions, is devoted to harnessing the vast intellectual resources of the University of Maryland and creating mutually beneficial educational partnerships with its external audiences.

Specific Duties and Responsibilities: Under the general direction of the Associate Provost and Dean, the Assistant Dean acts as Chief Operating Officer for OCEE. The position oversees OCEEs strategic planning process as well as implements OCEE and University policies and procedures relative to all internal operations and external reporting. In a decentralized environment, the Assistant Dean oversees accounting, information systems, asset inventory, human resources, procurement, facilities, and business services functions. The position also represents the Dean in appropriate key meetings on administrative matters when her necessary absence requires a substitute. Since the Associate Provost and Dean may delegate to the Assistant Dean matters of importance to the large campus community, the University System of Maryland, and the state, understanding of academic issues in a high-ranking public research institution is critical.

OCEE is also an entrepreneurial unit within a higher education public corporation. It manages one of the country's largest summer programs as well as a burgeoning continuing education unit including graduate e-learning programs. As College Budget Officer, the Assistant Dean leads the annual budget development and financial reporting processes, including development of required submissions to University and System entities. The incumbent is responsible for oversight of the development and maintenance of financial forecasting and monitoring systems, general ledger reconciliations, foundation account management, grants and contract account auditing, and risk assessment. In a self-support environment, the position insures that annual fiscal targets are realistically developed and pursued. In addition, the position establishes, guides and monitors the attainment of annual revenue goals by the programmatic center.

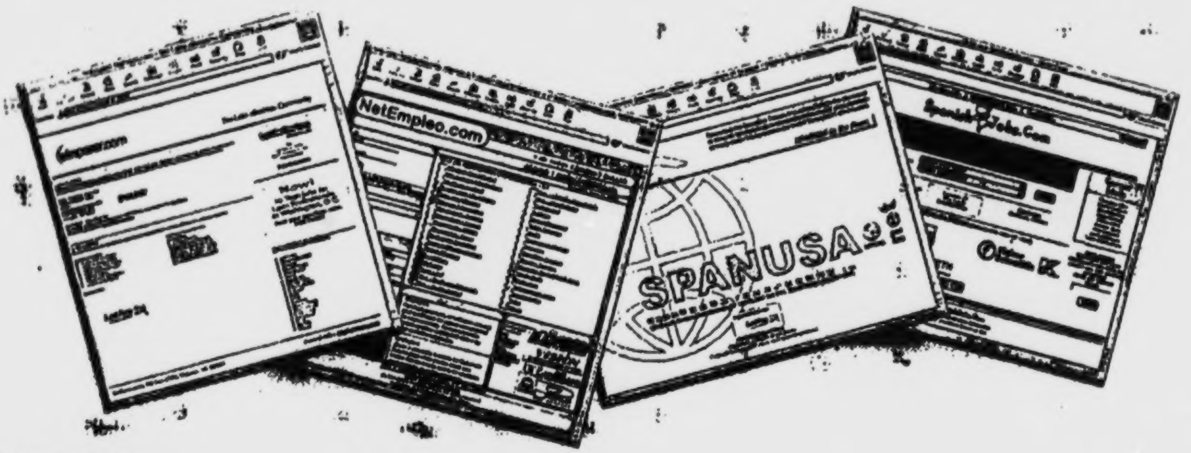
Qualifications: An individual is sought who combines prior experience and formal training in financial, administrative, strategic planning and operations management in a higher-education environment. The successful candidate will have at least ten years of progressively responsible leadership experience and a Masters degree; a PhD is preferred. A successful track record leading a fast-paced, multifaceted, higher education office is essential and previous managerial experience with budgets of at least $4 million is desired. Excellence in analytical and computational skills, sophisticated written and oral communication skills, strong interpersonal, strategic planning and decision-making skills, high personal performance standards, creativity, personal integrity, and discretion are also necessary.

Compensation and Application: Salary is commensurate with qualifications and experience and includes full benefits package. Send resume and letter of interest with names of three professional references to: **Search Committee, Assistant Dean, attention Ms. Rosemary Blunck, 2103 Record Armory, University of Maryland, College Park, MD 20742.** Review of applications will begin on **August 8, 2001** and continue until position has been filled. Visit our Web Site at www.contedu.umd.edu.
The University of Maryland is an EEO/AA employer.

UNIVERSITY OF
MARYLAND

Finding a Dream Job En Línea

SALUDOS.COM



BY MARILYN GILROY

Websites Serve Hispanic Employment Market

Some would call it "a match made in heaven," but they would not be talking about a bride and groom–they would be referring to the growing use of the Internet for recruiting purposes, bringing employers and job seekers together to meet each other's needs. There are now dozens of career websites available, but the emergence of online sites geared toward Hispanics offers exciting possibilities for today's diverse workplace. At the very least, these sites are changing the way Hispanic professionals search for jobs and the way companies look for employees.

"The Web has proved to be a very effective medium for providing up-to-the-minute job information, especially for bilingual job seekers," said Maureen Heuring-Appel of Saludos.com. It is the first site to offer free résumé posting and access to job openings for college-educated bilingual Hispanic job seekers. Launched in 1995 and revamped in 1998, it now includes new features such as online job fairs and Career Agent, which notifies registered job seekers of career opportunities by mail.

Saludos.com entered the market with an already established identity linked to *Saludos Hispanos*, a national magazine that has focused on education and career advancement in the Hispanic community for more than 30 years. As an extension of the magazine, Saludos.com offered employers a chance to combine their print recruitment efforts with the Web via online job advertisements, corporate profiles, and ad banners. At the same time, *Saludos Hispanos* magazine participated in job fairs across the country and encouraged students and alumni at more than 300 educational organizations to register with Saludos online. Today, the site receives at least a half a million hits a month.

"We're bringing together talented Hispanic job seekers with companies seeking workplace diversity and bilingual ability," said Heuring-Appel.

To do this, Saludos.com offers a wide range of services to both employers and job seekers. It targets college-educated Hispanics in the United States who are seeking professional positions and links them with hundreds of employers, such as Lockheed Martin, Oracle, Xerox, MTV, Intel, Kimberly Clark, and Intel Corp. One of its most popular services is the online job fair, held several times per year, when companies post hundreds of job openings on the site and hold live chats with prospective employees. Last year's job fair received more than one million hits.

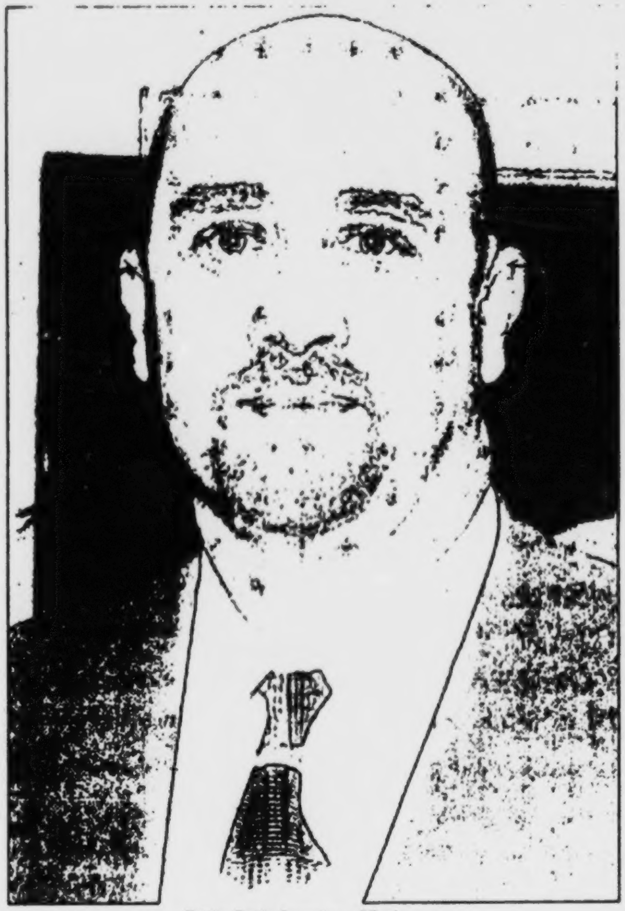
"Job fair participants can register for any event or for a 'meet and greet' session where the company will respond to registered attendees via chat technology," explains Heuring-Appel. "Interviews that are one-to-one chat sessions between job seeker and employer can also be arranged at a designated appointment time."

Individuals who register with Saludos.com and post their résumés also receive copies of *Saludos Hispanos* magazine and the Saludos.com newsletter. Both publications contain relevant articles on career advice, interviewing tips, and profiles of Hispanic role models.

While Saludos used its presence in print media to carve out a niche in the Web employment market, other sites have developed as an outgrowth of the more traditional recruitment business. One of the most successful ventures has been JobCentro.com, the official site of the U.S. Hispanic Chamber of Commerce. The site is the brainchild of Heriberto (Eddie) Batíz, who launched the company in 1999 without using any traditional marketing campaign. Batíz has more than 20 years of experience in the recruitment business. Initially, he was involved in ASPIRA, the New York City-based Latino organization, where he was director of youth employment programs. But his career in the business sector began as a young man when he walked into an employment agency looking for a job.

"I was desperate. I had two kids, and I needed work," said Batíz. The employment agency found him a job as a recruiter, but it was decided that his name was "too ethnic" for corporate America, and it was changed to Ed Bates.

But as Batíz said, "That experience made me what I am today. I decided to work hard, learn as much as I could about the recruitment industry, and become a leader."



Eddie Batíz, founder of Batiz.com

Working hard meant moving around the country as his career advanced. Batíz has operated employment agencies in Chicago, Miami, New York City, and Philadelphia. He was national sales manager of Advanced Personnel Systems, a résumé-management software development company in California. In 1998, he started Batíz.com with his brother, Steve, and concentrated on selling websites to the human resources and recruiting market. At first, they found success selling to small- and medium-sized companies that wanted to recruit in their local areas. However, Batíz.com soon became an Hispanic Web development and design firm, helping prominent companies and organizations create websites for recruitment. For example, they created Navyjobs.com to help the U.S. Navy fill positions.

Batíz.com has been honored several times, including a recent award from *Entrepreneur* magazine, which dubbed it the "fastest growing company" in America. The Latin Business Association also honored it as Business of the Year.

According to Eddie Batíz, what makes the JobCentro.com site successful is that the staff has extensive recruiting experience. "All of my staff has worked in human resources and personnel," he said.

Batíz indicated that the site is receiving about 6,000 visits per day and has a range of 700 to 1,800 jobs posted, depending on the time of year. "The number of companies seeking Latinos in management and technical talent is growing," said Batíz. "In the government sector, there is a mandate to recruit Hispanics for civil service jobs in anticipation of a loss of 30 percent of the workforce due to retirements in the next 10 years."

Like many of the employment sites, JobCentro.com offers some unique features, such as online career webcasts and interviews. The Salary Wizard link contains information on thousands of job titles and will calculate salaries based on job type and geographic location.

While Saludos.com and JobCentro.com are representative of high-powered Internet addresses, other sites, such as Texas-based JobLatino.com, are more of a family affair. JobLatino.com was put together by Homero Pérez, his wife Agustina Erices, and mother, Lillian. Pérez had previously worked in the Peace Corps and as a director in Jobs for Progress, a LULAC-supported program. His mother had experience as a bilingual teacher who had worked with immigrants, helping them find jobs and build new lives in the United States. It seemed a natural extension of the family's background to start a business aimed at helping minorities find job opportunities.

Pérez approached a good friend, Theo Ralile, to provide technical expertise needed to put together a website. After the site went online in 1999, the response was so great that the family needed help to handle growing numbers of e-mails and phone calls. The company brought in Rosa Porras, who had eight years of experience in human resources, to assist with site administration and job development. Although the company has grown considerably, it still retains a more personal tone than some of the other sites.

"We love getting correspondence from people who have received sup-

SALUDOS HISPANOS
Can Make Your Dream Job Just a
Click
away

port through JobLatino," said Porras, outreach specialist for the site. "We also know that we are helping companies diversify their workplace through the hiring of Hispanic/Latino professionals."

Porras says that the company has upgraded its servers and equipment to ensure that there is no down-time on the site. Last year, JobLatino began charging companies to post their jobs, although job seekers can still use the site for free. JobLatino has also subcontracted with larger organizations that specialize in diversity recruitment and marketing.

Most Hispanic employment sites, whether large or small, offer similar basic services to employers and employees. A partial list of common site features includes the following:

FOR EMPLOYERS (fee-based):

Job postings –

Posting is done in real-time. Applications are received and stored in folders and résumés can be subsearched according to job-posting characteristics.

Résumé search and search engine –

Direct access to job seekers through the site's résumé database. Results can be narrowed by work experience, level of education, language-specific skills, salary expectations, and other keywords.

Company profile –

Employers can post a description of the company and logo, followed by available positions. Banner ads are often available.

Employer accounts are usually password-protected. The account includes reports on response statistics and general-result tracking. Posting rates and banner ad rates are cheaper than those in print media, and the websites tout their ability to help employers recruit new employees while reducing the cost and time involved in the hiring process.

FOR JOB SEEKERS (free services):

Résumé submission –

Submitted in the website's database by using a résumé template or copying and pasting the existing résumé.

Personal account –

Job seekers can create a password-protected account free of charge and set up a customized employment search profile based on their specifications, such as job type or geographic preference.

Applications –

Job seekers can apply online and also use search features that show results by week or month.

Online job fair participation –

These virtual career events run from one to three days and offer online interviews.

Other features of the sites include tips on how to write résumés, cover letters, and thank-you notes, plus advice for interviewing.

Some sites protect applicants by providing a privacy setting that eliminates unwanted solicitations and enables them to avoid detection by their current employers.

Most sites are aimed at Hispanic professionals who are bilingual. However, some recruiters say fluency in a foreign language is not necessarily required. As one recruiter explained, "While there are those companies that absolutely want someone who speaks Spanish or understands the market, others just want to diversify their workforce."

Diversifying the workplace, especially at the management level, is such a pressing need that many companies use online executive recruiters such as Spanusa.net. Manuel Boada, founder of the site, says that companies cannot ignore the need for managers who can bridge the gap between Hispanic workers and corporate leaders." If companies want to be successful," said Boada in a recent interview, "they have to put forth an effort to have the demographics of the company match the demographics of the country." He says that many U.S. corporations are vying for Hispanic talent.

But what if job seekers want to do an international search for employment? No problem. Cyberspace has recruiting sites geared toward Latin America and other parts of the globe. Spanishjobs.com and NetEmpleo.com offer the chance to search for positions in Central and South America ranging from administrative assistant to telecommunications expert.

One of the most innovative sites, Sinparar.com, organizes e-mixers through which Latinos can network and explore opportunities that combine technology jobs and the Latin American market.

Experts estimate that there might be as many as 40,000 career-related websites on the Internet. Although not all of them can survive in today's competitive market, it is clear that dot.com land has changed the recruiting game. The result is that job hunting might never be the same.

Leadership Alliance Helps Hispanics Earn Ph.D.s

Members Include UPenn, Hopkins, and Harvard

BY MICHELLE ADAM

THE SUMMER RESEARCH EARLY IDENTIFICATION PROGRAM

SR-EIP

The Leadership Alliance, a consortium of 28 institutions of higher education, is dedicated to improving the participation of underrepresented populations in graduate education.

Brenda Mariola Rivera-Reyes, program participant

Included are its Summer Research Early Identification Program (SR-EIP), Alliance International Research for Minority Scholars program (AIRMS), Minority International Research Training (MIRT), and Graduate Fellowships.

SR-EIP recruits undergraduate students to work for eight to 10 weeks under the guidance of a faculty or private-sector research mentor. Students do so by receiving grants to participate in summer programs at doctoral-degree-granting campuses affiliated with the Alliance. Upon completion of the program, they also get an opportunity to showcase their research at the Alliance's Annual National Symposium. SR-EIP provides an excellent opportunity for minority students to be exposed to research and become better prepared for graduate work that might lie ahead.

One such student, Brenda Mariola Rivera-Reyes, was part of SR-EIP at Johns Hopkins University during the summer of 1999. She had attended the University of Puerto Rico but was eager for research experience. Through the Alliance's summer program, followed by an internship at Hopkins, she received hands-on lab experience that prepared her for graduate school. While other students came to graduate school with more exposure to research from their undergraduate work, she had achieved parity through SR-EIP.

"When I got to the summer program, I felt that I was behind, but when I worked there that summer, and then that semester, it gave me an opportunity to catch up," she said. "It was a great experience." Rivera-Reyes is now pursuing a Ph.D. in immunology at Case Western.

In the AIRMS program, students travel to the University of London's School for Oriental and African

Studies for an orientation in African Language and Culture, followed by research conducted in African countries. During MIRT, students get the opportunity to play an active role in important biomedical research projects in Africa, Asia, Europe, and Latin America.

In most of the Alliance programs, an estimated 65 percent of the students are African American, and 30 percent are Hispanic.

A program that has especially helped minority Ph.D. students with financial support is the Irene Diamond Fund. Since 1996, awards of $12,000 have been given (for one academic year) to first-year predoctoral students, and $12,000 (for one calendar year), to dissertation students.

"The Irene Diamond Fellowships have been so important to us because they support our graduate students at three of the most critical junctures of their academic careers," said Jim Wyche, Alliance executive director.

Forty Irene Diamond Fund awards have been given through the Leadership Alliance. That includes 22 first-year pre-doctoral candidates and 18 dissertation students, 10 of whom have been Hispanic students. Of the total students, 17 have graduated or will soon graduate from Ph.D. programs. Five years have passed since the first awards, and the Alliance is seeing the proof of the Fund's merit. The Irene Diamond Fund is no longer providing the money for future students, but the Leadership Alliance hopes to find new donors and to continue to offer minority students the benefits of support in obtaining a Ph.D.

Despite increases in college and graduate school enrollment, underrepresented minorities still make up a small proportion of the scientific and scholarly research workforce in academia and in other work realms. Programs such as the Irene Diamond Fund are especially important to improving the situation.

Thanks to the Alliance, two of the 17 students who have graduated or will soon graduate are Hispanic. *HO* interviewed both of them to see how they benefited from the program and to get a glimpse of their journeys toward a Ph.D.

THE LEADERSHIP ALLIANCE

The Leadership Alliance's institutional coordinators

Carlos Carrillo

Carlos Carrillo received an Irene Diamond Fellowship for his dissertation year of 1999 at the University of Pennsylvania. For him, "that was a year of real relief."

Carlos Carrillo, opera composer and doctoral candidate

Carrillo had already achieved a Bachelor of Music in composition from the Eastman School of Music and a master's in Music in composition from the Yale University School of Music. He entered into a Ph.D. program at the University of Pennsylvania's Department of Music in 1996. With financial support from the Fellowship, he was able to work on his opera dissertation during his final school year.

"The financial pressure is undeniable at this level, even when you do a lot of work," said Carrillo. "That was the biggest help." He, like so many students, underrepresented and otherwise, recognizes the obvious challenges of obtaining a Ph.D. and receiving the highest degrees. In adding up the total cost of all his education, Carrillo guesses it amounted to more than $500,000.

Carrillo is from Puerto Rico. In 1998, during his third year at the University of Puerto Rico, he took part in an exchange program at Hunter and Brooklyn Colleges, in New York. He enjoyed it so much, he was eager to return.

Carrillo comes from a middle-class Puerto Rican family, which typically doesn't expect its children to attend school on the mainland. However, the mainland U.S. offered more rigorous music programs than those available back home, he said, and he was determined to study at the Eastman School of Music. Thus he enrolled at Eastman, despite its expense, and sought out financial support. He obtained fellowships and scholarships from Puerto Rican sources, and special assistance from La Associación de Industriales de Puerto Rico, a group that supported him for 10 years of his education. Still, there were financial hardships to reckon with.

"During my last semester at Eastman," he said, "I had to pay the bill with a credit card."

Doing dishes was another way that Carrillo paid his way through Eastman. "Some felt all I was doing were dishes and taking a few classes," he said. "But I worked hard for what I have. I have had to compete with people that have more resources."

It was learning how to write music that interested Carrillo, and at Eastman, he got an opportunity to study with the best. Part of the challenge for Carrillo throughout much of his education was being Hispanic and being among a very small minority. "Sometimes I was the only Hispanic in the department at Eastman," he said. "The Hispanic population at Yale was minimal. University of Pennsylvania was the same. The only Hispanics were mainly cleaning the building." But he persisted.

Today, Carrillo is working on an opera, written in Spanish. This is his dissertation, which he will complete by the end of this summer, after taking off a year to teach at

Since 1996, awards of $12,000 have been given for one academic year to first-year pre-doctoral students, and $12,000, for one calendar year to dissertation students.

his current university. One of the challenges of being one of the few Hispanics in his music department is that others have a limited sense of the kind of music a Puerto Rican plays. Cheerful and colorful, like salsa music, is what some expect, while others are surprised to hear that Puerto Rico actually has classical composers–that which Carrillo is aspiring to become.

"People have asked me why I am studying classical music since I am from Puerto Rico. 'Do you have that kind of music?' they ask," said Carrillo. "I want to bring my own voice. I want to be considered a world-class composer at the same level as other composers."

Completing a Ph.D. for Carrillo means an opportunity to teach and to make a mark as a composer. "I love teaching. It's a tool to teach more about our culture. I fear that what people know about Latin culture is through Taco Bell," he said.

"Through my music, they can say that this is an Hispanic man playing classical music. I do see myself through my music, through my teaching, as showing a part of Latin music that is there but not recognized."

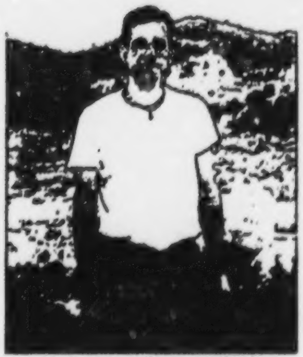
Carrillo is especially grateful to have had the Alliance Fellowship to help him during the last leg of his academic journey. "I was proud to receive the Fellowship. That has been very meaningful…

"That is a big part of being in academia–being recognized by your peers. Having recognition like this is prestigious," he said.

Asked what advice he would give other Hispanic students who are aiming for a Ph.D, Carrillo concluded, "No matter what people tell me, I don't get discouraged. A lot of people told me that this could not be done, but I kept going."

Michael J. McGuinness

Michael McGuinness received his Ph.D. in anthropology from Harvard University in 1997, having completed the final year of his degree with an Irene Diamond Fellowship. He had pursued his Ph.D. with a particular interest in Mexico and Latin America, and applied for funding from the Leadership Alliance so that he would be able to write his dissertation. "I don't think I had any funding at that time. I was real worried," said McGuinness. "The Fellowship gave me time to sit down and put down the research I had done over the years, to push through the final years, which is crucial."



Michael J. McGuinness, Ph.D.
Anthropologist

Athough McGuinness is clearly an Irish surname, Michael McGuinness is Mexican-American. At the time of his adoption into an Irish-American family (at five days old), he was Michael Joseph Gonzales. "I was always asked why I was much darker than my sisters," he said. "I have always considered myself Mexican-American."

McGuinness graduated at the top of his class at Berkeley, where he studied anthropology. Beyond that, however, being Mexican-American afforded him fellowships that just being at the top of the class might not have provided. In 1990, he was awarded the Harvard University Prize Fellowship, which is designated for minorities and pays more than $100,000 over a six-year period. "There have been enormous opportunities given to me, and I feel lucky," said McGuinness.

Being lucky for McGuinness has meant setting his sights on Mexico and Latin America, and studying the language and intricacies of their cultures. In many ways, he has had the opportunity to return to the land of his ancestors and include his passion for this second home in his studies. As part of his graduate work, McGuinness conducted fieldwork and studied Spanish in Mexico in 1992, and then worked as a visiting researcher on issues of NAFTA. "I had really gotten entranced with international diplomacy and trade between the two countries," he said.

While undertaking his Ph.D., McGuinness also received a law degree from Stanford University. He returned to Mexico several times during the course of both his studies to learn about the effects of trade agreements between Mexico and the U.S. on labor in Mexico. He also looked at labor law enforcement issues and worked for the Ministry of Labor in 1996.

McGuinness dedicated his final year to writing his dissertation on labor inspection and enforcement in the workplace in Mexico and, with other funding running dry, was able to do so with support from the Irene Diamond Fund. Then, upon completing his Ph.D., he began working his "dream job" at Shearman & Sterling law firm, which, as McGuinness put it, "has the most dynamic Latin practice." He is currently specializing in mergers and acquisitions with Latin American companies, banks, and shareholders. "I dedicated my research to Mexico and a large part of my practice to Mexico," said McGuinness.

"I would really like to be a small part of making the relationship between the United States and Mexico much better. I get to participate on the front line of development in Mexico. There is nothing I could do that is more productive," said McGuinness. "I hope that what I've done out there has corrected a lot of stereotypes about Mexico."

While McGuinness was offered the opportunity to work at Shearman & Sterling before completing his dissertation, receiving the Irene Diamond Fellowship helped him go all the way. "There were many reasons not to go on that final year, but I wanted to complete the work on Mexico." The Leadership Alliance, he said, "really did it for me. They pushed me through to the end."

Contemplating what it would have been like to complete a Ph.D. without all the financial assistance, McGuinness admits, "I don't know how people do it. The fact that I had money all the way through was a huge help to me." He does, however, have one bit of advice that, along with the financial support, helped him through the rigors. "You have to choose something you are passionate about," he said. "It's a bone-grinding process, but the fact that I was devoted kept me going. Believe me, there were many times I wanted to quit."

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com JULY 30 , 2001

CEF Compares Stateside Controversy to Vieques

WASHINGTON, D.C.

The Citizens' Educational Foundation (CEF)-US, which promotes self-determination for Puerto Rico, recently compared a naval controversy in the Maryland-Virginia area with the Vieques controversy. The Navy, it says, is trying to defend its use of 25 miles of the Potomac River, south of Dahlgren, Va., as a testing range for its long-range ammunition. Local residents in Cobb Island, Swan Point, and Woodland Point, Md., complain about high noise levels and allege structural damage to their homes as a result of the training.

CEF, with the Puerto Rican island of Vieques in mind, wonders: Will the residents of these communities be considered unpatriotic? Will members of Congress threaten them with budget cuts?

One of the solutions proposed in Puerto Rico was stripping Vieques from Puerto Rican jurisdiction and making it a separate territory. How would the residents of Charles County, Md., react if members of Congress proposed the same solution for their situation?

CEF calls the Vieques controversy a public relations nightmare, and expressed concern that it has created the perception that the nearly four million U.S. citizens of Puerto Rico are an unpatriotic bunch, overlooking Puerto Rican participation in this nation's wars, which often was in higher numbers than those of certain states of the Union.

What differences are there, if any, asks CEF, in the way the Navy deals with the U.S. citizens of Cobb Island and the U.S. citizens of Vieques? CEF suspects the differences will be major. Unlike Puerto Rico, Maryland has long resolved its political status with the United States. Puerto Rico, as a territory of the U.S., does not have much of a voice in the national government. In Maryland, says CEF, the Navy has to answer to two senators and eight members of Congress. In Puerto Rico, who is the Navy accountable to?

The Foundation finds Puerto Rican citizens to be disenfranchised and says the island lacks the necessary sovereignty to resolve the problem.

Until Puerto Rico either becomes a state or an independent and sovereign republic, the U.S. will continue to struggle with situations such as Vieques, says CEF.

Western Cooperative Receives $1.5 Million Hewlett Grant

BOULDER, Colo.

The William and Flora Hewlett Foundation awarded a $1.5 million grant to the Western Cooperative for Educational Telecommunications (WCET) for the project "Developing the Tools, Policies, and Models Critical to the Electronic Delivery of Higher Education." The goal of the three-year project is to develop specific tools that will help higher education institutions integrate online learning and the World Wide Web, aiding both teachers and learners. WCET is an international membership organization based at WICHE, the Western Interstate Commission for Higher Education.

Over the seven years since the Web emerged, it has become an integral part of college and university campus activities. More than 40 percent of all courses taught at public and private universities boast their own Web pages, according to the 2000 Campus Computing Survey, and the popularity of all-virtual courses is at an all-time high.

When the National Association for College Admission Counseling sponsored the first U.S. Virtual University Fair last fall, more than 5,000 students signed on–in the first 15 minutes. Virtual learning is not only popular but also necessary. The number of new and returning students is on the rise, while the rate at which public higher education is funded is not increasing to meet the demand in many states. To meet the needs of the greatest number of students, especially those who might be left out of the loop otherwise, online education is essential.

WCET is an international leader in helping states and institutions use new technologies to improve education. WCET is a part of WICHE, whose 15 member states work collaboratively to expand educational access and excellence for all citizens of the West.

...FYI

The Hispanic Outlook in Higher Education www.hispanicoutlook.com JULY 30, 2001

Outstanding Women Complete Research and Degrees with AAUW Funding

WASHINGTON, D.C.

As the academic year ends, exceptional women scholars, teachers, and community activists are completing groundbreaking research, innovative projects, and advanced degrees with support from the American Association of University Women Educational Foundation. Of 270 women who received Foundation fellowships and grants in 2000-01, approximately 25 percent, not including international recipients, are women of color.

Among the highlights:

- **Researching a cure for sickle cell anemia:** Completing a medical degree at the University of California-San Francisco, Courtney Fitzhugh is researching a bone marrow transplant regimen to develop a safer treatment for patients with sickle cell anemia. Among many distinctions, Fitzhugh was one of the first two African American women to participate in a clinical research program for medical students at the National Institutes of Health in Bethesda, Md.
- **Discovering uncommon aspects of everyday speech:** Ordinary expressions such as "um," "uh," "you know," and "I mean" take on new meaning in the original research of Jean Fox Tree, assistant professor of psychology at the University of California-Santa Cruz. Rather than consider them faulty interruptions in speech, Fox finds that these words serve several important functions: they can help listeners make sense of otherwise confusing speech; they can indicate that what is said is not exactly what is meant; or they can prompt the listener to help the speaker complete a thought.
- **Pursuing law to benefit women and children:** Completing joint degrees in law and social work at Washington University in Missouri, Lisa Villarreal-Ríos has worked extensively for the rights of women and children. Villarreal was a research assistant with the Missouri Coalition Against Domestic Violence, and she is a citizen deputy juvenile officer at the St. Louis County Family Court. She has helped lawyers and parents construct parenting plans and mediate agreements, and she is dedicated to helping families on the service and policy levels.
- **Unearthing fresh insights into the African American slave experience:** Archaeologist María Franklin has used her postdoctoral fellowship year to complete a social and cultural history of the African American experience in Tidewater, Va., during the third quarter of the 18th century. Franklin, assistant professor of anthropology and African American studies at the University of Texas-Austin, examined the influences of race, culture, and gender on the development of African American identity. Her work also looks at the instrumental roles of women as leaders in both the public and domestic spheres.

ACE Reports Salary Increase for Bachelor's Degree Recipients

WASHINGTON, D.C.

A study from the Department of Education's National Center for Education Statistics shows that the average salary of 1992-93 bachelor's degree recipients increased by nearly 25 percent between 1994 and 1997, according to the American Council on Education. These results are from a nationally representative sample of degree recipients who had not yet entered graduate school.

- Overall, the average full-time salary in 1994 was $26,464 (in 1997 dollars), and $34,310 in 1997.
- Computer science graduates received the highest full-time salary increase between 1994 and 1997 with an increase of 31.2 percent. Next on the list was communications/journalism with 28.7 percent, engineering/architecture with 25.2 percent, business with 25.1 percent, and social work/protective services with 21.7 percent. The smallest increase was in the field of health/nursing with only 10.9 percent.
- In 1994, graduates in health fields other than nursing had the highest full-time salary at $35,515 (in 1997 dollars) per year. In 1997, however, computer science graduates took home the highest pay, with an average of $44,624 per year.
- Of the academic fields, mathematics/physical sciences had the highest 1994 full-time pay with $25,958 per year (in 1997 dollars). The lowest pay went to the graduates in the humanities/arts fields with $22,359 per year (in 1997 dollars). Graduates of the social sciences had the highest 1997 pay at $33,463 per year and biological/interdisciplinary sciences graduates received the lowest pay in 1997 at $28,760 per year.
- The biggest salary increase in the academic fields between 1994 and 1997 went to social science graduates, who saw their pay increase by 26.8 percent. The smallest increase went to graduates in biological/interdisciplinary sciences at 22.4 percent.

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People-Places-Publications-Conferences

PEOPLE & PLACES

Mercy Inducts 50 into Hall of Fame

Mercy College (N.Y.) inducted 50 alumni into its newly created Hall of Fame. Honorees were chosen by a nominating committee made up of College faculty members, led by Dr. Ann Grow, chair of the division of civic and cultural studies, and Dr. Frances Mahoney, chair of the division of social and behavioral sciences.

Hector Díaz, Rosa Calderón, Wanda Borges, Walter Eddie, John Gigantiello, Dr. Rosa González, Abel Méndez, Kathy Higgins Ruiz, and Reynaldo C. Samala were among the inductees. All were selected based on their achievements after graduating from Mercy, as well as their contributions to their communities.

NYU Conference Addresses Education of Mexican Students

New York University's (NYU's) Steinhardt School of Education held a conference featuring distinguished scholars, diplomats, legislative representatives, and policy analysts from New York and Mexico, addressing complex cultural and social issues affecting immigrant Mexican children. Conference coordinator and NYU Professor Regina Cortina presented research she conducted on education issues affecting Latin American children.

"Social issues resulting from limited education, poverty, and lack of community organization are putting these children at risk," said Cortina, adding that many families speak and maintain indigenous non-Spanish languages of their native communities. The lack of formal education and inability to speak either Spanish or English has isolated this group from other Latino groups in New York City. The conference provided information and tools necessary for a positive integration of Mexican immigrant families into the school system.

Panelists included Salvador Beltrán del Río, Consul General of Mexico in New York; UN Mexican Ambassador Jorge Eduardo Navarrete; Assemblyman Peter Rivera; Carmen Pérez-Hogan, New York DOE; Nilda Soto-Ruiz, NYC Board of Education; María da Gloria Marroni and María Leticia Rivermar, Benemérita Universidad Autónoma de Puebla, México; Angelo I. Amador, Mexican American Legal Defense and Educational Fund; and Thelma Estévez, New Rochelle Public Schools.

Pacific Research Institute Examines Los Angeles School Spending

The Pacific Research Institute for Public Policy, based in San Francisco, Calif., conducted a study surveying the spending of Los Angeles public and Catholic schools. The report revealed that Los Angeles public schools spend nearly double that of the city's Catholic high schools and nearly triple that of its Catholic elementary schools, with Catholic schools having fewer dropouts and more graduates attending college than public schools, especially among low-income, Hispanic students.

L.A. County Supervisor Michael Antonovich joined Pacific Research in recognizing the success of Catholic schools in Los Angeles. The report, *Helping Hand: How Private Philanthropy and Catholic Schools Serve Low-Income Children in Los Angeles*, evaluated the strategies making L.A. Catholic schools successful and discussed how scholarships from the Catholic Education Foundation have opened the door to a better education for hundreds of Hispanic students in Los Angeles.

American Dietetic Association to Mentor Minorities

The American Dietetic Association (ADA) received a grant of nearly $100,000 from the Health Resources and Services Administration to develop a national mentoring program encouraging minority students to pursue careers in nutrition science and dietetics.

"Increasing the diversity of the dietetics profession, paralleling the developments in our country that we see in the new Census figures, is a way in which ADA can tangibly improve the nutrition and health of our fellow citizens," said ADA President Jane White.

To increase minority representation, the ADA program has established two goals: to help directors and faculty of accredited college dietetics education programs develop and implement mentoring in pre-professional programs; and to help ADA members create community outreach programs designed to interest elementary through high school students in careers in dietetics.

Cal Poly Honors Classical Guitarist

The California Polytechnic State University Guitar Ensemble, under the direction of Jesús Saiz-Huedo and visiting guitarist Cláudio Tupinambá of Spain (pictured), honored the 100th anniversary of the birth of guitarist and composer Joaquín Rodrigo. The event included lectures on Rodrigo and his guitar music, demonstrations of Rodrigo master-class pieces, guitar workshops, and recitals.

Rodrigo's compositions for guitar have been a major force in stimulating popularity of the guitar and have inspired a new generation of guitarists, said Saiz-Huedo.

"His '*Concierto de Aranjuez*' and his '*Fantasía para un gentilhombre*,' both for guitar and orchestra, have become standards for all major orchestras and musts in the repertoire of every guitarist."

Saiz-Huedo is a Cal Poly music department guitar instructor. Tupinambá was born in Río de Janeiro, Brazil.

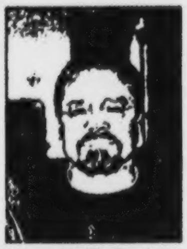
CCNY Hosts Conference on Minority Doctoral Students

The Center for Analysis of Structures and Interfaces at City College of New York hosted the conference "Underrepresented Minority Ph.D.s in

Engineering and Science: Recruitment and Retention" as part of the Alfred P. Sloan Foundation Symposium series. The conference provided Sloan Minority Program grant recipients with deeper insight into the current issues, challenges, and problems that affect minority graduate education; an opportunity to share ideas and solutions; and a chance develop a national network for minorities interested in pursuing a doctorate in science or engineering.

At the conference, nationally recognized scientists, mathematicians, engineers, professionals, and leaders represented a diverse cross-section of people involved in technology. They discussed educational environments, recruitment and retention, leadership, preparation, and mentoring of minority students seeking doctorates in science and engineering.

CU-Boulder Hosts Annual Latino Youth Conference



More than 300 Latino, Chicano, and Black high school students from the Boulder Valley School District attended the fourth annual Latino Youth Conference at the University of Colorado-Boulder. The theme was "Juntos con Orgullo" (Together with Pride).

Keynote speakers Ramón del Castillo (pictured) and Warren Brown highlighted the life experiences of Chicano and Latino youth, through music, history, poetry, drama, and interactive exercises. Because their appeal crosses ethnic and racial lines, a special invitation was extended to local-area Black students.

The event, initiated by students from the Boulder Valley School District, serves as a meeting ground for Chicano and Latino youth seeking the opportunity to form friendships, develop leadership abilities, and encourage the pursuit of higher education.

Latinas Collaborate for AAHE Report on Campus Incivility

In an article in the *AAHE Bulletin*, published by the American Association of Higher Education, professors Virginia González (pictured l.) and Estela López (pictured r.) presented their findings on campus violence and incivility. González, professor of counseling and coordinator of special programs at Northampton Community College (Pa.), and López, provost and vice president for academic affairs at Northeastern Illinois University, collaborated on "The Age of Incivility: Countering Disruptive Behavior in the Classroom." It featured issues and strategies relevant to professors and administrators as well as student testimonies regarding disruptive behavior experienced inside the classroom.

González and López discussed systematic campus policy on incivility and the importance of establishing behavioral standards.

News from Alamo District

In Texas, San Antonio College (SAC) held its first-ever technology exposition, with resounding success. More than 2,000 attended the event, held as part of SAC's 75th anniversary celebration. The exposition offered technology demonstrations, vendors, training workshops, campus seminars, tours, and speakers. It showcased the latest technology and featured speakers from major companies such as Dell Computers, Gateway, and Microsoft.

The Alamo Community College District (ACCD) board of trustees approved the selection of Carlos Ramírez, CPA, as the new vice chancellor for fiscal affairs, overseeing the district's $150 million budget, investments, and audits. Ramírez has served the District for the past 18 years as interim vice chancellor for fiscal affairs, interim investment officer, and District treasurer. Before coming to ACCD, Ramírez was a senior auditor with a local accounting firm. He also directed the San Antonio Business Resource Center and was controller for the Economic Opportunity Development Corporation. He earned a bachelor's degree from St. Mary's University.

St. Edward's Announces Community-Based Initiative for Hispanics

At St. Edward's University, leaders of the Austin, Texas, education community announced the launching of an innovative community-based initiative aimed at Hispanic students. Included were Dr. George E. Martin (pictured), St. Edward's president; Dr. Pat Forgione, Austin Independent School District superintendent; Dr. Richard Fonte, Austin Community College president; Karin Dicks and Kevin Lyman; and representatives of the Austin Latino Alliance.

The initiative, called ENLACE, is designed to increase the success of Hispanic/Latino students in elementary, middle, and high schools, as well as college and beyond. It is the first time the area is placing Latino education at the center of a community-wide attempt to work across social, economic, and educational boundaries.

The Austin project has been granted $15 million of the $28 million earmarked for ENLACE projects in seven states by the W.K. Kellogg Foundation and the Houston Endowment.

Citrus Holds 12th Annual Latino Youth Conference

Citrus College (Calif.) welcomed more than 300 students to its 12th Annual Latino Youth Conference–focusing on the value of a college education and personal empowerment. Citrus offers the conference as a way for prospective Latino students to overcome barriers to higher education. This year's event featured workshops, a Latino art display, and live entertainment by an Inca band.

A conference highlight was the keynote address by Salvador Galván, a former California prison inmate who attended community college after his release. He transferred to the University of California-Los Angeles (UCLA), earning a bachelor's degree in sociology and a master's from the urban planning program at its School of Public Policy & Social Research.

Galván described how college raised his self-esteem and made him conscious of what to do with his life. He currently manages the YouthBuild program of the Venice Community Housing Corporation, offering construction job training, mobilizing at-risk youth to construct affordable housing, and helping them reconstruct their own lives.

George Fox's "May Serve" Returns to Cuba and Jamaica

A group of 20 George Fox University (Ore.) students and leaders spent the month of May sharing their Christian faith with the people of Cuba and Jamaica during this year's "May

Serve" program. During the annual event, the team works with churches affiliated with the Friends United Meeting (FUM), an evangelical Friends group doing work projects and church ministry, giving students the opportunity to experience life as a missionary.

The group, led by campus pastor Gregg Lamm and George Fox graduate Andrea Crenshaw, visited the Cuban town of Banes, in the northeastern province of Holguin. While staying with host families, group members helped paint and remodel a church building and led praise and church services.

The group traveled, too, to Highgate, a town in north central Jamaica, to work at FUM orphanages, helping the directors plan spiritual life programming and educational tutoring for the children. They also ministered in local schools and churches, using music and drama, and participated in work projects.

Washington Students Build Garden Center in Havana

Thirty-six University of Washington (UW) College of Architecture and Urban Planning students, along with a dozen Seattle artists and activists, traveled to Havana, Cuba, and constructed a 150-foot-long organic gardening center and community hall. Havana neighborhood volunteers helped the UW students (believed to be the first officially sanctioned American builders to work in post-revolutionary Cuba) build the red and blue hall called The Chief Seattle Social Club.

Cuba was the latest destination for UW's design-build program, considered a global leader in sending students to impoverished areas to turn their architectural visions into schools, clinics, libraries, and houses. The University has brought the design-build program to such deprived areas as central Mexico, the Pine Ridge Reservation in South Dakota, and farmworker encampments of Eastern Washington.

In Havana, students and local volunteers joined forces and converted a huge, old chicken coop into the new assembly hall and garden center. The group explored building techniques and materials suited to local climate and culture, which can be replicated in the future by local artisans.

Fordham Holds Annual Hispanic Ministry Conference

Fordham University (N.Y.) held its 10th Annual Metropolitan Hispanic Ministry Conference. Edward Cardinal Egan (pictured), Archbishop of New York, delivered the invocation.

Photo © Ken Levinson

"The Hispanic Catholic Presence in the Culture of the United States" touched on topics such as the challenges of Latina Catholic women in the media industry, the influence of Spanish liturgical music on U.S. culture, and the Hispanic Catholic newspaper in church and society. The late Rev. Joseph Fitzpatrick, a former Fordham sociology professor, was honored during the conference.

Fordham's Graduate School of Religion and Religious Education, the Directors of Hispanic Ministry of New York, and the Northeast Dioceses hosted the event.

Cal State-Bakersfield Professor Speaks on Indigenous Mexicans

California State University-Bakersfield (CSUB) presented a forum led by CSUB sociology Professor Gonzalo Santos. During "Winning the War against Oblivion: An Eyewitness Account of the Historic Zapatista March to Mexico City," Santos related the Zapatistas' arrival in Mexico City and their subsequent appearance before the Mexican Congress. Discussing the possibility of a peaceful resolution to the seven-year Mayan insurrection in Chiapas, he said, "The rights of Mexico's 10 to 15 million indigenous people will eventually be protected under Mexico's constitution."

Santos, who chairs CSUB's Latin American Studies Committee, shared his experience as part of the CSUB history department's history forum.

North Texas Program Improves Child Literacy

The University of North Texas is helping preschoolers to read and getting parents more involved in their children's learning through HIPPY, the Home Improvement Program for Preschool Youngsters. HIPPY, which teaches parents to school and read to their children, has been found to improve children's literacy and willingness to learn. The program targets needy families based on income, education, and limited English proficiency.

In HIPPY, parents are trained through home visits, conducted by trained peers, to spend 20 to 30 minutes a day reading and completing learning activities with their children. Educational organizations and researchers have found a direct link between telling stories to young children and their success in reading and success on standardized tests.

"This program has made a big difference at our school," said Principal Kay Reynolds at Dobie Elementary in Richardson, Texas. "Teachers tell me they know a child has been in HIPPY because they are eager to learn and their parents are so involved."

Orfalea Family Donates $8.5 Million to City College of San Francisco

In California, Paul Orfalea, founder of Kinko's copy stores, and his wife, Natalie, are investing $8.5 million over the next 10 years in the child development programs at the City College of San Francisco (CCSF). This largest single gift in the College's history was announced at its 65th anniversary celebration. The money comes from the Orfalea Family Foundation, supporting and promoting early infant and children's centers on university and college campuses.

"This is the most incredible gift we can have for the future of families in San Francisco," said Stephen Santos Rico, chair of the child development and family studies department. "This gift will allow us to provide parent education and will include a major annual community event with nationally recognized child development specialists, who will address the concerns of parents living in San Francisco."

The gift will be used exclusively for operating and program expenses for the 11 child development centers in San Francisco, for children of CCSF students and low-income families, and for parent education and training of caregivers.

CU-Boulder Law School Alumni Honored

The University of Colorado (CU)-Boulder School of Law honored Richard V. López at its 20th Annual Alumni Awards Banquet.

López, a 1991 graduate, is a member of the Colorado Hispanic Bar Association and was the 1995 CHBA Outstanding Young Lawyer of the Year. He currently is on the CU Fine Arts Gallery Advisory Board, the board of directors of the Dairy Center for the Performing Arts, and the Boulder Urban Renewal Authority.

Also honored at the event: Donald Bross ('75), Richard W. Dana ('66), Claudia J. Jordan ('80), Victor Quinn ('55), and David D. Wymore ('76).

Puerto Rico's Governor Keynotes NAHJ Scholarship Banquet

The National Association of Hispanic Journalists (NAHJ) welcomed Puerto Rico Gov. Sila María Calderón as keynote speaker of NAHJ's 12th Annual Scholarship Banquet. It was Calderón's first speech on the U.S. mainland since being elected Puerto Rico's first female governor last November.

The banquet served as a fundraiser for the NAHJ Rubén Salazar Scholarship Fund. Since the program's inception, NAHJ has awarded nearly a half-million dollars to nearly 400 students. This year's event grossed more than $200,000.

In addition to the keynote address by Calderón, who called on the U.S. Navy to stop its bombing on the island of Vieques, the audience was treated to a performance by the students of the Ballet Hispanico School of Dance and Latin singing star Luis Fonsi.

Madonna University Sponsors El Salvador Benefit Concert

Madonna University's (Mich.) office of multicultural affairs and El Comite Centro Americano sponsored a benefit concert for victims of the February earthquakes in El Salvador. Responsible for the event were Osvaldo Rivera (pictured), director of Madonna's office of multicultural affairs, and Ana María Ulloa, a Salvadoran-American from El Comite Centro Americano.

The concert featured entertainment by the renowned jazz band Straight Ahead, a one-man percussion/vocal show by Leonard King, César Peña's World Beat, Benny Cruz's La Buena Vida, and Orq. la Inspiración.

Iona Signs Partnership with Peruvian Management School

Iona College's (N.Y.) Hagan School of Business and the Universidad Peruana de Ciencias Aplicadas, the Peruvian University of Applied Science (UPC), Lima, Peru, announced an agreement enabling UPC students to finish their MBA studies at Iona and Hagan School professors to teach at UPC. Drs. Nicholas Beutell and Judson Shaver of Iona and David Fischman and Mariana Rodrigues of UPC signed the agreement.

"We are extremely excited about this new international partnership with UPC," said Beutell. "The Hagan School of Business and the globalization of the curriculum will be further enhanced by educating these visiting scholars from Peru."

In the agreement, UPC students complete the second year or final eight courses of their MBA program at Iona. Students must meet admission criteria outlined by the Hagan School of Business. Iona professors traveling to Peru will teach in the UPC program. They will receive an honorarium, air travel, and reimbursement for living expenses.

Capital One and HSF Initiate Scholarship Program

The Hispanic Scholarship Fund (HSF) announced a $100,000 contribution by Capitol One financial services, creating the Capitol One/HSF Program, which will award more than 30 new scholarships to students in Los Angeles, New York, Chicago, Houston, Dallas, Miami, Tampa, and Virginia.

"Capitol One and the Hispanic Scholarship Fund share a vision of empowerment through education," said José Nine, Capitol One's vice president of Hispanic market. "We both want these bright young people to have access to the best an education can provide."

HSF is one of the nation's largest and most prestigious Hispanic scholarship-granting organizations. A recent independent study found that 97 percent of all HSF scholars attain their college degrees.

News from UT-Austin

In an effort to establish a bi-national network of groups addressing the common needs of the United States and Mexican judiciaries, The University of Texas (UT)-Austin hosted a symposium, initiating a dialogue between the two. Associate Justice of the Supreme Court Stephen G. Breyer and Mexican Supreme Court Minister Sergio Salvador Aguirre Anguiano opened the conference, deepening the understanding of the two justice systems. More than 100 leading judges, scholars, legal practitioners, and media professionals from the U.S. and Mexico engaged in a series of panels, devising ways to strengthen the rule of law between the two countries and along their shared border.

Ambassadors Rubens Antonio Barbosa of Brazil and Guillermo Enrique González of Argentina were keynote speakers at a conference held during the University's Latin American Week. The conference topic "MERCOSUR/MERCOSUL: The Market & Beyond" dealt with several aspects of a trade zone in Latin America. Distinguished academics, political leaders, and journalists from the MERCOSOL countries (Argentina, Brazil, Paraguay, and Uruguay), the U.S., and Europe participated in the conference, examining the progress made thus far in the economic sphere as well as the social, political, and historical context of the trade zone agreement. The Teresa Lozano Long Institute of Latin American Studies sponsored the event.

Mexican Native Graduates Magna Cum Laude at Hunter

Graciela Ramírez, a native of Mexico who came to the U.S. without any family and with no knowledge of English, lost everything in 1992–her job, apartment, and what seemed like her future–upon being wounded in a shooting and becoming a paraplegic at the age of 22.

Yet, that very year, she entered and won first prize in a Special Olympics weightlifting competition and, at the urging of her physical therapist, went on to compete in the 1993 New York City Marathon, which she has completed every year since.

Ramírez is purely a product of the City University of New York (CUNY). She first studied at Kingsborough Community College, later attended LaGuardia, and, after graduating in 1998, transferred to Hunter, where she recently graduated magna cum laude with a 3.8 GPA. She plans to apply to CUNY-Bernard M. Baruch College for a Master of Business Administration degree.

"I want to be productive, have my own job and my own place," said this remarkable woman. "I know I can do it."

University of New Mexico Hosts *Acequia* Roundtable

The University of New Mexico (UNM) Maxwell Museum of Anthropology hosted a roundtable discussion focusing on the *acequia* systems (irrigation ditch systems) of northern and central New Mexico. The roundtable featured community scholars, ditch rights owners (*parciantes*), *acequia* activists, and academic researchers who share a mutual interest in the history, workings, problems, and the future of New Mexico's *acequia* systems.

Participating in the discussion were Josie Luján, archivist, historian, journalist, farmer, and *acequia* activist from Chimayo; Manuel Trujillo, *mayordomo* of the *Acequia Porvenir* in Chama, rancher, *acequia* activist, and former state legislator; José Rivera, UNM professor, member of the Corrales ditch system, and author of *Acequia Culture*; and Sylvia Rodríguez, UNM professor, *parciante* on the San Antonio *acequia* in Valdez, and researcher of *acequia* traditions.

Miami University NEH Fellow Researches Cuban Writers in U.S.

Rodrigo Lazo, assistant professor of English at Miami University in Ohio, received a $35,000 National Endowment for the Humanities fellowship to study Cuban writers in the U.S. who, in the 19th century, tried to use the power of the pen to influence Cuba's quest to break from Spain.

While publishing news articles, poetry, and fiction from the U.S., Cuban writers hoped to influence readers in Cuba to support revolutionary efforts, says Lazo. Some writers even allied with U.S. expansionists, advocating with other Cubans for annexing Cuba to the Union.

Lazo, who has presented papers on this topic and is working on a book, will analyze the efforts of many Cuban writers who saw themselves as freedom fighters actively engaged in Cuba's fight for independence.

Cal State L.A.'s Pat Brown Institute Presents 20th Annual Awards

The Cal State-Los Angeles Pat Brown Institute of Public Affairs held its 20th Annual Awards Dinner. Among those honored: Miguel Contreras, executive secretary/treasurer, Los Angeles County Federation of Labor, Distinguished Community Partnership Award; Jackie Goldberg, member, California State Assembly, Distinguished Public Service Award; Frank J. Quevedo, vice president, Equal Opportunity, Southern California Edison, Exemplary Community Service Award; and John Burton, president pro tem, California Senate, Pat Brown Legacy Award.

Cal State L.A. President James M. Rosser described the honorees as "uniquely important and courageous individuals."

Guatemalan Indigenous Leader Speaks at Texas-Austin

Rigoberto Quemé Chay, mayor of Quetzaltenango, Guatemala's second-largest city, and a prominent spokesperson for indigenous political engagement, gave a keynote address at the conference "Cultural Rights and Decentralization in Latin America" at The University of Texas-Austin.

The conference examined the convergence of two major developments across the Americas–cultural rights movements and decentralization. Although both of these processes have been subjects of extensive research and analysis, scholars rarely have examined the intersection of the two.

The first indigenous mayor to take office in the Guatemalan electoral system, Quemé Chay symbolizes the end of an era of exclusion and the beginning of an era of participation for indigenous people from Quetzaltenango and throughout Guatemala. Now in his second term as mayor, his skills as a negotiator and broad base of support have made him one of Guatemala's most important indigenous leaders.

SAMHSA Launches *¡Soy Unica! ¡Soy Latina!* Campaign

Local, state, and federal officials joined more than 2,000 Latinas at Mission High School in Mission, Texas, to unveil *¡Soy Unica! ¡Soy Latina!* (I'm Unique! I'm Latina!), a new, bilingual public education campaign of the federal Substance Abuse and Mental Health Services Administration's (SAMHSA's) Center for Substance Abuse Prevention.

The campaign provides bilingual materials designed to help Latinas ages nine to 14, their mothers, and other caregivers build and enhance self-esteem, mental health, decision-making skills, and assertiveness, and to prevent the abuse of alcohol, tobacco, and illicit drugs. Campaign materials, designed with advice from Hispanic/Latino community leaders, promote positive self-image, self-esteem, and resiliency skills.

There are approximately seven million Hispanic/Latina girls under the age of 18 in the U.S. and Puerto Rico today. Current data show that Hispanic/Latina girls rank higher in rates of school dropout, pregnancy, depression, and suicide than any other racial or ethnic group in the U.S.

UNM Reading Event Gives Chicanas Voice

The University of New Mexico's (UNM's) Southwest Hispanic Research Institute sponsored an event around topics approached in two publications, *Speaking Chicana: Voice, Power and Identity*, D. Letticia Galindo and María Dolores Gonzales, eds., and *Women's Tales from the New Mexico WPA: La diabla a pie*, Tey Diana Rebolledo and María Teresa Márquez, eds.

Photo © Carolyn Gonzales-UNM

Gonzales spoke about language study and how women's language frequently has been noted as inferior to that of males. UNM law Professor Margaret Montoya spoke of her experiences as a Chicana in law school, relating them to topics in *Speaking Chicana*.

Rebolledo, a UNM Spanish and Portuguese professor, and Márquez, a Center for Southwest Research librarian, described their efforts to compile and help preserve the texts of the women's original stories–from Las Placitas, Santa Fe, and other New Mexico sites–that were included in *Women's Tales*.

Pictured (l. to r.): Márquez, Rebolledo, Gonzales, and Montoya.

Curbstone Writer Receives Honors

Luis J. Rodríguez received the Premio Fronterizo, honoring lifetime achievement in literature, at the Border Book Festival; the Illinois Teachers of English Association gave Rodríguez the 2000 Illinois Author of the Year Award for contributing to Illinois literature; and he was one of 50 people from around the world designated as "Unsung Heroes of Compassion"–awarded by the Dalai Lama in San José, Calif.

Rodríguez's two books of poetry published by Curbstone Press (Conn.), *The Concrete River* and *Trochemoche*, have become very popular in high school and university classes. Curbstone's most recent publication by Rodríguez is his children's book *América Is My Name* (also published in Spanish, *La llaman América*).

PUBLICATIONS

Poetry and Violence: The Ballad Tradition of Mexico's Costa Chica

By John H. McDowell

Does art that depicts violence generate more violence? Taking up a question that touches on contemporary developments such as gangsta rap and schoolyard shootings, John H. McDowell provides an in-depth study of a body of poetry that takes violence as its subject: the Mexican ballad form known as the *corrido*. Includes a 70-minute CD of *corrido* music taken from live performances in Costa Chica.

2000. 251 pgs. ISBN 0-252-02588-1. $39.95 cloth. University of Illinois Press. (800) 545-4703.

Sandinista: Carlos Fonseca and the Nicaraguan Revolution

By Matilde Zimmermann

Sandinista is the first English-language biography of Carlos Fonseca Amador, the legendary leader of the Sandinista National Liberation Front of Nicaragua (FSLN) and perhaps the most important and influential figure of the post-1959 revolutionary generation in Latin America. It sheds new light on central themes in his ideology as well as on internal disputes, ideological shifts, and personalities of the FSLN.

SANDINISTA

2000. 277 pgs. ISBN 0-8223-2595-0. $18.95 paper. Duke University Press. (888) 651-0122.

The Alphabet in My Hands: A Writing Life

By Marjorie Agosín

The Alphabet in My Hands
A Writing Life

Imagine growing up Jewish in Chile, a predominantly Catholic country. Now imagine what it is like to be driven from your country to live in America due to the overthrow of Salvador Allende by Augusto Pinochet. What would it be like to be a teenage Jewish Latina who barely spoke English in Athens, Ga.? In this memoir, Marjorie Agosín takes us on a personal journey of discovery that is as much internal reflection as it is an exodus across continents and time.

2000. 187 pgs. ISBN 0-8135-2704-X. $24.00 cloth. Rutgers University Press. (800) 446-9323.

Latent Destinies: Cultural Paranoia and Contemporary U.S. Narrative

By Patrick O'Donnell

LATENT DESTINIES

This book examines the formation of postmodern sensibilities and their relationship to varieties of paranoia that have been seen as widespread in this century. Despite the fact that the Cold War has ended and the threat of nuclear annihilation has been dramatically lessened by most estimates, the paranoia that has characterized the period has not gone away. The author argues that paranoia on the broadly cultural level is essentially a narrative process in which history and postmodern identity are negotiated simultaneously.

2000. 193 pgs. ISBN 0-8223-2587-X. $17.95 paper. Duke University Press. (888) 651-0122.

Noche Buena: Hispanic American Christmas Stories

Nicolás Kanellos, ed.

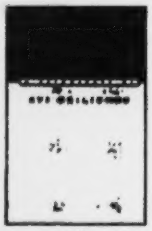
NOCHE BUENA

Christmas is a universal story, and many of the images here are recognizable across cultures. This book connects us with the rich traditions and legends specific to Hispanic culture, such as the celebration of the *posadas* for nine nights leading up to Christmas, with candy raining down from colorful swinging piñatas, eggshells filled with confetti, and beautiful paper lanterns crafted to illuminate the town on Christmas Eve.

2000. 370 pgs. ISBN 0-19-513528-8. $15.95 paper. Oxford University Press. (800) 451-7556.

R&D, Education, and Productivity: A Retrospective

By Zvi Griliches

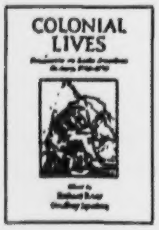


Zvi Griliches was a modern master of empirical economics. In this short book, he recounts what he and others have learned about the sources of economic growth, conveying how he viewed research problems. For Griliches, economic theorizing without measurement is merely the fashioning of parables, but measurement without theory is blind. Judgment enables one to strike the right balance.

2000. 127 pgs. ISBN 0-674-00343-8. $39.95 cloth. Harvard University Press. (800) 448-2242.

Colonial Lives: Documents on Latin American History, 1550-1850

Richard Boyer and Geoffrey Spurling, eds.

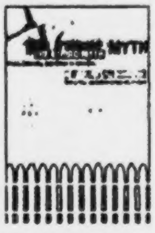


This book places in students' hands a collection of fascinating archival materials never before published in English. It offers a rich variety of documents that bring to life the social, political, and economic workings of colonial Latin America during three centuries of European rule.

2000. 350 pgs. ISBN 0-19-512512-6. $24.95 paper. Oxford University Press. (800) 451-7556.

The Ethnic Myth: Race, Ethnicity, and Class in America

By Stephen Steinberg

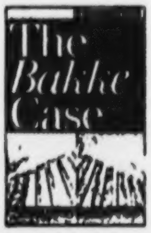


Sociologist Stephen Steinberg rejects the prevailing view that cultural values and ethnic traits are the primary determinants of the economic destiny of racial and ethnic groups in America. He argues that locality, class conflict, selective migration, and other historical and economic factors play a far larger role not only in producing inequalities but in maintaining them as well, thus providing an insightful explanation into why some groups are successful in their pursuit of the American dream and others are not. Introduction by Eric William Lott.

2001. 317 pgs. ISBN 0-8070-4153-X. $17.50 paper. Beacon Press. (800) 225-3362.

The *Bakke* Case: Race, Education, and Affirmative Action

By Howard Ball



Twice denied admission to a California medical school, despite better grades and test scores than successful minority applicants, Allan Bakke took his grievance all the way to the Supreme Court and set off a major controversy over affirmative action. Howard Ball examines the law and politics surrounding *Bakke* in an even-handed manner, presenting both sides of the debate and discussing key arguments presented by pressure groups.

2000. 231 pgs. ISBN 0-7006-1046-4. $12.95 paper. University Press of Kansas. (785) 864-4155.

Gendered Compromises: Political Cultures & the State in Chile, 1920-1950

By Karin Alejandra Rosemblatt

GENDERED
COMPROMISES

Karin Rosemblatt presents a gendered history of the politics and political compromise that emerged in Chile during the 1930s and 1940s, when reformist popular-front coalitions held power. While other scholars have focused on the economic realignments and novel political pacts that characterized Chilean politics during this era, Rosemblatt explores how gender helped shape Chile's evolving national identity.

2000. 346 pgs. ISBN 0-8078-4881-6. $19.95 paper. University of North Carolina Press. (800) 848-6224.

Chapters of Brazil's Colonial History, 1500-1800

By João Capistrano de Abreu

capistrano
de abreu

In 1907, João Capistrano de Abreu offered a startlingly modern analysis of Brazil's past, based on the role of the economy, settlement, and the occupation of the interior. In these pages, he combines sharp portraits of dramatic events–close fought battles against Dutch occupation in the 1650s, Indian resistance to often brutal internal expansion–with insightful social history. Translated from Portuguese by Arthur Brakel. Preface by Fernando A Novais. Introduction by Stuart Schwartz.

1997. 236 pgs. ISBN 0-19-510302-5. $13.95 paper. Oxford University Press. (800) 451-7556.

Poor People's Politics: Peronist Survival Networks & the Legacy of Evita

By Javier Auyero

"Political clientelism" is a term used to characterize the contemporary relationships between political elites and the poor in Latin America in which goods and services are traded for political favors. This book deploys the notion of clientelism to analyze the political practices of the Peronist Party among shantytown dwellers in contemporary Argentina.

POOR PEOPLE'S POLITICS

2000. 257 pgs. ISBN 0-8223-2621-3. $18.95 paper. Duke University Press. (888) 651-0122.

Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture

By Adalberto Aguirre, Jr.

Despite their increased numbers, women and minority faculty remain underrepresented in higher education. This report compares and contrasts the workplace experiences of women, Latino, Black, Asian, and Native American faculty. Adalberto Aguirre examines the organizational features of the academic workplace and explores the challenges of professional socialization. ASHE-ERIC Higher Education Report Vol. 27, No. 6, Adrianna J. Kezar, series editor.

2000. 130 pgs. ISBN 0-7879-5574-4. $24.00 paper. Jossey-Bass. (888) 378-2537.

Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications, 2nd ed.

Lisa A. Suzuki, Joseph G. Ponterotto, and Paul J. Meller, eds.

This newly revised edition of the best-selling handbook offers the most current information on multicultural assessment issues and applications of the most popular measures and assessment practices. Its focus is expanded to include updated articles from the original contributors and new chapters from other experts. Refer to this essential resource for innovative ideas for conducting assessments with minority populations.

2001. 606 pgs. ISBN 0-7879-5177-3. $49.95 cloth. Jossey-Bass. (888) 378-2537.

Double Minorities of Spain: A Bio-Bibliographic Guide to Women Writers of the Catalan, Galician, and Basque Countries

Kathleen McNerney and Cristina Enríquez de Salamanca, eds.

The purpose of this guide is to recover the work of writers doubly marginalized—by prejudice against their sex and against their choice of literary language. It is a compilation of information about the lives of women who have written creative works in Catalan, Galician, and Basque; their works, including books, publications in periodicals, and unpublished manuscripts; translations of their works into English or Castilian; and secondary studies and criticism.

1997. 421 pgs. ISBN 0-87352-397-0. $50.00 cloth. MLA. (646) 576-5161.

Many publications featured in this section are available through amazon.com.

CONFERENCES

The Summer Institute for Intercultural Communication 2001

July 30-August 3

This 25th summer institute is under the auspices of the Intercultural Communication Institute (ICI) in Oregon, which provides professional training and development to thousands who work in multicultural environments throughout the world. Workshops range from "Foundations" to "Who You Gonna Call? Hate-Busting on College Campuses" and much more. Certificate and Master of Arts in Intercultural Relations programs are available.

Contact: ICI, (503) 297-4633; e-mail, ici@intercultural.org; website, www.intercultural.org.

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

Academic Advising Association National Conference

October 11-14

The 25th annual meeting for administrators, academic advisors, and faculty advisors has as its theme "Academic Advising: Discover the Many Voices." Concurrent sessions will address all aspects of advising. At the Ottawa Congress Center, Ottawa, Canada.

Contact: NACADA Executive Office, (785) 532-5717; e-mail, nacada@ksu.edu; website, www.nacada.ksu.edu.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website, www.ace.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d'Alene, Idaho.

Contact: website, www.wiche.edu/telecom/events/conference/2001/program.htm.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Contact: website, www.tache.org.

Book Reviews

By Mark Saad Saka

Crowding Out Latinos: Mexican Americans in the Public Consciousness, **by Marco Portales.** 209 pages. Philadelphia: Temple UP, 2000. ISBN # 1-56639-743-x. $19.95 paper.

In a passionate study of Chicano literature, Latino education, and media representation of Latinos in the United States, Marco Portales provides a provocative challenge for greater inclusion of Latinos into the American mainstream. He skillfully weaves his critique of the place of Latinos in American society with a review of such important Chicano authors as Americo Paredes, Sandra Cisneros, and Ana Castillo, as well as such noted media stars as Anthony Quinn.

Crowding Out Latinos

Portales impresses upon the reader the almost total absence of positive images of Latinos in popular media. When Latinos do appear on the television or theater screen, it is often within the context of drive-by-shootings, illegal immigration, or low educational attainment, or as a demographic brown wave of foreigners who are destined to upset the "precious cultural homogeneity" of lily white America. This "hit-and-run" media event fails to portray positive role models for Latino youth and works to destroy a positive self-image needed by our young people. For Latino youth, this is a devastating statement–you do not matter to America for you truly are not a part of the American mainstream. To discourage a major portion of our youth from excelling in education, sports, and business is to seriously undermine the viability of a democratic social order.

Portales further notes that if persons received all of their information from the popular media, they would never realize that the Society of Hispanic Professional Engineers consists of over 8,000 members or that the Hispanic National Bar Association boasts a membership of 22,000. Yet, he astutely points out that these figures represent a minuscule number when compared to the nearly 32 million Latinos in the United States. In this context, affirmative action should not be interpreted solely as a means by which to redress past injustices and structural underdvelopment but as a roadmap for our common future and shared destiny. The construction of positive role models in business and the professions is a matter of concern for all Americans.

But how can one expect the popular media to incorporate positive images of Latinos when the federal government itself fails to present Latinos as part of the American mainstream? Portales addresses the scandalous treatment of Latinos in America by the Smithsonian Institution, which had never collected Hispanic historical material and artifacts until 1994! This is a profound statement by the federal government that Latinos were never part of American history. The Smithsonian Institution represents a symbolic manifestation of our collective memory, and yet to simply write off Latinos who had explored and settled the American southwest decades before the founding of Jamestown or Plymouth Rock is not only a national scandal, it is criminal. Is it any wonder that few Chicano youth embrace the study of American history as a lifelong passion?

An intriguing section of the book compares the historical evolution of Irish and Chicano literature and the reception given to them by mainstream academia. Both Irish and Chicano nationalist movements have in part defined themselves in opposition to the hegemonic cultures of the United States and Great Britain. He asks important questions, such as why legendary South Texas folk heroes like Juan Cortina haven't been considered mainstream American heroes or part of the American literary tradition. Portales presents a series of ideas to enhance the visibility of Chicano literature, including a call for authors to expand Chicano literature to make it more reflective of broader American realities. As Chicano literature continues to evolve, it is imperative that Chicano authors assert their rightful position in mainstream American literature and history and not simply as an ethnic subculture, alienated and marginalized from the dominant Anglo tradition.

Portales is highly critical of our failed public school system, its administration, and those politicians who, decades after the Chicano movement's call for greater inclusion in the educational mainstream, continue to view schools as a "holding tank" for Latino youth. This practice leaves young Latinos unprepared to fare well in a rapidly changing political economy and creates a structural impediment for social and economic advancement. He presents Chicano literature as a useful tool in the construction of a Chicano identity and as a means by which to address and prevent the scandalous rate of high school dropouts among Latino youth.

Crowding Out Latinos is a provocative clarion call for a national reexamination of Latino education, Chicano literature, and biased media representation of all Latinos. Marshaling a tremendous body of data and evidence to defend his thesis, this book will provide critical fuel and ammunition for those educators and social activists who seek to redress and remedy past injustices as well as chart a new course for our future.

Dr. Saka, an American of Arab ancestry and Fulbright scholar, has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

By Jorge Iber

Knight Without Armor: Carlos Eduardo Castañeda, 1896-1958, **by Felix D. Almaraz, Jr.** 430 pages. College Station: Texas A&M UP, 1999. ISBN 0-89096-890-X. $34.95 cloth.

One significant result of the Chicano Movement was the increased number of Mexican American men and women entering graduate school for historical study during the 1970s. Throughout the West and Southwest, individuals such as Mario García, Richard García, Arnoldo De Leon, Albert Camarillo, and Richard Griswold del Castillo honed their skills and, by the early 1980s, generated monographs that told Mexican American history from a different perspective.

Their work enumerated the complexity, struggles, and joys of barrio life in Texas and California and inspired others to seek out stories of barrios elsewhere. By the late 1980s, a new generation of writers–such as David Montejano, David Gutiérrez, George J. Sánchez, Juan García, Vicki L. Ruiz, and Camille Guerin-González–expanded on earlier studies, probing neglected locales and issues.

KNIGHT
WITHOUT
ARMOR

Such path-breaking research might not have been possible if not for the courage, tenacity, dedication, and production of a University of Texas librarian and historian almost forgotten outside his home state–Carlos Eduardo Castañeda. In an impressive new biography, Felix D. Almaraz, Jr., recounts the life and impact of a scholar who broke down barriers for Spanish-surnamed academicians and detailed the Spanish/Mexican contribution to the history of Texas through his masterful seven-volume work, *Our Catholic Heritage in Texas, 1519-1936.*

The first six chapters focus on the familial, religious, social, and academic forces that shaped Castañeda into a scholar, social activist, and devoted Catholic. The young Carlos Eduardo, whose father was a teacher, learned responsibility and diligence at an early age. By 1911, both parents had died, and the young man became responsible for supporting the family, working as a clerk for a local grocer, earning about three dollars per week. Desperate economic circumstances were compounded by the bigotry he faced at Brownsville High School. He persevered, graduating as valedictorian of his class, and then, in 1917, entered the University of Texas, one of a handful of Mexican Americans on the Austin campus.

Taking his B.A. in 1921, Castañeda taught high school in San Antonio for a year, then began graduate study. During the '20s, he traveled throughout Mexico, uncovered a multitude of documents, and helped procure many for the University, forming the basis for its famous Benson Collection. After earning his Ph.D. in 1932, his efforts led to a post as a librarian with the University. His success raised the ire of some in the library who resented having a "Mexican" in charge of a collection that housed valuable documents of Texan history. After having his salary cut, he took a job as superintendent of the Del Rio public schools, a position kept until 1935.

The work's final seven chapters examine Castañeda's struggle to complete his masterpiece while juggling an ambitious schedule of writing, teaching, family life, and social activism. During his last 20 years, he worked at many activities to help improve life for Spanish-speaking people in the U.S. He worked with the School Improvement League for better schools on the West Side of San Antonio and was regional director of the Fair Employment Practices Committee during the mid '40s. Many graduate students he encouraged at UT became important historians of the border regions (Joe B. Frantz, for one). Finally, Castañeda encouraged Mexican American students who faced daunting obstacles of racism and bigotry from classmates at the University. All of these tasks were concurrent with work on the final volumes of *Our Catholic Heritage*.

Almaraz's tome does much justice to a forgotten giant of the field, but it has a few flaws. In the preface, he should have spent more time tying this biography to the broader scope of Mexican American historical literature, in particular, discussing the significance of biography to Mexican American history, given the paucity of such works in the past (although this is now being rectified with fine works by Mario García, J. Gilberto Quezada, and others). In addition, the discussion in Chapter One of the foundation of Castañeda's Catholic faith is quickly glossed over. Given that Castañeda's religious beliefs played such a consequential part in his personal and professional life, the author leaves the genesis of those convictions relatively unexplored.

Even with these minor faults, this is a worthwhile and significant work. While the heroic men and women of the Chicano Movement helped open up opportunities for educational advancement for Mexican Americans throughout the U.S., they were not the first Spanish-speaking people to fight for our right to participate in university life and in the production of history. Individuals such as Castañeda pioneered the struggle five decades before the cries of "Brown Power." It is just to give such individuals the credit they deserve. Felix Almaraz's fine biography of Castañeda is a step in the right direction.

Dr. Jorge Iber is a Mexican American specialist whose areas of interest include minority participation in sport and entrepreneurship in Texas and elsewhere. An American of Cuban descent, he has taught at Texas Tech University since his graduation from the University of Utah in 1997.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

CASE.

Council for Advancement and Support of Education (CASE) is recruiting for a Vice President, Business and Finance. CASE is the premier international association for alumni relations, communications, and fund-raising professionals at educational institutions. Minorities are encouraged to apply.

Responsibilities

- Manage accounting services, an organizational budget of over $14.0 million, and a reserve fund of over $5.7 million.
- Manage CASE's conference services operations, including hotel and travel contracts, registrations, locations, and arrangements.
- Supervise CASE's computer and information services operation, including information technology and software acquisition.
- Supervise CASE's human resources management, including establishment and implementation of personnel policies.
- Supervise CASE's corporate matching gift program including delivery of services and generation of $1 million+ in revenue.
- Serve as CASE's contracting and procurement officer; liaison with outside legal counsel; and administrative officer.

Qualifications

Master's degree or equivalent in public administration or business administration and 10-15 years experience in management, with five years experience at a senior management level. Excellent managerial, interpersonal, organizational, oral and written communication skills; high productivity; and proven ability to maintain confidentiality.

Application Procedure

Send cover letter, resume, and salary requirements to: Box Vice President, Business and Finance Search; CASE;1307 New York Avenue, NW, Suite 1000, Washington, DC 20005-4701. Online: www.case.org.

CASE is an EEO employer.

Eastern Michigan University

INTEGRITY & INCLUSION:
Diversity in the Academic Curriculum and Beyond

Keynote Speaker
Dr. Cornel West, Harvard University

November 2-3, 2001
Eastern Michigan University
Ypsilanti, Michigan

Call for Abstracts

We invite presentations showcasing innovative projects being developed and implemented to diversify educational curricula at all levels.

Abstracts (250 words) for paper or poster presentations are invited.
Deadline: September 1, 2001

Send submissions or inquiries to:
Liza Cerroni-Long, Ph.D.
Conference Chair, Department SAC
Eastern Michigan University
Ypsilanti, MI 48197
Phone: (734) 572-9843
FAX: (734) 487-7010
LCL@online.emich.edu

www.emich.edu/aaccd/conference

Registration Fee: $70
($95 after October 1)

Selected papers will be considered for publication.

Endowed Professorship in Anti-Violence

[illegible]

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Dr. Semi J. and Ruth W. Begun Professor in anti-violence. The position involves primary responsibility for leading the newly established Begun Center for Violence Prevention, Research and Education, with secondary responsibility for teaching and service in the Master's and Doctoral programs. The goals of the Begun Center include: (1) forming interdisciplinary academic partnerships to research and analyze the causes and effects of violent behavior; (2) combining advanced research methods and state-of-the-art technology to create a system of identifying "at-risk" populations; (3) establishing active networks among parents, educators and key community constituencies so as to effectively intervene in the cycle of violence; and (4) building on existing interventions and curricula that address the persistent and emerging social stressors associated with youth violence. The Professorship will be co-terminus with the Directorship of the Begun Center.

Requirements will include a M.D. or Ph.D. in Social Work, Public Policy, Psychology, Criminology, Anthropology, or a related science. The Director will lead and manage all Center activities, including research, training, advocacy, and technical assistance. The Director must be considered an expert in the field of violence prevention and have made significant contributions to scholarly literature. As such, candidates should possess a record of scholarship, teaching, and service for a tenure track or tenured appointment at the School. The Director will be responsible for securing ongoing funding for the center's programs and initiatives. The ideal candidate must also have a firm understanding of the funding community and be able to identify new opportunities.

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to over 300 students. We offer joint degrees in Social Work and Law, Social Work and Nonprofit Management and Social Work and Business. MSASS faculty is multidisciplinary representing professions such as social work, psychology, sociology, public health and economics. A number of MSASS faculty hold secondary appointments with other departments and faculty have collaborative projects with other departments. The School has a long history community based/ agency based research with the centers and institutes having major roles in these initiatives, such as the Center on Urban Poverty and Social Change, and the Cuyahoga County Community Mental Health Institute.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

Darlyne Bailey, Ph.D., Professor and Dean
Dr. Semi J. and Ruth W. Begun Professorship Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: msassdean@po.cwru.edu

Applications will be accepted until the position is filled

CASE WESTERN RESERVE UNIVERSITY

CWRU is an Equal Opportunity/Affirmative Action Employer

USC
UNIVERSITY OF SOUTHERN CALIFORNIA

VICE PROVOST FOR ENROLLMENT MANAGEMENT AND

DEAN OF ADMISSION AND FINANCIAL AID

The University of Southern California invites nominations and applications for the position of Vice Provost for Enrollment Management and Dean of Admission and Financial Aid. This is an exciting opportunity for a dynamic and talented individual to join one of the country's premier research universities. The Vice Provost serves as the chief university officer for matters related to the overall planning and operation of admission, financial aid, marketing and publications for all undergraduates and oversees the application processing of most graduate programs as well. The Vice Provost reports to the Provost and is a significant member of the Provost's executive team.

The University of Southern California (USC), founded in 1880, is the oldest and largest private research university in the American West, a member of the Association of American Universities, and one of the largest private universities in the country. USC has grown into an international center of learning, enrolling more than 28,000 undergraduate, graduate and professional students on two campuses and offering degrees through its College of Letters, Arts, and Sciences, Graduate Programs, and 16 professional schools.

Named the College of the Year in 2000 by Time Magazine/Princeton Review, USC is well positioned within American higher education - continuing its heritage of racial and geographic diversity, Division I athletics, and special commitments to community service. The distinct educational experience at USC arises from its central mission of cultivating the mind and spirit. The urban community surrounding USC has become an integral part of the college experience through one of the most ambitious social outreach programs of any university in the nation.

Qualifications: The University seeks a committed individual to build on the successful tenure of the late Joe Allen. The successful candidate must demonstrate effective strategic and analytical thinking and planning skills; experience providing leadership and management across diverse functional areas; expertise in facilitating organizational development and change; ability to serve as an articulate spokesperson for the mission and values of USC; knowledge of academic programs and marketing; and substantial admission and financial aid experience in higher education. USC has one of the few "paperless" admission offices using state of the art technology for all aspects of admission and financial aid. It will be critical to maintain this system at the current "best practices" level it has attained. B.A/B.S required; advanced degree preferred; substantial senior administrative experience working in a complex environment essential.

Application Procedure: Please send nominations and applications (cover letter, curriculum vitae, and references) to: Auerbach Associates/USC, 65 Franklin Street, Suite 400, Boston, MA 02110, Fax: (617) 451-5199, Email: lz@auerbach-assc.com. Review of applications and nominations will begin immediately and will continue until the position is filled. USC is proudly pluralistic and firmly committed to providing equal opportunity for outstanding men and women. USC actively seeks nominations of and applications from qualified individuals from the broadest possible community *(AA/EOE)*.

Please see www.usc.edu for additional information about the University of Southern California.

VICE PRESIDENT OF BUSINESS SERVICES

$87,204-$103,560 Annually

Position opened until filled, however, since the Selection Committee will begin reviewing applicants' materials on 9/17/01, submissions are especially encouraged prior to that time. BA in Business, Public Admin, or a related area req'd; earned Master's desirable. Employment will begin as soon as possible. For complete job description visit: www.clpccd.cc.ca.us

For application materials contact: Chabot-Las Positas Community College District, Office of Human Resources, 7011 Koll Center Pkwy, Ste 200, Pleasanton, CA 94566. Ph: 925-485-5236. AA/EOE 24 Hr Job Line: 925-485-5200. Email: hr@clpccd.cc.ca.us

Chabot-Las Positas
Community College District
Pleasanton, California

AA/EOE

PROGRAM COORDINATOR

The University of Medicine and Dentistry of New Jersey - University Behavioral HealthCare seeks a Program Coordinator. Under the direction of the Clinician Administrator for Training and Consultation Services, coordinates various operational aspects of the Children's System of Care Initiative-Training and Technical Assistance Center (CSOCI-TTAC). Duties include: Providing leadership and supervision in fulfilling the unit's mission; and delivering advanced level technical assistance, training, consultation, organizational and program planning/development/evaluation services to support the operations and mission of the Children's System of Care Initiative, as well as those of University Behavioral Health Care's Behavioral Research and Training Institute.

Ph.D., Psy. D, or Ed.D in Mental Health, Education or related discipline, with minimum of two (2) years of experience in a behavioral health care setting that includes some professional education, training, consultation, and/or program development/evaluation activities, and supervisory and management responsibilities. Applicants with a Master's degree are required to have an additional two (2) years of related experience for a total of four (4) years of progressive supervisory experience.

Please send resume to: UMDNJ, HR Dept. (01PS9330), 335 George Street, P.O. Box 2688, New Brunswick, NJ 08903-2688. UMDNJ, is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey. Regrettably, we can respond only to those candidates chosen for an interview.

UMDNJ
UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

To learn more about us, visit our website:
http://www.umdnj.edu/hrweb/

Southeast
Missouri State University

DIRECTOR Admissions

Full Time

Primary Responsibilities
- Provides leadership in the development and implementation of effective strategies to attract, enroll and retain new students
- The director serves as the administrator of the office of Admissions, ensuring that resources and support are available to deliver quality services to students, faculty, staff, and external constituencies and that the unit functions in a manner consistent with the mission of the University
- Supervises staff, manages budgets, serves as a resource for prospective and returning students, faculty, staff, alumni, and administrators in the areas of new student recruitment/marketing programs and strategies, college preparation and pre-collegiate counseling/advising, the University admissions requirements and applicant processing
- The director serves on numerous University, state, and community committees and is a member of the Enrollment Management Team
- The Director reports directly to the Vice President for Administration and Enrollment Management

Required Qualifications
- Master's degree
- The ability to work in a collaborative environment with both internal and external University constituents
- Excellent communication skills, problem-solving abilities, and organizational skills
- Progressively responsible leadership positions in a higher education environment
- A sustained record of achievement in new student recruitment
- Strong leadership, team-building, management, supervisory and fiscal management skills
- A comprehensive vision for an office of admissions
- Ability to articulate experience with emerging technologies to support recruitment
- Experience with data collection and analysis
- Demonstrated understanding of and strong commitment to customer service orientation
- Demonstrated awareness of issues affecting women and minorities and history of working with multicultural populations

Preferred Qualifications
- Demonstrated professional activity (e.g., publications, presentations, involvement or membership in professional organizations, etc.) in higher education, enrollment management, admissions or student recruitment.
- Demonstrated understanding of a seamless admissions process
- Demonstrated understanding of characteristics and challenges of regional comprehensive institutions

Compensation: Commensurate with experience. The University provides an excellent benefits package including retirement, medical and life insurance, vacation, sick leave, holidays, reduced summer hours, individual and dependent tuition benefits.

Application Deadline: Review of applications will begin August 3, 2001, and will continue until the position is filled. To apply, send a letter of interest addressing all position requirements, a current resume, and the names and telephone numbers of three professional references to Debbi Cecil Robinson, Assistant Director, Human Resources, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701.

[illegible]

COMMUNICATION FACULTY

The newly established Department of Communication invites applications for a tenure track position, at the Assistant Professor level, to begin January or August of 2002. All specializations are welcome, as we seek an individual as committed to building a leading communication program as she or he is to teaching and research in his or her specific area of interest. Responsibilities include planning and implementing an exciting, integrated human and mass communication curriculum, developing and teaching courses in the candidate's area of specialization; and, teaching communication theory and the introductory communication course.

Qualifications: PhD in Communication, teaching experience, and strong evidence of program building and research potential.

Candidates who wish to be considered for a preliminary interview at NCA should have completed applications in by **October 25, 2001**. Review of applications will continue until the position is filled. To apply, submit a letter of application that describes your ideas on or approach to building a new communication department and how your teaching and research interests might further that process, a curriculum vitae, and the names and phones numbers of three references to **Human Resources Office, Job # 174, Bryant College, 1150 Douglas Pike, Smithfield, RI 02917.** Inquiries should be made to Stanley Baran at **sbaran@bryant.edu.**

Bryant College enrolls approximately 3000 undergraduate and graduate students. Bryant is located 15 minutes from Providence and one hour from Boston. *Bryant College is an Equal Opportunity/Affirmative Action Employer.* The department and the college are dedicated to diversifying its faculty. Individuals from underrepresented groups are strongly encouraged to apply. Bryant College offers a competitive salary and benefits package.

Team Leader Of Continuous Improvement

Northcentral Technical College (NTC) is a long-established innovator and leader in quality career preparation programs. A notable position exists for a professional whose proven abilities in applying continuous improvement methodologies, research and planning methodology, and strategic planning, together with knowledge of alternative funding sources and keen perception of issues relevant to diversity and globalization, reflect the capacity to undertake responsibility for the College's continuous improvement and attainment of its mission and goals.

We'll rely on you to ensure the quality of data on district wide matters and appropriateness of statistical analysis, and propose and research institutional indicators of health, benchmarks and best practices. Your demonstrated use of databases and surveys, skills in statistical analysis, ability to synthesize information, and knowledge of curriculum and program development and instructional methodologies are key. A Bachelor's degree is a requisite; a Master's is preferred.

We offer a competitive compensation package and room to grow with a team focused on careers. Please submit your resume to: **Northcentral Technical College, Attn: Human Resources Dept., 1000 W. Campus Dr., Wausau, WI 54401; Telephone: (715) 675-3331, Ext. 5120; Fax: (715) 675-9824; E-mail: hral@northcentral.tec.wi.us.**

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Northcentral
TECHNICAL COLLEGE

www.northcentral.tec.wi.us

DIRECTOR OF DEVELOPMENT

The Alumni & Development Office of Auburn University is seeking candidates for the position of Director of Development for the College of Education. Responsibilities include but are not limited to developing relationships with individual Education alumni and friends as well as foundations and corporations for major gift fund raising.

Entry into the applicant pool requires a bachelor's degree in business, marketing, communications, education, or related field with a minimum of three years experience required in sales, fund raising or public relations. Desired experience includes progressively responsible work-related experience in the area of fund raising and experience in Development and alumni and community relations at a university or other comparable organization. Ability to organize meetings and events, experience in public speaking, and leadership development are also important and desired skills. Extensive travel is required.

Women and minorities are encouraged to apply.

Salary will be commensurate with education and experience. Review of applications will begin after August 10. Candidates should submit a letter of application and resume to:

Development Officer/Education #16093
Auburn University
Human Resources
Langdon Hall
Auburn University, AL 36849
Tel: 334/844-4145
Fax: 334/844-1617

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AMERICAN HUMANICS

American Humanics, dedicated to preparing college students for careers in the nonprofit sector, is seeking a Vice President for National Alliance Services. Responsibilities include supporting AH's alliance of 90 Campus Program Directors and 30 nonprofit partners, designing educational models/materials, managing an annual student conference, and supervising staff. Successful candidate is committed to nonprofit management education for undergraduates, has experience in academic life, is familiar with nonprofit work, possesses strong communication skills, is able to manage complex projects, and can work productively with diverse individuals. Masters degree required, PhD preferred. Competitive salary and benefits offered. Send resume, references, salary history to VP Search, American Humanics, 4601 Madison Avenue, Kansas City, MO 64112. For more information www.humanics.org or 816/561-6415 #224.

WICHITA STATE UNIVERSITY

Executive Director of International Education

Office of International Education, Wichita State University: fulltime, 12-month appointment. See http://www.twsu.edu/~academic/positionannouncements for complete position description and application process. Complete application package must include (1.) a letter of interest that addresses all the qualifications for the position (letters that do not address all qualifications will not be considered), (2.) a one- to three-page statement of the applicant's vision of appropriate and successful leadership of a multi-faceted program of International Education (3.) a current curriculum vitae, (4.) a list of the addresses, e-mail addresses, and phone numbers of at least five references. To ensure full consideration, complete applications must be received by August 31, 2001; however, position remains open until filled. Send nominations and applications to:

Dr. Gayle Davis, Search Committee Chair
1845 N. Fairmount
Wichita, Kansas 67260-0013
fax 316/978-3227
Send inquiries to **gayle.davis@wichita.edu**
or call 316/978-3010.

Wichita State university is an EEO/AA employer.

ARIZONA STATE UNIVERSITY WEST

COLLEGE OF HUMAN SERVICES

DEPARTMENT OF SOCIAL WORK
FULL PROFESSOR

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national and global communities.

ESSENTIAL FUNCTIONS:

Teach in CSWE accredited B.S.W. program and M.S.W. program (in candidacy); conduct research in areas of specialty; engage in service for university, the profession, and the community; participate in the field internship program; provide assistance with curriculum development, and student advising; contribute to the ongoing development of the college including the College's Partnership for Community Development.

QUALIFICATIONS:

REQUIRED:

Masters in Social Work and Doctorate in Social Work, or related area; minimum of two years post M.S.W. social work practice experience; strong record of research and publication in social work commensurate with level of appointment; record of working effectively with diverse groups; demonstrated ability to teach in area of program concentration: gerontology, children youth and family, or behavioral health.

DESIRED:

Demonstrated ability to participate in the ongoing development of the M.S.W. program; experience teaching in M.S.W. program; demonstrated knowledge and/or experience in program development and expansion; knowledge and cultural literacy regarding indigenous populations of the Southwest; interest and experience in teaching and mentoring adult/returning students.

STARTING DATE: is anticipated to be January 2, 2002
but no later than
August 15, 2002

APPLICATION DEADLINE: September 1, 2001

APPLICATION PROCEDURE:

Submit letter of application, curriculum vita, and three (3) names, addresses, and telephone numbers of reference to:

Dr. Melissa Lavitt, Chair,
Social Work Search Committee
College of Human Services - 3251
Arizona State University West
4701 W. Thunderbird Road
Glendale, AZ 85306-4908
(602) 543-6615 Fax: (602) 543-6612

ASU ARIZONA STATE UNIVERSITY WEST

An Equal Opportunity/Affirmative Action employer in policy and practice.

EMORY

FACULTY POSITION IN PARISH BASED EDUCATION

The position entails responsibility for administering Candler School of Theology's Teaching Parish Program in United Methodist annual conferences, developing comparable programs for students of other denominations, and teaching and research in one of the disciplines of theological education. The position is non tenure-track but open as to rank.

Qualifications: Ordained United Methodist elder with pastoral experience and demonstrated interest in and commitment to small membership churches; substantial theological ability with particular interest in practical theology; ability to work collegially; Ph.D.. degree desirable.

Applicants should send a letter of application a curriculum vitae, and the names and addresses of three references to the chair of the search committee, **Prof. Thomas E. Frank, in care of Mr. Dale Smith, Candler School of Theology, Emory University, Atlanta, GA 30322.** An official transcript of the highest degree held should be sent directly to Candler from the granting institution. Preference will be given to applications received by **October 15, 2001.**

Emory University is an Equal Opportunity/ Affirmative Action Employer.

DEAN OF INFORMATION & TECHNOLOGY SERVICES
(#2AIN05)

Applications for management position at Chabot College, Hayward, California are being accepted until position is filled. However, since the Selection Committee will begin reviewing applicants' materials on September 14, 2001, submissions are especially encouraged prior to that time. The salary range is $81,120 to $96,360/ annually. Employment will begin as soon as possible. For a complete job description visit our website at www.clpccd.cc.ca.us

For application materials
please contact:
Chabot-Las Positas
Community College District
Office of Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
Phone: (925) 485-5236
24 Hour Job Line:
(925) 485-5200
Email: hr@clpccd.cc.ca.us

AA/EOE

Pepperdine University

THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

The George L. Graziadio School of Business and Management of Pepperdine University is seeking faculty for several positions, effective September 1, 2002. Degree programs of the School are offered at Pepperdine University's main campus in Malibu overlooking the Pacific Ocean, five education centers in Southern California, and Santa Clara in Northern California. The School offers seven master's degree programs and one bachelor's degree program. Faculty may teach in more than one program and interact with diverse students, including fully employed, executive, and full-time residential students.

We are accepting applications for tenure-track positions in the following disciplines:

- Accounting Information Systems
- Business Law
- Decision Sciences/Information Systems
- Finance
- Organization Behavior
- Strategy
- Technology Management

Successful candidates will have a terminal degree in the discipline in which they will teach, demonstrated scholarly capabilities, and strong teaching ability. Positions are ranked from assistant professor to professor; rank, salary, and benefits are commensurate with experience.

We will be represented at the following conferences:
a) Academy of Management (Washington, DC; August 3-8)
b) American Accounting Association (Atlanta, GA; August 12-15)
c) Financial Management Association (Toronto, Canada; October 17-20)

Pepperdine University is an Equal Opportunity Employer and does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. Pepperdine is religiously affiliated with the Churches of Christ. It is the purpose of Pepperdine to pursue the very highest employment and academic standards within a context, which celebrates and extends the spiritual and ethical ideals of the Christian faith. While students, faculty, staff, and members of the Board of Regents represent many religious backgrounds, Pepperdine reserves the right to seek, hire, and promote persons who support the goals and mission of the institution, including the right to prefer co-religionists.

To apply, please send a curriculum vitae, and the names, addresses, and telephone numbers of three references postmarked by October 26, 2001, to:

Dr. Peggy Crawford, Associate Dean
Academic Affairs
Pepperdine University
The George L. Graziadio School of
Business and Management
400 Corporate Pointe
Culver City, CA 90230

WILLIAM PATERSON UNIVERSITY

William Paterson University is a comprehensive public institution of higher learning, committed to promoting student success, academic excellence, and community outreach with opportunities for lifelong learning. Members of the faculty are highly distinguished and diverse teachers and scholars, many of whom are recipients of prestigious awards and grants from the Fulbright Council (24 scholars), the Guggenheim Foundation, the National Endowment for the Humanities, the National Institutes of Health, the National Science Foundation and the American Philosophical Society. Featuring nationally renowned academic programs, the University maintains a low student:faculty ratio (12:1) and small class size (21) for its 30 undergraduate and 19 graduate degree programs, supported by state-of-the-art information and communications technology. The University enrolls 10,000 students from across the country and from over 40 foreign nations. William Paterson University is situated on a beautiful suburban campus in Wayne, New Jersey, twenty miles west of New York City.

ASSOCIATE DEAN
CHRISTOS M. COTSAKOS COLLEGE OF BUSINESS

Reporting to the Dean, the Associate Dean assists in the pursuit of AACSB initiatives and accreditation maintenance. These initiatives include, but are not limited to: coordinating curriculum development in the College and overseeing the assessment of academic programs; preparing reports and both reviewing and developing materials for AACSB accreditation and Program Review; supervising the College's advisement process; working with the chairs and the faculty of the three Departments in the College on academic and programmatic issues; working with the Office of Admissions/Enrollment Management to coordinate recruitment and retention activities; reviewing and making recommendations regarding student requests, appeals, and complaints; overseeing the College's outcomes assessment procedures; representing the Dean in matters relating to registration, program adjustment, dismissal, re-admission, and academic progress; assisting the Dean in preparing letters, reports, and documents for publication; assisting in identifying sources of funding and coordinating grant-writing; overseeing and coordinating College correspondence; participating in College activities, including seminars, receptions, and other events; assisting generally in the administration of the College; and representing the Dean in his absence. Starting date: September 2001.

Candidates must have an earned Ph.D. in a discipline taught within the College and a strong record in teaching, scholarship and service commensurate with appointment as Associate Professor or higher in the College; prior administrative experience as a department chair, Associate or Assistant Dean or program director, familiarity with AACSB standards and processes, involvement in campus-wide or College-wide initiatives; and excellent communication, analytical, interpersonal, and leadership skills to work effectively with faculty, students, and staff.

ASSOCIATE DEAN
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Reporting to the Dean, the Associate Dean coordinates curriculum development in the College and oversees assessment of academic programs; prepares reports and performs reviews of materials for accreditation and Program Review; supervises the College's advisement process and trains and evaluates faculty advisors; works with the chairs and faculty of the ten Departments in the College on academic and programmatic issues; serves as a liaison to the College of Education for teacher training and certification; works with the Office of Admissions/Enrollment Management to coordinate recruitment and retention activities; reviews and makes recommendations regarding student requests, appeals, and complaints; represents the Dean in matters relating to registration, program adjustment, dismissal, re-admission, and academic progress; assists the Dean in preparing letters, reports, and documents for publication; assists in identifying sources of funding and coordinates grant-writing; oversees and coordinates College correspondence; participates in College activities, including seminars, receptions, and other events; assists generally in the administration of the College; and represents the Dean in her absence. Starting date: January 2002.

Candidates must have an earned Ph.D. in a discipline taught within the College and a strong record in teaching, scholarship and service commensurate with appointment as Associate Professor or higher in the College; prior administrative experience as a department chair or program director and involvement in campus-wide or College-wide initiatives; and excellent communication, analytical, interpersonal, and leadership skills to work effectively with faculty, students, and staff.

Send a letter of application, c.v., and names of three references to Dr. Robert Seal, Executive Assistant to the Provost, Drawer HO, William Paterson University, Wayne, New Jersey 07470. Telephone 973-720-2121. Review of applicants will begin immediately and continue until the position is filled. This position offers a competitive salary and a comprehensive benefits package including tuition waiver for dependent children.

WILLIAM PATERSON UNIVERSITY
WAYNE, NEW JERSEY

The Victoria College

An Equal Opportunity Employer

Humanities and Fine Arts - Division Chair Administrative/Faculty position starts January 2, 2002. Full-time position. Some teaching responsibilities. Tenure track for the faculty component. Responsible for the Department of Languages, including English, Foreign Language, Developmental English and Reading; and the Department of Fine Arts, including Art, Music, Speech, and Drama. Responsibilities include supervision of two Department Coordinators, faculty evaluation, development and implementation of annual budget and plan, evaluating the effectiveness of the division, and working cooperatively with other division chairs and other areas of the college.

- Administrative qualifications include: education administrative experience (including budgeting, planning, excellent organizational skills and written and oral communications skills; familiarity with the Southern Association of Colleges and Schools accreditation requirements and procedures; commitment to high academic standards; familiarity with and strong support for developmental education; ability to develop a strong degree of consensus within the division; and strong commitment to the mission of the comprehensive community college. Experience with distance education preferred; strong support of distance education (including online courses and interactive television courses required).

- Teaching qualifications include a master's degree in one of the disciplines supervised, or a master's degree and 18 graduate hours in one of the teaching disciplines within the division. A doctorate is desirable but not required. Teaching experience at the community college level preferred.

- Desired personal characteristics include commitment to diversity, optimistic demeanor, high energy level, and ability to work well with all college constituencies.

Call 361-572-6484 or visit www.vc.cc.tx.us/dept/hr for details. Screening of applicants begins September 17, 2001. To apply, submit to HR Dept., Victoria College, 2200 E. Red River, Victoria, TX 77901:

1. letter of application that addresses in detail all of the position requirements,
2. unofficial copies of transcripts,
3. three current letters of recommendation from persons with specific knowledge of applicant's abilities and experience as they relate to the position requirements, and
4. a completed College application

The Victoria College is a comprehensive community college located in Victoria, Texas, a dynamic community that provides an exceptionally high quality of life with outstanding educational, cultural and recreational opportunities. See more about our college and community at www.vc.cc.tx.us/about and at www.victoriachamber.org/.

UNIVERSITY OF NORTH FLORIDA

ASSOCIATE DEAN OF STUDENTS

The University of North Florida seeks to hire an Associate Dean of Students. The Associate Dean of Students reports directly to the Associate Vice President for Student Affairs/Dean of Students, and is responsible for providing leadership and daily oversight for the overall operation of Student Life. The Associate Dean of Students provides supervision/advising for six professional staff, four office staff and student staff. The primary areas of concentration include: Student Government, Student Government Accountant, Student Activities and Programs, Greek Affairs, Student Organizations and Clubs, Student Media Center and Student Union. This individual is also responsible for developing and implementing the departmental budget and providing leadership education and training.

Minimal requirements include a Master's Degree in an appropriate area of specialization and four years of professional experience in a progressive Student Affairs environment; or a Bachelor's Degree in an appropriate area of specialization and six years of professional experience in a progressive Student Affairs environment. Previous experience in supervision, budget management, and crisis response are highly desirable. Candidates must possess strong leadership and communication skills.

The University of North Florida is one of ten institutions within the State University System and is accredited by the Southern Association of Colleges and Schools (SACS). It is a comprehensive, urban university with a nationally recognized academic reputation offering degree programs at the baccalaureate, master's and doctoral levels. Current student enrollment is 13,000. UNF is located half way between downtown Jacksonville and the Atlantic Ocean.

Applications must be submitted no later than August 10, 2001. Applicants must submit a letter of application; a complete resume; and the names, addresses and phone numbers of five references to:

Mrs. Otis Holloway Owens
Assistant Vice President for Student Affairs
University of North Florida
4567 St. Johns Bluff Road, South
Jacksonville, Florida 32224

For more information, visit our web site at http://www.unf.edu/dept/humanres/

"UNF is an Equal Opportunity/Equal Access/Affirmative Action Institution."

The College Of
WILLIAM&MARY

Dean of Admission

The College of William and Mary in Virginia invites nominations and applications for the position of Dean of Admission. William and Mary, chartered in 1693 and located in Williamsburg, Virginia, is a state-assisted liberal arts university.

The dean is responsible for the recruitment and admission of undergraduate and transfer students in a highly selective environment. Qualification requirements include five to 10 years of progressively responsible experience in successful planning, creative problem solving, and effective administration of a diverse admission office. Personal commitment to diversity with a vision of what that means to an institution of higher education is essential. A graduate degree in an appropriate field is required. The position reports to the Associate Provost for Enrollment.

Please send letter of application, résumé or vita, and names, addresses and telephone numbers of three references to **Karen Cottrell, Dean of Admission Search Committee, Hoke House, PO Box 8795, College of William and Mary, Williamsburg, VA, 23187-8795.** Review will begin immediately and continue until the position is filled. Desired start date is **September 1, 2001.**

The College is an EEO/AA employer.

CALIFORNIA STATE UNIVERSITY
NORTHRIDGE

Senior Program Development Director

Seeking a talented professional experienced in developing continuing professional education programs. Must be creative & entrepreneurial with well-established skills in program development & project mgmt. Exp developing contract/custom-designed courses for business, gov't & the professions, & international programs exp is a plus as is a strong professional network in greater L.A. A master's degree is req. Open Until Filled. Applicants are encouraged to submit by July 25, 2001. Before applying, call (818) 677-2270 to get a detailed position description. Hiring range: mid 50s to low 60s. Submit OUR APPLCN with letter of application, CV, list of 5 references, & 5 yr salary hist to HR Servs, Northridge, CA 91330-8229. 24Hr Jobline (818)677-2087. *EOE/AA Employer.* For complete details visit: www.hrs.csun.edu/employment

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WESTERN CONNECTICUT STATE UNIVERSITY

Counselor

WCSU is seeking to fill an entry level, full-time, 10-month, permanent counselor position.

Responsibilities include: Individual and group counseling, crisis intervention, assessment, career testing/counseling, consultation, and educational outreach to a diverse population.

Requirements: Doctorate in Psychology from APA accredited program in clinical or Counseling psychology (Ph.D., Psy.D.), license eligibility and experience in college mental health setting.

Application Process: Send letter of application, resume and three professional references by August 17, 2001 to: Constance Wilds, Dean of Student Affairs, WCSU, 181 White St., Danbury, CT 06810.

WCSU is an AA/EEO Educator/Employer.

PRESIDENT

Fox Valley Technical College

The Board of Trustees of Fox Valley Technical College (FVTC) invites nominations and applications for the position of President. FVTC is located in Appleton, Wisconsin, which is approximately 30 minutes south of Green Bay and an hour and a half north of Milwaukee. The College serves five counties in the beautiful greater Fox Valley area and sits at the northern border of Lake Winnebago, the largest inland lake in Wisconsin.

FVTC has an outstanding reputation for the excellence of its faculty and staff, its exemplary technical programs, state-of-the-art equipment and superb facilities. The College serves approximately 50,000 people annually (5,000 student FTE). The overall operating budget for expenditures, including general and special revenue funds, is approximately $64 million.

Applications will be accepted immediately and credentials will begin to be reviewed September 21 and will continue until an appointment is made. The Board will offer a salary package and benefits of $160,000 and wishes the President to take office on January 1, 2002.

Inquiries, applications and nominations of individuals who would increase the richness of Fox Valley Technical College's diversity are welcomed and will be treated in confidence. They should be directed to:

Dr. James O. Tegtmeyer or Dr. John H. Hinck
The Bickert Group, Ltd.
P.O. Box 646 Glenview, IL 60025
(708) 361-4997 Fax (847) 827-6355
E:mail: 1doublej@ameritech.net
Website: www.thebickertgroup.com
(An Equal Opportunity Employer)

MILLERSVILLE
UNIVERSITY

COMMUNICATION AND THEATRE DEPARTMENT

THEATRE SEARCH: ACTING/DIRECTING

Assistant Professor. Full-time, tenure-track beginning August 2002. Teach beginning and advanced acting, directing, other performance related courses and possibly Theatre Appreciation or Script Analysis. Position also requires teaching two sections per year of Public Speaking. Teaching load is 12 hours per term. Summer teaching is available, but not guaranteed. One directing assignment per year is required, with a quarter time reduction in load.

The department, in the School of Humanities and Social Sciences, is composed of 14 faculty members, 4 support staff, 400 students, and offers programs in Theatre, Public Relations, Broadcast, and Communication Studies.

Required: M.F.A. or Ph.D. in Theatre; college/university level teaching experience, evidence of active creative/scholarly activity. In addition, acting/directing experience on the college/university and/or professional level, successful interview, teaching demonstration and presentation to faculty.

Preferred: Ability to teach movement/dance/vocal technique for the stage and musical theatre experience.

Full consideration will be given to applications received by 10/15/01. Send letter of application indicating specific area(s) of teaching interest, resumé, copies of all transcripts, and three current letters of recommendation to: **Dr. James Henke, Search Committee Chair, Communication and Theatre Dept./HO0813, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA institution.

DeAnza
College

Vice President

Workforce and Economic Development

Reporting to the President at a diverse and fast-paced college, the Vice President champions the development, marketing, and implementation of many innovative programs. The District offers an excellent benefits package, which includes full cost medical coverage for employee and eligible dependents, dental, and vision care.

For information and application materials contact:

Foothill-De Anza
Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(650) 949-6217 employment@fhda.edu
www.fhda.edu

UIS
UNIVERSITY
OF ILLINOIS
SPRINGFIELD

Registrar

Search Extended

The position's primary functions are to administer campus student registration and records processes and participate in student information system design and implementation. The Registrar reports to the Director of Admissions and Records in the Division of Student Affairs.

Duties and responsibilities include planning, developing, and implementing registration and records processes; developing and implementing policies and procedures; providing leadership for design and implementation of the student information system; participating in training for staff, faculty, and students on new registration and records system and related policies; coordinating activities with campus and university academic and administrative units; serving on campus and university committees; and supervising registration and records staff.

Minimum qualifications: Master's degree, doctoral degree preferred; five years experience in registration and records area, student information system management skills, experience with SCT Banner system preferred, and supervisory and budget experience. Experience in research and data analysis is preferred.

Located in the state capital, the University of Illinois at Springfield is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

Applications and nominations should be sent to:

Chair, Registrar Search Committee
Office of the Vice Chancellor for Student Affairs
SAB 23
University of Illinois at Springfield
P.O. Box 19243
Springfield, IL 62794-9243

Applications should include a resume, a discussion of the candidate's academic and administrative accomplishments and interest in the position, and the names, addresses, and telephone numbers of five references. Applications will be screened ongoing until an appointment is made. The anticipated start date for the appointment is as soon as possible. Salary commensurate with experience and qualifications. For more information about the University of Illinois at Springfield, visit our web site at **www.uis.edu**.

The University of Illinois is an affirmative action/equal opportunity employer. Persons with disabilities, women and minorities are encouraged to apply.

SENIOR ADMISSIONS OFFICER

Princeton University seeks a Senior Admissions Officer to manage undergraduate admissions process. Responsibilities include reviewing applications; conducting group information sessions on campus for prospective students and their parents; visiting secondary schools and meeting with local Alumni School Committees; explaining the University's academic and extracurricular offerings, as well as admissions policies to a wide audience. 5 weeks travel annually and extended hours during the months of January, March and November required.

Candidate should have a bachelor's degree (preferably from Princeton or related institution) and experience in selective admissions and/or similar managerial experience. Position requires tact, diplomacy and discretion, as well as the ability to relate positively to a variety of personalities and backgrounds. Excellent communication and public speaking skills and valid driver's license are required. Teaching, administrative, or coaching experience at the college or secondary school level preferred.

Princeton provides an exceptional benefits package. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: Human Resources, One New South/1626-HOH, Princeton University, Princeton, NJ 08544-5264.

NO FAXES, PLEASE. An equal opportunity employer.

Princeton University

BROWN
UNIVERSITY

ASSISTANT/ASSOCIATE DIRECTOR, CORPORATE AND FOUNDATION RELATIONS

Development: The Brown University Development Office seeks qualified applicants for the position of Assistant/Associate Director, Corporate and Foundation Relations. The incumbent will share responsibility for the planning, implementation, and operating effectiveness of the Development Office's identification, cultivation, solicitation, and stewardship of corporate and foundation funding sources to support institutional priorities, and will work toward the development of cultivation and solicitation strategies, prospect calls, campus visits, research and prospect analysis, assistance to faculty, analysis of prospects, use of volunteers, and preparation of proposals and reports. Requirements: Bachelor's degree and three years' relevant experience (e.g., philanthropy, university advancement, educational sales), or equivalent combination of education and experience; strong oral and written communication and organizational skills; knowledge of issues related to higher education preferred; must have a degree of computer proficiency and information management skills to carry out the major responsibilities of this position (i.e., word processing, database and spreadsheet applications); supervisory experience preferred. The title and level of the position will be determined by candidate's background and experience. Job# D00399

CLASS CAMPAIGN OFFICERS

Development/Class Campaigns: The Brown University Development Office seeks qualified applicants for three Class Campaign Officer positions. Incumbents will organize and lead major fundraising campaigns for two undergraduate reunion classes, with a focus on developing and implementing comprehensive gift strategies (high end annual to major and capital gifts) for reunion prospects. Requirements: Bachelor's degree and five years' related experience (i.e. fundraising, research, sales, marketing, etc.), or an equivalent combination of education and experience; ability to identify/solicit/cultivate/steward donor and/or prospects with the potential to give $10,000 to $5 million; strong interpersonal, communication, management, and motivational skills; comfort in dealing with a wide range of University constituencies; proficiency with database, spreadsheet, and word processing applications (Microsoft Word, Excel, and FileMaker Pro preferred), along with demonstrated comfort in dealing with calendar programs and the Internet; some supervisory experience highly desirable; excellent planning, organizational, and time management skills. Job # D00394, D00395, D00396

For the previous 2 positions, please send resume with cover letter to: Brown University, Human Resources, Box1879, Job #________, Providence, RI 02912.

An Equal Opportunity/Affirmative Action Employer

[illegible] www.brown.edu

Position Announcement

Western Illinois University
MACOMB, ILLINOIS

DIRECTOR OF PHYSICAL PLANT

Western Illinois University seeks nominations and applications for the position of Director of Physical Plant. A public residential university with over 13,000 undergraduate and graduate students, Western's campus consists of 78 buildings located on 1587 acres with 4.4 million of gross square feet maintained. The University is located in Macomb, a community of 20,000 in west central Illinois.

This position reports to the Vice President for Administrative Services and serves as the chief facilities and operations officer of the University. The director provides leadership to 305 personnel and directs all work associated in the areas of facilities planning and design, facilities operations and maintenance, grounds, heating plant, utilities, campus master planning, and project program development. This position is also responsible for the University's renovation and capital construction program, annual capital budget planning, long-term capital process, energy management initiatives, and administration of a $19.5 million budget. Leadership is being sought that focuses on continual development of campus landscape beautification and architectural building completeness to provide a physical environment conducive to teaching, learning, conducting research, and work.

Qualifications: Demonstrated significant administrative experience, preferably educational facilities and plant management and a thorough understanding of pl operations. Evidence of significant financial management, analysis and planning experience. Effective supervisory, interpersonal, motivational, public relations, and communications skills are required, as well as a commitment to increasing diversity within the work force.

Preferred qualifications include a minimum of a bachelor's degree in architecture, engineering, construction management, or a related academic field in plant management, and successful facilities management experience at a higher education institution in a leadership position with a proven record of progressively responsible experience. Experience with a classified employee system and collective bargaining, a working knowledge of state procurement procedures, environmental health and safety regulations are also required.

Application Procedure: Screening will begin August 17, 2001, and continue until filled. Send a letter of application, resume, and three professional references to:

Vice President for Administrative Services
Western Illinois University
Sherman Hall 200
Macomb, IL 61455

Anticipated start date is December, 2001, or as negotiated. Salary is competitive based on experience and qualifications. Western Illinois University is an AA/EO employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities, and persons with disabilities.

California State Polytechnic University, Pomona

CAL POLY
POMONA

ASSOCIATE VICE PRESIDENT FOR INSTRUCTIONAL TECHNOLOGY AND ACADEMIC COMPUTING

The Associate Vice President for Instructional Technology and Academic Computing reports to the Vice President for Instructional and Information Technology. The AVP is responsible for the leadership and administration of the Department of Instructional Technology and Academic Computing (ITAC). ITAC has approximately 30 full-time employees and about 100 student workers. The AVP is responsible for developing a vision for effective and efficient use of ITAC's resources to support teaching and learning, and to work together with ITAC staff to carry out this vision. The AVP will work closely with faculty and other learning leadership on campus to assure that ITAC's direction is consistent with the academic mission of the university. The AVP must be an excellent manager of the financial and human resources of the department, and will also be expected to develop external resources in support of ITAC's mission. Candidates with appropriate background and experience may be considered for return teaching rights as a faculty member in one of the university's academic departments. The University seeks to fill this position by January 1, 2002, or at a mutually agreeable date. Salary is commensurate with qualifications and experience. The position includes a very attractive benefits package. First consideration will be given to completed applications received no later than September 10, 2001, and continue until the position is filled. Early response is encouraged. To request additional information on this position, please contact the following: **Search Committee, Associate Vice President for Instructional Technology and Academic Computing, c/o A. Michael Berman, Vice President for Instructional and Information Technology, California State Polytechnic University, Pomona, 3801 W. Temple Avenue, Pomona, CA 91768.** Requests and questions can also be addressed to the Search Coordinator JoAnn Karns via the following: e-mail jmkarns@csupomona.edu; or phone **(909) 869-3411**; or fax **(909) 869-4666.** The complete job description is available at http://www.csupomona.edu/~iit/search/

California State Polytechnic University, Pomona is an AA/EOE

Walden University

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Walden University invites applications and nominations for the position of Vice President for Academic Affairs.

Founded in 1970 and accredited by the North Central Association of Schools and Colleges since 1990, Walden is a private, for-profit business unit of Walden eLearning, Inc. and the pioneer in the field of innovating alternative pathways to graduate degrees. It enjoys the reputation of being the leading graduate, distributed learning institution in the country.

The University offers the Doctor of Philosophy degree in five fields: Management, Education, Health Services, Human Services, and Psychology. The M.S. degree is offered in Education, Public Health and Psychology. Pending approval from the accrediting agency, the MBA, MPA, and PhD in Public Policy will be added in the 2001-2002 academic year. Current enrollment exceeds 1700 students, of which 37% are from minority populations and over 50% are women. The faculty numbers more than 220, 19% of whom are from populations traditionally underrepresented in their disciplines and fields. Students and faculty represent all 50 states and more than 20 foreign countries.

The University offers the majority of its programs in a "high tech-high touch" virtual environment, capitalizing on recent advances in information technology. Doctoral programs use both course-based and competency-based curricula, and instruction, assessment, mentoring, and the delivery of student services rely extensively on the Internet. While Walden M.S. programs are Web-based and for the most part entirely online, its doctoral programs do require students to fulfill academic residency requirements that are designed to meet students' needs.

The Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. The position is located in the University's Office of Academic Affairs in Minneapolis, Minnesota; the individual filling this position will be expected to work closely with the University's financial services and student enrollment units that are located in Walden's Bonita Springs, Florida offices.

The ideal candidate will be committed to the values and norms that characterize high quality graduate education, be conversant in current best practices in adult learning, have had experience in distance learning programs, have demonstrated a capability and high level of comfort in computer-mediated communications, and be comfortable and productive in an entrepreneurial environment characterized by an aggressive growth plan. Additionally, this individual will have a record of successful teaching and scholarship in an accredited, doctoral degree-granting institution; have served as a senior-level university administrator for at least five years, and possess an earned doctorate.

This is a unique opportunity for a creative and accomplished graduate-level administrator to lead the further improvement, development, and growth in the country's most innovative, accessible, and entrepreneurial graduate institution. The University's commitment to quality, integrity, and student-centeredness, its highly-focused niche in graduate and professional education, its innovative organizational structure, and its dual strategies of forging effective strategic partnerships and competing successfully in the post-baccalaureate marketplace will provide the successful candidate with an unprecedented opportunity to make a positive and significant contribution to the changing nature of American higher education.

The compensation for this position is highly competitive and includes a generous fringe and benefits package. The position is currently available and the effective date of appointment is immediate upon employment. The Screening Committee will begin reviewing completed applications immediately, and will continue until an appointment is made. Applications must include a letter of interest detailing qualifications for the position, a formal Curriculum vitae, and the names and contact points for at least three professional references; references will not be contacted without the prior permission of the candidate.

Interested applicants are invited to view the detailed position description on the Walden website at: www.waldenu.edu

Applications in their entirety will be accepted only by e-mail, at:
cmillspr@waldenu.edu

The University especially welcomes applications and inquiries from women and minorities.

DEL MAR COLLEGE

Del Mar College Presidential Search

Del Mar College is a two-year comprehensive community college with two campuses in Corpus Christi, Texas. The College has approximately 10,000 credit students per semester and a total of 25,000 students each year enrolled in academic, occupational, and continuing education programs. Corpus Christi is located on the Gulf of Mexico approximately 135 miles southeast of San Antonio. Its diverse population, which includes a large Hispanic component, exceeds 292,000.

A more comprehensive position profile and list of qualifications is available at the College web site:

http://www.delmar.edu/hres/presidentsearch.html

For additional information please call Narciso Polonio, ACCT Director of Board Leadership Services at 202-775-4667 x118 or email at npolonio@acct.org

Del Mar College is an Equal Employment Opportunity/Affirmative Action Employer

-An ACCT Search-

Howard University
School of Education
Employment Opportunity

Howard University is seeking qualified applicants for the following positions in the School of Education, Department of Curriculum and Instruction, Elementary and Special Education to be filled by Fall 2001.

Elementary Education

Howard University, Assistant Professor Available, Elementary Education. Must have formal training and experience in teaching elementary education courses. Earned doctorate preferred; teaching experience in public schools or higher education; commitment to the School's mission of support for urban and culturally diverse populations; best practices, futuristic vision, and experience with diverse populations. Experience in proposal writing is highly desirable. Submit letter of application; curriculum vitae; transcripts, publications; statement of educational philosophy; and three (3) letters of recommendation to Dr. Marilyn M. Irving, Chair, Search Committee, Department of Curriculum and Instruction, 2441 4th St., NW, Washington, DC 20059, (202) 806-7343. Position will remain open until filled. *EOE*.

Special Education

Howard University, Assistant/Associate Professor Available, Special Education. Must have formal training and experience in teaching special education courses. Earned doctorate preferred; teaching experience in public schools or higher education; commitment to the School's mission of support for urban and culturally diverse populations; best practices, futuristic vision, and experience with diverse populations. Experience in proposal writing is highly desirable. Submit letter of application; curriculum vitae; transcripts, publications; statement of educational philosophy; and three (3) letters of recommendation to Dr. Marilyn M. Irving, Chair, Search Committee, Department of Curriculum and Instruction, 2441 4th St., NW, Washington, DC 20059, (202) 806-7343. Position will remain open until filled. *EOE*.

Dean of Libraries
University of Kansas

http://www.lib.ku.edu/about/dean070601.html

The University of Kansas seeks an experienced librarian to provide dynamic leadership as Dean of Libraries within this major research university.

The University of Kansas Libraries constitutes a major academic and research resource supporting 25,000 students and 1,300 faculty. The Libraries' collections comprise approximately 3.3 million volumes and 27,000 current serial titles, housed in six library facilities in Lawrence and one at the Kansas City Edwards Campus. The Libraries are cooperatively linked with the School of Law Library and the Dykes Library at the KU Medical Center. The Dean is responsible for a budget of $14 million and a staff of 83 library faculty and professional staff, 91 paraprofessionals, and 80 FTE of student workers. Librarians hold tenure-track faculty status in the University. The strengths of some of the Kansas University library collections can be seen by exploring the links at **http://www.lib.ku.edu/resource.html** .

The University of Kansas is a founding member of the Association of Research Libraries, the Scholarly Publishing and Academic Resources Coalition (SPARC), the Center for Research Libraries, the Big 12 Plus Library Consortium, and the Kansas Digital Library, and is a member of OCLC. In addition, KU has been a leader in defining scholarly communication issues and approaches with concepts and projects such as the National Electronic Article Repository (NEAR) and BioOne (**http://www.bioone.org**). The Libraries and University faculty include recognized scholars whose area of research and expertise addresses contemporary scholarly publishing issues. Further information can be found at **http://www.ku.edu** and **http://www.lib.ku.edu.** More information about Lawrence and Kansas City can be found by accessing the University's home page, **http://www.ku.edu**, and clicking on "Visitors."

Required Qualifications

- Master's degree from an ALA-accredited program and scholarship and service credentials meriting tenure at the appropriate academic rank
- Evidence of substantial leadership ability and a minimum of three years senior administrative experience in an academic or major research library
- Demonstrated experience with the provision of enhanced services utilizing traditional and technology-based modes of delivery and access
- Demonstrated strength in communication skills
- Demonstrated experience in the management of fiscal resources
- Commitment to recruitment of an outstanding, diverse library faculty and staff

Terms of Appointment

The salary is competitive and reflects the University's commitment to recruit the best-qualified individual. This is a tenured position. The position is available immediately; start date is negotiable.

Applications

Applications will be accepted until the position is filled. Initial screening of applications will begin September 10, 2001. Applications should include a letter of interest, an extended statement addressing the required and preferred qualifications, a curriculum vitae, and the names, mail and e-mail addresses, and phone and fax numbers of three references. E-mail submission of these materials is welcome.

Send applications to:

Professor William Carswell
Chair, Dean of Libraries Search Committee
c/o Jenny Mehmedovic, jmehmedo@ku.edu
(785)-864-4999
1450 Jayhawk Boulevard, 223 Strong Hall
University of Kansas
Lawrence KS 66045-7535

The University of Kansas is an Equal Opportunity/Affirmative Action Employer. The University encourages applications from underrepresented group members. Federal and state legislation prohibits discrimination on the basis of race, religion, color, national origin, ancestry, sex, age, disability, and veteran status. In addition, University policies prohibit discrimination on the basis of sexual orientation, marital status, and parental status.

THE UNIVERSITY OF UTAH

Tenure Track Position

The Department of Physics at the University of Utah invites applications for a tenure-track, Assistant/Associate Professor faculty position to begin August 2002 in the field of experimental condensed matter physics, preferably in the area of nanometer scale physics. This broad area includes but is not limited to materials physics, surface physics, low dimensional physics, magnetism, nanostructures, and nanotechnology. A Ph.D. in physics or a related field is required. Postdoctoral research experience is desirable. The successful candidate must have an outstanding research record for his/her experience level and show promise of teaching effectively at both the undergraduate and graduate levels. Information about the University and Physics Department may be found at URL http://www.physics.utah.edu.

The deadline for receipt of application materials is November 15, 2001. A letter of interest, statement of research plans, vita, publication list and three letters of recommendation should be sent to:

Nanoscale Physics Search Committee Chair
University of Utah
Department of Physics
115 South 1400 East, Room 201
Salt Lake City, Utah 84112-0830

The University of Utah is an Equal Opportunity, Affirmative Action (AA/EEO) employer, encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

UNIVERSITY OF WISCONSIN MADISON

ASSISTANT DEAN

PVL #40191. Educational Qualifications: Master's degree required; Ph.D. preferred. **Position Availability and Salary:** This fulltime position is available September 1, 2001. Salary level is dependent on qualifications with a minimum salary of $67,248. Application and nomination deadline is August 17, 2001. For a full position description see http://www.ohr.wisc.edu. Send resume with list of 3-5 references and cover letter referring to Position Listing #40191 to:

Betty Brattrud
Search and Screen Coordinator
UNIVERSITY OF WISCONSIN-MADISON
B12 Bascom Hall
500 Lincoln Drive
Madison, WI 53706
Phone: 608/262-4852
Email: brattrud@facstaff.wisc.edu

Unless confidentiality is requested in writing, information regarding applicants must be released upon request. Finalist cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an affirmative action, equal opportunity employer.

CU Springs **University of Colorado at Colorado Springs**

Associate Director of Colorado Institute for Technology Transfer and Implementation (CITTI) Position Announcement

CITTI was established in 1991 through a grant from the El Pomar Foundation, which was matched by the University of Colorado at Colorado Springs. The grant endowed three prestigious chairs in the Colleges of Business and Engineering, and established the CITTI office. CITTI's mission is to support economic development by providing technology-centered enterprises with access to capital and business information, with an emphasis on sectors recognized as critical to the regional economy. CITTI serves as a bridge between the intellectual resources of the University, the three El Pomar Chairs, and the high tech community.

The Associate Director reports to the Director of CITTI and supports the activities of the three El Pomar Chairs. The Associate Director works closely with other campus entities most importantly with specialized Centers in the Colleges of Business and Engineering. The Associate Director will also manage the outreach and conference activities of CITTI.

Job Responsibilities:

1. Assist the Director with management of CITTI, supervising staff and overseeing day-to-day activities and projects of the three El Pomar Chairs and the Advisory Board.
2. Develop an understanding of CITTI clients and their needs. Assist in identifying the most critical issues which have the greatest impact on constituents and suggest the appropriate solutions to these issues.
3. Assist with community outreach programs, collaborating with faculty, staff, and students to provide services to the high-tech community.
4. Strengthen partnerships with other Colorado Springs business organizations to achieve economic development goals for the community.
5. Provide linkages through personal networks to develop conference and research projects with national and international visibility.
6. Creatively manage the Institute's budget through programming, relationships, grants, and services.

Required qualifications:

- Earned bachelors degree from accredited institution, preferably in business, public policy, communications or a related field.
- Two - four years experience operating successfully in complex organizations with high visibility in the community.
- Demonstrated capability to organize and manage academic conferences.
- Proven ability to edit academic papers for publication.
- Excellent communication and organization skills.
- Ability to travel to represent Director at conference and workshops.

Preferred Qualifications:

- Graduate Degree preferably in business, communications, public policy, or a related field.
- Demonstrated experience with business/engineering/international issues involved in technology transfer.
- Significant success in writing and securing grants.
- Experience in working in a university environment.

Starting salary: $58,000 - $60,000 plus University benefits for a continuing 12-month appointment. Applications will be reviewed beginning August 20, 2001 and will continue until the position is filled. Anticipated starting date is September 15, 2001. Send resume and cover letter to:

Attn: Sue Carrillo, Office of the Dean, College of Business and Administration, University of Colorado at Colorado Springs, 1420 Austin Bluffs Parkway, P.O. Box 7150, Colorado Springs, CO 80933-7150.

The University of Colorado is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants.

Maxwell School
OF SYRACUSE UNIVERSITY

DIRECTOR OF CAREER AND ALUMNI SERVICES

The Maxwell School of Syracuse University invites applications and nominations for a Director of Career and Alumni Services. The Director provides leadership for the School's Career and Alumni Services Office, manages a three-person staff, and serves as a member of the leadership team that is responsible for the School's total external relations effort. In addition, the Director is a member of the University's Career Coordinating Committee, collaborates with the Career Services Network, and travels regularly to represent the School to employers and professional associations.

The Career and Alumni Services Office is responsible for individual graduate career counseling and group professional development activities, leading to appropriate job placements in the public, non-profit and related private sectors. The Office serves students in professional master's programs in public administration and international relations as well as graduate students in other social science programs throughout the School. The Office also organizes and supports numerous alumni programs and activities across the country. Maxwell has two formal alumni associations, in the District of Columbia and New York City, and a growing number of informal networking groups in other major metropolitan areas including Central New York.

Founded in 1924 Maxwell is a comprehensive school dedicated to professional training in public and international affairs and to teaching and scholarship across the full range of social sciences at both the graduate and undergraduate levels. The School is home to the nation's top-ranked - and oldest - graduate program in public administration. It is a member of the Association of Professional Schools of International Affairs (APSIA), the National Association of Schools of Public Affairs and Administration (NASPAA), and the Association of Public Policy and Management (APPAM).

Applicants should have at least a master's or professional degree, preferably in a professional program in public administration or international affairs or one of the social sciences, and substantial experience (8-10 years) with progressive responsibility. A strong understanding of and commitment to Maxwell's public and international affairs mission is necessary, as are strong communication, interpersonal and team-building skills.

Salary will be competitive and commensurate with the successful candidate's level of experience. The search committee will begin reviewing applications after Labor Day. Applications and nominations will be accepted until the position is filled. The anticipated start date is **January 15, 2002.**

Send a letter of nomination or application, resume, a writing sample describing your view of the role of career services in a graduate professional school of public and international affairs, and a list of at least three references to **Professor William D. Coplin, Chair, Search Committee, Maxwell School Director of Career and Alumni Services, Office of Human Resources, Syracuse University, Skytop Office Building, Syracuse, NY 13244.**

"Syracuse University is an Equal Opportunity/Affirmative Action Employer"

UNIVERSITY OF
RHODE ISLAND

Director of Enrollment Services

Applications and nominations are invited for the position of Director of Enrollment Services at the University of Rhode Island.

Position Description

The Director provides overall vision and leadership for the Office of Enrollment Services. The Director also assures that appropriate coordination of processes occurs within the Office; establishes short- and long-range plans for the integration and delivery of enrollment services; manages, and is responsible for, the collection and deposit of all University receipts including student fees, research grant and contract revenues, student aid revenues and miscellaneous income. The Director also manages all aspects of registration, student academic records and faculty services functions; administers federal, state, institutional and private programs of student financial assistance in the areas of loans, grants and scholarships; and optimizes the use of available resources, establishes budgetary priorities, and advocates for the office in the budget process. The Director of Enrollment Services reports to the Vice Provost for Academic Affairs.

Qualifications

Candidates shall possess an earned Master's degree. Successful candidates are required to have 1) at least ten years of significant, and increasingly responsible, supervisory experience in enrollment services; 2) a record of developing and implementing innovative and effective enrollment services initiatives; 3) a record of providing student- and faculty-centered enrollment services in a university environment; 4) a record of maintaining the accuracy and integrity of student academic records; 5) a record of communicating effectively with others (including the ability to prepare and present written and oral materials at all levels); 6) a record of managing, coordinating and supervising professional and support staff; 7) experience in planning and implementing student information systems; and 8) a sensitivity and commitment to issues of diversity.

Institution and Setting

The University of Rhode Island is a land-, sea- and urban-grant institution enrolling approximately 14,300 undergraduate and graduate students and has a full-time faculty of 670. The University offers bachelor's degrees in 100 fields, master's and advanced professional degrees in 53 fields, and doctoral degrees in 33 fields. The main campus is located in the charming country town of Kingston, near the ocean, and in close proximity to Boston and New York. The University is the principal public research institution in the State of Rhode Island. Candidates are invited to view additional information at the University's web site: www.uri.edu

Application Process

Nominations and applications must be submitted by September 21, 2001. Applicants should include a letter, resume, and contact information for four professional references. Send all materials and requests for additional information to: **Dr. Kandice Salomone, Chair, Director, Enrollment Services, (Log #HO011292), University of Rhode Island, PO Box G, Kingston, RI 02881 or E-Mail: salomone@uri.edu (information requests only).** The University of Rhode Island is an Equal Opportunity/Affirmative Action Employer committed to excellence through diversity.

Coming Up!

Back to School Issue

October 8th *Ad Deadline Sept. 18*

Bonus Circulation to High School Guidance Counselors!

THE OHIO STATE UNIVERSITY

ASSISTANT PROFESSOR
AFRICAN AMERICAN NON-WESTERN HISTORY

The Ohio State University at Newark is seeking applications for a 9-month, tenure-track Assistant Professor in African American, non-Western History to begin Autumn Quarter 2002. The Newark Campus is an extended campus in The Ohio State University system and is located about 30 miles east of the central Columbus campus.

QUALIFICATIONS: Ph.D. in History by September 2002 required. Applicants should have strong teaching ability and demonstrate significant scholarly potential. Candidates with an additional field in African, Asian, Middle East, or Latin American history are strongly urged to apply.

SALARY: Commensurate with education and experience; a comprehensive benefits package is included.

APPLICATION PROCEDURE: To assure consideration send a cover letter, curriculum vitae, three letters of professional reference and a writing sample to: **The Ohio State University at Newark, Human Resources, Search #01-23, 1179 University Drive, Newark, Ohio 43055.** The search committee will begin considering applications on **October 1, 2001.** For further information, contact Richard Shiels at **shiels.1@osu.edu.**

OSU-N is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and individuals with disabilities are encouraged to apply.

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Southeast Missouri State University Museum's holdings include the Beckwith Collection, one of the finest public collections of Mississippian ceramics and lithics.

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- Develops outreach projects, including web-page and interactive presentations of the collection

Required Qualifications
- Masters degree in Anthropology or Archaeology
- Substantial knowledge of Native American history and culture
- Demonstrated history of working with multicultural population and an awareness of issues affecting minorities particularly Native Americans

Preferred Qualifications
- Ph.D. in Anthropology with expertise and research in Mississippian archaeology
- Museum experience
- Familiarity with web-page design and knowledge of interactive technologies

Compensation: Commensurate with experience. The University provides an excellent benefits package including retirement, medical and life insurance, vacation, sick leave, holidays, reduced summer hours, individual and dependent tuition benefits.

Application Deadline: Review of resumes will continue until the position is filled. To apply, send a letter of interest addressing all position requirements, a current resume, and the names and telephone numbers of three professional references to **Debbi Cecil Robinson, Assistant Director, Human Resources, Southeast Missouri State University, One University Plaza, Cape Girardeau, MO 63701.**

[illegible]

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Brevard Community College recognizes the uniqueness in everyone, values the contribution that each can make, and creates an inclusive work environment where awareness of, and respect for, those of different cultures is promoted. If you are interested in becoming a role model for our students and being a valued member of our team, please visit our website for current position vacancies at: http://www.brevard.cc.fl.us/hr

How to apply: A BCC application form is required and can be obtained at the Cocoa, Melbourne, Palm Bay, and Titusville Campuses or the Patrick Center. Applications will be mailed to out-of-county/state applicants upon request.

MAIL YOUR COMPLETED APPLICATION TO:
Associate Vice President for Human Resources • Brevard Community College
• 1519 Clearlake Road • Cocoa, FL 32922-6597
OR
Complete an application form at our website: http://www.brevard.cc.fl.us/hr

For additional information:
Please call Human Resources at (321) 632-1111, ext. 63150 or email us at: resources@brevard.cc.fl.us

Brevard Community College is committed to a policy of non-discrimination in the provision of equal opportunity and equal access in the student services programs and student employment, and in faculty and staff employment and advancement without regard to race, color, religion, sex, sexual orientation, age, national origin, disability, political orientation, veteran or marital status.

BRIDGEWATER
STATE COLLEGE

Assistant/Associate Director of Student Activities

Campus Life Department

Responsibilities include: supporting the development of strong co-curricular programs at Bridgewater State College; advisement of Greek letter organizations; directing the orientation program and related first-year student initiatives; and, providing advising of assigned clubs and organizations. Master's Degree in Student Personnel, Counseling, Higher Education Administration, or other related field required. One to two years' full-time professional experience in Student Activities work required; preference will be given to candidates with more than two years' professional experience, previous experience advising Greek letter organizations and directing orientation programs. Ability to work nights and weekends required. Position title based on level of experience.

Assistant Director, Counseling Center

Responsible for providing individual, relationship and group counseling to students; crisis intervention; coordinate training; provide consultation, educational and preventative programming; assist Director with planning, organizing, direction, supervision and administration of the student counseling center; other related duties as required.

Doctorate in Counseling, Counseling Psychology, or Clinical Psychology; Masters in Social Work or Mental Health Counseling; or Masters of Science in Nursing required. Substantial clinical experience including 2-5 years of successful counseling experience in a college/ university counseling center including responsibility for staff supervision, program development and evaluation preferred. Eligibility for licensure as a psychologist or social worker in Massachusetts, or current license as CSN or LMHC required.

Review of applications will begin immediately and continue until position is filled.
Submit letter of interest, resume and five professional references:
Human Resources, Bridgewater State College, Bridgewater, MA 02325.
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Coordinator of Student Support Programs

University Unions and Student Activities

The Student Activities Office of Virginia Tech is seeking a talented and dynamic individual to provide leadership and management of the Student Support Programs office. The individual should have experience in one student activity fee allocation process, experience in advising student groups, and experience in creating and facilitating developmental workshops.

The coordinator advises and administers the activities of three budget boards and implements educational training programs for the boards. The coordinator creates and markets organizational development workshops to student groups and facilitates workshops and seminars as requested. Teaching and professional development opportunities are available to the coordinator.

Qualifications: The position requires a minimum of a master's degree in college student personnel or a related area, and 1-2 year's experience. Candidates should have experience in activity fee allocations for programming, have excellent interpersonal and writing skills, and experience in group facilitation and programming. The position also requires the person to be computer literate in Word and Excel.

The salary range for this position is $28,000-30,000 depending on qualifications and experience. Projected starting date is August 15, 2001 or at an agreed-upon start date. Review of applications will begin immediately and continue until a successful candidate is identified. To apply, send an application letter and a current resume including the names, addresses, and phone numbers of at least three professional references to:

Mr. Steve Leist
Search Committee Chair
319 Squires Student Center (0138)
Virginia Tech
Blacksburg, VA 24061

Applications may also be sent via e-mail (scleist@vt.edu) or fax (540-231-5430). For more information on Virginia Tech and UUSA visit our web site: www.uusa.vt.edu.

Virginia Tech has a strong commitment to the principles of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should contact Steve Leist at 540-231-5725 or the Virginia Tech Telecommunications Relay Service at 1-800-828-1120.

Yale University

School of Management

Admissions Office

Associate Director of Minority Affairs

Reporting to the Dean of Student Affairs and Director of Admissions, the Associate Director will manage all aspects of minority recruiting and retention. Responsibilities include managing the campus visit program, managing statistical data collection and analysis for current and past students and providing high-level reports and analysis to the Dean and Director.

Requirements: Bachelor's degree and 4-6 years experience in admissions, registration, placement, student counseling or financial aid or equivalent. Ability to initiate programmatic and individual activities in a team setting. Exceptional communication and computer and analytical skills and ability to develop appropriate reporting tools. MBA preferred. Please reference Source Code: EAHO7053.

Assistant Director

Reporting to the Deputy Director of Admissions, oversee database management functions within the admissions office. Responsibilities will include: system design, development, and implementation of on-line, web-based initiatives and maintenance and enhancements of client/server relational database system as well as participation in admissions and recruiting activities.

Requirements: Bachelor's degree and 4 years experience in education, computer services, or field consistent with paths of MBA students or equivalent. Knowledge of Windows/MS Office and database management. Master's degree preferred. Please reference Source Code: EAHO7020.

Please send your scannable resume and letter of interest to
D.M. Cable, Yale University, Department of Human Resources,
P.O. Box 208256, New Haven, CT 06520-8256.

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SFSU

San Francisco State University
J. Paul Leonard Library

The Library seeks qualified candidates for three positions:

INFORMATION TECHNOLOGY & FACILITIES HEAD
Management position, one of three division heads reporting directly to the University Librarian. Coordinates librarywide technology-based services, including their development, operation and maintenance. Oversees Systems support services (network, hardware and software support for all library operations, including integrated library system) and analog and digital media services and computer lab located in the Media Access Center. Oversees physical facilities and plays lead role in planning renovations or new library construction. Serves on Library Management Team and participates in librarywide planning and policymaking, 12-month Management Personnel Plan position; salary commensurate with qualifications and experience.

Qualifications Include: Advanced degree in library, information or computer science or other appropriate field with minimum 5 years of progressively responsible administrative experience; knowledge and/or experience with library automation systems, technical support for computer systems in a networked environment, and trends in digital technology and electronic access for academic libraries.

COLLECTION ACCESS & MANAGEMENT SERVICES HEAD
Tenure-track faculty position, one of three division heads reporting directly to the University Librarian. Provides leadership for division encompassing Collection Acquisition Management, Cataloging, Document Delivery, Periodicals/Microforms, Circulation, Reserve Book Room, Stacks Maintenance, and Special Collections/Archives. Oversees a collections budget of over $2.8 million. Serves on Library Management Team, participates in librarywide planning and policymaking, and serves as Department co-chair in matters relating to library faculty. Appointment at Associate or full Librarian level; rank and salary commensurate with qualifications and experience.

Qualifications Include: MLS from ALA accredited program with minimum 5 years of progressively responsible administrative experience, including management of at least one of above named areas, budget planning, knowledge of and experience with collection management and access, including technical services.

BIOLOGICAL AND HEALTH SCIENCES LIBRARIAN
Tenure-track faculty position with primary subject responsibilities in the biological and health sciences. Responsibilities include instruction, reference, collection development and liaison work with discipline-based faculty. Appointment at Senior Assistant Librarian level; minimum salary: $46,488.

Qualifications Include: MLS from ALA accredited program, academic background and/or professional experience in the biological sciences and/or health sciences, ability to provide service at general reference desk, including government sources.

San Francisco State University, a member of the California State University system, serves a diverse student body of 27,000 undergraduate and graduate students. The mission of the university is to promote scholarship, freedom, human diversity, excellence in instruction, and intellectual accomplishments. SFSU faculty are expected to be effective teachers and demonstrate professional achievement and growth through continued research, publications and/or creative activities. In faculty positions, librarians are expected to meet general faculty requirements for retention, tenure and promotion.

For full position descriptions, visit http://www.library.sfsu.edu/jobs Review of application will begin September 17 and continue until positions are filled. Candidates should submit a letter of application, resume and the names of three references with contact information to:

Pam Kullberg, Personnel Coordinator
J. Paul Leonard Library
San Francisco State University
1630 Holloway Avenue
San Francisco, CA 94132-4030

San Francisco State University is an affirmative action/equal opportunity employer. Minorities, women and persons with disabilities are encouraged to apply.

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Neuroscience and Cell Biology

The University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School has new position(s) available as assistant professor in neuroscience and cell biology. Investigators with interests in cell, systems and/or developmental biology are encouraged to apply. Experience and interest in teaching Gross Anatomy and Embryology is essential. Available beginning September, 2001.

Please submit curriculum vitae, summary of scientific interests and goals, and three letters of reference to: **Ira B. Black, M.D., Professor and Chairman, Department of Neuroscience and Cell Biology, UMDNJ-Robert Wood Johnson Medical School, 675 Hoes Lane, Piscataway, NJ 08854-5635.** UMDNJ is an Affirmative Action/Equal Opportunity Employer, M/F/D/V, and a member of the University Health System of New Jersey.

To learn more about us, visit our website:
http://www.umdnj.edu/hrweb/

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UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY

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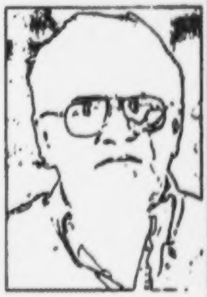
CHICANOS AND HIGHER EDUCATION



Dr. Américo López-Rodríguez, whose doctorate is from UC-Santa Barbara, is chair of the Foreign Language Department at Golden West College. He established and directed the bilingual program at Cal State-Fullerton and at Golden West, and was the first president of the National Association for Bilingual Education.

According to John Roueche, every year more than one million of this country's young people. . .either drop out of school or graduate without competitive knowledge and skills. Approximately 91 percent are members of minority groups.

For the majority of the Latino students, the community college, with its open-door policy, does not serve as a bridge to the four-year college but is the only higher education received. This, in part, reflects the fact that most Latino students are not academically prepared to begin taking the academic curriculum (Roueche). Although remedial courses are offered by the community college, the long-range goal of a college education seems to get longer, and as frustration sets in, they drop out or opt for a vocational career.

Thirty-two percent of full-time community college students are minorities (California Post Secondary Education Commission, 1984) for whom the community college is playing the most significant role in their education. Of those, 12.5 percent are Latino.

College education for the masses is a relatively new concept. Before the turn of the century, less than 10 percent of the population attended high school. Today that figure is nearly 80 percent.

However, there are glaring differences among racial, ethnic, and social classes. According to the U.S. Census Bureau, in 1983, 80 percent of Anglos in California had completed 12 grades of schooling, but only 46 percent of Latinos aged 25 and up. By 1993, just over half of Latinos, 53.1 percent, had done so, and 899 percent of non-Hispanics in the same age group. A high school education is the norm for middle- and upper-class children.

The 1990 Census demonstrated that the average middle-class community like Huntington Beach, Calif., graduated 81.9 percent of high school students, and Irvine, Calif., a typical upper-middle-class community, 96 percent. Santa Ana, Calif., a typical urban community with a majority of Chicano minority students, graduated only 68 percent. This gap is a major concern, and education is only one of many obstacles that Chicanos have to overcome if the poverty cycle is to be broken.

Chicano students usually drop out by the eighth grade. According to the state of California, more than 32,000 Chicano students dropped out of high school in the '94-'95 school year. When a student drops out or fails to complete high school, both the individual and society suffer, the individual, through limited occupational and economic opportunities.

Many Americans accept that poverty is a part of a free economy, an idea sometimes justified as social Darwinism, survival of the fittest. The poor, until recently, had a useful place in society. There has always been a pool available to do the unskilled menial work. For those who could afford it, education in this free economy was considered a road to mobility. Low-income individuals and others were taught that hard work and a good education were a way out of poverty and into a successful, fruitful life. But the value of unskilled hard work for such mobility was surely overrated even in the past, and is now even less useful as a vehicle for socioeconomic mobility.

New industralism and training for jobs needed in the post WWII era largely diminished the role of unskilled labor. Farmers each year needed fewer farmworkers. The newer knowledge industries, among the most rapidly growing job areas in several decades, have little need for the unskilled. The computer is the pen of the new millennium. Thus, the poor have become a heavy burden to society, and those who have survived in the free economy are beginning to recognize that poverty is not only a curse for the poor but for those who support them and for society as a whole.

For the middle and upper classes, a college education is an attainable educational expectation. Yet, for the average Chicano, often from a lower income level, a college education is something undecided at birth. The educational inequities that exist between Chicanos and middle and upper classes must be addressed and redressed to provide all of us with an opportunity to succeed.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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1793

SMU–Royalty at Meadows Museum · Judy Baca Muralist · Latino Pop Stars

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to the
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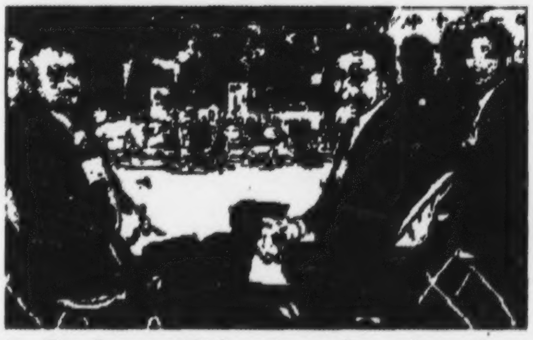
for a successful awards dinner and silent auction



Dr. Tito Guerrero III, keynote speaker and president of the University of Southern Colorado; Dr. James Votruba, president of Northern Kentucky University; and Leo Calderon, event co-chairperson

Father Bill Jansen, Minister of St. Charles of Barromeo; Ines Arias, Community Award recipient; Father Joe Nelson, Su Casa retiring director; Linda Robbins, Cesar Chavez Award recipient; Simon Garcia Talamantes, Community Award recipient

NKU is also pleased to introduce Leo Calderon, Coordinator for Latino Student Affairs. Leo has partnered with faculty and staff to position NKU to be a regional leader in Latino affairs. The Latino Outreach Advisory Council, which is composed of community leaders and NKU faculty and staff, is co-chaired by Leo and J. Webb Horton. NKU was pleased to host the 2nd Annual Su Casa Banquet in May 2001, with over 400 guests in attendance. Leo co-chaired the Banquet with Geri Hernandez Geiler.

Leo has served in numerous leadership roles where he has contributed to enhance the local Latino community. Leo is a member of the planning committee for the NKU Center for Latin American Studies and Service. In collaboration with the Office of International Programs, he led the delegation for the 2001 Alternative Spring Break Program in Mexico. Leo has conducted Spanish Language and Culture Education and Training programs for businesses, government agencies, and social service agencies.

We invite you to visit the
Office of Latino Student Affairs
Northern Kentucky University
University Center 354
Nunn Drive
Highland Heights, Kentucky 41099
(859) 572-5821

NORTHERN KENTUCKY UNIVERSITY®

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¡PUNTO FINAL!

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Cover Photo Courtesy of Judy Baca

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A CAPITOL VIEW

Federal Support for the Arts

BY GUSTAVO A. MELLANDER

It has long been argued in academia that the introduction of the arts into college core curricula is what makes the difference between mere training and securing an education. Clearly, most people go to college to improve their chances to secure a good job after graduation. But to live a full and superior life, many believe students must be introduced to the arts.

But an introduction in college is not enough. A relationship should continue throughout one's life and it cannot be left to happenstance. Many European and Latin American governments have long been important supporters of the arts. The United States government was late in arriving.

The National Endowment for the Arts, established in 1965, is an independent agency of the federal government. Since its inception, it has awarded more than 115,000 grants to arts organizations and artists in all 50 states and six U.S. jurisdictions, which include Puerto Rico and Washington, D. C. "The arts reflect the past, enrich the present, and imagine the future."

With that succinct quotation, the National Endowment for the Arts defines its underlying guiding philosophy. Every year, it strives to make an investment in America's living cultural heritage, to serve the public good by nurturing the expression of human creativity. It has a particular interest in cultivating community spirit throughout the nation. Colleges, universities, local artistic groups, and even individuals are eligible to seek funding.

Throughout its history, the Endowment has fostered the recognition and appreciation of excellence and diversity in the nation's artistic accomplishments. Its vision is a broad one and encompasses the visual, literary, design, and performing arts in America. This small federal agency–the only one devoted exclusively to nurturing creativity and preserving cultural heritage–has helped bring a sense of permanence, continuity, and commitment to the nation's art scene.

Every year, millions of Americans have been able to enjoy the performances, exhibitions, and educational and community activities funded by the Endowment. This public investment in the nation's cultural life has resulted in both new and classic works of art reaching every corner of America.

The National Endowment for the Arts is the largest single funding source for the nonprofit arts sector in the U.S. Among its many accomplishments, the Endowment has funded the PBS series *Great Performances*, winner of 51 Emmys and 121 Emmy nominations, for most of its 26 years on television; made possible the design of the Vietnam Veterans Memorial, the most visited tourist attraction in the nation's capital; fostered the careers of 35 of the 46 recipients of the National Book Awards, National Book Critics Circle Awards, and Pulitzer Prizes in fiction and poetry since 1990; provided for original productions such as *A Chorus Line*, first developed in regional theater.

The Endowment carries out its mission through grant-making, leadership initiatives, and partnerships with state arts agencies. Regional arts organizations, other federal agencies, and the private sector also are served.

These activities reflect the agency's commitment to making the arts available to all Americans. By fostering artistic creativity and achievement and providing lifelong educational opportunities in the arts, the Endowment is helping preserve the nation's cultural heritage.

Since America's arts reflect its cultural diversity and express its rich complexity, the program is well respected nationwide. Its goals include: access to the arts for all Americans, creation and presentation of artistically excellent work, lifelong education in the arts for all, preservation of our cultural heritage, strong and stable arts organizations, community building through the arts, and enhanced partnerships with the public and private sectors.

Grants are awarded annually in categories that include dance, design, folk and traditional arts, literature, media arts (film, television, video, radio, audio art), music, musical theater, opera, theater, visual arts, and multidisciplinary works.

The agency considers applications in the following categories: Grants to Organizations, Partnership Agreements, and Leadership Initiatives. Individual writers may apply for Literature Fellowships. Awards in jazz and the folk and traditional arts are awarded by nomination.

Nonprofit, tax-exempt organizations such as colleges and universities may apply. Applicants may also be arts organizations, arts service organizations, units of state or local government, and other organizations that help advance the mission of the Arts Endowment. Grant guidelines are available from the Endowment (202-682-5400).

Since 1965, the Arts Endowment has built an enviable record of support and enlightenment. The research it has sponsored, the meetings convened, and its publications and congressional testimony have helped convey the evolving story of the arts in America to all. The Endowment's storehouse of knowledge and expertise also have been mobilized to support some 115,000 grants to organizations and artists. It is, therefore, not surprising that in the years since the Endowment's creation, the number of cultural nonprofit organizations, state and local arts agencies, and performing arts centers has grown dramatically throughout the country.

Dr. Mellander is a professor at George Mason University.

Esquina Editorial

Our skin color precedes us. There are distressed communities and schools, and polarization of residential neighborhoods. It's so sad to hear, demoralizing, even. You may find yourself questioning your values and hoping that you are the exception to the invective cacophony broadcast in the media. It almost makes you want to apologize for being different.

Several stories in this issue feature projects throughout the country whose goals are to elevate and educate Latinos as well as share our successes and contributions to society at large. Nevertheless, despite ongoing endeavors such as those presented herein and elsewhere, Latinos and other communities of color still can't shake the stigma often related to being non-White.

Sadly, just a few of us in a neighborhood, school district, or academic institution are more than can be tolerated by the collective in charge before we are blamed for lowering standards and property values. What causes ***White flight*** and when does ***barrioization*** transform a cul de sac? Oddly enough, there are always a handful of non-minorities who accept, admire, or even desire and seek to surround themselves (for whatever reason–previous exposure to cultures different than their own via exchange programs, professional or empirical experience, or genuine interest) with diversity.

Other questions: Is there a connection between the elite status of a university and the percentage of students of color it serves? How about a faculty's racial makeup? Are HSIs or HBCUs considered venerable institutions, the likes of Harvard, Stanford, Yale…? Or will it be possible for elite universities to maintain their stature without compromising their longstanding standards if one day Hispanics, for instance, become a third of the student population or faculty? Is there a connection there, or is it just a coincidence?

Its seems to be a lifelong mission of Latinos and other people of color to help others like themselves catch up with White American traditions (i.e., mastering English, customs, and standards) without abandoning our heritage. However, more often than not, our work, our efforts, our leadership, and our excellence are undermined and fall on deaf ears. Even immigrants, (perhaps a truth forgotten–this country was founded and nurtured by immigrant folk) have something to offer.

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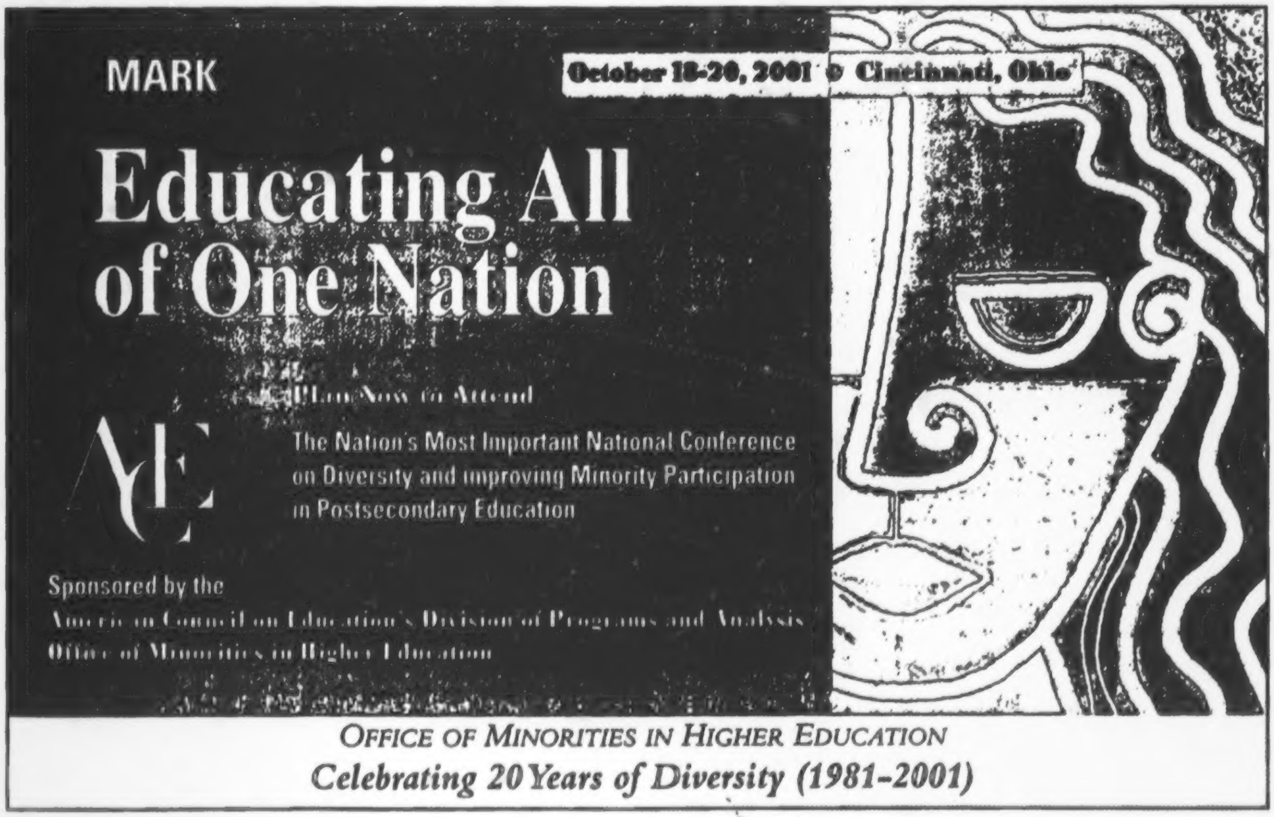
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OFFICE OF MINORITIES IN HIGHER EDUCATION
Celebrating 20 Years of Diversity (1981-2001)

BY
MICHELLE ADAM

"Censorship rampant," says renowned muralist

"We want the mural lady over here," the kids from Los Angeles used to say. That was back in the early 1970s, in the midst of the civil rights movement, where it was *raza* against *raza* in the streets of LA. Kids from competing gangs would call up the Los Angeles Department of Recreation and Parks to find Judy Baca, the woman they'd heard worked with gang members to paint such murals as "Mi Abuelita," one of her first, now gracing the band shell in Costello Park.

Judith Francisca Baca was about 24 years old back then. At that time, she was working for the city teaching macramé to blind older ladies and art to elementary school children in the parks of East L.A. What drew her attention mostly, however, were the gang members that she would walk by on her way to her classes. "Hey, are you the art lady?" they used to ask. "Hey, art lady, you want to see Juan's drawings?"

Baca and her art became a kind of mediating force between the gangs. During her free time, she and the gangs worked the summer creating some of L.A.'s first murals. It was after the *Los Angeles Times* picked up on the scene and graced its front page with the news of gang members putting down knives for brushes that Baca was named director of the Citywide Mural Project. She traveled from neighborhood to neighborhood, "one territory to another," to build murals with gangs that would tell the stories of the forgotten cultures of L.A.

Today, more than three decades later, not only has Baca become one of the foremost muralists in the country, she has brought together the voices and art of underrepresented cultures to make Los Angeles a proud leader in mural-making among the cities of our nation. Today, 400 murals run the course of Los Angeles from that initial project with the gangs, and Baca has gone on to produce works and projects that have drawn international attention.

Baca is especially known for what many would consider her most ambitious project to date: The Great Wall of Los Angeles. Under the structure of the Social and Public Art Resource Center (S.P.A.R.C.), which she co-founded with Christina Schlesinger and Donna Deitch in 1976, Baca and her planning and painting teams of 700 participants produced 2,435 running feet of murals in segments from 1997 to 1984. More than 400 young people of diverse cultural backgrounds, as well as scholars, oral historians, local artists, and hundreds of community members also took part in what is considered one of the most acclaimed monumental cultural projects dealing with interracial relations in the United States. The Great Wall of Los Angeles, the largest single mural in the world, gives voice and shape to the stories of ethnic groups that have shaped California's history–Baca's family among them.

Baca tells cultural stories of the kinds of neighborhoods she grew up in. She was born into the Watts section of Los Angeles and later lived in Becoima, an L.A. suburb, both largely Latino and African American. Baca grew up under the strong influence of her mother, who traveled to California from Colorado for a better life, and her grandmother, who immigrated to Colorado from Mexico during the Mexican Revolution.

At age six, knowing very little English, Baca was given time to paint while her classmates kept up with English lessons. Later, attending a Catholic high school, she entertained the other students with her blackboard drawings of naked, screaming nuns and, on the students' notebook covers, drawings of the perfect dream man. "I was a bit of a rebellious kid. I came from a lawless middle school where kids threw things at teachers," said Baca. Though her classmates enjoyed her artistry, for Baca it was hard to imagine a later life as an artist, and she had no role models.

Still, she had an inspiration for learning that the nuns had strongly supported, and Baca attended college. All of her friends, though, were getting married and finding jobs right out of high school, so she quit and got a job as a production illustrator for a factory. It was a chance to put her talents to use, but Baca soon realized the importance of going to college.

"Every day I would walk through the factory, and I would see women whose hair was tied up in 1940s style, running the same machine, doing the same job, standing in the same position, making the same movements, and doing it for 20 or 30 years. And I got really scared. After a year, I got it. It drove me back to school," said Baca.

Once in college, she "could see the entire path. I could see it all laid out–where I would go, what it would be, what I could aspire to. And I was really enchanted more by the mystery of what I could invent."

Baca graduated from California State University at Northridge in 1969, a time of extreme social unrest and a civil rights movement that in many ways still is so much a part of Baca's work today. She was married at the time and upon graduating taught art at her old Catholic high school for a brief period. It was soon after, however, that Baca was painting murals with the gangs in the parks of L.A. "These kids were called hard core," she said. But, added Baca, "I found them to be charming, very interesting, bright young men who really needed something to do, who needed to feel that they could somehow affect their community in a powerful way, and who were really grateful for the experience. They took to the idea that we were in the midst of a civil rights revolution, and that *raza* killing *raza* was a really crazy thing to be doing. And that somehow all this history of violence and the terrible things that were occurring in their neighborhoods had to be changed."

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Working with the kids proved to be a means of combining her creative talent with effecting social change. "It seemed like a very logical choice. I wanted to be an artist, but I wanted it to have meaning to the people I cared about, to the communities I cared about. I didn't want it simply to be art for its own sake and be irrelevant to what was happening at the time," said Baca. "What was happening at the time was a great upheaval, upheaval in terms of civil rights. I did the painting because it was the skill I had to bring to the struggle."

So much of Baca's work has been about crossing lines of divide within a fractured city and bringing rival gangs and groups together to collaborate on a single cause. And for Baca, painting murals on walls that were already being used as communication centers for kids with graffiti and writing seemed a natural progression. "It was just a simple step forward to use the walls to speak more articulately," she said.

The Great Wall

With the Great Wall, the notion of bringing together fractured groups especially played out in large scale. "The work that I was inventing was a process-related work. The point was to bring people together from all these different sides where the Citywide Mural Project had been painted. What was happening was that the project was creating a lot of individual works that were defining various ethnic groups in the city, but there was no place in which they were meeting and talking together," she stated.

Baca embarked on the Great Wall of Los Angeles project in 1997 in response to the Army Corps of Engineers' initial desire to produce a bike trail and try to recover this piece of land that had been destroyed by its concreting of the rivers.

"The Great Wall metaphorically was a tattoo on the scar where the river once ran," said Baca. "It seemed appropriate that what we could do was take the scar and the hardening of the arteries of the land, which was creating all kinds of environmental issues and divisions between neighborhoods, and bring the young people from all these different parts of the city that were racially separated into one place. We could make

our alliances with each other and begin to tattoo the scar with the stories that had also disappeared in another great wound–the wound of the disappearance of our families and our people."

Unfortunately, today's wall is in need of repair and S.P.A.R.C. is working hard to raise the funds to keep the images alive. "We are trying to raise that money today, and it is really amazing to see how difficult it is now," said Baca. "Back then, people would provide support through donated services. People seem to have less flexibility to do that now. There seems to be less propensity for individual businesses to give–just a kind of real retraction from civic life in general." S.P.A.R.C. is also seeking to complete the unfinished part of the timeline of the wall that specifically chronicles the struggles of ethnic groups of Los Angeles.

While the Great Wall itself may be in disrepair, time has told some amazing stories of the kids who once worked on the mural project. One became a film designer, others ambassadors on interracial harmony. Many more have made a life for themselves despite incredible hardships. "I am in touch with many of those kids. Many of them will speak about it being a pivotal experience in their life. We are talking about people who became decent and good human beings out of really adverse situations," said Baca.

S.P.A.R.C. has produced more than 90 murals since 1988 under its Great Walls Unlimited: Neighborhood Pride Program. Its other projects include the World Wall, a traveling mural exhibit based on the theme "A Vision of the Future Without Fear." Its seven interior and exterior canvas panels, each 10 feet by 30 feet, will address issues such as war, peace, cooperation, interdependence, and spiritual growth. The seven inner panels are being created in Los Angeles and the outer panels by artists and community in the countries that the Wall will travel to and be displayed in–Finland, Russia, Israel, and Canada among them.

Working on the World Wall and being the artistic director of S.P.A.R.C. aren't the only things that keep Baca close to overwhelmed. She has taught studio art as a professor of fine arts for the University of California since 1980. Since 1996, she has been professor of art for world arts and cultures of UCLA and vice chair, later becoming senior professor, of UCLA's Cesar Chavez Center.

The Center was born of a hunger strike in the early 1990s, when nine students went without food in order to convince UCLA of the need for a Chicano studies program. Baca was brought on board after its creation. During the past four years, S.P.A.R.C. has partnered with the Center to develop the first-of-its-kind mural lab, which offers digital imaging for large-scale mural productions in a service-based learning environment for students of the Center and of the world arts and cultures department.

"Most of our important Chicano icons are falling into disrepair and need to be repainted. What I was interested in is the invention of new methodologies that would make it possible for our work to be instantly archived and reproducible in totality in the event that it was damaged or lost," said Baca. "This is the most exciting thing to me at this point. It is going further, testing the limits."

The digital murals are produced on an aluminum-type tile such as that created for Denver's International Airport.

Aside from "Mi Abuelita," the Denver mural, "La Memoria de Nuestra Tierra" is the only mural wherein Baca tells her family's personal story. The mural represents the journey that her grandparents took from Mexico to Colorado, and the history of countless others of her culture who toiled in the mines, fields, and railroads. "Insomuch as my story is a story that is resonating among Chicanos and Latinos, it is becoming more relevant for me to tell it," said Baca.

Inspired by the Denver mural, kids from Durango, Colo., have also shown an interest in building a digital mural "in their backyard." The Digital Mural Lab has been working with them, providing workshops to set up the process and then communicating via the Internet, putting their ideas onto computers at the lab in order to ship final panels back to them in Colorado. Many of these murals can be accessed on the Internet and can serve as educational tools in history.

The lab has produced 15 digital tile murals on the Venice Boardwalk, and Baca's students have lined three walls of the permanent gallery at Olvera Street, dedicated to the life and times of Mexican mural maestro David Alfaro Siqueiros. Also under way is the Luna Digital Project, which involves the transformation of slide images into a digital archive for easier access to research.

Baca's own work has appeared in museum collections such as the National Museum of American Art at the Smithsonian and at the Wadsworth Athenaeum in Hartford, Conn., and has been shown worldwide. Her original vision and work in the streets of Los Angeles have been brought to the world stage. And her work is far from over.

Baca is working within S.P.A.R.C.'s mission to help preserve the murals of the past. "Censorship is so rampant now," she said. Murals that have been deemed controversial are being censored and written off as street signs in order to remove them from the city where Baca helped give life to the mural movement.

It is this movement that has given voice to Chicanos and Latinos and to the marginalized voices that have, especially in California, become "the major flowing tributary, perhaps the mainstream." But there is not equivalent voice or power, says Baca.

"Our stories are still not heard and not entirely understood. The story is more important to tell now than it was even before as we have become the majority voice." It is with this urgency and understanding that Baca continues to make her mark, the mark on the walls of a marginalized people reclaiming their history.

Spanish Royalty and Art at SMU's New Meadows Museum

MEADOWS MUSEUM

BY MARILYN GILROY

World-Class Museum for World-Class Collection

SPANISH MASTERPIECES IN A NEW LIGHT

Velázquez, El Greco, Goya, Picasso, Murillo, Gris, Miro are just a few of the artists in the all-star lineup at the Meadows Museum at Southern Methodist University in Dallas, Texas.

The collection is one of the largest and most comprehensive of Spanish art outside of Spain. The museum's new facility opened this year, attracting international attention and a visit from King Juan Carlos, who attended the inaugural festival of events.

The 66,000-square-foot building is six times larger than the museum's previous location and features expanded space for exhibits and research on the 670 works owned by the Meadows Museum.

The new facility was designed by the Chicago-based firm of Hammond Beeby Rubet Ainge, which also designed renovations for the Toledo Museum of Art and an addition to the Art Institute of Chicago. The architecture features the same red brick Georgian style of most SMU buildings. Inside, the main foyer was created to look like a Spanish courtyard, with yellow walls and a grand staircase leading to the galleries.

The second floor of the museum is devoted to exhibitions, with separate areas for the permanent collection and special exhibits. The main exhibition space allows for display of considerably more of the permanent collection than was previously possible. There are also separate galleries for works on paper, such as the extensive collection of Goya etchings. The new education area on the north side of the first floor includes an orientation room, studio, seminar room, distance-learning studio, and auditorium.

The University celebrated the opening with a 12-day festival, which was capped by a visit from Spain's King Juan Carlos and Queen Sofía.

The University celebrated the opening with a 12-day festival, which was capped by a visit from Spain's King Juan Carlos and Queen Sofía. The King served as honorary president of the museum's International Inaugural Committee of Honor. As part of the opening ceremonies, he received an honorary doctorate of arts. The citation for the degree recognized him "as the gifted designer of one of the most remarkable political transitions in the history of Europe and as the architect of a vibrant democracy and civil society." The King attended private and public events and, during his remarks at the celebration, stressed the region's historical ties to Spain.

"The King and Queen were impressed by the facility," said John Lunsford, director of the Meadows Museum. "They toured the galleries, and the King expressed how pleased he was that this important Spanish collection was here."

Oilman and philanthropist Algur H. Meadows, whose interest in Spanish art was prompted by his annual visits to Spain between 1952 and 1966, when his General American Oil Company of Texas had drilling rights in that country, founded the museum. He spent a great deal of time at the Prado Museum and subsequently began acquiring works by Spanish painters. Meadows gave his collection of Spanish paintings to Southern Methodist University, and, after his first wife died, he decided to honor her memory by donating money for a museum to house the collection. The Meadows Museum opened to the public in 1965, displaying art that spans more than 1,000 years of Spanish history and culture.

The collection is noted for important 20th-century works, but it also contains an impressive number of 19th-century Spanish painters such as Mariano Fortuny, Vicente López, Antonio María Esquival, and others who are rarely seen outside Spain. Two years ago, the museum acquired a painting by El Greco to add to its holdings by Spanish old masters. Highlights of the comprehensive collection also include Renaissance altarpieces, Baroque canvases, exquisite Rococo oil sketches, and the graphic works by Goya. The Elizabeth Meadows Sculpture Garden contains works by August Rodin, Jacques Lipchitz, Henry Moore, and Claes Oldenburg.

Lunsford said that the museum has completed the move into the new building and is now functioning under "normal operations." He is amazed at the way in which the new surroundings have transformed the art and says "It looks like a new collection hanging in this space."

Initial funding for the project was provided in May 1997 when the Meadows Foundation gave $1.5 million for the architectural design of a new museum building. In 1998, an additional gift of $18.5 million from the Foundation was awarded for construction of the building. The gift also provides separate endowments for ongoing maintenance and expanded educational programming for the public, focused on the museum collection.

Lunsford indicated that the new museum has already begun to fulfill one of its main goals of contributing to the cultural life of the community. He spoke enthusiastically about the public's attendance and response to the opening events.

"The opening ceremonies were terrific. We covered a broad spectrum of audiences and every group was enthusiastic about the new structure," said Lunsford. "We had a lot of people from all segments of the community attend, and we are quite pleased that the number of out-of-town visitors has started to increase."

The crowds were treated to an inaugural exhibit honoring Spain's renowned architect-engineer-sculptor Santiago Calatrava. Calatrava is best known for his bridges and airport designs, which integrate technology and aesthetics, producing structural forms that challenge traditional practice in both architecture and engineering. Some of his most notable works include Alamillo Bridge and La Cartuja Viaduct in Seville, the Lyon Airport Railway Station, the Sondica Airport in Bilbao, and the Montjuic Broadcasting Tower in Barcelona. An important Calatrava-designed extension to the Milwaukee Art Museum is almost complete. Calatrava is also the designer of a series of proposed new bridges over the Trinity River in Dallas.

"The reaction to the Calatrava exhibit has been splendid. It has been appreciated by all ages," said Lunsford. "It's such a contrast to the permanent collection. Calatrava's work seems futuristic as opposed to the more traditional art in the museum. But that's the effect we were hoping for. We want special exhibits to be radically different from the permanent collection."

The Meadows Museum is one of the few large, specialized collections found in a university setting, making it a resource for scholars at SMU and around the world.

The museum is critical to supporting the educational mission of the SMU Meadows School of the Arts, which was established 35 years ago and includes a complex of classrooms, studios, theaters, and other facilities devoted to the visual and performing arts. As part of the curriculum, the school provides programs in art, art history, and arts administration.

The museum offers its collection for research on Spanish art and history, and it maintains close ties to the SMU Ibero-American studies program, which operates in Dallas and Madrid.

Many of the SMU professors use the Meadows Museum to teach undergraduates and to help graduate students conduct research for their theses. A recent edition of *SMU Research*, a magazine distributed by the University, explained that for scholars of Spanish art, the specialized nature of the collection and its reflection of Spanish culture and history has been its greatest attraction and strength.

John Lunsford noted, "Researchers can do great work by using slides and other reproductions, but a serious scholar wants to view the original work of art. They come to SMU if they are interested in a certain kind of work, especially devotional or religious art."

John Lunsford, director of the Meadows Museum

That's because the collection clearly reflects the influence of the Catholic Church in Spain. One such work is "Acacius and the 10,000 Martyrs on Mount Ararat," (1490) a wood panel from an altarpiece typically produced in central and western Spain at the end of the 15th century. The painting recently traveled with 26 other works on a goodwill mission to Spain to hang in museums in Madrid and Barcelona. Other works contain religious symbolism or tell stories linked to events in church history, such as the Annunciation and Crucifixion.

Students have conducted research on nearly all periods of the collection. By examining texture, layers, and shadings, they study how the artists developed techniques. The Goya etchings have been used to demonstrate Goya's social and political commentaries on issues such as war, bullfighting, and superstition. Although the prints are fragile and sensitive to light, students may view them up close as part of class projects. Their research is sometimes incorporated in the handbook of paintings and sculptures published by the museum.

According to *SMU Research*, it's not just art professors who make use of the collection. Ed Sylvest, associate professor of theology, relies on the museum when teaching the history of Christianity as it developed in Spain. It is particularly instructive for Protestant students unfamiliar with Hispanic Catholicism. Sylvest incorporates paintings by El Greco and Murillo while discussing the concept of the Virgin Mary and saints in Spain.

"I use the collection as a way of opening up students to the spirituality found in the art, what the theological message is," he said in an interview. "I conduct devotional exercises with students in the galleries, encouraging them to use the paintings as an occasion for meditation."

Lunsford says that the permanent collection will remain the heart of all research and programming in the Meadows Museum. The museum will continue to present four to five special exhibitions a year, but their quality and scope will increase substantially.

"We are using the collection to try and be two kinds of museums," he said, "that which supports the University and is an integral part of its instructional programs and one which is known for being more international and public in its purpose."

The museum is also increasing its outreach to the large Hispanic population in North Texas. When the museum installed the collection, it mounted information panels on each work of art in Spanish and English. Bilingual docents are available for tours and programs that have been developed around established holidays.

"We had a very successful Cinco de Mayo celebration that attracted 600 people," said Lunsford. "This helps us get the word out that the museum is here and the cost is free."

The museum offers free lectures, gallery talks, and concerts throughout the year, as well as workshops and a summer art program. "We also have an ongoing program that attracts schoolchildren," said Lunsford. "We find that later on, they bring their families back with them."

Although Lunsford is "thrilled" about participating in the development of the new museum, he has decided to retire at the end of the year. A committee has been formed to find a successor. Lunsford is mounting a farewell exhibit, which he will curate, entitled "Splendor of Soul, Beauty of Form: Royal and Ritual Art of Africa."

"Even though the museum focuses on Spanish art, we want to make it clear that we have exhibits from all different places," he said.

As for the future of the Meadows, Lunsford indicated that he hopes the museum will be able to build an endowment for acquisitions. The Meadows Foundation, with assets in excess of $850 million, has been very generous, but it has been difficult to find the kind of funding needed to purchase high-quality works of art.

Nevertheless, Lunsford is obviously proud of presiding over the museum at a time when this often-described world-class collection is displayed in a world-class home.

Portrait of a Violinist

"The Instrument Picks You," says Gavilán

> *"To see a Spanish person playing beautiful Spanish classical music could be very inspiring to young people."*
>
> VIOLINIST ILMAR GAVILÁN

BY

JEFF SIMMONS

You might think that a gift that inspired a lifetime pursuit would be kept closely guarded, perhaps under lock and key, but Ilmar Gavilán doesn't see it that way. In fact, the gift that aroused his musical passions rarely stays in place. It was a toy violin, designed for a child's hands, a present his father handed to him when he was barely 5 years old and growing up in his native Cuba. He played with his wooden toy the way friends would play with tiny, toy cars.

"He would teach me how to conduct," Gavilán recollects, "and it was really fun to imitate my dad conducting."

More than two decades later, those moments of experimentation with a toy remain fresh in his mind. Though far from the dusty streets where he first put bow to string, Gavilán often reflects on that period as he encourages others to follow in his footsteps.

"I lend the violin to young musicians that need it in Cuba," Gavilán says. "That violin doesn't stay in my house; it's always rotating."

Gavilán's life seems to be much like that toy violin as it moves from place to place, stirring artistic passions. Gavilán seems to be on the brink of artistic celebrity, a musical wunderkind who has captured notice abroad, and now in America.

A student at the Manhattan School of Music in New York City, Gavilán recently took top honors in the four-year-old Texaco-Sphinx competition. The contest is solely open to Latino and African American string players and thrusts open the door to a musical career.

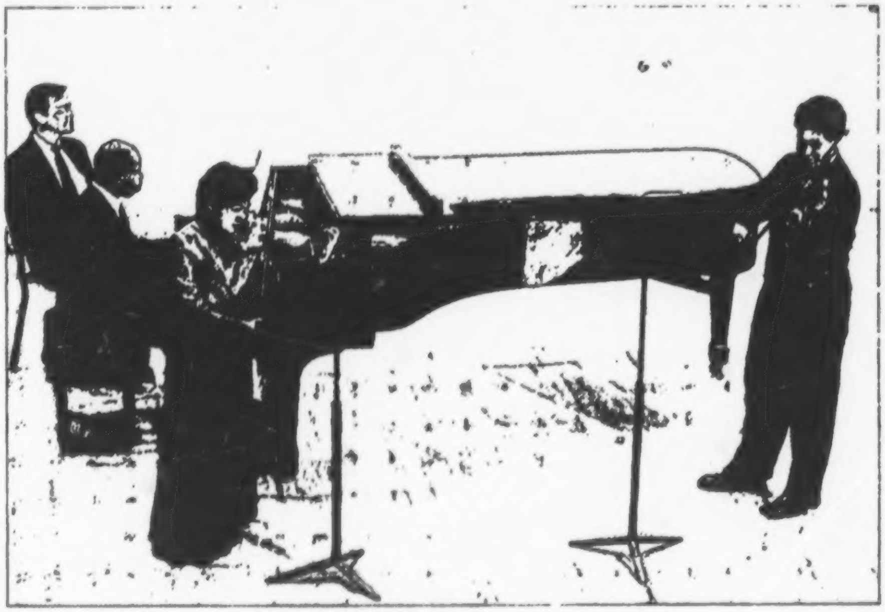
The third time he entered the competition proved a charm for the 27-year-old, who lives near the school. Two years ago, he took second place among the 18 contestants. Last year, he garnered the Best Tonal Award. And this year, he anxiously listened as the winners' names were read in a Michigan auditorium.

"The sweetest name I ever heard was the name of the second prize winner," he says, laughing infectiously. "It felt terrific; it felt so good."

The competition awarded Gavilán $10,000, but the money wasn't the only satisfying reward. Capturing top honors also means a whirlwind tour. Over the next year, Gavilán is performing with 15 major orchestras. His schedule takes him to symphony halls in Atlanta, Puerto Rico, Chicago, St. Louis, and Detroit, among others. It all, he admits, seems a bit overwhelming, but not in the least like work because he will be playing the instrument he came to love at an early age.

You might say music was in Gavilán's genes. Gavilán's father, Guido López Gavilán, is a composer and longtime conductor of the Havana Symphony Orchestra. His mother is a concert pianist, and his younger brother, Aldo, is also an accomplished pianist. At age 6, already equipped with his toy violin, Gavilán began his formal training. Pressure from his father put him in violin studies after school, when the incessant street banter of friends playing outdoors was an intoxicating draw.

"I enjoyed the period before I started taking lessons, but when I was 6, I didn't enjoy it," he admits. "To me, the violin sounded like a cat. It was really annoying, and I didn't want to practice." But his father's lessons eventually caught hold, and he was impressed by his father's ability to lead others in song. "He bought me a regular, small violin, and I brought it to school, and he actually led me to it," Gavilán says.



Violinist Ilmar Gavilán performing at Hubbard Recital Hall

It took about five years, he admits, to warm up to the instrument. He slowly inched toward that position because of all the attention it was bringing him. Two years earlier, he had begun performing in front of cameras and on the radio. Gavilán says his parents and educators "sold me like a prodigy," and the marketing drew him acclaim in Cuba. He garnered a number of national competitions and performed with prominent orchestras in the region.

At age 12, he performed the Mendelssohn Violin Concerto with the Orquesta Sinfónica Nacional de Cuba, an ensemble he continues to perform with today.

"Playing with an orchestra as a soloist was a turning point," he says. "I started to recognize my own voice, and that voice wanted to be shared with others for the first time."

Asked to describe that revelation, Gavilán pauses. Though he speaks English fluently, he struggles as he chooses his words carefully. "It's the closest instrument to the human voice," he says. "You can be so intimate and expressive. You can basically express the nuances of human feelings.

"Even when I wasn't playing, the music kept ringing in my head. And I started to imagine things in a specific way. I started to imagine my own classical musical repertoire and my own way of expression. That's when you know you have no choice."

"I am saying" he adds quietly, "that the instrument chooses you."

That emotional moment when he discovered his voice proved inspirational and life altering. There was, he says, no turning back. The violin would be his life.

At 14, he traveled to Poland to perform in the Lipinsky-Wieniawski International Violin competition. The performance drew him a special award for Best Interpretation of George Frederick Handel, and it also decided his next move, to Moscow.

A prestigious teacher was so impressed by the young violinist that he was invited to study at Moscow's Tchaikovsky Conservatory with Maia Glizarova. He headed to the former Soviet Union, where he studied for the next five years.

"I gave up the most precious thing in my life, my family," he says. "I left when I was 14, and I really did leave. My mom was with me during my first year in Russia. Then she returned home, and I was a teenager growing up on my own." Being alone, he said, furthered his personal and spiritual development. It gave him the opportunity to "grow up, mature, and become a much more sensitive person."

Gavilán became much more comfortable as the center of attention, performing quite a few recitals across the former Soviet Union. A graduation diploma in 1993 didn't herald his return to Cuba. It sent him to Spain, where Queen Sofía recommended that he enroll at La Escuela Superior de Música "Reina Sofía" to study with Professor Zachar Bron. "She [the queen] listens to people personally," explains Gavilán. "She is the honorary director of the private school after her name, and it's for people with special talent."

Gavilán appeared on Spanish National Radio and toured the country and Portugal, performing recitals over the course of two years.

In 1995, Gavilán arrived in the United States. Maestro Joseph Egger of the United Nations Symphony Orchestra invited him to perform, and he soon began studying at the University of Southern California with Eudice Shapiro. His musical mentors included Abraham Stern, Claire Hodgkins, and Sherry Kloss. Three years later, he packed his two violins and moved to the East Coast.

Gavilán enrolled in the Manhattan School of Music's orchestral performance degree program, studying with Glenn Dicterow and Sheryl Staples, concertmaster and assistant concertmaster, respectively, of the New York Philharmonic. Dicterow recalls hearing about Gavilán even before he arrived.

"He's an amazingly talented young man," Dicterow says. "He has a very charming smile that melts snow."

His résumé began to stretch beyond one page. In 1999, Gavilán released his first solo CD, *Aires Y Leyendas*, which was recorded in Cuba. The CD included compositions by his father. Gavilán was also featured on two other CDs, and on one performed the Latin standard *Manisero* (Peanut Vendor) with the Cuban All-Stars, including Luis Conte and Orastes Vilato. He continued to tour, as well. During the summer of 2000, Gavilán toured as a member of the Gustav Mahler European Youth Orchestra, conducted by Pierre Boulez.

This spring, all his hard work paid off. On May 13, Gavilán received his master's degree in music. During the graduation ceremony, as he sat among 315 students graduating from various programs at the school, he heard his name called out. He received the school's Pablo Casals Award for "musical accomplishment and human endeavor."

"I'm really proud of that," he says, recalling the applause from the 1,000 students, parents, and guests who filled the John G. Borden Auditorium.

The director of the orchestral performance program, Robert H. Smith, Jr., says Gavilán was a popular classmate.

"He is full of life; he is full of energy," Smith says. "He is a big talent. He has tremendous gifts, had great training early on, and a very firm grasp of the instrument. He has a natural gift towards being a soloist." That is something Gavilán is working to perfect. He returns to the school this fall to continue his studies with Dicterow as a professional studies student. He hopes the experience will lead him toward solo performances. "I want to be a soloist to inspire people, and particularly young minority people who need to see their future represented," he says.

As he performs across the country as part of the Texaco-Sphinx award, he is meeting with groups of young minority students and giving lectures. They ask why he studied music, did he enjoy it, and was he the only Latino player in his school. "In Cuba, I obviously was not," he says. But he laments that in other programs, he was often the sole minority. He sees this as a challenge–to let students know they can be successful, even if the obstacles seem daunting. "To see a Spanish person playing beautiful Spanish classical music could be very inspiring to young people."

Dicterow agrees, saying that Gavilán serves as a role model for budding musicians. "He is certainly one of the only minority students I've been able to work with in this program, so it has been remarkable that he's been able to get to this level. He is extremely charming, bright, and enthusiastic about music."

Earlier this year, visiting the children's ward at Mount Sinai Hospital in Manhattan, a number of children could not speak and used sign language. That visit made an impression on him and reaffirmed his reasons for playing the violin.

"I am not doing this for fame or money. It is about touching somebody's life," he says. "It was very profound. It could have been very sad, but I chose to see the beauty within them and tried to reflect that in my music."

Students often ask Gavilán for advice. "I tell them it is simple: When you feel you have no choice but to play, that's it! Then you definitely have to pursue it, no matter what."

HD

ARIZONA STATE UNIVERSITY

ASU

SOUTHWEST BORDERLANDS INITIATIVE

Arizona State University Main Campus announces the Southwest Borderlands Initiative. The Borderlands of the U.S. Southwest are becoming strategic areas of concern for researchers and communities, and through this initiative ASU seeks to build upon its scholarly and instructional strengths and respond to regional needs and shifting demographics. Seven tenure-track faculty positions in three, broad interdisciplinary areas focused on issues unique to the Arizona-Sonora, Mexico region, are open for recruitment.

Arizona State University is a multi-campus, comprehensive research institution. The ASU main campus is in Tempe, AZ, in metropolitan Phoenix, a cosmopolitan, culturally-rich area of approximately three million people. ASU enjoys considerable community support. Over 10,000 of the university's more than 50,000 students are engaged in graduate studies.

Education Policy Studies: US/Mexico Borderlands - Associate/Full Professor
Education policy issues unique to the Arizona-Sonora, Mexico region

Political Science of the Southwest - Assistant/Associate/Full Professor
Cultural, economic, political, and social views of residents, particularly Latinos, in the American border states of Arizona, California, New Mexico, and Texas and to the Mexican border states

Nursing - Associate/Full Professor
Health trends and health status of Latinas

Hispanic Research Center/Psychology - Associate/Full Professor
Latino health studies in partnership with community-based organizations, schools, religious organizations and health partners at large

Chicana and Chicano Studies - Assistant Professor
Chicana/o media studies and cultural studies

Religious Studies - Assistant/Associate/Full Professor
Aztec or Mayan religion, including attention to the way images from the Aztec or Mayan traditions have been used in the modern period to shape the Mexican national identity and Chicana/o ethnic consciousness

Multi-Ethnic Theatre/Intercultural Communication-Performance Ethnography - Assistant/Associate/Full Professor
Performance, communication, or theatre studies in the context of the U.S. - Mexico borderlands.

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The Honor Roll

Rutgers, The State University of New Jersey

Distinguished Faculty, Renowned Alums

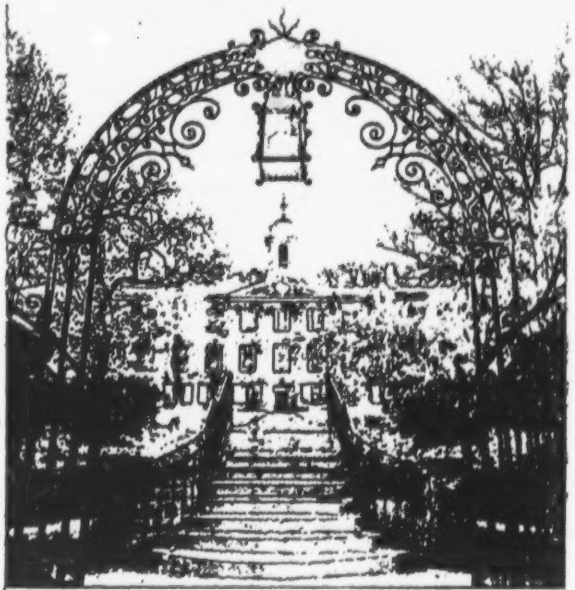
BY ROGER A. DEITZ

Rutgers University has a long and proud past, a dynamic present, **and a promising future** as one of this nation's leading educational **institutions.** Called "a man on a mission," Francis "Fran" L. **Lawrence is Rutgers' 18th president** and has been in the post for 10 **years. Rutgers, The** State University of New Jersey, is "one of the nation's **oldest, largest, and most** distinguished public research universities." **Lawrence characterizes Rutgers** as "rich in history dating from the **colonial era and with more** than 300,000 alumni all over the world." He **calls Rutgers "a key player** in such diverse national and international **academic arenas** as information science and technology, engineering, pharmacy, environmental science, business, law, and many others."

Before he came to Rutgers, Lawrence had been the provost and a professor of French classical literature at Tulane University. With the University just being invited to join the prestigious Association of American Universities (AAU), Rutgers was at a crossroads. With the state of New Jersey deep into a serious recession, there were ramifications for the stability of Rutgers. Now, a decade later, although state funding has increased only slightly, federal support for grants and contracts, and private donations have increased sharply. Undergraduate applications are up 28 percent, and Rutgers has boosted enrollment of students who scored above 1350 on their SATs by 57 percent.

Lawrence reflects, "We have succeeded in launching a highly successful planning process to make Rutgers stronger and raise its stature to even higher levels, and we are well on our way to accomplishing that. We have strengthened the core academic programs through wise investments in our faculty, and we have launched dozens of academic initiatives to reinforce our work as a university whose research adds knowledge to the world and uses it productively in the undergraduate classroom. We have begun a major information technology infrastructure project second to none in higher education, and we can see both its results and its potential. And we've done all of this with an inclusive process that brings the best ideas people have to offer to the process and adds to our sense of community. In short, I guess you'd say that we've established a powerful momentum that capitalizes on the good position we were in 10 years ago.

Lawrence is very proud of strengthening teaching and undergraduate education. "Ten years ago," he recalls, "there was great concern that universities were devoting too many resources to research at the expense of educating students. Rutgers is doing a good job at balancing these two priorities, but we needed to do more, and make sure that everyone knew what we were doing. For example, we have greatly increased the number of undergraduate students who do research pro-



Old Queens at Rutgers University

Francis L. Lawrence, president, Rutgers University

Honor Roll Facts in Brief

INSTITUTION
Rutgers, The State University of New Jersey

LOCATION
Office of University Undergraduate Admissions
65 Davidson Road, Room 202
Piscataway, NJ 08854-8097
(732) 932-INFO

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

ESTABLISHED
1766

ENROLLMENT
40,584 full-time equivalent total for all campuses
3,315 Hispanic (8 percent)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$6,150 in-state, may vary with program

FACULTY
2,487 university-wide (56 Hispanic)

SEVERAL DEGREE PROGRAMS
Anthropology
Ceramic Engineering
Latin American Studies
Molecular Biology and Biochemistry
Puerto Rican and Hispanic Caribbean Studies

NOTABLE HISPANIC-SERVING ORGANIZATION
Center for Latino Arts and Culture

INTERNET ADDRESS
www.rutgers.edu

jects with faculty supervision. In 1992, student participation in research was around 43 percent, which was excellent. But in 1997, the numbers had grown to an amazing 60 percent. That is a clear indication that the majority of our students take advantage of the extraordinary opportunities to work one-on-one with Rutgers' world-class faculty." Lawrence also says he is proud of the "tremendous impact" the Rutgers University Strategic Plan has made on the university community, particularly "to fortify our core academic programs and build in our other areas of strength in Camden, Newark, and New Brunswick." His other points of pride include RUNet 2000, a new network for voice, video, and data transmission. He notes, "The fact that it will stretch from one area of the state to the other means that it will be essential for both Rutgers and for support of K-12 education well into the future."

Founded in 1766, Rutgers is the nation's eighth oldest institution of higher learning, ranking in the top 10 oldest alongside other venerable institutions such as Harvard, Yale, Columbia, and Dartmouth. In 1864, Rutgers was designated the land-grant college of New Jersey, narrowly beating out Princeton and launching a distinguished history in agriculture and engineering research and outreach. In 1869, Princeton and Rutgers competed again, this time in the first-ever, intercollegiate football game, with Rutgers winning 6-4. During the first half of the 20th century, several distinguished New Jersey schools, including law and business schools, merged with Rutgers to establish a strong Rutgers presence in Camden and Newark, as well as in New Brunswick. Through legislative acts in 1945 and 1956, Rutgers became "The State University of New Jersey," making it the nation's youngest comprehensive public university.

The Rutgers New Brunswick campus consists of five smaller campuses: Busch, College Avenue, Cook, Douglass, and Livingston College. Within the last 40 years, the University has emerged as one of the premier public research institutions in the country. Rutgers offers more than 100 majors and 4,000 courses. There are more than 400 clubs, nearly 50 NCAA Division I (Big East) and III teams, extensive recreational facilities, and a wide range of cultural events on campus. Academic resources include state-of-the-art laboratories, the nation's 25th-ranked university research library, and high-tech computing facilities that are accessible to undergraduates.

Despite Rutgers' impressive size, students don't get lost in the crowd. Undergraduates enroll in 18 small- to medium-sized colleges that offer friendly campus communities. The student-to-faculty ratio is 15-to-1, comparable to many small liberal arts schools. Sixty percent of classes have 30 or fewer students. Rutgers' student body is diverse, coming from nearly every state in the union and more than 120 foreign countries. Full-time equivalent enrollment for the overall student population for all campuses totaled 40,584 for Fall 1999. Hispanics numbered 3,315 (8 percent); African Americans, 3,862 (10 percent); and Asian Americans, 6,372 (16 percent); with 83 Native Americans and 2,387 foreign students. There are 33,352 undergraduates (3,011 Hispanics or 9 percent) and 304 Hispanic graduate students. Total full-time faculty on the New Brunswick campus runs to 1,848, with 40 of them Hispanic, based on 1999/2000 figures. There are 72 African Americans, 150 Asian Americans, and 122 foreign students among the total. University-wide, there are 2,487 full-time faculty, with 56, or 2.3 percent Hispanics. Ninety-eight percent of the Rutgers faculty holds a Ph.D. or an equivalent degree.

> ***"In 1992, student participation in research was around 43 percent, which was excellent. But in 1997, the numbers had grown to an amazing 60 percent."***
>
> FRANCIS L. LAWRENCE, RUTGERS PRESIDENT

Among the group are 41 members of the prestigious National Academy of Science and its affiliates. Rutgers attracts high-achieving students and offers challenging honors programs. One-third of entering students rank in the top 10 percent of their high school class.

Rutgers students are civic-minded, donating more than 100,000 hours of community service each year. Alumni include Nobel laureate economist Milton Friedman; actor, singer, and social activist Paul Robeson; former U.S. poet laureate Robert Pinsky; astronaut Terry Hart; NBA commissioner David Stern; FBI director Louis Freeh; U.S. Sen. Robert Torricelli; actress Calista Flockhart; and journalist Sandra Guzmán, who was editor-in-chief of *Latina*, the first national bilingual lifestyle magazine for the U.S. Hispanic market. She is an award-winning journalist, and she received an Emmy for her Telemundo special on the U.S. Cuban embargo. Guzmán currently is writing a self-help book for the modern Hispanic woman, *The Latina Bible*.

Rutgers' Professor David Levering Lewis, the Martin Luther King Jr. University Professor of History on the New Brunswick campus, received a second Pulitzer Prize for his biography, *W.E.B. Du Bois: The Fight for Equality and the American Century, 1919-1963*, the second in a two-volume series. The first volume, *W.E.B. Du Bois: Biography of a Race, 1868-1919*, was awarded the Pulitzer in 1994.

After successful lobbying by a small group of Latino students on the New Brunswick campus 30 years ago, the department of Puerto Rican Studies was created. This year, more than 1,000 students enrolled in courses in the program, now entitled Puerto Rican and Hispanic Caribbean Studies. The department offers interdisciplinary programs that examine the diverse political, social, and cultural histories of the Spanish-speaking societies of the Caribbean, as well as those of Hispanic communities in the United States. The courses examine "the historical background and the migration experience as well as the formulation of identities in their racial, class, cultural, and gender dimension." Students are exposed to a wide range of perspectives drawn from the social sciences and the humanities. The department works closely with other departments to foster a more comprehensive learning experience for its students.

Rutgers also offers Latin American Studies. The mission of the Center for Latino Arts and Culture (CLAC), is to research, document, interpret, and promote Latino/a, Hispanic, Caribbean, and Latin American arts and culture. Through its programming and publications, CLAC seeks to advance appreciation and understanding of Hispanic artistic production, scholarship, and cultural traditions. CLAC presents arts and humanities programs university-wide for faculty, students, staff, and the broader community beyond the University. These programs are designed to advance academic excellence, support Latino/a artists, further the documentation of Hispanic scholarship, and foster cross-cultural affiliations. CLAC accomplishes this through research, publications, and presentation of artists' productions and humanities scholarship.

A committee of Rutgers' Hispanic faculty, staff, and students established the Center in 1992. Funding for CLAC's operation and academic programs comes through the Office of the Vice President for Academic Affairs at Rutgers. Additional funding for artists and community programs is derived through grants from the Geraldine R. Dodge Foundation, Mid-Atlantic Arts Foundation, N.J. State Council on the Humanities, N.J. State Council on the Arts, the Rockefeller Foundation, Johnson & Johnson, and Hitachi America, Ltd.

STILL HUNGRY AFTER ALL THESE YEARS

Conversations with Richard Rodríguez

BY ABELARDO BAEZA, PH.D.

My friendship with writer-journalist Richard Rodríguez of San Francisco began in 1983. I read reviews of his autobiography, *Hunger of Memory* (David R. Godine Publishers, Inc.), in *Newsweek* and *Time* that praised the book and the new author. But it was a feature in *People Weekly* (Aug. 16, 1982) that affected me the most and prompted me to establish communication with him. The title bothered me.

According to writer Tony Chiu's piece, "*Habla Español?* Author Richard Rodríguez Does, But He Wishes the Schools Would Stop," Rodríguez describes his heritage as "...a little suitcase I carry with me, with tortillas and a little Mexican cowboy suit inside, and that one day I lost [it] at a Greyhound depot."

Rodríguez made pointed comments about affirmative action and its effects by confessing, "...I gained academically as a result of the far more disadvantaged Mexican-Americans who remained totally outside the university system. Their large numbers made my presence within the system something to be celebrated. That's the source of the guilt that began to weigh on me."

After reading the article, I composed a letter to Rodríguez and mailed it to the editors of *People Weekly*, who, in turn, forwarded it to San Francisco. I doubted seriously that he would take time out to answer, being busy promoting his book. But I was wrong. On Oct. 28, 1982, I received a typed letter from him! He regarded my remarks to him as "thoughtful and kind," a fact that I would argue with anyone because my sentiments had been angry and defensive. I described my childhood in Alpine, Texas, and my education in a segregated *barrio* school called Centennial, a crowded facility two blocks from my parents' house with a 100 percent Mexican-American student body and a 98 percent Anglo faculty. My classmates and I had no formal introduction to English; we were literally thrown into the proverbial pool of phonics and numbers, and told to swim or sink.

His comments brought back dark memories of times when we were punished physically for speaking Spanish, the only language we knew and loved. As descendants of Mexican immigrants, who found themselves on the north side of the Río Grande after the historic signing of the Treaty of Guadalupe-Hidalgo (Feb. 2, 1848), we spoke Spanish from infancy. Our *madrecitas* and *abuelitas* sang *arrullos* (lullabies) and related *cuentos* of *La Llorona* in Spanish. We conversed in Spanish at home and listened to priests and nuns reciting the rosary in Spanish. All the *aves* and *salves* were in Spanish, as were our confessions every Saturday afternoon in a small confessional that Sandra Cisneros best describes in her short story, "Mericans," as smelling like "...the inside of a person's ear..." (*La Llorona and Other Stories*). We mastered the use of the subjunctive in Spanish by age 5 and learned the folklore of our ancestors through *juegos, supersticiones, adivinanzas, y tradiciones*. Along came the teachers with their "different" sounds and ideas, using pointers and paddles, asking us to stash away all that we had learned *en nuestra casa* for the first five years of our lives. I recall watching a little boy being spanked for speaking Spanish in the classroom. An entire class of sixth graders was assigned to write "I will not speak Spanish in this class again" a thousand times. The physical punishment of children for trying hard to communicate in the only language they knew angered and scarred my classmates and me deeply.

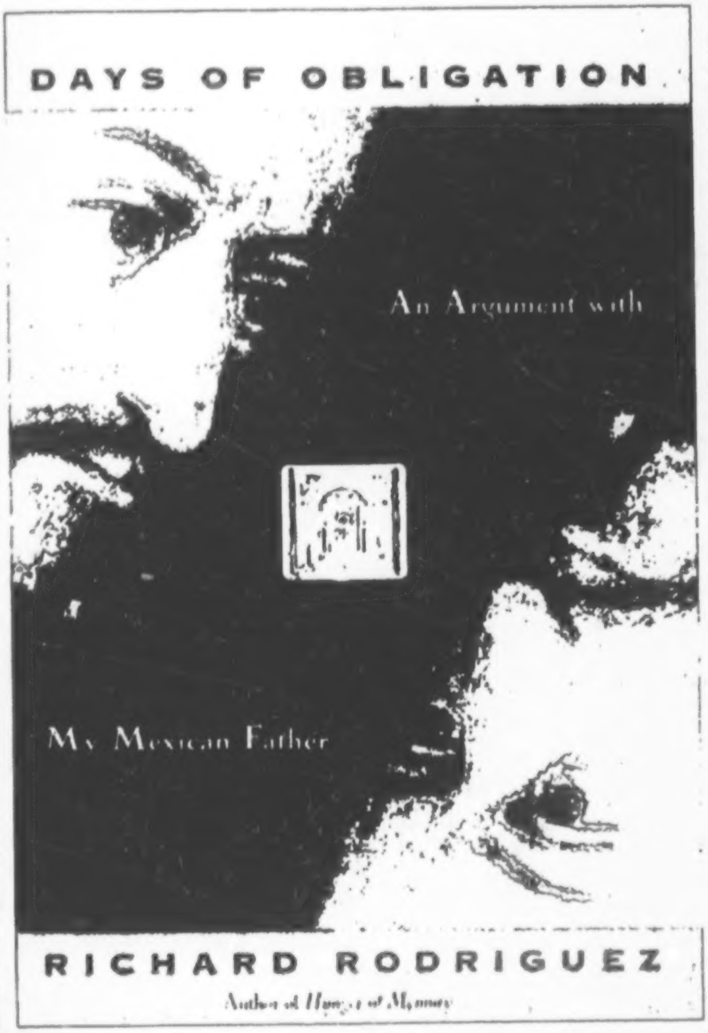
And now, here was this hotshot Hispanic writer from San Francisco condoning these actions and stating that Spanish was "...a language spoken against the *gringo* in order not to be overheard...the language of the *barrio*...one way of evading majority society." I disagreed because in Alpine, Mexican-American children and teenagers did not attend school with Anglos until ninth grade. If anything, we were trying to improve our command of English and be able to compete with the *güeros* from Central Ward Elementary School, our crosstown rivals who beat us in Interscholastic League writing readiness and number sense, but lost to us in football and basketball.

As I read the second paragraph of his letter, I began to understand what he had attempted to say, but that the reporter was unable to explain satisfactorily. Rodríguez was actually differentiating between private and public language, not Spanish versus English. I read the note several times before responding and asking him to visit our campus at his convenience.

He was professional enough to respond, asking for a rain check because he was moving to Mexico City to begin researching materials for his second book. I would have to wait five years before we could actually meet. And we did on my home turf!

In 1987, Sul Ross State University hosted a conference on Hispanics and Higher Education, with support from the Fund for the Improvement of Post Secondary Education (FIPSE). Richard Rodríguez was invited to deliver the keynote lecture. He flew from San Francisco to El Paso and rented a car for the trip to Alpine.

On Oct. 14, 1987, Rodríguez and I met, and had dinner and cocktails. We discussed topics from education and writing to jogging and weight lifting. He answered my questions about his life at Berkeley and his decision to leave academia to begin his career as a writer. We talked interminably about his life and mine, and found many common threads. By the end of the evening, I knew I had found a role model.



His presentation in the Marshall Auditorium on the Sul Ross campus the following night was delivered to a capacity crowd. After the lecture, Rodríguez answered many questions from the audience and sat on the edge of the stage to autograph copies of his book. A standing ovation at the end of the program indicated that he had succeeded in reaching the crowd–and they had accepted him. I was proud of myself for suggesting his name to the planning committee.

From that point on, Richard Rodríguez and I have continued to write and telephone each other. I mail copies of my short stories, plays, and books to him because I value his opinions and ideas. I include ***Hunger of Memory*** in my Chicano Literature syllabus and have sent copies of the critical essays written by my students. He pens notes to them, encouraging them to continue their study of Chicano literature and culture. When I asked him if he would agree to a teleconference with a Mexican-American studies class taught by a colleague of mine, he was very cooperative and enthusiastic. The teleconference was a highlight of the class. *Hunger of Memory* was published nearly two decades ago and was followed by a deeply moving book, *Days of Obligation: An Argument With My Mexican Father* (Viking Press). Written in luminous prose, the book examines Rodríguez's relationship with his parents and the Mexican ancestry he has learned to understand and embrace. Published in 1992, the second book of the trilogy received critical acclaim in California and New York, earning Rodríguez a nomination for the Pulitzer Prize. The scholarship boy was now a recognized man of letters in America.

He encouraged me to send my work to different journals and publishing houses. "You are a private writer, Abe," he once told me, "one who can create great pieces of fiction in the privacy of your home or office, but you remain unseen by people in the publishing world." Ever willing to help, he gave my name to Gibbs M. Smith, publisher of Peregrine Smith Books, Inc., of Layton, Utah. He mentioned my writing to Chicano playwright Luis Valdez, founder of El Teatro Campesino de Aztlan and director of the hit film *La Bamba*. A couple of years ago, I followed Rodríguez's advice and wrote to Valdez about my plans to teach a course based on his life and works. He responded and agreed to a teleconference with my students. Furthermore, he read and evaluated copies of their original one-act plays. Rodríguez's advice about talking to writers and editors has taken root in my life.

In a telephone conversation, I told him about my plans to write *Keep Blessing Us, Ultima: A Teaching Guide to Bless Me, Ultima*. I was going to work with my literary hero, Rudolfo Anaya of Albuquerque, NM., on this project. Rodríguez was elated when I told him that Eakin Press (Austin, Texas) was my publisher. That project was followed by six articles written on a variety of topics–*barrio* schools in West Texas, Chiconics, Children's Literature, Chicano Literature, and a 2,500-word biography of Anaya published in the *Dictionary of Literary Biography*.

When I was presented the opportunity to write Anaya's biography, I called Rodríguez and received his congratulations and good wishes. I would no longer remain unseen by editors and publishers. I had learned to take risks at last!

I decided to write this piece after discussing it with my mentor, Dr. Felipe de Ortego y Gasca, retired professor of English and Education at Sul Ross State University, who now resides in Kingsville, Texas, with his wife, Gilda Baeza Ortego. After re-reading the letters Rodríguez has sent to me over the years and recalling his conversations with me, I wanted to share my thoughts about my friendship with this talented man who gave the word "hungry" a different dimension for all people who read his works.

ON ETHNICITY

Richard Rodríguez describes himself as a Mexican, a *mestizo* with roots that include Spanish and Mexican Indian bloodlines. In 1984, he spent six months in Mexico City, the mecca of culture and history, researching materials for this second book. He rejects stereotyping of Mexican-Americans and the declaration by some that they are "*puros Mexicanos*" despite evidence that disclaims the existence of any type of thoroughbred, pedigreed Mexican. "*La Raza*" refers to a cosmic race of people who are brothers of the same blood, in this case *mestizo* blood, a mixture of Spanish and Mexican Indian. This bonding was formed during the eras of the *conquistadores* who came from Spain in vessels called *carabelas*, and raped the culture of the Aztecas, Mayas, Toltecs, Chichimecas, and hundreds of other tribes that existed in Mexico in the 16th century. *El Español Castellano* mixed with the Nahuatl of the native, creating the mosaic type of Spanish spoken in Mexico and throughout the Southwestern areas of the United States.

Having visited the Archeological and Anthropological Museum in Mexico City, Rodríguez learned the history of Mexico and formed his own ideas and views about the development of the culture. He believes that we are not living in a bilingual/bicultural society, but rather in a multicultural/multilingual one. America is a country founded by immigrants from different countries who brought their languages and cultures with them. The descendants of those founders and pioneers have continued to uphold their traditions and values. The key, however, is for people not to become "frozen" in their own backgrounds or entangled within their own roots. People have to progress and respect others as they are, not as they would like for them to be.

ON EDUCATION

Richard Rodríguez knew fewer than 50 words of English when he started school. In *Hunger of Memory*, he recalls a visit by nuns from the *barrio* parochial school to his parents' house to insist that little Richard be encouraged to speak more English. Consequently, his parents moved from their home in the Spanish-speaking *vecindad* to a neighborhood inhabited by English-speaking people.

Richard grew up in an environment quite different from mine, for instance, where Spanish resounded throughout Pueblo Nuevo and Pueblo Viejo, the two main *barrios* in Alpine, Texas. Conversations and business conducted in grocery stores such as those owned and operated by the Valadez, Sotelo, and Uranga families were entirely in Spanish. The Spanish hour was hosted nightly over local radio station KVLF, with my cousin, Vidal Torres, spinning polkas, *boleros*, *cumbias*, and *corridos* over the airwaves.

The only times we saw *güeros* in the *barrio* was during election time as they paraded through the streets, loudspeakers in hand, blaring out campaign promises and handing out pictures, cards, and candy to the children. Many Mexican-American women worked as maids in Anglo households and were driven home by their bosses late in the afternoon in shiny automobiles and trucks. On Sundays, I would see a small group of Anglo Saxon Catholics attending mass among a predominately Mexican-American congregation.

Rodríguez and I shared these thoughts when he spoke to my Spanish class at the university. He addressed my class in English, confessing a lack of fluency in Spanish. His tone and pitch were excellent, his voice strong and resonant. There was little trace of a Spanish accent, and my students commented about his voice after his visit. They were curious about his background. I told them the truth.

Richard was a smart child–one destined to become a scholarship boy. From that boy would evolve the scholar. He read extensively–everything–philosophy, fiction, journalism, classical literature, and history. In *Hunger*, he describes a list he found in an article about an English professor nearing retirement–a bibliography of works recommended as a "must" for any scholar. Among the works listed was Plato's *Republic*, which Richard read with the "...patience and superstition of a scholarship boy..." He describes that boy as a great mimic, a collector of thoughts. But most of all, Rodríguez is firm in his belief that an education does change an individual's life and will separate him from his family. The innocence that exists before entering the world of books and learning the magic of the letters disappears.

ON LIFE

From his conversations and letters, I know that Richard Rodríguez loves the good life–exotic food, fine wine, designer clothes, and travel. A picture in the *People Weekly* feature presents him as I remember him–seated with family and friends in a posh restaurant in San Francisco, toasting to the success of his work.

I have received cards and photographs from his many trips to foreign countries. A favorite snapshot shows him in the Middle East, dressed in a safari jacket, mosques towering in the background. This is the multi-faceted Richard Rodríguez–cosmopolitan, world traveler, explorer, scholar of languages and cultures.

His interview on PBS by Bill Moyers shows another side of Rodríguez, dressed in designer suit and necktie, ready to talk to the well-known commentator on *World of Ideas*. The two-part segment offers valuable insights. The one-on-one approach is effective. I use the video in my multicultural literature class as part of an introduction to *Hunger of Memory*.

One scene from the book that stays on my mind is from the period after he returned home following a year at Oxford on a Fulbright fellowship. He describes his life at home, observing his parents, eating and laughing with them, and discovering that he does have his mother's laugh! He has never allowed his fame to separate him from the warmth and respect of his family and friends. When he speaks to me of his parents, I hear a touch of melancholy as he realizes that they are getting older and will leave this world one day. Having lost both of my parents, I can empathize with those feelings of fear and sadness. The scholarship boy is a man who can write great pieces of literature and can also grieve over the illnesses and losses of those he loves.

ON GOALS

Richard Rodríguez's life is nomadic; he flies to England to research a piece on life along the Texas-Mexican border for the BBC. His excursions take him to Europe, Asia, and South America. He has traveled extensively in the United States as well, delivering lectures on university campuses and making appearances at professional conferences.

He enjoys talking about his life before *Hunger of Memory* and the eclectic list of jobs which he had while working his way through school–janitor, construction worker, and freelance writer. His goal in life is simple–to do the best he can. He has reached the pinnacle of success. In a telephone conversation on Christmas Eve, 2000, he said, "the publication of my third book, *Brown*, will complete the trilogy...my goal has been accomplished...I have everything I need."

Rodríguez works diligently in his small studio apartment in San Francisco, taking time to answer notes and calls. When I called Richard and conveyed my anger over unkind remarks about his personal life I read in the *El Paso Times* in 1991, he simply laughed and said that writers will always have critics who will undermine their work. He remained calm and collected. I felt like breaking a few windows, myself!

ON FITNESS

He jokes with me about my bodybuilding and says that most men who work out are narcissistic. There is a strong self-love within those *hombres* who devote their time to pump weights and follow strict diets. He is interested in building his body and has requested that I train him. I will do that for him if he will give me more advice about writing and publishing. I want to step into Rodríguez's literary and journalistic circles, mingle with the literati, and develop my craft as a professional writer.

Before actually meeting him, I saw pictures of him in several magazines. One featured him jogging near the Golden Gate Bridge. I thought it was merely a publicity shot, but as I began to communicate with him, I realized that he is serious about maintaining proper body weight and strengthening his muscles.

Rodríguez admits that he is not a powerlifter and prefers to jog and wrestle, but he has respect for men who put themselves through arduous workouts to achieve symmetry and grace. His support of physical fitness is evidenced in his documentary about life along the border. One segment was done at the famous Muscle Beach in Venice, where some of the best bodybuilders in California gather to work out.

ON WRITING

I have sent copies of my short stories, essays, original Spanish-language plays, and books to his San Francisco address. He reads everything I send and provides constructive criticism and insights. On various occasions, he has referred to me as being shy about my writing talents. "Don't be afraid to send your work to journals and publishing houses," he has advised on many occasions. "Remember that writers are human...accessible...we all have to face rejection and failure...that makes us stronger."

He offers solid advice about composition, organization, characterization, and plot development. Furthermore, he encourages reading everything humanly possible–daily newspapers, magazines, book reviews, interviews, and popular fiction.

The key to good writing, he asserts, is hunger. If writers are interested in pursuing a topic worth researching and writing about, they will develop a desire to research, write, edit, and submit a project. He constructs a writing schedule that he will like and respect. Publishers and editors are human, he advises, and have to be confronted.

When I mentioned to Rodríguez that I am in touch with Mark Medoff, author of the noted *Children of a Lesser God* and more, he responded that most famous people care about their reading audiences and are willing to give presentations. Because of modern technology, professors can arrange teleconferences and videoconferences with stalwarts such as children's and adolescent writer Judy Blume and Chicano writer Sergio Troncoso. "Understand," he added, "that writing is a tiresome and lonely endeavor." When he mentioned that he has spent some of his birthdays and New Year's Eves in lonely hotel rooms, train depots, bus terminals, and airports, on the way to meetings with publishers in New York or to deliver a talk in Florida, I was shocked by the reality of a writer's world. When he confided that he wanted my life–with the security of my family and my career to guide me, I knew Richard Rodríguez at last.

ON MAÑANA

This year, Rodríguez will present his book, *Brown*, the third of the famous trilogy, to the American public. It has been almost 20 years since I received an autographed copy of *Hunger of Memory*, a staple in my Chicano literary studies classes. Literary anthologies carry excerpts from it, especially the moving chapter, "The Achievement of Desire," with its penetrating message and simple, yet paradoxical, definition of success.

As a high school commencement speaker a few years ago, I referred to this chapter in my address to a group of impressionable seniors dressed in purple caps and gowns, young lions developing a hunger for a slice of the American pie.

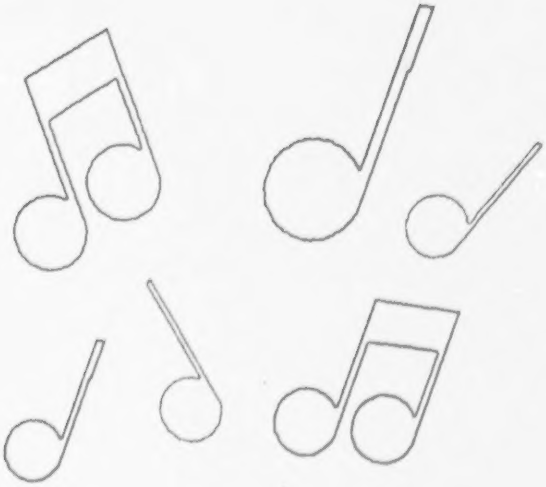
These days, Rodríguez is seen on the *Lehrer News Hour* on PBS, participating in panel discussions, and narrating powerful documentaries. His work as contributing editor at the *Los Angeles Times* and associate editor of the Pacific News Service is an important outlet for self-expression and an integral part of his quest to spread the message of multiculturalism and autonomy throughout the world.

Rodríguez hopes to continue his work as writer/journalist with strong themes and messages to contemporary American society. He strongly believes that Hispanic writers have much to offer and are now just being discovered and recognized. He is a good example. Among his many accolades, he has received one of the five Charles Frankel Prizes presented annually by the National Endowment for the Humanities.

Richard Rodríguez is carving a name for himself among American men of letters. I am eager to read *Brown* and will be proud to add it to my syllabus. To me, he is a talented man who has accepted me as a brother and as a writer who can step into any literary circle–if I want it badly enough.

"You have to take risks," he told me. "Don't be afraid to fail." Those words will open my novel, *Night Face*, a story about a complicated man who struggles against great odds to become what others tell him not to be. The title comes from a conversation I had with Richard a few years ago about his night face. A short time later, I received a handsome, dramatic 8-by-10 glossy picture of him, dressed in black, half his face hidden by a shadow.

Richard Rodríguez and Rudolfo Anaya will be the first writers to read my manuscript when it is ready. And that is all I am going to say about it. I am hungry now.



The Pop Paths of Joy Enríquez & Carlos Ponce

Two Performers Tapped by Disney

BY DIANA SAENGER

A Latin heartthrob on Spanish soap operas, award-winning contender in the pop music field, and host of the Latin entertainment show *Control*, Carlos Ponce, and Latina pop and R&B "singing sensation" Joy Enríquez can be heard, if not seen, on Disney's ***Lady and the Tramp II: Scamp's Adventure***. Ponce and Enríquez were asked by Disney to record the song "Bella Notte" for the feature film, portraying two pups in love, eating spaghetti.

Ponce offered his answer immediately. "I didn't have to discuss my decision with anyone," said Ponce. "Disney calls and you say, 'What is it you want me to do?'"

Enríquez had a similar reaction: "I have a lot of energy, and when they told me I was chosen, I jumped up and screamed. It was fun to picture the dogs being in love and sharing the spaghetti and letting the child in myself come through. Carlos was great to work with, and we did the song in English and Spanish."

Ponce said he and Enríquez had a lot of responsibility on their shoulders, performing a new version of such a popular hit. "We looked forward to finding something that was good for both of us," Ponce said. "We each had our own style of music but we knew we had to compromise to deliver a classic modern version."

Joy Enríquez

Enríquez, 21, recently toured Singapore, Australia, New Zealand, Japan, Korea, Puerto Rico, and other locations to promote her new album *Joy Enríquez.*

"It was fun," remarked Enríquez, who told her fans, "I had an album to promote, a voice to protect, and a goal to achieve."

Focus has been a part of Enríquez's life since she was a little girl, and she knew she wanted to be a music superstar. She grew up in Whittier, Calif., singing along to her sister Tiffany's piano playing. "My family was very supportive of my talent. I started singing at church and for our parents' friends when I was 5," said Enríquez, who tried out for the TV talent show *Star Search* when she was 14 but didn't make the show.

"A few weeks later, I was singing at a place, and there was a scout from *Star Search* there who asked me to be on the show." Enríquez appeared on *Star Search* and won the female vocalist category 11 times.

"It was a dream come true," Enríquez said. "I had wanted to do it since I was a little girl. To be on that stage with Ed McMahon and the whole audience cheering you on was a thrill I'll never forget."

Enríquez attended Orange County Performing Arts High School and had regular singing gigs at the Mondrian Hotel in Beverly Hills. In 1997, she was asked to audition for a spot in a girl group that Kenneth "Babyface" Edmonds was putting together. "I always wanted to sing with Babyface."

Her demo, "Enríquez," half-English and half-Spanish, written by her sister, amazed Babyface. Two hours after her audition, she was singing for Babyface and lending background vocals to "When You Believe," the Whitney Houston/Mariah Carey duet for *The Prince of Egypt* soundtrack.

Another dream came true when she signed with LaFace and then with the Arista label in 1999. A host of producers/writers ensured that Enríquez's hip R&B essence on the album measured up to that of icons twice her age.

She recorded "How Could I Not Love You" for the *Anna and the King* motion picture soundtrack. Her debut album featured her single "Tell Me How You Feel," which she co-wrote with producers Soulshock and Karlin. "It shows my personality," Enríquez explained. "I'm a happy person, and I want everybody to see that."

Perhaps it was that happiness that spurred Disney to invite her to join Carlos Ponce in recording "Bella Notte." In her press interview, Enríquez is as feisty and friendly as the pup she portrayed in that song.

She is proud that her talent is enjoyed by a cross-cultural audience–and especially the Hispanic audience. "I'm getting a lot of fan mail from young Hispanic kids, and I'm happy they see hope that, like me, they can achieve their dreams if they don't give up."

Some say Enríquez is lucky. She says luck had nothing to do with it. She focused and planned her own career. At the age of 9, she'd call to make appointments with agents, pretending to be her mother. She's been determined to make it ever since. "I would try something, and if it didn't work, I'd say then it wasn't meant to be and try the next door."

Enríquez has strong family ties. Randy and Elena, her parents, owned an interior design company where Joy, "learned the ups and downs about business." Her father and mother serve as her managers, and her sister is her road manager. Her brother, Joshua, is in college studying to be a lawyer. "Possibly he'll look after the contract portion of my business," Enríquez said.

And why have family members managing her career? "Who else could you trust more? And they deserve this. My father bought me my first microphone. My mother drove me to tons of rehearsals and auditions. It's because of their sacrifices that I'm where I am today."

Her family, she said, is also responsible for her spirit of never getting discouraged and holding onto the motto, "Life goes on…. I've seen my parents survive a lot of things, and they always said if it's meant to be and it's God's will, it will happen."

Ponce's first album was named Album of the Year, New Artist, by Billboard Magazine, *and both Best Album Launch and Best New Artist by* Eres Magazine. *At the age of 9, Enríquez would call to make appointments with agents, pretending to be her mother.*

Enríquez is proud of her rise to fame from the small town of Whittier. "I've been all over the world and signed with a major artist," she said. "What more can a girl ask for?"

Reared in a church-going family, Enríquez said her love of church and its people came from her family. "I love singing at church, and I love giving back to the church members. The church has been there for me all my life. To go there and perform, and to sing and touch people in an unconditional way is the best feeling in the world."

"Joy loves people and loves what she does," said her mother and manager Elena. "And it shows in everything she does. She works with many community organizations, such as DARE and Parents Against Cancer. Joy has a tender spot for kids."

One who learned early on what positive feedback can do for self-esteem, Enríquez always reaches out to encourage others. "She's a great role model," said Elena. "Her fans write her and ask for her advice, and she answers their letters and tells them if they have a dream, to pursue it."

Carlos Ponce

Born in Santurce, Puerto Rico, Ponce, 28, made his first TV commercial in Puerto Rico at the age of 6. In the '80s, Carlos Sr. and Esther Ponce moved their family to Miami, where Ponce's uncle, who owned an advertising agency, cast the young boy in more TV commercials. "We were family, and I was cheap labor," said Ponce.

He finished school, married his high school sweetheart, Veronica, and landed a job as a host on *Control*. "It had a great audience and was the first Univision show created to target young *Latino Americanos* in the United States…they were losing us to the MTV-type shows." By 18, Ponce had landed a role in the Latin soap opera *Guadalupe*. He began writing music, and when he was allowed to sing one of his songs on the show, he was catapulted into a singing career.

Now that Ponce has had time to adjust to being a pop star, how does he feel about being immortalized in a Disney film? "I'm excited. This opportunity is something you want to do for yourself, your ego, and your family, so they can be proud of you," Ponce said, "and for my son, who is 17 months old and running up and down the hall as we speak." Ponce said the first time his son heard the video he wasn't sure where his father's voice was coming from although he did recognize it.

His wife recognizes Ponce's voice is now his ticket to his future. And how does she react to the millions of fans and young girls screaming praise at his concerts? "It's all part of the business and something she takes in stride," he said. "We've been together for 10 years. It's not my career; it's our career, and she's happy if I'm happy."

Ponce, a devoted family man, sang to his son in his wife's belly while she was pregnant. "I wrote him a song called "Canción De Cuna" (The Cradle Song), which was on my first album, *Carlos Ponce*. That first album was named Album of the Year, New Artist, by *Billboard Magazine*, and both Best Album Launch and Best New Artist by *Eres Magazine*.

In 1999, he made another album, *Todo Lo Que Soy*, which went platinum in the U.S. and gold in Venezuela. The same year, he was named Best Male Artist in the Ace Awards, and Best New Artist by *Premios lo Nuestro*.

His popularity on a TV show had gotten him a starring role on the soap operas *Sentimientos Ajenos* and *Guadalupe*. Spanish soap operas do not run forever like they do in the United States but typically last about six months. "Then everyone usually gets recast in a different soap as someone new," joked Ponce. He recently returned to Mexico to make another soap, and he's working on his third album on the EMI Latin label, which he said might take the name of the soap he stars in, *Sin Pecado Concebido*. "Loosely translated, that means *conceived without sin*."

Ponce's green eyes and blondish hair do not immediately announce his Hispanic ancestry. "I adapt anyway where I'm working. And I can do accents so well, whether doing a Mexican or Argentinean accent, the locals think I'm a native," said Ponce, who graced the cover of *People En Español's* 25 Most Beautiful People 1998 edition. Good looks aside, his business plan and strong family ties keep him grounded. He has two older sisters, and his brother is his road manager. Emilio Estefan, who is husband and manager of pop superstar Gloria Estefan, is his manager. Ponce said he met Emilio and Gloria when he hosted them on *Control*.

Ponce takes time to enjoy the easy side of life–water and snow skiing and being with family–but he works hard and is proud his dedication has paid off. Ponce models his work after other Hispanic stars he respects. "Rita Moreno and Jimmy Smits are two people I admire," he said. "They are wonderful people and do a lot for the Hispanic community. I try and do the same."

Establishing a viable music and acting career, Ponce realizes, is something that requires a continuation of learning his craft. "If you want to make a living at this career, there always will be something new to learn, and you have to work at it," said Ponce, who takes classes to further his art.

"My grandmother always told us a saying that is my motto and still fits in today. She said, 'Everyday, you're dying and you're learning.'"

Florida Education Reform Draws Plaudits and Potshots

Task Force to Develop Seamless K-16 System

BY
JEFF SIMMONS

> ***"The legislation will have one of the most profound effects on the enhancement of opportunities for minorities and other disadvantaged populations in the state."***
>
> SENATOR
> GEORGE G. KIRKPATRICK

The way George G. Kirkpatrick Jr. sees it – Florida's education system is overdue for change.

The current structure is riddled with problems, universities need more hands-on control over their charges, and Hispanic and Black students often don't have the same opportunities as White students, he says. But now, the former Democrat-turned-Republican ex-senator says, there is hope on the horizon.

"I believe the changes that will take place as a result of new legislation are probably the most significant changes I've seen anywhere in the country in the last 10 to 15 years," says Kirkpatrick.

"We are moving from a system that focused almost entirely on the process, on agencies, on funding formulas, and institutional priorities to a system that will be seamless from kindergarten through graduate school, that will be focused virtually 100 percent on the student and will be as close as we can get to 100-percent outcome-based."

Sen. George G. Kirkpatrick, Jr., has served as the executive director of the Independant Colleges and Universities of Florida since 1996.

Kirkpatrick, currently executive director of the Independent Colleges and Universities of Florida, is speaking about the voter-approved shake-up destined to recast Florida's education system. It's the most radical overhaul in decades, a movement that has drawn a widespread mix of plaudits and potshots.

The reforms were triggered by the 1998 Constitutional Revision (known as Amendment 8), which abolished the structure of the state Board of Education. The traditional framework included the governor, a cabinet, and an elected commissioner of education. Now, the new seven-member state Board of Education is appointed by the governor, and his board appoints a secretary of education. Once in place, the new board will impose board policy for public schools, community colleges, and universities that enroll an estimated 2.6 million students statewide.

The revision prompted a thorough review of the strengths and weaknesses of the state's education system, and last year, the state legislature inked a series of recommendations to revamp the structure and get the ball rolling.

The governor, the speaker of the House of Representatives, and the

Senate president assembled the Education Governance Reorganization Transition Task Force, which is overseeing the transition until it takes effect in early 2003.

The 11-member Task Force, officials say, must create a "unified, efficient and seamless kindergarten through graduate-level education system."

"Florida has taken a monumental step forward by making the commitment to dramatically change the governance of education to ensure that all Floridians have access to a quality education," said Gov. Jeb Bush, when he announced the Task Force.

"This is no small task–to move our state from a system that has been process-focused to one that is child-focused and based on performance standards."

The work, which will take place over the next two years, includes addressing equity in access and academics, efficiency in funding and collaboration, and improved coordination between various educational agencies. And it affects all grades, from kindergarten through the end of graduate school.

The steamroller "flattening the traditional structure" already is forging ahead. Earlier this year, the state legislature gave the thumbs-up to a plan to abolish the state Board of Regents, which has historically overseen public universities.

The Board of Regents was dissolved July 1, and its authority is currently split between the state board and new state-appointed Boards of Trustees. They will preside over Florida's 10 state institutions, a modification that will grant each one more muscle over its programs and livelihood.

Each university board consists of 13 members responsible for handling day-to-day operations at their institution. They will be able to fire and evaluate a university or college president and hold the president accountable for student performance. Community colleges in the state currently have boards of trustees.

"This is dramatic," says Laurie Cain, the transition task force deputy director. She exceeds Kirkpatrick's assessment of the extent of change. "This is the most comprehensive reconstruction of education governance at least since the Board of Regents was created about 30 years ago."

John Van Gieson, spokesperson for the Independent Colleges and Universities, adds, "This will have more of an impact on state universities. It's a whole new ball game for them. Now a board of trustees can decide to add a degree program rather than wait for approval from the Regents."

Education experts maintain that the new system will give an unprecedented power base to a single state board because it will encompass all facets of education in the state. It also grants significant power to the governor. There are close to 170,000 students in state colleges, and 321,000 in community colleges. Officials say another 80,000 are enrolled in private four-year colleges, and 14,000 in private, two-year institutions. The Task Force is charged with making a sweeping series of recommendations.

By next March, members must develop standards and guidelines to ensure coordination of all levels of education and prepare a plan to define each postsecondary institution's role in the community.

Members also must coordinate college and university budget requests and develop rules governing the selection and evaluation of university presidents.

By the following year, the Task Force must prepare recommendations regarding the waivers from rules and statutory changes that should be implemented to make the system operate fluidly. And soon after, members must create an end-of-term paper on all that has been accomplished, what is working, and what still needs to be done.

The new Florida Board of Education formally assumes its powers on Jan. 7, 2003. The reforms are occurring on the heels of concerns that many students weren't faring as well as they could in Florida schools.

In recent years, small changes began to lay the foundation for the new structure to be erected. For instance, says Cain, charter schools were okayed, and students in low-performing schools were given "opportunity scholarships."

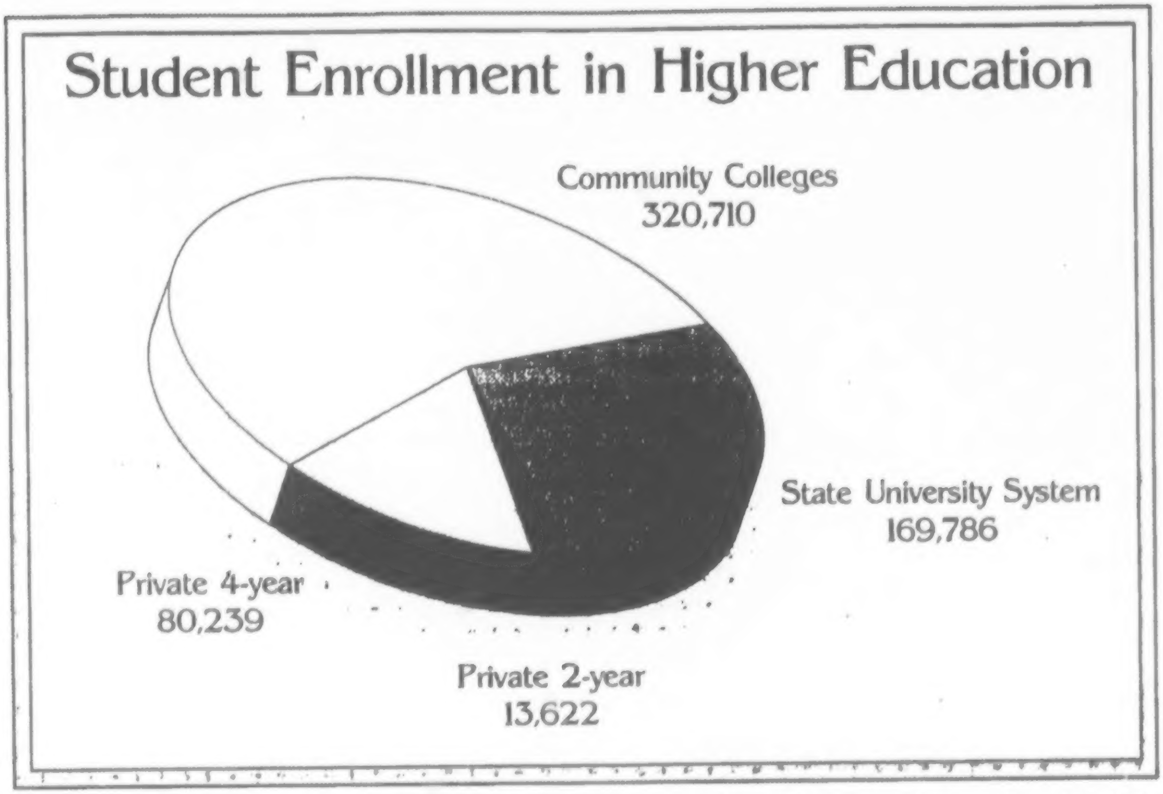
"The reform effort has been building and building until this reorganization. It's a manifestation of a whole different philosophy of education in Florida," she adds.

Nevertheless, not everyone is embracing that new philosophy. Critics, who are largely Democrats, are adamant in their resistance to the change on the premise that it is

State on Hispanic student population in Florida schools (K-12) and postsecondary

K-12 students in Florida (19.1% are Hispanic)	1,434,345
Total Undergraduate	584,357
Graduate	63,840
Professional	10,062
Enrollment Status:	
Full-Time	325,244
Part-Time	333,015

Gov. Jeb Bush appointed Jim Horne, a Republican legislator with no formal experience in education administration, as the state's new secretary of education. For the next 18 months, he will preside over the transition to the new system.



Student Enrollment in Higher Education

purely partisan. It appears as though non-educators and primarily Republicans are being handed the reigns of the school system.

They say that in early June their fears were borne out. On June 6, the governor named his seven picks for the new state Board of Education. Bush appointed Jim Horne, a Republican legislator with no formal experience in education administration, as the state's new secretary of education. For the next 18 months, he will preside over the transition to the new system.

Gov. Bush selected Phil Handy, a businessman and Republican fundraiser who spearheaded the Task Force's blueprint for reform, to chair the new board. Handy has not returned repeated calls by *The Hispanic Outlook* to discuss the reforms and his role.

Still, the governor followed through on a promise to appoint a diverse board. Of his seven appointees, two are Black and one is Hispanic. However, critics countered that most were Republican loyalists.

Critics, led by U.S. Sen. Bob Graham (D-Fla.), contend that the new educational model infuses politics too deeply into the education system.

Graham is heading a committee, the Education Excellence Initiative, to lobby for an initiative to be placed on the November 2002 ballot to discard the reforms, and replace them with yet another system. Graham twice vetoed measures to abolish the Regents when he served as Florida's governor.

"The major weakness of this system, and the largest danger, is that it will be controlled by politicians," says Robin Gibson, a spokesman for the heavily Democratic opposition group. "This has to be taken out of the political arena."

Graham's committee wants a constitutionally mandated Board of Governors to control education, a board that would in fact be similar to the Regents. The governor would appoint its members, but to terms longer than four years.

State Republican leaders assess the situation differently and see their changes spelling out a better future for Hispanic and Black students. Earlier this year, the governor focused on the distorted playing field, admitting that the state's schools have shortchanged minority school children.

In a statement, Bush said: "The cycle of failure of the public schools system to respond to the need of each student must be broken." His comments addressed findings that exposed how poor, minority kids in the state's worst schools performed well below those in wealthier and Whiter areas.

The findings, the meat of a report by the state's Equity in Educational Opportunity Task Force, revealed that Hispanic and Black students have not received the same opportunities to enroll in advanced placement courses as students in wealthier neighborhoods, they have less access to guidance counselors, and their schools are inadequately equipped with computers and library resources.

"Many schools serving predominately poor and minority students require dramatic change to significantly improve student achievement," stated the governor.

One solution offered in Florida by Bush was the touted "A-plus" plan, in which students in failing schools can receive tuition vouchers to attend private ones. Nevertheless, it comes amid a tempestuous battle over affirmative action. Hispanic and Black constituencies have rallied against the governor's efforts to end affirmative action programs.

His supporters maintain that the looming tidal wave of revisions will improve education for all students in all grades. "The goal is to improve the lives of all students," says Cain. "If there are minority students whose needs are not being met academically, if they have problems in their ability to access services and program, and if they're being underserved because they aren't in an area that is meeting their academic needs, then the new governance structure will bring that to the forefront in a much more consistent way so those needs can be addressed.

"We know that while Gov. Bush believes to the core that every student can learn, there are pockets within the student population that are not being served, and in some cases, minority students make up a higher percentage of those populations."

Kirkpatrick agrees. "The legislation will have one of the most profound effects on the enhancement of opportunities for minorities and other disadvantaged populations in the state," he says.

His association, Independent Colleges and Universities of Florida, represents 27 nonprofit institutions enrolling 94,000 students. He pointed out that the changes would allow students more choices when selecting a college in their home state.

"This is the first time in 20 years that we have provided state need-based financial aid to part-time students," he says. "It has been very, very discriminatory against people who are struggling to find a way to complete their degrees."

He said one effect would be the ability of students to enroll in online courses outside of a designated geographic area.

Kirkpatrick faulted a Regents' policy mandating that state schools could only provide distance-learning courses to students within their surrounding neighborhoods, which narrowed opportunities. He sees this changing in the near future.

"Our main problem has been access," he says. "And this new legislation will significantly increase access for minority populations. This new structure is going to give us a much better infrastructure to reach out to those people who need an education."

Kirkpatrick argues that the system will provide more stability and opportunities at a time when breakneck-speed technological advances are forcing many older students to seek an education. "A huge portion of our population is going to come back to school to get additional training in order to achieve some sort of stability in the workplace," he says. "This is really important for an immigrant population because they gave up everything to come here, and if they're not 100-percent welcome at the door, they can fall behind very quickly."

Of the 1.4 million students in kindergarten through 12th grade in Florida, 19.1 percent are Hispanic.

At the heart of much of the reforms is accountability, or promises of more of it. Task Force members have complained that the State University System has not had any tangible accountability, and that the current system hasn't centered its attention on students.

Under the new approach, members say, one system will address needs better, rather than three or four separate ones. This approach to "seamlessness" is designed to improve how students receive aid and improve communication between different educational levels.

Critics, though, have countered that the reforms already have been disruptive and predict the transition will be anything but seamless. Dozens of top administrators at state schools have resigned over the last year, and some experts wonder whether lesser-qualified successors will be installed.

Kirkpatrick, nevertheless, maintains that the new system will echo success already experienced at his nonprofit institutions. Independent colleges, he points out, already are controlled by Boards of Trustees.

"Governance by boards of trustees works well for Florida's independent colleges and universities," he says, "and we are confident the same structure will enhance rapid quality improvements at our state universities."

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Muskegon Migrants

Making the Right Moves

Dr. Dennis Wilson, dean of community services at Muskegon Community College

BY ADALYN HIXSON

When keynote speaker Carlos Seise, a world-renowned tenor, talked about his struggles growing up, abandonment by his father, going hungry so his sister could eat, and his mother raising three children alone, his audience could relate. When he asked, "How many of you have struggled this way?" dozens of young hands went up. Some 500 of those in the audience were Hispanic junior and senior high school students, attending a conference at Muskegon Community College (MCC).

In the unlikely spot of West Michigan, not a region recognized for a large Latino population, an event that targets those students–the Hispanic Youth Career Conference (HYCC)–as been thriving for years. According to Dennis Wilson, dean of community services at the College, "there is a real effort in Michigan to be hospitable to minorities."

Wilson, "plus a few members from the local Hispanic community–Catholic Social Services, El Centro Latino," formed the resolve to reach out to Hispanic youth 16 years ago. The highly successful conference grew out of that resolve.

The Gerber Baby Food Company is headquartered not far from the College, in Fremont, and the Gerber Foundation is a major funder of the event. Some funds come, too, from MCC, the IBM Corporation, Grand Valley State University (GVSU) and Western Michigan University (WMU), which have been invited to co-sponsor since 1999. In addition, each student and adult from the participating high schools is asked to pay $5, "with a guarantee," says Wilson, "that we will cover costs for any who can not pay." In most cases, he says, the schools pay for their students.

Both Grand Valley State University and Western Michigan University have quite active Hispanic clubs on their campuses, says Wilson, noting that MCC did too, but doesn't have one at present.

There was an MCC Hispanic club for about four years, he said, and he was the sponsor. "We took trips to Chicago and Lansing to conferences and took in concerts and plays and conducted fundraisers. I was younger then and had more energy."

Businessman Joe Garza, HYCC Committee

"As a two-year commuter campus," he says, "we don't have the residential holding power of students after hours, when the youth are out of class. At MCC, we draw students from four counties, and most work full-or part-time."

His comments succinctly express some of academia's blessings and constraints–the professor or advisor or volunteer who goes the extra mile to expand students' horizons–energy permitting, and the limits placed on that expansion, the opportunities denied, by the need to earn and learn at the same time.

Businessman Joe Garza has worked on the Hispanic youth conference as a volunteer for eight of its 16 years. He was born in Muskegon and raised his own family there. He describes it as a small, quiet Midwestern town, one with a growing population of Hispanics. So much so, he says, that there is now a West Michigan Hispanic Chamber of Commerce, which he chairs. Garza says he arranged to have many of the forms used in his real estate business printed in Spanish, and Hispanics now are 70 percent of his business.

The HYCC Planning Committee, shown on this year's programmes as 34 strong, 28 with clearly Hispanic names, three of them being Garza, meets in November and December to work on the conference, held this year in March, and to secure names of adult role models who may be new to the area. The role models are contacted and asked to set aside the day of the conference and plan to talk with students about their careers.

Role models for 2001 show an impressive range of occupations in 38 categories ranging from accountant to veterinarian, and including broadcast journalism, law, college teaching, engineering, and more. There are 60 role models–all Hispanic.

The role models are there to answer students' questions about how they made it in their professions. Wilson says they bring instruments, displays, products, and literature with them and set up almost a display table, in some cases, to show students about their work. "Over the years," he says, "we have several who have attended the HYCC, as high school youth or as college students at MCC, who are now invited back to serve as role models."

The Planning Committee, in its written welcome to the students, said the program was designed to accomplish three things: "to encourage you to finish high school and select a career that appeals to you, to invite you to consider various options for your future education, and to focus on the Hispanic heritage that is so significant."

"This year for the first time," says Wilson, "we got a number of kids at the conference who had just arrived in the area from Mexico and did not yet speak English. People at hand served as translators for them."

"Eight or nine years ago," says Garza, "I got invited as a role model, and so I went for that, and they've kept me coming ever since." Garza says he's not so much a role model at the conference now, but more into directing the students to its activities. He notes that some of the adult mentors came up from South Bend, Ind. "Each year it keeps getting bigger and bigger. We have the junior high and the high school now."

Specific conference events are arranged for each of the groups. Workshops for middle school this year were on graphics, personality, self-esteem, TV careers, and the transition from high school to college. The keynoter for the younger students was Dr. René Pérez Rosenbaum, associate professor in the department of resource development at Michigan State University, and an assisant to the director of the Julian Samora Research Institute

"They always like the keynoter since we have had some exceptionally fine speakers," says Wilson, who draws this conclusion from a survey of evaluations "by all the youth and the adults who accompany them."

Early Hispanic Youth Career Conference at Muskegon Community College

16th Annual
Hispanic Youth Career
Conference

Livin' la Vida
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HOPE FOR THE FUTURE

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Wilson confirms that the numbers of students and adult participants is increasing. Three years ago, 180 students attended. "This year we had 500-plus students, 60 adult role models, and about 40 high school counselors."

All the numbers are impressive, especially given that the pool of Hispanics in the region is not large, even with the 65-percent increase since 1990 noted in Census 2000, and that many of the migrant families aren't around in March. Some of Muskegon's public schools, says Wilson, "have a bulging enrollment of several hundred Mexican children in September, but in October, they are gone and do not return until the next April or May."

Asked how he and the HYCC committee manage to pull in so many high schools and middle schools, Wilson says he sends a letter to the area school superintendents in January, asking them to designate a person to receive a follow-up letter about the upcoming conference. "This is important since each school may have a different person or office handle the minority affairs. Sometimes it is the counselor and sometimes it is the principal who is the contact person." Getting the right communication path early in the game is critical.

"Our office does the work of communicating with the schools and contacting all the adult role models and keynote speakers. We depend heavily on recommendations and decisions by the HYCC committee, but we require unity of command when it comes to keeping track of speakers. The committee decides on who will be the keynoter, and then I contact the person."

This year's keynoter for the high school students, Puerto Rican tenor Carlos Seise, recently moved to nearby Grand Haven, Mich. Seise's topic, and the theme of this year's conference, was "*Livin' la Vida Educada*: Hope for the Future."

"He provided a wonderful message of hope and encouragement for the youth, and, of course, sang for the students," says Wilson. "It was a mountaintop experience for all of us to hear such a voice." Wilson adds that although Seise has an international schedule of performances, "it would be great to have him as a singer/speaker at some national Hispanic youth conference or convention where Hispanic academic leaders gather."

Seise, who told the students, "Listen with your soul and follow your heart," was not the only singer or musician at the conference. For the past two years, high school students have provided music and song during the lunch hour, a performance before peers that Wilson says "takes a lot of courage." It is not without its rewards. "We have paid a small stipend to the singers, much to their surprise, following the event," he adds.

"We judge the impact by the popularity of the conference and the increased numbers attending each year." He mentions that there's a big interest in the Spanish language at MCC these days, and that the college now has three full-time Spanish instructors where it had only one just a few years back.

As for the impact of the students on the adults, Wilson has exuberant praise. He calls the youth attending the HYCC conference "model citizens," and "a joy to have on campus," adding, "This must come from some value orientation from the family." He also said that the Hispanic students at Muskegon are "the most courteous, never in trouble, very respectful, appreciative of any student group." He is not the first educator to make this claim to *HO*. Others have similar praise for immigrant parents they encounter.

Recruitment

Though the broad goals of the conference are to encourage and inspire, the event is also an opportunity to demystify such subjects as financial aid, and to recruit. And not just to college. Joe Garza says he recruited someone to come and work for him in his real estate business. It's likely that many other kinds of connections are forged through the day's interactions. "And when the College held a Parents' Day last year," Garza tells *HO*, "two of the parents enrolled in the College, too."

Wilson says that after the conference, he sends a follow-up letter to each high school senior who attended, an invitation to attend Muskegon Community College. "Our admission office does the same."

Wilson sweetens the pot to spur prompt action. The first five Hispanics to apply to MCC get a $100 book scholarship.

The number of Hispanic students at MCC, he says, "has grown very slowly and steadily from around 100 to about 250 today. It is hard to determine exact numbers since some Hispanic women take their husband's name and then don't claim their heritage as an Hispanic. Also, the melting of races makes it difficult to accurately record who is who."

But many of the MCC youth, and conference attendees, are second-generation migrants, he says.

"When the keynote speakers at the conference have called out the names of different cities and areas of Texas, the students will give a roar if their home of origin is named. This leads me to think that the families still have some linkage or kinfolks back in Texas, and they associate with that part of the country. Thus the migrant tradition is still in their souls."

Wilson has his own migrant memories. He worked in Michigan's cherry orchards, side by side with migrant families, "in the hot summer days of July and August in the mid-1950s."

Garza, who says his folks were migrants, remembers, too, and his memories spur his activism.

"A lot of people talk and have suggestions," he says, "but you also have to get involved."

"We know what we didn't have when we were growing up, and we know it all starts with the kids. They are the future, and we have to do our small part."

Carlos Seise

CAREER PATH:

CARLOS SEISE

Carlos Seise was born to sing. But he still worked hard to become the tenor whose voice and ebullient personality have thrilled audiences nationwide. To understand the forces that shaped this artist, you have to start with the Caribbean island of Puerto Rico, where Carlos came from.

Before deciding to pursue the risky career of a professional opera singer, he earned a medical certificate from the U.S. Army in San Antonio, Texas. But his obvious gift could not be denied. He studied voice seriously while working as a teacher in an elementary school. In 1987, he won the Tenor Prize in a competition of the Metropolitan Opera House, then made his professional debut in 1989, singing Rodolfo in Puccini's opera *La Boheme*. His "pure, clear, warm tenor voice" was soon in demand all over the world.

At 21, he began studying at the Conservatory of Music of Puerto Rico. Next, he attended The Juilliard School in New York City, after receiving a Fulbright scholarship. Seise studied under Payton Hibbit and Carmelo Savoca, also the teacher of the great Spanish tenor Plácido Domingo.

His operatic career has seen many triumphs. He has performed throughout the world, from Beijing, to Boston, to Budapest, to Buenos Aires. And this year, as noted, in Muskegon, Mich.

Seise has shared the stage with Plácido Domingo, Luciano Pavarotti, Eva Marton, Verónica Villaroel, and many other distinguished singers. His generous spirit is amply demonstrated by his efforts to help raise money for charities around the world.

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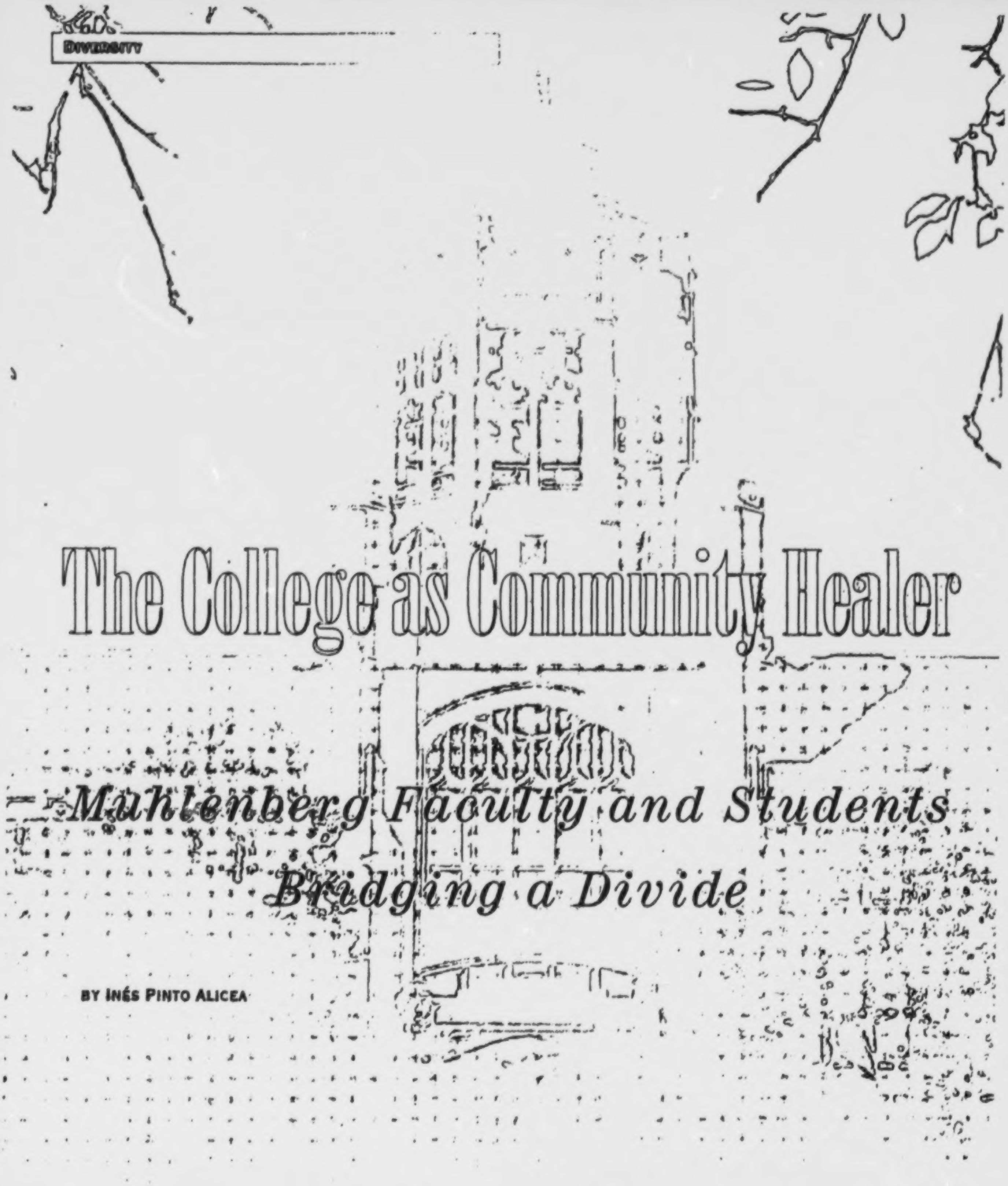

The College as Community Healer

Muhlenberg Faculty and Students Bridging a Divide

BY INÉS PINTO ALICEA

The relationship between Latinos and Whites in Pennsylvania's Lehigh Valley has had its share of tensions. But some of the faculty and students at Muhlenberg College in Allentown are working to build bridges between the two communities. Latinos are about 25 percent of Allentown's 106,000 residents.

Michael Bruckner, the College's vice president for public relations, called the Latino population "vital to the Allentown community and important to the future of the region" and noted that Muhlenberg has conducted community outreach activities for a number of years. The College even has a service department that links volunteers from the campus with community projects.

Julio Guridy, a Latino activist who has run for city council, and an executive with Fleet Bank in Allentown, said the relationship between the Latino community and Muhlenberg has been a "win-win situation" for both and has helped the Latino community secure more partnerships, and possibly even some scholarships for underprivileged Latinos, with other higher education entities in the Lehigh Valley.

Anna Adams, of Puerto Rican descent and author of the book *Hidden from History: the Latino Community of Allentown, Pa.*, has taught at Muhlenberg for 18 years in its history and language departments. Adams is active in several projects affecting the Latino community. She is on the board of Casa Guadalupe (which receives all profits from her book), a social services agency offering health education programs, senior programs, after-school programs, a women's clinic, and tutoring. She is on the board of the Hispanic American League of Artists for Latino Children, which offers classes in painting, acting, and classical dances of Latin America to Latino youth. She is a founding member and Muhlenberg representative to Alianza Latina, a group that addresses Latino concerns in the community and is comprised of representatives from many organizations. She is active with Communities in Schools, a program that works with at-risk students to keep them from dropping out of school.

"My efforts have been supported by the College, not thwarted," said Adams.

Sam Laposata, dean of Muhlenberg's Evening College, praised President Arthur Taylor for encouraging strong ties with the Latino community, noting, "When it comes from the top of the organization, it's more powerful."

Taylor was one of 50 college and university presidents cited in 1999 for outstanding leadership in the field of student character development by *The Templeton Guide: Colleges that Encourage Character Development*.

"Leaders in education must actively endorse student volunteerism within the community," said Taylor. "It promotes character development and supports learning objectives in the classroom."

Danielle Lehman, an elementary education student who graduates in 2002, said the students that she has "tutored and befriended" have "ignited a flame within me." Lehman provides support to the community Homework Program at Casa Guadalupe, a program that supplements the education of students who are struggling in school, many of whom speak little English. Lehman was named Casa's first education assistant.

Guridy, a co-founder of Alianza Latina, said that while the College has provided a friendly environment, Latinos have not felt as welcomed by some of the city hall politicians, several of whom have very vocally opposed Latino immigration to the area. Guridy said he hopes through his work and the work of others that the atmosphere will be more hospitable to the Latino community and that all will understand that "if the Latino community prospers, their businesses also will prosper."

Adams' book details how orchard owners in the Lehigh Valley went to Puerto Rico to recruit workers after World War II. Later, the textile industry, which boomed in the area, hired many of those recruits. In some of Allentown's schools, Latinos are as much as 80 percent of the student population. Many Latinos are employed in the health care industry, a major factor in the region's employment picture.

According to Adams, "One could live very comfortably and only speak Spanish in Allentown." There has been a great deal of "White flight" from downtown Allentown, she says, because of the growing Latino presence, which has strained the relationship between Latinos and Anglos. Allentown public schools are considered "distressed," which she said has made the situation "more polarized."

Erika Sutherland, an assistant professor of Spanish, is one Muhlenberg faculty member with very strong ties in the Latino community. Though not Latina herself, she fell in love with the language and the culture after studying Spanish in college, and her involvement with the community reflects her life philosophy that "professors should stand for more than scholarly work."

Erika Sutherland

Samuel Laposata

Anna Adams

"The Latino community is not what attracted me initially to Muhlenberg, but the Latino community is a big part of what makes me stay here," she said.

Sutherland has launched a number of projects in the community. She formed the Grupo de Apoyo e Integración Hispanoamericano, a support group for Hispanic immigrant professionals and others interested in doing more than merely earning a living in the United States. The group helps acclimate new immigrants, creating educational and social opportunities for professional development, with guest speakers at nearly every meeting. It also serves as a bridge for Muhlenberg students, who can interact with the community through reading groups, discussion circles, and collaborative projects. For example, a student in the college's biology department conducted a study of the use of natural medicines among Latinos.

"A lot of immigrants get here and feel isolated," said Sutherland. "Members of Grupo get to have intellectual conversations and cultural exchanges with other members and students."

Sutherland recruited students learning Spanish to help teach English to Latinos in the community. The Muhlenberg students are trained to teach ESL classes for Spanish speakers at the Hispanic American Organization in downtown Allentown. Now in its fifth year, nearly 40 Muhlenberg students participate in the program every semester. The students also have many opportunities to practice their Spanish through the effort.

"It's surprising to see how the students blossom from this," said Sutherland. "By putting their language into use, it brings home to the students the linguistic and cultural issues in a way no classroom really can."

The program, she said, aims to bring together two cultures that do not always interact. "Most of the time, learning the language becomes secondary," Sutherland said. "The students get a lot more. They get to talk, dance, eat, and get to know people who share a different culture."

Sutherland also started Fiestas del Corazón, Inc., a nonprofit catering company, serving Hispanic foods and offering job training and experience for un- and underemployed Latinas. The program gives Latina participants business and advertising skills with which to start their own business.

"The Latino communities here are vital," said Sutherland. "Most small businesses opened in the area are opened by Latinos."

Sutherland is an advisor to the Muhlenberg Comunidad Latina, a Latino student group, which works to raise awareness of Spanish-speaking cultures, visiting local restaurants and participating in many activities, including the annual Alianza Latina festival, held for many years at the campus until it outgrew the site. The group raised $1,400 for earthquake relief in El Salvador by selling *empanadas* throughout the college.

Other community outreach activities launched by college faculty and students tap into several age and interest groups.

Cooperation

Jefferson Field Day at Muhlenberg College

Men's soccer coach Jeff Tipping, women's soccer coach Leslie Benintent, and former player Sean Topping presented an inner city youth soccer clinic at the Boy's and Girl's Club of Allentown that attracted more than 40 children.

Muhlenberg's Institute for Jewish-Christian Understanding sponsors Youth and Prejudice workshops that involve many Latino middle school and high school youth. The traveling education drama, "The Library," also plays to many Hispanic middle school students. Both programs deal with issues of interracial/intercultural diversity and understanding.

Every semester, through the foreign languages department, there is a Cooperative Community Potluck Dinner involving local Latinos and the Muhlenberg community. The groups share a meal and enjoy good food, music, and dance. About 100 people typically attend the event.

Spanish students at Muhlenberg participate in activities at Iglesia Evangélica Luterana San Martín de Porres. Some attend Sunday services in Spanish, while others serve as day care helpers at the annual Academy of Latino Faith and Leadership. Latino church regulars, in turn, are invited to Latino-themed events at the College, including the Latino film festival and the Many Languages, Many Cultures Holiday Party.

Laposata said that since 1996, the evening college has offered five full scholarships to Latino students from the Lehigh Valley, and two recipients have already graduated. The College is encouraging five other institutions in the Lehigh Valley Association of Independent Colleges–Allentown College of St. Francis DeSales, Lafayette, Lehigh University, Moravian, and Cedar Crest–to begin offering scholarships to Latinos from the area.

"The Latino community is aware that education is the pathway to take," said Laposata. "The college has a very good relationship with the Latino community. It has been rewarding to be able to offer the scholarships." Tuition and room and board in 2000 ran more than $25,000.

Laposata said the scholarships are designed to provide people who have been working for a while to go to college for a degree and ultimately become leaders in the Latino community. Two members of the Latino community join Laposata and another college official in selecting the recipients.

Muhlenberg is a private undergraduate college founded in 1848 and affiliated with the Lutheran Church. Of its 131 full-time faculty, two are Latino. Of the 2,000 day students, 39 are Hispanic.

"The Latino student body is growing and that's positive," said Adams. "Once you get a critical mass, you get more people coming." But, she added, Latinos are still very much a minority on the campus.

FYI...

The Hispanic Outlook in Higher Education www.hispanicoutlook.com August 13, 2001

Technology, Diversity, and Globalism Focus of NACE National Conference

BETHLEHEM, Pa.

Technology, diversity, and globalism–and their implications for the college employment market–were the focus of the National Association of Colleges and Employers' (NACE) 2001 National Meeting & Exposition in Las Vegas, Nev.

Keynote speakers for the conference included Ann Curry, NBC News anchor; Herman Cain, chair and president of Godfather's Pizza; Curt W. Coffman, global practice leader for The Gallup Organization; and Ken Dychtwald, founder and CEO of Age Wave Communications.

The conference–featuring 40 presentations, professional development seminars, and workshops–was tailored to career services practitioners who counsel college students on careers, and staffing professionals who recruit and hire new graduates.

National Meeting program topics included the steps to developing Web-based internships; increasing diversity of the applicant pool; changes, opportunities, and challenges presented by the new global economy; establishing a campus identity to improve recruiting outcomes; regulations and procedures that affect the eligibility of foreign students for U.S. employment; benefits of partnerships for career services and staffing professionals and the students they counsel and recruit; and creating a career development program for students of color.

The NACE National Meeting & Exposition also included a showcase of more than 90 exhibitors displaying and demonstrating the newest products and services in the career services and college relations field.

NACE is one of the leading sources of information about the college market for career services practitioners who advise students and alumni in career-planning and the job-searching process, and for human resources professionals who recruit and hire college graduates.

The Association recently published the results of its 2001 Graduating Student & Alumni Survey in the *Journal of Career Planning & Employment*.

ACE Reshapes "College Is Possible" Campaign

WASHINGTON, D.C.

The American Council on Education's (ACE) "College Is Possible" affordability campaign is entering a new phase.

The campaign will focus more specifically on youth in first-generation, minority and underserved communities. ACE will effectively bring to a close the nationwide grassroots phase of the campaign, which began in 1998 and involved more than 1,300 institutions and 30 higher education associations in a variety of outreach activities. Beginning this fall, "College Is Possible" will partner with early-awareness programs such as TRIO and GEAR UP in a pilot program involving some two-dozen institutions.

"While hard to believe, it has now been nearly three years since this grassroots effort began," said ACE President Stanley O. Ikenberry in a letter sent to all college and university presidents participating in "College Is Possible." "We should take pride in the accomplishments. In just over 30 months, we estimate the campaign reached some two million Americans through our website, www.CollegeIsPossible.org; toll-free number, (800) 433-3243; and the many partnerships established locally and nationally. Hundreds of news stories were generated on affordability, and thousands of events were sponsored locally by member campuses and organizations."

Ikenberry said ACE intends to maintain the "College Is Possible" website for general use by the public and institutions, and also hopes to continue the partnership with the U.S. Department of Education on the use of the toll-free number. In its new phase, ACE Vice President William Harvey and staff in the Office of Minorities in Higher Education will lead the program.

"We should not be surprised by the strong public interest in "College Is Possible," Ikenberry said. "Americans are hungry for solid, reliable information on college access. The campaign responded to that, bringing together for the first time public and private institutions–two-year and four-year–all speaking with one voice on the issues of cost and affordability."

More information on the new phase of "College Is Possible" can be obtained by contacting the ACE Office of Minorities in Higher Education, (202) 939-9395.

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HACU-DOL/ETA Partnership Building America's Workforce

SAN ANTONIO, Texas

Financial aid for minority college students was the topic of a special session at the Hispanic Association of Colleges and Universities' (HACU) 2001 National Capitol Forum on Hispanic Higher Education.

Thanks to an innovative partnership with the U.S. Department of Labor, HACU has been at the forefront of efforts to expand the role of Hispanic Serving Institutions (HSIs) in providing workforce development opportunities for the nation's youngest and largest minority population.

"Our member and associate member colleges and universities are playing an important role in providing Hispanic communities in every major state the academic and career development opportunities they need to excel, especially in today's high technology workplace," said HACU president and CEO Antonio Flores.

In 1999, HACU joined the U.S. Department of Labor Employment and Training Administration (DOL/ETA) in an innovative partnership that would target HSIs as participants in new workforce development initiatives stemming from the Workforce Investment Act of 1998.

HSIs, with an inherent advantage in the multicultural makeup of their student bodies, are being urged to capitalize on their expertise and their reach to the fastest-growing Hispanic communities they serve in every major state. The emphasis is on promoting diversity and success.

The HACU-DOL/ETA partnership led to three technical assistance workshops for HSIs: in Santa Monica, Calif., in 1999; Miami, Fla., in 2000; and San Antonio, Texas, in February 2001. Educators, corporate and public policy leaders, analysts, and DOL experts attended the three national conferences.

"It's absolutely critical that we work together," said DOL/ETA regional administrator Joseph Juárez. "That's what we labor to do, to make sure that everyone not just reach the first rung, but have the opportunity to make a decent living."

Each of the three conferences won high marks in participant surveys. HACU in 1999 was awarded a $5.5 million DOL grant to create the Career Power program, which is in place at 11 HACU-member HSIs in Texas, California, and Arizona. The welfare-to-work initiative is providing post-employment assistance to participants who receive free training at their job sites to meet their long-range academic and career development goals. Career Power seeks to enhance employee retention and productivity, while also providing participants with skills and confidence.

Politico: Hispanic Leaders Conduct Major Scholarship Drive

PHOENIX, Ariz.

According to *Politico*, "The Magazine for Latino Politics and Culture"–Leslie Sánchez, newly appointed executive director of President Bush's White House Initiative on Hispanic Education; the Association of Hispanic Advertising Agencies; and the Hispanic Scholarship Fund Institute are launching a $50 million advertising and scholarship effort to combat some of what they say are the biggest challenges facing young Latino students.

One of the biggest goals, reports *Politico*, is luring more Hispanics into the teaching profession. According to the groups' statistics, only one in 25 teachers is Hispanic, a factor believed to hinder learning by alienating young Hispanics early in the education process.

The bilingual ad campaign "*FuturaMente*" aims to recruit Hispanic high school students into the teaching profession. Another series is aimed directly at the parents of Hispanic toddlers, and asks them to emphasize teaching letters, colors, and objects, so as to inspire a curiosity for learning that could help the youngsters later on in school.

"We all know the achievement gap has not changed," said Sánchez. "Hispanics consistently perform below average on national assessment tests, and the disparities begin as early as kindergarten."

Bush praised the nonprofit Hispanic Scholarship Fund Institute's scholarship drive and discussed his own education reform proposals, which include raising school standards, accountability testing, more local control, an increased budget for reading programs, and more money available to traditionally Hispanic-serving universities and increasing Pell grants for Hispanics.

"Access is incredibly important. We must work as a society to extend the American dream to *todos*, to everybody," said Bush.

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People-Places-Publications-Conferences

PEOPLE & PLACES

Berkeley College Names New President

Dr. Mildred García, vice provost for academic personnel at Arizona State University West, will become president of Berkeley College on Sept. 1. Berkeley College comprises five campuses located in New York and New Jersey.

"Significant to Berkeley College is Dr. García's pioneering efforts as a leader in securing opportunities in higher education for students and faculty of color. Berkeley College has one of the most ethnically diverse student populations in the [N.Y./N.J.] metropolitan area, and Dr. García is committed to serving as a conduit to ensure that students of all ethnicities are challenged to realize their highest academic and career goals," said Kevin L. Luing, board of trustees chair-elect.

García has a bachelor's degree from Bernard M. Baruch College, a master's from NYU, and a master's and doctorate from Columbia University.

UT-Austin Professor Enjoys Honors

The Texas Association of Chicanos in Higher Education announced that Dr. Angela Valenzuela, associate professor in the department of curriculum and instruction and the Center for Mexican American Studies at the University of Texas-Austin, received a 2000 Distinguished Faculty Award.

Valenzuela's research and teaching interests are in the sociology of education, minority youth in schools, educational policy, and urban education reform. She is the author of *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* (SUNY Press, 1999), winner of this year's American Educational Research Association Outstanding Book Award.

Higher Education Leader Joins ACE Office of Women

Claire Van Ummersen, former president of Cleveland State University, was named vice president and director of the American Council on Education's (ACE) Office of Women in Higher Education (OWHE). Earlier, she was chancellor of the University System of New Hampshire and a member of ACE's Commission on Women.

"Claire comes to ACE with a wealth of experience as a higher education leader," said Mills College President Janet Holmgren. "She has a great commitment to advancing women's leadership in higher education, and we are truly excited about the future of the OWHE under her direction." Holmgren chaired the search committee and is chair of ACE's board of directors.

LIU-Brooklyn Graduate Aims to Strengthen Urban Education

Hector Calderón said it is his "life's mission" to strengthen urban education.

The 35-year-old Long Island University-Brooklyn (N.Y.) graduate figures education is a way of avoiding the exploitation suffered by his parents, who, back in the Dominican Republic, had only a rudimentary education and have no knowledge of English.

"You have to come to teaching with your heart," said Calderón. "You need to open your heart to the unique possibilities of each of the human beings you are going to engage."

Calderón transferred to the Brooklyn campus in his senior year and became a fellow of and received a scholarship for the Center for Urban Educators, a new program dedicated to re-imagining the education of teachers for urban public schools.

An educator/activist, Calderón has helped develop innovative programs for youth of color, has been a humanities facilitator at the community organization *El Puente*, and has risked expulsion for expressing his views about education.

Smithsonian Photographic Exhibition on Second Tour

Due to its overwhelming popularity, the Smithsonian Institution's traveling exhibition "Americanos: Latino Life in the United States" embarked on a second national tour to 12 more cities. The exhibition presents an intimate portrait of the Latino community through the work of 30 prize-winning photographers. The 114 photographs display themes of family, community, work, sports, culture, and the arts, reflecting the breadth and variety of the Latino experience.

"Americanos," a collaboration with actor/activist Edward James Olmos and photographer Manny Monterrey, is the centerpiece of a multimedia program, consisting of a large-format book published by Little, Brown & Company, an HBO documentary, and a music CD released by Atlantic Records in conjunction with all units of AOL/Time Warner.

Collaborators include Carlos Fuentes, Julia Alvarez, Sandy Alomar, Jr., and Celia Cruz. Photographers include Alexis Rodríguez Duarte, Genaro Molina, Rita Rivera, Liliana Nieto Del Río, José Gálvez, and more.

Evergreen Names Riveros-Schäfer New Provost

The Evergreen State College (Wash.) announced the selection of Dr. Enrique Riveros-Schäfer as academic vice president and provost.

"I want to get to know the faculty, work with them, and learn the way they build their programs," said Riveros-Schäfer. "I want to become immersed in their work and to be part of their community."

Riveros-Schäfer, a native of Chile, was dean of the division of language arts at De Anza College, Calif., running the honors program and managing the English, reading, and speech departments. He was also vice chair of the Center for Latin American Studies at UC-Berkeley, assistant professor of Spanish

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and Latin American literature at Occidental College, Calif., and has been on the faculty at the California Institute of the Arts.

Riveros-Schäfer has a doctorate from the University of California-San Diego.

St. Thomas Executive a "Woman to Watch"

In Florida, María R. Domínguez, executive director of the St. Thomas University Human Rights Institute, was named among the "101 Women to Watch" in a listing of Miami-Dade's Most Influential Females of 2001. *Miami Metro* magazine described Domínguez as "a recognized authority on human rights law."

Domínguez is active in both the legal area and the community. She founded the Human Rights Institute in 1991 to promote human dignity through research and education on human rights issues, social advocacy, and direct service to those whose human rights have been threatened or violated. In 1998, she was named a public member of the U.S. Delegation to the 54th Session of the United Nations Human Rights Commission, in Geneva. She is also a trustee of the Public Health Trust of Miami-Dade County and a member of the State of Florida Refugee Task Force and the American Immigration Lawyers Association.

Loyola Chicago Graduate Promotes Greater Understanding

Hispanic student leader Hugo Dubovoy, Jr., who emigrated from Mexico to the United States at age 13, graduated from Loyola University Chicago (Ill.) summa cum laude, with a double major in English and economics. He attended the University on a Presidential Scholarship and is preparing to study law, hoping to influence socio-economic policy to better the lives of the underserved across the globe.

One of only a few Hispanics in his high school, Dubovoy was "unable to endure the injustice of inaccurate stereotypes." Through communicating with and teaching his peers, Dubovoy, at that time, went on to make friends and succeed, becoming a varsity swimmer and water polo player.

Driven to success early in life by attending a rigorous bilingual school in Mexico City, Dubovoy was part of two honors programs at Loyola, graduating with a 3.97 GPA. He worked for more than three years as a tutor at Loyola and joined the Sigma Pi Fraternity, helping implement programs designed to help others excel. He was also activities chairman of the inter-fraternity council at Loyola, a member of the Delta Pre-Law Fraternity, and was inducted into several national honor societies.

Incarnate Word Administrator a Fulbright Fellow

Dr. Pat LeMay Burr, new dean of international programs and initiatives at the University of the Incarnate Word (Texas), recently won a Fulbright Fellowship, allowing her to use her multilingual skills to lecture at Monterrey Tech-ITESM in Monterrey, Mexico. She will commute to Mexico to teach issues related to international trade and e-commerce.

Burr holds a doctorate in business from the University of North Texas. As part of her post-doctoral work, she attended the Institute for Social Research at the University of Michigan, Harvard Business School, the Yale Center for International and Area Studies at Yale University, and several institutions for Spanish-language study.

Incarnate Word Provost Dr. Eduardo Paderón and business Professor Dr. Michael McGuire also have received the very competitive Fulbright Fellowships, which are selected by the Council for International Exchange of Scholars.

Rice Professor in New NCAA Post

Rice University (Texas) Spanish Professor James Castañeda was selected to head the National Collegiate Athletic Association (NCAA) Academics Eligibility Compliance Cabinet. In his new position, Castañeda will oversee six subcommittees: agents and amateurism, continuing eligibility, initial eligibility, legislative review/interpretations, recruiting, and student-athlete reinstatement. His two-year appointment was recommended by the NCAA Management Council and approved by the board of directors.

For the past four years, Castañeda has chaired the NCAA Initial Eligibility Issues Committee. He is on the Regional NCAA Postgraduate Scholarship Committee and the Western Athletic Conference (WAC) Executive Council; he is Rice's faculty representative to the NCAA, WAC, and Southwest Conference; and he is faculty liaison to the WAC Student-Athlete Advisory Committee.

Castañeda, also a former assistant baseball and head golf coach at Rice, received his bachelor's degree from Drew University and his master's and doctorate from Yale University (Conn.).

Lamar Hails Maldonado as a Top Male Graduate

Lamar University (Texas) honored José Maldonado as one of its top graduates. He received a bachelor's degree in chemical engineering and was the top 2001 male graduate, with a GPA of 3.93.

Maldonado, the son of José and Lucia Maldonado, graduated from Lamar Consolidated High School in Rosenberg, Texas. At Lamar, he was president and secretary-treasurer of the Chi Epsilon national civil engineering honors society, president of Tau Beta Pi engineering honor society, treasurer of the student chapter of the American Society of Civil Engineers, and senator representing the College of Engineering in Lamar's student government association. He received the Charles and Susan Gordan Memorial Scholarship and has been a member of the Cap and Gown Chapter of the Blue Key honor organization. Maldonado accepted a position with Claunch & Miller, a civil engineering consulting firm in Houston.

Brenda Bedair and Eleonora Market shared top female honors with 4.0 GPAs.

Grossmont Announces Man and Woman of Distinction Awards

Sara Whipple and Rita Pecoraro received Grossmont College's (Calif.) Woman of Distinction Awards and Fred Demaestri received the Man of Distinction Award. The awards recognize outstanding leadership and academic qualities as well as involvement in activities on and off campus.

Whipple maintained a 3.69 GPA in a demanding computer science engineering curriculum and developed websites for the counseling and transfer centers. She tutors students in math and helps develop articulation agreements with local four-year institutions. Pecoraro, a student and mother, is president of the Child Development Student Association. A tireless volunteer, Pecoraro is effective in recruiting others for charitable efforts such as food drives and fundraisers for homeless shelters.

Demaestri (pictured), born in Montevideo, Uruguay, is vice president of the Associated Students of Grossmont College and president of the Inter-club Council. He lived most of his life in Brazil, moving to San Diego County (Calif.) last year. He is a member of the Phi Theta Kappa honor society.

New School Hosts Teacher Conference

New School University's (N.Y.) Teacher Education Program hosted a conference for secondary school teachers on "The Teaching of 'Difficult' Knowledge: Creating Inclusive Schools Across Difference." Educators and students discussed their experiences and insights about problems such as racism, sexism, the class system, homophobia, and cultural differences, sharing their successes in creating communities across differences within their own schools.

The conference keynote address "Why is Knowledge about Diversity 'Difficult' and for Whom?" was delivered by Sonia Nieto, from the University of Massachusetts School of Education. Speakers, panel discussions, interactive workshops, and cultural events offered inspiration, courage, and useful strategies. The conference proposed varied approaches to conflict resolution and diversity and offered face-to-face and on-line discussion opportunities, enabling participants to form collaborative networks. Participants left with a range of resources to use in their own teaching/learning communities.

California Lutheran Honors Hicks

California Lutheran University (CLU) awarded the Exemplar Medallion to Joseph R. "Joe" Hicks, executive director of the Los Angeles City Human Relations Commission, during the University's commencement ceremony. The award recognizes citizens whose lives reflect CLU's mission to "educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice."

Hicks has been a political activist for more than 30 years, starting as an organizer for the Los Angeles Black Congress following the 1965 Watts riots. He was active in many causes, including police reform, Central American human rights, anti-racist organization, and the abolition of apartheid in South Africa. As executive director of the Southern Christian Leadership Conference of Greater Los Angeles, as co-founder of the Los Angeles Multicultural Collaborative, and in his position with the L.A. Human Relations Commission, Hicks works to improve race relations. He is the author of *What's Race Got to Do With It: Building Bridges Across America's Racial Quicksand*.

Central Connecticut Names New Program Director

Central Connecticut State University appointed Awilda Saavedra-Reasco director of Pre-Collegiate and Access Services. She will head three programs at the University, Connecticut Collegiate Awareness and Preparation, Upward Bound, and Educational Opportunity.

Saavedra-Reasco has worked in related areas. She received a bachelor's degree from Central Connecticut and a master's in social work from the University of Connecticut.

Saavedra-Reasco was appointed special counsel to the president for Latino Affairs and has worked with faculty and administrators to boost Latino enrollment and with Latino students to provide a channel of communication to the administration. She was faculty advisor for the Latin American Student Organization and served on the Committee on the Concerns of Women.

News from NAHJ

The National Association of Hispanic Journalists (NAHJ) announced the following "Members on the Move":

- Ramón Chávez was named professor and chair at the University of South Dakota's Department of Contemporary Media and Journalism.
- Evelyn Hernández, former NAHJ president, was named editorial page editor of the newspaper *La Prensa*.
- Chris Echegaray, reporter with the *Telegram & Gazette* in Worcester, Mass., participated in the Columbia New Media Workshop.
- Michele Salcedo, NAHJ secretary and assistant news editor for the *Sun-Sentinel* in Fort Lauderdale, Fla., was named to the advisory board of Florida International University's School of Journalism and Mass Communications.

St. Mary's Visiting Professor Wins ABA Award

Miguel Negron, visiting clinical professor at St. Mary's University (Texas) School of Law and partner in the New York City law firm Marcos and Negron, was one of five recipients of the 2001 American Bar Association (ABA) Pro Bono Público Awards. The national award recognizes Negron for his service at St. Mary's and in South Texas.

Negron, an immigration law specialist from the Bronx, N.Y., is supervising attorney for the Immigration and Human Rights Clinical Program at St. Mary's, where students practice law by representing indigent clients in the trial or appeal of actual cases.

His law firm provides access to justice for underserved communities, primarily immigrants, whose legal needs would otherwise go unmet. The firm supports the HIV Law Project, a nonprofit agency that provides free civil services for low-income people with AIDS, and conducts workshops on immigration and residency issues in Laredo, Texas, on the U.S.-Mexico border.

Maricopa District Signs Partnership with Phoenix

The Maricopa County Community College District (Ariz.) and the University of Phoenix announced the signing of a partnership that allows graduates from any of the Maricopa Community Colleges to transfer into the Bachelor of Science in Management (BSM) degree program at any of the University of Phoenix campuses. The agreement is specifically designed to permit the maximum transfer of credits and provide a smooth transition for Maricopa Community College graduates, regardless of the year of graduation.

According to the articulation agreement, the completion of an associate's degree guarantees admission. The degree will transfer automatically, with a maximum of 72 credits applying to the BSM degree. Students can complete the BSM degree without having to retake classes in their major.

News from Palo Alto

• Alejandro F. Valdez III, a computer science major at Palo Alto College in Texas while still attending high school, recently received an Associate of Science degree. Valdez is set to transfer to St. Mary's University in the fall.

• Dr. Henry Cisneros, chair and CEO of American City Vista, delivered the commencement address during Palo Alto's 15th annual ceremony. In 1981, Cisneros became the first Hispanic mayor of a major U.S. city (San Antonio) and was secretary of the U.S. Department of Housing and Urban Development during the Clinton administration. He was also president and CEO of Univisión Communications in Los Angeles.

• The Alamo Community College District board of trustees approved the return of Dr. Cecilia Gonzales as dean of arts & sciences at Palo Alto. Gonzales held the position from 1985-1988 and was vice president of student affairs from 1988-1992. She earned a bachelor's degree and a master's, both in biology and chemistry, from the University of the Incarnate Word, and received her doctorate in educational administration from Baylor University.

Vietnam POW Addresses North Texas Graduates

Everett Alvarez, Jr, the first American aviator shot down over North Vietnam, delivered the keynote address at commencement ceremonies for the University of North Texas Health and Science Center, and was awarded an honorary doctorate.

Alvarez was held as a prisoner of war in North Vietnam for eight-and-a-half years, until the general release of prisoners in 1973, and remained in the U.S. Navy until 1980. He was the deputy director of the Peace Corps and deputy administrator of the Veterans Administration. Today, he owns a consulting firm in Virginia.

Alvarez is on the board of regents for the Uniformed Services University of the Health Sciences and on the board of directors of the National Graduate University. He has written two autobiographies, *Chained Eagle* and *Code of Conduct*.

Texas A&M Program to Increase Bilingual Teachers

Texas A&M University's College of Education has initiated a program addressing the state's need for bilingual teachers. The project, Nontraditional Field-Based Bilingual Teacher Education, is to use distance-learning technologies to produce 110 certified bilingual teachers over the next three to five years.

Rafael Lara-Alecio, associate professor and director of bilingual education programs in the department of educational psychology at Texas A&M, called the project "critically important," adding, "There is not a school district in Texas that does not need more certified teachers, especially bilingual teachers."

The U.S. Department of Education has provided funding for the program, which will use technology such as interactive television, Internet-based coursework, forum/chat rooms, and e-mail and fax to deliver the courses to in-service teachers.

Lara-Alecio noted that the Hispanic population in Texas is steadily rising, as is the need for bilingual teachers. "Bilingual education provides our young children with appropriate English acquisition while preserving some of the child's native language and culture."

News from St. Mary's

• The St. Mary's University (Texas) Beta Beta Beta Biological Honor Society took top honors at the Tri-Beta Regional Science Convention at the University of Oklahoma. St. Mary's won the Outstanding Chapter Award for Texas and the South Central region of the United States. Seven students received the John C. Brooks Award, the highest individual award presented by Tri-Beta. They are Leah Elizondo, Ann García, Charlene Hensler, Shandel Molinar, Jénnifer Pérez, Sonia Pérez, and Mónica Piquet.

• PBS reporter Ray Suárez delivered the keynote address for St. Mary's University's 149th Commencement Exercises. More than 700 undergraduate, graduate, and doctoral candidates listened to the Washington-based senior correspondent for the PBS *NewsHour* with Jim Lehrer. A highlight of the exercises was the awarding of honorary doctorates to Henry A. Guerra, Jr., Robert S. Rosow, and the late Fredrick A. Thomas.

• Justice Alma López was the keynote speaker at the St. Mary's School of Law Commencement Exercises. López, a 1968 graduate, is on the Texas Fourth Court of Appeals. She is the first Hispanic woman elected to this court and the second Hispanic woman to serve on a state appellate court.

Rio Hondo President Leaving for Portland

Rio Hondo Community College (Calif.) Superintendent/President Dr. Jesús "Jess" Carreón took the presidency position at Portland Community College (PCC), ending a six-year tenure at Rio Hondo.

"Jess was selected because he is a leader first and foremost," explained Karen McKinney, chair of PCC's board of directors. "He is highly visible and accessible, locally and nationally. He is an excellent speaker and communicator who brings a wealth of information."

The Portland Community College District is organized on three main campuses, one open campus, and four workforce development centers. It is the largest postsecondary institution in Oregon, covering five counties and serving nearly 100,000 students.

L.A. Opera Returns to Local Middle and High Schools

The very popular Los Angeles-based opera *Homies and POPz* returned to 10 local high schools as part of the Los Angeles Opera's In-School Opera Program. Each season the program introduces two specially commissioned operas, performed by students alongside professional opera singers.

Homies and POPz tells the true story of a group of teenage Latino boys from Compton and homeless men who form a cricket team under the guidance of well known homeless activist Ted Hayes and his partner Katy Haber. Composed by Michael Abels, with libretto by Bernardo Solano, the show included about 50 students, who worked on the production with L.A. Opera artists and staff.

Under the guidance of Dr. Stacy Brightman, L.A. Opera's Director of Community Programs, the In-School Opera Program has become an international model for arts education, enriching students with an intensive opera experience. More than 25,000 students and teachers attend the performances each year.

Tilghman Becomes Princeton's 19th President

Dr. Shirley M. Caldwell Tilghman, a member of the Princeton University faculty since 1986, was elected Princeton's 19th president. An exceptional teacher, world-renowned scholar, and leader in the field of molecular biology, Tilghman was elected unanimously by a search committee composed of trustees, faculty members, students, and staff.

Tilghman joined Princeton as the Howard A. Prior Professor of Life Sciences. She has been active in teaching and in other programs for alumni. Renowned for her pioneering research, she has made groundbreaking discoveries in the field of mammalian genetics. She is also recognized for her national leadership on behalf of women in science and for promoting efforts to make careers of young scientists as meaningful and productive as possible. In 1996 she received Princeton's Presidential Award for Distinguished Teaching and has chaired several councils on scientific research and investigation.

Grossmont's KGFN Wins National Award

Grossmont College's (Calif.) radio station KGFN received a fourth-place Best Multimedia Site award from the Broadcast Educational Association (BEA) for its newly redesigned Web page. Grossmont was the only two-year college to win an award at the BEA convention.

"I'm really pleased about the award because we were up against the four-year colleges and universities–the big boys," said Evan Wirig, chair of the Media Communications Department and the radio station's manager.

The website www.grossmont.net/kgfn was recognized for its graphics, layout, and content, serving as a laboratory for students to learn more about radio and audio production. Working at KGFN is offered as a class in the media communications department and has become increasingly popular at Grossmont.

Long Island-Brooklyn Graduate Is Stage-struck

Photo © Rodney Hurley

Nick Lugo was always told, "Theater is not a real major." The Long Island University (LIU)-Brooklyn honor student now knows this is not true, graduating LIU-Brooklyn with a degree in theater and becoming the first student director of a Brooklyn campus production.

"It's one of the things I am most proud of now," said Lugo, who, as director of *Never the Sinner*, was in charge of auditions, casting, rehearsals, staging, costumes, and lighting. "We had a good public response. It really boosted my confidence."

Lugo, of Puerto Rican heritage, has gained a head start in show business. He interned at Walt Disney Theatricals, working with the producers of the top Broadway shows *Lion King*, *Beauty and the Beast*, and *Aida*. In 1999, he launched his own theater company, Starting Point, coaching students at his old high school, Xaverian High School, where he was in the top 10 percent of his class.

After graduation, Lugo starts work in the producing office of the Tony and Pulitzer-award winning show *Rent* as an assistant to the general manager, John Corker. Lugo, named to "Who's Who in American Colleges and Universities," hopes to continue work in theater rather than in TV or film.

Collegeboard.com Expands Guidance Services

Collegeboard.com (N.Y.) acquired MyRoad.com, an Emeryville, Calif.-based company that provides education and career planning services to high school and college students. The move further solidifies collegeboard.com's position in the education industry as a trusted provider of college planning, test preparation, and other academic services to students, parents, high schools, and colleges.

The strength of MyRoad.com lies in its depth of original content, which helps students plan for college, select majors, and learn about careers. Sixty-one profiles of academic fields reflect the research of doctoral and master's degree candidates for hundreds of college majors and include in-depth coverage of associate's, bachelor's, and graduate degree opportunities. Career articles cover more than 300 career tracks, from hot new fields like medical technology to more traditional pursuits like law and marketing.

Southwestern President Honored by Industry-Education Council

The Greater San Diego Industry-Education Council, in California, selected Southwestern College President Serafín A. Zasueta for the Educator Award, presented during the 42nd Annual Salute to Industry-Education Program.

Zasueta was honored for his leadership in improving industry-education relations and exploring innovative concepts and projects that get the community involved. He is known for his creative approach and collaborative efforts to provide greater access to higher education for South County residents.

One example is the Higher Education Center at National City, a partnership with San Diego State University and National City enabling county residents to complete bachelor's degrees without commuting to San Diego. Another example is Southwestern's partnership with the U.S. Navy Dental Command, through which its dental hygiene students can complete their clinical training.

Spanish Power Company Funds $1.5 Million Endowment to UNM

The University of New Mexico (UNM) is conducting a search for the Prince of Asturias Endowed Chair in Information Science and Technology. The position is expected to be filled as early as this fall.

The chair is being funded by a $1.5 million endowment to the UNM Foundation, Inc., from Iberdrola, one of Spain's largest power companies, with the support of the Ministry of Science and Technology of Spain.

John K. McIver, interim vice provost for research at UNM and chair of the search committee, said that Iberdrola has a key presence in Spanish research and development, and believes that closer relationships among

Spain, the United States, and Iberoamerica in the area of science and technology will contribute to improving Spain's and the Hispanic world's role in the information society.

Nissan Launches Scholarship Program with HSF

Nissan North America, Inc., in partnership with the Hispanic Scholarship Fund (HSF), is launching the Nissan/HSF Community College Program, designed to encourage community college students to continue their pursuit of a bachelor's degree at four-year institutions. Nissan's gift of $70,000 will fund the program.

Fifteen outstanding Latino community college students pursuing studies in business, engineering, or journalism/communications will receive individual awards of $2,000 a year for two years. The program will recruit students in California and Texas who are beginning their second year of college.

Sara Martínez Tucker, HSF president and CEO, praised Nissan for its support.

Ugalde to Assist University of Miami President

The University of Miami (Fla.) announced that Aileen Ugalde will become assistant to new President Dr. Donna E. Shalala. Ugalde has been an associate general counsel for the University.

Shalala succeeded President Edward T. Foote II, who stepped down in June. As a senior advisor to Shalala, Ugalde will direct and coordinate activities in the office of the president, working closely with faculty, staff, and students on the University's campuses in Coral Gables, at the School of Medicine, and at the Rosenstiel School of Marine and Atmospheric Science.

Ugalde is a magna cum laude graduate of Harvard University who earned an undergraduate degree in Latin American studies and international relations. She attended the University of Miami School of Law as a Harvey T. Reid scholar, graduating in 1991.

Language Lab Director Spreads Cultural Awareness at CU-Boulder

Kuan-Yi Rose Chang is on a mission to expand the cultural awareness and foreign language skills of University of Colorado (CU)-Boulder students.

Chang, an adjunct professor of Spanish and Chinese and director of CU-Boulder's Anderson Language Technology Center, believes that globalization and the rapid growth of minority populations in the U.S. increasingly demand that Americans broaden their understanding of other cultures.

"Colorado is still a very homogenous place, in spite of the fact the new census shows we have rapidly growing Latino and Asian populations," said Chang. "Some of the outreach programs we are developing at CU-Boulder are beginning to address the need for more cross-cultural awareness in Colorado."

North Carolina and Duke Select First Robertson Scholars Class

&

DUKE UNIVERSITY

Samantha C. Fernández, Ana L. Hurtado, and Che J. Ramos are three of the first 30 high school seniors selected for the Robertson Scholars Program. The new and innovative joint merit scholarship program at Duke University and the University of North Carolina-Chapel Hill provides full university tuition, summer community-building and enrichment opportunities in the U.S. and abroad, support for research and related travel, and top-of-the-line laptop computers for each scholar.

Fernández volunteered at a nonprofit that supports world artisans and interned at the National Institute of Environmental Health Science. Hurtado has worked with the Literacy Volunteers of America. Both belong to the National Honor Society. Ramos participated in the Princeton Model Congress delegation, studied French language and culture at the American University of Paris, and led diversity awareness groups at The Packer Collegiate Institute in New York.

Colleges Accept All 34 Rhode Island College Upward Bound Grads

Rhode Island College President John Nazarian congratulated the 34 graduates of the College's Upward Bound program and noted that all were accepted to at least one of 39 colleges and universities. Their successful completion of Upward Bound indicated they had "accepted a big challenge, persevered, and succeeded," said Nazarian.

Elkin Estrada, an Upward Bound graduate who went on to Brandeis University and the Howard University College of Medicine for a medical degree, gave a keynote address during graduation ceremonies.

Estrada, an intern at Rhode Island Hospital, spoke of his personal journey that began in his native Colombia. Coming to the United States at age 13 and speaking only Spanish, the road was fraught with difficulties and frustration. He persisted, thanks in part to Upward Bound, a federal-funded, college-based program that prepares selected students for completion of high school and acceptance to college.

News from Arte Público

In Texas, the University of Houston's Arte Público Press, the nation's largest and most established publisher of contemporary and recovered literature by U.S. Hispanic authors, announced the following achievements by books and authors it has published:

- *Trino's Choice*, by Diane Gonzales Bertrand, was named to the 2001-2002 Texas Lone Star Reading List for grades 6-8. This dramatic tale about difficult problems children face was also named "Best Book of the Year" in the young adult category by *ForeWord Magazine* and "Best Children's Book" by the Austin Writers' League.
- *Magda's Tortillas/Las Tortillas de Magda*, by Becky Chavarría-Cháirez, illustrated by Anne Vega, received praise from *ForeWord Magazine* as a finalist in the Children's Picture Book Category at the third annual ForeWord Book of the Year Contest. The story takes young readers on a culinary adventure in the fine art of making tortillas, while offering a glimpse into Hispanic culture.
- Author Virgil Suárez received the prestigious National Endowment for the Arts Creative Writing Fellowship. Suárez is a highly praised author of many works concerning the Cuban-American experience. He is professor of creative writing at Florida State University.
- Pat Mora's critically acclaimed collection, *My Own True Name: New and Selected Poems for Young Adults, 1984-1999* was named to the Tayshas 2001-2002 reading list by the Young Adult Round Table of the Texas Library Association. This collection addresses universal experiences shared by teens.

PUBLICATIONS

Chicano Timespace: The Poetry and Politics of Ricardo Sánchez

By Miguel R. López

CHICANO
TIMESPACE

In a body of work that spans spatial, temporal, and cultural boundaries, Ricardo Sánchez dealt with issues of power and dispossession, of linguistic and cultural barriers between Anglo, Native American, and Mexican-American peoples in the United States. This book paints a portrait of a poet whose work was linguistically and thematically complex and who was "more passionate, controversial, and forthright in his expression than any other contemporary Chicano writer." Foreword by Francisco Lomelí.

2001. 199 pgs. ISBN 0-89096-962-0. $37.95 cloth. Texas A&M University Press. (800) 826-8911.

The Making of NAFTA: How the Deal Was Done

By Maxwell A. Cameron and Brian W. Tomlin

This book is the first full, three-country account of the negotiations surrounding the controversial North American Free Trade Agreement. Through extensive interviews, the authors develop a detailed picture of the process by which the U.S., Mexico, and Canada pursued closer economic relations and of the political realities that influenced the politicians and policymakers in each country.

2000. 264 pgs. ISBN 0-8014-3800-4. $35.00 cloth. Cornell University Press. (800) 666-2211.

The Other Mirror: Grand Theory through the Lens of Latin America

Miguel Angel Centeno and Fernando López-Alves, eds.

A distinguished group of scholars reevaluates widely accepted theories of state, property, race, and economics against Latin American experiences, with a twofold purpose. They seek to deepen our understanding of Latin America and the problems it faces, and, by testing social science paradigms against a broader variety of cases, they pursue a better map of the social world.

2000. 360 pgs. ISBN 0-691-05017-1. $15.95 paper. Princeton University Press. (800) 777-4726.

Motivation and Learning Strategies for College Success: A Self-Management Approach

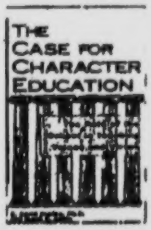
By Myron H. Dembo

This book contains relevant information and carefully designed features to help students: identify the components of academic learning that contribute to high achievement, master and practice effective learning and study strategies and complete self-management studies whereby they are taught a process for improving their academic behavior. It does not offer "recipes" for success, lists of "quick tips," or fancy design elements.

2000. 270 pgs. ISBN 0-8058-3214-9. $32.50 paper. LEA. (800) 926-6579.

The Case for Character Education: The Role of the School in Teaching Values and Virtue

By Dr. B. David Brooks and Frank G. Goble

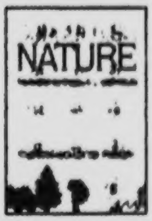


Today's children find themselves dealing with the breakdown of the family, loss of community, negative peer pressure, increasing violence, shameless materialism, social injustice, glorification of sex, and an overall decline of social values. This book tells why our schools must once again teach values, and it gives examples of schools that have already implemented successful programs.

1997. 161 pgs. ISBN 1-882349-01-6. $11.95 paper. S4P. (888) PUBLISH.

Conquering Nature: The Environmental Legacy of Socialism in Cuba

By Sergio Díaz-Briquets and Jorge Pérez-López



This book, an analysis of the environmental situation in Cuba after four decades of socialist rule, is based on extensive examination of secondary sources and informed by the study of development and environmental trends in former socialist countries as well as in the developing world.

2000. 328 pgs. ISBN 0-8229-5721-3. $22.95 paper. University of Pittsburgh Press. (800) 666-2211.

Peace Without Justice: Obstacles to Building the Rule of Law in El Salvador

By Margaret Popkin

PEACE
JUSTICE

Peace Without Justice addresses the judicial system, a critical weakness in the Salvadoran institutional structure, and the related decision by Salvadoran political actors to forego any domestic effort to establish accountability for the thousands of human rights abuses committed during the civil war. Although the international community and many Salvadorans now recognize the importance of an independent judiciary, transforming this branch of government has been difficult.

2000. 287 pgs. ISBN 0-271-01998-0. $18.95 paper. Penn State Press. (800) 326-9180.

Le Grand Tango: The Life and Music of Astor Piazzolla

By María Susana Azzi and Simon Collier

Astor Piazzolla was a musical genius, a man who used the national dance of Argentina as raw material for a whole new musical genre. This book vividly captures the life of this extraordinary musician—a visionary who won worldwide acclaim but sparked bitter controversy in his native land. Foreword by Yo-Yo Ma.

2000. 326 pgs. ISBN 0-19-512777-3. $30.00 cloth. Oxford University Press. (800) 451-7556.

Doña María's Story: Life History, Memory, and Political Identity

By Daniel James

Historian Daniel James presents the gripping, poignant life story of Doña María Roldán, a woman who lived and worked for six decades in the meatpacking community of Berisso, Argentina. A union activist and fervent supporter of Juan and Eva Perón, Doña María's evocative testimony prompts James to analyze the promise and problematic nature of using oral sources for historical research.

2000. 316 pgs. ISBN 0-8223-2492-X. $18.95 paper. Duke University Press. (888) 651-0122.

Entre Dos Américas: Narrativas de Latinas en los '90s

(Spanish)

By Guillermina Walas

The author explores the central place of memory for Latina authors. These authors are displaced from their familiar roots in Latin America and the Hispanic Caribbean, and find themselves immersed in their actual individual lives in the United States. These women construct or rebuild a new Latina identity based on memory and the past, but also project to a future located in the Anglo-American context. The resulting identity is complex, riddled with cultural conflict that often involves class and gender.

2000. 166 pgs. ISBN 0-7618-1833-2. $32.00 cloth. University Press of America. (800) 462-6420.

Comida Sabrosa: Home-Style Southwestern Cooking

By Irene Barraza Sánchez and Gloria Sánchez Yund

This is a cookbook for everyone who wants to prepare the kind of food for which New Mexico is famous, from chile con queso through burritos and sopaipillas to biscochitos. The authors, both natives of the state, have gathered their mothers' mouthwatering recipes and presented them in a form that will be equally useful to the veteran Southwestern chef and the novice. Illustrations by Cyd Riley.

2001. 145 pgs. ISBN 0-8263-2386-3. $12.95 spiral-bound. University of New Mexico Press. (800) 249-7737.

"Saddling La Gringa": Gatekeeping in Literature by Contemporary Latina Writers

By Phillipa Kafka

Because of their ethnic identity, Latinas sometimes face discrimination in the United States. Latinas are additionally oppressed because of their gender—because they are women, they hold a subordinate position in patriarchal Latino culture. The oppression of Latinas is maintained through various cultural mechanisms that sustain power relations based on gender. This book gives special attention to the role of female cultural "gatekeepers" in novels by contemporary Latina writers.

2000. 157 pgs. ISBN 0-313-31122-6. $55.00 cloth. Greenwood Press. (800) 225-5800.

(Out)Classed Women: Contemporary Chicana Writers on Inequitable Gendered Power Relations

By Phillipa Kafka

Like so many other ethnic groups, Chicanos and Chicanas have suffered from political, social, and economic oppression in the United States. In addition to the problems they endure as a consequence of their ethnicity, Chicanas are further subordinated because of their gender. As women, they are treated inequitably by a culture in which authority is invested primarily in men, to the point that they are relegated to a separate social class.

2000. 147 pgs. ISBN 0-313-31123-4. $49.95 cloth. Greenwood Press. (800) 225-5800.

Africa and the West: A Documentary History from the Slave Trade to Independence

By William H. Worger, Nancy L. Clark, and Edward A. Alpers

This book presents a compilation of primary documents on Africa that covers materials from the early part of the 15th century through independence and the problems of the post-colonial period. Students, librarians, and researchers can delve into important issues of each period, background information, and personal accounts that help piece together a vivid picture of the history of Africa.

2001. 428 pgs. ISBN 1-57356-247-5. $85.00 cloth. Oryx Press. (800) 279-6799.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

Academic Advising Association National Conference

October 11-14

The 25th annual meeting for administrators, academic advisors, and faculty advisors has as its theme "Academic Advising: Discover the Many Voices." Concurrent sessions will address all aspects of advising. At the Ottawa Congress Center, Ottawa, Canada.

Contact: NACADA Executive Office, (785) 532-5717; e-mail, nacada@ksu.edu; website, www.nacada.ksu.edu.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website, www.ace.org.

NACME Forum 21, Engineering Policy and Practice

October 25-27

The National Action Council for Minorities in Engineering holds its 21st annual conference for those committed to increasing diversity in the workforce. A dynamic group of speakers will challenge attendees to examine the impacts of their organizational policies and what, if anything, can or needs to be done to change them. In Baltimore, Md.

Contact: Dundee Holt, (212) 279-2626, ext. 214; e-mail, dholt@nacme.org; website, www.nacme.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d' Alene, Idaho.

Contact: website, www.wiche.edu/telecom/events/conference/2001/program.htm.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel in Downtown Austin, Texas.

Contact: website, www.tache.org.

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; website, www.gpc.peachnet.edu/kaleidoscope.

ACE 84th Annual Meeting

February 9-12

The American Council on Education will explore higher education's relationship with Capitol Hill, new ways to deliver education and new ways to fund it, the impact of emerging technologies, preparing students for a borderless world, presidential leadership, and more. At the San Francisco Marriott Hotel, San Francisco, Calif.

Contact: (202) 939-9410; e-mail, annualmeeting@ace.nche.edu; website, www.acenet.edu.

Book Reviews

By Mark Saad Saka

***Goddess of the Americas: La Diosa de las Americas: Writings on the Virgin of Guadalupe.* edited by Ana Castillo.** 256 pages. New York: Riverhead Books, 1996.
ISBN 1-57322-029-9. $24.95 (hardcover).

Our Lady of Guadalupe, arising out of the ashes of Tenochtitlán and a defeated and downtrodden people, gave breath and hope to the *Mexica* masses. Resurrected as a phoenix of life, she repudiated the rapacious armies and barbaric greed of the Conquistadores. She has remained a symbol of hope and life, serving as the banner of national independence from Hidalgo's army in 1810 to the liberation of Chicano migrant workers of the American Southwest. In the barrios of East Los Angeles, she gives hope to the alienated Chicano youth who proudly adorn their murals and even their bodies with her sacred image. No other symbol in the history of modern Mexico and the Americas has evoked such powerful devotion as the Virgin of Guadalupe.

Goddess of the Americas
La Diosa de las Americas
Writings on the Virgin of Guadalupe
edited by Ana Castillo

The image of Guadalupe as a religious and cultural symbol lies deeply rooted in Mesoamerica's ancient and autonomous civilization, and she was known under many names. In the catastrophic aftermath of the Spanish Conquest, many Aztecs sought spiritual solace in their traditional beliefs, and she appeared to the most humble of Aztecs, Juan Diego. After five appearances, this brown-skinned Virgin, speaking Nahuatl, the language of the Mexica, was finally accepted by Church officials as a Christian apparition. In the late 19th century, the Pope declared her the patron saint of the Americas.

In *Goddess of the Americas: La Diosa de las Americas*, Ana Castillo has compiled an impressive collection of writings on the Virgin of Guadalupe. Included in this impressive pantheon of essays are such esteemed Chicana/o writers as Sandra Cisneros, Gloria Anzaludúa, Richard Rodríguez, and Denise Chávez.

In a particularly stirring essay, Jeanette Rodríguez dwells on Guadalupe as the feminine face of God, a recurring theme among Chicana feminist writers. Many of the women in my class, Chicana and Anglo alike, found her essay moving and supplemental to their own personal faith; they found that the Marian image of God enhanced and magnified the personality of God, radically diverging from the stern male patriarch of the Old Testament or a compassionate but still male Jesus. For Rodriguez, Guadalupe magnifies the Godhead by manifesting God as mother, enhancing God's compassion, expressing God's divine power and might, and forming a source of God's recreating energy. For one young Chicana in my class, she expressed her devotion to Guadalupe in her essay in both spiritual and nationalist terms: "Guadalupe is our Mexican mother to her orphaned Chicano/Chicana children who are wandering as strangers in their own occupied land."

Martha Randall interprets Guadalupe's spiritual energy as a source of empowerment to the downtrodden masses, rejecting her more traditional role as an all-passive sacrificial source that allows women to endure their suffering in silence and acceptance. On the contrary, "Guadalupe represents a profound spiritual shift, within the most patriarchal of structures, from centuries of male control to a feminist vision of power." This Nahuatl-speaking mestiza virgin is a source for a pro-active conscious rejection of oppressive hegemonies, a proletarian symbol of liberation for Chicanas and oppressed women everywhere. Randall provides a secular interpretation of Our Lady as a subversive force for social emancipation.

Two of my students strongly identified with Luis Rodríguez's essay, "Forgive Me, Mother, for My Crazy Life," his personal spiritual journey working with gang-ridden youth and the role of Guadalupe in a life of drugs, violence, alienation, and despair. Rodríguez's journey ends with his re-synthesis of the duality of God in the image of the Virgin and his recovery from years of alcoholism and hopelessness.

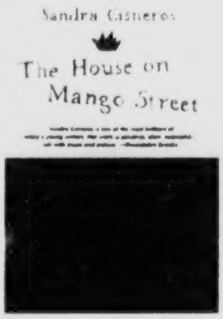
Last fall, I assigned this book in my course, Introduction to Mexican American Studies. Students received it well. Some of my Chicano students were amazed that the Anglo students, many of them raised as Protestants, all found the book inspiring and spiritually enlightening. Many of them had been raised in Texas and the Southwest and were familiar with the image of the Virgin but had never seriously contemplated her meaning, the depth of her visionary enchantment, and devotion of her children. Most gained a much deeper appreciation of Mexican culture and the depth of Mexican spirituality, rooted in centuries and even thousands of years of Mesoamerican Indian identity, pain, and triumph. My Chicano students found this book a wellspring of cultural and spiritual nourishment, not unexpected when one considers that the word *Guadalupe* originates from a corruption of the Arabic word for *río de amor*. It is to this river and the Mestiza Goddess of the Americas that this book does tribute.

Dr Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

By Gwenelle S. O'Neal

***The House on Mango Street*, by Sandra Cisneros.**
110 pages. New York: Village Contemporaries, [1984] 1991 ed. ISBN 0-679-73477-5. $9.95 paper.

Growing up is a dynamic, lengthy, and complicated process regardless of one's physical and social environment. Entertaining and poignant, Cisneros tells stories that reflect her Latin heritage while touching the common human spirit. *The House on Mango Street* is full of warm, inviting stories about real lives. The book, dedicated "*A las Mujeres*," reveals, through 44 vignettes, deeply sensitive and descriptive snapshots of a girl moving through her life toward dreams and goals she is creating for herself.



Cisneros' characters represent and speak of common developmental tasks. The situations reflect unique experiences filled with cultural nuances and innuendos. How many of us have grown through phases of wanting another name, another house, different hair, more intelligence, and special friends? Growing up–developing into an adult person–involves living somewhere, being involved with parents, or guardians, siblings, cousins, grandparents, friends, and often pets or at least neighborhood animals. Esperanza's family and friends accompany her in trysts with old, traditional expectations and new desires, new ideas, and hope for a future that takes her to a different place.

Some salient points from a few of the stories bring us important insights from her dynamic cultural perspective.

The first story, "The House on Mango Street," sets up the reality many children describe and school administrators descry: some residential addresses do not remain stable over the school year. This reveals the pleasure of achieving improved housing but sometimes simultaneously the despair of not quite arriving at that goal. Esperanza appreciates that her family has moved to get better accommodations. But she still hasn't gotten to where she really wants to move. Her growth is chronicled through stories of observing and responding to her environment. She takes us around the neighborhood and introduces us to her Catholic school, the local junk store, to neighbors' houses.

Cisneros describes older and younger sibling roles that many readers can relate to.

"Papa Who Wakes up Tired in the Dark" describes the emotion her father expresses when his father passes away. She has been informed first and, as the oldest, has the responsibility to tell her siblings.

In "Marin," we learn about the teenager who knows lots of things and who might be sent back to her mother because she is too much trouble. But Marin is just waiting for "someone to change her life." Esperanza also wants a way out.

"*Chanclas*" describes the flurry that surrounds preparing for a cousin's baptism. And the anxiety of being asked to dance with an uncle in front of everybody.

To attend Catholic school, which she must, requires money. Getting "The First Job" brings the needed money, but it also brings exposure to strangers and new situations.

The notion of fate in establishing who gets a disease is addressed in "Born Bad."

Have you ever wondered about the magic and power of card readers? Can they help you attain your dreams? Or tell you when you will reach them? "Elenita, Cards, Palm, Water" illustrates this desire to know fate. Esperanza wants to know, but her five dollars don't buy the answers she is looking for.

Like most little girls, Esperanza and some buddies are ecstatic over a gift of high-heeled shoes. They parade around the neighborhood with them on. They feel like Cinderella. Mr. Benny, the man at the corner grocery, knows they shouldn't be wearing them. "Does your mother know?" he asks. They meet Bum man, whose offers entice yet frighten them. They run away and discard the shoes.

A mother's fear of change is tapped when the baby begins to speak English, despite her limited vocabulary and reliance on the old language.

"No Speak English" is a state of reality and a form of protection.

As though others could see her dreams and goals, "The Three Sisters" associate the death of a baby with Esperanza's quest for freedom from her surroundings, her place in time, and space.

This book is one of a variety of cultural selections recommended to my classes, Human Behavior in the Social Environment: The Dialectic of Oppression and Liberation and Human Behavior in the Social Environment: Individuals and Families. Students may select novels to read and analyze values, beliefs, and conditions that indicate perceptions of choices and the impact of social structural influences on individual and family development. Student analyses are used to establish strategies to assist in empowerment.

Cisneros' stories are extremely useful because they offer excellent descriptors of lives unknown to many students. The illustrations provide a basis for comparison and discussion. These vignettes provide a foundation for questions and reflection in relation to values of home, family, and community. This exercise urges critical thinking that contributes to modifying perspectives and increasing multicultural understanding.

Dr. O'Neal is an associate professor at the West Chester University Graduate Department of Social Work, in West Chester, Pa. Her areas of interest include accountability and community practice that respond to cultural and economic influences on behavior.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

National University
School of Education

National University's School of Education is seeking applicants for full-time and part-time faculty positions at several campuses across California.

National University is a WASC-accredited, private, nonprofit institution. Since its founding in 1971, National University has been dedicated to providing higher education opportunities for adult learners, with academic programs structured to allow working adults to attend classes on a full-time basis while remaining employed. The University offers courses in a unique, one-course-per-month format, both on-site and online. National University's academic and administrative headquarters are located in La Jolla, California, with learning centers in San Diego, Redding, San Jose, Sacramento, Stockton, Fresno, Bakersfield, Sherman Oaks, Los Angeles, Costa Mesa, San Bernardino, Orange, and Twentynine Palms.

Within the School of Education, the **Department of Teacher Education** offers a Master of Arts in Teaching, a Master of Education in Cross-cultural Teaching, and credential programs, including the Preliminary and Professional Multiple Subject and Single Subject CLAD/BCLAD emphases, and the Fifth Year Professional Clear Credential. Within the School of Education's **Department of Specialized Programs**, a Master of Science in Educational Administration, a Master of Science in Educational Counseling, a Master of Science in Educational Technology, a Master of Science in School Psychology, and a Master of Science in Special Education are offered. Credential programs include Preliminary and Professional Administrative Services Credentials; Pupil Personnel Services, School Psychology Specialization and School Counseling Specialization Credentials; and Preliminary Level I Educational Specialist Credentials: Mild/Moderate and Moderate/Severe Disabilities.

FULL-TIME FACULTY

At this time, we are recruiting full-time faculty members for the following departments and locations:

Teacher Education: Costa Mesa, Fresno, Sacramento, San Diego, San Bernardino, San Jose, Stockton

Specialized Programs: Costa Mesa (Special Education); Fresno (Special Education/Pupil Personnel Services); Los Angeles (Special Education, PPS-Counseling, Educational Administration); San Bernardino (Special Education); San Diego (Educational Technology)

Full-time faculty members assume primary responsibilities for teaching, scholarship, service, including providing leadership for the part-time faculty, professional development, student advising, and participation in the University's governance. Faculty members are also active in curriculum development, the faculty selection process, and peer review of faculty colleagues in their schools and regions. The successful full-time faculty candidates will possess a terminal degree in the appropriate discipline and have demonstrated excellence in teaching. Faculty rank will be commensurate with experience and qualifications.

PART-TIME FACULTY

At this time, we are recruiting part-time faculty members for the following departments and locations:

Teacher Education: Costa Mesa, Redding, Sacramento, San Diego, San Jose, and Stockton

Specialized Programs: Fresno (Educational Technology); Los Angeles (PPS-Counseling); Redding (Educational Administration); Sacramento (Educational Technology); San Diego (Educational Technology, Educational Administration); Stockton (Special Education, Educational Administration, Educational Technology)

Part-time faculty members are skilled teachers, qualified and able to make a part-time commitment to the University faculty. A terminal degree in the appropriate discipline is preferred, and a master's degree is required.

Candidates should forward a letter of interest, indicating the position they are seeking along with a curriculum vitae and list of references, to:

Dr. Marie Schrup
Dean, School of Education
National University
11255 N. Torrey Pines Road
La Jolla, CA 92037-1011

The review of candidates will begin immediately and continue until positions have been filled.

National University is an Affirmative Action Equal Opportunity Employer. Women and minorities are encouraged to apply.

Join the Maricopa Family!

A GREAT PLACE TO WORK!

The Maricopa Community Colleges are a fast-growing lifelong learning system with great facilities, full benefits and *glorious weather.*

Job opportunities exist in faculty, management, technology, support staff, facilities, custodial, and other areas.

All employment opportunities are posted online at www.dist.maricopa.edu/hrweb, and for public view at the District Office, Room 226, 2411 W. 14th Street, Tempe, AZ 85281 or 480-731-8444. Applications are required.

The Maricopa Community Colleges are located in the Phoenix, Arizona Metropolitan area.

MCCCD is an affirmative action and equal employment opportunity employer.

Gallaudet University

[illegible]

Full-time, tenure track position in Au.D program. Applicants should have an earned doctorate and expertise in one or more of the following areas: pediatric audiology, medical audiology, educational audiology, issues in private practice, amplification systems, cochlear implants or aural rehabilitation. CCC's and skill in sign language preferred. Applicants without sign language skills must be willing to learn. Duties: Graduate level teaching, supervision of student research, conducting research in area of interest. Salary/rank commensurate with experience. Submit letter of intent, vita, names of three references to: **Mary June Moseley, Ph.D., Chair, Faculty Search Committee, Department of Audiology & Speech-Language Pathology, Gallaudet University, 800 Florida Ave. NE, Washington, DC, 20002-3695. Phone (202) 651-5317; email: mary.moseley@gallaudet.edu. Web site: http://www.gallaudet.edu/~aslpweb.** Applications will be accepted until the position is filled. *EOE/AA. Qualified women, persons with disabilities, and minority candidates are encouraged to apply*

UCLA CLINICAL PSYCHOLOGY

University of California, Los Angeles. The UCLA Department of Psychology invites applications for a tenure-track position in Clinical Psychology at the Assistant Professor level. We are seeking an individual with a strong program of research on ethnicity, culture and mental health, preferably emphasizing Asian American populations. Applicants should have graduated from an APA-accredited Ph.D. program in Clinical Psychology and completed an APA-accredited internship. An active program of research, excellent teaching at undergraduate and doctoral levels, interest in clinical supervision, and mentoring of doctoral students are expected. UCLA has a community of ethnic scholars in four ethnic studies research centers and in multiple departments and schools. The ethnocultural diversity of Los Angeles and the close ties UCLA maintains with community agencies facilitate access to ethnic populations for training and research. Submit a curriculum vitae, statement of interest and selected reprints, and have three letters of recommendation sent to:

Clinical Search Committee
Department of Psychology
Box 951563, UCLA
Los Angeles, CA 90095-1563

Applicant review will begin November 1, 2001.

UCLA is an Equal Opportunity/Affirmative Action Emplo

Child Family Services

The Child Family Services Program at Plattsburgh State University of New York invites applications for a tenure-track position at the Assistant or Associate Professor level, dependent upon qualifications. This position is expected to begin in late August 2002.

Qualifications: An earned doctorate in child and family studies, early childhood development or a related area of family and consumer sciences; teaching experience and competence, and commitment to scholarship are required. Expertise in, or the desire to develop expertise in, at least four of the following areas: family in contemporary society, adolescence in society, perspectives on parenting, the role of the child in the family and the community, gerontology, child development, and/or theoretical foundations of child care will be highly regarded.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Salary and Rank: will be commensurate with qualifications, with excellent benefits. Review of applications will begin immediately and continue until the position is filled. Please submit letter of application; curriculum vitae; official transcript and three letters of reference to: **Chair, Search Committee (PJ# 2558-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681. Fax: (518) 564-5060

Plattsburgh

ASU ARIZONA STATE UNIVERSITY WEST

Dean, Library

Arizona State University West is seeking candidates for the position of Dean of the Library. We are looking for a visionary institutional leader who exhibits creativity, risk taking, and innovation. The Dean provides leadership for library programs and services, promotes collaborative relationships and effective communication, and actively supports the goals of diversity in a learner-centered university and its community. The Dean reports to the Provost.

RESPONSIBILITIES

The Dean is responsible for strategic planning; program development, assessment, and evaluation; budget and resource management; personnel, including recruitment, development, and evaluation; development of library services and technology; and collaboration on campus and with the community. The successful candidate will provide leadership in identifying and utilizing leading-edge technologies, information systems, and services.

QUALIFICATIONS REQUIRED

Qualified candidates must possess:

- ALA accredited MLS degree;
- A minimum of three years of managerial and senior level administrative experience in an academic setting, including strategic planning, budget, and personnel matters;
- A record of professional and scholarly activity sufficient for appointment at the rank of librarian;
- Evidence of successful, visionary leadership and collaborative decision-making;
- Evidence of ability to communicate effectively;
- Evidence of an understanding of the evolving role of electronic library technology.

QUALIFICATIONS DESIRED

Preference will be given to candidates who demonstrate evidence of:

- Evidence of community involvement and leadership;
- Demonstrated understanding of evolving issues in scholarly communication and higher education;
- Knowledge of and experience with change management;
- Experience with collaborative arrangements between and among libraries in multi-campus, statewide, or other institutions;
- Experience with program assessment and evaluation.

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,300 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities.

The ASU West Library operates within a multi-campus environment providing research resources through its collaboration with other ASU libraries. It serves both the academic and surrounding communities. The Library makes extensive use of electronic systems and resources, and has an annual budget exceeding $1 million for collections and access. Librarians participate actively in developing the curriculum and as members of instructional teams for lower division learning communities. The Library staff operates in a team environment, and receives excellent support for professional activity, service, development and computing. Visit the Library's web site for additional information: http://www.west.asu.edu/library/info/info.html.

STARTING DATE:	January 1, 2002
APPLICATION DEADLINE:	September 20, 2001
APPLICATION PROCEDURE:	Applicants must address how they meet the qualifications listed above in their letter of application. Please send letter of application, curriculum vitae, and five names, mailing and e-mail addresses, and telephone numbers of references to:

Dr. Glenn Irvin
Vice Provost for Academic Affairs
Arizona State University West
P.O. Box 37100
Phoenix, AZ 85069-7100

Phone: (602) 543-4501
Fax: (602) 543-7012
E-mail: GIrvin@ASU.EDU

Arizona State University West is an Affirmative Action/Equal Opportunity employer in policy and practice, and actively seeks diversity among applicants and promotes a diverse work force.

ASSISTANT DEAN
PROGRAM DEVELOPMENT
INTERNATIONAL AND AREA STUDIES

UC Berkeley, Academic Coordinator, 50%-100% appointment, proposed start 10/1/2001. Under direction of the Dean of IAS work with faculty, doctoral students, and research units in developing, fund raising for, and implementing new international, area, and comparative research, teaching, and outreach programs and projects. Salary $50K-70K commensurate with experience.

QUALIFICATIONS: Social Sciences Ph.D. or equivalent, recent substantial program development, funding, and implementation experience. Ability to identify and work creatively and collaboratively with faculty and doctoral students, foundations, and individual donors. Must be able to conceptualize projects in terms of the latest intellectual developments in social sciences. Must be able to write intellectually compelling proposals. Successful extramural grant-writing experience essential. Apply to:

Dean David Leonard
IAS
360 Stephens Hall
UC Berkeley
Berkeley CA 94720

Send application letter, curriculum vitae, and three references by **September 1, 2001.**

The University of California is an Equal Opportunity/Affirmative Action Employer.

BROWN UNIVERSITY

SR. LIBRARY ASSOC. SPECIALIST—PRODUCTION MULTIMEDIA COORDINATOR

University Library: This position will coordinate, produce, multimedia and print production for Media Services and its internal/external customers. Produce and maintain databases for internal needs of Media Services. Provide support for audiovisual services on campus. Directs student employees in support of audiovisual services for the University community. *Requirements:* 4 years' college-level studies with knowledge of audio-visual equipment or 2 year college degree with emphasis in electronics or equivalent experience. Must have knowledge of A/V equipment and systems and physical strength for working with equipment. Must have knowledge of video production and editing; experience and knowledge of computer technology, possess excellent interpersonal, oral and written communication skills and possess the ability to research products and new technologies. Must be able to work a flexible schedule and be available to work evenings and weekends as needed. Successful completion of a test may be required.

For the above position, please send resume to: Brown University, Human Resources, Box 1879, Job# B00485, Providence, RI 02912.

An Equal Opportunity/Affirmative Action Employer.

Visit our web site at: **www.brown.edu**

ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean of the Graduate School of Library and Information Science

The University of Illinois at Urbana-Champaign invites nominations and applications for the Dean of the Graduate School of Library and Information Science (GSLIS). Candidates should have administrative experience in a university, business or government setting and evidence of a strong program of scholarly research with credentials necessary to gain full professorial status. The candidate will work with a dynamic, strongly integrated, multidisciplinary faculty comprising 17 tenure-track members and over 30 academic professionals. A commitment to interdisciplinary scholarship, diversity, and to the value of research and professional education in the different areas represented in the Faculty is critical. Given the stature of the School, the candidate is expected to take a leadership role in the field, nationally and internationally, in shaping the future of library and information science.

The School offers Master's, Certificate of Advanced Study, and Doctoral programs, as well as an innovative undergraduate minor in Information Technology Studies and a new LIS K-12 Media Specialist Certification Program. The School's unique LEEP distance education option for the Master's degree involves remote students in all aspects of professional education. The School's new Information Systems Research Laboratory (ISRL) provides a state-of-the-art technical environment supporting research for all GSLIS faculty. To assure full consideration, nominations and applications (including vita and a list of five references) should be sent by **October 1, 2001 to:**

Dr. Susan Fowler, Chair
Search Committee for the Dean of
the Graduate School of
Library and Information Science
c/o Office of the Provost
University of Illinois
Swanlund Administration Building
601 E. John Street
Champaign, IL 61820
Attention: Kathleen H. Pecknold
(217/333-4523) (217/244-5639-fax)

The appointment will begin Summer 2002.

Additional information about the Graduate School of Library and Information Science may be found on the Web at: **http://www.lis.uiuc.edu.**

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

GOVERNORS STATE UNIVERSITY

UNIVERSITY PROFESSOR OF COUNSELING IN STUDENT DEVELOPMENT/ OUTREACH COUNSELOR

Governors State University (GSU) invites applications and nominations for the full-time tenure-track position of University Professor of Counseling in Student Development/Outreach Counselor in the Division of Student Development. The successful candidate will provide direct services to students in the form of development and implementation of individual and group counseling related to career, personal, academic, and crisis counseling and will coordinate new undergraduate student orientation. In addition, the individual in this position is responsible for the supervision of Master's Degree Counseling students and the implementation of assigned retention programs. ***Minimum Qualifications:*** Master's Degree in Counseling, PhD. in Counseling or Clinical Psychology, or terminal degree in a closely related field required; a minimum of two years experience in higher education required; licensure as a registered counselor in the State of Illinois or licensure as a registered psychologist in the State of Illinois preferred. The review of applications will begin immediately and continue until the position is filled. To apply, interested candidates should send a letter of interest addressing how their qualifications meet the job requirements, a current curriculum vita, and three professional references to: **Robie Sweeney, Chair; Counseling/Student Development/Outreach Counselor; Search Committee; Governors State University; University Park, IL 60466.**

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

AA/EOE

UCLA

University of California, Los Angeles. The UCLA Department of Psychology invites applications for a tenure-track position (level - open) in Quantitative Psychology. Candidates should have an original research program on quantitative methods (modern statistical methods, analysis and modeling of longitudinal data, experimental and quasi-experimental designs, or related current methods), and ideally also would strengthen an additional area of psychology. Submit a curriculum vitae, statement of interest and selected reprints, and have three letters of recommendation sent to:

Measurement Search Committee
Department of Psychology
Box 951563
UCLA
Los Angeles, CA 90095-1563

Applicant review will begin
December 1, 2001.

UCLA is an Equal Opportunity/ Affirmative Action Employer.

UNIVERSITY OF SAN FRANCISCO

The University of San Francisco invites applications for the following tenure-track positions. All positions will be at the Assistant Professor level and are anticipated to begin in Fall 2002.

History, African History: Ability to teach sub-Saharan Africa is required. Other classes may include a survey of African history, upper division regional or thematic courses, and an undergraduate seminar. Closing November 1, 2001.

English, Creative Writing: Primary teaching includes courses in creative writing such as fiction and poetry. Secondary expertise is desirable in modern American poetry, ethnic American literature, or drama. Closing November 15, 2001.

Communication Studies, Intercultural Communication: Teaching responsibilities may include courses in basic intercultural communication and advanced courses in candidate's area of specialization. Ability to teach research methods, nonverbal, and/or group communication also desirable. Closing October 1, 2001.

Please see our Web site for complete descriptions and application requirements: http://www.usfca.edu/online/fac_staff/index.html

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WICHITA STATE UNIVERSITY

[illegible] Collection [illegible]

The Ulrich Museum of Art, Wichita State University, seeks an experienced professional for the full-time position of Collection Manager. The Collection Manager is responsible for all aspects of organization, care, and management of the museum's collection of approximately 7,500 works of modern and contemporary art, which includes 60+ outdoor sculptures. Job responsibilities include ensuring the ongoing physical care of the collection; basic conservation, mounting, and preparation of objects for exhibition (including supervising the installation of outdoor sculptures); maintaining storage and gallery installations and monitoring environmental conditions; and processing acquisitions and outgoing loans. The collection manager oversees all collection records, files, photography, and collection management software; develops and enforces collections policies and procedures; and works closely with curatorial department in long-range planning for storage and conservation of the collection. Reports to the director of the museum and supervises one part-time graduate assistant and interns. The successful candidate will have the option of teaching undergraduate or graduate courses in her/his area of expertise. Wichita State University, with an enrollment of over 15,000, serves the 350,000+ residents of the state's largest metropolitan area and contributes substantially to its lively cultural life, as do two other art museums, numerous private galleries, and a supportive and engaged artistic community.

Qualifications: degree in art history, fine arts, museum studies, or related field; at least two years of collections experience in a museum or art gallery, with experience with accessioning, deaccessioning, cataloguing, basic conservation, and art preparation; strong computer skills with a familiarity with Windows platforms, word processing, databases, and ACCESS II or other collections management software; successful experience with diverse populations; and a demonstrated commitment to diversity. The successful candidate will also possess excellent organizational and oral and written communication skills. Salary low-mid 30s, depending on qualifications and experience, plus a generous benefits package. Minorities, women and under represented populations are encouraged to apply. Submit letter of application; CV; names, addresses, phone numbers of three references, and any relevant supporting material to: **David Butler, Director, Ulrich Museum of Art, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0046, 316/978-3017.** Complete application must be received by **August 31, 2001.** Find more information about the Ulrich and its programs at **www.ulrich.wichita.edu.**

AA/EOE

SDSU

SAN DIEGO STATE UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION

DIRECTOR OF DEVELOPMENT

SDSU is located in beautiful San Diego, CA; for additional information visit SDSU's Web site at: http://www.sdsu.edu

For detailed job description visit our University Advancement Web site at: http://advancement.sdsu.edu/UA/CBA_DoD.htm

To apply please send letter of application and a resume listing three professional references to **San Diego State University, The Center for Human Resources (#1712), San Diego, CA 92182-1625** or email to:

employ@mail.sdsu.edu

Review begins **8/15/01** and the position will remain open until filled. Applicants with disabilities requiring special application and/or interview arrangements may call **(619) 594-4646** or TDD number **(619) 594-0075.**

SDSU IS AN EQUAL OPPORTUNITY EMPLOYER AND DOES NOT DISCRIMINATE AGAINST PERSONS ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER, MARITAL STATUS, AGE, DISABILITY OR VETERANS STATUS.

An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunities for the right candidates:

Director of Financial Aid Ref # HO05

RWU is seeking an experienced professional to provide vision, leadership, and direction in the financial aid operations and to administer over $35M in federal, state, and institutional funds; responsible for undergraduate, graduate, and law school financial aid; insure that the University is in compliance with all federal and state financial aid regulations; develop and monitor the University's preferential packaging and financial aid policies; contribute to the assessment of the overall enrollment management objectives and outcomes; and, participate in all university recruitment and retention activities.

Qualified candidates shall have a Bachelor's degree (Master's preferred). A minimum of 7 years of current, progressively responsible financial aid management experience, preferably in private higher education. Candidates shall have a comprehensive knowledge of federal and state financial aid laws and regulations. Strong organizational and analytical skills are necessary along with the ability to manage a service-oriented office environment. Candidates shall possess excellent oral and written communication skills, strong interpersonal skills, and the ability to foster a collaborative and cooperative environment. Experience with EDE, DataTel and/or PowerFaids systems is helpful.

Associate Director of Financial Aid Ref # HO05

Qualified candidates shall have primary responsibility for the graduate and law school financial aid operations while assisting in the undergraduate operation; principle responsibility for the University's compliance with ABA rules and SSCR requirements; manage and review the graduate and law school students' financial aid information; and, participate in university recruitment and retention activities.

Qualified candidates shall have a Bachelor's degree (Master's or JD preferred). A minimum of 5 years of financial aid experience, preferably in a graduate or law school environment. Candidates shall have a comprehensive knowledge of federal and state financial aid laws and regulations. Applicants shall possess strong organizational and analytical skills, and be self-motivated while able to work autonomously. Candidates shall possess excellent oral and written communication skills, strong interpersonal skills, and the ability to foster a collaborative and cooperative environment. Experience with EDE, DataTel and/or PowerFaids systems is helpful.

Qualified candidates must supply the following: a letter of application that specifically addresses the relevant appointment with reference number and resume to the: Office of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809-2921.

A highly competitive benefits package is offered and salary is commensurate with experience.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS
UNIVERSITY

EXPLORE THE POSSIBILITIES www.[illegible]

ASU

ARIZONA STATE
UNIVERSITY WEST

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students on a modern, growing campus in Phoenix, the nation's sixth largest city and a dynamic multi-cultural and economic environment.

ASU West is an urban, commuter campus, which provides for students a friendly, small campus atmosphere in the context of a nationally acclaimed, PAC-10 university. Although ASU West began in 1984 with upper-division and masters programs, it is now a four-year university campus, with a special commitment to learner-centered education. In August 2001, the first freshman class will participate in learning communities and other innovative programs.

ASU West's mission focuses on a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. Undergraduate and graduate-level courses at ASU West lead to 29 bachelors degrees, nine masters degrees, and eight professional certificates.

An additional attribute of this institution is its location in an area of sunshine and striking geographic variety. In winter, for example, one can enjoy the moderate climate of the Valley of the Sun or drive two hours north for excellent skiing.

ASU West is dedicated to increasing the diversity of its campus community and encouraging an environment that offers students knowledge about local, national, and global communities.

Please visit our website at www.west.asu.edu

Dean, College of Arts & Sciences

Arizona State University West, located in Phoenix, Arizona seeks a dean to lead its College of Arts and Sciences. The College consists of six interdisciplinary departments offering 12 traditional disciplinary degrees and 6 interdisciplinary degrees. One hundred faculty and staff work with a current enrollment of 1,020 undergraduate majors.

The dean reports directly to the Provost and works with other campus deans to develop interdisciplinary approaches to teaching, research, and service. He/she represents the College both within and outside the university. The dean must be committed to working with faculty – both through the administrative structure and faculty governance system – to achieve university academic goals in research and learning and to further the campus goals of diversity, equal opportunity, and affirmative action. Responsibilities include budget, planning, development, personnel decisions, student academic affairs, faculty development, promotion of research, and planning and implementation of degree and non-degree programs.

QUALIFICATIONS

REQUIRED

A successful candidate must exhibit leadership and strategic vision, and have:

- Relevant administrative experience.
- A demonstrated commitment to cultural diversity that includes supporting the diversity of the faculty, students, and staff.
- A terminal degree in a discipline and a strong record in research, teaching, and service that merits appointment as a Professor with tenure in a department of the College.
- A demonstrated commitment to promoting excellence in research and creative activities.
- Demonstrated effective interpersonal and communication skills.
- A demonstrated commitment to excellence in teaching.
- A demonstrated understanding of the integration of teaching, research, and service.
- A demonstrated commitment to working with multiple constituencies on and off campus.

DESIRED

Preference will be given to candidates with demonstrated experience in:

- Organizational change.
- Evaluation of faculty for promotion and tenure purposes.
- Budget management.
- Curriculum and program development and assessment.
- Technology applications in teaching and research.

APPLICATION DEADLINE

August 1, 2001, or the 1st Monday of each week thereafter until the position is filled.

STARTING DATE:

January 1, 2002, or as negotiated.

APPLICATION PROCEDURE

Applicants must address how they meet the qualifications listed above in their letters of application. Please send letter of application, curriculum vitae and the names, addresses, and telephone numbers of three referees to:

Dean Michael A. Awender, Chair, Search Committee
c/o Laraine Grandt
Arizona State University West
P. O. Box 37100
Phoenix, Arizona 85069-7100

For more information: 602/543-3254 Fax: 602/543-7731

Confidentiality of all applications will be maintained. Referees will be contacted only after permission from the candidate has been obtained.

Arizona State University West is an Equal Opportunity/Affirmative Action Employer that actively seeks diversity among applicants and promotes a diverse work force.

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

KENYON COLLEGE
POLITICAL SCIENCE-IPHS
TENURE-TRACK

Kenyon College announces a joint tenure-track appointment in the departments of Political Science and the Interdisciplinary Program in the Humane Studies (IPHS). This joint position involves teaching a year-long course in IPHS, a broad-based textually oriented program from Classical Greece to the early Twentieth Century. The Political Science component of this position is in political philosophy, including teaching courses on specific authors (e.g., Locke, Nietzsche; Rawls); selected topics (e.g., community, post-modern political thought, liberalism); or politics and literature (e.g., Shakespeare's politics or liberty and community in American literature): A Ph.D. and teaching experience required. The College teaching load is 3:2. The successful candidate should have a strong interest and proven excellence in teaching first-year students.

Send a letter of application, CV, three letters of reference and a sample of published or other professional work to:

Professor Kirk Emmert
Political Science Department
Kenyon College, Gambier, Ohio 43022
Applications must be received by October 15, 2001.
An equal opportunity employer, Kenyon is committed to building a culturally diverse community and encourages the applications of women and minority candidates.

George Mason University

OFFICE OF UNIVERSITY DEVELOPMENT

Director Leadership Gifts

George Mason University is one of the nation's fastest growing universities with a student enrollment of nearly 25,000. As GMU heads into its first comprehensive fundraising campaign, the development team seeks applicants for the position of Director of Leadership Gifts.

The successful candidate will: provide leadership and coordination for the University's efforts to secure individual major gifts; cultivate, solicit and steward key prospects and donors; serve as primary staff support for the President of the University and the Vice President for leadership gifts solicitation; identify, recruit, train and manage high-level volunteers on the Campaign's Leadership Gifts Solicitation Team.

A minimum of five years of successful fundraising or equivalent professional experience is required. Experience should include direct cultivation, solicitation, and stewardship of individual prospects and donors. Preference will be given to candidates with higher education experience. Strong interpersonal, communication and organizational skills are required. Bachelor's degree required, advanced degrees preferred. Salary will be commensurate with experience.

Review of applications will begin on July 30, 2001 and continue until filled. Applicants should submit a cover letter and resume to:

Chair, Search Committee, Director of Leadership Gifts
George Mason University
4400 University Drive, MS 1A3
Fairfax, VA 22030-4444

AA/EEO

COLBY COLLEGE

ATHLETICS

HEAD MEN'S AND WOMEN'S SQUASH COACH

The Colby College Department of Athletics seeks a full-time, benefited head men's and women's squash coach starting August 15, 2001. General responsibilities include the overall administration of the men's and women's programs including budget, scheduling, and the recruitment of student-athletes. In addition, the coach is responsible for the direction, instruction, supervision, and coaching of the men's and women's varsity squash teams, the oversight and development of an assistant coach and the administration of the squash facilities. Duties also include another seasonal assignment.

Colby is a highly selective private liberal arts college of 1750 students located in central Maine. The college is a NCAA Division III institution and is a member of the New England Small College Athletic Conference (NESCAC). It is the responsibility of the head coach to conduct the program according to all NCAA III, NESCAC Conference, and Colby College rules and regulations.

Bachelor's degree required; master's degree preferred. The candidate should have successful experience as a head club or intercollegiate coach. Previous coaching and recruiting experience at the NCAA III level is desirable.

To apply, submit a cover letter, resume and three letters of professional reference to: **Marcella Zalot, Associate Director, Athletic Department, Colby College, 4900 Mayflower Hill Drive, Waterville, ME 04901.** Application review will begin immediately and continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of individuals who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please see the Colby web page at http://www.colby.edu

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California State University
Dominguez Hills

Dean of the University Library (Administrator IV)

California State University, Dominguez Hills, invites applications for the full-time administrative position of Dean of the University Library.

POSITION DUTIES AND RESPONSIBILITIES
The University seeks an innovative and dynamic leader who will be the chief academic and administrative officer of the Library and who will report to the Vice President for Academic Affairs.

QUALIFICATIONS

A. Required: A master's degree in Library Science from an ALA accredited program; at least ten (10) years of increasingly responsible experience in and working knowledge of academic library operations.

B. Preferred: Familiarity with an integrated library system; experience in developing intra- and interlibrary cooperation through participation in collaborative arrangements; understanding of collective bargaining and shared governance; and commitment to the importance of diversity in the academic environment.

RANK AND SALARY
The position is an Administrator IV within the CSU Management Personnel Plan. Salary is dependent upon qualifications and professional experience.

EFFECTIVE DATE
Appointment to this 12-month management position will be effective January 2, 2002.

APPLICATION PROCEDURE
A letter of interest/application; a current resume or curriculum vitae; and the names, addresses and telephone numbers of at least three (3) professional references should be sent to:

Cecile Lindsey, Chair
Search Committee for University Library Dean
California State University, Dominguez Hills
c/o Office of Faculty Affairs
1000 East Victoria Street, ERC A-513
Carson, California 90747

To ensure full consideration, applications should be received no later than September 14, 2001. The Search Committee will then begin reviewing applications and will continue its review until the position is filled.

THE LIBRARY
Additional information is available on the Library's web site at http://library.csudh.edu or http://www2.csudh.edu/aa/jobs.html

CSUDH is an Equal Opportunity, Affirmative Action, Section 504, Title IX Employer.

The University of Georgia

THE CARL VINSON INSTITUTE OF GOVERNMENT

The Vinson Institute invites nominations and applications for the position of Associate Director of the Institute, responsible for the Governmental Training Division. As a member of the executive management team, the position reports to the Vinson Institute's Director. The Governmental Training Division is responsible for the continuing education program of the Vinson Institute, which annually offers some 700 instructional programs involving more than 10,000 instructional hours and 25,000 local and state government elected and appointed officials. The governmental continuing education program has a permanent staff of twenty-two and a large group of part-time consultants. A master's degree in public administration or a related field is required; a similar terminal degree is preferred. Preference will be given to candidates with a distinguished record in governmental continuing education and at the executive level in local and state government agencies. The position is available October 1, 2001, and carries rank in the public service faculty career ladder at The University of Georgia. The salary is competitive for a senior administrative or teaching position and will be based upon the qualifications and experience of the successful candidate. To assure that nominations and applications will be considered, they should be sent no later than Sept. 30, 2001, to Dr. James Ledbetter, Director, Carl Vinson Institute of Government, The University of Georgia, 201 N. Milledge Avenue, Athens, GA 30602-5482.

The University of Georgia is an Equal Opportunity Employer.

Endowed Professorship in Anti-Violence

[illegible]

The Mandel School of Applied Social Sciences (MSASS), Case Western Reserve University, is soliciting applications for the Dr. Semi J. and Ruth W. Begun Professor in anti-violence. The position involves primary responsibility for leading the newly established Begun Center for Violence Prevention, Research and Education, with secondary responsibility for teaching and service in the Master's and Doctoral programs. The goals of the Begun Center include: (1) forming interdisciplinary academic partnerships to research and analyze the causes and effects of violent behavior; (2) combining advanced research methods and state-of-the-art technology to create a system of identifying "at-risk" populations; (3) establishing active networks among parents, educators and key community constituencies so as to effectively intervene in the cycle of violence; and (4) building on existing interventions and curricula that address the persistent and emerging social stressors associated with youth violence. The Professorship will be co-terminus with the Directorship of the Begun Center.

Requirements will include a M.D. or Ph.D. in Social Work, Public Policy, Psychology, Criminology, Anthropology, or a related science. The Director will lead and manage all Center activities, including research, training, advocacy, and technical assistance. The Director must be considered an expert in the field of violence prevention and have made significant contributions to scholarly literature. As such, candidates should possess a record of scholarship, teaching, and service for a tenure track or tenured appointment at the School. The Director will be responsible for securing ongoing funding for the center's programs and initiatives. The ideal candidate must also have a firm understanding of the funding community and be able to identify new opportunities.

The Mandel School of Applied Social Sciences currently offers Master's and Doctoral degrees to over 300 students. We offer joint degrees in Social Work and Law, Social Work and Nonprofit Management and Social Work and Business. MSASS faculty is multidisciplinary representing professions such as social work, psychology, sociology, public health and economics. A number of MSASS faculty hold secondary appointments with other departments and faculty have collaborative projects with other departments. The School has a long history community based/agency based research with the centers and institutes having major roles in these initiatives, such as the Center on Urban Poverty and Social Change, and the Cuyahoga County Community Mental Health Institute.

Applicants must submit a curriculum vita and five references. Please send applications or nominations to:

Darlyne Bailey, Ph.D., Professor and Dean
Dr. Semi J. and Ruth W. Begun Professorship Search Committee
Mandel School of Applied Social Sciences
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7164
E-mail: msassdean@po.cwru.edu

Applications will be accepted until the position is filled

CASE WESTERN RESERVE UNIVERSITY

CWRU is an Equal Opportunity/Affirmative Action Employer

THE NEW YORK STATE EDUCATION DEPARTMENT

The New York State Education Department seeks Associates for its Office of Special Education Quality Assurance. Responsibilities include ensuring the delivery of services to preschool and school-age students with disabilities through the conduct of on-site reviews of special education programs in school districts, other State agencies and private schools; and providing technical assistance, complaint resolution and information to parents, school officials and other interested parties.

Minimum Qualifications - Masters degree in special education, elementary or secondary education, school psychology, school counseling, guidance and counseling, rehabilitation counseling, social work, audiology, speech pathology, rehabilitation of the blind or deafness rehabilitation;

And NYS certification as a teacher of special education, or as a teacher of the deaf and hearing impaired, blind or partially sighted, or speech and hearing impaired; or as a school psychologist; or license as a speech language pathologist;

And five years of professional experience in special education service delivery, administration, student evaluation, teaching children with disabilities, or designing or developing special education programs.

Locations - Brooklyn, Yorktown Heights, Malone, Albany, Syracuse and Buffalo.

Condition of employment - Provisional appointment pending civil service examination.

For more information, visit our web site at **www.nysed.gov**.

NORTHERN VIRGINIA COMMUNITY COLLEGE

Division Chair
Visual and Performing Arts and Public Services
#FA605-HO

Alexandria Campus, $54,983-$75,601 + benefits. Effective December 3, 2001. Twelve-month administrative faculty position. Administer the instructional programs in a division that includes fine arts, communication design, photography, music, physical education, speech and drama, early childhood education, human services and legal assisting. Work closely with the managing director of the campus' Rachel M. Schlesinger Concert Hall and Arts Center, a performing art space that provides a venue for community groups and campus Visual and Performing Arts programs. Required: Specialist degree (24 gsh beyond the master's degree). Background in college teaching and significant administrative experience. Excellent management/leadership skills in the supervision of a large, complex organization. Ability to plan, lead and manage a diverse staff, develop and monitor budgets, and collaborate effectively with other divisions at the campus and the community at large. Two years of teaching experience and interest in digital technology. Desired: Earned doctorate. Academic or administrative experience in a community college. Visit www.nv.cc.va.us/hr. Send application to:

Human Resources
4001 Wakefield Chapel Rd.
Annandale, VA 22003
by 5pm on 8/31/01

EEO/AA.

CURRENT OR ANTICIPATED EMPLOYMENT VACANCIES

AT THE

University of Wisconsin-Parkside

Recipient of 2000 Wisconsin Department of Employee Relations Council on Affirmative Action Diversity Award and 2001 Kenosha/Racine Urban League Equity in Employment Award.

ABOUT THE UNIVERSITY

The University of Wisconsin-Parkside is one of 13 four-year campuses in the prestigious University of Wisconsin System, and is located on a beautiful 700-acre wooded campus bordered by Milwaukee and Racine to the north and Kenosha and Chicago to the south. Founded in 1968, the University serves a diverse student population. The University offers graduate degrees in three disciplines, undergraduate studies in 29 majors, and more than 70 academic programs. It is accredited by the North Central Association of Colleges and Schools. The University's business program holds professional accreditation from the AACSB - The International Association for Management Education, a recognition only a quarter of the business schools in the United States have achieved.

EMPLOYMENT VACANCIES

TENURE TRACK FACULTY VACANCIES:

2 Assistant Professors of Biological Sciences (CAS)
Assistant Professor of Chemistry (CAS)
Assistant Professor of Criminal Justice (CAS)
Assistant Professor of Communication (CAS)
Assistant Professor of English (CAS)
Assistant Professor of Health, P.E., & Athletics(CAS)
Assistant Professor of Mathematics (CAS)
Assistant Professor of Psychology (CAS)
Assistant Professor of Sociology/Anthropology (CAS)
Assistant Professor of Accounting (SBT)
Assistant/Associate Professor of Computer Science (SBT)
Assistant/Associate Professor of Marketing (SBT)
Assistant/Associate Professor of Operation Management(SBT)

EXECUTIVE MANAGEMENT VACANCY WITH TENURED FACULTY STATUS:

Provost/Vice Chancellor for Academic Affairs

ACADEMIC TEACHING STAFF POSITIONS:

Lecturer of English (CAS)
Lecturer of Interdisciplinary Studies (CAS)

ADDITIONAL INFORMATION AND APPLICATION PROCEDURES

Individuals interested in obtaining a complete announcement on each position including application deadlines and other search and selection requirements should go to: **http://www.uwp.edu/employment** .

The University of Wisconsin-Parkside is an AA/EEO Employer D/M/V/W.

An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University, we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunity for the right candidate:

Dean - Gabelli School of Business

Roger Williams University invites applications and nominations for the position of Dean of the Gabelli School of Business. Approximately 620 full-time and 280 part-time students are enrolled in undergraduate programs leading to the Bachelor of Science degree in accounting, business management, computer information systems, international business, financial services, and marketing. In recent years, the School has focused on entrepreneurship and small business management. A post-baccalaureate Accounting Certificate is approved for students who plan to sit for the CPA exam upon graduation and require 150 credit hours of course work. The Gabelli School of Business is currently in its second year of candidacy for AACSB accreditation.

Responsibilities: The Dean should expect to lead faculty toward specific goals designed to further distinguish the University's business programs; through full AACSB accreditation; guide faculty and students through curriculum reform and innovation, through developing relationships between the University and the broader business and academic community; and, participate in institutional fundraising initiatives.

Qualifications: Candidates are expected to hold an earned Doctorate in a business discipline. They must possess a significant background in business; teaching and academic experience at the undergraduate and graduate levels; as well as management and administrative experience. Of paramount importance are strong recent business school accreditations experience and a proven track record of building bridges to the business community.

Applications: Applications must include a current curriculum vitae, personal statement of interest in the position, the names of at least three references, and letter of recommendation.

Send to: Dean, Ref #HO66, Office of Human Resources, Roger Williams University, One Old Ferry Road, Bristol, RI 02809. Applications will be accepted until the position is filled.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS
UNIVERSITY

EXPLORE THE POSSIBILITIES www.rwu.edu

THE DEPARTMENT OF NUTRITION AND FOOD SCIENCE, AUBURN UNIVERSITY is seeking applicants for Assistant, Associate or Full Professor tenure-track position; 33% teaching, 67% research. Starting date is January 6, 2002. The successful applicant will conduct research with multidisciplinary teams in Food Safety and Detection with emphasis in developing biosensors for the detection of foodborne pathogens; develop an innovative research program in food safety; actively seek external funding and participate in professional and university service. The candidate must have a Ph.D. in either molecular biology, biochemistry, immunochemistry; food science and technology or related discipline; a strong record of scholarly productivity, the ability to competently teach and mentor students, exemplary skills in developing and working in collaborative partnerships, and effective oral and written communication skills. Minorities, Women, Veterans, and People with Disabilities are Encouraged to apply. Closing date for receiving applications is October 1, 2001 or until position is filled. Submit a letter of application with brief statement of current and future research plans, teaching interests, and a curriculum vita including list of publications and grants; names, addresses and phone numbers of four references to: Dr. Y-H. Peggy Hsieh, Chair, Search Committee, Department of Nutrition and Food Science, 328 Spidle Hall, Auburn University, Auburn, AL 36849-5605, Phone: 334-844-3211, Fax: 334- 844-3268, E-mail: hsiehyp@auburn.edu.

Auburn University is an Affirmative Action/Equal Opportunity Employer.

Swarthmore College, a small, highly selective liberal arts college, seeks an experienced professional for the position of:

ASSOCIATE DEAN OF MULTICULTURAL AFFAIRS

Swarthmore College invites applications and nominations for the position of Associate Dean of Multicultural Affairs. This position provides leadership for the College's comprehensive effort to achieve a culturally pluralistic campus that allows all students to take full advantage of the Swarthmore experience. Tasks include: facilitating the development and implementation of the College's strategic plan for achieving pluralism; providing supervision to the assistant deans and directors of the Black and Intercultural centers, the advisors of Gender Education and International Students, and particular student organizations; planning and implementing orientation programs for particular student populations as well as those for all new students; outreach to majority students to encourage involvement in diversity activities/programs; providing academic and personal advising for students of all backgrounds; consulting with faculty on pedagogical and curricular issues relating to multiculturalism; and other duties as assigned. Advanced degree required, preferably in an academic discipline; doctorate preferred. Previous experience as an administrator or faculty member in a liberal arts college highly desirable. An informed knowledge of the history, culture, and worldview of people of color and queer students is preferred, as well as previous experience in a student affairs position. Must have excellent communication, mediation, and consultative skills; must be a person with vision who understands and appreciates the intellectual, emotional, social, and political development of undergraduate students.

Interested applicants should submit a letter of interest, resume, and three references no later than September 10th to:

HR Department
Swarthmore College
500 College Avenue
Swarthmore, PA 19081

SWARTHMORE

Swarthmore College is an equal opportunity employer committed to excellence through diversity.

visit us at: www.swarthmore.edu

Instructor

Computer Information Systems

The Computer Information Systems program offers fourteen Associate degrees and certificate programs. Responsibilities for this position include teaching a variety of courses in microcomputer programming languages, and software applications or networking. Other duties include curriculum development, student advisement, recruitment, and liaison to employers and professional associations. Day and evening courses are both offered on the Grayslake, Lakeshore, and Southlake Campuses, and some extension sites.

QUALIFICATIONS include a Bachelor's degree and three (3) years experience in business involving network or web technologies. For full consideration, applicants must submit a completed application form, current resume, letter of interest, (3) letters of reference and official degree transcripts by September 14, 2001. This position will remain open until filled. For application/information, call Human Resources at 847-543-2065, TDD# 847-223-5615, or by e-mail to personnel@clc.cc.il.us.

College of Lake County

Human Resources
19351 W. Washington Street
Grayslake IL 60030-1198
www.clc.cc.il.us
[illegible]

Southeast
Missouri State University

Chairperson in Department of Accounting, Finance, and Business Law. Southeast Missouri State University. Position available for Fall 2002. REQUIRED: PhD/DBA in Accounting or Finance OR JD with MBA/MACC, University teaching experience, record of significant and sustained scholarly accomplishments, excellent communication skills, strong interpersonal skills, demonstrated awareness of issues affecting women and minorities, and history of working with multicultural populations. A demonstrable commitment to the teacher/scholar model and public and University service. PREFERRED: Professional certification (CPA, CMA, CFM, or CFA), practical business/accounting experiences, administrative experience, and experience in a multidiscipline environment.

Assistant/Associate Professor in Accounting. Southeast Missouri State University. Tenure-track position available for Fall 2002. REQUIRED: Ph.D/DBA in Accounting, scholarly accomplishments, strong communication and interpersonal skills, demonstrated awareness of issues affecting women and minorities, and history of working with multicultural populations. Demonstrable commitment to the teacher/scholar model and public and University service. PREFERRED: University teaching, professional certification (CPA, CMA, or CIA), and practical business/accounting experiences

Send resume, documentation of teaching effectiveness; copies of journal articles, proceedings, and presentations; information relating to communication and interpersonal skills; the names and telephone numbers of three references; other documentation relating to "Required" and "Preferred" categories as appropriate; and all transcripts. Review of applications will begin as received and will continue until the position is filled. **Contact: Dr. Gary G. Johnson, Southeast Missouri State University One University Plaza MS 5815, Cape Girardeau, MO 63701. Office: (573) 651-2324. E-mail: ggjohnson@semovm.semo.edu. Fax: (573) 986-6117.**

Southeast Missouri State University is an equal opportunity/M/F/Affirmative Action Employer. Women and minorities are encouraged to apply.

Bates | College

Assistant Professor of Sociology

The Department of Sociology invites applications for a full-time, tenure-track position at the Assistant Professor level, beginning Fall 2002. We seek a sociologist whose teaching and research interests include at least one of the following: urban and/or community sociology; health; population. The successful candidate will be expected to teach courses in their areas of specialization, and to teach a required research methods course for sociology majors and minors. Candidates should have a commitment to undergraduate education in a liberal arts college setting, and should show promise of excellence in both teaching and scholarship. Preference will be given to candidates who will have completed the Ph.D. in Sociology by August 2002. Bates is a highly selective liberal arts college in central Maine, located 45 minutes north of Portland, ME, and 2 1/2 hours north of Boston, MA. See *http://www.bates.edu*. Salary is highly competitive (salary range begins in the mid 40's), with a paid pre-tenure sabbatical available in the fourth year. Review of applications begins October 15, 2001, and will continue until the position is filled. Please send a letter of application describing teaching and research interests, a CV, a recent paper or article, evidence of teaching achievement (including course syllabi if applicable), and 3 letters of recommendation to:

Sociology Search Committee Chair (#R1446)
c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

HARVARD | BUSINESS | SCHOOL

FACULTY OPENINGS

Harvard Business School announces faculty positions beginning 1 July 2002, for professorships in the following areas:

ACCOUNTING AND CONTROL: financial accounting and analysis, management accounting, and performance measurement and management control.
Closing date: 15 January 2002.

ENTREPRENEURIAL AND SERVICE MANAGEMENT: entrepreneurial management, high technology start ups, and corporate entrepreneurship.
Closing date: 3 December 2001.

FINANCE: corporate finance, capital markets, investments, and financial institutions. **Closing date:** 15 November 2001.

MARKETING: international marketing, business-to-business marketing, product management, new product development, marketing organization and systems. **Closing date:** 31 October 2001.

NEGOTIATION, ORGANIZATIONS AND MARKETS: Study of negotiation and conflict resolution, the motivation and behavior of individuals in organizations, and the design and functioning of markets. Emphasis on economic and behavioral perspectives with empirical, theoretical, and experimental methodologies. Possible positions also at senior levels.
Closing date: 1 December 2001.

ORGANIZATIONAL BEHAVIOR: leadership, micro- and macro- organizational behavior and human resources management. **Closing date:** 31 October 2001.

STRATEGY: business unit and corporate strategy, global strategy, competitive dynamics, boundaries and organization of the firm, technology and strategy, and economic reasoning. **Closing date:** 7 December 2001.

TECHNOLOGY AND OPERATIONS MANAGEMENT: management of processes for producing goods and services, management of technology, operations strategy, supply chain management/logistics, productivity, and quality.
Closing date: 15 December 2001.

Positions entail case method teaching at graduate and executive program levels. Applicants should have outstanding records in Ph.D. and DBA programs, and strong potential and interest to do research and to develop teaching materials at the forefront of their fields. Salaries and fringe benefits are fully competitive. Candidates should submit current CV; full transcripts of undergraduate and graduate work; a list of awards and honors received; copies of publications and current working papers; description of courses taught; and three letters of recommendation. If applying for more than one position, please submit complete packages for each position. Applications must be received by the closing date specified. Women and minorities are encouraged to apply. Please submit materials to:

Imelda T. Dundas
Harvard Business School
Soldiers Field Road
Boston, Massachusetts 02163

Equal Opportunity/Affirmative Action Employer

TOWSON
UNIVERSITY

Executive Assistant to the President

Towson University is accepting applications for the position of Executive Assistant to the President. The President of Towson University is the chief executive officer of the institution responsible for all aspects of campus administration. The Executive Assistant to the President will act as Chief of Staff and have responsibility for coordination of executive activities on behalf of the President.

Responsibilities include facilitating operational matters on behalf of the President; representing the President with diverse groups of internal/external constituencies; designing and managing special projects; coordinating activities of Towson University's Board of Visitors; coordinating presidential meetings with state legislators, economic development agencies, GBC, Chambers of Commerce, etc.; conducting research; report presentation and senior level communication.

The successful candidate will have extraordinary organizational skills with experience in a similar position in an institution of higher education being highly desirable. This position requires strong written and oral communication skills and the demonstrated ability to collaborate with, and relate effectively to diverse groups of internal and external constituents. A master's degree is required but a doctorate degree is preferred. Salary will be commensurate with experience.

Founded in 1866, Towson University, situated on 328 acres, is located in the suburban community of Towson, Maryland, just north of Baltimore and 45 miles from Washington, D.C. As the Baltimore area's largest university and Maryland's largest comprehensive university, Towson plays a vital role in the educational, economic, and cultural life of Baltimore and the State of Maryland. Towson University is recognized regionally and nationally for high quality programs in the liberal arts and sciences, fine arts and performing arts. Over 500 distinguished full-time faculty members holding the highest degree of academic preparation in their fields teach a student body of nearly 17,000. Towson University continues to expand its degree programs at the undergraduate, graduate, and doctoral levels that are currently at 60, 33, and 3 respectively. For additional information visit: http://www.towson.edu

To apply send a letter of interest indicating Vacancy #E-810-01, resume, and three letters of recommendation to:

Office of the President
Towson University
8000 York Road
Towson, Maryland 21252-0001
Fax: 410-704-3488

Review of applications will begin immediately and continue until the position is filled.

Towson University is an equal opportunity/affirmative action employer and has a strong institutional commitment to diversity.

Women, minorities, persons with disabilities, and veterans are encouraged to apply.

CCBC
The Community College of Baltimore County

National Bellwether Award Winner **A Vanguard Learning College**

The Community College of Baltimore County is seeking candidates for the following professional positions. For a complete job description and application information, please refer to the CCBC Website: http://www.ccbc.cc.md.us.

Assistant Vice Chancellor for Strategic Enrollment Management

Qualifications Include:

- Bachelor Degree, minimum
- Senior level administrative experience
- Advanced degree preferred

Sr. Director, Academic Services

Qualifications Include:

- Master's degree in Business Administration, Higher Education Administration Public Administration or related field
- 3 years F/T higher education experience, pref. in a community college
- Demonstrated experience w/increasing enrollment, developing business and marketing plans, providing programs/services for adult students, working w/diverse populations

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UTD

THE UNIVERSITY OF TEXAS AT DALLAS

Electrical Engineering Department Head

The Erik Jonsson School of Engineering and Computer Science at The University of Texas at Dallas invites applications for the Department Head of Electrical Engineering. Candidates must have a Ph.D. in Electrical Engineering, or equivalent, and must have demonstrated their ability in research, in teaching, and in leadership in an academic setting. Applicants with previous industrial and administrative experience, in addition to academic experience, are preferred.

The Electrical Engineering Department is currently seeking to strengthen its teaching and research in the areas of Telecommunications and Microelectronics, as a further enhancement of its successful program. In recognition of the success of the program and in anticipation of the continued growth, The University of Texas Board of Regents has approved $30 million for the construction of a second building for the Jonsson School. In addition, local industry is contributing $10 million for equipment and program development in the new facility. The new department head will have a significant role in applying these resources to the continued development of the school. The university is located in the most attractive suburb of the Dallas metropolitan area. There are over 600 high-tech companies within fifteen miles of the campus, including Texas Instruments, Nortel, Alcatel, EDS, Ericsson, and Perot Systems. Opportunities for joint university-industry research projects and consulting are excellent. The program expects to continue its growth into a major center for Electrical Engineering, with a strong emphasis in research, teaching, and industrial outreach.

Currently, the Electrical Engineering Department has 27 tenured/tenure-track faculty, three senior lecturers, and several open positions. The potential for growth is excellent. The new Department Head will have a great opportunity to influence the direction of growth in the program. For more information, contact **Dr. William Osborne, Chairman of the Search Committee, at 972-883-2974** or via email at **wposborne@utdallas.edu**.

Applicants should mail their curriculum vitae with a list of at least five academic or professional references to: **Academic Search #743, The University of Texas at Dallas, P. O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for Affirmative Action statistical purposes is requested but not required. Applications will be accepted until the position is filled; screening will begin immediately.

The University of Texas at Dallas is an Equal Opportunity/Affirmative Action employer and strongly encourages applications from candidates who would enhance the diversity of the University's faculty and administration.

North Florida Community College

Presidential Search

North Florida Community College
Madison, Florida

The District Board of Trustees invites applications from innovative and visionary leaders for President of NFCC. The College is in its 43rd year of serving six rural counties in North Florida and located 35 miles east of Tallahassee. Enrollment is 3,200 students. See our website at www.nfcc.cc.

The President is CEO and responsible to the NFCC Board of Trustees and charged with the overall responsibility for the operation of the College. In addition to duties imposed by the State Board of Education, the President is charged with NFCC Board of Trustees Rules.

QUALIFICATIONS:

- Earned doctorate from accredited institution of higher education or equivalent (see NFCC website for definition of equivalent).
- At least four years of successfully progressive administrative experience in instructional programs, preferably at a Florida community college.
- Current knowledge of community college finance, educational and facility planning, organizational management; and curriculum and instructional programs, including transfer and vocational programs.
- Ability to interact with legislators to benefit NFCC.
- Personal traits: demonstrated record of community involvement, highly developed interpersonal communications skills, effective public speaking, and personal conduct that is beyond reproach.

APPLICATION PACKET REQUIREMENTS:

- Cover letter indicating how experience and background relate to qualifications.
- Resume and application (application at www.nfcc.cc)
- Names, addresses, phone numbers, e-mail addresses, and current titles of five references.
- Transcripts: Unofficial transcripts accepted for review. Official transcripts required before offer of employment.

APPLICATIONS TO: Presidential Search Committee, Director HR, North Florida Community College, 1000 Turner Davis Drive, Madison, Florida 32340. Applications will not be considered unless complete.

DEADLINE: Applications must be received or postmarked NLT September 14, 2001. EOE

The search and selection process will be conducted per Florida's "Government in the Sunshine" and Public Records laws. Committee meeting will be open to the public and applications packets and other documents will be available for public inspection.

University of Idaho

http://www.uidaho.edu

DEAN

College of Natural Resources

The University of Idaho invites applications for the position of Dean of the College of Natural Resources. We seek an individual with an outstanding record of professional accomplishment, proven leadership, communication and administrative skills, and the vision, capability, and experience to address the challenges facing natural resource science and management. See http://www.uidaho.edu/cnr for full vacancy announcement/position description.

Selection of candidates will begin September 30, 2001 and will be concluded when a sufficient number of qualified applicants are identified. Letters of application should include a curriculum vitae, and the names, mailing and e-mail addresses, and phone numbers of three references and be sent to:

Dr. Earl Bennett, Chair
Natural Resources Dean Search Committee
College of Mines & Earth Resources
University of Idaho
P.O. Box 443025
Moscow, ID 83844-3025
Telephone: (208) 885-6195
FAX: (208) 885-5724
Email: mines@uidaho.edu

To enrich education through diversity the University of Idaho is an AA/EOE.

SCC

SEMINOLE COMMUNITY COLLEGE

Be yourself. Only better.™

Benefits Manager

Responsible for the administration and communication of the college's benefits program including retirement programs, health and welfare programs, leave benefits, and related functions. Works with the Risk Manager on worker compensation and ergonomics issues. Salary According to Administrative Schedule.

DESIRED QUALIFICATIONS: Bachelor's degree (REQUIRED) in human resources or related field. Master's degree desired. Substantial human resources management experience including significant and responsible experience in benefits administration and management. Supervision and management experience.

FOR APPLICATION PACKET: visit website www.scc-fl.com/jobs/default.asp, FAX 407-328-2425, email hr@scc-fl.com, or call 407-328-2101. To be eligible for consideration, a completed SCC application must be submitted. Refer to position number P02021A01. Application screening will begin August 23, 2001. Applications received after that date will be reviewed as necessary.

EA/EO

Sarah Lawrence College announces a full-time tenure track position in economics beginning Fall 2002. We seek candidates with specializations in international political economy, economic development, and international finance, as well as a broad interest in the social sciences, history, public policy, or other liberal arts discipline. Additional fields of interest include environmental and ecological economics; and all faculty are expected to teach introductory economics. Interested applicants should have a PhD, prior college-level teaching experience and interdisciplinary interests, and should send a statement of interests, a CV, three letters of recommendation, a graduate transcript, and syllabi for two proposed courses to: **Economics Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, 1 Mead Way, Bronxville, NY 10708-5999. Application deadline: September 15, 2001.** For information on Sarah Lawrence College, our curriculum, teaching methods, and philosophy of education, please see our Web site at http://www.slc.edu.

SLC is an EO employer.

CAL STATE HAYWARD

DIRECTOR

CAREER DEVELOPMENT CENTER

California State University, Hayward (CSUH) invites applications for the Career Development Director position. CSUH is a comprehensive urban public institution located in the San Francisco Bay Area. The University serves 13,000 highly diverse and culturally rich undergraduate and graduate students. The Director is a member of the CSU Management Personnel Plan and includes an attractive benefits package. Salary is competitive and depends on qualifications and experience. For addition information and application, visit the CSUH website at: www.csuhayward.edu. This position will remain open until filled.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Coordinator of Credit Programs

University College and Extension Services

Develops and administers credit and non-credit educational programs for University College & Extension Services. Monitors program budgets and recommends promotional strategies. Bachelors degree and min. two years experience in planning classes or programs in higher or extended education field. Experience developing resources, budgets and planning programs. $3,246 - $4,382 mo. Refer to Job# 017 when applying to:

Staff Personnel, BH/Rm 335
California State University,
Long Beach
1250 Bellflower Blvd,
Long Beach, Ca 90840-0121

Applications must be received by 8/24/2001

www.csulb.edu

CSULB is an Equal Opportunity Employer committed to excellence through diversity, and takes pride in its multicultural environment. An EO/AA Employer

DEPAUW UNIVERSITY

Greencastle, IN 46135

We are a nationally distinguished liberal arts college with a School of Music. We invite you to join our multicultural campus with a student enrollment of about 2100 and a student-faculty ratio of 10:1.

Dedication to undergraduate teaching and liberal arts education is essential. There are many opportunities and resources for continued professional growth and development.

Tenure track positions to begin in the fall of 2002:

Department Name	Specialty Area
Art	Twentieth Century History
Biology	Developmental
Chemistry	Biochemistry
Communication Arts and Sciences	Mass Communication & Student Television
Communication Arts and Sciences	Theater, Technical
Communication Arts and Sciences	Theater, Specialty Open
Computer Science	Specialty Open
Economics and Management	Labor Economics
Education	Elementary
English	Rhetoric/Composition
English	Creative Writing, Screenwriting
English	Literature, Drama/Film
English	Literature, Cultural Studies/Queer Theory
Geology	Environmental
Music	Theory
Physics	Experimental
Psychology	Physiological
Psychology	Developmental
Sociology and Anthropology	Anthropology/Africanist

Review of completed applications will continue until the position is filled. Candidates must have completed a Ph.D. (or other appropriate terminal degree) for appointment as Assistant Professor. In exceptional cases, more senior candidates will be considered for appropriately more senior appointments. For further information about these positions and other positions that will become available visit our web site at http://www.depauw.edu/admin/acadaffairs/facpositions.htm.

Other Positions

If you have other skills and credentials which might strengthen our curriculum and faculty and wish to inquire about other appointment opportunities or to leave your resume and letter of interest on file, please contact Neal B. Abraham, Vice President for Academic Affairs and Dean of the Faculty, DePauw University, Greencastle, IN 46135. nabraham@depauw.edu

DePauw University is an Affirmative Action, Equal Opportunity Employer and encourages applications from women and members of under represented groups

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An ideal setting for your career.

One University, Many Possibilities

Located on 140 waterfront acres in the historic seaport town of Bristol, Rhode Island, Roger Williams University merges the traditional with the innovative to create an academic setting that draws exceptional faculty from the United States and around the world. As a private University we offer a wide range of liberal arts and sciences majors and programs in architecture, business, education, engineering, historic preservation, justice studies and law. Roger Williams University is one of the fastest growing liberal arts institutions in the country, as well as one of the most ideal places to share knowledge and information, whether you're a Professor, professional or technician. We currently have the following exciting opportunities for the right candidates. Roger Williams University, Division of Student Affairs, is conducting a search for a full-time Director of Athletics and Assistant Director of Campus Programs.

Director of Athletics, Intramural and Recreation Ref# HO58

This position reports to the Dean of Students and Chief Student Affairs Officer. Serves as a team member of the Dean's head staff, which also includes: Counseling and Student Development, Campus Programs, Multicultural Affairs, International Students, Housing, Residence Life, Career Services, Women's Center, Campus Ministries, Intercultural Center, Judicial Affairs and Health Services.

The Director will oversee a Division III athletic program offering 17 men's and women's sports and a highly successful intramural and recreation program geared primarily to approximately 3,100 undergraduate students, most of whom are residential students; manages a budget of nearly one million dollars; supervises 10 full-time staff and various part-time coaches; oversees the athletic and intramural facility and fields; and, will oversee the upcoming renovation and expansion of the University's recreation center.

Qualifications include: Masters degree required. A minimum of 6-8 years experience at the intercollegiate level in athletic administration. Knowledge of the NCAA and its rules, regulations and philosophies. The ability to work with various constituent groups to design quality Division III Athletic and Intramural/Recreation programs befitting a top-tier competitive liberal arts University. He/she must be committed to the development of the academic success of student athletes.

Assistant Director of Campus Programs Ref# HO57

This position reports to the Assistant Dean of Students/Director of Campus Programs. The Assistant Director will be working with department initiated programming; advisement of the yearbook and the University newspaper; maintaining and generating a divisional programming calendar; supervision of the design center and staff; and, creating a divisional website. This position will also be assigned to work with summer conferences through the Department of Student Life.

Qualifications include: Masters degree preferred. A minimum of 2 years experience working with student organizations and programming. Experience with publishing and design and the programs related to each area. Website design experience would be helpful, although not necessary. Salary commensurate with qualifications and experience with a superior benefit package.

To apply send cover letter (indicate the relevant position and job reference number), resume and list of three professional references to: Office of Human Resources, Roger Williams University; One Old Ferry Road; Bristol, RI 02809.

A highly competitive benefits package is offered and salary is commensurate with experience.

Equal Opportunity/Affirmative Action/Americans with Disabilities Act Employer with a strong commitment to diversity. Roger Williams University does not discriminate on the basis of gender, handicap, race, age, color, sexual orientation, political affiliation, marital status, national origin, or religion. We encourage all qualified men and women to apply.

ROGER WILLIAMS UNIVERSITY

EXPLORE THE POSSIBILITIES WWW.RWU.edu

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www.HigherEdJobs.com

GATEWAY COMMUNITY COLLEGE

a Connecticut Community College

Gateway Community College is accepting applications for the following positions:

- **ACADEMIC DIVISION DIRECTOR** (Engineering & Technology Division)
- **DIRECTOR OF DEVELOPMENT**
- **DIRECTOR OF FINANCE & BUSINESS SERVICES**
- **DIRECTOR OF STUDENT ACTIVITIES**
- **ASSISTANT PROFESSOR/PROGRAM COORDINATOR** (Automotive Technologies Program – Anticipated Opening)

For more information including position announcements, job descriptions, and application deadlines, visit our home page @ www.gwcc.commnet.edu or call the Human Resources Office at (203) 285-2110.

Gateway Community College

To apply, mail a letter of application, detailed resume and three letters of reference to: Gateway Community College, Human Resources Office, 60 Sargent Drive, New Haven, CT 06511-5918.

GCC is an Affirmative Action/Equal Opportunity Employer, M/F. Protected group members are strongly encouraged to apply.

BEST COPY AVAILABLE

PHOENIX

Phoenix College Biology Faculty position. Full-time instructor for introductory courses in ecology and organismal biology. Creates and implements lecture and lab materials and exercises using current delivery and lab methods. Desired: Masters degree or higher in biological sciences. *MCCCD is an EEO/AA employer.* Closes at 5pm 9/31-Starts 1/7/02, Job posting#00010619-3

For official job description and application:
www.dist.maricopa.edu/hrweb/emplymnt/

MCCCD
2411 W. 14th
Tempe, AZ 85281-6942
Phone: 480-731-8465
fax: 480-731-8599

For further info contact: Mark Rosati 602-285-7101 or mark.rosati@pcmail.maricopa.edu

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Union College
Director, Career Development Center

Founded in 1795 in Schenectady, New York, Union College was one of the first colleges chartered by the Regents of the State of New York and is one of the oldest nondenominational colleges in the country. Enrolling approximately 2,000 undergraduates, this highly selective liberal arts institution offers joint degree programs with Albany Law School and Albany Medical College, as well as two-degree programs in engineering and business.

The Position

Reporting to the Dean of Students, the Director is responsible for the overall leadership, vision, direction, coordination, and delivery of career services for students. The incumbent is responsible for the oversight and coordination of career counseling, career-related workshops and panel discussions, for overseeing the employer recruiting program, career fairs, and the experiential education program, and for insuring the vitality of career resources and services to students. The Director will focus on increasing internship, co-op, and recruiting opportunities for students, creating an integrated advising program that encompasses career information, graduate programs, and fellowships, and coordinating the delivery of services with the appropriate technology and resources to support the unit.

Qualifications

A master's degree is required with progressive experience in career services in higher education. The successful candidate will possess knowledge of career services and career development, preferably within a liberal arts setting, and have an enthusiasm for working with students and alumni on a broad range of career goals. The position requires demonstrated oral and written communication skills, a proven track record in staff supervision, presentation and interpersonal skills, and experience with information systems technology as it serves the career services area.

Application and Nomination

Review of applications will begin on August 24, 2001 and will continue until the position is filled. Nominations of individuals for this position may be made at the address below. A resume, with an accompanying cover letter, may be submitted by e-mail attachment to mail@spelmanandjohnson.com or online at www.spelmanandjohnson.com. If you are unable to submit materials electronically, please mail a resume and cover letter to:

The Spelman & Johnson Group
Union College-Career
William Spelman, President
38 Mulberry Street, Box 304, Leeds, MA 01053
Phone: 413-584-7089/Email: mail@spelmanandjohnson.com

Visit Union's website at www.union.edu

THE SPELMAN & JOHNSON GROUP

The College is committed to a program of affirmative action and equal employment opportunity. Women and minorities are strongly encouraged to apply.

Education

MULTICULTURAL SPECIALIST

Mid-State Technical College, located in Central Wisconsin, offers Associate Degrees and Technical Diplomas in 50 careers, as well as personal enrichment classes and contracted business services. Mid-State is seeking qualified candidates for the position of Multicultural Specialist. The Multicultural Specialist will promote minority student participation and retention by implementing and monitoring the Minority Student Grant and Plan activities and support services, including Grant and Plan reporting and renewals. The Specialist will also promote and coordinate international education initiatives, such as exchange programs, international partnerships, and internationalizing the curriculum.

Bachelor's Degree required in Communications, International Business, Sociology, Psychology, or a related field; Master's Degree preferred. Work experience with minority populations required; international education experience preferred. Excellent English language skills required; bilingual skills desirable.

Mid-State offers a comprehensive benefits package and a salary commensurate with education and experience. To apply, please submit a letter of application and resume to:

Human Resources Office
Mid-State Technical College
500 - 32nd Street North
Wisconsin Rapids, WI 54494
Fax: (715) 422-5414
E-mail: hrdept@midstate.tec.wi.us
Visit us at: www.midstate.tec.wi.us

Equal Opportunity/Affirmative Action Employer and Educator

Mid-State
TECHNICAL COLLEGE
Learning For Life

Empire State College
State University of New York

COORDINATOR OF ASSESSMENT OF PRIOR LEARNING

SUNY/Empire State College, Center for Distance Learning, Saratoga Springs, NY. A national leader in non-traditional education founded in 1971 with a mature distance learning program established in 1979 seeks an adult educator to contribute to the administrative team of the Center for Distance Learning. The college is grounded in the approach that education begins with the goals of its adult students and all students develop individualized degree plans, recognizing learning from experience. The Center for Distance Learning works with 1000 distance students per year in degree planning and coordinates 11,000 course enrollments a year using Web-based delivery and print-based course packages for adult learners studying independently or through groups on the Web. CDL's Coordinator of Assessment works closely with full and part-time faculty to ensure effective prior learning assessment and degree program development. The assessment program is delivered through phone, mail and the Web. Master's degree required with three years relevant faculty/administrative experience in adult education, assessment of prior learning, academic advising or distance learning programs. Doctorate degree a plus. **Anticipated start date is between Octoberand January.** Letter of application, resume and names of three references by **August 30, 2001** to: **Assessment Search Committee, Center for Distance Learning, SUNY/Empire State College, Three Union Avenue, Saratoga Springs, NY 12866. Jean.Carpenter@esc.edu** (secretary to the search committee); **FAX 518 587-2660.** ESC an AA/EO employer, is committed to excellence through diversity.

Foradditional information, please visit the Center's web site
(www.esc.edu/CDL)

Broward
Community
College

Opening doors to a brighter future

ENROLLMENT SERVICES OFFICER (TEMPORARY), #561

Bachelor's degree and two years admission experience. Will assist with the implementation of the Campus Enrollment Management Plan.

Responsibilities include: updating inquiry data base, meeting with prospective students, making presentations to high schools/adult learning centers/other organizations as needed, and attending community events. English/Spanish speaker preferred with strong written and oral communication skills. Experience working in a multicultural environment helpful. Occasional evening and Saturday hours required. South Campus. Salary: $28,000- $42,100. Closing Date: 8/24/2001

DIRECTOR, INTERNET AND E-BUSINESS SOLUTIONS, #938

Bachelor's degree in Computer Science or related field and three years of management experience in a technological environment. Preference given to those candidates with prior web integration experience using Oracle, Adabas, Soaris, Entire-Broker, JRun, CVS, Adobe Photoshop, Dreamweaver, JAVA and Java Server Pages. Must possess strong technical and managerial skills and be familiar with web application developement and administrative systems development in a multi-platform environment. Responsible for web based emerging technologies research and deployment, staff supervision, planning and project implementation. All applicants must have strong project coordination skills and a proven ability to work collaboratively and communicate successfully. This position will support and expend the college's web presence on the Internet. Downtown Center. Salary: $54,500- $85,400. Closing date: 8/17/01.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/

EA/EO Institution

SCC
SEMINOLE COMMUNITY COLLEGE
Be yourself. Only better.®

Director, Distributed Learning

Responsible for developing, coordinating and promoting the use of learning technologies to support all modes of instructional delivery, including on-line courses, video courses, mixed-mode courses, and technology-enhanced classroom instruction. The position reports to the Vice President of Educational Programs and is a focal point for professional development of faculty. Salary: $50,000-$67,500 depending on qualifications.

QUALIFICATIONS:

Master's Degree (REQUIRED). Teaching experience desired. Substantial experience in distance learning/instructional technology (REQUIRED), with increasing levels of responsibility and supervisory experience, preferably in higher education. A strong commitment to the mission of the comprehensive community college.

FOR APPLICATION PACKET:

Visit website www.seminole.cc.fl.us/jobs/default.asp, **FAX 407-328-2425, email** hr@mail.seminole.cc.fl.us, **or call 407-328-2101.** To be eligible for consideration, a completed SCC application must be submitted. Refer to position number **P02161A00**. Application screening will begin **August 23, 2001.** Applications received after that date will be reviewed as necessary.

EA/EO

The Union Institute

ASSISTANT DEAN
GRADUATE COLLEGE
SCHOOL OF INTERDISCIPLINARY ARTS AND SCIENCES

The Union Institute seeks an experienced, self-initiating academician to serve as Assistant Dean of the Graduate College, School of Interdisciplinary Arts and Sciences. The Assistant Dean works as a team with the Vice President of Academic Affairs to provide administrative facilitation of the academic programs of the Graduate College including the following functions: Reviews admissions applications and represents the Dean on the Admissions Committee; reviews learner documents, including the Learner Agreement, the Program Summary and the Project Demonstrating Excellence (dissertation); makes recommendations concerning Certification and Graduation; reviews draft transcripts and edits final transcripts in cooperation with the Office of the Registrar; reviews requests for emergency leaves and special accommodations under the Americans with Disabilities Act (ADA); and develops annual colloquium schedule and produces annual seminar catalog. Assistant Deans are accorded faculty privileges and may work with a limited number of doctoral learners in addition to their administrative duties.

The Assistant Dean should be a person of integrity and imagination, with a discerning critical mind, empathic character, and a good sense of humor. Expectations include an earned doctorate with a three to five year record of successful teaching, scholarship, and administration. We also seek individuals with a commitment to person centered graduate education and experience working with adult learners.

The Union Institute is an accredited, independent university offering adult learners the opportunity to design and carry out individualized programs of study across a wide range of academic fields. The Graduate School of Arts and Sciences offers only the Ph.D. It has 36 core faculty, over 1,000 adjunct faculty and 840 learners enrolled in an interdisciplinary doctoral program. Our offices are located in Cincinnati, Ohio, where the Assistant Dean will be expected to reside.

Salary is commensurate with experience and qualifications. Please send nominations and applications postmarked no later than August 31, 2001 to:

Assistant Dean Search Committee
School of Interdisciplinary Arts & Sciences
Human Resources Office
The Union Institute
440 E. McMillan Street
Cincinnati, OH 45206-1925
www.tui.edu

Please submit a current vita and the names, addresses and phone numbers of at least five persons from whom we may solicit commentary. Each applicant should submit a cover letter, which indicates how his/her background and educational philosophy constitute specific preparation and suitability for the position.

The Union Institute is an Affirmative Action/Equal Opportunity Employer.

Professor and Head of the Department of Biological and Agricultural Engineering
Louisiana State University, Baton Rouge, LA

Applications should include a letter addressing the applicant's interest, qualifications, management and leadership philosophy; curriculum vitae; and names and addresses of four references, including one outside academia. Applications and nominations should be sent to **Dr. Peter Rein, Search Committee Chair, Department of Biological and Agricultural Engineering, 149 E. B. Doran Building, Baton Rouge, LA 70803-4505, 225-578-3153.** For further information, please visit **www.bae.lsu.edu/whats_new.html.**

Louisiana State University and the LSU AgCenter are Equal Opportunity/Affirmative Action Employers.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

VICE PRESIDENT (CHIEF INFORMATION OFFICER)

DUKE UNIVERSITY

Duke University seeks an experienced leader for its technology efforts.

Reports to the Executive Vice President, with a joint relationship to the Provost on academic technology matters, and to the President on overall policy issues.

Duke University currently spends approximately $50 million a year on technology/information. We plan to spend $25 million more over the next five years.

Experience in a major research university and appropriate graduate degree strongly preferred. Competitive salary and benefits. To be assured of consideration, submit materials by September 1, 2001 to:

Professor Phil Morgan, Chair
VPIT Search Committee
Box 90027
Duke University
Durham, North Carolina 27708

Equal Opportunity Employer

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following position:

Dean of Instruction for Technical Education

Spokane Community College. Search reopened. This position is responsible for the operation & management of all programs, personnel, and activities assigned to the division (admin. of justice, fire science, architectural technology, applied education, apprenticeship, automotive collision/refinishing, auto/aviation maintenance, carpentry/cabinetry, civil engineering, cosmetology, diesel/heavy equipment, electronics, fluid power, sheet metal, welding, HVAC, etc.) consistent with WA State Law, WA Administrative Code, policies of the Board of Trustees, and procedures established by the District and College. Master's degree and three years of successful teaching experience in the community college/college/university arena. Prior leadership or management experience including fiscal management in technical education. Expertise in fiscal management, curriculum analysis, collective bargaining, and evaluation processes. $74,800. Closes 9/20/01.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at **http://ccs.spokane.cc.wa.us.**

AA/EOE

SUMMER 2002

Center For International Studies

BUENOS AIRES-ARGENTINA

Scholarship Program

for Teachers, Counselors & School Administrators

Three weeks of intensive Spanish language study from June 26 to July 16, 2002, at the Center for International Studies in Buenos Aires, Argentina.

Includes: round trip airfare, instruction, three meals a day and room accommodations. From: $1,999.

For information, Write or Fax your request to:

Center for International Studies
42-32 De Bruin Drive
P.O. Box 451
Fair Lawn, NJ 07410-0451
Tel.: (201) 845-9744
FAX: (201) 368-0433

Also visit our Website:

www.StudyAbroad-Cisisa.org

WestEd is a public, nonprofit agency dedicated to improving education and other opportunities for children, youth and adults through research, development and service to practitioners and policymakers. Our agency has approximately 400 staff located in 15 offices throughout the nation.

Comprehensive School Reform Facilitator

(Two positions at 100% FTE, Sept.-June)

We are seeking candidates with strong leadership and change agent skills for challenging and rewarding work in standards-based school reform. As an External Evaluator in California's Immediate Intervention/Under-Performing Schools Program (II/USP), you will help schools improve by identifying barriers to student achievement and working with school teams to develop Action Plans that overcome these barriers. Your responsibilities will include acting as lead External Evaluator for 2-3 schools as they develop Action Plans and consulting with 7-8 schools as they implement their plans. You will collect/analyze data, write reports of findings, and assist school leadership teams in preparing action plans.

Requires 5+ years as a classroom teacher, site or district administrator, professional developer or evaluator/facilitator in school reform; excellent facilitation and coaching skills; recent experience in improving school achievement and helping schools address literacy. Demonstrated experience in working with diverse populations, especially English-language learners, is a plus.

Please send your resume, cover letter (reference Job #460) and a list of 3 references, to: Human Resources, WestEd, 730 Harrison St., San Francisco, CA 94107; Fax: (415) 565-3012; E-mail: jobs@WestEd.org. See us on the Web: www.WestEd.org.

WestEd is an Equal Opportunity/Affirmative Action Employer.

Improving Education Through Research, Development, and Service

WestEd

WESTERN CONNECTICUT STATE UNIVERSITY

DIRECTOR OF UNIVERSITY POLICE

WCSU is located in Danbury, a city in Fairfield County, 60 miles north of New York City. The University is located on two campuses and serves 5,800 undergraduate and graduate students. Western is one of the four comprehensive universities that comprise the Connecticut State University System.

Duties: This position reports to the Associate Vice President for Public Safety and is responsible for directing a campus wide program of police and public safety protection to provide for the safety and quality of campus life for students, faculty, staff and visitors to the University. The department is staffed by 14 sworn police officers, 8 non-sworn positions, and 1 support staff position.

Requirements: Bachelor's degree is required with a minimum of 10 years of progressively more responsible experience in law enforcement (preferably campus law enforcement) with at least 6 years experience as a supervisor of law enforcement officers. The individual should have the following qualities: 1) demonstrated familiarity with laws affecting public safety on a university campus and their application to protecting life and property, while preserving individual constitutional rights; 2) demonstrated ability to direct the work of police and security personnel and to take "on scene" command of emergency situations; and 3) considerable knowledge of police investigative procedures including laws of arrest, search and seizure and preservation of evidence.

Application Process: Submit cover letter, resume, and the names and phone numbers of three professional references to Mr. Ronald Shaw, Associate VP for Public Safety. WCSU, 181 White St., Danbury, CT 06810. Deadline for applications is August 31, 2001.

WCSU is an AA/EEO Educator/Employer.

Assistant Director of Student Activities

Community College of Philadelphia seeks an Assistant Director of Student Activities to join a fast-paced environment providing student development opportunities for a large, urban, commuter population.

Primary responsibilities include: coordinating co-curricular events and programs by working directly with faculty members; working directly with major student organizations (e.g., student government, honor society); assisting with campus-wide events and activities; and assisting student clubs and organizations.

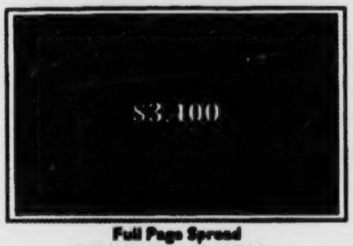
Qualifications: Bachelor's degree with at least two years of programming experience required; Master's degree in student personnel, higher education, or related field preferred. Demonstrated experience in program and event planning. Ability to manage multiple priorities. Dealing effectively with students, faculty, and other administrators is key. Commitment to serving a diverse student population is a must.

By September 9, 2001, send letter, resume, contact information for three references to: Human Resources (DW), Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130. Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally underrepresented groups. AA/EOE

Community College of Philadelphia

HISPANIC OUTLOOK 2001-2002 RATE CARD

SUGGESTED AD SIZES



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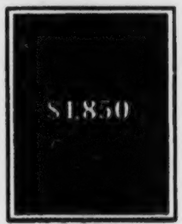

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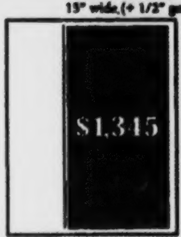

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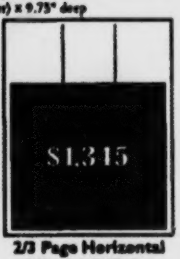

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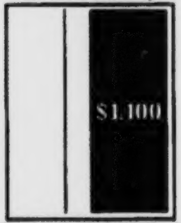

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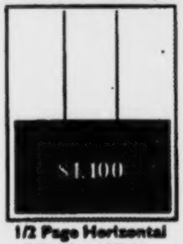

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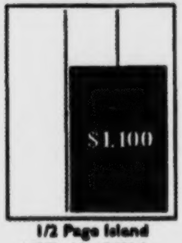

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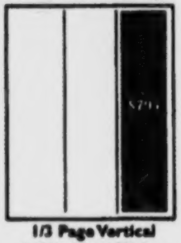

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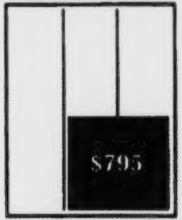

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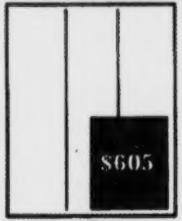

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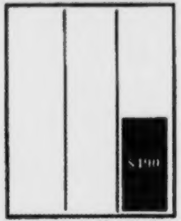

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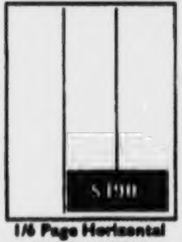

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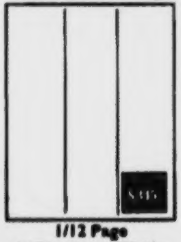

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
August 27	Aug. 7	
September 10	Aug. 21	
September 24	Sept. 4	**Volume 11 Editorial Index**
October 8	Sept. 18	*** Back to School Issue**
October 22	Oct. 2	*** Hispanic Heritage Month**
November 5	Oct. 16	**Law School Issue**
November 19	Oct. 30	*** Publisher's Picks ✓ Issue**
December 3	Nov. 13	
December 17	Nov. 27	
January 7	Dec. 18	
January 28	Jan. 8	*** Financing a College Education**
February 11	Jan. 22	
February 25	Feb. 5	*** Women in Higher Education**
March 11	Feb. 19	*** Community College Issue**
March 25	March 5	

READERSHIP

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¡PUNTO FINAL!

LATINO LEADERSHIP: GETTING READY TODAY FOR MAÑANA

Josué Cruz, Jr., is professor of education and assistant to the president at the University of South Florida, a former Fulbright Scholar, and vice president of the National Association for the Education of Young Children.

In the past few years, the word "leadership" has surfaced as both a goal and a concept. Those of us who are members of the racial and ethnic community have struggled with the notion of leadership. Too often, persons of color have found themselves on the periphery of the goal and excluded from the concept.

Like many others, I have had my share of "leadership training" as a means to eventually ascend to a position of influence and greater responsibility in keeping with my professional credentials. Lately, the public has been inundated with publications, films, audiotapes, websites, internships, fellowships, classes, and other strategies intended to prepare us to be leaders. Although this is commendable, I am concerned that such opportunities might be addressing the symptoms of the problem and not the problem itself. As Latinos, we are faced with a particular set of roadblocks on our journey to taking our rightful place in the leadership hierarchy. For example, there are what I have come to refer to as the Fatal Three Rs of Latino Leadership Training:

1. **Repair**–This first step in the training process is often based on the belief that most Latinos have an English-language problem (accent and/or limited fluency) that needs to be repaired. Failure to show mastery of the language or to overcome the accent is often all that is needed to deny the individual the opportunity to be considered a viable candidate for a leadership position.

2. **Retrain**–Candidates who reach this level are then expected to adapt to and show mastery of certain behaviors that are frequently not part of their repertoire or base of experience. Being able to demonstrate such behaviors is yet another indicator of leadership potential.

3. **Recast**–Finally, once the "language problem" has been overcome and the behaviors have been mastered, the Latino candidate is expected to talk like and look like a different person molded in the image of those in leadership positions.

The notion that "one size fits all" is greatly flawed and has been a deterrent for Latinos to making gains in positions of leadership. The idea that something is wrong with Latinos who do not fit the mold has been a major stumbling block to truly opening the doors to leadership opportunities. This is not to say that some Latinos have not been successful in surviving and adapting to the leadership equation; it is to say that many otherwise qualified individuals have been unfairly excluded. Those who have "made it" often have been the most adept at being bilingual, bicultural, and/or willing to abandon their first language and certain cultural nuances.

But the problem does not end here.

Even when Latinos are allowed to enter the ranks of leadership, many challenges surface. Some encounter personal frustration with a system that is wrought with tradition and does not value differences in perspective. Others experience a sense of apathy and resignation to a lower status as they register their inability to move up the ladder at the same speed as their non-minority peers. This often reaches a crisis level characterized by internal turmoil and eventual departure. These are symptoms of a broken-down system of leadership and training that is in need of a major overhaul. The ongoing failure of the majority of Latinos to become members of an elite group of leaders is characteristic of a system that neither values nor makes room for diversity. Talking about diversity is commendable, but it is quite different to support it when it means a shift in power, an uncompromised consensus, and an integral part of the infrastructure.

If Latinos are ever going to be bona fide members of the leadership structure, then it is incumbent upon those business, governmental, and educational entities to confront and eliminate those institutional and attitudinal barriers. Our society is in need of "transformational leaders" capable of moving us to a new level of understanding, "renewers" who will confront the challenges before us, and "servant leadership" in which our commitment to stewardship is redefined. Diversity in leadership should not just be tolerated; it must be embraced today in order to be ready *mañana*.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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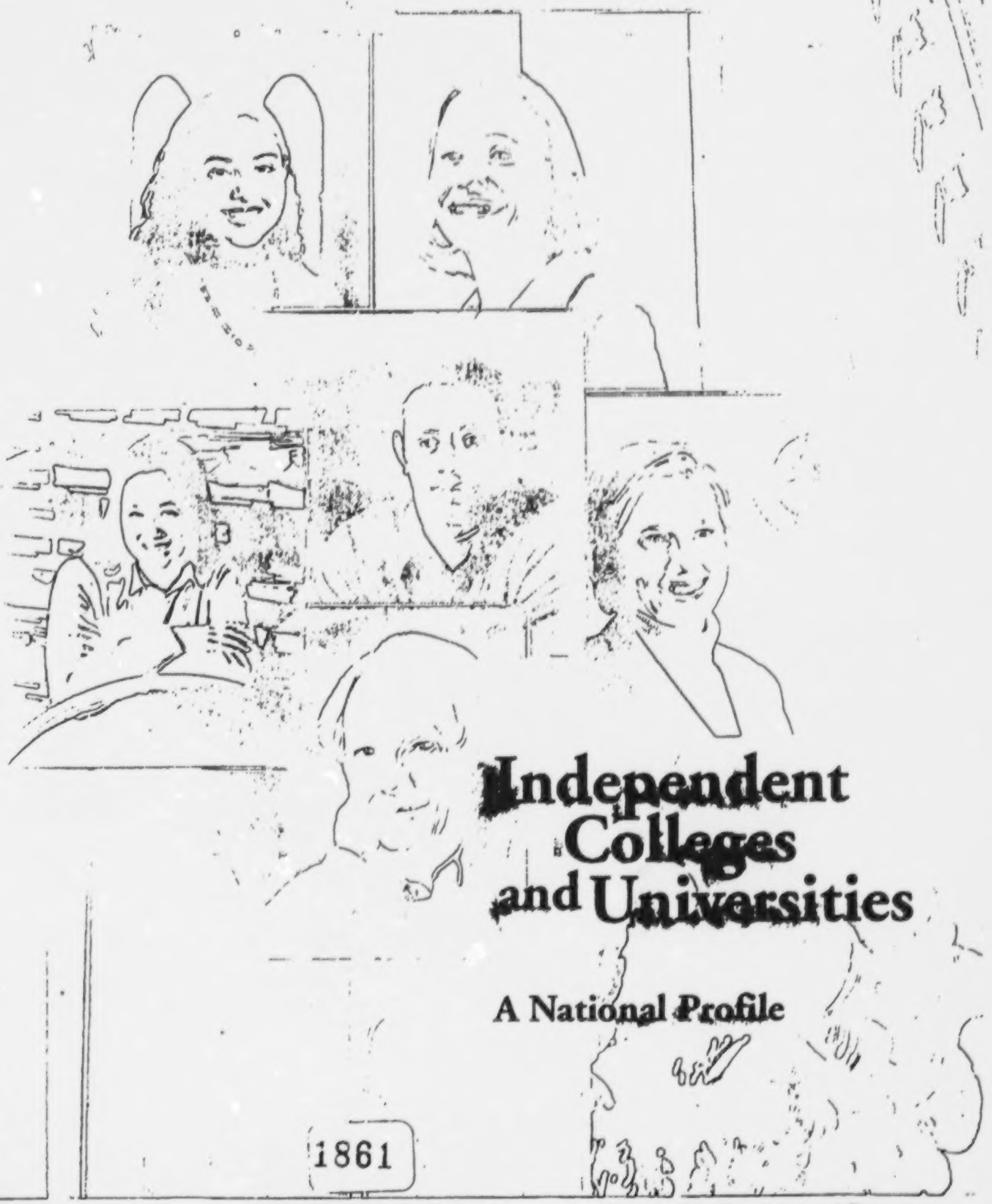

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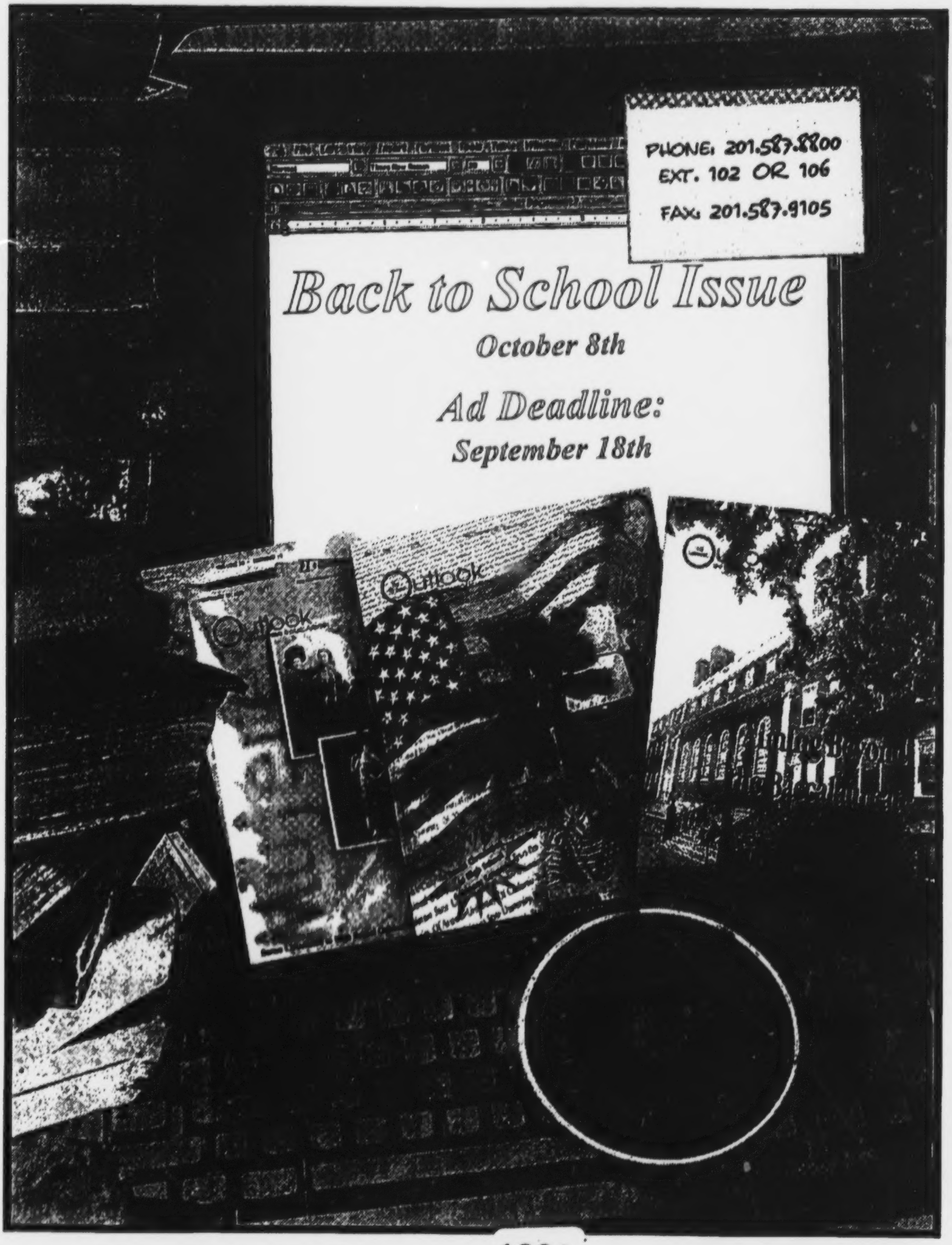
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A CAPITOL VIEW

The Internet and our Schools

BY GUSTAVO A. MELLANDER

Many college professors have been embarrassed to discover that students are more computer literate than we are. So most of us have turned to training sessions both on and off campus. And on the weekends when we get stuck, we call over the 12-year-old kid who lives next door. We put up with her contemptuous, snide glances because she helps us.

Well, it's not going to get any better. Computers and the Internet are here to stay, and students in grade schools are being afforded wonderful opportunities to learn more. Students are going to arrive in our classes more proficient and comfortable with computers than many of us.

As we all know, the nation's Hispanic population is younger than the rest of the nation. Many are still in our public schools: 35 percent of Hispanics are 18 or younger, compared to 25.7 percent of the total U.S. population. The question is: are they receiving good computer training as well?

Early Training

The National Center for Education Statistics (NCES) surveys public schools annually to measure what proportion is connected to the Internet. It also monitors progress made in providing access for all students to information technology. (For more details see "NCES 2001-07" by Anne Cattagni and Anne Farris-Westat.)

In 1994, 35 percent of all public schools had access to the Internet. In Fall 2000, it jumped to 98 percent. The increase is credited to the Education rate (E-rate) program. Established in 1996, it provides services including Internet access, and internal connections to schools and libraries at discounted rates based upon the income level of the students.

Another key measure of Internet access in schools is the proportion of instructional rooms connected to the Internet. Schools have made consistent progress since 1994, when only 3 percent of instructional rooms had computers with Internet access.

In Fall 2000, 77 percent of instructional rooms were connected to the Internet, up from 63 percent in 1999. However, in 2000, as in previous years, there were differences in Internet access in instructional rooms by student characteristics. For example, in schools with the highest concentration of students in poverty (75 percent or more students eligible for free or reduced-price school lunch), a smaller percentage of instructional rooms were connected to the Internet (60 percent) than in schools with lower concentrations of poverty (77 to 82 percent of instructional rooms).

Minority Enrollment

A similar pattern occurred by minority enrollment. In schools with the highest minority enrollment (50 percent or more), a smaller percentage of instructional rooms had Internet access (64 percent) than in schools with lower minority enrollment (79 to 85 percent of instructional rooms).

Despite these continuing differences, however, the percentage of instructional rooms with Internet access increased between 1999 and 2000 in these schools: from 38 to 60 percent in schools with the highest concentration of poverty, and from 43 to 64 percent in schools with the highest minority enrollment.

Ratio of Students to Instructional Computers

The ratio of students to instructional computers decreased to 5-to-1, a ratio that many experts consider a reasonable level for the effective use of computers. The ratio improved from the national average of 6-to-1 in 1999.

Similarly, the ratio of students to instructional computers with Internet access improved from 9-to-1 in 1999 to 7-to-1 in 2000. However, differences by school characteristics persisted. The ratio of students to instructional computers with Internet access was still greater in schools with the highest concentration of students in poverty than in schools with the lowest concentration of poverty (9-to-1 compared with 6-to-1). Nonetheless, in schools with the highest concentration of poverty, the ratio of students to computers with Internet access improved from 17-to-1 in 1999 to 9-to-1 in 2000.

Availability After Hours

Internet accessibility outside of regular school hours allows students who would not otherwise have access to the Internet to use this resource for homework, etc. In 2000, 54 percent of schools with access to the Internet reported that computers were available to students outside of regular school hours.

Secondary schools were more likely to make the Internet available to students outside of regular school hours than elementary schools (80 percent compared to 46 percent). Similarly, large schools (1,000 or more students) were more likely to make the Internet accessible to students outside of regular school hours than medium-sized and small schools (79 percent compared with 53 and 49 percent, respectively).

Schools with the highest minority enrollment reported Internet availability outside of regular school hours more frequently than schools with the lowest minority enrollment (61 percent compared with 46 percent). Of the 54 percent of schools making the Internet available to students outside of regular school hours, 98 percent made it available after school, 84 percent before school, and 16 percent on weekends.

Not all Hispanic children attend low-income schools, but many do. It is clear from this report that they are not being as well served. Nevertheless, the service trajectory is improving.

On a larger scale, what this all boils down to is that in just a few years students will come to our campuses very, very computer sophisticated. Better be nice to that 12-year-old kid next door!

Dr. Mellander is a professor at George Mason University.

HO

Esquina Editorial

Latinos/as have much to be proud of as they continue to make their mark in many fields–education, business, and science, for instance. Members of *nuestra comunidad hispanoparlante* from many walks of life are excelling–those who are fortunate enough to have access to role models, guidance, and opportunities as well as others who have struggled in the face of adversity or have suffered the consequences of poor choices.

The stories are inspiring and demonstrate how anything is possible with the right combination of perseverance, determination, and a willingness to learn and succeed. No handouts here.

One article in this issue features high school junior Mario Cruz, a model student whose mature, self-imposed work and study ethic have earned him a perfect GPA and the possibility of a better future. There are many others like him who, despite hard knocks, battle misfortune, dare to dream, and work assiduously to make their dreams a reality rather than wallow in self-pity.

Another features Jimmy Santiago Baca, a renowned poet who first began to write while in prison. His hard-core insights reach into the soul and gouge the most provocative and poignant thoughts and feelings. I leave you with a few words from one of Baca's poems: "I am for peace, for giving a man a chance to prove himself, giving a woman her fair due…I am dangerous. I am a fool to you all. Yes, but I stand as I am, I am food for the future, my thought will blossom tomorrow, Today, I plant roots…"

Read on. *Seguimos adelante.*

M. Sanscent

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Dr. David L. Warren, president, National Association of Independent Colleges and Universities

NAICU Reports Hispanics Do Well at Independents

More $$ Aid and Faster Road to Graduation

BY JEFF SIMMONS

Luz Hinojosa dreams of California. Not because she's never been there, but because this summer she didn't return.

"It's so weird because I can't do it this year," the soft-spoken Hinojosa says from her home in Mission, Texas. "I dream about California every night."

The 20-year-old from Mission, Texas, just began her junior year at St. Edward's University–a huge step, and a first for any member of her family. Her family travels to California each summer to work in the vineyards. But this summer, her father toiled away in a warehouse; her mother tended to the home. That, she says, allowed her not to miss any time at school, which is important to her because she has endured some educational growing pains.

Hinojosa attends St. Edward's University in Austin, about six hours away from family and friends. At first, her father was reluctant to allow her to enroll. "My father was very hesitant; he wasn't thrilled with the idea," she recalls. "My mother was very supportive and said, 'She's 18 years old; we've got to support her in whatever she wants to do.' They trusted me, and I know it took a lot."

Besides trust, it also took money. And that was where St. Edward's–a selective Roman Catholic college that participates in the federal College Assistance Migrant Program–stepped in to give her that lift up the educational tier. The program provides financial aid to the children of migrant workers.

"At first, I wasn't even considering St. Edward's," she says. "It was far away from home, and I was considering staying in the valley. I talked to other St. Edward's students about the first year, and what happens after the scholarship is over, and how could I afford it."

She was sold once she stepped onto the campus grounds. St. Edward's is a relatively small school. It enrolls 1,920 full-time students and 860 part-timers. Close to one-third of the student body is Hispanic.

She observed smaller classes than expected, a diverse curriculum geared toward career orientation, students who were friendly, and professors who challenged their charges.

"It's a small school that really respects who you are," she says, "and it has a community feel. You almost know everybody, and everybody is friendly. You are not just a number, and you get to really know people."

Hinojosa may extol the virtues of the school because of its impact on her life, but she also believes that there are many other students struggling out there who are held back because of family obligations and financial straightjackets.

She has become one of the "faces" of success at independent schools across the nation. Her photograph and a brief portrait of her life are contained in the National Association of Independent Colleges and Universities' (NAICU) 2001 National Profile.

The profile, published every few years since the late 1980s, is a statistical portrait of the nation's 1,600 nonprofit, independent colleges and universities. Those institutions enroll 2.9 million students. NAICU periodically provides–in a national context–figures on student demographics, academic offerings, and tuition levels.

Members include traditional liberal arts colleges, major research institutions, church- and faith-related institutions, historically Black colleges, single-sex colleges, art schools, two-year colleges, and schools of law, engineering, business, and medicine.

LUZ HINOJOSA, SOPHOMORE

ST. EDWARD'S UNIVERSITY, AUSTIN, TEXAS

Hometown: Mission, Texas

Major: English Writing; minor in Political Science

Activities: Copy editor for the student newspaper *Hilltop Views*; Hispanic Student Association; University Programming Board; Campus Ministry

Favorite Course: Social Justice honors course

Favorite Pastimes: Reading and spending time with friends

Future Plans: To become a lawyer and, ultimately, a judge

One of its key premises: to ensure students who are contemplating entering higher education that private schools can be affordable. NAICU leaders say admission into private schools is attainable for students from all economic brackets in the nation.

"The mission has been, for 25 years now, since our founding, to increase financial aid for institutions and individual students. That's been No. 1," says David L. Warren, the association's president since August 1993. "We also want to reduce federal regulations and preserve our nonprofit status and use the tax code to help families save for college and pay for colleges, and to help repay loans.

"The biggest challenge has been balancing the demands to continue to provide access to high quality education and to do so by maintaining the most modest tuition increases annually possible."

NAICU was founded 25 years ago and serves as a unified voice of independent higher education. The organization's 1,000 members now enroll about 85 percent of all students attending private institutions. It has lobbied the federal government on policy issues affecting taxation, government regulations, and student aid. It also spearheaded the Student Aid Alliance, an effort to increase funding for existing aid programs.

The National Profile indicates that 80 percent of dependent full-time undergraduate students at private schools received some form of financial aid in 1995-96, amounting to an average of $10,794. Those were the latest figures supplied for the report.

Independent institutions often garner much of their funds from corporate contributions and supply aid from their own resources. In 1999-2000, they provided close to $8 billion in financial assistance, compared with $1.4 billion in 1984-1985. Most of that assistance came in the form of grants.

"Institutions are definitely responding to the financial needs of students," Warren says. He says the federal government needs to do more to supply more aid and opportunities to students, though he has "happily" witnessed an escalation in the federal Pell grant program allotments.

NAICU has been lobbying for an increase of $600 dollars in each Pell grant allotment and substantial increases in three campus-based aid programs.

Over the last few decades, tuition and fees have swelled at most colleges across the nation. NAICU reports that its members' average tuition climbed to $13,688 in 2000-2001, ranging from zero at some schools to $26,700.

Families with the greatest need pay an average of 26 percent of the school's published tuition.

NAICU leaders say that the higher actual costs of providing education are equivalent to those at comparable public and private colleges and universities, but that the prices charged are different because states subsidize tuition of all students at public schools. That amounted to an average of

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$6,300 per student in 1997-1998.

Loans have overtaken grants as the main avenue for many students. "Twenty years ago, 60 percent of all federal money was grants and 40 percent were loans. Those percentages have now been reversed," Warren says.

The median family income of Hispanic students attending member institutions is $16,000. At the public colleges and universities, Warren says, the number is double that, at $32,500.

NAICU reports that during the 1995-1996 academic year, more than 28 percent of students enrolled at its member campuses were from families earning $75,000 or more, which is higher than the near 24 percent of those at state four-year colleges.

But at NAICU schools, 11.8 percent were from families with income levels less than $15,000, and that was a slightly greater percentage than those at state four-year schools.

NAICU leaders tout their institutions' diversity, saying the campuses reflect the composition of neighborhoods and other campuses around the nation. Campuses enroll as few as 100 students, and as many as 30,000.

NAICU reports that the percentage of minority students enrolled in its colleges and universities has grown consistently each year, and that the overall percentage is about the same in the private and public sectors.

In the 1989 Profile, 18 percent of the students enrolled in the private and public sectors came from minority backgrounds, compared to 24 and 25 percent in the 2001 Profile.

The latest profile indicates that in 1998 7.9 percent of students in independent four-year schools were Hispanic, while 7.7 percent were Hispanic at state four-year schools. Yet, higher percentages of Black, Asian, and Native American students were enrolled in state schools.

Higher percentages of first-generation students enrolled at private institutions earn a bachelor's degree in five years or less, at 55 percent compared with 34 percent enrolled at comparable public institutions.

"Hispanic families come to discover that we will take them in and put the students in a smaller environment with a small faculty-student ratio, faculty mentors, a supportive atmosphere inside and outside the classroom, and one that will provide them with federal and institutional financial aid."

"The public tends to think that private institutions historically are the domain of well-to-do White suburban students, and what you see is that's not so," says Warren. "The very large message here is that we are indeed exceptionally diverse in terms of race and ethnicity and in terms of family income. These are very large surprises to people."

Esther Yacono says many students are surprised when they realize they have a shot at college. It was an endeavor many previously discounted because they felt they just could not afford it, or leave their families.

Yacono is the director of the College Assistance Migrant Program (CAMP) at St. Edward's. The federal program was established in 1982, and St. Edward's was one of the first universities to receive some of its funds. The program selects 40 first-year students and offers them academic and financial assistance. They are only responsible for about $2,000 out of the $17,000 tuition tab.

"The university is very generous with these students because of its mission and the fact that they really do qualify for quite a bit of financial assistance," says Yacono "We work in any way possible to help them succeed in their freshman year," she says. "These students, by and large, have had a lot of interruptions in their education."

After their first year, the program still provides outreach and academic counseling to assist the students. The university also works with the students to help them receive a hefty financial aid package–from 75 to 80 percent of its academic costs–because of its original investment.

"It's very important because these students are really dependent on whatever help they could get. Otherwise, they would not be able to stay here without funding because their families would not be able to help them."

For the last decade, St. Edward's has been considered an Hispanic-serving institution because about a third of its students are Hispanic. Fifty-eight percent are female, which, says Yacono, has been a key enticement to first-year students in the region, as well as the 18-to-1 faculty-student ratio.

"This is a wonderful university. I wish I could have come here myself. The faculty really takes an interest in the students to make sure they pass, and that they are available to the students," she says.

The biggest challenge facing independent colleges, she says, is that many don't offer Ph.D. programs, and some aren't able to offer a broad range of studies.

"The university is constantly writing grant proposals and seeking donors," says Yacono, a former principal who has been at St. Edward's for seven years. "This is really a good program and it's true to its mission."

She says Hinojosa was a perfect choice for the National Profile report because she exemplifies hard work and dedication.

"She is a fabulous kid," says Yacono. "She's a very intelligent young lady who does a lot of reading. That is one of the things that helped her out. And her parents are very supportive. They really want her to get a degree and not continue in the same migrant cycle they are in."

Hinojosa, who also received the Coca-Cola First-Generation Scholarship from the Texas Independent College Fund, believes St. Edward's has instilled in her a sense that you can change your destiny, and affect others along the way.

She has two younger sisters, one of whom is now considering college. "I tell her what a wonderful experience it is," she says. "She might go to St. Edward's as well."

Hinojosa is active on campus as copy editor of the student newspaper, the *Hilltop View*, as a member of the Hispanic Student Association, the University Programming Board, and Campus Ministry.

That involvement reflects what NAICU leaders tout in the profile, that students in independent colleges and universities are active on campus. More than half the students attending private institutions take part in community service activities or volunteer.

NAICU reports that 53.6 percent participated in community service activities during the 1995-96 school year, 71.6 percent engaged in fine arts activities, 66.8 percent in school clubs, and 52.3 percent in sports activities.

Students who complete their undergraduate degrees at private colleges were more likely to do so on time and not remain on campus for a fifth year, NAICU's report indicates.

An estimated 41.6 percent of Hispanic students at the private schools received an undergraduate degree in four years, and 23.8 percent at state four-year schools. Nevertheless, those numbers are dramatically less than the percentage of White students who graduate on time at private schools, 68.2 percent, and 36.7 percent at public schools.

The percentage of those who continue with their education and pursue an advanced degree also reflects what NAICU views as success. Thirty-two percent of its graduates pursue an advanced degree, and 27 percent of those finishing state four-year schools do so.

Hinojosa does not expect her senior year to be her last in a classroom. "Right now, I am thinking about law school after college," she says, pausing and laughing as she contemplates all of the possibilities. "But I don't know yet."

VIVA PUERTO RICO

CUNY Center Examines Puerto Rican Influence and Issues

BY
MARILYN GILROY

The center is the only university-based research institute in the United States devoted to the interdisciplinary study of the Puerto Rican experience.

"If you walk down the streets of New York City, you will see that Puerto Ricans have never been more visible in entertainment, music, sports, and politics," said Félix Matos-Rodríguez, director for the Center for Puerto Rican Studies at CUNY's Hunter College.

It certainly seems that way, just from a quick glance at current events and news images. Marc Anthony, the salsa sensation, led the city's 44th annual Puerto Rican Day parade of marchers and floats earlier this summer. At one point, the parade passed a movie marquee that featured Jennifer López, the Puerto Rican film and music star. As for political power, the parade featured two Puerto Rican mayoral candidates, Fernando Ferrer, who is running as a Democrat, and Herman Badillo, a Republican. It was New York's Puerto Rican assemblymen and council member who made headlines by demonstrating in Puerto Rico against Navy bombing exercises on the island of Vieques. And in sports, the roster of New York's two major league baseball teams includes several Puerto Rican players in the starting lineup.

Félix Matos-Rodríguez, director, Center for Puerto Rican Studies, Hunter College

But Census 2000 statistics painted a different picture. The census showed that the city's Puerto Rican population had declined by 100,000 in the 1990s, prompting *The New York Times* to run a front-page article with headlines touting the "waning" Puerto Rican presence in New York. It cited the declining Puerto Rican population, the group's low educational attainment, and the sizeable return migration to Puerto Rico as negative factors. The article pointed out that the Hispanic population was being fueled by tremendous growth among Mexican and Dominican immigrants who would soon eclipse the Puerto Ricans in numbers and influence.

Which picture of the Puerto Rican community in New York City is correct? "The census figures are much ado about nothing," said Matos-Rodríguez. "We have known for years that the Latino community is diversifying, so the numbers are not a surprise."

Matos-Rodríguez thinks the media reports on the census, especially those headlines that have pitted groups against one another, constitute bad journalism. He is referring to the barrage of headlines noting that Hispanics made significant population gains over African Americans as well as the stories implying that Puerto Ricans are facing intense competition from other ethnic groups.

"It is not well-intentioned," he said. "If you read the newspapers, it almost seems like there are no Puerto Ricans left in the city, and yet, we continue to be the largest group here." The newspapers, he says, "seem to be asking 'what are you going to do now that these other groups are breathing down your neck?' or 'who's going to be the largest minority?'"

For Matos-Rodríguez and others who have a deep commitment to and involvement with Puerto Rican issues, it is frustrating to see such an inaccurate and incomplete picture of Puerto Rican life. They point that out because Puerto Ricans receive less news coverage. They have been rendered nearly invisible in the public mind and are seen as a much smaller community than they actually are.

But as Rodríguez says, "When you count the numbers of Puerto Ricans living outside the city, in Long Island and New Jersey, who still come to work in the city, you are talking about large numbers of Puerto Ricans as part of the New York political and cultural life.

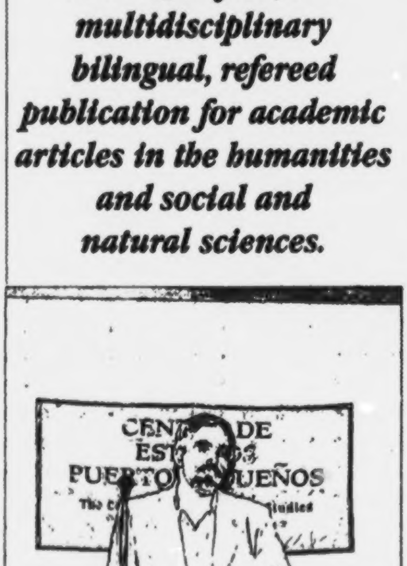
"Puerto Ricans have been an integral part of New York since the 1950s," he explains. "They have always been collaborating and intermingling with other groups. But we tend to focus on the tensions, even when there are plenty of positive stories out there. There might be some high profile political turf battles, but when it comes to day-to-day life, it's more a matter of collaboration that is missed by the headlines."

Rodríguez's historical and sociological perspective on Puerto Rican life in New York has evolved in part from his work at the Centro de Estudios Puertorriqueños (the Center for Puerto Rican Studies). The center is the only university-based research institute in the United States devoted to the interdisciplinary study of the Puerto Rican experience. Founded in 1973 by a coalition of faculty, students, and community activists, Centro seeks to link scholarly inquiry to social action and policy debates.

"We've been working on national and regional issues such as Latino education in the K-12 sector," said Matos-Rodríguez, "but we also focus on migration studies and the history and culture of Puerto Ricans."

Pedro Pedrazza, Centro researcher

The Centro Journal, *in its 13th year, is a multidisciplinary bilingual, refereed publication for academic articles in the humanities and social and natural sciences.*



Rámon Basque-Pérez, Centro researcher

The Center has grown into a major research and educational center distinguished for the quality of its research, its exchange programs in Puerto Rico and the Caribbean, and its ties to academic, advocacy, and community-based constituencies. The work of Centro is a balance between research, teaching, and service that allows for the dissemination of its findings to as wide an audience as possible. The Centro staff is frequently active in community outreach projects.

"We want to connect our research to the needs of the Puerto Rican community, particularly here in New York City," said Matos-Rodríguez.

He cites, as one example, the work of Centro researcher Pedro Pedrazza, who has been collaborating for the last three years with El Puente, developing research projects at the Academy for Peace and Justice, an alternative high school in the Williamsburg section of Brooklyn. Another researcher at the center became involved in a program to teach literacy in El Barrio.

"This helps us make connections between our research and the work done in the Puerto Rican community," said Matos-Rodríguez.

The lessons learned from this involvement with the community enrich the Centro's contributions to the development of theoretical and intellectual paradigms. By addressing major inequities in social conditions affecting Puerto Ricans, Centro research bears important implications for the study of Latinos in the United States.

For this reason, the Center publishes its own journal as a voice for its scholarship on Puerto Rican issues. The *Centro Journal*, in its 13th year, is a multidisciplinary bilingual, refereed publication for academic articles in the humanities and social and natural sciences. It also publishes interpretive essays, interviews, fiction, reviews, and art. The journal encourages dialogue that compares Puerto Ricans with other racialized ethnic groups, particularly other Latinos and African Americans.

"There are a number of very key issues affecting the Puerto Rican population that do not get enough scholarly attention," said Matos-Rodríguez. "We thought we could play a very positive role in doing research that will help in the long term."

Taking the long view and making permanent contributions are very much the approach at Centro. Matos-Rodríguez talks with pride about the library and archival collections maintained by the Center. It contains thousands of books, journals, and 60,000 photographic images.

"It is the largest repository of Puerto Rican-

Latino materials in the Northeast," he said.

What makes it special are unique features such as the Migration Division collection, containing materials from Boston, Cleveland, Hartford, Miami, Camden, New York City, and Rochester. The library is currently processing the records from the government of Puerto Rico's Migration Division, the largest collection of migration-related documents in the U.S.

"We think it is a national treasure and will have a significant impact on immigration studies," said Matos-Rodríguez.

Genealogists and other individuals who are sometimes searching for "lost" relatives can use the collection. As Matos-Rodríguez explains, "The government of Puerto Rico used to issue a small "passport" in English saying that the people who were immigrating were U.S. citizens. This gave the Puerto Ricans a document in English to use when they came to this country. We happen to have the records of the applications for this passport/card. Our database helps you search these records by last name and then links to the birth certificate or driver's license of the person you are looking for." This collection has become a very active database.

"More than 5,000 researchers used the library for archival research last year, and 12,000 people used the collection in general," said Matos-Rodríguez.

When the media is spotlighting the Puerto Rican parade or Hispanic Heritage month, the Center often provides images or footage for the news or newspapers.

Library archivists are also working on a project to document the history of Latino labor in New York City. Research is being conducted in cooperation with the Hispanic Labor Committee of the Central Labor Council, the Santiago Iglesias Educational Society of Local 3 (IBEW), and other organizations, which are helping locate and plan for the permanent preservation of records pertaining to Hispanic labor. Historical records include letters, diaries, scrapbooks, meeting minutes, membership records, photographs, and other visual and written materials. Staff members conducted oral history interviews and archivist Ismael García has been assisting in a survey and obtaining the personal papers of Latino labor leaders.

Another interesting project, says Matos-Rodríguez, revolves around the work of researcher Ramón Basque-Pérez, who deals in the area of human rights. His current subject is police persecution of people who are in favor of Puerto Rican independence.

"The senate in Puerto Rico is investigating the role of the FBI in persecuting people because of their political tendencies in Puerto Rico and even Puerto Ricans in this country," said Matos-Rodríguez. "U.S. Congressman Serrano, who serves on the committee that oversees the FBI budget, asked the FBI to cooperate with the investigation. There is a set of documents being generated by this inquiry, and we are processing those materials on behalf of Congressman Serrano with the hopes of making it part of our permanent collection."

In addition to research and preservation activities, the Center hosts a variety of events and conferences on issues such as Vieques, the economy and Latin workers, and Puerto Rican migration patterns. Last spring, it organized local, regional, and national meetings in collaboration with the National Council of La Raza and the Puerto Rican Legal Defense and Education Fund.

"We are trying to raise our visibility through public events. The attendance and discussions have been excellent, and we have such a pool of talented people, so we can present an interesting mix at our events," said Matos-Rodríguez.

Matos-Rodríguez also is responsible for writing and overseeing grants and running programs such as the CUNY/UPR INTERCAMBIO, which fosters academic cooperation and interchange between the CUNY system and the University of Puerto Rico. INTERCAMBIO's principal goal is to strengthen the ability of both universities to understand and address the economic, social, and cultural problems of Puerto Rican communities in New York and Puerto Rico.

There is also a CUNY/CARIBBEAN EXCHANGE for faculty and students from CUNY and universities in the Caribbean.

For Matos-Rodríguez and his staff, the Center's mission and its ancillary programs are a whirlwind of activity that is reflected in its newsletter and on Centro's homepage on the Internet, www.centropr.org. Rodríguez says that in the future, the Center may have to run fewer but more focused events. They also are getting ready to celebrate an anniversary.

"We are turning 30 in 2003, and we are already starting to plan," said Matos-Rodríguez.

It is apparent that he is invigorated and optimistic about the work of the Center. "I enjoy working with people in the tri-state area who are working on Puerto Rican and Latino issues and helping make projects and work viable," he said. "It is a dream job."

ASSISTANT PROFESSOR
OF CHEMISTRY
THE CHEMICAL SENSORS GROUP

UNIVERSITY OF CINCINNATI

The Department of Chemistry invites applications for a tenure track position as Assistant Professor, beginning September 2002. Candidates will have a PhD and demonstrated excellence and postdoctoral experience in an aspect of chemistry relevent to chemical and biosensors. Of particular interest is expertise in bio-nanotechnology or nano-structured materials for sensing, although superior candidates in other areas should also apply. The successful candidate would be expected to develop an independent research program as well as interact with faculty involved with chemical sensors research. The Department houses the Chemical Sensors Instrumentation Laboratory, a new state-of-the-art facility established by the State of Ohio for constructing and studying chemical sensors. The successful candidate will be expected to teach undergraduate and graduate courses in the appropriate division of the Chemistry Department. Applicants should submit a letter of application, a curriculum vita, a short summary of research interests (3-5 pages), and three letters of recommendation to **Prof. Carl J. Seliskar, Chemistry Department, PO Box 210172, University of Cincinnati, Cincinnati, OH 45221-0172.** Applications will be reviewed as received. The deadline for applications is **Oct. 31, 2001.**

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, and Vietnam Era and disabled veterans are encouraged to apply.

UNIVERSITY OF
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DEPARTMENT OF CURRICULUM AND INSTRUCTION
ASSISTANT PROFESSOR IN SPANISH EDUCATION

Position Available: Assistant Professor (Tenure Track Appointment) in Spanish Education. An earned doctoral degree is required. For a complete position announcement and application procedures, please contact: **Professor Francois Tochon, Chair, Spanish Education Search Committee, c/o Kathy Galloway, University of Wisconsin-Madison, 225 N. Mills Street, Madison, WI 53706.** The deadline for receipt of applications materials is **November 15, 2001.** Unless confidentiality is requested in writing, information regarding the applicant's name, title, occupation and address may be released upon request. Finalists cannot be guaranteed confidentiality.

The University of Wisconsin-Madison is an equal opportunity employer and encourages applications from women, members of minority groups and persons with disabilities.

Robert Marquez: True to His Vision and Priorities

BY MICHELLE ADAM

Cuban poet Antonio Machado once wrote, "*Caminante no hay camino. Se hace camino al andar*" (Traveler, there is no path. You make the path while walking). Upon interviewing Robert Marquez, a graduate student at New Mexico State University, it became clear that these words were intended for him and for those like him who, despite all the obstacles, have marked their own unique paths so that others may follow.

Robert Marquez grew up in the small ranch town of Deming, N.M., where the odds of graduating from high school were extremely slim, let alone attending college. The challenges for Marquez appeared all the greater in that by the time he was 12, his parents divorced, and he was left to raise his younger siblings on his own. But it seems an unusual spark of optimism and resilience has carried him to the present day.

Beyond achieving a doctoral degree in analytical chemistry this summer, Marquez is receiving worldwide recognition for his invention of a tandem clay kiln that has helped families and the environment in Juarez, Mexico. His invention has offered brick makers a natural and inexpensive way to make bricks without polluting the air. And it has the potential of helping clean up the air in places across the globe where thousands of poor people's lives rely on brick-making, and where the current methods used have contributed to extensive pollution and health hazards.

When Marquez entered graduate school for a master's and Ph.D. in chemistry, he did so with an undergraduate degree in civil engineering and one course in chemistry taken decades earlier. His reason: "He wanted to improve the environment in this region," said Glen Kuehn, biochemistry professor and director of the National Institutes of Health programs at NMU. For Kuehn and others, "improving the environment" seemed like a big task and pipe dream. But for Marquez, it was far from that. "I look at things as a challenge," he said. "Other people said there's no way I can do that. And I said 'watch me.' To me, it seemed like something that was very possible."

The inspiration to invent a kiln that would be environment-friendly came to Marquez during a Navajo ceremony, which he attended by invitation from his father-in-law, a Navajo medicine man. "In the morning, when they opened the door to the hogan and I looked outside and saw the dawn and the sky, I realized that that was what I was going to work on to keep the sky clean, to keep the sky blue. In that ceremony, it became obvious how I was going to do that. Mother earth cleans herself with rain and water and dust in the desert southwest. I realized that I was going to use the earth, the soil to clean the air. A lot of that soil is clay," he said.

The local paper, the *Sun-News*, quoted Marquez describing his invention: "The way it works is that I fire one of the kilns and take all the smoke from it and filter it into the second kiln, which is filled with raw clay bricks. The smoke and soot are absorbed by clay, decreasing the amount of pollution and smoke that escapes. When the bricks in the first kiln are finished burning, I take them out and reload that side with raw bricks. That side then becomes the filter as I fire the bricks in the second kiln."

Across the world, in Mexico, India, Ghana, Vietnam, and Egypt—all places that have inquired into Marquez's invention—local workers and families throw whatever they have in hand into their kilns to produce bricks (which can include tires, carpet tubes and railroad ties). The effects of this material burned into the atmosphere are devastating. Because of the binding qualities of clay that Marquez is working with and the two-kiln-process, he is able to eliminate much of this.

"The typical brick-maker kiln produces anywhere from 750 grams of black soot while it burns per minute," he said. "With my process, that number drops to about 2 grams per minute."

Helping clean up the environment seemed a natural course for Marquez, given his earlier years on the land. "I grew up in the open mountains and plains–a lot of freedom," he said. "You could see a long, long way. You learn to be very observant with what's going on with nature. You have a sense for science and the way that things just don't happen by accident. You can see how things come about."

As early as age 5, along with his other siblings, Marquez was on horseback helping his father herd cattle for the farmers his father worked for in Deming. Marquez's father had come to the U.S. from Mexico as a farmworker with his wife, who was Apache but had lived in Mexico as well. They raised nine children until their divorce.

While working hard and living close to the land, "you learn to respect things and you want things not to be abused," said Marquez. "You can see as time goes on, as areas develop, how careless people become and start to trash and disrespect things. That is something that has stuck with me since I was young. You can't keep going that way because eventually you are going to destroy yourself."

Marquez set his eyes on working in academia from fairly early on. As he recounted, in addition to being a ranch hand, he also helped his family in the fields. "We moved around to work on farms, and we used to come to Las Cruces. On Saturday afternoons, they'd leave us kids playing on the grass at the university, and I always wondered what was behind those windows and those doors. That just kind of stuck with me. As I grew older, I always heard about this university, and what I remembered about it was the nice shaded trees and the nice lawn. So, I wanted to be there. What amazed me was that there would be such a nice place, and people were learning."

Years later, Marquez would come back to that campus of New Mexico State University as an undergraduate and then graduate student. Until then, what he had going for him was his love for learning–a love that often got him into trouble in Deming.

"In order for me to make good grades, it was a big sacrifice because nobody in that school liked to get good grades," said Marquez. "If you liked to make good grades," he said, the other kids "tried to beat you up every day. But I always tended to look at things on the bright side. So they tried to beat me up, and I learned how to run real fast and be an athlete. They couldn't catch me."

While in his earlier years, Marquez was attacked for his good grades. In junior high school and high school, he became more of the hero. Those who used to beat him up learned to respect him, and it was this group that stuck together and wouldn't let one another fail. "In the end, we needed each other," said Marquez.

During his final years in high school, his friends teased him about his good grades, saying that they didn't count for much in the world out there, with him coming from a "tiny podunk town." Being the kind to take challenges seriously, Marquez went to the library, looked up the top high schools in the country, and put his finger on the one that read No. 1: Phillips Exeter Academy in New Hampshire.

"I made a bet that I could make it some place else," he said. Sure enough, Marquez was accepted at Phillips Exeter Academy. For six months or so, he attended school there while working to pay for expenses at home. His parents had by then been divorced several years, and he was still raising his younger siblings. "I didn't get much sleep, but I came back with my grades (mainly A's) to win the bet. I do crazy things like that," he said.

College and Beyond

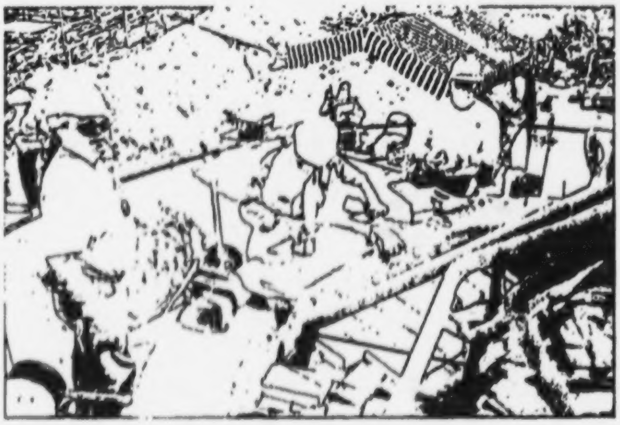
With multiple scholarships, he attended college with his small group of friends and "no matter what the situation, we forced each other to get to class," he said. Upon graduating, Marquez worked for about 11 years as an engineer with Hewlett Packard, traveling around the world. The company also gave him the opportunity to try to bring business to reservations.

Financially well off, with a wife and four sons, Marquez eventually decided to move back to New Mexico. "Every time we would come home to New Mexico and see our relatives and our families, they were stuck in the same place. The situation didn't change a lot. I realized if people like me don't come back home and help out, the situation would stay like this for a long time."

Marquez accepted a post as a teacher at the Navajo Community College (now called Diné College) in Shiprock, N.M., and Hewlett Packard generously sent him a truckload of computers. He launched several initiatives there. His Science Scholars Program became known as the best in the country for Native Americans.

"I had a lot of ideas and energy," said Marquez, "but I wasn't in control, and I couldn't choose how things got done" And the reason was simply that "I didn't have a Ph.D. and they did." This motivated him to get one himself. He returned briefly to Hewlett Packard to save up money and then reentered Mexico State University for his graduate work.

"My story has a lot of twists and turns," admitted Marquez, who is now riding the tide of inquiries flooding in since his kiln invention. "I am get-



ting a lot of calls from people from other countries," he said.

The fact that Marquez is a Lindbergh grant recipient has provided international visibility and credibility to his invention. An EPA employee from India who won a financial award for helping clean up a polluted river wanted to fund Marquez and others to come to India to clean up its brick kilns. Companies near the border are interested in possibly investing in the kiln project in Juarez in order to receive emissions credit.

Local governments and agencies of Mexico are considering providing funding for the brick makers so they can build these new easy-to-make kilns.

Last summer, Marquez fired up a kiln at the Folk Life Festival at the Smithsonian. Groups involved in Marquez's project have included the Texas Natural Resource Conservation Commission, Southwest Center for Environmental Research and Policy, New Mexico Environmental Department, and the Department of Energy.

The Department of Energy is specifically interested in Marquez because he also has developed a device for burning used motor oil in areas where people dump the oil onto the land because there are no recycling services available. The EPA also has taken interest in "this renegade guy"–a term Marquez used to reflect how he is seen.

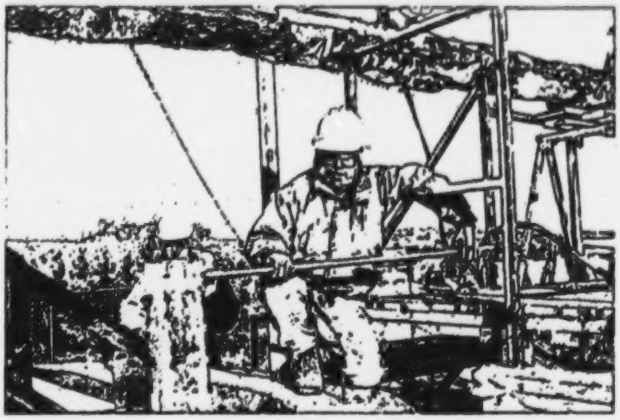
Next Venture

While calls may continue to come in, Marquez is preparing for his next venture, which is an outgrowth of his current work. A professor at the University of Virginia (UVA), Dr. Janine Jagger, was driving when she heard NPR's interview with Marquez two years ago. She immediately pulled over to the side of the road and tried to call him. Having worked extensively with worker health and safety issues in Africa, Brazil, and other countries, Jagger wanted Marquez to help her find cleaner and safer methods of disposing of hazardous medical waste, such as syringes, in Third World countries. She offered him a post-doctorate at UVA, which he accepted.

"There are a lot of things that can be done around the world for problems that are not being solved," he said of this latest opportunity. "It's a matter of focusing our efforts on it to do it. We have that responsibility in being the leaders for the rest of the world."

Marquez sees many scientists and engineers "moving on to where the next pocket of money is," but it's his concern to mostly give back to society. "One of the things that I have seen in this country with universities is that they have become big business. We, as scientists, engineers, doctors, and people, have basically taken an oath to help society. Our education isn't just to help us. At some point, it also has to be about our society, of improving the quality of life for people," he said. "We need to realize that there are enough real problems out there that need to be looked at, and science should be more applicable."

1875



Many people urge Marquez to get a patent on his invention, and big business has been knocking on his door for a piece of the pie. He has turned down offers, he said, since his intention is to make his invention public knowledge and to empower brick makers and their families with this knowledge. "You can't patent public knowledge," he said. "I'm not used to dealing with all the political things of who's going to stand to gain and why. I did this so that poor people would continue making their way of life without killing themselves. These people are already strapped as it is, and you're not going to get them to change their lives AND pay you."

Throughout the years, Marquez has remained true to his own vision and priorities. He has shown others that it is possible to dream big and effect change, no matter what the circumstances. "I know that I can make a difference and that I have made a difference by being a role model," he said. Dr. Antonio Lara, assistant professor of chemistry, agrees. "He's been God's gift to my lab. He's been a transformation. He has taught me more than I have taught him," said Lara.

Marquez has watched one of his own students from the Navajo reservation come to college, earn a master's, and start work on a Ph.D. Others have followed suit.

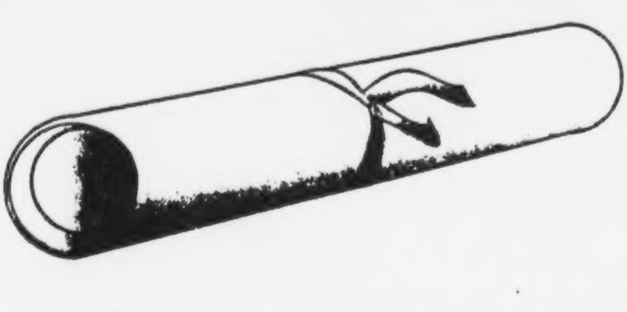
"A lot of young people didn't even know what I was doing. But now, as more visibility has been gained, they realize it is important to hang on to who you are and not compromise that. They realize, if you want it badly enough, you can do it."

Marquez expects to ultimately teach at the university level and make his life in that place of learning in the shade that he first came across as a young farmhand. And maybe other young farmhands will be inspired by his example.

"It's not these things that I develop; it's the people themselves that matter," he said. "My main emphasis is to help these young people in learning. I see these little kids, and you never know if one will one day be the person solving problems. There is no reason to disrespect or mistreat them. They are eager to learn."

HD

The Honor Roll



Albuquerque Technical Vocational Institute

New Mexico's Largest Community College

BY ROGER A. DEITZ

Albuquerque Technical Vocational Institute (TVI) makes students a very important promise, and this promise, says its president, is kept. TVI President Michael J. Glennon reports, "TVI's mission has always been to make people employable, and our 96 percent graduate placement rate shows we are doing that.

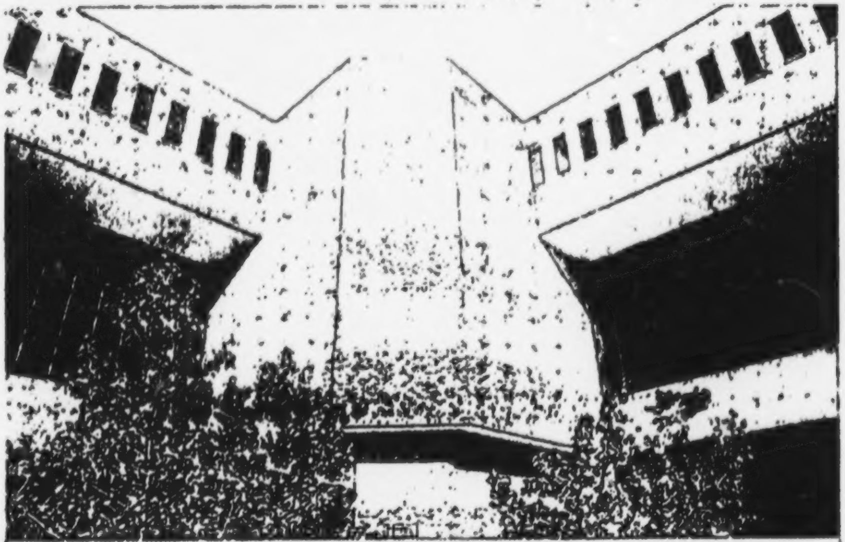
"Our student demographics mirror those of the metropolitan area. So serving the 39 percent Hispanic student population is a very important part of what we do both on campus and in the community."

TVI is New Mexico's largest and most dynamic community college. It offers a variety of job training, college credit, preparatory, and adult education courses as well as customized workforce training to more than 23,000 students on four campuses in the Metro area.

"On campus and in the community" there is a new rallying cry of late. "It's about students! It's what we do. It's why we're here," was the revealing statement put forth by the TVI's president and seconded by his executive team during faculty and staff meetings last September. "It's about students!" became a key internal initiative this past year.

The president confessed he had worked long and hard to articulate the TVI focus into "what I hoped would be a few meaningful and memorable words." Employees were then encouraged to wear the statement publicly via embroidered polo shirts donated by the TVI Foundation. President Glennon says that the event was meant to "celebrate our leadership focus. It's a way to celebrate why we are at TVI, why we love our jobs. Everything every one of us does here is about students."

Authorized by the New Mexico Legislature in 1963, the Albuquerque Technical Vocational Institute was approved by district voters in 1964 to provide adults with skills necessary for success in the world of work. The first nine classes for 155 students were held in the summer of 1965 in surplus barracks and a vacated elementary school. From day one, the institution's focus has been job training, more broadly defined to include preparatory work, skill improvement for adults, vocational courses for high school students, and, in recent years, liberal arts and college transfer. Today's job training programs are offered in business, health, and technologies and trades subjects, with emphasis on up-to-date, hands-on skills needed by local employers. Internships,



Max Salazar Hall on the TVI main campus

BEST COPY AVAILABLE

Michael J. Glennon, president of TVI

Honor Roll Facts in Brief

INSTITUTION
Albuquerque Technical Vocational Institute

LOCATION
525 Buena Vista SE
Albuquerque, NM 87106
(505) 224-3000

ESTABLISHED
1965

ENROLLMENT
23,000 credit and non-credit (17,265 for-credit of which 6,816 or 39 percent are Hispanic)

DEGREE OFFERINGS
Associates
Certificates

ANNUAL TUITION AND FEES
Approximately $836 for in-district residents

FACULTY
793 Total (112 or 14 percent Hispanic)

SEVERAL DEGREE PROGRAMS
Court Reporting
Criminal Justice
E-Commerce
Nursing
Retail Management

NOTABLE HISPANIC-SERVING ORGANIZATION
La Comunidad

INTERNET ADDRESS
www.tvi.cc.nm.us

co-op programs, and apprenticeships are available.

The North Central Association of Colleges and Schools accredited TVI in 1978. The first college-prep course, MATH 100, was offered in 1985. Degree-granting power was approved for TVI by the legislature in 1986, beginning the transition to community college. By the late 1980s, liberal arts was not only TVI's fastest-growing component but also an increasingly important part of occupational instruction, and the University of New Mexico had arranged to offer its remedial courses through TVI.

Until 1979, TVI was a part of the Albuquerque Public Schools, with APS Board of Education serving as the TVI Governing Board. The first election for an independent TVI Board was held in September 1979, following the approval of the Legislature. In 1994, the Legislature approved districting the Governing Board.

Today, TVI is the second largest postsecondary institution in New Mexico. The Main Campus occupies 60 acres near downtown Albuquerque. The 42-acre Joseph Montoya Campus is located in the Northeast Heights. Classes also are offered at the Río Rancho Campus, the South Valley Campus, and at the University of New Mexico, as well as other off-campus sites. Plans are being made for a permanent West Side presence.

TVI's classrooms, libraries, and laboratories are modern and comfortable. Each student has access to state-of-the-art equipment; especially computers and programs. Facilities and services are accessible to the disabled.

Now in its third decade, Albuquerque Technical Vocational Institute has come a long way. In the 2000-2001 school year, TVI's programs included certificates in 44 business, health, technologies and trades occupations, as well as short-term occupational courses. There were associate degrees in 38 occupational fields and the liberal arts. Offerings include college transfer courses in pre-management, pre-engineering, other occupational subjects, and 27 liberal arts disciplines transferable for first-year and sophomore credit for four-year institutions. Adult development education encompasses basic skills such as ESL and GED exam preparation, plus remedial, preparatory, and development classes for students readying to meet admission requirements at TVI and other institutions. Other TVI programs include customized training and assistance to small business through the Workforce Training Center, and workshops and support for learners over 50 through the Emeritus Academy, and concurrent enrollment for high school students through the Recruitment Office.

TVI's Workforce Training Center was founded in March 1996 to "foster and enhance economic growth and development in New Mexico." Organized under the Division of Instructional Services, the Workforce Training Center serves the greater Albuquerque metropolitan area as well as other regions throughout the state. An increasing number of TVI courses are offered in innovative distance-learning formats "designed to overcome the barriers of time or space." Some courses are available through correspondence, some are taught over the Internet, some are shown on television, and others use audio and video links to two or more classrooms.

The most recent figures available show 23,000 total credit and non-credit students enrolled at TVI as of Fall 2000. Among the for-credit students there are 7,506 first-year students, 4,952 sophomore, 4,662 non-degree students, and 145 concurrent (high school learners), for a total for-credit enrollment of 17,265. Of that total, 6,816 or 39 percent of the students are Hispanic. Another 517 or 3 percent are African American, 430 or 2 percent are Asian or Pacific Islander, and 1,249 or 7 percent are American Indian or Alaskan Natives.

PAXTO
BEAUTIFUL WOO

TVI students work in a construction lab in the Trades & Service Occupations Department

Degrees awarded in 1999-2000 totaled 1,417, with 516 or 36 percent going to Hispanics. Faculty for Fall 2000 numbered 793, with 308 full-time and 485 part-time. Of the total, 112 (14 percent) were Hispanic.

The cost for annual tuition and fees is approximately $836 for in-district or resident students. TVI's Title V office, funded with a five-year, $2 million grant from the U.S. Department of Education, aims to directly assist Hispanic students while also helping to establish systems that will retain all students. Title V provides a range of services, including peer, faculty, and workforce mentoring, to aid students in learning and to make them feel more connected to TVI. A student resource center, known as La Comunidad, has been established. "This is a place where students will feel comfortable and can say, 'someone will have an answer for me or will be able to find an answer for me,'" says Title V activities Director Danny Bustos. Title V also plans to offer a leadership-training program for Hispanic students who are serving as peer mentors and as supplemental instructors in selected classes. One of the most important aspects and challenges of the Title V effort, notes Bustos, is the development of a student tracking system that will track completion and retention rates for all students. Bustos points out that results from this tracking system could be vital for the future funding viability of TVI.

The institution's new Workforce Training Center is an important part of TVI's relationship with the business community. The WTC has classrooms, five computer laboratories, a video-conferencing and distance-learning lab, and a 5,000-square-foot conference room that can be used for instruction and rented to the business community. An 8,000-square-foot high bay area on the first floor will allow companies to bring in equipment for job training, such as forklift operations. The second floor has offices and space for start-up businesses to lease. The WTC's services are provided throughout the year on a rapid response basis. Services may be provided (usually within 72 hours from the time of a request) at the employer's place of business or at the center's new training facility in the heart of Albuquerque's growing I-25 industrial corridor. The history of this effort goes back to 1994, when it was apparent that although local industries and businesses supported the quality of TVI instructional programs and graduates, they were also increasingly requiring customized training. To help them keep pace with technological changes, TVI administrators initiated discussions and visits with colleagues across the country at other community colleges that had developed "advanced technology centers" (ATCs) to respond to similar demands. Albuquerque business leaders and city officials were also discussing the concept of an ATC at the time.

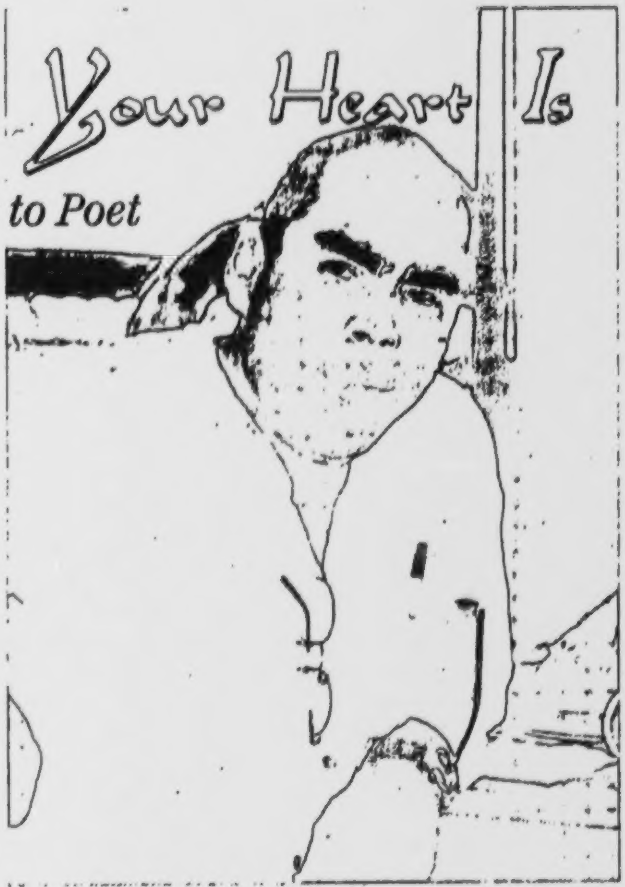
In 1995, several existing programs at TVI merged to form the initial concept of what was then called the Center for Advanced Technology Training (CATT). In 1996, the WTC was established. Organized under TVI's Instructional Division, it serves the Middle Rio Grande region as well as other regions throughout the state. TVI broke ground for the WTC in November 1999.

"This new facility is the culmination of a lot of hard work by a lot of people," says President Glennon. "We have had tremendous support for this project–from the TVI Governing Board, the TVI Foundation, the Legislature, the governor and the district taxpayers. I am grateful for that support and confident the center will have an important and lasting impact on economic development in our state." Funding for the project came from a number of sources, including TVI, the New Mexico Legislature, the TVI Foundation, and general obligation bonds. According to Harold Washington, former WTC interim executive director, the WTC tailored training programs to the specific needs of about 85 small and large businesses last fiscal year.

Showing Where Your Heart Is

Jimmy Santiago Baca, Prisoner to Poet

BY PAT HANSON



Jimmy Santiago Baca is undoubtedly *the* most prolific and celebrated Chicano poet and writer in the country with seven books of poetry and one prose memoir, *Working in the Dark: Reflections of a Poet of the Barrio*, under his belt, as well as a Pushcart prize for fiction and a National Endowment for the Humanities award. He's doing an independent film and a documentary on Hispanic poetry in America. His second prose memoir of his early childhood was slated to come out this summer. Most of this was written from memories first stimulated by meditative and altered states in solitary confinement.

At age 18, in prison, Baca read his first words–27 years ago. While tearing out the pages of a book he'd stolen to make a fire to heat water for coffee, he noticed some words he understood and asked his sister to bring him a dictionary. How fortunate that the book contained the work of the romantic poets: Byron, Shelly, and Wordsworth. With that as a start, he taught himself to read and write. His self-taught love of language helped him survive the horrors of prison and several trips to solitary confinement.

It was also in prison that he began to learn about Mexican history and culture and how his life fit into that spectrum. Today, Baca spends much of his time sharing his hard-earned insights with people like him who grew up oppressed by poverty and race.

The following points were synthesized from his response to interviews and audience questions during events in Northern California which reached close to 1,800 people. Many of them were at-risk youth and members of the Hispanic community who were lucky enough to hear him read from his upcoming memoir, *A Place to Stand*, and from his new book of love poems, *Healing Earthquakes* (Grove Press, 2001) during a grueling 11-day, 22-event tour in April.

Many of the kids involved with gang violence, guns, drugs, and school shootings have backgrounds similar to yours. Is there anything that could be done to prevent kids from making bad choices?

JSBaca: Give them equality. That's all. Put money where the problem is and solve it. Everywhere I go, they say money won't solve the problem, but money's never been there. Put it where the problem is in communities, and you'll solve it. It's as simple as that.

They don't care. That's all. It's a society where people don't care. They're too busy. They don't have time to care, and they have their own lives. We're all guilty of that. We love ideas, ideas that excuse our indifference. We love movies and books that help us empathize with the impoverished, but we never do anything. It's as simple as that; it's where you put the money.

What do you think about education, especially for Hispanics?

JSBaca: Education is not run by Black people and at the highest levels

I could name a whole curriculum of books most college administrators probably never heard of that are essential to the identity of a Latino kid, but go to any English department in the country and none of the chairs would know any of the books.

is not run by brown people. And if I *was* White, I'd make sure that White kids got the best education. Unfortunately, you can't take personal interests out of policymaking at that level. You can be the best liberal in the world; you can have a million Jerry Browns, but even if we did manage to become very equal-minded and judicially spirited, we'd still have the kids who get their learning around the kitchen table.

And there's not a human being in the world who doesn't love power and money, so if I'm making a lot of money, I'm not going to jeopardize my position by letting a lot of Black and Chicano kids into college, I'm gonna keep White kids in power because it's their mothers and fathers who are supporting the school. I'm not gonna turn down the hand that feeds me.

So are there any other beacons of hope in colleges around the country?

JSBaca: Oh sure, there are many beacons of hope scattered in schools around the country, but ultimately, you're not going to force the school boards to do what's right. Because the school board's connected to the publishers, the publishers are connected to distribution, distribution is connected to money, money's connected to advertising, and the mainstream is connected to anything but school. Dot.commers don't care about schools; they send their kids to private schools. It's all connected to money. Follow the money. If you follow the money, you'll find the problems. Look at where the money's being spent in schools today: Who has the old textbooks? Who gets the new? Who has access to the newest computers and who doesn't? Who's got the nice schools? Who doesn't? Who has the best teachers? Who doesn't? It's as simple as that.

You don't think that's going to change, not with the growing numbers of people of color getting into higher education and into politics?

JSBaca: I could name a whole curriculum of books most college administrators probably never heard of that are essential to the identity of a Latino kid, but go to any English department in the country and none of the chairs would know any of the books.

It's not a matter of ethnicity. You can have Clarence Thomases all over the school systems, be black as a tire, and they can still vote a racist scenario. It's just that simple. It's not color. It's attitude and frame of mind. Once you get past a certain point up there, it's all about money. We look for examples, and we find them in Clinton, who [engages in inappropriate behavior with an intern]. Then there's Bush, who immediately rescinds all the environmental laws once he gets in. So instead of examples, instead of mentors, we try to throw down rules and say 'you can't do this,' but at the same time show 'I'm not a good example of that.'

So why do we get angry with kids and put them in prison, when we're teaching them that crime pays? It's just that they don't make the right choices. If they're going to do a crime, let them do computer crimes or something, high Wall Street extortion, and they'll be like Milken, do three months [sic] at a country club and walk away and go home. It's just real simple stuff. People like us who are just normal people...it's not like we don't have problems of our own. So, basically it's each man for himself, and we're all behind enemy lines.

Tell us about spirituality, about when you found 'God.'

JSBaca: Spirituality is about as essential to me as breathing air. It's essential, and I'm very much a part of the spiritual solution. And, for the most part, that's very private. You know if anything is going to get us past the tragedies and the pitfalls, it's going to be humor. We ought to hire a lot more comedians.

What is your advice to young Hispanics coming up through the system?

JSBaca: Their problem is they believe we're people of integrity. Their problem is they believe that we really do respect the sanctuaries of justice and the sanctuaries of equality. Their problem is they truly, truly trust that we believe in those institutions. And when they come up before those systems, they realize we'll sell it to the highest bidder. We've taken our most precious institutions and taken them to the meat market to be slaughtered.

Yet you believe in the power of language and of writing. And you travel nationally doing workshops for young people on writing. How should we approach writing in education?

JSBaca: Writing is a process, a journey of becoming known. We need to approach it in that manner. It is not so much what we know as writers, but *how*. We need to approach language as being sacred, as it being an extension of ourselves. The magical part of writing is sharing the known part of both our sanity and our insanity. Sharing my heart with your heart can help us navigate a course in life, especially when under adversity.

How many drafts do you do of your poetry and your prose work?

JSBaca: I re-write everything, sometimes 10, 11 times, often more. Keep working and working your poetry, your language, until a word drops on the page, almost like a pebble in a pond. You're standing on the shore, and the ripples keep coming closer and closer 'til they touch your toes. Communicating makes you happy. It shows where your heart is, where your mind is.

Seek the latent energy in language. Because I'm going to tell you something, as an exercise, that is indispensable for you to become a better writer. Don't think when you're writing (this poem) that 'I got to finish it'...no, no, no.

What's happening here is that you work this poem, and you work this poem, and what's really happening is that you're chiseling down your own soul to the essence of what it wants to say. You're just working on the poem, but in reality, the poem is taking you and getting rid of all your distractions and other stuff. So after about two months of working on this poem, you then approach the page with incredible enlightenment, and it slams like wham, like a wind tunnel. Did you ever see that? When you're driving along at night where I live in the desert and lightening strikes in the distance at the horizon, the ground turns red. Just like a pulse beat of the human heart, communicating with mother earth, it turns red. That's what a poem does when it hits a nerve.

Tell us about what most call writer's 'voice.'

JSBaca: Voice is measured by the pleasure you find in what you say. If there's not a lot of pleasure, it's not because you're lacking academic tools or literary devices; it's because you don't have a voice. You left your voice somewhere. Maybe you left it when your father screamed at you, or maybe you left it with that man that left you. But somebody took half your voice away, and it's the poet's job to give you your voice back and put it all into the poem.

So when you begin to write stuff, you must get to the place where you find total pleasure in what you write. Total pleasure in what you write comes with deep conviction about what you write, so the writing is going to reflect that. If it's halfway, it's not going to be any good no matter what you do.

But once you begin to formulate a voice in the poem, even if it's about a stone or a seagull or a shell or something, once you've given it everything you've got, even at the risk of being ashamed … even at the risk of changing your own perspective on how things are, at the risk of talking to God, *then* the poem or the piece will work. Oftentimes when you give everything you have to something, you meet God on the way.

Your use of language is very powerful. How do you put so much energy in words?

JSBaca: When you write in a structured form, you have to work the poem so the energy of it can be released. Stasis is when an object is frozen, stuck. You can release that in your own work by working a poem, by focusing on the arrangement of the words so the energy behind the words is released, so the poem itself will see light. You have to get to a point in your poetry that is like what it feels like the first time a baby kicks in its mother's stomach. You have to push the margin so fast you can't control it.

In your writing workshops, you encourage the use of journals, diaries, and suggest all of us construct autobiographies. How does that work?

JSBaca: Autobiographical diaries must have a grounding narrative, a beginning, middle, and end; that is the leverage a book on someone's life can take off from. If you have poems, journals from parts of your life, date them and note the triggers for the poems. Then later look through them for the connective energy; show them as a result of emotional growth. Show how emotions grow with time. If you can, look for distinctive time patterns in your own writing as evidence of growth.

What advice would you give to young writers?

JSBaca: You're not going to like it. You have to figure out how to love your own loneliness like you'd love your own bleeding heart. But when you do that, you'll learn to listen to your soul and start to learn how to fly.

From Jimmy Santiago Baca's ***Immigrants in Our Own Land & Selected Early Poems*** **(A New Directions Book, 1977)**

I Am With Those

Whose blood has spilled on the streets too often
Surprising by passers in hushed fear
And withdrawal, and later over supper
Tell of the bad one and good cops,
The bad one in a dark cell, the cop
Goggle eyed on laughter.

I don't want weak people. I don't want
People to believe I am bad,
Without knowing me first,
Without giving me a chance to show my hand,
These people, scattered over the world,
In fluffy silks and puffy wallets and pockets,
I'll say nothing to, because it is they
Who must learn now from me, who must hear me out.

I've seen too much, felt such strong love
And hurt in me, for the downcast, the criminal, the worker.
I'm not in love with money, with people I am,
I'm not hanging onto lie to save my skin,
I'm not for the one down when he or she is wrong,
I am for peace, for giving a man a chance
To prove himself, giving a woman her fair due.

I am dangerous. I am a fool to you all.
Yes, but I stand as I am,
I am food for the future,
My thought will blossom tomorrow,
Today, I plant roots, and god help me,
I will not sell out, in the face of death
And that is saying something so large, so very large, it scares me.

But more than fear, is my love of justice
More than pride, is to step aside
When someone is right. But today, no one speaks
The truth, yesterday, no one spoke the truth
None stood up to say I was right, because
I stood alone, without money, without connections,
So today I stand up, I speak up, and stand with others
Who do the same.

This suffering, pain, anguish, and loneliness,
But also strength, hope, faith, love, it gives a man
Those secret properties of the Spirit, that make a man a man,
It gives to us, what is most lacking
Most powerful and full of extreme beauty and body.

Reports Describe Aid-Based Access Crisis

Call for Federal, State, and Institutional Change

BY
ISIS ARTZE

Is it unconscionable to favor merit over need in handing out financial aid? To use the money to lure high performers rather than to enable the disadvantaged?

Public and private funds for postsecondary education are being allocated unfairly, declared 20 higher education leaders in a full-page ad in *The New York Times* on March 7. Entitled "Just and Efficient College Finance," it argues that, "in recent years, the country has diverted attention, incentives, and revenues away from students and families with the greatest financial need."

In addition to its appearance in the *Times*, the statement was sent to every governor, senator, and college president, urging all to "recommit themselves to helping those with the fewest resources."

Patrick M. Callan, president of the National Center for Public Policy and Higher Education, was a key player in the drafting and publication of this concern. The traditional purpose of the U.S. financial aid system, he said, "has been to provide resources for people whose ability to go to college depends on this assistance. The big problem is that the focus has moved away from lower-income families to middle-income ones."

"There has been a big shift, partly in state and federal loans giving money to students who would be going to college anyway," says Gary Orfield, Harvard University professor of education and social policy, and another of the statement signatories.

Two weeks before the publication of "Just and Efficient," the Advisory Committee on Student Financial Assistance released its report, "Access Denied: Restoring the Nation's Commitment to Equal Educational Opportunity." The committee, an independent source of advice and counsel to Congress and the Secretary of Education on student financial aid policy, makes many of the same contentions. The report maintains that access to higher education is being denied to students from low-income families, describing the situation as an "access crisis."

"The college entry and completion rates of low-income students continue to lag well behind their middle- and upper-income peers," states the report. More specifically, "the college participation rate of

Instead of relying on set formulas for deciding who gets the money, colleges are more likely to use financial aid as a means of competing for the most desired students.

THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

"The middle class does need help too," Callan admits, "but, at the end of the day, if there's a choice to be made, the aid should be given to families with the most financial need."

students from families earning below $25,000 per year continues to lag 32 percentage points behind those from families earning above $75,000, as it did three decades ago."

As noted in "Just and Efficient," it is students from low- and moderate-income families for whom financial aid "makes a difference in the decision to enroll in and complete college." So why aren't funds being dedicated to them?

NEW MEXICO STATE UNIVERSITY

"Merit-based aid isn't yet greater proportionately than need-based aid, but there's a shift in that direction," says Mario C. Martínez.

Appeasing the Middle Class

All parties point to the increasing focus, during the last decade, on the needs of middle-class families as one of the most significant threats to low-income families and students.

One vivid example of this trend, which Callan considers the "biggest deviation" on the road to an equitable financial aid policy, is the Clinton administration's tax breaks for middle- and upper-middle-income families. "We may lose as much as $75 billion," he says.

"Clinton's tax credit policies are costing the government money, which instead, could be an increase in grant aid," says Mario C. Martínez, professor of educational management at New Mexico State University, who also signed "Just and Efficient."

"The middle class does need help too," Callan admits, "but, at the end of the day, if there's a choice to be made, the aid should be given to families with the most financial need."

This is not simply because the middle class has more money, says Martínez. In middle- and upper-class families, he says, there's an expectation of going to college. "Even if parents don't have the complete tuition amount handy," he says, "nothing's going to stop them."

"It's not going to discourage them if you don't give them a tax credit," Martínez says, "but it might discourage lower-income families."

Awarding Academic Merit

A complementary tendency is an increase in the distribution of funds based on academic merit. "Merit-based aid isn't yet greater proportionately than need-based aid, but there's a shift in that direction," says Martínez.

As with their position on the 'middle-class' question, higher education leaders concede that academically meritorious students should be rewarded. Their concern, once again, is that merit-based aid is being granted at the expense of need-based aid. "Merit-based aid isn't bad in and of itself," Martínez says, "but it's a tradeoff."

"If you have enough money to do both, it's fine," Orfield asserts, "but if you don't, it's unconscionable [to choose merit-based aid.]"

Many policymakers contend that merit-based aid is equitable, arguing that those who work the hardest should be rewarded with the financial means to attend college. But this claim proves faulty on several levels. For one, students from low-income families are more likely to be poor and have inferior educational opportunities.

Secondly, and more disturbing, is the finding that even when their qualifications are akin to those of their higher-income peers, low-income students are still less likely to attend and complete college. "Low-income students who are at least minimally qualified or better attend four-year institutions at half the rate of their comparably qualified high-income peers," it reports.

Nevertheless, an increase in merit-based financial aid has occurred at all levels. Most new state aid programs, such as Florida's, are aimed at students with high grades. Orfield describes Florida's new program as "senseless." "Anyone can get money," he says, "even people who can afford to go anyway."

Orfield adds that he has experienced this firsthand. When his daughter attended college in Illinois, he says, the state sent them a check for $1,000 because of her high grades, regardless of their financial necessity.

At the institutional level, "universities are spending increasing amounts of their money enticing students who don't have as much need because of their test scores and GPAs," says Callan. "It's not who can educate the most people," he explains, "it's who can get the best freshman class."

Instead of relying on set formulas for deciding who gets the money, colleges are more likely to use financial aid as a means of competing for the most desired students. To do this, colleges accept students and offer them financial aid, but far less aid than what the federal formula suggests the families need. Known as "gapping," this practice is used by colleges to influence the composition of its student body. "Gapping" allows a school to differentiate between students it really wants and those to whom it's less committed, for whatever reason.

A complementary practice of colleges is the use of merit scholarships to attract the most desirable students. Some say this can help a school raise the overall quality of its student body and climb in national rankings.

1883

These trends in financial aid policies, combined with the shortage of available funds, have caused a steep rise in the unmet need of low-income students. Unmet need is the residual educational cost after all aid, including loans, is awarded. On average, the very lowest income students face $3,200 of unmet need at two-year public institutions and $3,800 at four-year public institutions.

"In response to these excessive levels of unmet need," states the committee's report, "low-income students frequently must abandon plans of full-time, on-campus attendance and attend part-time, work long hours, and borrow heavily"– decisions which significantly decrease the likelihood of their degree completion.

While today's figures are alarming, the advisory committee warns that the future will be much bleaker unless substantial changes are made. Demographic projections indicate that the college enrollment of 18- to 24-year-olds will increase by 1.6 million by 2015. "The majority of these students will be from low-income families and be far better prepared academically to enroll and persist through completion of a college degree," it states. Nearly half of them will be Hispanic. Given the current strain on funds for higher education, and without a correction in policy trends, "these students will be denied access to higher education in far greater numbers."

Required Reaction

The bottom line is that all parties involved must make changes to grant America's neediest students access to the college education they deserve.

One of the main impediments is that the federal government hasn't kept up with the rising cost of attending college. The advisory committee reports that Pell Grants cover only 39 percent of the cost of attending a four-year public college, down from 84 percent in the mid-1970s.

An encouraging sign, Callan says, is that President Bush campaigned on spending $2 billion more a year on higher education. While Bush's initial budget has only set aside a small increase in Pell Grant funding," he says, "there's now an effort on Congress to get the full amount."

While the federal government plays a huge role in this matter, higher education is essentially a state function, and states have contributed substantially to trends in financial aid. In addition, states have failed to keep up with rising tuition costs in their distribution of funds. A key reason, some say, is that they have been financing other priorities, such as health insurance. This, in turn, has led to increases in college tuition.

"If states don't make changes in their practices," Callan warns, "they'll be freezing people out of higher education."

Some states show signs of progress. "California is moving toward a better financial aid picture," says Orfield. Legislation passed last year guarantees that financially needy students who earn at least B's and C's would receive a state-funded grant to continue their education. California also increased its Cal Grant fund by 25 percent to $650 million for this year.

"California's commitment to need-based aid through the expansion of Cal-Grant is the most hopeful sign," says Callan. "It may even help reverse current trends," he says.

While individual colleges and universities do not exert as much influence as the federal and state governments, admissions practices such as "gapping" perpetuate the problem. Their challenge is to reach balance between tuition-paying students and those receiving financial assistance.

And while the authors of "Just and Efficient" frame the access issue in terms of income, it is also a minority concern. "With the elimination of affirmative action in California and Florida, it's now harder for minorities to get in," says Orfield, "and harder to pay, even if they do get in."

"Minority families are more likely to be poor and have inferior educational opportunities," he adds, so the current trend "hits them intensely. If you look at surveys, Latino families are very aware that they want a college education for their families, but they don't know how. They just can't understand the financial aid process, which is a very complicated and serious barrier. The whole system is set up for people who are college graduates."

Martínez's opinion: "We can make a lot of progress by framing it as an issue of helping those who need the help."

"Another strategy is to focus on minorities or Hispanics," he says, but semantics should not be a major concern, "as long as, as a group, we are getting the end result we desire."

Ideally, the publication and distribution of "Just and Efficient" and the release of the congressional advisory committee's report will serve as catalysts for the many necessary policy changes.

"My colleagues and I are not naïve enough to think any one thing alone will solve the problem," says Callan, "but we felt we might have better impact than any of us have had individually."

Already, their statement has fulfilled one of its objectives. "It raises awareness and gives people who want to make this case another weapon in their arsenal," he says.

The crisis has also garnered the support of the American people. According to public opinion research, most people want the system to be fair. "It can't just be about who has the money," says Callan; "people don't like that."

***A pdf version of "Access Denied" is available at:
http://www.ed.gov/***

POLICY IMPLICATIONS

"Just and Efficient College Finance" includes three calls to action, or "policy implications," one for each party responsible for the allocation of financial aid.

- "Colleges and universities perform most effectively in the public interest when they concentrate their own financial aid on academically qualified but financially needy students, rather than using aid to subsidize financially able students to enroll at their campuses."
- "States bear the primary responsibility of assuring a supply of places and financial arrangements that permit all eligible students to enroll in college. States facing large enrollment increases in this decade bear a particularly heavy responsibility for supplying sufficient places for future students and meeting the increasing need for financial assistance."
- "The federal government has the principal responsibility of providing a solid foundation of need-based grants and loans. Priority should be placed on the restoration of grants rather than further expansion of loans for undergraduates, or tuition tax benefits for families."

Sharing the Savvy Coast to Coast

Leadership Development Programs

BY INÉS PINTO ALICEA

The Management Development Program at Harvard University is designed for deans, directors, and other administrators in their first seven years of a leadership post who want to improve their skills.

Organizers of leadership development programs say the best way for faculty members and administrators to hone their skills and move up through the ranks is to step back sometimes, focus on leadership development, and undergo training in professional management and education administration.

"I don't believe leaders are born," said Bill Pickens, director of the Executive and Management Institute at Stanford University. "They are mentored or they work at it. It's extremely important to get involved in leadership development programs for two reasons. The challenge of leading these institutions is considerable, and the higher you go, the more leadership you need to show. Once you get into these positions and start facing these challenges, it's too late."

Leadership development programs for higher education faculty and administrators abound across the country. Some focus on leadership development in a specific area, such as the technology programs offered by EDUCAUSE. Others, such as the programs at Harvard, cover a broad array of issues. Organizations such as the Washington-based American Council on Education (ACE) and the San Antonio-based Hispanic Association of Colleges and Universities (HACU) are considering offering their own leadership development programs specifically geared to minority higher education faculty and administrators.

Programs listed in this article are a sampling of what is available. Many are designed for senior faculty looking to move ahead and for people in administrative posts who want to strengthen their skills or take the next step in their careers. Most of these are held in the summer, but applications are accepted in each case much earlier. The programs range in costs, some up to $6,000, which covers room and board and classes.

"There has always been a need for leadership development, and there will always be a need for leadership development," said Joseph P. Zolner, director of the Harvard Institutes for Higher Education. "Some people will say that with these types of programs, they were able to pick up a few ideas to take home, and others will say this was a transformative experience."

Zolner said participants of leadership developments have different motivations for being there, depending on what stage they are at in their career and the position they currently hold professionally. There are four major motivations he hears about from participants. Relatively new administrators say that they are seeking formal training, skills, guidance, and insight into management. Those with more experience "want to cross-check their experience with others, and they want to cross-check their knowledge and thinking with the faculty at Harvard," said Zolner. The third motivation he encounters comes from professionals seeking to "recharge their batteries" by "getting out of the trenches of their institution" and picking up new ideas during the break from their daily schedule. The fourth motivation, and one shared by many participants, is the need to form a network of professionals "they can count on" outside of their home environment. Zolner said Harvard has annual reunions for the alumni of all of its programs to maintain those networks.

Organizers of these programs said participants often leave them with new information, practical skills, and restored energy to meet the many challenges back on their campuses

Harvard Institutes

Zolner shared some of the specifics about the program he runs–the Harvard Institutes for Higher Education at the Harvard Graduate School of Education, which offer a variety of leadership development programs on the

Harvard campus in Cambridge, Mass. Because some institutions may find the costs a barrier to sending someone, the institutes have launched an outreach effort to get more minorities to participate in their leadership development programs and offer them scholarships. Zolner said minority participation ranges from a quarter to one-third of the attendees.

The Harvard Programs

The Management Development Program is designed for deans, directors, and other administrators in their first seven years of a leadership post who want to improve their skills. Topics include budgeting, human resource management, planning, and effective leadership. This two-week program, in its 16th year, is held in June.

Gilberto Arias, director of budgeting and personnel at the University of Miami (Fla.), wrote about his participation in the Management Development Program: "My expectations were exceeded many times over. I have attended many seminars that related to similar topics and expected more of the same. However, the experience and knowledge I gained from the analysis of case studies and through the interaction with administrators from all areas of higher education was invaluable."

The Institute for Management and Leadership in Education is designed for skilled, experienced administrators–deans and directors, provosts, and vice presidents–who will help their institutions adapt to a changing future. Participants learn how other schools are adapting to new technologies, new student populations, new competition, and new strategic alliances. In its 23rd year, this two-week program is also held in June.

The Institute for Educational Management is designed for senior-level administrators–presidents and vice presidents–who shape broad institutional policy on their campuses. Topics include balancing internal and external leadership roles; working effectively on a senior management team, supporting organizational change, articulating a powerful institutional vision, and enlisting others in the pursuit of that vision. This program is held in July and, like the others, has a November application deadline.

Joseph P. Zolner, director of the Harvard Institutes for Higher Education

Harvard also offers a seminar for new college presidents and a leadership institute for leaders of academic libraries.

For more information about the Harvard Institutes for Higher Education programs, contact www.gse.harvard.edu/~ppe; e-mail, hihe@gse.harvard.edu; write to the institutes at HIHE, 339 Gutman Library, Harvard Graduate School of Education, Cambridge, MA 02138; or call them at (617) 495-2655.

ACE Fellows

For over 36 years, the ACE Fellowship Program has strengthened colleges and universities by providing comprehensive leadership development to more than 1,300 fellows–senior faculty and administrators.

ACE Fellows participate in a yearlong experience designed to provide them with the knowledge, skills, and perspectives they need to take on significant leadership roles in higher education. Candidates must have a demonstrated record of leadership and achievement in institution-wide contexts. Evidence might include success in an administrative post such as vice president or dean, department chair or director of admissions or student affairs, or skillful chairing as a senior faculty member of a major committee or faculty senate. Fellows are expected to return to their sponsor institutions for at least one year after the fellowships. The institution's president or a senior officer, who agrees to pay the candidate's salary and benefits during the fellowship year, must nominate candidates.

Any ACE-member institution can nominate up to two candidates per year. The applications are due in the early fall. ACE is the Washington-based umbrella association for the nation's colleges and universities. For more information, contact: ACE Fellows Program, American Council on Education, One Dupont Circle NW, Washington, D.C. 20036-1193; (202) 939-9412; fellow@ace.nche.edu; http://www.ACENET.edu.

For Community College Leaders

The League for Innovation in the Community College is an international association, launched in 1968 and dedicated to catalyzing the potential of the community college movement. The league hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with its member colleges, corporate partners, and other agencies.

In conjunction with the University of Texas at Austin and Cornell University, the League offers the Executive Leadership Institute (ELI) to prepare senior-level administrators for the community college presidency and features more than 20 community college CEOs and senior educators as faculty. Initiated in 1988, the ELI has "graduated" 420 participants, more than 160 of whom have since become presidents. Seventy percent of those in the first class, in 1988, have become presidents.

The institute is designed to build a network among participants, leading community college presidents, and presidential search consultants. Its purpose is to provide an opportunity for potential top leaders, or those in transition, to review their abilities and interests, to refine their skills and participate in discussions on leadership with outstanding community college leaders in North America.

Participants are selected from among applicants who have held senior positions of leadership in community colleges and are qualified for the presidency by their education and experiential backgrounds. A typical applicant will hold an advanced degree and will have three or more years experience as a senior-level administrator in a community college, usually reporting to the CEO at the campus or college level.

Each institute is limited to 35 participants. Applications are encouraged from women and minorities. The deadline is generally in April. Participants do not need to be employed at League Alliance member institutions. The format of the weeklong program, held in August, varies by topic and purpose. Past activities include simulated interviews for presidential posts, guided by national presidential search consultants and senior community college CEOs, résumé reviews, and discussions of vital issues with distinguished community college leaders.

For more information, contact the league at www.league.org.

For Women Only

Also for community college leaders, but more specifically for women leaders, is the National Institute for Leadership Development (NILD), a program that has prepared more than 4,000 women for leadership posts since 1980. Its Leaders Program is designed for administrative and faculty women. Held throughout the year in different parts of the country, its programs center on crystallizing identity, fine-tuning skills, identifying leadership and community college issues, and developing personal confidence.

For more information, write to the institute at 640 North 1st Ave., Phoenix, AZ 85003; call (602) 223-4030; or email, NILD@pcmail.maricopa.edu.

Targeting especially middle and executive levels, at which women traditionally have been underrepresented, is Higher Education Resources Services (HERS), Mid-America, located at the University of Denver. It offers three programs to U.S. faculty and administrators.

Now in its 26th year is the HERS summer Institute for Women in Higher Education Administration, co-sponsored with Bryn Mawr College (Pa.). Each year about 75 women administrators and faculty from around the world attend the four-week residential program on the Bryn Mawr campus. Topics include strategic planning, faculty development, higher education law, budgeting processes, accounting, fundraising, demographic trends, technology and online education, leadership skills, and self-presentation. The institute is designed to form a professional network of skilled women administrators ready to be mutually supportive and to work cooperatively to enlarge professional opportunities for women in higher education. Applications are accepted in early spring for the program, held in June. Twenty-six of the participants in the 2000 program were minority. A foundation has provided funding for HERS to offer scholarships to participants from Historically Black Colleges and Universities, but similar funding for participants from Hispanic Serving Institutions has not been offered to HERS by any organization.

ERS MID-AMERIC

Cynthia Secor, HERS director

"Our programs are for people who have already made a decision to be an administrator," said Cynthia Secor, HERS director, adding that demand for her program is strong, as evidenced by a waiting list.

A HERS program that is similar, yet shorter and less broad in its coverage, is the New England Management Institute for Women in Higher Education, now in its 23rd year. It offers women administrators and faculty professional development training in an integrated series of five-weekend seminars conducted October through April at Wellesley College. Topics include federal, state and community relations, accounting, legal issues for higher education, ethics, career planning, advancement strategies, and organizational behavior. Additional information on this program can be obtained through the HERS address listed below or at HERS, New England, Wellesley College, Wellesley, MA 02481; or at (781) 283-2529.

HERS and the National Association for Collegiate Women Athletic Administrators (NACWAA) offer the Institute for Administrative Advancement, a weeklong residential program in June, on the Bryn Mawr College campus. Now in its seventh year, the program offers women coaches and athletic administrators intensive training in athletic administration. Additional information can be obtained through HERS or through the NACWAA National Office at (910) 793-8244; e-mail, nacwaa-hers@nacwaa.org.

For more information on all of these HERS programs contact: HERS, Mid-America, University of Denver, MRB 402, 2199 South University Blvd, Denver, CO 80208; call (303) 871-6866; or email, bmetzger@du.edu.

WACUBO

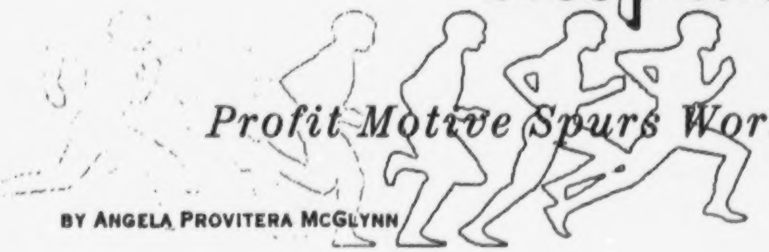
The Western Association of College and University Business Officers (WACUBO) offers a variety of programs, including its Executive Leadership and Management Institute at Stanford University, which runs for a week in July. In its 33rd year, WACUBO's institute is intensive and comprehensive and includes: staff motivation and evaluation, improving quality and reducing costs, taking effective control of your career, and distinguishing yourself and your ideas "from the crowd."

The institute is a graduate level, "total immersion" experience designed to increase skills and understanding. Participants have included administrative affairs vice presidents, fiscal staff in state higher education commissions, directors of personnel services, university police chiefs, academic deans, student service personnel, presidents of small colleges, and research university system office staff.

Pickens said the focus of his institute is to develop two major skills important to successful leadership–increased self awareness, so that leaders see themselves as others see them, and improved skills in strategic thinking, so that leaders can anticipate problems and try to solve them more effectively.

For information, contact Institute Director William Pickens by telephone (858) 278-1764; or e-mail, whpickens@aol.com, or visit, www.wacubo.org.

Business Competes for Hispanic Employees



Profit Motive Spurs Workforce Diversity

BY ANGELA PROVITERA MCGLYNN

The new census data on the shifting demographics in America has far-reaching implications for every aspect of American society. *USA Today* (Armour, 4/12/01) reported that the number of Hispanics in America has mushroomed nearly 60 percent in the last decade to 35.3 million. The Hispanic population is now tied with African Americans as the largest minority group in America and far earlier than predicted.

Looking further into the census data, we see that about one-third of Hispanics are under 18 years old. This demographic fact has serious implications for American education and for the workforce. Furthermore, the 2000 census shows that while Hispanics still have large concentrations in southwest California and New York, more recent immigrants from Central America and Mexico are settling in states like North Carolina, Georgia, and Iowa where there was virtually no Hispanic population just a decade ago. *The New York Times* (Chen, 4/16/01) reported an explosion in the Hispanic population throughout the suburbs of this country. And noted that despite the increasingly influential numbers, Hispanics are nearly invisible in many areas of public and political life, particularly in the Northeast.

Segments of the corporate world, however, have started to pay attention to the increases because they recognize that their own interests are at stake. Companies are becoming aware that they will need the Hispanic population to lead their economic futures forward as "a matter of business survival," according to Armour. Since NAFTA, there is now a reciprocal trade of goods with Mexico worth about 250 billion dollars annually. American-based companies are motivated, therefore, to hire Spanish-speaking workers. The need for more Spanish-speakers could increase if a free-trade zone were to expand throughout the Americas.

Some segments of corporate America are paying attention to how the demographic shifts will impact their businesses and are becoming more welcoming to Hispanics.

PricewaterhouseCoopers, PepsiCo, Chevron, and Coors Brewing, have stepped up their recruitment and retention efforts. They're hiring interpreters translating employee handbooks into Spanish, and creating mentoring programs.

USA Today reports some other initiatives taken by companies in response to changing demographics:

- Kmart, as a result of heavy recruiting at colleges and universities, employs large numbers of Hispanic students; advertises in Hispanic publications and online Hispanic job boards; and has translated employment and benefit information into Spanish.
- PricewaterhouseCoopers also recruits on college campuses, particularly in Texas and other areas with a dense Hispanic student population. It has set up employee support groups and socialization groups where Hispanic managers serve as leaders and mentors for Hispanic employees. It also offers scholarships for Hispanic accounting students.
- Chevron sponsors an Hispanic employee network referred to as *Somos*, which means "we are" in Spanish.
- The Gap, based in San Francisco, Calif., recruits on campuses with large Hispanic student populations and works with both the National Council of La Raza and the National Society of Hispanic MBAs.

La Raza estimates that Hispanic purchasing power is more than 350 billion dollars annually. Small busi-

Diversity training becomes an incredible challenge when the cultural and education gaps are so far-reaching.

nesses owned by Hispanics have been driving much of the business growth of this sector.

Hispanics, although lagging behind other minority groups, are increasingly moving into the middle class. They are buying homes, entering college, and earning advanced degrees. It is not surprising to see companies such as Pepsi, that sell to the Hispanic market, reach out to potential Hispanic employees as a way of expanding their customer base.

Pepsi not only works with national Hispanic organizations for purposes of recruiting; it is planning a leadership forum for some Hispanic executives. The forum will give these Hispanic executives access to the company's CEO and other top leaders. Maurice Cox, vice president for corporate development and diversity at Pepsi, said, "It would be a large mistake for us to not appeal to this broad segment of talent. The pool of White males is continuing to shrink, and the pool of Latinos is growing. There is a massive shift taking place demographically, and if we don't begin thinking about it now, we'll find ourselves at a significant disadvantage" (*USA Today*, 4/12/01, p.2B).

Many companies are attempting to cultivate their own talent among Hispanics. Hispanic professionals at PricewaterhouseCoopers, for example, are sent into high schools to talk about careers in accounting and finance. Additionally, several companies are working with professional Hispanic organizations to get Hispanics into careers in which they are underrepresented. These corporations are pouring money into sponsorship of professional organizations such as the American Association of Hispanic Certified Public Accountants. Manuel Espinoza, president of that association, says that the 2000 census raised the corporate world's awareness of the importance of the Hispanic population in terms of economics

Although this new corporate awareness has prompted some advances for Hispanics in the business world, there is certainly a long way to go and many obstacles to overcome. The National Council of La Raza, a nonprofit agency that provides social services and support for Latinos, reports that in 1999 Hispanic women had a median income of $11,314 while that of non-Hispanic White women was $30,594. There is a significant salary gap for Hispanic and White males as well, though not quite as dramatic as that for females.

National Council of La Raza estimates that Hispanic purchasing power is more than 350 billion dollars annually.

Not There Yet

The Equal Employment Opportunity Commission (EEOC) reported that the allegations of national-origin discrimination based on companies' implementation of English-only rules jumped from 77 cases filed in 1996 to 400 in the year 2000. These cases often involved employers who prohibited Hispanic workers from speaking Spanish on the job.

A significant number of Hispanic employees still lack health benefits, retirement pensions, and are being shut out of promotions, raises, and jobs. There are professions and industries that seem out of reach to Hispanics and to other minority groups. The Coalition for Fair Employment in Silicon Valley reported survey results of 250 Silicon Valley firms that in total employ 142,000 people. The report states that just 8 percent of the workers were Hispanic, and this is in an area of dense Hispanic population.

If business leaders succeed in bringing more Hispanics into various companies, we will undoubtedly see more challenges ahead. We have already witnessed increases in litigation as Hispanics face discrimination on the job. As work forces become increasingly diversified, we will need more diversity trainers and consultants to help bridge cultural divides.

Bridging cultural gaps is especially challenging when it comes to the Hispanic population. With so much diversity within the group we call "Hispanic," there is no one-size-fits-all diversity training. Truia LaCalle, a consultant who is based in Sebastopol, Calif., specializes in cross-cultural issues. She says that she must tailor classes to the particular backgrounds of Hispanic workers. Some companies may have Hispanic workers primarily from rural areas in Mexico. Chances are good that these employees have little formal education. LaCalle says that Nicaraguans carry with them their histories as a war-torn people. She says that people from Chile are almost European in flavor. Education levels can also vary dramatically. LaCalle tells of a class she taught in which one of the participants had a doctorate and another was unable to write his name.

Diversity training becomes an incredible challenge when the cultural and education gaps are so far-reaching. But harmonious relationships among diverse groups of people will be a necessity for economic progress and productivity.

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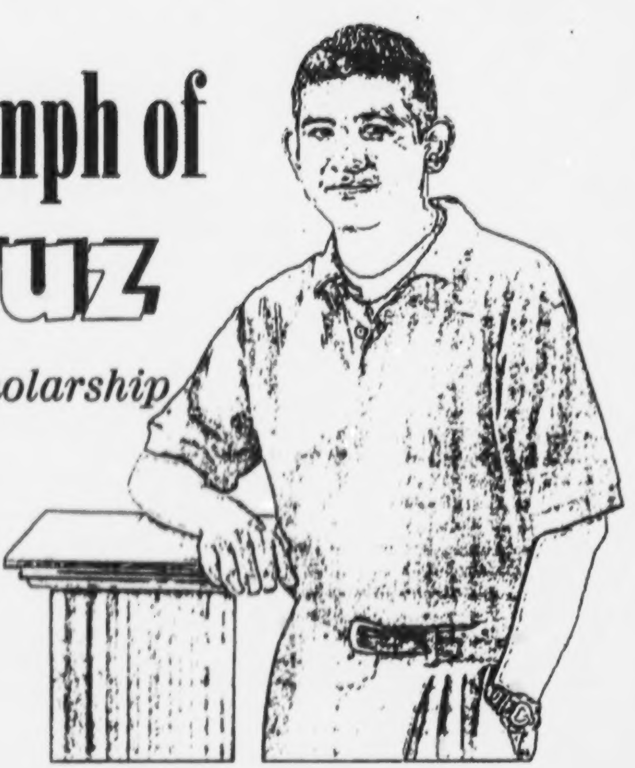
The Inspiring Triumph of Mario Cruz



Exemplary Youth Hoping for Scholarship

BY
NICK ANIS

> *In remarks entered into the* Congressional Record *last summer, Congressman Gary Miller said, "Mario's overwhelming triumph over difficult and challenging circumstances is both moving and inspiring."*

There are kids who have had to make their own way without the benefit of parents or the guidance and encouragement they all so very much deserve. But regardless of the support, success in life is often directly related to personal effort.

A case in point is Mario Cruz, a high school honors student. Since losing his parents at an early age, his focus in life has been studying hard so he can attend a good college and obtain a degree and make something of himself. And it hasn't been easy for him because he has had to do for himself many things not normally required of kids in primary, middle, and high school.

Unlike most high school students, Mario, having no parents, must do his own laundry, cook his own meals, and do shopping and housework. While doing all these things for himself, Mario has to attend school, do his homework, and study–and as an honors student, he has lots of schoolwork. Mario lives with his brother and cousin, who are seniors in high school. He works after school and on weekends to pay his share of the rent, utilities, and food.

Despite being parentless, and of limited financial means, Mario has stayed on the right track, worked hard, and excelled in school. He is junior class officer, Key Club officer, and a La Raza Unida member.

Mario also has done a good share of community service work. With fellow students, he's collected donations for women abused by their husbands and for sick children who need money for their health expenses. Working on his own, he has been helping to build computers for underprivileged kids and families and teaching them computer use.

Mario Cruz came to the United States with his brothers and sisters at an early age. His parents enrolled him in school late. About 11 years ago, Mario's father took off, and a year later, Mario's mother died of cancer. Mario's father was declared by the court to be an abusive and unfit parent, and his family was split apart. Mario's sister went to live with relatives in Mexico, and his younger brother went to a family in Southern California. An uncle, who was of limited means, with several children of his own, reluctantly became the guardian for Mario and his two older brothers.

Before long, the three boys were mostly on their own. Rigo, now 21, did so well in high school he managed to secure a full scholarship at Occidental College in Glendale, Calif. Juan, who just turned 19, is about to graduate from high school. He's going to go to a nearby community college. Mario, now 18, has been dreaming about going to college since middle school. When his older brother got the full academic scholarship to Occidental, Mario really became hooked. He got the idea that if he worked hard like his older brother, he too could obtain a scholarship and go to college.

But how much does a high school kid really know or understand about scholarships and college entrance requirements?

As the years progressed, Mario began to realize that getting that coveted scholarship might be much harder than he thought. He had no one to talk to about it or to reassure him, so Mario had to turn to his memory. He remembered his mother, whom he loved very much. She had told him many times when he was a little *niño* that he was a good son, and that she knew he was going to do well in school, and that he would go on to college because graduating college was the gateway to a successful life.

And Mario has done well in school. He's in the top 2 percent of his class, he has a 4.0-plus GPA, and he's never missed a day. He's working hard to keep his grades up and preparing extra hard for the SATs. He wants to be accepted to some good colleges and obtain a scholarship. Although he is considering the University of Southern California, California State University-Los Angeles, and California Polytechnic University-Pomona, Occidental College is his first choice.

One of the longest-standing colleges west of the Mississippi, founded in 1887, Occidental is consistently rated in the top tier of nationally recognized liberal arts colleges. It offers 22 majors in 20 departments and 10 interdisciplinary majors. It has combined-plan programs in liberal arts and engineering with Columbia University, Art Center and Design, and Caltech. Oxi also has the distinction of being ranked first in the nation in diversity by *U.S. News and World Reports*. Its enrollment of 1,600 students is about 16 percent Latino, 21 percent Asian American, 5 percent African American, 1 percent Native American, and 52 percent White. There are 54 full professors, 41 associate professors, and 28 assistant professors, all of whom hold a doctorate or similar degree, and 15 instructors. About 46 percent of the faculty are women. It has received accolades for its excellent performing arts and sports programs, and the school has a world-class library with more than a half-million volumes, 300,000 documents, a massive rare book collection, and robust online access for students.

Mario is impressed with the school too because "Oxi is just the right size–class sizes are small, and students don't get lost in the shuffle."

Annual tuition is about $31,000, including room and board and expenses. According to Oxi's financial aid office, about 85 percent of Occidental's students receive some form of assistance, including grants-in-aid, loans, and student employment. The average amount awarded from all sources, including the College, is $19,023 per year.

Mario does have a decent shot at a scholarship with Occidental. Realizing the competition is stiff, he is "cautiously optimistic" about his chances.

Community leaders have begun to notice Mario. He has been recognized by a number of government officials, including U.S. Congress member Gary G. Miller, California Gov. Gray Davis, city of Pomona Mayor Eddie Cortez, California Assembly member Bob Pacheco, U.S. Congress member Jerry Lewis, California Sen. Pete Knight, California Assembly member Keith Oldberg, city of Victorville Mayor Terry E. Caldwell, Los Angeles City Council member Jackie Goldberg, city of Chino Mayor Eunice Ulloa, city of Industry Mayor David Winn, city of Los Angeles Council member Joel Wachs, Los Angeles County Supervisor Don Knabe, California state Sen. Jack Scott, Victor Valley Union High School District, and others for his outstanding character, academic achievements, and community service.

An incident last summer provides insight into his character. While he was doing volunteer work at summer school, a gust of wind blew a sign into his face, injuring his eye and cutting his face. Mario wanted to remain to take a scheduled test instead of leaving school to get treatment he couldn't afford, having no medical insurance. But the school insisted that he leave school and go to the hospital. Luckily, a co-worker noticed Mario going on foot to the hospital and gave him a lift. The hospital generously agreed to treat Mario and write off his bill. The emergency room doctor stitched him up, gave him a prescription, told him to go home, take some pain medication, and go to bed. Instead, Mario walked the two or three miles back to school, finished the day's classes, and took his test, which he aced. The hospital bill was eventually written off as promised, but the doctor's bill wasn't. Rather than complain or walk away from his responsibilities, Mario worked extra hours at his job and did some odd jobs so he could pay off the doctor bills, which were several hundred dollars.

In remarks entered into the *Congressional Record* last summer, Congressman Gary Miller said, "Mario's overwhelming triumph over difficult and challenging circumstances is both moving and inspiring."

Mario has been attending and applying himself in school, keeping on top of his homework assignments, studying hard, taking an SAT preparatory course, and also preparing for the SATs by using home study guides and CDs from the Kaplan Company. This summer, he signed up to paint houses for the poor as a volunteer, and to volunteer for One to One Mentors, in addition to a brief internship at a congressional office. He also planned to attend summer school again for extra credit.

Are there ratings for motivation and effort? If so, Mario Cruz will be off the charts.

Freelance writer Nick Anis has 24 books in print, published by McGraw-Hill, Random House, Bantam, Ziff-Davis, and others.

FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 27, 2001

New Florida Independent College Bonding Authority Increases Student Access

TALLAHASSEE, Fla.

A new law creating a statewide bonding authority serving Florida's private colleges and universities will enable them to pool resources to cut costs and increase access for students, said Dr. Paul R. Corts, chair of the Independent Colleges and Universities of Florida (ICUF) and president of Palm Beach Atlantic College.

"This will ensure students and parents of increased access to a college that meets their needs," said Corts.

Gov. Jeb Bush, who said the bonding authority "will allow these institutions to provide our citizens better access to education at lower cost", signed the bill creating the Higher Education Facilities Financing Authority into law.

Corts said the new law will significantly expand the ability of the 27 ICUF members to pool their resources to issue low-cost, tax-exempt bonds for construction of new buildings and other working capital costs.

"Our members expect to reduce interest rates on bonds issued by the Higher Education Facilities Financing Authority by as much as two percentage points," he said. "This will generate substantial savings, which can help reduce the pressure on tuition to cover increasing costs."

The new law creates a single statewide bonding authority that will augment a dozen county authorities that previously issued bonds for Florida's independent colleges and universities. The authority will issue revenue bonds to be repaid by participating colleges and universities from their revenue sources. The bonds are not backed by the state of Florida and in no way obligate the state or local governments.

The program will help the independent colleges and universities expand by providing a low-cost source of funds to pay for construction of dormitories, classrooms, and other needed facilities.

The new initiative is based on similar programs in Kansas and Iowa, where independent colleges and universities have used their bonding authority to increase admissions and course offerings.

The College Board Introduces Score Report Plus

NEW YORK, N.Y.

High school students nationwide who take the PSAT/NMSQT test this fall to hone their pre-SAT skills and to qualify for the National Merit Scholarship Program will be the first to receive detailed personalized advice from The College Board on how to improve their verbal, math, and writing skills.

The advice is part of a new service called Score Report Plus that is being introduced by The College Board, which sponsors the Preliminary SAT/National Merit Scholarship Qualifying Test, a 130-minute test offered to high school students each October. Students register for the test at their high schools.

Skill improvement advice will be given, which will come from educators and will reflect the student's performance on the test. The report will address up to three skills that need improvement in each of the test's three parts and will offer examples of action steps a student can take to improve performance.

Score Report Plus will include feedback on each test question, projected SAT scores, and advice on how to prepare for an intended major and career.

This year's test dates for the PSAT/NMSQT are Oct. 16 and 20.

"Students want specific information on how they can get ready for college," said Beth Robinson, who heads the PSAT/NMSQT program for The College Board. "It's not enough to tell them to 'improve your reading skills' or 'solve problems better' or 'plan your course work.'

"The earlier this information can get to students, the more time they have to improve their skills and prepare for college."

Robinson also said that because the reports provide early feedback, many states and districts have begun to fund the test for sophomores. Today, about two-thirds of students who take the PSAT/NMSQT are juniors and the rest are sophomores.

Sophomores will benefit this year from the addition of sophomore percentiles on their reports, which will enable them to compare their test results to those of their peers–a comparison previously available only to juniors.

To prepare for the PSAT/NMSQT, The College Board urges students to take demanding academic courses and to read challenging literature. It recommends, too, that students look at the practice questions and other relevant information posted on www.collegeboard.com.

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The Hispanic Outlook In Higher Education www.hispanicoutlook.com August 27, 2001

ACE Reports, Percentage of Women and Minority Faculty Grew Between '87 and '99

WASHINGTON, D.C.

A new study from the Department of Education's National Center for Education Statistics shows the percentage of women and racial/ethnic minorities as a portion of all postsecondary faculty has increased between 1987 and 1999, according to the American Council on Education (ACE). The report is based on comprehensive survey instruments involving faculty and instructional staff at 480 institutions (2-year and 4-year) in 1987, and 960 institutions in 1999. ACE recently published the following findings:

- Among all faculty, the number of women went from 32 to 39 percent. The number of minorities among all faculty went from 10 to 15 percent.
- As a percentage of all faculty in 1999, women were most represented at the rank of instructor/lecturer (53 percent), followed by assistant professor (45 percent), associate professor (34 percent), and professor (21 percent). Minorities were reported most frequently among the rank of assistant professor (21 percent), followed by associate professor (15 percent), instructor/lecturer (15 percent), and professor (11 percent).
- Among all faculty by type of institution, the number of women faculty increased the most at private doctoral institutions, 24 percent in 1987 to 36 percent in 1999. The most significant increase in minority faculty members occurred at public doctoral institutions–increasing from 8 to 16 percent over the same time period.
- The percentage of minority faculty declined only at private liberal arts colleges, dropping from 15 percent in 1987 to 14 percent in 1999.
- As a percentage of all faculty in 1999, women were most represented at public community colleges (51 percent), followed by private liberal arts colleges and public comprehensive institutions (41 percent each). Minorities were reported most frequently among faculty at private doctoral institutions (22 percent), followed by public comprehensive, public doctoral, and private research institutions (16 percent each).

Six Seconds' Curriculum Off to Promising Start

SAN MATEO, Calif.

Preliminary data released from a pilot study of Six Seconds' Self-Science Emotional Intelligence Curriculum indicates that teachers find the program to be an effective tool for improving their classroom environments.

All teachers surveyed agreed that Self-Science increased cooperation and made classroom relationships more positive. Seventy-five percent said both violence and "put-downs" decreased, and also that learning has improved and that students have become more focused.

The Self-Science curriculum teaches specific skills related to self-awareness, self-management, and self-direction. In *Emotional Intelligence*, a best-selling book on the importance of social and emotional skills, Dr. Daniel Goleman describes the program: "Self-Science is a pioneer, an early harbinger of an idea that is spreading to schools coast to coast. A list of the contents of Self-Science is an almost point-for-point match with the ingredients of emotional intelligence–and with the core skills recommended as primary prevention."

The initial data is by no means conclusive. Study author Dr. Anabel Jensen explains, "These initial findings are exciting and validating–and hopefully enough to generate interest and funding to do more comprehensive research." Jensen's pilot included 20 classrooms, primarily in the San Francisco Bay area. The initial data is based on surveys from eight diverse classrooms, grades 3-10, public, private, and Catholic schools, with 38 percent minority students and 11 percent identified as special needs.

The curriculum, which is just one element of Six Seconds' school improvement program, provides specific mechanisms for teaching skills and a structure for practicing skills. Self-Science does not replace therapy or parents, nor does it teach a specific set of values. It is simply a mechanism for teaching specific tools, such as naming feelings, listening, setting goals, and increasing motivation. The program encourages students to develop values and principles but does not prescribe the "right" answers.

Six Seconds' curriculum is based on the work of Karen Stone McCown, an educator who began developing the Self-Science program in 1967. McCown is concerned that students recognize that all choices have costs and benefits. "Over time, Self-Science teaches that we have choice about all of our thoughts, feelings, and actions. Once we start to see how our choices shape our lives, we immediately become more accountable."

People-Places-Publications-Conferences

PEOPLE & PLACES

News from UT-Austin

The University of Texas (UT)-Austin signed an affiliation agreement with the bipartisan Center for Democracy in Washington, D.C., to cooperate on programs designed to support the development and maintenance of democratic and free-market societies around the world. The pact will create international internships and research opportunities for UT-Austin students and faculty while providing much-needed technical assistance to emerging democracies worldwide.

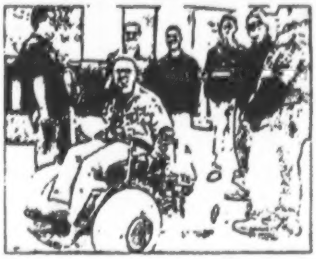
The Materials Research Society awarded a 2001 Undergraduate Research Initiative grant to Jesse "J.R." García and Dustin Shaw, senior mechanical engineering students at UT-Austin. The Society is an organization of scientists, engineers, and research managers looking for new materials of technological importance. García and Shaw, working in the lab of Dr. Lew Rabenberg, associate professor of mechanical engineering, are researching *The Effects of Cold Work on the Thermal Expansion of Metals*.

New School Bestows Degree upon Calderón

Sila María Calderón, governor of Puerto Rico, was the commencement speaker at New School University in New York and was awarded an honorary Doctor of Law degree.

Calderón, the candidate of the New Progress Party in the November 2000 elections, became the island's first woman governor. Born in San Juan, she studied political science at Manhattanville College in New York and obtained her master's degree in public administration at the University of Puerto Rico. She has worked in both the public and private sectors since 1973, as chief of staff of the government of Puerto Rico, secretary of state, and president of Commonwealth Investment Company, Inc.

Cal State L.A. Places in Student Manufacturing Challenge



The California State University-Los Angeles College of Engineering and Technology H.E.R.E. team's Beach Cruiser Wheelchair finished in third place at the WESTEC 2001 Student Manufacturing Challenge Competition–where collegiate-level engineering and technology students discover the important connection between classroom lectures and real-world applications. The team beat out last year's first- and second-place winners, San José State and Arizona State universities.

Members of the Cal State L.A. team included Daniel Ochoa, Steve Menchaca, Alicia Martínez, Paul Beas, Abraham García, Javier García, Francisco García, Ignacio Sánchez, Sinar Cevallos, and José Louis Pérez. The student-built, front-wheel drive, beach wheelchair was created as part of a H.E.R.E. (Hands-on Experiences in Rehabilitation Engineering) project aiming to develop life-enhancing technology for physically disabled people.

Frederico Named to Westchester Community Board

"I am proud to announce the appointment of Aleida Frederico to the Westchester Community College board of trustees," said New York Gov. George Pataki.

Frederico is chair of Union State Bank's Community Reinvestment Act Committee and director of the bank's Spring Valley Business Resource Center.

The first woman president of the Westchester Hispanic Chamber of Commerce, Frederico was responsible for the initiation and coordination of the Chamber's annual Hispanic Heritage Gala honoring successful Hispanic businessmen and women. She chairs the board of services, education, resources of Westchester, Inc., an organization that prepares children, youth, and adults for the workplace. Priority is given to promoting English literacy skills, academic enhancement, and job training.

NCORE Presentation on Post-Hopwood Diversity Efforts at Texas A&M

Three Texas A&M University officials made a presentation on "Post-Hopwood Progress on Diversity: A Case Study" at an NCORE (National Conference on Race and Ethnicity in Higher Education) meeting in Seattle.

Photo © Texas A&M Univ/Mark Bea

Pictured (l. to r.): Dr. Christine Stanley, assistant professor of educational administration and associate director of the Center for Teaching Excellence; Joseph A. Estrada, assistant provost for enrollment; and Dr. Janis P. Stout, dean of faculties and associate provost, provided an overview and examples of new initiatives in the three areas they represent–improvement of teaching and learning, diversity of the student body, and faculty.

While conceding that *Hopwood* and related decisions by the Fifth Circuit Court had an adverse impact on the University's progress in diversity, they said that by finding ways to approach the challenge, Texas A&M has "regained momentum."

Guzmán Named President of Palo Alto

The Alamo Community College District (ACCD) selected Dr. Ana Cha Guzmán as president of Palo Alto College (Texas). The former executive vice president for institutional advancement, administration, and community relations at Austin Community

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College is the first woman to serve in this new position.

Guzmán has been both a professor and an administrator. She has served at high schools in Texas and Virginia and at Texas A&M University-College Station and the University of Houston.

Guzmán received national recognition during the Clinton administration as a senior advisor to U.S. Education Secretary Richard W. Riley and as chair of the Presidential Commission on Excellence in Education for Hispanic Americans. She was program officer of the National Science Foundation's Alliance for Minority Participation in Washington, D.C., and chair of the Mexican American Legal Defense and Educational Fund. Her memberships include the Texas Association of Chicanos in Higher Education and the National Association for Bilingual Education, among others.

Fresno State Student Wins Rotary Scholarship

María Rocío Magaña, a 2001 Dean's Medalist at California State University-Fresno, was awarded a $25,000 Rotary scholarship for study in India. The scholarship allows Magaña to study at the University of Pune in India, where she will learn Indian language and culture while pursing full-time studies.

Magaña, a native of Mexico, graduated Fresno State with a double major in anthropology and sociology, and minors in French and philosophy. She was top student–Dean's Medalist–in the College of Social Sciences at Fresno State, with a 3.95 cumulative GPA. She was student body president and active in Teatro Zapata, a theater group performing for rural communities. She co-hosted Spanish-language programs for *Radio Bilingüe*, did civil rights work in Chiapas, Mexico, and developed English-language programs for Mexican immigrants in California.

After completing her studies in India, Magaña will pursue graduate studies in anthropology at the University of Chicago, where she has received a five-year fellowship.

Cuyamaca Appoints Agosto Interim President

David Agosto, vice president of student development and services at Cuyamaca College (Calif.), was named interim president and will co-chair the Cuyamaca President Search Committee.

"With his breadth of experience in college administration and his understanding of the needs of Cuyamaca College, David Agosto is well-qualified to step in as the interim president and assist an extensive search for a permanent replacement," said Gary Kendrick, Grossmont-Cuyamaca Community College District's governing board president.

This is the second interim presidency for Agosto, who held the post at San Diego City College. Agosto is a member of the board of trustees of Southwestern College in Chula Vista, Calif.

Sullivan Names Kim-Rivera Director of International Programs

Sullivan County Community College (N.Y.) announced the appointment of E.G. Kim-Rivera as director of international programs. Kim-Rivera will be responsible for: assisting international students with immigration matters and for the management of the College's Sullivan Kyeongmoon (SKY) program, which provides opportunities for South Korean students to study at Sullivan during the summer intercession. She will also work with the ESL coordinator.

Prior to joining Sullivan, Kim-Rivera taught TESOL (Teaching English to Speakers of Other Languages) at Miami-Dade Community College and English at the Dong-A Language Institute and Korea Baptist Theological College/Seminary, both in Taejon, South Korea.

Kim-Rivera holds a doctorate in Foreign Language Education from the University of Texas-Austin, a master's in TESOL from Florida International University, and a bachelor's in English language and literature from Ewha Woman's University in Seoul, South Korea.

Nebraska Hosts Promising Scholars at Summer Institute

The University of Nebraska-Lincoln welcomed 40 incoming first-year students to the campus to participate in the Summer Institute for Promising Scholars. The six-week residential program for graduating high school seniors is designed to increase college retention and graduation rates of students from underrepresented populations. A summer educational grant covers tuition, fees, room and board, and books for the students.

Students took a three-credit, three-hour English composition course and a mathematics course of three-to-five hours, the level depending on each student's math background and performance on a math placement test. The Institute also included programming and group sessions designed to help students explore issues of diversity and racial climate, and strategies for academic and social success. Participating students represented diverse ethnic and racial backgrounds.

Miami-Dade and Texas-Pan American Sign Pact

In Florida, Miami-Dade Community College (M-DCC) and the University of Texas-Pan American (UTPA) entered into a transfer agreement enabling engineering students at M-DCC to enroll in UTPA's engineering program. Students receiving an associate's degree in arts with a 3.0 GPA are guaranteed admission to UTPA to complete a bachelor's degree. UTPA will also provide a full-tuition scholarship to the top two students transferring from M-DCC.

"This articulation with the University of Texas-Pan American will offer our students unparalleled opportunities to study at one of the country's finest universities," said M-DCC President Dr. Eduardo J. Padrón (pictured r.). Dr. Miguel A. Nevárez (l.), president of UTPA, called the agreement "an historic one, creating a link between two of the largest Hispanic Serving Institutions in the nation."

In addition, students who apply to UTPA and are not accepted will be advised to attend M-DCC and maintain the criteria set forth in the articulation agreement, for consideration for admission to UTPA as a junior.

Caldwell Hosts Multicultural Summer Camp

Caldwell College (N.J.) hosted the Seventh Annual "Camp Imelda: Leaders for Peace", aimed at teaching inner-city and suburban elementary students the value of diversity and leadership skills. Thirty-six fifth graders from 10 New Jersey Catholic schools participated in the multicultural summer camp, encouraging healthy interaction among students from varying backgrounds.

The camp, sponsored by the Sisters of St. Dominic, engaged the students in training designed to increase understanding of multicultural issues. Workshops included conflict resolution, creative problem solving, and communication improvement through writing and public speaking. Students were involved in artistic enrichment activities, recreational activities, and afternoon trips to Genesis Farms, an ecological learning center, and Project USE (Urban-Suburban Experience), a community building activity.

Nazareth Hosts Family Services Conference

In New York, the Nazareth College social work department, in conjunction with the Monroe County Preventive Services Coalition, hosted a family services conference, "Families Thriving: Alike and Diverse," an all-day event. Dr. Kenneth Hardy, professor of marriage and family therapy at Syracuse University, delivered the keynote address.

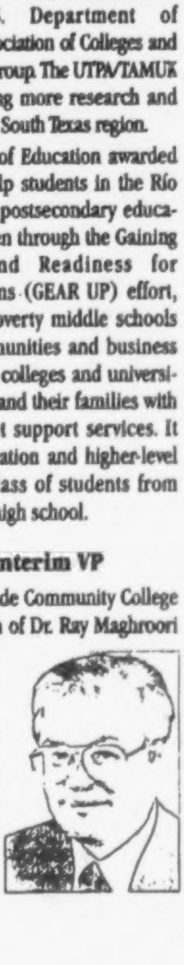
The conference provided workshops on child discipline, adoption, family care systems, grandparents as caretakers, the Hispanic/Latino family unit, deafness, parents with developmental disabilities, foster families, teen pregnancy, gay families, and the importance of fathers. Hardy presented a workshop, "Disciplining Without Devaluation."

With programs such as "Families Thriving," Nazareth's social work department helps people of all ages enhance their capacities for social functioning. It recently received a federal grant enabling students to pursue careers in public child welfare.

News From Texas-Pan American

- The University of Texas-Pan American's (UTPA's) division of external affairs and the University of Texas-Pan American Foundation hosted a U.S./Mexico Border Summit, "Two Countries, One Common Destiny." The conference brought together economic development practitioners, major national and international foundations, banks, business and industry groups, environmental health experts, non-governmental organizations, and state and federal government agencies. It focused on development of the border region, addressing trade, labor, tourism, manufacturing, and the environment.
- UTPA and Texas A&M University-Kingsville (TAMUK) signed a memorandum to collaborate on education, service, and research efforts. UTPA President Dr. Miguel A. Nevárez and TAMUK President Marc Cisneros signed it at the start of the Hispanic Serving Institution Grant and Funding Opportunities Summit, a collaborative effort of the U.S. Department of Agriculture/Hispanic Association of Colleges and Universities Leadership Group. The UTPA/TAMUK joint effort aims to bring more research and development funds to the South Texas region.
- The U.S. Department of Education awarded UTPA $28 million to help students in the Río Grande Valley pursue a postsecondary education. The award was given through the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) effort, which partners high poverty middle schools with at least two communities and business organizations and local colleges and universities to provide students and their families with comprehensive relevant support services. It offers academic preparation and higher-level coursework to each class of students from middle school through high school.

Riverside Selects Interim VP



In California, Riverside Community College announced the selection of Dr. Ray Maghroori as interim vice president of academic affairs, responsible for the administration of instructional programs and services including curriculum, planning, and new program development. He will also help lead the transition of the Riverside Community College District from a single college operating three campuses, to three separately accredited colleges in one system.

Maghroori was dean of the College of Business at San Francisco State University and held administrative posts at the University of California (UC)-Riverside. At San Francisco State, he developed an Executive MBA program for mid-level managers, an MBA program in e-commerce, and the Center for Executive Development. He also founded the Inland Empire Economic Data Bank and Forecasting Center at UC-Riverside.

Coast District Chancellor Heads Community College Federation

Coast Community College District (Calif.) Chancellor Dr. William Vega was elected president of Renewal & Change in the 21st Century, or RC-2000, a federation of community college presidents and chancellors of major urban community colleges in the U.S., Canada, and the United Kingdom. RC-2000's mission is renewal and change through the open exchange of views and practices. The group addresses global and community college issues, such as community partnerships, teacher preparation and education, urban leadership training, diversity, and joint programs with international partners. Members include 26 CEO-level community college leaders.

An educator for more than 30 years, Vega has been district chancellor since 1993. As president of RC-2000, Vega will convene two annual forums and take a leadership role in promoting and exploring issues that arise therein. His term is two years.

Texas Names Díaz Vice Chancellor

The University of Texas (UT) board of regents approved the appointment of Armando Díaz as vice chancellor of community relations in the UT system. He will coordinate the system's new community affairs initiative, which maintains communication and explores collaborative projects with a number of state and national civic, community-based, and professional organizations.

Díaz joined the UT system as a special assistant to governmental relations, and was

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later appointed assistant and associate vice chancellor. Earlier, he was chief of staff to state Sens. Judith Zaffirini and Hector Uribe. He has held several technical and management positions in the executive branch of state and local government, including community-based organizations. A 1971 graduate of UT-Pan American, Díaz earned a master's in education from Antioch College.

Citrus Names Valdez Man of the Year

Citrus College (Calif.) recognized Aaron Valdez as Man of the Year at its 38th Annual Achievement Awards Ceremony. One of four finalists, he was chosen by a six-member committee for his dedication, hard work, and service to the students during his time at the college. He served Citrus as student body president.

"I think what differentiates Aaron from other student leaders is his understanding and appreciation for organizational leadership," said Dr. Arnold Rollin, Citrus' director of student affairs. "He has also showed a willingness to stretch himself to enhance the effectiveness of the group."

Valdez, a 27-year-old husband and father of two, graduated Citrus in May. He will attend California State University-Fullerton in the fall as a business major and also plans to run for student government.

Texas A&M-Kingsville Honors Massa

Dr. Enrique Massa, Texas A&M University-Kingsville (TAMUK) assistant biology professor and Minority Biomedical Research Support (MBRS) program director, received the Olan Kruse Science Faculty Award, established to reward excellence in teaching and/or research in biology, chemistry, geosciences, or physics.

Massa has taught at TAMUK since 1997, supervising and mentoring 10 undergraduates and six graduates who actively participate in his laboratory. He has a grant funded by the National Institutes of Health (NIH)-Research Infrastructure at Minority Institutions and a NIH MBRS Program-SCORE grant. He had recent seminars and presentations at the 42nd Annual Drosophila Research Conference and at Rice University's department of biochemistry and cellular biology. He has also written several publications and has developed two courses at TAMUK. He received a bachelor's degree in biology from UTPA and a doctorate in neuroscience from the University of Michigan.

Colorado-Boulder Appoints Cultural Center Counselor

The University of Colorado (CU)-Boulder appointed Jamal Ward as university counselor at CU-Boulder's Cultural Unity Center. He was previously assistant director and counselor for the admissions office.

"While there are a number of excellent programs and services already in place, I look forward to making a contribution in the area of new and innovative programs for students of color," said Ward.

The Cultural Unity Center provides support for the University's mission of enhanced student recruitment, retention, and graduation, with a focus on minority students. Its programs and services help strengthen understanding of the cultural, social, and political diversity of the University community.

Marquette Helps Minority Students Sharpen Journalism Skills

Marquette University's (Wis.) department of journalism invited minority students interested in journalism to its Urban Journalism Workshop. Marquette, in conjunction with the *Milwaukee Journal Sentinel* and Dow Jones Newspaper Fund, held the free two-week workshop, preparing minority students for careers in the newspaper industry.

During the workshop, students lived on campus, sharpening their writing, photography, and production skills. They also learned the Internet skills required to post a newspaper on the Web. Editors, reporters, and photographers from the *Milwaukee Journal Sentinel* joined Marquette faculty and students to make the workshop fun and professional. Students interviewed newsmakers in Milwaukee, attended summer festivals and events, and produced a first-rate newspaper. Marquette has hosted the workshop since 1986.

Guerrero Becomes Stephen F. Austin State President

In Texas, the Stephen F. Austin State University (SFA) board of regents named Dr. Tito Guerrero III the seventh president of the University.

"This is a wonderful development," Guerrero said. "I look forward to working with everyone to take this University to an even higher level."

Guerrero was president of the University of Southern Colorado-Pueblo, where he turned six consecutive years of enrollment decline into two consecutive fall enrollment increases. He raised $33 million over the past four years and established an instructional technology center to provide development opportunities and curriculum support to faculty members. Guerrero also initiated pre-kindergarten through master's degree partnerships and distance education collaborations involving 17 school districts, five community and junior colleges, and three four-year institutions.

Guerrero holds a bachelor's degree in health education and biology from Texas A&M, a master's in education from the University of North Texas, and a doctorate in education, with emphasis on administration, planning, and social policy, from Harvard University.

Calvin Hosts Annual Entrada Scholars Program

Calvin College (Mich.) hosted the annual Entrada Scholars Program, with more than 40 high school juniors and seniors participating—the highest reported enrollment to date in the month-long summer program aimed at ethnic minority students.

This year there were 15 males and 29 females—African American, American Indian, Asian, Hispanic, and multiracial.

At the heart of the program is the three-week summer school course taken with Calvin students. In addition, participants worshiped with Calvin students, lived in the residence halls, ate in the dining hall, studied in the library, shot hoops in the gym, carried out a service project, and ordered late-night pizzas.

Rhae-Anne Booker, director of the pre-college program at Calvin, said, "We want students to get a true sense of what college—particularly

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Calvin–is all about. The Entrada experience gives them a good look at what college life entails and what it takes to succeed in college."

St. Thomas Sponsors Hispanic Film Festival

St. Thomas University (Fla.) was a major sponsor of this year's Hispanic Film Festival in Miami, Fla. The festival, which promotes Spanish-language films, has screened more than 200 films since its inception in 1996, increasing awareness of Hispanic cultures among Hispanics and others in the community.

Each year, film lovers experience other cultures, engaging in discussions with film directors, cast, and producers during film presentations. This year, the event sponsored discussions with professional filmmakers and hosted more than 100 foreign journalists. St. Thomas also organized an academic conference on "The Use, Abuse, and Control of Latino Stereotypes in Latin American Films." Dr. Susan Angulo, assistant vice president of academic affairs at St. Thomas and co-director of the film festival, arranged a panel that included Juan Carlos Espinosa, director of the Felix Varela Center for Cuban Studies at St. Thomas.

St. Thomas faculty and staff pictured (l. to r.): Dr. Angulo; Dr. Adrienne Vynne, chair and assistant professor in the department of physical sciences and mathematics; Monsignor Franklyn Casale, president of St. Thomas; Jessica Antelo, university advancement coordinator; and Maureen Davis, director of human resources.

Texas Wesleyan Presents Summer Chemistry Camp

Texas Wesleyan University's chemistry department, the Fort Worth Independent School District, and Dr. Ricardo Rodríguez, McCann professor of chemistry and chemistry department chair, presented the eighth annual Summer Chemistry Camp for Kids, focusing on 40 third- and fourth-grade ESL bilingual students.

The camp is designed to motivate, enrich, and challenge students, pre-selected by faculty and administrators, who might otherwise be considered at-risk of losing interest in school. It has a strong focus on Spanish-speaking students, including those who might face a language barrier. It provides educational experience, usually not available, to children of minority communities. It offers students information and guidance on chemistry-career possibilities and heightens awareness of the minority presence in science by introducing them to minority chemistry professionals. Participating students have no financial obligation. The program is funded by a variety of sponsors.

Cuyahoga Welcomes First Hispanic to Board of Trustees

In Ohio, Cuyahoga Community College (CCC) in Cleveland welcomed Sister Alicia Alvarado to a five-year term on its board of trustees. She is the first Hispanic to serve on the board.

"Her experience and knowledge will serve the College well," said Dr. Jerry Sue Thornton, CCC president.

Alvarado grew up in the Ohio City neighborhood of Cleveland where her family has lived since 1960, attended grade school and high school in Cleveland, and was a student at CCC. She earned bachelor's degrees from Cleveland State and Kent State universities, and a master's from Case Western Reserve. She was director of the Hispanic Catholic Center and a coordinator at the office of Hispanic pastoral ministry, both in St. Louis, Mo. In 1998, she returned to Cleveland as director of the office of Hispanic ministry.

Getty Provides Post-Earthquake Assistance to El Salvador

The Getty Conservation Institute, in conjunction with El Salvador's National Council for Culture and Art (CONCULTURA), sent a team to El Salvador to provide emergency assistance in assessing and stabilizing historic buildings damaged by major earthquakes in January and February. An ongoing partnership was launched three years ago for the preservation of the archeological site of Joya de Cerén and Mayan cultural heritage.

The team of Getty and CONCULTURA representatives, led by Julio Vargas and Daniel Torrealva from the Catholic University of Peru, visited Joya de Cerén and other historic sites in several Salvadoran cities hit by the earthquakes. Getty deemed the visited sites, which included churches and colonial buildings, reparable.

The partnership's main priority is to help train a network of professionals within El Salvador to stabilize significant structures before future earthquakes strike. The buildings selected for intervention are all Salvadoran national monuments and include the Nuestra Señora del Pilar, constructed in 1762 in San Vicente; Casa de la Cultural, a colonial-era, one-story courtyard house in Izalco; and in San Tecla, a church built to withstand earthquakes. The team's focus, Joya de Cerén, was only slightly damaged and was assessed for future repairs.

Miami-Dade Hosts Future Educators

Miami-Dade Community College (Fla.) held the 14th annual Future Educators of America conference to inspire new teachers and help alleviate the predicted teacher shortage of more than 16,000 annual vacancies in Florida during the next decade. Keynote speaker Georgina Koch-Hidalgo (pictured), a Miami-Dade alumna and a middle school teacher, is a National Board Certified Teacher–the highest professional designation possible and historically awarded to very few.

"Recruitment to our profession is more of a challenge than ever before because teaching is perceived to be a career with non-competitive salaries, poor working conditions, and few career-ladder options," said Leslie Roberts, chair of Miami-Dade's School of Education–the nation's only school of education at a community college. "We hope to inspire young people, especially females and minorities, and expose them to the many benefits and rewards of teaching."

More than 400 high school students attended the event, which featured workshops and lecturers from Miami-Dade's six campuses.

NAHJ Members Share in Pulitzer

Members of the National Association of Hispanic Journalists (NAHJ) and Latino staffers were among the reporting teams at four newspapers awarded the Pulitzer Prize. Alan Díaz of the Associated Press also won a Pulitzer for his photograph of armed federal agents storming the house of Elián González's Miami relatives and seizing the boy.

More than 20 NAHJ members and Latino staffers from the *Miami Herald* were on the reporting team that won the Pulitzer for Breaking News for coverage of the federal raid in Miami that removed Elián González from his relatives and reunited the Cuban boy with his father.

Five Latino staffers from *The New York Times* won the Pulitzer for National Reporting with a series examining racial experiences and attitudes.

Chicago Tribune staff writer Alex Rodríguez and photographer José Moré won for Explanatory Reporting for their profile of problems with the U.S. air traffic system.

Graphic artist Dan Aguayo was a member of the Portland *Oregonian* team that won for Public Service for its examination of the systematic problems within the U.S. Immigration and Naturalization Service.

Cuyamaca Graduate Turns to Teaching

As a teenager, Realynn Córdova always volunteered to be a recess aide for younger kids. Her love for children sparked her dream to become a teacher. Cuyamaca Community College's (Calif.) Afternoon and Weekend College made this dream a reality.

Nearly two decades after graduating high school, Córdova heard about the program. The welcoming staff at Cuyamaca convinced her to give it a try. Five years later, she is the program's finest ambassador, encouraging other working adults to try out the program.

Córdova is now a semester away from receiving her degree in Liberal Studies, with an emphasis in Special Education, at San Diego State University. She will be the first person in her family to graduate from college and plans to receive a teaching credential in Special Education.

"I will encourage my own boys to go to community college right out of high school," she said. "The classes are smaller. The teachers know you by name, and they take interest in you. Every single weekend teacher was enthusiastic and knew their subject matter inside and out."

DePaul Selects Chicana Author as Writer-in-Residence

DePaul University (Ill.) appointed Ana Castillo, award-winning Chicana author, as a writer-in-residence. A feminist, scholar, painter, single mother, and cultural healer, Castillo will serve a five-year term beginning this fall.

"This is an important hire for the college, our Latino students and faculty, and for the Latino community in Chicago," said Michael L. Mezey, dean of DePaul's College of Liberal Arts and Sciences. "Ana is one of the most significant American writers of our time. Her presence at DePaul will strengthen our curricula in writing and in Latin American/Latino studies."

Castillo was one of the strongest voices to emerge from the Latino nationalist movement in the late seventies. Her involvement in the political empowerment of Latinos helped shape her feminist values, prompting her to express her feelings through writing. She attended Northeast Illinois University, receiving a bachelor's degree in liberal arts, and went on to earn a master's in Latin and Caribbean studies from the University of Chicago. She is now an accomplished writer and speaker in great demand, traveling four months a year on book tours and on the academic lecturer's circuit, bringing positive affirmation to young people.

Southern Methodist Student Named Undergraduate of the Year

In Texas, the National Association of Latino Fraternal Organizations (NALFO) named Southern Methodist University (SMU) senior Nancy Lira Outstanding Undergraduate of the Year. NALFO is a national organization of 26 registered Latino Greek organizations. Lira was honored for her contributions to Latino Greeks as a whole.

As a member of Sigma Lambda Gamma, the largest, fastest-growing Latina sorority in the nation, with 56 chapters nationwide, she was named Outstanding Undergraduate Leader by the sorority's national board, and given the Pi Chapter Gamma Rose Award by her local chapter. She was also named Most Outstanding Senior by SMU's department of intercultural education and minority student affairs and was one of two graduating seniors awarded the Alfred B. Carrizales Outstanding Role Model Award for her contributions to the SMU and Dallas Hispanic communities.

Lira is the first in her family to attend college and has been very active on and off campus. On campus, she was on the *Daily Campus* newspaper staff, SMU Program Council, College Hispanic American Students and Hispanic Issues Forum. Off campus, she has worked with the League of United Latin American Citizens, the Hispanic Women's Network of Texas, and the Hispanic Chamber of Commerce.

Blanton Receives Texas Medal of Arts

Jack S. Blanton (pictured with wife Cindy Blanton) was one of 13 Texans presented with the premier Texas Medal of Arts Award from the Texas Cultural Trust. The award, modeled after the National Endowment of the Arts' Medal of Arts Awards, honors those displaying distinguished support of the arts in Texas, raising the awareness and funding for arts programs throughout the state.

Blanton was honored for his many contributions, specifically to the University of Texas-Austin Jack S. Blanton Museum of Art. The award ceremony included a concurrent proclamation by the Texas Senate and House of Representatives at the State Capitol, a luncheon at the governor's mansion, and the medal presentation and a gala dinner.

St. Thomas Professor Addresses American Colonialism

St. Thomas University (Fla.) Professor Ediberto Román is an established authority on issues concerning Latinos, Latin America, and the law. His articles and reviews have been published in numerous law reviews, and he is an expert on the remnants of American colonialism as seen from the perspective of "alien citizens," such as Puerto Ricans, as well as the emerging field of Latino/a critical theory.

Recently, Román wrote, "Who Exactly Is Living *La Vida Loca*?" and "The Legal and Political Consequences of Ethnic and Racial Stereotyping of Latinos and Latinas in Film and

Other Media," published in the *Iowa Journal of Gender Race and Justice*. Scholars have heavily relied on his "Empire World: The United States' Colonization of Puerto Rico," considered one of the leading collections of scholarship exploring the intersection of race and law.

MacCormac Student Earning Unusual Credentials

MacCormac College (Ill.) student Armando Rodríguez is on his way to earning a degree in court reporting, a demanding and lucrative career pursued by few men, especially Hispanics.

Rodríguez is an honor student and member of Phi Theta Kappa, the national honor society for two-year colleges. He has won multiple scholarships, including a Coca-Cola scholarship and a scholarship from the Mexican American Chamber of Commerce. He also works as a library assistant at MacCormac.

Upon graduating, Rodríguez will be required to pass a state-licensing exam to become a court reporter, a skilled profession in which demand is greater than the supply.

Masso Addresses Northern Essex Graduates

José Masso, host of the WBUR Boston radio show *¡Con Salsa!* and senior director and CEO of the Northeastern University (Mass.) Center for the Study of Sport in Society, presented the commencement address at Northern Essex Community College (Mass.). Masso is the first Latino to be its featured speaker.

A native of Puerto Rico, Masso was raised speaking Spanish and English. He transferred to Antioch College from the University of Puerto Rico in 1970 and began his career three years later as a teacher in the bilingual education program in the Boston Public Schools, becoming involved with cultural activism and neighborhood groups. He was Latino liaison for former Massachusetts Gov. Michael Dukakis and is a current member of Boston's Office of Cultural Affairs Planning and Assessment Advisory Taskforce. He has hosted *¡Con Salsa!* a bilingual program with Masso taking calls in both Spanish and English, since 1975.

In addition to his work at the Center, Masso serves on a number of Boston-area boards, among them the Cambridge Multicultural Arts Center, the Cambridge Center for Adult Education, and the Latino After School Initiative Advisory Board for the United Way of Massachusetts.

New York City Technical Recognizes Top Graduates

New York City Technical College recognized two recent graduates who overcame huge obstacles before making their way to City Tech.

Photo © Michelle Forsten

Photo © Michelle Forsten

Pedro Rojas came to the United States illegally from Ecuador in 1993. He planned to work in New York for a few years, make some money, and move back to Ecuador. Eight years later, Rojas graduated from City Tech with an associate's degree in telecommunications, a 4.0 GPA, and as class valedictorian.

"There will always be borders to cross, challenges to face," said 31-year-old Rojas. "I crossed a physical border to come here, but I also crossed the border of language, of education, and of getting ahead."

Employed as a waiter/bartender 25 to 30 hours a week the entire time he attended college, Rojas saved enough money to put his seven brothers and sisters through high school in Ecuador, set up a deli for two sisters to run, and sent another sister to college. He plans to go on for his bachelor's degree at City Tech and pursue a career in research and development in fiber optics or satellite technology.

Sondra A. Miles-Rivera, also a recent graduate, drew strength from adversity, beginning her college career with multiple disadvantages and great hopes.

A junior high school dropout because of frequent hospitalizations due to asthma, she managed to earn a GED while surviving on a series of low-paying, dead-end jobs. She married at 19, had her first child at 20, and her second at 22. She and her husband faced a difficult and protracted struggle–his battle to conquer a substance-abuse problem, which they succeeded in doing, through a combination of faith, hope, and determination. In 1992, she became a nurse technician, and, after seeing a friend battle the AIDS virus, she knew that she wanted to become a registered nurse.

At age 35, Miles-Rivera received her associate's degree in nursing from City Tech, planning to attend school in New York for her bachelor's and master's in nursing. She is president of her nursing senior class and a leader in NUTRIX (the student nursing club). Her advice to students: never give up.

Central Michigan Offers Entrepreneurial Program for Minorities

Central Michigan University (CMU) invited interested minority students to the Summer Entrepreneurial Institute for Minorities, funded by the Michigan Department of Education. Its purpose is to help university students gain practical information on how to start a business, develop skills for navigating in the business world, and manage personal finance.

"We adopted the program because our research indicates that students involved in such programs achieve at higher levels and tend to persist to graduation at higher rates," said Ayayi Eneli, CMU'S director of minority student services. "The entrepreneurial institute is a pilot program that targets students of color at the undergraduate level."

The four-week, half-day program gave students a better understanding of how to obtain funding for their business. The program provided participants with information and skills to help them meet the economical needs of their communities. They prepare business plans, which are then critiqued by successful entrepreneurs. The Institute is part of a larger effort by the Minority Students Services office to encourage academic excellence among minority populations.

Bergen Recognizes International and Phi Theta Kappa Graduates

For the first time, the commencement ceremony at Bergen Community College (N.J.) was webcast to 200 viewers around the world. Viewers in Nigeria, Brazil, and Greece were able to celebrate the graduation of friends and family live via the Internet. Bergen graduated students from

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several other countries, including Cyprus, Romania, and Vietnam.

During his keynote speech, Randy Subryan, Jr., 1991 Bergen graduate, praised Bergen's Alpha Epsilon Phi chapter of Phi Theta Kappa. The chapter was recently named one of the best in the Middle States region and one of the top 100 chapters in the nation. Its graduates are planning to further their education at schools such as Rutgers University, Yale University, and the Georgia Institute of Technology.

Alpha Epsilon Phi chapter member Ian O'Blenis (pictured) graduated Bergen with an Associate of Arts degree, with a concentration in communications. A member of the political science and history club, he was chosen to attend the Annual Symposium for the Center for the Study of the Presidency in Washington, D.C., and was a commentator at Bergen's First Student History Conference, receiving an Outstanding Leader Award from the club. He is currently interning with *The Hispanic Outlook in Higher Education* and will pursue a bachelor's in journalism at Rutgers.

PUBLICATIONS

Lost Shores, Forgotten Peoples: Spanish Explorations of the South East Maya Lowlands

Lawrence H. Feldman, ed.

LOST SHORES FORGOTTEN PEOPLES

Long after the Aztecs and the Incas had become a fading memory, a Maya civilization still thrived in the interior of Central America. This book is the first collection and translation of important 17th-century narratives about Europeans traveling across the great "Ocean Sea" and encountering a people who had maintained an independent existence in the lowlands of Guatemala and Belize.

2000. 269 pgs. ISBN 0-8223-2624-8. $18.95 paper. Duke University Press. (888) 651-0122.

Contemporary Spanish Cinema

By Barry Jordan and Rikki Morgan-Tamosunas

CONTEMPORARY SPANISH CINEMA

This book offers an essential analysis of the main trends and issues in Spanish film since the death of Franco in 1975. While taking account of cinema during the Franco dictatorship, it centers principally on developments of the last two decades. The authors concern themselves with the representation of individual, social, and cultural identities, and the ways in which Spanish films inflect and re-imagine these identities.

1998. 216 pgs. ISBN 0-7190-4413-8. $17.95 paper. St. Martin's Press. (888) 330-8477.

Culture and Customs of Cuba

By William Luis

Cuba continues to loom large in U.S. consciousness and politics. William Luis, of Cuban descent, provides detailed, clear insight into religion, customs, economy, media, performing arts and creative arts, and cinema. Presented in the context of three interrelated periods in Cuban history–the Colonial, the Republic, and Castro's Revolution–this book explores Cuba's dynamic culture.

2001. 191 pgs. ISBN 0-313-30433-5. $45.00 cloth. Greenwood Press. (800) 225-5800.

Containing the Poor: The Mexico City Poor House, 1774-1871

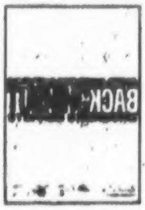
By Silvia Marina Arrom

In 1774, Mexico City leaders created the Mexico City Poor House–the centerpiece of a bold experiment intended to eliminate poverty and impose a new work ethic on former beggars by establishing a forcible internment policy for some and putting others to work. This book tells the story of this ill-fated plan, showing how the asylum functioned primarily to educate White orphans instead of suppressing mendicancy and by exerting control over the multiracial community for whom it was designed.

2000. 398 pgs. ISBN 0-8223-2561-6. $19.95 paper. Duke University Press. (888) 651-0122.

Turning Back: The Retreat from Racial Justice in American Thought and Policy

By Stephen Steinberg

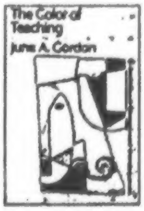


Stephen Steinberg puts decades of American racism into a glaring spotlight and offers an antidote to those who say affirmative action legislation is no longer needed in this country. Steinberg cogently ties together the history of America's attitudes and policies on race and shows how little progress has been made toward abolishing racism in this society.

2001. 306 pgs. ISBN 0-8070-4121-1. $17.50 paper. Beacon Press. (800) 225-3362.

The Color of Teaching

By June A. Gordon



One of the major concerns in education at present is how to recruit and attract more teachers of color to the profession. In an attempt to move beyond the superficial and simplistic responses as to why students of color are not entering teaching, this book presents in-depth interviews with more than 200 persons of color from four ethnic groups: African Americans, Native Americans, Asian Americans, and Latinos in the United States.

2000. 128 pgs. ISBN 0-750-70996-0. $27.99 paper. RoutledgeFalmer. (800) 634-7064.

Guaman Poma: Writing and Resistance in Colonial Peru, 2nd ed.

By Rolena Adorno

Native Andean Felipe Guaman Poma de Ayala, born after the fall of the Incas to Spanish conquest, wrote his *Nueva corónica y buen gobierno* to inform Philip III of Spain

GUAMAN POMA

about the evils of colonialism and the need for governmental and societal reform. Examining Guaman Poma's verbal and visual engagement with the institutions of Western art and culture, this book argues that Guaman Poma's work chronicles the emergence of a uniquely Latin American voice, characterized by the articulation of literary art and politics.

2000. 194 pgs. ISBN 0-292-70503-4. $19.95 paper. University of Texas Press. (800) 252-3206.

The Uses of the University, 5th ed.

By Clark Kerr

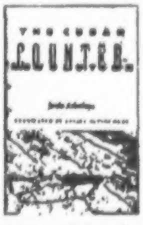
UNIVERSITY

This summa on higher education brings the research university into the new century. Leaders of institutions of higher learning can be either hedgehogs or foxes in the new age. Clark Kerr gives five general points of advice on what kinds of attitudes universities should adopt. He then gives a blueprint for action for foxes, suggesting that a few hedgehogs need to be around to protect university autonomy and the public weal.

2001. 261 pgs. ISBN 0-674-00532-5. $18.95 paper. Harvard University Press. (800) 448-2242.

The Cuban Counterrevolution

By Jesús Arboleya



Cuban historian and former diplomat Jesús Arboleya traces the evolution of the counterrevolutionary movement from its beginnings before 1959 to its transformation into the Cuban-American groups that today dominate U.S. policy toward Cuba. He analyzes the role played by Cuban immigrants to the United States and the perspectives for improvement in relations between the two nations as a result of the generational and social changes that have been occurring in the Cuban-American community. Translated by Rafael Betancourt.

2000. 361 pgs. ISBN 0-89680-214-0. $26.00 paper. Ohio University Press. (800) 621-2736.

Who Speaks for the President?: The White House Press Secretary from Cleveland to Clinton

By W. Dale Nelson

Who Speaks for the President?

Former Associated Press journalist and White House reporter W. Dale Nelson provides an insightful look at what has gone on behind the scenes of the White House press podium. He draws on interviews with former press secretaries, press office records, and his own experience as a White House reporter to trace the history of the position, from its early, informal days to its seminal role in the Clinton administration.

1998. 325 pgs. ISBN 0-8156-0632-X. $16.95 paper. Syracuse University Press. (800) 365-8929.

Orozco in Gringoland: The Years in New York

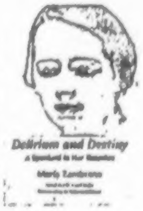
By Alejandro Anreus

José Clemente Orozco (1883-1949) was one of the three great Mexican muralists, along with Diego Rivera and David Alfaro Siqueiros, all of whom worked in the United States and had great influence on artists here. Orozco's New York years (1927-34) represented a crossroads for him as his revolutionary hope gave way to a pessimistic critique of modern society, while at the same time he vastly expanded his artistic vision.

2001. 180 pgs. ISBN 0-8263-2067-8. $32.95 cloth. University of New Mexico Press. (800) 249-7737.

Delirium and Destiny: A Spaniard in Her Twenties

By María Zambrano

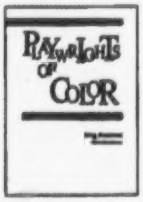


The work of the major Spanish philosopher, María Zambrano (1904-1991), is available in English for the first time. An excellent introduction to her life and thought, it traces the intellectual formation of a young woman who *became one of José Ortega y Gasset's most* distinguished pupils, and it chronicles her redefinition of his philosophical positions. Translated by Carol Maier.

1999. 265 pgs. ISBN 0-7914-4020-6. $19.95 paper. SUNY Press. (800) 666-2211.

Playwrights of Color

By Meg Swanson and Robin Murray

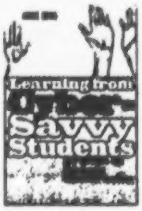


This book presents a broad spectrum of the ethnic experience in America as represented in theater. Meg Swanson has brought together plays by 15 playwrights of color from among the principal ethnic minority cultures of the United States—plays that dramatize the quest of ethnic minorities for self-identity and respect.

1999. 695 pgs. ISBN 1-877864-35-8. $59.95 paper. Intercultural Press. (800) 370-2665.

Learning from Cyber-Savvy Students: How Internet-Age Kids Impact Classroom Teaching

By Anne Hird



As the Internet shifts from novelty to common household utility, more and more students are coming to school with Internet experience. How will students' and teachers' roles, and schools as institutions, change as these Internet-age kids enter classrooms that are fully equipped with networked computers? This book offers a unique preview of the issues and challenges teachers will face as their classrooms become fully connected to the Internet.

2000. 176 pgs. ISBN 1-57922-031-2. $22.50 paper. Stylus. (800) 232-0223.

Through the Kaleidoscope: The Experience of Modernity in Latin America

Vivian Schelling, ed.

Modernity in Latin America is defined above all by its multi-layered, kaleidoscopic quality. It is a modernity that has accommodated a pilingon of new traditions to old, a blending of external cultures with local, and of high cultures with more popular ones. In this volume of original essays, many of the best writers on the region examine the nature and manifestations of a specifically Latin American modernity. Translations by Lorraine Leu.

Through the
Kaleidoscope

2000. 312 pgs. ISBN 1-85984-262-3. $22.00 paper. Verso. (800) 233-4830.

Many publications featured in this section are available through amazon.com.

SPECIAL EVENTS

September 15-October 15
Weekdays, 4:30 a.m.
CNN

CNN NEWSROOM presents a monthlong series examining the growing Hispanic presence in the U.S., and the impact on the Hispanic community and the United States at large.

A free classroom guide for teachers is available at http://www.CNNfyi.com/newsroom. For additional information, teachers may also call 1-800-344-6219.

CONFERENCES

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

Academic Advising Association National Conference

October 11-14

The 25th annual meeting for administrators, academic advisors, and faculty advisors has as its theme "Academic Advising: Discover the Many Voices." Concurrent sessions will address all aspects of advising. At the Ottawa Congress Center, Ottawa, Canada.

Contact: NACADA Executive Office, (785) 532-5717; e-mail, nacada@ksu.edu; website, www.nacada.ksu.edu.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Contact: website, www.ace.org.

NACME Forum 21, Engineering Policy and Practice

October 25-27

The National Action Council for Minorities in Engineering holds its 21st annual conference for those committed to increasing diversity in the workforce. A dynamic group of speakers will challenge attendees to examine the impacts of their organizational policies and what, if anything, can or needs to be done to change them. In Baltimore, Md.

Contact: Dundee Holt, (212) 279-2626, ext. 214; e-mail, dholt@nacme.org; website, www.nacme.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; website, www.collegeboard.com.

HACU–15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; website, www.hacu.org.

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d' Alene, Idaho.

Contact: website, www.wiche.edu/telecom/events/conference/2001/program.htm.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Contact: website, www.tache.org.

1903

Book Reviews

By Isabel Schon

Controversy and Alienation: Recent Books about the United States and Latinos

From the rationalizations of the Monroe Doctrine, to the Mexican experience in the U.S., to the insights of a poet and a novelist, to controversial issues between the U.S. and Mexico, these recently published books provide at times serious, at others tragic perspectives of Latinos in the U.S.

Dent, David W. *The Legacy of the Monroe Doctrine: A Reference Guide to U.S. Involvement in Latin America and the Caribbean*. Westport, Conn.: Greenwood Press, 1999. 418p. ISBN: 0-313-30109-3. $59.95. Gr. 9-adult.

Well-organized and most readable, this guide provides a synthesis of the major themes in the history of U.S. involvement in Latin America and the Caribbean since the independence of the Latin American nations. Through timelines, editorial cartoons, and 24 country-chapters, the author, a professor of political science, describes the role of the U.S. in Latin America and critically analyzes its faulty assumptions and destructive rationalizations. Readers interested in understanding U.S. intervention, military occupation, policy blunders, and other important effects of the Monroe Doctrine will find this an invaluable reference work. Selected readings at the end of each chapter, a glossary, and an index will further assist serious researchers.

González, Manuel G. *Mexicanos: A History of Mexicans in the United States*. Bloomington: Indiana University Press, 1999. 322p. ISBN: 0-253-33520-5. $29.95. Gr. 9-adult.

In a lively and somewhat provocative narrative, González, a professor of history at Diablo Valley College, provides a synthesis of the Mexican experience in the U.S. His purpose is to offer "a concise and balanced account" by describing "our triumphs as well as our trials and tribulations." The author should be commended for trying to achieve objectivity in such highly politicized areas as "*indigenismo*" vs. "*la leyenda negra*," the role of women in colonial New Mexico, Mexicans during the Texas revolt, life in Mexico vs. racial prejudice and discrimination in the U.S., Mexican poverty and the Catholic Church, and effects of the "endless influx" of Mexican immigrants. This is a thoughtful survey of important and controversial events.

Harrigan, Stephen. *The Gates of the Alamo*. New York: Knopf, 2000. 581p. ISBN: 0-679-44717-2. $25.00. Gr. 9-adult.

With flair and insight, Harrigan recreates the story of the Alamo through tragic characters, real and fictional, and provides a sense of the powerful drama and loss that resulted in the Mexican-American War. From well-known historical figures such as James Bowie, Stephen Austin, Santa Anna, and Sam Houston to five captivating fictional characters, this engrossing novel provides a sensitive view of the people and conflict in 19th-century Texas. Some readers will be discouraged by a 581-page narrative, but the strong emotions that Santa Anna still elicits on both sides of the Río Grande make this an historical tour de force. Especially when, due to Santa Anna's "overconfidence and inattention, the army was overrun, he had abandoned it; and, out of his own trembling fear for his life, he had sold Texas–the land that so many Mexican *soldados* had shed their blood to rescue–to the norteamericano pirates".

Herrera, Juan Felipe. *CrashBoomLove*. Albuquerque: University of New Mexico Press, 1999. 155p. ISBN: 0-8263-2114-3. pap. $10.95 paper. Gr. 9-adult.

Incorporating the angst and vernacular of California migrant workers, poet Juan Felipe Herrera depicts the alienation of 16-year-old César García as he struggles through painful experiences at home and at school. From the ridicule and abuse of his classmates ("They are laughing at you *chavala*, can you hear them? They are saying you are a *mojado*, a sissy *mojado*."); to his experiences with gang members and drugs, this series of free-verse poems describes the difficulties of young people who have been abandoned by their fathers and misunderstood by the educational system. This is not a quixotic novel in verse about growing up Latino in the U.S.; rather, it is a passionate exposé of the realities of Latino youth that explodes with rage and culminates with hope.

The United States and Mexico at War: Nineteenth-Century Expansionism and Conflict. Edited by Donald S. Frazier. New York: Macmillan, 1998. 584p. ISBN: 0-02-864606-1. $125.00. Gr. 9-adult.

More than 200 scholars from Mexico, the U.S., and other countries contributed 600 articles to produce this one-volume encyclopedia highlighting the important events–from 1821 to 1854–that resulted in the Mexican War, the Treaty of Guadalupe Hidalgo, and U.S. expansionism. Designed as a concise, first source for generations of future scholars, the editors aimed for an inclusive and balanced perspective on issues sensitive on both sides of the U.S.-Mexico border, such as Claims and Damages, Camp Followers, Legacy of the War, James K. Polk, and Antonio López de Santa Anna. Especially noteworthy are the more than 50 black-and-white line-drawn maps and the many illustrations taken from daguerreotypes of the 1840s. Also useful are the informative appendices and exhaustive index.

Dr. Isabel Schon directs the Barahona Center for the Study of Books in Spanish for Children and Adolescents at California State University-San Marcos.

By Mark Saad Saka

***Aztlán and Viet Nam: Chicano and Chicana Experiences of the War*, edited and with an Introduction by George Mariscal.** 380 pages. University of California Press, 1999. ISBN 0-520-21405-6. $19.95 paper.

In a powerful and passionate collection of more than 60 short stories, poems, speeches, and articles, George Mariscal has compiled the first anthology of Mexican-American writings about the U.S. war in Vietnam. Chicano/a experiences are largely omitted from Vietnam narratives, and yet Mexican-Americans fought in the war in disproportionate numbers. Chicanos represented less than 10 percent of the American population and more than 20 percent of its casualties. Puerto Rico ranked 26th in population among the U.S. states, 14th in casualties, and 4th in combat deaths. Chicanos also played a major role in the anti-war effort, again, a role largely neglected by the historical literature, which over-emphasizes middle-class Anglo efforts and upheavals on college campuses. The L.A. Police Department's brutal repression of the Moratorium riots and the assassination of Chicano journalist and activist Rubén Salazar barely made headlines in East Coast newspapers. Mariscal's work fills an important historiographical void by noting the role that Chicanos played and its impact on the radicalization of political and social consciousness among Chicano youth.

This summer, I used Mariscal's anthology in my Chicano history course and found it touched many students, most of whom were born after the 1980 election of Ronald Reagan. For many students today, the Gulf War of 1991 provides the only memory of war: short lived, few casualties, seen through television as if a video game. Yet, the Vietnam War formed the intersection of social movements in the 1960s and is an important component of the radicalization of Mexican-American and African American liberation movements.

Mariscal's anthology provides an essential introduction and background to the Chicano experience during the Vietnam War, including information on the little known Project 100,000, which the Johnson administration enacted in 1966 to increase minority recruitment. It eliminated language and education requirements for the draft, allowing the Pentagon to target Mexican American and Puerto Rican youth for meeting wartime manpower needs. Mariscal reveals the hypocrisy of Johnson's War on Poverty, pointing out that he bought off the White middle class with college deferments and then placed the burden of the war on the backs and blood of poor Whites, African Americans, and Latinos.

The anthology's first section covers the war in Southeast Asia; the second, the war at home. Many of the articles, essays, poems, and speeches question profound assumptions of American society, including White supremacy, Cold War mythology, and traditional forms of masculinity. Several essays reveal what Mariscal calls "warrior patriotism," a trait deeply rooted in Mexican culture that, when fused with U.S. imperialism, forms a deadly mixture. Many of the Chicano males in my class identified with these cultural and family pressures asserting that not to serve would be "unmanly" and bring dishonor to your family.

A major strength of the book is Mariscal's presentation and interpretation of the various individual narratives as a collective experience, a "structure of experience." This allows the reader to conceptualize what could have simply been a series of individual experiences into a macro-narrative of the Chicano experience. What came through in a number of essays was how the war transformed many Chicano soldiers, who came to recognize their own class and ethnic identities and oppression by realizing common ground with the Vietnamese peasantry, both as a colonized people and as a force for liberation and change. The anthology demonstrates the soldiers' transformation through their collective awakening to the lunacy of the Cold War and anti-Communist rhetoric, which they quickly understood to be nothing more than a smokescreen for U.S. imperial ambitions. This collective consciousness ran parallel both in Southeast Asia and in the U.S.

Mariscal provides historical narratives of the role the war played among Chicano activists and intellectuals at home and a solid interpretation of the Chicano anti-war movement in the American Southwest. He demonstrates how a radicalized younger generation clashed with those older Mexican-Americans, many of whom had fought with distinction and bravery in World War II and had formed such noble organizations as the G.I. Forum.

Another recurring theme was the deep-rooted sense of racism many Chicano G.I.s experienced in their Anglo superiors and subordinates, a collective jolt to their evolving ethnic conscious. A Chicano ex-Marine in my class commented that that was a recurring theme in his own military experience. Given that African Americans and Latinos are vastly overrepresented in the armed forces and in our prison population today, we must seriously examine the racial structural order that has produced such injustices.

A quote that all of my students enjoyed came from the anthology's essay by Barbara Renaud González: "But from Oliver Stone you would think that all of our boys looked like Tom Cruise. No, they were my brothers, uncles, cousins, my heroes."

Dr. Saka, a Fulbright scholar, completed his Ph.D. at the University of Houston in 1995. A Mexican specialist, his interests include peasant social movement and agrarian unrest. An American of Arab ancestry, he has taught in the Department of History at Sul Ross State University, Alpine, Texas, since 1995.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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James Shanley, President, American Indian Higher Education Consortium, and President, Fort Peck Community College
David Ward, President-designate, American Council on Education

To register online, visit our web site: http://www.acenet.edu/programs/omhe/conf-register.cfm.
For additional information, call (202) 939-9396.

ACE

The University of Georgia

The University of Georgia invites applications and nominations for the position of **Associate Dean for Extension.** The individual should have the ability to administer, manage, and promote statewide extension programs, organizational development, possess programmatic vision, leadership skills and the ability to motivate employees, have a demonstrated ability to work with external organizations, and have a sensitivity to agriculture, forest resources, families, youth and environmental issues in an increasingly urbanized society.

Minimum requirements include: an earned doctorate degree; must qualify for the rank of professor in a department appropriate for the purview of extension programs; and should have either extension experience and a working knowledge of the county delivery system or demonstrate a thorough understanding of development and implementation of successful extension programming.

Nominations are encouraged. Applications received by October 15, 2001 are assured of consideration. Applications must include a resume; two concise statements, one on administrative philosophy and the other on extension philosophy; and names, addresses, e-mail addresses, and phone numbers of four references. Applicants should request letters of reference from the four individuals listed in the application packet; references should send letters directly to the address below. Nominations and applications should also be sent to:

Dr. Doug Bailey, Department Head
Department of Horticulture
University of Georgia
1111 Plant Science Building
Athens, GA 30602-7273

AA/EEO/ADA.

For a complete list of duties and qualifications, go to
http://www.arches.uga.edu/~dabailey/assocdean.html or call 706.542.0789

Northern Virginia Community College

DIVISION CHAIR, BUSINESS TECHNOLOGIES
#FA215-HO

Alexandria Campus, $54,983-$75,601 + benefits. Effective January 2, 2002. Twelve-month administrative faculty position. Manages the division, instructional disciplines and programs in accounting, acquisitions and procurements, administrative support technologies, business administration, business management, marketing and information systems technologies. Supervises and evaluates 25 full-time and approximately 80 adjunct faculty and seven support staff in a vibrant, complex and student-centered environment within a diverse student body. Responsible for planning and executing the course schedules for 3-semesters per year for approximately 2750 FTES annually. Required: Specialist degree or equivalent (24 GSH beyond the master's degree). Two years of teaching or closely related occupational experience. Desired: Earned doctorate. Seven years of teaching experience. Significant community college academic management experience. Excellent organizational, communication (written and verbal) and interpersonal skills. Experience in a diverse college environment. Experience in a multi-campus setting. Entrepreneurial and budgetary skills. For details visit **www.nv.cc.va.us/hr.** To apply, send Virginia State Employment Application to **Human Resources, 4001 Wakefield Chapel Rd., Annandale VA 22003 by 5pm on 9/14/01.** Download application at **jobs.state.va.us/eo-hta.htm,** or obtain one in person in the HR office or any campus business office.

EEO/AA

KENYON COLLEGE
TENURE-TRACK POSITIONS IN
THE INTEGRATED PROGRAM IN THE HUMANE STUDIES (IPHS)
CLASSIC-IPHS; HISTORY-IPHS; IPHS;
POLITICAL SCIENCE-IPHS

Kenyon College announces three joint tenure-track positions in Classics and IPHS; History and IPHS; and Political Science and IPHS. The Integrated Program In The Humane Studies (IPHS) also seeks to fill a tenure-track position.

Classics-IPHS: This tenure-track position carries an initial appointment of three years, beginning July 1, 2002. The primary research interest should be Ancient Greek and/or Roman History, and the successful applicant will be competent to teach Greek and Latin languages at all levels. Through 2006, the position will entail teaching half-time in Classics and half-time in IPHS' Odyssey of the West course. This is a wide-ranging, textually oriented course involving works and authors ranging from classical antiquity (e.g.,Iliad, Symposium and Aeneid) through the modern period (e.g.,Hobbes, Nietzsche, Mary Shelley). After 2006, the position will be full-time in Classics. Interest in such related fields as mythology, archaeology, religion, philosophy, gender studies, or another specialty would be welcome. Applicants should hold the Ph.D. by June, 2002 and be able to document effectiveness as a teacher. The teaching load is 3:2.

Send to: **Professor Robert Bennett, Chair of Search Committee, Department of Classics, Kenyon College, Gambier, Ohio 43022** (E-mail: BENNETTR@kenyon.edu; department homepage http://www.2kenyon.edu/depts/classics/classhpg.htm) the following: (1) letter of application, including teaching approaches and interests and research interests; (2) a list of graduate courses completed; (3) CV; and (4) three letters of reference. **Review of applications will begin October 31 and continue until the position is filled.** Interviews will be conducted at the APA annual meeting in Philadelphia, January 3-6, 2002.

History-IPHS: For this tenure-track position, we are looking for an historian of ideas. It will involve teaching in IPHS' year-long Odyssey of the West course with works and authors ranging from classical Greece and Rome (e.g., The Iliad, Symposium and Virgil) through the Middle Ages and up to the early 20th century (e.g., Inferno, The Tempest, Hobbes, Mary Shelley, Emily Brontë, Nietzsche and William James). It will also involve teaching two courses (one each semester) in the History Department. The minimum academic qualification is a Ph.D., with at least some teaching experience. Interviews with selected candidates will be conducted at the AHA Annual Meeting.

To apply, send a letter of application, dossier, three letters of reference to: **Michael Evans, Director, IPHS, Kenyon College, Gambier, Ohio 43022. Review of applications will begin November 01, 2001 and continue until the position is filled.**

IPHS (The Integrated Program In The Humane Studies): IPHS is an interdisciplinary program that seeks candidates well-grounded in Western thought and culture from its origins in the ancient Near East and Greece. The position involves teaching in IPHS' year-long Odyssey of the West, a wide-ranging, textually oriented course with works and authors ranging from Antiquity through the Middle Ages and up to the early 20th century (see description for the History-IPHS position). It will also involve teaching two upper-level seminars (one each semester). To enhance the already interdisciplinary character of the program, we seek candidates with a strong background in art history, the history of philosophy, or comparative literature. The minimum academic qualification is a Ph.D. with teaching experience.

To apply, send a letter of application, dossier, and three letters of reference to: **Michael Evans, Director, IPHS, Kenyon College, Gambier, Ohio 43022. Review of applications will begin October 15 and continue until the position is filled.**

Political Science-IPHS: This joint position involves teaching a year-long course in IPHS, a broad-based textually oriented program from Classical Greece to the early twentieth century. The Political Science component of this position is in political philosophy, including teaching courses on specific authors (e.g., Locke; Nietzsche; Rawls); selected topics (e.g., community, post-modern political thought, liberalism); or politics and literature (e.g., Shakespeare's politics or liberty and community in American literature). A Ph.D. and teaching experience required. The College teaching load is 3:2. The successful candidate should have a strong interest and proven excellence in teaching first-year students.

To apply, send a letter of application, CV, three letters of reference and a sample of published or other professional work to: **Professor Kirk Emmert, Political Science Department, Kenyon College, Gambier, Ohio 43022. Applications must be received by October 15, 2001.**

An equal opportunity employer, Kenyon is committed to building a culturally diverse community and encourages the applications of women and minority candidates.

Coming Up!

Back to School Issue

October 8th *Ad Deadline Sept. 18*

Bonus Circulation to High School Guidance Counselors!

Accountant

Georgetown University's Office of Accounts Payable seeking Accountant to join a busy, professional team. Position handles the review and preparation of the Escheat report for the University, serves as contact point for IRS for yearly reporting and inquiries on 1099s, reviews/reconcile general and subsidiary ledgers and assists w/web site and training. Bachelor's degree and proficiency in word processing & Excel req. 2 yrs. exp. in accounting setting pref. Great verbal and written communication skills a plus. GU offers a competitive salary and excellent benefits. Qualified applicants should send resume/cover letter, specifying job number and title by fax to **202-687-2389**, by e-mail to **gujobs@gunet.georgetown.edu** (as an attachment in Rich Text Format (RTF), or by mail to:

University Human Resources
Job # 2001-0574C
Box 571260
Washington, DC 20057-1260

AA/EOE

UTD

FACULTY POSITION IN MANAGEMENT INFORMATION SYSTEMS
THE UNIVERSITY OF TEXAS AT DALLAS
SCHOOL OF MANAGEMENT

The School is recruiting to fill multiple tenured/tenure-track positions at open rank in Management Information Systems in the Management Science and Information Systems area effective September 2002. Applicants must have a Ph.D. degree or be near the completion of this degree and demonstrate the ability to conduct a nationally recognized research program. Graduate education in a university emphasizing research training and ability and desire to interact on research projects with faculty colleagues in related disciplines are desirable. The search is open with respect to research interests of applicants. Candidates applying for senior positions must have an established research record that is nationally recognized. Applicants should send complete curriculum vitae (educational history, teaching, research and other pertinent work experience, list of publications and presentations) and three letters of reference to **Academic Search #4090, The University of Texas at Dallas, P. O. Box 830688, M/S AD 23, Richardson, TX 75083-0688.** Indication of sex and ethnicity for statistical purposes is requested as part of the application but not required. Review of applicant materials will commence immediately and will continue until the position is filled.

The University of Texas at Dallas is an affirmative action, equal opportunity employer.

BROWN UNIVERSITY

DIRECTOR, BROWN ANNUAL FUND

Development: The Brown University Development Office seeks qualified applicants for the position of Executive Director, Brown Annual Fund. The incumbent will recommend, develop and implement annual direct mail and telemarketing plans for the cultivation and solicitation of Annual Fund donors and prospects, working in coordination with peer directors to determine appropriate market segments for various target constituents, creating appropriate marketing tools for each constituent group, and tracking progress towards fundraising goals. This position represents the Brown Annual Fund programs to peer institutions and works with high level donors to coordinate volunteer efforts. Requirements: Bachelor's degree in communications, marketing or a related field; demonstrated knowledge of computer software necessary to perform job, including but not limited to word processing, spreadsheet programs, database management programs, Web applications, and desktop publishing applications; 5-7 years' relevant work experience (fundraising, marketing, etc.) and 1 to 2 years' supervisory experience; demonstrated excellent written and oral communications skills; ability to work well with a wide range of constituencies.

To apply for this position, please send resume with cover letter to: **Brown University, Human Resources, Box 1879, Job# D00398, Providence, RI 02912.**

An Equal Opportunity/Affirmative Action Employer.

Visit our website at **www.brown.edu**

Bates|College

Early American History

Bates College invites applications for a tenure-track position in American history before 1800, to begin in September 2002. Responsibilities include a one-semester survey of early American history, suitable upper-division courses in the candidate's area of interest and senior thesis advising. Some courses must also serve Bates' Program in American Cultural Studies, which investigates the diversity of the American experience and the historical construction of race, ethnicity, gender, sexuality and class. Teaching competence in Native American and/or Atlantic history helpful. A primary qualification is a strong commitment to teaching at the undergraduate level and to research and publication. Candidates should hold the Ph.D. by the time of employment and have college or university-level teaching experience. Review of applications starts October 15, 2001, and will continue until the position is filled. Please send cover letter, curriculum vitae, graduate transcript and three letters of recommendation to:

Early American History Search (#R2435)
c/o Bates College Academic Services
Committee Chair, Steve Hochstadt
2 Andrews Road, 7 Lane Hall
Lewiston, Maine 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

MANCHESTER COMMUNITY COLLEGE

MCC, a dynamic institution with state-of-the-art facilities, outstanding educational programs, and a strong commitment to diversity, is seeking candidates to fill the Spring 2001 anticipated opening for:

Assistant Professor (Computer Science/Technology)

For a copy of the vacancy announcement,
including minimum qualifications and salary,
please visit our website at
www.mcc.commnet.edu/per
or call **(860) 512-3610.**
Send letter of intent, resume, transcripts, and
the names of three references to:
Deborah A. Wilson
Director of Human Resources
Manchester Community College
P.O. Box 1046, Manchester, CT 06045-1046
Must be postmarked no later than
September 17, 2001

EOE/AA/M/F

KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK

Kingsborough is a comprehensive two-year community college of The City University of New York. Its beautiful 71-acre campus is located in Manhattan Beach - 25 minutes from Manhattan. The College is seeking qualified candidates for the following anticipated position - subject to financial ability:

ASSISTANT PROFESSOR IN THE DEPARTMENT OF STUDENT DEVELOPMENT TO SERVE AS COUNSELOR FOR COLLEGE DISCOVERY PROGRAM

Responsible for providing academic, financial and personal counseling; teaching freshman orientation; conducting group and individual counseling sessions; assisting program director with administrative duties; scholarly activity.

Qualifications: Doctorate in Counseling, Social Work or related discipline required; at least two years prior experience working with at-risk college students; teaching and counseling experience in a college setting; and evidence of scholarly activity desirable.

Salary: Commensurate with qualifications and experience.

For a detailed job description, please visit our website at www.kbcc.cuny.edu/life/FY-1034.htm.

Please send resume (refer to PVN#FY-1034) by September 12, 2001 to: **Dr. Fred B. Malamet, Dean of Faculty, Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, New York 11235.**

An EO/AA/IRCA/ADA Employer

ROCHESTER INSTITUTE OF TECHNOLOGY

R·I·T

HEAD
DEPARTMENT OF PHYSICS

Applications are invited for the position of Head, Department of Physics. Candidates for this tenure track position must demonstrate ongoing professional achievements commensurate with an appointment at the rank of Professor, including a successful record of funded research. The minimum qualifications are a Ph.D. in physics, astronomy or a closely related field, a research focus compatible with the Department's current research topics, evidence of excellence in teaching lecture and laboratory courses, a commitment to sustained research involving undergraduate and graduate students, familiarity with current trends in undergraduate physics education research and previous administrative experience. A description of the Department of Physics, including a more detailed position announcement outlining the application procedure, are located at:

http://www.rit.edu/~674www/

RIT is an equal opportunity, affirmative action employer; women and minority candidates are strongly encouraged to apply.

CCBC
The Community College
of Baltimore County

National Bellwether Award Winner
A Vanguard Learning College

The Community College of Baltimore County invites applicants for the Full-time position of **Academic Division Dean** at its Essex Campus. For a complete job description and application information, please refer to the CCBC Web site: **http://www.ccbc.cc.md.us.**

Req. Earned Master's degree in a field cognate to those taught within the Business and Social Sciences Division, viz. social and behavioral sciences, criminal justice, accounting and business management. An earned doctorate is pref. Min. 4 yrs. F/T teaching exp. at the collegiate level req. Min. 5 yrs. supervisory exp. at the level of department chair or higher in an institution of higher education. (Teaching and supervisory exp. may be concurrent.) Community College exp. is highly pref. Demonstrated effective leadership in curriculum and program development in areas of Division expansion and renewal, strong community leadership, particularly in the areas of assessing and responding to community needs and marketing of programs, serious commitment to the mission and values of a learning-centered college including diversity, multiculturalism, internationalism and academic accountability. Submit cover letter, resume, current vita, salary requirements, and names, addresses, and telephone numbers of 5 references to: **The Community College of Baltimore County, Human Resources Office, 800 South Rolling Road, Baltimore, MD 21228. Fax: 410-869-7149, TTY 410-869-7151.**

EEO/AA Employer.
Women and Minorities are encouraged to apply.

MILLERSVILLE
UNIVERSITY

MUSIC DEPARTMENT

Elementary Music Specialist
Assistant Professor

Full-time, tenure-track beginning January 2002. Teach Elementary Methods and Introduction to Music Education. Supervise student teachers. Additional duties could include vocal/piano instruction and/or other courses related to the candidate's area of expertise and as needed by the department.

Qualifications: Music doctorate preferred. Master's degree required. Doctorate required for tenure. Demonstrated working knowledge and successful application of teaching vocal/general classroom music methodology such as Orff, Kodaly and/or Dalcroze; evidence of successful vocal/classroom teaching experience at the elementary level for a minimum of three years; evidence of functional piano skills required; demonstrated working knowledge of Music Technology and of Multicultural Music; and a successful interview and teaching demonstration. Desired qualifications include the ability to teach applied instruction in Voice or Piano.

Full consideration will be given to applications received by 10/1/01. Submit letter of application, curriculum vitae, copies of all transcripts, and three letters of recommendation written within the last year to: **Music Dept. Search Committee/HO0827, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302.** An EO/AA Institution.

http://www.millersv.edu

TEMPLE
UNIVERSITY

Vice President for Student Affairs

Temple University invites applications and nominations for the position of Vice President for Student Affairs. As one of the nation's most prominent centers for higher education, Temple University has a world-class reputation and an international presence. Founded in 1887 by Dr. Russell H. Conwell, the University was established on the premise that those who have the imagination to dream and the desire to work should also have the opportunity to make their dreams come true. Under the leadership of its eighth President, Dr. David Adamany, Temple is moving confidently to become one of America's premier senior, comprehensive research universities. With the construction of new residence halls, classroom space and a state-of-the-art student activities center, the campus is in the midst of the most significant expansion project in its history. Located in the culturally rich community of Philadelphia, PA, Temple has more than 30,000 full-time and part-time students from all 50 states and more than 100 countries. A member of the Commonwealth System of Higher Education since 1965, the University has more than 1,700 full-time faculty and more than 210,000 living alumni(ae). It offers bachelor's degrees in 121 areas, master's degrees in 115 fields, and doctoral degrees in over 50 areas.

The Vice President for Student Affairs provides vision, leadership, and strong strategic direction to the Division of Student Affairs, which includes a wide array of departments including University Housing; Student Activities; the Student Assistance Center; Student Health Services; Career Development Services; Counseling Services; the Office of International Services; Disability Resources and Services; Recreation Services and the Russell Conwell Educational Services Center, which provides academic counseling, supplemental tutoring, workshops, Summer Programs, and special academic enrichment programs to help students enter college and/or graduate school and continue on for their degrees. The Division of Student Affairs fosters a vibrant and stimulating community for students through support of the organizations, activities, and events that contribute to the cultural, intellectual, and recreational life of the campus and through the provision of services that promote and enable student well-being and success. In addition to overseeing services that support students, the Vice President is responsible for exercising a visible presence in the resolution of conflict, managing the business affairs of the Division, developing a strong student affairs team, and weaving a fabric of connections within the Division, with the rest of the campus, and with the University's many constituencies. The Vice President reports to the President of the University and serves as a member of the University's group of Executive Officers.

Requirements for the position include: demonstrated leadership skills with a record of outstanding achievement as a senior member of a leadership team at a university with a highly regarded student affairs program; commitment to the education, development, and empowerment of all students; excellent general and financial management skills; and appreciation for working within and contributing to a highly collaborative community that values consensus. An advanced degree in a relevant discipline is required (doctorate preferred). Candidates must demonstrate a current understanding of student issues, of the broader network of familial and social contexts in which students develop, and of the legal issues affecting students and the management of student affairs programs. In addition, strong candidates will be well versed in the strengths and weaknesses of the various organizational and business models current among premier research universities for delivering student programs and services.

Nominations, or a letter of application accompanied by a curriculum vitae and a list of references, should be sent to:

Gerard F Cattie, Jr., Managing Director
The Diversified Search Companies
One Commerce Square, 2005 Market Street, Suite 3300
Philadelphia, PA 19103
Tel: 215-656-3576
Fax: 215-568-8399
gcattie@divsearch.com

For more information about Temple, please consult its website: www.temple.edu.

Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

LATIN AMERICAN HISTORY

Wellesley College seeks applications for a full-time, tenure-track assistant professorship in Latin American history; area and period of specialization open. Position starts in September 2002. Appointee should have the Ph.D. by fall 2002. Please send cover letter and c.v. and forward dossier with three letters of recommendation by **November 15, 2001** to **Latin American Search, History Department, Wellesley College, Wellesley, MA 02481.** Wellesley College is an AA/EOE; successful candidates must be able to work in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities encouraged.

FLORIDA
GULF COAST
UNIVERSITY

All information on vacancies &
how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

NC STATE UNIVERSITY

opportunity

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Director of Transportation

North Carolina State University, a land grant and research university and a constituent institution of the University of North Carolina, is seeking a dynamic leader for the position of Director of Transportation. NC State has over 35,000 employees and students with thousands of annual visitors. The Director of Transportation reports to the Associate Vice Chancellor of Human Resources and is responsible for transportation planning, operations, and facility design and maintenance in a multi-modal environment serving a diverse population. The director develops and manages an annual budget of over $7 million, and maintains an ongoing, forecasted five-year projected budget of revenues, operating and capital expenses.

- The University's transportation systems overseen by the director includes: Wolfline Campus Transit System (18 buses, carrying 10,000 riders daily), 16,000 campus parking spaces, 17,000 annual parking permits, bike rack facilities, pedestrian pathways and a planned future fixed guideway system that will link campuses.
- The director must be sensitive and responsive to varying transportation needs on a campus and work closely with the University Architect in the implementation of the University's Master Plan. Also works closely with other departments such as Facilities Operations and Public Safety. Routinely contacts department heads to discuss parking and transportation needs for individual departments.
- The ideal candidate will possess a Master's degree in Urban or Transportation Planning, Business, Public Administration or a related field; a minimum of four years of experience in transportation planning policy and development or related experience. The successful candidate must be a solid professional with a record of accomplishments in senior-level positions in transportation and the ability to work in a team environment. University experience is preferred. Progressive personnel management practices and experiences that include supervising front-line and professional level employees. Excellent customer service skills and the ability to mediate and resolve issues quickly. Excellent verbal and written skills that can be modified to address various audiences from visitors to students to Trustees. Strong planning and analytical skills required in addition to experience with project management in an auxiliary enterprise operation.

To assure consideration, applicants should send a cover letter stating interest and qualifications for the position, a resume, and three references with contact information to: **Corrinda Watkins, Executive Assistant, Human Resources, Box 7563, Raleigh, NC 27695 or E-mail: Corrinda_Watkins@ncsu.edu. Application materials must be submitted by September 15, 2001. Individuals with disabilities desiring accommodations in the application process should contact Corrinda Watkins, Executive Assistant, Human Resources, phone: (919) 515-4271, FAX: (919) 513-1113, TDD#: (919) 515-4274.** AA/EOE

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Hispanic Outlook???

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

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The George Washington University
WASHINGTON DC

DEAN

Columbian College of Arts and Sciences

Applications and nominations are invited for the position of Dean of the Columbian College of Arts and Sciences. The Dean is the educational leader and chief administrator for undergraduate and graduate programs in the arts, humanities, social sciences, and biomedical, physical, and mathematical sciences.

Founded in 1821, The George Washington University is located in the heart of the nation's capital just blocks from the White House, Kennedy Center, prominent national monuments and museums, and government agencies. In addition to the Foggy Bottom campus, there are GW campuses in northwest DC and northern Virginia. There are approximately 20,500 full- and part-time students, roughly equally divided between undergraduate and graduate programs. These students represent all 50 states and more than 100 foreign countries. The full-time faculty numbers 1,400. The George Washington University is a member of the Association of Research Libraries and is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral/research university - extensive.

With a full-time faculty of 397 and nearly 6,685 students, the Columbian College of Arts and Sciences is the largest academic unit in a comprehensive, dynamic research university.

The University seeks applicants with the vision, energy, and skills to build on our tradition of academic excellence. The person selected must be able to enhance the unique advantages afforded by GW for the continuing development of education and research programs responsible to the needs of the area, the nation and the world.

Applicants must have a distinguished record of scholarship and teaching that warrants senior appointment in a department or program within arts and sciences. Competitive applicants will have a record of substantial leadership and administrative experience in an institution with undergraduate and graduate programs, although they might currently hold positions in research, educational, cultural, or artistic institutions. Fund-raising experience is highly desirable.

Review of applications and nominations will commence October 15, 2001, and will continue until the position is filled. The preferred start date is July 1, 2002. Salary will be commensurate with experience and qualifications.

Nominations or applications with resume and a brief statement of interest should be sent to:

Columbian College Dean Search Committee
Attention: Sara Boatshula
Rice Hall, Room 815
The George Washington University
Washington, DC 20052

The George Washington University is an equal opportunity, affirmative action employer. The University especially encourages applications from minority and women candidates.

Wittenberg University

PROVOST

Wittenberg is a private, co-educational undergraduate liberal arts college affiliated with the Evangelical Lutheran Church in America. It has an enrollment of approximately [illegible] students coming from all fifty states and forty nations, and has a full-time faculty of 150 members. Wittenberg is located in a residential area of Springfield, a city of 65,000 in a metropolitan area of 150,000 in southwestern Ohio. It has a local Phi Beta Kappa chapter and grants a total of forty-two undergraduate majors as well as a master's degree in education.

Wittenberg University invites applications and nominations for the position of Provost, with responsibilities to begin approximately July 1, 2002.

The Provost is the chief academic officer, reporting directly to the President, and serves as administrator-in-charge when the President is away from campus. The Provost provides intellectual vision and strong academic leadership, and is responsible for educational policy, the academic program, academic appointments and budgets, and the stimulation of teaching and research.

Candidates must have an earned doctorate, with the teaching experience and scholarship commensurate with that of a senior faculty member. They must demonstrate the capabilities and experiences that will enable them to:

- Provide inspirational leadership; foster a healthy collegial environment among faculty, staff and students; and cultivate a commitment to diversity, civility and justice.
- Articulate and embrace, both on and off campus, the values of a church-related liberal arts education in a residential setting.
- Manage the academic affairs of the university effectively through strategic planning and budgeting.
- Encourage educational innovation and growth including the integration of technology into the curriculum.

Applications should include a statement of interest in the position and philosophy of academic leadership, detailed curriculum vitae, and the names addresses and phone numbers of five professional references. Applications, as well as nominations, should be sent to: **Provost Search Committee, Attn: James Huffman, Chair, c/o Human Resources, File C, Wittenberg University, P.O. Box 720, Springfield, Ohio 45501. The committee will begin reviewing applications on October 1, 2001.**

Women and minority candidates are strongly encouraged to apply. Wittenberg University is an affirmative action/equal opportunity employer. Learn more about Wittenberg by visiting its home page at www.wittenberg.edu.

Dallas County Community College District

EXECUTIVE DEAN
CORPORATE AND CONTINUING EDUCATION

(Position No. 020107051) $52,404/Min. Annual Salary. Plan, organize and direct the corporate and continuing education areas. Oversee administrative activities of multiple departments to ensure that programs comply with district and college standards, policies and procedures. Responsible for the overall planning, staffing, budgeting and the supervision of full-time and part-time personnel. Initiates cooperative efforts with local, state and federal agencies as well as area businesses. Direct corporate training and continuing education areas through development, implementation, and evaluation of programs and training services. Conducts environmental scanning of service area for identification and marketing of potential programs. Prepare yearly projections and quarterly profit/loss reports for all corporate training; grant implementation, and continuing education. **REQUIREMENTS:** Master's degree with emphasis in a business, technical or occupational program and five years of experience in post-secondary education, including teaching and supervision or Master's degree with five years of experience in business/industry. Requires well-developed understanding of state/federal agencies and their relationship to community colleges. For information call **Brookhaven College (972) 860-4813.**

Deadline for all applications (electronic/non-electronic)
is 5:00 p.m. on 08/31/01

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER
Visit our website at: http://www.dcccd.edu

Dean of Student Affairs

The Division of Student Affairs at Virginia Commonwealth University invites applications and nominations for the Dean of Student Affairs.

The Dean of Student Affairs reports directly to the Vice Provost for Student Affairs and serves as the officer in charge of the Division of Student Affairs in the absence of the Vice Provost. The Dean serves as a resource for students, parents, and members of the faculty and staff who have issues with their interactions with each other or with the university.

Responsibilities

Supervision. The Dean of Student Affairs is responsible for oversight of the following programs and services: Housing and Residence Education, Recreational Sports (both of which maintain two-campus operations), and the University Student Commons & Activities. Also supervised by the Dean are the Communications Coordinator for the Division, the Director of First Year Student Services, and the Student Media Director.

Administration. The Dean is responsible, in consultation with the staff, for the development of annual goals for each department; development and administration of the departmental budgets; selection of staff; provision and maintenance of facilities and technology consistent with departmental missions, preparation of an annual report of the activities and accomplishments of the departments in the Division; and, providing service on university-wide and divisional committees. The Dean serves as the administrator for the Academic Campus Honor Council, participates in orientation and training activities, and facilitates communication and collaboration between departments.

Leadership. The Dean must prescribe and practice ethical behavior; communicate effectively with all constituencies and continuously monitor and improve program offerings in response to changing needs of the students and the institution. The Dean assists with advising the student government and its committees, interprets university policies and procedures, and assists with the planning or renovation of facilities in the Division.

Campus and Community Relations. The Dean is responsible for being knowledgeable about campus referral sources and serving as an ombudsman to students and members of the faculty and staff who seek consultations. The Dean will have contact with community retailers and residents who may express concerns regarding student behavior. In this regard, the Dean is responsible for handling inquiries and complaints on a daily basis.

Qualifications

The successful applicant will possess the following required qualifications:
An earned doctorate in higher education or related field; a minimum of ten years of broad and progressively responsible student affairs administrative experience and demonstrated ability to lead and organize diverse units within the division which includes supervision of professional staff and oversight of at least three departments or programs; evidence of professional involvement; evidence of ability to work collaboratively with administrators, faculty, and students; evidence of excellent verbal and written communication and interpersonal skills; provision of consultation/leadership in policy formation and program development; demonstrated knowledge of legal and current issues and responsibilities in student affairs and higher education; evidence of appreciating diversity that encourages inclusion and participation by all; and evidence of an understanding of and adherence to the highest principles of ethical behavior.

Salary

The salary for the Dean of Student Affairs is competitive and will reflect the experience of the successful candidate.

Application Process

Application review will begin on October 1, 2001 and the position will remain open until filled. Applications must include a letter of intent, resume, and statement summarizing current issues in student affairs; and, names, addresses, and telephone numbers of at least three references. Submit to:

Ms. Carmen H. Bell
Division of Student Affairs
Virginia Commonwealth University
PO Box 843017
Richmond, VA 23284-3017
chbell@vcu.edu

For additional information about Virginia Commonwealth University, visit our Web site at www.vcu.edu.

Virginia Commonwealth University is an equal employment/affirmative action employer. Women, minorities and persons with disabilities are encouraged to apply.

PRESIDENT

The Trustees of Trinity College invite nominations and expressions of interest for the position of President of Trinity College with an anticipated appointment date of July 1, 2002.

Trinity College, founded in 1823, is located on an architecturally distinctive campus in the heart of the capital city of Hartford, Connecticut. It is a prestigious, co-educational, residential, non-denominational institution of higher learning. The College has distinguished itself increasingly by uniquely combining a strong classical, liberal arts tradition with an urban mission and experience for its 1900 undergraduate students. It recently has gained national recognition for its efforts in a variety of collaborative neighborhood improvement initiatives.

The following characteristics and credentials are required of the new President who must be innovative and be able to build upon a strong record of accomplishment:

- Evidence of successful leadership roles in educational and civic enterprises.
- Willingness to serve as a key player within the Hartford community, and to be effective in protecting the interests of Trinity College in relevant local, state and government legislative affairs.
- Familiarity with and concern about urban issues and those pertaining to diversity.
- Ability to form strategic community partnerships.
- Strong commitment to academic excellence and the liberal arts.
- Demonstrated administrative and fiscal management skills and in the areas of faculty, staff and student recruitment and development.
- Experience in institutional planning and fund raising.

Inquiries, along with applications and recommendations, (which will be accepted by the Search Committee of the Board of Trustees until an appointment is made), may be directed to:

Barbara R. Stevens, Isaacson, Miller
1275 K Street NW, Suite 1025, Washington, DC 20005
Phone: (202) 682-0164, Fax: (202) 682-9335
E-mail: bstevens@imsearch.com

Trinity College is an equal opportunity, affirmative action employer, which actively seeks and encourages nominations, applications and expressions of interest from women and members of under-represented populations.

TRINITY COLLEGE
Hartford, Connecticut

BSC
BRIDGEWATER
STATE COLLEGE

PRESIDENT

The Board of Trustees of Bridgewater State College seeks nominations and applications for the position of President. The next president will succeed Dr. Adrian Tinsley, the 10th president of the college, who has provided 13 years of exemplary leadership.

Founded in 1840, Bridgewater State College is among America's oldest public colleges and part of the nine state college system. It has grown into a regional, comprehensive, multi-purpose institution with programs in the liberal arts and sciences and professional studies. It enrolls more than 8,800 full-time and part-time students pursuing bachelor's and advanced degrees in more than 100 academic areas.

Located midway between Boston and Cape Cod, Bridgewater's 235-acre campus offers a traditional New England appearance and easy access to the major intellectual, cultural, and recreational resources of both Boston and Providence and the popular resort areas of Cape Cod, New Hampshire, and Maine.

Candidates and nominators are encouraged to respond promptly as screening will begin immediately, with the expectation of finishing the process before January. The eleventh president of Bridgewater State College will assume responsibilities on **July 1, 2002.** Nominations, inquiries, and expressions of interest should be forwarded, in confidence, to: **Chair, Presidential Search Committee, P.O. Box 426, Bridgewater, MA 02325.**

Bridgewater State College is being assisted in this search by **Dr. Jamie Ferrare of Academic Search Consultation Service, 202-263-7472 or jpf@academic-search.org.** Applicants are encouraged to visit the Bridgewater State College website at: **www.bridgew.edu**

Bridgewater State College is an equal opportunity employer

The
UNIVERSITY
of VERMONT

PRESIDENT

The University of Vermont, a small, student-centered and comprehensive university founded in 1791 and located on a classical New England campus in Burlington, seeks nominations and applications for the position of President.

The University is a central civic institution in Vermont, with both public and private character, reflecting the virtues of human scale, civic culture and critical independence of thought. The University, from its founding, has nurtured the state and been nurtured by it, bringing academic learning to every part of its public and private endeavors. The State has established a modern identity nationally, as a place that respects the built and natural environment, and has created an extraordinary quality of life, urban and rural. The identity of the University is inextricable from the modern identity of the state.

The University community seeks an individual who can provide academic leadership and management strength to a small, complex university that must:

- Make and implement strategic choices that reflect its full civic (public and private) identity;
- Strengthen its long term fiscal position through competitive and diverse enrollment, administrative restructuring and institutional advancement;
- Advance academic excellence in both its teaching and research missions.

Review will begin immediately and continue until the position is filled. Nominations, inquiries and applications, including a letter of interest describing the individual's qualifications for the position and curriculum vitae should be sent to:

Barbara R. Stevens
Isaacson, Miller
1275 K Street NW, Suite 1025
Washington, DC 20005
Phone: (202) 682-0164
Fax: (202) 682-9335
E-mail: UVM.2315@IMSearch.com

UVM is an EO/AA employer. Women and those from diverse racial, ethnic and cultural backgrounds are encouraged to apply.

ASSOCIATE ENVIRONMENTAL PLANNER

The University of California, San Diego is seeking an individual with experience and ability to perform environmental planning and compliance activities pursuant to CEQA for campus projects. Undergraduate degree in Environmental Science/Planning, Geography or related field, and 3+ years of progressively responsible environmental planning experience including 2 years of CEQA project management experience; or an equivalent combination of training and experience is required. Position is 50% time for a two-year appointment, with an exceptional benefits package. Please apply, referencing job # 25101, to resume@ucsd.edu or mail to UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92093-0967. EEO/AA Employer.

University of California
San Diego

MIAMI UNIVERSITY

OXFORD OHIO

Richard T. Farmer School of Business

Miami University is one of the nation's leading public universities, committed to excellence in teaching, liberal education, research and strong professional programs. Miami has an enrollment of 16,000 on its Oxford campus, a small city with a population of 10,000, located 35 miles northwest of Cincinnati and 45 miles southwest of Dayton.

The Richard T. Farmer School of Business has 150 full-time faculty in seven academic departments. It has approximately 5,000 undergraduate students in 11 baccalaureate degree programs and 150 graduate students in three master's programs. The mission of the School is to be a premier business program that provides students with the life long ability to seek and acquire knowledge and translate it into responsible action in a competitive global environment. Please visit our web site at **www.sba.muohio.edu** for further information.

We are seeking applications for the following tenure-track faculty positions for 2002-2003. Areas of primary interest are listed for each position, along with a contact person.

- **Assistant or Associate Professor - Accountancy**
  Specialization: Managerial Accounting or Auditing
  Barry Arlinghaus, 317 Laws Hall, Miami University, Oxford, Ohio 45056
- **Assistant Professor - Economics**
  Specialization: Monetary/Macroeconomics and/or International Finance
  George Davis, 213 Laws Hall, Miami University, Oxford, Ohio 45056
- **Assistant Professor - Finance**
  Specialization: Corporate Finance and/or Investments
  James Kehr, 116 Upham Hall, Miami University, Oxford, Ohio 45056
- **Associate Professor - Finance (Legal Studies)**
  Specialization: Business Legal Studies and Business Ethics
  Daniel Herron, 14 Upham Hall, Miami University, Oxford, Ohio 45056
- **Assistant Professor - Management**
  Specialization: Organizational Behavior
  Mark Wesolowski, 307 Laws Hall, Miami University, Oxford, Ohio 45056
- **Assistant Professor - Marketing**
  Specialization: Marketing Strategy and/or Marketing Information
  Michael McCarthy, 210 Upham Hall, Miami University, Oxford, Ohio 45056

Applicants must hold a Ph.D. or equivalent, or J.D. for Business Legal Studies, or be an A.B.D. with expectation of completion by **December 31, 2002**. Candidates must demonstrate promise of excellence in teaching, and the potential for a high level of scholarly productivity. Applicants should send a letter of application, vita, and a list of at least three references to the departmental contact listed above. Review of applications is in progress and will continue until the positions are filled.

Miami University does not discriminate on the basis of gender, race, color, religion, national origin, handicap, or age in its programs, activities, admissions, or employment policies. We especially encourage applications from minorities, women and persons with disabilities.

ASSISTANT VICE CHANCELLOR FOR PUBLIC RELATIONS

The State University of New York Office of Public Relations, located in Albany, New York, seeks an Assistant Vice Chancellor. This person will be a key figure in the production and coordination of materials from the office, and will help run a multi-faceted operation that involves media relations, marketing, public relations, internal communications, and electronic communications.

Responsibilities: Individual will play a central role in the operation of the Office of Public Relations; will take an active, hands-on role in the researching, writing and editing of press releases, news and feature articles, and other materials within the responsibility of the office; will manage media inquiries and help coordinate accurate and timely informational responses that position the university appropriately; will coordinate the efforts of various units and staff within the office and throughout system administration; will provide leadership and guidance to staff; will oversee the office in the absence of the associate vice chancellor; will provide leadership in helping to achieve the public relations goals of the State University; will ensure the implementation and continuity of strategic initiatives, will interact with all officials within the State University Plaza and throughout the SUNY system; will be a key contact point between the university and associated state agencies and offices.

Qualifications: Extensive experience writing and editing and a demonstrated ability to produce high-quality results under deadline pressures; extensive experience in issues management and staff coordination; extensive experience dealing with top echelons of a complex organization and in dealing with the media; a high level of comfort working within a complex organization and 7-10 years of related professional experience; excellent writing and editing skills; bachelor's degree and experience in academic environment preferred.

Salary: Commensurate with experience and qualifications.
Excellent fringe benefits.

Send letter of interest and resume to **Search Chair, Office of Public Relations, Room T9, State University Plaza, Albany, NY 12246.** Review of resumes will begin immediately and continue until position is filled.

The State University of New York is an EEO/AA employer; applications from women, minority persons, disabled workers and/or Vietnam Era Veterans are especially welcome.

The College Board
SAVE THE DATE
NATIONAL FORUM 2001
October 26-30
The Adam's Mark Hotel
Denver, Colorado
• For more information please visit:
www.collegeboard.com
or call 212 713 8050

UIC

The University of Illinois at Chicago

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Nominations and applications are invited for the position of provost and vice chancellor for academic affairs at the University of Illinois at Chicago (UIC).

UIC is the largest university in Chicago, with 25,000 students, 12,000 faculty and staff, 15 colleges and the state's major public medical center. The university, part of the three-campus University of Illinois system, has a $1.1 billion budget and $195 million in annual research expenditures. The university's 100-building, 200-acre campus is located just west of downtown Chicago. UIC is in the midst of a major expansion that will add new academic buildings, research facilities, student housing and other improvements to the campus environment.

The provost and vice chancellor for academic affairs is the chief academic officer and chief operating officer of UIC, working closely with the chancellor. All academic deans report to the provost, who bears responsibility for day-to-day campus operations, including the allocation and management of the campus budget. The successful candidate will have demonstrated scholarly distinction as well as proven leadership in a major academic administrative position. The provost must be prepared to provide educational leadership to the campus, promote excellence, foster the role of faculty in collaborative decision-making and address the special demands of public education in a multicultural urban environment.

UIC encourages the candidacy of women, minorities and persons with disabilities.

Candidates are asked to supply a letter of interest and curriculum vitae. Review of applications and nominations will begin immediately and continue until the position is filled. Send applications and nominations, preferably electronically, to:

Isaacson, Miller
Barbara Stevens or Sharon Flynn Hollander
sflynnhollander@imsearch.com
1275 K Street, NW
Washington, D.C. 20005
Fax: (202) 682-9335
1-800-573-1675

The University of Illinois at Chicago is an affirmative action/equal opportunity employer.

Purchasing

DIRECTOR OF PURCHASING

New Jersey City University is a culturally diverse, public, urban institution with an Undergraduate and Graduate enrollment of 10,000 students. The University invites applications for the position of Director of Purchasing.

The Director is responsible for all purchasing services for the University, and is an important part of the University Finance Department. The Director will also be responsible for leading the E-procurement strategy. Candidates must possess a Bachelor's Degree and at least five (5) years experience in purchasing with a minimum of three (3) years in supervision. Experience in higher education or state government is preferred. Must be able to plan, organize and problem solve for a "hands on" department and develop strategies/procedures to reduce costs and improve operations. Prior experience in writing and administering RFPs is desired. The University is implementing the People Soft enterprise system.

For consideration, please forward a resume, with salary requirements, to:

Robert Piaskowsky, Search Committee Chair
NEW JERSEY CITY UNIVERSITY
Hepburn Hall, Room 105, 2039 Kennedy Blvd.
Jersey City, New Jersey 07305

NEW JERSEY
CITY
UNIVERSITY

Deadline for applications:
September 14, 2001.
For more details and/or to apply online, please visit our website at

www.njcu.edu.

Click on Human Resources.

Equal Opportunity Employer

FULL-TIME COUNSELOR/PSYCHOLOGIST

The Counseling & Psychological Services Center is seeking a dynamic individual who is committed to a time-limited model of therapeutic intervention and a developmental philosophy of counseling which includes programmatic/outreach activities. The successful candidate is expected to interface with residence life, student health services, international affairs and programs, and multicultural programs.

Plattsburgh State University of New York is a comprehensive, coeducational, public institution of nearly 6,000 undergraduate and graduate students. Located on the shore of Lake Champlain, the College is the intellectual and educational center for the Lake Champlain/Adirondack region of New York State. The small city character of Plattsburgh and neighboring Burlington, VT provides a quality of life unsurpassed for the whole family. Outdoor activities abound along Lake Champlain, in the Adirondack High Peaks and nearby Olympic resort village of Lake Placid while the urban, multicultural lifestyle is rich in neighboring Montreal, Canada, one hour's drive from campus. Plattsburgh is easily accessible to New York City and Boston via air, bus, train and Interstate 87.

Responsibilities include individual and group counseling. Experience working in a college counseling center with outreach activities and individual and group counseling is preferred. **Preferred Qualifications**: Ph.D. in Counseling Psychology or Clinical Psychology. **Minimum Qualifications**: Master's Degree in Counseling Psychology, Clinical Psychology, or M.S.W. with at least two (2) years of clinical experience. It is expected that the successful candidate will be licensed in the State of New York.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

This is a renewable ten month appointment (August through June) with an expected start date on or about October 1, 2001. Salary: $33-39,000 commensurate with experience, excellent benefits.

Review of applications begins immediately and continues until position is filled. Please send letter detailing interest and pertinent experience, resume or curriculum vita and three current letters of reference with telephone numbers to: **Chair, Search Committee (PJ # 2604-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 Broad Street, Plattsburgh, NY 12901-2681.

Plattsburgh

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ITHACA COLLEGE

REOPENED SEARCH

Associate/Full Professor & Director Center for the Study of Culture, Race, and Ethnicity

Ithaca College invites applications for the position of Director of the newly created Center for the Study of Culture, Race, and Ethnicity. The Center, formed in the spring of 1999, is interdisciplinary in nature and has a steering committee with faculty representation from the five schools of the College. The Center reports to the Office of the Provost and has a campus-wide charge that embraces curriculum development, faculty development, and co-curricular and public events.

The vision of the Center includes the creation of programs (including courses, workshops and events) which challenge oppositions between self/other and us/them. We seek to encourage students to think about identity formation as a process that occurs in the context of cultural and historical encounters between groups of people. Initial plans for the Center include the development of African New World, Latino, Asian American and Native American Studies.

Required qualifications: earned doctorate, demonstrated commitment to teaching and a strong record of scholarly publication. In addition, the individual should possess excellent interpersonal, writing and organizational skills and have a commitment to multicultural and interdisciplinary studies. Academic administrative experience in a college or university setting as well as successful grant writing experience is expected. Candidates should demonstrate the ability to promote the goals of the Center through the organization and implementation of outreach activities and public events. The Director is expected to teach at least 2 courses each year, preferably in the area of Latino Studies or African New World Studies. The position is tenure-eligible; rank is dependent upon qualifications and experience.

Please submit a letter of interest, résumé and three letters of reference to **Dr. Asma Barlas, Chair, Steering Committee, Center for the Study of Culture, Race, and Ethnicity, 307 Job Hall, Ithaca, New York 14850-7012.** Review of applications will begin immediately and will continue until the position is filled.

Ithaca College is an Equal Opportunity/Affirmative Action Employer. Members of historically underrepresented groups are encouraged to apply.

YORK COLLEGE
City University of New York

VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS

York College invites applications and nominations for the position of Vice President for Administrative Affairs. Reporting to the President and as the College's chief financial officer, the successful candidate will provide leadership and vision in the areas of financial development and management, including budgeting, accounts payable and receivable, bursar, and purchasing for the College's tax-levy, College Association, and Auxiliary Enterprise accounts; divisional strategic planning; information technology; faculty and staff relations; and administrative operations of the College, including security and building and grounds. In addition, the Vice President is responsible for the maintenance, operations, and upkeep of the College's eight buildings situated on its 50-acre campus. The Vice President will be expected to represent the President and the College, as appropriate, within the College's internal and external communities.

Founded in 1966, York College is one of the senior colleges of the City University of New York, the nation's largest publicly supported urban university. The College occupies facilities on a $170 million 50-acre campus in southeast Queens and is accessible by public transportation. Today, York College has a full-time faculty of 160, enrolls over 5,000 students, and is supported by an annual budget of $28 million. Conferring baccalaureate degrees in over 50 majors, the College was reaccredited, without conditions, by the Middle States Association of Colleges and Schools in 1998.

QUALIFICATIONS: The successful candidate will have a master's degree in a related field (an advanced degree is strongly preferred) and over five years of senior executive level financial and facilities management experience in academic or comparable institutions. Additional qualifications include proven ability to supervise, direct, and lead personnel; familiarity with working within a multi-campus system; demonstrated excellent human relations, communications, and creative problem-solving skills; familiarity with campus governance; and evidence of commitment to affirmative action and cultural diversity.

SALARY: Commensurate with experience and salary history.

TO APPLY: Applications should include a cover letter highlighting experience and accomplishments; a current vita; and the names, addresses, and telephone numbers of five references. (References will be contacted only in the advanced stages of review.) Nominations of qualified candidates are also encouraged. The search will remain open until the position is filled.

All information should be forwarded by mail or fax as soon as possible to:

CODE: VPADMIN, Ms. Kimberly Smith,
York College, Room 2H05,
94-20 Guy R. Brewer Blvd.,
Jamaica, NY 11451, Fax: 718-262-2717.

California State University
Sacramento, CA 95819-6087
Department of Foreign Languages

Assistant Professor of Spanish
Fall 2002

Assistant Professor of Spanish, tenure track, appropriate doctoral degree required. Successful candidate will have a broad training in Spanish, including the ability to teach Spanish linguistics and composition/grammar classes; ability and willingness to work with a diverse student body; ability to teach a language other than Spanish, while not required, will be considered positively; native or near-native fluency in Spanish and English.

Salary Range: $41,940 to $46,020. Review of applications will begin on December 1, 2001 and will continue until the position is filled. Applications received after March 15, 2002 will not be considered in this hiring cycle. Send application letter, CV, and names and telephone numbers of three references to **Prof. Lewis Robinson.**

CSUS is an Affirmative Action/ Equal Opportunity employer.

UNIVERSITY OF
Miami

DEAN
College of Arts & Sciences

The University of Miami invites nominations and applications for the position of Dean of the College of Arts and Sciences. The Dean is the chief academic officer of the College and reports to the Executive Vice President and Provost.

The University of Miami, located in Coral Gables, Florida, is a privately supported, non-sectarian institution, which currently enrolls approximately 8,500 undergraduates and 5,000 graduate students. The University is comprised of 13 degree granting schools and colleges, including Architecture, Arts and Sciences, Business Administration, Communication, Continuing Studies, International Studies, Education, Engineering, Law, Medicine, Music, Nursing and Marine and Atmospheric Science. The core of the University is its 1,900 full-time faculty housed in three academic campuses within the greater Miami area. The University currently receives $202 million annually in external research funding.

The College, located on the University's 260-acre Coral Gables campus, has an enrollment of 3,700 undergraduate and 500 graduate students seeking majors in departments of Anthropology, Art and Art History, Biology, Chemistry, English, Foreign Languages, Geography, Geological Sciences, History, Mathematics and Computer Sciences, Philosophy, Physics, Psychology, Religious Studies, Sociology, and Theater Arts. The College has 316 full-time and 97 part-time faculty.

The Dean provides leadership and support for the faculty; focuses the intellectual directions of the College; provides the appropriate environment for teaching, research and service; represents the interests of the College both internally and externally; provides leadership in monitoring, planning and implementing academic programs; and administers the budget of the College.

Candidates should have an earned doctorate in a discipline associated with the College; a record of teaching and scholarship commensurate with the appointment as a tenured professor in a department of the College; academic administrative experience; a commitment to liberal education and to the importance of excellence in teaching; the ability to work with the faculty and the University Administration; and represent the interests of the College in the community. Compensation will be competitive and it will be commensurate with the experience and qualifications of the person selected. Formal review of candidates will begin on November 1, 2001. Applications and nominations will be accepted until a suitable candidate is selected. Applications must include a letter of interest, a curriculum vita and the names of three references. The references will not be contacted before the appropriate time.

Send nominations and applications to: **University of Miami, Chair of Search Committee, Arts and Sciences Dean Search, P.O. Box 248033, Coral Gables, FL 33124-4628.** EO/AAE

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DEAN OF INFORMATION & TECHNOLOGY SERVICES

[illegible]

Applications for management position at Las Positas College, Livermore, California are being accepted until position is filled. However, since the Selection Committee will begin reviewing applicants' materials on September 10, 2001, submissions are especially encouraged prior to that time. The salary range is $81,120 to $96,360/annually. Employment will begin as soon as possible. For a complete job description visit our website at www.clpccd.cc.ca.us

For application materials
please contact:
Chabot-Las Positas
Community College District
Office of Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
Phone: (925) 485-5236
24 Hour Job Line:
(925) 485-5200
Email: hr@clpccd.cc.ca.us

AA/EOE

ASSOCIATE PROVOST FOR CAMPUS LIAISON

(DOCTORAL-GRANTING INSTITUTIONS)

The State University of New York, the nations largest system of public higher education, invites nominations and applications for the position of Associate Provost for Campus Liaison (Doctoral-Granting Institutions). This position is based in Albany, New York at the University's System Administration office.

The Associate Provost will have primary responsibility for enhancing communication and programmatic coordination between System Administration and the University's 10 doctoral-granting institutions (University Centers at Albany, Binghamton, Buffalo and Stony Brook; Health Science Centers at Brooklyn and Syracuse; The College of Environmental Sciences and Forestry; the School of Optometry; and statutory colleges operated in partnership with Cornell and Alfred Universities).
He or she will work closely with these institutions' leadership to enhance the quality, visibility, and strength of their units. This will require a thorough understanding of the academic, financial, and political environment in which these doctoral-granting institutions operate.

The Associate Provost will be actively involved in System-wide academic strategic planning and other programs and initiatives intended to enhance academic quality across the University. Current efforts include helping campuses meet the goals they established for themselves in a System-wide academic strategic planning process; developing thoughtful means of assessing student learning outcomes; highlighting the importance of faculty research and doctoral-level education; seeking to provide increased support for faculty scholarship and Ph.D. stipends; and the development of more sophisticated institutional performance measures. The Associate Provost will also assist other staff in conducting program reviews.

This position will involve frequent travel to campuses. In addition to regular liaison responsibilities, the Associate Provost will also represent the Office of the Provost in a variety of contexts (e.g., acting as the System Administration representative on University-wide committees). He/she will be particularly involved in efforts to raise the university's research profile.

The Associate Provost will be part of the Campus Liaison Group within the Office of Academic Affairs. He/she will report to the Vice Provost for Academic Affairs.

Qualifications and Background

The successful candidate must have:

- A terminal degree in his/her discipline.
- A strong record of accomplishment in teaching, scholarship, and academic administration.
- Deep familiarity with the culture of a research university and the challenges of performing (and funding) research, ideally acquired in part through conducting his/her own scholarship.

The successful candidate should also have:

- Broad familiarity with:
  - national issues in higher education
  - public higher education in New York State
  - the role of a system administration in a multi-campus system.
- Extremely strong written and oral communications skills.
- Quantitative and analytical skills.
- Ability to work effectively and comfortably with senior campus and System administrators and diverse campus constituencies.
- Ability to get things done. The successful candidate will have strong leadership skills, lots of energy, and the ability to motivate by example.

Please send applications and nominations to:

Associate Provost Search Committee
c/o Georgianne Crabill
State University of New York
State University Plaza, Room T-503
Albany, NY 12246

Review of applications will begin immediately and continue until the position is filled.

The State University of New York is an EEO/AA employer. Applications from women, minority persons, disabled workers and/or Vietnam Era Veterans are especially welcome.

MESSIAH COLLEGE

invites applications for

ACADEMIC DEAN

to provide leadership for

SCHOOL OF THE HUMANITIES

[DEPARTMENT OF COMMUNICATION, DEPARTMENT OF PHILOSOPHY, DEPARTMENT OF HISTORY, DEPARTMENT OF POLITICS, DEPARTMENT OF ENGLISH, DEPARTMENT OF MODERN LANGUAGES, DEPARTMENT OF BIBLICAL AND RELIGIOUS STUDIES]

Messiah College is a Christian college of the liberal and applied arts and sciences rooted in the Anabaptist, Pietist and Wesleyan traditions and committed to an embracing evangelical spirit, to academic excellence, and to social engagement.

The growth of enrollment (nearly 2800 students), program (50 majors and minors) and full-time faculty (144) has necessitated a new academic structure that will promote and foster the excellence, innovation and creativity of this dynamic college. Twenty academic departments are now divided into five Schools, each of which will be led by a new Dean. The School of Humanities is comprised of 44 full-time faculty, 18 majors and 20 minors. Successful applicants will:

- Share the unique Christian mission and embracing identity of the College.
- Exhibit a creative and innovative orientation towards education.
- Evidence experience in academic administration, including networking and cultivating funding sources.
- Exemplify excellence in teaching, scholarship, and service.
- Be qualified for faculty appointment in an academic discipline represented by the particular School.
- Possess an earned doctorate or terminal degree from an accredited university.

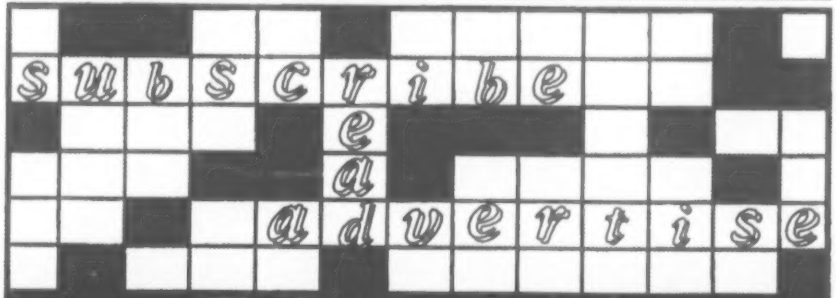
Compensation will be commensurate with qualifications and experience. Excellent benefits include TIAA-CREF, life, health, and dental insurance, and college tuition assistance for dependents.

Nominations and applications should be submitted as soon as possible. Review of candidates will begin September 30, 2001, however applications will be received until the positions are filled. Starting date for this position is July 1, 2002.

Applicants should provide a letter summarizing their interest in the College and their qualifications for the Academic Dean position, a comprehensive curriculum vita, brief statements of philosophy of Christian higher education and approach to administration/leadership, and at least three letters of reference. Please address all inquiries, applications, and nominations to:

Dr. Kim S. Phipps, Provost
Messiah College
One College Avenue, Box 3016
Grantham PA 17027
(717) 796-5375
kphipps@messiah.edu
http://www.messiah.edu

EOE



The Hispanic Outlook
Tel: 201.587.8800 ext. 102 or 106 • Fax: 201.587.9105
E-mail: Outlook@sprintmail.com

COLBY COLLEGE

DEPARTMENT OF THEATER AND DANCE

TENURE TRACK ASSISTANT PROFESSOR POSITION IN THEATER

The Department of Theater and Dance at Colby College invites applications for a tenure track position at the rank of Assistant Professor in Theater, beginning September 2002. The successful candidate will be responsible for teaching courses in Theater History, Directing, Drama and Dance in Performance (directing a main stage production during the department's scheduled season), and an elective course in a related interest area of the candidate's choice. Additional responsibilities include advising majors and minors in the program, and serving on divisional and college committees as nominated, collaborating with colleagues for all departmental productions and activities, and mentoring for the student-run theater club, Powder and Wig. Preferred qualifications are an M.F.A. or Ph.D. in Theater and/or Performance with an emphasis in history, demonstrated evidence of collegiate teaching in related areas, and professional experience. Salary and benefits are competitive.

Please send letter of application, curriculum vitae, statements of teaching and research interests, copies of graduate transcripts, a sample of written work, and three letters of reference to: **C.M. Wentzel, Chair, Department of Theater and Dance, Colby College, 4526 Mayflower Hill, Waterville, Maine 04901-8845.** Review of applications will begin on September 15, 2001 and continue until the position is filled. Colby is an Equal Opportunity /Affirmative Action Employer. Applications and nominations of women and minorities who would enrich the diversity of the campus community are strongly encouraged. For more information about the College, please visit the Colby web site at www.colby.edu

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CSU Cleveland State University

Director of Admissions

Cleveland State University (CSU) invites applications and nominations for the position of Director of Admissions. This position, reporting directly to the Vice Provost for Enrollment Management and Services, coordinates and leads university-wide efforts in the recruitment of undergraduate students.

A full description of the position and its responsibilities can be found at http://www.csuohio.edu/HRD/tp.html.

Cleveland State University is a public, comprehensive university serving Cleveland and the northeast Ohio region, enrolling some 16,000 students and employing 550 faculty and more than 1,000 staff. The metropolitan Cleveland area approximates 2 million people and features a thriving business community, including 21 Fortune 500 corporations, a growing "high tech" manufacturing sector, and a strong infrastructure in support in of regional economic development. The Greater Cleveland area offers an outstanding quality of life, combining the cultural and other amenities of a large city with a wide choice of attractive communities in which to live.

This is a twelve-month position, available November, 2001. To apply for the position, please send a letter of application outlining your experiences and success in higher education in the areas of admissions and your resume with names and contact information for 5 references to: **Search Committee, Director of Admissions, c/o Provost's Office, Cleveland State University, Rhodes Tower 1208, 1860 East 22nd Street, Cleveland, OH 44115-4435, e-mail m.zeglen@csuohio.edu.** Review of applications will begin September 15, 2001 and continue until the position is filled. Cleveland State University is an AA/EOE committed to nondiscrimination. M/F/D/V encouraged.

ASU ARIZONA STATE UNIVERSITY WEST

CONTINUED

Director

Learning Enhancement Center

ASU West is continuing to seek an individual to initiate, develop, and lead a campus-wide Learning Enhancement Center. This Learning Enhancement Center will house and coordinate several existing campus programs-the Center for Writing Across the Curriculum and Tutoring Services, among others-and further expand their offerings into a coherent and broad-based program of comprehensive student academic support. The main responsibilities of the Director will include supervision of a tutoring/writing center and its staff, development of academic support systems for the campus's learning communities and lower division programs, particularly supplemental instruction, and regular communication and consultation with faculty about learning support programs and issues.

The Learning Enhancement Center will be housed in the Division of Collaborative Programs, the campus unit that houses cross-campus, -university, and institutional programs, and the Director will report to the Dean of Collaborative Programs. The Director will also hold a tenured faculty position in one of the campus's instructional units and will teach one course per year for that unit.

The successful candidate must meet the following qualifications: a Doctorate, a record of teaching and scholarship commensurate with an appointment as an associate or full professor in one of ASU West's colleges, and experience working with university learning support programs. Specific experience in Writing Across the Curriculum programs, supplemental instruction, multi-lingual and multi-cultural academic support programs, institutional assessment and measurement, and/or mathematical support programs is desired.

Application deadline is October 1, 2001, and the 1st of every month thereafter until the position is filled. Interested candidates should send a letter addressing required and desired qualifications, curriculum vitae, and names, addresses and telephone numbers of three references to **Allyson Ross, Arizona State University West, P.O. Box 37100, MC 2851, Phoenix, Arizona 85069.** For more information regarding our campus, please visit www.west.asu.edu

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ARMSTRONG ATLANTIC STATE UNIVERSITY

SAVANNAH, GEORGIA

Vice President of Academic Affairs and Dean of Faculty

Armstrong Atlantic State University (AASU), a member of the University System of Georgia, invites applications and nominations for the position of Vice President of Academic Affairs and Dean of Faculty.

Armstrong Atlantic State University is located in the beautiful, historic port city of Savannah, Georgia. AASU is organized into the colleges of Arts and Sciences, Education, and Health Professions and the School of Graduate Studies. More information about the university may be obtained by visiting our web site at www.armstrong.edu.

A more detailed position description is available at www.it.armstrong.edu/vpsearch/

Interested candidates should submit a letter of application, current curriculum vitae, and the names, mailing addresses, e-mail addresses, and daytime phone numbers of five professional references. Nominations should include the name, address, and daytime telephone number of the nominee. Mail to: **Dr. Deanna Cross, Chair, VPAA/Dean of Faculty Search Committee, Armstrong Atlantic State University, 11935 Abercorn Street, Savannah, Georgia 31419-1997 (Fax: 912.961.3169)**

Review of applications will begin October 1, 2001 and continues until the position is filled. Effective date of appointment is expected to be July 1, 2002.

AA/EOE. Georgia is an Open Records Law state. AASU is committed to fostering a diverse campus community, and welcomes and encourages applications from women and minorities.

DEAN

College of Engineering & Technology

The University of Nebraska-Lincoln invites applications and nominations for the position of Dean of the College of Engineering and Technology. The Dean is the chief academic and administrative officer of a multi-campus college with a statewide responsibility for engineering education.

The successful candidate will be a strong, visionary leader and spokesperson for the College. He/she will have experience in building and maintaining relationships both with private industry and with public research grants and contracts. It is expected that the next dean will continue to strengthen the national reputation of the College, promoting excellence in research, teaching and outreach.

The Search Committee will begin screening applications on October 15, 2001 and will continue until an appointment is made. A description of the position and application process is available on-line at http://www.unl.edu/svcaa/priorities/etdean.html or from Ms. Jelena Gude (Tel: 402/472-5264; Fax: 402/472-4929; E-mail: jgude1@unl.edu

Engineering and Technology Dean Search Committee
Dean Wayne Drummond, Chair
208 Administration Building
University of Nebraska-Lincoln
Lincoln, NE 68588-0420

The University of Nebraska is committed to a pluralistic campus community through affirmative action and equal opportunity and is responsive to the needs of dual career couples. We assure reasonable accommodation under the Americans with Disabilities Act. Contact **Wayne Drummond at 402/472-9212** for assistance.

Nebraska
UNIVERSITY OF NEBRASKA – LINCOLN

International Student Advisors

The Center for International Affairs and Programs at Plattsburgh State University of New York is seeking applicants for two International Student Advisor positions. These are full-time, twelve-month positions.

Responsibilities include: With strong focus on "extra customer service mentality" perform a variety of assignments in support of the Center. Evaluate foreign credentials for admissions decisions, transfer credit purposes and registration services. Follow up international inquiries in a prompt and time-sensitive manner; communicate with students to encourage; follow up admissions matters according to established procedures; preparation of admissions files; evaluation of international student academic credentials; submission of assessments of equivalencies to the Director; assisting in the preparation of international articulation agreements; transfer credit data entry and pre-registration; assisting with general advising; providing orientation and workshops for international students; usage of computerized admissions systems; advisement of international students regarding enrolment, visa status and INS regulations; directing students to appropriate resources; planning and development of programs and services to enhance the educational and cultural experience of international students. This position may require some evening and weekend hours.

Qualifications: Bachelor's degree with a minimum 5 years directly related experience is required, Master's degree with a minimum 3 years experience preferred. Applicable disciplines would include Law, MBA, International Education or a related field. Strong written, verbal and computer skills; cultural sensitivity; the ability to cross function and handle multiple tasks simultaneously and work under pressure independently; strong problem solving and crisis management skills; and a minimum 3 years experience in F-1 and J-1 immigration law is required. Demonstrated ability to perform outstanding work in a fast paced, results-oriented office and advanced experience with technology, including proficiency in Microsoft Office and Access database design and management; fluency in a second language and overseas experience will be highly regarded.

Salary: $32,000-$38,000 dependent upon qualifications and experience, with excellent benefits.

Applications from women and minority candidates are especially welcomed. Plattsburgh State University of New York is an affirmative action, equal opportunity employer.

Review of applications begins immediately and continues until position is filled. Please submit letter of interest, resume and names, addresses, and phone numbers of three references to: **Chair, Search Committee (PJ# 2603-808)**, c/o Human Resources, Plattsburgh State University of New York, 101 **Broad Street, Plattsburgh**, NY 12901-2681. Fax: (518) 564-5060

Plattsburgh
STATE UNIVERSITY OF NEW YORK
www.plattsburgh.edu/hr/

MESSIAH COLLEGE

invites applications for

ACADEMIC DEAN

to provide leadership for

SCHOOL OF MATHEMATICS, ENGINEERING, AND BUSINESS

[DEPARTMENT OF ENGINEERING, DEPARTMENT OF MATHEMATICAL SCIENCES, DEPARTMENT OF MANAGEMENT AND BUSINESS]

Messiah College is a Christian college of the liberal and applied arts and sciences rooted in the Anabaptist, Pietist and Wesleyan traditions and committed to an embracing evangelical spirit, to academic excellence, and to social engagement.

The growth of enrollment (nearly 2800 students), program (50 majors and minors) and full-time faculty (144) has necessitated a new academic structure that will promote and foster the excellence, innovation and creativity of this dynamic college. Twenty academic departments have been divided into five Schools, each of which will be led by a new Dean. The School of Mathematics, Engineering, and Business is comprised of 27 full-time faculty, 12 majors (including one teaching certification) and 8 minors. Successful applicants will:

- Share the unique mission and a commitment to preparing students for lives of service reconciliation, and leadership.
- Exhibit a creative and innovative orientation towards education.
- Evidence experience in academic administration, including networking and cultivating funding sources.
- Exemplify excellence in teaching, scholarship, and service.
- Interact effectively with faculty and students.
- Be qualified for a faculty appointment in an academic discipline represented by the particular School.
- Possess an earned doctorate or terminal degree from an accredited university.

Compensation will be commensurate with qualifications and experience. Excellent benefits include TIAA-CREF, life, health, and dental insurance, and college tuition assistance for dependents.

Nominations and applications should be submitted as soon as possible. Review of candidates will begin September 30, 2001, however applications will be received until the positions are filled. Starting date for this position is July 1, 2002.

Applicants should provide a letter summarizing their interest in the College and their qualifications for the Academic Dean position, a comprehensive curriculum vita, brief statements of philosophy of Christian higher education and approach to administration/leadership, and at least three letters of reference. Please address all inquiries, applications, and nominations to:

Dr. Kim S. Phipps, Provost
Messiah College
One College Avenue, Box 3016
Grantham PA 17027
(717) 796-5375
kphipps@messiah.edu
http://www.messiah.edu

EOE

AAUW

ASSOCIATION DIRECTOR

The American Association of University Women, a women's advocacy organization, seeks a senior executive to provide overall direction and strategic planning. Successful candidate will work collaboratively w/executive director, board, staff and volunteer leaders to provide oversight in the areas of membership, programs, leadership development, multicultural initiatives, and public policy; represent the Association at national meetings; develop long and short-range plans; develop and manage budgets; and assume leadership role in AAUW's bi-annual convention planning process. Requires bachelor's degree and 5-7 years senior management experience (advanced degree preferred); working knowledge of programs and membership development, and women's issues; strategic planning, negotiation and facilitation skills; and ability to manage, develop and advise staff. Ref. Code: AAUW-HR/AD.

HUMAN RESOURCES DIRECTOR

The American Association of University Women, a women's advocacy organization, has an immediate need for a seasoned and pro-active Human Resources Director. Reporting to chief executive officer, incumbent provides leadership counsel to board and organizational support to all staff levels. Successful candidate has 3-5 yrs senior HR mgmt exp, preferably in a not-for-profit environment, including policy and procedures implementation, organizational development, performance management, recruitment and selection, salary & benefits administration, employee relations & motivation, EEO/affirmative action, progressive discipline, training/facilitation, work-life quality and retention strategies. Requires bachelor's degree in human resources, behavioral sciences, or related field; budget development; and excellent interpersonal skills. Master's Degree and/or PHR/SPHR highly desirable! Ref. Code: AAUW-HRD.

INFORMATION SYSTEMS DIRECTOR

The American Association of University Women, a membership organization and leading advocate for education and equity for women and girls, seeks an experienced senior-level manager to provide organization-wide leadership and management for AAUW's computing, network, and telecommunications facility. Successful candidate will collaborate w/AAUW officers and management to plan and direct a full array of administrative and operational activities and implement the information technology vision, policies, and procedures. Responsible for systems development; strategic technology planning, budgeting, and procurement; networking, user services, and technical training; and security and operation. Requires BS in Computer Science; department and staff management exp.; five years computer systems planning and management; knowledge of modern concerns and technologies in data processing and information systems; exp. w/dbase management; and working knowledge of UNIX and TCP/IP networks and/or enterprise dbase management systems (e.g. Oracle, Sybase, Unidata, SQL-Server). Windows 2000 preferred. Ref. Code: AAUW-HR/ISD.

Competitive salary and generous benefits package. AAUW values and seeks a multicultural workforce. Please send cover ltr and resume to:

AAUW, 1111 Sixteenth Street, N.W.
Washington, D.C. 20036
Fax: 202/872-1413
E-mail: aauwjobs@aauw.org
Website: www.aauw.org

ASU
ARIZONA STATE
UNIVERSITY WEST

POSITION ANNOUNCEMENT

Arizona State University West, a vital component of ASU's multi-campus structure, serves more than 5,000 undergraduate and graduate students at its modern, growing campus in Phoenix, one of the country's most dynamic multi-cultural and economic environments. ASU West is an urban, commuter campus with a focus on learner-centered education. The University is committed to a balance of research and teaching, faculty-student research collaboration, interdisciplinary perspectives, and the development of University-community partnerships. ASU West is dedicated to increasing the diversity of its campus community, and encouraging an environment that offers students knowledge about local, national, and global communities.

The School of Management is recruiting for a tenure-track position in Strategic Management for Fall 2002. As a metropolitan university, the mission of the SOM at ASU West is to educate students who primarily live and work in the Phoenix area, to advance knowledge in the various fields of management, to advance the practice of management in the context of a global economy, and to foster the economic vitality of the Phoenix area. "The School's dynamic faculty are nationally recognized for their teaching, research and business credentials. Normal teaching load is four courses per academic year for untenured faculty. The SOM offers a B.S. in Global Business with specializations in marketing, financial management, human resource management, information systems management, and international studies. The SOM also offers a Bachelor's in Accountancy and Postbaccalaureate Certificate in Accountancy and a Master's in Business Administration (MBA). The baccalaureate and MBA programs are accredited by the AACSB and the Accountancy Program has separate AACSB accounting accreditation. The average GMAT score of MBA students is 590. The SOM provides an on-campus evening MBA program, as well as off-campus MBA programs and an on-line MBA program.

Assistant/Associate Professor of Management: We are seeking a faculty member to teach strategic management at the MBA and undergraduate levels. Required Qualifications: Ph.D. in strategic management or related field by August 15, 2002; evidence of teaching effectiveness in strategic management commensurate with level of appointment; achievement in scholarship commensurate with level of appointment. Desired Qualifications: Evidence of experience in teaching international management, human resource management, or legal issues and ethics; consulting/industry experience; evidence of MBA teaching experience; experience with strategy computer simulations; evidence of outstanding foundation in research methods; evidence of successful interactions with the local business community.

Deadline: Oct. 30, 2001 or the 30th day of the month thereafter until position is filled.

Send: Two complete copies of a letter of interest, vita, names of three references, and evidence of teaching and research performance to: **Dr. Leanne Atwater, Management Department Chair, ASU West School of Management, P.O. Box 37100, MC 2451, Phoenix, AZ 85069-7100.**

Arizona State University is an Equal Opportunity, Affirmative Action Employer.

Visit our...
Outlook IN HIGHER EDUCATION
People
Places
Publications
Conferences
FIND IT ONLINE
Section
WWW.HISPANICOUTLOOK.COM

1919

SUL ROSS STATE UNIVERSITY, Alpine Campus
invites applications for the following Faculty and Staff positions:

Assistant Professor of Bilingual Education/Spanish
Assistant or Associate Professor of Criminal Justice
Assistant Professor of Education/Early Childhood
Assistant or Associate Professor of Industrial Technology

Circulation Services Librarian
Controller
Electrician
Electrician Supervisor
Sign Language Interpreter

The following Faculty and Staff positions are available at the SRSU/Rio Grande Campuses at Del Rio, Eagle Pass, and Uvalde:

Assistant Professor of Education/Early Childhood
Assistant Professor of Education/Reading
Assistant Professor of Mathematics

Business Development Specialist
ExCET Coordinator/Title 5
Nursing Education Director

To request an application or announcement contact Sul Ross State University, Human Resources, Box C-13, Alpine, TX 79832. (915) 837-8058. To view complete announcements and information regarding Sul Ross State University visit our website at www.sulross.edu.

Sul Ross is a member of the Texas State University System. EEO/AAE

SENIOR ANALYST, MARKET and SURVEY RESEARCH

College seeks individual with excellent writing skills who will be responsible for the design, coordination, analysis and reporting on survey and market research in support of institutional decision-making, long term planning, program evaluation, the College's Marketing Plan, and special projects. You will also be responsible for the creation, management and validation of organizational and electronics programs for dissemination of information to appropriate college personnel.

The successful candidate will have a Master's degree in a discipline in the behavioral sciences, higher education or marketing where research was a component, two years experience in behavioral science research, as well as two years experience using Microsoft Office and statistical software. Must have knowledge of relational databases and Structured Query Language (SQL), active server pages, and Adobe Acrobat. Anticipated Entry Annual Salary is $41,688 with full benefits package.

Send resume attention Human Resources, or you may apply in person at the Human Resources Office, at the address listed below, from 8:30am to 5:00pm Monday through Friday. You may send resume via fax to (732) 224-2970, or via email at hrdept@brookdale.cc.nj.us or mail to the address listed. Visit our website at www.brookdale.cc.nj.us, or call our Job Hotline at (732) 224-2281. A review of credentials will begin Sept. 28, 2001, and will be on-going until the position is filled.

BROOKDALE COMMUNITY COLLEGE

765 Newman Springs Road
Lincroft, NJ 07738

Brookdale Community College is an Equal Opportunity/Affirmative Action Employer and its staffing process is pursued through an unwavering commitment to diversity, not only as a compliance responsibility, but as an active conscious effort to build and develop diversity within the faculty and staff.

CHABOT COLLEGE PRESIDENT
Hayward, California
and
LAS POSITAS COLLEGE PRESIDENT
Livermore, California

The Chabot-Las Positas Community College District invites applications and nominations for the positions of Chabot College President and Las Positas College President. The colleges seek an individual who is committed to academic excellence, demonstrates a high degree of integrity, innovation, and commitment to shared governance. An earned doctorate is preferred or equivalent experience is required.

The district's two colleges serve nine communities in Alameda County. The combined student population of more than 20,000 includes those from throughout the Bay Area, as well as other states and more than 40 countries.

A printed profile brochure for the position will be available after September 17, 2001. To receive the brochure please contact:

Chabot-Las Positas Community College District
Office of Human Resources
7011 Koll Center Parkway, Suite 200
Pleasanton, CA 94566
voice mail (925) 485-5200 or email: hr@clpccd.cc.ca.us

The profile brochure will be available on the District website (www.clpccd.cc.ca.) after September 4, 2001. The deadline date for the letter of application is October 11, 2001.

The Chabot-Las Positas Community College District is an
Equal Opportunity/Affirmative Action Employer.

Executive Director, Institute for the Elimination Of Health Disparities

University of Medicine and Dentistry of New Jersey School of Public Health

UMDNJ-School of Public Health is seeking an executive director to lead an Institute for the Elimination of Health Disparities and be responsible for the overall operation of the Institute, seek and direct research grants, work with advisory boards and community groups. The successful candidate will hold a tenure track position with UMDNJ-School of Public Health. A joint appointment will also be held with one of the collaborating UMDNJ Schools. Doctoral degree in social sciences or health care related field and a minimum of five (5) years of progressively responsible experience in a health care environment, three (3) in an executive management capacity are required. Experience in community health/academic health care setting, excellent written and communication skills as well as the ability to work in a multi-site program are also required. Based on the Newark Campus, this position reports to the Dean of the School of Public Health.

Please send letter of application, CV, and names of three references to:

Chair, Search Committee
UMDNJ-School of Public Health
Primary Care Center, Suite 243
40 E. Laurel Road
Stratford, NJ 08084

The selection process begins immediately and will continue until the position is filled.

The UMDNJ-School of Public Health is sponsored by UMDNJ in cooperation with

UMD NEW JERSEY   THE STATE UNIVERSITY OF NEW JERSEY RUTGERS   NJIT   PHRI

Rutgers, State University of New Jersey and New Jersey Institute of Technology and in collaboration with the Public Health Research Institute.

The UMDNJ is an equal opportunity employer.
Women and people of color are strongly encouraged to apply.

MESSIAH COLLEGE

Messiah College, located in south-central Pennsylvania, is recruiting for the following full-time, term-tenure-track positions available for 2002-2003. Ph.D. and teaching experience preferred. Evidence of strong commitment to teaching and to scholarly research is expected. Women and minority candidates are encouraged to apply. All candidates must be strongly committed to the educational mission and Christian orientation of the College.

Health and Human Performance:
Exercise Science
Contact: Barbara Burwell

Music - Orchestra
Contact: William Stowman

Music - Music Education/Voice
Contact: William Stowman

Computer Science
Contact: Barry DeRoos

Mathematics/Computer Science
Contact: Barry DeRoos

American History
Contact: Joseph Huffman

Poetry
Contact: Peter Powers

Communication
Contact: Christopher Simmons

Nursing
Contact: Carolyn Kreamer

Art: Painting
Contact: Ted Prescott

Education: Special Education
Contact: Kevin Zook

Social Work
Contact: John Eby

Submit a letter of interest, vita, and three professional references to the respective Chair. Review of applications will continue until positions are filled. Messiah College is a Christian college of the liberal and applied arts and sciences. The college is commited to an embracing evangelical spirit rooted in the Anabaptist, Pietist, and Wesleyan traditions of the Christian church. For additional information, contact:

Kim S. Phipps, Provost
Messiah College
P.O. Box 3016
Grantham, PA 17027
kphipps@messiah.edu
http://www.messiah.edu
717-796-5375
EOE

TEMPLE UNIVERSITY

Dean of The Esther Boyer College of Music and Department of Dance

Temple University invites nominations and applications for Dean of The Esther Boyer College of Music and Department of Dance. Boyer College maintains a tradition of excellence in education through active and innovative programs designed to focus on the performing arts of music and dance. Within the framework of a large, multi-faceted University, the performance-oriented Boyer College offers preparatory training, baccalaureate through doctoral degrees, and graduate professional performance certificates. Boyer College offers a unique blend of scholarship and performance highlighted by an array of outstanding programs.

The School's superior reputation is founded on the efforts of a distinguished faculty of nearly 200 performers, scholars, and teachers. In addition to over 50 full-time professors, the large adjunct faculty is comprised of accomplished performers from many of the Philadelphia region's prominent arts organizations. The Esther Boyer College of Music and Department of Dance integrates the best conservatory-level arts training with a challenging and diverse academic curriculum. The College occupies two buildings on the Main Campus of Temple University, and uses space in five others. In addition, the College's 300+ annual performances take place in various campus halls, as well as Philadelphia's Academy of Music and numerous other off-campus locations.

The Dean is responsible for academic, fiscal, and personnel matters within the College. S/He is expected to provide leadership for the College and to foster excellence in teaching, research, performance, and service to the Temple community and beyond. The Dean will represent the College to external constituencies and actively lead fundraising initiatives. The successful candidate is expected to develop and articulate a vision for the College that transcends individual artistic disciplines and creates unity, lead the College in charting a strategic direction; and develop an aggressive strategy to garner the resources necessary to achieve its objectives. The Dean will demonstrate excellent management skills, commitment to the institution's values, and the ability to work collaboratively with a diverse group of faculty and fellow Deans. Candidates for Dean must have a track record of distinction in higher education, the arts (specifically music and/or dance) or in the practice of one of the particular disciplines represented in the College.

Nominations, or a letter of application accompanied by a curriculum vitae and a list of references, should be sent to:

Gerard F. Cattie, Jr.
Managing Director
The Diversified Search Companies
One Commerce Square
2005 Market Street, Suite 3300
Philadelphia, PA 19103
Gcattie@divsearch.com
215 988-8399 (fax)
215 656-3576 (phone)

For more information about Temple, please consult its Web site: www.temple.edu.

Temple University is strongly committed to Affirmative Action and Equal Opportunity and encourages qualified women and members of minority groups to apply.

CASE WESTERN RESERVE UNIVERSITY

PRESIDENT

The Trustees of Case Western Reserve University invite nominations and expressions of interest for the position of President with an anticipated appointment date of July 1, 2002.

CWRU is the largest private research university in Ohio, with undergraduate and graduate programs that encompass the arts and sciences, technology, and the professions, including medicine, nursing, dentistry, law, management and social work. The University has distinguished itself by combining its internationally known programs of teaching and research with an active role in collaborative efforts to strengthen the economic base and quality of life in the region.

The Trustees seek a President with demonstrated leadership ability and a strong commitment to academic excellence and scholarship, an orientation to the interests of students and faculty, and a deep appreciation for the critical opportunities CWRU and its community afford each other.

Nominations and applications, which will be accepted and reviewed until the position is filled, may be sent to:

Susan J. Zull
Secretary of the Corporation
Case Western Reserve University
317 Adelbert Hall
10900 Euclid Avenue
Cleveland, Ohio 44106-7010

John Isaacson and Barbara Stevens of Isaacson Miller are assisting CWRU in this search (phone 617-262-6500; fax 617-262-6509; e-mail: bstevens@imsearch.com)

In employment as in education, CWRU is committed to Equal Opportunity and Affirmative Action.

BEST COPY AVAILABLE

1021

Coordinator, Career Information and Placement Services

Community College of Philadelphia invites applications for an energetic and experienced Coordinator of Career Information and Placement Services responsible for coordinating student job development and placement activities on the Spring Garden campus and Regional Centers.

The successful candidate will be able to deliver career services through state of the art technology and must assume responsibility for developing and maintaining the office Web page. He/she should have strong interpersonal skills, exhibit great attention to detail, have the ability to manage multiple tasks and a heavy workload. Qualifications include: Bachelor's degree required, Master's degree preferred, demonstrated experience in job placement and development required, a minimum of 2 years of professional experience working in the area of Career Services.

Benefits are highly competitive. For maximum consideration, send cover letter, resume, and at least 3 references by September 9, 2001 (although applications will be considered until the position is filled) to **Human Resources (RP), Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130.** Community College of Philadelphia is an affirmative action, equal opportunity and equal access employer. The College encourages applications from individuals from traditionally under-represented groups. AA/EOE

Community College of Philadelphia

UCSD-Associate Physical Planner

The Associate Physical Planner will provide land planning and urban design services to the UCSD campus. Requires excellent report writing and public speaking skills with the ability to communicate clearly planning and urban design concepts. Undergraduate degree in urban planning, architecture or related field, and 3+ years of experience in land use planning and/or urban design is required.

Please send resume with salary history, referencing job #25082, to: resume@ucsd.edu or to: UCSD Human Resources, 9500 Gilman Drive, La Jolla, CA 92093-0967. EEO/AAE.

University of California
San Diego

PROVOST

The University of Michigan invites applications and nominations for the position of Provost and Executive Vice President for Academic Affairs ("Provost"). The University of Michigan is one of the nation's preeminent research universities, comprising 20 schools, colleges and academic units, and serving more than 3,800 faculty and 37,000 full-time students. Faculty and students come from Michigan, the other states, and from all parts of the world.

As it enters the twenty-first century, the University of Michigan will continue to serve the people of Michigan, the nation, and the world by creating, preserving, communicating and applying knowledge, fostering engagement, innovation and achievement, and by educating citizens and leaders who will shape the present and enrich the future. It will strive to be a university that honors human diversity and creativity, and to foster an environment in which ideas are contested with grace and civility.

The Provost is the chief academic, budget, and operating officer for the University, and reports directly to the President. Reporting directly to the Provost are the Deans and Directors of all academic units, the Director of the University Library, and the Associate Vice Presidents and Vice Provosts. The Provost provides leadership in support of the scholarly enterprise, and the planning and implementation of academic programs at the University. The Provost must be able to represent the University eloquently to internal and external constituencies and to seek, secure, and manage funds from a variety of sources.

Candidates must be distinguished scholars and experienced administrators, with the ability and experience to provide academic leadership and vision of the highest order. They must be able to demonstrate the capacity to provide leadership in a highly collaborative and collegial manner that will focus the energies of a diverse and immensely talented faculty and student body.

Nominations and applications will be reviewed continuously beginning immediately, and will be accepted until the position is filled. The University's dedication to excellence is complemented by its profound commitment to building and sustaining a culturally diverse academic community. Individuals from historically under-represented groups are encouraged to apply.

Correspondence may be addressed to:

Lee C. Bollinger
President
University of Michigan
2074 Fleming Administration Building
503 Thompson Street
Ann Arbor, MI 48109-1340

Email may be addressed to **gdkrenz@umich.edu**. Information about the University can be found at http://www.umich.edu. The University has retained the services of Judith Auerbach of **Auerbach Associates** to assist in the search process. **Correspondence: 65 Franklin Street, Suite 400, Boston, Massachusetts, 02110; Telephone: (617) 451-0095. Email should be addressed to judith@auerbach-assc.com** The University of Michigan is a Non-Discriminatory, Affirmative Action Employer.

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WOMEN'S STUDIES IN RELIGION PROGRAM

Harvard Divinity School announces several full-time positions as Research Associate and Visiting Lecturer in Women's Studies in Religion for 2002-2003. Open to candidates with doctorates in religion, to those with primary competence in other fields of the humanities and the social sciences who have serious interest in religion, and to leading religion professionals with equivalent achievements. **Salary: $40,000 plus benefits. Deadline: November 15, 2001. Contact:**

Dr. Ann Braude
Director of Women's Studies in Religion
Harvard Divinity School
45 Francis Avenue
Cambridge, MA 02138
www.hds.harvard.edu/wsrp

ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

SEARCH REOPENED

Montclair State University invites applications and nominations for the position of associate vice president for Academic Affairs (AVPAA). **Montclair State University is a comprehensive public university offering a rich array of programs to approximately 13,500 undergraduate and post-baccalaureate students. Founded in 1908, the University is organized into three colleges and three schools: College of Education and Human Services, College of Humanities and Social Sciences, College of Science and Mathematics, School of the Arts, School of Business and the Graduate School. Characterized by a faculty of 450 teacher-scholars, Montclair State offers 10 undergraduate degrees in more than 70 major areas of study and seven degrees at the master's and doctoral level in 36 areas of study. The University is located 14 miles west of New York City on a beautiful 200-acre suburban New Jersey campus.**

The AVPAA reports to the provost and vice president for Academic Affairs, and provides leadership in the areas of academic planning, program implementation, the curriculum and the application of new technologies to the teaching/learning process. The AVPAA coordinates all accreditation and academic program review activities, and provides administrative oversight for the Center for Community Based Learning, the Honors Program, and the Office of Summer Sessions and Special Programs. The AVPAA will represent the Office of the Provost on key University planning, technology and curriculum committees as well as the campus Teaching, Learning and Technology initiative; will participate in the resolution of student academic appeals and complaints; and will work closely with the academic deans, the associate vice president for Information Technology and the director of Institutional Research.

Qualifications: Applicants should possess an earned doctorate or equivalent degree, experience as a tenured faculty member, and teaching and scholarly qualifications consistent with a tenured appointment in one of the University's five schools. Candidates must also demonstrate a record of successful administration in higher education, a broad understanding of current issues and future directions in higher education, especially at the interface of technology and the learning process, and the ability to raise external resources. The successful candidate will have excellent written and oral communication skills, a collaborative, facilitative leadership style and a commitment to diversity.

Salary: Salary dependent upon qualifications

Apply by: Review of applications will begin immediately and continue until position is filled.

Send letter and resume (include V#) to: Dr. Judith Lin Hunt, Dean, Library Services, Montclair State University, Box C316- V#31/HOHE, Upper Montclair, NJ 07043.

An Equal Opportunity/Affirmative Action Institution
www.montclair.edu

MONTCLAIR
STATE
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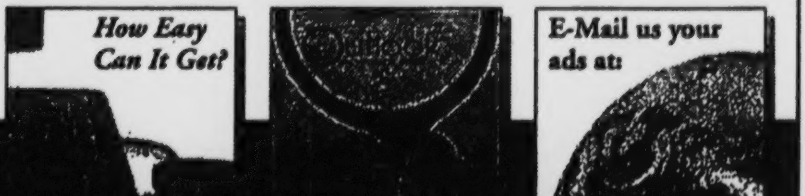
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COLUMBIA
BUSINESS
SCHOOL

The Management Division of Columbia Business School seeks to hire outstanding persons at both the junior and senior levels. The Management Division is composed of people doing research in strategy, organizational theory and organizational behavior. We are looking for people whose scholarly and research interests contribute to one or more of these areas. Candidates should begin their application by visiting our job-search web site at http://www.gsb.columbia.edu/divisions/management/search, where they will be asked to complete an online application form and electronically upload their curriculum vitae. In addition, a letter of interest, three letters of recommendation and samples of current research (including a dissertation proposal summary for doctoral candidates) should be mailed to:

Barbara Valentine, Search Coordinator
Columbia Business School, 3022 Broadway
Room 7N, Uris Hall, New York, NY 10027
Email: bev1@columbia.edu

The deadline for completed applications is November 1, 2001.

Columbia University is an Equal Opportunity/Affirmative Action employer. Minorities and women are encouraged to apply.

Director of Affirmative Action, Pluralism and Diversity

The College of Staten Island of the City University of New York invites applications for the position of Director of Affirmative Action and Pluralism and Diversity, to start *September 1, 2001* or as soon as possible. Reporting to the President and working closely with the Vice President for Student Affairs, the Director of Affirmative Action and Pluralism and Diversity has responsibility for programs and activities designed to foster a climate that encourages respect for pluralism and diversity and for implementation of the College's affirmative action policy. The Director will be expected to promote diversity in College programming and in faculty and staff hiring. Additional duties include overseeing procedures for compliance with Federal and State regulations; on-going data collection and analysis for College and University reports; training programs; and disseminating information. The Director serves as Chair of the College Affirmative Action Committee and the Pluralism and Diversity Committee and as liaison with University offices and programs. CSI has a population of 10,500 students and 1,500 faculty and staff. *Qualifications:* Bachelor's degree and a minimum of eight years related experience required; advanced degree, demonstrated success in this area, excellent computer and communication skills strongly preferred. *Salary Range:* $52,898 - $72,995 Review of applications will continue until the position is filled. Send a letter of application, resume, and the names, addresses and telephone numbers of three references to: **Michael R. Daniels, Assistant to the Vice President for Student Affairs, Affirmative Action/Pluralism and Diversity Search, College of Staten Island/CUNY, 1A room 301, 2800 Victory Blvd., Staten Island, NY 10314**

EEO/AA/ADA employer

KUTZTOWN

Kutztown University of Pennsylvania enrolls approximately 8,200 students in graduate and undergraduate programs. The University is located in the borough of Kutztown in a charming rural setting, but is within 20 minutes driving time of the diverse metropolitan areas Allentown/Bethlehem and Reading, and within 60 minutes of the Philadelphia metropolitan area. The University is very interested in hiring employees who have had extensive experience with diverse populations, especially African American and Latino populations represented in these adjoining metropolitan areas.

Director of Admissions: Seeking an experienced, team-oriented admissions professional to direct a comprehensive admissions recruitment program. Candidates should have a strong background in public higher education and a minimum of six years experience in the field. Excellent supervision and planning skills are essential. The admissions program has registered single and double digit growth in applications for the last several years and operates in a strong and competitive market. Knowledge of issues in higher education and an understanding of the marketplace for public higher education are essential. Duties for which the director is responsible include developing effective student contact (recruitment visits, direct mail, computer programs, interviews, open house programs, etc.); the admission and re-admission of all undergraduate students; managing admissions data; preparation of reports, research, and evaluation necessary to fulfill the duties of the office. The director is an active member of the University Enrollment Management Team and provides leadership for the recruitment and admissions for all undergraduate students. A successful interview and demonstration of ability are also required. Master's degree required. Reports to the Vice President for University Advancement. Review of applications will begin on August 20, 2001 and will continue until filled. Please mail resume including three references and a letter of application to: **Chair of Admissions Director Search Team, Kutztown University, P O Box 730, Kutztown, PA 19530.**

Kutztown University is an Affirmative Action/Equal Opportunity employer/ member of the State System of Higher Education and actively solicits applications from women and minority candidates.

For more information, please visit our website at:
www.kutztown.edu/employment/faculty.shtml.

Northeastern University, nationally recognized for its cooperative education program, is a private, non-sectarian university located in the heart of historic Boston. It is an integral part of the city's thriving educational and cultural life, is dedicated to excellence in research and scholarship, and highly committed to individual and community needs. Northeastern is dedicated to fostering gender equity, cultural and ethnic diversity among its faculty, staff and is proud of its diverse student/ resident population.

Complex Coordinator

Direct responsibility for student development functions and the effective administration of a diverse residential community of 800 students with 24 staff members (professional, paraprofessional, and graduate). The primary purpose of this position is to develop and maintain an environment conductive to students' academic success through social and intellectual growth including the ongoing development and leadership with academic initiatives within the complex. Responsibilities include behavior management, judicial administration, building and security management, and staff supervision. This live-in position assumes full responsibility for the safety and well-being of the students and the complex. Must be capable of excellent autonomous judgment. Required: Master's Degree in College Student Development, Higher Education Administration or a related field; two to five years of experience as a full-time, live-in residence hall professional; excellent written and oral communications skills; effective administrative, supervisory, and organizational skills; experience in conflict mediation and resolution; evidence of excellent decision-making skills.

Candidates for this position must have demonstrated understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds. This is a live-in position that includes a full meal plan, tuition benefits and university health plan. This position will not exceed three years in duration. A fourth year is possible with the permission of the Director of Residential Life. For best consideration, please submit resume by September 3, 2001.

Please send cover letter, resume, and 3 references to: Richard Stevens, Associate Director of Residential Life, 6 Speare Hall, Northeastern University, 360 Huntington Avenue, Boston MA 02115

Northeastern
UNIVERSITY

Director of Slides and Photographs

Princeton University's Department of Art and Archaeology seeks a Director of Slides and Photographs to oversee all services related to the Department's extensive collections of visual materials, including slides, digital images, mounted study photographs, research photographs, archival collections of excavation photographs, and older collections of historical importance. Assisted by a staff of 8, position will be responsible for acquisitions, collection development, cataloging, processing, storage, conservation, and support of classroom instruction through digital media. Candidate will develop and document policies and procedures; maintain good relations with other University departments, plan for the future of the collection to serve the needs of the Department as well as those of the campus and scholarly communities.

Position requires an ALA-accredited MLS degree, and/or subject-related MA or equivalent experience. Candidate should have a strong record of achievement as a manager of visual resources collection and a demonstrated ability to provide leadership, set priorities, balance competing demands, manage change, and establish collegial relations with faculty, students, and staff. Knowledge of current and coming technologies for cataloging, storing, and disseminating images, and of the relevant hardware and software that's required, as is general knowledge of art and architectural history. Desired qualifications include PC knowledge, experience with large-scale digital imaging projects, experience as an educator, and participation in professional organizations and/or publications. For full consideration, resumes must be received by September 17, 2001.

Princeton provides an exceptional benefits package. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: **Human Resources, One New South/1721-HHE, Princeton University, Princeton, NJ 08544-5264.** NO FAXES, PLEASE. An equal opportunity employer.

Princeton University

Broward
Community
College

COUNSELOR, #844

Master's degree in Counseling or a related field. Experience in an educational setting and multi-cultural environment preferred. Computer literacy required knowledge of Powerpoint and Word preferred. Responsibilities include: serving as a Student Affairs generalist assisting with academic advisement, educational planning, career development, student success initiatives, and personal counseling. This a 225-day calendar position. Hours: Two evening per week (11:30AM- 7:30PM), three days per week (8AM- 4PM), and occasional Saturdays. Closing date: 9/7/2001. South campus. **Salary:** Based on credentials.

ENROLLMENT SERVICES OFFICER, #874

Bachelor's degree and two years recruiting and advising experience required. Will recruit high school students and working adults in corporations and community organizations and advise community college students in class selection, educational/career planning, etc. Demonstrated initiative in creating and implementing programs; customer service-driven accomplishment and organizational skills. Ability to be part of a team in a multi-cultural college. **Salary:** $28,000- $41,000 Downtown center. **Closing date:** 9/7/2001.

PROGRAM MANAGER, RADIATION THERAPY INSTRUCTOR, #166

Graduation from an Accredited Radiation Therapy Program and a minimum of five years working experience. Bachelor's degree required, Master's preferred. The candidate for this position will have a minimum of two years teaching Radiation Therapy in either a hospital based technical school, community college or university based program. This is a nine-month tenure track contract with supplemental pay for any extra work required. Experience with a variety of multimedia equipment and software a plus. The college has two fully functioning Radiation Therapy Labs including a Linear Accelerator and a Simulator. **Closing Date:** 9/14/2001. North campus. **Salary:** Based on credentials.

Please forward official applications with position title/# & copies of transcripts & licenses to:

Broward Community College
225 E. Las Olas Blvd., Human Resources
Ft. Lauderdale, FL 33301
Please call (800) 682-3646 for an official application.
www.broward.cc.fl.us/jobs/
EA/EO Institution

SC CCD

PRESIDENT

Fresno City College
State Center Community College District

The Board of Trustees of the State Center Community College District seeks a new chief executive officer for Fresno City College. The State Center Community College District is a multi-campus district and the president is directly responsible to the Chancellor of the district.

The profile brochure which contains details on the presidential search should be requested by contacting: **Ms. Vicki Roth, Search Liaison, State Center Community College District, 1525 East Weldon Avenue, Fresno, CA 93704; telephone: 559-244-5976 or email at vicki.roth@scccd.com.**

The full presidential profile is also available on the District web site at **www.scccd.com.**

For additional information, confidential inquiries and nominations, contact: **Joe Conte, Search Consultant; telephone: 760-864-9939 or cell phone: 760-774-0179; and email at jconte@ix.netcom.com or Narcisa A. Polonio, telephone: 202-775-4667 or cell phone: 202-276-1983; email: npolonio@acct.org.**

State Center Community College District is an
Equal Employment Opportunity Employer

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Job Opportunities

**CALIFORNIA STATE UNIVERSITY,
MONTEREY BAY**

California State University Monterey Bay is distinctive in serving the diverse people of California, especially the working class and historically underserved. CSUMB is committed to a multilingual, multicultural, intellectual community enabling students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

Writing in the Sciences/Senior Capstone Coordinator
Assistant Professor
Earth Systems Science & Policy

Coordinates & teaches junior seminar in reading, writing & critical thinking, and the senior capstone seminar courses. PhD in Science or other related field that contributes to the ESSP mission. Record in teaching & mentoring undergraduate students in writing & research projects. Prior experience working with nontraditional and multicultural students. Submit a current resume and cover letter explaining how your background and experience will enable you to contribute to the CSUMB mission and the ESSP program, four references and a portfolio that demonstrates your experience and excellence in undergraduate teaching, particularly writing in the sciences, including a statement of philosophy and course evaluations or peer summaries.

To review the **REQUIRED** application process and complete vacancy announcements for these and other currently open positions visit CSUMB at http://jobs.csumb.edu or call 831/582-3337; or visit (M-F, 8-5 pm):

CSU Monterey Bay
Human Resources Office
100 Campus Center • Seaside, CA 93955-8001

EOE

CSU *Connecticut State University System*

Vice Chancellor for Academic Affairs

The Connecticut State University System (CSU) consists of a system office and four universities. The four universities are located at New Britain, Willimantic, New Haven and Danbury.

This position is located in Hartford, CT, reports directly to the Chancellor of the University System and directs a staff of several senior, professional and support positions.

Responsible for serving as the chief administrator for academic programs; policy recommendations in the areas of planning, curriculum, academic budgeting, administration & policy; and assuming a leadership role in reviewing & evaluating as well as developing recommendations for comprehensive academic programs which support the long term academic mission and objectives of the System. Provides research, advice and strategic recommendations on academic issues to key members of the System, including the Chancellor, the Board of Trustees, and four university Presidents; as well as directing the collection, analysis and publication of data affecting policies on future academic and student services.

Qualifications include an earned doctorate in an academic field together with extensive leadership and academic management experience; must have a progressive record of accomplishment in teaching, administration and strategic planning; and must demonstrate a commitment to active student learning and knowledge of trends, policies and issues in higher education. The ideal candidate must also have a familiarity with emerging information technology and its academic implications; a demonstrated ability to manage budgets and fiscal programs and to provide effective direction to staff; must have a demonstrated ability to work as part of a team and to implement policy and program initiatives.

Salary from $105,903 commensurate with background and experience.

A review of applicants will begin on August 30, 2001 and will continue until the position is filled.

TO APPLY: Forward a cover letter and resume to: Maria M. Perez, CSU System, Perez-Arton Consultants, Inc., 23 Spring St., Suite 304, Ossining, NY 10562; Phone: (914) 762-2100; Fax: (914) 762-7834. For more information on CSU, visit our web site at: www.ctstateu.edu.

The Connecticut State University System is an AA/EEO employer and is aggressively seeking to recruit women and minority applicants to bring greater diversity to its work force.

COLUMBIA UNIVERSITY

ASSOCIATE PROVOST FOR EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Columbia University is seeking an Associate Provost to further its commitment to equal opportunity and affirmative action. Reporting to the Vice Provost for Academic Administration, the Associate Provost assists in recruiting and retaining a diverse workforce of faculty and staff; promotes a working and learning environment free from discrimination and sexual harassment; and manages the university's EO/AA compliance program.

Applicants must demonstrate a strong commitment to the principles of equal opportunity and affirmative action; a knowledge of the relevant laws and regulations; and an understanding of university culture. Advanced degree and significant work experience in higher education are required. Excellent analytical and communication skills, ability to work collaboratively, tact, and discretion are essential. Salary is commensurate with qualifications and experience.

Applications and resumes may be submitted to the Vice Provost for Academic Administration by mail at 310 Low Library, MC 4326, Columbia University, 535 West 116th Street, New York, NY 10027-4326; or electronically at eoaasearch@columbia.edu.

Columbia University takes affirmative action to ensure equal opportunity employment.

HISPANIC OUTLOOK
2001-2002 RATE CARD

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
September 10	**Aug. 21**	
September 24	Sept. 4	Volume 11 Editorial Index
October 8	Sept. 18	* Back to School Issue
October 22	Oct. 2	* Hispanic Heritage Month
November 5	Oct. 16	Law School Issue
November 19	Oct. 30	* Publisher's Picks ✓ Issue
December 3	**Nov. 13**	
December 17	**Nov. 27**	
January 7	**Dec. 18**	
January 28	Jan. 8	* Financing a College Education
February 11	Jan. 22	
February 25	Feb. 5	* Women in Higher Education
March 11	Feb. 19	* Community College Issue
March 25	**March 5**	

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO's* readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000.**

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

HOW TO PLACE ADVERTISEMENTS

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Monday - Friday, 9 a.m. to 6 p.m., EST, to confirm receipt of your advertisement.

Montgomery College

Instructional Dean Positions - Takoma Park Campus

Health Sciences

Natural and Applied Sciences, Business, Management and Information Sciences

Montgomery College, a multi-campus community committed to excellence in teaching and to student success, is seeking applications and nominations for two Instructional Dean positions listed below. The College, located in Maryland, just north of Washington, D.C., resides in the most populous, racially diverse and fastest growing county in the state of Maryland. The College is engaged in meeting the challenge of providing instructional programs to meet the diverse and changing educational, social, economic and cultural needs of its community.

The Instructional Dean reports to the Campus Vice President & Provost and is part of the campus leadership team. This team is responsible for creating, maintaining and being accountable for the best possible learning environment at The Takoma Park Campus by:

- Ensuring a student-centered focus.
- Balancing college, campus and community perspectives.
- Developing and managing resources.
- Ensuring and advocating for quality instruction and services.
- Developing, supervising and evaluating faculty and staff.
- Inspiring and encouraging innovation in teaching and learning.
- Developing partnerships with local schools, businesses, and community agencies.
- Responding to community needs.
- Developing new programs.

Instructional Dean- Health Sciences/Vacancy # 1084

This position provides leadership for faculty and staff in the following areas:
Health Information Technology, Nursing, Health and Physical Education, Physical Therapist Assisting, Radiological Technology, Diagnostic Medical Sonography and Surgical Technology.

QUALIFICATIONS: Candidates must have a Masters Degree, preferably in one of the disciplines supervised, along with direct experience in the Health Sciences. A doctorate in one of the areas supervised is preferred. Progressively responsible managerial experience is required. Effective written and oral communication skills are required. Experience in working with students from diverse backgrounds and with varying learning styles is a plus. The successful candidate will be charged with facilitating a new Health Sciences Institute that will include credit and non-credit offerings.

Instructional Dean - Natural and Applied Sciences, Business, Management and Information Sciences/Vacancy # 1028

This position provides leadership for faculty and staff in the following areas:
Astronomy, Biology, Business, Chemistry, Economics, Engineering, Geography, Information Sciences, Paralegal, Mathematics and Physics.

QUALIFICATIONS: Candidates must have a Masters Degree in one of the disciplines supervised. A doctorate in one of the areas supervised is preferred. Effective written and oral communication skills are required. Progressively responsible managerial experience at the department level and above is required; experience in working with students from diverse backgrounds and with varying learning styles is a plus.

Candidates must be able to demonstrate the challenges below:

- Providing leadership in curriculum and program development, program review, academic planning and budgeting.
- Facilitating outcome assessments.
- Infusing of technology into the classroom.
- Developing and promoting faculty and staff development.
- Working with a culturally diverse community and student body.
- Working collaboratively with other administrators, faculty and staff to advance the goals of the academic program.
- Generating external funds.
- Developing partnerships and fostering community outreach.
- Developing alternative programs - credit and non-credit

Please submit a cover letter, not to exceed five pages, along with your application to indicate how your abilities address the challenges

The salary range is $66,082 - $102,690 per year. Montgomery College offers excellent benefits. Applications for the above vacancies can be obtained by accessing our web site www.mc.cc.md.us/employment, or calling our 24-hour job line at (301) 279-5374, or by coming to the Office of Human Resources, Montgomery College, 900 Hungerford Drive, Suite 130, Rockville, Maryland 20850. Applications must be received by 5:00 p.m. on September 28, 2001.

Montgomery College is an equal opportunity employer, committed to fostering a diverse academic community among its students, faculty, and staff

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¡PUNTO FINAL!

THE NECESSARY ROLE OF AFFIRMATIVE ACTION

Reginald Cornejo, a graduate of the CSU system, has taught at College of the Sequoias in Visalia, Oxnard College, Watterson College, and the Porterville Unified School District, all in California. He is happy to claim North American Indian, Mexican aborigine, and Portuguese roots.

In the July 28, 2000, issue of this magazine, I wrote a piece, "Step off the Sidewalk," which pointed out a disturbing hiring trend in California's two-year colleges but offered no answers. I now offer a "unique-new-old" idea championed by three University of Michigan professors.

In these days of political correctness, "affirmative action" is a mute term among human resource managers (lest they be accused of preferences). Whenever college or university admissions persons even consider race or gender to make a decision, the powers that be roll their eyes and make a comment about preferential treatment or reverse discrimination against White males. I believe these "powers" have a general feeling that goes something like this: "Affirmative action policies give preferences to less-qualified people just because they are members of some minority group." There is a strong feeling among these "powers," and some uninformed politicians, that America's White-male-dominated establishment is ready to judge and/or treat America's minorities fairly; therefore, they think, affirmative action-type programs aren't needed in the workforce or in admissions programs because they serve only to deplete the quality of the workforce.

Recent findings offer proof that such anti-affirmative action attack postures are baseless. Studies are showing that these unique programs are needed because without them, current hiring trends, such as those at America's universities (average 3 percent minority faculty) and California's two-year colleges (1 to 5 percent minority faculty) will continue.

The three University of Michigan professors–Richard Lempert, David Chambers, and Terry Adams–offer a positive view of the value of and need for affirmative action in their study published in "Law & Social Inquiry," *Journal of the American Bar Foundation*, Spring 2000. In their study, the professors followed minority students typical of those whom critics use to show affirmative action programs are unfair (students admitted despite lower test scores and grades) and concluded that after graduation, very little difference was found between Michigan's minority alumni and its White alumni. Similarities stood out more than differences.

The professors concluded that affirmative action graduates turned out to be just as qualified and satisfied with their careers as their White counterparts; that it is important to attract more minority students into school and, in this case, as law partners because "increasing diversity, particularly ethnic diversity, has important educational benefits not just for minority and women students but for White male students as well"; and that affirmative action, derided in the past by right-wing politicians and being eliminated by state propositions (like 209 in California), should be protected.

The study found that Blacks, Latinos, and Native Americans who graduated from the University of Michigan Law School between 1970 and 1996 (who are still working at law firms) have made partner at about the same rate as White graduates, and that the biggest difference between jobs of minority alumni and White alumni is that minority alumni are more likely to work in government, "which might explain why, among minority and White graduates who went into government, the percentage of judges is higher for minority than White graduates."

If income is a mark of success, then Michigan's minority alumni did quite well. The study found the median income of Michigan's minority alumni who graduated between 1970 and 1979 in the top 8 percent, graduates of the 1980s in the top 13 percent, and graduates of the 1990s at the start of their careers, in the top 22 percent of U.S. households.

Finally, the study showed that minority graduates do more *pro bono* work, help younger attorneys, and serve on nonprofit boards more often than White graduates. And, if unremunerated contributions to the well-being of others can be used as a measure of career quality, then Michigan's minority graduates, "particularly those who graduated in the 1970s, tend to make more contributions than Whites."

I believe the results show that having diversity–not only in university admissions programs but in the workplace as well–strengthens the social fabric of America's society. Affirmative action, the study concludes, "allows Whites to learn to work with and negotiate with and respond to views of someone of a different ethnicity. . . ."

As this study says, "Affirmative action programs in elite higher education work. . . ," and test scores and college grades are irrelevant when it comes to future success in the workforce. These conclusions should give university and community college hiring committees, and critics of affirmative action, something to think about.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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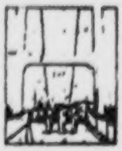

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A CAPITOL VIEW

Teachers: A New Breed?

BY GUSTAVO A. MELLANDER

After the second World War, there began an ever-growing demand for teachers. Returning servicemen and women took advantage of the GI Bill of Rights, which covered not only tuition but also fees and books, and even provided assistance with normal living costs. That war-weary generation also began to put its lives together. They formed families and thus began the flood of baby boomers. The need for more teachers followed logically enough. It continued throughout the 1950s.

Federal Assistance to Education

In 1957, the Russians launched Sputnik and shocked America. To overcome the nation's historic reluctance to aid education, for that had long been the domain of individual states, a new rationale had to be crafted. It was argued that national defense could not be achieved unless we improved education. And that could not be accomplished without massive federal funding. America had to catch up, and teachers were an integral part of the equation. Federal funding flowed to college students and to college campuses. The demand for teachers continued to grow.

But around 1965, the job market for full-time faculty began to shrink. It virtually evaporated for history, English, and other liberal arts teachers. The drought would last more than 30 years. For decades, full-time faculty positions seemed to exist only in very specialized disciplines, i.e., computer science, mathematics, etc.

Under fiscal pressure, many colleges hired adjuncts to save money. State authorities and the accreditation agencies simply looked the other way.

For many reasons, including retirements and growing enrollments, there has been an increase in faculty vacancies over the past three years. That is good news, but many colleges, having tasted blood, continue to cannibalize full-time positions when they appear. Instead, they hire adjuncts; few criticize that continuing trend.

K-12

Although changes and needs can be seen among colleges, the most urgent need for teachers is in the K-12 sector, where it is so intense that some districts have offered teachers a signing bonus, up to $20,000. Recently, a Florida school district signed contracts with 67 of its graduating high school seniors guaranteeing them a teaching position when they graduate from college four years hence.

A growing number of professionals from other fields are willing to take pay cuts to become teachers. Looking for more flexible and rewarding careers, they are leaving jobs as engineers, lawyers, and salesmen for the classroom. Some were forced out by budget cuts while others note they have had enough corporate stress.

College Involvement

Nobody knows exactly how many second-career teachers have joined the ranks in the last few years, but the Department of Education feels that new incentives, rising salaries, and aggressive recruitment are luring them to the classroom. They are helping fill the nation's severe teacher shortage and reduce uncredentialed teachers in the classroom.

To meet the needs of these new fledgling teachers, many colleges and universities are offering alternative credential programs. Rather than taking time off to go to school full-time, participants can receive provisional appointments and begin teaching immediately. They then pursue the classes they need to be certified at night or on weekends.

One State's Attempt to Cope

A look at trend-setting California may provide insights into what may happen nationwide. The number of state-funded alternative teacher certification programs in California has increased from 29 to 65 in the last six years. The number of people being certified as teachers through those programs has more than tripled, according to the National Center for Education Information. Last year, California certified 7,923 program graduates as teachers, compared with 1,238 in 1994-95. There is a need, and it is being met.

Critics say that these new teachers aren't as prepared as recent college graduates because they do not receive the same training. Secondly, many have unrealistic perceptions of teaching. Some are merely fleeing the pressures of their professions and wish to enter what they think is an easier life. Further, critics contend that to be a good teacher, one has to go through a formative period; the years spent as an undergraduate cannot be replaced by taking a few courses in "night school."

But school administrators say that late-entry teachers are held to the same standards as everyone else and are just as qualified. Further, they bring relevance and experience to the subjects they teach. They are also more mature and exhibit a tremendous desire to succeed.

Last year, California embarked on a $1 million advertising campaign aimed at luring professionals to teaching. School districts expanded their efforts too, by specifically reaching out to mid-career professionals. Rising teacher salaries made recruitment efforts a little easier. But lifestyle is still the stronger motivation. They are in a situation in which money doesn't drive their decision.

Bottom Line

For the first time in a generation, there is a huge demand for teachers. It is most pronounced in K-12, but more and more colleges are going to face the same situation. There is a need to train teachers kindergarten studies through postdoctoral studies. Given the tidal wave of vacancies, schools and colleges are going to have to be more flexible in who they hire and how they train them. But these second-career new teachers may be in for a surprise. Teaching is not as easy as those who have never taught may think. It's still work– and hard work at that.

Dr. Mellander is a professor at George Mason University.

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Esquina Editorial

Most recent news about affirmative action seems to focus on alternatives to the controversial policy.

Perhaps it's the title that has worn out its welcome, becoming self-stigmatizing. Perhaps it could be renamed, repackaged, or remarketed, like old but worthwhile commercial products. The hope of many open-minded, forward thinkers of our time is that people will begin to understand the value of affirmative action before it's too late. Regardless of color, which of us can say that no one has ever given us a hand? At some point, nearly all of us have benefited from assistance in the form of mentorship, the belief that we could succeed in a particular position, and, yes, even admission to college. The list goes on.

Let's call a spade a spade. Opportunity for Whites is opportunity. However, not all Caucasians are born with a silver spoon, and having money doesn't necessarily increase one's GPA, though it can open doors. No one talks about White children who may or may not be at the top of their class, and who could have financial and/or family difficulties, but who nevertheless have goals and aspirations–they want an education, a career, and are willing to work for it given the opportunity. And they have. But when people of color seize an opportunity, it's affirmative action. It's all in the name, and it's not all Black or White. Affirmative action should be colorless and accessible to all underprivileged yet deserving candidates. Easier said than done.

Admissions departments are under incredible pressure as they are in great part responsible for creating a campus environment that mirrors society's diversity. Education contributes to the founding of who our children become as adults, and schools would be remiss if students would only get to experience the real world, its grandeur and imperfection, after graduation. Taking the whole picture into account is only complete if race is included. What's your view? M. Sasscent

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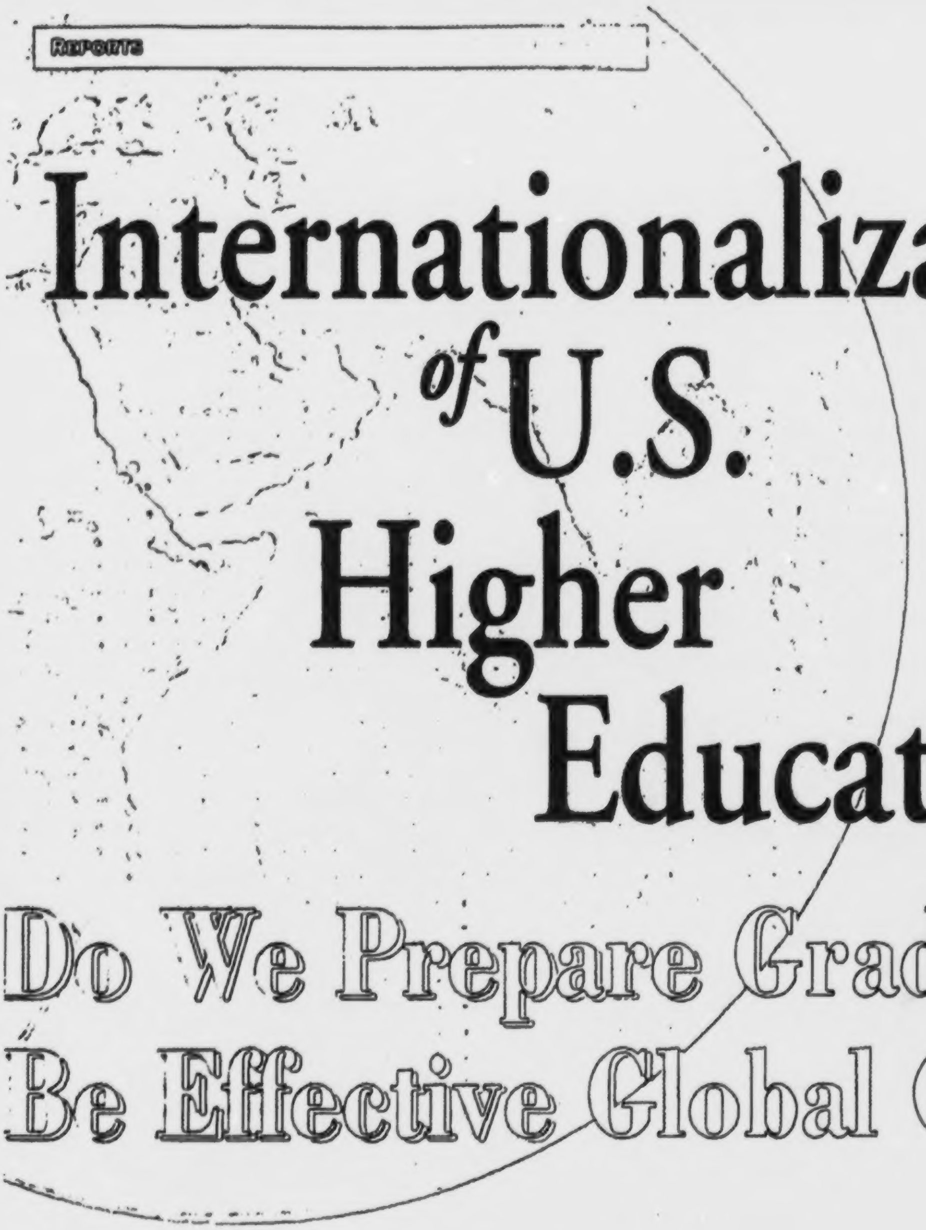

Internationalization of U.S. Higher Education

Do We Prepare Graduates to Be Effective Global Citizens?

BY JEFF SIMMONS

The snapshot is hazy at best, but it does provide a clear enough picture of international education.

The authors of the report "Internationalization of U.S. Higher Education" concede that research has been sparse and spotty. But they culled enough studies and statistics to conclude that international studies abroad and at home are not functioning well.

"There is serious cause for concern," they write in the recently released study. "Foreign language enrollments are low; international courses constitute only a small part of college and university curricula; study abroad…remains an undervalued and underutilized means of instruction…and most graduates are ill-prepared to face the global marketplace of employment and ideas."

Funded by The Ford Foundation, the report portrays the strengths and weaknesses of international education at colleges and universities in the country. The authors found that internationalization in the U.S. has not advanced much over the last decade.

The study is considered the first substantial examination of international education since the American Council on Education (ACE) reviewed it in 1987. "It had been more than 10 years since we had reviewed this data, and we had the sense there had not been as much improvement as we had hoped there would be. That's especially important in the context of the expansion of globalization," says Fred M. Hayward, senior associate at the Washington, D.C.-based ACE.

"We've been complacent on the whole as a country because our economy has been doing so well," he adds. "We assume because we are exporting so many things we can go ahead as we've done in the past, but we cannot."

Additionally, this summer ACE began surveying students and faculty about their experiences in international education and foreign language studies. And yet another review will reveal that American students know far less about their foreign counterparts than foreign students know about America.

ACE researchers are hoping to get to the root causes of the dwindling or stagnating numbers and knowledge. Hayward said early results showed that Hispanic and Black students thought more favorably about foreign language studies than did White students.

"That's a very encouraging sign," he says. "This is a recognition that the cultural diversity of this country creates real opportunities for those who will take advantage of it and that people want to become well-versed in other cultures.

"In many ways, Americans have accepted the myth that the rest of the world speaks English. In fact, that's not true. But even if it were true, what we do in a way is allow other people access to our culture but deny our access to theirs."

The ACE findings were reinforced by subsequent data by StudentPoll, a higher education market research publication. StudentPoll found that many students hunger for foreign language study and international education, but those dreams "die in the face of realities on America's college campuses."

The StudentPoll study found that nearly 50 percent of students entering four-year schools want to study abroad, but only 3 percent of currently enrolled students do. The StudentPoll project examined views, students' interests, and experiences.

The ACE report took nine months to complete and produced what Hayward called "disturbing" results.

"We basically knew there had not been as much improvement as we had hoped, but we didn't expect to learn that some things were worse. For example, the percentage of students taking foreign languages had gone down. We thought that it would be fairly self-evident that if one was to work outside the United States, it would be important to speak another language." Yet, those numbers plummeted over the last four decades.

That has meant that the majority of U.S. college students are not taking any courses in foreign languages and even fewer are enrolling in languages beyond the elementary levels. The number of students in such courses represented 16 percent in the 1960s and has plummeted to below 8 percent since the mid-1970s.

The authors note that data from the Modern Language Association indicate a slight increase in the number of students enrolled in foreign language courses since 1995. But they also show a major drop since the '60s as a percentage of total enrollments.

Fred M. Hayward, senior associate, ACE

The experts indicate that more than 48 percent of college students enroll in foreign language courses during their degree programs, and most do not reach a basic level of competence. The scope of attractive programs also is limited: most (55 percent) enrolled in Spanish, while 17 percent sought French and 8 percent took German courses.

Referring to the Spanish course enrollments, Hayward says: "People recognize it is the language spoken by many Americans, including native-born Americans. I think that's a very positive shift."

"The unfortunate thing," he adds, "is that we would hope the expansion of Spanish would not come at the expense of people taking other languages."

There are some bright spots. Foreign language studies at secondary schools has climbed from 28 percent of enrollments in 1970 to 42 percent in 1994, and the number of Advanced Placement tests in Spanish, German, and French has skyrocketed from 1990 to 1999.

That increase—111 percent—was most sizeable when it came to the Spanish AP exam.

Enrollments are most often in Spanish courses. When compared with all other languages, Spanish has reigned as the top choice in 1996 and 1998. In 1998, 656,000 students were enrolled in such courses, whereas 494,000 took all other languages.

That's a stunning eclipse. In 1960, only 178,000 students took Spanish courses at colleges and universities, and 490,000 took all other languages. And in 1968, when 708,000 were taking all other languages, 364,000 were taking Spanish. The experts reason that the shift was influenced by the sizeable boom in the Spanish-speaking population in America, and the country's proximity to Latin America.

Over the last 30 years, the number of four-year colleges requiring a foreign language for admission fell from 34 to 21 percent. The numbers have increased somewhat from 1982 to 1995, but are nowhere near their levels in 1965. The figures were substantially lower at two-year, community colleges, where only 3.4 percent required previous foreign language studies in 1987.

The number of four-year schools with language requirements for a degree dropped from 89 percent in 1965 to 68 percent in 1995. At the same time, the number of two-year colleges with language requirements for degrees rose from 18 percent in 1995 to 23 percent in 1997.

Seventeen percent of institutions require that students complete foreign language studies to graduate, and not in every major. For instance, only 20 percent of those four-year schools with language graduation requirements mandated that students in business and education programs complete those studies.

These figures are in sharp contrast to those of institutions abroad. Britain, for instance, has watched a greater percentage of students take

Some comparative data* on international learning

Percent of U.S. students intending to pursue a foreign language in college	57	Percent of U.S. students that actually take a language course in college	7.9
Percent of students planning to study abroad as undergraduates	48	Percent of undergraduates that actually participate in study abroad	3
Percent of U.S. students' mastery of foreign language *Elementary level in some language* Basic competence	 40 18	Percent of German students' mastery of foreign language *Competent in English* *Good or very good in several languages*	 85 10
Percent of students who would study abroad if it was required	65	Percent of general public favoring a study abroad requirement	75
Number of U.S. students studying abroad during college (1998-1999)	129,770	Number of foreign students studying in the U.S. (1998-1999)	490,933
Percent of U.S. students receiving financial aid to study abroad	30	Percent of international students receiving financial aid to study in the U.S	38
Percent of high school seniors who see cost as a major obstacle to study abroad	12	Percent decrease in Federal appropriations for international educational and cultural exchanges (1994-2000)	24

* *studentPOLL*" findings based on survey of high school seniors intending to enroll in a four-year college or university in Fall, 2000; other data from *Internationalization of U.S. Higher Education: Preliminary Status Report 2000*, (Washington DC, ACE, 2000) and ACE *Survey of International Attitudes and Knowledge*, September 2000.

foreign languages to earn a degree and added courses such as "Spanish for Chemists."

"American students are far behind their German and other European counterparts in foreign language proficiency," the authors write.

The number of students who study abroad has increased modestly, but nevertheless, it is substantially low. Despite a presidential commission target of 10 percent by the year 2000, in 1997-98, it was at about 8 percent of total annual enrollment at colleges and at 3 percent of all undergraduate students.

However, the authors note a jump in the variety of countries to which students have traveled to attend school. But many are pursuing the same studies, either social science or humanities majors, and are more often than not White and upper class.

Most students who travel abroad–about 64 percent–head to Europe, but that's a drop from 80 percent in 1985. Latin America is the second major region chosen by students; 16 percent head there. Women comprise 65 percent of participants, and minorities, 16 percent.

Students also are taking less time to study abroad. Between 1985 and 1997, the number of students who studied overseas more than a semester dropped from 18 to 10 percent. Roughly 34 percent spend a summer term abroad, and 54 percent spend one semester or less in international study programs.

The authors found weaknesses in broad curricular internationalization. They point out that postsecondary graduates are not told about other countries and events. Course offerings are uneven, and many students don't reach cultural competency.

So how smart are students? The authors were discouraged.

College students, they write, perform more poorly on global competency and geography surveys than do students from other developed countries. They point out that one survey found that only a small fraction of American students understand global situations.

But the authors maintain there have been more opportunities for senior administrators and faculty members to become involved in international activities at four-year colleges. But the research on this, they note, has been "sparse."

However, when it comes to strengths, colleges and universities in the United States have been magnets to students from other countries. In 1998-99, U.S. institutions enrolled 490,933 international students, more than any other country.

"We always have," says Gail Szenes, director of New York University's Office for International Students and Scholars. "We have more schools. America is where people want to go, especially for graduate professional training. There's no other country in the world that can offer what we can.

"Other countries are now competing much more effectively, once they picked up that this is a great source of revenue. The United Kingdom, Australia, even Canada, have been giving us a lot more competition in recent years."

America has been a destination more often for graduate than undergraduate students from abroad. In 1998-99, international students represented 3 percent of four-year college undergraduates and 11 percent of graduate students. Experts estimate the difference is usually a ratio of three graduate students to every one undergraduate foreign student.

The New York City-based Institute for International Education ranked New York University (NYU) the top destination point for international students–from 140 countries–over the last few years.

In Fall 1999, NYU enrolled 927 such undergraduates, and 3,555 graduates, 162 non-degree students, and 149 other students studying intensive English language. The school also reported 591 students who graduated from NYU but are pursuing a year of employment allowed by their student visas. NYU enrolled 78 students from Spain during that period.

Though widely dispersed throughout the states, the international students are concentrated in 10 urban areas. "We did a survey and asked students why they chose NYU, and every single answer was either location or program, or a combination of both," she says. Urban areas "are where the schools are, and many are concentrated in the Northeast. More than two-fifths are studying at the graduate level, with the majority attending research and master's institutions. And the number of international scholars visiting the country's institutions has risen.

During the 1998-99 academic year, U.S. colleges and universities hosted 70,500 international scholars–a jump of 21 percent over five years. Most–80 percent–were performing research, while 20 percent were teaching. More often than not, they were affiliated with science disciplines, and the majority hailed from Asia.

Students and faculty from other countries, the authors stress, are a "pool of potentially rich resources for campuses" and "an important source or enrollment and revenue." Most international students are funded from outside the states, with 70 percent of their expenses covered.

The authors note that international students bring more than $13 billion into the country's economy. "I would say most large universities

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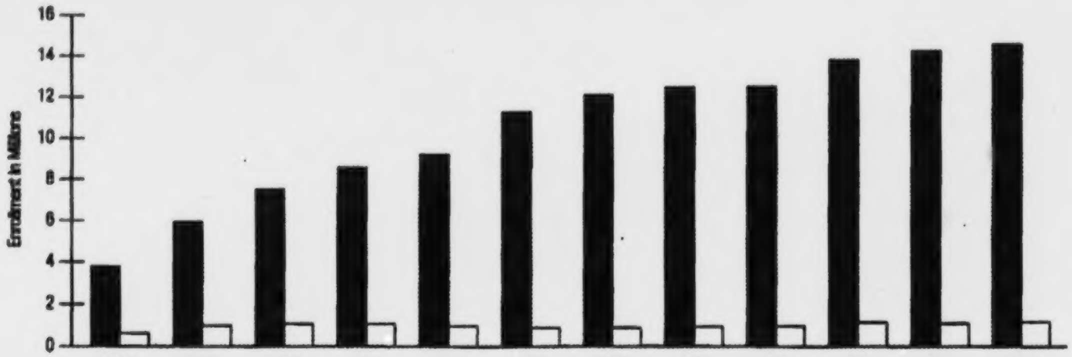
Modern Foreign Language Enrollments Compared with Total Enrollments in Higher Education, 1960–1998



	1960	1965	1968	1970	1972	1977	1980	1983	1986	1990	1995	1998
■ Total Enrollments	3,789,000	5,920,864	7,513,091	8,580,887	9,214,820	11,285,787	12,096,895	12,464,661	12,503,511	13,818,637	14,261,781	14,590,000
☐ MFL Enrollments	608,749	975,777	1,073,097	1,067,217	963,930	883,222	877,691	922,439	960,588	1,138,880	1,096,803	1,151,283
MFL as % of Total Enrollment	16.1	16.5	14.3	12.4	10.5	7.8	7.3	7.4	7.7	8.2	7.7	7.9

Source: Data adapted from MLA Data compiled from the *Digest of Education Statistics*, published by the National Center for Education Statistics, U.S. Department of Education. Prepared by Laura M. Siaya, American Council on Education.

and probably the majority of small liberal arts colleges see the benefits of having students from other parts of the world on their campuses," says Szenes. "This is a value that higher education institutions have shared for years, so there has always been an interest."

But Szenes notes that there has not always been an infrastructure to support the students.

"When they come from other countries, they bring a lot of needs with them. The institution bears certain responsibilities. Students need to be oriented and enculturated [sic]. You cannot dump them in the middle of a school and treat them like everybody else.

"An institution has to handle it responsibly and have the proper support services to make sure it's a beneficial experience on both sides."

The authors bear out those concerns. They lament that American scholars are less likely to regard international study as important than their foreign counterparts. They add that another heady obstacle is funding.

Federal dollars for nearly all postsecondary international studies have been clipped over the last 10 years, and this has translated into fewer cultural exchange, language study, and faculty research opportunities.

Similarly, state funding has dipped, though a few states recently have stepped up their involvement with international higher education. And private foundation dollars have been less likely to target scholar exchange and more likely to fund policy research.

College students, they write, perform more poorly on global competency and geography surveys than do students from other developed countries.

Foundation funding for international activity rose by $200 million to $966 million from 1990 to 1994, and grants for international higher education activities rose from $90 million to $116 million by 1996. But funding from foundations represents 0.15 percent of total national expenditures on higher education, the authors note.

As a result, according to the StudentPoll study, many students don't even consider overseas academics. An estimated 12 percent cited costs as a key obstacle, and 11 percent cited academic reasons.

Researchers there believe that many students did not understand how international study programs are funded or the various opportunities available to them. They encourage schools to ensure that financial aid and tuition pricing policies don't "discourage or penalize" students who seek international studies.

"There probably aren't any easy solutions," admits Hayward. "We need as a country to make a concerted effort to make sure all graduates know a second language and make sure they know more about the rest of the world."

The authors conclude that a paradox exists: there are many "exciting" programs demonstrating an interest in international education, but student and institutional performance has been slipping.

"The challenge to higher education is clear," they write. "We need to increase participation of students in international programs, reshape and internationalize the curriculum and co-curriculum of our higher education institutions, and develop a comprehensive international agenda for undergraduates across the curriculum."

The authors add: "We run the risk of being out of touch with major social, political, and economic revolutions already under way in many parts of the world. If we fail to become effective global citizens, we may cease to be major players at all." HO

STOP Latino Dropouts

Chicago Schools First Target of Project Impact

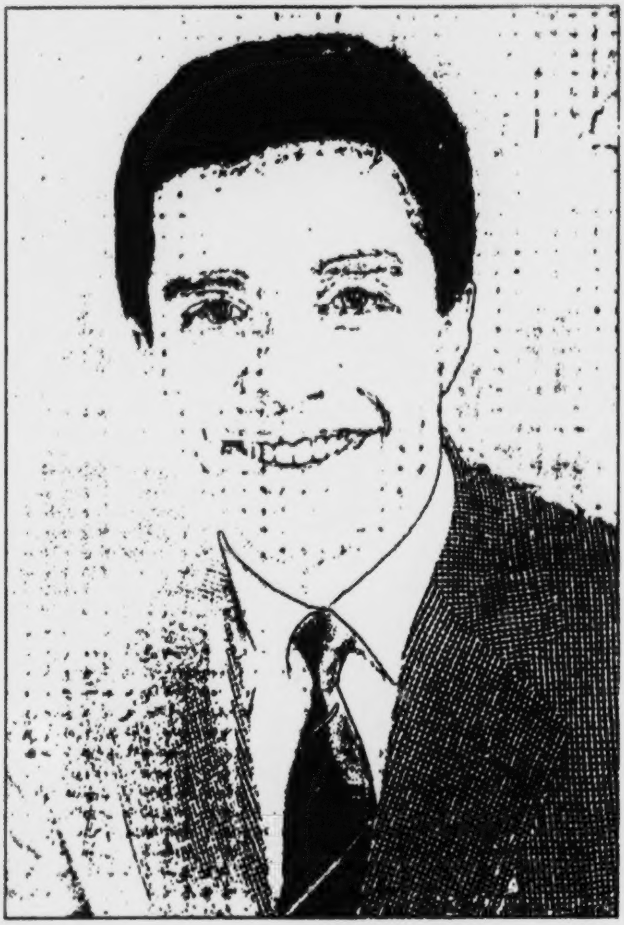
BY
INÉS PINTO ALICEA

The high dropout rate is not a new problem in the Latino community. Nor is there a lack of research or action in communities across the country to address the issue. But in Illinois, an effort has been launched to adopt and link some of the nation's best practices to reduce the state's 11.2 percent Hispanic dropout rate. What's more, the effort, called Project Impact, has the backing of some of the highest-ranking lawmakers in Illinois, and the White House hailed it as a "project to watch in 2001."

"For too long, this issue was owned just by the Latino community," said Jim Palos, executive director of Project Impact, which opened for operation on Jan. 22. "Now this represents a new level of commitment from outside of the community. The governor and the mayor are saying 'we want to do something in a targeted way to help Latino children succeed in school.' We haven't seen that commitment at these levels before."

Gov. George Ryan and Chicago Mayor Richard M. Daley have representatives on Project Impact's board of directors to work closely in the development, launch, and operations of a multi-pronged initiative designed to reverse the academic underachievement of Latino youth in elementary and secondary schools. Several senior school officers from the Illinois State Board of Education and from the Chicago Public Schools and three state legislators are also on the board.

Chicago Public Schools are experimenting with alternative schedules so students do not drop out because they are working full-time.



Jim Palos, executive director of Project Impact

Latinos comprise about 15 percent of Illinois' more than two million school children. In Chicago, Latinos are 34 percent of the students. About 85 percent of Chicago students come from low-income homes.

"If they are dropping out, they can't be productive citizens," said Hazel Loucks, Illinois' deputy governor for education and Project Impact board member. State leaders, she said, felt that the number of Latinos dropping out of school was an "embarrassment" and that an early intervention effort was needed statewide. "The governor wants to send a message that he cares about all citizens of Illinois." He credits Latino leaders with having identified low Latino educational attainment as a problem and "he wants to address it."

McKinsey & Co., an internationally known management consulting group, conducted a 10-month study pro bono to help Palos, Illinois lawmakers, and other Latino leaders develop the project. A McKinsey director, Nick Semaca, said Project Impact was not designed to usurp other dropout prevention efforts already under way in Illinois. Project Impact can fill an important role, he said, of carrying out some of the best practices it has adopted and linking the different efforts together so more students are reached.

"This is a game of cooperation, not competition," said Semaca. "We're not pretending to be rocket scientists. There already has been a lot of research on this. We're trying to catalyze change. We pride ourselves on helping our clients make a lasting change in their activities and pursuits. We intend to support and continue our involvement with Project Impact because it's a darn important initiative we hope to grow to a rip-roaring success."

Initially, Project Impact is focusing on two high schools in Chicago and the schools that feed into them, for a total of 20 schools, and will expand to other schools in the city and throughout the state. Shortly after opening its doors, Project Impact launched its first effort—helping high school seniors through the application process for college.

"We want to start small, see what kind of success we have, and see how we are doing," said Loucks, adding that Project Impact may spread next to East Peoria, which also has a large Latino population. "I'm excited about the potential for this and hope we'll be a success story. We hope to become a national model."

Semaca believes that the model created to develop Project Impact can be implemented in other communities nationwide. His organization felt that improving Latino achievement in education was such an important issue, he said, that it would do the research and development free of charge.

The State Board of Education has provided $250,000 for Project Impact, and the federal government has added $750,000. The governor asked the state Legislature to renew the $250,000 funding on an annual basis.

Dr. Hazel E. Loucks, deputy governor for education & workforce and Project Impact board member

"If we want our community to move forward, education is central to that agenda," said Palos, a member of the Illinois State Board of Education from 1993 to 1999.

Palos said the timing for launching Project Impact was right because people outside of the Latino community were alarmed about the high Latino dropout rate as well and were receptive to the plan.

"The sheer numbers make this difficult to ignore," said Palos. "The numbers let other people see that they have to help tackle this issue, not just the Latino community."

Through its research, McKinsey identified four major causes of Latino underachievement, causes that could be addressed by Project Impact. Palos said it was important to identify areas that the program could change rather than problems of overcrowding and per pupil spending, which Project Impact alone could not address. McKinsey interviewed more than 40 experts and conducted 10 focus groups that included students, teachers, and family members.

The four causes identified were the insufficient number of role models, insufficient community and family support, student disengagement at schools and in the educational process, and the low number of Latino teachers in schools and in the pipeline.

"Their contributions were fabulous," said Palos of McKinsey's team.

McKinsey identified four actions Project Impact needed to take to make a difference. First, it needed to create a mentor program for students in kindergarten through 12th grade. The mentoring program developed calls on parents to serve as mentors to young children, high school students to mentor middle school children, and business and community leaders to mentor high school students, Palos said.

"Too many times when we think of mentors, we look past the parents," said Palos. "Here, a part of the solution is to have the younger grades mentored by parents. It will involve a lot of education. Parents will hear advice about how to advance the education of their children."

Semaca recalls how, in a focus group of sixth- to eighth-grade students, all the Latino children said they intended to go to college, but when asked if they knew of anyone in college, none did. Semaca said that finding emphasized how important it is to provide the children with role models who had a college education, so they could be guided as to what classes to take in school, how to apply to college, and how to succeed in the educational process.

"These were intelligent kids, and we knew they were all on a good track, but it is too easy to get off the track," said Semaca.

The second initiative McKinsey named was an inventory of all the community and family programs already in place in the schools and the community and the development of ties with those programs to help Latinos make effective use of them. Palos said he looks forward to strong partnerships with other Latino-oriented groups such as LULAC and ASPIRA that have long worked toward improving Latino achievement in education.

The third initiative would require Project Impact to build partnerships within higher education. Palos said colleges and universities understand the potential market and can help the project in many ways. One important role colleges could undertake would be to increase the numbers of Latinos who pursue teaching degrees.

The final initiative calls on Project Impact to help schools bridge the digital divide between Latino and White students. Project Impact, said Palos, has hired a staff person with a strong technical background to help schools it serves in their efforts to use technology in the classroom. Semaca highlighted one effort already under way in Chicago that uses technology to boost Latino achievement in the schools, providing mentors to students, and connecting the two primarily through e-mail as well as through face-to-face contact.

Palos knows the challenges he faces in making Project Impact a success. He faced many of the same challenges as executive director (1992-2000) of the Midtown Education Foundation in Chicago, which enables minority youth from disadvantaged backgrounds to achieve long-term success in school and work.

At Project Impact, funding is a constant challenge, as it is for many nonprofits. Another challenge is making sure everyone–lawmakers, students, staff, teachers, school officials, and community and business leaders–stays committed. "It's one thing to say we're going to have a program with parents, and it's another thing to get them in the door," said Palos. "We just try to be creative."

Carlos Azcoitia, deputy chief of education for Chicago Public Schools, served on the initial committee that explored Latino underachievement in Illinois and identified the needs and the strategies required to better serve Latino youth. He considers it vital to get Latino parents involved as early as preschool and to keep them engaged through high school, which is often when all parents diminish their involvement in a child's education. Ninth grade in particular, he said, is a key time for parents to be highly involved.

"In the transition from elementary to high school, something happens," said Azcoitia.

"Communication becomes less frequent, the personalization decreases on the part of the school, and students begin to lose interest at the ninth-grade level."

Project Impact can help reach parents and train parents so they know what it takes for their children to succeed in high school, and how to remain involved in the educational process through graduation, said Azcoitia. Parents cannot wait until their child is failing one or two classes to step in again, and they need to be clear about what classes students must take to graduate.

"People perceive that their role diminishes as their kids get older," Azcoitia said, but parental involvement is needed throughout all the school years.

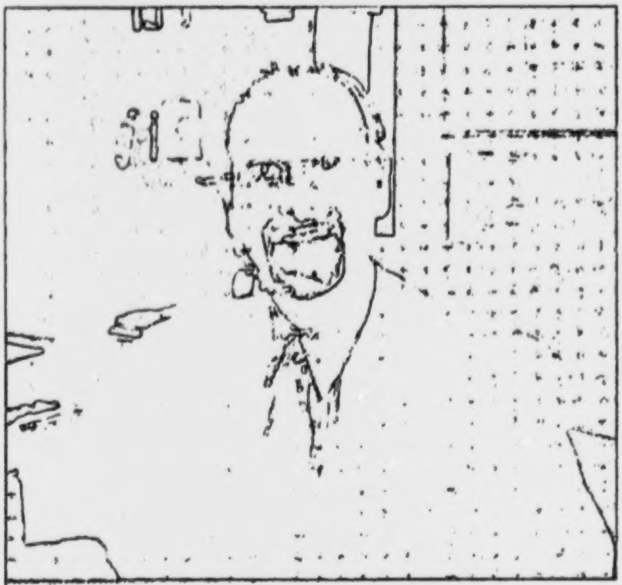
That is why Project Impact is making high school one of its initial efforts. Chicago Public Schools are experimenting with alternative schedules so students do not drop out because they are working full-time. Two years ago, 31 of the city's high schools started letting students attend at night or in the late afternoon to accommodate a variety of work schedules and to bring back students who left with only a few classes to finish. He said it is important that the students get through the high school curriculum and not drop out because many colleges do not accept the GED courses.

"We're seeing some positive signs," said Azcoitia, who says he hopes schools will adopt other practices and offer a more personalized approach at the high school level so the dropout rate decreases significantly. Azcoitia argues that schools themselves have low expectations of Latino students and are so depersonalized that changes must be made to stop Latino underachievement. High schools should be smaller, he says, so they can offer more personalized instruction and perhaps offer first-year students academies to address the difficult transition year of the ninth grade.

Palos said he is grateful to the many people who have made Project Impact a reality. Though it was started largely from a grassroots community effort, the fact that the governor was receptive to the idea helped significantly.

"We want to see this collaboration continue," said Palos, adding that he welcomes help or advice from readers of this article.

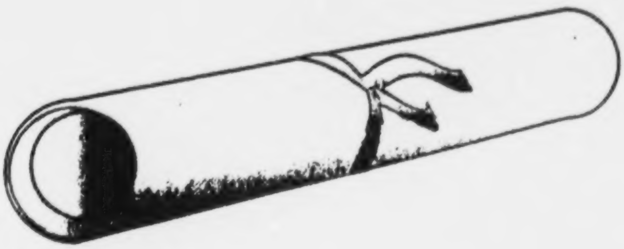
For more information about Project Impact, contact Juan Carlos Ocón, Project Impact, 703 S. Morgan, M/C 041, Chicago, IL 60607-7025, telephone: (312) 413-4016, e-mail: jcocon19@hotmail.com.



> ***"Communication becomes less frequent, the personalization decreases on the part of the school, and students begin to lose interest at the ninth-grade level."***

CARLOS AZCOITIA, DEPUTY CHIEF OF EDUCATION FOR CHICAGO PUBLIC SCHOOLS

The Honor Roll



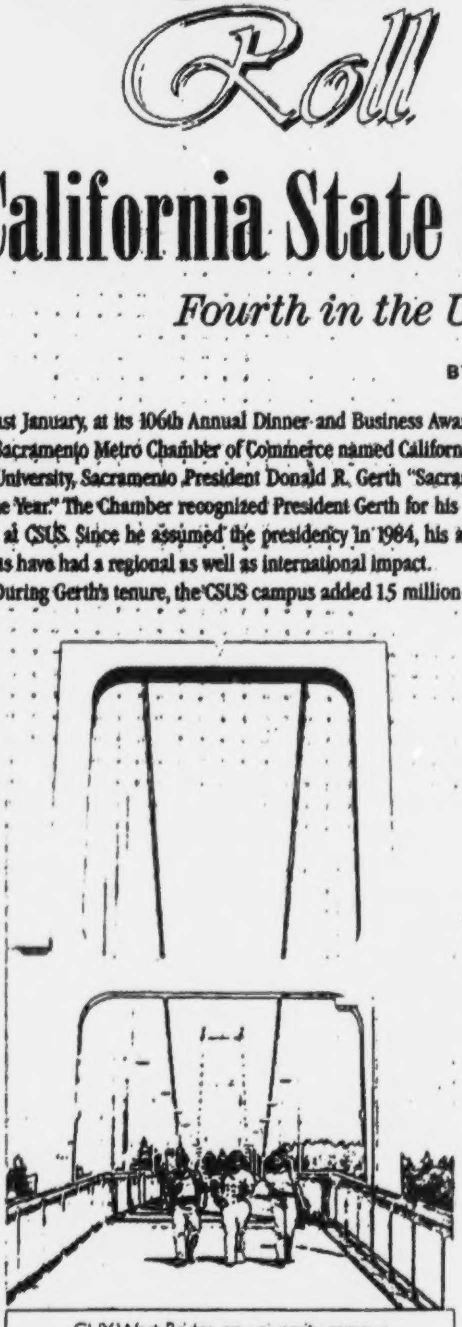
California State University, Sacramento

Fourth in the U.S. in Transfer Students

BY ROGER A. DEITZ

Last January, at its 106th Annual Dinner and Business Awards, the Sacramento Metro Chamber of Commerce named California State University, Sacramento President Donald R. Gerth "Sacramentan of the Year." The Chamber recognized President Gerth for his leadership at CSUS. Since he assumed the presidency in 1984, his achievements have had a regional as well as international impact.

During Gerth's tenure, the CSUS campus added 1.5 million square feet in new facilities, a joint doctorate in public history, and a new School of the Arts. Gerth was instrumental in establishing the Northern California World Trade Center in Sacramento and chairs the Center's board. He is a member of the United Nations University Council governing board, and a past president of the International Association of University Presidents.



GUY West Bridge on university campus

"Don Gerth has displayed a commitment to the progress of the Sacramento Region through his stewardship at CSUS," noted Rusty Hammer, CEO and president of the Sacramento Metro Chamber. "His involvement in countless business, educational, professional, and charitable endeavors makes him a most worthy recipient of this honor."

President Gerth tells students they must endeavor to learn so as to fit into the local community as well as the larger world community. "The students of today and tomorrow," he says, "are citizens and students of a time rather than a place. That is true even for individuals who do not move geographically and for those who may not fully appreciate the obliteration of the distinctions between time and place. What does this mean to us in the California State University? It means access, diversity and pluralism, and the uses of technologies to expand vastly our work and our impact. It means that our graduates must bear the marks of educated persons, that our graduates deserve the best education available through our programs at both undergraduate and graduate levels, and our graduates must be world citizens with global competence.

"Technology is helping to change our world, to bring it closer, and provide greater opportunities for business and intellectual exchanges and partnerships," he says. "Students today need a practical understanding of a world that includes many and often divergent cultures, economic, and political systems. For individuals in our society to be truly educated and function well, they must have an understanding of the world."

This year, he says, "the number of students participating in a 'Sac State' education is the highest ever—more than 25,700."

Dr. Donald R. Gerth, president, California State University, Sacramento

Honor Roll Facts in Brief

INSTITUTION
California State University, Sacramento

LOCATION
Admissions
6000 J Street
Sacramento, CA 95819
(916) 278-3901

ESTABLISHED
1947

ENROLLMENT
25,714 total (3,190 Hispanic students)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate (Public History, with UC Santa Barbara)

ANNUAL TUITION AND FEES
$1,879 (in-state undergraduate)

FACULTY
825 full-time and 667 part-time

SEVERAL DEGREE PROGRAMS
Business Administration
Criminal Justice
Government/Journalism
Public History
Software Engineering

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Barrio Art Program
BCLAD (Bilingual Crosscultural Language Academic Development program)

INTERNET ADDRESS
www.csus.edu

Its History

The University was founded as Sacramento State College in 1947, during a time of unprecedented demand for higher education, the postwar period after World War II. The institution moved to its permanent location on the banks of the American River in 1953. In 1972, it was renamed California State University, Sacramento. California's capital university is situated on 300 acres, just five miles from the state capitol building. The campus is sheltered by more than 3,000 trees and dotted with gardens. Miles of trails stretch along the school's river parkway, linking the university and student housing with attractions such as Folsom Lake and Old Sacramento. The campus boasts more than 2.5 million square feet of building space.

Now, the University is in the midst of one of the most ambitious building efforts ever undertaken by a California institution of higher learning. Recent additions include new classroom buildings, an expansion that doubled the size of the University Union, and a high-tech scientific facility, Placer Hall, built in partnership with the U.S. Geological Survey. There are plans for a large technology-oriented addition to the library.

Student fees are said to be among the lowest in the nation, running to $1,879 annually for California-based undergraduates. The University distributes more than $1 million in scholarships and more than $82 million in other student assistance each year. In all, California State University offers 60 undergraduate and 40 graduate degree programs. CSUS offers California's only combined undergraduate degree in government/journalism. The engineering program was ranked 26th in the nation, among degrees focused on undergraduate education, by *U.S. News and World Report*. The magazine also placed CSUS eighth overall among public Western regional universities and fourth nationally in number of transfer students. The master's degree in business administration with a management information option was rated 25th in the nation among "Techno-MBA Top Dogs" by

Computerworld magazine. CSUS recently became the first public university in the state to offer a master's in software engineering. The University's doctoral program in public history, operated jointly with UC-Santa Barbara, is the only one in the state and one of only 10 nationwide. The University has the largest criminal justice program west of the Mississippi. The innovative BCLAD (Bilingual Crosscultural Language Academic Development) in Mexico program is the only one in the country that allows students to earn a California teaching credential and bilingual certification while teaching in Mexico. Nearly 700 first-time teachers come out of the University's teacher education program every year. The program is one of the largest in the state, and enrollment grew by 15 percent last year.

[illegible] students with Professor [illegible]

According to figures for the last school year, the University has a diverse population of more than 25,714 students, the seventh largest in the 23-campus CSU system. Of these students, 3,190 were Hispanic, 1,595 African American, 3,226 Asian, 161 Pacific Islander, 995 Filipino, 703 foreign national, and 291 Native American. Hispanics are a fast-growing population on campus. In 1973, there were only 338 Hispanics, now, nearly 10 times as many. Of the 4,631 students in the 1999-2000 graduating class, 517 were Hispanic, 231 African American, 501 Asian, 129 Filipino, 150 foreign nationals, and 67 Native American. There are 825 full-time and 667 part-time faculty. More than half the University's students join one or more of the 245 student organizations. One of the largest clubs is the Ski Club, which has 500 members and chalets in North and South Lake Tahoe. There are 20 fraternities and 18 sororities.

The CAMP (College Assistance Migrant Program) provides counseling and other special services for migrant workers and their children. The Educational Opportunity Program works to improve access and retention of low-income and educationally disadvantaged students. The Office of Global Programs provides services to international students. The Graduate Diversity Program helps students who plan to enter master's, doctoral, or professional programs, with an emphasis on those from economically and educationally disadvantaged backgrounds. The Science Educational Equity Program helps students who face social, economic, or educational barriers that limit access to careers in the sciences and health professions. A Multi-Cultural Center supports recruitment and retention of underrepresented groups and helps link the University to the community.

The school is an important community resource, with thousands attending cultural events on campus each year. President Gerth notes that community partnerships are increasing, including the building of a Center for the Performing Arts. He says the school is working closely on economic development in the region and has recently partnered with the Sacramento Area Trade Organization and the Chamber on many projects. Gerth points out that students are more involved in the community than ever, with nearly 40 percent performing volunteer service.

California State University, Sacramento professor emeritus José Montoya was recently honored for his contributions to arts education at the Getty Museum. The California Arts Council named him one of the "Outstanding Arts Educators of the Year" as part of its "The Year of the Arts–2001" celebration. Montoya, an art professor at CSUS for 27 years, is a painter, poet, and musician. He was recently nominated as poet laureate of Sacramento. He founded the nationally recognized CSUS Barrio Art program and is a co-founder of the Rebel Chicano Art Front, also known as the Royal Chicano Air Force.

Montoya created the CSUS barrio art program in the 1970s to get the University involved in the community and to help future educators gain practical teaching experience. He also wanted to help introduce college students to people of diverse cultural backgrounds. For 31 years, Barrio Art has been taking art education downtown to the Washington Neighborhood Center and local elementary schools. In the program, CSUS students who plan to become teachers help coordinate art workshops for school children as well as senior citizens. Last March, the program unveiled its latest mural project, "Enchanted Stories/Cuentos Encantadas," designed and painted by a combination of CSUS students and children from the Washington Neighborhood Center. The mural depicts the importance of literacy and diversity in Sacramento schools. José Lott, artist in residence at the Washington Neighborhood Center, directed the latest mural project.

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DEVELOPING A CULTURE OF OPPORTUNITY FOR LATINOS

ENLACE

BY MARILYN GILROY

13 Finalists Launch ENLACE Programs with Kellogg Funds

What will it take to improve the higher education picture for Hispanics? Colleges and universities participating in the ENLACE project, funded by the W.K. Kellogg Foundation, are trying creative strategies to tackle the discouraging statistics on the numbers of Hispanics entering or completing higher education.

"We have got to demystify the college experience for these first-generation-in-college families," said Donna Parrino, executive director for ENLACE (Engaging Latino Communities for Education) in Hillsborough County, Florida. "We have to work with families that have cultural and language barriers to higher education and help them become engaged with the educational communities."

Translating this rhetoric into action is the goal of the ENLACE project based at the University of South Florida, Tampa, which works in cooperation with Hillsborough Community College, the School District of Hillsborough Council, and The Hispanic Services Council.

Parrino and the ENLACE partners are using their resources to reach Latino families wherever and whenever they can. There's the college information resource bus, dubbed the ENLACE Education Express. It isn't just any old school bus–this is a streamlined vehicle equipped with computer stations, conference room, and other amenities that travels to gatherings frequented by the Latino community. The bus recently appeared at "Proyecto Zapatos," an event organized by the Hillsborough County sheriff's department to distribute shoes to children from the farm labor community. ENLACE made sure the bus was at the site and staffed with counselors and teachers who could speak to students and their families in Spanish or English and distribute free materials about educational opportunities throughout Hillsborough. The Education Express is just one of many community and family outreach efforts planned by ENLACE over the next few years.

"If there's a spaghetti dinner, we're there. If there's a neighborhood sports event, we're there," says Parrino. "We try to help families understand and complete college applications and financial aid forms. We'll provide support in whatever way we can."

The ENLACE Education Express and other activities are funded by a grant from the Kellogg Foundation, which is distributing $28 million over a six-year period to 13 partnerships nationwide to help increase the number of Latino and Hispanic students earning high school and college degrees.

For many, this effort represents the first time that Latino education has been placed at the center of community-wide efforts to work across social, economic, and educational boundaries.

ENLACE is a Spanish word meaning "link" or "weave." The initiative's guiding principle is that community-based partnerships are the foundation upon which lifelong learning and achievement are built.

The 13 ENLACE partnerships are located in seven states with significant Hispanic populations–Arizona, California, Florida, Illinois, New Mexico, New York, and Texas. Many of the ENLACE projects serve communities in which Latinos are becoming the majority. By 2020, fully 20 percent of the nation's workforce will be Latino. Nationally, only half of Latino adults have high school diplomas.

"It is critical for higher education institutions to engage with businesses, communities, and schools to fulfill our obligation to meet the educational needs and expectations of all students," said William C. Richardson, president and CEO of the W.K. Kellogg Foundation. "Since the birth of our nation, education has been the key that opens doors to a rich and fulfilling future. Together, we can accomplish so much more than we can individually."

Two years ago, Kellogg provided grants of $100,000 to 18 coalitions for the purpose of conducting community dialogues required to develop comprehensive plans. Thirteen finalists were selected for grants ranging from $1.3-1.8 million each. The lead institutions are Arizona State University, Florida International University, University of South Florida, Santa Ana College, University of California, Northeastern Illinois University, New Mexico State University, Santa Fe Community College, University of New Mexico, Lehman College of the City University of New York, St. Edward's University, Southwest Texas State University, and University of Texas-Brownsville.

Northeastern
Illinois
University

From l. to r.: Ms. Olga Rojas, Constituent Services & Outreach Representative for Illinois Senator Peter Fitzgerald, and Ms. Suleyma Pérez, ENLACE Project Coordinator, Northeastern Illinois University

Across the board, ENLACE partnerships focus on young people at all points along the K-16 education pathway from kindergarten through college. The following are broad outlines of the goals for each age group:

- The focus for Latino college students is on programs that will help ensure graduation through increased academic support and special attention to specific retention issues they face.
- High school students will benefit from greater academic and test preparation; parental involvement; mentoring; and new and innovative internship opportunities.
- Efforts for middle-grades students will promote greater literacy and early awareness of college and careers.
- ENLACE projects for preschool and primary-grade students will focus on increasing literacy and establishing lifelong learning habits.

ENLACE Strategies

Specific strategies vary at each site. In the Río Grande Valley of Texas, the ENLACE alliance targets improved science education because teachers say students who take more challenging science courses are much more likely to go on to college. In New Mexico, a partnership of the state's three largest communities will sponsor "ENLACE Day" at the state capital. In Oxnard, Calif., a college TV station will produce a college awareness campaign targeted at Latino families.

Northeastern Illinois University (NEIU), the only four-year Hispanic Serving Institution in the Midwest to receive this grant, incorporates 31 organizations in the Chicago ENLACE partnership. This includes several community colleges from surrounding counties that have experienced substantial Latino growth during the past 10 years. Chicago ENLACE hopes to reach at least 26,000 Latino students and their families.

Dr. Santos Rivera, director of the Chicago ENLACE Partnership, explains that the project targets two transition points along the K-16 pathway–from high school to college and from a two-year college to a four-year college. Since more than half of Latino high school graduates first enroll in a community college, NEIU has signed dual admissions agreements with the two-year institutions. The policy affords students simultaneous admission and full access to NEIU facilities and the benefit of an academic advisor who will help students develop an "intended plan of study."

"The dual admission agreements give students an anchor," said Rivera. "We want them to see beyond the two years. We want them to feel that they have an institution that they can call home, that they can call part of their overall development."

The Chicago alliance also seeks to strengthen student leadership skills and increase connections between high school students/families and colleges/universities. Some 220 Latino students will take part in an annual leadership institute at NEIU, which includes family empowerment and culturally-based activities. Parents will be recruited for involvement in leadership activities. Themes selected as program components include Student Leadership, *La Familia* Empowerment, Cultural and Heritage Tribute, Cross Group Collaboration, and Mentoring and Role-Modeling.

Among the barriers to educational success have been the facts that Latino youth leave school in order to help support their families and that language barriers often prevent the parents from communicating with schools. To address these problems, Chicago ENLACE designed *Charlas* to be held in the community as a means of solidifying a shared vision.

"We are saying let's have a *Charlas*; let's have a dialogue," said Rivera, who hopes the community conversations will put everyone on the same page.

"When we did our focus groups in the planning process, we kept hearing conflicting mes-

ENLACE *The lead institutions are Arizona State, Florida International, University of South Florida, University of New Mexico, Lehman College of CUNY,*

Students at the University of California, Santa Barbara with William Richardson, president and CEO of the W.K. Kellogg Foundation

sages from the parents," explains Rivera. "They say to their children 'We want you to go to college, but we also need for you to help us out.'

"In other words, they want the students to move forward, but they are afraid of letting go. In order for the parents not to feel threatened, we are trying to make this process of higher education a family connection, not just an individual one."

Rivera says that Latinas find it especially difficult to manage college and meet the family expectations. "We work with the whole family so that everyone maintains a connection," said Rivera.

That family connection is at the heart of many ENLACE initiatives, especially in central California, where the program serves the children of seasonally employed agricultural workers. The challenges among these California rural schools are made even more severe by the presence of factors such as seasonal migration for employment purposes, limited education of parents, and lack of peer-mentors who have attended college themselves.

Role of Culture

One of the key components in the Central California ENLACE program recognizes the importance of culture in family decisions. This means that family values may limit choices. For example, traditional gender roles and values may define how a high school girl perceives her life after high school. Similarly, high school boys' thoughts about attending college are often influenced by perceived obligation to family, peers, and community. Therefore, family involvement in postsecondary planning and preparation is a critical factor.

On the positive side, ENLACE program coordinators acknowledge that culture may also have a significant influence and effect on learning, motivation, achievement, and goal-setting behaviors. The strategy, in this case, is to work in consultation with family and other members of the community to develop specific student support strategies that have their origins in the unique characteristics of rural Hispanic culture. All ENLACE program components build upon strong cultural traditions and values in hopes of fostering change while maintaining the integrity of central California's rich Hispanic culture.

Hispanic Faculty

Most of the ENLACE partnerships also have begun initiatives that address the critical shortage of Latinos/as among higher education faculty. Typical of these is the ENLACE Fellows Initiative at Northeastern Illinois University, where 20 individuals will earn master's degrees in Educational Leadership at NEIU's graduate school and have opportunities to teach, conduct research, and network with each other.

"We want to prepare them to become part of a new generation of Latino leadership in higher education," said Rivera.

Fellows will have the opportunity to pursue careers as faculty, administrators in alternative high schools, counselors, human resource specialists, or leaders of community-based organizations. The goal is to have more role models for Hispanic students.

The need for visible role models is also on the agenda at the University of South Florida where Donna Parrino explains that ENLACE is working with Tampa's Museum of Science and Industry, nicknamed MOSI, to focus on Latinos in science. MOSI will honor Dr. Alejandro Acevedo, a world-renowned expert on dolphins, as the recipient of its "Latino Scientist of the Year" award. Acevedo will attend the award ceremony and be on hand when MOSI hosts 1,500 area school students at the museum in connection with the event. In addition, Acevedo will conduct seminars at USF with graduate and undergraduate students.

Parrino is also enthused about a project to help high school students successfully prepare for college admissions tests as a means of enhancing eligibility.

"The Princeton Review [test preparation service] has agreed to provide sessions for improving verbal skills to 150 students from three area high schools," said Parrino. "The sessions will be given in September so that the students are ready for the PSATs in October."

While the strategies of the ENLACE projects are multifaceted and creative, the question of outcomes still remains critical. ENLACE partnerships began in Spring 2001 and will run through 2004, followed by an 18-month period to assess results. This last phase of the effort will examine the work of the ENLACE partnerships and focus on which efforts can be institutionalized and sustained.

For Donna Parrino, long-range results are what it's all about. "Our underlying goal must be institutional change," she said. "We need to transform our educational processes to develop a culture of opportunity for Latinos."

Santa Ana College, University of California, Northeastern Illinois, New Mexico State, Sante Fe Community College, St. Edward's, Southwest Texas State, and UT-Brownsville.

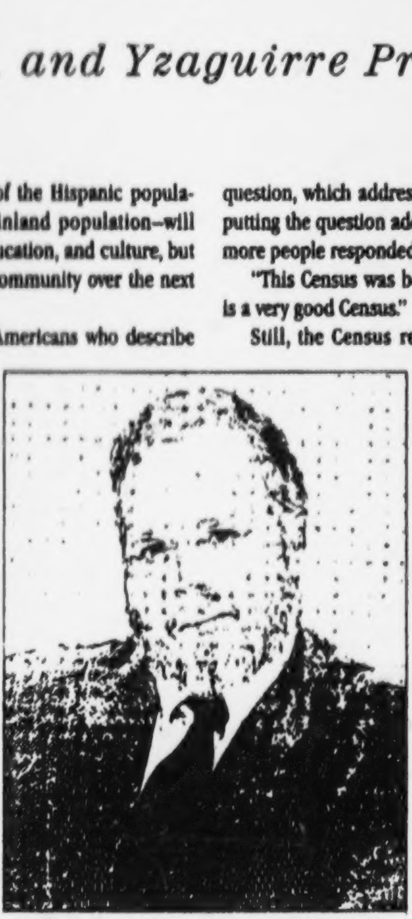
Latino Perspective on Census 2000

Chapa, Flores, and Yzaguirre Press for Equity

BY INÉS PINTO ALICEA

The rapid growth during the past decade of the Hispanic population–now 12.6 percent of the U.S. mainland population–will have broad implications for politics, education, and culture, but the repeated undercount of Latinos will hurt the community over the next 10 years, say Latino leaders.

Census 2000 figures show that the number of Americans who describe themselves as Hispanic grew by nearly 60 percent and now total 35.3 million of the U.S. mainland population, about three million more than the Census Bureau had predicted. The unexpected increase is probably due mainly to high levels of immigration and poor counting in the past, said Census officials. The population on the island of Puerto Rico grew to 3.9 million from 3.5 million, bringing the total number of U.S. Latinos to 39.2 million.



Prof. Jorge Chapa, University of Indiana at Bloomington

The once-a-decade figures are critical because they affect federal funds, policy, and marketing decisions, and the numbers are used to redraw political boundaries for congressional and legislative seats across the country.

Angered by a severe undercount of minorities in 1990, civil rights groups and officials from large cities that lost funds due to the undercount pushed for a more aggressive count this time. Many lawsuits, including some from cities with large minority populations, were filed over the 1990 Census to force the government to use figures adjusted to compensate for people who were missed, rather than use the raw numbers from the Census.

For the 2000 Census, the government staged an extensive outreach campaign to encourage minority residents to be counted. The Census Bureau also took extensive steps to clarify questions and improve the overall process. It also moved a question about ethnicity, so it occurred before one about race, which probably helped reduce the Latino undercount, said professor Jorge Chapa, director of Latino Studies at the University of Indiana at Bloomington and a member of the Census Advisory Committee on the Hispanic Population.

Chapa said that previous censuses asked respondents first whether they were White or Black, and many respondents simply skipped the following question, which addressed whether they were Hispanic. He argues that by putting the question addressing whether the respondent was Hispanic first, more people responded to it, resulting in improved data on more people.

"This Census was better than it was in 1990," said Chapa. "It generally is a very good Census."

Still, the Census reported a gap between two key estimates of the nation's total population. The first, based on birth, death, employment, and immigration, pegged the population at 279 million. The second estimate, from statistical sampling, put it at 284 million. The gap again sets the stage for a legal showdown, particularly since Census figures are used to allocate more than $185 billion in federal funds and because control of the U.S. House of Representatives hinges on only a few seats.

While Census officials boasted that this count was its most accurate yet, a Census report concluded that the 2000 Census missed 1.18 percent of the population or 3.3 million. Some groups were missed at higher rates than others: Hispanics, 2.85 percent; Blacks, 2.17 percent; non-Hispanic Whites, 0.67 percent; and children under 18, 1.54 percent. Civil rights groups, Democrats, and big cities pushed for adjusted 2000 population counts through statistical sampling to make up for the disproportionate number of minorities, children, and poor, who were missed in the count. But the Census Bureau nixed the idea, saying it could not be sure that the adjusted counts are more accurate than the traditional count. The bureau was under pressure to make a decision. It faced an April 1 deadline to release the population counts so that states could redraw their congressional and legislative districts.

"I'm frustrated and disappointed because they did not provide completely compelling reasons not to adjust the count," said Chapa, adding that the Census Bureau was simply caught off guard by the large numbers of immigrants who entered the country in the last two years of the 1990s during a booming U.S. economy. That explains in part why more Latinos were missed.

The Supreme Court has ruled that adjusted Census numbers may not be used to apportion congressional seats among states but left the door open to using them for redistricting. Some states have passed laws requiring that

Area	1990			2000			Latino Origin			
	Total Population	Latino	Percent Latino	Total Population	Latino	Percent Latino	Mexican	Puerto Rican	Cuban	Other Latino
United States	248,709,873	22,354,059	9.0	281,421,906	35,305,818	12.5	20,640,178	3,406,178	1,241,685	10,017,244
State										
Alabama	4,040,587	24,629	0.6	4,447,100	75,830	1.7	44,522	6,322	2,354	22,632
Alaska	550,043	17,803	3.2	626,932	25,852	4.1	13,334	2,649	553	9,316
Arizona	3,665,228	688,338	18.8	5,130,632	1,295,617	25.3	1,065,578	17,587	5,272	207,180
Arkansas	2,350,725	19,876	0.8	26,734,000	86,866	0.3	61,204	2,473	950	22,239
California	29,760,021	7,687,938	25.8	33,871,648	10,966,556	32.4	8,455,926	140,570	72,286	2,297,774
Colorado	3,294,394	424,302	12.9	4,301,261	735,601	17.1	450,760	12,993	3,701	268,147
Connecticut	3,287,116	213,116	6.5	3,405,565	320,323	9.4	23,484	194,443	7,101	95,295
Delaware	666,168	15,820	2.4	783,600	37,277	4.8	12,986	14,005	932	9,354
District of Columbia	606,900	32,710	5.4	572,059	44,953	7.9	5,098	2,328	1,101	36,426
Florida	12,937,926	1,574,143	12.2	15,982,378	2,682,715	16.8	363,925	482,027	833,120	1,003,643
Georgia	6,478,216	108,922	1.7	8,186,453	435,227	5.3	275,288	35,532	12,536	111,871
Hawaii	1,108,229	81,390	7.3	1,211,537	87,699	7.2	19,820	30,005	711	37,163
Idaho	1,006,749	52,927	5.3	1,293,953	101,690	7.9	79,324	1,509	408	20,449
Illinois	11,430,602	904,446	7.9	12,419,293	1,530,262	12.3	1,144,390	157,851	18,438	209,583
Indiana	5,544,159	98,788	1.8	6,080,485	214,536	3.5	153,042	19,678	2,754	39,062
Iowa	2,776,755	32,647	1.2	2,926,324	82,473	2.8	61,154	2,690	750	17,879
Kansas	2,477,574	93,670	3.8	2,688,418	188,252	7.0	148,270	5,237	1,680	33,065
Kentucky	3,685,296	21,984	0.6	4,041,769	59,939	1.5	31,385	6,469	3,516	18,569
Louisiana	4,219,973	93,044	2.2	4,468,976	107,738	2.4	32,267	7,670	8,448	59,353
Maine	1,227,928	6,829	0.6	1,274,923	9,360	0.7	2,756	2,275	478	3,851
Maryland	4,781,468	125,102	2.6	5,296,486	227,916	4.3	39,900	25,570	6,754	155,692
Massachusetts	6,016,425	287,549	4.8	6,349,097	428,729	6.8	22,288	199,207	8,867	198,367
Michigan	9,295,297	201,596	2.2	9,938,444	323,677	3.3	220,769	26,941	7,219	68,948
Minnesota	4,375,099	53,884	1.2	4,919,479	143,382	2.9	95,613	6,616	2,527	38,626
Mississippi	2,573,216	15,931	0.6	2,844,658	39,569	1.4	21,616	2,881	1,508	13,564
Missouri	5,117,073	61,702	1.2	5,595,211	118,592	2.1	77,887	6,677	3,022	31,006
Montana	799,065	12,174	1.5	902,195	18,801	2.1	11,735	931	285	5,130
Nebraska	1,578,385	36,969	2.3	1,711,263	94,425	5.5	71,030	1,993	859	20,543
Nevada	12,101,833	124,419	1.0	1,998,257	393,970	19.7	285,764	10,420	11,498	86,288
New Hampshire	1,109,252	11,333	1.0	1,235,786	20,489	1.7	4,590	6,215	785	8,899
New Jersey	7,730,188	739,861	9.6	8,414,350	1,117,191	13.3	102,929	366,788	77,337	570,137
New Mexico	1,515,069	579,224	38.2	1,819,046	765,386	42.1	330,049	4,488	2,588	428,261
New York	17,990,455	2,214,026	12.3	18,976,457	2,867,583	15.1	260,889	1,050,293	62,590	1,493,811
North Carolina	6,628,637	76,726	1.2	8,049,313	378,963	4.7	246,545	31,117	7,389	93,912
North Dakota	638,800	4,665	0.7	642,200	7,786	1.2	4,295	507	250	2,734
Ohio	10,847,115	139,696	1.3	11,353,140	217,123	1.9	90,663	66,269	5,152	55,039
Oklahoma	3,145,585	86,160	2.7	3,450,654	179,304	5.2	132,813	8,153	1,759	36,579
Oregon	2,842,321	112,707	4.0	3,421,399	275,314	8.0	214,662	5,092	3,091	52,469
Pennsylvania	11,881,643	232,262	2.0	12,281,054	394,088	3.2	55,178	228,557	10,363	99,990
Rhode Island	1,003,464	45,752	4.6	1,048,319	90,820	8.7	5,881	25,422	1,128	58,389
South Carolina	3,486,703	30,551	0.9	4,012,012	95,076	2.4	52,871	12,211	2,875	27,119
South Dakota	696,004	5,252	0.8	754,844	10,903	1.4	6,364	637	163	3,739
Tennessee	4,877,185	32,741	0.7	5,689,283	123,838	2.2	77,372	10,303	3,695	32,468
Texas	16,986,510	4,339,905	25.5	20,851,820	6,669,666	32.0	5,071,963	69,504	25,705	1,502,494
Utah	1,722,850	84,597	4.9	2,233,169	201,559	9.0	136,416	3,977	940	60,226
Vermont	562,758	3,661	0.7	608,827	5,504	0.9	1,174	1,374	310	2,646
Virginia	6,187,358	160,288	2.6	7,078,515	329,540	4.7	73,979	41,131	8,332	206,098
Washington	4,866,692	214,570	4.4	5,894,121	441,509	7.5	329,934	16,140	4,501	90,934
West Virginia	1,793,477	8,489	0.5	1,808,344	12,279	0.7	4,347	1,609	453	5,870
Wisconsin	4,891,769	93,194	1.9	5,363,675	192,921	3.6	126,719	30,267	2,491	33,444
Wyoming	453,588	25,751	5.7	493,782	31,669	6.4	19,963	575	160	10,971

Source: U.S. Census Bureau, 2000, Summary File 1.

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they use raw, or unadjusted, numbers to draw new political boundaries.

Dr. Antonio R. Flores, president and CEO of the Hispanic Association of Colleges and Universities, San Antonio, Texas, said the new Census numbers on the Latino community have broad implications "for people committed to improving higher education opportunities for everybody." According to Flores, the current college enrollment of 15 million is expected to climb by 3.3 million by 2015. Latino students are expected to comprise 40 percent or about 1.5 million of that enrollment growth. Both that and the rapid growth of the Latino population, said Flores, means that states will have to hasten efforts to expand campuses nationwide to accommodate the new students. More faculty members and administrators will be needed as well.

Concerned about the undercount, Flores said federal funding is already unfairly distributed to Hispanic Serving Institutions (HSIs). For example, as recently as the 1995-1996 school year, HSIs received on average $35 per student, compared to $155 per student for all other degree-granting institutions, or approximately one of every five dollars received by other colleges and universities per student, according to the Integrated Postsecondary Education Data Systems (IPEDS) of the U.S. Department of Education.

"By being undercounted, you don't receive the fair amount of federal resources to serve the needs of the community," said Flores. "It takes away money from needy communities and gives funding to those communities that were better counted."

Chapa agrees, saying that the Latino undercount means the Latino community will "still not get its due" in representation in legislatures and in Congress, in building schools, and in other programs that use Census counts to determine allocations of money.

In 2000, 57 percent of Hispanics 25 and over had graduated from high school, compared to 88 percent of non-Hispanic Whites in the same age category. More than one-fourth (27.3 percent) had less than a ninth-grade education; for non-Hispanic Whites, only 4.2 percent. Only one in 10 Hispanics (10.6 percent) had a college degree. Among non-Hispanic Whites, more than one in four (28.1 percent).

"As a nation, we have the resources to close these gaps," said Raúl Yzaguirre, president of the National Council of La Raza (NCLR), Washington, D.C., adding that it is estimated that in 20 years, one in four children in the U.S. will be Hispanic. "A large share of our nation's future economic growth will depend on the millions of Hispanic children in our school system, on the opportunities we give them, and on the priorities we set for ourselves today."

Yzaguirre explained that Latinos comprise one-third of all children under the age of 18 and are the second largest group of students in the nation's schools, and yet Latino children are underrepresented in Head Start, early childhood development programs, after-school programs, and rigorous academic courses. He argues that these programs must serve Latino children because 29 percent are poor, and research has shown that high poverty levels and low educational attainment are strongly correlated. He called on President Bush to boost funding for education, urging him to expand what he called the nation's most effective anti-poverty program, the Earned Income Tax Credit, and to make his proposed tax cut work for the working poor.

"If we equip Latinos and all children with high-quality education and ensure their well-being, we will have a tremendous pool of talent ready to lead the nation forward and every American will benefit," Yzaguirre said.

Harry Pachón, director of the Tomás Rivera Policy Institute, a Latino think tank in suburban Los Angeles, wrote in a March 8 *Washington Post* column that for policy makers and business leaders to make constructive policies, they must recognize that there is a great deal of heterogeneity in the Latino community. He cited a recent study by his organization that found distinctions between native and foreign-born Latinos. The study showed that foreign-born Latinos' real income has declined over the past two decades, and that they complete three grade levels fewer than native-born Hispanics. These findings indicate a need to address U.S. policies on integrating immigrants by offering English-language or job improvement skills programs, he said.

"There is an absolute need to separate immigrants and their children from the native born because the immigrants have a different set of resources, perspectives, and problems than the native born," said Rodolfo de la Garza, professor of community affairs at the University of Texas at Austin and vice president at the Tomás Rivera Policy Institute.

On a more positive note, the study found that by the third generation, the grandchildren of the immigrants, there is virtually no difference in income between Hispanic and White non-Hispanic workers with the same level of education.

"For children of immigrants, who make such dramatic gains over their parents, public education is paying off," wrote Pachón. "It is, therefore, puzzling that federal money targeted at these children through the Emergency Immigrant Education Act–a program designed to assist school districts with large immigrant populations–amounts to only about $50 per child."

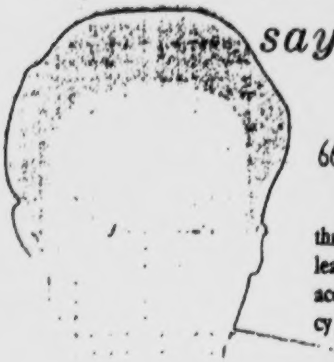
De la Garza said the Census figures that have been released so far present some other interesting findings about the Latino community in the U.S. For instance, groups that have traditionally dominated certain areas, such as the Puerto Ricans in New York, must now contend with other growing Latino populations, like Dominicans, who also want political power because of their growing presence. Likewise, he argues that while there is a *Latinization* of the United States because of the growing Hispanic population, that increase has not meant a decrease in the proportion of the Mexican-American population. Mexican-Americans still comprise two-thirds of the Latino population, which could mean possibly "the *Mexicanization* of others." These and other questions will have to be addressed as the Census releases more figures in the future.

Among other key findings on Latinos from the early Census figures:

- Hispanic men are more likely than non-Hispanic White men to be working or looking for work. In 2000, the labor force participation rate of Hispanic men was 80.4 percent compared to 74.3 percent for non-Hispanic White men.
- Hispanic women have steadily increased their presence in the workforce over the past several years, and their labor force participation rate now approaches that of non-Hispanic White women, 56.6 percent and 60.8 percent, respectively.
- Despite their strong levels of work force activity, Hispanics are more likely than non-Hispanics to work in low-paying jobs. In 2000, nearly one in five (19.4 percent) Latino workers, compared to about one in nine non-Hispanic White workers (11.8 percent), was employed in a "service" occupation, which includes food preparation, personal service, and maintenance jobs.
- Conversely, Hispanics are less likely than non-Hispanic Whites to work in high paying managerial and professional specialty occupations. In 2000, 14 percent of Hispanics were in managerial or professional occupations compared to 33 percent of non-Hispanic Whites. 18 percent of Hispanic women were in managerial or professional occupations, compared to 11 percent of Hispanic men.
- Non-Hispanic Whites were three times more likely than Hispanics (27.4 percent versus 9.6 percent) to report earnings of $50,000 or more in 1999, of those who worked year-round, full-time. Overall, two in three Hispanics (68.7 percent) compared to two in five non-Hispanic Whites (40.3 percent) reported earnings of less than $30,000 in 1999.
- Families of Latino married couples are more than four times as likely as non-Hispanic White families to be living in poverty (14.2 percent versus 3.3 percent.)

Preparing for a Multiracial Society

No Leadership, says Harvard Professor



BY MICHELLE ADAM

“Nobody has any plans for what to do with three- or four-race communities. How they will work out, how their schools will work out. We are going through a huge dramatic transition, and there is no real leadership, no real defining of issues or holding people accountable,” said Gary Orfield, education and social policy professor at Harvard University.

As active civil rights advocates, Orfield and law professor Christopher Edley, Jr., also at Harvard, were especially alarmed at *Hopwood* v. *State of Texas*, the historic case in which the court ruled five years ago that an applicant's race and ethnicity could no longer be considered in the college admission process. The verdict struck a serious blow to affirmative action measures that had positively impacted Latinos and minorities in Texas, and it established a precedent for other states to potentially follow.

Hopwood sent a wake-up call across the country to those who had come to rely on affirmative action as an effective tool for establishing greater diversity in academia. Who would be next? What were the alternatives to affirmative action? And what would happen with diversity numbers at Texas universities in the wake of the *Hopwood* decision?

“My reaction to the news was that this was nonsensical,” said Orfield. “When I read that decision, I thought, 'What planet are these judges living on?' I knew that it made a lot of difference to have a diverse body.”

Shortly after the news hit, Orfield and Edley summoned an emergency meeting of college presidents, education officials, lawyers, federal officials, researchers, and other interested parties across the country.

“Many college presidents dropped everything and showed up, as did all the ranking federal officials and the lawyers and the researchers. They needed to talk to each other. We found out at that meeting that there wasn't any body of research developing and any idea of what to be

done in the aftermath of affirmative action. And that people were very eager to engage in these kinds of conversations," said Orfield.

It was in this climate that Orfield and Edley came up with the idea of establishing a think tank on civil rights that would connect the legal issues and policy questions to the scholarly world in a powerful manner.

"The researchers didn't know what the legal battles were about, and the lawyers didn't know the research, and the administrators didn't know either," he said. Regarding the benefits of diversity to Whites and to the whole campus, Orfield said, "We had to look at some things that most of us thought were pretty obvious but were not believed and had not been empirically supported in a serious way."

With a small grant, the two professors established The Civil Rights Project, which has become a research center at Harvard University to address equal rights issues.

Gary Orfield and law professor Christopher Edley, Jr. (from l. to r.)

Their privately funded organization was launched in the fall of 1996 with a couple of conferences and various research studies. The first conferences dealt with the issue of affirmative action and specifically lead to the Project's book, *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*, edited by Orfield and his colleague Edward Miller. Another conference addressed issues of resegregation in the south.

"We called around the country to find out what research was under way and who had data that could potentially address these issues. We found the potential researchers and told them what we thought was needed and could they do it for us in a relatively short period of time, and almost everyone said 'yes.' And we told them that the advantage to them was that their research could actually have a potential effect in the real world, and that they would get to meet and interact with people who actually made policy and decided about lawsuits. That was very appealing," said Orfield.

"Many scholars really do care about their country and about justice, and really do believe their work needs to be heard and have something to say. We found there was a tremendous latent interest in the subjects of racial justice and a desire to participate. People were willing to give it an urgent priority."

During the conferences, where researchers and lawyers were both present (as well as policymakers and other groups), researchers presented their work to lawyers. "A lawyer would stand up and say, 'This doesn't really cut it because you didn't address such and such, and no judge is going to be persuaded by that,' and that was very informative to people," said Orfield. "By the time we had done the first conference, people were beginning to understand the value of all this, and we were besieged with requests. People were eager to engage. We found there was a tremendous hunger for this kind of information."

While some academic organizations focus entirely on research and others on policy and legal advocacy, the Project has linked both groups together–within its staff and during conferences. Each group assists the other in making sure that research gathered and produced by the organization also can be used and easily understood by policymakers. In effect, a library of information is being developed that actually impacts the world at hand.

At first, the project hired others to do its research, especially on issues relating to diversity in education, but now, with a larger staff, research also is conducted in house. As part of its work as well, the organization has attempted to cultivate an exchange between all racial groups, even differentiating the groups within groups.

Since 1996, the project has addressed testing and selective admissions, school choice, tracking, diversity in legal education and bilingual education, and more at conferences and through research. While education has been its primary focus, today the Project is also preparing to research and address civil rights' concerns in housing, census, and criminal justice.

The Civil Rights Project has had an effect across the country. When the University of Washington had to defend its affirmative action policies in court, *Chilling Admissions* was used as evidence to support its case. Congressional staffers picked up ideas from the Project's research, and amendments were written and incorporated into education bills from its work on education reform. In addition, the organization conducted a survey on the benefits of law school diversity, and survey results were entered as evidence in the University of Michigan Law School case.

The Civil Rights Project has become active in training as well. Most recently, in November, members convened the first meeting of its National Training Institute on Achieving Diversity in Higher Education, launched to help those in the trenches. Co-sponsored by the Association of American Colleges and Universities, the Law School Admissions Council, and The College Board, the Institute hosted approximately 80 lawyers and educators from across the country.

Another new training ground for the project is its Community Training Institute, hosted in May. Community leaders gathered there to talk about education reform and receive the necessary tools to help address these issues in community. After that, the Project's first Civil Rights Summer program convened, with 20 sophomores and junior college students gathering in Boston for training in civil rights. They then interned with civil rights groups in Washington, D.C. "We have tried to get students to play active roles and to publish and present at our conferences. We want to create a new generation of intellectuals in this field," said Orfield.

BEST COPY AVAILABLE

Orfield noted that it is especially a crucial time for a new generation of intellectuals given the tremendous changes in demographics. "The 2000 Census helps us understand what some of us have been thinking about for a long time. We are in the last period of European American domination of our country, and it's going to be multiracial to an extent that is rare any place in the world. Most multiracial societies have not worked out very well, and we need to think very hard about what we are going to do," he said.

"Education needs to make sure it is involved in civil rights issues. The academic world needs to be holding up a mirror to society and saying, 'Now there is a huge change going on, and it is not working out so well, folks. It's going to be dangerous if it doesn't work out well, and there are things we can do about it.' We need to help the country prepare for this whole transition that it is going through."

When looking at Latinos, Orfield is especially concerned, primarily because this group is growing so rapidly while issues of importance to them are not being addressed. "Latinos are getting more isolated. Half of them are in big cities with weak school systems. Our dropout data shows that only 55 percent of Latinos are graduating and getting regular high school diplomas at the end of the 20th century," said Orfield. "We are underestimating the problem. Latinos are much more segregated than Blacks in many parts of the country, and they are in inferior schools. We have Latinos locked into dead-end entry-level jobs because of poor education and language problems. We have the justice department projecting that one-sixth of young Latino men are going to end up in jail. We have a lot of big problems that people aren't confronting. Even in civil rights agencies, a lot of them aren't addressing issues of discrimination against Latinos with the same urgency as discrimination against African Americans."

The Civil Rights Project has worked specifically with Latino groups. It co-sponsored The Crisis in Latino Civil Rights conference with the Tomás Rivera Policy Institute in 1997 and, after that, Latinos and Educational Equity: A Public Forum with the Universities of Texas and California. Last winter, the project held a consultation on bilingual education policy in response to a request to do so by leading Latino organizations. Groups gathered to develop strategies for framing bilingual issues in an era of attack on the value of such programs. The organization has worked with the National Council of La Raza, MALDEF, and other Latino groups.

Assessing Percentage Plans

A project of central importance to the organization has been its assessment and research of the percentage plans that have replaced affirmative action in Texas, California, and Florida. A report on the results of this work was expected this summer.

Patricia Marín, who has worked as a researcher with the project since November, has been gathering research already available in Texas and California, and conducting interviews and new research on the Florida case. While Texas and California have been feeling the affects of anti-affirmative action laws, regarding Florida's new situation, Marín said, "You need to track things as they unfold." Of the percent plan, she said, "We definitely have some strong concerns on how it is being disseminated."

What Marín has learned from her research is that each state, each school within the states, and each section of the Latino community may be affected differently by the various attempts to replace affirmative action with laws that require certain percentages of students from each school be admitted to universities. She also recognizes the importance of examining the effects of the laws on minority students within the various states as evidence for future litigation in states not yet impacted by anti-affirmative action efforts.

After reviewing alternatives to affirmative action, Orfield doesn't feel hopeful. "I don't think anyone has any general solution that is better than affirmative action so far," he said. But, he added, "We have a lot more evidence" that can be used to defend such cases as affirmative action in the future.

"There's a body of knowledge developing that is substantial," said Orfield. "If we were to go to the Supreme Court now on the educational value of diversity, we have a lot better information than we had in 1996."

Orfield is as surprised as anyone that the Civil Rights Project has mushroomed into a full-staff operation with ongoing national requests for the organization to continue its work. "We are involved in discussions all over the place. It's exhausting," said Orfield. But, he added, "It's very exciting. There are just a whole lot more people out there who are concerned about these issues than anyone knows. Many young people really do understand that we are going through a transformation, and they want to be involved. They want to understand and don't see anybody in the political system addressing what they perceive to be the realities."

Orfield concluded by commenting that it is impossible to know which road we as a nation will take in this time of transition. "Either we are going to screw this up and really miss an opportunity," he said, or face the possibility of having "a creative diversity that very few countries have ever seen."

NEH Conference at St. Mary's an Important First

Women on the Border-At Long Last

BY
ISIS ARTZE

Four nationally known historians of women and gender presented at the opening plenary: Inés Hernández-Avila, UC-Davis; Denna J. González, Pomona College, Emma Pérez, UTEP; and Evelyn Hu-DeHart, CU-Boulder.

This past July, more than 200 scholars and students attended "Gender on the Borderlands," a two-day seminar and conference at St. Mary's University in San Antonio, Texas, funded by a $25,000 institutional grant from the National Endowment for the Humanities (NEH).

The event was conceived and chaired by Antonia I. Castañeda, Ph.D., O'Connor professor of Spanish borderlands history at St. Mary's, and a Chicana feminist historian. The initiative, she says, came directly from her research, which centers on gender and sexuality as a "category of historical analysis."

She noticed that although a variety of annual professional conferences were held in the field of history, there was a void in her discipline. "There have been very few venues, academic or in the community," Castañeda says, in which "scholars can come together to explore this geopolitical border." Castañeda also realized that gender issues had not been central to academic or public dialogue in institutions of higher education in the San Antonio area.

With this in mind, she turned to the National Endowment for the Humanities, which offers certain individual and institutional grants strictly to Hispanic Serving Institutions (HSIs), historically Black colleges, and tribal colleges. Their intent, Castañeda explains, is to increase and enhance the engagement with the humanities in colleges, universities, and society in general.

St. Mary's, an HSI in which 66 percent of undergraduates are of Hispanic descent and 58 percent female, was an ideal location for this conference. Castañeda submitted her proposal to the NEH, and "Gender on the Borderlands" was born.

The fundamental conference goal was to examine the newest historiography on women and gender in the Spanish-Mexican and U.S. borderlands from the pre-colonial period to the contemporary postmodern era of transnationalism and globalization.

"Studying diversity means we look at society comprehensively," says participating scholar Evelyn Hu-DeHart, chair of the department of ethnic studies at the University of Colorado, Boulder, and that's why the subject of gender on the borderlands belongs in a university curriculum and in popular discourse. "It's a way to understand our society and who we are as Americans today."

The event was structured in two tiers–the conference itself, which was free and open to the public, and seminars for 17 members of St. Mary's faculty and professional staff.

ST MARY'S UNIVERSITY

Antonia Castañeda, Ph.D.

In the opening plenary, four nationally known historians of women and gender on the borderlands presented the latest scholarship on the topic. They were: Inés Hernández-Avila, University of California, Davis; Denna J. González, Pomona College, Pomona, Calif.; Emma Pérez, University of Texas, El Paso; and Evelyn Hu-DeHart.

While the conference was centered on gender along the physical U.S.-Mexican border, it was not limited to this concrete conception of 'border.' "It also addressed such issues as the Muslim-Christian border and crossed geopolitical spaces as well as historical and cultural eras," says Castañeda.

Hernández-Avila presented "Where the Boys Are: Thoughts on the Significance of Chicana History to Chicano Studies and Beyond." González presented "Borderlands Queers: The Challenge of Excavating the Invisible and Unheard." Pérez, chair of UTEP's department of history, spoke of "Women, Globalization, and Border." She proudly notes that her institution is the only university to offer a doctorate in borderland studies. "Borderlands," says Pérez, "is an old term for historians. We're trying to impose new meanings, to extend borderland history beyond Southwest conquest and colonization."

She explains that borderland history is integral to Chicana history. And she concurs with Castañeda that "very little has been done" with respect to gender and sexuality in the borderlands. Pérez describes the conference as a "networking opportunity," a chance "to get together in a network with other historians, to share progress and problems."

Evelyn Hu-DeHart, who presented "Women, Globalization, and Border," says, "It's not a conference in the traditional sense; it's really a teaching conference with hard work and extensive, in-depth workshops."

Emma Pérez

"We tend to think of globalization as NAFTA, as wonderful, inevitable, and that everybody benefits," says Hu DeHart. Globalization discussion "tends to focus on lowering barriers for trade, so that capital can cross borders," she adds.

"The underside of globalization, the darker side," she explains, "is the side that those who glorify it like to minimize–that is, the flow of labor across borders and the nature of this labor."

Slavery, mining, and contract labor, she says, are examples of labor created by globalization. Under current globalization, more than 50 percent of the laborers are women, she says, "sweatshop labor, service industries, domestic servants, and sex workers."

The next two days of the conference consisted of 30 sessions. Among the topics: "Gender, Race, Color, and Class in the Classroom, and the Spaces In-Between," "Women's Advocacy, Reform, and the Politics of Immigration on the U.S./Mexico Border," and "Women of Color in the Contemporary Theater Scene."

"There was a strong and broad array of areas of exploration of analysis from multiple positions and perspectives," says Castañeda, adding that she especially enjoyed a talk about Tejanas and music.

Passing the Torch

Castañeda was surprised and pleased to see that many of the conference attendees were young, including graduate and undergraduate students. "The foundational scholars were the plenary speakers. They wrote the first articles on the subject and raised the issue of gender on the border." But the presentation and panels consisted of the next generation. "They are young and are looking at new questions, expanding the categories," she says.

Of the younger attendees, nine were undergraduates from the University of Texas at El Paso, participants in the MacNair program, which allows undergraduates to become familiar with research and conferences before their graduate and professional work. To them, the conference "provided a venue for participating and interacting," says Castañeda.

"Attendees were also "pleased to have had the opportunity to engage across disciplines," she says, explaining that the conference was first intended to be a history conference, but quickly became interdisciplinary, with the topics approached from different perspectives.

"It was a unique and important historic conference in this region," concludes Castañeda.

For Hu-DeHart, an event such as the conference "gives substance to the rhetoric of diversity."

Latina Letters

Concurrent with "Gender on the Borderlands" at St. Mary's University was "Latina Letters," a conference on Latina literature and identity. The event explored the underlying characteristics of Latina literature, as well as the Latina identity behind and within the works. The specific theme was "Hybrid Worlds: Evolving Borders."

In addition to daytime panels and presentations, important writers and scholars in the field convened in San Antonio. Included were Ana Castillo, Migdalia Cruz, Aurora Levins Morales, Demetria Martínez, Nancy Morejón, Dolores Prida, Tey Diana Rebolledo, and Helena María Viramontes.

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FYI...

The Hispanic Outlook In Higher Education www.hispanicoutlook.com September 10, 2001

ACE and NAB Examine Challenges Facing Research Collaborations

WASHINGTON, D.C.

The explosion of scientific and technological advances in recent years has opened up an exciting era of exploration that promises to address age-old human problems and growing national, international, and global concerns as well as foster economic growth and development. A critical component of the nation's innovation explosion has been collaborative partnerships between universities and industry.

However, the increased attention on these partnerships--brought about by rising need, growth, and importance of these collaborations in recent times--has revealed a number of issues that threaten to hamper their effectiveness and limit the promises of research.

These issues are analyzed in a new publication released by the Business-Higher Education Forum, *Working Together, Creating Knowledge: The University-Industry Research Collaboration Initiative.* The forum is a partnership of the American Council on Education and the National Alliance of Business, a membership organization of chief executives from U.S. businesses, colleges and universities, and museums. Its goals are to increase communication among the sectors, to analyze issues of mutual concern, and to deliberate on courses of action that will bring about positive change.

The publication is based on a two-year study of university-industry research collaborations conducted by the forum's special task force. [It was mailed to CEOs of Fortune 100 companies, college and university presidents, governors and state legislators, and selected representatives of the research community.] The report examines such issues as intellectual property, indirect costs, and conflicts of interest. It also contains recommendations and best practices for developing and maintaining successful partnerships.

"Some research collaborations have experienced serious, high-profile difficulties, with participants voicing frustration over complex issues that get in the way of achieving successful outcomes," said Hank McKinnell, board chair and CEO of Pfizer, Inc., and co-chair of the forum's task force that reviewed research collaborations. "The report is intended to help clarify the issues involved with such collaborations and to provide thoughtful, balanced, and useful guidance that will increase the number and quality of research collaborations."

Nils Hasselmo, president of the Association of American Universities and co-chair of the Forum's task force, expressed hope that the report will provide a foundation and framework for sustaining an ongoing dialogue among academia, industry, and government.

College Board Computer-Based Exams Provide Instant Test Scores

NEW YORK, N.Y.

The College Board announced that all College-Level Examination Program (CLEP) exams will be administered via computer, providing students with instant score results after exam completion and enabling them to immediately plan their subsequent coursework.

Since 1967, The College Board has offered CLEP examinations via paper and pencil, which enabled students to demonstrate knowledge and receive college credit or exemption from a requirement in numerous subject areas. The new technology will allow testing centers to offer exams more frequently, allowing students greater flexibility in fitting CLEP exams into their busy schedules.

"For students who have acquired college-level knowledge through on-the-job experience, independent study, or advanced high school classes, CLEP exams are an ideal way to save time and money," said Ariel Foster, associate director of CLEP at The College Board. "And now, instant access to scores can save students even more valuable time by eliminating a wait period for exam results."

CLEP, the nation's most widely accepted credit-by-examination program, helps high school, current college, and non-traditional students shorten the path to a college degree. With qualifying CLEP scores, students can fulfill proficiency requirements and bypass introductory courses--cutting a direct path to the coursework most relevant to their major or career. CLEP is particularly convenient for students who have full-time jobs or for those who simply prefer to study on their own.

CLEP exams also offer a low-cost method for earning college credit. At $46, each exam is a fraction of the tuition required for a similar college course. Students can also demonstrate their knowledge in a wide array of subjects generally taught in the first two years of college. The 90-minute exams are offered in more than 34 topics, from Spanish language to marketing.

Students have the opportunity to prepare for CLEP exams using the *CLEP Official Study Guide*, which helps students learn more about CLEP exams, decide which CLEP exams to take, and interpret CLEP scores. It includes sample test questions for all 34 CLEP exams and it provides test-taking tips and a list of study resources to help students prepare for the exams. For more information about CLEP, visit www.collegeboard.com/clep.

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NCLR Reports Lack of Latino Savings Limits Economic Security

WASHINGTON, D.C.

The National Council of La Raza (NCLR), citing recent data showing the gap between White and Hispanic household wealth at 10-to-1, says that the major cause of this wealth disparity is a lack of savings among Latino households. Personal savings are one of the most important ingredients in asset accumulation, which is what constitutes wealth and net worth. When Latinos save less than other groups, their net worth and economic security typically decrease.

According to NCLR, the 1998 Survey of Consumer Finances revealed that fewer than half (44.9 percent) of Hispanic families reported spending less than the total of their previous year's income, meaning more than half of Latino families effectively saved nothing. Furthermore, the Employee Benefits Research Institute's 2001 Retirement Confidence Survey revealed that only one-fourth (26 percent) of Latinos surveyed, compared to 42 percent of Whites surveyed, had any other savings or investments besides what they had saved for retirement. This lack of savings limits Latinos' upward economic mobility because savings are needed to purchase assets such as a home, stocks and bonds, or a retirement account. For example, getting approved for a loan to buy a house or investing in the stock market is nearly impossible without first having some extra money saved.

There are specific barriers that keep many Latinos from saving, says NCLR.

Limited income is one obvious barrier, especially for Hispanics, who are more likely than other American families to be low-income. While studies and anecdotal evidence have shown that low-income households can save, the ability to do so is challenged when income must be used for basic needs such as rent, food, transportation, and clothing.

Another barrier to saving involves the structure of financial markets, which is often indifferent to the needs of low-income households and to the cultural traits of the Latino community. Most banks offer few products that are affordable or practical for low-income people, and many banks do not have Spanish-speaking employees.

NCLR calls for the expansion of the Earned Income Tax Credit program and the Individual Development Accounts program to significantly help provide incentives for low-income households to save and achieve upward economic mobility. It is critical, says NCLR, for community-based organizations to take steps to implement such programs while funds remain.

NACE Finds College Grads Continue to Command Top Dollar

BETHLEHEM, Pa.

Despite the economic downturn, a recent salary report from the National Association of Colleges and Employers (NACE) shows that many new college graduates were able to command top dollar for their skills.

NACE's summer *Salary Survey* shows that starting salary offers to many new college graduates increased from last year. The average salary offer to economics/finance grads, for example, was $40,577, up 8.2 percent from July 2000.

Business administration grads attracted attention from a variety of employers. They saw their average offer rise 6.8 percent to $38,449.

Management information systems grads saw their average offer increase 4.4 percent to $45,585–many of those offers coming in high-paying fields.

Despite slowing in the tech sector, computer science graduates continued to command hefty starting salaries as a variety of employers vied for their talents. Their average offer rose 8.2 percent to $52,723.

Although demand for information sciences and systems grads appeared sluggish earlier in the year, their current average offer stands at $45,182, a 4.1 percent increase over July 2000 figures.

Many graduates in the engineering disciplines also continue to command high starting salaries and saw substantial increases in their starting salary offers. For example, the average offer to computer engineering grads jumped 8.9 percent over July 2000 to $53,924, and the average offer to electrical engineering graduates rose 7 percent over July 2000 to $51,910. Petroleum engineering grads saw their average salary offer spike up 8 percent to $53,878.

Among liberal arts disciplines, offers to English grads rose 5.5 percent, bringing their average up to $31,501, while sociology grads enjoyed a 6.8 percent increase to push their average to $28,812. Psychology grads, posting a 5.8 percent increase, enjoyed an average offer of $30,338. History grads, however, saw their average offer slip to $30,375, down 3.1 percent since July 2000.

While offers to political science grads increased by only 0.1 percent, they did command one of the top salaries among the liberal arts disciplines, with an average offer of $32,774.

People·Places·Publications·Conferences

PEOPLE & PLACES

Smithsonian "Americanos" Exhibition Travels Country

Two nationwide tours are presenting works from the Smithsonian Institution's traveling exhibition "Americanos: Latino Life in the United States," a project of Olmos Productions, Inc., organized by SITES and the Smithsonian Center for Latino Initiatives.

Both tours offer an extraordinary and intimate portrait of Latino communities in America through the work of 30 prizewinning photographers, focused on themes of family, community, education, and culture. The 120 photographs displayed reflect the breadth and variety of the Latino experience, encompassing differences in national origin, economic status, education, religion, and language.

"Americanos" tour dates are: now through Sept. 23, 2001–Omaha, Neb., El Museo Latino; Sept. 1-Nov. 25, 2001–Boston, Mass., Boston Public Library; Oct. 13-Jan. 6, 2002–St. Petersburg, Fla., Museum of Fine Arts; Jan. 26-April 21, 2002–Fresno, Calif., Arte Americas.

M-DCC Business Chair Attends Harvard Summer Institute

Rolando Montoya (pictured), Wasim Shomar, and Carol Miller, administrators from Miami-Dade Community College (M-DCC) in Florida, attended the prestigious Harvard University Institutes for Manage-ment and Leadership in Education 2001. The forum seeks to develop new insights and new techniques for higher education leadership. Rarely do three from the same school attend the same year.

Montoya, an expert in international finance and professor of accounting, finance, economics, and business statistics, recently became dean of academic affairs at M-DCC's Kendall Campus. As an administrator there, he has created and directed many new scholarships, developed new courses, improved curriculum in finance, business, and accounting, and worked with several universities to facilitate the transfer of M-DCC graduates. A native of Cuba, Montoya is a certified financial manager and certified management accountant; and he has been included in "Who's Who in the Florida Latin Community."

New Mexico Highlands Collaborates with Oldest University in Spain

New Mexico Highlands University (NMHU) entered into an agreement with Universidad de Salamanca, the oldest university in Spain, offering students a unique degree. The agreement, signed with 11 other U.S. universities, offers students eight credits toward a master's in southwest studies with a concentration in "Spanish Language and Hispanic Culture of the Southwest."

NMHU President Selimo Rael (pictured) signed the Hispano-North American Inter-University Consortium Agreement for the University. Sara Harris, chair of the department of languages and literature, attending at the request of NMHU's International Education Advisory Committee, explained that courses taken in Salamanca will cover Spanish grammar, reading, writing, and colloquial Spanish; social and geographic varieties of Spanish; Spanish literature; and the art, society, politics, and economy of modern Spain.

The agreement has great potential, said Harris. "We want this to truly become a bilateral association in that students and eventually professors would come from Spain and the other partner universities to take part in our master's project."

Delaware Professor Receives National Science Award

University of Delaware (UD) assistant professor of electrical and computer engineering Javier García-Frias received a National Science Foundation Career Award for his research into improving the quality of wireless communications. The award carries a five-year stipend of $300,000, allowing García-Frias to continue researching methods for reducing errors in the transmission of digital information through wireless communication.

García-Frias performed his undergraduate and graduate work in Spain, receiving combined bachelor's and master's degrees in electrical engineering from Universidad Politécnica de Madrid and combined degrees in mathematics from Universidad Nacional de Educación a Distancia, Madrid. In 1993, he was awarded the Premio Nacional de Terminación de Estudios Universitarios by the Spanish government, awarded to only three electrical engineering students in the nation. He joined the UD faculty in 1999 after receiving a doctorate in electrical engineering from the University of California-Los Angeles.

He is affiliated with the Delaware Biotechnological Institute, a partnership pf state government, Delaware institutions of higher education, and area industry to promote cutting-edge scientific research, provide biotechnology-based education, and support economic development.

South Florida Hires Dean of Engineering

The University of South Florida hired Louis A. Martín-Vega as dean of the College of Engineering. He was director of the National Science Foundation's (NSF) division of design, manufacture, and industrial innovation and acting director of NSF's engineering directorate.

An internationally recognized educator with vast experience in academia and private industry, Martín-Vega has been on leave from Lehigh University, where he chaired the department of industrial and manufacturing systems engineering from 1994-98. *U.S. News & World Report* ranked Lehigh among the top 20 industrial and manufacturing programs in the country, and the National Research Council ranked it 15th among Ph.D.-granting programs in industrial engineering. His research has been supported by federal agencies and conducted with many high-technology companies.

Martín-Vega holds a bachelor's degree in industrial engineering from the University of Puerto Rico-Mayaguez, a master's in operations research from New York University, and a master's and doctorate in industrial systems engineering from the University of Florida.

Mt. Hood Students Receive Scholarships to Study in Mexico

Two students from Mt. Hood Community College (Ore.) each received a $500 scholarship toward their study in Mexico through the College's study abroad program. Forestry major Cara Hughes and integrated natural resource major Rob Smith were granted the award to help pay for intensive Spanish instruction they received in San Miguel de Allende, Mexico, in the summer.

Through Mt. Hood's study abroad program, the students earned credit and enjoyed a stay with a Mexican family as they received Spanish instruction. They volunteered for a conservation project in which they worked hands-on at a botanical garden, nursery, and forest reserve. They utilized their knowledge of restoration of natural areas; reviewed soil, water, and wildlife; worked on propagation; and optimized management plans.

Mt. Hood offers study abroad programs in Canada, England, Italy, and Greece, in addition to Mexico.

Fresno City Hosts Lecture on the Amazon

In California, Fresno City College (FCC) hosted a lecture series and exhibition on the Amazon and Cerrado rainforests, their indigenous tribes, biodiversity, and ecosystems. World-renowned Brazilian expert Dr. Nelson DaSilva gave two free lectures during the series and spoke at the official opening of the FCC Museum of Anthropology exhibition "Vanishing Places, Endangered People: Greater Amazonia," housing 50 Brazilian artifacts from indigenous tribes.

The DaSilva lecture series centered on his work with several Amazonian tribes that have had little contact with the outside world. He also spoke about the ecosystems of Brazil's rainforests and about helping inventory and rescue animals from their endangered environments.

The museum exhibition displayed such artifacts as baskets and bows and arrows. The artifacts have different uses and meanings–both everyday and ceremonial. The lecture and exhibit together provided new insight into the unique but depleted rainforests.

Argentine Dinosaur Exhibit at Los Angeles Natural History Museum

The Natural History Museum of Los Angeles County (Calif.) and Museo Carmen Funes in Argentina are presenting the world premier exhibition "Tiniest Giants: Discovering Dinosaur Eggs," displaying the eggs and embryos of the giant creatures that continue to capture our curiosity.

The 6,000 square-foot exhibition features recent discoveries in Patagonia, Argentina, the area dinosaurs selected 80 million years ago as a nesting site for hatching their young. The Argentine site is the largest ever discovered and contains the first embryonic dinosaur skin, the first dinosaur embryos found in the Southern Hemisphere, and the first embryos identified as *sauropods*, a family of giant, plant-eating, four-footed, dinosaurs.

Visitors have the opportunity to touch dinosaur eggs, see technicians prepare fossils, and "excavate" dinosaur nests at a dig pit, containing bone replicas. They may also walk beneath a full-scale model of a 100-foot "titanosaur" (*Argentinosaurus*), the largest dinosaur ever discovered. The entire exhibition is presented in both English and Spanish.

Colorado State 5K Run Honors Memory of Gutiérrez

Colorado State University held its eighth annual Cinco/Cinco 5K Run/Walk to benefit the Gilbert Gutiérrez Memorial Scholarship Fund. Gilbert J. Gutiérrez, Jr., Colorado State's ombudsman from 1990-93, was an accomplished runner who was struck and killed by a drunk driver while running. A proponent of the "win-win" concept, he was dedicated to improving access and support for students interested in higher education and spent much of his life trying to open doors for other Hispanics.

"This event honors the loss of a dear friend," said Barb Musslewhite, assistant director of the office of undergraduate student retention. "We would much rather be scheduling coffee with Gil than scheduling this event to honor his memory."

The Friends of Gil Gutiérrez organizing committee and the Colorado State University Recreational Sports Department sponsored the run. All proceeds from the event go toward the Gilbert Gutiérrez Memorial Scholarship Fund, which awards scholarships to Colorado State students and encourages sober driving.

Rutgers Study Shows Internet Can Disrupt Student Performance

Research conducted at Rutgers, the State University of New Jersey, found that some college students are performing poorly because of excessive amounts of time on the Internet. The findings were reported in "Internet Use and Collegiate Academic Performance Decrements: Early Findings," by Robert Kubey, Michael Lavin, and John Barrows, in the June issue of the *Journal of Communication*.

Students reporting Internet-related schoolwork problems were found to spend five times more hours online than those who did not report problems. They were also more likely to report that Internet use caused them to stay up late, get less sleep, and miss class. The authors found that the new real-time social opportunities–chat rooms and instant messaging–made possible by the Internet are what really hold the Internet user to the screen, especially late at night.

Institutions such as the University of Maryland, University of Washington, the University of Texas-Austin, and Marquette University reported similar findings concerning the overuse of the Internet. They have begun to focus parts of their counseling or student health services on possible Internet-related problems.

Alba-Buffill Professor Admitted to Spanish Language Academy

Dr. Elio Alba-Buffill was admitted as a new member of the North American Academy of the Spanish Language. The ceremony was held at St. John's University (N.Y.).

Alba-Buffill is professor emeritus of the City University of New York-Kingsborough Community College. He is also the national executive secretary of the Pan American Cultural Circle of USA. In his admittance speech, he spoke about Enrique Labrador Ruiz and his renovation of the Spanish-American novel.

Santa Monica Internship Program Celebrates 10th Anniversary

At a reception on Capitol Hill, Santa Monica College (Calif.) celebrated the 10th anniversary of its Dale Ride Internship Program, which helps launch careers by providing internships around the country.

Students serve eight-week to 10-week summer internships at the White House, congressional offices, government agencies, and private policy organizations. Hosts have included congressional representatives and committees, the President's Initiative on Race, Hispanic News Media Association, Hispanic Association of Colleges and Universities, Congressional Black Caucus, and the Feminist Majority. Some interns are the first in their family to go to college, some are single parents, and some are from war-torn countries such as El Salvador and Vietnam. About half are minorities.

"The internship changed my life," said Rosa Ramírez. "It opened doors to a world of opportunities for me." Ramírez, a 1999 Dale Ride intern, graduated as a journalism major from Santa Monica. Reared by a single mother, she is the youngest of eight children and the first in her family to go to college.

Fresno State Physical Therapy Graduate Wins National Award

California State University-Fresno graduate student Michael Alaniz (pictured) won the 2001 Minority Scholarship Award for Academic Excellence for Physical Therapist Students from the American Physical Therapy Association. The award acknowledges and rewards demonstrated participation in minority affairs activities and services, the potential for superior achievements in physical therapy, and academic excellence.

Alaniz participated in a curriculum development and community-based rehabilitation project with the Functional Therapy Program at the National University of Honduras. He translated curriculum materials into Spanish and worked for three weeks at a small community clinic in Honduras. As a Graduate Equity Fellow at Fresno State, he researched hundreds of private, governmental, and professional organizations, addressing inter-professional practice, service delivery, and educational, social, and health-related needs of children and families. He is a board member of Artes Americas and has been an instructor and assistant director of Los Danzantes de Aztlán, a folkloric dance group.

Fresno State graduate student James Moore received the American Physical Therapy Association Student Assembly's 2001 Outstanding Student Liaison Award.

News from City University of New York

- The City University of New York (CUNY) sponsored the annual Big Apple Job Fair at the Jacob K. Javits Convention Center in Manhattan. The event gives CUNY students a head start on their careers through access to a large, diverse group of major employers. It drew nearly 130 major employers recruiting applicants for high-paying jobs and challenging career opportunities. Posts included financial analysts, teachers, book editors, engineers, cancer researchers, computer specialists, and registered nurses, among others.
- CUNY's new financial aid guide "You Can Afford College Now!" offers potential students helpful advice on a variety of city, state, and federal financial aid packages, including scholarships and programs available only to those students attending the University. Copies are available by calling (212) 794-5317.

Cal State-Fullerton Elects López Student Body President

Alex López, a 20-year-old sophomore from Santa Ana, was elected president of the Associated Students (A.S.) at California State University-Fullerton. Edgar Zazueta, 21, ran with López to become vice president.

A business major with a concentration in finance, López developed his work ethic and interpersonal skills working at his parents' neighborhood market. His father had come to Southern California from Mexico and worked long hours to raise money, get married, and purchase the market.

"My parents have always worked hard to give me what I need to be successful," said López. "They even came on campus to help me campaign."

In high school, López played football and baseball and starred on the wrestling team. As a Cal State-Fullerton first-year student, he joined the A.S. finance committee, leading to a position on the A.S. board of directors, representing the College of Business and Economics. He has been president of the Latino Business Student Association and a member of the Pi Kappa Phi fraternity.

Murillo Attends Summer Policy Data Institute

Dr. Alice Murillo, current vice president of instruction at Columbia College (Calif.), was one of 24 research fellows selected nationally by the Association of Institutional Research to attend a recent Summer Policy Data Institute in Washington, D.C. The National Science Foundation (NSF) and the National Center for Educational Statistics funded the fellowships.

"It is a great privilege to be able to explore such a wealth of information," said Murillo, citing the "incredible databases compiled by professionals across the nation."

Murillo had been dean of science, mathematics, and engineering at Sacramento City College, where she was involved in many student-oriented programs and processes. She spearheaded an NSF grant to help the Los Ríos Community College District Scholars Program make awards to transfer-bound students majoring in computer science, mathematics, engineering, or engineering technology. Murillo was the first community college dean to receive the statewide Karl Pister Award as the Outstanding MESA (Mathematics, Engineering, Sciences Achievement) Administrator in California.

North Florida Director Named Top Dietitian

Judith C. Rodríguez, University of North Florida (UNF) nutrition program director, was named the 2001-02 Distinguished

Dietitian by the Florida Dietetic Association.

Photo © Tom Cain

"It is both humbling and an honor to be recognized by my peers," said Rodríguez. "Nutrition and dietetics is an exciting and versatile profession with many highly competent practitioners and it's great to be a part of that."

Rodríguez, who started at UNF in 1988 as an academic advisor in the College of Health, was director of the university's nutrition internship program, was president of the Jacksonville Dietetic Association, and is active in the American Dietetic Association, a national, professional organization of about 68,000 members.

She is the second recipient of the award, presented annually since 1965, from UNF–the first being Dr. Judith Perkin, associate dean at the College of Health.

Minority Health Advisory Council Meets In D.C.

The National Minority Advisory Council (NMAC) to the Department of Health and Human Services DHHS met with Secretary Tommy Thompson in Washington, D.C. The committee advised the secretary on ways to improve the health of racial and ethnic minority populations, eliminate racial and ethnic disparities in health, and develop goals and program activities within the department.

The committee has 12 members, three each from the Hispanic/Latino, Black/African American, American Indian/Alaskan Native, and Asian American/Pacific Islander communities.

Hispanic representatives include Dr. Estevan Flores of the University of Colorado-Denver; Dr. Antonia Villaruel of the University of Michigan-Ann Arbor, and Salvador Balcorta, a social worker and CEO of Centro de Salud Familiar La Fe, Inc., of El Paso, Texas.

The DHHS has been addressing minority health issues through a U.S. presidential plan to eliminate racial and ethnic disparities by the year 2010. The effort targets infant mortality, diabetes, cardiovascular disease, cancer screening and management, HIV/AIDS, and child/adult immunizations.

Pictured (l. to r.): Flores; Louis Stokes, chair of the NMAC committee; and Villaruel.

Getty Museum to Exhibit Work of Mexican Photographer

The Getty Center announced that works of Mexican photographer Manuel Alvarez Bravo will be exhibited at the J. Paul Getty Museum, Nov. 13 to Feb. 17, 2002. Long hailed as one of the great masters of 20th-century photography, Alvarez Bravo blends "an acute social consciousness with a poetic and often enigmatically modern sensibility."

Alvarez Bravo's work came into its own during the 1930s, following the social and political turmoil of Mexico's 10-year revolution. It contains both surrealist undertones and a magical documentary reality. Since then, he has continued to make photographs that lend artistic and social insights into the complexities of Mexican culture. The exhibition traces his evolution as an artist from his early pictorial-inspired beginnings, to his refined formalist style, and to his later emotion-driven imagery. The exhibition coincides with his 100th birthday, Feb. 2, 2002.

To learn more about this and other events, go to Getty online at www.getty.edu.

Southwestern Adopts New Mascot

Southwestern College (Calif.) has officially adopted the jaguar as its new mascot. Its former mascot was Apaches, which relates to a North American Indian tribe of the Southwest U.S.

School officials said the change was based on two factors. The school wanted a mascot to coincide with its Maya-inspired campus architecture, and also wished to defer to cultural sensitivity to Native American issues. In recent years, the school had ceased using a graphic image of the Apaches mascot and changed the name of the student newspaper from *Athapascan*, the language spoken by the Apache, to the *Southwestern Sun*.

The jaguar is a "new world" animal important in the culture of the Maya, depicted with reverence in their art and associated with royalty and strength.

Antelope Valley Selects New President

In California, Antelope Valley College (AVC) named Dr. Daniel Larios its new superintendent and its seventh president.

"We are very thrilled and happy that Dr. Larios has accepted the president's position," said Michael R. Adams, president of the college district's board of trustees, which searched nationwide for a successor to Dr. Linda M. Spink, former AVC president.

Larios was president of Fresno City College since 1997 and earlier, president of Irvine Valley College. He comes to AVC just as the single-college district is planning to establish a second campus to accommodate the growth within the northern Los Angeles County and eastern Kern County area. The district encompasses nearly half of Los Angeles County's landmass.

Larios has a bachelor's degree from California State University-Fresno, a master's from CSU-Bakersfield, and a doctorate from Nova Southeastern University.

Kansas Names Murguia to New Post

The University of Kansas (KU) selected Janet Murguia as its first-ever executive vice chancellor for university relations. She will oversee all aspects of the University's external relations with the public, including governmental and public affairs.

Murguia most recently campaigned with former Vice President Al Gore on his run for the presidency. As deputy campaign manager and director of constituency outreach, she was a spokesperson for the campaign, handling interviews with media outlets. She also worked in the White House during the Clinton administration as deputy assistant to the president, deputy director of legislative affairs, and senior White House liaison to Congress.

Murguia grew up in a Mexican-American neighborhood in Kansas. Her brother Ramón is chair of the National Council of La Raza; her brother Carlos, a federal judge in Kansas; and her sister Mary, a federal judge in

Arizona. Carlos and Mary are the nation's first brother and sister to become federal judges.

Murguia has two bachelor's degrees and a doctorate, all from KU.

Penn State Researcher Reports on Suburban School Segregation

A Pennsylvania State University researcher, Dr. Sean F. Reardon, says that as nationwide enrollment of Black, Hispanic, and Asian students in suburban schools has increased, there has been a concurrent rise in the levels of school segregation between White and minority students. Reardon, assistant professor of education and sociology at Penn State, and John T. Yun, Harvard University doctoral student, documented their research in the report "Suburban Racial Change and Suburban School Segregation, 1987-1995," published in the journal *Sociology of Education*.

Reardon and Yun analyzed data on the racial enrollments of all public schools in U.S. suburban areas. They measured segregation by determining the degree of unevenness in the racial compositions of suburban schools. They found areas with increased minority populations to have rapid increases in segregation with a declining enrollment of White students. Suburban segregation from Whites is highest for Blacks and lowest for Asians, due for the most part to the residential differences of White and minority students.

According to Reardon, a research associate with Penn State's Population Research Institute, integration could best be achieved through consolidation of suburban school districts and through federal housing policies aimed at increasing racial and socioeconomic residential integration.

Texas-San Antonio Staff Member Named to Philanthropy Commission

Richard Ortega, associate development director at the University of Texas-San Antonio (UTSA), was named to the Council for the Advancement and Support of Education (CASE) Commission on Philanthropy. Ortega is closely involved with the UTSA Biotechnology Initiative capital expansion effort. He was one of 24 members selected from a pool of more than 200 candidates to serve on one of three CASE national commissions on philanthropy, alumni relations, and communications.

CASE is the largest international association of educational institutions, with a membership of nearly 29,000 colleges, universities, independent elementary and secondary schools in 42 countries. More than 21,000 advancement professionals working in alumni relations, communications, and fundraising are CASE members.

Wisconsin-Milwaukee Students Guaranteed a 4.0 GPA

The University of Wisconsin-Milwaukee (UWM) School of Business Administration offers multicultural business and engineering students free seminars outlining a unique method of studying that, according to school advisors, is guaranteed to deliver a 4.0 grade point average. The Guaranteed 4.0 GPA Program utilizes a three-step study method based on the principle that repetition ensures long-term retention and learning. If students follow the plan exactly and fail to earn all A's, they receive $100 from seminar presenters. The program incorporates practical stress management, time management, and a personal time analysis. Students leave the seminars with a personalized weekly schedule and results-oriented steps that prepare them for academic success.

UWM accounting senior Michael Peeples was on academic probation when he heard about the program. "I had always told myself that I was going to try harder every semester, but it just always seemed to fade in the wind," said Peeples, who went on to try the program. By the close of the next semester, Peeples joined the school's top students on the Dean's Honor List. The program gave him a new attitude, which translated to better study techniques and a renewed commitment to academic success.

Chabot-Las Positas Selects New Chancellor

In California, the Chabot-Las Positas Community College District named Dr. Susan A. Cota chancellor of the board of trustees. Cota, president of Las Positas College for eight years, is the first Hispanic female chancellor in the District's 40-year history and the only female Hispanic chancellor in the California community college system.

Cota had been dean of students at Las Positas and at the College of Alameda and had worked in the state chancellor's office as the director of the disability services program for California's 107 community colleges.

She has a bachelor's degree from Immaculate Heart College in Los Angeles, a master's from San Francisco State University, a doctorate from the University of San Francisco, and is a graduate of the Harvard Seminar for New Presidents. She is a member of the Pleasanton Rotary Club and the Tri-Valley Education Council.

Nazareth Hosts Renowned Educator

Nazareth College (N.Y.) held a conference, "Think About Teaching," featuring a lecture by nationally renowned educator Marva Collins, who encouraged college-bound minority students to consider careers in education, social work, and psychology.

Collins rose to prominence in 1975 with the founding of the Westside Preparatory School in Chicago. Her success with African American students deemed "unteachable" led to profiles and appearances in magazines and on television shows as well as a made-for-TV movie highlighting her life.

Using a special methodology incorporating acceptance, self-reliance, and self-determination, Collins has trained more than 100,000 teachers, principals, and administrators, and staff at many Fortune 500 companies. She has helped school systems increase standardized test scores and founded the Marva Collins Preparatory School in Milwaukee, Wis.

Cal Poly Recognizes Social Advocate

California Polytechnic State University student Ryan Trammell was one of seven students to receive a Land Family Quest for the Best award for his ability to balance academics and community service. The award honors students who exemplify the core values of excellence, stewardship, collaboration, integrity, and community. It is given to leaders in each of the University's six colleges and to one in student government.

Trammell, a senior social sciences major, won the College of Liberal Arts award. An activist in social justice and political causes, Trammel was an officer of MEChA (Movimiento Estudiantil Chicano de Aztlán), an organization dedicated to promoting cultural, political, and social awareness within and without the Chicano community, and was part of The Cultural Crisis Coalition, which helped organize students in support of a university outreach and retention program.

Lamar and Saltillo Tech Focus on Environment

Lamar University (Texas) and the Instituto Tecnológico de Saltillo (Mexico) signed an agreement pairing the two institutions–faculty, students, and equipment–in the search for knowledge and technologies that protect the environment.

"We have a lot of complementary scientific expertise and equipment," said chemistry Professor Davis Cocke, holder of the Gill Chair in Chemistry and Chemical Engineering at Lamar.

Industrial growth along the Texas-Mexico border brings a great potential for an increase in environmental pollution. Hoping to deter this, Cocke envisions "a very active and funded" collaboration between the two institutions, with frequent faculty and student exchanges and joint research projects in many areas. He has already started work with visiting professors José Parga and Efrain Almanza from Saltillo.

Lamar plans to present similar proposals to three other Mexican institutions in the border region–Universidad de Coahuila, Universidad de Chihuahua, and Universidad de Sonora–for cooperative work in environmental chemistry and engineering.

CCNY Hosts Symposium on Dominican Diversity

The City University of New York Dominican Studies Institute at The City College of New York hosted a multidisciplinary, international symposium on the rule of homogeneity in standard definitions of "Dominicanness" and the place of diversity in the social agendas proclaimed by the global society. "Up from the Margins: Diversity As Challenge to the Democratic Nation" brought together Dominican and non-Dominican voices from the Dominican Republic, the United States, and other "diasporic" sites.

More than 60 scholars, artists, and cultural workers spoke about the recognition of diversity–ethnic, cultural, social, political, sexual, etc.–as a fundamental value in today's society. The idea is that distinct communities or constituencies have a right to assert their difference without losing or weakening their claim to full citizenship. The symposium is believed to be the first major attempt by any academic institution to create a forum for intellectual voices from the Dominican diaspora and its homeland to discuss ways of further democratizing Dominican society.

News from Miami-Dade

- Miami-Dade Community College's (M-DCC) School of Design Technology received a $550,000 grant from the Florida Department of Education to begin an Associate in Science degree in telecommunications engineering, a postsecondary adult vocational (PSAV) program, and five intermediate college credit and PSAV certificates. The program's potential is enhanced by the fact that Miami-Dade County will soon become the site of the nation's newest Network Access Points, making South Florida an Internet gateway to Latin America, the Caribbean, Africa, and Europe.
- Luis Penelas, Jr., representing the Penelas family, presented M-DCC with a gift of $15,000 for the Mirta Penelas Foundation Scholarship Program. The M-DCC Foundation, Inc., matched the gift to total $30,000, increasing the endowment to $160,000. Luis Penelas, Sr., and sons Alex Penelas and Luis Penelas, Jr., established the Foundation in honor of the late Mirta Penelas. The funds go toward need-based scholarships for M-DCC students with cancer and students with family members who have the disease.
- Ten students in M-DCC's aviation program were awarded $4,500 Eig-Watson Aviation Scholarships. Founded in 1988, they are the largest aviation scholarship awards in the country. Lois Eig-Watson and Harvey Watson created them in memory of Lois' late husband, aviator Saul Eig. This year's M-DCC recipients are Alberto Noel Bencosme, Jesús Alberto González-Río, Timothy Lewis Jackson, Eric Jesús Lorie, Santiago Clemente Malagon, Victor Moreno, Jr., Kristopher Joseph Murphy, Ray O'Neill, Hannah Packouz, and Joseph Sampson III.

PUBLICATIONS

In the Shadow of the Liberator: Hugo Chávez and the Transformation of Venezuela

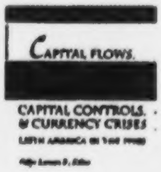
By Richard Gott

Venezuelan President Hugo Chávez draws his political inspiration from radical figures in 19th-century Venezuela, including Simón Bolívar, known as the Liberator. This book, based on interviews, historical research, and reportage, reveals the international ambition of Chávez to recreate the Bolivarian dream, presenting a far-reaching alternative future for Latin America.

2000. 246 pgs. ISBN 1-85984-775-7. $23.00 cloth. Verso. (800) 233-4830.

Capital Flows, Capital Controls, and Currency Crises: Latin America in the 1990s

Felipe Larraín B., ed.



Capital Flows,
Capital Controls, & Currency Crises
Latin America in the 1990s

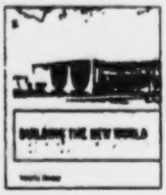
This volume analyzes the return of private capital to Latin America, examines the effects of the crises on capital flows, and studies the main policy options available to economic authorities under these diverse circumstances.

2000. 305 pgs. ISBN 0-472-11098-5. $62.50 cloth. University of Michigan Press. (734) 764-4392.

Building the New World: Studies in the Modern Architecture of Latin America 1930-1960

By Valerie Fraser

The period between 1930 and 1960, when Latin American economies expanded rapidly, was an era of incomparable inventiveness and creative production, as various governments



strove to shake off their colonial pasts and make public their modernizing intentions. This book revisits that time, when politicians and architects saw architecture as, literally, a way of building themselves out of underdevelopment and into the new world of a culturally rich and socially inclusive future.

2000. 280 pgs. ISBN 1-85984-307-7. $23.00 paper. Verso. (800) 233-4830.

From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies

By Carmen Teresa Whalen

From Puerto Rico to Philadelphia

After World War II, Puerto Ricans flocked to the mainland in droves–many, to Philadelphia. They came for many reasons: the island's colonial relationship to the United States, the already globalizing economy, changes in regional and local economies, and immigrants' social networks. This book recounts the experiences of this group of hardworking labor migrants and how they transformed themselves into a respectable "underclass."

2001. 309 pgs. ISBN 1-56639-836-3. $24.95 paper. Temple University Press. (800) 447-1656.

An Argentine Passion: María Luisa Bemberg and her Films

John King, Sheila Whitaker, and Rosa Bosch, eds.

AN ARGENTINE PASSION

María Luisa Bemberg, who died in 1995, was one of Latin America's best-known and most popular filmmakers. The only woman director in the region to have achieved consistent success nationally and internationally, she is all the more remarkable for having made her first feature at the age of 58. This is the first major study of her work. It contains, uniquely, the views of those who worked with her alongside her own comments about the film industry and her work in it.

2001. 234 pgs. ISBN 1-85984-308-5. $20.00 paper. Verso. (800) 233-4830.

Art and Faith in Mexico: The Nineteenth-Century Retablo Tradition

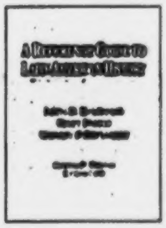
Elizabeth Netto Calil Zarur and Charles Muir Lovell, eds.

Nineteenth-century Mexico was a period of unprecedented political turmoil. One result of this instability was that many religious practices moved from the church to the home, and the *retablo* art form–sacred paintings on tin–flourished. With more than 1,700 objects, New Mexico State University holds the largest collection of *retablos* of any museum in the United States. This book studies the collection and places it in a broad cultural context.

2001. 359 pgs. ISBN 0-8263-2324-3. $29.95 paper. University of New Mexico Press. (800) 249-7737.

A Reference Guide to Latin American History

By James D. Henderson, Helen Delpar, and Maurice P. Brungardt



This book presents significant events of Latin American history through the year 1999. It was inspired by a one-volume reference to U.S. history, the *Encyclopedia of American History* (1953), by Richard B. Morris.

2000. 615 pgs. ISBN 1-56324-744-5. $165.00 cloth. M.E. Sharpe. (800) 541-6563.

El Niño: Children of the Streets, Mexico City

By Kent Klich and Elena Poniatowska

This publication–photographs by Kent Klich; text by Elena Poniatowska–was named Best Photography Book in Sweden, 1999.

1999. 167 pgs. ISBN 0-8156-0592-7. $45.00 cloth. Syracuse University Press. (800) 365-8929.

Texas and New Mexico on the Eve of the Civil War: The Mansfield and Johnston Inspections, 1859-1861

Jerry Thompson, ed.

TEXAS & NEW MEXICO

From 1859 to 1861, senior Army officers Lt. Col. Joseph E. Johnston and Col. Joseph K. F. Mansfield were charged with investigating and evaluating the welfare, efficiency, and combat readiness of troops in the Texas and New Mexico Departments of the Army. Their reports to the U.S. inspector general's office are transcribed and presented here for the first time by noted Civil War historian Jerry Thompson.

2001. 264 pgs. ISBN 0-8263-2102-X. $29.95 cloth. University of New Mexico Press. (800) 249-7737.

Combating Corruption in Latin America

Joseph S. Tulchin and Ralph H. Espach, eds.

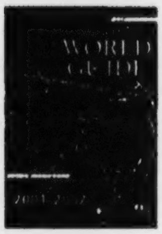
COMBATING CORRUPTION

Corruption persists as a challenge to the consolidation of Latin American democracies and to their economic development. Contrary to many expectations, policies to reduce the size of government, such as the privatization of state firms, have not proved a cure against corruption. In some cases, economic liberalization seems only to have worsened the problem. This book examines the relationship between democratic and market reforms and corruption, including national strategies for its reduction.

2000. 230 pgs. ISBN 1-930365-01-2. $16.95 paper. Woodrow Wilson Center Press. (800) 537-5487.

The World Guide 2001/2002: An Alternative Reference to the Countries of Our Planet

By Third World Institute



This latest edition of *The World Guide*, published biennially since 1979, offers a unique blend of detailed information on more than 200 countries and nations, plus analysis of topical issues. It incorporates contributions from a worldwide network of journalists and researchers and is the only global almanac with a perspective from the South.

2001. 609 pgs. ISBN 1-869847-72-5. $39.95 paper. Stylus. (800) 232-0223.

Micro and Small Enterprises in Latin America: Experience of Business Development Services

Jacob Levitsky, Lene Mikkelsen, and Keisuke Nakamura, eds.

MICRO & SMALL ENTERPRISES IN LATIN AMERICA

This book sets out approaches to the provision of business development services and the re-thinking of the role of the private sector, based on initiatives and experience in the Latin American region. The approaches are based on the realization of objectives of cost-effective support services that are sustainable, have wide outreach, and can have an optimum impact on the beneficiary enterprises and the local business environment.

2000. 250 pgs. ISBN 1-85339-528-5. $25.00 paper. Stylus. (800) 232-0223.

Colonial Latin America, 4th ed.

By Mark A. Burkholder and Lyman L. Johnson

This highly acclaimed text provides a concise study of the history of the Iberian colonies in the New World from their preconquest background to the wars of independence in the early 19th century. The new edition has been updated and revised to reflect recent scholarship.

2001. 382 pgs. ISBN 0-19-513702-7. $27.95 paper. Oxford University Press. (800) 451-7556.

Forgotten Conquests: Rereading New World History from the Margins

By Gustavo Verdesio

FORGOTTEN CONQUESTS

One of the privileges gained in colonizing the New World was the power to tell the definitive stories of the struggle. In this book, Gustavo Verdesio argues that these master narratives represent only one of many possible histories and suggests a way of reading them to find the colonial subjects who did not produce documents. Verdesio pays particular attention to the history of present-day Uruguay.

2001. 204 pgs. ISBN 1-56639-834-7. $22.95 paper. Temple University Press. (800) 447-1656.

Shamanism

By Piers Vitebsky

The shaman occupies a key role as a healer, mediating between the world of the living and the world of spirits, and is a potent figure in alternative medicine. This book, a richly illustrated guide, looks at both historic and present-day manifestations, from the snowscapes of Siberia to the jungles of the Amazon.

2001. 184 pgs. ISBN 0-8061-3328-7. $12.95 paper. University of Oklahoma Press. (800) 627-7377.

Many publications featured in this section are available through amazon.com.

CONFERENCES

Diversity Advisory Council Colloquium

September 14

The Kent State University Diversity Advisory Council presents a one-day colloquium, "A Country of Strangers: Blacks and Whites in America." At KSU in Ashtabula, Ohio.

Contact: Kelly Sanford, (440) 964-4217; e-mail, sanford@ashtabula.kent.edu.

GEAR UP 2001 National Conference

October 5-9

The second annual Gaining Early Awareness and Readiness for Undergraduate Programs conference, "Sustaining the GEAR UP Movement for Education Reform: The Role of Higher Education in Supporting K-16/Community Partnerships," will be hosted by the National Council for Community and Education Partnerships. At the Washington Hilton and Towers Hotel, Washington, D.C.

Contact: Anna Ortega Chavolla, (202) 530-1135; fax, (202) 530-0809; e-mail, anna_chavolla@edpartnerships.org; website, www.edpartnerships.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: website, www.itcnetwork.org.

PERALTA COMMUNITY COLLEGE DISTRICT

SEEKING CANDIDATES FOR

MANAGEMENT EMPLOYMENT OPPORTUNITIES

The Peralta Community College District is located in the beautiful Oakland/San Francisco Bay Area, an area which leads the world in technology and innovation. The District is seeking a group of highly qualified and diverse individuals who will become part of the Chancellor's team responsible for implementing an ambitious agenda in advanced training and higher education to service all segments of a culturally diverse urban community. The Peralta Community College District serves six cities in the East Bay Area. The District is renowned for its support of education and has a national reputation for developing effective approaches to serving the varied interests and needs of the community. The Peralta Community College District, founded in 1964, serves 27,000 students, and is one of the top community college districts in the State of California in transferring students into the University of California system.

Individuals are invited to apply who are interested in joining a team of educational leaders, who understand the principles and distinction of excellence in teaching and instruction and commitment to visionary leadership, and who are committed to community service and academic excellence.

Mission Statement: *"The mission of the Peralta Community College District is to provide accessible, high quality adult learning opportunities to meet the educational needs of the multicultural East Bay community."*

College of Alameda

College of Alameda, California's only island-based community college, offers both park-like tranquility and easy access to urban bustle. Having served almost a quarter of a million day, evening and weekend students since its 1970 founding, College of Alameda enjoys a well-deserved reputation for excellence in its academic, vocational, and student-support programs. The College is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community.

Laney College

The largest of the Peralta Colleges, Laney College is in the heart of downtown Oakland adjacent to the Oakland Museum of California and beautiful Lake Merritt. The campus, designed to reflect its unique setting, is served by public transportation hubs and is in walking distance to the famous Jack London Square. Laney College offers associate degrees and certificate programs in more than thirty vocational, liberal arts and science fields.

Merritt College

Nestled in the hills above San Francisco Bay, Merritt College offers students the opportunity to study in one of the most dramatic natural settings in Northern California. With a panorama that includes the Golden Gate Bridge and the Pacific Ocean, Merritt's striking vistas provide a breathtaking backdrop for its packed roster of first-rate academic and vocational programs.

Vista Community College

Just two blocks from the University of California at Berkeley, the energetic urban campus of Vista Community College stands on the cutting edge of community college education. University preparation and occupational training classes form the core of Vista's curriculum.

MANAGEMENT POSITIONS

ASSISTANT DIRECTOR, SYSTEMS & PROGRAMMING
District Administrative Center
Salary Range: $75,526.00 - $90,342.00/Annual. Application Deadline Date: October 17, 2001

DEAN OF STUDENT SUPPORT SERVICES/EOPS DIRECTOR
Laney College
Salary Range: $81,740.00 - $97,306.00/Annual. Application Deadline Date: September 27, 2001

DEAN OF STUDENT SUPPORT SERVICES/DSP&S AND STUDENT ACTIVITIES - *Laney College*
Salary Range: $81,740.00 - $97,306.00/Annual. Application Deadline Date: September 27, 2001

DEPUTY DIRECTOR/OPERATIONS MANAGER - *Vista Community College*
(East Bay Small Business Development Center) (Specially Funded Position)
Salary Range: $69,563.00 - $83,378.00/Annual Application Deadline Date: September 25, 2001

DIVISION DEAN II
Merritt College
(Mathematics and Sciences Division)
Salary Range: $81,740.00 - $97,306.00/Annual. Application Deadline Date: October 2, 2001

DIVISION DEAN II
Merritt College
(Technical Division)
Salary Range: $81,740.00 - $97,306.00/Annual. Application Deadline Date: October 2, 2001

DIVISION DEAN II
Vista Community College
(Liberal Arts and Sciences and Integrated Programs) Salary Range: $81,740.00 - $97,306.00/Annual
Application Deadline Date: October 2, 2001

MANAGER, CENTER FOR INTERNATIONAL TRADE DEVELOPMENT
Vista Community College
(Specially Funded Position)
Salary Range: $69,563.00 - $78,470.00/Annual. Application Deadline Date: September 25, 2001

VICE CHANCELLOR FOR INFORMATION TECHNOLOGY
District Administrative Center
Salary Range: Negotiable based on qualifications
Application Deadline Date: September 27, 2001

SITE MANAGER, Fremont Office
Vista Community College
(Specially Funded Position)
Salary Range: $63,969.00 - $76,414.00/Annual
Application Deadline Date: September 25, 2001

VICE PRESIDENT OF INSTRUCTION
Laney College
Salary Range: $94,561.00 - $111,234.00/Annual
Application Deadline Date: October 2, 2001

Application Process: Individuals interested in submitting application materials for any of these positions are encouraged to obtain an application packet that includes the challenges and opportunities and preferred qualifications for each position. This information can be obtained by accessing the District's web page at www.peralta.cc.ca.us under "employment opportunities", or contact the PCCD Office of Human Resources at (510) 466-7297.

Application materials should be submitted to: Office of Human Resources
Peralta Community College District
333 East 8th Street
Oakland, CA 94606-2844

The Peralta Community College District is an Equal Opportunity/Affirmative Action Employer.

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Book Review

By Eduardo Mendieta

***Deliberative Democracy, Political Legitimacy, and Self-Determination in Multicultural Societies*, by Jorge M. Valádez.** Boulder, CO: Westview: 2000. 320 pages. ISBN 0-8133-9114-8. $40.00 paper.

Question: *Mano*–what does it mean? That "we are a problem, a malady, a challenge to the political system"?

Question: *Chava*–why is it that we are a cultural problem, that *we* are our culture, while the "White" man is cultureless, or more insidiously, that his culture goes without saying?

Question: *Hermano*–is the future of democracy dependent on the rejection of ethnocultural diversity, that is, must we face the impossible choice of either cultural assimilation for the sake of political enfranchisement or cultural affirmation at the expense of political empowerment?

Question: ***Querido ciudadano(a)*** of our new "América,"–must we turn away from our inescapable cultural heterogeneity for the sake of political univocity, or can we find in our cultural diversity a resource for a rich and promising multicultural democracy and citizenship?

More questions along the same lines, and even more responses, are formulated and developed in this timely work of political theory by Chicano philosopher Jorge M. Valádez, who presently teaches at Our Lady of the Lake University, in San Antonio, Texas. This is a work that one can not ignore, and to be oblivious to it would require great deliberation and stubbornness. It ought to be required reading not just in graduate seminars, upper-division classes, and undergraduate lecture classes in political theory, contemporary political philosophy, or social philosophy in general, but required reading for the general citizenry.

I think *Deliberative Democracy* will be much excerpted, anthologized, and cited. Valádez combines a high level of philosophical intensity and concentration in his analyses of conceptual and empirical issues with an engaging, clear, persuasive, and jargon-free prose. Most contemporary social and political philosophy is constrained, if not impaired, by highly technical and specialized languages, which are forbidding and daunting to the general reader, perhaps the most interested in this type of discussion. But not in this indispensable work.

Deliberative Democracy is a long work. I read every word, including the lengthy endnotes closing each chapter, and I found it extremely difficult to think what could or should have been cut. Every page was marked by a profound sense of urgency but also a high level of reflection. Nothing seemed superfluous, redundant, repetitive, or tangential.

The book begins where the issues plaguing contemporary multicultural societies are most difficult. He has taken the challenge of justifying deliberative democracy, and democracy in general, precisely where it is most difficult and least obvious. I think that this strategy of thinking from the "margins to the center," to use that felicitous expression by bell hooks, is not just rhetorical but essential to Valádez's goals. A political system and its corresponding philosophical reflection that are unable to deal with questions of ethnocultural differences within pluralistic and democratic societies is at best anachronistic and at worst a liability. In contrast to most other works on contemporary political theory, Valádez does not place ethnocultural difference, political justice, and multicultural claims on the polity as an afterthought, or as an appendix. On the contrary, this is where Valádez begins his reflections, and I think that is one of the book's most important virtues.

This work is particularly important because of its insightful, balanced, but devastating critiques of certain sacred cows of liberal political theory. Valádez proceeds expertly, and with great ease, by way of explicating a series of standard positions. He illustrates their virtues, their strengths, and then demonstrates their insufficiency or inappropriateness, slowly building his case for the justification of "universal property rights," collective property rights for indigenous groups, the right to self-legislation, and, in certain special cases, the right to self-determination via secession. He introduces important discussions of the appropriateness of contemporary legal standards on intellectual property rights, which he rightly finds biased against non-Western and non-industrialized cultures and societies.

Deliberative Democracy can act as a compendium of theories and positions on issues confronting multicultural societies in the age of globalization, but also as a syllabus of the conceptual issues that stand behind these positions. From Locke, Rawls, Habermas, Bowman, and Iris Young, to property, collective, intellectual, cultural, and languages rights, self-determination, fulfillment, political judgments, autonomy, and self-determination–they are all skillfully explained, analyzed, criticized, and related to the larger project of explicating and disclosing the normative justification for a multiculturally grounded model of deliberative democracy.

Answer: "Contemporary multicultural democracies can flourish only in a civic milieu in which individuals exhibit such qualities as willingness for mutual compromise, trust in democratic institutions, the capacity to understand the perspectives and needs of others, and a sense of social solidarity." That is, civic solidarity, political justice, economic equity, and cultural self-respect are grounded in our ability to feel ourselves not as a problem but as part of the solution and as part of the future of a vibrant multicultural democracy.

Eduardo Mendieta is assistant professor of philosophy at the University of San Francisco.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

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Chicano and/or Latino History

The Department of History and the American Studies Program at Carleton College are seeking to fill an entry-level tenure-track position in United States history, with a specialization in Chicano and/or Latino history and culture beginning in September 2002. Appointment at a higher rank might be considered in extraordinary circumstances. The position carries teaching responsibilities in the History department and in the American Studies program. In History, the job will entail participation in the U.S. survey course, with opportunity for more specialized instruction in American ethnic history, American immigration history, and/or regional history (e.g. Borderlands, American West) at both introductory and advanced levels. In American Studies the job will provide opportunity for teaching in the core courses (Introduction, Methods, Senior Seminar) as well as more specialized culture studies. The successful candidate must have demonstrated research and teaching interest or experience in both History and American Studies, a strong commitment to undergraduate teaching in a liberal arts environment, and must have Ph.D. completed or substantially completed by June 2002. To apply, please send a letter of application, a graduate dossier that includes c.v., three recent letters of reference, graduate transcripts, and one or two sample syllabi by **November 1st, 2001**, to:

Professor Harry McKinley Williams, Chair
Department of History, Carleton College
One North College Street, Northfield, MN 55057

Carleton College is an AA/EOE; we particularly encourage applications from women and members of minority groups.

E-mail questions regarding the application process to nlambert@carleton.edu.

SMITH COLLEGE

SMITH COLLEGE
DEPARTMENT OF PSYCHOLOGY

Developmental Psychology

Assistant Professor of Psychology in developmental psychology: full-time, tenure-track appointment beginning September 2002. Commitment to teaching undergraduates is essential. Area of specific research specialization in developmental psychology is open, but candidates should incorporate a cultural perspective on human development. Teaching responsibilities include child development, a laboratory or seminar in the candidate's area of specialization, and either introductory psychology, research methods or statistics. Smith College is a member of the Five College Consortium with Amherst, Mount Holyoke, and Hampshire Colleges, and the University of Massachusetts. Send vitae, sample publications, a statement of teaching and research interests, and three letters of recommendation to Kathy Richardson, Department of Psychology, Smith College, Northampton, MA 01063. Preference will be given to completed applications received before December 16, 2001.

SMITH COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER ENCOURAGING EXCELLENCE THROUGH DIVERSITY.

Bates|College

Cognitive Psychology

Assistant Professor, Tenure-Track

The Department of Psychology at Bates College invites applications for a tenure-track position at the rank of Assistant Professor, to begin September 2002. Candidates should hold the Ph.D. in psychology or a related field and be qualified to teach courses in cognitive psychology as well as an introductory psychology course. The successful candidate will teach four or five courses per year, supervise student research, and develop an active research program. Bates College is an excellent undergraduate liberal arts college of approximately 1,600 students and 200 faculty members located in central Maine (see *http://www.bates.edu*). The Department of Psychology has eight full-time faculty members and is housed in a beautiful new building with extensive laboratory space and equipment. Review of applications begins October 22, 2001, and will continue until the position is filled. Send letter of application, vitae, three letters of recommendation, undergraduate and graduate transcripts, research and teaching statements, evidence of teaching effectiveness, and reprints to:

Cognitive Psychology Search Committee Chair (#R2445)
c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

FACULTY OPENING DEPARTMENT OF FRESHMAN ENGINEERING PURDUE UNIVERSITY

The Department of Freshman Engineering at Purdue University is seeking to fill a tenure track faculty position at the Assistant Professor level. A PhD in engineering is required. Faculty members in Freshman Engineering at Purdue are committed to excellence in teaching first year engineering students, scholarly activities (educational or technical research), and advising first year engineering students as the students prepare towards effective transfer into their chosen engineering majors. Many opportunities exist for interaction with faculty members and graduate students of other departments with similar disciplinary interests.

Application, including curriculum vitae and names and addresses of three references, should be sent to:

Professor Jennifer Sinclair, Head
Department of Freshman Engineering
Purdue University
1286 Engineering Administration Building
West Lafayette, IN 47907-1286

To receive full consideration, applications must be received by December 1, 2001, although search will continue until the position is filled.

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DOMINICAN UNIVERSITY

DEAN

ROSARY COLLEGE OF ARTS & SCIENCES

Dominican University invites nominations and applications for the position of Dean of the Rosary College of Arts & Sciences; the appointment is effective in the summer of 2002.

The Dean of the Rosary College of Arts & Sciences is the chief executive officer of the College. The Dean reports to the Vice President for Academic Affairs and serves on major committees of the University.

The University seeks a candidate who can provide energetic leadership and forward-looking vision that engages the Catholic intellectual tradition. Candidates should possess the following qualifications:

- A deep commitment to the liberal arts and a record of participation in liberal arts education
- An acquaintance with the national dialogue about the liberal arts
- A vision for the liberal arts in the twenty-first century at a Dominican institution that values excellent teaching, service, and scholarship
- A vision of the role of Catholic faith in contemporary university education and scholarship
- Academic and scholarly credentials that merit the respect of the academic community and are sufficient to earn appointment to an academic department at a senior rank
- A distinguished record in higher education with significant administrative experience
- A deep commitment to support and enhance the diversity of the faculty and student body
- An appreciation of the importance of interdisciplinary study
- A commitment to implementing learning technologies in a liberal arts environment

The Rosary College of Arts & Sciences is composed of twelve academic departments with sixty full-time and forty-seven part-time faculty offering forty-nine undergraduate majors. The college is noted for its dedication to the liberal arts, its interdisciplinary core curriculum, and its several strong study abroad programs.

Dominican University aspires to be among the most vital, intellectually engaged, value-centered communities in the Midwest. The University is located ten miles west of downtown Chicago in a beautiful residential community. The 1040 undergraduates are a part of a university of approximately 2300 students organized into the College of Arts and Sciences, the Graduate School of Library and Information Science, the School of Business, the School of Education, the Institute for Adult Learning, and a new Graduate School of Social Work.

The Dean's salary is competitive and commensurate with qualifications and experience.

Qualified candidates should send an application, a current curriculum vitae, and the names and telephone numbers of three professional references to:

Norman Carroll
Vice President for Academic Affairs
Dominican University
7900 West Division Street
River Forest, IL 60305
www.dom.edu

Review of applications will begin October 1, 2001, and will continue until the position is filled. Minority candidates are especially encouraged to apply.

Dominican University is an Equal Employment and Affirmative Action employer.

Dean, College of Business Administration

CLARION UNIVERSITY

Clarion University of PA, one of 14 comprehensive public universities in the State System of Higher Education, invites nominations and applications for the position of Dean, College of Business Administration.

Responsibilities: The Dean of the College of Business Administration is responsible for all aspects of college leadership, planning, and operation including program development, enrollment management, recruitment and development of faculty and staff, academic standards, technology facilities, and maintenance of AACSB accreditation. The dean has specific responsibility for maintaining the strong teaching orientation of the college through support of faculty professional development and scholarship appropriate to its mission within a collective bargaining environment. The dean is expected to play an active role in enhancing the external relations of the college through development of strong corporate relationships, collaborative programming, participation in regional economic development, fund raising, and community service.

Qualifications: The successful candidate will hold an earned doctorate in an appropriate business field and a demonstrated record of effective teaching and significant scholarship. Applicants should be able to demonstrate their administrative ability to address the needs of students and faculty, an understanding of the evolving nature of business curricula, clear knowledge of AACSB standards and their application, and the ability to provide leadership in a technologically advanced environment. Candidates must be able to demonstrate personal leadership and communications skills, creativity, enthusiasm, an ability to accomplish goals, and a willingness to work effectively with all constituencies. The successful candidate must have a commitment to establishing a diverse community and have a minimum of three years of experience as a departmental chairperson or assistant/associate dean or other administrative experience appropriate for the position.

The University and the College: Founded in 1867 and located in scenic Western Pennsylvania, Clarion University enrolls 6,200 students at its two campuses, one in Clarion and the other in neighboring Oil City. Committed to offering a substantial general education core and making the latest in technology available to its students in their majors, Clarion University offers associate, undergraduate, and graduate degrees. Academic programs are conducted through the College of Arts and Sciences, Business Administration, Education and Human Services, and the School of Nursing. Business degrees are offered at the associate, baccalaureate, and masters level (MBA) with undergraduate majors that include accounting, economics, finance, industrial relations, international business, library management, management, marketing, and real estate.

Applications and Appointment: Candidates for Dean, College of Business Administration must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and email addresses). Candidates must complete a successful interview. Application materials and requests for additional information concerning the position should be addressed to **Ms. Rose Logue, Search Committee Coordinator, Office of the Provost, Clarion University, Clarion, PA 16214, rlogue@clarion.edu.** Review of applications will begin October 15 and will continue until the position is filled. Salary and benefits are competitive; appointment date to be determined. Additional information is available at **www.clarion.edu/cobe/deansearch/.**

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

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Further information and application materials at:

www.national-academies.org/rap

For questions or assistance, contact:

TEL: (202) 334-2760
FAX: (202) 334-2759
EMAIL: rap@nas.edu

MAIL: Associateship Programs (TJ2114/HL)
NATIONAL RESEARCH COUNCIL
2101 Constitution Avenue NW
Washington, DC 20418

Qualified applicants will be reviewed without regard to race, creed, color, age, sex or national origin.

CALL FOR PAPERS

NATIONAL ASSOCIATION OF HISPANIC & LATINO STUDIES

National Conference
February 11-16, 2002
Houston, Texas

Abstracts, not to exceed two pages, should be submitted which relate to any aspect of the Hispanic and Latino American experience. Subjects may include but are not limited to literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes/45 minutes).

ABSTRACTS WITH HOME AND SCHOOL/AGENCY
ADDRESS *MUST* BE POSTMARKED BY:
November 17, 2001

SEND ABSTRACTS TO:
Dr. Lemuel Berry, Jr.
Executive Director, NAHLS
P.O. Box 865
Morehead, KY 40351
Telephone: (207) 282-1925
Fax: (606) 784-1037
www.NAAAS.org

IRM College

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Information Resources Management College, one of the four colleges of National Defense University, educates senior civilians and military officers in graduate level curriculum focused on management, leadership, technology, and information systems. For more information about the college, go to www.ndu.edu/irmc.

The successful candidate will teach courses in information systems management with an emphasis in information management, information security and assurance, or information acquisition; participate in curriculum development and scholarship; student advising; and department and college initiatives.

Preferred qualifications: Demonstrated knowledge, expertise, and scholarship in area of emphasis; a doctoral degree in information systems or related information management field; successful professional and/or university teaching experience; interest in learning or proficiency in educational technologies in classroom and online environments. Immediate openings, pending funding.

Full announcements: www.ndu.edu. For further information contact: Chris Lyons (202) 685-2147. ATTN: NDU-PAS (Lyons), Bldg 62, 300 5th Avenue, Fort Lesley J. McNair, Washington, DC, 20319-5066. Email: lyonsc@ndu.edu.

NDU is an equal opportunity employer.

ROCHESTER INSTITUTE OF TECHNOLOGY

R·I·T

Associate & Assistant Professors

The Department of Communication, Rochester Institute of Technology invites applications for two assistant and one associate professor positions to begin September, 2002. The Department of Communication offers two degrees: a BS in Professional & Technical Communication and an MS in Communication & Media Technologies.

The successful candidate at the Associate level will teach primarily graduate courses and a few undergraduate level courses. The successful candidates at the Assistant level will teach primarily undergraduate courses with the possibility of teaching one or two graduate courses. Subject areas at the graduate-level include: communication law and ethics, computer-mediated communication, communication training, on-line publishing, and visual communication. Subject areas at the undergraduate-level include: human communication, small group communication, mass communication, public speaking, persuasion, newswriting and reporting, and advertising. Additional assignments for courses in area of specialty at both undergraduate and graduate levels are possible.

These are tenure track positions and require a Ph.D. in communication, successful teaching experience, demonstrated ability to direct MS theses, a record or promise of published scholarly research and the potential for an active research agenda. RIT is located near Lake Ontario, in the heart of the Finger Lakes Region of Western NY, surrounded by beautiful countryside and hi-tech industries and with a climate that accommodates four-season outdoor activities.

Send by 20 October 2001 a letter of application, resume and names and contact information for three references to: **Bruce Austin, RIT, College of Liberal Arts, 92 Lomb Memorial Drive, Rochester, NY 14623.** Interview opportunities at NCA in Atlanta, 1-4 November. RIT is an equal opportunity/affirmative action employer, looking for individuals with an ability to contribute in meaningful ways to the Institute's commitment to cultural diversity and pluralism.

COLUMBIA UNIVERSITY
DIRECTOR OF DISABILITY SERVICES

Columbia University seeks an experienced and innovative manager to direct disability services. The Director will be responsible for facilitating the fullest possible participation of people with disabilities in the life and work of the University. The Director will work with faculty and administrators to coordinate services provided for persons with disabilities and to ensure compliance with University policy and applicable laws. The ideal candidate will have 5–7 years' related work experience; strong leadership and collaborative skills; experience with disability services; experience working with university students; and a proven track record of successful program development. Please fax or mail resumes to Disability Services Search, Columbia Health and Related Services, 519 West 114th Street, New York, NY 10027; fax (212) 854-4021.

Columbia University is an affirmative action/equal opportunity employer.

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Executive Dean

CLARION
UNIVERSITY
Venango Campus

Clarion University of PA, one of 14 comprehensive public universities in the State System of Higher Education, invites nominations and applications for the position of Executive Dean, Clarion University - Venango Campus.

Responsibilities: The Executive Dean of Clarion University - Venango Campus is responsible for the academic and fiscal administration of the campus and is a member of the President's Executive Council. The Dean provides leadership, vision, and energy to the campus and its programs; works collaboratively with the Provost and Deans at the Clarion Campus to address enrollment and retention of students; provides general supervision of faculty and programs; and works with the Director of Facilities Management and Planning to maintain the facilities at the Venango Campus. The Executive Dean prepares the budgets for the Venango Campus and monitors expenditures in accordance with university policies, procedures, and guidelines.

Particular expectations of the in-coming Executive Dean will be to participate in the development and implementation of programs appropriate to the region; to participate personally in the community in its economic, social, culture, and educational development; to support recruitment of students to the campus; to build diversity; to assist with the writing of grants; to participate in fundraising activities; and to promote strong community relations.

Qualifications: The Executive Dean must demonstrate leadership, creativity, enthusiasm, an ability to accomplish goals, and a willingness to work effectively with other deans and the students, faculty, and staff of the Venango Campus. The successful candidate must have a commitment to establishing a diverse community and have a minimum of five years of academic or administrative experience with increasing responsibility appropriate for the position. A master's degree is required with a doctorate preferred.

The University: Founded in 1867 and located in scenic Western Pennsylvania, Clarion University enrolls 6,200 students at its campuses in Clarion and Oil City, PA. The Venango Campus has four modern buildings scenically situated on 62 acres, surrounded by heavily wooded foothills overlooking the Allegheny River. It offers programs for both part-time and full-time students, of which nearly 47% are non-traditional. Students may complete the first two years of college or study for one of seven associate degrees in Allied Health, Arts and Sciences, Business, Early Childhood, Legal Business Studies, Nursing, and Rehabilitative Services. Bachelor of Science degrees in Nursing and Radiologic Sciences in cooperation with Northwest Medical Center are also offered along with a Masters in Nursing.

Applications and Appointment: Candidates for Executive Dean - Venango Campus must submit the following materials: a letter of application addressing qualifications for the position, resume, and three current letters of reference (including phone numbers and email addresses). Candidates must complete a successful interview. Application materials and requests for additional information concerning the position should be addressed to **Ms. Ann Jamison, Search Committee Coordinator, Office of the President, Clarion University, Clarion, PA 16214, ajamison@clarion.edu.** Review of applications will begin October 15 and will continue until the position is filled. Salary and benefits are competitive; appointment date to be determined. Additional information is available at **www.clarion.edu.**

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply. AA/EOE.

ST. MARY'S UNIVERSITY

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Board of Trustees and the Vice Presidential Search Committee of St. Mary's University invite applications and nominations for the position of Vice President for Academic Affairs. The Vice President is appointed by the Board of Trustees for a term of three years renewable on the recommendation of the President and is the chief academic officer of the University. The office of the Vice President is primarily concerned with the educational program which is based on the mission and common objectives of the University.

St. Mary's University is an urban university located in San Antonio, Texas Founded in 1852 by Marianist Brothers and Priests, it is the oldest Catholic university in the southwest. Rooted in the Catholic intellectual tradition, the University strives to contribute to the urgent task of extending justice, freedom and dignity to all people. While there is no requirement that the successful applicant must be Catholic he or she should share values consistent with the mission of the University. St. Mary's is one of three institutions of higher education in the United States owned by the Society of Mary.

With a total enrollment of more than 4,100 students, with a 54% Hispanic student body, St. Mary's prides itself on its near 150 years of service to the nation, Texas, and South Texas in particular.

As a Catholic university in the Marianist tradition, St. Mary's is committed to educating our students in a setting that provides both liberal arts and professional preparation, and most importantly links these two educational perspectives. A strong core curriculum ensures that all of our graduates will possess the values, knowledge, and technical skills that will enable them to contribute to society in meaningful and helpful ways. St. Mary's is also committed to service to our society, as evidenced by the involvement of many of our students, faculty members, administration, and staff in service learning projects and activities both inside and outside the classroom.

Due to the importance of providing appropriate leadership regarding our academic mission, it is highly preferred that the Vice President possess an earned doctorate. As an institution that prides itself on its diversity, we welcome applications from men, women, minority and majority group members who feel that they can strongly support our mission.

To apply, please send a letter of application, curriculum vitae, and the names, addresses, and phone numbers of three individuals who can provide recommendations, postmarked by October 26, 2001.

Vice Presidential Search Committee
c/o Dr. Anthony Kaufmann, Chairperson
Box #78
St. Mary's University
One Camino Santa Maria
San Antonio, Texas 78228-8578
Web Site: www.stmarytx.edu/outreach/employment

AA/EOE

UW-L

University of Wisconsin-La Crosse

Provost/Vice Chancellor for Academic Affairs

WHY UW-LA CROSSE?

A high quality university distinguished by:

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- **Bright and talented students**
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  - Professionally accredited and recognized programs
- **Partnerships with institutions & organizations that enhance students' educational experiences**
- **A global perspective from a regional university**
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- **A scenic area with a high quality of life**

Selected Desired Qualifications

- An understanding of the mission of a public, comprehensive university with a history of shared governance
- A record of experience with inquiry-based general education
- A commitment to innovative models for measuring success in an institution where the primary faculty responsibility is teaching
- An established record of promoting diversity
- A record of curriculum development, grant acquisition, personnel & budget decision making and a commitment to graduate, extended, and international education, student development, and undergraduate research

Required Qualifications

- An earned doctorate or other terminal degree and a successful record of administrative leadership experience at the Dean level or above
- A distinguished record as a faculty member with an appropriate record for an appointment as a tenured full professor in one of the university's academic units

Full position description and application procedures available at www.perth.uwlax.edu/vacancies

Note: The interim provost/vice chancellor will not be an applicant for this position.

Send nominations, inquiries and applications to:

Dr. Betsy Morgan, Chair
Provost and Vice Chancellor Search Committee
c/o Kathi Beane, Student Development
147 Graff Main Hall
University of Wisconsin-La Crosse
1725 State St.
La Crosse, WI 54601
Phone: 608-785-8150 Fax: 608 785-8550

DEADLINE FOR APPLICATION: OCTOBER 1, 2001

UW-La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process, please contact Dr. Betsy Morgan to make appropriate arrangements.

University of Kansas School of Business

Five full time, unclassified, tenure-track positions beginning August 2002. **Accounting and Information Systems:** one Assistant Professor and one Assistant or Associate Professor; **Marketing:** Assistant Professor; **Management Science:** Assistant Professor; **Strategic Management:** Assistant or Associate Professor. **Required:** Ph.D. or D.B.A. in area or related field, or be ABD with a reasonable expectation of completion by August 15, 2002 for Assistant Professor positions. Capable of effectively teaching four courses per year in the undergraduate, masters, and Ph.D. programs. Record of research should demonstrate, or indicate the potential for, a high level of scholarly productivity in leading business journals. **Preferred:** Flexibility in teaching and a desire to engage in interdisciplinary research with colleagues in specialized area and other areas. Research experience and/or teaching experience in international business for Assistant Professor in Strategic Management. Ability to teach object oriented technology and IT consulting and project management for the Assistant Professor in AIS plus ability to: direct Ph.D. dissertation, provide leadership in IS research and curriculum, and contribute research or teaching in specialized IT/IS areas for the Associate Professor in AIS. **Salary:** Competitive and negotiable depending on qualifications. **Application procedures:** Send a letter of application, curriculum vita, and three reference letters to: **Keith W. Chauvin, Associate Dean, School of Business, 1300 Sunnyside Avenue, University of Kansas, Lawrence, KS 66045-7585.** *Deadlines for priority consideration:* **Marketing and Strategic Management: 9/28/01; Accounting and Information Systems: 10/1/01; Management Science: 12/1/01.** Review of applications will continue until the position is filled. *EO/AA Employer.*

THE UNIVERSITY of TULSA

THE UNIVERSITY OF TULSA COLLEGE OF LAW invites applications from both entry- level and experienced faculty for at least two possibly three tenure-track faculty positions beginning in the 2002-2003 academic year. Areas of special interest include: international law, comparative law, evidence, civil procedure, conflicts of law, contracts, business associations, commercial law, tax, and criminal law. We seek candidates with superior academic records from highly regarded J.D. and/or graduate law programs and who, as demonstrated by their performance to date, have a proven record of excellence in scholarship and teaching or a strong potential to excel as scholars and teachers. The University of Tulsa, an equal employment opportunity/affirmative action employer, is committed to diversifying its faculty and staff. Members of under represented groups (including people of color, people with disabilities, women, and veterans) are strongly encouraged to apply. If you would like to learn more about the College of Law generally, you may visit our web page at http://www.utulsa.edu/law/. Please submit letters of interest and resumes to Catherine M. Cullem, Chair, Appointments Committee, University of Tulsa College of Law, 3120 East 4th Place, Tulsa, OK 74104, or by e-mail to: catherine-cullem@utulsa.edu.

CARLETON COLLEGE

Carleton College has tenure-track positions open in the following departments for **Fall 2002:**

- American Studies
  - Chicano and/or Latino
- Art and Art History
  - Art Historian, Modernist
  - Studio Art (Painting)
- Chemistry
  - Organic Chemistry
- Geology
  - Petrology and Dynamics
- History
  - Chicano and/or Latino
  - Early America
- Political Science
  - International Relations/Methodology
  - Comparative Politics/ Environmental Studies
- Religion
  - East Asian
- Sociology and Anthropology
  - Senior Appointment in East Asian Studies

All positions are at the Assistant Professor level (with Ph.D. completed or substantially completed by time of appointment). In extraordinary cases, higher rank will be considered. Carleton is a highly selective liberal arts college with 1800 undergraduates located 45 miles south of Minneapolis and St. Paul. The Carleton calendar includes three 10-week terms and the standard teaching load is six courses, although first-year faculty teach five.

Carleton College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are strongly encouraged to apply.

For full descriptions of these positions, visit Carleton's web site at http://www.carleton.edu.

CAL STATE FULLERTON

DIRECTOR OF ATHLETICS

California State University, Fullerton (CSUF) is a member of NCAA Division I and competes in the Big West Conference. The University is located in the Orange County region of Southern California, part of the metropolitan Los Angeles area. Intercollegiate Athletics consists of 17 sports and have gained both regional and national recognition. California State University, Fullerton invites applications and nominations for the position of Director of Athletics. The Athletics Director will be responsible for providing effective leadership to coaches and staff, ensuring the academic and athletic achievement of student-athletics, and for representing the University at both on and off campus functions. Competitive candidates will have an established record of success as a senior-level college Athletics administrator. A bachelor's degree is required, advanced degree is preferred. Seven years of progressively responsible experience in intercollegiate athletics administration is expected. To ensure full consideration, materials must be received by **September 17, 2001**, when the screening process will begin. Position remains open until filled. Applications must include a letter of intent summarizing qualifications and relevent experience, a current resume, two letters of reference and three additional references. Application materials should be sent to:

Karen Wall
Search Committee for Director of Athletics
California State University, Fullerton
Vice President for Student Affairs Office
(LH-206)
P.O. Box 6830
Fullerton, CA 92834-6810
Telephone (714) 278-2591
Fax (714) 278-5150

California State University, Fullerton is an Affirmative Action/Equal Opportunity, Title IX, ADA Employer. Minorities and women are encouraged to apply. The university is commited to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics.

WESTERN CONNECTICUT STATE UNIVERSITY

DIRECTOR OF ALUMNI AFFAIRS

Search Reopened

WCSU is seeking an individual to direct our Alumni Affairs area. Under the supervision of the VP for Institutional Advancement, this individual will be responsible for the planning, execution, and management of a comprehensive alumni relations program. The primary duty shall be to further the University's objectives of building stronger, more diverse relationships with its alumni, with the ultimate goal of significantly increasing and maintaining the number of alumni donors and the amount of alumni contributions. Some of the duties include the following:

- Working with the Alumni Association to strengthen and diversify the Alumni Board, develop representative Alumni Councils, and sustain Alumni Chapters
- Further develop the Alumni Benefits Program
- Enhance the number, scope and participation levels at alumni events
- Assistance with fund raising programs
- Oversight of the Alumni Scholarship Program
- Supervise staff including clerical and university assistants

Qualifications: The successful candidate will possess a Bachelor's degree and at least three years experience in higher education alumni affairs and fundraising, significant experience in communications, including the ability to speak and write effectively and prepare publications. Prior experience maintaining an integrated computer database is preferred. Familiarity with Connecticut and the Northeast is desirable. Candidate must be flexible and available to work evenings and weekends.

Application process: Send letter of application, résumé, and three professional references by September 28, 2001 to Richard Gerber, VP of Institutional Advancement, WCSU, 181 White Street, Danbury, CT 06810. Prior candidates need not re-apply.

WCSU is an AA/EEO Educator/Employer.

CLARION UNIVERSITY

COLLEGE OF BUSINESS ADMINISTRATION

Clarion University's College of Business Administration is seeking qualified candidates to fill, at least, four full time tenure-track positions beginning August 2002 in the following areas:

Accounting: Two tenure track, associate/full positions. Primary teaching responsibilities will be in managerial/cost, advanced and/or international accounting. A doctorate in accounting is required, but consideration may be given to A.B.D. candidates. Submit letter of application, comprehensive resume, transcripts, and three letters of recommendation to **Dr. Thomas W. Oliver, Chair, Department of Accountancy, College of Business Administration, Clarion University, Clarion, PA 16214.** Electronic submissions accepted at: **toliver@clarion.edu.** Review of applications will begin **November 1, 2001**, and will continue until the positions are filled.

Management: One tenure-track, assistant/associate/full position. Primary teaching responsibilities will be in two of the following areas: production/operations management, international management, strategic management, and information systems. A doctorate in business administration with a major in management or related area is required, but consideration will be given to A.B.D. candidates. Submit letter of application, comprehensive resume, transcripts, and three letters of recommendation to **Dr. Kevin Roth, Chair, Recruiting Committee, Department of Administrative Science, College of Business Administration, Clarion University of Pennsylvania, Clarion, PA 16214.** Electronic submissions accepted at: Review of applications will begin **October 8, 2001**, and will continue until the position is filled.

Marketing: One tenure-track and one anticipated tenure-track, assistant/associate positions. Applicants should be able to teach classes in more than one of the following areas: marketing, decision making, channels of distribution, industrial marketing, e-marketing, services marketing, marketing research, marketing strategy, marketing management, nonprofit marketing, retailing, principles of marketing, and retailing. A doctorate in business administration with a major in marketing is required, but consideration will be given to A.B.D. candidates. Submit letter of application, comprehensive resume, transcripts, and three letters of recommendation to **Dr. Barbara C. Garland, Chair, Recruiting Committee, Department of Marketing, College of Business Administration, Clarion University of Pennsylvania, Clarion, PA 16214.** Review of applications will begin **October 8, 2001**, and will continue until the position is filled.

To be considered for appointment at the associate and/or full rank, the applicant should have an established publication record and proof of successful university teaching experience. Completion of a successful interview is required for all positions.

Clarion University is building a diverse academic community and encourages people of color, women, veterans, and persons with disabilities to apply AA/EOE.

OLD DOMINION UNIVERSITY

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

General Position Description

The Provost and Vice President for Academic Affairs is the chief academic officer and second ranking administrative officer of Old Dominion University. He/she reports directly to the President of the University and is one of four vice presidents. The Provost and Vice President for Academic Affairs is responsible for all of the institution's academic, research, and public service programs and their associated faculty, staff, and resources, and serves as the chief executive officer in the President's absence.

Institutional Context

Old Dominion University is a mature and growing institution that enrolls approximately 19,000 undergraduate and graduate students. The Carnegie Foundation has designated Old Dominion as a Doctoral/Research—Extensive University. The main campus is located in Norfolk, Virginia, which is part of the historic and internationally-oriented Hampton Roads metropolitan area, which has a population of more than 1.4 million. Old Dominion also operates higher education centers in the nearby cities of Virginia Beach, Hampton, and Portsmouth as well as in Northern Virginia. Programs are also delivered to several off-campus sites including military bases in the region.

In addition, the University operates more than 40 sites, which are part of its TELETECHNET distance learning network, located in Virginia, the District of Columbia, North Carolina, Arizona, the state of Washington, and the Bahamas. Programs are also broadcast to Navy ships operating in the Atlantic, Mediterranean, and Pacific. During the last decade, Old Dominion has become an acknowledged leader in the application of technology to deliver programs.

Old Dominion University is one of six publicly-assisted doctoral research universities in Virginia, and has an annual operating budget in excess of $240 million, an endowment of $75 million, and annual research volume of $26 million. Currently, 22 doctoral, two certificates of advanced study, 66 master's and 64 bachelor's degrees are offered in the liberal arts and sciences, business, education, engineering and technology, and health sciences.

The University's academic division is organized into six colleges: Arts and Letters, Business and Public Administration, the Darden College of Education, Engineering and Technology, Health Sciences, and Sciences. Also included are the Perry University Library, the Honors College, Distance Learning, Academic Technology Services, Learning Technologies, Institutional Research and University Planning, Higher Education Centers, the Weekend College, Career Management Center, Research and Graduate Studies, International Programs, Assessment, and Continuing Education. Old Dominion is also the largest research contractor in Virginia with NASA.

Old Dominion is a selective admission institution. Twenty-six percent of its student body comes from outside Virginia and over 1230 international students from more than 103 countries are enrolled. About 53 percent of the University's students are 25 years of age or older.

The University is located in a region that is the major mid-Atlantic coast port, a commercial and banking center, hosts significant military commands, is a popular tourist destination, and is home to important research facilities that focus on aerospace, modeling and simulation, nuclear physics, and oceanography.

Responsibilities

The Provost and Vice President for Academic Affairs is expected to provide dynamic leadership in the areas of teaching, research, and public service. The candidate selected should be able to stimulate a collegial and intellectually invigorating environment, build productive relationships with important constituencies in the region, increase funding through sponsored programs and development activities, and work productively with faculty, staff, and students.

Qualifications

The successful candidate must have an earned doctorate or equivalent, a record meriting appointment as a full professor in an academic department, and administrative experience in an academic setting at or above the level of a dean or equivalent. Candidates must have a strong commitment to academic excellence and an ability to work with diverse constituencies. Preference will be given to candidates with management experience in higher education, a history of collaborative decision making, ability to communicate effectively within a university setting and with external constituencies, and experience in a metropolitan doctoral-research university.

Applications and Nominations

Applications and nominations should be sent to the search committee coordinator at the address listed below. Applications must include a letter that addresses the position qualifications, a résumé, and the names, addresses, and phone numbers of five professional references.

Ms. Glenda L. Humphreys, Coordinator
Provost and Vice President for Academic Affairs Search Committee
Department of Human Resources
Old Dominion University
1510 W. 48th Street
Norfolk, Virginia 23529
Phone: 757-683-3059
E-mail: ghumphre@odu.edu

Screening of applicants will begin on October 8, 2001. Applications will be accepted until the position is filled.

For more information about Old Dominion University, see its web site at ***web.odu.edu***

Old Dominion University is an Affirmative Action Equal Opportunity Employer and complies with the Immigration Reform and Control Act of 1986.

ADVERTISEMENT

[illegible]

Full-time tenure track position beginning Mid August, 2002. An earlier starting date may be negotiated. Direct, sustain, and enhance training, research, and development within the Kansas University Affiliated Program, the largest interdisciplinary training center at KU.

Required Qualifications: Ability to facilitate creative funded interdisciplinary training, research, and service by other people, as well as conduct one's own research program. Ability to work and communicate effectively with a wide interdisciplinary constituency including faculty and staff, the public, and government officials. Achievement of wide, national recognition in a chosen field of research as demonstrated by refereed publications and professional service record. Demonstrated ability to attract and obtain financial support from federal and state sources, in a competitive process and to deal effectively with politically sensitive issues. Terminal degree, and eligibility for tenure in a discipline related to human development (e.g., human development, biology, education, medicine, psychology, neuroscience, language and communications) and a minimum of two years of significant administrative experience. Such administrative experience must be demonstrated to include budgeting, personnel evaluation, and program development. First consideration will be given to applications received by December 4, 2001. Application materials include a letter of application, resume, or curriculum vita, and three letters of reference.

Contact: Chair, KUAP Director Search Committee, Life Span Institute, 3017 Dole Center, University of Kansas, 1000 Sunnyside Ave., Lawrence, KS 66045. (785) 864-4467.

EO/AA Employer

Illinois State University
Normal/Bloomington

The Department of Geography-Geology invites applications for one and possibly two tenure track positions at the assistant professor level in Human Geography pending final approval. August 2002 is the preferred starting date. A Ph.D. is preferred, and ABD required at the time of appointment. The successful candidate will teach an introductory course in world or human geography and intermediate or advanced courses in their areas of interest. Flexibility with our undergraduate major allows us to consider a wide range of specialties within human geography. Candidates with specialties in cultural, economic, environmental, medical, political, or social geography are preferred.

Illinois State and the Department of Geography-Geology place a strong emphasis on undergraduate education, and the successful candidate must reflect that emphasis. The University has an active research faculty, however, and a coherent research program leading to referred publications is essential. Illinois State is a comprehensive university enrolling approximately 20 thousand students located in the Bloomington-Normal metropolitan area, which has a population of about 150,000.

A cover letter, a curriculum vita, the names of three references, and an unofficial graduate transcript must be received by November 30, 2001, to ensure full consideration. **Apply: Professor Daniel Hammel, Campus Box 4400, Department of Geography-Geology. Telephone: (309) 438-8112, Fax. (309) 438-5310, Email: dhammel@ilstu.edu.**

Illinois State is an equal opportunity/affirmative action University encouraging diversity.

ARIZONA STATE UNIVERSITY

PRESIDENT

The Arizona Board of Regents, the governing board for Arizona's three public universities, invites nominations, inquiries, and applications for the position of President of Arizona State University.

Arizona State University, the only public university located in metropolitan Phoenix, is a major, internationally recognized research institution featuring high quality academics and a renowned faculty. In partnership with the private sector, ASU is a leading center for groundbreaking research and technological advancement to support the economic competitiveness of Arizona and improve quality of life. ASU is known for its outstanding cultural and performing arts programs and venues and is a strong competitor in Division I athletics in the Pac-10 Conference.

ASU serves the entire metropolitan Phoenix area, which continues to experience tremendous growth and is home to a number of high technology manufacturing companies. In addition to the main campus located in Tempe, the university features two campuses with more specialized missions: ASU West (in Northwest Phoenix adjacent to Glendale) and ASU East (in Southeast Mesa). The university also operates an extended education program, which is administered out of its center located in downtown Phoenix and serves the community from a variety of locations as well as through flexible programs, schedules and technologies. More than 50,000 students from all states and more than 120 countries enroll at ASU each year. More information about ASU can be found at www.asu.edu. Information about the Arizona Board of Regents and the ASU presidential search can be found at www.abor.asu.edu.

Creative, dynamic candidates willing to work closely with faculty, staff, and students in fulfilling the mission of the university and able to communicate the needs, achievements, and contributions of the university to regents, legislators, and the citizens of the state are sought. All communications should be directed to:

Don Ulrich, Chair
ASU Presidential Search Committee
Arizona Board of Regents
2020 N. Central Avenue, Suite 230
Phoenix, AZ 85004-4593

The firm of Heidrick & Struggles, Inc., has been retained to assist in conducting this search. Interested individuals may prefer to contact: **Mr. William J. Bowen at Heidrick & Struggles, Inc., Sears Tower, 233 S. Wacker Drive, Suite 7000, Chicago, IL 60606-6402.**

Arizona State University is an equal opportunity, affirmative action employer, which actively seeks and encourages nominations and expressions of interest from underrepresented populations.

[illegible] Department of Psychology, Universit[illegible] [illegible] [illegible]alifornia, Santa Barbara, seeks to fill a facul[illegible] position in **Social Psychology,** effective July 1, 2002. Applicants at any professorial rank are invited to apply. Candidates must have a strong research program in social psychology and provide evidence of research productivity and excellence in teaching commensurate with their rank. Responsibilities include teaching at both the undergraduate and graduate levels and supervision of students in research. Ph.D. required at time of appointment. Salary and level of appointment depend on qualifications. Submit vita, reprints, statement of teaching and research interests, and three letters of recommendation to: **Social Psychology Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660.** Applications [illegible]ill be reviewed beginning October 15th, 2001 and unti[illegible] [illegible]ition is filled. *UCSB is an Equal Opportunity/Affi[illegible] [illegible] [illegible]mployer.*

DARTON COLLEGE

MATHEMATICS

Tenure-track appointment available January 1, 2002, at Darton College, University System of Georgia. Rank and salary dependent on qualifications. Responsibilities: Teaching college mathematics courses including: college algebra, trigonometry, calculus, statistics, and linear algebra. Applications received after October 1, 2001 cannot be guaranteed full consideration. Visit our website at www.dartnet.peachnet.edu for a complete job description and requirements, or contact: Personnel Office, Darton College, 2400 Gillionville Rd, Albany, GA 31707.

AA/EOI Women and Minorities are encouraged to apply.

PROVOST

The University of Toledo

The University of Toledo seeks an outstanding academic leader to serve as Provost of one of the nation's foremost metropolitan universities. The search committee invites nominations of and applications from potential candidates with strong academic backgrounds and records of accomplishment as university administrators.

The UNIVERSITY, founded in 1872, is one of thirteen state universities in Ohio. It enrolls over 19,000 students and offers more than two hundred programs of study in eight colleges: Arts and Sciences, Business, Education, Engineering, Health and Human Services, Law, Pharmacy and University College. The University provides an inclusive range of degrees from associate to doctoral, and service to its metropolitan community.

Students are served on six campus locations: the 290-acre main Bancroft campus, the Frank Gehry-designed Center for the Visual Arts at the Toledo Museum of Art, the downtown SeaGate Center, University College at Scott Park, the R. A. Stranahan Arboretum, and the Lake Erie Research Center. The facilities are outstanding, and the Bancroft campus, with its Gothic stone buildings and extensive landscaping, is particularly attractive.

The PROVOST will join the recently appointed, forward-looking President in building and empowering a team committed to expanding public engagement, strengthening teaching and learning at the undergraduate and graduate levels for traditional and non-traditional students, and advancing research and scholarship. Salary and a generous benefits package are highly competitive.

APPLICATIONS received by Sept. 21, 2001 will receive full consideration, but the position will remain open until filled. Candidates should provide a curriculum vitae, names and phone numbers of five references, and a cover letter describing their interest in the position and how their experience relates to the list of desired qualities and characteristics that may be found in the search prospectus at the Provost search site. Visit the University's website at www.utoledo.edu, then click on the Faculty/Staff page and use the lin[illegible] the Provost Search. Applications [illegible] nominations should be directed to: [illegible]oyce M. Gregory, Executive Sec[illegible]o the Board of Trustees, Mail S[illegible]12, University Hall Room 3520, T[illegible]ersity of Toledo, 2810 W. Bancroft [illegible]do, OH 43606.

Although [illegible]fort will be made to treat applic[illegible]onfidentially, Ohio is an open [illegible] open meetings state, so full conf[illegible] cannot be guaranteed.

Th[illegible]ic Search Consultation Service is [illegible] the search. Informal inquiries m[illegible] directed to Allan W. Ostar, [illegible]049, awo@academic-search.org, [illegible]e H. Hairston, 740/964-0905, [illegible]global.net.

[illegible]ersity of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator.

[illegible]HE UNIVERSITY OF
[illegible]OLEDO

SEARCH CONTINUED

Dean—College of Engineering

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Dean--College of Engineering. The Dean reports to the Chancellor and is the chief academic and administrative officer of the College.

The Dean is responsible for leadership of the College in the areas of teaching, research, and public service; academic planning; development and management of resources; articulation of the goals and programs of the College with alumni, the profession, industry, and government; and campus-wide policy development through membership on the Council of Deans and Vice Chancellors.

We seek candidates with a deep commitment to academic excellence who have the vision to lead the College in its continuing development. Qualifications include a distinguished record of teaching, research, and professional service appropriate for an appointment as Full Professor in one of the departments in the College; an understanding of the challenges facing engineering education at both the undergraduate and graduate levels, an appreciation of the importance of fostering and strengthening interactions with industry, and creative leadership ability. The University of California, Davis has a strong institutional commitment to the achievement of diversity among its faculty, staff, and students and seeks an individual who shares that commitment.

Established in 1962, the College is composed of over 150 faculty in seven departments: Applied Science, Biological and Agricultural Engineering; Chemical Engineering and Materials Science, Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, and Mechanical and Aeronautical Engineering; and a Division of Biomedical Engineering. It has approximately 3000 undergraduate majors and 800 graduate students in masters and doctoral programs. Extramural funding for research totaled about $38 million for academic year 2000-01.

Salary will be commensurate with experience and qualifications. The starting date is July 1, 2002, or as negotiated.

Nominations and applications are being accepted immediately and will be reviewed until the position is filled. Materials should be submitted to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

GOVERNORS STATE UNIVERSITY

DEAN OF THE COLLEGE OF HEALTH PROFESSIONS

Governors State University (GSU) is the only upper division university in the State of Illinois offering junior- and senior-level courses leading to a Bachelor's or Master's degree. Governors State University, annually serving more than 9,000 learners in the greater Chicago area, aspires under its new President to become a premier teaching, student-centered university of the 21st Century. With the strong and active support of faculty, administrators, students, staff, and the community, Governors State University is poised for a dynamic new era in its accomplished history of serving a high percentage of non-traditional students since it opened in 1969. The University is now recruiting a senior-level educational leader who will join with us to make the vision a reality.

The College of Health Professions houses eleven degree programs: Communication Disorders (undergraduate and graduate), Master of Social Work, Bachelor of Social Work, Master of Health Science in Addictions Studies, Health Administration (undergraduate and graduate), Nursing (undergraduate and graduate), Master of Occupational Therapy, and Master in Physical Therapy. The Dean is responsible for day-to-day operation of the College of Health Professions which includes two division chairpersons, 11 support staff, 37 tenured/tenure-track faculty, 13 full-time lecturers, and approximately 40 part-time faculty, teaching more than 500 graduate and undergraduate students. *QUALIFICATIONS*: Earned doctorate degree; Record of teaching, scholarship, and professional services sufficient to be considered as a tenured professor in one of the divisions in the College; Record of successful involvement with academic and/or professional accreditation activities; Minimum of four years of effective administrative experience at the level of division/department chair, or above, in an institution of higher education; Commitment to quality and excellence in education; Record of strong leadership ability; experience with a faculty union environment in higher education; Record of successful development and support of programs; Success in fostering collegial and team-based relationships within the university and external community; Record of promoting diversity among faculty, staff, and students; Record of excellence in communication and human relations skills.

The review of applications will begin immediately and continue until the position is filled. Please review the complete position description on the GSU website and send a letter of application addressing qualifications; a curriculum vita; and the names, addresses, and telephone numbers of five professional references to: Michael Wortham, Coordinator, Dean of College of Health Professions Search Committee, Office of the President, Governors State University, University Park, IL 60466.

Governors
State
University

UNIVERSITY PARK, IL 60466-0975

NORTHERN VIRGINIA COMMUNITY COLLEGE

Director, Extended Learning Institute

#HO-FA439, College Staff, $54,983-$75,601 + benefits. Twelve-month administrative faculty position. This position has been reopened. Previous applicants will be considered and do not need to reapply. Organize, administer and supervise college-wide distance learning program (over 10,000 students annually) including supervision of instructional designers, support staff and teaching faculty. **Required:** Master's degree plus a minimum of 24 graduate semester hours earned beyond the Master's in instructional technology, instructional development, curriculum, community college/higher education, training or a related field. Formal instructional design/technology coursework and at least two years instructional design/technology experience supporting distance education. Excellent verbal and written communication skills. Community college or higher education management experience and distance education experience. Degree and credits from other fields may be considered only with exceptional experience managing a distance education program and demonstrated formal training in the instructional design field. **Desired:** Doctorate degree with six years in a related field. Classroom teaching experience. Community college experience. Experience managing an asynchronous distance education program. Experience designing or supporting web-based instruction. For details visit www.nv.cc.va.us/hr. To apply send VA State Employment Application to NVCC-HR, 4001 Wakefield Chapel Rd., Annandale VA 22003 by 5pm on 9/28/01. Download application at http//jobs.state.va.us/ee-hta.htm, or obtain one in person in the HR office or any campus business office.

EEO/AA

BEST COPY AVAILABLE

Office of the President

Position: Associate Ombudsperson for Staff

Category: Exempt, twelve months, full-time, permanent #109211

Responsibilities:

The Associate Ombudsperson for Staff will provide confidential and informal assistance to staff employees in resolving work related issues. The ombudsperson may serve as a counselor, mediator, and facilitator; and in considering any given instance or concern, the right of all parties that might be involved must be taken into account. The Ombuds Office does not replace the University's existing resources for conflict resolution. The individual must have experience resolving conflict in the workplace involving varying levels of authority. The Associate Ombudsperson will report to the Staff Ombudsperson. The Associate will be expected to direct the Staff Ombuds Office and serve in the capacity of the Staff Ombudsperson when necessary, as well as attend and/or participate on university committees whenever appropriate.

The candidate will be responsible for on-going education and communication about the office's role to all potential inquiries, and will design and conduct bilingual training programs for the campus community in dispute resolution, civility, effective communication with other University offices and refer clients to appropriate offices on campus. The candidate must be willing to actively participate in relevant professional associations and relationships in order to stay on the leading edge of critical ombuds issues.

Qualifications:

A Bachelor's degree is required. An advanced degree and relevant experience are desired. The candidate must demonstrate a proficiency in writing and speaking Spanish, an understanding of diverse cultures and backgrounds with an emphasis on the Latin American community, and must have knowledge of the language, religion, traditions, customs, and sociology of Latin American communities as they affect performance in the workplace. The candidate must also demonstrate excellent communication skills and ability to interact effectively at all levels of the organization, as well as a reputation for integrity and for dealing fairly, effectively and in a timely fashion with all constituents.

Salary: Commensurate with experience and qualifications.

Start Date: October 2001

To Apply: For best consideration, materials should be received by September 15, 2001. Submit letter of interest, resume, and the names, addresses and telephone numbers of three professional references to:

Chair, Search Committee
for Associate Ombudsperson
Office of the President
University of Maryland
1101 Main Administration Building
College Park, MD 20742

EOE/AA

The University of Maryland does not discriminate on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, physical or mental disability, or political affiliation. All qualified applicants are encouraged to apply.

UNIVERSITY OF
MARYLAND

Syracuse University
DEAN, SCHOOL OF EDUCATION

Syracuse University invites nominations and applications for the position of Dean of the School of Education. The School, enrolling 700 undergraduate students and 775 graduate students, consists of 60 full-time faculty and 8 academic units. Syracuse University is a private institution with a commitment to being the nation's leading student-centered research university. Syracuse is a Carnegie Doctoral/Research University* Extensive institution and a member of the Association of American Universities. Its 10 schools and colleges enroll 17,581 students in a broad array of baccalaureate, masters, and doctoral programs. For further information about the University, see **http://www.syr.edu**; for further information about the School of Education, see **http://www.soeweb.syr.edu**.

The Dean is the chief administrative and academic officer for the School. Responsibilities of the Dean include supporting an environment that will encourage excellence in teaching and research, program development, and active collaboration within the School and across the University and the community at large. The Dean oversees faculty appointments; administrative supervision of academic departments and programs; academic policy, curriculum, instruction, and advising within the School; and is responsible as well for the School's budget and expanding external resources for the School.

Major qualifications for the position include a distinguished record in teaching, research, scholarship or creative activity that would warrant appointment to the rank of Professor; considerable experience and prior record of leadership in higher education or related field, including experience with faculty appointment, tenure and promotion, program development, and budget planning and management; requisite skills for fundraising and/or grant procurement; leadership skills and the ability to work with diverse groups and to build a sense of community within an organization; excellent interpersonal skills, a proven record of cultural sensitivity, and a deep commitment to diversity and inclusion.

Letters of nomination and applications should be submitted in confidence to: **School of Education Dean Search, Attn: Ms. Marjorie Donzello, Executive Assistant, The Graduate School, 303 Bowne Hall, Syracuse University, Syracuse, NY 13244.** Information may be sought at any time from Search Committee Co-Chairs: Dr. Janine M. Bernard (315-443-2266; bernard@syr.edu) or Dean Howard Johnson (315-443-2373; hjohnson@syr.edu). Applicants should submit a letter of application, a curriculum vitae, and complete contact information for four references.

Salary is competitive and commensurate with experience and qualifications. Review of applications will begin on November 1, 2001 and will continue until the position is filled. The position is available July 1, 2002.

Syracuse University is an equal opportunity/affirmative action employer committed to excellence through diversity.

University of Kansas

ADVERTISEMENT

Director, Research Design, and Analysis Unit, Life Span Institute and Professor, Quantitative Program, Department of Psychology, University of Kansas. Full-time tenured position, starting date is mid-August, 2002, although an earlier start date may be negotiated. Direct a unit in one of 15 major NICHD funded MRDD research centers in the U.S. Sustain and enhance research and development within the Schiefelbusch Institute for Life Span Studies, the largest research center at KU, teach, supervise students, and do research in the Department of Psychology.

Required qualifications: Ph.D.; demonstrated achievement in teaching, research and development in human development and psychology, and obtaining external funding. Ability to teach advanced courses in quantitative methods.

First consideration will be given to applications received by December 4, 2001. Application materials include a letter of application, resume or curriculum vita, and names, addresses and telephone numbers of three references.

Contact: Search Committee Chair, Director, Research Design and Analysis Unit and Professor, Quantitative Program, 3017 Dole, University of Kansas, Lawrence, KS 66045. (785) 864-4467.

EO/AA Employer

BRIDGEWATER
STATE COLLEGE

Associate Dean
School of Arts and Sciences

The Associate Dean reports to the Dean in the overall planning, budgeting and management of the school. The primary duties are to respond to students' academic requests, work with academic departments and the college's registrar to coordinate effective course scheduling (including general education courses), monitor faculty workload obligations, develop and implement diversity initiatives (including, but not limited to, faculty recruitment and student retention), strengthen the learning communities program, assist in the management of school budgets (including professional development funds) and oversee annual catalog revisions for the School of Arts and Sciences. The Assistant Dean may be assigned additional duties as appropriate.

The School of Arts and Sciences offers baccalaureate degree programs in the fine arts, humanities, natural sciences, social and behavioral sciences, mathematics and computer science. Master's degrees are offered in English, Public Administration, Criminal justice, Psychology and Computer Science. Sixteen academic departments, the college's general education program and several interdisciplinary and area studies programs are located within the School. The School has approximately 180 full-time faculty and an FTE enrollment of approximately 5800 students.

Required qualifications for this position include a terminal degree in one of the disciplines of the School; a minimum of three years' experience in academic administration, such as department chairperson or program director; college teaching at the rank of associate professor or higher. Credentials and experience substantially similar to the above may be considered. Applicants should have the ability to communicate clearly, collaborate effectively and maintain good humor.

Review of applications will begin immediately and continue until position is filled. To apply, please submit a letter of interest, resume and the names, addresses and telephone numbers of five professional references to: Office of Human Resources, Bridgewater State College, Bridgewater, MA 02325. *Bridgewater State College is an affirmative action/equal opportunity employer with a longstanding commitment to increasing the diversity of its employee community.*

BSC
BRIDGEWATER
STATE COLLEGE

www.bridgew.edu

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Biochemistry, Molecular Biology and Biophysics
Tenure-Track Assistant Professor Positions

In conjunction with the completion of the new Molecular and Cellular Biology Building, and as part of campus-wide initiatives in genomics and proteomics, the Department of Biochemistry, Molecular Biology and Biophysics invites applications for full-time, tenure-track Assistant Professor positions to begin on or around July 1, 2002. The Molecular Biology division seeks candidates with interests that complement those of the current members of the department, particularly in the molecular biology of mammalian organisms and cells. The Regulatory Biochemistry division seeks candidates for one or more positions in the area of biological regulation and signal transduction. Applicants should specify the position for which they wish to be considered. For more details about the Department please consult: http://cbs.umn.edu/BMBB/.

Successful candidates will be expected to develop strong, externally funded research programs and contribute to the undergraduate, graduate and professional teaching programs of the department. The ability to interact collaboratively among a variety of disciplines will be strongly encouraged. All candidates must have a Ph.D. and/or MD degree. Desired experience includes at least two years of postdoctoral experience and a strong publication record.

Successful candidates will receive a substantial start-up package to establish their laboratories and a salary commensurate with education and experience. We will begin reviewing applications on October 1 and applications will be accepted until the positions are filled. Please send curriculum vitae, a brief statement of current and future research, and three letters of recommendation that consider both research and teaching potential. Address these materials to either the **Molecular Biology Search Committee or the Regulatory Biochemistry Search Committee, c/o Mr. Jeff Schaub, University of Minnesota, Department of Biochemistry, Molecular Biology and Biophysics, 6-155 Jackson Hall, 321 Church Street S.E., Minneapolis, MN 55455** or as an attachment to schaub@biosci.cbs.umn.edu.

The University of Minnesota is an Equal Opportunity Educator and Employer

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Our Lady of the Lake University

PRESIDENTIAL SEARCH

The Board of Trustees and the Search Committee at Our Lady of the Lake University announce their search for a new president, to assume office in the summer of 2002. Review of applications will begin in October 2001.

Our Lady of the Lake University is a private, Catholic, coeducational, liberal arts institution enrolling more than 3,500 students in 57 undergraduate, 37 master's and two doctoral degree programs through its College of Arts and Sciences, School of Business, School of Education and Clinical Studies, and Worden School of Social Service. Classes are offered in the daytime and evening on the San Antonio campus, and through the Weekend College program in San Antonio, Houston and Dallas. Accredited by the Southern Association of Colleges and Schools, Our Lady of the Lake University is located in San Antonio, Texas, one of the nation's ten largest cities. The university is proud of its service to others, its tradition of academic excellence, and its commitment to a highly diverse student population.

For more information regarding Our Lady of the Lake University, please visit www.ollusa.edu. A position prospectus will be available at this site after **September 20, 2001. Questions may be directed in confidence to Dr. Patricia T. van der Vorm or Dr. Alfredo G. de los Santos, Jr. of the Academic Search Consultation Service at (202) 332-4049.**

Our Lady of the Lake University is an equal opportunity employer.

COLBY COLLEGE

HEAD MEN'S LACROSSE COACH

The Colby College Department of Athletics seeks a full-time, benefited head men's lacrosse coach for the 2001-02 academic year. General responsibilities include the overall administration of the men's lacrosse program including budget, scheduling, and the recruitment of student athletes. In addition, the head coach is responsible for the direction, instruction, supervision, and coaching of the men's lacrosse team and the oversight and development of an assistant coach. Duties will include another seasonal assignment.

Colby is a highly selective private liberal arts college of 1750 students located in central Maine. The college is an NCAA Division III institution and is a member of the New England Small College Athletic Conference (NESCAC). It is the responsibility of the head coach to conduct the program according to all NCAA III, NESCAC Conference, and Colby College rules and regulations.

Bachelor's degree required; master's degree preferred. The candidate should have successful experience as a head coach or substantial experience as an assistant coach. Previous coaching and recruiting experience at the NCAA III level is desirable.

To apply, submit a cover letter, resume and three letters of professional reference to: **Marcella Zalot, Associate Director, Athletic Department, Colby College, 4900 Mayflower Hill Drive, Waterville, ME 04901.** Application review will begin immediately and will continue until the position is filled.

Colby is an Equal Opportunity/Affirmative Action employer. Applications and nominations of individuals who would enrich the diversity of the campus community are strongly encouraged.

For more information about the College, please see the Colby web page at: http://www.colby.edu

Plattsburgh

STATE UNIVERSITY OF NEW YORK

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Plattsburgh State University of New York invites nominations and applications for the position of Provost and Vice President for Academic Affairs. The Provost is the University's chief academic officer and has broad responsibilities for the planning, development, and administration of the full range of the University's educational programs and services.

Plattsburgh State University is a comprehensive regional university located in the beautiful Champlain Valley in upstate New York. Founded in 1889 as Plattsburgh Normal School, today Plattsburgh offers a wide range of undergraduate and graduate programs and courses in the liberal arts and professional studies to its 6,100 students. PSU has a well-deserved reputation as a caring institution, where the more than 700 faculty and staff focus on the development and needs of individual students. Through its 30 academic departments, the University offers undergraduate degree programs in more than 55 fields of study and 18 graduate degree programs spanning a wide range of arts sciences and professional fields.

The Provost and Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. He or she is the central member of the senior administrative team, serves as Acting President in the President's absence, and exercises leadership as appropriate with other senior administrators. He or she has primary responsibility to: plan, develop, and administer all aspects of the University's programs, activities, personnel, and budget in the instructional and academic support areas; provide leadership in maintaining academic standards; and represent the University with appropriate external agencies and organizations regarding academic programs and standards.

Qualifications: The new Provost must be both academically and administratively experienced and talented, and a person of the highest integrity and compassion. The Provost needs to be an educational leader, setting high yet attainable standards for pedagogy and scholarship, curricular development, and assessment. Preferred candidates will have a record of distinguished scholarship and administrative accomplishments; experience in fiscal and personnel management; strong organizational and interpersonal skills, including communication with diverse constituents; commitment to affirmative action, equal opportunity, and diversity; and be a forceful advocate for the institution, its faculty and academic programs.

Salary and benefits are competitive. Applications: Review of applications and nominations will begin on October 1 and continue until the position is filled. The preferred starting date for the position is January 2002, but may be adjusted by mutual agreement. Nominations: Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Interested candidates should submit a letter describing the candidate's interest in and qualifications for the position, a curriculum vita, and the names and telephone numbers of at least five references that may include trustees, senior administrators, faculty, staff, students, and community leaders. Applicants are encouraged to submit their materials by email, Word attachments. **Nominations and applications should be sent to: Ms. Thelma Lyon, Secretary to the President, SUNY Plattsburgh, 159 Hawkins Hall, 101 Broad Street, Plattsburgh, NY 12901-2681 FAX: 518 564 3932 E-mail: LYONTA@PLATTSBURGH.EDU**

The Provost search is being assisted by Charles Bunting, Vice President, and Steve Leo, Consultant, both with the A.T. Kearney Education Practice. Questions also may be directed to them at: **charles.bunting@atkearney.com, and 703-739-4630; and stephen.leo@atkearney.com, and 703-739-4631; 333 John Carlyle Street, Alexandria, Virginia 22314.**

For more information on Plattsburgh State University, please refer to the University site: www.plattsburgh.edu.

Applications from women and minority candidates are especially welcome. Plattsburgh State University is an affirmative action, equal opportunity employer.

ILLINOIS INSTITUTE OF TECHNOLOGY

Transforming Lives. Inventing the Future. www.iit.edu

SENIOR VICE PRESIDENT & PROVOST

Illinois Institute of Technology (IIT) invites nominations and applications for the position of Senior Vice President & Provost. The Senior Vice President/Provost is the administrative and academic officer responsible for furthering IIT's agenda of continuing its growth as a technologically grounded educator of global leaders.

Illinois Institute of Technology is a private, Ph.D. granting, research and teaching university with five campuses in the metropolitan Chicago area. Its traditions span more than a century of innovation and educational leadership. It is composed of two major entities: the *university* which consists of six colleges and schools (engineering, law, architecture, business, design and psychology) and the *research* institute (IITRI) that annually conducts over $200 million in research for government and industrial clients.

A university for the professions, IIT has academically strong professional programs with a respected scholarly and research base. Its graduates continue to have one of the highest placement rates in the nation. Current undergraduate and graduate enrollment is 6,000.

The Senior Vice President/Provost is IIT's chief academic officer and has broad responsibilities for the planning, development, and administration of the full range of the University's educational programs and services. He/she serves as the primary liaison with deans and directors for all educational and administrative matters. Reporting directly to the President, he/she serves as the institution's chief officer in the President's absence.

Qualifications. The Senior Vice President/Provost provides leadership for setting priorities and developing policies affecting all academic programs of the University. The successful candidate will possess: an outstanding record as an accomplished scholar and educator who is tenurable at the rank of full professor; demonstrated ability to manage a complex academic organization and work effectively with colleagues across interdisciplinary lines; substantial executive and fiscal management experience; demonstrated success as a creative leader and in generating resources. Also: excellent communication skills; the ability to energize and inspire others while creating a strong sense of community; fair, open-minded and honest; accessible, visible, and perceptive; and a consensus builder able to bring diverse and divergent groups together.

Information for Applicants. For best consideration, materials should be submitted prior to October 1, 2001. Review of applications and nominations will begin immediately and will continue until an appointment is made. Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address and telephone number of the nominee.

Interested candidates should submit a letter of application, a current vita, a statement of educational and administrative philosophy, and the names and telephone numbers of five references, who may include faculty, students, administrators, Trustees, or others as appropriate. Applicants and nominators are strongly encouraged to submit their materials by email, Word attachments.

Nominations and applications should be sent to:

Stephen Leo
Consultant
A.T. Kearney Executive Search
333 John Carlyle Street
Alexandria, VA 22314
Fax: 703 519 0391
E-mail: stephen.leo@atkearney.com

Questions also may be directed to Charles Bunting at: charles.bunting@atkearney.com, and 703-739-4630; or Stephen Leo at: stephen.leo@atkearney.com, and 703-739-4631.

For more information on Illinois Institute of Technology, please refer to the University website: www.iit.edu

Illinois Institute for Technology is an affirmative action, equal opportunity employer.

KENT STATE
UNIVERSITY

Vice Provost for Diversity

Kent State University invites nominations and applications for the position of Vice Provost for Diversity. KSU seeks an energetic individual who will provide leadership and vision to its university-wide diversity initiative.

Kent State University is an integrated eight-campus system serving Northeast Ohio's urban, suburban, and rural communities, and is strategically situated within 45 minutes of Cleveland and two hours of Columbus, Ohio, and Pittsburgh, PA. Kent State University, Ohio's third-largest university with more than 33,000 students on eight campuses, reflects the cultural and commercial vitality of Northeastern Ohio. The university is designated by the Carnegie Foundation as a Doctoral/Research University- Extensive, a ranking that puts Kent in the top tier of the nation's public research universities.

The Vice Provost for Diversity is a new position reporting to the Provost. For this senior administrative officer and member of the president's cabinet, Kent State seeks a candidate with a proven record of working effectively with diverse constituencies of a university community and its urban, educational, professional, and consortial partners.

The successful candidate will provide vision, leadership, and integrity as well as academic and administrative vitality. The candidate will be responsible for working closely with the academic community in the development of diversity initiatives, especially in recruitment, retention, development, and quality of life concerns of KSU faculty, students, and staff. The candidate will also work with Human Resources, Enrollment Management and Student Affairs, and other university-wide units in the development of strategies for improving and strengthening the university's diversity initiatives throughout the eight-campus system.

The Vice Provost for Diversity must demonstrate the ability to work effectively with undergraduate, graduate, and professional programs to increase diversity among students, faculty and staff; address effectively the educational and professional needs and goals, of faculty, students and staff of color; represent the University on issues regarding diversity to external constituencies and agencies; and engage in collaborative initiatives affecting KSU's diverse community in Northeast Ohio and throughout the state.

Qualifications: Applicants must hold an earned doctorate or terminal degree in a relevant field and possess outstanding academic credentials, including faculty experience, which qualify for senior faculty appointment. The successful candidate will possess appropriate administrative and academic experience, strong leadership and interpersonal skills, and commitment to teamwork and the furtherance of the university's strategic initiatives, especially those related to issues of diversity in higher education. The candidate will also possess excellent oral and written communication, mediation, and consultative skills. Successful extramural fund-raising, donor cultivation, and grant-writing abilities and experience are also highly desirable.

Salary is competitive and commensurate with qualifications and experience. The appointment date is January 1, 2002, or as soon thereafter as possible, and no later than July 1, 2002. Review of applications will begin November 1, 2001. Applicants should send a letter highlighting qualifications for this position, resume, and the names, phone numbers, and e-mail addresses of three references to: **Chair, Search Committee for Vice Provost for Diversity, Office of the Provost, Kent State University, P.O. Box 5190, Kent, OH 44242-0001**

Equal Opportunity/Affirmative Action Employer.

ADVERTISEMENT

Dean of the College of Liberal Arts and Science
The University of Kansas

The College of Liberal Arts and Sciences, with more than 55 departments, 600 full-time faculty, 14,000 undergraduate and more than 1,800 graduate students, is the University's largest academic unit, with an annual budget of approximately $60 million. The Dean reports directly to the Provost.

Required Qualifications:

1. Eligibility for faculty appointment as a full professor with tenure in a liberal arts and sciences discipline; earned doctorate, teaching experience and demonstrated scholarship.
2. Substantial administrative and budgetary experience as demonstrated by significant service in an administrative position, such as dean, associate dean or department chair.
3. Demonstrated commitment to the value of diversity in the faculty, staff and student body.

Preferred Qualifications:

1. Experience in fund-raising from private sources and obtaining external grants.
2. Experience and evidence of innovative curriculum development.
3. Evidence of commitment to fostering research activity by faculty and students.
4. Evidence of sensitivity to student concerns and interests.
5. Experience in recruitment, development, utilization and retention of staff.

A complete position announcement is available at www.ku.edu/~provost/

Effective Date - Salary - Applications:

The position is available beginning July 1, 2002. Salary will be commensurate with qualifications.

Nominations are due November 1, 2001, but applications will be accepted until the position is filled. Review of applications will begin on November 1, 2001, and will continue until a selection is made. Letters of application and curriculum vitae should be sent to:

Professor Richard Givens
c/o Office of the Provost
University of Kansas
1450 Jayhawk Boulevard, Suite 250
Lawrence, Kansas 66045-7535

EO/AA Employer

BEST COPY AVAILABLE

FRANKLIN & MARSHALL

President

Franklin & Marshall College is a highly selective, coeducational college deeply dedicated to the liberal arts. It is characterized by serious-minded students, a strong academic program, and a vigorous, productive faculty. Founded in 1787 Franklin College was named for benefactor Benjamin Franklin. In 1853, Franklin College merged with Marshall College, which was named to honor Supreme Court Justice John Marshall.

Sitting on 175 beautiful acres, the College is located in the residential neighborhood of Lancaster, PA, a vital, well-preserved historic city of 56,000 in a county of 470,000, with easy access to Philadelphia, Baltimore, New York City and Washington, DC. The College has approximately 1850 outstanding students who are taught by 168 full-time faculty. Devoted to excellence in undergraduate liberal education, the College fosters in its students intellect, creativity, leadership, and character.

The College has benefited from the extraordinary leadership of its outgoing President, Richard Kneedler, who has served since 1988. The next President of Franklin & Marshall will inherit a college with a long tradition of student/faculty research, a strong commitment to collaborative learning, a refreshed curriculum, strong financial resources, a recently completed capital campaign, a distinguished student body and faculty, and physical facilities in quality condition.

The ideal candidate will possess dynamic leadership and effective communication skills, and have an outstanding, demonstrated record of building national presence and support for an organization, strong intellectual skills, a commitment to the liberal arts, and experience in working with diverse constituencies. The search committee plans to begin reviewing materials by mid October 2001. Nominations, inquiries and expressions of interest may be sent, in confidence and preferably electronically, to the Presidential Search Committee c/o:

Shelly Weiss Storbeck
Managing Director and Vice President
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
Phone: 703/739-4613
Fax: 703/518-1782
Email: shelly.storbeck@atkearney.com

For more information about the College, please consult its website: www.fandm.edu.

Franklin & Marshall College is an affirmative action/equal opportunity employer.

Rensselaer

Why not Change the World?

DIRECTOR

Center for Integrated Electronics and Electronics Manufacturing

Rensselaer Polytechnic Institute seeks outstanding candidates for the position of Director of the Center for Integrated Electronics and Electronics Manufacturing (CIEEM). Candidates should bring an outstanding record of research accomplishment in one or more areas of microelectronics and related areas of design, devices, and processing.

The Center for Integrated Electronics and Electronics Manufacturing at Rensselaer is a major research center with over $8 million of funded research in areas of gigascale and 3-dimensional interconnect structures, wide-bandgap semiconductors and devices, terahertz devices and imaging systems, and power electronic devices and systems. Facilities of the CIEEM include a 10,000 square foot class-100 clean room that is currently being upgraded to support eight-inch silicon wafer technology.

Candidates must have earned a PhD in an appropriate field, and should have extensive experience in developing and managing research programs. The successful candidate will be offered an appropriate faculty rank commensurate with the candidate's experience and accomplishments. Applicants should submit a cover letter, resume, description of their interests and experience, and a statement summarizing their vision of future research opportunities.

Applications and nominations will be accepted until the position is filled. Materials (and inquiries) should be directed to:

Dr. Toh-Ming Lu
R.P. Baker Distinguished Professor of Physics, Chair of Search Committee
Email: lut@rpi.edu
c/o Lu Uber
Rensselaer Polytechnic Institute
Center for Industrial Innovation, Room 7015
110 8th Street, Troy, NY 12180-3590
Phone: (518) 276-4873 Fax: (518) 276-4002

Web site: www.rpi.edu/dept/research/cieem_search.html

Rensselaer is an Equal Opportunity/Affirmative Action Employer

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ILLINOIS

DEPARTMENT OF SOCIOLOGY & THE WOMEN'S STUDIES PROGRAM

The Department of Sociology and the Women's Studies Program of the University of Illinois at Urbana-Champaign seek a full-time, tenure-track assistant professor for an appointment to begin 21 August 2002. The appointment will be divided between Sociology (75%) and Women's Studies (25%). A PhD is required with training and research expertise in one of the following areas: social stratification and social inequality, political sociology and social movements, economic sociology or demography. Candidates' research must include an allied focus on women and gender policy issues. Preference will be given to candidates with ability and interests in teaching social statistics and research methods in addition to substantive courses. Successful candidates should demonstrate potential for excellence in research and university teaching, as well as willingness to serve on masters and doctoral committees, and to provide department/program service. Salary will be competitive, based on qualifications and experience. Please send a cover letter, cv, a writing sample, and three letters of reference to: **Chair, Search Committee (SOC/WS), Dept of Sociology, University of Illinois, 326 Lincoln Hall, 702 S. Wright Street, Urbana, IL 61801.** For full consideration, applications should be received by 15 October 2001.

The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

CAPITAL
Community
COLLEGE

EXTENDED SEARCH

ANTICIPATED OPENING

DEAN OF ADMINISTRATION

12 MONTH MANAGEMENT POSITION
ANTICIPATEDSTARTING DATE: November 2001

MINIMUM QUALIFICATIONS: Master's degree in Business Administration or related field and six years of administrative experience in Higher Education, including three years of supervisory experience.

Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.

RESPONSIBILITIES: Under the direction and supervision of the President, the Dean of Administration serves as the chief fiscal, administrative and business officer responsible for the administration of the financial, purchasing, classified personnel, security, college bookstore, food services, data processing and plant operations of the college. Responsible for preparing the annual budget for consideration by the president and maintain financial liaisons with appropriate local, State, and system officials.

MINIMUM SALARY: $83,274 approximate annual

APPLICATION PROCEDURE: Send letter of intent, resume, transcripts and three references to:
Mr. R. I. Fisher.
Director of Human Resources
Capital Community College
61 Woodland Street
Hartford, CT 06105

APPLICATION DEADLINE: Letter of application must be postmarked no later than **September 28, 2001**

Capital Community College is an Affirmative Action/Equal Opportunity Employer M/F. Protected group members are strongly encouraged to apply.

South Dakota
State University
SDSU

PHYSICAL ORGANIC CHEMISTRY

DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY

Applications are invited for a tenure-track Assistant Professor position available in August 2002. All areas of physical organic chemistry will receive consideration, but applicants with interests in **environmental organic photochemistry** are particularly encouraged. This position builds on the department's developing program in environmental chemistry, and on the state's EPSCoR "Photodynamics" focus. The successful candidate will be expected to establish a strong and highly visible program of research and instruction. Start-up package is commensurate with expectations. Earned Ph.D. in physical organic chemistry or closely related discipline required, postdoctoral experience preferred. A full description and listing of qualifications is available:

http://www3.sdstate.edu/Academics/CollegeOfArtsAndScience/ChemistryandBiochemistry.

Complete applications consist of a letter of application, CV, graduate transcripts, description of proposed research activities (3 pages max.), statement of teaching philosophy, and three letters of recommendation sent directly to: **Organic Chemistry Search, South Dakota State University, Chemistry & Biochemistry, Box 2202, Brookings, SD 57007-0896 (605) 688-5151.** Application deadline: November 2, 2001 or until position is filled.

SDSU is an EEO/AA employer. ADA reasonable accommodations (605-688-4504/TTY 605-688-4394).

Public Policy Institute of California

The Public Policy Institute of California (PPIC) is a private, nonprofit research organization dedicated to independent, nonpartisan research on economic, social, and political issues that affect the lives of Californians. PPIC conducts policy-related, empirical research, with an active program of outreach and dissemination.

PPIC seeks to add to its multidisciplinary group of researchers, as follows:

1) A full-time Research Fellow to begin on July 1, 2002 to pursue rigorous empirical research on policy issues related to governance in California. Although the area of specialization is open, candidates should be interested in interacting with public officials, and drawing lessons from their research for effective public policymaking or administration, while also maintaining high standards of scholarly objectivity and productivity. Topics of particular interest include public management and administration, taxation and budgeting, and political behavior, including ethnic or racial dimensions.

2) Full-time Research Fellows pursuing rigorous empirical research and analysis on population and social policy issues in California. We are especially interested in candidates with expertise in (a) social policy, specializing in areas such as welfare reform, child welfare programs, income support policies, and strategies to promote employment and wages for low-earning workers; and/or (b) immigration, specializing in areas such as the economic progress of immigrants and subsequent generations and the impact of immigrants on receiving areas.

Research Fellow candidates must have a Ph.D. in a relevant academic discipline or be very close to completing their degree, with solid training in theory and research methodology. Senior Fellow candidates should have a distinguished record of scholarship with strong policy orientation.

Please submit a letter that describes your research interests, together with your vita, three letters of reference, and samples of written work to: **Christina Martinic, Research Administrator, Public Policy Institute of California, 500 Washington Street, #800, San Francisco, CA 94111.** Please indicate: 'Governance Search Committee' or 'Population Search Committee.' Electronic submissions may be sent to **martinic@ppic.org.**

PPIC offers a competitive compensation and benefits package. It is an important goal of the Institute to reflect the diversity of the state's population at every level of the organization. As an equal opportunity employer, the Institute particularly encourages women and members of minority groups to apply.

Screening of applications will begin on October 15, 2001, and will continue until the position is filled. For more information about PPIC, please visit our website at www.ppic.org.

BARNARD COLLEGE
DIRECTOR, EDUCATION PROGRAM

Barnard College seeks an energetic, imaginative leader for the Program in Education which offers certificates and minors to undergraduates. Requires a doctorate, demonstrated excellence in scholarship and research, college-level teaching, and experience with pre-college education in diverse, urban settings. A focus on secondary education is preferred. The Director will oversee all administrative aspects of the program and will teach in the areas of specialization and maintain an active research program. The title, rank and field are open. Appointment as tenurable, associate or full is preferred. For more details see http://www.barnard.edu/provost/facpositions.htm Candidates should send a statement of teaching and research interests, cv, reprints, and three letters of reference to **Education Director Search, c/o Psychology Department, Barnard College, 3009 Broadway, NY, NY 10027-6598.** Applications are due on November 1. Position begins July 2002.

Barnard College is an equal opportunity employer and encourages applications from women and members of under-represented groups.

HOMILETICS, TENURE-TRACK

Drew University, The Theological School, together with the Caspersen School of Graduate Studies, invites nominations and applications for a tenure track position in Homiletics, rank open. Drew seeks a professor who will be responsible for teaching basic and advanced preaching courses to seminary students as well as Homiletics courses for PhD students in the Liturgical Studies program at the Graduate School. At Drew Theological Seminary basic preaching is currently taught in the context of a year long, team-taught course that integrates preaching, music, and liturgy.

Applicants for the position should have a PhD in Homiletics or in a related field of theological studies, significant preaching experience in a church setting, interest in the performance of preaching, including communicating the Gospel in a digital culture, teaching experience along with evidence of scholarship in the field of Homiletics.
•The successful candidate will possess a manifest commitment to foster culturally diverse preaching styles, to encourage an interest in the interaction of preaching, music, and worship, and to mentor graduate students in homiletics.

The Theological School is affiliated with the United Methodist Church and together with the Caspersen School of Graduate Studies continues its development of a diverse, engaged, and interdisciplinary faculty, equipped to teach an international and multiethnic student body.

Applications including a cover letter, c.v., three letters of reference, writing sample, and a video of a sermon or homily should be sent by October 15, 2001. To: Prof. A. M. Isasi-Diaz, Theological School, Drew University, 36 Madison Avenue, Madison, NJ 07940. AA/EOE

Drew University

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

Executive Director Technology
Dean, Mathematics & Natural Sciences
Director, Learning Resources Center
Director, Respiratory

Visit our website at: www.ccccd.edu
for complete information.

Looking for a back article of *Hispanic Outlook???*

"Hispanic Outlook in Higher Education" is archived in the ERIC database on an annual basis. These annual cumulations (26 issues) may be purchased (in microfiche or reproduced paper copy) from the:

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
TEL: 800-443-3742; 703-440-1400;
FAX: 703-440-1408;
Internet: EDRS@inet.ed.gov

Director and Dean of the Library

California State University, Sacramento seeks to fill the position of Director and Dean of the Library, effective January 2002. The Director and Dean reports to the Provost and Vice President for Academic Affairs and is the chief administrative officer and spokesperson of the University Library. In addition, the successful candidate will administer a team of two Associate University Librarians, twenty Library Faculty, and fifty-seven staff. CSUS seeks a creative and dynamic leader with excellent interpersonal skills to administer the University Library in a time of transformation. Located in California's capital, CSUS, with its approximately 1,400 full and part-time faculty and 1,100 staff, serves over 25,000 students. The University has seven colleges: Arts and Letters, Business Administration, Education, Engineering and Computer Science, Health and Human Services, Natural Sciences and Mathematics, and Social Sciences and Interdisciplinary Studies; and offers baccalaureate degrees in 60 disciplines, masters degrees in 40 disciplines, and a joint doctorate in public history and additional joint doctorates in other disciplines underway. In addition, the University offers teaching credentials and professional programs. The Library with 377,074 square feet of floor space and seating for over 3,500 students has over 1 million volumes and maintains a periodical collection of 4,000 titles.

Candidates must possess significant experience with a university or comparable library in leadership, research or other relevant roles and must possess eligibility for senior appointment to the faculty; substantial and demonstrated progressive managerial and senior level administrative experience, including budget and personnel matters, preferably within a university or comparable library; strong interpersonal skills with demonstrated ability to interact and work effectively with librarians, staff, faculty, and students in a diverse community; substantial evidence of ability to provide leadership and make decisions while working successfully and collaboratively with others in a collegial administrative style; demonstrated evidence of effective written and oral communication skills, and evidence of ability to generate external funds. Candidates must also possess an understanding of the evolving role of electronic library technology in the academic library. Desirable qualifications include possession of an earned doctorate, an ALA-accredited graduate degree in Library Science; demonstrated evidence of community involvement and leadership; experience in a collective bargaining environment, and an understanding of and development of projects or activities responsive to the changing needs of the disciplines in the University.

This is a full time position defined in the Management Personnel Plan of the California State University. Salary and benefits are competitive and commensurate with experience and credentials. Candidates must submit to the Office of Academic Affairs, Box Library, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-6016, the following: a letter of application, current vitae/resume, and the names, addresses, and telephone numbers of at least three references who can speak to professional qualifications (not all from the same institution). The letter of application should address the applicant's qualifications with specific reference to the required skills, knowledge, and abilities listed above. Review of applications will begin October 1, 2001 and will continue until the position is filled.

CSUS is an Affirmative Action/
Equal Opportunity Employer.

Southern Connecticut State University

ASSOCIATE VICE PRESIDENT FOR HUMAN RESOURCES

Southern Connecticut State University invites applications and nominations for the position of Associate Vice President for Human Resources. Founded in 1893 and part of the Connecticut State University System, Southern Connecticut State University is a public, comprehensive, coeducational institution. Located in New Haven, CT, the University has 12,127 students and 1,532 full-time and part-time faculty and staff.

The Associate Vice President for Human Resources is responsible for supervising the Office of Human Resources and all aspects of the University's human resource management including: the interpretation and implementation of contractual agreements, regulations and laws affecting personnel and labor relations; directing the University's employment functions; directing the administration of benefits and workers' compensations programs; directing the University's employee training and development services; and, managing the broad human resources programs and services mandated by legislation or needed by the University for effective utilization of its staff. These include, but are not limited to, such areas as: job analysis and classification; personnel records management and reporting (HRIS); providing policy analyses and human resources studies as required; and, carrying out special projects as assigned by the President.

Qualifications: Demonstrated ability to interpret and apply laws and regulations applying to employment, benefits administration and labor relations in large and complex organizations. Demonstrated ability to conduct or participate in collective bargaining, to develop sound collective bargaining strategies and to administer resulting contracts, including the management of discipline and grievance cases. Demonstrated ability to direct and perform all the professions-based fields of human resource administration including employment, fair employment practices, training and development, compensation and benefits administration, and accommodation of workers with disabilities. Demonstrated ability to manage effectively a ten-member professional and support staff in providing such services.

Not less than seven years of related human resource management experience, including previous experience in a unionized setting, in an organization with complex personnel systems are required. Candidates must also have experience in HRIS systems and multiple contract administration. Master's degree is required. These qualifications may be waived for individuals with appropriate alternative experience.

Salary is commensurate with qualifications and experience; with excellent fringe benefits.

Review of applications begins September 15, 2001 and continues until the position is filled. Applicants should submit their resume and a letter of application, along with the names, addresses and telephone numbers of at least three references to:

SCSU-HR
c/o Perez-Arton Consultants, Inc.
23 Spring Street, Suite 304
Ossining, NY 10562

Applications from women and minority candidates are especially welcome. Southern Connecticut State University is an affirmative action, equal opportunity employer.

WESTMINSTER

COLLEGE

PRESIDENT

The Board of Trustees of Westminster College seeks nominations and applications for the Office of the President. Traditional and non-traditional candidates are encouraged to explore the opportunities and challenges presented in the Executive Search Profile which may be viewed on the Westminster College web site at: www.westminster.edu and the R. H. Perry & Associates web site at: www.rhperry-registry.com on September 17.

Please contact:

DR. ALLEN E. KOENIG, SENIOR CONSULTANT
R. H. PERRY & ASSOCIATES
2607 31 St Street, NW
Washington, DC 20008
(614) 798-0538 • akoenig@columbus.rr.com

Westminster College is an equal opportunity employer.

Assistant Professor
American Studies

The Rhode Island School of Design invites applications for a full-time position at the Assistant Professor level in American Studies to start in Fall 2002.

The person will be expected to offer a diverse range of courses in the following areas: American political, social, and cultural history; material and popular culture; ethnic, gender, and identity studies; and contemporary American thought, politics, government, and society. Candidates must have a Ph.D. in American Studies or Civilization or its equivalent by June 2002 and have demonstrated expertise in the teaching of interdisciplinary work in American Studies. Evidence of scholarly interests and activity is also required. The successful candidate will form part of the multidisciplinary Department of History, Philosophy, and the Social Sciences. Teaching six courses annually, scholarly engagement, and college service are required.

Letter of application, CV, three letters of recommendation, and course syllabi should be sent to: Professor David Warner, Chairman, American Studies Search Committee, Rhode Island School of Design, Liberal Arts Division, 2 College St., Providence, RI 02903. Screening of applications will begin in October and those received prior to 1 November will receive priority. No applications will be accepted after December 15.

RISD is an equal opportunity employer who encourages inquiries and applications from female and minority candidates. RISD does not discriminate on the basis of race, color, age, sex, religion, national origin, ethnic origin, sexual orientation, or disability.

ASSOCIATE VICE PRESIDENT FOR ADMINISTRATION AND FINANCE

California State University, Dominguez Hills

CSU Dominguez Hills is looking for an Associate Vice President for Administration and Finance. The incumbent is responsible for providing leadership and support to all areas of the Administration and Finance Division with specific responsibility for the university's budget and payroll administration units, which report directly to the incumbent. The Associate Vice President is the senior staff officer for the Administration and Finance Division and will be involved in a wide variety of complex and sensitive administrative support activities. This position is expected to provide complex financial analyses, serve as advisor on the development and implementation of policy, engage in appropriate intervention and problem solving, and serve as the Acting Vice President in the absence of the Vice President for Administration and Finance.

For detailed information or for an application, please see our web site www.csudh.edu/Human_res/hrhome.htm. or contact the CSU Dominguez Hills' Human Resources Management Department at (310) 243-3771.

Send applications and letters of reference to the attention of Mr. Kent Gibson, Search Committee Chair, CSU Dominguez Hills, Human Resources Management, 1000 E. Victoria Street, ERC B518, Carson, California 90747.
Please refer to the recruitment number 01-89.

California State University
Dominguez Hills

CSUDH is an Equal Opportunity/Affirmative Action/ADA Employer

www.csudh.edu

Cumberland county college

Vice President of Academic Affairs and Enrollment Services

Cumberland County College is seeking an individual with the ability, energy and motivation to assist the President in realizing the Vision, Mission and Strategic Directions of Cumberland County College. Core competencies required to achieve success in this position are the ability to lead, advance program development, champion student success and promote institutional outreach and community relations. Responsibilities of the Vice President of Academic Affairs & Enrollment Services are to support Cumberland County College's vision, learning-centered mission statement and strategic directions. In addition, this individual has accountability and responsibility for the leadership, administration, supervision, and coordination of the programs, policies and practices of both the Academic Affairs Divisions and Enrollment Services Departments. This will be accomplished through the use of communication, technology and continuous quality improvement methods while utilizing a team building approach in order to nurture learning, curriculum development, improvement of program offerings, support of student success and fostering of institutional outreach. The Vice President will represent the President in his absence. Requirements include a Ph.D or Ed.D in higher education or academic subject discipline, as well as senior management level experience in the four to ten year or above range. Candidates must possess demonstrated expertise in community college teaching, academic administration, student academic support services, budget development and management, program development and administration, management of personnel and students, professional development, and community relations. Essential to this position is full time college or institutional management experience and skills including developing and writing business/institutional/divisional plans, knowledge of relevant legislation, and staff development and management. Excellent written and oral communication skills are critical, as well as the ability to motivate and inspire staff and community members, and a good understanding of economic conditions of community colleges and business. Interested parties must send a cover letter, current vitae or resume, three professional references and e-mail address to **Vice President for Academic Affairs and Enrollment Services Search, C/O Human Resources, Cumberland County College, PO Box 1500, Vineland, NJ 08362-1500.** Review of candidates' credentials will begin on September 15, 2001, and will continue until the search is completed. The anticipated start date for the position is January 3, 2002. Attractive benefits package and potential NJ College and University Homebuyers Program eligibility.

Cumberland County College is an Equal Opportunity Employer.
Women and minorities are encouraged to apply.

ILLINOIS

DEPARTMENT OF SOCIOLOGY

The Department of Sociology seeks a full-time, tenure-track faculty member to be appointed at the rank of Assistant Professor, beginning 21 August 2002. A Ph.D. is required, with research interests in one of the following areas: social stratification and social inequality, political sociology and social movements, economic sociology or demography. Preference will be given to candidates with ability and interests in teaching social statistics and research methods in addition to substantive courses. Successful candidates should demonstrate potential for excellence in research and university teaching, as well as willingness to serve on masters and doctoral committees, and to provide department/program service. Salary will be competitive, based on qualifications and experience. Please send a cover letter, cv, a writing sample, and three letters of reference to: **Chair, Search Committee (SOC), Dept of Sociology, University of Illinois, 326 Lincoln Hall, 702 S. Wright Street, Urbana, IL 61801.** For full consideration, applications should be received by 15 October 2001.

The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

Iona College

School of Arts & Science

Full-Time Faculty Openings

HISTORY/ POLITICAL SCIENCE

Iona College, dedicated to personal teaching in the tradition of the Christian Brothers and American Catholic higher education, and an equal opportunity employer, is seeking applicants for one position of Assistant Professor in History and one position of Assistant Professor in Political Science beginning September 2002.

- **POLITICAL SCIENCE** (American Politics)
Candidates must have an emphasis in American politics with the ability to teach courses in constitutional law, the Congress and Presidency, parties and elections, and public policy. Ability to teach world history is preferred. The position will also carry the responsibility for directing Iona's active Pre-Law Program.

- **HISTORY** (East Asian)
Candidates must have an emphasis in East Asian history with the ability to teach undergraduate and graduate level courses in Chinese and Japanese history, as well as courses in world history.

Both positions are tenure track and require a PhD in hand at time of hiring.

Interested applicants should send a CV, a letter of application, including a personal statement of one's teaching philosophy, and three letters of reference to:

Joseph Morgan, CFC
Chair - History/Political Science Department

IONA

715 North Avenue
New Rochelle, New York 10801

Applications will be accepted until October 31, 2001.

YORK COLLEGE
City University of New York

Anticipated Opening

DIRECTOR OF TESTING AND ASSESSMENT

(Higher Education Associate)

The director will report to the Assistant Vice President for Academic Affairs and have overall supervisory, planning, budgeting and administrative responsibilities for all testing and assessment activities; will be responsible for overseeing the establishment of a Testing Office at the College and for the implementation and supervision of all standardized tests and re-tests sanctioned by CUNY and the College.

QUALIFICATIONS:
Baccalaureate degree and six years of related experience in assessment and testing; or an appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience. Advanced degree is preferred. Computer literacy, ability to lead and manage a staff and communicate effectively required. Considerable evening and weekend work.

Visit our website at
www.cuny.edu/abtcuny/cunyjobs for full details

SALARY: $42,616 - $63,410, commensurate with salary, history and experience.

Send three (3) copies of application [cover letter, resume and the names, addresses and telephone numbers of three references] by 9/14/01 to: CODE: TEST, Ms. Kimberly Smith, Office of Faculty & Staff Relations, York College/CUNY, 94-20 Guy R. Brewer Blvd., Jamaica, New York 11451, Fax: 718-262-2717.

Saint Joseph's University
Philadelphia, Pennsylvania

Vice President for Finance

Located on the western boundary of Philadelphia, Saint Joseph's University is a nationally recognized, private, comprehensive university founded by the Jesuits in 1851. Distinguished by its strong liberal arts core curriculum, respected teaching faculty, individualized attention to students, and its highly successful students and alumni, Saint Joseph's emphasizes the development of the whole person. Additional information about the University is available on the web site at www.sju.edu

The Vice President for Finance is the chief financial officer, reporting to the President and the Executive Vice President of the University. S/he is a member of the President's Cabinet and provides support to the Finance Committee and the Investment Committee of the Board of Trustees. The Vice President is responsible for providing leadership and direction to the Finance area and to the direct reports including the director of budgets, the director of human resources, the student service center, and the controller (who oversees areas such as travel and purchasing).

The ideal candidate will have extensive management and finance experience, preferably in higher education, and the ability to work effectively with a strong management team and an active board of trustees. Superior communication and interpersonal skills, as well as a demonstrated commitment to team-based management and the values of Jesuit, Catholic higher education are essential. The successful candidate will also have in-depth knowledge of the use of technology (preferably SCT Banner) to implement financial processes and to support planning and decision-making. A bachelor's degree is required, an advanced degree is preferred.

The University is being assisted in this search by Jean Dowdall, vice president, A.T. Kearney, Executive Search, and her associate, Rob Carney. Nominations, applications and requests for additional information should be sent to them at rob.carney@atkearney.com, or to A.T. Kearney Executive Search, 333 John Carlyle Street, Alexandria VA 22314; submission of materials by email using MSWord attachments is very strongly encouraged. Candidates should provide a resume and a cover letter describing their interest in and qualifications for the position, and the names and telephone numbers of at least five references; references will not be contacted until candidates have been notified. Review of candidate materials will begin on October 8th; for full consideration, materials should be submitted by that date.

Saint Joseph's University is an Equal Opportunity Employer.

The George Washington University
WASHINGTON DC

The George Washington University
& Medical Center
An EEO/AA Employer

Human Resource Services
2033 K Street, N.W.
Washington, D.C. 20052

www.gwu.edu/~hrs

PRESIDENT

Texas A&M University

The Presidential Search Advisory Committee invites applications and nominations for the position of President of Texas A&M University. Texas A&M University is a public institution, a comprehensive doctoral research university, dedicated to the development and dissemination of knowledge in diverse academic and professional fields. While continuing to fulfill its traditional mission as a Land-Grant/Sea-Grant/Space-Grant institution, the University is expanding its role to meet the changing needs of state, national and international communities. The University is committed to preeminence in teaching, research and service.

The University has approximately 44,000 students, 2,600 faculty and 10,000 staff members. The current annual sponsored research expenditure is about $398M, and the total annual budget is approximately $830M. Endowments total about $3.8B. The size of the university, the total volume of the research programs, and the size of the total endowment all rank among the top few universities nationally.

The President is the CEO of the University and reports directly to the Chancellor of The Texas A&M University System. The President must provide visionary academic leadership, be a proven fund-raiser, be committed to diversity and a global outlook, and must work effectively with the Chancellor and Board of Regents. The President must be an articulate advocate who will represent the University effectively to diverse constituencies, including the legislature. Qualifications include a distinguished record of leadership and scholarly achievement, an earned doctorate or equivalent, demonstrated excellent administrative skills, and the ability to work effectively with faculty, staff, students, former students and other constituencies.

The planned appointment date is June, 2002. The search will continue until the position is filled, but for full consideration, nominations and applications should be received by November 30, 2001. Under Texas law, the names of finalists only must be disclosed. Such disclosure must be made 21 days prior to the Board of Regents action to appoint our next President. The committee will make every effort to maintain confidentiality. Applications should include a curriculum vitae and names, addresses and phone numbers of five references, and should be received by November 30, 2001. Nominations and applications should be sent to: **Dr. John L. Junkins, Chair, Presidential Search Advisory Committee, Texas A&M University, TAMU 3141, 701 H.R. Bright Building, College Station, TX 77843-3141.**

The Texas A&M University System is an Equal Opportunity and Affirmative Action Employer.

HUNTER COLLEGE - THE DEPARTMENT OF STUDENT SERVICES

CAREER COUNSELLOR/ACADEMIC ADVISOR

Responsibilities will include coordination of career services for students in the senior year and will involve: counseling of seniors individually and in groups; reviewing resumes and cover letters; providing advisement regarding career issues, job search strategies and career resources; maintaining the Alumni Job Bank and providing access to graduating seniors and alumni; providing follow up with students and employers for placement statistics; recruiting and scheduling on-campus recruiters; designing, marketing, and implementing Senior Programs that includes Senior Meetings, workshops on job readiness, job search techniques, resume writing, interviewing skills, business etiquette, and information sessions; assisting with job fairs and other events of Career Development Service. In addition, one third of the time will be devoted to general academic advising for upper division students. QUALIFICATIONS: Bachelors degree required. Masters degree in Higher Education Administration or related field preferred. Candidate must have at least two years experience in the field of Higher Education. SALARY: $26,312 - $48,284. Resumes should be sent by 9/30/01 to: **Sylvia Fishman, Vice President for Student Affairs and Dean of Students, Hunter College, 695 Park Avenue, 1103E, New York, NY 10021.**

COLLEGE LABORATORY TECHNICIAN

Position Available: January 2002

The College Laboratory Technician shall perform non-teaching duties of a highly skilled nature and shall provide lecture or events support in the form of set-ups of equipment displays and other sound and technical equipment. Additional Responsibilities: Meet with group organizers to discuss time frame and all technical needs for events in the Assembly Hall, four lecture halls and, occasionally, other facilities. Recruit and train hourly technical staff. Schedule sound and stage technicians as needed. Supervise hourly technical staff time reports for payroll. Coordinate with head usher for number of ushers needed and arrival time. Coordinate with Central Reservations staff as to exact time needed and number of technicians needed for each program. Coordinate with Building & Grounds staff regarding problems with cleaning and physical problems with the facilities. Keep the S.I.S.F Coordinator apprized of problems regarding the facilities and scheduled events. QUALIFICATIONS: High school graduate possessing one of the following sets of minimum additional qualification: (a) four (4) years of work or experience appropriate to the requirements of the department at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or (b) an associate degree and a minimum of two (2) years of experience of the type described above, or (c) a bachelor's degree in an area appropriate to the duties to be performed, or (d) an appropriate combination of at least four (4) years of education and work exp. beyond high school. SALARY: $25,346 - $39,829. Resumes should be sent by 10/15/01 to: **Mary Michael, Office of Student Services, Hunter College, 695 Park Avenue, Room 1103E, New York, NY 10021**

HUNTER
CITY UNIVERSITY OF NEW YORK

Hunter College is an AA/EO/ADA employer and actively seeks applications from minorities and women for this position.

CAPITAL
Community
COLLEGE

EXTENDED SEARCH

DIRECTOR OF LIBRARY SERVICES

(Community College Professional 20)

12-Month Tenure-Track Position
ANTICIPATED START DATE: NOVEMBER 2001

MINIMUM QUALIFICATIONS:	Master's degree in Library Science from an American Library Association accredited institution and three years of related experience (Academic library experience) including one year of supervisory experience. Applicants who do not meet the minimum qualifications are encouraged to put in writing exactly how their experience has prepared them for the responsibilities of this position and by providing appropriate references. Exceptions to the degree requirements may be made for compelling reasons.
RESPONSIBILITIES:	The Director of Library Services reports to the Academic Dean and has overall responsibility for the library's operations, collections, programs and services and participates in the delivery of those services. The Director is responsible for strategic and technology planning and implementation, policy development, personnel development supervision and fiscal management. A successful candidate should have knowledge of and experience with assessment of library services and instruction and have proven administrative skills. He/she should understand the major issues facing higher education in general and community colleges and libraries in particular, have extensive knowledge of technology and its impact on library services; have strong organizational, problem-solving, interpersonal and communication skills, and have demonstrated ability to collaboratively work with college constituencies.
MINIMUM SALARY:	$56,422 approximate annual
TO APPLY:	Send letter of intent, resume, transcripts, and three references to: Mr. R. I. Fisher Director of Human Resources Capital Community College 61 Woodland Street Hartford, CT 06105
APPLICATION DEADLINE:	Letter of application must be postmarked no later than September 28, 2001

Capital Community College is an Affirmative Action/Equal Opportunity Employer.
M/F Protected group members are strongly encouraged to apply

Welcome to the Forefront of Education.

DePaul University is the largest, private Catholic institution in the country, as well as an urban university whose history reflects over a century of academic excellence, social justice, and community empowerment. DePaul enters the 21st century with a renewed commitment to its urban identity and Vincentian values by building a learning community that reflects the cultural, ethnic, and racial fabric of America. Through inter-divisional collaborations, family interactions, and service-learning initiatives, the Student Affairs division promotes Vincentian values and diversity as key components of "the DePaul experience." Within that spirit of "community," DePaul announces the following professional opportunities within its Student Affairs division.

Director,
The Student Leadership Institute

Assistant Director,
The Student Leadership Institute

Assistant Director,
The Cultural Center

Assistant Director,
The Student Center

Assistant Director,
Office for Academic Enhancement

Academic Coordinator,
Multicultural Student Affairs

Business Manager,
The Student Center

Manager,
The Information Center (The Student Center)

Coordinators (2 positions),
The Information Center (The Student Center)

Director,
University Ministry (The Barat Campus)

Director,
Student Development (The Barat Campus)

Assistant Director,
Student Support Services (The Barat Campus)
(This is an anticipated October 2001 opening).

DePaul University offers competitive salaries, best-in-class benefits including: life, medical (Blue Cross, Blue Shield), dental, retirement plan, generous vacation plan, and tuition assistance for the employee and dependents.

For more information regarding these or other DePaul positions, please contact Wendy Christian at **312.362.5682** or visit DePaul's website at **www.depaul.edu**. DePaul University is committed to diversity and equality in education and employment.

DEPAUL UNIVERSITY

MIAMI UNIVERSITY
OXFORD OHIO

DEAN

RICHARD T. FARMER SCHOOL OF BUSINESS ADMINISTRATION

Miami University invites nominations and applications for the position of Dean of the Richard T. Farmer School of Business Administration. The School enrolls 4,500 students and is the largest professional school within this public university with an enrollment of 16,000. Located on its beautiful campus in Oxford, Ohio, Miami is widely recognized for its excellence in undergraduate education and selected graduate programs. The School has a distinguished alumni body, and counts among its graduates current or former Chairmen and/or CEOs of such corporations as AT&T, Cintas, Daimler-Chrysler, General Motors, Manpower, Procter & Gamble, and U.S. Precision Lens.

The Dean
Reporting to the Provost and Executive Vice President for Academic Affairs, the Dean is responsible for all aspects of the academic leadership of the School. As a member of the Council of Academic Deans, the Dean is responsible for meeting shared University goals, including development activity and alumni relations.

Qualifications and Personal Characteristics
The successful candidate will have a strong commitment to the highest quality undergraduate and graduate education in a predominantly undergraduate institution. Candidates from academia will have an exemplary and balanced record of teaching and scholarship. He/She will have previous successful administrative or executive experience, and will possess excellent communication skills that will allow him/her to work with the wide variety of constituents of the Richard T. Farmer School of Business Administration. The future Dean will facilitate excellence in teaching and research within and, importantly, among the disciplines of the School. He/She will have demonstrated success or significant promise in fundraising among external constituents.

In addition to these requirements, we seek a candidate who genuinely enjoys interacting with talented young men and women, and who will thrive in our University setting by fostering an atmosphere of inclusion and defining a commonality of goals. We look forward to hiring the next Dean of the Richard T. Farmer School of Business Administration to lead our students, faculty, and staff into Miami University's third century of education.

Applications should include a letter of application, résumé, and the names, mail and e-mail addresses of five references. Applicants are asked to provide a preferred mailing address, e-mail address, and fax number(s). All are strongly encouraged to submit correspondence and materials by e-mail and Word attachment. Please address all inquiries, nominations, and applications to:

Karen K. Shaffer
Secretary of the University
Miami University, Oxford, OH 45056
secretary@muohio.edu

To ensure full consideration, applications should be received by October 1, 2001. The search will remain open until an appointee is identified. The starting date is negotiable, with the expectation the new dean will take office by **July 1, 2002.**

The search committee is being assisted by Chuck Bunting, Vice President, A.T. Kearney Executive Search. Questions may be directed to him at: (703) 739-4631(phone); (703) 518-0391(fax); **charles.bunting@atkearney.com.**

For more information, visit Miami University's Home Page at

http://www.muohio.edu.

Miami University is an affirmative action, equal opportunity employer.

AMHERST COLLEGE

TREASURER

Amherst College is seeking candidates for the position of Treasurer. As the Chief Financial Officer of the College, the Treasurer is responsible for working with the College's senior administration and Trustees to develop and implement a financial strategic vision for the College, for financial planning and budgeting, and for overseeing the College's operations. Additionally, the Treasurer oversees financial operations for the Folger Shakespeare Library in Washington, D.C. The Treasurer actively manages the billion dollar Endowment Funds of the College and Folger Library as well as other funds in conjunction with the Trustees and a diverse array of investment advisors. Departments reporting directly to the Treasurer are Comptroller, Dining Services, Facilities Planning and Management, Human Resources, Office of Administrative Services and Rental Housing.

The Treasurer reports to the President and, as a senior member of his staff, works with other senior administrators. He/she provides staff support to several committees of the Board of Trustees and works closely with the Trustees and all other constituencies of the College, professional associations and agencies, and individuals in the local community.

The successful candidate will have an understanding of and a commitment to the central intellectual mission of a selective undergraduate college; a record of successful managerial and financial leadership; experience in a broad range of complex financial and investment matters; and a proven ability to communicate with and be a leader among a broad array of constituencies inside and outside of a multi-faceted institution, including the Five-College, Inc. consortium of which Amherst College is a member.

Nominations and applications, including a current curriculum vitae and the names and addresses of three references, should be sent to: **Treasurer's Search Committee, Office of the President, Amherst College, PO Box 5000, Amherst, MA 01002-5000.** A review of applications will begin October 25, 2001 and continue until the position is filled.

Amherst College is an Equal Opportunity/Affirmative Action employer and encourages women, minorities and persons with disabilities to apply.

Fund Raising

ASSOCIATE EXECUTIVE DIRECTOR FOUNDATION/DIRECTOR OF DEVELOPMENT

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College is a comprehensive community college located in Chicago's northwest suburbs, which enrolls over 25,000 students of all ages. The Educational Foundation is seeking the above administrator position.

The Associate Executive Director of Development will create and implement externally focused fund raising programs that aggressively pursue strategies designed to generate intermediate, major and planned gifts from individuals and institutions in support of the annual and capital objectives of the Harper College Educational Foundation.

Requirements:

A Bachelors degree with preferred specialization in psychology, sociology, communications, journalism or business is required. Masters degree preferred. Five or more years of progressively successful fund raising and management experience in the educational or health care setting that emphasizes a comprehensive approach to development that includes outright individual giving. Knowledge of corporate, foundation and social philanthropic community is preferred. Candidate should be a self-starter with ability to work productively without day-to-day supervision. Positive, outgoing personality and exemplary communications skills are a necessity.

Application review will begin immediately and will continue until the position is filled. To be considered for this position, submit a resume and a statement outlining the contributions you can make to the College. Send to:

William Rainey Harper College
Attn: Employment Specialists - AFD
1200 West Algonquin Road, Palatine, IL 60067

Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

Visit us at www.harpercollege.com

ILLINOIS

DEPARTMENT OF SOCIOLOGY & THE AFRO-AMERICAN STUDIES & RESEARCH PROGRAM

The Department of Sociology and the Afro-American Studies and Research Program of the University of Illinois at Urbana-Champaign seek a full-time, tenure-track or tenured faculty member for an appointment to begin August 21, 2002. The appointment will be equally divided between Sociology and the AASRP. A PhD is required; rank and area of specialization are open. Preference may be given to scholars with interests in race and inequality or social movements. Successful candidates should demonstrate potential for excellence in research and university teaching, as well as willingness to serve on masters and doctoral committees, and to provide department/program service. Salary will be competitive, based on qualifications and experience. Please send a cover letter, cv, a writing sample, and three letters of reference to: **Chair, Search Committee (SOC/AASRP), African American Studies and Research Program, University of Illinois, 1201 W. Nevada Street, Urbana, IL 61801.** For full consideration, applications should be received by **October 15, 2001.**

The University of Illinois is an Affirmative Action, Equal Opportunity, Employer.

INDIANA UNIVERSITY

Two faculty positions in Telecommunications, Indiana University, Bloomington, IN. Ideal candidates will hold the Ph.D., MFA, or other appropriate degree and present a promising program of 1) scholarly research using social science, legal, or historical methods related to electronic media/communications, or 2) creative activity in interactive new media. For more information, see our website at:

http://www.indiana.edu/~telecom/job_opps.html.

ASSISTANT PROFESSOR, COGNITIVE PSYCHOLOGY/COGNITIVE NEUROSCIENCE UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The Department of Psychology at the University of California, Santa Barbara, invites applications for a tenure-track assistant professor position in cognitive psychology/cognitive neuroscience, beginning July 1, 2002. Preference will be given to researchers working in the areas of memory, learning, and/or attention and interested in the neural basis of cognition. Ph.D. required at time of appointment. Responsibilities include supervising students in research and teaching undergraduate and graduate courses in the broad area of cognitive and perceptual science. Please send a vita, selected reprints, statement of teaching and research interests, and 3 letters of recommendation to Cognitive Psychology/Cognitive Neuroscience Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106 by December 1, 2001. *The University of Calif[illegible] an Equal Opportunity/Affirmative Action Employ[illegible]*

American Council on Education

ACE

Assistant Director Governmental Relations

The American Council on Education (ACE) seeks an Assistant Director for its Governmental Relations Office to advise the Director and Vice President on legislative and regulatory problems and opportunities, formulate strategies that advance the interests of higher education, and develop campaigns for achieving them. Individual will be responsible for leading the higher education community to consensus positions on complex legislative and regulatory matters; serve as a primary spokesperson in explaining higher education policy interests and developments affecting colleges and universities to national and trade media outlets; leads higher education association colleagues in developing recommendations and crafting proposals for the Higher Education Act reauthorization. Will work closely with congressional offices and strives to expand higher education's visibility on the Hill; represents ACE and the higher education community in conversations with members of Congress and their staff. Writes position papers, testimony, policy statements and speeches; represent ACE's government relations activities and public policy agenda in speeches to member associations and campuses. Qualified candidates should have an advanced degree and at least five to seven years experience directly related to higher education policy with a strong emphasis on knowledge of federal student aid programs. Should have intensive grasp of higher education issues and their public policy implications. Must have in depth understanding of legislative process. Good working relationships with relevant Capitol Hill staff a plus. Must have excellent written and oral communication skills. Must be able to work independently and meet frequent deadlines. Familiarity with higher education associations desirable.

The American Council on Education is conveniently located near the Dupont Circle Metro in Downtown DC. We offer an excellent employer-paid benefits package. Please send resume and salary requirements to:

Assistant Director, Governmental Relations Search
American Council on Education
One Dupont Circle, NW
Suite 250
Washington, DC 20036
E-mail: resume@ace.nche.edu
EOE/AA/Disabled/V

UNIVERSITY OF MINNESOTA
TWIN CITIES

FACULTY AND ADMINISTRATIVE POSITIONS
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Faculty positions currently available in the College of Education and Human Development, University of Minnesota are listed below. These positions have starting dates of **August 26, 2002** and are tenured or tenure-track. Salary offers will be competitive and commensurate with experience and level of appointment. These positions will remain open until filled, but review of application materials will begin as noted for each position.

Cognitive Developmental Science (Assistant Professor) broadly construed to include Developmental Neuroscience. We are seeking an individual whose expertise is in cognition in typically and/or atypically developing populations, or in modeling of developing cognitive or neural processes. Application review begins on 11/1/01.

Learning and Cognition (Assistant or Associate Professor) will focus on teaching and research in the area of learning and cognition, with an emphasis on discourse comprehension and a commitment to research that is educationally relevant. Application review begins on 11/12/01.

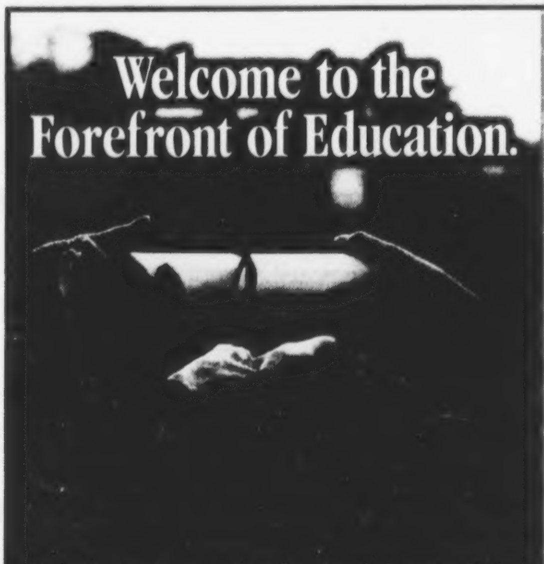
Special Education-Mild Cognitive and Academic Disabilities (Assistant Professor) will focus on instructional interventions and adaptations of instructional strategies for students with mild cognitive and academic disabilities. We seek persons with expertise in one or more of the following areas: urban education, functional academic skill development, transition, assessment, language development, ELL/special education. Application review begins on 11/1/01.

An administrative position is also available in the college.

Department Chair with faculty rank. Department of Work, Community, and Family Education. Nominations and applications are invited for this 12-month, full-time position. Candidates must currently hold, or be eligible for, a tenured position at the rank of full professor and must provide evidence of expertise in one of the department's academic areas: Adult Ed; Agricultural, Food, & Environmental Ed; Business & Industry Ed; Comprehensive Work, Community, & Family Ed; Family Ed, & Human Resource Development.

Complete position descriptions containing specific qualifications and application processes are available on the College Web Page: **http://www.education.umn.edu** under the Employment heading.

The University is an equal opportunity educator and employer



DePaul University, the nation's largest Catholic university, is a private, urban institution with seven campuses and more than 130 undergraduate and graduate degree programs. [illegible]

Assistant Dean for External Relations - Job Code: 3047HO

Primary responsibilities of this position involve leadership and coordination of external relations regarding accreditation processes, satellite campus program marketing and recruitment of students, as well as a liaison with partnership programs and external constituents. The person who fills this position will coordinate accreditation efforts of administration, faculty and staff, supervise development and maintenance of data collection, maintain ongoing communication with IBSE NCATE regarding policies, procedures, and standards, submit all relevant reports and forms to appropriate agencies, and serve as the chief certification officer for the School of Education. Additional responsibilities include coordination of educational programs and services to students on satellite campuses, serving as liaison with partnership programs, the Officer of Alumni Relations, and monitoring of grant programs related to external relations. A Master's degree or higher combined with a minimum of 5-7 years of proven experience in either a university, accrediting agency or public office dealing with licensure and certification in addition to excellent communication, organizational and interpersonal skills are required. In-depth knowledge of NCATE and ISBE standards and processes as well as Illinois state certification requirements are essential. *Position available, October 1, 2001.*

Director of Advising - Job Code: 3048HO

Responsible for maintaining, evaluating and enhancing advising services in the School of Education, the director supervises and coordinates a staff of Academic Advisors for undergraduate as well as graduate students, from the point of inquiry and admission through graduation and or certification. The director works closely with faculty to implement curricular as well as program and policy changes as they relate to students. Working closely with the Assistant Deans, the Associate Dean, as well as the Director of Student Teaching, the person who fills this position is expected to be a team player that clearly understands and articulates graduation and certification requirements to students, observes compliance with state requirements, and exercises sound judgment and discretion. The director also works as a liaison with staff and faculty in programs outside of the School of Education within the university. Bachelor's degree is required, a Master's degree is preferred. Applicants should bring three or more years of experience in higher education and academic advising. Excellent organizational, communication and interpersonal skills are also required. In addition, the person should be competent in using technology to enhance their work. ***We expect to fill the position by November 1, 2001.***

DePaul University offers competitive salaries [illegible]

DePaul University
Attn: Corrine Schmidt HR 1 E. Jackson Blvd., Chicago, IL
60604 *Please specify the position and job code when applying.*

DePaul University is committed to diversity [illegible] and employment

DEPAUL UNIVERSITY

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SOUTHEASTERN UNIVERSITY

Educating technology, business, and government leaders for the region and the world.

Director of Library Systems and Services

Monitor and maintain financial and budget records. Develop long range plans. Recruit, train and supervisor key staff. Coordinate central purchasing of all Library materials. Manages audiovisual equipment. Provide in-depth reference assistance to all Library users. Supervise the book/periodical/equipment purchases and search unit, assuring all materials are acquired on a timely basis. Monitor collection maintenance, classification and cataloging. Monitor interlibrary loans. Provide library tours. Qualifications: Master's of Library Science from an accredited institution required. Demonstrated competence in academic library administration. Five years experience on a management level. Flexible. Experience with on-line cataloging.

Development Officer

To assist the University in diversifying its income base from tuition based into special events, planned giving, major gifts and other solicitations. Works directly with the President and the Board of Trustees in developing and implementing an overall plan to insure the success of the University's annual campaign. Aggressively plans and directs all phases of the university annual Fundraising Campaign. Develop contacts with individuals, corporations and foundations for fundraising purposes. Qualifications: Bachelor's degree. Aggressive fundraising and community outreach experience. Proven track record of soliciting substantial funds. Excellent verbal and written communication skills. Superior interpersonal skills that will enable you to "close the deal".

Full-time Faculty (2 positions)

The Department of Computer Science and Information Studies invites applicants for two faculty positions in Mathematics and Computer Science to start in academic year 2001 - 2002. These positions are a combination of teaching undergraduate and graduate courses as well as research in the area of Numerical Modeling and Simulations, Computational Techniques in Flow Fields, Parallel Algorithms, and Computational Bioinformatics & Sequencing Algorithms. Qualifications: An earned doctorate from an accredited institution is required. Prior teaching experience, research experience and publications are also required.

International Student Advisor

Advise international students on issues regarding visa status, work permits and all other issues particular to them. Issue INS Form I-20's. Serve as designated school official of SEU to the INS. Plan and execute programs that further international student's understanding of American culture, assist them in improving their English language skills, get them involved in the community and foster interaction between them and the domestic students. Qualifications: Bachelor's degree and at least two years of experience serving as an advisor at another school or otherwise dealing with the INS and procedures for non-immigrant F and J visa holders. Excellent oral and written communication skills. Ability to communicate government regulations to a multi-cultural clientele with different levels of English ability.

Grant Writer

Reporting to the Dean of Faculty and Academic Affairs, and working closely with the Director of Development, the Grant writer will seek out grant funds, develop proposals, as well as review and evaluate grant proposals submitted by faculty; and monitor reporting and compliance. Qualifications: A Bachelor's degree. Experience and a successful track record in pursuing grants. Database management experience to include Word, Excel, Access, Powerpoint a must. Must possess strong verbal and written communication skills.

Contact: Office of Human Resources, Southeastern University
501 I Street, SW Washington, DC 20024
202-488-8093 (fax)
tprince@admin.seu.edu

EOE

BENTLEY COLLEGE

Waltham, Massachusetts

Provost and Vice President for Academic Affairs

Bentley College, one of the nation's most innovative business schools, invites nominations and expressions of interest in the position of Provost and Vice President for Academic Affairs.

Founded in 1917 and located in Boston's high tech corridor, Bentley College prides itself on providing a business education for the information age. As a Carnegie II Research Institution, Bentley has nearly 4,000 undergraduate, 1,800 graduate, and 3,300 executive and professional education students learning in an environment that integrates information technology with a broad business and liberal arts curriculum, gaining knowledge, skill and experience for careers in a global economy. In its "Best Colleges 2001" survey, *U.S. News & World Report* ranked four of Bentley's undergraduate offerings among the best business programs in the nation. Out of 1,600 U.S. colleges and universities with business programs, Bentley ranked 13th in e-commerce, 21st in management information systems, 23rd in accounting, and 44th in general management. Bentley's McCallum Graduate School of Business was ranked 20th in entrepreneurship and 25th in management information systems in the same survey. *Computerworld* ranks Bentley's Information Age MBA 16th among the nation's top techno-MBA programs. Moreover, Bentley is the only small college in the country nationally ranked in e-commerce, information systems and accounting.

As the largest business school in New England, Bentley has dedicated over $80 million to technology including an investment of $22 million in recently opened academic technology facilities. Additionally, Bentley has the nation's oldest student laptop requirement. The college was a pioneer in service learning for non-profits and has a nationally known business ethics center. Bentley offers a tight-knit community with accessible professors, small classes, and an excellent ratio of students to faculty.

As the chief academic officer, the Provost will lead a committed, enthusiastic, unified faculty in building the college's academic excellence. The Provost, with the President, Trustees and senior officers, shares in institutional strategic planning and college-wide leadership for policy formulation and administration.

The successful candidate will have the intellect, integrity and administrative acumen to lead evolutionary change in partnership with the faculty and other members of the Bentley community. The Provost will have a distinguished academic record with evidence of excellence in teaching, capacity to connect with faculty in a variety of fields, enthusiasm for information technology, an understanding of faculty governance and experience with fiscal policy.

Nominations, expressions of interest, and inquiries should be directed, in confidence, to the college's consultants:

Provost and Vice President for Academic Affairs
Bentley College
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attn: Nancy A. Martin/Stacey R. Sauchuk
98 Old South Road
Nantucket, MA 02554-6000
E-mail: provostbc@emnemn.com

For additional information about Bentley College, please visit
www.bentley.edu

Bentley College is an Equal Opportunity Employer, building strength through diversity.

Educational Management Network/WittKieffer

VICE PRESIDENT OF ACADEMIC AFFAIRS

WILLIAM RAINEY HARPER COLLEGE

William Rainey Harper College, located in Chicago's beautiful northwest suburbs, invites nominations and applications for the position of Vice President of Academic Affairs. William Rainey Harper College is a comprehensive community college. Its average enrollment of 25,000 includes students of all ages. Founded in 1965, the Harper College district encompasses 23 communities with a campus area of 200 acres. Harper is fully accredited by the Higher Learning Commission of the North Central Association of Colleges Schools. Harper also received a bond rating of Aaa from Moody's Investor Service. The College supports and encourages excellence in teaching, the celebration of diversity and active support of the Institutional Core Values - Integrity, Respect, Excellence, and Collaboration.

CANDIDATES SHOULD POSSESS:

- Earned doctorate from an accredited institution.
- Ten years of professional experience. Minimum of five years of senior level administrative experience, at the Dean's level or above desired.
- Creative, visionary leadership - with the ability to support the timely development/implementation of new programming.
- Energy and enthusiasm with a sense of humor.
- Strong and decisive leadership and experience in curriculum and instruction, strategic planning and implementation, human resource development, shared governance, collective bargaining, fiscal management, facilities planning and community relations.
- A demonstrated commitment to promote advanced technology and innovative approaches to the delivery of instruction and services.
- Established commitment to strengthening diversity as it relates to students, curriculum and employees.

ADDITIONAL CHARACTERISTICS DESIRED:

- Masters in an academic discipline.
- Community College background.
- Teaching experience.

CHALLENGES TO BE ADDRESSED BY NEW VPAA:

- A positive working relationship with faculty.
- Provide dynamic leadership for the on-going development of a curriculum which is both "trend setting" and responsive.
- Utilize effective communication to bring about positive change.

APPLICATION PROCEDURE:

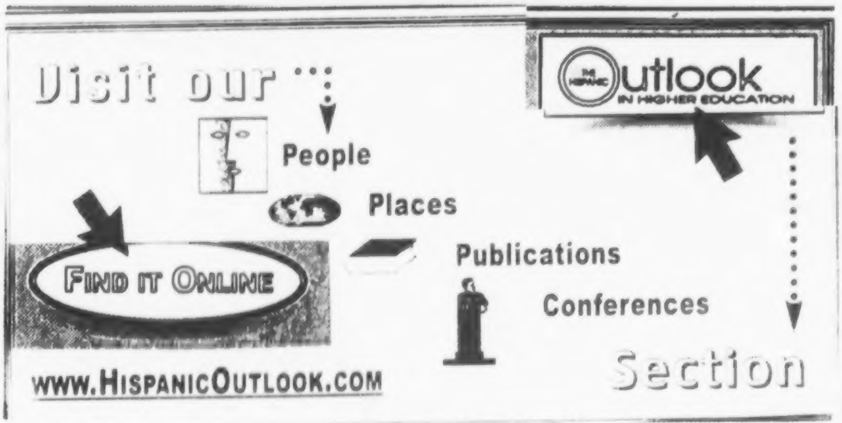
Applications for the position of Vice President of Academic Affairs are invited. The cover letter (not to exceed 5 pages) should include statements addressing the identified challenges and leadership potential of this position as identified above and in the position profile posted at www.harpercollege.com/vpaa. In addition, please submit a detailed resume and the names and contact information for five professional references. Note: References will NOT be contacted without the candidate's permission. Applications will be accepted until the position is filled. However, the search committee will begin its review of applications on October 12, 2001. Submit applications to:

Cheryl Kisunzu, VPAA Search Committee Chair
William Rainey Harper College
1200 West Algonquin Road, Palatine, IL 60067
E-mail: ckisunzu@harper.cc.il.us

To submit nominations or for additional position information, contact our consultants: Pauly Group, Inc. 1900 Sangamon Ave., Suite B, Springfield, IL 62702. Phone: 217-241-5400; FAX 217-241-5401.

Harper College is an Equal Opportunity, Affirmative Action Employer that encourages applications from women, minority group members, and persons with disabilities.

www.harpercollege.com



BRYN MAWR COLLEGE

PROVOST

Bryn Mawr College invites nominations and applications for the position of Provost.

Founded in 1885, Bryn Mawr College has, since its inception, been dedicated to the education of women. It attracts talented and ambitious students from all over the world to its beautiful 135-acre campus in the suburbs of Philadelphia.

Bryn Mawr is renowned for its distinguished faculty of 142 and for the rigor of its academic programs, which serve approximately 1,200 students in the undergraduate college and 500 students in coeducational graduate programs in arts and sciences and in social work. The College offers a four-year liberal arts curriculum leading to the B.A. degree; it also offers the M.A., M.S.S., M.L.S.P., and Ph.D. degrees. Its cooperative relationships with Haverford College, Swarthmore College, and the University of Pennsylvania further enrich the educational opportunities available to its students.

The Provost reports directly to the President, is the chief academic officer of the College, and is responsible for the vision and implementation of the academic program. Working with the President, the faculty Committees on Appointments and Academic Priorities, and the Deans, the Provost plays a critical role in the support, development and evaluation of faculty; oversees academic support services including the libraries, academic computing, and the grants office; is responsible for the academic budget; and manages the ongoing academic collaboration with Haverford and Swarthmore Colleges.

The ideal candidate will have a deep appreciation for and the ability to articulate the benefits of a small residential liberal arts College dedicated to the education of women. The successful candidate will possess a distinguished record of accomplishment in higher education, including teaching and scholarship; evidence of intellectual leadership and commitment to interdisciplinary pursuits; the ability to give direction to curricular and faculty development; the ability to work effectively with internal and external constituencies; and an interest in exploring new uses of technology in academic settings.

Review of applications will commence immediately with the expectation of an appointment effective June 1, 2002. For fullest consideration, please submit materials by October 15, 2001, in confidence, to:

Shelly Weiss Storbeck
Managing Director and Vice President
Education Practice
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
shelly.storbeck@atkearney.com (email)
703/518-1782 (facsimile)
703/739-4613 (phone)

Bryn Mawr College is an Affirmative Action/Equal Opportunity Employer.

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THE UNIVERSITY OF TEXAS AT EL PASO DEPARTMENT OF COMMUNICATION - Assistant Professor of Communication with a research & teaching emphasis in advertising. Applicants should be able to teach undergraduate & graduate courses in advertising, including advertising/consumer research & international advertising. Applicants should have a Ph.D. in Communication or Advertising, & professional experience in advertising research or account management. To apply, submit a letter of interest, curriculum vitae, & three letters of recommendation to: **Dr. Patricia D. Witherspoon, Chair, UTEP, Department of Communication, Cotton Memorial Bldg., Rm 202, El Paso, Texas 79968-0550. For more information contact Dr. Witherspoon at witherspoon@utep.edu or call (915) 747-6287.**

Review of applications will begin on December 1, 2001, & continue until the position is filled. Appointment effective September 1, 2002.The University of Texas at El Paso is situated in a large, bi-national, metropolitan area comprised of El Paso, Texas, with a population of about 750,000 & Cd. Juarez, Mexico (1.2 million people). The institution is classified as a doctoral/research-intensive university in a Carnegie Classification of institutions of Higher Education, & has an enrollment of approximately 15,200. It is ranked 3rd in the nation in bachelor's degree awarded to Hispanics. The Department of Communication, one of the larger departments on campus, currently awards baccalaureate & master's degrees, & includes undergraduate majors in print media, electronic media, advertising, organizational communication/public relations, & communication studies. In 2000-2001, a new Center for Communication Studies was established at UT El Paso. It includes research initiatives, outreach programs, & special projects that support communication education & research on campus. *The University does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or sexual orientation in employment or the provision of services.*

ASSISTANT VICE PRESIDENT FOR ATHLETICS/ATHLETICS DIRECTOR

Providence College, a NCAA Division I institution, invites applications for the position of Athletic Director. This full-time administrative position is responsible for the leadership and vision of the intercollegiate athletic program.

Providence College is a Roman Catholic four-year liberal arts college conducted under the auspices of the Dominican Friars, serving approximately 3,700 full-time undergraduate and 850 graduate students.

The Athletic Director is responsible for the overall direction and comprehensive management of the Division I NCAA intercollegiate athletics and recreational programs and facilities for over 300 student athletes in 21 varsity sports. Responsibilities include: integrating extra-curricular experiences in athletics with the overall educational programs at the College; directing the hiring, supervision and evaluation of diverse coaches and staff; directing the overall fiscal, business, public relations and marketing operations; and enhancing the utilization and management of athletic facilities. The Athletic Director will maintain compliance with all NCAA and Big East standards and regulations, supervise the intramural program, and manage and implement the Gender Equity Plan. The Athletic Director will partner with the Development/Alumni office to facilitate fundraising for the athletic program.

The position requires a Bachelor's degree in an appropriate field (Master's preferred) with a minimum of 7 years' athletic management. The successful candidate will possess proven leadership and judgment, communication, interpersonal, and organizational skills with a commitment to academic achievement and personal growth of college athletes, and the mission of the College.

The College offers a competitive salary and benefits package. Applications must be received by September 20, 2001. To apply, submit resume and cover letter to: Mr. Maurice Paradis, Spherion Corporation, c/o Human Resources, Providence College, Harkins Hall 407, Providence, Rhode Island 02918. Application packages may also be submitted via e-mail to: hr@providence.edu.

PROVIDENCE
COLLEGE

An EEO/Affirmative Action employer, Providence College especially encourages the application of women and persons of color.

ASSOCIATE DIRECTOR

Princeton Education Research Section

Princeton University seeks an associate director to implement the planned growth of the Princeton Education Research Section (ERS) and its programs. Duties include development of research programs; development of seminars, conferences and workshops; the creation of a working paper series; and fundraising and grant writing. S/he will be responsible for the day-to-day management of the ERS, its staff and programs; oversight of at least one research project; and student advisement. S/he may teach or co-teach an undergraduate or graduate course.

The successful applicant will have substantial experience and knowledge of program evaluation and/or education policy; excellent quantitative and qualitative skills with demonstrated ability in all stages of research – from conception and design through data collection and analysis; experience conducting research with quantitative techniques and analysis sufficient to assist students and faculty in the development of research is essential; demonstrated communication skills in writing and editing, public speaking and presentation; experience handling research budgets and grant reporting requirements; and experience in education policy research. Ph.D in a relevant field is preferred. Anticipated start date is December 1, 2001.

Princeton provides an exceptional benefits package. Review of applications will begin immediately. For earliest consideration, please submit resume by September 30, 2001. Interested candidates should apply online at: http://www.princeton.edu/hr/emp or send resume and salary requirements to: **Human Resources, One New South/1755-HHE, Princeton University, Princeton, NJ 08544-5264.** NO FAXES, PLEASE.

Princeton University

An equal opportunity employer.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following positions:

Dean of Instruction for Adult Basic Education, IEL. Responsible for providing ABE programs and services (to include but not limited to: GED preparation, high school credit & adult diploma programs, reading, business skills, basic computers, ESL, disability services and WorkFirst) through the six-county service district. Master's degree in Education Admin or closely related field and three years in administration & teaching exp in higher education. $74,800. Closes 9/18/01.

Coordinator, Library Support Services, SFCC. Manage the work of library support staff performing circulation and technical services to students and staff at SFCC and the Colville Center Library. Serve as a member of the Library Management Team with leadership responsibilities for establishing and maintaining procedures and process in the circulation and technical services departments. Bachelor's degree in Library Science or related field and three years experience supervising library technical and/or circulation services staff in a library. This is an 11-month/year position. $37,583.33. Closes 9/12/01.

Grant Writer/Researcher, District. Work collaboratively with CCS and its partners to seek opportunities, develop programs, write and submit proposals. Bachelor's degree & three years experience as the lead developer/writer of successful grant proposals. Proven expertise in grant development, writing, submittal, and implementation process. $45,650. Closes 9/25/01.

Librarian-Access Services, SCC. Search Reopened. Full-time, tenure track. Supervise, train, and evaluate circulation staff; teach library skills; participate in collection development; initiate new access services; and create instructional aids, bibliographies, and other material for library clientele. Master's degree in Library Science from an ALA accredited institution. Experience using a variety of electronic information resources including online databases, the Internet, and automated library systems. $37,132. Review of applications begins 9/13/01.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 801 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us. *AA/EOE*

Colorado State University

Knowledge to Go Places

Dean, College of Natural Sciences
Colorado State University
Fort Collins, Colorado

Colorado State University continues the search for the position of Dean, College of Natural Sciences, and invites applications and nominations. The College consists of eight departments including Biochemistry and Molecular Biology, Biology, Chemistry, Computer Science, Mathematics, Physics, Psychology, and Statistics. The Center for Science, Mathematics, and Technology Education (CSMATE) is partially supported by the College. The College offers 10 B.S. and 9 M.S. and Ph.D. degree programs and participates in two interdisciplinary graduate degree programs, Ecology and Cell and Molecular Biology.

Information about this position and the College can be found at **http://www.colostate.edu/Depts/NatSci/.**

Qualifications:
The candidate must have an earned doctorate and have a documented record of teaching and research excellence sufficient to qualify for faculty appointment as a tenured Professor in the College.

The following attributes will be important in evaluating candidates:

- Evidence of effective administrative experience and leadership
- Evidence of ability to create and implement a shared strategic vision for the College
- Evidence of ability to develop and sustain strong College programs while addressing central University priorities
- Strong communication skills
- Ability to work with people of diverse backgrounds
- Success in developing and implementing interdisciplinary undergraduate and graduate curricular and research innovations
- Commitment to diversity of students and faculty and to programs enhancing cultural pluralism
- Success in working with the private sector to achieve development goals
- Commitment to K-12 collaboration

Preferred starting date is on or before July 1, 2002. Applicants should send a letter stating their interest and qualifications for the position, including a summary of their personal innovations and accomplishments related to the above attributes. Include a curriculum vitae and the names, postal and e-mail addresses, and phone numbers of at least five references. **Applicants are encouraged to submit materials electronically.** Applications and nominations should be sent to:

James L. Fry
Dean of the Graduate School
204 Student Services Building
Colorado State University
Fort Collins, CO 80523-2015
Telephone: 970-491-6817
FAX: 970-491-2194
E-mail: CNSDean@Grad.Colostate.Edu

Screening of candidates will begin on October 29, 2001 and will continue until a qualified candidate is selected and the position is filled.

Colorado State University is an EO/AA employer.

AMHERST COLLEGE

FACULTY POSITIONS

Amherst College announces searches for ten full-time tenure track positions for the 2002-2003 academic year.

Amherst College is a private undergraduate liberal arts college for men and women, with 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. For all faculty positions, completion of the Ph.D. or appropriate equivalent is expected. Candidates should have a strong commitment to undergraduate and interdisciplinary teaching in a liberal arts context and a well-articulated plan for sustained research. Additional information on faculty openings at the College can be found on the following web-site: http://www.amherst.edu/~deanfac/facultypositions.htm. The College mailing address is: Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.

Amherst College is an equal opportunity, affirmative action employer, and encourages women, minorities and persons with disabilities to apply.

BIOLOGY. *Assistant Professor*. Organismal biology in the field of evolutionary biology. Development of a funded research program with student participation and with a strong field and/or laboratory component is expected. Teaching duties include an upper level evolution course, participation in a team-taught, introductory organismal course with lab, and a course in the candidate's specialty. Postdoctoral experience preferred. Send CV and a statement of research and teaching interests to: Evolutionary Biology Search Committee, Department of Biology. Have three letters of recommendation sent separately. Review of applications will begin on October 15, 2001, and continue until the position has been filled. Further information can be found at: http://www.amherst.edu/~biology.

CHEMISTRY. *Assistant Professor*. Two positions, one each in Physical Chemistry and Organic Chemistry. Both positions call for teaching at the introductory and advanced undergraduate level. Participation in interdisciplinary courses and programs is also encouraged. Successful candidates will be expected to establish vigorous research programs in which undergraduates can substantively participate. The research program in organic chemistry can be drawn from any area of experimental organic chemistry, including fields that span the boundaries between organic and other chemical disciplines. Similarly, the research program in physical chemistry can be drawn from any area of experimental physical chemistry, including fields that span the boundaries of physical chemistry and other sciences. Submit a detailed CV and a description of teaching and research plans, and arrange for three letters of reference to be sent to: Professor Patricia B. O'Hara, Chair, Department of Chemistry. Review of material will begin on October 19, 2001.

ECONOMICS. *Assistant Professor*. Applied Econometrics. In addition to teaching courses related to his or her research, the successful candidate will be expected to participate in the introductory course and teach the core econometrics course and related electives on a regular basis. Amherst offers a 2-course per semester teaching load (usually three preparations annually) and research support. Candidates' qualifications should include an outstanding record and the promise of high quality teaching and research. Submit CV and copy of graduate transcript, and arrange for three letters of reference to be sent to: Professor Geoffrey Woglom, Chair, Department of Economics, by November 25, 2001. The department will schedule interviews at the AEA meetings in Atlanta.

FINE ARTS. *Assistant Professor*. Artist/printmaker. B.F.A. and M.F.A. or equivalents, and firm, broad grounding in fundamental principles of form required. Strong exhibition record and teaching experience expected. Responsible for directing the printmaking program and facility and teaching all levels of printmaking and drawing in a department combining studio and art history. Candidate must demonstrate a strong commitment to rigorous undergraduate teaching, contribute to studio foundation courses, offer classes in own specialty, advise honors students and supervise other independent study. The artist in this position should be able to integrate the teaching of printmaking and drawing into a multi-disciplinary curriculum. Teaching load is two courses (twelve contact hours) per semester. Individual artist's studio is provided and subsidized college housing is available. Submit personal statement, CV, names of three references, twenty slides including undergraduate, graduate, and current work (at least five slides of drawings), and SASE for return of materials to: Professor Nicola Courtright, Chair, Department of Fine Arts, by January 15, 2002. Will interview at CAA meeting by prior appointment only.

FRENCH. *Assistant Professor*. 19th Century French Literature. Full-time position. Ability to teach modern (post-Revolutionary) civilization desirable. Native or near-native fluency required. Send application letter, CV, and three letters of recommendation to: Professor Paul Rockwell, Chair, Department of French. The application deadline is December 1, 2001.

GEOLOGY. *Assistant Professor*. Sedimentology with additional expertise in Stratigraphy, Paleontology, Paleoclimatology, Marine Geology, and/or Oceanography. The successful candidate will teach Sedimentology and an additional upper level course or courses that will strengthen the undergraduate major and compliment the present departmental offerings. Preference given to candidates with a demonstrated interest in continued development and teaching of the introductory course in Surficial Earth Systems and the Environment. Geology faculty also supervise undergraduate research projects annually. Candidates must have an ongoing program of research. Start-up funds are available. Post-doctoral experience is desirable. Submit a CV, brief statement of research interests, transcripts and three letters of recommendation to: Professor Tekla A. Harms, Chair of the Geology Search Committee. Review of applications will begin on November 20, 2001 but applications will be accepted until a pool of qualified candidates is identified.

HISTORY. *Assistant Professor*. Latin American History. Teach two courses per year, including both general and specialized courses in Latin American history, and direct senior theses in Latin American fields. Strong commitment to undergraduate teaching is expected and completion of the requirements for the Ph.D. degree by August 2002 is required. Send application letter, CV, a short writing sample, and three letters of recommendation to: Ms. Rhea Cabin, Department of History. Review of applications will begin on November 16, 2001.

MUSIC. Composition, music theory, computer/electric music. For details, go to: http://www.amherst.edu/~deanfac/facultypositions.htm.

PSYCHOLOGY/NEUROSCIENCE. *Assistant Professor*. Physiological psychology/behavioral neuroscience. Teach two courses per semester, direct senior research projects, develop an active research program and participate in the College's Neuroscience Program. The successful applicant will be expected to teach physiological psychology with laboratory, a biologically based introductory course (psychology as a natural science) and intermediate courses, as well as advanced seminars. Specialty areas of particular interest include psychopharmacology, hormones and behavior, and plasticity. Teaching experience desirable. The Psychology department has excellent classroom, office and laboratory facilities, and start-up funds are available. Submit CV, sample reprints/preprints and a statement of teaching and research interests to: Chair of the Physiological Search Committee, Department of Psychology, by December 15, 2001.

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Board of Regents, State of Iowa

Executive Director

The Board of Regents, State of Iowa seeks highly qualified candidates for the position of Executive Director. The Executive Director is responsible directly to the Board and acts under its general direction. This Board of Regents is the statutory governing body for the University of Iowa (which includes the University of Iowa Hospitals and Clinics), Iowa State University and the University of Northern Iowa, in addition to the Iowa School for the Deaf and the Iowa Braille and Sight Saving School. The Iowa Regent Universities have a combined enrollment of approximately 69,000, a total faculty and staff of more than 39,000 and a $2.7 billion fiscal year 2002 budget. The Board's Executive Director and staff offices are located in Des Moines, Iowa.

The Executive Director acts under the general direction of the nine-member Board of Regents and is responsible for the review and recommendation of strategic plans, legislative activities and academic programs and financial considerations including budgets; areas of responsibility would also include the direction of collective bargaining activities.

In addition, the Executive Director is responsible for administering a wide range of business, human resources and program activities and is responsible for representing the Board as appropriate with state and federal legislative bodies, other organizations and the general public.

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MONOCULTURALISM: WHEN YOU DON'T KNOW THAT YOU DON'T KNOW

Diane R. Williams, Ph.D., faculty developer, Center for Teaching Enhancement, University of South Florida, has lived and worked on three continents, is a regular contributor to Qué Pasa Magazine, and currently heads the board of the Hispanic Services Council, a United Way partner agency serving Hillsborough County.

What does it mean for Latino students to live and study in a monocultural, monolingual world?

If you have been raised to know only one culture, it will take some intervention to help you understand that what you see is not the whole story. But if you have experienced more than one culture in your personal life, you know that there is always more to the story than what you are seeing. Imagine waking up one morning and finding that everything is the same color–your room, your view from the window, yourself. Consider two ways of being aware of this scene: one is knowing consciously that this is not the way things looked last night when you went to bed; the other is having no memory of last night and thinking that this is the way the world has always looked to everyone. We each see the world through our own lens, our own experience. However, maintaining the metaphor, some of us know that it looked different the night before, and some of us don't!

It is natural for monocultural people to assume that their world looks the same to everyone. At first glance, this might seem an unfair observation. Anyone can look around and see that people have different ways. Nevertheless, to a monocultural person, there appears to be a norm by which all differences are measured, a starting place to which all experience relates. Where does that underlying awareness come from? To monocultural persons, it appears to simply exist. In actuality, it comes from their own experience. Their underlying perception, grounded in their experience, is assumed to be a norm.

How does this assumption play out in a country where most people grow up knowing only one culture? Well, for one thing, monocultural people have to make a concerted effort to find out who they are, to know their own culture as a culture. It is only when we experience another culture, sometimes through travel, that we finally see ourselves. The catch is that until monocultural people are immersed in another culture, they are not aware that the way they think and live is an expression of one culture. It feels very much like a norm.

What are the repercussions for bilingual/bicultural people in such an environment? There are two main consequences. First, monocultural people of the dominant culture are expecting bilingual/bicultural people to eventually come home to the so-called norm. Second, it is a challenge in a monocultural academic system to understand and appreciate the benefits of being bicultural and bilingual and the enrichment that it brings to the classroom. In a previous issue of *HO*, Dolores Fernández, Hostos Community College president, said in an interview, "Since my head is from an enrichment perspective and not a remediation perspective, I could never understand how in the United States we could label people who have two languages *remedial*. . . ."

Bicultural students pay a high price for living in a monocultural world in terms of awareness of their own self-worth. It is difficult to perceive the special contribution that stems from your knowledge of more than one culture when a system is set up to ignore this valuable asset.

What can be done to help Latino students make lemonade out of lemons in a monocultural world? We must convey to our Latino students and other bicultural students the significance of seeing the world in more than one way. As the world gets smaller and globalization grows, the future of the U.S. should rest in the hands of those who know themselves through the eyes of others–an accomplishment that comes with being bicultural.

In *Change Magazine* ("Multi-Culturalism: The Crucial Philosophical and Organizational Issues," July/August 1991), Patrick J. Hill proposes "a new world order that empowers hitherto excluded peoples of our and other nations to contribute their experience on an equal footing to our collective understanding of ourselves, society, and the world." All students will benefit if academic institutions embrace the importance of being bilingual and bicultural in a multicultural future.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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DEPAUL UNIVERSITY

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2000

A CAPITOL VIEW

The Instant-Message Generation

BY GUSTAVO A. MELLANDER

Three-quarters of American middle school and high school students use the Internet, and most have enthusiastically embraced instant messaging tools. They feel it enriches their friendships and expands their social worlds. At the same time, teenagers readily admit that their eagerness to use the Internet has taken time away from their families.

In fact, teenagers' use of the Internet has been a source of tension in many households. Some 40 percent of parents report they have argued with their children about their use of the Internet, and most say they have tried to establish rules about their children's use of the Net.

Parents generally believe mastery of the Internet is important for their children's success, and 55 percent say it has been a good thing for their children, especially when it comes to schoolwork. A scant 6 percent say it is a bad thing. Given the data unearthed in a recent report, one would have expected higher percentages in both categories. These and other revelations are found in ***Teenage Life Online: The rise of the instant-message generation and the Internet's impact on friendships and family relationships***, a new report funded by the Pew Charitable Trusts.

The Pew Internet & American Life Project was charged to examine the social impact of the Internet. It's a revealing and a bit disconcerting report that is based on a phone survey by Princeton Survey Research Associates of 754 teenagers and 754 of their parents and a weeklong online discussion group conducted in association with the research firm Greenfield Online.

"The Internet is the telephone, television, game console, and radio wrapped up in one for most teenagers, and that means it has become a major 'player' in many American families," says Lee Rainie, director of the Project. "Teens use online tools to chat with their friends, kill boredom, see the wider world, and follow the latest trends. Many enjoy doing all those things at the same time during their online sessions. Multitasking is their way of life."

Major Findings

- Seventeen million youths between the ages of 12 and 17 use the Internet, 75 percent of that age bracket.
- Eighty-seven percent of parents believe the Internet helps their children in school; 78 percent of online teens agree.
- Fourty-eight percent of these teens say their use of the Internet improves their relationships with their friends; 32 percent say it helps them make new friends.
- Sixty-four percent of online teens say they think use of the Internet takes away from the time young people spend with their families.
- One of the new symbols of friendship in the teen world is sharing online passwords. Some 22 percent of teens who use e-mail, instant messaging, or chat rooms have done that as a sign of trust.
- The report shows that parents and their children often do not agree about how their families address issues related to the Internet. "Parents are often worried about what their children are doing online, but the teenagers themselves aren't that concerned," says Amanda Lenhart, principal author of the report. "They have mastered the technology, are very clever in the way they manage their online interactions, and are confident they can handle what the Net throws at them."

Cautionary Notes

Thirteen million of these teenagers, 74 percent of those with Internet access, have used instant messaging. While most instant messages are innocuous chitchat, many are socially potent. More than a third use IM to say things they don't want to say in face-to-face conversations with their peers. Seventeen percent has used IM to ask someone out, and 13 percent has used IM to break up with someone. In addition, 26 percent says the Internet helps them get information about things that are hard to talk to other people about.

Lack of honesty is evident and widespread. Many online teens use different screen names and e-mail accounts to manage information that comes in to them and their identity with others in the online world. They also pretend to be different people and have had experience with others giving them false information.

Some 57 percent of parents worry that strangers will contact their children online. These worries are well founded. Close to 60 percent of teens have received an instant message or an e-mail from a stranger, and 50 percent reports e-mailing or instant messaging with someone they have not met before. Despite this, teens themselves are not particularly worried about strangers online, with 52 percent saying they do not worry at all about being contacted.

Up to 25 percent of older boys online have lied about their age to access a Web site. This is one indication of how many teens might have accessed online pornography.

The ramifications of these readily learned habits and the teens' obvious comfort level, as well as their mastery of the Net, are bound to impact higher education. On the positive side, these students will be dramatically proficient in accessing the Net. This skill will enhance their academic growth and development. However, their ingrained acquired habit of not being honest could have negative results. The high number of plagiarized papers presently seen on our college campuses may be but a harbinger of the future.

For the full report visit: http://www.pewinternet.org/reports/toc.asp?Report=36

Dr. Mellander is a professor at George Mason University.

2001

Esquina Editorial

Moving Forward

Yuppies (young urban professionals), Buppies (Black urban professionals), and YUH? YUH refers to young urban Hispanics who are, according to a new research report from The Media Audit, earning more money and graduating college in greater numbers. The national study, which was based on more than 122,000 phone interviews in 85 metropolitan areas around the country, finds that 14.3 percent of urban Hispanic adults (ages 18 to 34) have annual household incomes of $50,000 or more, compared to 12.7 percent of Whites, 12.3 percent of Blacks, and 13.6 percent of the general population in the same age group.

The study noted that the relationship between education, income, and occupation seems stronger. More than 41 percent of Hispanics with a college degree are in the 18 to 34 age group, which is the fastest growing segment covered in the survey. And it is expected that as this group gets older, it will continue to reach higher levels of education and affluence.

Along the same line, another report, *Emerging Philanthropy in Communities of Color: A Report on Current Trends*, points to growth of Hispanic middle class, entrepreneurs, corporative executives, and philanthropists. A recently identified trend is that among this growing middle class are some affluent Latinos who are setting up funds and foundations. *Por ejemplo*, in this issue, we feature professors who are setting up alliances to help low-income communities in the Southwest. Professor Jaime Chahín of Southwest Texas State University is trying to raise $25 million to create a mortgage company that will serve residents of *las colonias*. He is forming a partnership with David Arizmendi, executive director of Proyecto Azteca, a nonprofit self-help housing program that helps families from las colonias, so that once he secures the funds, the organization can build 1,000 homes along the border.

¡Adelante!

M. Sarracent

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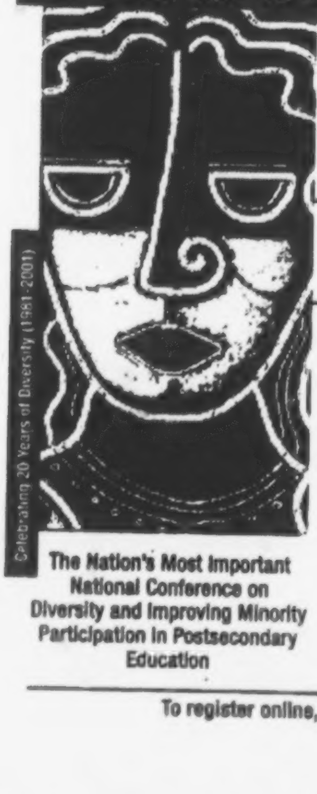

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A Guide to The Hispanic Outlook Volume XI

The Hispanic Outlook in Higher Education *has articles of interest to all readers, be they Hispanic administrators, faculty, students, or families, or non-Hispanic readers with an interest in inclusive higher education. Readers can learn how students can pursue financial aid, how faculty can set up a mentoring program at their college or university or transform their curricula and pedagogy…and about many other "how-to" projects. They can–through the articles, the "perspective" pieces, and the opinion column, "¡Punto Final!"–learn the ins and outs of issues such as affirmative action, bilingualism, culturally sensitive health care, media representation of minorities, and women in higher education, among many others. They can keep informed of new reports from a multitude of higher-education-related organizations. They can find inspiring models of higher education faculty, leaders, and students. Through feature articles and book reviews, they can keep up to date on segments of Hispanic culture. And all this we make easy to find by providing our Annual Index.*

Begin by perusing the broad categories (some articles are listed under more than one category). Under each category, the items are listed chronologically, and issue dates and page numbers are provided.

COMPILED BY MIA ANDERSON, CONTRIBUTING EDITOR

ADMISSIONS

Admissions Advice: Apply Early: Survey [by *College Bound*] Shows Online Applications, Class Size, and Early Decisions All Up. *10/09/00. Pp. 11-13.*

AFFIRMATIVE ACTION

Southwestern University Rebuilding after *Hopwood*: High Standards No Barrier to Hispanic Enrollment. *10/09/00. Pp. 29-32.*

Gains Small via Affirmative Action: Hispanic Faculty Up One-Tenth of One Percent. *11/20/00. Pp. 33-36.*

Minority Gains Impressive at Equity 2000 [developed by The College Board] Sites: "Math for Mexicans" No Más. *01/29/01. Pp. 28-30.*

Women Not Affected by 209, Says [University of California Regent Ward] Connerly: Others at UC [University of California] and Elsewhere Disagree. *02/26/01. Pp. 43-45.*

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Chicano Culture, Ecology, Politics: Subversive Kin, edited by Devon G. Peña. Reviewed by Mark Saad Saka, Sul Ross State University. *10/23/00. P. 47.*

Exito Latino: Secretos de 100 profesionales Latinos de más poder en Estados Unidos, by Augusto Failde and William Doyle. Reviewed by Martha García, Vanderbilt University. *11/06/00. P. 48.*

Dangerous Border Crosser: The Artist Talks Back, by Guillermo Gómez-Peña. Reviewed by Eduardo Mendieta, University of San Francisco. *11/20/00. P. 58.*

De Colores Means All of Us: Latina Views for a Multi-Colored Century, by Elizabeth Martínez. Reviewed by Mark Saad Saka, Sul Ross State University. *12/04/00. P. 47.*

Cincuenta lecciones de exilio y desexilio, by Gustavo Pérez Firmat. Reviewed by Humberto López Cruz, University of Central Florida. *12/18/00. P. 48.*

It's All in the Frijoles: 100 Famous Latinos Share Real-Life Stories, Time-Tested Dichos, Favorite Folktales, and Inspiring Words of Wisdom, edited by Yolanda Nava. Reviewed by Vicki Snyder, freelance writer. *01/08/01. P. 52.*

The Western Canon. The Books and Schools of the Ages, by Harold Bloom. Reviewed by Rafael Hernández-Rodríguez, Southern Connecticut State University. *01/29/01. P. 52.*

Latino High School Graduation: Defying the Odds, by Harriett D. Romo and Toni Falbo. Reviewed by Mark Saad Saka, Sul Ross State University. *02/12/01. P. 46.*

The European Tribe, by Caryl Phillips. Reviewed by Johnnie Spraggins, Jr., Randolph-Macon College. *02/26/01. P. 58.*

Mother Tongue, by Demetria Martínez. Reviewed by Elizabeth Coonrod Martínez, Sonoma State University. *03/12/01. P. 62.*

Puerto Rico: An Interpretive History from Pre-Columbian Times to 1900, by Olga Jiménez de Wagenheim. Reviewed by Virginia Sánchez Korrol, Brooklyn College, City University of New York. *03/26/01. P. 56.*

Lugar de Avispas, by Francisco Manzo-Robledo. Reviewed by María de Jesús "Jesse" Estrada, Washington State University. *04/09/01. P. 54.*

Colonial Lives: Documents on Latin American History, 1550-1850, by Richard Boyer and Geoffrey Spurling. Reviewed by Lee M. Penyak, University of Scranton. *04/23/01. P. 52.*

Hispanic Periodicals in the United States, Origins to 1960: A Brief History and Comprehensive Bibliography, by Nicolás Kanellos with Helvetia Martell. Reviewed by José B. Fernández, University of Central Florida. *05/07/01. P. 64.*

White News: Why Local News Programs Don't Cover People of Color, by Don Heider. Reviewed by Jaime S. Gómez, Eastern Connecticut State University. *05/21/01. P. 45.*

Ojos Bonitos, Cuadros Feos, by Mario Vargas Llosa. Reviewed by María Elvira Luna Escudero-Alie, Trinity College. *06/04/01. P. 49.*

The Illusion of Inclusion: The Untold Political Story of San Antonio, by Rodolfo Rosales. Reviewed by Mark Saad Saka, Sul Ross State University. *06/18/01. P. 41.*

Harvest of Empire: A History of Latinos in America, by Juan González. Reviewed by Mark Saad Saka, Sul Ross State University. *07/02/01. P. 42.*

Immigration: A Civil Rights Issue for the Americas, edited by Susanne Jonas and Suzanne Dod Thomas. Reviewed by John S. Robey, The University of Texas at Brownsville. *07/02/01. P. 43.*

Memory of Fire: Genesis, Part One of a Trilogy, by Eduardo Galeano. Reviewed by Michael Hall, Armstrong Atlantic State University. *07/16/01. P. 44.*

Caballero: A Historical Novel, Jovita González and Eve Raleigh, edited by José E. Limón and María Cotera. Reviewed by Mark Saad Saka, Sul Ross State University. *07/16/01. P. 45.*

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Knight Without Armor: Carlos Eduardo Castañeda, 1896-1958, by Felix D. Almaraz, Jr. Reviewed by Jorge Iber, Texas Tech University. *07/30/01. P. 45.*

Goddess of the Americas: La Diosa de las Americas: Writings on the Virgin of Guadalupe, edited by Ana Castillo. Reviewed by Mark Saad Saka, Sul Ross State University. *08/13/01. P. 48.*

The House on Mango Street, by Sandra Cisneros. Reviewed by Gwenelle S. O'Neal, West Chester University. *08/13/01. P. 49.*

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Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries, by Terri Morrison, Wayne A. Conaway, and George A. Borden. Reviewed by Marvin F. Lozano, Albuquerque TVI. *09/24/01. P. 58.*

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Las Colonias: The Forgotten Americans

BY INÉS PINTO ALICEA

There are no parks or playgrounds here. There are no paved roads, and many of the homes have no running water, electricity, gas, or sewage systems. Flooding is a threat to 90 percent of the homes.

This is the reality of everyday life for more than 500,000 people, 85 percent of them U.S. citizens, living in so-called *colonias* in Texas along the U.S.-Mexican border.

"When politicians say they don't want anyone to live under these standards, it assumes that [these people] had a choice that was better," said David Arizmendi, executive director of Proyecto Azteca, a nonprofit self-help housing program that helps families from *las colonias* build 50 homes per year in the Río Grande Valley in San Juan, Texas.

Today's living conditions in *las colonias* are worse than the living conditions in the labor camps of Washington state in the 1960s, said Dr. Teófilo Jaime Chahín, associate vice president for human resources at Southwest Texas State University in San Marcos, Texas.

"Isn't it a human tragedy to be born, to live, and to die in the United States without knowing what it is to be an American," said Chahín of life in *Las Colonias*.

Chahín knows about both sets of living conditions. He lived in the labor camps in the 1960s as he traveled throughout the West with his parents, who were migrant farmworkers. He also spent nearly two years in *Las Colonias* producing a movie, "*Las Colonias*: The Forgotten Americans," that has reached 62 million viewers in 40 states on PBS. The film delves into the lives of these Americans, who live on wages averaging $6,000 per year in clapboard homes in some 1,700 *colonias* along the Texas border from El Paso to Brownsville.

"What he was able to do through the film was to bring attention on a national basis to the situation on the border and to our needs," said Arizmendi. "We don't have to explain as much as we used to. The movie depicted the spirit of the people, not the hopelessness of the situation but rather their struggles to improve their lives and to do better in their lives."

The documentary, which first aired last Dec. 14, tells the story by following the lives of several residents. The film depicts the grim realities and the challenges encountered in overcoming the barriers faced by those living in grinding poverty.

The movie tells how *las colonias* first sprang up primarily along the Texas border in the 1940s when unscrupulous land developers and land owners sold undesirable tracts of land without any basic services to poor families at exorbitant interest rates. Many of the families were immigrant farmworkers, *braceros*. Initially, the housing was built as temporary shelter for the migrant workers, but as living standards across the country improved in the 1950s, the situation stayed the same in *las colonias*.

Still, the families living in *las colonias* saw it as an opportunity to build their own homes and often did so, one room at a time, when they had enough cash to carry out the construction. There were many reasons for the proliferation of *las colonias*. At the time, Mexican-Americans were segregated to living in certain areas, and many were living on very low incomes. Also, lax building, housing, and zoning codes, and a critical shortage of affordable housing along the border led to the growth of *colonias* filled with makeshift structures, said Jorge Chapa, a professor and the director of Latinos studies at Indiana University at Bloomington.

But no one stepped in to provide the basic infrastructure, such as water, sewerage, or electrical and gas hookups that were needed, so the families had to improvise since they could not free themselves of the high loans for their properties. Many built open pit toilets to make homemade cesspools, a practice that was eventually halted because contaminants were leaching into a neighboring water table.

"One of the project's objectives is to inform policymakers and the public about the lack of legislation and enforcement of policies related to *colonias*," said Chahín. "The health and safety danger resulting from lack of standard public services–like paved roads, running water, sewage systems, utilities, and home construction codes–requires appropriate governmental agencies to enact and enforce policies to stop the spread of *colonias* and continued endangerment of American families."

Daniel Solis is executive director of Alianza Para el Desarollo Comunitario, in El Paso, Texas, a nonprofit organization which develops leadership in *colonias* so they can get social services, infrastructure, and affordable housing. Solis lives in a *colonia* and said he, like many others in *las colonias*, has managed to survive without water hookups by having a truck regularly deliver to his home a 2,500-gallon container of water, which his family uses for washing, cleaning, and drinking. The water is only drinkable for two days before it becomes unsafe to drink. Residents who continue to drink it because they cannot afford to also buy bottled water are subject to a number of intestinal problems.

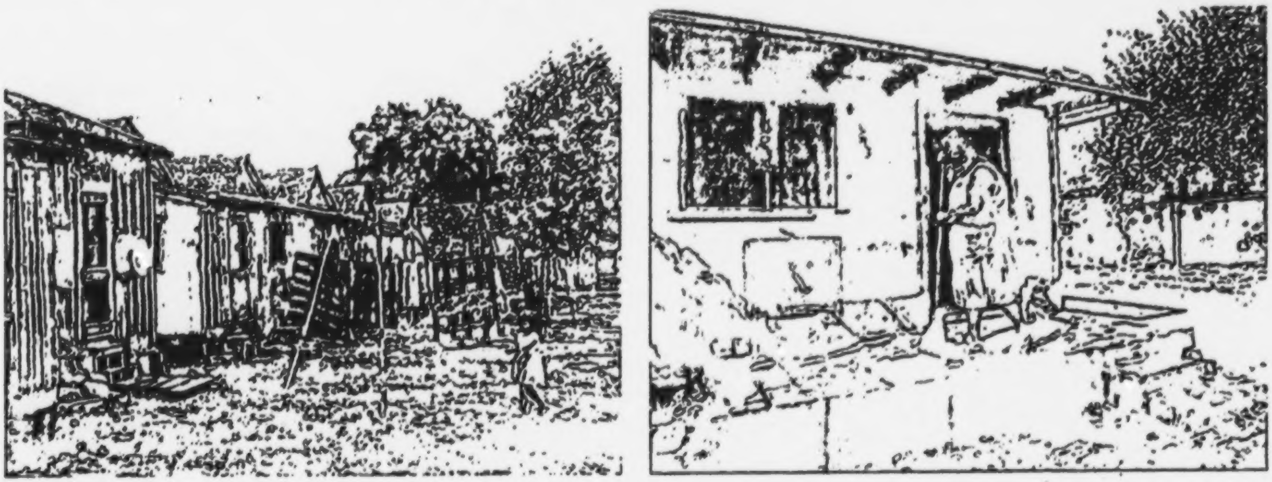
The lack of basic public services also has led to other health problems in *las colonias*, including higher than average rates of hepatitis and tuberculosis.

"I'm using the documentary as an organizing tool in *las colonias* to empower people to get involved," said Solis.

Texas officials have taken several steps to improve the situation, but so much remains to be done. They launched a program to refinance many of the high-interest property loans at 5 percent, but the properties must have potable water. Solis said that of the 204 *colonias* with 80,000 people with whom he works, 89 *colonias* with 35,000 people do not have potable water.

"I commend Dr. Chahín for the work he did," said Solis. "It is the first time that the views of the people of *las colonias* were put forth. We did it as raw as it gets. It shows the real conditions these people are living in, the desperate conditions."

Also, Solis said the Texas Legislature made it more difficult for unscrupulous land developers to sell properties to *colonia* residents. In 1999, a law was passed that required land developers to sell only land that has basic services. Still, for people who are earning minimal wages and are primarily



These Americans live on wages averaging $6,000 per year in clapboard homes in some 1,700 colonias along the Texas border, from El Paso to Brownsville.

Daniel Solis
Director, Alianza

migrant workers depending on whatever seasonal work they can get, the going cost of $27,000 plus interest for a one-acre lot in El Paso seems high. Then to purchase a doublewide mobile home, which costs about $70,000 to put on the lot, can be overwhelming, said Solis. In El Paso alone, there is a deficit of at least 30,000 affordable homes for families, he said.

"All we're asking for are the basic necessities that every human being has a right to have, that being water, electricity, and natural gas," said Solis. "We're not asking for a handout. If these people get water and sewage connected, they pay for it."

Solis said the movie helped dispel many myths about the people living in *las colonias*. People believe that the residents are in the country illegally, survive on welfare, and do not work. Instead, the families are hardworking, rarely accept welfare, and are two-parent families working hard to make ends meet. Moreover, said Chapa, about 85 percent of the residents are U.S. citizens.

"This problem is solvable because the people in the *colonias* want to solve it," said Solis.

Arizmendi said many people believe that the residents of *colonias* could find a way out if they really wanted to. Many people believe that because they are poor they should qualify for some help, but he explained the people he works with in the *colonias* are so poor they don't qualify for loans or even government low-income housing programs. Many government programs require that in order to qualify for a low-income housing program, people earn 60 to 80 percent of the median income. The people Arizmendi works with only make 15 percent of that. Moreover, he noted that most residents of *colonias* are viewed as too high risk and too poor to qualify for a conventional loan. Because they have seasonal jobs, they don't have regular check stubs that banks rely on to approve loans. Moreover, their income is seen as too low, and they often lack a credit record because they pay cash for all purchases, said Arizmendi.

Proyecto Azteca has a waiting list of more than 3,000 families who want to build their own homes. "Because these people have been ignored for so long, to solve the problems will cost billions of dollars," said Arizmendi.

The problems the families in "*Las Colonias*" encounter are compounded by the problems facing the U.S.-Mexican border. The border, says Chahín, is in transition economically. Many jobs have left border towns, and many new ones have arrived. The communities are moving as quickly as possible to fill the labor needs, but retraining workers is costly and takes time. Therefore, in some border towns, the unemployment rate is in the double digits.

Moreover, the population along the border is booming, according to the U.S. Census. The growth can be attributed to a variety of factors, including economic development, the North American Free Trade Agreement–which has boosted trade between the United States and Mexico and attracted many companies to the border, natural growth, a lovely year-round climate, and immigration.

There is a cost for that population boom and the increased trade across the border. Schools are overcrowded. There are not enough roads, and the existing ones are taking a beating from increased truck traffic across the border. The infrastructure does not exist to accommodate the growing population, particularly in the area of affordable housing.

In 1998, the Ford Foundation found in a study that there is a need for 225,000 affordable homes along the border. The lack of infrastructure has long been an issue, as have the water shortages of the West and the environmental challenges facing U.S. border towns due to their proximity to Mexico and its lax environmental laws.

Chahín said more collaboration is needed among government and private entities to meet all of the challenges. Still, he is optimistic that the living conditions along the border will improve.

"The communities are very resourceful, despite a lack of resources," said Chahín. "They have hope, *ganas*. They too are in search of the American dream."

Making The Film

Chahín and Jorge Chapa joined forces to develop the project. They decided they had to use the media to develop policy on behalf of *las colonias*. So the two decided to produce a film and turned to filmmaker Hector Galan. Chahín wrote a grant proposal to the Kellogg Foundation and received $994,000, and got additional funding from Sea World, Southwestern Bell, and the Anheuser Busch Company to produce the film. Chapa, who had conducted extensive research on *las colonias* while at the University of Texas at Austin's Lyndon B. Johnson School of Public Policy, provided much of the background research and developed the Web site for

David Arizmendi, executive director of Proyecto Azteca

Prof. Jorge Chapa, Indiana University at Bloomington

the project. Henry Cisneros, U.S. Secretary of Housing and Urban Development under President Clinton, provided the narration, and Galan helped produce, film, and direct the documentary.

"My work has taken me across America and deep into our nation's past," said Galan, whose production credits include "*Hispanos*," a PBS documentary focusing on Hispanic life in America, and "*Checking it Out*," a 26-part magazine series for Hispanic teenagers. "Colonias might be America's newest 'Appalachia,' therefore it is critical that conditions of life in them be part of the national historical record."

The documentary has led to other efforts. Several children from *las colonias* testified before Congress in March 2000. Photos that were taken by 100 eighth-graders in Monte Alto, Texas, of the living conditions in *las colonias* are now part of an 88-photo traveling exhibit. Chahín has developed a Web page for more information about *Las Colonias*, the exhibit, and other projects related to the documentary. It can be found at: www.lascolonias.org.

He developed a Kellogg Foundation-sponsored leadership camp for children along the border. Held in June, it attracted 125 eighth-graders from *las colonias* who underwent classes in leadership training, writing, physics, and algebra at Southwest Texas State University. The students in the two-week camp made site visits to different computer companies. Several teachers from their public schools also attended. The camp and other educational efforts under way are vital to *las colonias* since more than half of the children fail to graduate, and less than 1 percent of the residents in *las colonias* attend college, said the film.

Chahín is trying to raise $25 million to create a mortgage company that will serve residents of *las colonias*. He is forming a partnership with Arizmendi, so that once he secures the funds, Arizmendi's organization can build 1,000 homes along the border.

"It takes enormous effort and time to secure a loan for *colonia* residents," said Arizmendi.

The three-bedroom, two-bath homes Arizmendi's organization helps families build are sold to families at zero percent interest rates, so they pay no more than $120 per month for 20 years on the homes. His organization requires that six families come together to build six homes at a time with technical assistance from construction professionals. The families build the homes on Proyecto Azteca's lot, and then move them to the permanent site. They have makeshift homes on the permanent lots, as they cannot be left homeless while building their new homes. The homes cost about $25,000 to build, including closing costs and other fees related to building the homes.

Funding for his organization has come from a variety of sources, but Arizmendi admits that life would be easier if there were a steady source of revenue and a boost in it so he could help more families build their own homes.

Chahín said the film has launched a number of legislative initiatives that are being considered in Congress and the Texas Legislature to improve living conditions for residents of Las Colonias, improve the infrastructure along the border, and create affordable housing.

"We didn't realize the impact we were going to have," said Chahín.

Chicano and/or Latino History

The Department of History and the American Studies Program at Carleton College are seeking to fill an entry-level tenure-track position in United States history, with a specialization in Chicano and/or Latino history and culture beginning in September 2002. Appointment at a higher rank might be considered in extraordinary circumstances. The position carries teaching responsibilities in the History department and in the American Studies program. In History, the job will entail participation in the U.S. survey course, with opportunity for more specialized instruction in American ethnic history, American immigration history, and/or regional history (e.g. Borderlands, American West) at both introductory and advanced levels. In American Studies the job will provide opportunity for teaching in the core courses (Introduction, Methods, Senior Seminar) as well as more specialized culture studies. The successful candidate must have demonstrated research and teaching interest or experience in both History and American Studies, a strong commitment to undergraduate teaching in a liberal arts environment, and must have Ph.D. completed or substantially completed by June 2002. To apply, please send a letter of application, a graduate dossier that includes c.v., three recent letters of reference, graduate transcripts, and one or two sample syllabi by **November 1st, 2001,** to:

Professor Harry McKinley Williams, Chair
Department of History, Carleton College
One North College Street, Northfield, MN 55057

Carleton College is an AA/EOE; we particularly encourage applications from women and members of minority groups.

E-mail questions regarding the application process to **nlambert@carleton.edu.**

2019

The Honor Roll

St. John's University

Merger Gives New Power to Business Program

BY ROGER A. DEITZ

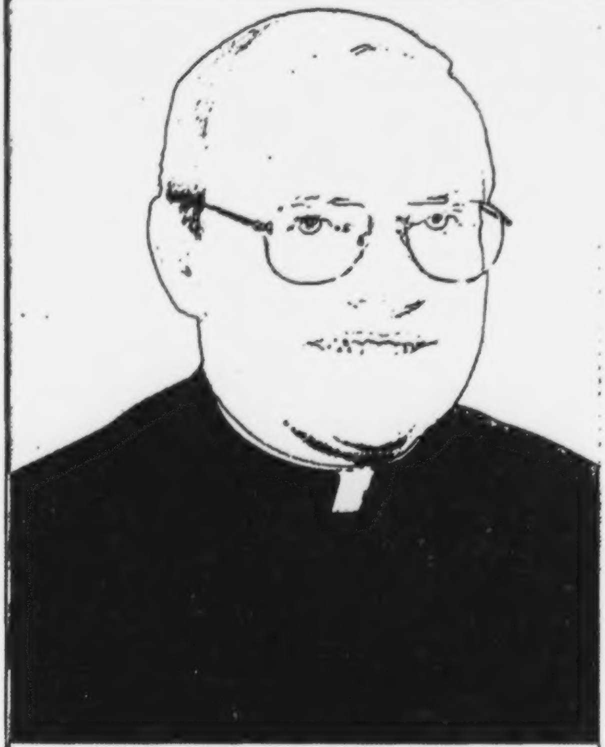
When St. John's University President Donald J. Harrington, C.M., considers how far his institution has grown, he is heartened. "Twenty-five years ago, we had two campuses, Queens and Staten Island. A few thousand students commuted to the University and were primarily from the New York area. Professors taught with dittos, textbooks, and chalk. Today, since our merger with The College of Insurance, we have five campuses, including Rome, Eastern Long Island, and, most recently, Manhattan. Of our University population of more than 18,000 students, 1,400 live in five new residence halls on the Queens campus. Students come to us from 37 states and just as many countries.

"Today, if you were to walk into any of our classrooms, you would likely find a professor giving lessons with the help of a computer wired to the Internet. In addition, our grants-sponsored research totals more than $7 million, an increase of 112 percent from just five years ago. Last year, we gave out more than $53 million of our own funds in financial aid to the neediest students. And in April of this year, St. John's was ranked 40th in the nation by the *Chronicle of Higher Education* in full-time faculty salaries... All these remarkable changes," says the president, "are testament to the talent and the vision that we as a University possess."

St. Augustine Hall at St. John's University

President Harrington, who became St. John's 15th president in 1989, adds, "Through innovative teaching, research, and service, we will foster rational, spirited inquiry, and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice."

Founded in 1870 by the Vincentian community, St. John's University is one of the largest Catholic universities in the United States. More than 18,500 undergraduate and graduate students are enrolled in six colleges and divisions. The list includes the St. John's College of Liberal Arts and Sciences, the College of Pharmacy and Allied Health Professions, the School of Education and Human Services, the Peter J. Tobin College of Business, and the College of Professional Studies–the career-oriented unit for undergraduate studies–and,



Donald J. Harrington, St. John's University president

Honor Roll Facts in Brief

INSTITUTION
St. John's University

LOCATION
8000 Utopia Parkway
Jamaica, NY 11439
(800) 232-4758

ESTABLISHED
1870

ENROLLMENT
18,621 (12.8 percent Hispanic)

DEGREE OFFERINGS
Bachelor's
Master's
Doctorate

ANNUAL TUITION AND FEES
$15,930 (undergraduate)

FACULTY
589 full-time, 499 part-time
(2 percent and 3 percent Hispanic, respectively)

SEVERAL DEGREE PROGRAMS
Biology
Computer Science
Criminal Justice
Finance
Psychology

NOTABLE HISPANIC-SERVING ORGANIZATIONS
Hispanic Cultural Society
International Students Association

INTERNET ADDRESS
www.stjohns.edu

lastly, the University's distinguished College of Law.

In 1870, a small group of Vincentian priests, at the invitation of the first Bishop of Brooklyn, John Loughlin, opened a day college in Brooklyn (at the same time construction was beginning on the Brooklyn Bridge). The school was located on the corner of Lewis and Willoughby avenues and had an enrollment of 47 "young scholars." The school's mission was to "provide a solid education to the children of the immigrants" and "maintain the credit of Catholicity." Today, the university is home to extensive computer facilities, including four microcomputer classrooms and six multi-media classrooms. The University libraries house more than 1.5 million volumes and feature an Online Public Access Catalog linked to 18 other member libraries. Periodical subscriptions now number more than 5,000. A state-of-the-art television, radio, and computer graphics facility offers communications students access to professional broadcast equipment.

The recent merger of St. John's University with The College of Insurance (TCI) created a more powerful business program for students of both institutions and gives St. John's a Manhattan Campus for the first time in its history. That campus officially opened on June 14. The unprecedented agreement makes TCI a school of St. John's Peter J. Tobin College of Business (TCB), and renames TCI The School of Risk Management, Insurance, and Actuarial Science (SRM). Dr. Ellen Thrower, president of TCI, continues to lead SRM, and the students of the merged institution are part of the St. John's student body. "This is a historic occasion for St. John's University," said Rev. Harrington. "As we welcome The College of Insurance, its students and alumni into the St. John's University community, we enrich the academic possibilities for all our constituencies." Dr. Thrower said the merger "offers the most creative and promising strategy for achieving our vision of becoming the premier academic program in risk management, insurance, and actuarial science. The combination of TCI's academic strengths with the broad business expertise of the Tobin College of Business will enable us to become a leading resource for students and employers in today's ever-changing financial services marketplace."

Peter J. Tobin, dean of the Peter J. Tobin College of Business remarked, "We have long expressed an interest in offering our business programs in Manhattan. This agreement not only makes this possible but also enables us to expand our business curriculum into the critical area of risk management and to build executive and professional education for the future. This partnership strengthens the business school and moves us even further on the path of being a leader in business education." The 10-story building at 10 Murray Street that was home to TCI became the fifth St. John's campus worldwide. His Eminence Edward Cardinal Egan welcomed St. John's to Manhattan by blessing the building.

More than 100 degree programs are offered at St. John's, from the two-year associate level to full doctorates. The 10 most popular programs account for 46 percent of total undergraduate enrollment. These are Pharmacy; Computer Science; Criminal Justice; Finance; Elementary Education (Pre K-6); Accounting; Communication Arts; Psychology; Biology; and Liberal Arts. The 10 most popular graduate programs account for 60 percent of graduate and professional enrollment: Law; Finance; Reading Specialist; Elementary Education; Educational Administration and Supervision; Speech Pathology and Audiology; School Counselor; Marketing; and Pharmaceutical Sciences.

Fall 2000 enrollment was 18,621, 0.8-percent above the 1999 total, due primarily to a 1.6 percent increase in undergraduate enrollment at the Queens campus. The full-time equivalency of 15,058 was 1.8 percent higher than the 1999 full-time equivalency of 14,740. The enrollment of 18,621 is the highest since 1996. The percentage of female students was 58 percent.

Hispanic, African American, Asian/Pacific Islander, and Native American students account for 35 percent of the student population, a rise from 33 percent in 1999. The ethnic distribution includes 12.8 percent Hispanics, 10.7 percent African Americans, 11.0 percent Asian, and 0.2 percent Native American. The majority of students (66 percent) still come from the New York City area, with an additional 15 percent from Long Island's Nassau County. Non-resident students increased by 15 percent, accounting for 3 percent of the undergraduates and 10 percent of the graduate population. This is the largest number of non-resident students in 10 years. They come from 108 countries, with five countries accounting for 48 percent of the students–the Republic of China (Taiwan), India, Egypt, Mainland China, and the Republic of Korea (South Korea).

Students at St. Augustine Hall

There are 589 full-time and 499 part-time faculty, for a student-to-faculty ratio of 18-to-1. Hispanics make up 2.0 percent of the full-time and 3.0 percent of the part-time faculty as of Fall 2000. Ninety percent of St. John's full-time faculty hold a doctorate degree, and five are internationally recognized Fulbright scholars. Undergraduate tuition and fees for the 2000-01year ran to $15,930, a figure that places the school at about the mid-point for comparable local colleges and universities.

Last March, St. John's University announced a new scholarship geared especially for top students at regional community colleges planning to transfer to St. John's after earning their associate's degree. The Presidential Scholarship for Transfer Students offers full-tuition for three years of undergraduate study. "St. John's has always been attractive to transfers because we understand their needs are different from those of first-time students," says Glenn N. Sklarin, vice president for enrollment management. "In keeping with that tradition, we created this new scholarship to offer special recognition for transfers with truly outstanding academic records." Transfer students may apply if they expect to have earned their associate's degree by the end of the academic year, or have earned the degree as well as a cumulative GPA of at least 3.8. The scholarship will be awarded to one student from each of the 14 participating regional community colleges: Bronx, Kingsborough, LaGuardia, Manhattan, Nassau, Queensborough, Suffolk, and Westchester, in New York state, and Bergen, Brookdale, Essex, Middlesex, Ocean, and Union, in New Jersey.

At last January's commencement exercises, St. John's marked its 131st academic year with Winter Commencement Exercises on the Queen's campus, presenting an Honorary Doctor of Law degree to His Eminence Jamie Lucas Cardinal Ortega y Alamino, Archbishop of San Cristobal de Habana, Cuba. His Eminence is the spiritual leader of that nation's 4.5 million Catholics. As a parish priest in the 1960s, he was imprisoned in a labor camp before being freed to return to the church of his birth. In 1978, Pope John Paul II elevated him to Bishop of Pinar del Río, then Archbishop of Havana, then finally to the College of Cardinals as the first Cuban to be appointed to that level since the Cuban communist revolution in 1959. Cardinal Ortega was the main influence in bringing the Pope to Cuba more than three years ago.

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Retention Initiative Launched by

HISPANIC
SCHOLARSHIP
FUND

Sarah Martinez Tucker, HSF president and CEO

Larry R. Faulkner, president of the University of Texas at Austin

Texas Gov. Rick Perry

First Sites at UT-Austin, Harvard, Columbia, Stanford, and UC-Berkeley

BY
ROBERT D. MECKEL

The University of Texas at Austin this spring became the first university in the state to have a Hispanic Scholarship Fund (HSF) Student Scholar Chapter, part of a $1 million national initiative by the Goldman Sachs Foundation and HSF to improve college retention rates among Hispanic Americans.

The HSF Scholar student chapters at UT-Austin and four other institutions will strive to develop leadership skills among HSF scholars and promote outstanding academic performance through mentoring. By connecting students with mentors such as HSF alumni, the student chapters also aim to strengthen the retention rates of Hispanic students. Another goal of the program is to have the mentors reach out to recent high school graduates and encourage them to seek their college diplomas.

The initiative was announced in April at the Texas State Capitol by Texas Gov. Rick Perry; Stephanie Bell-Rose, president and CEO of The Goldman Sachs Foundation; Sara Martínez Tucker, HSF president and CEO; and UT-Austin President Larry R. Faulkner.

The Goldman Sachs Foundation gift will create HSF Scholar student chapters at Harvard, Columbia, Stanford, UC-Berkeley, and UT-Austin. Ten more institutions will be selected next spring.

"It's a major investment in the state, but one that I happen to think will return huge dividends. That's because an investment in an educated mind is an investment in an unlimited future. It's an investment in the future of Texas, and I happen to think it's an investment in America," said Perry. He applauded HSF for its 25-year history of nurturing the hopes and investing in the future of thousands of Hispanic students.

"With this gift to HSF, the Goldman Sachs Foundation enables us to fill a void and build a much-needed community among HSF scholars," said Martínez Tucker. "In addition to providing scholarships, we recognize the importance of providing mentoring, guidance, and a support system that allows these bright young students to complete their degrees."

Bell-Rose said the Goldman Sachs Foundation gift to HSF is an investment in the country's future. "This grant reflects our goal to develop exceptional young leaders by equipping promising students to enter and thrive in top colleges and challenging careers," she said.

Faulkner said, "We applaud the Goldman Sachs Foundation for its exceptional support of the Hispanic Scholarship Fund. The fund is helping outstanding young scholars to realize their potential, on the UT-Austin campus and at universities across the nation. The University of Texas at Austin is committed to the success of the new HSF Scholar chapters and Alumni Network and the goal of strengthening the Latino educational pipeline."

HSF provides scholarships based on merit, with consideration of financial need, to Hispanic Americans of all races and ethnicities. According to the HSF, many HSF scholars have overcome significant social and economic barriers. In 2000, 70 percent of HSF scholars came from low-income families, and 57 percent represented the first generation to attend college.

Perry said current studies by the Texas Higher Education Coordinating Board reveal that Texas enrolls a lower percentage of its young people in college than the national average, and a lower percentage than the 10 most populous states.

"Currently, only about 48 percent of Texans who enroll in undergraduate studies in our universities actually graduate. Among Hispanics, the graduation rate is even lower; it's about half that of non-Hispanic Anglos. That is simply unacceptable. Given the demographic shift in our state and our nation, we must find ways to get more minority children not only enrolled in our institutions of higher learning, but also graduated," said Perry.

The governor noted that in the past 10 years alone, Hispanics have accounted for 60 percent of the population growth in Texas and that Hispanics are expected to become the majority of the state's population in a few years. "That's why it's most important that we close the educational gap. To have a growing population lagging in education achievement is not just a Hispanic problem, it's a Texas problem." He said the HSF program is a step in closing the educational gap.

Faulkner said the University is proud that Martínez Tucker, an alumnus of UT-Austin, has become so successful in her leadership role as president and CEO of the Hispanic Scholarship Fund.

He said UT-Austin is committed to serving Hispanic students in Texas and beyond, and is honored to participate in the program by having one of the first HSF Scholar chapters on the UT-Austin campus and by lending its support to the HSF alumni network.

"This is truly terrific work," Faulkner said of the initiative. "It's work that will be very important to our state and our nation as we move into the 21st century, where the challenges will be quite different than those of the 20th."

UT-Austin Scholarships

During their visit to Austin to announce the initiative, HSF officials participated in a reception where more than $326,700 in HSF scholarship funds was awarded to 135 UT-Austin students. The UT-Austin students reflect the highest number of HSF scholarship recipients at any university in the nation this year.

Scholarships awarded to the 135 UT-Austin students that evening ranged from $1,000 to $10,000, with the average being about $2,500. The

University's scholarship recipients have a cumulative GPA of 3.56.

During the reception, Faulkner said, "According to an annual report in *The Hispanic Outlook*, UT-Austin is No. 1 in the nation in doctoral degrees awarded to Hispanics. We are ranked fourth in the nation in bachelor degrees awarded to Hispanics and fifth in the number of master's degrees. We can and we will do even better. But without question, the University of Texas at Austin is one of the most important forces in the United States in Hispanic higher education, and we are proud, proud of that."

Later in the program, Faulkner pointed to an inscription near the ceiling of the Academic Room in which the reception was being held and asked the scholarship students to read the quote by O.H. Cooper. It said, "The University of Texas is not the lengthened shadow of any one man or of any one group of men. It is the noblest concrete embodiment of the best spirit of Texas."

"Texas is a place of tremendous change right now," continued Faulkner. "We know that the face of Texas is changing. It is changing very rapidly. It's changing in ways that require that we put a tremendous emphasis on the educational opportunities that are made available to students, and that we put a tremendous emphasis on your responsibility to succeed. We are going into a future that we don't know a lot about, but we do know that Texas will see the challenges of the 21st century sooner than the rest of the United States will."

Hispanic Scholarship Fund

Martínez Tucker said that in 1975, some concerned people met about the alarming state of Latino higher education. She said the Hispanic Scholarship Fund came together with a very simple yet compelling vision–to strengthen America by enabling Latino higher education. Because there was no national effort at the time, the group picked a very simple mission–to become this country's premiere scholarship fund for Latinos.

"In our first 26 years, we've raised $58 million for 48,000 scholarships for students in all 50 states and Puerto Rico. I'm proud to say that $13 million of that $58 million has come to the state of Texas. So we're very proud of our accomplishments, but, in spite of all our good work, Latinos still continue to be underrepresented in our nation's high schools and colleges. We are alarmed at the Latino high school graduation rate, we are very concerned about the transition rate to college, and ultimately the number of Latinos who get their college degrees."

She said HSF has adopted a new mission of doubling the number of Latinos earning their college degrees to 18 percent by the year 2006.

"We are a little intimidated by our new mission because that means we have to affect not only the college retention rate, but the transition rate, as well as the high school graduation rate. But we have confidence because, let me tell you scholars, you have joined 22,000 alumnus before you…" And the HSF has made a difference in their lives.

"To our scholars tonight, let me tell you, you've joined a terrific group of people across the United States–97 percent earned their baccalaureate, 43 percent went on to graduate school, 88 percent earn over the national per capita median income, 60 percent earns at least double the Latino median income, and 62 percent does volunteer work in their communities.

"Our work shows that we can break that cycle of under education for Latinos, inadequate employment, lower median income, less able to support our children's higher education dreams. So we honor you tonight, but we challenge you. You are the standard bearers for the next generation."

She urged the students to take time, when they visit their families back home, to go to their high schools and "just tell your story. Tell what it's like to be here today, and create in others the hope of what you have been able to accomplish with your lives.

"We really do hope you will become the role models for your community. We need you because we need our children to see you as the hope for the Latino community," said Martínez Tucker.

The recipients of HSF scholarships throughout the country study a wide range of disciplines in more than 1,300 higher education institutions. HSF scholarship giving mirrors the U.S. Census Bureau data by ethnic breakdown within the Hispanic population.

According to the HSF, more than 100 of the nation's Fortune 1,000 companies have chosen to invest in HSF. More than 50 percent of HSF's funds are from direct corporate contributions, and an additional 23 percent are raised by volunteer Hispanic employee committees and through events in more than 30 cities.

"Many corporations recognize that creating a highly educated workforce among the fastest growing minority population is an investment," said Chino Chapa HSF senior communications director. "According to newly released Census figures, 40 percent of the 35.3 million Hispanic Americans are under age 19, and Hispanics currently represent more than one in four of new workers entering the labor force."

HSF board members represent a diverse group of high-level executives who provide important links to business, government, education, and nonprofit sectors, and are influential leaders in the Hispanic community.

For additional information about the Hispanic Scholarship Fund, contact Chino Chapa at (415) 445-9930, or visit the HSF Web site: http://www.hsf.net.

Four Colleges/Four Distinct Diversity Grants

Caltech, Whittier, Mt. St. Mary's, and Mills

BY ISIS ARTZE

The impressive sum of $5 million was recently allocated to a much-deserving area in higher education: campus diversity. Did it fall from the sky? Well, yes and no. It's part of The James Irvine Foundation's mission to help California's independent colleges and universities address issues of ethnic diversity on their campuses.

The Foundation was established in 1937 by James Irvine, the California pioneer whose 110,000-acre ranch in Southern California was among the largest privately owned land holdings in the state. The $5 million grants are the most recent allotment to the Foundation's "Campus Diversity Initiative," a program that has donated nearly $30 million in 45 grants to 24 institutions since its inception in 1987."

"We want to ensure that the work of diversity is central to the mission of the institution," says Hilda Hernández-Gravelle, program officer in higher education at The James Irvine Foundation. She explains that in the past diversity was considered the concern of a single office or center. The Campus Diversity Initiative aspires to create "a more focused approach to help institutions institutionalize diversity," says Hernández-Gravelle. "We want to impact the university as a whole."

"We also encourage a link between the campuses we fund, so that they can learn and borrow from one another," she says.

Of the newly distributed $5 million, $2 million was invested in Occidental College in Los Angeles–the largest grant Irvine has ever made to a liberal arts college. Occidental will use the funds to enable more of its diverse student body to study abroad, support a new Intercultural Community Center, reshape the college's core program around the theme of community, and provide minority Ph.Ds with faculty fellowships.

Other awards include $1.5 million to Claremont Graduate University to identify and recruit diverse faculty members, $750,000 to Dominican University of California in San Rafael to pay for a new director of diversity and support the reshaping of the school's science curriculum, and $1 million to Harvey Mudd College to fund programs in the hard sciences.

The Irvine Foundation's "Campus Diversity Initiative" has donated nearly $30 million in 45 grants to 24 institutions since 1987.

For colleges and universities to apply for Irvine funding, they must answer the question: What steps do you need to take to address issues of diversity on your campus? Institutions reply in the form of a narrative, describing the current status of diversity on their campus, indicating how they would use the funds, and explaining the anticipated outcomes.

The Foundation's "higher education diversity group" reviews proposals, ensures they make sense in the context of the university in question, and works independently with each selected college to devise a strategy.

Hernández-Gravelle explains that in the 1980s the Initiative was mostly concerned with the enrollment of underrepresented students and financial aid. Today, the focus has shifted to curricular issues and to "being able to create a campus environment conducive to success," she says.

Other current goals are improved curriculum and campus climate, better distribution of majors chosen by students of color, and higher achievement by low-income and minority students.

One of program's best features is that it allows each college to use the funds for its particular needs. "Each campus is different," says Hernández-Gravelle, "we respond to each institution's own needs and ethos."

4 Colleges, 4 Distinct Plans

•California Institute of Technology

"At Caltech, it's very important for diversity to be given a higher priority, and the best way to do that is by bringing [the concern] to the president's office," says Miriam Feldblum, special assistant to Caltech's president, responsible for diversity issues.

"The James Irvine Foundation has taken an excellent new tactic with the university, insofar as they ask questions such as, 'What would progress look like?' instead of just giving funds," she says. She also commends the Foundation for being concerned with the evaluation of plans. "They ask, 'Did the program do what it was intended for?'" she says.

Caltech received its first campus diversity grant in 1989 for specific programs. In 1999, it changed its focus, as the Foundation did, to a more holistic approach, says Feldblum.

"We're changing the process and climate so we can move forward on multiple levels, with all divisions," she says. Caltech's general goals are to increase the number of underrepresented students, support minority students in sciences, math, and engineering, and increase the awareness of diversity issues within the university.

It will receive $2.2 million over the next three years, to be distributed among 11 areas, including graduate fellowships, a postdoctoral fellows program, the Higher Achievement for Undergraduates Program, the Minority Undergraduate Research Fellows Program, curricular development, and multicultural activities on campus such as lectures and community outreach.

However, the Campus Diversity Initiative does much more than fund specific programs, asserts Feldblum. For example, the money allowed Caltech to restart an initiative from the '90s, the postdoctoral fellowships, she says. This, in turn, encouraged the institution to allocate additional funds for these fellowships.

"The Foundation gave us the impetus to look back and think about increasing diversity," says Feldblum. "It's an opportunity and a mandate to see what's working."

•Whittier College

This is the third year of Whittier College's grant, and according to Tracy Poon Tambascia, associate dean of students and director of the Cultural Center, "what we've made possible is raising the awareness of students, staff, and faculty. People don't think diversity is the job of one office anymore, but something we all do together."

At Whittier, where 25 percent to 30 percent of the student body is Latino, Irvine's grant was used for faculty and staff development and the addition of courses such as immigrant and Chicano history. It allowed the college to hire visiting scholars of color, two of whom stayed on as faculty.

The funds also have been allocated for alumni relations, says Tambascia. "We have contacted alumni of color to find out what would bring them back to campus."

Perhaps the main outcome of Irvine's grant was the creation of Whittier's Cultural Center, which serves two main purposes, explains Tambascia. "First, the Center works with students of color on campus in retention and helps them access resources." The Center houses a leadership development and peer-mentoring program that works with minority student groups.

"It provides counseling, support, serves as an advocate for them, and encourages them to continue to graduate school," Tambascia adds. "We even meet with individual students and help them apply to graduate school."

Secondly, Whittier's Cultural Center "works with the whole campus to promote tolerance," she notes.

As for future campus diversity goals, Whittier plans to focus more on family and community involvement. Tambascia adds, "Since many of our students are the first in their family to attend college, we want to involve their families and siblings so that they feel ownership [of the college]."

•Mount St. Mary's College

At Mount St. Mary's, a Catholic liberal arts college in Los Angeles dedicated primarily to the education of women, with nearly half of the student body of Hispanic descent, Irvine's $1.1 million funding has "raised the bar academically," says Kim Rathman, director of corporate foundation relations. It has allowed the college to provide tutoring and mentoring for minority students, she says.

The college's specific goals are to improve the academic success, grade point average, and graduation rates of underrepresented students by improving faculty, administration, and staff understanding of strategies that are effective.

To this end, Mount St. Mary's has created an introductory course on study skills, and has "hired more minority faculty so that we have more role models," says Rathman. In the area of faculty development, the institution wants faculty to become "attuned to teaching in a multicultural society," she says.

Another facet of the Irvine grant is the enhancement of quantitative skills across the curriculum. Rathman explains that many women exhibit "math anxiety," which the college hopes to alleviate.

•Mills College

With Irvine's three-year grant, allotted in 1997, Mills College in Oakland developed "a model undergraduate curriculum for the liberal arts education of women in contemporary society," says Dr. Ramón S. Torrecilha, director of Mills' Multicultural Curricular Enhancement Program (MCEP).

MCEP supported faculty development, helped the college develop new courses in race, ethnicity, gender, women's leadership, service learning, and undergraduate research, allowed the invitation of experts to present lectures and performances to the community, and organized discussions with academic and community leaders on issues affecting liberal arts education.

Individual projects made possible by the Irvine grants include National Literatures of Latin America (a conference), a multicultural speaker series, and new courses such as Hector Mario Cavallari's "Borderland Culture."

Finally, the Campus Diversity Initiative made possible the creation of a new general education task force, whose goal is to infuse multiculturalism throughout general education courses.

Eugene García, University of California at Berkeley

Schools Working Together

While the Campus Diversity Initiative works primarily with California's private colleges, the foundation also understands the value of working with public institutions. It has recently helped fund a project headed by Eugene García, from the University of California, Berkeley.

"The intent of the activity is to try to bring public and private universities together to look at the success minority students are having within their campuses," says García. "We're trying to see how, together, with the help of these foundations, we could better advance the educational success of minorities in these institutions."

The concept behind the project came from a national task force organized by The College Board, García explains, which examined minority academic success across the U.S. "This is an attempt to take that and apply it directly to California."

The participating group consists of approximately 12 public and private institutions, including UC-Berkeley, UCLA, UC-San Diego, UC-Santa Cruz, Caltech, Occidental College, and Pomona.

The national study found that while minority graduation and participation rates have risen, minorities continue to attend community colleges and public institutions in greater proportions, recounts García.

Also, "high achievement rates tend to be much less than participation rate," he says, indicating a substantial "achievement gap."

Research on what it takes for minorities to succeed academically is scarce, García concedes, but through initiatives such as this, "we're beginning to develop a knowledge base."

Gettysburg Students Take to the Community

Teaching and Taught by Migrant Families

BY MICHELLE ADAM

Gettysburg College is nestled in South Central Pennsylvania in a rural area known as "the fruit belt." Aside from tourism and education, the local economy relies heavily upon the cherry, peach, plum, and apple orchards that surround Gettysburg. It is here that Latino farmworkers, who originate primarily from Mexico, come to work. They, among other Latinos working in local factories, are said to make up 3.6 percent of the population of a region that is more than 95 percent Anglos, but many argue that the figures are much higher and growing.

Gettysburg College consists primarily of Anglo students, too, but these students have formed strong ties with the Latino community, thus expanding their own education while providing much needed services to Latinos. Most students, directly or indirectly, provide outreach to the Latino community through the school's Center for Public Service (CPS), which was established in 1992 as a center for coordinating activities, classes, and the like for the local community.

What are now called Latino/Farmworker Programs at the Center for Public Service were once an unofficial program through the school's Lutheran chapel. The chaplain held events for Latinos in the church, including a Spanish service. Since then, programs such as tutoring, swimming, annual fiestas, and Spanish radio programs have been organized through the Center.

"Service has always been a part of the institution in some manner. There was that commitment, but it wasn't institutionalized in any way," said Gretchen Carlson Natter, associate director of CPS. Today's students interact with the Latino community through the Center in a growing number of ways. "The Latino has come to see that the campus is a place to feel comfortable," said Natter.

More than 325 student volunteers help plan and carry out large parties for Latino children in the region, and others also work on an annual fiesta that serves more than 1,200 guests each September. The only Spanish-language newspaper in Adams County, *Puentes*, is also published through CFPS, with students writing and translating many of the articles. Students work on local health vans that service about 40 percent Latinos, they teach swim clinics to Latino children and women, and help "at risk" children with after-school tutoring. At times, coordinating with other agencies in the region, students provide translating services, computer clinics, Spanish radio programming, and help organize a Mexican soccer league, which is held on campus. Together with a local agency called the Center for Human Resources, Gettysburg students and local Latino youth are also coming together, the students acquainting the youth with academic culture.

The Center for Public Service also supports faculty if they are interested in creating a service-learning component to their classes. Many of these projects involve the local Latino community. Chemistry students interviewed Mexican natural medicine practitioners in Adams County, conducted chemical analysis of plants used, and produced a much-acclaimed book, ***Medicinal Plants of the Migrant Workers,*** through the process.

For another class, students were sent into camps and Latino communities to work with children who, in turn, wrote and produced plays important to the Mexican community. These plays were produced on campus for families and students. For a senior political science class, students learning about the changing role of women in Latin American countries connected with local Latinas to hear their stories.

One course that has become extremely popular, originally implemented on a volunteer basis before the Center was established, is Margarita Elloriaga's Spanish class called The Service Learning Project in the Hispanic Community of Adams County. The class began as a project Elloriaga was asked to undertake in the early 1990s by her former Spanish department chair who had been teaching English to several Spanish families that came on campus. She couldn't teach all of them and asked for Elloriaga's assistance in helping these families, and in teaching and finding student helpers. "It kept growing and growing. It was very well accepted, said Elloriaga who is of Mexican descent.

At first, students volunteered their time as part of an independent study, and Elloriaga met with each student. She taught them some elements of Mexican culture and the migrant population and assigned readings. The students then worked directly with families, teaching them English and learning about their lives. The Center For Public Service has since requested that Elloriaga's class become credit-based, which has been the case for the past year. As part of the class, students spend a minimum of two hours per week teaching English to migrant families, as well as helping families with any other needs they may have. "I think they see it as a real opportunity to practice Spanish, and they really want to do something good," said Elloriaga.

Students also learn about cultural issues. "The discussions are very meaningful. We talk about discrimination, of how people discriminate against migrant workers. We get very personal sometimes. Students really open up a lot in these classes," said Elloriaga. "Also, when they see firsthand what the culture is about, the similarities and the differences, they truly become Spanish majors."

At Gettysburg and elsewhere, there has been a growing trend in service-learning, and Elloriaga's class is just one example of the benefits of this kind of classroom. "It's been 10 years, and I've seen a positive thing," she said. "People are starting to see the benefits of students going out into the community." Upon describing her own students, she spoke of "the big eyes, the 'I didn't know it was like this, people so poor with so much joy.' Some of the students discover that they want to be teachers, and others want to join the Peace Corps. Often when they make their visits they are tired, but once there, they leave with their spirits up. They feel good."

Elloriaga's class' service-learning program also helps students improve their Spanish skills. "As a teacher, when we teach the kids, we emphasize that Spanish is something real. They need to see it as real, as a way of living, as a culture. When they go to the families and use it, they realize it is real," she said.

When Elloriaga visits with families and asks them how they have most benefited from students' visits, their responses have often been about companionship. "The most important thing to them is the company. They see the students as friends, as bridges between the American world and their world," she said. Students help in a variety of ways, from assisting them with tax bills to calling the telephone company. One student helped a Latina woman learn English, and she is now working as a nurse. Another taught a family to read in Spanish, and within two semesters, they could read. "It was the best gift the student gave them," said Elloriaga. "It is extremely important for the migrant families to feel comfortable, to feel welcome in the community."

Jorge Pérez-Rico, who currently works with the Center for Public Service, as well as a program called Migrant Education Programs, is himself a success story. He came to the United States from Mexico as a migrant farmworker and is one of many who've benefited from Elloriaga's class. Pérez-Rico lived in

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the camps in Gettysburg and back then took the van that was available to visit the college and receive English lessons. With a bachelor's degree in sociology from Mexico and with some English skills, he then decided to take the GED. Eventually, he was offered the opportunity to teach math to Spanish-speaking people through the Center for Human Services, an outside agency. He followed this up by studying at the local community college with financial assistance. He was soon offered work at the Migrant Education Programs where Elloriaga works.

Today, Pérez-Rico is editor of *Puentes*, which is run out of CPS, and he also has been coordinating the Latino soccer league, which began through the center this past year. "Sometimes we have 500 people for the soccer games every Sunday," said Pérez-Rico. Every Saturday, he also hosts a Spanish radio show, which many of the farmworkers tune into while working out in the fields. "We can really say that Gettysburg is helping develop things that the area does not have, with the help of the students in the community," he said.

Pérez-Rico is responsible for contacting families for swim classes as well. These classes were started originally because there are many ponds in the camps, and Latino children didn't know how to swim, thus endangering their lives.

He also helps organize the fiestas that are attended by local Latinos and students. "The objective is to educate the college community about the realities of the Latino community. I think both communities are learning together," said Pérez-Rico. "I have been in Florida and in New Jersey and different places. I think Gettysburg is special. The program that CPS has is strong. The community is very comfortable coming to the college."

Throughout his years in the United States and at Gettysburg, from 1988 to the present, Pérez-Rico has witnessed a change in the situation of farmworkers and the needs that colleges like Gettysburg can address. "In the 1980s, Central Americans came because of war conflicts. Now we see the effects of globalization on the majority of the population. We have people from urban areas of Mexico coming to the States. They have a medium or good level of education, but lack of English is one of the barriers for them," he said.

The only Spanish-language newspaper in Adams County,* Puentes, *is also published through CPS, with students writing and translating many of the articles.

Lisa Martilotta is one of many students who have helped migrant workers of the area learn and overcome this barrier of English. She worked for the past year on outreach programs at CPS and was also a student of Elloriaga's before graduating from Gettysburg this past school year. Martilotta began her studies at Gettysburg as a pre-med student but switched to Spanish and studied in Mexico. "These experiences opened my eyes up to how much I had," she said. "Now that I had this awareness, 'what was I going to do about it?' I asked myself."

As a student, Martilotta sees how easy it is to remain in a college bubble and not even see outside, within a 10-mile radius, the lives of others in the community. "Their [migrant workers] struggle is unbelievable, and it's not their fault. There's really no employment for much of the population in Mexico," she said. "But many people worsen their tension by ostracizing them."

As part of her studies and her own interest in reaching out to the community, Martilotta visited migrant homes and taught families English. She also helped tutor and bring together other tutors for high school students, as well as coordinated events such as Farmworker Awareness Week. She operated tables with information on human rights issues in Mexico and in the United States, and created a panel that included professors from various departments as well as farm workers who originate from different areas of South America. "There is a tremendous amount of work to be done yet. We are getting the ball rolling. If you impact 20 people, you are doing something to create awareness," she said. "I think we definitely have made an impact."

While Martilotta and others are quick to admit that there is much more work to be done in helping migrant families and in bringing such diverse communities together, the first steps have been taken. As service-learning builds popularity and students and teachers look for alternative hands-on ways to expand their education, the changing and ever-growing population of migrant Latinos is apt to become more and more integrated into the academic community. As Martilotta said, "We are building bridges."

Milken Family Foundation Targets Teacher Quality and Retention

Good Teachers—The Indispensable Element

BY MARILYN GILROY

They have been dubbed "the Oscars of Teaching" by one national magazine. The designation refers to the Milken Family Foundation National Educator Awards honoring outstanding individuals for their commitment to quality teaching. This year, 155 teachers and administrators each received $25,000 from the foundation in recognition of its efforts. The awards were presented in true Hollywood style at a black-tie ceremony in Los Angeles, where recipients were praised as "heroes" for their achievements in the nation's schools.

The awards program was conceived in the early 1980s as part of the Milken Family Foundation's effort to "attract, retain, and motivate talented people to the challenge and adventure of teaching." Since presenting its first awards in 1987, the program has honored 1,650 educators in 44 participating states. According to Foundation officials, the Milken Educators are as diverse as the students they teach. Some grew up in poverty or came to this country as immigrants; others pursued a lifelong desire to teach or entered the profession as a second chance for career fulfillment.

Ten Latinos and an African American teacher, who is heavily involved in bilingual education, were among the 2001 award recipients. Their stories, summarized at the end of this article, are examples of how good teachers can make a difference.

"Collectively, they are a testament to achievement in the face of adversity and the power of education to dramatically alter the human condition," said Stephanie Germeraad, manager of media relations for the Milken Family Foundation. "Individually, each has made significant contributions to our nation's schools and the Hispanic community at-large."

The teacher awards are just one example of the Foundation's commitment to educational advancement and reform. It has labeled the national teacher shortage (2.2 million needed in the next 10 years) a "crisis" and has embarked upon measures to attract and keep educators in the K-12 sector. It is an effort that requires "bold and immediate action," according to Lowell Milken, chairman of the Foundation, who says that education needs a new strategy to change the American teaching system. The Milken Foundation is concerned about the current attrition rate but also points to discouraging statistics that show fewer young people are considering teaching as a career due to low pay levels and lack of advancement. Those who do enter teaching as education majors often compare unfavorably, at least in terms of test scores and academic achievement, to students entering other professions. As Milken says, this does not bode well for the American system of public education.

"Every young person in America has the right to the kind of education provided by quality teachers," said Milken at the National Education Conference. "And they have a right to it continuously, year after year, class after class, so that they receive the enduring educational experience they need and deserve. That this is not the norm in American classrooms today should be cause for alarm for everyone."

The Foundation has developed an initiative called the Teacher Advancement Program (TAP) and has identified five key elements that are necessary to reinvigorate the teaching profession: *multiple career paths*–allowing teachers to serve at various levels, including adjunct, associate teacher, mentor, and master teacher; *broad, market-driven compensation*–offering flexibility to reward performance and negotiate salaries in different categories; *performance-based accountability*–advancement determined by academic achievement, peer reviews, and consideration of student progress; *ongoing, applied professional growth*– professional development as a daily or weekly practice in both self-directed and team-directed modes; *expanding the pool of high-quality educators*–allowing degrees and teaching certification to be attained in four years or through rigorous assessment, thus creating multiple entry paths. The plan calls for a national recruitment program with scholarship offers and incentives for mid-career professionals.

Tenure Phase-Out

The most controversial part of the program recommends that tenure be phased out gradually and replaced with renewable multiple-year contracts. Current teachers would be grandfathered, but new hires would not be eligible to earn tenure. That may seem like a huge stumbling block when dealing with entrenched teacher unions, but Germeraad says that surprisingly, the unions have not closed the door on this measure as a viable alternative.

> ***Lowell Milken has called on Washington to declare no less than a "national emergency in order to mobilize action on the shortage of high-quality teachers." He believes that government must make a commitment as bold as the GI Bill and provide resources necessary to help the states deal with a variety of educational reforms but especially those that focus on the reconstruction of the teaching profession.***

"We've had good union support in Arizona, where there are five TAP pilot schools," she said. "Individuals who did not want to participate chose to transfer to other schools. But we've also had teachers who flock to these schools because of the reward incentives and opportunities to become master teachers."

One of the cornerstones of the TAP program is collaboration among teachers. Collaboration and planning time are built into the school day so that teachers can meet to discuss the real issues that they face in their classrooms. They exchange ideas and strategies for incorporating consistent standards for student achievement. Classroom support is also available from Master Teachers who have been selected based on their leadership qualities and teaching excellence. The master teachers are released from daily classroom assignments for a portion of the day so that they can provide direct classroom support and coaching for their colleagues.

The five pilot schools in Arizona have begun the second year of TAP for 2001-2002 academic year. Germeraad indicated that selected Florida schools have adopted the program this year, and discussions are under way for implementation in Arkansas and South Carolina.

The Milken Family Foundation has been advancing its educational reform model by sponsoring an annual National Education Conference in June. The conference hosts governors, state education chiefs, legislators, business leaders, teachers, and administrators for the purpose of exploring ways of improving teacher quality. In addition to presentations by Lowell Milken, this year's conference featured keynote addresses by Florida Gov. Jeb Bush and Betty Castor, president of the National Board for Teaching Standards. Conference participants have an opportunity to raise issues and refine strategies based on TAP principles that may help reshape the teaching profession in their districts or states.

The Milken Family Foundation, founded in 1982 by brothers Lowell and Michael Milken, has enlisted the support of government leaders and other private foundations to provide funds to help schools, like those in Arizona, make the transition to TAP. In addition, Lowell Milken has called on Washington to declare no less than a "national emergency in order to mobilize action on the shortage of high-quality teachers." He believes that government must make a commitment as bold as the GI Bill and provide resources necessary to help the states deal with a variety of educational reforms but especially those that focus on the reconstruction of the teaching profession.

According to Milken, it is the only hope for building the necessary human resources. His mission is to recruit and retain the best qualified men and women for the front lines of education. "Good teachers are to education what education is to all other professions–the indispensable element, the sunlight and oxygen, the foundation on which everything else is built," he said.

MILKEN FAMILY FOUNDATION

EDUCATOR AWARDEES

These educators were each presented with $25,000.

Enedelia Schofield

Enedelia Schofield was on the fast track to a successful career in law while clerking for a circuit court judge. Committed to empowering migrant workers in Oregon, like her family, she spent her nights and weekends teaching ESL classes at Portland Community College. Schofield was inspired by her son's birth to create opportunity for children and returned to the community where she grew up, moving from the courtroom to the classroom. With few Hispanic role models in either profession, she says she overcame the challenge of following her dreams to become the first Hispanic woman to be named an Oregon public school principal.

Salvador Tamayo

Salvador Tamayo and his elementary school students have created several award-winning Web sites about the history of West Chicago, Ill., and the local Hispanic community, including the "I Want to Be an American Citizen" campaign to help immigrants prepare for the U.S. citizenship test. A former producer at Mexico's TV Azteca before immigrating to the U.S. to pursue a career in education, Tamayo also co-instructs a bilingual teacher education program at Wheaton College.

María Petrea

Principal María Petrea has created a nationally recognized dual-language magnet program at Collinswood Elementary School in Charlotte, N.C., in which Spanish-speaking students are blended into the English-speaking classroom. As a result, all of her students have increased achievement on year-end tests. Through her efforts on behalf of the Spanish-speaking children that comprise 40 percent of her student population, Petrea has forged strong relationships with the city's Latino community.

Susana Navarro Baum

Rather than believing that being an ESL student was a hardship, Susana Navarro Baum's Mexican immigrant parents understood the value of education and reaffirmed that bilingualism was a lifelong skill and gift. Now a learning disabilities specialist at Solana Vista School, she uses her bilingual skills in a reading intervention program to turn struggling Spanish-speaking learners into confident, competent English readers. Realizing that parents are their children's first teachers and families of ESL learners need the tools to work with their children at home, Baum created and implemented a series of Parent Education Nights throughout the school district to help them link home support with school success. She makes home visits and enlists local businesses–such as a local grocer who provides families with nutritional education and donates healthy food –in support of her parent activities.

Graciela de Anda

Although neither of her immigrant parents graduated from high school, Graciela de Anda was encouraged to achieve academically and is now the chair of her former high school's English department in Edinburg, Texas, a school where 85 percent of the students are economically disadvantaged. Using a variety of teaching strategies aimed at stimulating higher-order thinking skills, such as writing for and editing a literary magazine, authoring scripts for plays, and practicing public speaking, de Anda is able to reach each of her students by developing their leadership skills while promoting their mastery of English.

Ronald Vigil

After almost walking away from his passion for teaching when he couldn't find a classroom job for five years, fourth-grade teacher Ronald Vigil has made a huge impact on his students at Goins Elementary School in Cheyenne. Discovering each student's strengths and needs, then building upon them with high standards and humor, Vigil helps students develop positive social skills needed to respond to challenging life situations while encouraging high academic performance. He encourages his students to work toward becoming "Teacher for a Day," where students research and teach units in the classroom.

Becky Méndez

Math and science teacher Becky Méndez has created a dynamic hands-on learning environment in her fourth-grade classroom at Jimmy Elrod Elementary in San Antonio, Texas. As campus science facilitator, Mendez promotes science learning by planning and coordinating activities such as math/science family nights. She established the Young Astronauts Program at Elrod, through which she arranges weekend trips to NASA and helps coordinate the district's annual overnight party. When she saw a need for her school's at-risk students, she developed the Elrod Environmental Eagles, an after-school program that engages those at-risk children in projects designed to improve their community's environment.

Jacqueline Haines-Bobbitt

At Stratton Elementary in Colorado Springs, Colo., a school with a high-poverty and minority population, second-grade teacher Jacqueline Haines-Bobbitt has made literacy, high standards, and achievement watchwords for success. Research-based models, such as the Four Block Model, and sound practices like journal writing, manipulatives, and literature are central to her classroom. Combined with a standards-based curriculum, interconnected lessons, and detailed tracking of each student's progress, the result has been a dramatic increase in schoolwide scores.

Danielle Calvillo

The child of a teacher, Danielle Calvillo resisted the profession, choosing to study journalism at the University of New Mexico. But, when she did a television story about local teachers during her junior year of college, she was inspired to change her major and pursue education as a career. Calvillo is now a mentor teacher at Valencia Elementary School in Los Lunas, N.M., where she infuses art and technology into her cross-disciplinary curriculum.

Patricia Castillo

In Patricia Castillo's fourth-grade class at Río Grande Elementary in Belen, N.M., students engage in stimulating activity-based learning with clearly defined outcomes and assessments. She developed a classroom stock market that earned national recognition and helps her students conduct research using a variety of resources. Castillo's spirit of volunteerism has led to student projects such as cleaning up a local river and sending relief packages to Bosnia.

Jamila Banks

A bilingual elementary teacher, Jamila Banks of Los Angeles was disturbed by the racial stereotyping she experienced growing up. Influenced by a high school Spanish teacher to pursue the subject in college (even studying at the Center for Bilingual/Multicultural Studies in Cuernecava, Mexico), Banks, an African American, has dedicated her career to multicultural education and anti-bias curriculum. She was recognized by former President Clinton's Initiative on Race for her dedicated work at Loreto Elementary, an at-risk school with a 90 percent Hispanic student population.

National Educator Awards profiles courtesy of the Milken Family Foundation.

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Affirmative Action: Making the Case

New Book from ACE a Primer

BY INÉS PINTO ALICEA

The words "affirmative action" often raise a mixture of emotions throughout the higher education community. Court actions and legislative referenda against affirmative action programs have increased the debate and made colleges and institutions more firmly committed to them or reticent for fear of a lawsuit.

"Is affirmative action still needed?" asked William B. Harvey, vice president and director of the American Council on Education's (ACE) Office of Minorities in Higher Education. "It is ludicrous to me that people would argue that this is a policy whose time has passed."

Harvey said it is important to remember that the law of the land on affirmative action programs is still the 1978 landmark U.S. Supreme Court decision, known as the ***Regents of the University of California v. Bakke*** case, which allowed the use of race as one of many factors in deciding college admissions.

Even in California, where voters in 1997 struck down affirmative action programs in higher education, the University of California Board of Regents, which in the past had supported the voters' action, is backing away from the measure, if even symbolically, because of the detrimental impact those measures have had on enrollment.

The ***Outlook*** explores how some states have tried to boost diversity in higher education and analyzes how successful they have been. For this story, the ***Outlook*** also turned to a book by ACE, ***Making the Case for Affirmative Action in Higher Education***, to share measures ACE says will help safeguard diversity.

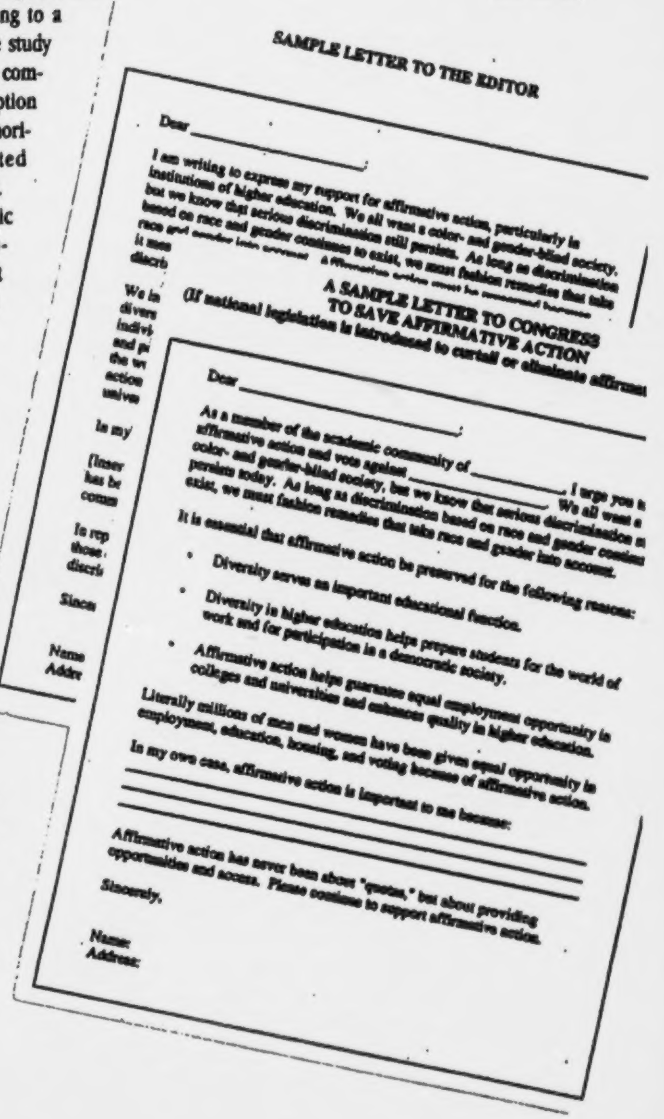
In recent years, public universities in Washington, California, and Texas have experienced drops in minority enrollments since anti-affirmative measures went into effect in all three states.

For example, the number of Black, Hispanic, and American Indian first-year students enrolling at all universities and colleges in Washington dropped in 1999 following the passage of Initiative 200, which eliminated many affirmative action programs in the state. Most of the declines in minority enrollment came at the University of Washington (UW), the state's largest educational institution, according to a study by UW sociologists. The study indicates the problem is more complex than the popular perception that UW is admitting fewer minorities. Fewer underrepresented minority students are applying.

The drop among Hispanic students was the most pronounced, falling from just under 5 percent of the 1998 first-year student class to less than 3 percent in 2000, said Charles Hischman, co-author of the study.

One of the strategies to preserve racial diversity in California is to guarantee a seat for the top 4 percent of students from each high school class. In Texas, it's the top 10 percent and in Florida, the top 20 percent. The approaches are different. In California, legislators said the top percentage of students will get a place somewhere in the system. In Texas, students in the top 10 percent of their graduating class can go to the University of Texas at Austin.

Harvey said the problem with so-called "percentage plans" is that they operate under the presumption that students attend racially segregated schools so, for example, the top 10 percent of a minority-majority school are likely



SAMPLE LETTER TO THE EDITOR

Dear ____________;

I am writing to express my support for affirmative action, particularly in institutions of higher education. We all want a color- and gender-blind society, but we know that serious discrimination still persists. As long as discrimination based on race and gender continues to exist, we must fashion remedies that take race and gender into account.

A SAMPLE LETTER TO CONGRESS TO SAVE AFFIRMATIVE ACTION

(If national legislation is introduced to curtail or eliminate affirmat

Dear ____________;

As a member of the academic community of ____________, I urge you t affirmative action and vote against ____________. We all want a color- and gender-blind society, but we know that serious discrimination s persists today. As long as discrimination based on race and gender contin exist, we must fashion remedies that take race and gender into account.

It is essential that affirmative action be preserved for the following reasons:

- Diversity serves an important educational function.
- Diversity in higher education helps prepare students for the world of work and for participation in a democratic society.
- Affirmative action helps guarantee equal employment opportunity in colleges and universities and enhances quality in higher education.

Literally millions of men and women have been given equal opportunity in employment, education, housing, and voting because of affirmative action.

In my own case, affirmative action is important to me because:

Affirmative action has never been about "quotas," but about providing opportunities and access. Please continue to support affirmative action.

Sincerely,

Name:
Address:

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to be minority thus assuring minorities will attend a university. But, Harvey said of integrated schools, minorities tend to come from families with lower incomes, and research has shown that students from families of lower incomes tend to score lower overall. Therefore, in that scenario, few minorities would be in the top 10 percent of their class, and thus few would be guaranteed a higher education slot.

Jorge Chapa, a professor and the director of Latinos Studies at Indiana University at Bloomington, is co-authoring a book about affirmative action to be published by the Julian Zamora Research Institute at Michigan State University. The book's working title is ***Diversity in Texas Higher Education at the Time of Hopwood–Problems and Prospects***. It explores the impact of the *Hopwood* case, the landmark 1996 federal appeals court ruling against the University of Texas Law School, which resulted in barring colleges in Texas, Mississippi, and Louisiana from using race as an admission factor.

"I would say that the University of Texas at Austin has been able to use the Top Ten Percent Plan, combined with a vigorous recruitment effort and a restructured financial aid program, to have a more diverse and more successful entering class than it did under affirmative action," said Chapa. "However, the Top Ten Percent Plan will not necessarily result in a more diverse student body. The other two Texas universities with selective undergraduate admissions at the time of *Hopwood*, Texas Tech and Texas A&M, still have entering classes with far fewer minority students.

Chapa said his research shows that students who attend public schools in high-income areas get preferential access to the best public universities. For example, he found that about half of the entering class at the University of Texas at Austin came from less than 5 percent of Texas' public schools.

"Texas has an extremely pressing and growing need for successful programs to make higher education accessible to Latinos and to make sure Latinos from all high schools have the opportunity to be fully prepared for higher education," said Chapa.

More than four years after the passage of Proposition 209, some California universities are struggling with the restraints placed on admissions and hiring practices that came with the affirmative action ban. Proposition 209, approved by voters as a constitutional amendment in 1996, bans preferences in state and local government hiring, contracting, and education.

Douglas X. Patiño, vice chancellor for university advancement for California State University

At a forum on the issue earlier this year, Michael Dang, associate director of admissions and outreach services for the University of California at Davis, said that since the ban on preferences went into effect, minority enrollment at UC has fallen by 1 percent. The UC, in preparation of those numbers, does not count Asian students as a minority.

A California Postsecondary Education Commission report shows that from 1995 to 1999, first-year student admissions to the UC system climbed 26.9 percent for Asian/Pacific Islander students and 17.6 percent for White students. However, in that same period, numbers decreased 21.6 percent for African American students and 6.5 percent for Latino students. Moreover, fewer than 10 percent of students who transferred into UC from a community college were African American or Latino, said Dang.

UC has continued efforts allowed under the law by boosting outreach programs in neighborhoods and school districts in underrepresented areas, as well as initiating a program that guarantees admission to the top 4 percent of graduates at each high school, adds Dang.

Hoping to send a conciliatory message to Black and Hispanic students, the University of California regents took the largely symbolic step this spring of repealing its own ban on race-based admissions.

The unanimous vote by 22 regents will not restore affirmative action to UC, which has 174,000 students at nine campuses. That was ruled out by Proposition 209, but the regents hoped the move would help bring in more minorities, whose numbers also have dropped at the UC flagship campuses of Berkeley and UCLA since the ban on race and gender preferences was adopted.

Douglas X. Patiño, vice chancellor for university advancement for the California State University (CSU) 23-college system, said that California's is considered to be the sixth largest economy in the world and that it depends on an educated and trained workforce of Latinos since Latinos comprise a significant proportion of California's population.

"Without a highly educated Latino community, that economy cannot maintain itself," said Patiño. "If Californians are not careful, their decisions will hurt the pocketbooks of all Californians."

But Patiño, a civil rights activist, said, "laws will not keep Latinos out" of higher education.

Within CSU, there were no minority admission declines from 1995 to 1999. Admissions for Asian/Pacific Islander students increased by 10 percent; White students, by 25.7 percent; African American students, by 26.2 percent; and Latino students, by 19.4 percent.

Higher education officials who want to make sure public policymakers at their institutions recognize that diversity among students, faculty, and staff is an essential component of high-quality higher education can take several steps to

The number and percentage of students by ethnic category within each type of school are shown in the table below.

ethnicity	Undergraduate		Graduate		Law		Graduate Business		total	
	number	%	number	%	number	%	number	%	number	%
White	24,007	64.6	5,336	57.8	1,040	75.4	764	62.0	31,147	63.5
American Indian	166	0.44	45	0.5	8	0.6	3	0.2	222	0.5
Black	1,277	3.5	241	2.6	17	1.2	16	1.3	1,551	3.2
Asian American	5,372	14.5	384	4.1	83	6.0	108	8.7	5,947	12.1
Hispanic	5,106	13.8	635	6.9	114	8.3	57	4.6	5,912	12.1
Foreign	1,158	3.1	2,483	26.9	40	2.9	279	22.6	3,960	8.1
unknown	73	0.06	112	1.2	78	5.6	7	0.6	270	0.5
Total	37,159	100.0	9,236	100.0	1,380	100.0	1,234	100.0	49,009	100.0

Source: UT-Austin, 2000 Student Profile.

safeguard diversity. The ACE book *Making the Case for Affirmative Action in Higher Education* provides a step-by-step strategy.

First, it is important to analyze an institution's attitude about affirmative action. To gauge this attitude, one would read the campus newspaper, faculty newsletters, board of trustees minutes, and alumni magazines. Try to determine if there are differences of opinion among students, administrators, faculty, and staff. Harvey said that institutions committed to diversity show that support from all levels, including the campus leaders, the boards of trustees, the tenured faculty, and the students.

According to the ACE book, "Forming coalitions with other people and groups that support affirmative action and actively sharing information about the campus climate are also effective."

The next step to safeguarding diversity on campus is to tell the story of how affirmative action has helped the campus improve its diversity. To best tell the story, one should include facts, such as the increased number of students, faculty, and staff who are women and/or minorities and how certain lives have been enhanced by affirmative action programs at that institution.

Based on the information gathered, the next steps are developed to best address the campus climate at that institution. ACE recommends that if support for affirmative action were strong, organizing a media effort that celebrates the achievements of affirmative action would be a good next step. If key policymakers were unclear about their support for affirmative action, it would be vital to arrange meetings between these key policymakers and members of the campus community and alumni.

> *"Is affirmative action still needed?" asked William B. Harvey, vice president and director of the American Council on Education's (ACE) Office of Minorities in Higher Education. "It is ludicrous to me that people would argue that this is a policy whose time has passed."*

Another important element to safeguarding diversity on campuses nationwide is to express opposition to any national or state legislation designed to curtail or end affirmative action. Good ways to assure your opposition is heard include writing, calling, or making a personal visit to legislators. Maintaining a steady dialogue with them–even when there are no pending votes–will help in the long term.

"Contact your senators and representatives, and encourage them to vote against such measures," reveals the ACE book, which also describes how to request, conduct, and follow-up any meeting with legislators or their education aides.

"The critics of affirmative action are using your silence as further evidence that the nation no longer needs or wants affirmative action."

Hometown Boy Looks at Latino Underachievement

Low-Income Parents Need Convincing

BY **CARLOS D. CONDE**

On a warm, breezy summer evening, as the sun faded over the stadium walls, the band struck up the traditional song of high school graduation rites, "Pomp and Circumstance."

A surge of pride and joy flowed over the capacity audience as 460 graduating seniors of San Benito High School, giddily adjusting their cap tassels, began the solemn march that symbolizes, scholastically, the shedding of youth and entry into adulthood.

School dignitaries and the top graduates made the obligatory remarks of dreams achieved and challenges ahead. Valedictorian María Arminda (Amy) Rodríguez said she and her fellow graduates were prepared to face the world and "make our own decisions and reap our own rewards or consequences."

> ***The irony of it, says Barrera, is that most of the graduates performed well in their studies and scored well on the academic skills test and are college material if they want to pursue it.***

They were prophetic words indeed, as is the challenge for the San Benito senior class of 2001, which is not the garden variety of young scholars in transition. You could say it represents, in part, a microcosm of today's young Latinos in the U.S. at a crossroads in their formal education.

Unfortunately, statistical evidence shows that for many of these graduates, it was the end of the road in scholastic pursuits.

The mood for the moment, nevertheless, was of pride in the achievement and in the expectation of roads yet traveled. For this predominately Latino senior class, most of them the product of modest upbringing, the journey will take many paths that hopefully reward their endeavors well.

For Amy, the valedictorian and the daughter of parents who never made it to high school, the educational shortcomings in her family were the motivation that earned her scholastic honors and scholarships to several universities. She chose a nearby institution, where she plans to study biology, because she prefers to be close to home.

"In my parents, I saw how difficult it is to get a good job and make a good living without a good education," she said.

Linda Monica Ingram has traveled all over the United States since infancy–the daughter of migrant workers. Another odyssey begins now, but oddly, her migrant parents want her close to home, and so she will study design in a neighboring technical college.

"Life has a meaning, and it can be good or it can be bad," she said philosophically about her migratory life and her future plans. "We have to appreciate what it gives us and make the best of it."

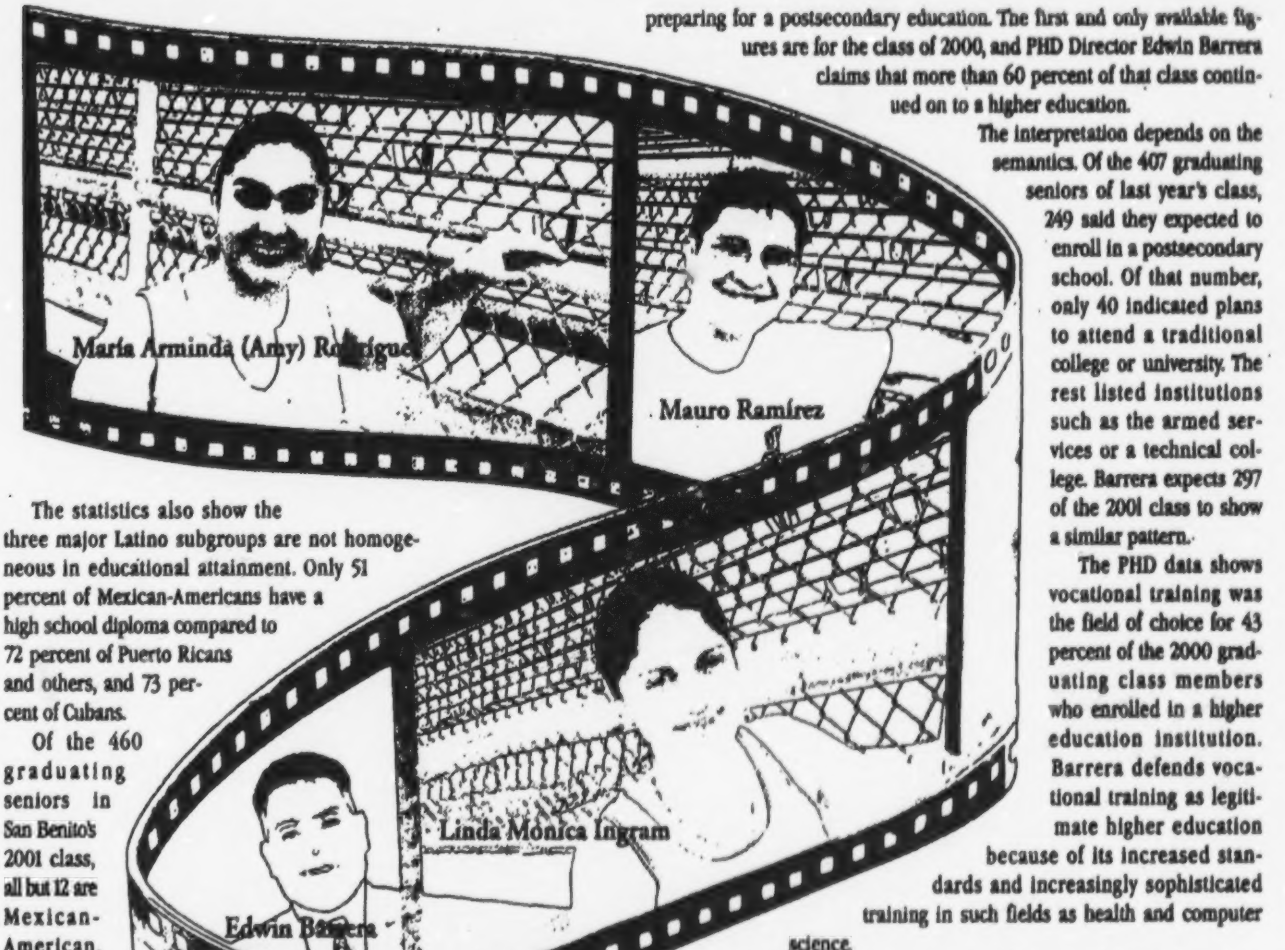
Abraham Rodríguez, a jock with gentleman grades, received a Pell Grant award and plans to study computer science or kinesiology at the University of Texas-San Antonio. "I thought about joining the service until my parents put it to me real simple about life without an education; it was a choice of putting my foot to a shovel or holding a pen in my hand," said Rodríguez.

Santos Gómez, the son of a border customs officer, is enlisting in the Marines. One of his teachers tried to talk him into attending college, but he says he's better suited to be a marine. "College is not for everyone, and it's not for me," he said.

Unfortunately, Gómez's rejection of a postsecondary education also reflects the decision of the majority of his classmates and is a symptom afflicting many of today's Latino youth, according to national statistics.

Hispanics currently represent about 15 percent, or 3.6 million, of the total traditional college-age population, 18 to 24 years, according to a U.S. Census report. Of the 15 million total in U.S. colleges, nearly 10 percent is Hispanic. About 11 percent of Hispanics age 25 years and older have a bachelor's degree.

Fifty-seven percent of Hispanics graduate from high school, compared to 88 percent of non-Hispanic Whites and 81 percent of Blacks. In 1998, 30 percent of Latinos, ages 16 through 24 years, were high school dropouts, compared to 14 percent of Blacks and 8 percent of Whites.



The statistics also show the three major Latino subgroups are not homogeneous in educational attainment. Only 51 percent of Mexican-Americans have a high school diploma compared to 72 percent of Puerto Ricans and others, and 73 percent of Cubans.

Of the 460 graduating seniors in San Benito's 2001 class, all but 12 are Mexican-American. School administrators don't know precisely how many of them plan to pursue a higher education. They claim it costs too much to track them. They can come up with numbers through a new program, Public Education from the Home to the Doctorate (PHD).

A New Program

PHD is a recently launched schoolwide program that encourages students at all grade levels, and their parents, to begin thinking and preparing for a postsecondary education. The first and only available figures are for the class of 2000, and PHD Director Edwin Barrera claims that more than 60 percent of that class continued on to a higher education.

The interpretation depends on the semantics. Of the 407 graduating seniors of last year's class, 249 said they expected to enroll in a postsecondary school. Of that number, only 40 indicated plans to attend a traditional college or university. The rest listed institutions such as the armed services or a technical college. Barrera expects 297 of the 2001 class to show a similar pattern.

The PHD data shows vocational training was the field of choice for 43 percent of the 2000 graduating class members who enrolled in a higher education institution. Barrera defends vocational training as legitimate higher education because of its increased standards and increasingly sophisticated training in such fields as health and computer science.

The irony of it, Barrera says, is that most of the graduates performed well in their studies and scored well on the academic skills test and are college material if they want to pursue it. He blames the low aspirations of the Latino scholar on, among other things, low self-esteem.

However they spin the data, at least the efforts by the school administrators are admirable. What it really tells is the little appeal a college education still has for a Latino minority group of largely Mexican-American students who live in a predominately economically deprived community where academically trained careers are not the norm.

Like many other young Latino students across the nation, they fail to appreciate that someone with a bachelor's degree commands an average $40,478 salary, according to the U.S. Census, compared to $22,895 for those with only a high school diploma.

Those who don't finish high school can expect $16,124 average annual earnings and expect jobs in service occupations as machine operators and laborers. Only 14 percent of Hispanics worked in managerial or professional occupations.

Superintendent Joe D. González

San Benito and its educational system reflect the national statistics for Hispanics, particularly the Mexican-American sub-category. There are many factors to explain why most of the San Benito High School graduates shun advanced studies.

It's certainly not for a lack of effort or dedication from the faculty or the facilities, which are state-of-the-art, thanks to the largesse of the state and federal governments and the ability of the school administrators to procure a plethora of grant money from various sources.

The high school, with an enrollment of 2,182 students, is an $11.1 million modern air-conditioned complex wired with computers for instruction and for use as teaching aides in all classrooms along with all the other necessary accoutrements of instruction. It provides free breakfasts and lunches to the entire student body from an atrium food court with four stations that offer a choice of American, Mexican, Italian, or fast-food cuisine.

Single mothers with children? No problem. The high school provides a day-care center with a 30-child capacity, and it also includes special transportation.

The average statewide starting salary for teachers is $28,588. The San Benito school district is competitive at $28,065. The average salary for teachers is $36,713, about five times better than the local per capita income.

The school district has a total student enrollment of close to 9,000 students, of whom 97 percent are Latino. It has an annual budget of approximately $58 million. The state and federal governments provide nearly 90 percent of the school budget.

The dependence on outside government funds is revealing but not surprising considering that the community, as far as its own resources are concerned, is practically on life-support.

Therein lie some of the reasons for the apathy of many of the parents toward the educational betterment of their children and the academic lethargy of the students when it comes to wanting to improve their lot with a postsecondary education.

I know something about this. I was born and raised in San Benito and went through the school system during the 1950s when the school enrollment was about evenly split between Anglos and Mexican-Americans and when the pursuit of a higher education for the Latino minority was even more remote. I was one of the few Latinos from that era, and among the first in my hometown, to graduate from a large state school, the University of Texas.

There are other, more noble exceptions. The current San Benito mayor, Richardo Morado, once a migrant worker, is a graduate of UT-Austin and Harvard Law School. He has an easy explanation as to what compelled him to defy the statistics and seek a first-class college education. "It beats working in the fields," he said.

Exceptions aside, for one to understand the low aspirations for higher education in areas largely Latino, one must also consider the characteristics of the community and its people and the socio-economic factors that influence it. The national statistics on educational achievement by Latino minority groups in other areas with comparable circumstances indicate a similar cause and effect.

San Benito is a city of 23,317 people, located by the Mexican border on the Río Grande River in the southern tip of Texas. Once surviving on agricultural activity, it now lives off the minimum wage in the blue-collar service industry. Paradoxically, the main industry is education, and the largest employer is the school system.

The average poverty threshold in the U.S. according to the Census is $17,029.

In San Benito, where at least 85 percent of the population is Mexican-American, the U.S. Commerce Department recently reported a per capita personal income of $14,112 in a tri- city area that included San Benito. Another survey showed almost 42 percent of families in the community living at below poverty levels.

A 1999 application for grant assistance prepared by school officials presented an even more dismal situation in the community, though it could be faulted for self-serving exaggerations and for being based on 1990 Census data. PHD Program Director Edwin Barrera, who prepared the report, says that, nevertheless, most of the figures and conclusions still hold today.

"Although the population growth is twice the state growth, no plan or current education system has the capacity to overcome generations of cycles of poverty and low educational attainment," noted the report.

The report claims a median income of $6,335 for the community and a 13 to 15 percent unemployment rate, compared to the state's 4.4 percent rate. It points to border drug traffic as an industry competing with the education system and corrupting the youth.

Some of the role models, it says, are young peers with questionable occupations who live an opulent lifestyle with new cars, fashionable threads, and plenty of walking-around money. Barrera says the message it sends is like, "who cares about school or even stretching it into a college career when you can make a quick $32,000 on the street for a pound of cocaine.

"Hispanic parents have commonly discouraged their children from pursuing a higher education due in part to family survival strategies, cultural barriers, language barriers, and the fear for a child's educational opportunities due to the families' lack of resources," adds the report. "Hispanic parents do not clearly understand the American educational system or the process to attain a higher education."

School administrators say the ingrained poverty and the perceived indignities of a minority group, which in this area has always considered itself deprived and economically ostracized, have imposed a mindset that rejects the wider horizons of a postsecondary education.

It's particularly frustrating to School Superintendent Joe D. González, who says he's a product of, and would also have been a victim of, the system had it not been for his athletic talents.

González is one of 14 children of parents with little or no schooling. Most of his siblings dropped out of school to go to work and support the family. He said there was parental love but little encouragement to even go to school, much less seek a higher education. Baseball kept him in school and got him a scholarship to Sul Ross State University.

"The mentality still exists among many in our community that an education ends with a high school diploma," he said. "Kids graduate and want to go out and find jobs and make money as quick as they can without considering the benefits of four more years of schooling," said González. "Their parents will tell you: 'I can't hardly wait for my child to graduate so he can help us out.'"

School board member Gilberto Montalvo

González added that family values, a strong Latino characteristic, can also be a hindrance in higher education pursuits. "That natural family closeness inherent in our Hispanic culture sometimes inhibits our children from exploring other areas in order to better themselves," he said. "Sometimes it's hard for parents to let go of a child, and the child sometimes is reluctant to leave his family because tradition tells him his first priority is helping to take care of the family.

"We live in one of the lowest socio-economic areas in the state, and the family needs money to survive. There's a lot of pressure for the children to go out and get a job right away to help out the family, and for many, enrolling in a university is not even in their thinking."

High school counselors work with the seniors to encourage postsecondary education by testing, helping them fill out assistance applications, and holding college fairs. This year's college fair, in which parents also are invited to participate, attracted 60 recruiters. Twenty college representatives visited the campus during the year. The Marine Corps periodically maintains a booth in the school corridors.

Senior counselor Zulema Rodríguez considers it an uphill battle. "They'll fill out a college application but don't follow it up, saying they need to go out and get a job or that their parents can not afford it financially," said Rodríguez. "They live for the now, not for the future."

San Benito has a supportive school board, but one also wonders how members can relate to the advocacy of a college experience when only four out of seven have a college education.

School board member Gilberto Montalvo, who took 24 years to get his college degree because of family interruptions, says it has no effect because as businessmen and community leaders, they, more than most people, appreciate the value of higher learning, even if some members have not had the experience.

He adds that the board supports all efforts that encourage more students to seek a college education. He's also realistic about current expectations and agrees that despite the best efforts of the local educators, college is still not a viable option for many of the graduates.

"It's still too early to tell if our current incentive programs are having any success," said Montalvo. "The military still seems like the popular alternative because there at least they don't have to worry about food or lodging."

For now, the PHD initiative is the workhorse in lobbying for college education with parents and students, organizing field trips to college campus and cultural events, walking them through the application process, and mainly trying to influence the participants with the fact that, yes, there is life after San Benito High, academically speaking.

"There are no excuses anymore," said Barrera. "I ask the kids if they're going to be happy being poor because poverty stinks."

Class salutatorian Mauro Ramírez, son of a services company worker and a teacher's aide, who plans to attend the University of Texas to study mechanical engineering, probably best fits the model Barrera and his associates seek in an upward Latino student.

Serious and studious with a well-balanced, squeaky-clean lifestyle, Ramírez seems to have all his priorities straight. He said that whatever the economic deprivations, there has never been any question in his mind that he would attend college. "My role model is the educated person because I have noticed that all the people who have done well have had a good education," said Ramírez.

It has earned him the tag from some of his classmates as the senior class nerd. In an interview with his hometown paper, Ramírez said this didn't bother him at all.

"Today, they call me 'the nerd,'" he said. "Tomorrow, they'll call me 'the boss.'"

FYI...

The Hispanic Outlook in Higher Education www.hispanicoutlook.com September 24, 2001

NCTE Concerned Supreme Court Case Could Affect Writing Instruction

URBANA, ILL.

The U.S. Supreme Court is to hear a case that could prevent English-language arts teachers from using one of the most effective strategies for teaching writing, said Anne Ruggles Gere, president of the National Council of Teachers of English (NCTE), a nonprofit association dedicated to improving the teaching and learning of the English-language arts.

What's at stake for teachers of all subjects is the common practice of student "paper swapping"–trading papers and evaluating one another's work. For English teachers, a negative decision could mean giving up peer response to drafts, a practice that has proved very effective for improving student writing.

According to NCTE, students who read and respond to one another's drafts in English classes become better writers for many reasons: they are motivated to write well for their peers; they get immediate feedback that identifies the weak spots in their writing; they develop an understanding of what an audience needs to be told; they become active participants in improving their own writing; and they learn about voice and style from hearing and/or reading their peers' papers.

Peer response is not a substitute for teacher response to writing, said Gere. It simply enhances students' opportunities to become better writers.

The case that will come before the U.S. Supreme Court originated in Owasso, Okla., where Kristja J. Falvo, a parent of three children in the local public schools, sued the district. Falvo argued that her children were embarrassed by practices such as having students grade their classmates' papers and verbally report the scores to the teacher. In April 1999, the U.S. Chief District Judge Terry Kern sided with the Owasso school district. Kern claimed because homework assignments are not maintained by an educational agency at the point of grading, Falvo's contention was not valid.

In July 2000, the Denver-based 10th District Court overruled the Kern decision, citing the Family Educational Rights and Privacy Act (FERPA), which prohibits educational institutions from releasing students' "education records" without parental consent. Although the original suit involved student "evaluation" and public reporting of grades, attorneys close to the case warn that if the Supreme Court rules in Falvo's favor, a wide variety of classroom practices–including peer response in writing classes–will be affected.

"Assessment which isolates students and forbids feedback," notes a recent NCTE policy statement, "conflicts with current research about the benefits of interaction during the writing process; it also is out of step with much classroom practice."

ACE/EDUCAUSE Publication Highlights Challenges of Distributed Education

WASHINGTON, DC

Challenges the nation's colleges and universities may face when providing distance education, e-learning, and other technology-based teaching/learning methods are examined in ***Distributed Education and Its Challenges: An Overview***, a new publication from the American Council on Education (ACE) and EDUCAUSE, an international, nonprofit association that represents university information technology professionals.

EDUCAUSE President Brian L. Hawkins and Vice President Carole A. Barone joined Diana G. Oblinger, a senior fellow at EDUCAUSE and a professor at the Kenan-Flagler Business School at the University of North Carolina-Chapel Hill, in writing the report. The authors explain that the term "distributed" is preferable to "distance" education because it more accurately describes the array of technology-based teaching options now available.

Issues discussed in the report include strategic goals and intended audiences, market dynamics, organization and governance, quality issues, barriers to success, and leadership challenges.

"This paper describes the 'big picture,'" said Michael A. Baer, ACE senior vice president for programs and analysis. "It is aimed at helping institutional leaders ask the right questions and make appropriate choices…"

The paper is the first in a series of publications that ACE and EDUCAUSE will release on distributed education.

. . . FYI

The Hispanic Outlook in Higher Education www.hispanicoutlook.com September 24, 2001

NCRW Report Shows Women Lag in Technology and Engineering

WASHINGTON, D.C.

Women and girls made significant progress in the sciences over the last two decades, particularly in medicine and the biological sciences. But women's gains have stalled–and in some cases eroded–in engineering and computer sciences, despite effective new programs to increase their participation. These are among the findings of a major new report, *Balancing the Equation: Where Are Women and Girls in Science, Engineering, and Technology?*, released by the National Council for Research on Women (NCRW).

It notes myriad reasons to advance women in the sciences, including the economic imperative to increase the technological and scientific literacy of America's workforce. At a time when U.S. industry cannot fill the openings for technically advanced jobs, women are grossly underutilized. Equally important, the report says, are the perspectives women bring to the sciences, often leading them to different decisions on allocating research dollars, targeting drug testing protocols, and developing technology to benefit communities.

The report analyzes strategies to attract women and girls to science and retain them in technological fields. It finds that efforts to open up scientific study and work have created new opportunities for women and minorities–but those efforts have been sporadic and disjointed. The report calls for a national commitment to remove the persistent barriers and glass ceilings facing women and girls in the sciences.

"In the last few decades, we have learned how to increase women's and girls' participation in science and technology," said NCRW Executive Director Linda Basch. "Now we need to use that knowledge. This report offers cause for cautious optimism. Change is possible, if complex–and certainly worth the effort. What is good for women and girls is also good for men and boys, and good for the country. We simply cannot continue to overlook the contributions of half our population. If we do, our society, our nation, and our world will suffer."

Balancing the Equation reviews hundreds of programs that successfully increase classroom, laboratory, and workplace participation of girls, women, and minorities in the sciences. It finds that women and girls excel in environments that encourage hands-on research, include mentoring and role models, and link science, technology, and engineering to other disciplines and real-world applications. It provides a blueprint to help leaders make the culture of scientific enterprise inclusive and to advance institutional change, and an extensive resource guide to help educators, business leaders, and policymakers.

Department of Education Report Outlines State of Education

WASHINGTON, D.C.

Enrollments continue to grow at all levels of education, and course-taking in advanced science and mathematics is increasing, yet gaps persist in education performance and participation, according to *The Condition of Education 2001*, a recent report by the U.S. Department of Education's National Center for Education Statistics (NCES).

While U.S. Secretary of Education Rod Paige noted some positive trends documented in the report, he cautioned, "*The Condition of Education* tells us concretely that we are far from where we need to be in terms of student performance. We are failing to close the persistent achievement and attainment gaps–and we lag behind other developed nations in mathematics and science achievement."

Produced annually, *The Condition of Education 2001* presents the latest figures on the health of American education–indicators that survey enrollment, outcomes, factors affecting the quality of education, and parental and financial support.

It includes a message for students, parents, and schools that rigorous academic course work in high school makes it much more likely that students whose parents never attended college will attend postsecondary institutions.

For the full NCES study, visit http://nces.ed.gov/pubsearch and key in publication No. 2001072. A hard copy may be ordered at no charge by calling (877) 4ED-PUBS with the identification No. ERN3244P, while supplies last.

People-Places-Publications-Conferences

PEOPLE & PLACES

Sacramento City Student Receives Prestigious Award

Aaron Benavidez of Sacramento City College (Calif.) received the prestigious George O. Bierkoe Distinguished Member Award from Phi Theta Kappa (PTK), the international honor society for two-year colleges. The award is based on scholarship, leadership, service, and fellowship. Benavidez is the 2001-02 chapter president.

Benavidez, a double major in English and biology with a 3.84 GPA, played a vital role in setting and reaching chapter goals and fostering growth of its members. He wrote essays, worked, played in an orchestra, and took 21 credits this past spring.

Benavidez also received a journalism scholarship from the *Sacramento Bee* and the Joel García Memorial Scholarship from the California Chicano News Media Association. He plans to pursue a career in science journalism.

Blanton Museum Intermingles American and Latin American Art

The Jack S. Blanton Museum of Art announced the opening of a fall exhibition, *Past Present Future: Notions of Time in Twentieth-Century Art*. The exhibit is organized with works from 1915 to the early 1980s, from the museum's collections of 20th-century American and Latin American art, exploring the diverse ways in which artists, among them Max Weber, Philip Evergood, Helen Frankenthaler, Antonio Berni, Fernando de Szyszló, and José Antonio Fernández-Muro, have questioned, interpreted, and reflected temporality in their art.

The Jack S. Blanton Museum of Art, affiliated with the College of Fine Arts at the University of Texas-Austin, regularly presents special exhibitions and educational programming for the university and its surrounding region. The museum's fall exhibitions explore the rich holdings of more than 16,000 works of art.

CSUN Honors Antunez

California State University-Northridge (CSUN) named Joseph Antunez the University's Employee of the Year at its 35th annual Staff Service Recognition Ceremony. Antunez, executive secretary to Provost Louanne Kennedy, was selected via a campus-wide nomination process. The award includes a $1,000 gift.

CSUN President Jolene Koester praised Antunez for being thoughtful and responsive and for helping build a staff team in academic affairs with "a leadership style that is not always evident because it is so quiet and without demand for recognition."

In 1990, Antunez began working at CSUN as a clerical assistant to the academic affairs vice president. He became acting executive secretary to the provost in 1994 and assumed the regular position in 1995. As executive secretary, he is responsible for managing the provost's office. He previously worked at Learning Tree University and Sinai Akiba Academy, a private Jewish day school in West Los Angeles.

He earned a bachelor's degree from CSUN in 1998.

Cal State L.A. Graduate Recognized For Service

The California State University System honored California State University-Los Angeles graduate Jesús Pérez for his outstanding service with the blind. Pérez, a sight-impaired rehabilitation services major, received an inaugural STARS (Students That Are Recognized for Service) award for combining community service with his education.

Pérez, 42, legally blind since his late teens in Mexico, moved with his family to the U.S. in the late 1970s, finding work as a street vendor. He learned about the Los Angeles Braille Institute and was determined to learn Braille–at that time taught only in English, a language he did not speak.

He took ESL classes at Los Angeles City College, received an associate's degree, and transferred to Cal State L.A., where he participated in the service learning program through EPIC (Educational Participation in Communities), aided by the office of students with disabilities. The program allowed Pérez to incorporate hours of volunteering at the Braille Institute into his rehabilitation services courses. Using his bilingual skills as a tutor, Pérez began to teach new Braille students how to read and write Braille and facilitated an independent living skills class at the Braille Institute.

New Mexico Highlands Students Study in Guatemala

Eight New Mexico Highlands University graduate students took a summer course in Antigua, Guatemala, for cross-cultural studies and volunteer social service. The course "Counseling 535–Directed Field Experience: Cross-Cultural Service Learning" provided students with a different type of cultural setting: a beautiful yet poverty-stricken country healing after decades of civil war. The class enriched students' knowledge and understanding of human relationships through volunteer service. Students also studied Spanish at one of Antigua's language schools.

Antigua, in southwestern Guatemala, is noted for its phenomenal Holy Week processions, colorful indigenous weavings, and many ruins of colonial edifices, making the entire city a museum of Spanish colonial history. Rarely mentioned about the former capital is the city's strategic position during the country's 36 years of civil war, in which nearly 200,000 civilians were killed and/or "disappeared."

Although the trauma of the war still looms over the area, the students weren't discouraged from making the trip. They volunteered service and cultural learning, and brought school supplies, teaching aids, and medical supplies to the host social service organizations.

Saint Rose Appoints de la Cámara Dean

The College of Saint Rose (N.Y.) named Dr. María de la Cámara dean of the School of Arts and Humanities. She had been associate dean of arts and sciences and international studies and a professor of Spanish at Lake Erie College (Ohio).

At Lake Erie, de la Cámara implemented plans for the expansion of international studies, established cooperative agreements with institutions abroad, and collaborated in the design of the college's interdisciplinary science curriculum reform. As a professor there, she taught Spanish language and courses on Hispanic literature, writing, and Spanish history. She has received many grants from the National Science Foundation, the Cleveland Foundation, and the Dorney Fund of the Cleveland Foundation for her leadership in various educational fields.

De la Cámara has a bachelor's degree in English from Lake Erie College and a master's and doctorate in Spanish literature from Case Western Reserve. She is a member of the Modern Language Association, NAFSA, Association of International Educators, and the American Association of University Professors.

Gamble Named President of Eastern New Mexico

The Eastern New Mexico University board of regents named Dr. Steven Gamble university president. Gamble had been president of the Southern Arkansas University (SAU) System since 1992.

At SAU, Gamble chaired the Arkansas Higher Education Council, Strategic Planning Committee, and Productivity Committee and was a member of the Technology Task Force and Executive Council. From 1987 to 1992, he was vice president of academic affairs and an associate professor of history at West Texas A&M University. From 1979 to 1986, he was director of admissions and assistant professor of history at Angelo State University (Texas). Earlier, he was an admissions officer, a part-time history instructor, and an oral historian at Texas Tech University. Gamble was a captain in the U.S. Air Force from 1968-1972 and a lieutenant colonel in the Air Force Reserves from 1972-1995.

Gamble received his bachelor's and master's degrees in history and his doctorate in American history with a minor in American literature from Texas Tech.

Smithsonian Celebrates "Young Americanos"

The Smithsonian Center for Latino Initiatives, Washington, D.C., will host a special Hispanic Heritage Month reception for the exhibition "Young Americanos: Photographic Visions of Our Community," on Sept. 24.

The exhibition offers unique and intimate scenes from the communities of Indianapolis, San Antonio, Los Angeles, Chicago, and Washington, D.C., through the eyes of their youth. These photographs provide an essay of the life and realities of the community–offering a colorful mosaic of neighborhoods, playgrounds, homes, families, and friends. The exhibition runs through Nov. 15 at the Smithsonian's Arts and Industries Building.

AAF Center on Multiculturalism Presents Mosaic Awards

The American Advertising Federation (AAF) Center on Multiculturalism presents the Mosaic Awards Luncheon, celebrating extraordinary achievements in diversity and multicultural marketing, at the Ronald Reagan Building and International Trade Center, Washington, D.C., on Sept. 28.

Honorary co-chairs will be U.S. Reps. Robert Menéndez (pictured) and Carolyn Cheeks Kilpatrick. Special tributes go to David Bell, vice chairman, The Interpublic Group of Companies; and Robert L. Wehling, global marketing officer, Procter & Gamble Company.

AAF prides itself on being "the unifying voice for advertising."

Texas Wesleyan Receives Sculptures

Texas Wesleyan University announced the installation of five new outdoor sculptures created for the east-side campus by Angel Fernández, a 2001 Bachelor of Fine Arts graduate.

"Enclosed Calder" was conceived two years ago as a small sketch and evolved into a large red mass representing Fernández's growth as an artist. He taught himself how to build the closed structure, naming it after a color reminiscent of artist Calder's patinas.

The four sculptures that comprise "A Lot of Things Come in Fours" are in the minimalist style. They are cubes that have been stretched, smashed, or pushed together. The geometry is magnified by their large size. The four are unpainted and will change color with exposure to the elements.

Cal Poly Hosts Director of Buena Vista Social Club

CAL POLY
SAN LUIS OBISPO

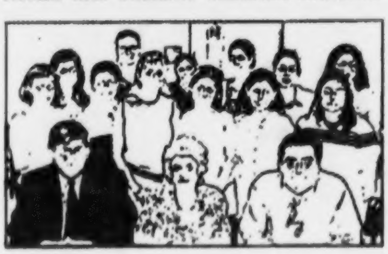
California State Polytechnic University presented Juan de Marcos González, musical director of the Buena Vista Social Club, and the Afro-Cuban All Stars as part of the Cal Poly Arts Center Stage series. De Marcos González formed the Afro-Cuban All Stars as a multigenerational 13-piece band that includes "old-time legends and rising stars."

The group, hailed as a celebration of Cuba's musical golden age, showcases Afro-Cuban jazz and pure tribal rhythms. *The Boston Herald* said, "De Marcos González has convened a powerhouse band of Cuban players."

De Marcos González has relaunched the careers of such Cuban greats as vocalist Ibrahim Ferrer and pianist Rubén González.

San Antonio Students Mentor at Travis Elementary

In Texas, San Antonio College students in Norma Cruz-Gonzales' children's literature



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class English 2375 were honored for mentoring students at neighboring Travis Elementary School. Raúl C. Zamora, San Antonio Independent School District (SAISD) program manager for business and school partnerships, and David Chavarria, campus instructional coordinator at Travis Elementary School, thanked the students for their time.

Gonzales' classes visited with Travis students on Fridays for one-on-one and group activities, lesson planning, reading, and creating art projects relating to their reading material. The mentoring aspect of the course is a requirement.

Said Gonzales, "The majority feel the experience is positive. It gives them an insight into the realities of teaching. They understand the workings of an actual school setting, and they can see, hear, and talk to professionals in that setting."

Pictured (l. to r.) are Zamora, Gonzales, and Chavarria, seated in front of Gonzales' class.

Texas-Austin Welcomes Mexican Faculty

The Learning Technology Center in the College of Education at the University of Texas-Austin welcomed 48 faculty members of the Monterrey Institute of Technology and Higher Education (ITESM) in Mexico for a three-week seminar on computer-supported collaborative learning. Dr. Paul E. Resta, professor of curriculum and instruction and director of the center, eagerly helped his Mexican colleagues use powerful online instructional techniques.

The group sought out Resta's knowledge to improve their teaching and education at ITESM. Resta created an award-winning instructional technique demonstrating the collaborative approach, with students working in an online virtual environment exploring "real-world issues" while tackling realistic planning and management tasks. Collaborative learning enables those talking and working with others to solve problems and make decisions to facilitate learning and achieve deeper understanding.

The ITESM faculty wants to develop their own collaborative strategies and redesign their courses in Mexico.

Texas Chancellor Honored by Hispanic Contractors

The Hispanic Contractors Association de Tejas selected University of Texas (UT) System Chancellor R.D. Burck to receive its Azteca Award in recognition of a new program for small businesses. Burck initiated the Bonding and Technical Assistance Program, which works with small subcontractors to help them qualify for bonding so they can compete for work on UT System construction projects. Outreach is provided to potential subcontractors, including businesses that are owned by minorities and women and are certified by the state as Historically Underutilized Businesses.

Other groups working with UT in developing the program include the Texas Asian Chamber of Commerce, the Texas Association of African American Chambers of Commerce, and the Texas Association of Mexican American Chambers of Commerce.

NSF Funds 40 Miami-Dade Scholarships

Miami-Dade

The National Science Foundation's (NSF) Computer Science, Engineering, and Mathematics Scholarships Program awarded $270,000 to Miami-Dade Community College's (Fla.) Wolfson Campus to fund 40 scholarships for minority and low-income students seeking to obtain degrees in computer science, mathematics, and engineering.

The NSF cited several strengths of Miami-Dade that influenced their decision: has strong academic programs and a strong connection to business and industry; a strong faculty mentoring component; many students with financial need; a high number of underrepresented students in these fields; and faculty who have distinguished themselves with local, state, and national honors.

Each scholarship will be about $3,125 per year for a two-year period, covering students' full-time tuition, fees, books, supplies, equipment, and living expenses. Students must be enrolled full-time in computer science, computer technology, engineering, engineering technology, and/or mathematics degree programs.

Palo Alto Review Receives Pushcart Award

PALO ALTO COLLEGE

The *Palo Alto Review*, the only academic journal published by a community college, was given the coveted Pushcart Prize Award, which recognizes the contributions of small presses in a published volume, *Pushcart Prize XXVI: Best of the Small Presses*. The Pushcart Prize has recognized more than 400 presses and honored new and celebrated authors for a quarter of a century.

The *Palo Alto Review* is produced at Palo Alto College (Texas) and spearheaded by the English department. Faculty members Ellen Shull and Bob Richmond co-edit the journal, which is published twice a year and features humor, prose, poetry, short fiction, essays, articles, photographs, and art. Earlier this year, Shull submitted the prize-winning entry "Beethoven, Monet, Technology, and Us," by Burton Raffel of Lafayette, La. Shull noted that the Pushcart honor puts the *Palo Alto Review* on the map.

Ureño Manages Enrollment at Texas A&M-Kingsville

Texas A&M University-Kingsville named Frank Ureño, former dean of students, to the post of assistant vice president for enrollment management.

"Recruitment and retention are our top focus right now," said Ureño, who had held the post on an interim basis.

Ureño was an assistant campus director and student development officer for Dona Ana Branch Community College at New Mexico State University for 22 years. He also was a social worker and taught business education.

Ureño is president of the board of directors of the Boys and Girls Club of Kingsville and a member of the Kleberg County Hispanic Chamber of Commerce, Sembradores de Amistad de Kingsville, National Association of Student Personnel Administrators, Texas Association of College and University Student Personnel Administrators, the American Association for Higher Education, and other groups. Ureño has published two handbooks on two-year postsecondary institutions.

New Diversity Director at Colorado-Boulder

The University of Colorado (CU)-Boulder College of Business named Aswad Allen director of diversity and minority programs. Allen will develop and implement programs for the recruitment and retention of underrepresented and first-generation students, and direct the administrative management of diversity programs, program development in recruitment and retention, public relations and marketing, budget oversight, and fundraising.

Earlier, Allen was director of African American Student Services at the University of New Mexico, director of the Inter-Cultural Affairs Center at Sonoma State University, and assistant director of Black Student Services at Colorado State University (CSU). He earned his master's degree in education administration from CSU, specializing in student affairs in higher education.

Stetson School of Law to Establish Program in Tampa

The American Bar Association Accreditation Committee granted the Stetson University (Fla.) College of Law acquiescence to establish a part-time Juris Doctor degree program in Tampa. The physical location of the new school has not been decided.

"This is a momentous time for Stetson University College of Law and for the Tampa Bay community," said Gary Vause, law school dean. "More than 2,700 of our graduates currently live and work in the Tampa Bay community, with thousands more located throughout the state, the nation, and the world. Now, working women and men representing many cultures, ages, and ethnic groups will be able to follow their dream of attaining a Juris Doctor degree here in Tampa at Stetson."

One of Stetson's longstanding policies and goals has been to promote diversity within the college and the legal profession. Vause believes Stetson will move closer to this because of the high concentration of minority professionals working in the Tampa area. Stetson already has begun fundraising efforts to establish scholarships for minority applicants.

Barnes & Noble and Anti-Defamation League Fight Hatred

Barnes & Noble, Inc., the nation's largest bookseller, and the Anti-Defamation League (ADL), the world's leading organization fighting anti-Semitism, are co-sponsoring the second annual "Close the Book on Hate" campaign. The nationwide effort aims to encourage adults to begin dialogue with young children on combating prejudice.

According to the most recent FBI statistics, there were nearly 8,000 hate crimes committed in 1999, most by young men under 20. Barnes & Noble and the ADL hope to educate adults on how to reduce or prevent prejudiced attitudes in young children through free educational events for children, teens, educators, and community leaders. Barnes & Noble, from Oct. 15 to Nov. 15, is distributing a free brochure, *Close the Book on Hate: 101 Ways to Combat Prejudice*, containing a recommended reading list of books included in the campaign. The ADL's innovative book, *Hate Hurts: How Children Learn and Unlearn Prejudice*, by Caryl Stern-LaRosa and Ellen Hofheimer Bettmann, is also recommended for the campaign. It explores difficult questions about hate asked by young people and offers assistance to the victims of intolerance.

UT-Austin Transfers Paredes Web site

The Web site created in honor of the late Professor Emeritus Américo Paredes, a founder of the Center for Mexican American Studies and the Center for Intercultural Studies of Folklore and Ethnomusicology at the University of Texas (UT)-Austin, was transferred to a new Internet address of the Nettie Lee Benson Collection. The new Web site address is www.lib.utexas.edu/benson/paredes/.

Paredes, who died in 1999, is credited with helping shape a positive cultural identity among Mexican-Americans and influencing a new generation of Texas scholars. He challenged the writings of historians and their versions of life along the Texas-Mexico border and set in motion a revolutionary approach to writing about early Texas. Before his death, he authorized a Web site in his name to be created for researchers and others interested in information about his scholarly works. The UT-Austin office of public affairs completed the site after his death.

Grammy Nominee Earns Master's at Cal State L.A.

CAL STATE L.A.

Latin Jazz musician Bobby Rodríguez received his master's degree in music from California State University-Los Angeles. In 2000, Rodríguez received a Grammy Award nomination for his CD *Latin Jazz Explosion*.

Rodríguez has directed Latin jazz ensembles at California high schools, colleges, and universities. In 1998, the Los Angeles Jazz Society named him Jazz Educator of the Year, and in 1999, KLON named him Best New Jazz Artist. He has one gold record and three platinum records to his credit.

Rodríguez plans to continue teaching at the Los Angeles County High School for the Arts on the Cal State L.A. campus and at colleges and universities in the Los Angeles area.

Padrón Appointed to Carnegie Foundation Board

Dr. Eduardo J. Padrón, president of Miami-Dade Community College (Fla.), was appointed to the board of trustees of the prestigious Carnegie Foundation for the Advancement of Teaching. He joins the 25-member board responsible for advising the Foundation and making recommendations for future initiatives.

Padrón heads the largest single-district, multi-campus, two-year college in the nation and is recognized locally, nationally, and internationally for his impact on higher education. Under his leadership, M-DCC enrolls and graduates more minorities than any community college in the nation. He is a civic leader, working with the United Way, NAACP, Bayside Foundation, and the Spanish-American League Against Discrimination.

An alumnus of M-DCC, Padrón received a bachelor's degree in economics from Florida Atlantic University and master's and a doctorate in economics from the University of Florida.

California State Names Caldera Vice Chancellor

The California State University (CSU) board of trustees appointed former Secretary

of the U.S. Army Louis Caldera vice chancellor for university advancement. The CSU advancement division includes fundraising, alumni affairs, public affairs, communications, publications, and community relations.

As secretary of the U.S. Army during the Clinton administration, he improved educational opportunities for soldiers, creating the Army University Access Online distance education program, enabling soldiers to earn college and graduate degrees while serving. He expanded high school outreach programs to better serve those planning to enlist in the Army.

Caldera, a graduate of the U.S. Military Academy, left the Army to pursue his graduate studies, receiving a law degree and a master's from Harvard University. He was a California State Assemblyman from 1992-1997.

News From Texas A&M-Corpus Christi

- Texas A&M University-Corpus Christi College of Business professor Dr. Adolfo Benavides participated in the 575-mile Pallota Team Works Montana AIDS Vaccine Bicycle Ride to raise both awareness and funds for AIDS research. He began intense physical training for the event in January, and rode the race in memory of his brother, Tomás Alberto, who died from AIDS in 1995.
- The Commission on Collegiate Nursing Education (CCNE) board of commissioners granted accreditation of the baccalaureate degree program in nursing at Texas A&M-Corpus Christi for 10 years. CCNE commissioners also granted accreditation to the master's degree program in nursing for five years. This past year, the School of Nursing and Health Sciences conferred 52 bachelor's degrees and 19 master's.
- Texas A&M Corpus Christi hosted the Upward Bound Summer Academic Institute. Upward Bound offers courses designed to enhance and enrich student lives, while providing support, motivation, skills, and a preview of college life. The institute offered courses in English, Spanish, algebra, sociology, pre-calculus, biology, speech, psychology, statistics, and journalism. Upward Bound Director Herminio Ibáñez said student participants are potential first-generation college students. This year, approximately 72 students participated in the six-week program.

Texas A&M-Kingsville Hires Physician Assistant

Texas A&M University-Kingsville's Life Services and Wellness hired Dr. Salvador Torres-Torres as the university's physician assistant. He will be responsible for the overall leadership of the healthcare team and operation of healthcare services, which provide primary medical care to registered students. He plans to enlarge the services offered by the clinic.

"We're an institution that says we help. Let's not just say it; let's show it," Torres-Torres said.

Torres-Torres was a physician assistant with the U.S. Navy and an enlisted hospital corpsman. He currently is a first lieutenant with the U.S. Air Force Reserve. In 1998, he received the Navy Achievement Medal for superior performance of duties while a physician assistant in the Naval Medical Clinic.

Torres-Torres is a member of Physician Assistants of Latino Heritage, the National Council of La Raza, and other organizations.

Broward Tennis Stars Nationally Ranked

Broward Community College's (Fla.) women's tennis team enjoyed the best finish east of the Mississippi River, winning fourth place in the National Junior College Athletic Association championships. Two team members received a national ranking.

Broward standout Juliana García (pictured) finished the season with the No. 3 national ranking and Katarina Franjic ended the season ranked No. 11 nationally. The two teamed up in doubles competition and finished with a No. 5 national ranking.

García, a native of Colombia and graduate of Instituto la Campina, will be a sophomore at Broward. She finished second in No. 1 singles at the state championships. Franjic, a native of Germany, won the Florida championship at No. 2 singles this season. They teamed up to win the No. 1 state doubles championship.

Duke Hosts Conference for Top Minority Students

Duke University (N.C.) welcomed more than 160 of the top minority doctoral and postdoctoral students in the country to the 10th annual Mellon Minority Fellowship Summer Conference. The program is designed to increase the number of Hispanic, African American, and American Indian graduate students in the humanities, social sciences, physics, earth sciences, and ecology. It provides students with a forum for intensive discussion on topics such as the transition to graduate school and the importance of developing professional networks.

This year's conference, "Jarring the Floor: [En] Countering Traditions and Innovations," examined the academic and intellectual traditions underlying minority presence in higher education. Fellows exchanged research information intended to help them in their graduate studies. Faculty mentors from their home institutions and from research universities such as Duke assisted the students.

Queensborough Inaugurates Martí as Fourth President

Queensborough Community College (N.Y.) inaugurated Dr. Eduardo J. Martí as its fourth president during the institution's 40th annual commencement ceremonies. The installation was conducted by Herman Badillo, chair of the board of trustees of the City University of New York (CUNY). He was assisted by CUNY Chancellor Matthew Goldstein.

After the ceremony, Martí conferred associate's degrees on some 1,200 Queensborough graduates. College awards for academic achievement and service were also presented at the ceremony, which was attended by city dignitaries, including City Council Speaker Peter Vallone and Queens Borough President Claire Shulman, both of whom extended greetings.

New Mexico State Selects Flores as Provost

William V. Flores, dean of the College of Social and Behavioral Sciences at California State University-Northridge, was appointed provost at New Mexico State University. The provost is the university's chief academic officer and serves as acting president when necessary.

"This is a tremendous opportunity to participate in a campus that is both a major research university and Hispanic-serving institution," Flores said. "I've had a chance to meet with faculty, staff, and student representatives and was impressed by the warmth, hospitality, and professionalism."

Earlier, Flores taught at CSU-Fresno, where he was associate dean of the School of Social Sciences and chair of the department of Chicano-Latin American studies. He was a visiting scholar at Hunter College (N.Y.), at its Center for Puerto Rican Studies. He is co-editor of *Latino Cultural Citizenship: Claiming Identity, Space, and Rights*, published by Beacon Press in 1997, and was on the board of the Pacific Chapter of the U.S.-Mexico Chamber of Commerce.

Moraine Valley Student Places in National Forensics Competition

Moraine Valley Community College (Ill.) student Pedro Castro finished the 2001 Phi Rho Pi National Forensics Tournament with a bronze medal–winning for his speech on the edible camera, a new diagnostic tool in the medical community that detects maladies in the digestive tract and stomach.

The tournament's informative speaking event required contestants to select a topic of social merit, research it, develop and write a speech, and deliver the finished product from memory several times throughout the five-day competition. Of the 137 students from across the nation to compete, Castro was among the top 20 speakers. He was judged for his knowledge of the subject and for his commanding presence before the panel of judges.

Castro was part of Moraine Valley's six-member speech team, which competes in forensics events throughout the academic year.

Northeastern Illinois Selects Leaders for Latino Programs

Northeastern Illinois University (NEIU) appointed two faculty members to leadership positions in Latino-serving programs.

Teresita J. Díaz was named coordinator of NEIU's Proyecto Pa'Lante Program. Diaz has been a program associate, program advisor, and faculty assistant at NEIU, and an admissions counselor, project coordinator, and assistant to the dean at the University of Illinois-Chicago. Proyecto Pa'Lante is a program designed to recruit and serve primarily Latino students from the inner city who demonstrate academic potential but might not meet requirements for general admission. It provides them with counseling, academic advisement, tutoring, career development, and cultural reinforcement.

Dr. Caleb Rosado became director of NEIU's El Centro Educational Resource Center. Rosado has held faculty positions at colleges around the country and was director of human resource development for the Lake Region Conference of Seventh-Day Adventists and coordinator of organization development for the Latino Institute in Chicago. El Centro is NEIU's Hispanic outreach center, making opportunities in higher education accessible to the Hispanic American community.

NAHJ Receives Scholarship Grant

The National Association of Hispanic Journalists (NAHJ) was awarded a $50,000 grant from the Philip L. Graham Fund to support NAHJ's scholarship endowment fund. The endowment was created last year with the goal of raising $1 million to support the Rubén Salazar Scholarship Fund. NAHJ already had raised close to $200,000 for the endowment.

NAHJ President Cecilia Alvear thanked the Philip Graham Fund "for having the vision to invest in the education of future Latino journalists."

The Rubén Salazar Scholarship Fund provides financial assistance to Hispanic students pursuing careers in journalism. NAHJ has awarded $470,000 in scholarships since the inception of the program in 1986.

UNM Encouraged to Collaborate with Latin American Scientists

The Consortium of the Americas for Interdisciplinary Science, a Center of the College of Arts and Sciences, housed in the physics department at the University of New Mexico (UNM), received a grant of $150,000 from the Los Alamos National Laboratory (LANL) to encourage UNM/LANL collaborations with Latin American scientists. Scientists and administrators from more than 20 Latin American institutions of research and higher learning and the national laboratories in New Mexico participate in the consortium.

"This grant will have an initial emphasis on Argentina, Brazil, Chile, and Mexico," said Vasudev M. Kenkre, UNM professor and director of the consortium. "It will be used to bring Latin American scientists to New Mexico to spend periods ranging from weeks to almost a year.

Research investigations are focused in three areas crucial to advances in science and technology: nanoscience, computationally complex systems, and novel materials. UNM and Latin American institutions have already conducted workshops, with about two dozen Latin American scientists spending periods at UNM collaborating with UNM scientists. Dr. Guillermo Abramson from Bariloche, Argentina, and Dr. Gustavo Cruz Pacheco from Mexico City, Mexico, already have been working with UNM and LANL scientists.

Pablo Casals Museum Opens in Spain

Photo © Peter Schaaf

Manhattan School of Music (N.Y.) President Marta Casals Istomin and The Pablo Casals Foundation of Barcelona inaugurated the Pablo Casals Museum in El Vendrell, Catalonia, Spain. The museum is housed in the recently renovated "Villa Casals," former home of Pablo Casals, a legendary musician and humanitarian. Istomin (pictured), co-founder and vice president of the museum and widow of Pablo Casals, said that the museum "will inspire the ideals of the highest musical and human qualities that guided Casals during his lifetime."

Pablo Casals (1876-1973), cellist, is considered one of the greatest musicians of the 20th century. As a child, he was the protégé of Queen María Christina of Spain, and later performed for leaders such as Queen Victoria, Theodore Roosevelt, and John F.

Kennedy. As a conductor and teacher, he raised musical interpretation to new levels. As a humanitarian, he strongly opposed the forces of communism and fascism.

The King and Queen of Spain presided over the inaugural ceremony concert. Performing artists included The Abbey of Montserrat Children's Chorus, Montserrat Caballé, Casals Quartet, Eugene Istomin, Mstislav Rostropovich, and an International Cello Ensemble.

Texas-Austin Pharmacy Student Receives Award

The American Association of Colleges of Pharmacy (AACP) presented an award to University of Texas (UT)-Austin pharmacy student René Garza for a community research project he will conduct. Garza was one of three students selected nationally for the $5,000 Novo Nordisk Pharmacy Practice Diabetes Award.

Garza is past president of the Mexican American Association of Pharmacy Students and a member of the UT-Austin Pharmacy Council. He and Dr. Debra Canales López, clinical assistant professor in the College of Pharmacy, are set to begin the Austin project "DiaBEATit–Pharmacist Impact On Diabetes Outcomes," which involves working with a local pharmacist and a local physician to provide outpatient care to a group of patients at high risk for diabetes. The group will be compared with a similar group of patients who do not have a pharmacist involved in their care.

AACP encourages pharmacy students to become active in the treatment of persons with diabetes in the ambulatory and retail pharmacy environment.

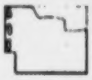
Northeastern Illinois Spanish Dance Theater Celebrates 25th Year

The Ensemble Español Spanish Dance Theater, in residence at Northeastern Illinois University, celebrated 25 years of dance at its annual American Spanish Dance Festival. Ensemble members, along with artists from Spain and the Americas, performed in several gala concerts to critical praise.

Dame Libby Komaiko, founder and artistic director of the ensemble, presented a retrospective of the group's extensive repertoire, 25 years of classical, folkloric, flamenco, and dance-drama styles. Komaiko brought back "Bolero," with music by Ravel and transparency drawings and paintings by Picasso, and "Ecos De España," inspired by paintings from the Black Period of Francisico de Goya. Also presented were the world premieres of the neoclassical duet "Asturias," by dancers/choreographers Juan Mata and Ana Gonzales; the flamenco drama "Amor Eterno," with first dancers Irma Suárez Ruiz and Jorge Pérez; and dancer/choreographer Celia Fonta's "Salinas De San Fernando."

The celebration included two weeks of workshops and master classes in Spanish dance and music for adults and children.

San Antonio Receives $1.4 Million



San Antonio College (Texas) received a four-year Title VI grant of about $1.4 million from the Department of Education. The grant is to help 400 low-income, first-generation-in-college, and disabled students succeed in college and move toward graduation. It will fund academic and career counseling, tutoring, leadership development opportunities, and financial aid assistance.

A team of counselors from the San Antonio College department of counseling, special populations, and student development co-wrote the proposal.

Santa Barbara Scholar Honors Chicana Artist

University of California-Santa Barbara (UCSB) Professor María Herrera-Sobek (pictured) recently wrote and edited the book *Santa Barraza: Artist of the Borderlands* (Texas A&M University Press), honoring the Chicana artist.

The book reflects Barraza's passion for the borderlands and her love of its people. The colorful and emotional art, with symbols of the region and its culture and history, is filled with the images and emotions of her quest for self-discovery.

Herrera-Sobek, a Luis Leal Professor of Chicano studies, is astounded by the "shabby treatment" Chicana artists receive from critics, art departments, universities, and publishing firms.

PUBLICATIONS

Border Games: Policing the U.S.-Mexico Divide

By Peter Andreas

The U.S.-Mexico border is the busiest in the world, the longest and most dramatic meeting point of a rich and poor country, and the site of intense confrontation between law enforcement and law evasion. Peter Andreas challenges the notion that borders are irrelevant in an age of globalization and stresses that, rather than eroding, some critical borders are being reinforced and remade.

2000. 158 pgs. ISBN 0-8014-3796-2. $26.00 cloth. Cornell University Press. (800) 666-2211.

Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas

Fernando Reimers, ed.

Unequal Schools,
Unequal Chances

There are deep inequalities in educational opportunities in the Americas for children of different social backgrounds. This book analyzes the links between education, poverty, and inequality and the nature of policy interventions to foster educational opportunity in Argentina, Chile, Colombia, Mexico, Peru, and the United States.

2000. 464 pgs. ISBN 0-674-00375-6. $24.95 paper. Harvard University Press. (800) 448-2242.

La Partera: Story of a Midwife

By Fran Leeper Buss

Jesusita Aragón earned the title "La Partera," or midwife, at the age of 14. In this book, she describes her early training as a midwife, her forced departure from home due to two out-of-wedlock pregnancies, and her solitary struggle to support her children. The story shows how she emerged as a leader in her community, painstakingly building by hand a small maternity center for her patients while gaining the respect of the Anglo medical community.

2001. 140 pgs. ISBN 0-472-08712-6. $14.95 paper. University of Michigan Press. (734) 764-4392.

A Comprehensive Guide to Sports Skills Tests and Measurement, 2nd ed.

By D. Ray Collins and Patrick B. Hodges

A complete reference listing on sports skills tests and measurement, contains nearly 100 skills tests for 28 sports from the junior high-through-college levels. A thorough bibliography completes each chapter, including all sports skills tests constructed–authenticated or un-authenticated.

2001. 303 pgs. ISBN 0-8108-3884-2. $39.95 paper. Scarecrow Press. (800) 462-6420.

Fire and Flux–An Undaunted Vision: The Art of Charles Strong

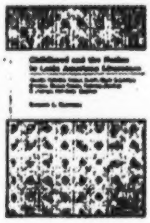
By Jo Farb Hernández and Paul J. Karlstrom

San Francisco Bay Area artist Charles Strong began as an Abstract Expressionist painter, but has explored other media, including figuration and monumental sculpture. He has played an active role in the Bay Area as a teacher and mentor and director of the Wiegand Gallery at the College of Notre Dame (Calif.). This book is a comprehensive look at his impressive career.

2001. 128 pgs. ISBN 0-8263-2385-5. $35.00 cloth. University of New Mexico Press. (800) 249-7737.

Childhood and the Nation in Latin American Literature: Allende, Reinaldo Arenas, Bosch, Bryce Echenique, Cortázar, Manuel Galván, Federico Gamboa, S. Ocampo, Peri Rossi, Salarrué

By Richard L. Browning



This interdisciplinary work utilizes literature as a primary resource in examining the concept of childhood and how it is exploited and explored in 19th- and 20th-century Latin America.

2001. 164 pgs. ISBN 0-8204-4259-3. $49.95 cloth. Peter Lang. (800) 770-5264.

The Life and Times of Pancho Villa

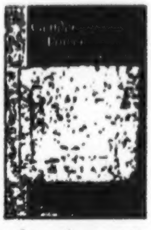
By Friedrich Katz

Pancho Villa is one of the best-known figures in Mexican history. There are legends of Villa the Robin Hood, Villa the womanizer, and Villa as the only foreigner who has attacked the U.S. mainland since the War of 1812 and gotten away with it. These legends have resulted in Villa the leader obscuring his revolutionary movement, and the myth in turn obscuring the leader. This study separates myth from history.

1998. 985 pgs. ISBN 0-8047-3046-6. $30.95 paper. Stanford University Press. (800) 872-7423.

Gender and Power in Prehispanic Mesoamerica

By Rosemary A. Joyce



Gender was a fluid potential, not a fixed category, before the Spaniards came to Mesoamerica. At the height of the Classic Period, Maya rulers presented themselves as embodying the entire range of gender possibilities, from male through female, by wearing blended costumes and playing male and female roles in state ceremonies. Rosemary Joyce explores how Mesoamericans created human images to represent idealized notions of what it meant to be male and female and to depict proper gender roles.

2000. 269 pgs. ISBN 0-292-74065-4. $21.95 paper. University of Texas Press. (800) 252-3206.

No Angel in the Classroom: Teaching through Feminist Discourse

By Berenice Malka Fisher

No Angel... Classroom

This book presents a theoretically complex yet down-to-earth and personal account of feminist teaching in higher education. Starting with a nuanced interpretation of consciousness-raising, Berenice Malka Fisher develops her philosophy of feminist teaching as a form of political discourse. She analyzes knotty problems faced by academics and activists.

2001. 315 pgs. ISBN 0-8476-9124-1. $21.95 paper. Rowman & Littlefield. (800) 462-6420.

A Beauty That Hurts: Life and Death in Guatemala

By W. George Lovell

A BEAUTY THAT HURTS

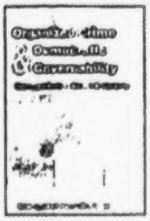
When *A Beauty That Hurts* was published in 1995, Guatemala was still one of the world's most flagrant violators of human rights. Now that a measure of "peace" has come to the country, George Lovell revisits "the land that I fell in love with" to reassess and revise his classic account of the evil that was perpetrated by Guatemala's military-dominated state on its Maya peoples.

2000. 191 pgs. ISBN 0-292-74717-9. $19.95 paper. University of Texas Press. (800) 252-3206.

Organized Crime and Democratic Governability: Mexico and the U.S.-Mexican Borderlands

John Bailey and Roy Godson, eds.

Until recently, crime at the U.S.-Mexico border zone was viewed as a local law enforcement problem, with drug trafficking being a



matter of "beefing up" police and "hardening" the border. At the turn of the century, that limited perception had changed. This book traces the history of the border and defines the reality of the situation.

2000. 271 pgs. ISBN 0-8229-5758-2. $22.95 paper. University of Pittsburgh Press. (800) 666-2211.

Idealism and Liberal Education

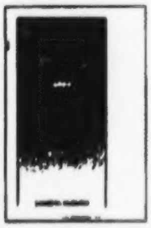
By James O. Freedman

James O. Freedman examines the content and character of liberal education, discusses the importance of letters and learning in forming his own life and values, and explores how the lessons and the habits of mind instilled by a liberal education can give direction and meaning to one's life. He also offers a stirring defense of affirmative action in higher education.

2000. 186 pgs. ISBN 0-472-08670-7. $17.95 paper. University of Michigan Press. (734) 764-4392.

Peronism Without Perón: Unions, Parties, and Democracy in Argentina

By James W. McGuire



Peronism has revolved around a personalistic leader, a set of powerful trade unions, and a weakly institutionalized political party. This book examines why Peronism continued to be weakly institutionalized as a party after Perón was overthrown in 1955 and argues that this weakness has impeded the consolidation of Argentine democracy.

1997. 388 pgs. ISBN 0-8047-3655-3. $23.95 paper. Stanford University Press. (800) 872-7423.

The Power of God Against the Guns of Government: Religious Upheaval in Mexico at the Turn of the Nineteenth Century

By Paul Vanderwood

In the early 1890s, an armed rebellion fueled by religious fervor erupted over a wide area of northwestern Mexico. The government and its supporters had one vision of what they wanted Mexico to be; many villagers had a different view of what was right for them. The bloody confrontation that took place around the village of Tomochic is still remembered in song, literature, films, and civic celebrations.

1998. 409 pgs. ISBN 0-8047-3039-3. $25.95 paper. Stanford University Press. (800) 872-7423.

One in Thirteen: The Silent Epidemic of Teen Suicide

By Jessica Portner

Why are more children killing themselves now than at any time in recorded American history? Journalist Jessica Portner interviewed more than a hundred teenagers, parents, educators, and experts, and reviewed volumes of research on the subject. This book is based on the celebrated series of *Education Week* articles that resulted from her investigation.

2001. 110 pgs. ISBN 1-58904-001-5. $13.00 paper. Robins Lane Press. (800) 638-0928.

Many publications featured in this section are available through amazon.com.

CONFERENCES

GEAR UP 2001 National Conference

October 5-9

The second annual Gaining Early Awareness and Readiness for Undergraduate Programs conference, "Sustaining the GEAR UP Movement for Education Reform: The Role of Higher Education in Supporting K-16/Community Partnerships," will be hosted by the National Council for Community and Education Partnerships. At the Washington Hilton and Towers Hotel, Washington, D.C.

Contact: Anna Ortega Chavolla, (202) 530-1135; fax, (202) 530-0809; e-mail, anna_chavolla@edpartnerships.org; Web site, www.edpartnerships.org.

TeleLearning 2001

October 6-9

The International Telecommunications Council and The TeleLEARNING People will sponsor "TeleLearning 2001," "the premier event in distance education and educational telecommunications." At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Web site, www.itcnetwork.org.

Academic Advising Association National Conference

October 11-14

The 25th annual meeting for administrators, academic advisors, and faculty advisors has as its theme "Academic Advising: Discover the Many Voices." Concurrent sessions will address all aspects of advising. At the Ottawa Congress Center, Ottawa, Canada.

Contact: NACADA Executive Office, (785) 532-5717; e-mail, nacada@ksu.edu; Web site, www.nacada.ksu.edu.

ACE 2001 Conference

October 13-20

"The nation's most important national conference on diversity and improving minority participation in postsecondary education." Sponsored by the American Council on Education's Division of Programs and Analysis, and the Office of Minorities in Higher Education. In Cincinnati, Ohio.

Web site, www.ace.org.

NACME Forum 21, Engineering Policy and Practice

October 25-27

The National Action Council for Minorities in Engineering holds its 21st annual conference for those committed to increasing diversity in the workforce. A dynamic group of speakers will challenge attendees to examine the impacts of their organizational policies and what, if anything, can or needs to be done to change them. In Baltimore, Md.

Contact: Dundee Holt, (212) 279-2626, ext. 214; e-mail, dholt@nacme.org; Web site, www.nacme.org.

College Board National Forum 2001

October 26-30

This year's College Board National Forum has as its theme "Measuring Success," looking at the measures of "success for yourself, your school, your students." At The Adam's Mark Hotel in Denver, Colo.

Contact: (212) 713-8050; Web site, www.collegeboard.com.

HACU 15th Annual Conference, in Puerto Rico

October 27-30

The Hispanic Association of Colleges and Universities presents its 15th annual conference, this year on the theme "Excellence Through Diversity: Celebrating Our Past and Reshaping Our Future." In San Juan, Puerto Rico.

Contact: (210) 576-3218; Web site, www.hacu.org.

WCET 13th Annual e-Learning Conference

October 31-November 3

The Western Cooperative for Educational Telecommunications holds its 13th annual conference, "eRevolution@edu: New Policies, Practices, and Services." This event draws leaders from higher education institutions, government agencies, corporations, and nonprofit organizations involved in distance learning. In Coeur d'Alene, Idaho.

Web site, www.wiche.edu/telecom/events/conference/2001.

FIU Conference on Spanish and Latin American Literature

November 8-10

The Department of Modern Languages at Florida International University will hold the conference "Spanish and Latin American Literature: New Trends for a New Millennium." At FIU in Miami, Fla.

Contact: Ricardo Castells, (305) 348-2130; e-mail, castells@fiu.edu.

NCTE 91st Annual Convention

November 15-20

The theme of this year's National Council of Teachers of English convention is "Recreating the Classroom." Topics of emphasis will be diversity, crossing levels, professional development/new teachers, making knowledge, and assessment and high-stakes testing. In Baltimore, Md.

Contact: NCTE, (800) 369-6283; fax, (217) 278-3761; e-mail, public_info@ncte.org; Web site, www.ncte.org.

TACHE 2001 Conference

December 2-4

The Texas Association of Chicanos in Higher Education advocates for an increase in the number of Chicano/Latino faculty, staff, and administrators in Texas' colleges and universities. This conference will serve as a venue for discussing the issue of underrepresentation and exploring ways of rectifying the disparity. At the OMNI Hotel Downtown Austin, Texas.

Web site, www.tache.org.

Kaleidoscope Leadership Institute 2001

December 5-9

Kaleidoscope is a highly successful leadership/training institute for women of color. The institute seeks to provide interaction strategies to enable participants to feel safe, to personally share their own feelings and uncertainties, and through their interactions, to develop real connections with other cultural groups. At Hilton Hotel Costa Mesa, Costa Mesa, Calif.

Contact: Dr. Felita T. Williams, (404) 244-2399; e-mail, Kaleidoscope@gpc.peachnet.edu; Web site, www.gpc.peachnet.edu/kaleidoscope.

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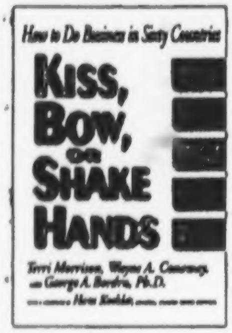
Book Review

By Marvin F. Lozano, M.S.

***Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries*, by Terri Morrison, Wayne A. Conaway, and George A. Borden.** 438 pages. Holbrook, Mass.: Bob Adams, 1994. ISBN: 1-55850-444-3. $1995 paper.

Among the increasing numbers of books on culture and globalization on the market, *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries* is a must for today's business student, entrepreneur, manager, or traveler. Despite its size, it is a concise, easy-to-read, well-organized, useful book that provides specific information and guidelines for dealing with people worldwide. You can become an expert in a particular business or technology, but in dealing with people internationally or in a multicultural setting domestically, that expertise is typically not enough. Without information about cognitive styles, social customs, values, business traditions, and communication techniques, you will encounter difficulty sooner or later. This book can help prevent some of that misunderstanding.


How to Do Business in Sixty Countries
KISS, BOW, OR SHAKE HANDS
Terri Morrison, Wayne A. Conaway, and George A. Borden, Ph.D.

Unlike other books, *Kiss, Bow, or Shake Hands* doesn't limit itself to one country or region of the world. Instead, it spans the major countries of the globe in alphabetical order, providing essential information.

The book's format is one of its strengths. It begins with a separate section describing cultural orientation. Within this section, cognitive styles or how people organize and process information is discussed. It also briefly discusses basic assumptions and key considerations in negotiating. Finally, it looks at value systems as the basis for any behavior worldwide. In the remainder of the book, each country discussed comprises a chapter, and each chapter is broken into four areas. The "Country Background" section includes basic information about the country's location, its national history (in brief), the language, religion, and other demographics.

The section on "Business Practices" informs the reader about what to expect when doing business in that country. Concepts of time, punctuality, making appointments, negotiating, and business entertaining are some of the topics. Each chapter's "Protocol" section outlines information that is useful in dealing with someone from that country. Greetings, forms of address, gestures, and gift giving are some of the issues covered. The "Cultural Orientation" portion takes a scholarly approach to intercultural communications. It refers to the cognitive styles, negotiating factors, and value systems referred to in the first section of the book to examine each country's culture in detail.

In discussing Mexico, for example, the authors noted that Mexicans process information subjectively and place it in context. They become personally involved in each situation and consider the particulars rather than simply using a rule or law to solve problems. With regard to negotiating factors, subjective feelings form the basis of truth, and this leads to the truth changing depending on what one is perceived to want. Regarding value systems, the proximity of Mexico to the United States and a history of "bad deals" make Mexicans suspicious of U.S. intent.

The Japanese, by comparison, process information subjectively and experientially. Because of strong loyalty to their groups, most Japanese look to the particular and specific rather than the universal and abstract. They tend to be more subjective than objective and to rely more on their feelings than on facts in negotiating or making decisions. Traditional value systems are only recently being eroded in the younger generation.

In contrast, the authors describe Canadians as quite analytical, preferring objective information over subjective. Canadians act on problems more from the perspective of universal rules than from the perspectives of those involved. Facts are accepted as the primary evidence in negotiating, so little credence is typically given to feelings. In discussing value systems, it was noted that the French province of Quebec has quite a different value system from the rest of Canada.

Kiss, Bow, or Shake Hands is a good supplement to traditional general or international business texts widely used in academia and "distance learning" today. It's also an excellent general reference for consultants and seasoned entrepreneurs venturing into a global marketplace or working in a multicultural domestic setting.

Price is not an issue for any reader wanting to make this part of his or her collection. At $1995, this paperback reference fits anyone's budget and is worth the investment.

The book's strength–its format–is also its weakness. Because it's concise and covers 60 major countries, readers might find that it does not give enough information. In that case, readers would have to use other sources for more detailed information. In addition, this book (and others in this emerging area) should also emphasize to its readers that similarities, not just differences, between countries are important. This would help the reader focus on a key ingredient–forming relationships–across borders and cultures. Finally, a revision of this book is needed since issues of globalization change rapidly and this edition was published in 1994.

Marvin F. Lozano, M.S., received his master's degree in management from the University of Arizona. He has extensive experience in international banking. Marvin is the chair of the International Business Program at Albuquerque TVI, a community college in New Mexico.

If interested in submitting a book review, please e-mail us at outlook@aol.com for Book Reviewers' Guidelines.

Publisher's Picks Issue
November 19th
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SC4 President

The Board of Trustees of St. Clair County Community College invites applications and nominations for the position of President of the College. This position is the Chief Executive Officer of the College and reports to a seven-member Board of Trustees. St. Clair County Community College is a public, comprehensive two-year college serving 153,000 residents within its district, along with out-of-district residents in the Thumb area of Michigan. The main campus is located in Port Huron, MI, with off-campus sites in Yale and Algonac (in-district), and Huron, Lapeer and Sanilac counties. Port Huron is the home of the Port Huron-to-Mackinac Boat Race and is located at the confluence of the Black and St. Clair Rivers, the main waterway between Lakes Huron and St. Clair.

Offering day, evening and weekend classes, the College services more than 12,000 students annually, either through its class offerings or through specialized training with business and industry.

With an annual operating budget in excess of $22 million, the College has over 200 full-time employees with another 296 part-time.

Selected Qualifications:

- Earned doctorate from an accredited institution preferred.
- Personal understanding and commitment to the comprehensive community college philosophy.

Candidates Should Possess:

- Commitment and dedication to student-centered learning in an environment of academic excellence.
- Evidence of successful teaching and other significant experiences that demonstrate knowledge and support of the teaching/learning process in a community college.
- A style that is characterized by integrity, honesty, accessibility, and willingness to actively participate in community affairs, individually and as a representative of the College.
- Experience in and commitment to shared governance including mutual gains bargaining.
- An understanding of the value of diversity in the community, faculty, staff and students.
- Demonstrated visionary leadership including the ability to manage change in structure, technology and global issues.
- Demonstrated leadership in enrollment strategies and retention.
- Ability to maintain positive relationships with community leaders, business, labor, industry, local and state officials, other institutions of higher education and local school districts.
- Documented senior-level leadership/management skills.
- Ability to work effectively with an elected board of trustees.

Compensation:
Salary, benefits, length of contract, and other conditions of employment are negotiable and competitive.

Application Process:
The successful candidate will describe in writing how she/he meets each of the above profile items. Applicants should also submit a current resume and the names and telephone numbers of six current references.

Dr. David H. Ponitz serves as consultant to the St. Clair County Community College Board of Trustees. He may be contacted at:

Dr. David H. Ponitz, President Emeritus
Sinclair Community College
444 West Third Street, Suite 12-380
Dayton, OH 45402-1460
(937) 512-2865 FAX (937) 512-5130
Email: david.ponitz@sinclair.edu

Address nominations and complete applications to:

Julie Harrington
Contact Coordinator
St. Clair County Community College
323 Erie Street
P.O. Box 5015
Port Huron, MI 48061-5015
(810) 989-5503 (800) 553-2427 FAX (810) 989-5542
Email: jharrington@stclair.cc.mi.us

Review of applications will commence on October 15, 2001, and will continue until a successful candidate is selected.

For additional information on St. Clair County Community College, see its website at www.sc4.cc.

St. Clair County Community College is an equal opportunity employer seeking and supporting a diverse workforce.

UNIVERSITY OF MARYLAND

School of Social Work

Applications are now being accepted for six (6) 10-month tenure track faculty positions at the University of Maryland School of Social Work. This School is located in downtown Baltimore on a Health and Human Services Professions campus with a threefold mission: education, research and community service. The largest MSW-granting institution in Maryland, we are a nationally ranked School, rich in accomplishments and opportunity, with a research focused Ph.D.

Candidates for these six openings should have an M.S.W. and a Ph.D., or DSW, (or ABD), in social work or a closely related field, and have a minimum of two years post-MSW practice experience, scholarly promise or achievement, eligibility for an advanced Maryland social work license, and an ability to teach courses in the foundation, and advanced curriculum.

FACULTY OPENINGS

- Clinical Practice (3 Positions) - Applicants must have experience and ability to teach social work practice methods in the Foundation and Clinical Practice in Advanced curriculum with individuals, families and groups.
- Racism and Diversity (2 Positions) - Applicants must have an experience in and ability to teach about diverse populations, theories of oppression, and provide strong intellectual leadership to the curriculum for its relevance to practice with individuals, families and communities.
- Human Behavior and Social Environment (1 Position) - Applicant needed with the ability to teach human behavior and social environment from both micro and macro perspectives.

These positions are designed for junior faculty. Salary is competitive and commensurate with qualifications and experience. Search will begin immediately and continue until positions are filled. To apply, submit letter indicating position of interest, curriculum vitae, and names with address and telephone numbers of three references to:

Dr. Thomas Vassil
Chair, Search Committee
University of Maryland, Baltimore
Louis Kaplan Hall
525 West Redwood Street
Baltimore, MD 21201-1777

Women and minorities are encouraged to apply. The University of Maryland, Baltimore is an AA/EEO/ADA employer.

ARIZONA STATE UNIVERSITY

ASU

SOUTHWEST BORDERLANDS INITIATIVE

Arizona State University Main Campus announces the Southwest Borderlands Initiative. The Borderlands of the U.S. Southwest are becoming strategic areas of concern for researchers and communities, and through this initiative ASU seeks to build upon its scholarly and instructional strengths and respond to regional needs and shifting demographics. Seven tenure-track faculty positions in three, broad interdisciplinary areas focused on issues unique to the Arizona-Sonora, Mexico region, are open for recruitment.

Arizona State University is a multi-campus, comprehensive research institution. The ASU main campus is in Tempe, AZ, in metropolitan Phoenix, a cosmopolitan, culturally-rich area of approximately three million people. ASU enjoys considerable community support. Over 10,000 of the university's more than 50,000 students are engaged in graduate studies.

Education Policy Studies: US/Mexico Borderlands - Associate/Full Professor
Education policy issues unique to the Arizona-Sonora, Mexico region

Political Science of the Southwest - Assistant/Associate/Full Professor
Cultural, economic, political, and social views of residents, particularly Latinos, in the American border states of Arizona, California, New Mexico, and Texas and in the Mexican border states

Nursing - Associate/Full Professor
Health trends and health status of Latinas

Hispanic Research Center/Psychology - Associate/Full Professor
Latino health studies in partnership with community-based organizations, schools, religious organizations and health partners at large

Chicana and Chicano Studies - Assistant Professor
Chicana/o media studies and cultural studies

Religious Studies - Assistant/Associate/Full Professor
Aztec or Mayan religion, including attention to the way images from the Aztec or Mayan traditions have been used in the modern period to shape the Mexican national identity and Chicana/o ethnic consciousness

Multi-Ethnic Theatre/Intercultural Communication-Performance Ethnography - Assistant/Associate/Full Professor
Performance, communication, or theatre studies in the context of the U.S. - Mexico borderlands

For specific information about qualifications and application procedures visit: [illegible]. Application deadlines begin in mid-October.

Arizona State University is an equal opportunity/affirmative action employer.

American Council on Education

84TH ANNUAL MEETING
February 9-12, 2002
San Francisco Marriott Hotel

broader mission, new roles

higher education in a global environment

[illegible]

Ruth Simmons • Mark Shields • David Ward
Invited: Vicente Fox, President of Mexico

For more information contact [illegible]

www.acenet.edu

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WICHITA STATE UNIVERSITY

DEAN GRADUATE SCHOOL

Wichita State University invites nominations and applications for the position of Dean of the Graduate School. The Dean is the chief academic and administrative officer for the Graduate School and reports to the Vice President for Academic Affairs and Research. The Dean provides leadership for and oversees the management, quality, and effectiveness of all graduate programs; administers all academic, financial, and personnel matters for the Graduate School; and promotes and supports excellence in teaching, research, and creative activities.

Candidates for the position must have an earned doctorate or appropriate terminal degree; eligibility for rank of professor, tenure, and full graduate faculty status in an academic unit of WSU; successful experience in graduate-level teaching and conducting research or creative activities in an academic institution; demonstrated evidence of excellent leadership abilities; successful administrative and budgetary experience; excellent interpersonal and communication skills; successful experience with diverse populations; and a demonstrable commitment to diversity.

Wichita State University is located in a metropolitan area with a population of more than 400,000. It currently enrolls 14,500 students, of which about one in five is a graduate student, and employs more than 500 full-time faculty. WSU is a Carnegie Doctoral/Research -- Intensive institution that offers nine Ph.D. programs and 45 master's and specialist programs. In calendar year 2000, more than 800 graduate degrees were awarded. The many businesses and industries located in Wichita provide opportunities to graduate students for experience in practical problem-solving and research. Additional information about WSU and its graduate programs can be found at http://www.wichita.edu.

Applicants must submit a letter indicating how the qualifications listed above are met, CV, and the names, mail and e-mail addresses, and telephone numbers of at least five people who can provide professional references. Nominations are welcome. The starting date for the position is July 1, 2002. For full consideration, application materials must be received no later than November 15, 2001. Send to:

Dr. Gerald Loper
Associate Vice President for Research
Wichita State University
1845 Fairmount
Wichita, KS 67260-0007

Inquiries may be directed to Dr. Loper by e-mail at gerald.loper@wichita.edu or by phone at 316-978-3285.
Wichita State University is an Affirmative Action/Equal Opportunity Employer.

Senior Student Affairs Administrator
Texas Union
The University of Texas at Austin

Shared responsibility of giving leadership and direction to members of the Program Office staff both directly and indirectly, up to 10 student committees.

REQUIRED: Master's Degree. Three years of experience administering or developing student programs. One year of supervisory experience. Experience using a personal computer in a work environment.

SALARY AND BENEFITS: Salary is $40,044 annually. Standard state benefits package including annual vacation and sick leave, paid holidays, retirement and health insurance plans.

To apply, immediately provide a letter of interest, paper resume, and list of 3 references to:

Search Committee
Texas Union Program Office
PO Box 7338, Austin, TX 78713-7338
Job number: 010822063023

Women, persons with disabilities and minority candidates are strongly encouraged to apply.
UT Austin is an Equal Opportunity/ Affirmative Action Employer.

PRINCETON UNIVERSITY

Woodrow Wilson School of Public and International Affairs

Master's Degree in Public Policy: A One-Year Program for Midcareer Professionals

For further information,
call us at (609) 258-4836
or e-mail us at
mpp9@princeton.edu
or visit our website at
www.wws.princeton.edu/degree/mpp.html

Woodrow Wilson School
Master's Degree in
Public Policy
Princeton University
Princeton, NJ 08544-1013

Applications must be received by January 2, 2002.

The Woodrow Wilson School also offers a two-year Master's degree in Public Affairs (M.P.A.) and a Ph.D. degree program.

Our M.P.P. program provides rising leaders in the international and domestic policy arenas an opportunity to expand their organizational skills and intellectual breadth to compete in an increasingly complex global environment.

The Princeton Difference. The resources of the Woodrow Wilson School and Princeton University provide the ideal setting for this rigorous one-year residential program. The School's faculty, curriculum, and research facilities are recognized throughout the world for excellence.

Financial Assistance. Our generous policy meets the full demonstrated needs of all admitted students. More than three-quarters of graduate students at the School receive financial aid, which for most includes full tuition and a stipend for living expenses. Thanks to a grant from the Christian A. Johnson Endeavor Foundation, special funding is available to candidates from the nonprofit and nongovernmental sectors.

Qualifications. Applicants must possess a minimum of 7 years of professional experience in domestic or international government agencies, and/or experience in the nonprofit sector. Successful candidates demonstrate creativity, leadership, a commitment to public service, and the intellectual capacity to thrive in a demanding academic setting.

THE AMERICAN UNIVERSITY IN CAIRO

FACULTY POSITIONS

Applications are invited for the following openings at The American University in Cairo (AUC). Founded in 1919, AUC's campus is located in Cairo, Egypt, and its degree programs are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. For more information see our website at www.aucegypt.edu. The Ph.D. is required for every position except where otherwise specified. University teaching experience is strongly preferred. One- two- or three-year appointments subject to mutual agreement to begin September 2002. Renewal of an appointment depends upon institutional needs and/or the appointee's performance. The normal teaching load is three courses per semester and English is the language of instruction. Salary and rank are according to scale based on qualifications and professional experience. For expatriates, housing, annual round-trip air travel for appointee and accompanying family, plus schooling for up to two children are included. In view of AUC's protocol agreement with the Egyptian Government, which requires specific proportions of Egyptian, U.S., and third-country citizen faculty, at this time preference will be given to qualified applicants who are U.S. citizens.

SCHOOL OF BUSINESS, ECONOCICS AND COMMUNICATION

Economics. Three openings. Recent Ph.D. with teaching experience or senior faculty anticipating sabbatical or leave preferred. Candidates for the three positions should be willing to teach introductory courses in macro and microeconomics, and to supervise M.A. theses in applied economics.

Intermediate and advanced microeconomics (including the economics of information and the application of game theory), labor economics and history of economic thought. Position # ECON-1.

Intermediate and advanced macroeconomics (including dynamic macro theory), money and banking, and international economics (including exchange-rate policy). Position # ECON-2.

Econometrics and time series, mathematical economics, and the econometrics of finance. Should be well-versed in the use of software packages like Eviews and RATS, and should be prepared to conduct workshops in applied economics for graduate students. Position # ECON-3.

Journalism and Mass Communication. Two Openings. The successful candidates will have a strong professional background and/or substantial experience in university teaching; Ph.D. preferred. To teach undergraduate and graduate courses in two or more of the following areas: new media technologies; print and broadcast writing and reporting; editing and production; graphic design; digital photography; mass media and international communication; advertising and public relations as integrated marketing communications. Position # JMC-1/2.

Management. Two openings.

Marketing. Successful candidate will be expected to teach both graduate and undergraduate courses in marketing and international business. Position # MGMT-1.

Management. Successful candidate will be expected to teach both graduate and undergraduate courses in one or more of the following areas: management, human resources, strategy and international business. Position # MGMT-2.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Arabic Studies. Three positions.

Arabic Studies/Middle East History. Candidate will teach undergraduate and graduate level courses on the history of Arab-Islamic civilization and the history of Islamic thought and institutions, 7th-18th centuries. Courses include introductory surveys, political, social and economic history of the Middle East, history of non-Muslim communities, Ibn Khaldun, Arabic historical literature, Islamic thought and institutions. Participation in teaching the university Core Curriculum interdisciplinary great works seminar will also be required. Excellent command of classical and medieval Arabic is necessary, as well as extensive experience in the use of Arabic primary sources. Position # DAS-1.

Modern Arabic Literature. Candidate will teach undergraduate and graduate courses in modern Arabic literature, such as survey courses, selected themes and topics, the genres of modern Arabic literature, colloquial Arabic literature, modern Arabic literary criticism. Courses taught in English and in Arabic. Participation in teaching the university's Core Curriculum interdisciplinary great works seminar will also be required. Applicant may be native speaker of English or Arabic but should have bilingual fluency in the second language. Position # DAS-2.

Islamic Studies. Candidate will teach undergraduate and graduate courses in Islamic Studies including general introduction to Islam, Qur'anic studies, fiqh, hadith, Islamic thought and institutions, and classical Arabic literature. Some courses taught in Arabic and others in English. Applicant may be native speaker of English or of Arabic but should have bilingual fluency in the second language. Position # DAS-3.

English and Comparative Literature. American Literature. Successful candidate will teach American Literature in a liberal arts setting. Position # ECL-1.

Philosophy. Recent Ph.D. or senior faculty on leave preferred. Successful candidate will teach two sections of Philosophical Thinking in the University's Core Curriculum, plus one other course each semester. AOS: open. AOC: open. Preference will be given to someone with in-depth knowledge of the history of philosophy and specialization in Anglo-American traditions of philosophy (pragmatism, philosophy of language, analytical philosophy). Candidates should have proven teaching ability. Position # PHI-1.

Writing Program. One or more openings for experienced writing and rhetoric teachers to teach writing, rhetoric and research in the Writing Program. Experience in writing using computers and/or Business/Technical Writing would be a plus. M.A. in related fields in literature or the humanities is required. Position # WP-1/2.

History. One-year replacement position in Twentieth Century European and/or American History. Position # HIST-1.

Performing and Visual Arts. Artist/Art Historian. Responsibilities include teaching four courses per year plus serving as Gallery Director. Course subjects include two-dimensional design, paining, drawing and art history. Terminal degree and college level teaching experience required. Position # PVA-1.

Sociology. Successful candidate will teach Introduction to Sociology, Arab Society, Criminology, Sociology of Law, Environment and Society, Comparative Health and Healing, Quantitative Methods with Computer Applications. Significant Post-Ph.D. teaching experience is desirable. Background in Refugee Studies a plus. Position # SOC-1.

English Language Institute. English as a Foreign Language. Possible openings for experienced English Language Teachers to teach English as a foreign language in the English Language Institute. A Masters degree in TEFL/TESL required. Several years of teaching experience, including at least two years of international experience, are normally required, along with EAP experience and a commitment to instructional improvement. Experience in curriculum and materials development, CALL/instructional technology, and/or testing is highly desirable. Appointment will be made at instructor level. Position # ELI-1.

Second Language Acquisition. Successful candidate will teach SLA in the M.A. in TEFL program. Strong preference will be given to candidates with additional expertise in structure of English/pedagogical grammar. Additional teaching experience is desirable in: curriculum and materials development, ESL program administration, ESP, teaching reading, or teaching writing. Experience in CALL/instructional technology would be a strong asset. Familiarity with Arabic and the Middle East is useful, though the language of instruction is English. The position primarily involves teaching in the M.A. program and supervising M.A. theses, with the possibility of teaching undergraduate courses. Position # ELI-2.

SCHOOL OF SCIENCES AND ENGINEERING

Biology. Teach and conduct research in marine biology. Special attention will be given to candidates with expertise in the Red Sea. Should have the ability to teach general biology and two of the following areas: invertebrate zoology, animal behavior, systematics and quantitative biology. Ability to teach Scientific Thinking is an asset. Position # BIOL-1.

Electronics Engineering. Newly established Department of Electronics Engineering has an opening for a faculty member to teach undergraduate courses in the areas of VLSI circuit design with an emphasis on RF integrated circuits or telecommunications with an emphasis on wireless communication systems. Recent Ph.D. with teaching experience and international exposure preferred. Participation in research is expected. Position # EE-1.

Mathematics. Teach all levels of undergraduate mathematics students, as well as to participate in research. Position # MATH-1.

Mechanical Engineering. Several openings to teach undergraduate and graduate level courses and conduct research in the following areas: (1) Industrial engineering; (2) Design of Mechanical Systems and Components. Position # ME-1/3.

Computer Science. One possible opening to teach undergraduate and graduate courses and conduct research in the area of Performance Evaluation or Computer Architecture. Position # CS-1.

Physics. One or more openings to teach and conduct research in a strong physics program in a liberal arts and science context. Successful candidates should be able to teach at all levels of undergraduate and graduate physics and should be able to conduct graduate research involving students at the M.Sc. level. Particular attention will be given to candidates with a proven ability to participate actively in upgrading laboratories in the area of sensors and instrumentation. Position # PHYS-1/2.

LIBRARIES AND LEARNING TECHNOLOGIES.

Director, Center for Learning and Teaching. The American University in Cairo offers a unique opportunity for a visionary individual to develop, launch and direct a new Center for Learning and Teaching. As a unit of Libraries and Learning Technologies, the new center will help faculty by providing intensive instructional development in targeted areas and programs aimed at reaching all faculty, as well as creating opportunities for exploration of new uses of technology. The successful candidate will be an important part of the leadership team for university-wide planning for the application of appropriate uses of instructional and information technologies.

Duties and Responsibilities include formulating the Center's vision and mission within the context of the AUC's future goals; developing policies and procedures for programs of the new Center; providing leadership in the application of educational technology; assisting in preparing grant proposals and research projects concerning learning and teaching; developing staffing plan and budget; providing instructional design consultation to faculty; consulting with academic departments on unit teaching enhancement programs; developing assessment systems to monitor teaching effectiveness; manage and coordinating multiple projects and project teams; personally leading activities as needed; and staying abreast of current developments in teaching practices, educational technology and learning theory.

Qualifications: Experience as Director or Associate Director with administrative experience in a campus-wide instructional enhancement or development service. Ph.D. in academic discipline required. A Masters degree or relevant experience in Instructional Design will be an asset. Five years teaching experience in higher education. Record of outstanding teaching, research and scholarship. Knowledge of implementation strategies for current best teaching practices and learning systems. Demonstrated ability to succeed within a collaborative management environment. Excellent interpersonal diplomacy and communication skills. Fluent English. Knowledge of Arabic a plus. Experience developing and administering budgets. Portfolio of completed projects is desirable.

APPLICATION INSTRUCTIONS FOR ALL POSITIONS: E-mail a letter of application specifying Position # with C.V. and names and addresses of three references to **facultyaffairs@aucnyo.edu** or mail to: **Dr. Earl (Tim) Sullivan, Provost, The American University in Cairo, 420 Fifth Avenue, Fl. 3-HO, New York, N.Y. 10018-2729.** Applications accepted until position is filled.

THE AMERICAN UNIVERSITY IN CAIRO IS AN EQUAL OPPORTUNITY EMPLOYER.

California State University, Long Beach

Tenure-Track Faculty Positions, 2002-2003

- **College of the Arts**
  - Art
  - Dance
  - Film and Electronic Arts
  - Music
  - Theatre Arts
- **College of Business Administration**
  - Accountancy
  - Management & Human Resource Management
  - Information Systems
  - Marketing
- **College of Education**
  - Educational Psychology, Admin., & Counseling
  - Teacher Education
- **College of Engineering**
  - Civil Engineering
  - Computer Engineering & Computer Science
- **College of Health & Human Services**
  - Communicative Disorders
  - Criminal Justice
  - Family & Consumer Sciences
  - Health Science
  - Kinesiology & P.E.
  - Nursing
  - Occupational Studies
  - Physical Therapy
  - Recreation & Leisure Studies
  - Social Work
- **College of Liberal Arts**
  - Anthropology
  - Asian & Asian-American Studies
  - Communication Studies
  - Comparative Literature & Classics
  - Economics
  - English
  - Geography
  - History
  - Human Development
  - Journalism
  - Linguistics
  - Philosophy
  - Political Science
  - Psychology
  - Religious Studies
  - Romance, German, & Russian Languages and Literatures
  - Sociology
  - Women's Studies
- **College of Natural Sciences & Math**
  - Biological Sciences
  - Chemistry & Biochemistry
  - Chemistry & Science Education
  - Mathematics
  - Physics & Astronomy
  - Science Education
- **University Library**
  - Arts Librarian

All positions are open until filled. Contact the Department for information at CSULB, 1250 Bellflower Blvd., Long Beach, CA 90840, (562) 985-4111 V/TDD, or visit our Web site at www.csulb.edu/~acadaffs.

In addition to meeting fully its obligations of nondiscrimination under federal and state laws, CSULB is committed to creating a community in which a diverse population can live and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, sexual orientation, or other personal characteristics or beliefs.

AA / EEO Employer

Rensselaer

The Department of Language, Literature, and Communication is seeking tenure-track faculty to conduct original research and teach courses in one or more of the following areas: human-computer interaction, web communication, computer-mediated communication, organizational communication, persuasion processes, advertising and public relations, E-business, or social or economic policy as it applies to communication technologies. Rank and salary are open, and both senior scholars and new Ph.D.'s are invited to apply. Duties will begin September, 2002. Applicants' research should address fundamental questions about the way technology shapes human interaction and the individual and/or social impact of communicating with technologies. Applicants should demonstrate a record of published research in one or more of the defined areas, acquisition of extramural research funding, or a clear potential to do so.

The successful applicants will join a faculty that is currently conducting state-of-the-art research in Human-Computer Interaction, Computer-Mediated Communication, digital document design, and technology & culture, at one of America's first technological and most wired universities. They will be invited to join a multi-disciplinary group of collaborating faculty in the newly established Rensselaer Social and Behavioral Research Laboratory, a spacious facility with multiple HCI and CMC research suites, VR and eyetracking labs, focus group interviewing rooms, Internet2 connection and other state-of-the-art research capabilities.

Rensselaer Polytechnic Institute is located in upstate New York within easy driving distance of New York City, Montreal, and Boston, in a region of the northeast known for its scenic beauty and quality of life. Review of applications will begin immediately, and will continue until suitable candidates are identified. Application, vita, samples of published research, and three letters of reference should be sent to:

James Watt
Chair, Dept. of Language, Literature, & Communication
Rensselaer Polytechnic Institute
Troy, NY 12180

RPI is an EO/AA employer.

CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

Vice President for Professional Development

Council for Advancement and Support of Education (CASE) is seeking a Vice President for Professional Development. CASE is the premier international association for alumni relations, communications, and fund-raising professionals at educational institutions.

Responsibilities:

- Provide executive leadership for CASE's professional education offerings worldwide, including conferences, workshops, institutes, and on-line programs;
- Coordinate development and dissemination of the CASE multi-disciplinary curriculum in educational advancement;
- Staff volunteer leaders serving on the Board of Trustees and CASE Philanthropy Commission;
- Serve as primary staff champion for the professional development and support of CASE members involved in educational fund raising.

Qualifications:

Bachelor's degree required; graduate degree preferred. Track record of success in educational fund raising, with at least 10 years management experience in increasingly responsible positions in a school, college, or university context. Strong communication, organizational, management, team-building, and entrepreneurial skills; program design skills; technologically savvy.

Application Procedure:

Send cover letter, resume, and salary requirements to: **Box VP, Professional Development, CASE, 1307 New York Avenue, NW, Suite 1000, Washington, DC 20005-4701. For best consideration send by October 12, 2001. Online: www.case.org.**

CASE is an affirmative action/EEO employer.

ITHACA COLLEGE

Roy H. Park School of Communications

The Roy H. Park School of Communications at Ithaca College invites applications for two full time, tenure-eligible positions in its Journalism Program. The appointments are at the rank of Assistant/Associate Professor and are effective August 15, 2002; salary competitive.

The Journalism Program currently enrolls 200 majors and offers a B.A. degree which focuses on the changing nature of the Journalism profession within a broad liberal arts perspective. The positions advertised offer a unique opportunity to be a part of an emerging Journalism department and to participate in shaping an evolving and contemporary curriculum in one of the strongest undergraduate communication schools in the country. Recent grants and bequests from the Park Foundation and the estate of James B. Pendleton totaling over 27 million dollars have positioned the Park School as one of the premier undergraduate communication programs in the nation and created state-of-the-art support facilities in audio, film, photography, multi-media, journalism and telecommunications.

POSITION DESCRIPTIONS

Qualifications for both positions include a Ph.D. or Master's degree in Journalism or related discipline with significant and successful professional experience required. In addition, the successful candidate should demonstrate evidence of teaching effectiveness appropriate for an undergraduate communications program and an ongoing and dynamic scholarly/professional profile or potential for such. The ability to teach at all levels of the curriculum is required. We are particularly interested in candidates who can provide leadership and curriculum development and help build strong professional relationships. Potential for one of the positions to become program coordinator and department chair depending on person's experience and interest.

The successful candidates will also act as academic advisors to students and serve on department, school, and college committees.

Digital Journalism: This position requires expertise in computer-assisted reporting techniques, new media technologies for writing, reporting, and presentation across print, broadcast, and on-line formats, and an understanding of the legal and ethical roles digital journalism plays in today's society. It is desirable that the successful candidate also be able to teach courses in one or more of the following journalistic specialties: business and economics, arts and entertainment, sports, science and health, environment, as well as courses in legal and ethical issues and possible newsroom management.

Broadcast/Electronic Journalism: This position requires demonstrated experience in broadcast/electronic journalism with specific expertise in broadcast writing, field reporting and producing, newsroom management and studio production. It is also desirable that the successful candidate be able to teach courses in one or more of the following journalistic specialties: business and economics, arts and entertainment, sports, science/health, environment.

Applicants should send a current vita, statement of interest including areas of teaching and professional specialization, and three current references to: **Chair, Journalism Search Committee, c/o Karen Armstrong, Department of Television-Radio, Roy H. Park School of Communications, Ithaca College, 328 Roy H. Park Hall, Ithaca, New York 14850-7253; Phone: 607-274-3260; Fax: 607-274-7041; Email: karmstrong@ithaca.edu**

Screening of applications will begin October 25, 2001. Applications will be accepted until the position is filled.

Ithaca College is an independent residential, comprehensive College with an undergraduate enrollment of approximately 5,800 students. It is located in the scenic Finger Lakes region of central New York.

Ithaca College is an Equal Opportunity/
Affirmative Action Employer.
Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

DEAN of UNIVERSITY LIBRARIES

The University of Toledo

The University of Toledo, a metropolitan research institution, seeks an experienced librarian and administrator to provide dynamic leadership as Dean of University Libraries. Initial screening of applications will begin October 1, 2001, and continue until the position is filled.

RESPONSIBILITIES: Reporting to the Provost and Vice-President for Undergraduate and Graduate Education, the dean is the chief administrative officer for University Libraries and is responsible for the successful planning, organization, policy development, implementation, and direction of all aspects of library services. The library dean is a member of the Provost's Cabinet.

SPECIFIC RESPONSIBILITIES: Strategic planning; program evaluation and development; recruiting, mentoring, and evaluation of faculty and staff; designing and communicating the University Libraries' educational and service mission to the university community; budget management; building consensus and fostering cooperative relationships; private and public fundraising. Provide energetic leadership in integrating new and emerging technologies with traditional library resources and services. Seek ways to promote the library as a center for student learning. Lead the executive board of the Friends of the Library, an organization that exists to provide resources for enhancing the Libraries' collections and to encourage gifts, endowments and bequests.

REQUIRED QUALIFICATIONS: MLS from an ALA-accredited program. Credentials to qualify for tenure as a full professor in the University Libraries. Significant experience in the administration of an academic library. Demonstrated ability to create, articulate, and sustain a vision for the future of library services in an urban research university; ability to work effectively and collaboratively with faculty, staff, students, and administrators; ability to build consensus and foster cooperation; record of commitment to and support for cultural diversity; record of successful leadership; demonstrated knowledge of personnel and budget management; strong problem-solving, interpersonal, organizational, and planning skills; evidence of commitment to promoting professional growth and development of faculty and staff; ability to serve as an advocate for the libraries internally and externally; ability to represent the university in matters related to libraries on a state-wide and/or national level. The successful candidate should have a clear vision of issues affecting academic libraries and especially appreciate and understand both traditional and evolving technologies in research, teaching, and service.

PREFERRED QUALIFICATIONS: Earned doctorate. Experience in a collective bargaining environment, an understanding of and development of projects or activities responsive to the changing needs of the disciplines in the university. Experience with different types of library and archival items and the specific requirements that each media needs for care, conservation, storage, and access.

THE UNIVERSITY OF TOLEDO ENVIRONMENT: The University of Toledo is one of thirteen state-assisted universities in Ohio. More than 19,000 students are enrolled in associate, baccalaureate, master's, and doctoral degree programs granted in eight colleges: Arts and Sciences, Business Administration, Education, Engineering, Health & Human Services, Law, Pharmacy, and University College. Under the Carnegie system, the University is classified as a "Doctoral/Research University – Extensive." The University's homepage (http://www.utoledo.edu) provides campus information and links to community resources.

The University of Toledo Libraries consist of the William S. Carlson Library on the main Bancroft Campus and the Learning Resource Center at the Scott Park Campus, home of University College. University Libraries are cooperatively linked with the LaValley Law Library in the College of Law. The Dean is responsible for a budget of over $5 million, and a staff of 16 library faculty, 29 [illegible] members, and 80 student workers. Librarians hold tenure-track faculty status in the university. The University of Toledo Libraries are a charter member of OhioLINK, a consortium of Ohio's college and university libraries and the State Library of Ohio. Bibliographic access is available on-line through UTMOST, using the Innovative Interfaces, Inc. (III) system. University Libraries house a collection of 1.7 million volumes of books, and have 4100 print periodical subscriptions, plus access to 4600 electronic journals, in addition to extensive collections of media resources. Information about the University Libraries may be found on the Libraries' home page at www.cl.utoledo.edu.

APPOINTMENT: This is a tenured position. The competitive compensation package includes [illegible] dental and vision insurance, a pension plan, and a tuition plan that includes dependents, sick leave, and 24 days vacation. Applicants should submit a current cur[illegible], an extended statement addressing the required and preferred qualifica[illegible] names, mail and email addresses, telephone and fax numbers of at least 5 re[illegible] who can speak to professional qualifications. Email submission of these mate[illegible]ome. Send applications to: Karen Bell, Office of the Provost, The University of [illegible]01 W. Bancroft St., Toledo, Ohio 43606-3390, fax 419/530-4496, email [illegible]t.utoledo.edu. Please use only one method of application. Informal preliminary [illegible] are invited by contacting Dr. Marcia Suter, Chair of the Search Committee, at 419/530-2424 or email msuter@utoledo.edu. As Ohio is an open records state, confidentiality cannot be guaranteed. The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator. Members of protected classes are encouraged to apply.

THE UNIVERSITY OF TOLEDO

BEST COPY AVAILABLE

THE UNIVERSITY OF

ARIZONA.

TUCSON ARIZONA

ARIZONA INTERNATIONAL COLLEGE

INTERDISCIPLINARY FACULTY POSITIONS

Arizona International College is an interdisciplinary liberal arts undergraduate college of The University of Arizona and a student-centered teaching institution. All programs are based on a distinctive, holistic, and practical interdisciplinary liberal arts core curriculum and involve internship programs and other activities that emphasize an integrated approach to knowledge and learning. There is a strong global/international perspective across the curriculum.

All candidates must have a Ph.D. or equivalent in the teaching area or closely related field. The College invites applicants for the following three continuing positions:

PROFESSOR, MATHEMATICS: Required qualifications include a demonstrated record of teaching applied mathematics, including statistics, to undergraduate students. Expertise in cultural studies or ethno-mathematics is preferred.

PROFESSOR, WRITING: Required qualifications include experience teaching first year writing at the undergraduate level, and experience using computers for the teaching of writing.

PROFESSOR, CHINESE LANGUAGE AND CULTURE: Required qualifications include demonstrated expertise in teaching Chinese language. Expertise in sustainable development or another academic area is preferred.

For full position details and qualifications, see postings at
http://www.hr.arizona.edu
For more information about the College, please visit
http://www.azintl.edu

AIC employs faculty in a contractual system rather than a tenure system. Salary range is $39,000-$55,000 annually, plus outstanding UA benefits. Successful candidates are expected to start August 2002. Application materials must be received by midnight, October 31, 2001.

To apply, please submit (for each position) a letter of application, specifying the teaching areas you are qualified to teach and detailing your qualifications for each teaching area; a curriculum vitae; one letter of recommendation specifically addressing how you fit the job qualifications; and names and contact information of three additional people who can be contacted at a later date. The letter of application must carefully explain your qualifications, educational philosophy and how your background and experience fit the mission of Arizona International College. Send materials to:

Interdisciplinary Faculty Advisory Team

C/O Ted Pope, Director of Academic Programs

Arizona International College of The University of Arizona

1609 East Helen Street

P.O. Box 210410

Tucson, AZ 85721

Arizona International College is committed to a diverse workforce.The University of Arizona is an EEO/AA Employer-M/W/D/V.

KENYON COLLEGE

TENURE-TRACK ECOLOGIST

The Department of Biology at Kenyon College is seeking applications for a tenure-track assistant professor in ecology. We seek candidates who are broadly trained and are able to bridge fields within the department. The successful candidate will teach at both the introductory and upper levels; participate in an interdisciplinary program in Environmental Studies; and maintain a vital, independent research program that incorporates undergraduates. In support of research, we offer a competitive start-up package. Applicants should hold a Ph.D. and demonstrate teaching excellence, the potential to maintain research involvement by undergraduates, and show promise of establishing a productive research program.

Review of applications will begin October 22 and continue until the position is filled. Statements of teaching and research interest, CV, undergraduate and graduate transcripts and three letters of reference should be sent directly to:

Ecology Search Committee
Biology Department
Kenyon College, Gambier, Ohio 43022
E-mail: biosearch@kenyon.edu
Visit our web-site for more details on the position:
http://www2.kenyon.edu/depts/biology/

An equal opportunity employer, Kenyon is committed to building a diverse faculty and community and encourages the applications of women and minority candidates.

CALIFORNIA COMMUNITY COLLEGES

VICE CHANCELLOR FOR HUMAN RESOURCES

The Chancellor's Office of the California Community Colleges seeks an individual experienced in human resource policy and management with strong organizational skills, a working understanding of faculty, staff and student diversity, an appreciation of the mission of the community colleges, and a superior reputation among college or state officials in directing human resource development.

Qualifications: baccalaureate from a regionally accredited institution is the minimum educational requirement, however a graduate or terminal degree is preferred; along with five years of experience in one or a combination of human resource management and development, agency or college experience in affirmative action, diversity or equity programs, or administration of human resources in an educational institution, preferably a community college.

Applications due OCTOBER 15, 2001. A complete position announcement may be downloaded at www.cccco.edu. Salary Range: $95,520 - $103,680

The Chancellor's Office is an Equal Opportunity, Affirmative Action and ADA Employer

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DIRECTOR HUMAN RESOURCES

College of DuPage invites qualified candidates with a broad knowledge base to manage our Human Resources Department in the nation's largest, single campus community college.

In its 34th year, College of DuPage has become a premier institution among community colleges by offering a challenging educational environment that puts students first. The College has distinguished itself as a recognized employer throughout Northern Illinois – one that is highly emulated! Strongly committed to its core of vibrant staff who are fully engaged in disciplinary activities that develop student learning, the College fosters staff development initiatives that promote a distinctive learning community.

Situated on a 273-acre campus in Glen Ellyn, Illinois, and located 35 miles west of Chicago in a fast-growing, high-tech area with an increasingly diverse population, College of DuPage enrolls more than 34,000 students in 95 areas of study, including 50 pre-baccalaureate and 45 occupational and technical programs, and employs nearly 3,000 individuals to help us achieve our goals. The College District 502 encompasses a dynamic metropolitan area with a strong economic base. The DuPage area offers an array of enriching cultural, recreational and educational opportunities.

Currently, the College has a full-time, administrative position reporting to the Vice President for Administrative Affairs to manage the operations of a complex human resources program. Responsibilities include planning, organizing, controlling and providing leadership for all human resources functions including interpreting, developing and administering policy in the areas of wage and salary policies, fringe benefits, recruitment and placement and employee evaluation. Additionally, this position includes responsibility for labor relations, negotiation of collective bargaining agreements and grievance processing. The Director of Human Resources also serves as Affirmative Action Officer and ADA Employment Officer.

For more job details and application information,
visit our web site at:
www.cod.edu

COLLEGE OF DuPAGE
Attn: Administrative Recruiting
425 Fawell Blvd.
Glen Ellyn, IL 60137
630-942-2460
cdhumres@cdnet.cod.edu
Minorities are encouraged to apply.
Equal Opportunity Employer

College of DuPage

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Vice Chancellor—Student Affairs

University of California, Davis

The University of California, Davis, invites applications and nominations for the position of Vice Chancellor—Student Affairs. The person holding this position is responsible for initiating, developing, and maintaining programs and services that support students in their academic pursuits, provide stewardship of the campus climate, and promote leadership, teamwork, and social responsibility. The Vice Chancellor has direct responsibility for enrollment services (admissions, outreach, financial aid, registrar); academic support services (orientation, pre-professional advising, learning skills, support for disabled students); student housing; student health; counseling center; intercollegiate athletics as well as intramural and club sports programs; student life and campus community (student programs and activities, cross-cultural center, women's center, services for international students and scholars, student judicial affairs); campus unions, campus recreation, and campus bookstores.

The Vice Chancellor reports directly to the Chancellor and participates in the development of campuswide policy through membership on the Council of Deans and Vice Chancellors. The Vice Chancellor works collaboratively with the Vice Provost—Undergraduate Studies, the deans, and associate deans to ensure coordination and integration of both academic programs and priorities and traditional student affairs services.

The University seeks candidates with a record of demonstrated accomplishment in academic leadership and management in student-related positions in a large research university or its equivalent, a demonstrated ability to work well with faculty, administrators, and student affairs staff, excellent communications and human relations skills, demonstrated commitment to affirmative action, diversity and community, and a high level of creative energy and capacity for hard work in an intense and challenging environment. A minimum of five years of academic administrative experience and a terminal degree are required. Faculty experience is preferred. Candidates who have appropriate academic credentials may qualify for a tenured faculty position.

The University of California, Davis is an expanding, highly diverse research university with 1,525 faculty and more than 21,500 undergraduate students and 5,800 graduate and professional students in nine colleges, divisions, and schools. Davis is an environmentally sensitive city of 60,000 persons.

Review of applications will begin in October 2001 and will continue until the position is filled. Applications, nominations, and requests for additional information should be submitted to:

Larry N. Vanderhoef, Chancellor
Office of the Chancellor
University of California, Davis
One Shields Avenue
Davis, CA 95616

UCDAVIS

The University of California, Davis, is an equal opportunity/affirmative action employer committed to excellence through diversity.

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

POSITION VACANCY ANNOUNCEMENT

Professor and Head
Department of Human and Community Development
College of Agricultural, Consumer and Environmental Sciences
University of Illinois at Urbana-Champaign

The Head will provide leadership for long-term policies, organizational structure, teaching programs, and research and outreach initiatives, and be responsible for administration of all departmental academic activities.

The mission of the Department of Human and Community Development (www.aces.uiuc.edu/~hcd) is to improve the lives of children, youth, and adults in the context of families, communities, and societies. Faculty are engaged in basic and applied research in child and adolescent development, family studies, community and rural development, agricultural and environmental communications and education and extension/outreach. The 22 faculty in the department have diverse disciplinary backgrounds including human development, family studies, psychology, sociology, education, communications and anthropology.

A Ph.D. in at least one area of emphasis of the Department or a closely related field is required. The candidate must be tenurable as Professor, with a commitment to interdisciplinary programs and initiatives. The candidate should have a strong background in research and in teaching or outreach education, as well as a demonstrated record of administrative and resource development accomplishments. The candidate should have excellent communication skills and the ability to work effectively with faculty, students, staff, administrators, and external constituencies. Experience in a land-grant institution is desirable.

Proposed starting date is July, 2002. Salary is commensurate with experience and qualifications. To ensure full consideration, applications should be received by November 1, 2001. Applicants should send a letter of application indicating the basis for their interest in the position, a full curriculum vitae and the names, addresses and phone numbers of 5 persons familiar with the candidate's qualifications and experience to **Dr. Sharon Donovan, Search Committee Chair, College of ACES, University of Illinois, 122 Mumford Hall, 1301 West Gregory Drive, Urbana, IL 61801-3605; Telephone 217-244-2285/ FAX 217-244-2911; e-mail: sdonovan@uiuc.edu**

The University of Illinois is an Affirmative Action/Equal Opportunity employer

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CASE

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

Director of Public Relations

Council for Advancement and Support of Education (CASE) is seeking a Director of Public Relations. CASE is the premier international association for alumni relations, communications, and fund-raising professionals at educational institutions.

Responsibilities:

- Provides strategic leadership and manages CASE's public relations, media relations, online communications, and government affairs programs.
- Positions CASE as a leading source of information about the educational advancement field among advancement professionals, the media, public officials, and other constituencies.
- Serves the information needs of members regarding the organization itself, as well as governmental issues and major trends important to their professional effectiveness.

Qualifications:

Bachelor's degree plus seven or more years experience in the communications field, including direct experience with the media, media relations, and online communications. Supervisory experience required. Excellent communications skills, both written and oral; ability to work well as a team member and effective management skills. Familiarity with education and ability to use Internet tools.

Application Procedure:

Send cover letter, resume, and salary requirements to: **Box Director of Public Relations Search, CASE, 1307 New York Avenue, NW, Suite 1000, Washington, DC 20005-4701. For best consideration send by October 12, 2001. Online: www.case.org.**

CASE is an affirmative action/EEO employer.

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CALIFORNIA STATE UNIVERSITY, STANISLAUS

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

CALIFORNIA STATE UNIVERSITY, STANISLAUS is seeking a creative, experienced and visionary leader to serve as Provost and Vice President for Academic Affairs. As the chief academic officer, the Provost reports to the President and serves as a member of the President's Executive Cabinet and as senior officer in the President's absence. The Provost provides the academic and administrative leadership required to achieve the highest standards of excellence in teaching, research, scholarship, creative activity and service. The Provost is involved with all aspects of the University in the coordination and implementation of academic goals, educational policy, curricular planning and development, academic program review, faculty personnel actions (including faculty selection, retention, promotion, and tenure), faculty development, resource development and allocation (including grant development and fund raising), library services, information and instructional technology, extended education, institutional research and assessment, enrollment management, and strategic and master academic planning.

Personnel actions pertaining to academic deans, assistant and associate vice presidents, academic support staff, and all managers within Academic Affairs are the purview of the Provost. The Provost works with faculty representatives within the context of a statewide collective bargaining agreement. The Provost represents the University administration in the affairs of the Academic Senate and is responsible for promoting a collegial atmosphere and encouraging shared governance in developing academic policy. The Provost performs cross-functional and university-wide duties to accomplish the strategic goals and mission of the University. Examples of cross-functional duties include active promotion of student retention and assessment of institutional effectiveness.

THE UNIVERSITY: Founded in 1960, CSU Stanislaus is one of the twenty-three public universities in the California State University system. Located in Turlock, California in a beautiful park-like setting with state-of-the-art residential facilities, the University is widely recognized for its quality academic programs in the three degree-granting colleges: Education; Arts, Letters and Sciences; and Business Administration. The University offers 47 undergraduate degree programs and 14 graduate degree programs. Upper division and graduate courses are offered at the CSU Stanislaus site in Stockton. Programs also are available through a unique intersegmental partnership, the Merced Tri College Center. These programs and courses, on and off-campus, enable the University to be responsive to the needs of the region. CSU Stanislaus is fully accredited by the Western Association of Schools and Colleges (WASC) and has earned accreditation and licensure in several academic disciplines.

The University is a learning-centered and student-friendly community that attracts, retains, and graduates a student population that is currently growing at a rate of 8%. The 7,200 enrolled students constitute a highly diverse student profile.

QUALIFICATIONS: Candidates must possess an earned doctorate from an accredited institution, preferably in a field represented at CSU Stanislaus. This position requires a proven record of distinguished teaching, research, scholarship, creative activity and service commensurate with a faculty appointment at the rank of a tenured professor and at least five years of administrative experience in higher education, including progressively more responsible positions at or above the level of Dean. The candidate is expected to: demonstrate extensive experience in fiscal matters, academic planning, personnel and budget management, and program development and evaluation; show evidence of strong leadership and problem-solving skills; have knowledge of issues and concerns affecting higher education; possess effective communication skills and the ability to balance the needs of multiple disciplines; articulate commitment to shared governance and collegial decision-making; and demonstrate achievement and commitment to equal opportunity and success in working within multicultural contexts. The candidate must also demonstrate a style of leadership that cultivates strategic planning and teamwork in realizing the University's learning-centered mission; have the vision and energy to lead the University in its commitment to academic excellence and student achievement; and possess the ability to communicate high academic and leadership values within the University and the external community. Experience with and commitment to international education are highly desirable. Administrative experience in a multi-campus, state university system will receive favorable consideration.

APPLICATION PROCEDURES: Applications must include a cover letter, curriculum vitae, five professional references, and a 2-page personal statement on the applicant's approach to academic administration in today's educational environment. For full consideration, applications should be received by October 29, 2001. Compensation will be commensurate with background and experience and includes a very attractive benefits package. Forward applications or nominations to:

Chair, Provost/VPAA Search Committee
c/o Office of the President
California State University, Stanislaus
801 W. Monte Vista Ave.
Turlock, CA 95382
(209) 667-3201; Fax (209) 667-3206; www.csustan.edu

CSU Stanislaus is an Equal Opportunity/Affirmative Action/Title IX/Section 503/504 employer. Qualified women, minorities, and persons with disabilities are encouraged to apply.

ASSOCIATE DIRECTOR EDUCATIONAL OPPORTUNITY PROGRAM

Rider University is seeking a thoroughly self-motivated individual to serve as an advocate to EOP students, coordinate and execute the EOP pre-freshman summer program and Program Advisory Board, and provide related support to the Director. Required: a Master's degree in counseling or a related field and at least three years experience working with academically and economically disadvantaged students in an academic setting. Computer skills in Dbase, Excel, e-mail, and Lotus necessary. Diplomacy in relationships with other professionals and staff essential. Salary commensurate with experience. Send letter of application, resume, and salary requirements to:

Rosemary Molloy
Manager of Employment
Human Resources
Rider University
2083 Lawrenceville Rd.
Lawrenceville, NJ 08648-3099

Review of applications will begin immediately and continue until position is filled. Rider University is an equal opportunity/affirmative action employer and genuinely seeks a diverse applicant pool.

Rider University

Visit Rider on the Internet:
http://www.rider.edu

COMPUTER SCIENCE DEPARTMENT

www.csupomona.edu/~cs/

One of two tenure-track faculty positions, effective September 2002. Ph.D. required. To request an application packet, contact:

Search Committee
Computer Science Department
Cal Poly Pomona
Pomona, CA 91768
Email: JACox@CSUPomona.edu

KENYON COLLEGE

VISITING POSITION AFRICAN HISTORY

Kenyon College invites applications for a one-year visiting position in African history beginning in August, 2002. Area of specialization open. Candidates should be prepared to teach five courses (three one semester, two the other), including a two-course survey sequence in African history. Participation in the department's honors program is also expected. Ph.D., with experience and excellence in teaching required.

Review of applications will begin November 01. Interviews will take place at the AHA convention. To apply, send a letter of application, CV, and three letters of recommendation to:

Clifton Crais, Department of History
Kenyon College, Gambier, Ohio 43022

An equal opportunity employer, Kenyon is committed to building a culturally diverse faculty and community and encourages the applications of women and minority candidates.

ITHACA COLLEGE

Roy H. Park School of Communications

One tenure-eligible position in video production starting August 15, 2002 offers the successful applicant the opportunity to teach and create in a lively and engaging environment and to take part in shaping an evolving curriculum in one of the strongest undergraduate communication programs in the country.

The Department of Television-Radio at Ithaca College is committed to providing students a liberal arts education within a professional program. The department currently confers the B.S. degree in Television-Radio (with concentrations in video production, audio production, international communication, advertising/public relations, media management, and directed studies); the B.A. degree in Journalism; the B.A. degree in Media Studies; and the B.S. degree in Telecommunications Management.

POSITION DESCRIPTION

Ph.D. or M.F.A. in video/film or related discipline preferred. Master's degree required. Video production work, including national and/or international professional experience required. Successful teaching experience required. Commitment to a liberal arts education within a professional program is expected.

The ideal candidate should demonstrate evidence of: teaching effectiveness appropriate for an undergraduate communication program; and 2) an ongoing and dynamic scholarly creative profile or potential for such.

Teaching responsibilities will include a combination of production courses including beginning studio production, field production, digital non-linear post production, directing, audio for media, lighting and set design, and production management. Additional teaching responsibilities may include: multi-media and emerging technologies, scriptwriting, directing performers for camera, and other core courses depending on the expertise of the candidate. Ability to teach at all levels of the curriculum is required.

The successful candidate also will act as an academic advisor to students and serve on department, school, and college committees. Maintenance of a creative/professional profile is also required. Interest in curriculum development and building strong professional relationships. Experience with managing student media organizations a plus.

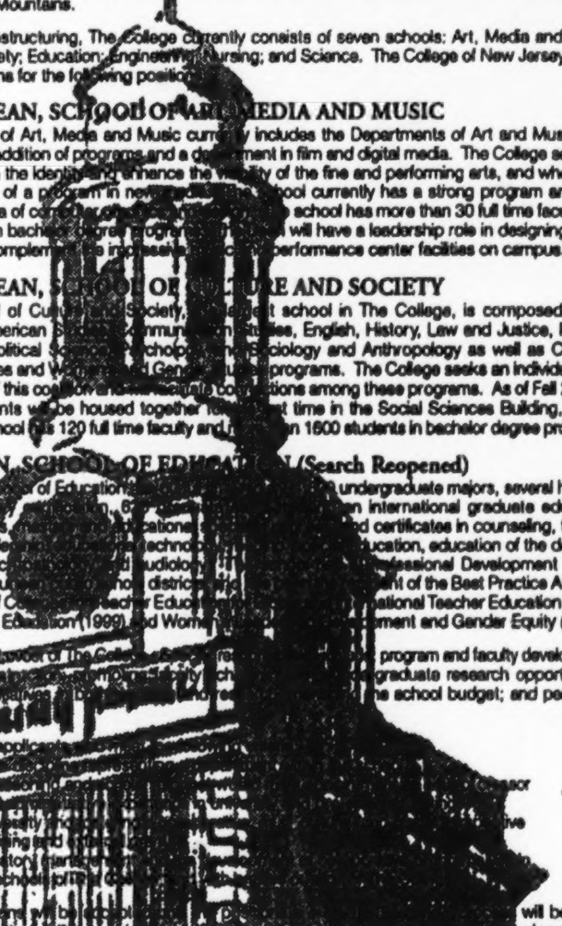
Applicants should send a current vita, statement of interest including areas of teaching and creative specializations, and three current reference letters to: **Chair, Production Search Committee, c/o Karen Armstrong, Department of Television-Radio, Roy H. Park School of Communications, Ithaca College, 328 Roy H. Park Hall, Ithaca, NY, 14850-7253, Phone: 607-274-3260, Fax: 607 274-7041, Email: karmstrong@ithaca.edu.**

Screening of applications will begin October 29, 2001. Applications will be accepted until the position is filled.

Ithaca College is an Equal Opportunity/ Affirmative Action Employer.
Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans, and women) are encouraged to apply.

THE COLLEGE OF NEW JERSEY

Dean Searches - Fall 2001



Founded in 1855 as the New Jersey State Normal School, The College of New Jersey (website: www.tcnj.edu) is one of the country's leading public liberal arts colleges. It has achieved national distinction for its academic and co-curricular programs, and its highly selective admissions standards. Primarily residential and undergraduate with targeted graduate programs, TCNJ has 5,900 FTE students and 365 full-time faculty. The beautiful 289-acre campus is located between Trenton and Princeton and is convenient to Philadelphia and New York, as well as the Jersey Shore and Pocono Mountains.

As the result of a recent restructuring, The College currently consists of seven schools: Art, Media and Music; Business; Culture and Society; Education; Engineering; Nursing; and Science. The College of New Jersey invites applications and nominations for the following positions:

DEAN, SCHOOL OF ART, MEDIA AND MUSIC

The newly created School of Art, Media and Music currently includes the Departments of Art and Music, with planning underway for the addition of programs and a department in film and digital media. The College seeks an individual who will establish the identity and enhance the vitality of the fine and performing arts, and who has a vision for the development of a program in new media. The school currently has a strong program and well-equipped studios in the area of [illegible] school has more than 30 full time faculty and over 400 undergraduates in bachelor degree programs. [illegible] will have a leadership role in designing a new visual arts facility that will complement the impressive [illegible] performance center facilities on campus.

DEAN, SCHOOL OF CULTURE AND SOCIETY

The newly formed School of Culture and Society, [illegible] school in The College, is composed of the Departments of African American Studies, Communication Studies, English, History, Law and Justice, Modern Languages, Philosophy, Political Science, Psychology, and Sociology and Anthropology as well as Classical Studies, International Studies and Women's and Gender Studies programs. The College seeks an individual who understands the promise of this coalition and [illegible] connections among these programs. As of Fall 2001, a number of these departments will be housed together [illegible] time in the Social Sciences Building, a new flagship facility. The new school has 120 full time faculty and [illegible] 1600 students in bachelor degree programs.

DEAN, SCHOOL OF EDUCATION (Search Reopened)

The nationally recognized School of Education [illegible] undergraduate majors, several hundred students seeking second[illegible] [illegible] international graduate education program. It offers [illegible] certificates in counseling, teacher education, educ[illegible] techno[illegible] education, education of the deaf and hard of hearing, [illegible] audiology [illegible] Professional Development School Network partnership with [illegible] district[illegible] of the Best Practice Award of the American Association of Colleges for Teacher Education [illegible] National Teacher Education (1998), Comprehensive Services in Education (1999) and Wom[illegible] ment and Gender Equity (2001).

Deans report directly to the Provost of The College [illegible] program and faculty development; advancing the quality of [illegible] graduate research opportunities; fostering interdisciplin[illegible] the school budget; and personnel recruitment[illegible]

Preference [illegible] given to applicants [illegible]

- An earned doc[illegible]
- Disting[illegible] [illegible]fessor
- Relev[illegible]
- Record [illegible] [illegible]ive
- Proven [illegible]
- Commit[illegible] the school [illegible]

Applicants and [illegible] will begin on October 19, 20[illegible] along with a detailed vita and the names, addresses [illegible] numbers of [illegible] Please indicate the position you are applying for and send to: Search Committee, [illegible] The College of New Jersey, P.O. Box 7718, Ewing, NJ 08628-0718. Materials may also be submitted electronically to: academic@tcnj.edu. To enrich education through diversity, The College of New Jersey is an Affirmative Action/ Equal Opportunity Employer.

SOCIOLOGY AND EDUCATIONAL STUDIES

Trinity College
Hartford, Connecticut

Trinity College seeks an outstanding new assistant professor to bridge the Sociology Department and the interdisciplinary Educational Studies Program for a four-year appointment (with the future possibility that the position may be converted to tenure-track status).

The successful candidate will hold an earned doctorate in either Sociology or Education. S/he will teach the required theory course in the Sociology Department as well as one other elective with a micro-level focus. The candidate will also teach sociology of education and two core courses in the Educational Studies Program. Research or work experience related to schools required, preferably in urban areas. See application information at website
http://www.trincoll.edu/depts/educ

Trinity College is an Affirmative Action/Equal Opportunity Employer in policy and practice.

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LOYOLA
UNIVERSITY
NEW ORLEANS

Provost and Vice President for Academic Affairs

Loyola's Provost and Vice President for Academic Affairs serves as both the second ranking officer and chief academic officer of the university with specific responsibility for all educational planning and administration and for the development of sound academic programs, faculty scholarship, and educational policies. The Provost is responsible directly to the President and oversees the overall operations of the educational objectives of the University including short- and long-term planning and continuous evaluation of policies, standards, academic programs, admissions and enrollment management, academic computing, budget, academic personnel, and physical plant requirements pertaining to the academic environment.

The Provost must meet the qualifications for tenure as a faculty member. Professional recognition as a scholar among peers is essential. The successful candidate must exhibit strong leadership skills and have significant experience in higher education administration and strategic planning.

Based on the heritage of Catholic Jesuit higher education in Louisiana since 1849, Loyola University New Orleans was chartered in 1912 and serves approximately 5,500 undergraduate and graduate students in the Colleges of Arts and Sciences, Business Administration, and Music, City College, and the School of Law. Characterized by award-winning faculty and strong academic programs, the University seeks to provide a liberal arts education focused on the individual student, attending to the intellectual, moral, and spiritual development of all its students. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Loyola is flourishing after five years of steady growth and campus enhancements. The current undergraduate classes are the largest and most talented in the history of the University. A new library serves as the central hub in a campus-wide, state-of-the-art electronic infrastructure system. Campus initiatives in recent years have dramatically improved student-centeredness, success, and retention. The student, advertising, public relations, and law Moot Court teams annually compete successfully in national competitions. Individual students have received awards such as Rhodes and British Marshall scholarships. The University's law school is ranked in the top 20 public interest law schools in the country.

For more information on the University, please refer to the University's web site at www.loyno.edu.

Send applications and nominations to:
Chair, Provost and AVP Search Committee
Loyola University New Orleans
Box 209
6363 St. Charles Ave.
New Orleans, LA 70118

The Search Committee will begin to review applications on October 26, 2001, and continue until the position is filled.

Loyola is an equal educational opportunity university and an affirmative action employer.

Bates|College

Cognitive Psychology

Assistant Professor, Tenure-Track

The Department of Psychology at Bates College invites applications for a tenure-track position at the rank of Assistant Professor, to begin September 2002. Candidates should hold the Ph.D. in psychology or a related field and be qualified to teach courses in cognitive psychology as well as an introductory psychology course. The successful candidate will teach four or five courses per year, supervise student research, and develop an active research program. Bates College is an excellent undergraduate liberal arts college of approximately 1,600 students and 200 faculty members located in central Maine (see *http://www.bates.edu*). The Department of Psychology has eight full-time faculty members and is housed in a beautiful new building with extensive laboratory space and equipment. Review of applications begins October 22, 2001, and will continue until the position is filled. Send letter of application, vitae, three letters of recommendation, undergraduate and graduate transcripts, research and teaching statements, evidence of teaching effectiveness, and reprints to:

Cognitive Psychology Search Committee Chair (#R2445)
c/o Bates College Academic Services
2 Andrews Road, 7 Lane Hall
Lewiston, ME 04240

www.bates.edu

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action Program.

CITY
COLLEGE
OF SAN FRANCISCO

San Francisco
Community College District
seeks applicants for the following Administrative and Academic positions:

POSITION	DEADLINE
ADMINISTRATIVE	
Associate Vice Chancellor for Facilities Planning and Management	9/14/01
Director of Latino Services Network	10/15/01
FACULTY (FULL-TIME)	
Accounting Instructors	TBA
Biotechnology (Biological Sciences Department)	TBA
Computer & Information Science Instructor (FT/ Long-Term Substitute, Spring 2002 only)	9/28/01
Computer & Information Science Instructor (Programming)	9/28/01
Counselor - Writing Success Project (Learning Assistance Department)	10/05/01
Director of Extended Opportunity Programs & Services (EOPS)	10/01/01
Graphic Communications Instructor	TBA
Human Anatomy Instructor	TBA
Human Physiology Instructor (Biological Sciences Department)	10/15/01
Latin American Studies Instructor	TBA
Mathematics Instructors	TBA
Small Business Development Center Program Director	TBA
FACULTY (PART-TIME POOL)	
All positions on-going	

CONTACT:
City College of San Francisco, Human Resources Department at (415) 241-2246 or visit our web site: *http//www.ccsf.org/hr*
Excellent benefits and compensation. AA/EEO.

UB

UNIVERSITY of BALTIMORE

PRESIDENTIAL SEARCH, 2001-2002

The Chancellor and Regents of the University System of Maryland (USM) invite nominations and applications for the position of President of the University of Baltimore (UB). The new president will succeed H. Mebane Turner, who is retiring on June 30, 2002, after 32 years of leadership, during which time the growth of the University's academic reputation and campus earned UB recognition as a major institution in the region.

INSTITUTIONAL SETTING

One of eleven universities and colleges in the University System of Maryland, the University of Baltimore is now in its seventy-sixth year. Consisting of a School of Law, a School of Business, and a College of Liberal Arts, UB is quite distinctive. It is one of a very few upper division universities in the country ‹ its undergraduate programs in Business and Liberal Arts admit only advanced sophomores and juniors. UB students are on the average older than traditional students and have proven themselves in their previous academic work. Many have established careers and are eager to embrace an education that combines business and the applied liberal arts. UB_s graduate and professional programs, including the JD and new applied doctorates, are equally attractive to motivated, mature students who have well focused career goals. In addition to its on-campus programs, the University offers programs off-campus and online.

The University's faculty has a fundamental commitment to teaching. It also has a significant commitment to research, evidenced by the University's ranking as fourth among all universities and colleges in the USM in monies earned through research and grants. The UB faculty is equally committed to the community that surrounds it and routinely is ranked as first among all USM schools in the number of days of public service it provides to the community, government, and public agencies.

The University is ideally placed to meet its commitment to the city and the region. Located in the middle of Baltimore, it is in the midst of Baltimore's urban renaissance, at the center of its arts and culture district, and adjacent to all major forms of transportation, including the high speed lines to Washington, the BWI airport, Philadelphia, and New York. The University is accredited by the Middle States Association and a number of professional accrediting groups.

POSITION DESCRIPTION & QUALIFICATIONS

The President of the University of Baltimore is the chief executive officer of the University. He is responsible for all aspects of campus administration and reports to the Regents and Chancellor of the University System of Maryland. The new president must be able to provide vision, academic direction, and leadership; support the University's strong undergraduate programs; encourage intellectual vigor in the context of a professional, career and urban university; appreciate the potential of new information technology; demonstrate sensitivity to collaborative governance; promote the University's identity among all of its constituencies; reflect an understanding and appreciation of the urban community; develop the University's resources and endowment through creative and energetic interaction with its alumni, state and local leaders, foundations, corporations, and the University System of Maryland leadership.

The ideal candidate must have an appreciation for an academic community; academic credentials that can earn the respect of the University community; a commitment to undergraduate, graduate and professional education; and experience as a manager of a complex organization with multiple agendas and diverse constituencies; the attributes associated with a visionary and the human skills required of a leader, as well as having a record of excellence and demonstrable accomplishment.

PROCEDURE

The appointment of the University's next president begins on July 1, 2002. Inquiries, applications, and letters of nomination should be sent to:

Jan Greenwood
A.T.Kearney
333 John Carlyle St., Alexandria, VA, 22314
tel: 703-739-4619; fax: 703-519-0391
e-mail: greenwoodteam@atkearney.com.

Candidates must provide a curriculum vitae, the names and phone numbers of five references, and a cover letter describing their interests in the position and how their experience matches the needs of the University. All applications and nominations will be held in confidence until the search has been narrowed to a short list of finalists who will be invited to campus. Candidates will be notified before the short list is made public to the University community and references are called. Review of candidates begins immediately. For fullest consideration, materials should be received by October 15, 2001. For more information about the University of Baltimore, please visit the University's web site: **www.ubalt.edu.**

The University of Baltimore is an equal opportunity/ affirmative action employer. Women, minorities, persons with disabilities are encouraged to apply.

ILLINOIS
106th
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Dean
Social Work

The University of Illinois at Urbana-Champaign is seeking nominations and applications for the position of Dean of the School of Social Work. The School has an accredited MSW program, as well as a Ph.D. program. It also has joint degree programs with the College of Medicine and with the Department of Human and Community Development. There are more than 350 students enrolled in these various programs. The School's Children and Family Research Center is an interdisciplinary collaboration between the School and the Illinois Department of Children and Family Services (DCFS). The Center's goals are to develop with the DCFS the capacity to report on the results of its efforts, initiate and carry out a major research agenda, and attract research funding.

The mission of the School, like that of the University, involves three major areas of activity: (1) advancement of knowledge through research in social work theory, policy and practice; (2) maintenance of high academic standards in all programs; and (3) public service to governmental, voluntary, and professional organizations. The faculty has a well-established reputation for research productivity, contribution to governmental and voluntary organizations through applied research and technical assistance, and leadership contribution to professional organizations. As a part of a major research university with national impact and visibility, as well as with significant ties to rural and urban regions within the State of Illinois, the School has a significant role in the development of social policy at the state and national level.

The Dean, the chief academic and executive officer of the School, reports to the Provost and Vice Chancellor for Academic Affairs. The Dean's primary responsibility is to provide leadership that enhances the quality of the School's research, teaching, and service activities. The Dean facilitates and expands the School's leadership position in the development of social policy at a state and national level. As chief administrative officer, the Dean has overall responsibilities for developing an effective collegial environment, facilitating the teaching and research activities of the faculty, monitoring student admission and services, evaluating the faculty and staff, developing and allocating the budget, overseeing the School's working relationships both within the University and with Alumni and external groups, and representing the School's interests in the national arena of social work, and social education.

Qualifications include an MSW (preferred) and an earned doctorate in social work or related discipline; a strong record of scholarly achievement; demonstrated leadership in social work education and research, curriculum development, and resource acquisition (including external funding and grant support); and a demonstrated commitment to affirmative action.

For full consideration, materials should be submitted prior to October 12, 2001. Review of applications will begin immediately, and will continue until an appointment is made. Salary and rank are commensurate with qualifications and experience. Application materials should include a letter of application addressing how the candidate's experiences match the position requirements, a curriculum vita, and the name, title, e-mail, business address, and business and home telephone numbers of at least five references that include faculty, administrators, and community leaders. Submission of materials as a MS Word attachment is strongly encouraged.

Individuals wishing to nominate candidates for the position should submit a letter of nomination, including the name, position, address, and telephone number of the nominee.

Confidential requests for information, written nominations, and application materials should be directed to:

Dr. Jan Greenwood, Vice President
A.T. Kearney, Inc.
333 John Carlyle Street
Alexandria, VA 22314
greenwoodteam@atkearney.com
Tele: (703) 739-4619 Fax: (703) 519-0391

University of Illinois at Urbana-Champaign
Affirmative Action/Equal Opportunity Employer

CITY
COLLEGE
OF SAN FRANCISCO

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

DIRECTOR
Latino Services Network

Responsible for overall organization, administration, supervision, and operation of the Latino Services Network. Earned MA from an accredited institution.
Salary range open and competitive. Excellent benefits.
Deadline: Monday, October 15, 2001, 4:00 P.M.
For detailed application form, visit our web site at http://www.ccsf.org/hr or contact the HR Dept., CCSF, 33 Gough St., SF, CA 94103. Tel: 415-241-2246. FAX: 415-241-2335.

AA/EEO.

UNIVERSITY OF CALIFORNIA AT BERKELEY
COLLEGE OF NATURAL RESOURCES

Assistant Professor of Labor, Distributive Justice and the Environment

This is a tenure-track, nine-month career position in the Department of Environmental Science, Policy and Management, Division of Resource Institutions, Policy and Management and the Agricultural Experiment Station at the University of California at Berkeley, available July 1, 2002. Applicants must have an earned doctoral degree in anthropology, geography, history or other relevant social science field. The appointee will be expected to develop a nationally-recognized research program to investigate issues involving labor, distributive justice and the environment. Applications must be received by 5 November, 2001. Please submit a cover letter (including a statement of how you view the relationship of labor, distributive justice and the environment), a CV, a writing sample or representative publication, a statement of research and teaching interests, and the names and addresses of three references to:

Chair, Labor, Distributive Justice
and the Environment Search
ESPM-RIPM
135 Giannini Hall
University of California
Berkeley, CA. 94720-3312

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CALIFORNIA STATE UNIVERSITY, FRESNO
HEAD BASEBALL COACH

Responsible for the full range of head coach responsibilities in a competitive NCAA Div IA baseball program. Accountability for team success; recruiting; compliance; develop and monitor the sport budget; implement a competitive schedule; supervise assistant coaches; aid in the promotion of gate receipts and fund raising. Masters Degree from an accredited four year institution preferred. Bachelors Degree required. Have completed at least four years coaching experience at the collegiate level prior to application. History of successful team competitive performance; knowledge of and compliance with NCAA rules; and a shared commitment to the university's gender equity and diversity goals. For applications and information call:

Ms. Teena Shields (559) 278-3178
Filing Deadline: October 1, 2001

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George Mason University

GMU LIBRARIES

HEAD ACQUISITIONS AND GIFTS

George Mason University is seeking to fill this key management-level position with the Resources and Collection Management Services (RCMS) Division.

The Head, Acquisitions & Gifts provides leadership for and administration of centralized acquisitions and donations for the four constituent libraries of the University Libraries system, and also coordinates acquisitions control and activities with the School of Law Library. Researches, proposes, and implements new and improves methods for acquiring, receiving and paying for research materials in all formats. Provides leadership for an active Gifts program, working closely with the Director of Development and the Head, Special Collections & Archives as well as supervising the Gifts Coordinator. Develops, implements, and documents necessary workflow and quality control processes for attaining policy goals and objectives. As a member of a team-based management group, incumbent contributes to the consultative work environment within RCMS. Directly supervises 5.5 FTE. Position reports the Associate University Librarian for RCMS.

Qualifications: Required: ALA-accredited MLS degree; or ALA-recognized foreign equivalent; Significant experience in acquisitions operations in an academic environment; Experience with MARC formats, OCLC, automated library systems, and spreadsheet software; Effective organizational, communication, and interpersonal skills; Demonstrated supervisory experience; Strong service orientation and commitment to professional growth; Collegial, team-focused management philosophy and orientation. Desired: Experience with Voyager Endeavor; Familiarity with EDI and embedded order technology.

Appointments/Benefits: 12-month administration faculty appointment. Salary is competitive and commensurate with experience. Excellent benefits: health plan options and paid life insurance; several retirement plans, including TIAA-CREF; 24 vacation days and 11 paid holidays; tuition waver for self.

The University: George Mason University is a doctoral-level state-supported institution in Northern Virginia with campuses at Arlington, Fairfax, and Prince William counties, with an enrollment of more than 24,000 students and 1,300 faculty. The University Libraries is an active participant in VIVA - the Virtual Library of Virginia project, the Washington Research Library Consortium, the Association of Southeastern Research Libraries, and is an associate member of the Center for Research Libraries. More information about George Mason University and GMU Libraries is available at: http://www.gmu.edu.

Application: Review of applications will begin 1 October 2001 and continue until position is filled. Send letter of application, resume, and names, addresses (including e-mail) and phone numbers of three current references:

Chair, Acquisitions & Gifts Search Committee
Library Administration, MSN 2FL
George Mason University
Fairfax, VA 22030-4444

AA/EEO

WAYNE STATE UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

Wayne State University (WSU), Department of Anthropology, announces a full-time, tenure-track position at the rank of Asst. or Assoc. Professor in cultural/medical anthropology beginning fall semester, 2002. Rank and salary commensurate with experience and qualifications (Ph.D. required). WSU, a leading urban research university in the United States, is located in downtown Detroit, and serves a diverse student body. The Department has 14 full-time faculty with important linkages to WSU Schools of Medicine, Law, Business, and the College of Engineering. Duties include teaching, active research and publication, mentoring and advising of graduate and undergrad students, and participation in administration of the medical anthropology program. The successful candidate is expected to have both a publication and extramural funding record and demonstrated excellence in teaching at the undergraduate and graduate level. Cultural area and topic of specialization are open. WSU offers an excellent benefits package. Minority candidates are strongly encourged to apply. Please submit curriculum vitae, letters of application, and names/address & phone numbers of four references by **October 15, 2001** to **Thomas W. Killion, Chair, Department of Anthropology, Wayne State University, 137 Manoogian Hall, Detroit, MI 48202, (313) 577-2935.**

COLBY COLLEGE

RELIGIOUS STUDIES

Colby College announces a tenure-track position in the Department of Religious Studies beginning in the academic year 2002-2003. Primary specialization in Biblical Studies with competency to teach some courses in Jewish Studies. Teaching responsibilities include surveys of Hebrew Bible and Christian Scriptures, and advanced courses in these areas. Applicants must have a Ph.D./Th.D. in Biblical Studies, and appropriate teaching experience and scholarly activity. Knowledge of Greek and Hebrew is expected. All candidates should submit a letter of application addressing teaching philosophy and research interests, a CV, graduate and undergraduate transcripts, and samples of published work. Applicants should arrange for three letters of recommendation. All materials, including the letters of recommendation, should be addressed to **Professor Nikky Singh, Chair, Department of Religious Studies, Colby College, 4644 Mayflower Hill, Waterville, ME 04901.** Review of applications will begin on November 1, 2001 and will continue until the position is filled. Finalists will be interviewed at the AAR/SBL meetings in Denver. Colby College is an AA/EOE and encourages applications from women and minorities.

Georgia State University

Director, School of Nursing

College of Health and Human Sciences

GEORGIA STATE UNIVERSITY
ATLANTA, GEORGIA

The School of Nursing invites applications and nominations for the position of Director for the School to be filled by July, 2002. We are seeking a dynamic leader who will bring vision, energy, diverse experience, and outstanding personal qualities to support the continued development of our education, research, and service programs.

About the School: The School of Nursing offers a baccalaureate degree in nursing, RN to BS and RN to MS programs, a master's degree in areas of advanced nursing practice, and a PhD in nursing. There are 25 full-time faculty, additional part-time and clinical faculty, and 400 undergraduate and graduate students. The mission of the School of Nursing is to be an acknowledged leader in improving the health and health care of people in the state of Georgia by preparing nurses, nurse leaders, and nurse scholars.

About the College: The College of Health and Human Sciences is composed of the School of Nursing, School of Social Work, and the Departments of Cardiopulmonary Care Sciences, Criminal Justice, Nutrition, and Physical Therapy.

About the University: Georgia State University is a leading urban research university in the heart of downtown Atlanta. It features six academic colleges and an educational philosophy of combining teaching, research, and service into one learning experience.

Responsibilities: The Director is the chief administrative officer of the School of Nursing and reports to the Dean of the College.

Qualifications:

- Ability to communicate effectively and work collaboratively with faculty and students
- Evidence of strong administrative, management, and problem-solving skills
- Knowledge of academic issues in nursing
- Demonstrated excellence in teaching at the university level
- Substantial record of scholarly accomplishments
- Demonstrated ability to obtain extramural research funding
- PhD in nursing or related field, master's degree in nursing
- Eligibility for nursing licensure in Georgia

Applications: Please send a letter of application/nomination, a curriculum vita, and the names and contact information of three references to: **Carolyn C. Kee, PhD, RN, Professor, Chair, Search Committee for Director, School of Nursing, College of Health and Human Sciences, Georgia State University, University Plaza, Atlanta, GA 30303-3083. Telephone: 404-651-4208 or 3050, Email: ckee@gsu.edu. Applications will be accepted up to December 31, 2001, or until position is filled.**

Georgia State University, a unit of the University System of Georgia, is an equal opportunity education institution and is an equal opportunity/affirmative action employer.

HOLYOKE COMMUNITY COLLEGE

TENURE TRACK FULL-TIME FACULTY

Holyoke Community College, founded in 1946, is one of 29 institutions, including 15 community colleges, that make up the Massachusetts public higher education system. The College is situated in the Pioneer Valley of Western Massachusetts within comfortable driving distance to Boston, the Berkshires, New York City, and the Northampton/Amherst area, where the University of Massachusetts, Amherst College, Smith College, Hampshire College, and Mt. Holyoke College are located. Western Massachusetts with its elements of both rural charm and urban finesse, offers a wealth of rich culture and diversity to its residents.

We invite applications for full-time, tenure-track faculty positions beginning **Spring or Fall** semester 2002, in the following areas:

Criminal Justice: Teach a variety of Criminal Justice and related courses from among those offered Master's Degree in Criminal Justice or in Criminology or related field (the JD is not an appropriate degree for this position) required.

Economics: Teach a variety of Economic and related courses. Master's Degree in Economics required.

Please visit our web site, www.hcc.mass.edu, to view a complete position posting.

We also anticipate that we will be recruiting for full-time faculty for the **Fall** semester 2002 in the following areas:

- **Chemistry**
- **Hospitality Management**
- **Math**
- **Veterinary Science**
- **Nursing**

Faculty members advise students, serve on college governance committees and participate in college programs & activities. Master's Degree in discipline; college teaching including varied pedagogical styles; understanding of and commitment to the mission of community colleges and its students; and excellent communication skills required of all positions. Ability to integrate computer technology into instruction. Ability to work effectively with a diverse population is required. Experience teaching in a community college and expertise delivering courses via distance learning technology. A teaching sample will be a required part of the interview process.

Salary according to MCCC/MTA Collective Bargaining Agreement, commensurate with qualifications and experience, plus State benefits. Please mail a resume and letter of interest, with the names, addresses and telephone numbers of 3 professional references to:

Dean of Human Resources
Holyoke Community College
303 Homestead Avenue
Holyoke, MA 01040
(www.hcc.mass.edu)

Holyoke Community College is an Equal Opportunity Affirmative Action Employer. We are committed to diversifying our workforce and encourage applications from women, persons of color, persons with disabilities, and individuals from other under-represented groups.

Associate Director of Career Services
Tuck School of Business

The Associate Director of Career Services works in collaboration with the Director and other CS staff members to support the job search success of Tuck students and alumni. The Associate Director is primarily responsible for assisting second year students in making the transition from their education to their career; aiding first year students in developing career goals and in finding summer employment; and advising alumni in transition. These responsibilities involve direct and personal dealings with students at the school and with alumni who need assistance, and the development of programmatic offerings and corporate relationships that support career management success. Master's degree in business administration, counseling, or relevant area strongly preferred. Has worked in an MBA-level role or has had MBA alumni as clients. Significant (five to ten years) experience in at least one of the following areas: technology, gen. management, biotech/pharmaceuticals, media/entertainment, marketing, corporate counseling/recruiting, custom job search coaching. Has worked in an international business environment. Exceptional interpersonal communication skills. Strong presentation ability. Solid understanding of the MBA marketplace. Strong project management and execution skills. Able to work effectively in fast-paced, high-performing team. Takes initiative. Knowledge of data management systems. Strong administrative and mentoring ability.

Please send resume and cover letter to: Elizabeth E. Roberto, Human Resource Manager, Tuck School Of Business, Dartmouth College, Hanover, NH 03755

Dartmouth College is an Equal Opportunity/Affirmative Action Employer. Women and minorities are encouraged to apply.

TUCK
AT DARTMOUTH

Senior Associate Director for Admissions and Operations, Undergraduate Admissions

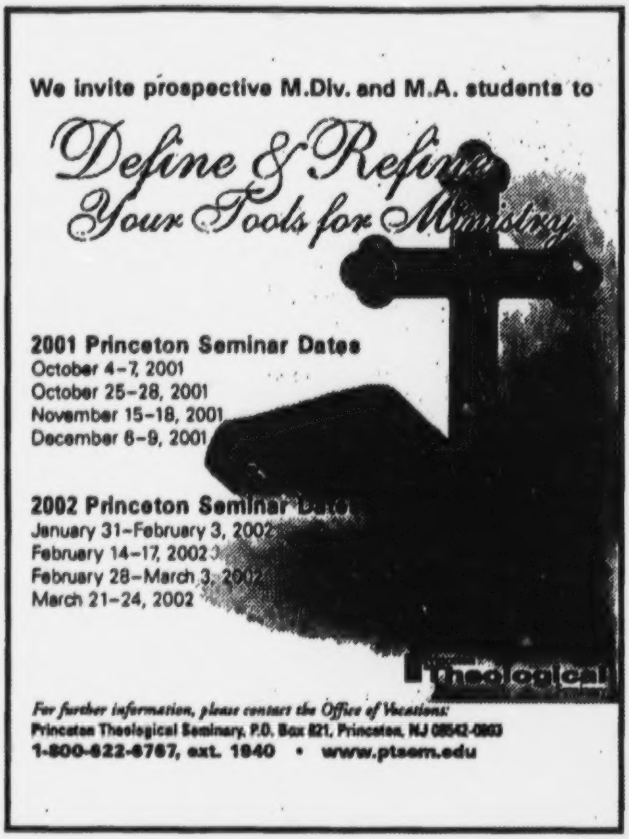
The Senior Associate Director for Admissions and Operations directs the admission and recruitment process for freshmen, international and transfer students. Reporting to the Dean of Undergraduate Admissions, the Senior Associate serves as a member of the senior leadership team to establish and analyze admission goals, policies and procedures. In addition, the Senior Associate oversees the daily operations of the application review process and assists in the coordination of recruitment strategies to effectively meet institutional enrollment goals. The position manages a staff of 10 professional staff and 8 support staff. Five to seven years of progressively responsible experience in undergraduate admissions; strong supervisory experience; communication skills; analytical skills; and counseling experience required. Successful applicants must have experience with admission computer systems and operations as well as knowledge of the college-selection and admission processes for freshmen, transfer and international students. Experience working with diverse student populations and knowledge of Spanish preferred. Minimum of Bachelor's degree required; Master's degree preferred. Position open until filled. Send resume, letter of interest and three references to Director of Search Committee, 360 Huntington Avenue, 150 Richards Hall, Boston, MA 02115. Northeastern University is an Equal Opportunity/ Affirmative Action, Title IX Employer.

Northeastern
UNIVERSITY

HEAD OF HORTICULTURAL SCIENCES
TEXAS A&M UNIVERSITY

Texas A&M University seeks nominations and applications for Head, Department of Horticultural Sciences. The Head is responsible for administration and leadership of the teaching, research and extension programs of the department, and is expected to foster linkages between faculty and the horticulture industry. He or she will provide leadership in recruitment of faculty and students, development of new programs, and securing of new resources and facilities. The Head will promote the faculty, the horticulture program, and the Texas horticulture industry. The Head may maintain an individual research, teaching and/or extension program in an area relevant to the interests of the department. Candidates must have a Ph.D. or equivalent degree, a national reputation for excellence in horticulture or a related area of science, communication and leadership skills relevant to teaching, research and state-wide extension activities, and a broad view of the activities of the land grant university system. Applicants should be experienced in research, and in teaching or extension programming. One of the 14 departments in the College of Agriculture and Life Sciences, Horticultural Sciences has 57 faculty, one-third of whom are research or extension positions located at 7 off-campus centers around the state. Degree programs in all areas of horticulture and floriculture are offered at the B.S., M.S., M.Ag. and Ph.D. levels. Current student enrollment is 150 undergraduates and 50 graduates. The department is rated number two by the Gourman Report among horticulture departments in the US on the basis of its undergraduate program. Faculty participate in interdepartmental programs in Molecular and Environmental Plant Science, Genetics, Plant Breeding and Food Science and Technology. Faculty are affiliated also with the Institute for Plant Genomics and Biotechnology and the Vegetable and Fruit Improvement Center. The modern departmental building at College Station has nearly 90,000 square feet of floor space, with controlled environment rooms, extensive greenhouse facilities and more than 100 acres of field plots. Applications and nominations will be received until October 15, 2001, or until a suitable candidate is found. Applicants should submit a letter of intent, a resume, and the names and addresses of at least five references to: **Dr. Dennis Gross, Chair, Horticultural Sciences Head Search Committee, Department of Plant Pathology and Microbiology, Texas A&M University, 2132 TAMU, College Station, TX 77843-2132. Telephone: (979) 845-7313; FAX: (979) 845-6483.**

Texas A&M University is an equal opportunity employer. Women, minority and international candidates are encouraged to apply.



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Theological

For further information, please contact the Office of Vocations:
Princeton Theological Seminary, P.O. Box 821, Princeton, NJ 08542-0803
1-800-622-6767, ext. 1940 • www.ptsem.edu

HEAD of INFORMATION and INSTRUCTION SERVICES

Carlson Library

The University of Toledo

Duties: Coordinates activities of 6 faculty librarians, as well as support staff and student assistants. Provides vision and leadership to improve reference and information literacy services, promotes professional development and fosters teamwork in an urban university. Serves at reference desk, provides instruction, and participates in collection development.

Required qualifications: MLS from an ALA accredited program, increasingly responsible academic or research library experience including five years reference and instruction and three years supervisory experience. Strong organization and planning skills, ability to meet the University's tenure and promotion requirements including a record of scholarly activity and professional involvement are required.

Preferred: Must have experience with collection development, managing a budget, marketing and promoting services, distance education, experience in a collective bargaining environment, background in classics and foreign languages or health sciences.

The 12-month appointment will be made at the appropriate tenure-track rank based on qualifications, with a minimum rank of Assistant Professor. Minimum salary of $40,000. Review of applications will begin October 1, 2001, and will continue until position is filled. Send letter of application, current vita, and names, addresses, phone numbers, and e-mail addresses of five recent professional references to: Wade Lee, Chair of Head of Information and Instruction Services Search Committee, c/o Tyna Derhay, Dean's Office, Mail Stop [illegible], The University of Toledo, 2801 W. Bancroft St., Toledo, OH [illegible]; fax 419/530-2726; e-mail to tderhay@utnet.utoledo.edu. Please [illegible] method of application. For additional information about The University of Toledo and this position, visit http://www.cl.utoledo.edu/info/headiisad.html

THE UNIVERSITY OF TOLEDO

The University of Toledo is an Equal Access, Equal Opportunity, Affirmative Action Employer and Educator. Members of protected classes are encouraged to apply.

AGNES SCOTT COLLEGE
THE WORLD FOR WOMEN

Registrar

Agnes Scott College seeks candidates for a full-time, 12-month Registrar position. In this multifaceted position, the chosen candidate will be responsible for the integrity, maintenance and security of all student academic records while providing management of the Office of the Registrar. Visit the College's Web site at www.agnesscott.edu to view the complete job description.

Agnes Scott College is a highly selective, independent national liberal arts college for women located in metropolitan Atlanta. The College offers a vibrant and intellectually challenging environment with a rich and active cultural life. Founded in 1889 by Presbyterians, Agnes Scott College is a diverse and growing residential community of scholars with one of the largest endowments per student of any college or university in the United States. In offering the world for women, Agnes Scott's curriculum encourages students to become fluent across disciplines, across continents and across centuries.

Minimum qualifications include a bachelor's degree in higher education administration or related field, three or more years progressive experience in higher education as a supervisor or manager, open and collegial approach to management, evidence of success in related areas of expertise. Experience working collaboratively with campus constituents in a multicultural and small liberal arts college environment is highly desirable. Ability to provide leadership on college-wide issues relating to student records, academic electronic processing and Web presence. Demonstrated record of excellence with/knowledge of IT relating to the Registrar functions is essential (preferably Colleague by DATATEL). This position requires occasional evening and weekend availability. Review of applications begins immediately.

Interested candidates should submit a letter of interest, resume, and salary requirements to the Office of Human Resources, Agnes Scott College, 141 E. College Avenue, Atlanta/Decatur, GA 30030.

Agnes Scott College does not discriminate on the basis of sex, race, color, religion, national origin, age, sexual orientation or disability in its employment. Agnes Scott College has a strong commitment to diversity and urges members of underrepresented groups to apply.

An Equal Opportunity Employer.

BEST COPY AVAILABLE 2071

Emerson College seeks candidates for tenure-track faculty positions in the Department of Visual and Media Arts starting September 2002. There are two positions available at this time.

ASSISTANT PROFESSOR, FILM PRODUCTION/DIRECTING

The Department of Visual and Media Arts is seeking to fulfill a tenure-track position in Film Production/Directing. Successful candidates must be able to teach 16mm synchronous sound film production from the beginning to advanced levels and have expertise in one or more of the following: cinematography and lighting, film sound, animation video production, digital post production, directing, multi-media production or new technologies.

Candidates must demonstrate an ability to articulate creative work in the context of media studies and contribute to the overall interdisciplinary focus of the department. The ability to teach cross-media introductory production course is required. Applicants must also have college-level teaching experience and an established record of creative work. A Master of Fine Arts or Ph.D. or equivalent professional experience required.

ASSISTANT PROFESSOR, SCREENWRITING

The Department of Visual and Media Arts is seeking to fill a tenure-track position in screenwriting. Successful candidates should be able to teach courses in either:

- Feature-length narrative screenplay writing on the basic or advanced level (three act structure, five act structure, and alternative structure)
- Writing for the short film (narrative, documentary, experimental)
- Concept Development
- Television writing (TV-Movie, Comedy/Drama Series, Daytime TV)

Instructor will also be expected to supervise directed study projects in screenwriting.

Qualifications include a Master of Fine Arts or equivalent professional experience, a record of professional accomplishment in writing for the screen, and a demonstrated ability to teach at a college level.

Send resume, teaching philosophy and contact information for references to: **Chair, Search Committee, Department of Visual and Media Arts, Emerson College, 120 Boylston Street, Boston, MA, 02116.** Review of applications begins September 15, 2001 and will continue until the positions are filled. Emerson College is an equal opportunity, affirmative action employer and is strongly committed to increasing the diversity of its faculty. Women and minorities are encouraged to apply.

1880
EMERSON COLLEGE
BRINGING INNOVATION TO COMMUNICATION AND THE ARTS

MIT

EXECUTIVE DIRECTOR

MIT OPENCOURSEWARE

Cambridge, MA

The Massachusetts Institute of Technology seeks a founding Executive Director of its unprecedented educational innov [illegible] OpenCourseWare Program. OpenCourseWare is a large-scale, web-based initiative to provide free, worldwide access to the [illegible] materials for virtually all MIT courses. Working with a Faculty Advisory Board and reporting to the Office of the Provo [illegible] Director will direct the implementation of MIT OCW, leading it from concept to reality. Candidates should bring a track [illegible] management of multi-dimensional projects of similar scale and complexity, producing deliverables on time and w [illegible] must also demonstrate the capacity to lead a project successfully from start-up to steady state over a 3 [illegible] eventually integrating it into the regular sustained operation of MIT. A background in publishing, distance [illegible] is preferred. Experience with electronic publishing and/or Internet based dissemination of information [illegible] experience working with faculty and/or within an academic setting is necessary to succeed, [illegible] academic and administrative lines. Familiarity with relevant technology systems is neces [illegible] technical one. An interest in educational technology and a desire to shape future develo [illegible]

MIT OCW is a bold initiative with the potential to fulfill the educational promise of the W [illegible] million per year endeavor has been completed, and an Interim Management Group [illegible] Executive Director is hired. Pilot phase support has been secured from the Andrew W. Me [illegible] Hewlett Foundation. MIT is committed to the long-term success of the project and will eventually [illegible] budgeting. The MIT OCW concept is expected to help transform the way colleges and universities [illegible] knowledge, their outreach to new audiences around the world, and their institutional and faculty eng [illegible] vehicle for service, not just for profit. The Executive Director will have the opportunity and challenge to make [illegible]

For further information or to apply, please contact in confidence: **Alan Wichlei, Vice President & Dire [illegible] Senior Associate, Isaacson, Miller, Internal Box 2345, 334 Boylston Street Boston, MA 02216; Phone: [illegible] E-mail: mitocw.2345@imsearch.com** Electronic submission of letters and resumes is strongly encouraged.

MASSACHUSETTS INSTITUTE OF TECHNOLOG
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Non-Smoking Environment
web.mit.edu/personnel/www

WAYNE STATE UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

Wayne State University (WSU), Department of Anthropology, announces a full-time tenure-track position in biological anthropology at the rank of Asst. or Assoc. Professor, beginning fall semester, 2002. Rank and salary will be commensurate with experience and qualifications (Ph.D. required). WSU, a leading urban research university in the United States, is located in downtown Detroit, and serves a diverse student body. The Department has 14 full-time faculty with important linkages to WSU Schools of Medicine, Law, Business, and the College of Engineering. Duties include teaching, active research, publication and service in the Biological Anthropology Program, offering BA, MA, and PhD degrees. Candidates sought whose research focuses on skeletal biology, ethnicity in biomedical epidemiological settings, or forensics. Preference given to those with a biocultural focus who can work with current faculty to strengthen the medical and archaeology programs. The successful candidate is expected to have both a publication and extramural funding record and demonstrated excellence in teaching at the undergraduate and graduate level. Candidate will take responsibility for upper-level courses in biological anthropology, teach an introductory-level course, contribute to the department's senior Capstone course, team-teach and advise within the Medical Anthropology Program, and occasionally offer a graduate seminar consistent with student interest. WSU offers an excellent benefits package. Minority candidates are strongly encouraged to apply. Please submit curriculum vitae, letters of application, and names/address & phone numbers of four references by October 15, 2001 to **Thomas W. Killion, Chair, Department of Anthropology, Wayne State University, 137 Manoogian Hall, Detroit, MI 48202, (313) 577-2935.**

LASSEN COMMUNITY COLLEGE

IN SUSANVILLE CALIFORNIA IS SEEKING QUALIFIED APPLICANTS FOR THE FOLLOWING:

Director of Vocational Education, Research/Grant and Economic Development: Plans, organizes, and implements a complete system of technical, vocational, and outreach programs for a small, but growing rural College in northeastern California. Provides leadership and guidance for 18 majors and/or programs in operation, and planning and research supporting development of new and enhanced programs. A Masters Degree and experience is required. Salary is $ 89,939 per year. *EEO/Title IX Employer.* Please call or write for application: **Lassen Community College, Office of Human Resources, PO Box 3000 Susanville, CA 96130.** 530-257-6181 ext 8985. The jc application can also be downloaded from our website **www.lassen.cc.ca.us.** The application period for this position closes **Wednesday October 17th, 2001 @ 4:00 pm.**

University of Missouri-Rolla

The Department of Psychology at the University of Missouri-Rolla seeks applicants for a tenure track position in applied psychology or experimental psychology at the level of assistant professor, beginning August 2002. Teaching duties include general psychology, industrial/organizational psychology (preferred), and other courses in the candidate's area of expertise. The teaching load is typically three courses with two preparations, per semester. Requirements include a Ph.D. in psychology and the ability to develop a nationally recognized research program. Candidates should submit a vita and copies of publications and preprints, and have three letters of recommendation sent. Review of applications will begin December 15, 2001 and will continue until the position is filled. Please submit application and vitaes to: **Human Resource Services, Reference No. R50338, University of Missouri-Rolla, 1202 North Bishop, 1870 Miner Circle, Rolla, MO 65409-1050.** *UMR is an AA/EEO employer. Females, minorities and persons with disabilities are encouraged to apply.*

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ITHACA COLLEGE

PROVOST/VPAA

Ithaca College invites applications and nominations for the position of provost and vice president for academic affairs. The College expects to fill the position on or before July 1, 2002.

Founded in 1892 as the Ithaca Conservatory of Music, Ithaca College is today a nationally recognized, residential comprehensive college. Designated last year as one of the top eight regional institutions in the north by U.S. News and World Report, this coeducational college combines a foundation in the liberal arts with extensive coursework in professional studies. With 534 faculty members and its student body now at 6,300-97 percent of whom are undergraduates-the College is composed of five schools (Business, Communications, Health Sciences and Human Performance, Humanities and Sciences, and Music) and the Division of Graduate Studies. A number of its programs-among them music, theater, physical therapy, and communications-have achieved national stature.

Ithaca College is located in the beautiful Finger Lakes region of central New York, and its very attractive campus is located on 750 acres overlooking the City of Ithaca, Cornell University, and Cayuga Lake.

The preferred candidate should possess the following qualifications or attributes:

- The credibility to be the intellectual leader of the College's distinguished faculty
- Impressive administrative and budgetary skills and the vision to help lead the College to become one of the top comprehensive institutions in the country
- Demonstrated openness and accessibility to faculty, staff, and students and the ability to nurture an atmosphere of trust and collegiality within the College community
- A firm commitment both to increasing diversity in the faculty, staff, and student body and to enhancing the College's many multicultural initiatives
- An understanding of and commitment to the residential college experience

Candidates should send a curriculum vitae, a letter of application, and names of five references. The provost search committee will begin to review candidates in early fall and will continue until an appointment is made.

Nominations, applications and expressions of interest should be emailed to provostsearch@ithaca.edu or sent to

Professor Kim Dunnick, Chair
Provost Search Committee
Ithaca College
300 Job Hall
Ithaca, NY 14850

Dr. Ted Lewis of the Academic Search Consultation Service is assisting the search committee; he can be reached at (202) 338-7745.

Ithaca College is an Affirmative Action/Equal Opportunity Employer. Members of underrepresented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

Faculty Member

[illegible]

Master's degree and teaching exp. In Sociology req; Ph.D. preferred. Exp. with service learning, curriculum development, program review and assessment of student outcomes in context of Introductory Sociology desired. Willingness to teach diverse student population; demonstrated exp. in using variety of modern teaching techniques including use of computers in lectures, laboratories, distance learning and multimedia preferred. To ensure full consideration, submit materials no later than October 19, 2001. Send cover letter, resume and completed application (call 517/483-9755 to obtain form) to: **Lansing Community College 8260 - Human Resources P.O. Box 40010, Lansing, MI 48901-7210**

AAE/EEO

Sarah Lawrence College announces a tenure-track position in **Japanese Studies.** Candidates should be prepared to teach a variety of courses in English on the literature and culture of Japan, and to coordinate and teach courses in a fledgling Japanese language program. We seek candidates with multidisciplinary and comparative approaches in their research and teaching. Native or near-native fluency in both Japanese and English is required. Interested applicants should have Ph.D. in hand by August, 2002 and should send a dossier including three letters of recommendation, two undergraduate course descriptions and a sample of their scholarly work to: **Japanese Studies search (HOHE) c/o Naudia Forbes, Faculty Secretary, Japanese Studies Search, Sarah Lawrence College, Bronxville, NY 10708. Application deadline is November 1, 2001.** For information on Sarah Lawrence College, our curriculum, teaching methods and philosophy of education, please see our website at http://www.slc.edu. *SLC is an EO employer.*

CHAIR, WRITING LITERATURE AND PUBLISHING

Emerson College seeks a teacher, writer, administrator to serve as Chair of the Department of Writing, Literature and Publishing. The Department consists of a nationally ranked MFA Program in creative writing, an MA Program in publishing and writing, and BA and BFA undergraduate programs that also provide language, literature and writing courses for Emerson College's general education curriculum. Appointment will be made at the senior level depending on teaching experience and publication record. College-level teaching is required; teaching experience on the undergraduate and graduate levels is preferred. Demonstrable administrative experience, established publications record and demonstrable affiliations with a wide range of creative writers are required. A terminal degree (MFA or Ph.D) is required. Deadline for receipt of applications is December 1.

Send letter of application, vita, and three letters of recommendation to: Chair, **Search committee, Dept. of Writing, Literature, and Publishing, Emerson College, 120 Boylston Street, Boston, MA 02116.** Emerson is an affirmative action/equal opportunity institution.

EMERSON COLLEGE

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

UNIVERSITY of ILLINOIS SPRINGFIELD

Located in the state capital, the University of Illinois at Springfield (UIS) is one of three campuses of the University of Illinois. The UIS campus serves approximately 4,000 students in 19 graduate and 20 undergraduate programs. The academic curriculum of the campus emphasizes a strong liberal arts core, an array of professional programs, extensive opportunities in experiential education, and a broad engagement in public affairs issues of the day. The campus offers many small classes, substantial student-faculty interaction, and a technology enhanced learning environment. Its diverse student body includes traditional, non-traditional, and international students. Its faculty are committed teachers, active scholars, and professionals in service to society.

UIS is seeking assistant professors (except for the D.P.A.) in the following disciplines, beginning August 16, 2002. All candidates must have an earned doctorate prior to beginning employment.

College of Business & Management

Business Administration - Marketing: Consumer Behavior, E Marketing, Promotion (B.B.A., M.B.A.)
Business Administration - Finance: Corporate Finance, Investments, Financial Institutions Management (B.B.A., M.B.A.)
Business Administration - Production: Operations Management, Service Management, Technology Management (B.B.A., M.B.A.)
Management Information Systems - Expert Systems, Data Base Management, Decision Support Systems (M.S.)

For further information about these positions contact: **Dean's Office - College of Business & Management - CBM 13 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6534.**

College of Education & Human Services

Human Services - Sociological gerontologist (M.A.)
Teacher Education - Middle School/Secondary Social Science

For further information about these positions contact: **Dean's Office - College of Education & Human Services - BRK 363 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6784.**

College of Liberal Arts & Sciences

Biology - Cell Biology (B.S., M.S.)
Chemistry - Analytical (B.S.)
Communication - Drama (B.A., M.A.)
Computer Science (B.S., M.S.)
English - Composition (B.A., M.A.)
History - Modern European History (B.A., M.A.)
Mathematical Sciences (B.A.)
Visual Arts - Art History (B.A.)

For further information about these positions contact: **Dean's Office - College of Liberal Arts & Sciences - BRK 472 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6912.**

College of Public Affairs & Administration

Criminal Justice - Criminology Theory, Research Methods; ability to teach courses in juvenile delinquency or juvenile justice desirable. (B.A.)
Public Administration - Organizational Behavior, Organizational Theory and Nonprofit Management. (M.P.A.)
Doctor of Public Administration with a joint appointment in the Institute for Public Affairs - Assistant or Associate Professor - Public Administration or Management, Public Policy, Nonprofit Administration, related fields. (D.P.A.)

For further information about these positions contact: **Dean's Office - College of Public Affairs & Administration - PAC 449 - University of Illinois at Springfield - P.O. Box 19243 - Springfield, Illinois 62794-9243, or by phone at 217-206-6523.**

For further information about the University of Illinois at Springfield, visit our web site at: www.uis.edu

UIS is an affirmative action/equal opportunity employer. Persons with disabilities, women, and minorities are encouraged to apply.

Southeastern Oklahoma State University

School of Business

The Southeastern Oklahoma State University School of Business invites applications for faculty positions in Finance, Management Science, Marketing/Management, and Management Information Systems. The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is seeking AACSB International accreditation for the MBA programs. The School of Business includes Departments of Accounting and Finance, Management, Marketing and Information Systems, and the Aviation Sciences Institute. Founded in 1909, Southeastern Oklahoma State University enrolls approximately 4,000 students in 49 undergraduate and 7 graduate degree programs. The campus is located in Durant, Oklahoma, 80 miles north of Dallas, Texas and 150 miles southeast of Oklahoma City. Southeastern Oklahoma State University serves as the state headquarters for the Oklahoma Small Business Development Center. Candidates are expected to hold doctorates in the field in which they are applying. ABD's with a reasonable expectation of completion by August 15, 2002 will be considered. Preference will be given to candidates with a record of published intellectual contributions as defined by the AACSB accreditation standards, demonstrated teaching skills, and relevant professional experience. Teaching will be at the graduate and undergraduate level.

Finance: General finance. Preference will be given to candidates who can teach in several areas of financial management, such as working capital management, capital investment, and risk management.

Business Law: Applicants should have superior academic credentials, a demonstrated commitment to legal scholarship, and the ability to teach Business Law courses at the undergraduate level. Requirements include a Juris Doctor (J.D.) from an AALS-accredited law school.

Decision Science: Teaching and research in quality management, qualitative analysis, and production and operations, with the ability to teach principles of management.

Marketing/Management: Teaching and research in competitive advantage and strategy, research methods, and marketing management. Preference will be given to candidates with the ability to teach both marketing and management courses.

Management Information Systems: Teaching and research in one or more of the management information systems sub-areas.

Rank and salary will be commensurate with qualifications and experience. Positions will be open until filled, but are available in January or August, 2002. To apply, send a letter of application, including a statement of teaching and research philosophy, and the names, addresses, phone numbers, and e-mail addresses (if available) of at least three references to:

Office of Human Resources
Southeastern Oklahoma State University
P. O. Box 4016
Durant, OK 74701-0609

Review of applications will begin on October 15, 2001, and will continue until the position is filled.
SOSU is an AA/EEO employer committed to multicultural diversity. www.sosu.edu

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University of South Carolina Spartanburg

EXECUTIVE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Chief academic officer of a growing metropolitan university located in Greenville/Spartanburg MSA (1 million population); 4,000 students and 180 faculty; schools of Business, Education and Nursing, and College of Arts and Sciences. Ph.D. or Ed.D. required with significant academic administrative experience. Screening to begin October 29, 2001. Apply to Dr. Lilly Lancaster, Chair, Executive Vice Chancellor Search Committee, c/o Office of Human Resources, University of South Carolina Spartanburg, 800 University Way, Spartanburg, SC 29303. *USCS is committed to affirmative action and equal opportunity, and does not discriminate on the basis of race, sex, color, religion, disability, national origin or veteran status.* For application, nomination and further information, see www.uscs.edu/evc.

PORTLAND STATE UNIVERSITY

Assistant Professor of Spanish, tenure-track position. Beginning September 16, 2002. Qualifications: Ph.D.; strong commitment to teaching and scholarship; interest in community-based learning/urban outreach programs; experience in proficiency-oriented language instruction; evidence of scholarship; native or near-native fluency. Duties: linguist with strong literary background to teach linguistic, language and literature courses at all levels, from beginning to Masters. Send letter, resume, and three letters of recommendation to Spanish Search Committee #1, Department of Foreign Languages & Literatures, Portland State University, PO Box 751, Portland OR 97207-0751. Review of files will begin December 5, 2001, and continue until position is filled. *Portland State University is an Affirmative Action/Equal Opportunity institution.*

Sarah Lawrence College, a coeducational liberal arts college dedicated to individualized education, is recruiting a broadly trained physicist for a tenure-track position beginning August 1, 2002. The successful candidate will teach general physics and intermediate level courses as well as other courses of interest to liberal arts students. Outstanding teachers in all areas of specialization will be considered. Ph.D. and teaching experience required. Please send resume, copy of undergraduate and graduate transcripts, three letters of recommendation, statements of teaching philosophy and research interests, and two brief sample descriptions of general education or intermediate courses you might teach to: Physics Search (HOHE), c/o Nandie Forbes, Faculty Secretary, Sarah Lawrence College, Bronxville, NY 10708. Deadline for receipt is November 30, 2001. Applications received via email will not be considered. *An Equal Opportunity Employer, Sarah Lawrence College encourages applications from minorities and women.* For more information about Sarah Lawrence College's distinctive approach to teaching, which stresses small seminars and individual tutorials, please see our website at http://www.slc.edu.

COMMUNITY COLLEGES OF SPOKANE

Community Colleges of Spokane invites applications for the following positions:

Dean of Instructional Services, IEL.

Responsible for providing leadership for assigned instructional programs. Administer instructional and support programs as assigned, to include but not limited to state-funded and credit courses offered through IEL to students within the six-county service area. Serve as the accreditation liaison and academic officer; provide leadership in the development and revision of IEL curriculum and instructional delivery systems; serve as the vocational director. Master's degree in Education Administration or closely related field. Successful teaching experience and previous administrative or managerial experience. $74,800. Closes 10/4/01.

Dean of Instruction for Professional/ Technical and Workforce Education, SFCC.

Administer, supervise, and provide leadership for faculty and staff in the division including the departments of Applied Health Science, Applied Visual Arts and Human Services as well as the Early Learning Center and Cooperative Education/Student Placement Center. Also in the capacity of Workforce Education Director, the position includes overall coordination of instructional workforce initiatives including but not limited to Worker Retraining, WorkFirst, and Perkins vocational funds. Master's degree in Education Administration or in a closely related field. Three years of successful teaching experience in higher education. Meet WA State Vocational certification requirement. $74,800. Closes 10/4/01.

For position details, qualification requirements, and official application, contact Human Resources Office, Community Colleges of Spokane, 501 N. Riverpoint Blvd, MS 1004, P.O. Box 6000, Spokane, WA 99217-6000 at (509) 434-5040, TTY (509) 434-5059 or access our Website at http://ccs.spokane.cc.wa.us.

AA/EOE

Dean, College of Natural and Social Sciences

California State University. Los Angeles

CSULA is seeking an accomplished visionary leader with a comprehensive understanding of the basic issues confronting colleges of Natural and Social Sciences in the next decade. We seek an individual who can encourage and inspire a diverse faculty and staff, both as individuals and as members of an academic community with a demonstrated commitment to educational excellence.

The College is comprised of the Departments of: Anthropology, Biology and Microbiology, Chemistry and Biochemistry, Chicano Studies, Geography and Urban Analysis, Geological Sciences, History, Mathematics, Pan African Studies, Physics and Astronomy, Political Science, Psychology, and Sociology. The Dean administers the affairs of the College of Natural and Social Sciences, working closely with faculty in developing its educational policies and curriculum. The Dean is responsible for developing the College's academic and academic support resources, actively seeking public and private funds to support further growth and development of the College for promoting professional development and College image and stature.

The Dean should have a significant record of accomplishment as a faculty member and as an administrator and must qualify for appointment as a tenured professor in a department within the College. The Dean reports to the Provost/Vice President for Academic Affairs.

Submit a letter of interest, a complete resume and request that three letters of reference be sent by November 16, 2001 to:

C/o CSULA/Dean, College of Natural and Social Sciences
1800 Century Park East, Suite 900
Los Angeles, CA 90067

Reasonable accommodation may be requested.
Equal Opportunity/Title IX Employer

There are funds available for health programs for your university and community.

The Health Resources and Services Administration Technical Assistance Center
can help you secure them.

The Center assists Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges and Universities who are developing applications for HRSA funding.

This free service is accomplished through the following:

- Use of a systematic process, designed for the development of technical and cost proposals
- Mentorship from HRSA staff
- Availability of a resource library with information to enhance the background and rationale of an application

Contact Helen Hunter at (301) 585-7588 for more information.

This service is sponsored through a cooperative agreement between HRSA and the Institute for College Research Development and Support.

COUNCIL FOR

OPPORTUNITY IN EDUCATION

The Council for Opportunity in Education, a nonprofit organization whose mission is access to higher education for low-income students, announces the following employment vacancy:

Program Manager - Manages the Council's Reporting and Tracking Computer Laboratories and provides administrative assistance to the Director of Educational Services. Responsibilities include providing instructional and technical support to participants during Computer Laboratory workshops; facilitating instructional and technical support; assisting in planning, coordinating, and implementing Council conferences and professional development seminars and serving as liaison to the TRIO community and other external constituencies. Involves some travel. Minimum requirement is a Bachelor's degree, excellent oral and written communications ability, and computer skills. Salary range of $25,000-30,000 annually, commensurate with qualifications and experience.

The Council considers applicants for all positions without regard to race, color, religion, creed, gender, national origin, disability, marital, political or veteran status, sexual orientation or any other legally protected status.

Send cover letter and resume with e-mail address (if available) to Council for Opportunity in Education, 1025 Vermont Avenue, N.W., Suite 900, Washington, D.C., 20005, Attn: Human Resources, or fax to 202.347.0786. Send e-mail inquiries to mailbox@hqcoe.org. Subject line: Resume for HR. Absolutely no phone calls. For more information, go to http://trioprograms.org.

President
Western Illinois University

The Board of Trustees, faculty, staff, and students of Western Illinois University invite written nominations and applications for the position of President.

Western Illinois University-Macomb enrolls more than 10,000 students in a traditional, residential, small-city campus setting. Western Illinois University-Quad Cities enrolls about 2,000 nonresidential, predominantly nontraditional students at its new campus in Moline. With a student-to-faculty ratio of approximately 16:1 and with 94 percent of all courses taught by full-time faculty members, WIU has established an enviable reputation within Illinois for its commitment to undergraduate and master's-level education, and its co-curricular programs have won numerous regional and national awards. (More information about the University is available at its web site at www.wiu.edu.) Both the Macomb and Quad Cities campuses are expected to continue their recent enrollment growth, and the next President will provide leadership in designing an administrative and academic structure–and expressing a vision—to realize the full potential of both campuses.

For full consideration, applications should be submitted by November 2, 2001. It is anticipated that the appointee will assume office on or about July 1, 2002. Letters of nomination, application, or interest should be submitted in writing to the consultants supporting Western Illinois University in this search:

Western Illinois University
President
c/o EDUCATIONAL MANAGEMENT NETWORK/WITT/KIEFFER
Attention: Gary J. Posner/Dennis M. Barden
2015 Spring Road, Suite 510
Oak Brook, IL 60523

Confidential inquiries and requests for a copy of the comprehensive position specification may be directed to Gary J. Posner at 615-665-3388 or Dennis M. Barden at 630-990-1370, or via e-mail to: wiu@emnemn.com

Western is an Affirmative Action, Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit we are particularly interested in receiving applications from a broad spectrum of people, including women, minorities, and persons with disabilities.

WIU Western Illinois University
MACOMB, ILLINOIS

NAHE **NAHE National Summit on Hispanic Education**

December 6-7, 2001 - Tucson, Arizona

Be a part of the historic inauguration of the **National Association for Hispanic Education (NAHE)**, a new advocate for Hispanic Americans in the 21st Century. Join our noble efforts to *forge* a bold new vision and strategy for better meeting the education needs and challenges of all Hispanic Americans. You can help us make a real difference by becoming both a founding member of NAHE and a participant in its inaugural ***National Summit on Hispanic Education*** this December in beautiful Tucson, Arizona. The Summit will feature some of our nation's leading thinkers--from the White House and Congress, the business and government sectors, the philanthropic world, and the multiple arenas of education.

To register for NAHE's inaugural National Summit on Hispanic Education, and/or to become a Founding Member of NAHE, please contact us on the web at http://www.nahe-usa.org/, or write to us at: **NAHE National Headquarters, Inaugural National Summit, Office of Registrations & Memberships, P.O. Box 87140, Tucson, Arizona 85754-7140.** You can also e-mail us at nahe@nahe-usa.org.

Taubman College of Architecture and Urban Planning
University of Michigan

ARHITECTURE PROGRAM

The Architecture Program and the Doctoral Program in Architecture are seeking to make several faculty appointments starting the 2002-03 academic year.

TENURED or TENURE-TRACK FACULTY

- Computer Applications, with the ability to teach design studio and/or conduct research and contribute to doctoral studies is highly desirable, as is a Ph.D.
- Design, with experience and expertise in contemporary critical theory

FELLOWSHIPS

The Architecture Program also offers three one-year teaching fellowships: the William Muschenheim Fellowship for individuals wishing to begin an academic career, the Walter B. Sanders Fellowship for experienced practitioners, and the Willard A. Oberdick Fellowship for individuals interested in building science and design. Fellows are expected to spend one academic year in residence. The Doctoral Program now offers the Colin Clipson Fellowship for research in design, with a residency of one to four terms.

URBAN AND REGIONAL PLANNING PROGRAM

PROGRAM CHAIR

The Urban and Regional Planning Program is seeking a scholar/chair to head the program beginning in summer 2002. The appointment would be a tenured position at the rank of professor or associate professor. Applicants for the chair position should have a doctorate degree, an established record of scholarship in planning or a closely related field, administrative experience, and an interest in maintaining research and scholarly pursuits. Chairs in the College are typically appointed for a 3-year renewable term.

ASSISTANT PROFESSOR

The program seeks applicants with expertise in housing, transportation, geographic information systems, and/or technological planning for a faculty appointment beginning in September 2002. A Ph.D. in planning or related field is highly desirable.

Senior faculty appointments at the University of Michigan are expected to be widely recognized for their scholarly and creative work. Applicants should have interest in educating both professionally-oriented students and future scholars.

Applicants should send a letter explaining their interest in the position, a curriculum vitae, and names of three references. Fellowship applicants should include a portfolio and research proposal. Applicants for the Clipson Fellowship should include a research and teaching proposal. Review of applications will begin December 1, 2001, with interviews planned for January through March 2002.

Send materials, indicating position applied for on the envelope, to either:

Chair, URP Search Committee
(for GIS or Chair positions) or
Architecture Programs Search Committee
(for Architecture Positions)
Taubman College of Architecture + Urban Planning
2000 Bonisteel Blvd.
Ann Arbor, MI 48109-2069

For further information about the Programs, visit our website: **http://www.caup.edu**

The University of Michigan is a non-discriminatory, affirmative action employer.

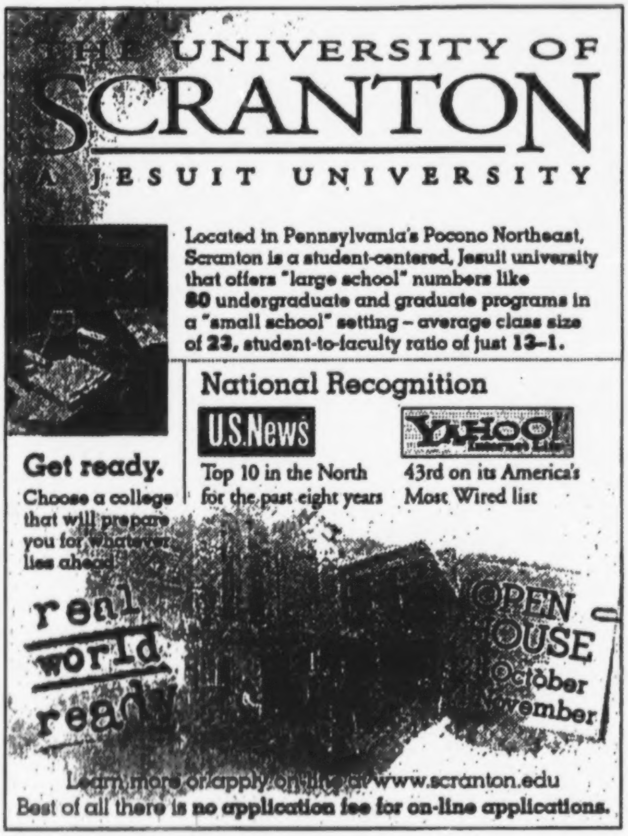
SARAH LAWRENCE COLLEGE

SOCIO-CULTURAL ANTHROPOLOGY

Sarah Lawrence College, a small Liberal Arts College close to New York City, invites applications for a tenure-track position in socio-cultural anthropology, beginning in August 2002. We seek an innovative teacher-scholar whose work pertains to indigenous North, South or Central America. Subfields could include one or more of the following: cultural history; human rights; ethnicity; globalization/ transnationalism; political and economic formations; environmental/ecological anthropology; ritual, art, and symbolism; language and society. Field-based research is essential, as is a Ph.D. in hand by August 2002. Teaching experience is highly desirable.

Applicants should submit a letter addressing their approach to teaching and their scholarly interests, two undergraduate course syllabi, curriculum vitae, three letters of reference, and graduate school transcripts by November 15th, 2001, to Anthropology Search (HOHE), c/o Naudia Forbes, Faculty Secretary, Sarah Lawrence College, 1 Mead Way, Bronxville, NY, 10708-5999. Some interviews will be conducted at the Annual Meetings of the American Anthropological Association in Washington, D.C., November 28th-December 2nd, 2001.

An Equal Opportunity Employer, Sarah Lawrence College encourages applications from minorities and women. For more information about Sarah Lawrence College's distinctive approach to teaching, which stresses small seminars and individual tutorials, please see our website at http://www.slc.edu.



THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

Located in Pennsylvania's Pocono Northeast, Scranton is a student-centered, Jesuit university that offers "large school" numbers like **80** undergraduate and graduate programs in a "small school" setting – average class size of **23**, student-to-faculty ratio of just **13–1**.

National Recognition

U.S.News
Top 10 in the North for the past eight years

YAHOO!
43rd on its America's Most Wired list

Get ready.
Choose a college that will prepare you for whatever lies ahead.

Learn more or apply on-line at www.scranton.edu
Best of all there is no application fee for on-line applications.

CAL STATE
FULLERTON

EXECUTIVE DIRECTOR HUMAN RESOURCES

Cal State Fullerton seeks an experienced and dynamic leader to provide strategic human resources management. This individual will have the opportunity to shape human resources programs, directions, and organizational design for a large comprehensive university. Reporting to the Vice President for Administration, the Executive Director of Human Resources will lead the university in developing a proactive human resources strategy designed to attract and retain an excellent workforce.

Qualifications: A Bachelor's degree (Master's desirable). Five or more years of progressively responsible managerial experience in human resources in a large, complex organization with higher education experience desirable. Visit Cal State Fullerton's website for the full position description and application procedures:

http://internetsrvr.fullerton.edu/humanresources/Employment/Post_list.html.

To ensure full consideration, materials must be received by October 15, 2001.

"Excellence Through Diversity"
Celebrating our Past
and Reshaping
our Future

2001 Call for Presentations

HACU

15th Annual Conference
San Juan, Puerto Rico
October 27-30, 2001

For more info call:
210-576-3218

EDUCATION

Full Time Tenure Track Positions at the Instructor Level

Faculty responsible for teaching courses as assigned, student advisement, assistance at registration, representing college at professional meetings, involvement in campus life and the community; must be comfortable using technology as teaching tool.

EDUCATION

Master's degree required, Doctorate preferred, in Elementary, Secondary or ECE. College teaching experience required; additional teaching experience, preferably in public schools, preferred. Application deadline October 25, 2001 Position starts January, 2002.

COMPUTER SCIENCE

Master's degree in Computer Science or its equivalent in appropriate discipline, at least one year's teaching experience, preferably at college level, and in one or more of the following req'd: Windows 2000, Java Server Pages, Active Server Pages, UNIX, Linux, SQL Server or Oracle 8i. Exp. in web development, adminstration, electronic commerce. Application deadline: September 30, 2001 Position starts January, 2002

Competitive salary, including excellent benefit package. Visit our website at the address below for full details.

Send resume w/cover letter:
Office of Human Resources
Montgomery County Community College
340 DeKalb Pike Blue Bell, PA 19422 AA/ADA/EOE
WWW.MC3.EDU

2077

BEST COPY AVAILABLE

UNIVERSITY DEVELOPMENT AND ALUMNI RELATIONS

has several exciting employment opportunities in the area of development. All available positions are listed below and require a bachelor's degree as well as excellent written and verbal communication skills.

Director of Development—Schools, Centers and Institutes: Determines overall strategy and services for all giving programs for schools, centers, and institutes; directs, cultivates, and plans fund-raising strategies in conjunction with the vice president of University Development and Alumni Relations. The successful candidate will have the required eight to ten years' demonstrated management and fund-raising experience.

Development Officer—Schools, Centers and Institutes: There are three positions available. Each reports to the Director for Schools, Centers and Institutes. Each Development Officer assumes responsibility on an assigned basis for select major gift prospects and volunteers, and assists in identifying and coordinating research on major gift prospects for designated schools, centers and institutes. The successful candidate(s) will have the required five years' fund-raising experience, development planning, marketing or comparable-level reponsibilities.

Director of Foundation Relations: Reports to the Executive Director. The Director of Foundation Relations is responsible for coordinating solicitation of a select group of major foundation prospects; implements strategies; achieves income goals; prepares proposals and manages their submission; represents the University in dealings with foundation officers; advises deans, school development officers, and chairmen on foundation sources for their programs. The successful candidate will have the required seven years' fund-raising or related foundation, research university, or government agency experience. Advanced degree preferred.

Director of Corporate Relations: Reports to the Executive Director. The Director of Corporate Relations is responsible for cultivating and soliciting corporations, and for identifying and managing solicitation of corporate prospects. Establishes corporate gift income targets and manages resources to achieve the targets. The successful candidate will have the required seven years' corporate relations fund-raising experience; experience at a major research university; familiarity with the New York area. Advanced degree strongly preferred.

Associate Director, Foundation Relations *and* Associate Director, Corporate Relations: Both positions report to the Executive Director of Corporate and Foundation Relations. Each Associate Director is responsible for assisting with identifying funding sources through research; writing and editing grant proposals; implementing plans and developing strategies for achieving income and grant objectives for foundation and corporate goals. The successful candidate will have the required five years' fund-raising or related experience; advanced degree(s) preferred, as well as experience with a major research university or medical center.

Please send resumes to: Tina L. Rice, Manager, Human Resources, University Development and Alumni Relations, Interchurch Center, Suite 964, Mail Code 7720, 475 Riverside Drive, New York, NY 10115; fax: (212) 870-2335; tlr1@columbia.edu.

COLUMBIA UNIVERSITY

Columbia University is an affirmative action/equal opportunity employer.

UNIVERSITY OF MINNESOTA

The University of Minnesota School of Journalism and Mass Communication is pleased to invite applications and nominations for two (2) new full-time, nine-month, tenure-track positions in strategic communications (including advertising and public relations), beginning August, 2002. All applicants are expected to have academic and/or professional interests and experience in strategic communication and new media. Rank will be beginning to advanced Assistant Professor. Complete description available at http://www.sjmc.umn.edu. Preference will be given to those applications postmarked by October 15, 2001.

The University of Minnesota is an equal opportunity educator and employer.

PORTLAND STATE UNIVERSITY

Instructor or Senior Instructor of Spanish, three-year appointment with option of renewal based on performance. Beginning September 16, 2002. **Qualifications:** M.A.; strong commitment to teaching; expertise in foreign language methodology, proficiency-oriented language instruction and oral proficiency testing; native or near-native fluency. **Duties:** coordination of language curriculum; training and supervision of GTAs; language instruction at beginning and intermediate levels. Send letter, resume, and three letters of recommendation to **Spanish Search Committee #2, Department of Foreign Languages & Literatures, Portland State University, PO Box 751, Portland, OR 97207-0751. Review of files will begin December 5, 2001,** and continue until the position is filled. *Portland State University is an Affirmative Action/Equal Opportunity institution.*

AMERICAN UNIVERSITY
WASHINGTON, DC

TENURE-TRACK POSITION ANNOUNCEMENTS

American University is an independent, coeducational university with approximately 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. The university attracts students from many different backgrounds, from all 50 states, the District of Columbia, Puerto Rico, and more than 130 countries. Located in the nation's capital, the campus is in a beautiful residential neighborhood, a short distance from the city's centers of government, business, science, research, and the arts.

All inquiries and applications should be sent directly to the academic unit listed below. Applications should include a current curriculum vitae and references. All applicants must possess the ability to balance teaching and scholarship, prepare students to live and work in a diverse world, utilize information technology in the classroom, and promote interdisciplinary inquiry and experiential learning. All positions are at the assistant professor level unless indicated otherwise.

Applications are invited for tenure-track faculty positions beginning AY 2002-03:

College of Arts and Sciences
Anthropology: Social/Cultural specializing in race, environment, health and/or human rights
Art: Graphic Design
Biology: [assistant or associate] Microbiology
Economics: Financial Economics
Education: Curriculum and Instruction: Social Studies Education
Health and Fitness: Exercise Science with expertise in Health Promotion
Language and Foreign Studies: Spanish
Literature: Creative Writing
Mathematics and Statistics: [assistant or associate] Mathematics
Performing Arts *(3 positions)*: [assistant or associate] Dance; Orchestra Conductor; Choral Conductor
Psychology *(2 positions)*: Clinical Psychology; [assistant or associate] Addictive Behavior

Kogod School of Business
(position descriptions may be viewed at www.kogod.american.edu/employment)
International Business [rank open]
Management *(2 positions)*: [rank open] Management of Global Information Technology; [assistant or associate] Macro Organizational Theory/Organizational Behavior
Marketing

School of International Service
International Development

School of Communication
Visual Media

School of Public Affairs
Government: American Politics
Justice, Law and Society

University Library
Reference/Instruction Librarian

American University is an AA/EEO University committed to a diverse student body, faculty and staff. Minority and women candidates are encouraged to apply.

AMERICAN UNIVERSITY
4400 Massachusetts Avenue NW
WASHINGTON, DC 20016

The private university with a public responsibility.

The College of Arts and Humanities at the University of Maryland at College Park invites applications for the following faculty positions to begin in the fall term, 2002.

Art History & Archaeology: Tenure-track Assistant Professor specializing in the Art of the African Diaspora. Application deadline: November 15, for best consideration.

Communication: Full or Associate Professor specializing in Social Influence (possibility of a second senior appointment in social influence, depending on availability of funds). Application deadline: October 15, 2001, for best consideration.

English: 1. Full or Associate Professor in 18th-Century British Literature. 2. Tenure-track Assistant Professor in Rhetoric and Composition. 3. Tenure-track Assistant Professor or possibly tenure-track or tenured Associate Professor in the Literature of the African Diaspora. 4. Tenure-track Assistant Professor in Creative Writing / Fiction. Application deadline: November 15, 2001, for best consideration.

History: 1. Full or advanced Associate Professor in 19th or 20th Century U.S. Cultural History. Application deadline: October 26, 2001, for best consideration. 2. Tenure-track Assistant Professor in Early American History (pre-1783). Application deadline: October 15, 2001, for best consideration. 3. Tenure-track Assistant Professor in the History of Technology. Application deadline: October 15, 2001, for best consideration.

School of Foreign Languages and Literatures: 1. Tenure-track Assistant Professor of Hebrew. 2. Tenure-track Assistant Professor, contemporary Latin American Literature, focus on the Southern Cone. 3. Tenure-track Assistant Professor in French Theatre Studies. Application deadline: November 30, 2001, for best consideration.

Linguistics: Theoretical Linguist, rank open. Application deadline: November. 1, 2001, for best consideration.

School of Music: Assistant or Associate Professor of Music Education specializing in Choral Music. Application deadline: November 1, 2001, for best consideration.

Philosophy: Two positions available, one with rank open (tenured Full Professor, tenured or tenure-track Associate Professor or tenure-track Assistant Professor), the other a tenure-track Assistant Professor. At least one of the appointments will be in Metaphysics / Epistemology, the other will be in Metaphysics / Epistemology, Ethics, or the Philosophy of Science. Application deadline: November 15, 2001 for best consideration.

Theatre: Tenure-track Assistant Professor in Movement and Acting. Application deadline: December 1, 2001, for best consideration.

A Terminal degree is required for each of these positions. For more information, or to submit an application, contact the Search Committee Chair (relevant department), University of Maryland, College Park, Maryland, 20742.

The University of Maryland, College Park is strongly committed to the principle of diversity. We are especially interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

UNIVERSITY OF
MARYLAND

TEXAS A&M UNIVERSITY
FACULTY POSITIONS

Texas A&M University has numerous faculty searches in progress for fall 2002, including

Agriculture & Life Sciences

Animal Science—assistant professor or associate professor, beef cow/calf management. Contact hh-johnson@tamu.edu

Biochemistry & Biophysics—2 positions, probably junior but possibly senior + senior position in molecular biology, cell biology, or molecular genetics. Contact: ryland@tamu.edu

Poultry Science (joint with Veterinary Pathobiology)—assistant professor in avian molecular genetics. Contact: asams@poultry.tamu.edu

Recreation, Parks & Tourism Bassistant professor in natural resource-based recreation & tourism. Contact: Joleary@rpts.tamu.edu

Architecture — (979) 845-1221

Architecture—2 assistant professor positions: 1 structures, 1 environmental controls. Contact: ptabb@archone.tamu.edu

Construction Science—2 senior positions: 1 engr. disciplines, 1 construction management; also 1 senior lecturer in estimating, scheduling, & cost controls. Contact: jsmith@archone.tamu.edu

Landscape Arch. & Urban Planning—up to 3 assistant professor positions, 1 possibly senior (in sustainability & environment). Contact: rogers@archone.tamu.edu

Bush School of Government & Public Service

2 or more positions; domestic specialties. Contact w-west@bushschool.tamu.edu

international specialties. Contact: chermann@bushschool.tamu.edu

Business

Accounting—assistant or associate professor. Contact: j-benjamin@tamu.edu

Finance—assistant or associate professor. Contact: dfraser@cgsb.tamu.edu

Information & Operations Management; 2 positions, rank open. Contact: b-shetty@tamu.edu

Marketing—assistant professor. Contact: lgresham@cgsb.tamu.edu

Engineering

Chemical—positions at all ranks. Contact: rg-anthony@tamu.edu

Civil—assistant professor in coastal engineering. Contact: j-niedzwecki@tamu.edu

Computer Science—2 positions, open rank (computer systems & bioinformatics); endowed chair in computer engineering. Contact: friesen@cs.tamu.edu

Engineering Technology & Industrial Distribution—1 assistant or associate professor in electronics & telecommunications,1 assistant or associate in industrial distribution. Contact: alexander@entc.tamu.edu

Geosciences

Geography—assistant professor, urban/social geography. Contact: sherman@geog.tamu.edu

Geology & Geophysics—assistant professor- paleontology/paleobiology. Contact: hajash@geo.tamu.edu

Oceanography—3 positions: sediment biogeochemistry, margins geology, & molecular microbial. Contact: ecology—wgardner@ocean.tamu.edu

Liberal Arts

Economics—associate or full professor-International or Macroeconomics. Contact:d-jansen@tamu.edu

Economics—assistant professor -econometrics or I.O. or Game Theory. Contact: d-jansen@tamu.edu

Journalism—assistant professor in broadcasting or news-editorial or related area. Contact: lgd@unix.tamu.edu

Journalism—associate or full professor -telecommunications. Contact: lgd@unix.tamu.edu

Modern and Classical Languages—assistant professor of German-20th Century Culture & Literature. Contact: kalendrf@tamu.edu

Performance Studies—assistant professor of music-music theory. Contact: lieuwen@neo.tamu.edu or jkdoolen@neo.tamu.edu

Performance Studies—Lecturer of dance-ballet/modern. Contact: lieuwen@neo.tamu.edu

Political Science—associate or full professor-International Relations. Contact: pat_hurley@polisci.tamu.edu

Political Science—assistant professor-International Relations. Contact: pat_hurley@polisci.tamu.edu

Psychology—assistant professor-Behavioral Neuroscience. Contact: pjw@psyc.tamu.edu

Psychology—senior position in minority health psychology. Contact: m-meagher@tamu.edu

Sociology—assistant professor crime/deviance. Contact: h-kaplan@tamu.edu

Science

Dean Search College of Science being chaired by David Prior, Dean of Geosciences—dprior@ocean.tamu.edu

Biology—3 assistant professor positions, various areas. Contact: dept_head@mail.bio.tamu.edu

Chemistry—junior positions in organic, analytical, and physical (this one possibly senior); senior position in organic; also visiting position, senior, in chemical education. Contact: chemhead@mail.chem.tamu.edu

Statistics—1-2 positions in bioinformatics, 1-2 in methodology, ranks open, also 2 postdoc. positions. Contact: tamustat@stat.tamu.edu

Texas A&M is a research and teaching university aggressively pursuing goals of institutional enhancement and diversity under the imperatives of our Vision 2020 Long Range Plan. Inquiries directed to ***Dean of Faculties, Texas A&M University, 1126 TAMU, College Station, TX 77843-1126*** *will be forwarded to the correct department.*

Kennesaw State UNIVERSITY

COMMUNICATION DEPARTMENT CHAIR

Kennesaw State University is now accepting applications for the twelve-month, tenure-track position of Communication Department Chair beginning Summer 2002. The University seeks an individual to facilitate program expansion and development that eventually may include a master's degree. The Chair will be expected to strengthen the department's ties with the professional communication community and to seek external funding to support departmental activities. In addition to departmental administration, the Chair will carry some teaching responsibilities. The successful candidate must have an earned doctorate in Mass Communication, Speech Communication or related discipline. He or she must have significant and effective academic administrative experience; a demonstrated commitment to professional education; sensitivity and responsiveness to issues of diversity and inclusion; an energetic, collaborative and productive leadership style; effective communication skills; and a notable record of teaching, professional service, and applied scholarship commensurate with the rank of full professor. Related full-time experience in business and industry is a plus. KSU has established a notable record for the inclusion of minorities and women in its educational mission and strongly encourages applications from both groups. Applications will be accepted until the position is filled. To guarantee consideration, application materials must be postmarked by October 19, 2001. Candidates should send a letter of application addressing the applicant's position qualifications, teaching philosophy, administrative philosophy, and scholarship activity; current curriculum vitae; names, addresses, and telephone numbers of at least three references; and official graduate transcripts to **Dr. Valerie Whittlesey, Search Committee Chair, Kennesaw State University, Department of Psychology, Campus Mailbox #2402, 1000 Chastain Road, Kennesaw, Georgia 30144-5591, vwhittle@kennesaw.edu.** For a detailed description of the university, college, and department, please visit Kennesaw State University's home page at **www.kennesaw.edu.**

Affirmative Action/Equal Opportunity Employer

Position Announcement:

Director

School of Foreign Languages and Literatures

The University of Maryland is searching for an academic leader of its School of Foreign Languages and Literatures. The newly formed school brings together four previously independent language departments and offers formal courses in the following areas: Arabic, Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Quechua, Russian, Spanish, Swedish, and Yiddish. The director of the school is a 12-month, tenured faculty position. The individual who fills the position will also serve as chief administrative officer of the school. The successful candidate must share the institutional vision of the new school as a unique enterprise in higher education, where research and teaching are focused on the myriad aspects of languages, literatures, and cultures. The candidate should be a senior scholar with expertise and a Ph.D. in languages and literatures or a related field and must see him/herself as a builder, committed to turning the school into an innovative and nationally recognized educational model for languages, literatures, and cultures. We seek a leader with strong academic orientation, demonstrated leadership skills with a record of outstanding achievement as a senior member of a leadership team, an appreciation for working within and contributing to a highly collaborative and diverse community that values excellence, an entrepreneurial spirit, and an ability to work productively with the public, including donors and alumni.

For further details and application information, please visit:
www.personnel.umd.edu.

The advertisement will be listed under "employment opportunities"
in the "exempt positions" category.

EEO/AA

UNIVERSITY OF MARYLAND

Texas A&M University

Dean of the College of Science

Texas A&M University invites nominations and applications for the position of Dean of the College of Science. This position will provide administrative and academic leadership to develop the research, teaching and service missions of one of the premier colleges of science in the United States. The Dean's leadership roles include the coordination of College priorities and goals with Department Heads and faculty, supporting faculty development, and fostering quality research and educational programs.

The College of Science is composed of the Departments of Biology, Chemistry, Mathematics, Physics and Statistics. The College also includes the Cyclotron Institute, the Institute for Scientific Computation, the NSF Center for Application of Information Technology in the Teaching and Learning of Science, the Center for Mathematics and Science Education, and the Center for Chemical Characterization and Analysis. The College has over 200 tenured and tenure track faculty, 1,800 undergraduate majors, over 600 graduate students and a total research and teaching budget of $60 million. Ph.D programs are offered in all departments in basic and interdisciplinary research programs.

Texas A&M University is the fourth largest university in the nation, with over 43,000 students in 10 academic Colleges. It was ranked eleventh nationally in enrollment of new National Merit Scholars for Fall 2000, and is also ranked eleventh in endowments, with a total of more than $4 billion. In addition, the university is consistently ranked in the top tier of research institutions by the NSF with annual research expenditures in the area of $400 million. The Dean of Science, as a member of the Council of Deans, will also have opportunities to contribute to the future development of the university as it pursues goals identified in its Vision 2020 report.

The successful candidate will have an outstanding record of achievement in research and teaching and have demonstrable administrative skills and experience. Effective communication with multiple constituencies, a talent for management of complex organizations, and capacity for visionary leadership will be especially important. The Dean will also provide leadership in fundraising and obtaining extremural support.

More information about this position is posted on the web at: www.science.tamu.edu/deansearch.

The Search Advisory Committee will begin to review applications in October 2001, and review will continue until the position is filled.

Applicants should submit a letter of interest, one to two page narrative summary of experience, curriculum vitae, and the names and telephone numbers of at least three references. (References will be contacted only after permission is obtained from the candidate). Nominations and applications should be sent in writing to :

Dr. David B. Prior
Chair, Dean of Science Search Advisory Committee
Texas A&M University
College of Geosciences
Room 204, O&M Building
College Station, Texas 77843-3148

Phone: (979) 845-3651
Fax: (979) 845-0056
e-mail: dprior@ocean.tamu.edu

Texas A&M University strongly encourages applications from women and members of minority groups and is committed to a diverse campus community through Affirmative Action and Equal Opportunity. Please be advised that under Texas law, names and other information concerning applicants or nominees may be subject to disclosure upon request.

John Jay College of Criminal Justice

The City University of New York

announces (16) faculty positions for Fall 2002
(subject to financial ability)

John Jay College of Criminal Justice seeks faculty with a demonstrated record of prior teaching and scholarship/artistic achievement, who may participate in both graduate and undergraduate education. Doctorate required for professorial rank. For appointment as Instructor, master's degree required; ABD and teaching experience preferred. Instructors are limited to five one-year appointments. Salary commensurate with experience.

DEPARTMENT OF ART, MUSIC AND PHILOSOPHY

Assistant Professor (Art History)

Art Historian specializing in Modern (19th and 20th Century Art) to teach undergraduate Art History courses to non-majors. Candidates with curatorial experience preferred. Full participation in departmental and college governance is expected.

DEPARTMENT OF ENGLISH

Assistant Professor (two positions available)

1) Ph.D. in English or Rhetoric with knowledge of recent rhetorical theory, oversee freshman writing courses, ability to teach undergraduate and upper level writing courses and administrative experience 2) Generalist with ability to teach core literature and composition courses, with a specialty in the literatures of Europe and Asia since 1918.

DEPARTMENT OF GOVERNMENT

Assistant Professor/Instructor

Comparative Politics. Responsibilities include teaching courses in Government major and in a new International Criminal Justice major, as well as, either Introduction to American Government or Introduction to Criminal Justice. Please send teaching evaluations, publications or two writing samples

DEPARTMENT OF HISTORY

Assistant Professor/Instructor (three positions available)

1) Ability to teach a range of courses, specialization in legal history and/or history of the criminal justice system; 2) Ability to teach a range of courses, specialization in African American and/or Latin American and Caribbean history; 3) Ability to teach a range of courses, specialization in the history of criminal justice, human rights and/or civil liberties or similar subjects.

DEPARTMENT OF MATHEMATICS

Assistant Professor of Computer Science

Responsibilities include teaching courses in Department's growing computer major. Expertise in the field of computer security, skilled in the field of cyber-crime preferred.

DEPARTMENT OF PHYSICAL EDUCATION

Assistant Professor or Instructor and Head Coach (two positions available)

Teaching undergraduate classes in physical education including fitness, health and stress management, and coaching either men's and women's volleyball, men's and women's tennis, or baseball.

DEPARTMENT OF PSYCHOLOGY

Assistant Professor (two positions available)

1) Conduct research in forensic psychological assessment and teach courses in clinical and forensic psychological assessment. Background in forensic settings an asset; 2) Developmental psychologist with specialization in forensic populations. Research in the development of aggressive/criminal behavior and teaching in related areas.

DEPARTMENT OF PUERTO RICAN/LATIN AMERICAN STUDIES

Assistant Professor/Instructor

Candidate in the discipline of sociology with expertise in the Caribbean and Latin America regions and respective communities in the United States. Specialization in criminal justice and social science research preferred.

DEPARTMENT OF SCIENCES

Assistant Professor/Instructor (two positions available)
College Laboratory Technician (one position available)

1) Chemistry/Forensic Science. To teach courses from among natural science, general analytical, and forensic chemistry. Strong research agenda and thesis mentoring required; 2) Criminalistics/Forensic Science. To teach criminalistics in forensic science program and conduct research in graduate program 3) College Laboratory Technician. To assist in the preparation of experiments for laboratory courses. Skills in the maintenance and repair of scientific and computer equipment desirable.

Please send letter of application, curriculum vitae, publications and/or writing samples, and three references, etc., to respective department chairpersons at John Jay College of Criminal Justice, CUNY, 899 Tenth Ave, New York, NY 10019. **Deadline: October 22, 2001.**

John Jay College has a strong institutional commitment to the principle of diversity. In that, we are particularly interested in receiving applications from a broad spectrum of individuals, including women and underrepresented groups. Reasonable accommodations will be provided to persons with disabilities upon request.

AA/EEO/ADA/IRCA Employer

University of Wisconsin-Parkside

PROVOST/VICE CHANCELLOR

The University of Wisconsin-Parkside provides a high-quality, highly relevant educational experience to a diverse student population. Located in southeastern Wisconsin midway between Milwaukee and Chicago, the university offers graduate degrees in three disciplines, 29 undergraduate majors and more than 70 academic programs. UW-Parkside is a dynamic institution, expanding its range of certificate programs and anticipating new masters programs. The university is a founding member in the effort to establish a Wisconsin State Campus Compact. UW-Parkside is accredited by the North Central Association of Colleges and Schools and the business program holds AACSB-International Association for Management Education accreditation. Wooded areas, nature walks and modern buildings designed in harmony with the environment highlight the beautiful 700-acre campus.

Responsibilities: The Provost/Vice Chancellor reports to the Chancellor and serves as the ranking executive officer in the Chancellor's absence. The Provost/Vice Chancellor works with senior officers of other divisions, with faculty and academic staff governance groups, and with representatives of other University of Wisconsin institutions on System-wide issues. The directors of General Education, Assessment, Honors, and the Teaching Center report to the Provost/Vice Chancellor. She/he is responsible for:

- Providing intellectual and administrative leadership in Academic Affairs, including the University's two schools and their departments, various centers, Information Services (including the Library and Computer Services), Center for Community Partnerships, Grants office, and other academic units; this includes but is not limited to:
- Academic planning and assessment
- Budgeting and resource allocation
- Faculty recruitment, evaluation and retention
- Programmatic and instructional quality
- Promotion of the teaching, research, and service mission of the University
- Fostering participation by academic units in appropriate areas related to the campus' strategic plan

Qualifications:

- Earned doctorate or appropriate terminal degree from an accredited institution
- Excellence in teaching, research or creative activity, and service which would qualify for tenure at the rank of professor in an academic unit of the University
- Progressively responsible administrative experience; including experience in program planning and assessment, and budgetary management
- Successful experience with integrating teaching and learning with high quality scholarship, creative activity, and community engagement
- A record of commitment to a successful advancement of diversity among faculty, staff, and students
- Experience in expanding diversity in University programs and curriculum
- Strong oral, written, analytical, and interpersonal skills
- Demonstrated problem-solving ability
- Demonstrated ability to build consensus among faculty, staff and administrators
- Demonstrated awareness of the needs of nontraditional students and experience with nontraditional programs and curriculum

The review for nominations will begin on *September 17* with an anticipated appointment date no later than July 1, 2002. Applications will be reviewed as they are received. This position description is also available on our website at: **http://www.uwp.edu/employment/vcp.html]. General information about the University and its programs can be accessed at: http://www.uwp.edu. Inquiries may be directed to Allan W. Ostar, Academic Search Consultation Service, (202) 332-4049, e-mail aws@academic-search.org.**

Please send a letter, a current Curriculum Vita/Resume, names and contact information for at least three references, to:

ATTN: Sandra Pomorowski
University of Wisconsin-Parkside
PO Box 2000, 900 Wood Road
Kenosha, WI 53141-2000.

"The University of Wisconsin-Parkside is an AA/EEO employer; D/M/V/W

FLORIDA
GULFCOAST
UNIVERSITY

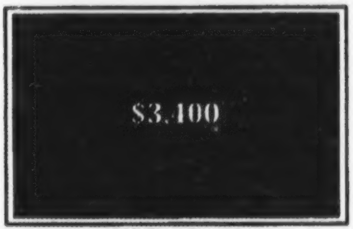
All information on vacancies & how to apply, visit
www.fgcu.edu
or call the 24-hr jobline @
941-590-1111.
FGCU is an EO/EA/AAI

LATIN AMERICAN HISTORY

Wellesley College seeks applications for a full-time, tenure-track assistant professorship in Latin American history; area and period of specialization open. Position starts in September 2002. Appointee should have the Ph.D. by fall 2002. Please send cover letter and c.v. and forward dossier with three letters of recommendation by November 15, 2001 to Latin American Search, History Department, Wellesley College, Wellesley, MA 02481. Wellesley College is an AA/EOE; successful candidates must be able to work in a culturally diverse environment. Applications from women, minorities, veterans, and candidates with disabilities encouraged.

HISPANIC OUTLOOK 2001-2002 RATE CARD

SUGGESTED AD SIZES



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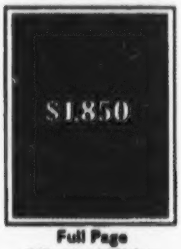

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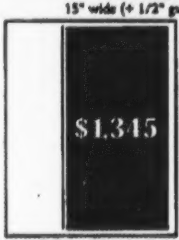

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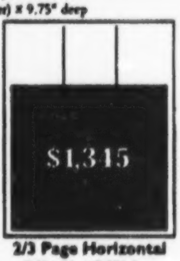

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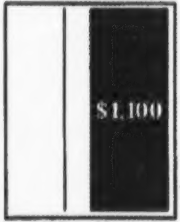

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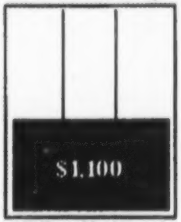

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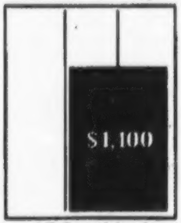

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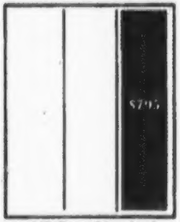

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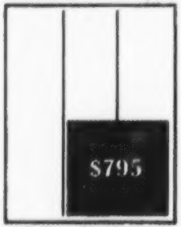

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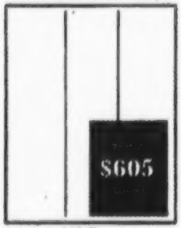

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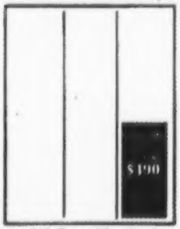

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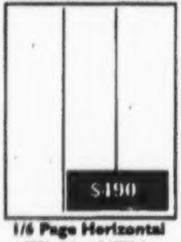

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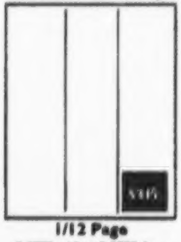

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MECHANICAL REQUIREMENTS

TRIM SIZE: 8.375"w X 10.875"d
LIVE AREA: 7.5"w X 9.75"d
BIND METHOD: Saddle Stitched
KIND OF PRINTING: Two Color Web
PAPER STOCK: 70 lb. opaque

PUBLICATION DATES AND DEADLINES

Space reservations are suggested to assure placement in the issue of your choice. Advertisers with space reservations will receive priority over others sending materials received by the closing date. **No cancellations or changes will be accepted after closing dates.** Refer to schedule for deadlines.

CLOSING DATES

Issue Date	*Closing Date*	
October 8	Sept. 18	*** Back to School Issue**
October 22	Oct. 2	* Hispanic Heritage Month
November 5	Oct. 16	Law School Issue
November 19	Oct. 30	* Publisher's Picks ✓ Issue
December 3	Nov. 13	
December 17	Nov. 27	
January 7	Dec. 18	
January 28	Jan. 8	* Financing a College Education
February 11	Jan. 22	
February 25	Feb. 5	* Women in Higher Education
March 11	Feb. 19	* Community College Issue
March 25	March 5	
April 8	March 19	Graduate School Issue
April 22	April 2	

READERSHIP

HO's readership is primarily composed of progressive decision-makers in academia and in public and private sectors. As educators and administrators, they represent higher education's most dynamic thinkers. As executives in public or private enterprise, they signify a broadening interest and desire to diversify the workplace. As counselors and professionals in community-based organizations, they are influential advisors to students on career development and other areas of service. *HO's* readers value multiculturalism and its significance in a global economy. The publication's circulation is **28,000.**

In addition to the primary circulation, *HO* is distributed at major educational meetings and conferences and government agencies and is mailed to community-based groups.

HOW TO PLACE ADVERTISEMENTS

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¡PUNTO FINAL!

MONTEZUMA'S REVENGE

Fr. Alberto Huerta, associate professor in the Department of Modern & Classical Languages at the University of San Francisco, teaches Indigenous America, Hispanic/Latino Experience in California in the West, Invisible America, and Poetry in San Francisco.

Legend has it that Montezuma, last Aztec emperor of Mexico, defeated by Hernán Cortés in 1520, cast a spell over all intruders to avenge his people's humiliating defeat.

Mexico lost half its political hegemony to "Los estados unidos" in the Mexican-American War. Mexicans on both sides of the new border claimed these territories, including California, had been stolen–"robados." They wanted someone someday to rise up and restore them. But history's clock is rarely turned back. The only hope was that the large influx of immigrants breaking down border fences would one day balance the bases of democratic power in the U.S.

Vigilante Americanos in Texas, Arizona, and California have made sport of shooting at "illegals." The U.S. government knows, as does the border patrol, that these men and women risking their lives want only to work and will take jobs most Americans will not consider. But fear of too many Mexicans crossing the border, legal or illegal, threatens those who do not want to lose political control or share power.

California passed Proposition 21, an anti-gang initiative that makes it a crime for any similarly dressed under-aged persons to gather on the street. *Mi abuelita* always told me that Hispanics in general socialized in the streets–*viven en la calle*. And now their apparel can get them searched and arrested. (The law is being contested as violating a constitutional right of assembly and targeting people of color.)

So just when Americans of Mexican descent thought they were settling the score, they are being shut out and shut down. But Montezuma has returned and resurfaced on the screen.

Forbidden to wear bandanas and colors publicly in the barrio, "Homies" have retreated to cyberspace in the form of pint-sized figures created by David González. Via Homies, Montezuma's bright plumage is making a war dance, and shaking up law enforcement agencies across America. In Los Angeles, "Elay," where law enforcement's blue code of silence is under siege due to corruption charges, its anti-gang task force sees "Droopy," "Eightball," "Sapo," "Mr. Raza," "Smiley," and "Big Loco" as encouraging and promoting gang violence. Hispanic *picardía* has piqued the police. González has been accused by Imagen Foundation, a California nonprofit that encourages positive images of Hispanics in the media, of perpetuating negative stereotyping in the barrio.

Whether or not online Homies threaten the public order, the publicity has boosted sales to more than four million Homies figurines in 1999. And the Homies are not easy to find.

I searched the Aztlán shops of the Mission district for the six metamorphed survivors of Montezuma's Aztlán. Some shopkeepers said they were sold out; others feared they could be arrested for selling them. Some said they gave the wrong image, and refused to sell them. Still others whispered that there was a shop on an off-street where I could find them. I searched in vain.

I finally found a set of the six Homies in a small shop with a sign over the door reading "Avalon." The irony was not lost. I had gone through all the Aztlán shops to get to Avalon, the mythical realm where Anglo-Saxon culture was born. Before I could even say a word, an old Irish-looking man with a ruddy face anticipated my request: "I know just what you want." I asked myself, has Montezuma gone Irish? From the cluttered shop, he pulled out a bag, and one by one the six Homies emerged. He gave me his card and said, "Give me a call soon. I am getting a new shipment in a couple of weeks." Here there was no fear, social commentary, image damage control, or morality. He had what I wanted.

The Homies are just cute, well-detailed figurines of character types I occasionally met in the barrio when I was younger. I laugh at Montezuma's clever revenge. He has survived conquest, battles, xenophobia over borders, the Hispanic demographic explosion, and unjust laws that forbid him and his descendants the right to walk the streets of California freely. Montezuma has gone cyberspace to perpetuate his cultural presence, where he can roam like the buffalo and where no man or woman can arrest him or his colorful Homies of Aztlán.

If interested in submitting a ¡Punto Final! "think piece," please e-mail us at sloutlook@aol.com for guidelines.

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